

Limited English
Proficiency (LEP)

GUIDELINES

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Background

To understand and empower all residents of New Jersey in every community we serve, the New Jersey Department of Environmental Protection (NJDEP) must effectively communicate, including to those who are limited English proficient (LEP).

This document provides the framework for a language access plan. A language access plan for each NJDEP Assistant Commissioner area or division will help guide employees when an individual with limited English proficiency needs assistance. A language access plan also ensures persons with limited English proficiency have meaningful access to our programs and resources.

About 12.5% or
1 million of NJ
Residents are Limited
English Proficient

U.S. Census, 2019 American
Community Survey

Limited English Proficiency (LEP) Definition

Individuals who do not speak English as their primary language and who have a limited ability to read, speak, write, or understand English can be limited English proficient, or "LEP." These individuals may be entitled language assistance such as an interpreter or document translation in order to have meaningful access and equal opportunity to participate effectively in or benefit from any aids, services, programs, and activities provided by the NJDEP. LEP also includes being deaf, deaf-blind, or hard-of-hearing.

Authority:

Title VI of the Civil Rights Act of 1964 and its implementing regulations provide that no person shall be subjected to discrimination on the basis of race, color, or national origin under any program or activity that receives Federal financial assistance. On August 11, 2000, Executive Order 13166, *"Improving Access to Service for Persons with Limited English Proficiency,"* was signed by President Bill Clinton. The Executive Order directs federal agencies to ensure people who are LEP have meaningful access to programs and activities receiving Federal financial assistance. This requirement applies to "all of the operations of" the agency receiving Federal financial assistance.

NJDEP's LEP Responsibilities

NJDEP, a recipient of Federal financial assistance, must fulfill its responsibilities to LEP persons, in accordance with Title VI of the Civil Rights Act of 1964, Executive Order 13166 and implementing regulations. The Civil Rights Coordinator will work with all the Language Access Coordinators in the Department to fulfill this responsibility.

Civil Rights Coordinator

Description: Title VI Civil Rights Compliance Officer of the Office of Enforcement Policy

The Civil Rights Coordinator is responsible for ensuring NJDEP does not discriminate in its programs and services. The coordinator will:

- Advise divisions of LEP Requirements
- Maintain a list of NJDEP language access coordinators
- Maintain a database of qualified interpreters and translators
- Populate and maintain a webpage with "Recursos en Espanol" ("Resources in Spanish")
- Receive and review civil rights complaints of discrimination and harassment from members of the public, including from any members of the public who believe they were denied meaningful access to NJDEP's programs and activities because they are LEP.
- Review LEP reporting and monitors to ensure LEP requirements are fulfilled
- Help individual programs or divisions create and implement plans
- Provide guidance to the LEP Coordinator regarding compliance with LEP civil rights requirements
- Serve as a member on NJDEP's LEP committee
- Review the annual report of LEP accomplishments and upcoming goals

Language Access Program Coordinators

Description: Assistant Commissioner area level employee, preferably bilingual.

To ensure that meaningful services to LEP persons are provided across DEP, a language access program coordinator in each Assistant Commissioner area will lead language assistance efforts for their respective area. The coordinator may be a single person or committee who oversees the language access plan for their program area. Language access coordinators will:

- Create and oversee the Assistant Commissioner area's language access plan(s)
- Identify financial resources needed to provide language assistance services
- Contribute to database of qualified interpreters and translators
- Train staff on how to use language assistance services when serving customers
- Coordinate and manage requests for interpretation and translation
- Ensure that it is implemented in every public-facing program
- Assess and improve the language assistance program periodically
- Serve as a member on NJDEP's LEP committee

Assistant Commissioners

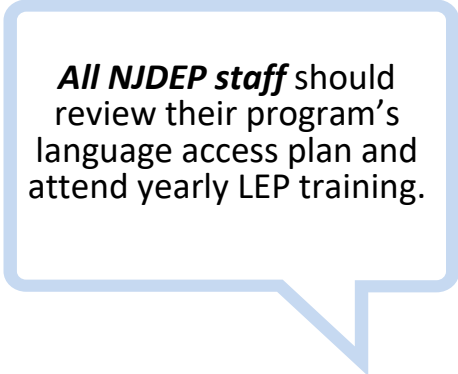
Each Assistant Commissioner will designate at least one Language Access Coordinator for their program area. In some areas, multiple coordinators or a committee may work best.

Managers

Managers will work with the Language Access Coordinator for their Assistant Commissioner area to train staff on LEP.

Frontline staff

Staff who interact with LEP individuals should have on hand printouts of all LEP resources identified in the program's Language Access Plan such as "I speak" cards, a language translation phone number, and LEP interaction evaluation forms.



All NJDEP staff should review their program's language access plan and attend yearly LEP training.

“Meaningful Access” for LEP Individuals

There are four factors used to analyze the meaningful access to NJDEP programs for LEP individuals: 1) The number of people, 2) the frequency of contact, 3) the nature of the program, and 4) the resources your division has available.

1) The NUMBER or proportion of LEP individuals who are eligible to be served or likely to be encountered on NJDEP programs or activities:

The greater the number or proportion of LEP persons from a particular language group served or encountered in the eligible service population, the more likely language services are needed.

Divisions within NJDEP should first examine prior experience with LEP individuals and determine the scope of language services that are needed and then review language data for the program’s service area. **The Department’s Overburdened communities’ maps are a great resource to identify priority communities.**

Top 15 Languages Spoken at Home in New Jersey

Data retrieved from the [2022 American Community Survey Table B16001](#)

Rank	Language	Number of Speakers	Number LEP (speak English “less than very well”)
1	Spanish	1,456,842	678,270
2	Chinese (incl. Mandarin, Cantonese)	123,283	52,436
3	Portuguese	100,631	47,309
4	Hindi	90,309	15,172
5	Gujarati	83,064	28,729
6	Arabic	80,840	24,732
7	Tagalog (incl. Filipino)	78,852	21,237
8	Korean	74,414	40,166
9	Haitian	59,696	22,359
10	Russian	57,837	19,241
11	Polish	55,665	22,136
12	Italian	50,838	14,256
13	Yoruba, Twi, Igbo, or other languages of Western Africa	41,066	7,331

14	Telugu	39,855	8,131
15	Urdu	35,021	8,893

2) **The FREQUENCY with which LEP individuals come into contact with programs:**

NJDEP Divisions should assess, as accurately as possible, the frequency with which they have or should have contact with LEP individuals from different language groups seeking assistance. The more frequent the contact, the more likely enhanced language services will be needed. The steps that are reasonable for servicing a LEP person on a one-time basis will be very different than those expected for servicing LEP persons daily. If the program serves LEP persons on an unpredictable or infrequent basis, they should have a plan for what to do if an LEP individual seeks services. This plan may be as simple as being prepared to use a commercial telephonic interpretation service to obtain immediate interpreter services.

3) **The NATURE and importance of the program, activity or service provided by NJDEP.**

The more important the aids, services, programs, and activities, or the greater the possible consequences of the contact to the LEP individuals, the more likely language services are needed. Each division should determine whether denial or delay of access to services or information could have serious or even life-threatening implications for the LEP individual. Note any of the program's services or activities that are vital, such as those that could impact public health and safety.

4) **The RESOURCES available to the organization and the costs of language services.**

"Reasonable steps" may cease to be reasonable where the costs imposed substantially exceed the benefits in light of the factors outlined in the US Department of Justice (DOJ) Guidance. You may need to prioritize vital and frequently requested information so that the language services are targeted where most needed because of the nature and importance of activity involved.

Consider language minority populations that are eligible for NJDEP programs but may be ***underserved*** because of their existing language barriers.

LEP Plan Template

(Program) Language Access Plan Effective XX/XX/XXXX – XX/XX/XXXX

(Program) Language access coordinator (name and contact information)

NJDEP LEP Coordinator and Civil Rights Coordinator (name and contact information)

Overview and Context

Connection to Mission

(Program) recognizes that providing meaningful language access is a critical function to our mission to (insert program mission) and the principles and priorities of the New Jersey Department of Environmental Protection and serve overburdened communities.

Policies

General Policy Statement It is the policy of this program to provide LEP persons with timely meaningful access to our programs and activities. All personnel shall take reasonable steps to provide free language assistance services to LEP persons whom they encounter or whenever a person requests language assistance services. All personnel will inform members of the public that language assistance services are available free of charge to persons with LEP and that the program will provide these services to them.

Purpose and Authority The purpose of this plan is to ensure that (program name) provides meaningful access to program information and services to visitors and other constituents limited in their English language proficiency. This plan is consistent with federal requirements. All agencies that receive federal financial assistance must take adequate steps to ensure that persons with limited English proficiency receive the language assistance necessary to allow them meaningful access to services, free of charge.

The purpose of this plan is to establish effective guidelines, consistent with Title VI of the Civil Rights Act of 1964 and Executive Order 13166, for program personnel to follow when providing services to, or interacting with, individuals who have limited English proficiency (LEP). Following these guidelines is essential to the success of our mission.

Language Access Coordinator To ensure that meaningful services to LEP persons are provided in our programs, we have designated a language access coordinator who will lead language assistance efforts for (Program).

The language access coordinator will:

- Create and oversee the Assistant Commissioner area's language access plan(s)
- Identify financial resources needed to provide language assistance services
- Maintain a database of qualified interpreters and translators
- Train staff on how to use language assistance services when serving customers
- Coordinate and manage requests for interpretation and translation
- Ensure that it is implemented in every public-facing program
- Assess and improve the language assistance program periodically

Definitions

Effective communication – Communication sufficient to provide the LEP individual with substantially the same level of access to services received by individuals who are not LEP.

Interpretation – The act of listening to a communication in one language (source language) and orally converting it to another language (target language) while retaining the same meaning.

Language access — The rights of LEP persons to receive meaningful access to federally funded state and Federal programs.

Language assistance services – Oral and written language services needed to assist LEP persons to communicate effectively with staff, and to provide LEP individuals with meaningful access to, and an equal opportunity to participate fully in, the services, activities, or other programs administered by the Department.

Limited English proficient (LEP) — Individuals who do not speak English as their primary language and who have a limited ability to read, speak, write, or understand English.

Meaningful access – Language assistance that results in accurate, timely, and effective communication at no cost to the LEP individual. For LEP individuals, meaningful access denotes access that is not significantly restricted, delayed, or inferior as compared to programs or activities provided to English proficient individuals.

Primary language – An individual's primary language is the language in which an individual most effectively communicates.

Program or activity – The term “program or activity” and the term “program” mean all of the operations of the Department.

Translation – The replacement of written text from one language (source language) into an equivalent written text in another language (target language).

Vital document – Paper or electronic written material that contains information that is critical for accessing a division's program or activities or is required by law.

Section 1: Identify Language Access Needs

(Program) has identified the languages spoken in the communities our programs serve in the table below. We will immediately build and maintain the capacity to provide meaningful access in each of these languages, especially for vital programs and services.

We have used the following resources to assess our language needs:

- Internal data and records
e.g., calls/emails
- [U.S. Census Table B16001](#)
- US Dept. of Education
- US Dept. of Labor
- School systems
- Other state agencies
- Local governments
- Community organizations and agencies
- Religious organizations
- NJDEP's [Overburdened Communities mapping](#)






(Program) LEP Services

Service/Program	Service area <i>e.g., statewide, county, zip codes</i>	Estimated number of LEP persons for each prevalent language in service area	Translation/interpretation tools and resources (See section 2 examples)	Is the service/ program vital and/or concerns public health or safety?*

**For vital programs and services, plan to translate and interpret for languages that represent 5% or more of the service area. For tools and resources used for vital programs and services, consider proactive methods such as an on-site interpreter for public meetings, translated flyers and brochures in addition to language service rights posters, "I speak" cards and a language line phone number. For programs and services that are not vital, plan to provide as much translation and interpretation as you reasonably can, especially in Spanish. Always provide staff with "I speak" cards and a language line phone number and hang language service rights posters in public areas.*

Section 2: Understand How LEP Individuals May Contact You

Individuals with limited English proficiency will need language services at different points of contact. We assessed where individuals interact with our programs and have determined the kind of language services that would be appropriate and accessible at each point of contact.

	Contact Type	Expectations of Staff	Tools and Resources
 Calls	Information line Main office line	Identify language spoken Connect with bilingual staff, interpreter, etc.	Language Line
 In person	Reception desk Outreach program Education program Field staff	Post signs in public areas stating that language services are available on an ongoing basis Immediately provide access to the language line when requested	Language Line "I speak" cards
 Paperwork and Publications	Forms Complaints Brochures Flyers Notices <i>e.g., open application period or public comment period.</i>	Vital documents are available in (languages identified). Vital documents are to be reviewed with the support of an interpreter.	Additional translations arranged through translation vendor. "Language service rights" included on the document or as a flyer with the document
 Meetings	Public meetings Hearings	Pre-arrange for an interpreter to be present Publicize the use of an interpreter	In-person interpretation vendor
 Digital	Website Apps Surveys	Identify any digital resources or tools that need translation.	DOIT installs Google Translate on DEP webpages Translations arranged through translation vendor for apps, surveys etc.

Section 3: Notify of Language Assistance Services

Posters - (Program) will create and hang “language service rights” posters in public areas. These posters will contain a simple message - such as ‘Free Interpreter services are available. Please ask for assistance.’ And will be in English as well as the principal languages spoken in the service area.

Flyers or brochures - (Program) will create and make available “language service rights” flyers or brochures that can be mailed with applications or given to visitors in person.

“I speak” cards - (Program) staff will also have access to the (Program) Language Access plan and “I speak” cards. The “I speak” cards say in English and the principal languages “I speak (language). Please call an interpreter.”

Notices of translation services - in all its public areas and on its website, (Program) will post and maintain clear and readable signs in the languages most prevalent in the community that notify visitors that free translation and interpretation services are available to them while using the organization’s services.

Community partners - (Program) will identify the primary sources through which visitors with LEP are referred to our services, and culturally based organizations that serve individuals with LEP in our community. (Program) will work to develop collaborative relationships with these organizations to ensure more seamless access to services, accountability to the language access policies, and greater access to visitors with LEP.

Federal assistance to other entities- (Program) provides federal financial assistance to non-federal entities. Entities include (list 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.)*

To help recipients of federal financial assistance to comply with Title VI and language access standards we will:

- Notify Title VI requirements on the application
- Provide a copy of this LEP Guidelines document
- Ask to budget for language assistance services

In addition, we will inform recipients of federal financial assistance about which grants can be used, in whole or in part, to improve language access.

Section 4: Monitor Effectiveness

Collect data - (Program) will develop an evaluation method and train all staff to use the evaluation after serving LEP individuals. The staff member will record information on the LEP services provided and the LEP individual will be offered the chance to submit feedback/complaint regarding the LEP services.

LEP evaluation form topics to include:

- Number of LEP people served
- How person was identified as LEP
- Type of language service provided
- Name of program or service interpreted or translated
- Vital or non-vital information
- LEP person's satisfaction rating

Annual evaluation Conduct an annual evaluation of the LEP plan using the LEP Program Evaluation Template to determine its overall effectiveness, review the progress of stated goals and identify new goals or strategies for serving visitors with LEP. The language access coordinator will lead the evaluation with the assistance of other staff.

Section 5: Train Staff

(Program) will distribute the LEP plan to all staff and will have a current electronic copy available so all staff will be knowledgeable of LEP policies and procedures. The language access coordinator will monitor the implementation of the plan and conduct staff training as needed.

- All front-line staff who have direct interaction with the public, provide technical assistance, or receive in-bound calls will receive an annual LEP training, or training upon employment, and then annually.
- All staff will be made aware that LEP plan information is available on the DEPNET.
- Training will ensure that staff members are effectively able to work in person and/or by telephone with visitors with LEP. Management staff will be included in this training, even if they do not interact regularly with visitors with LEP, to ensure that they fully understand the plan, so they can reinforce its importance and ensure its implementation by staff. After their initial training, all staff members will receive refresher training in language access every three years.
- LEP training will include information on the following topics:
 - Legal obligation to provide language assistance
 - LEP plan and procedures
 - Responding to LEP individuals
 - Obtaining interpreters (in-person and over-the-phone)
 - Using and working with interpreters (in-person and over-the-phone)
 - Translating procedures
 - Documenting language requests

(Program) will circulate this policy to all staff within 10 days after its adoption. Every two years, (Program) will circulate the revised policy to all staff after its adoption.

Goals of training

(Program) staff will initiate an offer for language assistance to any person who has difficulty communicating in English.

All personnel will inform members of the public that language assistance services are available free of charge to persons with LEP and that the program will provide these services for all programs offered.

(Program) staff will have “I speak” cards available and ready to use in all public offices and locations. Before contacting a qualified interpreter or a bilingual staff member, public staff should show the “I speak” card to the person with LEP so that they can identify their primary language.

(Program) staff will complete an evaluation after providing services to LEP persons.

Section 6: Gather Resources to Support LEP

Bilingual Staff

(Program) will hire bilingual/bicultural staff members whenever possible to work directly with individuals with limited English proficiency. Bilingual/bicultural staff qualify for a salary differential based on language proficiency, cultural knowledge, and ability to effectively support individuals with limited English proficiency.

(Program) shall consider second language proficiency, in a language commonly spoken by (Program) clients or potential clients, as a preferred quality when hiring new staff. (Program)'s employee recruiting materials will clearly state that second language proficiency will be viewed favorably in (Program)'s hiring decisions. (Program) will maintain a list of diverse community-based organizations in their service area and send notice of all job openings to the list.

Children as Interpreters

(Program) will not permit minor children to interpret in instances where we must ensure accurate communication or if the conversation is sensitive in nature.

Funding

Immediate funding needs include:

- Budget for interpretation and translation.
- Budget for printing "I speak" posters and cards
- Long-term funding needs include XXX
e.g., hiring plan for bilingual advocates, development of multi-lingual video tour.

LEP service vendors contact information

- Language line information
- Translation service vendor
- Interpretation service vendor

Appendix

Implementation Calendar

Language Access Measure	Goal	Timeline	Person Responsible
<i>Language access coordinator trains all staff</i>	<i>95% staff will be able to successfully implement language access plan</i>	<i>Within 9 months of language access plan implementation</i>	<i>Language access coordinator</i>

LEP Program Evaluation Template

Program Name

Date of evaluation: xx/xx/xxx

(Program) Language access coordinator (name and contact information)

NJDEP Civil Rights and Title VI Coordinator (name and contact information)

Section 1: Language Access Needs

How does your program identify LEP individuals? (Select all that apply)	<input type="checkbox"/> Assume limited English proficiency if communication seems impaired	<input type="checkbox"/> Use of "I Speak" language identification cards or posters
	<input type="checkbox"/> Respond to individual requests for language assistance services	<input type="checkbox"/> Based on written material submitted to the program (e.g., complaints)
	<input type="checkbox"/> Self-identification by the LEP person	<input type="checkbox"/> We have not identified non-English speakers or LEP individuals
		<input type="checkbox"/> Other (Please specify):

Does your program have a process to collect data on:		
The number of LEP individuals that you serve?	Yes	No
The number of LEP individuals in your service area?	Yes	No
The number and prevalence of languages spoken by LEP individuals in your service area?	Yes	No

How often does your program assess the language data for your service area?	<input type="checkbox"/> Annually	<input type="checkbox"/> Other _____
	<input type="checkbox"/> Biennially	
What data does your program use to determine the LEP communities you serve? (Select all that apply)	<input type="checkbox"/> Internal data and records e.g., calls/emails	<input type="checkbox"/> Other state agencies
	<input type="checkbox"/> Census e.g., American Community Survey	<input type="checkbox"/> Local governments
	<input type="checkbox"/> US Dept. of Education	<input type="checkbox"/> Community orgs
	<input type="checkbox"/> US Dept. of Labor	<input type="checkbox"/> Religious organizations
	<input type="checkbox"/> School systems	<input type="checkbox"/> Other information
		<input type="checkbox"/> NJDEP's Overburdened Communities mapping
		<input type="checkbox"/> _____

Do you collect and record primary language data from individuals when they first contact your programs and activities?	Yes	No
--	-----	----

If you collect and record primary language data,
where is the information stored?

What is the total number of LEP individuals who use
or receive services from your program each year?

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.	1.
	2.	2.
	3.	3.
	4.	4.
	5.	5.
	6.	6.

Section 2: How LEP Individuals May Contact You

At what points of contact do your programs encounter LEP persons?

- ☐ In-Person
- ☐ Phone
- ☐ Electronically (e.g., email or website)
- ☐ Via Correspondence
- ☐ Other: (please specify)

What contact types do your programs use LEP resources?

- ☐ Information line
- ☐ Main office line
- ☐ Reception desk
- ☐ Outreach program
- ☐ Education program
- ☐ Field staff
- ☐ Forms
- ☐ Complaints
- ☐ Brochures
- ☐ Flyers
- ☐ Notices
- ☐ Public meetings
- ☐ Hearings
- ☐ Website
- ☐ Apps
- ☐ Surveys

Section 3: Language Assistance Services

How do you inform members of the public about the availability of language assistance services? (Select all that apply)

- | | |
|---|--|
| <input type="checkbox"/> Language Service Rights posters in public areas | <input type="checkbox"/> Notice of translation services available on website |
| <input type="checkbox"/> Language Service Rights flyers and/or brochures | <input type="checkbox"/> Community partners |
| <input type="checkbox"/> "I Speak" language identification cards distributed to frontline staff | <input type="checkbox"/> Other |

Do your translated program outreach materials inform LEP individuals about the availability of free language assistance services?

Yes No

Does your program have community groups you work with to advertise your availability of free language assistance services for LEP individuals?

Yes No
Group name(s) _____

Does your program inform current applicants or program recipients about the availability of language assistance services?

Yes No
How _____

Does your program 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.)

Yes No

If your program does provide federal financial assistance to non-federal entities:

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?

Yes No

Does your program inform recipients of federal financial assistance that they should budget for language assistance services?

Yes No

Does your program inform recipients of federal financial assistance about which grants can be used, in whole or in part, to improve language access?

Yes No

Section 4: Effectiveness

Does your program have a written language access plan and policy?	Yes	No
How often is your program's language access plan and policy reviewed and updated?	<input type="checkbox"/> Annually <input type="checkbox"/> Biennially	<input type="checkbox"/> Not Sure <input type="checkbox"/> Other:
When was the last time your program's language access plan and policy was updated?	Month__	Year__
Does your program have a language access coordinator?	<input type="checkbox"/> Yes Name _____	<input type="checkbox"/> No
Does your program have a formal language access feedback and complaint process?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Has your program received any complaints because it did not provide language assistance services?	<input type="checkbox"/> Yes <input type="checkbox"/> Number of complaints _____	<input type="checkbox"/> No
Does the language access coordinator monitor LEP grievance/complaint filing?	Yes	<input type="checkbox"/> No
Do you obtain feedback from the LEP community on the effectiveness of your language access program and the language assistance services you provide?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Does your program evaluate LEP services after they are provided?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

Section 5: Staff

How often does staff receive training on LEP?

Who receives training on working with LEP individuals? (Select all that apply)	<input 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 type="checkbox"/> Others (Please specify): <hr/> <input type="checkbox"/> None of the above
Does your employee handbook include specific instructions related to providing language assistance services to LEP individuals?	Yes	No
Does the LEP training include how to request an interpreter?	Yes	No
Does your program certify or assess staff before serving as interpreters or translators for LEP individuals?	Yes	No

Section 6: Resources to Support LEP

What types of language assistance services does your program provide? (Select all that apply)

- | | |
|--|---|
| <input type="checkbox"/> Bilingual staff | <input type="checkbox"/> Language bank or dedicated pool of interpreters or translators |
| <input type="checkbox"/> In-house interpreters (oral) | <input type="checkbox"/> Volunteer interpreters or translators |
| <input type="checkbox"/> In-house translators (documents) | <input type="checkbox"/> Interpreters or translators borrowed from another program |
| <input type="checkbox"/> Contracted interpreters | <input type="checkbox"/> Other (Please specify): |
| <input type="checkbox"/> Contracted translators | |
| <input type="checkbox"/> Telephone interpretation services | |
| <input type="checkbox"/> Video interpretation services | |

Does your program identify and translate vital documents into Spanish?

- | | |
|------------------------------|-----------------------------|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No |
|------------------------------|-----------------------------|

Does your program identify and translate vital documents into other languages?

- | | |
|---|-----------------------------|
| <input type="checkbox"/> Yes
Please list languages | <input type="checkbox"/> No |
|---|-----------------------------|

Which vital written documents has your program translated into non-English languages?

- | | |
|---|--|
| <input type="checkbox"/> Consent forms | <input type="checkbox"/> Posters |
| <input type="checkbox"/> Complaint forms | <input type="checkbox"/> Notices/Flyers |
| <input type="checkbox"/> Applications to participate in programs or activities or to receive services | <input type="checkbox"/> Other (please specify): |

If your program has an office or facility open to the public, do you display signs or posters announcing the availability of language assistance services?

- | | |
|---|-----------------------------|
| <input type="checkbox"/> Yes, in all public offices | <input type="checkbox"/> No |
| <input type="checkbox"/> In some public offices | |

How many bilingual employees serve as interpreters/translators in your program?

What languages do the bilingual employees speak?

Do you have dedicated funds for LEP translations, interpretations, and printing?

- | | |
|------------------------------|-----------------------------|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No |
|------------------------------|-----------------------------|

Frequently Asked Questions

Q. Who is a Limited English Proficient (LEP) individual?

A. Individuals who do not speak English as their primary language and who have a limited ability to read, speak, write, or understand English can be limited English proficient, or "LEP." These individuals may be entitled to language assistance with respect to a particular type or service, benefit, or encounter.

Q. What are the relevant laws concerning language access for LEP individuals?

A. Federal laws particularly applicable to language access include Title VI of the Civil Rights Act of 1964, and the Title VI regulations, prohibiting discrimination based on national origin, and Executive Order 13166 issued in 2000. Many individual federal programs, states, and localities also have provisions requiring language services for LEP individuals.

Q. What is Executive Order 13166?

A. An Executive Order is an order given by the President to federal agencies. The LEP Executive Order (Executive Order 13166) says that people who are LEP should have meaningful access to federally conducted and federally funded programs and activities.

Executive Order 13166 requires all agencies that provide federal financial assistance to issue guidance on how recipients of that assistance can take reasonable steps to provide meaningful access consistent with Title VI and the Title VI regulations. The Order also requires that federal agencies create plans for ensuring that their own activities also provide meaningful access for persons who are LEP.

More information on Executive Order 13166 can be found at [Executive Order 13166: Improving Access to Services for Persons with Limited English Proficiency](#).

Q. What is a recipient of federal financial assistance?

A. Federal financial assistance includes grants, training, use of equipment, donations of surplus property, and other assistance. Subrecipients are also covered when federal funds are passed from one recipient to a subrecipient. Recipients of federal funds range from state and local agencies to nonprofits and other organizations. A list of the types of recipients and the agencies funding them can be found at [Executive Order 12250 Coordination of Grant-Related Civil Rights Statutes](#).

Title VI covers a recipient's entire program or activity. This means all parts of a recipient's operations are covered. This is true even if only one part of the recipient receives federal assistance.

Q. What is a federally conducted activity?

A. All federal agencies subject to Executive Order 13166 must design and implement a federally conducted plan to ensure access for LEP individuals to all of its federally conducted programs and activities (basically, everything that it does). For instance, the Civil Rights Division of the U.S. Department of Justice has a plan for ensuring meaningful access to its programs and activities for LEP persons. Other agencies and parts of agencies must do the same.

Q. Who will enforce the LEP rules?

A. Most federal agencies have an office that is responsible for enforcing Title VI of the Civil Rights Act. To the extent that a recipient's actions are inconsistent with their obligations under Title VI, then such agencies will take the necessary corrective steps. The NJDEP Civil Rights and Title VI Coordinator has taken the lead in coordinating and implementing this Executive Order.

Q. What are recipients of federal funds and federal agencies required to do to meet LEP requirements?

A. Recipients and federal agencies are required to take reasonable steps to ensure meaningful access to their programs and activities by LEP persons. While designed to be a flexible and fact- dependent standard, the starting point is an individualized assessment that balances the following four factors:

The number or proportion of LEP persons eligible to be served or likely to be encountered by the program or grantee; the frequency with which LEP individuals come in contact with the program; the nature and importance of the program, activity, or service provided by the program to people's lives; and the resources available to the grantee/recipient or program, and costs. As indicated above, the intent of this guidance is to find a balance that ensures meaningful access by LEP persons to critical services while not imposing undue burdens on small business, or small nonprofits.

Q. Do recipients of federal funds have to submit written language access plans to the Department of Justice or to their federal funding program each year?

A. No. While planning is an important part of ensuring that reasonable steps are taken to provide meaningful access to LEP individuals seeking services, benefits, information, or assertion of rights, there is no blanket requirement that the plans themselves be submitted to federal agencies providing federal financial assistance. In certain circumstances, such as in complaint investigations or compliance reviews, recipients may be required to provide to federal agencies a copy of any plan created by the recipient.

I Speak Statements



- | | |
|--|--|
| <input type="checkbox"/> Unë flas shqip (Albanian) | <input type="checkbox"/> 본인의 모국어는 한국어입니다 (Korean) |
| <input type="checkbox"/> አማርኛ እናገራለሁ (Amharic) | <input type="checkbox"/> ئە ز زمانى كوردی ده ناخفم. (Kurdish) |
| <input type="checkbox"/> انا اتكلم اللغة العربية. (Arabic) | <input type="checkbox"/> N̄ a po Klào Win. (Kru) |
| <input type="checkbox"/> Ես խոսում եմ հայերեն (Armenian) | <input type="checkbox"/> ຂ້າພະເຈົ້າເວົ້າ ພາສາລາວ. (Lao) |
| <input type="checkbox"/> আমি বাংলা ভাষী। (Bengali) | <input type="checkbox"/> Yie gorngv Mienh waac. (Mien) |
| <input type="checkbox"/> Ja govorim bosanski jezik (Bosnian) | <input type="checkbox"/> म नेपाली बोल्छु (Nepali) |
| <input type="checkbox"/> ကျွန်တော်ပြောတာကမြန်မာစကားပြောသည်။ (Burmese) | <input type="checkbox"/> Mówię po polsku . (Polish) |
| <input type="checkbox"/> 我说中文 (Chinese Simplified) | <input type="checkbox"/> Eu falo Português . (Portuguese) |
| <input type="checkbox"/> 我說中文 (Chinese Traditional) | <input type="checkbox"/> ਇ ਸ੍ਰਮਾਕ ਪੰਜਾਬੀ (Punjabi) |
| <input type="checkbox"/> Ja govorim hrvatski . (Croatian) | <input type="checkbox"/> Cunosc limba Română . (Romanian) |
| <input type="checkbox"/> اینجانب به زبان فارسی صحبت می کنم (Farsi) | <input type="checkbox"/> Я говорю по-русски . (Russian) |
| <input type="checkbox"/> Je parle français . (French) | <input type="checkbox"/> Ou te tautala faaSamoa . (Samoan) |
| <input type="checkbox"/> Je parle le Français haïtien (French Creole) | <input type="checkbox"/> Govorim srpski . (Serbian) |
| <input type="checkbox"/> Μιλάω ελληνικά . (Greek) | <input type="checkbox"/> Waxaan ku hadlaa Somali . (Somali) |
| <input type="checkbox"/> ཁྱུ་ གུ་ཤར་ཀྱི་ ལོ་ལུ་ བྱུ་ (Gujarati) | <input type="checkbox"/> Yo hablo español . (Spanish) |
| <input type="checkbox"/> Mwen pale Kreyòl . (Haitian Creole) | <input type="checkbox"/> أتحدث السودانية (لغوي سوداني) (Sudanese) |
| <input type="checkbox"/> मैं हिंदी बोलता हूँ (Hindi) | <input type="checkbox"/> Marunong po akong magsalita ng Tagalog . (Tagalog) |
| <input type="checkbox"/> Kuv hais lus hmoob . (Hmong) | <input type="checkbox"/> ข้าพเจ้าพูด ภาษาไทย (Thai) |
| <input type="checkbox"/> Ana m a sụ Igbo (Igbo) | <input type="checkbox"/> ኣካ ትግርኛ ይዛረብ እየ. (Tigrinya) |
| <input type="checkbox"/> Parlo Italiano (Italian) | <input type="checkbox"/> Я розмовляю українською . (Ukrainian) |
| <input type="checkbox"/> 私は日本語を話します (Japanese) | <input type="checkbox"/> میں اردو بولتا/ بولتی ہوں. (Urdu) |
| <input type="checkbox"/> Mi chat Jamiekan langwjj (Jamaican Creole) | <input type="checkbox"/> Tôi nói tiếng Việt . (Vietnamese) |
| <input type="checkbox"/> ykt tkqhl b (Karen) | <input type="checkbox"/> יידיש רעד איך (Yiddish) |
| <input type="checkbox"/> ខ្ញុំនិយាយភាសាខ្មែរ (Khmer) | <input type="checkbox"/> Mo gbọ Yoruba (Yoruba) |

Sample Vital Information Notices for LEP Individuals

English

IMPORTANT! This document(s) contains important information about your unemployment compensation rights, responsibilities and/or benefits. It is critical that you understand the information in this document.

DEADLINE FOR APPEAL: If you disagree with this determination or decision, you must file an appeal before the deadline noted in this document.

IMMEDIATELY: If needed, call xxx-xxx-xxx for assistance in the translation and understanding of the information in the document(s) you have received.

Spanish

¡IMPORTANTE! Este documento(s) contiene información importante sobre sus derechos, obligaciones y/o beneficios de compensación por desempleo. Es muy importante que usted entienda la información contenida en este documento.

PLAZO LÍMITE PARA APELAR: Si usted está en desacuerdo con esta determinación o decisión, debe presentar una apelación antes del plazo límite indicado en este documento.

INMEDIATAMENTE: Si necesita asistencia para traducir y entender la información contenida en el documento(s) que recibió, llame al xxx-xxx-xxx.

Chinese

重要提示！这份文件包含有关失业补偿的权利、责任和/或利益的重要信息。您需要理解本文件中的信息，这一点至关重要。

上诉截止日期：如果您不同意本裁定或决定，您必须在本文件所载截止日期前提出上诉。

立即：如果需要，请拨打xxx-xxx-xxx, 可获得帮助，以利您翻译和理解所收到的文件中的信息

。

French

IMPORTANT! Ce document contient des informations importantes sur vos droits d'allocation de chômage, vos responsabilités et/ou vos bénéfices. Il est indispensable que vous compreniez le contenu de ce document.

DATE LIMITE POUR FAIRE APPEL: Si vous n'êtes pas d'accord avec cette détermination ou décision, vous devrez faire un appel avant la date limite signalée dans ce document.

IMMÉDIATEMENT: Si nécessaire, téléphonez au xxx-xxx-xxx pour avoir de l'assistance sur la traduction et/ou la compréhension de ce document.

German

WICHTIG! Diese(s) Dokument(e) enthält (enthalten) wichtige Hinweise zu ihren Rechten, Pflichten bzw. Leistungen im Rahmen der Arbeitslosenunterstützung. Es ist entscheidend, dass Sie die Informationen in diesem Dokument verstehen.

FRIST ZUR BESCHWERDEEINLEGUNG: Wenn Sie mit der Feststellung oder Entscheidung nicht einverstanden sind, müssen Sie vor Ablauf der in diesem Dokument aufgeführten Frist eine Beschwerde einlegen.

SOFORT: Sofern erforderlich, rufen Sie die Telefonnummer xxx-xxx-xxx an und erkundigen sich nach Hilfsdiensten bei der Übersetzung und zum Verständnis der Informationen in dem (den) von Ihnen erhaltenen Dokument(en).

Tagalog

IMPORTANTE! Ang mga dokumentong ito ay naglalaman ng mahalagang impormasyon tungkol sa iyong mga karapatan na makatanggap ng kabayaran, mga responsibilidad at /o benepisyo dahil sa pagkawala ng trabaho. Napakahalagang maunawaan mo ang mga impormasyong nilalaman sa dokumentong ito.

HULING ARAW PARA UMAPILA: Kung hindi ka sumasang-ayon sa pagpapasiya o desisyon, dapat kang maghabol o magharap ng apila bago dumating ang huling araw na nabanggit sa dokumentong ito.

KAAGAD: Kung kinakailangan ang tulong, tumawag sa xxx-xxx-xxx para sa pagsasalin ng wika at pag-unawa ng impormasyon sa mga dokumentong natanggap mo.

Italian

IMPORTANTE: Questo documento contiene informazioni importanti sui Suoi diritti di indennizzo di disoccupazione, sulle sue responsabilità e i suoi benefit. E' cruciale che Lei comprenda appieno le informazioni contenute in questo documento.

SCADENZA PER IL RICORSO: Se non si trova in accordo con questa determinazione o decisione, dovrà presentare ricorso prima della scadenza riportata nel presente documento.

IMMEDIATAMENTE: In caso di necessità chiami il xxx-xxx-xxx per assistenza alla traduzione e comprensione delle informazioni contenute nei documenti ricevuti.

Vietnamese

QUAN TRỌNG: Tài liệu này chứa đựng tin tức quan trọng về quyền hạn, trách nhiệm và/hoặc những lợi lộc được đền bù trong khi thất nghiệp. Đó là điều tối cần thiết mà quý vị phải hiểu rõ những tin tức trong tài liệu này.

HẠN CHÓT KHIẾU NẠI: Nếu quý vị không đồng ý với quyết định này, quý vị phải nộp đơn khiếu nại trước hạn chót ghi rõ trong tài liệu này.

MỘT CÁCH NHANH CHÓNG: Nếu cần xin hãy gọi số xxx-xxx-xxx để được giúp đỡ trong việc phiên dịch và hiểu rõ những tin tức trong tài liệu quý vị đã nhận.

Korean

중요! 이 문서는 실업보상 권리, 책임 및/또는 혜택에 대한 중요한 정보가 포함되어 있습니다. 이 문서에 있는 정보를 이해 하는 것은 매우 중요합니다.

항소 마감: 이 결정에 이견이 있으시면 항소인은 문서에 언급된 마감일 전에 항소를 제기하셔야 합니다.

즉시: 받으신 문서의 번역 및 이해를 위해서 도움이 필요하시면 xxx-xxx-xxx 로 연락을 하시기 바랍니다.

Polish

WAŻNE! Dokumenty mogą zawierać ważne informacje o Pana(-i) prawach do zasiłków dla bezrobotnych, obowiązków i/lub świadczeń. Zrozumienie informacji zawartych w niniejszym dokumencie jest bardzo ważne.

DATA WYGAŚNIĘCIA TERMINU SKŁADANIA ODWOŁAŃ: Jeśli nie zgadza się Pan(-i) z decyzją zawartą w niniejszym dokumencie, odwołanie należy złożyć przed datą wygaśnięcia terminu wyszczególnionego w treści niniejszego dokumentu.

NATYCHMIAST: W razie potrzeby, należy dzwonić pod xxx-xxx-xxx w celu uzyskania pomocy w tłumaczeniu i zrozumieniu informacji w dokumentach, które Pan(i) otrzymał(-a).

Russian

ВАЖНО! Данный документ(ы) содержит важную информацию о Ваших правах на пособие по безработице, ответственностях и /или выгодах. Крайне важно, чтобы Вы поняли всю информацию, представленную в данном документе(ах).

КРАЙНИЙ СРОК ДЛЯ ОБЖАЛОВАНИЯ: Если Вы не согласны с представленным постановлением или решением, Вы должны подать заявление на обжалование данного документа до крайнего срока, указанного в нём.

НЕМЕДЛЕННО: При необходимости звоните xxx-xxx-xxx для получения помощи в переводе и понимании информации данного документа(ов).

Resources

[The Interagency Working Group on Limited English Proficiency](#) (Federal Government)

TO ASSESS LEP POPULATIONS IN NJ COMMUNITIES

United States Census Bureau

[U.S. Census Table B16001](#)

[Census Reporter](#)

NJDEP's Environmental Justice Overburdened Communities

[Interactive mapping tool](#)

[GIS layer](#)

[PDFs of each municipality](#)

Division of Air Quality's "[Community corner](#)" (Overburdened community layer)

English Language Learners

[U.S. Department of Education Office of English Language Acquisition](#)

[National Clearinghouse for English Language Acquisition & Language Instruction Educational Programs](#)

[Migration Policy Institute](#)

TO REACH NJ LEP COMMUNITIES

New Jersey Organizations

Name	Location	Contact
Latin American Economic Development Association	Camden, Burlington, Gloucester, Atlantic and Cumberland Counties	info@laeda.com
New Jersey Chinese-American Chamber of Commerce	Statewide	info@njacc.org
Statewide Hispanic Chamber of Commerce of NJ	Statewide	chamber@shccnj.org
New Jersey Chapter of the National Arab American Medical Association	Statewide	Naamanj.president@gmail.com

Community Collaborative Initiative

The Community Collaborative Initiative operates in 12 New Jersey municipalities. Each has an assigned NJDEP liaison. The liaisons are a single point of contact to coordinate community efforts that would benefit from NJDEP involvement. Their connections within the community and the NJDEP are used to leverage expertise and resources to facilitate innovative solutions that align with community interests and NJDEP goals.

Name	Location	Contact
Vince Caliguire (assisted by Ivan Alvarez)	Paulsboro, Camden, Trenton	vincent.caliguire@dep.nj.gov ivan.alvarez@dep.nj.gov
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Korie Vee	Bayonne, Perth Amboy, Jersey City	Korie.vee@dep.nj.gov

Tiffany Falcone	Salem, Bridgeton, Millville, Vineland	Tiffany.falone@dep.nj.gov
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