

Limited English Proficiency (LEP)
Language Access Plan (LAP)



East Central Regional Development Commission100
Park Street South
Mora, MN 55051

February 2024

Policy

East Central Regional Development Commission is committed to providing meaningful access to its programs and services to persons who, as a result of their national origin, are limited in English proficiency. It is our policy to ensure no person is subjected to prohibited discrimination based on national origin in any program receiving Federal financial assistance.

SIGN HERE



Signature of Executive Director

Purpose

This Language Access Plan (LAP) sets forth the policy and procedures for ensuring that persons with Limited English Proficiency (LEP) have meaningful access to our programs and activities receiving Federal financial assistance. This LAP applies to all programs and activities of recipient's receiving Federal financial assistance.

Authorities

Section 601 of Title VI of the Civil Rights Act of 1964, 42 U.S.C. 2000d *et seq.*, and its implementing regulations provide that no person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity that receives Federal financial assistance. The Supreme Court, in *Lau v. Nichols*, 414 U.S. 563 (1974), interpreted Title VI regulations promulgated by the former U.S. Department of Health, Education, and Welfare to hold that Title VI prohibits conduct that has a disproportionate effect on LEP persons because such conduct constitutes national origin discrimination.

Executive Order 13166, "Improving Access to Services for Persons with Limited English Proficiency," reprinted at 65 FR 50121 (August 16, 2000), directs each Federal agency to examine the services it provides and develop and implement a system by which LEP persons can meaningfully access those services. The Executive Order states that recipients must take reasonable steps to ensure meaningful access to their programs and activities by LEP persons. Federal agencies were instructed to publish guidance for their respective recipients in order to assist them with their obligations to LEP persons under Title VI. The Executive Order recommended uniform guidance to recipients on the preparation of a plan to improve access to its federally assisted programs and activities by eligible LEP persons. Each plan shall be consistent with the standards set forth in the U.S. Department of Justice's Policy Guidance Document entitled, "Guidance to Federal Financial Assistance Recipients Regarding Title VI Prohibition Against National Origin Discrimination affecting Limited English Proficient Persons" ("DOJ LEP Guidance"), reprinted at 67 FR 41455 (June 18, 2002). The DOJ LEP Guidance was drafted and organized to function as a model for similar guidance by other Federal agencies.

Consistent with the DOJ LEP Guidance, USDA published its Final "Guidance to Federal Financial Assistance Recipients Regarding the Title VI Prohibition Against National Origin Discrimination Affecting Persons with Limited English Proficiency" on November 28, 2014. The Guidance does not create new obligations for recipients but provides guidance to recipients in meeting their existing LEP obligations. It clarifies the responsibilities of recipients and will assist them with fulfilling their responsibilities to LEP persons under Title VI and its regulations.

7 CFR Part 15 Subpart A effectuates the provisions of Title VI of the Civil Rights Act of 1964 (hereinafter referred to as the "Act") to the end that 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 otherwise subjected to discrimination under any program or activity of an applicant or recipient receiving Federal financial assistance from the U.S. Department of Agriculture or any Agency thereof.

7 CFR Part 1901 Subpart E which contains policies and procedures for implementing the regulations of the U.S. Department of Agriculture issued pursuant to Title VI of the Civil Rights Act of 1964, Title VIII of the Civil Rights Act of 1968, Executive Order 11246, and the Equal Credit Opportunity Act of 1974, as they relate to Rural Development. Nothing herein shall be interpreted to prohibit preference to American Indians on Indian Reservations.

Definitions/Key Terms

- (1) Federally Assisted Programs and Activities. Programs and activities of an entity that receives Federal financial assistance.
- (2) Interpretation. The process by which the spoken word is used when transferring meaning between languages.
- (3) Limited English Proficient (LEP) Persons. Persons who do not speak English as their primary language and have a limited ability to read, speak, write, or understand English are limited English proficient, or LEP.
- (4) Qualified Interpreter. An individual who is competent to provide interpretation services at a level of fluency, comprehension, impartiality and confidentiality appropriate to the specific nature, type, and purpose of the information at issue.
- (5) Recipient. Any State, political subdivision of any State, or instrumentality of any State or political subdivision, any public or private agency, institution, or organization, or other entity, or any individual, in any State, to whom Federal financial assistance is extended, directly or through another recipient, including any successor, assign, or transferee thereof, but such term does not include any ultimate beneficiary.
- (6) Translation. The process of transferring ideas expressed in writing from one language to another language.
- (7) Vital Document. Paper or electronic written material that contains information that is critical for accessing a program or activity, or is required by law, such as consent forms, applications, and notices of rights.

East Central Regional Development Commission's Mission

East Central Regional Development Commission's Mission: is to provide leadership and direction through creative problem solving. We do this by initiating projects and programs that lead to creative solutions to regional problems, providing technical assistance and identifying and developing available resources. We serve in a leadership role as an advocate for East Central Minnesota to bring about positive change.

Part 1: LEP Individuals Who Need Language Assistance

East Central Regional Development Commission conducted an assessment of the number or proportion of LEP individuals eligible to be served or encountered and the frequency of encounters. Our assessment identified the following language groups in our service area are Spanish.

Recipients should include the U.S. Census language demographic information and data used during their assessment as well as language demographics.

FACTOR 1-NUMBER & PROPORTION OF LEP IN SERVICE AREA

Based on data from U.S. Census Bureau Survey Program: American Community Survey mapping tools, attached, Reflect the five-county service area of East Central Regional Development Commission, office located in Mora, MN having a total population of 165,922.

County	2022 Population	Hispanic or Latino	
		Population	Percent
Chisago County	57,988	1,363	2.4%
Isanti County	42,727	946	2.2%
Kanabec County	16,463	272	1.7%
Mille Lacs County	27,280	690	2.5%
Pine County	29,446	878	3.0%
TOTAL	173,904	4,149	2.4%

FACTOR 2-FREQUENCY WITH LEP PERSONS

US Census indicated a total of 201 households that have limited English spoken in the household.

The census data gathered indicates that Spanish is the dominant second language spoken in the region with increasing in numbers as well as diffusion of Spanish speakers in the region. The greatest percentage of Spanish speaking people are currently concentrated in Pine County.

County	Limited English-Speaking Household
Chisago	69
Isanti	68
Kanabec	10
Mille Lacs	35
Pine	19
Total	201

US Census Bureau B16002

FACTOR 3-IMPORTANCE OF PROGRAM SERVICES/ACTIVITIES TO THE LEP PERSONS

USDA defines "vital" documents as those documents used in transactions that meet human needs such as shelter and food. The East Central Regional Development Commission has business loan programs, that are not considered 'vital', however, translation will be needed to provide accessibility to our loan programs. We have identified one qualified vendor who can provide translation for a fee.

A new loan program has been developed by MN DEED called the Emerging Entrepreneur Loan Program (ELP) identifying priority qualification of minority, women, veteran, disabled, low-income. Presentations throughout the region have been made to promote awareness of this program. A specific personal presentation (with translation services) was made regarding loan programs and other services of East Central Regional Development Commission to Adult Basic Education/ESL program participants in all five counties.

This material will continue to be offered at request of the instructors.

FACTOR 4-RESOURCES AVAILABLE AND COSTS

For the ECRDC funded programs including the business loan program, the following translation services are anticipated:

- ECRDC website-capable of translation to Spanish upon request
- "Contact Me" Function - Spanish input and translation to English for ECRDC staff
- Telephone contacts and physical mail - ability to translate from Spanish to English
- Business Loan Documents -translate to Spanish (digital and paper format)

Personal visits -translator service would be necessary here; in addition, a translator may also be needed for a telephone meeting or at loan committee meetings or other communication methods.

One qualified vendor has been identified by NW MN Initiative Foundation, Bemidji (a partner organization of ECRDC) (APEX Translations, Inc., Plymouth, NC (ISO 9001 and EN 15038) who can translate all documents for a fee. Part of the parameters for the project is to choose either "Latin American Spanish" or "European Spanish" and four different choices of digital formatting.

One qualified human translator has also indicated interest in contracting for services as needed. This individual's assessment of competency will begin with a resume, terms of engagement, then assisting with defining and choosing the Spanish version desired from the APEX proposal.

When APEX prepared loan documents are available, this individual will go through both the English version of documents and the Spanish documents to identify any words or phrases that may cause mis-interpretation by the potential loan applicant.

LANGUAGE ACCESS PLAN

APPROVED: Feb. 2024

PART1: IDENTIFYING LEP INDIVIDUALS WHO NEED LANGUAGE ASSISTANCE

The census data gathered indicates that Spanish is the dominant second language spoken in the region with increasing in numbers as well as diffusion of Spanish speakers in the region. Most Spanish speaking people are currently concentrated in Chisago County. US Census Bureau results shows 912 people of the region's total population speak a language other than English and approximately 201 people, both native or foreign born, indicate they don't speak English very well or not at all. Considering the population concentrations on the southern side of the region, and the small (relative) numbers, a walk-in inquiry would be extremely remote. The most probable method of connection would be from a personal referral, a referral from one of the many East Central Regional Development Commission partners in the region, or the ECRDC website.

Note: ECRDC recipients can use the "[Safe Harbor](#)" provision to maintain compliance with written translation requirements under Title VI of the Civil Rights Act. (See page 21 of this Limited English Proficiency Implementation Strategy for Federally Assisted Programs.) The East Central Regional Development Commission's 5 county region meets the first part, "less than 5% of eligible population", but does not meet the second part, "less than 1,000 in number". Because of the inclusion of the word "AND", between the two requirements, staff assumes this is an "all or nothing" determination. Confirmation or additional clarification will be sought from USDA Rural Development.

PART 2: LANGUAGE ASSISTANCE MEASURES

Factors to consider for which measure to adopt immediately or in the future are based on:

Method of communication (telephone, physical mail, web-based, text or email, walk-in) most likely to be deployed by limited English people

Relative ease of implementation of measures based on communication methods timing and management of out of pocket costs for implementation of these measures

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The below potential resources were identified and discussed:

ECRDC employees - currently there are no employees who are bi-lingual in any other language other than English. Bi-lingual skills will be a plus for future recruiting of new employees. TCHHS has bi-lingual staff that are available if needed.

Web Resources: US Department of Commerce website has translation tools:www.lep.gov.

Federal or state resources: The US Department of Commerce website was researched for translation "flashcards". This resource is actually a three-page list of language samples for 38 different languages. Each box has the phrase, "Mark this box if you read or speak XXXXXXXX." This resource is shown in the appendix.

Individual language cards with more script are shown in both English and the selected language. We will obtain these language cards as well.

Community Education (Public School System): will seek volunteer language translators who are typically members of the community who teach beginning or intermediate language;

Adult Basic Education English as Second Language (ESL): held throughout the region at various sites, -to seek language translation and translators

LANGUAGE ACCESS PLAN
PART TWO: LANGUAGE ASSISTANCE MEASURES **CONTINUED**

MN State Regional and Technical Colleges. St. Cloud State University and University of Minnesota-All Locations: have sought language translation and translators.

Minnesota Literacy Council www.mnliteracy.org

Mobile Phone Apps: staff are aware of two apps that can provide translation from voice recognition software; there is a free version of "Speak and Translate": <https://appadvice.com/app/speak-translate-translator1804641004> .

There are versions for Apple and Android phones.

Google also has a translation app (<https://translate.google.com/>), which wasn't rated as highly as "Speak and Translate". One disadvantage is that you are required to sign into a google account to gain access to the translate toolkit.

Telephone Services: will continue research on telephone translation services for conference calls. One on one translation can easily be accomplished with an adequate mobile phone app.

Email Communication: the email tool, "outlook" has a translation function for 39 languages. However, the data is transmitted via an unsecured network to a third party. This is of very limited use for working with loan borrowers but could be useful for public messaging.

We are proposing to obtain and post a sign at the reception desk/entrance that informs people that translation will be made available upon request. We will also keep an inventory of the language "flashcards" so that the staff can discern what language the guest uses. The "welcome" card will be handed to the guest.

The general script is to thank the person for their inquiry and inform them that translation will be made available for a future arranged meeting time. Staff can also choose to use their cell phone translation app as well.

A more in-depth Spanish card will be prepared by the recruited translator, asking the guest if they would like a meeting to discuss their business idea and/or other issues.

Written communication from LEP people will be handled by arranging for a translator to read the communication. At that point, the appropriate staff person and ECRDC program is identified and brought into the discussion to assist with response, then translation. Further communication will most likely need translation services throughout. Sample of translator request attached.

Electronic translation of the ECRDC's website can be accomplished by the web maintenance provider who will also translate the "contact me" section.

One qualified vendor has been identified by NW MN Initiative Foundation, Bemidji (a partner organization of RSDC/NCEDA) (APEX Translations, Inc., Plymouth, NC (ISO 9001 and EN 15038) who can translate documents for a fee. Part of the parameters for the project is to choose either "Latin American Spanish" or "European Spanish" and four different choices of digital formatting.

One qualified human translator has also indicated interest in contracting for services as needed. This individual's assessment of competency will begin with a resume, terms of engagement, then assisting with defining and choosing the Spanish version desired from the APEX proposal.

When APEX prepared loan documents are available, this individual will go through both the English version of documents and the Spanish documents to identify any words or phrases that may cause mis-interpretation by the potential loan applicant.

PART 3: TRAINING STAFF

Staff responsible for contact with the general public will be knowledgeable about our Language Access Plan and how to provide services to persons that are limited English proficient in the languages identified through the assessment in Part 1. Refresher information will be provided to our staff when updates are made to the LAP to ensure consistency. ECRDC staff, loan staff and loan administrative assistant will be oriented to the process to handle inquiries from walk-in clients, written, telephone and website inquiries. The second orientation will be with the selected translator, who will teach the staff enough Spanish in order to set up an appointment with a translator. The translator will also help prepare the Spanish/English script on cards as well. The translator will also be asked to provide a workshop on sensitivity training to all staff. As new staff are hired, limited English training will be added to the regular orientation training.

PART 4: VITAL DOCUMENT TRANSLATIONS

Note: USDA defines "vital" documents as those documents used in transactions that meet human needs such as shelter and food. The East Central Regional Development Commission has business loan programs, that are not considered 'vital', however, translation will be needed to provide accessibility to our loan programs. We've identified one qualified vendor who can provide translation for a fee.

A new loan program has been developed by MN DEED called the Emerging Entrepreneur Loan Program(ELP) identifying priority qualification of minority, women, veteran, disabled, low-income. Presentations throughout the region have been made to promote awareness of this program. A specific personal presentation can be made regarding loan programs and other services of East Central Regional Development Commission to Adult Basic Education/ESL program participants.

This material will continue to be offered at request of the instructors.

PART 5: PROVIDING NOTICE TO LEP PERSONS

A sign will be posted by the reception desk/entrance, notifying walk-in visitors of the ability to provide translation. The person can point to one of many greetings in different languages. The reception person can then select a card with a specific script, both in English and the alternate language.

The website will provide a notice that different languages are available. Print media (loan brochure, annualreport) can have a sticker that translation services are available upon request.

In the Economic Development department, notices to the existing borrowers, other economic development organizations, and banks will also be disseminated, informing them of the ability to provide translation.

PART 6: MONITORING AND UPDATING THE LANGUAGE ACCESS PLAN

The language access plan will be assigned to ECRDC Executive Director. After internal approval of the draft, the draft Language Access Plan will also be reviewed and approved by the East Central Regional Development Commission and the with input from the various program committees. The lead staff will assess the plan on an annual basis, noting any relevant needed changes. An example of a relevant changewould be the addition of new translators or a change to the orientation training for staff. In late summer, anyneeded revisions or updates are proposed and reviewed by the ECRDC Executive Director with final approval by the ECRDC board.

LANGUAGE ACCESS PLAN

APPENDIX

List of Non-Profit Organizations serving Region 7E that may provide needed services. Organization, Contact Information

IMMIGRATION

Bridging the Communications Gap for Immigrants and Refugees in Minnesota: www.echominnesota.org Centro Legal Inc: (651)642-1890

Immigrant Law Center of Minnesota: (800)223-1368, www.ilcm.org

EDUCATIONAL COOPERATIVES

Resource Training and Solutions: (320) 255-3236, <http://www.resourcetraining.com>

EMPLOYMENT

Central MN Jobs and Training: (800) 284-7425, <https://www.cmjts.org/>

Experience Works: (320) 255-3236 or toll free (844) 335-3276, www.experienceworks.org

MN Dept Vocational Rehabilitation: (651)-259-7114 or 800-657-3858, mn.gov/deed/job-seekers/disabilities/ MN Dept of Employment & Economic Dev.: <https://mn.gov/deed/job-seekers/workforce-centers/>

Lakes and Pines Community Action Council: (800) 832-6082, <https://www.lakesandpines.org/>

Work Force Center-Job Service-CEP: (800)419-1330(320)616-2400 www.mnworks.org

HOSPITALS

Cambridge Medical Center: (763)-689-7700, <https://www.allinahealth.org/Cambridge-Medical-Center>

Essentia Health, Sandstone: (320) 245-2212, www.essentiahealth.org/sandstone/find-a-clinic/essentia-healthsandstone-57.aspx

Fairview Lakes Medical Center, Chisago County: (651) 982-7000, www.fairview.org/locations/fairview-lakes-medical-center

Fairview Northland Medical Center, Princeton: (763) 389-1313, www.fairview.org/locations/fairview-northland-medical-center

Firstlight Health Systems, Mora: (320) 679-1212, firstlighthealthsystem.org Lakeside

Medical Center, Pine City: (320) 629-2543, www.lmc-pcac.com/ Mille Lacs Health

System, Onamia: (320) 532-3154, <http://www.mlhealth.org>

HOUSING/HOMELESS

Cambridge Housing: (320) 679-4789, www.ci.cambridge.mn.us/cambridge/departments/housing/housing-choice-vouchers

Central MN Housing Partnership: (888) 203-9301, www.cmhp.net

Lakes and Pines Community Action Council: (800) 832-6082, <https://www.lakesandpines.org>

HUD User: (800)245-2691, www.huduser.org

HRA-EDA – Chisago County: (651) 674-5664, www.chisagocounty.org

HOUSING/REHABILITATION

Lakes and Pines Community Action Council: (800) 832-6082, <https://www.lakesandpines.org>

TRANSPORTATION

Chisago-Isanti Heartland Express: (651) 213-5790 or (763) 689-8131

Arrowhead Transit, Pine County: (800) 862-0175, arrowheadtransit.com/

Timber Trails: (320) 364-1350, timbertrailstransit.com/

Attaboy's Taxi Service: (320) 245-5355

RECURSOS EN ESPAÑOL (EDUCATION RESOURCES FOR SPANISH SPEAKERS)
<https://www2.ed.gov/espanol/bienvenidos/es/index.html?src=ft>

American Indian Community Development Center
cultural/sensitivity training
www.aicdc-mn.org

Mille Lacs Band of Ojibwe - Office of Management and Budget (OMB)
cultural/financial training
millelacsbandlegislativebranch.com/office-of-management-and-budgetomb

US. Department of Commerce
translation cards
www.lep.gov/ISpeakCards2004.pdf

Center for Rural and Urban Affairs
<http://www.cura.umn.edu/CAP>

Isanti County resident has been identified as family member, fluent in Spanish, about their interest in providing translation service.

OUTREACH ACTIVITY

ECRDC RLF presentations throughout the region identifying priority qualification of minority, women, veteran, disabled, low-income.

OTHER POTENTIAL RESOURCES

Chisago County Health and Human Services313
North Main St, Ste 230
Center City, MN 55012

Kanabec County Human Services905
Forest Ave E # 150
Mora, MN 55051

Mille Lacs County Human Services
525 2nd St SE
Milaca, MN 56353

Isanti County Human Services
Oakview Office Complex
1700 East Rum River Dr. S., Suite A
Cambridge MN 55008

Pine County Human Services315
Main St S, Ste 200
Pine City, MN 55063

East Central Regional Development Commission, will partner with all county human services as services are needed for interpretation of all languages.

If a bilingual worker is unavailable the county human services and ECRDC have a back-up list of Spanish speaking interpreters, most of whom are court certified, available within the community, on an as needed basis. Additionally, the county human services and ECRDC have a formal linkage with Language Line Services (1 - 800-752-6096 or www.language-line.com/contact-language-line-solutions) for Spanish and other languages involved with Language Line Services tier system.

With Spanish being identified as the primary non-English language in Region 7E, this encompasses close to 100% of the LEP needs. Subsidiary use of Language Line Services for Spanish and all other non-English language will take place as necessary.

ATTACHMENTS:

US Census Bureau – Survey Program: American Community Survey

US Department of Commerce-Language Identification FlashcardSpanish

Interpretive Card

INTERPRETER Request NOTICE

HISPANIC OR LATINO ORIGIN BY RACE

Survey/Program: American Community Survey

Years: 2022

Table: B03002

Label	Counties				
	Chisago	Isanti	Kanabec	Mille Lacs	Pine
Total:	56,927	41,257	16,145	26,680	29,090
Not Hispanic or Latino:	55,474	40,261	15,853	25,972	28,183
White alone	52,014	38,125	15,101	23,529	25,690
Black or African American alone	613	389	66	108	616
American Indian and Alaska Native alone	233	134	60	1,177	578
Asian alone	725	742	69	160	303
Native Hawaiian and Other Pacific Islander alone	19	4	0	26	0
Some other race alone	103	19	5	67	34
Two or more races:	1,767	848	552	905	962
Two races including Some other race	437	73	90	113	149
Two races excluding Some other race, and three or more races	1,330	775	462	792	813
Hispanic or Latino:	1,453	996	292	708	907
White alone	802	641	205	227	624
Black or African American alone	0	3	0	4	22
American Indian and Alaska Native alone	13	23	2	54	26
Asian alone	0	0	8	0	0
Native Hawaiian and Other Pacific Islander alone	0	0	0	0	0
Some other race alone	158	188	14	120	16
Two or more races:	480	141	63	303	219
Two races including Some other race	345	125	36	206	154
Two races excluding-Some other race, and three or more races	135	16	27	97	85
US Census Bureau					

HOUSEHOLD LANGUAGE BY HOUSEHOLD LIMITED ENGLISH SPEAKING STATUS

Survey/Program: American Community Survey

Years: 2015,2014,2013,2012,2011,2010

Table: B16002

Label	County Estimates				
	Chisago	Isanti	Kanabec	Mille Lacs	Pine
Total:	20,911	15,572	6,518	10,546	11,380
English only	19,999	14,661	6,324	10,117	10,897
Spanish:	514	395	83	129	196
Limited English speaking household	5	39	0	8	2
Not a limited English speaking household	509	356	83	121	194
French, Haitian, or Cajun:	12	79	0	6	9
Not a limited English speaking household	12	79	0	6	9
German or other West Germanic languages:	119	80	55	41	86
Limited English speaking household	4	4	3	4	0
Not a limited English speaking household	115	76	52	37	86
Russian, Polish, or other Slavic languages:	19	63	9	19	31
Limited English speaking household	19	0	5	9	2
Not a limited English speaking household	0	63	4	10	29
Other Indo-European languages:	36	90	9	23	21
Limited English speaking household	0	0	0	0	4
Not a limited English speaking household	36	90	9	23	17
Korean:	7	0	4	0	9
Limited English speaking household	5	0	0	0	0
Not a limited English speaking household	2	0	4	0	9
Chinese (incl. Mandarin, Cantonese):	43	0	2	11	2
Limited English speaking household	9	0	2	0	0
Not a limited English speaking household	34	0	0	11	2
Vietnamese:	26	3	4	0	2
Limited English speaking household	0	3	0	0	1
Not a limited English speaking household	26	0	4	0	1
Tagalog (incl. Filipino):	31	0	10	0	16
Not a limited English speaking household	31	0	10	0	16
Other Asian and Pacific Island languages:	81	164	16	44	44
Limited English speaking household	27	22	0	10	5
Not a limited English speaking household	54	142	16	34	39
Arabic:	0	0	0	2	13
Limited English speaking household	0	0	0	0	5
Not a limited English speaking household	0	0	0	2	8
Other and unspecified languages:	24	37	2	154	54
Limited English speaking household	0	0	0	4	0
Not a limited English speaking household	24	37	2	150	54

- | | | |
|--------------------------|---|------------------------|
| <input type="checkbox"/> | ضع علامة في هذا المربع إذا كنت تقرأ أو تتحدث العربية. | 1. Arabic |
| <input type="checkbox"/> | Խնդրում ենք նշում կատարել այս քանակությունը, եթե խոսում կամ կարդում եք հայերեն: | 2. Armenian |
| <input type="checkbox"/> | যদি আপনি বাংলা পড়েন বা বলেন তা হলে এই বাক্সে দাগ দিন। | 3. Bengali |
| <input type="checkbox"/> | ឈ្មោះក្នុងប្រអប់នេះ បើអ្នកអាន ឬនិយាយភាសា ខ្មែរ ។ | 4. Cambodian |
| <input type="checkbox"/> | Motka i kahhon ya yangin ûntûngnu' manaitai pat ûntûngnu' kumentos Chamorro. | 5. Chamorro |
| <input type="checkbox"/> | 如果你能读中文或讲中文，请选择此框。 | 6. Simplified Chinese |
| <input type="checkbox"/> | 如果你能讀中文或講中文，請選擇此框。 | 7. Traditional Chinese |
| <input type="checkbox"/> | Označite ovaj kvadratić ako čitate ili govorite hrvatski jezik. | 8. Croatian |
| <input type="checkbox"/> | Zaškrtněte tuto kolonku, pokud čtete a hovoříte česky. | 9. Czech |
| <input type="checkbox"/> | Kruis dit vakje aan als u Nederlands kunt lezen of spreken. | 10. Dutch |
| <input type="checkbox"/> | Mark this box if you read or speak English. | 11. English |
| <input type="checkbox"/> | اگر خواندن و نوشتن فارسی بلد هستید، این مربع را علامت بزنید. | 12. Farsi |

<input type="checkbox"/>	Cocher ici si vous lisez ou parlez le français.	13. French
<input type="checkbox"/>	Kreuzen Sie dieses Kästchen an, wenn Sie Deutsch lesen oder sprechen.	14. German
<input type="checkbox"/>	Σημειώστε αυτό το πλαίσιο αν διαβάσετε ή μιλάτε Ελληνικά.	15. Greek
<input type="checkbox"/>	Make kazye sa a si ou li oswa ou pale kreyòl ayisyen.	16. Haitian Creole
<input type="checkbox"/>	अगर आप हिन्दी बोलते या पढ़ सकते हैं तो इस बक्स पर चिह्न लगाएँ।	17. Hindi
<input type="checkbox"/>	Kos lub voj no yog koj paub twm thiab hais lus Hmoob.	18. Hmong
<input type="checkbox"/>	Jelölje meg ezt a kockát, ha megérti vagy beszéli a magyar nyelvet.	19. Hungarian
<input type="checkbox"/>	Markaam daytoy nga kahon no makabasa wenno makasaoka iti Ilocano.	20. Ilocano
<input type="checkbox"/>	Marchi questa casella se legge o parla italiano.	21. Italian
<input type="checkbox"/>	日本語を読んだり、話せる場合はここに印を付けてください。	22. Japanese
<input type="checkbox"/>	한국어를 읽거나 말할 수 있으면 이 칸에 표시하십시오.	23. Korean
<input type="checkbox"/>	ໃຫ້ໝາຍໃສ່ຊ່ອງນີ້ ຖ້າທ່ານອ່ານຫຼືປາກພາສາລາວ.	24. Laotian
<input type="checkbox"/>	Prosimy o zaznaczenie tego kwadratu, jeżeli posługuje się Pan/Pani językiem polskim.	25. Polish

<input type="checkbox"/>	Assinale este quadrado se você lê ou fala português.	26. Portuguese
<input type="checkbox"/>	Însemnați această căsuță dacă citiți sau vorbiți românește.	27. Romanian
<input type="checkbox"/>	Пометьте этот квадратик, если вы читаете или говорите по-русски.	28. Russian
<input type="checkbox"/>	Обележите овај квадратички уколико читате или говорите српски језик.	29. Serbian
<input type="checkbox"/>	Označte tento štvorček, ak viete čítať alebo hovoriť po slovensky.	30. Slovak
<input type="checkbox"/>	Marque esta casilla si lee o habla español.	31. Spanish
<input type="checkbox"/>	Markahan itong kuwadrado kung kayo ay marunong magbasa o magsalita ng Tagalog.	32. Tagalog
<input type="checkbox"/>	ให้กาเครื่องหมายลงในช่องถ้าท่านอ่านหรือพูดภาษาไทย.	33. Thai
<input type="checkbox"/>	Maaka 'i he puha ni kapau 'oku ke lau pe lea fakatonga.	34. Tongan
<input type="checkbox"/>	Відмітьте цю клітинку, якщо ви читаете або говорите українською мовою.	35. Ukrainian
<input type="checkbox"/>	اگر آپ اردو پڑھتے یا بولتے ہیں تو اس خانے میں نشان لگائیں۔	36. Urdu
<input type="checkbox"/>	Xin đánh dấu vào ô này nếu quý vị biết đọc và nói được Việt Ngữ.	37. Vietnamese
<input type="checkbox"/>	באצייכנט דעם קעסטל אויב איר לייענט אדער רעדט אידיש.	38. Yiddish



Si usted cree que ha sido discriminado por su origen nacional o desea más información, comuníquese con:

También puede hablar con el supervisor de la persona que cree que lo discriminó o con un grupo comunitario que aboga por los derechos civiles.

Juntos podemos lograr que las personas reciban los beneficios y servicios que necesitan en su idioma.

Patrocinado por el Departamento de Agricultura, el Departamento de Salud y Servicios Humanos y el Departamento de Justicia de los Estados Unidos de Norteamérica.

CONOZCA SUS DERECHOS

Grupo Interagencial de Apoyo a Personas con Conocimientos Limitados del Inglés.

¿Se le hace difícil el inglés? ¿Tiene dificultad para hablar, leer, escribir o comprender bien el inglés? Si es su caso, usted tiene un conocimiento limitado de este idioma (LEP por sus siglas en inglés).

Las agencias federales y aquellas que reciben fondos del gobierno federal tienen que tomar medidas adecuadas para ayudar a las personas que tienen dificultades con el inglés.

Algunas veces, cuando una agencia del gobierno u otra organización no le brinda ayuda debido a su dificultad para comunicarse en inglés, está violando la ley y discriminándolo por su origen nacional.

Spanish - Español

Si lo maltratan por ser una persona con LEP, podría considerarse discriminación por origen nacional.



El Título VI de la Ley de Derechos Civiles de 1964 es una ley federal que protege sus derechos civiles.

Ejemplos de posible discriminación:

1 Usted y muchas personas que viven en su área hablan vietnamita y con frecuencia van al hospital por una emergencia. El personal del hospital no entiende a estos pacientes con LEP. La mayoría de los pacientes vietnamitas no comprende lo que el personal del hospital les explica sobre su atención médica.

2 Usted llama a la línea de emergencia 911 para reportar un delito, pero como el operador no lo entiende, no lo puede ayudar.

3 La escuela de su hijo le envía información importante. Saben que usted solo habla español. La escuela se niega a brindarle información en español y sugiere, por el contrario, que su hijo le traduzca la información.

4 Usted quiere aplicar para cupones de alimentos (Food Stamps en inglés). La solicitud está en inglés y no la entiende. Los empleados de la oficina de Food Stamp le dicen que regrese con su propio intérprete.

Ejemplos de prácticas correctas:

1 El personal del hospital sabe que muchas de las personas que viven en la zona no entienden inglés y hablan vietnamita. El hospital tiene intérpretes disponibles para ayudarlo cuando necesite atención médica de emergencia.

2 Usted llama a la línea de emergencia 911 para reportar un delito. El operador lo transfiere rápidamente a un intérprete para que lo ayude.

3 Muchos de los padres de la escuela a la que asiste su hijo hablan español. La escuela sabe que usted solo habla español. Usted solo debería recibir la información o el aviso importante en español.

4 La oficina de Food Stamp cuenta con un intérprete o se comunica con el mismo por teléfono para que le preste ayuda. Usted recibe la solicitud en su idioma.

INTERPRETER NOTICE

Our organization has recently come into contact with an individual who has an upcoming topic/request, and this individual will require the services of an interpreter.

Name of Person: _____

Language: _____

Anticipated Date Needed: _____

Comments: _____

Submitted by: _____

(name)

(agency)

(phone number)

Safe Harbor

Safe Harbor. Many recipients would like to ensure with greater certainty that they comply with their obligations to provide written translations in languages other than English. Paragraphs (a) and (b) below outline the circumstances that can provide a “safe harbor” for recipients regarding the requirements for translation of written materials. A “safe harbor” means that if a recipient provides written translations under these circumstances, such action will be considered strong evidence of compliance with the recipient's written-translation obligations under Title VI.

The failure to provide written translations under the circumstances outlined in paragraphs (a) and (b) does not mean there is noncompliance. Rather these paragraphs merely provide a guide for recipients that would like greater certainty of compliance than can be provided by a fact-intensive, four-factor analysis. For example, even if a safe harbor is not used, if written translation of a certain document(s) would be so burdensome as to defeat the legitimate objectives of its program, it is not necessary. Other ways of providing meaningful access, such as effective oral interpretation of certain vital documents, might be acceptable under such circumstances.

Safe Harbor. The following actions will be considered strong evidence of compliance with the recipient's written-translation obligations:

(a) The DOT recipient provides written translations of vital documents for each eligible LEP language group that constitutes 5% or 1,000, whichever is less, of the population of persons eligible to be served or likely to be affected or encountered. Translation of other documents, if needed, can be provided orally; or

(b) If there are fewer than 50 persons in a language group that reaches the 5% trigger in (a), the recipient does not translate vital written materials but provides written notice in the primary language of the LEP language group of the right to receive competent oral interpretation of those written materials, free of cost.

These safe harbor provisions apply to the translation of written documents only. They do not affect the requirement to provide meaningful access to LEP individuals through competent oral interpreters where oral language services are needed and are reasonable.

Competence of Translators. As with oral interpreters, translators of written documents should be competent. Many of the same considerations apply. However, the skill of translating is very different from the skill of interpreting, and a person who is a competent interpreter may or may not be competent to translate, and vice versa.

Particularly where vital documents are being translated, competence can often be achieved by use of certified translators. Certification or accreditation may not always be possible or necessary.⁹ Competence can often be ensured by having a second, independent translator check the work of the primary translator. Alternatively, one translator can translate the document, and a second, independent translator could translate it back into English to check that the appropriate meaning has been conveyed. This is called “back translation.”

Translators should understand the expected reading level of the audience and, where appropriate, have fundamental knowledge about the target language group's vocabulary and phraseology. Sometimes direct translation of materials results in a translation that is written at a much more difficult level than the English-language version or has no relevant equivalent meaning.¹⁰ Community organizations may be able to help consider whether a document is written at an appropriate level for the audience. Likewise,

consistency in the words and phrases used to translate terms of art, legal, or other technical or programmatic terms helps avoid confusion by LEP individuals and may reduce costs. Creating or using already created glossaries of commonly used terms may be useful for LEP persons and translators and cost effective for the recipient. Providing translators with examples of previous accurate translations of similar material by other recipients or Federal agencies may also be helpful.

While quality and accuracy of translation services are critical, they are nonetheless part of the appropriate mix of LEP services required. For instance, documents that are simple and have no important consequences for LEP persons who rely on them may be translated by translators who are less skilled than important documents with legal or other information upon which reliance has important consequences (including, e.g., driver's license written exams and documents regarding important benefits or services, or health, safety, or legal information). The permanent nature of written translations, however, imposes additional responsibility on the recipient to ensure that the quality and accuracy permit meaningful access by LEP persons