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## Limited English Proficiency, June 11, 2009

Maine Department of Transportation

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## LIMITED ENGLISH PROFICIENCY

Compliance with Title VI includes Limited English Proficient (LEP) persons. Language barriers prohibit people who are LEP from obtaining services and information relating to transportation services and programs. Because people who are LEP are not able to read instructions or correspondence written in English and may not understand verbal information, they often are not aware of regulatory requirements and legal implications of the services they seek.

It is essential that MaineDOT personnel, transportation providers, professionals, and other sub-recipients of federal funds become informed about their diverse clientele from a linguistic, cultural and social perspective. These individuals should become culturally competent so they can encourage vulnerable LEP minority populations to access and receive appropriate transportation services with more knowledge and confidence.

U.S. DOT guidelines require that recipients of federal financial assistance provide “meaningful access to programs and activities” by giving LEP persons adequate and understandable information and allowing them to participate in programs and activities, where appropriate. The Department will take “reasonable steps” to remove barriers for LEP individuals.

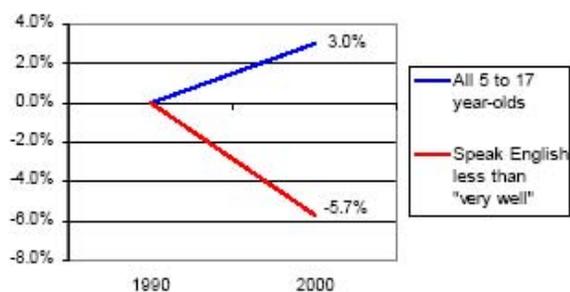
In order to provide meaningful access to programs and facilities, the Department must identify and understand how to reach the LEP population areas in Maine. The following U.S. Census 2002 tables summarize Maine’s LEP data. These charts should be used by the project managers, planners, municipalities, and consultants to aid in identifying LEP areas near projects or transit systems. Once identified, the parties organizing public involvement and information should make every reasonable effort to ensure the LEP populations have timely and inclusive access to the information and processes through any of the methods that have worked in Maine in the past or any of the methods suggested in the US DOT Federal Highway Administration Guide entitled *“How to Engage Low-Literacy and Limited English Proficiency Populations in Transportation Decision making”*. The document can be found electronically at the following web address:  
<http://www.fhwa.dot.gov/hep/lowlim/index.htm> .

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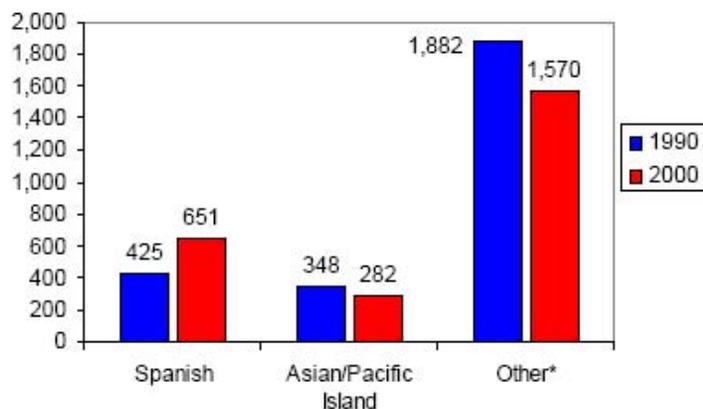
## CENSUS DATA

### OFFICE OF ENGLISH LANGUAGE ACQUISITION, LANGUAGE ENHANCEMENT, and ACADEMIC ACHIEVEMENT for LIMITED ENGLISH PROFICIENT STUDENTS

School-Age Population	1990	2000	Percentage of Growth
All 5 to 17 year-olds	223,494	230,219	3.0%
5 to 17 year-olds who speak another language and do not speak English "very well"	2,655	2,503	-5.7%



Language Groups Represented by 5-17 year-olds who speak English less than "very well"



\*The 1990 Census only had 3 language groups; data from 2000 census categories of "other Indo-European" and "other" have been combined for data analysis purposes.

Sources: 2000 Census: Summary File 3, Table P19. Age by Language Spoken at Home by Ability to Speak English for the Population 5 Years and Over [07]; 1990 Census: Summary Tape File 3, Table P028. Age by Language Spoken at Home and Ability to Speak English.

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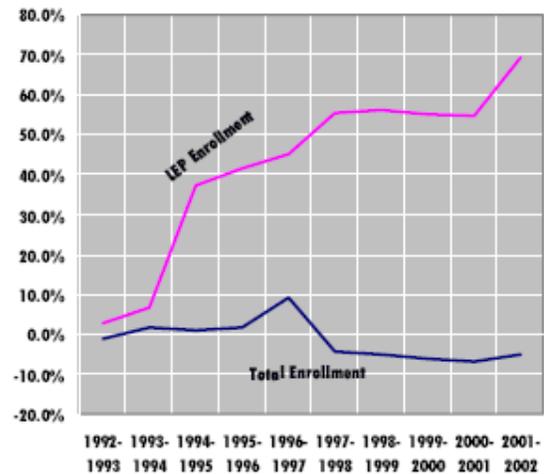


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## RATE OF LEP GROWTH

	Total Enrollment	Growth from 91-92	LEP Enrollment	Growth from 91-92
1991-1992	222,641		1,770	
1992-1993	220,346	-1.0%	1,820	2.8%
1993-1994	226,665	1.8%	1,886	6.6%
1994-1995	224,567	0.9%	2,430	37.3%
1995-1996	226,393	1.7%	2,505	41.5%
1996-1997	242,993	9.1%	2,570	45.2%
1997-1998	212,579	-4.5%	2,752	55.5%
1998-1999	211,699	-4.9%	2767	56.3%
1999-2000	209,253	-6.0%	2,748	55.3%
2000-2001	207,037	-7.0%	2,737	54.6%
2001-2002	211,461	-5.0%	3,000	69.5%



Sources: U.S. Department of Education's Survey of the States' Limited English Proficient Students and Available Educational Programs and Services, 1991-1992 through 2000-2001; National Center for Educational Statistics Core of Common Data, 1998-1999 through 2001-2002; FY 2002 Consolidated State Applications for State Grants under Title IX, Part C, § 9302 of the Elementary and Secondary Act (P.L. 107-110).



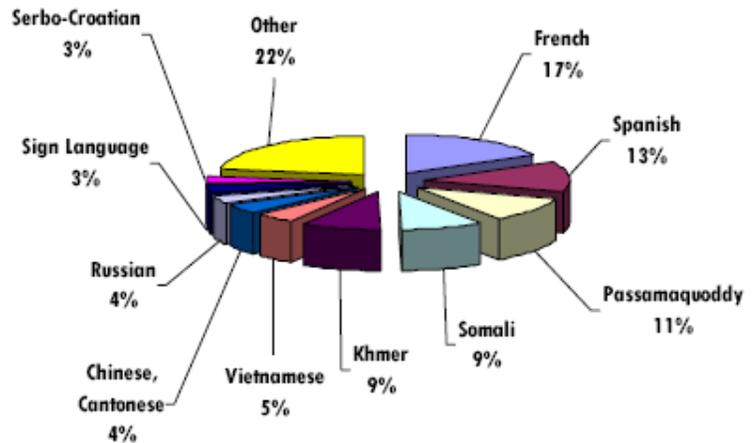
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OFFICE OF ENGLISH LANGUAGE ACQUISITION, LANGUAGE ENHANCEMENT, and ACADEMIC ACHIEVEMENT for LIMITED ENGLISH PROFICIENT STUDENTS

## MOST COMMONLY SPOKEN LANGUAGES

Language	Number of LEPs
French	460
Spanish	354
Passamaquoddy	294
Somali	253
Khmer	244
Vietnamese	124
Chinese, Cantonese	110
Russian	102
Sign Language	94
Serbo-Croatian	78
Other Languages	624
Total LEP Enrollment Reporting Languages	2,737



Source: U.S. Department of Education's Survey of the States' Limited English Proficient Students and Available Educational Programs and Services, 2000-2001.

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LEP individuals riding on Transit in minority service areas will have access to bus schedules published in languages other than English, including, but not limited to Spanish, French, and Somali, depending upon the needs of the transit area.

Public notices and other public information or resources shall be printed in languages other than English where a concentration of LEP individuals requires the need for translation. Generally, this is when more than 2% of a census area speaks the primarily same language other than English. Maine currently has no such areas. However, transit routes in Portland do have some information printed in other languages.

The decision to engage in an LEP outreach plan should be determined on a case by case basis at the program level. Any LEP individual directly impacted or benefiting from MaineDOT programs should be offered translation proactively as a rule. For 2009 we will require transit providers to hire a translation service to be available for transit users. The service should be similar to the AT&T Language Line service and available on all busses.

<http://www.languageline.com/>

All programs and services shall make use of the U.S. Census "I Speak" Language identification flash card to identify a language that a LEP individual can understand, then refer to the Bureau of Developmental Services for a translator at public gatherings or negotiations as needed. The **United States Census 2000 Language Identification Flashcard** is available by contacting the Civil Rights Office or any Title VI liaison. The Flashcards can be found on the web via the following link: [http://www.aafp.org/PreBuilt/census2000\\_ispeakcards.pdf](http://www.aafp.org/PreBuilt/census2000_ispeakcards.pdf)

A list of language interpreters is available by contacting the Title VI/EJ Specialist or through the **State of Maine Bureau of Developmental Services** website:

<http://www.state.me.us/dhhs/bds/mhservices/MulticulturalResource/InterpreterServices.html>

Other reasonable steps will depend on:

- o The number and proportion of LEP persons potentially served by the recipient's programs or activities and the variety of languages spoken in the recipient's service area.
- o The frequency with which LEP individuals are affected by the program or activity.
- o The importance of the effect of the recipient's program on LEP individuals.
- o The resources available to the recipient and the urgency of the situation.
- o The level of services provided to fully English proficient people.
- o Whether LEP persons are being excluded from services or provided a lower level of services.
- o Whether the recipient has adequate justification for restrictions, if any, on special language services or on speaking languages other than English.

Specific guidance by DOT programs:

**Planning Process:** Follow all guidelines above. Make use of the US DOT Guide.

**Public Meetings:** Outreach ahead of time, find out how to communicate with affected area. Make use of the US DOT Guide. Bring "I Speak" cards.

**Property Acquisition:** Bring "I Speak" cards. Arrange for translators.

**Construction:** Have "I Speak" cards on hand. Arrange for translators.

**Transit Programs:** Use "I Speak" cards as a polling tool. Become familiar with languages used on the routes. Consider publishing in most predominant languages other than English. Obtain translation phone service. For public process and planning refer to US DOT Guide.

**Other Services or any questions:** Contact the Civil Rights Office for Assistance.

