LANGUAGE AND COMMUNICATION ACCESS STANDARDS (LACAS)

California Complete Count – Census 2020

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March 6, 2019

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TABLE OF CONTENTS

CALIFORNIA COMPLETE COUNT CENSUS 2020

Mission

As the California Complete Count Census 2020 Office, ensure that Californians get their fair share of federal resources and Congressional representation by encouraging the full participation of all Californians in Census 2020

Vision

The California Complete Count Census 2020 Office serves as the model and leader of inclusive Census outreach and education efforts that reach all people living in California, communicating the importance of a complete and accurate count.

PURPOSE

California ranks as the most populous and diverse state in the United States. Nearly half of all Californians speak a language other than English at home and over a third are foreign born. About one fifth of Californians have a disability. These factors pose both a challenge and an opportunity. The California Complete Count Census 2020 office (Census Office) recognizes the urgency and magnitude of the task to educate, activate, and motivate the hardest to count populations to fully participate in the 2020 Census. The Census Office welcomes the undertaking as an opportunity to set a precedent of equity and inclusion for future census efforts, while acknowledging a complete count is about a fair share of federal resources and equal representation in Congress for all Californians.

Language and communication access are at the front and center of the Census Office's priorities. This is the first time in California's history that dollars are earmarked for the development of a language and communication access strategy and associated standards. It is the goal of the Census Office to establish a process of transparency and accountability in mitigating language and communication access barriers.

The Language and Communication Access Standards (LACAS) are intended to serve as a reference guide for the Census Office's statewide operation to encourage and support an accurate count in the decennial 2020 Census. An accurate count is one in which every person is counted once, only once, and in the right place. The LACAS outlines key language industry concepts, compliance with pertinent laws, information on how to address the needs of specific Hard to Count (HTC) populations, and overarching framework to ensure messaging is culturally relevant and guarantee meaningful communication.

Possible uses of this document include:
- Outreach
- Contract Management
- Media and Communications
- Training for Internal and External Stakeholders

This document may be revised over time to incorporate changes that result from implementation feedback from various internal and external stakeholders.

Hard-to-Count (HTC) Demographic Populations

Limited English Proficient (LEP) individuals and people with disabilities are considered HTC and are least likely to respond to the Census questionnaire without targeted outreach. Also considered are members of small language communities who speak languages of lesser diffusion and can only communicate in their own language, which may or may not have a written form. LEP populations experience widespread low-literacy rates in both English and their native language.

Limited English Proficient (LEP)

At least 44% of Californians speak a language other than English at home. A total of 27% of Californians are foreign-born[1]. There are 220[2] languages spoken in California. For Census purposes, the definition of "limited-English-speaking household," as used by the 2016 American Community Survey (ACS), is a household unit where no member 14 years old and over speaks only English at home or speaks a language other than English at home and speaks English 'very well.'"

In addition to speaking a language other than English, or not speaking English very well, LEP populations face other barriers. LEP communities may be unfamiliar with societal and cultural norms, including civic participation in elections and the Census. LEPs may have a difficult time understanding the process and practical significance of participating in the Census.

In 2019, the San Joaquin Census Research Project found that 65% of Latinos in the San Joaquin Valley have elementary or middle school education in their native language. Low academic and digital literacy are serious factors affecting self-response among LEPs. Newcomer indigenous communities from Mexico and Central America are at risk of an ever-disparate undercount due to limited Spanish and English literacy skills, compounded with the fact indigenous language translators and interpreters are in short supply. To reach these small linguistic communities, the Census Office and Contractors must partner with trusted messengers from organizations serving these communities.

Within ethnic and linguistic groups there are regional variations. For example, Chinese-speaking communities may have a strong preference between Mandarin or Cantonese. Understanding the preferences and needs of each community will result in increased success. Another obstacle to consider may be

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[1] California Population. http://worldpopulationreview.com/states/california-population/
[2] With 220 languages spoken in California, courts face an interpreter shortage.
https://www.latimes.com/local/lanow/la-me-ln-court-interpreter-20170905-story.html

the rising distrust in government, which was a reoccurring theme during the 2018 Readiness Assessment Convenings across California led by the Census Office. Prevalent government distrust among LEP communities calls for a concerted effort to craft messaging that is authentic, clear, relevant, and delivered by trusted messengers in the LEP's primary language.

People with Disabilities

Approximately 6.5 million adults, 18 years of age or older, in California have a disability. This represents 22.3%[3] of the overall state population, according to data released by the Center for Disease Control (CDC). The Census Bureau defines disability as "a long-lasting sensory, physical, mental, or emotional condition or conditions that make it difficult for a person to do functional or participatory activities such as seeing, hearing, walking, climbing stairs, learning, remembering, concentrating, dressing, bathing, going outside the home, or working at a job."

> **Tips:** When referring to people with disabilities do not use outdated terms that are deemed offensive. For example, always put the person first and the disability second. Do not use terms such as disabled, handicapped, crippled, or retarded.

There are various types and degrees of disability including the following:

- Mental or intellectual
- Deaf or hard of hearing
- Physical
- Sensory
- Blindness or low vision
- Self-care and independent living

People with disabilities experience socio-economic constraints at higher rates than individuals with no disabilities. The Census Office, Contractors, and all involved in outreach activities must ensure all materials, digital or print, intended for the general public offer comparable access for people with disabilities. Videos should include appropriate captioning, American Sign Language (ASL), and voiceover narration. Key printed materials should include braille and large print with high contrast and appropriate spacing in compliance with Section 508 of the Rehabilitation Act of 1974. See APPENDIX A for a compilation of best practices for preparing materials for people with low vision.

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[3] Disability & Health U.S. State Profile Data for California (Adults 18+ years of age). https://www.cdc.gov/ncbddd/disabilityandhealth/impacts/california.html

OUTREACH TO LEP AND PEOPLE WITH DISABILITIES

U.S. Census Bureau

The U.S. Census Bureau (Census Bureau) will provide the internet self-response instrument and Census Questionnaire Assistance (CQA) in 12 non-English languages. This includes Telecommunication Device for the Deaf (TDD). To determine the 12 non-English languages for self-response and CQA, the Census Bureau used a list of languages spoken in at least 60,000 LEP households in descending order. The enumerator instrument, printed questionnaire, mailing, and field enumeration materials will be available in English and Spanish only.

The U.S. Census Bureau's Language Assistance Guides (LAG), language glossaries, and language identification cards will be available in 59 non-English languages. LAGs will be available in video and print, and include American Sign Language (ASL), braille, and large print. To determine the 59 non-English languages for LAGs and glossaries, the Census Bureau used a list of languages spoken in at least 2,000 LEP households in descending order.

For a list of Census Bureau designated languages, see Tables 1 and 2.

California Complete Count Census 2020 (Census Office)

In determining the languages for regional and statewide outreach efforts, the Census Office opted to compare multiple data and to apply different metrics than those used by the Census Bureau. Instead of calculating target languages by LEP households, the Census Office looked at the number and percentage of individual LEPs, as well as the number of LEP households. The Census Office also referenced language data from the Department of Education (CDE) and Secretary of State (SOS) but determined it would not suffice for Census outreach purposes. The CDE data primarily includes languages spoken by school age children. The SOS data uses languages spoken by at least 3% of the population; however, it excludes individuals who are not of voting age and those who are ineligible to vote, such as undocumented LEP. The Census Office's carefully chosen approach ultimately guarantees a median of 93.45% of individual LEPs will be contacted. The median is based on minimum contractual obligations, but the reach will likely be much higher.

The Census Office will require all Contractors, including all counties that opt-in to receive Census Office funding, to submit a Language and Communication Access Plan (LACAP) as part of their Strategic Plan. The LACAP will be reviewed and approved by an assigned Regional Program Manager (RPM) in consultation with the Language and Communication Access Manager (LACAM). The assigned

Regional Program Managers (RPM) and Language and Communication Access Manager will coordinate to adjust and take the necessary steps to fill any gaps not addressed by proposed Contracts, including but not limited to, leveraging non-contractual coalitions with trusted messengers and external stakeholders within those HTC communities.

The Census Office's outreach and communication activities and tools will reflect high accessibility standards in targeting LEP individuals and people with disabilities, both identified as HTC demographic populations across California. As specified in contracts to be executed as early as April 1, 2019, Contractors will be required to submit monthly progress reports to the appropriate RPM for oversight and accountability assurance. Contractors will be expected to review the standards and guidelines set forth in the Language and Communication Access Standards (LACAS). The LACAS was developed to provide guidance for all involved in Census efforts on the best practices, at every point of contact, and for connecting with LEP populations and people with disabilities statewide.

Through a media contract, to be executed as early as May 2019, the selected Contractor(s) will be tasked with publishing a website for the general public in the top 12 non-English languages spoken statewide and make the site accessible to people with disabilities. The media Contractor will be required to conduct audience segmentation and localization for the message to truly resonate with the target audience in a manner that is culturally relevant and accessible. In addition, industry-specific materials will be available in various languages in print and video for optimal access and dissemination. Additionally, the media Contractor will be required to seek partnerships with ethnic media. The Contractor is also required to perform message testing conducted in various languages and formats.

The LACAM will work in close collaboration with Census Office staff, Contractors and all others involved in outreach and communication. This includes, but is not limited to, the Outreach Team/RPMs, the Communications Team, Counties, regional Administrative Community Based Organizations (ACBO), statewide Community Based Organizations (CBO), SwORD developer(s), County Offices of Education (COEs), and other Sector partners, to seek input and provide recommendations on language and communication access for HTC populations.

The Census Office designed its language and communication access tactic to strategically fill the gaps not addressed by the Census Bureau. The languages used for support tools and outreach activities nationwide differ from California's statewide and regional needs. To this end, the Census Office requires regional ACBOs to do outreach in no less than the top six non-English languages in their

Region and to make reasonable efforts to be inclusive of isolated linguistic minorities that can only communicate in their own language, including languages of lesser diffusion with no written form. Part of the accountability process will be to review Contractors' Strategic Plans and monthly progress reports to ensure materials (digital and print) within the HTC communities are crafted in culturally and linguistically appropriate ways to connect with LEP populations and are also created in formats adequate for people with disabilities. For detailed information about the timeline and funding, see APPENDIX B.

The Law

The California Complete Count referenced state and federal laws pertaining to language and communication access as a starting point. Starting with the fact that laws pertaining to LEPs and people with disabilities were enacted decades ago and have not been revisited since, compared to California's shifting demographics, the Census Office determined that merely complying with the law would not go far enough to count everyone. According to the Public Policy Institute of California (PPIC), California is a "minority majority" state. The Census Office considers it is vital to approach language and communication access in the context of the 21st Century and current population statistics.

Limited English Proficient (LEP)

- Dymally-Alatorre Bilingual Services Act (Dymally-Alatorre Act), [Sections 7290-7299.8: "A free and democratic society depends on the right and ability of its citizens to communicate with their government. A substantial number of persons who live, work and pay taxes are unable to communicate with their government, either because they do not speak or write English at all or speak a language is other than English as their primary language. Language barriers preclude a substantial number of persons from rights and benefits to which they would otherwise be entitled. The Dymally-Alatorre Act requires effective communication between all levels of government and the people of the state who are precluded from utilizing public services due to language barriers. All materials explaining services available to the public shall be translated into the non-English languages spoken by a substantial number of the public, this includes oral and written communications. A 'substantial number of non-English-speaking people' are members of a group who either do not speak English or cannot effectively communicate in English because it is not their native language, and who comprise 5 percent or more of the people statewide or any local office or facility of a state agency. However, it is not the intent

to prohibit serving limited groups where less than 5 percent of the people served are limited English."

- Executive Order 13166, signed by President Clinton on August 11, 2000, to improve access to services for persons with limited English proficiency (LEP): "To improve access to federal programs and activities for persons who, as a result of national origin, are limited in their English proficiency. Agencies shall develop and implement a system by which LEP persons can meaningfully access those services consistent with the fundamental mission of the agency."

- Tittle VI of the Civil Rights Act of 1964: "The Department of Justice issued a general guidance document (LEP Guidance) to set forth compliance standards to ensure programs and activities normally provided in English be accessible to LEP persons and do not discriminate on the basis of national origin. Agencies must take reasonable steps to ensure meaningful access to their programs and activities. The law declared that 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."

- Section 203 of the Voting Rights Act: The language minority provisions of the Voting Rights Act require that "when a covered state or political subdivision provides registration or voting notices, forms, instructions, assistance, or other materials or information relating to the electoral process, including ballots, it shall provide them in the language of the applicable minority group as well as in the English language. A jurisdiction is covered under Section 203 where the number of United States citizens of voting age is a single language group within the jurisdiction is more than 10,000 or is more than five percent of all voting age citizens, or on an Indian reservation, exceeds five percent of all reservation residents; and the illiteracy rate of the group is higher than the national illiteracy rate. The requirements of the law are straightforward: 'all election information that is available in English must also be available in the minority language so that all citizens will have an effective opportunity to register, learn the details of the elections, and cast a free and effective ballot.'"

People with Disabilities

- <u>The Americans with Disabilities Act of 1990</u> and Revised ADA Regulations Implementing Title II and Title III: Title II relates to nondiscrimination on the basis of disability in State and local government services. Title III relates to nondiscrimination on the basis of disability by public accommodations and in commercial facilities. Subpart E, Communications, § 35.160 General, (a), (1) specifies the following: "A public entity shall take appropriate steps to ensure that communications with applicants, participants, members of the public, and companions with disabilities are as effective as communications with others.

- <u>Section 504 of the Rehabilitation Act of 1974:</u> Prohibits "disability-based discrimination in programs and activities provided by federal agencies, and other agencies that receive federal funds. This includes effective access to public programs, and providing people with disabilities reasonable accommodations of policies, practices and procedures as necessary to allow them to use public services."

- <u>Section 508 of the Rehabilitation Act of 1974:</u> Requires "federal agencies to make their electronic and information technology (EIT) accessible to people with disabilities. The law (29 U.S.C § 794 (d)) applies to all federal agencies when they develop, procure, maintain, or use electronic and information technology." Under Section 508, agencies must give disabled employees and members of the public access to information comparable to the access available to others.

LEP and People with Disabilities

- <u>California Government Code Section 11135:</u> "No person in the State of California shall, on the basis of sex, race, color, religion, ancestry, national origin, ethnic group identification, age, mental disability, physical disability, medical condition, genetic information, marital status or sexual orientation, be unlawfully denied full and equal access to the benefits any program or activity conducted, operated, or administered by the state or by any state agency funded directly ore receiving any financial assistance from the state."

STATEWIDE STRATEGY

Budget figures include the previously allocated $100.3 million and Proposed Governor's Budget 2019-2020 additional $54 million.

County

The funding allocation for county contracts is $26,683,500. On November 9, 2018, the Census Office sent letters to all 58 counties, providing them an opportunity to opt in to receive state census outreach funding. The deadline for counties to respond to the Census Office as to whether they would 'opt in' to receive the State's funding allocation, and thus enter into a contract with the State, was February 8, 2019. To date, the Census Office has received opt-in letters from 44 counties. Upon contract execution, as early as April, 2019, Counties will develop a Strategic Plan that must be approved by the Census Office prior to implementation. The Plan must describe HTC populations least likely to respond, barriers, challenges, and opportunities for outreach. More specifically, counties are required to provide a Language and Communication Access Plan (LACAP) describing strategies, resources, and quality assurance methods for culturally and linguistically appropriate messaging. Counties must also strongly consider languages of lesser diffusion, literacy levels, and access to broadband in the planning and execution of outreach efforts.

Regional

The funding allocation for Regional Administrative Community Based Organizations (ACBO) is $32,950,000. The Census Office is contracting with large community based organizations with the administrative capacity and experience to conduct robust outreach throughout a specified region and/or to target specific HTC populations. ACBOs will coordinate and collaborate with counties, statewide CBOs, and other stakeholders to carry out outreach efforts. Upon contract execution, as early as May 2019, each ACBO must develop a Strategic Plan that must be approved by the Census Office prior to implementation. The Plan must describe HTC populations least likely to respond, barriers, challenges, and opportunities for outreach. ACBOs must submit monthly written reports of progress being made in all areas, including language and communication access, to the assigned Regional Program Manager.

ACBOs are required to provide a Language and Communication Access Plan (LACAP) describing strategies, resources, partnerships, and quality assurance methods for culturally and linguistically appropriate messaging. Outreach materials must be in the top six non-English languages for the assigned Region

and accessible for people with disabilities. ACBOs must also strongly consider languages of lesser diffusion, literacy levels, and access to broadband in the planning and execution of outreach efforts.

Statewide

The funding allocation for Statewide Community Based Organizations (CBO) is $10,000,000. The Census Office is contracting with large community-based organizations with the administrative capacity and experience to conduct robust outreach statewide and/or to target specific HTC populations. CBOs will coordinate and collaborate with counties, Regional ACBOs, and other stakeholders to carry out outreach efforts. Upon contract execution, as early as May 2019, each CBO must develop a Strategic Plan that must be approved by the Census Office prior to implementation. The Plan must describe a target HTC population least likely to respond, barriers, challenges, and opportunities for outreach. ACBOs must submit monthly written reports of progress being made in all areas, including language and communication access updates, to the assigned RPM.

More specifically, CBOs are required to provide a Language and Communication Access Plan (LACAP) describing strategies, resources, partnerships, and quality assurance methods for culturally and linguistically appropriate messaging. Outreach materials must be, at minimum, in English and Spanish and accessible to people with disabilities. CBOs must also strongly consider languages of lesser diffusion, literacy levels, and access to broadband in the planning and execution of outreach efforts.

Regional Implementation Plan Workshops

During Quarter 3, 2019, the Census Office will carry out at least 27 Implementation Plan Workshops (IPW) in communities across California with a high concentration of HTCs at accessible venues. The purpose of the IPWs is for contractors to finalize implementation plans for outreach in 2020. Counties, regional and statewide CBOs, and other interested stakeholders will have the opportunity to convene and coordinate on outreach planning efforts. The Census Office has allocated resources for ensuring language and communication access at IPWs.

For the IPW general public portion, the Census Office will translate the agenda into the Region's top three non-English languages, at a minimum, and other languages as appropriate. The event agenda will be published 10 calendar days in advance on the Census Office's website. The agenda will include a notice to interested participants of their right to request language access and ADA compliant accommodations in writing, at least five business days prior to the

meeting. Language services may include translation of important materials, on-site interpreters, including the use of interpreting equipment. Accessibility may include, for example, ASL interpreters, scent-free reminder to event participants, braille and large print.

Sector Outreach

The funding allocation for sector outreach is $2,000,000. Sector outreach will focus on reaching HTC populations through priority sectors and associated organizations where HTC individuals may be reached, including health services, labor (unions), faith-based, business/corporate, technology and innovation, entertainment, and rural. The Sector Outreach and LACAM will identify and coordinate efforts to fill gaps as needed.

Education

The funding allocation for education outreach is $2,250,000. The Census Office's education activities will reach the hardest to count populations through teachers, scholars, librarians, and children in safe environments, like kindergarten to 12th grade (K-12) schools. The Census Office contracted with the Sacramento County Office of Education (SCOE) to develop and pilot educational support materials. SCOE subcontracted with Los Angeles County Office of Education (LACOE) for facilitation of the process and with Fresno County Office of Education (FCOE) to support the work statewide. In particular, those students who are economically underserved, have disabilities, or are limited English proficient (LEP), served by Title I and Title III schools. K-12 students serve as trusted messengers to family members and will be an important source of information about the Census, especially in immigrant and other LEP families. Schools that opt-in will receive a set of standardized resources to be made available in critical non-English languages.

Paid Outreach and Public Relations

The Census Office has allocated $47,500,000 for the paid outreach and public relations campaign. The Contractor will provide media and public relations services to the Census Office to maximize the number of Californians counted in 2020 Census by developing and implementing a strategic media and public relations campaign. The media Contractor is expected to subcontract with ethnic media, to produce strategic, in-language, media content specifically targeting the following populations: Latino, African American, Asian/Pacific Islander, Middle-Eastern North/ African, and Tribal communities.

The Contractor must design a campaign to reach all ten (10) geographic Regions outlined by the Census Office. The Contractor's media and public relations plan

will outline how the Contractor will creatively utilize media, strategic partnerships, and creative tactics to communicate the importance of completing the Census form questionnaire and increase statewide participation, primarily in hard-to-count communities.

The Census Office recognizes HTC populations face added physical, economic, social, and cultural barriers to participation in the census and require careful consideration and additional outreach and strategic messaging. As a result, the Census Office determined statewide messaging must integrate audience segmentation, which considers characteristics used to segment an audience, such as: demographics, language, geography, attitudes, needs, motivations, and previous engagement with or response to government programs. Messaging will be culturally relevant and reflective of California's diversity and comply with the state's language and accessibility standards. Statewide messaging must be inclusive and universal to address the general California population, yet culturally and regionally adaptable for effective outreach in HTC communities.

LANGUAGE ACCESS AND COMMUNICATION PLAN (LACAP)

The LACAP is intended to serve as a roadmap to help Census Office partners track the effectiveness of their language and communication access strategy. The plan should guide the process of identifying needs and aide with the development of procedures to assess and ensure quality control of language assistance services (oral and written) and communication accessibility. The plan should establish internal priorities and deadlines to satisfy Census Office deliverable requirements. The Contractor should conduct ongoing monitoring and evaluation to ensure meaningful access.

In developing the LACAP, consider the following:

1. Identify language and accessibility needs. Who are the individuals that need language and communication access? What geographical area are they concentrated in?
2. Assess to determine possible types of contact with LEPs and people with disabilities. Specify how you plan to connect with HTCs and communicate to them that language and communication access services are available.
3. Define the specific tasks, internal deadlines, and priorities to meet the goal to educate, activate, and motivate.
4. Assign responsibilities and allocate resources for language and communication access to meet contractual requirements.

5. Develop and set forth internal directives, policies, and procedures to govern the delivery of adequate quality language and accessibility services for meaningful communication. This document provides valuable information on how to ensure language and communication services meet quality standards, comply with law requirements, and are culturally relevant.
6. Plan for ongoing monitoring and evaluation of services.
7. Maintain a system to consistently gather and prepare data for the final report.
8. Finally, send any new non-English resources, digital or print, to the Census Office to maintain a centralized translation database, to avoid duplication of efforts and make intelligent use of resources.

LANGUAGE SERVICES GUIDELINES

Many in the private and public sector share the common misconception that hiring bilingual staff is enough to assure language access. Although it is commendable to hire bilingual staff that represents the LEP demographics, this is only the first step to providing language access. To assure meaningful communication, dual-role bilingual staff must be trained on translation and/or interpretation. In conjunction to language services training, bilingual staff should undergo a comprehensive written and oral exam to measure their level of bilingualism and command of the languages they claim to speak at an advanced level.

Translation

Translation is a written process. It starts with a source text (in this case, English) and results in a target text (the non-English language). Quality is measured to the degree the characteristics of a translation meets the agreed-upon specifications. The translation should be appropriate for the target audience (non-English speakers). To translate a written document in a **culturally and linguistically appropriate** way, consider the following concepts[4]:

- **Transadaptation:** Replaces culturally specific aspects of a product, service, or document, such as colors, icons, and other cultural artifacts from the source culture and replaces it with an equivalent in the target culture to resonate with the target audience.
- **Localization:** The cross-cultural communication process of preparing a locale specific version of a product or service. Locale refers to the

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[4] ASTM International F2575-14 Standard Guide for Quality Assurance in Translation

language, geographic region, cultural norms, and other traits of the target audience. It consists of translating material into the language and conventions of the target locale, adaptation of non-textual materials and delivery mechanisms to meet the cultural expectations of the target locale.

- **Register:** The set of properties associated with speech or writing that is characteristic of a particular type of linguistic text or speech and takes into account the nature of relationships among speakers, the subjects treated, and the degree of formality or familiarity of the text.

Tips: For effective outreach efforts, the Contractor should utilize translators familiar with California's locale. For example, the majority of LEPs who primarily speak Spanish come from Mexico and Central America, not Europe or Africa. The translation of materials should be done by translators who are either from the same region, live in California, or are able to demonstrate expertise in that particular 'locale'. Avoid high register or convoluted language in written and oral communication. A translation can only be as good as the source document. Write in clear, simple, and direct language.

Translator Qualifications

A translator has superior language skills in, at least, two languages. A qualified professional translator is one who meets one or more of the following: certification from the American Translators Association (ATA), state or federal court certification, certificate or degree completion from an accredited college or university in the field of translation, formal education in the source and target language and at least three or more years of industry specific professional experience.

Tips: Using trained translators is also about being respectful of LEP communities. For example, English-only written materials would not be released to the general public in broken or incorrect grammar and syntax.

Technology in Translation

The use of Computer Assisted Translation (CAT) and Translation Memory (TM) tools is highly encouraged to ensure consistency, accuracy, and efficiency. Contractors are expected to verify all translated materials are reviewed by a translator and **never** utilize machine translated (MT) materials **without** human intervention.

Translated documents should be saved under the original English file name with the non-English language specified in parenthesis. For tracking purposes, preparer's initials, version number, revision date, or any other key information should be included in the footer section. Contractors, at all levels, are expected to collaborate to avoid duplication of translation efforts. Translation and glossary databases are to be shared, on a regular basis, with the Language and Communication Access Manager (LACAM) to ensure there is a centralized bank of materials for all involved to use.

Types of available translation software:

- Computer Assisted Translation (CAT) Tools
- Translation Memory (TM)
- Machine Translation (MT)

Tips: Because translation software significantly reduces the time it takes to translate materials by offering fuzzy matches and a memory feature that helps avoid translating the same term twice, be aware repetitions and updates to previously translated materials should not be invoiced at full price.

Interpretation

Interpretation is an oral process. Interpreter services can be rendered in person, over the phone, or via video remote interpreting (VRI); however, face-to-face interpreting is highly recommended. Interpreters are guided by industry code of ethics and standards of practice. Typically, interpreters choose to specialize in an industry such as medical, conference, community, or legal interpreting. Community interpreters may cover a variety of areas, including but not limited to, education and social services.

Tips: An interpreter who has a certificate from an educational training or program is not certified. A certified interpreter is one who has demonstrated competence in the field by passing a written and oral exam from an established certifying body

Interpreter Qualifications

An interpreter has superior language skills in, at least, two languages. A qualified interpreter is someone who meets one or more of the following requirements: administrative hearing credential, state or federal court certification, certificate or degree completion from an accredited college or university in the field of interpretation and has at least 3 or more years of industry specific professional experience. For languages of lesser diffusion, proof of specialized training in code

of ethics, professional standards of practice, and modes of interpretation are considered to meet professional requirements.

An American Sign Language interpreter shall be certified by the national Registry of Interpreters for the Deaf (RID); in lieu of RID certification or equivalent, an ASL interpreter must have achieved a score of 4.0 or above on the National Association of the Deaf/American Consortium of Certified Interpreters (NAD/ACCI) assessment. Interpreters for the Deaf or Hard of Hearing are governed under California Evidence Code 754. When appropriate, a Certified Deaf Interpreter (CDI) may serve as an equal member of the interpreting team. CDIs are Deaf or hard of hearing individuals who are nationally certified by RID.

> **Tips:** Using trained interpreters reduces the chance of liability and miscommunication. Hiring only trained interpreters increases clear and meaningful communication with improved outcomes. As much as possible, avoid using untrained bilinguals whose competence in the language pair has not been properly vetted. For example, proceed with extreme caution when asking bilingual staff to assist in providing interpretation services. Understand bilingual staff may or may not be fully fluent in the second language. This practice is culturally insensitive and can lead to gross mistakes and miscommunications.

The Contractor shall develop a process to ensure interpreters, including those used by subcontractors, are qualified to perform language or sign interpretation. All professional interpreters must be familiar with the code of ethics and standards of practice. For samples of accepted industry code of ethics and standards of practice, please contact the Language and Communication Access Manager at the Census Office.

Regardless of the version of the code of ethics used, most versions include a combination of the following:

- **Confidentiality:** Information acquired during the encounter should be treated as private or proprietary information and should not be disclosed under any circumstances, except where disclosure is required by institutional regulations or by law.
- **Accuracy:** Everything said must be interpreted without omissions, additions, and distortions. The interpreter should be faithful and loyal to the original message.
- **Impartiality:** Personal beliefs should not manifest or interfere in the interpreter's conduct and his/her role in a professional capacity. If the interpreter is aware of a potential conflict of interest, he or she should recuse themselves and make the providers aware to make a determination.

- **Transparency:** A professional interpreter conveys everything that is said exactly as it is said. The interpreter intervenes when side conversations jeopardize transparency. Interpreters convey the message in the 1st person and use the 3rd person to ask for clarification or repetitions.
- **Direct communication:** The interpreter encourages spatial arrangements that are conducive and support direct communication. An interpreter should strive to be as unobtrusive as possible.
- **Professional boundaries:** The interpreter should maintain professional boundaries, both during and outside the interpreting encounter. Interpreters should not promote self-interests.
- **Intercultural communication:** An interpreter travels across linguistic and cultural boundaries. Nevertheless, an interpreter should only intervene when absolutely necessary for facilitating clear communication but must do so without articulating his or her personal beliefs or speculations about any of the parties' cultures.
- **Professional conduct:** The interpreter's conduct should reflect the highest standards of the profession by showing adherence to professional ethics and best practices. This includes dressing professionally and punctuality, this includes not wearing heavy make-up and/or scented products. Interpreters should never misrepresent their qualifications.

Modes of Interpretation

- **Consecutive:** The interpreting technique whereby the interpreter speaks only during gaps when the facilitator/participant pauses to allow for interpretation. **Tip:** Ideal for small-scale meetings and situations where a pause in speech does not interfere with communication.
- **Simultaneous:** The interpretation of a speaker's words into another language at the same time the speaker is talking without pauses or interruptions. **Tip:** This type of interpretation is best suited for large-scale events and situations where a pause in conversation is not beneficial. Note there are conference interpreters who use this mode in a booth for highly technical topics.
- **Sight translation:** This can be defined as the reading of a text by the interpreter from the source text into the target language, simultaneously, in a manner in which the content of the document can be easily understood by the audience.
- **American Sign Language (ASL):** ASL[5] is a recognized visual language intended for the Deaf or hard of hearing. With signing, the brain processes linguistic information through the eyes. The shape, placement, and

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[5] Registry of Interpreters for the Deaf, Inc. https://rid.org/

movement of the hands, as well as facial expressions and body movements, all play important parts in conveying information. Like any spoken language, ASL has its own grammar and syntax rules.

> **Tip:** For meetings expected to last longer than one (1 hour, you must request two interpreters. Interpreters take turns every 15-20 minutes, this only applies to simultaneous and ASL interpretation.

Best Practices for Communicating Through an Interpreter

When requesting or communicating through an interpreter, remember the following:

- When you request an interpreter, remember not all interpreters can perform simultaneous interpretation. Request an interpreter that is trained for the specific mode of interpretation you need.
- Prior to the meeting, when requesting services, indicate the preferred mode of interpretation for the meeting and use of equipment, if applicable.
- Share all handouts and PowerPoints with the interpreter/s prior to the event to allow for the interpreter/s to prepare in advance.
- At the meeting, make an announcement to participant/s letting them know interpreters are available and where to find them.
- Remember to speak directly to the audience and not the interpreter/s. Occasionally check in with the interpreter to ensure there are no issues with the pace or audio.
- Speak at a reasonable pace.
- Remember to pause for the interpreter. Other languages may require more words and time to express a thought.
- Speak in complete sentences. Complicated sentence structure, fragments, incomplete ideas, changing words mid-sentence, or asking too many questions at one time may hinder communication. Avoid figurative speech, idioms, and humor that does not translate. Some concepts have no exact equivalent in other languages.
- Assume everything you say will be interpreted.
- Remember interpreters are not machines. Interpreters need time to restructure information and assess for cultural and linguistic appropriateness.
- Be mindful the interpreter may ask for repetition or clarification. The interpreter can only interpret what she/he hears, for that reason you must ensure the interpreter can hear everything. Check in with interpreters to see if they can hear and ensure participants use a microphone.

Interpretation Equipment

For meetings being held in English where three or more LEP participants are present and length of meeting is expected to exceed one hour, the use of interpreting equipment is required. The Contractor should provide equipment and verify the interpreters are trained in simultaneous interpretation to ensure meaningful communication.

The Census Office purchased portable interpreting equipment in 2018, this includes transreceivers and headsets for up to 30 participants. RPMs and Contractors can ask to borrow the equipment for Census related activities at no additional cost.

Tips: When using interpreter equipment for larger meetings, consider the use of table-top booths to buffer the noise for the benefit of interpreters and non-LEP participants who may find it distracting or difficult to pay attention to the speaker while interpreters speak at the same time as the presenter. Simultaneous interpreters are usually situated at tables in the back of the room.

Selecting a Vendor for Language Services

When selecting a vendor, request the vendor to provide a statement of capability to ensure the agency is able to accommodate the needed languages and meet deadlines. Ask the vendor to describe the quality control process for all deliverables and be prepared to show proof of linguist qualifications.

The U.S. federal government maintains a section of the General Services Administration (GSA) schedule specifically for the purpose of ensuring that all federal agencies have access to a list of translation vendors that meet the diverse translation requirements of these agencies. This list can be found under the Language Services section of the GSA Schedule, under category 3821 – Translation Services. The list includes 83 vendors and allows federal agencies to identify in which languages a vendor specializes.

Tip: When requesting interpretation or translation services, plan with enough time in advance. Generally, agencies need anywhere between 5-10 business days to accommodate requests.

Languages of Lesser Diffusion

Contractors should consider and coordinate with the RPM regarding smaller isolated language communities that can only communicate in their own language. Languages of lesser diffusion are those languages for which there are

not many speakers but for which there are real language access needs and for whom those speakers have an equal right for language access, including those languages for which there is no written form or only minimal diffusion of a written form.

CULTURAL SENSITIVITY RECOMMENDATIONS

People from a host of cultural backgrounds call California their home. From culture to culture, seemingly trivial aspects of life vary greatly. Cultural preferences will determine the message that resonates with an individual. When speaking of culturally and linguistically appropriate messaging, the idea is to craft a message from the perspective of the audience's culture and language. This section on cultural sensitivity will help Census Office staff and Contractors understand cultural factors that play a role in effective intercultural communication vital for successful and full participation in the 2020 Census.

Diversity and Inclusion

The goal is to count everyone, only once, and in the right place. The Census Office is aware of the need of focused outreach to HTC populations. For such outreach to be effective, the team in charge of overseeing activities and strategies must be familiar with those HTC groups. The Census Office assembled a team representative of California's diverse population. The Census Office team has first-hand understanding of what it takes to connect with HTC populations from a place of empathy and deep commitment to the vision.

> **Tip:** Access and inclusion are not interchangeable. For inclusion to take place, recipients of access services should also be treated in such a way to encourage participation and empower them to speak by providing safe spaces.

Cultural Identity

Culture is the co-creation of meaning between groups of people limited by geographic, ideological, and linguistic boundaries. Cultural identity is a combination of affiliation with and ascription to groups. It is important to be aware of cultural identity in order to distinguish between projecting our personal categories of perception and assessing the categories of a different culture. By understanding personal and group level cultural identity, a person is less likely to unconsciously behave in ethnocentric ways. This is commonly referred to in the media as unconscious bias.

Cultural identity by affiliation is when a person feels like he/she belongs to a group and in unconscious ways behaves according to values and beliefs approved by the group. Ascribed cultural identity is when others ascribe a person to a group based on nationality, race, gender, education, etc. In most cases the affiliation (internal) and ascription (external) match, but in some instances the internal and external cultural identity do not match. Be mindful individuals can have intersectional cultural identities, and thus can identify as belonging to multiple cultural subgroups.

Lesbian, Gay, Bisexual, Transgender, Queer or Questioning, Intersex, and Asexual or Allied (LGBTQIA)

A 2017, Gallup Daily survey reports a total of 24% of individuals 18 years and older with children identify as LGBTQIA. In addition, a survey project by *GenForward*[6] at the University of Chicago found 14% of millennials (ages 18-30) identify as LGBTQIA. Self-identification among millennials broken down by ethnicity is as follows: 22% of Latinos, 14% African-American, 13% of whites, and 9% of Asian-Americans. A gender-neutral term gaining momentum among Latinos is the term Latinx. Spanish is a male gendered language by default.

Discrimination on the basis of sexual orientation is illegal under state and federal law. The Census Office and all involved in outreach activities should never use slang or derogatory terms to refer to anyone who identifies as Queer. Aim to create safe spaces for everyone regardless of how they self-identify. Encourage everyone to choose their preferred gender pronouns to avoid singling out or creating divisions.

Language

Language is a shared system of symbols. Symbols alone have no meaning in and of themselves. The important intercultural differences lie in the social context of a language and not the language itself. For example, unfamiliarity with a language's social context for greeting, farewell, and other social rituals such as arguing, negotiating, complementing, apologizing, or criticizing can result in frustration and an inaccurate interpretation of motives and intentions. The immediate reaction maybe be to attribute it to a person's character and not to cultural differences[7]. Speaking a language without understanding the social context can lead to incorrect interpretations and generate inappropriate

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[6] GenForward. (2018, June). Millennial Attitudes on LGBT Issues: Race, Identity, and Experience.
[7] Bennett, M. (2013) Basic Concepts of Intercultural Communication, Second Edition

behavior. Being aware of the underlying differences in the cultural and social norms of language can mitigate harmful assumptions.

Eighty percent of all communication happens nonverbally. In nonverbal communication the speaker implies and infers meaning from the context. Some of the nonverbal cues may include voice, gestures, eye contact, spacing, and touch. People who learn a second language may unconsciously use the paralanguage of their primary language in their second acquired language. Paralanguage includes the pitch, stress, volume and speed with which language is spoke, readily lending itself to intercultural miscommunication. For example, the pitch of our voice can indicate whether an utterance is a question, it may also reflect anger or friendliness. A native English speaker can recognize the difference instantly. A nonnative English speaker may not respond or generate familiar voice tones in the same way someone who only speaks English would. For example, for native Cantonese speakers, pitch changes are important within words but not to modulate sentences. Making them sound brusque or rude to monolingual English speakers. Being aware of these factors will help avoid wrongly evaluating non-native English speakers simply because they speak English with paralanguage conventions of their native language.

False cognates may also pose a challenge for those who are in the process of learning English. Some words transfer from one language to another. Words that sound and look the same in two languages but have different meanings are known as false cognates. Take for example a case in Florida in which a false cognate resulted in a $71 million[8] malpractice settlement[9]. The Spanish word "intoxicado" which would translate into "poisoned" in English was inappropriately translated as "intoxicated," thus leading to a misdiagnosis of a brain aneurysm.

Be aware regional variations exist within a language. For example, there are over 200 individual spoken dialects in China. Mandarin is spoken by two thirds of the population in China. Cantonese ranks as the top second most spoken dialect. Another example is the Spanish language, the spoken form varies by region and country of origin, but the Royal Academy of the Spanish Language (RAE) has established rules that allow for a standard written version of the language understood by all those with literacy skills. However, written and oral Spanish meaning may vary greatly between Spain and Latin America and the Caribbean.

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[8] (2014, October 27). In the Hospital, a Bad Translation Can Destroy a Life. https://www.npr.org/sections/health-shots/2014/10/27/358055673/in-the-hospital-a-bad-translation-can-destroy-a-life

Unconscious or Implicit Bias

Within all cultural groups there are unspoken rules or agreements. Group members learn the unspoken agreements unconsciously and thus agreements become second nature and exist outside of the individual's consciousness. Another aspect of our unconscious biases is our innate ethnocentric tendency to value our beliefs and worldview as superior or the standard to measure the world outside of ourselves. A person will gravitate towards individuals who are most similar to themselves or agree with them, also known as confirmation bias. Part of increasing intercultural awareness is to understand each person is limited by her/his own experience and cannot experience the world as someone else.

Cultures have deep-seated attitudes about time, space, communication, status, gender roles, uncertainty avoidance, and so forth. It is important to be aware of these unconscious attitudes for these attitudes determine how humans construct reality and make value judgements of whether someone is good or bad. For example, certain cultures have a monochronic notion of time versus a polychronic. The difference is the attitude towards time. Monochronic cultures view time as linear and emphasize doing. Polychronic cultures view time as fluid and emphasize being. Another example is communication styles, which can be high-context or low-context. Individuals from high-context cultures will provide a lot of detail but never explicitly state the point. Low-context cultures have a more direct communication style and prefer getting straight to the point.

Generalizations vs. Stereotypes

Cultural groups engage in certain patterns of behavior to coordinate meaning and action. To describe patterns of behavior, group generalizations are often used. A generalization describes a group tendency to produce and support a particular kind of behavior. Generalizations are derived from group level research. When cultural generalizations are used to label individuals within a group, it falls under stereotyping. Stereotypes are over generalizations used incorrectly to label individuals. Stereotypes, whether negative or positive, are inaccurate and constitutes a simplistic approach to the complexity of group research categories. In addition, not one individual, not even yourself, can be representative of your entire group. Another form of stereotyping comes from media images. The media chooses images not based on how typical they are, but how unusual.

DATA

SwORD Mapping Portal

The Census Office has developed the Statewide Outreach and Rapid Deployment (SwORD) mapping portal to foster data sharing, coordination and collaboration in a user-friendly format. SwORD provides informed planning and decision-making data for the Census Office's outreach and messaging partners. To create SwORD, the Census Office collaborated with the geographic information system (GIS) mapping and spatial data analytics company, Esri to leverage their ArcGIS Hub, a commercial, off-the-shelf product. The first iteration of SwORD was completed in November 2018 with a focus on how Census stakeholders will educate, activate, and motivate outreach efforts for the 2020 Census. The next iteration will allow users to make maps within SwORD. Future iterations will center on the intake of partners' outreach activity data.

Data Sources

To assist with planning and outreach efforts, SwORD features user-friendly web apps to share information from the most recent American Community Survey five-year estimates, at the tract and block group level. Other data sources include tract-level broadband subscription counts from the California Public Utilities Commission.

There are multiple layers focused on language access, such as non-English languages spoken by California residents who speak English less than "very well." That data comes from tables C16001 and S1601 in the 2013-2017 American Community Survey 5-year estimates, as well as table B16001 in the 2011-2015 American Community Survey 5-year estimates. For example, there are layers showing the predominant non-English languages by census tract and block group. In addition, there are layers focused on specific languages spoken at home by Californians who speak English less than "very well." There is also an app that shows the language data side-by-side with a map showing the California Hard-to-Count Index. See APPENDIX C.

California Hard to Count Index

The Census Office created the California Hard-to-Count (CA-HTC) Index, based on multiple demographic, such as housing and socioeconomic variables correlated with an area being difficult to enumerate. The Census tracts with higher CA-HTC indexes are likely to pose significant challenges to enumerate in 2020, while tracts with lower indexes should be easier to count. See APPENDIX C.

ACRONYMS

ACBO: Administrative Community-Based Organization

ACS: American Community Survey

ASL: American Sign Language

CAT: Computer Assisted Translation

CBO: Community-Based Organization

CDC: Center for Disease Control – National Center

CDI: Certified Deaf Interpreter

CQA: Census Questionnaire Assistance

HTC: Hard-to-Count

IPW: Implementation Plan Workshop

LACAM: Language and Communication Access Manager

LACAP: Language and Communication Access Plan

LACAS: Language and Communication Access Standards

LAG: Language Assistance Guides

LEP: Limited English Proficient

MT: Machine Translation

RID: Registry of Interpreters for the Deaf

RPM: Regional Program Manager

TDD: Telecommunication Device for the Deaf

TM: Translation Memory

APPENDIX

APPENDIX A: Best Practices for People with Vision and/or Hearing Disabilities

Text and Fonts
- Limit your font styles on a document.
- Use 14-point font or larger in your documents.
- 18-point font or larger when creating "large print material".
- Utilize simple and easy to read fonts; for example, Arial.
- Utilizing bold when highlighting a heading, or important information.

Page and Text Layout
- Set your surrounding margins at 0.5.
- Set your columns at 0.5 between columns.
- Practice merging your text left of the document. (Left Aligned Text).
- Hyperlinks must describe the destination of the hyperlink. This description can be short, and concise. Hyperlinks need to be underlined and highlighted in Blue.

Images
- Do not use images as a background, or behind text.
- If an image is used to elaborate on the subject, always ensure to add a description to that image. "Alternative Text (Alt-Text)" should be used to describe why the image is important, and a description of what is occurring in the image.
- When adding a link to an image, ensure to also describe where the link is takin the user to.
- Images that are used to decorate the document do not need a description on the Alt- Text box.

Color Contrast
- Double sided documents should be printed in heavier paper to prevent any bleed through on either side.
- When using colors, use colors with high-contrast for example; Black text on a white background.
- Use matte or non-glossy paper for printed materials.

Readability
- Write your message in plain language. When possible avoid terminologies and avoid abbreviation (spell out all words).
- When creating your document, keep in mind who the audience is. If possible aim for a 7th to 8th grade reading level.
- Always describe any terminologies, and legal jargon used in plain language.
- Maintain short sentences throughout your document. This makes it easier for the reader to understand the points being made.

Excel Charts

- All images, and charts should have a description added in the alternative text box (Alt-Text).
- All tables should include a heading to help the reader navigate the chart.
- Never leave a cell empty. If there is no data for that cell use N/A as an alternative.
- Do not merge or shift cells.
- Use a different format to display multimedia content.

PowerPoints

- Create a large print word version for each slide.
- Do not create more than 6 bullet points per slide.
- Utilize high contrast colors.
- When presenting, always describe the images used on the slide. What is the image representing and why it's there?
- Alternate text should be included for images on all electronic versions of the PowerPoint.
- All videos need to include captions.

Working with Microsoft Applications

- Microsoft Office's Accessibility Checker (for Word, Excel, and PowerPoint).

Word Documents

- When creating headings, always use the built-in styles to format your headings.
- Use Alt-text for all images, except decorative images. Describe all hyperlinks by adding a small description to the hyperlink text.
- When using tables on Word, always add headers, and a description of what the table is demonstrating.
- If possible, images should be (In Line with Text).

Saving Documents and PDFs

- If you would like to convert your Word document to a PDF,
- always use (Save As). Never save documents from the print menu. This can erase the accessibility components created in the original document.

APPENDIX B: For funding, visit https://census.ca.gov/funding.

Language Access Timeline

All dates are tentative

|	Quarter 1: Jan-March	Quarter 2: April-June	Quarter 3: July-Sept	Quarter 4: Oct-Dec
Local Government	February 8, opt-in deadline for Counties.	Strategic Plan and 1ST Quarterly Report due to Census Office by April, 2019.	Implementation Plan due to Census Office by September 30, 2019. 2nd Quarterly Report July 1st, 2019.	TBD
Regional ACBOs	February 15, 2019 RFP deadline. Awarded in March 2019.	Contract start date. ACBOs Strategic Plan due 5/31. Implementation Plan Workshops (IPW) start on June 3 through 9/15/19.	1st Quarterly Report due to Census Office by July 1st, 2019. IPWs end on 9/15/19.	2nd Quarterly Report due to Census Office by October 1, 2019. Implementation Plan due 10/31/19.
Statewide CBOs	February 15, 2019 RFP deadline. Awarded in March 2019.	Contract start date. CBOs Strategic Plan due 5/31. IPWs start on June 3 through 9/15/19.	1st Quarterly Report due to Census Office by July 1st, 2019. IPWs end on 9/15/19.	2nd Quarterly Report due to Census Office by October 1, 2019. Implementation Plan due 10/31/19.
Education	February 15 opt-in letters sent to County Offices of Education (COE)	COEs opt in letter due by May 1, 2019.	Implementation Plan due to Census Office by July 31, 2019.	Implementation Plan due to Census Office on 10/15/19.
Media	Media RFP released in March 2019.	Media RFP due in April 2019. Media contract award on 5/31. Media Strategic Plan due June 15, 2019.	Media buys, content creation, and testing between July-August 2019. Media production begins on 9/1/19.	Media campaign launch on November 1, 2019.

APPENDIX C

SwORD
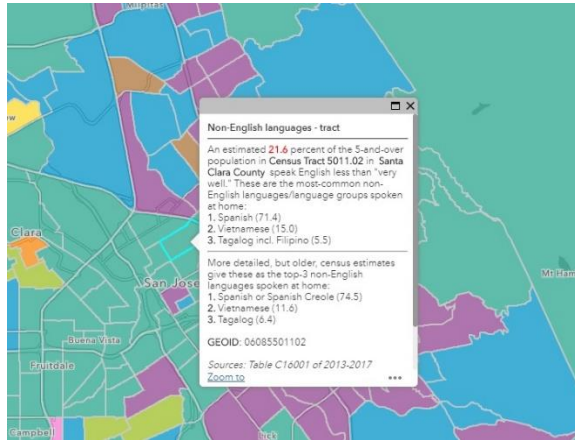
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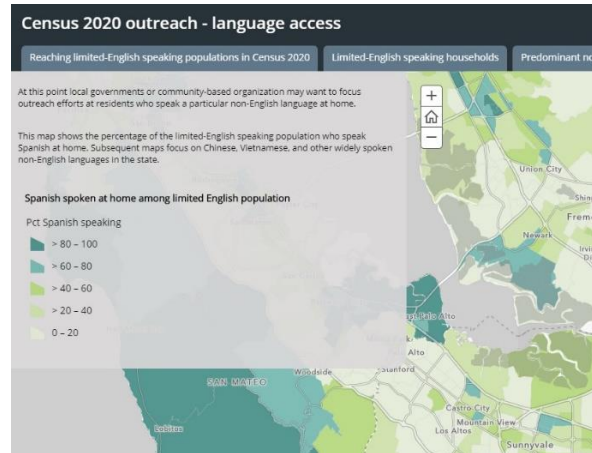
Spanish-speaking percentages
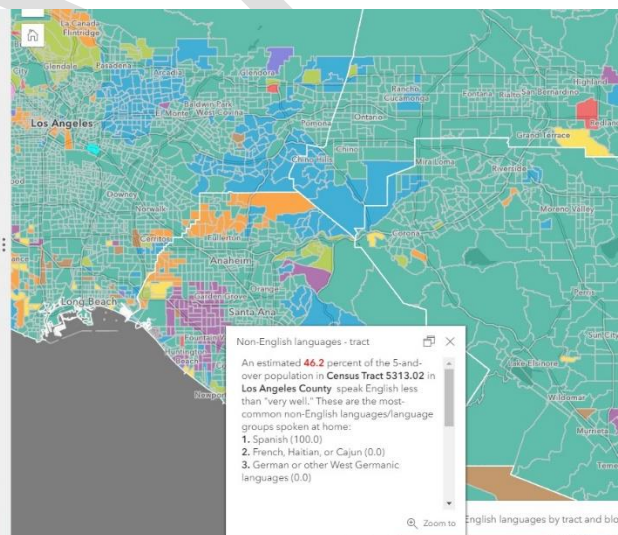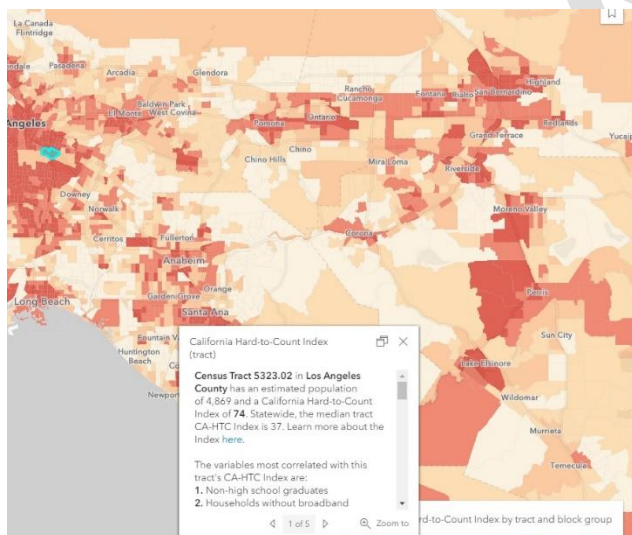
CA HTC Index and predominant non-English languages by census tract

APPENDIX D

Identifying California's Hard-to-Count in Census 2020

The California Department of Finance Demographic Research Unit has created a California-focused hard-to-count metric modeled on the U.S. Census Bureau's Hard-to-Count Score of past censuses.

The California Hard-to-Count (CA-HTC) Index is based on multiple demographic, housing and socioeconomic variables correlated with an area being difficult to enumerate. Census tracts with higher CA-HTC indexes are likely to be places that will pose significant challenges to enumerate in 2020, while tracts with lower indexes should be easier to count.

Below are descriptions of the 14 variables that comprise the CA-HTC Index (with data source).

Percent of households without broadband subscriptions (California Public Utilities Commission): More than 10 million California households will be asked to complete the census online. Some outreach efforts will be online, as well. A household without a broadband subscription is less likely to know about the census and more likely to fail to self-respond.

Percent of households that are non-family (Table B11001, U.S. Census Bureau 2012-2016 American Community Survey [ACS]). Nonfamily households generally involve multiple roommates. The household member completing the census form might forget to include some of these people.

Percent of occupied housing units that are renter-occupied (Table B25003, ACS). The percentage of renter households in a tract or block group is among the strongest hard-to-count indicators. Renters move more often and have a greater chance of being missed during the census-taking process.

Percent of total housing units that are vacant (Table B25002, ACS): Vacant housing units change status quickly. Housing units considered vacant by census takers in reality could be occupied April 1, 2020.

Percent crowded (the percent of occupied housing units with more than 1.5 persons per room. Table B25014, ACS): As with nonfamily households, occupants in crowded households are more likely to be left off census forms. Also, the person

completing the form may omit occupants if the household exceeds landlord or government limits.

Percent of population that is foreign-born (Table B05001, ACS): People who are born in other countries are less likely to be familiar with the census. Some also are not citizens and may fear the consequences of revealing their presence and legal status to the government.

Percent of adults (25 or older) who are not high-school graduates (Table S1501, ACS): Non-high school graduates are less likely to be engaged in civic affairs and more likely to be working multiple low-wage jobs that leave little spare time for completing census forms.

Percent of population with income below 150 percent of poverty level (Table C17002, ACS): Multiple issues increase the odds of an undercount among the poor. They tend to be renters. Administrative records to supplement the census, such as tax returns, may be incomplete for this group. They also are less likely to have internet access.

Percent of households receiving public assistance income (Table B19057, ACS): People may be reluctant to share their true household size because the information may contradict government assistance records. They are likely living near or below the poverty line.

Percent of persons (ages 16 or older) unemployed (Table B23025, ACS): Unemployed people spend much of their time looking for a job. They also might be homeless and living an unsettled lifestyle.

Percent limited-English households (the percent of households in which no person age 14 years or older speaks English very well. Table S1602, ACS): People who don't speak English well will have trouble understanding census materials, including the rationale for the census.

Percent of persons who moved from outside county in past year (Table B07003, ACS): Recent arrivals likely have little connection to local civic affairs. Proxy information and administrative records about this population will be more difficult to come by.

Percent of population under 5 (Table S0101, ACS): More children are living in complex family situations, such as shared parental custody or with a grandparent,

increasing the chances they will be left off the census form. Some new parents mistakenly believe the census incorporates birth records.

Percent of total housing units with 3 or more units in a multi-unit structure (Table B25024, ACS): There could be a fence or gate around these types of housing units, hampering census workers' non-response follow-up. Individual units may not have addresses, skewing non-response data.

To calculate CA-HTC indexes for California's 8,057 census tracts, each of the above variables was sorted from high to low (e.g. sort tracts from the highest percent unemployed to the lowest.)

Each variable was recoded 0-11: The highest values were recoded as 11, down to the lowest values, which were recoded as 0 (e.g. values of 11 are giving to tracts with the highest unemployment rates and values of 0 are given to tracts below the California unemployment tract median.) The sum of the 14 values represents a tract's CA-HTC Index.

The allocation of state census outreach money reflects an area's respective share of the total population in census tracts with the highest CA-HTC indexes. Some counties' allotments also reflect population-based minimums.

LIST OF TABLES

U.S. Census Bureau

Table 1: The 59 Non-English Languages for Language Assistance Guides and Glossaries

Spanish	Haitian Creole	Bengali	Romanian	Tamil	Tigrinya	Igbo
Chinese	Portuguese	Greek	Telugu	Navajo	Ilocano	Marathi
Vietnamese	Japanese	Amharic	Burmese	Hungarian	Dutch	Sinhala
Korean	Italian	Somali	Punjabi	Hebrew	Croatian	Slovak
Russian	Farsi	Thai	Lao	Malayalam	Bulgarian	American Sign Language (ASL)
Arabic	German	Gujarati	Hmong	Swahili	Twi	
Tagalog	Armenian	Khmer	Albanian	Yiddish	Lithuanian	
Polish	Hindi	Nepali	Turkish	Indonesia	Yoruba	
French	Ukrainian	Urdu	Bosnian	Serbian	Czech	

Table 2: The 12 Non-English Languages for Online and Telephone Assistance

Spanish		Korean	Arabic	Haitian Creole
Chinese (Mandarin/Cantonese)		Russian	Polish	Portuguese
Vietnamese		Arabic	French	Japanese

California Complete Count Census 2020 Office

Table 3: The Top Six Non-English Languages by County

County	Top 1	Top 2	Top 3	Top 4	Top 5	Top 6
Alameda	Spanish	Chinese	Tagalog	Vietnamese	Other Indic languages	Other Asian
Alpine	Other Native American	Spanish	Vietnamese	Arabic	Hungarian	Hebrew
Amador	Spanish	Russian	Hmong	Mon Khmer Cambodian	Laotian	Chinese
Butte	Spanish	Hmong	Chinese	German	Vietnamese	Tagalog
Calaveras	Spanish	German	Tagalog	Other unspecified	Hmong	Other Slavic
Colusa	Spanish	Japanese	Korean	Tagalog	Vietnamese	Mon Khmer Cambodian
Contra Costa	Spanish	Chinese	Tagalog	Persian	Vietnamese	Other Indic

Del Norte	Spanish	Hmong	Thai	German	Tagalog	Other pacific islanders
El Dorado	Spanish	Persian	Vietnamese	Tagalog	Chinese	Russian
Fresno	Spanish	Hmong	Other Indic languages	Laotian	Chinese	Tagalog
Glenn	Spanish	Tagalog	Hmong	Laotian	Vietnamese	Other Slavic
Humboldt	Spanish	Hmong	Chinese	Polish	Tagalog	Persian
Imperial	Spanish	Chinese	Tagalog	Korean	Arabic	Hindi
Inyo	Spanish	Other Native American	Chinese	Other Asian	Other Indic	Serbo-Croatian
Kern	Spanish	Other Indic	Tagalog	Chinese	Other Pacific Islander	Arabic
Kings	Spanish	Tagalog	Portuguese	Arabic	Chinese	Vietnamese
Lake	Spanish	German	Other Pacific Islander	Hindi	Chinese	Arabic
Lassen	Spanish	Other Pacific Islander	Chinese	Vietnamese	Hmong	Korean
Los Angeles	Spanish	Chinese	Korean	Armenian	Tagalog	Vietnamese
Madera	Spanish	Other Indic	Greek	Tagalog	Other unspecified	Other Pacific Islander
Marin	Spanish	Vietnamese	Chinese	Russian	Persian	Korean
Mariposa	Spanish	Chinese	Tagalog	Hindi	Arabic	Serbo-Croatian
Mendocino	Spanish	French	Tagalog	Armenian	Chinese	Other Indic
Merced	Spanish	Other Indic	Hmong	Portuguese	Chinese	Other Asian
Modoc	Spanish	Laotian	Vietnamese	Persian	Thai	Mon Khmer Cambodian
Mono	Spanish	Chinese	German	Japanese	Korean	Mon Khmer Cambodian
Monterey	Spanish	Tagalog	Vietnamese	Korean	Chinese	Arabic
Napa	Spanish	Tagalog	Chinese	Vietnamese	Korean	Other Pacific Islander
Nevada	Spanish	Vietnamese	Chinese	Russian	German	Portuguese
Orange	Spanish	Vietnamese	Korean	Chinese	Tagalog	Persian
Placer	Spanish	Tagalog	Chinese	Korean	Vietnamese	Other Indic
Plumas	Spanish	Other Pacific Islander	French	Korean	Polish	Russian
Riverside	Spanish	Tagalog	Chinese	Vietnamese	Korean	Arabic
Sacramento	Spanish	Chinese	Vietnamese	Russian	Hmong	Tagalog
San Benito	Spanish	Other Indic	Portuguese	Tagalog	Korean	Chinese
San Bernardino	Spanish	Chinese	Tagalog	Korean	Vietnamese	Arabic
San Diego	Spanish	Tagalog	Vietnamese	Chinese	Arabic	Korean
San Francisco	Chinese	Spanish	Tagalog	Russian	Vietnamese	Korean
San Joaquin	Spanish	Tagalog	Other Indic	Chinese	Mon Khmer Cambodian	Vietnamese

San Luis Obispo	Spanish	Tagalog	Chinese	Vietnamese	Arabic	Portuguese
San Mateo	Spanish	Chinese	Tagalog	Other Asian	Russian	Japanese
Santa Barbara	Spanish	Chinese	Tagalog	Other unspecified	Korean	Vietnamese
Santa Clara	Spanish	Vietnamese	Chinese	Tagalog	Korean	Other Asian
Santa Cruz	Spanish	Chinese	Tagalog	Portuguese	Japanese	Other Pacific Islander
Shasta	Spanish	Chinese	Other Asian	Persian	Tagalog	Russian
Sierra	Spanish	Vietnamese	Arabic	Chinese	Japanese	Korean
Siskiyou	Spanish	Chinese	Other Pacific Islander	Korean	Laotian	Italian
Solano	Spanish	Tagalog	Chinese	Vietnamese	Other Indic	Other Pacific Islander
Sonoma	Spanish	Chinese	Vietnamese	Tagalog	Other Indic	African
Stanislaus	Spanish	Other unspecified	Other Indic	Mon Khmer Cambodian	Portuguese	Chinese
Sutter	Spanish	Other Indic	Tagalog	Persian	Chinese	Hmong
Tehama	Spanish	Korean	Portuguese	Chinese	Armenian	Hmong
Trinity	Spanish	Portuguese	Chinese	Korean	Other Pacific Islander	Japanese
Tulare	Spanish	Tagalog	Other Asian	Portuguese	Other Pacific Islander	Laotian
Tuolumne	Spanish	Other Indic	Chinese	Portuguese	German	Mon Khmer Cambodian
Ventura	Spanish	Tagalog	Chinese	Vietnamese	Korean	Persian
Yolo	Spanish	Chinese	Russian	Other Indic	Vietnamese	Korean
Yuba	Spanish	Hmong	Chinese	Tagalog	Portuguese	Vietnamese
	Other Native American	Spanish	Vietnamese	Arabic	Hungarian	Hebrew

Source: 2011-2015 American Community Survey 5 -year estimates, Table B16001

Table 4: The 12 Non-English Languages for Statewide Outreach

Language	Number of Individual Speakers	Percentage of Individual Speakers	Number of Households
Spanish	4,335,414	64.7	672,806
Chinese (Mandarin/Cantonese)	665,320	9.9	163,007
Vietnamese	324,984	4.8	61,943
Tagalog	266,400	4	25,583
Korean	206,974	3.1	62,767
Armenian	87,966	1.3	26,103
Persian	80,698	1.2	20,411
Russian	69,843	1	24,095

Arabic	67,493	1	14,887
Thai, Lao, and other Tai-Kadai	64,189	1	7,923
Ilocano, Samoan, Hawaiian, and other Austronesian	61,088	0.9	Unspecified
Khmer (Cambodian)	44,379	0.7	5,749

Source: 2013-2017 American Community Survey 5-year estimates, Table B16001

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