



**Fair Housing 2021: What Counselors Need to Know**  
*November 16-17, 2021*

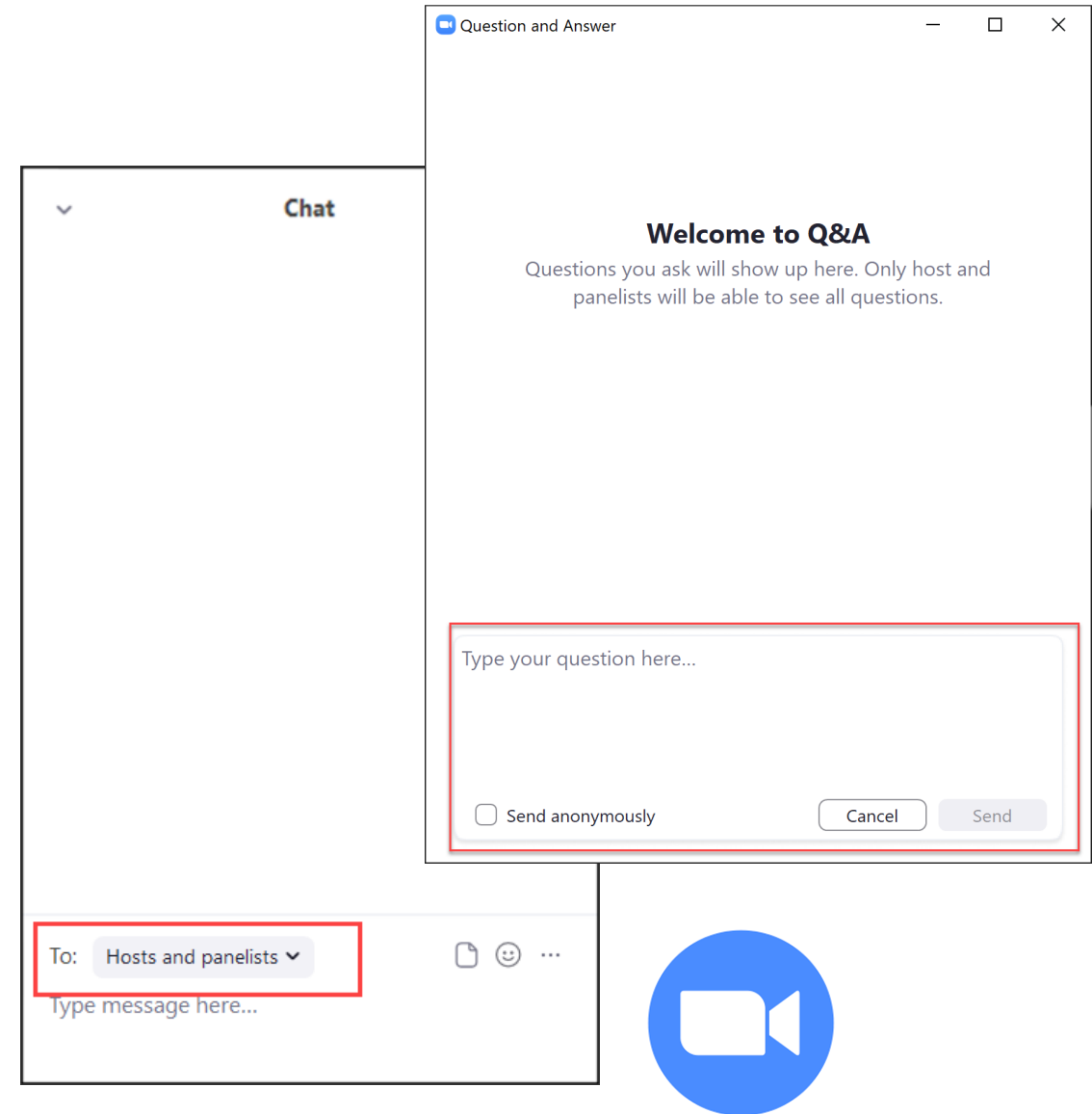


# Reaching Limited English Proficient (LEP) Populations

Tuesday, November 16<sup>th</sup>, 2021 | 4:00 PM – 5:00 PM

# Questions?

- Participants are in listen only mode
- Chat
  - Submit any technical issues via the Zoom Chat box
    - Send the message to the Host
- Q&A
  - Submit any content related questions via the Zoom Q&A box
    - Send to Host, Presenter and Panelists



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# Agenda

- Who are LEP?
- Responsibilities and tips
- Knowledge Check
- Resources
- Q and A

# Speakers

- Shawna LaRue Moraille, Director, ICF (HUD's Technical Assistance Provider)
- Nelson Patterson, Program Analyst, U.S. Department of Housing and Urban Development (HUD's) Fair Housing and Equal Opportunity (FHEO)

Who are Limited English  
Proficient (LEP)?

# Who are Limited English Proficiency (LEP) Individuals?

- Individuals who do not speak English as their primary language and who have a limited ability to read, write, speak, or understand English may be limited English proficient, or "LEP," and may be eligible to receive language assistance with respect to a particular type of service, benefit, or encounter.
- The term does not refer to people who are bilingual

# Legal Framework Surrounding LEP

## **Title VI of the 1964 Civil Rights Act:**

- "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.

## **Executive Order 13166:**

- EO 13166: "Improving Access to Services for Persons with Limited English Proficiency"
- Each Federal agency shall also work to ensure that recipients of Federal financial assistance (recipients) provide meaningful access to their LEP applicants and beneficiaries.
- Pursuant to EO 13166 the Department of Justice (DOJ), which coordinates the federal government's LEP efforts, issued guidance to "Executive Agency Civil Rights Officers" setting forth general principles for agencies to apply in developing information for recipients.



# Knowing your LEP Community

- [LEP.gov](https://www.lep.gov) is a great resource to discover different LEP languages within your communities.
- The LEP Mapping Tools include static and interactive maps of the LEP population. This includes:
  - The Civil Rights Division's Language Map App, an interactive mapping tool that helps users find the concentration of and languages spoken by LEP individuals at the state or county level;
  - National and state-level LEP population maps (by number and percent);
  - County and judicial district-level LEP population maps (by number and percent);
  - National Spanish Language Maps; and
  - Asian and Pacific Islander National Language Maps.
- HUD consolidated planning agencies also analyze this data and may be helpful to determine who to serve in your community

# LEP Data

- <https://data.census.gov/>

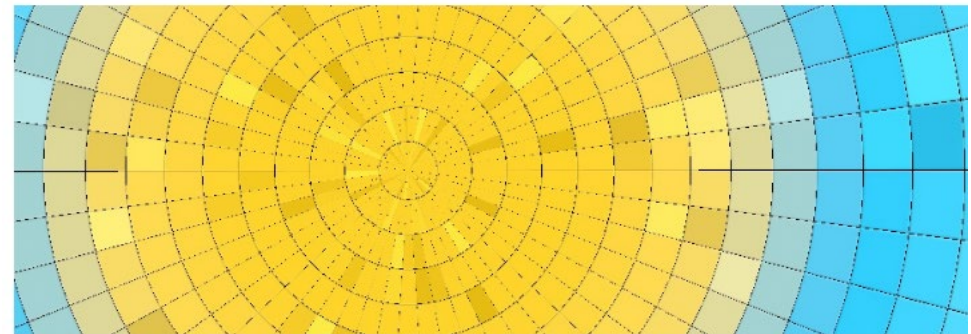
- <https://www.lep.gov/maps>

## Explore Census Data

The Census Bureau is the leading source of quality data about the nation's people and economy.

[Advanced Search](#)[Help](#)[Feedback](#)

## Data and Language Maps



# Four Factor Analysis

- Organizations can utilize the four factor analysis to determine the appropriate language assistance services to ensure that persons with LEP have meaningful access to the HUD programs, services, and activities.
- The four factors include:
  1. Number or proportion of LEP persons in the eligible service population
  2. Frequency with which LEP individuals encounter the programs
  3. Nature and importance of the service provided by the programs
  4. Resources available to the recipient and costs

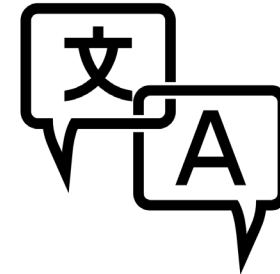
# Responsibilities & Tips

# Responsibilities

- Each person has a legal right to the language assistance services. (Or the right to refuse those services.)
- Organizations should aid recipient to identify themselves as persons needing language assistance by using the “I speak card”.
  - <https://www.lep.gov/sites/lep/files/media/document/2020-02/crcl-i-speak-booklet.pdf>
- “Interpretation Services Available” posters and other promotional materials are needed in areas where staff are in contact with the public. (i.e., lobby.)
- Notifications about the availability of language services need to be written in non-English languages to be effective

## Responsibilities (cont)

- Provide recipients with the following resources:
  - Bilingual staff
  - Translated Materials
  - Staff interpreters
  - Contract interpreters
  - Telephonic interpretation services
  - Formal agreements with community volunteers



# Types of Language Services for the LEP Community



**Braille Translation**



**Telephonic Interpretation**



**Onsite/Virtual Interpretation**



**American Sign Language  
Interpretation**



**FedRelay (Federal TTY)**

# What Are Methods Of Addressing Written Translation?

- Standardizing documents to reduce translation needs
- Translating an entire document
- Translating a short description of the document
- Providing a statement in various languages that says “this is an important document. If you do not understand it because your primary language is not English, we will provide you free oral language assistance.”



# What Are Methods of Providing Oral Interpretation?

- Sharing language assistance services between sites
- Training bilingual staff to act as interpreters
- Telephonic and Video Conferencing interpreter services
- Formal agreements with community volunteers; and
- Centralizing interpreter services

# How Do I Provide Notice of Language Services to Persons with LEP?

- Create outreach documents in different languages
- Notification at application and at recertification
- Working with grassroots and faith-based community organizations
- Inclusion of common languages in a telephone voice mail as well as how to obtain language assistance
- Notices in local newspapers and non-English-speaking radio and television
- Schedule staff who are bi-lingual to speak at community events/Resident meetings where persons with LEP may be
- Ensure info on website is available in common languages, or at minimal how to apply

# What is Interpreting?

- Interpreting is the transfer of one spoken language to another.
- Interpreters are Conduit
- The role of the interpreter is to only transmit the intended message, meaning they will:
  - Accurately, without any distortion of meaning
  - Without omissions
  - Without substitutions
  - Without additions

# When Working With Telephonic Interpreters

- Get the interpreter's name and number
- Describe the situation to the interpreter
- State the goal of the communication
- Introduce the client to the interpreter
- Check client's understanding of the interpreter
- Remember that the interpreter cannot see you
- Ask the interpreter to ask the LEP client if the interpretation was successful

# Tips of Working With Interpreters

- Interpret everything that is said
- Use the first and second person
- Use the same grammatical construction as the speaker
- Do not omit, edit, or polish what was said
- Interpret the meaning as accurately as possible
- You may have to interpret sensitive material that may be embarrassing or difficult to communicate
- No side conversations with the LEP person

*Scenario: Mr. Brown is your interpreter for your next housing counseling session. Mr. Brown may need these types of reminders before the interpretation really gets started. Remember, your client needs Mr. Brown's help but he also needs time to work through the interpretation with your client.*

## Tips of Working With Interpreters (cont)

- Never answer for the LEP person
- Keep all information confidential
- Ask interpreter to do any of the following:
  - Pause
  - Repeat
  - Slow down
  - Ask for clarification or a time out

*Scenario: Mr. Brown should understand the role you play as a housing counselor v. his as the interpreter. Confidentiality is really important and is often already earned between the counselor and client. Take a few moments to set up expectations at the beginning of the session. Also, pay attention to the information you are receiving and ask Mr. Brown to help clarify, repeat, etc. - anything you need from the client.*

# Tips When Working with Clients

- Explain the role of the interpreter: to be a conduit ONLY
- Speak slowly and speak only one or two sentences at a time
- Be patient- the interpreter may ask you to slow down or repeat what you just said

*Scenario: Mrs. Fernandez has never worked with an interpreter prior to this housing counseling session. She is seeking counseling to help her make her next move on how to communicate with her landlord who is trying to evict her for nonpayment of rent. Previously, she brought her adult daughter to the routine intake; however, this session is when the real work begins for the counselor. The goal is to truly understand which steps she has taken along with the landlord. Remember, counselors are there to help her get the best advice possible with the interpreters help.*

# Knowledge Checks

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# Office of Housing Counseling & Fair Housing Equal Opportunity



- **Housing Counseling LEP Toolkit**  
<https://files.hudexchange.info/resources/documents/Housing-Counseling-Limited-English-Proficiency-Toolkit.pdf>
- **HUD Language Access Plan 2021:**  
[https://www.hud.gov/sites/dfiles/FHEO/documents/HUD\\_Language\\_Access\\_Plan.pdf](https://www.hud.gov/sites/dfiles/FHEO/documents/HUD_Language_Access_Plan.pdf)
- **Event Webpage:**  
<https://www.hudexchange.info/programs/housing-counseling/fair-housing-conference-2021/>
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