

Limited English Proficiency (LEP) Guidance

Iowa DOT and those receiving assistance from the federal government must take reasonable steps to ensure that Limited English Proficiency (LEP) persons have meaningful access to the programs, services, and information entities provide. Doing so requires recipients to create solutions to address the needs of individuals for whom English is not their primary language.

When working on Iowa DOT project(s), a need may exist to translate project-related materials and provide interpreters. If demographic data indicates that 5% or 1,000 persons or more in a project area speak a language other than English, we will provide translations of:

- Brochures
- Meeting invitations
- Newsletters

At workshops or public meetings, we will provide interpreters if the 5% threshold is met. The documentation will include notice of availability to print materials in needed language.

Iowa DOT may decide to print materials in other language(s) regardless of 5% demographic under-run. Consideration will be made regarding need in order to allow citizens impacted by Iowa DOT project(s) to participate equally in the process.

The Safe Harbor Provision

The U.S. Department of Transportation (U.S. DOT) has adopted the U.S. Department of Justice's Safe Harbor Provision. This provision outlines circumstances that can provide a "safe harbor" for U.S. DOT recipients (and sub-recipients) regarding translation of vital documents. Specifically, if a recipient provides written translation of vital documents for each LEP group that constitutes 1,000 persons or five percent (5%) of the total population eligible to be served or likely to be affected or encountered, such action is considered strong evidence of compliance with the recipient's written translation obligations.

A vital document is any document that is critical for ensuring meaningful access to the recipients' major activities and programs by beneficiaries generally and LEP persons specifically. Whether or not a document (or the information it solicits) is "vital" may depend upon the importance of the program, information, encounter, or service involved, and the consequence to the LEP person if the information in question is not provided accurately or in a timely manner.

The Safe Harbor Provision only applies to the translation of written documents. It does not affect the requirement to provide meaningful access to LEP individuals through oral language services. Based on the results of its four-factor analysis, even if a language group meets the threshold specified by the Safe Harbor Provision, Iowa DOT may determine written translation is not the most effective way to provide language assistance. If oral interpretation would provide

more meaningful access to a particular LEP group, interpretation services may be provided instead of translation services.

I. LEP Plan Purpose

The Iowa Department of Transportation (Iowa DOT), as a recipient of funding from the United States Department of Transportation (USDOT), must assure that Limited English Proficient (LEP) people have meaningful language assistance by reasonable means when using Iowa DOT services and/or services provided by Iowa DOT federal funding recipients. Funding assistance from the USDOT agencies, the Federal Highway Administration (FHWA) and the Federal Transit Administration (FTA) require a plan for providing meaningful access in accordance with Title VI of the Civil Rights Act of 1964 and implementing regulations.

The Iowa DOT LEP plan presents the sources of authority for LEP plan requirements and instructions for determining if the threshold for languages assistance is present. The plan will provide guidelines for districts, divisions, and organizations receiving federal funds from Iowa DOT to meet these needs and define the role of the Iowa DOT Title VI program in that process. Specifically, this plan will outline how to collect LEP information and how to analyze that information. Part of the ongoing process for serving LEP people at the Iowa DOT will be the creation of an LEP Implementation Guide which will include service goals and a data collection plan to be integrated with other Title VI service requirements and reports.

A. Who is an LEP person?

There are many individuals living within the United States for whom English is not their primary language. For instance, based on the 2021 American Community Survey, 21.6% of those living in the United States speak a language other than English at home. Additionally, data indicates limited English-speaking households is led by Spanish speaking individuals at over 16 million followed by Indo-European languages at 5.7 million and Asian and Pacific Island languages at 4.87 million. If these individuals have a limited ability to read, write, speak, or understand English, they are limited English proficient, or LEP.

In other words, an LEP is an individual with a primary language other than English who must, due to limited fluency in English, communicate in that primary language in order to have an equal opportunity to participate effectively in, or benefit from any aid, service, or benefit provided by the Iowa DOT or transportation providers receiving federal funding from the Iowa DOT.

B. What are reasonable steps to meaningful access?

The needs of LEP populations vary throughout Iowa, therefore the definition of meaningful access to Iowa DOT services is also varied. As such, each division within the Iowa DOT or recipient of federal funds through the Iowa DOT will determine the extent of obligation a project or federal funding recipient has to LEP people by using this plan as a guide.

II. Source of Authority and Guidance

Title VI of the Civil Rights Act of 1964 and its implementing regulations provide that no person shall be subjected to discrimination on the basis of race, color or national origin under any program or activity that receives Federal financial assistance. Code of Federal Regulations Title 49 Part 21 specifically effectuates the provisions of Title VI rights to entities receiving Federal funds from the USDOT.

Access to links:

[Title VI of the Civil Rights Act of 1964](#)

[49 CFR Part 21](#)

A. Policy: Executive Order 13166

On August 11, 2000, President Clinton signed Executive Order 13166, entitled “Improving Access to Services for Persons with Limited English Proficiency.” Accordingly, it prohibits recipients of Federal financial assistance from discriminating based on national origin by failing to provide meaningful access to services to individuals who are LEP. This protection requires that LEP persons be provided an equal opportunity to benefit from or have access to services that are normally provided in English.

EXECUTIVE ORDER 13166**IMPROVING ACCESS TO SERVICES FOR PERSONS WITH**

LIMITED ENGLISH PROFICIENCY By the authority vested in me as President by the Constitution and the laws of the United States of America, and to improve access to Federally conducted and Federally assisted programs and activities for persons who, as a result of national origin, are limited in their English proficiency (LEP), it is hereby ordered as follows:

Section 1. Goals.

The Federal Government provides and funds an array of services that can be made accessible to otherwise eligible persons who are not proficient in the English language. The Federal Government is committed to improving the accessibility of these services to eligible LEP persons, a goal that reinforces its equally important commitment to promoting programs and activities designed to help individuals learn English. To this end, each Federal agency shall examine the services it provides and develop and implement a system by which LEP persons can meaningfully access those services consistent with, and without unduly burdening, the fundamental mission of the agency. Each Federal agency shall also work to ensure that recipients of Federal financial assistance (recipients) provide meaningful access to their LEP applicants and beneficiaries. To assist the agencies with this endeavor, the Department of Justice has today issued a general guidance document (LEP Guidance), which sets forth the compliance standards that recipients must follow to ensure that the programs and activities they normally provide in English are accessible to LEP persons and thus do not discriminate on the basis of national origin in violation of title VI of the Civil Rights Act of 1964, as amended, and its implementing regulations. As described in the LEP Guidance, recipients must take reasonable steps to ensure meaningful access to their programs and activities by LEP persons.

Sec. 2. Federally Conducted Programs and Activities.

Each Federal agency shall prepare a plan to improve access to its Federally conducted programs and activities by eligible LEP persons. Each plan shall be consistent with the standards set forth in the LEP Guidance, and shall include the steps the agency will take to ensure that eligible LEP persons can meaningfully access the agency's programs and activities. Agencies shall develop and begin to implement these plans within 120 days of the date of this order, and shall send copies of their plans to the Department of Justice, which shall serve as the central repository of the agencies' plans.

Sec. 3. Federally Assisted Programs and Activities.

Each agency providing Federal financial assistance shall draft title VI guidance specifically tailored to its recipients that is consistent with the LEP Guidance issued by the Department of Justice. This agency-specific guidance shall detail how the general standards established in the LEP Guidance will be applied to the agency's recipients. The agency-specific guidance shall take into account the types of services provided by the recipients, the individuals served by the recipients, and other factors set out in the LEP Guidance. Agencies that already have developed title VI guidance that the Department of Justice determines is consistent with the LEP Guidance shall examine their existing guidance, as well as their programs and activities, to determine if additional guidance is necessary to comply with this order. The Department of Justice shall consult with the agencies in creating their guidance and, within 120 days of the date of this order, each agency shall submit its specific guidance to the Department of Justice for review and approval. Following

approval by the Department of Justice, each agency shall publish its guidance document in the Federal Register for public comment.

Sec. 4. Consultations.

In carrying out this order, agencies shall ensure that stakeholders, such as LEP persons and their representative organizations, recipients, and other appropriate individuals or entities, have an adequate opportunity to provide input. Agencies will evaluate the particular needs of the LEP persons they and their recipients serve and the burdens of compliance on the agency and its recipients. This input from stakeholders will assist the agencies in developing an approach to ensuring meaningful access by LEP persons that is practical and effective, fiscally responsible, responsive to the particular circumstances of each agency, and can be readily implemented.

Sec. 5. Judicial Review.

This order is intended only to improve the internal management of the executive branch and does not create any right or benefit, substantive or procedural, enforceable at law or equity by a party against the United States, its agencies, its officers or employees, or any person.

WILLIAM J. CLINTON
THE WHITE HOUSE,
August 11, 2000.

III. Determining the Need for Language Assistance

As stated in Section 1.B. above, under the United States Department of Justice guidance, Iowa DOT has an obligation to determine what reasonable steps to take to provide LEP individuals with meaningful access to its programs, activities, and services. Iowa DOT uses the following criteria, known as the four factors, to make this assessment.

A. Four Factor Analysis

Four-Factor Analysis – An analysis that considers four factors of the eligible service population and the service branch to determine the language assistance services and resources (“language assistance”) necessary to properly serve that service population. The four factors include:

1. Portion of LEP people

Factor One: Who are the LEP persons serviced or likely to be encountered by Iowa DOT, or directly affected by Iowa DOT projects?

Iowa DOT uses population data to identify potential LEP persons who may require language assistance services to ensure meaningful access to Iowa DOT programs and services.

Each division or project, in coordination with the Title VI Liaison, will continuously assess the language assistance needs of the population to be served using the following guidance:

- Any previous contact with LEP populations by the division or project should be examined. This information can then be analyzed to set a baseline of need.
- Use census data and other current demographic information to research the percentage of people speaking a language other than English in the affected project area. The Title VI Liaison can assist in this process. Keep in mind, population information changes faster than census data can be reported; for instance, refugee populations can have a sudden and large presence. Compare what the census states to historical occurrences.
- Contact members of community associations (such as school systems, community organizations, religious organizations, etc.) or project focus groups early in the project initiation. This will assist in determining whether there are any existing language barriers of which the project team should be aware. These associations are likely to be actively working LEP populations and may be the most accurate source to learn about current LEP needs.

Identification and Assessment of Limited English Proficiency (LEP) Communities

The LEP population in each of Iowa’s 99 counties is from the US Census, which is updated every ten years. Changes in the LEP population will be monitored using mid-census estimates

and projections from the American Community Survey (ACS). Other data from the Department of Education, the Migration Policy Institute, or other local or state agencies also may be used.

LEP Population Estimates for Iowa (see table below)

Total state population estimate for 2019: 3,155,070

Total estimated LEP population: 223,471

% of Iowa population that is LEP: 7.1%

Of the population in which a language other than English is spoken in the home, 223,471 or 7.1% are estimated to speak English less than “very well.” The language spoken by those persons is as follows:

State of Iowa U.S. Census Bureau Estimates American Community Survey: 2014-2018 Language spoken at home	Speak English “very well”	Speak English “less than very well” (LEP)
Spanish	72,344	53,923
French, Haitian, or Cajun	15,330	14,393
German or other West Germanic languages	22,239	13,256
Russian, Polish, or other Slavic languages	18,407	15,217
Other Indo-European languages	21,134	15,695
Korean	12,778	12,636
Chinese (incl. Mandarin, Cantonese)	16,090	18,381
Vietnamese	13,774	16,113
Tagalog (incl. Filipino)	12,766	12,592
Other Asian and Pacific Island languages	21,886	21,009
Arabic	15,753	14,738
Other and unspecified languages	17,259	15,518
Totals	259,760	223,471
Total State Population (2019 estimate)		3,155,070
% LEP population (223,471/3,155,070)		7.1%

[Data source](#)

2. Frequency of Contact

Factor two: What is the frequency with which LEP individuals come in contact with the program?

A particular division or project may be located near a large LEP population but have little contact with that population. If a lack of contact exists, it is critical to determine if this lack of contact is due to language barriers. Consideration of the languages spoken by the LEP people should also be noted. The more frequent the contact the more likely enhanced language services are necessary.

Historically, Iowa DOT has not tracked the frequency with which LEP individuals have come in contact with Iowa DOT’s programs, activities or services. However, Iowa DOT will propose implementing a process that enables the Title VI Coordinator, with assistance from the Title VI interdisciplinary team, to assess such frequency through

tracking encounters with LEP individuals to ensure language assistance tools are available that offer meaningful access to Iowa DOT's programs, activities and services.

The proposed program:

Will assess the frequency with which LEP individuals come in contact with Iowa DOT's programs, activities, or services, develop a Language Assistance Reporting Form that can be used to track encounters with LEP individuals. Iowa DOT has contracted with a language assistance provider for over-the-phone interpretation services, in-person interpretation services, and document translation services. Requests for language assistance services will be made through the Civil Rights Bureau (CRB). This will allow the CRB to track encounters with LEP individuals and continually assess language assistance needs. The Civil Rights Bureau will incorporate an evaluation of language assistance in the program area review process.

3. Nature and Importance of Service Provided

Factor three: What is the nature and importance of the program, activity, or service provided by the Iowa DOT division or project?

The mission of the Iowa DOT is to advocate and deliver transportation services that support the economic, environmental, and social vitality of Iowa. The result is an expansive range of services and projects, from innovative design to complex construction of major roadways. Each area of our transportation system will have a different importance and effect on LEP people.

From each district, division or project prospective, the importance of the activity, or the greater likelihood of consequences to LEP people, has to be reviewed and balanced against the other three factors.

As Divisions and Districts review and refine their policies and procedures, they should keep in mind what activities and services are vital for their customers. Typically, activities and information about activities that have a critical impact on customers, participants, or the general public are considered to be important enough that they should be translated into the District's and/or Division's relevant language groups, rather than simply relying on interpretation. A few key factors to consider when determining the criticality of an item are:

- Does it pertain to an individual's legal rights? (e.g., the right to obtain free language assistance, the right to file a Title VI complaint, etc.).
- Does it pertain to an individual's safety? (e.g., signage or notices of unsafe road conditions or road closures).
- Does it pertain to an individual's eligibility to participate in an activity that does not require English proficiency? (e.g., DBE program advertisements, public meeting notices, etc.).

Some examples of vital documents and information provided throughout Iowa DOT include:

- The Disadvantaged Business Enterprise Program;

- Protections and Remedies under Title VI of the Civil Rights Act of 1964 and related statutes;
- Protections and Remedies under the Americans with Disabilities Act of 1980 and related statutes; and
- Rights under the Public Records Act.

The goal of language assistance is to allow non- or limited-English proficient individuals to access Iowa DOT's activities without significant delay or disruption.

4. Cost

Factor four: What resources are needed to provide effective language assistance, including location, availability, and arrangements necessary for timely use?

Limited resources (such as financial resources) may have an impact on the nature of the steps taken to provide meaningful access for LEP individuals. Careful consideration should be placed on utilizing the most cost-effective resources for providing competent language assistance. Department-wide resources should reduce most cost issues, leading to limited or no reduction of language assistance services to LEP individuals on the basis of resources.

Iowa DOT maintains a list of volunteer bilingual employees, the assistive services language, and the tele-interpretation service CTS Language Link as well as several, limited-scope translation contracts in place in various Divisions. These resources, provide a cost-effective basis to providing assistive language services.

As Districts and Divisions review and refine their policies and procedures, they should consider contacting other service branches as well as other Federal, State, and Local agencies who might have similar materials that have already been translated. This level of cooperation would benefit the entire Department by equipping each service branch with important resources for assisting LEP individuals while limiting overall cost to Iowa DOT. Another consideration is to contact local community groups throughout the state for assistance with translation and interpreting various planning and project-related materials.

Costs must be factored into this balancing test as part of the consideration of "resources available." Reasonable steps may cease to be reasonable when the costs imposed substantially exceed the benefits in light of the factors outlined in the U.S. Department of Justice (USDOJ) LEP Guidance. In this case, the needs will be prioritized so that the language services are targeted where most needed because of the nature and importance of the activity involved. **Note: LEP persons have the right to language assistance at no cost to them in their spoken language.**

IV. Meaningful Language Assistance Measures

The key to providing meaningful access for LEP persons is to ensure that effective communication exists between the project, activity or service and the LEP person. To accomplish effective communication, the following actions might be necessary as determined by a needs assessment outlined under Factor 1:

- Provide for oral language assistance
- Notify LEP customers of the availability of language assistance services
- Translate vital documents in languages other than English according to the safe harbor provision described below
- Train staff
- Develop written procedures
- Monitor and evaluate access to language assistance

A. Oral

Each district, division or project is to provide LEP persons with oral language assistance in a timely manner at reception desks or when telephone contact is appropriate. Such assistance may take the form of qualified bilingual staff, contracting with a qualified Targeted Small Business interpreter service, other interpreter service such as [CTS Language Link](#) or the use of voluntary community interpreters who are skilled, competent and objective in interpreting.

Employment of bilingual staff in divisions and projects is recommended, when feasible, where the percentage of LEP customers or potential customers is statistically significant or where the frequency of contact with such persons will provide for efficient and effective communication. A decision to employ bilingual staff should be based on a needs assessment with due consideration given to budget constraints and department policy. The Office of Purchasing/Support Services can provide additional information on bilingual staff recruitment, bilingual pay procedures, departmental positions requiring bilingual skills, and names and locations of staff who speak an alternative language and the language spoken.

Oral translation competency should be considered when using a translator. In some cases, a family member or volunteer without formal certification might be a good choice, for instance when teaching an LEP person how to use the bus. In other circumstances, especially those that have the potential to affect a person's rights such as purchasing property from an LEP person, a certified interpreter is necessary.

B. Written

Written materials that are routinely provided in English to applicants, customers and the general public should be translated into languages that are regularly encountered. The extent of the obligation to provide written translations of documents should be determined on a case-by-case basis, looking at the totality of the circumstances in light of the four-factor analysis. Written materials include electronic documents and web

sites.

Consideration should be made that some LEP people might have low literacy in their language. Written translations would not be effective or useful in those cases. When evaluating the need for written translation, the literacy level in the LEP population should be determined.

C. Vital Documents

Vital documents are those that convey information critically affecting the ability of the service customer to make decisions. Whether or not a document (or the information it solicits) is “vital” depends upon the importance of the project, information, encounter, or service involved and the consequence to the LEP person if the information in question is not provided accurately or in a timely manner.

Examples of vital documents include, but are not limited to: applications, public notices, consent forms, letters containing important information regarding participation in a project, eligibility rules, notices pertaining to the reduction, denial or termination of services or benefits, right to appeal, notices advising of the availability of language assistance, complaint forms and outreach and community education materials. Iowa DOT districts, divisions, and projects will develop criteria for determining which documents are vital and subject to translation.

D. Alternative Communication Methods

To reduce costs and difficulty, the Iowa DOT encourages staff to explore use of alternative methods of communication and devices that do not use language. For example, use of pictograms, symbol signs, standard symbolic signs (SMS's), diagrams, color-coded warnings, illustrations, graphics, and pictures can be considered information using very few words in any language. Schematic maps can similarly quickly communicate large amounts of information without words. Symbol signs and pictograms also benefit globalization of trade and travel.

E. Monitoring

Monitoring and evaluating the accessibility and quality of language assistance needs of LEP persons ensures that LEP persons can meaningfully access projects and activities and is the responsibility of the respective divisions or projects. At a minimum, divisions or projects should conduct an annual assessment to determine:

- The current LEP composition of its service area
- The current communication needs of LEP persons
- Whether existing assistance meets LEP needs
- Whether staff is knowledgeable about policies and procedures and how to implement them
- Whether sources of and arrangements for assistance are still current and viable

F. Implementation Guide

The Uniform Data Collection Standards outlines how data will be captured and reported in the Iowa DOT's Title VI Annual Accomplishment and Goal Report. Data collection criteria will include:

- Primary language of the population in the project service area
- Primary language of customers served
- Data upon which the division based the language needs assessment
- Number of LEP persons, by language group, who received language services
- Number and type of grievances and complaints received by the Iowa DOT or against Iowa DOT sub-recipients alleging lack of provision of services due to limited English proficiency.

The Title VI Liaison(s) in collaboration with the Civil Rights Coordinator will analyze the LEP data and report on how the implementation policies are working as well as highlighting best practices.

G. Training

Training staff on policies and procedures of language assistance and how to determine whether a customer needs language assistance services is essential to bridging the gap between policies and actual practices. Training will include how to obtain language assistance services and communication with interpreters and translators.

Specialized training may be required of certain front-line staff who are likely to have considerable interaction with people with LEP. Staff should be trained on how to recognize potential Title VI issues and to properly respond to Title VI complaints, including those from LEP people on the basis of national origin. Staff should also be familiar with the process the Office of Employee Services-Civil Rights uses to investigate Title VI complaints.

V. Compliance and Enforcement of LEP Requirements

A. Who must comply?

Executive Order 13166 directs recipients of Federal financial assistance to take reasonable steps to provide LEP individuals with meaningful access to their projects, activities and services.

All Iowa DOT Division Directors, Office Directors, and Title VI Program Liaisons are responsible for ensuring that meaningful services to LEP persons are provided in their respective divisions or projects. Additionally, the Civil Rights Coordinator will continuously monitor these divisions and projects to ensure LEP requirements are met and report annually to the FHWA and tri-annually to the FTA on the accomplishments and upcoming goals relating to LEP activities.

B. Roles and Responsibilities

1. Iowa's Title VI Program

In determining whether LEP compliance is met, the Civil Rights Coordinator is responsible for assessing whether the district's, divisions or project's procedures allow LEP persons to overcome language barriers and participate in a meaningful way in the divisions or project's activities. The appropriate use of methods and options detailed in this LEP Plan will be viewed as evidence of intent to comply with the LEP requirements and Title VI of the Civil Rights Act of 1964.

Responding to Complaints

The Division Director or designee will be notified of any complaint arising from LEP issues. The Division Director or designee's first responsibility is to attempt to provide the requested service as soon as possible, resolve the specific complaint to the customer's satisfaction, and take steps addressing these policies/procedures which generate such complaints.

The Iowa DOT's Civil Rights Coordinator shall be apprised of the issue and take appropriate action on the complaint. Failure to comply and make good faith efforts may be a violation of Federal and State law and may result in sanctions being imposed.

Technical Assistance

The Iowa DOT Civil Rights Coordinator, in collaboration with the Title VI Committee Liaisons, is responsible for providing Iowa DOT districts, divisions and projects with technical assistance. This includes advising of LEP requirements, implementing those requirements and assisting in developing individual project plans and processes. The creation of the LEP Plan Implementation Guide and the maintenance of that guide is the responsibility of Iowa DOT Civil Rights Coordinator in collaboration with the Title VI Committee.

In addition, the Title VI Committee will provide training to appropriate staff regarding LEP policies and good practice. The LEP Plan Implementation Guide will include the plan for this training.

Resource Sharing

The Iowa DOT's Civil Rights Coordinator will maintain and update the Title VI website in order to assure current agency-wide information is available.

2. Special LEP Emphasis Divisions and Projects

The following is a list of Iowa DOT divisions and bureaus whose work may include a particular LEP emphasis. Included under some areas are links to specific projects and programs already providing LEP-focused services.

Systems Planning and Program Management Bureau

The Systems Planning and Program Management Bureaus are responsible for many

activities that involve public participation in transportation decision-making throughout the planning and programming process. Every effort is made to have meetings at sites that are handicap accessible and to advertise through newspapers with the widest reader distribution. News releases are distributed around the state for many of the meetings and all meetings involving the Iowa Transportation Commission. The news releases direct anyone with special assistance needs to contact the department. The Strategic Communications and Policy Bureau handles the distribution of news releases, and their expertise is relied on to reach the largest audience, including minority and low-income populations. The following accomplishments list activities that have involved public participation and the type of public interaction, where applicable.

Data Collection:

SPB planning activities are statewide in scope, and associated data used to inform those activities is also statewide in nature. A statewide demographic profile is included in the state long-range transportation plan and other plan documents; however, area-specific location inventories of socioeconomic groups is largely a product of the MPO and RPA planning process. Project development-specific profiles would likely be a product of the Location and Environment Bureau.

SPB largely relies on publicly available datasets. SPB planning products that leverage data are primarily used by other bureaus within the department that are responsible for project development activities. https://iowadot.gov/systems_planning/

Right-of-Way Bureau

The Right of Way Section has as its responsibility the acquisition and management of all real properties or interests therein for Iowa DOT in accordance with State and Federal laws and regulations.

Right-of-Way will be continuing its focus directed on addressing LEP issues along with greater distribution of outside appraisal work and property management service work.

[CADD Resources from the Right-of-Way Bureau](#)

Location and Environment

Public information meetings are held at different stages of project development. A meeting may also be held to discuss a detour, a road closure, or right of way needs. The meeting is held as an open forum so attendees can see displays, ask questions and share concerns directly with Iowa DOT staff. During and after the meeting, individuals are encouraged to send in written comments or leave comments online regarding the project or detour.

A public hearing is held when an environmental document has been prepared and is available for the public to review. An environmental document compares different project alternatives and their influence on the environment. The hearing involves a formal presentation made by Iowa DOT staff. An open forum, where attendees may ask their questions directly to Iowa DOT staff is also part of the Public Hearing. The formal

presentation is recorded and included in the final record. During and after the meeting, individuals are encouraged to send in written comments or leave comments online regarding the project.

[Iowa DOT Location and Environment Bureau webpage](#)

The Bureau recently established an account through the [interpreter service](#). We anticipate using their services throughout the year.

Field Operations: Districts 1, 2, 3, 4, 5, and 6

Goal is to continue to identify LEP needs for public information meetings and public hearings. Also, monitor LEP needs on construction and planning projects.

The Districts, through standard practice, make interpreters available to the public when needed through the [interpreter service](#). Interpreters are also provided if previously determined to have an LEP need by either the Office of Location and Environment or a local public agency where the project will take place.

[Iowa DOT District Office Webpage](#)

Local Systems

The Office of Local Systems will provide guidance and assistance to local agency sub-recipients to help them comply with the LEP requirements. Guidance and assistance will be provided in the form of written guidelines, presentations at agency conferences, and as requested by local agencies. The written guidelines are available as part of Instructional Memorandum [1.070](#), Title VI and Nondiscrimination Requirements.

[Iowa DOT Local System Webpage](#)

Motor Vehicle Division

The Office of Motor Vehicle driver's license stations post notices that indicate the various languages available for written tests. Also provided to each person who enters the driver's license station is a pre-clerking questionnaire and voter declaration form that is printed in both English and Spanish.

Each driver's license station has posters in various languages regarding Selective Service registration.

Driver Services uses an automated test system. The system includes the following languages in both printed and audio formats:

- Albanian
- Arabic
- Bosnian
- Burmese
- Cambodian
- Chinese

- French
- German
- Greek
- Hebrew
- Hmong
- Italian
- Korean
- Laotian
- Polish
- Portuguese
- Russian
- Somali
- Spanish
- Vietnamese

This system is now operating at all DOT driver license stations and county treasurer locations that offer testing.

MVD will make every reasonable effort to provide a qualified interpreter to assist any non-English speaking/reading person in translating and understanding non-commercial examinations, including written or skills testing. Additionally, the DOT has entered into a contract for on-call telephone interpretation services that are available to all DOT divisions and offices.

Transit Mobility

The Regional Mobility Grant Program supports local efforts to improve transit mobility and reduce congestion on our most heavily traveled roadways. The program provides money to local governments to: deliver transit mobility projects that are cost-effective; reduce travel delay for people and goods; improve connectivity between counties and regional population centers; and to be consistent with local and regional transportation and land use plans.

C. General Responsibilities

It is the responsibility of Iowa DOT and its staff to take reasonable steps to provide LEP individuals with meaningful access to all Departmental activities. Iowa DOT identifies LEP populations through the use of a Four-Factor Analysis. Iowa DOT maintains several department-wide resources that are available to notify LEP customers of their rights to receive language assistance services as well as resources to provide those language assistance services. Staff are trained on using these resources at regular quarterly meetings held by the Civil Rights Committee led by Civil Rights Bureau. Districts and Divisions record the use of LEP services to analyze the effectiveness of their outreach activities and provide the results of their tracking in their monthly Title VI Goals & Accomplishments reports to Office of Civil Rights. The Office of Civil Rights continuously analyzes the effectiveness of this LEP and updates it as needed, usually when reviews and data suggest that new policies and procedures will be more effective. All Districts and Divisions shall develop localized LEP procedures that will be effective for area in providing LEP service. Providing meaningful access to LEP individuals will enable Iowa DOT to achieve its mission across Iowa.

Resources and References

[The U.S. Department of Transportation Guidance to Recipients on Special Language Services to Limited English Proficient Beneficiaries.](#)

[The U.S. DOJ Policy Guidance, Enforcement of Title VI of the Civil Rights Act of 1964-National Origin Discrimination Against Persons With Limited English Proficiency.](#)

[Website of the Federal Interagency Working Group on Limited English Proficiency](#)

[U.S. Department of Justice Clarifying Memorandum dated October 26, 2001.](#)

[United States Census 2000 Language Identification Flashcard](#)