

University of Illinois Extension Language Access Plan: Providing Meaningful Access

March 2025



Illinois Extension
UNIVERSITY OF ILLINOIS URBANA-CHAMPAIGN

College of Agricultural, Consumer & Environmental Sciences, University of Illinois, U.S. Department of Agriculture, Local Extension Councils Cooperating. University of Illinois Extension provides equal opportunities in programs and employment.

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About University of Illinois Extension

As part of the land-grant system, the University of Illinois was established not only to provide world-class education and pioneer research and discovery, but to put learning into practice, and to benefit the health and well-being of residents and communities in every part of Illinois. University of Illinois Extension (also referred to as Illinois Extension) is the university's statewide network of educators, faculty experts, and staff dedicated to that mission. Communities are directly served by Illinois Extension staff in 27 units located throughout Illinois. Extension educators in local offices and specialists located on the University of Illinois Urbana-Champaign campus and throughout the state develop and deliver in-depth programming locally, in regional venues, and through distance-learning technologies. As part of the nationwide Cooperative Extension System, Illinois Extension is also able to draw on research-based expertise from land-grant universities all across the country. Volunteers who serve on local advisory councils provide direction for Illinois Extension programming, ensuring that programs continue to meet critical needs. Illinois Extension is based in the College of Agricultural, Consumer & Environmental Sciences (ACES) and works with all colleges and units of the University of Illinois Urbana-Champaign.

Mission

Our mission is our broad and enduring purpose: University of Illinois Extension develops educational programs, extends knowledge, and builds partnerships to support people, communities, and their environments as part of the state's land-grant institution.

Vision

University of Illinois Extension will be a leading force in fostering a legacy of sustainable development, lifelong learning, and community resilience regarding environment, food and agriculture, health, community, and economy via technology and discovery, partnerships, and workforce excellence.

We will leverage innovative research, cutting-edge technology, and collaborative partnerships to build a future where every community member is equipped to thrive in an evolving world.

Our commitment to excellence, inclusivity, and transformative education will be the catalyst for positive societal change.

Values

As Extension professionals, Extension employees are committed to the following values:

- **Collaboration:** We foster equitable and accountable relationships across the state to provide programs that meet each community's diverse needs.
- **Credibility:** We act with integrity and build trust by using evidence-based research, following through on our commitments, and supporting our stakeholders to effectively face challenges through tested solutions and new innovations.
- **Inclusivity:** We acknowledge and respect the similarities, differences, and contributions of all people and communities in identifying new ideas and approaches to our work. Our

success is dependent on valuing, engaging, and including everyone in creating a culture of belonging.

- **Learning:** We deliver evidence-based knowledge through teaching, collaboration, and partnerships that provide those we serve with varied opportunities for growth, well-being, and resiliency.

Plan Overview

Illinois Extension provides language access for persons with Limited English Proficiency (LEP) as mandated by Title VI of the Civil Rights Act of 1964. As a part of the land-grant university system at University of Illinois Urbana-Champaign and the Cooperative Extension System, Illinois Extension receives federal funding through the National Institute of Food and Agriculture (NIFA) at the U.S. Department of Agriculture (USDA). As a federal grantee, Illinois Extension develops a plan to improve access to its federally conducted programs and activities for eligible LEP persons.

Illinois Extension utilizes state and federal data to assess the LEP needs of the people of Illinois. With 27 Extension units that cover all 102 counties within the state, some unique needs and challenges exist in different areas across the state that warrant further assessment. Data from the 2021 American Community Survey indicated that 23.3 percent of persons 5 years of age and older speak a language other than English at home in Illinois. Additionally, information gathered from unit assessments and the [Illinois State Census Data Center](#) indicates that 8.56 percent of Illinois's total population speaks English less than "very well." This data also demonstrated that our top five counties with the highest concentration of LEP persons are Cook, Kane, Cass, Lake, and DuPage. Understanding these demographics is a key step toward providing equitable opportunities for LEP populations. The next step is creating a communications process to support Extension staff and provide transparency.

This language access plan serves as a communication tool for staff, community members, and other stakeholders. It demonstrates Illinois Extension's commitment to providing language assistance services. As the demographics in Illinois continue to evolve, Illinois Extension's role and positioning within local communities is crucial to addressing LEP access to programming, activities, resources, and services. While federal regulations provide instructions, Illinois Extension's organizational responsibilities require a contextual approach to understanding the distinctive needs of people across the state. Through data collection, assessment, and evaluation, this Extension service has continued to explore best practices and educational opportunities for Extension staff and units to better serve LEP persons.

Illinois Extension's approach to providing language assistance services also integrates using a cultural humility lens. We understand that there is value in a strategy centered on a lifelong process of self-reflection and self-critique in how we provide language assistance services. Illinois Extension recognizes that social and environmental disparities exist in the state and recognizes and challenges the power imbalances that could create barriers to effectively reaching LEP populations through direct programs, employment opportunities, and other services. Illinois Extension is positioned within Illinois communities to help link and build connections with community members and agencies. A commitment to our LEP populations in Illinois is a part of our institutional accountability that goes beyond compliance.

Introduction

Illinois Extension provides meaningful and reasonable access to programs, activities, resources, and language assistance services for persons with limited English proficiency free of charge. Illinois Extension is committed to and is responsible for creating procedures for language assistance services for all its audiences while ensuring that Extension staff members have guidelines when they need to provide LEP assistance. This Language Access Plan applies to all programs, activities, resources, and services provided by Illinois Extension.

University of Illinois Extension Commitment to Diversity, Equity, Inclusion, and Access (DEIA)

Illinois Extension acknowledges and values the rich diversity of our communities and staff. We are committed to creating an organizational culture of belonging where equitable and inclusive practices are integrated and implemented throughout all areas of our community-engaged work.

University of Illinois Extension Civil Rights and Equal Employment Opportunity

In compliance with Title VI of the Civil Rights Act of 1964, Illinois Extension does not discriminate against any person because of race, color, religion, sex, national origin, ancestry, age, marital status, disability, sexual orientation, unfavorable discharge from the military, or status as a disabled veteran or a veteran of the Vietnam era. Illinois Extension complies with all federal and state non-discrimination, equal opportunity, and affirmative action laws, orders, and regulations.

University of Illinois Limited English Proficiency (LEP) Statement

In accordance with the prohibition against discrimination on the basis of national origin under Title VI of the Civil Rights Act of 1964, University of Illinois Urbana-Champaign is committed to the accessibility of our programs, activities, resources, and services to those with limited English proficiency, including the implementation of procedures described in this LEP Statement.

“If you are an individual with limited English proficiency (LEP) and need assistance in order to access a program, activity, resource, or service at the University of Illinois, we invite you to engage with the department or unit offering the program, activity, resource, or service to request language assistance services. The department or unit may contact the Office for Access and Equity (OAE) to help determine whether the person is an LEP person qualified to receive services and that language assistance services are necessary to provide meaningful access. If qualified, the University will make reasonable efforts to provide appropriate language assistance services in accordance with applicable law.

Although immediate language assistance services may not always be available or provided, the University will consider the factors below to help assess if LEP language assistance services are needed and determine appropriate assistance and resources to ensure access for LEP persons:

1. The approximate number and proportion of LEP persons served or encountered in the eligible service population
2. The frequency of contact with LEP persons and the primary languages spoken
3. The nature and importance of each program, activity, resource, or service in providing access for LEP persons

4. The resources currently being used to provide language assistance services to LEP persons.”

At Illinois Extension, we strive to develop language access policies, procedures, and protocols that guide Extension staff in their efforts to ensure that Extension programming, activities, resources, and services are accessible to the communities that we serve.

Section 1. Purpose

Illinois Extension is committed to serving its linguistically diverse communities through its ever-evolving programs and opportunities. The Limited English Proficiency Language Access Plan serves as a guiding document for providing equal access for persons with LEP. The goal of this document is to provide a clear and shared understanding of Illinois Extension’s organizational responsibilities in providing language assistance services for persons with LEP. Illinois Extension developed this language access plan to support persons whose first language is not English or persons with limited English proficiency (LEP). This plan also serves as a communication tool for Extension units and staff members, guiding meaningful accommodation in all areas and aspects of our work.

Section 2. Non-Discrimination Policy and Limited English Proficiency

Civil Rights Compliance

Title VI of the Civil Rights Act of 1964 and the Title VI regulations prohibit discrimination based on race, color, or national origin by an entity receiving federal financial assistance. Illinois Extension follows compliance standards to ensure meaningful access is granted to federally conducted and federally funded programs and activities.

University of Illinois Non-Discrimination Policy

The commitment of the University of Illinois Urbana-Champaign (Illinois) to the most fundamental principles of academic freedom, equality of opportunity, and human dignity requires that decisions involving students and employees be based on merit and be free from invidious discrimination in all its forms. This policy is designed to promote a safe and healthy learning and work environment and to comply with multiple laws that prohibit discrimination, including: Equal Pay Act of 1963, Title VI and VII of the Civil Rights Act of 1964, the Americans with Disabilities Act Amendments Act, the Rehabilitation Act of 1973, the Age Discrimination in Employment Act of 1967, the Age Discrimination Act of 1975, Title IX of the Education Amendments Act of 1972, the Pregnancy Discrimination Act of 1978, the Uniformed Services Employment and Reemployment Act, the Vietnam Era Veterans’ Readjustment Assistance Act of 1974, the Genetic Information Nondiscrimination Act of 2008, and the Illinois Human Rights Act. This policy and the associated procedures are established to provide a means to address complaints of discrimination or harassment based on the protected categories described herein. It is the policy of the University not to engage in discrimination or harassment against any person because of race, color, religion, sex, pregnancy, disability, national origin, citizenship status, ancestry, age, order of protection status, genetic information, marital status, sexual orientation including gender identity, arrest record status, unfavorable discharge from the military, or status as a protected veteran and to

comply with all federal and state nondiscrimination, equal opportunity, and affirmative action laws, orders, and regulations.

University of Illinois Extension Limited English Proficiency (LEP) Statement

At Illinois Extension, we are committed to providing meaningful access to programs, activities, resources, services, and opportunities for individuals and communities that are LEP speakers. Access also includes outlining reasonable accommodation efforts for individuals who require interpretation and translation services and persons with disabilities.

“All reasonable effort” is defined as having made special efforts to identify and reach individuals within underserved groups. Reasonable accommodation includes but is not limited to:

- Providing qualified readers, interpreters, and translators
- Making existing facilities readily accessible to and usable by persons with disabilities
- Acquiring or modifying equipment or devices, training materials, policies, etc.
- Job restructuring, modifying work schedules, or a reassignment to a vacant position.

Section 3. Scope

This Limited English Proficiency Language Access Plan applies to all programs, activities, resources, and services provided by Illinois Extension throughout the state.

Section 4. Authorities

Title VI of the Civil Rights Act of 1964

Title VI, 42 U.S.C. § 2000d et seq., was enacted as part of the landmark Civil Rights Act of 1964. It prohibits discrimination on the basis of race, color, and national origin in programs and activities receiving federal financial assistance.

If a recipient of federal assistance is found to have discriminated and voluntary compliance cannot be achieved, the federal agency providing the assistance should either initiate fund termination proceedings or refer the matter to the Department of Justice for appropriate legal action. Aggrieved individuals may file administrative complaints with the federal agency that provides funds to a recipient, or the individuals may file suit for appropriate relief in federal court. Title VI itself prohibits intentional discrimination. However, most funding agencies have regulations implementing Title VI that prohibit recipient practices that have the effect of discrimination on the basis of race, color, or national origin (U.S. Department of Justice, [Civil Rights Division](#)).

To assist Federal agencies in carrying out these responsibilities, the U.S. Department of Justice has issued a Policy Guidance Document, “[Enforcement of Title VI of the Civil Rights Act of 1964 - National Origin Discrimination Against Persons with Limited English Proficiency](#)” (LEP Guidance). This LEP Guidance sets forth the compliance standards that recipients of Federal financial assistance must follow to ensure that their programs and activities normally provided in English are accessible to LEP persons and thus do not discriminate on the basis of national origin in violation of Title VI's prohibition against national origin discrimination (U.S. Department of Justice, [Civil Rights Division](#)).

State of Illinois Language Equity and Access Act

The [Language Equity and Access Act](#) was passed in May 2024. This act requires state agencies to provide timely and adequate language services to people with limited English proficiency in over a dozen languages. The act also establishes an Office of Language Equity and Access within the Governor's Office of New Americans to work with agencies on plans for interpreters and translated documents. The bill's goals include building trust with community members and state agencies and reducing the burden non-English speakers face when accessing government services.

Language Access Planning Tools and Guidance

- U.S. Department of Justice Language Access Assessment and Planning Tool for Federally Conducted and Federally Assisted Programs ([2011](#)).
- National Institute of Food and Agriculture's (NIFA) Limited English Proficiency Tool Kit ([2011](#)).
- 7 CFR Part 15: Subpart A - U.S. Department of Agriculture's (USDA) Final Guidance to Federal Financial Assistance Recipients Regarding the Title VI Prohibition Against National Origin Discrimination Affecting Persons with Limited English Proficiency ([2014](#)).
- National Institute of Food and Agriculture's (NIFA) Limited English Proficiency Implementing Strategy for Federally Assisted Programs ([2016](#)).
- Limited English Proficiency Language Access Planning [Resources](#).
- U.S. Equal Employment Opportunity Commission, EEOC Releases ([Updated Language Access Plan](#)).

Section 4.1. Standards of Practice for Units

In compliance with Title VI of the Civil Rights Act of 1964 and expectations set forth by the Cooperative Extension Services (CES), Illinois Extension provides meaningful access to persons with limited English proficiency in programming, recruitment, hiring, volunteering (e.g., program and Extension Council volunteers), and other activities.

Access

Illinois Extension provides language support services such as interpretation and translation services for persons with limited English proficiency (LEP). This Extension service has an assistant director for DEIA and a dedicated translation specialist who helps fulfill language access needs. Programmatic areas also work intentionally to reach LEP audiences through culturally relevant practices. Language assistance services are provided to Extension units and offices at the local, regional, and state levels throughout Illinois.

Budget

Illinois Extension units are required to include a line item in their budget that supports their language access plan and provides interpretation, translation, and other language assistance services. The units will provide a written plan acknowledging fiscal planning for providing reasonable accommodations and services for LEP audiences. They will include a copy of the budgeted resources and a list of available services or contacts.

Public Notification

Illinois Extension units have public notification plans that help them to identify potential participants including LEP audiences. Program announcements include an accommodation statement, which is required for all materials, including news releases, advertisements, flyers, registrations, and social media posts.

Records

Illinois Extension units are required to document and maintain records of LEP requests. This information is a part of the unit's civil rights records and reviewed through an internal civil rights audit. This document includes the written plan and individual LEP requests for each fiscal year, from October 1 to September 30.

Training

Illinois Extension's language access services are housed in the state Marketing and Communications (MarCom) office. This office provides language access services to 27 Extension units that cover all 102 counties in Illinois. In 2022, the office conducted a statewide needs assessment to better understand the unique language access needs of each community through U.S. Census data and feedback from local unit staff. As part of the MarCom office, the translation services staff also train Extension staff on topics such as "Engaging Our Communities via Translation Services." The state MarCom office works closely with the DEIA office (housed in the Strategic Planning and Relations Operations unit) to offer training and resources to staff members. Both offices collaborate to offer training such as "Planning for Language Access in Your Programs" and "Illinois Extension Language Access Plan and Toolkit" webinars. Training recordings and materials are available on the [MarCom website](#) and [DEIA website](#), respectively.

Monitor and Evaluate

Illinois communities are constantly changing; therefore, Illinois Extension's language assistance services rely on the updated LEP data through the [Illinois State Census Data Center](#) to monitor and include updates in our language access plans. The assistant director for DEIA and the translation specialist will review and evaluate the plan biannually for accuracy and transparency.

Complaint Process

Language-Based/National Origin Discrimination

The University of Illinois [Campus Administrative Manual](#) defines discrimination as being "subject to different treatment based on membership in a protected classification and to thereby experience an adverse employment or academic action or to be excluded from participation in or denied the benefits of a university program."

National origin discrimination involves treating people unfavorably because they are from a particular country or part of the world, because of ethnicity or accent, or because they appear to be of a certain ethnic background, even if they are not ([Equal Employment Opportunity Commission](#)).

Addressing Language-Based/National Origin Discrimination

As mentioned above, Illinois Extension does not engage in discrimination or harassment against any person because of race, color, religion, sex, pregnancy, disability, national origin, citizenship status, ancestry, age, order of protection status, genetic information, marital status, sexual orientation including gender identity, arrest record status, unfavorable discharge from the military, or status as a protected veteran and to comply with all federal and state nondiscrimination, equal opportunity, and affirmative action laws, orders, and regulations.

University of Illinois Office for Access and Equity

Anyone can file a complaint alleging that a person was treated differently because of race, color, national origin, age, sex, disability, religion, or political beliefs.

If a staff member, community member/client, or partner has a complaint of discrimination, there is a process accessible through both the University of Illinois website and the Extension Portal site. A policy governs this process and has both formal and informal steps.

- The complaint must be filed within 180 days.
- All complaints are kept confidential.
- The direct supervisor/county director will notify the Affirmative Action Officer and Office for Access & Equity (OAE).
- To submit a report of discrimination, harassment, or sexual misconduct, or to inquire about a reasonable accommodation, contact OAE at <https://oae.illinois.edu>, via phone at (217) 333-0885 (fax: (217) 244-9136), or via email at accessandequity@illinois.edu.
- Address:
University of Illinois Urbana-Champaign
Office of the Vice Chancellor for Diversity, Equity, & Inclusion
Office for Access & Equity
614 E. Daniel Street, Suite 303
Champaign, Illinois 61820

U.S. Department of Agriculture – National Institute of Food and Agriculture (USDA-NIFA) Complaint Process

The USDA prohibits discrimination against its customers. If you believe you have experienced discrimination when obtaining services from the USDA, participating in a USDA program, or a program that receives financial assistance from the USDA, you may file a complaint with the USDA. The Office of the Assistant Secretary of Civil Rights (OASCR), through the Center for Civil Rights Enforcement, will investigate and resolve complaints of discrimination in programs operated or assisted by the USDA.

To file a program discrimination complaint, you may obtain a complaint form by sending an email to CR-Info@USDA.gov. You or your authorized representative must sign the complaint form. You are not required to use the complaint form; you may write a letter instead. If you write a letter, it must contain all of the information requested on the form and be signed by you or your authorized representative. Incomplete information will delay the processing of your complaint. Employment civil rights complaints will not be accepted through this email address.

What to include in the USDA Complaint Letter:

- Name, address, and telephone number
- Name, address, and telephone number of attorney or authorized representative, if applicable
- Basis of the complaint or motivating factor for discrimination (e.g., race, color, religion, sex, age, national origin, marital status, sexual orientation, familial/parental status, disability, or cause all or a part of an individual's income is derived from a public assistance program)
- Dates of incident. Must be within 180 days of filing the complaint. A waiver might be granted.
- Names of individuals or entities believed to discriminate against the complainant.
- Issues or descriptions of the complaint

All Illinois Extension facilities (i.e., units and offices) are required to display civil rights compliance information, such as the USDA's "And Justice for All" poster, in spaces that are open and accessible to the public. This information includes the right to file complaints and report discrimination. Staff also include this information in their programming. For example, SNAP-Ed staff members use this poster when they offer direct programming.

Section 5. Statewide Four-Factor Analysis

This section will focus on how staff can develop a greater understanding of the tools available to them to assist with language access while adopting and implementing processes in alignment with the four-factor analysis. These efforts will enhance our knowledge and skills to create mutually beneficial opportunities for staff and the communities that we serve.

Illinois Extension's limited English proficiency policy is based on a four-factor analysis used to determine the appropriate language access and language assistance services needed to ensure that an LEP person has meaningful access to programs, activities, resources, and services.

Figure 1. Four-Factor Analysis



Source: [Guide to Developing a Language Access Plan](#)

Factor 1: Number or Proportion of LEP Persons Served or Encountered by the Program or Activity

Illinois Extension staff must consider who would potentially be excluded from programs, activities, resources, or services if efforts are not made to remove language barriers. The greater the number or proportion of LEP persons within the eligible service population, the more likely it is that language access services will be needed. Most persons living in Illinois can read, write, speak, and understand English, however, there are many people for whom English is not their primary language. 2.8 million people ages 5 years and older speak a language other than English at home (23% of the population in Illinois). Languages with the highest prevalence include Spanish, Indo-European languages, Russian, Polish, Slavic languages, and Asian languages. Spanish is the most frequently spoken language (spoken by 1,634,951 individuals), of which 5.16% of Spanish speakers reported speaking English less than “very well.” It is estimated that statewide, 8.5% of individuals self-identify as limited in their ability to speak, read, write, or understand English. Among Illinois’

102 counties, 12 have high concentrations of LEP persons (>5%), of which six counties have high concentrations of Spanish-speaking LEP persons (>5%).

Table 1. Most Common Languages Spoken at Home in Illinois for the Population 5 Years and Over (2018-2022)

Most Common Language Spoken	Total Number of Speakers	Number who speak English less than "very well"	Percent of total population who speak English less than "very well"
All Illinois Speakers	12,036,469	1,030,616	8.56%
Spanish	1,634,951	620,575	5.16%
Other Indo-European languages	301,817	83,152	0.69%
Russian, Polish, or other Slavic languages	296,204	124,736	1.04%
Other Asian and Pacific Island languages	111,259	35,326	0.29%
Chinese (incl. Mandarin, Cantonese)	107,876	52,826	0.44%
Tagalog (incl. Filipino)	82,943	22,484	0.19%
Arabic	69,061	21,960	0.18%
Other and unspecified languages	67,834	18,527	0.15%
French, Haitian, or Cajun	42,258	10,490	0.09%
Korean	41,039	21,338	0.18%
German or other West Germanic languages:	38,322	5,888	0.05%
Vietnamese	23,942	13,314	0.11%

Source: U.S. Census Bureau, 2018-2022 American Community Survey (Table C16001 5-Year estimate)

Table 2. Illinois Counties with the Highest Concentration of LEP Persons for the Population 5 Years and Over (2018-2022)

County	Total population (>= age 5)	LEP population (number)	LEP population (percent)
All Illinois Counties	12,036,469	1,030,616	8.56%
Cook	4,925,474	670,031	13.60%
Kane	486,509	54,619	11.23%

County	Total population (>= age 5)	LEP population (number)	LEP population (percent)
Cass	12,280	1,342	10.93%
Lake	674,482	67,009	9.93%
DuPage	878,226	81,855	9.32%
Will	658,160	49,846	7.57%
Boone	50,676	3,589	7.08%
Douglas	18,376	1,230	6.69%
Warren	15,884	984	6.19%
Champaign	195,716	12,023	6.14%
Kendall	124,568	7,091	5.69%
Rock Island	135,348	6,911	5.11%

Source: U.S. Census Bureau, 2018-2022 American Community Survey (Table C16001 5-Year estimate)

Table 3. Illinois Counties with the Highest Concentration of LEP Spanish Language Speakers for the Population 5 Years and Over (2018-2022)

County	Spanish-speaking LEP percent of total population
All Illinois Counties	5.16%
Kane	9.60%
Cass	8.88%
Cook	8.16%
Lake	6.73%
Boone	6.61%
Will	5.06%
Warren	4.17%
Kendall	3.72%
DuPage	3.66%
Winnebago	3.08%
McHenry	3.01%

County	Spanish-speaking LEP percent of total population
DeKalb	2.75%

Source: U.S. Census Bureau, 2018-2022 American Community Survey (Table C16001 5-Year estimate)

Factor 2: Frequency with which LEP Persons Come into Contact with the Program or Activity

The frequency of contact with specific language groups is directly related to the need for enhanced language access services. Despite lower LEP populations in some communities, it is still important to make efforts to engage with all communities through programs and activities. Language differences exist across the state of Illinois. Meaningful access and reasonable effort when serving an LEP person on a one-time basis are very different than the expected efforts made when serving LEP persons on a daily basis.

Illinois Extension Program Planning and Assessment Data

In 2023, Illinois Extension delivered 288 programs in a language other than English and served at least 8,456 participants throughout the state. This is the data that was able to be collected, however, we are aware that more LEP populations may have participated in programming throughout the year.

Table 4. Illinois Extension Program Languages Offered and Total Participants

Program Language(s)	Total Participants
Arabic/English	5
Cantonese only	13
Cantonese/English	52
Chinese Traditional/English	18
Spanish only	1613
Spanish/English	6632
Vietnamese/English	123
English only or unknown	357523
Grand Total	365979

Frequency of contact means the number of times participants were served within a program. Illinois Extension had 25,438 contacts with participants where the program was delivered in a language other than English only.

Table 5. Illinois Extension Program Languages Offered and Frequency of Contact

Program Language(s)	Total Contacts
Arabic/English	40
Cantonese only	130
Cantonese/English	524
Chinese Traditional/English	54
Spanish only	7,496
Spanish/English	17,071
Vietnamese/English	123
English only or unknown	720,345
Grand Total	745,783

Factor 3: Nature and Importance of the Program, Activity, Resource and Service

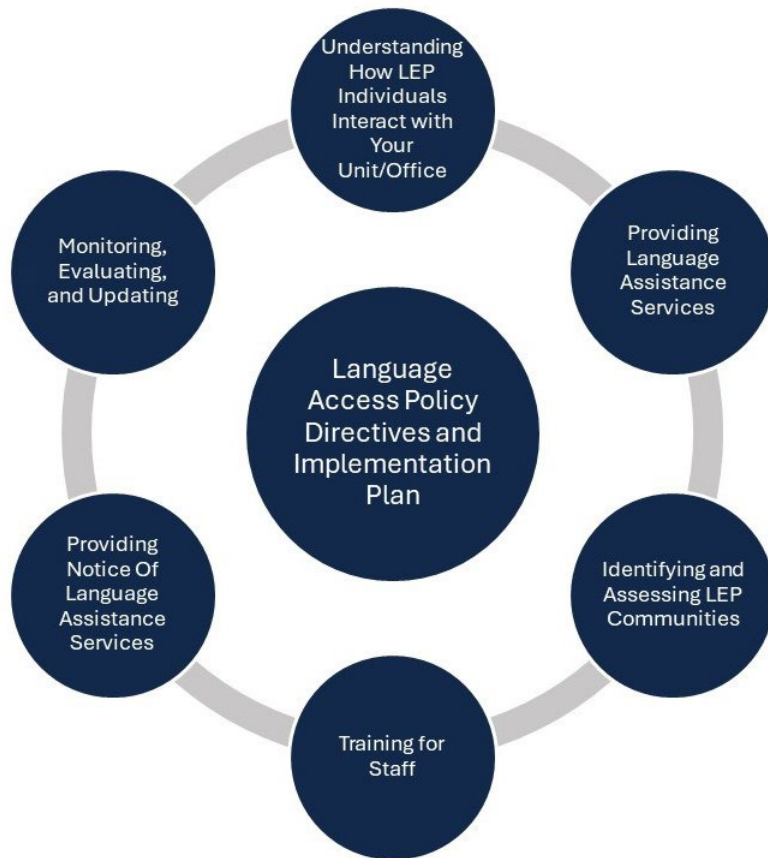
Illinois Extension will determine the appropriate form of language assistance services (oral or written) to be provided at no cost to the LEP individual. If programs, activities, resources, and services are not provided in languages other than English, LEP individuals will not have equal access to Illinois Extension’s offerings. Each Illinois Extension program has a different importance and impact. The importance of the program, activity, resource, and service, or the likelihood of consequences to LEP people, is reviewed and balanced against the other three factors. Illinois Extension unit offices and program areas will identify programs, activities, resources, and services to actively remove language barriers that would prevent access to offerings and their benefits, and language assistance services will be arranged and made available.

Factor 4: Resources Available to the Recipient and Costs

It is important to explore the most cost-effective ways to deliver quality and accurate language assistance services before limiting services early on and in any way. “All reasonable effort” may not be reasonable if/when the costs exceed the benefits. Illinois Extension staff can reduce costs by sharing language materials and services, utilizing volunteers from volunteer programs, implementing new technologies, and demonstrating inclusive business practices. Before denying services of any kind, consider if any LEP individual would be adversely impacted, excluded from the benefits of a program, activity, resource, or service, or be injured if/when language assistance services are not provided. All programs, especially externally funded and self-supported programs, should integrate language assistance services into their program budgets at all times.

Section 5.1 Language Access Policy Directives and Implementation Plan

Figure 2. Language Access Policy Directives and Implementation Plan



Understanding How LEP Individuals Interact with Your Unit/Office

Illinois Extension interacts with LEP individuals in many ways:

- Phone calls and emails to local Extension offices and state offices
- Public notification, marketing, and promotional materials
- Program registrants and participants
- LEP person self-identifies and may request translation services
- Partner agencies and organizations that connect LEP persons with Extension services
- Volunteer opportunities across program areas and councils

Educational programs and other opportunities are marketed to reach LEP individuals as well as general audiences. Promotional and public notification activities include direct contact information of the Extension staff member who will be in charge of the program and linking the LEP individuals to the services they need.

Identifying and Assessing LEP Communities

The data on LEP individuals in local counties play a significant role in determining the LEP individuals within the service area. This information is accessible through the [Illinois State Census Data Center](#). Illinois Extension tracks the primary language of LEP individuals in Illinois and those who seek and receive programs and services (see 2023 data in Table 4 and Table 5). Illinois Extension also works collaboratively with partners in community-based organizations to identify the needs of LEP individuals. Meaningful accommodations for LEP persons are tracked through the Program Evaluation and Reporting System (PEARS). Program staff members collect and input data on LEP populations through the reporting system.

Providing Language Assistance Services

Illinois Extension provides interpretation and translation assistance services for LEP individuals. The state MarCom team helps to provide resources and guidelines for language assistance services. The individual units have a plan and proof of available funds to provide language access to LEP persons. The units typically work with qualified interpreters and translators to provide access to individuals who need these services at the county or unit level. The units hire vendors to offer interpretation services for training, presentations, webinars, and other settings. Document translation is an ongoing process in the units and program areas. Staff members work with qualified translators to produce documents in multiple languages to reach all members of their service areas. Translation documentation includes, but is not limited to, program promotion flyers and posts, training materials, volunteer role descriptions, and participant handouts and fact sheets.

Training Staff on Policies and Procedures

To effectively engage with LEP individuals, Illinois Extension staff are required to complete an annual civil rights compliance training to address the language assistance needs of LEP communities. This training may include, yet will not be limited to, reviewing the language assistance services recordings provided by the DEIA office (within the Strategic Planning and Relations Operations office), in collaboration with the translation specialist (housed in the state MarCom office), and participating in educational opportunities provided by both offices throughout the year.

The DEIA office (civil rights compliance training) and the state MarCom office (language access assistance) will offer educational opportunities that focus on language access policies and procedures. This training will provide staff members with clear guidance and instructions to identify and manage language assistance services. Additional training will be offered to supervisors and managers to support and review current efforts, challenges and opportunities, and best practices. There will also be educational resources available on the [Illinois Extension DEIA website](#) for staff to explore and consult for additional learning and reference.

Providing Notice of Language Assistance Services

Offices should provide notice about language assistance services in the languages that LEP persons will understand. To publicize language assistance services for LEP populations, your office can post to and include the DEIA website and Language Access Assistance website URLs:

- On your unit's website

- On social media
- In print media
- In outreach and engagement documents
- In presentations
- At town hall meetings
- In press releases

Through working with community-based organizations and other stakeholders, your office can inform LEP individuals about Illinois Extension programs and the availability of language assistance services. You can also post signs with language assistance services information at entry points in your building and add telephone voicemail menu options that direct callers to the websites for more information.

It is recommended that your office consult with the DEIA office, the state MarCom office, and your IT team to develop a multi-pronged strategy to achieve maximum and effective notification to LEP communities.

Monitoring, Evaluating, and Updating the Language Access Policy Directives, Plans, and Procedures

To better understand and support language assistance needs and services for LEP populations, units should:

- Conduct an inventory of languages most frequently encountered through Illinois Extension’s programs, activities, resources, and services
- Identify the primary modes of contact with LEP community members, such as in person, online, and/or by phone
- Conduct a review of Illinois Extension programs, activities, resources, and services for language accessibility

Units and state offices should develop and update a list of contacts and agencies with whom they could partner to provide language assistance services. There should also be a list of language assistance resources on each office’s shared drive that office staff can manage and update on a regular basis.

Units may need to update programming, services provided, outreach activities, and other mission-driven activities to reflect current language needs. For example, changes in demographics, types of services provided, and/or the economy may impact the number and languages spoken by LEP individuals who participate in your unit’s programs, activities, resources, and services.

Units should have a process for determining (on an ongoing basis) whether new documents, programs, activities, resources, and services need to be made accessible for LEP individuals, and they should provide notice of said changes to the LEP public and to employees.

Units should establish a schedule to periodically evaluate and update agency LEP services and LEP policies, plans, and protocols. At a minimum, periodic reviews should occur on a biannual basis. In addition, public notification plans should include LEP language assistance services. These

practices will help track efforts and identify and execute actions for these initiatives. For example, proof of available funding should include LEP language assistance services.

Proof of Available Funds to Provide Reasonable Accommodations for Persons with Disabilities and Limited English Proficiency (LEP)

Illinois Extension units create a written plan acknowledging fiscal planning for providing reasonable accommodations and services for LEP audiences. The units include a copy of budgeted resources and a list of available services and resources. Through the civil rights compliance process, units report on how they identify the wants and needs of LEP persons and if the unit has utilized assistive technology, interpreters, and translators in providing language assistance services. See the Illinois Extension Civil Rights Compliance Manual at my.extension.illinois.edu.

Section 6. Language Access

Compliance

Illinois Extension is legally obligated to provide accommodations for individuals with limited English proficiency. It is unlawful to deny a request for language assistance services to an LEP individual who is a participant or wants to participate in Illinois Extension programs, activities, resources, and services. Illinois Extension is also legally obligated to provide spoken interpretation, sign language interpretation, and written translation services any time a member of the public requests services related to their—or someone else’s—limited ability to access or understand English-only information that is related to Illinois Extension’s educational programs, activities, resources, and services.

Language Access Assessment: Needs and Services

When initial contact is made with an LEP individual, Illinois Extension employees will determine whether the person has limited English proficiency, what their primary language is, and will procure and implement the appropriate language assistance services. The primary methods to identify an LEP individual who requires language assistance services may include how they self-identify during program registration, requests for an interpreter, working with key informants to learn more about LEP community members within their service area, and adopting the use of “I Speak” language identification cards as a technique provided by Illinois Extension. Additional methods can be found [here](#).

To best assist with LEP individuals’ language assistance needs, it is imperative to connect the person requesting language assistance services with local resources. Staff can then determine whether or not assistance is needed at the state level. If assistance is needed, staff should contact the state MarCom office to request language assistance services, such as interpretation and translation services. Information and guidance about Illinois Extension’s language assistance services, including the online request form, can be found on the [website](#).

Through consultation and collaboration, language assistance services can be arranged to accommodate the needs of each language access request. It is important to complete the online request form with as many details as possible so that the coordination and provision of services are optimal.

Multilingual Translations/Written Documents

To demonstrate inclusive practices at Illinois Extension, it is critical to have vital documents translated into languages other than English. Some examples of vital documents include, but are not limited to, applications; release or consent forms; letters containing important information regarding participation in a program, activity, or service; eligibility rules; documents related to a participant's medical history; emergency information; documents that ask for information that is sensitive in nature; notices advising of the availability of language assistance services and outreach; public notices; and community education materials. Identified vital documents will be translated and made available to county offices.

Other written materials that are generally provided to applicants, participants, and the general public may be translated into languages that are regularly encountered upon request. Such written resources may include websites, social media platforms, and electronic documents of all lengths.

Section 7. Communications Plan

Internal Communications

Illinois Extension will inform its staff about:

- Marketing and promotion of programs that have LEP accommodations
- Civil rights compliance documentation updates
- MarCom language access services website
- Collaborative partnerships
- Accommodation statements are posted within our county and state offices

Units must have proof of available funds to provide reasonable accommodations for persons with limited English proficiency (LEP). This includes a written plan acknowledging fiscal planning for providing reasonable accommodations and services for LEP audiences, a copy of budgeted resources, and a list of available services and resources.

To provide language assistance services to LEP individuals, units should consider which assistive technologies (e.g., closed captioning, telephone relay interpretation, program interpretation, or low literacy materials) would benefit and support their LEP participants. This information should be included in the appropriate civil rights documentation.

External Communications

Illinois Extension will inform its participants and communities about:

- LEP language assistance services (interpretation, sign language, translation)
- Their right to request language assistance services
- Civil rights compliance documentation updates
- MarCom language access assistance website
- Collaborative partnerships
- Accommodation statements are posted in each county and state office

Units must have proof of available funds to provide reasonable accommodations for persons with limited English proficiency (LEP). This includes a written plan acknowledging fiscal planning for providing reasonable accommodations and services for LEP audiences, a copy of budgeted resources, and a list of available services and resources.

To provide language assistance services to LEP individuals, units should consider which assistive technologies (e.g., closed captioning, telephone relay interpretation, program interpretation, or low literacy materials) would benefit and support their LEP participants. This information should be included in the appropriate civil rights documentation.

Section 8. Language Assistance Services and Processes

Below, please find an overview of language access policies and guidelines. The [website](#) provides additional details.

Guidelines

Determine if your project meets [state-level project request criteria](#).

Expect a turnaround time of four weeks for most standard Spanish translation requests; outsourced translation services and large-scale projects, such as multi-page publications or reports, may require longer lead times. Communication will take place throughout the process, as needed.

The state MarCom office will evaluate translation requests that require a quick turnaround time on a case-by-case basis. Considerations will include:

- Project scope
- Project size
- Level of potential impact, e.g., local, regional, or statewide

Language access requests that do not fit the criteria will be addressed on a case-by-case basis.

How to Submit a Language Access Request

1. Before submitting a language access request, please read the marketing and communications [project workflow](#).
2. Submit all requests through the [marketing project request system](#).
3. An automated confirmation email will be sent, and a follow-up email from a team member to confirm the project status and, if needed, schedule a consultation to review the project.

Section 9. Definitions/Key Terms

General Terms

Bilingual. The knowledge and ability to understand, read, and write fluently in two languages.

Co-advocacy. A collaborative process that starts with an agreement that victim-related service programs will work together to ensure that they are providing culturally and linguistically appropriate resources and services. It requires ongoing communication and sharing of information, resources, and tools between culturally specific and nonculturally specific service programs, as well as working together with the crime victim to ensure their needs are met.

Cultural Humility. The ability to maintain an interpersonal stance that is other-oriented (or open to the other) in relation to aspects of cultural identity that are most important to the person.

Culturally Responsive. Refers to the commitment to understanding, respecting, and honoring differing cultural realities, including honoring the complexities of individuals and understanding the role that culture plays in her/his life.

Culturally Specific Organizations. Organizations that seek to provide specialized services primarily focus on an identity or a racial or ethnic minority group in order to overcome barriers to accessing traditional nonculturally specific services. The constituency group is clearly defined and served.

Dialect. A variation of a language whose phonology, grammar, and/or vocabulary differs from other varieties of the same language.

ELL (English Language Learner). A national-origin-minority group who is Limited-English-Proficient.

English as a Second Language (ESL). A program of techniques, methodologies, and special curricula designed to teach ELL students English language skills, which may include listening, speaking, reading, writing, study skills, content vocabulary, and cultural orientation. ESL instruction is usually in English with little use of native language.

Equality. Refers to the distribution of the same resources between individuals and groups.

Equity. Refers to providing everyone with the resources that they need in order to achieve the same or comparable outcomes.

Federally Assisted Programs and Activities. Programs and activities of an entity that receives Federal financial assistance.

Intersectionality. Coined in 1989 by Kimberlé Crenshaw. Intersectionality describes the experience of multiple oppressions simultaneously. Examines how intersections between identities interact with systems of oppression, contributing to systemic injustice and social inequalities.

Language Access. Efforts to ensure that persons who have limited or no English language proficiency or are Deaf or Hard of Hearing are able to access information, programs, and services at a level equal to English proficient individuals. Services that facilitate communication with persons who cannot speak, read, understand, or write in the language that is being used.

Language Access Plan. A plan which implements policy and describes in detail the various means and methods in which an organization will provide LEP and Deaf and Hard of Hearing persons with meaningful access to its programs, services, and activities. It will include a plan and budget for translation of materials, forms, and other documents; MOUs with expert partners; interpreting services, captioning services, and any other methods used to provide effective and meaningful language access.

Language Assistance Services. Interpretation or translation services that assist LEP persons in understanding or communicating in another language.

Language Barrier. Failure to plan for and accommodate LEP individuals may prevent them from learning about housing and other opportunities or applying for and receiving such opportunities. LEP may keep people from learning about environmental or safety problems in the community and the means available for dealing with them. LEP can keep a client or tenant from understanding their rights and responsibilities and may prevent people from reporting housing discrimination which can hinder investigations.

Language Proficiency. Refers to the degree to which an individual exhibits control over the use of language, including the measurement of expressive and receptive language skills in the areas of phonology, syntax, vocabulary, and semantics and including the areas of pragmatics or language use within various domains or social circumstances. Proficiency in a language is judged independently and does not imply a lack of proficiency in another language.

Language Services Provider (LSP). A company that partners with businesses and organizations to provide language solutions like interpretation and translation services.

Limited English Proficiency (LEP). The limited ability to read, speak, write, or understand English of individuals who do not speak English as their primary language.

Limited English Proficient (LEP) Person. An individual who does not speak English as their primary language and self-identifies as having a limited ability to read, speak, write, or understand English. Many LEP persons are in the process of learning English and may read, write, speak, and/or understand some English, but not proficiently. LEP status may be context specific. An individual may have sufficient language skills to communicate basic information (name, address, etc.) but may not have sufficient skills to communicate detailed information in English.

Localization. A process for adapting materials (e.g., documents, ads, instructional materials) for a specific language, culture, and region. Localization is primarily used when products or content must be marketed in several different locations around the world. Localization entails more than just translation to a certain dialect. Many factors need to be considered such as local culture, history, social norms, and religion.

Meaningful Access. Access to programs, activities, and services that are not significantly restricted, delayed, or inferior as compared to programs or activities provided to English proficient persons. The federally mandated standard for communication with LEP individuals and is defined in the US Department of Justice's own Language Access Plan as Language assistance that results in accurate, timely, and effective communication at no cost to the LEP individual. For LEP individuals, meaningful access denotes access that is not significantly restricted, delayed, or inferior as compared to programs or activities provided to English proficient individuals.

Plain Language. Language that avoids obscurity, inflated vocabulary, and convoluted sentence construction. Writers of plain language let their audience concentrate on the message instead of being distracted by complicated language. They make sure that their audience understands the message easily.

Primary Language. The language that a person uses most of the time in everyday life.

Reasonable Steps. The affirmative and appropriate measures and resources used to mitigate access barriers to information and participation in educational programs.

Source Language. The language for the original document needed to be translated. For example, if a French document needs to be translated into English, French would be considered the source language.

Support Service Provider (SSP). Support Service Providers (SSPs) are specially trained professionals who enable people who have combined vision and hearing losses to access their environments and make informed decisions. SSPs provide them with visual and environmental information, sighted guide services, and communication accessibility.

Target Language. The language of the document that the materials will be translated into. For example, if an English document needs to be translated into Polish, Polish would be considered the target language.

Title VI of the Civil Rights Act of 1964. Title VI prohibits discrimination on the grounds of race, color, or national origin by recipients of federal financial assistance. The Title VI regulatory requirements have been interpreted to prohibit denial of equal access to education because of a language minority student's limited proficiency in English.

Vital Document. Paper or electronic written material that contains information that is critical for accessing a program or activity, or is required by law, such as consent forms, applications, and notices of rights. Whether a document (or the information it solicits) is “vital” may depend upon the importance of the program, information, encounter, or service involved, and the consequence to the LEP person if the information in question is not provided accurately or in a timely manner.

Interpretation Terms

Interpretation. Spoken and/or oral rendition from one language to another, either simultaneously, where the conversation continues with no pauses; consecutively where the speaker stops and allows for the interpretation to take place; or by sight translation, where the interpreter reads a written document and orally translates its contents.

Interpreter. A person who translates another person's spoken words into a different language.

Qualified Interpreter. An individual who provides interpretation services at a level of fluency, comprehension, impartiality, and confidentiality appropriate to the specific nature, type, and purpose of the information at issue.

The qualified individual who bridges a communication gap between an LEP person and the organization's staff by means of oral communication. This definition includes both telephonic and face-to-face interpreters.

Types of Interpretation

- **Consecutive.** The interpreter talks after the speaker has paused, allowing the interpreter time to process and translate from the first language to the second.
- **Escort/Travel.** The interpreter interprets what the client says into the target language and makes sure both the client and those around the client understand everything that is

communicated. The escort interpreter can behave like an assistant and may accompany clients to different meetings and events. They often act as cultural liaisons and are often used for meet and greets, interviews, sightseeing tours, helping guests visit a site/city, etc. An escort interpreter may be hired when you are planning to travel to a location where there is a language barrier or when you are hosting visitors who speak another language. Escort interpreting is typically more informal than other forms of interpreting, and may be performed as simultaneous or consecutive interpretation, depending on the situation.

- **Intermediary or Relay interpretation.** Interpretation where more than one interpreter is needed to convey the message.
- **On-site/In-person.** Scheduling a set location and time for a language interpreter to meet with a customer or patient in person.
- **Simultaneous.** Without pauses, the interpreter speaks at the same time as the original speaker. Simultaneous interpreting is typically used for more formal settings, where one speaker is presenting for an audience, rather than in a conversation.
- **Telephonic.** A three-way conference call that includes two or more participants and an interpreter who provides interpreting services. For example, a doctor speaking through an interpreter to a patient via phone. This style of interpreting is acceptable in situations involving an exchange of raw data, getting facts, communicating ideas, scheduling an appointment, and sending or receiving specific information.

Sign Language Terms

American Sign Language (ASL). The language of Deaf people in North America. It is a visual-spatial language with its own linguistic properties. ASL is not a written language, nor is it signs based on English, although English idioms and phrases can be borrowed. ASL is not a universal language, as there are many sign languages all over the world, just like spoken languages.

CapTel Captioned Telephone. An assistive telecommunications device mainly used by individuals with hearing loss over time (or late-deafened and hard of hearing individuals) that provides text support but also allows these individuals to speak for themselves.

Captioning. The processes of displaying text on a video screen or other visual display to provide additional or interpretive information.

Certified Deaf Interpreter (CDI). A CDI is a Deaf specialist who provides cultural and linguistic expertise. As a native signer with a lifetime experience as a Deaf individual, the CDI is also trained to ensure that communication is effective. The CDI is a valuable asset to any situation that requires complicated and sometimes emotional communication situations, and who often works as a unit with an ASL interpreter.

Deaf. Lacking the ability to hear or having impaired hearing. A capital Deaf denotes a cultural distinction, defining a group of people who are deaf and identify themselves members of a linguistic and cultural group. This is akin to other ethnic groups, such as Hispanic, African American, Pacific Islander, etc.

Deaf-Blindness. Deaf-blindness is a combination of sight and hearing loss that affects a person's ability to communicate, to access all kinds of information, and to get around. Deaf-blindness is not just a deaf person who cannot see or a blind person who cannot hear. The two impairments together increase the effects of each.

Hard of Hearing (HoH). Loss of hearing with enough residual hearing remaining that a hearing aid or other auditory device may provide enough assistance for the person to process speech.

Qualified Interpreter for Deaf Individuals. A “qualified interpreter” is a definition under the Americans with Disabilities Act, which requires that individuals needing sign language interpreting services receive them from qualified interpreters. The federal regulations define “qualified interpreter” very specifically as “... an interpreter who is able to interpret effectively, accurately, and impartially both receptively and expressively, using any necessary specialized vocabulary.”

Transliterating/Transliteration. A process of transmitting spoken English into any one of several English-oriented varieties of manual communication between deaf and hearing people. It can be a process of expressing ASL signs in English word order. In addition, some Deaf people who use and prefer speaking and speech reading for communication may rely on oral transliteration, a service in which an oral transliterator (or interpreter) facilitates spoken communication between the Deaf person and hearing individuals.

TTY, TDD, and TT. TTY (TeleTYpe), TDD (Telecommunications Device for the Deaf), and TT (Text Telephone) acronyms are used interchangeably to refer to any text-based telecommunications equipment used by a person who does not have enough functional hearing to understand speech, even with amplification. The person sending a message types it on a small keyboard and the person receiving the message reads the text on the display. In order for a person to use a text telephone, the individual at the other end of the conversation must also have one, or they must use a relay service. A relay service provides an operator who reads the text on a TTY and speaks the message into a telephone and/or listens on a telephone and types the message on a TTY.

Video Relay Service (VRS). VRS is a video telecommunication service that allows deaf, hard-of-hearing, and speech-impaired individuals to communicate over video telephones and similar technologies with hearing people in real-time via a sign language interpreter.

Video Remote Interpreting (VRI). A form of sign language interpretation that allows deaf or hard-of-hearing people to communicate with a hearing person through video conferencing. This is done through a remote or offsite interpreter, in order to communicate with people with whom there is a communication barrier. VRI allows interpreters to use an application to provide sign language or spoken language interpreting services through a remote (offsite) interpreter. In a typical VRI situation, the two parties who need an interpreter are together at one location with a laptop, desktop, iPad, or any other type of tablet. The interpreter works from a different location.

Translation Terms

Qualified Translator. A qualified translator possesses a combination of training and skills that enable them to effectively bridge language and culture gaps, including language proficiency, education, cultural competence, subject matter expertise, attention to detail, technological savvy, ethical standards, problem-solving skills and, of course, translation experience. They should be

proficient in both the source and target languages, including grammar, vocabulary, cultural contexts, and nuances. It is preferred that they are a native speaker of the target language to ensure understanding of the language in all of its complexity. In addition, a qualified translator should have expertise in one or more specialized subjects, such as law, medicine, or literature, to ensure accurate and contextually appropriate translations in these fields.

Translation. The process of transferring ideas expressed in writing from one language to another language. Translation can range from the translation of an entire document to the translation of a brief description of the document.

Translator. A person who translates written or spoken words from one language into another.

Types of Translation

- **Human Translation (HT).** A human, rather than a machine, translating a text.
- **Machine Translation (MT).** Machine translations are Internet based, and they attempt to automatically translate written material from one language to the other without the use of a human translator. Google Translate is not the only option. Language service providers have access to machine translation tools with artificial intelligence components, and they always follow up by having a professional translator proofread and complete the task.
- **Sight Translation.** Translating a document or text aloud in the target language while reading it in the original language without adding, omitting, or distorting meaning.
- **Transcreation.** The process of adapting a message from one language to another without changing its intent, tone, or style. Transcreation largely comes into play when people are discussing the marketing of a product or service to international audiences. In most situations, if messaging was written with a specific target audience in mind, the same information will not resonate in the same way with a completely different demographic. With transcreation, you have the opportunity to receive brand new messaging that is both targeted and localized, while translation provides new words in a foreign language with the same messaging.
- **Transcription.** The process of producing a written or printed representation of a conversation or other form of spoken communication.
- **Translation Memory (TM).** A translation memory is a program that stores segments of previously translated text in the form of translation pairs, consisting of the segment in the source language and the corresponding segment translated into the target language. This way the program “remembers” each previously translated sentence, so the translator doesn’t have to translate anything twice.

Section 10. Resources

University of Illinois Extension:

- [DEIA](#)
- [Illinois Extension](#)
- [Illinois State Data Center](#)
- [Language Access Staff Resources](#)
- [State MarCom Office](#)

University of Illinois:

- [Limited English Proficiency \(LEP\) Resources](#)
- [Office of the Vice Chancellor for Diversity, Equity and Inclusion](#)

State of Illinois:

- [Illinois Department of Financial and Professional Regulation \(IDFPR\)](#)
- [Language Access and Equity Act](#)

Federal:

- [Limited English Proficiency](#)
- [National Institute of Food and Agriculture - U.S. Department of Agriculture](#)
- [Protocol for Identifying LEP Persons and Providing Language Services](#)
- [U.S. Department of Justice Language Access Plan](#)

Section 11. Authors, Reviewers, and Contact Information

Authors

Camaya Wallace Bechard, PhD

University of Illinois Extension Assistant Director for Diversity, Equity, Inclusion, and Access

Monique Rivera, MLIS

University of Illinois Extension Marketing and Communications Translation Specialist

Reviewers

Harry Clore

University of Illinois Extension Associate Director for Business, Finance, and Workforce Development

Erin Orwig, MBA

University of Illinois Extension County Director serving Bureau, LaSalle, Marshall, and Putnam Counties

Margarita Terán-García, MD, PhD

University of Illinois Extension Director of Applied Health Professions

Contact Information

For specific questions or to file a complaint, please contact:

Sharon Nickols-Richardson, PhD, RD

University of Illinois Extension Associate Dean and Director
101 Mumford Hall (MC-710)
1301 W. Gregory Dr.
Urbana, IL 61801
extension@illinois.edu

U.S. Department of Agriculture National Institute of Food and Agriculture Center for Civil Rights Enforcement

1400 Independence Avenue, SW

Mail Stop 0115

Washington, DC 20250

CR-Info@USDA.gov

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