

Limited English Proficiency Plan

Prepared by:

MetroPlan Orlando
www.metroplanorlando.com
315 E. Robinson St., Suite 355
Orlando, FL 32801

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Introduction

The Limited English Proficiency Plan addresses Title VI of the Civil Rights Act of 1964, which prohibits discrimination based on national origin. In 1974, the U.S. Supreme Court affirmed that the failure to ensure a meaningful opportunity for national origin minorities, with limited-English proficiency, to participate in a federally funded program violates Title VI regulations. Additionally requirements are outlined in Executive Order 13166 and directives from the U.S. Department of Justice and U.S. Department of Transportation.

I SPEAK...	
<input type="checkbox"/> 如果你能讀中文或講中文，請選擇此框。	7. Traditional Chinese
<input type="checkbox"/> Označite ovaj kvadratić ako čitate ili govorite hrvatski jezik.	8. Croatian
<input type="checkbox"/> Zaškrtněte tuto kolonku, pokud čtete a hovoříte česky.	9. Czech
<input type="checkbox"/> Kruis dit vakje aan als u Nederlands kunt lezen of spreken.	10. Dutch
<input type="checkbox"/> Mark this box if you read or speak English.	11. English

Executive Order 13166, signed in 2000, further required federal agencies to:

(1) examine services provided, (2) identify specific needs necessary to provide meaningful access for Limited English Proficiency (LEP) persons, and (3) implement a system to provide meaningful access to such services. The Executive Order also requires that federal agencies work to ensure that recipients of federal financial assistance provide meaningful access to their LEP applicants and beneficiaries. The final Limited English Proficiency Plan should be consistent with the fundamental mission of the organization, though not unduly burdening the organization.

In order to ensure individuals with limited English proficiency have meaningful access to the transportation planning process, MetroPlan Orlando conducts a self-assessment in areas relevant to the development of an effective Limited English Proficiency Plan.

This assessment, which is detailed in Part A, includes:

- Relevant demographic information for Central Florida,
- Frequency of contact that the organization has with limited English proficiency individuals,
- Nature or importance of programs or services deemed vital, and
- Resources and associated costs

The second portion of the plan, Part B, documents the organization's Language Assistance Plan. This implementation plan uses results from the organization's self assessment to identify potential needs in the three-county area and resources available to provide meaningful access to the organization's programs, services, and activities.

The Limited English Proficiency Plan works in concert with the organization's overall Public Involvement Plan, which identifies specific tactics for outreach and involvement (i.e. notification, information, and activities in alternate languages), and the MetroPlan Orlando Title VI Plan.

MetroPlan Orlando Policy: Limited English Proficiency Assistance

It is the policy of MetroPlan Orlando to ensure that persons with limited English proficiency are neither discriminated against nor denied meaningful access to and participation in the organization's programs and services. It is the intent of the organization that in providing language services to persons with limited English proficiency, the process achieves a balance that ensures meaningful access to programs and services while not incurring undue burdens on resources of the organization.

MetroPlan Orlando will respond to requests for language assistance in the manner described in this plan, which includes:

- A mechanism to provide ongoing assessment of needs, programs, and activities of target audiences, along with the organization's capacity to meet these needs using the Limited English Proficiency Plan
- Translation of vital written materials in languages other than English where there is a significant number or percentage of persons with limited English proficiency
- Oral language assistance to Limited English Proficiency (LEP) persons for programs, where such assistance is requested and/or anticipated
- Identified procedures and a designated representative from MetroPlan Orlando responsible for implementing activities related to the Limited English Proficiency Plan
- Notification of the availability of free language services to those persons in the target audience, through oral and written notice in the relevant primary language assistance activities
- Staff training on policies and procedures of the organization's language assistance activities

Understanding the Scope of the Limited English Proficiency Plan

The Limited English Proficiency Plan applies to individuals who do not speak English as their primary language and who have a limited ability to read, speak, write, or understand English. For example, the scope of the plan would not extend to the following:

- Hearing or visual impairments - Sign language interpretation and Braille text are accommodations provided under the Americans with Disabilities Act.
- Illiteracy, generally - The inability to speak, read, or write English and conditions that may trigger language assistance under Title VI are distinguished with a key factor. A Limited English Proficiency (LEP) person cannot speak, read, or write English - but primarily speaks, reads, or writes in a language other than English.

Complaint Procedure

For persons included in a regularly encountered Limited English Proficiency (LEP) group, written notification of the opportunity to file a discrimination complaint in accordance with federal regulations shall be provided. For infrequently encountered groups, Limited English Proficiency persons may be advised orally of the opportunity to file a discrimination complaint pursuant to federal regulations.

Staff Designation

MetroPlan Orlando designates Cynthia Lambert, public information manager, as the individual responsible for oversight and implementation of the Limited English Proficiency Plan. Responsibilities include coordinating and facilitating delivery of related services, staff training on the plan's policies and procedures, and ongoing monitoring and assessment of the plan's effectiveness.

Cynthia Lambert can be reached at (407) 481-5672 ext. 320 or clambert@metroplanorlando.com

Definitions

Limited English Proficiency Person: Individuals who do not speak English as their primary language and who have a limited ability to read, speak, write, or understand English are considered Low-Literacy or Limited English Proficient "LEP." These individuals may be entitled to language assistance with respect to a particular type of service, benefit, or encounter.

Recipient of Federal Financial Assistance: Includes grants, training, use of equipment, donations of surplus property, and other assistance. Sub-recipients are also covered, when federal funds are passed from one recipient to a sub-recipient.

Vital Communication: Any document or spoken work that contains information critical to benefits that are supported by federal funds or required by law. Guidance by the U.S. Department of Justice provides:

A document will be considered vital if it contains information that is critical for obtaining the federal services and/or benefits, or is required by law. Vital documents include, for example: applications; consent and complaint forms; notices of rights and disciplinary action; and notices advising LEP persons of the availability of free language assistance...

Vital documents must be translated when a significant number or percentage of the population eligible to be served, or likely to be directly affected by the program/activity, needs services or information in a language other than English to communicate effectively. For many larger documents, translation of vital information contained within the document will suffice and the documents need not be translated in their entirety.

It may sometimes be difficult to draw a distinction between vital and non-vital documents, particularly when considering outreach or other documents designed to raise awareness of rights or services. Though meaningful access to a program requires an awareness of the program's existence, we recognize that it would be impossible, from a practical and cost-based perspective, to translate every piece of outreach material into every language. Title VI does not require this of recipients of federal financial assistance,

and EO 13166 does not require it of federal agencies. Nevertheless, because in some circumstances lack of awareness of the existence of a particular program may effectively deny LEP individuals meaningful access, it is important for federal agencies to continually survey/assess the needs of eligible service populations in order to determine whether certain critical outreach materials should be translated into other languages.

Interpretation: The act of listening to spoken words in one language (the source) and orally translating it into another language (the target).

Translation: The replacement of a written text from one language into an equivalent written text in another language.

Part A: Self Assessment

Factor One: Demography

The first part of the organization’s self assessment involves data on the number of Limited English Proficiency (LEP) persons eligible to be served, likely to be served, or likely to be encountered by the organization through programs, services, or activities.

MetroPlan Orlando collects data related to language from several sources. The broadest data available to the organization is compiled by the U.S. Census Bureau in the Profile of Selected Social Characteristics Report. This data is available county-by-county.

U.S. Census Bureau: Social Characteristics Report
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Language Spoken at Home: English Only

Orange County	Osceola County	Seminole County
74.6 %	66.7 %	84.4 %

Of those who speak a language other than English at home, data on the percentage of those who also reported they speak English “Less Than Very Well” is of particular importance to identifying individuals likely to be encountered by the organization or eligible for language assistance.

Language Spoken at Home: Language Other Than English (+) Speak English “Less Than Very Well”

Orange County	Osceola County	Seminole County
25.4 %	33.3 %	15.6 %

The community profile further identifies the most common languages spoken at home (or a general depiction based on geography) for respondents who reported they speak English “Less Than Very Well.”

Language Other Than English (+) Speak English “Less Than Very Well” (+) Language Spoken at Home

Orange County	Osceola County	Seminole County
25.4 %	33.3 %	15.6 %
Spanish: 7.2 %	Spanish: 11.8 %	Spanish: 3.6 %
Indo-European: 2.0 %	Indo-European: 1.6 %	Indo-European: 0.8 %
Asian/Pacific Island: 1.0 %	Asian/Pacific Island: 0.5 %	Asian/Pacific Island: 0.6 %

Additional Data

MetroPlan Orlando also collects data for the annual review of the Limited English Proficiency Plan. Though results are not a formal survey, the data does provide a timely snapshot of current requests and activities related language assistance. Given the time between U.S. Census Bureau reports, this information can provide a timelier indication of shifts in the community's demographic makeup.

Year	Category	Results
2009	Website: Hits on Spanish portal	tbd
2009	Community Surveys: Spanish surveys completed	20 individual surveys
2009	Speakers Bureau: Requests for presentations in another language	0
2009	Public Hearings: Requests for translation	0
2009	General Inquiries: Requests for information in another language	0

As noted in the U.S. Census Bureau report and supported by data collected by the organization, Spanish is the most common language encountered at MetroPlan Orlando programs, services, and activities in the three-county area. This is especially true in Osceola County.

Factor Two: Frequency of Contact

Though MetroPlan Orlando has regular public hearings, board meetings and committee meetings throughout the year, community outreach is the main source of contact (or potential contact) between the organization and Limited English Proficiency (LEP) persons. As a result, the frequency of contact is difficult to anticipate. The organization's Public Involvement Plan notes the special emphasis on community outreach opportunities that engage traditionally underserved populations.

Contact Initiated/Administered by MetroPlan Orlando		
Program/Activity	Frequency	Resources Available
Board Meeting	Monthly	Bilingual employees, special assistance notice in newspaper, LEP-specific notice on all agendas, case-
Committee Meeting	Monthly	Bilingual employees, LEP-specific notice on all board agendas, case-by-case response
Speakers Bureau	As Requested	Bilingual employees, Spanish language brochures, Spanish language surveys
Community Events	Unpredictable	Bilingual employees, Spanish language brochures, Spanish language surveys, "I Speak" cards

Program/Activity	Frequency	Resources Available
Website	Unpredictable	Spanish language portal featuring important information and contact information, LEP plan, forms
Public Hearing	Annually	Bilingual employees, Spanish language brochures, Spanish language forms, notice in Spanish newspaper, "I Speak" cards

Factor Three: Importance of Program

Metropolitan planning organizations receive federal funds to develop transportation plans for a designated urban area. The planning process is guided by federal and state law, including public involvement requirements to ensure diverse public outreach, notice, and opportunities for input.

The planning process does not include any direct service or program that requires vital, immediate or emergency assistance, such as medical treatment or services for basic needs (like food or shelter). Additionally, MetroPlan Orlando does not require documents, such as completed applications, for participation. However, when determining whether materials, information, and/or notification related to an action is "vital," the absence of direct services or application requirements is not the only consideration.

...in some circumstances lack of awareness of the existence of a particular program may effectively deny LEP individuals meaningful access, it is important for federal agencies to continually survey/assess the needs of eligible service populations in order to determine whether certain critical outreach materials should be translated into other languages.

U.S. Department of Justice

Future transportation projects and investments are shaped by three distinct plans developed by MetroPlan Orlando:

- Unified Planning Work Program
- Transportation Improvement Program
- Long Range Transportation Plan

Given the impact of these plans on Central Florida’s future transportation system, MetroPlan Orlando places a special emphasis on language assistance for educational materials and public input tools related to the Unified Planning Work Program, the Transportation Improvement Program, and the Long Range Transportation Plan. These tools are often helpful with outreach related to other MetroPlan Orlando programs and studies.

While meaningful access for all participants and Limited English Proficiency (LEP) persons is the intent behind services identified in Part B of this plan (Language Assistance Plan), the availability

of resources may limit the language services in some areas. Additionally, services provided one year may not be possible in a future year because of available resources.

Language assistance involving notification of services, translation of public input forms and/or surveys related to a formal public hearings, and maintenance of the Spanish language portal on www.metroplanorlando.com have high priority. Other activities, such as community events, optional meetings, and specialized speakers bureau programs have a lower priority if/when resources preclude the organization from executing all language assistance options.

Factor Four: Resources

In developing the Limited English Proficiency Plan, MetroPlan Orlando identified resources for potential recipients and associated costs for services. The organization maintains a file with specific contact information for service providers and volunteer-based programs, allowing timely updates. Costs are often determined by the type and scope of services provided. As a result, some resources list “indeterminable” as an associated cost until a specific project is identified.

Resources and Associated Costs

Resource	Associated Cost	Application
Translation (Spanish)	\$75.00 per page *estimate	Spanish translation services for standard MetroPlan Orlando forms and documents; cost derived from recent translation service Inhouse bilingual staff members for basic translation
Translation (General)	\$0.25 and up/word *industry average	Translation of standard MetroPlan Orlando forms and documents for other languages
Interpretation Services	\$50-\$75 per hour *minimum 2 hours	Services for interpretation at MetroPlan Orlando public hearings Inhouse bilingual staff members for basic interpretation
Website Portal	Indeterminable	Current Spanish language website portal on www.metroplanorlando.com is incorporated in current website maintenance and design management
Notice	Indeterminable	Notification of the availability of free language services to LEP persons is included within meeting notices advertised in the newspaper. Additionally, when the organization provides notice in the community newspaper, efforts are made to also ensure advertisement is included in Spanish language newspaper. Notice is provided on the organization’s website and on appropriate materials developed for meetings, events, and public hearings.

Resource	Associated Cost	Application
"I Speak" Cards	Printing costs, variable	"I Speak" language cards are available at MetroPlan Orlando meetings, hearings and events to identify individuals with limited English proficiency that are unknown to the organization. This identification provides a means to monitor changing demographics in the community and better anticipate future needs.
Phone System	Indeterminable	Currently, the MetroPlan Orlando phone recording includes an option for information in Spanish.

Part B: Language Assistance Plan

The Language Assistance Plan provides an implementation process to address appropriate language needs identified in the organization’s self assessment, completed in Part A of the plan.

Goals

- Provide meaningful access to vital MetroPlan Orlando programs and services for Limited English Proficiency (LEP) persons identified using the four-factor analysis presented in Part A of the Limited English Proficiency Plan.
- Identify various resources, with or without associated costs, to ensure the organization can balance meaningful access to programs and services, while not incurring undue burdens on financial resources.
- Complete periodic (annual) reviews of the plan to ensure resources identified remain consistent with identified needs.

Language Services Provided

Current Services		
Area	Service	Description
Notification	Print Publication	Special assistance notice in newspaper, LEP-specific notice on all agendas, targeted ads in Spanish publications (when vital)
	Website	LEP-related notification available in Spanish via the organization’s website
	Internal/Partners	Access to notification resources of all members of the MetroPlan Orlando partnership
	Direct Mail	On request, ability to customize direct mail by requested language
Outreach Materials	General Brochure	General information brochure available in Spanish
	Community Survey	Customized Spanish-language surveys available
	Targeted Forms	Complaint form available in Spanish, “I Speak” cards available to identify additional language needs

Area	Service	Description
Website	Spanish Section	Spanish language portal featuring important information and contact information, LEP plan, forms
Phone Message	Option for Spanish	Callers provided the opportunity to speak to a Spanish-speaking staff member
Public Hearing	Overview Material	Bilingual employees, Spanish language brochures, Spanish language forms, notice in Spanish newspaper, "I Speak" cards
Bilingual Employees	Miscellaneous	Currently, MetroPlan Orlando has two bilingual employees on staff who communicate in English and Spanish

Local Translation Services

As previously noted, for-cost translation and interpretation services are stored in an independent file. These services and associated costs change frequently, requiring a more flexible mechanism for tracking.

Community Partners

MetroPlan Orlando is a regional transportation partnership. The organization's local funding partners also provide language assistance services. In an effort to provide meaningful access to the broadest population of those with limited English proficiency, the organization will seek assistance from local funding partners and community partners for notification and access to translation and interpretation resources that already exist.

Additional Resources

National Virtual Translation Center (<http://www.nvtc.gov/>)

As a staff resource, the National Virtual Translation Center maintains a comprehensive database of international and national translation associations that extend to languages not commonly encountered in the community.

Notification Procedure

MetroPlan Orlando will publicize the availability of Spanish interpreter services, free of charge, prior to board and committee meetings, workshops, and public hearings. Notification will be provided on the organization's website, within meeting notices, and on each agenda.

When appropriate, additional notification will be provided using the following outreach tools:

- Signage
- Public outreach materials
- Partner outreach materials
- Via community-based organizations
- Local Spanish newspapers/publications

The need for additional notification will be determined, in part, by the nature of the meeting or event and the degree in which such assistance is anticipated.

Standard notification regarding language assistance will read:

...Persons who require translation services, which are provided at no cost, should contact MetroPlan Orlando at (407) 481.5672 or by email at ltolliver@metroplanorlando.com at least three business days prior to the event.

Plan Review

Review of the Limited English Proficiency Plan will be conducted annually to ensure the plan's effectiveness and to assess possible demographic changes, including new language groups, which may trigger the need for additional services. The review will consider new resources and technology that make language services more readily available and affordable for the organization. Staff input based on requests for services and observations for community outreach events will also be incorporated in the annual review.

Appendix

- i. Sample MetroPlan Orlando Title VI Complaint Form - SAMPLE
- ii. "I Speak" Public Outreach Tool - SAMPLE



SAMPLE

MetroPlan Orlando Title VI Complaint Form

Name	Daytime Phone (if available)	Evening Phone (if available)		
Address (Street, P.O. Box, etc.)		City, State, Zip Code		
Name of person(s) who discriminated against you, position (if known):				
Please describe the event, occasion, place, etc. where the discrimination took place:				
Date of alleged incident:				
Discrimination on the basis of (please check):				
<input type="checkbox"/> Race	<input type="checkbox"/> Retaliation	<input type="checkbox"/> Sex	<input type="checkbox"/> Familial Status	<input type="checkbox"/> Religion
<input type="checkbox"/> Color	<input type="checkbox"/> National Origin	<input type="checkbox"/> Age	<input type="checkbox"/> Disability	
Please briefly explain the incident that triggered a Title VI violation, including the nature of the event, who was involved and any other details necessary for an investigation. (NOTE: You may use the other side of this paper and/or attach a separate document.)				
Signature		Date		
Mail to: Cynthia Lambert, MetroPlan Orlando, 315 E. Robinson Street, Suite 355, Orlando, FL., 32801 Email: clambert@metroplanorlando.com Fax: (407) 481-5680				



MetroPlan Orlando Título VI

Forma de Reclamo

SAMPLE

Nombre de la persona discriminada	Número de teléfono diurno (si disponible)	Número de teléfono nocturno (si disponible)
Dirección de residencia (número y calle, número de departamento)		Ciudad, estado, y código postal de residencia
Nombre de la persona que discriminó contra usted, y la posición de trabajo (si conocido):		
Describa por favor el acontecimiento, la ocasión, el lugar, etc. donde la discriminación sucedió:		
Fecha del incidente discriminatorio:		
Causa de la discriminación (marque por favor):		
<input type="checkbox"/> Raza	<input type="checkbox"/> Retaliación	<input type="checkbox"/> Sexo
<input type="checkbox"/> Color de Piel	<input type="checkbox"/> Nacionalidad	<input type="checkbox"/> Edad
<input type="checkbox"/> Estado Civil	<input type="checkbox"/> Impedimento Físico o Mental	<input type="checkbox"/> Religión
Por favor explique brevemente el incidente que provocó una infracción de Título VI, incluyendo quienes participaron y cualquier otros detalles necesarios para una investigación. (Puede utilizar el otro lado de este papel y/o conectar un documento adicional.)		
Firma	Fecha	
Envíe por correo a: Cynthia Lambert, MetroPlan Orlando, 315 E. Robinson Street, Suite 355, Orlando, FL., 32801		
Correo Electrónico: clambert@metroplanorlando.com Fax: (407) 481-5680		

“I Speak” Public Outreach Tool

<input type="checkbox"/> <p>ضع علامة في هذا المربع إذا كنت تقرأ أو تتحدث العربية.</p>	1. Arabic
<input type="checkbox"/> <p>Խոսողո՞ւմ ե՞նք նշո՞ւմ կատարե՞ք այս քանակուսում, եթե կոսո՞ւմ կամ կարողո՞ւմ եք հարկերն:</p>	2. Armenian
<input type="checkbox"/> <p>যদি আপনি বাংলা পড়েন বা বলেন তা হলে এই বাক্সে দাগ দিন।</p>	3. Bengali
<input type="checkbox"/> <p>ឈ្លូមបញ្ជាក់ក្នុងប្រអប់នេះ បើអ្នកអាន ឬនិយាយភាសា ខ្មែរ ។</p>	4. Cambodian
<input type="checkbox"/> <p>Motka i kahhon ya yangin ûntûngnu' manaitai pat ûntûngnu' kumentos Chamorro.</p>	5. Chamorro
<input type="checkbox"/> <p>如果你能读中文或讲中文，请选择此框。</p>	6. Simplified Chinese
<input type="checkbox"/> <p>如果你能讀中文或講中文，請選擇此框。</p>	7. Traditional Chinese
<input type="checkbox"/> <p>Označite ovaj kvadratić ako čitate ili govorite hrvatski jezik.</p>	8. Croatian
<input type="checkbox"/> <p>Zaškrtněte tuto kolonku, pokud čtete a hovoříte česky.</p>	9. Czech
<input type="checkbox"/> <p>Kruis dit vakje aan als u Nederlands kunt lezen of spreken.</p>	10. Dutch
<input type="checkbox"/> <p>Mark this box if you read or speak English.</p>	11. English
<input type="checkbox"/> <p>اگر خواندن و نوشتن فارسی بلد هستید، این مربع را علامت بزنید.</p>	12. Farsi

“I Speak” Public Outreach Tool (cont.)

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

“I Speak” Public Outreach Tool (cont.)

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