



# ALABAMA DEPARTMENT OF TRANSPORTATION

## Local Transportation Bureau

1409 Coliseum Blvd., Montgomery, Alabama 36110-2060  
Phone: (334) 242-6207 FAX: (334) 353-6550  
Internet: <http://www.dot.state.al.us>



*Kay Ivey*  
Governor

*John R. Cooper*  
Transportation Director

March 3, 2023

Mr. Marc Williams, Executive Director  
The Learning Tree, Inc.  
P.O. Box 780639  
Tallahassee, AL 36078

Subject: Title VI Program.

Dear Mr. Williams:

The Alabama Department of Transportation (ALDOT) has completed its review of your agency's Title VI Program. The Program meets ALDOT requirements and is hereby approved.

If you have any questions, please contact Wiley Brooks at (334) 242-6767.

Sincerely,

Bradley B. Lindsey, P.E.  
State Local Transportation Engineer

BBL:RRS:wb  
cc: Agency Files

# **THE LEARNING TREE**

## **TITLE VI PROGRAM**

**July 1, 2022**

**POST OFFICE BOX 780639**

**Tallasse, AL 36078**

**334-252-0025**

**[www.learning-tree.org](http://www.learning-tree.org)**

This document was prepared in accordance with the FTA Circular 4702.1B, dated October 1, 2012.

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THE LEARNING TREE, INC.  
July 1, 2022

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## **I. Policy Statement**

The Learning Tree, Inc. ensures compliance with Title VI of the Civil Rights Act of 1864, 49 CFR, Part 21, and related statutes and regulations to the end that “no person in the United States shall, on the ground of race, color or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance” (42 U.S.C. Section 2000d) including the denial of meaning access for Limited English Proficient (LEP) persons.

The purpose of this plan is to assist The Learning Tree, Inc. in its administration and management of Title VI related activities. The Learning Tree, Inc. Coordinator is Marc Williams, Executive Director. He can be contacted at 334-252-0025, Ext. 102 and/or [mwilliams@learning-tree.org](mailto:mwilliams@learning-tree.org).

## **II. Notice to the Public**

The Learning Tree, Inc. has developed a Title VI Notice to provide information to the public regarding The Learning Tree, Inc.’s Title VI obligations and to inform the public of the protections against discrimination afforded to them by Title VI. The notice also includes contact information to file a discrimination complaint with The Learning Tree, Inc., as well as information to file a complaint directly with the Federal Transit Administration (FTA).

The Learning Tree, Inc. has posted the Title VI Notice in public areas of the agency’s offices, including the receptionist area and meeting rooms. The notice is also posted in all transit vehicles and at all transit stations. This notice will be translated into languages other than English as needed. A copy of the notice is included as Appendix A.

## **III. Complaint Procedures and Form**

A Title VI complaint may be filed by any individual or individuals who allege that he or she has been subjected to discrimination or adverse impact under any FTA funded program or activity based on race, color or national origin. The Learning Tree, Inc. has adopted Title VI complaint procedures for investigating and tracking complaints. A formal, signed, written Title VI complaint form must be filed within 180 days of the date of the alleged act of discrimination. A copy of the complaint form is included in Appendix B. The complaint procedures and complaint form are also posted on The Learning Tree's website. Completed forms should be submitted to:

**MARC WILLIAMS  
EXECUTIVE DIRECTOR  
THE LEARNING TREE, INC.  
PO BOX 780639  
TALLASSEE, AL 36078  
(334) 252-0025 Ext. 102  
[mwilliams@learning-tree.org](mailto:mwilliams@learning-tree.org)**

Once the complaint is received, The Learning Tree, Inc. will review it to determine who has jurisdiction. The complainant will receive an acknowledgement letter informing her/him whether the complaint will be investigated by The Learning Tree Inc.'s office. The Learning Tree, Inc. will only process complaint forms that are complete.

In a situation where the complainant is unable or incapable of providing a written complaint, a verbal complaint of discrimination may be made to The Learning Tree, Inc. Under these circumstances, the complainant will be interviewed and The Learning Tree, Inc. will assist the complainant in converting the verbal allegations to a formal written complaint.

The Learning Tree, Inc. has 15 business days to investigate the complaint. If more information is needed to resolve the case, The Learning Tree, Inc. may contact the complainant. The complainant has 15 business days from the date of this letter to send requested information to the investigator assigned to the case. If the investigator is not contacted by the complainant or does not receive the additional information within 15 business days, The Learning Tree, Inc. can administratively close the case. A case can also be administratively closed if the complainant no longer wishes to pursue the case.

After the investigator reviews the complaint, she/he will issue one of two letters to the complainant: a closure letter or a letter of finding (LOF). A closure letter summarizes the allegations and states that there was not a Title VI violation and that the case will be closed. An LOF summarizes the allegations and the interviews regarding the alleged incident and explains whether any disciplinary action, additional training of the accused staff member, or other action will occur. If the complainant wishes to appeal the decision, she/he has 15 days after the date of the closure letter or the LOF to do so by contacting their local operations administrator.

If the complainant is not satisfied with actions taken locally or if they demand further action, the complaint will be referred to:

Local Transportation Bureau, Transit Section  
Alabama Department of Transportation  
1409 Coliseum Blvd  
Montgomery, AL 36110

A person may also file a complaint directly with the Federal Transit Administration:

FTA office of Civil Rights  
Attn: Complaint Team  
East Building, 5<sup>th</sup> Floor - TCR  
1200 New Jersey Avenue SE  
Washington, DC 20590

\*If information is needed in another language, complainant can contact **(334) 252-0025**.

#### **IV. Transit-related Investigations, Complaints and Lawsuits**

The Learning Tree, Inc. shall maintain a log of Title VI complaints received. The log shall include the date the complaint was filed, a summary of the allegations, the status of the complaint, and actions taken in response to the complaint. Any transit related Title VI active investigations and lawsuits shall also be included in this log. This log shall be included in the Title VI Program this is submitted to ALDOT every three years.

There have been no Title VI transit-related investigations, complaints, or lawsuits received by The Learning Tree, Inc. A copy of the Title VI Transit Investigations, Complaints and Lawsuits Form that will be used if a complaint or lawsuit is filed can be found in Appendix C.

#### **V. Public Participation Plan**

The Learning Tree, Inc. is committed to providing early and continuous opportunities for public participation in the transportation decision making process. These opportunities are open to everyone including minority, low-income and the Limited English Proficiency (LEP) populations. The Public Participation Plan provides for an open exchange of information and ideas between the public and transportation decision makers. The Learning Tree, Inc.'s public participation program is ongoing and reviewed regularly in order to identify, meet and serve the community's needs.

In an effort to more fully integrate the opinions of minority, low-income and LEP populations into community outreach activities, The Learning Tree, Inc.'s public participation program will:

- Utilize the media (newspaper, radio, television, etc.) to notify the minority, low-income and LEP populations.
- Provide opportunities for the people with The Learning Tree, Inc. service area for public participation through means other than written communication, such as personal interviews or the use of recording devices that capture oral comments.
- Hold public meetings in locations, facilities and at meeting times that are convenient and accessible to the minority, low-income and LEP populations.
- Ensure that the decision making process adequately considers the issues and concerns raised by minority, low-income and LEP populations.
- Develop Title VI brochures in English and other languages as needed.
- Make public information available in electronically accessible formats.
- Utilize interactive and collaborative online technologies, such as social networking, video sharing and wikis.

To date, The Learning Tree, Inc. has participated in the following public outreach and involvement activities:

- Meeting notifications have been published in newspapers that service minorities.
- Public notices have been posted on The Learning Tree website, in the receptionist area and on the vans.
- Vehicles are recognizable by being labeled with organization's name.

The Public Participation Plan is evaluated with the assistance of the public who participate in public involvement activities and events.

The Public Participation Effectiveness Survey in Appendix D is used to monitor changes in demographics and track the effectiveness of The Learning Tree's public involvement activities and events held in person and virtually.

Names are not collected so responses are anonymous. The survey is available in English and languages that are commonly spoken by LEP persons in The Learning Tree's service area. Participants are encouraged to request assistance from staff members as needed.

## **VI. LIMITED ENGLISH PROFICIENT PLAN**

The Four Factor Analysis is used to identify Limited English Proficient (LEP) persons who need language assistance, outline how language assistance is provided and describe how The Learning Tree, Inc. considers the needs of LEP persons. This assessment balances the following four factors:

- A. The number or proportion of LEP persons eligible to be served or likely to be encountered by The Learning Tree, Inc.'s program. In addition to the number or proportion of LEP persons served, the analysis identified:
  1. How LEP persons interact with The Learning Tree, Inc.;
  2. Where LEP communities are located and the number or proportion of LEP persons from each language group to determine the appropriate language services for each language group;
  3. The literacy skills of LEP populations in their native languages in order to determine whether document translation will be an effective practice; and
  4. Whether or not LEP persons are underserved by The Learning Tree, Inc. due to language barriers.

. The frequency with which LEP persons come into contact with the program. The following areas were evaluated:

1. Customer service interactions;
2. Van driver/staff survey

C. The nature and importance of The Learning Tree's programs to people's lives.

D. The resources available for LEP outreach and the costs associated with that outreach.

The Learning Tree, Inc. has developed a Limited English Proficiency Plan which is located in Appendix E. It includes:

- Results of the Four Factor Analysis, including a description of the LEP population(s) served;
- A description of how language assistance services will be provided;
- The methods used by The Learning Tree, Inc. to provide language assistance services;
- A description of how employees are trained to provide timely and reasonable language assistance to LEP populations;
- A description of how notice is provided to LEP persons about the availability of language assistance; and
- An explanation of how the plan is monitored, evaluated and updated.

#### Safe Harbor Provision

In accordance with the Safe Harbor Provision, The Learning Tree identified the following language group which exceeds the threshold of 1,000 persons or 5%, whichever is less, of the total population eligible to be served by the program: Spanish. This language group was identified by using the Limited English Proficiency Assessment and the Staff Survey Limited English Proficiency Interactions. The assessment and survey are included in Appendix E along with a copy of the current census data for The Learning Tree's service area.

The Learning Tree focuses translation efforts in Spanish, which is the largest language group other than English. Vital documents such as public notices, complaint forms, and complaint procedures are available in Spanish. The Learning Tree also provides free translation services upon request.

## **VII. Minority Representation on Planning and Advisory Bodies**

The Learning Tree, Inc. will not deny a person the opportunity to participate as a member of a planning, advisory or similar body which is an integral part of the program on the grounds of race, color or national origin.

The Learning Tree, Inc. does not have transit related non elected planning boards, advisory councils or committees, or similar committees that are selected by The Learning Tree, Inc. If The Learning Tree, Inc. establishes such boards or committees, a table will be used to depict the racial breakdown of the membership of those committees and will be included in future Title VI programs (see sample table in Appendix F). In addition, a description of efforts made to encourage the participation of minorities on such committees will be included.

## **VIII. Guidance on Determining Site or Location of Facilities**

The Learning Tree, Inc. has no construction projects scheduled. In the event that The Learning Tree, Inc. decides to acquire land and/or construct facilities, The Learning Tree, Inc. shall not make selections with the purpose or effect of excluding persons from, denying them the benefits of, or subjecting them to discrimination under any transit federally funded program based on the grounds of race, color or national origin. The Learning Tree, Inc. shall comply with all federal requirements including 49 CFR Part 21 and FTA Circular 4702.1 and all subsequent provisions.

The Learning Tree, Inc. will complete a Title VI equity analysis during the planning state of any new facility with regard to where it is located or site to ensure the location is selected without regard to race, color or national origin. Whenever necessary, needed, and/or required, The Learning Tree, Inc. will engage in outreach to persons potentially impacted by the placement of facilities. The Title VI equity analysis will compare the equity impacts of various alternatives and will occur before the selection of preferred sites. A copy of the Title VI Construction Project Analysis can be found in Appendix .

## **IX. Additional Title VI Information is included in Appendix H.**

## **X. Board Meeting Resolution of Approved Title VI Program**

The Learning Tree, Inc. board of Directors approved the Title VI program on July 1, 2022. A copy of the Authorizing Resolution is included in Appendix I.

## Appendix A

# TITLE VI NOTICE OF PROTECTION AGAINST DISCRIMINATION

The Learning Tree, Inc. operates its programs without regard to race, color, and national origin in accordance with Title VI of the Civil Rights Act. Any person who believes she or he has been aggrieved by any unlawful discriminatory practice under Title VI may file a complaint with the The Learning Tree, Inc.

For more information on the civil rights program and the procedures to file a complaint, contact:

**The Learning Tree, Inc.  
PO Box 780639  
Tallassee, AL 36078  
334-252-0025- Ext. 102  
[www.learning-tree.org](http://www.learning-tree.org)**

A complaint may be filed directly with the Federal Transit Administration by contacting:

**Office of Civil Rights  
Attention: Title VI Program Coordinator  
East Building, 5<sup>th</sup> Floor-TCR  
1200 New Jersey Ave., SE  
Washington DC 20590**

If information is needed in another language, then contact  
334-252-0025

## TÍTULO VI AVISO DE PROTECCIÓN CONTRA LA DISCRIMINACIÓN

The Learning Tree opera sus programas sin distinción de raza, color y origen nacional de acuerdo con el Título VI de la Ley de Derechos Civiles. Cualquier persona que crea que ha sido agraviada por cualquier acto ilícito práctica discriminatoria bajo el Título VI puede presentar una queja ante la The Learning Tree. Para obtener más información sobre el programa de derechos civiles y los procedimientos para presentar una queja, comuníquese con:

**The Learning Tree**  
**PO Box 780639**  
**Tallassee, AL 36078**  
**334-252-0025- Ext. 102**  
**[www.learning-tree.org](http://www.learning-tree.org)**

Se puede presentar una denuncia directamente ante el Administración Federal de Tránsito poniéndose en contacto con:

**Office of Civil Rights**  
**Attention: Complaint Team**  
**East Building, 5<sup>th</sup> Floor – TCR**  
**1200 New Jersey Avenue, SE**  
**Washington, DC 20590**  
**[FTACivilRightsCommunications@dot.gov](mailto:FTACivilRightsCommunications@dot.gov)**

## Appendix B

### Title VI Complaint Form

<b>Section I</b>		
Name:		
Address:		
Telephone (Home):	Telephone (Work):	
Electronic Mail Address:		
<b>Section II</b>		
Are you filing this complaint on your own behalf? Circle	Yes	No
If you answered "yes" to this question, go to <b>Section III</b> .		
If not, please supply the name and relationship of the person for whom you are complaining:		
Please explain why you have filed for a third party: _____		
Please confirm that you have obtained the permission of the aggrieved party if you are filing on behalf of a third party.	Yes	No
<b>Section III</b>		
I believe the discrimination I experienced was based on (check all that apply):		
<input type="checkbox"/> Race <input type="checkbox"/> Color <input type="checkbox"/> National Origin		
Date of Alleged Discrimination (Month, Day, Year): _____		
Explain as clearly as possible what happened and why you believe you were discriminated against. Describe all persons who were involved. Include the name and contact information of the person(s) who discriminated against you (if known) as well as names and contact information of any witnesses. If more space is needed, please use the back of this form.		
_____		
_____		
_____		
_____		
_____		
_____		

<b>Section IV</b>		
Have you previously filed a Title VI complaint with this agency? Circle	Yes	No
<b>Section V</b>		
Have you filed this complaint with any other Federal, State, or local agency, or with any Federal or State court?		
<input type="checkbox"/> Yes <input type="checkbox"/> No If yes, check all that apply: <input type="checkbox"/> Federal Agency: _____ <input type="checkbox"/> Federal Court _____ <input type="checkbox"/> State Agency _____ <input type="checkbox"/> State Court _____ <input type="checkbox"/> Local Agency _____		
Please provide information about a contact person at the agency/court where the complaint was filed.		
Name:		
Title:		
Agency:		
Address:		
Telephone:		
<b>Section VI</b>		
Name of agency complaint is against:		
Contact person:		
Title:		
Telephone number:		

Attach any written materials or other information that you think is relevant to your complaint.

Signature and date required below

\_\_\_\_\_  
 Signature

\_\_\_\_\_  
 Date

Please submit this form in person at the address below, or mail this form to:

Marc Williams  
 Executive Director  
 101 S. Dubois Street  
 Po Box 780639  
 Tallassee, AL 36078

## Procedimientos de Quejas

Una queja del Título VI puede ser presentada por cualquier individuo o individuos que aleguen que han sido objeto de discriminación o impacto adverso bajo cualquier programa o actividad financiado por FTA basado en raza, color u origen nacional. La The Learning Tree adoptó los procedimientos de quejas del Título VI para investigar y rastrear las quejas. Se debe presentar un formulario de queja formal, firmado y por escrito del Título VI dentro de los 180 días posteriores a la fecha del presunto acto de discriminación. Los procedimientos de quejas y el formulario de quejas también se publican en el sitio web de la The Learning Tree. Si se necesita información en otro idioma, el denunciante puede comunicarse con 334-252-0025, ext. 102.

Los formularios de queja completados deben enviarse a:

MARC WILLIAMS  
EXECUTIVE DIRECTOR  
THE LEARNING TREE, INC.  
PO BOX 780639  
TALLASSEE, AL 36078  
(334) 252-0025 Ext. 102  
mwilliams@learning-tree.org

Una vez recibida la denuncia, la The Learning Tree la revisará para determinar quién tiene jurisdicción. El denunciante recibirá una carta de constancia de recibo informándole si la denuncia será investigada por la oficina de la The Learning Tree. La The Learning Tree solo procesará formularios de queja que estén completos y firmados.

En caso de que el denunciante no pueda presentar una denuncia por escrito, se puede presentar una denuncia verbal de discriminación a la The Learning Tree. En estas circunstancias, se entrevistará al denunciante y la The Learning Tree ayudará al denunciante a convertir las alegaciones verbales en una denuncia formal por escrito.

La The Learning Tree tiene 15 días hábiles para investigar la denuncia. Si se necesita más información para resolver el caso, la The Learning Tree puede comunicarse con el denunciante. El denunciante tiene 15 días hábiles a partir de la fecha de esta carta para enviar la información solicitada al investigador asignado al caso. Si el investigador no recibe la información adicional del denunciante dentro de los 15 días hábiles, la The Learning Tree puede cerrar administrativamente el caso. Un caso también se puede cerrar administrativamente si el denunciante ya no desea continuar con el caso.

Después de que el investigador revise la denuncia, emitirá una de dos cartas al denunciante: una carta de cierre o una carta de hallazgo (LOF por sus siglas en ingles). Una carta de cierre resume las acusaciones y establece que no hubo una violación del Título VI y que el caso se cerrará. Una LOF resume las alegaciones y las entrevistas con respecto al presunto incidente y explica si se tomará alguna acción disciplinaria, capacitación adicional del miembro del personal acusado u otra acción. Si el denunciante

desea apelar la decisión, tiene 15 días después de la fecha de la carta de cierre o LOF para presentar una carta de apelación a la The Learning Tree.

Si el denunciante no está satisfecho con las acciones tomadas localmente o si exige una acción adicional, la denuncia se remitirá a:

Local Transportation Bureau, Transit Section  
Alabama Department of Transportation  
1409 Coliseum Blvd  
Montgomery, AL 36110

Una persona también puede presentar una queja directamente con la Administración Federal de Tránsito:

FTA Office of Civil Rights  
Attn: Complaint Team  
East Building, 5th Floor – TCR  
1200 New Jersey Avenue, SE  
Washington, DC 20590

## Formulario de queja del Título VI

<b>Sección I</b>	
Nombre:	
Dirección:	
Teléfono (Casa o móvil):	Teléfono (Oficina):
Correo Electronico:	
<b>Sección II</b>	
¿Está presentando esta queja en su propio nombre? <span style="float: right;"><input type="checkbox"/> Sí <input type="checkbox"/> No</span>	
Si respondió "Sí" a esta pregunta, pase a la Sección III.	
De lo contrario, proporcione el nombre y la relación de la persona por la que está presentando una queja:	
Explique por qué esta lleandolo a un tercero: _____	
Confirme que obtuvo el permiso de la parte agraviada si presenta la presentación en su nombre. <span style="float: right;"><input type="checkbox"/> Sí <input type="checkbox"/> No</span>	
<b>Sección III</b>	
Creo que la discriminación que experimenté se basó en (marque todo lo que corresponda): <input type="checkbox"/> Raza <input type="checkbox"/> Color <input type="checkbox"/> Origen Nacional	
Fecha de la supuesta discriminación (MM/DD/YYYY): _____	
Explique lo más claramente posible lo que sucedió y por qué cree que fue objeto de discriminación. Describa a todas las personas que estuvieron involucradas. Incluya el nombre y la información de contacto de la(s) persona(s) que lo discriminaron (si se conocen), así como los nombres y la información de contacto de los testigos. Si necesita más espacio, utilice el reverso de este formulario.	

**Sección IV**

¿Ha presentado previamente una queja del Título VI con esta agencia?  Sí  No

**Sección V**

¿Ha presentado esta queja ante alguna otra agencia federal, estatal o local, o ante algún tribunal federal o estatal?  Sí  No

En caso afirmativo, marque y especifique todo lo que corresponda:

- Federal Agency: \_\_\_\_\_
- Federal Court: \_\_\_\_\_  State Agency: \_\_\_\_\_
- State Court: \_\_\_\_\_  Local Agency: \_\_\_\_\_

Proporcione información sobre una persona de contacto en la agencia/tribunal donde se presentó la queja.

Nombre: \_\_\_\_\_

Título: \_\_\_\_\_

Agencia: \_\_\_\_\_

Dirección: \_\_\_\_\_

Teléfono: \_\_\_\_\_

Correo Electronico: \_\_\_\_\_

**Sección VI**

Nombre de la agencia en la que se presenta la queja: \_\_\_\_\_

Persona de contacto: \_\_\_\_\_

Título: \_\_\_\_\_

Teléfono: \_\_\_\_\_

Correo Electronico: \_\_\_\_\_

Adjunte cualquier material escrito u otra información que considere relevante para su queja.

Firma y fecha requeridas a continuación:

\_\_\_\_\_

\_\_\_\_\_

Firma

Fecha

Por favor entregue este formulario en persona, on envíelo por correo o por correo electrónico utilizando la información de contacto a continuación:

Marc Willilams  
Executive Director  
101 S. Dubois Street  
PO Box 780639  
Tallassee, AL 36078

## Appendix C

### List of Transit-Related Investigations, Complaints, and Lawsuits

	<b>Date (Month, Day, Year)</b>	<b>Summary (include basis of complaint: race, color, or national origin)</b>	<b>Status Pending or Closed</b>	<b>Action(s) Taken</b>
<b>Investigations</b>				
1.				
2.				
<b>Complaints</b>				
1.				
2.				
<b>Lawsuits</b>				
1.				
2.				

## Appendix D

### Public Participation Effectiveness Survey

Date of Public Involvement Activity or Event: <DATE>

Transit Project: <PROJECT NAME>

Thank you for participating in our planning process! Your engagement helps The Learning Tree improve transit services for our service area. Please complete the brief survey below so we can learn how to improve our public involvement activities and events. Your feedback is anonymous.

This survey is also available in Spanish. Please inform a staff member if you need this survey in a different language or require assistance to complete it.

1. How much do you agree or disagree?

	Strongly Agree	Agree	Disagree	Strongly Disagree	Neither Agree nor Disagree
• I understand the purpose of this public involvement activity or event.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• I understand the purpose of the project.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Everyone who wanted to speak was given time to do so.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• This public involvement activity or event was planned in a way that those affected could participate regardless of having limited English proficiency, disabilities, lack of access, or any other barriers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- Resources (translation services, materials in the languages of the affected communities, etc.) were provided to persons with limited English proficiency.
- The public involvement process increased my trust of the agencies involved in the project.
- Overall, I am satisfied with this public involvement activity or event.

2. How would you improve the public involvement process?

3. How did you learn about this public involvement activity or event? Please be specific.

4. Which languages do you read, write, and/or understand?

5. How well do you read English?

- Very well
- Somewhat well
- Not well

6. How well do you understand spoken English?

- Very well
- Somewhat well
- Not well

## Appendix E

Limited English Proficiency Assessment  
*(Assessment provided as a tool to assist with demographics & Four Factor Analysis)*

<b>Transit Provider:</b>				
<b>Date Completed:</b>				
<p>Examine Census Data at <a href="https://data.census.gov/cedsci/advanced">https://data.census.gov/cedsci/advanced</a></p> <ol style="list-style-type: none"> <li>1) Select "Geography" and the location(s) to be included (Select "Place" to choose a City)</li> <li>2) Select "Topics" and then "Populations and People" and then "Language Spoken at Home"</li> <li>3) Click "Search" in the bottom-right corner</li> <li>4) Select "<b>S1601   LANGUAGE SPOKEN AT HOME</b>"</li> </ol> <p><u>Notes</u>  The default data source will be the most recent American Community Survey 5-Year Estimates. The table will present a breakdown of the languages spoken in the selected geography and identify the population estimate that speaks the language and their ability to speak English less than "very well".  Add up the population estimates for all geographically relevant cities, counties, and/or census tracts in the service area.</p>				
Geography (City/County/ Census Tract)	Population	Population that Speaks English Less than Very Well (Number)	Population that Speaks English Less than Very Well (as Percent of Total Population)	Language/Languages Spoken by "Speak English Less Than Very Well" Population
<b>Totals</b>				
1. Survey your drivers. Do they indicate that there is a need for language assistance for riders? If so, which languages?				
2. Survey your receptionist, customer service representative, and scheduler/dispatcher. Do they indicate that there is a need for language assistance for riders? If so, which languages?				

3. Contact major employers. Do they indicate a need for language assistance for potential transit users? If so, which languages?	
Employer	Response
4. Contact human service agencies. Do they indicate a need for language assistance for potential transit users? If so, which languages?	
Agency	Response
5. Contact local towns and cities, including the police departments. Do they indicate a need for language assistance for potential transit users? If so, which languages?	
Town/City/Department	Response
6. Contact the local school systems including colleges and vocational schools. Do they indicate a need for language assistance for potential transit users? If so, which languages?	
School System	Response

7. Contact the local churches. Do they indicate a need for language assistance for potential transit users? If so, which languages?	
Church	Response
8. Inventory languages other than English that are spoken by staff.	
9. Do the responses above indicate a need for language assistance for potential transit users? If so, which languages?	

Staff Survey - Limited English Proficiency Interactions  
(Survey provided as a tool to assist with Four Factor Analysis)

Individuals with limited English proficiency do not speak English as their primary language; have a limited ability to read, speak, write, or understand English; or are native English speakers with low levels of literacy.

- 1) Did you encounter any LEP people in your work activities in the past six months?
  
- 2) Which language(s) did you encounter in the past six months?
  
- 3) How many times did you encounter a LEP person speaking the language selected in Question 2 in the past six months?
  
- 4) Which type of work activity were you doing when you encountered this language?  
Choose all that apply:
  - Outreach/Public Meeting
  - E-mail
  - Phone Call
  - Other, please specify: \_\_\_\_\_

**State of Alabama and All Counties within Alabama  
 Language Spoken at Home  
 Based on Census 2020 Data and 2015-2020 American Community Survey**

Area Name	Population 5 Years and Over	# Population Speak English Less Than Very Well	% Population Speak English Less Than Very Well	# Speak Spanish and Speak English Less Than Very Well	# Speak Other Indo-European Languages and Speak English Less Than Very Well	# Speak Asian and Pacific Island Languages and Speak English Less Than Very Well	# Speak Other Languages and Speak English Less Than Very Well
<b>Alabama</b>	4,599,254	96,598	2.1%	65,217	8,460	19,539	3,382
<i>County</i>							
<b>Autauga</b>	52,404	668	1.3%	273	57	203	135
<b>Baldwin</b>	206,329	3,733	1.8%	2,595	562	576	0
<b>Barbour</b>	23,694	667	2.8%	482	56	39	90
<b>Bibb</b>	21,121	306	1.4%	306	0	0	0
<b>Blount</b>	54,250	1,799	3.3%	1,756	15	14	14
<b>Bullock</b>	9,579	242	2.5%	228	14	0	0
<b>Butler</b>	18,565	141	0.8%	48	34	59	0
<b>Calhoun</b>	107,662	1,473	1.4%	1,099	45	329	0
<b>Chambers</b>	31,443	410	1.3%	190	51	159	10
<b>Cherokee</b>	24,907	392	1.6%	369	12	11	0
<b>Chilton</b>	41,400	1,444	3.5%	1,335	65	44	0
<b>Choctaw</b>	12,084	41	0.3%	25	16	0	0
<b>Clarke</b>	22,516	66	0.3%	23	6	37	0
<b>Clay</b>	12,563	12	0.1%	12	0	0	0
<b>Cleburne</b>	14,064	145	1.0%	145	0	0	0
<b>Coffee</b>	49,013	1,285	2.6%	834	4	440	7
<b>Colbert</b>	51,868	573	1.1%	366	128	79	0
<b>Conecuh</b>	11,765	0	0.0%	0	0	0	0
<b>Coosa</b>	10,232	54	0.5%	54	0	0	0
<b>Covington</b>	34,957	112	0.3%	47	15	50	0
<b>Crenshaw</b>	13,090	161	1.2%	41	5	115	0
<b>Cullman</b>	78,182	1,111	1.4%	1,000	8	103	0
<b>Dale</b>	46,033	1,013	2.2%	682	122	209	0
<b>Dallas</b>	35,798	106	0.3%	3	10	93	0
<b>DeKalb</b>	67,152	3,538	5.3%	3,538	0	0	0
<b>Elmore</b>	76,825	1,238	1.6%	914	222	95	7
<b>Escambia</b>	34,645	283	0.8%	169	15	90	9
<b>Etowah</b>	96,739	1,879	1.9%	1,352	293	173	61
<b>Fayette</b>	15,484	34	0.2%	11	22	1	0
<b>Franklin</b>	29,292	2,745	9.4%	2,454	0	206	85

Area Name	Population 5 Years and Over	# Population Speak English Less Than Very Well	% Population Speak English Less Than Very Well	# Speak Spanish and Speak English Less Than Very Well	# Speak Other Indo-European Languages and Speak English Less Than Very Well	# Speak Asian and Pacific Island Languages and Speak English Less Than Very Well	# Speak Other Languages and Speak English Less Than Very Well
Geneva	24,935	165	0.7%	128	0	37	0
Greene	7,725	46	0.6%	46	0	0	0
Hale	13,768	60	0.4%	52	0	8	0
Henry	16,258	122	0.8%	97	25	0	0
Houston	98,813	957	1.0%	544	145	251	17
Jackson	49,112	424	0.9%	321	11	92	0
Jefferson	616,321	14,530	2.4%	10,582	1,399	2,014	535
Lamar	13,058	19	0.1%	15	0	4	0
Lauderdale	88,122	1,296	1.5%	929	77	239	51
Lawrence	31,194	348	1.1%	336	0	7	5
Lee	153,960	4,450	2.9%	1,061	339	2,949	101
Limestone	91,525	1,946	2.1%	1,351	347	213	35
Lowndes	9,329	3	0.0%	3	0	0	0
Macon	17,557	19	0.1%	17	2	0	0
Madison	346,126	8,826	2.5%	5,408	942	2,345	131
Marengo	17,897	91	0.5%	17	66	0	8
Marion	28,291	350	1.2%	175	25	54	96
Marshall	89,412	6,456	7.2%	5,637	601	147	71
Mobile	386,795	5,764	1.5%	2,367	574	2,336	487
Monroe	19,936	37	0.2%	8	9	20	0
Montgomery	211,104	5,681	2.7%	2,479	560	2,285	357
Morgan	112,101	4,023	3.6%	3,573	66	138	246
Perry	8,602	0	0.0%	0	0	0	0
Pickens	19,011	570	3.0%	554	8	8	0
Pike	31,489	922	2.9%	146	202	574	0
Randolph	21,418	177	0.8%	113	64	0	0
Russell	53,882	824	1.5%	625	42	157	0
St. Clair	83,709	873	1.0%	757	0	116	0
Shelby	203,949	5,288	2.6%	3,244	483	1,122	439
Sumter	11,875	303	2.6%	140	0	105	58
Talladega	75,955	1,022	1.3%	693	143	80	106
Tallapoosa	38,254	366	1.0%	337	15	14	0
Tuscaloosa	196,347	3,918	2.0%	2,258	536	956	168
Walker	59,904	662	1.1%	543	0	119	0
Washington	15,518	36	0.2%	22	0	14	0
Wilcox	9,873	77	0.8%	24	0	0	53
Winston	22,473	276	1.2%	264	2	10	0

# LIMITED ENGLISH PROFICIENCY (LEP) PLAN

PO Box 780639  
Tallasse, AL 36078  
334-252-0025  
[www.learning-tree.org](http://www.learning-tree.org)

## **Introduction**

This Limited English Proficiency Plan (LEP) has been prepared to address The Learning Tree, Inc.'s responsibilities as a recipient of federal financial assistance as they relate to the needs of individuals with limited English skills. This plan has been prepared in accordance with Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d, et seq. and its implementing regulations, which state that no person shall be subjected to discrimination on the basis of race, color or national origin.

## **Plan Summary**

The Learning Tree, Inc. has developed this LEP Plan to help identify reasonable steps for providing language assistance to persons with limited English proficiency who wish to access transit services provided by The Learning Tree, Inc. As defined in Executive Order 13166, LEP persons are those who do not speak English as their primary language and have limited ability to read, speak, write or understand English.

This plan outlines how The Learning Tree, Inc. identifies a person who may need language assistance, the ways in which assistance may be provided, staff training that may be required and how LEP persons are notified that assistance is available.

In order to prepare this plan, The Learning Tree undertook the U.S. DOT Four Factor analysis which considers the following factors:

1. The number or proportion of LEP persons in the service area who may be served or are likely to encounter a Learning Tree program, activity or service.
2. The frequency with which LEP persons come into contact with The Learning Tree's programs, activities or services.
3. The nature and importance of programs, activities, or services provided by The Learning Tree, Inc. to the LEP population.
4. The resources available to The Learning Tree, Inc. and the overall cost to provide LEP assistance.

## **Four Factor Analysis**

- 1. The number or proportion of LEP persons in the service area who may be served or are likely to encounter a Learning Tree program, activity or service.**

The Learning Tree, Inc. reviewed the 2020 U.S. Census Report and determined that the total population for Elmore and Calhoun County is 184,487; and 2,711 residents (1.5%) report speaking

English less than very well. Those persons with limited English proficiency are in the following groups: 2,013 speak Spanish, 267 speak other Indo/European languages, 424 speak Asian/Pacific Island languages and 7 speak other languages. The most popular language other than English is Spanish. The Learning Tree, Inc. will likely encounter more Spanish speaking persons that benefit from the transit programs than any other LEP persons.

**2. The frequency with which LEP persons come into contact with The Learning Tree, Inc. programs, activities, or services.**

The Learning Tree, Inc. assessed the frequency with which staff and drivers have contact with LEP persons, both presently and in the past. The following contact points and frequencies have been identified:

CONTACT POINTS	FREQUENCY
Van Drivers – Demand Response	Minimum
Receptionist	Minimum
Customer Service	Minimum
Operations	Minimum
Annual Events	Minimum

**3. The Nature and importance of programs, activities or services provided by The Learning Tree, Inc. to the LEP population.**

The Learning Tree, Inc. is a nonprofit organization providing transportation services and educational, residential and recreational programs for children and adolescents in Elmore and Calhoun Counties with developmental disabilities, including autism. The Learning Tree, Inc.’s vehicles are specially equipped for riders with developmental disabilities and problem behaviors, most of whom are low income and our drivers are trained to handle situations that might arise with our riders’ health and safety. The largest geographic concentration of LEP individuals in The Learning Tree’s service area are Spanish speaking residents.

**4. The resources available to The Learning Tree, Inc. and the overall cost to provide LEP assistance.**

The Learning Tree, Inc. assesses its resources and determined that funds are available within the current budget for providing LEP assistance. The Learning Tree, Inc. also determined which documents would be most beneficial if translated into other languages. An inventory of available organizations with which The Learning Tree, Inc. could partner for outreach and translation efforts was also identified. In addition, bilingual staff, volunteer community agencies and web based translation services were identified as ways to reduce the cost of translation service

## **Limited English Proficiency (LEP) Plan Outline**

There are five areas that comprise The Learning Tree, Inc.'s LEP PLAN:

1. Identifying LEP Individuals Requiring Language Assistance
2. Providing Language Assistance
3. Training Staff
4. Providing Notice to LEP Persons
5. Monitoring and Updating the LEP Plan

### **1. Identifying LEP Individuals Requiring Language Assistance**

The Learning Tree, Inc. identifies an LEP person who required language assistance by:

- Interviewing staff and receptionist to identify language assistance that has been received in the past, either at meetings or over the phone, to determine whether language assistance might be needed for similar future situations.
- Regularly surveying drivers and other first line staff who have direct or indirect contact with LEP individuals.
- Assigning a staff person to greet participants as they arrive at The Learning Tree, Inc. sponsored events. By engaging participants in conversation, it is possible to informally gauge each attendee's ability to speak and understand English.
- Providing Language Identification Flash Cards at public meetings.

### **2. Providing Language Assistance**

The Learning Tree, Inc. assists an LEP person who requires language assistance by:

- Networking with community organizations that provide service to LEP individuals and seeking opportunities to provide information on The Learning Tree, Inc.'s programs and services through these organizations.
- Posting The Learning Tree, Inc.'s Title VI Notice, Complaint Procedures, Complaint Form, and LEP Plan on the agency's website.
- Identifying in-house staff with other language abilities to assist with translation services.
- Making public notices, publications, and other printed materials (including webpage content) available in other languages as needed.

- Providing Language Identification Flash Cards onboard The Learning Tree, Inc.'s fleet, in Administrative Staff vehicles and at the Administrative Offices.
- Utilizing a web-based translation service application such as Google Translate.

### **3. Training Staff**

The Learning Tree, Inc. will train staff members on their role and responsibilities in providing meaningful access to services for LEP persons by:

- Providing staff with a description of language assistance services offered by The Learning Tree, Inc.
- Providing staff with specific procedures to be followed when encountering a LEP person, including how to handle a potential Title VI/LEP complaint.
- Instructing staff on the use of Language Identification Flash Cards

### **4. Providing Notice to LEP Persons**

The Learning Tree, Inc. will provide notice to LEP persons in both oral and written communications by:

- Providing the following written communications in both English and other languages as needed:
  - Interior van signage that displays safety or system policy information;
  - Title VI Notice, Complaint Procedures, and Complaint Form.

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

This plan is designed to be flexible and should be viewed as a work in progress. As such, it is important to consider whether new documents and services should be made accessible for LEP persons and to monitor changes in demographics and types of services.

The Learning Tree, Inc. will update the LEP Plan as required by the U.S. DOT. At a minimum, the plan will be reviewed and updated when data from the most recent U.S. Census is made available, when clear and higher concentrations of LEP individuals are present in The Learning Tree, Inc.'s service area, and/or during the process of updating Title VI Program.

The Learning Tree, Inc. will monitor and update its LEP Plan by:

- Determining how the needs of LEP persons have been addressed.
- Determining the current LEP population in the service area and whether the need for translation services has changed.
- Determining whether local language assistance programs have been effective and sufficient to meet the need.
- Determining whether The Learning Tree, Inc.'s financial resources are sufficient to fund the needed language assistance effort.
- Determining whether The Learning Tree, Inc. has fully complied with the goals of the LEP Plan.
- Determining whether complaints have been received concerning The Learning Tree's failure to meet the needs of LEP individuals.

#### **Dissemination of The Learning Tree, Inc.'s LEP Plan**

The LEP Plan will be disseminated to staff and the community by:

- Publishing the LEP Plan and the Title VI Plan on The Learning Tree, Inc.'s website so that any person or agency with Internet access can view and download these plans. Alternatively, any person or agency may also request a copy of the plan at no cost via telephone, mail or in person. LEP individuals may request that these plans be translated into various languages. If feasible, The Learning Tree will accommodate such requests.

Questions or comments regarding the LEP Plan may be submitted to The Learning Tree, Inc. at the following address:

**Marc Williams**  
**PO Box 780639**  
**Tallassee, AL 36078**  
**334-252-0025 Ext. 102**  
**[mwilliams@learning-tree.org](mailto:mwilliams@learning-tree.org)**  
**[www.learning-tree.org](http://www.learning-tree.org)**

## Appendix F

Table Depicting Minority Representation on Planning and Advisory Bodies

Body	Caucasian	Latino	African American	Asian American	Native American
Population					
Name of Committee					
Name of Committee					
Name of Committee					



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3. Provide a detailed list of all minority-owned businesses and households that will be affected by the construction project.

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4. Describe the potential negative environmental impact, such as noise, air, or water pollution.

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5. Describe the relocation program and/or other measures adopted by the subrecipient that will be used to mitigate any identified adverse social, economic, or environmental effect of the proposed construction project.

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6. For each of the identified low income or minority communities, discuss the positive effects such as an improvement in transit service, mobility, or accessibility.

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7. Describe all mitigation and environment enhancement actions incorporated into the project to address the adverse effects, including any special features of the relocation program that go beyond the requirements of the Uniform Relocation Act and address adverse community effects such as separation or cohesion issues, and replacement of community resources destroyed by the project.

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8. Describe the remaining effects, if any, and why further mitigation is not proposed.

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9. For projects that traverse predominantly minority and low-income and predominantly non-minority and non-low-income areas, provide a comparison of mitigation and environmental enhancement actions that affect predominantly low-income and minority areas with mitigation implemented in predominantly non-minority or non-low-income areas. If there is no basis for such a comparison, describe why that is so.

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## Appendix H

### Additional Title VI Information

All subrecipients must address each of the following:

1. Describe all pending applications for financial assistance currently provided by other Federal agencies to the applicant.

None at this time

2. Summarize all civil rights compliance reviews conducted by other local, state or federal agencies during the last three years. (Include the reason for review, name of agency performed the review, and report on the status of findings or recommendations.)

N/A

3. Is your agency considered a minority organization:  Yes  No

If yes, check the category(ies) that apply.

<input type="checkbox"/> Black American	<input type="checkbox"/> Sub-Continent Asian-American
<input type="checkbox"/> Hispanic American	<input type="checkbox"/> Asian-Pacific American
<input type="checkbox"/> Native American	<input type="checkbox"/> Other

4. Does your agency provide transportation services to minority communities?

Yes  No

If yes, check the category(ies) that apply.

<input checked="" type="checkbox"/> Black American	<input checked="" type="checkbox"/> Sub-Continent Asian-American
<input checked="" type="checkbox"/> Hispanic American	<input checked="" type="checkbox"/> Asian-Pacific American
<input checked="" type="checkbox"/> Native American	<input checked="" type="checkbox"/> Other

5. Has your Title VI Coordinator/EEO Officer changed during the reporting period or since your last Title VI Plan was approved? If yes, please provide the name and contact information for the new coordinator/EEO Office.

No

6. Has your organization had any projects and/or service changes that have Title VI, Limited English Proficiency (LEP), or Environmental Justice (EJ) impacts?

No

If yes, please complete the following items:

- a. Provide a brief description of these projects/service changes.
  
- b. What did you do to ensure that populations affected by the project and/or service change had meaningful access to and involvement in the development process?
  
- c. What is the number of percentage of LEP or EJ populations affected by the project and/or service change?

## Appendix I

### Documentation of Title VI Authorization

#### RESOLUTION ADOPTING A TITLE VI PLAN

**WHEREAS**, The Learning Tree, Inc. is a recipient of federal financial assistance from the Alabama Department of Transportation in support of transit services which imposes certain obligations upon the recipient, including complying with the Title VI federal requirements; and

**WHEREAS**, Title VI of the Civil Rights Act of 1964 prohibits discrimination on the basis of race, color, and national origin in programs and activities receiving federal financial assistance; and


**WHEREAS**, The Learning Tree, Inc. commits to assure that no person shall, on the grounds of race, color, national origin, or sex, as provided by Title VI of the Civil Rights Act of 1964 and the Civil Rights Restoration Act of 1987 (PL 100.259), be excluded from participation in, denied the benefits of, or be otherwise subjected to discrimination under any program or activity regardless of the funding source;

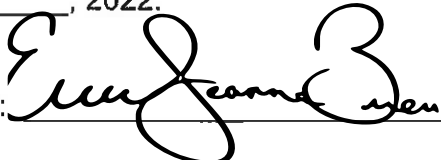
**NOW, THEREFORE**, be it resolved by the Board of Directors of The Learning Tree, Inc. as follows:

The Board of Directors approves the proposed Title VI Program in order to comply with the Title VI federal requirements.

The Executive Director in his/her capacity will serve as the Title VI Officer and is authorized to revise and update the plan as necessary.

Adopted this 1st day of July, 2022.

Signature: 

Attest: 

Typed Name: Katie Dougherty

Typed Name: Erica Brown

Title: Board President

Title: Resource Development Coordinator