



Homeland Security

U.S. Department of Homeland Security

Language Access Plan

November 2023

Table of Contents

I.	Vision.....	2
II.	Purpose.....	2
III.	Scope.....	3
IV.	Key Terms.....	3
V.	Policy	5
VI.	DHS Language Access Roles and Assignments.....	6
VII.	Highlights of DHS Accomplishments	8
VIII.	External Stakeholder Input	10
IX.	Additional Strategies for Advancing Language Access in DHS	11
X.	Resources	13
XI.	Contact Information.....	13
	Appendix A: Component Lead Language Access Coordinator Duties	14
	Appendix B: Topics for Component Language Access Training.....	15
	Appendix C: Sample Notice of Free Language Services.....	16

I. Vision

The Department of Homeland Security (DHS or Department) recognizes the importance of being able to communicate effectively with individuals who are limited English proficient (LEP) across its many missions and functions.¹ A fully implemented Language Access Plan for the U.S.

Department of Homeland Security (DHS or Department):

- Supports the Department’s workforce;
- Protects the integrity of the Department’s programs and activities;
- Is centered on the experiences of the people it serves; and
- Advances civil rights and civil liberties.

The DHS Office for Civil Rights and Civil Liberties (CRCL) will continue to lead Department-wide efforts to implement this plan and in so doing strengthen the DHS mission.

II. Purpose

This Language Access Plan implements DHS’s language access policy and updates the DHS plan to implement [Executive Order 13166](#), *Improving Access to Services for Persons with Limited English Proficiency* (August 11, 2000) (EO 13166 or EO). EO 13166 requires, among other things, that each federal department and agency “examine the services it provides to LEP persons and develop and implement a system by which LEP persons have ‘meaningful access’ to those services without unduly burdening the fundamental mission of the agency.”²

EO 13166 establishes both procedural and substantive requirements for agencies in providing language access. Substantively, DHS must provide meaningful access to its programs and activities to those who are LEP, consistent with and without unduly burdening the Department’s fundamental missions. This obligation may be met through the provision of language services such as translation of written materials and on-demand or prescheduled interpretation services.

Procedurally, the EO requires DHS to prepare a plan to improve access to its federally conducted programs and activities for eligible persons who are LEP — that is, to develop and implement this Language Access Plan. It also requires DHS to issue guidance to recipients of DHS financial assistance, assisting such organizations and entities to understand their corresponding language access obligations under the national origin nondiscrimination provisions of Title VI of the Civil Rights Act of 1964 and implementing regulations. DHS issued the required [recipient guidance](#) with [translations](#) of a summary of the guidance in April 2011, *DHS Guidance to Federal Financial Assistance Recipients Regarding Title VI Prohibition Against National Origin*

¹ While the DHS Language Access Plan covers Executive Order 13166, and thus persons who are limited English proficient, DHS is equally committed to ensuring that persons with disabilities, including persons with disabilities who are also LEP, receive effective communication access in DHS programs and activities. DHS requirements and policies related to disability access can be found on the [DHS Disability Access webpage](#). CRCL is charged with ensuring compliance with Section 504 of the Rehabilitation Act of 1973 within DHS.

² This plan replaces the DHS Language Access Plan issued on February 28, 2012.

Discrimination Affecting Limited English Proficient Persons (DHS Recipient Guidance), 76 Fed. Reg. 21755-21768, (April 18, 2011).

This Language Access Plan also serves to implement requirements of Executive Order 14091, *Further Advancing Racial Equity and Support for Underserved Communities through the Federal Government* (February 16, 2023), which calls on federal agencies to, among other things, improve language access services to ensure that all communities can engage with agencies' civil rights offices. The plan also complements the [DHS Equity Action Plan](#) and ongoing equity efforts across DHS.

III. Scope

The DHS Language Access Plan applies to all DHS Component³ employees and contractors who interact with members of the public via any medium, including, but not limited to, websites, email, phone, and in-person and online contact. Although some DHS Components are not explicitly referred to in this plan, each Component is required to follow this plan to the extent said Component provides programs and activities to the public and has contact with individuals who are LEP.

IV. Key Terms

1. **Bilingual Persons:** Persons who are bilingual are fluent in two languages and are able to conduct the business of the workplace in either of those languages. This is to be distinguished from *proficiency* in more than one language. An individual who is proficient in a language may, for example, be able to greet an individual who is LEP in their language, but not conduct agency business in that language. Interpretation and translation require the interpreter to be bilingual, and also require additional specific skills.
2. **Direct in-Language Communication:** Monolingual communication in a language other than English between a bilingual or multilingual staff person and person who is LEP (e.g., Korean to Korean).
3. **Interpretation and translation:** Interpretation involves *oral* communication whereas translation involves *written* communication.⁴ Interpretation involves the immediate communication of meaning from one language into another. An interpreter conveys

³ Component refers to all Operational and Support Components and DHS Offices.

⁴ Modes of interpretation include simultaneous, consecutive, and sight translation interpretation. Types of interpreting include but are not limited to on-site, telephonic, remote, team, and relay interpreting. More information about these and other forms of interpretation and Translation can be found at [Interpretation | LEP.gov](#). More information about translation can be found at [Translation | LEP.gov](#). Components are also encouraged to refer to the American Translator's Association (ATA) [Position Paper on Remote Interpretation](#), including its best practices related to team interpretation.

meaning orally, as a result, interpretation requires skills different from those needed for translation. Interpreting is a complex task that combines several abilities beyond language competence in order to enable delivery of an effective professional interpretation in a given setting. From the standpoint of the user, a successful interpretation is one that faithfully and accurately conveys the meaning of the source language orally, reflecting the style, register, and cultural context of the source message, without omissions, additions, or embellishments on the part of the interpreter.

Professional interpreters are subject to specific codes of conduct and should be trained in interpretive skills, ethics, and subject-matter language. Translation also involves specific skills, experience, and training and may require official certification depending on the context and need of the Component.

If bilingual staff are asked to interpret or translate, they should be qualified to do so. Assessment of language ability, training on interpreter ethics and standards, and clear policies that delineate appropriate use of bilingual staff will help ensure the quality of language services and the integrity of DHS programs and services delivery.

4. **Meaningful Access:** Meaningful access is the provision of language assistance services that results in accurate, timely, and effective communication at no cost to the person who is LEP. For individuals who are LEP, meaningful access denotes access that is not significantly restricted, delayed, or inferior as compared to programs or activities provided to English proficient individuals.
5. **Persons who are Limited English Proficient:** Persons who do not speak English as their primary language and who have a limited ability to read, speak, write, or understand English. Individuals who are LEP may be competent in English for certain types of communication (e.g., speaking or understanding), but have limited proficiency in English in other areas (e.g., reading or writing). LEP designations are also context-specific; an individual may possess sufficient English language skills to function in one setting, but these skills may be insufficient in other settings.
6. **Primary Language:** An individual's primary language is the language in which an individual most effectively communicates.
7. **Sight Translation:** Oral rendering of written text into spoken language by an interpreter without change in meaning based on a visual review of the original text or document.
8. **Tagline:** Taglines are short statements written in non-English languages that indicate the availability of language assistance services free of charge.
9. **Vital Document:** A vital document is a document that contains information that is critical for obtaining any aid, benefit, or services or is required by law. Vital documents can include: applications; consent and other forms that require signatures; complaint

forms; notices of rights; notices on the availability of free language assistance; and letters or notices that require a response from the beneficiary, customer, or noncitizen.

V. Policy

It is the policy of DHS to provide meaningful access for individuals with limited English proficiency to operations, services, activities, and programs that support each Homeland Security mission area by providing quality language assistance services⁵ in a timely manner. DHS Components, therefore, should incorporate language access considerations into their routine strategic and business planning, identify and translate vital documents into the most frequently encountered languages, provide interpretive services where appropriate, and educate personnel about language access responsibilities and how to utilize available language access resources. The DHS [Recipient Guidance](#) and other federal agency guidance on language access for individuals who are LEP include a four-factor analysis that assists in assessing meaningful access. These factors are the:

1. Number or proportion of individuals who are LEP encountered or likely to be encountered;
2. Frequency of contact with individuals who are LEP;
3. Nature and importance of the program, activity, or service provided; and
4. Resources available and costs to provide the meaningful access.

The provision of meaningful access often begins with this assessment but must be accomplished by taking proactive steps, including providing (1) the necessary language assistance services; (2) training to staff on policies and procedures; and (3) notice to external stakeholders, translated into multiple languages, of no-cost language assistance services.

Regardless of the frequency or number of contacts with populations speaking a certain language, in matters related to rights, safety, and health, DHS Components must translate corresponding vital documents, or vital information found in the document, into the primary language of a person who is LEP or obtain a qualified interpreter to communicate all of the vital information in the document.⁶ Further, minors may not be used for providing language services in DHS Component programs and activities except in rare circumstances (e.g., exigent circumstances involving life and safety and only until such time as a qualified interpreter or translator can be secured).

DHS Components should follow federal Section 508 [accessibility](#) and [plain language guidelines](#) when developing materials that are intended for the public. The use of plain language enhances accessibility and understanding for persons who speak English and helps to ensure that translated materials convey information in a clear and concise manner.

⁵ Quality language services are language services that provide accurate, timely, and effective communication to the persons who are LEP.

⁶ Components are encouraged to make available audio files of information in languages other than English to supplement these practices.

VI. DHS Language Access Roles and Assignments

Office for Civil Rights and Civil Liberties (CRCL). Under DHS Delegation 19003, CRCL is responsible for providing guidance and oversight for implementing the provisions of EO 13166 across the Department. To ensure consistency and accountability in implementing EO 13166 and the DHS Language Access Plan throughout DHS, CRCL, among other things:

1. Chairs the DHS Language Access Working Group, a working group to coordinate efforts to implement the provisions of this DHS Language Access Plan, promote the exchange of information about best practices and resources, and communicate CRCL's expectations.
2. Monitors and oversees Component language access activities.
3. Provides ongoing technical assistance to Components in the development and implementation of their Language Access Plans.
4. Reviews and investigates allegations of language access violations involving DHS policies, activities, and personnel.
5. Supports Component efforts to train their managerial and front-line employees on language access responsibilities and protocols.
6. Approves Component Language Access Plans/updates and facilitates coordination with the U.S. Department of Justice pursuant to Executive Order 12250, *Leadership and Coordination of Nondiscrimination Laws* (November 2, 1980).
7. Periodically assesses Components' Language Access Plans.

Other Components. Each DHS Component (operational and support) having contact with the public is required to develop a Language Access Plan that fully incorporates the DHS LEP policy established by this plan and specifies the language services provided to ensure effective communication with persons who are LEP. Components should review their Language Access Plans at a minimum of every two years and, where appropriate, update their plans.⁷ Each Component Language Access Plan should include, at a minimum, the following elements:

1. **Responsible Staff:** In addition to listing a primary LEP coordinator for the Component,⁸ identify senior management staff, workgroup, committee, or other staff who will have the authority and be responsible for developing and modifying the Component Language Access Plan, as well as establishing and implementing operational procedures.
2. **Oversight:** Establish protocols for authority and oversight.
3. **Notice to Employees:** Establish methods for explaining to employees their responsibilities and available language resources.
4. **Demographic Assessment:** Identify the top 5 to 10 LEP languages/populations encountered or served in its programs and activities as well as less frequently

⁷ CRCL has requested that all Components update their language access plans in Fiscal Year 2023.

⁸ Language access coordinator duties can be found in Appendix A.

encountered languages.

5. **Responding to Surges:** Steps it will take or mechanisms to augment language capacity in a surge or sudden change in demographics of the LEP population served or encountered.
6. **Indigenous and Rare Languages:** Describe steps to ensure that its policies and practices consider the language needs of Indigenous and rare language speakers.
7. **Prioritization:** Include a plan for prioritizing language services based on the importance of the services or encounter, frequency of use, and demographics.
8. **Language Access Procedures/Protocols:** Set out the language access procedures or protocols that staff should follow to provide language services to LEP persons encountered in their daily activities, covering: recognizing the LEP status of an individual, identifying the language spoken, identifying situations requiring appropriate language assistance, accessing this language assistance, and recording the contact. Unless exigent considerations are explained in detail, protocols should prohibit the use of minors as interpreters or translators, and include limits on the use of family members, friends, or other persons associated with persons who are LEP to rare situations and nonessential information.
9. **Quality Control Procedures:** Describe quality control procedures that ensure employees who use their foreign language skills do so in an accurate and competent manner as well as to ensure the same level of high quality language services from contractors.
10. **Data Tracking:** Outline steps for implementing and maintaining a mechanism for collection and management of data relating to non-English speakers' needs, especially through existing databases or tracking systems.⁹
11. **Technologies:** Include information on language access programs or initiatives related to the use of technologies, e.g., language programs that rely on artificial intelligence. On an ongoing basis, the Component should review its proposed use of machine translation and provide information to CRCL about how the quality of language services is ensured when using these technologies.¹⁰
12. **Resources:** Assess the resources necessary to provide language services, identifying existing resources to the extent practical and describing funding and procurement needs.

⁹ Components are encouraged to review the guide, *Language Access in Digital Portals and Data Collection Systems*, Civil Rights Division, U.S Department of Justice, August 2023.

¹⁰ Components are encouraged to review resources on LEP.gov and Digital.gov such as the *Introduction to Translation Technology: How and why to use translation technology to create multilingual content*.

13. **Outreach to LEP Communities:** Describe collaboration or engagement with LEP communities and other external stakeholders to assess the effectiveness of its language services; describe media and digital strategies to communities that are LEP in coordination with their Office of Public Affairs; and how communities that are LEP can support agency efforts to provide language services.
14. **Employee Duties:** Where appropriate, expand job descriptions to include interpretation and translation activities within the scope of employees' duties; assess these employees' language abilities to ensure their competency to perform language services for particular duties; and describe plans for enhancing employees' language abilities.
15. **Timeframes:** Describe the timeframes and benchmarks for steps to provide language access to be undertaken.
16. **Training:** Where appropriate, include a plan with timelines for periodically training managerial and front-line staff on language access responsibilities, including on identifying LEP persons, accessing available language services, and working with interpreters.¹¹
17. **Notice to the Public:** Provide for notice of free language assistance services and points of contact for additional information, translated into the top 5 to 10 languages encountered by the Component.¹²
18. **Monitoring and Evaluation:** Provide for monitoring and evaluating and, if appropriate, updating the plan, policies, and procedures at a minimum every two years, including monitoring performance, quality assurance, and internal review processes as well as evaluating the impact, if any, of demographic shifts.
19. **DHS Equity Action Plan:** Where appropriate, include the Component's actions in the DHS Equity Action Plan.

VII. Highlights of DHS Accomplishments

Since the Department issued its first Language Access Plan in 2012, DHS has taken significant steps to advance language access while supporting the DHS mission, for example:

- DHS Components have developed [individual Language Access Plans](#) that reflect their specific missions and operations; and
- Several of these Components have appointed language access coordinators, developed training for front-line staff, and set up intranet pages with resources and tools, documents

¹¹ Other topics for training Component personnel, depending on their duties and the Component's mission, are included in Appendix B.

¹² A sample notice of free language services can be found in Appendix C.

in multiple languages, and information about how staff can request interpretation and translation services.

In addition, DHS has:

- Created a [DHS Language Access webpage](#) with links to current policies, resources, and legal authorities;
- Established a multiple award [Blanket Purchase Agreement](#), a contract vehicle available to all DHS Components that provides a full array of language services, establishes qualifications for interpreters and translators and requirements for quality control, and provides language services in hundreds of languages;
- Established a process for rapid translation of [National Terrorism Advisory System \(NTAS\)](#) advisories and began regularly translating NTAS bulletins in multiple languages;
- Signed the Memorandum of Agreement on Native Languages (Native Languages MOA), first executed in November 2021, as a supporting agency, thereby agreeing to support the Native Language MOA by recognizing and promoting the use of Native American languages to the extent practicable;
- Engaged with Indigenous migrant leaders and drafted the first-ever [DHS Indigenous Languages Plan](#) to strengthen language services for Indigenous migrants from Latin America encountered in DHS programs and activities;
- Convened the DHS Language Access Working Group, an internal DHS working group, to facilitate the exchange of best practices and resources across DHS, for more than 10 years;
- Routinely engaged with communities across the country, addressing questions and concerns about language access in DHS programs and activities, and regularly providing information about DHS language resources to these communities;
- Widely distributed [I Speak](#) language identification materials to DHS Components and hundreds of state and local partners, including law enforcement agencies;
- Engaged the National Language Services Corps, the congressionally authorized Department of Defense program that provides language and cultural support to federal agencies, to increase the capacity to meet language needs;
- Established a mechanism to ensure DHS recipients of financial assistance have language access policies and procedures in place through the [DHS Civil Rights Evaluation Tool](#) program;
- Launched an [online complaint portal](#) for CRCL where members of the public can submit allegations about possible violations of civil rights, civil liberties, or human rights by DHS programs, activities, personnel, or contractors. The portal is available in English, Arabic, Mandarin, Spanish, French, Haitian Creole, Portuguese, Russian, Somali, and Vietnamese. CRCL also accepts complaints filed in other languages via email or postal mail; and
- Completed and launched a new feature in the myCBP mobile application to assist CBP front-line employees in identifying over 20 Indigenous languages or variants of these languages. The app has pre-recorded audio files containing a phrase such as “do you speak [Indigenous language]?” recorded by native speakers of the language. The new feature in the myCBP app can be used online and offline (internet connectivity is not required) and is available to all Components.

VIII. External Stakeholder Input

CRCL convened a National Listening Session on Language Access in March of 2023 to receive input on updates to the DHS Language Access Plan and on strengthening language access across the Department. More than 200 individuals participated in the virtual listening session, including representatives from local governmental organizations, community-based and non-governmental organizations, and language industry professionals.

Prior to the session, DHS invited participants to review the existing DHS Language Access Plan and the U.S. Attorney General's Memorandum for Heads of Federal Agencies, General Counsels, and Civil Rights Offices, *Strengthening the Federal Government's Commitment to Language Access* (November 21, 2022).

CRCL requested feedback in these areas:

- General input on the DHS Language Access Plan, e.g., identification of any gaps, what more CRCL and DHS Components can do to strengthen the plan.
- Quality of DHS translations and interpretation.
- Meaningful access for speakers of Indigenous migrant languages and less common languages.
- Meaningful access for Asian Americans, Native Hawaiians, and Pacific Islanders.
- Effective methods for reaching LEP communities about DHS programs and activities.

A readout of the listening session can be found on the DHS Language Access webpage, <http://www.dhs.gov/language-access>.

CRCL also considered other stakeholder input during the U.S. Department of Justice Stakeholder Listening Session (April 2023); the National Language Access Convening at the National Immigration Inclusion Conference (December 2022); the Federal Civil Rights Agency Listening Session on Language Access at the National Legal Aid and Defenders Association Annual Conference (October of 2022); discussions with Indigenous migrant community leaders, civil rights organizations, and other non-governmental organizations; and written comments, including comments from Advocates for Language Access in Detention and National Language Access Advocates Network.

DHS will continue to provide ongoing opportunities for external stakeholders to provide feedback on the DHS Language Access Plan, Indigenous Languages Plan, DHS Component language access plans, and other language access activities and programs at DHS.

IX. Additional Strategies for Advancing Language Access in DHS

- 1. Advancing Language Access through Customer Experience Improvements.** DHS is improving the way it serves its customers by taking active steps to reduce administrative burdens and improve efficiency, equity, and accessibility throughout the customer experience (CX):
 - DHS is applying CX principles and practices in advancing language access, and establishing a schedule of CX initiatives that involve user research, usability testing, and other qualitative research.
 - The Customer Experience Directorate (CXD) is supporting the Language Access Plan by standing up a new Accessible Plain Language Practice within CXD to engage and bridge language accessibility needs with appropriate resources.
 - In Fiscal Year 2024, CXD plans to execute the Secretary’s priorities on improving equity in DHS programs, policies, and initiatives, including through increasing language access by reviewing complaint processes, as well as *I Speak* materials to ensure resources are accessible, meaningful, comprehensible, and meet the needs of LEP and low literacy individuals.
- 2. Responding to Questions and Concerns from the Public about Language Access.** CRCL has identified staff within CRCL to carry out ombudsman-type functions including regularly interacting with the public, promptly responding to concerns and questions about language access, and coordinating with DHS Components and other federal agencies. The public may contact CRCL’s language access team at crcl@dhs.gov. As noted below, the public may also continue to file complaints alleging a violation of civil rights and civil liberties related to language access in DHS programs and activities.
- 3. Assessing DHS Component Language Access Plans.** In Fiscal Year 2024, CRCL will begin an assessment of Components’ language access plan implementation, and has developed a set of criteria to assess Components’ efforts. These criteria examine whether the Component:
 - Has included all required elements in its plan.
 - Is periodically reviewing and updating its language access plan.
 - Has methods for monitoring its plan and conducts such monitoring.
 - Has an active language access working group.
 - Issues public messages in languages other than English where appropriate.
 - Translates its vital documents (or vital information) into its top languages.
 - Provides avenues for engagement with the public on language access.
 - Assesses its bilingual employees’ language skills when these are used to provide language services to ensure accuracy in communication with individuals who are LEP.
 - Has communicated with its workforce about language access responsibilities and available resources.
 - Provides ongoing language access training to the workforce.

CRCL will also assess the overall impact of Components' plans through customer feedback and CX initiatives and through the review of complaints and resolution of such complaints. CRCL anticipates completing the assessment and providing feedback to Components on any gaps noted in the assessment by the end of Fiscal Year 2025.

4. **Expanding Translation of Forms and Instructions.** CRCL will provide guidance to Components on processes for identifying and translating vital documents into select languages and will work with Components to explore opportunities to increase translation of vital documents, including forms and instructions, in top languages. CRCL will also establish a schedule for translations and develop DHS-wide guidance on translations of these documents with Component concurrence. CRCL will share progress on these efforts on its [Language Access webpage](#) in Fiscal Year 2024.
5. **Conducting a Language Access Periodic Review.** CRCL is conducting a periodic review of U.S. Immigration and Customs Enforcement's (ICE) language access programs, policies, and services for non-citizens in immigration detention who are LEP. This review, scheduled to be completed in Fiscal Year 2025, will assess ICE's compliance with, and implementation of, ICE policies under EO 13166, the ICE Language Access Plan, and other requirements from ICE's detention standards to examine how ICE is carrying out the requirement to provide meaningful access for individuals who are LEP in its programs and activities.
6. **Integrating Language Access Considerations in the DHS Equity Action Plan.** DHS will integrate language access considerations into its Equity Action Plan and comprehensive equity strategy.
 - DHS is integrating language access considerations when assessing potential barriers that underserved communities may face in accessing and benefitting from the agency's programs and activities and developing strategies to address barriers identified.
 - DHS is exploring how limited English proficiency impacts access to DHS programs and activities for members of underserved communities, including but not limited to Black, Latino, Indigenous and Native American, Native Hawaiian, and Pacific Islander persons, Indigenous migrants of Latin America, and persons with disabilities, and seek to address barriers for individuals who are LEP and belong to multiple such communities.
 - DHS will integrate language access considerations as it engages with underserved communities in ways that are accessible and culturally and linguistically appropriate.
 - DHS will disseminate guidance and a framework for Components on conducting in-language engagements with persons and communities who are LEP.
7. **Providing Opportunities for Meaningful Engagement of Persons who are LEP in Advancing Environmental Justice.** DHS will integrate language access consideration in its efforts to support the just treatment and meaningful involvement of individuals who are potentially affected by DHS activities. In Fiscal Year 2024, DHS will provide tools,

including checklists or other forms of technical assistance, on effective engagement with persons and communities who are LEP.

8. **Updating DHS’s Basic Language Access Training for DHS Employees.** In Fiscal Year 2024, DHS will update its basic language access training, *Language Access Responsibilities: Overview for DHS Employees*, to include additional requirements, guidance, and resources.

X. Resources

The [DHS Language Access webpage](http://www.dhs.gov/language-access) (<http://www.dhs.gov/language-access>) contains this plan, DHS Component language access plans, and resources, including:

- CRCL, [I Speak Language Identification Guide for DHS Personnel and Others](#) for use to identify the language of the person with whom they are interacting.
- U.S. Department of Homeland Security, [DHS Indigenous Language Plan](#)
- CRCL, [I Speak Indigenous Language Identification Poster](#) that assists personnel in identifying Indigenous languages of Latin America.
- CRCL, [Working with Interpreters: Job Aid for DHS Employees](#).
- CRCL, [Working with Translators: Job Aid](#) (forthcoming).
- CRCL, [Language Access Responsibilities: Overview for DHS Employees](#) (revision forthcoming).
- U.S. Department of Justice, Civil Rights Division, Federal Coordination and Compliance Section, [Language Access Assessment and Planning Tool for Federally Conducted and Federally Assisted Programs](#) May 2011.
- Federal Interagency Working Group on Limited English Proficiency website, LEP.gov, contains resources, tools, technical assistance, and updated information on language access activities for Federal agencies, recipients of federal financial assistance, and other entities that support language access.

XI. Contact Information

For more information about language services and to request assistance related to language access at DHS, members of the public may contact CRCL at crcl@dhs.gov. CRCL may refer your inquiry to the relevant Component for information or action.

To submit a complaint to CRCL alleging a violation of civil rights or civil liberties related to language access in DHS programs and activities, please visit <https://www.dhs.gov/file-civil-rights-complaint> to learn more about the different ways to file a complaint, the complaint process, and CRCL’s complaint authorities. Complaints are accepted in languages other than English.

Appendix A

Component Lead Language Access Coordinator Duties

- Acquires and maintains a working knowledge of Executive Order 13166 (EO 13166) and its application to the Component;
- Has the ability and authority to reach across the Component's divisions and offices, including field offices across the United States, as needed;
- Has the time and expertise to lead the development and implementation of the Component's efforts (e.g., policy, training) to coordinate compliance with EO 13166;
- Works with representatives from across the Component's divisions and offices to serve as the central resource for the Component's compliance with EO13166;
- Serves as the Component's primary point of contact for regional and field level Language Access Coordinators, providing guidance and technical assistance as needed;
- Serves as a point of contact for the DHS Office for Civil Rights and Civil Liberties (CRCL) and the public regarding questions and issues with respect to the Component's compliance with EO 13166;
- Coordinates the Component's implementation of the DHS Language Access Plan and the Component's Language Access Plan and related policies;
- Conducts outreach to the public, including with communities that are LEP, on the Component's language access efforts;
- Serves as the Component's primary representative to the DHS Language Access Working Group, and coordinates with CRCL and other Component representatives as needed to strengthen the DHS community of practice on language access;
- Maintains awareness of the Component's procedures for providing language access to members of the public who are LEP in the Component's programs and activities; and
- Maintains awareness of language access complaints related to the Component's programs and activities, consistent with privacy protections, and when appropriate, takes actions to address issues that arise.

(Adapted from Instruction 065-01-0001, *Instruction on Nondiscrimination for Individuals with Disabilities in DHS-Conducted Programs and Activities (Non-Employment)*, VI A.2, Responsibilities of the Lead Disability Access Coordinator.)

Appendix B

Topics for Component Language Access Training

- Legal and policy requirements for language access
- Identifying persons who are Limited English Proficient (LEP) and languages needed for effective communication
- Indigenous migrant languages and cultures
- When and how to provide language services
- Types of language services
- How to access available language services
- Working with interpreters
- Working with translators
- Interpreter ethics
- Use of qualified bilingual or multilingual staff
- Limits on use of machine translation
- Documenting primary language and language services provided
- Cultural competency
- Component-specific terminology

Appendix C

Sample Notice of Free Language Services

#	Language	Translation
1.	English	<p><u>General Tagline (e.g., for webpages)</u></p> <p>For free language services, including written translation or oral interpretation of a publicly available [CRCL] document, or to request documents in alternate formats such as Braille or large print, please contact us at [crcl@dhs.gov].</p> <p><u>Tagline for Letters, Notices, and other Documents</u></p> <p>For free language services, including written translation or oral interpretation of this document, or to request this document in alternate formats such as Braille or large print, please contact us at [crcl@dhs.gov].</p>
2.	Arabic	<p><u>الوصف العام (على سبيل المثال لصفحات الويب)</u></p> <p>للحصول على خدمات لغوية مجانية، بما في ذلك ترجمة تحريرية أو ترجمة شفوية لوثيقة [CRCL] متاحة للجمهور، أو لطلب وثائق بتشكيلات بديلة مثل طريقة برايل أو الطباعة الكبيرة، يرجى الاتصال بنا على [crcl@dhs.gov]</p> <p><u>الوصف للرسائل والإشعارات والمستندات الأخرى</u></p> <p>للحصول على خدمات لغوية مجانية، بما في ذلك ترجمة تحريرية أو شفوية لهذه الوثيقة، أو لطلب هذه الوثيقة بتشكيلات بديلة مثل طريقة برايل أو طباعة كبيرة، يرجى الاتصال بنا على [crcl@dhs.gov]</p>
3.	Chinese Traditional	<p><u>一般標語（例如，用於網頁）</u></p> <p>如需免費語言服務，包括公開[CRCL] 文件的書面翻譯或口譯，或需要點字或大字體等其他備選格式的文件，請透過 [crcl@dhs.gov] 與我們聯繫。</p> <p><u>用於信件、通知和其他文件的標語</u></p> <p>如需免費語言服務，包括本文件的書面翻譯或口譯，或需要本文件的其他備選格式（例如點字或大字體），請透過 [crcl@dhs.gov] 與我們聯繫。</p>

4.	Chinese Simplified	<p><u>一般标语（例如，用于网页）</u></p> <p>如需免费语言服务，包括公开[CRCL]文件的书面翻译或口译，或需要盲文或大字体等其他备选格式的文件，请通过 [crcl@dhs.gov] 与我们联系。</p> <p><u>用于信件、通知和其他文件的标语</u></p> <p>如需免费语言服务，包括本文件的书面翻译或口译，或需要本文件的其他备选格式（例如盲文或大字体），请通过 [crcl@dhs.gov] 与我们联系。</p>
5.	Dari	<p><u>تگلاین/سرخط عمومی (به عنوان مثال، برای صفحات وبسایت)</u></p> <p>برای خدمات رایگان زبان، از جمله ترجمه کتبی یا گفتاری یک سند [CRCL] که در دسترس عموم قرار دارد، یا درخواست اسناد در قالب های جایگزین مانند بریل یا چاپ بزرگ، لطفاً با ما از طریق ایمیل آدرس [crcl@dhs.gov] تماس بگیرید.</p> <p><u>تگلاین/سرخط برای نامه ها، اعلامیه ها، و اسناد دیگر</u></p> <p>برای خدمات رایگان زبان، از جمله ترجمه کتبی یا گفتاری این سند، یا درخواست اسناد در قالب های جایگزین مانند بریل یا چاپ بزرگ، لطفاً با ما از طریق ایمیل آدرس [crcl@dhs.gov] تماس بگیرید.</p>
6.	Haitian Creole	<p><u>Tagline Jeneral (pa egzanp, pou paj wèb)</u></p> <p>Pou sèvis lang gratis, tankou tradiksyon alekri oswa entèpretasyon oral yon dokiman [CRCL] ki disponib pou piblik la, oswa pou mande dokiman nan lòt fòm tankou bray oswa gwo lèt, tanpri kontakte nou nan [crcl@dhs.gov].</p> <p><u>Tagline pou Lèt, Avi, ak lòt Dokiman</u></p> <p>Pou sèvis lang gratis, tankou tradiksyon ekri oswa entèpretasyon oral dokiman sa a, oswa pou mande dokiman sa a nan lòt fòm tankou bray oswa gwo lèt, tanpri kontakte nou nan [crcl@dhs.gov].</p>
7.	French	<p><u>Accroche générale (par exemple, pour les pages Web)</u></p>

		<p>Pour des services linguistiques gratuits, y compris la traduction écrite ou l'interprétation orale d'un document accessible au public [CRCL], ou pour demander des documents dans d'autres formats tels que le braille ou les gros caractères, veuillez nous contacter à [crcl@dhs.gov].</p> <p><u>Accroche des lettres, avis et autres documents</u></p> <p>Pour des services linguistiques gratuits, y compris une traduction écrite ou une interprétation orale de ce document, ou pour demander ce document dans dans d'autres formats tels que le braille ou les gros caractères, veuillez nous contacter à [crcl@dhs.gov].</p>
8.	Korean	<p><u>일반 태그라인(예: 웹페이지용)</u></p> <p>공개적으로 이용 가능한 [CRCL] 문서의 서면 번역 또는 구두 통역을 포함한 무료 언어 서비스를 원하거나 점자 또는 큰 활자체와 같은 대체 형식의 문서를 요청하려면 [crcl@dhs.gov]로 문의하십시오.</p> <p><u>편지, 통지 및 기타 문서에 대한 태그라인</u></p> <p>이 문서의 서면 번역 또는 구두 통역을 포함한 무료 언어 서비스를 원하거나 점자 또는 큰 활자체와 같은 대체 형식으로 이 문서를 요청하려면 [crcl@dhs.gov]로 문의하십시오.</p>
9.	Pashto	<p><u>عمومي ټگ لاین (د بېلگې په توګه، د وېب پاڼو لپاره)</u></p> <p>په عامه توګه د موجود [CRCL] سند د لیکلې ژباړې یا شفاهي ژباړې په شمول د وړیا ژبې خدماتو لپاره، یا په بله بڼه لکه بریل یا لوی چاپ شکل د اسنادو غوښتنې لپاره، مهرباني وکړئ له مور سره د دې [crcl@dhs.gov] برېښنالیک له لارې اړیکه ونیسئ.</p> <p><u>د مکتوبونو، خبرتیاو، او نورو اسنادو لپاره ټگ لاین</u></p> <p>د دې سند د لیکلې ژباړې یا شفاهي ژباړې په شمول د وړیا ژبې خدماتو لپاره، یا په بله بڼه لکه بریل یا لوی چاپ شکل د اسنادو غوښتنې لپاره، مهرباني وکړئ له مور سره د دې [crcl@dhs.gov] برېښنالیک له لارې اړیکه ونیسئ.</p>
10.	Portuguese	<p><u>Tagline geral (por exemplo, para páginas da internet)</u></p> <p>Para serviços linguísticos gratuitos, incluindo tradução escrita ou interpretação</p>

		<p>oral de um documento [CRCL] publicamente disponível, ou para solicitar documentos em formatos alternativos, como Braille ou letras maiores, entre em contato com a gente pelo e-mail [crcl@dhs.gov].</p> <p><u>Tagline para cartas, avisos e outros documentos</u> Para serviços linguísticos gratuitos, incluindo tradução escrita ou interpretação oral deste documento ou para solicitar este documento em formatos alternativos, como Braille ou letras maiores, entre em contato com a gente pelo e-mail [crcl@dhs.gov].</p>
11.	Russian	<p><u>Общий слоган (например, для веб-страниц)</u></p> <p>Чтобы получить бесплатные языковые услуги, в том числе письменный или устный перевод общедоступного документа [CRCL], или запросить документы в альтернативных форматах, таких как шрифт Брайля или крупный шрифт, свяжитесь с нами по адресу [crcl@dhs.gov].</p> <p><u>Слоган для писем, уведомлений и других документов</u></p> <p>Чтобы получить бесплатные лингвистические услуги, включая письменный или устный перевод этого документа, а также запросить этот документ в альтернативных форматах, таких как шрифт Брайля или крупный шрифт, свяжитесь с нами по адресу [crcl@dhs.gov].</p>
12.	Somali	<p><u>Hal-qabsi guud (tusaale, boggaga internetka)</u></p> <p>Adeegyada luqadda bilaashka ah, oo ay ku jiraan fasiraada qoran ama tarjumaadda afka ee dukumeenti si guud loo heli karo [CRCL], ama si aad u codsato dukumeenti qaabab kale ah sida farta indhoolaha ama far waaweyn, fadlan nagala soo xiriir [crcl@dhs.gov].</p> <p><u>Hal-qabsi waraaqaha, Ogeysiisyada, iyo dukumentiyada kale</u></p> <p>Adeegyada luqadda bilaashka ah, oo ay ku jiraan fasiraada qoran ama tarjumaad afka ah ee dukumeentigan, ama si aad u codsato dukumeentigan qaabab kale sida farta indhoolaha ama far waaweyn, fadlan nagala soo xiriir [crcl@dhs.gov].</p>
13.	Spanish	<p><u>Lema general (por ejemplo, para páginas web)</u></p> <p>Para obtener servicios lingüísticos gratuitos, incluida la traducción escrita o la interpretación oral de un documento [CRCL] disponible</p>

		<p>públicamente, o para solicitar documentos en formatos alternativos como Braille o letra grande, contáctenos en [crcl@dhs.gov].</p> <p><u>Lema para cartas, avisos y otros documentos</u></p> <p>Para obtener servicios lingüísticos gratuitos, incluida la traducción escrita o la interpretación oral de este documento, o para solicitar este documento en formatos alternativos como Braille o letra grande, contáctenos en [crcl@dhs.gov].</p>
14.	Thai	<p><u>สโลแกนทั่วไป (เช่น สำหรับหน้าเว็บ)</u></p> <p>สำหรับบริการภาษาฟรี รวมถึงการแปลเป็นลายลักษณ์อักษรหรือการตีความด้วยวาจาของเอกสาร [CRCL] ที่เปิดเผยต่อสาธารณะ หรือต้องการขอเอกสารในรูปแบบอื่น เช่น อักษรเบรลล์หรือตัวพิมพ์ขนาดใหญ่ โปรดติดต่อเราที่ [crcl@dhs.gov]</p> <p><u>สโลแกนสำหรับจดหมาย ประกาศ และเอกสารอื่นๆ</u></p> <p>สำหรับบริการภาษาฟรี รวมถึงการแปลเป็นลายลักษณ์อักษรหรือการตีความด้วยวาจาของเอกสารนี้ หรือต้องการขอเอกสารนี้ในรูปแบบอื่น เช่น อักษรเบรลล์หรือตัวพิมพ์ขนาดใหญ่ โปรดติดต่อเราที่ [crcl@dhs.gov]</p>
15.	Tagalog	<p><u>Pangkalahatang Tagline (hal., para sa mga webpage)</u></p> <p>Para sa mga libheng serbisyo sa wika, kabilang ang nakasulat na pagsasalin o oral na interpretasyon ng isang dokumentong available sa publiko [CRCL], o para humiling ng mga dokumento sa mga alternatibong format gaya ng Braille o malaking print, mangyaring makipag-ugnayan sa amin sa [crcl@dhs.gov].</p> <p><u>Tagline para sa Mga Liham, Paunawa, at iba pang mga Dokumento</u></p> <p>Para sa mga libheng serbisyo sa wika, kabilang ang nakasulat na pagsasalin o oral na interpretasyon ng dokumentong ito, o para hilingin ang dokumentong ito sa mga alternatibong format gaya ng Braille o malaking print, mangyaring makipag-ugnayan sa amin sa [crcl@dhs.gov].</p>
16.	Ukrainian	<p><u>Загальний слоган (наприклад, для веб-сторінок)</u></p>

		<p>Щоб отримати безкоштовні мовні послуги, включаючи письмовий чи усний переклад загальнодоступного документа [CRCL], або замовити документи в альтернативних форматах, наприклад шрифтом Брайля чи великим шрифтом, зв'яжіться з нами за адресою [crcl@dhs.gov].</p> <p><u>Слоган для листів, повідомлень та інших документів</u></p> <p>Щоб отримати безкоштовні мовні послуги, включаючи письмовий або усний переклад цього документа, або щоб замовити цей документ в альтернативних форматах, наприклад шрифтом Брайля або великим шрифтом, зв'яжіться з нами за адресою [crcl@dhs.gov].</p>
17.	Vietnamese	<p><u>Giới thiệu Cum từ chung (ví dụ: cho các trang mạng)</u></p> <p>Đối với các dịch vụ ngôn ngữ miễn phí, bao gồm bản dịch bằng văn bản hoặc phiên dịch [CRCL] dành cho công chúng hoặc yêu cầu văn bản thông dịch ra dưới ở dạng thay thế như chữ nổi Braille hoặc bản in khổ lớn, xin vui lòng liên lạc với chúng tôi tại [crcl@dhs.gov].</p> <p><u>Cum từ dành cho Thư từ, Thông báo và Văn bản khác</u></p> <p>Để có các dịch vụ ngôn ngữ miễn phí, bao gồm thông dịch hoặc phiên dịch văn bản này hoặc để yêu cầu văn bản này ở các dạng thay thế như chữ nổi Braille hoặc bản in khổ lớn, xin vui lòng liên lạc với chúng tôi tại [crcl@dhs.gov].</p>