

**Fair Housing 2021: What Counselors Need to Know**  
**Reaching Limited English Proficient (LEP) Populations**  
**Tuesday, November 16, 2021**

Shawna LaRue Moraille: Hi. Welcome back everyone. This is Shawna LaRue Moraille from ICF and we're delighted that you're here for the third session of today, which is "Reaching Limited English Populations." And this is the Fair Housing 2021 Conference: What Do Housing Counselors Need To Know.

So just a couple of reminders. We have you join us on listen only. We are able to chat with you, to answer any technical questions you might have about the software through the chat box. Let us know if you need anything. We have a support team here. And then also, if you have any content-related questions about limited English proficiency, please go ahead and use the question-and-answer box. And we've already been lurking on Whova and there's at least one question I know that was brought to our attention that we'll answer there. But later, if we don't answer all your questions, we'll keep it going on Whova.

So I wanted to start first with a polling question meant to meter, and we'll go ahead and pop that into the chat box for you so you have the direct link. But you can use your browser to join another link or you could also go into menti.com and you will see here the code at the top is 34596416 and you only need that if you just type in menti.com. Again, we'll put the actual link for you to go to the correct site.

So I see most of you are clicking the heart button so we know that you're here. We really think Nelson, your presenter today -- we really wanted to find out a little bit more about you and what your experiences with serving limited English proficient populations. So it seems like most of you have logged in so I'm going to advance us here.

So we really want to know what your experiences related to serving those who are limited English proficient, so you may be incredibly experienced, you might be experienced. Maybe you're not very experienced. And again, our presenter is going to walk through all the basics with you and if -- you might be here because you need a refresher and we're really glad that you're here for that. There's been a lot of resources that both HUD, the Office of Housing Counseling, Fair Housing, equal opportunity -- there's great resources on LEP.gov that Nelson will go over. So lot's of things that even if you are experienced but need these more recent resources, you can get them all here, so okay.

Great. Okay. You can keep voting on Mentimeter, but I'm going to go ahead and cover our agenda today. So we are going to talk about who are those who are limited English proficient. We're going to talk about responsibilities and tips for housing counselling agencies. We do have another Mentimeter question at the end that is a quiz, so you need to hang on our every word today. And then we have always some resources and then finally, as time permits, and hopefully we'll have time at the end of the day today to do questions and answers. So again, you can use the Q and A box and you can go ahead and submit those. And we do have folks that are assisting us behind the scenes.

I mentioned I was Shawna LaRue Moraille. I'm the director and oversee HUD's Office of Housing Counseling technical assistance contract, and I am so pleased to be here today with Nelson Patterson, who's a program analyst with fair housing equal opportunity. He has a wealth

of knowledge that he cannot wait to share with all of you. And with that, I'm going to turn it over to Nelson. Nelson, welcome.

Nelson Patterson: Hello. Thank you so much, Shawna. I'm very excited to be here and join this conference. It's been a great experience working with everybody so far, and I'm just here to share what I know about limited English proficiency.

As Shawna said, my name is Nelson Patterson and I am the language assistance coordinator here at HUD and that basically means I help house staff and the public interact with one another and making sure that we communicate clearly and in languages that everyone can understand. Overall, I'm very new to HUD. I started last July in the middle of the pandemic, and so this is -- this virtual work environment is all I know so far through HUD. I want to thank you all again for being a part of this conference and we can move onto what exactly limited English proficiency means and who are considered LEP.

So moving forward, who are limited English proficiency individuals? So on the federal interagency website, limited English proficiency at [LEP.gov](http://LEP.gov), it defines individuals as people who do not speak English as their primary language and who have limited ability to read, write, speak or understand English. So this is a pretty broad definition which means there are many folks who might fall into this category. For example, an individual may have basic communication skills in English, but when it comes to describing or reading complex issues they might prefer to speak their own, their native language.

And based on the study in 2016 from the American Community Survey, nearly 5.3 million heads of households were considered to be LEP, which is about 4.5 percent of U.S. households. And overall, there are about 25 million persons in the United States or approximately 9 percent, who are considered LEP. LEP does not refer to someone who is bilingual, so just keep that in mind. And so, these are very big numbers. It's important that we really stay kind in our words to make sure that we account for reaching all individuals who might come in contact with this program.

So this is really a nice segue going to out next slide that covers the legal framework around LEP. So you'll see that the legal framework -- there are two main laws that govern LEP rights. The first is Title VI of the 1964 Civil Rights Act and the second is the Executive Order 13166.

We're going to talk a little bit about Title VI first. This prohibits discrimination on the basis of race, color and national origin. National origin and LEP are categorized very similarly. LEP is not explicitly mentioned in the act, but merely all LEP persons are LEP because them or their family members are from a non-English speaking country, so this is something to keep in mind. Therefore, moving on, the act says that we must provide equal services in terms of scope and quality. We cannot unreasonably delay service to LEP individuals and we cannot require LEP persons to provide his or her own interpreter. We must provide them one. And we cannot limit participation in a program because an individual is limited English proficient.

Now Title VI covers all entities that receive Federally financial assistance. This includes public housing, Project 6 Section 8 PBV funds, and HOME funds. Entities that receive any federal financial assistance are subject to LEP administrative writings.

Now moving on to what Executive Order 13166 Improving Access to Services for Persons with Limited English Proficiency.

Can you hear me a little better now? Is the audio clearer? If not, I can switch and move to my phone.

Shawna LaRue Moraille: I think you're good, Nelson. Thank you.

Nelson Patterson: Okay. Great. So Executive Order 13166 affirms the relationship between national origins and limited English proficiency. It orders federal agencies and federal assistance programs to create action plans to ensure language access for LEP persons. It also directs agencies and programs to work with LEP persons and their representatives when creating language assistance plans. Through Executive Order 13166, LEP.gov was created and it serves as a one-stop shop for federal guidance on LEP.

Now I would like to go and start talking about how we can know our LEP community. As we just mentioned, LEP.gov is a great resource that all housing counsellors should explore and become more familiar with and how to reach LEP communities. Through a tool on the website, you can receive mapping tools and it is a quick way to get state and county views on LEP community information.

So I think now Shawna is going to switch over and we will actually take a quick look at LEP.gov to go over how easy it is to use. So from the language map at LEP.gov, in just a second, quick, you get to see the 2016 map app. The map of the United States appears. And you can click on the state to see the state-level information and zoom in even more to access county information. And you can switch to a table and you can see the percentage of languages, the populations and the languages that they speak. That is very quick and now you have information on your specific region.

Another way to find information is through census.gov. We recently concluded a census last year and the data that they provide on census.gov is most accurate and most up to date. It might be a little harder to find, but there are some pretty good FAQs on their website that can help you find exactly what you're looking for when it comes to LEP populations.

Now this is also a good segue into the fourth factor analysis and how -- and we mostly covered the first factor in the four-factor analysis, which is the number of LEP persons in an eligible serviced population. This means that you need to know your population and figure out which languages will be most effective for reaching the highest amounts of individuals.

Now the second factor is the frequency with which LEP individuals encounter your programs. And through your own internal tracking services, you can identify programs you have. Through your own tracking services you can identify which programs.

Is there an issue with my microphone? It's pretty -- some people are saying it's pretty muffled.

Shawna LaRue Moraille: I can hear you just fine. So I think you went out for a second, but I can hear you just fine. It might be folks. I'm sorry about that. There will be a clear recording of this session later.

Nelson Patterson: Okay. All right. Wanted to make sure. Thank you.

So going back to the frequency of LEP individuals in the program, we just have to make sure that we understand our program and making sure that we can reach the highest amount of individuals through the appropriate languages.

Third factor is the major and important services we provide in the program. So we want to focus on which documents, which information is most vital to successfully running our programs and successfully doing our jobs. So if we could conduct an analysis on your programs and view your external-facing documents to determine their importance.

And finally, this may be the most useful factor are the resources available to the recipient and the cost associated with services. So you should determine how much funding can be allocated towards producing these materials in other languages and leverage that with actually conducting the work in translating documents in other languages.

All these factors are examined and compared against, and from doing this four-factor analysis, you will be able to determine which documents, what materials, what information is the most important and making sure that these are translated into the appropriate languages.

Now we're going to go over some responsibilities and tips for getting the most out of what research you have. So these responsibilities go back to the four-factor analysis and making sure the materials are available in the preferred language of your customers. Each person has the legal right to language assistance services, or they have the right to refuse these services.

Organizations can assist recipients by downloading I Speak cards, which are available through [hud.gov](http://hud.gov) or also you can find them at [LEP.gov](http://LEP.gov) and this leads back into the presentation. Through this link, you will be able to download and print copies of these I Speak booklets that list different languages and help with the individuals who come into your office who may not speak English and they can't fill out and carry the document saying that I do speak this language and I would like to receive assistance.

Notifications should also be placed in languages other than English, letting others know that the services are available for individuals who do not speak English. And having these materials available in the front of your office, where individuals interact with, is the best method of making sure that these materials and information can be accessible for LEP individuals.

Now moving on, we know that not all housing counsellors have the same resources available and some ways to reduce the cost and still provide quality services for your customers is through the referral system. You can refer customers to another agency and it is appropriate for housing counsellors to do so if there is a language that a customer speaks that is not provided at your office. I think we'll be able to show a quick signal of that system at the end of the presentation.

So other means of providing information is through having bilingual staff translate the materials, like we were saying before. Staff interpreters or you can have contract interpreters and telephone interpretation services.

And the last ones are formal agreements with community volunteers. This -- community volunteers are something I think some agencies use where they train bilingual individuals in the community to become interpreters or translate materials. Being an interpreter isn't as easy as it seems, so there has to be some training and some tips for bilingual individuals to know so they can properly translate or interpret for another individual. We'll go over booklets in later slides.

Now on this slide you can see what resources here at HUD we offer to the public. And so, we have government translations. We have telephone interpretation services. We have on-site and virtual interpretation services. We can translate documents into Braille. We can use American Sign Language interpreters.

Next really is federal TTY programs and we will -- this is more for federal employees so we won't go over that so much.

Now moving onto the next slide, what methods of addressing for translations? So like we said, when it comes to making sure we have the most right documents, we want to make sure that we can have these documents standardized to reduce the translation aids. And this also means we should translate the entire document. We don't want to find ourselves in the position of determining what information should and shouldn't be translation. If we translate one document, it should be the entire document. When it comes to also translating documents, we should think about having a short description of the document in the appropriate language. This helps the customer better prepare and know what they're signing or looking at before reading the whole document.

Yes. And also, our ASL interpreters are doing a great job. This is something that you always have to be aware of.

I also can provide a statement in various language saying that this document is important and if you do not understand it, we can provide an English -- a copy of the document in your language or we can have someone assist you with understanding the document.

Now moving forward with what are some methods of providing oral interpretation services. Through your referral system, sharing language assistance services can be very useful. Training bilingual staff to act as interpreters, which has to be done through the training because interpretation is a very hard skill to learn, and it takes time to become proficient at it. Through telephonic and video conferencing interpretation services. As I mentioned before, we also have formal agreements with community volunteers and making sure that we can best utilize our funding to create centralized interpretation services. This helps in reducing costs and making sure that you can still provide adequate information for our customers.

Now when we provide notice of language services for individuals who are LEP, it is important that -- I think we move onto the following slide now. It's important that we create documents in the specific language of our customers. Working with grassroots and state-based organizations is one great way to bind LEP individuals who might need assistance or who might not know about the programs that are offered, including common languages on telephone, voice mail, is one way of providing assistance. Also reaching out through notices in local newspapers and non-English speaking radio and television services.

Another way we can really target LEP individuals are by using bilingual staff who can participate in community events and, or residential meetings where there may be LEP individuals. It's always important that we ensure that our websites are as accurate as possible when it comes to letting individuals know that services are available in different languages.

Here at one major job I'm working on at HUD is making sure that our common hud.gov website has information available to individuals who may be LEP. Currently, we have information. There's a small section with information in Spanish, but I think it will be -- we are working to make sure other languages are also included, where individuals who do not speak English go to the HUD page and can navigate to find information in their appropriate language from the beginning. These are very important. There are things that people oversee, and it is very important that we include these during the production stage of and the planning stage of production and mapping. We should be thinking about targeting LEP individuals throughout the lifecycle of our projects.

Now I'm going to talk a little more about interpreting and what it is. And the goal of an interpreter is to be a conduit, which means that it is the role of an interpreter to only transmit the message between the customer and the employee. It is important to know that among trained interpreters, there often needs to be qualifications about the role of an interpreter. The interpreter is an individual that will not omit words. They will not add, substitute, have additions to the conversation and they will not substitute any words. If there are grammatical errors or there are issues that the interpreter does not understand clearly, they have the right to interrupt and make sure that they understand their job so that they can interpret well and provide clear message for the customer or for the counsellor.

Now, there are other types of roles that an individual may play and there are advocates that are individuals who are there to assist an LEP person in communication that isn't an interpreter. And they're also cultural brokers, which are there to help explain cultural cues or different behaviors of the non-LEP individual. We know that between different countries and dialects and languages, there are different meanings behind certain words and we want to make sure that everyone is on the same page when it comes to getting our messaging across.

Now when it comes to working with telephonic interpreters, we must gladly -- tips are very similar. So we're going to go to the next slide and look at what the telephonic interpreters can provide. It's important when working with individuals here that we get the name and number of the interpreter, so in case the call drops you are able to call them back. We need to describe the situation to the interpreters for our conversation. We state the goal and the general communication and introduce the client to the interpreter. From here, throughout the

conversation, make sure that everyone is on the same page and understands what is being explained. And at the end, we should double-check and make sure that the LEP client is -- had an enjoyable experience and was able to get the information that's needed.

Now I'm going to pass the baton over to Shawna, who is going to explain some more tips with some examples of working with interpreters.

Shawna LaRue Moraille: Thank you so much, Nelson. Appreciate all of your going through the requirements, the executive order, and a lot of the responsibilities and tips. I'm sure a lot of folks learned from what you were able to share just now.

Yeah. So when Nelson and I put together the slide deck, we also thought that it was worth spending a couple of slides here to try to interpret this for you as a housing counselling agency and what you might be doing. So a few of the high points here in terms of tips is that when you're working with the interpreter, it's really important that you tell them they need to interpret everything that is said and also, as Nelson said, what's unsaid too in terms of what is going on culturally with the individual.

And that you really need to make sure that the interpreter uses first person, which is I and we, and second person you. It's really important. Third person may come across. That's when you're talking about she and they and just a lot less personal and just like you're speaking on their behalf, which is not what the interpreter is there to do. They're meant to go through everything with the client that you're working with as much as they can verbatim.

So the interpreter shall use the same grammatical construction as the speaker. They should not omit words or polish or say it a different way than your client, and they should not interrupt or do anything that might be insensitive at all. There might be some really tough situations. I mean, you folks are working with clients everyday that have specific, sensitive areas about their housing situation that might need to be conveyed. It might need to be conveyed in front of other family members. You name it. So all those things need to be conveyed as carefully as possible.

And then no side conversation should be done between the interpreter and the LEP person. I mean you guys are trusted advisors in your field and of course, you usually have their trust. You're just adding a third party here.

So in our example here about Mr. Brown as the interpreter, so you might need to remind Mr. Brown of all of these tips so that when he works with your client, he is going to be able to help you get the right messages across, the right points and things like that with your client.

Other tips to also keep in mind is that the interpreter should never answer for the LEP person. They really need to keep all the information confidential. And then, what you can do whenever you need to is to work with the interpreter and the client can as well -- that you may want to pause periodically. You might want to repeat or have the interpreter provide repeated information, just so you can understand as well and think about the next thing that you need to do, again, in this three-party conversation. You might ask them to slow down or you might ask for clarification, okay?



So again, when you're working with Mr. Brown, he's your interpreter. You really want to make sure that you know that he knows that this is really sensitive information, that confidentiality is really important and that it's something that you have again as housing counsellor -- you're their trusted advisor. So really just pay attention to everything that Mr. Brown is interpreting for you and if he needs to help clarify or repeat, basically to make sure that you have everything as a counsellor that you need to provide the best service to them.

And then moving on from the interpreter conversation is when working with your clients -- so it's really important that they understand the role that the interpreter plays and that they are the conduit to make sure that the information is being shared and digested again as part of this three-party conversation. And then, you may want to encourage them to speak slowly. Speak whenever they need to about like one sentence at a time about what's happening for them. And that we all need to be patient, right, and that everything that needs to be said in that conversation. Things may need to be restated and that's totally fine.

So in our scenario, Mrs. Thump Fernandez -- she has been working with you as a housing counselling agency for a while but she has -- needs to help communicate with her landlord and prior to this she brought a family member, okay? Which -- we talked about family members earlier and this family member is not the same thing as an interpreter. So the goal is here to make sure that Ms. Fernandez feels comfortable with the interpreter and that she understands what steps she needs to take in order to convey the information because, as you know, unpacking any situation, a housing situation, it's really important that you get all the facts down. What has she done? What has the landlord done in this case? To make sure that you're able to provide her with your best guidance for you guys to figure out what should be done next in terms of her situation.

So we thought that just a couple of these tips, working with both the interpreter and your client might be really helpful to you. I'll just ask, Nelson, do you have anything that you would add since these are -- a lot of these are your tips. Anything else that you would say?

Nelson Patterson: No. I think you covered everything pretty well. Just remember that this is a hard job. It does not come easy to -- even to the interpreter it is not easy. So we should really work well with these individuals, so thank you. Thank you again.

Shawna LaRue Moraille: Okay. Great. Thanks, Nelson.

So I do want to switch and just make sure we get in our knowledge checks. I'm going to bring that up in my computer. Same in Mentimeter. And thank you so much for responding in terms of serving LEP persons. So we just want to make sure that -- what are some responsibilities in terms of serving LEP persons? So we have a variety of answers here, so go ahead and take a couple minutes to do that.

And then I also welcome you to go ahead and make sure that you type in any questions that you have into the questions box because we will have time for questions. We have a couple. We have one from Whova that I know we're working on separately. Thank you so much for submitting a question there, but we also have a couple of questions that we thought we may want to ask

Nelson as well and things that you guys might be thinking about these days related to serving those who are limited English proficient.

So what are some of these responsibilities? Okay. Wow. So no surprise, Nelson. Everyone is choosing all of the above. There's so many different ways that folks can serve through translators, interpreters, agreements with community volunteers. I mean there's so many different ways in which housing counselling agencies can engage. Okay. Great. I feel like we have about half the people responding. Okay. Well now that you know the answer, we will just move on from there.

One thing that I wanted to make sure folks were aware of is that on hud.gov -- sorry. On HUD exchange -- I apologize. There is an entire limited English proficiency toolkit that we published earlier this fall and it walks through pretty much everything that you need to know in terms of the executive order. It refers to the handbook. It refers to the reporting. Lots of great ideas here in terms of like language services that can be provided, some definitions that are helpful, and what you need to do in terms of your agency. There's a checklist here. There's information on your 9902 reporting and also what are commonly translated documents.

So Nelson went through. There are so many that could be translated. We thought it would be helpful to provide this toolkit that really contextualizes it for you. Some brochures, but definitely disclosure forms, consent forms and the client action plan. Those are the most popular for housing counselling agencies, so wanted to make sure you saw that. And then there's some good tips from other organizations here as well.

And then I know Nelson covered everything on LEP.gov but we also have quite a number of outreach materials as well on the HUD exchange in multiple languages that I thought might be helpful just to make sure that you see this. And this is just from the front page of the HUD exchange and then limited English proficiency and outreach is included. And then you get the toolkit and you get some outreach materials. And HUD is adding to this compilation all the time, particularly as Nelson said too that he -- that's part of what he does as part of his role at FHEO. So if you see anything missing or need something translated in different languages, I know at least one person, right? Nelson said they really wanted to find something in Swahili to help their parent help their clients. So I went ahead and just showed the resources here, the toolkit link, etc.

I think I'm going to pause though at this point and I do have Sid Alvarado here who's helping us in the questions box this afternoon and also Nelson. So I'm going to stop sharing for a second and I would just ask -- let's see what's in the questions box that we want to answer today.

Sid Alvarado: Okay. We do have a few questions here. One of them is does the agency have to be a particular size in order for them to comply with LEP requirements? So is there a particular size that the agency has to be?

Shawna LaRue Moraille: Nelson, do you want to take this? I'm going to go ahead and at least share the piece of the toolkit with the thresholds in case that's helpful as you're talking.

Nelson Patterson: Yeah. Can everybody hear me okay?

Shawna LaRue Moraille: Yes.

Nelson Patterson: Okay. Well there aren't exactly that I know of size limits, but it really is based on the population and the community that you are reaching or trying to reach. So you have to do some research and see at your level if there are individuals who are LEP and what languages those are. And then from there you would have to determine what documents and what information you would like to translate. So it really depends on your population and the size of your reach.

Shawna LaRue Moraille: And also, just to piggyback on that -- and I just provided the link to this particular piece of the toolkit which I find very helpful about when documents need to be translated. But also, don't forget the four-factor analysis that Nelson went through is that you might be looking for your beneficiaries. You might be piggybacking with maybe a consolidated plan organization about who is in your community who is LEP. You can use the map software that we went over earlier that we showed from LEP.gov. And then you are going to see who your beneficiaries are. You're also going to look at your resources. So there's a couple things in that four-factor analysis that you can also lean on.

Sid Alvarado: Thank you so much. Okay. Another question. It seems like there's an agency who -- they have a client that has a minor child that they would like to use to interpret, and the agency would like to know is this something that is allowable if the family insists that they would like to bring in their child to interpret for them?

Shawna LaRue Moraille: So this is one we've thought about, right? Go ahead, Nelson.

Nelson Patterson: Yeah. So we strongly discourage having family members or children under the age of 18 act as translators. There are just some topics that may be sensitive or very technical in nature and it is such that we have a trained interpreter provide these services instead of family members.

Sid Alvarado: Okay. Thank you. There is a question about group education. This particular question stated that they have been finding it challenging to prove that LEP services are needed in a group education workshop. Is there some guidance that you can give them on that for group education, providing this service for group education?

Nelson Patterson: I don't know off the top of my head any particular services, but I feel that one way of getting around it could be to use volunteer interpreters, individuals from the community who are bilingual who might want to participate and help these local educational outreach events. This could be one way of making sure that everyone is included, as well as having other volunteers from the community participate. That's one way I believe could be useful.

Shawna LaRue Moraille: Yeah. Absolutely. And we're really -- I mean we've really been focused on threshold understanding beneficiaries that need your services. You would also look at that for group education. And we know a lot of housing counselling agencies have organizations that they have relationships with or adding more organizations that can help at a volunteer

capacity, or even in a referral capacity. All of those things could be really helpful. So just kind of keep that in mind. It's getting to know what's available to you in that community and then adding that service to your delivery of group education in your example, or it could also be one-on-one housing counselling as well.

Sid Alvarado: Thank you. It looks like there's a question that's a common theme and it's about resources. I know that you shared some resources, but it looks like there's a few questions on where agencies can get reputable telephonic or virtual interpretation services available, as well as share in some other resources that agencies can use to help with providing their clients interpreters?

Shawna LaRue Moraille: So I know Nelson, we have to be careful about naming organizations and yeah.

Nelson Patterson: Yeah. I can't really endorse any organization or company, but there are many reputable companies that do provide translation services. There are some online services, but it really just depends on your need and there could be -- there's research out on the online and information on LEP.gov that can help find reputable service providers.

Shawna LaRue Moraille: And I would also lean on your consolidated plan agency as well. As Nelson mentioned, I mean serving those with LEP is a requirement for other HUD programs such as home programs, the community development block program also known as CDBG and others. They may already have relationships with these type of organizations that you can piggyback on, so I would also say that.

And then I can say, HUD can't but I can say using any type of Google translate or something like that -- we know that that is not something that folks should be using. There's, in terms of Spanish, there's different words depending on where the person originates from. So it really makes sense to lean on both HUD resources and also folks in your community that you might be able to leverage to provide those interpretation and translator services.

Sid Alvarado: And the follow-up to that, Shawna, the question that I asked. You just touched on it a little bit. There's been some very specific questions about what types of HUD resources or financial resources are out there to help agencies underwrite the cost that comes with providing an interpreter to clients. So is that something where there's specific -- I know you just mentioned some grants but are there any other grants or anything like that or other financial resources that you would like to chime in because that seems to be another theme as well as what can we do as an agency? We feel like we can't afford this. Where should we go to find financial resources to provide this service?

Shawna LaRue Moraille: I know some foundations have been providing additional resources for this type of service. Again, not to name any in particular. I can only say that. Nelson, anything that maybe you didn't mention in terms of HUD resources or --

Nelson Patterson: I'm not sure. On our website we have documents that have been translated already. We have a lot of promotional materials that are available in different languages. But

outside of that, I'm not sure on additional funding for these types of services that could be available for housing counsellors.

Shawna LaRue Moraille: I do know that both, some of the government-sponsored entities like Freddy Mack and Fanny May have also done some translated documents. I mean I can say that. Also, the Federal Housing Finance Administration, the FHFA, they were constantly adding to their interpretive documents that are available, so I know more is going to come out soon from there. That's what we've heard from HUD's office of housing counselling is there partnership there.

We can continue that in particular maybe on Whova and also, agencies, you can share you're who you're using on Whova, like there's no prohibition there. We just have to be very careful in terms of who HUD endorses and things like that. They can't endorse private companies and whatnot.

Sid Alvarado: Thanks for providing that clarity, Shawna. And do we have time for another question?

Shawna LaRue Moraille: Sure.

Sid Alvarado: Okay. It seems like there's a few agencies that are saying hey, we have not really encountered LEP clients. What is our responsibility? Should we be going out to do some outreach? What do we need to do to prepare, but as well as if we've not encountered it, is there something that we should be doing to go out and to provide some outreach?

Shawna LaRue Moraille: You want to cover that?

Nelson Patterson: So I think to -- if you're not sure if your population if there are LEP individuals, going back to the LEP map would be a really good start just to make sure that there are folks in your communities that could use the services. I think from there you can determine what languages or where these community members might live or target certain messaging for letting them know that services are available in your language. Those are all good tips for making sure that you can reach and target LEP individuals who may need your services but haven't reached out.

Sid Alvarado: Thank you.

Shawna LaRue Moraille: Sorry. I am going to drop -- I was just searching over here. There are again -- they're growing this at FHFA. There's some mortgage translations. There's a bunch here. I'll just put it in the chat box for everyone just because it's a good place to go. Yes, Sid.

Sid Alvarado: Oh. No problem. It looks like there's a question that's asking when looking for interpreters, are there certain types of qualifications or certifications organizations should be looking for?

Nelson Patterson: Yes. There are specific qualifications and services. One good resource to look at is our language access plan. That is on hud.gov and it's also available on this website, in this presentation. This was recently published last month and it is our updated language access plan. It has some information on how to develop your plan and also get some information about what people, clients I believe. If not, there are other documents I could -- is it possible to add after the presentation we have, upload more documents? I have something I could share that should be fine. It's fine to share. It's just some standard qualifications that interpreters should have.

Shawna LaRue Moraille: Sure.

Nelson Patterson: There are different associations. There are different maybe -- some have a master's degree in interpretation services or there could be other associations that could be very useful for making sure that the client is well-versed in interpreting, providing interpretation services.

Shawna LaRue Moraille: Okay. Great. Yeah. I think those qualifications, Nelson -- if you want to post them in the community board for LEP that would be helpful. And you can also provide a link. You can do photos and you can do links in Whova and correct me if I'm wrong but I'm pretty sure -- yeah. You can do links. Just can't like upload like a PDF in Whova, not to my knowledge. So totally fine if you want to do that. That's a great question, Sid.

Sid Alvarado: And that concludes the questions that we have at this time.

Shawna LaRue Moraille: Okay. Great. Well after Nelson said that he wanted to just point out the language access plan document, that toolkit, I pasted that in the chat box so you'll see it there but it's also on the slides and hopefully you've downloaded these slides from the HUD exchange website.

So there's a couple of other resources here in terms of -- we linked to the conference which I think we mentioned before that the slides are there. Also, the recordings of this webinar will be there just like the other ones will be there as well. And then if you have anything that you need related to housing counselling, here's the website and also the e-mail address is there.

And we do want you to continue the conversation on Whova and Nelson, myself and others will be lurking and providing you with additional answers. But I really would love for you to share what you're currently doing serving LEP persons. And again, it's totally fine for you to share who you're using for interpretative services, etc.

And I do want to give you a couple minutes back in your day, but I do want to thank you so much, Nelson Patterson, for sharing your expertise and your tips and all the great knowledge that you provided on this particular session. And I would invite everyone back tomorrow. We get started at 12:00 Eastern and we're going to talk about fair housing for those with disabilities. You guys asked a lot of great questions today that we said we'd like to talk about there such as service animals and other type protections for those with disabilities.

So have a wonderful evening and we'll talk to you on Whova and we'll see you tomorrow.  
Thanks, everyone.

Nelson Patterson: Right. Thank you.

(END)