

1. LAP Department Survey

Title VI of the Civil Rights Act of 1964, requires recipients of Federal financial assistance to take reasonable steps to make their programs, services, and activities accessible by eligible persons with limited English proficiency. In April 2023, the Port of Seattle Commission adopted a new Language Access Policy to systematically ensure that all audiences have access to critical Port information, despite language or accessibility barriers. The policy makes language access a permanent, ongoing commitment by the Port of Seattle in every department and every division. This language access policy sets into motion an assessment of current practices (including a review of publicly facing documents, resources, signage, websites, social media sites, and forms); the development of a guidance manual for divisions to create language access plans; and a proposal for budgeting resources necessary to implement this policy.

By February 29, 2024, the Office of Equity, Diversity, and Inclusion (OEDI) and External Relations (ER) will report the findings of any language access assessments and the development and implementation of language access policy across the Port.

Definition of Limited English Proficient (LEP) Individuals

Individuals who do not speak English as their primary language and who have a limited ability to read, write, speak, or understand English may be LEP and may be eligible to receive language assistance with respect to the particular service, benefit, or encounter.

ASL

American Sign Language

* 1. Please enter your name and position title

* 2. Please enter your department

* 3. Please enter your email

2. Understanding How LEP Individuals Interact with Your Department

The following series of questions helps Port of Seattle understand how an LEP individual may come into contact with your Department:

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4. Does your department interact or communicate with the public or are there individuals in your dept who interact or communicate or might interact or communicate with LEP individuals?

- Yes
- No
- I am unfamiliar with this

5. Please describe the manner in which your department interacts with LEP individuals. Select all that apply:

- In-Person
- Telephonically
- Electronically (e.g., email or website)
- Via Correspondence
- Braille/ASL
- Interpretation
- I am unfamiliar with this
- Other (please specify)

3. Identification and Survey of LEP Individuals

The following series of questions aims to identify the LEP population you serve:

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6. How does your department identify individuals who need language assistance? (Select all that apply)

- Assume limited English proficiency if communication seems impaired
- Respond to individual requests for language assistance services
- Ask open-ended questions to determine language proficiency on the telephone or in person
- Use of "I Speak" language identification cards or posters or name tags
- Based on written material submitted to the agency (e.g., complaints, emails)
- We have not identified non-English speakers or LEP individuals
- I am unfamiliar with this
- Other (please specify)

7. Does your program currently have a process to collect data about:

	Yes	No	I am unfamiliar with this
The number of LEP individuals that you serve?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The number and prevalence of languages spoken by LEP individuals in your Port Impacted Community?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. How often does your department assess the language data for communities you serve?

- Annually
- Biennially
- Not sure
- Other (please specify)

9. Do you track the total number of LEP individuals who use or receive services from your program each year?

- Yes
- No
- Not sure

10. Does your department have a system to track the cost of language assistance services?

- Yes
- No
- Not Sure

11. Specify the most frequently encountered non-English languages by your program and how often these encounters occur (e.g., 2-3 times a year, once a month, once a week, daily, constantly).

If there are any other languages not listed, please indicate what language and frequency (e.g., 2-3 times a year, once a month, once a week, daily, constantly).

	2-3 times a year	once a month	once a week	daily	constantly	N/A
American Sign Language (ASL)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spanish	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Chinese	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vietnamese	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Korean	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tagalog	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Japanese	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Amharic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Somali	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

4. Providing Language Assistance Services

The following set of questions will help the organization assess how well your dept and division is providing language assistance services to LEP individuals:

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12. What types of language assistance services does your department provide? (Select all that apply)

- Bilingual staff
- In-house interpreters (oral)
- In-house translators (documents)
- Contracted interpreters
- Contracted translators
- Telephone interpretation services
- Video interpretation services
- Language bank or dedicated pool of interpreters or translators
- Volunteer interpreters or translators
- I am unfamiliar with this
- Other (please specify)

13. Does your department ask or allow LEP individuals to provide their own interpreters or have family members or friends interpret?

- Yes
- No
- I am unfamiliar with this

14. Does your department provide staff with a list of available interpreters and the non-English languages they speak, or information on how to access qualified interpreters?

- Yes
- No
- I am unfamiliar with this

15. Does your department have a process for identifying and translating the most important or vital documents into the non-English languages of the communities in your Port Impacted Community?

- Yes
- No
- I am unfamiliar with this

16. Which vital written documents has your department translated into non-English languages?

- Consent forms
- Complaint forms
- Notices of rights
- Notice of denial, loss or decrease in benefits or services
- Notice to participate in programs or activities or to receive benefits or services
- Notice of availability of contracts or funds, Request for proposals
- Marketing of specific programs or initiatives
- Budget and finance reports
- I am unfamiliar with this
- Other (please specify)

17. Does your department translate signs or posters announcing the availability of language assistance services?

- Yes
- No
- I am unfamiliar with this

18. When your department updates information on its website, does it also add that content in non-English languages?

- Yes
- No
- I am unfamiliar with this

19. Does your department notify the community about availability of contracts, funding, and proposals in non-English languages?

- Yes
- No
- I am unfamiliar with this

5. Training of Staff on Policies and Procedures

The following series of questions will help you identify whether staff receive appropriate training on your language access policies and procedures:

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20. Does all department staff receive initial and periodic training on how to access and provide language assistance services to LEP individuals?

- Yes
- No
- I am unfamiliar with this

21. Are language access and LEP issues included in the onboarding and orientation for employees?

- Yes
- No
- I am unfamiliar with this

22. Does your department procedural manual or handbook include specific instructions related to providing language assistance services to LEP individuals?

- Yes
- No
- I am unfamiliar with this

23. Does staff receive periodic training on how to request the translation of written documents into other languages?

- Yes
- No
- I am unfamiliar with this

24. Do you use staff members as interpreters and/or translators of materials?

- Yes
- No
- I am unfamiliar with this

25. Do these individuals receive regular training on proper interpreting techniques, customer service, ethics, specialized terminology, and other topics?

- Yes
- No
- I am unfamiliar with this

6. Providing Notice of Language Assistance Services

The following series of questions will help you assess how you provide notice of language assistance services to the LEP population in your Port Impacted Community:

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26. How do you inform members of the public about the availability of language assistance services? (Select all that apply)

- Frontline and outreach multilingual staff
- Posters in public areas
- "I Speak" language identification cards distributed to frontline staff
- Website
- Social networking website (e.g., Facebook, Twitter)
- E-mail to individuals or a list serv
- I am un familiar with this
- Other (please specify)

- None of the above

27. Do your translated program outreach materials inform LEP individuals about the availability of free language assistance services?

- Yes
- No
- I am unfamiliar with this

28. Does your department regularly advertise on non-English media (television, radio, newspaper, and websites)?

- Yes
- No
- I am unfamiliar with this

29. Does the main page of your department website include non-English information that would be easily accessible to LEP individuals?

- Yes
- No
- I am unfamiliar with this

30. Does your department have multilingual signs or posters in its offices or public spaces announcing the availability of language assistance services?

- Yes
- No
- I am unfamiliar with this

7. Monitoring Language Access Procedures

The following set of questions will help you assess whether you have an effective process for monitoring and updating your language access policies, plan and procedures:

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31. Does your department have a formal language access complaint process?

- Yes
- No
- I am unfamiliar with this

32. Has your department received any complaints because it did not provide language assistance services?

- Yes
- No
- I am unfamiliar with this

33. Do you monitor the system for collecting data on beneficiary satisfaction and/or grievance/complaint filing?

- Yes
- No
- I am unfamiliar with this

34. Do you obtain feedback from the LEP community on the effectiveness of your language access program and the language assistance services you provide?

- Yes
- No
- I am unfamiliar with this

8. Feedback

We welcome any suggestions for the improvement of Language Access at the Port.

35. What are other unique ways does your department support LEP individuals around Language Access?

36. Do you have any suggestions to provide support to LEP individuals in your department?

Language Access Community Survey

The Port of Seattle is expanding its Language Access Plan. Language Access means providing Limited English Proficient (LEP) people with reasonable access to the same services as English-speaking individuals.

We would like your feedback based on your experiences as a leader in the community. By community, we mean the people with whom you work on equity, diversity and inclusion related issues.

In what capacity do you work with communities that could benefit from expanded language access?

Please select all that apply.

Professionally, as part of my paid job

As a volunteer in my community

Other, please describe:

I do not work with or lead communities that could benefit from expanded language access [\[TERMINATE\]](#)

What percentage of the community you work with needs access to translation or interpretation services in order to use Port of Seattle programs, services or information?

- 0% to 25%
- 26% to 50%
- 51% to 75%
- 76% to 100%

Which non-English languages are commonly spoken by the community you work with?
Please all that apply.

- Amharic
- Chinese
- Dari
- Hindi
- Japanese
- Khmer
- Korean
- Punjabi
- Russian
- Somali
- Spanish
- Tagalog

Ukrainian

Vietnamese

Other, please describe:

Have you heard of anyone in your community having difficulty accessing information about Port of Seattle operations, programs, and funding opportunities in a language other than English?

Yes

No

Display This Question:
If Have you heard of anyone in your community having difficulty accessing information about Port of... = Yes

Please describe the difficulties you heard about.

How does your community access information about Port of Seattle operations, programs, and funding opportunities?

Please select all that apply.

- Port of Seattle website
 - Community meetings (ex: Working with the Port 101)
 - Contracts and funding (ex: Vendor Connect)
 - Social media and apps
 - Personal connections
 - Email marketing
 - Other, please describe:
-

How does your community *prefer* to access Port information?
Please select all that apply.

- Port of Seattle website
 - Community meetings (ex: Working with the Port 101)
 - Contracts and funding (ex: Vendor Connect)
 - Social media and apps
 - Personal connections
 - Email marketing
 - Other, please describe:
-

What information about the Port of Seattle would be most useful to have available in your community's preferred language?

Please select all that apply.

- Job and/or contracting opportunities
 - Community partnerships like grants, funding, or trainings
 - Safety information
 - Customer service at the airport, marinas, or parks
 - Port plans for future development
 - Community meetings and events
 - Other, please describe:
-

The Port may use a combination of in-person and computer-generated translations (similar to Google Translate, Microsoft Translate, or a web-based translation tool) in the expanded language access plan.

How much do you agree or disagree with the following statements?

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree	Not sure
Computer-generated translations are helpful tools my community can use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer-generated translations are generally accurate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In your experience, which organizations, businesses or government agencies (if any) communicate effectively with Limited English Proficient individuals?

Would you be willing to be contacted for a follow-up conversation?

Yes

No

Display This Question:

If Would you be willing to be contacted for a follow-up conversation? = Yes

Please provide your name and contact information.

Name: _____

Phone number: _____

Item No. 11a_attach_3

Date of Meeting March 12, 2024

Division	Department	Survey proxy
Aviation	AV Capital Program Management + FI	Cindy Maki
Aviation	AV Commercial Management	Jason Berg
Aviation	AV Customer Experience + Brand	Chelsea Rodriguez
Aviation	AV Customer Experience + Brand	Rosa Johnson
Aviation	AV Safety Management	Thais Miler
Central Services (Corporate)	AV Environment & Sustainability	Mallory Hauser
Aviation	AV Fire Dept	Chelsea Alcala
Aviation	AV Police Department	Molly Kerns
Aviation	AV Public records Request	Eldina Jasarevic
Aviation	AV Security	Kory Nygard
Maritime	Boating, Ops + Security	Rut Perez-Studer
Central Services (Corporate)	CPO	Nora Huey
Economic Development	Diversity in Contracting	Lisa Phair
Central Services (Corporate)	External Relations	Cathy Swift
Central Services (Corporate)	External Relations	AJ McClure
Maritime	Marine Maintenance	Juan Martell
Central Services (Corporate)	Port Construction Services	Rocío Trujillo

Language Access Plan for Departments

This Language Access Planning document is required for each department. Please consult with your department's Language Access Coordinator. This planning document will be attached to a department cover page.

PART ONE: Introduction

Please identify and describe the role of the Language Access Coordinator in your department including name, title, years in this position. Describe the purpose of your department. What services and programs are offered? How you interact with LEP individuals?

PART TWO: Division Language Access Resources

What language access resources does your division currently have in place?

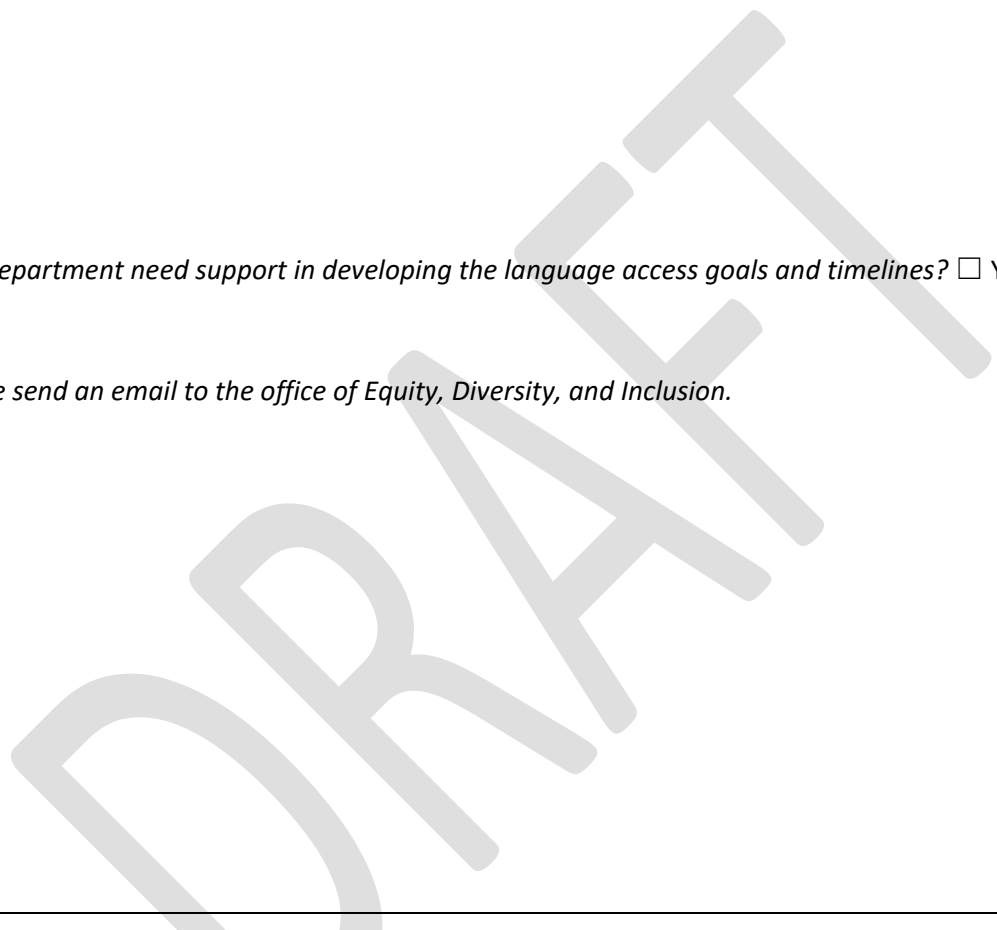


PART THREE: Department’s 2025 Language Access Goals

What are your departments 2025 language access goals and timelines? Please describe below.

Does your department need support in developing the language access goals and timelines? Yes No

If Yes- Please send an email to the office of Equity, Diversity, and Inclusion.



PART FOUR : Limited English Proficient (LEP) Population Assessment

People who are not fluent speakers or writers of English are considered Limited English Proficient (LEP). Do you assess LEP data in your department? Yes No

A. If Yes, please indicate the number of clients served in the top tier languages. For technical assistance, contact the office of Equity, Diversity, & Inclusion.

	Method of Service (Please check all that apply)
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Languages	# of LEP individuals	What tools are you using to gather this info? (Call center, Community meeting data, Census Maps, School Data, Subcontractor Data etc.?)	Translation	Interpretation	In-Language Outreach
Spanish			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vietnamese			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chinese (Cantonese or Mandarin)			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Japanese			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Somali			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Filipino (Tagalog/other dialects)			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Korean			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cambodian/Khmer			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Amharic			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Russian			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PART FIVE: Implementation

Translation
Describe your department's plan for translation services.



<i>Service</i>	<i>Purpose</i>	<i>Brief description of implementation plan</i>	<i>Budget dollars allocated</i>
Multilingual Signage (e.g. language signs at reception areas)			
Vital Documents			
Webpages			
Written outreach materials			
Other (please describe)			

Interpretation

Describe your department’s plans for interpretation services.

<i>Type of Interpretation</i>	<i>Purpose</i>	<i>Brief description of implementation plan</i>	<i>Budget allocated</i>
Community Meetings/Sessions			
One-One Constituent Meetings			
Language Line, Vonage or other live-interpreter service			
Other (please describe)			

Community Outreach (targeted communities)

Describe your department’s plan for in-language community outreach services.

<i>Type of Outreach</i>	<i>Purpose of Outreach (What is the initiative that this outreach supports?)</i>	<i>Brief description of implementation plan</i>	<i>Budget allocated</i>
Ethnic Media Ad Buys			



Contracting with Community Based Organizations (CBOS) to do in-language outreach			
Other (please describe)			

PART SIX: Quality control and community review
Ensuring community input, simplified language, and cultural competency.

<i>Service</i>	<i>Do you have a system to measure quality of services? Please answer Yes or No for each service listed.</i>	
<i>Translation</i>	<input type="checkbox"/> Yes <i>Please describe how you measure quality:</i> [Comments] <i>Estimated number of documents translated:</i>	<input type="checkbox"/> No <i>Do you need technical assistance?</i> [Comments]
<i>Interpretation</i>	<input type="checkbox"/> Yes <i>Please describe how you measure quality:</i> [Comments] <i>Estimated number of interpretation services:</i>	<input type="checkbox"/> No <i>Do you need technical assistance?</i> [Comments]
<i>In-Language Outreach</i>	<input type="checkbox"/> Yes <i>Please describe how you measure quality:</i> [Comments]	<input type="checkbox"/> No <i>Do you need technical assistance?</i> [Comments]



	<i>Estimated number of outreach services:</i>	
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<i>Complaints</i>	<i>Do you have a system to handle language-access related complaints? Please answer Yes or No for each type of complaint.</i>		
We provide information to LEP individuals advising them of the right to file a complaint if they did not get the information or services, they sought due to language barriers.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Other <i>Please describe.</i> [Comments]
We display information on how to file a complaint.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Other <i>Please describe.</i> [Comments]

Please describe how your department handles complaints regarding the provision of language access services.

[Comments]

PART SEVEN: Multilingual Employees Talent Bank (TO BE DEVELOPED)

The purpose of this section is to understand the language resources among the Port’s workforce. Employees added to this list below are not meant to be assessed or required to provide languages services. Add more lines as necessary.

<i>Employee’s Name</i>	<i>Title</i>	<i>Department/Team</i>	<i>Language</i>



Thank you for your attention to making the Port of Seattle a model in language access.

Department Staff *Title* *Date*

Division Director *Title* *Date*

Office of Equity Diversity and Inclusion *Title* *Date*
