



BAY AREA  
AIR QUALITY  
MANAGEMENT  
DISTRICT

## **Assessment of Limited English Proficient Populations and Current Services**

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**ASSESSMENT OF LIMITED ENGLISH PROFICIENT POPULATIONS AND CURRENT  
SERVICES**

**BAY AREA AIR QUALITY MANAGEMENT DISTRICT**  
November 15, 2010

**The Bay Area Air Quality Management District acknowledges the Bay Area Environmental Health Collaborative and their 30 member organizations for advocacy in improving language access to the Bay Area public.**

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## ***Introduction***

The jurisdiction of the Bay Area Air Quality Management District (Air District) encompasses the 7 million people in the nine Bay Area counties, including the southern portion of Sonoma County and the southwest portion of Solano County. The region's population is diverse, with many residents speaking languages other than English. According to the American Community Survey 2006-2008, approximately 40% of the Bay Area population speaks a language other than English<sup>1</sup>. Specifically, 18.3% of the Bay Area population, or over a million people, speak English "less than very well."

The Air District recognizes that to effectively reach and engage the diverse population of the region, it must strive to provide residents with meaningful access to services and with materials in languages other than English. The Air District currently has a number of practices in place for providing services and materials in languages other than English, to both the general public and the industry-specific populations that utilize its varied services, such as permit, compliance assistance and grant programs. The Air District developed this assessment to better understand its effectiveness at communication with individuals who have limited English proficiency and also to begin identifying how to better meet the language needs of the Bay Area population with limited English proficiency.

Staff reviewed law and guidance addressing services to Limited English Proficient (LEP) populations, including Title VI of the Civil Rights Act, federal Executive Order 13166, U.S. EPA Guidance and California's Dymally-Alatorre Act. A summary of findings are presented in the section titled *Law and Guidance*.

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<sup>1</sup> American Community Survey, 2006 – 2008.

Staff used the U.S. Census American Community Survey and California State Department of Education enrollment figures to analyze the languages most frequently spoken by LEP persons in the region.

This report also presents the next steps the Air District will take to provide improved access to District services to LEP persons. These steps are summarized in the section titled *Summary and Next Steps*.

In developing the report, staff identified the Air District website as a key portal for dissemination of District information and services, and therefore a target for quick implementation of improvements. A set of proposed enhancements to the Air District's website are presented in the section of the report titled *Summary and Next Steps*.

## ***Law and Guidance***

As a first step in this process, Air District staff reviewed federal and state legislation and guidance that address language access assistance for limited-English-proficient individuals. This review is intended to provide overall guidance in assessing the Air District's services to LEP populations and determining potential enhancements to these services.

### **Federal Law and Guidance**

Title VI of the Civil Rights Act of 1964 prohibits agencies that receive federal financial assistance from discriminating on the basis of national origin.<sup>2</sup> In 1974, the United States Supreme Court determined that language-based discrimination was a method of national origin discrimination.<sup>3</sup> California Government Code §11135 also prohibits discrimination by agencies that receive state funding.

In 2000, federal Executive Order 13166 stated that recipients of federal funding "must take reasonable steps to ensure meaningful access to their programs and activities by LEP persons." As a recipient of federal funds, the Air District is subject to Executive Order 13166 and is expected to take reasonable steps to provide meaningful access to LEP individuals.

The U.S. Department of Justice has issued guidance designed to assist agencies in implementing Executive Order 13166. The guidance document lists four factors to be considered in determining what constitutes reasonable steps to ensure meaningful access: (1) the number or proportion of LEP persons in the eligible service population; (2) the frequency with which LEP individuals come into contact with the program; (3) the importance of the service provided by the program; and (4) the resources available to the recipient.

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<sup>2</sup> [Title 42, Chapter 21, Subchapter V, § 2000d of United States Code.](#)

<sup>3</sup> Asian American Justice Center and Mexican American Legal Defense & Educational Fund. "[Language Rights: An Integration Agenda for Immigrant Communities - A Proactive agenda to assist newcomers and English Language Learners Briefing Book.](#)" November 2007. p. 11.

The Air District is a federal funding recipient via the Environmental Protection Agency and the Department of Transportation. Staff reviewed EPA's *Guidance to Environmental Agency Financial Assistance Recipients Regarding Title VI Prohibition Against National Origin Discrimination Affecting Limited English Proficient Persons*, published in the Federal Register/Vol. 69, No. 122, FRL 7776-6 and the Department of Transportation *Policy Guidance Concerning Recipients' Responsibilities to Limited English Proficient Persons*, published in the Federal Register/Vol. 70, No. 239, Docket No. OST-2001-8696. Both guidance documents outline a four factor analysis based on the U.S. DOJ's four factor analysis.<sup>4</sup>

### **State Law and Guidance**

Adopted in 1973, California's Dymally-Alatorre Act states that agencies serving a "substantial number of non-English-speaking people" must employ a "sufficient number of qualified bilingual persons in public contact positions" so as to provide the same level of services to non-English-speaking individuals as English-speakers<sup>5</sup>. It also states that materials explaining services available to the public and oral or written notification of their availability should be translated into any non-English language spoken by a substantial number of the public served by the local agency.<sup>6</sup>

### **Summary Analysis**

In summary, these documents provide general guidelines for the Air District and allow for a degree of flexibility in meeting the language access requirements, based on the Air District's population, services and resources. As there are currently no prescriptive rules for public agencies regarding LEP services, a District-wide policy and plan regarding services to LEP

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<sup>4</sup> While this Assessment addresses some of the elements of the four factor analysis, it is not designed to serve as the District's four factor analysis.

<sup>5</sup> [Section 7293 of California Government Code.](#)

<sup>6</sup> [Section 7295 of California Government Code.](#)



populations, tailored to the Air District's population, services and resources would assist the District in providing services to LEP populations. The policy would state the Air District's commitment to providing services to LEP populations. The plan would provide guidance to staff, allowing them to better plan and accommodate language access needs.

## ***Limited English Proficiency Population Analysis***

U.S. EPA guidance states that “individuals who do not speak English as their primary language and who have limited ability to read, write, speak or understand English can be Limited English Proficient and may be entitled to language assistance with respect to a particular type of service, benefit or encounter.”

As recommended in the U.S. EPA Guidance’s four factor analysis, staff reviewed the number and proportion of LEP persons in the population served by the Air District. These data were reviewed regionally and on a county by county basis.<sup>7</sup>

The Air District reviewed linguistic demographic data from the U.S. Census Bureau’s American Community Survey of 2006-2008 for each of the Bay Area counties. The ACS provides information as to whether residents speak a language in addition to English, which language and whether the resident speaks English *very well* or *less than very well*. For this assessment, the Air District used the number of individuals who speak English *less than very well* as proxy for Limited English Proficient populations. For those individuals speaking English *less than very well*, staff then looked at the language they spoke in addition to English to identify what languages the Air District needs to consider in providing LEP services.

Table I summarizes the languages spoken most frequently by those age five and older who speak English *less than very well*. Regionally, the non-English languages spoken most frequently by LEP populations are Spanish – 8.3%, where 8.3% represents 8.3% of the Bay Area population, Chinese<sup>8</sup> - 3.8%, Vietnamese - 1.5%, Tagalog - 1.2%, Korean - 0.5% and

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<sup>7</sup> Although the Air District serves only portions of Sonoma and Solano counties, for the purpose of this analysis the LEP population of the entire county was reviewed.

<sup>8</sup> ACS data combines Cantonese- and Mandarin-speaking individuals into the group “Chinese.”

Russian - 0.4%. Figure 1 displays the geographic distribution by county of the top four languages: Spanish, Chinese, Tagalog and Vietnamese.

### **Summary Analysis**

Based on the review of the region wide and county data, Chinese (Cantonese and Mandarin), Spanish, Tagalog and Vietnamese will be considered priority languages for the Air District's regional initiatives and services, as the LEP populations that speak each of these languages represents at least 1% of the regional population. For more localized services and outreach, staff will provide materials and services based on the LEP demographics in the affected population and program area. For example, Air District efforts affecting the County of Santa Clara specifically will need to consider Korean language needs, as nearly 12,000 LEP Korean-speaking individuals reside there. Likewise, localized efforts in San Francisco will need to consider Russian language needs as nearly 10,000 LEP Russian-speaking individuals reside there.

**Table 1: Proportion and Total of Limited English Proficient Population by County and Language**

	Total County Population over 5 years of age	Population over 5 years of age that speak English <i>less than very well</i>					
		Spanish	Chinese	Vietnamese	Tagalog	Korean	Russian
Alameda	1,355,463	114,426	60,488	15,457	15,509	7,947	2,230
		8.4%	4.5%	1.1%	1.1%	0.6%	0.2%
Contra Costa	950,997	80,833	10,956	2,914	6,297	3,165	2,683
		8.5%	1.2%	0.3%	0.7%	0.3%	0.3%
Marin	233,435	14,911	957	1,005	22	401	316
		6.4%	0.4%	0.4%	0.0%	0.2%	0.1%
Napa	124,128	19,195	75	152	1326	220	No data*
		15.5%	0.1%	0.1 %	1.1%	0.2%	No data*
San Francisco	756,411	41,983	93,528	7,308	10,656	3,280	9,929
		5.6%	12.4%	1.0%	1.4%	0.4%	1.3%
San Mateo	655,416	58,521	20,098	1,550	14,585	2,442	2,241
		8.9%	3.1%	0.2%	2.2%	0.4%	0.3%
Santa Clara	1,604,166	147,189	56,985	66,344	16,866	11,944	6,394
		9.2%	3.6%	4.1%	1.1%	0.7%	0.4%
Solano	379,525	28,059	1,029	862	9,179	581	103
		7.4%	0.3%	0.2%	2.4%	0.2%	0.0%
Sonoma	434,890	42,063	1,143	1,104	536	648	205
		9.7%	0.3%	0.3%	0.1%	0.1%	0.0%
Sub-total	6,370,303	547,180	245,259	96,696	73,650	30,628	24,101
		<b>8.4%</b>	<b>3.8%</b>	<b>1.5%</b>	<b>1.2%</b>	<b>0.5%</b>	<b>0.4%</b>

Source: American Community Survey, 2006-2008 and Metropolitan Transportation Commission's Plan for Special Language Services to Limited English Proficient Populations, 2010.

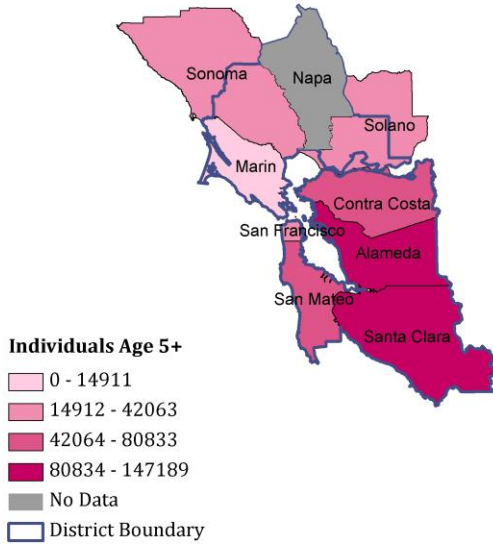
\*Note: Data for Napa County not available in standard form.

**Figure 1: Limited English Proficient Population by County**

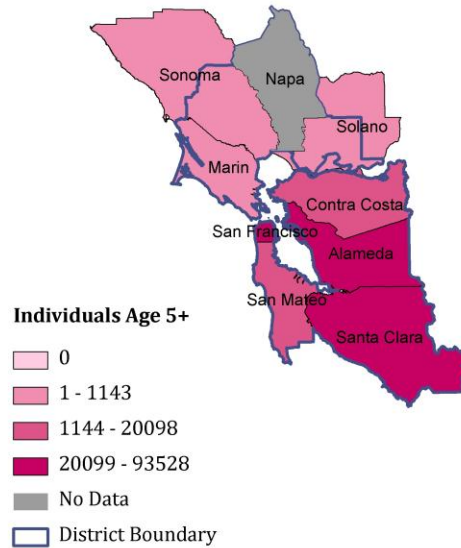
**Speaks English "Less than Very Well"**

Individuals age five and over who speak a non-English language and self-identify as speaking English "less than very well"

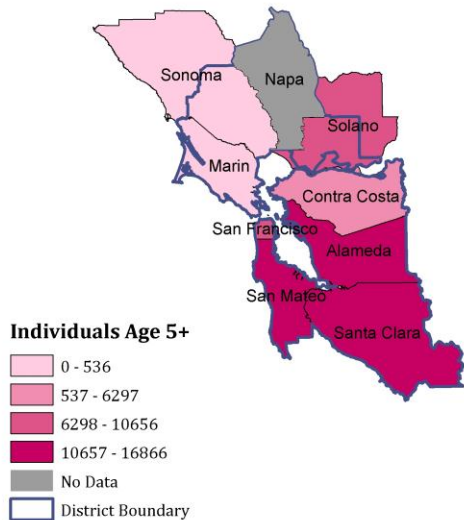
**Spanish**



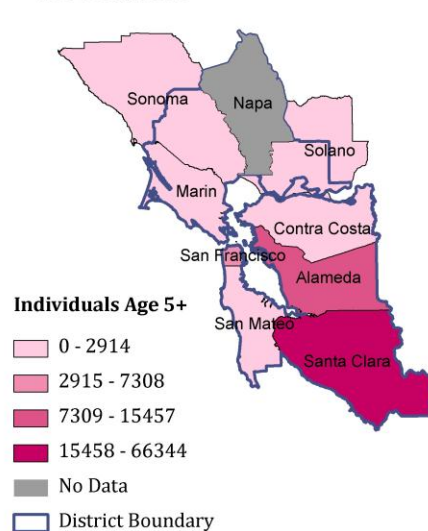
**Chinese**



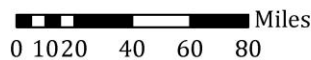
**Tagalog**



**Vietnamese**



Source: American Community Survey 2006-2008 and United States Census 2000



## ***Assessment of Current Air District Services for LEP Populations***

### **Air District Practices**

The Air District currently provides services and materials for LEP populations through its various programs, including compliance assistance, rule development, planning, grants, public education and general communications. These practices are summarized in Table 2.

#### ***Telephone Assistance***

The Air District odor complaint line relies on an on-demand simultaneous translation service, *Tele-Interpreters*, that staff can utilize whenever non-English calls are received. A brochure detailing available services is included in Appendix II. The service provides simultaneous translation in over 150 different languages, including all of those identified as major LEP languages in the *LEP Population Analysis* section of this report. Staff used this service on an average of 5 calls a month from September 2009 to August 2010. Of those calls, more than 60% were in Spanish, 19% were in Mandarin, 12% were in Vietnamese, and 7% were in Cantonese.

On occasion, Air District employees who are bilingual assist with non-English language phone calls. The Air District currently has approximately 50 employees who are fluent in 17 different languages, including: Cantonese, Farsi, French, German, Greek, Gujarati, Hebrew, Hindi, Japanese, Mandarin, Portuguese, Punjabi, Russian, Spanish, Tagalog and Vietnamese.

In addition, several of the Air District's telephone lines have pre-recorded information in other languages, including the wood smoke burn status line and the wood smoke telephone alerts sign-up line. These phone numbers have been published in ethnic media publications and ethnic media television news programs and public affairs shows.

### ***Enforcement and Compliance Assistance***

The Air District has provided compliance assistance to regulated industries in other languages when requested. *Compliance Advisories*, documents that instruct industries how to comply with Air District regulations, have been provided in Spanish, Chinese, Korean and Russian. *Compliance Schools*, which are free courses offered by the Air District to educate regulated industries on how to comply with air quality regulations, have been conducted in Spanish and Vietnamese. These courses are most frequently offered to small businesses.

Also, signage for idling reduction regulations for heavy duty diesel trucks has been posted at the Port of Oakland and throughout West Oakland, facilities in Berkeley, the Port of San Francisco, South San Francisco, and in the Bayview Hunters Point neighborhood in San Francisco in Chinese, Punjabi, Spanish and Vietnamese.

### ***Grants***

Outreach and assistance for Air District administered grants programs have been conducted in Spanish, Cantonese, Hindi, Mandarin, Punjabi and Vietnamese. This includes in-person assistance offered at the Air District's help center, OT411 at the Port of Oakland, as well as during inspections of drayage trucks that have received grants.

### ***Public Education***

The Air District's major educational campaigns—Spare the Air and Winter Spare the Air—are conducted primarily in English, but also reach out to LEP communities via Public Service Announcements in Spanish, as well as television and radio appearances in Spanish, Cantonese and Mandarin. Educational materials for these campaigns are available in Spanish and Chinese. Additionally, bilingual staffers promote these campaigns at community events throughout the region.

### ***General Communication***

The Air District has provided language assistance for a number of Air District programs and meetings by noticing meetings in Spanish and providing simultaneous translation services at the meetings. However, the simultaneous translation services have rarely been utilized.

Additional Air District practices are included in Table 2 on the following page.

### **Summary Analysis**

Overall, the Air District is providing language assistance in a number of ways. However, language assistance is not always publicized effectively and is not provided in a consistent manner across Air District programs. Language access services could be more effective with appropriate notification and promotion of these services. The services could also be enhanced through a District-wide policy specifying under what conditions language assistance should be provided and how it should be provided.



**Table 2: Current Air District Practices**

Current District Practices	Communications & Outreach	Compliance & Enforcement	Permits	Planning & Rule Development	Strategic Incentives
<b>PRINTED MATERIALS</b>					
Materials translated upon request	X	X	X	X	X
Community workshops/meeting notices	X	X	X	X	X
Select informational brochures available in other languages	X	X	X	X	X
Signage for truck idling regulations posted in various languages**	X	X			
Compliance tips available in other languages***		X			
<b>IN-PERSON ASSISTANCE</b>					
Bilingual staff available to assist with public inquires*	X	X	X	X	X
Simultaneous translation available at community meetings or off-site locations	X	X	X	X	X
Industry compliance schools conducted in multiple languages		X			
Drayage truck grant inspections have been conducted in various languages		X			X
<b>TELEPHONE ASSISTANCE</b>					
Live support connects to translation service that offers 150 language options		X			
Informational phone lines:: Clean Air Plan voice mailbox, 877-4NOBURN line, Winter Spare the Air Alerts telephone sign ups	X	X		X	
<b>OTHER</b>					
Reach out to ethnic media via press releases, radio and television	X				
Meetings held in communities with high LEP populations	X	X	X	X	X

\*Languages include: *Cantonese, Farsi, French, German, Greek, Hebrew, Hindi, Japanese, Mandarin, Portuguese, Punjabi, Russian, Spanish, Tagalog and Vietnamese.*

\*\*Languages include: *Chinese, Punjabi, Spanish and Vietnamese.*

\*\*\*Depending on institutional knowledge and demand of the industry. Languages have included: *Chinese, Korean, Russian, Spanish and Vietnamese.*

## **Website Analysis**

Staff identified the Air District website as a key portal of dissemination of District information and services, and therefore a target for quick implementation of language access improvements. To identify immediate improvements that could be made staff looked to other public agency websites. Staff conducted a cursory analysis of internet-based multi-lingual communications by other California air districts, Bay Area regional agencies and other partner agencies.

Overall, staff found that three air districts, South Coast, Santa Barbara and San Joaquin Valley, offer links to non-English content on their main websites. South Coast, San Joaquin Valley and Sacramento Metropolitan air districts provide a notice that language assistance is available in other languages. Additionally, seven air districts, including the Bay Area, offer basic information about air quality in non-English languages. However, the availability of these materials and language assistance is not clearly stated on the main website, and thus is difficult to find for all air districts, except those that offer links from the main websites. A summary of this analysis is presented in Table 3.

**Table 3: Non-English Content on California Air Districts Websites**

Air District	Links to non-English language content on the home page	Notice of availability of language assistance in non-English languages	Basic information about the air district in non-English languages	Basic information about air quality in non-English languages	Permits or applications in non-English languages
Amador County					
Antelope Valley					
<b>Bay Area</b>				S, C, V, R	
Butte County					
Colusa County					
Eastern Kern					
El Dorado County					
Feather River					
Glen County					
Great Basin Unified					
Lake County					
Mendocino County					
Mojave Desert					
Monterey Bay Unified					
North Coast Unified					
Northern Sierra					
Placer County					
Sacramento Metro		C, K, R, S, U, V		S	
San Diego County					
San Joaquin Valley	S, Hm	S, Hm		S, Hm	
San Luis Obispo County					
Santa Barbara	S			S	
Shasta County					
Siskiyou County					
South Coast	S, C, K	S, C, K	S, C, K	S, C, K	
Tehama County					
Tuolumne County					
Ventura County				S	
Yolo-Solano County				S	

**Key:**

C= Chinese      K=Korean      S=Spanish      V=Vietnamese  
Hm = Hmong      R=Russian      U=Ukrainian

Staff also reviewed websites of regional agencies and state partner agencies for models to provide non-English content. Staff found that some agencies do offer language assistance, however, the notice for assistance is usually in English. Staff also found that while many agency websites offer basic information about their programs, they have no central location for information in a specific language. In general, transit operators provided the most non-English information and in a greater variety of languages. A summary of this analysis is presented in Table 4.

**Table 4: Local Multi-Jurisdictional and State Agencies Websites**

Local Agency	Links to non-English language content on the home page	Notice of availability of language assistance in non-English languages	Basic information about the agency in non-English languages	Basic information about applicable programs in non-English languages	Permits or applications in non-English languages
<b>LOCAL MULTI-JURISDICTIONAL AGENCIES:</b>					
Association of Bay Area Governments					
Bay Area Rapid Transit	C, F, G, I, J, K, S		C, F, G, I, J, K, S	C, F, G, I, J, K, S	
Bay Conservation and Development Commission					
<b>Bay Area Air Quality Management District</b>				S, C, V, R	
Bay Conservation and Development Commission					
Central Contra Costa Sanitary District				S	
East Bay Municipal Utility District				S	
East Bay Regional Park District	S		S	S	
Golden Gate Bridge, Highway & Transportation District	C, F, G, I, J, K, P, S, V	C, F, G, I, J, K, P, S, V		C, F, G, I, J, K, P, S, V	
Metropolitan Transportation Commission	C, S	1*	C, S	C, S	
Mid-Peninsula Regional Open Space District	C, Hi, J, K, S, T, V			C, Hi, J, K, S, T, V	
Port of Oakland		1*			
San Mateo County Harbor District					
Transbay JPA					
West Bay Sanitary District					
<b>STATE AGENCIES:</b>					
California Air Resources Board		S, 1*		C, K, Pu, S	
Department of Toxic Substances Control	A, C, Kh, K, R, S, T, V	1*		A, C, Kh, K, R, S, T, V	
Office of Environmental Health Hazards Assessment		1* (S only)		Ca, C, K, L, R, S, T, V	

**Key:**

A= Armenian	F= French	I=Italian	Kh=Khmer	Pu=Punjabi	T=Tagalog
Ca=Cambodian	G=German	J=Japanese	L=Laotian	R=Russian	V=Vietnamese
C=Chinese	Hi=Hindi	K=Korean	P=Portuguese	S=Spanish	

1\* Agency states in English the availability of language access services

## Summary Analysis

As a result of these two website analyses and based on guidance provided by U.S. EPA, staff will implement the following modifications to the Bay Area Air District websites:

- Place a link on the main websites, [www.baaqmd.gov](http://www.baaqmd.gov) and [www.sparetheair.gov](http://www.sparetheair.gov) to information in Spanish, Chinese, Tagalog and Vietnamese
- Identify and translate “vital” information and/or documents that will be provided in additional languages, such as: public notices, advisories, general air quality information, description of Air District
- Implement automated translation function on all Air District web pages.

## ***Summary and Next Steps***

### ***Summary***

Improved LEP services will better allow non-English speaking residents to participate in processes that affect local air quality efforts. Staff reviewed existing laws and guidance regarding language access for public agencies, limited English proficiency population characteristics for the Bay Area, as well as current Air District language access practices. The law and guidance documents provide general guidelines for agencies and allow for a degree of flexibility in meeting requirements, based on service population, services provided and resources available.

Staff determined that the non-English languages spoken most frequently by LEP persons in the region are: Spanish – 8.4%, Chinese - 3.8%, Vietnamese -1.5%, Tagalog -1.2%, Korean - 0.5% and Russian - 0.4%. Spanish, Chinese, Vietnamese and Tagalog will be considered priority languages for LEP services for Air District regional initiatives and services, as the LEP populations for each of these languages represents at least 1% of the regional population. For more localized services and outreach, staff will evaluate more specific language needs by area. For example, although Korean and Russian LEP individuals fall below 1% of the regional population, there are almost 12,000 Korean-speaking LEP residents in Santa Clara County and almost 10,000 Russian-speaking LEP residents in San Francisco.

The Air District provides language assistance in many ways. However, language assistance is not always publicized effectively and is not provided in a consistent manner throughout Air District programs. Effectiveness of language assistance services would be improved with appropriate notification and promotion of these services. The services could also

be enhanced through a District-wide policy and plan specifying under what conditions language assistance should be provided and how it should be provided.

### **Next Steps**

Staff will implement several next steps in order to provide further access to Air District services to LEP persons:

- **Multilingual voicemail box** - Establish a multilingual voicemail box for members of the LEP community to contact the Air District. Post the voicemail box number on the Air District's website as well as appropriate ethnic media outlets
- **Telephone Assistance** – Evaluate the feasibility of utilizing simultaneous translation service on the main district communications line, 415-749-4900, and implement if feasible.
- **Notice of Language Assistance Availability for Public Meetings** – Include standard text on all meeting notices indicating that language assistance is available with advance notice and print this information in multiple languages. Language assistance requests can be received through the multilingual voice mailbox.
- **Website improvements** – Place a link on the main websites, [www.baaqmd.gov](http://www.baaqmd.gov) and [www.sparetheair.org](http://www.sparetheair.org), to information provided in Spanish, Chinese, Tagalog and Vietnamese. Identify and translate “vital” information and/or documents that will be provided in additional languages. Continue to evaluate and implement additional website improvements.
- **Evaluation of Service-Specific LEP Populations** – Collect information on the language needs of the distinct industries served by the Air District, such as industries targeted for incentive programs and permitted facilities.



- **Develop an Air District-wide *Public Participation Policy*** for engaging Bay Area stakeholders, including, but not limited to LEP populations.
- **Develop a *Public Engagement Plan*** that outlines a comprehensive set of strategies for communicating with Air District stakeholders, such as: limited English proficient populations; minority populations; CARE impacted communities<sup>9</sup>; city and county governments; nongovernmental organizations and community-based organizations; urban, rural and suburban populations; businesses and business/industrial associations/organizations. . The *Plan* will address a range of Air District programs, such as: rule development, permitting, compliance assistance, enforcement, air quality planning, grants and incentives, and public education.

### **Conclusion**

The Air District developed this assessment to better understand its effectiveness at communication with individuals who have limited English proficiency and also to begin identifying how to better meet the language needs of the Bay Area population with limited English proficiency. This assessment determined that the effectiveness of current language assistance services by the Air District can be improved and that overall language assistance services could be enhanced. The assessment identified next steps that Air District staff will take

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<sup>9</sup> The Community Air Risk Evaluation (CARE) program evaluates and reduces health risks associated with exposures to outdoor toxic air contaminants (TACs) in the Bay Area. The program examines TAC emissions from point sources, area sources and on-road and off-road mobile sources with an emphasis on diesel exhaust, a major contributor to airborne health risk in California. In 2009, the program identified CARE impacted communities, or communities within the San Francisco Bay Area that are likely to face the highest health risks from toxic air contaminants (TAC) . The following communities were identified as CARE impacted communities: 1. portions of the City of Concord; 2. western Contra Costa county, including portions of the Cities of Richmond and San Pablo; 3. western Alameda County along the Interstate-880 corridor, including portions of the Cities of Berkeley, Oakland, San Leandro, San Lorenzo, and Hayward; 4. portions of the City of San Jose; 5. eastern San Mateo County, including portions of the Cities of Redwood City and East Palo Alto; and 6. eastern portions of the City and County of San Francisco.

to improve the effectiveness of language assistance services and to enhance services to limited English proficient populations.

## ***Appendix I: Data by County by School District***

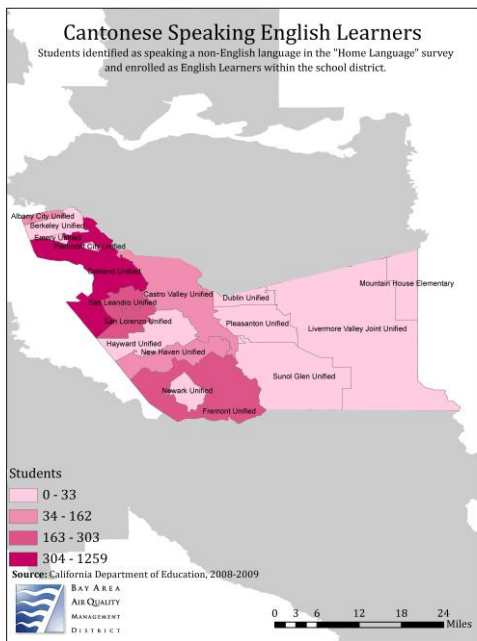
### **Overview of Data by County by School District**

In Appendix I, data is displayed by county by school district for each county within the Air District's jurisdiction. Data provided by the California Department of Education 2008-2009 displays students enrolled as English Learners.

School districts in counties within the Air District's jurisdiction are organized in different ways. In some counties, unified school districts (k-12) make up the entirety of the county. Other counties comprise elementary, secondary and high districts, or just elementary and high districts. For the purposes of this report, where areas were represented by two districts, elementary districts were favored to present data. Complete data is available at the California Department of Education website. Also, please note that district boundaries were provided by the United States Census 2000 and may have subsequently changed. Complete district boundary maps for the state of California are available at the United States Census website.

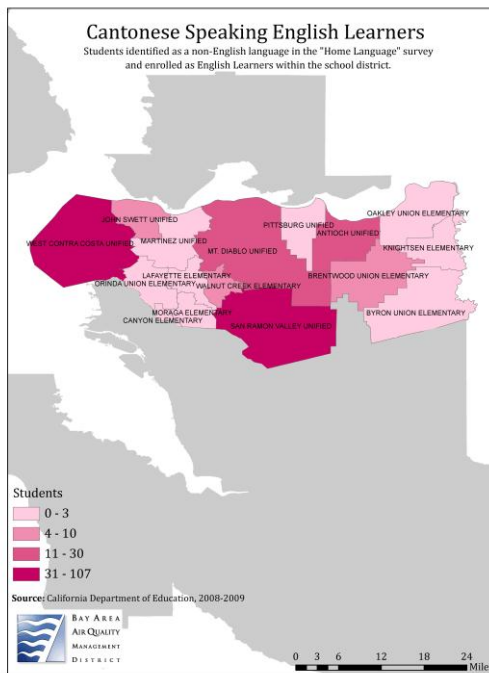
**Appendix I: Data by County by School District**  
**Cantonese**

**Alameda County**



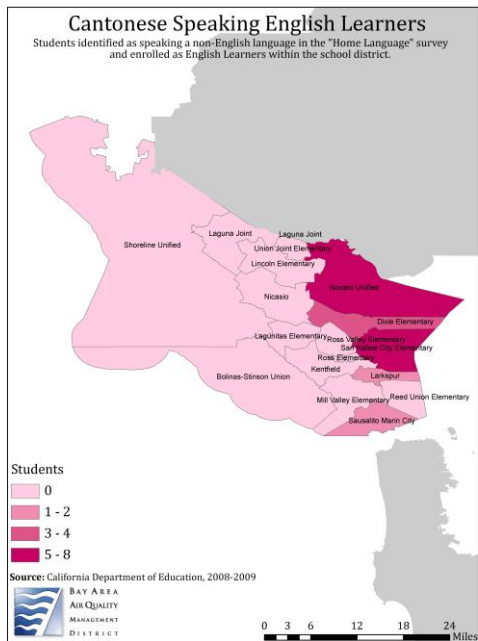
*Displays unified districts only*

**Contra Costa County**



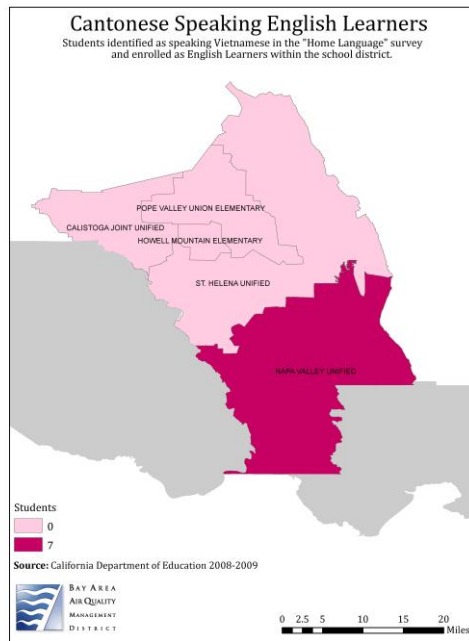
*Displays unified and elementary districts*

**Marin County**



*Displays unified and elementary districts*

**Napa County**

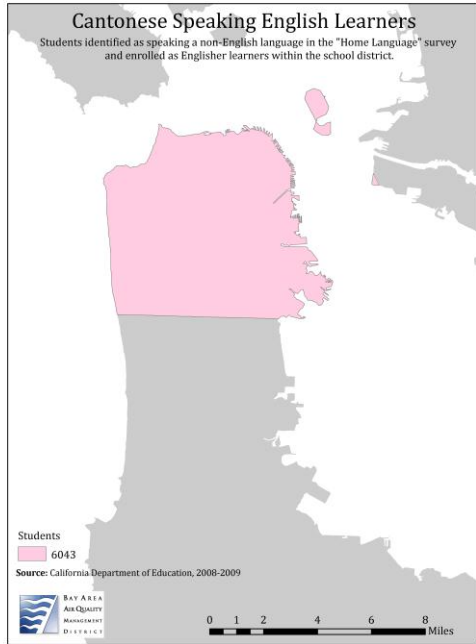


*Displays unified and elementary districts*

Data provided by the California Department of Education 2008-2009 and the United States Census 2000.

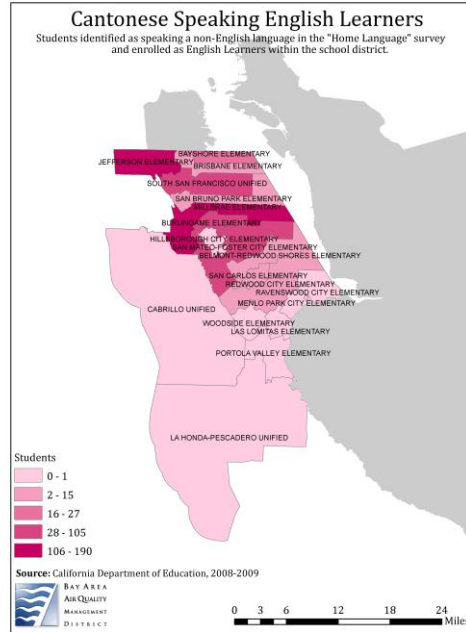
**Appendix I: Data by County by School District**  
**Cantonese**

**San Francisco County**



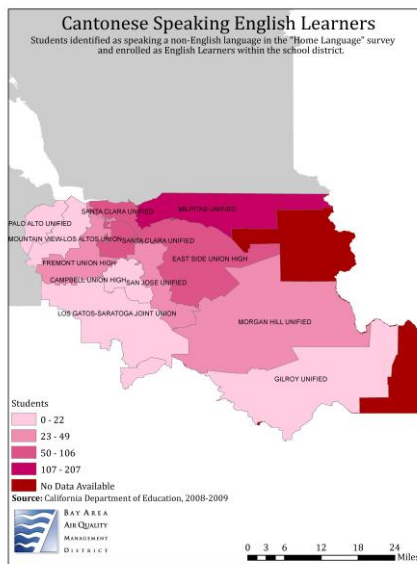
*Displays unified districts only*

**San Mateo County**



*Displays unified and elementary districts*

**Santa Clara County**



*Displays unified, elementary and high districts*

**Solano County**

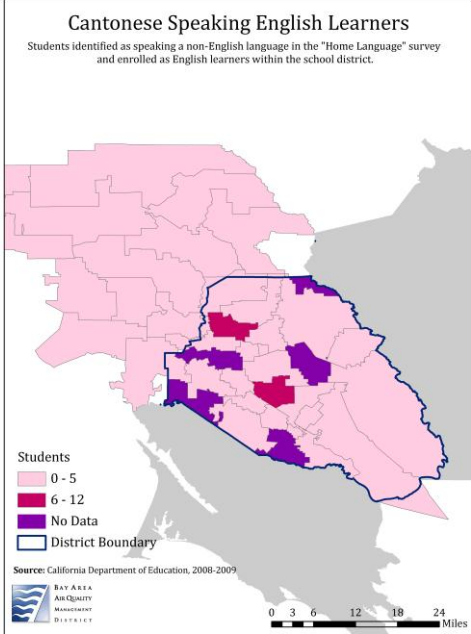


*Displays unified districts only*

Data provided by the California Department of Education 2008-2009 and the United States Census 2000.

# Appendix I: Data by County by School District Cantonese

## Sonoma County

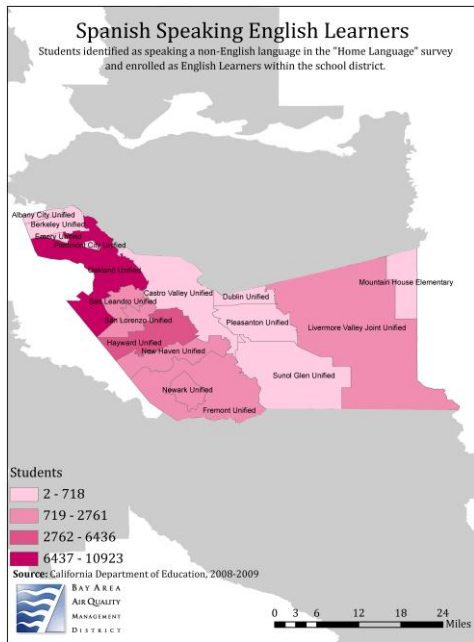


*Displays unified, elementary and high districts*

Data provided by the California Department of Education 2008-2009 and the United States Census 2000.

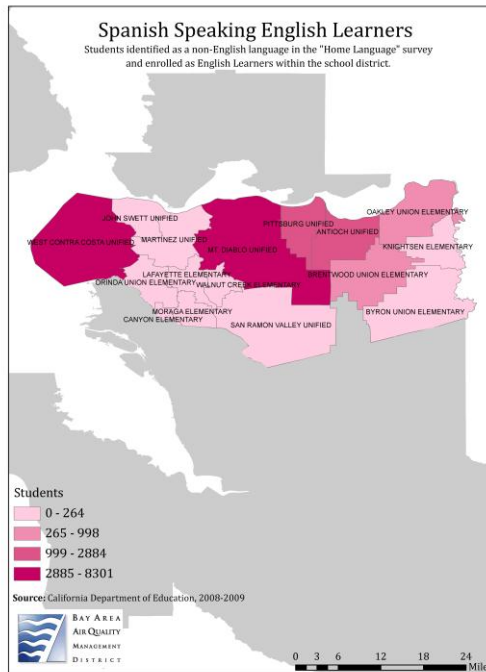
## Appendix I: Data by County by School District Spanish

### Alameda County



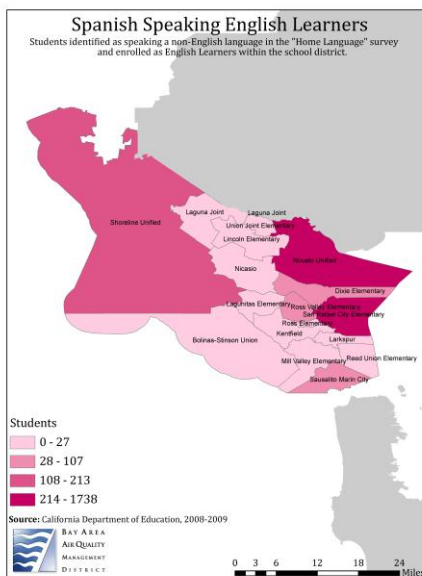
*Displays unified districts only*

### Contra Costa County



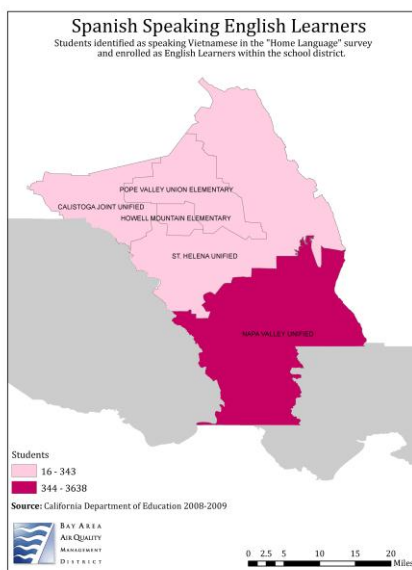
*Displays unified and elementary districts*

### Marin County



*Displays unified and elementary districts*

### Napa County

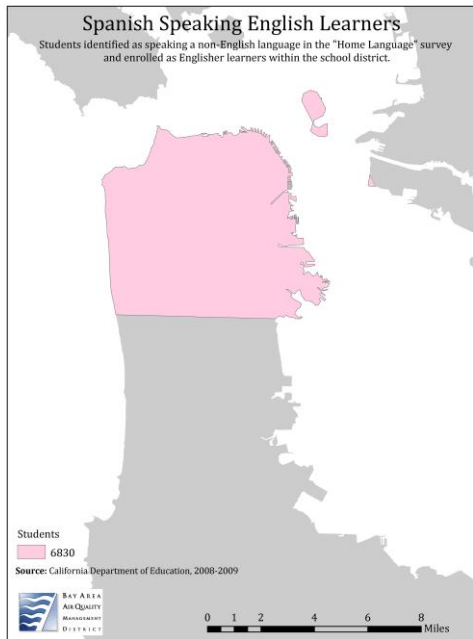


*Displays unified and elementary districts*

Data provided by the California Department of Education 2008-2009 and the United States Census 2000.

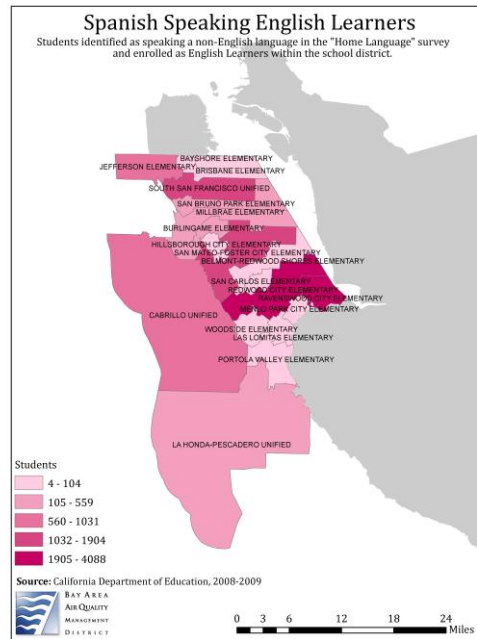
**Appendix I: Data by County by School District**  
**Spanish**

**San Francisco County**



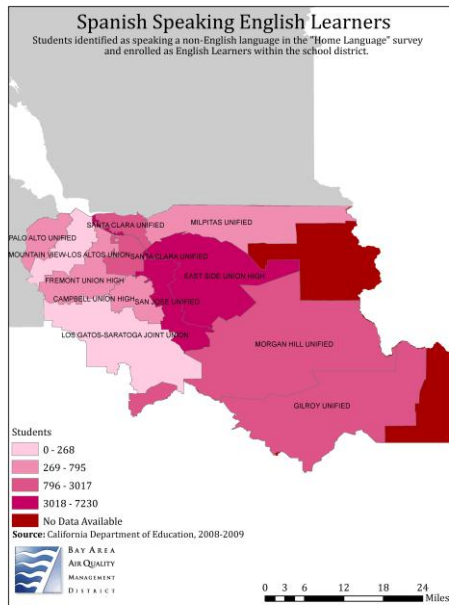
*Displays unified districts only*

**San Mateo County**



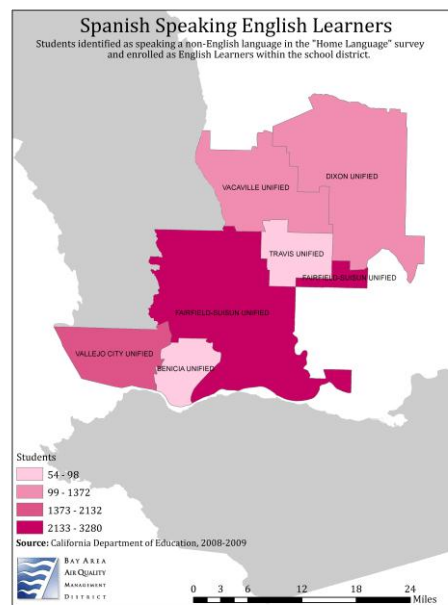
*Displays unified and elementary districts*

**Santa Clara County**



*Displays unified, elementary and high districts*

**Solano County**



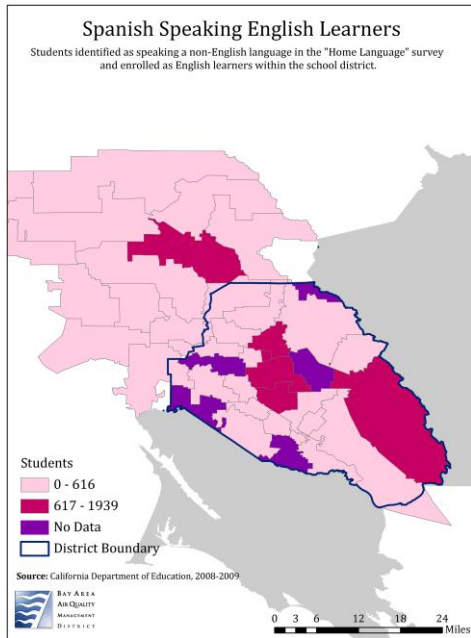
*Displays unified districts only*

Data provided by the California Department of Education 2008-2009 and the United States Census 2000.



## Appendix I: Data by County by School District Spanish

### Sonoma County

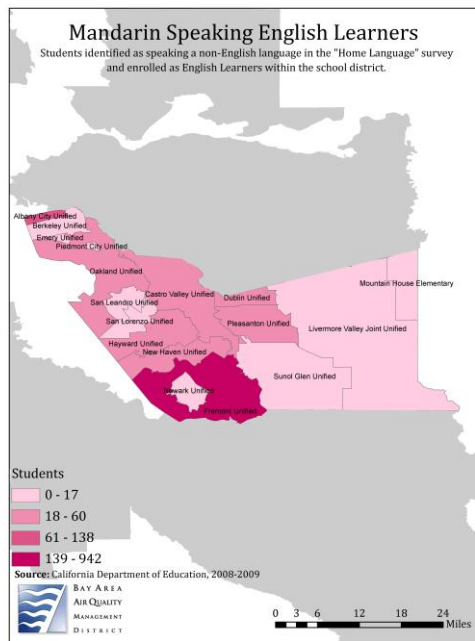


*Displays unified, elementary and high districts*

Data provided by the California Department of Education 2008-2009 and the United States Census 2000.

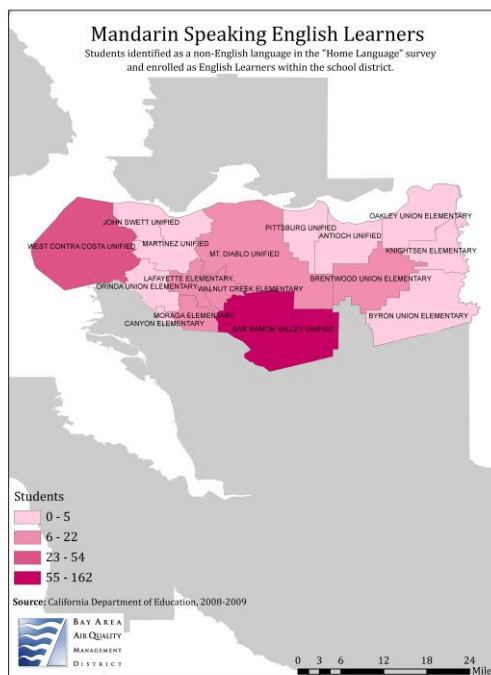
## Appendix I: Data by County by School District Mandarin

### Alameda County



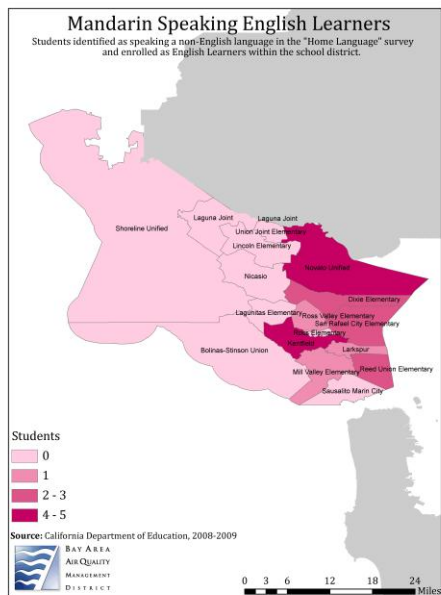
*Displays unified districts only*

### Contra Costa County



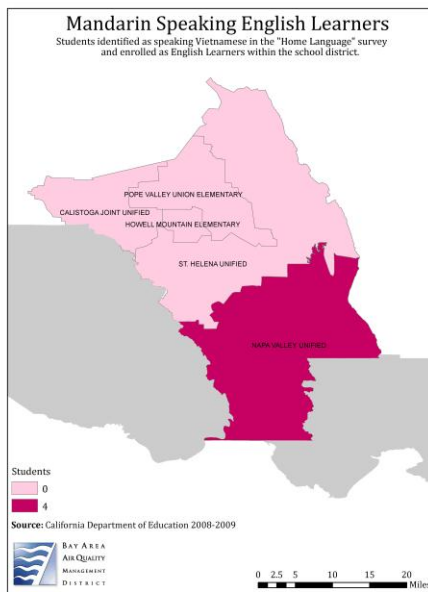
*Displays unified and elementary districts*

### Marin County



*Displays unified and elementary districts*

### Napa County

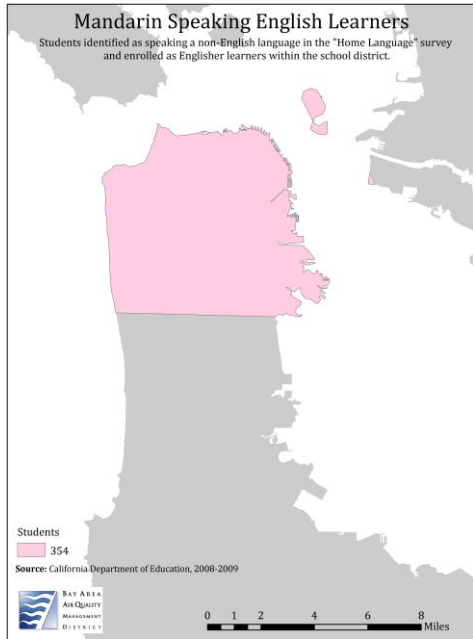


*Displays unified and elementary districts*

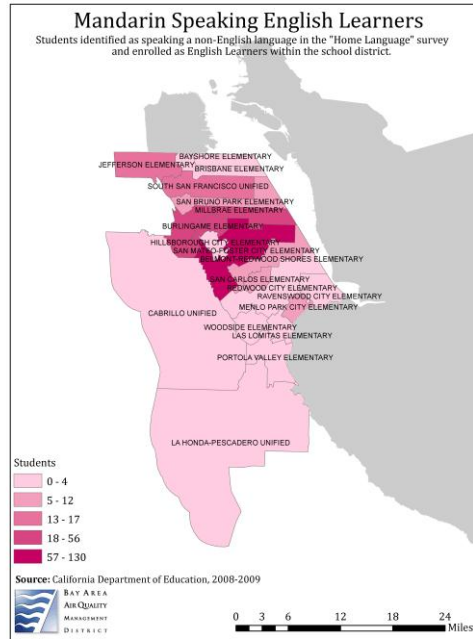
Data provided by the California Department of Education 2008-2009 and the United States Census 2000.

**Appendix I: Data by County by School District**  
**Mandarin**

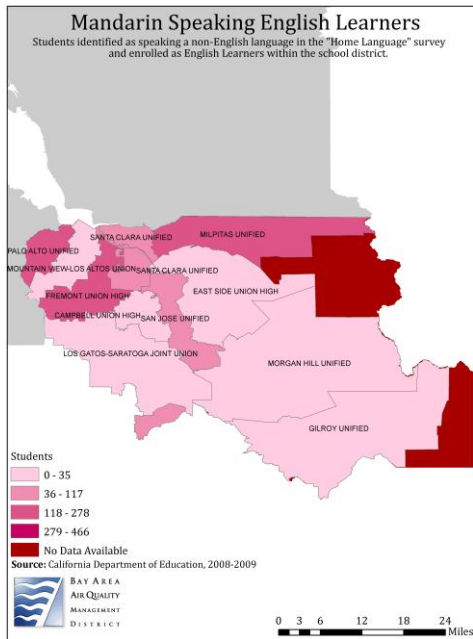
**San Francisco County**



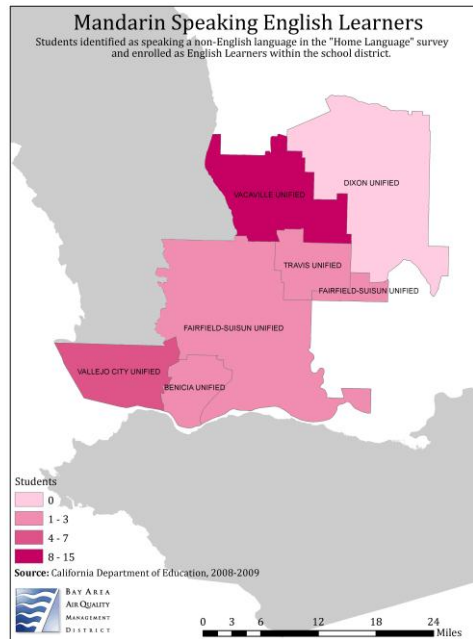
**San Mateo County**



*Displays unified districts only*  
**Santa Clara County**



*Displays unified and elementary*  
**Solano County**



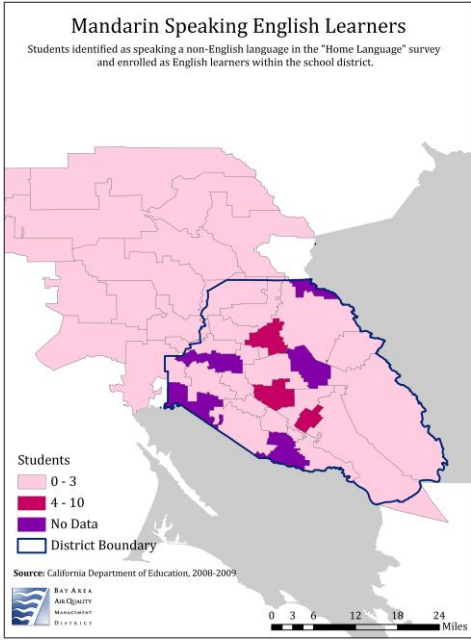
*Displays unified, elementary and high districts*

*Displays unified districts only*

Data provided by the California Department of Education 2008-2009 and the United States Census 2000.

**Appendix I: Data by County by School District**  
**Mandarin**

**Sonoma County**

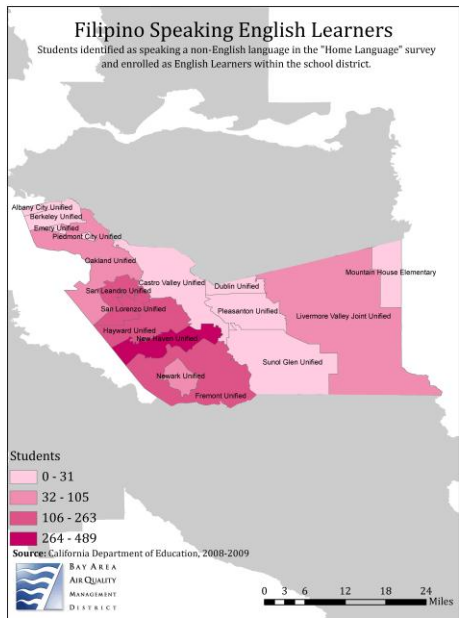


*Displays unified, elementary and high districts*

Data provided by the California Department of Education 2008-2009 and the United States Census 2000.

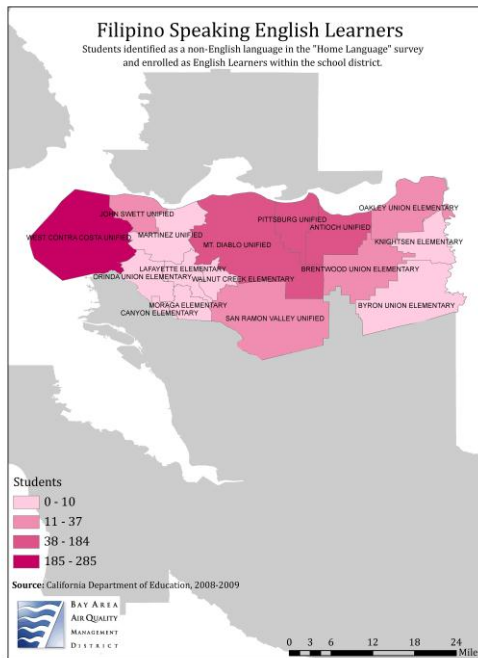
**Appendix I: Data by County by School District**  
**Filipino**

**Alameda County**



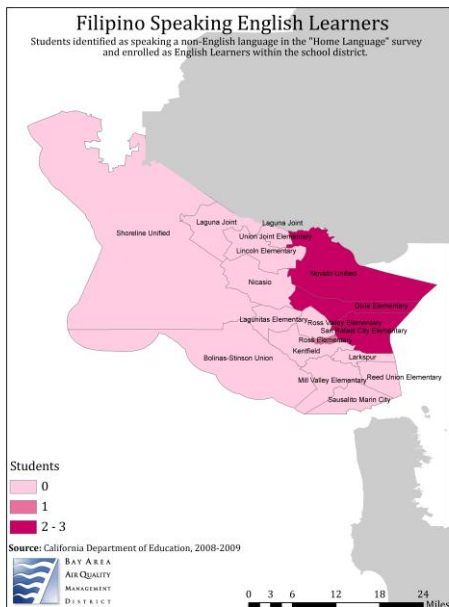
*Displays unified districts only*

**Contra Costa County**



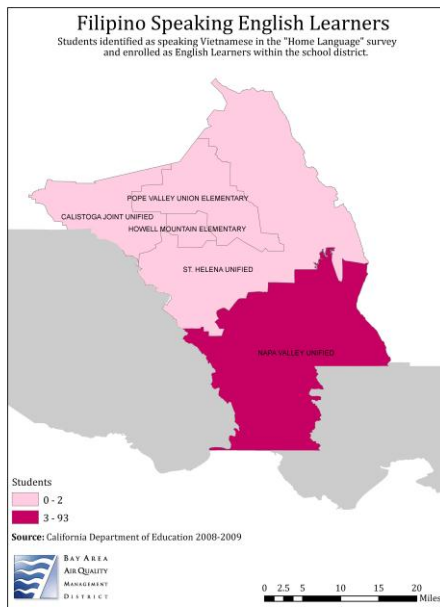
*Displays unified and elementary districts*

**Marin County**



*Displays unified and elementary districts*

**Napa County**

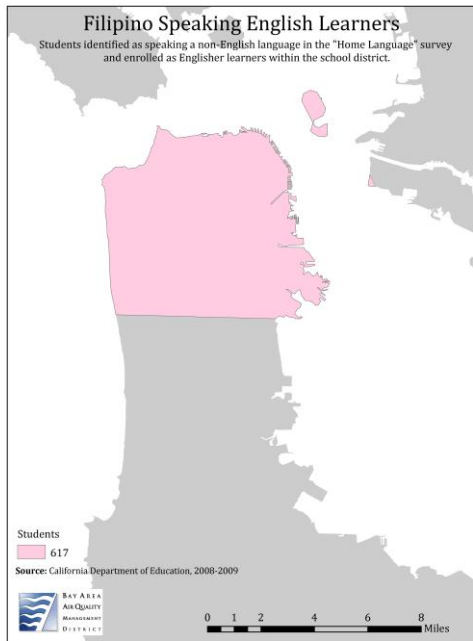


*Displays unified and elementary districts*

Data provided by the California Department of Education 2008-2009 and the United States Census 2000.

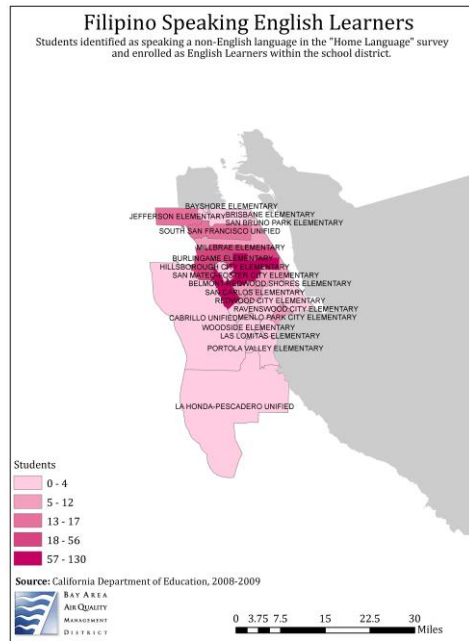
**Appendix I: Data by County by School District**  
**Filipino**

**San Francisco County**



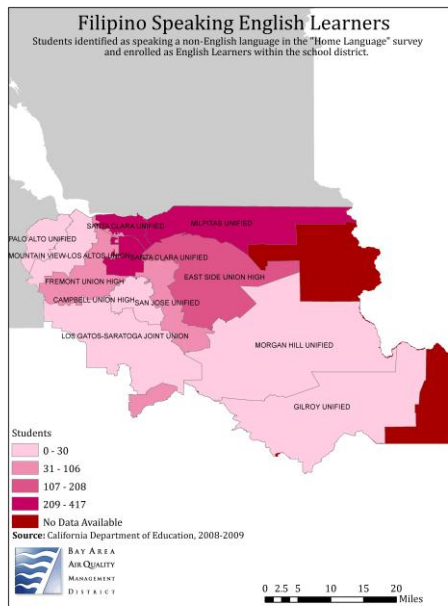
*Displays unified districts only*

**San Mateo County**



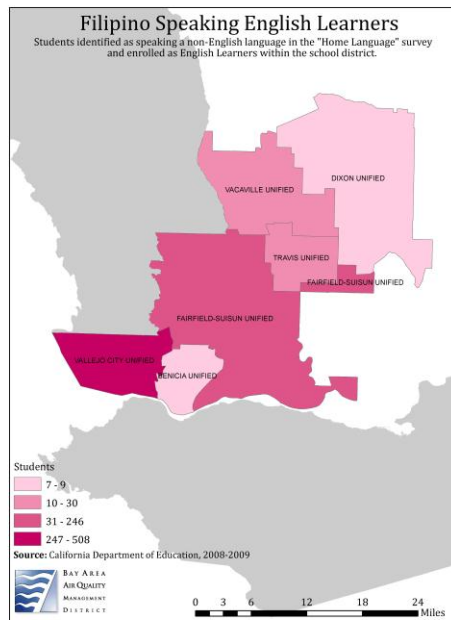
*Displays unified and elementary districts*

**Santa Clara County**



*Displays unified, elementary and high districts*

**Solano County**

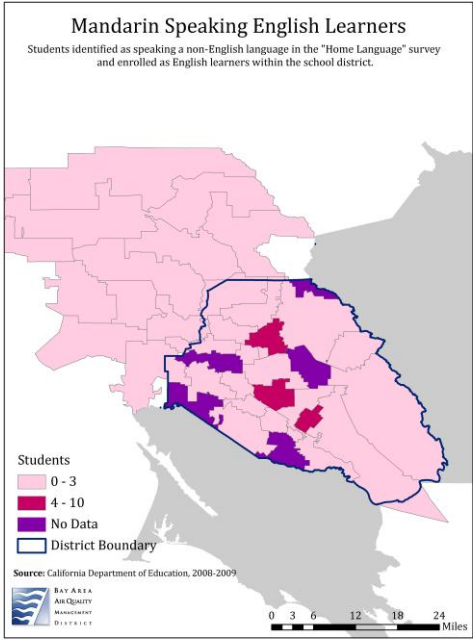


*Displays unified districts only*

Data provided by the California Department of Education 2008-2009 and the United States Census 2000.

**Appendix I: Data by County by School District**  
**Filipino**

**Sonoma County**

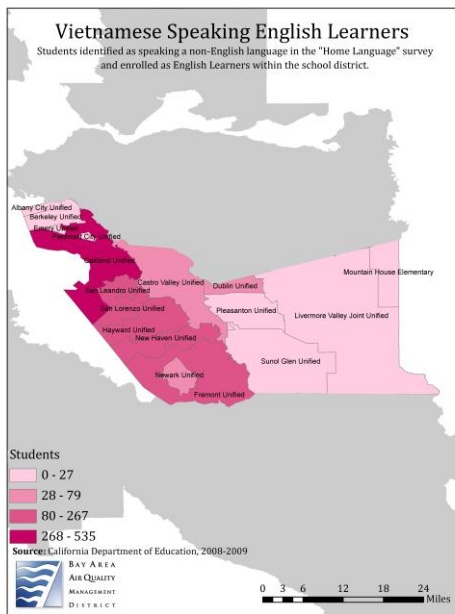


*Displays unified, elementary and high districts*

Data provided by the California Department of Education 2008-2009 and the United States Census 2000.

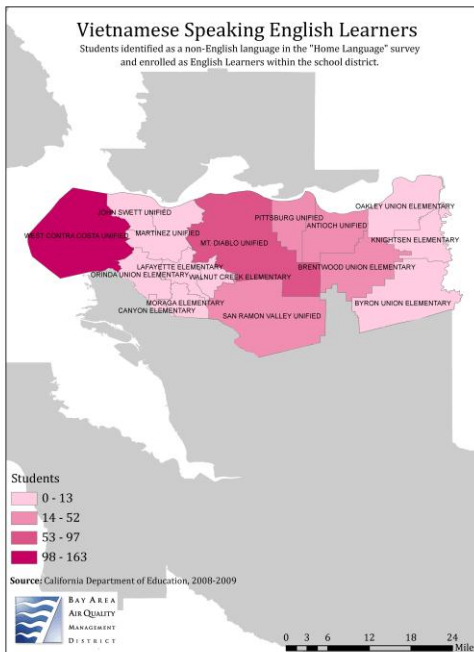
**Appendix I: Data by County by School District**  
**Vietnamese**

**Alameda County**



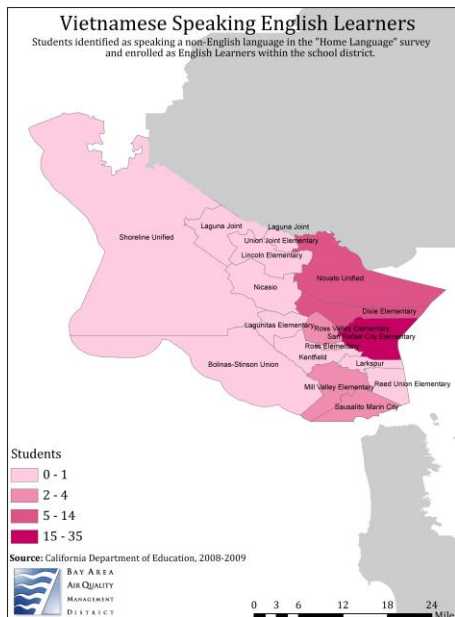
*Displays unified districts only*

**Contra Costa County**



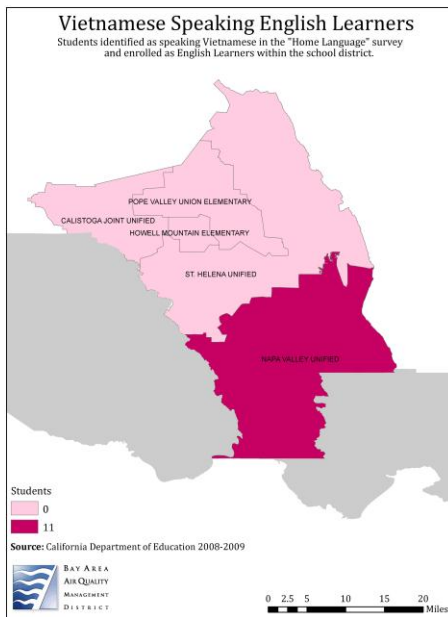
*Displays unified and elementary districts*

**Marin County**



*Displays unified and elementary districts*

**Napa County**



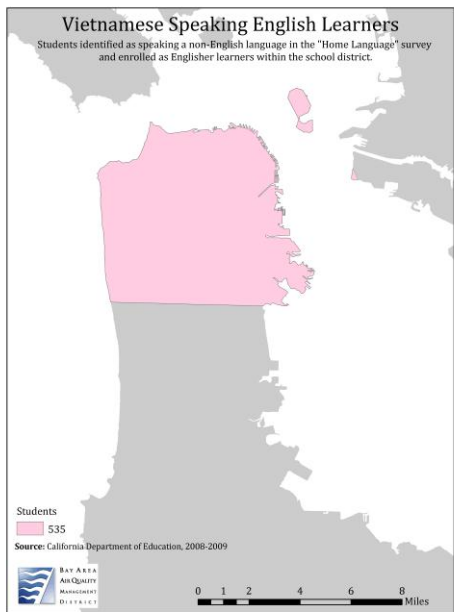
*Displays unified and elementary districts*

Data provided by the California Department of Education 2008-2009 and the United States Census 2000.



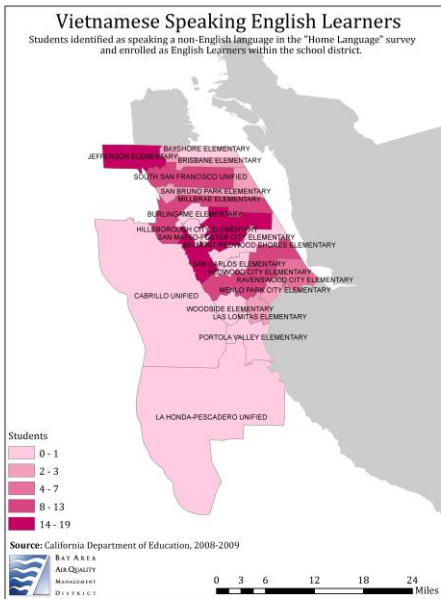
## Appendix I: Data by County by School District Vietnamese

### San Francisco County



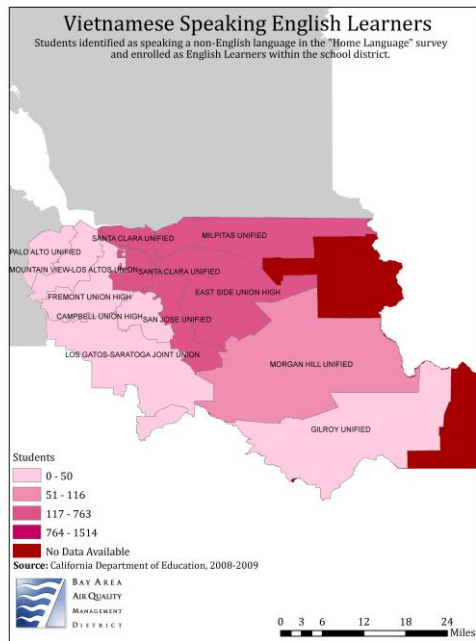
*Displays unified districts only*

### San Mateo County



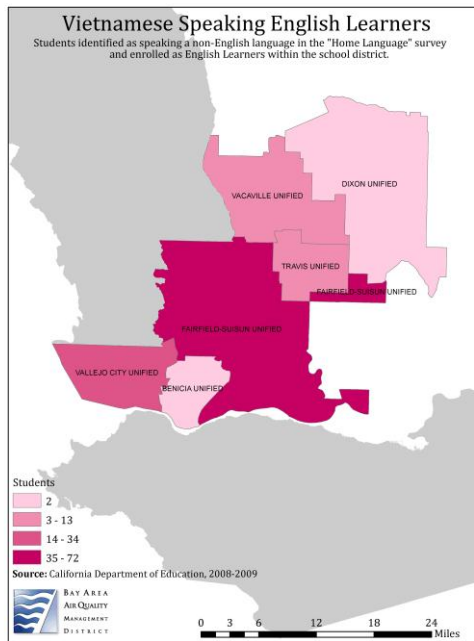
*Displays unified and elementary districts*

### Santa Clara County



*Displays unified, elementary and high districts*

### Solano County



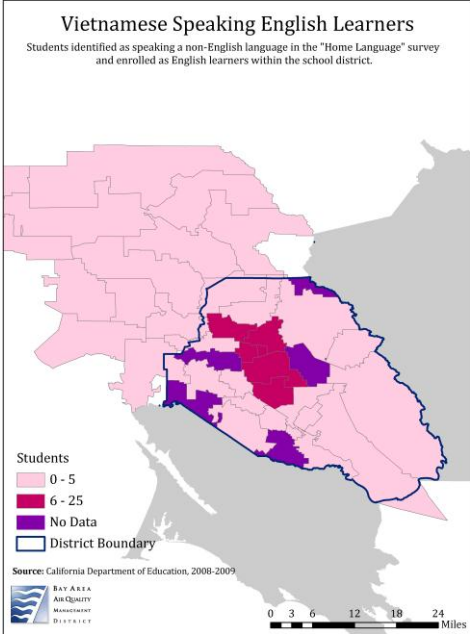
*Displays unified districts only*

Data provided by the California Department of Education 2008-2009 and the United States Census 2000.

**Appendix I: Data by County by School District**

**Vietnamese**

**Sonoma County**



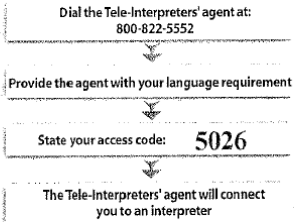
*Displays unified, elementary and high districts*

Data provided by the California Department of Education 2008-2009 and the United States Census 2000.

## Appendix II: Tele-Interpreters Brochure



### How To Use Tele-Interpreters' OPI Service



#### Helpful Hints When Working With An Interpreter

- ▶ Briefly inform the interpreter regarding the nature of the call.
- ▶ Remember you are in control of the call and the line of questioning. The interpreter's responsibility is to facilitate communications.
- ▶ Use short sentences where possible. Pause at the end of a complete thought to allow for interpretation.
- ▶ Speak distinctly, especially if using a speakerphone.
- ▶ Do not expect 'word for word' interpretation, as languages differ in grammatical structures and ways of expressing ideas.



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Tele-Interpreters  
1-800-822-5552 or 1-888-326-2686  
Access Code: 5026



### Phonetic Ways To Say "Please Hold" As You Bridge Multilingual Calls To Tele-Interpreters

Arabic	dakihkah min fadlok	One minute please
Armenian	huntrhroomem spasek	Please Hold
Cambodian	som jham ma plet	Could you please hold
Cantonese	jching dang-jan	Please hold
Dutch	ein moment, alst-ublies	One moment please
Farsi/Persian	lot fan, yek dagheegheh sab koneed	One minute please
French	un momount see voo play	One moment please
German	einen moment bitte	One moment please
Hindi	eyk minút hold key-g-a	One minute please
Hmong	taw ee pliah	Please hold
Italian	un momento per favore	One moment please
Japanese	sho sho omachi-kudass-i	Please hold for a moment
Korean	jam can man yo	One moment please
Mandarin	jshao-hou	Please hold
Mien	toe zua tang	Please wait
Portuguese	um momeinto pur fah-vor	One moment please
Punjabi	lck second teherna ji	Wait one second please
Russian	odg-nioo min-utoo, po-zhal-u-eesta	One minute please
Spanish	un momento por fah-vor	One moment please
Tagalog	islang saglit lamang-po	One moment please
Taiwanese	chin darn yee shar	Please hold
Vietnamese	sinka mai	Please hold

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## We Speak Your Language

"Show us your language so we can provide a telephone interpreter."

1-800-822-5552

Arabic اللغة العربية أمر لنا إلى لغتك لكي نستطيع توفير مترجم عن طريق الهاتف.	Japanese 日本語 電話通訳を頂けますから あなたの話す言語を教えてください。
Armenian Հայերէն Ձեր խոսակցությանը (բարձր մեզ ցույց տե՛ք, որպեսզի մեզ հասնար հեռախոսով բարձրանալու հարաբերված:	Korean 한국어 사용하시는 언어를 알려주시면 전화 통역관을 마련해 드리겠습니다.
Cambodian ភាសាខ្មែរ សូមបង្ហាញឱ្យយើងស្តាប់ ឬប្រាប់ជូនយើងអំពី ភាសាដែលអ្នកប្រើប្រាស់ទូរស័ព្ទ។	Laotian ພາສາລາວ ຮຽນຈົບພາສາຂອງທ່ານໃຫ້ພວກເຮົາເຮັດເພື່ອ ຮັບໃຊ້ທ່ານພາສາຂອງທ່ານໃນເສັ້ນສົມ.
Cantonese 廣東話 請指出您講的語言 我們會為您請電話口譯人員。	Mandarin 國語 請指出您講的語言 我們會為您請電話口譯人員。
Farsi فارسی زبان خود را به ما نشان دهید تا بتوانیم برای شما مترجمی بر روی خط تلفن فراهم کنیم.	Polish Polski Proszę wskazać swój język abyśmy mogli zapewnić tłumacza telefonicznego.
French Français Indiquez-nous quelle langue vous parlez et nous vous fournirons un interprète par téléphone.	Portuguese Português Mostre-nos seu idioma para que possamos providenciá-lo um intérprete pelo telefone.
German Deutsch Zeigen Sie bitte auf Ihre Sprache, so dass wir einen Dolmetscher per Telefon zur Verfügung stellen können.	Punjabi ਪੰਜਾਬੀ ਸੁੱਚੇ ਆਈ ਲੋਕਿ ਚ ਆ ਫਿਰਫਿਰ ਕਰਿ ਅਸੀਂ ਸੁਰੂ ਕਰੀਏ ਚਾਹੀ ਅਰਥਾਤ ਅਸ ਫੋਨਾਬੀ ਕੇ ਫੀਲੀਏ।
Greek Ελληνικά Δείξτε μας ποια γλώσσα μιλάτε ώστε να σας παρέχουμε διεγερμένα μέσω τηλεφώνου.	Russian Русский язык Укажите, на каком языке Вы говорите, чтобы мы смогли предоставить переводчика.
Haitian Creole Kreyòl Ayisyen Montre nou ki lang ou pale, nap bayou yon moun ki pou entèprete pou ou nan telefon.	Spanish Español Indíquenos cuál es su idioma para que podamos proporcionarle un intérprete por teléfono.
Hindi हिन्दी आपकी भाषा बताएं ताकि हम आपके टेलीफोन पर दुभाषियों की सेवाएं प्रदान कर सकें।	Tagalog Tagalog Ituro sa amin ang iyong wika upang makapagbigay kami ng tagasalin sa telepono.
Hmong Hmoob Thov ghia saib koj hais yam lus twg xwv peb thiaj puaib npaj noog txhais-lus hauv xovtooj pab koj.	Thai ภาษาไทย โปรดชี้ภาษาที่เราจะได้ใช้รับส่งข้อมูลทางโทรศัพท์ให้ เรา
Italian Italiano Ci indichi la sua lingua e lo forniremo un interprete al telefono.	Vietnamese Tiếng Việt Xin chỉ vào ngôn ngữ của quý vị để chúng tôi có thể cung cấp một thông dịch viên qua điện thoại cho quý vị.

### ***Appendix III: Members of the Bay Area Environmental Health Collaborative***

American Lung Association of California  
American Lung Association of California  
Asthma Community Advocates  
Bayview Hunters Point Community Advocates  
Bluewater Network  
Breathe California, Golden Gate Partnership  
Chinese Progressive Association  
Communities for a Better Environment (CBE)  
Community Action To Fight Asthma  
Community Clinic Consortium of Contra Costa  
Community Focus  
Community Health Initiative  
Concerned Residents of Contra Costa County  
Contra Costa Child Care Council  
Contra Costa Community Services  
Contra Costa Council  
Contra Costa Health Services  
Contra Costa Health Services  
Environmental Law and Justice Clinic, Golden Gate University School of Law (ELJC)  
Ethnic Health Institute  
Greenaction for Environmental Health & Justice  
Healthy 880 Communities  
Hunters View Mothers Committee  
John Muir Health  
Kaiser Permanente  
La Clinica de La Raza  
Martinez Unified School District  
Mt. Diablo Unified School District  
Natural Resources Defense Council  
Neighborhood House of North Richmond  
Oakland-Berkeley Community Action to Fight Asthma  
Our Children's Earth Foundation  
Parents For A Safer Environment  
People Organizing to Demand Environmental and Economic Rights  
Regional Asthma Management and Prevention Initiative  
Regional Asthma Management and Prevention Initiative  
Regional Asthma Management and Prevention Initiative  
San Francisco Asthma Task Force  
San Francisco Asthma Task Force  
San Francisco Department of Public Health  
Shields-Reid Community Center  
Sierra Club  
Transportation Solutions Defense and Education Fund (TRANSDEF)  
Union of Concerned Scientists  
West County Toxics Coalition  
Youth United for Community Action