DHS Civil Rights Training Series for Recipients
Language Access in Recipient Programs and Activities

Presented by

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U.S. Department of Homeland Security
Office for Civil Rights and Civil Liberties

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Training Agenda

I. Introductions and Logistics

II. Training

- **Part 1: Overview and Requirements**
- **Part 2: Developing an Effective Language Access Plan for Recipient Organizations**
    - Overview of the Five Essential Elements of a language access plan
        1. Identifying LEP persons who need language assistance
        2. Language Assistance Measures and Available Resources
        3. Distribution of plan and training for staff
        4. Notifying the public
        5. Monitoring, assessing, and updating the Plan
    - Consultation with LEP individuals and community-based organizations
- **Part 3: Multilingual Websites**
- **Part 4: Scenarios**

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Part 1:

Overview and Requirements

DHS Office for Civil Rights and Civil Liberties (CRCL)

- As one of its functions, CRCL implements a comprehensive compliance program to ensure nondiscrimination in DHS assisted programs and activities in accordance with civil rights authorities. This program includes:
  - Data Collection
  - Technical Assistance and Training
  - Issuing Policy, Guidance, and Resources
  - Compliance Reviews
  - Complaint Investigations
  - Outreach to program beneficiaries and stakeholders

DHS Office for Civil Rights and Civil Liberties (CRCL)

- CRCL coordinates with FEMA and other DHS Component agencies that administer grants and other type of financial assistance to ensure that recipients understand and are able to meet their civil rights requirements.

- CRCL also coordinates with other federal agencies that may also provide grants to DHS recipients.

Recipient Civil Rights Requirements

- Entities that receive grants from the Federal Government must comply with applicable civil rights authorities.

- When a recipient provides programs and services, and carries out activities, it cannot discriminate against the program beneficiaries based on race, color, national origin (including language), disability, age, sex, or religion.

- DHS is required to ensure that its recipients are carrying out their programs and activities in a nondiscriminatory manner.

- This training will provide information to assist in meeting language access requirements.

DHS Civil Rights Evaluation Tool

DEPARTMENT OF HOMELAND SECURITY
CIVIL RIGHTS EVALUATION TOOL

OMB Control No. 1601-0024
Expiration Date 01/31/2021

Section 1: Instructions

Entities selected to receive a grant, cooperative agreement, or other award of Federal financial assistance from the U.S. Department of Homeland Security (DHS) or one of its Components must complete this form and submit required data within thirty (30) days of receipt of the Notice of Award or, for State Administering Agencies, thirty (30) days from receipt of this form from DHS or its awarding component. Recipients are required to provide this information once every two (2) years, not every time a grant is awarded.

Submit the completed form, including supporting materials, to CivilRightsEvaluation@hq.dhs.gov. This form clarifies the recipient's civil rights obligations and related reporting requirements contained in the DHS Standard Terms and Conditions.

For recipients who have previously submitted this form in the last two (2) years, if the information provided in response to any of the items below has not changed since the last submission, and there are no additional updates, please indicate "no change" under each applicable item; do not re-submit information previously submitted.

Subrecipients are not required to complete and submit this form to DHS. However, subrecipients have the same obligations as their primary recipients to comply with applicable civil rights requirements and should follow their primary recipient's instructions for submitting civil rights information to those recipients.

Section 2: Organization Information

Organization Name:

Unique Entity Identifier:

Address (Street, City, State, Zip code):

Contact Person / Title:

Email / Telephone:

Grant Agreement Number:

Federal Award Identification Number:

Section 3: Civil Rights Requirements

As a condition of receipt of Federal financial assistance, the recipient is required to comply with applicable provisions of laws and policies prohibiting discrimination, including but not limited to:

- Title VI of the Civil Rights Act of 1964, which prohibits discrimination based on race, color, or national origin (including limited English proficiency).
- Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination based on disability.
- Title IX of the Education Amendments Act of 1972, which prohibits discrimination based on sex in education programs or activities.
- Age Discrimination Act of 1975, which prohibits discrimination based on age.
- U.S. Department of Homeland Security regulation 6 C.F.R. Part 19, which prohibits discrimination based on religion in social service programs.

Section 4: Required Information

1. Provide the total number of complaints or lawsuits against the recipient during the past three (3) years alleging discrimination on the basis of race, color or national origin (including limited English proficiency), sex, age, disability, religion, or alleging retaliation. For each complaint or lawsuit, state the following:
   a. Employment or non-employment related;
   b. Basis (race; color; national origin, including limited English proficiency; sex; age; disability; religion); or alleging retaliation; and
   c. Status (pending, closed with findings, closed with no findings).

   Additionally, if a court or administrative agency made a finding of discrimination in a non-employment complaint for the above three (3) years, forward a copy of the complaint and findings to DHS.

   Responses should not include personally identifiable information (PII) that is outside of public record. PII is any information that permits the identity of an individual to be directly or indirectly inferred, including any information which is linked or linkable to an individual.

2. Provide a brief description of any civil rights compliance reviews regarding the recipient conducted during the two (2) year period before this award of DHS Federal financial assistance.

3. Provide a statement affirming that staff has been designated to coordinate and carry out the responsibilities for compliance with civil rights laws, and a description of the responsibilities of any such staff.

4. Provide a copy of the recipient's nondiscrimination policy statement referencing the laws and regulations in Section 3.

5. Provide a copy of the recipient's discrimination complaints process.

6. Provide a copy of the recipient's plan to ensure compliance in subrecipient programs (only applies to state administering agencies and other recipients that provide assistance to subrecipients). The plan should describe the process for conducting reviews of subrecipients.

7. Provide copies of the recipient's policy and procedures used to ensure nondiscrimination and equal opportunity for persons with disabilities to participate in and benefit from the recipient's programs and services.

8. Provide copies of the recipient's policy and procedures regarding the requirement to provide meaningful access to programs and services to individuals with limited English proficiency (LEP).

Section 5: Additional Information

Resources for recipients related to the above requirements: http://dhs.gov/resources-recipients-dhs-financial-assistance

For questions and assistance with this form, please contact:

DHS Office for Civil Rights and Civil Liberties
Email: CivilRightsEvaluation@hq.dhs.gov
Phone: 202-401-1474
Toll Free: 1-866-644-8360
TTY: 202-401-0470
Toll Free TTY: 1-866-644-8361

Federal Emergency Management Agency, Office of Equal Rights (for FEMA recipients):
Email: fema-civil-rights-form@fema.dhs.gov
Phone: 202-646-3535

Paperwork Reduction Act

The public reporting burden to complete this information collection is estimated at 3 hours per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and the completing and reviewing the collected information. The collection of information is mandatory. An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number and expiration date. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to:

ATTN: PRA [OMB Control No.1601-NEW].
Office for Civil Rights and Civil Liberties
U.S. Department of Homeland Security
Building 410, Mail Stop #0190
Washington, D.C. 20528

DHS Form 3095 (2/18)

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DHS Civil Rights Evaluation Tool – Key Information

The DHS Civil Rights Evaluation Tool is a technical assistance tool to assist recipients in understanding and being able to meet their civil rights requirements.

- Recipients are required to complete the Tool once every two years from the date they last submitted the tool (if DHS assistance is continuing).

- **The Tool requires recipients to provide copies of their language access policy and procedures.**

Legal Basis for Language Access

Title VI of the Civil Rights Act of 1964 is a federal law that prohibits discrimination on the basis of race, color and national origin (including limited English proficiency) in programs and activities that receive federal financial assistance.

> "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

Legal Basis for Language Access (cont.)

- National origin discrimination includes discrimination on the basis of limited English proficiency (LEP).

  A person who is limited English proficient (LEP) is someone who does not speak English as their primary language and has a limited ability to read, speak, write, or understand English.

Language Access Requirements

Overarching requirement: Recipients must take reasonable steps to ensure that LEP persons have **meaningful access** to their programs and activities.

Administrative Requirement: DHS Civil Rights Evaluation Tool, Section 4, Item 8:

- Provide copies of the recipient's **policy and procedures** regarding the requirement to provide meaningful access to programs and services to individuals with limited English proficiency (LEP).

Language Access Requirements (cont.)

The policy statement should include:

- A statement prohibiting discrimination on the basis of national origin (including limited English proficiency) in accordance with Title VI of the Civil Rights Act of 1964

- A statement of the recipient's commitment to take reasonable steps to provide meaningful access for individuals with limited English proficiency to the organization's programs and services

Key Concepts

- **Meaningful Access** is language assistance that results in accurate, timely, and effective communication and is available at no cost to the LEP individual.

- **Translation** is the replacement of written text from one language (source language) into an equivalent written text in another language (target language).

- **Interpretation** is the act of listening to a communication in one language (source language) and orally converting it to another language (target language) while retaining the same meaning.

- **Direct "In-Language" Communication** is monolingual communication in a language other than English between a multilingual staff and LEP person (e.g., Korean to Korean).

Language Access Exercise

Think about a time when you encountered someone who was limited English proficient:

- Can you describe the experience?
- What were the challenges? Did you overcome the challenges?
- What would you do differently?

Part 2:

Developing an Effective Language Access Plan for Recipient Organizations

Overview

Five Essential Elements of a Language Access Plan (or "LAP") or Procedure

1. Identifying LEP persons who need language assistance

2. Language assistance measures and available resources

3. Distribution of plan and training for staff

4. Providing notice to LEP persons

5. Monitoring, assessing, and updating the plan

Getting Started - Assessing Language Access Responsibilities

To assist your organization in determining the extent to which language services, such as **oral interpretation and written translation**, should be provided, the recipient can conduct an individualized assessment that examines the following **four factors**:

- The **number or proportion of LEP persons** eligible to be served or likely to be encountered;

- The **frequency with which LEP individuals** are encountered (and what languages they speak);

- The **nature and importance** of the program, activity, or service provided; and

- The **resources** available to the recipient and the costs of providing language services.

Getting Started - Assessing Language Access Responsibilities (cont.)

Applies to encounters with LEP persons such as through:

- In-person or telephonic contact

- Written correspondence, including email

- Use of websites, newsletters, and social media

- Meetings, investigations, and interviews

- Community engagement events and activities

- Documents explaining recipient programs

- All recipient employees and contractors

Getting Started - Assessing Language Access Responsibilities (cont.)

Example:

Service Area**:** City of Chester

1. Number or Proportion of LEP persons: 80% of LEP persons speak Spanish, 10% Amharic, 5% Chinese, less than 5%: French, Hindi, Japanese, Korean, Punjabi, Russian, Somali, Tagalog, Vietnamese, and Ukrainian

2. Languages Encountered Most Frequently at Points of contact: Spanish, Chinese, and Vietnamese at call center, reception, documenting a grievance, public meetings, filling out paperwork

3. Nature and importance of program/activity/service: Call center and documenting a grievance are critical to accessing services

4. Resources available and costs: County language services contract, 2 bilingual staff

Additional Assessment Resources

Language Access Assessment and Planning Tool for Federally Conducted and Federally Assisted Programs

https://www.lep.gov/resources/2011_Language_Access_Assessment_and_Planning_Tool.pdf

U.S. Department of Justice, Civil Rights Division, Federal Coordination and Compliance Section, 2011

LAP Element 1 - Identifying LEP Persons

Include data on the number or proportion of LEP persons eligible to be served or likely to be encountered.

Methods for Determining the Concentration and Characteristics of LEP Communities:

- **Census data at Data.census.gov**

- DOJ Language Map App https://www.lep.gov/maps

- EPA EJ (Environmental Justice) Screen (contains county level data) https://www.epa.gov/ejscreen

- The U.S. Department of Education Consolidated State Reports https://oese.ed.gov/offices/office-of-administration/about-us/consolidated-state-performance-reports/

- State data sets

LAP Element 1 - Identifying LEP Persons (cont.)

How to access demographic data use Data.census.gov

- Go to data.census.gov (access American Community Survey data)

- The best way to get to the right data is to type "B16001" into the prompt. This will lead to Table B16001, which tabulates English proficiency numbers by language spoken at home for those age 5 or more.

  - Those who "speak English less than 'very well'" and speak a language other than English at home are considered LEP.)

  - The data is available in both 1-year and 5-year ACS estimates for different years, using the menu directly under the table title. Note that 1-year data is more current, but 5-year data is more reliable. https://www.census.gov/programs-surveys/acs/guidance/estimates.html.

- You can find additional language data by clicking on the "Search" bar at the top of the page, then selecting the "Advanced Search" from the drop-down list.

LAP Element 1 - Identifying LEP Persons (cont.)

LAP Element 1 - Identifying LEP Persons (cont.)

- [LEP Data Resources and Instructions Guide](https://www.lep.gov/sites/lep/files/media/document/2021-05/DemographicDataTIPS_042021.pdf) https://www.lep.gov/sites/lep/files/media/document/2021-05/DemographicDataTIPS_042021.pdf
  - Step-by-step instructions for obtaining data on LEP concentrations using various methods

- [Censusreporter.org](https://censusreporter.org/) https://censusreporter.org/
  - Search for table B16001
  - Simplified interface

LAP Element 2 - Language Assistance Measures and Available Resources

Describe the ways in which your organization will provide language services (oral interpretation and written translation).

Considerations

- Types of language services available (e.g., telephonic interpretation, in-person interpretation, translation of written materials);

- How staff can obtain those services;

- How to respond to LEP callers;

- How to respond to written communications from LEP persons;

- How to respond to LEP individuals who have in-person contact with recipient staff; and

- How to ensure competency of interpreters and translation services.

LAP Element 2 - Language Assistance Measures and Available Resources (cont.)

Interpretation (oral communication)

<u>Considerations</u>

Language Identification

- A first step in providing effective interpretation is accurately identifying the language of the person with LEP.

- Do not assume the primary language based on the country of origin; some persons may speak an indigenous language or another language altogether.

- "*I speak*" materials can assist the LEP person in identifying the language spoken.

  - Booklet and posters allow an LEP individual to point to their language.

LAP Element 2 - Language Assistance Measures and Available Resources (cont.)

Interpretation (oral communication)

Considerations

Competence of Interpreters

- Interpretation is a skill. A qualified interpreter has received training and has been assessed in the skills of interpretation and should have knowledge of the ethical issues of interpretation.

- Bilingual individuals are individuals who have the ability to use two languages. A bilingual person may learn to become a translator or an interpreter but is not automatically qualified by virtue of their language abilities.

- Be sure to screen interpreters to eliminate a potential conflict of interest.
    - Absent emergency or extremely time-sensitive circumstances, family members (including children) should generally not be used to provide interpretation.

LAP Element 2 - Language Assistance Measures and Available Resources (cont.)

Interpretation (oral communication)

Types of Interpretation

- **Consecutive Interpretation –** The speaker (interviewer, official, etc.) makes a statement or asks a question, pauses, and then the interpreter renders what was said in the LEP person's first language.

- **Simultaneous Interpretation –** The individual (interviewer, official, etc.) speaks in one language, while an interpreter simultaneously interprets what is being said into the LEP person's first language.

- **Sight Translation –** On-the-spot oral translation of a document.

LAP Element 2 - Language Assistance Measures and Available Resources (cont.)

Interpretation (oral communication)

<u>Tips</u>

Working with interpreters

- Brief the interpreter in advance when possible.

- Verify the interpreter is familiar with specialized terminology.

- Request that the interpreter identify and clarify any cultural issues for you.

- Speak directly to the LEP individual (not the interpreter).

- Be brief, explicit, and basic. Speak in segments to allow time for the interpretation.

- Ensure that the parties understand each other.

LAP Element 2 - Language Assistance Measures and Available Resources (cont.)

Interpretation (oral communication)

<u>Tips</u>

Working with telephonic interpreters

- Know the target language for interpretation ahead of time.

- Know how to work the speakerphone or conference calling features and test call the interpretation service.

- Program the interpreter phone number and access code into your phone.

- Record the interpreter ID number, introduce yourself, and the interpreter.

- If you believe the communication with the LEP individual has been compromised by the quality of the interpretation, end the call.

LAP Element 2 - Language Assistance Measures and Available Resources (cont.)

Translation (written communication)

Considerations

Identifying Vital Documents

- Consider which documents are "vital" documents: those that contain information that is critical for obtaining benefits, programs, or services. For example:
  - Complaint Forms
  - Application forms
  - Eligibility forms
  - Intake forms
  - Written notices of rights, denials, decreases in benefits or services, etc.
- Plan to translate vital documents into frequently encountered languages.

LAP Element 2 - Language Assistance Measures and Available Resources (cont.)

Translation (written communication)

<u>Considerations</u>

Competence of Translators

- Translation is a skill. A qualified translator has received training or has been assessed in the skills of translation (reading and writing) and can accurately render written text from a source language into a target language, retaining the tone and meaning of the original text.

- Consider defining terms of art, legal or technical concepts to ensure accurate and consistent translation.

- Consider implementing a quality control step to check the accuracy of translations.

LAP Element 2 - Language Assistance Measures and Available Resources (cont.)

Translation (written communication)

Considerations

Use of Taglines

- A tagline is a short statement that alerts persons with LEP to the availability of language services and how to obtain those services.

- Consider translating taglines into frequently encountered languages.

- Consider adding taglines to your website, program materials, and signage in locations where services are obtained.

Ex. ATTENTION: *If you speak [insert language], language assistance services, free of charge, are available to you. Email [insert email] or call 1-xxx-xxx-xxxx.*

LAP Element 2 - Language Assistance Measures and Available Resources (cont.)

Translation (written communication)

Considerations

Use of Machine Translation

- Machine translation applications or software that converts written text from one language to another <u>without</u> the involvement of a qualified human translator.

- This type of translation can reduce the accuracy of posted information when read in translated form.

- It may be appropriate in some limited instances. For example, to establish the general concept or essence of a document to determine if formal translation is necessary or when a backup source of translation is necessary for exigent circumstances until a trained interpreter or translator becomes available.

Additional Resources

- "I Speak" Materials https://www.dhs.gov/publication/dhs-language-access-materials

- Interpretation Resources https://www.lep.gov/interpretation

- Translation Resources https://www.lep.gov/translation

LAP Element 3 - Distribution of Plan and Training for Staff

Describe how your organization will distribute the LAP and train staff.

Considerations

- How will your organization notify staff about your language access policies and procedures, and available resources?
  - Consider incorporating information into new employee orientation.

- How will you train staff having contact with the public to work effectively with interpreters, including in-person and telephonic interpreters?

- How will you communicate ethics and confidentiality principles to bilingual employees and volunteers?

LAP Element 4 - Providing Notice to LEP Persons

Describe how your organization will inform LEP person of the availability of free language services.

<u>Considerations</u>

- Consider multiple methods of communication including websites, public notices, flyers, discussions within the community, and advertisements in foreign language newspapers, radios, television channels, and telephone voicemail menu.

- Translate notice into frequently encountered languages.

- Consider using translated taglines.

- Notice should include information on how to file complaints.

Additional Resources

Sample Policy and Notice of Nondiscrimination for Recipients

https://www.dhs.gov/publication/sample-policy-and-notice-nondiscrimination-recipients

- Includes notice on language services
- Available in 11 languages

LAP Element 5 - Monitoring, Assessing, and Updating the LAP

Describe the process your organization will use to monitor, assesses, and update the LAP.

Considerations

- Consider surveying staff members and LEP persons about their use of language services.

- Consider updating the LAP as new LEP populations emerge in the service area or when there are changes in languages services.

- Describe how the recipient will consult with community-based organizations.

Consultation with Community-Based Organizations

- Recipients are encouraged to partner or consult with community-based organizations (CBOs) in developing and implementing their LAPs.

- CBOs who work closely with LEP individuals can be helpful in
  - identifying community communication needs;
  - identifying the best outreach practices for your community; and
  - providing a trusted voice to help communicate information.

- While CBOs can be valuable partners, recipients should not rely on CBOs to fulfill their own language access obligations, or to provide free language services.

Section 4 – Language Access Policy and Procedures Examples

Language Access Policy and Procedures Examples:

- [Maricopa County Air Quality District](https://www.maricopa.gov/1514/Nondiscrimination-ProgramNo-Discriminaci) (Notice to LEP Persons) https://www.maricopa.gov/1514/Nondiscrimination-ProgramNo-Discriminaci

- [City of Jacksonville](https://www.coj.net/getattachment/Departments/Finance/Liaison-Agencies/Human-Rights-Commission/Limited-English-Plan.PDF.aspx?lang=en-US) https://www.coj.net/getattachment/Departments/Finance/Liaison-Agencies/Human-Rights-Commission/Limited-English-Plan.PDF.aspx?lang=en-US

- [Providing Meaningful Access for Limited English Proficient Individuals (Video)](https://www.lep.gov/video/providing-meaningful-access-limited-english-proficient-individuals) https://www.lep.gov/video/providing-meaningful-access-limited-english-proficient-individuals
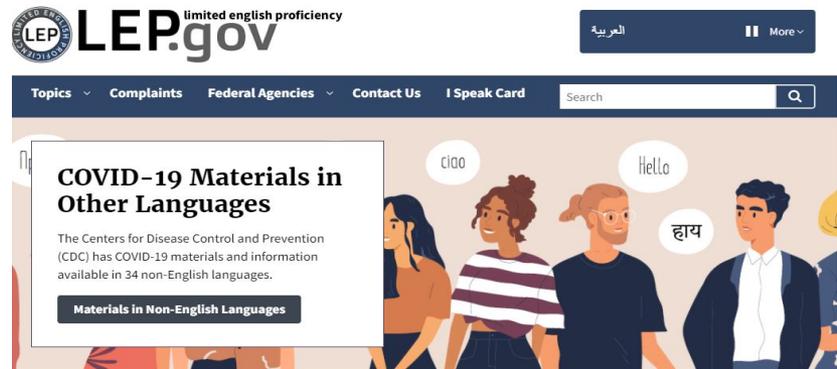
Part 3:

Multilingual Websites

Multilingual Websites

Vital information displayed on digital platforms or devices should be accessible to persons with LEP in frequently encountered languages.

Examples of data and content

- Text
- Audio
- Video
- Graphics
- Mobile content
- Social media content

Multilingual Websites (cont.)

Signs of possible trouble regarding your websites and digital services:

- Some content is translated, but the directions to navigate to it are in English only.

- The website or digital services format is not mobile friendly.

- The website uses an automated machine translation service rather than a qualified human translator to translate web and digital services content.

Multilingual Websites (cont.)

Design Considerations

- Does translated content contain links that lead to content that is not translated?

  - If so, placing a translated notice indicating that the link leads to English content will reduce confusion.

- Do the website or digital services contain multilingual tagline notices informing LEP persons of the availability of language assistance services (interpreters and translated materials) and how to request them if needed to understand the information on the website?

- Do the website or digital services contain telephone numbers to use for additional information or assistance? If so, can an LEP person obtain information or interpreter assistance in their own language using these numbers?

Multilingual Websites (cont.)

Design Considerations

- If only certain portions (or certain documents) of the website or digital services are translated, how can you inform LEP persons that information is available in other languages and where to find it?

- Do the website or digital services contain vital information within footers and disclaimers that should be made accessible to LEP persons?

- Do the website or digital system contain news, Twitter RSS, or any other feed contact tools? If so, consider ways to provide information in other languages.

Multilingual Websites (cont.)

Tips

- Prominently display multilingual content on your homepage.
    - Language selectors can be placed on the upper right navigation bar of each page or otherwise featured. Language selectors should be written in the particular language to which they apply.

- Translations and navigations function in non-English languages should meet W3C web accessibility standards to ensure equal access and equally effective communication for LEP persons with disabilities.

- Post hyperlinks that lead to language-specific landing pages with translated content in one or more non-English languages.

Multilingual Websites (cont.)

Machine Translation

- Machine translation applications or software convert written text from one language to another without the involvement of a qualified human translator.

- They can reduce the accuracy of posted information when read in translated form.

- Machine translation may not "see" tables, images that contain text, menu items, and headers as content that requires translation.

- In addition, since the machine-translated content is not on the website, it cannot be found by placing non-English terms in a search engine.

- If the entity utilizes machine translation software, **the entity should have a human translator proofread all content containing vital information before posting to ensure the accuracy of the translated information.**

- Website content that is translated and checked by qualified human translators is more likely to be accurate and locatable by LEP users.

Multilingual Websites (cont.)

<u>Examples:</u>

- Language Selector Welcome Page
    - [UN.org](UN.org)

- Clean Appearance, Ease of Navigation, and Mirror Website
    - Consumer.gov

- Links to External In-Language Content, In-Language Navigation, and Outreach Opportunities
    - USA.gov/Espanol

<u>Additional Resource:</u>

- [Improving Access to Public Websites and Digital Services for Limited English Proficient (LEP) Persons](#)

Part 4:

SCENARIOS

Scenario 1: AnyBody County Ice storm

AnyBody county, population 150,000, had an ice storm reported November 8, 2020 that led to several carbon monoxide deaths among the Hispanic community in Tennessee. Community members complained emergency related information, including on generator safety, was not translated.

Discussion: What emergency preparedness response steps can AnyBody County take to avoid this type of tragedy in the future?

- What steps can the County take to provide information to the Hispanic community?

- What information does AnyBody need to review to develop its communications campaign?

- What resources can AnyBody use to provide meaningful access to the limited English proficient community?

  - What type of language services may Anybody consider providing?

- What do you see as possible challenges in providing the language services?

Scenario 2: City of Smith Public Meeting

The West Virginia Emergency Management Agency (WVEMA) and the City of Smith will hold a hybrid virtual public meeting to discuss the recent flooding impacting City residents and businesses on July 23rd at 5:00 p.m. Preliminary City demographic data shows 25% Hispanic and 20% Chinese speaking population in the community where the flooding occurred.

Discussion:

- Should the WVEMA and the City of Smith consider providing language services in Spanish and Chinese based on the demographic data?

- What steps should WVEMA and the City do to ensure meaningful access to the limited English proficient (LEP) community?
   - What type of language services should the City provide for the meeting to make it accessible to the LEP community?

Scenario 3: LEP Customers

A family enters the facility of a local non-profit immigrant services center. The mother is looking for assistance with completing some paperwork, but her English is "broken." From the small bits of words you hear, it appears it may be an Asian language. The child, a young boy, who appears to be about ten or eleven years of age, states they are from Cambodia and his mother doesn't speak English and that he can translate and tell her whatever information.

Discussion: In many families, children may be the only fluent English speakers.

- Does the organization have an obligation to communicate with the woman in her primary language?

- What steps could the organization take to communicate with the family?

- Is using the child to communicate with the mother sufficient to provide meaningful access? Why or why not?

WRAP UP

Resources and Questions

Language Access Resources

- [Guidance for Department-Supported Organizations to Provide Meaningful Access to People with Limited English Proficiency https://www.dhs.gov/guidance-published-help-department-supported-organizations-provide-meaningful-access-people-limited](https://www.dhs.gov/guidance-published-help-department-supported-organizations-provide-meaningful-access-people-limited)
  - In Multiple languages

- [Resource Guide: Developing a Language Access Plan](https://www.dhs.gov/sites/default/files/publications/developing-language-access-plan_0.pdf)
  - https://www.dhs.gov/sites/default/files/publications/developing-language-access-plan_0.pdf

- [Presentation: Developing a Language Access Policy and Procedures](https://www.dhs.gov/sites/default/files/publications/developing-language-access-policies-and-procedures.pdf)
  - https://www.dhs.gov/sites/default/files/publications/developing-language-access-policies-and-procedures.pdf

- [LEP.gov](LEP.gov)

- [How to Better Serve Your LEP Audience by Meeting the Federal Requirement (Video)](https://www.youtube.com/watch?v=F3LM8LmysgU)
  - https://www.youtube.com/watch?v=F3LM8LmysgU

Language Access Resources

- Title VI Interagency Guidance on Nondiscrimination in Emergency and Disaster Preparedness, Response, and Recovery
  - http://www.justice.gov/crt/file/885401/download
- Tips and Tools for Reaching Limited English Proficient Communities in Emergency Preparedness, Response, and Recovery
  - https://www.justice.gov/crt/file/885391/download
- Tips for Communicating with the Whole Community in Disasters
  - https://www.dhs.gov/publication/tips-effectively-communicating-protected-populations-during-preparedness-response-and

Contact Us

For questions or technical assistance on meeting your civil rights obligations, please contact:

DHS Office for Civil Rights and Civil Liberties (CRCL)

Email: CivilRightsEvaluation@hq.dhs.gov

Website: https://www.dhs.gov/resources-recipients-dhs-financial-assistance