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.
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
- 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
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
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.
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
    - telephone at 202-690-1299
  - Brenda Carlson, DAFO, Team Member, by either of the following:
    - e-mail to 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.
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.
<table>
<thead>
<tr>
<th>1. Arabic</th>
<th>5. Chamorro</th>
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<tbody>
<tr>
<td>上文（繁体中文）</td>
<td>Motka i kahhon ya yangin ūntīŋnu' manaitai pat ūntīŋnu' kumentos Chimorro.</td>
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<tr>
<td>(Simplified Chinese)</td>
<td>6. Simplified Chinese</td>
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<td>2. Armenian</td>
<td>7. Traditional Chinese</td>
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<tr>
<td>(Bengali)</td>
<td>8. Croatian</td>
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<td>(Cambodian)</td>
<td>9. Czech</td>
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<td>10. Dutch</td>
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<tr>
<td>(English)</td>
<td>11. English</td>
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<tr>
<td>(Farsi)</td>
<td>12. Farsi</td>
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</tbody>
</table>

Please mark the box if you read or speak the respective language.
<table>
<thead>
<tr>
<th>Language</th>
<th>Description</th>
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<tbody>
<tr>
<td>French</td>
<td>Cocher ici si vous lisez ou parlez le français.</td>
</tr>
<tr>
<td>German</td>
<td>Kreuzen Sie dieses Klößchen an, wenn Sie Deutsch lesen oder sprechen.</td>
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<tr>
<td>Greek</td>
<td>Σημειώστε αυτό το πλαίσιο αν διαβάζετε ή μιλάτε Ελληνικά.</td>
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<tr>
<td>Haitian Creole</td>
<td>Make kazye sa a si ou li oswa ou pale kreyòl ayisyen.</td>
</tr>
<tr>
<td>Hindi</td>
<td>अगर आप हिंदी बोलते या पढ़ सकते हैं तो इस बक्स पर चित्त लगाएँ।</td>
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<td>Hmong</td>
<td>Kos lub voj no yog koj pauh twm thiab hais ius Hmoob.</td>
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<td>Hungarian</td>
<td>Jelölje meg ezt a kockát, ha megértí vagy beszéli a magyar nyelvet.</td>
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<td>Ilocano</td>
<td>Markaam daytoy nga kahon no makabasa wennon makasaoka iti Ilocano.</td>
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<td>Italian</td>
<td>Marchi questa casella se legge o parla italiano.</td>
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<td>Japanese</td>
<td>ロシア語を読んだり、話せる場合はここに印を付けてください。</td>
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<tr>
<td>Korean</td>
<td>한국어를 읽거나 말할 수 있으면 이칸에 표시하십시오.</td>
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<tr>
<td>Laotian</td>
<td>ທ້ານນີ້ຕັ້ງການເບົ້າງານໃນຄຳແນວລາວນຸ້ມ.</td>
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<td>Polish</td>
<td>Prosimy o zaznaczenie tego kwadratu, jeżeli posługuje się Pan/Pani językiem polskim.</td>
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<td>Yiddish</td>
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