

ILLINOIS STATE POLICE

LANGUAGE ACCESS PLAN



JB Pritzker
Governor

Brendan F. Kelly
Director

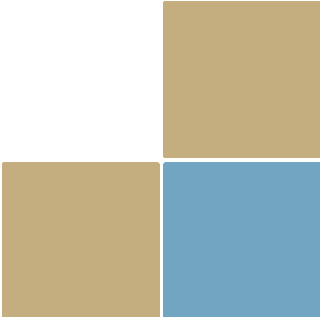
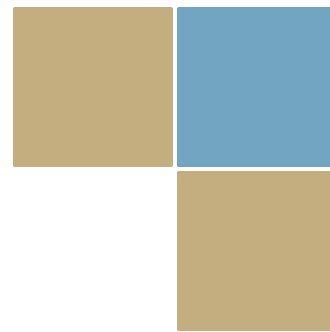


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SECTION 1: INTRODUCTION AND BACKGROUND



1.1 Agency Overview

INTRODUCTION

Residents and visitors to the State of Illinois have a right to equitable access to the services provided by the government. This Language Access Plan outlines Illinois State Police's five-year plan for language access implementation based on the standards set forth in the Illinois Language Equity and Access Act.

Section one of this Language Access Plan provides an overview of the Illinois State Police (ISP) and establishes the purpose, goals, and guiding principles of the Language Access Plan. Sections two through seven address specific areas of language access implementation and each area of implementation is addressed in two distinct parts, which include:

1. Overview of Standard: A brief description of the standard based on federal guidance and the Language Equity and Access Act.

2. Current Illinois State Police Systems and Practices: A description of ISP's current practices, existing infrastructure, and progress to date in relation to the standard implementation goals and a five-year action plan is provided to support agency implementation:

Implementation Goals: An overview of the overarching goals ISP will pursue to meet compliance objectives.

5-Year Action Plan: A list of detailed time-bound action items to be completed by ISP in three phases over an implementation period of five years:

- a. Phase 0 (Year 0)
- b. Phase I (Year 1)
- c. Phase II (Years 2 and 3)
- d. Phase III (Years 4 and 5)

SECTION 1: INTRODUCTION AND BACKGROUND



ILLINOIS STATE POLICE'S ROLE

The ISP has a long tradition of providing professional law enforcement, safety, and justice services to the people of Illinois with a unique reputation for integrity. On June 24, 1921, the 52nd General Assembly of the State of Illinois authorized the Department of Public Works and Buildings to hire a “sufficient number of State Highway Patrol Officers to enforce the provisions of the Motor Vehicle Laws.” The ISP was officially formed in 1922, consisting of eight officers patrolling on surplus World War II Harley-Davidson motorcycles. The department has since grown and evolved into what it is today – a nationally recognized, premier law enforcement, public safety, and criminal justice agency.

Over the years, the ISP has continually changed in size and organizational structure to provide an increased number of services in the most efficient manner to the people of Illinois. In August 2019, Executive Order 2019-12 was issued to build upon the legislative restructuring of the ISP, allowing the organization’s leadership to streamline and better focus their roles in the justice systems over the next century. The order established distinct divisions within the ISP and delineates their powers, duties, rights, and responsibilities so the ISP can better serve the people of Illinois. This reorganizational order was signed, at the request of the ISP, to ensure that the practical administration of the department is clarified and improved and to ensure the best traditions of the ISP are revived and strengthened. This order renamed the Department of State Police as the Illinois State Police. The order codified the following divisions of the Illinois State Police: Justice Services, Forensic Services, Internal Investigations, Patrol, Criminal Investigation, Academy and Training, and Statewide 9-1-1.

As stated in ISP’s policy PER-068, Interactions with Persons with Limited English Proficiency, the ISP “will uphold its mission to promote public safety to improve the quality of life in Illinois by providing individuals with Limited English Proficiency (LEP) every opportunity to communicate effectively with its officers and employees.”

The ISP shall take reasonable steps to provide timely meaningful access to the services and benefits that the ISP provides to all persons regardless of their national origin or limited ability to speak, read, write, or understand English.

SECTION 1: INTRODUCTION AND BACKGROUND



ILLINOIS STATE POLICE'S ROLE (continued)

This language access plan is designed to be consistent with ISP Directive PER-068, Interaction with Persons with Limited English Proficiency, and outline the ISP's five-year plan for implementation and a timeline to support alignment with the Illinois Language Equity and Access Act.

LANGUAGE ACCESS EFFORTS

The ISP will:

- Develop and implement systems by which persons with limited English proficiency (LEP) can meaningfully access services consistent with, and without unduly burdening, the fundamental mission of the ISP.
- Take reasonable steps to provide timely meaningful access to the services and benefits that the department provides to all persons regardless of their national origin or limited ability to speak, read, write, or understand English.
- Provide appropriate language access auxiliary aids and services, when necessary, to ensure effective communication with person who have LEP.
- Inform members of the public that language assistance services are available free of charge to them, and that the department will provide these services.



1.2 Language Access Plan Legal Basis and Purpose

PURPOSE AND GOALS

The ISP Language Access Plan is a resource to ensure meaningful access to the department's services, programs, and opportunities for LEP individuals. The plan will also ensure compliance with the Illinois Language Equity and Access Act (Public Act 103-0723), the Illinois Civil Rights Act of 2003, Title VI of the Civil Rights Act of 1964 and other applicable federal and state standards and guidelines.

SECTION 1: INTRODUCTION AND BACKGROUND



AUTHORITY

As a recipient of federal financial assistance, Illinois is bound by Title VI of the Civil Rights Act of 1964 (Title VI), 42 U.S.C. §§ 2000d-2000d-7, and its implementing regulations, 45 C.F.R. Part 80, which prohibits discrimination based on race, color, or national origin (which includes Limited English Proficiency). Illinois is committed to advancing the goals of Title VI of the Civil Rights Act of 1964 in alignment with the State of Illinois' Language Equity and Access Act (Public Act 103-0723).

Title VI of the Civil Rights Act of 1964

Title VI of the Civil Rights Act of 1964 (42 U.S.C. § 2000d) (Title VI) prohibits discrimination on the basis of race, color, or national origin in any program or activity receiving federal financial assistance. As a recipient of federal financial assistance, the ISP is bound by Title VI of the Civil Rights Act of 1964 (Title VI), 42 U.S.C. §§ 2000d-2000d-7, and its implementing regulation, 45 C.F.R. Part 80, which prohibits discrimination based on race, color, or national origin (which includes Limited English Proficiency).

Illinois Civil Rights Act of 2003

The **Illinois Civil Rights Act** prohibits state, county, or local government in Illinois from excluding a person from participation in, denying a person the benefits of, or subjecting a person to discrimination under any program or activity on the grounds of that person's race, color, national origin, or gender. Additionally, the Illinois Civil Rights Act prohibits using criteria or methods that have a discriminatory effect.

Illinois Human Rights Act (IHRA)

The **Illinois Human Rights Act** consolidates existing laws and administrative processes addressing civil rights in Illinois. IHRA prohibits discrimination in employment, housing, financial credit, and public accommodations because of race, color, sex, religion, ancestry, national origin, age, physical or mental disability, unfavorable military discharge, and marital status, as well as retaliation for opposing discrimination. IHRA established the Illinois Department of Human Rights (IDHR) and the Illinois Human Rights Commission (IHRC) as enforcing agencies.¹

¹ <https://dhr.illinois.gov/about-us/directors-office/agency-overview-and-history.html>

SECTION 1: INTRODUCTION AND BACKGROUND



Language Equity and Access Act

Signed into law by Governor Pritzker in 2024, the Language Equity and Access Act 2024 aims to ensure that all residents can access state information, programs, and services equitably, and that limited English proficiency does not prevent anyone from fully participating in civic life.² The Act aims to ensure all Illinois residents, including individuals with LEP, have meaningful and equitable access to state services, programs, information, and activities by removing language barriers. The Act incorporates federal guidance for ensuring meaningful access for individuals with LEP and other federal and state legislation that prohibit discrimination based on national origin and promote language access, including Title VI of the Civil Rights Act of 1964, the Illinois Human Rights Act of 1979, and the Illinois Civil Rights Act of 2003.³

The Act designates the Governor’s Office of New Americans (ONA) as the lead agency responsible for coordinating the implementation of statewide language access policy, with the support of the Department of Human Services. ONA is tasked with providing oversight, offering technical assistance, and ensuring agency compliance with the Act’s requirements.

Under the Act, the ONA will lead the development of a Language Needs Assessment Report using U.S. Census data to identify the languages spoken across Illinois and inform agency planning. All state agencies will develop Language Access Plans that will inform how the agency will ensure meaningful access to individuals with LEP, appoint a Language Access Coordinator (LAC) to oversee implementation within each agency, and translate vital documents and provide qualified interpretation services for LEP populations.

GUIDING PRINCIPLES

In accordance with federal and state requirements, including the Illinois Language Equity and Access Act (Public Act 103-0723), this Language Access Plan provides a framework for ensuring ISP delivers timely and meaningful language assistance services to LEP persons. ISP is committed to providing equitable language access to its services and programs and will operationalize this commitment by:

² See *Language Equity and Access Act, Public Act 103-0723, 103rd Gen. Assem. (Ill. 2024)*: <https://www.ilga.gov/legislation/publicacts/fulltext.asp?Name=103-0723>.

³ See *Language Equity and Access Act, Public Act 103-0723, 103rd Gen. Assem. (Ill. 2024)*: <https://www.ilga.gov/legislation/publicacts/fulltext.asp?Name=103-0723>.

SECTION 1: INTRODUCTION AND BACKGROUND

- Designating a Language Access Coordinator who is responsible for overseeing the development and implementation of the Language Access Plan.
- Serving individuals with LEP and providing accurate, timely, and effective communication, including oral and written language services needed to assist persons with LEP to communicate effectively, and providing them with equal opportunity to participate fully in the services or programs administered by the state. This includes displaying public notices in commonly spoken languages that communicate the availability of free language assistance services and how to access them.
- Conduct a regular assessment of the population and requests for language access services to ensure policy and programmatic actions implemented to provide meaningful access and the metrics used to measure compliance with the Language Equity and Access Act are in alignment. This assessment will be informed by the federally recognized four-factor analysis, which considers the number or proportion of persons with LEP served, the frequency and context, the nature and importance of services provided, and the agency's available resources and costs.
- Strengthening ISP's capacity to develop and distribute multilingual content and expanding access to translated vital documents and other resources. Translation of vital records will be prioritized with guidance provided by ONA. The agency will also work to expand multilingual website content, including program information, complaint procedures, and eligibility criteria.
- Establishing procedures to collect and report data on how to use interpretation and translation vendor services, including volume, language type, and service type. ISP will maintain a complaint and review process and ensure timely resolution.

SECTION 1: INTRODUCTION AND BACKGROUND



- Provide ongoing employee training to maintain well-trained bilingual employees and general staff. ISP will collect and report data on bilingual staff roles, language certifications, and language capacity across its workforce.
- Ensuring the Language Access Plan and related materials are publicly available through ISP's website and other accessible formats.

DEFINITIONS

- ◆ **State Agency:** any State of Illinois agency, board, or commission, directly responsible to the Governor, that provides direct or indirect services, resources, programs, information, data, policies, instructions, or activities to the public, funded entities, and staff.
- ◆ **Coordinating Entity:** the Language Access Program, housed in the Office of New Americans within the Office of the Governor as the entity assigned to coordinate the efforts of the State of Illinois to provide meaningful language access to individuals with LEP in accordance with the Language Equity and Access Act.
- ◆ **Funded Entity:** any contractors, grantees, and recipients that receive financial assistance from a state agency for the purpose of delivering programs, activities, research, information, or services to the public.
- ◆ **Limited English Proficiency (LEP):** the inability or difficulty to understand or to effectively express oneself in spoken or written English as a result of one's national origin, and the individual has not developed fluency in the English language.
- ◆ **Individuals with LEP:** individuals who self-identify as speaking English less than "very well" according to the U.S. Census American Community Survey.

SECTION 1: INTRODUCTION AND BACKGROUND



- ◆ **Language of Lesser Diffusion:** any language used within a distinct geographic area, such as a city, county, or state, where the population of speakers is relatively small.
- ◆ **Language Access:** the process of ensuring that individuals with LEP have access to vital documents and services in a language they can understand, either through interpretation or translation services. Please see Meaningful Language Access below.
- ◆ **Meaningful Language Access:** the ability to receive accurate, timely, and effective information in one's spoken or preferred language, and to participate in and benefit from public services offered by a state agency, at no cost to the individual with LEP. Meaningful access must not be unreasonably restricted, delayed, or inferior compared to access provided to individuals with English proficiency.
- ◆ **Digital Language Access:** the utilization of technology to guarantee that individuals with LEP can understand and engage with digital content in their preferred language. This includes the use of tools such as translation applications, multilingual websites, and various digital resources, all of which aim to enhance information accessibility for people, regardless of language disparities.
- ◆ **Language Access Plan (LAP):** a management document and road map that outlines the tasks and priorities to be implemented to ensure each state agency will meet compliance standards set forth in the Language Equity and Access Act.
- ◆ **Statewide Manager for Language Access Program:** staff of the coordinating entity tasked with coordinating and overseeing all language access implementation statewide and across all covered and funded entities and overseeing the Language Access Coordinators.
- ◆ **Language Access Coordinator (LAC):** an employee of a state agency tasked with coordinating and overseeing the entity's language access implementation activities and who coordinates and oversees the Language Access Liaisons to ensure that language access information is shared across all state agency programs and divisions.

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- ◆ **Language Access Liaison (LAL):** an employee of a state agency tasked with coordinating and overseeing the entity's language access implementation activities, working under an LAC.
- ◆ **Language Assistance Services:** oral and written language services needed to assist individuals with LEP to communicate effectively with staff, and to provide individuals with LEP meaningful access to, and equal opportunity to participate fully in, the services, activities, or other programs administered by the State.
- ◆ **Compliance Evaluation Framework:** an evaluation methodology involving the Language Assessment Rubric and Reporting Tool which the Statewide Manager for Language Access will use to monitor the compliance of State Agencies.
- ◆ **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. See also Oral Language Services.
- ◆ **Oral Language Services:** includes various methods to provide verbal information and interpretation, such as staff interpreters, multilingual staff, telephone interpreter programs, tele-video interpretation services, and private interpreter programs. Provide language assistance services such as interpretation and/or translation to individuals with LEP, or serve in a policy, resource, or advisory role to provide their cultural and linguistic expertise.
- ◆ **Multilingual Staff:** an employee who has demonstrated proficiency in one or more language other than English and is formally assigned and fairly compensated to either provide language assistance services such as interpretation and/or translation to individuals with LEP, or serve in a policy, resource, or advisory role to provide their cultural and linguistic expertise.
- ◆ **Language Service Provider (LSP):** a vetted contractor/vendor contracted to perform language assistance services, such as interpretation and/or translation, for individuals with LEP.

SECTION 1: INTRODUCTION AND BACKGROUND



- ◆ **Four-Factor Analysis:** a framework intended to aid recipients of federal financial assistance with conducting an individualized assessment of their programs and activities to help them prioritize language access services.
- ◆ **Translation:** the conversion of written text from one language (source language) into an equivalent written text in another language (target language) to convey the intent and essential meaning of the source text.
- ◆ **Plain Language:** a style of communication that aims to make written or spoken information easy to understand for a broad audience. The Plain Language Act (2010) defines Plain Language as “clear, concise, well organized, and follows other best practices appropriate to the subject or field and intended audience.”⁴ Language intended for public consumption avoids non-essential information and complex phrasing; highlights essential information; avoids the use of technical terms and industry jargon; and simplifies complex information.
- ◆ **Vital Documents:** paper or electronic material that contains information that affects an individual’s access to, retention of, termination of, or exclusion from program services or benefits; are required by law; or serve to: Inform the public about rights, responsibilities, rules, services, resources, or events; allow individuals to apply for or participate in programs or benefits; notify individuals about their eligibility, participation, or benefits; and provide instruction, guidance, or complaint submission processes.

⁴ See Public Law 111-274.124 Stat. 2861 <https://www.gpo.gov/fdsys/pkg/PLAW-111publ274/pdf/PLAW-111publ274.pdf>.

SECTION 2: NEEDS ASSESSMENT



This Language Access Plan includes a needs assessment that identifies the languages spoken by individuals with languages other than English served or likely to be served by ISP.

A four-factor analysis is used in this section as a framework to determine the language services ISP needs to prioritize to meet the needs of individuals with limited English proficiency. The four-factor analysis is a tool designed to help recipients of federal financial assistance conduct an individualized assessment that considers the following four factors:⁵

Factor 1: Data collection and analysis of the population with limited English proficiency.

Factor 2: Data collection and analysis of languages encountered.

Factor 3: Services provided to the public and/or prospective Limited English proficient users.

Factor 4: Budget and available resources.

Data provided in this section illustrates the number of individuals with limited English proficiency who may need language services, as well as the types of services ISP provides that the public and potential individuals with LEP would access.

2.1 Four-Factor Analysis

FACTOR 1

Overview

Limited English proficient population data collection and analysis assesses the number or proportion of individuals with limited English proficiency that could be served by or could encounter ISP services.

The Illinois Language Equity and Access Act requires each state agency to conduct an individualized assessment to determine the adequacy of its Language Access Plan. This assessment must consider the frequency with which persons with LEP come in contact with services, programs, or activities provided by the agency.

⁵ See *Guidance to Federal Financial Assistance Recipients Regarding Title VI Prohibition Against National Origin Discrimination Affecting Limited English Proficient Persons* (67 FR 41455) (2002): <https://www.federalregister.gov/documents/2002/06/18/02-15207/guidance-to-federal-financial-assistance-recipientsregarding-title-vi-prohibition-against-national>

SECTION 2: NEEDS ASSESSMENT



In addition, the Act directs ONA, with the support of the Department of Human Services, and any other relevant agencies, to prepare a Language Needs Assessment Report based on available U.S. Census data. This report must identify languages spoken throughout the state and examine the geographic patterns and trend data to inform the development of agency Language Access Plans.

This analysis helps ensure that ISP is positioned to adequately identify underserved communities with LEP and emerging language needs and address any barriers that may prevent access to critical public services.

Current ISP Systems and Practices

In 2025, ISP is using the following findings from a demographic analysis⁶ conducted by the University of Illinois Chicago in partnership with the Office of New Americans on the State’s individuals with limited English proficiency and individuals with LEP:

- In Illinois, one million residents speak English less than "very well," and speak a language other than English at home. Both federal and state policies recognize that these individuals have a right to equitable access to government services, which includes information and communication in a language they understand.
- Eleven languages have more than 10,000 limited-English speakers in Illinois, including:

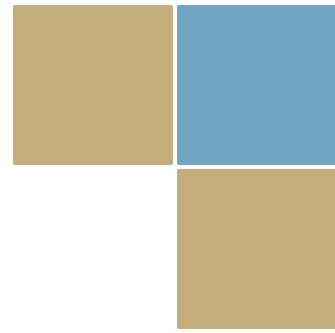
Largest Language Groups and Largest Limited-English Language Groups in Illinois: 2018-2022			
Largest Language Groups		Largest Limited-English Language Groups	
	# of Speakers		# of Speakers
Spanish	1,638,222	Spanish	616,760
Polish	169,308	Polish	73,843
Chinese*	106,399	Chinese*	51,494
Filipino, Tagalog	86,051	Filipino, Tagalog	23,198
Arabic	67,017	Arabic	20,342
Urdu	56,122	Korean	20,165
Gujarati	50,196	Gujarati	18,762
Hindi	47,274	Russian	17,649
Russian	44,211	Vietnamese	13,966
Korean	39,624	Urdu	13,893
French	36,728	Ukrainian, Ruthenian, Little Russian	11,817

⁶ See Rob Paral, “Language Needs Assessment Report,” _ Office of New Americans, Office of the Governor of Illinois, Great Cities Institute at the University of Illinois Chicago (2025): <https://arcg.is/1Py4n0>.

SECTION 2: NEEDS ASSESSMENT

- The predominant language, other than English, in many Illinois counties may be Spanish, but closer examination of the most common non-English languages shows that immigrants and migrants come to Illinois from many places. For example, in Champaign County, the top language spoken in limited English households is Mandarin, and in Macon County, it is Tagalog. Additionally, in Cass and Knox counties, the second language is French/Haitian/Cajun. In Madison County, it's Tagalog. In Cook, DuPage, and Kane counties, the second language category is Slavic. In Boone County, "other Asian Pacific Islander" is second to Spanish.
- A statewide map of persons who do not speak English very well shows that the largest numbers of such persons are in the metro Chicago area. Nevertheless, significant numbers of up to nine thousand are in townships across the state and are often located near metro areas such as St. Louis, Springfield, Champaign, and Rock Island. There are also notable populations in relatively rural townships in counties such as Cass, Douglas, or Union.
- After years of decline, the number of Illinois residents who do not speak English very well is on the rise. In examining ten years, from 2014 to 2023, this population fell by 79,000 persons between 2014 and 2019. But since a low of one million in 2019, the most recent data, for the year 2023, shows about 1,082,000 persons, for a gain of some 82,000.
- Note ISP recognizes that the information provided and reviewed was for residents of State of Illinois and may not be indicative of the population of those traveling through the state. ISP provides service and support to not only the residents of the state but also individuals traveling through the state.

SECTION 2: NEEDS ASSESSMENT



FACTOR 2

Overview

The Illinois Language Equity and Access Act requires state agencies to conduct an individualized assessment as part of its Language Access Plan that considers the frequency with which persons with LEP encounter the services, programs, and activities provided by the agency. This analysis supports the ISP's ability to identify language access needs and ensure meaningful access.

To ensure that ISP's encounters with individuals with LEP across programs and services are collected in a comprehensive and ongoing manner, ISP will:

- Collect data on requests for language access services with individuals with LEP.
- Track the language encounters and types of language assistance services requested and/or provided during those encounters; and
- Conduct regular assessments and identify high-volume languages and the most frequently requested or needed language assistance services to ensure meaningful access that is accurate, timely, and effective at no cost to persons with LEP.

Current ISP Systems and Practices

The ISP's mission is to ensure public safety. With that said, not all interactions with the ISP are tracked. To best understand language access services requested, the ISP utilizes the information captured by Propio Language Services LLC (Propio) for interpreting and translation services. Propio holds the current statewide contract and provides services such as over the phone interpreting, video remote interpreting, and onsite interpretation.

Each month ISP reviews the dashboard from Propio that shows the following information for ISP:

- Number of individual requests for service.
- Type of request for service.
- Number of individual calls.
- Minutes per inquiry.
- Language requested.
- Connection time of each inquiry.
- Total charge per request.

SECTION 2: NEEDS ASSESSMENT



FACTOR 3

Overview

The Illinois Language Equity and Access Act requires state agencies to implement an individualized assessment as part of their Language Access Plan that includes the nature and importance of the services, programs, or activities they provide.

To ensure meaningful access to critical and urgent information and services, ISP will outline procedures for prioritizing language assistance for vital and urgent information and activities. ISP will review services and information and will prioritize language assistance for programs, activities, services, or information that, if not understood by individuals using languages other than English, could have immediate and/or severe impacts.

Current ISP Systems and Practices

The Illinois Language Equity and Access Act requires state agencies to implement an individualized assessment as part of their Language Access Plan that includes the nature and importance of the services, programs, or activities they provide.

FACTOR 4

Overview

The Illinois Language Equity and Access Act requires state agencies to review the resources available to the state agency and the costs.

Current ISP Systems and Practices

The ISP, annually, utilizes funds to continue to translate vital documents into languages other than English. ISP will continue to review current demographic data and requests for language access services to ensure vital documents are translated accordingly.

Each month, the ISP reviews the costs associated with providing language access services. Assessing utility will assist the ISP in identifying cost-saving measures as well as potential resources.

SECTION 3: STAFFING AND COORDINATION



The Illinois Language Equity and Access Act outlines the requirements for each state agency to designate a Language Access Coordinator who is responsible for overseeing the development and implementation of the agency's language access plan. The Language Access Coordinator will support ongoing compliance by partnering with ONA to ensure coordinated implementation and compliance with language access requirements. ISP's Language Access Coordinator is:

Mary Dowdy, EEO Advisor
801 South 7th Street, Suite 100-S Springfield, Illinois 62703
217-782-1282
800-255-3323 (TTD)
mary.dowdy@illinois.gov

To ensure adequate staffing to support the development, management, and oversight of the language access activities, and consistent with the Language Equity and Access Act's directive to ensure adequate staff of bilingual employees, ISP will establish internal roles to implement its Language Access Plan. These roles include a Language Access Coordinator and may also include a Language Access Liaison within divisions or programs to support localized implementation and coordination of language assistance services, in alignment with national language access best practices.

The Illinois Language Equity and Access Act directs state agencies to incorporate language equity compliance provisions into their contracts with vendors, grantees, and purchase of care entities, ensuring that these funded entities provide language assistance services to individuals with LEP.

SECTION 4: LANGUAGE ASSISTANCE SERVICES



ISP is committed to taking reasonable steps to ensure meaningful communication and access to information for individuals with LEP. The language assistance services section outlines the types of language assistance ISP currently provides, as well as the services ISP plans to provide to support meaningful communication and participation for individuals with LEP and who are limited English proficient. The language assistance services outlined in the Language Access Plan include oral interpretation services, virtual interpretation services, in-language assistance with multilingual staff, print and online translation services, and the development of other multilingual media content.

This section outlines the roles and responsibilities of ISP's language access staff, including Language Access Coordinators and Language Access Liaisons, who are responsible for monitoring and ensuring the implementation of language assistance services according to the Language Access Plan across the agency.

4.1 Language Assistance Services Plan

LANGUAGE ACCESS SERVICES

1. Language Need Identification

The ISP Language Access Plan is a resource to ensure meaningful access to the department's services, programs, and opportunities for LEP individuals. The plan will also ensure compliance with the Illinois Language Equity and Access Act (Public Act 103-0723), the Illinois Civil Rights Act of 2003, Title VI of the Civil Rights Act of 1964 and other applicable federal and state standards and guidelines.

Current ISP Systems and Practices

ISP will take reasonable steps to provide notice to the public on how to obtain language assistance services. As stated in ISP Directive PER-068, the ISP will uphold its mission to "promote public safety to improve the quality of life in Illinois" by providing LEP individuals every opportunity to communicate effectively with ISP personnel.

ISP will use newly developed state resources, similar to I-Speak cards, and display in department facilities.

ISP will continue to review the utilization information from Propio, the current master contract vendor, to understand what languages are most requested.

SECTION 4: LANGUAGE ASSISTANCE SERVICES



2. Hiring/Contracting Qualified Interpreters For In-Person Communication

Overview of Standard

The Illinois Language Equity and Access Act requires state agencies to ensure individuals with LEP have access to competent, timely, and effective interpretation services when interacting with agency staff, programs, and services. Agencies are required to provide meaningful access. Using trained and qualified interpreters, in alignment with standards developed by ONA, supports state agency compliance and ensures meaningful access.

Current ISP Systems and Practices

ISP ensures individuals with LEP have quality interpretation services when interacting with staff programs and services by utilizing Propio, the current master contract vendor. All ISP employees have access to the resources provided by Propio, complete annual training, and have step by step instructions to initiate in person services from Propio. The Language Access Coordinator also serves as resource to assist with coordinating in person interpreters.

3. Hiring/Contracting Qualified Interpreters For Virtual Communication (Over-The-Phone or Video)

Overview of Standard

The Illinois Language Equity and Access Act requires state agencies to ensure individuals with LEP have access to competent, timely, and effective interpretation services when interacting with agency staff, programs, and services

Current ISP Systems and Practices

ISP ensures individuals with LEP have quality interpretation services when interacting with staff programs and services by utilizing Propio, the current master contract vendor. All ISP employees have access to the resources provided by Propio, complete annual training, and have step by step instructions to initiate over-the-phone or video interpreter services from Propio. The Language Access Coordinator also serves as a resource to assist with coordinating over-the-phone or virtual interpreters.

SECTION 4: LANGUAGE ASSISTANCE SERVICES



4. Employing/Utilizing Bilingual or Multilingual Staff

Overview of Standard

The Illinois Language Equity and Access Act requires the Governor's Office of New Americans, with the support of the Department of Human Services and any other relevant agencies, to set standards for adequate staffing of bilingual employees at state agencies, including a methodology for monitoring implementation and updating the State Services Assurance Act and the Bilingual Employment Plan, based on the Language Needs Assessment. While the Language Equity and Access Act specifically uses the term "bilingual staff", national language access best practices recognize and value the role of multilingual staff, highlighting the broad linguistic competencies of individuals who possess proficiency in more than two languages or multiple linguistic repertoires.

Current ISP Systems and Practices

Based on PER-068, when an ISP department member interrogates or arrests a person with LEP who requires an interpreter to effectively communicate, the member will follow the established procedures outlined in ISP OPS-042, "Investigative Responsibilities," and EQP-016, "Electronic Recording of Interviews and Interrogations." In addition, the department member will present the Statement of Constitutional Rights and Waiver Rights (ISP 5-49) to the arrestee in the arrestee's primary language, when available, or orally translated through a department-authorized interpreter.

Department members serving as an interpreter assigned to provide interpretation or translation services for an incident will:

- Notify their appropriate supervisor.
- Identify themselves by name and rank to the individual requesting interpretation services.
- Provide an accurate and impartial interpretation and/or translation.

SECTION 4: LANGUAGE ASSISTANCE SERVICES



5. Translation of Vital Documents and Online Content

Overview of Standard

The Illinois Language Equity and Access Act requires agencies to ensure that vital documents are translated accurately, completely, and in a timely manner by qualified translators. Translation of vital documents will be in accordance with the Language Equity & Access Act and guidance issued by ONA.

In instances where LEP populations fall below these thresholds but still require meaningful access, agencies must provide written notice in the primary language of the right to oral interpretation of the written material at no cost.

Translation priorities should be guided by the most recent Language Needs Assessment Report and the demographic data of the agency's service population.

Current ISP Systems and Practices

ISP follows the Department of Justice standards, that a document is considered vital when it meets the following criteria, it "contains information that is critical for obtaining [federal] services and/or benefits, or is required by law."⁷

Starting in 2022, in partnership with the Governor's Office, ISP identified documents that were considered vital. Once the list of documents was comprised, in FY24, the ISP submitted those documents to Multilingual Connections, who holds the master contract for the state, for translation. The process to translate the vital documents in the top six languages in Illinois, which were provided by the Governor's Office, commenced. Since then, the vital documents for ISP have been translated in Spanish and Polish.

ISP will continue to review documents to determine if they meet the standard of being vital and prioritize translation based on information from the utilization information and the Governor's Office of New Americans.

⁷LEP Guidance to Recipients, Department of Justice, Civil Rights Division, at 67 Fed.Reg.41,455 (June 18, 2002).

SECTION 4: LANGUAGE ASSISTANCE SERVICES



6. Development and Distribution of Multilingual Content In Other Formats

(Public Service Announcements, Radio Messaging, Social Media Information)

Overview of Standard

The Illinois LanguageEquity and AccessAct requires state agencies to take steps to ensure that digital content is accessible to individuals with LEP. All translations of public-facing digital content will be completed in a manner that ensures accuracy, completeness, and timeliness, consistent with the Act's requirement for competent translation services. The selection of languages for translation will be guided by current demographic data, the State's Language Needs Assessment, and thresholds outlined in the Language Equity and Access Act.

Current ISP Systems and Practices

In 2024, ISP changed from using GoogleTranslate to using WeGlot. WeGlot has features required to meet both state and federal requirements for translation services. WeGlot is a robust platform that offers an interface that is easy to navigate which makes it a great resource for the public seeking information from the ISP website.

SECTION 5: NOTIFICATION OF LANGUAGE ASSISTANCE SERVICES



The Notification of Language Assistance Services section will outline how ISP can notify the public of language assistance services and provide information on how language assistance services can be requested. Such communication will assist individuals with LEP in understanding the services provided by ISP, which can increase public trust and confidence.

5.1 Notification of Language Assistance Services Plan

The Illinois Language Equity and Access Act requires state agencies ensure that the public and individuals with LEP are informed of the availability of free interpretation and translation services and how to request them. To meet this requirement, ISP will provide multilingual public notices in various formats—both digital and physical—to promote broad public awareness. All notices will clearly explain how individuals can request interpretation or translation services and will be made available in the most frequently spoken languages identified through demographic analysis and the State’s Language Needs Assessment Report.

Current ISP Systems and Practices

ISP added the contact’s name and email address of the Language Access Coordinator to its website as a resource to the public. In the coming year, ISP will also be utilizing the State of Illinois version of the I-Speak Cards at its facilities that have public access and will continue to monitor language access services data.

SECTION 6: LANGUAGE ACCESS TRAINING



The Illinois Language Equity and Access Act requires that state agencies develop and implement an ongoing employee development and training strategy to maintain well-trained bilingual employees and general staff. This ensures the ISP is equipped to deliver effective language assistance services.

6.1 Language Access Training Plan

All ISP employees need to be aware of the policies and procedures in place when language access services are needed and the importance of using the resources available. The ISP will provide annual training via Acadis to all employees on language access responsibilities. The training will include the following:

- Policy for interacting with persons with limited English proficiency (LEP).
- Processes on how to obtain language access assistance.
 - Over the phone interpreting.
 - Video remote interpreting.
 - Translation of written documents.
- Department members serving as an interpreter.
- Resources available for translation services.
- Utilization of language cards to assist with identifying primary language of persons that are LEP.

SECTION 6: LANGUAGE ACCESS TRAINING



PROCESSES ON HOW TO OBTAIN LANGUAGE ASSISTANCE

Over the Phone Interpreting - (OPI) Interpretation

The current master contract vendor, Propio, should be contacted for interpretation services by taking the following steps:

Using Telephone Interpretation

1. Dial: **1-866-828-3280**
2. Enter the account#: **3879**
3. Enter ten-digit work phone number, starting with area code followed by the # sign.
4. When prompted:
 - For Spanish interpreter: Press 1
 - For all other languages: Press 8 or enter the two-digit language code.
 - For prescheduled calls: Press 9
 - For ClientServices: Press 0
5. Provide to agent:
 - Caller's first name and initial of last name and work number with area code
 - For 3-way calls: Ask the first person who answers (interpreter or call coordinator) to place the call.
 - Back-Up Interpreter Number: **1-866-386-1284**. (Only use if interpreter is unavailable at primary number above)

An ISP employee can also request a pre-scheduled over the phone (OPI) interpreter when there is a situation of a rare language of limited diffusion (see Remote Language List), or if your appointment/use of interpretation services is expected to last longer than 1.5 hours.

SECTION 6: LANGUAGE ACCESS TRAINING



Video Remote Interpreting (VRI)

ISP employees also have access to use Propio for virtual/video interpretation by using Propio ONE. The app can be downloaded from the Google Play store or the Apple app store or log in via a desktop browser/PC (Chrome) at <https://one.propio-ls.com/>.

Steps for Video Remote Interpreting (VRI)

1. Launch Propio ONE app or website
2. Log in and enter User Code: **aK35LQ**. Click LOG IN.
3. Language: Search for or scroll to the language. Click the audio icon to connect to an audio only interpreter. Click the video icon to connect to a video interpreter.

If an ISP employee wishes to schedule a specific meeting date and time for this service, a Virtual Interpreter Request Form will need to be completed and emailed to Interpreter@Propio-LS.com.

Written Documents

Per PER-068, VI., all ISP employees and work units with legitimate need to translate specific documents into any language other than English will follow procedures documented by making a written request to the Division Forms Coordinator through their chain-of-command.

Department Members Serving as an Interpreter

Based on PER-068, when a department member interrogates or arrests a person with LEP who requires an interpreter to effectively communicate, the member will follow the established procedures outlined in ISP OPS-042, "Investigative Responsibilities," and EQP-016, "Electronic Recording of Interviews and Interrogations." In addition, the department member will present the Statement of Constitutional Rights and Waiver Rights (ISP 5-49) to the arrestee in their primary language, when available, or orally translated through a department-authorized interpreter.

Department members serving as an interpreter assigned to provide interpretation or translation services for an incident will:

- Notify their appropriate supervisor.
- Identify themselves by name and rank to the individual requesting interpretation services.
- Provide an accurate and impartial interpretation and/or translation.

SECTION 7: CONCERN RESOLUTION PROCESS



The Illinois Language Equity and Access Act requires state agencies to establish and make publicly available a process for individuals with LEP and members of the public to submit concerns related to access to language assistance services. Section 15(b) (5) of the Act requires each state agency to develop an internal complaint and review process specific to the provision of language assistance services. Complaints that are not resolved in a timely or satisfactory manner may be referred to the Governor's Office of New Americans for further review, per Section 30(c) of the Act.

ISP has a thorough complaint procedure to ensure timely response to concerns. If an individual would like to file a complaint in relation to language access services, they can initiate the process by contacting the Language Access Coordinator directly or by visiting the ISP's website using the below link.

Language Access Coordinator

Mary Dowdy
801 South 7th Street,
Suite 100-S
Springfield, Illinois 62703
217-782-1282
800-255-3323 (TTD)
mary.dowdy@illinois.gov

<https://isp.illinois.gov/InternalInvestigations/ComplaintProcedures>

When a concern is reported, the following procedures will be activated:

1. Complaint Initiation
2. Investigative/Fact Finding Process
3. Follow up notification.

Please note the ISP will ensure individuals are also aware of their right to file complaints directly with the Governor's Office of New Americans at GOV.NewAmericans@illinois.gov as well.

SECTION 8: MONITORING, EVALUATION, AND REPORTING



The Monitoring, Evaluation, and Reporting section of this plan outlines the implementation and procedures ISP will implement to assess compliance with the Illinois Equity and Access Act and evaluate the effectiveness of this Language Access Plan. This section will outline current practices and procedures for monitoring and collecting language access data, analyzing language use and language assistance needs, procedures for collecting and participating in community engagement/community feedback sessions to gather input on improvements to the Language Access Plan and language assistance service, and evaluating the quality of language assistance services offered by ISP.

8.1 Monitoring, Evaluation, and Reporting Plan

In accordance with the Illinois Language Equity and Access Act, ISP will coordinate with the Governor's Office of New Americans to review and monitor the implementation of its Language Access Plan and ensure ongoing compliance with the Act.

ISP will conduct an individualized assessment of language assistance needs and patterns of language use on an ongoing basis and incorporate updated data and performance metrics into each new iteration of the Language Access Plan, as required under Section 25(d)(3). The agency will use this information to evaluate the effectiveness of current policies and practices and to inform continuous improvement of language access services.

The plan will include the ongoing review of statewide and agency-specific data on LEP populations, including demographic shifts and the identification of new or emerging language needs, as outlined in the State's Language Needs Assessment Report. The monitoring and evaluation plan will also track progress on the implementation of language access plan goals, review expenditures related to language assistance services and assess whether projected changes in costs require budget adjustments or modifications to service delivery methods. Data will be collected and reviewed using the following methods:

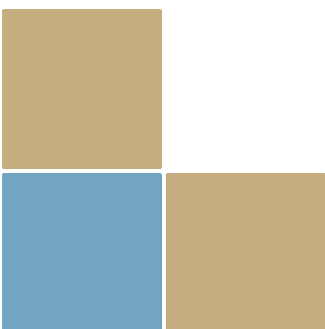
Current ISP Systems and Practices

The ISP provides professional law enforcement, safety, and justice services to the people of Illinois. With the focus on law enforcement, the ISP does not track every interaction with the public. Interactions vary from a motorist assist on the side of a roadway or interviewing a criminal suspect. Due to the importance of the communication, the ISP utilizes the resources from Propio to ensure the integrity of the translation services provided.

SECTION 9: RESOURCES



- **Illinois Language Access Plan Template**



State of Illinois
Office of New Americans
Language Access Planning Project
Language Access Plan Template:
Overview of Standards & Current Systems and Practices
DRAFT

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SECTION 1: INTRODUCTION AND BACKGROUND

1.1 AGENCY OVERVIEW

INTRODUCTION

The State of Illinois is home to one of the largest immigrant populations in the United States, with nearly 1.9 million immigrants contributing to the state's vibrant cultural and economic landscape. Among them, nearly 1 million residents speak languages other than English at home and report speaking English less than "very well." As this linguistically diverse population continues to grow, Illinois recognizes that all residents—regardless of English proficiency—have a right to equitable access to government services.

This Language Access Plan outlines [AGENCY]'s five-year plan for language access implementation, a timeline selected to achieve greater alignment with the Illinois Language Equity and Access Act. Section 1 of the Language Access Plan sets the stage for the plan by providing an overview of [AGENCY] and establishing the purpose, goals, and guiding principles that anchor the Language Access Plan. The sections that follow, Sections 2 to 7, address specific areas of language access implementation. Each area of implementation is addressed in two distinct parts, which include:

1. **Overview of Standard** (or Implementation Area): A brief description of the standard based on federal guidance and the Language Equity and Access Act.
2. **Current [AGENCY] Systems and Practices:** A description of [AGENCY]'s current practices, existing infrastructure, and/or progress to date in relation to the standard. Implementation Goals and a 5-Year Action Plan is provided to support agency implementation:

Implementation Goals: provides an overview of the overarching goals [AGENCY] will pursue to meet compliance objectives

5-Year Action Plan: a list of detailed time-bound action items to be completed by [AGENCY] in three phases over an implementation period of five years:

- a. Phase 0 (Year 0)

[AGENCY] Language Access Plan Template

- b. Phase I (Year 1)
- c. Phase II (Years 2 and 3)
- d. Phase III (Years 4 and 5)
 - i. The timeframe for a phase is subject to modification by [AGENCY].

[AGENCY]'s ROLE

[AGENCY]'s mission is to “[AGENCY MISSION]” [AGENCY] is responsible for [AGENCY RESPONSIBILITY AND SERVICES PROVIDED TO THE PUBLIC].

The [AGENCY] website is: [AGENCY WEBSITE]

The [AGENCY] Language Access Coordinator is: [Name and Contact Information of LAC]

[AGENCY]'s Divisions, Offices, and Programs:

[Overview of Agency's language access efforts]

1.2 LANGUAGE ACCESS PLAN LEGAL BASIS AND PURPOSE

PURPOSE AND GOALS

This Language Access Plan aims to provide guidance to [AGENCY] staff and establish a roadmap to support meaningful access to the department's services, programs, and opportunities for individuals with LEP. The Language Access Plan also seeks to align the department's efforts and bring [AGENCY] into compliance with Illinois's Language Equity and Access Act (Public Act 103-0723), the Illinois Civil Rights Act of 2003, Title VI of the Civil Rights Act of 1964 and other applicable federal and state standards and guidelines.

AUTHORITY

As a recipient of federal financial assistance, Illinois is bound by Title VI of the Civil Rights Act of 1964 (Title VI), 42 U.S.C. §§ 2000d-2000d-7, and its implementing regulations, 45 C.F.R. Part 80, which prohibits discrimination based on race, color, or national origin (which

includes Limited English Proficiency). Illinois is committed to advancing the goals of Title VI of the Civil Rights Act of 1964 in alignment with the State of Illinois' Language Equity and Access Act (Public Act 103-0723)

Title VI of the Civil Rights Act of 1964

[Title VI of the Civil Rights Act of 1964](#) (42 U.S.C. § 2000d) (Title VI) prohibits discrimination on the basis of race, color, or national origin in any program or activity receiving federal financial assistance. As a recipient of federal financial assistance, the [Department/Agency] is bound by Title VI of the Civil Rights Act of 1964 (Title VI), 42 U.S.C. §§ 2000d-2000d-7, and its implementing regulation, 45 C.F.R. Part 80, which prohibits discrimination based on race, color, or national origin (which includes Limited English Proficiency).

Illinois Civil Rights Act of 2003

The [Illinois Civil Rights Act](#) prohibits State, county, or local government in Illinois from excluding a person from participation in, denying a person the benefits of, or subjecting a person to discrimination under any program or activity on the grounds of that person's race, color, national origin, or gender. Additionally, the Illinois Civil Rights Act prohibits using criteria or methods that have a discriminatory effect.

Illinois Human Rights Act (IHRA)

The [Illinois Human Rights Act](#) consolidates existing laws and administrative processes addressing civil rights in Illinois. IHRA prohibits discrimination in employment, housing, financial credit, and public accommodations because of race, color, sex, religion, ancestry, national origin, age, physical or mental disability, unfavorable military discharge, and marital status, as well as retaliation for opposing discrimination. IHRA established the Illinois Department of Human Rights (IDHR) and the Illinois Human Rights Commission (IHRC) as enforcing agencies.¹

Language Equity and Access Act

Signed into law by Governor Pritzker in 2024, the Language Equity and Access Act 2024 aims to ensure that all residents can access state information, programs, and services equitably, and that limited English proficiency does not prevent anyone from fully participating in civic life.² The Act aims to ensure all Illinois residents, including individuals with LEP, have meaningful and equitable access to state services, programs, information, and activities by removing language barriers. The act incorporates federal guidance for ensuring meaningful access for individuals with LEP and other federal and state legislation

¹ <https://dhr.illinois.gov/about-us/directors-office/agency-overview-and-history.html>

² See *Language Equity and Access Act*, Public Act 103-0723, 103rd Gen. Assem. (Ill. 2024), <https://www.ilga.gov/legislation/publicacts/fulltext.asp?Name=103-0723>.

[AGENCY] Language Access Plan Template

that prohibit discrimination based on national origin and promote language access, including Title VI of the Civil Rights Act of 1964, the Illinois Human Rights Act of 1979, and the Illinois Civil Rights Act of 2003.³

The Act designates the Governor's Office of New Americans (ONA) as the lead agency responsible for coordinating the implementation of statewide language access policy, with the support of the Department of Human Services. ONA is tasked with providing oversight, offering technical assistance, and ensuring agency compliance with the Act's requirements.

Under the Act, the ONA will lead the development of a Language Needs Assessment Report using U.S. Census data to identify the languages spoken across Illinois and inform agency planning. All state agencies will develop Language Access Plans that will inform how the agency will ensure meaningful access to individuals with LEP, appoint a Language Access Coordinator (LAC) to oversee implementation within each agency, and translate vital documents and provide qualified interpretation services for LEP populations.

GUIDING PRINCIPLES

In accordance with federal and state requirements, including the Illinois Language Equity and Access Act (Public Act 103-0723), this Language Access Plan provides a framework for ensuring [AGENCY] can deliver timely and meaningful language assistance services to [AGENCY]'s constituents with LEP. [AGENCY] is committed to providing equitable language access to its services, programs, and activities for all individuals, regardless of the language they use. [AGENCY] will operationalize this commitment to language access by:

- Designating a Language Access Coordinator who is responsible for overseeing the development and implementation of the Language Access Plan.
- Serving all individuals with LEP and providing accurate, timely, and effective communication, including oral and written language services needed to assist persons with LEP to communicate effectively, and providing them with equal opportunity to participate fully in the services, activities, or other programs administered by the state. This includes displaying public notices in commonly spoken languages that communicate the availability of free language assistance services and how to access them.
- Conducting a regular assessment that describes the population of persons with LEP the agency serves, the policy and programmatic actions implemented to ensure

³ See *Language Equity and Access Act*, Pub. Act 103-0723.

meaningful access, and the metrics used to measure compliance with the Language Equity and Access Act. This assessment will be informed by the federally recognized four-factor analysis, which considers the number or proportion of persons with LEP served, the frequency and context, the nature and importance of services provided, and the agency's available resources and costs.

- Strengthening [AGENCY]'s capacity to develop and distribute multilingual content and expanding access to translated vital documents and other resources. Translation of vital records will be prioritized with guidance provided by ONA. The agency will also work to expand multilingual website content, including program information, complaint procedures, and eligibility criteria.
- Establishing mechanisms to track progress across divisions, programs, and funded partners, and supporting efforts to meet language access compliance standards. This includes collecting and reporting data on how to use interpretation and translation vendor services, including volume, language type, and service type. [AGENCY] will maintain a complaint and review process and ensure timely resolution.
- Provide ongoing employee development and training to maintain well-trained bilingual employees and general staff. [AGENCY] will also collect and report data on bilingual staff roles, language certifications, and language capacity across its workforce.
- Ensuring the Language Access Plan and related materials are publicly available through [AGENCY]'s website and other accessible formats.

DEFINITIONS

- **State Agency:** any State of Illinois agency, board, or commission, directly responsible to the Governor, that provides direct or indirect services, resources, programs, information, data, policies, instructions, or activities to the public, Funded Entities, and staff.
- **Tier I State Agency:** State Agencies that have primary responsibilities that involve providing direct or indirect services and information to the public and have a relatively large staff, budget, and operational scope.
- **Tier II State Agency:** State Agencies that have responsibilities that involve providing direct or indirect services and information to the public and/or have a relatively medium-to-small staff, budget, and/or operational scope.
- **Tier III State Agency:** State Agencies that do not have primary responsibilities that involve providing direct or indirect services and information to the public, though they may provide information to the public.
- **Coordinating Entity:** the Language Access Program, housed in the Office of New Americans within the Office of the Governor as the entity assigned to coordinate the efforts of the State of Illinois's State Agencies to provide meaningful language access to individuals with LEP in accordance with the Language Equity and Access Act

- **Funded Entity:** any contractors, grantees, and recipients that receive financial assistance from the State Agency for the purpose of delivering programs, activities, research, information, or services to the public.
- **Limited English Proficiency (LEP):** the inability or difficulty to understand or to effectively express oneself in spoken or written English as a result of one's national origin, and the individual has not developed fluency in the English language.
- **Individuals with LEP:** individuals who self-identify as speaking English less than "very well" according to the U.S. Census American Community Survey.
- **Language of Lesser Diffusion:** any language used within a distinct geographic area, such as a city, county, or state, where the population of speakers is relatively small.
- **Language Access:** the process of ensuring that individuals with LEP have access to vital documents and services in a language they can understand, either through interpretation or translation services. Please see Meaningful Language Access below.
- **Meaningful Language Access:** the ability to receive accurate, timely, and effective information in one's spoken or preferred language, and to participate in and benefit from public services offered by a State Agency, at no cost to the individual with LEP. Meaningful access must not be unreasonably restricted, delayed, or inferior compared to access provided to individuals with English proficiency.
- **Digital Language Access:** the utilization of technology to guarantee that individuals with LEP can understand and engage with digital content in their preferred language. This includes the use of tools such as translation applications, multilingual websites, and various digital resources, all of which aim to enhance information accessibility for people, regardless of language disparities.
- **Language Access Plan (LAP):** a management document and roadmap that outlines the tasks and priorities to be implemented to ensure the State Agency will meet compliance standards set forth in the Language Equity and Access Act.
- **Statewide Manager for Language Access Program:** staff of the Coordinating Entity tasked with coordinating and overseeing all language access implementation statewide and across all Covered and Funded Entities, and overseeing the Language Access Coordinators.
- **Language Access Coordinator (LAC):** staff of a State Agency tasked with coordinating and overseeing the entity's language access implementation activities and coordinates and oversees the Language Access Liaisons to ensure that language access information is shared across all state agency programs and divisions.
- **Language Access Liaison (LAL):** staff of a division, program, or Funded Entity tasked with coordinating and overseeing the entity's language access implementation activities, working under an LAC
- **Language Assistance Services:** oral and written language services needed to assist individuals with LEP to communicate effectively with staff, and to provide individuals with LEP meaningful access to, and equal opportunity to participate fully in, the services, activities, or other programs administered by the State.

- **Compliance Evaluation Framework:** an evaluation methodology involving the Language Assessment Rubric and Reporting Tool which the Statewide Manager for Language Access will use to monitor the compliance of State Agencies.
- **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. See also Oral Language Services.
- **Oral Language Services:** includes various methods to provide verbal information and interpretation, such as staff interpreters, Multilingual Staff, telephone interpreter programs, tele-video interpretation services, and private interpreter programs. See also Interpretation.
- **Multilingual Staff:** staff member who has demonstrated proficiency in one or more language other than English and is formally assigned and fairly compensated to either provide language assistance services such as interpretation and/or translation to individuals with LEP, or serve in a policy, resource, or advisory role to provide their cultural and linguistic expertise.
- **Language Service Provider (LSP):** a vetted contractor/vendor contracted to perform language assistance services, such as interpretation and/or translation, for individuals with LEP.
- **Four-Factor Analysis:** a framework intended to aid recipients of federal financial assistance with conducting an individualized assessment of their programs and activities to help them prioritize language access services.
- **Translation:** the conversion of written text from one language (source language) into an equivalent written text in another language (target language) to convey the intent and essential meaning of the source text.
- **Plain Language:** a style of communication that aims to make written or spoken information easy to understand for a broad audience. The Plain Language Act (2010) defines Plain Language as “clear, concise, well organized, and follows other best practices appropriate to the subject or field and intended audience.”⁴ Language intended for public consumption avoids non-essential information and complex phrasing; highlights essential information; avoids the use of technical terms and industry jargon; and simplifies complex information.
- **Vital Documents:** public-facing written materials, whether in paper or electronic format and made available on any platform (including websites), that are created, issued, or distributed by a State Agency to communicate with the public. These documents contain information that affects an individual’s access to, retention of, termination of, or exclusion from program services or benefits; are required by law; or serve to: Inform the public about rights, responsibilities, rules, services, resources, or events; allow individuals to apply for or participate in programs or benefits; notify individuals about

⁴ See Public Law 111-274. 124 Stat. 2861 <https://www.gpo.gov/fdsys/pkg/PLAW-111publ274/pdf/PLAW-111publ274.pdf>.

their eligibility, participation, or benefits; and provide instruction, guidance, or complaint submission processes.

SECTION 2: NEEDS ASSESSMENT

Illinois is home to a diverse population with cultural and linguistic backgrounds from around the world. To support [AGENCY] in determining and prioritizing language assistance services, the Language Access Plan includes a Needs Assessment that identifies the languages spoken by individuals with languages other than English served or likely to be served by [AGENCY].

A four-factor analysis is used in this section as a framework to determine the language services [AGENCY] needs to prioritize to meet the needs of individuals with limited English proficiency. The four-factor analysis is a tool designed to help recipients of federal financial assistance conduct an individualized assessment that considers the following four factors:⁵

1. Factor 1: Data collection and analysis of the population with limited English proficiency
2. Factor 2: Data collection and analysis of languages encountered
3. Factor 3: Services Provided to General Public and/or Prospective Limited English Proficient Users
4. Factor 4: Budget and Available Resources

Data provided in this section illustrates the number of individuals with limited English proficiency and with LEP who may need language services, as well as the types of services [AGENCY] provides that the general public and potential individuals with LEP would access.

2.1 FOUR-FACTOR ANALYSIS

FACTOR 1

Overview of Standards

Limited English Proficient Population Data Collection and Analysis assesses the number or proportion of individuals with limited English proficiency that could be served by or could encounter [AGENCY]'s services.

⁵ See Guidance to Federal Financial Assistance Recipients Regarding Title VI Prohibition Against National Origin Discrimination Affecting Limited English Proficient Persons (67 FR 41455) (2002).
<https://www.federalregister.gov/documents/2002/06/18/02-15207/guidance-to-federal-financial-assistance-recipients-regarding-title-vi-prohibition-against-national>

[AGENCY] Language Access Plan Template

The Illinois Language Equity and Access Act requires each State agency to conduct an individualized assessment to determine the adequacy of its Language Access Plan. This assessment must consider the frequency with which persons with LEP come in contact with services, programs, or activities provided by the agency. In addition, the Act directs ONA, with the support of the Department of Human Services, and any other relevant agencies, to prepare a Language Needs Assessment Report based on available U.S. Census data. This report must identify languages spoken throughout the State and examine the geographic patterns and trend data to inform the development of agency Language Access Plans.

The Language Access Plan must include a description of the LEP populations served, the policy and programmatic actions taken to ensure meaningful access, and the metrics used to measure compliance with the Act. Agencies must regularly monitor demographic population changes to ensure language services adequately reflect actual needs, particularly for services frequently utilized by the public.

This analysis helps ensure that [AGENCY] is positioned to adequately identify underserved communities with LEP and emerging language needs and address any barriers that may prevent access to critical public services.

Current [AGENCY] Systems and Practices *[Update in partnership with ONA]*

In 2025, [AGENCY] is using the following findings from a demographic analysis⁶ conducted by the University of Illinois Chicago in partnership with the Office of New Americans on the State's individuals with limited English proficiency and individuals with LEP:

- In Illinois, 1.0 million residents speak English less than "very well," and speak a language other than English at home. Both federal and state policies recognize that these individuals have a right to equitable access to government services, which includes information and communication in a language they understand.
- Eleven languages have more than 10,000 limited-English speakers in Illinois, including:

⁶ See Rob Paral, "Language Needs Assessment Report," Office of New Americans, Office of the Governor of Illinois, Great Cities Institute at the University of Illinois Chicago (2025), <https://arcg.is/1Py4n0>.

[AGENCY] Language Access Plan Template

Largest Language Groups and Largest Limited-English Language Groups in Illinois: 2018-2022			
Largest Language Groups		Largest Limited-English Language Groups	
	# of Speakers		# of Speakers
Spanish	1,638,222	Spanish	616,760
Polish	169,308	Polish	73,843
Chinese*	106,399	Chinese*	51,494
Filipino, Tagalog	86,051	Filipino, Tagalog	23,198
Arabic	67,017	Arabic	20,342
Urdu	56,122	Korean	20,165
Gujarati	50,196	Gujarati	18,762
Hindi	47,274	Russian	17,649
Russian	44,211	Vietnamese	13,966
Korean	39,624	Urdu	13,893
French	36,728	Ukrainian, Ruthenian, Little Russian	11,817

- The predominant language other than English in many Illinois counties may be Spanish, but closer examination of the most common non-English languages shows that immigrants and migrants come to Illinois from many places. For example, in Champaign County, the top language spoken in limited English households is Mandarin, and in Macon County, it is Tagalog. Additionally, in Cass and Knox counties, the second language is French/Haitian/Cajun. In Madison County, it's Tagalog. In Cook, DuPage, and Kane counties, the second language category is Slavic. In Boone County, "other Asian Pacific Islander" is second to Spanish.
- A statewide map of persons who don't speak English very well shows that the largest numbers of such persons are in the metro Chicago area. Nevertheless, significant numbers of up to 9 thousand are located in townships across the state and are often located near metro areas such as St. Louis, Springfield, Champaign, and Rock Island. There are also notable populations in relatively rural townships in counties such as Cass, Douglas, or Union.
- After years of decline, the number of Illinois residents who don't speak English very well is on the rise. In examining ten years, from 2014 to 2023, this population fell by 79,000 persons between 2014 and 2019. But since a low of 1.0 million in 2019, the most recent data, for the year 2023, shows about 1,082,000 persons, for a gain of some 82,000.

FACTOR 2

Overview of Standard

Language Encounters Data Collection and Analysis assesses the frequency with which limited English proficient (LEP) individuals encounter [AGENCY]'s services, programs, or activities.

The Illinois Language Equity and Access Act requires State agencies to conduct an individualized assessment as part of its Language Access Plan that considers the frequency with which persons with LEP come into contact with the services, programs, and activities provided by the agency. This analysis supports the [AGENCY]'s ability to identify language access needs and ensure meaningful access.

In order to ensure that all [AGENCY] encounters with individuals with LEP across programs and services are collected in a comprehensive and ongoing manner, [AGENCY] will:

- Collect data on encounters with individuals with LEP that take place in person, by telephone, via email, and through online platforms.
- Track the languages encounters and types of language assistance services requested and/or provided during those encounters; and
- Conduct regular assessments and identify high-volume languages and the most frequently requested or needed language assistance services to ensure meaningful access that is accurate, timely, and effective at no cost to persons with LEP.

Current [AGENCY] Systems and Practices

Instructions: Include a description of how the agency currently tracks and collects data on the number of individuals with LEP and the languages spoken by individuals other than English who come into contact with the agency.

FACTOR 3

Overview of Standard

Services Provided to General Public and/or Prospective Limited English Proficient Users, assesses the nature and importance of the programs, activities, or services provided by [AGENCY].

[AGENCY] Language Access Plan Template

The Illinois Language Equity and Access Act requires State Agencies to implement an individualized assessment as part of their Language Access Plan that includes the nature and importance of the services, programs, or activities provided by the State agency.

To ensure meaningful access to critical and urgent information and services, [AGENCY] will outline procedures for prioritizing language assistance for vital and urgent information and activities. [AGENCY] will review all services and information and will prioritize language assistance for programs, activities, services, or information that, if not understood by individuals using languages other than English, could have immediate and/or severe impacts.

Current [AGENCY] Systems and Practices

Instructions: Include a description of how the agency interacts with the public, including in person, as well as virtually via telephone, email, or through online mediums, and the services provided by the agency. Additionally, include the [AGENCY]'s prioritized services for individuals using languages other than English.

FACTOR 4

Overview of Standard

Budget and Available Resources assesses the resources available to [AGENCY] currently, as well as the cost associated with providing the language assistance.

The Illinois Language Equity and Access Act requires State Agencies to review the resources available to the State Agency and the costs. It is best practice for the budget for language access services to be based on programmatic needs and the top five languages prioritized for services. Additionally, a strategic practice is to outline the costs associated with current language assistance services, as well as assess the level of resources, costs, and capacity to implement and support additional language services over time. Based on the assessment of resources, [AGENCY] will identify efforts to support cost-savings and cost-sharing when/if needed. Such efforts may include sharing resources with other departments and agencies and/or using technology to support the delivery of language assistance services.

Current [AGENCY] Systems and Practices

Instructions: Include a description of the agency's practice for assessing or monitoring the ongoing cost of language assistance.

SECTION 3: STAFFING AND COORDINATION

Overview of Standards

The Illinois Language Equity and Access Act outlines the requirements for each State agency to designate a Language Access Coordinator who is responsible for overseeing the development and implementation of the agency's language access plan. The Language Access Coordinator Will support ongoing compliance by partnering with ONA to ensure coordinated implementation and compliance with language access requirements.

To ensure adequate staffing to support the development, management, and oversight of the language access activities, and consistent with the Language Equity and Access Act's directive to ensure adequate staff of bilingual employees, [AGENCY] will establish internal roles to implement its Language Access Plan. These roles include a Language Access Coordinator and may also include a Language Access Liaison within divisions or programs to support localized implementation and coordination of language assistance services, in alignment with national language access best practices.

The Illinois Language Equity and Access Act directs State agencies to incorporate language equity compliance provisions into their contracts with vendors, grantees, and purchase of care entities, ensuring that these funded entities provide language assistance services to individuals with LEP.

[AGENCY] conducts programs and services in partnership with a wide network of grantees and funded entities. Therefore, [AGENCY] will take affirmative steps to ensure those entities fulfill language access obligations to support monitoring and accountability.

SECTION 4: LANGUAGE ASSISTANCE SERVICES

[AGENCY] is committed to taking reasonable steps to ensure meaningful communication and access to information for [AGENCY]'s users with LEP. The Language Assistance Services section outlines the types of language assistance [AGENCY] currently provides, as well as the services [AGENCY] plans to provide to support meaningful communication and participation for individuals with LEP and who are limited English proficient. The language assistance services outlined in the Language Access

[AGENCY] Language Access Plan Template

Plan include oral interpretation services, virtual interpretation services, in-language assistance with multilingual staff, print and online translation services, and the development of other multilingual media content.

This section outlines the roles and responsibilities of [AGENCY]'s language access staff, including Language Access Coordinators and Language Access Liaisons, who are responsible for monitoring and ensuring the implementation of language assistance services according to the Language Access Plan across the agency.

4.1 LANGUAGE ASSISTANCE SERVICES PLAN

LANGUAGE ACCESS SERVICES

1. LANGUAGE NEED IDENTIFICATION

- **Overview of Standard**

The Language Access Plan requires State Agencies to develop clear policy and programmatic actions to ensure meaningful access. It is national language access best practice for State Agencies to utilize language-need identification materials, such as printed multilingual I-Speak resource cards, to assist with the identification of the languages requested by individuals with LEP. These tools support meaningful access by enabling individuals with LEP to indicate their language needs, consistent with State Agencies' obligations to ensure accurate, timely, and effective communication.

- **Current [AGENCY] Systems and Practices**

[Include a description of how the agency utilizes language-need identification materials.]

2. HIRING/CONTRACTING QUALIFIED INTERPRETERS FOR IN-PERSON COMMUNICATION

- **Overview of Standard**

The Illinois Language Equity and Access Act requires State Agencies to ensure individuals with LEP have access to competent, timely, and effective interpretation services when interacting with agency staff, programs, and services. Agencies are required to provide meaningful access. Using trained and qualified interpreters, in alignment with standards developed by ONA, supports State agency compliance and ensures meaningful access.

- **Current [AGENCY] Systems and Practices**

[Include a description of how the agency ensures individuals with LEP have quality interpretation services when interacting with staff programs and services.]

3. HIRING/CONTRACTING QUALIFIED INTERPRETERS FOR VIRTUAL COMMUNICATION (OVER-THE-PHONE OR VIDEO)

- **Overview of Standard**

The Illinois Language Equity and Access Act requires State Agencies to ensure individuals with LEP have access to competent, timely, and effective interpretation services when interacting with agency staff, programs, and services.

- **Current [AGENCY] Systems and Practices**

[Include a description of how the agency ensures individuals with LEP have quality interpretation services when interacting with staff, programs, and services.]

4. EMPLOYING/ UTILIZING BILINGUAL OR MULTILINGUAL STAFF

- **Overview of Standard**

The Illinois Language Equity and Access Act require the Governor's Office of New Americans, with the support of the Department of Human Services, and any other relevant agencies to set standards for adequate staffing of bilingual employees at State Agencies, including a methodology for monitoring implementation and updating the State Services Assurance Act and the Bilingual Employment Plan, based on the Language needs Assessment. While the Language Equity and Access Act specifically uses the term "bilingual staff", national language access best practices recognize and value the role of multilingual staff, highlighting the broad linguistic competencies of individuals who possess proficiency in more than two languages or multiple linguistic repertoires.

- **Current [AGENCY] Systems and Practices**

[Include a description of how the agency ensures quality translation services.]

5. TRANSLATION OF VITAL DOCUMENTS AND ONLINE CONTENT

- **Overview of Standard**

The Illinois Language Equity and Access Act requires agencies to ensure that vital documents are translated accurately, completely, and in a timely manner by qualified translators.

- ✹ Translation of vital documents will be in accordance with the Language Equity & Access Act and guidance issued by ONA.

In instances where LEP populations fall below these thresholds but still require meaningful access, agencies must provide written notice in the primary language of the right to oral interpretation of the written material at no cost.

Translation priorities should be guided by the most recent Language Needs Assessment Report and the demographic data of the agency's service population.

- **Current [AGENCY] Systems and Practices**

[Include a description of how the agency defines and identifies vital documents, prioritizes for translation, translates vital documents, and the top languages in which vital documents are translated to, and ensures vital documents are translated accurately, completely, and in a timely manner by a qualified translator. Include information on the translation of physical documents and public outreach materials, and the translation of websites and online content.]

6. DEVELOPMENT AND DISTRIBUTION OF MULTILINGUAL CONTENT IN OTHER FORMATS (PUBLIC SERVICE ANNOUNCEMENTS, RADIO MESSAGING, SOCIAL MEDIA INFORMATION)

- **Overview of Standard**

The Illinois Language Equity and Access Act requires State Agencies to take steps to ensure that digital content is accessible to individuals with LEP. All translations of public-facing digital content will be completed in a manner that ensures accuracy, completeness, and timeliness, consistent with the Act's requirement for competent translation services. The selection of languages for translation will be guided by current demographic data, the State's Language Needs Assessment, and thresholds outlined in the Language Equity and Access Act.

- **Current [AGENCY] Systems and Practices**

[Instructions: Include a description of how the agency develops multilingual content and the formats in which the content is developed.]

SECTION 5: NOTIFICATION OF LANGUAGE ASSISTANCE SERVICES

In addition to providing language assistance services, the Notification of Language Assistance Services section will outline how [AGENCY] can notify the public of language assistance services and provide information on how language assistance services can be requested. Such communication will assist individuals with LEP in understanding the services provided by [AGENCY], which can increase public trust and confidence.

5.1 NOTIFICATION OF LANGUAGE ASSISTANCE SERVICES PLAN

Overview of Standards

The Illinois Language Equity and Access Act requires State Agencies State Agencies ensure that the general public and individuals with LEP are informed of the availability of free interpretation and translation services and how to request them. To meet this requirement, [AGENCY] will provide multilingual public notices in various formats—both digital and physical—to promote broad public awareness. All notices will clearly explain how individuals can request interpretation or translation services and will be made available in the most frequently spoken languages identified through demographic analysis and the State's Language Needs Assessment Report.

Current [AGENCY] Systems and Practices

[Instructions: Include a description of how the agency provides notice of the language assistance services made available to individuals with LEP.]

SECTION 6: LANGUAGE ACCESS TRAINING

[AGENCY] is committed to providing ongoing employment development and training on language access to maintain well-trained bilingual employees, general staff, and all staff who interact with or may interact with individuals with LEP receive ongoing professional development and training on language access policies, procedures, and responsibilities. This section outlines the type of language access training to provide all [AGENCY] personnel, as well as specific training responsibilities for bilingual or multilingual employees, frontline staff, and other personnel who may interact with individuals with LEP. This section also identifies the timing, frequency, and delivery methods for how training shall be implemented across the agency and its divisions.

6.1 LANGUAGE ACCESS TRAINING PLAN

Overview of Standards

The Illinois Language Equity and Access Act requires that State Agencies develop and implement an ongoing employee development and training strategy to maintain well-trained bilingual employees and general staff. This ensures the [AGENCY] is equipped to deliver effective language assistance services.

Current [AGENCY] Systems and Practices

[Include a description of the current process the agency implements]

SECTION 7: CONCERN RESOLUTION PROCESS

The Concern Resolution Process Section of the Language Access Plan highlights the need for allowing public feedback on the quality, accessibility and effectiveness of language assistance services to address any concerns that arise. This section outlines how [AGENCY] will develop and make publicly available a multilingual concern resolution form, collect and log complaints submitted by individuals with LEP and others, and promptly investigate and address each concern in a timely manner. Additionally, this section describes how the [AGENCY] will track the resolution status of complaints to ensure transparency and accountability and coordinate with the ONA when appropriate to support compliance and continuous improvement.

Overview of Standards

The Illinois Language Equity and Access Act requires State Agencies to establish and make publicly available a process for individuals with limited English proficiency (LEP) and members of the public to submit concerns related to access to language assistance services. Section 15(b)(5) of the Act requires each State agency to develop an internal complaint and review process specific to the provision of language assistance services. Complaints that are not resolved in a timely or satisfactory manner may be referred to the Governor’s Office of New Americans for further review, per Section 30(c) of the Act.

Current [AGENCY] Systems and Practices

[Insert current agency practices]

SECTION 8: MONITORING, EVALUATION, AND REPORTING

The Monitoring, Evaluation, and Reporting section of the Language Access Plan outlines the implementation and procedures [AGENCY] will implement to assess compliance with the Illinois Equity and Access Act and evaluate the effectiveness of this Language Access Plan and its action items. This section will outline current practices and procedures for monitoring and collecting language access data, analyzing language use and language assistance needs, procedures for collecting and participating in community engagement/community feedback sessions to gather input on improvements to the Language Access Plan and language assistance service, and evaluating the quality of language assistance services offered by [AGENCY].

8.1 MONITORING, EVALUATION, AND REPORTING PLAN

Overview of Standard

In accordance with the Illinois Language Equity and Access Act, [AGENCY] will coordinate with the Governor’s Office of New Americans to review and monitor the implementation of its Language Access Plan and ensure ongoing compliance with the Act.

[AGENCY] will conduct an individualized assessment of language assistance needs and patterns of language use on an ongoing basis and incorporate updated data and performance metrics into each new iteration of the Language Access Plan, as required under Section 25(d)(3). The agency will use this information to evaluate the effectiveness of

[AGENCY] Language Access Plan Template

current policies and practices and to inform continuous improvement of language access services.

The plan will include the ongoing review of statewide and agency-specific data on limited English proficient (LEP) populations, including demographic shifts and the identification of new or emerging language needs, as outlined in the State’s Language Needs Assessment Report. The monitoring and evaluation plan will also track progress on the implementation of Language Access Plan goals, review expenditures related to language assistance services, and assess whether projected changes in costs require budget adjustments or modifications to service delivery methods. Data will be collected and reviewed using the following methods:

Current [AGENCY] Systems and Practices

[Insert current practices related to the standard outlined in this section]

SECTION 9: RESOURCES

- Illinois Statewide Coordination Plan Draft (Link)
- Illinois Language Access Toolkit

SECTION 10: APPENDIX

9.1 APPENDIX 1: FACTOR 1 AMERICAN COMMUNITY SURVEY DEMOGRAPHIC DATA

SECTION 10: APPENDIX

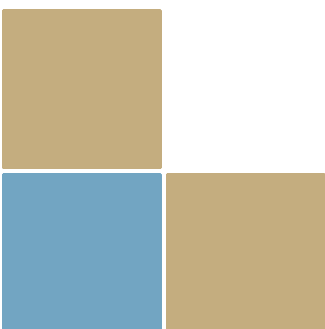
Appendix 1: Factor 1 American Community Survey Demographic Data

Appendix 2: Illinois State Police Directive PER-068, Interaction with Persons with Limited English

Appendix 3: Illinois State Police Training - Interactions with Persons with LEP

Appendix 4: Propio Resources

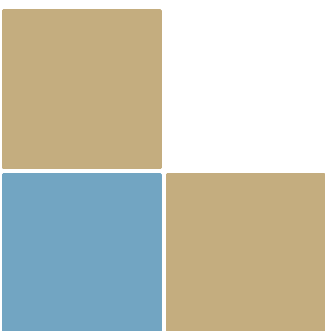
Appendix 5: Propio Metrics - January 2025 - October 2025





Appendix 1:

Factor 1 American Community Survey
Demographic Data



Language Needs Assessment Report

Prepared for

**The Illinois Governor's
Office of New Americans**

June, 2025

By Rob Paral,
Senior Research Specialist,
Great Cities Institute
University of Illinois Chicago

The Language Equity and Access Act was approved by the Illinois General Assembly and signed into law by Governor JB Pritzker in August 2024. The Act requires that a Language Needs Assessment Report be developed on the basis of available U.S. Census data. The report is expected to incorporate “data on languages used across the State, including the identification of geographic patterns and trend data.”¹

Prepared by the Great Cities Institute of the University of Illinois Chicago, this report uses recent data from the American Community Survey of the U.S. Census Bureau. The survey data provide detailed information on persons with limited ability to speak English, and on the languages spoken in households across the state.

The Great Cities Institute provides leadership on research into employment and economic development; local and regional governance; dynamics of global mobility, energy and the environment; and community well-being. GCI develops strategic partnerships that leverage the intellectual capital of the university with the local knowledge of neighborhood residents, government and non-profit, foundation, business and civic organizations. GCI is home to the UIC Neighborhoods Initiative, a university-community partnership with neighborhoods both adjacent to the UIC campus and in the Chicagoland area.

¹ Public Act 103-0723, at <https://www.ilga.gov/legislation/publicacts/fulltext.asp?Name=103-0723>

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Executive Summary

This report examines the characteristics of Illinois residents who do not speak English “very well” according to federal surveys. The report has been prepared by the Great Cities Institute of the University of Illinois Chicago for The Governor’s Office of New Americans of the Office of Illinois Governor JB Pritzker. The report is required by the Language Equity and Access Act. Its major findings include:

A Quarter of Illinois Residents Speak a Language Other than English at Home

2.8 million persons, or 24 percent of the entire Illinois population, speak a language other than English at home.

One Million Illinois Residents Have Limited English Proficiency

In Illinois, 1.0 million residents speak English less than “very well,” and speak a language other than English at home. Both federal and state policies recognize that these individuals have a right to equitable access to government services, which includes information and communication in a language they understand.

Top Languages

Eleven languages have more than 10,000 limited-English speakers in Illinois, including:

- Spanish, 617,000
- Tagalog 23,000
- Gujarathi 19,000
- Urdu 14,000
- Polish 74,000
- Arabic 20,000
- Russian 18,000
- Ukrainian 12,000
- Chinese 35,000
- Korean 20,000
- Vietnamese 14,000



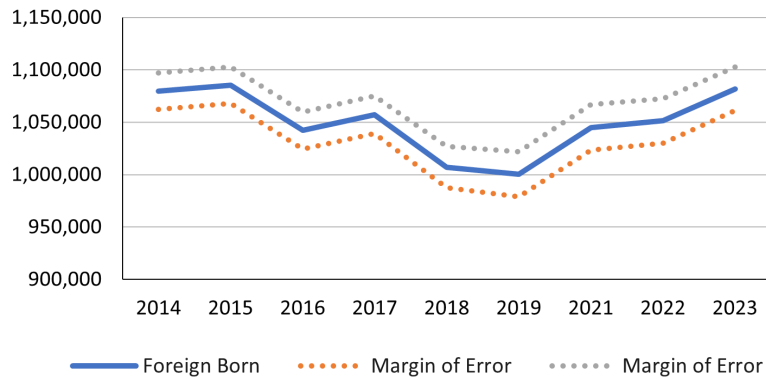
There Can Be Great Language Diversity Within Geographic Areas

The predominant language other than English in many Illinois counties may be Spanish, but a deeper dive into the most common non-English languages shows that immigrants and migrants come to Illinois from many places. For example, in Champaign County the top language spoken in limited-English households is Mandarin and in Macon County it is Tagalog. Additionally, in Cass and Knox counties the second most frequent non-English language is French/Haitian/Cajun. In Madison County it’s Tagalog. In Cook, DuPage and Kane counties the second language category is Slavic. In Boone County “other Asian Pacific Islander” is second to Spanish.

The Limited-English Population Is on the Rise

After years of decline, the number of Illinois residents who don't speak English very well is on the rise. In examining the ten year period from 2014-2023, this population fell by 79,000 persons between 2014 and 2019. But since a low of 1.0 million in 2019, the most recent data, for year 2023, shows about 1,082,000 persons, for a gain of some 82,000.

Figure 1: Yearly Estimates of Persons Who Speak English "Less than Very Well" in Illinois



Limited-English Persons Are Most Numerous in the Metro Chicago Area, but Are Found Throughout Illinois

A statewide map of persons who don't speak English very well shows that the largest numbers of such persons are in the metro Chicago area. Nevertheless, significant numbers of up to a thousand can be found in townships across the state and are often located near metro areas such as St. Louis, Springfield, Champaign and Rock Island. There are also notable populations in relatively rural townships in counties such as Cass, Douglas or Union.

Introduction

A Quarter of Illinois Residents Speak a Language Other than English at Home

Illinois is home to one of the largest immigrant populations in the United States, with nearly 1.9 million persons in the state having been born abroad. The state has been defined by migration, and a legacy of movement to our state is that many residents come from countries and territories where English is not widely spoken. More than 2.8 million persons in Illinois speak a language other than English in their household: a quarter of the state's population.



Making Services Accessible to People Who Are Learning English Is a Critical State Mission

The State of Illinois manages thousands of services and programs touching many areas of residents' lives. The Department of Human Services, for example, assists persons with disabilities, among many other services. The Department on Aging enables older persons to maintain their independence. The Department of Children and Family Services ensures the safety of children across the state.

Other agencies may not offer direct human services, yet they nevertheless interact with the public in myriad ways. The Department of Natural Resources makes sure that parks and recreation are available to residents for their enjoyment. The Department of Revenue manages the equitable collection of taxes. The Department of Commerce and Economic Opportunity promotes the ability of residents to invest in and grow the state's economy.

All state agencies are required to provide meaningful access to services for Illinois residents regardless of their ability to communicate in the English language. Federal and State policies reinforce this requirement.



Nationwide protections include:

- Title VI of the Civil Rights Act of 1964 and its implementing regulations, which prohibit discrimination on the basis of race, color, and national origin, including language proficiency.

In Illinois, statewide protections and policies include:

- The Illinois Civil Rights Act of 2003 (modeled after Title VI), which prohibits units of State, county, and local government from utilizing criteria or methods of administration that have a disparate impact on the basis of race or national origin, regardless of intent.
- The Illinois Human Rights Act, which prohibits discrimination on the basis of several protected characteristics, including race and national origin.
- The Language Equity and Access Act, which ensures that all Illinois residents, including those who have limited English proficiency, have meaningful access to State government services through enhanced language access plan development across state agencies, boards, and commissions under the Governor's Office.

Making Services Linguistically Accessible Reflects Our Values as a State

Providing meaningful access to state services in languages spoken by state residents is not merely a mandate. It allows all persons living in Illinois to fully participate in and contribute to this remarkable state. Linguistically accessible services are beneficial for everyone. They reflect our democratic values and promote equal access to government services.

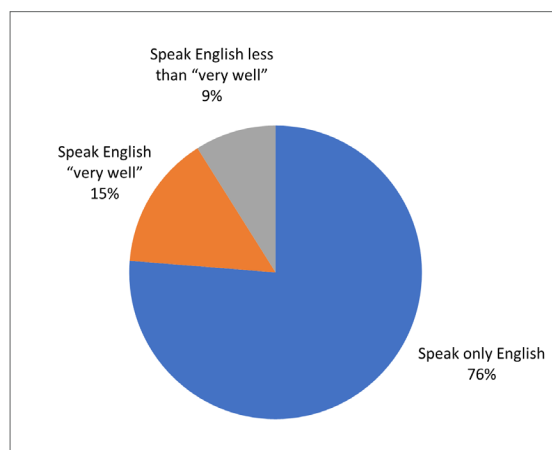
Statewide Findings

One Million Limited-English Speakers

The U.S. Census Bureau conducts a monthly American Community Survey that inquires about the demographic, social and economic characteristics of Illinois residents.² The ACS includes information on the languages spoken in households across the state and on the extent to which individuals speak English. The results of the ACS are reported for five-year periods, and this analysis uses the period 2018-2013.

The ACS finds that a large number of Illinois residents speak a language other than English when they are at home. More than 2.8 million persons fall in this category, using Spanish, Polish, Mandarin, Tagalog or any of dozens of languages when they speak with their loved ones within their household. This translates into nearly a quarter, or 23 percent, of the Illinois population using a

Figure 2: Ability to Speak English of Illinois Residents: 2018-2023



² The American Community Survey of the U.S. Census Bureau, is the source of the demographic data reported here. The information on language ability is self-reported. The Bureau asks respondents to describe their own language ability and that of their household members. The information is only reported for persons at least five years of age.

language other than English at home.

Most of the persons who speak a language other than English also speak English and in fact have a high degree of bilingualism. Of the 2.8 million people in Illinois who speak a non-English language, 1.8 million speak English “very well.” In other words, about two-thirds of speakers of other languages also report significant fluency in English.

Table 1: Languages Spoken and Ability to Speak English “Very Well” in Illinois, 2018-2022

	Number of Persons	Percent of Total
Total	12,036,469	100%
Speak only English	9,218,963	77%
Speak other languages	2,817,506	23%
Speak other language and speak English “very well”	1,786,890	15%
Speak other language and speak English less than “very well”	1,030,616	9%

Universe: persons 5 years of age and older.

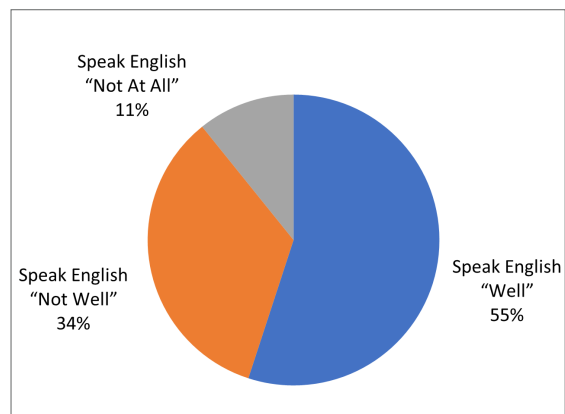
Source: U.S. Census Bureau, American Community Survey U.S. Census Bureau. “Language Spoken at Home.” American Community Survey, ACS 5-Year Estimates Subject Tables, Table S1601, 2022, https://data.census.gov/table/ACSST5Y2022.S1601?q=S1601:LANGUAGE_SPOKEN_AT_HOME&g=040XX00US17&moe=false. Accessed on February 3, 2025.

About 1.0 million persons in Illinois speak a language other than English and do not speak English “very well.” They represent almost one in ten Illinoisans, at 9.0 percent of the population. These individuals are the focus of this report. When they interact with state agencies they may need assistance to access programs and services and understand their rights and duties in complying with policies and laws.

Illinois Residents Have Multiple Levels of English Ability

The census breaks down English language ability into four categories, indicating that individuals speak English: “very well,” “well,” “not well,” or “not at all”. Most residents who do not speak English “very well” are just below that level. Slightly more than half of those who don’t speak English “very well” – 55 percent – report being able to speak English “well.” A third or 34 percent speak English “not well,” and 11 percent speak English “not at all.”^{3,4}

Figure 3: English Ability Among Persons Who Do Not Speak English “Very Well,” Illinois: 2018-2022



- 3 The terms “very well,” “well,” and “not at all” are used by the Census Bureau and provide important distinctions of language ability. In the remainder of this report, however, the quotation marks around these terms are dropped for the sake of readability. Persons who do not speak English very well are also described in this report as being of “limited English.”
- 4 Note that the responses to the ACS are self-reported and represent the opinion of the respondent. Different individuals may have varying opinions about their ability to speak English. The ACS question regarding English language ability only asks about the ability to speak English. It doesn’t differentiate between speaking and listening, which are distinct skills. Furthermore, it doesn’t assess reading or writing abilities in English, which are different from speaking skills.

Table 2: Detailed English Ability Among Persons Who Do Not Speak English “Very Well,” Illinois: 2018-2022

	Number of Persons	Percent of Total
Total Speak English Less Than “Very Well”	1,024,888	100%
Speak English “Well”	563,863	55%
Speak English “Not Well”	350,582	34%
Speak English “Not at All”	110,443	11%

Universe: persons 5 years of age and older. Source: U.S. Census Bureau, American Community Survey Steven Ruggles, Sarah Flood, Matthew Sobek, Daniel Backman, Annie Chen, Grace Cooper, Stephanie Richards, Renae Rodgers, and Megan Schouweiler. IPUMS USA: Version 15.0 [dataset]. Minneapolis, MN: IPUMS, 2024. <https://doi.org/10.18128/D010.V15.0>

Not All Limited-English Persons Are Immigrants

Immigrants and migrants from other sovereign nations are the majority of persons who don’t speak English well in Illinois. But Illinois is home to a large number of persons born in Puerto Rico whose first language is Spanish. The Jones Act of Puerto Rico⁵ confers U.S. citizenship on persons born in Puerto Rico, and thus many persons who are of limited English are U.S. citizens at birth and are not “immigrants.” Indeed, about 82 percent of the limited English population is classified by the federal government as foreign born, but 18 percent were born in Puerto Rico or in another U.S. territory, or were born outside of the U.S. but to American parents, and are U.S. citizens by birth.

Table 3: Nativity of Persons Who Do Not Speak English “Very Well”, Illinois: 2018-2022

	Number of Persons	Percent of Total
Total	1,024,888	100%
Foreign Born	837,473	82%
Born in Puerto Rico or other U.S. Territory, or born Abroad of American Parents	187,415	18%

Universe: persons 5 years of age and older. Source: U.S. Census Bureau, American Community Survey Steven Ruggles, Sarah Flood, Matthew Sobek, Daniel Backman, Annie Chen, Grace Cooper, Stephanie Richards, Renae Rodgers, and Megan Schouweiler. IPUMS USA: Version 15.0 [dataset]. Minneapolis, MN: IPUMS, 2024. <https://doi.org/10.18128/D010.V15.0>

Illinois Residents Speak Many Languages

Illinois is home to 1.9 million immigrants and migrants who came to our state from nearly one hundred countries. With such a wide variety of national origins, it comes as no surprise that these persons speak many different languages.

Spanish is the predominant language of persons who do not speak English very well, with 617,000 persons. But 11 other languages are represented by at least 10,000 persons of limited English, including 74,000 Polish speakers, 35,000 Chinese speakers, 23,000 Tagalog speakers, and 20,000 Arabic speakers.

Speakers of some languages have arrived longer ago than others, and have had more time to learn English. The extent to which English-language education was available in the home country also

varies, as does the opportunity that people may or may not have had to obtain that education. These and other factors affect the percentage of persons who speak English less than very well, from one language to another.

The share of persons who are of limited English includes 38 percent of speakers of Spanish, for example, 44 percent of speakers of Polish, and 49 percent of speakers of Chinese, Mandarin or Cantonese. For virtually every language and language group, a substantial proportion, in the double digits, of the population speaks English less than very well.

**Table 4: Language Spoken at Home of Persons Who Do Not Speak English “Very Well,”
Illinois: 2018-2022**

	Total	Speak English less than “Very Well”	Pct. Speak English less than “Very Well”
Spanish	1,638,222	616,760	38%
Polish	169,308	73,843	44%
Chinese*	106,399	51,494	48%
Filipino, Tagalog	86,051	23,198	27%
Arabic	67,017	20,342	30%
Korean	39,624	20,165	51%
Gujarathi	50,196	18,762	37%
Russian	44,211	17,649	40%
Vietnamese	24,675	13,966	57%
Urdu	56,122	13,893	25%
Ukrainian, Ruthenian, Little Russian	21,977	11,817	54%
French	36,728	8,995	24%
Hindi	47,274	8,681	18%
Italian	26,378	7,066	27%
Rumanian	20,206	6,865	34%
Serbian	16,606	6,067	37%
Bulgarian	16,687	5,809	35%
Greek	27,158	5,406	20%
Niger-Congo regions	24,340	5,397	22%
Japanese	13,271	5,211	39%
German	32,110	5,103	16%
Lithuanian	13,626	4,985	37%
Malayalam	14,808	4,478	30%
Albanian	13,003	4,389	34%
Telugu	22,742	4,236	19%
Near East Arabic dialect	10,783	4,052	38%

**Table 4: Language Spoken at Home of Persons Who Do Not Speak English “Very Well,”
Illinois: 2018-2022**

	Total	Speak English less than “Very Well”	Pct. Speak English less than “Very Well”
Bosnian	10,170	3,474	34%
Thai	7,308	3,473	48%
Persian, Iranian, Farsi	8,033	2,450	30%
Amharic, Ethiopian, etc.	4,684	2,373	51%
Tamil	14,805	2,346	16%
Nepali	4,345	2,340	54%
Burmese, Lisu, Lolo	3,062	2,211	72%
Mon-Khmer, Cambodian	3,354	2,035	61%
Mongolian	3,809	2,012	53%
Panjabi	6,819	1,991	29%
Portuguese	9,185	1,840	20%
Laotian	3,313	1,741	53%
Turkish	5,461	1,703	31%
Bantu	3,996	1,694	42%
Other Asian languages	3,891	1,564	40%
Bengali	6,208	1,500	24%
French or Haitian Creole	5,417	1,320	24%
Other Indo-Iranian languages	2,556	1,313	51%
Chin languages	1,775	1,268	71%
Croatian	4,641	1,144	25%
Swahili	4,872	1,098	23%
Pennsylvania Dutch	3,527	1,029	29%
Serbo-Croatian, Yugoslavian, Slavonian	1,632	1,015	62%
Cushite, Beja, Somali	2,486	856	34%
Marathi	5,949	843	14%
Other specified African languages	2,138	841	39%
Czech	3,689	831	23%
Sebuano	3,224	831	26%
Other Afro-Asiatic languages	1,347	757	56%
Magyar, Hungarian	2,801	613	22%
Macedonian	2,371	532	22%
India nec	2,750	507	18%
Pashto, Afghan	1,150	492	43%
Armenian	2,355	441	19%

**Table 4: Language Spoken at Home of Persons Who Do Not Speak English “Very Well,”
Illinois: 2018-2022**

	Total	Speak English less than “Very Well”	Pct. Speak English less than “Very Well”
Other English-based Creole languages	1,112	435	39%
Dutch	2,755	431	16%
Other Indo-European languages	1,131	360	32%
Indonesian	1,650	343	21%
Slovak	1,747	342	20%
Hebrew, Israeli	5,645	319	6%
Yiddish, Jewish	1,207	275	23%
Lettish, Latvian	1,348	269	20%
Norwegian	1,000	253	25%
Swedish	1,659	157	9%
Kannada	3,315	154	5%
Irish Gaelic, Gaelic	1,074	87	8%

Source: Steven Ruggles, Sarah Flood, Matthew Sobek, Daniel Backman, Annie Chen, Grace Cooper, Stephanie Richards, Renae Rodgers, and Megan Schouweiler. IPUMS USA: Version 15.0 [dataset]. Minneapolis, MN: IPUMS, 2024. <https://doi.org/10.18128/D010.V15.0>; includes persons 5+ years of age. Table includes groups with 1,000+ total persons.

**“Chinese” includes responses of Chinese, Cantonese, Mandarin, Min and Yueh.

Limited-English Persons Are Relatively Older

Older persons are more likely than younger persons to not speak English well. Among persons who speak another language at home, the median age of limited-English speakers is 49 years, compared to 44 in the case of those who speak English very well.

In the case of individual languages, the limited-English speakers may be dramatically older. Among Chinese speakers, the median age of persons of limited English proficiency is 50 years, compared to 32 years for persons who do not have limited English. For Spanish speakers, the difference is 47 years vs. 29 years. For Polish speakers, the difference is 58 vs. 36 years.

Table 5: Median Age of Persons by Language Spoken at Home, Illinois: 2018-2022

	Speaks English Very Well	Does not Speak English Very Well		Speaks English Very Well	Does not Speak English Very Well
Total persons speak a language other than English	44	49	Lithuanian	40	54
Albanian	33	55	Malayalam	38	57
Arabic	31	44	Marathi	37	28
Bantu	38	31	Near East Arabic dialect	39	60.5
Bengali	36	45	Niger-Congo regions	39	43
Bosnian	31	53.5	Panjabi	36	53
Bulgarian	36	52	Pennsylvania Dutch	28	13
Chinese*	31	50	Persian, Iranian, Farsi	39	57.5
Croatian	46	63.5	Polish	36	58
Czech	45	49	Portuguese	36	42
Dutch	43	20	Rumanian	36	51
Filipino, Tagalog	50	57	Russian	37	61
French	43	41	Sebuano	44	51.5
French or Haitian Creole	45	41	Serbian	39	57
German	56	58	Spanish	29	47
Greek	50	72	Tamil	38	38
Gujarathi	37	59	Telugu	37	35.5
Hebrew, Israeli	39.5	59	Thai	39	54
Hindi	38	51	Turkish	38	39
Italian	56	72	Ukrainian, Ruthenian, Little Russian	35	45
Japanese	38.5	48	Urdu	34	53
Kannada	41	39	Vietnamese	29	50
Korean	34	59			

Source: Steven Ruggles, Sarah Flood, Matthew Sobek, Daniel Backman, Annie Chen, Grace Cooper, Stephanie Richards, Renae Rodgers, and Megan Schouweiler. IPUMS USA: Version 15.0 [dataset]. Minneapolis, MN: IPUMS, 2024. <https://doi.org/10.18128/D010.V15.0>; includes persons 5+ years of age.

**Chinese" includes responses of Chinese, Cantonese, Mandarin, Min and Yueh.

English Ability Varies by Gender

Across the many language groups, women are nearly always the majority of limited-English persons. For example, women are at least 60 percent of limited-English speakers of Korean, Tamil and Thai and are more than half of many other languages. A notable exception, given the large size of the population, is in the case of Spanish speakers: men are a slight majority of persons who speak Spanish and who speak English less than very well.

Table 6: Gender of Persons Who Do Not Speak English “Very Well”, Illinois: 2018-2022

	Male	Female	Pct. Female		Male	Female	Pct. Female
Total	508,977	515,911	50%	Lithuanian	2,118	2,867	58%
Albanian	2,182	2,207	50%	Malayalam	2,288	2,190	49%
Arabic	9,784	10,558	52%	Marathi	521	322	38%
Bantu	775	919	54%	Near East Arabic dialect	1,785	2,267	56%
Bengali	638	862	57%	Niger-Congo regions	2,551	2,846	53%
Bosnian	1,929	1,545	44%	Panjabi	961	1,030	52%
Bulgarian	3,103	2,706	47%	Pennsylvania Dutch	472	557	54%
Chinese*	23,293	28,201	55%	Persian, Iranian, Farsi	1,003	1,447	59%
Croatian	581	563	49%	Polish	33,727	40,116	54%
Czech	358	473	57%	Portuguese	584	1,256	68%
Dutch	269	162	38%	Rumanian	3,383	3,482	51%
Filipino, Tagalog	10,291	12,907	56%	Russian	8,072	9,577	54%
French	5,036	3,959	44%	Sebuano	319	512	62%
French or Haitian Creole	536	784	59%	Serbian	3,749	2,318	38%
German	2,327	2,776	54%	Spanish	319,238	297,522	48%
Greek	2,549	2,857	53%	Tamil	853	1,493	64%
Gujarathi	8,776	9,986	53%	Telugu	1,706	2,530	60%
Hebrew, Israeli	107	212	66%	Thai	1,289	2,184	63%
Hindi	3,884	4,797	55%	Turkish	810	893	52%
Italian	3,281	3,785	54%	Ukrainian, Ruthenian, Little Russian	5,962	5,855	50%
Japanese	2,420	2,794	54%	Urdu	6,351	7,542	54%
Kannada	70	84	55%	Vietnamese	6,721	7,245	52%
Korean	8,085	12,080	60%				

Source: Steven Ruggles, Sarah Flood, Matthew Sobek, Daniel Backman, Annie Chen, Grace Cooper, Stephanie Richards, Renae Rodgers, and Megan Schouweiler. IPUMS USA: Version 15.0 [dataset]. Minneapolis, MN: IPUMS, 2024. <https://doi.org/10.18128/D010.V15.0>; includes persons 5+ years of age.

**"Chinese" includes responses of Chinese, Cantonese, Mandarin, Min and Yueh.

The Limited-English Population Is on the Rise

After years of decline, the number of Illinois residents who don't speak English very well is on the rise. In examining the ten-year period from 2014-2023, this population fell by 79,000 persons between 2014 and 2019. But since a low of 1.0 million in 2019, the most recent data, for year 2023, show about 1,082,000 persons, for a gain of some 82,000 from 2019-2023.

Notably, the year-to-year increase of persons who do not speak English very well between 2022 and 2023, is +30,585. This was a three-percent increase in one year.

Survey findings are subject to up-and-down swings over time due to problems inherent to the process of gathering data. The 2022-2023 growth, however, is statistically significant, falling within the 95 percent confidence interval used to assess potential survey errors.

Figure 4: Yearly Estimates of Persons Who Speak English "Less than Very Well" in Illinois

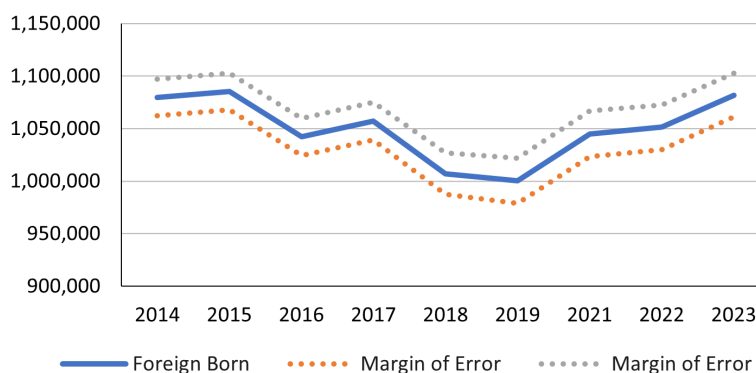
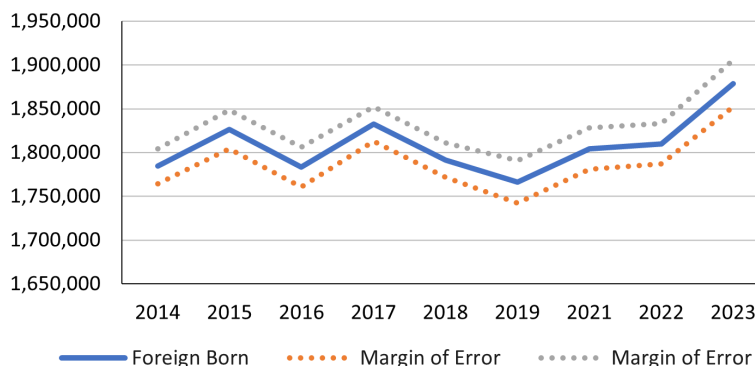


Figure 5: Yearly Estimates of Foreign-Born Population in Illinois



The rise in persons of limited English coincides with the arrival of significant numbers of new migrants in Illinois. In the 2022-2023 period, about 69,000 “forced migrants” arrived in Illinois.⁶ This population has been defined to include persons who left their home country due to armed conflict, economic collapse or natural disaster, and whose arrival is outside of long-established immigration streams to the U.S. and Illinois.⁷ This population came to Illinois primarily from Venezuela and Ukraine, but includes individuals from other countries such as Afghanistan and various nations in the Caribbean and in Central and South America.

The American Community Survey estimates seem to reflect this large-scale migration of 2022 and 2023, as seen in the graph below. In that period the overall foreign-born population in Illinois rose by almost 79,000 or 4 percent.

Table 7: Foreign-Born Population in Illinois

Year	Foreign Born	Change over Previous Year
2014	1,784,403	
2015	1,826,156	2%
2016	1,783,474	-2%
2017	1,832,421	3%
2018	1,791,313	-2%
2019	1,766,492	-1%
2021	1,804,562	2%
2022	1,810,100	0%
2023	1,878,890	4%

Source: American Community Survey 1-year Estimates; includes persons 5+ years of age

Largest Limited-English Groups Decline; Many other Groups Are Increasing

The overall population of limited-English persons (those who do not speak very well) has fallen over the past decade by 122,000 persons or by 11 percent. Most of the overall decline can be attributed to two of the largest limited-English language groups: speakers of Spanish and Polish.

At the same time, many other language groups have increased in number in terms of persons who do not speak English well. The number of Ukrainian speakers with limited English, for example, has risen by 5,800 persons or 96 percent. Mandarin limited-English speakers are up by 2,200 or 47 percent. Both Mongolian and Bantu limited-English speakers are up by well over a thousand persons each and by more than 300 percent.

Table 8: Persons Who Don't Speak English "Very Well" by Language: Illinois

	2008-2012	2018-2022	# Change	% Change
Total	1,146,529	1,024,888	-121,641	-11%
Spanish	719,081	616,760	-102,321	-14%
Polish	96,691	73,843	-22,848	-24%
Chinese*	46,413	51,494	5,081	24%
Filipino, Tagalog	22,223	23,198	975	4%
Arabic	17,124	20,342	3,218	19%
Korean	28,115	20,165	-7,950	-28%
Gujarathi	16,982	18,762	1,780	10%
Russian	20,020	17,649	-2,371	-12%
Vietnamese	11,360	13,966	2,606	23%
Urdu	11,616	13,893	2,277	20%
Ukrainian, Ruthenian, Little Russian	6,032	11,817	5,785	96%
French	7,407	8,995	1,588	21%
Hindi	10,773	8,681	-2,092	-19%
Italian	11,578	7,066	-4,512	-39%
Rumanian	8,196	6,865	-1,331	-16%
Serbian	5,361	6,067	706	13%
Bulgarian	5,004	5,809	805	16%
Greek	8,199	5,406	-2,793	-34%
Japanese	5,911	5,211	-700	-12%
German	7,960	5,103	-2,857	-36%
Lithuanian	7,348	4,985	-2,363	-32%
Malayalam	4,618	4,478	-140	-3%

6 Paral, Rob "Building a Plane While It's Flying": Illinois Confronts a New Era of Forced Migration. The DePaul Migration Collaborative, DePaul University 2024, <https://robparal.com/wp-content/uploads/Ukrainians-in-Illinois-Final-Report.pdf>

7 *ibid.*

Table 8: Persons Who Don't Speak English "Very Well" by Language: Illinois

	2008-2012	2018-2022	# Change	% Change
Albanian	4,412	4,389	-23	-1%
Telugu	2,527	4,236	1,709	68%
Thai	3,635	3,473	-162	-4%
Persian, Iranian, Farsi	2,172	2,450	278	13%
Amharic, Ethiopian, etc.	1,321	2,373	1,052	80%
Tamil	1,955	2,346	391	20%
Nepali	1,577	2,340	763	48%
Burmese, Lisu, Lolo	1,065	2,211	1,146	108%
Mon-Khmer, Cambodian	1,691	2,035	344	20%
Mongolian	442	2,012	1,570	355%
Panjabi	2,080	1,991	-89	-4%
Portuguese	1,352	1,840	488	36%
Laotian	2,597	1,741	-856	-33%
Turkish	1,458	1,703	245	17%
Bantu	416	1,694	1,278	307%
Other Asian languages	1,879	1,564	-315	-17%
Bengali	1,881	1,500	-381	-20%
French or Haitian Creole	1,637	1,320	-317	-19%
Croatian	1,542	1,144	-398	-26%
Swahili	144	1,098	954	663%
Pennsylvania Dutch	564	1,029	465	82%
Serbo-Croatian, Yugoslavian, Slavonian	5,828	1,015	-4,813	-83%

Table includes languages available in both time periods; includes persons 5+ years of age

Source: Steven Ruggles, Sarah Flood, Matthew Sobek, Daniel Backman, Annie Chen, Grace Cooper, Stephanie Richards, Renae Rodgers, and Megan Schouweiler. IPUMS USA: Version 15.0 [dataset]. Minneapolis, MN: IPUMS, 2024. <https://doi.org/10.18128/D010.V15.0>

**"Chinese" includes responses of Chinese, Cantonese, Mandarin, Min and Yueh.

Geographic Patterns

Limited-English Persons Are Most Numerous in Metro Chicago, but Are Found Throughout Illinois

Townships

A statewide map of persons who don't speak English very well shows that the largest numbers of such persons are in the metro Chicago area. Nevertheless, significant numbers of up to a thousand are located in townships across the state. Downstate populations are often located near metro areas such as St. Louis, Springfield, Champaign and Rock Island. There are also notable populations in relatively rural townships in counties such as Cass, Douglas or Union.

In the Chicago area, the largest numbers are found in a band of townships west of the city of Chicago and extending toward the northwest suburbs. The numbers of persons who do not speak English very well are substantial. In thirteen townships this population exceeds 15,000 persons.

Cicero township has the largest population of limited-English speakers, with 25,522 persons, followed by Wheeling (24,278) and Aurora (24,214). These locations are found within well-known patterns of immigrant settlement, and reflect the suburbanization of the Chicago metro area's immigrant population. For example, immigrants are 39 percent of persons in Cicero, 30 percent of persons in Wheeling, and 26 percent of persons in Aurora townships.⁸

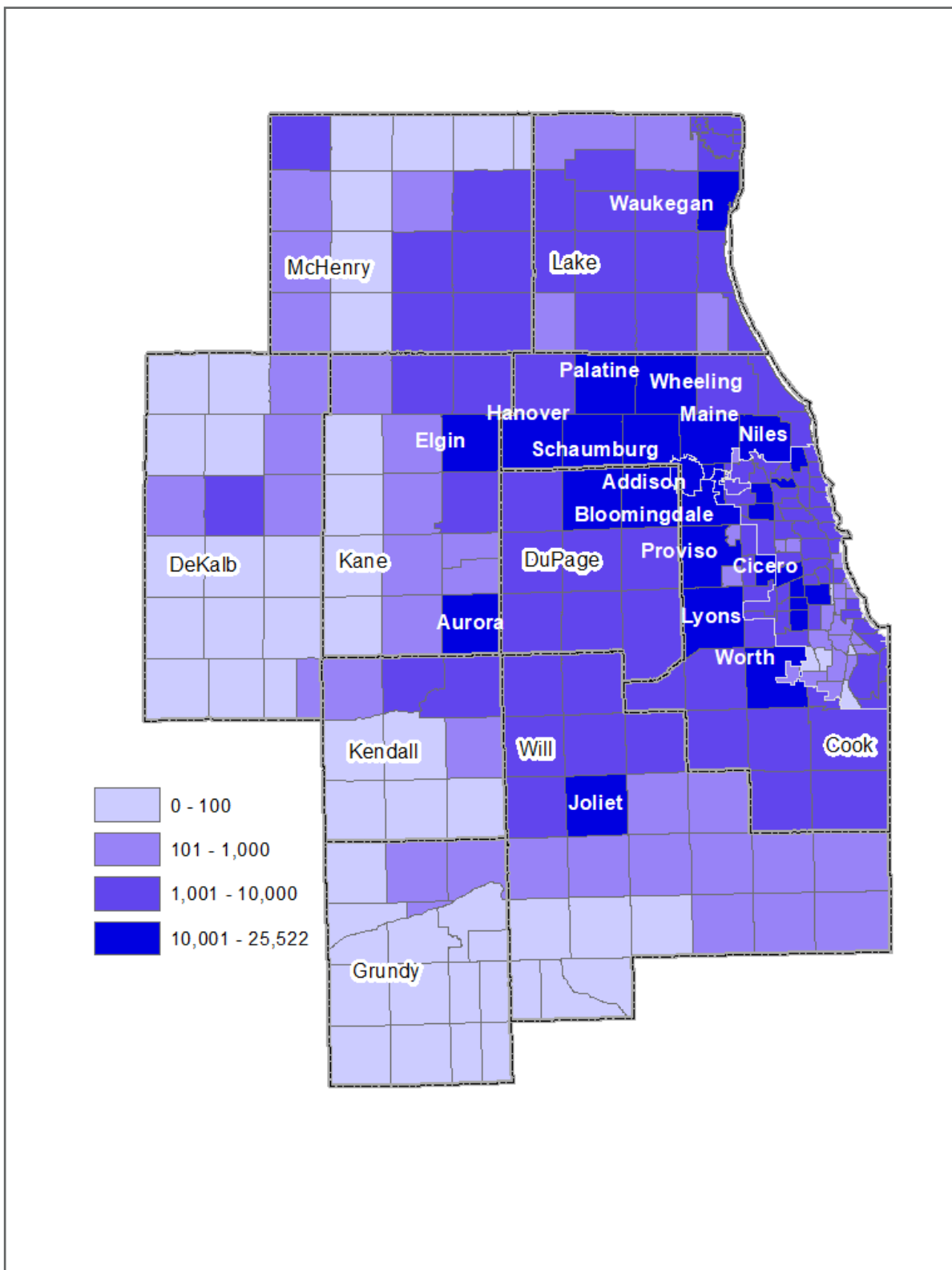
Table 9: Persons Who Speak English Less Than "Very Well", Top 15 Townships: 2018-2022

Township	Number
Cicero township, Cook County	25,522
Wheeling township, Cook County	24,278
Aurora township, Kane County	24,214
Maine township, Cook County	23,830
Waukegan township, Lake County	19,302
Leyden township, Cook County	19,142
Proviso township, Cook County	18,881
Hanover township, Cook County	18,173
Niles township, Cook County	17,559
Schaumburg township, Cook County	16,804
Elk Grove township, Cook County	16,686
Bloomington township, DuPage County	15,414
Elgin township, Kane County	15,191
Joliet township, Will County	14,901
Addison township, DuPage County	14,866

Source: U.S. Census Bureau

⁸ U.S. Census Bureau. "Selected Social Characteristics in the United States." American Community Survey, ACS 5-Year Estimates Data Profiles, Table DP02, 2022, [https://data.census.gov/table/ACSDP5Y2022.DP02?q=DP02: Selected Social Characteristics in the United States&q=060XX00US1703114364,1703181100,1708903025&moe=false](https://data.census.gov/table/ACSDP5Y2022.DP02?q=DP02:Selected%20Social%20Characteristics%20in%20the%20United%20States&q=060XX00US1703114364,1703181100,1708903025&moe=false). Accessed on February 13, 2025

Figure 7: Persons Who Do Not Speak English "Very Well" by Suburban Township and Chicago Community Area



Municipalities

The largest populations at the municipal level follow the patterns seen in townships. Chicago is home to the largest number of persons who do not speak English well, at 368,073 persons. The city of Aurora has 27,016, the town of Cicero has 27,016, and the city of Elgin has 19,121 limited-English speakers.

Table 10: Persons Who Speak English Less Than “Very Well”, Top 15 Places, 2018-2022

Place	Number
Chicago city	368,073
Aurora city	27,016
Cicero town	25,522
Elgin city	19,121
Waukegan city	17,782
Joliet city	17,389
Wheeling village	10,195
Skokie village	10,111
Des Plaines city	9,923
Rockford city	9,171
Berwyn city	8,954
Schaumburg village	8,814
Mount Prospect village	8,679
Palatine village	8,645
Bolingbrook village	8,641

Source: U.S. Census Bureau

Chicago Community Areas

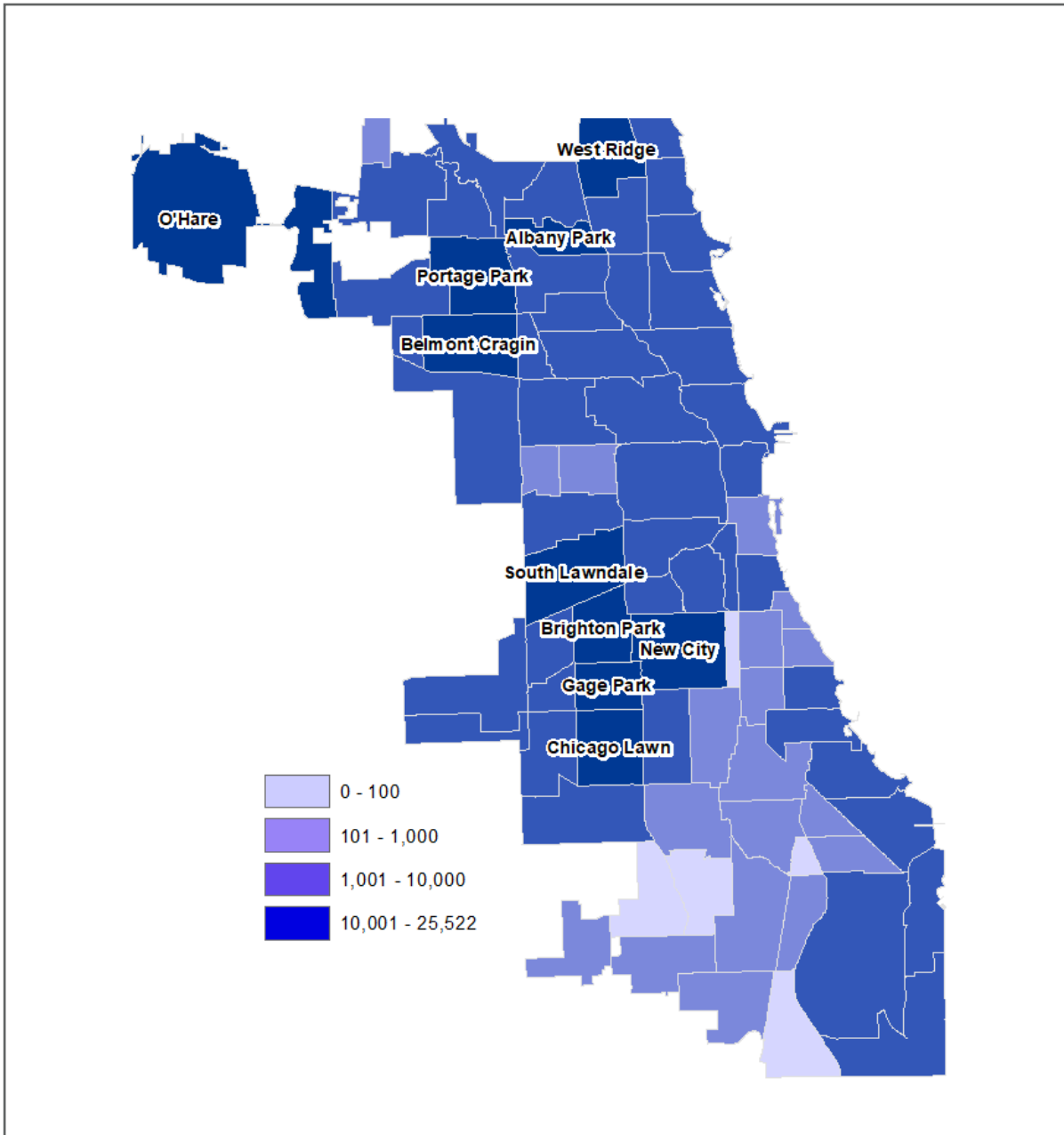
Chicago is divided geographically into 77 community areas that have long been used for analysis of the city. The limited-English population in Chicago is especially prominent in community areas extending to the northwest and southwest of the downtown area. Two community areas – South Lawndale to the southwest of the Loop and Belmont to the northwest – are home to more than 20,000 persons that do not speak English very well. One exception to this pattern is the West Ridge community area on the city’s north side, which is home to 18,643 persons of limited English proficiency.

Table 11: Persons Who Speak English Less Than “Very Well”, Top 15 Chicago Community Areas, 2018-2022

Community Area	Name	Number
30	South Lawndale	25,036
19	Belmont Cragin	23,778
2	West Ridge	18,643
58	Brighton Park	16,446
14	Albany Park	13,832
15	Portage Park	12,865
66	Chicago Lawn	12,053
63	Gage Park	11,401
61	New City	10,534
76	O'Hare	10,293
65	West Lawn	9,396
60	Bridgeport	9,342
23	Humboldt Park	9,183
17	Dunning	8,760
22	Logan Square	8,733

Source: U.S. Census Bureau

Figure 8: Persons who Do Not Speak English “Very Well” by Chicago Community Area



Language Diversity Within Geographic Areas

A county, township or other local area can include speakers of many languages. The amount of information available from the Census Bureau on the specific languages spoken by residents in a township or county is limited. There are some broad categories such as “Slavic” which may often include many speakers of Polish, but could also include speakers of Ukrainian, Bosnian or other slavic languages. “Other Indo-European” languages, in turn, is a broad category reflecting languages of India and Pakistan such as Gujarathi and Urdu, but also languages of Europe.

As seen in the table below, the predominant language in an Illinois county may be Spanish, Chinese or Tagalog, but this can hide the fact that immigrants come from many places. So, for example, in Cass and Knox counties the second language is French/Haitian/Cajun. In Madison county it's Tagalog. In Cook, DuPage and Kane counties the most common second language category is Slavic. In Boone county "other Asian Pacific Islander" is second to Spanish.

Similar diversity of languages is seen in the table on townships. At this smaller geographic level, language categories such as Korean, Arabic or "other Indo European" languages are in some cases the primary language type spoken after English.

Table 12: Top Languages Spoken at Home by Persons Who Do Not Speak English "Very Well," by County, Illinois: 2018-2022

County	Language #1	Language #2	Language #3
Boone	Spanish	Other API	Slavic
Cass	Spanish	French, Haitian, Cajun	Other API
Champaign	Chinese	Spanish	Other Indo-Euro
Cook	Spanish	Slavic	Chinese
DeKalb	Spanish	Chinese	Other API
DuPage	Spanish	Slavic	Other Indo-Euro
Jackson	Spanish	Other Indo-Euro	Chinese
Kane	Spanish	Slavic	Other Indo-Euro
Kankakee	Spanish	Other Indo-Euro	Vietnamese
Kendall	Spanish	Chinese	Other Indo-Euro
Knox	Spanish	French, Haitian, Cajun	Tagalog
Lake	Spanish	Slavic	Chinese
LaSalle	Spanish	Chinese	Other Indo-Euro
Macon	Tagalog	Spanish	Chinese
Madison	Spanish	Tagalog	Other and Unspecified
McHenry	Spanish	Slavic	Other Indo-Euro
McLean	Spanish	Chinese	Other Indo-Euro
Ogle	Spanish	Chinese	Slavic
Peoria	Spanish	Chinese	Other Indo-Euro
Rock Island	Spanish	Other API	French, Haitian, Cajun
Sangamon	Spanish	French, Haitian, Cajun	Other API
St. Clair	Spanish	Germanic	Other and Unspecified
Vermilion	Spanish	Other API	Arabic
Warren	Spanish	Other API	French, Haitian, Cajun
Will	Spanish	Slavic	Other Indo-Euro
Winnebago	Spanish	Slavic	Other and Unspecified

Note: "Germanic" includes German or other West Germanic languages; "Slavic" includes Russian, Polish, or other Slavic languages; "Other Indo-Euro" refers to other Indo-European languages; "Chinese" includes Mandarin and Cantonese; "Other API" refers to other Asian and Pacific Island languages.

"Limited English Household" is one in which no member 14 years old and over (1) speaks only English or (2) speaks a non-English language and speaks English "very well." In other words, all members 14 years old and over have at least some difficulty with English.

Table 13: Top Languages Spoken at Home by Persons Who Do Not Speak English “Very Well,” by Township, Illinois: 2018-2022

Township, County	Language #1	Language #2	Language #3
Champaign, Champaign	Chinese	Other API	Other Indo-Euro
Cunningham, Champaign	Chinese	Other Indo-Euro	Spanish
Berwyn, Cook	Spanish	Slavic	French, Haitian, or Cajun
Chicago city, Cook	Spanish	Slavic	Chinese
Cicero, Cook	Spanish	Other API	Slavic
Elk Grove, Cook	Slavic	Spanish	Other API
Hanover, Cook	Spanish	Korean	Slavic
Leyden, Cook	Slavic	Spanish	Other Indo-Euro
Lyons, Cook	Spanish	Slavic	Other Indo-Euro
Maine, Cook	Slavic	Other Indo-Euro	Spanish
Niles, Cook	Slavic	Other Indo-Euro	Korean
Northfield, Cook	Korean	Slavic	Chinese
Norwood Park, Cook	Slavic	Other Indo-Euro	Spanish
Orland, Cook	Slavic	Other Indo-Euro	Spanish
Palatine, Cook	Slavic	Spanish	Other API
Palos, Cook	Slavic	Other Indo-Euro	Spanish
Proviso, Cook	Spanish	Other Indo-Euro	Slavic
Schaumburg, Cook	Slavic	Other Indo-Euro	Other API
Stickney, Cook	Spanish	Slavic	Arabic
Thornton, Cook	Spanish	Other and unspecified languages	Other API
Wheeling, Cook	Slavic	Spanish	Korean
Worth, Cook	Slavic	Arabic	Other API
Addison, DuPage	Spanish	Slavic	Other Indo-Euro
Bloomington, DuPage	Spanish	Slavic	Other Indo-Euro
Downers Grove, DuPage	Slavic	Spanish	Other Indo-Euro
Lisle, DuPage	Other Indo-Euro	Chinese	Spanish
Milton, DuPage	Other Indo-Euro	Other API	Slavic
Naperville, DuPage	Spanish	Other API	Chinese
Winfield, DuPage	Spanish	Slavic	Other Indo-Euro
York, DuPage	Spanish	Slavic	Chinese
Aurora, Kane	Spanish	Other Indo-Euro	Other and unspecified
Elgin, Kane	Spanish	Other API	Other Indo-Euro
Avon, Lake	Spanish	Slavic	Other API
Libertyville, Lake	Spanish	Chinese	Slavic
Vernon, Lake	Slavic	Korean	Other Indo-Euro

Table 13: Top Languages Spoken at Home by Persons Who Do Not Speak English “Very Well,” by Township, Illinois: 2018-2022

Township, County	Language #1	Language #2	Language #3
Waukegan, Lake	Spanish	Other API	Tagalog
Du Page, Will	Spanish	Other Indo-Euro	Slavic
Joliet, Will	Spanish	French, Haitian, or Cajun	Other and unspecified
Rockford, Winnebago	Spanish	Slavic	Other and unspecified

Note: “Germanic” includes German or other West Germanic languages; “Slavic” includes Russian, Polish, or other Slavic languages; “Other Indo-Euro” refers to other Indo-European languages; “Chinese” includes Mandarin and Cantonese; “Other API” refers to other Asian and Pacific Island languages. “Limited English Household” is one in which no member 14 years old and over (1) speaks only English or (2) speaks a non-English language and speaks English “very well.” In other words, all members 14 years old and over have at least some difficulty with English.

What Do the Data Mean for Illinois?

Some observations can be made about the meaning of limited-English persons for the State of Illinois:

Limited-English Persons Are a Major Feature of Who We Are as a State

Over 1 million persons in Illinois do not speak English very well. Remarkably, this represents nearly one of ten of our fellow residents. These Illinoisans speak many languages, including both 617,000 Spanish speakers and 8,700 Hindi speakers. They include 74,000 Polish speakers and 2,500 speakers of Persian. They have diverse demographic characteristics, tending to be older and female, but including persons from across the spectrum of age and economics and social tier. They may be concentrated in metro Chicago but are found in counties and townships around the state.

The Population of Limited-English Persons Is Constantly Changing

Limited-English persons in Illinois are a dynamic group. Long-established languages such as Spanish and Polish are declining while new languages such as Ukrainian or Urdu are becoming more common. The numbers contract as people learn English and expand as newcomers move here.

Limited-English Persons Reflect the Greatness of Our State

The presence of large numbers of persons who don't speak English well is not a detriment to the state or a problem to overcome. Rather, these persons reflect the dynamism of Illinois and the state's desirability to persons from around the world that want to live here and contribute to our society and economy. Illinois has a long history as a place that migrants call home. Given that all limited-English persons have a right to meaningfully access fundamental state services, it's incumbent on state agencies to constantly assess and reevaluate the types of languages and language assistance that are needed for communication. Each person regardless of their English language ability, represents

a contributor to our state, a worker, a taxpayer, a caretaker, a student. Their process of language acquisition, including their need for appropriate assistance, parallels our own state's evolution, growth and change.



Appendix 1

Persons Who Speak English Less Than "Very Well", Illinois Counties, 2018-2022

Place	Number	Place	Number
Adams	258	Greene	2
Alexander	13	Grundy	764
Bond	108	Hamilton	35
Boone	3,589	Hancock	105
Brown	104	Hardin	10
Bureau	804	Henderson	14
Calhoun	11	Henry	773
Carroll	118	Iroquois	673
Cass	1,342	Jackson	1,447
Champaign	12,023	Jasper	46
Christian	232	Jefferson	558
Clark	86	Jersey	111
Clay	140	Jo Daviess	175
Clinton	580	Johnson	182
Coles	349	Kane	54,619
Cook	670,031	Kankakee	2,243
Crawford	120	Kendall	7,091
Cumberland	111	Knox	1,118
DeKalb	3,992	Lake	67,009
De Witt	50	LaSalle	2,767
Douglas	1,230	Lawrence	343
DuPage	81,855	Lee	426
Edgar	70	Livingston	285
Edwards	95	Logan	154
Effingham	477	McDonough	304
Fayette	315	McHenry	13,247
Ford	158	McLean	3,859
Franklin	174	Macon	951
Fulton	130	Macoupin	198
Gallatin	11	Madison	2,731
Marion	283	St. Clair	3,565
Marshall	98	Saline	194
Mason	46	Sangamon	2,488
Massac	95	Schuyler	65

Persons Who Speak English Less Than "Very Well", Illinois Counties, 2018-2022

Place	Number	Place	Number
Menard	28	Scott	12
Mercer	131	Shelby	70
Monroe	157	Stark	93
Montgomery	123	Stephenson	420
Morgan	152	Tazewell	882
Moultrie	437	Union	268
Ogle	1,267	Vermilion	1,376
Peoria	4,139	Wabash	191
Perry	191	Warren	984
Piatt	83	Washington	64
Pike	59	Wayne	106
Pope	30	White	27
Pulaski	27	Whiteside	1,109
Putnam	34	Will	49,846
Randolph	327	Williamson	560
Richland	280	Winnebago	12,465
Rock Island	6,911	Woodford	117

Source: U.S. Census Bureau

Appendix 2

Persons Who Speak English Less Than “Very Well”, Top 50 Townships, 2018-2022

Place	Number	Place	Number
Chicago, Cook County	368,073	Stickney, Cook County	8,548
Cicero, Cook County	25,522	Thornton, Cook County	8,530
Wheeling, Cook County	24,278	Downers Grove, DuPage County	8,505
Aurora, Kane County	24,214	Avon, Lake County	8,413
Maine, Cook County	23,830	Lisle, DuPage County	7,510
Waukegan, Lake County	19,302	Palos, Cook County	7,268
Leyden, Cook County	19,142	Winfield, DuPage County	7,034
Proviso, Cook County	18,881	Naperville, DuPage County	6,920
Hanover, Cook County	18,173	York, DuPage County	6,832
Niles, Cook County	17,559	Vernon, Lake County	6,780
Schaumburg, Cook County	16,804	Champaign, Champaign County	6,726
Elk Grove, Cook County	16,686	Orland, Cook County	6,326
Bloomington, DuPage County	15,414	Wayne, DuPage County	6,220
Elgin, Kane County	15,191	Norwood Park, Cook County	6,140
Joliet, Will County	14,901	Bremen, Cook County	5,881
Addison, DuPage County	14,866	Plainfield, Will County	5,806
Worth, Cook County	14,638	Wheatland, Will County	5,666
Lyons, Cook County	13,693	Lockport, Will County	5,660
Palatine, Cook County	13,674	Warren, Lake County	5,146
Du Page, Will County	9,873	Libertyville, Lake County	4,745
Rockford, Winnebago County	9,339	Bloom, Cook County	4,612
Dundee, Kane County	9,288	Algonquin, McHenry County	4,021
Berwyn, Cook County	8,954	Oswego, Kendall County	3,731
Northfield, Cook County	8,759	Fremont, Lake County	3,609
Milton, DuPage County	8,554	Cunningham, Champaign County	3,021

Source: U.S. Census Bureau

Appendix 3

Persons Who Speak English Less Than “Very Well”, Top 50 Places, 2018-2022

Place	Number	Place	Number
Chicago city	368,073	Burbank city	6,350
Aurora city	27,016	Streamwood village	6,253
Cicero town	25,522	Oak Lawn village	6,018
Elgin city	19,121	Romeoville village	5,992
Waukegan city	17,782	Buffalo Grove village	5,673
Joliet city	17,389	Carol Stream village	5,536
Wheeling village	10,195	West Chicago city	5,325
Skokie village	10,111	Round Lake Beach village	4,704
Des Plaines city	9,923	Glenview village	4,621
Rockford city	9,171	Mundelein village	4,520
Berwyn city	8,954	Franklin Park village	4,434
Schaumburg village	8,814	Orland Park village	4,401
Mount Prospect village	8,679	Morton Grove village	4,318
Palatine village	8,645	Elmwood Park village	4,057
Bolingbrook village	8,641	Bensenville village	3,794
Naperville city	8,528	Bartlett village	3,768
Melrose Park village	8,169	Peoria city	3,762
Niles village	7,853	Prospect Heights city	3,753
Hanover Park village	7,796	North Chicago city	3,728
Addison village	7,654	Norridge village	3,724
Hoffman Estates village	7,602	Rolling Meadows city	3,697
Carpentersville village	7,472	Summit village	3,585
Glendale Heights village	7,147	Evanston city	3,537
Arlington Heights village	6,797	Northlake city	3,211
Champaign city	6,726	Blue Island city	3,198

Source: U.S. Census Bureau

Appendix 4

Who Speak English Less Than "Very Well", Chicago Community Areas, 2018-2022

	Place	Number		Place	Number
1	Rogers Park	7,200	34	Armour Square	5,663
2	West Ridge	18,643	35	Douglas	1,823
3	Uptown	6,871	36	Oakland	144
4	Lincoln Square	5,612	37	Fuller Park	31
5	North Center	1,188	38	Grand Boulevard	335
6	Lake View	3,284	39	Kenwood	571
7	Lincoln Park	1,861	40	Washington Park	381
8	Near North Side	4,157	41	Hyde Park	2,089
9	Edison Park	344	42	Woodlawn	1,132
10	Norwood Park	4,468	43	South Shore	1,024
11	Jefferson Park	4,533	44	Chatham	213
12	Forest Glen	1,744	45	Avalon Park	216
13	North Park	3,588	46	South Chicago	1,933
14	Albany Park	13,832	47	Burnside	8
15	Portage Park	12,865	48	Calumet Heights	171
16	Irving Park	8,428	49	Roseland	230
17	Dunning	8,760	50	Pullman	175
18	Montclare	2,862	51	South Deering	1,514
19	Belmont Cragin	23,778	52	East Side	5,522
20	Hermosa	7,312	53	West Pullman	696
21	Avondale	6,233	54	Riverdale	14
22	Logan Square	8,733	55	Hegewisch	1,085
23	Humboldt Park	9,183	56	Garfield Ridge	6,957
24	West Town	6,410	57	Archer Heights	5,348
25	Austin	6,122	58	Brighton Prk	16,446
26	West Garfield Park	260	59	Mckinley Park	5,163
27	East Garfield Park	230	60	Bridgeport	9,342
28	Near West Side	3,772	61	New City	10,534
29	North Lawndale	1,508	62	West Elsdon	5,693
30	South Lawndale	25,036	63	Gage Park	11,401
31	Lower West Side	8,629	64	Clearing	4,931
32	Loop	1,126	65	West Lawn	9,396
33	Near South Side	227	66	Chicago Lawn	12,053

Who Speak English Less Than “Very Well”, Chicago Community Areas, 2018-2022

Place	Number	Place	Number
67 West Englewood	1,781	73 Washington Heights	77
68 Englewood	810	74 Mount Greenwood	220
69 Greater Grand Crossing	327	75 Morgan Park	465
70 Ashburn	5,878	76 O'Hare	10,293
71 Auburn Gresham	885	77 Edgewater	7,331
72 Beverly	79		

Source: U.S. Census Bureau

Methodology and Source of Data

The source of data in this report is the American Community Survey. The ACS is a nationwide, ongoing survey of the U.S. Census Bureau that samples approximately one percent of the U.S. population each year. ACS data are commonly reported for five-year periods such as the years 2018-2022, as seen in this report.

The ACS data were accessed from two sources. The website of the U.S. Census Bureau at <https://data.census.gov/> is the source of data in tabular format. The [IPUMS USA site](#) is the source of microdata used in customized tabulations.⁹

Information from the ACS is self-reported by the survey respondent(s). Often the head of household completes the survey for all household members. Questions 14.a, 14.b and 14.c ask about language ability. The survey questionnaire asks “Does this person speak a language other than English at home?” and “What is this language?” For speakers of languages other than English, the respondent is asked to describe an individual’s ability to speak English as “Very well,” “Well,” “Not well,” and “Not at all.” Standard Census Bureau data tables often report on the population that speaks English less than “very well.”¹⁰

9 Steven Ruggles, Sarah Flood, Matthew Sobek, Daniel Backman, Annie Chen, Grace Cooper, Stephanie Richards, Renae Rodgers, and Megan Schouweiler. IPUMS USA: Version 15.0 [dataset]. Minneapolis, MN: IPUMS, 2024. <https://doi.org/10.18128/D010.V15.0>

10 E.g., U.S. Census Bureau, U.S. Department of Commerce. “Selected Social Characteristics in the United States.” American Community Survey, ACS 1-Year Estimates Data Profiles, Table DP02, 2023, <https://data.census.gov/table/ACSDP1Y2023.DP02?q=Native and Foreign-Born>. Accessed on January 15, 2025.



Language Needs Assessment

2025

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Appendix 2:

Illinois State Police Directive PER-068,
Interaction with Persons with Limited
English Proficiency



ILLINOIS STATE POLICE DIRECTIVE PER-068, INTERACTION WITH PERSONS WITH LIMITED ENGLISH PROFICIENCY

RESCINDS: PER-068, 2022-098, revised 02-28-2022	REVISED: 03-16-2026 2026-016
RELATED DOCUMENTS: ADM-104, EQP-016, OPS-042	RELATED CALEA STANDARDS (6th Edition): 61.1.4, 61.4.1, 70.5.1

I. POLICY

The Illinois State Police (ISP) will:

- I.A. Develop and implement a system by which persons with limited English proficiency (LEP) can meaningfully access those services consistent with, and without unduly burdening, the fundamental mission of the ISP.
- I.B. Take reasonable steps to provide timely meaningful access to the services and benefits that the Department provides to all persons regardless of their national origin or limited ability to speak, read, write, or understand English.
- I.C. Provide appropriate language access auxiliary aids and services, when necessary, to ensure effective communication with persons who have LEP.
- I.D. Inform members of the public that language assistance services are available free of charge to them, and that the Department will provide these services.

II. AUTHORITY

- II.A. Title VII of the Civil Rights Act of 1964, 42 U.S.C. 2000d
- II.B. 740 ILCS 23/1, et seq., "Illinois Civil Rights Act of 2003"
- II.C. 15 ILCS 56/1, et seq., "Illinois Language Equity and Access Act"
- II.D. 775 ILCS 5/1, et seq., "Illinois Human Rights Act"

III. DEFINITIONS

- III.A. Bilingual – the ability to speak two languages fluently and communicate directly and accurately in both English and another language.
- III.B. Interpreter – a person who translates spoken word from one language into another language.
- III.C. Language Access Auxiliary Aids and Services – effective methods of making conversations and materials available to individuals with LEP, including but not limited to qualified interpreters and written materials.
- III.D. Language Access Coordinator (LAC) – an ISP employee tasked with coordinating and overseeing the language access implementation activities and ensures language access information is shared across all programs and divisions.
- III.E. Language Identification Card – a card, available in print and on-line via Propio Language Services, LLC, used to assist ISP employees in identifying an individual's primary language.
- III.F. Language-Need Identification Notice – a multi-language sign displayed in the public area of ISP-occupied facilities that informs members of the public:
 - III.F.1. Of the ISP's commitment to provide equitable service to all individuals encountered regardless of their ability to speak, read, write, or understand English; and
 - III.F.2. That an interpreter will be provided by the ISP free of charge.

- III.G. Limited English Proficiency (LEP) – the inability or difficulty to understand or to effectively express oneself in spoken or written English as a result of one’s national origin, and the individual has not developed fluency in the English language.
- III.H. Primary Language – the main language in which one most effectively communicates.
- III.I. Translation – the conversion of written text from one language (source language) into an equivalent written text in another language (target language) to convey the intent and essential meaning of the source text.

IV. RESPONSIBILITIES

- IV.A. The ISP will uphold its mission to “promote public safety to improve the quality of life in Illinois” by providing all individuals with LEP every opportunity to communicate effectively with its officers and employees.
- IV.B. The Division of Justice Services (DJS), Logistics Bureau, in coordination with the LAC, will ensure the Language-Need Identification Notice is effectively displayed in department facilities located in areas that have a genuine need to communicate with persons with LEP. The notices will include written text translated into the three most predominant languages used within the facility’s immediate surrounding communities.
- IV.C. The Division of Patrol (DOP) and Division of Criminal Investigation (DCI) will consider demographic data, review contracted language access services utilization data, and consult with community-based organizations to assess which ISP forms and documents are vital for translation purposes.

V. PROCEDURES

- V.A. ISP employees are encouraged to use Propio Language Services, LLC for interactions with persons who do not communicate using English as their primary language and Multilingual Connections for translating written documents.

- V.A.1. Propio Language Services, LLC offer the following options:

- V.A.1.a. Over-the-phone Interpreting (OPI)

- V.A.1.a.1) Dial 1-866-828-3280
- V.A.1.a.2) Enter account number 3879
- V.A.1.a.3) Enter ten-digit work phone number, starting with area code followed by the # sign
- V.A.1.a.4) When prompted, press:

- V.A.1.a.4)a) “1” for a Spanish interpreter
- V.A.1.a.4)b) “8” for all other languages
- V.A.1.a.4)c) “9” for prescheduled calls
- V.A.1.a.4)d) “0” for Client Services

- V.A.1.a.5) Provide the agent on the phone with caller’s:

- V.A.1.a.5)a) First name
- V.A.1.a.5)b) Last name initial
- V.A.1.a.5)c) Work number, including area code

- V.A.1.a.6) For 3-way calls, ask the first person that answers, whether it’s the interpreter or call coordinator, to place the call.
- V.A.1.a.7) If the interpreter is not available at the primary number provided above, the back-up interpreter may be called at 866-386-1284.
- V.A.1.a.8) To schedule a meeting for over-the-phone support, send a request to ScheduledOPI@propio-LS.com.

- | V.A.1.b. Video Remote Interpreting (VRI)
 - | V.A.1.b.1) Download the Propio One app from one of the following:
 - | V.A.1.b.1)a) Google Play Store
 - | V.A.1.b.1)b) Apple App Store
 - | V.A.1.b.2) Log in via a desktop browser/PC at <https://one.propio-ls.com>.
 - | V.A.1.b.3) Launch the Propio One app or website. then:
 - | V.A.1.b.3)a) Enter User Code aK35LQ
 - | V.A.1.b.3)b) Click on "Settings" to ensure the audio and video on the user's device is working properly.
 - | V.A.1.b.3)c) Search for, or scroll to, and select the appropriate language.
 - | V.A.1.b.3)d) Click on "Start Call."
 - | V.A.1.b.4) To schedule support or American Sign Language (ASL) on demand, send a request to Interpreter@propio-LS.com.
- | V.A.2. Multilingual Connections may also be contacted for language interpreter requests.
 - | V.A.2.a. Email Illinois@mlconnections.com to request either in-person or video conferencing (Zoom or Webex) services.
 - | V.A.2.a.1) For in-person services, confirmation may take up to two weeks, and the cost is more expensive than video conferencing services.
 - | V.A.2.a.2) For video conferencing services, confirmation is faster, and the cost is less expensive than in-person services.
 - | V.A.2.a.3) Service confirmation will come via email from Interpretet, a subcontractor of Multilingual Connections.
 - | V.A.2.b. To address any issues or concerns regarding a service request, or for answers to general questions, call Multilingual Connections at 773-292-5500, and select "2" for new customers,
- | V.A.3. In other than exigent circumstances, department members will only use family, friends, or bystanders for interpreting in very informal, non-confrontational contexts, and only to obtain basic information at the request of the LEP person. Using family, friends, or bystanders could result in a breach of confidentiality, a conflict of interest, or an inadequate interpretation. Barring exigent circumstances, department members should not use minor children to provide interpreter services. Information obtained through means other than Propio or translation by interpreter should be properly substantiated by the Department member.
- | V.B. In the event an ISP employee working at a telecommunications center receives a telephone call from a person with a LEP, they will follow all procedures established by the ISP Telecommunication Services Bureau (TSB) policies and procedures.
- | V.C. When a department member encounters a person with LEP who requires an interpreter to effectively communicate during the course of an investigation or while providing another department service, the member will follow the procedures outlined in section V.A. above.
- | V.D. In addition to the procedures listed above:
 - | V.D.1. When a department member interrogates or arrests a person with LEP who requires an interpreter to effectively communicate, the member will follow the established procedures outlined in ISP Directives OPS-042, "Investigative Responsibilities," and EQP-016, "Electronic Recording of Interviews and Interrogations."

- V.D.2. Present the Statement of Constitutional Rights and Waiver Rights (form ISP 5-49) to the arrestee in their primary language, when available, or orally translated through a department-authorized interpreter.
- V.E. Department members serving as interpreters assigned to provide interpretation or translation services for an incident will:
 - V.E.1. Notify their appropriate supervisor
 - V.E.2. Identify themselves by name and rank to the individual requesting interpretation services
 - V.E.3. Provide an accurate and impartial interpretation and/or translation
 - V.E.4. Be compensated consistent with the member's collective bargaining agreement
- VI. All ISP employees and work units with a legitimate need to translate specific documents into any language other than English will adhere to the following procedures:
 - VI.A. The requesting work unit will make a written request to the Division Forms Coordinator through their chain-of-command, to have the specific document translated into the desired language. If the form or document is a new document, the requesting work unit will follow ISP Directive ADM-104, "Forms Management," to create the document (the initial request will identify the need for the document to be produced in multiple languages and identify the languages).
 - VI.B. Upon receiving the necessary approval, the Division Forms Coordinator will submit the documents to the Logistics Bureau to be reviewed and submitted to Multilingual Services LLC.
 - VI.B.1. The Logistics Bureau will contact Multilingual Services LLC at 773-292-5500 and begin the translation process.
 - VI.B.2. The Logistics Bureau will provide Multilingual Services LLC with any additional information necessary to expedite the translation of the document.
 - VI.B.3. Upon receiving the final translated document, the Logistics Bureau will submit a request to the Agency Forms Coordinator to ensure the translated document is properly added to the ISP Document Library.
- VII. Multi-Language Department Materials
 - VII.A. Department members who identify other department materials that would be beneficial to have translated into a language other than English will make this request to the Agency Forms Coordinator consistent with the procedures outlined in section VI of this directive.
 - VII.B. Various department forms are available to department members to use in situations involving a person with LEP. Department members will refer to the ISP Document Library for all available translated department forms.
 - VII.C. Department members who identify department distribution materials (e.g., pamphlet, flyers, brochures) that would be beneficial to have translated into a language other than English will make this request through their chain-of-command consistent with the procedures outlined in section VI. of this directive.

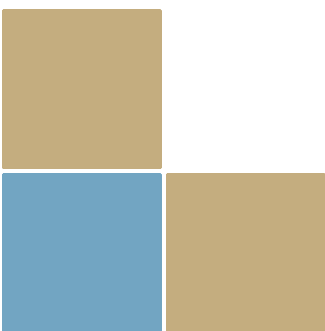
| Indicates new or revised items.

-End of Directive-



Appendix 3:

Illinois State Police Training
Interactions with Persons with LEP



Interaction with Persons with Limited English Proficiency (LEP)

2026



What is a Limited English Proficient (LEP)?

The inability or difficulty to understand or to effectively express oneself in spoken or written English as a result of one's national origin, and the individual has not developed fluency in the English language.



Access to Information and Services

ISP has identified the importance of providing meaningful access to information and services available to the public. Moreover, the goal is to provide and to enhance the communication of information the ISP has to those individuals whose primary language is not English and who may have a limited ability to read, write, speak, or understand English; overall a person with LEP.



ISP Directive PER-068

- The ISP Directive PER-068, Interaction with Persons with Limited English Proficiency (LEP), outlines information on when to use the services and direction on how to utilize the language services available to assist communication with persons with LEP.
- Provide appropriate language access resources and services, when necessary, to ensure effective communication with persons with LEP.
- Inform person with LEP that language assistance services are available free of charge to them, and that the Department will provide these services.

Using Language Access Services

- When a person with LEP comes to an ISP location for service, locate the Propio Language Services LLC resource card to determine what language the person understands.
- Once language is identified, ISP employees are encouraged to contact Propio to access an interpreter who speaks the language the LEP identified, to assist with in-person translation.

Over the Phone Interpreting – (OPI)

- Propio Language Services should be contacted for interpretation services by taking the following steps:
- Using Telephone Interpretation
 1. Dial: **1-866-828-3280**
 2. Enter the account#: **3879**
 3. Enter ten-digit work phone number, starting with area code followed by the # sign.
 4. When prompted
 - For a Spanish interpreter: Press 1
 - For all other languages: Press 8
 - For prescheduled calls: Press 9
 - For Client Services: Press 0

OPI cont'd.

5. Provide to agent:

- Caller's first name and initial of last name and work number with area code
- **For 3-way calls:** Ask the first person who answers (interpreter or call coordinator) to place the call.
- Back-Up Interpreter Number: **1-866-386-1284**. (Only use if interpreter is unavailable at primary number above)



Over-the-phone contact with LEP person

For the telecommunications center ISP employees who receive a telephone call, utilize procedures established by the ISP Telecommunication Services Bureau Policies and Procedures.



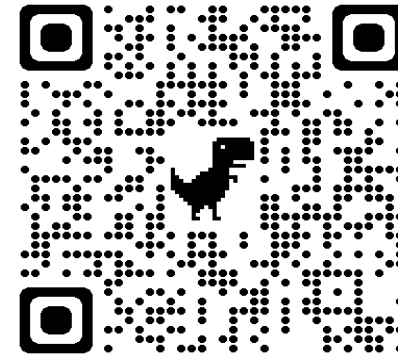


Pre-scheduled OPI

ISP employees may also request a pre-scheduled OPI where there is a situation of a rare language of limited diffusion (see remote language list), or if your use of interpretation services is expected to last longer than an hour and a half.

Video Remote Interpreting (VRI)

- VRI access through Propio Language Services LLC for virtual/video interpretation.
 - **Propio ONE**
 - App download from:
 - the Google play store
 - Apple app store
- Log in via desktop browser/PC (<https://one.propio-ls.com/>)



Propio
One
QR code

Video Remote Interpreting (VRI)

1. Launch **Propio ONE** app or website.
2. Log in and enter User Code: **aK35LQ** and log in.
3. **Click on Settings to ensure audio and video on the device are enabled.**
4. Language: Search for or scroll to the language. Once language is selected click Start Call. Click the audio icon to connect to an audio only interpreter. Click the video icon to connect to a video interpreter.
5. If an ISP employee wishes to schedule a specific meeting date and time for this service, Virtual Interpreter Request Form should be completed and emailed to Interpreter@Propio-LS.com.

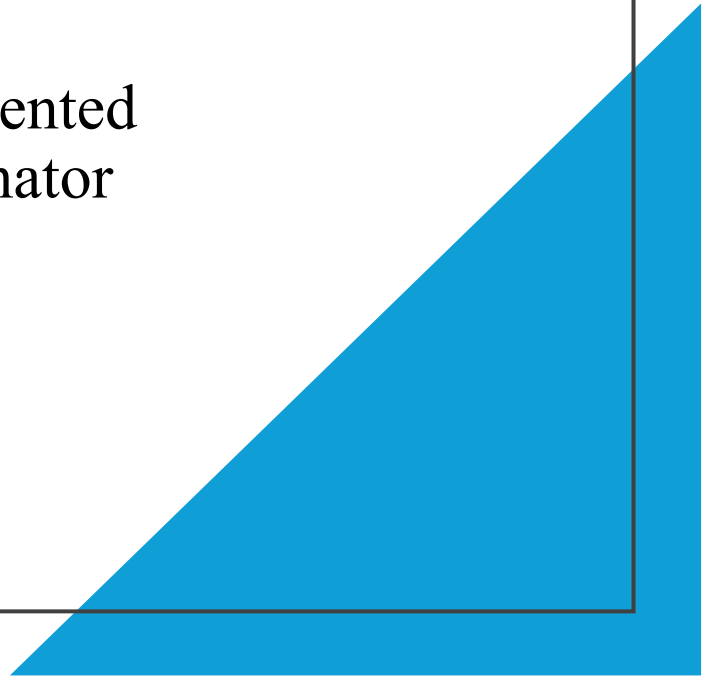
Video Remote Interpreting (VRI) continued

6. This service can also be used to provide American Sign Language on demand.
7. If an ISP employee wishes to schedule a specific meeting date and time for this service, a Virtual Interpreter Request Form should be completed and emailed to Interpreter@Proprio-LS.com.



Written Documents

Per PER-068, VI., All ISP employees and work units with legitimate need to translate specific documents into any language other than English will follow procedures documented by making a written request to the Division Forms Coordinator through their chain-of-command.



Employees Serving as an Interpreter

- Based on PER-068, when a department member interrogates or arrests a person with LEP who requires an interpreter to effectively communicate, the member will follow the established procedures outlined in ISP OPS-042, “Investigative Responsibilities,” and EQP-016, “Electronic Recording of Interviews and Interrogations.” In addition, present the Statement of Constitutional Rights and Waiver Rights (ISP 5-49) to the arrestee in their primary language, when available, or orally translated through a department-authorized interpreter.
- Department members serving as an interpreter assigned to provide interpretation or translation services for an incident will:
 - Notify their appropriate supervisor.
 - Identify themselves by name and rank to the individual requesting interpretation services.
 - Provide an accurate and impartial interpretation and/or translation.

Resource:

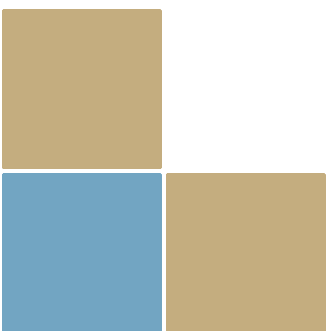
Additional information
may be found in the 2026
Language Access Plan.





Appendix 4:

Propio Resources



English If you need an interpreter free of charge, please indicate your language.

ASL American Sign Language



Arabic العربية
إذا كنت في حاجة إلى مترجم مجاناً، أشر إلى اللغة المطلوبة.

Pashto پښتو
که تاسو وړیا ژباړي ته اړتیا لرئ، مهرباني وکړئ خپلې ژبې ته اشاره وکړئ

Bengali (Bangla) বাংলা
আপনার বিনা খরচে একজন দোভাষীর সহায়তা প্রয়োজন হলে, অনুগ্রহ করে আপনার ভাষা নির্বাচন করুন।

Portuguese Português
Se precisa de um intérprete gratuito, aponte para seu idioma.

Burmese မြန်မာ
သင် စကားပြန်တစ်ဦး၏အကူအညီကို အခမဲ့လိုအပ်ပါက ကျေးဇူးပြု၍ သင့်ဘာသာစကားကို ရွေးချယ်ပါ။

Russian Русский
Если вам нужен бесплатный переводчик, выберите ваш язык.

Cantonese 粵語
如果您需要译员，请指向您的语言

Somali Soomaali
Haddaad u baahan tahay turjumaan bilaash ah, fadlan tilmaamo luqadaada.

Dari داري
اگر شما به ترجمان رایگان ضرورت دارید، لطفاً به زبان تان اشاره کن

Spanish Español
Si necesita un intérprete gratuito, por favor seleccione su idioma respectivo.

French Français
Si vous avez besoin de l'assistance gratuite d'un interprète, indiquez votre langue.

Swahili Kiswahili
Ikiwa unahitaji mkalimani bila malipo, tafadhali onyesha lugha yako.

Haitian Creole Kreyòl
Si ou bezwen yon entèprèt san frè, tanpri endike lang ou.

Ukranian Українська
Якщо вам потрібна безкоштовна допомога усного перекладача, виберіть свою мову.

Mandarin 简体中文
如果您需要译员，请指向您的语言

Vietnamese Tiếng Việt
Nếu quý vị cần thông dịch viên miễn phí, vui lòng cho biết ngôn ngữ của quý vị

Acehnese**	Castellano (<i>Castilian</i>)*	Fuzhounese**	Kirghiz	Mixteco*	Sicilian**
Achi **	Catalan**	Ga **	Kirundi**	Mixteco Alto**	Sinhalese*
Acholi **	Cebuano**	Garre**	Kisij**	Mixteco Bajo**	Siyin (<i>Sizang</i>)
Afar*	Chaldean	Georgian*	Kiswahili	Moldovan**	Slovak*
Afrikaans**	(<i>Neo-Aramaic</i>)**	German*	Kituba**	Mongolian*	Slovenian (<i>Slovene</i>)**
Akan**	Chamorro**	Gheg**	Kizigua**	Mon**	Somali
Akateco*	Cherokee**	Greek*	Kongo (<i>Kikongo</i>)**	Montenegrin**	Soninke*
Albanian*	Chichewa**	Guarani**	Konkani**	Moore**	Spanish
Amharic	Chin	Gujarati*	Korean	Mushunguli**	Sudanese**
Amoy	Chin (<i>Falam</i>)	Hainanese**	Kosraean*	Navajo*	Susu**
(<i>Xiamen Hokkien</i>)**	Chin (<i>Hakha</i>)	Haitian Creole	Kotokoli**	Neapolitan**	Swahili
Anuak	Chin (<i>Lai</i>)	Hakka-Chinese*	Kpelle**	Nepali	Swedish*
Apache**	Chin (<i>Lautu</i>)**	Harari**	Krahn**	Newari**	Sylheti**
Arabic	Chin (<i>Mizo</i>)	Hausa*	Krio	Nigerian**	Tagalog*
Arabic (<i>Algerian</i>)	Chin (<i>Tedim</i>)	Hebrew*	Kunama*	Norwegian**	Taiwanese*
Arabic (<i>Egyptian</i>)	Chin (<i>Zo, Zomi</i>)**	Hindi	Kurdish*	Nuer*	Tajik**
Arabic (<i>Hassaniya</i>)**	Chin	Hindko **	Kurdish Badini**	Oromifa	Tamil*
Arabic (<i>Jordanian</i>)	(<i>Zophei/Zyphe</i>)**	Hmong*	Kurdish Kurmanji*	Oromo	Telugu*
Arabic (<i>Moroccan</i>)	Chinese (<i>Hokkien</i>)**	Hokkien**	Kurdish Sorani	Pashto*	Temne**
Arabic (<i>Sudanese</i>)	Chinese (<i>Toisanese</i>)**	Hunan **	Kyrgyz**	Patois*	Teochew**
Arabic (<i>Tunisian</i>)	Chin Matu**	Hungarian*	Lanzhou**	Persian	Tetum**
Arabic (<i>Yemeni</i>)	Choujo **	Ibanag	Lao (<i>Laotian</i>)*	Pidgin**	Thai*
Arakanese**	Chuj**	Ibo*	Latvian*	Pidgin	Tibetan*
Aramaic	Chuukese*	Icelandic**	Lingala*	(<i>Cameroonian</i>)**	Tigre**
Armenian*	Cotocoli**	Igbo**	Lithuanian	Polish	Tigrinya
Ashanti*	Creole**	Ilocano (Iloko)*	Lorma**	Ponapean/ Pohnpeian*	Trukese**
ASL	Croatian	Indonesian*	Luganda*	Popti**	Turkish
Azeri (<i>Azerbaijani</i>)**	Czech*	Italian*	Luhya	Portuguese	Turkmen**
Bahasa Melayu	Danish*	Ixil**	Luhya	(<i>Brazilian</i>)	Twi*
Bajuni (<i>Tikulu</i>)	Dari	Jamaican*	Luo*	Portuguese	Ukrainian*
Bambara*	Dinka*	Jamaican Creole**	Macedonian*	(<i>European</i>)	Urdu
Bashkir**	Dioula (<i>Dyula</i>)**	Japanese*	Mai Mai	Portuguese Creole	Uyghur**
Basque**	Dutch	Jarai**	Maylay**	Pulaar*	Uzbek*
Bassa**	Edo**	Javanese*	Malayalam	Portuguese Creole	Vietnamese
Belarusian**	Esperanto	Jula**	Malinke**	Punjabi	Visaya**
Belize Creole English**	Estonian**	Kachin**	Mam*	Qeqchi**	Wolof*
Bemba**	Ewe*	Kandahari**	Mandarin	Quechua**	Xhosa**
Bengali	Falam	Kanjobal (<i>Q'anjob'al</i>)*	Mandingo*	Quiche (K'iche)*	Yiddish*
Berber**	Fanti**	Kannada**	Mandinka*	Rohingya*	Yoruba*
Bini**	Farsi	Kaqchikel**	Mara**	Romanian	Yup'ik**
Bisaya**	Filipino	Karen	Marathi**	Russian	Zapotec**
Bosnian*	Finnish**	Karenni*	Marshallese*	Samoan*	Zomi*
Bulgarian*	Flemish**	Kasakh**	Masalit**	Sango*	Zulu**
Burmese	Fon**	Kayah**	Matu**	Sarahulj**	
Calabrese**	French	Kazakh**	Mbay**	Saraiki**	
Cambodian*	French Canadian	Kejja	Mende*	Sarikoli**	
Cantonese	French Creole	Khmer	Mien**	Serbian	
Cape Verdean	Fukienese**	Kikuyu (<i>Gikuyu</i>)**	Mina**	Serbo-Croatian	
Creole*	Fulani (Fula)*	Kinyarwanda	Minangkabau**	Shan**	
Carolinian**	Fur**	(<i>Kinyamulenge</i>)	Mirpuri**	Shona**	

(**Bold** indicates video (VRI) availability, either on-demand or pre-scheduled.)

*On-demand languages of limited diffusion. Please anticipate longer wait times to connect. **Languages of very limited diffusion. While attempting to connect on-demand is possible, please anticipate much longer wait times. It is strongly recommended to schedule these languages in advance rather than attempting to connect on-demand. This list may not be comprehensive of all languages and dialects we serve. Please reach out to us for any language needs you have.

VIRTUAL INTERPRETER REQUEST FORM

*Please email to Interpreter@Propio-LS.com

REQUESTOR CONTACT INFO	
Name:	
Phone Number:	
Email:	
Department:	
Your PROPIO Client ID:	
MEETING INFO	
Date of Hearing:	
Time AND Duration of Appointment:	
TIME ZONE:	
Reason: (For simultaneous requests please share the presentation materials and subject that will be discussed in the meetings)	
Language Needed:	
For virtual (video) requests, provide link, meeting ID, and passcode:	
LIMITED ENGLISH SPEAKER INFO	
Name	
DOB	
Gender	
Gender preference of interpreter (<i>if needed</i>)	

Department of State Police
Access Code: 3879

For an interpreter, dial: 1-866-828-3280
Provide Required Info:

Your first name & initial of last name

Your work phone number (include area code)

If primary number is unavailable,
use the back-up service line at
1-866-386-1284



Top Language Codes			
Amharic	39	Kinyarwanda	94
Arabic	23	Korean	30
Bengali	48	Mandarin	24
Burmese	21	Nepali	25
Cantonese	31	Portuguese	35
French	26	Russian	27
Haitian Creole	28	Somali	29
Hakha-Chin	95	Swahili	38
Hmong	44	Vietnamese	22
Karen	34	All Other	8
Complete list online: LanguageCodes.info			

PARTNERING WITH AN INTERPRETER

Interpreter or Translator?

Interpreters render a message spoken or signed in one language into a second language. Translators do the same with written documents. Qualified healthcare interpreters have training in role, ethics, and protocols; are able to render messages accurately; and are familiar with the relevant medical terminology in both of their working languages.



When to partner with an interpreter



Partner with an interpreter whenever the patient or their caregiver has identified a “preferred language for healthcare” that is anything other than a language you speak at a professional level, or when you believe that language or cultural differences may cause a barrier to clear communication. This includes even short interactions in which you don’t intend to give or receive significant information, as patients may have important information for you.

Family members and friends should not interpret in clinical settings as the risk of inaccuracy is high. Children should never interpret for clinical encounters unless it is an emergency and no other interpreter is available in person, by phone, or by video conference.

Guidance for partnering with sign language interpreters



- Maintain eye contact with the patient. Signed languages are visual languages, so looking at each other is critical.
- Pay attention to facial expressions, as these convey critical meaning in signed languages.
- Be aware that signed languages are not universal. Each country has a distinct sign language.

Guidance for partnering with interpreters remotely (via phone or video conference)



- Reduce background noise as much as possible.
- Position the video equipment so the interpreter can see both you and the patient. If that’s not possible, focus on the patient.
- When caring for patients who are Deaf or Hard of Hearing, ensure the interpreter and the patient can see each other. The interpreter only needs to hear you.
- Tell the interpreter your name, the patient’s name, the clinical setting (primary care, endocrinology, etc.), the purpose of the encounter, and who else is in the room.
- Allow the interpreter to briefly introduce themselves to the patient.

PARTNERING WITH AN INTERPRETER



Techniques for partnering effectively with an interpreter

- **Brief the interpreter on the goals of the encounter** including any expected challenges, e.g. you intend to share the bad news, or the patient just had a stroke and may have garbled speech, etc.
- During the encounter, **speak directly to the patient**, not to the interpreter.
- With spoken-language interpreters, **speak at an even pace and pause after a full thought** to allow the interpreter to interpret. If a spoken-language interpreter raises their hand in front of their chest, they are asking for a pause. Sign language interpreters typically interpret simultaneously.
- **Assume that everything said by anyone in the room will be interpreted.** If you feel that the interpreter has not interpreted everything, ask the interpreter to do so.
- If you must address the interpreter directly about an issue of communication or culture, **tell the patient first what you plan to discuss with the interpreter.**
- Whenever possible, **avoid the use of slang, highly technical medical terminology, acronyms and complicated sentence structures.** Speak in full sentences, without changing your idea in the middle of a sentence. **Ask one question at a time.**
- **Find methods other than humor** to establish rapport with the patient. Humor is difficult to interpret accurately, and what is humorous in one culture may not be funny in another.
- **Ask the interpreter to point out potential cultural misunderstandings.** Respect an interpreter's judgment that a particular question is culturally inappropriate; either rephrase the question or ask the interpreter's help in eliciting the information you need in a more appropriate way.
- **Do not hold the interpreter responsible** for what the patient says or doesn't say; the interpreter is the medium, not the source, of the message.
- **Don't make assumptions about the patient's educational level.** An inability to speak English does not necessarily indicate a lack of education.
- **Use teach-back** to assess patient understanding.
- **Always document the presence of an interpreter in the medical record**, including the interpreter's name or ID number.

A few more things to keep in mind

- A qualified interpreter will use the first person in interpreting, i.e. "My stomach hurts" instead of "She says her stomach hurts." This allows you to hear the patient's "voice" most accurately and deal with the patient directly.
- Concepts you express may have no linguistic or even conceptual equivalent in other languages. The interpreter will have to paraphrase these terms and concepts, which will take longer than your original speech.
- The interpreter will not explain medical concepts to the patient; that is your job. However, the interpreter may speak up if they sense that the patient is not understanding.

To the degree that it is feasible, slow down. Providing care across linguistic and cultural barriers will require more time than usual. However, the effort you invest in establishing strong rapport and clear communication will avoid wasted time and dangerous misunderstandings later.



Tips and Pre-Scheduled Calls

Your Role

1. If you expect the call to last more than 45 minutes, tell the interpreter at the beginning.
2. Give the interpreter an opportunity to introduce themselves and confirm the correct language has been requested.
3. Introduce yourself to the Limited English Proficient (LEP) client and explain the reason for calling.
4. After speaking a few sentences, pause to give the interpreter time to provide renditions in the target language.
5. Always speak in first person, just as you would in normal conversation. For example, say, "Do you have a fever?" rather than "Ask her if she has a fever."
6. Please note that poor audio connections can be caused by any party on the line. If the interference makes it difficult to communicate, have the single participant call back in or have all parties hang up and re-initiate the call.
7. Remember to officially end the call with the interpreter. Interpreters may not clearly receive non-verbal cues that you have finished your session.

Your Interpreter's Role

1. The Limited English Proficient (LEP) client is required to verbally state the content of written documents or explanations before the interpreter is allowed to provide interpreting services.
2. The interpreter should not have a side conversation with client end-user or Limited English Proficient (LEP) client. They must relay all statements back to you or your client.
3. Interpreters may report feedback to Propio client support on your behalf. However, you are encouraged to report feedback to our Client Success Team.



Know Your Languages

Many cultures have multiple dialects that are often similar, yet not considered the same language. Please make sure that you are requesting the specific dialect.

**Call or email our Client Success Team with questions at
(913) 381-3143 or ClientServices@propio-LS.com**



Tips and Pre-Scheduled Calls

When to Schedule

1. Rare languages of limited diffusion (see Language Availability List)
2. If your appointment is expected to last longer than your standard allotted time (or over 1.5 hours)
3. Submit request by 4:00pm CST the business day *prior to the requested scheduled date*. Rare languages are encouraged to provide a 48-hour notice due to limited availability.

To Access Your Pre-Scheduled Interpreter

If you will need a third-party dial out, please call 913-871-6716, give the operator your booking reference number, and wait to be connected with your interpreter. If you do not need a third-party dial out, please use the instructions below.

1. Have the booking reference number ready.
2. Dial 913-361-5450.
3. When prompted to enter the conference ID, enter the booking reference number .
4. Please wait for the interpreter to join the call.
5. **NOTE: Please allow up to five minutes for the operator to bridge the call. If there are any connection issues, dial 913-871-6716 for assistance.**

How to Pre-Schedule a Telephonic Interpreter

1. Send your request by email to ScheduledOPI@propio-LS.com or dial the Propio assigned phone number indicated on your instruction card and select option 9.
2. Provide the following information:
 - ✓ Date, time, time zone
 - ✓ 4 or 5-digit Propio account number
 - ✓ Language, intake questions on instruction card
 - ✓ The caller's contact information
 - ✓ Estimated length of scheduled call
 - ✓ Indicate if a third-party call will be needed
3. An acknowledgment email will be sent to the original requester with the job reference number within one business day.
4. A confirmation email will be sent to the original requester once the interpreter has been secured.

Canceling a Pre-Scheduled Telephonic Interpreter:

Send the cancellation request to ScheduledOPI@propio-LS.com at least 24-hours before the start time of the scheduled request to avoid the minimum charge.

IMPORTANT: The Scheduling Team will continue to secure an interpreter until requested start time or request has been canceled.

Call or email our Client Success Team with questions at
(913) 381-3143 or ClientServices@propio-LS.com

Department of State Police
Audio and Video Remote Interpreting



1. **Launch** the Propio ONE app: 
Or
Launch the desktop browser/PC (Chrome):
<https://one.propio-ls.com/>

2. **Log in** **Enter User Code: aK35LQ**
Click LOG IN

3. **Language** **Search for or scroll to the language.**
Click the audio icon to connect to an
audio only interpreter.
Click the video icon to connect to a
video interpreter.

Be prepared to provide billing information as requested
by your internal management.



Appendix 5:

Propio Metrics

January 2025 - December 2025



Remote Usage Metrics

1/1/2025 1/31/2025 

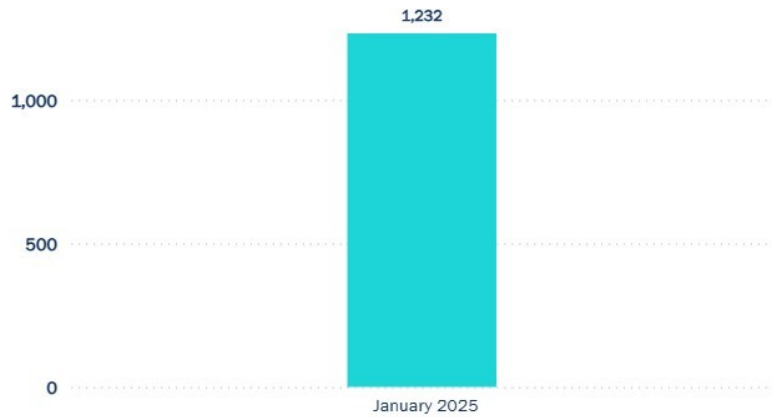
Account

Service Line

All

All

Interpretation Minutes



Minutes by Language

Language	Calls	Minutes
Spanish	55	1,053
Swahili	2	52
Turkish	1	42
Haitian Creole	1	38
Pashto	1	19
Ukrainian	1	12
Mandarin	1	10
Punjabi	1	6

Key Metrics



8
Unique Languages

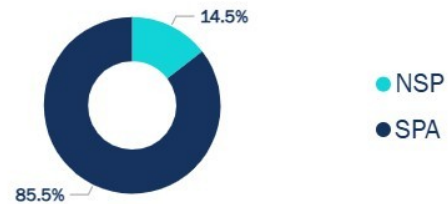
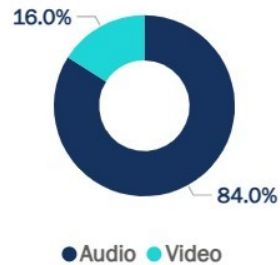
63
Calls
1,232
Minutes

\$823.38
Total Spend

Connection Speeds

8.4
Avg Connect (Sec.)
96.8%
% Calls < 30 Secs
100.0%
% Calls < 60 Secs

Minutes by Call Modality



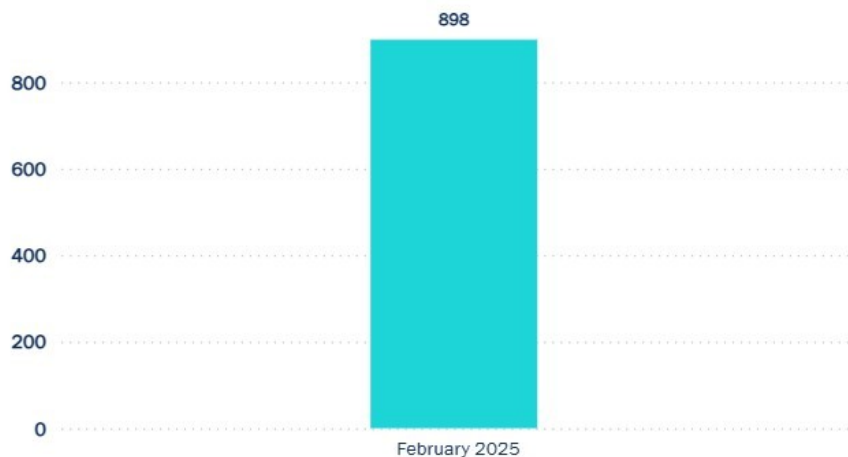


Remote Usage Metrics

2/1/2025 2/28/2025 ⓘ

Account: All Service Line: All

Interpretation Minutes



Minutes by Language

Language	Calls	Minutes
Spanish	45	803
Kinyarwanda	1	27
Russian	2	26
Arabic	1	23
Mandarin	2	15
Cantonese	1	4

Key Metrics

81.8%
Satisfaction Rating

6
Unique Languages

52
Calls

898
Minutes

\$500.56
Total Spend

Connection Speeds

7.8

Avg Connect (Sec.)

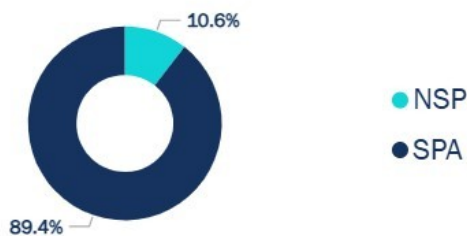
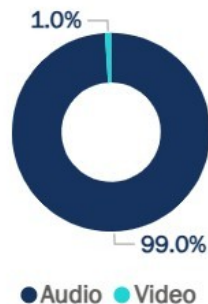
100.0%

% Calls < 30 Secs

100.0%

% Calls < 60 Secs

Minutes by Call Modality



Remote Usage Metrics

3/1/2025 3/31/2025



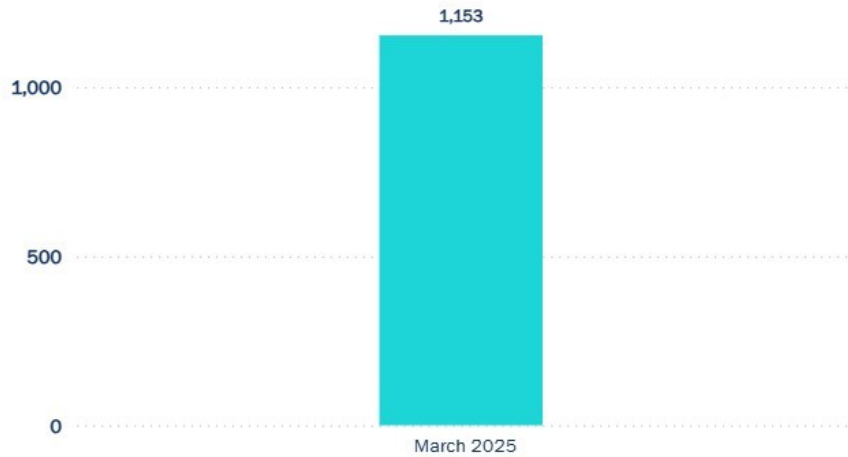
Account

Service Line

All

All

Interpretation Minutes



Minutes by Language

Language	Calls	Minutes
French	7	530
Spanish	28	324
Lingala;Ngala - lin	1	117
Romanian	1	61
Mandarin	2	43
Swahili	1	42
Russian	5	30
Polish	1	6

Connection Speeds

18.6

Avg Connect (Sec.)

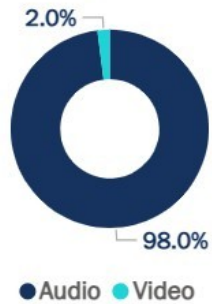
87.0%

% Calls < 30 Secs

95.7%

% Calls < 60 Secs

Minutes by Call Modality



● NSP
● SPA

Key Metrics



8
Unique Languages

46
Calls
1,153
Minutes

\$651.17
Total Spend

Remote Usage Metrics

4/1/2025 4/30/2025



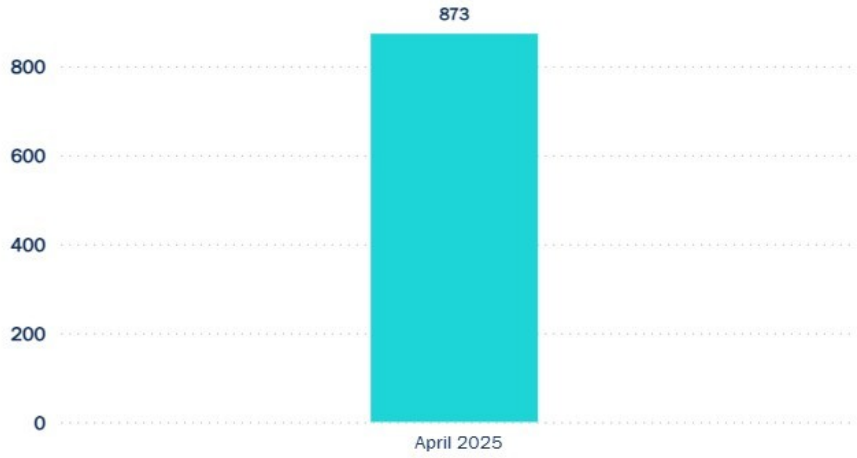
Account

All

Service Line

All

Interpretation Minutes



Minutes by Language

Language	Calls	Minutes
Spanish	51	655
French	2	95
Mandarin	3	77
Haitian Creole	2	26
Punjabi	1	12
Russian	1	4
Ukrainian	1	4

Key Metrics



7
Unique Languages

61
Calls

873
Minutes

\$480.15
Total Spend

Connection Speeds

9.1

Avg Connect (Sec.)

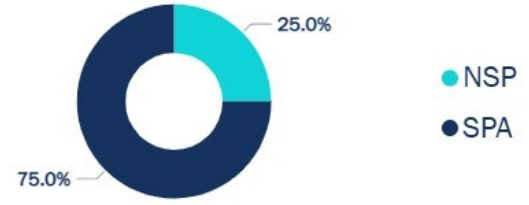
95.1%

% Calls < 30 Secs

98.4%

% Calls < 60 Secs

Minutes by Call Modality



Remote Usage Metrics

5/1/2025 5/31/2025



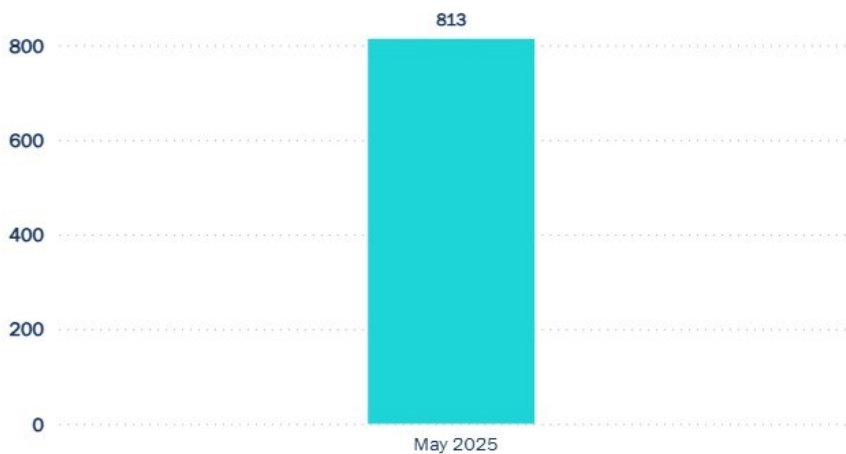
Account

Service Line

All

All

Interpretation Minutes



Minutes by Language

Language	Calls	Minutes
Spanish	33	361
Haitian Creole	2	153
Punjabi	1	113
Mandarin	3	66
Ukrainian	4	42
Arabic	1	33
Hindi	1	31
Russian	2	14

Key Metrics



8 Unique Languages

47 Calls

813 Minutes

\$447.15 Total Spend

Connection Speeds

6.9

Avg Connect (Sec.)

100.0%

% Calls < 30 Secs

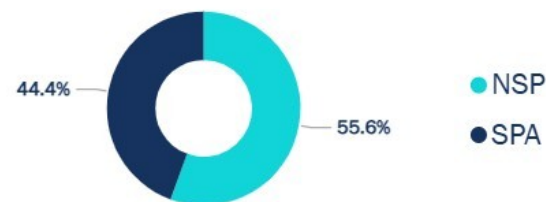
100.0%

% Calls < 60 Secs

Minutes by Call Modality



Audio



Remote Usage Metrics

6/1/2025 6/30/2025



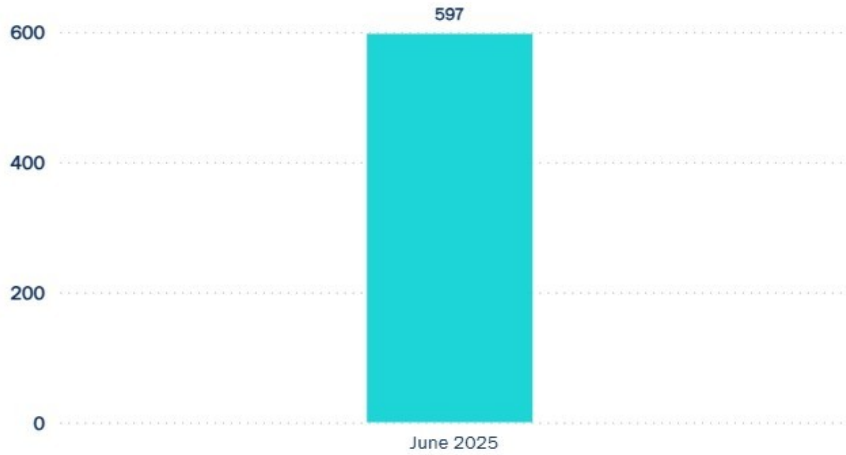
Account

Service Line

All

All

Interpretation Minutes



Minutes by Language

Language	Calls	Minutes
Spanish	32	357
Russian	2	57
Arabic	3	49
French	1	39
Mandarin	5	39
Swahili	1	35
Portuguese	1	11
Mongolian	1	10

Connection Speeds

11.4

Avg Connect (Sec.)

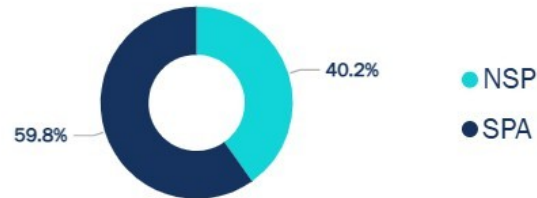
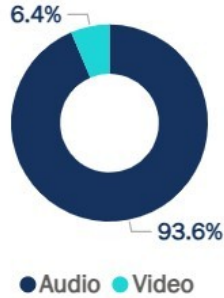
91.3%

% Calls < 30 Secs

97.8%

% Calls < 60 Secs

Minutes by Call Modality



Key Metrics



8
Unique Languages

46
Calls

597
Minutes

\$356.47
Total Spend

Remote Usage Metrics

7/1/2025 7/31/2025



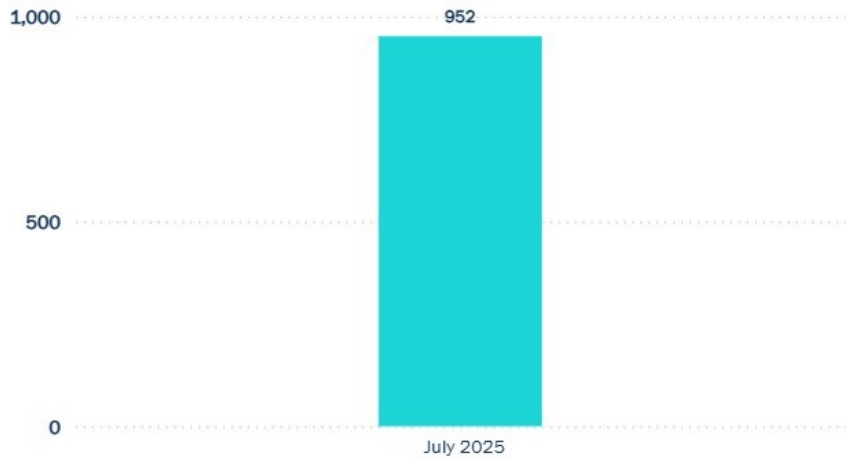
Account

Service Line

All

All

Interpretation Minutes



Minutes by Language

Language	Calls	Minutes
Spanish	83	678
Russian	5	104
Hindi	2	54
French	1	37
Portuguese	1	29
Mandarin	1	15
Haitian Creole	2	14
Persian	1	9
Bangla/Bengali	1	5
Turkish	1	5
Polish	1	2

Connection Speeds

8.3

Avg Connect (Sec.)

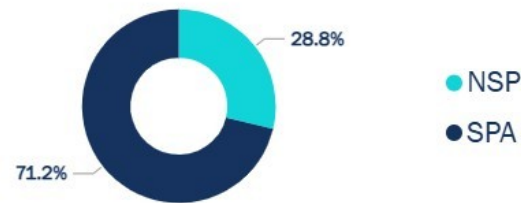
97.0%

% Calls < 30 Secs

99.0%

% Calls < 60 Secs

Minutes by Call Modality



Key Metrics



11

Unique Languages

99

Calls

952

Minutes

\$527.30

Total Spend

Remote Usage Metrics

8/1/2025 8/31/2025



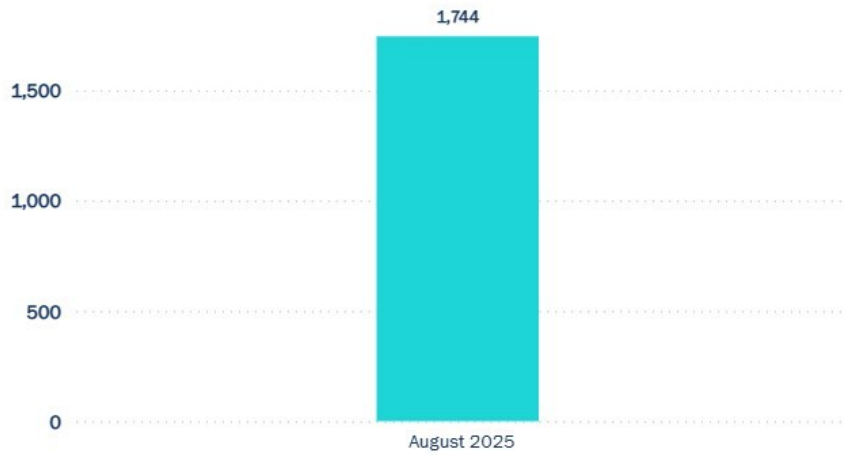
Account

Service Line

All

All

Interpretation Minutes



Minutes by Language

Language	Calls	Minutes
Spanish	114	1,077
Ukrainian	3	230
Russian	6	133
Haitian Creole	1	109
Mandarin	3	80
Swahili	4	49
Arabic	5	44
Portuguese	1	10
Pashto	1	7
Urdu	1	5

Connection Speeds

10.7

Avg Connect (Sec.)

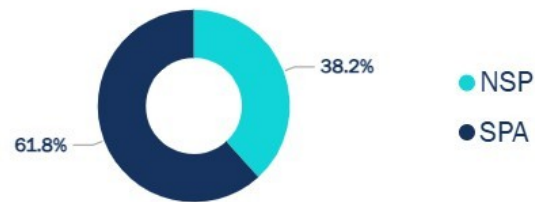
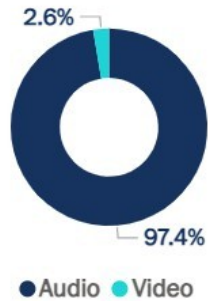
96.4%

% Calls < 30 Secs

97.1%

% Calls < 60 Secs

Minutes by Call Modality



Key Metrics



10
Unique Languages

139
Calls

1,744
Minutes

\$992.50
Total Spend

Remote Usage Metrics

9/1/2025 9/30/2025



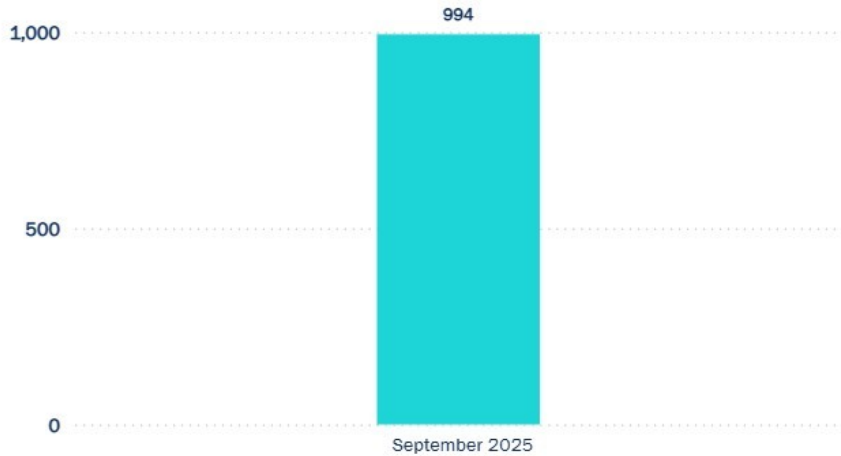
Account

Service Line

All

All

Interpretation Minutes



Minutes by Language

Language	Calls	Minutes
Spanish	90	893
Mandarin	1	45
Russian	5	38
Swahili	1	13
Uzbek	1	3
Ukrainian	1	2

Connection Speeds

8.2

Avg Connect (Sec.)

99.0%

% Calls < 30 Secs

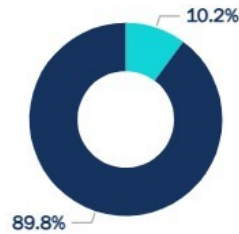
99.0%

% Calls < 60 Secs

Minutes by Call Modality



● Audio



● NSP
● SPA

Key Metrics



Satisfaction Rating

6

Unique Languages

99

Calls

994

Minutes

\$546.70

Total Spend

Remote Usage Metrics

10/1/2025

10/31/2025



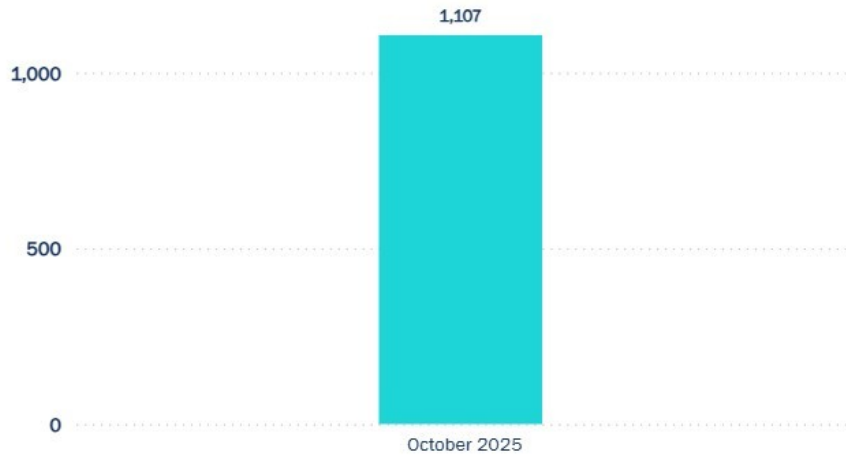
Account

Service Line

All

All

Interpretation Minutes



Minutes by Language

Language	Calls	Minutes
Spanish	99	958
Hindi	2	78
Turkish	1	21
Russian	2	15
Italian	1	12
Mandarin	1	11
Ukrainian	1	8
Arabic	1	4

Connection Speeds

7.8

Avg Connect (Sec.)

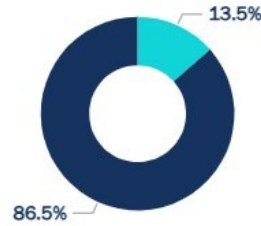
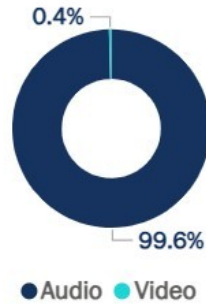
99.1%

% Calls < 30 Secs

99.1%

% Calls < 60 Secs

Minutes by Call Modality



● NSP
● SPA

Key Metrics



8
Unique Languages

108
Calls
1,107
Minutes

\$611.81
Total Spend

Remote Usage Metrics

11/1/2025

11/30/2025



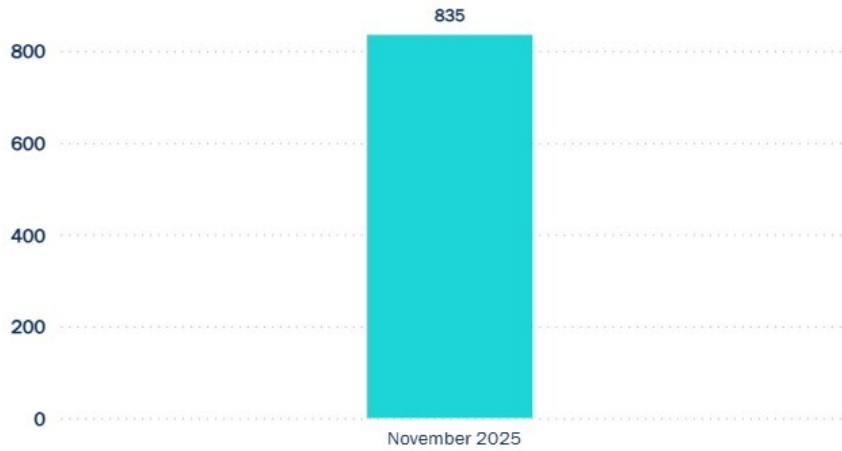
Account

Service Line

All

All

Interpretation Minutes



Minutes by Language

Language	Calls	Minutes
Spanish	104	706
Vietnamese	3	38
Mandarin	3	28
French	1	20
Portuguese	1	15
Russian	2	14
Polish	1	8
Bangla/Bengali	1	3
Haitian Creole	1	3

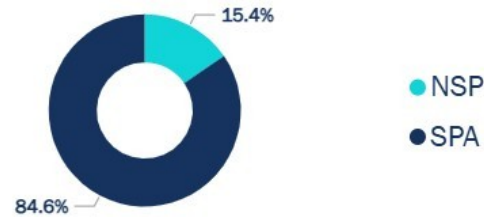
Connection Speeds

7.7
Avg Connect (Sec.)

98.3%
% Calls < 30 Secs

100.0%
% Calls < 60 Secs

Minutes by Call Modality



Key Metrics



9
Unique Languages

117
Calls

835
Minutes

\$459.25
Total Spend

Remote Usage Metrics

12/1/2025

12/31/2025



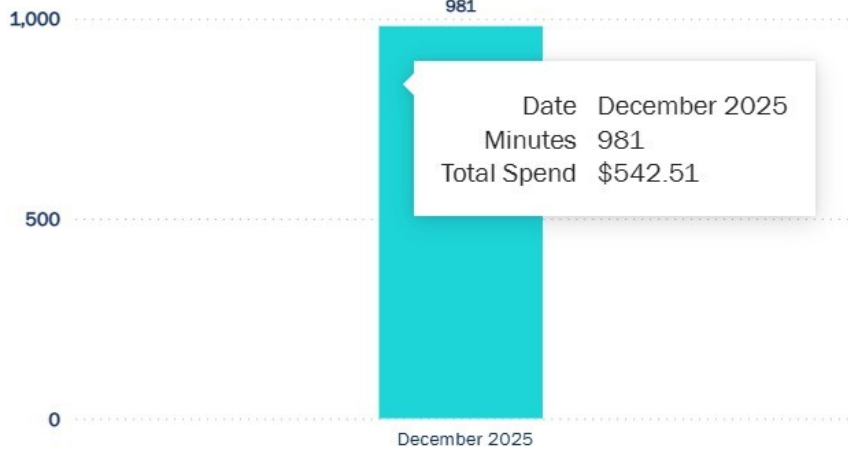
Account

Service Line

All

All

Interpretation Minutes



Minutes by Language

Language	Calls	Minutes
Spanish	95	770
Pashto	1	51
Malayalam	1	29
Russian	3	28
Arabic	5	23
Swahili	3	23
French	1	20
Mandarin	1	18
Uzbek	1	7
Bangla/Bengali	1	6
Ukrainian	1	6

Connection Speeds

7.3

Avg Connect (Sec.)

99.1%

% Calls < 30 Secs

100.0%

% Calls < 60 Secs

Minutes by Call Modality



● NSP
● SPA

Key Metrics



11
Unique Languages

113
Calls

981
Minutes

\$542.51
Total Spend