

# *Limited English Proficiency Plan*

*Missouri  
Department  
of  
Transportation*

*External  
Civil  
Rights  
Divison*



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## Table of Contents

Limited English Proficiency .....	2
Authority .....	2
How LEP Affects MoDOT .....	3
Four Factor Analysis.....	4
Factor 1 - LEP Persons Served .....	4
Factor 2 - Frequency of Contact .....	7
Factor 3 - Level of Importance .....	7
Factor 4 - Available Resources to Recipients and the Costs .....	8
Conclusions and Recommendations .....	9
Language Assistance (Oral and Written).....	9
Notification of Language Assistance .....	9
Staff Training .....	10
Monitoring and Updating the LEP Plan.....	10
Voluntary Compliance Efforts .....	10
Notice of Nondiscrimination.....	10
APPENDICES .....	12
APPENDIX A – Title VI of the Civil Rights Act of 1964 .....	13
APPENDIX B – Executive Order (EO) 13166.....	15
APPENDIX C – Language Identification Flashcard .....	17

# MoDOT's Limited English Proficiency Plan

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## Limited English Proficiency

Limited English Proficiency (LEP) refers to individuals who cannot speak, read, write or understand the English language at a level that permits them to interact effectively.

### Authority

Title VI of the Civil Rights Act of 1964 and its implementing regulations require that recipients of federal funds take responsible measures to ensure meaningful access to benefits, services, information and other important portions of programs and activities are available for individuals who are LEP.

**Title VI of the Civil Rights Act of 1964** states that no person in the United States shall, on the grounds of race, color, or nation origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance. (See Appendix A)

**Executive Order (EO) 13166** – *Improving Access to Services for Person with LEP* sets forth the compliance standards that recipients of federal funds must follow to ensure that the program and activities they normally provide in English are accessible to LEP persons and thus does not discriminate on the basis of national origin in violation of Title VI of the Civil Rights Act of 1964, as amended, and its implemented regulations. Recipients must take reasonable steps to ensure meaningful access to their programs and activities by LEP persons. (See Appendix B)

The following matrix illustrates legal and policy considerations that require MoDOT to provide LEP persons with meaningful access to programs, activities and services:

<b>Title VI of the Civil Rights Act of 1964</b>	<b>Limited English Proficiency Executive Order 13166</b>
Federal Law	Federal Policy
Enacted July 2, 1964	Signed August 11, 2000
Considers all persons	Considers eligible population
Contains monitoring and oversight compliance review requirements	Contains monitoring and oversight requirements
Factor criteria is required, no numerical or percentage thresholds	Factor criteria is required, no numerical or percentage thresholds
Provides protection on the basis of age, disability, sex, race, color and national origin	Provides protection on the basis of national origin
Focuses on eliminating discrimination in federally funded programs	Focuses on providing LEP persons with meaningful access to services using factor criteria
Annual Accomplishment and Upcoming Goals Report to the U.S. Department of Transportation	Annual Accomplishment and Upcoming Goals Report to the U.S. Department of Transportation
Provides protection on the basis of sex, gender, age and disability	Provides projection on the basis of sex, gender, age and disability

It is critical that MoDOT is innovative and proactive in engaging individuals from different cultures, backgrounds and businesses in planning, project development and other program areas.

### **How LEP Affects MoDOT**

EO 13166 directs recipients of federal financial assistance to take reasonable steps to provide LEP individuals with meaningful access to their programs, activities and services. The key to providing meaningful access for LEP persons is to ensure that effective communication exists between the service provider and the LEP person.

To accomplish effective communication, the Department will perform the following actions:

- Conduct a needs assessment
- Provide for oral and written language assistance
- Notify LEP customers of the availability of language assistance services
- Translate vital documents in languages other than English
- Train staff
- Monitor and update the LEP Plan
- Voluntarily comply with efforts

## Four Factor Analysis

To identify Missouri’s LEP needs, a four factor analysis was conducted that analyzed the following:

1. The number and proportion of LEP persons served or encountered in eligible service populations.
2. The frequency with which LEP individuals come into contact with programs, activities or services.
3. The importance of our programs, activities and services to LEP persons.
4. The resources available to recipients and the costs.

### Factor 1 - LEP Persons Served

According to the 2010 U.S. Census data, Missouri’s population has increased in each of the below listed races, with the most significant increase occurring in the Hispanic or Latino population that increased 79.2 percent between 2000 and 2010. The following table provides a breakdown of Missouri’s population by race:

**2010 Missouri State Population by Race**

Race	Percent of Population	Change from 2000 to 2010	
White alone	82.8%	4.4%	↑
Black or African American alone	11.6%	10.2%	↑
American Indian and Alaska Native alone	0.5%	9.2%	↑
Asian alone	1.8%	59.2%	↑
Native Hawaiian and Other Pacific Islander alone	0.1%	97.0%	↑
Some Other Race alone	1.3%	75.6%	↑
Two or More Races	2.1%	51.8%	↑
Population by Hispanic or Latino Origin			
Hispanic or Latino	3.5%	79.2%	↑
Not Hispanic or Latino	96.5%	5.5%	↑

Source: 2010 U.S. Census Data: <http://2010.census.gov/2010census/data/>

According to the 2000 U.S. Census data, Missouri’s population consists of 264,281 individuals who are five years and over that speak a language other than English. Of this total, 103,019 speak English less than “very well.”

The following table exhibits the breakdown:

**2000 Missouri’s Population 5 Years and Over  
 Who Speak English less than “very well”**

Language	Percent of Population	Total
Spanish	0.9%	45,990
Indo-European	0.6%	31,383
Asian and Pacific Island	0.4%	21,210

Source: 2000 U.S. Census Data: <http://censtats.census.gov/data/MO/04029.pdf>

According to the Missouri Department of Elementary and Secondary Education, of the 918,729 enrolled students for the 2010-2011 school year, a total of 22,270 students were not proficient in English. The following table exhibits the breakdown of languages that had 200 or more LEP students and the percent of LEP students by language in comparison to the total number of enrolled students and the total number of the LEP students:

**2010-2011 Missouri’s Language Minority Students**

Language	Total Number of LEP Students	Percent Compared to Total Enrolled Students	Percent Compared to Total LEP Students
Spanish/Castilian	12,509	1.36%	56.17%
Bosnian	1019	0.11%	4.58%
Vietnamese	993	0.11%	4.46%
Somali	967	0.11%	4.34%
Arabic	833	0.09%	3.74%
Chinese	518	0.06%	2.33%
Russian	478	0.05%	2.15%
Korean	400	0.04%	1.80%

Source: Missouri Department of Elementary and Secondary Education: <http://dese.mo.gov/qs/me/lepenroll.html>

The U.S. Census data from 2005-2009 indicates that 5.1 percent of Missouri’s population speaks a language other than English. Of the 5.1 percent, 0.9 percent *speak English “not well” or “not at all.”* The Department performed an analysis of Missouri’s 115 counties regarding persons *who speak English less than “very well”* using 2005-2009 U.S. Census data. Counties with populations that included more than 1000 persons or greater than five percent of those *who speak English less than “very well”* were identified as follows:

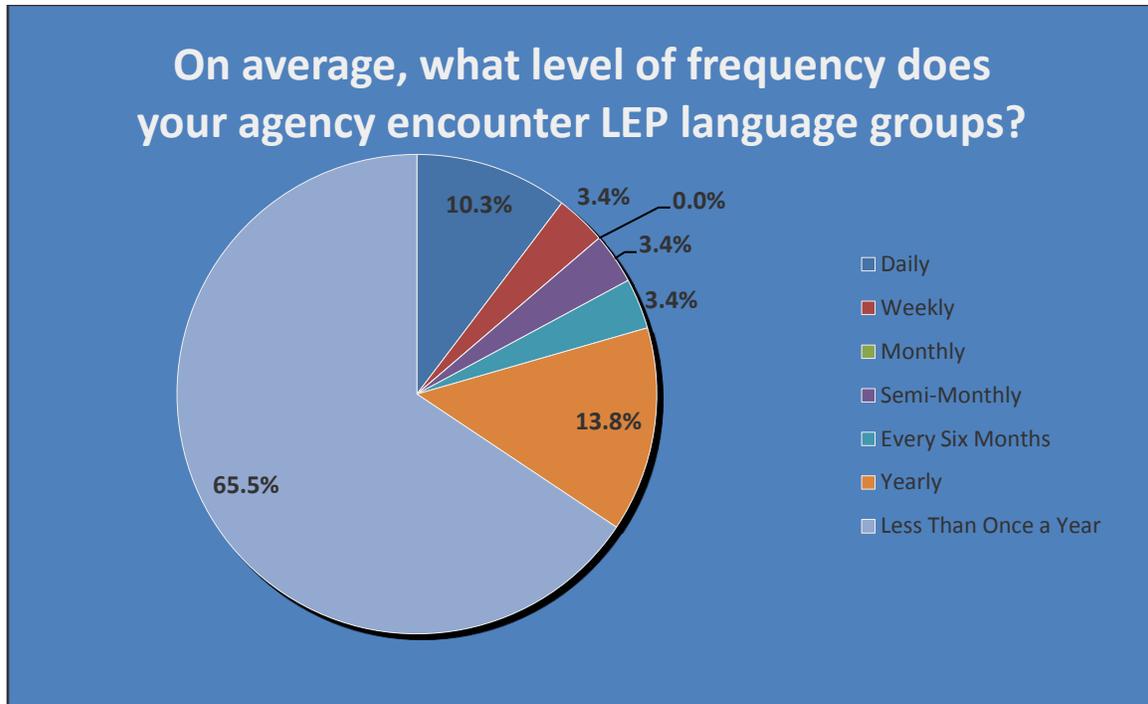
**2005-2009 Missouri Counties with Significant LEP Populations**  
 (More than 1000 persons or greater than 5%)

County	Language	Population	Percent
Barry	Spanish	1122	3.4%
Boone	Spanish	1224	0.9%
Clay	Spanish	2393	1.2%
Greene	Spanish	1491	0.6%
Jackson	Spanish	18,140	2.8%
	Vietnamese	2048	0.3%
Jasper	Spanish	2249	2.1%
McDonald	Spanish	1342	6.4%
St Charles	Spanish	2015	0.6%
St Louis City	Spanish	4170	1.3%
St Louis	Spanish	7838	0.8%
	Russian	1555	0.2%
	Serbo-Croatian	3706	0.4%
	Chinese	3456	0.4%
	Korean	1789	0.2%
	Vietnamese	1589	0.2%

Source: U.S. Census Bureau, 2005-2009 American Community Survey

## Factor 2 - Frequency of Contact

The Department surveyed transit agencies regarding the frequency of contact with LEP populations. Transit agencies were asked, “On average, what level of frequency does your agency encounter LEP language groups?” The results were as follows:



Transit agencies reported coming into most frequent contact with Spanish speaking individuals. Agencies also reported on occasion coming into contact with other language speaking individuals such as Chinese, Japanese, Vietnamese, Russian, Serbo-Croatian and Korean. They reported even less frequent contact with French, Persian, Hmong, Thai, Arabic, African, and other Slavic, Asian and Pacific Island language speaking individuals.

## Factor 3 - Level of Importance

The Department will work to identify programs or activities in which serious consequences could occur should a language barrier exist. This will be done in two ways:

- The Department will internally conduct an evaluation of all programs and services and assess the possible impact on actual and potential beneficiaries.
- The Department will increase the gathering, reporting and tracking of feedback received from community organizations that serve LEP persons and contact with LEP individuals, to further reveal areas with potentially serious consequences due to language barriers.

The Department currently gathers information regarding public outreach meetings and activities and proactively engages minority and low-income populations. However,

efforts can and will be improved by increasing the use of translated materials, such as newspaper advertisements, radio announcements, posters and brochures. By growing our communication with LEP populations, we will increase feedback received from LEP individuals, which will help to identify critical service areas that could have serious consequences for LEP individuals should a language barrier exist. The Department is taking action to close language barriers and will aggressively address those found to have serious consequences.

Due to the oversight capacity in which the Department serves, we will work closely with sub-recipients of federal transportation funds, such as public transit agencies and metropolitan planning organizations, to ensure they provide meaningful access to LEP individuals and evaluate areas for potential serious consequences. As part of the Department’s oversight responsibilities, resources and guidance has been and will continue to be provided to sub-recipients. In addition, monitoring of sub-recipients improvement will be conducted during assessments, compliance reviews and through the use of surveys. This data will be analyzed and result in identifying programs and services that need language barriers removed, including specific transit routes.

It should be noted that as of June 2011, MoDOT has not gathered specific data regarding particular transit routes with language barriers. Although the Department will do so in the future, specific route information is not available at this time.

**Factor 4 - Available Resources to Recipients and the Costs**

The Department offers a variety of language assistance services to recipients. Language assistance cards called “I Speak Cards” are available and used to assist personnel in identifying an LEP person's language. (See Appendix C) The Department utilizes bilingual staff that is available to provide translation services when needed. Also available are contracted translation services that include a translation hotline, face to face translation and document translation services. The following table provides a list of these language assistance services along with a breakdown of the general cost associated to each service:

**Translation Services**

Type	Cost
Telephone Hotline Translation/Interpreter	\$0.59 – \$0.99 per minute
Face to Face Translation	\$45 – \$200 per hour
Document Translation	
Translating services	\$0.03 – \$0.27 per word
Copy editing/proof-reading services	\$33 – \$65 per hour
Document formatting charges	\$25 - \$76 per hour
CD-R	\$0 - \$25 per cd
Emergency rush job price	\$0 - \$250

*Please note that costs vary depending upon the language service, service area and vendor.*

All of the above mentioned resources are communicated on the Department’s intranet site for employee use.

## Conclusions and Recommendations

After analysis of Missouri's population, the significant LEP populations and those persons seeking services, it was determined that there is a significant Spanish speaking population within the state needing meaning access to services and programs. Numerous other language speaking individuals are encountered but at much lesser frequency.

### Language Assistance (Oral and Written)

The Department is able to meet the needs of most LEP individuals by providing language assistance through the use of bilingual staff, telephone translation and face to face translation services. However, further translation of pertinent documents to Spanish is needed to ensure meaningful access to services and programs by the growing Hispanic community. The Department continues to work to identify written documents and materials to be translated to Spanish.

Although not a comprehensive list, Department employees have been identified who are able to provide language assistance to persons speaking the following languages:

- Arabic
- Chinese
- Cambodian
- French
- German
- Greek
- Hindi
- Malayalam
- Marathi
- Nigerian
- Russian
- Sign language
- Spanish
- Wolof

If further translation services are needed, an over the telephone foreign language interpretation vendor called Language Select, located in Los Angeles, California, is utilized. For face to face verbal language interpreter services and written language translation services, a variety of vendors are available for use. Employees review the statewide contracts on a case by case basis to determine the appropriate vendor.

The Department continues to work to identify documents needing translated to Spanish and will make such documents available to the Hispanic community. Furthermore, the Department will continue to monitor document translation needs for other LEP populations and attempt to provide translated documents as needed. The Department will continue to guide and monitor subrecipients to ensure meaningful access is provided to LEP persons.

### Notification of Language Assistance

Information regarding free language assistance is and will continue to be posted in public areas. The Department is continues to work with subrecipients to ensure they also post free language assistance notices.

The Department will notify the Hispanic community that they have the right to free language assistance that includes documents and/or materials printed in the Spanish language. Notification regarding the availability of services will be provided through

neighborhood community meetings, brochures, minority newspapers, and information disseminated to the public by the Department. Detailed information on how the Hispanic community was notified of the right to free language assistance will be provided in the Department's annual update.

### **Staff Training**

Training will be provided to staff members on policies and procedures concerning language assistance and ways to determine whether an individual needs assistance services. The Department will provide training to employees who are likely to come in contact with LEP individuals and provide "I Speak Cards" to assist in identifying an LEP person's language. Also, employees will be trained on how to handle complaints filed by LEP individuals.

### **Monitoring and Updating the LEP Plan**

The Department will provide notice of any changes in services to the LEP public and employees and develop a process for determining, on an ongoing basis, whether new documents, program services and activities need to be made accessible to LEP individuals. The Department will continuously evaluate the plan to determine if changes have occurred in:

- The current LEP populations in the service area or population affected or encountered
- Frequency of encounters with LEP language groups
- Nature and importance of activities to LEP persons
- Available resources, including technological advances and sources of additional resources and the cost imposed
- The needs of LEP persons
- The staff's knowledge and understanding of the LEP plan and how it is implemented
- The identified sources for assistance, to ensure they are still available and viable

### **Voluntary Compliance Efforts**

The goal for Title VI and Title VI regulatory enforcement is to achieve voluntary compliance. The requirement to provide meaningful access to LEP persons is enforced and implemented by the Department of Justice (DOJ) through the procedures identified in the Title VI regulations. These procedures include complaint investigations, compliance reviews, efforts to secure voluntary compliance and technical assistance.

The Title VI regulations provide the DOJ will investigate whenever it receives a complaint, report or other information is received that alleges or indicates possible noncompliance with Title VI or its regulations.

### **Notice of Nondiscrimination**

MoDOT complies with the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, Title VI of the Civil Rights Act of 1964 and other federal

equal opportunity laws and therefore does not discriminate on the basis of race, sex, color, age, national origin, religion or disability in admission or access to and treatment in Department programs and activities, as well as the Department's hiring and employment practices. Complaints of alleged discrimination and inquiries regarding the Department's nondiscrimination policies may be directed to:

*Missouri Department of Transportation  
External Civil Rights Division  
Title VI Coordinator  
1617 Missouri Blvd  
P.O. Box 270  
Jefferson City, Missouri 65102-0270*

Persons who are deaf or hard of hearing may contact ECR through Relay Missouri Services at (800)735-2966 or 711 (Toll Free – TTY).

# APPENDICES

## APPENDIX A – Title VI of the Civil Rights Act of 1964

### TITLE VI--NONDISCRIMINATION IN FEDERALLY ASSISTED PROGRAMS

SEC. 601. No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.

SEC. 602. Each Federal department and agency which is empowered to extend Federal financial assistance to any program or activity, by way of grant, loan, or contract other than a contract of insurance or guaranty, is authorized and directed to effectuate the provisions of section 601 with respect to such program or activity by issuing rules, regulations, or orders of general applicability which shall be consistent with achievement of the objectives of the statute authorizing the financial assistance in connection with which the action is taken. No such rule, regulation, or order shall become effective unless and until approved by the President. Compliance with any requirement adopted pursuant to this section may be effected (1) by the termination of or refusal to grant or to continue assistance under such program or activity to any recipient as to whom there has been an express finding on the record, after opportunity for hearing, of a failure to comply with such requirement, but such termination or refusal shall be limited to the particular political entity, or part thereof, or other recipient as to whom such a finding has been made and, shall be limited in its effect to the particular program, or part thereof, in which such non-compliance has been so found, or (2) by any other means authorized by law: Provided, however, That no such action shall be taken until the department or agency concerned has advised the appropriate person or persons of the failure to comply with the requirement and has determined that compliance cannot be secured by voluntary means. In the case of any action terminating, or refusing to grant or continue, assistance because of failure to comply with a requirement imposed pursuant to this section, the head of the federal department or agency shall file with the committees of the House and Senate having legislative jurisdiction over the program or activity involved a full written report of the circumstances and the grounds for such action. No such action shall become effective until thirty days have elapsed after the filing of such report.

SEC. 603. Any department or agency action taken pursuant to section 602 shall be subject to such judicial review as may otherwise be provided by law for similar action taken by such department or agency on other grounds. In the case of action, not otherwise subject to judicial review, terminating or refusing to grant or to continue financial assistance upon a finding of failure to comply with any requirement imposed pursuant to section 602, any person aggrieved (including any State or political subdivision thereof and any agency of either) may obtain judicial review of such action in accordance with section 10 of the Administrative Procedure Act, and such action shall not be deemed committed to unreviewable agency discretion within the meaning of that section.

SEC. 604. Nothing contained in this title shall be construed to authorize action under this title by any department or agency with respect to any employment practice of any

employer, employment agency, or labor organization except where a primary objective of the Federal financial assistance is to provide employment.

SEC. 605. Nothing in this title shall add to or detract from any existing authority with respect to any program or activity under which Federal financial assistance is extended by way of a contract of insurance or guaranty.

## **APPENDIX B – Executive Order (EO) 13166**

### **IMPROVING ACCESS TO SERVICES FOR PERSONS WITH LIMITED ENGLISH PROFICIENCY**

By the authority vested in me as President by the Constitution and the laws of the United States of America, and to improve access to federally conducted and federally assisted programs and activities for persons who, as a result of national origin, are limited in their English proficiency (LEP), it is hereby ordered as follows:

#### **Section 1. Goals.**

The Federal Government provides and funds an array of services that can be made accessible to otherwise eligible persons who are not proficient in the English language. The Federal Government is committed to improving the accessibility of these services to eligible LEP persons, a goal that reinforces its equally important commitment to promoting programs and activities designed to help individuals learn English. To this end, each Federal agency shall examine the services it provides and develop and implement a system by which LEP persons can meaningfully access those services consistent with, and without unduly burdening, the fundamental mission of the agency. Each Federal agency shall also work to ensure that recipients of Federal financial assistance (recipients) provide meaningful access to their LEP applicants and beneficiaries. To assist the agencies with this endeavor, the Department of Justice has today issued a general guidance document (LEP Guidance), which sets forth the compliance standards that recipients must follow to ensure that the programs and activities they normally provide in English are accessible to LEP persons and thus do not discriminate on the basis of national origin in violation of title VI of the Civil Rights Act of 1964, as amended, and its implementing regulations. As described in the LEP Guidance, recipients must take reasonable steps to ensure meaningful access to their programs and activities by LEP persons.

#### **Section 2. Federally Conducted Programs and Activities.**

Each Federal agency shall prepare a plan to improve access to its federally conducted programs and activities by eligible LEP persons. Each plan shall be consistent with the standards set forth in the LEP Guidance, and shall include the steps the agency will take to ensure that eligible LEP persons can meaningfully access the agency's programs and activities. Agencies shall develop and begin to implement these plans within 120 days of the date of this order, and shall send copies of their plans to the Department of Justice, which shall serve as the central repository of the agencies' plans.

#### **Section 3. Federally Assisted Programs and Activities.**

Each agency providing Federal financial assistance shall draft title VI guidance specifically tailored to its recipients that is consistent with the LEP Guidance issued by the Department of Justice. This agency-specific guidance shall detail how the general standards established in the LEP Guidance will be applied to the agency's recipients. The agency-specific guidance shall take into account the types of services provided by the recipients, the individuals served by the recipients, and other factors set out in the LEP

Guidance. Agencies that already have developed title VI guidance that the Department of Justice determines is consistent with the LEP Guidance shall examine their existing guidance, as well as their programs and activities, to determine if additional guidance is necessary to comply with this order. The Department of Justice shall consult with the agencies in creating their guidance and, within 120 days of the date of this order, each agency shall submit its specific guidance to the Department of Justice for review and approval. Following approval by the Department of Justice, each agency shall publish its guidance document in the Federal Register for public comment.

#### Section 4. Consultations.

In carrying out this order, agencies shall ensure that stakeholders, such as LEP persons and their representative organizations, recipients, and other appropriate individuals or entities, have an adequate opportunity to provide input. Agencies will evaluate the particular needs of the LEP persons they and their recipients serve and the burdens of compliance on the agency and its recipients. This input from stakeholders will assist the agencies in developing an approach to ensuring meaningful access by LEP persons that is practical and effective, fiscally responsible, responsive to the particular circumstances of each agency, and can be readily implemented.

#### Sec. 5. Judicial Review.

This order is intended only to improve the internal management of the executive branch and does not create any right or benefit, substantive or procedural, enforceable at law or equity by a party against the United States, its agencies, its officers or employees, or any person.

WILLIAM J. CLINTON

**APPENDIX C – Language Identification Flashcard**

<div style="display: flex; justify-content: space-between; align-items: center;"> <span style="font-size: 1.2em; font-weight: bold;">2004 Census Test</span> <span style="font-size: 0.8em; font-weight: bold;">United States Census 2010</span> </div>	LANGUAGE IDENTIFICATION FLASHCARD
<input type="checkbox"/> ضع علامة في هذا المربع إذا كنت تقرأ أو تتحدث العربية.	1. Arabic
<input type="checkbox"/> Խնդրում ենք նշում կատարել այս քանակուսում, եթե խոսում կամ կարդում եք հայերեն:	2. Armenian
<input type="checkbox"/> যদি আপনি বাংলা পড়েন বা বলেন তা হলে এই বাক্সে দাগ দিন।	3. Bengali
<input type="checkbox"/> ឈ្មួចញាក់ក្នុងប្រអប់នេះ បើអ្នកអាន ឬនិយាយភាសា ខ្មែរ ។	4. Cambodian
<input type="checkbox"/> Motka i kahhon ya yangin ûntûngnu' manaitai pat ûntûngnu' kumentos Chamorro.	5. Chamorro
<input type="checkbox"/> 如果你能读中文或讲中文，请选择此框。	6. Simplified Chinese
<input type="checkbox"/> 如果你能讀中文或講中文，請選擇此框。	7. Traditional Chinese
<input type="checkbox"/> Označite ovaj kvadratić ako čitate ili govorite hrvatski jezik.	8. Croatian
<input type="checkbox"/> Zaškrtněte tuto kolonku, pokud čtete a hovoříte česky.	9. Czech
<input type="checkbox"/> Kruis dit vakje aan als u Nederlands kunt lezen of spreken.	10. Dutch
<input type="checkbox"/> Mark this box if you read or speak English.	11. English
<input type="checkbox"/> اگر خواندن و نوشتن فارسی بلد هستید، این مربع را علامت بزنید.	12. Farsi

DB-3309

U.S. DEPARTMENT OF COMMERCE  
 Economics and Statistics Administration  
 U.S. CENSUS BUREAU

- |   |                       |
|---|-----------------------|
| <input type="checkbox"/> Cocher ici si vous lisez ou parlez le français.                                      | 13. French            |
| <input type="checkbox"/> Kreuzen Sie dieses Kästchen an, wenn Sie Deutsch lesen oder sprechen.                | 14. German            |
| <input type="checkbox"/> Σημειώστε αυτό το πλαίσιο αν διαβάζετε ή μιλάτε Ελληνικά.                            | 15. Greek             |
| <input type="checkbox"/> Make kazyè sa a si ou li oswa ou pale kreyòl ayisyen.                                | 16. Haitian<br>Creole |
| <input type="checkbox"/> अगर आप हिन्दी बोलते या पढ़ सकते हैं तो इस बक्स पर चिह्न लगाएँ।                       | 17. Hindi             |
| <input type="checkbox"/> Kos lub voj no yog koj paub twm thiab hais lus Hmoob.                                | 18. Hmong             |
| <input type="checkbox"/> Jelölje meg ezt a kockát, ha megérti vagy beszél a magyar nyelvet.                   | 19. Hungarian         |
| <input type="checkbox"/> Markaam daytoy nga kahon no makabasa wenno makasaoka iti Ilocano.                    | 20. Ilocano           |
| <input type="checkbox"/> Marchi questa casella se legge o parla italiano.                                     | 21. Italian           |
| <input type="checkbox"/> 日本語を読んだり、話せる場合はここに印を付けてください。   | 22. Japanese          |
| <input type="checkbox"/> 한국어를 읽거나 말할 수 있으면 이 칸에 표시하십시오.   | 23. Korean            |
| <input type="checkbox"/> ໃຫ້ໝາຍໃສ່ຊ່ອງນີ້ ຖ້າທ່ານອ່ານຟື້ປາກພາສາລາວ.   | 24. Laotian           |
| <input type="checkbox"/> Prosimy o zaznaczenie tego kwadratu, jeżeli posługuje się Pan/Pani językiem polskim. | 25. Polish            |

DB-3309

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Economics and Statistics Administration  
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<input type="checkbox"/> Assinale este quadrado se você lê ou fala português.	26. Portuguese
<input type="checkbox"/> Însemnați această căsuță dacă citiți sau vorbiți românește.	27. Romanian
<input type="checkbox"/> Пометьте этот квадратик, если вы читаете или говорите по-русски.	28. Russian
<input type="checkbox"/> Обележите овај квадратих уколико читате или говорите српски језик.	29. Serbian
<input type="checkbox"/> Označte tento štvorček, ak viete čítať alebo hovoriť po slovensky.	30. Slovak
<input type="checkbox"/> Marque esta casilla si lee o habla español.	31. Spanish
<input type="checkbox"/> Markahan itong kuwadrado kung kayo ay marunong magbasa o magsalita ng Tagalog.	32. Tagalog
<input type="checkbox"/> ให้ทำเครื่องหมายลงในช่องว่างด้านหน้าหรือทุกตารางโดย.	33. Thai
<input type="checkbox"/> Maaka 'i he puha ni kapau 'oku ke lau pe lea fakatonga.	34. Tongan
<input type="checkbox"/> Відмітьте цю клітинку, якщо ви читаете або говорите українською мовою.	35. Ukrainian
<input type="checkbox"/> اگر آپ اردو پڑھتے یا بولتے ہیں تو اس خانے میں نشان لگائیں۔	36. Urdu
<input type="checkbox"/> Xin đánh dấu vào ô này nếu quý vị biết đọc và nói được Việt Ngữ.	37. Vietnamese
<input type="checkbox"/> באצייכנט דעם קעסטל אויב איר לייענט אדער רעדט אידיש.	38. Yiddish