



Nevada Department of Education Language Access Plan

Nevada Department of Education
Language Access Plan Work Group Membership

Fisk, Jennifer, Education Programs Professional, Career Readiness, Adult Learning, and Education Options (CRALEO)

Godfrey, Alyson, AA III, Office of Early Learning and Development (OELD)

Hume, Blakely, Education Programs Professional, Office of Students & School Supports (OSSS)

Kane, Jennifer, Education Programs Professional, Special Education Programs, Office of Inclusive Education (OIE)

Pacheco, Mike, EPS, Assessment, Data, and Accountability Management (ADAM)

Quintero, Alberto, Education Programs Professional, Licensure, and Family Engagement (EDLiFE)

Rincon, Mark, Education Programs Professional, Office of Standards and Instructional Support (SIS)

Russell, Sarah, Education Programs Professional, Office of Students & School Supports (OSSS)

Sanchez, Anabel, Education Programs Professional, Licensure, and Family Engagement (EDLiFE)

Sauter, Emma, Contractor, Office of Students & School Supports (OSSS)

Silva, Jeremy, Education Program Professional, Office for a Safe and Respectful Learning Environment (OSRLE)

Stepina, Rachel, Birth - 3rd Grade Specialist, Office of Early Learning Development (OELD)

Thibault, Amelia, Management Analyst, Student Investment Division (SID)

Wilson, Karl, Education Programs Supervisor, Office of Students & School Supports (OSSS)

Zutz, Peter, Administrator, Office of Assessment, Data, and Accountability Management (ADAM)

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I. Purpose and Authority

Nevada's [Senate Bill 318 \(SB318\)](#) and the federal guidance on Title VI of the Civil Rights Act of 1964, 2 C.S. § 561 et seq., Act 172 of 2006 (Title VI) both agree that language should not be a barrier to accessing governmental programs and services. As SB318 puts it, "Persons with limited English proficiency require and deserve meaningful, timely access to government services in their preferred language." Moreover, it makes it clear that it is the responsibility of government to provide that access.

State and local agencies and entities that receive public money have an obligation to provide meaningful, timely access for persons with limited English proficiency to the programs and services of those agencies and entities.

The Nevada Department of Education (NDE) is committed to compliance with SB318 and Title VI in ensuring meaningful access to State services and programs for individuals who are limited English proficient (LEP). A glossary of terms frequently used in this Language Access Plan (LAP) is available in Exhibit 1.

The purpose of this document is to establish an effective plan and protocol for NDE personnel to follow when providing services to, or interacting with, individuals who are LEP. Following this Language Access Plan (LAP) and protocol is essential to the success of our mission to improve student achievement and educator effectiveness by ensuring opportunities, facilitating learning, and promoting excellence.

II. General Policy

NDE recognizes that the population eligible to receive its services includes individuals identified as LEP. NDE, in alignment with the Every Student Succeeds Act (ESSA), currently utilizes the term "English learner" (EL) instead of LEP. For the purposes of this document, NDE will align with the terminology included in SB 318 and use LEP.

It is the policy of NDE to ensure meaningful access to individuals who are LEP. NDE adopts these policies and procedures to ensure that individuals who are LEP can gain equitable access to NDE services and communicate effectively. This plan applies to all NDE's programs and services.

[Nevada Department of Education: Organization, Mission, Goals, and Values](#)

Nevada Revised Statute (NRS) 385.010 establishes the Nevada Department of Education (NDE) which consists of the State Board of Education and the Superintendent of Public Instruction. (NDE) leads and collaborates with Nevada's 17 school districts and the State Public Charter School Authority. This includes regular collaboration to ensure State and federal requirements

are met and students and educators are supported. NDE also collaborates with educational partners including childcare providers, the Nevada System of Higher Education, and Regional Professional Development Programs to improve student achievement and educator effectiveness.

NDE is organized to effectively administer the state and federal programs that support educational efforts in public and private schools to meet the needs of Nevada's students and their families. The outline below provides a quick overview of how [NDE is organized](#).

Office of the Superintendent

- Executive Team
- Communications Team

Student Investment Division

- Office of District Support
- Office of Department Support
- Office of Division Compliance
- Office of Pupil-Centered Funding

Educator Effectiveness and Family Engagement Division

- Office of Career Readiness, Adult Learning, and Education Options
- Office for a Safe and Respectful Learning Environment
- Office of Educator Development, Licensure, and Family Engagement

Student Achievement Division

- Office of Assessment, Data, and Accountability Management
- Office of Inclusive Education
- Office of Early Learning and Development
- Office of Student and School Supports
- Office of Standards and Instructional Support

The 2020 [Statewide Plan for the Improvement of Pupils \(STIP\)](#) is an operational plan that provides a framework to guide the improvement of Nevada's P-12 education system over the next five years.

NDE Mission

The Nevada Department of Education's mission is to improve student achievement and educator effectiveness by ensuring opportunities, facilitating learning, and promoting excellence.

NDE Goals (as outlined in the 2020 STIP)

Goal 1: All children, birth through third grade, have access to quality early care and education.

Goal 2: All students have access to effective educators.

Goal 3: All students experience continued academic growth.

Goal 4: All students graduate future-ready and globally prepared for postsecondary success and civic life.

Goal 5: All students have access to new and continued educational opportunities supported by funding that is administered transparently, consistently, and in accordance with legislative or grant guidelines.

Goal 6: All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated.

All Means All

The Goals for public education in Nevada are meant to speak to all students in our State. “All” means without regard to age, gender, socio-economic status, religion, race, ethnicity, sexual orientation, ability, native language, national origin, or citizenship status. The Goals express the commitment of the State to the wellbeing of every student. It means no matter who you are, no matter where you call home, and no matter where you attend school, the Nevada Department of Education is dedicated to your success.

NDE Values

The 2020 STIP articulates a set of Values that power NDE’s mission. Values are non-negotiable aspects of our work that are essential to everything NDE does. These values are:

- Equity
- Access to Quality
- Success
- Inclusivity
- Community

NDE Policy to Ensure Language Access

It is Nevada’s policy to grant access to services or programs to every person regardless of their ability to speak, understand, read, or write English. NDE intends to take all reasonable steps to provide individuals who are LEP with meaningful access to its services and programs. NDE

seeks to reduce barriers by increasing its capacity to deliver services and benefits to people in their preferred languages.

Toward this end, NDE endorses the following policies:

- NDE is committed to equity and will take all reasonable steps to provide individuals who are LEP with meaningful access to all its services, programs, and activities.
- NDE staff, rather than the individuals who are LEP, bears the responsibility for providing appropriate language services, regardless of the preferred language at no cost to the individuals who are LEP.
- NDE staff at the initial points of contact have the specific duty to identify and record language needs.
- Use of informal interpreters such as family, friends of the person seeking service, or other customers is not allowed. Minor children are prohibited from acting as interpreters.
- No staff may suggest or require that individuals who are LEP provide their own interpreter to receive agency services.
- No individual shall be denied services based on their language access needs.
- If immediate language interpretation is not available, NDE staff will follow up within a reasonable period to ensure meaningful access.
- NDE will evaluate the effectiveness of its LAP after the first year of implementation, and at a minimum, every two years thereafter.
- NDE will provide stakeholders opportunities to give input and provide feedback as part of the continuous improvement process of the NDE LAP.

Language Access Plan Roles and Responsibilities

Role	Responsibilities	Staff Assigned
Language Access Coordinator	<p>The Language Access Coordinator is responsible for the development and maintenance of the LAP.</p> <ul style="list-style-type: none"> • Facilitation of NDE workgroups (consisting of NDE program leadership) to obtain necessary data and information to comply with SB318 and all elements required in the LAP; • Act as the Liaison and be responsible for coordination with other agencies regarding the LAP; • Drafting the LAP and incorporating feedback from NDE LAP workgroup; • Solicit public feedback; • Finalize the plan to include fiscal impacts, receive Administrator approval, and submit with the agency recommended biennial budget; and • Maintain ongoing plan monitoring and revisions to the plan. 	Karl Wilson or NDE Leadership designee

Language Access Specialist	<p>A Language Access Specialist will be assigned to the office of Public Information.</p> <ul style="list-style-type: none"> • Preference will be given to candidates who demonstrate multilingual proficiency. • The NDE Language Access Specialist will be overseen by the Public Information Officer. • The Language Access Specialist would be responsible for coordinating, implementing, evaluating, and updating the agency's LAP. 	Assignment to be made or new staff hired
Program Directors or designees	<p>The NDE Directors of all program areas or their designees are responsible for implementation of the LAP to include:</p> <ul style="list-style-type: none"> • Active participation in the NDE LAP workgroup and LAP decision making; • Implementation and oversight of the LAP for their respective programs and staff/contractors; • Communication and Training on the LAP at initial roll out, training for all new staff/contractors as part of onboarding, and annual training for all staff/contractors; and • Ensure that the procedure for the translation of vital written documents in languages other than English is implemented. 	To be identified per department organizational chart

III. Profile of NDE's Clients Who Are LEP

NDE is committed to tracking the languages preferred for communication among individuals who are LEP so that NDE can better provide meaningful, timely access to NDE services and programs in ways that address potential language barriers. In developing the LAP, NDE has utilized a combination of data that either reflects the student population or other sources that represent the general population. NDE recognizes that families who support students who are LEP may have similar or greater language needs than their students. Table 1 shows that for the 2021–2022 school year, Nevada reported 66,692 school age English learners (13.55%).

Table 1: Number of English Learner Students in Nevada

School District	Number of English Learners	Percent English Learners
Carson City	935	11.95%
Churchill	177	5.27%
Clark	48,907	15.27%
Douglas	236	4.37%
Elko	841	8.46%
Esmeralda	Less than 10	Not Calculated

Eureka	Less than 10	Not Calculated
Humboldt	282	8.33%
Lander	53	5.15%
Lincoln	12	1.27%
Lyon	517	5.78%
Mineral	49	8.01%
Nye	419	7.45%
Pershing	48	7.00%
Storey	Less than 10	Not Calculated
Washoe	9,288	13.96%
White Pine	26	2.04%
State Charter School Authority	4,885	8.77%
State Total	66,692	13.55%

(Source: Nevada Department of Education, October 1, 2021 Validation Day Count - School Year 2021-22 Enrollment of English Learners)

Common Languages Other than English

NDE annually gathers information regarding the number of students whose primary language is other than English. Some students who speak a language other than English are also proficient in English and are not identified as individuals who are LEP. Table 2 shows that NDE has identified that for the 2021–2022 school year, the five most common languages other than English (which NDE is using to define preferred languages of LEP clients) are Spanish, Amharic, Chinese, Tagalog, and Vietnamese. The October 1, 2021 Validation Day Count identified a total of 88 languages other than English in Nevada.

Table 2: Ten Most Common Languages Other than English

Language other than English	Number of Students	Percentage of Total Student Population
1. Spanish	94,382	18.13%
2. Amharic	1,204	0.23%
3. Chinese	1,119	0.22%
4. Tagalog	1,046	0.20%
5. Vietnamese	954	0.18%
6. Korean	614	0.12%
7. Arabic	608	0.12%
8. Russian	548	0.11%
9. Portuguese	388	0.08%
10. Japanese	322	0.06%

(Source: Nevada Department of Education, October 1, 2021 Validation Day Count - School Year 2021-22 Enrollment)

Home Languages Spoken by Families

NDE contacted Clark County School District (CCSD) and Washoe County School District (WCSD) to request data related to the primary language that families speak at home. The data provided by CCSD and WCSD differentiates between the two most common Chinese dialects based on their current student enrollment: Zhongwen and Cantonese. Table 3 shows that there are similarities and differences between the preferred language in these districts.

Table 3: Top Ten Home Languages Spoken by Families in Clark and Washoe County School Districts

	Clark County School District*	Washoe County School District**
1.	English	English
2.	Spanish	Spanish
3.	Filipino	Tagalog
4.	Amharic	Filipino
5.	Chinese (Zhongwen)	Bengali
6.	Vietnamese	Vietnamese
7.	Chinese (Cantonese)	Marshallese
8.	Tagalog	Punjabi
9.	Korean (Choson-o)	Chinese (Zhongwen)
10.	Arabic	Russian

Source: *Clark County School District data pulled 7/1/2022, **Washoe County School District data pulled 5/27/2022

Number of Indigenous Students in Nevada

NDE annually gathers information regarding the number of indigenous students in Nevada. For purposes of the LAP, NDE defines indigenous students as students who identify as American Indian or Alaska Native. Table 4 shows that for the 2021–2022 school year, Nevada schools reported 3,943 indigenous students (0.80% of total student enrollment).

Table 4: Number of Indigenous Students by Local Education Agency

School District	Number of American Indian/ Alaska Native Students	Percent Indigenous Students
Carson City	185	2.37%
Churchill	176	5.24%
Clark	1,080	0.34%
Douglas	166	3.08%
Elko	565	5.68%
Esmeralda	Less than 10	Not Calculated
Eureka	14	4.02%
Humboldt	140	4.13%
Lander	35	3.4%
Lincoln	10	1.06%

Lyon	276	3.09%
Mineral	90	14.71%
Nye	69	1.23%
Pershing	49	7.14%
Storey	Less than 10	Less than 10
Washoe	803	1.21%
White Pine	39	3.07%
State Charter School Authority	240	0.43%
State Total	3,943	0.80%

(Source: Nevada Department of Education, October 1, 2021 Validation Day Count - School Year 2021-22 Enrollment of American Indian/ Alaska Native students)

Levels of Literacy/Educational Attainment

In reviewing different data sets related to levels of literacy, NDE has chosen to use the levels of educational attainment data from the Migration Policy Institute (MPI) as a proxy for levels of literacy in the NDE LAP. The MPI summarized the challenges facing parents who are LEP with lower levels of educational attainment: *“As a result of the expansion of online learning due to COVID-19, LEP parents... face new and serious challenges to supporting and participating in their children’s education due to language barriers.”* Table 5 shows that of 183,000 immigrant parents of children under the age of 18, approximately 35% of those parents have less than a high school diploma/equivalent as compared to approximately 7% of U.S. born parents with children under the age of 18.

Table 5: Educational Attainment

Level of Educational Attainment	Immigrant Parents of Children Under 18	U.S. Born Parents of Children Under 18	Total Population
Parents Ages 25 and Older	183,000	351,000	534,000
Less than fifth grade	5%	1%	2%
Fifth to eighth grade	13%	0%	5%
Ninth grade to twelfth grade, no high school diploma/equivalent	17%	6%	10%
High school diploma/equivalent	28%	26%	27%
Some college/associate degree	20%	39%	32%
Bachelor’s degree or higher	17%	28%	24%

(Source: Migration Policy Institute - National Center on Immigrant Integration Policy - Sociodemographic and Economic Profile of Parents by Nativity, Nevada)

Number of School-Age Refugees

NDE contacted the major refugee support organizations to request data on the number of school-age refugees they serve. Responses were provided by the African Community Center and the Catholic Charities of Southern Nevada. Table 6 represents the data submitted by the two organizations which shows that 421 school-age children qualify as refugees.

Table 6: Number of School-Age Refugees

Refugee Support Organization	Number of Refugees
African Community Center	49
Catholic Charities	372
State Total	421

(Source: Responses from the African Community Center and Catholic Charities of Southern Nevada)

Levels of English Proficiency of Parents with School-Age Children who are LEP

Table 7 represents Nevada's immigrants who are LEP and is a sample of data collected by the Migration Policy Institute, pooled for 2014-2018 and analyzed in 2021. While immigrant data is not a requirement of the LAP, NDE intentionally includes this information to expand the lens of how NDE identifies and serves children and their families who may be LEP and shows that approximately 111,000 school-age students qualify as LEP.

Table 7: Levels of English Proficiency for Parents who are LEP Whose Children are Under Age 18 in Nevada

Level of English Proficiency	Immigrant Parents of Children Under Age 18	U.S. Born Parents of Children Under Age 18	Total Population of Parents of Children Under Age 18
Only English	8%	85%	59%
Speak English "very well"	36%	13%	21%
Limited English Proficient (LEP) parents – those who speak English less than "very well"	56%	2%	20%
Speak English "well"	25%	1%	9%
Speak English "not well" or "not at all"	31%	0%	11%
Limited English proficient (estimate)	105,000	6,000	111,000
Education and English proficiency among adults who are not enrolled	180,000	344,000	524,000
LEP and no high school diploma/equivalent	29%	0%	10%

LEP and high school diploma/no college	17%	1%	6%
LEP and high school diploma/some college	5%	0%	2%
Share in a linguistically isolated household	20%	1%	7%

(Source: Migration Policy Institute (MPI). (2021). Immigrant and U.S.-Born Parents: National and State)

LEP Access to Internet and Computers

Table 8 presents digital access amongst LEP parents as reported by Hofstetter & McHugh (2021) and shows that approximately 69% of immigrant parents who are also LEP, low income, and low educational attainment do not have digital access. An important note: this data demonstrates a pre-pandemic reflection of parents with digital access to NDE's educational supports.

Table 8: Levels of Digital Access for Parents who are LEP Whose Children are Under Age 18 in Nevada

Digital Access level (excludes persons living in group quarters)	Immigrant Parents of Children Under Age 18	U.S. Born Parents of Children Under Age 18	Total Population of Parents of Children Under Age 18
Digital access among parents who are LEP	105,000	6,000	111,000
Household does not have access to the internet	19%	12%	18%
Household does not have access to a computer/laptop	30%	22%	30%
Digital Access among parents who are LEP, low income, have no high school diploma/equivalent	36,000	-	37,000
Household does not have access to the internet	27%	-	27%
Household does not have access to a computer/laptop	42%	-	42%

(Source: Migration Policy Institute (MPI). (2021). Immigrant and U.S.-Born Parents: National and State) See Exhibit 2.

The Nevada Initiative for Language Access (NILA) (2022) suggests that state departments and agencies assess the ability of LEP Nevadans to access the services of agencies electronically. The authors of this LAP recommend that NDE conduct an up-to-date assessment of digital access in conjunction to language access among LEP parents as soon as possible.

NDE Services to Relevant Groups

The majority of services to families and community clientele are delivered primarily through local education agencies (LEA). NDE provides direction and support to LEAs in the development and approval of the services provided.

NDE provides public documents in the following areas, including but not limited to:

- Instructional standards
- Assessment and accountability
- Specific program guidance
- Parent and family engagement
- Public reporting of education data
- Educator license requirements
- Recommendations and reports to the State Legislature
- Public dissemination of financial and audit reports

Community Organization Survey

Description

The LAP Workgroup created and conducted a survey to collect information from community organizations about language services provided to Nevadans who speak primary languages other than English. The results of this survey are included in the LAP and have informed the development of the plan, including recommendations to improve its language access services. This analysis will maintain confidentiality by not publishing names or individual responses. NDE thanks the community organizations that completed the survey. See Exhibit 3 for the full survey questions and results.

Results

The LAP survey was sent out to 33 community organizations and 37 LEA personnel as well. From these 70 recipients, the department received 20 responses (11 community organizations and 8 districts) that provide language services to students and families. Survey participants included Parent Advocacy Groups, For-Profit Organizations, Local Education Agencies, Non-Profit Organizations, and Local Governments. NDE did not receive responses from the following: the Nevada System of Higher Education (NSHE), State Government, Language Association or Services, or Media.

The responses show that language services are currently being provided and received in all 17 counties in Nevada. Figure 1 shows the counties that are served by the community organizations that responded to the survey.

Figure 1: Nevada Counties Served by Respondent Organizations

Carson City	4
Churchill County	4
Clark County	7
Douglas County	4
Elko County	4
Esmeralda County	2
Eureka County	1
Humboldt County	4
Lander County	2
Lincoln County	1
Lyon County	4
Mineral County	1
Nye County	3
Pershing County	1
Storey County	3
Washoe County	10
White Pine County	3

Figure 2 demonstrates that improved statewide language access services would benefit the following populations: Individuals with Disabilities, Refugees, Indigenous Populations, Immigrants, Limited English Proficiency, and Other (Children Learning Second Language in Elementary School, and Individuals Facing Homelessness).

Figure 2: Populations that would benefit from improved statewide language access services

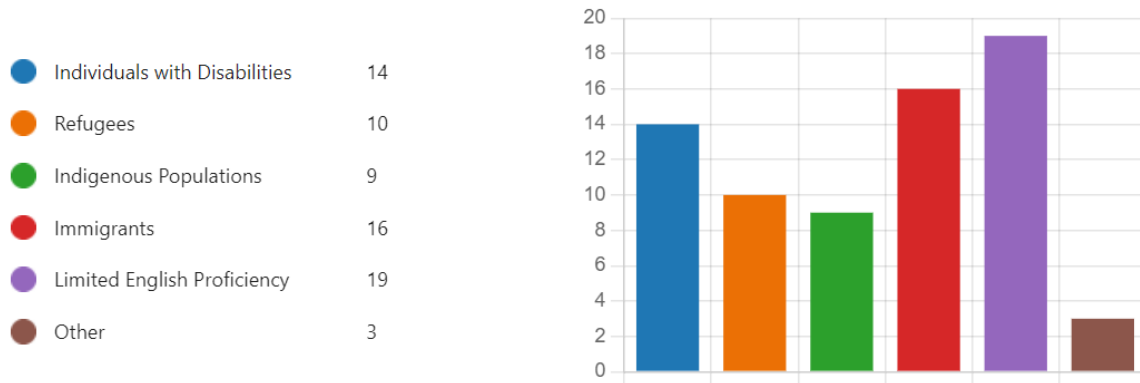


Figure 3 demonstrates that primary languages other than English spoken by the respondent's clientele include Spanish, Chinese (Mandarin and/or Cantonese), Tagalog, Vietnamese, French, and Other: Dari, Pashto, Haitian, Creole, German, Russian, Arabic, American Sign Language, and Filipino.

Figure 3: Languages spoken by survey respondents' clientele

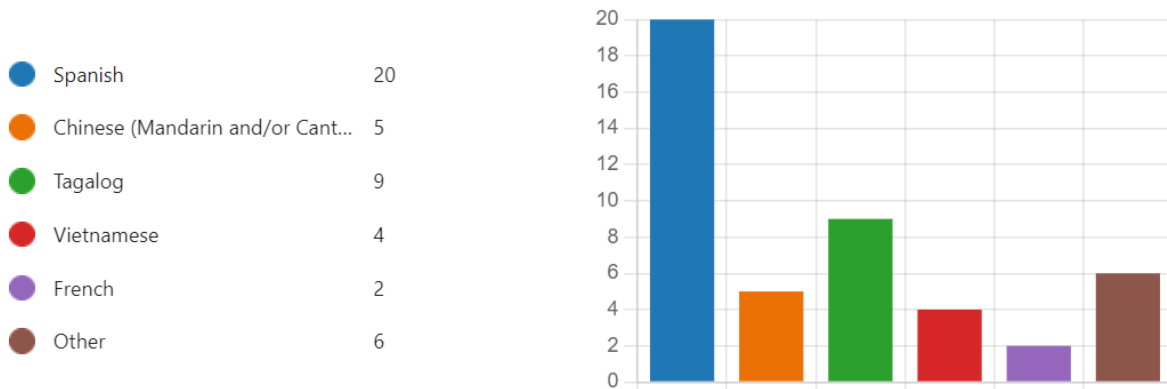
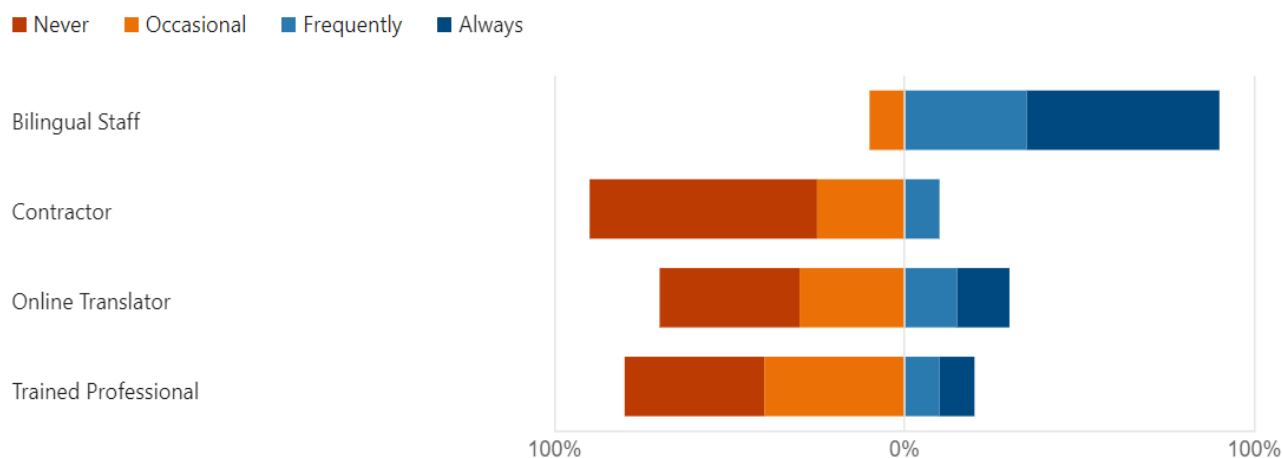


Figure 4 demonstrates the types and frequency of language service providers (Bilingual Staff, Contractor, Online Translator, and Trained Professional) used by the community organizations that responded to the survey. The community organizations utilize bilingual staff as the primary type of language access support.

Figure 4: Type and Frequency of language access services



It is clear from the survey results that community organizations experience a range of successes and challenges when providing language access services. Narrative analysis of Questions 10 and 11 reveals some of the challenges community organizations and local education agencies face when providing language access services throughout the state.

Half of the respondents reported they can provide support in all languages requested. The other half of the respondents reflected the opposite because they experience challenges providing language access for American Sign Language (ASL), African languages, Arabic, Chinese dialects, Dari, Eastern European languages, Farsi, Korean, Marshallese, Pashto, Russian, Swahili, Tagalog, Urdu, and Vietnamese.

IV. NDE Language Access Services and Procedures

NDE will continue to secure the language access services described below to provide all individuals who are LEP access to our services and programs. In every case, NDE ensures that all language service providers are fully competent to provide these services either through NDE staff or contractors. NDE currently provides the following services:

- Written translation of key documents and surveys into Spanish (for some offices)
- Sign language interpreters
- Closed captioning for public meetings

- Google Translate functionality for all content on the department website. NDE recognizes that electronic/ machine translation may have limitations and will evaluate the accuracy of automated translations and provide written translations of vital information.

In addition, NDE engages in the following processes to enhance language access:

- Identifies staff proficient in other languages to assist in constituents initial contact to establish language access needs. In the preliminary survey of NDE staff, 21 employees self-identified as being multilingual and willing to assist in the initial interaction with individuals who are LEP.
- Partners with local education agencies to share resources on language access.
- Developed and is implementing a Document Translation Process
- Communicates with community leaders to identify language needs

Competencies/Qualifications to Provide Language Access Services

All staff and contractors providing language access services must meet state and/or national certification requirements and be up to date on cultural competency trainings. NDE supports individuals to keep their job skills current through continuing education credits (CEUs) and ongoing training in accordance with the State of Nevada Administrative Manual (SAM).

Professional Group	Qualifications
Oral Language Provider/ Oral Language Interpreter Service	NRS 232.0081
Dual Role Interpreter	NRS 232.081(5)(b)
Communication Access Real-time Translators (CART)	NRS 656A
Sign Language Interpreters	NRS 656A
Translators	NRS 232
Closed Captioning	NRS 656A.410

The NRS for oral language interpreters and Nevada Collective bargaining agreements require testing and certification. While there are national resources available, testing and certification is not available, and the state does not currently have a Master Service Agreement or contracted certification body to address oral language interpreter certification for State of Nevada employees. This process is currently under review and development with the Division of Human Resource Management (DHRM).

NDE will continue to make all efforts to use qualified oral language interpreters to assist with language access supports. NDE multilingual staff may assist with oral language translation, when assigned, and only if they have demonstrated target language proficiency. For those NDE staff who are multilingual and willing to assist with language access services, time and training will be needed to obtain any necessary credentials to meet language interpreter criteria in Nevada.

Oral Interpreter Services

NDE will establish contracts under the Nevada Master Service Agreement for oral language interpreter services. Oral language interpreter services may be accessed via in-person, over the phone, and video-remote. Interpreter services can be provided by:

- Available, trained, competent, and approved bilingual staff or contractors in the individuals' primary language; and
- Toll free telephone language services through Corporate Translation Services Language Link Interpretive Services.

Alternative Language Access for Individuals with Disabilities

In accordance with the Americans with Disabilities Act (ADA), NDE will not discriminate against any individual based on disability and will make reasonable accommodations to ensure equal opportunity to access programs and services. Individuals who are deaf, hard of hearing, speech impaired, visually impaired, blind, deaf/blind, or persons with language disorders may request assistive technology or alternative language access services.

Assistive technology or alternative language access systems may include but is not limited to:

- Augmentive and Assistive Communication Systems
- Braille Translations
- CapTel
- Screen Braille Communicator
- Text Telephone (TTY) or Telecommunication Devices (TDD)
- NDE provides closed captioning for all public meetings

NDE will establish contracts under the Nevada Master Service Agreement for the defined services to meet the language access needs of individuals with disabilities. Language services can be provided by:

- Available, trained, competent, and approved bilingual staff or the contractors in the individuals' primary language;
- Trained and competent Sign Language Interpreters and CART through an available Nevada State Purchasing Master Agreement (MSA) for translation/interpreters; and
- Relay services through Relay Nevada (711) to provide relay services, captioned telephone services, and speech-to-speech for individuals who are deaf, hard of hearing, deaf/blind, or speech impaired.

See the NDE Policy Portal for comprehensive ADA policies and procedures.

Written Language Translation Services

NDE uses the following procedures to identify vital written information used in the provision of its services and programs, including both paper and electronic communications for individuals

and the broader public. Written language services ensure individuals who are LEP have access to necessary program information and written services.

Description of Current Written Language Translation Services

On July 20, 2022, NDE adopted a written language translation process, the Document Translation Process Guide to seamlessly support NDE staff in their effort to ensure equitable access to information by making documents available in languages other than English. See Exhibit 4 for the full description of the purpose, process, and considerations.

NDE will follow the processes outlined in the Document Translation Process Guide, as summarized:

1. Document Finalization
2. Submit Request
3. Supervisory Approval
4. PIO Processing
5. Document Returned
6. Invoice Processing

In addition, this LAP outlines that translation services can be provided by:

- Trained and competent translators through an available Nevada State Purchasing MSA for translation/interpreters; and
- Available, trained, competent, and approved staff or contractors who have been approved to provide written translation services.

Identifying Vital Documents

Vital documents are determined as all written communications that may have consequences for individuals who are LEP regarding access to services and activities to maintain services. For example, a document would be determined to be vital if an individual who is LEP could not participate in a program, activity, or service because they were unable to complete or understand the information. NDE will refer to the State of Nevada Language Access Toolkit, pp. 19-21 for more guidance in identifying its vital documents and establish an official procedure in future revisions of this plan.

This Language Access Plan establishes that all NDE Offices will regularly review and identify vital documents, including but not limited to written communication such as forms, letters or notices, time sensitive communication, public meetings and events, emergency procedures, etc. Vital documents are made available through paper and electronic communications (where applicable). Any public hearing notices or public meeting agendas will include information to request interpreters or ADA accommodations as needed for participation.

Vital Document Inventory

NDE does not currently have an inventory of vital documents or other documents that have already been translated. This LAP recommends that NDE develop an initial inventory of vital documents by Office, which will be available in an NDE Vital Document Inventory (Exhibit 5) and maintained on SharePoint. Each program is responsible for identifying, maintaining, and revising the vital document inventory annually or upon program and regulatory changes.

In addition, NDE Offices and programs are responsible for translating all new documents or written materials as developed and identified through “safe harbor” languages. Where NDE does not have authority (ownership) of a document, the program will work with the authority to address the necessary updates and translations (I.e., DWSS, IDEA Part C).

Table 9: Nevada Languages Other than English – Written Language Translation

Top Ten Languages Other than English	Number of Students	Percentage of Total Student Population	Safe Harbor: Provision of Written Language Assistance
Spanish	94,382	18.13%	Translate vital documents into Spanish.
Amharic	1,204	0.23%	Translate written notice of right to receive free oral interpretation of documents.
Chinese	1,119	0.22%	Translate written notice of right to receive free oral interpretation of documents.
Tagalog	1,046	0.20%	Translate written notice of right to receive free oral interpretation of documents.
Vietnamese	954	0.18%	NDE will ensure language access through qualified interpreters.
Korean	614	0.12%	NDE will ensure language access through qualified interpreters.
Arabic	608	0.12%	NDE will ensure language access through qualified interpreters.
Russian	548	0.11%	NDE will ensure language access through qualified interpreters.
Portuguese	388	0.08%	NDE will ensure language access through qualified interpreters.
Japanese	322	0.06%	NDE will ensure language access through qualified interpreters.

Once a document is determined vital, NDE will follow the Document Translation Process Guide for vital documents. This LAP recommends that NDE tag all vital documents to receive priority translation services in the system queue, such that vital documents for each program will be made readily available and translated into the NDE Safe Harbor languages (see NDE Safe Harbor Table 9) and meet accessibility guidelines (508 compliant).

Table 10: NDE Safe Harbor Definitions and Recommended Language Supports

Size of Language Group	Safe Harbor: Recommended Provision of Written Language Assistance
More than 5% of the eligible population and more than 1,000 LEP Nevadans who are eligible for that service, program, or activity.	Translate vital documents into that language. <ul style="list-style-type: none"> • Spanish
More than 5% of the eligible population and between 500 to 999 LEP Nevadans who are eligible for that service, program, or activity.	Translate vital documents into that language.
More than 5% of the eligible population and less than 500 LEP Nevadans who are eligible for that service, program, or activity.	Translate written notice of right to receive free oral interpretation of documents.
Less than 5% of the eligible population and more than 1,000 LEP Nevadans who are eligible for that service, program, or activity.	Translate written notice of right to receive free oral interpretation of documents. <ul style="list-style-type: none"> • Amharic • Chinese • Tagalog
Less than 5% of the eligible population and less than 1,000 LEP Nevadans who are eligible for that service, program, or activity.	NDE will ensure language access through qualified interpreters. * <ul style="list-style-type: none"> • Vietnamese and other languages

*NDE is obligated to provide access to speakers of other languages through other means (sight translation or qualified interpreters). This also applies to languages with no written tradition like American Sign Language and many indigenous languages.

Community Outreach and Engagement

NDE is committed to ensuring that the larger LEP community is aware of and able to access all available language services. In doing so, NDE will take steps to publicize the availability of its language services on the NDE website and in the community. Additionally, NDE will provide notification of its services to all relevant points of contact.

NDE conducts outreach across Nevada that is broad and inclusive of all demographics (race, color, gender, gender identity or expression, sexual orientation, religion, national origin, age, pregnancy, genetic information, domestic partnership, or disability) and is driven by policy, funding, state law, or federal regulations depending on the activity and program area. NDE outreach and engagement encompasses in person, virtual, and written materials.

When conducting outreach and engagement activities, NDE will ensure:

- Outreach materials are available in “safe harbor” languages and based on targeted outreach activities;
- Oral language interpreter services are considered based on targeted outreach activities; and
- Sign language interpreter services are considered based on targeted outreach activities.

Community organizations and collaborative partnerships play a critical role in NDE outreach and engagement. NDE builds and maintains these relationships through regular information sharing such as:

- Solicitation of feedback on NDE strategic plans, state plans, and other reports
- NDE presentations to boards, commissions, councils, and community organizations
- Survey and needs assessments
- Listservs
- Trainings
- NDE participation in community events

Cultural Competency Resources

NDE has partnered with the National Equity Project (NEP) to provide training to build knowledge and understanding of NDE staff related to equity and cultural competency. NDE has collaborated with the [National Equity Project \(NEP\)](#) to provide Equity professional learning for all NDE employees in 2022. Equity and inclusivity are core values of the State Board of Education and the Nevada Department of Education, values which define what matters to NDE as an organization and as individuals. NDE is committed to ensuring every Nevadan sees themselves represented and is included in the department's efforts to chart a better future based on equity, not just equality, for all learners. As defined in NDE's STIP, equity means that the learning needs of every student are supported in an environment where all students are valued, respected, and see themselves in their curriculum and instructional materials, while experiencing academic success without regard to differences in age, gender, socio-economic status, religion, race, ethnicity, sexual orientation, ability, native language, national origin, or citizenship status.

The intention of the collaboration with the National Equity Project is to provide professional learning opportunities that allow NDE staff to be reflective about designing, developing, and implementing culturally responsive systems that value academic excellence for all students and promote diversity, equity, and inclusion. The NEP will continue to support NDE by providing a series of professional development sessions that build upon the equity leadership training already provided.

Procedures and Resources for LEP Community Outreach

NDE has engaged in the following outreach activities, including but not limited to:

- Family engagement surveys in both English and Spanish
- Language interpreter services upon request for statewide and federal initiatives, programs, and services (e.g. Statewide Family Engagement Summit and the One Year Out Survey)
- Family resources in English and Spanish
- Family engagement guidance to LEAs which includes communication best practices for individuals who are LEP in Spanish

Providing Notice of Language Assistance Services

NDE will develop procedures for providing notifications at relevant points of contact within its office and online.

V. Implementing NDE's Language Access Services

NDE is committed to providing our clients who are LEP full access to our services and programs. Toward this end, NDE requires its staff to follow the procedures described below to ensure meaningful access to available language services. Moreover, NDE is committed to 100% compliance with these procedures and provides the staff with the training described below to help ensure that all staff are familiar with these procedures and recognize their importance to NDE's mission.

Language Access Notification and Resources

NDE will establish notification on [The Nevada Department of Education](#) website regarding language access services. Information posted on the NDE website will be 508 compliant and will be made available in "safe harbor" languages when deemed a vital document. A list of resources will be developed for language access services and will be posted on the NDE SharePoint and updated annually or upon changes to resources.

Language Access Procedures

Identifying Client Language Needs and Preferred Language: The following procedures should be followed to:

- (1) interact appropriately with clients who are LEP;
- (2) determine clients' preferred languages;
- (3) inform clients of the availability of language services; and
- (4) record and track clients who are LEP language preferences so that the data will follow them throughout their interactions with NDE staff.

Accessing Appropriate Written Language Services

Written language services ensure individuals who are LEP have access to necessary program information and services in written form. To accomplish this, NDE will establish a list of vital documents as well as procedures for identifying vital communications (in written form) targeting NDE constituents and the broader public.

NDE has adopted a process for translating vital documents into languages other than English. The purpose of the Document Translation Process is to seamlessly support NDE staff in their effort to ensure equitable access to information by making documents available in languages other than English. This process and its outcomes support NDE's mission as well as our values

of equity, inclusivity, transparency, and community. It particularly advances the STIP Goal 6 Community Strategy: Cultivate a public-friendly Department.

Accessing Oral Interpreter Services

NDE will establish contracts under the Nevada Master Service Agreement for oral language interpreter services in accordance with the services described in Section IV of the LAP.

Accessing Sign Language and Other Language Supports for Individuals with Disabilities

NDE will establish contracts under the Nevada Master Service Agreement for the defined services to meet the language access needs of individuals with disabilities in accordance with the services described in Section IV of the LAP.

Language Services Quality Assurance

NDE is committed to ensuring that all contracted language service providers are qualified and competent to provide those services. The following procedures are in place to (1) establish provider qualifications and (2) track provider performance.

1. NDE will regularly review documentation of provider qualifications to ensure that language access services meet industry standards of quality.
2. NDE will regularly review customer satisfaction related to the quality of language access supports.

Any deficiencies identified through the quality assurance process will be addressed through contractual agreements.

Staff Training Policies and Procedures

NDE believes that the appropriate provision of language services is vital to the fulfillment of its mission. Towards that end, NDE ensures that its staff will be familiar with its language access policies and the above procedures for providing said service. The LAP guidelines will be included in:

- New employee onboarding by the assigned program supervisor or designee;
- Position-specific training as part of standard operating procedures, desk manuals, and other trainings for positions that work directly with the public;
- Incorporation into regular trainings provided by NDE (e.g., all-staff meetings, equity trainings, and lunch-and-learns);
- Presentations to leadership and management (e.g. Education Policy Meeting, Directors' meetings) to reinforce their role and accountability to the LAP; and
- Incorporation into NDE policy and procedures.

Implementation Steps and Proposed Timeline

NDE will take the following strategic actions to implement the LAP.

Nevada Department of Education
11.18.2022

Table 11: Proposed NDE LAP Strategic Actions and Timeline

LAP Strategic Action	Proposed Timeline
1. NDE will post the agency's Language Access Plan via the NDE website for public comment for a period of 30 days.	October 1-30, 2022
2. NDE will consider public comment in revising the NDE LAP.	November 15, 2022
3. Establish a procedure to identify the preferred language when constituents first contact NDE.	January 1, 2023
4. Provide training to all staff on how to interact appropriately with LEP clients	February 1, 2023
5. Develop procedures for providing notifications at relevant points of contact within its office and online.	January 1, 2023
6. Forward calls from LEP clients to an available, trained, competent, bilingual NDE staff member to determine the client's language access needs.	March 1, 2023
7. NDE will establish contracts under the Nevada Master Service Agreement for oral language interpreter services to facilitate LEP client needs and to ensure access for individuals with disabilities.	February 1, 2023
8. Provide language services through NDE staff only when authorized to ensure effective communication.	March 1, 2023
9. Develop a list of resources for language access services that will be posted on the NDE SharePoint and updated annually or upon changes to resources	March 1, 2023
10. Determine vital documents that will be translated in written form in languages other than English in accordance with the "safe harbor" definition, as outlined in NDE Document Translation Process Guide (Exhibit 4).	February 1, 2023
11. Maintain ongoing quality partnerships that foster communication with community organizations who interact with constituents to understand the needs and improve language access support services.	Minimum Quarterly Contacts
12. Regularly distribute the community survey to determine the efficacy of NDE language access services as part of the evaluation process.	September 1, 2023 September 1 st in subsequent years

13. NDE will develop and conduct regular evaluations of the efficacy of the NDE LAP.	November 1, 2023 November 1 in subsequent years
14. NDE will develop a complaint process through which constituents can submit a complaint to be reviewed regarding language access.	January 1, 2023

VI. Evaluation and Recommendations for NDE’s Language Access Plan

NDE is committed to monitoring the performance of the above policies, procedures, and resources to ensure that its LAP is responsive to the needs of both NDE and the people it serves. NDE will evaluate the effectiveness of its LAP after the first year of implementation (2023), and at a minimum, every two years thereafter.

Processes for Monitoring and Evaluation

Parties Responsible for LAP Maintenance

NDE proposes creating a new position, Language Access Specialist, assigned to the office of Public Information. The Language Access Specialist would be responsible for coordinating, implementing, evaluating, and updating the agency’s LAP. Preference will be given to candidates who demonstrate multilingual proficiency. The NDE Language Access Specialist will be overseen by the Public Information Officer.

Criteria and Methods for LAP Evaluation

The Language Access Specialist will be responsible for reviewing the criteria and methods to create a formal evaluation plan that reflects evaluation measures and outcomes and any new data or processes related to LAP implementation in the future. NDE will track its LAP’s performance using the criteria indicated below. The methods for gathering/tracking the relevant data for these criteria are likewise described.

Website

- Use data available through Google Analytics from [The Nevada Department of Education](#) website, including analysis of the Google Translate widget.
- Determine number of unique visitors to the NDE’s Website, particularly those documents that are translated into languages other than English and aimed at providing information to the community.
- Explore Search Engine Optimization (SEO) to analyze meta-data and improve access to language services through tagging and search functionality

Internal

- Survey staff on knowledge and use of language access services to meet individuals who are LEP’s service needs.
- Conduct periodic quality assurance review to assure LAP compliance.

Community

- Solicit and monitor feedback from stakeholders (e.g., community partners, boards/commissions, constituents).
- Analyze constituent responses and propose any necessary changes to language access services.

General Language Access

- Review data from NDE's established procedure for first contact to determine preferred language.
- Determine the number and percentage of constituents accessing language services, and frequency.
- Regularly update data on the population served and their language access needs.
- Review vital documents for any additions and/or revisions.

Evaluation Outcomes and Proposed Changes

Performance Monitoring Data: NDE will, at the end of the first year, analyze the performance measure data to determine which aspects of the LAP need to be addressed as part of a continuous improvement process. After the first year, NDE will evaluate the efficacy of the LAP on a two-year review cycle.

Proposed Changes: Any proposed changes to policies, procedures, outreach, or resources will be submitted to NDE leadership for review and approval. NDE will track proposed changes of each subsequent LAP update which will allow NDE to track the changes to the LAP processes over time.

NDE will review the data gathered through the evaluation process defined in the above section "Criteria and Methods for LAP Evaluation".

Complaint Process

NDE will develop a complaint process through which constituents can submit a complaint to be reviewed regarding language access.

Public Input

As part of the initial draft development, NDE posted the agency's Language Access Plan via the NDE website for public comment for a period of 30 days. Paper copies of this LAP shall be made available to the public in English and Spanish upon request and will provide interpreter support services for other languages, as needed. No public input requesting revisions was received.

Proposed Budgetary Implications

NDE set aside \$2.2 million in America Rescue Plan (ARP) ESSER State Activity Funds to assist with the initial stage of providing translation/interpreter services to provide translation/interpreter services related to information from NDE. Those funds will expire 9/30/2024. State funds are requested to hire an EPP position to manage the NDE language translation and interpreter services for FY 2024 and FY 2025. Additionally, NDE anticipates the need for approximately \$1.1 million additional funding for the 2024-25 school year. The NDE Language Access Specialist will be responsible for drafting future budget requests in collaboration with agency leadership according to the established budget and procedures and timelines within NDE.

NDE Budget Requests to Implement LAP

- Fiscal Year 2023-2024: \$120,041 (to fund 1.0 FTE State EPP position)
- Fiscal Year 2024-2025: \$1,220,041 (\$120,021 to fund 1.0 FTE State EPP position; \$1,100,000 for language translation/interpreter services)
- Future Biennia: Per Year: \$1,220,041 (\$120,021 to fund 1.0 FTE State EPP position; \$1,100,000 for language translation/interpreter services)

Suggested Legislative Amendments

Based on the experience with language access to date, the following revisions to SB318 or other legislation are recommended:

1. Recommend state legislature provide funding to implement ongoing agency language access plans as required by SB318.
2. Align requirements with the existing federal language access plan requirements.

The requirements as enacted in SB318 are more than the requirements established through existing federal regulation. Due to this misalignment, there is a barrier in operationalizing certain activities. For example, services that are funded federally may dictate the questions that can be asked on a program application limiting the state's ability to modify those questions to meet the English proficiency level.

3. Establish definition of English language proficiency for the purposes of providing consistent data reporting across agencies.

Current provisions result in subjective data surrounding English language proficiency which creates misalignment with certain federally funded programs or national standards in data collection across some programs. For example, some programs collect this data as education level completed, and others collect this data as a "yes/no" confirmation that they understand English.

4. Revise the dual-role interpreter qualifications established in NRS 232 in order to ensure consistency statewide.

The dual-role interpreter qualifications are subjective in the terms of what qualifies as tested and trained. This makes it challenging to implement consistently across state agencies and to ensure a competent dual-role workforce can adequately and accurately meet language access needs of individuals who are LEP.

5. Add clarity around language access using assistive technology and visual language to be inclusive of individuals with disabilities. Revise SB318 to include access for individuals with visual impairment.

As enacted, SB318 does not establish language access services for individuals who are deaf/blind or those who are non-verbal.

Exhibit 1 - Language Access Glossary of Terms

Definitions

- A. **Bilingual/ Multilingual Staff Member** – An NDE staff member who has demonstrated proficiency in both English and at least one other language. A bilingual staff member may speak or write directly to an LEP individual in a language other than English. For certain highly specialized or technical communication (such as, for example, assisting an LEP individual in understanding and completing a student financial aid form), a staff member must meet NDE’s standards for language skills assessment (or other outside professional certification) before communicating with LEP individuals, or, in the alternative, secure the services of a qualified contract interpreter. A staff member who has only a rudimentary familiarity with a language other than English will not be considered a “bilingual staff member.”

- B. **Qualified Translator or Interpreter** – An in-house or contracted translator or interpreter who has demonstrated competence to interpret or translate through court certification or through other professional language skills assessment certification.

- C. **Effective Communication** – Sufficient communication to provide the LEP individual with meaningful access to the services that otherwise are available to the public. Staff must take reasonable steps to ensure that communication with an LEP individual is as effective as communications with others when providing similar programs and services.

- D. **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. NDE will contract with an MSA-approved vendor to provide interpretation services for meetings, conference calls and similar activities.

- E. **Language Access Coordinator** – The designated staff person responsible for the oversight, training, performance, coordination, and implementation of all aspects of NDE’s language assistance services to LEP individuals. For NDE, this function resides with the Office of the Public Information Officer.

- F. Language Assistance Services – All oral and written language services (i.e., interpretation and translation services) needed to assist LEP individuals in communicating effectively with staff, and to provide LEP individuals with meaningful access to, and an equal opportunity to participate fully in, the services, activities, or programs administered by NDE.

- G. Limited English Proficient (LEP) – Individuals whose primary language is not English and who have limited ability to write, read, speak, or understand English. LEP individuals may be competent in certain types of communication in English (e.g., speaking or understanding), but still be LEP for other purposes (e.g., reading or writing). Similarly, LEP designations are context-specific: an individual may possess sufficient English language skills to function in one setting but may find these skills are insufficient in other situations. Note: if an individual identifies him or herself as an LEP individual needing services, NDE typically should accept that designation and provide the appropriate services.

- H. Nevada Prominent Languages – The top ten prominent languages spoken by LEP persons according to October 2021 Nevada public school enrollment data are: Spanish, Amharic, Chinese, Tagalog, Vietnamese, Korean, Arabic, Russian, Portuguese, and Japanese.

- I. Primary Language – An individual’s native tongue or the language in which an individual most effectively communicates. Staff should avoid assumptions about an individual’s primary language. For example, not all individuals from predominantly Spanish-speaking countries speak Spanish fluently. Staff should make every effort to ascertain an individual’s primary language to ensure effective communication.

- J. Translation – The replacement of written text from one language (source language) into an equivalent written text in another language (target language).

- K. Vital Document – Paper or electronic material that is critical for access to NDE’s services, programs, and activities, or contains information about procedures and processes required by law. Classification of a document as “vital” depends upon the importance of the program, information, encounter, or service involved, and the consequence to the LEP individual if the information in question is not provided accurately or in a timely manner.

- L. 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 unreasonably restricted, delayed, or inferior as compared to access to programs or activities provided to English proficient individuals.

Exhibit 2 - The Migration Policy Institute Study

The Migration Policy Institute authored a report that includes information about Nevada's immigrants who are LEP. The report includes a sample of data collected by the Institute, which was pooled for 2014-2018 and analyzed in 2021.

Sociodemographic and Economic Profiles

https://www.migrationpolicy.org/sites/default/files/datahub/mpi_nciip_parents-50states-dataprofiles-final.xlsx

Hofstetter, J. and McHugh, M. (2021). Immigrant and U.S.-Born parents of young and elementary-school-age children: Key sociodemographic characteristics. Migration Policy Institute. <https://www.migrationpolicy.org/research/immigrant-us-born-parents-young-children>

Exhibit 3 - NDE Community Organization Language Access Plan Survey

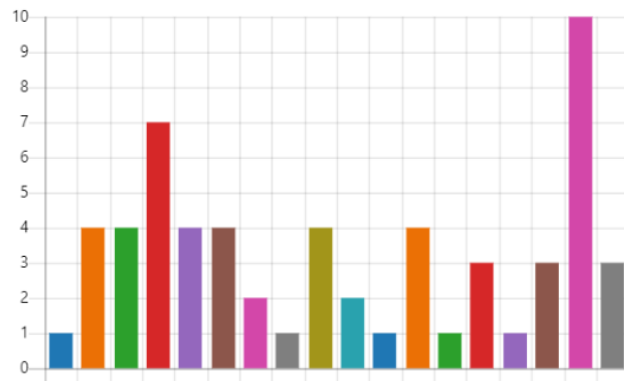
20 Responses

15:07 Average time to complete

This exhibit shows survey results with questions 1, 3, and 4 removed for confidentiality.

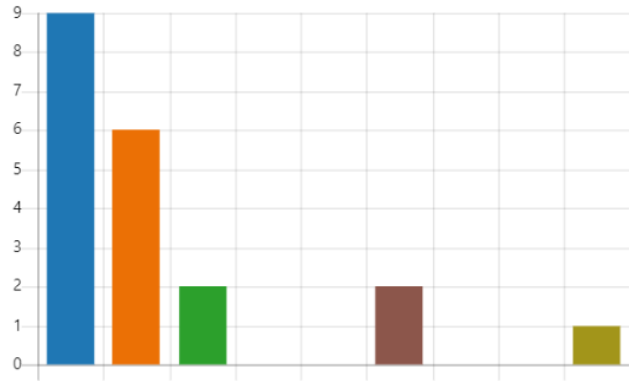
2. County or counties served by your organization: (Select all that apply)

Statewide	1
Carson City	4
Churchill	4
Clark	7
Douglas	4
Elko	4
Esmeralda	2
Eureka	1
Humboldt	4
Lander	2
Lincoln	1
Lyon	4
Mineral	1
Nye	3
Pershing	1
Storey	3
Washoe	10
White Pine	3



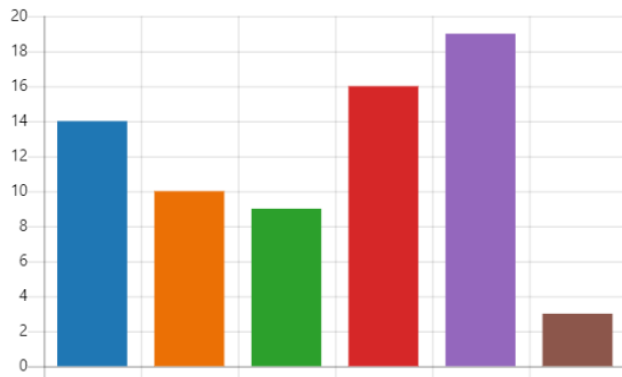
5. Organization type:

Local Education Agency	9
Community Non-Profit Organi...	6
For-Profit Organization	2
Department or Center within t...	0
State Government	0
Local Government	2
Language Association or Servi...	0
Media	0
Other	1



6. Who are the clients your organization serves that would benefit from language access services?

Individuals with Disabilities	14
Refugees	10
Indigenous Populations	9
Immigrants	16
Limited English Proficiency	19
Other	3

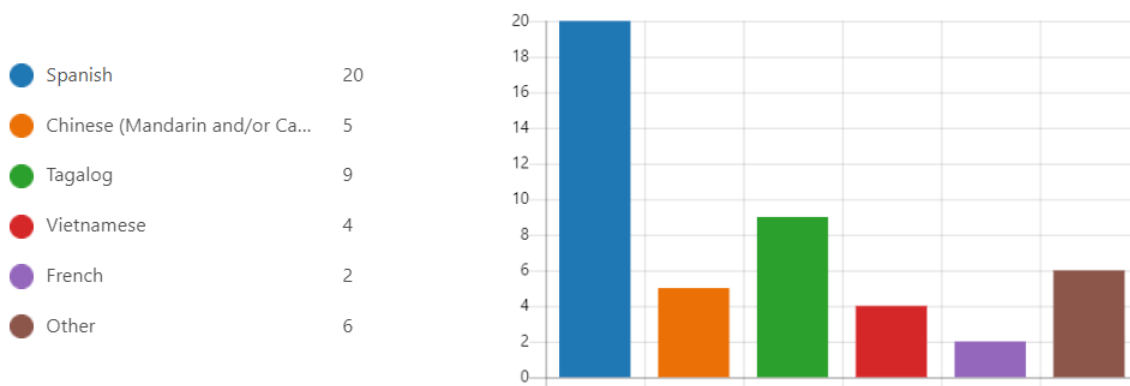


7. Does your organization provide language services and/or supports to children and their families (age birth – grade 12 and Adult Education)?

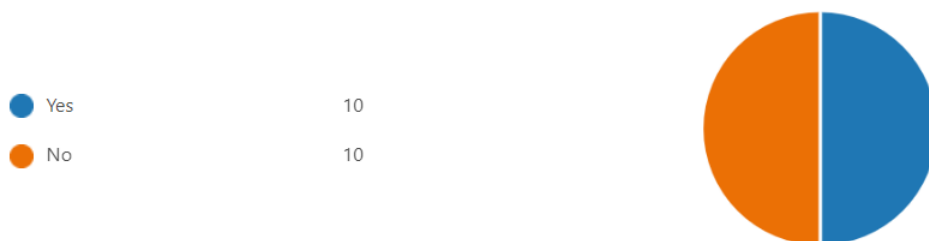
Yes	16
No	4



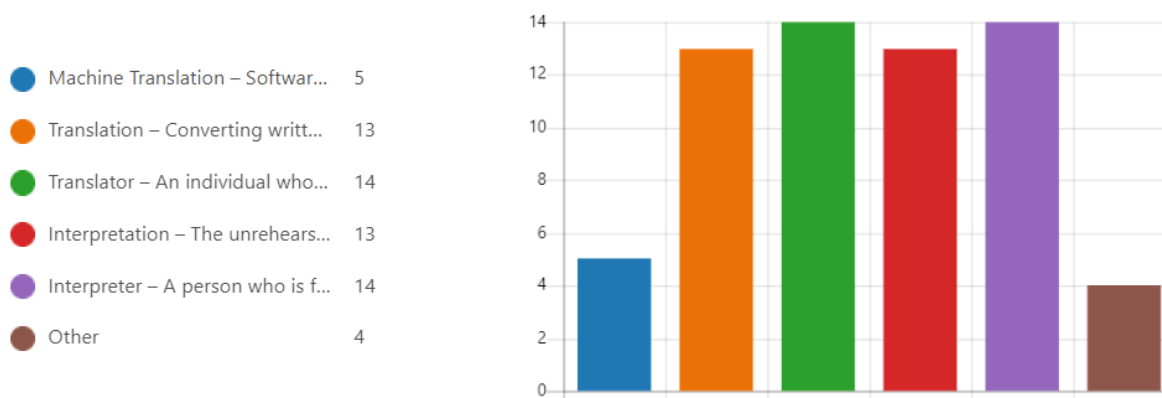
9. What are the primary languages other than English spoken by the clientele your organization serves?



10. Does your organization receive requests to support languages you are unable to provide or fulfill?



8. What are some of the specific language supports you provide for your cliental? (Select all that apply)

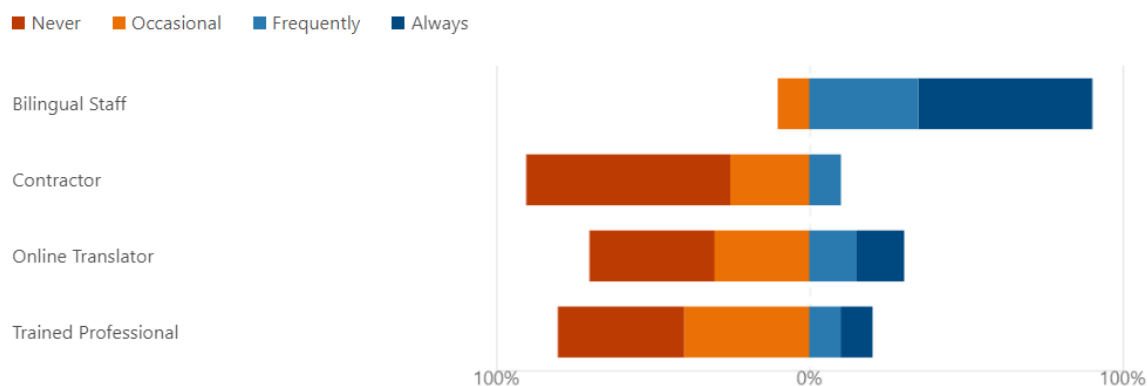


11. You answered yes, that your organization receives requests to support languages you are unable to provide or fulfill. Please provide details about which languages and what type of support?

10
Responses

Latest Responses
"ASL, Arabic, Tagalog"

12. How does your organization provide these languages services?



The following comments were in response to an open-ended question regarding community organization efforts to provide language access support to the people they serve.

“Translation is requested in a variety of languages, but not necessarily limited to these provided.”

“Vietnamese is spoken by at least one of our family members and we do not have resources communicate with them.”

“We do not have a district translator and rely on staff as they are available.”

“We have several families speaking languages which we have a very limited amount of resources to support. Languages such as Urdu, Poshto, Swahili, Tongan are a few examples. We have limited interpreters and translators for these languages.”

“We do not have enough staff members at all of our 8 large library branches that can offer services in another language on a full-time basis even for a widely-spoken language like Spanish.”

*“Oral and written translation in languages such as our refugee languages, Chinese, Tagalog and Vietnamese pose a challenge for us to support.
We leverage community resources/persons when available.
We also will contract with Manpower resources but not always available.”*

Exhibit 4 - Translation Process Guide

The purpose of the Document Translation Process is to seamlessly support Nevada Department of Education (NDE) staff in their effort to ensure equitable access to information by making documents available in languages other than English. This process and its outcomes support NDE's mission as well as our values of equity, inclusivity, transparency, and community. It particularly advances the *STIP* Goal 6 Community Strategy: Cultivate a public-friendly Department.

Some NDE Offices have budgets for and already access translation services on a consistent basis. This document/process *does not* in any way limit Offices' ability to identify and pay for translation services as they always have. The purpose of this process is to enable staff from across NDE to access central, Department-wide funding for translation services.

Process

The centralized document translation process is as follows:

1. **Document Finalization.** Staff member completes and finalizes a document for publication in English (including checks for alignment with the [Communication Norms and Expectations Guide](#) and ADA accessibility). "Finalized" implies that the document has been reviewed by relevant colleagues and supervisors.
2. **Submit Request.** Staff member completes the [Translation Request Form](#), including uploading the content to be translated in Word document format. Even if the final content of the document will be published as a PDF or used in a PowerPoint, the language must be put in a Word document for translation. *
3. **Supervisory Approval.** Request is automatically forwarded through a Smartsheet workflow to the appropriate Director for approval. *
4. **PIO Processing.** Once approved, request is automatically forwarded to the Public Information Office for processing. The Public Information Office sends the document to the translation provider.
5. **Document Returned.** When the translation is complete, the Public Information Office returns the document to the requester.
6. **Invoice Processing.** An administrative assistant in the Public Information Office pays the invoice for the service provided out of the centralized translation funding.

**Certain documents may be ineligible for translation based on the criteria below and will require approval by a Deputy Superintendent for an exception to this policy.*

Considerations

Translation services must be prioritized to support certain resources and documents that are widely available for diverse audiences. To that end, when considering whether a document is eligible to be translated, the below criteria must be considered:

- **Internal Approval** – Is the document in alignment with NDE’s Communication Norms and Expectations Guide? Has this content been approved by your director or supervisory equivalent to be published publicly? Content must be finalized in its entirety before it is submitted in this Smartsheet.
- **Availability** – Is this going to be published and available in public space? (Or is it already published and available in public space?)
- **Accessibility** – Has this document already been remediated and confirmed to be ADA- friendly?
- **Audiences** – Who is this document or resource intended for? Translation services should be prioritized for any document or resource that will be shared with Nevada’s students, families, and general public. It is less of a priority to translate information intended for educators and staff, school and district leaders, or elected officials.
- **Reach** – Are at least 50-100 Nevadans anticipated to see or access this document or resource? If so, it is eligible to be translated.
- **Lifespan** – Is this document or resource going to be relevant and usable for at least 2-4 weeks? If so, it is eligible to be translated.

When filling out the [Translation Request Form](#), staff will be asked to answer questions addressing each of the criteria. If the criteria are not met, the form will indicate to the user that the document *may be* eligible for an exception if it is approved by your Deputy Superintendent.

If you have any questions about this process, contact the Public Information Office at webinfo@doe.nv.gov.

Exhibit 5 – Sample NDE Vital Document Inventory (To Be Developed)

Office/ Program							
Applications							
Letter/ Notice of Rights							
Request for Information Form							
Complaint Form							
Letter of Free Language Assistance							
Brochures							
Parent Manual/ Handbook							
Public Reports							
Others (as determined)							