



# Nevada Department of Education Language Access Plan

Kulwadee Axtell

Educational Programs Professional

Office of Student and School Supports

Nevada Department of Education

# Table of Contents

- Purpose and Authority ..... 4
  - Context..... 4
  - Nevada Policy to Ensure Language Access (Per NRS 232.0081) ..... 4
  - Language Access Plan Roles and Responsibilities..... 6
- I. Profile of NDE’s Clients Who Are LEP ..... 7
  - Table 1: Number of English Learner Students in Nevada ..... 7
  - Common Languages Other than English..... 7
  - Table 2: Nine Most Common Languages Other than English ..... 8
  - Home Languages Spoken by Families ..... 8
  - Table 3: Top Ten Home Languages Spoken by Families in Clark and Washoe County School Districts.... 8
  - Number of Indigenous Students in Nevada ..... 8
  - Table 4: Number of Indigenous Students by Local Education Agency ..... 9
  - Levels of Literacy/Educational Attainment..... 9
  - Table 5: Educational Attainment ..... 10
  - Number of School-Age Refugees ..... 10
  - Table 6: Number of School-Age Refugees ..... 10
  - Levels of English Proficiency of Parents with School-Age Children who are LEP ..... 10
  - Table 7: Levels of English Proficiency for Parents who are LEP Whose Children are Under Age 18 in Nevada ..... 11
  - Limited English Proficient Access to Internet and Computers ..... 11
  - Table 8: Levels of Digital Access for Parents who are LEP Whose Children are Under Age 18 in Nevada ..... 12
  - Nevada Department of Education Services to Relevant Groups..... 12
  - 2024 Community Organization Survey ..... 13
  - Figure 1: Nevada Counties Served by Respondent Organizations ..... 13
  - Figure 2: Nevada Department of Education Community Organization LAP Survey Question 6: Who are the clients your organization serves that would benefit from language access services? ..... 14
  - Figure 3: Nevada Department of Education Community Organization LAP Survey Question 9: What are the primary languages other than English spoken by the clientele your organization serves?..... 14
  - Figure 4: Nevada Department of Education Community Organization LAP Survey Question 12: How does your organization provide these language services?..... 15
- II. Nevada Department of Education Language Access Services and Procedures ..... 16
  - Competencies/Qualifications to Provide Language Access Services..... 16
  - Oral Interpreter Services..... 17
  - Alternative Language Access for Individuals with Disabilities ..... 17
  - Written Language Translation Services ..... 18
  - Identifying Vital Documents ..... 19
  - Vital Document Inventory..... 19
  - Table 9: Nevada Languages Other than English – Written Language Translation ..... 20
  - Table 10: Nevada Department of Education Safe Harbor Definitions and Recommended Language Supports ..... 20
  - Community Outreach and Engagement ..... 21

- Cultural Competency Resources.....22
- Procedures and Resources for LEP Community Outreach .....23
- Providing Notice of Language Assistance Services .....23
- III. Implementing NDE’s Language Access Services.....23
  - Accessing Appropriate Written Language Services .....24
  - Accessing Oral Interpreter Services .....24
  - Accessing Sign Language and Other Language Supports for Individuals with Disabilities .....24
  - Language Services Quality Assurance .....24
  - Staff Training Policies and Procedures .....25
  - Implementation Steps and Proposed Timeline .....25
- IV. Evaluation and Recommendations for NDE’s Language Access Plan.....25
  - Processes for Monitoring and Evaluation.....25
  - Evaluation Outcomes and Proposed Changes .....26
  - Proposed Budgetary Implications .....27
  - Suggested Legislative Amendments .....27
  - Exhibit 1 - Language Access Glossary of Terms .....29
    - Definitions.....29
  - Exhibit 2 - The Migration Policy Institute Study .....31
  - Exhibit 3 - Nevada Department of Education Community Organization LAP Survey.....32
  - Exhibit 4 - Translation Process Guide .....36

## Purpose and Authority

The purpose of this document is to establish an effective plan and protocol for Nevada Department of Education (NDE) personnel to follow when providing services to or interacting with individuals who are Limited English Proficiency (LEP). Ensuring that language is not a barrier to accessing governmental programs and services is mandated by Nevada's Senate Bill 318 (SB318) and the federal guidance on Title VI of the Civil Rights Act of 1964. Both legislations affirm the government's responsibility to provide meaningful, timely access to services in the preferred language of individuals with LEP. The Nevada Department of Education is committed to compliance with SB318 and Title VI to ensure equitable access to State services and programs for individuals who are LEP. A glossary of terms frequently used in this Language Access Plan (LAP) is available in Exhibit 1.

## Context

The Nevada Department of Education is committed to two primary objectives:

1. Supporting school districts in their pursuit of excellence and equity.
2. Ensuring that school districts meet their legal obligations.

The Department's mission is to enhance student performance and educator effectiveness by ensuring opportunities, facilitating learning, and promoting educational excellence.

## Nevada Policy to Ensure Language Access (Per NRS 232.0081)

Nevada's policy is to grant access to services or programs to every person regardless of their ability to speak, understand, read, or write English. The Nevada Department of Education intends to take all reasonable steps to provide individuals who are LEP with meaningful access to its services and programs. The Nevada Department of Education seeks to reduce barriers by increasing its capacity to deliver services and benefits to people in their preferred languages.

Toward this end, NDE endorses the following policies:

- The Nevada Department of Education is committed to equity and will take all reasonable steps to provide individuals who are LEP with meaningful access to all its services, programs, and activities.
- The Nevada Department of Education staff, rather than the individuals who are LEP, bears the responsibility for providing appropriate language services, regardless of the preferred language at no cost to the individuals who are LEP.
- The Nevada Department of Education staff at the initial points of contact have the specific duty to identify and record language needs.
- The use of informal interpreters such as family, friends of the person seeking service, or other customers is not allowed. Minor children are prohibited from acting as interpreters.

- No staff may suggest or require that individuals who are LEP provide their own interpreter to receive agency services.
- No individual shall be denied services based on their language access needs.
- If immediate language interpretation is not available, NDE staff will follow up within a reasonable period to ensure meaningful access.
- The Nevada Department of Education will evaluate the effectiveness of its LAP after the first year of implementation, and at a minimum, every two years thereafter.
- The Nevada Department of Education will provide stakeholders opportunities to give input and provide feedback as part of the continuous improvement process of the NDE LAP.

## Language Access Plan Roles and Responsibilities

Role	Responsibilities	Staff Assigned
Language Access Coordinator	<p>The Language Access Coordinator is responsible for the development and maintenance of the LAP to include:</p> <ul style="list-style-type: none"> <li>• Facilitation of NDE workgroups (consisting of NDE program leadership) to obtain necessary data and information to comply with SB318 and all elements required in the LAP;</li> <li>• Act as the Liaison and be responsible for coordination with other agencies regarding the LAP;</li> <li>• Drafting the LAP and incorporating feedback from the NDE LAP workgroup;</li> <li>• Solicit public feedback;</li> <li>• Finalize the plan to include fiscal impacts, receive Administrator approval, and submit with the agency recommended biennial budget; and</li> <li>• Maintain ongoing plan monitoring and revisions to the plan.</li> </ul>	Christopher McAnany or designee
Language Access Specialist	<p>A Language Access Specialist will be assigned to the Office of Student Support Services to include:</p> <ul style="list-style-type: none"> <li>• Preference will be given to candidates who demonstrate multilingual proficiency.</li> <li>• The NDE Language Access Specialist will be overseen by the Nevada Department of Education Directors and the Office of Student and School Supports (OSSS).</li> <li>• The Language Access Specialist would be responsible for coordinating, implementing, evaluating, and updating the agency's LAP.</li> </ul>	Christopher McAnany or designee
Program Directors or designees	<p>The Nevada Department of Education Directors of all program areas or their designees are responsible for implementation of the LAP to include:</p> <ul style="list-style-type: none"> <li>• Active participation in the NDE LAP workgroup and LAP decision making;</li> <li>• Implementation and oversight of the LAP for their respective programs and staff/contractors;</li> <li>• Communication and Training on the LAP at initial roll out, training for all new staff/contractors as part of onboarding, and annual training for all staff/contractors; and</li> <li>• Ensure that the procedure for the translation of vital written documents in languages other than English is implemented.</li> </ul>	Christopher McAnany or designee

## I. Profile of NDE’s Clients Who Are LEP

The Nevada Department of Education is committed to tracking the languages preferred for communication among individuals who are LEP so that NDE can better provide meaningful, timely access to NDE services and programs in ways that address potential language barriers. In developing the LAP, NDE utilized a combination of data that either reflects the student population or other sources that represent the general population. The Nevada Department of Education recognizes that families who support students who are LEP may have similar or greater language needs than their students. Table 1 shows that for the 2023–2024 school year, Nevada reported 66,692 school-age English learners (13.55%).

Table 1: Number of English Learner Students in Nevada

School District	Number of English Learners	Percent English Learners
Carson City	914	12.15%
Churchill	170	5.10%
Clark	48,278	15.60%
Douglas	217	4.31%
Elko	829	8.37%
Esmeralda	Less than 10	Less than 10 (Not Calculated)
Eureka	Less than 10	Less than 10 (Not Calculated)
Humboldt	270	8.05%
Lander	51	4.74%
Lincoln	Less than 10	Less than 10 (Not Calculated)
Lyon	625	7.18%
Mineral	32	5.37%
Nye	421	7.41%
Pershing	39	5.94%
Storey	Less than 10	Less than 10 (Not Calculated)
Washoe	9,174	14.17%
White Pine	20	1.55%
State Public Charter School Authority	6,178	9.19%
<b>State Total</b>	<b>66,692</b>	<b>13.85%</b>

(Source: Nevada Department of Education, October 2, 2023, Validation Day Count - School Year 2023-2024 Enrollment of English Learners)

## Common Languages Other than English

The Nevada Department of Education annually gathers information regarding the number of students whose primary language is other than English. Some students who speak a language other than English are also proficient in English and are not identified as individuals who are LEP.

Based on NDE October 2, 2023, Child Count Validation, nine languages other than English have been identified as the top spoken languages. Those languages are listed below in Table 2.

Table 2: Nine Most Common Languages Other than English

	Language other than English	Number of Students	Percentage of Total Student Population
1.	Spanish	43,881	9.037%
2.	Chinese	806	0.165%
3.	Filipino	549	0.113%
4.	Amharic	302	0.073%
5.	Tagalog	76	0.015%
6.	Russian	212	0.044%
7.	Arabic	204	0.042%
8.	Korean	204	0.042%
9.	Swahili	142	0.029%

(Source: Nevada Department of Education, October 2, 2023, Validation Day Count - School Year 2023-2024 Enrollment)

### Home Languages Spoken by Families

Table 3: Top Ten Home Languages Spoken by Families in Clark and Washoe County School Districts

	Clark County School District	Washoe County School District
1.	Spanish	Spanish
2.	English	English
3.	Filipino	Tagalog
4.	Chinese (Zhongwen)	Marshallese
5.	Amharic	Swahili
6.	Vietnamese	Japanese
7.	Chinese (Cantonese)	Arabic
8.	Russian	Filipino
9.	Tagalog	Chinese (Zhongwen)
10.	Arabic	Punjabi

(Source: Nevada Department of Education, October 2, 2023, Validation Day Count - School Year 2023-2024 Enrollment of English Learners)

### Number of Indigenous Students in Nevada

The Nevada Department of Education annually gathers information regarding the number of Indigenous students in Nevada. For purposes of the LAP, NDE defines Indigenous students as students who identify as American Indian or Alaska Native. This table is included to reflect that many Indigenous students commonly speak other languages, such as their native tongue, at



home. Table 4 shows that for the 2023–2024 school year, Nevada schools reported 3,671 Indigenous students (0.77% of total student enrollment).

**Table 4: Number of Indigenous Students by Local Education Agency**

School District	Number of American Indian/ Alaska Native Students	Percent Indigenous Students
Carson City	151	2.01%
Churchill	159	4.77%
Clark	1,025	0.34%
Douglas	131	2.60%
Elko	554	5.59%
Esmeralda	Less than 10	Less than 10 (Not Calculated)
Eureka	11	3.38%
Humboldt	140	4.17%
Lander	42	3.9%
Lincoln	Less than 10	Less than 10 (Not Calculated)
Lyon	289	3.18%
Mineral	81	13.59%
Nye	65	1.14%
Pershing	34	5.17%
Storey	Less than 10	Less than 10 (Not Calculated)
Washoe	701	1.08%
White Pine	42	3.25%
State Public Charter School Authority	233	0.37%
<b>State Total</b>	<b>3,671</b>	<b>0.77%</b>

(Source: Nevada Department of Education, October 2, 2023, Validation Day Count - School Year 2023-2024 Enrollment of American Indian/ Alaska Native students)

## Levels of Literacy/Educational Attainment

The Nevada Department of Education has chosen to use the levels of educational attainment data from the Migration Policy Institute (MPI) as a proxy for levels of literacy in the NDE LAP. The MPI summarized the challenges facing parents who are LEP with lower levels of educational attainment.

Table 5 shows that of the 183,000 immigrant parents of children under the age of 18 in the State of Nevada, approximately 35% have less than a high school diploma/equivalent, compared to approximately 7% of U.S. born parents with children under the age of 18.

Table 5: Educational Attainment

Level of Educational Attainment	Immigrant Parents of Children Under 18	U.S. Born Parents of Children Under 18	Total Population
Parents Ages 25 and Older	183,000	351,000	534,000
Less than fifth grade	5%	1%	2%
Fifth to eighth grade	13%	0%	5%
Ninth grade to twelfth grade, no high school diploma/equivalent	17%	6%	10%
High school diploma/equivalent	28%	26%	27%
Some college/associate degree	20%	39%	32%
Bachelor's degree or higher	17%	28%	24%

(Source: Migration Policy Institute - National Center on Immigrant Integration Policy - Sociodemographic and Economic Profile of Parents by Nativity, Nevada)

## Number of School-Age Refugees

The Nevada Department of Education reached out to major refugee support organizations to request data on the number of school age refugees they serve. The African Community Center and the Catholic Charities of Southern Nevada responded with the requested information. Table 6 presents the data provided by these two organizations, indicating that 421 school-age children qualify as refugees.

Table 6: Number of School-Age Refugees

Refugee Support Organization	Number of Refugees
African Community Center	49
Catholic Charities	372
<b>State Total</b>	<b>421</b>

(Source: Responses from the African Community Center and Catholic Charities of Southern Nevada)

## Levels of English Proficiency of Parents with School-Age Children who are LEP

Table 7 represents Nevada's immigrants who are LEP and represents the sample of data collected by the MPI. While immigrant data is not a requirement of the LAP, NDE intentionally includes this information to expand the lens of how NDE identifies and serves children and their families who may be LEP and shows that approximately 111,000 school age students qualify as LEP.

Table 7: Levels of English Proficiency for Parents who are LEP Whose Children are Under Age 18 in Nevada

Level of English Proficiency	Immigrant Parents of Children Under Age 18	U.S. Born Parents of Children Under Age 18	Total Population of Parents of Children Under Age 18
Only English	8%	85%	59%
Speak English “very well”	36%	13%	21%
Limited English Proficient parents – those who speak English less than “very well”	56%	2%	20%
Speak English “well”	25%	1%	9%
Speak English “not well” or “not at all”	31%	0%	11%
Limited English proficient (estimate)	105,000	6,000	111,000
Education and English proficiency among adults who are not enrolled	180,000	344,000	524,000
Limited English Proficient and no high school diploma/equivalent	29%	0%	10%
Limited English Proficient and high school diploma/no college	17%	1%	6%
Limited English Proficient and high school diploma/some college	5%	0%	2%
Share in a linguistically isolated household	20%	1%	7%

(Source: Migration Policy Institute [2021]. Immigrant and U.S.-Born Parents: National and State)

## Limited English Proficient Access to Internet and Computers

Table 8 presents data on digital access among LEP parents, as reported by Hofstetter & McHugh (2021). It shows that approximately 69% of immigrant parents who are also LEP, low-income, and have low educational attainment lack digital access. It is important to note that this data reflects the pre-pandemic situation regarding parents' digital access to NDE's educational supports.

Table 8: Levels of Digital Access for Parents who are LEP Whose Children are Under Age 18 in Nevada

Digital Access level (excludes persons living in group quarters)	Immigrant Parents of Children Under Age 18	U.S. Born Parents of Children Under Age 18	Total Population of Parents of Children Under Age 18
Digital access among parents who are LEP	105,000	6,000	111,000
Household does not have access to the internet	19%	12%	18%
Household does not have access to a computer/laptop	30%	22%	30%
Digital Access among parents who are LEP, low income, have no high school diploma/equivalent	36,000	-	37,000
Household does not have access to the internet	27%	-	27%
Household does not have access to a computer/laptop	42%	-	42%

(Source: Migration Policy Institute [2021]. Immigrant and U.S.-Born Parents: National and State) See Exhibit 2.

The Nevada Initiative for Language Access (NILA) (2022) suggests that state departments and agencies evaluate the ability of LEP Nevadans to electronically access their services. The authors of this LAP recommend that the NDE conduct an up-to-date assessment of digital access alongside language access among LEP parents.

## Nevada Department of Education Services to Relevant Groups

In addition to COVID-related services for individuals who are LEP, the NDE provides direction and support to local education agencies (LEA) in the development and approval of the services provided.

The Nevada Department of Education provides public documents in the following areas, including but not limited to:

- Instructional standards.
- Assessment and accountability.
- Specific program guidance.
- Parent and family engagement .
- Public reporting of education data.

- Educator license requirements.
- Recommendations and reports to the State Legislature.
- Public dissemination of financial and audit reports.

The majority of services to families and community clientele are delivered primarily through LEA.

## 2024 Community Organization Survey

### Description

The LAP Workgroup created and conducted a survey to collect information from community organizations about language services provided to Nevadans who speak primary languages other than English. The results of this survey are included in the LAP and have informed the development of the plan, including recommendations to improve its language access services. This analysis will maintain confidentiality by not publishing names or individual responses. The Nevada Department of Education thanks the community organizations that completed the survey. See Exhibit 3 for all survey questions and results.

### Results

The Language Access Plan survey was sent out to 33 community organizations and 37 LEAs personnel as well. From these 70 recipients, NDE received 20 responses (11 community organizations and 8 districts) that provide language services to students and families. Survey participants included Parent Advocacy Groups, For-Profit Organizations, LEAs, Non-Profit Organizations, and Local Governments. The responses show that language services are currently being provided and received in all 17 counties in Nevada. Figure 1 shows the counties that are served by the community organizations that responded to the survey.

Figure 1: Nevada Counties Served by Respondent Organizations

Carson City	4
Churchill	4
Clark	7
Douglas	4
Elko	4
Esmeralda	2
Eureka	1
Humboldt	4
Lander	2
Lincoln	1
Lyon	4
Mineral	1
Nye	3
Pershing	1
Storey	3

Washoe	10
White Pine	3

Figures 2, 3, and 4 demonstrate the responses received by community agencies surveyed.

Figure 2 demonstrates the results of the survey indicating that improved statewide language access services would benefit the following populations: Individuals with Disabilities, Refugees, Indigenous Populations, Immigrants, LEP, and Other (Children Learning Second Language in Elementary School, and Individuals Facing Homelessness).

Figure 2: Nevada Department of Education Community Organization LAP Survey Question 6: Who are the clients your organization serves that would benefit from language access services?

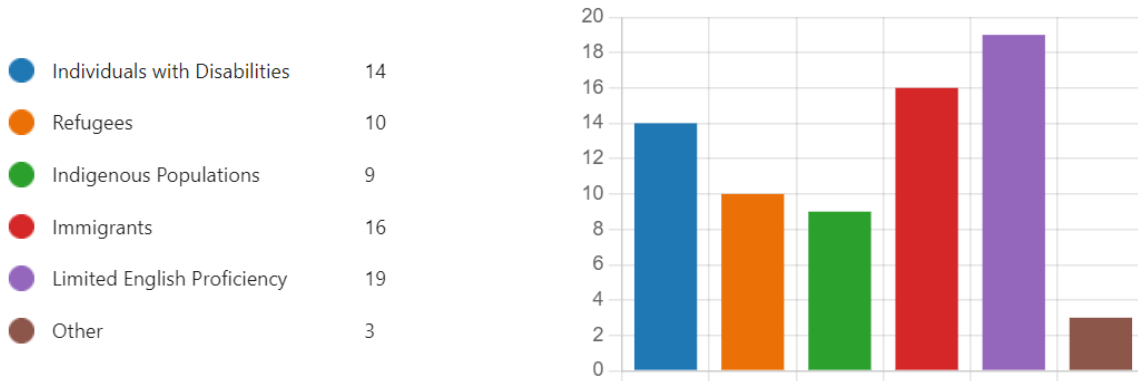


Figure 3 demonstrates responses from community organizations indicating primary languages other than English spoken by their clientele include Spanish, Chinese (Mandarin and/or Cantonese), Tagalog, Vietnamese, French, Dari, Pashto, Haitian, Creole, German, Russian, Arabic, American Sign Language, and Filipino.

Figure 3: Nevada Department of Education Community Organization LAP Survey Question 9: What are the primary languages other than English spoken by the clientele your organization serves?

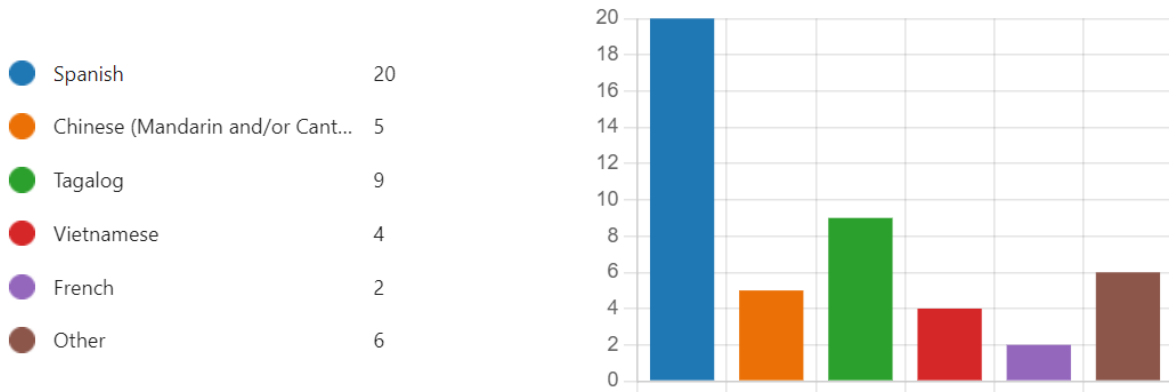
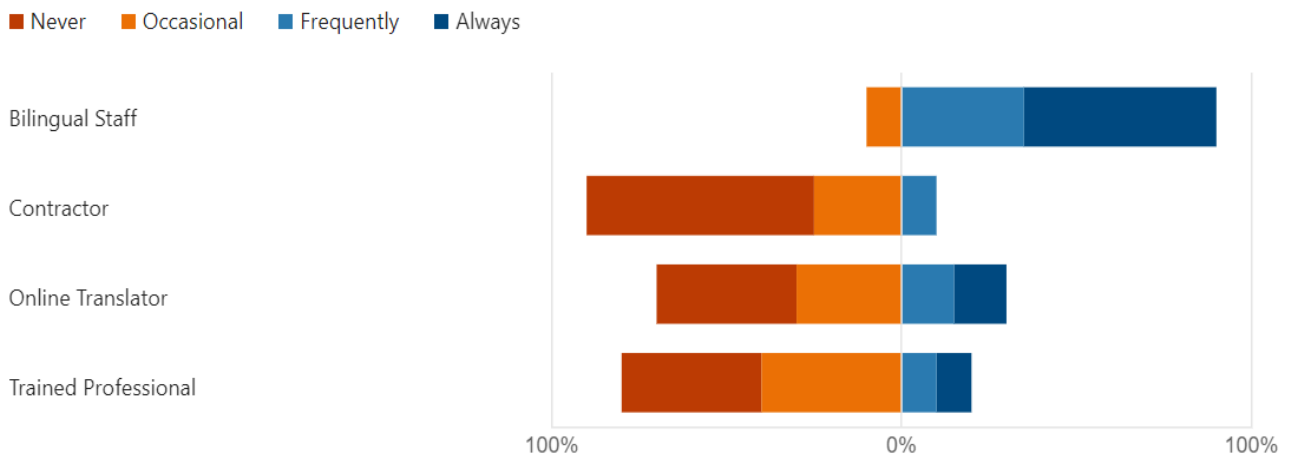


Figure 4 demonstrates the types and frequency of language service providers (Bilingual Staff, Contractor, Online Translator, and Trained Professional) used by the community organizations that responded to the survey. The community organizations utilize bilingual staff as the primary type of language access support.

Figure 4: Nevada Department of Education Community Organization LAP Survey Question 12: How does your organization provide these language services?



The survey results clearly show that community organizations experience a range of successes and challenges when providing language access services. The narrative analysis of Questions 10 and 11 reveals some of the challenges community organizations and LEAs face when providing language access services throughout the state.

Half of the respondents reported being able to provide support in all requested languages. The other half indicated challenges in providing language access for American Sign Language (ASL), African languages, Arabic, Chinese dialects, Dari, Eastern European languages, Farsi, Korean, Marshallese, Pashto, Russian, Swahili, Tagalog, Urdu, and Vietnamese.

## II. Nevada Department of Education Language Access Services and Procedures

The Nevada Department of Education will secure the language access services described below to provide all individuals who are LEP with access to services and programs. In every case, to the best of our ability, NDE will ensure that all language service providers are fully competent to provide these services either through NDE staff or contractors. The Nevada Department of Education currently provides the following services:

- Written translation of key documents and surveys into Spanish.
- Sign language interpreters.
- Closed captioning for public meetings.
- Google Translate functionality for all content on the department website. The Nevada Department of Education recognizes that electronic/machine translation may have limitations and will evaluate the accuracy of automated translations and provide written translations of vital information.

In addition, NDE engages in the following processes to enhance language access:

- Identifies staff proficient in other languages to assist in constituents initial contact to establish language access needs. In the preliminary survey of NDE staff, 21 employees self-identified as being multilingual and willing to assist in the initial interaction with individuals who are LEP.
- Partners with LEAs to share resources on language access.
- Developed and is implementing a Document Translation Process
- Communicates with community leaders to identify language needs

### Competencies/Qualifications to Provide Language Access Services

All staff and contractors who provide language access services must meet state and/or national certification requirements and be up to date on cultural competency trainings. The Nevada Department of Education supports individuals in keeping their job skills current through continuing education credits (CEUs) and ongoing training in accordance with the State of Nevada Administrative Manual (SAM).

Professional Group	
Oral Language Provider/ Oral Language Interpreter Service	NRS 232.0081
Dual Role Interpreter	NRS 232.081(5)(b)
Communication Access Real-time Translators (CART)	NRS 656A
Sign Language Interpreters	NRS 656A
Translators	NRS 232
Closed Captioning	NRS 656A.410



The NRS for oral language interpreters and Nevada collective bargaining agreements require testing and certification. While there are national resources available, testing and certification are not available, and the state does not currently have a Master Service Agreement or contracted certification body to address oral language interpreter certification for State of Nevada employees. This process is currently under review and development with the Division of Human Resource Management (DHRM).

The Nevada Department of Education will continue to make all efforts to use qualified oral language interpreters to assist with language access supports. The Nevada Department of Education multilingual staff may assist with oral language translation, when assigned, and only if they have demonstrated target language proficiency. For those NDE staff who are multilingual and willing to assist with language access services, time and training will be needed to obtain any necessary credentials to meet language interpreter criteria in Nevada.

## Oral Interpreter Services

The Nevada Department of Education will request funding to establish contracts under the Nevada Master Service Agreement for oral language interpreter services. Oral language interpreter services may be accessed in person, over the phone, and via video remote. Interpreter services can be provided by:

- Available, trained, competent, and approved bilingual staff or contractors in the individuals' primary language; and
- Toll-free telephone language services through Corporate Translation Services Language Link Interpretive Services.

## Alternative Language Access for Individuals with Disabilities

In accordance with the Americans with Disabilities Act (ADA), NDE will not discriminate against any individual based on disability and will make reasonable accommodations to ensure equal opportunity to access programs and services. Individuals who are deaf, hard of hearing, speech impaired, visually impaired, blind, deaf/blind, or persons with language disorders may request assistive technology or alternative language access services.

Assistive technology or alternative language access systems may include but not limited to:

- Augmented and Assistive Communication Systems.
- Braille Translations.
- Cap Tel.
- Screen Braille Communicator.

- Text Telephone (TTY) or Telecommunication Devices (TDD).
- Nevada Department of Education provides closed captioning for all public meetings.

The Nevada Department of Education will establish contracts under the Nevada Master Service Agreement for the defined services to meet the language access needs of individuals with disabilities. Language services can be provided by:

- Available, trained, competent, and approved bilingual staff or the contractors in the individuals' primary language;
- Trained and competent Sign Language Interpreters and CART through an available Nevada State Purchasing Master Agreement (MSA) for translation/interpreters; and
- Relay services through Relay Nevada (711) to provide relay services, captioned telephone services, and speech-to-speech for individuals who are deaf, hard of hearing, deaf/blind, or speech impaired.

See the NDE Policy Portal for comprehensive ADA policies and procedures.

## Written Language Translation Services

The Nevada Department of Education uses the following procedures to identify vital written information used in the provision of its services and programs, including both paper and electronic communications for individuals and the broader public. Written language services ensure individuals who are LEP have access to necessary program information and written services.

### Description of Current Written Language Translation Services

On July 20, 2022, NDE adopted a written language translation process, the Document Translation Process Guide, to seamlessly support NDE staff in their effort to ensure equitable access to information by making documents available in languages other than English. See Exhibit 4 for the full description of the purpose, process, and considerations.

The Nevada Department of Education will follow the processes outlined in the Document Translation Process Guide, as summarized:

1. Document Finalization.
2. Submit Request.
3. Supervisory Approval.
4. PIO Processing.
5. Document Returned.
6. Invoice Processing.

In addition, this LAP outlines that translation services can be provided by:

- Trained and competent translators through an available Nevada State Purchasing MSA for translation/interpreters; and
- Available, trained, competent, and approved staff or contractors who have been approved to provide written translation services.

## Identifying Vital Documents

Vital documents are determined as all written communications that may have consequences for individuals who are LEP regarding access to services and activities to maintain services. For example, a document would be determined to be vital if an individual who is LEP could not participate in a program, activity, or service because they were unable to complete or understand the information. The Nevada Department of Education will refer to the State of Nevada Language Access Toolkit, pp. 19-21 for more guidance in identifying its vital documents and establish an official procedure in future revisions of this plan.

This Language Access Plan establishes that all NDE Offices will regularly review and identify vital documents, including but not limited to written communication such as forms, letters or notices, time-sensitive communication, public meetings and events, emergency procedures, etc. Vital documents are made available through paper and electronic communications (where applicable). Any public hearing notices or public meeting agendas will include information to request interpreters or ADA accommodations as needed for participation.

## Vital Document Inventory

The Nevada Department of Education does not currently have an inventory of vital documents or other documents that have already been translated. This Language Access Plan recommends that NDE develop an initial inventory of vital documents by each NDE Office, which will be available in an NDE Vital Document Inventory (Exhibit 5) and maintained. Each program is responsible for identifying, maintaining, and revising the vital document inventory annually or upon program and regulatory changes.

In addition, NDE Offices and programs are responsible for translating all new documents or written materials as developed and identified through “safe harbor” languages. Where NDE does not have authority (ownership) of a document, the program will work with the authority to address the necessary updates and translations.

Table 9: Nevada Languages Other than English – Written Language Translation

Top Nine Languages Other than English	Number of Students	Percentage of Total Student Population	Safe Harbor: Provision of Written Language Assistance
<b>Spanish</b>	43,881	9.037%	Translate vital documents into Spanish.
<b>Chinese</b>	806	0.165%	Translate written notice of right to receive free oral interpretation of documents.
<b>Filipino</b>	549	0.113%	Translate written notice of right to receive free oral interpretation of documents.
<b>Amharic</b>	302	0.073%	Translate written notice of right to receive free oral interpretation of documents.
<b>Tagalog</b>	76	0.015%	Nevada Department of Education will ensure language access through qualified interpreters.
<b>Russian</b>	212	0.044%	Nevada Department of Education will ensure language access through qualified interpreters.
<b>Arabic</b>	204	0.042%	Nevada Department of Education will ensure language access through qualified interpreters.
<b>Korean</b>	204	0.042%	Nevada Department of Education will ensure language access through qualified interpreters.
<b>Swahili</b>	142	0.029%	Nevada Department of Education will ensure language access through qualified interpreters.

Once a document is determined vital, NDE will follow the Document Translation Process Guide for vital documents. This Language Access Plan recommends that NDE tag all vital documents to receive priority translation services in the system queue, such that vital documents for each program will be made readily available and translated into the NDE Safe Harbor languages (see NDE Safe Harbor Table 9) and meet accessibility guidelines (508 compliant).

Table 10: Nevada Department of Education Safe Harbor Definitions and Recommended

## Language Supports

Size of Language Group	Safe Harbor: Recommended Provision of Written Language Assistance
More than 5% of the eligible population <b>and</b> more than 1,000 Nevadans who are LEP and eligible for that service, program, or activity.	Translate vital documents into that language. <ul style="list-style-type: none"> <li>• Spanish</li> </ul>
More than 5% of the eligible population <b>and</b> between 500 to 999 Nevadans who are LEP and eligible for that service, program, or activity.	Translate vital documents into that language.
More than 5% of the eligible population <b>and</b> less than 500 Nevadans who are LEP and eligible for that service, program, or activity.	Translate written notice of right to receive free oral interpretation of documents.
Less than 5% of the eligible population <b>and</b> more than 1,000 Nevadans who are LEP and eligible for that service, program, or activity.	Translate written notice of right to receive free oral interpretation of documents.
Less than 5% of the eligible population <b>and</b> less than 1,000 Nevadans who are LEP and eligible for that service, program, or activity.	The Nevada Department of Education will ensure language access top 9 languages through qualified interpreters. * <ul style="list-style-type: none"> <li>• Amharic</li> <li>• Chinese</li> <li>• Filipino</li> <li>• Amharic</li> <li>• Tagalog</li> <li>• Russian and other languages</li> </ul>

\*The Nevada Department of Education is obligated to provide access to speakers of other languages through other means (sight translation or qualified interpreters). This also applies to languages with no written tradition like American Sign Language and many Indigenous languages.

## Community Outreach and Engagement

The Nevada Department of Education is committed to ensuring that the larger LEP community is aware of and able to access all available language services. In doing so, NDE will take steps to publicize the availability of its language services on the NDE website and in the community. Additionally, NDE will provide notification of its services to all relevant points of contact.

The Nevada Department of Education conducts outreach across Nevada that is broad and inclusive of all demographics (race, color, gender, gender identity or expression, sexual orientation, religion, national origin, age, pregnancy, genetic information, domestic partnership,

or disability) and is driven by policy, funding, state law, or federal regulations depending on the activity and program area. The Nevada Department of Education outreach and engagement encompasses in-person, virtual, and written materials.

When conducting outreach and engagement activities, NDE will ensure:

- Outreach materials are available in “safe harbor” languages and based on targeted outreach activities;
- Oral language interpreter services are considered based on targeted outreach activities; and
- Sign language interpreter services are considered based on targeted outreach activities.

Community organizations and collaborative partnerships play a critical role in NDE outreach and engagement. The Nevada Department of Education builds and maintains these relationships through regular information sharing, such as:

- Solicitation of feedback on NDE strategic plans, state plans, and other reports
- Nevada Department of Education presentations to boards, commissions, councils, and community organizations.
- Survey and needs assessments.
- Listservs.
- Trainings.
- Nevada Department of Education participation in community events.

## Cultural Competency Resources

The Nevada Department of Education has partnered with the National Equity Project (NEP) to provide training to build knowledge and understanding of NDE staff related to equity and cultural competency. The Nevada Department of Education collaborated with the National Equity Project (NEP) to provide Equity professional learning for all NDE employees in 2022. Equity and inclusivity are core values of the State Board of Education and the Nevada Department of Education, values which define what matters to NDE as an organization and as individuals. The Nevada Department of Education is committed to ensuring every Nevadan sees themselves represented and is included in the department’s efforts to chart a better future based on equity, not just equality, for all learners. As defined in NDE’s Statewide Plan for the Improvement of Pupils (STIP), equity means that the learning needs of every student are supported in an environment where all students are valued, respected, and see themselves in their curriculum and instructional materials, while experiencing academic success without regard to differences in age, gender, socio-economic status, religion, race, ethnicity, sexual orientation, ability, native language, national origin, or citizenship status.

The intention of the collaboration with the National Equity Project is to provide professional learning opportunities that allow NDE staff to be reflective about designing, developing, and implementing culturally responsive systems that value academic excellence for all students and promote diversity, equity, and inclusion.

## Procedures and Resources for LEP Community Outreach

The Nevada Department of Education has engaged in the following outreach activities, including but not limited to:

- Family engagement surveys in both English and Spanish.
- Language interpreter services upon request for statewide and federal initiatives, programs, and services.
- Family resources in English and Spanish.
- Family engagement guidance to LEAs which includes communication best practices for individuals who are LEP in Spanish.

## Providing Notice of Language Assistance Services

The Nevada Department of Education will develop procedures for providing notifications at relevant points of contact within its office and online.

## III. Implementing NDE's Language Access Services

The Nevada Department of Education is committed to providing our clients who are LEP full access to our services and programs. Toward this end, NDE requires its staff to follow the procedures described below to ensure meaningful access to available language services. Moreover, NDE is committed to 100% compliance with these procedures and provides the staff with the training described below to help ensure that all staff are familiar with these procedures and recognize their importance to NDE's mission.

### **Language Access Notification and Resources**

The Nevada Department of Education will establish notification on the NDE website regarding language access services. Information posted on the NDE website will be 508 compliant and will be made available in "safe harbor" languages when deemed a vital document. A list of resources will be developed for language access services and will be posted and updated annually or upon changes to resources.

### **Language Access Procedures**

Identifying Client Language Needs and Preferred Language: The following procedures should be followed to:

1. Interact appropriately with clients who are LEP;

2. Determine clients' preferred languages;
3. Inform clients of the availability of language services; and
4. Record and track clients LEP language preferences so that the data will follow them throughout their interactions with NDE staff.

## Accessing Appropriate Written Language Services

Written language services ensure that individuals who are LEP have access to necessary program information and services in written form. To accomplish this, NDE will establish a list of vital documents and procedures for identifying vital communications (in written form) targeting NDE constituents and the broader public.

The Nevada Department of Education has adopted a process for translating vital documents into languages other than English. The purpose of the Document Translation Process is to seamlessly support NDE staff in their effort to ensure equitable access to information by making documents available in languages other than English. This process and its outcomes support NDE's mission as well as our values of equity, inclusivity, transparency, and community. It particularly advances the STIP Goal 6 Community Strategy: Cultivate a public-friendly Department.

## Accessing Oral Interpreter Services

The Nevada Department of Education will establish contracts under the Nevada Master Service Agreement for oral language interpreter services in accordance with the services described in Section IV of the LAP.

## Accessing Sign Language and Other Language Supports for Individuals with Disabilities

The Nevada Department of Education will establish contracts under the Nevada Master Service Agreement for the defined services to meet the language access needs of individuals with disabilities in accordance with the services described in Section IV of the LAP.

## Language Services Quality Assurance

The Nevada Department of Education is committed to ensuring that all contracted language service providers are qualified and competent to provide those services. The following procedures are in place to (1) establish provider qualifications and (2) track provider performance.

1. The Nevada Department of Education will regularly review documentation of provider qualifications to ensure that language access services meet industry standards of quality.
2. The Nevada Department of Education will regularly review customer satisfaction related to the quality of language access supports.



Any deficiencies identified through the quality assurance process will be addressed through contractual agreements.

## Staff Training Policies and Procedures

The Nevada Department of Education believes that the appropriate provision of language services is vital to the fulfillment of its mission. Towards that end, NDE ensures that its staff will be familiar with its language access policies and the above procedures for providing said service. The Language Access Plan guidelines will be included in:

- New employee onboarding by the assigned program supervisor or designee;
- Position-specific training as part of standard operating procedures, desk manuals, and other trainings for positions that work directly with the public;
- Incorporation into regular trainings provided by NDE (e.g., all-staff meetings and equity trainings);
- Presentations to leadership and management (e.g. Education Policy Meeting, Directors' meetings) to reinforce their role and accountability to the LAP; and
- Incorporation into NDE policy and procedures.

## Implementation Steps and Proposed Timeline

In the development process NDE will take the following strategic actions to implement the LAP.

## IV. Evaluation and Recommendations for NDE's Language Access Plan

The Nevada Department of Education is committed to monitoring the performance of the above policies, procedures, and resources to ensure that its LAP is responsive to the needs of both NDE and the people it serves. The Nevada Department of Education will evaluate the effectiveness of its LAP after the first year of implementation (2023), and at a minimum, every two years thereafter.

## Processes for Monitoring and Evaluation

### **Parties Responsible for LAP Maintenance**

The Nevada Department of Education proposes creating a new position, Language Access Specialist, assigned to the Office of Student Support Services (OSSS). The Language Access Specialist would be responsible for coordinating, implementing, evaluating, and updating the agency's LAP. Preference will be given to candidates who demonstrate multilingual proficiency. The Nevada Department of Education Language Access Specialist will be overseen by a designee from OSSS.

### **Criteria and Methods for LAP Evaluation**

The Language Access Specialist or designee from the Office of Student and School Supports will be responsible for reviewing the criteria and methods to create a formal evaluation plan that

reflects evaluation measures and outcomes and any new data or processes related to LAP implementation in the future. The Nevada Department of Education will track its LAP's performance using the criteria indicated below. The methods for gathering/tracking the relevant data for these criteria are likewise described.

### **Website**

- Use data available through Google Analytics from the NDE website, including analysis of the Google Translate widget.
- Determine the number of unique visitors to the NDE's Website, particularly those documents that are translated into languages other than English and aimed at providing information to the community.
- Explore Search Engine Optimization (SEO) to analyze meta-data and improve access to language services through tagging and search functionality.

### **Internal Controls**

- The survey staff on knowledge and use of language access services to meet individuals who are LEP's service needs.
- Conduct periodic quality assurance reviews to ensure LAP compliance.

### **Community Input**

- Solicit and monitor feedback from stakeholders (e.g., community partners, boards/commissions, constituents).
- Analyze constituent responses and propose any necessary changes to language access services.

### **General Language Access**

- Review data from NDE's established procedure for first contact to determine the preferred language.
- Determine the number and percentage of constituents accessing language services and frequency.
- Regularly update data on the population served and their language access needs.
- Review vital documents for any additions and/or revisions.

## **Evaluation Outcomes and Proposed Changes**

### **Performance Monitoring Data**

The Nevada Department of Education will, at the end of the first year, analyze the performance measure data to determine which aspects of the LAP need to be addressed as part of a continuous improvement process. After the first year, NDE will evaluate the efficacy of the LAP on a two-year review cycle.

### **Proposed Changes**

Any proposed changes to policies, procedures, outreach, or resources will be submitted to NDE leadership for review and approval. The Nevada Department of Education will track proposed changes of each subsequent LAP update which will allow NDE to track the changes to the LAP processes over time.

The Nevada Department of Education will review the data gathered through the evaluation process defined in the above section “Criteria and Methods for LAP Evaluation”.

### **Complaint Process**

The Nevada Department of Education will develop a complaint process through which constituents can submit a complaint to be reviewed regarding language access.

### **Public Input**

As part of the initial draft development, NDE posted the agency's LAP via the NDE website for public comment for a period of 30 days. Paper copies of this LAP shall be made available to the public in English and Spanish upon request and will provide interpreter support services for other languages, as needed.

## **Proposed Budgetary Implications**

The Nevada Department of Education set aside \$2.2 million in America Rescue Plan (ARP) ESSER State Activity Funds to assist with the initial stage of providing translation/interpreter services to provide translation/interpreter services related to information from NDE. Those funds will expire 9/30/2024.

NDE is requesting State funds for the following initiatives. Please note that this list is not exhaustive and may be updated or expanded in the future.

**Fiscal Year 2024-2025: TBD, final budget amount will be included once the list of initiatives has been finalized.**

- \$120,000 Contractor position
- \$100,000 Language translation/interpreter services
- \$125,000 Technology Integration
  - Provide access to mobile apps that offer language learning resources and real-time translation services
  - Create online portals with resources for families including access to their local libraries, healthcare providers and wellness programs that are accessible to families who are LEP.
  - Provide iPads to schools for families who are LEP
- \$50,000 NDE Hosted Family Literacy Nights

**Nevada Department of Education**  
**Language Access Plan Work Group Membership**

Alonzo, Rhodora, Education Program Professional, Office for a Safe and Respectful Learning Environment (OSRLE)

Axtell, Kulwadee, Education Programs Professional, Office of Students & School Supports (OSSS)

Badillo, Nayesdi, Early Childhood Family Engagement Specialist; Preschool Development Grant Birth – 5, Office of Early Learning Development (OELD)

Baggs, Joseph, Administrative Assistant III, Student Investment Division (SID)

Fisk, Jennifer, Education Programs Professional, Career Readiness, Adult Learning, and Education Options (CRALEO)

Hines-Coates, Christi, Education Programs Supervisor, Special Education Programs, Office of Inclusive Education (OIE)

Kimber, Kyle, Education Programs Professional, Office of Assessment, Data, and Accountability Management (ADAM)

Pacheco, Mike, Education Programs Supervisor, Assessment, Data, and Accountability Management (ADAM)

Rincon, Mark, Education Programs Professional, Office of Teaching and Learning (OTL)

Sanchez, Anabel, Education Programs Professional, Licensure, and Family Engagement (EDLiFE)

Sauter, Emma, Contractor, Office of Students & School Supports (OSSS)

Silva, Jeremy, Education Program Professional, Office for a Safe and Respectful Learning Environment (OSRLE)

Smith, Jenn, Education Programs Professional, Office of Students & School Supports (OSSS)

Stepina, Rachel, Birth - 3<sup>rd</sup> Grade Specialist, Office of Early Learning Development (OELD)

Thibault, Amelia, Management Analyst, Student Investment Division (SID)

Thomas, Sarah, Education Programs Professional, Office of Students & School Supports (OSSS)

Tillotson, Rachel, Education Programs Professional, Office of Teaching and Learning (OTL)

## Exhibit 1 - Language Access Glossary of Terms

### Definitions

- A. **Bilingual/ Multilingual Staff Member** – An NDE staff member who has demonstrated proficiency in both English and at least one other language. A bilingual staff member may speak or write directly to an LEP individual in a language other than English. For certain highly specialized or technical communication (such as, for example, assisting an LEP individual in understanding and completing a student financial aid form), a staff member must meet NDE’s standards for language skills assessment (or other outside professional certification) before communicating with LEP individuals, or, in the alternative, secure the services of a qualified contract interpreter. A staff member who has only a rudimentary familiarity with a language other than English will not be considered a “bilingual staff member.”
- B. **Qualified Translator or Interpreter** – An in-house or contracted translator or interpreter who has demonstrated competence to interpret or translate through court certification or through other professional language skills assessment certification.
- C. **Effective Communication** – Sufficient communication to provide the LEP individual with meaningful access to the services that otherwise are available to the public. Staff must take reasonable steps to ensure that communication with an LEP individual is as effective as communications with others when providing similar programs and services.
- D. **Interpretation** – The act of listening to a communication in one language (source language) and orally converting it to another language (target language) while retaining the same meaning. The Nevada Department of Education will contract with an MSA-approved vendor to provide interpretation services for meetings, conference calls and similar activities.
- E. **Language Access Coordinator** – The designated staff person responsible for the oversight, training, performance, coordination, and implementation of all aspects of NDE’s language assistance services to LEP individuals. For Nevada Department of Education, this function resides with the Office of the Public Information Officer or designee from OSSS.
- F. **Language Assistance Services** – All oral and written language services (i.e., interpretation and translation services) needed to assist LEP individuals in communicating effectively with staff, and to provide LEP individuals with meaningful access to, and an equal opportunity to participate fully in, the services, activities, or programs administered by NDE.
- G. **Limited English Proficient** – Individuals whose primary language is not English and who have limited ability to write, read, speak, or understand English. LEP individuals may be competent in certain types of communication in English (e.g., speaking or understanding), but still be LEP for other purposes (e.g., reading or writing). Similarly, LEP designations are

context-specific: an individual may possess sufficient English language skills to function in one setting but may find these skills are insufficient in other situations. Note: if an individual identifies him or herself as an LEP individual needing services, NDE typically should accept that designation and provide the appropriate services.

- H. Nevada Prominent Languages – The top ten prominent languages spoken by LEP persons according to October 2021 Nevada public school enrollment data are: Spanish, Amharic, Chinese, Tagalog, Vietnamese, Korean, Arabic, Russian, Portuguese, and Japanese.
- I. Primary Language – An individual’s native tongue or the language in which an individual most effectively communicates. Staff should avoid assumptions about an individual's primary language. For example, not all individuals from predominantly Spanish-speaking countries speak Spanish fluently. Staff should make every effort to ascertain an individual's primary language to ensure effective communication.
- J. Translation – The replacement of written text from one language (source language) into an equivalent written text in another language (target language).
- K. Vital Document – Paper or electronic material that is critical for access to NDE’s services, programs, and activities, or contains information about procedures and processes required by law. Classification of a document as “vital” depends upon the importance of the program, information, encounter, or service involved, and the consequence to the LEP individual if the information in question is not provided accurately or in a timely manner.
- L. Meaningful Access – 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 unreasonably restricted, delayed, or inferior as compared to access to programs or activities provided to English proficient individuals.

## Exhibit 2 - The Migration Policy Institute Study

The Migration Policy Institute authored a report that includes information about Nevada's immigrants who are LEP. The report includes a sample of data collected by the Institute, which was pooled for 2014-2018 and analyzed in 2021.

### Sociodemographic and Economic Profiles

[https://www.migrationpolicy.org/sites/default/files/datahub/mpi\\_nciip\\_parents-50states-dataprofiles-final.xlsx](https://www.migrationpolicy.org/sites/default/files/datahub/mpi_nciip_parents-50states-dataprofiles-final.xlsx)

Hofstetter, J. and McHugh, M. (2021). Immigrant and U.S.-Born parents of young and elementary-school-age children: Key sociodemographic characteristics. Migration Policy Institute. <https://www.migrationpolicy.org/research/immigrant-us-born-parents-young-children>

### Exhibit 3 - Nevada Department of Education Community Organization LAP Survey

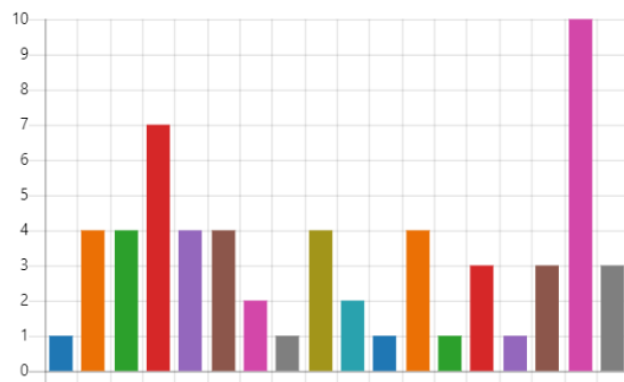
20 Responses

15:07 Average time to complete

This exhibit shows survey results with questions 1, 3, and 4 removed for confidentiality.

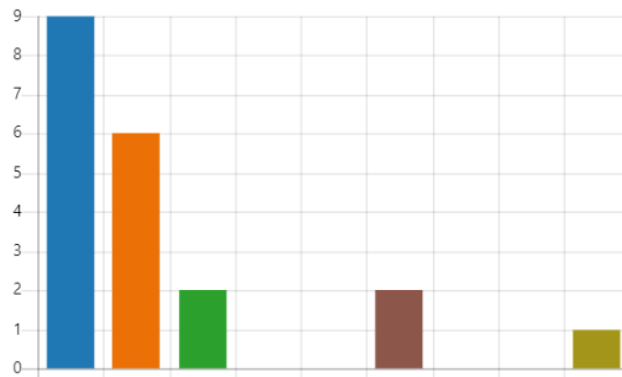
2. County or counties served by your organization: (Select all that apply)

● Statewide	1
● Carson City	4
● Churchill	4
● Clark	7
● Douglas	4
● Elko	4
● Esmeralda	2
● Eureka	1
● Humboldt	4
● Lander	2
● Lincoln	1
● Lyon	4
● Mineral	1
● Nye	3
● Pershing	1
● Storey	3
● Washoe	10
● White Pine	3



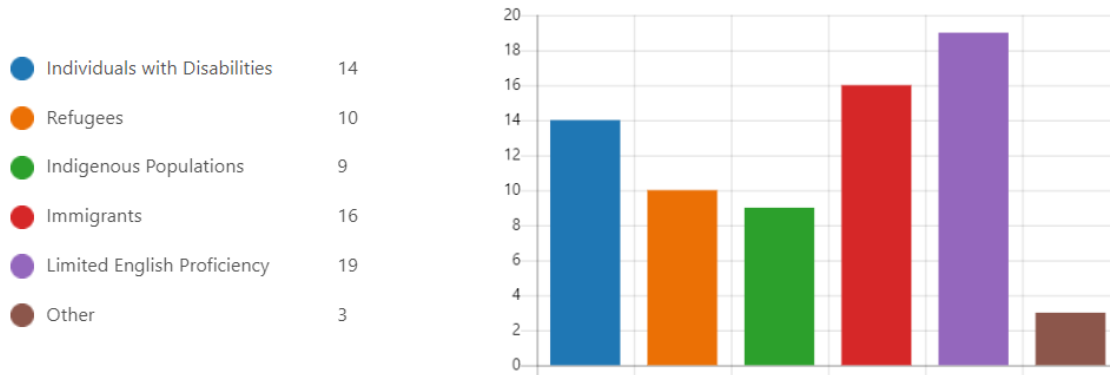
5. Organization type:

● Local Education Agency	9
● Community Non-Profit Organi...	6
● For-Profit Organization	2
● Department or Center within t...	0
● State Government	0
● Local Government	2
● Language Association or Servi...	0
● Media	0
● Other	1

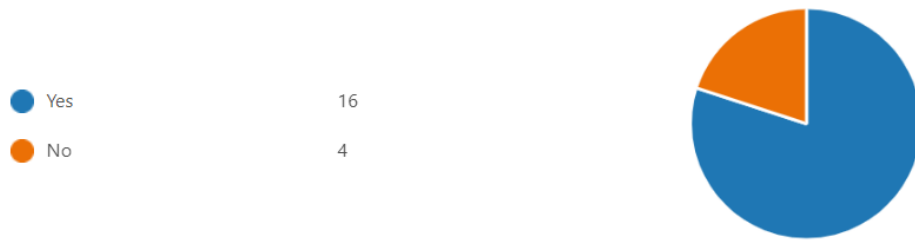




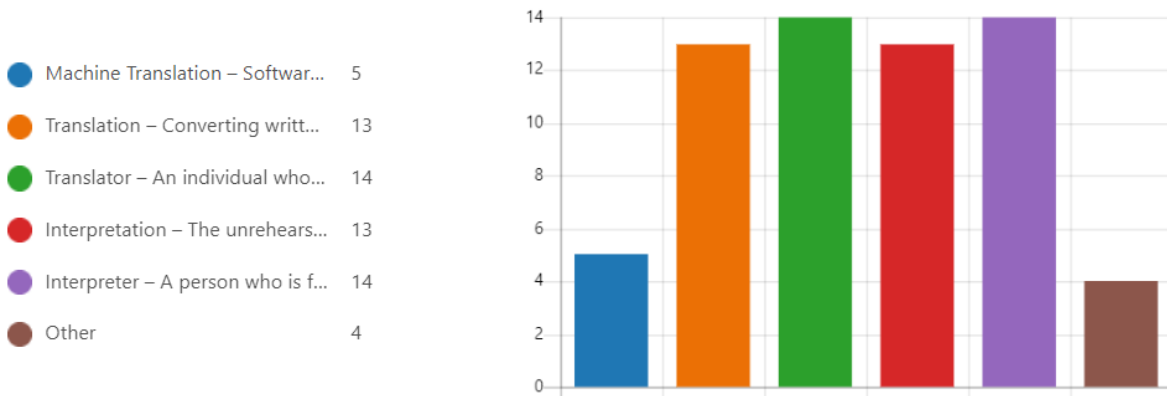
6. Who are the clients your organization serves that would benefit from language access services?



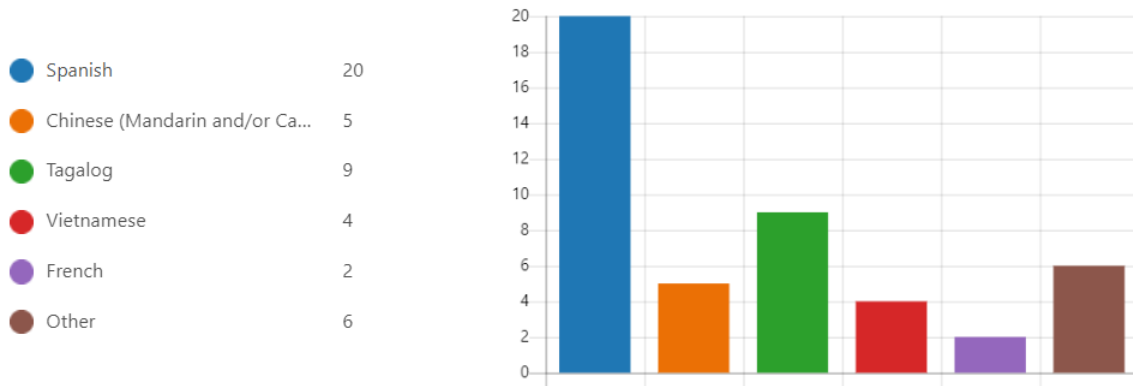
7. Does your organization provide language services and/or supports to children and their families (age birth – grade 12 and Adult Education)?



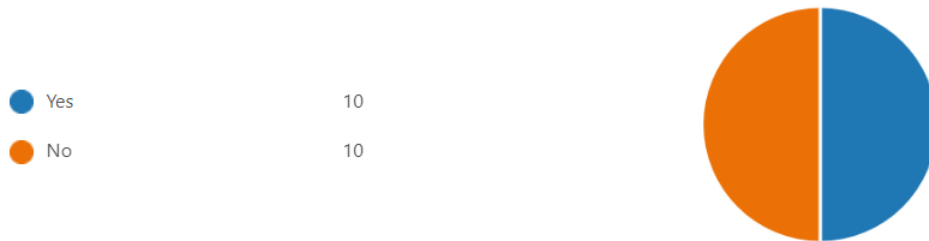
8. What are some of the specific language supports you provide for your client? (Select all that apply)



9. What are the primary languages other than English spoken by the clientele your organization serves?



10. Does your organization receive requests to support languages you are unable to provide or fulfill?

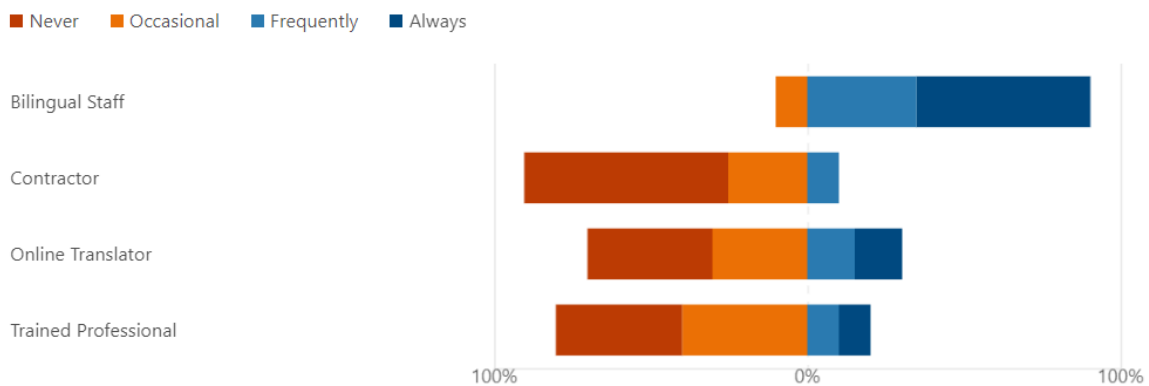


11. You answered yes, that your organization receives requests to support languages you are unable to provide or fulfill. Please provide details about which languages and what type of support?

10  
Responses

Latest Responses  
"ASL, Arabic, Tagalog"

12. How does your organization provide these languages services?



The following comments were in response to an open-ended question regarding community organization efforts to provide language access support to the people they serve.

*“Translation is requested in a variety of languages, but not necessarily limited to these provided.”*

*“Vietnamese is spoken by at least one of our family members and we do not have resources communicate with them.”*

*“We do not have a district translator and rely on staff as they are available.”*

*“We have several families speaking languages which we have a very limited amount of resources to support. Languages such as Urdu, Pashto, Swahili, Tongan are a few examples. We have limited interpreters and translators for these languages.”*

*“We do not have enough staff members at all of our 8 large library branches that can offer services in another language on a full-time basis even for a widely-spoken language like Spanish.”*

*“Oral and written translation in languages such as our refugee languages, Chinese, Tagalog and Vietnamese pose a challenge for us to support. We*

*leverage community resources/persons when available. We also will contract with Manpower resources but not always available.”*

#### Exhibit 4 - Translation Process Guide

The purpose of the Document Translation Process is to seamlessly support NDE staff in their effort to ensure equitable access to information by making documents available in languages other than English. This process and its outcomes support NDE’s mission as well as our values of equity, inclusivity, transparency, and community. It particularly advances the STIP Goal 6 Community Strategy: Cultivate a public-friendly Department.

Some Nevada Department of Education Offices have budgets for and already access translation services on a consistent basis. This document/process *does not* in any way limit Offices’ ability to identify and pay for translation services as they always have. The purpose of this process is to enable staff from across NDE to access central, Department-wide funding for translation services.

#### Process

The centralized document translation process is as follows:

- 1. Document Finalization.** Staff member completes and finalizes a document for publication in English (including checks for alignment with the Communication Norms and Expectations Guide and ADA accessibility). “Finalized” implies that the document has been reviewed by relevant colleagues and supervisors.
- 2. Submit Request.** Staff member completes the [Translation Request Form](#), including uploading the content to be translated in Word document format. Even if the final content of the document will be published as a PDF or used in a PowerPoint, the language must be put in a Word document for translation. \*
- 3. Supervisory Approval.** Request is automatically forwarded through a Smartsheet workflow to the appropriate Director for approval. \*
- 4. PIO Processing.** Once approved, request is automatically forwarded to the Public Information Office for processing. The Public Information Office sends the document to the translation provider.
- 5. Document Returned.** When the translation is complete, the Public Information Office returns the document to the requester.
- 6. Invoice Processing.** An administrative assistant in the Public Information Office pays the invoice for the service provided out of the centralized translation funding.

*\*Certain documents may be ineligible for translation based on the criteria below and will require approval by a Deputy Superintendent for an exception to this policy.*

## Considerations

Translation services must be prioritized to support certain resources and documents that are widely available for diverse audiences. To that end, when considering whether a document is eligible to be translated, the below criteria must be considered:

- **Internal Approval** – Is the document in alignment with NDE’s Communication Norms and Expectations Guide? Has this content been approved by your director or supervisory equivalent to be published publicly? Content must be finalized in its entirety before it is submitted in this Smartsheet.
- **Availability** – Is this going to be published and available in public space? (Or is it already published and available in public space?)
- **Accessibility** – Has this document already been remediated and confirmed to be ADA- friendly?
- **Audiences** – Who is this document or resource intended for? Translation services should be prioritized for any document or resource that will be shared with Nevada’s students, families, and general public. It is less of a priority to translate information intended for educators and staff, school and district leaders, or elected officials.
- **Reach** – Are at least 50-100 Nevadans anticipated to see or access this document or resource? If so, it is eligible to be translated.
- **Lifespan** – Is this document or resource going to be relevant and usable for at least 2-4 weeks? If so, it is eligible to be translated.

When filling out the [Translation Request Form](#), staff will be asked to answer questions addressing each of the criteria. If the criteria are not met, the form will indicate to the user that the document *may be* eligible for an exception if it is approved by your Deputy Superintendent.

If you have any questions about this process, contact the Public Information Office at [webinfo@doe.nv.gov](mailto:webinfo@doe.nv.gov).

Exhibit 5 – Sample NDE Vital Document Inventory (To Be Developed)

<b>Office/ Program</b>							
Applications							
Letter/ Notice of Rights							
Request for Information Form							
Complaint Form							
Letter of Free Language Assistance							
Brochures							
Parent Manual/ Handbook							
Public Reports							
Others (as determined)							