



# Communicating Without English in An Emergency Planning Template



As you complete the planning process described in the ECHO guide, Communicating Without English in an Emergency, use this form to record your progress. Questions on the form are based on the planning steps detailed in the guide. The result will be a completed plan that you can attach to your county or organization’s Emergency Operations Plan.

Please note: You will need to complete one form for each LEP group in your community. This may seem redundant, but it will be worthwhile. Immigrant communities have different leaders, gathering places, and ways of communicating with one another. They also differ greatly in level of assimilation into English-speaking culture, as well as in attitudes toward health care and government assistance. Unfortunately, there is no “one size fits all” template.

Which LEP population does this template cover? (choose one)

- Spanish-speaking
- Arabic-speaking
- Vietnamese-speaking
- Hmong-speaking
- Russian-speaking
- Lao-speaking
- Somali-speaking
- Karen-speaking
- Khmer-speaking
- Other \_\_\_\_\_

If you need planning assistance, ECHO can help. Check the end of this tool for a list of ECHO services; visit the ECHO website [www.echominnesota.org](http://www.echominnesota.org); or simply call ECHO, 651-789-4342.

## Step 1: Commit to Planning

1. How much time is your agency able to dedicate to planning? (choose one)

- Less than one day
- One day
- 1-3 days
- 4-5 days
- As long as it takes to complete.

2. Who is responsible for creating and updating the Emergency Plan? (check all that apply and fill in their information)

	Name	Contact Information
<input type="checkbox"/> Public Information Officer	_____	_____
<input type="checkbox"/> Health Educator	_____	_____
<input type="checkbox"/> Communications Coordinator	_____	_____
<input type="checkbox"/> Bilingual or Multilingual Staffer	_____	_____
<input type="checkbox"/> Contractor or Volunteer	_____	_____
<input type="checkbox"/> Other _____	_____	_____

3. Do you employ bilingual or multilingual staff in your agency to work specifically with LEP populations?

- 1 FTE (or more)
- Part time (20 hours or less weekly)
- Very part time (up to 20 hours a month)
- We currently do not have staff employed.
- We are relying on outside resources to help with this work.

4. What funds have been allocated for this planning process? (check all that apply)

- Staff salary during planning process
- Funds to support meetings
- Funds to hire translation services
- Funds to support emergency preparedness
- Other \_\_\_\_\_

5. When will you review and update your LEP emergency communication plans? (check all that apply)

- Annually
- As part of a testing exercise (fill in date) \_\_\_\_\_
- Following an emergency or disaster

## Step 2: Locate LEP Residents

7. How many people in your county speak \_\_\_\_\_ ? (fill in language from pg. 1)

- Under 100
- 100-500
- 500-1,000
- 1,000 or more

8. What sources helped you arrive at this number? (check all that apply and list other sources)

- U.S. Census
- Minnesota State Demographer's Statistics
- Department of Education Website
- Culture Care Website
- Informal Sources (such as community leader population estimates)
- Other (fill in the blank) \_\_\_\_\_

9. What are the key gathering places for people who speak this language in your area? (check and fill in names and addresses for all that apply)

	Name	Location Information
<input type="checkbox"/> Workplace	_____	_____
<input type="checkbox"/> Place of Worship	_____	_____
<input type="checkbox"/> English Language Learning Class	_____	_____
<input type="checkbox"/> Community Business	_____	_____
<input type="checkbox"/> Community Center or Welcome Center	_____	_____
<input type="checkbox"/> Other	_____	_____

## Step 3. Involve Community Members

10. Who are some of this community's trusted leaders? (check and fill in name, title or role and contact information for all that apply)

	Name	Title	Role	Contact Information
<input type="checkbox"/> Religious leader	_____	_____	_____	_____
<input type="checkbox"/> Political leader	_____	_____	_____	_____
<input type="checkbox"/> Community organization leader	_____	_____	_____	_____
<input type="checkbox"/> Media leader	_____	_____	_____	_____
<input type="checkbox"/> Workplace leader	_____	_____	_____	_____
<input type="checkbox"/> Informal leader	_____	_____	_____	_____
<input type="checkbox"/> Education leader	_____	_____	_____	_____
<input type="checkbox"/> Other (fill in the blank)	_____	_____	_____	_____

11. Have you created a memorandum of understanding with important community leaders? Does it include key points such as (check all that apply)

- The purpose of your agreement
- The organizations involved
- Services to be provided by each organization
- How and when the terms of the agreement become activated
- How funding availability may affect payment
- What costs will be covered and how costs are documented and paid

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### Step 4. Choose Communication Methods

12. How do members of this community communicate with one another? (check all that apply and fill in names of media vehicles such as newspapers, blogs)

- |                                                                  | Name  |
|------------------------------------------------------------------|-------|
| <input type="checkbox"/> Word of mouth                           | _____ |
| <input type="checkbox"/> In person at community gathering places | _____ |
| <input type="checkbox"/> Email                                   | _____ |
| <input type="checkbox"/> Text messaging                          | _____ |
| <input type="checkbox"/> Website or blog                         | _____ |
| <input type="checkbox"/> Social media (Facebook or Twitter)      | _____ |
| <input type="checkbox"/> Newspaper or print                      | _____ |
| <input type="checkbox"/> Radio                                   | _____ |
| <input type="checkbox"/> Television                              | _____ |
| <input type="checkbox"/> Telephone tree                          | _____ |
| <input type="checkbox"/> Automated phone calls                   | _____ |
| <input type="checkbox"/> Other                                   | _____ |

13. How were community leaders and other LEP representatives involved in your planning process? (check all that apply, describe if appropriate)

- |                                                              | Description |
|--------------------------------------------------------------|-------------|
| <input type="checkbox"/> Individual interviews               | _____       |
| <input type="checkbox"/> Focus groups                        | _____       |
| <input type="checkbox"/> Message testing                     | _____       |
| <input type="checkbox"/> Multilingual staff review and input | _____       |
| <input type="checkbox"/> Other                               | _____       |

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### Step 5. Record Data

14. How have data been recorded and where are those records kept? (check all that apply and fill in location of information or file)

- |                                                                          | Location Information |
|--------------------------------------------------------------------------|----------------------|
| <input type="checkbox"/> Database/spreadsheet                            | _____                |
| <input type="checkbox"/> Physical map                                    | _____                |
| <input type="checkbox"/> GIS map                                         | _____                |
| <input type="checkbox"/> Within the agency emergency communications plan | _____                |
| <input type="checkbox"/> Other                                           | _____                |

## Step 6. Prepare Messages

Note: Messages should be at a 5th grade literacy level with pictures, if possible.

15. What emergency messages have you already prepared in English? (check all that apply, describe if appropriate)

- Seasonal flu
- Pandemic flu
- Severe weather
- CRI (anthrax)
- Infectious disease
- Food poisoning outbreak
- Vaccination
- Radiological (dirty bomb)
- Other (fill in the blank) \_\_\_\_\_

16. Of the messages listed above, how are messages translated for the LEP community in question (or how will they be translated)? (check all that apply, describe translation schedule)

Translation Schedule

- Seasonal flu \_\_\_\_\_
- Pandemic flu \_\_\_\_\_
- Severe weather \_\_\_\_\_
- CRI (anthrax) \_\_\_\_\_
- Infectious disease \_\_\_\_\_
- Food poisoning outbreak \_\_\_\_\_
- Vaccination \_\_\_\_\_
- Radiological \_\_\_\_\_
- Other \_\_\_\_\_

17. How will messages be translated? (choose one)

Name

- Staff translator \_\_\_\_\_
- Community translator or agency \_\_\_\_\_
- Other \_\_\_\_\_

18. How will messages be distributed? (check all that apply, list key contacts or name media such as radio station)

Key Contacts/Lists/Media Name

- Word of mouth \_\_\_\_\_
- Email \_\_\_\_\_
- Text messaging \_\_\_\_\_
- Website or blog \_\_\_\_\_
- Social media (Facebook or Twitter) \_\_\_\_\_
- Newspaper or print \_\_\_\_\_
- Radio \_\_\_\_\_
- Television \_\_\_\_\_
- Telephone tree \_\_\_\_\_
- Automated phone calls \_\_\_\_\_
- Place of Worship/Community Center \_\_\_\_\_
- School \_\_\_\_\_
- Workplace \_\_\_\_\_
- Other \_\_\_\_\_

## Step 7. Test Your Plan

19. Have you tested, or will you test your messaging process? (choose one)

Yes. We exercised our messaging to LEP residents on (date) \_\_\_\_\_

No. But we expect to test our plan and include LEP communication activities on (projected date) \_\_\_\_\_

20. Is ECHO in your emergency response communication plan?

Yes, our plan includes ECHO's Field Operations Guide and Emergency Operations Plan as an annex to our emergency response communications plan.

No, we have not tried to connect with ECHO because our own plans aren't complete

No, but we would like to work with ECHO.

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### How to incorporate ECHO into emergency planning efforts:

- Connect to ECHO in an emergency through your local and state agencies. ECHO can be activated when they call the State Duty Officer.
- If you are part of a local or state agency steps can be found in ECHO's Emergency Operations Procedure and Field Operations Guide online at [echominnesota.org](http://echominnesota.org) by clicking on "In An Emergency" and "For Officials."
- If you are part of an organization that would like to include ECHO in business continuity of operations planning, contact ECHO directly.

For more information, visit our website at [www.echominnesota.org](http://www.echominnesota.org) or call ECHO, 651.789.4342.