



LANGUAGE ACCESS PLAN

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Acknowledgements

The development of this Language Access Plan was informed by the contributions of community members, Community-Based Organizations, and Town staff who shared their time, perspectives, and expertise throughout the process. Their input helped shape a clearer understanding of language access needs, preferences, and priorities within the Truckee community.

The Town recognizes the important role of community partners, including Sierra Community House, Tahoe Truckee Unified School District, Tahoe Ability Program, the Community Collaborative of Tahoe Truckee, and other regional collaborators, whose ongoing work and engagement have provided valuable context and insight into effective and responsive language access practices.

The Town also acknowledges the IDEA Committee, departmental representatives, and public-facing staff who contributed to internal discussions, shared current practices, and helped identify opportunities to strengthen coordination and consistency. Their participation helped ensure that this Plan reflects both operational considerations and community-informed priorities.

This Language Access Plan represents a collaborative effort and is intended to build upon existing relationships and continued partnership. It serves as a foundation for advancing more equitable, accessible, and inclusive communication and service delivery across Town programs, services, and operations.

I. Introduction

Overview

A Language Access Plan (LAP) is a policy and planning document that describes how an organization evaluates language needs, determines when language assistance may be appropriate, and provides guidance on when and how interpretation and translation services may be offered to Limited English Proficient (LEP) individuals. An LAP outlines relevant policies, procedures, roles, responsibilities, and resources that may be used to support communication in multilingual contexts. It may also serve as both an internal resource for staff and an external reference for community members seeking to understand how language access is supported.

LAPs are intended to support access to services and information by helping ensure that individuals, regardless of language proficiency, may be able to obtain information and participate in programs, services, and activities. They may also provide a framework to support consistent implementation of language access services across an organization while increasing transparency around how language services are identified and delivered.

Background

While these efforts are consistent with the Town's ongoing inclusion, diversity, equity and accessibility initiatives, they have generally been implemented on an ad hoc basis and have not been governed by a single, Town-wide framework. This LAP is intended to build upon existing practices by establishing shared definitions, roles, procedures, and guiding principles to support more consistent and coordinated language access across departments.

The Town of Truckee has undertaken a range of actions over time to support language access through program-specific and situational approaches. These actions have included the use of interpretation and translation services on an as-needed basis; the development and distribution of a Spanish-language newsletter; the use of bilingual communication tools, such as an English and Spanish WhatsApp group; and collaboration with community organizations that serve Spanish-speaking residents, such as Sierra Community House and its Promotora program. Additional efforts have included the offering of culturally relevant community events in both English and Spanish, such as Día de los Muertos and Día de los Niños, as well as the inclusion of bilingual and bicultural staff to support language access.

These efforts align with the Town Council's adoption of the [Inclusion, Diversity, Equity, and Accessibility \(IDEA\) Action Plan](#) in September of 2025, which followed extensive

stakeholder engagement and identified the development of an LAP as a prioritized next step. While existing language access efforts are consistent with the Town's broader IDEA initiatives, they have generally been implemented on an ad hoc basis and have not been governed by a single, Town-wide framework. This LAP is intended to build upon current practices by establishing shared definitions, roles, procedures, and guiding principles to support more consistent and coordinated language access across departments.

Purpose of the LAP

The purpose of the Town of Truckee's LAP is to establish a consistent and transparent framework for supporting meaningful access to Town information, programs, services, and activities for LEP individuals. The LAP is intended to guide how the Town identifies language access needs, provides interpretation and translation services, and communicates with LEP community members. It also outlines considerations for streamlining internal processes related to translation and interpretation requests, as well as identifying ways for LEP individuals to request and access language services.

The LAP provides a structured approach for prioritizing the types of materials and subject areas for which translation and interpretation may be provided. This prioritization is informed by the Needs Assessment (Section III of this LAP) and considers factors such as public health safety, community impact, the frequency and methods of public contact, and community preferences. By establishing general prioritization criteria and implementation practices, this LAP may support more consistent implementation across departments and help inform the allocation of language services based on identified needs and available resources.

In Truckee, Spanish is widely understood to be among the primary languages spoken by community members with Limited English Proficiency and has informed much of the Town's translation, interpretation, and bilingual outreach efforts to date. At the same time, this LAP is not limited in scope to Spanish and is intended to support language access for all languages represented within the community.

The LAP supports the Town's broader Inclusion, Diversity, Equity, and Accessibility (IDEA) Action Plan by addressing language barriers that may limit participation in civic life and access to municipal services. By formalizing language access services, the Town seeks to advance equitable access and inclusive public engagement in alignment with the goals and strategies outlined in the IDEA Action Plan.

Scope of the LAP

This LAP applies to all Town of Truckee departments, divisions, programs, and activities that interact with members of the public or provide information intended for public use. It

is intended to encompass a broad range of public-facing functions, including written, verbal, and digital communications, as well as in-person, virtual, and telephonic interactions.

The LAP is also intended to support both external and internal aspects of language access. Externally, it provides general guidance for how the Town may communicate with LEP individuals and support access to information, programs, services, and activities. Internally, it is intended to serve as a resource for Town staff by outlining approaches for identifying language needs, requesting translation and interpretation services, and coordinating the provision of those services across departments.

The LAP is designed to provide a general framework that may support more consistent and coordinated approaches to language access across the organization, while recognizing that implementation may vary based on operational needs, available resources, and the nature, scope, and frequency of public interaction across service areas. It is intended to apply broadly to a range of contexts in which information is shared, services are delivered, or engagement with the public occurs, whether such interactions are routine or non-routine in nature.

The LAP is also intended to guide consideration of language access across different formats and methods of communication, as well as across varying timelines, levels of urgency, and types of content. In doing so, it may support more proactive and responsive approaches to addressing language needs as they arise.

Additionally, it is intended to inform how language access considerations may be incorporated into future planning, decision-making, program and service design, and community engagement efforts, helping to support more consistent integration of language access practices over time.

II. Terms and Definitions

For the purposes of this LAP, the following terms are used consistently throughout the document:

Bilingual Communication

Refers to the use of two languages in oral or written communication, including communication provided by bilingual staff, translated materials, or bilingual outreach platforms.

Bilingual Staff

Refers to Town employees who have demonstrated proficiency in English and at least one additional language and who may use those language skills, as appropriate, to support communication with community members.

Inclusion, Diversity, Equity and Accessibility (IDEA)

Refers to the Town of Truckee's Inclusion, Diversity, Equity and Accessibility program and related plans, policies, and initiatives that guide efforts to promote equitable access and inclusive engagement across Town programs, services, and operations.

Interpretation

Refers to the oral or signed communication of spoken language from one language to another to support effective understanding between individuals who do not share a common language. Interpretation may be provided consecutively, simultaneously, or through sight interpretation, and may involve a combination of these approaches depending on the setting and communication needs.

Language Access

Refers to the ability of LEP individuals to obtain information, participate in programs, and access services through the provision of appropriate language assistance measures.

Language Access Coordinator

Refers to the individual designated by the Town to oversee the implementation, coordination, monitoring, and ongoing improvement of language access services, including interdepartmental coordination, guidance, and reporting related to this LAP.

Language Access Request

Refers to a request made by a staff member or a member of the public for interpretation, translation, or other language assistance services. Requests may be made in advance or at the point of service and may vary based on the nature of the interaction and available resources.

Language Access Services

Refer collectively to interpretation, translation, bilingual communication, language identification tools, and related supports provided to facilitate meaningful access for LEP individuals.

Limited English Proficient (LEP) Individuals

Limited English Proficient (LEP) refers to individuals whose primary language is not English and who may have limited ability to read, write, speak, or understand English, including individuals in the Deaf and Hard of Hearing communities who use American Sign Language (ASL) or other signed languages as their primary language. An individual's LEP status may vary by context and may change over time, and some individuals may require language assistance to meaningfully access information, programs, services, or activities provided by the Town.

Meaningful Access

Refers to access that is timely, accurate, and effective, enabling individuals with LEP to obtain information, participate in programs, and receive services comparable to those available to English-proficient individuals.

Non-Vital Information

Refers to information, communications, or materials that are not critical to immediate health, safety, access to essential services, or legal rights, and for which delayed or limited access is less likely to result in harm or denial of services. This may include general informational materials, program announcements, community updates, and other routine communications. Non-vital information may still be translated or otherwise made accessible based on factors such as frequency of use, community need, or outreach priorities.

Vital Information

Refers to information, communications, or materials that are critical for ensuring health, safety, access to essential services, or legal rights, and for which the absence of language access may result in harm or the denial of meaningful access. This may include, but is not limited to, emergency alerts and notifications, non-emergency communications with health or safety implications, disaster preparedness information, public safety notices, and time-sensitive information related to Town services or conditions. Vital information may be communicated through a range of formats, including written documents, digital content, signage, social media posts, flyers, and other public-facing materials.

Qualified Interpreter and Translator

Refers to individuals who have the necessary language proficiency, training, and, where

applicable, certification to accurately and effectively provide interpretation or translation services. A qualified individual is able to convey information in a manner that is complete, accurate, and impartial, and may be familiar with relevant terminology and ethical standards appropriate to the context.

Translation

Refers to the written conversion of text from one language to another so that written information is accessible to individuals who read in a language other than English.

Translation is generally used for documents, public-facing materials, and other written communications.

III. Needs Assessment

To better understand language access needs, strengthen service delivery, and support more informed decision-making, the Town used a multi-step needs assessment approach. This approach was intended to provide an understanding of community demographics, evaluate existing practices, and identify needs and preferences related to language access. It included the following:

- Review of census and demographic data to better understand community characteristics and identify potential language access needs within the Town's service area.
- Community outreach and engagement activities to gather input from community members and relevant community-based organizations regarding language access needs and barriers. These efforts included focus groups, surveys, formal and informal conversations, presentations, participation in meetings, and a community workshop, which helped inform language access planning and support relationship-building.
- Internal review of existing language access services, which included consultation with the IDEA Committee¹ regarding current practices and processes, an overview of community outreach and engagement activities, and individual, departmental, and division-level practices and priorities, as well as additional internal conversations and discussions with IDEA Committee members and other public-facing employees.

Census and Demographic Data

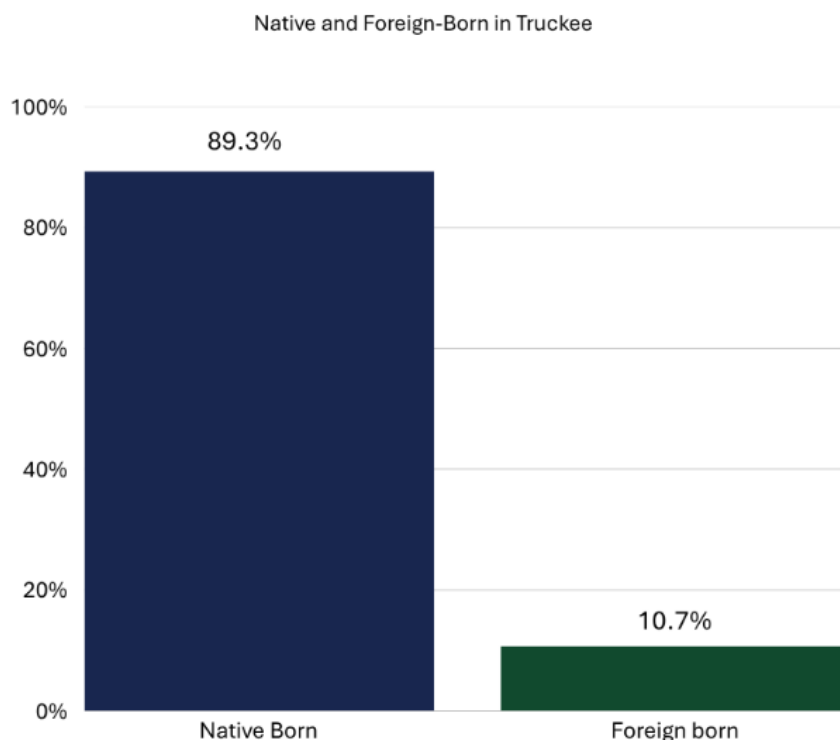
The demographic data used to inform this LAP is derived primarily from the U.S. Census Bureau, including the decennial Census and the American Community Survey (ACS). Since the Town serves residents connected to both Nevada County and Placer County, county-level data for both counties was also reviewed, including the California Department of Health Care Services (DHCS) list of Threshold and Concentration Languages, to help inform language access planning and prioritization.

¹ The IDEA Committee is an internal working group established as a prioritized action within the Town's IDEA Action Plan. It is comprised of approximately 14 Town staff members representing a range of departments, divisions, and roles. The Committee is intended to provide ongoing input on internal and external IDEA-related efforts and to support the integration of Action Plan recommendations and future organizational initiatives, informed by perspectives from across the organization.

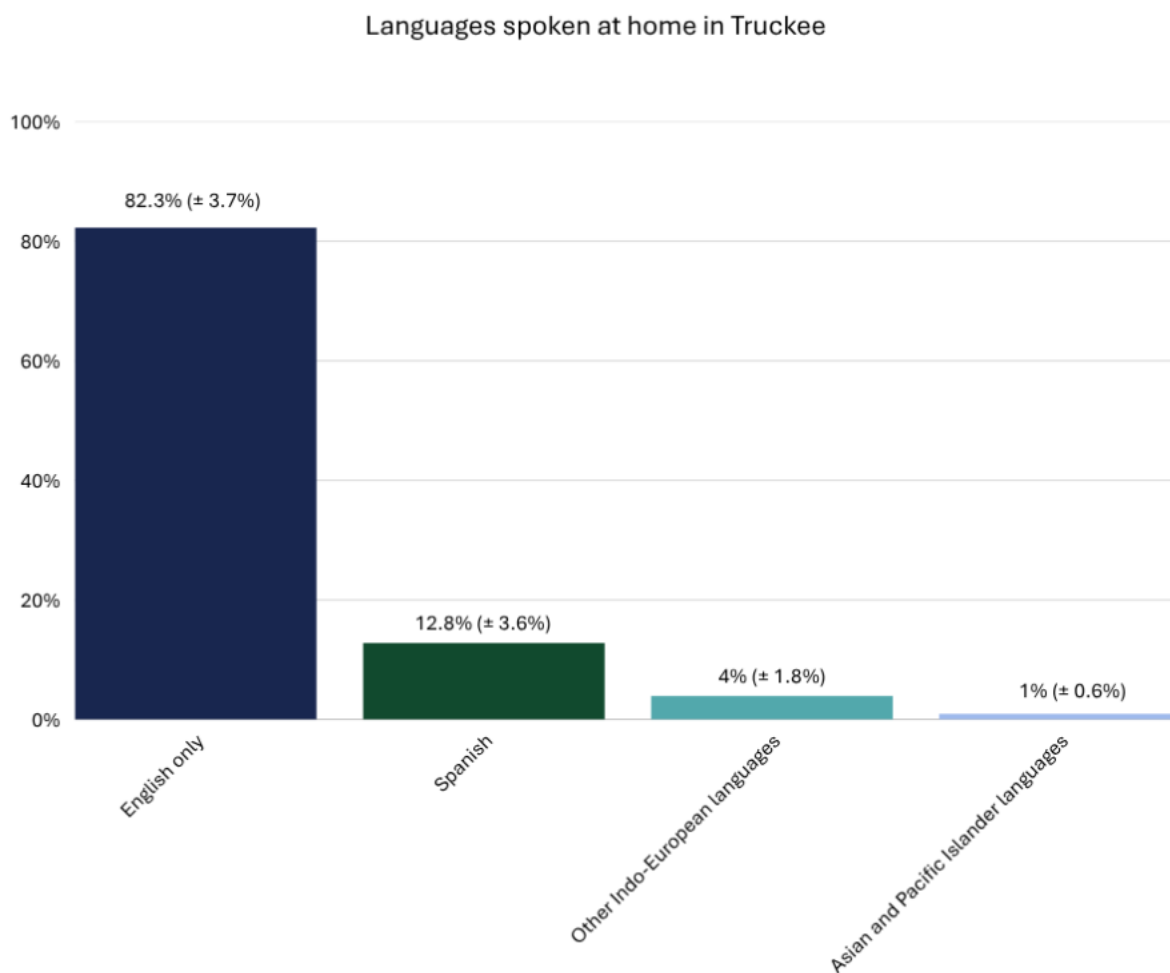
These sources are among the most widely used and comparable public datasets available; however, they may not fully capture all residents or language needs within the community. Census and ACS estimates may undercount or underrepresent certain populations, including Hispanic/Latine communities and other LEP individuals, particularly where historical or ongoing distrust of government institutions, concerns about privacy or immigration enforcement, housing instability, or other barriers to participation may affect response rates. For these reasons, demographic estimates were considered as one input among several and may not fully reflect local language access needs.

Even with these limitations, understanding local demographics helps inform language access planning by providing context regarding the communities and language needs that may be present within the Town of Truckee. [Available datasets](#) indicate that Truckee has a growing and increasingly diverse year-round population, including residents who speak a language other than English at home and residents who identify as Hispanic or Latino. While these indicators are not direct measures of LEP, they provide relevant context for identifying where language assistance and bilingual communication may help support access to Town programs, services, and public information.

[Recent Census Bureau estimates](#) place Truckee's population at approximately 17,240 as of July 1, 2024. Truckee's Hispanic or Latino population is estimated at 14.8% of residents, and approximately 10.7% of residents are foreign-born.



[Census data](#) also indicates that 17.7% of residents speak a language other than English at home, including 12.8% who speak Spanish ($\pm 3.6\%$), 4.0% who speak other Indo-European languages (not specified, $\pm 1.8\%$), and 1.0% who speak Asian and Pacific Islander languages (not specified, $\pm 0.6\%$). These figures reflect the presence of multiple language groups within the community and provide additional context for understanding potential language access needs across Town services and communications.



While available datasets do not directly measure Limited English Proficiency across the entire population, they provide consistent indicators of language communities that may

benefit from bilingual communication, translated materials, and interpretation in key public-facing contexts. Across the data reviewed for this LAP, Spanish is identified as the most commonly spoken non-English language in the region and may represent an important consideration in ongoing language access efforts in Truckee.

This LAP also reviewed the [California Department of Health Care Services \(DHCS\) list of Threshold and Concentration Languages](#), which identifies languages that meet defined population standards at the county level and is used to guide Medi-Cal managed care language access requirements. Under the DHCS July 2021 list, Spanish is identified as a threshold language in both Nevada County and Placer County, reinforcing its regional significance. Placer County also identifies Russian as a threshold language; however, Russian is concentrated in other parts of Placer County and does not appear to be a primary language access need in the Truckee area.

Although DHCS thresholds are based on Medi-Cal populations rather than the full population and are not direct LEP estimates, they provide an additional public-sector benchmark that complements Census and ACS indicators. When considered alongside community outreach and engagement, internal reviews, service-level observations, and program experience, these datasets help inform where bilingual communication and translation resources may be most useful and how language access priorities may be refined over time.

Community Outreach and Engagement

Community outreach and engagement was a central component of the Town's approach to identifying language access needs. Through these efforts, the Town sought to better understand lived experiences, language needs and preferences, and language-related barriers, including how community members with limited English proficiency receive information, navigate services, and interact with the Town across key service points such as public counters, phone lines, digital platforms such as the Town's website and social media accounts, code compliance processes, transit services, and Town Council meetings. The input gathered through this engagement helped inform how language access strategies could be prioritized and implemented across Town programs, services, and public-facing communications.

Outreach and engagement activities included:

- Individual and small-group conversations with community members with language access needs

- A focus group with the Tahoe Truckee Unified School District Bilingual Services team, including a prioritization exercise. This team is widely considered a gold standard for language access in Truckee by the community
- A focus group with Sierra Community House and their Promotora team
- Additional conversations with Sierra Community House and their Promotora team
- A prioritization activity and general conversations during a Junta Regional² meeting
- A prioritization activity and general conversations during the Community Collaborative of Tahoe Truckee Resource Sharing meeting³
- Conversations with Tahoe Ability Program staff and participants regarding language access considerations

Input gathered through these activities reflected a strong and consistent interest in improving access to information about the Town's services, programs, and role in the community. Across focus groups and conversations, participants frequently noted that there is a general lack of awareness about what the Town does and what resources are available, particularly among LEP individuals. This suggests that strengthening language access measures may play an important role in improving equitable access to Town services for LEP individuals.

Participants consistently emphasized the importance of prioritizing language access for information related to health, safety, and access to essential services. Communications identified as highest priority for translation and interpretation included emergency alerts and notifications, non-emergency communications with health or safety implications, disaster preparedness information, and updates related to significant weather events. Messaging from the Truckee Police Department was also identified as a high priority due to its direct relevance to public safety and community trust.

Housing-related information was also frequently identified as a priority area. Given the importance and ongoing challenges related to housing in the community, participants expressed a need for greater accessibility to housing information through translation and interpretation, particularly for information related to availability, requirements, and processes.

Participants also identified transportation-related information and the Town's transportation programs as important areas for language access support. Information

² La Junta Regional is a quarterly meeting, organized by Sierra Community House, that brings together partners in the region who provide services for Spanish speakers. The meeting is conducted entirely in Spanish.

³ A summary of the prioritization activities can be found on Appendix C

related to routes, schedules, service changes, and how to navigate and use available transportation services was highlighted as important for supporting mobility within the community. Increasing the availability of this information through translation and interpretation was identified as a way to improve accessibility and usability for LEP individuals.

While lower priority was generally assigned to routine or informational communications, participants highlighted the importance of community-facing communications in fostering a sense of belonging and connection. Information about community events, such as our annual Community Swim Night, Día del Niño, and the Community Block Party, was identified as important for supporting inclusive participation. The availability of interpretation at these events was also noted as a key factor in making them accessible and welcoming to LEP individuals.

Participants also identified opportunities to improve access at key service points, including front desks and public counters. Suggestions included increasing the availability of bilingual staff, particularly English-Spanish, where possible and incorporating multilingual signage and tools to help LEP individuals navigate services more easily and feel more comfortable engaging with Town staff.

Translation of Town Council meeting agendas was also identified as an important strategy to support participation by LEP individuals. Participants noted that many community members may not attend meetings due to limited awareness of agenda topics or because the subject matter can be complex and difficult to understand, even for English-proficient individuals. Providing agendas in Spanish may help LEP individuals better understand upcoming topics, determine which meetings are most relevant to them, and support increased and more informed civic participation.

During prioritization activities, information and services related to health, safety, emergency preparedness, and law enforcement were consistently ranked among the highest priorities for language access. The Town's social media platforms were also identified as important communication channels, with participants noting that bilingual messaging, particularly in English and Spanish, may support broader reach, more timely communication, and increased community engagement due to the accessibility and frequency of these platforms.

Across multiple engagement settings, participants also discussed the potential value of expanding internal capacity to support language access. This included identifying the need for a dedicated Bilingual Interpreter & Translator/Community Liaison to support communication between the Town and LEP individuals. This role would be modeled after

the Tahoe Truckee Unified School District's Bilingual Services approach, which includes dedicated bilingual support staff at schools and at the district level, and is intended to help facilitate communication, support outreach efforts, and provide more consistent and coordinated language access across departments. This need had previously been identified through outreach and engagement conducted as part of the Town's IDEA Action Plan, where it emerged as a community preference and received some of the highest levels of support during the IDEA community workshop.

Overall, feedback indicated strong and consistent community support for expanding language access services. Participants expressed an understanding of potential staffing and resource limitations, while also emphasizing the importance of taking a prioritized approach that focuses on health, safety, and access to essential services. There was broad alignment that strengthening language access in these areas may improve the ability of LEP individuals to receive timely information, navigate services, and participate more fully in the community.

Internal Review

The internal review process focused on assessing current language access services and practices across the Town and identifying opportunities to strengthen consistency, coordination, and responsiveness. Discussions with IDEA Committee members, departments, and public-facing staff included a review of existing services, which are described in further detail in Section VI of this LAP. These conversations helped clarify how language access is currently being implemented across different service areas and where variation in services and practices may exist.

The review also included identification of gaps in current language access efforts. This included recognizing specific documents, materials, and types of information that have been identified as priorities for translation but have not yet been consistently translated or made accessible. These gaps were considered alongside the findings from community outreach and engagement activities to better align internal practices with identified community needs and preferences.

As part of this process, community outreach and engagement findings were shared and discussed with the Committee to support a common understanding of priority areas, particularly those related to health, safety, and access to essential services. These discussions helped inform considerations for how language access strategies may be implemented across departments and integrated into existing workflows.

To support more consistent processes, a Translation/Interpretation Request form was developed in Laserfiche with input from IDEA Committee members. This form is intended to help streamline the process for requesting translation and interpretation services and to provide a more standardized approach for staff across departments. The form is included as Appendix A to this LAP.

Additional conversations were held with Police Department staff regarding the use of LanguageLine Solutions, a third-party language services provider that offers on-demand interpretation in more than 240 languages, including American Sign Language (ASL), through over-the-phone and video remote interpretation services provided by trained professional interpreters. Currently, this service is primarily utilized by the Police Department and has been identified as a useful tool for situations requiring immediate communication when bilingual staff are not available, particularly during field operations or when in-person interpretation is not feasible due to location, time, or scheduling constraints. These discussions also included consideration of how similar on-demand interpretation services could be expanded for use across other Town departments to support more immediate and flexible language access needs.

The internal review process also included discussion of the potential need for expanded internal capacity to support language access, including the Bilingual Interpreter & Translator/Community Liaison model. This concept has also been introduced to the Town's leadership team and may be considered alongside broader staffing and budget priorities.

Overall, the internal review process provided an opportunity to align existing practices with identified needs, highlight areas for improvement, and inform the development of more coordinated language access approaches across the organization.

IV. Legal and Policy Context

The following section provides an overview of selected federal and state laws, regulations, and policy frameworks commonly referenced in relation to language access and nondiscrimination. These are included for general context and to help inform best practices. Based on the Town's size, structure, funding sources, and other legal considerations, many of the frameworks and requirements described below may not apply directly or may apply only under specific circumstances. However, they are included as a reference point, as applicability could change over time, and to support a consistent and equitable approach to language access planning and implementation.

Language access responsibilities for public agencies are generally grounded in civil rights protections and accessibility standards that aim to ensure that public-facing services and communications are provided in a manner that supports equitable access for LEP individuals and for individuals who are Deaf or Hard of Hearing.

Title VI of the Civil Rights Act of 1964

Title VI of the Civil Rights Act of 1964 ([42 U.S.C. § 2000d](#)) prohibits discrimination based on race, color, or national origin in programs and activities receiving federal financial assistance. Federal agencies have historically interpreted national origin discrimination to include certain language-related barriers affecting LEP individuals.⁴ As a result, recipients of federal funding may be expected to take reasonable steps to support meaningful access to programs, services, and activities for LEP individuals.

Executive Orders Executive Orders and Federal Guidance

[Executive Order \(EO\) 13166 \(2000\)](#) directed federal agencies to improve access for individuals with Limited English Proficiency in federally conducted and federally assisted programs. It also prompted agencies to clarify recipients' responsibilities under Title VI of the Civil Rights Act of 1964 through guidance.

In 2025, a new executive order ([EO 14224](#)) designated English as the official language of the United States and revoked EO 13166. Following this action, the U.S. Department of Justice rescinded prior governmentwide LEP guidance for federal funding recipients. While this change affected federal guidance, it did not alter the underlying statutory requirements of Title VI, which remain in effect since executive orders cannot override existing federal statutes.⁵

⁴ [Title VI, Prohibition Against National Origin Discrimination Affecting Limited English Proficient Persons | National Archives](#)

⁵ [Exec-Order-is-Not-Law-Analysis-2025.pdf](#)

EO 14224 also clarifies that federal agencies are not required to discontinue providing services or information in languages other than English. More broadly, language access services across agencies may continue to be informed by existing statutes, regulations, and operational considerations. As such, language access planning may continue to be used as a tool to support nondiscrimination and access, particularly where federal funding is involved.

California State Language Access and Nondiscrimination Laws

The [Dymally-Alatorre Bilingual Services Act \(California Government Code § 7290 et seq.\)](#) establishes requirements for certain state agencies that serve a ‘substantial number of non-English-speaking individuals’ to provide bilingual services, including staffing and translated materials under specified conditions. While this Act applies primarily to state agencies, it is often referenced as part of California’s broader approach to language access.

[California Government Code § 11135](#) provides a statewide nondiscrimination mandate for programs or activities conducted, operated, or administered by the state (or receiving state financial assistance), including on the basis of national origin. While § 11135 is broader than language access, it is frequently cited as part of California’s overall legal context supporting nondiscriminatory access to public programs.

Title II of the Americans with Disabilities Act (ADA)

Language access considerations are closely related to disability access requirements, particularly as they relate to communication. Under [Title II of the Americans with Disabilities Act](#) (ADA) state and local government entities are required to ensure that communication with individuals with disabilities is as effective as communication with others.

This includes an obligation to provide appropriate auxiliary aids and services, such as qualified interpreters or other communication supports, when necessary to ensure equal access to programs, services, and activities. These requirements apply broadly to public-facing interactions and are intended to support accessibility across a range of communication contexts.

While ADA requirements are distinct from LEP-related language access considerations, both frameworks address barriers to communication and are often considered together in planning and implementation efforts.

V. Language Services

Language services may be offered proactively or upon request, depending on the context, the level of interaction required, and available resources. When language access is provided, the Town aims to support clarity, accuracy, confidentiality, and neutrality.

The Town may prioritize language services for Spanish, as the language most commonly used by residents and program participants, consistent with demographic data, community engagement feedback, and available resources; however, this does not limit consideration of other languages based on identified needs and available resources.

Interpretation

Interpretation supports real-time communication between Town staff and community members who use a different spoken or signed language. Interpretation may help ensure that individuals can meaningfully access services, understand information, participate in programs or meetings, and communicate rights, responsibilities, or needs.

The Town may provide interpretation services through various formats, depending on the setting and communication needs. These formats may include:

- In-person interpretation
- Telephonic interpretation
- Video interpretation
- Recorded, captioned, or interpreted multimedia

Interpretation may be appropriate in settings such as:

- Public meetings, hearings, and community events
- Program enrollment or service navigation
- Customer service interactions
- Trainings, workshops, or presentations
- Complaint resolution processes
- Emergency-related communications or support
- One-on-one conversations where clear understanding is essential

Interpretation Formats

- **Consecutive Interpretation**

- o In consecutive interpretation, the interpreter speaks or signs after the speaker pauses. Communication occurs in short segments, and the interpreter conveys each segment before the speaker continues.
 - o Consecutive interpretation often supports a more interactive exchange and may allow staff and participants to ask clarifying questions more easily.
- **Simultaneous Interpretation**
 - o In simultaneous interpretation, the interpreter conveys the message in real time while the speaker continues speaking.
 - o Simultaneous interpretation may involve equipment or platforms such as headsets, interpretation booths, mobile interpretation systems, or separate audio channels during virtual meetings.
 - o Simultaneous interpretation is generally preferred in group settings such as public meetings, presentations, or events where one speaker is communicating with a larger audience, rather than in one-on-one interactions.
- **Sight Interpretation**
 - o Sight interpretation is used when a written document must be communicated orally or through sign language in real time. The interpreter reads and interprets the material on the spot for someone who cannot read it in the source language.
 - o Because sight interpretation occurs without prior document preparation, it is generally best used for shorter or straightforward documents when time constraints limit alternative options.

Translation

Translation supports access to written and visual information by converting content from one language into another in a manner that retains meaning, tone, and intent. Translation may support meaningful participation by helping community members understand and respond to information that affects access to services, information, programs and events.

Translation may apply to both print and digital materials and may include, but is not limited to:

- Forms, applications, and permits
- Notices, letters, and mailers

- Public hearing notices and agendas
- Meeting packets and presentations
- Emergency communications and alerts
- Websites, webpages, and online forms
- Flyers, brochures, newsletters, and informational handouts
- Social media content and graphics
- Instructional materials, guides, and Frequently Asked Questions
- Surveys and community engagement tools
- Signage, wayfinding materials, and facility notices
- Policies, reports, maps, and visual communications intended for public use

Translation and Interpretation Prioritization

The Town distinguishes between vital and non-vital information to help guide translation priorities and support equitable access to services and information. Due to the dynamic nature of Town programs, communications, and materials, which may change frequently, this LAP does not identify specific documents. Instead, it establishes broader definitions of what constitutes vital and non-vital information to allow for flexibility and responsiveness over time.

Community members may be informed through a variety of methods about which materials are available in translated or bilingual formats, and in many cases may receive communications that are already provided in multiple languages, primarily English and Spanish.

Vital Information

Vital information refers to communications and materials that are critical for ensuring health, safety, access to essential services, or legal rights, and for which the absence of language access may result in harm or the denial of meaningful access. These materials support individuals' ability to access services, understand important rights and responsibilities, and participate meaningfully in Town programs and processes.

Vital information generally includes content that, if not understood, could result in denial of access to a program, benefit, or service; loss of rights or ability to participate; missed deadlines or obligations; uninformed or unequal treatment; or barriers to safety, health, or emergency response.

In practice, and as informed by community outreach and engagement findings, vital information may include emergency alerts and notifications, non-emergency communications with health or safety implications, disaster preparedness information, updates related to significant weather events, and public safety messaging, including communications from the Truckee Police Department. Participants consistently identified these types of communications as the highest priority for translation and interpretation due to their direct impact on public safety and community trust.

Vital information may also include time-sensitive information related to Town services or conditions where a delay in understanding could impact an individual's ability to respond appropriately or access services. Housing-related information, including availability, requirements, and application processes, may also be considered vital due to its direct connection to access to essential services within the community.

Depending on context, vital information may include materials such as applications for Town programs or services, complaint procedures and civil rights information, public hearing notices and legally required notifications, emergency or safety-related communications, consent forms, waivers, eligibility requirements, and instructions that affect enrollment, compliance, or service delivery.

Because of its importance, vital information may be prioritized for translation and interpretation and may be provided through multiple formats, including written documents, digital content, signage, social media posts, flyers, and other public-facing materials, to support timely and meaningful access for LEP individuals.

Non-Vital Information

Non-vital information refers to communications and materials that are not critical to immediate health, safety, access to essential services, or legal rights, and for which delayed, limited, or no translation is unlikely to result in harm, denial of services, or loss of rights. These materials are generally not required for individuals to access services, comply with requirements, or respond to time-sensitive obligations.

Non-vital information may also include communications that are highly specific in nature and may primarily affect or be of interest to a smaller subset of the population rather than the broader community. In these cases, the need for translation may be more limited and may be considered based on the relevance and impact to the intended audience.

Because these materials do not directly affect access to services or critical decision-making, translation of non-vital information may not always be necessary or immediate.

Instead, translation may be considered based on factors such as identified community need, program or outreach priorities, audience reach and participation goals, availability of resources and staff capacity, and overall communications impact. While non-vital information may support awareness and engagement, it is generally considered a lower priority relative to vital information.

Non-Vital Information with Community Priority Considerations

Some information that may not meet the definition of vital information may still be prioritized for translation and interpretation based on community preference and identified needs through outreach and engagement activities.

Housing-related information may be treated as a priority area for translation and interpretation due to its significance within the community and its connection to overall stability and well-being. Information related to housing availability, requirements, eligibility criteria, and application processes may warrant increased language access, even when not time-sensitive, given its direct impact on individuals' ability to secure and maintain housing and access essential services. Improving accessibility to this information may help reduce barriers and support more equitable access to housing opportunities.

Transportation-related information may also be considered for prioritization due to its role in supporting mobility and day-to-day navigation within the community. Information about routes, schedules, service changes, and how to access and use available transportation services was identified as important for LEP individuals.

Communications related to community events and activities may also be considered for language access support due to their role in fostering a sense of belonging and community cohesiveness. While not essential for accessing services, these types of communications may support inclusive participation and help ensure that LEP individuals can engage in shared community experiences. Providing interpretation and offering translated or bilingual materials in these contexts may contribute to more welcoming, inclusive, and connected environments that encourage broader community participation.

Translation of Town Council meeting agendas may also be considered as a strategy to support civic participation. Providing agendas in Spanish may help LEP individuals better understand upcoming topics, particularly when subject matter is complex, and may support more informed decisions about attending and participating in public meetings. Increased access to agenda information may also help reduce barriers to engagement and support more inclusive participation in local decision-making processes.

VI. Current Translation and Interpretation Practices

Currently, the Town supports interpretation and translation needs through independent contractors who provide services on an ad hoc basis, depending on availability and departmental requests. When staff identify a language access need, they typically contact the IDEA Program Analyst II, who receives the request and confirms the scope and intended use of the interpretation or translation. The IDEA Program Analyst II then coordinates scheduling and logistics, submits requests to the appropriate contractor, and supports quality assurance by reviewing translated materials for consistency, accuracy, and alignment with commonly used terminology. Once reviewed, completed translations are returned to the requesting staff member for use.

The IDEA Program Analyst II may also provide direct interpretation and translation support as needed, particularly when contractor support is not available or when immediate assistance is required. In addition, the IDEA Program Analyst II supports outreach and distribution efforts by helping ensure that translated materials are shared through appropriate channels and reach intended audiences, including LEP individuals and Community Based Organizations, as applicable.

As part of the development of this LAP, the IDEA Program Analyst II and a member of the IDEA Committee created a [Laserfiche form](#) to standardize internal requests for interpretation and translation services (see Appendix A). The form was reviewed by the IDEA Committee and is intended to be implemented Townwide upon adoption of this LAP. The purpose of this form is to streamline the request process, improve tracking and coordination, and reduce reliance on individual staff workflows or email-based requests, particularly in the event of staffing changes.

In addition to contractor and internal support, the Town maintains access to language services through third-party providers. While Spanish has been identified as the primary language for prioritization, the Town also maintains a contract with an American Sign Language (ASL) interpreter and with LanguageLine Solutions, a third-party language services provider that offers on-demand interpretation in more than 240 languages, including ASL. Services include over-the-phone interpretation and video remote interpretation provided by trained professional interpreters.

When possible, direct communication through bilingual staff or in-person interpretation is preferred, as it may support more effective and nuanced communication. However, it is recognized that these options are not always feasible.

Releasing information simultaneously in English and Spanish, the way it's done in the bilingual WhatsApp group, is also preferred, except in situations where urgency may require information to be released in one language first, followed by translation.

Mirroring the model currently used by the Town's Police Department, the Town has established a Townwide contract with LanguageLine Solutions to support immediate and flexible language access needs.

For day-to-day operations, Town staff may access telephonic interpretation services by dialing a dedicated number, allowing for immediate connection to an interpreter. This may be particularly useful when bilingual staff are not available, when in-person interpretation is not feasible due to location, time, or scheduling constraints, or when the requested language is not spoken by available staff or independent contractors. For video-based interpretation, primarily to support ASL and other situations where visual communication is beneficial, a limited number of staff (e.g., approximately 10 employees) may be granted access to the LanguageLine application. Staff training on how to access and use these services is provided and is further outlined in the Staff Training section of this LAP

To support awareness and consistent use of these services, a LanguageLine-provided notice (Appendix B), available in multiple languages, may be distributed to public-facing staff and placed at front desks and public counters. This resource is intended to help inform community members that interpretation services are available and to support staff in accessing these services when needed.

The Town also explored the use of supplemental tools to support on-demand communication in limited contexts, such as handheld translation devices. Town staff requested and tested an AI-based interpretation device (VASCO) and determined that it did not provide sufficient accuracy or functionality to meet the Town's language access needs; as a result, it will not be used for interpretation services.

Recommended Staffing Model (Future)

The Town may consider establishing a full-time Bilingual Interpreter, Translator, and Community Liaison position, which could also assume the role of Language Access Coordinator. This potential staffing model is intended to align with IDEA Action Plan goals related to community connection, accessibility, relationship-building, and strengthened language access capacity. Under this model, interpretation, translation, and coordination functions could be centralized within a single role, supporting greater consistency, responsiveness, and accountability across the organization.

Consideration of this model is informed by both community input and internal review processes, which highlighted the need for more consistent, accessible, and coordinated communication with LEP individuals. Across engagement efforts, there was clear support for a dedicated role that could serve as a primary point of contact for language access, help facilitate communication between the Town and LEP community members, and strengthen trust and connection. This approach reflects existing local models that provide embedded bilingual support across service areas and may help address gaps identified in current service delivery.

Centralizing these functions may help streamline workflows, including improved scheduling and delivery of interpretation services, more efficient and timely translation processes, and more consistent application of Townwide language access procedures. Many of these responsibilities are currently supported by the IDEA Program Analyst II in her role as Language Access Coordinator; however, the position includes a broad range of additional duties, which may limit the time available to manage language access coordination. A dedicated position could help distribute this workload and provide more sustained capacity for planning, implementation, and ongoing support.

This potential role has also been discussed internally as part of broader efforts to strengthen language access infrastructure and expand capacity. It has been introduced to the Town's leadership team and may be considered alongside other staffing and budget priorities.

In addition to coordinating interpretation and translation services, this position could support staff training, develop and maintain translation templates and glossaries, collaborate with departments to identify and prioritize language access needs, and support ongoing evaluation and continuous improvement efforts. By consolidating these functions, this model may reduce reliance on independent or ad hoc services and support more consistent and aligned language access services across the organization.

VII. Coordination Structure

Effective language access efforts generally require clear internal coordination to support consistent implementation across departments and programs. This section describes the coordination structure that may support the Town's LAP, including roles, responsibilities, and points of contact for planning, decision-making, and service delivery. Establishing a shared structure is intended to help ensure that language access considerations are incorporated into routine operations, applied consistently across service areas, and supported through appropriate internal processes and resources.

Language Access Coordinator

The Language Access Coordinator supports Townwide implementation of the LAP by helping ensure language access practices are applied consistently across departments and service areas. The coordinator's responsibilities may include the following:

- Overseeing and coordinating the Town's language access services
- Coordinating interpretation services for public meetings, events, and public-facing interactions
- Answering the Spanish line on the Town's main phone line and supporting English speaking staff with Spanish speaking callers
- Coordinating translation services for written materials
- Supporting outreach and distribution efforts by helping ensure translated materials, and other relevant information, are shared through appropriate channels and reach intended audiences
- Managing the bilingual WhatsApp group
- Engaging community members and community-based organizations to gather input and feedback on language access needs and services
- Supporting contract management and vendor coordination for language service providers, where applicable
- Sharing guidance, procedures, and tools to support consistent implementation across departments
- Supporting staff training related to language access practices and expectations
- Monitoring language service usage and reviewing trends to inform planning and improvements
- Alongside the Clerk's Department, maintaining records related to language access requests and services provided
- Supporting quality assurance and consistency of interpretation and translation services

- Supporting management and tracking of budgets associated with language access services
- Coordinating with IDEA-related efforts to ensure alignment with Town equity and inclusion goals

The Town's IDEA Program Analyst II currently serves as the Town's Language Access Coordinator, reflecting the integration of language access responsibilities within the Town's broader IDEA goals and actions. If the proposed Bilingual Interpreter, Translator, and Community Liaison position is established, this role may assume the primary responsibilities of the Language Access Coordinator. Depending on how responsibilities are distributed across positions, certain functions may continue to be supported by the IDEA Program Analyst II to maintain alignment with broader IDEA initiatives and ongoing programmatic efforts.

Interdepartmental Coordination

The Town's IDEA Committee includes representatives from all Town departments and is intended to serve as a cross-departmental coordination structure for supporting progress toward IDEA goals. For the purposes of language access, Committee members may act as departmental leads responsible for supporting consistent language access practices within their respective departments. This may include:

- Sharing guidance and tools with staff, identifying translation and interpretation needs
- Supporting implementation of language access processes
- Communicating departmental questions or challenges to the Language Access Coordinator

Taken together, this coordination framework is intended to strengthen the Town's ability to implement language access practices in a consistent and coordinated manner. Establishing clear roles, shared responsibilities, and cross-departmental communication channels may support more effective service delivery, improve responsiveness to language needs, and help ensure that language access remains an integrated and ongoing component of Town operations.

VIII. Staff Training

Staff training is an essential component of effective language access implementation. Training supports consistent and equitable application of the Town's LAP across departments and reinforces the Town's broader IDEA Action Plan goals. Training is intended to ensure that staff understand the Town's language access approach, are able to respond appropriately to requests for language assistance and can provide services in a respectful and effective manner.

Initial Training

At the initial stage of implementation, training may focus on foundational knowledge and practical response procedures, with an emphasis on familiarizing staff with the Town's existing language access resources and how to use them in day-to-day operations. This may include:

- An overview of what language access is and how it supports meaningful access to services and information.
- Procedures and best practices for responding to unplanned language access encounters, including accessing telephonic and video interpretation services through LanguageLine Solutions, which provides on-demand interpretation in multiple languages through trained professional interpreters.
- Process and internal workflows for requesting language access services such as the Town's Laserfiche form for requesting translation and/or interpretation services, including when and how to submit requests.
- Use of support materials available at front desks, such as a LanguageLine-provided notice, and other resources designed to assist staff in identifying and responding to the needs of LEP individuals.
- Community preferences identified through the Needs Assessment.

This initial training may prioritize practical application and immediate usability to support staff in responding to language access needs as they arise.

Additional Training

Additional training components may be further developed over time in coordination with the Town's IDEA Department and Human Resources. These components are intended to expand staff knowledge and build consistency in service delivery across departments. Training may include language access awareness, legal obligations, procedures for requesting services, respectful communication with LEP individuals, appropriate use of

bilingual staff, and plain language principles. Training may be organized into the following topic areas:

Working With Interpreters

This training would provide guidance on working effectively with interpreters and selecting the appropriate form of language assistance. This may include:

- Understanding when interpretation is needed compared to translation.
- Best practices for working with interpreters, including communication strategies that support accuracy, confidentiality, and neutrality.
- Structuring conversations to reduce miscommunication and avoid common pitfalls.
- Use of telephonic, video, or electronic interpretation tools, when applicable, including basic procedures for accessing services.

Cultural Competency and Cultural Humility in Service Delivery

Training may also address cultural competency and cultural humility as part of respectful communication in public service settings. This may include:

- Cross-cultural communication strategies to support effective service delivery.
- Avoiding assumptions and supporting respectful interactions across language and cultural differences.
- Awareness of how cultural norms and expectations may affect communication styles, trust, and participation.

Legal Compliance

As noted in Section IV of this LAP, based on the Town's size, structure, funding sources, and other considerations, there are currently no specific legal requirements related to language access. However, should this context change, it may be important for staff training to include an overview of relevant legal obligations and organizational responsibilities, such as:

- Complaint prevention, complaint response procedures, and documentation expectations.
- Roles and responsibilities for supervisors, department leads, and frontline staff to support consistent compliance.

Training Delivery and Integration

Training may be incorporated into new employee onboarding and supplemented by optional refresher trainings provided periodically. Additional training updates may be

provided as needed to reflect changes in Town policy, procedures, technology platforms, or identified language access needs.

Training may be delivered in a variety of formats to support accessibility and departmental needs. Formats may include live online trainings, recorded modules, webinars, in-person workshops, or hybrid options. Training materials may also include supplemental resources such as written guides, quick-reference tools, or scenario-based exercises that staff can use to reinforce key procedures and expectations.

Departments may incorporate language access training into relevant operational trainings, customer service trainings, or IDEA training opportunities, as appropriate. This may include integrating language access procedures into standard service delivery training, using role-based scenarios to reinforce how staff should respond to language needs in routine and high-priority interactions, and ensuring that language access expectations are included in department-specific onboarding or refresher trainings.

Departments may also work with the Language Access Coordinator, IDEA Department, and Human Resources to further tailor and develop training content based on the services they provide and the types of language access encounters they are most likely to experience.

Staff training is an essential component of effective language access implementation. Training supports consistent and equitable application of the Town's LAP across departments and reinforces the Town's broader IDEA Action Plan goals. Training is intended to ensure that staff understand the Town's language access approach, are able to respond appropriately to requests for language assistance and can provide services in a respectful and effective manner.

IX. Looking Ahead

The Town of Truckee's Language Access Plan establishes a general framework for supporting more consistent, coordinated, and equitable access to information, programs, services, and activities for LEP individuals. It reflects existing services, best practices, community input, and organizational priorities, while identifying opportunities for continued development and improvement over time.

As a guiding document, this LAP is intended to support the integration of language access considerations into day-to-day operations, planning processes, and community engagement efforts across departments. At the same time, it is not intended to represent a fixed or exhaustive approach. Language access needs, community demographics, programs, and service delivery practices may continue to evolve, and implementation may shift based on available resources, operational needs, and emerging priorities.

The Town recognizes that language access is an ongoing and iterative process. Future efforts may include refining internal processes, expanding tools and services, strengthening coordination, and incorporating feedback from community members, staff, and partners. Ongoing evaluation, staff experience, and continued community engagement may help inform how language access services are adapted and improved over time.

By maintaining a flexible and responsive approach, the Town seeks to remain attentive to the needs of LEP individuals and to support meaningful access and inclusive participation across all areas of service. This LAP is intended to serve as a foundation for continued progress toward the goals outlined in the Town's IDEA Action Plan and for fostering more accessible, transparent, and responsive public service over time.

X. Appendices

Appendix A - Translation & Interpretation Request Form in Laserfiche (Draft)

Appendix B - Interpretation Services Available notice

Appendix C – Summary of prioritization activities during a Resource Sharing Meeting and a Junta Regional

Appendix A – Translation & Interpretation Request Form in Laserfiche

[Link to the form](#)

Translation/Interpretation Request Form

Translation & Interpretation Request Form (internal use)

To support timely and high-quality language access services, we encourage staff to submit requests with as much advance notice as possible. This allows adequate time for accurate translation, thoughtful review, and coordination of interpretation services.

- Written translations are best submitted with at least one week's notice, with additional time for longer or more complex materials.
- Whenever possible, please attach or link the original source file (e.g., Word document, PowerPoint presentation, Canva, etc.) or plain text, rather than a PDF. This helps preserve formatting and streamline the process.
- Interpretation requests longer than 30 minutes ideally require two interpreters to support quality and accuracy. These requests should be submitted at least two weeks in advance when feasible.

We understand that urgent needs can come up and will make every effort to accommodate requests as quickly and efficiently as possible.

Requesting Employee

Today's Date

YYYY-MM-DD 

Date and Time Service Needed

YYYY-MM-DD  hh:mm:ss A 

Types of Service(s) Needed

☒ Written Translation

☒ Oral Interpretation

If the event you are requesting interpretation for will have presentations, please send those to translation at least a week in advance. Please add presenter's notes or other talking points so the interpreters can familiarize themselves with the specific language and topics that will be discussed.

Description of Request

File(s) Upload

Drag and drop up to **10** files here to upload or [Choose files](#)

File Link(s)

Additional Notes

Submit

Appendix B – Interpretation Services Available notice

LanguageLine Solutions® Interpreting Services Available	
English Translation: Point to your language. An interpreter will be called. The interpreter is provided at no cost to you.	
American Sign Language  Point to your language. An interpreter will be called. The interpreter is provided at no cost to you.	Korean 한국어 귀하께서 사용하는 언어를 지정하시면 해당 언어 통역 서비스를 무료로 제공해 드립니다.
Arabic عربي أشير إلى لغتك. وسيتم الاتصال بمترجم فوري. كما سيتم إحضار المترجم الفوري مجاناً.	Mandarin 國語 請指認您的語言，以便為您提供免費的口譯服務。
Bengali বাংলা আপনার ভাষার দিকে নির্দেশ করুন। একজন মোভাষীকে ডাকা হবে। মোভাষী আপনি নিখরচায় পাবেন।	Nepali नेपाली आफ्नो भाषातर्फ आँल्याउनुहोस्। एक दोभाषेलाई बोलाइनेछ। तपाईंको किन कुनै खर्चका, एकजना दोभाषे उपलब्ध गराइनेछ।
Burmese မြန်မာ သင့်ဘာသာစကားကို ညွှန်ပြပါ။ ကောင်းပြန် ခေါ်ယူပါမယ်။ သင့်အတွက် ကောင်းပြန် အခမဲ့ ဖြစ်ပါမယ်။	Polish Polski Proszę wskazać swój język i wezwiami tłumacza. Usługa ta zapewniana jest bezpłatnie.
Cantonese 廣東話 請指認您的語言，以便為您提供免費的口譯服務。	Portuguese Português Indique o seu idioma. Um intérprete será chamado. A interpretação é fornecida sem qualquer custo para você.
Farsi فارسی زبان مورد نظر خود را مشخص کنید. یک مترجم برای شما درخواست خواهد شد. مترجم بصورت رایگان در اختیار شما قرار می گیرد.	Punjabi ਪੰਜਾਬੀ ਅਪਣੀ ਭਾਸ਼ਾ ਦੱਲ ਦਿਸਾਵਾ ਕਰੋ। ਜਿਸ ਮੁਤਾਬਕ ਇਕ ਦੁਬਾਸੀਆ ਬੁਲਾਇਆ ਜਾਵੇਗਾ। ਤੁਹਾਡੇ ਲਈ ਦੁਬਾਸੀਆ ਦੀ ਮੁਫਤ ਇੰਤਜ਼ਾਮ ਕੀਤਾ ਜਾਂਦਾ ਹੈ।
French Français Indiquez votre langue et nous appellerons un interprète. Le service est gratuit.	Romanian Română Indicați limba pe care o vorbiți. Vi se va face legătura cu un interpret caare vă este asigurat gratuit.
Haitian Creole Kreyòl Lonje dwèt ou sou lang ou pale a epi n ap rele yon entèprèt pou ou. Nou ba ou sèvis entèprèt la gratis.	Russian Русский Укажите язык, на котором вы говорите. Вам вызовут переводчика. Услуги переводчика предоставляются бесплатно.
Hindi हिंदी अपनी भाषा को इंगित करें। जिसके अनुसार आपके लिए दुभाषिया बुलाया जाएगा। आपके लिए दुभाषिया की निशुल्क व्यवस्था की जाती है।	Somali Af-Soomaali Farta ku fiigluqadaada... Waxa laguugu yeeri doonaa turjubaan. Turjubaanka wax lacagi kaaga bixi mayso.
Hmong Hmoob Taw rau koj hom lus. Yuav hu rau ib tug neeg txhais lus. Yuav muaj neeg txhais lus yam uas koj tsis tau them dab tsi.	Spanish Español Señale su idioma y llamaremos a un intérprete. El servicio es gratuito.
Italian Italiano Indicare la propria lingua. Un interprete sarà chiamato. Il servizio è gratuito.	Tagalog Tagalog Ituro po ang inyong wika. Isang tagasalin ang ipagkakaloob nang libre sa inyo.
Japanese 日本語 あなたの話す言語を指してください。 無料で通訳サービスを提供します。	Vietnamese Tiếng Việt Hãy chỉ vào ngôn ngữ của quý vị. Một thông dịch viên sẽ được gọi đến, quý vị sẽ không phải trả tiền cho thông dịch viên.
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Appendix C- Summary of prioritization activities during a Resource Sharing Meeting and a Junta Regional

[Link to presentation](#)

LANGUAGE ACCESS PLAN PRIORITIZATION EXERCISES

During the Community Collaborative of Tahoe Truckee's February Resource Sharing Meeting and Sierra Community House's February Junta Regional, the IDEA Program Analyst delivered a presentation that provided an overview of the Language Access Plan, including its purpose, the Town of Truckee's primary departments, programs, and services, and current language access practices.

Following the presentation, attendees participated in a prioritization activity in which they were asked to identify key programs or divisions for language access support. These options had been preselected based on prior community conversations and the IDEA Program Analyst's experience in language access roles within the Town. Participants used colored stickers to indicate their priorities.

After the activity, the group reconvened to discuss the selections, including the reasoning behind their choices and considerations related to staff capacity and implementation. This discussion provided additional context to the prioritization results and helped inform how language access needs may be addressed across Town services.

1

TOWN OF
TRUCKEE

COMMUNITY COLLABORATIVE OF TAHOE TRUCKEE'S RESOURCE SHARING MEETING FEBRUARY 3rd, 2026

2

TOWN OF
TRUCKEE



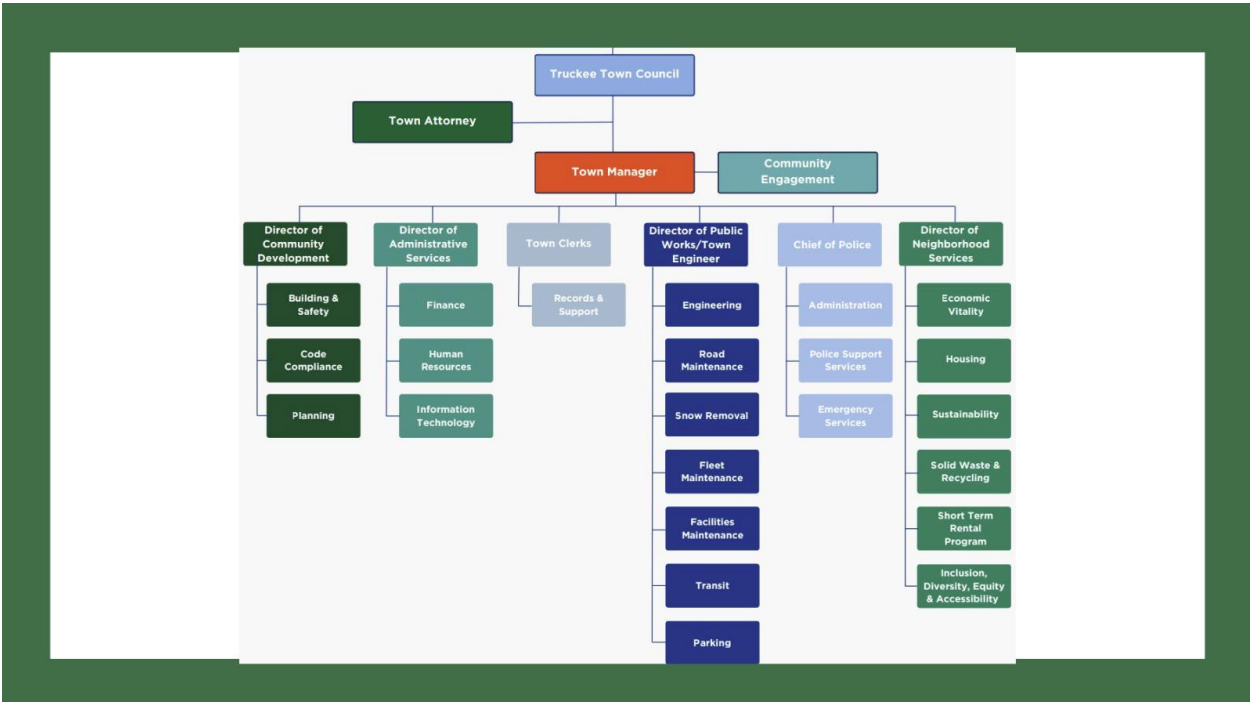
Language Access Plan



A document that outlines how/when/why an organization provides language services, such as translation and interpretation, for individuals whose primary language isn't English (Limited English Proficient – LEPs)



To establish a consistent framework for providing meaningful access to Town information, services, and communication for LEPs



Goal

Prioritize our language access services



7

TOWN OF
TRUCKEE

● **SUPER IMPORTANT**

● **SÚPER IMPORTANTE**

● **IMPORTANT**

● **IMPORTANTE**

● **AS CAPACITY PERMITS**

● **SI ES QUE SE PUEDE**

8

TOWN OF
TRUCKEE

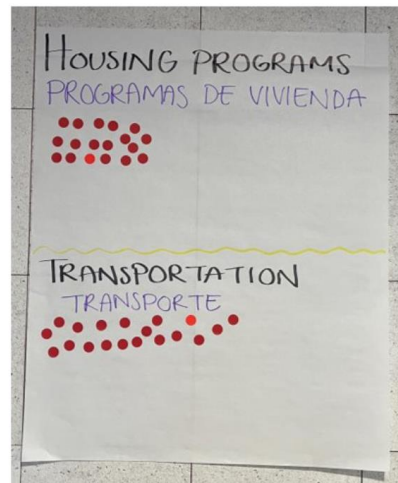
Andrea Fernandez Landa

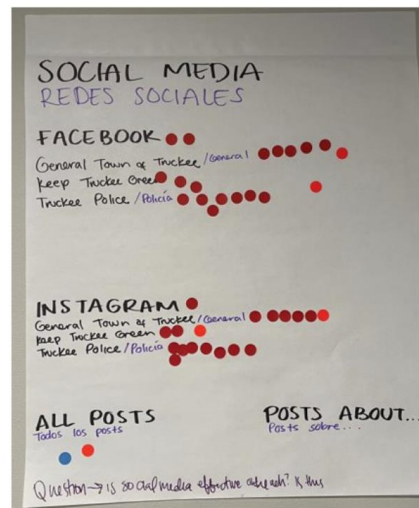
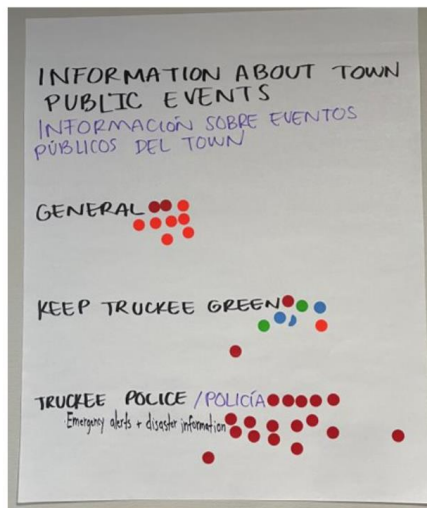
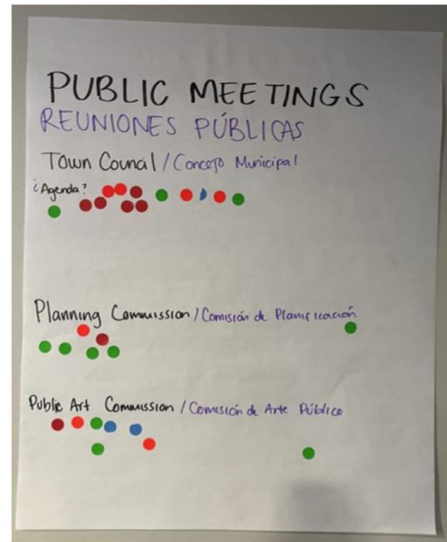
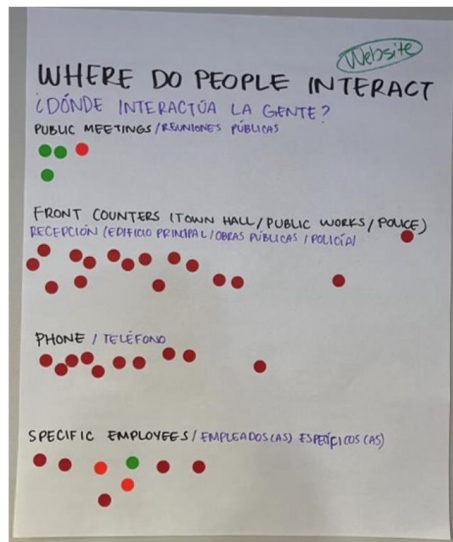
afernandezlanda@townoftruckee.gov

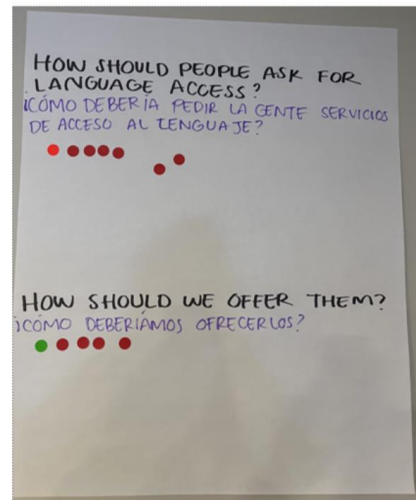
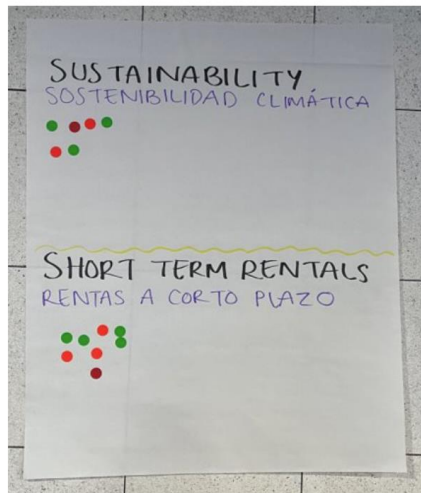
(530) 448-7750



RESULTS







**SIERRA COMMUNITY HOUSE'S JUNTA
REGIONAL DE PROMOTORAS
FEBRUARY 28th, 2026**

15

TOWN OF
TRUCKEE

TOWN OF
TRUCKEE

**Plan de Acceso al
Lenguaje**

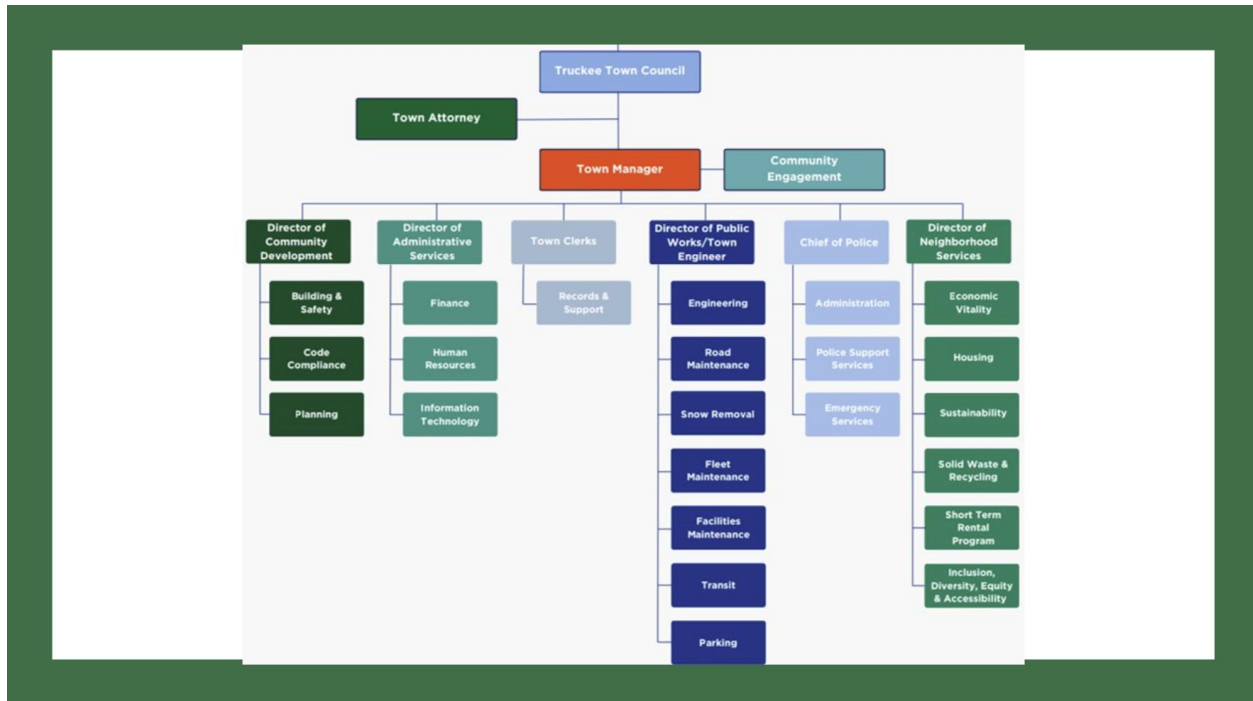


Un documento que define cómo/cuándo/porqué una organización ofrece servicios de acceso al lenguaje, como traducción e interpretación, para aquellas personas que no consideran el inglés como su idioma principal (Proficiencia Limitada del Inglés– LEPs)



Para establecer un marco consistente sobre como dar acceso a los LEPs a la información, servicios y Comunicaciones del Town





Objetivo

Analizar las prioridades dentro de nuestros servicios de lenguaje



- **SÚPER IMPORTANTE**
- **IMPORTANTE**
- **SI ES QUE SE PUEDE**

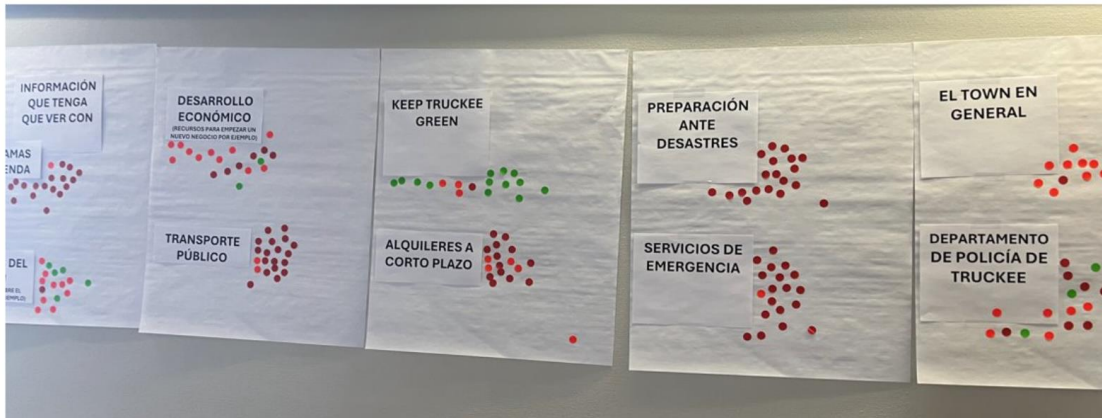
Andrea Fernandez Landa

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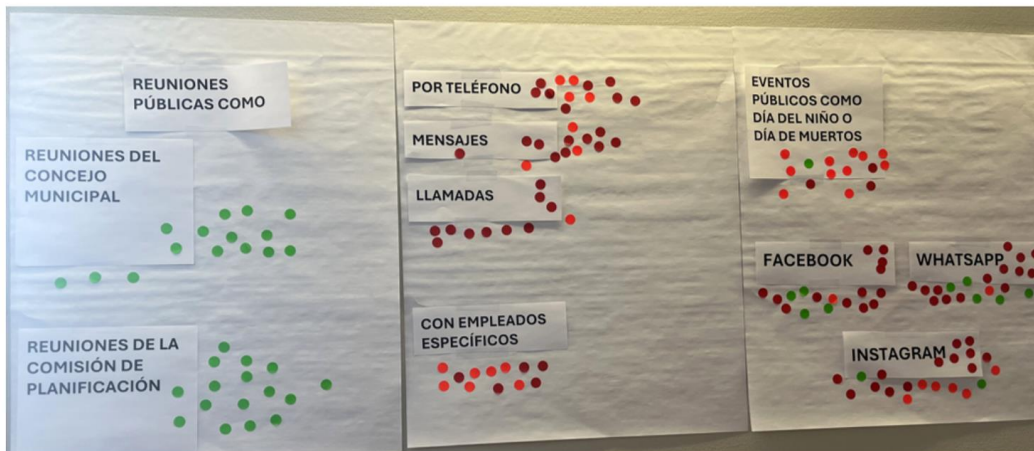


RESULTS



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