

Language Assistance Plan for Limited English Proficiency

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New Hampshire Department of Transportation
P.O. Box 483, 7 Hazen Drive, Concord, NH 03302

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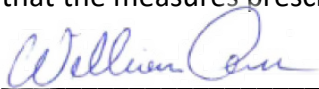
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I. Commissioner's Statement

In fulfilling obligations under Title VI of the Civil Rights Act of 1964, it is the policy of the New Hampshire Department of Transportation (NHDOT), hereafter the Department or NHDOT, to take reasonable steps to ensure meaningful access to all critical programs and activities, regardless of one's ability to speak, read, write, or understand English. This plan sets forth the extent to which language services will be offered by the Department to ensure inclusive public access to the programs, services, and activities that have critical impacts or offer critical benefits to the public. In a continuing effort to ensure an appropriate level of language access in programs offered by the Department, individuals with Limited English Proficiency (LEP) will be identified and considered in the same manner as other traditionally underserved populations. Where a significant LEP population is affected by a NHDOT project, the outreach measures stated herein will be implemented to afford persons with LEP an equal opportunity to take part in public participation forums. Similarly, the Department will provide language access services for all other critical programs and activities that serve the public.

The Title VI Coordinator will conduct an annual review of Department-wide programs, services, and activities, and the populations served by each. The results of each review will be evaluated with existing demographic data to determine the need for program changes.

Under the Chief of Federal Compliance, the Title VI Coordinator is responsible for compliance monitoring and oversight, which includes advising all Bureaus and Districts and providing assistance in developing individualized measures. Directors and Administrators are responsible for taking reasonable steps to ensure that the measures prescribed in this document are carried out effectively.



William Cass, P.E.
Commissioner

3/27/2023

Date

II. Authority

Executive Order (EO) 13166 - Improving Access to Services for Persons with Limited English Proficiency, August 2000 is directed at implementing the protections afforded by Title VI of the Civil Rights Act of 1964 and related regulations. Accordingly, it prohibits recipients of Federal financial assistance from engaging in unlawful discrimination based on national origin by failing to provide meaningful access to services to individuals who have LEP. This protection requires that people with LEP be provided an equal opportunity to benefit from or have access to services that are customarily provided in English.

There are two primary laws that require the Department to provide people with LEP with meaningful access to its programs, services, and activities. The following matrix illustrates the relationship between laws and implementation guidelines:

Title VI of the Civil Rights Act of 1964	Limited English Proficiency Executive Order 13166	US DOT LEP Policy Guidance
Federal law	Federal policy	US DOT Program Policy
Enacted in 1964	Signed August 2000	Dated December 14, 2005
Considers all persons	Considers eligible population	Population served
Contains monitoring and oversight compliance review requirements	Contains monitoring and oversight requirements	Clarifies recipient obligations with respect to the “four factor analysis”
Factor criteria is required, no numerical or percentage thresholds	Factor criteria is required, no numerical or percentage thresholds	Factor criteria is required, no numerical or percentage thresholds
Provides protection on the basis of race, color, and national origin	Provides protection on the basis of national origin	Provides program guidance to US DOT recipients to ensure voluntary compliance with Title VI & EO 13166
Focuses on eliminating discrimination in federally funded programs	Focuses on providing people with LEP with meaningful access to services using factor criteria	Clarifies existing legal requirements and the extent to which “meaningful access” is required

III. General Requirements

As outlined in the US Department of Transportation’s Policy Guidance Concerning Recipient’s Responsibilities to persons with Limited English Proficiency (LEP), our agency has an obligation to take “reasonable steps” to eliminate language barriers that can preclude meaningful access to vital programs and services by people with LEP.

Who is Limited English Proficient (LEP)

LEP individuals do not speak English as their primary language and therefore have a limited ability to read, write, speak, or understand English. Many LEP persons are in the process of learning English and may read, write, speak, and/or understand some English, but not proficiently. LEP status may be context specific—an individual may have sufficient English language skills to communicate basic information (name, address etc.) but may not have sufficient skills to communicate detailed information in English.

Framework for Deciding When Language Services are Needed

NHDOT will take the following steps to ensure meaningful access to its programs, services, and activities for LEP individuals in a manner that balances the following four factors.

IV. Four Factor Analysis

The four factors were considered for each program or activity conducted by this Department:

- 1) The number or proportion of LEP persons served or encountered in the eligible service population. This information consisted of Census data relevant to the service area of each program or activity reviewed.
- 2) The frequency with which LEP individuals come in contact with the program, activity, or services. This information was based on anecdotal evidence and statistical records relating to previous encounters with LEP persons.
- 3) The nature and importance of the program, activity, or service. The major consideration for this aspect of the analysis was whether or not the program or activity is compulsory, voluntary, or informational. In the case of a service, the benefits of the service (or disadvantages of not having access to the service) were evaluated. Essentially the ramifications of a denial or delay in service were carefully considered.
- 4) Resources Available and Costs. For this factor, the number of multi-lingual employees available to serve as interpreters and provide basic translations when needed was considered. In addition, community agencies and action programs, as well as other statewide resources were examined to determine the feasibility of sharing services or economies of scale. Finally, the budget source and estimated costs for the type(s) of services needed were evaluated.

Factor One: The number or proportion of LEP persons served by NHDOT

Through interpretation of the United States Census and American Community Survey (ACS) data, NHDOT has gained an understanding of the proportion of LEP persons who may encounter NHDOT's services, their literacy skills in English and their native language, the location of the communities and neighborhoods and, more importantly, if any are underserved as a result of a language barrier. The most recent data available for the state and its counties were the ACS 2021 five-year estimates.

NHDOT evaluated the level of English proficiency and to what degree people in its service area speak a language other than English and what those languages are.

Demographic Analysis

According to the American Community Survey 2021 5-Year estimate population of New Hampshire is 1.372 million residents. Individuals (over age 5) with LEP comprise approximately of the New Hampshire population. The minority population of New Hampshire is relatively low at 11.1%. 2.3% of residents report speaking English less than very well. The most populous groups in the category are shown below.

The data show that Spanish speakers who speak English less than very well make up less than one percent (0.83%) of the state's population, but total over 10,000 people. While many other languages are spoken by though of people, most language groups comprise less than a one or less than half a percent of the population each. Exhibit I shows the language categories detailed in the American Community Survey and the number of speakers across New Hampshire.

Exhibit I: Ability to Speak English “Less Than Very Well”; Statewide

Ability to Speak English Less than Very Well Statewide			
Languages	Number of Speakers	Speak English less than very well	Percentage of NH Population that Speak English less than very well
NH Population over age 5	1,308,666	31,406	2.3%
Spoke only English at home	1,203,558	xx	91.97%
Spoke a language other than English at home			
Spanish:	32,455	10,862	0.83%
Other Indo-European languages:	19,870	5,633	0.43%
French, Haitian, or Cajun:	17,352	3,390	0.26%
Other Asian and Pacific Island languages:	7,687	2,307	0.18%
Chinese (incl. Mandarin, Cantonese):	5,531	2,429	0.19%
Russian, Polish, or other Slavic languages:	5,159	1,664	0.13%
Other and unspecified languages:	4,716	1,166	0.09%
German or other West Germanic languages:	4,174	491	0.04%
Arabic:	2,807	1,149	0.09%
Vietnamese:	2,216	1,311	0.10%
Tagalog (incl. Filipino):	1,673	300	0.02%
Korean:	1,468	704	0.05%

Source: U.S. Census Bureau, 2021 5-Year American Community Survey Data

The Safe Harbor Provision

The U.S. Department of Transportation (U.S. DOT) has adopted the U.S. Department of Justice’s Safe Harbor Provision. This provision outlines circumstances that can provide a “safe harbor” for U.S. DOT recipients (and subrecipients) regarding translation of vital documents. Specifically, if a recipient provides written translation of vital documents for each LEP group that constitutes 1,000 persons or five percent (5%) of the total population eligible to be served or likely to be affected or encountered, such action is considered strong evidence of compliance with the recipient’s written translation obligations.

The Safe Harbor Provision only applies to the translation of written documents. It does not affect NHDOT’s requirement to provide meaningful access to LEP individuals through oral language services.

A vital document is any document that is critical for ensuring meaningful access to the recipients' major activities and programs by beneficiaries generally and LEP persons specifically. Whether or not a document (or the information it solicits) is "vital" may depend upon the importance of the program, information, encounter, or service involved, and the consequence to the LEP person if the information in question is not provided accurately or in a timely manner.

Based on the results of its four-factor analysis, even if a language group meets the threshold specified by the Safe Harbor Provision, NHDOT may determine written translation is not the most effective way to provide language assistance. It would be costly, ineffective, and simply unnecessary for NHDOT to translate and publish all of the thousands of documents it produces each year in dozens of languages, especially when translation is always available upon request. If oral interpretation would provide more meaningful access to a particular LEP group, interpretation services may be provided instead of interpretation services.

It is clear from the data above that every language imaginable meets the Safe Harbor Threshold of 1,000 people who speak the language and speak English less than very well. This, despite the fact that over half the language groups identified each comprise less than 1% of the state's population. The small percentages make it less likely there is a legitimate need for most documents to be translated into every language.

Data included in this LAP informs NHDOT's translation of documentation that are exceeding the Safe Harbor Threshold.

Factor Two: The frequency with which LEP individuals come in contact with the NHDOT

Given that NHDOT is a large organization that does not directly operate transit services, it is difficult to gauge precisely how much contact LEP persons have with NHDOT services and programs.

In order to obtain a clearer picture of the frequency and manner in which LEP persons engage with NHDOT, one step we have taken is to hire a Title VI Coordinator. Moving forward, the NHDOT Coordinator will have an extensive role in monitoring LEP contacts across the state. The Coordinator will be contacted in order to initiate any translation or interpretation services. Data on languages utilized, services requested, and departments accessed will be compiled by the Coordinator, in order to form a clear picture of community needs so that NHDOT can be more proactive in providing needed support to LEP persons.

The Title VI Coordinator will also develop a series of questionnaires that will help monitor LEP contact with NHDOT. That is, the Liaison will contact each department within NHDOT at least annually to request data regarding their contacts with LEP persons. The Liaison will also work to develop a relationship with additional community organizations that serve LEP populations, in order to better understand the needs of specific language communities.

Factor Three: The Importance of NHDOT's Service to People's Lives

NHDOT's services affect every community member. It is essential that NHDOT effectively communicate its safety and public service announcements to the entire community, including non-English speakers.

Further, NHDOT is a large employer, and spends millions of dollars annually contracting work from DBEs. NHDOT's planning process relies on input from the public. NHDOT's services are therefore important to LEP person's lives, and must be accessible to everyone, regardless of ability to speak English.

Factor Four: Resources and Costs for LEP Outreach

NHDOT incorporates a variety of resources to meet the needs of the LEP population in New Hampshire. NHDOT enables access to non-English speakers primarily through its use of contracted translation and interpretation services. The cost of these services varies depending on use.

As an employer, NHDOT has internal workers who can be utilized for interpretation when needed that speak many of the languages found in the community, at no additional cost to NHDOT. We also utilize Google's automated translation services on our website, so that all the information there can be accessed in over fifty languages. NHDOT also uses translation and printing services to print brochures and information in multiple languages, particularly Spanish. The translation services provided allow beneficiaries to receive content in languages they understand.

In addition, various NHDOT departments have programs or services specifically designed to assist underserved

populations, including LEP persons. The following are examples of assistance geared toward LEP persons offered by departments:

The Office of Federal Compliance provides overall direction, planning, and review of the Department's various programs for small business utilization and engagement with minorities, females, individuals with disabilities and other vulnerable population. These programs include the federally mandated highway construction program for Disadvantaged Business Enterprises (DBE), On-the-Job-Training Program (OJT), ADA Title II Program and Internal Equal Employment Opportunity (IEEO) Program.

The Office of Federal Compliance provides for the development, implementation and monitoring the departmental programs for Equal Employment Opportunity (EEO), Affirmative Action (AA), federal contract compliance (Title VI) and for the individuals with disabilities (Section 504).

V. Language Assistance Plan (LAP) for LEP Population

Language Assistance Plan for Addressing Limited English Proficiency Policy Statement

It is the policy of the New Hampshire Department of Transportation (NHDOT) to take reasonable steps to provide meaningful access to its programs, activities and services for persons with Limited English Proficiency (LEP). The policy is to ensure that NHDOT employees will communicate effectively with LEP individuals, and that LEP individuals will have access to important programs and information. NHDOT is committed to complying with Federal requirements in providing free meaningful access to its programs, activities and services for LEP individuals.

Background

Federal law prohibits discrimination based on national origin. National origin discrimination includes discrimination based on a person's inability to speak, read, write or understand English. Recipients of Federal funds must provide meaningful access to LEP individuals.

On August 11, 2000, Executive Order 13166, titled, "Improving Access to Services by Persons with Limited English Proficiency," was issued. Executive Order 13166 requires Federal agencies to assess and address the needs of otherwise eligible persons seeking access to federally conducted programs and activities who, due to LEP cannot fully and equally participate in or benefit from those programs and activities. Section 2 of the Executive Order 13166 directs each Federal department or agency "to prepare a plan to improve access to...Federally conducted programs and activities by eligible LEP persons...."

LEP Monitoring and Updating the LAP

NHDOT has designated the Title VI Coordinator as its LEP Coordinator. Monitoring and implementation of the Language Assistance Plan (LAP) will be conducted by the managers in each service area. The Plan will be reviewed annually by the LEP Coordinator to determine whether updates are needed.

The LEP Coordinator will:

- Coordinate identification of language service needs and strategies so that NHDOT employees will have access to appropriate language services in their interactions with LEP individuals.
- Ensure the agency's compliance with the LEP Policy and Plan.
- Identify training needs for NHDOT employees on implementation of the LAP and the use of external language resources. Provide annual training on LEP Policy and Plan, including training new employees as part of the orientation process.

- Establish and maintain NHDOT’s language assistance resource list.
- Establish a bilingual staff list. Review qualifications of bilingual staff to ensure quality and skill level. Ensure all employees receive a copy of this list and know the procedure for contacting interpreters.
- Maintain type and frequency on selected interactions with LEP individuals and provide reports to management, as appropriate. A language log will be maintained by each division representative, including the front desk. The data collected under various language groups shall be specific enough to inform the LEP Coordinator as to the language groups for whom interpretation and translation services are needed. The records of interactions with LEP individuals will be maintained in each service area.
- Provide notice of the language assistance services in the following areas:
 - a) Posters in public areas.
 - b) “I Speak” language identification cards.
 - c) NHDOT Website.
- Conduct an annual review analyzing changes in:
 - a) Census data.
 - b) Current LEP populations affected or encountered.
 - c) Frequency of encounters with LEP language groups.
 - d) The nature and importance of activities to LEP individuals.
 - e) The availability of resources, including technological advances, sources of
 - f) additional resources, and the cost incurred.
 - g) Whether the existing LAP is meeting the needs of LEP individuals.
 - h) Whether NHDOT employees understand the LAP, and how to implement it.
 - i) Whether identified sources for assistance are still available.

The following options are used for providing language services:

Oral Interpretation Services

In-House Services

Quality oral interpretation services will be provided to all LEP individuals. Depending on the circumstances, reasonable oral interpretation assistance could be offered through a bilingual employee, family member, Rapport International or Ascentria Care Alliance Language Bank It is the LEP individual’s decision whether to use family members or friends as interpreters. Additional attention will be exercised when the LEP individuals chooses to use a minor.

NHDOT will ensure:

- a) The LEP individual’s choice is voluntary.
- b) The LEP individual is aware of the possible problems if the preferred interpreter is a minor child. No adverse action will be taken using a child (anyone under the age of 18) as an interpreter.
- c) The LEP individual knows that NHDOT will provide a competent interpreter at no cost.

Internal Resources

- Arabic (Sultanate of Oman- similar to dialects of Iraqi, UAE, Bahrain, Eastern Saudi and Kuwait):
Lou Barker, Railroad Planner 603-271-2425
- Bosnian/Serbo-Croatian:
Larisa Djuvelek-Ruggiero, 603-271-6612
- French:
Marc Laurin, Environmental, 603-271-4044
- German:

Krista Robichaud, Human Resources, 603-271-8026

- Hebrew:
David Kammer, Bureau of Environment, 603-271-7967
- Spanish:
Samantha Fifield; District III, 603-524-6667 (this is the district III dispatch number, please explain to the dispatcher you need to speak with Samantha)
Victoria Meyer, Highway Design, 603-271-2172

External Services

When interpretation services are needed, NDOT will first attempt to provide services using its qualified bilingual employees. When qualified bilingual employees are unavailable, or when qualified bilingual employees lack the skills to provide reasonable and timely oral interpretation assistance, NHDOT will provide services using qualified interpreters in partnership with Rapport International or Ascentria Care Alliance Language Bank.

Written Interpretation Services

Vital Forms and Documents

Using the four-factor analysis, NHDOT will identify the particular languages most frequently encountered by LEP individuals. Vital documents/written materials and most commonly used forms will be translated into the identified languages. The use of “tag lines” on other correspondence will be used to advise recipients to contact NHDOT if they cannot read the English document. This analysis helps the NHDOT to determine if it communicates effectively with LEP persons and informs language access planning.

The department has translated and posted on its webpage the following documents based on the language needs present across the state:

- Arabic translation of the Title VI Notice to the Public
- Cantonese translation of the Title VI Notice to the Public
- Chinese translation of the Title VI Notice to the Public
- French translation of the Title VI Notice to the Public
- Nepali translation of the Title VI Notice to the Public
- Portuguese translation of the Title VI Notice to the Public
- Spanish translation of the Title VI Notice to the Public
- Spanish translation of the Complaint Process information
- Spanish translation of the Complaint Form
- Vietnamese translation of the Title VI Notice to the Public

Deciding Which Language Assistance Option for NHDOT Use

The types of language assistance resources NHDOT decides to use will depend on the four-factor analysis, and may differ based on the type of activity. For more rarely-encountered languages, External Language Services may be a preferred option.

Personnel/Human Resource Planning

The Language Assistance Plan for NHDOT’s management includes planning in personnel and human resource matters, including:

- Consideration of language needs and inclusion of second language skills in recruitment, hiring, and promotion plans.

- Providing training opportunities to improve existing language skills for NHDOT employees.
- Informing new employees of NHDOT's duty to offer free language assistance in compliance with Federal requirements.

Training

Training NHDOT employees to understand how to access language services is important to NHDOT. Initial and periodic training will be conducted for NHDOT employees coming into contact with LEP individuals.

Training will include:

- A discussion of the Language Assistance Plan.
- How to respond to Limited English Proficient callers.
- How to respond to written communications from Limited English Proficient individuals.
- How to respond to Limited English Proficient individuals who contact NHDOT in person.
- How to use the "I Speak" language identification cards.
- Which NHDOT employees are available to provide interpretation.
- The location of translated documents.

Bilingual employees will receive additional training that will address:

- How to adhere to their roles as interpreters without deviating into a role of a counselor, legal advisor, or another role.
- The specialized knowledge of the area of service or programs that LEP individuals are applying or participating (if necessary).
- How to be competent and knowledgeable in providing interpretation that preserves
- confidentiality.

Monitoring

The LEP Coordinator will monitor LEP compliance by:

- Setting forth clear expectations for NHDOT employees regarding language assistance.
- Implementing a system to monitor effectiveness of the LAP and its implementation.
- Seeking feedback on the quality and effectiveness of the language service resources
- available and utilization by NHDOT employees.
- Reviewing programs and the language resources available at least once per year (or as
- appropriate). Making adjustments as necessary and appropriate to ensure meaningful access in providing language services.

Language Assistance Measures and Internal Controls

The following procedures will be used to provide language assistance:

1. Telephone Communication:

- LEP callers often have an English-speaking person present when they call.
- Ask the English-speaking person to identify the language need of the caller.
- Contact the NHDOT employee who has been designated to interpret from the approved list of available employees. If unavailable or if NHDOT does not currently have an employee to interpret then contact Rapport International or Ascentria Care Alliance to interpret for the LEP individual.
- Document the number of LEP contacts, nature of call, and District where the calling originated.

2. Written Communication:

- Contact the NHDOT employee(s), from the approved list, that has been designated to translate documents.

3. Walk-ins and Individuals at the Front Desk that Need Translation Services:

- Identify the language service required using the “I Speak” cards.
- Contact the NHDOT employee that has been designated to interpret from the approved list. If unavailable or if NHDOT does not currently have an employee to interpret then contact Rapport International or Ascentria Care Alliance to interpret for the LEP individual.
- Document the number of LEP contacts, nature of call, and where the call originated. A notice to advise LEP individuals of their right to an interpreter free of charge will be posted.

Data Sources

Exhibit I: Ability to Speak English “Less Than Very Well”; Statewide

Ability to Speak English Less than Very Well Statewide			
Languages	Number of Speakers	Speak English less than very well	Percentage of NH Population that Speak English less than very well
NH Population over age 5	1,308,666	31,406	2.3%
Spoke only English at home	1,203,558	xx	91.97%
Spoke a language other than English at home			
Spanish:	32,455	10,862	0.83%
Other Indo-European languages:	19,870	5,633	0.43%
French, Haitian, or Cajun:	17,352	3,390	0.26%
Other Asian and Pacific Island languages:	7,687	2,307	0.18%
Chinese (incl. Mandarin, Cantonese):	5,531	2,429	0.19%
Russian, Polish, or other Slavic languages:	5,159	1,664	0.13%
Other and unspecified languages:	4,716	1,166	0.09%
German or other West Germanic languages:	4,174	491	0.04%
Arabic:	2,807	1,149	0.09%
Vietnamese:	2,216	1,311	0.10%
Tagalog (incl. Filipino):	1,673	300	0.02%
Korean:	1,468	704	0.05%
Source: U.S. Census Bureau, 2021 5-Year American Community Survey Data			

Exhibit II: Ability to Speak English “Very Well” or “Less Than Very Well”; Statewide

Languages	Number of Speakers	Percentage (%) of NH Population	Margin of Error
Total:	1,308,666		±263
Speak only English	1,203,558	91.97%	±2,782
Spanish:	32,455	2.48%	±1,301
Speak English "very well"	21,593	1.65%	±1,192
Speak English less than "very well"	10,862	0.83%	±871
French, Haitian, or Cajun:	17,352	1.33%	±1,152
Speak English "very well"	13,962	1.07%	±959
Speak English less than "very well"	3,390	0.26%	±518
German or other West Germanic languages:	4,174	0.32%	±674
Speak English "very well"	3,683	0.28%	±601
Speak English less than "very well"	491	0.04%	±216
Russian, Polish, or other Slavic languages:	5,159	0.39%	±728
Speak English "very well"	3,495	0.27%	±545
Speak English less than "very well"	1,664	0.13%	±414
Other Indo-European languages:	19,870	1.52%	±1,681
Speak English "very well"	14,237	1.09%	±1,389
Speak English less than "very well"	5,633	0.43%	±680
Korean:	1,468	0.11%	±332
Speak English "very well"	764	0.06%	±213
Speak English less than "very well"	704	0.05%	±251
Chinese (incl. Mandarin, Cantonese):	5,531	0.42%	±825
Speak English "very well"	3,102	0.24%	±543
Speak English less than "very well"	2,429	0.19%	±516
Vietnamese:	2,216	0.17%	±521
Speak English "very well"	905	0.07%	±209
Speak English less than "very well"	1,311	0.10%	±449
Tagalog (incl. Filipino):	1,673	0.13%	±377
Speak English "very well"	1,373	0.10%	±349
Speak English less than "very well"	300	0.02%	±147
Other Asian and Pacific Island languages:	7,687	0.59%	±758
Speak English "very well"	5,380	0.41%	±628
Speak English less than "very well"	2,307	0.18%	±549
Arabic:	2,807	0.21%	±706
Speak English "very well"	1,658	0.13%	±508
Speak English less than "very well"	1,149	0.09%	±378
Other and unspecified languages:	4,716	0.36%	±843
Speak English "very well"	3,550	0.27%	±688
Speak English less than "very well"	1,166	0.09%	±397

Source: U.S. Census Bureau, American Community Survey 2021, 5-Year Estimate, Table C16001

Exhibit III: Ability to Speak English “Very Well” or “Less Than Very Well”; By County Alphabetically

New Hampshire County	Belknap		Carroll		Cheshire	
Languages	Number of Speakers	Percent of County	Number of Speakers	Percent of County	Number of Speakers	Percent of County
Total:	60,675		48,180		72,967	
Speak only English	58,644	96.65%	46,841	97.22%	70,671	96.85%
Spanish:	423	0.70%	388	0.81%	545	0.75%
Speak English "very well"	344	0.57%	319	0.66%	490	0.67%
Speak English less than "very well"	79	0.13%	69	0.14%	55	0.08%
French, Haitian, or Cajun:	536	0.88%	431	0.89%	418	0.57%
Speak English "very well"	464	0.76%	409	0.85%	356	0.49%
Speak English less than "very well"	72	0.12%	22	0.05%	62	0.08%
German or other West Germanic languages:	193	0.32%	147	0.31%	179	0.25%
Speak English "very well"	182	0.30%	147	0.31%	168	0.23%
Speak English less than "very well"	11	0.02%	0	0.00%	11	0.02%
Russian, Polish, or other Slavic languages:	102	0.17%	37	0.08%	261	0.36%
Speak English "very well"	59	0.10%	25	0.05%	145	0.20%
Speak English less than "very well"	43	0.07%	12	0.02%	116	0.16%
Other Indo-European languages:	384	0.63%	143	0.30%	280	0.38%
Speak English "very well"	323	0.53%	134	0.28%	240	0.33%
Speak English less than "very well"	61	0.10%	9	0.02%	40	0.05%
Korean:	27	0.04%	2	0.00%	0	0.00%
Speak English "very well"	25	0.04%	2	0.00%	0	0.00%
Speak English less than "very well"	2	0.00%	0	0.00%	0	0.00%
Chinese (incl. Mandarin, Cantonese):	49	0.08%	9	0.02%	178	0.24%
Speak English "very well"	33	0.05%	9	0.02%	70	0.10%
Speak English less than "very well"	16	0.03%	0	0.00%	108	0.15%
Vietnamese:	16	0.03%	0	0.00%	13	0.02%
Speak English "very well"	15	0.02%	0	0.00%	9	0.01%
Speak English less than "very well"	1	0.00%	0	0.00%	4	0.01%
Tagalog (incl. Filipino):	187	0.31%	10	0.02%	65	0.09%
Speak English "very well"	122	0.20%	9	0.02%	64	0.09%
Speak English less than "very well"	65	0.11%	1	0.00%	1	0.00%
Other Asian and Pacific Island languages:	22	0.04%	30	0.06%	135	0.19%
Speak English "very well"	22	0.04%	16	0.03%	117	0.16%
Speak English less than "very well"	0	0.00%	14	0.03%	18	0.02%
Arabic:	0	0.00%	0	0.00%	59	0.08%
Speak English "very well"	0	0.00%	0	0.00%	7	0.01%
Speak English less than "very well"	0	0.00%	0	0.00%	52	0.07%
Other and unspecified languages:	92	0.15%	142	0.29%	163	0.22%
Speak English "very well"	91	0.15%	142	0.29%	129	0.18%
Speak English less than "very well"	1	0.00%	0	0.00%	34	0.05%

Source: U.S. Census Bureau, American Community Survey 2021, 5-Year Estimate

New Hampshire County	Coos		Grafton		Hillsborough	
Languages	Number of Speakers	Percent of County	Number of Speakers	Percent of County	Number of Speakers	Percent of County
Total:	30,130		87,487		398,961	
Speak only English	27,503	91.28%	81,567	93.23%	343,326	86.06%
Spanish:	494	1.64%	1,069	1.22%	20,121	5.04%
Speak English "very well"	411	1.36%	945	1.08%	11,819	2.96%
Speak English less than "very well"	83	0.28%	124	0.14%	8,302	2.08%
French, Haitian, or Cajun:	1,831	6.08%	1,068	1.22%	8,138	2.04%
Speak English "very well"	1,509	5.01%	997	1.14%	5,884	1.47%
Speak English less than "very well"	322	1.07%	71	0.08%	2,254	0.56%
German or other West Germanic languages:	24	0.08%	255	0.29%	1,297	0.33%
Speak English "very well"	16	0.05%	217	0.25%	1,069	0.27%
Speak English less than "very well"	8	0.03%	38	0.04%	228	0.06%
Russian, Polish, or other Slavic languages:	63	0.21%	174	0.20%	2,692	0.67%
Speak English "very well"	62	0.21%	157	0.18%	1,707	0.43%
Speak English less than "very well"	1	0.00%	17	0.02%	985	0.25%
Other Indo-European languages:	148	0.49%	843	0.96%	11,306	2.83%
Speak English "very well"	144	0.48%	703	0.80%	7,993	2.00%
Speak English less than "very well"	4	0.01%	140	0.16%	3,313	0.83%
Korean:	3	0.01%	271	0.31%	353	0.09%
Speak English "very well"	3	0.01%	143	0.16%	104	0.03%
Speak English less than "very well"	0	0.00%	128	0.15%	249	0.06%
Chinese (incl. Mandarin, Cantonese):	6	0.02%	867	0.99%	1,901	0.48%
Speak English "very well"	5	0.02%	642	0.73%	981	0.25%
Speak English less than "very well"	1	0.00%	225	0.26%	920	0.23%
Vietnamese:	0	0.00%	114	0.13%	1,518	0.38%
Speak English "very well"	0	0.00%	100	0.11%	512	0.13%
Speak English less than "very well"	0	0.00%	14	0.02%	1,006	0.25%
Tagalog (incl. Filipino):	1	0.00%	50	0.06%	505	0.13%
Speak English "very well"	1	0.00%	43	0.05%	348	0.09%
Speak English less than "very well"	0	0.00%	7	0.01%	157	0.04%
Other Asian and Pacific Island languages:	3	0.01%	831	0.95%	4,114	1.03%
Speak English "very well"	2	0.01%	411	0.47%	3,010	0.75%
Speak English less than "very well"	1	0.00%	420	0.48%	1,104	0.28%
Arabic:	14	0.05%	148	0.17%	1,503	0.38%
Speak English "very well"	0	0.00%	60	0.07%	809	0.20%
Speak English less than "very well"	14	0.05%	88	0.10%	694	0.17%
Other and unspecified languages:	40	0.13%	230	0.26%	2,187	0.55%
Speak English "very well"	40	0.13%	210	0.24%	1,572	0.39%
Speak English less than "very well"	0	0.00%	20	0.02%	615	0.15%

Source: U.S. Census Bureau, American Community Survey 2021, 5-Year Estimate

New Hampshire County Languages	Merrimack		Rockingham		Strafford		Sullivan	
	Number of Speakers	Percent of County	Number of Speakers	Percent of County	Number of Speakers	Percent of County	Number of Speakers	Percent of County
Total:	145,927		298,539		124,688		41,112	
Speak only English	137,423	94.17%	280,029	93.80%	117,853	94.52%	39,701	96.57%
Spanish:	1,707	1.17%	6,174	2.07%	1,291	1.04%	243	0.59%
Speak English "very well"	1,437	0.98%	4,634	1.55%	984	0.79%	210	0.51%
Speak English less than "very well"	270	0.19%	1,540	0.52%	307	0.25%	33	0.08%
French, Haitian, or Cajun:	1,569	1.08%	1,996	0.67%	1,051	0.84%	314	0.76%
Speak English "very well"	1,317	0.90%	1,721	0.58%	1,008	0.81%	297	0.72%
Speak English less than "very well"	252	0.17%	275	0.09%	43	0.03%	17	0.04%
German or other West Germanic languages:	280	0.19%	1,319	0.44%	338	0.27%	142	0.35%
Speak English "very well"	214	0.15%	1,274	0.43%	261	0.21%	135	0.33%
Speak English less than "very well"	66	0.05%	45	0.02%	77	0.06%	7	0.02%
Russian, Polish, or other Slavic languages:	915	0.63%	636	0.21%	175	0.14%	104	0.25%
Speak English "very well"	634	0.43%	506	0.17%	153	0.12%	47	0.11%
Speak English less than "very well"	281	0.19%	130	0.04%	22	0.02%	57	0.14%
Other Indo-European languages:	1,766	1.21%	3,876	1.30%	994	0.80%	130	0.32%
Speak English "very well"	794	0.54%	3,167	1.06%	615	0.49%	124	0.30%
Speak English less than "very well"	972	0.67%	709	0.24%	379	0.30%	6	0.01%
Korean:	128	0.09%	444	0.15%	229	0.18%	11	0.03%
Speak English "very well"	118	0.08%	280	0.09%	89	0.07%	0	0.00%
Speak English less than "very well"	10	0.01%	164	0.05%	140	0.11%	11	0.03%
Chinese (incl. Mandarin, Cantonese):	506	0.35%	1,176	0.39%	711	0.57%	128	0.31%
Speak English "very well"	262	0.18%	800	0.27%	206	0.17%	94	0.23%
Speak English less than "very well"	244	0.17%	376	0.13%	505	0.41%	34	0.08%
Vietnamese:	125	0.09%	76	0.03%	354	0.28%	0	0.00%
Speak English "very well"	75	0.05%	64	0.02%	130	0.10%	0	0.00%
Speak English less than "very well"	50	0.03%	12	0.00%	224	0.18%	0	0.00%
Tagalog (incl. Filipino):	270	0.19%	549	0.18%	29	0.02%	7	0.02%
Speak English "very well"	249	0.17%	512	0.17%	25	0.02%	0	0.00%
Speak English less than "very well"	21	0.01%	37	0.01%	4	0.00%	7	0.02%
Other Asian and Pacific Island languages:	233	0.16%	1,115	0.37%	1,118	0.90%	86	0.21%
Speak English "very well"	156	0.11%	874	0.29%	686	0.55%	86	0.21%
Speak English less than "very well"	77	0.05%	241	0.08%	432	0.35%	0	0.00%
Arabic:	345	0.24%	532	0.18%	206	0.17%	0	0.00%
Speak English "very well"	267	0.18%	422	0.14%	93	0.07%	0	0.00%
Speak English less than "very well"	78	0.05%	110	0.04%	113	0.09%	0	0.00%
Other and unspecified languages:	660	0.45%	617	0.21%	339	0.27%	246	0.60%
Speak English "very well"	261	0.18%	551	0.18%	318	0.26%	236	0.57%
Speak English less than "very well"	399	0.27%	66	0.02%	21	0.02%	10	0.02%

Source: U.S. Census Bureau, American Community Survey 2021, 5-Year Estimate