

METRO NASHVILLE LANGUAGE ACCESS GUIDE & TOOLKIT

ADA & TITLE VI RESOURCES



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METRO LANGUAGE ACCESS STATEMENT

The purpose of this document is to establish guidelines for Metro Nashville personnel to ensure equitable services to and effective communication with individuals identified as linguistic minorities - those whose primary language is not English, and who have limited or no ability to speak, read, write, or understand English. This includes communities traditionally identified as Limited English Proficient (LEP) and the Deaf or hard of hearing. This policy is in accordance with Section 601 of Title VI of the Civil Rights Act of 1964, 42 U.S.C. 2000d, Executive Order 13166, and the Americans with Disabilities Act of 1990. Following these guidelines is essential to ensuring that all people in Nashville and Davidson County receive meaningful access to Metro programs, benefits, and services.

METRO ADA POLICY STATEMENT

It is both the policy and responsibility of the Metropolitan Government of Nashville and Davidson County to ensure that its programs, services, and activities are accessible, and that practical use by all people, regardless of whether they are residents or visitors, is not restricted or hindered in violation of standards relating to individuals with disabilities.

METRO ACCESSIBLE PUBLIC COMMUNICATION POLICY

It is the policy of the Metropolitan Government of Nashville and Davidson County to ensure that program, service, and activity communications with participants and members of the public with disabilities are as effective as communications with others. Toward that end, Metropolitan Government will furnish appropriate auxiliary aids and services as necessary to afford an individual with a disability an equal opportunity to participate in, and enjoy the benefits of, any Metro program, service, or activity.

These policies are carried out by Metro's ADA & Safety Services, whose mission is to ensure that all programs, services, and activities of the Metropolitan Government of Nashville and Davidson County are accessible, and that practical use by individuals with disabilities, regardless of whether they are residents or visitors, is not restricted or hindered in violation of standards relating to individuals with disabilities.

TERMINOLOGY AND KEY PHRASES

AMERICAN DISABILITIES ACT OF 1990 (ADA)

The Americans with Disabilities Act became effective July 26, 1990. This significant legislation extends civil rights protections to an estimated 49 million Americans with disabilities. The ADA makes it illegal to discriminate on the basis of disability in the areas of employment, public service, public accommodation, transportation, and telecommunication.

AUXILIARY AIDS AND SERVICES

Devices or services that enable effective communication for people with disabilities.

DEAF

Capital “D” Deaf refers to individuals and communities that identify with Deaf culture and American Sign Language. Lower case “d” deaf refers to the condition of hearing loss.

DISABILITY

With respect to an individual, a physical or mental impairment that substantially limits one or more of the major life activities. This includes those with a record of such an impairment and those regarded as having an impairment.

EFFECTIVE COMMUNICATION

Under Title II of the ADA, all state and local governments are required to take steps to ensure that their communications with people with disabilities are as effective as communications with others. “Effective communication” means that whatever is written or spoken must be as clear and understandable to people with disabilities as it is for people who do not have disabilities. The effective communication requirement applies to all members of the public with disabilities, including job applicants, program participants, and even people who simply contact a Metro agency seeking information about programs, services, or activities.

INTERPRETER

An individual who converts information from one spoken language to another spoken or sign language. Metro Vendors, employees who have successfully passed an Interpreter Skills Assessment (ISA), or have a current professional interpreter certification are considered qualified to provide interpreting services. Bilingual employees may not necessarily have the linguistic skills or training to provide interpretation for highly technical sessions (i.e., legal, medical).

LIMITED ENGLISH PROFICIENT (LEP) INDIVIDUALS

Individuals who do not speak English as their primary language and who have a limited ability to read, write, speak, or understand English. LEP individuals may be competent in English for certain types of communications (e.g., speaking or understanding), but still LEP for other purposes (e.g., reading or writing).

LINGUISTIC MINORITIES

Individuals or communities who do not speak English as their primary language and who have limited ability to read, speak, write, or understand English. This includes those traditionally considered Limited English Proficient (LEP) or who are Deaf and/or hard of hearing.

MEANINGFUL ACCESS

Language assistance that results in accurate, timely, and effective communication with the LEP individuals. Meaningful access denotes access that is not significantly restricted, delayed, or inferior as compared to programs or activities provided to English proficient individuals.

RELAY SERVICE

7-1-1 Relay Service allows people with hearing or speech disabilities who use text telephones or teletypewriters (TTYs) to have telephone conversations with people who do not have TTYs. Dialing **7-1-1** works whether or not the person placing the call is using a TTY since communications assistants use voice and TTY. The confidential service is available 24 hours a day, 7 days a week, and local calls are free of charge, however long distance toll charges may apply. Internet Protocol or **IP Relay Service** offers a communication alternative for people with hearing or speech disabilities who have an Internet connection. Local and long distance communications by IP Relay Service are free of charge. The service can be accessed at <https://www.sprintrelay.com/services/sprint-ip-relay>

TITLE VI OF THE CIVIL RIGHTS ACT OF 1964

“No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.” 42 U.S.C. § 2000d Metro Ordinance BL2004-352 requires all departments, boards and commissions to develop an implementation plan pursuant to Title VI and requires annual compliance reports by such departments, boards and commissions. Title VI applies to Metro functions, facilities, operations, programs and projects that receive federal funding as well as to services provided by subrecipients that receive federal financial assistance through contracts or grants from Metro.

TRANSLATOR

An individual who converts written documents from one language to another.

VITAL DOCUMENTS

A document will be considered vital if it contains information that is critical for obtaining 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; notices advising LEP persons of the availability of free language assistance; prison rulebooks; written tests that do not assess English language competency, but rather competency for a particular license, job, or skill for which English competency is not required; and letters or notices that require a response from the beneficiary or client.

LANGUAGE & ETIQUETTE

APPROPRIATE LANGUAGE

Using appropriate language when speaking or referring to individuals avoids perpetuating negative stereotypes and perceptions. This is especially true for people with disabilities. While language is constantly evolving, we offer some phrases and terms that are generally considered appropriate. Best practice is to put the individual before the disability, describing what a person has, not who the person is. Some examples are included below. When in doubt about what terminology to use, it is ok to ask.

- Rather than handicapped accessible, instead use *accessible parking/accommodations*
- Rather than handicapped or crippled, instead use *individual with a physical disability*
- Rather than saying someone has a problem with..., instead say *they need... or they use...*

USING AN INTERPRETER

A trained interpreter can assist in effective communication, reduce liabilities, and increase constituent satisfaction. Some standard practices when using an interpreter:

- Brief the interpreter prior to a conversation so the interpreter can not only provide the appropriate tone for the conversation but can also inform you if the session will be beyond their scope (i.e., too medical, too legal, “I’m not familiar with Guatemalan Spanish”, etc.)
- Allow the interpreter to introduce themselves as the interpreter before starting the conversation. This allows the interpreter to set the ground rules (i.e., “I will interpret everything you say, and everything spoken in this session will be confidential”, etc.)
- A professional and trained interpreter will interpret in the first person, not third person. Please speak directly to the constituent as if you were both speaking the same language.
- Speak clearly and in a normal tone. Remember to pause between sentences or complete thoughts.
- Refrain from using metaphors, acronyms, slang, or idioms.
- A trained interpreter will not alter the conversation and will not assume answers to questions that are asked; however, an interpreter may interject if necessary, to explain any potential cultural or linguistic misunderstandings.
- Allow only one person to speak at a time.

CODE OF ETHICS FOR INTERPRETERS

- While Legal/Court interpreters and Healthcare/Medical interpreters have their own set of standards of practice and codes of ethics, they are very similar to the Code of Ethics for Community Interpreters. Community interpreting is defined as interpreting that facilitates access to community services.
 - Code of Ethics for the Community Interpreter
 - i. Confidentiality
 - ii. Accuracy

- iii. Impartiality
- iv. Transparency
- v. Direct Communication
- vi. Professional Boundaries
- vii. Intercultural Communication
- viii. Professional Conduct

Review the Code of Ethics or any other expectations with your in-house interpreters. Having a cohesive plan and a list of expectations from the start, will create a uniform way of providing interpretation services. Your customers will know what to expect. Your interpreters will know what to expect.

OTHER THINGS TO REMEMBER

- American Sign Language (ASL) is a complete, unique language that uses a combination of hand motions, body gestures, and facial expressions. Being its own language, it not only has its own vocabulary, but also its own grammar that differs from English.
- When communicating with people with intellectual disabilities, presume competence.
- Don't assume someone needs assistance. Offer your help before providing it.
- Whenever possible, sit at eye level with someone with a physical disability.
- Guide a person with a visual disability by offering use of your arm and walking normally.

COORDINATOR EXPECTATIONS

Each Metro department should identify an ADA Coordinator. Every department that receives federal financial assistance should also identify a Title VI Coordinator. These can be the same person. The Coordinator(s) are responsible for:

- Acting as the department's liaison to other Metro agencies and the public concerning ADA matters and requests for accommodations.
- Conducting an ANNUAL DEPARTMENT ASSESSMENT related to accessibility to services, programs, and information.
- Overseeing their department's compliance with ADA and Title VI and relevant GRIEVANCE PROCEDURES.
- Ensuring basic STAFF TRAINING and access to necessary resources and tools.
- Attending the annual ADA and Title VI Trainings.
- Assisting in the development of inter-departmental policies and STANDARD OPERATING PROCEDURES to improve and sustain equitable access to department services.
- Producing the annual Title VI REPORT.

POLICIES AND PRACTICES

These policies and practices should be universal standards for all Metro departments. In order to best serve the needs of linguistic minorities, it is necessary to have in place the practices and guidelines that ensure effective and meaningful access to information, resources, programs, and other services. The best practices are detailed below:

ANNUAL ASSESSMENT & DATA COLLECTION

- Annual Assessment
 - All departments should conduct an annual review of current language access policies, language needs and the populations that they serve.
 - Departments should also assess changes in demographics, types of services or other needs that may require reevaluation of policy and procedure using internal and/or external data sources (e.g. intake forms, Census data, etc.).
 - Assessments will be used for the creation and annual update of a department language access plan, outlining how services are to be delivered, by whom, and how these will be tracked.
 - A self-assessment instrument is included in the “Tools & Resources” section of this packet.
- Data Collection
 - Departments should collect information on, but not limited to: primary language of constituents, use and language of interpretation services, distribution of translated documents (if applicable), frequency of contact with linguistic minorities seeking services.
 - Departments without existing data collection infrastructures should develop effective methods of gathering relevant information about linguistic minorities and other groups requiring additional communication support. MHRC can provide technical assistance.

STANDARD OPERATING PROCEDURES (SOPs)

- Departments should have written SOPs to provide language assistance services.
- Departmental SOPs must, at a minimum, include the following:
 - Instructions for staff on how to access language assistance services when responding to constituents in person, on the phone, and in writing.
 - Adopted procedures should meet legal obligations and match departmental needs.
 - Language assistance can be provided in a variety of ways including multilingual staff, in-person interpreters, telephone interpreters, sign language interpretation, and written translation.

- Internal interpreters (those that are not contracted out) should take the Interpreter Skills Assessment (ISA). Multilingual staff who are not fulltime interpreters for the department may assist with interpretation. However, they should take a Language Proficiency Assessment (LPA). These assessments can be arranged through one of Metro's Language Access Vendors.
 - Staff cannot rely on an accompanying adult of an individual who is Deaf or hard of hearing to interpret except in emergency situations where there is an imminent threat to the safety or welfare of the individual or the public, and no interpreter is available, OR when the individual requests the accompanying adult interpret, the accompanying adult agrees, and it is appropriate under the circumstances.
 - Staff cannot rely on a minor to interpret except in an emergency involving an imminent threat to the safety or welfare of an individual or the public and where no interpreter is available.
 - Apps can be helpful in certain circumstances; however, they are unreliable and should not be used during medical, legal, or otherwise sensitive sessions where a misunderstanding could lead to serious consequences.
 - Auxiliary aids must be provided free of charge to individuals with a disability.
 - In determining what type of auxiliary aid or service is necessary, SOPs must give primary consideration to the requests of the individual with disabilities. Other considerations include whether another effective means of communication is available, means of communication would result in a fundamental alteration in the service, program, or activity; means of communication would result in undue financial burden on taxpayers. As necessary, the department ADA Coordinator will confer with the requesting party to identify how effective communication can be achieved in the context of the subject program, service or activity, and may ask for technical assistance and information on how to obtain a particular auxiliary aid or service.
- Instructions for staff on how to collect data related to language assistance services requested and provided.
 - A method for identifying vital documents and translating them in the most frequently encountered languages.
 - Policies that ensure new staff are aware of the procedures and properly trained.

- Policies that ensure procedures for requesting and accessing language assistance are communicated to constituents.
 - Constituents should be made aware of their right to request free language assistance, by way of staff and notices placed in visible locations, such as intake areas and other points of entry. (Note: sample signs are included in the Appendix of this guide)
- If a department chooses to provide interpreters via video remote interpreting (VRI) services, SOPs should ensure that the following is provided:
 - Real-time, full motion video and audio over a high-speed, wide-bandwidth connection or wireless connection that delivers high-quality video images;
 - A sharply delineated image that is large enough to display the interpreter's face, arms, hands, and fingers;
 - A clear audible transmission of voices; and
 - Adequate training to users of the technology.
- All departments are encouraged to set up accounts with current Metro vendors offering language assistance services. Contact information for these vendors is included in the Appendix of this guide.

STAFF TRAINING

- All new and existing staff should be trained in their department's language access policies and procedures.
- Public-facing staff should be trained in effective communication techniques, including how to conduct an initial assessment to determine a constituent's language needs, and how to work with interpreters (both in-person and over the phone).
- Bilingual staff and in-house interpreters should be given an interpreter assessment, provided by a Metro vendor to assess competency.

GRIEVANCE PROCEDURE

- A complaint regarding the inadequate provision of language assistance may be made in person, over the phone, or in writing to the department in question, the Metro Human Relations Commission, or the ADA Coordinator for Metro. Departments may have their own grievance form and process, or may advise constituents to file their complaint with the Metro Human Relations Commission.

REPORTING

- The department assessment will be included as part of annual Title VI reporting (due to Human Resources in May), along with a language access plan detailing how departments will meet language access goals.

ADA ACCOMMODATIONS

REQUESTING AN ADA ACCOMMODATION

A request for accommodation must:

- be submitted in writing to the Metro Agency ADA Coordinator of the department or agency responsible for the location of the program, service, activity or facility. Requests may also be submitted to the Metropolitan Government of Nashville and Davidson County ADA Coordinator at Jerry.Hall@nashville.gov;
- detail the name, address, and telephone number of the requesting party;
- specify the location of the program, service, activity or facility where accommodation is requested; and
- describe why accommodation is needed.

A completed ADA Accommodation Request Form may be used to make a request. If an alternative means of filing a request is necessary, contact the ADA Compliance Division at: contactada@nashville.gov or call: 615-862-8744.

A requesting party should receive a response within 15 calendar days after a request is received by the ADA Coordinator. If the response by the ADA department coordinator does not satisfactorily resolve the issue, the individual making the request may file a formal grievance.

REQUESTING ACCESSIBLE PUBLIC COMMUNICATION (AUXILIARY AID/SERVICE)

Auxiliary aids or services are sometimes necessary to afford individuals with disabilities an equal opportunity to participate in, and enjoy the benefits of, any Metro program, service, or activity. Accessible public communication (auxiliary aid/service) requests must be made:

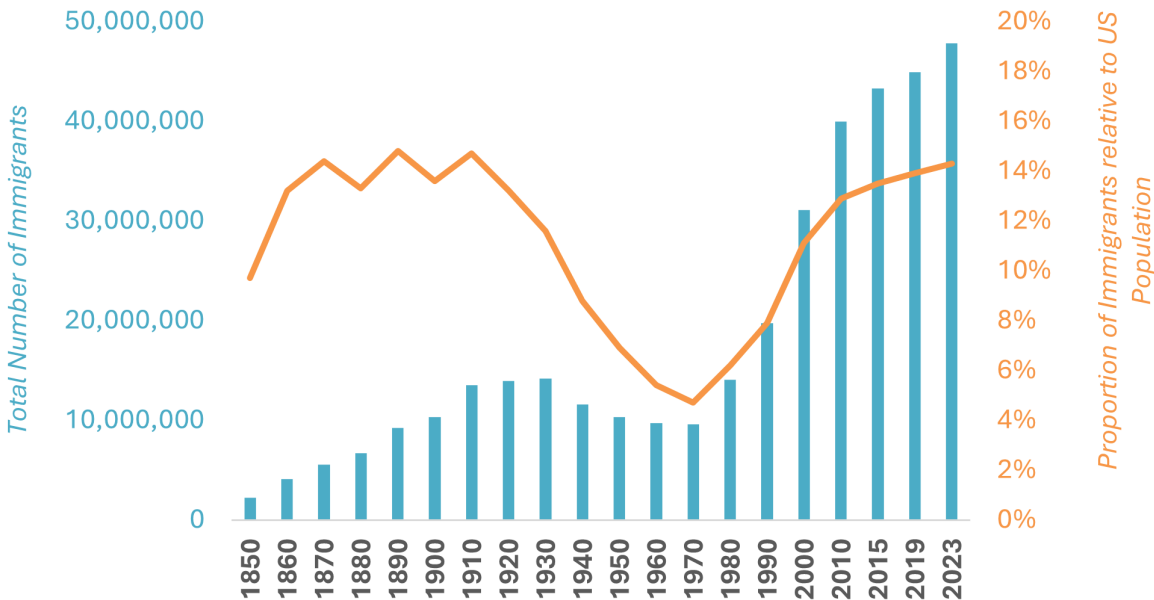
- in advance to enable time to fulfill the request (while Metro will make good faith efforts to fulfill all accommodation requests, those relating to public meetings and hearings should be submitted at least one week in advance, and those relating to on-going services and programs should be submitted at least 48 hours in advance); and
- to the Metro Agency ADA Coordinator of the department or agency responsible for the program or service in advance of the meeting, hearing, service. Requests may also be submitted to the Metropolitan Government of Nashville and Davidson County ADA Coordinator at Jerry.Hall@nashville.gov.

In determining what type of auxiliary aid or service is necessary, Metro will give primary consideration to the requests of the individual with disabilities (other considerations include whether another effective means of communication is available, means of communication would result in a fundamental alteration in the service, program, or activity; means of communication would result in undue financial burden on taxpayers). As necessary, the responsible agency ADA Coordinator will confer with the requesting party to identify how effective communication can be achieved in the context of the subject program, service or activity, and may ask for technical assistance and information on how to obtain a particular auxiliary aid or service.

A CLOSER LOOK AT NASHVILLE

The consistent growth in the US’ immigrant population has reached heights not seen since the late 1800s. In 2023, **14.3% of residents in the US** were categorized as “foreign-born”¹, which is just below the 14.8% of the population considered foreign-born in 1890²:

The **number of immigrants** in the US has grown rapidly since the 1970s, with the **proportion of immigrants** in the US reaching its highest level since the 1800s.



This pattern is not isolated to states that have traditionally had large immigrant populations, like California, Texas, Florida, and New York; particularly since the 1990s, other states across the US have seen a sharp increase in both the volume of immigrants and the number of countries immigrants come from². While Tennessee has only the 22nd most immigrants by raw number (430,000) and the 33rd most immigrants by population share (6.1%), these figures are both changing quickly. Tennessee has seen its immigrant population increase by 630% since 1990, a figure behind only North Carolina and Georgia, indicating a population that is rapidly becoming less homogenous. To this end, Tennessee has experienced an above-average growth rate overall (increasing its population by 46.1% relative to a national growth rate of 34.7%), but even this sharp growth rate is outstripped by the immigrant growth rate, again demonstrating a population that is growing both in raw number and in its diversity³.

¹ The term "foreign born" is a Census term referring to people "residing in the U.S. at the time of the population survey who were not U.S. citizens at birth. This includes naturalized U.S. citizens, lawful permanent immigrants, refugees and asylees, certain legal nonimmigrants (including those on student, work, or some other temporary visas), and persons residing in the country without authorization".

² Migration Policy Institute (MPI) tabulation of data from U.S. Census Bureau, 2010-2023 American Community Surveys (ACS), and 2000 Decennial Census. <https://www.migrationpolicy.org/programs/data-hub/charts/immigrant-population-over-time>

³ <https://www.migrationpolicy.org/programs/data-hub/charts/immigrant-population-state-1990-present>

This, naturally, has influenced Nashville’s demographic makeup. Per 2024 American Community Survey estimates⁴, Nashville’s population is as follows:

| Ethnicity | Total Population | Percent Population |
|------------------------------------|------------------|--------------------|
| White | 368,006 | 52.20% |
| African American | 172,456 | 24.46% |
| Hispanic | 104,265 | 14.79% |
| Other | 38,576 | 5% |
| Asian | 27,140 | 3.85% |
| American Indian / Alaska Native | 5,707 | 0.81% |
| Native Hawaiian / Pacific Islander | 260 | 0.04% |

One of the effects of this change is an increase in Tennessee’s population that LEP, which is defined by the US Census Bureau as “any person age 5 and older who reported speaking English ‘not at all’, ‘not well,’ or ‘well’” on their American Community Survey questionnaire⁵. The number of foreign-born LEP people in Tennessee as of 2023 was just over 426,000, representing an almost 400% increase since 1990⁶.

Localizing our focus even further, Nashville outpaces Tennessee on most immigration metrics. Per 2024 American Community Survey 1-Year Estimates, almost 20% of Davidson County residents speak a language other than English at home (compared to just over 9% in Tennessee broadly); over 15% of Davidson County residents are foreign-born (compared to 6.5% in Tennessee)⁷; and as of 2020, Davidson County was significantly less white (56.0%) than Tennessee (70.9%), part of a consistent trend (in 2010, Davidson County was 57.4% white, and in 2000 it was 67.0% white)⁸.

Accordingly, there is a great deal of language diversity in Davidson County. Per Census data⁹, some of the most frequently spoken languages in Nashville other than English are:

| Language Spoken at Home | Number of Households |
|---------------------------------|----------------------|
| Spanish | 31,971 |
| Other Indo-European Languages | 6,024 |
| Other and Unspecified Languages | 5,802 |

⁴ U.S. Census Bureau (2024). American Community Survey 1-Year Estimates. Table B02001, Race.

[https://data.census.gov/table/ACSDT1Y2024.B02001?q=race+in+Nashville-Davidson+metropolitan+government+\(balance\),+Tennessee&t=Race+and+Ethnicity](https://data.census.gov/table/ACSDT1Y2024.B02001?q=race+in+Nashville-Davidson+metropolitan+government+(balance),+Tennessee&t=Race+and+Ethnicity)

⁵ While there is valid criticism of the term “Limited English Proficiency”, given its federal usage, we will use this term when referring to federal data. See below for more information: Ortega, Pilar et al. “Rethinking the Term “Limited English Proficiency” to Improve Language-Appropriate Healthcare for All.” *Journal of Immigrant and Minority Health* vol. 24,3 (2022): 799-805.

⁶ <https://www.migrationpolicy.org/data/state-profiles/state/language/US/TN/>

⁷ U.S. Census Bureau (2024). American Community Survey 1-Year Estimates.

https://data.census.gov/profile/Davidson_County,_Tennessee?g=050XX00US47037#populations-and-people

⁸ U.S. Census Bureau (2020; 2010; 2000). Decennial Census. Retrieved from <https://www.census.gov/data/developers/data-sets/decennial-census.html>

⁹ U.S. Census Bureau (2024). Detailed Household Language by Household.

<https://data.census.gov/table/ACSDT1Y2024.B16002?q=B16002&g=160XX00US4752006>

| | |
|--|-------|
| Arabic | 4,396 |
| French, Haitian, or Cajun | 2,712 |
| Other Asian and Pacific Island Languages | 2,437 |
| Vietnamese | 1,768 |

Notably, almost two thirds (63.1%) of Spanish speakers and those who fell under the “other languages” category (64.9%) in Nashville spoke English less than “very well” per ACS data⁹. This puts into sharp relief the necessity of robust language access services.

While useful, Census data presented in this format has obvious limitations: “Other Indo-European Languages”, for example, contains a broad swath of languages, including both Hindi and Greek, while “Other and Unspecified Languages” can range from Hungarian to Jamaican Creole. Using slightly older and less granular data from 2021¹⁰, we can see that in Tennessee broadly, Spanish is far and away the most common non-English language, followed by Arabic:

| Language Spoken, of those who speak a language other than English at home | Number of TN Households | Speak English less than “Very Well” |
|--|--------------------------------|--|
| Spanish | 271,500 | 123,300 (45.4% of all households) |
| Arabic | 28,700 | 12,580 (43.8%) |
| Chinese | 11,980 | 6,037 (50.4%) |
| German | 11,510 | 1,835 (15.9%) |
| French | 10,690 | 2,242 (21.0%) |
| Vietnamese | 10,230 | 6,255 (61.1%) |
| Korean | 6,954 | 3,162 (45.5%) |
| Hindi | 6,935 | 903 (13.0%) |
| Gujarati | 6,753 | 2,300 (34.1%) |
| Lao & other Tai-Kadai languages | 6,231 | 2,675 (42.9%) |
| Tagalog | 5,775 | 1,514 (26.2%) |
| Central Kurdish | 5,197 | 1,983 (38.2%) |
| Russian | 4,816 | 1,583 (32.9%) |
| Telugu | 4,498 | 1,057 (23.5%) |
| Japanese | 4,398 | 2,047 (46.5%) |

Again, however, relying on state-wide statistics is insufficient for Nashville, which demographically differs from much of the state. When utilizing more local data such as Metro Nashville Public School (MNPS) students, we see that of the 80,825 MNPS students:

- 149 different countries of birth are represented
- 135 languages are spoken
- 31% of students have limited English proficiency

¹⁰ Top 15 Languages Spoken at Home and Ability to Speak English by State for the Population 5 Years and Over in the United States: 2017-2021. <https://www.census.gov/data/tables/time-series/demo/language-use/2017-2021-lang-tables.html>

- 18,000 students had LEP in the 2016-17 school year, while 25,000 had LEP in the 2025-26 school year, indicating continued LEP growth
- 38% were Black, 34% were Hispanic or Latino, 24% were white, 4% were Asian, and <1% were American Indian, Alaska Native, Native Hawaiian, or other Pacific Islander

These students, naturally, have a high degree of language diversity represented. They also potentially represent the future of language diversity in Nashville, as they may be a reflection of newer, younger immigrant groups that see more robust population growth. Below are the ten most frequently spoken languages at home for MNPS students¹¹:

| Language Spoken at Home | Number of Students |
|-------------------------|--------------------|
| Spanish; Castilian | 24,428 |
| Arabic | 2,000 |
| Kurdish | 770 |
| Somali | 635 |
| Swahili | 500 |
| Burmese | 378 |
| Persian | 293 |
| Amharic | 286 |
| Vietnamese | 284 |
| Nepali | 270 |

One additional source of data on language access comes from the Metro Public Health Department (MPHD), who have a dedicated web page for interpretation services and offer onsite Arabic and Spanish interpreters in addition to access to American Sign Language (ASL) interpreters¹². MPHD reported that, based on the number of sessions or calls made requesting an interpreter, their most frequently encountered languages were¹³:

1. Spanish: 34,388 calls or sessions
2. Arabic: 2,280 calls or sessions
3. Haitian Creole: 548 calls or sessions
4. Swahili: 386 calls or sessions
5. Burmese: 187 calls or sessions

While perhaps not a perfect proxy for language diversity in Nashville, it is a good data point identifying languages used by people who utilize a government service, making it valuable for us to consider.

¹¹ As of 9/29/25, per personal correspondence with MNPS' Open Data team.

¹² <https://www.nashville.gov/departments/health/services/get-interpreter-services>

¹³ From January 2025 – August 2025. Per personal communication with the Metro Public Health Department's Cultural and Linguistic Services Manager & Title VI Coordinator, September 17, 2025.

Taken all together, the above reflects an attempt to triangulate the languages spoken most frequently in Nashville, and to further narrow in on the languages spoken by those who utilize certain types of government services. While far from achieving consensus, there are multiple data points indicating a significant presence of speakers of the following languages:

- Spanish
- Arabic
- French, Haitian Creole, or Cajun
- Vietnamese
- Kurdish
- Swahili
- Burmese

DEAF OR HARD OF HEARING

An under-investigated element of language access services is ASL and other signed languages. Per Tennessee’s Secretary of State¹⁴, as of 2022 Middle Tennessee was home to around 300,000 individuals who are considered deaf; however, the number of those who use ASL is more difficult to capture. Despite not being a visual representation of English, ASL is often not included as a language “other than English” on surveys and censuses. As such, questions related to language and English-speaking ability obscure the people whose primary language is ASL. Further, students who are ASL users are often not provided with the same support as English Language Learners because they are not recognized as ELLs themselves¹⁵.

One study, using 2010–2018 National Health Interview Surveys, estimated that 2.80% percent of adults in the USA reported sign language use¹⁶. If this is assumed to hold for Tennessee and Davidson County respectively (recognizing that this is a big assumption), there would be approximately 145,000 sign language users in Tennessee and 14,000 in Davidson County. While it is entirely possible that these numbers are incorrect estimates, even if these figures are to be tempered, this represents a significant population (and in fact above many spoken languages in Nashville) whose language needs deserve to be attended to.

¹⁴ https://www.eac.gov/sites/default/files/2024-05/2023_Tennessee_State_Accessibility_508.pdf

¹⁵ <https://filetransfer.nashville.gov/portals/0/sitecontent/Human%20Realations%20Commission/docs/publications/MetroLanguageAccessStudy.pdf>

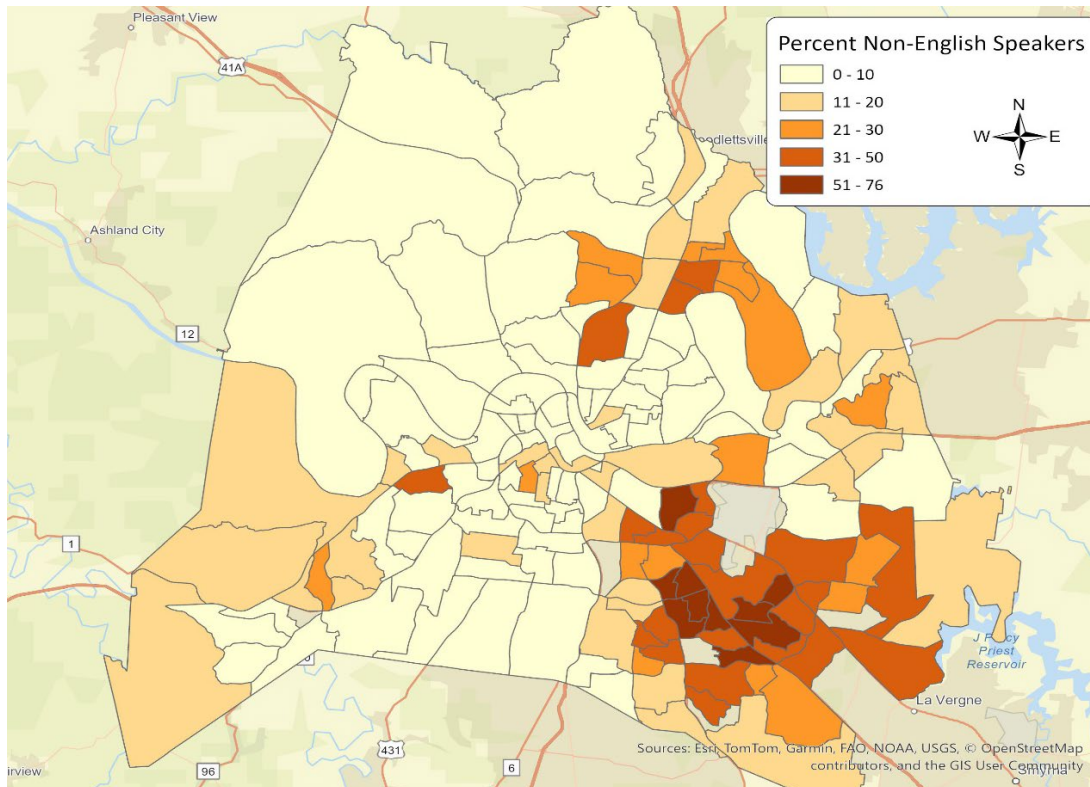
¹⁶ Mitchell, Ross E, and Trava A Young. “How Many People Use Sign Language? A National Health Survey-Based Estimate.” *Journal of Deaf Studies and Deaf Education* vol. 28,1 (2022): 1-6. doi:10.1093/deafed/enac031

LANGUAGE DISTRIBUTION IN NASHVILLE

The American Community Survey (ACS) five-year estimates offer geographic insight as to where various languages are spoken in the home¹⁷. In Nashville, it provides the total number of speakers per census tract of Spanish, Arabic, French/Haitian/Cajun, German or other West Germanic languages, Russian, Polish or other Slavic languages, “Other Indo-European” languages, Chinese, Vietnamese, Tagalog, “Other API languages”, and Other/Unspecified languages. To assist in visualizing this linguistic diversity, we have mapped out some of the most frequently utilized languages in Nashville, including:

Percentage of Residents Who Speak a Language Other Than English at Home

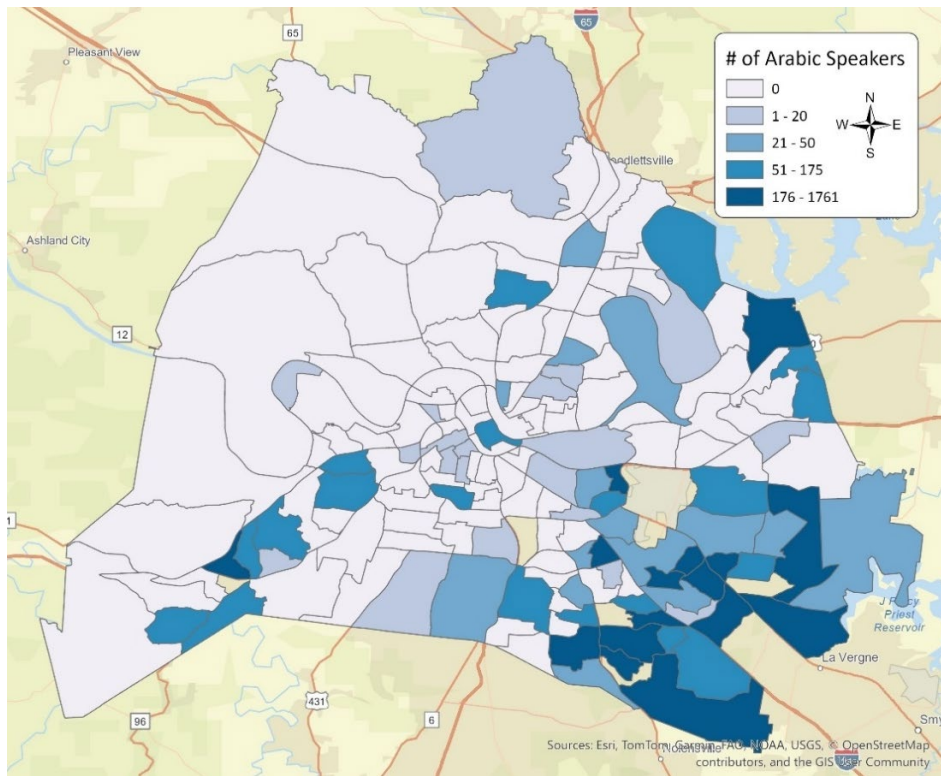
For each census tract, we summed the number of individuals who spoke any of the above languages and divided that by the total number of residents in the tract to create a percentage of the population who spoke a language other than English at home. This resulted in a range from under 1% to 76% across Nashville:



Number of Arabic Speakers

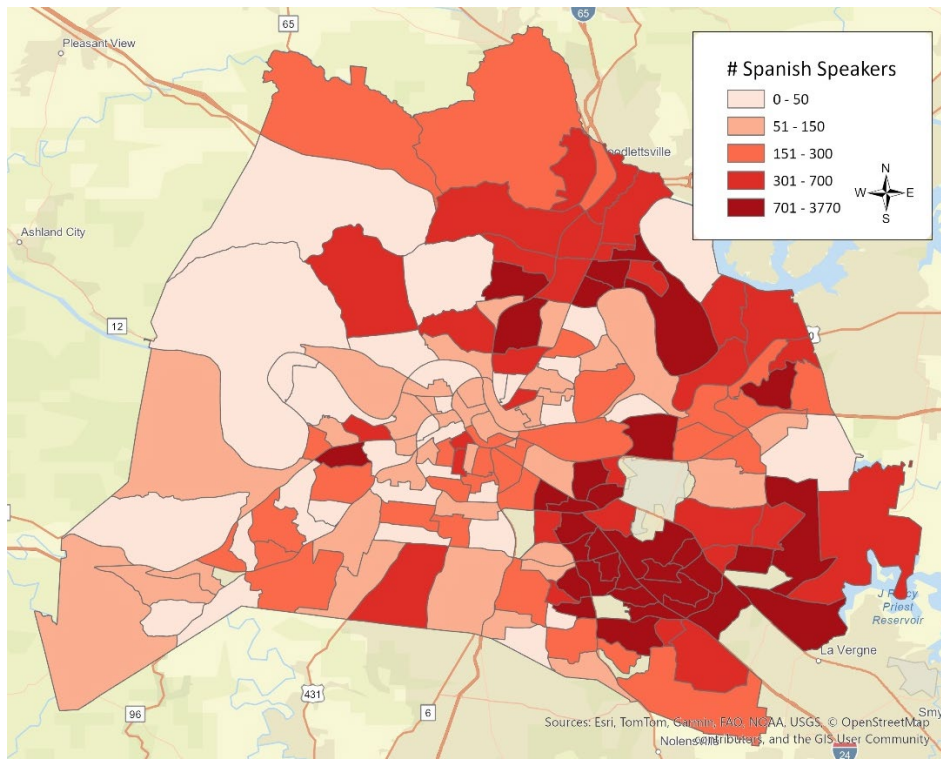
We next map the number of Arabic speakers in each census tract, which ranged from a low of 0 to a high of 1,761:

¹⁷ U.S. Census Bureau. "Language Spoken at Home for the Population 5 Years and Over." American Community Survey, ACS 5-Year Estimates Detailed Tables, Table C16001, [https://data.census.gov/table/ACSDT5Y2024.C16001?g=050XX00US47037\\$1400000](https://data.census.gov/table/ACSDT5Y2024.C16001?g=050XX00US47037$1400000). Accessed on 2 Mar 2026.



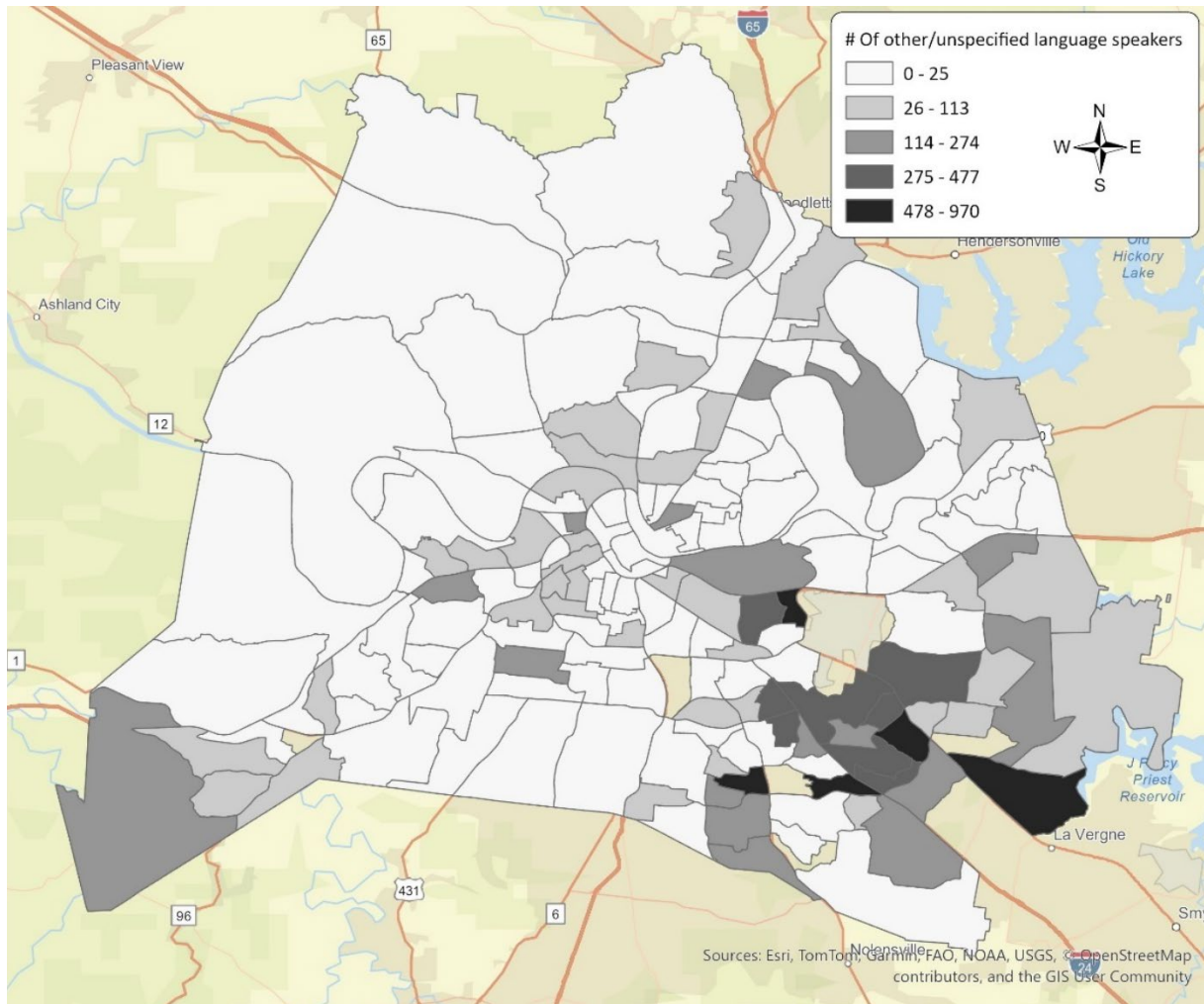
Number of Spanish Speakers

We next mapped the number of Spanish Speakers per census tract, which ranged from a low of 0 to a high of 3,770:



Number of Other and Unspecified Language Speakers

In addition to the frequency of residents who fall into this category (nearly 13,000 Nashvillians are categorized as speaking an Other/Unspecified language), we include this graph to highlight a limitation of Census data. Many languages are wrapped into such broad categories that they make little sense; “Other Indo-European Languages”, for example, contains a broad swath of languages, including both Hindi and Greek, while “Other and Unspecified Languages” can range from Hungarian to Jamaican Creole. Upwards of 1,000 residents in certain Census tracts speak one such of these unspecified languages, highlighting the importance of independently capturing data relevant to your work:



INDIVIDUALS WITH DISABILITIES

Just over 10 percent of Davidson County residents reported having a disability in the 2024 American Community Survey. The table below outlines the various types of disabilities captured by this figure:

Percent with:

| | |
|---|------|
| a hearing difficulty | 2.2% |
| a vision difficulty | 2.0% |
| a cognitive difficulty | 4.1% |
| an ambulatory difficulty | 4.5% |
| a self-care difficulty | 1.6% |
| an independent living difficulty | 3.7% |

| Hearing Disability by Age | # with Disability | Total | % with Disability |
|---------------------------|-------------------|---------|-------------------|
| <5 | 257 | 46,649 | 0.55 |
| 5-17 | 1028 | 101,603 | 1.01 |
| <18 | 1285 | 148,252 | 0.87 |
| 18-34 | 1306 | 212,078 | 0.62 |
| 35-64 | 4674 | 258,892 | 1.81 |
| 65-74 | 3610 | 57,142 | 6.32 |
| 75+ | 6669 | 33,676 | 19.80 |
| Vision Disability by Age | # with Disability | Total | % with Disability |
| <5 | | 47,668 | 0.00 |
| 5-17 | 1051 | 101,787 | 1.03 |
| <18 | 1051 | 149,455 | 0.70 |
| 18-34 | 3426 | 218,088 | 1.57 |
| 35-64 | 6641 | 262,198 | 2.53 |
| 65-74 | 2815 | 59,175 | 4.76 |
| 75+ | 2711 | 36,208 | 7.49 |

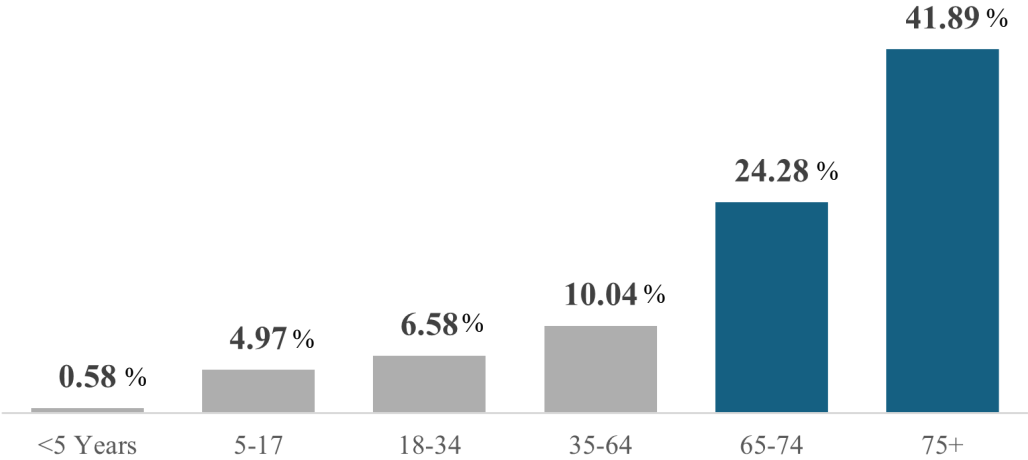
| Cognitive Disability by Age | # with Disability | Total | % with Disability |
|---|--------------------------|--------------|--------------------------|
| 5-17 | 3716 | 101,787 | 3.65 |
| 18-34 | 9079 | 218,088 | 4.16 |
| 35-64 | 9188 | 262,198 | 3.50 |
| 65-74 | 2853 | 59,175 | 4.82 |
| 75+ | 3067 | 36,208 | 8.47 |
| Ambulatory Disability by Age | # with Disability | Total | % with Disability |
| 5-17 | 289 | 101,787 | 0.28 |
| 18-34 | 698 | 218,088 | 0.32 |
| 35-64 | 12585 | 262,198 | 4.80 |
| 65-74 | 6867 | 59,175 | 11.60 |
| 75+ | 10078 | 36,208 | 27.83 |
| Self-Care Disability by Age | # with Disability | Total | % with Disability |
| 5-17 | 1022 | 101,787 | 1.00 |
| 18-34 | 610 | 218,088 | 0.28 |
| 35-64 | 2458 | 262,198 | 0.94 |
| 65-74 | 2424 | 59,175 | 4.10 |
| 75+ | 4217 | 36,208 | 11.65 |
| Independent Living Disability by Age | # with Disability | Total | % with Disability |
| 18-34 | 2914 | 218,088 | 1.34 |
| 35-64 | 7441 | 262,198 | 2.84 |
| 65-74 | 4117 | 59,175 | 6.96 |
| 75+ | 6752 | 36,208 | 18.65 |

While hearing, vision, and cognitive disabilities are more self-explanatory, three other types of disabilities are less intuitive. Someone with an ambulatory difficulty has serious difficulty walking or climbing stairs, while an individual with a self-care disability experiences difficulty in bathing or dressing. The last category includes individuals with independent living difficulty that, because of a physical, mental, or emotional condition lasting six months or more, experiences significant hardship running errands alone, such as shopping or visit a doctor’s office.

Disability largely affects Nashville’s older population. Figure 4 below shows the distribution of disability by age category. Over half of individuals with disabilities (53.2 percent) are age 75 or older, while 26.6 percent are 65-74 years of age. Younger ages represent smaller shares of those with disabilities. Nearly 15 percent of those with disabilities were between the ages of 35-64, a little over 5 percent of these individuals were 18-34 years of age, and 6.4 percent were between 5-17. A small share, 0.7 percent, was under the age of 5.

FIGURE 4. PERCENT WITH DISABILITY BY AGE IN DAVIDSON COUNTY, 2024

The percentage of Davidson county residents with a disability rapidly increases from age 65 and on



TOOLS & RESOURCES

METRO DEPARTMENT LANGUAGE ACCESS ASSESSMENT

Understanding How Linguistic Minorities Interact With Your Agency

1. Does your agency interact or communicate with the public or are there individuals in your agency who interact or communicate or might interact or communicate with linguistic minorities? Yes No

2. Please describe the manner in which your agency interacts with linguistic minorities:
 In-Person Via Correspondence
 Telephonically Other: (please specify)
 Electronically (e.g. email or website) _____

3. Does your agency provide federal financial assistance to any non-federal entities? (Federal financial assistance includes grants, training, use of equipment, donations of surplus property, and other assistance. Recipients of federal funds can range from state and local agencies, to nonprofits and other organizations.) Yes No

4. If your agency does provide federal financial assistance to non-federal entities:
 Yes No
 - a. Do you have an active program in place to require your recipients of federal financial assistance to comply with Title VI and language access standards? Yes No

 - b. Does your agency inform recipients of federal financial assistance that they should budget for language assistance services? Yes No

 - c. Does your agency inform recipients of federal financial assistance about which grants can be used, in whole or in part, to improve language access? Yes No

Identification and Assessment of LEP Communities

6. How does your agency identify linguistic minorities? (Select all that apply)

- | | |
|---|--|
| <input type="checkbox"/> Assume limited English proficiency if communication seems impaired | <input type="checkbox"/> Use of "I Speak" language identification cards or posters |
| <input type="checkbox"/> Respond to individual requests for language assistance services | <input type="checkbox"/> Based on written material submitted to the agency (e.g. complaints) |
| <input type="checkbox"/> Self-identification by the non-English speaker | <input type="checkbox"/> We have not identified linguistic minorities |
| <input type="checkbox"/> Ask open-ended questions to determine language proficiency on the telephone or in person | <input type="checkbox"/> Other (Please specify): _____ |

7. Does your program have a process to collect data on:

- | | | |
|---|------------------------------|-----------------------------|
| a. The number of linguistic minorities that you serve? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| b. The number of linguistic minorities in your service area? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| c. The number and prevalence of languages spoken by linguistic minorities in your service area? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

8. How often does your agency assess the language data for your service area?

- | | |
|-------------------------------------|---------------------------------------|
| <input type="checkbox"/> Annually | <input type="checkbox"/> Not Sure |
| <input type="checkbox"/> Biennially | <input type="checkbox"/> Other: _____ |

9. What data does your agency use to determine the linguistic minority communities in your service area? (Select all that apply)

- | | |
|--|--|
| <input type="checkbox"/> Census | <input type="checkbox"/> Community Organizations |
| <input type="checkbox"/> US Dept. of Education | <input type="checkbox"/> Intake information |
| <input type="checkbox"/> US Dept. of Labor | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> State Agencies | |

10. Do you collect and record primary language data from individuals when they first contact your programs and activities?

- | | |
|------------------------------|-----------------------------|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No |
|------------------------------|-----------------------------|

- 11. If you collect and record primary language data, where is the information stored?
- 12. What is the total number of linguistic minorities who use or receive services from your program each year?
- 13. How many linguistic minorities attempt to access your programs or services each month?
- 14. How many linguistic minorities use your programs or services each month?

| | | |
|--|--|---|
| 15. Specify the top five most frequently encountered non-English languages (including American Sign Language) by your program and how often these encounters occur (e.g., 2-3 times a year, once a month, once a week, daily, constantly). | Language 1. 2. 3. 4. 5. | Frequency of Encounters 1. 2. 3. 4. 5. |
|--|--|---|

Providing Language Assistance Services

- 16. Does your agency currently have a system in place for tracking the type of language assistance services it provides to linguistic minorities at each interaction? Yes No

- 17. What data, if any, do you maintain regarding language assistance services? (Select all that apply)

| | |
|---|--|
| <input type="checkbox"/> Primary language of persons encountered or served | <input type="checkbox"/> Number of bilingual staff |
| <input type="checkbox"/> Use of language assistance services such as interpreters and translators | <input type="checkbox"/> Cost of interpreter services |
| <input type="checkbox"/> Funds or staff time spent on language assistance services | <input type="checkbox"/> Cost of translation of materials into non-English languages |
| | <input type="checkbox"/> Other (Please specify): _____ |

- 18. Does your agency have a system to track the cost of language assistance services? Yes No

19. What types of language assistance services does your agency provide? (Select all that apply)
- | | |
|--|---|
| <input type="checkbox"/> Bilingual staff | <input type="checkbox"/> Language bank or dedicated pool of interpreters or translators |
| <input type="checkbox"/> In-house interpreters (oral) | <input type="checkbox"/> Volunteer interpreters or translators |
| <input type="checkbox"/> In-house translators (documents) | <input type="checkbox"/> Interpreters or translators borrowed from another agency |
| <input type="checkbox"/> Contracted interpreters | <input type="checkbox"/> Other (Please specify): _____ |
| <input type="checkbox"/> Contracted Translators | |
| <input type="checkbox"/> Telephone interpretation services | |
| <input type="checkbox"/> Video interpretation services | |
20. Does your agency have a certification or assessment process that staff must complete before serving as interpreters or translators for linguistic minorities?
- | | |
|------------------------------|-----------------------------|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No |
|------------------------------|-----------------------------|
- a) Does the process include use of standardized language proficiency exams?
- | | |
|------------------------------|-----------------------------|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No |
|------------------------------|-----------------------------|
21. Does your agency ask or allow linguistic minorities to provide their own interpreters or have family members or friends interpret?
- | | |
|------------------------------|-----------------------------|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No |
|------------------------------|-----------------------------|
22. Does your agency have contracts with language assistance service providers (in-person interpreters, telephone interpreters, video interpreters, or translators)?
- | | |
|------------------------------|-----------------------------|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No |
|------------------------------|-----------------------------|
23. Does your agency provide staff with a list of available interpreters and the non-English languages they speak, or information on how to access qualified interpreters?
- | | |
|------------------------------|-----------------------------|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No |
|------------------------------|-----------------------------|
24. Does your agency identify and translate vital documents into the non-English languages of the communities in your service area?
- | | |
|------------------------------|-----------------------------|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No |
|------------------------------|-----------------------------|
25. Which vital written documents has your agency translated into non-English languages?
- | | |
|---|---|
| <input type="checkbox"/> Consent forms | <input type="checkbox"/> Applications to participate in programs or activities or to receive benefits or services |
| <input type="checkbox"/> Complaint forms | <input type="checkbox"/> Other (please specify): _____ |
| <input type="checkbox"/> Intake forms | |
| <input type="checkbox"/> Notices of rights | |
| <input type="checkbox"/> Notice of denial, loss or decrease in benefits or services | |
| <input type="checkbox"/> Notice of disciplinary action | |

26. Does your agency translate signs or posters announcing the availability of language assistance services? Yes No
27. When your agency updates information on its website, does it also add that content in non-English languages? Yes No

Training of Staff on Policies and Procedures

28. Does all agency staff receive initial and periodic training on how to access and provide language assistance services to linguistic minorities? Yes No
29. Who receives staff training on working with linguistic minorities? (Select all that apply)
- | | |
|---|---|
| <input type="checkbox"/> Management or senior staff | <input type="checkbox"/> Bilingual Staff |
| <input type="checkbox"/> Employees who interact with or are responsible for interactions with linguistic minorities | <input type="checkbox"/> New employees |
| | <input type="checkbox"/> All employees |
| | <input type="checkbox"/> Volunteers |
| | <input type="checkbox"/> Others (Please specify): |
| | <input type="checkbox"/> _____ |
| | <input type="checkbox"/> None of the above |
30. Are language access policies and issues included in the mandatory training curriculum for staff? Yes No
31. Does your agency staff procedural manual or handbook include specific instructions related to providing language assistance services to linguistic minorities? Yes No
32. Does staff receive periodic training on how to obtain and work with interpreters? Yes No
33. Does staff receive periodic training on how to request the translation of written documents into other languages? Yes No
34. Do staff members who serve as interpreters receive regular training on proper interpreting techniques, ethics, specialized terminology, and other topics? Yes No
35. Do staff members who serve as interpreters receive interpreter training from competent interpreters or other trainers familiar with the ethical and professional requirements of an interpreter? Yes No

Providing Notice of Language Assistance Services

- | | | |
|---|---|---|
| 36. How do you inform members of the public about the availability of language assistance services? (Select all that apply) | <input type="checkbox"/> Frontline and outreach multilingual staff | <input type="checkbox"/> Social networking website (e.g. Facebook, Twitter) |
| | <input type="checkbox"/> Posters in public areas | <input type="checkbox"/> E-mail to individuals or a list serv |
| | <input type="checkbox"/> "I Speak" language identification cards distributed to frontline staff | <input type="checkbox"/> Other (Please specify): _____ |
| | <input type="checkbox"/> Website | <input type="checkbox"/> None of the above |
| 37. Do your translated program outreach materials inform linguistic minorities about the availability of free language assistance services? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 38. Does your agency regularly advertise on non-English media (television, radio, newspaper, and websites)? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 39. Does your agency inform community groups about the availability of free language assistance services for linguistic minorities? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 40. Does your agency inform current applicants or recipients about the availability of language assistance services? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 41. Does the main page of your agency website include non-English information that would be easily accessible to linguistic minorities? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 42. Does your agency have multilingual signs or posters in its offices announcing the availability of language assistance services? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

Monitoring and Updating a Language Access Procedures, Policy, and Plan

- | | | |
|---|------------------------------|-----------------------------|
| 43. Does your agency have a written language access policy? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 44. If so, is a description of this policy available to the public? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

45. How often is your agency's language access policy reviewed and updated? Annually Not Sure
 Biennially Other: _____
46. When was the last time your agency's language access policy was updated? Month _____ Year _____
47. How often does your agency update its data on the linguistic minority communities in your service area? Annually Not Sure
 Biennially Other: _____
48. Does your agency have a language access coordinator? Yes No
49. Does your agency have a formal language access complaint process? Yes No
50. Has your agency received any complaints because it did not provide language assistance services? Yes No
51. Do you monitor the system for collecting data on beneficiary satisfaction and/or grievance/complaint filing? Yes No
52. Do you obtain feedback from linguistic minority communities on the effectiveness of your language access program and the language assistance services you provide? Yes No

METRO CONTRACTS FOR LANGUAGE ASSISTANCE

The Metropolitan Government of Nashville and Davidson County has Metro-wide contracts with several vendors to provide language access services. These services are:

- Over-the-Phone Interpretation (OPI)
- In-Person Interpretation
- Written Translation
- Metro Employee Competency Assessment
- Metro Employee Competency Assessment
 - ISA – The Interpreter Skills Assessment measures the candidate's ability to interpret effectively in clinical encounters, evaluating the candidate's knowledge of medical vocabulary, their ability to accurately convey messages from one language to another.
 - LPA – Language Proficiency Assessment – The Language Proficiency Assessment measures your ability to comprehend and speak the target language through a conversation. Candidates generally receive a grade from “No Proficiency” to “Advanced Professional Proficiency”.

Some vendors provide only one service, while others provide all of them. Prices vary slightly between vendors and your department is free to work with any or all of the contracted vendors.

HOW TO ACCESS SERVICES:

While the way services are requested varies between vendors, the process is essentially the same:

1. Your department must set up an individual account with the vendor.
 - a. To do that, contact the vendor for a form and instructions. Generally, you will need to provide a primary contact, a contact for invoicing, and information about which services you may want to use.
 - b. Setting up the account will not cost your department and will not obligate you to use the service. However, without an account, you will not have access when needed.
2. Request training and materials on how to request the contracted services from the vendor. Most materials are provided free of charge. These can include desktop displays, postcard, and stickers.
3. Submit individual requests for services when needed, in the manner provided by the vendor.
4. Pay the invoice when received.

| Vendor (Contract No.) | Face-to-Face/In-person | Contact Name, Email, Phone No. |
|--|--|---|
| Language Line Services (6609313) | <ul style="list-style-type: none"> • Multilingual Closed Captioning Services • Over-the-Phone Interpretation (OPI); • Face-to-Face/In-Person Interpretation; • Document Translation; • American Sign Language | Joe Matthews jmatthews@languageline.com 831-648-7140 |
| Lingualinx (6582554) | <ul style="list-style-type: none"> • Over-the-Phone Interpretation (OPI); • Face-to-Face/In-Person Interpretation; • Document Translation; • American Sign Language | Becca Anderson BAAnderson@lingualinx.com 518-288-5100 x1074 |
| Idea Language Services (6609309) | <ul style="list-style-type: none"> • Written / Document Translation Services | Sergio Atristan sergio@ideatranslations.com 860-781-6377 |
| Ad Astra, Inc. (6609312) | <ul style="list-style-type: none"> • Telephonic Interpretation & Translation Services | Emily Layher Emilylayher@ad-astrainc.com 301-408-4242 ext. 145 |
| Lionbridge Global Solutions (6609311) | <ul style="list-style-type: none"> • Telephonic Interpretation & Translation Services | John Drugan John.Drugan@Lionbridge.com 978-964-9550 |
| Bridges for the Deaf & Hard of Hearing (6515144) | <ul style="list-style-type: none"> • Sign Language Interpretation | J. Eric Workman eric@bridgesfordeafandhh.org 615-248-8828 |

Language Line Services

Multilingual Closed Captioning Services; Over-the-Phone Interpretation (OPI); In-person Interpretation; Document Translation; American Sign Language

| Pricing for Contract 6582555 & 6609313 | | | |
|---|---|----------------------|------------------------|
| Item No. | Description | Cost Per Unit | Unit of Measure |
| Type of Translation and Interpretative Services (Telephonic, Face-to-Face and/or Document) | | | |
| 1 | Telephonic Per Minute (Spanish) | \$0.61 | Per Minute |
| 2 | Telephonic Per Minute (All Others) | \$0.65 | Per Minute |
| 3 | Document Translation Cost Per Word (Spanish) | \$0.18 | Per Word |
| 4 | Document Translation Cost Per Word (All Others) | \$0.27 | Per Word |
| 5 | Spanish – Onsite Standard Rate | \$75.00 | Per Hour |
| 6 | Spanish – Onsite Non-Standard Rate | \$112.50 | Per Hour |
| 7 | Spanish – Onsite Emergency / Holiday Rate | \$150.00 | Per Hour |
| 8 | ASL – Onsite Standard Rate | \$100.00 | Per Hour |
| 9 | ASL – Onsite Non-Standard Rate | \$150.00 | Per Hour |
| 10 | ASL – Onsite Emergency / Holiday Rate | \$200.00 | Per Hour |
| 11 | Other Languages – Onsite Standard Rate | \$90.00 | Per Hour |
| 12 | Other Languages – Onsite Non-Standard Rate | \$135.00 | Per Hour |
| 13 | Other Languages – Onsite Emergency / Holiday Rate | \$180.00 | Per Hour |
| What index will be used for submitting an Escalation/De-Escalation Request? | | N/A | |
| Maximum Percentage of Annual Escalation | | 0% | |

Lingualinx

In-Person; Over-the-Phone Interpretation (OPI); Document Translation; ASL

| Pricing for Contract 6582554 | | | | |
|---|--------------------------|--|--------------------------|---|
| Written Translation Services | | | | |
| Description | | | Cost Per Unit | Unit of Measure |
| Document Translation Cost Per Word (Spanish) | | | \$0.12 | Each |
| Document Translation Cost Per Word (All Others) | | | \$0.18 | Each |
| What index will be used for submitting an Escalation/De-Escalation Request? | | | N/A | |
| Maximum Percentage of Annual Escalation | | | 0% | |
| On-Demand Interpretative Services | | | | |
| Language | On-Demand (Phone) | Pre-Scheduled (Phone) | On-Demand (Video) | Pre-Scheduled (Video) |
| English ⇄ All Spoken Languages | \$1.50/minute | \$84 minimum \$1.50/minute after the first hour | \$1.95/minute | \$117 minimum \$1.95 after the first hour |
| English ⇄ American Sign Language (ASL) | N/A | N/A | \$2.50/minute | \$150 minimum \$2.50/minute after the first hour |
| In-Person Interpretative Services | | | | |
| Language Combination | | Consecutive In-Person Hourly Rate | Minimum Fees | |
| English ⇄ Arabic | | \$150.00 | 2 hours | |
| English ⇄ American Sign Language (ASL) | | \$130.00 | 2 hours | |
| English ⇄ Mandarin | | \$150.00 | 2 hours | |
| English ⇄ Cantonese | | \$130.00 | 2 hours | |
| English ⇄ Japanese | | \$300.00 | 2 hours | |
| English ⇄ Korean | | \$200.00 | 2 hours | |
| English ⇄ Russian | | \$200.00 | 2 hours | |
| English ⇄ Spanish | | \$130.00 | 2 hours | |
| English ⇄ Vietnamese | | \$130.00 | 2 hours | |

Other languages available upon request and must be included by letter of acceptance process by Procurement

Cancellation Policy:

If cancelled with less than 24 hours on the assignment date, Metro will be billed for the full assignment.

Idea

Written/Document Translation Services

| Pricing for Contract 6609309 | | | |
|--|---|----------------------|------------------------|
| Item No. | Description | Cost Per Unit | Unit of Measure |
| Written/Document Translation Services | | | |
| 1 | Written / Document Translation Services - Spanish (Per Word) | \$0.07 | Per Word |
| 2 | Written / Document Translation Services - All Others (Per Word) | \$0.17 | Per Word |
| Maximum Percentage of Annual Escalation | | 0% | |

Note 1 – Hourly rates are inclusive of all applicable taxes, fees, overhead, and all other direct and indirect costs incurred or to be incurred by the contractor.

Note 2 – Metro will compensate contractor only for actual, properly authorized services or products performed/delivered.

Note 3 – Metro does not guarantee a minimum or a maximum amount of items to be purchased off of this contract.

Note 4 – This contract is not eligible for annual escalation adjustments.

Ad Astra

Telephonic Interpretation Services

| Pricing for Contract 6609312 | | | |
|--|--|---|------------------------|
| Item No. | Description | Cost Per Unit | Unit of Measure |
| Telephonic Interpretation Services | | | |
| 1 | Telephonic Interpretation Services - Spanish (Per Minute) | \$0.44 | Per Minute |
| 2 | Telephonic Interpretation Services - All Others (Per Minute) | \$0.54 | Per Minute |
| What index will be used for submitting an Escalation/De-Escalation Request? | | Bureau of Labor Statiscis' Employment Cost Index (ECI) | |
| Maximum Percentage of Annual Escalation | | 2.0% | |

Note 1 – Hourly rates are inclusive of all applicable taxes, fees, overhead, and all other direct and indirect costs incurred or to be incurred by the contractor.

Note 2 – Metro will compensate contractor only for actual, properly authorized services or products performed/delivered.

Note 3 – Metro does not guarantee a minimum or a maximum amount of items to be purchased off of this contract.

Lionbridge Line Services

Telephonic Interpretation Services

| Pricing for Contract 6609311 | | | |
|--|--|----------------------|------------------------|
| Item No. | Description | Cost Per Unit | Unit of Measure |
| Telephonic Interpretation Services | | | |
| 1 | Telephonic Interpretation Services - Spanish (Per Minute) | \$0.50 | Per Minute |
| 2 | Telephonic Interpretation Services - All Others (Per Minute) | \$0.50 | Per Minute |
| Maximum Percentage of Annual Escalation | | 0% | |

Note 1 – Hourly rates are inclusive of all applicable taxes, fees, overhead, and all other direct and indirect costs incurred or to be incurred by the contractor.

Note 2 – Metro will compensate contractor only for actual, properly authorized services or products performed/delivered.

Note 3 – Metro does not guarantee a minimum or a maximum amount of items to be purchased off of this contract.

Note 4 – This contract is not eligible for annual escalation adjustments.

Bridges for Deaf & Heard of Hearing

American Sign Language

| Pricing for Contract 6515144 | |
|---|------------------|
| Labor Cost | Rate/Hour |
| Sign Language Interpreter Service (Standard) – Straight time (from 7:00 a.m. to 5:00 p.m. – Monday thru Friday) (Service may include legal sign language interpretations) | \$65.00 |
| Sign Language Interpreter Service (Over Time) – Over Time (before 7:00 a.m. or after 5:00 p.m. – Monday thru Friday, including weekends and Metro Observed Holidays) (Service may include legal sign language interpretations) | \$70.00 |
| Sign Language Interpreter Service (Emergency) – Emergency (2 hours response time) (Service may include legal sign language interpretations) | \$70.00 |
| Escalation : Index to be used to reflect Escalation / De-Escalation CPI – 2.25% | |
| COST SCHEDULE NOTES: | |
| NOTE 1 – Contractor will not perform any work until Metro approves a Purchase Order (PO). | |
| NOTE 2 – Hourly rates will be applicable upon Contractor personnel/equipment arrival at the work site. | |
| NOTE 3 – Where applicable, Holidays are Metro Observed Holidays. | |
| NOTE 4 – Hourly rates should be all-inclusive of labor, travel, and any administrative fees of services. Trip charges are not permitted under this contract. | |
| NOTE 5 – Contractor will be reimbursed parking costs upon presenting a supporting document. | |

The MHRC thanks the following colleagues for contributing to this guide:

José Cruz, CHI, CMI-Spanish
Metro Public Health Department
Program Supervisor & Title VI Coordinator

Jessica L. Robertson, MBA-HRM
Juvenile Court
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For additional information about ADA, contact: ADA & Safety Services, 730 2nd Ave South
Lindsley Hall – Fulton Campus, (615) 862-8744, contactADA@nashville.gov

STATEMENT OF ACCESSIBILITY

It is both the policy and responsibility of the Metropolitan Government of Nashville and Davidson County to ensure that its programs, services, and activities are accessible, and that practical use by all people, regardless of whether they are residents or visitors, is not restricted or hindered in violation of standards relating to individuals with disabilities or those who cannot speak, write, read, or understand English. Within reason and as required by law, Metro personnel shall provide accommodations, without charge.

I speak English

Yo hablo Español
(Spanish)

أنا أتحدث العربية
(Arabic)

Anigu waan hadli
Soomaali
(Somali)

Tôi nói tiếng Việt
(Vietnamese)

Ez kurdî dipeyivim
(Kurdish)

म नेपाली बोल्न
(Nepali)

Je parle Français
(French)

Ninasema
Kiswahili
(Swahili)



Please contact the department's Title VI or ADA Coordinator to request language assistance services and/or accommodations.

If you are dissatisfied with your request or if you believe you have been subject to discrimination, you may file a formal complaint with:

Metro ADA & Safety Services, contactADA@nashville.gov (615)862-8744
Metro Human Relations Commission mhrc@nashville.gov (615)880-3370

