

This sample is for informational purposes only.

Language Access Plan Worksheet

Recipients are strongly encouraged to conduct a language access needs assessment; and, based on that assessment, develop a written language access plan. While a written plan is not required, the development and maintenance of a periodically updated plan on language assistance for limited English proficient (LEP) individuals is a simple and cost-effective means of documenting compliance with language access laws and providing a framework for appropriate language assistance.

Needs Assessment

What is the name of this program or service?

Rural Energy For America Technical Assistance Grant Program

What is the target audience for this program or service? (For example: pregnant and nursing mothers or low income families).

All rural citizens of Wyoming. This will include all races and ethnicities.

What is the nature or mission of this program or service?

To increase the Rural Energy Energy for America Grant applications for REAP projects with a total project of \$40,000 or less.

How important is this program or service to people's lives?

Rural Energy for America Program stands as a beacon for rural citizens, offering them the means to adopt sustainable energy practices, reduce energy costs, and bolster economic development in their communities. It's a vital tool in the pursuit of a more resilient and self-sufficient rural America.

What is the number or proportion of LEP individuals who are eligible to be served or likely to be encountered by this program or service and what language/s do they speak? (For example: approximately 5% of the program's target audience speak Spanish).

Approximately, 7% of Wyoming's population do not speak English.

What data sources were used to determine the number or proportion of LEP persons who are eligible to be served or likely to be encountered by this program or service?

We utilized the Migrationpolicy.org website and US Census.

How frequently will LEP individuals be in contact with this program or service? (For example: daily, weekly, monthly, rarely, etc.).

Our outreach efforts, community engagement, and the specific needs of the population for the REAP program have determined contact with LEP individuals will be rarely.

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What resources are currently available for the provision of language access services? (For example: bilingual staff, volunteer interpreters, or a monetary amount).

We have volunteer interpreters that have decided to assist us if needed for a monetary amount.

Identifying LEP Individuals Who Need Assistance

How will staff members determine whether an individual may need language assistance services? (For example: use of "I Speak" cards and asking if the individual would like an interpreter).

We will use the "I Speak" cards to assist an LEP individual and assist with an interpreter.

Language Assistance Services

What type of language assistance services will be provided to participants?

Written Translation

All Documents

Vital Documents

▪ List Vital Documents:

Outreach Materials

▪ List Outreach Materials:

One page flyer

Materials will be translated as need arises

Other:

Translation will be completed by:

Bilingual Staff

Volunteer Interpreters

Contract Interpreter Service

▪ Name of service provider:

Google Translator and National Interpreters and Translators

In-Person Interpreters

Bilingual Staff

Volunteer Interpreters

Contract Interpreter Service

▪ Name of service provider:

Google Translator and National Interpreters and Translators

Video Interpreters

▪ Name of service provider:

Google Translator and National Interpreters and Translators

Telephonic Interpreters



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▪ Name of service provider:

Google Translator and National Interpreters and Translators

How will you ensure the quality of the language services that you provide?

Staff Training

Which staff members will receive language access training?

- | | |
|-----------------------------------------------------|-------------------------------------|
| <input checked="" type="checkbox"/> Frontline Staff | <input type="checkbox"/> Volunteers |
| <input type="checkbox"/> Administrative Staff | <input type="checkbox"/> Other: |
| <input type="checkbox"/> Managers and Supervisors | |
| <input type="checkbox"/> Health Care Providers | |

What type/s of training will staff members receive and how often will their receive it? (For example: staff members will attend a 2-hour, in-person training and receive an annual email reminding them of our language access policies and procedures).

We will review the LEP documentation and supporting videos on a semiannual basis.

Notice to LEP Individuals

How will you notify program participants that language access services are available to them at no cost? (For translated notice templates see <https://www.hhs.gov/civil-rights/for-individuals/section-1557/translated-resources/index.html>).

- | | |
|------------------------------------------------------------------------------------------|---------------------------------|
| <input checked="" type="checkbox"/> Posting signs in intake areas and other entry points | <input type="checkbox"/> Other: |
| <input checked="" type="checkbox"/> Posting notice and taglines on website | |
| <input checked="" type="checkbox"/> Including notice outreach documents | <input type="checkbox"/> Other |
| <input type="checkbox"/> Providing notice during initial point of contact | |

Monitoring and Updating the Language Access Plan

Who will be responsible for reviewing and updating this language access plan? (For example: the grant manager or program director).

Randi Wisner will be responsible for monitoring and updating the Language Access Plan

How often will this language access plan be reviewed?

Semiannually.

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When the plan is reviewed, what will be assessed?

- Current LEP populations in recipient service area.
 - Frequency of encounters with LEP language groups.
 - Nature and importance of activities to LEP persons.
 - Availability of resources.
 - Whether existing assistance is meeting the needs of LEP individuals.
 - Whether staff know and understand the language access plan and how to implement it.
 - Whether identified sources for assistance are still available and viable.
 - Other:
-

B. A Sample Self-Assessment

1. Understanding How LEP Individuals Interact with Your Agency

The following series of questions helps agencies understand how an LEP individual may come into contact with your agency:

1. Does your agency interact or communicate with the public or are there individuals in your agency who interact or communicate or might interact or communicate with LEP individuals?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
2. Please describe the manner in which your agency interacts with the public or LEP individuals:	<input checked="" type="checkbox"/> In-Person <input checked="" type="checkbox"/> Telephonically <input type="checkbox"/> Electronically (e.g. email or website)	<input type="checkbox"/> Via Correspondence <input type="checkbox"/> Other: (please specify)
3. Does your agency provide federal financial assistance to any non-federal entities? (Federal financial assistance includes grants, training, use of equipment, donations of surplus property, and other assistance. Recipients of federal funds can range from state and local agencies, to nonprofits and other organizations.)	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
4. If your agency does provide federal financial assistance to non-federal entities: <ul style="list-style-type: none"> a. Do you have an active program in place to require your recipients of federal financial assistance to comply with Title VI and language access standards? b. Does your agency inform recipients of federal financial assistance that they should budget for language assistance services? c. Does your agency inform recipients of federal financial assistance about which grants can be used, in whole or in part, to improve language access? 	Yes a. <u>Yes</u> b. <u>Yes</u> c. <u>Yes</u>	No a. No b. No c. No

2. Identification and Assessment of LEP Communities

The following series of questions aims to identify the LEP population you serve:

<p>1. How does your agency identify LEP individuals? (Select all that apply)</p>	<input type="checkbox"/> Assume limited English proficiency if communication seems impaired <input checked="" type="checkbox"/> Respond to individual requests for language assistance services <input type="checkbox"/> Self-identification by the non-English speaker or LEP individual <input type="checkbox"/> Ask open-ended questions to determine language proficiency on the telephone or in person <input checked="" type="checkbox"/> Use of "I Speak" language identification cards or posters	<input checked="" type="checkbox"/> Based on written material submitted to the agency (e.g. complaints) <input type="checkbox"/> We have not identified non-English speakers or LEP individuals <input type="checkbox"/> Other (Please specify): _____
<p>2. Does your program have a process to collect data on:</p> <p>a. The number of LEP individuals that you serve?</p> <p>b. The number of LEP individuals in your service area?</p> <p>c. The number and prevalence of languages spoken by LEP individuals in your service area?</p>	<p>Yes</p> <p>a. <u>Yes</u></p> <p>b. <u>Yes</u></p> <p>c. <u>Yes</u></p>	<p>No</p> <p>a. No</p> <p>b. No</p> <p>c. No</p>
<p>3. How often does your agency assess the language data for your service area?</p>	<input type="checkbox"/> Annually <input checked="" type="checkbox"/> Biennially	<input type="checkbox"/> Not Sure <input type="checkbox"/> Other:
<p>4. What data does your agency use to determine the LEP communities in your service area? (Select all that apply)</p>	<input checked="" type="checkbox"/> Census <input type="checkbox"/> US Dept. of Education <input checked="" type="checkbox"/> US Dept. of Labor <input type="checkbox"/> State Agencies	<input type="checkbox"/> Community Organizations <input type="checkbox"/> Intake information <input checked="" type="checkbox"/> Other: <u>Migrationpolicy.org</u>
<p>5. Do you collect and record primary language data from individuals when they first contact your programs and activities?</p>	<p><u>Yes</u></p>	<p>No</p>
<p>6. If you collect and record primary language</p>		

data, where is the information stored?	In office	
7. What is the total number of LEP individuals who use or receive services from your program each year?	So far 0 have been identified.	
8. How many LEP individuals attempt to access your programs or services each month?	Unknown	
9. How many LEP individuals use your programs or services each month?	Unknown	
10. Specify the top six most frequently encountered non-English languages by your program and how often these encounters occur (e.g., 2-3 times a year, once a month, once a week, daily, constantly).	Language	Frequency of Encounters
	1. Spanish	1. 0
	2. French	2. 0
	3. Haitian	3. 0
	4. Italian	4. 0
	5. Portuguese	5. 0
	6. German	6. 0

3. Providing Language Assistance Services

The following set of questions will help you assess how well your agency is providing language assistance services to LEP individuals:

1. Does your agency currently have a system in place for tracking the type of language assistance services it provides to LEP individuals at each interaction?	<input checked="" type="radio"/> Yes	<input type="radio"/> No
2. What data, if any, do you maintain regarding language assistance services? (Select all that apply)	<input checked="" type="checkbox"/> Primary language of persons encountered or served <input type="checkbox"/> Use of language assistance services such as interpreters and translators <input type="checkbox"/> Funds or staff time spent on language assistance services	<input type="checkbox"/> Number of bilingual staff <input checked="" type="checkbox"/> Cost of interpreter services <input checked="" type="checkbox"/> Cost of translation of materials into non-English languages <input type="checkbox"/> Other (Please specify): _____
3. Does your agency have a system to track the cost of language assistance services?	<input checked="" type="radio"/> Yes	<input type="radio"/> No
4. What types of language assistance services does your agency provide? (Select all that apply)	<input type="checkbox"/> Bilingual staff <input type="checkbox"/> In-house interpreters (oral) <input type="checkbox"/> In-house translators (documents) <input checked="" type="checkbox"/> Contracted interpreters <input type="checkbox"/> Contracted	<input checked="" type="checkbox"/> Language bank or dedicated pool of interpreters or translators <input checked="" type="checkbox"/> Volunteer interpreters or translators <input type="checkbox"/> Interpreters or

	<input checked="" type="checkbox"/> Telephone interpretation services <input checked="" type="checkbox"/> Video interpretation services	<input type="checkbox"/> translators borrowed from another agency <input type="checkbox"/> Other (Please specify):
5. Does your agency a) have a certification or assessment process that staff must complete before serving as interpreters or translators for LEP individuals? b) Does the process include use of standardized language proficiency exams?	a) Yes <u>b) Yes</u>	<u>a) No</u> b) No
6. Does your agency ask or allow LEP individuals to provide their own interpreters or have family members or friends interpret?	<u>Yes</u>	No
7. Does your agency have contracts with language assistance service providers (in-person interpreters, telephone interpreters, video interpreters, or translators)?	<u>Yes</u>	No
8. Does your agency provide staff with a list of available interpreters and the non-English languages they speak, or information on how to access qualified interpreters?	<u>Yes</u>	No
9. Does your agency identify and translate vital documents into the non-English languages of the communities in your service area?	<u>Yes</u> Spanish	No
10. Which vital written documents has your agency translated into non-English languages?	<input type="checkbox"/> Consent forms <input type="checkbox"/> Complaint forms <input type="checkbox"/> Intake forms <input type="checkbox"/> Notices of rights <input type="checkbox"/> Notice of denial, loss or decrease in benefits or services <input type="checkbox"/> Notice of disciplinary action	<input type="checkbox"/> Applications to participate in programs or activities or to receive benefits or services <input checked="" type="checkbox"/> Other (please specify): REAP Flyers
11. Does your agency translate signs or posters announcing the availability of language assistance services? <u>N/A</u>	Yes	No
12. When your agency updates information on its website, does it also add that content in non-English languages?	<u>Yes</u>	No

4. Training of Staff on Policies and Procedures

The following series of questions will help you identify whether staff receive appropriate training on your language access policies and procedures:

1. Does all agency staff receive initial and periodic training on how to access and provide language assistance services to LEP individuals?	Yes	No
2. Who receives staff training on working with LEP individuals? (Select all that apply)	<input checked="" type="checkbox"/> Management or senior staff <input type="checkbox"/> Employees who interact with or are responsible for interactions with non-English speakers or LEP individuals	<input type="checkbox"/> Bilingual Staff <input type="checkbox"/> New employees <input type="checkbox"/> All employees <input type="checkbox"/> Volunteers <input checked="" type="checkbox"/> Others (Please specify): <i>Contractor</i> <input type="checkbox"/> None of the above
3. Are language access policies and LEP issues included in the mandatory training curriculum for staff?	Yes	No
4. Does your agency staff procedural manual or handbook include specific instructions related to providing language assistance services to LEP individuals?	Yes	No
5. Does staff receive periodic training on how to obtain and work with interpreters?	Yes	No
6. Does staff receive periodic training on how to request the translation of written documents into other languages?	Yes	No
7. Do staff members who serve as interpreters receive regular training on proper interpreting techniques, ethics, specialized terminology, and other topics? <i>N/A</i>	Yes	No
8. Do staff members who serve as interpreters receive interpreter training from competent interpreters or other trainers familiar with the ethical and professional requirements of an interpreter? <i>N/A</i>	Yes	No

5. Providing Notice of Language Assistance Services

The following series of questions will help you assess how you provide notice of language assistance services to the LEP population in your service area:

<p>1. How do you inform members of the public about the availability of language assistance services? (Select all that apply)</p>	<input type="checkbox"/> Frontline and outreach multilingual staff <input type="checkbox"/> Posters in public areas <input checked="" type="checkbox"/> "I Speak" language identification cards distributed to frontline staff <input checked="" type="checkbox"/> Website	<input type="checkbox"/> Social networking website (e.g. Facebook, Twitter) <input checked="" type="checkbox"/> E-mail to individuals or a list serv <input type="checkbox"/> Other (Please specify): _____ <input type="checkbox"/> None of the above
<p>2. Do your translated program outreach materials inform LEP individuals about the availability of free language assistance services?</p>	<p>Yes</p>	<p>No</p>
<p>3. Does your agency regularly advertise on non-English media (television, radio, newspaper, and websites)?</p>	<p>Yes</p>	<p>No</p>
<p>4. Does your agency inform community groups about the availability of free language assistance services for LEP individuals?</p>	<p>Yes</p>	<p>No</p>
<p>5. Does your agency inform current applicants or recipients about the availability of language assistance services?</p>	<p>Yes</p>	<p>No</p>
<p>6. Does the main page of your agency website include non-English information that would be easily accessible to LEP individuals?</p>	<p>Yes</p>	<p>No</p>
<p>7. Does your agency have multilingual signs or posters in its offices announcing the availability of language assistance services?</p>	<p>Yes</p>	<p>No</p>

6. Monitoring and Updating a Language Access Procedures, Policy, and Plan

The following set of questions will help you assess whether you have an effective process for monitoring and updating your language access policies, plan and procedures:

<p>1. Does your agency have a written language access policy?</p>	<p>Yes</p>	<p>No</p>
<p>2. If so, is a description of this policy available to the public?</p>	<p>Yes</p>	<p>No</p>
<p>3. How often is your agency's language access policy reviewed and updated?</p>	<input type="checkbox"/> Annually <input checked="" type="checkbox"/> Biennially	<input type="checkbox"/> Not Sure <input type="checkbox"/> Other: _____

4. When was the last time your agency's language access policy was updated?	Month <u> 1 </u>	Year <u> 2024 </u>
5. How often does your agency update its data on the LEP communities in your service area?	<input type="checkbox"/> Annually <input checked="" type="checkbox"/> Biennially	<input type="checkbox"/> Not Sure <input type="checkbox"/> Other: _____
6. Does your agency have a language access coordinator?	<input checked="" type="radio"/> Yes	<input type="radio"/> No
7. Does your agency have a formal language access complaint process?	<input checked="" type="radio"/> Yes	<input type="radio"/> No
8. Has your agency received any complaints because it did not provide language assistance services?	<input type="radio"/> Yes	<input checked="" type="radio"/> No
9. Do you monitor the system for collecting data on beneficiary satisfaction and/or grievance/complaint filing?	<input checked="" type="radio"/> Yes	<input type="radio"/> No
10. Do you obtain feedback from the LEP community on the effectiveness of your language access program and the language assistance services you provide?	<input checked="" type="radio"/> Yes	<input type="radio"/> No