



WORKFORCE SOLUTIONS SOUTHEAST TEXAS BOARD LIMITED ENGLISH PROFICIENCY PLAN

Purpose:

The area served by the Workforce Solutions Southeast Texas (WFSSET)---Board is home to over 412,437 people based on 2017 estimated census data. The Southeast area is very diverse in population by the language spoken, by ability, life experience and educational attainment.

The WFSSET Board is very committed to servicing all residents in the area in getting the necessary training and employment opportunities to become a visible resident of Southeast Texas (SET).

For those residents with Limited English Proficiency, the WSSET Board will take reasonable steps to ensure that persons with Limited English Proficiency (LEP) have meaningful access and an equal opportunity to participate in our services, activities, programs and other benefits.

The attached Policy documents how the WFSSET Board will ensure that language is not a barrier to services in Southeast Texas.

Background

Demographics As of the 2010 Census

Jefferson County: 252,273 people, The racial makeup of the city was 33.8% African American, 52.2% White, 0.5% Native American, 3.4% Asian, 0.0% Pacific Islander, and 2.0% from other races. Hispanics or Latinos of any race were 17.0% of the population.

Orange County: 84,966 people, The racial makeup of the county was 87.98% White, 8.38% Black or African American, 0.56% Native American, 0.78% Asian, 0.03% Pacific Islander, 1.12% from other races, and 1.15% from two or more races. 3.62% of the population were Hispanic or Latino of any race.

Hardin County: had a population of 54,635. The ethnic and racial composition of the population was 88.0% non-Hispanic white, 5.8% African American, 0.4% Native American, 0.5% Asian, 1.3% from some other race, and 1.3% from two or more races.

Newton County: 15,072 people, The racial makeup of the county was 75.84% White, 20.69% Black, 0.63% Native American, 0.27% Asian, 0.03% Pacific Islander, 1.56% from other races, and 0.98% from two or more races. About 3.79% of the population was Hispanic or Latino of any race.

Many languages are spoken in the Southeast Texas Board area. Many residents who speak one or more foreign languages are also proficient in English. A significant number of residents are proficient in English. 2000 updated 4/9/18 Census LEP Special Tabulation estimates indicates

that there are at least 37,205 residents above the age of five (5) who speak a foreign language in southeast Texas and 57.7% of them speaks English “very well.”

Directives from the U.S. Departments of Justice, Labor and Health and Human Services require that those who provide services to customers using federal funds take reasonable steps to provide equal access to persons with limited English proficiency. Exclusions, delays, or denials from services based on language barriers could be determined to constitute discrimination on the basis of National Origin, in violation of Title VI of the Civil Rights Act of 1964

Through its Workforce Solutions Contractor, the Board already strive to provide services to customers with limited English proficiency. Our two largest center and Call Center have at least one staff member who speaks Spanish.

The Workforce Centers served customers who spoke Spanish, and several other languages. Workforce Center staff have served these customers using either bilingual staff or interpreters, depending on the language spoken. Staff now will also use web-based translation services, such as www.freetranslation.com, to communicate with customers. The Workforce Centers have translated some forms and other materials into Spanish. Outreach materials are also available in Spanish.

Plan for Providing Services to Customers with Limited English Proficiency

To serve customers with limited English proficiency, the Board recognizes that it must first be able to work with a customer in a language in which he or she is proficient. With this in mind, the Board plans to take the following actions to ensure reasonable access to services for customers with limited English proficiency:

1. The Board will take steps to ensure that its website is accessible for those who do are not proficient in English.
2. The Board will ensure that its marketing and outreach materials are accessible to those with limited English proficiency.
3. The Board will develop a Policy Guidance for ensuring that language is not a barrier to service in the Workforce Centers. While the standard and guideline will provide the specifics of the Board’s policy, several broad concepts will be included:
 - Workforce Center will be responsible for identifying commonly spoken languages by their customer bases. This information will supplement demographic information collected by Board staff.
 - Because Spanish is the predominant language used by residents with limited English proficiency, the Board will require workforce center contractor to ensure that staff bilingual in Spanish or staff interpreters will be available to assist customers. In addition, based on the 2018 demographic analysis for southeast from Texas Workforce Commission we have an Asian population of 2.59% on as needed basic we will provide interrupters to ensure services is provided.
 - The Board will monitor to ensure compliance with Policy for serving customers with limited English proficiency.
 - The Board will review this plan and data relating to those with limited English proficiency at least annually and will make adjustments to this plan as needed.

The WSSET Board is committed to serving all customers in a language in which they are proficient.



WORKFORCE SOLUTIONS SOUTHEAST TEXAS BOARD POLICY LETTER

Directive:	19 – 05
Date:	January 29, 2019
Keywords:	Equal Employment Opportunity ALL PROGRAMS
Effective:	Immediately

TO: Workforce Solutions Southeast Texas Contractors

FROM: Marilyn Smith, Executive Director

SUBJECT: Limited English Proficiency (LEP) in the Administration of Workforce Services

DATE: January 29, 2019

PURPOSE:

To provide Workforce Solutions Southeast Texas (WSSET) Board Administrative Office and Program Contractors’ (contractor) and Partners’ staff with updated information regarding equal opportunity and access to all federally funded workforce services to individuals with learning, emotional or behavioral disabilities, or with Limited English Proficiency (LEP).

LEP individuals are identified as those individuals who do not speak English as their primary language and who have a limited ability to read, write, speak or understand English. As recipients of federal financial assistance, workforce boards, one-stop operators, and other service providers have a responsibility to ensure nondiscrimination in service delivery to persons who are Limited English Proficient (LEP). The purpose of this policy is to set out guidelines for Limited English Proficiency in accordance with Title VI of the Civil Rights Act of 1964, as amended, and its implementing regulations as set forth in 29 CFR Part 31 and Section 188 of the Workforce Innovation and Opportunity Act (WIOA) and its implementing regulations as set forth in 29 CFR Part 38.

REFERENCES:

- ✦ TWC WD Letter 24-01, Dated June 22, 2001
- ✦ *Title VI of the Civil Rights Act of 1964*
- ✦ *Section 188 of the Workforce Investment Act of 1988*
- ✦ *Executive Order No. 13166*

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- ✚ *DOL-CRC Directive No. 1006-03, September 29, 2006, WIA Section 188 Language Assistance Planning and Self-Assessment Tool*
- ✚ *USDOL Language Assistance and Planning Self-Assessment Tool for Recipients of Federal Financial Assistance*
- ✚ **CRC Compliance Assistance Tools**
- ✚ **LEP.gov: A Federal Interagency Website**
- ✚ **Regarding the Protection of Limited English Proficient (LEP) Individuals under Title VI of the Civil Rights Act of 1964 and Title VI Regulations**
- ✚ **WD 24-01, Prohibition Against Discrimination Based on Disability or Limited English Proficiency in the Administration of Workforce Services**
- ✚ **WD 47-09, Job Training Course Requirements for English as a Second Language Classes**

BACKGROUND:

The nondiscrimination and equal opportunity provisions found in Section 188 of WIOA and 29 CFR Part 38 prohibit discrimination on the basis of race, color, religion, sex (including pregnancy, childbirth, and related medical conditions, transgender status, and gender identity), national origin (including LEP), age, disability, or political affiliation or belief, or, for beneficiaries, applicants, and participants only, on the basis of citizenship status or participation in a WIOA Title I-financially assisted program or activity.

POLICY/PROCEDURES:

The WSSET will take reasonable steps to ensure that persons with Limited English Proficiency (LEP) have meaningful access and an equal opportunity to participate in our services, activities, programs and other benefits. WSSET Board Administrative Office, Contractors and Partners staff are to ensure that language is not a barrier to service. We will ensure that all individuals LEP have equal opportunity and access to all federally funded workforce services, including those under Workforce Innovation Opportunity Act (WIOA), Temporary Assistance for Needy Families (TANF/CHOICES), Noncustodial Parents CHOICES (NCP), Supplemental Nutrition Assistance Program Employment and Training (SNAP), Child Care Services (CCS) and any other programs administered by WSSET.

Effective management should set clear goals and establish accountability for system processes. The following procedures will serve as guidance for reasonable provision of assistance and service to individuals identified as Limited English Proficient (LEP). These procedures include best practices developed to ensure that all LEP persons have equal and meaningful access to benefits, information, and services so they are not excluded from programs or experience delays or denials due to language barriers.

DEFINITIONS

For the purposes of this Directive, the following definitions apply:

Babel Notice – a short notice included in a document or electronic medium (e.g. web site, “app,” email) in multiple languages informing the reader that the communication contains vital information and explaining how to access language services to have the contents of the communication provided in other languages (29 CFR Section 38.4[i]).

Employment-related training – training that allows or enables an individual to obtain skills, abilities and/or knowledge that are designed to lead to employment (29 CFR Section 38.4[t]).

LEP individual – an individual whose primary language for communication is not English and who has a limited ability to read, speak, write, and/or understand English. An LEP individual may be competent in English for certain types of communication (e.g., speaking or understanding), but still be LEP for other purposes (e.g., reading or writing) (29 CFR Section 38.4[hh]).

LEP Plan – A written language access plan which assists in ensuring that LEP individuals have meaningful access to WIOA Title I-financially assisted programs and activities (29 CFR Section 38.9 Appendix). **Meaningful Access** – Language assistance that results in accurate, timely, and effective communication at no cost to the LEP individual. For 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.

Primary language – An individual’s primary language is the language in which an individual most effectively communicates, as identified by the individual.

IDENTIFICATION OF LEP PERSONS AND NEEDS

Regardless of the type of assistance provided, effective communication with LEP persons is critical for proper access to workforce development services. This is achieved through quality, accurate oral and written language services. The Board’s Administrative Office, Program Contractors and Partners plan for addressing language assistance needs is best accomplished through an assessment identifying the points of contact in the program or activity where language assistance is likely to be needed, determining those non-English languages most likely to be encountered, evaluating the resources needed to fulfill this responsibility, and in establishing the location(s) of such resources.

The starting point in determining the language needs of LEP customers is an individualized assessment/analysis that balances the following four (4) factors:

1. the number or proportion of LEP persons eligible to be served or likely to be encountered in the Board area;
2. the frequency with which LEP individuals come in contact with the workforce system in order to seek information or obtain services;
3. the nature and importance of the program, activity, or service provided by the Board/Contractor/Partner; and
4. the resources available to the recipient and costs.

Therefore, the Board and/or Contractors shall conduct an assessment of the language needs of the affected population once every two (2) years that will:

- identify the languages, other than English, that are likely to be encountered in a program or activity;
- determine the language assistance needs of local LEP customers; and
- review the delivery system to determine whether any program system denies or limits participation by LEP customers.

The DOL-CRC Section 188 Language Assistance Planning and Self-Assessment Tool is a means for determining the board’s LEP needs for individuals served within its delivery system.

PROVISION OF LANGUAGE ASSISTANCE FOR LEP PERSONS

The Board Administrative Office, Contractors and Partners should take reasonable steps to provide meaningful opportunities for access to benefits, information, services, activities, and programs to its LEP customers. Alternate language assistance can facilitate effective communication for individuals with limited English proficiency by giving and receiving accurate information in a language familiar to these customers. Also, by accommodating the needs of persons who are LEP, the Board Administrative Office, Contractors and Partners can ensure

access that is equal to that of individuals who are proficient in English. Implementing some or all of the following best practices should allow the Board Administrative Office, Contractors and Partners, as a recipient of federal financial assistance, to meet its responsibility regarding provision of language assistance to LEP persons:

1. Provide “I Speak” cards to front line staff so they can present various languages to LEP individuals who may then identify the language required for assistance.
2. Post and maintain signs in regularly encountered languages in waiting rooms, receptions areas and other initial points of entry. To be effective, these signs must inform LEP applicants/customers of their right to free language assistance services and invite them to identify themselves as needing such services.
3. Hire a sufficient number of bilingual staffs who speak languages likely to be encountered and spoken by the local population as determined by a review of census, client utilization data, and subrecipient information. The ability of staff members to communicate directly with LEP persons without third party interpretation and translation assistance maximizes agency resources and permits LEP individuals to more fully engage in programs and services. However, bilingual staff must be reviewed for qualifications to ensure demonstrated proficiency in English and the second language, training on the skills and ethics of interpretation (e.g., issues of confidentiality), fundamental knowledge in both languages of specialized terms or concepts, sensitivity to the LEP person’s culture, and a demonstrated ability to convey information in both languages accurately.
4. Provide general staff with a listing of bilingual staff qualified to assist those in customer contact positions with facilitated participation by LEP persons.
5. Provide uniform procedures for timely and effective telephone communication between staff and LEP persons. This must include instructions for English-speaking employees to obtain assistance from interpreters or bilingual staff when receiving calls from or initiating calls to LEP persons.
6. Hire paid staff interpreters who are trained and competent in the skill of interpreting. This is especially appropriate where there is a frequent and/or regular need for interpreting services. Being trained and competent does not necessarily mean the interpreter has formal certification as an interpreter, though this certification is preferred. However, the interpreter must be proficient in both English and the second language, knowledgeable in the ethics of interpreting, have fundamental knowledge in both languages of specialized terms and concepts pertaining to the board’s programs or activities, have sensitivity to the LEP person’s culture, and demonstrate an ability to convey information in both languages accurately.
7. Make formal arrangements for the timely services of volunteers and/or community individuals who are qualified interpreters. Assurances should be made that community groups and/or volunteers are not subjected to ad hoc requests and must ensure that it is understood that client confidentiality must be maintained. A copy of any formal arrangements with community agencies or list of volunteers should be made available to the Board EO Officer and appropriate center/site staff.
8. Contract with an outside interpreter service that can provide qualified interpreters in a wide variety of languages in a timely manner. The use of contract interpreter services is appropriate when a recipient has infrequent needs for interpreting services, has a need for less common LEP languages, or needs to supplement its in-house capabilities on an as-needed basis.
9. Contract for telephone language interpreter services that can provide qualified interpreters in a wide variety of languages if local interpreter staff is not available. Such

services may not always have readily available interpreters who are familiar with the terminology particular to the program or service in question, so this should not be relied upon as the only option for language assistance services.

10. Ensure interpreting services are made available to LEP customers in a timely manner during normal hours of operation. Federal guidance recommends that staff DO NOT engage the customers' friends or family members for interpretation.
11. Contract for document translation services. Written translations of written materials that are routinely provided in English to applicants, clients and the public must be provided as a reasonable step for effective communications for LEP groups that constitute ten percent (10%) or 3,000, whichever is less, of the population of persons eligible to be served or likely to be directly or significantly affected by the recipient's program or activity.
Written translations of vital documents, including, but not limited to, applications, consent forms, important information on participation in a program or activity, right to file a discrimination complaint, notices of reduction or termination of services, etc., must be provided for LEP groups that constitute five percent (5%) or 1,000, whichever is less, of the population of persons eligible to be served or likely to be directly or significantly affected by the recipient's program or activity. Oral interpretation of documents must be provided for persons who speak languages not regularly encountered.
12. Ensure document interpreter/translation services are provided at The Board Administrative Office, Contractors and Partners.
13. Translate websites or provide links to translation tools or telephone numbers for direct interpreter assistance.
14. Provide marketing/outreach materials that are accessible to persons with Limited English Proficiency.
15. Record in the case file any language assistance provided to an LEP customer so that all subsequent interactions with the customer will be conducted in the appropriate language.
16. Refer LEP customers who require training in languages other than English to community partners who specialize in providing these services, including the community college system.

STAFF TRAINING

An effective language-assistance program should have competent staff trained in working effectively with LEP customers. To provide effective delivery of services to LEP individuals, the Board Administrative Office, Contractors and Partners will educate staff and conduct training to ensure awareness of the LEP policy and procedures and Title VI obligations to LEP persons as follows:

- Training for newly hired employees shall be conducted within 90-days of hire.
- Staff are provided with initial and periodic training to ensure employees are aware of and remain knowledgeable of LEP policy and procedures.
- Employees are trained to obtain assistance from, and to work effectively with, bilingual staff and/or telephone interpreters; understand the dynamics of interpretation between LEP customers, the staff, and interpreters; and are informed on Title VI of the Civil Rights Act and Section 188 obligations to LEP customers, available services, and procedures in securing assistance for LEP customers in a timely manner.
- Employees are made aware that "the use of family, friends, and/or minor children as interpreters" can raise Title VI liability issues but may be used if requested. Requests by

LEP persons that family or friends be used as interpreters shall be documented and placed in the LEP individual's file.

- Intake staff is made aware to make note of the primary language of the LEP person in his/her record so that all subsequent interaction will be conducted in the appropriate language.
- A "training registry" is maintained for employee LEP training. A record of the date and type of LEP training shall be maintained in the personnel file for staff.

PROVIDING NOTICE TO LEP CUSTOMERS

Reasonable steps should be taken to provide notice to LEP persons that language assistance is available by implementing some or all of the following best practices:

- Printing "LEP Services" posters/signs in English and Spanish (and/or the most common languages encountered) and posting these signs in workforce center reception areas, waiting areas, lobbies, and other points of entry. Posters shall inform workforce customers of their right to free interpreter services and invite them to identify themselves as needing language assistance.
- Inserting notices, in appropriate languages, about the rights of LEP applicants and clients to free interpreter and other language assistance in brochures, pamphlets, manuals and other materials disseminated to the public and staff.
- Using telephone voice mail menus in the most common languages encountered. It should provide information about available language assistance services and how to access them.
- Including notices in local newspapers in languages other than English.
- Airing notices on non-English language radio and television stations about the availability of language assistance and how to access it.
- Making presentations and/or posting notices at schools, faith-base and other community organizations.
- Providing notice and consultation with community organizations that serve persons with Limited English Proficiency on its standards and procedures, including problems and solutions, for using their members as volunteer interpreters.
- Making its LEP policy available to the public upon request.

UPDATING LEP PLAN/PROCEDURES

LEP customer needs are to be considered when implementing new programs, services and activities, or where appropriate, when publishing new forms, brochures, instructions, or notices. Additionally, the Board Administrative Office, Contractors and Partners should consider whether changes in demographics, types of services or other factors require re-evaluation of its LEP plan/procedures.

Therefore, when The Board Administrative Office, Contractors and Partners are conducting its biennial LEP assessment, determination on the languages that are likely to be encountered and estimates of the number of LEP customers that are eligible for services will be evaluated through a review of Contractors and Partners information about customer utilization, local census statistics, and local school district demographic data. Based on current information collected, the Board will identify, at a minimum, the top two (2) languages other than English spoken by area residents with Limited English Proficiency when reviewing and updating its LEP plan/procedures. Also, the Board will pursue opportunities for community input for its LEP plan/procedures through feedback from community agencies and organizations within the Board area.

MONITORING OF LEP PROCEDURES

The statutory requirement to provide meaningful access to LEP persons is enforced and implemented through procedures identified in the Title VI and Section 188 regulations. These include compliance reviews and efforts to secure voluntary compliance. Therefore, the Board will monitor and review its delivery system for LEP language assistance services to determine whether any program system denies or limits participation by LEP customers. The Board will conduct an annual monitoring review of its LEP language assistance delivery systems and procedures to assess:

- adequate provision of service to current LEP populations in the service area or population(s) affected or encountered;
- the frequency of encounters with LEP language groups;
- the nature and importance of activities to LEP persons;
- the availability of resources, including technological advances and sources of additional resources and the costs imposed;
- whether existing assistance is meeting the needs of LEP persons;
- whether staff knows and understands the LEP plan and how to implement it;
- if the board's programs or activities meet legislative or program requirements;
- whether identified sources for assistance are still available and viable;
- if effective communication exists between the service providers and the LEP customer;
- if LEP needs were considered in the implementation of new programs or activities, or when publishing new forms or notices, etc.; and
- in determining overall compliance with this policy as mandated by Title VI.

In monitoring its program annually to assess program effectiveness and efficiency, the monitoring may include, but need not be limited to:

- systematic feedback from LEP clients;
- systematic feedback from staff;
- periodic in-house reviews of current communications need of LEP clients; and,
- periodic contact with community-based organizations that provide services to LEP clients.

It shall be the responsibility of the Board to monitor contracts with outside interpreter service(s) to ensure that the LEP individuals are assisted in a timely manner to enable LEP person's equal access and equal opportunity.

LEP COMPLAINTS ALLEGING NONCOMPLIANCE WITH TITLE VI & SECTION 188

Meaningful access to programs, services and activities by LEP persons includes procedures for the right to file a complaint and complaint investigations. These procedures are identified in federal regulations in 29 CFR Parts 31 and 38. Thus, LEP customers will be informed of their right to file a complaint regarding any issues encountered regarding language assistance on the protected basis of national origin. LEP customer complaints will be documented and resolved following procedures outlined in the EO Notice ("Equal Opportunity is the Law") and the Orientation to Discrimination Complaint procedures form. Each document notifies and educates all customers on their right to file a complaint of discrimination under Title VI and Section 188 with the U. S. Department of Labor. Regulations state that an investigation will be conducted on complaints filed, and a written determination will be issued within 90 days of the date on which the complaint was filed.

ACTION REQUIRED:

The Board Administrative Office, Contractors and Partners should review this directive with appropriate staff and ensure that all federal nondiscrimination laws, regulations, policies and procedures for LEP are implemented and followed.

RESCISSION:

The information included in this Directive supersedes and rescinds the following Directive and its attachments: Directive 01-04 – Prohibition Against Discrimination Based on Disability or Limited English Proficiency in the Administration of Workforce Services dated October 2, 2001.

INQUIRIES:

Please direct inquiries to Eva Hebert Cezar, Lead Quality Assurance Specialist/EEO Officer/504 Coordinator of the Workforce Southeast Texas Administration Office at (409) 719-4750 or via e-mail eva.hebert@setworks.org.

Attachment A: **2000 LEP Special Tabulation Census--Updated April 9, 2018**

Attachment B **U. S. Census Bureau Quick Facts**

Table 1. Ability to Speak English by Language Spoken at Home

Universe: Total population

Geography:

Texas

South East Texas

48105 LWIA#

Language Spoken at Home	Speak English "very well"		Speak English "well"		Speak English "not well"		Speak English "not at all"		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total population	(X)	(X)	(X)	(X)	(X)	(X)	(X)	(X)	385,090	100.0
Not in universe (population under 5 year	(X)	(X)	(X)	(X)	(X)	(X)	(X)	(X)	25,845	6.7
Speak only English	(X)	(X)	(X)	(X)	(X)	(X)	(X)	(X)	322,040	83.6
Speak language other than English	21,465	57.7	7,915	21.3	5,875	15.8	1,950	5.2	37,205	9.7
African languages	110	71.0	45	29.0	0	0.0	0	0.0	155	0.0
Arabic	135	60.3	70	31.3	15	6.7	4	1.8	224	0.1
Armenian	0	.	0	.	0	.	0	.	0	0.0
Chinese	225	52.9	155	36.5	45	10.6	0	0.0	425	0.1
French (incl. Patois, Cajun)	3,880	77.3	885	17.6	255	5.1	0	0.0	5,020	1.3
French Creole	265	82.8	25	7.8	30	9.4	0	0.0	320	0.1
German	670	76.6	155	17.7	40	4.6	10	1.1	875	0.2
Greek	115	76.7	25	16.7	10	6.7	0	0.0	150	0.0
Gujarathi	200	69.2	70	24.2	15	5.2	4	1.4	289	0.1
Hebrew	50	86.2	4	6.9	4	6.9	0	0.0	58	0.0
Hindi	105	77.8	20	14.8	10	7.4	0	0.0	135	0.0
Hungarian	15	100.0	0	0.0	0	0.0	0	0.0	15	0.0
Italian	70	60.9	35	30.4	10	8.7	0	0.0	115	0.0
Japanese	100	87.0	15	13.0	0	0.0	0	0.0	115	0.0
Korean	35	70.0	15	30.0	0	0.0	0	0.0	50	0.0
Laotian	40	42.1	40	42.1	15	15.8	0	0.0	95	0.0
Miao, Hmong	0	.	0	.	0	.	0	.	0	0.0
Mon-Khmer, Cambodian	15	17.9	30	35.7	35	41.7	4	4.8	84	0.0
Navajo	25	100.0	0	0.0	0	0.0	0	0.0	25	0.0
Other and unspecified languages	15	45.5	10	30.3	4	12.1	4	12.1	33	0.0
Other Asian languages	190	69.1	70	25.5	15	5.5	0	0.0	275	0.1
Other Indic languages	65	43.3	70	46.7	15	10.0	0	0.0	150	0.0
Other Indo-European languages	30	54.6	25	45.5	0	0.0	0	0.0	55	0.0
Other Native North American languages	75	75.0	10	10.0	15	15.0	0	0.0	100	0.0
Other Pacific Island languages	75	94.9	4	5.1	0	0.0	0	0.0	79	0.0
Other Slavic languages	60	93.8	4	6.3	0	0.0	0	0.0	64	0.0
Other West Germanic languages	70	100.0	0	0.0	0	0.0	0	0.0	70	0.0
Persian	70	73.7	0	0.0	25	26.3	0	0.0	95	0.0
Polish	40	61.5	25	38.5	0	0.0	0	0.0	65	0.0
Portuguese or Portuguese Creole	15	100.0	0	0.0	0	0.0	0	0.0	15	0.0
Russian	10	18.5	10	18.5	30	55.6	4	7.4	54	0.0
Scandinavian languages	50	76.9	15	23.1	0	0.0	0	0.0	65	0.0
Serbo-Croatian	4	50.0	4	50.0	0	0.0	0	0.0	8	0.0
Spanish or Spanish Creole	12,335	54.4	4,705	20.7	4,005	17.7	1,645	7.3	22,690	5.9
Tagalog	605	74.7	165	20.4	40	4.9	0	0.0	810	0.2
Thai	25	38.5	30	46.2	10	15.4	0	0.0	65	0.0
Urdu	150	57.7	80	30.8	20	7.7	10	3.9	260	0.1
Vietnamese	1,515	37.2	1,090	26.8	1,215	29.9	250	6.1	4,070	1.1
Yiddish	4	100.0	0	0.0	0	0.0	0	0.0	4	0.0

2000 LEP Special Tabulation Census-Updated April 9, 2018

QuickFacts**Newton County, Texas; Hardin County, Texas; Jefferson County, Texas; Orange County, Texas; UNITED STATES**

QuickFacts provides statistics for all states and counties, and for cities and towns with a *population of 5,000 or more*.

Table

	Newton County, Texas	Hardin County, Texas	Jefferson County, Texas	Orange County, Texas
Women-owned firms, 2012	226	1,335	7,523	1,690
Population				
Population estimates, July 1, 2018, (V2018)	NA	NA	NA	NA
Population estimates, July 1, 2017, (V2017)	13,952	57,139	256,299	85,047
Population estimates base, April 1, 2010, (V2018)	NA	NA	NA	NA
Population estimates base, April 1, 2010, (V2017)	14,445	54,635	252,277	81,837
Population, percent change - April 1, 2010 (estimates base) to July 1, 2018, (V2018)	NA	NA	NA	NA
Population, percent change - April 1, 2010 (estimates base) to July 1, 2017, (V2017)	-3.4%	4.6%	1.6%	3.9%
Population, Census, April 1, 2010	14,445	54,635	252,273	81,837
Age and Sex				
Persons under 5 years, percent	4.8%	6.7%	7.1%	7.0%
Persons under 18 years, percent	20.3%	24.8%	24.0%	25.0%
Persons 65 years and over, percent	20.1%	16.2%	14.1%	15.6%
Female persons, percent	48.2%	50.8%	48.7%	50.5%
Race and Hispanic Origin				
White alone, percent	76.1%	91.8%	59.0%	87.7%
Black or African American alone, percent (a)	20.2%	5.6%	34.3%	8.8%
American Indian and Alaska Native alone, percent (a)	0.9%	0.6%	1.0%	0.7%
Asian alone, percent (a)	0.8%	0.7%	4.0%	1.1%
Native Hawaiian and Other Pacific Islander alone, percent (a)	Z	Z	0.1%	0.1%
Two or More Races, percent	1.9%	1.4%	1.7%	1.6%
Hispanic or Latino, percent (b)	3.6%	5.7%	20.8%	7.7%
White alone, not Hispanic or Latino, percent	73.0%	86.6%	40.4%	80.7%
Population Characteristics				
Veterans, 2013-2017	1,239	3,611	14,977	5,546

Foreign born persons, percent, 2013-2017	1.0%	1.8%	11.9%	2.8%
Housing				
Housing units, July 1, 2017, (V2017)	7,309	24,608	108,582	37,264
Owner-occupied housing unit rate, 2013-2017	82.8%	80.8%	61.9%	75.3%
Median value of owner-occupied housing units, 2013-2017	\$73,300	\$113,100	\$101,300	\$104,700
Median selected monthly owner costs -with a mortgage, 2013-2017	\$1,091	\$1,340	\$1,254	\$1,264
Median selected monthly owner costs -without a mortgage, 2013-2017	\$343	\$386	\$406	\$409
Median gross rent, 2013-2017	\$652	\$781	\$808	\$778
Building permits, 2017	NA	334	467	501
Families & Living Arrangements				
Households, 2013-2017	4,781	20,739	94,020	32,272
Persons per household, 2013-2017	2.93	2.68	2.54	2.57
Living in same house 1 year ago, percent of persons age 1 year+, 2013-2017	93.6%	88.1%	85.0%	84.0%
Language other than English spoken at home, percent of persons age 5 years+, 2013-2017	2.8%	4.8%	22.7%	5.4%
Computer and Internet Use				
Households with a computer, percent, 2013-2017	75.1%	85.9%	77.7%	84.6%
Households with a broadband Internet subscription, percent, 2013-2017	54.5%	75.9%	66.1%	73.9%
Education				
High school graduate or higher, percent of persons age 25 years+, 2013-2017	87.6%	87.6%	83.8%	89.1%
Bachelor's degree or higher, percent of persons age 25 years+, 2013-2017	8.8%	16.8%	18.9%	15.7%
Health				
With a disability, under age 65 years, percent, 2013-2017	21.1%	10.3%	9.3%	11.8%
Persons without health insurance, under age 65 years, percent	17.0%	14.7%	20.0%	13.8%
Economy				
In civilian labor force, total, percent of population age 16 years+, 2013-2017	47.7%	57.6%	56.1%	59.8%
In civilian labor force, female, percent of population age 16 years+, 2013-2017	44.5%	48.2%	52.1%	51.5%
Total accommodation and food services sales, 2012 (\$1,000) (c)	426	50,668	485,461	101,246
Total health care and social assistance receipts/revenue, 2012 (\$1,000) (c)	D	D	1,760,830	119,611
Total manufacturers shipments, 2012 (\$1,000) (c)	D	D	80,760,488	6,340,323
Total merchant wholesaler sales, 2012 (\$1,000) (c)	D	D	2,450,990	D
Total retail sales, 2012 (\$1,000) (c)	73,313	712,643	3,968,309	909,643
Total retail sales per capita, 2012 (c)	\$5,163	\$12,913	\$15,759	\$10,963
Transportation				
Mean travel time to work (minutes), workers age 16 years+, 2013-2017	37.3	28.3	19.7	23.9
Income & Poverty				
Median household income (in 2017 dollars), 2013-2017	\$40,180	\$56,131	\$46,315	\$53,667
Per capita income in past 12 months (in 2017 dollars), 2013-2017	\$20,800	\$29,693	\$25,370	\$27,938
Persons in poverty, percent	20.8%	12.7%	18.6%	13.7%
Businesses				

Businesses					
Total employer establishments, 2016	124	803	5,652	1,317	7,757,807
Total employment, 2016	984	9,270	103,217	19,316	126,752,238
Total annual payroll, 2016 (\$1,000)	25,351	350,105	5,264,588	944,391	6,435,142,055
Total employment, percent change, 2015-2016	-10.5%	0.6%	-0.7%	-4.8%	2.1%
Total nonemployer establishments, 2016	570	3,584	15,181	4,652	24,813,048
All firms, 2012	579	3,199	18,343	4,881	27,626,360
Men-owned firms, 2012	336	1,357	8,751	2,487	14,844,597
Women-owned firms, 2012	226	1,335	7,523	1,690	9,878,397
Minority-owned firms, 2012	243	439	7,958	955	7,952,386
Nonminority-owned firms, 2012	321	2,622	9,564	3,615	18,987,918
Veteran-owned firms, 2012	39	319	1,676	526	2,521,682
Nonveteran-owned firms, 2012	526	2,607	15,669	4,122	24,070,685
Geography					
Geography					
Population per square mile, 2010	15.5	61.3	287.9	245.3	87.4
Land area in square miles, 2010	933.68	890.57	876.30	333.67	3,531,905.43
FIPS Code	48351	48199	48245	48361	00