

ALABAMA DEPARTMENT OF HUMAN RESOURCES

LANGUAGE ASSISTANCE PLAN



Nancy T. Buckner
Commissioner

**ALABAMA DEPARTMENT OF HUMAN RESOURCES
LANGUAGE ASSISTANCE PLAN**

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ALABAMA DEPARTMENT OF HUMAN RESOURCES
LANGUAGE ASSISTANCE PLAN

I. PURPOSE: To outline the Department of Human Resources' (hereinafter referred to as the Department) current policies/procedures for providing services to those individuals who as a result of national origin have limited English proficiency (LEP), to provide information about the currently available resources and to advise staff of our commitment, training and monitoring activities in this regard.

This plan is subject to change and changes may not always be reflected in the plan document. This plan should not be equated with the Department's responsibilities under Title VI of the Civil Rights Act of 1964.

II. LEGAL BASIS: Title VI of the Civil Rights Act of 1964.

Section 601 of Title VI provides that no person shall "on the basis of race, color, or national origin be excluded from participation in, be denied the benefit of, or be subjected to discrimination under any program or activity receiving Federal financial assistance."

III. POLICY STATEMENT: It is the intent of the Department to take reasonable steps to ensure meaningful access to all Department programs, services, and benefits to individuals considered to be (LEP) by informing/training staff, by providing public information about the availability of free interpreter services, by providing resources and by ongoing monitoring of needs and outcomes. For purposes of our activity LEP individuals are those who speak a language other than English and who have a limited ability to read, write, speak or understand English.

IV. BACKGROUND and ANALYSIS: After significant evaluation of data and the conduct of varying surveys of State and County Department staff as a part of our overall language access self-assessment, the Department issued its first Language Assistance Plan in August 2005. Now as a result of new, updated census data, the Department determined a review of the August 2005 plan and activities was needed.

As part of that update State Program Divisions were surveyed in October-November 2011. The Divisions were asked to provide information about current and planned activities to serve LEP clients. These activities included an evaluation of program policies, training materials, translated documents, monitoring and computer systems. Reports were sent to the Department Language Assistance coordinator for review and follow up as needed.

A survey of Directors, County Departments of Human Resources was conducted from November 23, 2011 through January 13, 2012 to assess the need for resources in addition to those currently provided or in process. Comparative demographic data extracted from the 2010 census data, specifically the American Community Survey 5 year Estimate Data was provided identifying LEP groups by language and population and by county. Collaboration with Community Partners was encouraged. (See Attachment A.)

An analysis of the demographic data reveals that the primary “other” language in Alabama continues to be Spanish. The percentage of the total population over the age of 5 that speaks a language other than English is 4.35%; of those as compared to the total population, 1.20% are LEP. Within the percentage of individuals who speak another language 27.5% are LEP or approximately 51,755 individuals statewide. Our conclusion as to the other primary language is further supported by a review of the billing for our telephone interpreter service for FY 2011. The language requested with few exceptions was Spanish.

Based on the above and the variety of programs administered by the Department, some important and urgent (meaning immediate language services may be needed) while others are important (meaning a slight delay will not adversely impact the delivery of services or benefits), a mix (written translation and oral interpretation) of LEP services is provided and described under Public Information and Outreach and Resources below. Following further research and ongoing internal review, additional services may be made available.

V. PUBLIC INFORMATION AND OUTREACH: Public information is available through a variety of sources including the internet, written materials including posters, brochures, handouts, and coordination with other agencies. Outreach initiatives discussed in Section B. below include some examples of program specific activities as well as those more general in nature or county specific.

A. Public Information

1. Website: The Department website at www.dhr.alabama.gov contains Spanish versions of informational documents for the various programs and includes the summarized eligibility rules for the Food (SNAP) and Family Assistance (TANF) Programs as well as Income Eligibility and Fee Criteria and Notice of Client’s Rights for the Child Care Subsidy Program to name a few examples.

Each page of the website can be translated into Spanish by clicking the tab “view this page in Spanish” on the bottom of the page. A copy of the Language Assistance Plan can be assessed by clicking on Directory; Equal Employment/Civil Rights; More Information.

2. Posters: Posters displayed in waiting areas/lobbies of Department offices provide information on the availability of free interpreter services and how to get these services. The poster contains translations of this information in the 10 languages revealed in the demographic data to be present in recognizable numbers. Posters regarding the availability of program benefits to the Homeless displayed in these same offices are also in a Spanish version.

3. Informational Materials: The following examples of general information materials are available in Spanish and are to be displayed in waiting areas/lobbies of

Department offices: Notice of Privacy Practices required by the Health Insurance Portability and Accountability Act of 1996, application forms and the summarized eligibility requirements of the Food Assistance and Family Assistance Programs, pamphlets on nutrition education and on the food assistance program in general. Application forms for the Child Care Subsidy Program are available in Spanish at the Child Care Management Agencies located throughout the State as well as in the department website. Also available is the Spanish version of the pre-admission form completed by parents when they enroll their children in child care as well as the Income Eligibility and Fee Criteria and Notice of Client's Rights for that program.

Documents explaining the use of the benefit delivery system for the Food Assistance and Family Assistance Programs known as Electronic Benefit Transfer (EBT) are available in Spanish. Client notices in the Food Assistance Program are generated in Spanish based on the EBT language indicator.

All State Department Program Divisions as well as the Office of Civil Rights/EEO conduct ongoing needs assessments as appropriate of additional materials that should be translated into Spanish. Guidance in this regard focuses on forms/brochures that set appointments, solicit information or provide general program information as well as application forms. Each Program Division has a resource person/office with general responsibility to report on Civil Rights issues from the program perspective.

B. Outreach

1. Food Assistance (SNAP) Program Initiatives

Hispanic Interest Coalition of Alabama (Birmingham, AL): The role of HICA will be to display outreach materials at their local office and assist potentially eligible Hispanic households in completing Food Assistance applications. Due to the increase in the county caseload in Jefferson County, HICA usually contacts the Outreach Coordinator for additional applications as needed.

The Bay Area Food Bank: This organization provides outreach materials to various community organizations (Hispanic and non-Hispanic) across the state. Brochures and pamphlets are provided in the Hispanic language along with application assistance. The outreach contract with Bay Area began November 15th and community collaborations are still in the implementation stage.

Both organizations listed above are included as part of the SNAP 2012 Outreach Plan.

2. General Initiatives

Covering All Kids and Families: DHR staff continue to participate actively in a group called the CAKF (Covering All Kids and Families) which focuses on collaboration to increase the enrollment of low income children in health care and efforts to streamline

that process. The ELE (Express Lane Eligibility) waiver and process are an outgrowth of that collaboration. There are well organized Hispanic focused groups in this coalition.

Huntsville International Help Center: This is an organization concerned with the rights and well-being of Hispanic families and children in Alabama. DHR has met with and continues to collaborate with this group in an effort to insure accurate information and quality services are provided to those in the Hispanic community.

Department of Children's Affairs: DHR seeks assistance to "spread the word" about available resources to assist in matters of LEP through communication with this department to enlist help in sharing information about our language resources with Children's Local Policy Councils throughout the state.

3. County Specific Initiatives

a. Tuscaloosa

Some **Tuscaloosa County** DHR employees are members of the **Brazos Abiertos Coalition**. The Coalition is comprised of community providers who come together to identify gaps in services to the Hispanic population. This Coalition was formed by **Tuscaloosa One Place** (resource center) in order to know the needs of this population and then attempt to develop services or programs to meet these needs. The group coordinates a yearly resource fair/education seminar of the Hispanic population.

b. Randolph

A local church in **Randolph County** has sponsored at least two (2) information sharing workshops for the Hispanic population and general public to discuss immigration reform. DHR participated in this information session and provided some statistical information regarding the number of Hispanic individuals we serve and any impact the law would have on services we provide to Hispanic individuals and/or non-citizens.

c. Mobile

Mobile County DHR provides assistance/information to the **Guadalupe Center** (Health Center) clients. Often Food Assistance telephone interviews are conducted to help these clients access services. **Mobile County** DHR staff have conducted orientations for **Guadalupe Center** staff as well.

VI. RESOURCES: Resources to serve LEP individuals are made available to clients and staff in several ways.

A. Written Translation

The department currently has a software package that provides translations of department materials as needed/determined appropriate in a number of languages including Spanish as well as a contract with a private provider for this

service. These resources are available to all State Department Program Divisions directly and the County Departments indirectly through their respective State Department Program Division or as otherwise instructed. Translated materials provided by USDA and the ACF Office of Child Support Enforcement are also used in the administration of the Food Assistance and Child Support Enforcement Programs.

B. Oral Interpretation

1. **Contract Interpreters:** The Department contracts for telephone interpreter services. This service is available 24 hours a day 7 days a week. "Language Identification" cards are to be used to identify the language spoken by LEP clients when presenting themselves at Department offices.

The Department contracts for an additional interpretation service to provide onsite assistance either at the Department office or at the LEP client's home.

(See Attachments B and C for information about the translation/interpreter services (B) and for a copy of the Language Identification Flashcard (C).)

2. **Volunteer/Community Interpreters:** Use of these individuals is permissible and encouraged to the extent staff are satisfied that the interpreter is competent in the language, program terminology and confidentiality issues are understood and the client does not object or request another interpreter. A copy of the Handout for Volunteer/Community Interpreters must be given to all such interpreters prior to the client interview. (See Attachment D.)

3. **Friend/Family Member Interpreters:** Use of these individuals is permissible if it is the preference of the LEP client or an emergency situation with the understanding that sensitive issues may be discussed and the individual is not also LEP. Use of children age 12 and under is prohibited. Use of children between the ages of 13-18 is permissible if it is the preference of the LEP client or an emergency situation and staff believe the child is sufficiently mature to understand program terminology and deal with sensitive family issues and is not also LEP.

VII. PROGRAM OPERATIONAL INSTRUCTIONS: Requirements and resources regarding LEP services have been or will be incorporated into all worker program operational manuals or in operational instructions issued by administrative letter, memorandum or other means as determined appropriate by the Program Division or Department Language Assistance Coordinator. Distribution of the Department LEP plan to County Directors included copies to all program areas in the State Department offices/divisions. The plan is also posted in Online Documents in the Intranet under Equal Employment/Civil Rights for access by all staff. Instructions provide that the plan

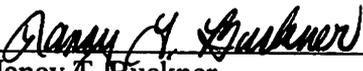
and training presentation be reviewed with all current staff and new hires. (See Attachment E.)

VIII. TRAINING: Activities regarding LEP requirements/services have been or will be incorporated into all aspects of Department staff orientation training or program specific training. Such training includes Family Assistance Program director and supervisor orientation, Adult Protective Services staff training, Alabama Certification (ACT) Training for child welfare staff, Basic Food Assistance Program Policy staff training, etc., to name a few. Additionally, the Department contracts for Quality Enhancement training in the Child Care Program area which is provided in English and Spanish to child care providers as well as parents.

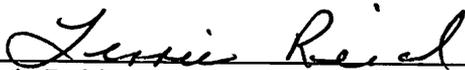
A copy of the power point training presentation giving an overview of the Department's responsibilities as regards LEP and available services was disseminated with the plan. The presentation is posted to the Department training system, Learning, Education and Training System (LETS) and viewing is required annually by all staff. (See Attachment F.)

IX. MONITORING: The Commissioner of the Department has designated the Deputy Commissioner of Family Resources as coordinator of language assistance activities. The Deputy Commissioner in conjunction with the Department's Civil Rights/EEO office and Program Divisions will monitor these activities through program reviews, field staff monitoring visits, record reviews, policy guidance issued as memorandums, administrative letters and program operational manuals, client complaints, and informal meetings at intervals to be determined. The evaluation of current services as meeting client needs is an ongoing process.

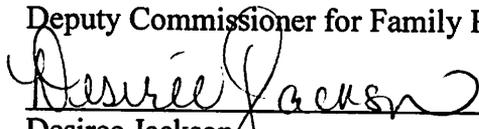
X. ENDORSEMENTS:



Nancy T. Buckner
Commissioner



Terrie Reid
Deputy Commissioner for Family Resources



Desiree Jackson
Director, Office of Civil Rights/EEO



ROBERT BENTLEY
Governor

State of Alabama

Department of Human Resources

S. Gordon Persons Building
50 Ripley Street
P.O. Box 304000
Montgomery, Alabama 36130-4000
(334) 242-1310
www.dhr.alabama.gov



Nancy T. Buckner
Commissioner

MEMORANDUM

November 23, 2011

TO: DIRECTORS, COUNTY DEPARTMENTS OF HUMAN RESOURCES,

FROM: Terrie Reid, Deputy Commissioner for Family Resources
Language Assistance Coordinator *Terrie Reid*

SUBJECT: **Language Assistance Plan**

ACTION REQUIRED: Review with staff and take indicated action as needed.

We are in the process of reviewing the above referenced plan issued by Administrative Letter 7166 dated August 24, 2005 and are seeking information from you as part of our review. In order to assist you in your assessment we have compiled some demographic information by county and state totals from the results of the 2010 Census as well as the 2005-2009 American Community Survey five year estimates compiled by the U.S. Census Bureau regarding limited English proficiency (LEP) for your information and study. The total population and language estimates from the American Community Survey reflect the population 5 years of age and above. This data continues to confirm that Spanish is the most significant "other" language in Alabama. The 2010 census data is the total state population.

Generally, information on the attachment is self explanatory but some elaboration may prove helpful. For purposes of our study LEP includes those individuals who speak a language other than English and as regards English either speak it "not well" or "not at all". The first column labeled LEP represents the total LEP individuals of those who speak a language other than English. The primary/secondary other language columns provide information as to the languages identified to have the largest population within the total population of those who speak a language other than english and the associated LEP individuals in that group. The term "IndoEuro" includes the following languages: French, Italian, German, Greek, Russian, Polish, Persian, Urdu and others. The term "AS/PI" includes the following languages: Chinese, Japanese, Korean, Cambodian, Laotian, Vietnamese and others. Lastly, the term "All Other" includes Navajo, African languages, Arabic, Hungarian and others.

While this data can provide some insight into the language diversity in your county, it cannot isolate the number of encounters you may have as regards department programs/services. As you review this information, determine if current resources, either

individual, local or state, appear to be meeting your needs. Be aware that all Divisions are reviewing these issues as well to determine additional activities needed to facilitate the work of county staff to serve this population.

We are also asking that you develop a language resource identification document that contains the information shown on the attachment titled Language Resources. Maintain it along with the memorandum of August 23, 2011 from Susan Ward, Subject Translation/Interpreter Services with a copy of the Language Assistance Plan for reference. This may also prove useful in the event a neighboring county or a community partner needs some assistance in this regard. For quick reference a copy of the plan and the referenced memorandum can be found in online documents on the intranet; Family Assistance; PA/JOBS Related Issuances.

Please share the attached census information with your community partners so a broader collaborative assessment might be possible. Of importance to our planning is your identification of critical needs in this area not currently being met. While we recognize there will be difficult individual cases, our interest is issues of greater impact for which a statewide solution is necessarily indicated. Information is needed no later than January 13, 2012.

If you have questions or concerns or ideas to share, please contact the Department Language Assistance Coordinator, Terrie Reid, Deputy Commissioner for Family Resources. Thank you for your usual cooperation.

Attachments

cc: Nancy T. Buckner, Commissioner
Deputy Commissioners
Legal Office
Office of CR/EEO
Division/Office Directors
District Administrative Specialists

DISTRIBUTION: One copy per county via email. Posted in online documents;
Family Assistance; PA/JOBS Related Issuances

DISPOSITION: Retain as needed.

Census
2010

Total Population Data

01 AUTAUGA	54,571
02 BALDWIN	182,265
03 BARBOUR	27,457
04 BIBB	22,915
05 BLOUNT	57,322
06 BULLOCK	10,914
07 BUTLER	20,947
08 CALHOUN	118,572
09 CHAMBERS	34,215
10 CHEROKEE	25,989
11 CHILTON	43,643
12 CHOCTAW	13,859
13 CLARKE	25,833
14 CLAY	13,932
15 CLEBURNE	14,972
16 COFFEE	49,948
17 COLBERT	54,428
18 CONECUH	13,228
19 COOSA	11,539
20 COVINGTON	37,765
21 CRENSHAW	13,906
22 CULLMAN	80,406
23 DALE	50,251
24 DALLAS	43,820
25 DEKALB	71,109
26 ELMORE	79,303
27 ESCAMBIA	38,319
28 ETOWAH	104,430
29 FAYETTE	17,241
30 FRANKLIN	31,704
31 GENEVA	26,790
32 GREENE	9,045
33 HALE	15,760
34 HENRY	17,302
35 HOUSTON	101,547
36 JACKSON	53,227
37 JEFFERSON	658,466
38 LAMAR	14,564

39 LAUDERDALE	92,709
40 LAWRENCE	34,339
41 LEE	140,247
42 LIMESTONE	82,782
43 LOWNDES	11,299
44 MACON	21,452
45 MADISON	334,811
46 MARENGO	21,027
47 MARION	30,776
48 MARSHALL	93,019
49 MOBILE	412,992
50 MONROE	23,068
51 MONTGOMERY	229,363
52 MORGAN	119,490
53 PERRY	10,591
54 PICKENS	19,746
55 PIKE	32,899
56 RANDOLPH	22,913
57 RUSSELL	52,947
58 SAINT CLAIR	83,593
59 SHELBY	195,085
60 SUMTER	13,763
61 TALLADEGA	82,291
62 TALLAPOOSA	41,616
63 TUSCALOOSA	194,656
64 WALKER	67,023
65 WASHINGTON	17,581
66 WILCOX	11,670
67 WINSTON	24,484
	4,779,736

American Community Survey 2005 - 2009 Five Year Estimate
(Compiled by the US Census Bureau)

	Total Population Age 5 & Up	# Speak Other Language	% Speak Other Language	# LEP	% LEP of Other Lang*	% LEP of Total Pop**	Primary Other Language	LEP	Secondary Other Language	LEP		
01 AUTAUGA	46,182	1,693	3.67%	185	10.93%	0.40%	Spanish	909	98	Indo Euro	423	31
02 BALDWIN	161,266	7,417	4.60%	1,458	19.66%	0.90%	Spanish	5,201	1,144	Indo Euro	1695	102
03 BARBOUR	27,811	1,180	4.24%	529	44.83%	1.90%	Spanish	973	520	Indo Euro	109	9
04 BIBB	20,178	278	1.38%	175	62.95%	0.87%	Spanish	149	112	AS/PI	63	63
05 BLOUNT	53,064	3,632	6.84%	1,435	39.51%	2.70%	Spanish	3,179	1,430	Indo Euro	380	5
06 BULLOCK	10,128	259	2.56%	131	50.58%	1.29%	Spanish	208	131	Indo Euro	51	0
07 BUTLER	18,802	290	1.54%	14	4.83%	0.07%	Spanish	167	0	Indo Euro	90	0
08 CALHOUN	105,465	4,118	3.90%	1,004	24.38%	0.95%	Spanish	2,724	745	Indo Euro	924	91
09 CHAMBERS	32,511	530	1.63%	178	33.58%	0.55%	Spanish	364	157	Indo Euro	91	10
10 CHEROKEE	23,196	236	1.02%	30	12.71%	0.13%	Spanish	205	30	Indo Euro	29	0
11 CHILTON	39,500	1,926	4.88%	674	34.99%	1.71%	Spanish	1,688	626	Indo Euro	184	39
12 CHOCTAW	13,387	191	1.43%	19	9.95%	0.14%	Spanish	81	14	Indo Euro	78	5
13 CLARKE	24,751	416	1.68%	5	1.20%	0.02%	AS/PI	269	0	Indo Euro	78	5
14 CLAY	13,029	395	3.03%	234	59.24%	1.80%	Spanish	334	234	Indo Euro	61	0
15 CLEBURNE	13,656	177	1.30%	112	63.28%	0.82%	Spanish	175	112	AS/PI	2	0
16 COFFEE	43,708	2,113	4.83%	767	36.30%	1.75%	Spanish	1,364	611	Indo Euro	537	3
17 COLBERT	51,478	1,175	2.28%	353	30.04%	0.69%	Spanish	727	330	Indo Euro	202	6
18 CONECUH	12,293	189	1.54%	15	7.94%	0.12%	Spanish	156	15	Indo Euro	33	0
19 COOSA	10,255	143	1.39%	5	3.50%	0.05%	Spanish	67	5	Indo Euro	76	0
20 COVINGTON	34,338	627	1.83%	216	34.45%	0.63%	Spanish	358	158	AS/PI	143	58
21 CRENSHAW	12,858	545	4.24%	209	38.35%	1.63%	AS/PI	374	121	Spanish	144	84
22 CULLMAN	75,540	3,114	4.12%	1,313	42.16%	1.74%	Spanish	2,542	1,175	Indo Euro	291	39
23 DALE	44,510	2,524	5.67%	353	13.99%	0.79%	Spanish	1,406	216	AS/PI	543	110
24 DALLAS	39,332	649	1.65%	72	11.09%	0.18%	Spanish	313	50	Indo Euro	207	22
25 DEKALB	63,091	5,781	9.16%	2,960	51.20%	4.69%	Spanish	5,243	2,845	Indo Euro	256	16
26 ELMORE	71,680	2,457	3.43%	570	23.20%	0.80%	Spanish	1,443	443	Indo Euro	640	75
27 ESCAMBIA	35,148	574	1.63%	89	15.51%	0.25%	Spanish	397	66	Indo Euro	107	9
28 ETOWAH	96,632	2,846	2.95%	1,104	38.79%	1.14%	Spanish	2,045	890	Indo Euro	378	6
29 FAYETTE	16,714	330	1.97%	13	3.94%	0.08%	Spanish	198	5	Indo Euro	106	8
30 FRANKLIN	28,537	3,172	11.12%	1,501	47.32%	5.26%	Spanish	2,996	1,419	Other	98	59
31 GENEVA	24,317	786	3.23%	187	23.79%	0.77%	Spanish	555	163	Indo Euro	209	12
32 GREENE	8,504	89	1.05%	49	55.06%	0.58%	Spanish	78	49	AS/PI	11	0
33 HALE	16,937	326	1.92%	8	2.45%	0.05%	Indo/Euro	143	8	Spanish	97	0
34 HENRY	15,574	502	3.22%	138	27.49%	0.89%	Spanish	233	105	Indo Euro	207	33
35 HOUSTON	90,410	3,239	3.58%	633	19.54%	0.70%	Spanish	2,010	395	AS/PI	688	207
36 JACKSON	49,757	1,321	2.65%	245	18.55%	0.49%	Spanish	1,031	241	Indo Euro	226	0
37 JEFFERSON	616,674	33,080	5.36%	8,701	26.30%	1.41%	Spanish	19,181	7,197	Indo Euro	7103	550
38 LAMAR	13,635	203	1.49%	9	4.43%	0.07%	Spanish	195	9	Indo Euro	8	0

American Community Survey 2005 - 2009 Five Year Estimate
(Compiled by the US Census Bureau)

	Total Population Age 5 & Up	# Speak Other Language	% Speak Other Language	# LEP	% LEP of Other Lang*	% LEP of Total Pop**	Primary Other Language	LEP	Secondary Other Language	LEP		
39 LAUDERDALE	83,782	2,133	2.55%	428	20.07%	0.51%	Spanish	1,112	342	Indo Euro	631	19
40 LAWRENCE	32,073	704	2.19%	100	14.20%	0.31%	Spanish	556	100	Indo Euro	104	0
41 LEE	122,870	6,392	5.20%	1,200	18.77%	0.98%	Spanish	2,338	718	AS/PI	1949	325
42 LIMESTONE	69,438	3,497	5.04%	1,337	38.23%	1.93%	Spanish	2,613	1,224	Indo Euro	546	99
43 LOWNDES	11,759	98	0.83%	31	31.63%	0.26%	Indo/Euro	48	6	Spanish	22	22
44 MACON	21,112	298	1.41%	8	2.68%	0.04%	Spanish	242	8	Indo Euro	43	0
45 MADISON	294,030	17,440	5.93%	3,007	17.24%	1.02%	Spanish	6,903	1,956	Indo Euro	4850	294
46 MARENGO	19,793	166	0.84%	42	25.30%	0.21%	Spanish	123	30	Indo Euro	43	12
47 MARION	27,671	612	2.21%	299	48.86%	1.08%	Spanish	573	299	Indo Euro	24	0
48 MARSHALL	80,668	7,523	9.33%	3,831	50.92%	4.75%	Spanish	6,738	3,567	Indo Euro	278	43
49 MOBILE	375,821	17,271	4.60%	3,859	22.34%	1.03%	Spanish	6,682	1,645	AS/PI	5701	1604
50 MONROE	21,351	346	1.62%	89	25.72%	0.42%	Spanish	290	78	AS/PI	30	11
51 MONTGOMERY	207,909	8,510	4.09%	2,299	27.02%	1.11%	Spanish	3,829	1,409	AS/PI	2339	521
52 MORGAN	107,434	6,339	5.90%	3,036	47.89%	2.83%	Spanish	5,507	2,872	AS/PI	391	123
53 PERRY	9,877	109	1.10%	6	5.50%	0.06%	Spanish	58	6	AS/PI	45	0
54 PICKENS	18,356	286	1.56%	113	39.51%	0.62%	Spanish	257	113	AS/PI	16	0
55 PIKE	28,177	1,011	3.59%	297	29.38%	1.05%	Spanish	483	235	AS/PI	241	52
56 RANDOLPH	21,206	631	2.98%	215	34.07%	1.01%	Spanish	552	215	Indo Euro	87	0
57 RUSSELL	46,697	1,667	3.57%	176	10.56%	0.38%	Spanish	795	88	Indo Euro	643	54
58 SAINT CLAIR	72,647	1,707	2.35%	461	27.01%	0.63%	Spanish	960	335	Indo Euro	474	116
59 SHELBY	169,423	10,258	6.05%	2,332	22.73%	1.38%	Spanish	6,375	1,806	Indo Euro	1704	97
60 SUMTER	12,439	82	0.66%	7	8.54%	0.06%	Other	34	7	Indo Euro	24	0
61 TALLADEGA	75,192	1,540	2.05%	317	20.58%	0.42%	Spanish	908	236	Indo Euro	336	64
62 TALLAPOOSA	38,344	770	2.01%	171	22.21%	0.45%	Spanish	533	157	Indo Euro	169	0
63 TUSCALOOSA	167,228	8,724	5.22%	1,996	22.88%	1.19%	Spanish	4,475	1,559	Indo Euro	2462	200
64 WALKER	64,561	964	1.49%	304	31.54%	0.47%	Spanish	768	291	Indo Euro	147	13
65 WASHINGTON	16,292	38	0.23%	0	0.00%	0.00%	AS/PI	23	0	Spanish	15	0
66 WILCOX	11,678	38	0.33%	0	0.00%	0.00%	Spanish	26	0	Indo Euro	12	0
67 WINSTON	22,889	386	1.69%	101	26.17%	0.44%	Spanish	282	96	Indo Euro	70	5
STATE TOTALS:	4,325,565	188,063	4.35%	51,755	27.52%	1.20%		113,764	41,267		39,964	5,331
							Spanish	112,873	41,125	Indo Euro	37,459	4,798
							Indo Euro	191	14	Spanish	594	223
							As/Pi	666	121	AS/PI	1,856	301
							All Other	34	7	All Other	55	9

*Percentage of those who speak other language with limited English proficiency.

**Percentage of total population with limited English proficiency.

Language Resources

_____ County

1. **Bi-lingual staff – name, program area, telephone number, other language spoken**

2. **Local Resources (No charge)**
 - a. **Individuals – name, other language(s) spoken, contact/availability information**
 - b. **Community Partners – name, other language(s) spoken, contact/availability information**

3. **Resources for the Hearing Impaired (No charge)**
 - a. **Staff – name, program area, telephone number**
 - b. **Individuals – name, contact/availability information**
 - c. **Community Partners – name, contact/availability information**



State of Alabama
Department of Human Resources

S. Gordon Persons Building
50 Ripley Street
P.O. Box 304000
Montgomery, Alabama 36130
334.242.1310
www.dhr.alabama.gov



ROBERT BENTLEY
Governor

Nancy T. Buckner
Commissioner

TO: Directors, County Departments of Human Resources

FROM: Susan V. Ward, Director
Resource Management Division

SUBJECT: Translation/Interpreter Services

DATE: August 23, 2011

ACTION

REQUIRED: Share with all staff and take indicated action

Effective September 1, 2011, the above-mentioned services will be provided by two contractors as opposed to one as has been the prior practice. Foreign Language Services, Inc. (FLS) will continue to provide face-to-face interpreter services for foreign languages and for the hearing impaired; Universe Technical Translation will provide telephone interpreter services and written translation services.

As in the past, these services are not intended to replace current local resources that provide such services at no charge but are to be used when there are time or availability constraints. However, in regard to interpreter services for the hearing impaired, County Departments are to contact their regional office for the Alabama Institute for the Deaf and Blind (AIDB) to determine if that agency can meet the presenting need in a timely manner prior to contacting the contractor for service.

Instructions for accessing services through these companies for the specified services are attached and are self explanatory. Keep in mind that face to face services require 48 hours lead time if possible.

Staff should continue to follow instructions in the Department Language Assistance Plan to secure translation of documents when needed. This being true, do not make any direct request to Universal Technical Translation in this regard. All such requests must be made through the corresponding program division at the State Department. However, County Child Welfare staff may submit Individualized Service Plans (ISP) for translation of the fill-in portion of the form, following the procedures prescribed in the attached operating procedures for Universal Technical Translation. (For quick reference a copy of that plan is posted in online documents on the intranet; Family Assistance; PA/JOBS Related Issuances-Administrative Letter 7166, dated August 24, 2005.

We hope these services will facilitate your work in a timely and efficient manner and prove useful as you provide help to our clients. If you have questions about these contracts or specific services, please contact me at 334-242-1653 or by email at susan.ward@dhr.alabama.gov. If you have questions about these instructions in regard to a specific program area, contact that office/division following usual instructions. Thank you.

Attachments:

CC: Commissioner Buckner
Deputy Commissioners
Program Division Directors

Distribution: State and County Regular via email

Disposition: Retain with the Department Language Assistance Plan (Administrative Letter 7166, Dated August 24, 2005)

Affirmative Action/ Equal Opportunity Employer

Description of Language Services Provided By Foreign Language Services, Inc. (FLS)

Provided by FLS, Inc. for the Alabama Department of Human Resources under Contract #4154 and #4527

Services may be requested by DHR Authorized Personnel Only

I. Face to Face Interpreting (refers to oral communication)

A. Foreign Language (home visits or in office)

1. Complete the attached request form as soon as possible
2. Sign on the appropriate line
3. Submit the completed form to FLS, Inc. via fax at 256-880-1112

B. Hearing Impaired Interpreting (refers to sign language)

1. Complete the attached form as soon as possible
2. Sign on the appropriate line
3. Submit the completed form to FLS, Inc. via fax at 256-880-1112

II. Interpreter's Role - see attached document titled *Communicating Effectively Through an Interpreter*

III. Payment for Services – made by the State Office in Montgomery; no bill/invoice should be processed by the county.

DHR Language Services Contract
Foreign Language Services, Inc.
DHR Direct Line: 256-713-3578

Communicating Effectively Through an Interpreter

- 1. Interpretation is the ORAL translation of information between two people. Consecutive interpreting will be used in all DHR cases and means that interpreting takes place after each person speaks (rather than simultaneously). Note: simultaneous interpreting is outside the scope of this contract.**
- 2. The DHR representative should brief the interpreter to aid him/her in understanding the case. This may be a simple "We are determining food stamps eligibility for this family" to a more involved discussion of a family matter.**
- 3. The interpreter has signed a Confidentiality statement and pledges his/her confidentiality of any information revealed during any interpreting session. This pledge of confidentiality may be conveyed to the clients, if needed.**
- 4. The role of the interpreter is to facilitate information flow. The interpreter should communicate everything that is said, including unpleasantries or vulgarities; however, the interpreter may say something to the effect of "foul language is being used" rather than say exactly what was said by the client.**
- 5. The role of the interpreter is NOT an advocacy role. The interpreter is a neutral party.**
- 6. It is recommended that appropriate introductions be made prior to beginning the meeting.**
- 7. The interpreter should be positioned so that the DHR representative is seen to communicate with the client, not with the interpreter. We suggest that the interpreter sit beside & slightly behind the client, facing the DHR representative.**
- 8. All parties should pause often to allow the interpreter to speak.**
- 9. Please speak naturally; it is a language problem, not a hearing difficulty.**
- 10. The interviewer and interpreter should not change person or tense. For example, the interviewer will say "Where do you live?" rather than "Ask her where she lives". The interpreter will answer whatever the client answers, i.e. "I live in Tuscaloosa", rather than "She says she lives in Tuscaloosa."**
- 11. Be aware of body language and use plenty of non-verbal reassurances, i.e. smiles and other gestures.**
- 12. Interpreters may NOT at any time provide transportation for a DHR client.**
- 13. Interpreters may NOT be alone with the client.**
- 14. Interpreter may NOT be asked to participate in proceedings or act as observers during appointments.**
- 15. Interpreter may NOT be used to provide written translations for a client; they are not authorized to do so.**
- 16. Interpreters MAY be used to clarify appointment dates and times with DHR clients. Please communicate any problems about any interpreting session to the FLS, Inc. DHR Project Manager as soon as possible by calling 256-713-3578.**



**FOREIGN
LANGUAGE
SERVICES, INC.**

DHR Direct Line: (256) 713 -3578

FLS INTERPRETER SERVICES REQUEST FORM

This form must be completed and signed every time face-to-face interpreting services are needed.

For assistance completing this form, please call FLS, Inc. at 256-713-3578

Fax completed forms to FLS, Inc. at 256-880-1112.

DHR Worker's Contact Information

Today's Date: _____

Name: _____ County: _____

Phone Number: (_____) _____ Cell Number: (_____) _____

Fax Number: (_____) _____ E-mail: _____

Assignment Information

Date of Assignment: _____ Time of Assignment: _____

Language Requested: _____

Location: _____

(Please provide building name and street address, including city)

Point of Contact for Assignment: _____

(If different than social worker's information above, please list person's name and contact number)

Service Requested: Face-to-Face Foreign Language Interpreting OR Sign Language

Service Code: (Please select one of the following)

- | | |
|---|---|
| <input type="checkbox"/> 3210–Food Stamps | <input type="checkbox"/> 7654–Family Services |
| <input type="checkbox"/> 4321–Adult Protective Services | <input type="checkbox"/> 8765–Family Assistance |
| <input type="checkbox"/> 5432–Child Support | <input type="checkbox"/> 9876–JOBS |
| <input type="checkbox"/> 6543–Child Care | <input type="checkbox"/> 2345–General Services |

Client's Name: _____

Other Details:

DHR Worker's Signature: _____

The social worker's signature authorizes interpreting services for the client.

For FLS, Inc. use only: Receipt of Request Confirmed _____ via fax phone email

Confirmed Request Filled _____ via fax phone email

Interpreter: _____

UNIVERSE TECHNICAL TRANSLATION



Guide to Using Our Service

- To reach an interpreter, dial 800-319-1357 from any phone.
- When prompted, enter your four digit Program PIN number.
- You will then be prompted to enter a County, or the State, PIN number.
- When prompted, Press 1 for a Spanish interpreter, or Press 2 for any other language.
- Give the interpreter your name and the non-English speaker's name. The interpreter is only allowed to give you their first name and ID number.
- Speak clearly in short phrases, pausing to allow for the interpretation.
- Ask one question at a time.
- Use simple language to express your meaning. Remember that slang does not translate.
- Explain any terms you believe may be unclear.
- Allow the interpreter to stop you and seek an explanation when necessary and to repeat back to you any critical information that requires clarification.
- Don't say anything that you do not want interpreted.
- If for any reason you get disconnected during a call, please hang up and call again. You may or may not get connected to the same interpreter.
- All language interpretation sessions are strictly confidential.

To reach a supervisor for technical support dial 800-428-6149.

Universe Technical Translation DHR PIN Numbers

Programmatic Identification Numbers		
1241	Alabama Human Resources	Family Services
3260	Alabama Human Resources	Family Assistance
6203	Alabama Human Resources	Child Daycare
8762	Alabama Human Resources	Child Support
1085	Alabama Human Resources	Food Stamps
1337	Alabama Human Resources	JOBS
2971	Alabama Human Resources	Adult Services

County/State DHR PIN Numbers		
PIN	Customer	County/State/Program
5251	Alabama Human Resources	Autauga
6812	Alabama Human Resources	Baldwin
6908	Alabama Human Resources	Barbour
6620	Alabama Human Resources	Bibb
7485	Alabama Human Resources	Blount
4890	Alabama Human Resources	Bullock
3677	Alabama Human Resources	Butler
4926	Alabama Human Resources	Calhoun
1177	Alabama Human Resources	Chambers
3425	Alabama Human Resources	Cherokee
3292	Alabama Human Resources	Chilton
6080	Alabama Human Resources	Choctaw
6716	Alabama Human Resources	Clarke
7197	Alabama Human Resources	Clay
5755	Alabama Human Resources	Cleburne
1081	Alabama Human Resources	Coffee
3713	Alabama Human Resources	Colbert
2427	Alabama Human Resources	Conecuh
8675	Alabama Human Resources	Coosa
5539	Alabama Human Resources	Covington
5947	Alabama Human Resources	Crenshaw
9504	Alabama Human Resources	Cullman
5443	Alabama Human Resources	Dale
6235	Alabama Human Resources	Dallas
8638	Alabama Human Resources	DeKalb
1429	Alabama Human Resources	Elmore
5059	Alabama Human Resources	Escambia
7389	Alabama Human Resources	Etowah
5178	Alabama Human Resources	Fayette
2811	Alabama Human Resources	Franklin
7521	Alabama Human Resources	Geneva
2391	Alabama Human Resources	Greene

2175	Alabama Human Resources	Hale
7041	Alabama Human Resources	Henry
3832	Alabama Human Resources	Houston
6849	Alabama Human Resources	Jackson
4409	Alabama Human Resources	Jefferson
5118	Alabama Human Resources	Lamar
9600	Alabama Human Resources	Lauderdale
5155	Alabama Human Resources	Lawrence
7100	Alabama Human Resources	Lee
6043	Alabama Human Resources	Limestone
9215	Alabama Human Resources	Lowndes
8698	Alabama Human Resources	Macon
3640	Alabama Human Resources	Madison
7425	Alabama Human Resources	Marengo
2679	Alabama Human Resources	Marion
1310	Alabama Human Resources	Marshall
9636	Alabama Human Resources	Mobile
2656	Alabama Human Resources	Monroe
5599	Alabama Human Resources	Montgomery
8158	Alabama Human Resources	Morgan
2871	Alabama Human Resources	Perry
9732	Alabama Human Resources	Pickens
2367	Alabama Human Resources	Pike
6464	Alabama Human Resources	Randolph
5563	Alabama Human Resources	Russell
1658	Alabama Human Resources	Shelby
1983	Alabama Human Resources	St. Clair
7618	Alabama Human Resources	Sumter
2102	Alabama Human Resources	Talladega
3040	Alabama Human Resources	Tallapoosa
4445	Alabama Human Resources	Tuscaloosa
2619	Alabama Human Resources	Walker
8098	Alabama Human Resources	Washington
9659	Alabama Human Resources	Wilcox
9755	Alabama Human Resources	Winston
1914	Alabama Human Resources	State DHR

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"/> | Խոսողո՞ւմ ե՞նք նշող՞ւմ կատարե՞ք այս քառակուսու՞մ, եթե խոսող՞ւմ կամ կարող՞ւմ եք հայերեն: | 2. Armenian |
| <input type="checkbox"/> | যদি আপনি বাংলা পড়েন বা বলেন তা হলে এই বাক্সে দাগ দিন। | 3. Bengali |
| <input type="checkbox"/> | ឈ្មួញក្នុងប្រអប់នេះ បើអ្នកអាន ឬនិយាយភាសា ខ្មែរ ។ | 4. Cambodian |
| <input type="checkbox"/> | Motka i kahhon 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 |

- Cocher ici si vous lisez ou parlez le français. 13. French
- Kreuzen Sie dieses Kästchen an, wenn Sie Deutsch lesen oder sprechen. 14. German
- Σημειώστε αυτό το πλαίσιο αν διαβάζετε ή μιλάτε Ελληνικά. 15. Greek
- Make kazye sa a si ou li oswa ou pale kreyòl ayisyen. 16. Haitian Creole
- अगर आप हिन्दी बोलते या पढ़ सकते हैं तो इस बक्स पर चिह्न लगाएँ। 17. Hindi
- Kos lub voj no yog koj paub twm thiab hais lus Hmoob. 18. Hmong
- Jelölje meg ezt a kockát, ha megérti vagy beszél a magyar nyelvet. 19. Hungarian
- Markaam daytoy nga kahon no makabasa wenno makasaoka iti Ilocano. 20. Ilocano
- Marchi questa casella se legge o parla italiano. 21. Italian
- 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
- 한국어를 읽거나 말할 수 있으면 이 칸에 표시하십시오. 23. Korean
- ໃຫ້ໝາຍໃສ່ຊ່ອງນີ້ ຖ້າທ່ານອ່ານຫຼືປາກເວົ້າສາລາວ. 24. Laotian
- Prosimy o zaznaczenie tego kwadratu, jeżeli posługuje się Pan/Pani językiem polskim. 25. Polish

- Assinale este quadrado se você lê ou fala português. 26. Portuguese
- Însemnați această căsuță dacă citiți sau vorbiți românește. 27. Romanian
- Пометьте этот квадратик, если вы читаете или говорите по-русски. 28. Russian
- Обележите овај квадратик уколико читате или говорите српски језик. 29. Serbian
- Označte tento štvorček, ak viete čítať alebo hovoriť po slovensky. 30. Slovak
- Marque esta casilla si lee o habla español. 31. Spanish
- Markahan itong kuwadrado kung kayo ay marunong magbasa o magsalita ng Tagalog. 32. Tagalog
- ให้กาเครื่องหมายลงในช่องดำท่านอ่านหรือพูดภาษาไทย. 33. Thai
- Maaka 'i he puha ni kapau 'oku ke lau pe lea fakatonga. 34. Tongan
- Відмітьте цю клітинку, якщо ви читаете або говорите українською мовою. 35. Ukrainian
- اگر آپ اردو پڑھتے یا بولتے ہیں تو اس خانے میں نشان لگائیں۔ 36. Urdu
- Xin đánh dấu vào ô này nếu quý vị biết đọc và nói được Việt Ngữ. 37. Vietnamese
- באצייכנט דעם קעסטל אויב איר לייענט אדער רעדט אידיש. 38. Yiddish

HANDOUT FOR VOLUNTEER/COMMUNITY INTERPRETERS

ETHICAL STANDARDS

- **Privacy:** Everything that is said in any interpreted exchange is private. It is only for the parties involved to hear. You may discuss the information only IF you are required to by current law or rule.
- **Correctness:** You must make sure that you understand the message to be transmitted. You are to transmit the entire content and spirit of the original language into the other language. Do not leave out, change, condense, or add anything. Ask for clarification, as needed, from any or all parties. IF there are problems with or questions about any information, tell everyone involved.
- **Neutrality:** You are to remain neutral and impartial. You must not take sides. You must not add your own opinions or biases into the exchange.
- **Conflict of Interest:** You must avoid any conflict of interest. You must inform all parties if you have a real or perceived conflict of interest. You will then be removed from the interpreting situation. You do not need to disclose the nature of the conflict of interest.
- **Professional Distance:** You must know the limits of your role. You must not become personally involved in the situation.
- **Personal Limits:** You must know your own limits. You must not interpret beyond your experience and skills.

COMPETENCY STANDARDS

- **Self Introduction:** You must introduce yourself to all parties involved. You must explain your role.
- **Self-Positioning:** You must position yourself so that all parties can communicate well with each other through you. Speak “loud & clear” so that all parties can hear you well.
- **Communication:** You are to communicate the content and feelings expressed by all parties. You are to speak in the 1st Person for all parties. That is, use “I” in reference to the speaker rather than “s/he said”.
- **Self-Monitoring & Correction:** You are to make sure that what you say is correct. You must identify and correct for all parties anything you have said wrong.
- **Cultural Brokering:** You are to share relevant information with all parties about each other’s culture. You must help all parties understand the point of view of the other parties.
- **Information Exchange:** You are to keep the flow/pace of the exchange of information moving. Each party must be allowed time to give his/her complete information.



ROBERT BENTLEY
Governor

State of Alabama Department of Human Resources

S. Gordon Persons Building
50 Ripley Street
P.O. Box 304000
Montgomery, Alabama 36130-4000
(334) 242-1310
www.dhr.alabama.gov



Nancy T. Buckner
Commissioner

February 1, 2012

TO: DIRECTORS, COUNTY DEPARTMENTS OF HUMAN RESOURCES
DIVISION/OFFICE DIRECTORS

FROM: Terrie Reid *Terrie Reid*
Deputy Commissioner for Family Resources

SUBJECT: Language Assistance Plan

ACTION REQUIRED: Review and take indicated actions

The above referenced plan originally issued in August 2005 has been updated and can be found in Online Documents in the Intranet; Civil Rights/Equal Employment/Language Assistance Plan. The plan provides guidance and information in regard to assistance/services available to staff and clients to allow meaningful access to department programs in order to serve the culturally diverse population in Alabama.

The plan is to be reviewed with all current staff (as well as new hires). A copy of the training power point presentation is attached to the plan and is required training for all staff. The presentation has been added to the learning plans in LETS for annual viewing. Section VI.B2 of the plan continues to require that the handout for volunteer/community interpreters be provided prior to interviews. Make copies of Attachment D as needed. Also as noted in Section VI.B3, children age 12 and under may not be used as interpreters. Attachment C provides a Language Identification Flashcard to be used as needed to identify the client's language.

As stated in the plan, all Program Divisions have ongoing needs assessment activities. Direct program specific questions/concerns to the Division Director or appropriate contact, help desk, etc. Questions or suggestions that are more global in nature should be addressed to me.

We hope having this single source for language assistance information that generally identifies the Department's resources will prove helpful to you in the administration of our programs.

Thank you for your usual cooperation.

cc: Nancy T. Buckner, Commissioner
James Slaughter, Deputy Commissioner for Field Administration
P.L. Corley Deputy, Commissioner for Fiscal and Administrative Services
Carolyn Lapsley, Deputy Commissioner for Children and Family Services
Sharon Fiquette, General Counsel
Desiree Jackson, Director, Office of Civil Rights/EEO

DISTRIBUTION: One copy of the memorandum as addressed via email.
Posted in online documents Civil Rights/Equal Employment;
Memoranda

DISPOSITION: Retain for use in program administration

**ALABAMA DEPARTMENT OF
HUMAN RESOURCES**

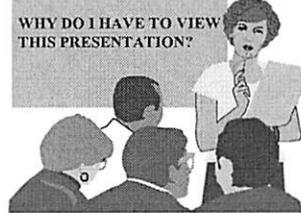


**LANGUAGE ASSISTANCE
TRAINING**

▶

THE PURPOSE OF THIS TRAINING IS

WHY DO I HAVE TO VIEW THIS PRESENTATION?



to provide an overview of the Department's current policies and procedures for providing language services;

to provide information about the currently available resources; and to advise staff of the Department's commitment in this regard.

◀ ▶

**THE LEGAL BASIS FOR
DEPARTMENT POLICY IS**



**Title VI of the Civil Rights Act of 1964,
Section 601, which states:**

◀ ▶

no person shall "on the basis of race, color, or national origin be excluded from participation in, be denied the benefit of, or be subjected to discrimination under any program or activity receiving Federal financial assistance."



◀ ▶

It is therefore the intent of the Department that staff in all programs be aware of the various resources available to individuals who have limited English proficiency (LEP) and that these resources are utilized to ensure meaningful access to all Department programs, services, and benefits.



◀ ▶

Individuals with limited English proficiency (LEP) are those who speak a language other than English and who have a limited ability to read, write, speak or understand English.

Relevant Facts:

- The percentage of Alabama's total population over the age of 5 that speaks a language other than English is 4.35%; of those as compared to the total population, 1.20% have LEP.
- Within the percentage of individuals who speak another language, 27.5% or approximately 51,755 individuals statewide have LEP.

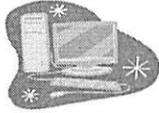


- The primary "other" language in Alabama is Spanish.

◀ ▶

Public Information

Public information is available through a variety of sources, including the internet, written material, posters, brochures, handouts, and coordination with other agencies.



DEPARTMENT WEBSITE

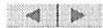
www.dhr.alabama.gov

The Department's website includes Spanish versions of the application forms and summarized eligibility rules for the Food Assistance and Family Assistance programs, as well as Income Eligibility and Fee Criteria and Notice of Client's Rights for the Child Care Subsidy Program. Each page of the website can also be translated to Spanish by clicking on "View This Page in Spanish" at the bottom of each page.



DHR's Language Assistance Plan

- Purpose: To outline the Department's current policy/procedures for providing services to those individuals who as a result of national origin have limited English proficiency (LEP), to provide information about the currently available resources and to advise staff of our commitment, training and monitoring activities in this regard.
- Location: Intranet-Online Documents/Civil Rights/Equal Employment/Language Assistance Plan; Internet - Department Website, Directory, Equal Employment/Civil Rights, More Information, Language Assistance Plan.



POSTERS

Posters displayed in waiting areas/lobbies of Department offices provide information to clients on the availability of free interpreter services and how to get these services.

The poster contains translations of this information in 10 languages.

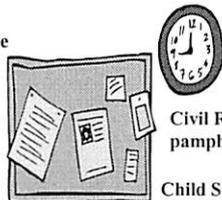
Posters regarding the availability of program benefits to individuals who are homeless are also in a Spanish version.



The following examples of general information materials are available in Spanish and are displayed in waiting areas/lobbies of Department offices:

Notice of Privacy Practices required by the Health Insurance Portability and Accountability Act (HIPAA) of 1996

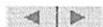
The summarized eligibility requirements of the Food and Family Assistance Programs



Civil Rights pamphlet

Child Support Information

Pamphlets on nutrition education and on the Food Assistance Program in general

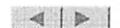


Application forms for the Child Care Subsidy Programs are available in Spanish at the local Child Care Management Agency (CMA) throughout the state.



Also available is the Spanish version of the pre-admission form completed by parents when they enroll their children in child care, as well as the Income Eligibility and Fee Criteria and Notice of Client's Rights for that program.

Documents explaining the use of the benefit delivery system for the Food and Family Assistance Programs, known as Electronic Benefits Transfer (EBT) are available in Spanish.



In addition to public information, resources to serve individuals with LEP are made available to clients and staff in several ways:



Written Translation

The Department has software used for translation of documents as well as a contract to provide that service.



Translated material provided by USDA and ACF Office of Child Support Enforcement are also used in the administration of the Food Assistance and Child Support Enforcement programs.



Oral Interpretation via Telephone



The Department contracts for telephone interpreter services. This service is available 24 hours a day, 7 days a week.

Refer to resource information located in Online Documents/Civil Rights/Equal Employment or in program manuals.



A "Language Identification Flashcard" which is to be used in face-to-face situations to identify the language spoken by clients with LEP when they come into the Department office is attached to the plan.

A copy of the card can also be found in Online Documents under Civil Rights/Equal Employment.



Face to Face Interpretation

The Department contracts for interpretation services provided onsite either at the Department office or at the client's home.

Refer to resource information located in Online Documents/Civil Rights/Equal Employment or in program manuals.



Volunteer/Community Interpreters

Use of volunteer or other community interpreters is permissible and encouraged to the extent staff are satisfied that the interpreter is competent in the language and program terminology, and that confidentiality issues are understood and the client does not object or request another interpreter.



A copy of the "Handout for Volunteer/Community Interpreters" must be provided to all such interpreters prior to the client interview.



Friend or Family Member Interpreters



Use of:

- friends or family members as interpreters is permissible if it is the preference of the client or an emergency situation with the understanding that sensitive issues may be discussed and the individual serving as interpreter does not also have LEP.
- children age 12 and under is prohibited.
- children ages 13 through 18 is permissible if it is the preference of the client or an emergency situation, and staff believe the child is sufficiently mature to understand program terminology and deal with the family issues and does not also have LEP.



Program Operation Instructions

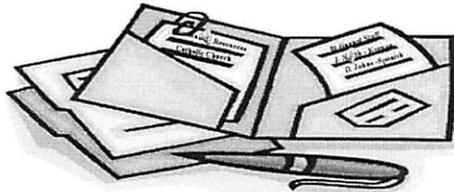


Requirements and resources regarding LEP services have been or will be incorporated into all program operational manuals or in operational instructions issued by administrative letter, memorandum, or other means determined appropriate by the Program Divisions or Department Language Assistance Coordinator.



County Resources Information

- Each county office is to establish and maintain a list of local, no-cost interpreter resources
- The list should include identification of bi-lingual staff.



Need More Help or Have Suggestions?



Questions regarding language assistance for a particular program area should be directed to the State Program Division responsible for the administration of that program, using the established program protocol.

Needs that require more global, i.e., statewide, solution should be directed to the Deputy Commissioner of Family Resources as the Department Language Assistance Coordinator.



REMEMBER!

Our commitment is to provide meaningful access to all programs in order to serve the culturally diverse population of Alabama.

