



# SUATS

Sumter Area Transportation Study

*Metropolitan Planning Organization*

# Limited English Proficiency Plan

Concerning the Needs of  
Individuals with Limited English  
Language Skills



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## INTRODUCTION

Federal law requires all metropolitan areas with populations greater than 50,000 people to designate a Metropolitan Planning Organization (MPO) to develop transportation plans for that region. For the Sumter Metropolitan Area, the Sumter Area Transportation Study (SUATS) has been designated to fulfill this function.

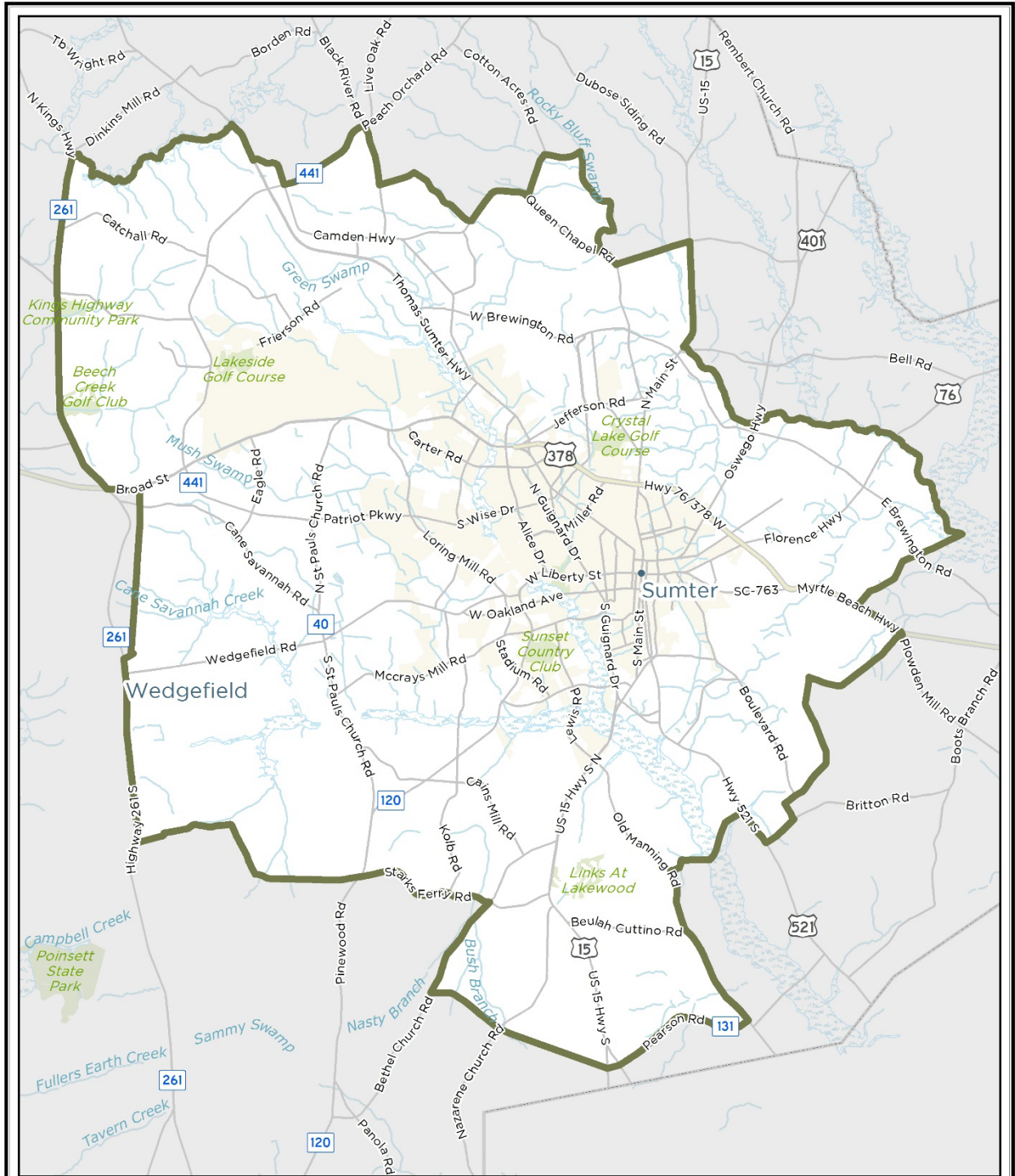
The Limited English Proficiency (LEP) Plan is a resource developed to serve as a guide for SUATS in addressing responsibilities as a recipient of federal financial assistance from the U.S. Department of Transportation concerning the needs of individuals with limited English language abilities. This plan was prepared in accordance with Title VI of the Civil Rights Act of 1964, 42 U.S.C. 2000d, et seq., and its implementing principles, which state that no person shall be subjected to discrimination on the basis of race, color, or national origin under any DOT-assisted program or activity because of challenges communicating in English.

According to data providing by the 2013-2017 American Community Survey 5 Year Estimates, there are 100,062 people over the age of 5 in the SUATS area. Of that number, 94,441 speak only English 5,621, or 5.6%, speak a language other than English. Spanish is the most common language other than English spoken by individuals in the region. 3.4% of the 5 and older population speak Spanish, 1.2% speak other Indo-European languages, 0.9% speak Asian and Pacific Island languages, and 0.2% speak other languages not listed.

To accomplish this process for the Sumter Metropolitan Area in South Carolina, an agreement was made in 1966 between the City of Sumter, Sumter County and the South Carolina Department of Transportation (then called the South Carolina Department of Highways and Public Transportation) that established the Sumter Area Transportation Study (SUATS). With this agreement, Sumter became the 5<sup>th</sup> MPO in South Carolina. The purpose of SUATS is to establish and maintain a continuing, comprehensive, and cooperative transportation planning process. This process promotes the development of a safe, effective, efficient and environmentally sensitive multimodal transportation system for moving people and goods.

The SUATS “study area” is a 200 square mile area in the center of Sumter County, South Carolina. This study area represents a 20-year growth projection of the urban area as defined by the 2010 U.S. Census.

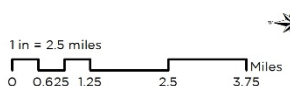
The day-to-day functions and responsibilities of administering the SUATS MPO are carried out by the staff of the Sumter City-County Planning Department.



**DISCLAIMER:**  
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**SUATS MPO Area**



## BASIS OF AUTHORITY

Discrimination against a person because of their inadequate ability to speak the English language is a form of national origin discrimination, which is prohibited by Title VI of the Civil Rights Act of 1964. Executive Order 13166 “Improving Access to Services for Persons with Limited English Proficiency,” reprinted at 65 FR 50121 (August 16, 2000), directs each Federal agency that is subject to the requirements of Title VI to publish guidance for its respective recipients clarifying that obligation to ensure discrimination does not occur.

Executive Order 13166 further directs that all such guidance documents be consistent with the compliance standards and framework detailed in the Department of Justice's (DOJ) Policy Guidance entitled “Enforcement of Title VI of the Civil Rights Act of 1964--National Origin Discrimination Against Persons with Limited English Proficiency.” (See 65 FR 50123, August 16, 2000 DOJ's General LEP Guidance).

## PLAN SUMMARY

The Sumter Area Transportation Study (SUATS) has developed a Limited English Proficiency Plan to help identify realistic steps to ensure SUATS is appropriately providing language assistance for persons seeking meaningful access to SUATS services and programs as required by Executive Order 13166.

This plan outlines procedures on how to identify a person who may need language assistance, the ways in which assistance may be provided to those individuals, the required training for staff, and how to ensure LEP persons are aware assistance is available.

In developing the LEP plan, SUATS undertook the U.S. Department of Transportation four-factor LEP analysis which considers the following:

- 1) The number of LEP persons in the SUATS service area who might potentially be served or encounter a SUATS service or program;
- 2) The frequency of LEP individuals in contact with SUATS services and programs;
- 3) The importance of a program, activity or service provided by SUATS to the LEP populations; and
- 4) The resources available to the SUATS and costs to provide LEP assistance.

A brief description of these considerations is provided in the “Four Factor Analysis” contained in the following section.



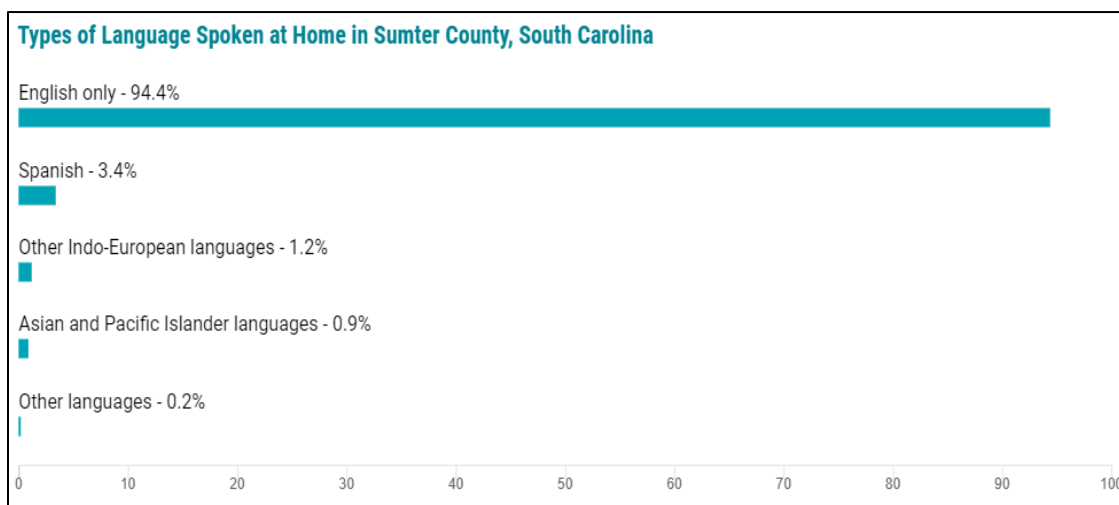
# FOUR FACTOR ANALYSIS

## 1. The number of LEP persons potentially being served in the SUATS region.

The 2013-2017 U.S. Census American Community Survey (ACS) 5 Year Estimates were used in determining the LEP populations in the SUATS area. Below are the number of LEP persons in Sumter County who might request or use services provided by SUATS.

According to the ACS, there are 100,062 people in Sumter County 5 years of age and older. Of those, 94,441 speak only English and 5,621, or 5.6%, speak a language other than English at home. Spanish is the most common language other than English spoken by individuals in Sumter County. 3.4% of the 5 and older population speak Spanish, 1.2% speak other Indo-European languages, 0.9% speak Asian and Pacific Island languages, and 0.2% speak other languages not listed.<sup>1</sup>

98.6% of the population over 5 years can speak English “Very well” while the other 1.4% reported that they spoke English “Less than very well”. Of the population in Sumter County that speak a language other than English at home (5,621 individuals over age 5), approximately 1,433, or 25.5%, are classified as speaking English less than “very well”. Individuals who have identified themselves as speaking English less than “very well” are considered to be limited English proficient based on their limited ability to read, write, speak or understand English<sup>2</sup>



Source: US Census American Community Survey, 5-Year Estimate (2013-2017), Table S-1601

## 2. The frequency with which LEP individuals come in contact with a SUATS program, activity or service.

SUATS has assessed the frequency in which staff has, or could have, contact with LEP persons. There has been little to no contact with LEP individuals requesting language assistance from SUATS.

<sup>1</sup> US Census American Community Survey 5-Year Estimate (2013-2017), Table S1601

<sup>2</sup> US Census American Community Survey 5-Year Estimate (2013-2017), Table S1601

At present, SUATS has no documented evidence or history of any request for assistance related to the application/interview process. No determination can be made as to why this is the case; however, additional efforts will be made to ensure that customers are aware that language services can be made available.

**3. The nature and importance of the program, activity, or service provided by SUATS to the LEP community.**

The SUATS scope of programs include an array of transportation planning and project development services.

SUATS will continue to monitor and communicate with organizations across Sumter County who serve LEP populations to best serve the LEP populations within the SUATS region.

**4. Available resources and overall costs to SUATS.**

The primary resource for LEP assistance are a bi-lingual (Spanish) employees at the City of Sumter, which is one of two jurisdictions, along with Sumter County, which comprise SUATS. These employees is available during regular business hours and is capable of handling ad hoc requests for “Spanish-English” translation assistance. At present, cost has not been a deterrent or imposition to the agency’s ability to provide LEP services to customers. Community resources are available to provide interpretation and translation services at little or no cost to SUATS through local Colleges and Universities and online translation programs.

## LANGUAGE ASSISTANCE MEASURES

**A. Identifying LEP Individuals Who Need Language Assistance:**

Staff at SUATS will use language identification cards when first encountering an LEP individual. These cards, developed by the U.S. Census Bureau, have the phrase “Mark this box if you read or speak [name of language]” translated into 38 different languages. It was developed by the Census Bureau and is used by government and non-government agencies to identify the primary language of LEP individuals during face to face contacts.

SUATS will monitor the language needs of LEP individuals within the SUATS region by conducting the following actions:

- Monitor languages and English proficiency levels encountered by staff.
- For languages other than Spanish, staff will attempt to identify the LEP person’s preferred language using the “I Speak” Identification cards. (Appendix A)
- Continue to use the most recent available data from the U.S. Census, state, and local demographic data

**B. Type of Language Services Available**

The type of language services available by the department include:

- Bilingual staff

- Translation services under contract with professional translators/ interpreters, as needed
- Staff will attempt to identify the LEP person's preferred by using the U.S. Census "*I.Speak*" Identification cards to identify languages. (Appendix A)

### **C. SUATS Staff Engagement with LEP Individuals**

The Title VI Officer for SUATS will be informed of all requests for language services by an LEP individual to ensure proper documentation and procedures are followed. The Title VI Officer will obtain the date and time of engagement, name of individual requesting assistance, language (if it can be determined), nature of inquiry and disposition.

### **D. SUATS Staff Training and Awareness**

SUATS will take steps to insure staff has appropriate training and resources available to assist LEP individuals.

These steps include:

- Provide staff with information on the LEP Plan and responsibilities
- Provide staff with information on language assistance services available
- Provide staff with information on use of "I speak" cards
- Train staff on how to document language assistance requests
- Inform staff of the designation of the organization's Title VI Officer
- Inform staff of the identity of bilingual staff capable of providing interpretation support and in what languages

#### **Contractors/Consultants:**

All contractors or subcontractors performing work for SUATS will be required to follow LEP Plan guidelines.

### **E. Monitoring and Updating the LEP Plan**

This plan is designed to be easily updated upon major changes in the concentration of LEP individuals in the SUATS region based on updated Census data. Major changes will likely not occur until after the next decennial Census in 2020.

SUATS will monitor language data for the region and evaluate major changes in the number of LEP individuals using 5-year ACS estimate data. SUATS will also monitor the frequency of departmental encounters with LEP Individuals. If significant changes are noted in the concentrations of LEP individuals, or if there is a major increase in encounters with LEP individuals, an update to the LEP Plan will be considered.

Updates will consider the following data:

- Number of documented LEP persons encountered annually;
- How needs of LEP persons have been addressed;
- Current LEP population within the SUATS region;

- Change in need for translation services;
- Evaluation of whether local language assistance programs have been effective and sufficient to meet the need;
- Determination as to whether existing financial resources are sufficient to fund language assistance when needed;
- Determination as to whether SUATS fully complies with the goals of the LEP Plan;

**F. Where to find the SUATS Limited English Proficiency Plan**

The SUATS LEP Plan is available on the SUATS website at [www.cityofsumtersc.gov/planning/suats](http://www.cityofsumtersc.gov/planning/suats). Any person or agency may access and download the LEP Plan from the website. Copies of the LEP Plan will be provided upon request. LEP individuals may request copies of the Plan in translation which SUATS will provide, if feasible. Any questions or comments regarding this plan should be directed to the SUATS Title VI Officer.

# APPENDIX A

## US Census “I Speak” Cards

2004 Census Test	United States Census 2010
LANGUAGE IDENTIFICATION FLASHCARD	
<input type="checkbox"/> <p style="text-align: center;">ضع علامة في هذا المربع إذا كنت تقرأ أو تتحدث العربية.</p>	1. Arabic
<input type="checkbox"/> <p style="text-align: center;">Խոսողում ենք նշում կատարելք այս քառակուսում, եթե խոսում կամ կարդում եք հայերեն:</p>	2. Armenian
<input type="checkbox"/> <p style="text-align: center;">যদি আপনি বাংলা পড়েন বা বলেন তা হলে এই বাক্সে দাগ দিন।</p>	3. Bengali
<input type="checkbox"/> <p style="text-align: center;">លុយមញ្ញាក់ក្នុងប្រអប់នេះ បើអ្នកអាន ឬនិយាយភាសាខ្មែរ ។</p>	4. Cambodian
<input type="checkbox"/> <p style="text-align: center;">Motka i kabhon ya yangin ûntûngnu' manaitai pat ûntûngnu' kumentos Chamorro.</p>	5. Chamorro
<input type="checkbox"/> <p style="text-align: center;">如果你能读中文或讲中文，请选择此框。</p>	6. Simplified Chinese
<input type="checkbox"/> <p style="text-align: center;">如果你能讀中文或講中文，請選擇此框。</p>	7. Traditional Chinese
<input type="checkbox"/> <p style="text-align: center;">Označite ovaj kvadratić ako čitate ili govorite hrvatski jezik.</p>	8. Croatian
<input type="checkbox"/> <p style="text-align: center;">Zaškrtněte tuto kolonku, pokud čtete a hovoříte česky.</p>	9. Czech
<input type="checkbox"/> <p style="text-align: center;">Kruis dit vakje aan als u Nederlands kunt lezen of spreken.</p>	10. Dutch
<input type="checkbox"/> <p style="text-align: center;">Mark this box if you read or speak English.</p>	11. English
<input type="checkbox"/> <p style="text-align: center;">اگر خواندن و نوشتن فارسی بلد هستید، این مربع را علامت بزنید.</p>	12. Farsi

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<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 kazyè 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 megérti 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"/>	日本語を読んだり、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"/>	ໄຕ້ຫຼາຍໄລ່ເຊ່ອງນີ້ ຖ້າທ່ານສາມາດຮູ້ຫລືເວົ້າພາສາລາວ.	24. Laotian
<input type="checkbox"/>	Prosimy o zaznaczenie tego kwadratu, jeżeli posługuje się Pan/Pani językiem polskim.	25. Polish

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<input type="checkbox"/>	Assinale este quadrado se você lê ou fala português.	26. Portuguese
<input type="checkbox"/>	Însemnați această căsuță 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 квадратик 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"/>	ทำเครื่องหมายในช่องนี้ถ้าคุณอ่านหรือพูดภาษาไทย.	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

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## APPENDIX B

### 2013-2017 ACS Survey Tables – Language Spoken<sup>3</sup>

**Table 1-1: English Spoken in Populations over 5 – South Carolina**

#### *South Carolina*

	Total		Speak English only or speak English "very well"		Speak English less than "very well"	
	#	%	#	%	#	%
<i>Population 5-years and over</i>	4,603,480	-	4,475,669	97.2%	127,811	2.8%
<i>Speak only English</i>	4,283,646	93.1%	-	-	-	-
<i>Speak a language other than English</i>	319,834	6.9%	192,023	60.0%	127,811	40.0%

**Table 1-2: Languages Spoken other than English – South Carolina**

#### *South Carolina*

	Total		Speak English only or speak English "very well"		Speak English less than "very well"	
	#	%	#	%	#	%
<i>Spanish</i>	205,469	4.5%	115,158	56.0%	90,311	44.0%
<i>Other Indo-European languages</i>	59,822	1.3%	44,787	74.9%	15,035	25.1%
<i>Asian and Pacific Island languages</i>	42,471	0.9%	23,316	54.9%	19,155	45.1%
<i>Other languages</i>	12,072	0.3%	8,762	72.6%	3,310	27.4%

<sup>3</sup> US Census American Community Survey 5-Year Estimate (2013-2017), Table S1601



**Table 2-1: English Spoken in Populations over 5 – Sumter County**

*Sumter County*

	Total		Speak English only or speak English "very well"		Speak English less than "very well"	
	#	%	#	%	#	%
<i>Population 5-years and over</i>	100,062	-	98,629	98.6%	1,433	1.4%
<i>Speak only English</i>	94,441	94.4%	-	-	-	-
<i>Speak a language other than English</i>	5,621	5.6%	4,188	74.5%	1,433	25.5%

**Table 2-2: Languages Spoken other than English – Sumter County**

*Sumter County*

	Total		Speak English only or speak English "very well"		Speak English less than "very well"	
	#	%	#	%	#	%
<i>Spanish</i>	3,407	3.4%	2,537	74.5	870	25.5%
<i>Other Indo-European languages</i>	1,151	1.2%	994	86.4	157	13.6%
<i>Asian and Pacific Island languages</i>	862	0.9%	507	58.8	355	41.2%
<i>Other languages</i>	201	0.2%	150	74.6	51	25.4%

**Questions regarding SUATS, the LEP Plan,  
and any associated projects may be directed to:**

**SUATS MPO  
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