**1Limited-English Proficiency Repose Appendix TEMPLATE**

**Purpose**

This template is intended to provide a starting point for counties and cities intending to create a plan for LEP populations within their jurisdictions. This template was created to meet both the federal and State requirements concerning LEP populations.

**Comprehensive Emergency Management Plan (CEMP) Integration**

This template is intended to attach as an appendix to a support annex that addresses Public Information and Warning. This appendix was created to fit an immediate need and therefore may include elements that area addressed elsewhere in a CEMP. The intent of this template was not to introduce repetitiveness into your current plans but only to provide for a complete planning picture for jurisdictions. Eventually all of the information contained within this appendix should be included in their appropriate sections of the Basic Plan and relevant Support Annexes.

**Special Instructions**

Items which are *italicized* are recommendations of the Washington State EMD Planning Team and should be replaced with language that is relevant to what is stated. After this template has been developed, delete this page.

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1. **Purpose**
   1. The purpose of the Limited English Proficiency (LEP) Response Appendix is to outline the responsibilities of *[insert jurisdiction]* in regards to LEP persons and establish a process for providing assistance to them for agency programs, activities and services pursuant to Title VI of the Civil Rights Act of 1964, Executive Order 13166, and Title 38.52 RCW.
   2. This plan details responsibilities, the ways in which assistance may be provided, staff training, how to notify LEP persons that assistance is available, and information for future plan updates.
2. **Authorities and Policies**
   1. *List of laws, statutes, ordinances, executive orders, regulations, or formal agreements relevant to this appendix specifically. Provide a brief description about why this particular authority or policy is important to this appendix.*
   2. Title VI of the Civil Rights Act of 1964
      1. “No person in the United States shall, on the 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.”
   3. Executive Order 13166
      1. “Improving Access to Services for Persons With Limited English Proficiency’’. Different treatment based upon a person’s inability to speak, read, write, or understand English may be a type of national origin discrimination. Executive Order 13166 directs each Federal agency that is subject to the requirements of Title VI of the Civil Rights Act of 1964 to publish guidance for its respective recipients and sub-recipients clarifying that obligation.
   4. EPCRA
      1. The Emergency Planning and Community Right-to-Know Act (EPCRA) provisions help increase public’s knowledge and access to information on chemicals at individual facilities, their uses, and releases into the environment. States and communities, working with facilities, can use the information to improve chemical safety and protect public health and the environment.
         1. Section 304 Emergency Release Notification Requirements - Any facility that releases into the environment one of the listed types of chemicals in an amount equal to or greater than its reportable quantity as required by the Emergency Release Notification regulation.
   5. Title 38.52.070 RCW
      1. Section (3) establishes the requirement for emergency management organizations to include a communications plan which identifies “significant population segments” that have Limited English Proficiency and defines how life safety information will be disseminated to those populations during an emergency or disaster.
         1. “Significant population segments” is defined as a language group that constitutes five percent or one thousand residents, whichever is less, of the population of persons eligible to be served or likely to be affected within a city, town, or county. The data source which is used for this determinations must come from the Office of Financial Management.
      2. (3)(a) Each local organization or joint local organization for emergency management that produces a local comprehensive emergency management plan must include a communication plan for notifying significant population segments of life safety information during an emergency. Local organizations and joint local organizations are encouraged to consult with affected community organizations in the development of the communication plans.
      3. (ii) "Significant population segment" means, for the purposes of this subsection (3), each limited English proficiency language group. The office of financial management forecasting division's limited English proficiency population estimates are the demographic data set for determining eligible limited English proficiency language groups.
      4. SSB 5046 – Modified Title 38.52 RCW to establish requirements for providing public notices of public health, safety, and welfare in a language other than English.
   6. Chapter 118-30 WAC
      1. LEP populations are components of the Whole Community concept which is discussed as a requirement for inclusion throughout the planning process.
   7. *County and City Ordinances*
      1. *List and briefly describe any County and City Ordinances that relate to LEP planning.*
3. **Situation Overview**
   1. The following languages have been identified as meeting the requirements of Title 38.52.070:
      1. *[Language Identified] – [Number of Residents]*
   2. *Identify the nature and importance of emergency notification, service, or program to peoples' lives.*
   3. *Identify the frequency with which LEP populations encounter emergency notifications.*
   4. *Statement of the resources available to the jurisdiction(s) to provide emergency notifications.*
      1. *Identify individuals, organizations, etc. that can provide language assistance services (i.e. translation, interpretation services, etc.).*
4. **Concept of Operations**
   1. *The CONOPS section explains in broad terms the jurisdiction’s intent regarding an operation. This section is designed to give an overall picture of how the response organization accomplishes a mission or set of objectives to reach a desired end-state. Ideally it offers clear methodology to realize the goals and objectives to execute the plan (i.e. what LEP communication operations are conducted? Describe from start to finish).*  
      1. Whole Community Involvement
         1. *Describe how this plan considers the essential needs of children. Describe how this plan considers the physical, programmatic, and communications needs of individuals with disabilities and others with access and functional needs. Describe how this plan considers the essential needs of household pets and service animals.*
5. **Organization**
   1. *Summary – Describe the organizational structure that exists for the individual responsible for Public Information and Warning to relay LEP communications. The diagram below illustrates an example of how this might work in a jurisdiction. The importance of this diagram is that it provides for a complete picture of how messages flow from the emergency management organization to the public and to show what elements this information may pass through along the way.*
6. **Direction, Control, & Coordination**
   1. Horizontal Integration
      1. *For cities: What plans exist within your own jurisdiction that have an effect on the information discussed in this appendix. List those plans and briefly describe their relationship.*
      2. *For counties: Counties should consider what plans their neighbors have, or if any regional plans exist that could affect this appendix.*
   2. Vertical Integration
      1. *For cities: What plans exist at the county level that could affect this plan?*
      2. *For counties: What plans exist at the city or state level that could affect this plan? List and briefly describe.*
7. **Responsibilities**

| Preparedness | Activity/Action | Organization(s) Involved |
| --- | --- | --- |
| Planning | **Pre-Incident Planning** | |
| *Development of Pre-scripted messages* |  |
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| Response | Activity/Action | Organization(s) Involved |
| --- | --- | --- |
| Public Information and Warning | **Alerts and Warnings** | |
| *Example - Deliver verbal and written messages in all identified LEP languages.* | *Emergency Management, PSAPs, Local Media* |
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| **Culturally and Linguistically Appropriate Messaging** | |
| *Example – Coordinate the translation of all pre-scripted messages through a certified interpreter.* | *Emergency Management, Private/Public Sector Language Services* |
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| **Delivering Actionable Guidance** | |
| *Example - Ensure that all messages contain instructions that inform the public on actions and activities to take.* | *Emergency Management, Law Enforcement, Fire Districts, Public Utilities, Energy Providers, School Districts.* |
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| Critical Transportation | **Evacuation** | |
| *Example – All transportation-related evacuation messaging will be relayed through interpreters, local television and radio media (non-English).* | *Emergency Management* |
| *Example –Transportation-related Pre-scripted messages will be pushed out through social media platforms (e.g. Facebook and Twitter).* | *Emergency Management* |
| *Example – Pre-identified volunteers will be used to facilitate transportation-related messaging at evacuation points, centers, and shelters.* | *Emergency Management, Law Enforcement, Fire Services, Community Organizations* |
| **Reentering Affected Area** | |
| *Example - All the same as above* | *All the same as above* |
| *Example - Following immediate evacuation processes, languages will be re-assed to determine if additional languages need to be considered for reentry public messaging.* | *Emergency Management* |
| *Example - Information addressing reentry for those LEP persons who were displaced during evacuation will be relayed through temporary sheltering sites, public information platforms, government community service programs and organizations, and community-led organizations.* | *Emergency Management, School-districts, Community Programs (government and non-government)* |
| Environmental Response/Health & Safety | **Survivor Safety and Assistance** | |
| *Example - Based on available information concerning the hazard and potential secondary hazards, applicable pre-scripted messages will be used to facilitate immediate life safety-focused public messages.* | *Emergency Management* |
| *Example - Following the delivery of immediate life safety messages, information gathered from First Responders and technical experts on the current hazard, as well as, potential secondary hazards will be relayed through LEP messaging services.* | *Emergency Management. Law Enforcement, Fire Districts, EMS, Public Health, Weather Services, HAZMAT response* |
| *Example - Temporary sheltering sites, designated community meeting points, and Disaster Recovery Centers will provide all information that it would normally provide in English, in all identified languages which meet the identified requirements. Information may also be provided using language volunteers, interpreters, and pictographs.* | *Emergency Management, Community Programs, Community Leaders* |
| Mass Care Services | **Ensuring Access** | |
| *Example – Translation services and interpreters will be used in the same circumstances in which other Access and Functional Needs are considered.* | *Emergency Management* |
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| **Sheltering, Feeding, Hydration, Pets (Messaging)** | |
| *Example – Translation services and interpreters will be used in the same operations that facilitate sheltering, feeding, hydrations, and pet services.* | *Emergency Management* |
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| Operational Communications | **Voice Communications** | |
| *Example - The listed translation services will be used to facilitate emergency life-saving information to the affected community.* | *Emergency Management* |
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| **Data Communications** | |
| *Example – Translation services, providers, and volunteers will be utilized to provide and assist in managing data communications (i.e. website information, social media communications).* | *Emergency Management, Community Organizations* |
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| **Communication Between Responders and the Affected Population** | |
| *Example – Translation providers (i.e. interpreters), language lines, and trusted community members will be used to directly facilitate between Responders and the Affected populations.* | *Law Enforcement, Fire Services, EMS, Community Organizations* |
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| Public Health, Healthcare, & Emergency Medical Services | **Health Assessments** | |
| *Example - Certified interpreters must be used in healthcare environments to protect patient confidentiality and ensure the accuracy of the information.* | *Public Health, Interpreter Services* |
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| **Public Health Interventions** | |
| *Examples - Community leaders and trusted members will be used to address issues of public health.* | *Public Health, Community Leaders* |
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1. **Resource Requirements**
   1. Micro-level (EOC/ECC)
      1. *What does the individual implementing this plan need from your EM Organization and the EOC to carry out the functions they are assigned? Will they need to bring their own laptop, access to specific internal networks, etc.? Will the department maintain a copy of their own SOPs or partner plans within the EOC?*
      2. *Additionally, to be a department representative with the knowledge necessary to successfully support the functions outlined in this annex, what type of training is required? Are there additional training opportunities that could benefit the individuals representing this department?*
      3. *Example: Staff Training*
   2. Macro-level (Emergency-wide)
      1. *Are there any known resources that will be activated to support the response operation, either established through policy or other mandates, regardless of what the situation is (e.g. a liaison will always be sent to the local EOC/ECC to ensure accurate coordination and unity of efforts, etc.)?*
      2. *This section is very difficult to discuss and is not necessary for the annex, but it is an interesting discussion to have with your departments that support the EM Program.*
      3. *Example: Interpreter Qualification, Certification, Credentialing*
2. **Development and Maintenance**
   1. *Include a description of the process to evaluate the effectiveness of the communication of life safety information through the use of After-Action Reports.*
   2. *List the technological challenges which limited communications efforts.*
   3. *Statement of the recommendations to address those listed challenges.*
   4. *List the resources needed to address those listed challenges*
3. **References and Supporting Guidance**
   1. *What guidance exists to support this department? What attachments or appendices are included, if applicable? This is not a place for plans (i.e. plans belong in the “Direction, Control, and Coordination” section), but are there any websites or other relevant references this department may benefit from having quick access to?*
   2. Office of Financial Management (OFM) – Special Subject Estimates
      1. Provides for an estimate of population with limited English proficiency (LEP) for the state and counties.
         1. <https://www.ofm.wa.gov/washington-data-research/population-demographics/population-estimates/special-subject-estimates>
   3. Limited English Proficiency Application
      1. An ArcGIS map with each county in Washington State displayed in relation to how many language requirements were identified from OFM data.
         1. <https://waseocgis.maps.arcgis.com/apps/webappviewer/index.html?id=ffd638d41f7045fe97a27d1e2ccbe0af>
4. **Terms and Definitions**
   1. *What technical information was discussed, specific to this department, that may need additional clarification? Common terms and definitions (e.g. Emergency Operations Center, etc.) will be defined in the Basic Plan. We are really trying to focus on this department-specific jargon and terminology the average person may not know. List and briefly describe them.*
   2. Communication Plan – As defined in Title 38.52.010 RCW, “means a section in a local comprehensive emergency management plan that addresses emergency notification of life safety information.”
   3. LEP Person - A Limited English Proficiency person is one who does not speak English as their primary language and who has a limited ability to read, speak, write or understand English.
   4. Life Safety Information - As defined in Title 38.52.010 RCW, "means information provided to people during a response to a life-threatening emergency or disaster informing them of actions they can take to preserve their safety. Such information may include, but is not limited to, information regarding evacuation, sheltering, sheltering-in-place, facility lockdown, and where to obtain food and water.
   5. Significant Population Segment – As defined in Title 38.52.070 RCW, “means, for the purposes of this subsection (3), each limited English proficiency language group that constitutes five percent or one thousand residents, whichever is less, of the population of persons eligible to be served or likely to be affected within a city, town, or county. The office of financial management forecasting division's limited English proficiency population estimates are the demographic data set for determining eligible limited English proficiency language groups.”