

## LFUCG Title VI 2022 Languages Report

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In compliance with LFUCG's Title VI Plan, I am providing an annual languages analysis and report for Fayette County. As always, the purpose is to help program planners, budget administrators, grant writers and other LFUCG staff and supervisors to know what languages LFUCG personnel who work directly with the public may encounter. Depending on areas of responsibility, your staff may need cross cultural communication training, as well as language assistance, to do their job comfortably. Preparation includes putting in place ready access to interpreters either in person or by phone through Language Line Telephone interpreting, knowing how to prepare and use interpreters, how to determine the appropriate language, and planning *how* to track and relay LEP encounters with the individual's relevant countries of origin. In this regard, we utilize "I speak" posters to determine a foreign language to enable us to provide in-person or telephone interpreter assistance. Let me know if you need "I Speak" posters, I can send email attachments you can print out.

I request that directors and liaisons ensure their staff track and report LEP encounters at their divisions. A reminder that **LEP** is a Department of Justice term for people that know English "**less than very well**" and tracking is one of the major components of compliance. At the end of August, I will ask directors or liaisons to provide brief annual reports to me on all foreign language encounters, countries of origin, any problem areas, complaints or suggestions in foreign language service delivery, and explain any budget, training or other appropriate preparations their division has undertaken this past fiscal year. If you have any questions in this regard, please write or call me for assistance.

Thanks to the tracking done by Fayette County Public Schools (FCPS) we have a good idea of our top 15 languages. These top languages closely correlate to LFUCG E-911 and other division Language Line records so we are able to determine other top foreign languages spoken at home in Fayette County. According to local public school data, **in February of 2022, 7968 foreign language speaker** students were learning English in the public schools, and they speak some 96 different languages. The list is below. The above numbers and languages change throughout the year, as children move in and out of learning English programs, so we have a snapshot in time that we compare on an annual basis at specific times.

This past year, FCPS saw an *English Learners (EL)*<sup>1</sup> **student increase of nearly 9%** or 587 more students in the EL program this spring. These numbers and increases are important to estimate

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<sup>1</sup> Through a 10% estimate rule on student numbers of school age children learning English, we have the basis for an estimate of our county's limited English speaking populations (federal term is limited English speakers or LEP). The 10% EL student learner factor also gives an idea about language groups, in order that, if there are 41 Vietnamese-speaking children, I estimate approximately 400 total Vietnamese limited English speakers in Fayette, though the total Vietnamese population is much greater as many speak English very well.

our total foreign language speaking population. If we apply the 10% rule used by the PEW Center, all foreign language speakers in Fayette County have increased by some 5,870, for a total of close to 80,000 EL residents in Lexington, an estimated 22% of the total population. We know from Census communications that unfortunately, the 2020 Census Count was inaccurate and undercounted minorities, including immigrants. Thus, although the **2010** Census was higher than local FCPS based estimates by .2%, (local estimate 11.1% vs 11.3% 2010 Census count) we cannot rely on current Census data yet to verify 2020 local numbers.

**FCPS' top 20 languages compare well with E911 foreign language calls.** In March of 2022, E-911 over the phone interpretation requests included Spanish, Swahili, Kinyarwanda, Mandarin, French, Lingala, Russian, Dari, Pashto, Hindi, Arabic, Japanese, Nepali, Korean, Greek Moroccan Arabic, Polish, and Rohingya. As you can see below, year after year, the public school ESL records and E-911 calls are a good mirror of the entire immigrant population. FCPS' top languages at this time are:

1. **Spanish**
2. **Swahili**
3. **Nepali speakers** (most are Nepali-Bhutanese refugees, but there are also residents from Nepal)
4. **Arabic**
5. **French**
6. **Chinese, Mandarin**
7. **Japanese**
8. **Kinyarwanda**
9. **Korean**
10. **Portuguese**

Followed closely by Cambodian (Khmer) and Hindi

\*Note the top eight language groups have thousands of EL residents: **Swahili close to 7 thousand, Arabic coming close to 5,000, Nepali and French well over 3,000, Japanese and Mandarin close to 2,000, Kinyarwanda 1,700, Korean and Portuguese getting close to 1000 each.** *This again does not mean there are only 750 Koreans, but rather, that 750 of them may not speak English well and, as LEP, LFUCG provides language assistance.*

Fifteen other top languages, in descending order, follow the above top 10 language groups, I put an \* next to the current fastest growing: **Cambodian (Khmer), \*Hindi, Lingala, Vietnamese, Russian & Telugu, \*Gujarati, Ukrainian & Wolof, \*Pashto, Albanian, Tamil, Urdu, Wolof, Kirundi, and Twi.** I mention these, as they are also present, though less frequently encountered.

A Master List of languages encountered in Fayette County throughout the past 15 years has some **206 languages** to date. The complexity of languages is not always accurately provided by the data providers record so we cannot assume Creole means Haitian Creole, because it could be an Asian or African or other Caribbean island creole, although Haitian is the most common in Lexington to date. Best practice is to ask what country the person is from originally.

*I repeat last year's CAVEAT:* The remainder of **180+** languages are small groups of 10-400 people. This leaves these language groups in communication and social isolation due to the lack of established peer communities and the absence of trained interpreters available to them, or to LFUCG, first responders, hospitals, and schools. They are likely to be more vulnerable and newer arrivals. This poses barriers to understanding our culture, climate, health systems and/or our financial systems, unless one or more of

the family members speak some English. It also poses barriers to effective cross-cultural communication, as our own learning curves are steeper. A case in point is the five Maya languages present with communication styles in the Mayan culture so different from ours, exacerbating understanding even across appropriate linguistic assistance, since Mayans are often misidentified as Hispanic.

Concerning the use of interpreters, (person-to-person assistance) **best practice recommendations** for you to relay to your division employees:

- You have a list accessible to employees of hundreds of interpreters with 44+ color-coded languages with the times and days interpreters are available for interpreting. The color-coding and availability is meant to save you time in scheduling an interpreter. This list is in the LFUCG intranet under Global Lex.
- Keep in mind that quality control is in your hands. Routinely ask the LEP person to relay back to you what he/she have understood. This is a way to monitor an interpreter's effectiveness. Let us know if we should take any one off the recommended list due to poor service or lack of professionalism. In addition, let me or Rania ([rbelmadani@lexingtonky.gov](mailto:rbelmadani@lexingtonky.gov)) know if an interpreter is no longer available at all, or their hours have changed so we can update the Master list.
- **ALWAYS, if at all possible, prepare an interpreter PRIOR** to the date you require the service, by providing them with the topic or materials you will discuss. Even if it is a last minute emergency call, tell them what is happening so they prepare mentally and emotionally. They may need to do research on specific terminology that may be common to you, but may not be common in the foreign language you need.
- During a session with an interpreter, your eyes should be directed at the LEP individual you are speaking to, always look at the client(s) rather than the interpreter when the interpreter talks. This helps you read the client's body language for understanding, is respectful of the LEP, and is a form of quality control so that the interpreter understands he/she is not part of the conversation, but must relay exactly what you request.
- LFUCG's Division of Police has 90 interpreters covering languages by trained interpreters who have passed proficiency exams and DEM has 118. These are constantly being updated by Global Lex staff.

### **Annual Division Reports**

A reminder for liaisons and Directors, to please review pages 14-15 and 21 of the Title VI Plan. These pages spell out what the Liaisons or Directors need to send the Title VI Coordinator ([itaylor@lexingtonky.gov](mailto:itaylor@lexingtonky.gov)) with respect to their divisions, for inclusion in our Annual Report to the state or federal auditors. Also, be aware that LFUCG has a Title VI Plan Report due September 30<sup>th</sup> to the Civil Rights Office of the DOT. Your Division may have Title VI complaint investigations to report with the actions taken to resolve the issues. The main point in resolution is to provide your staff with the training and tools they need to do their job successfully with persons who speak English "less than very well".

Note: To this year's FCPS list of languages, we should add **Tetela** and **Zulu** from KY Refugee Ministries' list of other current client languages. In addition to the two, KRM's current list includes: Dari, Pashto, Kinyamulenge, Arabic, Ukrainian, Swahili, Kinyarwanda, Kirundi, French, Lingala and Russian.

Fayette County Public Schools

English Learners Department

January 28, 2022

Language	English Learner
Afar	1
Afrikaans	3
Akan	5
Albanian	20
Amharic	10
Anauk	1
Arabic	380
Armenian	2
Bambara	1
Bangla	4
Bantu	1
Bengali	6
Bikom	1
Bisaya	1
Bosnian	5
Bulgarian	7
Burmese	3
Cambodian (Khmer)	43
Cebuano	1
Chinese, Mandarin	184
Chinese, Min Nan (Fukienese or Fujianese)	1
Chinese, Yue (Cantonese)	12

Creole	22
Croko	1
Czech	2
Dari	6
Ewe	5
Farsi	15
Filipino	1
Finnish	1
French	324
Fula	2
German	4
Guatemalan	1
Gujarati	27
Haitian, Creole French	17
Hausa	1
Hebrew	1
Hindi	41
Igbo	1
Indian	2
Indonesian	12
Italian	9
Japanese	176
Kanjobal	2
Kannada	3
Kinyabwisha	3
Kinyamulenge	1
Kinyarwanda	167

Kirundi	23
Kom	1
Konkani	2
Korean	75
Kurdish	1
Lamnso	1
Liberian English	3
Lingala	38
Maithili	2
Malay	1
Malayalam	15
Mam	1
Mandingo	1
Mandinka	7
Marathi	9
Napoletano-Calabrese	1
Nepali	340
Panjabi, Eastern	7
Pashto, Northern	21
Pashto, Southern	9
Patois	1
Polish	1
Portuguese	61
Punjabi	2
Romanian	3
Russian	28
Samoan	2

Serbian	2
Shona	6
Sinhala	1
Spanish	4880
Sundanese	1
Swahili	668
Swedish	2
Tagalog	15
Tamil	22
Telugu	28
Thai	14
Tigrinya	4
Tulu	1
Turkish	5
Twi	20
Ukrainian	24
Urdu	13
Vietnamese	37
Wolof	24
Yoruba	6
Grand Total	7968

Thank you,

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