

**For:** State and County Offices

**Limited English Proficiency (LEP) Assistance Procedures and Responsibilities**

**Approved by:** Deputy Administrator, Field Operations



**1 Overview**

**A Background**

According to Executive Order 13166, Improving Access for Persons with LEP, federal agencies are required to work to ensure that recipients of federal financial assistance provide meaningful access to programs and services to their LEP applicants and beneficiaries.

The Executive Order requires that each federal agency shall prepare a plan to improve access to its federally conducted programs and activities by eligible LEP persons. Each plan shall be consistent with the standards set forth in Department of Justice’s Policy Guidance Document entitled, “Enforcement of Title VI of the Civil Rights Act of 1964-National Origin Discrimination Against Persons With Limited English Proficiency” (DOJ LEP guidance). The DOJ LEP guidance advises each federal agency on the most appropriate steps agencies should take to ensure meaningful access by LEP individuals to information and services the agency provides.

**Note:** For the purposes of this notice, an “interpreter” is defined as one who translates orally and a “translator” is defined as one who interprets written text.

**B Purpose**

This notice provides information to assist State and Service Center employees in the goal of increasing communications with LEP individuals by providing:

- guidance to complete LEP Field Analysis Reports
- guidance to request interpreters
- guidance to request translated agency fact sheets and other communication tools
- the list of bilingual employees and instructions to update list
- the “I speak” tool (Exhibit 1) for Service Center use.

<b>Disposal Date</b>	<b>Distribution</b>
March 1, 2016	State Offices; State Offices relay to County Offices

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### 1 Overview (Continued)

#### C Contact

If there are questions about this notice, State Offices shall contact Linda Cronin, DAFO, Outreach Staff (OS), Lead Outreach Program Manager, by either of the following:

- e-mail to **[linda.cronin@wdc.usda.gov](mailto:linda.cronin@wdc.usda.gov)**
- telephone at 202-690-1299.

### 2 Needs Assessment Actions

#### A SED Action

SED shall:

- appoint an LEP point of contact (POC) and team to address LEP issues

**Note:** The team should consist of, at a minimum, AO, State Outreach Coordinator, Civil Rights Coordinator, Special Emphasis Coordinator, FP Specialist, FLP Chief, and Communications Coordinator.

- ensure that the following reports are timely completed:
  - LEP Field Analysis Survey
  - FSA Employee Language Assessment.

#### B LEP POC Action

Each State shall conduct the Field Analysis Report plan to identify opportunities, maximize access to LEP customers, and streamline the process to maximize efficiency. The assessment shall be completed to identify effective ways to meet the needs of the farming demographic in the county. The State Office will submit 1 consolidated report using the Service Centers report and other knowledge the team provides.

The LEP POC shall:

- serve as the lead for the State on LEP issues
- facilitate a catalogue of LEP needs in the State
- identify barriers to farmer and rancher participation with assistance from LEP teams
- facilitate LEP team meetings and collect information for reporting including updating the LEP Field Analysis Report and the LEP employee bilingual staffing list

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### 2 Needs Assessment Actions (Continued)

#### B LEP POC Action (Continued)

- submit the State Field Analysis Report to DAFO OS SharePoint site by September 14, 2015, at <https://sharepoint.fsa.usda.net/mgr/dafo/outreach/default.aspx>. The reports are located under surveys.

#### C LEP Team Action

Because LEP crosses different functional areas, staff communication is important. The LEP team serves in an advisory capacity to the SED and LEP POC to ensure effective, timely, and open delivery of programs and services to underserved LEP communities. The team should:

- develop a comprehensive LEP plan to follow after completing the survey
- meet to review the State LEP Field Analysis Report to facilitate necessary actions
- assist SED to identify opportunities
- become familiar with the LEP communities and their individual needs and cultural practices to help identify programs and services that may be useful to their farming or ranching success
- make recommendations for training and cultural awareness.

#### D DD Action

DD's shall ensure that offices within their district are meeting the LEP policies set by the SED and this notice. DD's shall leverage resources within the district.

#### E County Office Outreach Coordinator (COOC) Action

Each County Office shall conduct a needs assessment to perform outreach and program services to all farmers and ranchers. The assessment shall be completed to identify effective ways to meet the needs of the farming demographic in the county.

COOC's will:

- work with COC, other USDA agencies, local community based organization (CBO) partner groups, NASS and US Census data to identify:
  - the language needs of area producers to efficiently conduct marketing and outreach services on FSA programs
  - opportunities to work with new communities

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### 2 Needs Assessment Action (Continued)

#### E COOC Action (Continued)

- partner with other COOC's in the district in determining commonalities and cost-effective methods to leverage resources with each other
- work with County Office staff (farm loans and farm programs) to identify vital needs for forms, fact sheets, applications or other materials to ensure equal access to programs and services
- submit the Field Analysis Report to SED and LEP POC to DAFO OS SharePoint site by August 27, 2015, at <https://sharepoint.fsa.usda.net/mgr/DAFO/Outreach/default.aspx>. The reports are located under surveys.

#### F National Office Outreach Strategies Team Action

A team from various divisions meets monthly on issues. Among other responsibilities, this group will:

- review the annual assessment plan and prioritize resources for tool requests that have a national impact
- identify resources based on the needs requested in the survey
- prioritize national items such as fact sheets, forms and other materials based on existing resources
- make a library of various tools and resources available to the State
- prioritize requests from the field for actions that have regional or national scope, determine funding and need.

**Note:** This team reviews needs based on documents of regional or national significance. This includes but is not limited to items such as press releases, fact sheets, forms, PowerPoint slides, and other communication tools.

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### 3 Requesting Alternative Communication Services

#### A Requests for Interpreters for Field Offices

Translators or interpreters can be used for meetings, one-on-one customer assistance and other areas as needed. Translation services are available by telephone, in person and through FSA employees to help bridge language barriers. All requests for translation services shall be made to the State Office through DD. Funding for local translation services will be incurred by the State or County Office funding as determined by the State Office. The LEP coordinator shall keep track of these expenses.

**Note:** Translation and interpreter costs for outreach events shall be entered into OTIS.

#### B Requests for Translated Communication Tools

Field Offices needing translations of program communications, such as fact sheets, brochures, PowerPoint presentations, news releases, media advisories, and public service announcements, will submit their requests to the State's LEP POC.

The LEP POC will:

- consult with the State's LEP team to perfect the need
- submit the request and questions to the National Office Outreach Strategies Team by either of the following:
  - Linda Cronin, DAFO, Team Leader, by either of the following:
    - e-mail to **[linda.cronin@wdc.usda.gov](mailto:linda.cronin@wdc.usda.gov)**
    - telephone at 202-690-1299
  - Brenda Carlson, DAFO, Team Member, by either of the following:
    - e-mail to **[brenda.carlson@tx.usda.gov](mailto:brenda.carlson@tx.usda.gov)**
    - telephone at 979-680-5213.

The Outreach Strategies Team will determine outsource requirements, assess costs, establish a review process, and make recommendations.

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### 4 Identifying Multilingual Resources

#### A FSA Employee Language Assessment

An employee assessment completed in 2012 is currently being updated.

LEP POC will:

- survey employees to assess local and regional multilingual talent/skills
- report findings on the DAFO OS SharePoint site at <https://sharepoint.fsa.usda.net/mgr/DAFO/Outreach/default.aspx>

**Note:** The report is an Excel document located under shared documents in the LEP Folder.

- review existing report information and make necessary changes
- update the report as changes occur.

**Note:** When accessing shared documents on the SharePoint site, users must close the document upon completion to prevent delaying access for other users.

#### B Using Bilingual Employees for Interpreter Services

FSA possesses a diverse group of talented employees with the knowledge and abilities to speak and interpret various languages. When immediate communication needs arise, assistance can be obtained at no cost from the employees listed on the SharePoint site. States without bilingual employees are encouraged to select employees located in the same region when possible. All requests shall be routed through the appropriate supervisor.

An updated list will be posted on the SharePoint site.

**Notes:** Request for translation and interpreter services from bilingual employees will not be provided without prior approval from DD and SED.

Translation services for public facing documents that require approval by the National Office shall be processed according to this subparagraph.

I Speak Cards

2004 Census Test	United States Census 2010 LANGUAGE IDENTIFICATION FLASHCARD
<input type="checkbox"/> ضع علامة في هذا المربع إذا كنت تقرأ أو تتحدث العربية.	1. Arabic
<input type="checkbox"/> Մարդու՞մ ենք նշում՞ կատարե՞ք այս քանակուսում, 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"/> ល្អបញ្ជាក់ក្នុងប្រអប់នេះ បើអ្នកអាន ឬនិយាយភាសា ខ្មែរ ។	4. Cambodian
<input type="checkbox"/> Motka i kakhon 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

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I Speak Cards (Continued)

<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 διαβάζετε ή μιλάτε Ελληνικά.	15. Greek
<input type="checkbox"/> Make kazyè 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 beszél 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

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## I Speak Cards (Continued)

- |                          |                                                                                |                |
|--------------------------|--------------------------------------------------------------------------------|----------------|
| <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 квадратик 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"/> | ให้กาเครื่องหมายลงในช่องดำฟานผ่านหรือทุกภาษาไทย.                               | 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    |

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