

TITLE VI CIVIL RIGHTS NEWS @FCS

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Dear Colleague,

This issue of the Title VI Newsletter commemorates the 15th anniversary of Executive Order 13166, *Improving Access to Services for Persons with Limited English Proficiency*. The Executive Order directs federal agencies to provide guidance to their recipients of federal financial assistance to ensure they provide meaningful access to limited English proficient (LEP) persons under Title VI of the Civil Rights Act of 1964. The Executive Order also requires each federal agency to examine its services and activities, and develop and implement a system to provide LEP individuals with meaningful access. The first article in this issue of the Newsletter, *Fifteen Questions for the Fifteenth Anniversary of Executive Order 13166*, puts forward a series of questions and answers about the Executive Order and what federal agencies are doing to implement it.

In recognition of the Executive Order's anniversary, we are publishing a number of resources to assist agencies and the public in their efforts to address the language needs of their communities. We know that the first step in these efforts is to know the languages spoken in the communities that we serve. We have developed an interactive "[Map App](#)," allowing users to scan and download Census data on LEP populations from an interactive map. The interactive maps provide data on the languages spoken by LEP populations at the state and county level for all 50 states, the District of Columbia, and Puerto Rico. We also created a series of maps, located at www.lep.gov/maps, that provide both the number and percentage of LEP individuals in each region of the United States. County and judicial district maps provide the top five languages spoken by LEP individuals within those jurisdictions in the form of detailed pie charts. We hope that these resources will help funding recipients and federal partners as they develop their policies, plans, and protocols to provide language assistance.

August also brought with it a stark reminder of the importance of preparedness in the face of an emergency or natural disaster. Hurricane Katrina made landfall 10 years ago and changed the tenor of emergency and disaster preparedness, response, and recovery. Of the many lessons learned in the aftermath of Katrina's devastation, we highlight in this issue Title VI's crucial role in eradicating inequities based on race, color, and national origin before, during, and after emergencies and disasters. The article, *A Decade after Hurricane Katrina: Title VI Protections and Responsibilities in Emergencies and Disasters*, examines the efforts that have been made and actions that can be taken to address disparities during disaster preparation, response, and recovery.

Let's continue to build on the progress we have made to ensure meaningful access to all communities. I look forward to sharing additional guidance on Title VI compliance in emergency related activities this Fall.

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INSIDE THIS ISSUE:



ARTICLE: *Fifteen Questions for the Fifteenth Anniversary of Executive Order 13166*

2-4

ARTICLE: *A Decade after Hurricane Katrina: Title VI Protections and Responsibilities in Emergencies and Disasters*

5-6

AGENCY TITLE VI AGREEMENTS, SETTLEMENTS, AND FINDINGS

7-9

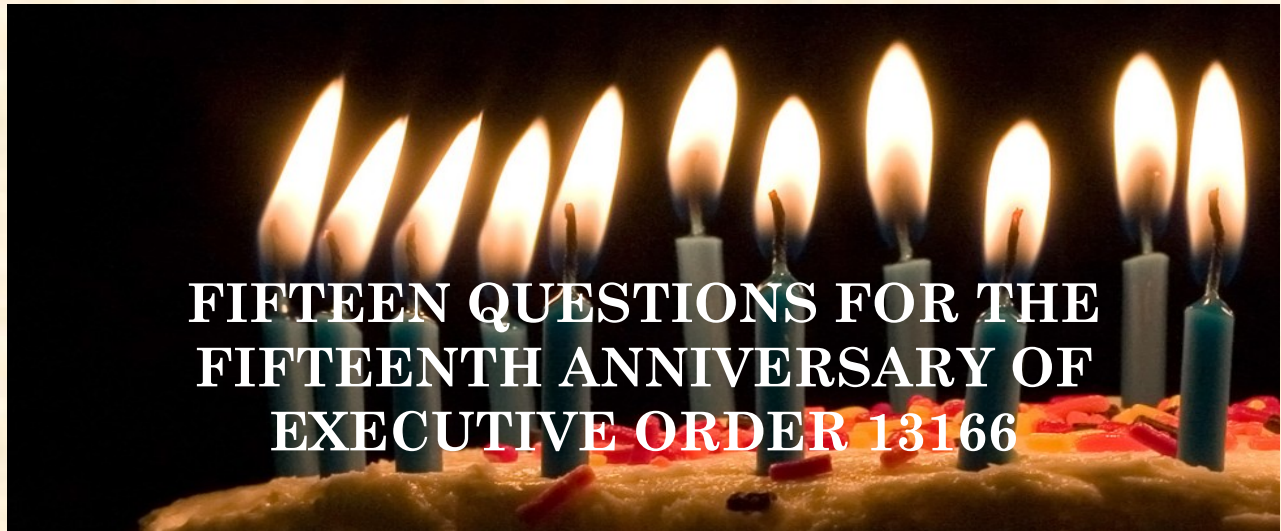
TITLE VI DEVELOPMENTS AND EXECUTIVE ORDER 13166 ACTIVITY

10-12

The questions and answers in this newsletter are intended only to provide guidance to federal agencies and other interested entities and are not intended to, do not, and may not be relied upon to create any right or benefit, substantive or procedural, enforceable at law by a party against the United States.



FIFTEEN QUESTIONS



Happy 15th Anniversary Executive Order 13166! Wait, what is Executive Order 13166? On August 11, 2000, the President signed Executive Order 13166, “Improving Access to Services for Persons with Limited English Proficiency.” It requires federal agencies to a) devise plans to provide to those with limited English proficiency (LEP) meaningful access to federally conducted programs and activities; and b) issue guidance to recipients of federal financial assistance to ensure that they provide meaningful access as well.

Oh, so the Executive Order created a new mandate that recipients have to provide interpreters and translations? Not exactly. That requirement already existed under Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of national origin (language) by entities that receive federal funds (recipients). However, Executive Order 13166 imposed a new, parallel language access obligation upon federal agencies that engage in federally conducted programs and activities. It made clear that federal agencies and recipients must meet the same standards for meaningful access. It also reminded federal funding agencies of the need to enforce Title VI for the benefit of LEP communities.

Who initiated Executive Order 13166? President Clinton signed the Executive Order in 2000 (aboard Air Force One, FYI) and Presidents Bush and Obama have reaffirmed it. Support over three successive Administrations demonstrates the federal government’s ongoing commitment to overcoming language barriers.



What has happened during the past 15 years? Since 2000, over 35 [federal agencies](#) have developed and implemented language access plans. Federal agencies have entered into contracts to translate important documents, trained staff to work effectively with interpreters, and improved interpretation when communicating with the public. Look for a new report soon on federal language access accomplishments at [LEP.gov](#)! During this time, federal agencies have also issued agency-specific guidance, conducted compliance reviews, investigated complaints, worked with advocates, and provided recipients with technical assistance. Such activities have resulted in increased access by LEP persons to federally funded programs and services as intended by the Order. Examples may be found at [LEP Resources](#) and [FCS Cases](#).



FIFTEEN QUESTIONS

Sounds great! Are we done yet? We've made significant progress in overcoming language barriers to federally conducted and assisted programs and activities. At the same time, not all federal agencies have implemented language access plans. Without a formal language access policy or plan, it can be difficult to maintain momentum and resources in this area. We encourage federal agencies to develop, update, and submit language access plans for review by the Federal Coordination and Compliance Section (FCS) and to reengage with stakeholders to evaluate the effectiveness of your language access program. Similarly, and despite noteworthy improvements in language access to federally assisted programs, much work remains to be done there as well. Stakeholders can also provide feedback to funding agencies as to the effectiveness of your LEP enforcement program and discuss current community needs.

But do we still need EO13166? Absolutely. According to the U.S. Census Bureau, in 2000, 8.1% of the population (or 21,320,407 people) was LEP. Defined as individuals who self-identify as speaking English less than "very well," the proportion of LEP individuals in the United States has remained relatively stable since 2000, while the number of people continues to rise. In 2013, 8.5% of the population (more than 25 million people) was LEP.

When we talk about LEP individuals, we're just really talking about people who speak Spanish, yes? Not true! 35% of the total LEP population speaks languages other than Spanish, with the largest group being 1.6 million LEP Chinese speakers. The languages spoken by LEP individuals are tabulated [here](#). (2009-2013 Five Year American Community Survey estimate)

So where do all these LEP individuals live? I'm glad you asked! The best way to find out is to explore our 15th Anniversary [new LEP mapping tools](#), which provide downloadable LEP data and printable LEP maps by state, county, and judicial district. We've also included links to other federal LEP mapping tools. The mapping tools provide language data that federal agencies, federally funded programs, as well as advocates and non-profit organizations should find useful in determining language needs and supporting effective language assistance measures.

In addition to changing demographics, what other key challenges do you think the Executive Order will face in the next 15 years? We have seen increased reliance on technology over the last 15 years. According to the [Pew Research Center](#), less than half of adults in the US used the internet in 2000. As of 2014, the Pew Research Center [reports](#) that 87% of adults use the internet, email, or access the internet via a mobile device. Although more research is needed on the number of LEP individuals online, it is critical that any web-based communication mode should also be accessible to LEP individuals. In addition to incorporating language access in current online efforts, we must also consider how to address the needs of LEP individuals who speak less commonly encountered languages.

But, won't technology also make language access easier because of machine translation? Automated translation has improved. It cannot, however, be relied upon to provide consistently accurate translations. For a comprehensive guide to creating multilingual digital content, including an [analysis of automated and machine translation](#), visit [DigitalGov](#) and be sure to review the [Top Ten Practices for Multilingual Websites](#).

Once a federal agency commits to EO 13166, it's pretty easy to find a competent interpreter or translator, right? GSA maintains a list of [language service vendors](#). However, it is important for each federal or federally funded agency to consider how it will assess, vet, and award translation or interpretation contracts. For example, what is the vendor's quality control process? How can an agency



Title VI Civil Rights News @FCS

FIFTEEN QUESTIONS

find and correct translation errors? To help demystify this process, FCS has issued its [Translation and Interpretation Procurement Series \(TIPS\)](#). The various TIPS sheets contain information that is useful to federal agencies and recipients alike.

Who enforces EO 13166? The Attorney General designated FCS as the office responsible for Governmentwide coordination of the Executive Order. FCS serves as the repository for the internal federal agency language access plans that ensure meaningful access to programs and activities, and also reviews and approves each funding agency's external LEP guidance for its recipients. The Section has initiated a proactive approach of intra- and inter-agency consultations, leads the Title VI and LEP working groups, including the Title VI LEP Enforcement Committee, and solicits feedback from representatives of recipient groups and LEP individuals on how to effectively serve the needs of LEP individuals.

What is DOJ doing now to ensure compliance with EO 13166? In 2010, Attorney General Holder recommitted DOJ to supporting Executive Order 13166 through a [memorandum to all heads of DOJ components](#), established a departmental Language Access Working Group, revised the [Department's language access plan](#), and had each component create, implement, and [post](#) its language access plan. One year later, in [a memorandum to all federal agencies](#), the Attorney General urged them to similarly act to promote language access both internally and with respect to their federally conducted and assisted programs, reminding them that they should issue guidance and take other actions to enforce compliance with Title VI.

How can LEP individuals and stakeholders get involved in overcoming language barriers? LEP individuals and stakeholders can work with federal agencies to identify key web content, vital information in brochures, or other important information that should be translated for the LEP community. To the extent that a language barrier is preventing someone from obtaining meaningful access to a program or activity, an LEP individual or stakeholder can file Title VI complaints against recipients, raise issues with the federal agency in question, or [inform FCS of the problem](#).

How are you celebrating this anniversary? A number of federal agencies and advocacy organizations have taken actions to mark the anniversary, and more are anticipated. For example, the Civil Rights Division's Federal Coordination and Compliance Section partnered with several other agencies and federal partners—including the Social Security Administration, the Federal Bureau of Investigation, the Federal Emergency Management Agency, Immigration and Customs Enforcement, the Internal Revenue Service, the White House Initiative on Asian Americans and Pacific Islanders and the Justice Department's Community Relations Service – to create and release [a language access video training series](#) for federal employees. The videos consist of a series of engaging, real-life scenarios inspired by both emergency and routine events that federal government staff has faced over the years. The scenarios focus on frequently asked questions: How do you determine whether a person is LEP? How do you identify an LEP person's language? What reliable language assistance options are available? What are some dos and don'ts?

It's not too late to join in, so consider what you or your agency can do to promote awareness of and compliance with Executive Order 13166 by federal agencies and recipients. Happy 15th Anniversary!



A DECADE AFTER HURRICANE KATRINA



Ten years ago, Hurricane Katrina devastated the Gulf Coast communities of Louisiana, Mississippi and Alabama. Weeks later, Hurricane Rita hit the region, which was still struggling with the impact of Katrina. Over 1,800 people died, thousands lost both their homes and the communities they developed over generations. The effects of Katrina and Rita continue to reverberate throughout the Gulf Coast and to influence the tenor of emergency and disaster preparedness, response, and recovery activities. Communities of color, including limited English proficient (LEP) populations and racially segregated and low-income populations, continue to sustain the brunt of the impact of such catastrophes. As we mark the 10th anniversary of these devastating events, it is important to learn from the experience of Katrina and subsequent emergencies and disasters and to remember that the antidiscrimination mandate of Title VI of the Civil Rights Act of 1964 compels us to strive to eradicate the inequities facing vulnerable communities during and after emergencies and disasters.

Title VI's prohibition of discrimination on the basis of race, color, and national origin in all federally assisted programs and activities includes emergency and disaster-related operations. Those operations may consist of planning and preparedness activities, first responder services, provision of health care and social services, emergency housing and shelter, emergency food banks, law enforcement response, public transit, school and child care services, and post-emergency relief such as small business loans or housing assistance.

We cannot forget the images of New Orleans residents stranded on rooftops by the flood waters during Hurricane Katrina; revealing the need to examine evacuation procedures and to better incorporate the needs of those dependant on public transportation. The documented discriminatory rental advertisements African-Americans and people with children, which was the subject of several lawsuits culminating in a \$2.5 million settlement agreement with St. Bernard Parish, exemplified the barriers residents faced in their time of need. Later emergency events further highlighted the increased vulnerability communities of color experience. During the 2007 San Diego fires, reports of Latinos unlawfully denied access to emergency shelters were widespread. Additionally, vital emergency-related information was often not translated into appropriate languages and interpreters were generally unavailable, denying critical information to limited English proficient residents. Nearly two years after Hurricane Sandy hit in 2012, the Department of Housing and Urban Development (HUD) reached a \$240 million settlement agreement with the state of New Jersey resulting from HUD's investigation of allegations that African-Americans and Latinos were denied recovery and rebuilding assistance in disproportionate numbers. The settlement provided for direct housing assistance to low income households, reevaluation of all denied applications, and enhanced outreach to the LEP population.



Title VI Civil Rights News @FCS

A DECADE AFTER HURRICANE KATRINA

Title VI protections are not waived in an emergency. In the past decade, federal agencies have made strides in integrating Title VI considerations in emergency and disaster preparation, response, and recovery. For example, the [National Response Framework](#) and the [National Disaster Recovery Framework](#), guides on the nation's response to disasters and emergencies, incorporate Title VI's nondiscrimination principles and emphasize the importance of providing equal access to emergency related services. In response to the BP Oil Spill, the Departments of Justice and Homeland Security worked with the Deepwater Integrated Services Team to ensure that language assistance services, including translation of critical forms and notices, were provided to linguistic minorities impacted by the spill. The team also arranged for the posting of trained and experienced Limited English Proficiency Coordinators in the affected areas. Through these efforts, critical materials were made available to LEP individuals in Cambodian (Khmer), Creole, French, Haitian Creole, Lao, Spanish, Thai, Vietnamese. The Federal Emergency Management Administration translated and made available critical information in several languages for LEP victims just days after Hurricane Sandy made landfall.



Federal agency civil rights offices must continue to collaborate with their agencies' funding and grants administration components that fund emergency related activities to assist their recipients in fully incorporating Title VI protections in emergency preparedness, response and recovery activities. Experience has shown that where federal agency civil rights offices actively foster a relationship with the funding and grants administration components, effective Title VI enforcement and technical assistance can begin at the inception of the federal financial assistance rather than as a reactionary effort during throes of an emergency situation. Furthermore, encouraging recipients to directly engage with vulnerable populations through community and faith-based organizations and legal aid organizations that represent them can ensure the inclusion of the *whole* community in emergency and disaster-related programs and activities well before a catastrophic event. It is also critical to raising the public's awareness of available emergency or disaster recovery assistance.

Federal agencies continue to develop guidance for their recipients and the public so that everyone is able to benefit from available emergency related services. Outreach to affected communities and the collection and analysis of data on those impacted by a disaster and those accessing benefits can help us avoid mistakes of the past and provide greater protection and for all in the future.



Title VI Civil Rights News @FCS

TITLE VI AGREEMENTS, SETTLEMENTS AND FINDINGS

TITLE VI AGREEMENTS, SETTLEMENTS AND FINDINGS



Department of Education Reaches Agreement with Michigan School District: On April 21, 2015, OCR resolved a complaint against Pickney Community School District alleging that minority students were being harassed by other students based on their race and/or national origin and that District staff and administrators were made aware of the harassment but failed to take appropriate action to stop the conduct. OCR found that the District was aware of but failed to appropriately address an ongoing hostile climate at the high school based on race and national origin.

Click through to read the [Resolution letter](#) and the [Resolution agreement](#) in this case.

Department of Education Addresses Lack of Language Services in Ohio School District During a Teacher Strike: On May 27, 2015, OCR resolved a class complaint against the

Reynoldsburg City School District alleging that the District discriminated against English Language Learners (EL students) on the basis of national origin by failing to provide alternative language services during a teachers strike at the District from September 19 to October 9, 2014. Prior to the completion of OCR's investigation, the District indicated its willingness to address any loss of EL intervention services to the approximately 486 EL students. The settlement agreement requires the District to offer remedial services consistent with the students' EL intervention plans to each affected EL student. The agreement also requires the District to revise its work stoppage procedures to prevent service disruption for EL students in the event of a future teacher strike or other work stoppage, and following OCR approval, to publicize the revised procedures.

Click through to read the [Resolution letter](#) and the [Resolution agreement](#) in this case.

Department of Education Secretary Duncan and Assistant Secretary Lhamon Highlight Exceptional Efforts to Remedy Discrimination by Colorado Recipient: In a June 2015 blog post, entitled [Colorado District Delivers Civil Rights Change](#), Secretary Arne Duncan and Assistant Secretary for Civil Rights Catherine E. Lhamon recognized the leadership of

Colorado's Adams County School District 14 Superintendent Patrick Sánchez. In response to concerns that the district's practices resulted in a hostile environment, Superintendent Sánchez has led efforts to improve school climate.



HHS Resolves Complaints of National Origin Discrimination Against Arizona State Agencies Responsible for Distributing Federal Benefits: The Department of Health and Human Services Office for Civil Rights has entered into a voluntary resolution agreement with two Arizona State agencies: the Arizona Health Care Cost Containment System (AHCCCS) and the Arizona Department of Economic Security (DES), which are responsible for administration of Medicaid, CHIP, and TANF. The agreement resolves national origin discrimination issues under Title VI resulting from the way AHCCCS and DES implemented an Arizona law requiring State employees to report persons discovered to be unlawfully present in the United States to the U.S. Immigration and Customs Enforcement. This agreement specifically addresses circumstances where immigrants seek public benefits for



TITLE VI AGREEMENTS, SETTLEMENTS AND FINDINGS

themselves, on behalf of an eligible child, or on behalf of other eligible persons living in a mixed U.S. citizen/immigrant family or household. AHCCCS and DES have agreed to do the following: adopt and implement OCR-approved policies and procedures providing nondiscriminatory access to public benefits; utilize public benefits applications that reduce obstacles to those seeking public benefits; provide outreach on available public benefits; and conduct staff training. The agreement and press bulletin is on the OCR website at go.usa.gov/3629C.



HUD Reaches Agreement to Address Race Discrimination in a Section 8 Housing Voucher Program in Ohio:

On May 13, HUD's Office of Fair Housing and Equal Opportunity announced that it had entered into a voluntary compliance agreement (VCA) with the Medina (Ohio) Housing Authority to address allegations of racial discrimination in the housing authority's Section 8 Housing Choice Voucher

program. The Medina Housing Authority had a residency preference point system that effectively imposed a residency requirement, thus putting African-Americans who did not live or work in Medina County at a disadvantage. Under the agreement, the housing authority will create a \$35,000 relocation assistance fund, with payments of \$500 per household, to support persons moving into Medina County with a Housing Choice voucher. The housing authority will also eliminate its residency preference, purge its waiting list, and provide voucher assistance on a first-come, first-served basis. In addition, the housing authority will market its voucher program to minorities who do not live or work in the county and develop a plan to increase access to its services by persons whose ability to read or write English is limited.

A press release and the agreement are found at <http://go.usa.gov/362XT>.

HUD Resolves Complaint Alleging National Origin Discrimination Against the Hazleton Housing Authority:

In a complaint alleging violations of the Fair Housing Act and Title VI, the Hazleton (PA) Housing Authority agreed to resolve a complaint that the

Housing Authority violated the rights of Latino families when it required them to supply their own interpreters in order to communicate with housing authority staff. Under the terms of the agreement announced on May 12, the housing authority will provide the Community Justice Project with a monetary settlement of \$14,000 that will be distributed among the residents who filed complaints, and \$4,000 for attorney's fees. The housing authority will provide language services for complainants and others with limited English proficiency, including interpretation and translation for persons who visit, write, or call the housing authority about housing or HUD's Housing Choice Voucher Program.

A press release and the agreement are found at go.usa.gov/3625e.



DOJ and Mohave County Arizona Courts (MCSC) Work to Ensure Equal Access for Non-English Speakers: On May 11, DOJ announced a



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TITLE VI AGREEMENTS, SETTLEMENTS AND FINDINGS

resolution of its review of the Language Access Program of the Mohave County, Arizona Superior Court. The resolution follows MCSC successfully completing its obligations under an agreement to provide language assistance services to all limited English proficient (LEP) court users. MCSC made significant improvements to services for LEP court users including: providing all LEP parties, witnesses, and victims with interpreters, free of charge; obtaining and utilizing equipment to provide video remote interpretation; and training staff on the improved language access plans, policies, and procedures.

Press Release at go.usa.gov/362NV.

Resolution Letter at go.usa.gov/362NH.

Justice Department Reaches Settlement in Civil Rights Lawsuit Against Maricopa County, Arizona, and the Maricopa County Sheriff's Office: On July 17, the Civil Rights Division announced it has reached a partial settlement in its civil rights lawsuit against Maricopa County, Arizona, and Maricopa County Sheriff Joseph M. Arpaio. The settlement resolves the United States' claims that the Maricopa County

Sheriff's Office (MCSO) conducted unlawful detentions of Hispanics during worksite raids of local businesses in violation of the Fourth and 14th Amendments and Title VI, and retaliated against critics of Sheriff Arpaio and MCSO in violation of the First Amendment. The parties filed a joint motion requesting that the federal district court in Arizona approve and agree to enforce the settlement agreement. The motion is still pending. The parties also reached a separate settlement, which was effective on signing, resolving the United States' claim that MCSO failed to provide adequate language access for limited English proficient Hispanics in MCSO jails in violation of Title VI.

Press release and links to the settlement agreement and other background information at go.usa.gov/362nC.

UPDATE: Parties in Historic Title VI Language Access Case, *Lau v. Nichols*, Reach Agreement in Modified Consent Decree: On June 24, 2015, the parties in the historic case of *Lau v. Nichols*, first decided in 1974, jointly filed a [motion](#) and [supporting memo](#) seeking court approval of a [Modified Consent Decree \(MCD\)](#) to resolve the United States' and private plaintiff's

consistent concerns about the San Francisco Unified School District's (SFUSD) compliance with a 2008 court order and Master Plan governing SFUSD's services and practices for English Learner (EL) students. The MCD, approved by the court on June 29, 2015, requires SFUSD to, among other things: promptly identify, assess, and place EL students in effective EL programs; offer a range of EL programs and services to meet the needs of all EL students, including new students, students with disabilities, and long-term EL students; expand translation and interpretation services for limited English proficient families; adequately train employees who serve EL students so that they can fulfill their roles; and conduct robust monitoring. The MCD also protects the educational rights of the district's at-risk and vulnerable EL students who are learning in alternative education or juvenile justice settings. If SFUSD implements the MCD fully and in good faith, the MCD and this historic case are expected to end in the fall of 2018.

Translated copies of the MCD are available in [Chinese](#), [Spanish](#), [Vietnamese](#), [Filipino](#), and [Arabic](#).



TITLE VI DEVELOPMENTS AND EXECUTIVE ORDER 13166 ACTIVITIES



Forest Service Expands Language Services for LEP Individuals:

The USDA Forest Service has announced a pilot program for expanding language access to limited English proficient (LEP) individuals visiting property under its jurisdiction. The pilot covers both interpretation and translation needs. Additionally, over the last several years, all Forest Service law enforcement officers have been trained on federal nondiscrimination obligations to ensure language access for LEP individuals. The new language services and trainings are part of a broad effort by the Forest Service to improve access for LEP individuals.

USDA Rural Development (RD) Works to Improve Service in LEP Communities: RD is using a newly developed *LEP Tool* to allocate resources for language services in the Single Family Housing Direct Loan program.

The goal of the RD LEP Tool is to improve services to the limited English proficient public in both federally conducted and federally assisted programs. The RD LEP Tool is a planning tool that allows RD to identify the need for additional language access resources in its programs, including the Single Family Housing Direct Loan program. RD administers over 40 programs offering loans, grants, and loan guarantees to support essential services such as housing, economic development, health care, first responder services and equipment, and water, electric, and communications infrastructure.



HHS Office of Minority Health (OMH) Releases [The Guide to Providing Effective Communication and Language Assistance Services](#): On June 30, OMH released a tool to help health and health care organizations facilitate communication with culturally and linguistically diverse populations, including limited English proficient individuals. The *Guide* covers strategies for communicating in a way that considers the cultural, health literacy, and language needs of patients and their families. It is designed for health care providers, administrators, and executives who work across a broad spectrum of

health care organizations. The Guide consists of two parts:

Information on planning, implementing, and evaluating effective communication and language assistance services for health care administrators.

Information on cross-cultural communication skills, working with an interpreter, and more for health care providers (or those providing direct care and services).

Updated with guidance on health and health care organizations' responsibilities under Title VI and Section 1557 of the Affordable Care Act, this *Guide* is a revision and replacement of HHS OMH's previous communication-related e-resource, *A Patient-Centered Guide to Implementing Language Access Services*. For more information or to access the *Guide*, please visit go.usa.gov/36284.

HHS Office of Minority Health (OMH) Releases an Updated E-Learning Course, Entitled: [Culturally Competent Nursing Care: A Cornerstone of Caring](#): *Culturally Competent Nursing Care* is designed to help nurses and social workers provide culturally and linguistically competent care and services. HHS OMH initially launched *Culturally Competent Nursing Care* in 2007 and has now updated it to reflect the changes in health policy and health care practices. The e-learning program now includes current information and resources on Title VI, Section



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TITLE VI DEVELOPMENTS AND EXECUTIVE ORDER 13166 ACTIVITIES

1557 of the Affordable Care Act, and HHS OMH's enhanced [National Standards for Culturally and Linguistically Appropriate Services in Health and Health Care](#). The e-learning program also has a re-designed website with updated graphics and interactivity. *Culturally Competent Nursing Care* is still accredited for up to nine continuing education credits for nurses and social workers.

For more information or to access the e-learning program, please visit go.usa.gov/3628G.



N A S A R e i s s u e s Nondiscrimination Brochure: NASA recently reissued a community education brochure *Nondiscrimination in NASA-Assisted Programs and Activities: Title VI and Related Nondiscrimination Laws*. The reissuance of this brochure is to ensure that beneficiaries of NASA funded educational programs are aware of their rights under Title VI, including the right to file a discrimination complaint directly with NASA. Accompanying the reissuance are instructions to post the brochure electronically on NASA-funded program websites and physically at grantee locations.

Read the Brochure at go.usa.gov/362k5.



Treasury Department Releases Proposed Title VI Regulations for Public Comment: On July 13, the Treasury published a Notice of Proposed Rulemaking to enact a regulation for the enforcement of Title VI of the Civil Rights Act of 1964. The proposed rule is open for public comment until September 11, 2015.

The Notice of Proposed Rulemaking is available at go.usa.gov/362PV.



The Civil Rights Division Releases New Mapping Tools: The Division's first mapping application, the [Language Map App](#), allows users to view and [download data](#) from an interactive map. The interactive maps provide data on the languages spoken by LEP populations at the State and County level for all fifty states, the District of Columbia, and Puerto Rico. In addition, a series of printable maps, located at lep.gov/maps, provide both the number and percentage of LEP individuals in

each region. County and judicial district maps provide the top five languages spoken by LEP individuals within those areas in the form of detailed pie charts.

Website Improvements at LEP.GOV: The Civil Rights Division is continuing a series of updates to LEP.GOV. The most recent changes include a reorganization of the State Courts portion of the webpage, which is now organized by state. Explore the newly organized resources at go.usa.gov/362Rk.



Department of Transportation (DOT) Unveils Language Assistance Volunteer Program: Drawing from a Department of Education in 2012 program, the DOT Language Assistance Volunteer Program aims to expand how the Department provides meaningful language access for LEP persons in all its conducted programs, as required under Executive Order 13166. The voluntary program will assess and employ Department staff in providing language assistance services. Department linguists will also support the mission of Title VI of the Civil Rights Act by providing technical assistance to recipients on language assistance matters. This program not only aims

THE FEDERAL COORDINATION AND COMPLIANCE SECTION

*Ensuring Consistent and Effective Title VI Enforcement
Across the Federal Government*

to use existing staff to ensure language access at DOT, but also to provide employees with an opportunity to utilize their language skills for mission-critical work.



FEMA Disseminates the [Help After a Disaster Guide](#) in More Than 20 Languages: The [Guide](#), which provides critical information about the Individual and Households Program and how to apply for disaster assistance, is translated in frequently encountered languages including:

Arabic, Chinese, French, Greek, Haitian, Hindi, Italian, Japanese, Khmer, Korean, Laotian, Polish, Portuguese, Russian, Somali, Tagalog, Thai, Urdu, and Vietnamese. During disasters, FEMA establishes contact with LEP populations and multilingual media in order to ensure that diverse audiences receive critical, accessible, understandable, and simultaneous disaster assistance communications.

The *Guide* is available at go.usa.gov/362Q9.

FEMA Provides In-Language Disaster Assistance: FEMA has an established a call line that provides disaster survivors direct access to disaster assistance information in more than 50 languages. This line has been promoted through

community outreach, engagement with state and local government officials, flyer distribution, news releases and media interviews.

CRCL and FEMA Disseminate [Tips For Effectively Communicating With Protected Populations During Response And Recovery](#): The [Tips Guide](#) is provided to state, localities, and other recipients to remind them of their obligations to carry out their disaster related activities in a nondiscriminatory manner and provides specific tips regarding effective communication to assist jurisdictions in ensuring meaningful access to LEP persons.

The *Guide* is available at go.usa.gov/362Uw.



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