



# Limited English Proficiency Plan

Lake~Sumter Metropolitan Planning Organization

*Draft for Advisory Committee & Board Review  
January 2018*

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## ABOUT THE MPO

Representatives of Lake County and Sumter County governments, the 14 municipalities of Lake County, the 5 municipalities of Sumter County, the Florida Department of Transportation (FDOT), Florida Central Railroad, Lake County Schools, Sumter District Schools and the U.S. Department of Transportation (USDOT) are involved in the transportation planning process facilitated by the Lake~Sumter Metropolitan Planning Organization (MPO). The MPO's purpose is to provide effective leadership in the initiation and development of transportation plans, programs and strategies.

As the governmental body most directly responsible for guidance of the transportation planning process, the MPO strives to ensure that the recommendations are in keeping with the goals and standards of the Federal Government, the State, Lake County, Sumter County, and the 19 incorporated jurisdictions. The MPO functions include, but are not limited to, the preparation of the tasks required by state rule or by federal policy.

The MPO's major annual responsibilities are to perform the tasks of preparing the Unified Planning Work Program (UPWP), the Transportation Improvement Program (TIP), the annual List of Priority Projects (LOPP), Transportation Disadvantaged Service Plan (TDSP), and the annual MPO Audit Report. As with all transportation planning legislated by federal and state laws, the MPO is responsible for ensuring adequate representation of and compatibility among state, county, and municipal projects in the transportation planning process. This includes consideration of all modes of transportation with respect to various members of the public. For example, the MPO incorporates into its planning efforts the needs of the elderly and persons with disabilities as outlined in the Americans with Disabilities Act.

As part of the MPO planning process, public involvement is given a major priority. Projects funded through public dollars are to be planned in a manner that encourages public participation and incorporates public comments into planning efforts. As a result, a responsibility is placed on MPOs to develop a plan where the opportunity for public involvement is assured. As part of that plan and involvement process, outreach will be made to connect with persons identified as Limited English Proficient. The requirements and the procedures for connecting with these populations are detailed further in this Limited English Proficiency Plan.

Anyone wishing to contact the LSMPO with comments, questions, or complaints, please contact:



**Michael Woods**

Interim Executive Director

& Title VI Specialist

(352) 315-0170

[mwoods@LakeSumterMPO.com](mailto:mwoods@LakeSumterMPO.com)

# INTRODUCTION

The Lake~Sumter Metropolitan Planning Organization (LSMPO) provides an independent yet cooperative forum for regional planning and the allocation of millions of dollars in federal transportation funding annually. The LSMPO works with the public, planning organizations, government agencies, elected officials, and community groups and also helps citizens speak with one voice to their state and federal legislators on transportation-related issues. The Limited English Proficiency Plan plays an integral role in the process. This document provides guidance for assisting persons with Limited English Proficiency (LEP) to ensure accessibility to the MPOs programs and services.

## Legal Basis for Language Assistance Requirements

The Limited English Proficiency Plan addresses Title VI of the Civil Rights Act of 1964 and its implementing regulations which provide that no person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity that receives Federal financial assistance.

In 1974, the U.S. Supreme Court affirmed that the failure to ensure a meaningful opportunity for national origin minorities, with limited-English proficiency, to participate in a federally funded program violates Title VI regulations. Additionally, requirements are outlined in Executive Order 13166 and directives from the U.S. Department of Justice and U.S. Department of Transportation.

Signed into law in 2000, **Executive Order 13166** ensures accessibility to programs and services to eligible persons who are not proficient in the English language by examining services provided, identifying specific needs to provide meaningful access for Limited English Proficiency (LEP) persons, and implementing a system to provide meaningful access to such services. Not only do all federal agencies have to develop LEP Plans, as a condition of receiving federal financial assistance, but recipients also have to comply with Title VI and LEP guidelines of the federal agency from which funds are provided.

The guidance identifies Metropolitan Planning Organizations (MPOs) as organizations that must follow the guidance and provides MPOs with technical assistance in assessing the size, location, and needs of the LEP population; implementing language access services; and evaluating the effectiveness of these services. The final Limited English Proficiency Plan should be consistent with the fundamental mission of the organization, though not unduly burdening the organization.

In order to ensure individuals with limited English proficiency have meaningful access to the transportation planning process, Lake~Sumter MPO conducts a self-assessment in areas relevant to the development of an effective Limited English Proficiency Plan. This assessment includes:

- Relevant demographic information for the Lake~Sumter MPO planning area;
- Frequency of contact that the organization has with limited English proficiency persons;
- Nature or importance of programs or services deemed vital; and
- Resources and associated costs.

The Limited English Proficiency Plan works in concert with the organization's overall **Public Involvement Plan**, which identifies specific strategies for outreach and engagement and the Lake~Sumter MPO Title VI Nondiscrimination Plan.

# LIMITED ENGLISH PROFICIENCY POLICY

It is the policy of Lake~Sumter MPO to ensure that persons with limited English proficiency are neither discriminated against nor denied meaningful access to and participation in the organization's programs and services. It is the intent of the organization that in providing language services to persons with limited English proficiency, the process achieves a balance that ensures meaningful access to programs and services while not incurring undue burdens on resources of the organization.

The Lake~Sumter MPO will respond to requests for language assistance in the manner described in this plan, which includes:

- A mechanism to provide ongoing assessment of needs, programs, and activities of target audiences, along with the organization's capacity to meet these needs using the Limited English Proficiency Plan;
- Translation of vital written materials in languages other than English where there is a significant number or percentage of persons with limited English proficiency;
- Oral language assistance to Limited English Proficiency (LEP) persons for programs, where such assistance is requested and/or anticipated;
- Identified procedures and a designated representative from Lake~Sumter MPO responsible for implementing activities related to the Limited English Proficiency Plan;
- Notification of the availability of free language services to those persons in the target audience, through oral and written notice in the relevant primary language assistance activities; and
- Staff training on policies and procedures of the organization's language assistance activities.

## Who is an LEP Individual?

The Limited English Proficiency Plan applies to individuals who do not speak English as their primary language and who have a limited ability to read, speak, write, or understand English. As defined in the 2015 United States Census: American Community Survey, LEP refers to any individual who speaks a language at home other than English as their primary language, and who speak or understand English "not well" or "not at all." Individuals, who have a limited ability to read, write, speak, or understand English are LEP.

## LEP Limitations

This LEP Plan applies to individuals who do not speak English as their primary language and who have a limited ability to read, speak, write, or understand English. For example, the limitations of this plan do not extend to the following individuals:

- Hearing or visual impairments – Sign language interpretation and Braille text are accommodations provided under the Americans with Disabilities Act; and
- Illiteracy, generally – The inability to speak, read, or write English and conditions that may trigger language assistance under Title VI are distinguished with a key factor. A Limited English Proficiency (LEP) person cannot speak, read, or write English – but primarily speaks, reads, or writes in a language other than English.

## Administration of LEP Plan

The Limited English Proficiency Plan policy and procedures are considered throughout the transportation planning process. Administration of this plan is described in the sections below.

### Complaint Procedure

For persons included in a regularly encountered Limited English Proficiency (LEP) group, written notification of the opportunity to file a discrimination complaint in accordance with federal regulations shall be provided. For infrequently encountered groups, Limited English Proficiency persons may be advised orally of the opportunity to file a discrimination complaint pursuant to federal regulations. See **Appendix A** for complaint forms in both English and Spanish.

### Designated Staff Coordinator

Lake~Sumter MPO designates **Michael Woods**, Interim Executive Director, as the individual responsible for oversight and implementation of the Limited English Proficiency Plan. Responsibilities include coordinating and facilitating delivery of related services, staff training on the plan's policies and procedures, and ongoing monitoring and assessment of the plan's effectiveness. Michael Woods can be reached at (352) 315-0170 or [MWoods@LakeSumterMPO.com](mailto:MWoods@LakeSumterMPO.com).



### Definitions

**Limited English Proficiency (LEP)** – Refers to a person who is not fluent in the English language. The Lake~Sumter MPO has a LEP plan to ensure individuals with limited English skills can participate in the process.

**Recipient of Federal Financial Assistance** – Includes grants, training, use of equipment, donations of surplus property, and other assistance. Sub-recipients are also covered when federal funds are passed from one recipient to a sub-recipient.

**Vital Communication** – Any document or spoken work that contains information critical to benefits that are supported by federal funds or required by law. Guidance by the U.S. Department of Justice provides:

- A document will be considered vital if it contains information that is critical for obtaining the federal services and/or benefits, or is required by law. Vital documents include, for example: applications; consent and complaint forms; notices of rights and disciplinary action; and notices advising LEP persons of the availability of free language assistance.
- Vital documents must be translated when a significant number or percentage of the population eligible to be served, or likely to be directly affected by the program/activity, needs services or information in a language other than English to communicate effectively. For many larger documents, translation of vital information contained within the document will suffice and the documents need not be translated in their entirety.
- It may sometimes be difficult to draw a distinction between vital and non-vital documents, particularly when considering outreach or other documents designed to raise awareness of rights or services. Though meaningful access to a program requires an awareness of the program's existence, we recognize that it would be impossible, from a practical and cost-based perspective, to translate every piece of outreach material into every language. Title VI does not require this of recipients of federal financial assistance, and Executive Order 13166 does not require it of federal agencies. Nevertheless, because in some circumstances lack of awareness of the existence of a particular program may effectively deny LEP individuals meaningful access, it is important for federal agencies to continually survey/assess the needs of eligible service populations in order to determine whether certain critical outreach materials should be translated into other languages.

**Interpretation:** The act of listening to spoken words in one language (the source) and orally translating it into another language (the target).

**Translation:** The replacement of a written text from one language into an equivalent written text in another language.

# SELF-ASSESSMENT

As a recipient of federal funds the Lake~Sumter MPO must take reasonable steps to ensure meaningful access to the information and services it provides. As part of the MPO certification by the Federal Highway Administration (FHWA) and the Federal Transit Administration (FTA), the LEP Plan will be assessed and evaluated. Public transit is a key means of achieving mobility for many LEP persons. By providing language assistance to persons with limited English proficiency, the MPO will help to ensure that the services are safe, reliable, convenient and accessible. These efforts may attract riders who would otherwise be excluded from participating in the service because of language barriers.

LEP services can be provided in two ways: verbal interpretation and written translation of vital documents. There are four factors for consideration when deciding what reasonable steps should be taken to ensure access for LEP persons.

## Four Factor Analysis

In accordance with the Executive Order, the United States Department of Transportation (USDOT) issued policy guidance in the **Federal Register, Volume 70; Number 239 on Wednesday, December 14, 2005**, concerning recipient's responsibilities to Limited English Proficiency (LEP) persons. The USDOT guidance outlines four factors recipients should apply to the various kinds of contacts they have with the public to assess language needs and decide what reasonable steps they should take to ensure meaningful access for LEP persons.

### FOUR-FACTOR ANALYSIS



#### **Factor 1: Demographics**

The number and proportion of LEP persons eligible to be served and/or encountered



#### **Factor 2: Frequency of Contact**

Frequency with which LEP individuals come in contact with these programs, services or activities



#### **Factor 3: Importance of Program**

The nature and importance of the program, activity or service provided



#### **Factor 4: Resources**

The resources available and the overall cost to the MPO

The USDOT policy guidance gives recipients of federal funds substantial flexibility in determining what language assistance is appropriate based on a local assessment of the four factors listed above. The following is a self-assessment of need in Lake County and Sumter County in relation to the four factors and the transportation planning process. The four-factor analysis will allow the MPO to be in a better position to implement cost-effective language assistance measures and to target areas and resources appropriately. The results of this assessment for LEP programs and services are detailed in the following subsections.

## Factor 1: The Number and Proportion of LEP Persons Eligible to be served

The first step towards understanding the profile of individuals that could participate in the transportation planning process is a review of Census data. **Table 1** summarizes the LEP population by county and for the Lake~Sumter MPO planning area. Within the planning area, 3.83% of LEP residents over the age of five years old speak English “less than very well.”

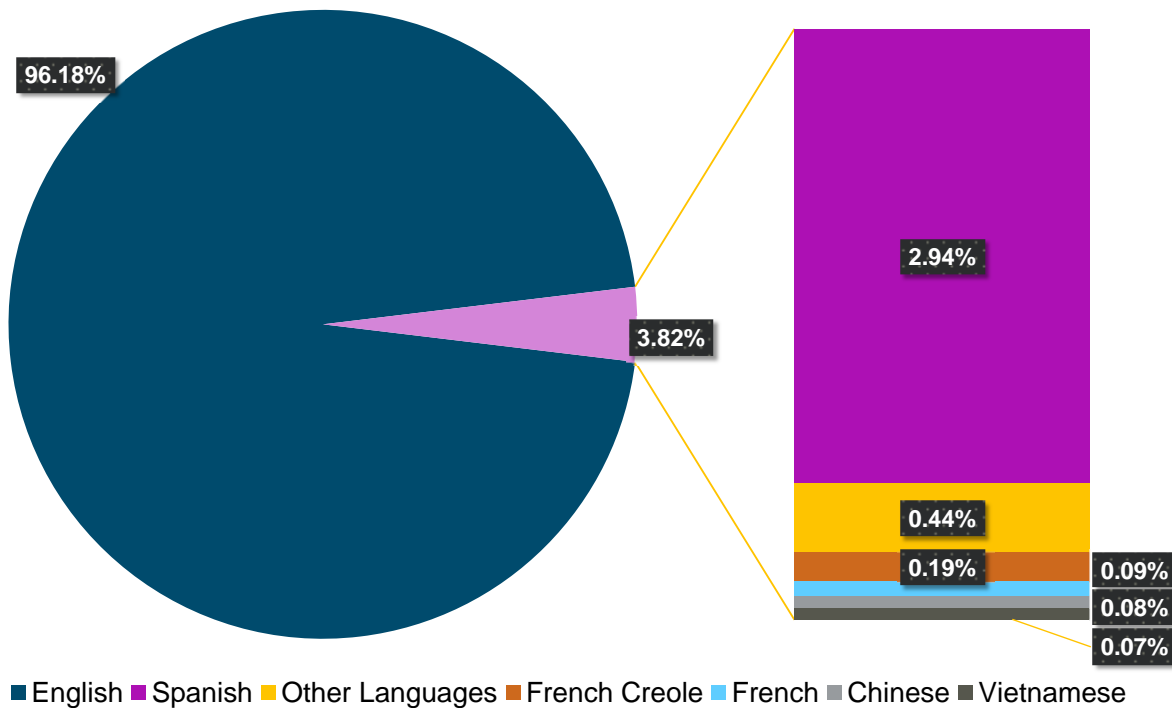
**Table 1 | Persons Speaking English “Less Than Very Well” (Age 5+)**

Lake County			Sumter County			Lake~Sumter MPO Planning Area		
Population	LEP Population	% of Total Population	Population	LEP Population	% of Total Population	Population	LEP Population	% of Total Population
294,600	12,746	4.33%	106,257	2,597	2.44%	400,857	15,343	3.82%

Source: US Census Bureau's American Community Survey, 2015.

Of the LEP persons within the Lake~Sumter MPO planning area, 3.33% speak Spanish at home in Lake County and 1.87% speak Spanish at home in Sumter County. Spanish is the most significant percentage of LEP persons. **Figure 1** depicts the overall summary of the Lake~Sumter MPO planning area. **Table 2** and **Table 3** provide a detailed summary of the number and percentage of LEP persons by language spoken for Lake and Sumter Counties while **Table 4** summarizes the information for the Lake~Sumter MPO Planning Area.

**Figure 1 | Summary of Languages Spoken at Home in Lake~Sumter MPO Planning Area**



Source: US Census Bureau's American Community Survey, 2015.



**Table 2 | Top Five Languages Spoken at Home in Lake County**

<i>Language Spoken</i>	<i>Number of LEP Persons</i>	<i>% of LEP Population</i>	<i>% of Lake County</i>
Spanish	9,813	76.99%	3.33%
French Creole	580	4.55%	0.20%
French	356	2.79%	0.12%
Chinese	325	2.55%	0.11%
Portuguese	268	2.10%	0.09%
Other Languages	1404	11.02%	0.48%
<b>Total</b>	<b>12,746</b>	<b>100%</b>	<b>4.33%</b>

**Table 3 | Top Five Languages Spoken at Home in Sumter County**

<i>Language Spoken</i>	<i>Number of LEP Persons</i>	<i>% of LEP Population</i>	<i>% of Sumter County</i>
Spanish	1,982	76.32%	1.87%
French Creole	184	7.09%	0.17%
German	139	5.35%	0.13%
Vietnamese	64	2.46%	0.06%
Italian	45	1.73%	0.04%
Other Languages	183	7.05%	0.17%
<b>Total</b>	<b>2,597</b>	<b>100%</b>	<b>2.44%</b>

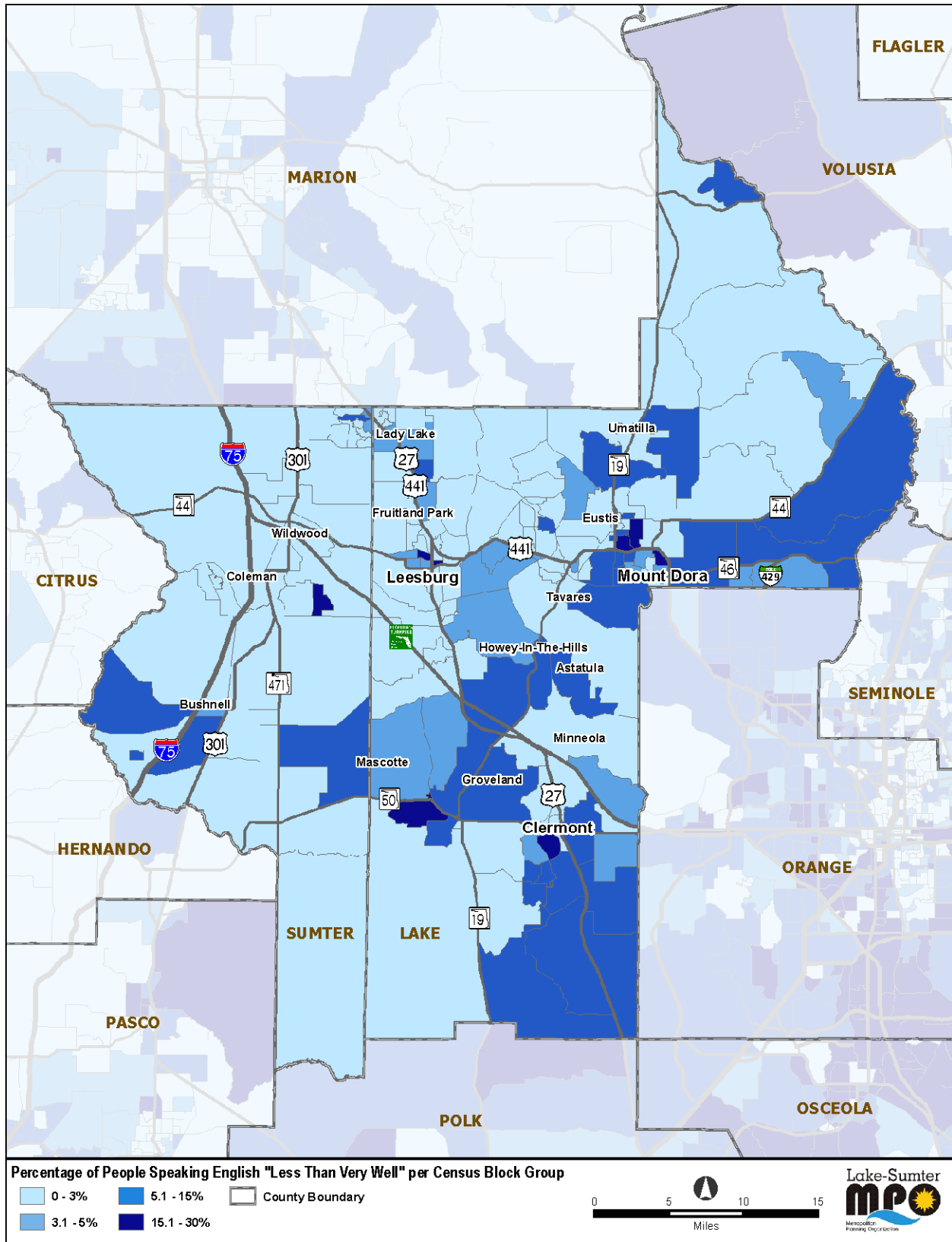
**Table 4 | Top Five Languages Spoken at Home in Lake~Sumter MPO Planning Area**

<i>Language Spoken</i>	<i>Number of LEP Persons</i>	<i>% of LEP Population</i>	<i>% of Lake~Sumter MPO Planning Area</i>
Spanish	11,795	76.88%	2.94%
French Creole	764	4.98%	0.19%
French	363	2.37%	0.09%
Chinese	337	2.20%	0.08%
Vietnamese	287	1.87%	0.07%
Other Languages	1,797	11.71%	0.44%
<b>Total</b>	<b>15,343</b>	<b>100%</b>	<b>3.82%</b>

Source: US Census Bureau's American Community Survey, 2015.

To demonstrate the geographic extent of the LEP populations in the region, **Figure 2** provides a visual representation. In addition to analyzing the Census data, the LSMPO consults with transit staff, community organizations, school systems, and state and local governments to better serve the LEP community.

Figure 2 | Limited English Proficiency (LEP) Populations



Source: US Census Bureau's American Community Survey, 2015.

## Factor 2: Frequency of Contact of LEP Persons

The results of the Census data indicate that Spanish is the most significant language spoken by the LEP population in the area served by the Lake~Sumter MPO. To date, no requests for language assistance services have been made by LEP individuals or groups to the LSMPO. The LSMPO has begun providing public notices and information flyers in both English and Spanish. The LSMPO has staff fluent in Spanish and are available for translation upon request at public meetings.

All advertisements for public meetings sponsored by the Lake~Sumter MPO will contain the following language: **“Persons who require special accommodations under the Americans with disabilities Act or persons who require translation services, which are provided at no cost, should contact LSMPO at (352)315-0170 or by email at mwoods@lakesumtermpo.com, at least three (3) business days prior to the event.”**

The LSMPO conducts regular board meetings, advisory committee meetings and public hearings throughout the year. Community outreach and the LSMPO’s website are the main sources of potential contact between the LSMPO and LEP persons.

**Table 5 | Contact Administered by Lake~Sumter MPO**

<i>Program / Activity</i>	<i>Frequency of Contact</i>	<i>Resources Available</i>
<b>Board Meetings</b>	Monthly	Bilingual employees, special assistance notice in newspaper, LEP-specific notice on all agendas, case-by-case response
<b>Committee Meetings</b>	Monthly	Bilingual employees, LEP-specific notice on all board agendas, case-by-case response
<b>Community Events</b>	Unpredictable	Bilingual employees, Spanish language brochures, Spanish language surveys, “I Speak” cards
<b>Website</b>	Unpredictable	Spanish language portal featuring important information and contact information, LEP plan, forms
<b>Public Hearings</b>	Annually	Bilingual employees, Spanish language brochures, Spanish language forms, notice in Spanish newspaper, “I Speak” cards

### Factor 3: The Nature and Importance of the Program Service or Activity

Metropolitan planning organizations receive federal funds to develop transportation plans for a designated urban area. The planning process is guided by federal and state law, including public involvement requirements to ensure diverse public outreach, notice, and opportunities for input.

All of the Lake~Sumter MPO programs are important; however, those related to safety, public transportation, right-of-way, the environment, nondiscrimination and public involvement are among the most important. The MPO must ensure that all segments of the population, including LEP persons, have been involved or have had the opportunity to be involved in the transportation planning process to be consistent with the goal of the Federal Environmental Justice Program and Policy. One area that has been focused on is the Transportation Disadvantaged Program. This program has been identified as a potential provider of important services for LEP persons.

The planning process does not include any direct service or program that requires vital, immediate or emergency assistance, such as medical treatment or services for basic needs (like food or shelter). Additionally, the LSMPO does not require documents, such as completed applications, for participation. However, when determining whether materials, information, and/or notification related to an action is “vital,” the absence of direct services or application requirements is not the only consideration.



#### U.S. Department of Justice:

...in some circumstances lack of awareness of the existence of a particular program may effectively deny LEP individuals meaningful access, it is important for federal agencies to continually survey/assess the needs of eligible service populations in order to determine whether certain critical outreach materials should be translated into other languages.

Language assistance involving notification of services, translation of public input forms and/or surveys related to a formal public hearings, and maintenance of the Spanish language portal on [www.LakeSumterMPO.com](http://www.LakeSumterMPO.com) have high priority. Other activities, such as community events, optional meetings, and specialized speakers' bureau programs have a lower priority if / when resources preclude the organization from executing all language assistance options.

### Factor 4: Resources Available

Given the size of the LEP population in the LSMPO area and current financial constraints, full language translations of plan documents is not considered warranted or cost feasible at this time. The LSMPO will continually evaluate its programs, services and activities to ensure that persons who may be LEP are always provided with meaningful access. The LSMPO will provide verbal and written translation if requested within a reasonable time and if within the available resources.

# LANGUAGE ASSISTANCE AND IMPLEMENTATION

This section of the LEP Plan provides the implementation process used to address appropriate language needs identified and described in the **Self Assessment** section.

## LEP Implementation Goals

1. Provide meaningful access to LSMPO programs and services for Limited English Proficiency (LEP) persons identified using the four-factor analysis presented in Self Assessment section of the Limited English Proficiency Plan;
2. Identify various resources, with or without associated costs, to ensure the organization can balance meaningful access to programs and services, while not incurring undue burdens on financial resources; and
3. Complete plan updates every three (3) years and staff reviews annually to ensure resources identified remain consistent with identified needs.

## Language Assistance and Translation / Interpretation Services

Engaging the LEP population within the LSMPO planning area is vital. The LSMPO implements language assistance through the following strategies and techniques:

- Staff involved with the public will provide the Census Bureau's "I Speak" language cards at workshop and public meetings sign-in table. Staff will be able to identify language needs in order to match them with available services. These cards will be made available at the MPO Office;
- The MPO will develop partnerships with local agencies, organizations, law enforcement, colleges/universities, local school districts and social service agencies to inform LEP individuals of MPO services and the availability of language assistance;
- The MPO will begin to accommodate the cost of translating programs by providing fact sheets, flyers and brochures;
- Initiate providing Executive Summaries of major programs, such as the Unified Planning Work Program, Transportation Improvement Program, Public Involvement Plan and Long Range Transportation Plan, and any other key document available in Spanish. To accommodate the cost, the MPO will provide these summaries in formats such as fact sheets, flyers, newsletters and brochures, capturing the significant points;
- Provide Spanish language outreach materials from other organizations including federal, state and local transportation agencies when possible;
- The MPO is looking into the Language Line Interpreter Services; and will implement in the future if it is considered a cost effective service to provide;
- The MPO has installed the Google Translate program <http://translate.google.com> on every page of the website. The use of this will allow users to view HTML content in other languages. It is understood this is not a perfect system but it will provide enough information for an LEP individual or group to make contact to the MPO for comments or questions;
- Efficient Transportation Decision Making (ETDM) allows for the identification of readily apparent effects and evaluation of the likelihood of potential sociocultural effects within a project area

during the early phases of the transportation planning process, prior to the project entering the FDOT Work Program;

- Conduct a survey of LEP persons by coordinating with local community organizations;
- Ensure public meetings have access by public transportation;
- Weigh the demand for language assistance against the MPO's financial resources;
- Will consider cost effective practices for providing language services;
- State in outreach documents that language services are available from the agency free of charge;
- Communicate through press releases, announcements at community meetings, website, signs and handouts; and
- The MPO currently has one staff member who is fluent in Spanish.

## Notifications

LSMPO will publicize the availability of Spanish interpreter services, free of charge, prior to board and committee meetings, workshops, and public hearings. Notification will be provided on the organization's website, within meeting notices, and on each agenda. When appropriate, additional notification will be provided using:

- Signage;
- Public outreach materials;
- Partner outreach materials;
- Via community-based organizations; and
- Local Spanish newspapers and publications.

The need for additional notification will be determined, in part, by the nature of the meeting or event and the degree in which such assistance is anticipated.

## Standard Notification Regarding Language Assistance

As previously noted, all advertisements for public meetings sponsored by the Lake~Sumter MPO will contain the following language: "Persons who require special accommodations under the Americans with disabilities Act or persons who require translation services, which are provided at no cost, should contact the Lake~Sumter MPO at (352)315-0170 or by email [mwoods@lakesumtermpo.com](mailto:mwoods@lakesumtermpo.com), at least three (3) business days prior to the event."

## Staff Training

The LSMPO will incorporate the LEP Plan into the Public Involvement Plan. Staff will be properly trained in LEP procedures so the LSMPO will be able to provide meaningful access to information and services for LEP individuals. Staff will assist in person as well as by telephone when requested.

## Providing Notice to LEP Persons

It is important to notify LEP persons of services available free of charge in a language the LEP persons would understand. The LSMPO will provide meeting notifications in English and Spanish where appropriate. The MPO will state in outreach documents that language services are available.

## Dissemination of the MPO Limited English Proficiency Plan

The MPO will post the LEP Plan on its website at: [www.lakesumtermpo.com](http://www.lakesumtermpo.com). Any person may obtain copies/translations of the plan upon request.

## Additional Resources

Serving as additional resources to staff, the following organizations will be called as needed based on individual circumstances:

- American Translators Association: [www.atanet.org](http://www.atanet.org)
- National Virtual Translation Center: [www.nvtc.gov](http://www.nvtc.gov)

## Monitoring and Updating the LEP Plan

At a minimum, the MPO will review and evaluate the plan annually to ensure compliance of federal laws and various nondiscrimination regulations. The MPO will make appropriate changes, as needed, to ensure effectiveness. For questions or concerns regarding the MPOs commitment to nondiscrimination or to request LEP services, contact Michael Woods, Title VI Specialist at (352) 315-0170 or by e-mail [MWoods@LakeSumterMPO.com](mailto:MWoods@LakeSumterMPO.com).

# APPENDIX A: TITLE VI COMPLAINT FORMS

Form available online or printed upon request.

**English Language Form:**



## Lake~Sumter MPO Title VI Complaint Form

Name	Daytime Phone (if available)	Evening Phone (if available)
Address (Street, P.O Box, Etc.)		City, State, Zip Code
Name of person(s) who discriminated against you, position (if known):		
Please describe the event, occasion, place, etc. where the discrimination took place:		
Date of alleged incident:		
Discrimination on the basis of (please check):		
<input type="checkbox"/> Race	<input type="checkbox"/> Retaliation	<input type="checkbox"/> Sex
<input type="checkbox"/> Color	<input type="checkbox"/> National Origin	<input type="checkbox"/> Age
<input type="checkbox"/> Familial Status	<input type="checkbox"/> Disability	<input type="checkbox"/> Religion
Please briefly explain the incident that triggered a Title VI violation, including the nature of the event, who was involved and any other details necessary for an investigation. (NOTE: You may use the other side of this paper and/or attach a separate document.)		
Signature	Date	

**Mail to:** Michael Woods, Lake~Sumter MPO, 225 W. Guava Street, Suite 211, Lady Lake, FL 32159

**Email:** [mwoods@lakesumtermpo.com](mailto:mwoods@lakesumtermpo.com)

**Fax:** (352)315-0993



Form available online or printed upon request.



# Lake~Sumter MPO

## Título VI Forma de Reclamo

Nombre de la persona discriminada		Número de teléfono diurno (si disponible)	Número de teléfono nocturno (si disponible)
Dirección de residencia (número y calle, número de departamento)		Ciudad, estado, y código postal de residencia	
Nombre de la persona que discriminó contra usted, y la posición de trabajo (si conocido):			
Describa por favor el acontecimiento, la ocasión, el lugar, etc. donde la discriminación sucedió:			
Fecha del incidente discriminatorio:			
Discrimination on the basis of (please check):			
<input type="checkbox"/> Raza	<input type="checkbox"/> Retaliación	<input type="checkbox"/> Sexo	<input type="checkbox"/> Estado Civil
<input type="checkbox"/> Color de Piel	<input type="checkbox"/> Nacionalidad	<input type="checkbox"/> Edad	<input type="checkbox"/> Impedimento Físico o Mental
Por favor explique brevemente el incidente que provocó una infracción de Título VI, incluyendo quienes participaron y cualquier otros detalles necesarios para una investigación. (Puede utilizar el otro lado de este papel y/o conectar un documento adicional.)			
Firma		Fecha	

Envíe por correo a: Michael Woods, Lake~Sumter MPO, 225 W. Guava Street, Suite 211, Lady Lake, FL 32159

Correo Electrónico: [mwoods@lakesumtermpo.com](mailto:mwoods@lakesumtermpo.com)

Fax: (352)315-0993

## APPENDIX B: "I SPEAK" LANGUAGE IDENTIFICATION CARD

<input type="checkbox"/> <p>ضع علامة في هذا المربع إذا كنت تقرأ أو تتحدث العربية.</p>	1. Arabic
<input type="checkbox"/> <p>Խոսողու՞մ եմք հնչու՞մ կատարե՞ք այս քառակուսու՞մ, եթե խոսու՞մ կամ կարդո՞ւմ եք հայերեն:</p>	2. Armenian
<input type="checkbox"/> <p>যদি আপনি বাংলা পড়েন বা বলেন তা হলে এই বাক্সে দাগ দিন।</p>	3. Bengali
<input type="checkbox"/> <p>ឈ្មួញបញ្ជាក់ក្នុងប្រអប់នេះ បើអ្នកអាន ឬនិយាយភាសា ខ្មែរ ។</p>	4. Cambodian
<input type="checkbox"/> <p>Motka i kahhon ya yangin ûntûngnu' manaitai pat ûntûngnu' kumentos Chamorro.</p>	5. Chamorro
<input type="checkbox"/> <p>如果你能读中文或讲中文，请选择此框。</p>	6. Simplified Chinese
<input type="checkbox"/> <p>如果你能讀中文或講中文，請選擇此框。</p>	7. Traditional Chinese
<input type="checkbox"/> <p>Označite ovaj kvadratić ako čitate ili govorite hrvatski jezik.</p>	8. Croatian
<input type="checkbox"/> <p>Zaškrtněte tuto kolonku, pokud čtete a hovoříte česky.</p>	9. Czech
<input type="checkbox"/> <p>Kruis dit vakje aan als u Nederlands kunt lezen of spreken.</p>	10. Dutch
<input type="checkbox"/> <p>Mark this box if you read or speak English.</p>	11. English
<input type="checkbox"/> <p>اگر خواندن و نوشتن فارسی بلد هستید، این مربع را علامت بزنید.</p>	12. Farsi

<input type="checkbox"/>	Cocher ici si vous lisez ou parlez le français.	13. French
<input type="checkbox"/>	Kreuzen Sie dieses Kästchen an, wenn Sie Deutsch lesen oder sprechen.	14. German
<input type="checkbox"/>	Σημειώστε αυτό το πλαίσιο αν διαβάζετε ή μιλάτε Ελληνικά.	15. Greek
<input type="checkbox"/>	Make kazye sa a si ou li oswa ou pale kreyòl ayisyen.	16. Haitian Creole
<input type="checkbox"/>	अगर आप हिन्दी बोलते या पढ़ सकते हैं तो इस बक्स पर चिह्न लगाएँ।	17. Hindi
<input type="checkbox"/>	Kos lub voj no yog koj paub twm thiab hais lus Hmoob.	18. Hmong
<input type="checkbox"/>	Jelölje meg ezt a kockát, ha megérta vagy beszéli a magyar nyelvet.	19. Hungarian
<input type="checkbox"/>	Markaam daytoy nga kahon no makabasa wenno makasaoka iti Ilocano.	20. Ilocano
<input type="checkbox"/>	Marchi questa casella se legge o parla italiano.	21. Italian
<input type="checkbox"/>	日本語を讀んだり、話せる場合はここに印を付けてください。	22. Japanese
<input type="checkbox"/>	한국어를 읽거나 말할 수 있으면 이 칸에 표시하십시오.	23. Korean
<input type="checkbox"/>	ໃຫ້ໝາຍໃສ່ຊ່ອງນີ້ ຖ້າທ່ານອ່ານຫຼືປາກພາສາລາວ.	24. Laotian
<input type="checkbox"/>	Prosimy o zaznaczenie tego kwadratu, jeżeli posługuje się Pan/Pani językiem polskim.	25. Polish

<input type="checkbox"/>	Assinale este quadrado se você lê ou fala português.	26. Portuguese
<input type="checkbox"/>	Însemnați această casuță dacă citiți sau vorbiți românește.	27. Romanian
<input type="checkbox"/>	Пометьте этот квадратик, если вы читаете или говорите по-русски.	28. Russian
<input type="checkbox"/>	Обележите овај квадратикћ уколико читате или говорите српски језик.	29. Serbian
<input type="checkbox"/>	Označte tento štvorček, ak viete čítať alebo hovoriť po slovensky.	30. Slovak
<input type="checkbox"/>	Marque esta casilla si lee o habla español.	31. Spanish
<input type="checkbox"/>	Markahan itong kuwadrado kung kayo ay marunong magbasa o magsalita ng Tagalog.	32. Tagalog
<input type="checkbox"/>	ให้กาเครื่องหมายลงในช่องดำท่านอ่านหรือพูดภาษาไทย.	33. Thai
<input type="checkbox"/>	Maaka 'i he puha ni kapau 'oku ke lau pe lea fakatonga.	34. Tongan
<input type="checkbox"/>	Відмітьте цю клітинку, якщо ви читаете або говорите українською мовою.	35. Ukrainian
<input type="checkbox"/>	اگر آپ اردو پڑھتے یا بولتے ہیں تو اس خانے میں نشان لگائیں۔	36. Urdu
<input type="checkbox"/>	Xin đánh dấu vào ô này nếu quý vị biết đọc và nói được Việt Ngữ.	37. Vietnamese
<input type="checkbox"/>	באצייכנט דעם קעסטל אויב איר לייענט אדער רעדט אידיש.	38. Yiddish