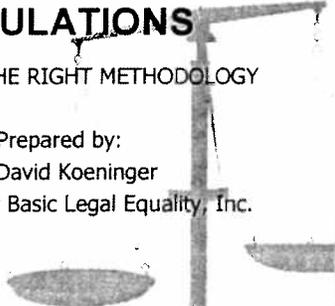




MEASURING LEP POPULATIONS

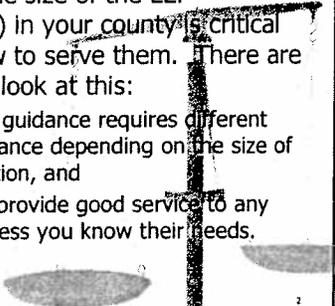
CHOOSING THE RIGHT METHODOLOGY

Prepared by:
W. David Koeninger
Advocates for Basic Legal Equality, Inc.



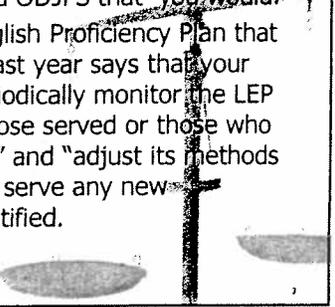
WHY DO THIS?

- A. Measuring the size of the LEP population(s) in your county is critical to knowing how to serve them. There are two ways to look at this:
1. The Federal guidance requires different levels of compliance depending on the size of the LEP population, and
 2. You cannot provide good service to any client group unless you know their needs.



WHY DO THIS? (cont'd.)

- B. You promised ODJFS that you would -the Limited English Proficiency Plan that you submitted last year says that your agency "will periodically monitor the LEP population of those served or those who could be served" and "adjust its methods and services" to serve any new populations identified.



CONSIDER THIS:

- Between 1990 and 2000, the population of foreign-born residents in the United States surged by 57 percent, ***a wave of immigration unsurpassed even in the early twentieth century.***
- If you thought the composition of the population in your county was changing, it probably was.

IMPLICATIONS?

- Immigration is fact of life and is not likely to slow down soon, legislation or no legislation.
- Providing LEP services is a little like trying to hit a moving target. The only way to be successful is with thoughtful planning.

PLANNING: TWO QUESTIONS

What populations have language needs and how will you serve them?

1. How will you serve them?

- Designate Staff and Resources
- you are here. So far, so good.
- how many have other duties?
- get help from: training others, identifying community resources, finding partners and funding sources.

**PLANNING: TWO QUESTIONS
(cont'd.)**

2. What populations have language needs?
-- you will need to find out through Data Collection. There are two types of data collection you will want to do.
- a. general
 - b. specific

GENERAL DATA

- Includes information about the agency's community area and eligible individuals.
- May include data from the U.S. Census Bureau or from community-based organizations serving specific immigrant, refugee, or language communities.
- Gives a broad overview of languages spoken in the geographic area studied.

SPECIFIC DATA

- Concerns individual clients and may be collected at intake, on applications or through other sources.
- One of the best ways is through examination of the use of the Primary Language Indicator (PLI).
- Also known as "encounter data," based literally on who comes through the door.

WHY COLLECT BOTH?

- Both types needed for adequate planning.
- General community data can help the agency plan before it even knows who it serves.
- If the agency is not providing adequate services, its encounter data will undercount the actual need.
- Specific data can help determine whether outreach or materials are effective.

COLLECTING DATA

Sources for general data include:

- the decennial U.S. Census
- the American Community Survey
- federal, state, and city departments of education
- federal, state, and city departments of health
- municipal and state courts

COLLECTING DATA (cont'd.)

- private research and marketing companies
- tables and maps of the 30 most commonly spoken languages from the Modern Language Association website at www.mla.org/census_main

COLLECTING DATA (cont'd.)

Sources for specific data include:

- agency encounters (numbers of requests for translation or interpretation services)
- primary language indicator – must be filled out to process any application
- access PLI data in CRIS-E and SETS through the Business Intelligence Channel (BIC) tool. ODJFS can help!
- training critical to getting specific data

13

A WORD ABOUT THE CENSUS

- The Bureau of the Census offers two sets of data that can be accessed at its website:
 - 1.) the decennial census
<http://www.census.gov/>
 - 2.) the American Community Survey
<http://www.census.gov/acs/www/>

14

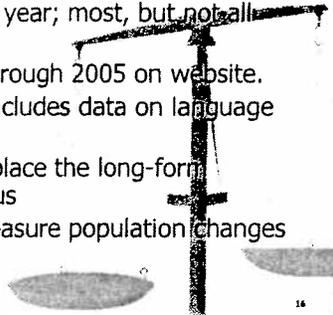
DECENNIAL CENSUS

- As name implies, happens once every 10 years.
- If you go to the website, you will see information from the 2000 census.
- Undergoing significant changes in 2010:
 - Will be much shorter, only six question areas.
 - long-form discontinued (no language info).

15

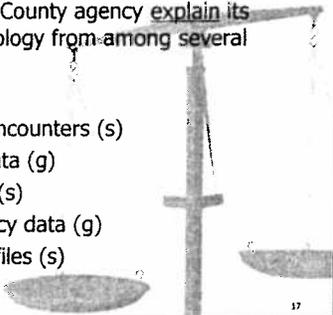
AMERICAN COMMUNITY SURVEY (ACS)

- Happens every year; most, but not all counties.
- Data current through 2005 on website.
- Much longer, includes data on language proficiency.
- Intended to replace the long-form decennial census
- Intended to measure population changes and trends.



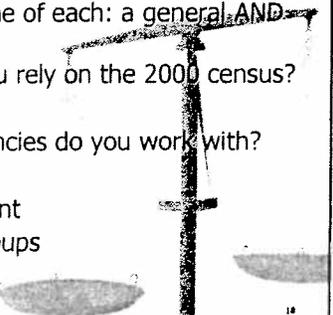
BACK TO THE LEP PLAN

- Requires that the County agency explain its choice of methodology from among several options:
 - Census (g)
 - County agency encounters (s)
 - School system data (g)
 - PLI from CRIS-E (s)
 - Community agency data (g)
 - Data from client files (s)



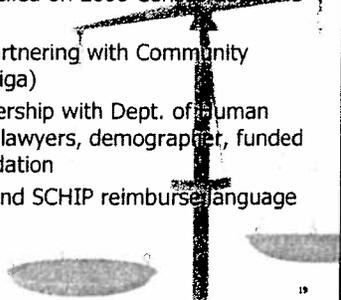
CHOOSING THE METHODOLOGY

- Need at least one of each: a general AND a specific.
- In 2008, can you rely on the 2000 census?
- Use the BIC!
- What other agencies do you work with?
 - schools
 - law enforcement
 - community groups



BEST PRACTICES

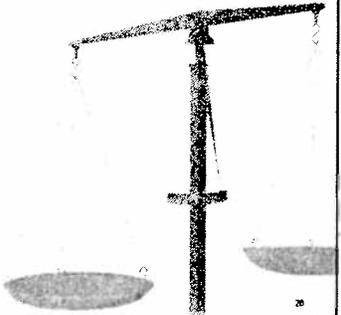
- Butler County – relied on 2000 Census data AND used the BIC
- Clark County – partnering with Community Agency (Casa Amiga)
- In Illinois – partnership with Dept. of Human Services, poverty lawyers, demographer, funded by the Frey Foundation
- Other: Medicaid and SCHIP reimburse language services.



19

QUESTIONS????

- THANK YOU!



20
