Title VI Program

# Limited English Proficiency Plan

Missouri Department of Transportation

External Civil Rights Divison

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# MoDOT's Limited English Proficiency Plan

## Limited English Proficiency

Limited English Proficiency (LEP) refers to individuals who cannot speak, read, write or understand the English language at a level that permits them to interact effectively.

### Authority

Title VI of the Civil Rights Act of 1964 and its implementing regulations require that recipients of federal funds take responsible measures to ensure meaningful access to benefits, services, information and other important portions of programs and activities are available for individuals who are LEP.

**Title VI of the Civil Rights Act of 1964** states that no person in the United States shall, on the grounds of race, color, or nation origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance. (See Appendix A)

**Executive Order (EO) 13166** – *Improving Access to Services for Person with LEP* sets forth the compliance standards that recipients of federal funds must follow to ensure that the program and activities they normally provide in English are accessible to LEP persons and thus does not discriminate on the basis of national origin in violation of Title VI of the Civil Rights Act of 1964, as amended, and its implemented regulations. Recipients must take reasonable steps to ensure meaningful access to their programs and activities by LEP persons. (See Appendix B)

The following matrix illustrates legal and policy considerations that require MoDOT to provide LEP persons with meaningful access to programs, activities and services:

| Title VI of the Civil Rights Act of 1964 | Limited English Proficiency Executive Order 13166 |
|---|---|
| Federal Law | Federal Policy |
| Enacted July 2, 1964 | Signed August 11, 2000 |
| Considers all persons | Considers eligible population |
| Contains monitoring and oversight compliance review requirements | Contains monitoring and oversight requirements |
| Factor criteria is required, no numerical or percentage thresholds | Factor criteria is required, no numerical or percentage thresholds |
| Provides protection on the basis of age, disability, sex, race, color and national origin | Provides protection on the basis of national origin |
| Focuses on eliminating discrimination in federally funded programs | Focuses on providing LEP persons with meaningful access to services using factor criteria |
| Annual Accomplishment and Upcoming Goals Report to the U.S. Department of Transportation | Annual Accomplishment and Upcoming Goals Report to the U.S. Department of Transportation |
| Provides protection on the basis of sex, gender, age and disability | Provides projection on the basis of sex, gender, age and disability |

It is critical that MoDOT is innovative and proactive in engaging individuals from different cultures, backgrounds and businesses in planning, project development and other program areas.

## How LEP Affects MoDOT

EO 13166 directs recipients of federal financial assistance to take reasonable steps to provide LEP individuals with meaningful access to their programs, activities and services. The key to providing meaningful access for LEP persons is to ensure that effective communication exists between the service provider and the LEP person.

To accomplish effective communication, the Department will perform the following actions:

- Conduct a needs assessment
- Provide for oral and written language assistance
- Notify LEP customers of the availability of language assistance services
- Translate vital documents in languages other than English
- Train staff
- Monitor and update the LEP Plan
- Voluntarily comply with efforts

## Four Factor Analysis

To identify Missouri's LEP needs, a four factor analysis was conducted that analyzed the following:

1. The number and proportion of LEP persons served or encountered in eligible service populations.
2. The frequency with which LEP individuals come into contact with programs, activities or services.
3. The importance of our programs, activities and services to LEP persons.
4. The resources available to recipients and the costs.

### Factor 1 - LEP Persons Served

According to the 2010 U.S. Census data, Missouri's population has increased in each of the below listed races, with the most significant increase occurring in the Hispanic or Latino population that increased 79.2 percent between 2000 and 2010. The following table provides a breakdown of Missouri's population by race:

**2010 Missouri State Population by Race**

| Race | Percent of Population | Change from 2000 to 2010 |
|---|---|---|
| White alone | 82.8% | 4.4% |
| Black or African American alone | 11.6% | 10.2% |
| American Indian and Alaska Native alone | 0.5% | 9.2% |
| Asian alone | 1.8% | 59.2% |
| Native Hawaiian and Other Pacific Islander alone | 0.1% | 97.0% |
| Some Other Race alone | 1.3% | 75.6% |
| Two or More Races | 2.1% | 51.8% |
| | Population by | Hispanic or Latino Origin |
| Hispanic or Latino | 3.5% | 79.2% |
| Not Hispanic or Latino | 96.5% | 5.5% |

*Source: 2010 U.S. Census Data:* http://2010.census.gov/2010census/data/

According to the 2000 U.S. Census data, Missouri's population consists of 264,281 individuals who are five years and over that speak a language other than English. Of this total, 103,019 speak English less than "very well."

The following table exhibits the breakdown:

## 2000 Missouri's Population 5 Years and Over

**Who Speak English less than "very well"**

| Language | Percent of Population | Total |
|---|---|---|
| Spanish | 0.9% | 45,990 |
| Indo-European | 0.6% | 31,383 |
| Asian and Pacific Island | 0.4% | 21,210 |

*Source: 2000 U.S. Census Data:* http://censtats.census.gov/data/MO/04029.pdf

According to the Missouri Department of Elementary and Secondary Education, of the 918,729 enrolled students for the 2010-2011 school year, a total of 22,270 students were not proficient in English. The following table exhibits the breakdown of languages that had 200 or more LEP students and the percent of LEP students by language in comparison to the total number of enrolled students and the total number of the LEP students:

## 2010-2011 Missouri's Language Minority Students

| Language | Total Number of LEP Students | Percent Compared to Total Enrolled Students | Percent Compared to Total LEP Students |
|---|---|---|---|
| Spanish/Castilian | 12,509 | 1.36% | 56.17% |
| Bosnian | 1019 | 0.11% | 4.58% |
| Vietnamese | 993 | 0.11% | 4.46% |
| Somali | 967 | 0.11% | 4.34% |
| Arabic | 833 | 0.09% | 3.74% |
| Chinese | 518 | 0.06% | 2.33% |
| Russian | 478 | 0.05% | 2.15% |
| Korean | 400 | 0.04% | 1.80% |

*Source: Missouri Department of Elementary and Secondary Education:* http://dese.mo.gov/qs/me/lepenroll.html

The U.S. Census data from 2005-2009 indicates that 5.1 percent of Missouri's population speaks a language other than English. Of the 5.1 percent, 0.9 percent *speak English "not well" or "not at all."* The Department performed an analysis of Missouri's 115 counties regarding persons *who speak English less than "very well"* using 2005-2009 U.S. Census data. Counties with populations that included more than 1000 persons or greater than five percent of those *who speak English less than "very well"* were identified as follows:

## 2005-2009 Missouri Counties with Significant LEP Populations

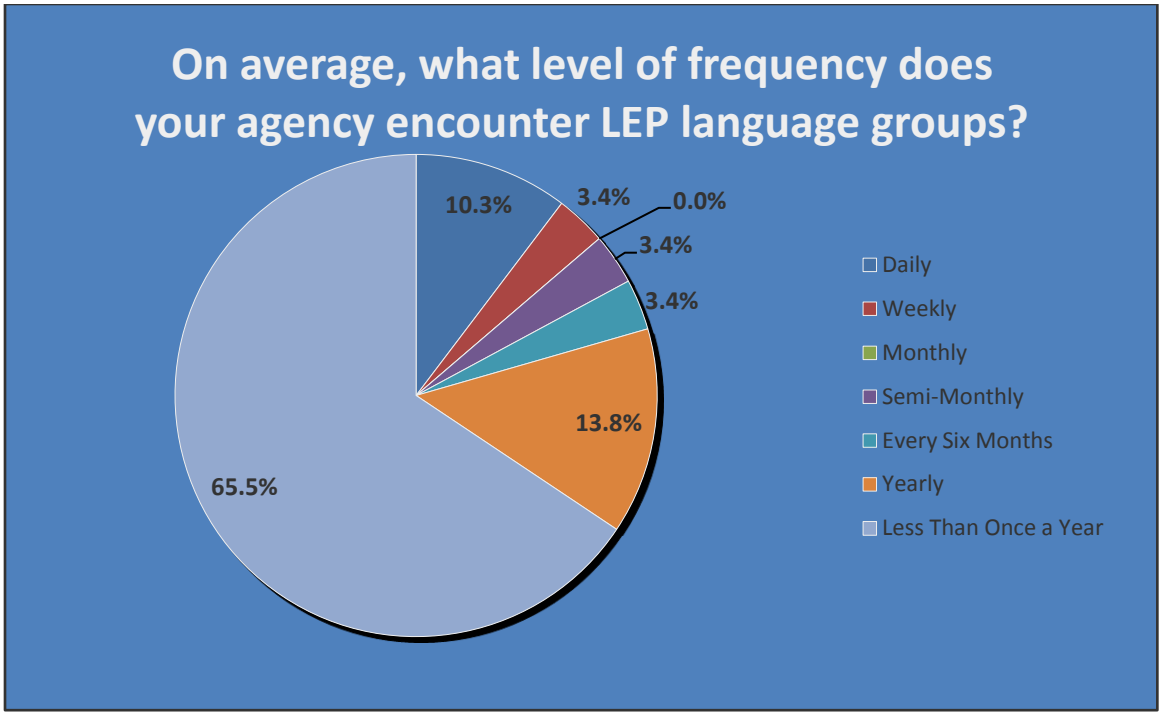
**(More than 1000 persons or greater than 5%)**

| County | Language | Population | Percent |
|---|---|---|---|
| **Barry** | Spanish | 1122 | 3.4% |
| **Boone** | Spanish | 1224 | 0.9% |
| **Clay** | Spanish | 2393 | 1.2% |
| **Greene** | Spanish | 1491 | 0.6% |
| **Jackson** | Spanish | 18,140 | 2.8% |
| | Vietnamese | 2048 | 0.3% |
| **Jasper** | Spanish | 2249 | 2.1% |
| **McDonald** | Spanish | 1342 | 6.4% |
| **St Charles** | Spanish | 2015 | 0.6% |
| **St Louis City** | Spanish | 4170 | 1.3% |
| **St Louis** | Spanish | 7838 | 0.8% |
| | Russian | 1555 | 0.2% |
| | Serbo-Croatian | 3706 | 0.4% |
| | Chinese | 3456 | 0.4% |
| | Korean | 1789 | 0.2% |
| | Vietnamese | 1589 | 0.2% |

*Source: U.S. Census Bureau, 2005-2009 American Community Survey*

## Factor 2 - Frequency of Contact

The Department surveyed transit agencies regarding the frequency of contact with LEP populations. Transit agencies were asked, "On average, what level of frequency does your agency encounter LEP language groups?" The results were as follows:




Transit agencies reported coming into most frequent contact with Spanish speaking individuals. Agencies also reported on occasion coming into contact with other language speaking individuals such as Chinese, Japanese, Vietnamese, Russian, Serbo-Croatian and Korean. They reported even less frequent contact with French, Persian, Hmong, Thai, Arabic, African, and other Slavic, Asian and Pacific Island language speaking individuals.

## Factor 3 - Level of Importance

The Department conducts a significant number of public outreach meetings and activities with community organizations, churches and other groups to educate people about transportation programs and services. In addition, the Department seeks minority and low-income community participation and periodically encounters LEP individuals. The predominate language, other than English, encountered during public outreach efforts is Spanish. Although other languages are encountered, such occasions are minimal.

The Department has organized the Statewide Inclusion Steering Committee that is made up of 20 external partners from across the state. The Committee assists the Department in proactively increasing diversity and inclusiveness and is helpful in monitoring population needs and changes. The guidance provided by the Committee is used as another tool to help the Department better serve the needs of LEP individuals.

### Factor 4 - Available Resources to Recipients and the Costs

The Department offers a variety of language assistance services to recipients. Language assistance cards called "I Speak Cards" are available and used to assist personnel in identifying an LEP person's language. (See Appendix C) The Department utilizes bilingual staff that is available to provide translation services when needed. Also available are contracted translation services that include a translation hotline, face to face translation and document translation services. The following table provides a list of these language assistance services along with a breakdown of the general cost associated to each service:

**Translation Services**

| Type | Cost |
|---|---|
| **Telephone Hotline Translation/Interpreter** | $0.59 – $0.99 per minute |
| **Face to Face Translation** | $45 – $200 per hour |
| **Document Translation** | |
| **Translating services** | $0.03 – $0.27 per word |
| **Copy editing/proof-reading services** | $33 – $65 per hour |
| **Document formatting charges** | $25 - $76 per hour |
| **CD-R** | $0 - $25 per cd |
| **Emergency rush job price** | $0 - $250 |

*Please note that costs vary depending upon the language service, service area and vendor.*

All of the above mentioned resources are communicated on the Department's intranet site for employee use.

## Conclusions and Recommendations

After analysis of Missouri's population, the significant LEP populations and those persons seeking services, it was determined that there is a significant Spanish speaking population within the state needing meaning access to services and programs. Numerous other language speaking individuals are encountered but at much lesser frequency.

### Language Assistance (Oral and Written)

The Department is able to meet the needs of most LEP individuals by providing language assistance through the use of bilingual staff, telephone translation and face to face translation services. However, further translation of pertinent documents to Spanish is needed to ensure meaningful access to services and programs by the growing Hispanic community. The Department continues to work to identify written documents and materials to be translated to Spanish.

Although not a comprehensive list, Department employees have been identified who are able to provide language assistance to persons speaking the following languages:

- Arabic
- Chinese
- Cambodian
- French
- German
- Greek
- Hindi
- Malayalam

- Marathi
- Nigerian
- Russian
- Sign language
- Wolof

If further translation services are needed, an over the telephone foreign language interpretation vendor called Language Select, located in Los Angeles, California, is utilized. For face to face verbal language interpreter services and written language translation services, a variety of vendors are available for use. Employees review the statewide contracts on a case by case basis to determine the appropriate vendor.

The Department continues to work to indentify documents needing translated to Spanish and will make such documents available to the Hispanic community. Furthermore, the Department will continue to monitor document translation needs for other LEP populations and attempt to provide translated documents as needed. The Department will continue to guide and monitor subrecipients to ensure meaningful access is provided to LEP persons.

## Notification of Language Assistance

Information regarding free language assistance is and will continue to be posted in public areas. The Department is continues to work with subrecipients to ensure they also post free language assistance notices.

The Department will notify the Hispanic community that they have the right to free language assistance that includes documents and/or materials printed in the Spanish language. Notification regarding the availability of services will be provided through neighborhood community meetings, brochures, minority newspapers, and information disseminated to the public by the Department. Detailed information on how the Hispanic community was notified of the right to free language assistance will be provided in the Department's annual update.

## Staff Training

Training will be provided to staff members on policies and procedures concerning language assistance and ways to determine whether an individual needs assistance services. The Department will provide training to employees who are likely to come in contact with LEP individuals and provide "I Speak Cards" to assist in identifying an LEP person's language. Also, employees will be trained on how to handle complaints filed by LEP individuals.

## Monitoring and Updating the LEP Plan

The Department will provide notice of any changes in services to the LEP public and employees and develop a process for determining, on an ongoing basis, whether new documents, program services and activities need to be made accessible to LEP individuals. The Department will continuously evaluate the plan to determine if changes have occurred in:

- The current LEP populations in the service area or population affected or encountered

- Frequency of encounters with LEP language groups
- Nature and importance of activities to LEP persons
- Available resources, including technological advances and sources of additional resources and the cost imposed
- The needs of LEP persons
- The staff's knowledge and understanding of the LEP plan and how it is implemented
- The identified sources for assistance, to ensure they are still available and viable

## Voluntary Compliance Efforts

The goal for Title VI and Title VI regulatory enforcement is to achieve voluntary compliance. The requirement to provide meaningful access to LEP persons is enforced and implemented by the Department of Justice (DOJ) through the procedures identified in the Title VI regulations. These procedures include complaint investigations, compliance reviews, efforts to secure voluntary compliance and technical assistance.

The Title VI regulations provide the DOJ will investigate whenever it receives a complaint, report or other information is received that alleges or indicates possible noncompliance with Title VI or its regulations.

## Notice of Nondiscrimination

MoDOT complies with the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, Title VI of the Civil Rights Act of 1964 and other federal equal opportunity laws and therefore does not discriminate on the basis of race, sex, color, age, national origin, religion or disability in admission or access to and treatment in Department programs and activities, as well as the Department's hiring and employment practices. Complaints of alleged discrimination and inquiries regarding the Department's nondiscrimination policies may be directed to:

*Missouri Department of Transportation*
*External Civil Rights Division*
*Title VI Coordinator*
*1617 Missouri Blvd*
*P.O. Box 270*
*Jefferson City, Missouri 65102-0270*

Persons who are deaf or hard of hearing may contact ECR through Relay Missouri Services at (800)735-2966 or 711 (Toll Free – TTY).

# APPENDICES

## APPENDIX A – Title VI of the Civil Rights Act of 1964

TITLE VI--NONDISCRIMINATION IN FEDERALLY ASSISTED PROGRAMS

SEC. 601. No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.

SEC. 602. Each Federal department and agency which is empowered to extend Federal financial assistance to any program or activity, by way of grant, loan, or contract other than a contract of insurance or guaranty, is authorized and directed to effectuate the provisions of section 601 with respect to such program or activity by issuing rules, regulations, or orders of general applicability which shall be consistent with achievement of the objectives of the statute authorizing the financial assistance in connection with which the action is taken. No such rule, regulation, or order shall become effective unless and until approved by the President. Compliance with any requirement adopted pursuant to this section may be effected (1) by the termination of or refusal to grant or to continue assistance under such program or activity to any recipient as to whom there has been an express finding on the record, after opportunity for hearing, of a failure to comply with such requirement, but such termination or refusal shall be limited to the particular political entity, or part thereof, or other recipient as to whom such a finding has been made and, shall be limited in its effect to the particular program, or part thereof, in which such non-compliance has been so found, or (2) by any other means authorized by law: Provided, however, That no such action shall be taken until the department or agency concerned has advised the appropriate person or persons of the failure to comply with the requirement and has determined that compliance cannot be secured by voluntary means. In the case of any action terminating, or refusing to grant or continue, assistance because of failure to comply with a requirement imposed pursuant to this section, the head of the federal department or agency shall file with the committees of the House and Senate having legislative jurisdiction over the program or activity involved a full written report of the circumstances and the grounds for such action. No such action shall become effective until thirty days have elapsed after the filing of such report.

SEC. 603. Any department or agency action taken pursuant to section 602 shall be subject to such judicial review as may otherwise be provided by law for similar action taken by such department or agency on other grounds. In the case of action, not otherwise subject to judicial review, terminating or refusing to grant or to continue financial assistance upon a finding of failure to comply with any requirement imposed pursuant to section 602, any person aggrieved (including any State or political subdivision thereof and any agency of either) may obtain judicial review of such action in accordance with section 10 of the Administrative Procedure Act, and such action shall not be deemed committed to unreviewable agency discretion within the meaning of that section.

SEC. 604. Nothing contained in this title shall be construed to authorize action under this title by any department or agency with respect to any employment practice of any

employer, employment agency, or labor organization except where a primary objective of the Federal financial assistance is to provide employment.

SEC. 605. Nothing in this title shall add to or detract from any existing authority with respect to any program or activity under which Federal financial assistance is extended by way of a contract of insurance or guaranty.

## APPENDIX B – Executive Order (EO) 13166

IMPROVING ACCESS TO SERVICES FOR PERSONS WITH LIMITED ENGLISH PROFICIENCY

By the authority vested in me as President by the Constitution and the laws of the United States of America, and to improve access to federally conducted and federally assisted programs and activities for persons who, as a result of national origin, are limited in their English proficiency (LEP), it is hereby ordered as follows:

Section 1. Goals.
The Federal Government provides and funds an array of services that can be made accessible to otherwise eligible persons who are not proficient in the English language. The Federal Government is committed to improving the accessibility of these services to eligible LEP persons, a goal that reinforces its equally important commitment to promoting programs and activities designed to help individuals learn English. To this end, each Federal agency shall examine the services it provides and develop and implement a system by which LEP persons can meaningfully access those services consistent with, and without unduly burdening, the fundamental mission of the agency. Each Federal agency shall also work to ensure that recipients of Federal financial assistance (recipients) provide meaningful access to their LEP applicants and beneficiaries. To assist the agencies with this endeavor, the Department of Justice has today issued a general guidance document (LEP Guidance), which sets forth the compliance standards that recipients must follow to ensure that the programs and activities they normally provide in English are accessible to LEP persons and thus do not discriminate on the basis of national origin in violation of title VI of the Civil Rights Act of 1964, as amended, and its implementing regulations. As described in the LEP Guidance, recipients must take reasonable steps to ensure meaningful access to their programs and activities by LEP persons.

Section 2. Federally Conducted Programs and Activities.
Each Federal agency shall prepare a plan to improve access to its federally conducted programs and activities by eligible LEP persons. Each plan shall be consistent with the standards set forth in the LEP Guidance, and shall include the steps the agency will take to ensure that eligible LEP persons can meaningfully access the agency's programs and activities. Agencies shall develop and begin to implement these plans within 120 days of the date of this order, and shall send copies of their plans to the Department of Justice, which shall serve as the central repository of the agencies' plans.

Section 3. Federally Assisted Programs and Activities.
Each agency providing Federal financial assistance shall draft title VI guidance specifically tailored to its recipients that is consistent with the LEP Guidance issued by the Department of Justice. This agency-specific guidance shall detail how the general standards established in the LEP Guidance will be applied to the agency's recipients. The agency-specific guidance shall take into account the types of services provided by the recipients, the individuals served by the recipients, and other factors set out in the LEP

Guidance. Agencies that already have developed title VI guidance that the Department of Justice determines is consistent with the LEP Guidance shall examine their existing guidance, as well as their programs and activities, to determine if additional guidance is necessary to comply with this order. The Department of Justice shall consult with the agencies in creating their guidance and, within 120 days of the date of this order, each agency shall submit its specific guidance to the Department of Justice for review and approval. Following approval by the Department of Justice, each agency shall publish its guidance document in the Federal Register for public comment.

Section 4. Consultations.
In carrying out this order, agencies shall ensure that stakeholders, such as LEP persons and their representative organizations, recipients, and other appropriate individuals or entities, have an adequate opportunity to provide input. Agencies will evaluate the particular needs of the LEP persons they and their recipients serve and the burdens of compliance on the agency and its recipients. This input from stakeholders will assist the agencies in developing an approach to ensuring meaningful access by LEP persons that is practical and effective, fiscally responsible, responsive to the particular circumstances of each agency, and can be readily implemented.

Sec. 5. Judicial Review.
This order is intended only to improve the internal management of the executive branch and does not create any right or benefit, substantive or procedural, enforceable at law or equity by a party against the United States, its agencies, its officers or employees, or any person.

WILLIAM J. CLINTON

## APPENDIX C – Language Identification Flashcard

**2004 Census Test** | **United States Census 2010**

**LANGUAGE IDENTIFICATION FLASHCARD**

| | |
|---|---|
| ضع علامة في هذا المربع إذا كنت تقرأ أو تتحدث العربية. | 1. Arabic |
| Խնդրում ենք նշում կատարեք այս քառակուսում, եթե խոսում կամ կարդում եք հայերեն: | 2. Armenian |
| যদি আপনি বাংলা পড়েন বা বলেন তা হলে এই বাক্সে দাগ দিন। | 3. Bengali |
| ឈូសបញ្ជាក់ក្នុងប្រអប់នេះ បើអ្នកអាន ឬនិយាយភាសា ខ្មែរ ។ | 4. Cambodian |
| Motka i kahhon ya yangin ûntûngnu' manaitai pat ûntûngnu' kumentos Chamorro. | 5. Chamorro |
| 如果你能读中文或讲中文，请选择此框。 | 6. Simplified Chinese |
| 如果你能讀中文或講中文，請選擇此框。 | 7. Traditional Chinese |
| Označite ovaj kvadratić ako čitate ili govorite hrvatski jezik. | 8. Croatian |
| Zaškrtněte tuto kolonku, pokud čtete a hovoříte česky. | 9. Czech |
| Kruis dit vakje aan als u Nederlands kunt lezen of spreken. | 10. Dutch |
| Mark this box if you read or speak English. | 11. English |
| اگر خواندن و نوشتن فارسي بلد هستيد، اين مربع را علامت بزنيد. | 12. Farsi |

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| | |
|---|---|
| ☐ Cocher ici si vous lisez ou parlez le français. | 13. French |
| ☐ Kreuzen Sie dieses Kästchen an, wenn Sie Deutsch lesen oder sprechen. | 14. German |
| ☐ Σημειώστε αυτό το πλαίσιο αν διαβάζετε ή μιλάτε Ελληνικά. | 15. Greek |
| ☐ Make kazye sa a si ou li oswa ou pale kreyòl ayisyen. | 16. Haitian Creole |
| ☐ अगर आप हिन्दी बोलते या पढ़ सकते हों तो इस बक्स पर चिह्न लगाएँ। | 17. Hindi |
| ☐ Kos lub voj no yog koj paub twm thiab hais lus Hmoob. | 18. Hmong |
| ☐ Jelölje meg ezt a kockát, ha megérti vagy beszéli a magyar nyelvet. | 19. Hungarian |
| ☐ Markaam daytoy nga kahon no makabasa wenno makasaoka iti Ilocano. | 20. Ilocano |
| ☐ Marchi questa casella se legge o parla italiano. | 21. Italian |
| ☐ 日本語を読んだり、話せる場合はここに印を付けてください。 | 22. Japanese |
| ☐ 한국어를 읽거나 말할 수 있으면 이 칸에 표시하십시오. | 23. Korean |
| ☐ ໃຫ້ໝາຍໃສ່ຊ່ອງນີ້ ຖ້າທ່ານອ່ານຫຼືປາກພາສາລາວ. | 24. Laotian |
| ☐ Prosimy o zaznaczenie tego kwadratu, jeżeli posługuje się Pan/Pani językiem polskim. | 25. Polish |

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| | |
|---|---|
| ☐ Assinale este quadrado se você lê ou fala português. | 26. Portuguese |
| ☐ Însemnaţi această căsuţă dacă citiţi sau vorbiţi româneşte. | 27. Romanian |
| ☐ Пометьте этот квадратик, если вы читаете или говорите по-русски. | 28. Russian |
| ☐ Обележите овај квадратић уколико читате или говорите српски језик. | 29. Serbian |
| ☐ Označte tento štvorček, ak viete čítať alebo hovoriť po slovensky. | 30. Slovak |
| ☐ Marque esta casilla si lee o habla español. | 31. Spanish |
| ☐ Markahan itong kuwadrado kung kayo ay marunong magbasa o magsalita ng Tagalog. | 32. Tagalog |
| ☐ ให้กาเครื่องหมายลงในช่องถ้าท่านอ่านหรือพูดภาษาไทย. | 33. Thai |
| ☐ Maaka 'i he puha ni kapau 'oku ke lau pe lea fakatonga. | 34. Tongan |
| ☐ Відмітьте цю клітинку, якщо ви читаєте або говорите українською мовою. | 35. Ukranian |
| ☐ اگر آپ اردو پڑھتے یا بولتے ہیں تو اس خانے میں نشان لگائیں۔ | 36. Urdu |
| ☐ Xin đánh dấu vào ô này nếu quý vị biết đọc và nói được Việt Ngữ. | 37. Vietnamese |
| ☐ באצייכנט דעם קעסטל אויב איר לייענט אדער רעדט אידיש. | 38. Yiddish |

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