



# Voice for All: Developing and Implementing Effective Language Access Strategies

6/18/2024



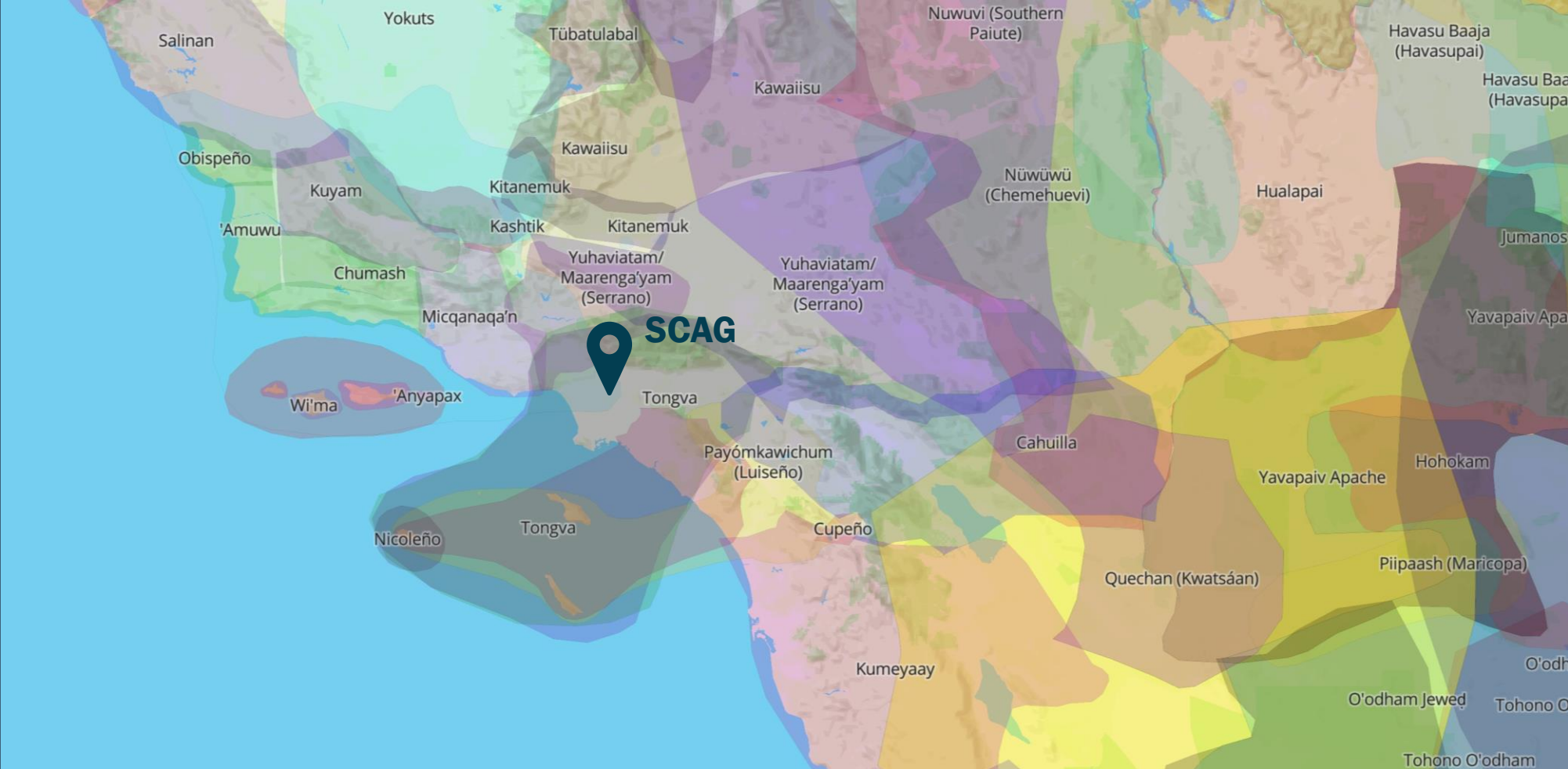
[WWW.SCAG.CA.GOV](http://WWW.SCAG.CA.GOV)

# Housekeeping

---

1. Meeting length: 1.5 hour
2. This meeting is being recorded
3. All participant lines will be muted
4. At the end of each presentation, there will be Q&A
5. If you have a question during the presentation, please type it into the chat box or press the "raise hand" function
6. We will log all questions and then voice a selection at the end of the presentation
7. A recording of this webinar and the PowerPoint slides will be available on the SCAG website. We will send a link to everyone who registered after the event

# Land Acknowledgement



# Racial Equity Early Action Plan

## GOALS



### Shift Organizational Culture

Focus SCAG's internal work and practices on inclusion, diversity, equity, and awareness.



### Center Racial Equity in Regional Planning & Policy

Bring equity into SCAG's regional planning functions.



### Encourage Racial Equity in Local Planning Practices

Promote racial equity in efforts involving local elected officials and planning professionals.



### Activate & Amplify

Communicate broadly SCAG's commitment to racial equity and join with others in different fields and sectors to amplify impact.

## STRATEGIES



### Listen & Learn

Develop a shared understanding of our history of discrimination and the structural barriers that continue to perpetuate the inequities experienced today.



### Engage & Co-Power

Create an environment where everyone is included, able to share their experiences, and equipped to talk about racial equity and inequities.



### Integrate & Institutionalize

Focus on systems change to improve racial equity. Center racial equity in all aspects of work. This involves internal and external systems change. Advancing Racial Equity in Southern California.

*"As central to SCAG's work, **racial equity** describes the actions, policies, and practices that eliminate bias and barriers that have historically and systemically marginalized communities of color, to ensure all people can be healthy, prosperous, and participate fully in civic life."*

## Previous Equity-Focused TT Sessions

---

- Taking Action to Advance Equity: Action Plans and Frameworks (Apr 2022)
- Planning with Rural Communities: Stories from Southern California (Mar 2023)
- Youth Empowerment Programs Panel (Jun 2023)
- Planners as Therapists, Cities as Clients (Aug 2023)
- Youth-Driven Urban Planning through Y-PLAN (Dec 2023)
- Inclusive Contracting Toolkit (Jan 2024)
- Data Tools & Research from the Latino Policy and Politics Institute (Feb 2024)
- A Guide to Environmental Justice Tools for Local Planning (Apr 2024)

We want to know...

What type of organization are you representing today?

Where are you joining from?

Has the jurisdiction you work for (or live in) implemented Language Access strategies?

**Fill out the poll on  
your screen!**

# Agenda

---

1. Introduction
2. CA HCD Presentation
3. US DOJ Presentation
4. SCAG Presentation
5. LADOT Presentation
6. Q&A Panel



# **BREAKING BARRIERS: THE EVOLUTION AND IMPACT OF LANGUAGE ACCESS IN THE UNITED STATES**

**California Department of  
Housing & Community  
Development**

**DEI Unit | June 2024**







# Hi! My name is Daniel Trejo.

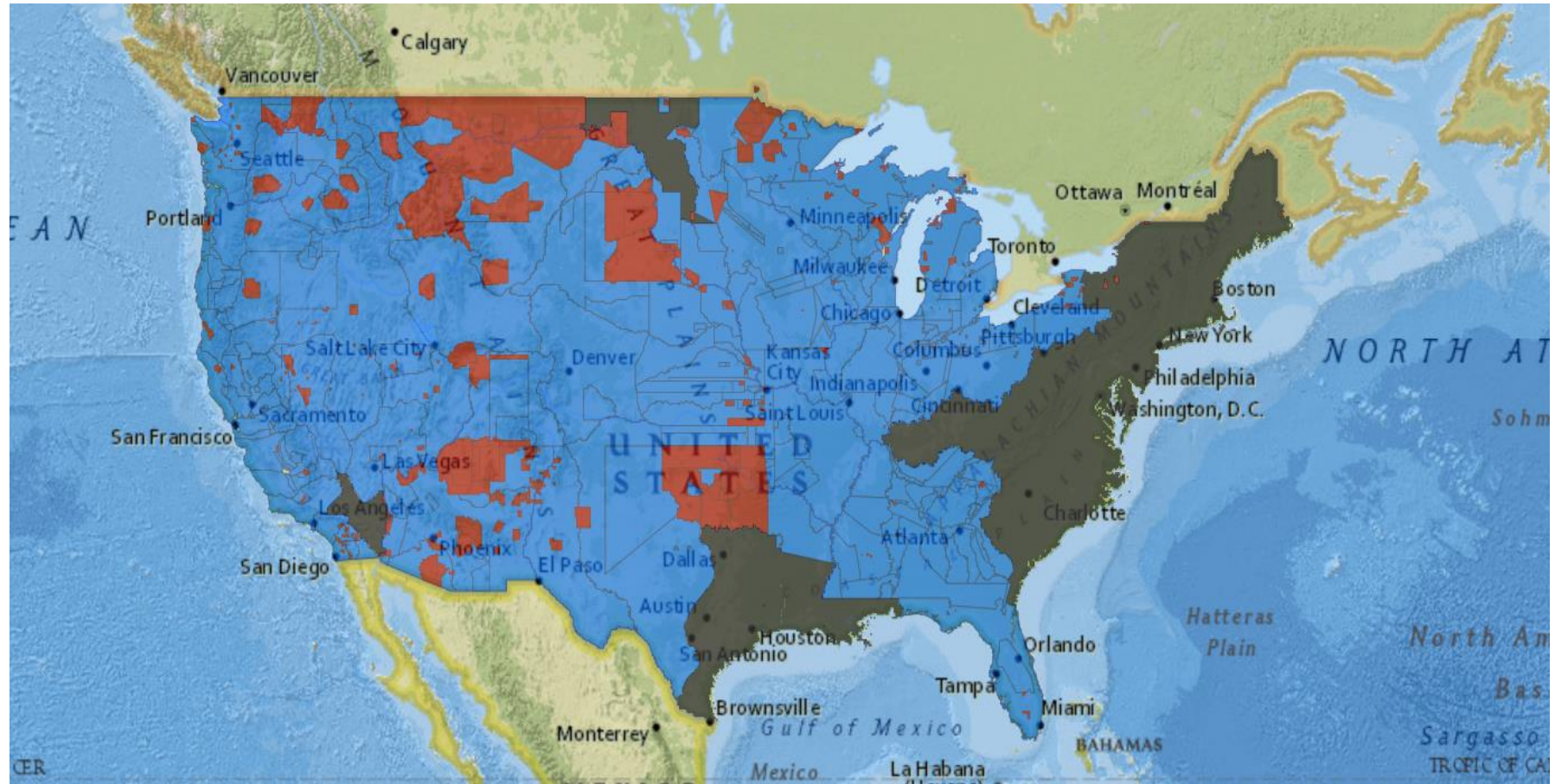
- I use either pronunciation.
- My pronouns are Èl/He/Him.
- I have 8+ years of DEI experience; training, development, and engaging directly with community members and collaborating with advocacy groups.
- I'm excited to participate in this panel discussion.

# Literacy

- Literacy refers to the ability to read, write, and comprehend information effectively.
- Literacy rates are defined by the percentage of the population of a given age group that can read and write; adult literacy rate corresponds to people ages 15 and above.
- Roughly half of U.S Adults (54%), aged 16 to 74 years old lack literacy proficiency.

# LANGUAGE ACCESS

# Culture and Language





# Culture and Language



**Tom Toslino at The Carlisle School**

# Institutional & Systemic Barriers for Language Access

## Federal Indian Boarding Schools

- From 1819, through the 1970s, the U.S. federal government established and supported Indian “boarding schools” across the nation.





# Institution and Systemic Barriers

- **Brown v Board of Education (1954)**
- U.S. Supreme Court ruled that **racially segregating children in public schools was unconstitutional.**
- This case was a catalyst for expanding civil rights movement.



**Integration protests in Little Rock, Arkansas.**

# Lawsuits and Language Access

## Lau v. Nichols (1974)

- California public school system were integrated.
- San Francisco school system absorbed over 2,856 students of Chinese ancestry who were not proficient in English.
- **Classes were taught exclusively in English.**

Figure 1



Source: Historical Photograph Collection of San Francisco Public Library's San Francisco History Center.



# The Dymally-Alatorre Bilingual Services Act

---

Mervyn Dymally authored the  
Dymally-Alatorre Bilingual  
Services Act in 1973



# Dymally-Alatorre Bilingual Services Act

- Written on the premise that a free and democratic society depends on the ability of its residents to communicate with their government
- Every state agency with **Public Contact Employees** must provide the same level of service it does in English to ALL substantial language groups
- The act is a part of California Government Code Section 7290 Et Seq.

# Individuals with Disabilities Education Act

- Written on the premise that a free and democratic society depends on the ability of its residents to communicate with their government
- Every state agency with **Public Contact Employees** must provide the same level of service it does in English to ALL substantial language groups
- The act is a part of California Government Code Section 7290 Et Seq.

# Individuals with Disabilities Education Act

- Ensures that children with disabilities have the right to a **free & appropriate** public education
- This includes **language supports** for students with limited English proficiency who also have disabilities.
- IDEA ensures that **language barriers do not impede the education of children with disabilities**, reinforcing the importance of inclusive educational practices.



# Executive Order 13166

- *Improving Access to Services for Persons with Limited English Proficiency* (2000)
- Requires federal agencies and recipients of federal financial assistance to take reasonable steps to **ensure meaningful access to their programs and activities by persons with limited English proficiency**

# Plain Language Acts

- Federal Plain Language Act (2010)
- California Plain Language Act (2011)

Requires the use of plain language, ensuring that communications are **clear and accessible**.

# Other Notable Achievements

- The **Affordable Care Act**, established in 2010, requires language assistance services for LEP individuals.
- 2013 amendment to the **Dymally-Alatorre Bilingual Services Act**: Requires state agencies to provide public notices and communications in the languages spoken by a substantial number of the public served by the agency.

# REFLECTION QUESTION:

Does the language you speak determine your quality of life?



**DROP IT IN THE CHAT**



**COME ON THE MIC**



# THANK YOU

## DEI Analysts

Juan Anzada | [Juan.Anzada@hcd.ca.gov](mailto:Juan.Anzada@hcd.ca.gov)

Daniel Trejo | [Daniel.Trejo@hcd.ca.gov](mailto:Daniel.Trejo@hcd.ca.gov)

May Tag Yang | [MayTag.Yang@hcd.ca.gov](mailto:MayTag.Yang@hcd.ca.gov)

Kaley Wassall | [Kaley.Wassall@hcd.ca.gov](mailto:Kaley.Wassall@hcd.ca.gov)

DEI Unit  
[DEI@hcd.ca.gov](mailto:DEI@hcd.ca.gov)

Equity Officer  
Suzanne Hemphill  
[Suzanne.Hemphill@hcd.ca.gov](mailto:Suzanne.Hemphill@hcd.ca.gov)

DEI Unit Manager  
Adrianna Brooks  
[Adrianna.Brooks@hcd.ca.gov](mailto:Adrianna.Brooks@hcd.ca.gov)

## Q&A Panel

---

**For Lauren Laglagaron, US DOJ:** What about bilingual staff members – how, if at all, can agencies rely upon them to provide language assistance services?

---

**For Daniel Trejo, CA HCD, and Ana Vallianatos, SCAG:** What are ways to reach communities that primarily use oral languages, and not written languages?

---

**For Lupita Huerta, LADOT:** What are the benefits and challenges to partnering with a Community-Based Organization (CBO) on language access and public engagement work more broadly?



# An Brief Overview of the Federal Coordination and Compliance Section's Language Access Work

Southern California Association of Governments  
Toolbox Tuesday, June 18, 2024



U.S. Department of Justice

**Civil Rights Division**

Laureen Laglagaron  
Attorney, Federal Coordination and Compliance Section

# Roadmap

Legal Overview



What We Do

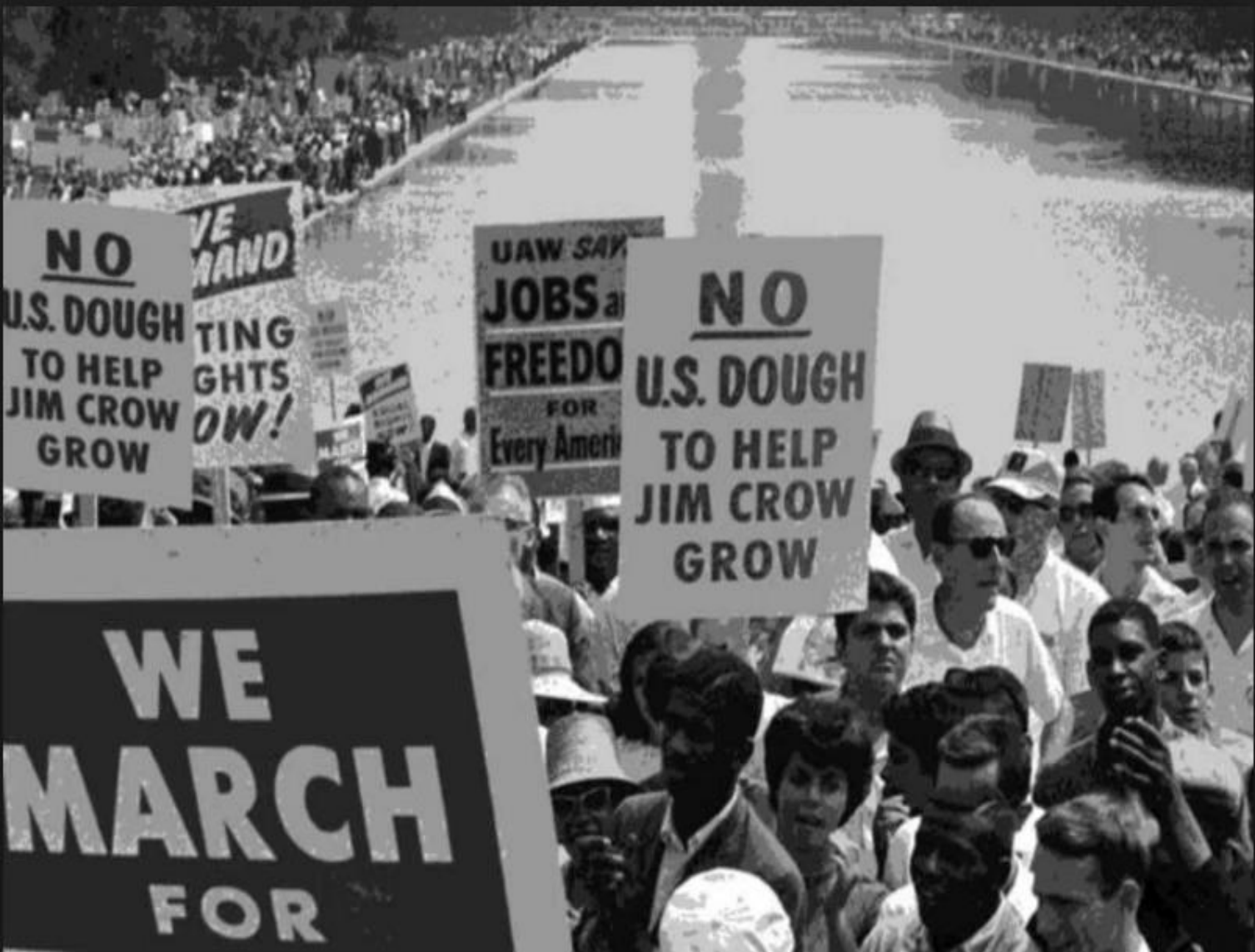


Essential Elements of a Language  
Access Plan



A Quick Tour of LEP.gov

# Overview of Title VI



# Title VI of the Civil Rights Act of 1964

“No person in the United States shall, on the ground of race, color, or national origin, be...subjected to discrimination under any program or activity receiving Federal financial assistance.”



# Legal Basis for Language Access Requirements

- *National Origin* and language are closely related.
- Under Title VI, failing to make certain programs and activities accessible to LEP people *may* amount to national origin discrimination.
- LEP people should have “*meaningful access*” to such programs and activities.





# Title VI

Each agency is responsible for the programs it funds

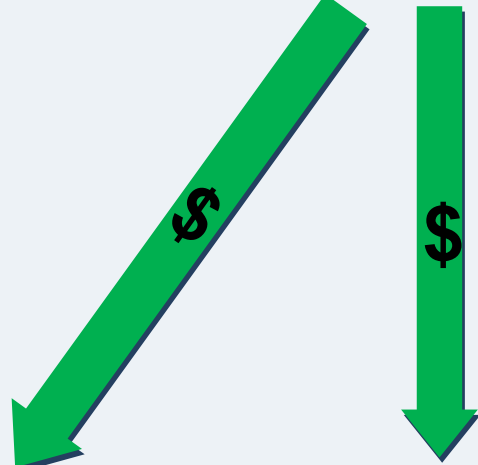
**DOJ**



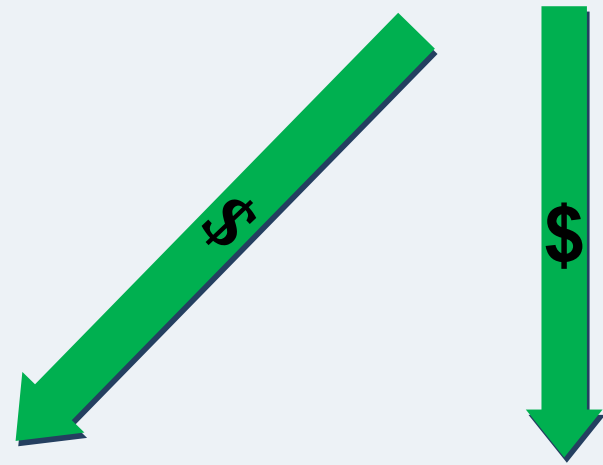
**HHS**



**DOT**



**HUD**





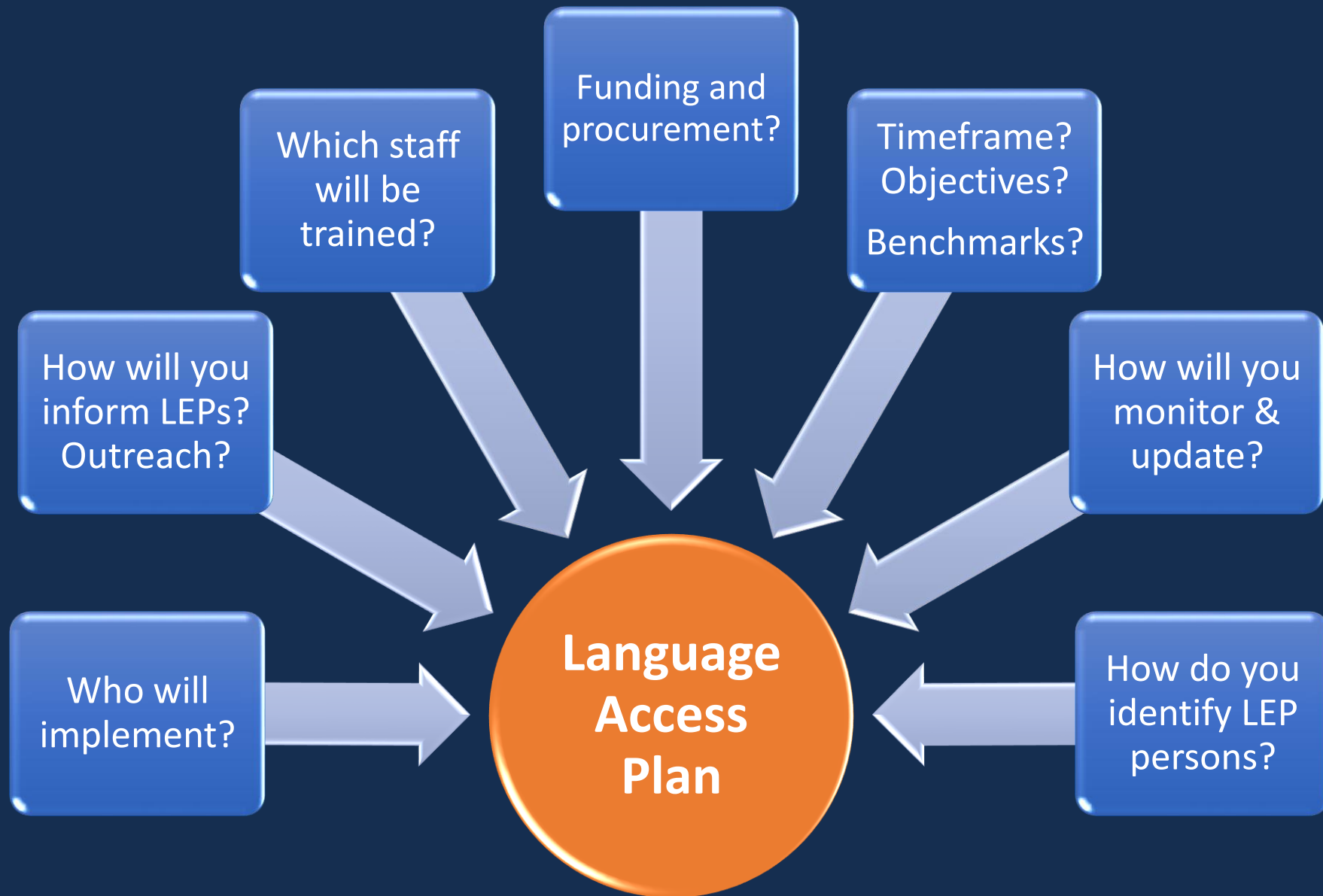
# Title VI

## FCS leadership and legal counsel ensures:

- ✓ Effective governmentwide enforcement of cross-cutting civil rights statutes
- ✓ Federal agencies speak with one voice
- ✓ Recipients receive clear and consistent direction



# Essential Elements of a Language Access Plan





Hmoob || More ▾

[Home](#)

# Language Access Plans

Executive Order 13166 requires each federal agency to create a federally conducted limited English proficiency (LEP) plan. As part of the one-year anniversary of the Attorney General's November 2022 memorandum on strengthening the federal government's commitment to language access, several Federal agencies are releasing updated federal agency language access plans:

<a href="#">Administrative Conference of the United States (updated Nov. 2023)</a>	<a href="#">Consumer Financial Protection Bureau (updated Nov. 2023)</a>
<a href="#">Department of Agriculture (updated Nov. 2023)</a>	<a href="#">Department of Health and Human Services (updated Nov. 2023)</a>

# Thank you!

Laureen.Laglagaron@usdoj.gov

Federal Coordination and Compliance Section



U.S. Department of Justice

**Civil Rights Division**



# Toolbox Tuesday: In-Language Engagement

---

June 18, 2024

[WWW.SCAG.CA.GOV](http://WWW.SCAG.CA.GOV)



# APPROACH

---

## Communication and Marketing

# Agenda

---

- Language Assistance Plan
- Public Participation Plan
- Designing meaningful engagement

# Language Assistance Plan

Portion of Title VI program that specifies what you commit to translating

- Defines vital documents to be translated always
- Sets baseline for information to be provided in-language
- Guidance specifies translation commitments should be *reasonable given your agency's available resources*



# Public Participation Plan

---

Portion of Title VI program defining your approach to engaging the public

- Commits to conventions for how you will do outreach
- Can specify audiences, approaches, tactics
- Guidance specifies commitments should be *reasonable given your agency's available resources*

# **Designing Meaning Engagement**

Make information accessible – language, format and placement

- Meet people where they are

Reduce barriers to providing input – place, time and format

- Ask for the input you can use

Plan for how input will be reported, considered and used

- Make it meaningful

## **Public Participation Plan – *my take***

---

- Be flexible enough to adapt to different programs, projects and audiences
- Have clear objectives and measure them
- Quality over quantity

## **Language Assistance Plan – *my take***

- Analysis portion provides insights useful to design outreach
- Translation must be accompanied by tactics to connect information to the communities
- Monitoring is key for honing resources



**THANK YOU**

---

**[vallianatos@scag.ca.gov](mailto:vallianatos@scag.ca.gov)**

# Language Access Strategies & Community Engagement

Los Angeles Department of Transportation  
SCAG Toolbox Tuesday  
June 18, 2024



# Community-First Engagement

LADOT's framework for a planning process that intentionally and holistically incorporates the viewpoints, lived experiences, and perspectives of those most impacted by a project or program.

- Social Climate Analysis
- Reducing barriers to participation
  - Language access, childcare, food & resources
- Community ambassadors
- On street engagement and pop-ups
- Compensating partners and participants



# Community Ambassadors





# Beyond Interpretation and Translation

- Community ambassadors have been key in reaching community members
- Translation and interpretation are a starting point
- Members of the community understand their language and access needs best

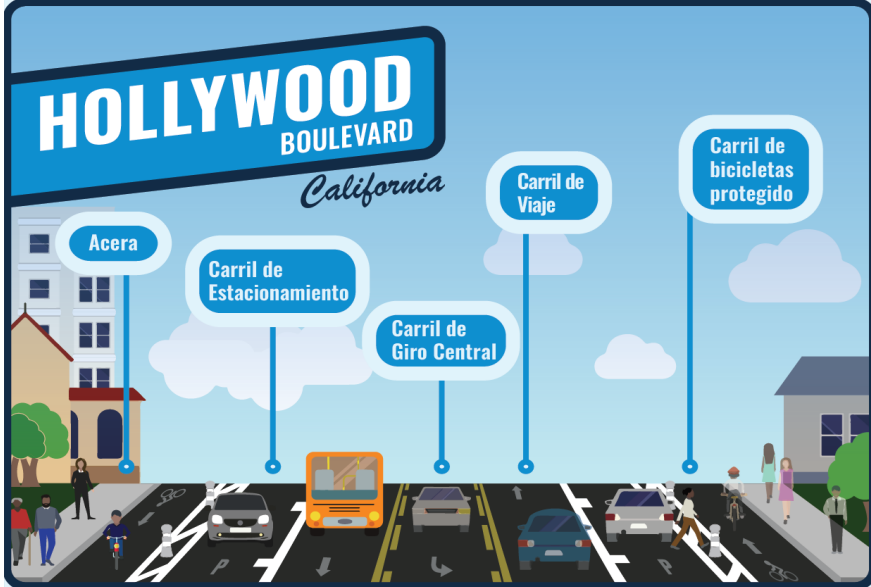


# Hollywood Mobility Project Case Study

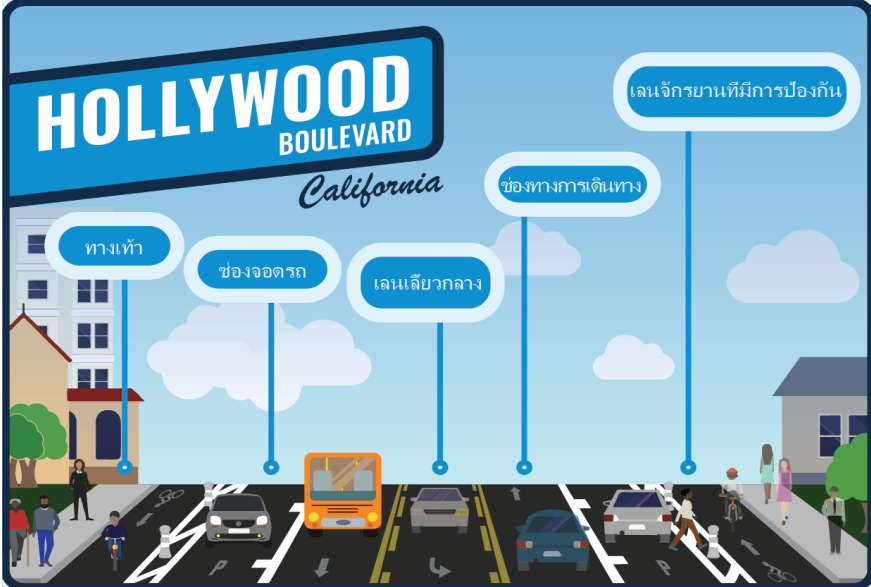
- Predominant language other than English is Spanish
- Project area includes Thai Town and Little Armenia
- Partnered with members of the Thai Community Development Center to connect with Thai and Armenian speakers
- Ambassadors also shared **how** community members like to communicate



# Hollywood Mobility Project Case Study



# Hollywood Mobility Project Case Study



# Bilingual Glossary of Transportation Terms

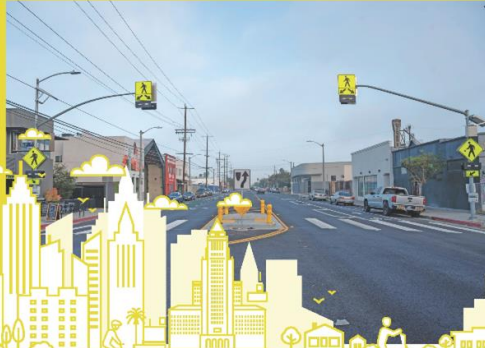


Departamento de  
Transporte de Los Ángeles

**Glosario Bilingüe de  
Términos de Transporte**

Los Angeles Department of  
Transportation

**Bilingual Glossary of  
Transportation Terms**



**LADOT**



**LADOT**

Los  
angeles  
walks



# Glossary Development



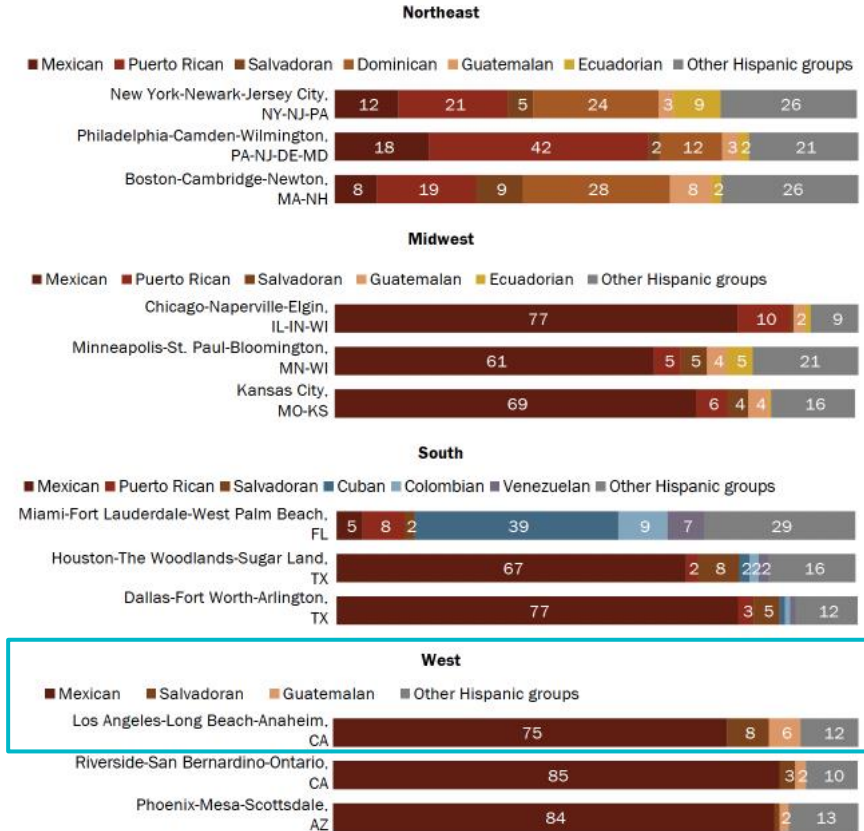


# Building Consensus for Glossary Terms

- Country of origin matters when building language access tools
- The translations included in this Glossary reflect the groups in this region

## U.S. Latino populations are more diverse in Northeastern metro areas than in others

% of Hispanics in U.S. metropolitan areas in 2022 who were of \_\_\_ origin, by region



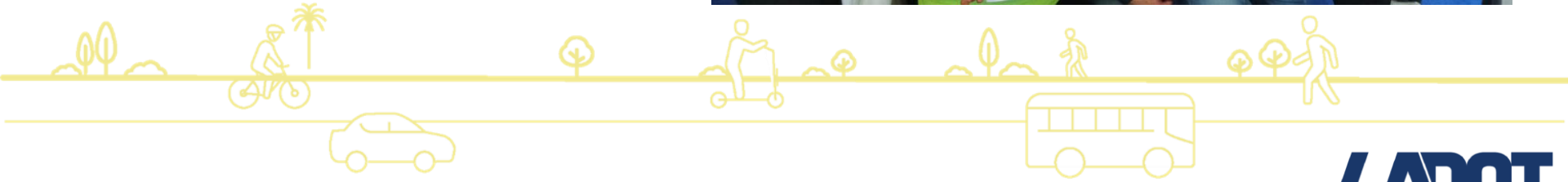
Note: Only the top three most populous metro areas for Hispanics in each region are shown. For each metropolitan area, origin groups that make up about 1% or less of the Hispanic population are not labeled. Because of this and rounding, figures may not add to 100%. Source: Pew Research Center analysis of 2022 American Community Survey.

PEW RESEARCH CENTER



# Community Partners

## Los Angeles Walks



# Bilingual Glossary of Transportation Terms

## 46 (F) CALLES SEGURAS PARA PEATONES Y CICLISTAS

*Las características de un lugar o pieza de Infraestructura que garantice la seguridad y comodidad de los peatones y las ciclistas.*

## (F) SAFE STREETS FOR PEOPLE WALKING AND BIKING

*The characteristics of a place or piece of Infrastructure that ensures the safety and comfort of people biking and walking.*

## 47 Acera

Fem.

La vía pública a lo largo del lado de la carretera, generalmente marcada por un bordillo de concreto que eleva a los peatones. La acera suele ser parte del derecho de paso público o peatonal.

*Alternativo: Banqueta (Fem.)*

## Sidewalk

The public walkway along the side of a road, usually marked by a concrete curb that elevate pedestrians. The sidewalk is usually a part of the Pedestrian or Public Right-of-Way.



# How do we use the Glossary?

- LADOT staff use the Glossary as a tool as part of their work
- We share it as a resource for community members
- We share it with interpreters who are translating for workshops/meetings

124

## (O) MÉTODOS DE ALCANCE COMUNITARIO

*Las agencias y los gobiernos locales utilizan una variedad de métodos para recopilar comentarios de las comunidades sobre proyectos actuales o futuros o problemas de transporte. Esta sección incluye algunos métodos que puede ver que se utilizan.*

## (O) OUTREACH METHODS

*Agencies and local governments use a variety of methods to gather feedback from communities about current or upcoming projects or transportation issues. This section includes some methods you may see used.*



# Next Steps

- We are collecting feedback on our first edition
  - Second edition (forthcoming)
- Plans to expand to other languages





**Thank you!**





## Q&A Panel

---

1. What was the process of developing your language access strategy?

---
2. What advice would you give to agencies looking to develop language access strategies?

---
3. What's a common challenge that you see in language access plan implementation?

---
4. What has been the most impactful part or policy of your language access strategy?

---
5. Could you offer any advice on procurements and contracts for agencies looking to implement language access strategies?

# Tell us how we did!

Take a quick 2-minute survey to help us improve future Toolbox Tuesdays!



*SCAN ME*