

Language resource guide

December 2014



This language resource guide is intended for Metro staff providing translation or interpretation services for community members that don't speak English well.

About Metro

Clean air and clean water do not stop at city limits or county lines. Neither does the need for jobs, a thriving economy, and sustainable transportation and living choices for people and businesses in the region. Voters have asked Metro to help with the challenges and opportunities that affect the 25 cities and three counties in the Portland metropolitan area.

A regional approach simply makes sense when it comes to providing services, operating venues and making decisions about how the region grows. Metro works with communities to support a resilient economy, keep nature close by and respond to a changing climate. Together we're making a great place, now and for generations to come.

Stay in touch with news, stories and things to do.

www.oregonmetro.gov/connect

Metro respects civil rights

Metro fully complies with Title VI of the Civil Rights Act of 1964 and related statutes that ban discrimination. If any person believes they have been discriminated against regarding the receipt of benefits or services because of race, color, national origin, sex, age or disability, they have the right to file a complaint with Metro. For information on Metro's civil rights program, or to obtain a discrimination complaint form, visit www.oregonmetro.gov/civilrights or call 503-797-1536. Metro provides services or accommodations upon request to persons with disabilities and people who need an interpreter at public meetings. If you need a sign language interpreter, communication aid or language assistance, call 503-797-1890 or TDD/TTY 503-797-1804 (8 a.m. to 5 p.m. weekdays) 5 business days before the meeting. All Metro meetings are wheelchair accessible. For up-to-date public transportation information, visit TriMet's website at www.trimet.org.

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INTRODUCTION

Metro is committed to ensuring that all community members of the region have access to services and decisions that affect their lives.

The language resource guide outlines effective practice in written translation, identifying steps to consider when translating materials for a program or a project, and provides resources for when an event calls for or a community member requires interpretation. This language resource guide is intended for Metro staff, with assistance from Communication department liaisons, providing translation or interpretation services for community members that don't speak English well.

Are you ready for translation?

Before you start a translation project, budget time and resources to address the needs of community members that don't speak English well. Take time to understand the values and priorities of the audiences you are trying reach or engage – this will help you design a more effective and meaningful outreach campaign or engagement plan. Review the following questions to determine if you are ready to begin a translation project.

1. Did you identify the key languages spoken in your program or project area?

The Research Center is available to conduct an analysis to determine which languages are prominent in a program or project area. Submit demographic and language analysis requests two to three weeks in advance of the start of your translation project to Karen Scott-Lowthian at Karen.Scott-Lowthian@oregonmetro.gov.

2. Do you have an outreach campaign, distribution or public engagement plan in place to reach communities that don't speak English well?

Consider how you are going to engage your audience, and the best way to reach them before developing material. Work with the Communications Department to determine the most effective outreach strategy and how the material will be used – e.g. print, online, mobile, social, word of mouth, etc. Use translation as a tactic for targeted distribution and outreach campaigns. Like any content, translated online content following communications best practices should be accompanied by a plan to get the information out to the targeted audience. For example, the Recycling Information Center runs Spanish-language campaigns that drive traffic to the Spanish-language web pages. MetroPaint developed a direct mail piece targeted at Hispanic audiences and translated the corresponding web pages.

3. Do you have a plan in place to have someone answer questions about your program in other key languages?

Are you asking for community input on a project or program in writing? If so, these responses will need to be translated into English. Will the material be distributed at an event? Do you have someone who can attend the event to answer questions in the key language? Consider using Metro's language line to answer program questions in over

205 language. To learn more, visit imet.metro-region.org/languagehelp. Or schedule an appointment with an onsite interpreter with CTS Language Link. See contact information on Communication Translation Services on page 13.

4. Have you budgeted time in the development of your program materials for translation?

It can take up to five business days to receive translated materials, once submitted. Rush fees may apply if less time is provided.

5. Did you budget for materials to be translated?

Average cost is .30 cents per word to translate and may require a minimum word count.

Evaluating materials to translate

The following criteria can help Metro departments identify documents for which translation is not required but would be an **effective practice**.¹ An answer of “yes” to more than one of these questions suggests that translation may be beneficial.

- Target population:** Does a specific Limited English Proficiency (LEP) population consistently access your department’s services?
- Frequency:** Has this material been requested in other languages in the past?
- Reliance on services or programs:** How important is a particular service or program to a population that doesn’t speak English well? Does a particular population rely on these services more than other services?
- Availability:** Is a translated version of this material **not** available from other outlets? Check to see if other local, state or federal departments already have this material available in other languages.
- Determine messenger:** Is Metro the most appropriate agency to translate materials or convey the message in another language? It may be that another agency or

Do you work on transportation or land use planning projects?

The U.S. department of Justice (DOJ) recommends the following “Four Factor” analysis to determine if translation of vital documents needs to be performed to ensure meaningful participation or understanding of the program or project.

1. Does the number of persons served or encountered in the service area exceed 1,000 or 5% of the population;
2. The frequency with which individuals who don’t speak English well come in contact with the program or project;
3. The nature and importance of the program, activity, or service provided by the program or project; and
4. The resources available to the recipient, and costs.

¹ The criteria was adapted from King County’s written language translation process manual: <http://www.kingcounty.gov/operations/policies/executive/itaeo/inf142aeo.aspx>

organization is better suited to translated material and disseminate information on a project.

- Safety:** Is this message or material critical to ensuring the safety of the community?
- Emergency:** Is it an emergency? Is this a critical message that needs to be disseminated to the community or to a specific language group?
- Consistency and longevity:** Will the content be consistent over a long period? Messages that change often may be less suited for translation, when compared with longer-lasting messages.

Pre-translation considerations

Once you are ready for translation, check with the Communications Department to determine if existing projects could benefit from new translated content or how to cross promote translated content online. Consider what medium the content will be displayed on – print, online, mobile. Are there outreach campaigns or engagement opportunities that could be aligned with your translation project?



Check Metro’s language hub for new content, or link to the site if translating multiple languages www.oregonmetro.gov/languagehub.

Other quick links include:

- www.oregonmetro.gov/russian
- www.oregonmetro.gov/vietnamese
- www.oregonmetro.gov/chinese
- www.oregonmetro.gov/spanish

Did you include Metro’s language line, 503-797-1890, on your printed material? If so, notify Metro’s front desk staff to ensure they are prepared to handle requests from community members.

IDENTIFYING AUDIENCES

Before a program or project-specific engagement or outreach campaign plan is developed, conduct a stakeholder analysis to identify the viewpoints and interests of those impacted by the project and to ensure meaningful involvement of all people regardless of race, color, national origin, or income.

To conduct a stakeholder analysis and identify business leaders, community organizations, faith-based organizations, neighborhood associations and civic organizations, review the project area to determine:

- major employers, local business associations and local chambers of commerce
- community service providers such as schools, churches, health providers, public safety departments, libraries and non-profit community organizations
- neighborhood boundaries and resident participation organizations for affected neighborhoods
- other civic organizations active with potentially affected populations.

Gather and analyze data

In addition to conducting a stakeholder analysis, a demographic analysis should be completed to understand the location of limited English proficiency community members in order to include them in engagement opportunities.

The Research Center is available to conduct a demographic analysis in order to identify how many people speak English “less than very well,” within a program or project area. The Research Center also maintains demographic data on people with limited English proficiency within Metro’s jurisdictional boundary. Table 1 (see chart on page 6) shows the highest prevalence of languages within Metro’s jurisdictional boundary, showing all languages with 1,000 or more speakers with limited English proficiency. To learn more about the language analysis, visit www.oregonmetro.gov/civilrights.

Submit requests for a demographic analysis at least **three to four weeks** in advance of translation to Karen Scott-Lowthian at karen.lowthian@oregonmetro.gov.

Table 1: Languages in Metro’s Jurisdictional boundary with more than 1,000 LEP persons

Language spoken at home	Population 5 and over speaking a language other than English at home	Population that is LEP, age 5 and over, by native language	Percent of total LEP population by native language	Percent of total Metro region population age 5 and over (1,406,347), LEP, by language
Spanish, Spanish Creole	124,643	64,692	52.8	4.6
Vietnamese	20,329	12,417	10.1	0.88
Chinese	17,013	9,036	7.4	0.64
Russian	13,589	7,105	5.8	0.51
Korean	7,953	4,141	3.4	0.29
Ukrainian ¹	No data	¹ 2,609	2.1	0.19
Japanese	6,839	2,608	2.1	0.19
Romanian ¹	No data	¹ 2,232	1.8	0.16
Tagalog	5,702	1,705	1.4	0.12
Arabic	4,155	1,460	1.2	0.1
Hmong	Unreliable	^{1,2} 1,420	1.2	0.1
Somali ¹	No data	¹ 1,407	1.2	0.1
Mon-khmer Cambodian	2,115	1,370	1.1	0.1
13 LEP languages		110,670	90.3	7.87
TOTAL, all non-English languages	265,458	122,511	100	8.71

Data source: U.S. Census Bureau, American Community Survey 2006-2010, 5 year estimate; Table B16001, Language spoken at home; except:

¹ Languages not in Census: estimates derived from Oregon Department of Education school language dataset for 2011-2012; listed counts of LEP students in ODE data derived languages are the median value within an estimated range.

^{1,2} The estimate of LEP Hmong speakers is estimated from Oregon Department of Education data rather than based on the published estimate from the ACS. The ACS estimate margin of error is too high for a reliable estimate, and the estimate itself is clearly far too low in comparison with the directly observed ODE student enrollment data. Figures are derived by aggregating Census tract-level data estimates.

LANGUAGE BANK

Before you translate material, review the Language Bank folder on the T drive, (<\\alex\team\Language Help\Language bank>) to see if information about your program or project has been translated. Existing content about Metro's programs and services (see bulleted list below) is available in Arabic, Chinese, Hmong, Japanese, Korean, Mon-khmer Cambodian, Romanian, Russian, Somali, Spanish, Tagalog, Ukrainian, and Vietnamese.

- Description of Metro
- About Metro parks
- About garbage and recycling
- Nondiscrimination notice
- Public notices
- Metro tag line
- How to use the language line
- How to provide public testimony
- How to engage with Metro

As additional content is translated, material will be added to the Language Bank folder. If you translate material for a project or program, notify Cassie Salinas at cassie.salinas@oregonmetro.gov.

Language hub

Metro redesigned and launched a new website in May 2014. The new oregonmetro.gov website was built from the ground up with all visitors in mind. It offers a cleaner, more streamlined look along with better information about Metro and better navigation and search functions. The new site is an upgrade for visitors and a giant step toward making it easier for people to connect with Metro on their computers, phones, tablets and in different languages.

The new site will improve access for visitors that have a limited ability to understand English and will connect them with key pages readable in as many as 13 languages. There is a special emphasis on meeting the needs of the region's growing population of Spanish, Chinese, Vietnamese and Russian speakers.

Metro contracted with Immigrant and Refugee Community Organization (IRCO) to hire local talent fluent in Spanish, Russian, Vietnamese and Chinese and produced four short videos to inform visitors about some of the programs and services Metro provides. To view the videos, visit www.oregonmetro.gov/languagehub.

PREPARING MATERIAL FOR TRANSLATION

Cultural competency, plain language and readability

Ensure materials are clearly written in plain language with a minimum of technical terms to enable people with limited English proficiency or low literacy to participate or engage with Metro.

It is important to review materials before translation to ensure they are clear, accurate and use simple language that is easily translatable. Consider the following elements when preparing material for translation.²

Cultural competency best practices include:

Make sure your message and material are culturally competent. Think about whether the concept you are presenting exists in other cultures. Consider reflecting language, thoughts, communications, actions, customs, beliefs, values and institutions of racial, ethnic, religious, or social groups of the target population in the design of the material.

If you are unsure if your material is culturally appropriate, you should test your messaging and images with a community partner that works with that population or a member of the target audience.

Work with translators to find the best possible translation given your contextual meaning.

Plain language best practices include:

- elimination of nonessential information
- organization that highlights the main point(s) early in a document and sections of a document
- familiar words with clear meanings; avoid or explain jargon, technical terms, abbreviations and acronyms, redundant phrases, contractions, colloquialisms, idioms and metaphors,
- short, simple sentences; avoid wordy phrases and unnecessary synonyms.
- consistent, accurate punctuation (commas and hyphens, especially) and capitalization (distinguish between proper nouns/names and common nouns)
- short paragraphs and bulleted lists
- testing the draft document on a sample population.

Readability best practices include:

The goal of readability testing is to determine if the educational material you produce is written at a level that exceeds your audience's ability to understand it. Most readability tests are based on two factors: word difficulty and sentence length.

² The plain language, readability and cultural competency section was adapted from King County's Written Language Translation Process manual: <http://www.kingcounty.gov/operations/policies/executive/itaeo/inf142aeo.aspx>

If your document is in electronic format, you can easily check its English readability before translation using the readability testing tools available in Microsoft Word, including both the Flesch and Flesch-Kincaid tests. To use these tools, click on the spell-check icon in your main toolbar. When the correction window appears, click on the Options button. A control panel will appear; check the "Check readability statistics" box, and then click "OK."

After the grammar and spell check are completed, you will see a screen titled "Readability Statistics," which will give you information on "Counts" (number of characters, words, sentences and paragraphs), "Averages" (sentences per paragraph, words per sentence, and characters per word), and "Readability" (percent of passive sentences, Flesch Reading Ease score, and Flesch-Kincaid Grade Level score). The Flesch Reading Ease test

This test rates text on a 100-point scale. The higher the score, the easier it is to understand the document. For most standard files, you want the score to be between 60 and 70.

The Flesch-Kincaid Grade Level test rates text on a U.S. school grade level. For example, a score of 8.0 means that an eighth grader can understand the document. For most documents, aim for a score of approximately 7.0 to 8.0.

It is suggested that materials to be translated not exceed a fifth-grade reading level. Most audiences will be able to fully understand the language at this level.

Keep in mind that none of the readability formulas measures whether the reader understands the intended meaning. Readability formulas are most effective when used in combination with direct testing of your materials with your target audience.

HOW TO SUBMIT CONTENT FOR TRANSLATION

Once a document has been identified and approved for translation the content is ready for professional translation. Communications staff assigned to your program can provide you with resources on how best to communicate with non-English or limited-proficiency audiences. Communications manages several contracts with multicultural communication and translation vendors that can provide direct services to the agency to meet these needs.

Plan ahead

It can take **up to five business days** to receive translated materials, once submitted. Rush fees may apply if less time is provided. In order to ensure consistency, notify your department communication lead at least three weeks prior to the printing deadline to review materials.

Metro has a contract with Certified Language International to handle language assistance over the phone or in-person. The service can provide translation in over 200 languages. If a notice is going out, and contains a translated message, please notify the front desk in order to ensure proper tracking of requests.

Ready the document

For efficient use of translated content, it is recommended that content be presented for translation in a table format in MS Word. Headings, paragraphs and other discreet content is entered in each row with corresponding columns for the translated content to be provided by the vendor. This approach allows different content to be identified easily by staff and subsequently used in other publications or reused on other program materials. For example:

Blue Lake Park signs, Spring 2013 translation content <i>before translation</i>		
<i>English</i>	<i>Spanish</i>	<i>Russian</i>
Information available in (Spanish/Russian)		
No pets allowed.		
No fireworks.		
No alcohol. Park-issued permit required.		

Excerpt from Oxbow Chaperone letter with Spanish <i>translation</i>	
It is our hope that participants will leave with the following:	Esperamos que nuestros visitantes obtengan lo siguiente:
Respect and appreciation for the natural	El respeto y apreciación por el mundo

world	natural
Awareness of their impact on the park and it's wildlife	Conciencia del impacto sobre el parque y su vida salvaje
Some basic skills for seeing wild animals in nature	Algunas habilidades básicas para observar animales salvajes en su entorno natural
The students will learn the above by copying your behavior. Modeling appropriate behavior and attitude is the most powerful type of teaching.	Los estudiantes aprenderán todo lo anterior mediante la imitación de nuestra conducta. Moldear la actitud y las conductas apropiadas es el método más efectivo de enseñanza.

Estimate and approvals

Once the content has been readied as a table, an estimate and purchase approval is completed.

1. **Fill out a work order form.** See the example on page 12 of this guide. Indicate languages for translation and the manner in which files need to be presented.
2. **Send the work order to an approved, contracted vendor for an estimate.** See a listing of existing vendors currently under contract on page 13 of this guide.
3. **Get cost approval.** Once the estimate is provided, update the work order form with the estimated amount and give to purchasing staff assigned to your program. They will gather appropriate signatures/approvals and enter the contract commitment into PeopleSoft. A scan copy of the approved work order will be sent to the project manager indicated on the work order form.
4. **Submit files and contract release # to the vendor.** Email or post via FTP site to the translation vendor all files necessary for the work. Provide the vendor with the contract release number (will look like: 932681-01) given on the approved work order. The release number must be included on the invoice and submitted to metroaccountspayable@oregonmetro.gov
5. **Work can now begin.**

Reviews and work product approvals

As part of services provided, translation vendors are contracted to provide reviews by additional translators within their company to confirm accuracy, spelling and other proofing tasks. It is not necessary for additional reviews for translation accuracy to be coordinated by Metro staff unless those reviews are part of the broader development of the document or deliverable. Unless the project will require design services the final document is usually the completed table of original and translated content.

Translated materials with design services

Most contracted translation vendors have the ability to provide the translated content into a Metro provided design document. In instances where it is necessary for content to be translated and then provided into a design layout the work should be specified in the work order. Additionally, fully packaged design files with fonts and linked images will need to be provided to the vendor. Final deliverables for translation projects with design are a returned packaged design file and print-ready PDF of the document.

Example work order form



Metro

600 NE Grand Ave.
Portland, OR 97232-2736
503-797-1700

WORK ORDER
Personal Services Agreements

CONTRACT NUMBER: 931236

CONTRACT RELEASE # 931236-18

CONTRACTOR: CTS Language Link

CONTRACTOR EMAIL: justin.paukert@ctslanguagelink.com

PROJECT NAME: Sharps brochure translation and design

PROJECT MANAGER: Karen Blauer

SCOPE OF WORK

Translate Metro Sharps brochure content into Spanish and provide layout of copy using Metro provided design template.

DELIVERABLES

- Word document of translated content in table format
- Fully packaged design file of Sharps brochure in Spanish
- Print-ready PDF with marks and bleeds.

COST

See Contractor's estimate. Total invoice amount not to exceed: _____. Contractor to bill Metro on an hourly basis and include a detailed timesheet of work and task completed during billing period. Invoice to be submitted upon approval by Metro staff of project completion.

Contractor: Please e-mail all invoices to metroaccountspayable@oregonmetro.gov. Include contract release number listed above on invoices to ensure timely processing of your payment.

Contractor

Metro staff

Signature: NA

Signature: _____

Date: _____

Date: _____

Telephone: _____

Telephone: _____

Metro staff signing the agreement should have authorized signature authority for the agreement amount.

DPC instructions

CONTRACT RELEASE

1. Enter into PeopleSoft as a contract release and route for appropriate signature and approval work flow.
2. Scan in work order form and email to project manager listed to notify that work can begin.

DPC initials and date: _____

INVOICING

1. Obtain project manger approval on invoice.
2. Receive on the invoice in PeopleSoft.
3. Forward to Accounting staff for processing

Updated Aug 2012

COMMUNICATION TRANSLATION SERVICES

Updated May 2014, contracts expire March 2016

CTS Language Link **931236**

911 Main St., Ste. 10
Vancouver, WA 98660
Brian LeVene, 360-433-0413
brian.levene@ctslanguagelink.com
www.ctslanguagelink.com

IRCO International Language **931235**

10301 NE Gilsan St.
Portland, OR 97220
503-234-1541
www.irco.org

LANGUAGE LINE

When a community member who doesn't speak English well contacts a frontline, **503-797-1890**, Metro employee and has a question about a program or project, the employee's first goal is to make sure the customer feels welcomed and is listened to. The employee should take a message and get the request for information to the right subject matter expert at Metro and get back to the customer within 48 hours. Metro has developed procedures to help customers who don't speak English well request information in person and over the phone.

Metro has a contract with Certified Language International to handle language assistance over the phone or in-person. The service can provide translation in more than 205 languages. If a notice is going out, and contains a translated message, please notify the front desk in order to ensure proper tracking of requests.

Language Line Procedures

Step 1. Welcome the customer to Metro, as usual.

Step 2.

- If the customer is having a hard time asking for information, offer a Language ID sheet.
- Ask the customer to indicate the language s/he speaks.

Step 3.A.

- Seek a staff interpreter to help with intake. Call one from the staff volunteer interpreter list. No answer? Go to 3.B.
- Staff interpreter answers the phone? Go to Step 4.

Step 3.B.

- Call Certified Languages International (CLI): 1-800-CALL-CLI (1-800-225-5254).
- Say you're with Metro in Portland, Oregon and need an interpreter in the language the customer identified on the Language ID sheet.
- Give customer code: 14133.
- Tell CLI customer's name and topic (if you know them) for tracking purposes.

Step 4. Tell interpreter:

- "I have a customer who speaks XXX. Can you tell him/her that you are an interpreter provided free of charge by Metro and ask what topic he or she is asking about?"
- Note the topic or concern on the Language Assistance Intake Form.
- Follow up with interpreter: "I need his/her name and contact information so we can have an expert on that subject contact him/her with the right information. Please ask for a name, phone number and the best time to call."

Step 5.

- Write down contact information on Language Assistance Intake Form.
- Tell interpreter: Please relay the following information to the customer. "Thank you for coming to Metro. I will make sure that someone from Metro calls you on the phone in

the next two days to answer your questions and provide you the information you're looking for. Is there any other way I can help you today?"

Step 6. Alert Metro's Transportation Title VI staff to the request for information:

- Fill out the Intake Form.
- Send the completed Intake Form to Clifford Higgins and Cassie Salinas with Subject Line: "Telephone Interpreter Needed."
- In the email, describe the time and place of the contact and direct staff to see the attached form.

Title VI staff will find the appropriate subject matter expert to respond to the inquiry.

For additional assistance or to request training on the language line, contact Cassie Salinas at cassie.salinas@oregonmetro.gov or call ext. 7586.



You have the right to an interpreter at no cost to you. Please point to your language.

Shqip / Albanian

Ju keni te drejten e nje perkthyesi, pa asnje lloj shpenzimi nga ama juaj. Ju lutem, tregoni gjuhën tuaj, nje perkthyes do te thirret

من اللغة العربية / Arabic

من حقتك الحصول على مترجم مجاناً، الرجاء تحديد لغتك.

Bosanski / Hrvatski / Bosnian / Croatian

Vi imate pravo da Vam se pruži tumač i to je bezplatno Vama. Molim Vas izaberite svoj jezik.

中文 / Chinese

您有权利免费获得口译员服务。请指出您的母语。

Kreyòl / Creole

Ou gen dwa a you entèprèt san li pa kouté w anyen. Tanpri chwazi lang w pale a.

فارسی / Farsi

هزینه اضافی ندارید. لطفاً به زبان مورد نظر خود اشاره کرده شما حق استفاده از مترجم را بدون

Français / French

Vous avez le droit à un interprète à titre gratuit. Veuillez indiquer du doigt la langue que vous parlez.

Ελληνικά / Greek

Έχετε το δικαίωμα για υπηρεσίες του ειδικού μεταφραστή στο κλάδος υγείας. Παρακαλώ, δείξτε, τι γλώσσα μιλάτε, και εμείς.

प्रीचक / Hindi

आपको बिना किसी शुल्क के द्वाबारे की सेवाएं प्राप्त करने का अधिकार है. कृपया अपनी भाषा की तरफ इशारा कीजिए.

Hmoob / Hmong

Yog koj tsi paub lus Askiv, peb mam nrhiav ib tus neeg los peb txhais lus rau koj dawb dawb.

日本語 / Japanese

通訳に費用はかかりません。御自分の言語を指示して下さい。

ភាសាខ្មែរ / Khmer / Cambodian

លោកអ្នកមានសិទ្ធិទទួលបានសេវាបកប្រែពីអ្នកបកប្រែមេឃាតឥតគិតថ្លៃ។ សូមចង្អុលទៅភាសាសំបុកមើលពីអ្នកបកប្រែ។

한국어 / Korean

귀하는 무료 통역 서비스를 받을 권리가 있습니다. 원하는 언어를 가르키세요.

ພາສາລາວ / Laotian

ທ່ານມີສິດທີ່ຈະມີນາຍແປພາສາໂດຍບໍ່ຄິດໄລ່ເງິນຈາກທ່ານ. ກະລຸນາຊີ້ສ່ວນພາສາຂອງທ່ານ

Tagalog / Philippines

Mayroon kang karapatan sa isang tagasalin nang walang gastos sa iyo. Mangyari lamang na ituro ang iyong lengguwahe.

Português / Portuguese

Você tem direito à um intérprete sem nenhum custo à você. Favor apontar para o seu idioma.

Русский / Russian

Вы имеете право на бесплатные услуги переводчика. Пожалуйста просим Вас указать на Ваш язык.

Soomaali / Somali

Waxaad haq u leedahay inaad heshid tujanmaan caafimaad oo aan lacag kuugu fadhin. Fadlan tilmaan luqaddaada, turjumaan ayaan laguugu wici doonaayee.

Español / Spanish

Usted tiene derecho a un intérprete sin costo alguno para Usted. Por favor, señale su idioma

(Kiswahili) / Swahili

WEWE UNA HAKI YA KUPATA HUDUMA ZA MKALIMANI BILA MALIPO YOYOTE. "TAFADHALI ONYESHA YAKONI IPI

Türkçe / Turkish

Ücretsiz, tercüman hakkınız vardır. Sadece konutduğumuz dili işaretleyin.

Українська / Ukrainian

Ви маєте право на отримання безкоштовних послуг перекладача. Будь-ласка, вкажіть на вашу рідну мову, і ми вам покличемо перекладача.

Tiếng Việt / Vietnamese

Quý vị có quyền có thông dịch viên miễn phí. Xin chỉ vào ngôn ngữ của quý vị.

Posted as part of Metro's compliance with Title VI of the Civil Rights Act of 1964. For assistance, contact administrative staff in communication, planning or council office, or contact Karen Withrow, Public Involvement Manager, ext. 1932. For more information on civil rights compliance, see regonmetro.gov/div/rights



INCLUSIVE OUTREACH CAMPAIGNS AND ENGAGEMENT TOOLS

Effective public engagement and outreach takes careful planning. Metro works to build meaningful relationships with diverse audiences throughout the region, and uses a variety of tools and techniques to gather input or engage the public.

An effective engagement process includes learning about and developing relationships with the stakeholders that will be engaged. Meeting with stakeholders at the beginning of a project helps the project team get to know the community and design an engagement and outreach plan that responds to their needs and concerns. This includes reaching out to community and business organizations, faith-based organizations, community leaders and local city and counties, keeping them informed throughout the project and measuring effectiveness at the end of the process.

There is no substitute for face-to-face conversations when establishing relationships. It is important to budget time during project initiation to make these connections. Community members will help you understand the lay of the land, who else you should be engaging and if there are recent good or bad examples of public engagement in the community to learn from.

More than translation – language discussion groups

To learn more about the needs and interests of community members that don't speak English well, Metro partnered with and provided funding to community organizations that serve Spanish, Russian, Chinese and Vietnamese communities to organize, recruit, facilitate and capture comments at language discussion groups.

Each language discussion group had varying levels of awareness of or interest in Metro's programs or services, yet Metro identified several common themes across all language discussion groups. In order to better engage communities that have a limited ability to speak English, consider the following:

- build relationships and trust with communities that have a limited ability to speak English through partnerships with community-based organizations
- speak the language or find a trusted community leader to speak on your behalf
- translate materials – but use limited text and culturally specific images to help convey the message.

When engaging communities that don't speak English well, it is important to consider the following barriers to participate or engage with Metro:

- limited access to Internet – provide alternative methods to reach communities (i.e. word of mouth, partner with community organizations or reach parents through schools)
- limited financial means – provide low-cost or free options for events
- language barriers – provide interpreter or staff who speak the language

- low literacy – provide written information in clear, easy to understand language (consider developing content at 5th grade reading level or lower)
- limited time – participants indicated that time is a limiting factor in participating in decision-making opportunities, as some work multiple jobs or have family obligations that take priority.

Inclusive outreach campaigns

Work with the Communications Department to develop an inclusive outreach campaign for your program or service. Communications will identify appropriate tools to reach audiences that speak different languages, depending on your campaign goals, objectives and timeline. Use existing research about the key audiences’ priorities, interests and methods of receiving information. (See related resources page 25). This information can help inform the development of an effective outreach campaign.

Metro has contracted with various multicultural agencies to help Metro staff co-design culturally appropriate engagement and outreach plans. See list of services on page 21.

Community engagement tools and techniques

The following is a list of communication tools that Metro uses to notify community members who don’t speak English well. This list is descriptive, not exhaustive.

Technique/Tool	Description
Relationship-building	Partnership with business, civic, faith-based and community organization leadership to reach underrepresented populations, provide targeted translated materials or announce public engagement opportunities
Technical assistance contracts	Technical assistance contracts may be awarded to community organizations to conduct engagement activities, reach underrepresented populations or to help better inform a project
Plain language	Materials clearly written in plain language with a minimum of technical terms to enable people with limited English proficiency or low literacy to participate and comment
Language assistance	In-person interpreters, a telephone language line or translated materials that communicate with people with limited English proficiency
Multicultural media	Distribution of news releases to multicultural media to describe the project, explain timeline, highlight opportunities for involvement and comment, discuss culturally relevant issues and frame intended outcomes as they relate to culturally specific audiences
Incentives	Incentives may be provided to increase participation at open houses or public events such as providing free food and drinks, snacks or free childcare. Incentives such as gift cards can increase participation in filling out survey or providing feedback

Technique/tool	Description (continued)
Promotion through partners	Prepared material, email or web content that can be forwarded by cities, counties, agencies, community organizations, or public venues such as libraries, places of worship and other project partners in order to increase reach when inviting participation or seeking public comment
Community presence	Participation in community events at faith-based organizations, community centers, grocery stores, farmers markets or other gathering places to share information, answer questions and request public input on programs or projects.

COMMUNICATIONS MULTICULTURAL SERVICES

Updated July 2014, contracts expire March 2016

IRCO International Language **931235**

10301 NE Gilsan St.
Portland, OR 97220
503-234-1541
www.irco.org

JLA Public Involvement **931234**

1110 SE Alder St., Ste. 301
Portland, OR 97214
Eryn Deeming Kehe, 503-235-5881
eryn@jla.us.com
www.jla.us.com

Heinrich Marketing Inc. **931238**

Hispanidad
2228 Blake St., Ste. 200
Denver, CO 80205
Laura Sonderup, 303-239-5235
lsonderup@heinrich.com
www.heinrichhispanidad.com

Lara Media Services **931239**

3800 NE Sandy Blvd., Ste. 214
Portland, OR 97232
Victoria Lara, 503-317-7253
victoria@laramedia.com
www.laramedia.com

TRACKING AND MEASURING RESULTS

In order to identify issues, measure success and adjust plans accordingly, it is important to monitor and evaluate a project throughout the entire process. Key findings identified in the evaluation process should be shared with the public and decision-makers to better inform the project and improve future engagement. Each engagement plan or outreach campaign should have specific goals and performance measures, but consider the evaluation questions listed below as a guide to measure effectiveness.

Evaluation questions

- ✓ Was a demographic analysis of the program, project or service area completed in order to language proficiency?
- ✓ Was a four-factor LEP analysis completed to assist in determining an approach to language assistance?
- ✓ Was material translated and/ or provided to communities that have a limited ability to speak English?
- ✓ Were translation services made available upon request?
- ✓ Was project information made available at accessible locations such as health care clinics, local and ethnic markets, community centers and schools?
- ✓ How many comments were received in languages other than English?
- ✓ How many people visited the language hub as a result of the outreach campaign?
- ✓ How many people called the language line as a result of the outreach campaign?
- ✓ Was the material reviewed for readability, plain language and cultural competency?
- ✓ Did meeting materials include Metro's non-discrimination and language assistance and notice?
- ✓ Were community organizations that serve limited English proficiency engaged or consulted?
- ✓ How many people requested services in another language?

APPENDIX A- GLOSSARY OF TERMS

- **LEP:** Limited English Proficiency (LEP) refers to limited ability to speak, read, write or understand the English language
- **Translation:** Converting written communications from one language to another while preserving the intent and essential meaning of the original text.
- **Interpretation:** The oral conversion of a spoken message from one language to another.
- **Cultural competency:** Refers to an ability to interact effectively with people of different cultures and socio-economic backgrounds. Cultural competence comprises four components: (a) Awareness of one's own cultural worldview, (b) Attitude towards cultural differences, (c) Knowledge of different cultural practices and worldviews, and (d) Cross-cultural skills. Developing cultural competence results in an ability to understand, communicate with, and effectively interact with people across cultures.
- **Transcreation:** A term used chiefly by advertising and marketing professionals to refer to the process of adapting a message from one language to another, while maintaining its intent, style, tone and context.

APPENDIX B- PUBLIC NOTICE COPY

Translated versions can be found in Language Help Folder (\\alex\team\Language Help\Language bank), in the following languages: Arabic, Chinese, Hmong, Japanese, Korean, Mon-khmer Cambodian, Romanian, Russian, Somali, Spanish, Tagalog, Ukrainian, and Vietnamese

For garbage/recycling/solid solid waste:

This is a notice of your opportunity to comment on *an application to operate a solid waste (garbage or recycling) facility in your community*. To receive a translation of the full public notice in [INSERT LANGUAGE], call 503-797-1890 or TDD/TTY 503-797-1804 (8 a.m. to 5 p.m. weekdays).

Hazardous waste:

This is a notice of your opportunity to comment on *an application to operate a hazardous waste facility in your community*. To receive a translation of the full public notice in [INSERT LANGUAGE], call 503-797-1890 or TDD/TTY 503-797-1804 (8 a.m. to 5 p.m. weekdays).

Long range transportation planning 1:

This is a notice of your opportunity to comment on *transportation priorities in the region*. To receive a translation of the full public notice in [INSERT LANGUAGE], call 503-797-1890 or TDD/TTY 503-797-1804 (8 a.m. to 5 p.m. weekdays)"

Long range transportation planning 2:

This is a notice of your opportunity to comment on *the effect of planned transportation investments on air quality in the region*. To receive a translation of the full public notice in [INSERT LANGUAGE], call 503-797-1890 or TDD/TTY 503-797-1804 (8 a.m. to 5 p.m. weekdays)

Corridor planning 1:

This is a notice of your opportunity to comment on *potential changes to transit near you*. To receive a translation of the full public notice in [INSERT LANGUAGE], call 503-797-1890 or TDD/TTY 503-797-1804 (8 a.m. to 5 p.m. weekdays)

Corridor planning 2:

This is a notice of your opportunity to comment on *a transit project that may affect your property at [ADDRESS]*. To receive a translation of the full public notice in [INSERT LANGUAGE], call 503-797-1890 or TDD/TTY 503-797-1804 (8 a.m. to 5 p.m. weekdays).

APPENDIX C – RELATED RESOURCES

American Translators Association; Translation getting it right, a guide to translation services

- http://www.atanet.org/publications/Getting_it_right_int.pdf

Lutheran Community Services publishes a comprehensive directory for immigrant and refugee families in Multnomah County

- <http://www.lcsnw.org/portland/pathways/ResourceDirectory.pdf>

Written and translation services from King County

- <http://www.kingcounty.gov/operations/policies/executive/itao/inf142aao.aspx>

Metro's language discussion group executive summary 2013

- T:\Language Help\Resources