



Tri-Valley

Opportunity Council, Inc.

Transportation Programs

Language Assistance Plan



Ensuring Meaningful Access for Limited English Proficient Individuals

Effective:

10/11/2022

Revisions:

Purpose.....	1
Definitions	2
Identification of LEP Individuals - the Four Factor Analysis	3
A. Language Assistance Measures.....	3
Recording Use of Language Assistance Services.....	4
Public Engagement / Participation.....	4
B. Staff Training	5
Staff Training Program and Training Log	6
C. Notice to LEP individuals	6
D. Monitoring and Updating the Language Assistance Plan	7
E. Contact Information	8

Appendices

Appendix A: Four-Factor Analysis

Appendix B: Limited English Proficiency (LEP) Data

Appendix C: Language Identification

Appendix D: Public Participation Plan

Appendix E: Language Service / Public Participation Log

Appendix F: Staff Training Resources and Training Log

Appendix G: Public Notice of Rights under Title VI

Appendix H: Title VI Complaint Procedure

Appendix I: Title VI Complaint Form

Appendix J: Title VI Investigations, Complaints & Lawsuits Log

Appendix K: Title VI Non-elected Decision Makers

Appendix L: LAP Resolution Template

Purpose

The purpose of this Language Assistance Plan (hereinafter "LAP") is to meet Federal Transit Administration's (FTA's) requirements to comply with Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, or national origin.

"No person shall, on grounds 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 assistance." - Civil Rights Act of 1964

As a subrecipient of FTA funds, Tri-Valley Opportunity Council, Inc transit system resolves to take reasonable steps to provide meaningful access to its public transit services for persons who do not speak English as their primary language and who have a limited ability to read, speak, write, or understand English. The FTA refers to these persons as Limited English Proficient (LEP) persons. For LEP individuals, meaningful access denotes access that is not significantly restricted, delayed, or inferior as compared to programs or activities provided to English proficient individuals.

The completion of this LAP for persons with Limited English Proficiency conforms to the requirements of the FTA Circular 4702.1B Title VI Requirements and Guidelines for Federal Transit Administration Recipients.

The U.S. DOT's FTA Office of Civil Rights' publication "Implementing the Department of Transportation's Policy Guidance Concerning Recipients' Responsibilities to Limited English Proficient Persons – A Handbook for Public Transportation Providers," dated April 13, 2007, was used in the preparation of this plan.

The LAP provides guidance to Tri-Valley Opportunity Council, Inc staff who may interact directly with LEP individuals or whose work involves providing information or services to the public. The plan provides protocols for identifying LEP individuals, language assistance measures, and staff responsibilities and training related to ensuring meaningful access for LEP individuals.

The DOT LEP Guidance recommends that all recipients, especially those that serve large LEP populations, should develop an implementation plan to address the needs of the LEP populations they serve. The DOT LEP Guidance provides that to provide for effective implementation plans would typically include the following five elements:

1. Identifying LEP individuals who need language assistance (Four Factor Analysis)
2. Providing language assistance measures
3. Training staff
4. Providing notice to LEP individuals
5. Monitoring, evaluating, and updating the plan

For further questions regarding this plan, please contact:

Cynthia Pic
Transportation Programs Director
Tri-Valley Opportunity Council, Inc
800-201-3432
cpic@tvoc.org

Definitions

Disproportionate Burden: Refers to a neutral policy or practice that disproportionately affects low-income populations more than non-low-income populations. A finding of disproportionate burden requires the recipient to evaluate alternatives and mitigate burdens where practicable.

Four Factor Analysis: The assessment provided by federal regulation to help the Transit system determine the level of language assistance required for a program or activity.

Interpretation: The act of listening to a communication in one language (source language) and orally converting it to another language (target language) while retaining the same meaning.

Language Assistance Guide: Provides an itemized list of non-English languages and can be used as a tool to help an LEP individual identify their preferred language to the Transit system staff.

Language Assistance: Oral and written language services needed to help LEP individuals communicate effectively with staff and ensure meaningful access to, and equal opportunity to fully participate in, the programs and activities provided by the Transit system.

Limited English Proficient (LEP): Individuals whose primary language is a not English and who have a limited ability to read, speak, write, or understand English. Individuals may be proficient in English for certain types of communication (e.g., speaking or understanding), but still be LEP for other purposes (e.g., reading or writing).

Meaningful Access: Language assistance that results in accurate, timely, and effective communication at no cost to the LEP individual. For LEP individuals, meaningful access denotes access that is not significantly restricted, delayed, or inferior as compared to programs or activities provided to English proficient individuals.

Public Engagement: Any process that (1) involves the public in identifying and solving challenges and problems and uses public input to make sustainable decisions, (2) educates or informs the public about a topic or issue, or (3) seeks to build meaningful connections and trust with the public through communication and interaction.

Timely: Language assistance provided at a time and place that avoids the effective denial of the service, benefit, or right at issue or the imposition of undue burden on or delay in important rights, benefits, or services to LEP individuals.

Translation: The replacement of a word, phrase, or text in one language (source language) with an equivalent- meaning word, phrase, or text in another language (target language).

Vital Documents: Paper or electronic written material containing information that is (1) critical for accessing programs, services, benefits, or activities, (2) directly and substantially related to public safety, or (3) required by law.

Identification of LEP Individuals – the Four-Factor Analysis

Title VI and its regulations require subrecipients to take reasonable steps to ensure meaningful access to the transportation system's information and services. What constitutes reasonable steps to ensure meaningful access is contingent on a four-factor analysis established by the U.S. Department of Justice.¹ The four-factor analysis is an individualized assessment that should be applied to all transportation system programs and activities to determine what reasonable steps must be taken to ensure meaningful access for LEP individuals.

Tri-Valley Opportunity Council, Inc has completed the four-factor analysis attached as **Appendix A**. The Analysis is intended to assist in ensuring compliance with federal limited English proficiency guidance and Title VI of the Civil Rights Act of 1964. This analysis does not cover every situation, and compliance determinations are made on a case-by-case basis.

Safe Harbor for Written Translations

U.S. DOT LEP Guidance provides a "safe harbor" to help ensure greater clarity regarding whether a subrecipient is meeting its obligation to provide written translations. These provisions only apply to the translation of written documents and do not affect the requirement to provide meaningful access to LEP individuals through competent oral interpreters where oral language assistance services are needed and reasonable.

¹ Enforcement of Title VI of the Civil Rights Act of 1964 - National Origin Discrimination Against Persons with Limited English Proficiency, effective August 11, 2000. Available here: <https://www.justice.gov/sites/default/files/crt/legacy/2010/12/14/eolep.pdf>

A. Language Assistance Measures

Various language assistance services or protocols are necessary to ensure meaningful access to LEP individuals. Tri-Valley Opportunity Council, Inc has identified available language assistance services and operational measures where language assistance measures are needed based on the first two factors in the four-factor analysis.

Based on our analysis, Tri-Valley Opportunity Council, Inc has determined the importance of language assistance to our program(s), activity(ies), or service(s) as:

- A. ☒ Low level (little to no LEP population)
- B. ☐ Mid-Level (some LEP population)
- C. ☐ High Level (significant LEP population)

Tri-Valley Opportunity Council, Inc has looked at differing considerations in communicating with LEP populations about transit services and information. One consideration is to provide a guide to identify the foreign language spoken by non-English speakers, such as the "Language Identification" card.

Recording Use of Language Assistance Services

Tri-Valley Opportunity Council, Inc has the responsibility to document all interpretation and translation services provided proactively or upon request. A written log documenting all language assistance services provided must be maintained. A template for the Language Service / Public Participation Log is attached as **Appendix E**.

Tri-Valley Opportunity Council, Inc provides language assistance services that would fulfill requests for interpretation and translation services in a timely manner. The following outlines how each of these services would be provided for:

Translation (written): *Translation is the replacement of a word, phrase, or text in one language (source language) with an equivalent meaning word, phrase, or text in another language (target language).*

Tri-Valley Opportunity Council, Inc would first seek assistance within its own transportation department in addition to the departments within. Tri-Valley would also work with the local colleges in providing written translations.

Interpretation (oral): *Interpretation is the act of listening to a communication in one language (source language) and orally converting it to another language (target language) while retaining the same meaning.*

Tri-Valley Opportunity Council, Inc would first seek assistance within its own transportation department in addition to the departments within. Tri-Valley would also work with the local colleges in providing written translations.

Public Engagement/Participation

Tri-Valley Opportunity Council, Inc has incorporated Title VI and LEP considerations into an established public participation plan. The Public Participation Plan which outlines the steps our agency follows is attached as **Appendix D**. The attached plan provides a clear process for engaging and involving the public, including minority and LEP populations. Consideration of LEP communities is documented by first using the results of the four-factor analysis that determines the level and type of language assistance necessary for a particular public engagement plan or activity.

The plan aims to seek out and consider the viewpoints of minority, low-income, and LEP populations in the course of conducting public outreach and involvement activities. Tri-Valley Opportunity Council, Inc's public participation strategy offers adequate notice of public participation activities, as well as early and continuous opportunities for public review and comments at key decision points to identify social, economic, and environmental impacts of proposed transportation decisions. The plan describes the proactive strategies, procedures, and projected outcomes that align with the public participation activities throughout the year(s). Every effort is made to involve minority and LEP populations in effective participation in our decision-making process. The following practices include, but are not limited to:

- Scheduling meeting at times and locations that are convenient and accessible for minority and LEP communities
- Employing different meeting sizes and formats
- Coordinating with community- and faith-based organizations, educational institutions, and other organizations to implement public engagement strategies that reach out specifically to members of affected minority and/or LEP communities
- Considering radio, television, newspaper, social media ads on stations, outlets, and in publications that serve LEP populations. Outreach to LEP populations could also include audio programming available on podcasts.
- Providing opportunities for public participation through means other than written communication, such as personal interviews or use of audio or video recording devices to capture oral comments.
- Preparing for public engagement activities by determining ways to provide language assistance when no interpreter is present or whether needed or not, providing written documents in other languages, if requested, including ethnic media, schools, and religious or community organizations to assist in providing information.

All language assistance services provided during public engagement or community outreach will be recorded on the Language Service / Public Participation Log is attached as **Appendix E**.

B. Staff Training

To ensure transit staff, and/or appropriate overall agency staff, understand the obligations to provide meaningful access to information and services for LEP individuals, all employees in public contact positions will be properly trained. This plan outlines the training provided on an annual, on-going and/or on-demand basis to implement the following:

- Staff have been trained and understand meaningful LEP policies and procedures
- New staff will have appropriate training as part of the orientation for new employees
- Staff who have contact with the public is trained to work effectively with in-person and telephone interpreters
- Management staff, even if they do not interact regularly with LEP individuals, will be fully aware of and understand the plan to reinforce the importance of the program and ensure it is implemented accordingly by/to staff

Tri-Valley Opportunity Council, Inc has developed standard presentations, resource connections and other language assistance trainings that provide for cost-effective and flexible opportunities for staff and management to understand the LAP Plan, the Public Participation Plan and responsibilities. Existing employees, especially managers and those who work with the public will be offered re-training or new training sessions to keep up to date on their responsibilities to LEP individuals. The following outlines the information incorporated within the training provided annually, on-going or on-demand:

- Standard presentation provided to new, existing and management on the staff responsibility to LEP populations. Template is used at multiple agency trainings and is updated on a regular and as-needed basis
 - Consistent information will be included on transit agency's responsibilities to LEP populations
 - Summary of Language Assistance Plan
 - Demographic data about local LEP population
 - Frequency of contacts between LEP populations and the transit system's services, programs, and activities
 - The importance of community outreach and inclusion of activities for LEP populations
 - Description of the type of language assistance currently providing and instructions on how staff can access these products and services
 - Description of Tri-Valley Opportunity Council, Inc and/or overall agency's cultural sensitivity policies and practices
- Printed LEP resources: understanding the information, how to use information and method in presenting information to LEP populations
- Resources and methods in response to verbal requests for transit service in a foreign language
- responsibility to notify transit manager about any LEP persons' unmet needs

Staff Training Program and Training Log

An outline of the training program, which includes the training title, type of resource (video, presentation, written documents, etc.) and training log (identifies training and training schedule (annually, orientation, on-going, and/or on-demand)) is attached as Staff Training Program and Training Log in **Appendix F**.

Resources

- “Breaking Down the Language Barrier: Translating Limited English Proficiency into Practice.” This video, which is available as a streaming video link on www.lep.gov, explains the language access requirements of Title VI and Executive Order 13166 through vignettes that expose the problems resulting from the absence of language assistance. The video goes on to show how these same situations could have been handled more appropriately if the service provider took reasonable steps to provide meaningful access.
- “How to Engage Low-Literacy and Limited English Proficient Populations in Transportation Decision making,” available at https://www.fhwa.dot.gov/planning/publications/low_limited/index.cfm This report documents “best practices” in identifying and engaging low-literacy and LEP populations in transportation decision making. These “best practices” were collected during telephone interviews with individuals in 30 States.
- “Guidelines for Developing Traffic Safety Educational Materials for Spanish-Speaking Audiences,” a manual developed by the Education in Traffic Safety project, Education Development Center, Inc., with funding from the National Highway Traffic Safety Administration. The manual is organized into three sections: research and planning, creating materials, and dissemination and evaluation. Available at http://www.casaferoutestoschool.org/wp-content/uploads/2011/05/TSEM_Guidelines.pdf
- “Title VI Program Requirements for FTA Grantees” This training, which is available on National RTAP eLearning at <https://elearning.nationalrtap.org>, describes FTA’s Title VI requirements for a grantee’s programs, policies and activities.

C. Notice to LEP individuals

Based on the four-factor analysis, Tri-Valley Opportunity Council, Inc has determined that language services will be provided for the LEP populations identified as having a need. For those languages that meet the translation need for written documents threshold based on Safe Harbor guidance, notices will be in the language the LEP individual would understand. For languages that do not meet the written document requirement, based on the Safe Harbor guidance, Tri-Valley Opportunity Council, Inc will provide meaningful access to LEP individuals through competent oral interpreters where oral language assistance services are needed and reasonable. All notifications will provide that identified services are available free of charge to LEP individuals.

Examples of notification considered include:

- ☐ Transit intake areas, transfer stations, transit shelters, transit stops, or similar areas
It is important that LEP individuals can identify how to access language services available to them at initial points of contact
- ☐ Signs on buses
- ☐ Brochures or Pamphlets
- ☐ Posters
- ☐ Targeted Community Outreach events or meetings
- ☐ Information provided to local organizations that work with LEP individuals
- ☐ Telephone messages
- ☐ Local ads (print, radio, TV, social media, billboards)
- ☐ Website notices
- ☐ Information tables/booths at local events, community businesses, schools, and churches
- ☐ Employee Outreach and Recruitment
- ☐ Other: Describe:

All facility(ies) where Tri-Valley Opportunity Council, Inc interacts with the public in-person will have a Public Notice of Rights Under Title VI posted clearly and conspicuously, including non-English versions of the notice, if deemed necessary after conducting a four-factor analysis. Notices in English are attached as **Appendix G**. Staff will use, when necessary, a language guide tool or a process similar to interact with LEP individuals. All interactions with LEP individuals will be recorded on the Language Service / Public Participation Log as **Appendix E**.

This Language Assistance Plan and the Notice are available on our website at <https://www.tvoc.org/services/transportation/title-vi-notice-to-public/>

D. Monitoring, Evaluating and Updating Plan

Tri-Valley Opportunity Council, Inc has developed a process for determining whether new documents, programs, services, and activities need to be made accessible for LEP individuals and will provide notice of any changes in services to the LEP public and to staff. The process includes an annual review to consider changes in demographics, types of services, or other needs that may require an annual reevaluation. Tri-Valley Opportunity Council, Inc will also seek feedback from LEP populations and community outreach programs with follow-up meetings, focus groups and/or with surveys.

The Language Assistance Plan considers the following five elements:

1. Identifying LEP individuals who need language assistance (Four Factor Analysis)
2. Providing language assistance measures
3. Training staff
4. Providing notice to LEP individuals
5. Monitoring, evaluating, and updating the plan

In addition to the five elements, the plan sets clear goals, management accountability, and opportunities for staff and community input and planning throughout the process.

Areas of consideration when monitoring, evaluating and updating include:

- Current LEP populations in the service area or population affected or encountered.
- Frequency of encounters with LEP language groups.
- Nature and importance of activities to LEP persons.
- Availability of resources, including technological advances and sources of additional resources, and the costs imposed.
- Whether existing assistance is meeting the needs of LEP persons.
- Whether staff knows and understands the LEP plan and how to implement it.
- Whether identified sources for assistance are still available and viable.
- Whether staff training is sufficient.
- Review any complaints from LEP individuals received during the past year.

The Tri-Valley Opportunity Council, Inc is committed to ensuring that no person is excluded from participation in, denied the benefits of, or otherwise subjected to discrimination on the basis of race, color, or national origin by the Tri-Valley Opportunity Council, Inc, providing programs and services in the following counties of Clearwater, Kittson, Mahanomen, Marshall, Norman, Pennington, Polk and Red Lake. Person who allege that a violation to the Title VI requirements has been made may file a Title VI complaint by completing and submitting the Title VI Complaint Form to Tri-Valley Opportunity Council, Inc and/or to MnDOT Office of Transit and Active Transportation Attn: Compliance Coordinator. Tri-Valley Opportunity Council, Inc and/or MnDOT, will investigate complaints received no more than 180 days after the alleged incident. All complaints

that are complete will be processed and responded to based on the Title VI Complaint Procedures attached as **Appendix H**.

Tri-Valley Opportunity Council, Inc has created and made available a Title VI Complaint Form for use by customers who wish to file a Title VI complaint. The complaint form is available on Tri-Valley Opportunity Council, Inc's website at www.tvoc.org. The Title VI Complaint Form specifies the three classes protected by Title VI—race, color, and national origin—and allows the complainant to select one or more of those protected classes as the basis/bases for discrimination. The Title VI Complaint Form is a vital document. If a Limited English Proficient (LEP) populations in the Tri-Valley Opportunity Council, Inc area meets the Safe Harbor threshold, then the procedure is provided in English and in any other language(s) spoken by LEP populations that meet the Safe Harbor Threshold. Attached as **Appendix I** is the Title VI Complaint Form.

E. Contact Information

Based on the feedback received from agency staff, community members, LEP populations, and other key stakeholders; incremental changes may be needed for the type of written and oral language assistance provided, along with any staff training and community outreach efforts.

This Language Assistance Plan will be reviewed by our transit system every other year, with any revisions being approved by the Board of Directors or Policy Board and dated. The next review will occur in October 2024.

Questions or comments about this plan may be submitted to:

Cynthia Pic
Transportation Programs Director
1345 Fairfax Ave Crookston, MN 56716
800-201-3432
cpic@tvoc.org



Limited English Proficiency Four-Factor Analysis

Date: 10/7/2022

Completed by/title: Elizabeth Hensrud, Assistant Director of Transportation Programs

Briefly describe the program or activity subject to analysis:

Title VI and its regulations require subrecipients to take reasonable steps to ensure meaningful access to the transportation system's information and services. The four-factor analysis is an individualized assessment that should be applied to all transportation system programs and activities to determine what reasonable steps must be taken to ensure meaningful access for LEP individuals. This population will be program-specific and includes people who are in the Transit system's geographic area.

Factor #1: The number or proportion of LEP persons eligible to be served or likely to be encountered through the program or activity?

The greater the number or proportion of LEP individuals from a particular language group served or encountered in the eligible service population, the more likely language assistance services are necessary. Ordinarily, "individuals eligible to be served or likely to be encountered" by a program or activity are those who are in fact, served or encountered in the eligible service population. This population will be program-specific and includes people who are in the Transit system's geographic area.

Tri-Valley Opportunity Council, Inc first examined prior experiences with LEP individuals and determined the number and proportion of LEP persons served or encountered within the service area. Tri-Valley Opportunity Council, Inc also included LEP populations that are eligible to be served or likely to be affected or encountered.

To support the efforts of conducting the four-factor analyses, Tri-Valley Opportunity Council, Inc referred to the data compiled from the [MnDOT's LEP Data Tool](#) for our system's jurisdiction of services at the city and county-level attached as **Appendix B**.

Primary Languages for Transit System County Programs or Information

The data provided in **Appendix B** identified Spanish, Arabic, and Chinese languages as the top three LEP groups in the jurisdiction providing service.

1. Counties (City) served: Clearwater, Kittson, Mahnomen, Marshall, Norman, Pennington, Polk, Red Lake
2. Total county/counties population: 82,010
3. The total number of LEP individuals in our service area is: 1,425

4. The total eligible population in our service area is: 82,010
5. The proportion (percentage) of LEP population to the total eligible service population is: 1.74%

Reliable External Data Sources for Identifying LEP Groups

Tri-Valley Opportunity Council, Inc used reliable external data sources to determine the number or proportion of individuals eligible to be served or likely to be affected or encountered based on the expected geographic area served (ie. city, county, regional area, etc.) Reliable external data sources included:

- ☒ [MnDOT's LEP Data Tool](#): Allows subrecipients to identify LEP language groups by county city, and school district. Webpage includes further details about how to use the tool.
- ☒ [American Community Survey](#): An annual survey conducted by the U.S. Census Bureau providing vital demographic information and is widely considered the most reliable source of detailed information about the United States population.
- ☒ [Minnesota Compass](#): A Wilder Research project providing Minnesotans with credible, user-friendly data about their communities.
- ☒ [EJSCREEN](#): A mapping tool created by the U.S. Environmental Protection Agency based on nationally consistent data and an approach that combines environmental and demographic indicators in maps and reports. The functions include automated demographic reporting for a geographic area around an identified project area.
- ☒ [MN State Demographic Center](#): Provides data and reporting on various topics, including language and immigration.

In addition to identifying and examining prior experiences with LEP individuals and the external data sources outlined above, Tri-Valley Opportunity Council, Inc looked at local data resources to determine the number or proportion of LEP individuals who may be eligible to be served. These include:

- ☐ Survey results:
 - Describe:
 - ☒ Locally Coordinated Human Services/Transit Plan
 - ☒ Other Human Services data
 - ☐ Area/Metropolitan Planning Organizations/Regional Development Commission data
 - ☐ Information from local organizations (religious, legal, social service, etc.) about LEP persons in our service area
 - ☒ Reports from drivers, dispatchers, and others about contact with LEP persons
- ☐ Other information:
 - Describe:

Safe Harbor for Written Translations

U.S. DOT LEP Guidance provides a "safe harbor" to help ensure greater clarity regarding whether Tri-Valley Opportunity Council, Inc is meeting its obligation to provide written translations. These provisions only apply to the translation of written documents and do not affect the requirement to provide meaningful access to LEP individuals through competent oral interpreters where oral language assistance services are needed and reasonable.

The following actions by Tri-Valley Opportunity Council, Inc are considered as meeting the compliance with the written-translation obligations:

(a) Providing written translations of vital documents for each eligible LEP language group that constitutes **5% or 1,000 people**, whichever is less, of the population of individuals eligible to be served or likely to be affected or encountered. Translation of non-vital documents, if needed, can be provided orally; or

(b) If there are fewer than 50 individuals in a language group that reaches the 5% trigger in (a), the vital written materials are not translated, but written notice of the right to receive free, competent oral interpretation of those vital written materials in the primary language of the LEP language group of is provided.

Failure to meet the actions provided does not mean there is noncompliance, but rather provide a resource to obtain greater certainty of compliance with a fact-intensive, four-factor analysis. Generally, it would not be necessary to translate vital documents when it would be so burdensome as to defeat the legitimate objectives of a program. Other ways of providing meaningful access, such as effective oral interpretation of certain vital documents, might be acceptable under such circumstances.

The findings from the graphs within Appendix B did not indicate any LEP language groups meet the safe harbor threshold. At this time, Tri-Valley Opportunity Council, Inc will not translate written documents. However, efforts will be made to reasonably accommodate any language access requests that may arise.

Factor #2: The expected frequency with which LEP individuals will interact with the program, activity, or service?

Tri-Valley Opportunity Council, Inc conducts an assessment process, as accurately as possible, to obtain updated information on the frequency with which the Transit system would have or should have contact with LEP individuals from different language groups seeking assistance. The assessment is completed on an annual basis, by survey and/or outreach efforts. In determining the needs, emphasis is placed on populations that will have frequent contacts for services, while less frequent or unpredictable service contact needs will require less intensified solutions. Less intensified solutions could be as simple as being prepared to use telephone interpretation services for immediate interpreter services or the use of staff person who can translate for the parties. At all times, Tri-Valley Opportunity Council, Inc. will look for opportunities to increase their outreach efforts to all LEP language groups.

LEP persons may interact in several ways other than for public transit trip opportunities, with Tri-Valley Opportunity Council, Inc, including but not limited to:

- Public meetings
- Community events
- Project-specific meetings, events, and discussions
- Online engagement
- Walk-in requests for information
- Phone communications
- Customer service interactions
- Surveys for information

In conducting our most recent review on October of 2022 Tri-Valley Opportunity Council, Inc has had few interactions with the following LEP language groups in the past 3 years: Spanish, Arabic and Chinese.

Tri-Valley Opportunity Council, Inc will document over the next 3-year period, the frequency in which LEP individuals from different language groups come into contact with Tri-Valley Opportunity Council, Inc programs, activities, or services.

Factor #3: The nature and importance of the program, activity, or service provided by the program to the people's lives?

The obligations to communicate rights to LEP individuals who need access to services or information is a priority in meaningful transportation. Tri-Valley Opportunity Council, Inc has not identified programs or activities that would have serious consequences to individuals if language barriers would prevent a person from benefiting from the service.

Within our analysis, Tri-Valley Opportunity Council, Inc will identify necessary language assistance measures, including the translation of vital documents into an identified LEP population that seeks services or information on a regular basis and is likely to be affected. Vital documents are paper or electronic written material that contains information that is 1) critical in accessing programs, services, benefits, or activities, 2) directly related to public safety, or 3) required by law. Determining whether a document or the information is "vital" may depend on the importance of the information or service involved and the consequences to the LEP individual if the information is neither accurate nor timely.

Examples of vital documents in the U.S. DOT LEP Guidance include:

- Emergency transportation information
- Notices advising LEP individuals of free language assistance
- Instructions on how to participate in a program or activity or receive service

Because no languages were identified as meeting the safe harbor threshold for translating vital written materials, Tri-Valley Opportunity Council, Inc is not at this time providing a list of documents considered vital. Should future analysis indicate an LEP group meeting the safe harbor threshold, Tri-Valley Opportunity Council, Inc will evaluate its vital documents and provide translations in accordance with the analysis and federal guidance.

Factor #4: The resources available to the public for LEP outreach, as well as the costs associated with providing meaningful language access.

Tri-Valley Opportunity Council, Inc has weighed the demand for language assistance against the agency's current and projected financial and personnel resources. In our analysis we have determined if the language services, or lack of language services, currently provided is cost effective and to plan for future investments that will provide the most needed assistance to the greatest number of LEP individuals within our service jurisdiction. Tri-Valley Opportunity Council, Inc will determine on a case-by-case basis whether language assistance costs outweigh the benefits.

Our current annual budget for marketing to or communicating with LEP individuals or populations in their language about transit services that are available to them is \$400 per year for the years 2023, 2024, and 2025. This may include funding for translation services, training and brochures. The amount and efforts our agency have provided over the years has remained the same and include written records of efforts and resources provided for the past three years. Records indicate that our agency has remained the same in the number of staff and percentage of staff time that is associated with providing language assistance. This number and percentage will remain the same over the next three years.

Tri-Valley Opportunity Council, Inc has taken into consideration that “reasonable steps” may cease to be reasonable when the costs imposed substantially exceeds the benefits, and we have carefully explored the most cost-effective means of delivering competent and accurate language services before limiting services due to the resource concerns. Our efforts to be resourceful have considered the impact in utilizing technology advances, such as telephone and video conferencing interpretation services and translating vital documents posted on our website, reasonable business practices, and sharing of language assistance materials and services among and between other transit agencies, bilingual staff that provide language assistance on an ad hoc or regular basis, and advocacy groups and the affected populations. The range in services may be from using telephone-based interpretation services to provide in-person interpretation at a public event. In all cases, however, Tri-Valley Opportunity Council, Inc will proactively identify how to provide language assistance services efficiently and cost-effectively while ensuring meaningful access to LEP individuals.

Based on our analysis of demographic data and contact with community organizations and LEP individuals, we have determined that we have consistently addressed the needs of the LEP populations and our efforts in determining information that needs to be translated into additional languages or additional oral or written language service are being met, and that additional language assistance needs are being addressed or more widespread.

Findings: What language assistance measures will you need to employ to ensure meaningful access to LEP individuals:

Based on the analysis above, how important will language assistance be to this program or activity?

- ☒ Not Important (little to no LEP population)
- ☐ Important (some LEP population)
- ☐ Very Important (significant LEP population)

What non-English languages are most prevalent in your service area? What are the numbers and percentages for each, based on total populations?

The most prevalent non-English languages in our service area are:

- Spanish at 613 persons or 4.62% of the total population
- Arabic with 236 persons or 1.4% of the total population
- Chinese at 128 persons or .69% of the total population

Based on the findings of most prevalent non-English languages, will you need to translate documents for any or all of the identified populations?

Because no languages were identified as meeting the safe harbor threshold for translating vital written materials, Tri-Valley Opportunity Council, Inc is not at this time providing a list of documents considered vital. Should future analysis indicate an LEP group meeting the safe harbor threshold, Tri-Valley Opportunity Council, Inc will evaluate its vital documents and provide translations in accordance with the analysis and federal guidance.

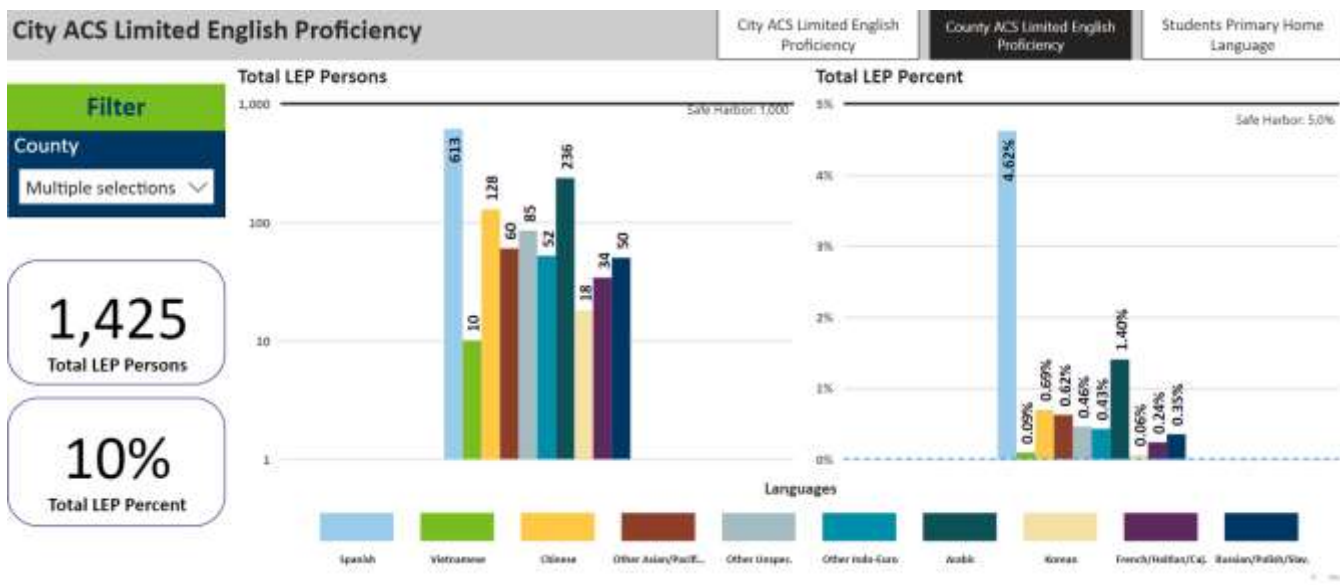
Will you need to provide interpreters for any public outreach or similar event(s)?

Tri-Valley Opportunity Council, Inc will not provide interpreters for public outreach events. Tri-Valley Opportunity Council, Inc will document over the next 3-year period, the frequency in which LEP individuals from different language groups come into contact with Tri-Valley Opportunity Council, Inc programs, activities, or services.

Limited English Proficiency (LEP) Data

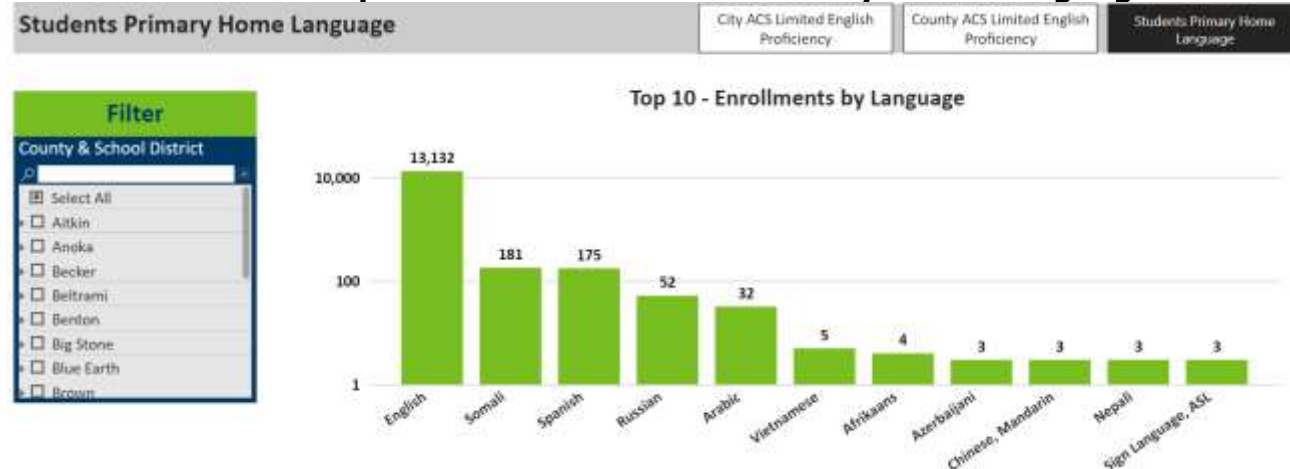
MNDot's LEP Data Tool

American Community Survey (5-Year Estimate 2015-2019, Table ID C16001)



County	Spanish #	Spanish %	Vietnamese #	Vietnamese %	Chinese #	Chinese %	Other Asian/Pacific #	Other Asian/Pacific %	Other Unspec. #	Other Unspec. %	Other Indo-Euro #	Other Indo-Euro %	Arabic #	Arabic %	Korean #	Korean %	French/Haitian/Caj. #	French/Haitian/Caj. %	German #	German %	Russian/Polish/Slov. #	Russian/Polish/Slov. %	Tagalog #	Tagalog %
Clearwater	21	0.2%	0	0.00%	0	0.00%	2	0.02%	7	0.08%	4	0.05%	0	0.00%	0	0.00%	0	0.00%	52	0.63%	0	0.00%	0	0.00%
Clifton	3	0.1%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Madison	7	0.1%	0	0.00%	1	0.02%	3	0.10%	6	0.12%	4	0.08%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	7	0.14%	0	0.00%
Marshall	72	0.8%	0	0.00%	0	0.00%	17	0.19%	0	0.00%	7	0.08%	0	0.00%	0	0.00%	11	0.12%	1	0.01%	8	0.07%	2	0.02%
Norman	41	0.7%	5	0.09%	0	0.00%	11	0.18%	0	0.00%	1	0.02%	46	0.73%	0	0.00%	0	0.00%	20	0.32%	0	0.00%	0	0.00%
Penningsville	129	1.0%	0	0.00%	7	0.09%	10	0.08%	2	0.02%	19	0.14%	2	0.02%	0	0.00%	0	0.00%	3	0.04%	4	0.05%	0	0.00%
Py &	117	1.1%	2	0.01%	110	0.17%	15	0.03%	70	0.24%	17	0.06%	185	0.44%	19	0.06%	15	0.05%	41	0.11%	15	0.11%	7	0.02%
Red Lake	25	0.4%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

Minnesota Department of Education: Primary Home Language for Students



American Community Survey

	Clearwater County, Minnesota		Kittson County, Minnesota		Mahnomon County, Minnesota		Marshall County, Minnesota		Norman County, Minnesota		Pennington County, Minnesota		Polk County, Minnesota		Red Lake County, Minnesota	
Label	Estimate	Margin of Error	Estimate	Margin of Error	Estimate	Margin of Error	Estimate	Margin of Error	Estimate	Margin of Error	Estimate	Margin of Error	Estimate	Margin of Error	Estimate	Margin of Error
Total	3,049	±243	1,854	±144	2,348	±160	3,303	±193	2,295	±156	9,808	±309	13,609	±572	1,172	±122
Speak only English	2,975	±248	1,801	±145	2,184	±168	3,226	±191	2,185	±149	9,339	±324	12,921	±574	1,156	±121
Speak Spanish:	12	±16	11	±9	31	±32	63	±36	63	±37	341	±59	300	±123	13	±12
Speak English "very well"	12	±16	11	±9	31	±32	38	±29	58	±37	237	±76	272	±119	10	±11
Speak English less than "very well"	0	±17	0	±12	0	±17	25	±23	5	±5	104	±47	28	±18	3	±4
Speak other languages:	62	±29	42	±29	133	±38	14	±11	47	±23	128	±45	388	±125	3	±4
Speak English "very well"	58	±30	34	±27	109	±24	6	±5	31	±22	104	±45	309	±119	3	±4
Speak English less than "very well"	4	±6	8	±8	24	±28	8	±9	16	±13	24	±20	79	±42	0	±12
Public transportation (excluding taxicab):	11	±10	0	±12	20	±13	0	±17	15	±18	194	±75	39	±34	0	±12
Speak only English	11	±10	0	±12	17	±12	0	±17	15	±18	194	±75	39	±34	0	±12
Speak Spanish:	0	±17	0	±12	0	±17	0	±17	0	±17	0	±19	0	±26	0	±12
Speak English "very well"	0	±17	0	±12	0	±17	0	±17	0	±17	0	±19	0	±26	0	±12
Speak English less than "very well"	0	±17	0	±12	0	±17	0	±17	0	±17	0	±19	0	±26	0	±12
Speak other languages:	0	±17	0	±12	3	±4	0	±17	0	±17	0	±19	0	±26	0	±12
Speak English "very well"	0	±17	0	±12	3	±4	0	±17	0	±17	0	±19	0	±26	0	±12
Speak English less than "very well"	0	±17	0	±12	0	±17	0	±17	0	±17	0	±19	0	±26	0	±12

MEANS OF TRANSPORTATION TO WORK BY LANGUAGE SPOKEN AT HOME AND ABILITY TO SPEAK ENGLISH FOR WORKPLACE GEOGRAPHY



Note: The table shown may have been modified by user selections. Some information may be missing.

DATA NOTES

TABLE ID:	B08513
SURVEY/PROGRAM:	American Community Survey
VINTAGE:	2020
DATASET:	ACSDT5Y2020
PRODUCT:	ACS 5-Year Estimates Detailed Tables
UNIVERSE:	Workers 16 years and over
FTP URL:	None
API URL:	https://api.census.gov/data/2020/acs/acs5

USER SELECTIONS

GEOS	Clearwater County, Minnesota; Kittson County, Minnesota; Mahnomon County, Minnesota; Marshall County, Minnesota; Polk County, Minnesota; Red Lake County, Minnesota; Norman County, Minnesota; Pennington County, Minnesota
TOPICS	Language Spoken at Home
WEB ADDRESS	https://data.census.gov/cedsci/table?t=Language%20spoken%20at%20Home&g=0500000US27029,27069,27087,27089,27107,27113,27119,27125&tid=ACSDT5Y2020.B08513

TABLE NOTES	<p>Although the American Community Survey (ACS) produces population, demographic and housing unit estimates, for 2020, the 2020 Census provides the official counts of the population and housing units for the nation, states, counties, cities, and towns. For 2016 to 2019, the Population Estimates Program provides estimates of the population for the nation, states, counties, cities, and towns and intercensal housing unit estimates for the nation, states, and counties.</p>
	<p>Supporting documentation on code lists, subject definitions, data accuracy, and statistical testing can be found on the American Community Survey website in the Technical Documentation section.</p> <p>Sample size and data quality measures (including coverage rates, allocation rates, and response rates) can be found on the American Community Survey website in the Methodology section.</p>
	Source: U.S. Census Bureau, 2016-2020 American Community Survey 5-Year Estimates
	Data are based on a sample and are subject to sampling variability. The degree of uncertainty for an estimate arising from sampling variability is represented through the use of a margin of error. The value shown here is the 90 percent margin of error. The margin of error can be interpreted roughly as providing a 90 percent probability that the interval defined by the estimate minus the margin of error and the estimate plus the margin of error (the lower and upper confidence bounds) contains the true value. In addition to sampling variability, the ACS estimates are subject to nonsampling error (for a discussion of nonsampling variability, see ACS Technical Documentation). The effect of nonsampling error is not represented in these tables.
	Tables for Workplace Geography are only available for States; Counties; Places; County Subdivisions in selected states (CT, ME, MA, MI, MN, NH, NJ, NY, PA, RI, VT, WI); Combined Statistical Areas; Metropolitan and Micropolitan Statistical Areas, and their associated Metropolitan Divisions and Principal Cities; Combined New England City and Town Areas; New England City and Town Areas, and their associated Divisions and Principal Cities. Tables B08601, B08602, B08603, and B08604 are also available for Place parts and County Subdivision parts for the 5-year ACS datasets.
	These tabulations are produced to provide estimates of workers at the location of their workplace. Estimates of counts of workers at the workplace may differ from those of other programs because of variations in definitions, coverage, methods of collection, reference periods, and estimation procedures. The ACS is a household survey which provides data that pertains to individuals, families, and households.
	Workers include members of the Armed Forces and civilians who were at work last week.
	2019 ACS data products include updates to several categories of the existing means of transportation question. For more information, see: Change to Means of Transportation.
	The 2016-2020 American Community Survey (ACS) data generally reflect the September 2018 Office of Management and Budget (OMB) delineations of metropolitan and micropolitan statistical areas. In certain instances, the names, codes, and boundaries of the principal cities shown in ACS tables may differ from the OMB delineation lists due to differences in the effective dates of the geographic entities.
	Estimates of urban and rural populations, housing units, and characteristics reflect boundaries of urban areas defined based on Census 2010 data. As a result, data for urban and rural areas from the ACS do not necessarily reflect the results of ongoing urbanization.
	<p>Explanation of Symbols:- The estimate could not be computed because there were an insufficient number of sample observations. For a ratio of medians estimate, one or both of the median estimates falls in the lowest interval or highest interval of an open-ended distribution. N The estimate or margin of error cannot be displayed because there were an insufficient number of sample cases in the selected geographic area. (X) The estimate or margin of error is not applicable or not available. median- The median falls in the lowest interval of an open-ended distribution (for example "2,500-") median+ The median falls in the highest interval of an open-ended distribution (for example "250,000+"). ** The margin of error could not be computed because there were an insufficient number of sample observations. *** The margin of error could not be computed because the median falls in the lowest interval or highest interval of an open-ended distribution. ***** A margin of error is not appropriate because the corresponding estimate is controlled to an independent population or housing estimate. Effectively, the corresponding estimate has no sampling error and the margin of error may be treated as zero.</p>

Minnesota Compass

Custom Geographic Profile

At-a-glance facts about residents, households, and workforce. Data are largely derived from the U.S. Census Bureau. When a data point is missing or considered unreliable, it will not display or be labeled suppressed. [See information about geographic profile sources.](#)

Combined Geographies (Counties): Kittson, Marshall, Pennington, Red Lake, Polk, Clearwater, Mahnomen, Norman



[Bookmark or share this profile](#) [Download as CSV](#)

[Collapse rows](#) [Show margins](#)

Population

Decennial Census

**Kittson, Marshall,
Pennington, Red
Lake, Polk,
Clearwater,
Mahnomen,
Norman**

2010	84,570
2020	82,742

Language

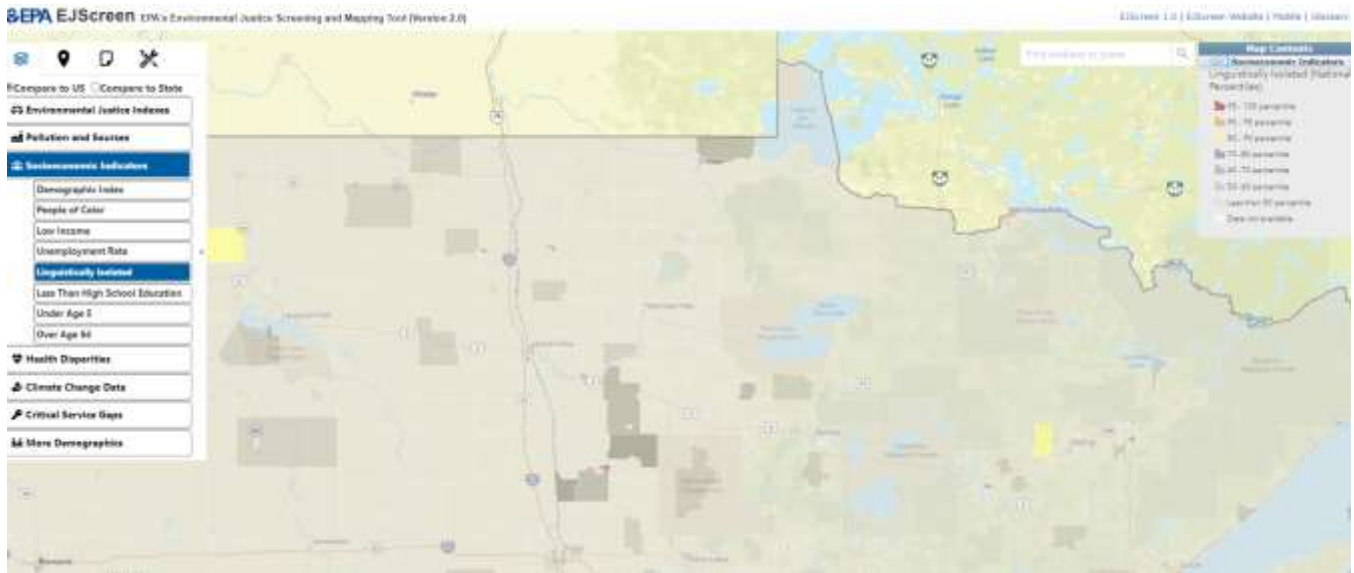
Language spoken (2016-2020)

**Kittson, Marshall, Pennington,
Red Lake, Polk, Clearwater,
Mahnomen, Norman**

Population (5 years and older)	78,407	100.0%
English only	74,228	94.7%
Language other than English	4,179	5.3%
Speaks English less than "very well"	1,200	1.5%

Disability

EJScreen



MN State Demographic Center

fiscalYear	districtName	languageName	homePrimaryLanguage	enrollments	CountyName	strataName
18-19	BAGLEY PUBLIC SCHOOL DISTRICT	Dogri	221	2	Clearwater	Outstate - Enrollment between 1000 and 1999
18-19	BAGLEY PUBLIC SCHOOL DISTRICT	Tamil	118	1	Clearwater	Outstate - Enrollment between 1000 and 1999
18-19	BAGLEY PUBLIC SCHOOL DISTRICT	Japanese	024	1	Clearwater	Outstate - Enrollment between 1000 and 1999
18-19	BAGLEY PUBLIC SCHOOL DISTRICT	Asturian	183	1	Clearwater	Outstate - Enrollment between 1000 and 1999
18-19	BAGLEY PUBLIC SCHOOL DISTRICT	Cheyenne	006	1	Clearwater	Outstate - Enrollment between 1000 and 1999
18-19	BAGLEY PUBLIC SCHOOL DISTRICT	Spanish	045	1	Clearwater	Outstate - Enrollment between 1000 and 1999
18-19	BAGLEY PUBLIC SCHOOL DISTRICT	English	011	998	Clearwater	Outstate - Enrollment between 1000 and 1999
18-19	BAGLEY PUBLIC SCHOOL DISTRICT	Turkish	048	1	Clearwater	Outstate - Enrollment between 1000 and 1999
18-19	BAGLEY PUBLIC SCHOOL DISTRICT	Hebrew	018	3	Clearwater	Outstate - Enrollment between 1000 and 1999
18-19	BAGLEY PUBLIC SCHOOL DISTRICT	Dutch	033	1	Clearwater	Outstate - Enrollment between 1000 and 1999
18-19	BAGLEY PUBLIC SCHOOL DISTRICT	Fon	081	1	Clearwater	Outstate - Enrollment between 1000 and 1999
18-19	BAGLEY PUBLIC SCHOOL DISTRICT	Marathi	116	1	Clearwater	Outstate - Enrollment between 1000 and 1999
fiscalYear	districtName	languageName	homePrimaryLanguage	enrollments	CountyName	strataName
18-19	LANCASTER PUBLIC SCHOOL DISTRICT	English	011	152	Kittson	Outstate - Enrollment less than 500
18-19	LANCASTER PUBLIC SCHOOL DISTRICT	Spanish	045	6	Kittson	Outstate - Enrollment less than 500
18-19	KITTSOON CENTRAL SCHOOL DISTRICT	Spanish	045	3	Kittson	Outstate - Enrollment less than 500
18-19	KITTSOON CENTRAL SCHOOL DISTRICT	English	011	226	Kittson	Outstate - Enrollment less than 500
18-19	TRI-COUNTY SCHOOL DISTRICT	English	011	196	Kittson	Outstate - Enrollment less than 500
fiscalYear	districtName	languageName	homePrimaryLanguage	enrollments	CountyName	strataName
18-19	MAHNOMEN PUBLIC SCHOOL DISTRICT	Rwanda	093	1	Mahnomen	Outstate - Enrollment between 500 and 999
18-19	MAHNOMEN PUBLIC SCHOOL DISTRICT	English	011	630	Mahnomen	Outstate - Enrollment between 500 and 999
18-19	MAHNOMEN PUBLIC SCHOOL DISTRICT	Corsican	212	1	Mahnomen	Outstate - Enrollment between 500 and 999
18-19	WAUBUN-OGEMA-WHITE EARTH PUBLIC SCHOOL DISTRICT	English	011	689	Mahnomen	Outstate - Enrollment between 500 and 999
18-19	NAYTAHWAUSH COMMUNITY SCHOOL DISTRICT	English	011	121	Mahnomen	Outstate - Enrollment less than 500
18-19	MARSHALL COUNTY CENTRAL SCHOOL DISTRICT	English	011	424	Marshall	Outstate - Enrollment less than 500
18-19	GRYGLA PUBLIC SCHOOL DISTRICT	English	011	147	Marshall	Outstate - Enrollment less than 500
18-19	WARREN-ALVARADO-OSLO SCHOOL DISTRICT	English	011	483	Marshall	Outstate - Enrollment between 500 and 999
18-19	WARREN-ALVARADO-OSLO SCHOOL DISTRICT	Spanish	045	24	Marshall	Outstate - Enrollment between 500 and 999
18-19	STEPHEN-ARGYLE CENTRAL SCHOOL DISTRICT	English	011	296	Marshall	Outstate - Enrollment less than 500
18-19	STEPHEN-ARGYLE CENTRAL SCHOOL DISTRICT	Spanish	045	3	Marshall	Outstate - Enrollment less than 500

fiscalYear	districtName	languageName	homePrimaryLanguage	enrollments	CountyName	strataName
18-19	NORMAN COUNTY EAST SCHOOL DISTRICT	English	011	253	Norman	Outstate - Enrollment less than 500
18-19	NORMAN COUNTY EAST SCHOOL DISTRICT	Russian	040	2	Norman	Outstate - Enrollment less than 500
18-19	NORMAN COUNTY EAST SCHOOL DISTRICT	Spanish	045	3	Norman	Outstate - Enrollment less than 500
18-19	NORMAN COUNTY WEST SCHOOL DISTRICT	English	011	75	Norman	Outstate - Enrollment less than 500
18-19	NORMAN COUNTY WEST SCHOOL DISTRICT	Arabic	002	6	Norman	Outstate - Enrollment less than 500
18-19	ADA-BORUP PUBLIC SCHOOL DISTRICT	Russian	040	1	Norman	Outstate - Enrollment between 500 and 999
18-19	ADA-BORUP PUBLIC SCHOOL DISTRICT	English	011	677	Norman	Outstate - Enrollment between 500 and 999
18-19	ADA-BORUP PUBLIC SCHOOL DISTRICT	Spanish	045	15	Norman	Outstate - Enrollment between 500 and 999
18-19	ADA-BORUP PUBLIC SCHOOL DISTRICT	Sign Language, ASL	042	1	Norman	Outstate - Enrollment between 500 and 999
18-19	GOODRIDGE PUBLIC SCHOOL DISTRICT	English	011	244	Pennington	Outstate - Enrollment less than 500
18-19	THIEF RIVER FALLS SCHOOL DISTRICT	Chinese, Mandarin	007	3	Pennington	Outstate - Enrollment between 1000 and 1999
18-19	THIEF RIVER FALLS SCHOOL DISTRICT	Vietnamese	051	2	Pennington	Outstate - Enrollment between 1000 and 1999
18-19	THIEF RIVER FALLS SCHOOL DISTRICT	Sign Language, ASL	042	1	Pennington	Outstate - Enrollment between 1000 and 1999
18-19	THIEF RIVER FALLS SCHOOL DISTRICT	Portuguese	038	1	Pennington	Outstate - Enrollment between 1000 and 1999
18-19	THIEF RIVER FALLS SCHOOL DISTRICT	Spanish	045	29	Pennington	Outstate - Enrollment between 1000 and 1999
18-19	THIEF RIVER FALLS SCHOOL DISTRICT	Ojibwa, Chippewa	035	1	Pennington	Outstate - Enrollment between 1000 and 1999
18-19	THIEF RIVER FALLS SCHOOL DISTRICT	English	011	1941	Pennington	Outstate - Enrollment between 1000 and 1999
18-19	CLIMAX-SHELLY PUBLIC SCHOOLS	English	011	220	Polk	Outstate - Enrollment less than 500
18-19	CLIMAX-SHELLY PUBLIC SCHOOLS	Spanish	045	1	Polk	Outstate - Enrollment less than 500
18-19	CROOKSTON PUBLIC SCHOOL DISTRICT	Japanese	024	1	Polk	Outstate - Enrollment between 1000 and 1999
18-19	CROOKSTON PUBLIC SCHOOL DISTRICT	Ojibwa, Chippewa	035	1	Polk	Outstate - Enrollment between 1000 and 1999
18-19	CROOKSTON PUBLIC SCHOOL DISTRICT	Spanish	045	93	Polk	Outstate - Enrollment between 1000 and 1999
18-19	CROOKSTON PUBLIC SCHOOL DISTRICT	English	011	1073	Polk	Outstate - Enrollment between 1000 and 1999
18-19	CROOKSTON PUBLIC SCHOOL DISTRICT	Afrikaans	001	1	Polk	Outstate - Enrollment between 1000 and 1999
18-19	CROOKSTON PUBLIC SCHOOL DISTRICT	Vietnamese	051	2	Polk	Outstate - Enrollment between 1000 and 1999
18-19	CROOKSTON PUBLIC SCHOOL DISTRICT	Chinese, Mandarin	007	2	Polk	Outstate - Enrollment between 1000 and 1999
18-19	CROOKSTON PUBLIC SCHOOL DISTRICT	Sign Language, ASL	042	1	Polk	Outstate - Enrollment between 1000 and 1999
18-19	EAST GRAND FORKS PUBLIC SCHOOL DISTRICT	Spanish	045	29	Polk	Outstate - Enrollment between 1000 and 1999
18-19	EAST GRAND FORKS PUBLIC SCHOOL DISTRICT	Azerbaijani	186	3	Polk	Outstate - Enrollment between 1000 and 1999
18-19	EAST GRAND FORKS PUBLIC SCHOOL DISTRICT	Oromo, Afan Oromo	074	2	Polk	Outstate - Enrollment between 1000 and 1999
18-19	EAST GRAND FORKS PUBLIC SCHOOL DISTRICT	Swahili, Kiswahili	070	1	Polk	Outstate - Enrollment between 1000 and 1999
18-19	EAST GRAND FORKS PUBLIC SCHOOL DISTRICT	Afrikaans	001	1	Polk	Outstate - Enrollment between 1000 and 1999
18-19	EAST GRAND FORKS PUBLIC SCHOOL DISTRICT	Dinka	220	1	Polk	Outstate - Enrollment between 1000 and 1999
18-19	EAST GRAND FORKS PUBLIC SCHOOL DISTRICT	Arabic	002	28	Polk	Outstate - Enrollment between 1000 and 1999
18-19	EAST GRAND FORKS PUBLIC SCHOOL DISTRICT	Dilling	219	1	Polk	Outstate - Enrollment between 1000 and 1999
18-19	EAST GRAND FORKS PUBLIC SCHOOL DISTRICT	Not Specific	052	1	Polk	Outstate - Enrollment between 1000 and 1999
18-19	EAST GRAND FORKS PUBLIC SCHOOL DISTRICT	English	011	1673	Polk	Outstate - Enrollment between 1000 and 1999
18-19	EAST GRAND FORKS PUBLIC SCHOOL DISTRICT	Somali	069	185	Polk	Outstate - Enrollment between 1000 and 1999
18-19	FERTILE-BELTRAMI SCHOOL DISTRICT	English	011	475	Polk	Outstate - Enrollment less than 500
18-19	FERTILE-BELTRAMI SCHOOL DISTRICT	Thai	047	1	Polk	Outstate - Enrollment less than 500
18-19	FISHER PUBLIC SCHOOL DISTRICT	Arabic	002	1	Polk	Outstate - Enrollment less than 500
18-19	FISHER PUBLIC SCHOOL DISTRICT	Spanish	045	2	Polk	Outstate - Enrollment less than 500
18-19	FISHER PUBLIC SCHOOL DISTRICT	English	011	268	Polk	Outstate - Enrollment less than 500
18-19	FOSSTON PUBLIC SCHOOL DISTRICT	Russian	040	1	Polk	Outstate - Enrollment between 500 and 999
18-19	FOSSTON PUBLIC SCHOOL DISTRICT	English	011	597	Polk	Outstate - Enrollment between 500 and 999
18-19	FOSSTON PUBLIC SCHOOL DISTRICT	Dakota	008	1	Polk	Outstate - Enrollment between 500 and 999
18-19	FOSSTON PUBLIC SCHOOL DISTRICT	Japanese	024	1	Polk	Outstate - Enrollment between 500 and 999
18-19	FOSSTON PUBLIC SCHOOL DISTRICT	Spanish	045	1	Polk	Outstate - Enrollment between 500 and 999
18-19	WIN-E-MAC SCHOOL DISTRICT	Filipino, Pilipino	126	1	Polk	Outstate - Enrollment less than 500
18-19	WIN-E-MAC SCHOOL DISTRICT	English	011	414	Polk	Outstate - Enrollment less than 500
18-19	WIN-E-MAC SCHOOL DISTRICT	Russian	040	67	Polk	Outstate - Enrollment less than 500
fiscalYear	districtName	languageName	homePrimaryLanguage	enrollments	CountyName	strataName
18-19	RED LAKE FALLS PUBLIC SCHOOL DISTRICT	Spanish	045	1	Red Lake	Outstate - Enrollment less than 500
18-19	RED LAKE FALLS PUBLIC SCHOOL DISTRICT	English	011	361	Red Lake	Outstate - Enrollment less than 500
18-19	RED LAKE COUNTY CENTRAL PUBLIC SCHOOLS	Spanish	045	3	Red Lake	Outstate - Enrollment less than 500
18-19	RED LAKE COUNTY CENTRAL PUBLIC SCHOOLS	English	011	391	Red Lake	Outstate - Enrollment less than 500

Region 1 Local Human Service Transit Coordination Plan 2022 survey results –

<https://www.nwrhc.org>

Limited English Communities

Table 18 describes each counties percentage of population that speaks English only or speak English very well. The table also lists the counties that speaks English less than very well. Each of the counties in Region 1 speaks English only or speaks English very well at 93% or greater. Polk County has the lowest percentage of English proficiency at 93%. This table illustrates that Polk County, which has the highest population in the Region, may need assistance with the English language barrier.

Table 18: Limited English Population

County	Speak English only or speak English “very well”	Percent of Total	Speak English less than “very well”	Percent of Total
Kittson	3949	97.1%	13	.3%
Marshall	8409	95.4%	116	1.3%
Norman	5877	95.4%	122	2%
Pennington	12560	94.8%	191	1.4%
Polk	27297	93%	835	2.8%
Red Lake	3632	96.7%	23	.6%
Roseau	13948	96.4%	229	1.6%

Source: ACS

The map below shows the percentage of limited English proficiency within the region. Polk County has a limited English proficiency of less than or equal to 5.25%. This is the only county in the Region that had data available in the Census.

Northwest - Percent Limited English Proficiency



Language Identification

Picture cards are located in each Tri-Valley Bus to help identify where a LEP person might be going.

 <p>CONVENIENCE STORE</p>	 <p>HUMAN SERVICE CENTER</p>
 <p>CHIROPRACTOR</p>	 <p>DENTIST</p>
 <p>SCHOOL</p>	 <p>HUGO'S</p>
 <p>WAL-MART</p>	 <p>CHURCH</p>
<p><u>OTHER – PLEASE WRITE</u></p>	

	HOSPITAL/ CLINIC		EAT/ RESTAURANT
	MOVIE THEATER		GROCERY
	SHOPPING		WORK
	PHARMACY		LAUNDRY
	BANK/ATM		AIRPORT
	HOTEL		HAIR SALON/ BARBER

One way to determine the language of communication is to use language identification cards (or "I speak cards"), which invite LEP persons to identify their language needs to staff. Such cards, for instance, might say, "I speak Spanish" in both Spanish and English, or "I speak Vietnamese" in both English and Vietnamese.

Language Identification Cards

Side 1 of 2

Instructions: Place a check by the language spoken. ☒

<input type="checkbox"/> Mark this box if you read or speak English.	<i>English</i>
<input type="checkbox"/> ضع علامة في هذا المربع إذا كنت تقرأ أو تتحدث العربية.	<i>Arabic</i>
<input type="checkbox"/> Խոսողում եմ, կարդում կատարեմ այս բառակցում, եթե խոսում կամ կարդում եք հայերեն:	<i>Armenian</i>
<input type="checkbox"/> যদি আপনি বাংলা পড়েন বা বলেন তা হলে এই বাক্সে দাগ দিন।	<i>Bengali</i>
<input type="checkbox"/> ឈ្មួញក្នុងប្រអប់នេះ បើអ្នកអាន ឬនិយាយភាសា ខ្មែរ ។	<i>Cambodian</i>
<input type="checkbox"/> Motka i kahhon ya yangin ûntûngnu' manaitai pat ûntûngnu' kumentos Chamorro.	<i>Chamorro</i>
<input type="checkbox"/> 如果你能读中文或讲中文，请选择此框。	<i>Simplified Chinese</i>
<input type="checkbox"/> 如果你能讀中文或講中文，請選擇此框。	<i>Traditional Chinese</i>
<input type="checkbox"/> Označite ovaj kvadratić ako čitate ili govorite hrvatski jezik.	<i>Croatian</i>
<input type="checkbox"/> Zaškrtněte tuto kolonku, pokud čtete a hovoříte česky.	<i>Czech</i>
<input type="checkbox"/> Kruis dit vakje aan als u Nederlands kunt lezen of spreken.	<i>Dutch</i>
<input type="checkbox"/> اگر خواندن و نوشتن فارسی بلد هستید، این مربع را علامت بزنید.	<i>Farsi</i>
<input type="checkbox"/> Cocher ici si vous lisez ou parlez le français.	<i>French</i>
<input type="checkbox"/> Kreuzen Sie dieses Kästchen an, wenn Sie Deutsch lesen oder sprechen.	<i>German</i>
<input type="checkbox"/> Σημειώστε αυτό το πλαίσιο αν διαβάζετε ή μιλάτε Ελληνικά.	<i>Greek</i>
<input type="checkbox"/> Make kazyé sa a si ou li oswa ou pale kreyòl ayisyen.	<i>Haitian Creole</i>
<input type="checkbox"/> अगर आप हिन्दी बोलते या पढ़ सकते हैं तो इस बक्स पर चिह्न लगाएँ।	<i>Hindi</i>
<input type="checkbox"/> Kos lub voj no yog koj paub twm thiab hais lus Hmoob.	<i>Hmong</i>
<input type="checkbox"/> Jelölje meg ezt a kockát, ha megérti vagy beszéli a magyar nyelvet.	<i>Hungarian</i>

Source: *Language Identification Flashcard - 2004 Census Test*
 U.S. Census Bureau, Economics and Statistics Administration, U.S. Department of Commerce
www.lep.gov/ISpeakCards2004.pdf

AOC
2012

Language Identification Cards

Side 2 of 2

Instructions: Place a check by the language spoken. ☒

<input type="checkbox"/> Marchi questa casella se legge o parla italiano.	<i>Italian</i>
<input type="checkbox"/> 日本語を読んだり、話せる場合はここに印を付けてください。	<i>Japanese</i>
<input type="checkbox"/> 한국어를 읽거나 말할 수 있으면 이 칸에 표시하십시오.	<i>Korean</i>
<input type="checkbox"/> ໃຫ້ໝາຍໃສ່ຊ່ອງນີ້ ຖ້າທ່ານອ່ານຫຼືປາກົດພາສາລາວ.	<i>Laotian</i>
<input type="checkbox"/> Kakōlleiki bōok (box) in elaññe kwōjela kajin im waakin (read) majōl.	<i>Marshallese</i>
<input type="checkbox"/> Prosimy o zaznaczenie tego kwadratu, jeżeli posługuje się Pan/Pani językiem polskim.	<i>Polish</i>
<input type="checkbox"/> Assinale este quadrado se você lê ou fala português.	<i>Portuguese</i>
<input type="checkbox"/> Însemnați această căsuță dacă citiți sau vorbiți românește.	<i>Romanian</i>
<input type="checkbox"/> Пометьте этот квадратик, если вы читаете или говорите по-русски.	<i>Russian</i>
<input type="checkbox"/> Обележите овај квадратик уколико читате или говорите српски језик.	<i>Serbian</i>
<input type="checkbox"/> Označte tento štvorček, ak viete čítať alebo hovoriť po slovensky.	<i>Slovak</i>
<input type="checkbox"/> Marque esta casilla si lee o habla español.	<i>Spanish</i>
<input type="checkbox"/> Markahan itong kuwadrado kung kayo ay marunong magbasa o magsalita ng Tagalog.	<i>Tagalog</i>
<input type="checkbox"/> ให้กาเครื่องหมายลงในช่องถ้าท่านอ่านหรือพูดภาษาไทย.	<i>Thai</i>
<input type="checkbox"/> Maaka 'i he puha ni kapau 'oku ke lau pe lea fakatonga.	<i>Tongan</i>
<input type="checkbox"/> Відмітьте цю клітинку, якщо ви читаете або говорите українською мовою.	<i>Ukrainian</i>
<input type="checkbox"/> اگر آپ اردو پڑھتے یا بولتے ہیں تو اس خانے میں نشان لگائیں۔	<i>Urdu</i>
<input type="checkbox"/> Xin đánh dấu vào ô này nếu quý vị biết đọc và nói được Việt Ngữ.	<i>Vietnamese</i>
<input type="checkbox"/> באצייכנט דעם קעסטל אויב איר לייענט אדער רעדט אידיש.	<i>Yiddish</i>

Source: *Language Identification Flashcard - 2004 Census Test*
 U.S. Census Bureau, Economics and Statistics Administration, U.S. Department of Commerce
www.lep.gov/ISpeakCards2004.pdf

AOC
2012

Language Service / Public Participation Log

Staff Instructions

Tri-Valley Opportunity Council, Inc staff should make an effort to track all language services requested or proactively provided throughout the year. Tri-Valley Opportunity Council, Inc has designated the following staff position to be primarily responsible for ensuring the log is consistently utilized: Elizabeth Hensrud, Assistant Director of Transportation Programs, elizabeth.hensrud@tvoc.org.

Date of Service: This is the date the translation or interpretation service was available to the public. For instance, the date of service for a translated service brochure would be the date of its first distribution to the public. If the same brochure is used multiple times, that can be noted in the Additional Comments column.

Request or Proactive: Select "Proactive" if Tri-Valley Opportunity Council, Inc proactively determined the language services was necessary. Select "Request" if a member of the public requested the language service be provided.

Translation or Interpretation: Translation refers to converting written materials from one language to another and interpretation refers to converting spoken word from one language to another.

Description of Service Provided: The description should include an associated public engagement reference or product title and brief details explaining the service provided (i.e. what was translated, what event/meeting, particular audience, etc.)

Vital Document: A "vital document" is a paper or electronic written material that contains information that is critical for accessing programs, services, benefits, or activities; directly and substantially related to public safety; or required by law. It is at the designated staff discretion to determine whether a document is deemed a vital document.

Service Provider: The name of the qualified language services provider that completed the request through service provider or in-house.

Type of Service Provider: Note whether you used specified staff person, a collaborative partner, or an outreach consultant to complete the language services request. Use the "other" option was used or for unique situations (i.e. bilingual staff providing assistance) and make a note explaining further in the Additional Comments column.

Tri-Valley Opportunity Council, Inc

Language Service/Public Participant Log

[illegible]