

LANGUAGE ACCESS TOOLKIT

Korean Spanish
 Chinese Chinese
Vietnamese
 Tagalog Vietnamese
 Russian Tagalog
 Chinese Russian
 French Russian
 Urdu Chinese Cambodian
 Gujarati French Persian
 Persian Urdu Spanish
 Greek Urdu Spanish
Hindi Gujarati Greek Chinese
 Gujarati Persian Korean French
 French Creole Korean
 German Hindi Tagalog
 Polish Gujarati Russian
 Arabic French Chinese
 Thai Polish French
 Italian Arabic Thai Chinese Urdu Thai
 Portuguese Greek Chinese Urdu Thai
 Persian Italian Urdu French Gujarati Gujarati
 Laotian Portuguese Urdu Greek Persian





MARTIN O'MALLEY
GOVERNOR

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A MESSAGE FROM GOVERNOR MARTIN O'MALLEY

Dear Friends,

I am pleased to present to you the Toolkit for Immigrant Integration, which provides a blueprint for Maryland State agencies to provide meaningful language access to our limited English proficient Marylanders.

This toolkit is a result of the State's work with Language Access, culminating in the Report by the Maryland Council for New Americans. The New Americans Report outlines a four part approach focusing in on the areas of workforce, citizenship, financial services and access to government services. This toolkit focuses on the last area, equipping State agencies with proper tools to provide limited English proficient individuals access to government services through appropriate language access services.

The toolkit includes instructions and resources based on the recommendations of the New Americans Report: tracking data concerning New Americans accessing government, developing and monitoring agencies' cultural and linguistic competencies, and encouraging and supporting county and municipal initiatives. Based on these recommendations the toolkit will guide agencies to use data to drive results, build agency capacity, and collaborate with partners to gain language access proficiency.

We are all in this together.

Sincerely,

Governor



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Dear Colleagues,

We are here to serve the residents of Maryland. Nearly 14% of Maryland's population or almost 775,000 thousand Marylanders are foreign born and approximately 340,000 of those residents are considered limited English proficient (LEP). Many of these Marylanders come through our doors looking for services—whether it is for job assistance, obtaining critical documents, or for assistance with basic needs. Understanding these demographics, it is critical for all State agency personnel to provide essential services to limited English proficient (LEP) clients in the language that they best understand and to eliminate language as a barrier to accessing these services.

The Department of Human Resources and the Governor's Office of Community Initiatives has partnered together to bring you this Toolkit for Immigrant Integration. This toolkit provides your staff with a practical resource to help your agency/jurisdiction provide language access services. This guide provides practical techniques for employees to use when serving this population. Whether you are a policy maker, analyst, caseworker, director or manager, this toolkit is meant to equip you and be used.

The toolkit includes an overview of federal and state laws on language access, key data to assist your agency, strategies and tools to provide language access, helpful directories and points of contact across the State, and best practices to guide you.

We will be working with you to assist all Marylanders navigate our essential services and look forward to having you as a partner.



John Griffin

Chief of Staff

Ted Dallas

Secretary, Department of Human Resources

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BACKGROUND: LANGUAGE ACCESS OVERVIEW

Federal and state laws provide the foundation for Maryland's work on language access. Title VI of the Civil Rights Act of 1964, the Food Stamp Act of 1977, Equal Educational Opportunities Act of 1974 and the Public Health Service Act all touch on access issues. However, the two main drivers of language access in Maryland are:

Title VI of the Civil Rights Act of 1964

Title VI, Section 601 of the Civil Rights Act provides: *"No person in the United States shall, on ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal Financial Assistance"*

Maryland's Language Access Law

In 2002, Maryland passed the "Equal Access to Public Services for Individuals with Limited English Proficiency." This is now part of MD Code., State Government, § 10-1101-1105.

Maryland's Language Access Law provides a mandatory timetable for specific state agencies to take "*reasonable steps*" to provide equal access to LEP individuals.

"Equal access" is defined as: to be informed of, participate in, and benefit from public services offered by a State agency at a level equal to English proficient individuals.

"Reasonable steps" to provide equal access to government services include:

- oral language services
- translation of vital documents
- any additional methods or means necessary to achieve equal access

Timeline

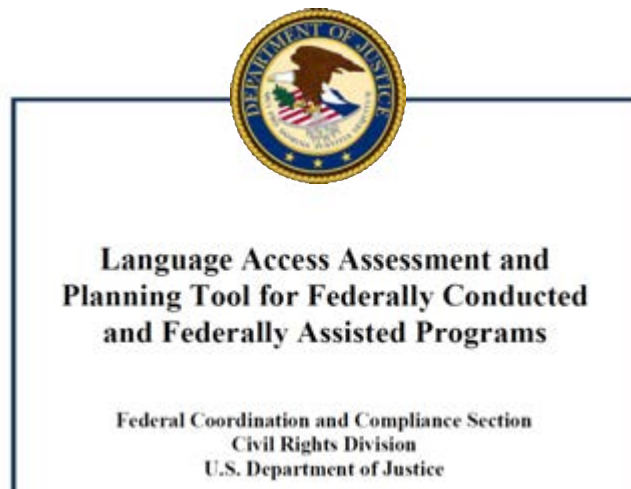
Date	Title
1964	Federal Statute: Title VI, Civil Rights Act prohibits discrimination based on national origin
2002	MD Statute: §10-1101-Language Access becomes law, equal access to State Government for LEP individuals
2008	Governor O'Malley signs New Americans Council Executive Order
2009	New Americans Council files report calling for greater Governmental Access to immigrant populations
2012	University of Maryland issues report, <i>The Impact of Immigrants</i> , again urges Maryland Government accessibility
2013	Governor begins StateStat initiative on Language Access
2014	Department of Human Resources/Governor's Office of Community Initiatives sends out joint inter-agency document on Language Access

STRATEGY 1: CONDUCT A SELF-ASSESSMENT



TIP: Know where you stand before you decide where you want to go.

The United States Department of Justice (DOJ) has developed a self-assessment guide for federal agencies and partner organizations, such as state government agencies who are funded with federal dollars. In the guide, which is general enough for any state agency or partner organization to use, the DOJ provides a questionnaire for managers to assess where they are in terms of providing accessibility to the limited English proficient (LEP) populations for services. They ask questions about the populations served and collection of key data.



Using the Assessment

In order to gain a thorough understanding of your needs, a member of upper management of your agency or department or a designated individual, such as a language coordinator, should assess how many LEP individuals reside in your county, the languages they commonly speak, the programs they are accessing or need to access, and challenges LEP individuals may face. Additionally, you will need to determine how effectively LEP individuals might be accessing your agency or office and what supports are in place already to ensure access.

To utilize the *Language Access Assessment and Planning Tool for Federally Conducted and Federally Assisted Programs*, download a copy through LEP.GOV (exact link below):

http://www.lep.gov/resources/2011_Language_Access_Assessment_and_Planning_Tool.pdf

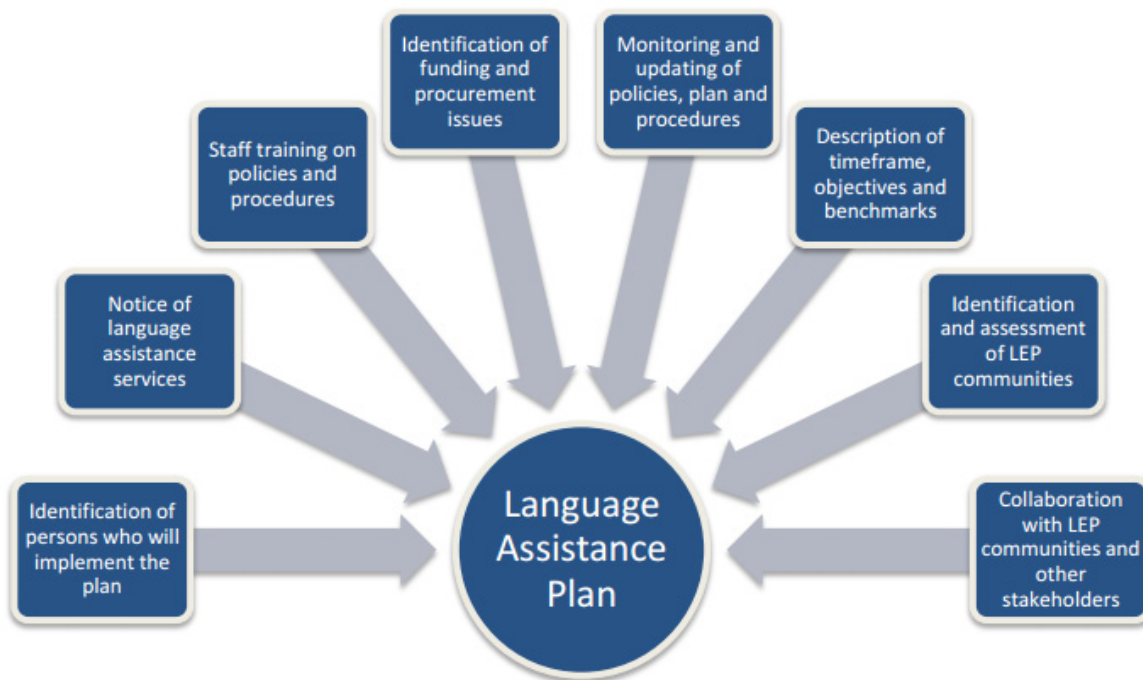
STRATEGY 2: DEVELOP A LANGUAGE ACCESS PLAN AND POLICY

After conducting a self-assessment which identifies the language access needs of an agency, the next step is to develop a language access plan to fully address those needs. The language access plan developed for each agency should be driven by Title VI of the Civil Rights Act and the 2002 Maryland Language Access law (*See Background Section*). The two laws provide standards and guidelines that will govern the creation of the plan for each agency. It should also incorporate critical planning and implementing of the statewide contracts on telephonic/on-site interpretation and written translation. This plan should be in plain language that is easy to understand and reinforce.

Language Access Plan: Creating a Roadmap for Your Agency

According to the DOJ's Language Access Assessment and Planning Tool, a complete plan should be a "roadmap" helping agencies

- Determine priorities and critical deadlines
- Identify responsible personnel for the development of policy and procedures
- Communicate parameters of language assistance contracts and provide notice of these language assistance services
- Assess quality of oral and written language assistances services within your agency or department
- Address training of staff
- Conduct ongoing monitoring and evaluation



Department of Justice, *Language Access Assessment and Planning Tool for Federally Conducted and Federally Assisted Programs*, p.5 (May 2011)

STATEWIDE FOREIGN LANGUAGE INTERPRETATION/ TRANSLATION SERVICES

In order to create your plan and policy, you need to know what the statewide language assistance contracts cover and who your point of contact is. These contracts have been negotiated by the Department of Budget and Management to provide telephonic, on-site and written interpreter services at competitive rates.

Telephonic Interpretation

Contractor: Language Line Services

BPO #050B2400001 (see [Ordering/ADPICS Procedures](#))

Contact: Joe Matthews, Account Executive Government Specialist

Toll-free: 800-316-5493

Fax: 800-821-9040

E-mail: jmatthews@languageline.com

For general questions, call Customer Service: 800-752-6096

Website for Online Registration: <http://www.languageline.com/maryland>

Use the link below to report any issues or concerns or to provide general feedback on telephonic interpretation services.

<http://www.languageline.com/customer-service/feedback/>

What You Need To Know

- **Make sure you set up your User ID account.** Contact Joe Matthews to set up your User ID account and find out further information about user training.
- **Page Content.** These services provide an on-demand, easy to use, cost-effective source of language interpretation to state government personnel and other entities. No additional rates will be charged for conference calls up to 5 parties.
- **Share your department code.** Once you set up your user ID account, you will receive a department code. Make this accessible to all employees who interact with LEP clients.
- **Contact customer service.** If the State worker does not know the client's language, Language Line Services can identify the needed language for you via Language Line customer service.



All interpreting services are available 24/7/365 by calling a single, toll free, nationwide 800 number to access all services: 800-316-5493.

Written Document Translation

Contractor: Schreiber Translations, Inc. (STI)

BPO #050B3400002 (see [Ordering/ADPICS Procedures](#))

Operations Phone #: 301-424-7737, Ext. 125 -or- Ext. 107

Operations Fax #: 301-424-2336

Operations Email: translation@schreibernet.com

Billing Inquiries: 301-424-7737 Ext. 124

Website: www.schreibernet.com/

What You Need To Know

- **20 or Fewer Pages:** For documents which would require 20 or fewer pages of target language translation, the translation should be completed within 1 week from the day the requesting agency or requesting entity sends the source Language to the contractor.
- **More than 20 Pages:** The timeframe for completion of written translations requiring more than 20 pages of Target Language translation shall be 1 week, plus 1 additional day for each additional 10 pages.

Check Your Work Request!

Upon receipt of the original document, Scriber Translation's confirmation of the work requested should include:

- the target language and original language being translated;
- the price estimate;
- any timeline estimate and/or the work order's timeline requirement;
- any standards or special needs requirements of the Contractor or of the Requesting Entity; and
- any previous translation of the same or similar material.



Mostly used by Maryland's court and legal systems, Maryland agencies and non-profits spent a total of 2,000 hours a month providing in-person interpretative services to Marylanders.

Primary Contractor: Ad Astra, Inc.

Master BPO #050B3400003 (see [Ordering/ADPICS Procedures](#))

Contact: Heather Barclay, Vice President and COO

Email: heather@ad-astrainc.com

Request Line: 1-800-308-4807

Request E-mail: interpreting@ad-astrainc.com

Fax: 1-301-408-4448

To place requests using the On-Line Scheduling System, go to:

www.ad-astrainc.com/STARMD

Secondary Back-Up Contractor: Interpreters Unlimited

Registration/Request Line: 1-888-826-8333

Registration/Request E-mail: Maryland@iugroup.com

Fax: 1-800-726-9822

What You Need To Know

- **Determine when/what situation warrants an on-site interpreter.** You must determine when on-site interpretation is most beneficial and cost-effective. On-site interpreters are most often used in court or in the school system because there is a prescribed date and appointment for the client. In many agencies, LEP clients may walk through your doors at any given time and it is more effective to use Language Line. In these instances, you cannot plan an appointment for an on-site interpreter.
- **The minimum billable time for on-site interpretation is two (2) hours.** If you anticipate that a client will need interpreter services for more than two (2) hours for a single session, the requesting agency/requesting entity and the contractor will mutually determine if more than one interpreter will be required, or if the same interpreter will work for the full required duration.
- Ad Astra, the Primary Contractor, should confirm receipt of each work order request by email (if email is unavailable, then by fax) within two hours of its receipt.

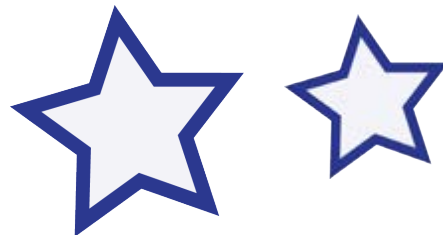
What if Ad Astra cannot fulfill the request?

If the Ad Astra is unable to fulfill the work request, they will contact the secondary contractor, Interpreters Unlimited. Ad Astra should provide all necessary account, contact, and service information.

If Interpreters Unlimited cannot perform on-site Interpretation, Interpreters Unlimited should request approval from the requesting agency for the order to be filled by Telephonic Language Interpretation with concurrent email notification to Ad Astra, and the contract administrator.



*On-site interpreters often have specialization in medical, legal, etc. terminology and requesters should designate if they have a special need that the interpreter should accommodate. The Categories of service and rates are based on the amount of advanced notice given by the Requesting Agency or Requesting Entity and categories include:
1) routine, 2) expedited, and 3) critical.*



LANGUAGE ACCESS POLICY: FORMALIZING YOUR PLAN

A language access policy begins to formalize your plan and helps ground your plan in the key requirements of Title VI and Maryland's law. Note that you should give an expected timeline for writing and issuing your policy. This ensures that you have planned for adequate input from both policymakers and practitioners.

The essential elements for your policy include:

- **Background-** As the old adage goes, "repetition is the mother of learning." By providing a brief background of key laws, your workforce will understand the origin of the policy.
- **Definitions-** Clarifying key terminology ensures that these are consistent throughout your department or agency.
- **Responsibilities-** Your plan should articulate if you have a specific unit or office that handles specific aspects of language access. This should be spelled out in your policy. For example, in DHMH's policy, different individuals or entities monitor efforts, implement policy, or provide technical assistance.
- **Overview of Procedures-** It is important to determine if specific programs require specific thresholds for serving limited English proficient (LEP) persons and to give guidance for your agency. In this section, you can also spell out procedures that are specific to the flow of your agency, department or office. For example, Baltimore County's Department of Social Services policy provides specific guidelines for telephonic and onsite interpretation as well as for written translation.
- **References-** Include a section with key references. As referenced in the DHMH policy, these are helpful and standard references applicable to all Maryland departments and agencies:

Title VI, Civil Rights Act of 1964, as amended.
http://www.justice.gov/crt/grants_statutes/titlevi.txt

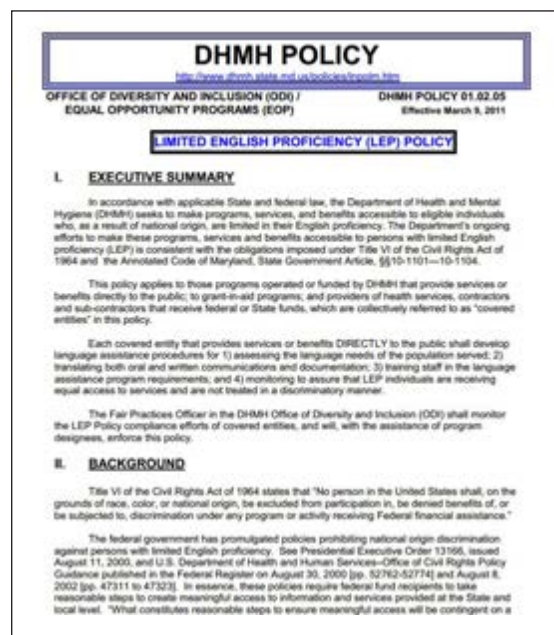
Federal Executive Order No. 13166 signed on August 11, 2000.
<http://www.justice.gov/crt/lep/13166/eo13166.html>

Annotated Code of Maryland, -State Government Article,
§§10-1101—0-1104.

APPROVED:

<http://www.michie.com/maryland/lpext.dll/mdcode/20422/210a0/2138c?>

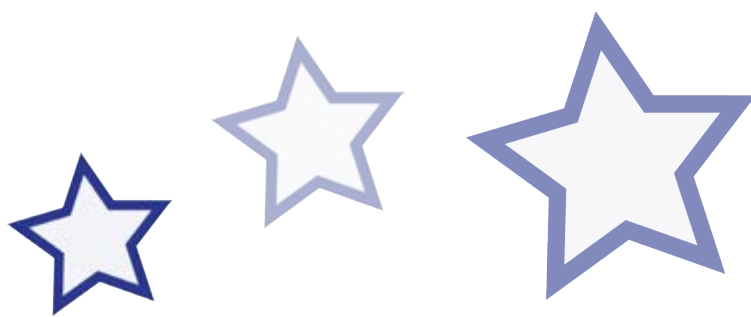
fn=document-frame.htm&f=templates&2.0#



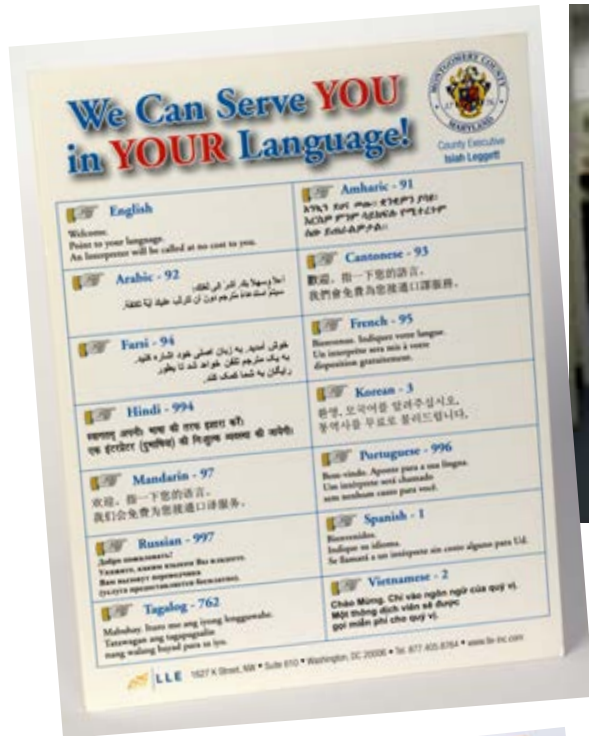
<http://dhmh.maryland.gov/oeop/pdf/DHMH%20LEP%20Policy.pdf>

STRATEGY 3: PROVIDE SIGNAGE AND USER-FRIENDLY TOOLS

Never underestimate the power of signage! Each office should have posters and/or signs on desks that would enable a customer to indicate that they need language assistance. The State’s contractor, Language Line, provides posters, cards, and other helpful tools for your agency. (See contact information on page 8).



You will need to ensure that your unit or office has a specific code that will be used for billing when you contact Language Line. One way to help share this code is to have this code with specific directions on the back of the “I-speak” card.



Back of Sign

What You Need to Know

- Place signs in a strategic location. “I-speak” cards should be in an area that has the most client traffic and is highly visible. Many offices have these signs located at the front desk facing toward the client.
- Reinforce signs with posters. Posters assist both the clients and employees and serve as a reminder of Title VI’s imperative to provide language assistance to customers. See DHR’s “Do’s and Don’ts” on page 15.

As an effort to reinforce best practices regarding language access, DHR worked with members of the Maryland Legal Aid Bureau Language Access Task Force to create tri-folds and posters for local offices.



INTERPRETATION FOR CUSTOMERS DOs & DON'Ts

ALWAYS

What to **DO** when approached by a customer who does not speak English, is limited English proficient (LEP) or hearing impaired:

- + Assist LEP clients with identifying that they need an interpreter by using the Point to the Language You Speak list.
- + Offer phone or in-person interpretation immediately if the person is identified as LEP.
- + Accept an application for assistance and conduct an interview with customers who do not speak English, have limited English proficiency or are hearing impaired.
- + Use the services of an interpreter if you cannot conduct an interview because of a customer's language or hearing difficulties.
- + Advise the customer that they can request an interpreter at no charge to them.
- + Note the person's request for communication assistance in his or her case record. Keep handy the Language Line phone number and account information for your office.

INTERPRETATION FOR CUSTOMERS DOs & DON'Ts

NEVER

- NEVER ask a LEP client to return to the office with his or her own interpreter.
- NEVER ask any family member, friend or other persons awaiting services in the reception area to serve as an interpreter.
- NEVER ask children to serve as interpreters.
- NEVER turn a client away for needing an interpreter.
- NEVER ask for SSNs of any family member that is not applying for benefits.

INTERPRETATION FOR CUSTOMERS DOs & DON'Ts



Call Language Line at
1-866-874-3972
for Translation.
For more information go to:
kb.dhr.maryland.gov/languageaccess



Martin O'Malley, Governor • Anthony G. Brown, Lt. Governor • Theodore Dalios, Secretary, Maryland Department of Human Resources



STRATEGY 4:

EQUIP YOUR WORKFORCE

Language Access Coordinator

In order to fully implement your language access plan and policy and monitor implementation of business practices, you should ensure that your agency or department has a designated language access coordinator. The language access coordinator ultimately has the goal of equipping your agency's or department's workforce to provide access to LEP clients.

Working with Language Access Coordinators

StateStat and the Governor's Office of Community Initiatives have been working with various departments to identify language access coordinators in every agency and department.

Department	Name	Title and Office	Email
Maryland Department of Planning	Amber Harvey	Personnel Manager, Office of Administration	amber.harvey@maryland.gov
Maryland Department of Disabilities	Andrea Harrison	Director of Communications, Office of Communications	aharrison@mdod.state.md.us
Maryland Department of the Environment	Samantha Kappalman	Director of Communications, Office of Communications	samantha.kappalman@maryland.gov
Department of Housing and Community Development	Andy DeVilbiss	Public Information Office, Office of Communications and Marketing	DeVilbiss@mdhousing.org
Department of Juvenile Services	Denise Bean	Equal Employment Opportunity Specialist, Fair Practice/EEO	denise.bean@maryland.gov
Department of Natural Resources	Richard Allen	Manager, Office of Fair Practice	rallen@dnr.state.md.us
Public Safety & Correctional Services	Pamela Perez	Training Manager/ EEO Officer for Central Region	pperez@dpscs.state.md.us
Maryland State Police	Thomas Vondersmith	Director, Strategic Planning Command	thomas.vondersmith@maryland.gov
Maryland Vehicle Administration	Ann Marie Ford	Program Manager	aford1@marylandmva.com
Maryland Transit Authority	Robin Underwood	ADA Title IV Coordinator, Office of Diversity and Equity	runderwood@mdot.state.md.us
Department of Health and Mental Hygiene	Delinda Johnson	Equal Access Compliance Manager, Office of Equal Opportunity Programs	Delinda.johnson@maryland.gov

Statewide Coordinators

For additional support or resources, contact:

Angela Lagdameo Cabellon, Assistant Secretary of Policy and Program Management
Department of Human Resources
Email: angela.cabellon@maryland.gov

James Kwak, Director of Ethnic Commissions
Governor's Office of Community Initiatives
Email: james.kwak@maryland.gov



The duties of the language access coordinator could cover (but are not limited to the following):

- write/implement the language access plan and policy,
- coordinate/oversee training,
- devise training curriculum,
- monitor data indicators,
- oversee language assistance contracts on behalf of the agency or department, determine who in their offices has bi-lingual ability and are willing to be called upon to interpret or do written translations, and research/share best practices.

Training

Training is essential for your workforce. All learners require introductory training for new employees and refresher training to reinforce language access policy and business operations associated with implementation of your language access plan.

What Modules Should be Covered

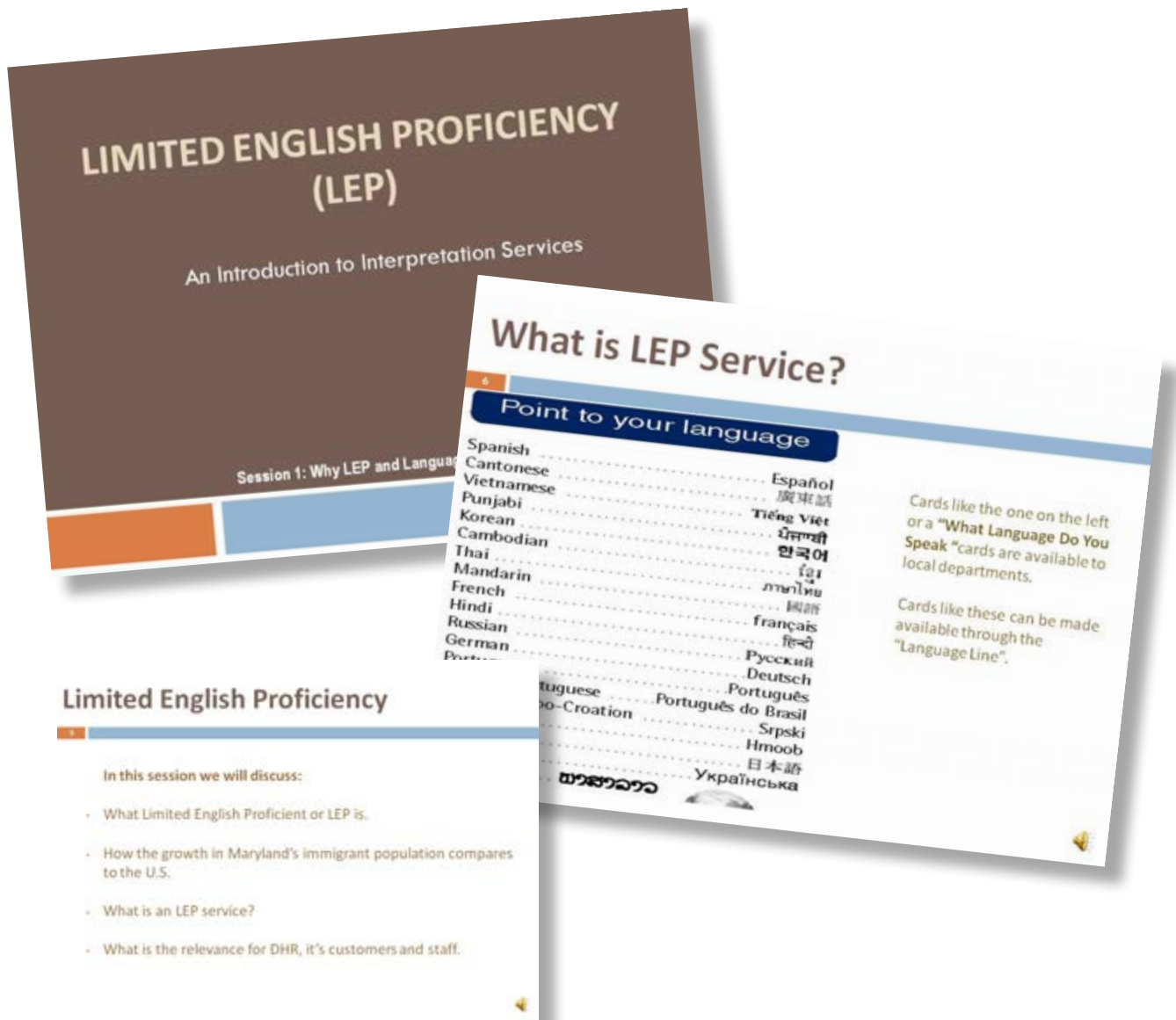
Many agencies already have language access training covered within their Equal Employment Office (EEO) or Human Resource trainings. Agencies that have language access training are willing to share best practices. In your introductory training for new employees the following topics should be covered:

- background of federal and state laws,
- overview of statewide telephonic interpretation, on-site interpretation, and written translation contracts, and
- practical information specific to your agency regarding how to interact with LEP customers.

What You Need to Know

- **“Beg, borrow, steal”**- There are many training resources to assist you. You do not need to create training from scratch. Work with the Department of Budget and Management’s Office of Personnel Services and Benefits to find out which agencies have language access training or contact the statewide coordinators.
- **Determine audience**- Determine who in your agency should be trained and when. You will need to create a curriculum that is general or specific enough to tailor to the needs of your agency or department.
- **Delivery model**- How will your training be delivered? If you plan to deliver training as instructor-led, you will need to ensure that you have trainers with the appropriate level of knowledge. If you plan to do a web-based training, you will need to incorporate just enough information to keep employees engaged.
- **Test**- Assess employees’ knowledge of language access throughout your training. You may want to formally test or create informal mechanisms to test so that you are assured that employees walk away with the key points of the training.

DHR has a thorough training that has been created and shared with other agencies. This is a model that can be used to deliver training.



 **Tip:** Use Cornerstone On Demand for web-based training. Did you know that the state now has a contract for a learning management system (LMS) managed by DBM? By visiting www.cornerstoneondemand.com you can access various training and also create self-directed trainings for your employees.

BILINGUAL PAY

Summary from the Department of Budget and Management

There is additional pay to employees that are required to use a bilingual skill that is not already part of their job. To be paid this amount, the employee must be asked to use this skill at least once during the month. See the COMAR language below.

For employees covered by collective bargaining agreements, the \$25 bonus payment is not assessed monthly. It is on a pay period basis. For each pay period that the employee is asked to use this skill, which is outside of the employee's class/job title, the \$25 payment is applied. See the MOU language below.

There is no payment or incentive for employees that are merely certified; management has to ask them to act as a spoken language interpreter or to do written translations. These tasks have to be outside of their classification for the additional payments mentioned above. There are class/job titles that require an employee be fluent in a certain language, and in that case, the position's salary takes this skill into account already. **(COMAR 17.04.02.10.10 Bilingual Pay)**

Collective Bargaining MOU

Article 7: Wages, Section 4. Bilingual Pay

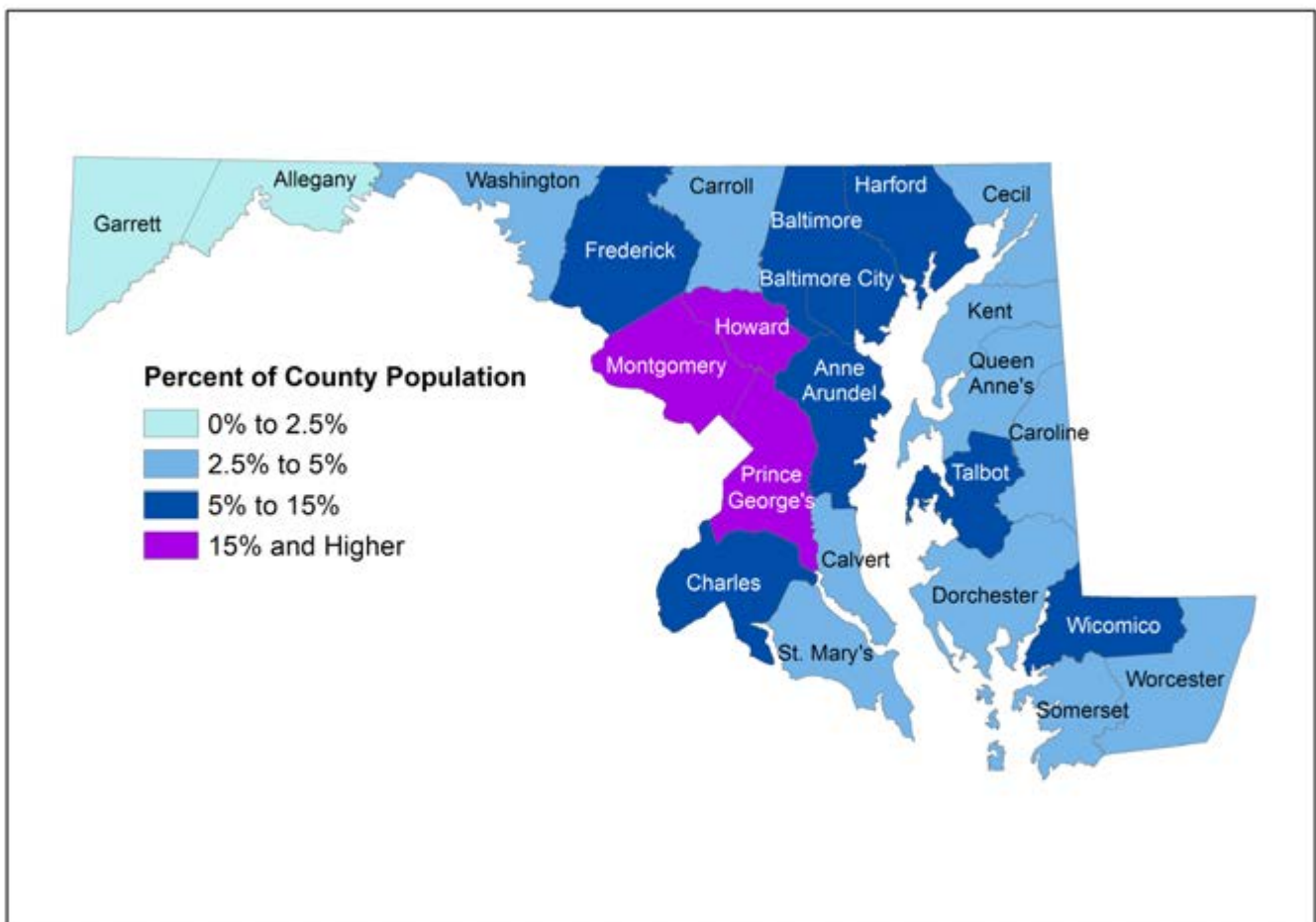
Where the Employer currently pays bilingual pay or bonuses, it shall continue to do so. The Employer retains discretion to initiate bilingual pay or bonuses. The minimum bilingual bonus or hourly equivalent is \$25 per pay period. The Employer may not require an employee to use bilingual skills without paying the appropriate bonus or pay. This does not apply to employees where such skills are in the classification specification.



STRATEGY 5: LEVERAGE DATA TO DRIVE RESULTS

Maryland Demographics

Maryland has attracted residents from around the world and is one of the most diverse states in the nation. Foreign-born residents account for 13.8% of the State's population, and Maryland is ranked 10th in the nation in the proportion of its population who are foreign-born. Marylanders come from 180 different countries speaking more than 80 languages. Though Maryland's foreign born population is highly educated, with 42% having a Bachelor's, Graduate or Professional degree, language may be a barrier.




PRIMARY LANGUAGES SPOKEN BY LIMITED ENGLISH PROFICIENT PERSONS IN MARYLAND

The following data is taken from a 2012 Migration Policy Institute tabulation and analysis of an American Community Survey from 2009-2011. Note that this data does **not** indicate the total number of speakers of each language in that jurisdiction, but rather the number of individuals who reported – or had reported for them – that they speak “English less than very well.”

In addition, languages are only listed if they meet one of two thresholds: a language spoken by 5% or more of that jurisdiction’s population or a language spoke by 100 or more persons in that jurisdiction. Federal standards require that an entity must provide reasonable access if 5% or more of the population is LEP. Maryland requires a lower 3% threshold, and for various programs, the threshold is at 500 LEP persons in a given area.

Note that some languages are grouped as “African languages,” “Other Indic languages,” or “Other Asian Languages” due to the small size of the population. Without disaggregate data, it is difficult to isolate specific languages. African languages excludes Arabic, but includes Amharic, Somali, Swahili, Tigrinya etc. Other Asian Languages excludes more common languages such as Chinese (includes Mandarin and Cantonese), Korean, Vietnamese, Thai, Tagalog, Mon/Khmer/Cambodian, Japanese, Laotian, but does include smaller populations such as Burmese, Burmese Chin and dialects such as Hakha. Other Indic Languages excludes Urdu, Hindi and Gujarati, but does include Nepali.



Some languages are grouped as “African languages,” “Other Indic languages,” or “Other Asian Languages” due to the small size of the population. Without disaggregate data, it is difficult to isolate specific languages. There are specific refugee/asylee populations and various push/pull factors that affect any given population’s size. Cross reference all data to get the most accurate picture.





Use MPI and American Community Survey data to ensure that you have the most updated list of languages that meet the threshold for your jurisdiction and program area.

LEP Persons in Maryland

	2012	Percent
Spanish	179,780	3.05
Chinese*	32,391	.55
Korean	18,112	.31
"African Languages"	20,400	.35
Vietnamese	14,958	.25
French	10,197	.17
Tagalog	11,103	.19
Russian	8,748	.15
"Other Asian Languages"	5,891	.1
"Other Indic Languages"	6,728	.11
Urdu	3,644	.06
Persian	5,032	.09
Gujarati	2,705	.05
Portuguese	4,501	.08
French Creole	4,381	.07
Arabic	3,521	.06
German	2,689	.05
Hindi	2,421	.04
Japanese	1,615	.03
Italian	2,016	.03
Greek	2,109	.04
Thai	1,297	.02
"Other Slavic"	1,148	.02
Polish	1,178	.02
Mon/Khmer/Cambodian	1,050	.02
Serbo-Croatian	498	.008
Armenian	309	.005
Hebrew	818	.01
Laotian	343	.005

LEP Persons Per County

County	Language	Speakers	Percent
Allegany	None	LEP Persons, 700	
Anne Arundel	Spanish	10,700	2.15
	Korean	2,100	.42
	Chinese	600	.12
	Vietnamese	600	.12
	Tagalog	500	.10
Baltimore County	Spanish	11,400	1.51
	Russian	3,800	.50
	Chinese	2,700	.36
	African Languages	2,300	.30
	Korean	2,100	.28
	Tagalog	1,800	.24
	Vietnamese	1,400	.18
	French	1,200	.16
	Other Indic	1,200	.16
	Urdu	1,200	.16
	Other Asian	1,000	.13
	Gujarati	1,000	.13
	Persian	600	.08
	Greek	500	.07
Calvert	None	LEP Persons, 900	
Caroline	Spanish	900	2.75
Carroll	Spanish	1,200	.76
Cecil	Spanish	900	.95
Charles		1,100	.81
Dorchester	None	LEP Persons, 600	
Frederick	Spanish	4,500	2.07
	Other Asian	700	.32
Garrett	None	LEP Persons, 600	
Harford	Spanish	1,900	.83
Howard	Spanish	5,500	2.10
	Korean	5,000	1.88
	Chinese	2,700	1.01
	Urdu	1,000	.38
	Vietnamese	800	.30
	Other Asian	800	.30
	African Languages	600	.30
	Hindi	600	.23
	Gujarati Spanish	500	2.60

LEP Persons per County (continued):

County	Language	Speakers	Percent
Montgomery	Spanish	66,600	7.4
	Chinese	15,700	1.7
	Korean	8,600	.96
	Vietnamese	6,200	.69
	African Languages	5,900	.67
	French	5,300	.59
	Russian	3,300	.37
	Persian	2,900	.32
	Tagalog	2,700	.30
	Other Indic	2,400	.27
	Portuguese	2,200	.25
	Other Asian	1,800	.20
	Japanese	1,300	.15
	Urdu	1,200	.13
	French Creole	1,200	.13
	Arabic	1,000	.11
	Gujarati	1,000	.11
	Hindi	800	.09
	Thai	800	.09
	Greek	800	.09
Prince George's	Other Pacific Island	700	.08
	German	700	.08
	Italian	500	.06
	Mon/Khmer/Cam.	500	.06
	Spanish	46,600	5.83
	African Languages	4,700	.59
	French	2,800	.35
	Tagalog	2,100	.26
	Chinese	1,900	.24
	Vietnamese	1,600	.20
	Korean	1,500	.19
	French Creole	800	.10
	Other Asian	800	.10
Queen Anne	Urdu	600	.07
	Other Indic	600	.07
Queen Anne	Spanish	700	1.60
St. Mary	Spanish	700	.73
Somerset	None	LEP Persons, 500	
Talbot	Spanish	700	1.96
Wicomico	Spanish	1,900	2.10
	German	600	.65
	French Creole	500	.55

ANALYZING DATA FROM 2013

Telephonic Interpretation

One of the most telling and most utilized interpretation service provided by the State of Maryland is telephonic interpretation.

- More than 32,000 calls were made to the state's Language Line telephonic interpretive service by 161 State agency field offices.
- Over 450,000 minutes were logged with translations of 70 different languages.
- It took an average of 21 seconds for the state agency representative to connect with an interpreter and the average call length was 14 minutes.
- The language most requested was Spanish (with 50% of interpreted calls) followed by, Burmese, Tigrinya and Arabic were the four most requested languages after Spanish.

Vital Documents

The State Statute referenced earlier requires the translation of "vital documents" into the most prevalent languages spoken by an area's population.

- State agencies translated 588 documents into 45 different languages.
- Over 300 of these documents were translated into Spanish.
- The cost of these translations in 2013 was approximately fifteen cents per word; a very low rate as compared to the private sector where words can cost upwards of \$0.30 to \$0.50 cents per word.

Onsite Interpretation

- Maryland agencies and non-profits spent average at 600 separate requests per month.



Through the most recent interpretive contracts in the State of Maryland, agencies can now analyze their own data on language access through monthly or quarterly reports. The information is compiled by field offices and can also be extrapolated by Department.



RESOURCES

Governor's Ethnic Commissions

The Governor's ethnic commissions are housed in the Governor's Office of Community Initiatives (GOCI). The Governor has seven ethnic commissions: African Affairs, Asian Pacific American Affairs, Caribbean Affairs, Hispanic Affairs, Middle Eastern American Affairs, South Asian American Affairs, and the Maryland Commission on Indian Affairs.

Each commission holds four commission meetings a year to report on the work of the commissioners, address any issues in the community, and announce events. Commission meetings also allow for guest speakers to talk about any issues that are pertinent to the community.

Four Duties

The Governor's ethnic commissions duties are four-fold:

1. **ADVISORY BOARDS**- The ethnic commissions serve as advisory boards to the Governor and agencies within the Executive Department on matters relating to their respective communities in Maryland including economic, workforce, and business development.
2. **RESPONSE**- Commissioners identify needs affecting the communities and develop appropriate responses and programs.
3. **OUTREACH**- The commissions conduct outreach to their respective communities in the State and communicate information to them concerning public and private programs.
4. **POLICY AND PRACTICE**- Commissioners review and comment on any proposed federal, State, or local legislation, regulations, policies or programs that affect the ethnic communities in Maryland.



Language Access Role

In terms of language access, the ethnic commissions help agencies identify resources in the community and identify language access needs particular to each ethnic community. GOCI and the commissions do not provide interpretation or translation services.

If you would like to contact an ethnic commission, please contact the GOCl administrative director for the respective commission.

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The ethnic commissions consist of nine, or twenty-one commissioners, depending on the size of the respective ethnic community. These commissioners are strongly connected to their communities and know the pulse of their communities. Each commission is staffed by a GOCl administrative director who coordinates between the Governor's Office and the commission, and performs administrative duties for the commission.

STATE AND FEDERAL RESOURCES

- DHMH LEP policy
<http://dhmh.maryland.gov/oeop/pdf/DHMH%20LEP%20Policy.pdf>
- DHMH Service Non Discrimination policy
<http://dhmh.maryland.gov/oeop/pdf/Service%20Non-discrimination%20Policy.pdf>
- DHMH Office of Equal Opportunity Programs Website
<http://dhmh.maryland.gov/oeop/SitePages/Home.aspx>
- U.S. Department of Health and Human Services Office of Civil Rights
<http://www.hhs.gov/ocr/civilrights/resources/specialtopics/lep/>
- Lep.gov
<http://www.lep.gov/index.htm>
- Department of Justice Language Access Assessment and Planning Tool
http://www.lep.gov/resources/2011_Language_Access_Assessment_and_Planning_Tool.pdf
- Title VI, Civil Rights Act of 1964, as amended.
http://www.justice.gov/crt/grants_statutes/titlevi.txt
- Federal Executive Order No. 13166 signed on August 11, 2000.
<http://www.justice.gov/crt/lep/13166/eo13166.html>
- Annotated Code of Maryland, -State Government Article, §§10-1101—0-1104.
<http://www.michie.com/maryland/lpext.dll/mdcode/20422/210a0/2138c?fn=document-frame.htm&f=templates&2.0#>

GLOSSARY

Bilingual Pay – Additional pay provided to employees who are required to use a bilingual skill that is not already part of their job.

Foreign-born – A person born in another country than that currently lived in.

Interpretation – Facilitation of spoken dialogue between users of different languages.

Language Access Coordinator – The staff member in an agency in charge of equipping the agency's workforce with tools to provide access to LEP clients, including the creation of a language access plan.

Language Access Plan – A plan created by a State agency and coordinated by the agency's language access coordinator to provide oral language services, translation of vital documents, and any additional methods or means necessary to achieve equal access of public services for limited English proficient individuals.

Limited English Proficiency (LEP) - According to LEP.gov, "Individuals who do not speak English as their primary language and who have a limited ability to read, speak, write, or understand English. These individuals may be entitled language assistance with respect to a particular type or service, benefit, or encounter."

Source Language – The language that is translated from.

Target Language – The language that is translated to.

Translation – Communicating the meaning of written text from one language to another.

Vital Documents – All applications or informational materials, notices, and complaint forms offered by State departments, agencies, and programs.

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