



# WORKFORCE SOLUTIONS of the Coastal Bend

## POLICY

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<b>CATEGORY:</b>	<b>Workforce Programs- General</b>	<b>No: 4.0.120.01</b>
<b>TITLE:</b>	<b>Limited English Proficiency (LEP)</b>	
<b>SUPERSEDES:</b>	<b>4.0.120.000, dated 10/24/2008</b>	
<b>EFFECTIVE:</b>	<b>October 26, 2012</b>	
<b>BOARD APPROVAL:</b>	<b>October 25, 2012</b>	
<b>DATE OF LAST REVIEW:</b>	<b>September 18, 2014</b>	

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### I. PURPOSE:

To ensure the development and implementation of effective workforce services for customers with Limited English Proficiency (LEP), especially Spanish-speaking customers.

### II. DEFINITIONS:

*Limited English Proficiency (LEP)* – Individuals who speak English as a second language and who have rated their ability to speak English as “well,” “not well,” or “not at all”. Characteristics of persons who are LEP:

- Do not speak English as their primary language.
- Have a limited ability to read, speak, write, or understand English.
- Native language is not English.
- Live in a family or community environment in which a language other than English is dominant.

### III. POLICY STATEMENT:

Workforce Solutions of the Coastal Bend will ensure reasonable measures are taken to provide an integrated approach to effectively deliver employment, literacy, and training services to persons with Limited English Proficiency.

### IV. PROCEDURES:

The following measures will be taken to develop the capacity to serve LEP customers:

- A. Alternate language assistance will be provided to LEP individuals to assist in giving and receiving accurate and effective information. This will include access to translators (work with written documents) and interpreters (translate spoken language).
- B. Businesses will be assisted to successfully link to the LEP population.
- C. Case Management will focus on the strengths of the LEP customer such as abilities, positive traits, and transferable job skills rather than concentrate on limited English language and education skills.
- D. English as a Second Language (ESL) classes offered are linked directly to participation in activities leading to employment and developed by the customer’s Individual Employment Plan (IEP). In any instance in which ESL is provided as a stand-alone service, the IEP must document why ESL is the only service needed for employment.

- E. Focus job training efforts, including ESL classes, on industries that provide high-growth, high-demand jobs.
- F. Provide training to career center staff on how to effectively work with LEP customers to include effective communication and cultural context.
- G. Ensure that all documents related to programs that have a high contact rate with limited English skills participants are translated into the appropriate language and understood.
- H. Under Trade Adjustment Assistance (TAA), ESL classes must be included in the training plan if the participant needs the classes as a prerequisite for vocational skills training.

**V. RELATED POLICY INFORMATION:**

Texas Workforce Commission LEP Guide for Workforce Professionals  
 Texas Workforce Commission WD Letter 47-09 dated 11/30/2009 and entitled "Job Training Course Requirements for English as a Second Language Classes."

**VI. RESPONSIBILITIES:**

Contracted Service providers must ensure Career Center professionals are apprised of and complies with the requirements of this policy.

**VII. FORMS AND INSTRUCTIONS:**

N/A

**VIII. DISTRIBUTION:**

- Board of Directors     Board Staff     Contracted Service Provider Staff

**IX. SIGNATURES:**

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**Reviewed by EO Officer**

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**Date**

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**President/CEO**

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**Date**