

Assisting Customers with Language Barriers



UTAH DEPARTMENT OF
WORKFORCE
SERVICES





ASSISTING CUSTOMERS
WITH
LANGUAGE BARRIERS

Assisting Customers with Language Barriers



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Herr Schmidt: Hallo, guten Tag. (speaking German)

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A video player interface with a grey header bar. On the left is a globe icon. The header text reads "ASSISTING CUSTOMERS with LANGUAGE BARRIERS". On the right is a smaller version of the Utah Department of Workforce Services logo. The video content shows a man in a grey suit and green tie, looking thoughtful with his hand to his chin. A round wall clock is visible on the wall behind him. At the bottom of the video frame, a white text box contains the following text: "Worker: What did he just say??? What language is that? What am I supposed to do?". In the bottom right corner of the video frame, the text "4 of 19" is visible.

Worker: What did he just say??? What language is that? What am I supposed to do?

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A video frame showing a man in a grey suit and a green and blue patterned tie. He is standing in front of a wood-paneled wall with a round clock. The subtitle at the bottom of the frame reads "I bet I can just walk away." The video frame has a header with a globe icon and the text "ASSISTING CUSTOMERS with LANGUAGE BARRIERS" and a logo in the top right corner.

ASSISTING CUSTOMERS with LANGUAGE BARRIERS

I bet I can just walk away.

4 of 19

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No...wait...that's not right. I remember there was something I was supposed to do...what was it???? Think...think....

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ASSISTING CUSTOMERS with **LANGUAGE BARRIERS**

ASSISTING CUSTOMERS
with
LANGUAGE BARRIERS

If you've ever interacted with someone with limited or no English proficiency, you might have had similar thoughts.

5 of 18

The image shows a man in a grey suit looking thoughtful with his hand on his chin. A large thought bubble above him contains a man in a black suit with a red tie, a globe, and the text 'ASSISTING CUSTOMERS with LANGUAGE BARRIERS'. A smaller, grey thought bubble is visible below the main one. The background is a light-colored wall. At the top of the image, there is a banner with a globe icon and the text 'ASSISTING CUSTOMERS with LANGUAGE BARRIERS'. The Utah Department of Workforce Services logo is in the top right corner.

Assisting Customers with Language Barriers



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ASSISTING CUSTOMERS with **LANGUAGE BARRIERS**

- WORKFORCE SERVICES UNEMPLOYMENT INSURANCE
- WORKFORCE SERVICES REHABILITATION
- WORKFORCE SERVICES WORKFORCE DEVELOPMENT
- WORKFORCE SERVICES HOUSING & COMMUNITY DEVELOPMENT
- WORKFORCE SERVICES REFUGEE SERVICES
- WORKFORCE SERVICES CHILD CARE
- WORKFORCE SERVICES ELIGIBILITY

Also, please keep in mind that some divisions have specific pathways to obtain interpretive services.

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ASSISTING CUSTOMERS with **LANGUAGE BARRIERS**

Reading Assignment

Please read policy section *1602 Assisting Customers with Language Barriers* found on the DWS Intranet.

1. Use the "Open Policy" button below to open this mandatory reading assignment in a new browser window. If you have trouble, [read these tips](#).
2. Do not close this training window. Return here after you finish reading the policy.
3. Return to this training. A checkbox will be enabled for you to confirm that you have read the policy.
4. Once you check the confirmation box you may advance to the next page, i.e., the "Continue" button will be enabled.

Open Policy (new window or tab)

Confirmation Checkbox

Check this box to indicate that you have read the policy.



ASSISTING CUSTOMERS with LANGUAGE BARRIERS



LEP

Limited English Proficiency

Any customer who is not fluent in the English language, often because it is not their native language.

Limited English Proficiency (or LEP for short) refers to any customer who is not fluent in the English language, often because it is not their native



ASSISTING CUSTOMERS with **LANGUAGE BARRIERS**



Title VI

Civil Rights Act of 1964

**Prohibits discrimination based
upon national origin by recipients
of federal funds.**

Title VI of The Civil Rights Act of 1964 prohibits discrimination based upon national origin by recipients of federal funds.



Deaf and Hard of Hearing

Any customer who may have challenges with the English language due to hearing loss whether the person is deaf, hard of hearing, or deaf and blind.

Deaf and Hard of Hearing refers to any customer who may have challenges with the English language



ASSISTING CUSTOMERS with **LANGUAGE BARRIERS**

ASL

American Sign Language

ADA Americans with Disabilities Act	ADAA ADA Amendments Act of 2008	Section 504 Rehabilitation Act of 1973
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the ADA Amendments Act of 2008 (ADAA), and Section 504 of the Rehabilitation Act of 1973.

The infographic features three hand signs: the first is a fist with the index finger pointing up, the second is a fist with the index finger pointing up and the thumb tucked, and the third is an open hand with the index finger pointing up and the thumb tucked. The background is a light blue and white cloud-like shape on a tan background.



ASSISTING CUSTOMERS with **LANGUAGE BARRIERS**



Language Barriers Policy and Procedures

Program Administration Policy 1602 Assisting Customers with Language Barriers

Assisting Customers with Language Barriers

**Assisting Customers with Language Barriers
-Deaf & Hard of Hearing**

**Assisting Customers with Language Barriers
-Limited English Proficiency**

As you read the policy and procedures you will learn answers to the following questions:



ASSISTING CUSTOMERS with LANGUAGE BARRIERS



Assisting Customers with Language Barriers - *Deaf and Hard of Hearing*



Carolyn Parsons
ADA/Section 504 Coordinator

Do NOT refer the customer to Carolyn directly!

Be prepared to provide:

- ⇒ Customer's name
- ⇒ PID
- ⇒ Time
- ⇒ Date
- ⇒ Place of scheduled appointment
- ⇒ Applying for SNAP

Be prepared to provide the customer's name, PID if known, time, date, and place of the scheduled appointment. Also indicate if the customer is applying for SNAP.



ASSISTING CUSTOMERS with LANGUAGE BARRIERS



Assisting Customers with Language Barriers - *Limited English Proficient*

Procedure 1602

Assisting Customers with Language Barriers - Limited English Proficient



⇒ **Know of staff in your office who speak other languages and interpret for customers in that language**

The 1st step is to know of staff in your office who speak other languages and interpret for customers in that language.







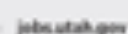
Assisting Customers with Language Barriers - *Limited English Proficient*

Procedure 1602

Assisting Customers with Language Barriers - Limited English Proficient

Linguitica International Phone Language Interpretive Service	CFS Language Link Interpreting BY Video
Telephone: 1-800-900-5744 On-site interpretation available 24 hours 7 days a week	Telephone: 1-877-400-0622 Interpretation for DWS contracted agencies
<ol style="list-style-type: none">1. Provide state of call and correct Number (PHN)2. Select a language - Press 2 for Spanish and 3 for all other languages - Press 1 to immediately speak with a call center agent3. You will be connected with an interpreter or call center agent. Provide your calling number.	<ol style="list-style-type: none">1. Enter Account Number (PIN) followed by the 4 digit2. Select desired language3. Enter calling number (only authorized user numbers will be accepted)4. Press 1 for: - Other languages - Operator assistance with third party calls - Speak with a customer service representative

⇒ **Know of staff in your office who speak other languages and interpret for customers in that language**

⇒ **Utilize the DWS contracted interpretive services**

The 2nd step is to utilize the DWS contracted interpretive services when the other option is not available.

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A graphic with a grey background and a white cloud-like border. At the top left is a small globe icon. To its right, the text 'ASSISTING CUSTOMERS with LANGUAGE BARRIERS' is written in green, red, and blue. At the top right is a small version of the Utah Department of Workforce Services logo. The main title 'Available Resources Forms and Publications' is centered in large black font. Below the title are several overlapping images of documents and a bar chart. One document is titled 'Local Insights' and another '2012 to 2022 Proven-Over-Occupational Projections'. At the bottom, a white box contains the text: 'Contact the forms manager or creative director in the Communications division with requests to translate forms or publications into additional'.

ASSISTING CUSTOMERS with LANGUAGE BARRIERS

Available Resources Forms and Publications

Contact the forms manager or creative director in the Communications division with requests to translate forms or publications into additional



Assisting Customers with Language Barriers

1602 ASSISTING CUSTOMERS WITH LANGUAGE BARRIERS - POLICY

Policy Effective: September 29, 2004

Status: Active

Policy Effective: October 9, 2019

Revised Date: September 2019

Approved by: Direct Reports

Next Review: October 2020

Reviewed Dates: January 2017, December 2017, September 2019

Last Reviewed By: Carolyn Parsons

PURPOSE/BACKGROUND

To effectuate greater levels of customer service for all potential customers and to comply with federal requirements, this section outlines the Department's policy regarding effective communications, including bilingual service standards.

The Equal Opportunity Provisions of the Workforce Innovation and Opportunity Act at 29 CFR Part 38, requires recipients of federal financial assistance to ensure equal opportunity persons, to include meaningful and appropriate communication.

The following are included in the provisions:

Section 504 of the Rehabilitation Act of 1973 requires state agencies that receive ensure that communications with customers with disabilities are as effective as with those who do not have disabilities. Title II of the Americans with Disabilities Act also requires state or local governmental agencies to ensure effective communication with disabilities regardless of whether they received Federal financial assistance. In so far as possible, auxiliary aids or services (i.e., services and devices for ensuring communication) be provided. Examples are qualified interpreters, note takers, Braille or large print materials, etc. The agency must give primary consideration to requested auxiliary aid unless the agency can demonstrate that other effective auxiliary aid exist or that the means chosen are not required.

Title VI of the Civil Rights Act of 1964 prohibits discrimination based upon race or origin by recipients of federal funds. Failure to provide information and services customer can understand will generally be considered a violation of the Act. If difficulty obtaining access to services because of his/her inability to speak English should determine what language(s) the customer speaks and must provide an interpreter at no cost to the customer.

The SNAP program (7 CFR 272.4(b) requires states to provide bilingual program certification materials, and bilingual staff or interpreters based on the estimated low-income households in a project area which speak the same non-English language.

REFERENCES

The following procedures are pursuant to the Americans with Disabilities Act of 1990 (42 USC 12131-12134), its implementing regulation 28 CFR Part 35, Subpart E: Community of the Civil Rights Act of 1964 (42 USC 2000a) and its implementing regulation (42 USC 2000a) and the bilingual requirements of the SNAP program (7 CFR 272.4(b) procedures are also issued pursuant to Section 504 of the Rehabilitation Act of 1973 of the auxiliary aids as noted for persons with visual, sensory, and speech impairments.

POLICY

Interpreters

Sometimes a customer will bring his/her own interpreter. The Department may sometimes allow the use of the customer's interpreter if DWS deems the adult to be able to provide translations services and would not compromise the effectiveness of the customer's right to confidentiality.

1. If a customer brings his or her own interpreter, the customer should be informed that he or she has the right to use an interpreter provided by the Department at no cost.
2. If the customer brings his or her own interpreter and that person is an adult, the customer may allow the use of the customer's interpreter if DWS deems the adult to be able to provide translations services and would not compromise the effectiveness of the customer's right to confidentiality.
3. DWS may, at any time, have a departmentally provided interpreter present even when the customer's interpreter is present.
4. Minor children should not be used as interpreters beyond requesting assistance from DWS staff.
5. If the customer brings an interpreter who does not speak English well or if the customer needs more than minimal services, the customer should be informed that the Department will provide an interpreter.
6. If the customer is in distress, the worker should attempt to contact an interpreter immediately to talk to the customer, either by telephone for non-English speakers, or for deaf and hard of hearing customers, requesting a certified sign language interpreter, use a video phone, web cam, or other face to face technology. The worker should set up another appointment with the customer and should arrange for an interpreter to attend the appointment. Such arrangements shall be made in a timely manner to prevent unnecessary delays in providing services.

DWS ADMINISTRATIVE POLICY MANUAL / 1600 - PROGRAM ADMINISTRATION

1602 ASSISTING CUSTOMERS WITH LANGUAGE BARRIERS - DEAF AND HARD OF HEARING - PROCEDURE

Status: Active

Policy Effective: October 8, 2019

Revised Date: September 2019

Approved by: Direct Reports

Next Review: October 2020

Reviewed Dates: January 2017, December 2017, September 2019

Last Reviewed By: Carolyn Parsons

PROCEDURE:

DEAF AND HARD OF HEARING

The customer's choice for an accommodation (based on disability) will always be considered.

If the customer requests a certified American Sign Language (ASL) Interpreter, the Department's ADA/Section 504 Coordinator, Carolyn Parsons by email, or the customer to Carolyn directly, be prepared to provide the customer's name, date, and place of the scheduled appointment, and the reason for the request.

Note: For SNAP applications, please include this in the contact with Carolyn Parsons.

USOR Staff

Follow the USOR procedure for scheduling certified ASL interpreters.

Interpretive service posters, informing customers of their right to an interpreter at no cost to them, must be prominently displayed in all DWS offices.

DWS ADMINISTRATIVE POLICY MANUAL / 1600 - PROGRAM ADMINISTRATION

1602 ASSISTING CUSTOMERS WITH LANGUAGE BARRIERS - LIMITED ENGLISH PROFICIENCY - PROCEDURE

Status: Active

Policy Effective: October 8, 2019

Revised Date: September 2019

Approved by: Direct Reports

Next Review: October 2020

Reviewed Dates: January 2017, December 2017, September 2019

Last Reviewed By: Carolyn Parsons

PROCEDURE:

LIMITED ENGLISH PROFICIENCY

1. Interpreters
 - A. Be familiar with DWS staff interpreters and the languages they speak in your office or division, and request their assistance when appropriate; or
 - B. Contact one of the current contracted language interpretive service providers.
 - C. Interpretive service posters, informing customers of their right to an interpreter provided by DWS at no cost to them, must be prominently displayed in all DWS contact centers.
 - D. Information for accessing interpretive services by telephone is also available through the individual division policy and procedure.
2. Translation
 - A. Requests to translate forms into additional languages should be directed to the Communications division.
 - B. Forms and other publications that have been translated are available through the DWS Intranet in eDocs.

The Department may not require customers to provide their own interpreters. However, customers may at times bring their own interpreter.

1. If a customer brings an interpreter, inform the customer that he or she has the right to use an interpreter provided by the Department at no cost.
2. If the customer brings his or her own interpreter and that person is an adult, the Department may allow the use of the customer's interpreter if DWS deems the adult to be qualified to provide interpretive services and would not compromise the effectiveness of the services or violate the customer's right to confidentiality.
3. DWS may, at any time, have a Department provided interpreter present even when the customer's interpreter is present.

4. Minor children should not be used as interpreters beyond requesting assistance in securing an interpreter with DWS staff.

5. If the customer brings an interpreter who does not speak English well or if the customer has a need for more than minimal services, the customer should be informed that the Department will provide an interpreter.