In order to assess the need for translation of outreach documents into appropriate languages and provide interpretation assistance at public meetings and events, DTSC considers the demographics of a community and regularly performs community surveys. This document briefly summarizes best practices and considerations from DTSC and other government agencies.

**Perform a needs assessment**
Continuously assess language assistance needs of the community to be served by identifying:

- Demographic information.
- Language(s) spoken at home.
- Frequency of contact with limited English proficiency (LEP) community members.
- Type of information to be provided.
- Resources available.

**Provide for oral language assistance**
State clearly in written outreach documents (brochures, booklets, pamphlets, flyers and website) that language services are available. Additionally:

- Work with community-based organizations to inform LEP persons of the language assistance availability.
- Include notices in local media (radio, television, print) and social media.
- Hire third party contractors or in house bilingual experts to provide interpretive services at public meetings.
- Ensure that at least twice the allotted time is allowed for a member of the public when addressing a public body if simultaneous translation is not used.

**Develop written procedures**
Provide guidance to employees through written procedures that address:

- Identified and assessed language needs.
- Procedures on how to access and request oral translation assistance.
- Written translation of materials and publications.
- Oral and written notification of the availability of language assistance.
- Staff training on language service provision.

**Monitor and evaluate access to language assistance**
Analysis of data collected provides an overview of how services are provided and should include:
- Data upon which the language needs assessment was based.
- The number of LEP persons, by language group, who received language services.

**Additional considerations**
- Create the meeting agenda, speakers and relevant information as early as possible. Translate into additional language(s) and distribute prior to the meeting.
- Create a list of commonly used terms to translate into additional language(s), and provide on a website as well as in-print.
- When providing oral language assistance, the translator should have knowledge of the formal and cultural aspects of the target language at a native level, including grammar, spelling, punctuation, capitalization, and syntax as well as native-language knowledge of the source language, the language from which he or she is translating. The translator should also convey for meaning rather than word-for-word translations.
- Develop written documents to be understood by individuals with low literacy (such as language directed to a 6th grade level).
- Ensure there is a secondary language contact person as well as an email address and telephone number for appropriate feedback following a public meeting or event.

**Sources**: California Transportation Department (Caltrans), Department of Pesticide Regulation (DPR), U.S. Department of Agriculture (USDA), West Contra Costa Unified School District, California Department of Toxic Substances Control (DTSC)