



# **City of Madison, Wisconsin LANGUAGE ACCESS PLAN**

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# Introduction

## Policy Statement

The City of Madison ensures meaningful access to City services shall not be denied or restricted to any individual because of limited proficiency in English or any disability which may limit the ability to communicate in English. The City is committed to provide equal opportunities in all programs, services, and activities to Limited-English proficient (LEP) individuals. This commitment stems from overall City goal of being a welcoming and inclusive city for all members of the community.

To provide this access, the City shall provide written translation and oral interpretation, free of cost, to LEP individuals to ensure meaningful, accurate, and equal access to programs, benefits, and activities. We monitor demographic changes and population trends on an annual basis to ensure awareness of the changing demographics and language needs in our service area. We discourage the use of family members or friends as an interpreter because this may violate the persons' privacy and disclose sensitive and confidential information. It is our policy to inform all customers with Limited-English proficiency of their right to free language assistance and interpreter services at no cost.

This Language Access Plan shall serve to inform the City of Madison's staff, leaders, elected officials and sub-contracted vendors regarding policies, procedures and practices to provide meaningful access to City services for LEP individuals.

## Authority

As a recipient of federal funds, the City of Madison is subject to Title II and Title IV of the Americans with Disabilities Act, Title VI of the Civil Rights Act of 1964 (which prohibits discrimination based on national origin), and Executive Order 13166, which mandates meaningful access to City programs, services, and information for persons with Limited-English Proficiency. Meaningful access means that LEP individuals are given adequate information, can understand the services and benefits available, can receive the services for which they are eligible, and can communicate the relevant circumstances of their situation to the service provider.

In addition, the City's Affirmative Action Ordinance, Madison General Ordinance 39.02 holds that the official policy of the City of Madison is to provide equal employment and promotional opportunities and equal access to public services for all persons from all segments of the Madison community without regard to their disability, national origin, or other protective categories, and prohibits the practice of unfair discrimination in access to public services, employment and contracting for these reasons. The City is thus required to take "affirmative and direct action ... to make equal employment, access to public service, and promotional opportunities a reality and correct the effects of past patterns of inequality."

Further, in September of 2016, the City's Common Council adopted a resolution which prohibited the use of machine translation for official City of Madison communications, including

the City website. The resolution also directed the Department of Civil Rights to develop a comprehensive language access plan to be submitted to the Common Council by June 2017. A second resolution was introduced to the Common Council on June 20, 2017 to extend the deadline by which this plan should be submitted. The extension directed the Department of Civil Rights to present an update on the Language Access Plan to Common Council in September 2017, with the final report due in December 2017.

## Need for Language Services

Madison's primary non-English language groups (Spanish, Hmong, and Chinese Mandarin) were identified using data from the past four years of language assistance provided by the City of Madison. This information was gathered from review of the following: documents translated, interpreters requested, and languages utilized via telephone interpreter services. The breakdown of the City's population is detailed in the chart below. See also Top 15 Non-English Languages by State (Appendix A).

| Subject                             | Madison city, Wisconsin |                 |          |                 |   |                 |   |                 |                                     |                 |   |                 |
|-------------------------------------|-------------------------|-----------------|----------|-----------------|---|-----------------|---|-----------------|-------------------------------------|-----------------|---|-----------------|
|                                     | Total                   |                 | Percent  |                 | Percent of specified language speakers          |                 |   |                 |                                     |                 |   |                 |
|                                     |                         |                 |          |                 | Speak English only or speak English "very well" |                 | Percent speak English only or speak English "very well" |                 | Speak English less than "very well" |                 | Percent speak English less than "very well" |                 |
|                                     | Estimate                | Margin of Error | Estimate | Margin of Error | Estimate  | Margin of Error | Estimate  | Margin of Error | Estimate                            | Margin of Error | Estimate                                    | Margin of Error |
| Population 5 years and over         | 229,416                 | +/-596          | (X)      | (X)             | 215,626   | +/- 1,271       | 94.0%   | +/-0.5          | 13,790                              | +/- 1,104       | 6.0%  | +/-0.5          |
| Speak only English                  | 193,231                 | +/- 1,585       | 84.2%    | +/-0.6          | (X)   | (X)             | (X)   | (X)             | (X)                                 | (X)             | (X)   | (X)             |
| Speak a language other than English | 36,185                  | +/- 1,413       | 15.8%    | +/-0.6          | 22,395  | +/- 1,185       | 61.9%   | +/-2.5          | 13,790                              | +/- 1,104       | 38.1%                                       | +/-2.5          |
| Spanish                             | 13,634                  | +/- 1,093       | 5.9%     | +/-0.5          | 7,961   | +/-688          | 58.4%   | +/-4.0          | 5,673                               | +/-821          | 41.6%                                       | +/-4.0          |
| 5 to 17 years old                   | 3,758                   | +/-517          | 1.6%     | +/-0.2          | 2,777   | +/-453          | 73.9%   | +/-6.7          | 981                                 | +/-286          | 26.1%                                       | +/-6.7          |
| 18 to 64 years old                  | 9,581                   | +/-787          | 4.2%     | +/-0.3          | 5,068   | +/-497          | 52.9%   | +/-4.9          | 4,513                               | +/-702          | 47.1%                                       | +/-4.9          |
| 65 years old and over               | 295                     | +/-97           | 0.1%     | +/-0.1          | 116   | +/-70           | 39.3%   | +/-15.3         | 179                                 | +/-57           | 60.7%                                       | +/-15.3         |
| Other Indo-European languages       | 7,505                   | +/-793          | 3.3%     | +/-0.3          | 5,798   | +/-708          | 77.3%   | +/-4.5          | 1,707                               | +/-378          | 22.7%                                       | +/-4.5          |
| 5 to 17 years old                   | 756                     | +/-193          | 0.3%     | +/-0.1          | 592   | +/-184          | 78.3%   | +/-9.5          | 164                                 | +/-75           | 21.7%                                       | +/-9.5          |

|                                     |         |          |       |        |         |          |       |         |       |        |       |         |
|-------------------------------------|---------|----------|-------|--------|---------|----------|-------|---------|-------|--------|-------|---------|
| 18 to 64 years old                  | 6,127   | +/-685   | 2.7%  | +/-0.3 | 4,781   | +/-641   | 78.0% | +/-5.0  | 1,346 | +/-324 | 22.0% | +/-5.0  |
| 65 years old and over               | 622     | +/-184   | 0.3%  | +/-0.1 | 425     | +/-131   | 68.3% | +/-12.0 | 197   | +/-106 | 31.7% | +/-12.0 |
| Asian and Pacific Island languages  | 13,704  | +/-787   | 6.0%  | +/-0.3 | 7,770   | +/-752   | 56.7% | +/-4.3  | 5,934 | +/-667 | 43.3% | +/-4.3  |
| 5 to 17 years old                   | 2,178   | +/-298   | 0.9%  | +/-0.1 | 1,340   | +/-244   | 61.5% | +/-10.5 | 838   | +/-283 | 38.5% | +/-10.5 |
| 18 to 64 years old                  | 10,986  | +/-681   | 4.8%  | +/-0.3 | 6,226   | +/-702   | 56.7% | +/-4.7  | 4,760 | +/-542 | 43.3% | +/-4.7  |
| 65 years old and over               | 540     | +/-122   | 0.2%  | +/-0.1 | 204     | +/-88    | 37.8% | +/-14.6 | 336   | +/-113 | 62.2% | +/-14.6 |
| Other languages                     | 1,342   | +/-350   | 0.6%  | +/-0.2 | 866     | +/-263   | 64.5% | +/-10.5 | 476   | +/-190 | 35.5% | +/-10.5 |
| 5 to 17 years old                   | 145     | +/-113   | 0.1%  | +/-0.1 | 86      | +/-86    | 59.3% | +/-24.0 | 59    | +/-49  | 40.7% | +/-24.0 |
| 18 to 64 years old                  | 1,017   | +/-281   | 0.4%  | +/-0.1 | 669     | +/-246   | 65.8% | +/-12.1 | 348   | +/-135 | 34.2% | +/-12.1 |
| 65 years old and over               | 180     | +/-94    | 0.1%  | +/-0.1 | 111     | +/-62    | 61.7% | +/-30.4 | 69    | +/-74  | 38.3% | +/-30.4 |
| Citizens 18 and over                |         |          |       |        |         |          |       |         |       |        |       |         |
| All citizens 18 years old and over  | 184,557 | +/-1,195 | (X)   | (X)    | 180,550 | +/-1,303 | 97.8% | +/-0.3  | 4,007 | +/-583 | 2.2%  | +/-0.3  |
| Speak only English                  | 169,334 | +/-1,398 | 91.8% | +/-0.6 | (X)     | (X)      | (X)   | (X)     | (X)   | (X)    | (X)   | (X)     |
| Speak a language other than English | 15,223  | +/-1,037 | 8.2%  | +/-0.6 | 11,216  | +/-884   | 73.7% | +/-3.3  | 4,007 | +/-583 | 26.3% | +/-3.3  |
| Spanish                             | 5,516   | +/-680   | 3.0%  | +/-0.4 | 4,060   | +/-522   | 73.6% | +/-5.9  | 1,456 | +/-407 | 26.4% | +/-5.9  |
| Other languages                     | 9,707   | +/-782   | 5.3%  | +/-0.4 | 7,156   | +/-684   | 73.7% | +/-3.9  | 2,551 | +/-430 | 26.3% | +/-3.9  |

Source: U.S. Census Bureau, 2011-2015 American Community Survey 5-Year Estimates

Primary non-English language groups may change as new data is collected. The City's Language Access Plan will be updated no less frequently than the citywide Title VI compliance plan by the Department of Civil Rights. For additional details on updating and monitoring the City's Language Access Plan, refer to the section "**Responsibilities**."

In addition, the City took the following steps to determine language needs and develop this Language Access Plan. These steps are outlined below in the section "**Development of the Language Access Plan**." Further data sets will be identified and collected in order to ensure equitable access to language services for those who need them.

The need for comprehensive language access is evident from real-world examples. These instances represent a sampling of language access need and successful delivery:

- An interpreter was scheduled to attend the Alcohol License Review Committee when an LEP individual applied for an alcohol license and had to go before the Alcohol License Review Committee.
- A Deaf defendant in municipal court needed American Sign Language to communicate. The Court supplied the defendant with an ASL interpreter through Video Relay to facilitate meaningful communication.
- The Child Care Unit of the Community Development Division translated their Child Care Accreditation applications allowing Latino Child Care Providers to more easily apply for and maintain Accreditation with the State creating opportunities for culturally competent childcare services.
- A Homeless family, who speaks Fulani, working with a local housing agency was able to obtain permanent housing after being connected with the City's over-the-phone interpreter (OPI) service provider through the Library. Providing the community with resources has been a long held fundamental part of Library Services, and the over-the-phone interpreter service provider was able to assist them in providing quality services.

## **Scope**

The provisions of this Language Access Plan shall apply to every department in the City of Madison except where indicated. Public Health Madison and Dane County is not subject to this Language Access Plan.

The services provided in this Language Access Plan shall be available to any City employee, vendor, visitor, client, or Madison resident where services are necessary to obtain meaningful access to City services.

Some examples of appropriate uses of language services described in this document include:

- An LEP individual comes to a Madison Public Library location seeking information about how to find jobs in Dane County. An information clerk or librarian may use over-the-phone interpretation to help direct the patron to job seeker resources available through Madison Public Library.
- A resident with a hearing disability would like to attend a Plan Commission meeting. An ASL interpreter shall be scheduled and be present at the meeting.
- An LEP individual receives a parking ticket. The ticket shall contain information in primary languages indicating that language assistance is available at no cost. The parking ticket office will need to be ready to use the City's over-the-phone interpreter service when an LEP individual calls.
- City agencies will make vital information on their websites available in primary languages via written translations or video.

## Development of the Language Access Plan

Resolution No. 34666 was passed by the City of Madison's Common Council in 2016. This resolution tasked the Department of Civil Rights with the development of a comprehensive language access plan. The Department of Civil Rights, along with a group of community partners, worked towards the realization of this plan. In the course of this process, it became apparent that more information was needed regarding the structure of language services, community usage, staff needs, financial data, and more.

To that end, the City took the following steps to determine language needs and develop this Language Access Plan:

- The Department of Civil Rights combined with community partners to form a Steering Committee for better oversight of the Language Access Plan development. This Steering Committee was comprised of the following individuals: Department of Civil Rights Director, Division of Affirmative Action Manager, Disability Rights and Services Specialist, Affirmative Action Specialist, two additional Department of Civil Rights staff (one of which is bilingual), one bilingual staff person from Building Inspection Division, one bilingual staff person from Community Development Division, one staff person from Information Technology, an Alderperson who is also a language access expert, and one community language access planning expert.
- Several focus groups were held to solicit feedback from community stakeholders regarding their knowledge of City services and language access needs.
  - On Tuesday, May 9, 2017 a public meeting was held. Several members of the Spanish-speaking community, and a few members of the Deaf community participated.
  - On Tuesday, July 11, 2017, a Chinese Mandarin language focus group occurred.
  - On Thursday, July 20, 2017, feedback was provided by Civil Rights Coordinators.
  - On September 5, 2017, City Department and Division Heads were briefed regarding the Language Access Plan. The same were given an opportunity to give feedback on September 11, 2017.
  - On October 18, 2017, a focus group occurred for members of the Deaf community.
  - On October 24, 2017, a Hmong-language focus group occurred.
  - On November 6, 2017, a focus group solicited feedback from professional interpreters and translators.
  - On November 16, 2017, a focus group solicited feedback from UW-Madison staff regarding language access procedural aspects.
- All employees of the City were given the opportunity to respond to a survey. The purpose of this survey was to collect feedback from City employees with regard to providing services when language barriers may arise. There were questions for all employees, with some specialized questions to be answered by bilingual employees, and some for emergency responders. Full survey results attached as Appendix B.

- Additional process steps are outlined in the Language Access Plan timeline, attached as Appendix C.

For more detailed information regarding ongoing implementation measures, see the section ***“Phases of Language Service Implementation.”***

## Definitions

- **American Sign Language (ASL)** – A language used predominantly by individuals who are Deaf or hard of hearing, which uses syntax that is distinct from spoken English. Those who communicate in ASL as their primary language may or may not be able to speak, write, or lip-read in English.
- **Computer-Aided Realtime Translation (CART)** – A method to provide access to spoken communication for people who are deaf or hard of hearing. Is also referred to as “real-time captioning” or “Communication Access Realtime Translation”. It is defined as the instant translation of spoken English to English text using a computer or realtime software. The text can be displayed on many mediums, including: an individual’s computer, projected onto a screen, combined with a video, or other display systems.
- **English as a Second Language (ESL)** – A term used to describe the use, study, and teaching of the English language by non-native English speakers in an English-speaking environment.
- **Interpretation** - Interpretation is the conversion of a spoken message from one language to another while preserving the intent and meaning of the original message.
- **Limited English Proficient (LEP) Individual** - A person who does not speak English as their primary language and who has a limited ability to speak, read, write or understand English. These individuals may be entitled to language assistance with respect to a particular type of service, benefit or encounter.
- **Meaningful Access** – Access such that an LEP individual is given adequate information, can understand the services and benefits available, can receive the services for which the individual is eligible, and can communicate the relevant circumstances of the individual’s situation to the service provider.
- **Over-the-Phone Interpreter (OPI) Services (also known as telephonic interpreter services)** – A means of interpretation that allows 24/7, on demand access to interpreter over-the-phone through a vendor with whom the City has contracted.
- **Primary Languages** – The set of languages which includes English, American Sign Language (ASL), and the top three primary non-English language groups most commonly used in Madison.
- **Qualified Bilingual Staff** – An employee who provides services in two languages and has had their language skills properly assessed and vetted. As part of the hiring process, this employee has been tested for their fluency in both languages and has a position description that identifies providing services in multiple languages as part of their work duties and responsibilities.

- **Translation** - Translation is the conversion of a written message from one language to another while preserving the intent and meaning of the original message.
- **Video Remote Interpretation (VRI)** – A means of interpretation which incorporates a computer or two-way video screen. It can be used to provide an individual with simultaneous signing or spoken interpretation of a conversation or meeting.
- **Vital Documents** – Information or documents that are critical for accessing federally funded services or benefits, or are documents that are required by law. See the section “*What must be interpreted or translated?*” for more information.

## Standards for Service Delivery

### Who may provide interpretation and translation?

All interpretation and translation services must be made through approved vendors who meet the City's obligations under federal and local authorities. In addition, standards for interpretation may be different than standards for translation. To ensure compliance, all requests for interpretation or translation services must be made through the Department of Civil Rights.

The City shall establish staff who shall be responsible for coordinating interpretation and translation services and monitoring competency standards. As of December 5, 2017, the City has no staff whose position description includes managing or coordinating language services. Without a designated staff contact, the City may not be providing necessary language access services due to staffing shortage and lack of procedural guidance. The onboarding of these staff are described in the section "***Phases of Language Service Implementation.***"

### Interpreter competency

The City will use competent and culturally sensitive interpreters, appropriate to the level of interpretation required by law. Interpretation is more than the ability to speak two or more languages. Interpretation is the conversion of a spoken message from one language to another, while preserving the intent and meaning of the original message. Interpreters must be skilled and competent. Competent interpreters should be able to demonstrate the following:

- high level of fluency in both languages;
- evidence of training that includes skills and ethics of interpreting;
- ability to convey information in both languages, accurately and completely, as demonstrated by a simulated interpreting encounter or by the fact that the individual is a certified court interpreter, certified healthcare interpreter, or RID certified, and;
- fundamental knowledge in both languages of any specialized terms or concepts related to a City department's service, program or activity.

Interpretation services for the City will be carried out by competent interpreters, whether they are City employees, independent contractors or telephone interpreters. City employees who work as interpreters must demonstrate competence as defined above. Interpreter agencies and vendors providing over-the-phone or VRI interpreter services must demonstrate how competency is assessed.

Pursuant to WI State Statute 440.032, all ASL interpreters performing interpretation under this plan, whether located in Wisconsin or not, must be licensed by the WI Department of Safety and Professional Services. For more information, <http://dsps.wi.gov/LicensesPermitsRegistrations/Credentialing-Division-Home-Page/Health-Professions>

## **Translator competency**

Translation is more than the ability to read and write in two or more languages. Translation is the conversion of a written message from one language to another, while preserving the intent and meaning of the original message. Translators must be skilled and competent. An individual who is a competent interpreter may or may not be competent to translate. A translator should understand the expected reading level of the audience and where appropriate, have fundamental knowledge about the target group's vocabulary and phraseology. A competent translator should demonstrate the following:

- high level of fluency in both languages;
- evidence of training that includes skills and ethics of translation
- Proficiency in English and the other language, as documented in an objective language proficiency test;
- ability to convey information in both languages, accurately and completely, as demonstrated by a simulated translation request;
- fundamental knowledge in both languages of any specialized terms or concepts, and;
- with approved contract translators, contracting agencies should demonstrate how competency is assessed.

The City may contract with third-party translation services or employ staff to provide translation proofreading services to ensure accuracy and cultural sensitivity.

## **Officially approved providers**

Individuals or vendors who provide interpretation and translation services must meet certain standards which meet the City's obligations under federal and local authorities. In addition, certain types of interpretation (e.g. legal interpretation, medical interpretation, ASL interpretation) are regulated by federal and local laws and have their own certification processes. In order to ensure the City's interpreters and translators comply with these obligations, and because the City is unable to provide internal oversight of compliance standards, all interpretation and translation services must be made through approved vendors or in-house service providers. Requests for such services must be made through the Department of Civil Rights. City approval standards will be developed and published as specified in implementation phases.

Because some City departments are subject to information privacy laws, including the Health Insurance Portability and Accountability Act of 1996 (HIPAA), any individuals or vendors who provide interpretation and translation services must be able to demonstrate and maintain HIPAA compliance. HIPAA requires vendors to have a business associate agreement on file. Approved vendors must have a service agreement with the City that includes a business associate agreement.

## **Appropriate use of staff**

City staff should not provide translation or interpretation services except employees hired by the City to provide such services in-house. The practice of City staff providing full or partial

document translation is not appropriate because it compromises the City's obligations to ensure compliance with federal and local authorities, costs the City more in staff time, and unduly burdens staff who are actually or perceived to be bilingual.

City employees hired as bilingual employees should be treated with the expectation that their bilingual requirement is specific to their work area, not for general interpretation or translating documents on the City's behalf. However, bilingual staff may review translated materials within their area of work expertise for accuracy and other feedback. Bilingual staff may also provide interpretation services in limited circumstances: where the conversation pertains to general inquiries and information on services, employees may interpret conversations within their department or area of expertise. Where the topic of interpretation is more in-depth or may pertain to legal issues or an individual's rights or meaningful access to services, staff should not interpret. Bilingual staff shall never be used to help in negotiations, hearings, translate legal or technical forms and documents unless they are certified to do so.

The City shall explore and implement differential compensation rates for employees whose position title includes the term "bilingual," or whose job duties include performance of work in a bilingual fashion. This is considered to be a best practice and has been locally implemented by both Dane County and UW Health. City staff shall work on creating a database of qualified bilingual staff to be posted on the City of Madison Employeeenet.

### **Non-city-staff volunteers**

City staff are prohibited from relying upon volunteers, friends, or family members whose competence has not been assessed for translation or interpretation. The use of untrained volunteers exposes the City to liability related to its legal obligation to provide competent translation services. Similarly, for reasons of accuracy, confidentiality and family dynamics, minor children (under 18) may not interpret or translate vital documents for family members or other individuals with Limited-English proficiency.

### **What must be interpreted or translated?**

The City must provide an interpreter and translations, free of charge, to individuals with Limited-English proficiency if needed to receive meaningful access to City services, programs and activities.

To ensure meaningful access for individuals with Limited-English proficiency, the City shall provide primary language interpreters at a number of public meetings, as well as key press conferences or city conferences. In addition, interpreters in other languages may be provided upon request providing sufficient advance notice. Interpreters will also be available upon request made in advance for committee meetings, interviews, and other exchanges which are critical for accessing services or benefits required by law.

Similarly, the City shall make it its practice to translate all key press releases and citywide announcements into primary languages to ensure meaningful access for individuals with

Limited-English proficiency. Vital documents must also be available in the City's primary languages or readily translated, upon request.

“Vital documents” refer to information or documents that are critical for accessing services or benefits required by law, or are documents that are required by law. Subject matter written on City public websites may constitute vital documents. Documents that require a signature are considered vital. Examples may include:

- Key consent and complaint forms
- Intake forms with the potential for important consequences
- Written notices of eligibility criteria, rights, denial, loss, or decreases in benefits or services, actions affecting parental custody, child support, or resulting from other hearings
- Notices advising LEP individuals of free language assistance
- Applications to participate in a recipient's program or activity
- Applications to receive benefits or services
- Short descriptions of department or services

Non-vital written materials could include the following:

- Third-party documents, forms, or pamphlets distributed by a recipient as a public service
- For a non-governmental recipient, government documents and forms
- Large documents such as enrollment handbooks (although excerpted vital information contained in large documents may need to be translated)

Not all documents can be translated and available in every language. City departments must have the capacity to obtain translation of vital documents upon request and in a timely fashion. Materials translated must be evaluated for accuracy of translation. Non-vital documents may be translated as determined by the Department of Civil Rights on a case-by-case basis. The financial responsibility for translation of non-vital documents may belong to the department requesting the translation.

## **Official Notices**

The City of Madison is subject to the Open Meeting Law (Found in sections 19.81 through 19.98 of the Wisconsin Statutes, reproduced in section 3.71 Madison General Ordinances, and supplemented by Administrative Procedure Memorandum 3-13). This law requires that any meetings of state or City governmental bodies (including boards, commissions, committees, councils, etc., and all designated subunits of these) must be held in a publicly accessible location and be preceded by notice. In some circumstances, the City may use Video Remote Interpretation if technologically practical for the given meeting or event.

Notices must include language stating that interpreters will be provided upon request, if requested at least 48 hours prior to the meeting. In addition, the following language translated into primary languages shall appear at the top of all such notices: *“If you need an interpreter, translator, materials in alternate formats or other accommodations to access this service,*

*activity or program, please call the phone number below immediately. Language assistance will be provided at no cost.”*

In order to provide meaningful access, departments should strive to post official notices more than one week prior to the meetings to allow for a week to reserve assistive listening devices.

### **Way-finding Signage**

The City owns and/or operates out of several facilities which are open to residents and visitors. These facilities have various signage posted which provides direction to sites of physical access, such as office numbers or public restroom sites, as well as signage out of the facilities. This “way-finding signage” may be necessary for meaningful access and reasonable safety. For example, in order for a resident to contest a ticket or pay a property tax bill, it may be necessary for them to follow signage directing the individual to the physical location of the Municipal Court or the Office of the Treasurer.

In facilities where the City operates, attempts should be made to have key way-finding signage for the public translated into primary languages. Key way-finding signage includes building directories and emergency exits. Pictorial signage should also be used whenever appropriate as it can transcend across languages.

# Interpretation Procedures

## ESL Interpretation

### At the front desk

To respond to LEP individuals at the front desk, first ensure that the Language Chart is posted at the front lobby area ahead of time. Whenever possible, use visual cues to assist in communication (Language Chart can be printed from Appendix D).

Staff should take the following steps to respond to LEP individuals at the front desk:

1. If staff is unable to communicate in English with a visitor, point to the Language Chart and ask: "What language do you speak?"
2. Once they have indicated what language they speak, say "One moment please" in their language.\*
3. If appropriate, check if there is another staff person who speaks the indicated language in your Department and ask for assistance.
4. In the event you cannot reach anyone, or no one speaks the appropriate language, connect with the City's Interpretation vendor. Instructions can be found in Appendix E.

For any questions, please contact the Department of Civil Rights. For additional guidance, review the document, "Tips on Serving the Multi-Lingual External Client," located in Appendix F.

### On the phone

Staff should take the following steps to respond to individuals with Limited-English proficiency when receiving incoming phone calls:

1. Ask if the caller speaks any English. Try to determine the client's primary language. If possible, say "Please Hold" in that language\* and check if there is a qualified bilingual staff person available in your department who speaks the indicated language.
2. If no one is available, or no one speaks the appropriate language, take the call off of hold and press the "conference button."
3. In the event you cannot reach anyone, or no one speaks the appropriate language, connect with the City's Interpretation vendor. Instructions can be found in Appendix E.

Staff should take the following steps to respond to individuals with Limited-English proficiency when making an outgoing phone call:

1. Call the over-the-phone interpreter service vendor and provide them with the City of Madison's password, the requested language, and phone number of the individual.
2. The operator will connect you with both the interpreter and the individual.

For any questions, please contact the Department of Civil Rights. For additional guidance, review the document, "Tips on Serving the Multi-Lingual External Client," located in Appendix F.

## **At a meeting or event**

Individuals who need a language interpreter for a City event or meeting may do so by contacting the Department of Civil Rights. Request must be made no later than two weeks in advance and include the following information:

- Date and time of event/meeting
- Language needed
- Expected number of people
- Exact address where event/meeting will take place
- Contact name and cell phone number
- A small description of meeting, including the type of communication (conversational or one-way communication) and any documents/flyers/handouts distributed in advance
- Expected length of the meeting or event

## **ASL Interpretation**

### **In person**

Individuals who cannot speak or hear will usually indicate how they wish to communicate (e.g. motioning their hand writing, etc.). If the individual's only way of communication is ASL, where advanced contact has been made, the department should acquire an interpreter by contacting the Department of Civil Rights. Alternatively, City staff should follow procedures for using Video Remote Interpreting (VRI) services.

For any questions, please contact the Department of Civil Rights. For additional guidance, review the document, "Communicating with Deaf People at the Front Desk," located in Appendix G.

## **At a meeting or event**

Individuals who need an ASL interpreter for a City event or meeting may do so by contacting the Department of Civil Rights. Request must be made no later than two weeks in advance and include the following information:

- Type of Interpreter needed (On-Site/Remote/specialized)
- Date, Time and length of event/meeting
- Expected number of people (If need is individual, provide the name of deaf individual)
- Exact address where event/meeting will take place
- Contact name and cell phone number
- A small description of meeting, including the type of communication (conversational or one-way communication) and any documents/flyers/handouts distributed in advance

## **Video Remote Interpretation (VRI)**

Video Remote Interpreting (VRI) should be used when working with an individual who uses American Sign Language to communicate. It can be used to provide the person with

simultaneous signing of a conversation or meeting. To connect with the City's VRI vendor, follow the instructions available in Appendix H.

Generally, VRI works if there is access to the City's computer network (with adequate bandwidth) and without firewalls to prevent access. Most agencies in the City-County and Municipal Buildings can use VRI without a problem. Check with Information Technology to determine if bandwidth is adequate and that firewalls will not be a problem.

The City has a number of sets of Polycom equipment. The following departments have their own Polycom equipment: Emergency Operations Center/Water Utility, Fire, Health, Monona Terrace and Police. Each of these agencies should have their own contacts for reserving their equipment. For other locations, see information below on reserving the equipment.

A VRI session should be scheduled as soon as possible with advanced notice of a meeting, but no less than 24 hours. We recommend trying out the equipment prior to the scheduled meeting so that any connection problems can be worked out well ahead of time.

## Translation Procedures

### Document translation into a language other than English

To request that a document be translated into a language other than English, send the source document (not in PDF form) to the Department of Civil Rights. Include the following information:

- Language needed
- Date document is needed
- A small description of what the document is for

Documents may also be translated into Braille or another Alternate Format (large print, Braille, electronic format for screen readers). To request a document formatted into one of these, please contact Document Services.

### Computer-Aided Realtime Translation (CART)

Communication Access Real-time Translation (CART) is the process of translating spoken word into written text for persons who may be Deaf, hard of hearing, learners of English as a second language, etc. This process is also known as realtime captioning (RTC) or simply, captioning.

Captioning requires a skilled stenographer (typically a court reporter), stenotype machine, notebook computer and real-time software. Captions may be displayed on a small screen read only by a few people, displayed on a large screen for groups (i.e., conference settings), or broadcast on the Internet or via satellite. Captions appear almost instantaneously so there is very little lag time between the spoken message and the message being displayed.

CART services may be used as one option to facilitate language access for large meetings and presentations. It is best utilized when communicating to a large audience, and is recommended for use during conference keynotes, and general addresses. CART services may also be used over the internet through a contracted provider to facilitate communication on an individual basis, though this may not be the best form of meaningful access. To request CART services, contact the Department of Civil Rights.

### Internet Access

Written materials on City public websites must be translated where subject matter constitutes Vital Documents necessary for meaningful access to information. Interactive material on City public websites, such as "Report a Problem" may not be available for translation in a timely fashion. Interactive materials must include a statement in the City's primary languages that these services are not available online, but provide relevant contact information by phone or in person.

Information Technology provides a website content management system to each agency with a multilingual feature. The multilingual feature provides the ability to associate English pages

to multiple translated pages (examples: Spanish, French, Arabic, etc.) that are associated with the “parent page.” When new translated pages are created, content editors will associate the translated pages to the parent English page. Once pages are published, the translated pages links will automatically be added to the parent English page and all other associated translated pages. Information Technology shall develop and implement a more detailed strategy to feasibly allow City websites to become compliant with the Language Access Plan

All translations will be completed by a human translator. The content management system multilingual feature will not automatically translate content. Each agency must provide updated translations for all pages in which the English page is updated.

# Equipment Access

## Assistive Listening Devices

LEP individuals and individuals with hearing impairments may need translation or amplification devices. Assistive Listening Devices allow for sound amplification or translation to up to two languages at a public meeting.

Assistive Listening Devices must be available as standard procedure at all City meetings without visitors needing to request equipment in advance. When planning a meeting open to the public, the hosting agency must reserve Assistive Listening Devices at least one week prior to the meeting. Assistive Listening Device equipment must be reserved through the Department of Civil Rights. In addition, instructions for Language Translation or sound amplification devices are detailed in Appendix I.

## Remote Interpreting

Remote Interpreting should be used when you are working with an individual who uses ASL to communicate. It can be used to provide them with simultaneous signing of a conversation or meeting. Remote Interpreting should be used when in-person ASL interpretation is not available.

Polycom Devices for remote interpreting must be reserved through the Department of Civil Rights. Requests should include:

- Location of meeting
- Length of time equipment will be needed
- Whether or not you need assistance with setup and connecting

Additional instructions for equipment setup can be found in Appendix H.

## Phases of Language Service Implementation

In order to effectively deliver the services required in this Language Access Plan in a comprehensive manner, several phases have been established. The phases outlined below shall occur sequentially, however there may be some overlap in execution of these phases. Similarly, as the time required to complete each phase may vary, there will not be a hard deadline to complete each phase. All four phases should be completed within three to five years from the adoption date of this Language Access Plan.

The responsible party for implementing each phase component shall be the Department of Civil Rights except where otherwise specified.

### **Phase 1: Communicating Existing Services**

This phase is focused on familiarizing City staff with the current services offered by the Department of Civil Rights. Currently the department offers minimal interpretation and translation services on an as requested basis, this model only works if staff are aware that the service is available and know how to access it. Educating staff on current services will provide a starting point for the expansion of services in order to provide meaningful access. Several steps of this phase are currently underway, or will be undertaken before the completion of this plan with the intention of implementation shortly after publication.

- **Conduct outreach regarding existing language services so users are aware of what is available to them**

Currently, staff seeking access language services are directed to the city intranet to find directions on making requests. Of the nearly five hundred staff to respond to the All-staff survey, 44% indicated they are aware of language access services, and another 40% are aware of some of the services.

The Department of Civil Rights has developed a training for front-line staff regarding the access and use of current services. In coordination with Human Resources' Office of Employee Development and Organizational Effectiveness, the Department of Civil Rights will continue to provide access to this training and ensure that training efforts will be tracked. These agencies will also explore the possibility of providing this training for all new staff at orientation.

- **Purchase equipment necessary for interpretation sufficient to meet need for meetings and events where multiple individuals may require interpretation**

The City will purchase the equipment necessary to provide simultaneous interpretation in the top three languages indicated in American Community Survey data. Currently, the City can provide simultaneous interpretation in two languages to a very limited number of individuals, requiring the city to rent equipment in some instances.

- **With the assistance of the City Attorney, establish an Administrative Procedure Memorandum (APM) to require departmental compliance with the Language Access Plan**

The purpose of this APM is to establish procedures to ensure that LEP individuals receive meaningful access to City services in full compliance with all civil rights laws. It will address standards for responsibility, compliance, and training across all city departments. This step is currently underway and will be completed prior to or concurrent with the adoption of this Language Access Plan.

- **Establish standards of quality and standard procedures, as well as a code of conduct for interpreters and translators**

This will be done in addition to the above referenced Administrative Procedure Memorandum and is intended to lay out the expectations for the quality of service, conduct of providers, and expectations of city staff and contractors. These two documents will be the guiding principles under which language service providers conduct themselves when working for the City.

- **Departments heads shall identify number and cost of videos and documents to be translated as vital documents and report to the Department of Civil Rights**

This Language Access Plan increases the level of minimum services to be provided. In recognition that transitioning to the requirements of this plan will require significant time and other resources, there is an expectation that translation of vital documents and interpretation of informational videos will occur on an incremental schedule.

In this Phase, all City departments will identify and prioritize its vital documents and videos. Those documents and videos which are most pertinent to the community will be scheduled for translation and interpretation as soon as possible, with less pertinent materials to follow.

- **Ensure all departments have Language Identification Chart displayed appropriately**

This step is currently underway and will be completed prior to the adoption of this Language Access Plan.

- **Identify data sets necessary to track language services to better anticipate future need**

Temporary staff will be hired to begin identification of needed data. These staff will take over the tasks of data collection related to language requests, as well as develop new data measures to ensure we are accurately capturing growth of this service. This new staff will be responsible for gathering departmental data related to several factors.

These staff are temporary because it is anticipated that full-time staff will be necessary to execute steps identified in later Phases.

In addition, some aspects of information collection is underway concurrent with the development of this plan. Examples include a survey sent to all City staff to assess existing knowledge of language services and resource needs, and community focus groups which target specific language groups.

- **Identify City of Madison services and develop a resource document for the public**

Multiple focus groups identified a major barrier to access of City of Madison services for individuals with limited English proficiency: lack of awareness of available services. At a minimum, each department shall identify its available services. These will be compiled into a resource guide and translated into various languages.

- **In coordination with other departments which respond to emergencies, develop procedures for disseminating urgent and time-sensitive vital information**

Emergency or unexpected situations may occur that necessitate written or verbal messages to be disseminated on very short notice. In order to ensure that LEP individuals have meaningful access to these messages, an implementation plan will be created to guide the process of obtaining translations or interpretations for emergencies.

- **In coordination with Information Technology, develop a strategy to allow City websites to become compliant with the Language Access Plan**

An implementation plan will be created to guide the process of developing language access web services as departmental resources allow.

- **Continue working with LAP steering committee**

This will be necessary for continued guidance and oversight.

- **Draft a report to outline progress of this Phase**

At the end of this and all Phases, a report shall be drafted and submitted to the City of Madison's Common Council. The report will provide a detailed explanation of progress made to the completion of each item in this Phase. Where appropriate, supportive data, plan details, and feedback received will be submitted within the report or as addenda. Any additional changes or clarification to subsequent phases shall also be included.

## **Phase 2: Meeting Essential Language Access Needs**

Once substantial progress has been made on the steps of Phase 1, staff will undertake tasks related to establishing the foundation for meaningful access. This phase is intended to build the internal structure needed to administer language access services above the current levels.

In order to do so, the Department of Civil Rights will require the partnership with all City agencies, primarily Information Technology and Human Resources. In this phase there will be increased reliance on departments to identify their needs in providing language access services.

- **Develop standardization for language service usage data collection and reporting**

In conjunction with the city-wide data team, staff hired to collect data for Phase 1 will be responsible for the development of a standard data collection tool. This tool is intended to capture the number of hours interpretation and translation services are used, the trends in primary languages, and the allocation of assistive devices.

- **Issue an RFP/RFB for language service providers ahead of contract expiration**

Currently the City is utilizing the state contract for language services. This contract has been extended, but expires at the end of 2018. In 2018 staff will author and issue an RFP/RFB in order to secure continuing contractual services. This will be open to multiple awards to explore a variety of language service provisions.

- **Create a “Language Access Coordinator” position**

In order to expand these vital services, a full time coordinator will be required. This position will be developed based on the data gathered in this and the previous phase of this plan. Establishing this position will allow the department to dedicate the necessary staff time to coordination, data collection and follow up. This will also give departments access to a specific staff to assist them in their compliance with this plan. It is anticipated that the appropriate starting compensation level will be 18/02 for this position.

- **Departments shall cooperate with Information Technology and the Department of Civil Rights to create informational videos with appropriate translation and interpretation**

Access to written translation of web content may not be an effective means of communicating with all LEP individuals, some of whom may have verbal or visual fluency in their first language but may not have proficiency at reading. Feedback already received indicates that informational videos, when translated or interpreted, may be a superior mode of communication to LEP individuals while adding efficiency and cost savings by avoiding unnecessary translation of documents or web content.

Departments will be expected to cooperate with Information Technology and the Department of Civil Rights to create such informational videos whose messages contain vital information. This effort will need to follow the website compliance implementation strategy.

- **In coordination with Information Technology, implement strategy to allow City websites to become compliant with the Language Access Plan**

In order to comply with the provisions of this Language Access Plan, a large amount of information will need to be translated. Much of this information is held in electronic format. As a result, staff whose responsibilities include electronic information management must also include translation and interpretation of such content. There may be significant training and technological support staff needed to ensure data managers are able to meet these obligations.

Information Technology is the department best situated to identify technological needs. As such, Information Technology will develop a detailed strategy to outline how the requirements of this Language Access Plan will be met, a schedule for specific projects, and resources needed.

- **Translate vital documents**

Translation of documents identified in Phase 1 will begin. This will occur on an incremental schedule based on priority. Those vital documents and informational videos which are most pertinent to the community will be scheduled for translation and interpretation as soon as possible, with less pertinent materials to follow.

- **In coordination with Human Resources, explore differential pay for bilingual staff, and explore a testing process for bilingual staff positions**

Dane county recently adopted this policy, offering a \$0.75 per hour premium on the pay of bilingual staff. The City is interested in exploring a similar structure to encourage individuals with bilingual skills to apply for city jobs. This will defray some of the burden on interpretation and translation services by ensuring that departments have the capacity to provide services in multiple languages.

- **Continue working with LAP steering committee**

This will be necessary for continued guidance and oversight.

- **Draft a report to outline progress of this Phase**

At the end of this and all Phases, a report shall be drafted and submitted to the City of Madison's Common Council. The report will provide a detailed explanation of progress made to the completion of each item in this Phase. Where appropriate, supportive data, plan details, and feedback received will be submitted within the report or as addenda. Any additional changes or clarification to subsequent phases shall also be included.

## **Phase 3: Language Access Organization**

This phase is focused on growing the language access services provided by the City. During this phase, the Department of Civil Rights will bring the provision of language access services entirely under the purview of the City. This model is consistent with many organizations of comparable size and within our region, such as the University of Wisconsin-Madison, and serves to provide in-house language services effectively across independent departments.

- In coordination with Human Resources' Office of Employee Development and Organizational Effectiveness, establish organizational changes to manage access and inclusion initiatives**

Language barriers create access barriers for many individuals with limited-English proficiency including people from other countries and members of the Deaf community. The Department of Civil Rights will look at the entirety of access and inclusion efforts to determine the best structure under which to expand the language access program. The Department of Civil Rights already conducts several access and inclusion initiatives through the work of the Affirmative Action Specialist and the Disability Rights and Services Specialist.

- Hire supervisory staff for employees whose job duties include language access coordination or administration**

In order to provide meaningful access, it is apparent that there needs to be significant structure behind this effort. This should be accomplished through the development of a division or department to focus either specifically on language access or more broadly on access and inclusion initiatives. This will provide the structure for administration of a comprehensive program. It also will improve the onboarding process and quality control for staff who shall conduct interpretation, translation, and in-depth training.

- In coordination with Human Resources, explore potential creation of translator and/or interpreter position(s)**

These positions would become responsible for conducting interpretation and/or translation in one of the primary languages, reducing reliance on third-party contracted services. This will allow services to be more readily available and reduce the lead time required to book adequate interpretation services.

- In coordination with Human Resources, develop testing standards for bilingual staff**

This is necessary to identify the skills and knowledge necessary in potential hires for the above noted positions. It will be the responsibility of Human Resources to coordinate the administration of the test, with the Department of Civil Rights assisting in question and benchmark selection.

- **Provide outreach regarding change in service delivery from using outside vendors to internal employees**

The additional language staff (such as a language access coordinator) will cause a change in the service model which City staff have been trained and accustomed to. This will also change when the City hires internal translators, interpreters, and/or trainers for each primary language. It may be necessary to re-train/re-educate staff regarding procedures for using translation and interpretation services.

- **In coordination with Human Resources' Office of Employee Development and Organizational Effectiveness, review and revise employee training/education structure**

As language service procedures change, the Department of Civil Rights will need to update the training for front-line staff regarding the access and use of services. In coordination with Human Resources' Office of Employee Development and Organizational Effectiveness, the Department of Civil Rights will provide access to this training and ensure that training efforts will be tracked.

- **Continue working with LAP steering committee**

This will be necessary for continued guidance and oversight.

- **Draft a report to outline progress of this Phase**

At the end of this and all Phases, a report shall be drafted and submitted to the City of Madison's Common Council. The report will provide a detailed explanation of progress made to the completion of each item in this Phase. Where appropriate, supportive data, plan details, and feedback received will be submitted within the report or as addenda. Any additional changes or clarification to subsequent phases shall also be included.

#### **Phase 4: Complete Service Delivery and Accountability**

This phase identifies the departments' final efforts in developing a comprehensive language access program. By this point, the general structure will be in place and the intention is to fill in the necessary staff resources to provide meaningful access.

- **Hire internal translators and/or interpreters for primary languages**

By this stage, the City will be prepared to take on the task of employing staff to translate and interpret in some or all of the primary languages where hiring of these staff makes financial sense for the City. These staff will be employed by the division within the Department of Civil Rights as established in Phase 3.

- **Establish internal standards for translation and interpretation**

Staff translators and interpreters will be expected to demonstrate core competencies at periodic intervals. The Department of Civil Rights will establish measures to assess this competency to maintain quality of service provided.

- **Establish quality assurance measures (e.g. a third-party proofreader)**

The City may need to contract with third-party providers to provide safeguards against internal language service errors. This may include backup staff for languages or situations where in-house staff are unavailable, and proofreading of staff translations.

- **Hire additional administrative support staff as needed**

It may be necessary to hire support staff to assist with administrative functions secondary to this Language Access Plan. Functions may include scheduling/management of language requests, financial functions, and other support tasks. The need for these staff will be articulated by the Director of the Department of Civil Rights and classified with the assistance of Human Resources.

- **With the assistance of the City Attorney, develop complaint and violation remediation procedures**

There may be instances in which an LEP individual believes their right to meaningful access has been denied due to some failure of the City to provide services as described in this or subsequent Language Access Plan versions. In those instances, the individual shall have an opportunity to make a complaint.

The Department of Civil Rights, with the assistance of the City Attorney, shall establish procedures for investigating complaints, identify standards, and develop remediation options and practices.

- **Continue working with LAP steering committee**

This will be necessary for continued guidance and oversight.

- **Draft a report to outline progress of this Phase**

At the end of this and all Phases, a report shall be drafted and submitted to the City of Madison's Common Council. The report will provide a detailed explanation of progress made to the completion of each item in this Phase. Where appropriate, supportive data, plan details, and feedback received will be submitted within the report or as addenda. Any additional changes or clarification to subsequent phases shall also be included.

# **Responsibilities**

## **Staff Training**

The Department of Civil Rights, in cooperation with all City Department and Division Heads, will be responsible for training City staff to follow the procedures articulated in this Language Access Plan.

To meet these training needs, the Department of Civil Rights will hold annual trainings open to general staff of the City, and develop an online or video training module for staff. In addition, information or training shall be provided to new employees at orientation.

The Affirmative Action Division of the Department of Civil Rights shall also be responsible to annually review the procedures articulated in this Language Access Plan with the Civil Rights Coordinators. Once annually, Civil Rights Coordinators will be responsible to remind the staff in their agency of the Language Access Plan, and be able to provide guidance on the procedures therein.

Human Resources' Office of Employee Development and Organizational Effectiveness shall maintain a training registry that records the names and dates of employee training conducted under this Plan.

## **Monitoring and Updating Language Access Plan**

The Department of Civil Rights shall identify and standardize data sets necessary to know when and how individuals are attempting to access language services (e.g. website, phone, etc.) in order to establish priorities. This responsibility may necessitate the creation of Language Access Coordinator position(s) or division.

The City's Language Access Plan will be updated no less frequently than the City of Madison's Title VI Civil Rights Compliance Plan by the Department of Civil Rights. Periodic evaluation of the Language Access Plan's effectiveness will include:

- Review of the LEP population in Madison and re-identification of the City's primary language groups
- Assessment of the current level of services delivered to LEP individuals by each City department
- Reporting on the LEP training received by City employees, which shall be tracked by Human Resources.
- Reporting of activities by each City department
- Feedback and comments from LEP communities, including organizations and advocacy groups serving LEP individuals, on the effectiveness of the City's LEP services
- Evaluation of complaints (both at the City departmental level and the City level)

Department of Civil Rights will monitor and work with City departments to ensure that they act in accordance with the guidelines provided in the City's Language Access Plan and per federal

and state regulations. Each City department will be required to report information pertaining to this Language Access Plan to the Department of Civil Rights.

## **Departmental Responsibilities**

The Department/Division Head for each City agency will be responsible for understanding and implementing the requirements of this Language Access Plan in their respective departments. The Department of Civil Rights will closely monitor these efforts to ensure compliance with this Language Access Plan.

## **Reporting Compliance**

In addition, as often as this Language Access Plan is updated, each City agency will report to the Department of Civil Rights the following:

- Primary language groups if different than the three languages identified in the City's Language Access Plan
- Steps to notify customers
- Steps employees should take to ensure timely and accurate interpretation services are provided
- Steps employees should take to ensure timely and accurate translation projects are conducted
- Key measures to hire employees with other language skills
- Training received by employees on Language Access issues
- Steps that will be taken to successfully implement Language Access services
- Procedures for handling complaints about Language Access services

In order to report this information, City agencies will also be responsible for keeping detailed records of the Language Access services they provide. These records will be requested by the Department of Civil Rights on a set timetable and may also be requested on a need-to-know basis. Guidance on keeping records and the ensuing reporting will be provided by the Department of Civil Rights.

## **Language Identification Chart**

The Department of Civil Rights shall develop a poster to be known as the Language Identification Chart. This poster will contain notices that inform LEP Persons of the availability of interpretation and translation services.

Each department/division must post the Language Identification Chart in all waiting areas, reception areas and all other initial points of public entry.

## **Accountability**

The obligations set forth in this Language Access Plan are an extension of those prescribed in the City of Madison's Title VI Civil Rights Compliance Plan. Complaints regarding LEP services (e.g. poor customer service, timeliness or quality of interpreter services) may be made

in the manner described in that plan. The complaint form will be available in the Primary non-English languages, and others upon request.

City departments are required to develop procedures for LEP individuals to submit complaints about services received. City departments will document actions taken to resolve each complaint in a timely manner. City departments shall grant complainants at least 180 days (six months) from the alleged date of occurrence to file a complaint with their department.

## Billing

### Financial Recommendations

The Department of Civil Rights will be responsible for coordinating language access services and paying invoices for those services. A billing and rate sheet will be attached to the plan for each vendor when a new contract is signed.

In order to provide the best service, the Department of Civil Rights will gather an estimate each year of the cost related to interpreting at public meetings and press conferences. For that reason, the Department of Civil Rights will be the centralized agency for language access service funding. This will allow the Department to pay for services throughout all City agencies and accurately track time spent on each project, cost associated with each project, and the number of individuals affected.

The Department of Civil Rights recommends an amendment be approved that increases the line item for language services in the Department of Civil Rights' general fund budget. If an increase is not obtained through the general fund, the Department would recommend reallocating funds from agencies receiving federal grant assistance. The Department of Civil Rights would identify a set percentage or amount of the contract for each year the contract is in place, to be allocated for language services. This process would require agencies to build this cost into their grant budgets.

For the 2018 fiscal year, the Department of Civil Rights has requested a total Language Access budget of \$122,000. The breakdown of additional costs is as follows:

#### Public Meetings and Press Conferences

American Sign Language, Hmong, Chinese Mandarin, and Spanish interpreters would be available for press conferences, and public meetings. The total listed below would allow for 450 hours of interpretation.

2018 total: \$74,250

#### Translation of Vital Documents

As this plan is implemented, each agency will need to identify vital documents to be translated into Hmong, Chinese Mandarin, and Spanish. Based on the current rates, the estimated cost increase for these translations is \$43,460

2018 total: \$43,460

#### Video Translations

Video Voiceovers - \$105 (3 languages, minimum translation)  
Video ASL in Person - \$60/hour

Total: \$165 per hour of video

Two videos will be recorded per hour, for a total of fifty-four videos (2 per department).

Yearly total: \$4,290

This estimate does not include regularly requested language services. To get an idea of cost, we should ask agencies what informational videos they may want to do and how many documents they will need translated based on the plan.

This estimate does not include cost of current administration/staff time, or anticipated future staff.

## **Appendices**

These appendices are to serve as informational resources. Information contained in appendices may need to be updated periodically. Such updates will be published at least once annually.

**Appendix A - Top 15 Non-English Languages by State**

**Appendix B - City Employee Survey Results**

**Appendix C - Language Access Plan Timeline**

**Appendix D - Language Chart**

**Appendix E - Instructions to Connect with City's Interpretation Vendor**

**Appendix F - "Tips on Serving the Multi-Lingual External Client"**

**Appendix G - "Communicating with Deaf People at the Front Desk"**

**Appendix H - Instructions to Connect with City's VRI Vendor**

**Appendix I - Instructions for Sound Amplification Devices**

Appendix A- Top 15 Non-English Languages by State

| <b>State</b> | <b>Language</b>           | <b>Sum of Gross</b> |
|--------------|---------------------------|---------------------|
| Alabama      |                           |                     |
| 1            | Spanish or Spanish Creole | 75,000              |
| 2            | Korean                    | 4,554               |
| 3            | Chinese                   | 5,405               |
| 4            | Vietnamese                | 3,708               |
| 5            | Arabic                    | 1,440               |
| 6            | German                    | 1,411               |
| 7            | French                    | 1,278               |
| 8            | Gujarati                  | 888                 |
| 9            | Tagalog                   | 856                 |
| 10           | Hindi                     | 818                 |
| 11           | Laotian                   | 681                 |
| 12           | Russian                   | 586                 |
| 13           | Portuguese                | 516                 |
| 14           | Turkish*                  | 505                 |
| 15           | Japanese                  | 484                 |
| Alaska       |                           |                     |
| 1            | Tagalog                   | 7,021               |
| 2            | Spanish                   | 5,975               |
| 3            | Korean                    | 2,219               |
| 4            | Hmong                     | 1,944               |
| 5            | Russian                   | 1,392               |
| 6            | Samoan*                   | 870                 |
| 7            | Chinese                   | 1,008               |
| 8            | Laotian                   | 743                 |
| 9            | Japanese                  | 737                 |
| 10           | Ilocano*                  | 535                 |
| 11           | Vietnamese                | 516                 |
| 12           | Ukrainian*                | 505                 |
| 13           | Thai                      | 474                 |
| 14           | German                    | 247                 |
| 15           | Polish                    | 223                 |
| Arizona      |                           |                     |
| 1            | Spanish                   | 457,022             |
| 2            | Navajo                    | 20,627              |
| 3            | Chinese                   | 14,028              |
| 4            | Vietnamese                | 12,996              |

Appendix A- Top 15 Non-English Languages by State

|            |                   |           |
|------------|-------------------|-----------|
| 5          | Arabic            | 7,166     |
| 6          | Tagalog           | 6,109     |
| 7          | Korean            | 4,759     |
| 8          | French            | 2,978     |
| 9          | German            | 2,896     |
| 10         | Russian           | 2,353     |
| 11         | Japanese          | 2,308     |
| 12         | Persian □         | 2,262     |
| 13         | Syriac *‡         | 2,110     |
| 14         | Serbo-Croatian *® | 2,000     |
| 15         | Thai              | 1,779     |
|            |                   |           |
| Arkansas   |                   |           |
| 1          | Spanish           | 68,847    |
| 2          | Vietnamese        | 3,088     |
| 3          | Marshallese*      | 2,615     |
| 4          | Chinese           | 2,358     |
| 5          | Laotian           | 1,701     |
| 6          | Tagalog           | 1,074     |
| 7          | Arabic            | 986       |
| 8          | German            | 799       |
| 9          | French            | 670       |
| 10         | Hmong             | 574       |
| 11         | Korean            | 550       |
| 12         | Portuguese        | 442       |
| 13         | Japanese          | 432       |
| 14         | Hindi             | 376       |
| 15         | Gujarati          | 324       |
|            |                   |           |
| California |                   |           |
| 1          | Spanish **        | 4,490,408 |
| 2          | Chinese           | 610,934   |
| 3          | Vietnamese        | 316,886   |
| 4          | Tagalog           | 260,443   |
| 5          | Korean            | 218,938   |
| 6          | Armenian          | 94,516    |
| 7          | Persian □         | 74,437    |
| 8          | Russian           | 73,133    |
| 9          | Japanese          | 63,441    |
| 10         | Arabic            | 62,500    |
| 11         | Punjabi*          | 53,335    |

Appendix A- Top 15 Non-English Languages by State

|             |                      |         |
|-------------|----------------------|---------|
| 12          | Mon-Khmer, Cambodian | 41,476  |
| 13          | Hmong                | 34,953  |
| 14          | Hindi                | 31,256  |
| 15          | Thai                 | 27,573  |
|             |                      |         |
| Colorado    |                      |         |
| 1           | Spanish              | 226,453 |
| 2           | Vietnamese           | 12,078  |
| 3           | Chinese              | 10,489  |
| 4           | Korean               | 8,475   |
| 5           | Russian              | 6,405   |
| 6           | Amharic*             | 4,200   |
| 7           | Arabic               | 4,093   |
| 8           | German               | 2,856   |
| 9           | French               | 2,528   |
| 10          | Nepali*              | 2,095   |
| 11          | Tagalog              | 2,055   |
| 12          | Japanese             | 1,635   |
| 13          | Cushite*◊            | 1,610   |
| 14          | Persian □            | 1,280   |
| 15-17       | Kru*†, Ibo*, Yoruba* | 1,220   |
|             |                      |         |
| Connecticut |                      |         |
| 1           | Spanish              | 156,861 |
| 2           | Portuguese           | 16,008  |
| 3           | Polish               | 15,109  |
| 4           | Chinese              | 13,409  |
| 5           | Italian              | 10,037  |
| 6           | French               | 7,501   |
| 7           | French Creole ♠      | 5,567   |
| 8           | Russian              | 4,916   |
| 9           | Vietnamese           | 4,681   |
| 10          | Arabic               | 3,805   |
| 11          | Korean               | 3,535   |
| 12          | Albanian*            | 3,295   |
| 13          | Hindi                | 2,930   |
| 14          | Tagalog              | 2,639   |
| 15          | Greek                | 2,242   |
|             |                      |         |
| Delaware    |                      |         |
| 1           | Spanish              | 25,069  |

Appendix A- Top 15 Non-English Languages by State

|                      |                          |           |
|----------------------|--------------------------|-----------|
| 2                    | Chinese                  | 3,265     |
| 3                    | French Creole ♠          | 1,281     |
| 4                    | Gujarati                 | 1,104     |
| 5                    | French                   | 729       |
| 6                    | Korean                   | 709       |
| 7                    | Italian                  | 614       |
| 8                    | Vietnamese               | 532       |
| 9                    | German                   | 491       |
| 10                   | Tagalog                  | 418       |
| 11                   | Hindi                    | 406       |
| 12                   | Urdu                     | 362       |
| 13                   | Arabic                   | 348       |
| 14                   | Telugu*                  | 315       |
| 15                   | Dutch*                   | 290       |
|                      |                          |           |
| District of Columbia |                          |           |
| 1                    | Spanish                  | 17,465    |
| 2                    | Amharic*                 | 2,475     |
| 3                    | Chinese                  | 2,070     |
| 4                    | French                   | 1,824     |
| 5                    | Tagalog                  | 627       |
| 6                    | Russian                  | 552       |
| 7                    | Portuguese               | 475       |
| 8                    | Italian                  | 432       |
| 9                    | Vietnamese               | 389       |
| 10-12                | Kru,*† Ibo,* and Yoruba* | 360       |
| 13                   | Bengali*                 | 305       |
| 14                   | Japanese                 | 281       |
| 15                   | Korean                   | 240       |
| 16                   | Thai                     | 230       |
| 17                   | German                   | 217       |
| 18                   | Arabic                   | 216       |
|                      |                          |           |
| Florida              |                          |           |
| 1                    | Spanish                  | 1,640,329 |
| 2                    | French Creole ♠          | 172,555   |
| 3                    | Vietnamese               | 35,602    |
| 4                    | Portuguese               | 33,193    |
| 5                    | Chinese                  | 33,151    |
| 6                    | French                   | 29,811    |

Appendix A- Top 15 Non-English Languages by State

|         |                 |         |
|---------|-----------------|---------|
| 7       | Tagalog         | 17,755  |
| 8       | Russian         | 16,572  |
| 9       | Arabic          | 15,490  |
| 10      | Italian         | 13,210  |
| 11      | German          | 11,442  |
| 12      | Korean          | 9,686   |
| 13      | Polish          | 9,020   |
| 14      | Gujarati        | 5,850   |
| 15      | Thai            | 5,259   |
|         |                 |         |
| Georgia |                 |         |
| 1       | Spanish         | 342,161 |
| 2       | Vietnamese      | 26,867  |
| 3       | Korean          | 25,239  |
| 4       | Chinese         | 23,196  |
| 5       | Gujarati        | 6,945   |
| 6       | French          | 6,923   |
| 7       | Amharic*        | 5585    |
| 8       | Hindi           | 5,381   |
| 9       | French Creole ♠ | 5,169   |
| 10      | Russian         | 5,146   |
| 11      | Arabic          | 4,485   |
| 12      | Portuguese      | 3,623   |
| 13      | Persian □       | 3618    |
| 14      | German          | 3394    |
| 15      | Japanese        | 3114    |
|         |                 |         |
| Hawaii  |                 |         |
| 1       | Ilocano*        | 33,085  |
| 2       | Tagalog         | 31,449  |
| 3       | Japanese        | 21,288  |
| 4       | Chinese         | 19,649  |
| 5       | Korean          | 11,595  |
| 6       | Spanish         | 6,974   |
| 7       | Vietnamese      | 6,349   |
| 8       | Samoan*         | 4,400   |
| 9       | Marshallese*    | 3,840   |
| 10      | Trukese*        | 3,410   |
| 11      | Hawaiian*       | 3,010   |
| 12      | Micronesian*□   | 2,210   |
| 13      | Bisayan*        | 1,640   |

Appendix A- Top 15 Non-English Languages by State

|          |                   |         |
|----------|-------------------|---------|
| 14       | Tongan*           | 1,515   |
| 15       | Laotian           | 1,362   |
|          |                   |         |
| Idaho    |                   |         |
| 1        | Spanish           | 47,041  |
| 2        | Chinese           | 1,798   |
| 3        | Serbo-Croatian *® | 815     |
| 4        | Korean            | 767     |
| 5        | Vietnamese        | 630     |
| 6        | Arabic            | 628     |
| 7        | German            | 588     |
| 8        | Tagalog           | 562     |
| 9        | Russian           | 481     |
| 10       | French            | 449     |
| 11       | Japanese          | 395     |
| 12       | Romanian*         | 315     |
| 13       | Sudan*▪           | 305     |
| 14       | Persian           | 296     |
| 15       | Ukrainian*        | 245     |
|          |                   |         |
| Illinois |                   |         |
| 1        | Spanish           | 694,457 |
| 2        | Polish            | 90,066  |
| 3        | Chinese           | 52,736  |
| 4        | Korean            | 25,762  |
| 5        | Tagalog           | 23,742  |
| 6        | Arabic            | 19,749  |
| 7        | Russian           | 19,419  |
| 8        | Gujarati          | 17,728  |
| 9        | Urdu              | 12,001  |
| 10       | Vietnamese        | 11,973  |
| 11       | Italian           | 10,319  |
| 12       | Hindi             | 9,862   |
| 13       | French            | 8,435   |
| 14       | Greek             | 8392    |
| 15       | German            | 7481    |
|          |                   |         |
| Indiana  |                   |         |
| 1        | Spanish           | 121,383 |
| 2        | Chinese           | 14,737  |
| 3        | German            | 7,565   |

Appendix A- Top 15 Non-English Languages by State

|        |                      |        |
|--------|----------------------|--------|
| 4      | Pennsylvanian Dutch* | 4,600  |
| 5      | Burmese*             | 4,320  |
| 6      | Arabic               | 3,783  |
| 7      | Korean               | 3,729  |
| 8      | Vietnamese           | 3,434  |
| 9      | French               | 2,835  |
| 10     | Japanese             | 2,679  |
| 11     | Dutch*               | 2,595  |
| 12     | Tagalog              | 1,887  |
| 13     | Russian              | 1,759  |
| 14     | Punjabi*             | 1,755  |
| 15     | Hindi                | 1,712  |
|        |                      |        |
| Iowa   |                      |        |
| 1      | Spanish              | 49,357 |
| 2      | Chinese              | 6,025  |
| 3      | Vietnamese           | 4,552  |
| 4      | Serbo-Croatian *®    | 3,795  |
| 5      | German               | 2,624  |
| 6      | Arabic               | 2,213  |
| 7      | Laotian              | 1,997  |
| 8      | Korean               | 1,950  |
| 9      | Hindi                | 1,078  |
| 10     | French               | 937    |
| 11     | Pennsylvanian Dutch* | 875    |
| 12     | Thai                 | 872    |
| 13     | Tagalog              | 789    |
| 14     | Karen*               | 780    |
| 15     | Russian              | 614    |
|        |                      |        |
|        |                      |        |
| Kansas |                      |        |
| 1      | Spanish              | 83,374 |
| 2      | Vietnamese           | 7,435  |
| 3      | Chinese              | 5,876  |
| 4      | German               | 2,202  |
| 5      | Korean               | 2,022  |
| 6      | Laotian              | 1,998  |
| 7      | Arabic               | 1,647  |
| 8      | Tagalog              | 1,223  |
| 9      | Burmese*             | 830    |

Appendix A- Top 15 Non-English Languages by State

|           |                      |        |
|-----------|----------------------|--------|
| 10        | French               | 786    |
| 11        | Japanese             | 777    |
| 12        | Russian              | 748    |
| 13        | Hmong                | 590    |
| 14        | Persian              | 549    |
| 15        | Swahili*             | 525    |
|           |                      |        |
| Kentucky  |                      |        |
| 1         | Spanish              | 48,275 |
| 2         | Chinese              | 4,565  |
| 3         | German               | 3,138  |
| 4         | Vietnamese           | 3,076  |
| 5         | Arabic               | 3,004  |
| 6         | Serbo-Croatian *®    | 2,545  |
| 7         | Japanese             | 2,320  |
| 8         | French               | 1,914  |
| 9         | Korean               | 1,739  |
| 10        | Pennsylvanian Dutch* | 1,255  |
| 11        | Nepali*              | 1,185  |
| 12        | Cushite*◊            | 1,060  |
| 13        | Russian              | 875    |
| 14        | Tagalog              | 589    |
| 15        | Bantu*▪              | 580    |
|           |                      |        |
| Louisiana |                      |        |
| 1         | Spanish              | 69,262 |
| 2         | French               | 17,467 |
| 3         | Vietnamese           | 15,024 |
| 4         | Chinese              | 5,462  |
| 5         | Arabic               | 2,460  |
| 6         | Tagalog              | 1,567  |
| 7         | Korean               | 1,271  |
| 8         | Portuguese           | 1,048  |
| 9         | Laotian              | 836    |
| 10        | Japanese             | 719    |
| 11        | Urdu                 | 604    |
| 12        | German               | 562    |
| 13        | Persian              | 475    |
| 14        | Russian              | 470    |
| 15        | Thai                 | 411    |
|           |                      |        |

Appendix A- Top 15 Non-English Languages by State

|               |                          |         |
|---------------|--------------------------|---------|
| Maine         |                          |         |
| 1             | French                   | 8,381   |
| 2             | Spanish                  | 2,583   |
| 3             | Chinese                  | 1,490   |
| 4             | Cushite*◊                | 1,285   |
| 5             | Vietnamese               | 1,191   |
| 6             | Arabic                   | 880     |
| 7             | Mon-Khmer, Cambodian     | 567     |
| 8             | Russian                  | 489     |
| 9             | Tagalog                  | 486     |
| 10            | German                   | 385     |
| 11            | Thai                     | 307     |
| 12            | Nilotic*●                | 290     |
| 13            | Korean                   | 221     |
| 14            | Polish                   | 200     |
| 15            | Japanese                 | 162     |
|               |                          |         |
|               |                          |         |
| Maryland      |                          |         |
| 1             | Spanish                  | 174,142 |
| 2             | Chinese                  | 29,766  |
| 3             | Korean                   | 21,344  |
| 4             | Vietnamese               | 12,905  |
| 5             | French                   | 12,695  |
| 6             | Tagalog                  | 10,644  |
| 7             | Russian                  | 8,713   |
| 8             | Amharic*                 | 7,435   |
| 9-11          | Kru*†, Ibo*, and Yoruba* | 5,605   |
| 12            | Urdu                     | 5,456   |
| 13            | Persian □                | 4,756   |
| 14            | French Creole ♠          | 3,854   |
| 15            | Portuguese               | 3,496   |
| 16            | Arabic                   | 3,363   |
| 17            | Gujarati                 | 3,270   |
|               |                          |         |
| Massachusetts |                          |         |
| 1             | Spanish                  | 219,004 |
| 2             | Portuguese               | 81,920  |
| 3             | Chinese                  | 59,573  |
| 4             | French Creole ♠          | 30,607  |

Appendix A- Top 15 Non-English Languages by State

|           |                      |        |
|-----------|----------------------|--------|
| 5         | Vietnamese           | 24,785 |
| 6         | Russian              | 15,633 |
| 7         | Arabic               | 13,726 |
| 8         | Mon-Khmer, Cambodian | 12,262 |
| 9         | French               | 11,221 |
| 10        | Italian              | 10,022 |
| 11        | Korean               | 7,725  |
| 12        | Greek                | 6,453  |
| 13        | Polish               | 6,240  |
| 14        | Hindi                | 3,552  |
| 15        | Gujarati             | 3,543  |
|           |                      |        |
| Michigan  |                      |        |
| 1         | Spanish              | 93,487 |
| 2         | Arabic               | 50,019 |
| 3         | Chinese              | 20,265 |
| 4         | Syriac*‡             | 11,725 |
| 5         | Vietnamese           | 9,173  |
| 6         | Albanian*            | 8,895  |
| 7         | Korean               | 8,479  |
| 8         | Bengali*             | 7,110  |
| 9         | Polish               | 6,508  |
| 10        | German               | 6,385  |
| 11        | Italian              | 5,720  |
| 12        | Japanese             | 5,543  |
| 13        | Russian              | 5,107  |
| 14        | Serbo-Croatian *®    | 4,470  |
| 15        | Tagalog              | 4,453  |
|           |                      |        |
| Minnesota |                      |        |
| 1         | Spanish              | 83,799 |
| 2         | Hmong                | 24,584 |
| 3         | Cushite*◊            | 18,500 |
| 4         | Vietnamese           | 13,241 |
| 5         | Chinese              | 9,922  |
| 6         | Russian              | 6,463  |
| 7         | Laotian              | 5,053  |
| 8         | Amharic*             | 4,395  |
| 9         | Karen*               | 4,045  |
| 10        | German               | 4,032  |
| 11        | Mon-Khmer, Cambodian | 3,691  |

Appendix A- Top 15 Non-English Languages by State

|             |                      |        |
|-------------|----------------------|--------|
| 12          | Arabic               | 3,251  |
| 13          | French               | 3,187  |
| 14          | Korean               | 2,146  |
| 15          | Tagalog              | 1,800  |
|             |                      |        |
| Mississippi |                      |        |
| 1           | Spanish              | 28,414 |
| 2           | Vietnamese           | 3,687  |
| 3           | Chinese              | 2,298  |
| 4           | French               | 969    |
| 5           | Arabic               | 908    |
| 6           | Choctaw*             | 800    |
| 7           | Tagalog              | 699    |
| 8           | German               | 696    |
| 9           | Korean               | 662    |
| 10          | Gujarati             | 419    |
| 11          | Japanese             | 273    |
| 12          | Russian              | 224    |
| 13          | Punjabi*             | 190    |
| 14          | Italian              | 186    |
| 15          | Hindi                | 148    |
|             |                      |        |
| Missouri    |                      |        |
| 1           | Spanish              | 54,023 |
| 2           | Chinese              | 10,426 |
| 3           | Vietnamese           | 7,399  |
| 4           | Serbo-Croatian *®    | 6,045  |
| 5           | German               | 5,476  |
| 6           | Arabic               | 4,383  |
| 7           | Korean               | 4,183  |
| 8           | Russian              | 3,831  |
| 9           | French               | 2,596  |
| 10          | Tagalog              | 2,067  |
| 11          | Pennsylvanian Dutch* | 1,685  |
| 12          | Persian              | 1,094  |
| 13          | Cushite*◊            | 1,000  |
| 14          | Portuguese           | 938    |
| 15          | Amharic*             | 915    |
|             |                      |        |
| Montana     |                      |        |
| 1           | Spanish              | 3,129  |

Appendix A- Top 15 Non-English Languages by State

|          |                      |         |
|----------|----------------------|---------|
| 2        | German               | 1,030   |
| 3        | Chinese              | 709     |
| 4        | Japanese             | 433     |
| 5        | Tagalog              | 312     |
| 6        | French               | 306     |
| 7        | Russian              | 266     |
| 8        | Korean               | 256     |
| 9        | Arabic               | 171     |
| 10       | Thai                 | 132     |
| 11       | Norwegian *          | 115     |
| 12       | Vietnamese           | 106     |
| 13       | Ukrainian*           | 95      |
| 14       | Pennsylvanian Dutch* | 80      |
| 15       | Italian              | 56      |
|          |                      |         |
| Nebraska |                      |         |
| 1        | Spanish              | 57,612  |
| 2        | Vietnamese           | 4,973   |
| 3        | Chinese              | 2,504   |
| 4        | Arabic               | 2,161   |
| 5        | Karen*               | 1465    |
| 6        | French               | 1,244   |
| 7        | Cushite*◊            | 1110    |
| 8        | German               | 759     |
| 9        | Korean               | 728     |
| 10       | Nepali*              | 715     |
| 11       | Russian              | 651     |
| 12       | Laotian              | 474     |
| 13       | Kurdish*             | 410     |
| 14       | Persian              | 392     |
| 15       | Japanese             | 388     |
|          |                      |         |
| Nevada   |                      |         |
| 1        | Spanish              | 229,155 |
| 2        | Tagalog              | 21,723  |
| 3        | Chinese              | 16,103  |
| 4        | Korean               | 6,342   |
| 5        | Vietnamese           | 5,068   |
| 6        | Amharic*             | 3,915   |
| 7        | Thai                 | 3,348   |
| 8        | Japanese             | 2,445   |

Appendix A- Top 15 Non-English Languages by State

|               |                   |         |
|---------------|-------------------|---------|
| 9             | Arabic            | 1,945   |
| 10            | Russian           | 1,757   |
| 11            | French            | 1,734   |
| 12            | Persian ♦         | 1,344   |
| 13            | Samoan*           | 1,315   |
| 14            | German            | 1,156   |
| 15            | Ilocano*          | 795     |
|               |                   |         |
| New Hampshire |                   |         |
| 1             | Spanish           | 9,708   |
| 2             | French            | 4,372   |
| 3             | Chinese           | 2,621   |
| 4             | Nepali*           | 1,550   |
| 5             | Vietnamese        | 1,338   |
| 6             | Portuguese        | 998     |
| 7             | Greek             | 713     |
| 8             | Arabic            | 664     |
| 9             | Serbo-Croatian *® | 655     |
| 10            | Indonesian*       | 565     |
| 11            | Korean            | 534     |
| 12            | Russian           | 500     |
| 13            | French Creole ♠   | 353     |
| 14            | Bantu*▪           | 345     |
| 15            | Polish            | 344     |
|               |                   |         |
| New Jersey    |                   |         |
| 1             | Spanish           | 598,155 |
| 2             | Chinese           | 52,343  |
| 3             | Korean            | 41,424  |
| 4             | Portuguese        | 36,578  |
| 5             | Gujarati          | 29,495  |
| 6             | Polish            | 29,060  |
| 7             | Italian           | 23,336  |
| 8             | Arabic            | 22,488  |
| 9             | Tagalog           | 21,205  |
| 10            | Russian           | 18,816  |
| 11            | French Creole ♠   | 18,642  |
| 12            | Hindi             | 14,913  |
| 13            | Vietnamese        | 12,659  |
| 14            | French            | 9,881   |
| 15            | Urdu              | 8,280   |

Appendix A- Top 15 Non-English Languages by State

|                |                 |           |
|----------------|-----------------|-----------|
|                |                 |           |
| New Mexico     |                 |           |
| 1              | Spanish         | 152,981   |
| 2              | Navajo          | 10,292    |
| 3              | Vietnamese      | 2,727     |
| 4              | German          | 1,488     |
| 5              | Chinese         | 2,205     |
| 6              | Arabic          | 766       |
| 7              | Korean          | 717       |
| 8              | Tagalog         | 697       |
| 9              | Japanese        | 563       |
| 10             | French          | 548       |
| 11             | Italian         | 390       |
| 12             | Russian         | 319       |
| 13             | Hindi           | 275       |
| 14             | Persian         | 271       |
| 15             | Thai            | 238       |
|                |                 |           |
| New York       |                 |           |
| 1              | Spanish         | 1,240,490 |
| 2              | Chinese         | 350,976   |
| 3              | Russian         | 130,296   |
| 4              | French Creole ♦ | 68,509    |
| 5              | Korean          | 61,833    |
| 6              | Italian         | 58,200    |
| 7              | Yiddish         | 53,052    |
| 8              | Bengali*        | 48,980    |
| 9              | Polish          | 40,883    |
| 10             | Arabic          | 36,053    |
| 11             | French          | 32,900    |
| 12             | Urdu            | 29,109    |
| 13             | Tagalog         | 22,095    |
| 14             | Greek           | 19,521    |
| 15             | Albanian*       | 17,010    |
|                |                 |           |
| North Carolina |                 |           |
| 1              | Spanish         | 329,155   |
| 2              | Chinese         | 14,502    |
| 3              | Vietnamese      | 14,257    |
| 4              | Korean          | 7,473     |
| 5              | French          | 6,338     |

Appendix A- Top 15 Non-English Languages by State

|              |                      |        |
|--------------|----------------------|--------|
| 6            | Arabic               | 5,494  |
| 7            | Hmong                | 3,804  |
| 8            | Russian              | 3,420  |
| 9            | Tagalog              | 3,339  |
| 10           | Gujarati             | 3,338  |
| 11           | Mon-Khmer, Cambodian | 2,607  |
| 12           | German               | 2,578  |
| 13           | Hindi                | 2,428  |
| 14           | Laotian              | 2,346  |
| 15           | Japanese             | 2,335  |
|              |                      |        |
| North Dakota |                      |        |
| 1            | Spanish              | 1,984  |
| 2            | German               | 1,452  |
| 3            | Chinese              | 807    |
| 4            | Cushite*◊            | 685    |
| 5            | Vietnamese           | 497    |
| 6            | Bantu*▪              | 410    |
| 7            | Arabic               | 331    |
| 8            | Swahili*             | 245    |
| 9            | Russian              | 243    |
| 10           | Japanese             | 210    |
| 11           | Nepali*              | 190    |
| 12           | French               | 184    |
| 13           | Korean               | 181    |
| 14           | Tagalog              | 173    |
| 15           | Norwegian*           | 170    |
|              |                      |        |
| Ohio         |                      |        |
| 1            | Spanish              | 88,196 |
| 2            | Chinese              | 20,651 |
| 3            | German               | 13,583 |
| 4            | Arabic               | 12,864 |
| 5            | Pennsylvania Dutch*  | 10,900 |
| 6            | Russian              | 8,141  |
| 7            | French               | 6,525  |
| 8            | Vietnamese           | 6,438  |
| 9            | Cushite*◊            | 5,820  |
| 10           | Korean               | 5,516  |
| 11           | Italian              | 4,766  |
| 12           | Japanese             | 4,709  |

Appendix A- Top 15 Non-English Languages by State

|              |                      |         |
|--------------|----------------------|---------|
| 13           | Dutch*               | 4,255   |
| 14           | Ukrainian*           | 3,735   |
| 15           | Romanian*            | 3,055   |
|              |                      |         |
| Oklahoma     |                      |         |
| 1            | Spanish              | 104,866 |
| 2            | Vietnamese           | 9,131   |
| 3            | Chinese              | 4,498   |
| 4            | Korean               | 2,267   |
| 5            | German               | 1,477   |
| 6            | Arabic               | 1,403   |
| 7            | Burmese*             | 1110    |
| 8            | Hmong                | 1,084   |
| 9            | Tagalog              | 1,003   |
| 10           | French               | 906     |
| 11           | Laotian              | 881     |
| 12           | Thai                 | 739     |
| 13           | Urdu                 | 698     |
| 14           | Cherokee*            | 695     |
| 15           | Persian □            | 694     |
|              |                      |         |
| Oregon       |                      |         |
| 1            | Spanish              | 140,093 |
| 2            | Vietnamese           | 15,643  |
| 3            | Chinese              | 13,886  |
| 4            | Russian              | 9,547   |
| 5            | Korean               | 5,322   |
| 6            | Ukrainian*           | 3,065   |
| 7            | Japanese             | 3,036   |
| 8            | Arabic               | 2,610   |
| 9            | Romanian*            | 2,350   |
| 10           | Mon-Khmer, Cambodian | 1,666   |
| 11           | Cushite*◊            | 1,580   |
| 12           | German               | 1,459   |
| 13           | Persian □            | 1,342   |
| 14           | French               | 1,241   |
| 15           | Thai                 | 1,208   |
|              |                      |         |
| Pennsylvania |                      |         |
| 1            | Spanish              | 215,529 |
| 2            | Chinese              | 43,089  |

Appendix A- Top 15 Non-English Languages by State

|                |                          |        |
|----------------|--------------------------|--------|
| 3              | Vietnamese               | 23,912 |
| 4              | Russian                  | 17,418 |
| 5              | Pennsylvanian Dutch*     | 16,510 |
| 6              | Korean                   | 14,783 |
| 7              | Italian                  | 12,079 |
| 8              | Arabic                   | 11,150 |
| 9              | French                   | 9,751  |
| 10             | German                   | 9,444  |
| 11             | Gujarati                 | 7,231  |
| 12             | Polish                   | 7,030  |
| 13             | French Creole ♠          | 6,849  |
| 14             | Mon-Khmer, Cambodian     | 6,820  |
| 15             | Portuguese               | 5,087  |
|                |                          |        |
| Rhode Island   |                          |        |
| 1              | Spanish                  | 48,872 |
| 2              | Portuguese               | 12,291 |
| 3              | Chinese                  | 3,616  |
| 4              | French Creole ♠          | 2,610  |
| 5              | Mon-Khmer, Cambodian     | 2,397  |
| 6              | French                   | 1,922  |
| 7              | Italian                  | 1,739  |
| 8              | Laotian                  | 1,387  |
| 9              | Arabic                   | 1,259  |
| 10             | Russian                  | 930    |
| 11             | Vietnamese               | 808    |
| 12-14          | Kru,*† Ibo,* and Yoruba* | 795    |
| 15             | Polish                   | 766    |
| 16             | Korean                   | 652    |
| 17             | Tagalog                  | 620    |
|                |                          |        |
| South Carolina |                          |        |
| 1              | Spanish                  | 91,878 |
| 2              | Chinese                  | 5,355  |
| 3              | Vietnamese               | 3,766  |
| 4              | Korean                   | 2,446  |
| 5              | French                   | 2,187  |
| 6              | Tagalog                  | 2,108  |
| 7              | Russian                  | 1,945  |
| 8              | German                   | 1,712  |

Appendix A- Top 15 Non-English Languages by State

|              |                      |         |
|--------------|----------------------|---------|
| 9            | Gujarati             | 1,575   |
| 10           | Arabic               | 1,531   |
| 11           | Portuguese           | 1,248   |
| 12           | Japanese             | 1,134   |
| 13           | Ukrainian*           | 940     |
| 14           | Hindi                | 647     |
| 15           | Mon-Khmer, Cambodian | 596     |
|              |                      |         |
| South Dakota |                      |         |
| 1            | Spanish              | 6,600   |
| 2            | German               | 972     |
| 3            | Chinese              | 820     |
| 4            | Karen*               | 750     |
| 5            | Vietnamese           | 455     |
| 6            | Nepali*              | 370     |
| 7            | Serbo-Croatian *®    | 325     |
| 8            | Amharic*             | 315     |
| 9            | Sudanic*○            | 315     |
| 10           | Tagalog              | 277     |
| 11           | Korean               | 252     |
| 12           | Russian              | 250     |
| 13           | Cushite*◊            | 240     |
| 14           | Ukrainian            | 235     |
| 15           | French               | 205     |
|              |                      |         |
| Tennessee    |                      |         |
| 1            | Spanish              | 111,267 |
| 2            | Arabic               | 7,880   |
| 3            | Chinese              | 6,462   |
| 4            | Vietnamese           | 6,361   |
| 5            | Korean               | 3,969   |
| 6            | French               | 2,544   |
| 7            | Laotian              | 2,418   |
| 8            | Amharic*             | 1995    |
| 9            | German               | 1,895   |
| 10           | Gujarati             | 1,825   |
| 11           | Japanese             | 1,814   |
| 12           | Tagalog              | 1,635   |
| 13           | Hindi                | 1346    |
| 14           | Russian              | 1319    |
| 15           | Persian □            | 1224    |

Appendix A- Top 15 Non-English Languages by State

|         |                      |           |
|---------|----------------------|-----------|
|         |                      |           |
| Texas   |                      |           |
| 1       | Spanish**            | 2,966,475 |
| 2       | Vietnamese           | 115,640   |
| 3       | Chinese              | 71,139    |
| 4       | Korean               | 30,852    |
| 5       | Arabic               | 22,002    |
| 6       | Urdu                 | 18,041    |
| 7       | Tagalog              | 17,982    |
| 8       | French               | 12,673    |
| 9       | Hindi                | 12,656    |
| 10      | Persian □            | 11,610    |
| 11      | German               | 10,664    |
| 12      | Gujarati             | 9,864     |
| 13      | Russian              | 7,004     |
| 14      | Japanese             | 6,620     |
| 15      | Laotian              | 5,709     |
|         |                      |           |
| Utah    |                      |           |
| 1       | Spanish              | 99,208    |
| 2       | Chinese              | 5,825     |
| 3       | Vietnamese           | 4,190     |
| 4       | Korean               | 1,835     |
| 5       | Navajo               | 1,450     |
| 6       | Nepali*              | 1,405     |
| 7       | Tongan*              | 1,330     |
| 8       | Serbo-Croatian *®    | 1,330     |
| 9       | Tagalog              | 1,319     |
| 10      | German               | 1,289     |
| 11      | Russian              | 1,287     |
| 12      | Arabic               | 1,225     |
| 13      | Mon-Khmer, Cambodian | 1,152     |
| 14      | French               | 1,132     |
| 15      | Japanese             | 1,127     |
|         |                      |           |
| Vermont |                      |           |
| 1       | French               | 1,583     |
| 2       | Spanish              | 1,501     |
| 3       | Chinese              | 777       |
| 4       | Vietnamese           | 672       |
| 5       | Nepali*              | 570       |

Appendix A- Top 15 Non-English Languages by State

|            |                      |         |
|------------|----------------------|---------|
| 6          | Serbo-Croatian*®     | 455     |
| 7          | German               | 309     |
| 8          | Cushite*◊            | 275     |
| 9          | Italian              | 146     |
| 10         | Arabic               | 144     |
| 11         | Russian              | 141     |
| 12         | Tagalog              | 136     |
| 13         | Portuguese           | 128     |
| 14         | Japanese             | 117     |
| 15         | Thai                 | 115     |
|            |                      |         |
| Virginia   |                      |         |
| 1          | Spanish              | 217,843 |
| 2          | Korean               | 30,193  |
| 3          | Vietnamese           | 25,813  |
| 4          | Chinese              | 23,706  |
| 5          | Arabic               | 13,844  |
| 6          | Tagalog              | 12,976  |
| 7          | Persian □            | 9,316   |
| 8          | Amharic*             | 8,550   |
| 9          | Urdu                 | 8,094   |
| 10         | French               | 6,755   |
| 11         | Russian              | 5,332   |
| 12         | Hindi                | 4,552   |
| 13         | German               | 4,056   |
| 14         | Bengali*             | 4,000   |
| 15-17      | Kru,*† Ibo,* Yoruba* | 3,805   |
|            |                      |         |
| Washington |                      |         |
| 1          | Spanish              | 232,748 |
| 2          | Chinese              | 42,812  |
| 3          | Vietnamese           | 38,432  |
| 4          | Korean               | 27,088  |
| 5          | Russian              | 25,421  |
| 6          | Tagalog              | 19,128  |
| 7          | Ukrainian*           | 12,555  |
| 8          | Mon-Khmer, Cambodian | 9,046   |
| 9          | Japanese             | 9,016   |
| 10         | Amharic*             | 7,590   |
| 11         | Cushite*◊            | 6,965   |
| 12         | Arabic               | 6,417   |

Appendix A- Top 15 Non-English Languages by State

|               |                      |         |
|---------------|----------------------|---------|
| 13            | Punjabi*             | 6,145   |
| 14            | German               | 3,863   |
| 15            | Laotian              | 3,712   |
|               |                      |         |
| West Virginia |                      |         |
| 1             | Spanish              | 6,677   |
| 2             | Chinese              | 1,534   |
| 3             | French               | 711     |
| 4             | German               | 668     |
| 5             | Arabic               | 654     |
| 6             | Vietnamese           | 592     |
| 7             | Korean               | 369     |
| 8             | Japanese             | 346     |
| 9             | Tagalog              | 336     |
| 10            | Italian              | 193     |
| 11            | Thai                 | 185     |
| 12            | Nepali*              | 165     |
| 13            | Persian              | 149     |
| 14            | Russian              | 94      |
| 15            | Urdu                 | 85      |
|               |                      |         |
| Wisconsin     |                      |         |
| 1             | Spanish              | 103,190 |
| 2             | Hmong                | 17,202  |
| 3             | Chinese              | 8,142   |
| 4             | German               | 6,583   |
| 5             | Arabic               | 2,816   |
| 6             | Russian              | 2,482   |
| 7             | Korean               | 2,398   |
| 8             | Vietnamese           | 2,151   |
| 9             | Pennsylvanian Dutch* | 1,970   |
| 10            | Laotian              | 1,767   |
| 11            | French               | 1,678   |
| 12            | Polish               | 1,666   |
| 13            | Hindi                | 1,472   |
| 14            | Albanian*            | 1,460   |
| 15            | Tagalog              | 1,336   |
|               |                      |         |
| Wyoming       |                      |         |
| 1             | Spanish              | 7,924   |
| 2             | Chinese              | 525     |

## Appendix A- Top 15 Non-English Languages by State

|    |             |     |
|----|-------------|-----|
| 3  | German      | 233 |
| 4  | Tagalog     | 229 |
| 5  | French      | 134 |
| 6  | Korean      | 126 |
| 7  | Vietnamese  | 98  |
| 8  | Italian     | 71  |
| 9  | Russian     | 63  |
| 10 | Indonesian* | 55  |
| 11 | Japanese    | 55  |
| 12 | Nepali*     | 55  |
| 13 | Persian     | 52  |
| 14 | Gujarati    | 40  |
| 15 | Navajo      | 39  |
|    |             |     |

\* Detailed Languages Spoken at Home and Ability to Speak English for the Population 5 Years and Over: 2009-2013.

\*\* Denotes non-English language that reach the 10% threshold thus triggering the § 155.205(c)(2)(iv) website translation requirement.

▣ - Persian written translated tagline is provided in the Farsi language.

‡ - Syriac written translated tagline is provided in the Assyrian language.

® - Serbo-Croatian written translated tagline is provided in the Serbian language.

◊ - Cushite written translated tagline is provided in the Oromo language.

† - Kru written translated tagline is provided in Bassa language.

♣ - French Creole written translated tagline is provided in the Haitian Creole language.

□ - Micronesian written translated tagline is provided in the Pohnpeian language.

▪ - Bantu written translated tagline is provided in the Kirundi language.

● - Nilotc written translated tagline is provided in the Dinka language.

○ - Sudanic written translated tagline is provided in the Fulfulde language.

Question 1: Breakdown of responses based on Department

| Department                                    | Responses |
|---|-----------|
| Assessor                                      | 3         |
| Attorney                                      | 9         |
| Building Inspection                           | 10        |
| Civil Rights                                  | 12        |
| Clerk   | 8         |
| Common Council                                | 6         |
| Community Development                         | 22        |
| Economic Development                          | 8         |
| Employee Assistance Program                   | 2         |
| Engineering                                   | 34        |
| Finance                                       | 19        |
| Fire  | 25        |
| Fleet Services                                | 6         |
| Housing Authority                             | 13        |
| Human Resources                               | 10        |
| IT  | 11        |
| Madison Public Library                        | 55        |
| Mayor   | 4         |
| Metro   | 14        |
| Monona Terrace                                | 14        |
| Municipal Court                               | 2         |
| Parking Utility                               | 10        |
| Parks   | 21        |
| Planning                                      | 10        |
| Planning, Community, and Economic Development | 6         |
| Police  | 92        |
| Public Health                                 | 32        |
| Streets                                       | 7         |
| Traffic Engineering                           | 6         |
| Treasurer                                     | 0         |
| Water Utility                                 | 10        |
| Total   | 481       |

Question 2: Summary of work category

|                          |     |
|--------------------------|-----|
| Administrative Support   | 99  |
| Department/Division Head | 22  |
| Emergency Responder      | 52  |
| Front Desk/Reception     | 20  |
| Professional             | 189 |

|                            |     |
|----------------------------|-----|
| Skilled Trade              | 3   |
| Technicians                | 19  |
| Service Maintenance Worker | 9   |
| Other                      | 61  |
| Total                      | 474 |

Question 3: Aware of existing services?

|              |     |
|--------------|-----|
| Yes          | 218 |
| No           | 71  |
| Some of them | 197 |
| Total        | 486 |

Question 4: How often do you find yourself using language services?

|                        |     |
|------------------------|-----|
| Multiple times per day | 5   |
| Once a day             | 4   |
| 2-3 times per week     | 6   |
| Once a week            | 13  |
| 2-3 times per month    | 21  |
| Once a month           | 16  |
| 6-9 times per year     | 15  |
| 1-5 times per year     | 120 |
| Never                  | 172 |
| Total                  | 372 |

Question 5: What languages have you used?

|                        |     |
|------------------------|-----|
| Spanish                | 204 |
| Hmong                  | 87  |
| French                 | 16  |
| Fulani                 | 8   |
| Arabic                 | 28  |
| Chinese Cantonese      | 15  |
| Chinese Mandarin       | 39  |
| American Sign Language | 28  |
| Nepali                 | 13  |
| Amharic                | 7   |
| Vietnamese             | 11  |
| German                 | 1   |
| Italian                | 1   |
| Mongolian              | 5   |
| Russian                | 5   |
| Somali                 | 3   |
| Indonesian             | 1   |
| Burmese                | 2   |
| Wolof                  | 2   |
| Mandingo               | 1   |

|        |     |
|--------|-----|
| Korean | 1   |
| Total  | 220 |

Question 6: What service are you most likely to schedule?

|  |     |
|--|-----|
| Schedule an interpreter                  | 87  |
| Translate a document                     | 89  |
| Use telephone interpreting               | 170 |
| Translate a website                      | 3   |
| In Person Interpreter Needed Immediately | 2   |
| Total                                    | 258 |

Question 7: Rate your confidence in accessing language services for a customer

Average: 47

Question 8:

Describe a time you provided language assistance to a customer that worked well. What made it successful?

- Family members who were proficient in translations assisted us.
- Translating brochures. We went through DCR and it was easy on my end.
- Translation of exam in Spanish. It allowed ESL candidates to pass civil service exam.
- Additional understanding for that culture. More comfort with the contact.
- Showed a teen how to use Google translate so he could talk to a producer in France who wants to make beats for him.
- Received a call from a Spanish speaking person. Translation service helped determine that the person called the Fire Department in error. Person had wanted to talk to someone regarding their apartment contract. Offered to help find a phone number for them, but the person declined.
- Pointing at a particular piece of information.
- Easy to contact interpreter.
- Used English and spoke slowly.
- Phone contact with language services helped communication about a medical transport.
- Translating certain policies regarding checking out materials into Spanish. The telephone interpreter did a nice job!
- It is very helpful to have someone available by phone quickly but it is very awkward too.
- It is typical to have persons available at public meetings.
- We have utilized the phone interpreter service at the polls on Election Day.
- By phone, Pacific Interpreters. The interpreter was very helpful.
- I used my own school room Spanish to help an Olbrich visitor become reunited with their family/friends.
- I've conducted multiple interviews via language line. Just having the resource available has made it a success since I'm able to actually communicate.
- An interpreter was available very quickly and was helpful throughout my call for service.
- I needed a sign language interpreter for a lecture.

- Watched a coworker use the fire engine's cell phone for the language line for a distressed patient in a car accident.
- I had a family member translate for me and it worked well because it was convenient.
- 6-29-2017 Spanish speaker had a fraud complaint. I used language line to translate between us. I'm making an assumption that language line is one of the services receiving feedback here.
- Patience of the customer
- I am Bilingual in English/Spanish and most clients our office serves require Spanish language access so I usually provide it myself. However, in cases that I am not directly involved I have worked with the Division to advise when a Spanish interpreter or written translation is needed.
- Had Civil Rights order translation for an e-mail and a form.
- Had translation documents made well in advance of offering services.
- It was quick and easy.
- Working with the same interpreter on a frequent basis. Having clients trust not only nurse but the interpreter.
- Being able to say in a limited way that I would find a translator to assist. I think a general approach of being able to demonstrate that staff will work through the situation to help get the customer the information they are looking for in a format that works for them.
- I spoke with a Spanish speaking customer about how to pay a parking ticket. It was successful because the customer was able to accurately obtain and give information in a language they were comfortable with.
- I have use the phone interpreter and it helped when the interpreter let me know what works best in communicating back and forth.
- Being clear and concise.
- Equity Analysis for community engagements, document translation, poster, questions, for analysis. MPD website, survey questions poster.
- NRT announcements translated into Spanish and posted in apartment building common areas in both English and Spanish.
- Arabic woman in Youth Services wanting a service we do not provide. Translator helped me figure out what she wanted and provided her with information of where to receive the service.
- We have a couple people in our department that could interpret.
- I have the certified languages international phone number on my desk and saved it on my phone so it is easy to access when I need it.
- A gentleman arrived for court and needed language assistance, even though the physical person arrived too late to assist, the phone line worked.
- 10 years ago, we had to provide language assistance to tenants during a relocation process. It seemed to be successful.
- I had called the translator and we were able to have a conversation through the translator. Worked out great. The translator used was definitely on top of listening to make this successful.
- One of our in house mechanics spoke with person on the phone, translated information both ways.

- Using signing interpretation for public meetings. The video signing services worked well not only for interpreting my presentation but also for Q&A.
- Just this week, a fellow officer responded and translated two interviews for me regarding a domestic disturbance.
- I had to carefully use my limited Spanish, but I was able to communicate with the person.
- An investigation.
- Google translation; it was immediate.
- Language line was able to translate.
- Many of the vendors that have a language barrier will bring an interpreter. Otherwise, I write down the information for them to take with to someone they can work with to understand the document. We have also had the person call someone who could interpret.
- Most of the highly successful involve having a officer who speaks a language stop over.
- Received a phone call, person was speaking Spanish. Was near a co-worker that speaks Spanish and was able to hand her the phone to help the customer.
- Have had interpreters at public meetings (Penn Park Shelter Remodel) was scheduled by the Parks Department.
- Easy to access phone number to get some assistance at the front end and assist is setting up something more comprehensive at a later time.
- I referred a staff person to telephone interpreting and they use it with a library patron.
- I was working with an individual who spoke Spanish during a settlement negotiation and the case successfully settled. It was helpful to be aware ahead of time that the individuals preferred language was Spanish because I could schedule an interpreter for the mediation. It was useful having individuals within the office who speak Spanish to ask the individual if they preferred an interpreter.
- I used the telephone interpreting service to schedule a reservation for a customer. The process was fast and easy, it is not always fast to get an interpreter on the line.
- Years ago a marketing person in our transit system helped several elderly Hmong people learn to ride the bus by using simple key cards for getting to their primary destinations and back.
- Every time. Interpreters must have great phones to understand our speaker phone at the front desk.
- Arranged for teleinterpretation.
- I've had great success using the telephone translator services. The service is super easy to use.
- Explaining what was happening in a meeting. The high quality and experience of the interpreters
- Most of the time the Geo Group is very responsive
- The only language assistance I have used is a departmental form for Spanish speakers. It has text in both English and Spanish and asks basic questions to find out what the person needs. It works fairly well, although people are sometimes confused at first when I give them a form to fill out.
- I had a document translated. It was translated quickly.
- The information was done in a professional manner.
- We try to do Spanish in house when verbal but not written.

- I am bilingual and use my own knowledge to help patrons in Spanish very often.
- Resident reporting a maintenance service request. Translation made it successful.
- Whole process went smooth. Client satisfied. Felt like we were able to have good communication.
- I speak some Spanish, and supplementing that with google translate has allowed me to help answer patron questions and direct them to appropriate resources, within or outside the library.
- In Court, I am able to request an interpreter by phone and hand the phone back and forth to communicate with a Defendant.
- An employee in our office spoke the needed language and was able to provide verbal translation assistance quickly.
- Knew about it ahead of time and could make arrangements versus most of the time we need it-in the moment trying to help a citizen/witness/victim right after a crime occurred.
- Used language line years ago to obtain a victim statement. Was able to conduct the investigation without using a family (and potentially biased) translator.
- Happens all the time.
- I had someone on the phone, and I couldn't understand her well enough to be sure I knew what she was calling about. I got an interpreter on the phone (Mandarin Chinese) and the caller and I were immediately able to communicate much better. It was successful because it was fast and easy to get a hold of the interpreter and because I felt confident that I understood the caller's issue and she understood the information I was providing.
- Used Pacific Interpreters to help a walk-in client who spoke Hmong, questions about immunizations.
- I'm a Spanish translator, so I do it myself. Due to the primacy of Spanish demands for PD, I have not encountered or used the other systems available to the City.
- In person interpreters are the best, much better than language lines.
- We used an interpreter to help us train a Habitat for Humanity homeowner in home safety. The interpreter did a great job.
- I've only ever had friends/family of the customer interpret for me, with mixed results.
- Just my own attempt at Spanish
- We use Tele-Interpreters a lot. What makes it successful is that there are many languages available at one source.
- Working through DCR to arrange for a sign language interpreter works every time!
- Language Line is very easy to use. The most difficult part for me is to remember to use the correct pronouns and talk to the interpreter like I'm speaking to my customer.
- Calling an interpreter was great and the fastest.
- Each time I have used the phone translation services, it has worked very well.
- Having interpreters at a neighborhood meeting in a heavily Hmong community – and outreach in multiple languages for that meeting.
- We used the telephone line and also had a list of phrases on the computer that we could point to and reference. We also used google translate along with a virtual keyboard for non-Roman characters.
- I had a multi-lingual employee who was there and able to assist but unfortunately, this was pure luck.

- I speak enough Spanish to get through most interactions. I have used a translation app on my phone to speak to a Hmong resident.
- My front staff interact with most customers that need language assistance.
- Working with an on-staff interpreter, who I worked with before and was able to provide not only interpreting but cultural context if needed.
- At my job we have many Spanish speaking clients specially women and young children. Being a Spanish speaking native makes my job really easy when interpreting for our clients. One comment that I often get from them when interpreting is that they feel at ease that somebody understands what they are saying and do interpret their feelings, nothing is lost in translation. I know we have had a successful interview when the client leaves with a smile, then there's no doubt in my mind that we accomplished what we were looking for.
- Used a translator for an employee twice. I felt it was successful.
- We had our work translated into Spanish, so we have been able to provide documents in a preferred language for better communication.
- Three way call with Pacific interpreters.
- Requested sign language interpretation for a meeting. Contacted DCR. Interpreter showed up, did the meeting. Worked great!
- When someone wanted to get a library card.
- In person interpretation works much better than phone interpretation
- Arranged for a phone interpreter to help a customer interested in a permit. We were able to answer questions and they got the permit, consequently, I had the application/documents translated to Spanish.
- I coordinated a translator for an interview for a position here, the person who needed the translator thanked me later after he had gotten the position.
- Years ago while on a patrol call I facilitated an ASL translator
- I have enough Spanish to ask the customer to wait a moment while I got a translator on the phone and because they understood language help was being prepared, they were more relaxed.
- I called the number to the contracted interpreter. I gave them Madison's code. An interpreter was on the line in seconds. The call lasted about three minutes. Very happy with them.
- In my previous position, I used the language line frequently and it was always easier to converse via the language line on the telephone. When non-English speakers arrived in our office unexpectedly, it was a struggle to find a phone in a confidential location in order to access the language line.
- Three party interview on phone.
- Providing in-person interpreting via a Public Health contract interpreter is much more efficient and allows us (Public Health worker, interpreter, and client) to use visual cues to better understand a conversation and to more easily establish a working relationship.
- It's always challenging and slow. Have to remember the process and get it moving.
- We have someone in the office who speaks Spanish.
- With plenty of lead time for a meeting with a Spanish speaking member of our community.
- Translation a pt complaint, history and hospital choice.
- I have accessed language line for ambulance patients.

- I also spoke that language
- I speak Spanish fluently and I was able to help a customer with directions who only spoke Spanish
- I needed someone to interpret in ASL at one of the funding Community Services Committee meeting. The person that needed the service was the director of Deaf Unity.
- Telephone service – provider was familiar with the Library services and helped formulate questions/answers.
- I really haven't had one. The interpreter didn't want to say things as I had stated them and didn't want to tell me exactly what the person had stated. The interpreter needs to understand that their personal feeling and opinions have nothing to do with their job of interpreting and just state the things being said as they are said without changes.
- American Sign Language – in person contact, customer was able to sign slowly so it was easy to communicate
- I service police calls on a routine basis for Spanish speaking citizens. The fact that I speak Spanish has made that successful
- Using department interpreters when available. Able to seamlessly translate. Using google translate
- I used it at burger king to help an order
- There wasn't a very easy method. I utilized language line a few times, which provide difficult and required a thorough explanation to the interpreter of what I needed to accomplish.
- A woman came to the desk and simply said, "Fulani". She spoke no English and we recognized "Fulani" as a West African language. We were able to call the city's translator service to get a Fulani translator who spoke to the woman and relayed to us that the woman is interested in English language classes. We also learned that she is homeless, having recently lost her home-stay arrangement. We were able to relay opportunities at the Literacy Network for beginning English classes. We then called the United Way who provided another Fulani translator to offer shelter and food options for her. We got her a map and directions to each of these places, and printed a visual dictionary for her so she can point to pictures of food, a bed, and other services for future needs. By the time we were done, she just grabbed me in a bear hug and said "thank you". We were all glad that she chose to come to the Library first.
- A Mongolian couple with little/no English came in asking for help to promote their handyman business. With help of the telephone translation service, we were able to get them registered with several agencies and local networking channels. Several weeks later, they came back and said they had so much business that they needed help setting up a spreadsheet to track all of their jobs and contacts.
- I was able to use Google Translate to quickly communicate with a patron at a library reference desk.
- I participated in a simultaneous translation interview with a program participant who was deaf. The interpreter was able to appear via remote TV from Milwaukee.
- The ability to patch a language line interpreter in with a phone call is great. Also being able to use a speaker phone is much easier than passing a phone back and forth. Our department is lucky that we have a huge amount of diversity in languages and many times it is possible to get an officer to translate for you.

- Had a woman who called our operator because there was an issue with the water in her apartment unit. She spoke very little English but was fluent in Spanish, so after a couple of minutes we were able to patch a Spanish interpreter onto the call to assist with communication. I was impressed with how quickly we were able to bring in the interpreter, with no prior scheduling.
- Interpreter able to sit at small table sessions with Hmong residents while presenter went over design documents
- Called the translator – was able to provide customer services and parking ticket was paid
- Using telephonic language services to service people on a call when it cannot wait to be scheduled later.
- Use of cell phone to interpret question and provide answer and directions to where patron wanted to go to receive services she needed.
- Each of my interactions where I've provided language assistant to a customer have worked well
- We are a support agency that only works with City employees. Unless there is an employee with a need, we would never use the service. We have not experienced a need yet.
- Having an interpreter at a meeting
- I was able to give the customer instructions and answer their questions regarding their parking ticket because the interpreter was on the line.
- Customer called about a parking ticket. They had sold a vehicle and didn't understand why they got the ticket. Via language line I was able to help them understand why they still got the ticket.
- Arabic woman wanting to know if ESL classes would resume here at our location. The translator was great in assisting me with telling the library patron the program had ended and helped me to inform the patron of other organizations that provided ESL classes.
- I used the phone translation system when I was in charge of the circulation desk at the Sequoya branch library. It was most useful when patrons came to the desk to ask for information with some English language skills but not the vocabulary they needed. The translation service meant they could ask for specifically what they wanted and fully understand the answer and have more confidence that they could come back again and get help.
- We had translator at a conference we held and it allowed a group of Spanish speakers to participate more fully
- I translated for Spanish speaker community members all the time for MPD. It went successful because I am a native Spanish speaker
- Translated surveys into Hmong and Spanish to assist in getting customer feedback on agency outreach efforts
- For walk-ins to the office, having someone available immediately.
- I can't think of a time that the services provided by us worked well. More often, my Somali clients bring their own friend to interpret, which works somewhat well.
- Customer came to in to ask a question. Asked for an interpreter in broken English. He and his wife waited while I got one on the phone. Then used the interpreter to find out what the customer needed and where to direct him.
- I have regularly used translators in public hearings. With the help of the interpreters, I've learned how to ask questions to best use their skills and abilities.

- Utilizing language line successfully
- Two-way communication understood by both parties in the conversation
- Two days ago the customer service received a phone call in Spanish to inquire about bus schedule. I helped plan their bus trip successfully.
- We usually don't have too many problems with Spanish speakers since we have at least some Spanish speakers that understand building.
- Having an internal system, adequate staffing levels, and access to a meeting room and phone allows the tele-interpreter service to work well. Having a bilingual staff person has also provided benefits in language assistance instances.
- Easy signage to reference and determine if interpretation services via telephone would work for library patron, helpful interpreter.
- Simple investigation where I needed basic information, but it wasn't necessary to do a full intense interrogation or interview.
- The translators on the language line are always very helpful and effective
- We have clearly marked information on how to access the translator service on all of the phones at the service desks.
- Used telephone translator services today. It was successful because it was a non-complicated issue. In the past, it has gotten pretty complicated and has been difficult to use the telephone translator services.
- I am bilingual, so it was easier for me to communicate with a Spanish speaker in person
- Years ago, when I was in a public facing position, I used the language line to help someone at a window who didn't speak English. We were able to communicate through the phone translator. It worked because we had been taught the protocol for that process.
- Successful attempt at conference call with short hold times
- The person who spoke Spanish in our office was available for a phone call
- We often have folks come to us looking for the correct office for their needs. We have used the service to give detailed instructions on the building and room they are looking for.

Question 9: Have you had an experience when you were unable to provide language services to someone in the public?

|       |     |
|-------|-----|
| Yes   | 110 |
| No    | 239 |
| Total | 349 |

Question 10: If so, how often?

|                        |     |
|------------------------|-----|
| Multiple times per day | 0   |
| Once a day             | 0   |
| 2-3 times per week     | 0   |
| Once a week            | 4   |
| 2-3 times per month    | 2   |
| Once a month           | 6   |
| 6-9 times per year     | 5   |
| 1-5 times per year     | 86  |
| Total                  | 103 |

Question 11: Please explain the circumstance when you were unable to provide language services to a customer.

- No one available to translate for me.
- I followed instructions and tried numerous times but my phone would not conference all of us in.
- On the phone, when they ask if I speak Spanish.
- Nothing to show/identify what the customer needs were.
- Other people waiting for service and officer not available.
- I needed an American Sign Language interpreter and there was no one available.
- Visitors to Olbrich Botanical Gardens who need assistance in another language have not scheduled their visit in advance - we are unable to help many of them have a positive experience when they need assistance.
- I was responding to a car crash and no Spanish interpreters were available for at least a few hours, which meant I had to use Google Translate on my phone to attempt to retrieve all of the information I needed regarding my report.
- No one available for evening, overnight or weekend hours.
- Doing follow up, did not realize the suspect was not an English speaker.
- A woman who spoke Hmong mistakenly walked into a meeting I was convening and meeting participants were unable to find anybody in the building who could translate. Additionally, we called the translation services and were unable to get the proper assistance for this woman.
- No interpreter available, needed to use language line. Language line is difficult on a home visit, phone coverage spotty (either no service in area or call drops during visit), difficult to hear even with speaker, don't see the reactions to client and interpreter.
- May have been a number of small instances like, patron frustrated by my search efforts to find translator information; patron may have been embarrassed for needing service; patron did not have the time to wait, or maybe was fearful.
- Couldn't tell what language he was using.
- Calls for service where the caller or other parties only spoke another language
- I often have vendors just show up so I can rarely plan to have an interpreter present. We can usually work through what we need to do but I am often worried they do not fully understand what they need to do or not do.
- When I was talking to a Spanish only speaker and did not have a co-worker nearby that speaks Spanish.
- We could not find anyone for the correct dialect of Chinese.
- The citizen was from an area of Africa where there is only a small community in Madison.
- Sometimes library patrons are hesitant to approach or engage to the level where interpreting could be offered. Sometimes the offer is not understood.
- It was via telephone and I could not decipher which language the individual spoke; they ended up putting their child on the line, who spoke English, and we were able to get the individual the assistance they needed.
- The customer arrived after the office was closed and was unwilling to await accessing service telephonically
- Not able to get the caller and interpreter on the same call.

- Customers will sometimes ask for documents/forms that are only currently available in English.
- One day we had a Hmong person at a meeting and the interpreter never arrived. I have also found wrong translated information by the GEO group
- We often have non-English speakers call or come to the station. If it's a phone call, I've been instructed to transfer it to Dispatch and let them access language services with the caller. If it's a walk-in, our practice has been to have them use the phone in the lobby that connects directly to Dispatch. The new idea we're trying out is to have on-duty command staff assist a walk-in by accessing Language Line with the person, but we haven't had an opportunity to try it out. Mine is a difficult situation for language barriers. I assist people through a bullet-resistant window for my protection, so the phone-based language assistance programs aren't an option. I would not feel comfortable making contact with a walk-in out in the lobby, where we don't have a phone to access Language Line anyway, and we don't allow citizens within the locked portion of our facility.
- Walk in, usually for our Food Cart Manager
- Early on in my career, I was less aware of the resources available, so someone speaking a language I was totally unfamiliar with was a challenge.
- During a routine inspection.
- It was late in the day, all of our Spanish speakers had left, and the telephone/computer system was not working well, so we could not contact the translation service. The customer was also very confused and we had misunderstood what he wanted.
- Needed someone for ASL but it was 3am and the video service apparently was not-renewed and we could not find anyone given the time of day. We arranged to speak with her later.
- Chinese speaker.
- Tried to access translation support on the phone and by the time I did, the customer hung up.
- I was in a meeting of cross-departmental staff working on food issues. This was not publicly posted. Mid-way through, another staffperson (not in the meeting) knocked on the door and introduced the entire group to a Hmong woman who could not speak much English but had conveyed that she had questions related to food carts. The rest of the meeting was spent with 6 staff in the room trying to figure out a way to communicate. Language line cards were found (late) but we did not know which program to bill and could not use them. She finally was able to get her daughter on the phone, who translated for us.
- A Spanish-speaking patient in the middle of the night and the city's password for the language line was unknown.
- In my job, we do not know that an interpreter is needed until we are on site. Using over the phone interpretation is extremely cumbersome and would make our job take 2-3 times longer. Ideally we'd have an interpreter with us but since we don't know beforehand that is rarely an option. So, if no one is on site from the business to translate, I've pointed to the calendar and written down a time when I'd come back, and they have provided a translator.
- I am often contacted to provide, as an accommodation, test translation.
- Spoke with him as best as I could so he would understand.
- In-person customers are always challenging since there is no easy access to interpreting services.

- We did not plan to have interpretation in all languages at a Council meeting where they were requested.
- Language was not listed on the chart provided to staff - maybe make it explicit that there are more languages covered than the ones listed on the chart
- When they spoke too quickly and things were moving too fast.
- Pacific Interpreters did not have an interpreter in the particular dialect the client used
- Front desk when you do not have the privacy to use language line.
- A Spanish speaking customer came into the office. All of our Spanish speakers were out of the office. I did not think about the telephone service. We just muddled through and I helped them as best I could and asked them to return when Spanish speaker would be available.
- Russian speaking suicidal man on the west side.
- I was working the farmers market and the citizen spoke German and Spanish while I did not.
- In person, and on the phone. The words used to explain code are unknown to the person needing services.
- It was only once. A couple walked in to get information about weddings. They were deaf. We ended up writing notes back and forth.
- In the middle of the night-prior to having cell phones unable to find a translator.
- On multiple occasions, Pacific Interpreters was unable to provide a Lithuanian interpreter. This wasted both the client's and my time and delayed my ability to facilitate testing for tuberculosis. Ultimately, I was able to use a Russian interpreter; however, for the first two encounters with this client, the initial language barrier prevented me from knowing this was an option.
- An oriental language before learning of the interpreter service.
- Dont' know their native language, and unable to communicate enough to find it out from them.
- Front desk support. Parks is a front service counter for the CCB (and often for the courts, including Dane County). Someone came in and we were unable to identify the language for sure before they left.
- Long time ago. No services were available.
- Pre language line, encounters with non-English speaking persons.
- Providing information about Metro service, while waiting at a bus stop
- There was not a Mongolian interpreter available.
- Customer was unwilling to wait. Any of the services require time.
- There was no one available that spoke the language I was looking to have interpreted.
- Information on various city websites. I can't direct them to that for information.
- No mandarin speaking assistance was available during a traffic crash investigation (no time go through the language line process. I used Google translate on my phone to complete the task.
- CUSTOMERS TRYING TO EXIT AND DON'T UNDERSTAND DIRECTIONS
- Didn't know what language they were speaking; one from Africa, one from Nepal
- THE PERSON HUNG BEFORE I COULD GET CONNECTED TO THE SERVICE
- Spanish speaking adult looking for information on senior service.

- People requesting written information- many of our handouts were translated into Spanish but not all and some were outdated.
- I contacted a person that only use sign language and another is a Hmong speaking only.
- I have wanted to be able to provide translated documents and in person interpretation services for multiple Somali speaking refugee clients at their in-person meetings with me, as well as communicating through the mail.
- We forgot to schedule an interpreter for an ALRC meeting. Luckily there was someone with the applicant. However that person didn't feel too comfortable translating everything so they had to reschedule.
- Staff were not available.
- There was a language barrier, coupled with mental health issues.
- The phone is not easy for the public to access from my work station and it can be difficult to find people who speak the required language.
- Interpreters through a service are unable to communicate building concepts
- When a library partner, usually a social service partner, is not on-site but calls us to provide third party service. We were told by Civil Rights staff that this is not acceptable use of the service; therefore we have to turn away requests if patron is not physically in the library.
- We do outreach and elections - those happen in the field away from the phone. Also if an applicant at an ALRC meeting does not tell us in advance what they need for translations, we can't bring someone in.
- The incident occurred many years ago (>10) and we didn't have the language sign available. They left before I was able to work anything out.
- As a new employee I did not know of the language services the city offers. I needed to communicate with a Hmong speaking resident, and was unsuccessful.
- No documents in their native language

Question 12: Is English the only language you speak?

|       |     |
|-------|-----|
| Yes   | 312 |
| No    | 130 |
| Total | 442 |

Question 13: What is your primary language?

|            |     |
|------------|-----|
| English    | 115 |
| Spanish    | 13  |
| Hmong      | 2   |
| Russian    | 1   |
| Indonesian | 1   |
| Hungarian  | 1   |
| Total      | 133 |

Question 14: How many languages do you speak?

|   |     |
|---|-----|
| 1 | 7   |
| 2 | 104 |
| 3 | 19  |
| 4 | 2   |

|           |     |
|-----------|-----|
| 5         | 1   |
| 6 or more | 0   |
| Total     | 133 |

Question 15: What languages do you speak?

|                                       |     |
|---------------------------------------|-----|
| English                               | 93  |
| Spanish                               | 87  |
| Arabic                                | 3   |
| Hmong                                 | 4   |
| French                                | 22  |
| German                                | 16  |
| Russian                               | 4   |
| American Sign Language                | 3   |
| Italian                               | 1   |
| Dutch                                 | 4   |
| Urdu                                  | 1   |
| Southeast Asian/Pacific Island Creole | 1   |
| Portuguese                            | 3   |
| Gaelic                                | 1   |
| Indonesian                            | 1   |
| Hindi                                 | 1   |
| Marathi                               | 1   |
| Filipino                              | 1   |
| Hungarian                             | 1   |
| Ukrainian                             | 1   |
| Mongolian                             | 1   |
| Total                                 | 126 |

Question 16: Is it in your position description to provide language services for your department?

|       |     |
|-------|-----|
| Yes   | 12  |
| No    | 119 |
| Total | 131 |

Question 17: Are you ever asked to provide language assistance by other departments?

|       |     |
|-------|-----|
| Yes   | 29  |
| No    | 102 |
| Total | 131 |

Question 18: How often?

|                        |   |
|------------------------|---|
| Multiple times per day | 0 |
| Once a day             | 1 |
| 2-3 times per week     | 3 |
| Once a week            | 2 |
| 2-3 times per month    | 3 |
| Once a month           | 3 |
| 6-9 times per year     | 0 |

|                    |    |
|--------------------|----|
| 1-5 times per year | 17 |
| Total              | 29 |

Question 19: Do your coworkers ask you to provide language assistance?

|       |     |
|-------|-----|
| Yes   | 70  |
| No    | 60  |
| Total | 130 |

Question 20: Does anyone in your department speak a language other than English?

|              |     |
|--------------|-----|
| Yes          | 321 |
| No           | 37  |
| I don't know | 82  |
| Total        | 440 |

Question 21: Is it in their position description to provide language services for your department?

|              |     |
|--------------|-----|
| Yes          | 48  |
| No           | 197 |
| I'm not sure | 75  |
| Total        | 320 |

Question 22: Have you ever asked them to assist you with a customer who did not speak English?

|       |     |
|-------|-----|
| Yes   | 195 |
| No    | 122 |
| Total | 317 |

Question 23: How often?

|                        |     |
|------------------------|-----|
| Multiple times per day | 4   |
| Once a day             | 3   |
| 2-3 times per week     | 11  |
| Once a week            | 12  |
| 2-3 times per month    | 19  |
| Once a month           | 24  |
| 6-9 times per year     | 21  |
| 1-5 times per year     | 97  |
| Total                  | 191 |

Question 24: Are you a first responder?

|       |     |
|-------|-----|
| Yes   | 72  |
| No    | 368 |
| Total | 440 |

Question 25: What category best describes your position?

|                       |    |
|-----------------------|----|
| Paramedic/Firefighter | 11 |
| Police Officer        | 44 |
| Supervisor            | 13 |
| Total                 | 68 |

Question 26: While in the field, do you utilize City contracted vendors to provide language services or rely on other staff or volunteer interpreters (i.e. another police officer or coworker, friend or family member of the individual)?

|   |    |
|---|----|
| City vendor                               | 27 |
| Coworkers                                 | 50 |
| Family member or friend of the individual | 34 |
| Depends on the situation                  | 42 |
| Google Translate                          | 1  |
| Total                                     | 70 |

## LAP Timeline

**By February 1** – DCR team provides detailed edits of draft plan by this date, designates appropriate teams to make decisions regarding not-yet developed procedures/policy for new services and to update reference materials

*Responsible staff:* All (Kirsten, Jaya, Norman, Kate, Jason)

**By February 3** – DCR contacts all out-of-DCR team members to develop procedures/policy identified

*Responsible staff:* Kirsten

**By March 1** – Appropriate teams make decisions regarding not-yet developed procedures/policy for new services, provide details in writing to DCR. Also those designated to update referenced forms do so.

*Responsible staff:* Kirsten (follow-up), team members

**By March 8** – Complete draft plan and APM provided to DCR team for review

*Responsible staff:* Kirsten (for plan), Kate (for APM)

**By March 22** – DCR provides detailed edits to finalize draft plan and APM to present externally

*Responsible staff:* All (Kirsten, Felicia, Norman, Kate, Jason)

**By March 29** – ~~Draft plan and APM provided to designated stakeholders for feedback~~

*Responsible staff:* Norman

**By April 19** – ~~Stakeholder feedback due to DCR,~~

*Responsible staff:* Kirsten (follow-up), team members

**By April 21** – ~~DCR team reviews feedback~~

*Responsible staff:* All (Kirsten, Felicia, Norman, Kate, Jason)

**By April 21** – DCR submits plan to community stakeholders

*Responsible staff:* All

**By April 26** – ~~Feedback incorporated into new draft Plan and APM~~

*Responsible staff:* Kirsten (for plan), Kate (for APM)

**By May 3** – ~~Semi-final drafts publicized for review, including announcing new incorporated services. Internal review, including representative from external team, Mayor, CCOC~~

*Responsible staff:* Jason (publication) & Norman

**May 9** – Public meeting to receive community feedback regarding plan

*Responsible staff:* All

**May 11** – LAP Steering Committee meets to review community feedback

*Responsible staff:* Norman, Felicia, Kirsten, Jason, Kate, Nancy, JoseMaria, Charlyn, Carmen

**By May 24** – Public feedback closed, incorporated into plan  
*Responsible staff:* Kirsten (drafting)

**By May 24** ~~Any additional review due to DCR~~  
*Responsible staff:* Jason (follow up)

**May 25** – Meeting to receive D/DH feedback regarding plan  
*Responsible staff:* All

**May 31** – LAP Steering Committee meets to review D/DH feedback  
*Responsible staff:* Norman, Felicia, Kirsten, Jason, Kate, Nancy, JoseMaria, Charlyn, Carmen

**By May 31** ~~Feedback incorporated into final draft, draft complete~~  
*Responsible staff:* Kirsten (for plan), Kate (for APM)

**June 6** ~~Presentation of LAP to Common Council~~  
*Responsible staff:* Kirsten? Norman? Kate?

**June 14** – Extension resolution upload to lististar  
*Responsible staff:* Norman, Kate

**June 14** – LAP Steering Committee meets  
*Responsible staff:* LAP Steering Committee

**June 15** – Develop Phases for LAP implementation  
*Responsible staff:* Norman, Felicia, Kirsten, Jason, Kate

**June 20** – Common Council Agenda Item: Approval of Extension to Resolution #34666  
*Responsible staff:* Norman

**June 26** – LAP Steering Committee meets  
*Responsible staff:* LAP Steering Committee

**June 30** – All-Staff LAP survey distributed  
*Responsible staff:* Kate, Kirsten

**July 3** ~~Presentation of APM for adoption~~  
*Responsible staff:* Norman? Felicia?

**July 3** – Plan Focus Group agenda and survey  
*Responsible staff:* Norman, Felicia, Charlyn, Jason, Kate

**July 11** – Chinese-language Focus Group  
*Responsible staff:* Norman, Felicia, Carmen, Kate

**July 13** – LAP Steering Committee meets

*Responsible staff:* LAP Steering Committee

**July 20** – Civil Rights Coordinators meeting – solicit LAP draft feedback  
*Responsible staff:* Kirsten

**July 21** – Staff survey results due  
*Responsible staff:* All City staff

**July 26** – LAP progress check-in meeting  
*Responsible staff:* Norman, Felicia, Kate, Jason, Kirsten, Charlyn, Sarah (IT)

**August 2** – LAP Steering Committee meets  
*Responsible staff:* LAP Steering Committee

**September 5** – Management Team presentation  
*Responsible staff:* Felicia, Nancy, LAP Steering Committee

**September 11** – Department and Division Head Focus Group  
*Responsible staff:* Felicia, Nancy, LAP Steering Committee

**September 13** – LAP upload to Legistar  
*Responsible staff:* Norman, Kate

**September 19** – LAP presented for adoption by Common Council  
*Responsible staff:* Norman, Felicia, Kirsten

**October 18** – ASL-language Focus Group  
*Responsible staff:* Jason, LAP Steering Committee

**October 24** – Hmong-language Focus Group  
*Responsible staff:* Jason, LAP Steering Committee

**November 6** – Professional Interpreter/Translator Focus Group  
*Responsible staff:* Charlyn, LAP Steering Committee

**November 16** – UW-Madison staff language service users Focus Group  
*Responsible staff:* Charlyn, Carmen, LAP Steering Committee

**November 21** – LAP Steering Committee meets  
*Responsible staff:* LAP Steering Committee

**November 29** – LAP final draft update upload to Legistar  
*Responsible staff:* Norman, Kate

**December 5** – LAP final draft update presented for adoption by Common Council  
*Responsible staff:* Felicia

# Interpreter Services

Spanish

## Español

Usted tiene derecho a un intérprete gratis. Por favor, señale su idioma y llamaremos a un intérprete. Por favor, espere.

Hmong

## Hmoob

Koj muaj cai txais kev pab txhais lus dawb tsis them nyiaj. Thov taw tes rau koj hom lus nov. Mam hu tus txhais lus. Thov nyob tos.

French

## Français

Vous avez droit gratuitement aux services d'un interprète. Veuillez indiquer votre langue. Nous allons contacter un interprète. Veuillez patienter si'il vous plaît!

German

## Deutsch

Sie haben kostenlosen Anspruch auf eine/n Dolmetscher/in. Bitte deuten Sie auf Ihre Sprache. Ein/e Dolmetscher/in wird gerufen. Bitte warten Sie.

Polish

## Język polski

Masz prawo do korzystania z usług polskiego tłumacza. Usługa ta jest na nasz koszt. Proszę wskazać swój język. Proszę czekać. Łączymy z tłumaczem.

Chinese

## 中文

Cantonese | Mandarin | Toisanese | Taiwanese/Fukienese | Min  
广东话 | 国语 | 台山话 | 台湾语/福建话 | 闽语

你有权利要求一位免费的传译员。

请指出你的语言。传译员将为你服务, 请稍候。

Italian

## Italiano

Avete diritto ad un interprete. Il servizio è gratuito. Indicate la vostra lingua e attendete; un interprete sarà chiamato al più presto.

Russian

## Русский

Вы имеете право на услуги бесплатного переводчика. Назовите, пожалуйста, свой язык. Медицинский переводчик будет вызван. Пожалуйста, подождите.

Albanian

## Shqip

Keni tē drejtēn pēr pērkthyes falas gjatē vizitēs mjekso. Ju lutem tregoni me gisht gjuhēn qē flisni. Ju lutem prisni, do t'ju gjejmë njē pērkthyes pēr viziten mjekësore.

Amharic

## አማርኛ

የኢትዮጵያ መጠሪ አስተርጓጭ የሚያገኘ ማብት አለመት ::  
የሚገኘውን የሚረዳበትን ቁጥር በመተቀባ የመለከት ::  
አስተርጓጭ አስተጠራ ይረዳ አዲስ ይታገስ ::

Arabic

## عربی

يحق لك الحصول على خدمات ترجمة فورية دون أي مقابل.  
يرجى منك أن تشير باصبعك إلى لغتك كي نستدعي المترجم المعنى.  
يرجى منك الانتظار لحين استدعاء المترجم.

Armenian

## Հայերեն

Դուք ունեք քարզմանից ունենալու իրավունք առանց որևէ վճարի: Խնդրում ենք մատնանշեք ծեր լեզուն և քարզմանից կմոտենա: Խնդրում ենք սպասեք:

Bengali

## বাংলা

আপনার অধিকার রয়েছে বিনামূলে একজন দোভাসী পাওয়া।  
অনুগ্রহ করে আপনার ভাষা কোনটি তা দেখিয়ে দিন। একজন  
দোভাসীকে ডাকা হবে। অনুগ্রহ করে অপেক্ষা করুন।

Cape Verdean Creole

## Criolu di Cabu Verdi

Nhôs tem direito a um intérprete gratuito di nhôs língua.  
Mostra qual qui nhôs língua pa nô podi tchoma intérprete.  
Nhôs aguarda um momento, por favor.

Greek

## Ελληνικά

Είναι δικαίωμά σας να χρησιμοποιήσετε διερμηνέα χωρίς καμία χρηματική επιβάρυνση. Σας παρακαλούμε, υποδείξτε τη γλώσσα που μιλάτε. Θα ειδοποιήσουμε ένα διερμηνέα. Παρακαλώ περιμένετε.

Haitian Creole

## Kreyòl Ayisyen

Ou gen dwa a yon entèpèt gratis. Tanpri montre nou lang pa w la. N ap rélé yon entèpèt pou ou. Tanpri ret tann.

Hebre

## ברית

יש לך הזכות להשתמש בשירותינו של מתרגם לא  
תשולם. אנחנו הצביע על השפה שלך. מיד ניצור קשר  
עם מתרגםנו. אנחנו המתו.

Hindi

## हिन्दी

आपको निःशुल्क दुभाषिया (अनुवादक) प्राप्त करने का अधिकार है।  
कृपया अपनी भाषा वी और इशारा करें। एक दुभाषिया  
(अनुवादक) को बुलाया जाएगा। कृपया प्रतिक्षा करें।

Japanese

## 日本語

通訳を無料でご利用になれます。該当する言語を指示して下さい。通訳を手配いたしますのでお待ち下さい。

Khmer

## ខ្មែរ

លោក-អ្នកមានសិទ្ធិខ្សោយអ្នកបកប្រែម្មាក់ដោយចិត្តថ្មី។  
សូមមេន្តាចុង ទៅការសារបស់លោក-អ្នក។  
គឺជីក្រាក់ដោយខ្សោយអ្នកបកប្រែម្មាក់ប៉ុណ្ណោះ សូមមេន្តាចុងថ្មី។

You have the right to an interpreter at no cost to you. Please point to your language. An interpreter will be called. Please wait.

Korean

## 언어

여러분은 무료로 전문 통역자의 도움을 받을 권리가 있습니다. 원쪽의 “한국어”를 손가락으로 가르켜 주십시오. 전문 통역자에게 연결될 것입니다. 잠시만 기다려 주십시오.

Laotian

## ລາວ

ທ່ານມີສິດຂໍ້ນາຍແບ່ພາສາໄດຍບໍ່ແສງ່ຕ່າ. ກະຮຸນາຂໍໃໝ່ພາຊອງທ່ານ. ນາຍພາສາຈະຖືກເອັນມາ. ກະລຸນາລົ່ມໍ່ຕ້າ.

Portuguese

## Português

Você tem o direito a um intérprete de graça. Por favor aponte para a língua que você fala. Um intérprete será chamado. Por favor espere.

Serbo-Croatian

## Srpsko-Hrvatski jezik

Vi imate pravo na besplatnog prevodioca. Molimo vas da pokazete na vas govorni jezik. Lagalan prevodilac ce biti pozvan. Hvala i molimo vas da sacekate.

Somali

## Soomaali

Waxaad xaq u leedahay in tarjumaan lacag la'aan ah laguugu yeero. Fadlan farta ku fiiq luqaddaada. Tarjumaan ayaa laguugu wacaya. Ee fadlan sug!

Swahili

## Swahili

Ni haki yako kuwa na mtafsiri bila malipo yoyote. Tafadhal chagua lugha yako kati ya hizi. Mtafsiri ataitwa. Tafadhal ngoja.

Tagalog

## Tagalog

Ikaw ay may karapatan na magkaroon ng tagapagsalin na walang bayad. Ituro ang iyong wika. Ang tagapagsalin ay tatawagin. Maghintay.

Thai

## ไทย

ທ່ານມີສິດຂໍ້ນາຍແບ່ພາສາໄດຍບໍ່ແສງ່ຕ່າ. ກະຮຸນາຂໍໃໝ່ພາຊອງທ່ານ. ກະລຸນາລົ່ມໍ່ຕ້າ.

Ukrainian

## Українська

У Вас є право на безплатного перекладача. Будь ласка, вкажіть на Вашу мову, і Вам покличуть перекладача. Почекайте, будь ласка.

Urdu

## اردو

آپ مفت ترجمانی کی خدمات کے مستحق ہیں  
برہا کرم اپنی زبان کی طرف اشارہ کیجئے  
آپ کے لئے ایک ترجمان کا انتظام کیا جائیگا  
برہا کرم انتظار کیجئے

Vietnamese

## Tiếng Việt

Quý vị có quyền được một thông dịch viên miễn phí.  
Xin chỉ vào ngôn ngữ của quý vị. Chúng tôi sẽ gọi một  
thông dịch viên. Vui lòng chờ trong giây lát.

# Need an Interpreter?

1. Dial 1.800.CALL CLI (1.800.225.5254)
2. When the operator answers, tell them:
  - a. Your customer code is: **MADISON**
  - b. You are calling from the City of Madison
  - c. The language that you need
  - d. Your name, phone number, and department name
  - e. Please let the operator know if you would like to connect to multiple parties (call a patient/client at home for example)
3. The operator will connect you with an interpreter promptly.



**24 hours a day 7 days a week**

# ***Guideline for Using a Telephone Interpreter***

## **1 Prior to Phone Call**

- Distraction free/private environment
- Adequate equipment

## **2 Etiquette**

- Address the Limited English Proficient person (LEP)-look at the LEP
- A warm smile and courteous words go a long way to help the LEP feel more comfortable.
- Avoid side conversations. It can create a sense of isolation and suspicion for the LEP and makes it difficult for interpreter to know what to interpret.

## **3 Dialogue**

- Explain to LEP that all information is confidential and encourage them to ask questions.
- Speak clearly
- If multiple people are in the room, please speak one at a time.
- Short sentences are easiest to interpret
- Speak freely-all CLI interpreters are sworn to confidentiality and Interpreting Code of Ethics
- Encourage interpreter to clarify terms with you

## Steps to Responding to LEP Clients at the Front Desk

Please post the Language Chart in front lobby area ahead of time.

Print a Language Chart at: <http://www.cityofmadison.com/dcr/documents/LanguageChartPopulation.pdf>

### **Step 1:**

If you are unable to communicate in English with a visitor, point to the Language Chart: "What Language Do You Speak?"

### **Step 2:**

Once they have indicated what language they speak, tell them "One moment Please" (se below) in their language.

### **Step 3:**

Check if there is a staff person who speaks the indicated language in your Department and ask for assistance.

### **Step 4:**

In the event you cannot reach anyone, or no one speaks the appropriate language, Dial Certified Languages International at 800-225-5254. Access Code is MADISON.

### **Step 5:**

Put the interpreter on speakerphone.

Any questions, please contact Jason Glozier at [iglozier@cityofmadison.com](mailto:iglozier@cityofmadison.com) or 266-6511.

The following are phonetic ways of saying either "Please hold" or "One moment please" in the languages that one is most likely to come in contact with in the United States (listed alphabetically).

|               |                                  |
|---------------|----------------------------------|
| ARABIC        | Laach-that Waa-hidt, min Fad-lak |
| ARMENIAN      | Khntroom em Spasek               |
| CAMBODIAN     | Som Can Moui Plet                |
| CANTONESE     | Dung Ye Dung                     |
| DUTCH         | Ho Ann Ast-unblies               |
| FARSI/PERSIAN | Lut-fin, Yek Dakeek-qua          |
| FRENCH        | Un mowmaunt See Voo Play         |
| GERMAN        | Ine moment Bitte                 |
| HINDI         | Zarag Hold Karow                 |
| HMONG         | Taw EE Pliah                     |
| ITALIAN       | Sis Prega Attenda Rey            |
| JAPANESE      | Sho Sho o-machi kudass-I         |
| KOREAN        | Jam Can Man Yo                   |
| MANDARIN      | Dung Ye Dung                     |
| MIEN          | Zua Tang                         |
| PORTUGESE     | Un Momiento pur favoree          |
| PUNJABI       | Ick Skint Hold Har Nah           |
| RUSSIAN       | Od-Noo Min-Utoo, Po-Zhal-u-eesta |
| SPANISH       | Oon Momento Por Fah-vor          |
| TAGALOG       | Paki Hintay Sandal-I             |
| TAIWANESE     | Deng Yi Deng                     |
| VIETNAMESE    | Doi Moi Ti                       |

## Steps to Responding to LEP Clients on the Phone

### Step 1:

Ask if s/he speaks any English. Try to determine the client's primary language. If possible, tell them "Please Hold" in that language (which can be found below) and check if there is a staff person available in your department who speaks the indicated language.



### Step 2:

If no one is available, or no one speaks the appropriate language, get the call back from hold and, press the "conference button."

### Step 3:

Dial Certified Languages International at 800-225-5254. Access Code is MADISON.



### Step 4:

Tell the operator the language you need. If you do not know what language the person speaks, Certified Languages International can assist in identifying the language. To get assistance determining language, or once an interpreter is on the line, press the "conference button" to join the calls.

Any questions, please contact Jason Glozier at [tglozier@cityofmadison.com](mailto:tglozier@cityofmadison.com) or 266-6511.

The following are phonetic ways of saying either "Please hold" or "One moment please" in the languages that one is most likely to come in contact with in the United States (listed alphabetically).

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| TAGALOG       | Paki Hintay Sandal-i             |
| TAIWANESE     | Deng Yi Deng                     |
| VIETNAMESE    | Doi Moi Ti                       |

# **Tips on Serving the Multi-Lingual External Client**

## **The Basics - Speaking**

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- Speak Slowly with Longer Pauses:
  - Enunciate as you normally would, but add longer pauses so your client has time to process or translate what you are saying.
  - Learn to be comfortable with longer periods of silence while your client is processing your words.
  - Do not talk louder - just more slowly. Your clients can hear you – they may not be able to understand you.
  - Be patient -- your clients may need time to find the right word.
- Rephrase - Don't Just Repeat Yourself:
  - Rephrase in clearer or simpler language - you weren't understood the first time, so try a different tactic.
  - Remember that repeating yourself can sound like impatience.
- Speak in Specific and Simple English:
  - Don't use jargon or idioms.
  - Avoid words like "should" or "must" – and avoid using contractions like "can't" because often the "n't" is not heard.
  - Focus on clear and simple nouns and verbs.
- Learn to Be Comfortable with Lack of Eye Contact When Speaking:
  - It's one thing to know that many cultures do not make direct eye contact; but, it's another thing to be comfortable with little or no eye contact.

## **The Basics - Listening**

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- Learn to Tune Your Ear to Other Dialects and Accents:
  - This is important whether you have clients from one specific region of the world or from different regions of the world.
  - Don't be afraid to ask for clarification if you don't understand.
- It's OK to Ask Your Client to Speak More Slowly So You Can Understand:
  - Remember to communicate patience and respect with your voice and facial expressions.
  - Don't lie and say you understand someone when you truly don't.

## **Beyond the Basics**

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- More Common Sense Practices to Better Serve Your Multi-Lingual External Clients:
  - Read books on cross-cultural communications.
  - If you're taking a business trip abroad – and plan on presenting your hosts with presents, do some research to learn business and cultural protocol and etiquette. The Business and Technology section of the Downtown Library can assist you.  
For example: It's considered a gesture of respect in most Asian nations to use both hands when presenting your business card. Your research will tell you which countries adhere strictly to this custom and which countries view one hand or two as acceptable.

- Do not make assumptions about what someone is saying or doing – actions and words often get lost in translation.  
For example: The English word “take” could mean “purchase” or “steal” – that’s why it’s important to be specific and rephrase what you say and what the speaker says to you.
- If You Serve Customers from Specific Cultures:
  - Learn more about the culture(s) represented by your customers.
  - Learn words and phrases that describe your product in different languages.
  - Post signs in different languages that will assist your visitors.
  - Prepare information sheets that clearly explain your policies of general information because many people find it easier to understand written English rather than spoken English.
  - Translate the information sheets into different languages.
- Learn the Basics of American Sign Language:
  - Learn how to sign words that describe your business.
  - Learn how to sign “welcome” – “thank you” – “good-bye”.
  - Prepare “flash cards” with commonly used phrases as a back up.

# Communicating with Deaf People at the Front Desk

## Table of Contents

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## **Introduction**

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Most people who are Deaf will identify themselves as members of a cultural and linguistic minority group, rather than having a disability. Additionally, members of the Deaf community refer to themselves as Deaf with a capital “D” instead of “hearing impaired”. Some members may even consider the term “hearing impaired” offensive, so it is safe to identify a person with significant hearing loss as “Deaf” and a person with some hearing loss as “hard of hearing.”

Most members of the Deaf culture communicate with ASL (American Sign Language), whereas learning spoken English is a lower priority. A reason for this may be that ASL is different from the English language, having a syntax all its own. This makes speech reading (also known as lip reading) very hard to learn, especially when ASL is their first language. However, people who have lost their hearing later in life or people who are hard of hearing can communicate in English as they probably rely on hearing aids (or some other type of amplification device) as well as lip reading. This isn’t to say though that they won’t communicate in ASL.

Frankly, there is a variety of ways and options the Deaf and people with hearing loss may wish to communicate that it can’t be classified here. After all, each person will have their own preference. The best thing to do is ask the person (or write down) what would be most comfortable to them. In most instances though, a Deaf or hard of hearing person will immediately inform you how they would like to communicate.

## **Etiquette**

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- Before speaking to a person who is deaf or hard of hearing, make sure that you get his/her attention. Depending on the situation, you can extend your arm and wave your hand, or tap him/her on the shoulder.
- Follow the person's cues to find out if she prefers sign language, gesturing, writing or speaking. If you have trouble understanding the speech of a person who is deaf or hard of hearing, let him/her know.
- When the exchange of information is complex—such as during a job interview, doctor's visit, or when reporting a crime—the most effective way to communicate with a native signer is through a qualified sign language interpreter. For a simple interaction—such as ordering in a restaurant or registering for a hotel room—writing back and forth is usually okay.
- When using a sign-language interpreter, look directly at the person who is deaf, and maintain eye contact to be polite. Talk directly to that person ("What would you like?"), rather than to the interpreter ("Ask her what she'd like.").
- People who are deaf need to be included in the decision-making process for issues that affect them; don't decide for them.
- Rephrase, rather than repeat, sentences that the person doesn't understand.
- There is no need to shout at a person who is deaf or hard of hearing. If the person uses a hearing aid, it will be calibrated to normal voice levels; your shout will just sound distorted.
- Look directly at the person and speak clearly, slowly and expressively to establish if the person can read your lips. Not everyone with hearing impairments can lip-read. Those who do will rely on facial expressions and other body language to help understand. Also, avoid chewing gum, smoking, or covering your mouth with your hand while speaking.
- Show consideration by facing a light source. If you are in front of the light source—such as a window—with your back to it, the glare may obscure your face and make it difficult for the person who is hard of hearing to lip read.
- Deaf people usually do not have private conversations where they can be "overseen," so a deaf person knows it is OK to watch for a pause in a signed conversation, interrupt with a gesture, deliver the message, and leave. Hearing people, however, will not watch what they believe to be a private conversation, and will stand by, waiting to be acknowledged. If you do this with deaf people, they will not understand your intention and will continue their conversation. To interrupt a signed conversation, make your desire known by eye contact and gesture without waiting for a pause, then stand by without observing until the person you want to talk to turns to you.

## **Greeting Someone Who is Deaf**

---

When someone walks into your office, you would most likely assume they can hear. However, there is a chance that person is Deaf or hard of hearing. Don't be embarrassed or intimidated if you greeted them vocally. Instead, if it is still appropriate, greet them again in sign language and make sure your face has a friendly appearance. Otherwise try to remember this person so you can greet him/her properly next time.

If the person cannot speak or hear (like with a cochlear implant) he/she will usually indicate how they wish to communicate (e.g. motioning their hand writing, etc.). It is highly unlikely that someone who is Deaf and has no other ways of communicating besides ASL would come in without someone who can translate for them, or contact your office ahead of time so the department can acquire an interpreter. However, if such a situation were to happen, it is good to have a back up source. In such cases, you would want to use DeafLink, the City of Madison's video remote interpretation for people who communicate with ASL. There should be at least one or two people in your department trained to work with DeafLink, but if they are absent or not available, contact the Department of Civil Rights front desk (266-4910) for information on how to obtain and use it.

The following pages contain some simple ASL signs which can be used at the front desk. Deaf people appreciate the efforts of hearing people to learn and use sign language. The slow communication speed is a common experience of anyone learning a new language. A deaf person will understand a hearing person's message even with mistakes, just as a hearing person will usually understand the spoken message of a person just learning English who makes some mispronunciations and grammatical errors.

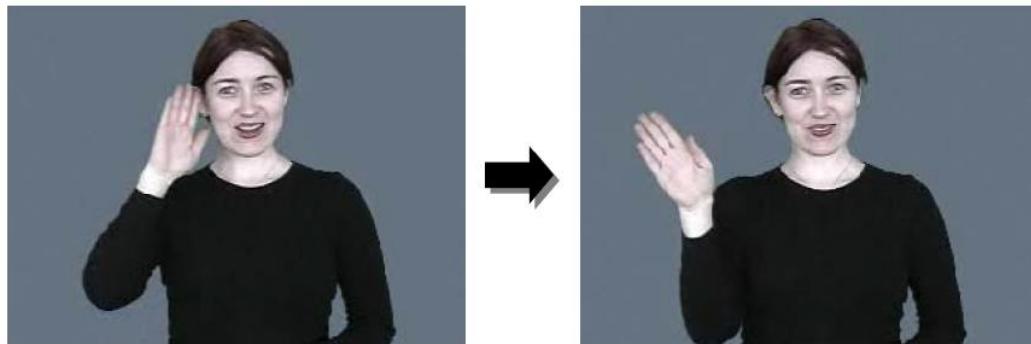
If you have any further questions, please contact Jason Glozier at 266-4910.

## **Basic ASL (American Sign Language)**

---

Facial expressions are a vital part of communication for Deaf people because they express the emotion and manner of the conversation, just like you express your emotions and tone vocally. Signing without facial expressions is like speaking in monotone.

**Hello** Basic wave of the right hand; starting with an open hand either from head level moving out to the right, or starting in the middle of the chest and moving out to the right.



**Can I  
help  
you?**

The literal translation below is “I help you.” In order to indicate you are asking a question, raise your eyebrows.



The left 'A' hand, thumb up, rests in the open right palm. Both hands are then pushed up a slight distance and then pushed straight out toward the person.

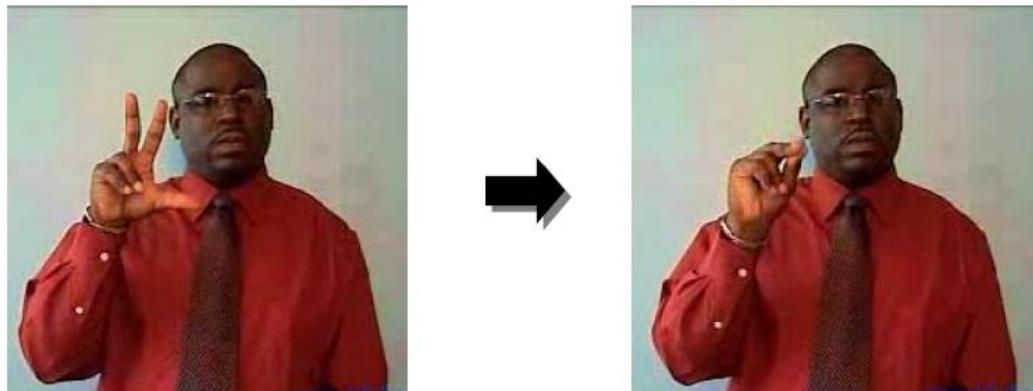


**Yes**

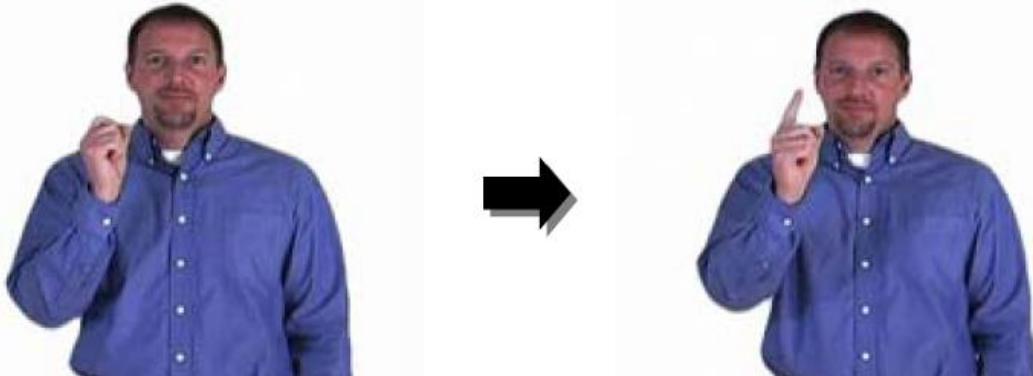
Nod the right 'A'  hand up and down with palm facing forward. However, some people may nod their head "yes" instead of using their hand.

**No**

Bring the right thumb, index and middle fingers together while shaking the head side to side. Again, some people may shake their head "no" in place of using their hand.

**One moment**

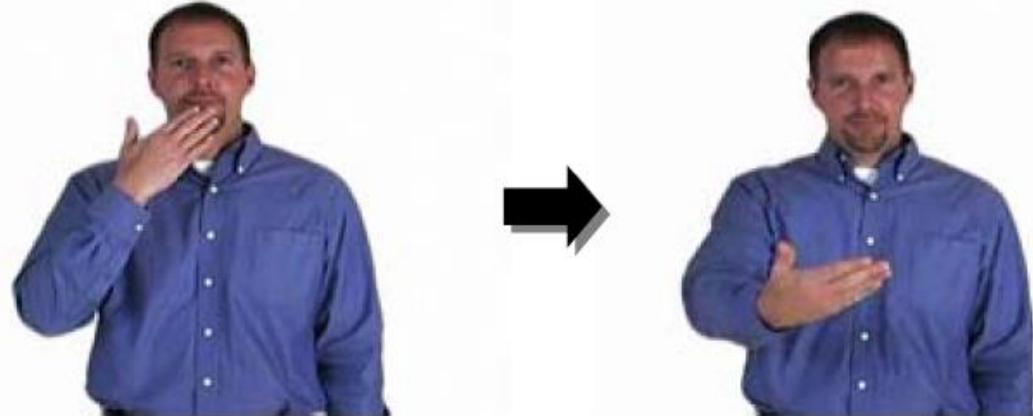
With right hand point up with pointer finger, like you would to signify the number 1, and push slightly out with your hand.



**Please** With open right hand, make a counterclockwise circle over the heart 1-2 times.



**Thank You** Touch the lips with the fingertips of one or both flat hands, and then move the hands forward until the palm is facing up.



**Good-Bye** Just like you would with any wave, keep your hand open and move with the wrist from side to side.



## Sign Language Alphabet and Numbers

---



palm forward  
thumb bent out

thumb also often  
lower (like a claw)

palm in

*palm is always forward  
except where noted*



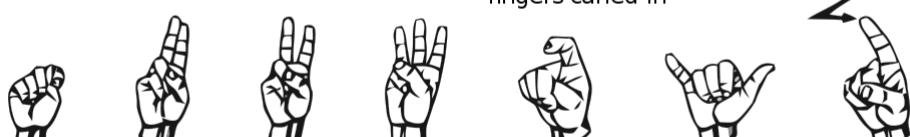
palm in



palm faces opposite  
side of body

index finger  
points out

like p but points  
down and unseen  
fingers curled in



palm forward  
thumb can be over fingers  
whole palm can be  
slanted to side away from body



0 1 2 3 4 5 6 7 8 9

## **Information Sources**

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Information in this packet has been obtained from the following sources:

“Disability Etiquette.” United Spinal Association. Nov. 2009  
<<http://www.unitedspinal.org/disability-etiquette/>>.

“Disability Etiquette.” Easter Seals. Nov. 2009 <[http://www.easterseals.com/site/PageServer?pagename=ntl\\_etiquette](http://www.easterseals.com/site/PageServer?pagename=ntl_etiquette)>.

## **Picture Sources**

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<http://www.handspeak.com>  
<http://www.masterstech-home.com/ASLDICT.html>  
<http://www.aslpro.com/cgi-bin/aslpro/aslpro>  
<http://www.signingsavvy.com>

## **Video Remote Sign Language Interpreter Services Instructions for Set Up and Use**

Video Remote Interpreting (VRI) should be used when you are working with an individual who uses American Sign Language to communicate. It can be used to provide them with simultaneous signing of a conversation or meeting.

Our primary vendor is SignOn. Our secondary vendor is DeafLink. Schedule your VRI session with SignOn when you have advanced notice of the meeting (24 hours or more.)

Generally, SignOn and DeafLink work if there is access to the City's computer network (with adequate bandwidth) and without firewalls to prevent access. Most agencies in the City-County and Municipal Buildings can use SignOn without a problem. Check with Information Technology to determine if bandwidth is adequate and that firewalls will not be a problem.

The City has a number of sets of equipment. The following departments have their own equipment: Emergency Operations Center/Water Utility, Fire, Health, Monona Terrace and Police. Each of these agencies should have their own contacts for reserving their equipment. For other locations, see information below on reserving the equipment.

We recommend trying out the equipment prior to the scheduled meeting so that any connection problems can be worked out well ahead of time.

### **RESERVE THE EQUIPMENT**

You will need to reserve the Polycom equipment. You may do this by contacting the Department of Civil Rights, Jason Glozier at [jglozier@cityofmadison.com](mailto:jglozier@cityofmadison.com) or 266-6511.

### **CHOOSE A VENDOR**

You will also need to notify the SignOn company of the date, time and approximate meeting length in advance. You may call them at:

- (206) 230-4372 (24 hour Answering Service)

DeafLink can be called for emergency, unscheduled services. However, it is best to call them in advance when possible. They will also ask for the date, time and approximate meeting length. You may call them at:

- (210) 590-7487

### **EQUIPMENT PICK-UP/SIGN OUT**

#### **City-County Building**

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The City-County Building equipment is stored in Room 519, City-County Building. First, pick up the access key in Room 523 (Department of Civil Rights) and then proceed across the hall to pick up the equipment in Room 519. When you pick up the access key, you will be asked to sign out the equipment (similar to signing out a City car).

The equipment is sitting on a cart with wheels in a small alcove located on your immediate right once you enter Room 519.

Polycom camera, base, remote control and microphone (clockwise) in CCB:



Back of Polycom base:



Red circle = power, yellow circle = network cable, green circle = microphone

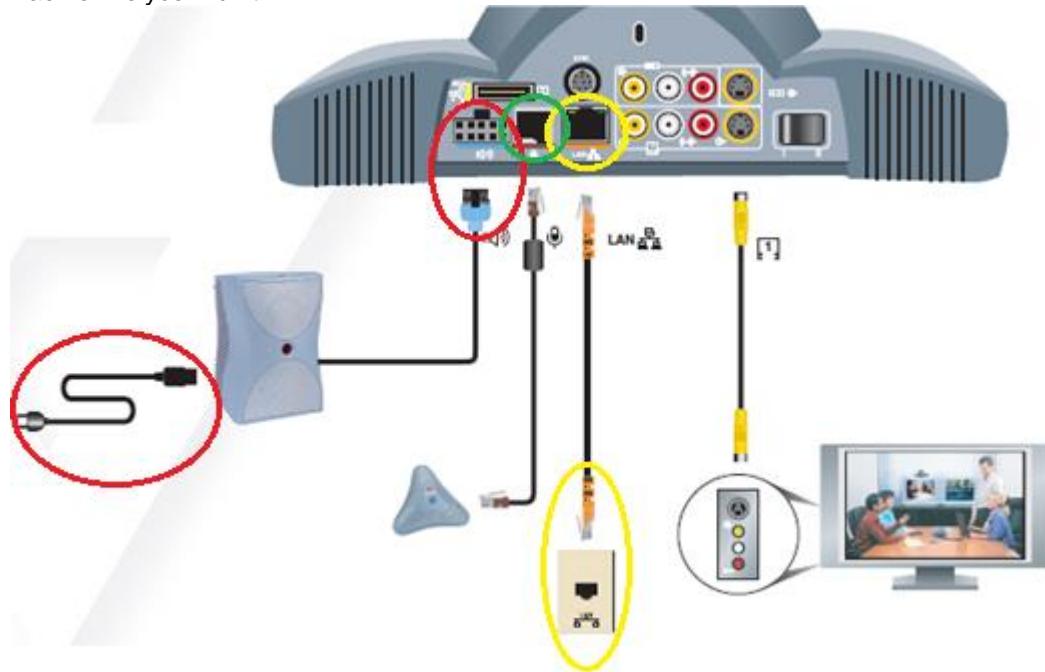
### **Madison Municipal Building**

The equipment for the Madison Municipal Building is stored at the Madison City Channel in Room 210. You will need to email Brad Clark ahead of time ([bclark@cityofmadison.com](mailto:bclark@cityofmadison.com)) to schedule when you can pick up the polycom.

Polycom camera, subwoofer, microphone, and remote control (clockwise) in MMB:



Back of Polycom unit:



Red circle = power, yellow circle = network cable, green circle = microphone

\*\*It is recommended that equipment be set up and tested at least a half-hour prior to your meeting.\*\*

## EQUIPMENT SET-UP

- Position:** Locate the cart so the computer monitor faces the individual that the interpretation is being performed for. They need a clear line of site, and the camera needs to be pointed at them so that the sign language interpreter can see them and provide a translation for you of anything they say using American Sign Language. No one else needs to be in the camera's line of sight. The interpreter will hear you through the microphone and translate your words for the deaf individual.
- Power:** The monitor and the Polycom Unit should already be plugged into the cart. You will need to plug the cart's electrical cord into a working grounded electrical outlet. The power connectors are circled in red in the diagrams above.
  - In the CCB, turn the Polycom on by pressing the button on the front of the base box. You should see a blue indicator light.
  - In the MMB, press the power switch on the right side as you face the back. You will see a green indicator light on the front when the Polycom unit is on.Turn the monitor on by pressing the power button in the lower right-hand corner.
- Network:** connect the Polycom unit to the City network. A network cable should already be plugged into the Polycom. If not, a computer cable should be stored in the lower compartment of the cart. Connect one end to the back of the Polycom unit and plug the other end into a City Network connection (see the yellow circle on the diagrams.) You may also plug the computer cable into a working Cisco IP phone jack.

You should see an IP address starting with either “192.168.x.x” or “172.23.x.x” on the bottom of the screen. If instead you see 0.0.0.0, try moving the cable to a different network jack or to an IP phone jack. Also be sure that you have plugged the network cable into the correct jack on the Polycom unit. If you still have a bad IP address, call the Help Desk at 266-4193 and ask for the Network Communications team.

4. **Microphone:** Be sure the microphone is connected. The microphone can be placed anywhere in the room. See the **green** circle in the diagrams for connecting the microphone.
5. **Focus the Camera:** Remove the foam from around the camera so that it can move freely. When you turn on the unit, the camera will usually swivel a few times and should then focus on the person the interpretation is being performed for. If it is not pointing at them, you can adjust the angle of the camera with the remote control. Several preset angles have been set up. Use the number buttons on the remote to move through the presets until you find the right camera position.

## **Test**

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You will see the following list of speed dials on the Home screen:

1. SignOn (69.164.170.72)
2. SignOn (69.164.170.73)
3. SignOn (69.164.170.74)
4. Test SignOn
5. DeafLink VRI (66.211.1.170)

To test the system, arrow down to “4 Test SignOn” and press the “Call” button on the remote. If you connect to the test site, everything is set up correctly. Press the Hang Up button to end the test. (See last page for diagrams of remote controls.)

## **Start Your Meeting**

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When you are ready to begin, select the SignOn station from the menu and press the Call button. **If this does not connect you to SignOn, call SignOn at (206) 230-4372.** If your VRI session is with DeafLink, arrow down to the last option on the Home screen labeled “5 DeafLink VRI.”

An interpreter should appear on screen. Be sure to tell him or her you are calling from the City of Madison.

Keep track of your connection time. The City’s contract with SignOn provides a limited number of minutes each month. If we are close to exceeding this number, we may try to postpone some meetings until the next month to avoid per minute charges from SignOn.

## **Ending Your Meeting**

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When you have completed your meeting, tell the interpreter you are disconnecting. Then press the “Hang Up” button on the top of the remote. This will disconnect you from SignOn or DeafLink.

You may now disconnect all the equipment and put it back on the cart the way you found it.

Return the SignOn cart and equipment to Room 519 and return the access key to the Department of Civil Rights in Room 523, City-County Building. If you are in the Municipal Building, return the cart to room 210.

Please also email DCR at [chill@cityofmadison.com](mailto:chill@cityofmadison.com) and let them know how many minutes you were connected to SignOn.

### **If Your Meeting is Cancelled**

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1. Remember to contact the Department of Civil Rights to notify them of the cancellation, and
2. Contact SignOn or DeafLink and let them know about the cancellation:

SignOn

Email: [terps@signonasl.com](mailto:terps@signonasl.com)  
Phone: (206) 230-4372  
Fax: (206) 632-0405

DeafLink

Email: [info@deaflink.com](mailto:info@deaflink.com)  
Phone: (210) 590-7487  
Fax: (210) 590-7203

### **Problems?**

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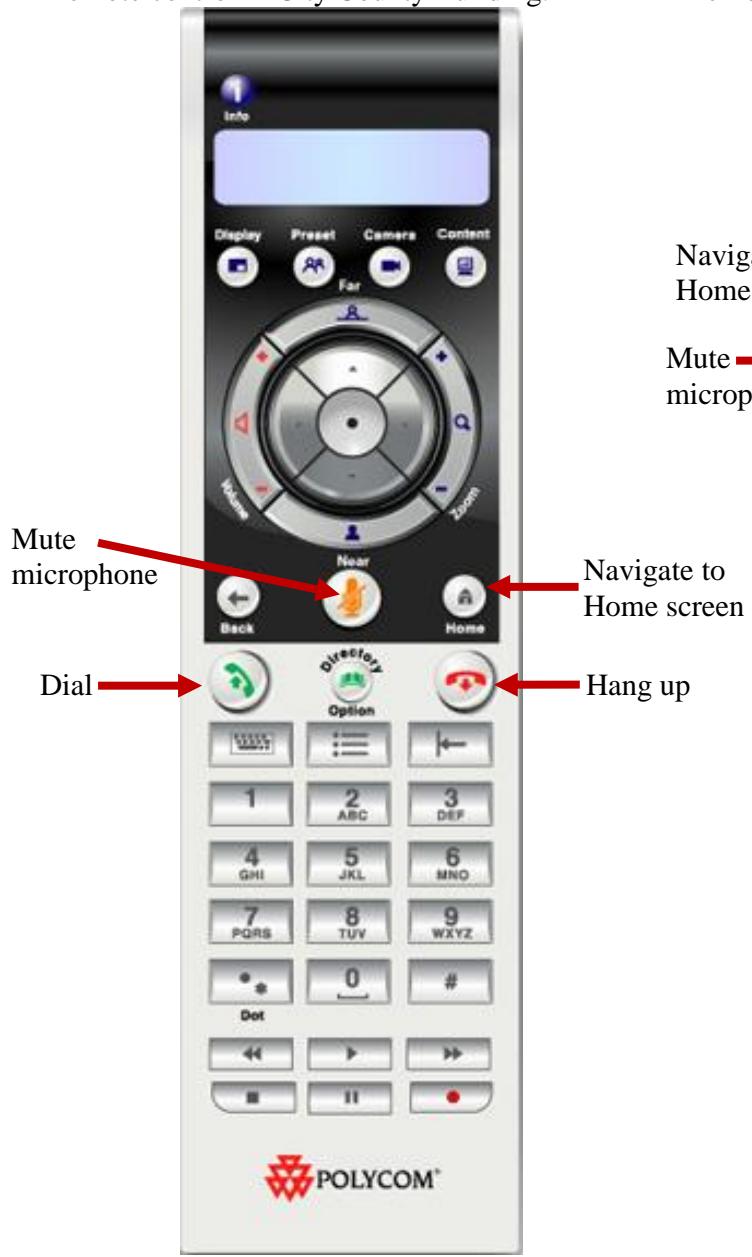
You may call Jason Glzier at the Department of Civil Rights, 266-6511, or the HelpDesk, 266-4193.

### **Troubleshooting Tips for Network Connectivity**

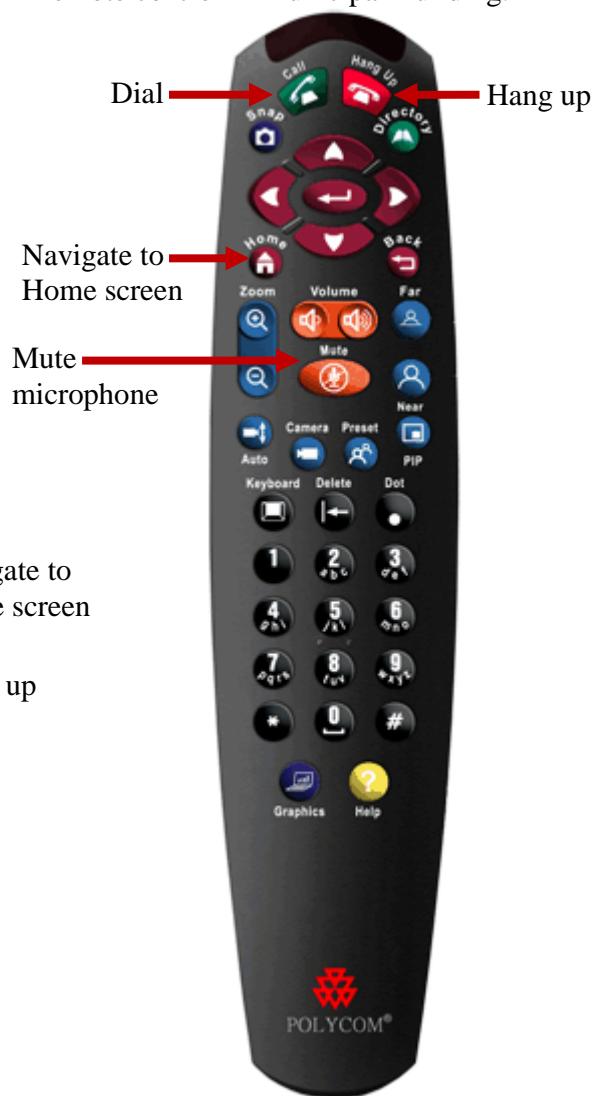
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- If you can plug your laptop into the network jack and check your email without using VPN, the jack will work.
- If there is a working Cisco IP Phone in the room, the jack it is using will work.
- Check network connectivity lights on the NIC. You should see a green and amber light.
- On the lower right corner of the monitor, you should see an IP address starting with either 192.168.x.x or 172.23.x.x. If you see 0.0.0.0, call the Help Desk at 266-4193 and ask for the Network Communications team.
- Whenever possible, test the network connection well in advance of your video conference. For assistance, call the Help Desk at 266-4193.
- If you have trouble connecting to SignOn, but you have an appointment and your test was successful, call the SignOn emergency line 1 (866) 446-6496, or call Karen Graham (1-847-387-9000) or Alyson Picus (1-206-838-0413) for help with SignOn.

Remote control in City County Building:



Remote control in Municipal Building:



# Williams Sound Assistive Listening Device

## Instructions for Language Translation

### Reserve the Equipment

You will need to reserve the Assistive Listening Device equipment. You may do so by contacting the Department of Civil Rights at 266-4910.

### Equipment Needed

If you need to provide simultaneous translation to another language for an individual or a group, you will need the following equipment:

1. PPA T-35 Transmitter with antennae



2. Tabletop microphone with cable, stand, and power cord

3. PPA T-16 Transmitter for each language translator (up to two)

4. Small "bud" microphones for each PPA T-16 Transmitter

5. One 9-volt battery for each PPA T-16 Transmitter

6. Receivers for each audience member needing translation

7. Head phones for each Receiver



8. Two AA batteries for each Receiver



### Translator(s) Needed:

You may provide translation for up to two additional languages. It is your responsibility to arrange for the translator. For more information please view [www.cityofmadison.com/employenet/dcr/resources.cfm](http://www.cityofmadison.com/employenet/dcr/resources.cfm) or contact the Department of Civil Rights at 266-4910.

## Equipment Set-Up

The speaker uses the larger Transmitter to send their message to the translator(s). The translator(s) uses a Receiver to hear the presentation.

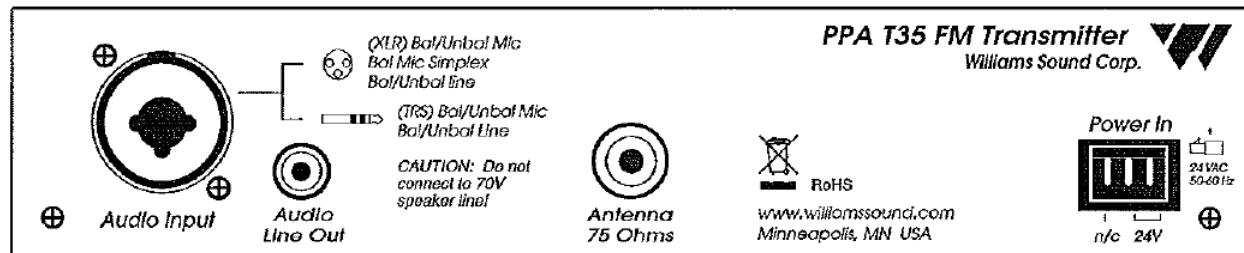
In turn, the translator(s) use the smaller transmitter to broadcast the translated message to the audience.

The speaker's remarks may be translated into up to two different languages. Up to 13 individuals may receive the translated message (or 12 individuals if you are translating into two languages).

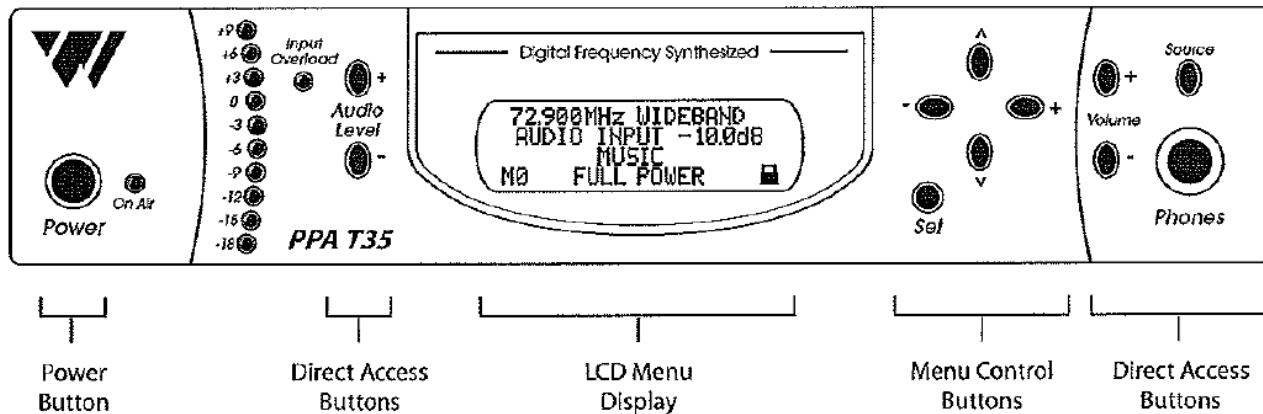
### Speaker:

#### PPA T-35 Transmitter

1. Plug the electrical cord into the "Power In" socket on the back of the transmitter and connect to a power outlet (See illustration below).



2. Press the "Power" button on the front left of the transmitter.



3. The "on air" indicator light next to the Power button will turn on. This also indicates that the radio frequency is transmitting.
4. Add the antennae. This screws into the top of the Transmitter and will extend up.

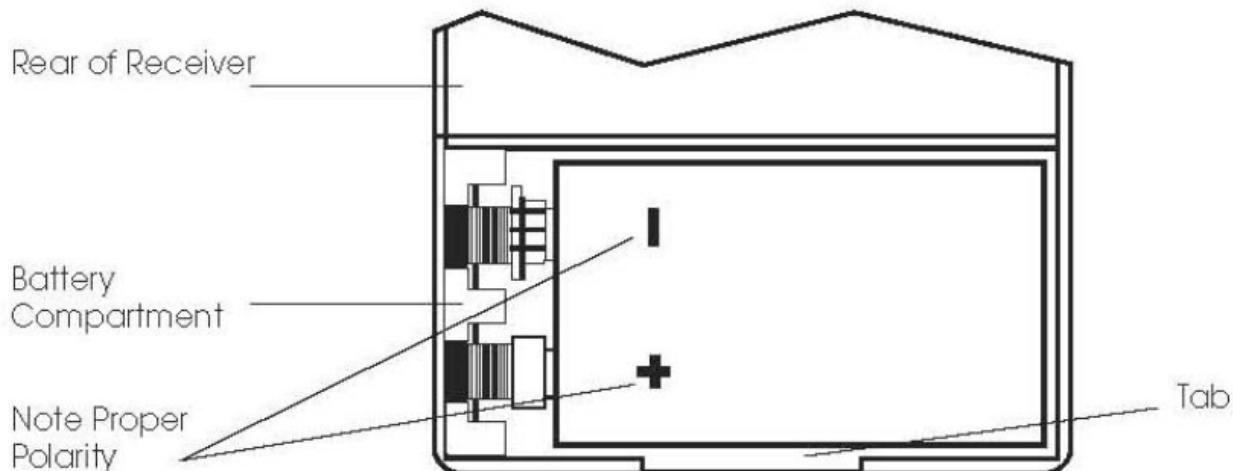
## Microphone

1. Plug the tabletop microphone into the "Audio Input" jack located on the back of the Transmitter on the left hand side (See the first illustration on the previous page).
2. Place the microphone in the stand, and place it on a steady surface.
3. Test to be sure that the microphone is turned on.

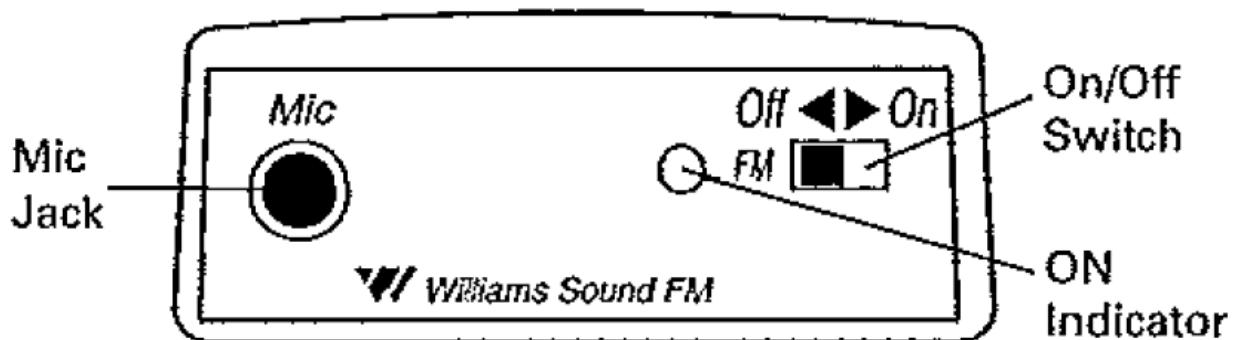
## Translator(s):

### PPA T-16 Transmitter

1. Confirm that the Transmitter has a 9-volt battery. You will need a coin or another flat object to open the Transmitter. A new battery will last about 15 hours. Do not force the battery. Be sure to install it with correct polarity (+ or -).



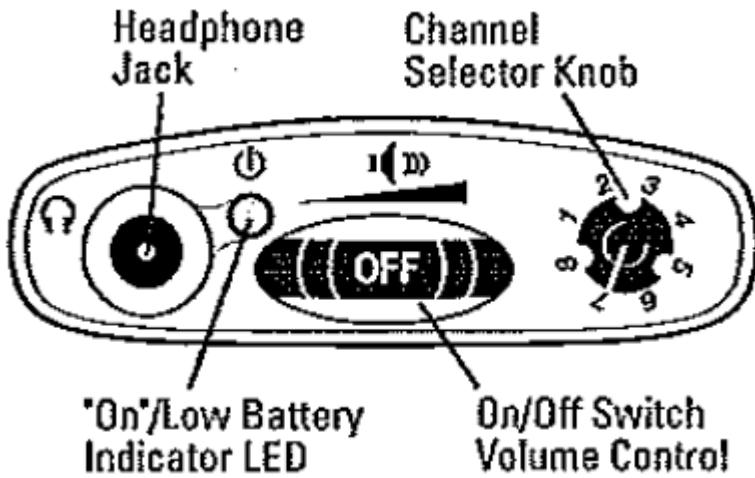
2. Insert the lapel microphone in the Microphone Jack located on the top of the transmitter.



3. Look for the label (either on top or on the side of the Transmitter) to determine what channel to use on the Receivers (one Transmitter uses channel 2 and the other uses channel 5).
4. Turn the transmitter on with the On/Off Switch. The red indicator light should come on.

## Receivers

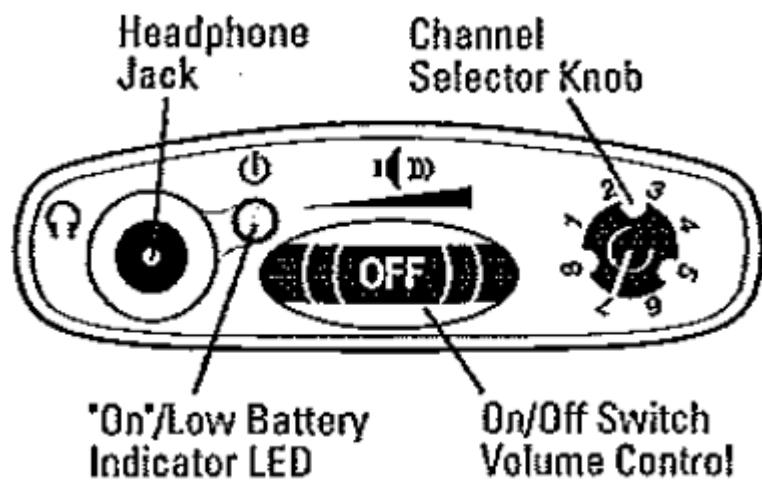
1. The Receivers are wireless and do not need to be plugged into the Transmitter.
2. Confirm that each Receiver has batteries and a headphone.
3. The battery compartment is on the back of the unit and is opened by lifting the tab. Use two AA Alkaline batteries. The fabric strip can be used to remove old batteries.
4. Be sure that the batteries are inserted with the proper polarity (+ or -) and that the Battery Selection Switch (found inside the battery compartment on the back of the Receiver) is set to "Alkaline."
5. Plug the earphones into the Headphone Jack on the top of the Receiver.



## Audience:

### Receivers

1. The Receivers are wireless and do not need to be plugged into the Transmitter.
2. Confirm that each Receiver has batteries and a headphone.
3. The battery compartment is on the back of the unit and is opened by lifting the tab. Use two AA Alkaline batteries. The fabric strip can be used to remove old batteries.
4. Be sure that the batteries are inserted with the proper polarity (+ or -) and that the Battery Selection Switch (found inside the battery compartment on the back of the Receiver) is set to "Alkaline."
5. Plug the earphones into the Headphone Jack on the top of the Receiver.



## Equipment Operation

1. Assure that the PPA T-35 and PPA T-16 Transmitters with microphones are turned on (see previous illustrations for location of on/off switches)
2. Turn the translators Receivers on by rotating the Volume Control (see the previous illustration). The “On” indicator light should illuminate.
3. Set the translators’ Receivers on Channel 2 (see “Channel Selection Knob” in illustration on previous page) so that they can hear the speaker.
4. Headphone volume is controlled using the Volume Control on the Receiver to adjust the sound level.
5. Conduct a test.
  - a. Have the speaker speak into the microphone and allow the translators to adjust the volume to the appropriate level for them.
  - b. The translators speak into their microphone translating what the speaker is saying into a second and/or third language.
  - c. Confirm that the listeners’ Receivers are set to the channel for their corresponding language translator. The channel number is written on the side or top of each PPA T-16 Transmitter.
  - d. Have the translators speak into their microphone. Be sure that their voice is transmitting to the audience’s Receivers.
  - e. Finally, test the entire system. Have the speaker say a few sentences while the translators translate what is being said. Be sure that the translators can hear the speaker and that the audience can hear the translators.

You are ready to begin your presentation.

**Remember to return the equipment to the Department of Civil Rights, Room 523 City-County Building.**

# Williams Sound Assistive Listening Device

## Instructions for Sound Amplification for Individuals with Hearing Impairments Using PPA T-35 Transmitter

The PPA T-35 Transmitter is used when at least one member of the audience is sitting more than 100 feet from the speaker. If you are unsure how large the room is, test the PPA T-16 Transmitter by setting up the Transmitter where the speaker will stand and using a Receiver at the far back of the room. If the speaker's voice is clear and can be turned up to an adequate level, you can use the smaller PPA T-16 Transmitter. If not, use the larger PPA T-35 Transmitter.

### Reserve the Equipment

You will need to reserve the Assistive Listening Device equipment. You may do so by contacting the Department of Civil Rights at 266-4910.

### Equipment Needed

1. PPA T-35 Transmitter with antennae and power cord



2. Tabletop microphone with cable and stand
3. Receiver for each audience member needing amplification
4. Head phones for each Receiver
5. Two AA batteries for each Receiver

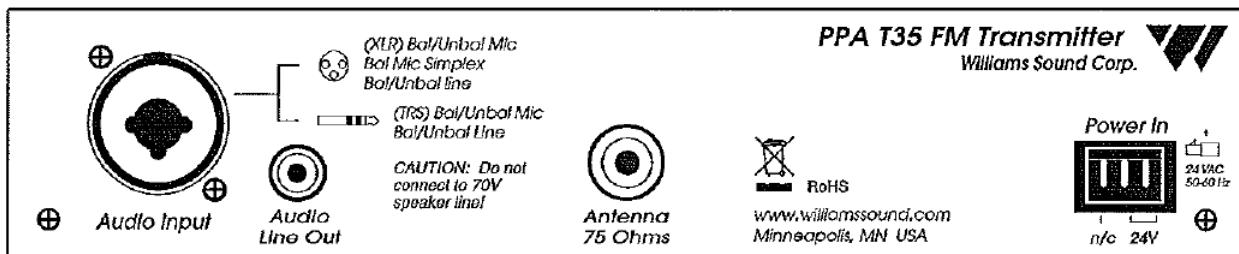


# Equipment Set-Up

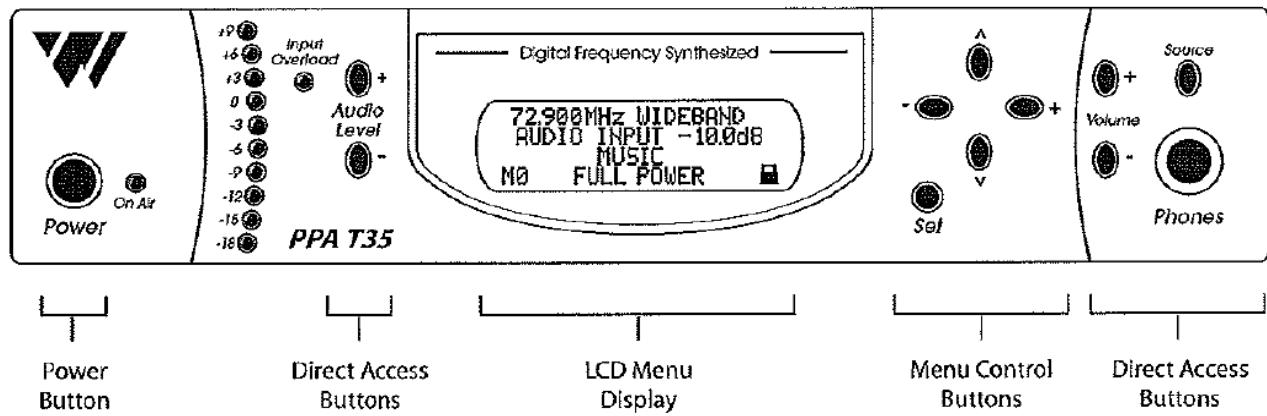
## Speaker:

### Transmitter

1. Plug the electrical cord into the "Power In" socket on the back of the transmitter and connect to a power outlet (See illustration below).



2. Press the "Power" button on the front left of the transmitter to the "on" position.



3. The "on air" indicator light next to the Power button will light. This also indicates that the radio frequency is transmitting.
4. Add the antennae. This screws into the top of the Transmitter and will extend.

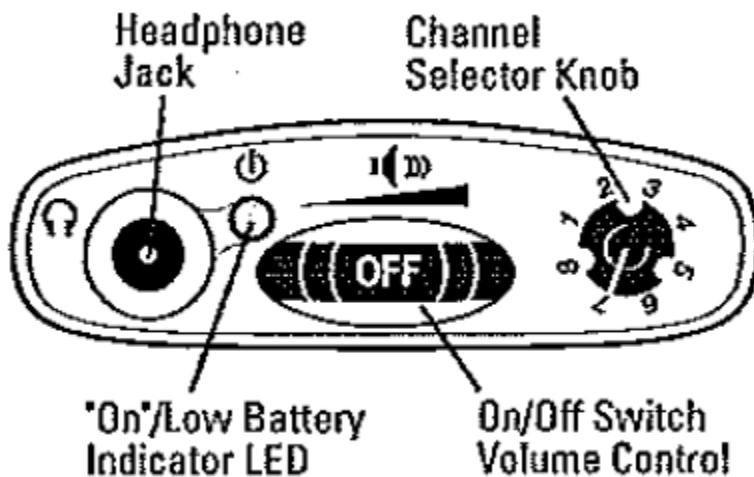
### Microphone

1. Plug the tabletop microphone into the "Audio Input" jack located on the back of the Transmitter (See illustration at the top of this page).
2. Place the microphone in the stand and place it on a steady surface.
3. Confirm that the microphone is turned on.

## Audience Members Needing Sound Amplification:

### Receivers

1. The Receivers are wireless and do not need to be plugged into the Transmitter.
2. Confirm that each Receiver has batteries and a headphone.
3. The battery compartment is on the back of the unit and is opened by lifting the tab. Use two AA Alkaline batteries. The fabric strip can be used to remove old batteries.
4. Be sure that the batteries are inserted with the proper polarity (+ or -) and that the Battery Selection Switch (found inside the battery compartment on the back of the Receiver) is set to "Alkaline."
5. Plug the earphones into the Headphone Jack on the top of the Receiver.



## Equipment Operation

1. Confirm that the Transmitter and microphone are turned on.
2. Confirm that the Receivers are set on Channel 2 (see Channel Selection Knob in illustration on previous page).
3. Turn the Receiver on by rotating the Volume Control (see the illustration above). The “On” indicator light should illuminate.
4. Headphone volume is controlled using the Volume Control on the Receiver to adjust the sound level.
5. Conduct a test. Have the speaker speak into the microphone and allow individuals with Receivers to adjust the volume to the appropriate level for them.

You are now ready to begin the presentation.

**Remember to return the equipment to the Department of Civil Rights, Room 523 City-County Building.**

# Williams Sound Assistive Listening Device

## Instructions for Sound Amplification for Individuals with Hearing Impairments Using PPA T-16 Transmitter

The PPA T-35 Transmitter is used when at least one member of the audience is sitting more than 100 feet from the speaker. If you are unsure how large the room is, test the PPA T-16 Transmitter by setting up the Transmitter where the speaker will stand and using a Receiver at the far back of the room. If the speaker's voice is clear and can be turned up to an adequate level, you can use the smaller PPA T-16 Transmitter. If not, use the larger PPA T-35 Transmitter.

### Reserve the Equipment

You will need to reserve the Assistive Listening Device equipment. You may do so by contacting the Department of Civil Rights at 266-4910.

### Equipment Needed

1. Small PPA T-16 Transmitter
2. Lapel Microphone
3. Receivers for each audience member needing sound amplification
4. Headphones for each audience member needing sound amplification
5. 9-volt battery for PPA T-16 Transmitter
6. Two AA batteries for each Receiver

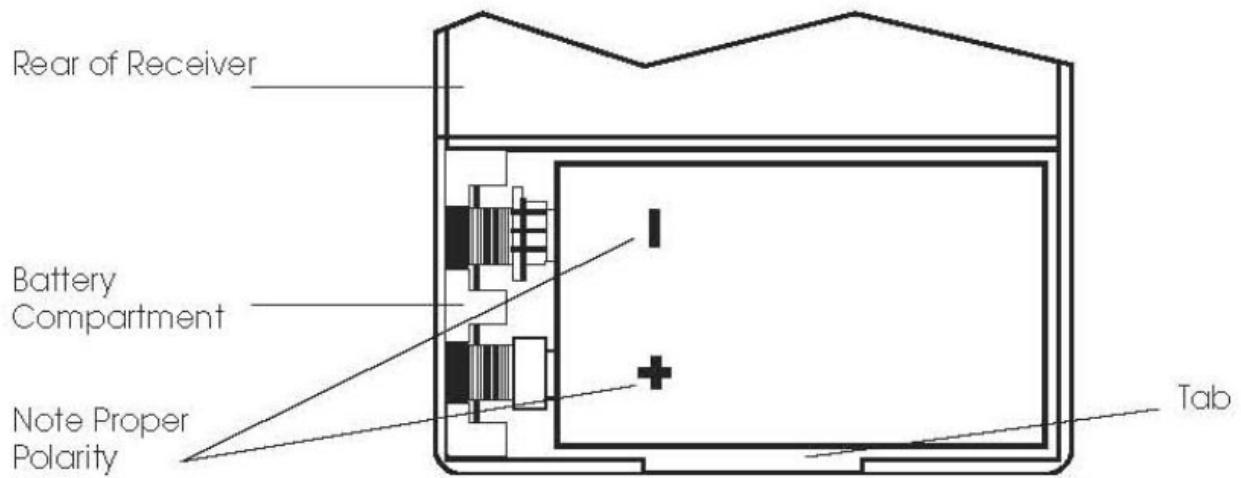


## Equipment Set Up

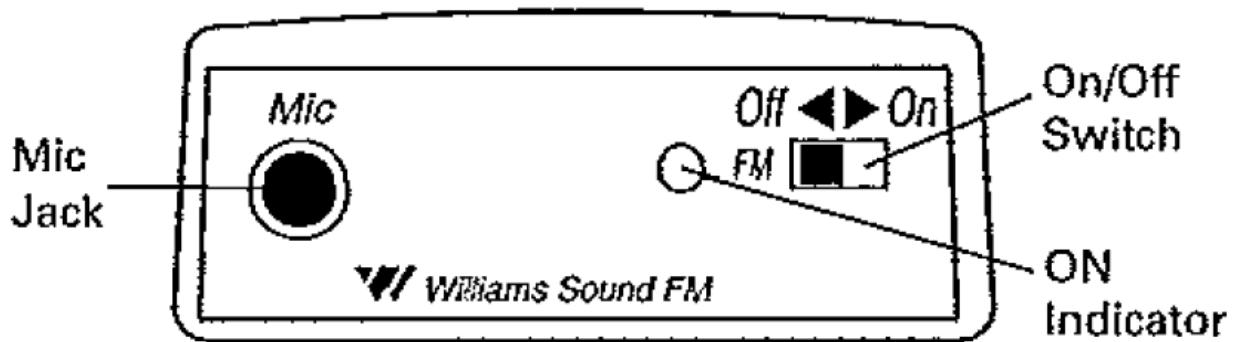
### Speaker:

#### PPA T-16 Transmitter

1. Confirm that the Transmitter has a 9-volt battery. You will need a coin or another flat object to open the Transmitter. A new battery will last about 15 hours. Do not force the battery. Be sure to install it with correct polarity (+ or -).



2. Insert the lapel microphone in the Microphone Jack located on the top of the transmitter.

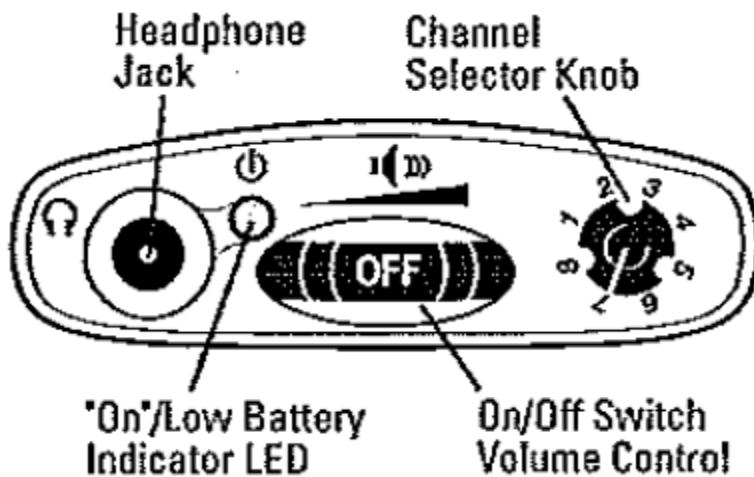


3. Look for the label (either on top or on the side of the Transmitter) to determine what channel to use on the Receivers (one Transmitter uses channel 2 and the other uses channel 5).
4. Turn the Transmitter on with the On/Off Switch. The red indicator light should come on.

## Audience Members Needing Sound Amplification:

### Receivers

1. The Receivers are wireless and do not need to be plugged into the Transmitter.
2. Confirm that each Receiver has batteries and a headphone.
3. The battery compartment is on the back of the unit and is opened by lifting the tab. Use two AA Alkaline batteries. The fabric strip can be used to remove old batteries.
4. Be sure that the batteries are inserted with the proper polarity (+ or -) and that the Battery Selection Switch (found inside the battery compartment on the back of the Receiver) is set to "Alkaline."
5. Plug the earphones into the Headphone Jack on the top of the Receiver.



## Equipment Operation

1. Confirm that the Transmitter is turned on and the microphone attached.
2. Confirm that the Receiver is set on the correct channel. To do this, check the side or the top of the PPA T-16 Transmitter to determine which channel should be used. Then select that channel on the Receiver by using the Channel Selection Knob (see the illustration on previous page).
3. Turn the Receiver on by rotating the Volume Control (see illustration on previous page). The “On” indicator light should illuminate.
4. Headphone volume is controlled using the Volume Control on the Receiver to adjust the sound level.
5. Conduct a test. Have the speaker speak into the microphone and allow individuals with Receivers to adjust the volume to the appropriate level for them.

You are now ready to begin the presentation.

**Remember to return the equipment to the Department of Civil Rights, Room 523 City-County Building.**