



**Limited English Proficiency (LEP) Plan**  
**January 2024**

Americans with Disabilities Act and Section 504 of the Rehabilitation Act Notice:

For individuals with disabilities, this document is available in alternate formats. For information, call (563) 652-2484.

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## **I. INTRODUCTION AND BACKGROUND**

### **A. Purpose of Limited English Proficiency (LEP) Plan**

The purpose of the City of Maquoketa (City) LEP Plan is: to (i) enhance awareness of the need and methods to ensure that LEP Persons have meaningful access to federally assisted programs; (ii) ensure implementation of language access; and (iii) comply with the requirements of Title VI of the Civil Rights Act of 1964 and implementing regulations (Title VI), in a consistent and effective manner across programs, services, and activities. The City's LEP Plan is designed to assist City staff by providing guidance on Translation, Interpretation, and outreach services for LEP Persons seeking access to City programs, services or activities, consistent with Title VI.

Iowa State Code Chapter 216 prohibits agencies to refuse or deny to any person because of race, creed, color, sex, sexual orientation, gender identity, national origin, religion, or disability the accommodations, advantages, facilities, services, or privileges thereof, or otherwise to discriminate against any person because of race, creed, color, sex, sexual orientation, gender identity, national origin, religion, or disability in the furnishing of such accommodations, advantages, facilities, services, or privileges.

All employees are to ensure that the public is treated with dignity and respect, identify language needs for City customers, and utilize Bilingual resources to assist individuals, when needed.

### **B. Policy Statement**

The City will ensure that no person on the grounds of race, color, national origin, religion, ancestry, ethnic group identification, creed, sex (including actual or perceived sexual orientation or gender identity), disability, mental disability, physical disability, medical condition, genetic information, marital status, veteran's status, or age, is excluded from participation in, denied the benefits of, otherwise subjected to discrimination, or retaliated against under any program, service or activity it administers. The City is committed to taking reasonable steps to provide timely and meaningful access for LEP Persons coming into contact with the City's programs, services, and activities. The City will provide free language assistance to LEP Persons and inform members of the public that language assistance services are available free of charge to LEP Persons.

### **C. Who is Limited English Proficient?**

LEP Persons are individuals who do not speak English as their Primary Language and have a limited ability to read, write, speak, or understand English. LEP Persons include those that speak English less than very well, not well, or not at all, as considered by the U.S. Census Bureau. People can self-identify as LEP. These individuals may be entitled to language assistance in a particular program, service, or activity.

### **D. Public Dissemination of Title VI Information**

The City will inform LEP Persons of the availability of language access services, free of charge, by providing written notice conspicuously in areas of its facilities and on its website. The notices will be posted prominently and will be readily visible to the public. City handbooks, manuals, and pamphlets will describe the requirements of federal nondiscrimination laws, including Title VI and

the availability of language assistance, and federal nondiscrimination complaint procedures. Advertisements will state that the City administers equal opportunity programs and indicate that federal law prohibits discrimination. The following is the notice that may be used by the City:

“It is the policy of the City to ensure full compliance with federal nondiscrimination laws in all programs and activities. The City will not discriminate on the basis of race, color, national origin, religion, ancestry, ethnic group identification, creed, sex (including actual or perceived sexual orientation or gender identity), disability, mental disability, physical disability, medical condition, genetic information, marital status, veteran’s status, or age in any City programs, services, or activities. For more information, to request language assistance, or to file a complaint about discrimination or retaliation, contact City Manager Joshua Boldt at (563) 652-2484 or [manager@maquoketaia.com](mailto:manager@maquoketaia.com).”

## **II. AUTHORITY AND GUIDANCE**

Section 601 of Title VI of the Civil Rights Act of 1964 provides that no person “on the grounds 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.” The United States Supreme Court in *Lau v. Nicholls*, 414 U.S. 56 (1974) held that one type of national origin discrimination is discrimination based on a person’s inability to speak, read, write, or understand English.

Title VI and its implementing regulations prohibit recipients of Federal financial assistance from discriminating based on national origin and based on a failure to take reasonable steps to provide meaningful access to recipients’ programs, services and activities to individuals who are LEP. This protection requires that LEP Persons be provided an equal opportunity to benefit from or have access to services.

Under the U.S. Environmental Protection Agency (EPA) Regulation (40 CFR, Parts 5 and 7) and U.S. Department of Transportation (DOT) Regulation (49 C.F.R. 21.111(e)), recipients of EPA and DOT financial assistance are prohibited from taking actions, including permitting of actions, that are intentionally discriminatory or have a discriminatory effect based on race, color, or national origin.

## **III. DEFINITIONS**

*Bilingual/Multilingual staff or employee* – A staff person or employee who has demonstrated proficiency in English and in reading, writing, speaking, or understanding at least one other language.

*Interpretation* – the act of listening to a communication in one language and orally converting it into another language, while retaining the same meaning.

*Limited English Proficient (LEP) Persons* – LEP Persons are individuals who do not speak English as their Primary Language and have a limited ability to read, write, speak, or understand English. They include people who report to the U.S. Census that they speak English less than very well, not well, or not at all. These individuals may be entitled to language assistance in a particular program, service, or activity.

*Primary Language* – the language in which an individual most effectively communicates.

*Qualified Interpreter* - Qualified Interpreter means an in-house or contracted interpreter who is able to interpret effectively, accurately, and impartially for Limited English Proficient Persons and who meets the qualifications for proficiency and competency established by the City. The Interpreter should be able to interpret both receptively and expressively, using any necessary specialized vocabulary.

*Sight Translation* – oral rendering of written text into spoken language by an Interpreter without change in meaning based on a visual review of the original text or document.

*Translation* – the replacement of a word, phrase, or text in one language with an equivalent-meaning word, phrase, or text in another language. Translating documents for LEP Persons to a fourth-grade literacy level ensures the targeted audience understands the information. Community-based organizations or focus groups can assist with testing translations for language and literacy level appropriateness.

*Vital Documents* – Paper or electronic written material that (i) contains information that is critical for accessing the City’s programs, services, or activities; (ii) is directly and substantially related to public safety; or (iii) is required by law. Examples of Vital Documents include but are not limited to: (i) applications, consent forms, intake forms, or other forms to participate in a City program or activity; (ii) written letters or notices pertaining to rights and the reduction, denial, or termination of services or benefits or that require a response, including information about the right to appeal any City program’s decision; (iii) written tests that do not assess English language competency, but test competency for a particular license or skill for which knowledge of written English is not required; (iv) notices advising LEP Persons of free language assistance; (v) materials explaining the City’s programs, services, or activities; (vi) complaint forms; and (vii) any other written documents that have the potential for determining eligibility for, or access to, services from, or participating in, a City program, service, or activity.

#### **IV. SELF-ASSESSMENT AND LANGUAGE ACCESS PLAN**

The City will take reasonable steps to ensure LEP Persons have meaningful access to the information and services it provides.

The City will consider the appropriate balance of written translations and oral language assistance and will ensure meaningful access to City programs, services, and activities.

Each program area will work with the City of Maquoketa’s Non-Discrimination & Civil Rights Coordinator to ensure reasonable steps are taken to provide high-quality Interpretation and Translation services through individuals who are competent to provide those services at a level of fluency, comprehension, confidentiality, and timeliness appropriate to the specific nature, type, and purpose of the information at issue. City program areas will collect, review, and share data with the City of Maquoketa’s Non-Discrimination & Civil Rights Coordinator annually to determine the appropriate mix of language access services to provide LEP Persons meaningful access to the City’s programs, services, and activities. (See Appendix C for Reporting Form)

The City of Maquoketa’s Non-Discrimination & Civil Rights Coordinator will provide staff annually updated lists and contact information for available language access resources and provide any additional training or resources necessary for staff to perform their language access-related duties.

In planning to provide meaningful access to LEP Persons, the City, through the Non-Discrimination & Civil Rights Coordinator, will annually conduct a self-assessment and update the language access plan considering four factors with the goal of ensuring coordinated, cost-effective, delivery of high-quality language assistance services:

1. Demographics

The City will annually assess the number or proportion of LEP Persons from a particular language group served or encountered in the surrounding community area. The City will consider a variety of sources for demographic information, including the United States Census Bureau (<https://data.census.gov/>). See Appendix D, City of Maquoketa Community Demographic Data.

2. Frequency of LEP Contact

The City will gather and evaluate data on how often various language groups come in contact with the City and take into consideration how City programs, activities, and services affect those needs. See Appendix C.

3. Nature and Importance of the Services Provided

The City will review the nature and importance of the City's programs, activities, and services provided to that population.

4. Resources

The City will evaluate the resources available to the City and the costs of language services and will endeavor to plan for language services sufficient to provide meaningful access to its programs, services, and activities in a cost-effective manner.

**V. LANGUAGE ASSISTANCE**

The City will take any reasonable steps necessary to provide LEP Persons meaningful access to all City services, programs, or activities. Language assistance will be provided for LEP Persons through the Translation of Vital Documents, as well as through oral Interpretation in-person or by telephone.

Language services should be provided at a time and place that avoids the effect of denying meaningful access to the services or benefits of the program, service, or activity. However, in some situations it may be reasonable to ask the LEP Person to return at a specified date and time to allow the City to arrange for Interpreter or Translator services.

Interpreter and Translation services are available to program staff by contacting the City of Maquoketa's Non-Discrimination & Civil Rights Coordinator:

Joshua Boldt, City of Maquoketa Non-Discrimination & Civil Rights Coordinator

201 East Pleasant Street

Maquoketa, IA 52060

(563) 652-2484

manager@maquoketaia.com

## A. Outreach

The City will include LEP Persons and LEP communities in its public outreach and engagement strategies and plans by taking steps to target outreach and engagement efforts to reach LEP Persons and communities where appropriate.

## B. Providing Notice to LEP Persons

The City may provide information about free language assistance services by:

- Posting signs about federal nondiscrimination laws, including Title VI, and the availability of free language assistance services in high-traffic areas where the public is likely to read them, e.g., entry points to facilities, public areas, etc.
- Posting notices on the City's website about federal nondiscrimination laws, including Title VI, and the availability of free language assistance services.
- Stating in outreach materials (brochures, booklets, pamphlets, and flyers) that language services are available.
- Working with community-based organizations to inform LEP Persons of the language assistance availability.
- Providing presentations and/or notices at religious organizations and schools for important events or where community involvement is critical.

## C. Oral Interpretation

### Bilingual Staffing

The City shall attempt to employ Bilingual staff in program areas when feasible, where the percentage of LEP Persons or potential individuals is statistically significant, or where the frequency of contact with such persons will provide for efficient and effective communication. A decision to employ Bilingual staff will be based on a needs assessment with due consideration given to budget constraints and in accordance with City human resource policies and procedures. The City will evaluate the proficiency of Bilingual staff before approving them for use to provide language services.

### Interpretation

LEP Persons are not obligated to provide their own interpreter, although some may prefer to do so, after being informed of the availability of free language assistance. In some program areas and projects, it may be important for legal or safety reasons to provide a City provided Qualified Interpreter rather than use a LEP Person's interpreter (e.g., a family member or friend).

The City will ensure that it uses Qualified Interpreters, meaning they are able to interpret effectively, accurately, and impartially for individuals with limited English skills. The Interpreter must be able to interpret both receptively and expressively, using any necessary specialized vocabulary. A Qualified Interpreter will be:

- Proficient in and have the ability to communicate accurately in both English and in the other language, as well as employ the appropriate mode of interpreting (e.g., consecutive, simultaneous, summarization, or Sight Translation).
- Have knowledge in both languages of any specialized terms or concepts peculiar to the program, service, or activity.
- Understand and follow confidentiality and impartiality rules to the same extent as a City employee for whom he/she is interpreting or to the extent that the position requires.
- Understand and adhere to his/her role as interpreter without deviating into a role as counselor, legal advisor, or another inappropriate role.

The City contracts with [Language Link](#) for telephone interpretation. All City Departments may access [Language Link](#) by contacting non-emergency Police Dispatch at (563) 624-2468.

#### D. Translation of Written Documents Developed by City Programs, Services, or Activities

The City will arrange for Translation of Vital Documents developed by the City by Qualified Translators when necessary to ensure meaningful access by LEP Persons.

The City will translate existing Vital Documents when necessary based on the LEP population percentage, the importance of the document(s), and the importance of the program, service, or activity. City staff leading each program, service, or activity will identify existing Vital Documents and contact the City Non-Discrimination & Civil Rights Coordinator to arrange timely Translation by LEP Persons who frequently come into contact with the program, service, or activity.

Upon request from an LEP Person for a translated Vital Document, City staff will contact the City's Civil Rights Non-Discrimination & Civil Rights Coordinator to arrange Translation of the document if it can be reasonably accomplished on a timely basis. If Translation cannot be reasonably accomplished on a timely basis, the Non-Discrimination & Civil Rights Coordinator or program staff will take reasonable steps to provide Sight Translation or other meaningful communication of the document as appropriate.

Examples of Vital Documents may include:

- Emergency information.
- Notices of proposed public hearings regarding proposed projects or programmatic changes affecting the public.
- Notices of reduction, denial, or termination of services or benefits.
- Signs in reception areas and other points of initial entry, e.g., lobbies, public counters.
- Notices advising LEP Persons of free language assistance.
- Statements about the services available and the right to free language assistance services in brochures, pamphlets, outreach and recruitment information and other materials routinely disseminated to the public.



- Applications or instruction on how to participate in a program or activity or to receive benefits or services.

Whether or not a document (or the information it solicits) is “Vital” may depend on the importance of the program, information, encounter, or service involved, and the consequence to the LEP Person if the information in question is not provided accurately or in a timely manner.

The City will ensure that translators of written documents are qualified. A person who is a Qualified Interpreter may or may not be competent to translate written documents, and vice versa. Where Vital Documents are being translated, competence can often be achieved by use of certified translators.

The City contracts with [Language Link](#) for Translation services.

## **VI. HOW WE ASSIST LEP PERSONS**

### **A. Interaction with Walk-In LEP Persons**

The City will take reasonable steps to provide language assistance as needed for in person contact with LEP Persons. Language identification cards (or “I speak cards”) invite LEP Persons to identify their language needs to program staff. The Federal government has made these cards available at <https://www.lep.gov/ISpeakCards2004.pdf>. The City will disseminate these cards (Appendix A) to all City employees to be used with the Walk-In LEP Persons procedures below.

1. The City employee will attempt to communicate in English first to determine if the individual can understand English sufficiently to be fully understood.
2. If the individual cannot understand or effectively communicate in English, the City employee will determine the language he or she is speaking. If the City employee recognizes the language the LEP Person is speaking but does not speak that language, skip to Step 4.
3. If the City employee cannot recognize the language the individual is speaking, show him/her the Language Identification Flashcard (see Appendix A) so the LEP Person can point to his/her language.
4. The City employee will call the City Police Department Non-Emergency Dispatch at (563) 652-2468.
  - i. The City employee will enter the PIN code assigned to the Police Department and enter the code of the identified language.
  - ii. The City’s Language Link representative will work with the City employee to secure an interpreter in the LEP Person’s Primary Language by telephone.
  - iii. The interpreter will interpret the telephone communications between the LEP Person and the City employee.
5. The City employee will give the LEP Person a Title VI brochure in his or her language, if available.

6. The City employee will make every effort to give the LEP Person the same level of service as an English-speaking customer.

#### B. Phone calls from LEP Persons

The City will take steps to respond in a timely and effective manner to LEP Persons who call seeking information or assistance. The City will utilize the following steps assisting phone-in LEP Persons:

1. The City employee will attempt to communicate in English first to determine if the individual can understand English sufficiently to be fully understood.
2. If the individual cannot understand or effectively communicate in English, The City employee will call the City Police Department Non-Emergency Dispatch at (563) 652-2468 and connect with Language Link.
  - i. The City employee will enter the PIN code assigned to the Police Department.
  - ii. If the City employee can recognize the LEP Person's Primary Language, the City employee will enter the code of the identified language. Language cards on Appendix A can be utilized to help decide.
  - iii. The interpreter will interpret the telephone communications between the LEP Person and the City employee.
3. The City employee will make every effort to give the LEP Person the same level of service as an English-speaking customer.

#### C. Advance Requests for In-Person Interpretation

The City is committed to using Qualified Interpreters upon advance request for in person appointments and public meetings. In general, the City asks that LEP Persons give five (5) business days advance notice of a request for Interpretation. However, if such advance notice is not received, City employees will attempt to arrange Interpretation through the City's Non-Discrimination & Civil Rights Coordinator to the extent reasonable time is available to make arrangements.

#### D. Written Translation Services

When Translation of a Vital Document is requested by an LEP Person into a language in which translation has not already been provided, City staff will:

- Attempt to determine the LEP Person's Primary Language, using "I Speak" cards, <https://www.lep.gov/ISpeakCards2004.pdf> (Appendix A).
- Contact the City of Maquoketa's Non-Discrimination & Civil Rights Compliance Coordinator to arrange timely Translation of the document into the requested language.
- In the case of a document created or distributed by another City program or by a third party, contact the City of Maquoketa Non-Discrimination & Civil Rights Coordinator, who

will contact the program or third party that created or distributed the document to arrange for a version translated into the requested language on a timely basis.

- If the document cannot be translated into the requested language on a timely basis, the City's Non-Discrimination & Civil Rights Coordinator or program staff will take reasonable steps to provide Sight Translation or other meaningful communication of the document as appropriate.

When a City program writes a Vital Document to a particular LEP Person:

- Program staff will draft the document in English.
- Program staff will identify the Primary Language of the LEP Person.
- Program staff will request the City Non-Discrimination & Civil Rights Coordinator to arrange timely Translation of the document into the requested language.
- Program staff will send the document in both English and as translated to the LEP Person and will retain copies of both versions.

## **VII. TECHNICAL ASSISTANCE AND TRAINING**

### A. Training

Training staff, including managers, on the procedures of providing language assistance and how to determine whether and what type of language services an individual needs is essential to bridging the gap between policies or procedures and actual practices. The City will provide employees training on Title VI, the City's language access obligations, how to obtain language assistance services, how to work with Qualified Interpreters and translators, and how to properly handle a complaint alleging discrimination under federal nondiscrimination laws, including Title VI (see Appendix B: City of Maquoketa Discrimination Form).

### B. Technical Assistance

The City of Maquoketa's Non-Discrimination & Civil Rights Coordinator is responsible for providing managers and staff with technical assistance. This includes advising about LEP requirements and implementation and assisting in developing program area procedures to ensure compliance.

## **VIII. MONITORING AND CONTINUAL ASSESSMENT**

Managers and supervisors are responsible for ensuring that meaningful services to LEP Persons are provided in their respective program areas.

The City of Maquoketa Non-Discrimination & Civil Rights Coordinator will monitor programs on an ongoing basis to ensure LEP requirements are fulfilled and report annually on the accomplishments related to LEP activities to City leadership and as required to federal agencies.

In monitoring compliance, an assessment will be made whether the program area's procedures allow LEP Persons to overcome language barriers and participate in a meaningful way in the program, activities, and services. The program area's appropriate use of methods and options detailed in this LEP Plan will demonstrate their intent to comply with LEP requirements and Title VI.

A vital resource in this evaluation process will be the procedures developed to identify LEP Persons who need language assistance. As soon as Interpretation/Translation assistance is provided, the services will be documented by program staff completing the LEP Reporting Form (see Appendix C). Once the form is completed, it will be sent to the City's Non-Discrimination & Civil Rights Coordinator. Information from this form will be included in the annual self-assessment, LEP Plan, and reports.


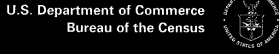
Programs will maintain documentation, including:

- Nature of the service (walk-in, telephone, or translation of a document).
- Means by which assistance was rendered (program area or district volunteer, local volunteer, etc.).
- Language translated or interpreted.
- Race and national origin of LEP Person.
- Subject matter or services rendered.
- Date, time (start to finish).

## **IX. CONCLUSION**

Providing meaningful access to LEP Persons to the City's programs, services, and activities is an important effort that will help the City to achieve its mission of providing equitable and timely services to all persons. As we work together to ensure meaningful access, LEP Persons will gain access to the City's valuable programs, services, and activities.

APPENDIX A: LANGUAGE IDENTIFICATION FLASHCARDS

 	
LANGUAGE IDENTIFICATION FLASHCARD	
<input type="checkbox"/> املأ هذا المربع إذا كنت تقرأ أو تتحدث العربية.	Arabic
<input type="checkbox"/> Մարդու՞մ ենք նշում՝ կատարե՞ք այս քանակու՞տում, եթե խոսում կամ կարդում եք հայերեն:	Armenian
<input type="checkbox"/> যদি আপনি বাংলা পড়েন বা বলেন তা হলে এই বাক্সে দাগ দিন।	Bengali
<input type="checkbox"/> សូមញាក្នុងប្រអប់នេះ បើអ្នកអាន ឬនិយាយភាសា ខ្មែរ ។	Cambodian
<input type="checkbox"/> Matka i kahhon komu un taitai pat un sang i Chamorro.	Chamorro
<input type="checkbox"/> 如果您具有中文閱讀和會話能力，請在本空格內標上X記號。	Chinese
<input type="checkbox"/> Make kazye sa a si ou li oswa ou pale kreyòl ayisyen.	Creole
<input type="checkbox"/> Označite ovaj kvadratić ako čitate ili govorite hrvatski jezik.	Croatian (Serbo-Croatian)
<input type="checkbox"/> Zaškrtněte tuto kolonku, pokud čtete a hovoříte česky.	Czech
<input type="checkbox"/> Kruis dit vakje aan als u Nederlands kunt lezen of spreken.	Dutch
<input type="checkbox"/> Mark this box if you read or speak English.	English
<input type="checkbox"/> اگر خواندن و نوشتن فارسی بدرهستین، این مربع را علامت بگذارید.	Farsi

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<input type="checkbox"/> Cocher ici si vous lisez ou parlez le français.	French
<input type="checkbox"/> Kreuzen Sie dieses Kästchen an, wenn Sie Deutsch lesen oder sprechen.	German
<input type="checkbox"/> Σημειώστε αυτό το πλαίσιο αν διαβάσετε ή μιλάτε Ελληνικά.	Greek
<input type="checkbox"/> अगर आप हिन्दी बोलते या पढ़ सकते हैं तो इस गोले पर चिह्न लगाएँ।	Hindi
<input type="checkbox"/> Kos lub voj no yog koj paub twm thiab hais lus Hmoob.	Hmong
<input type="checkbox"/> Jelölje meg ezt a kockát, ha megérti vagy beszél a magyar nyelvet.	Hungarian
<input type="checkbox"/> Markaam daytoy nga kahon no makabasa wenno makasaoka iti Ilocano.	Ilocano
<input type="checkbox"/> Marchi questa casella se legge o parla italiano.	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。	Japanese
<input type="checkbox"/> 한국어를 읽거나 말할 수 있으면 이 칸에 표시하십시오.	Korean
<input type="checkbox"/> ໃຫ້ໝາຍໃສ່ຊ່ອງນີ້ ຖ້າທ່ານອ່ານຫຼືປາກົດພາສາລາວ.	Laotian
<input type="checkbox"/> Zaznacz tę kratkę jeżeli czyta Pan/Pani lub mówi po polsku.	Polish
<input type="checkbox"/> Assinale este quadrado se voce lê ou fala Português.	Portuguese

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<input type="checkbox"/> Însemnăți această căsuță dacă citiți sau vorbiți Românește.	Romanian
<input type="checkbox"/> Пометьте этот квадратик, если вы читаете или говорите по-русски.	Russian
<input type="checkbox"/> Maka pe fa'ailoga le pusa lea pe afai e te faitau pe tusitusi i le gagana Samoa.	Samoaan
<input type="checkbox"/> Обележите овај квадратих уколико читате или говорите српски језик.	Serbian (Serbo-Croatian)
<input type="checkbox"/> Označte tento štvorček, ak viete čítať alebo hovoriť po slovensky.	Slovak
<input type="checkbox"/> Marque esta casilla si lee o habla español.	Spanish
<input type="checkbox"/> Markahan ang kahon na ito kung ikaw ay nagsasalita o nagbabasa ng Tagalog.	Tagalog
<input type="checkbox"/> ให้กาเครื่องหมายลงในช่องถ้าท่านอ่านหรือพูดภาษาไทย.	Thai
<input type="checkbox"/> Faka'ilonga'i 'ae puha ko'eni kapau 'oku te lau pe lea 'ae lea fakatonga.	Tongan
<input type="checkbox"/> Відмітьте цю клітинку, якщо ви читаете або говорите українською мовою.	Ukrainian
<input type="checkbox"/> اگر آپ اردو پڑھتے یا بولتے ہیں تو اس خانہ میں نشان لگائیں.	Urdu
<input type="checkbox"/> Xin đánh dấu vào ô này nếu quý biết đọc và nói được Việt Ngữ.	Vietnamese
<input type="checkbox"/> צייכנט דעם קעסטל אויב איר שרייבט אדער ליינט אידיש.	Yiddish

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**TITLE VI/504/ADA and Related  
Federal and State Statutes  
Discrimination Complaint Form**

<b>FOR OFFICE USE ONLY</b>	
Date: _____	Reviewer Initials: _____

Name of Complainant: _____	Home Telephone Number: _____	Work Telephone Number: _____
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Mailing Address:  
\_\_\_\_\_  
\_\_\_\_\_

What is the most convenient time for us to contact you about this complaint?  
\_\_\_\_\_

Basis of Discriminatory Action(s):

<input type="checkbox"/> RACE	<input type="checkbox"/> SEX	<input type="checkbox"/> MARITAL STATUS
<input type="checkbox"/> COLOR	<input type="checkbox"/> NATIONAL ORIGIN/ANCESTRY	<input type="checkbox"/> VETERAN'S STATUS
<input type="checkbox"/> RELIGION/CREED	<input type="checkbox"/> PHYSICAL/MENTAL DISABILITY	<input type="checkbox"/> GENETIC INFORMATION
<input type="checkbox"/> AGE	<input type="checkbox"/> MEDICAL CONDITION	<input type="checkbox"/> RETALIATION

Date and place of alleged discriminatory actions. Please include earliest date of discrimination and most recent date of discrimination:  
\_\_\_\_\_  
\_\_\_\_\_

How were you discriminated against? Describe the nature of the action, decision, or conditions of the alleged discrimination. Explain as clearly as possible what happened and why you believe your protected status was a factor in the discrimination. Include how other persons were treated differently from you. (Attach additional page(s), if necessary).  
\_\_\_\_\_  
\_\_\_\_\_

Names of persons (witnesses, fellow employees, supervisors, or others) whom we may contact for additional information to support or clarify your complaint: (Attached additional page(s), if necessary).

<u>Name</u>	<u>Address</u>	<u>Telephone</u>
_____	_____	_____
_____	_____	_____

\_\_\_\_\_  
Signature of Complainant

\_\_\_\_\_  
Date



# City of Maquoketa LEP Reporting Form

## TITLE VI PLAN LIMITED ENGLISH PROFICIENCY (LEP) REPORTING FORM

DATE: \_\_\_\_\_

NAME: \_\_\_\_\_

PROGRAM AREA: \_\_\_\_\_

DATE OF REQUEST: \_\_\_\_\_ DATE OF SERVICE: \_\_\_\_\_

### HOW DID THE LEP PERSON CONTACT YOU?

WALK-IN: \_\_\_\_\_ ONLINE: \_\_\_\_\_

TELEPHONE: \_\_\_\_\_ IN WRITING: \_\_\_\_\_

LANGUAGE \_\_\_\_\_

TYPE OF SERVICE	REQUESTED	PROVIDED
WALK-IN INTERPRETATION:	_____	_____
TELEPHONE INTERPRETATION:	_____	_____
ADVANCE REQUEST IN-PERSON INTERPETATION:	_____	_____
TRANSLATION OF DOCUMENT:	_____	_____

### TYPE OF INTERACTION/DOCUMENT

UNSCHEDULED MEETING: \_\_\_\_\_ SCHEDULED MEETING: \_\_\_\_\_

TELEPHONE REQUEST: \_\_\_\_\_ ONLINE REQUEST/SUBMISSION: \_\_\_\_\_

PUBLIC MEETING/EVENT: \_\_\_\_\_ APPLICATION OR FORM: \_\_\_\_\_

LETTER: \_\_\_\_\_ COMPLAINT: \_\_\_\_\_

BROCHURE/PAMPHLET/HANDOUT: \_\_\_\_\_

OTHER (PLEASE SPECIFY): \_\_\_\_\_

### LANGUAGE SERVICE WAS PROVIDED BY:

DEPARTMENT VOLUNTEER \_\_\_\_\_ MULTILINGUAL EMPLOYEE \_\_\_\_\_

TELEPHONE INTERPRETER \_\_\_\_\_ IN-PERSON CONTRACT INTERPRETER \_\_\_\_\_

CONTRACT TRANSLATOR \_\_\_\_\_ OTHER (PLEASE SPECIFY) \_\_\_\_\_

Please send completed forms to:

**Joshua Boldt, City of Maquoketa Non-Discrimination & Civil Rights Coordinator**

**201 East Pleasant Street**

**Maquoketa, IA 52060**

**(563) 652-2484**

**manager@maquoketaia.com**



# Maquoketa, Iowa

Demographic Review - Identifying underserved and vulnerable populations

# Maquoketa, Iowa Block Group Demographic Analysis 2020

Conducted by Lovely City, LLC  
April 2023

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## Geographies

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Maquoketa, IA Municipal Tracts and Block Groups:  
Jackson Co Tract 9505: BG 1,2,3,4  
Jackson Co Tract 9506: BG 1,2,3

## Data Sets

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The following datasets have been collected from the 2020 US Census and the American Community Survey (2021, 5-year estimates) and reviewed to help with planning infrastructure projects.

1. Total Population (ACS 5-Year Estimate Detailed Table, Total Population)
2. Minority residents (Decennial Census, Race; Decennial Census Hispanic and Latino and Not Hispanic or Latino by Race; 2000, 2010, 2020)
3. Youth aged 00-05 years (ACS 5-Year Estimates Subject Tables, Age and Sex)
4. Youth aged 01-14 years (ACS 5-Year Estimates Subject Tables, Age and Sex)
5. Seniors aged 65 years and over (ACS 5-Year Estimates Subject Tables, Age and Sex)
6. Families living in poverty (ACS 5-Year Estimates Detailed Tables, Poverty Status in the Past 12 Months)
7. Households with 1 or more persons with a disability (ACS 5-Year Estimates Detailed Tables, Receipt of Food Stamps in the past 12 Months by Disability Status for Households)
8. Households with No Vehicle Available (ACS 5-Year Estimates Detailed Tables, Tenure by Vehicles Available)

### What are Municipal -Level Data and Block Group Level Data?

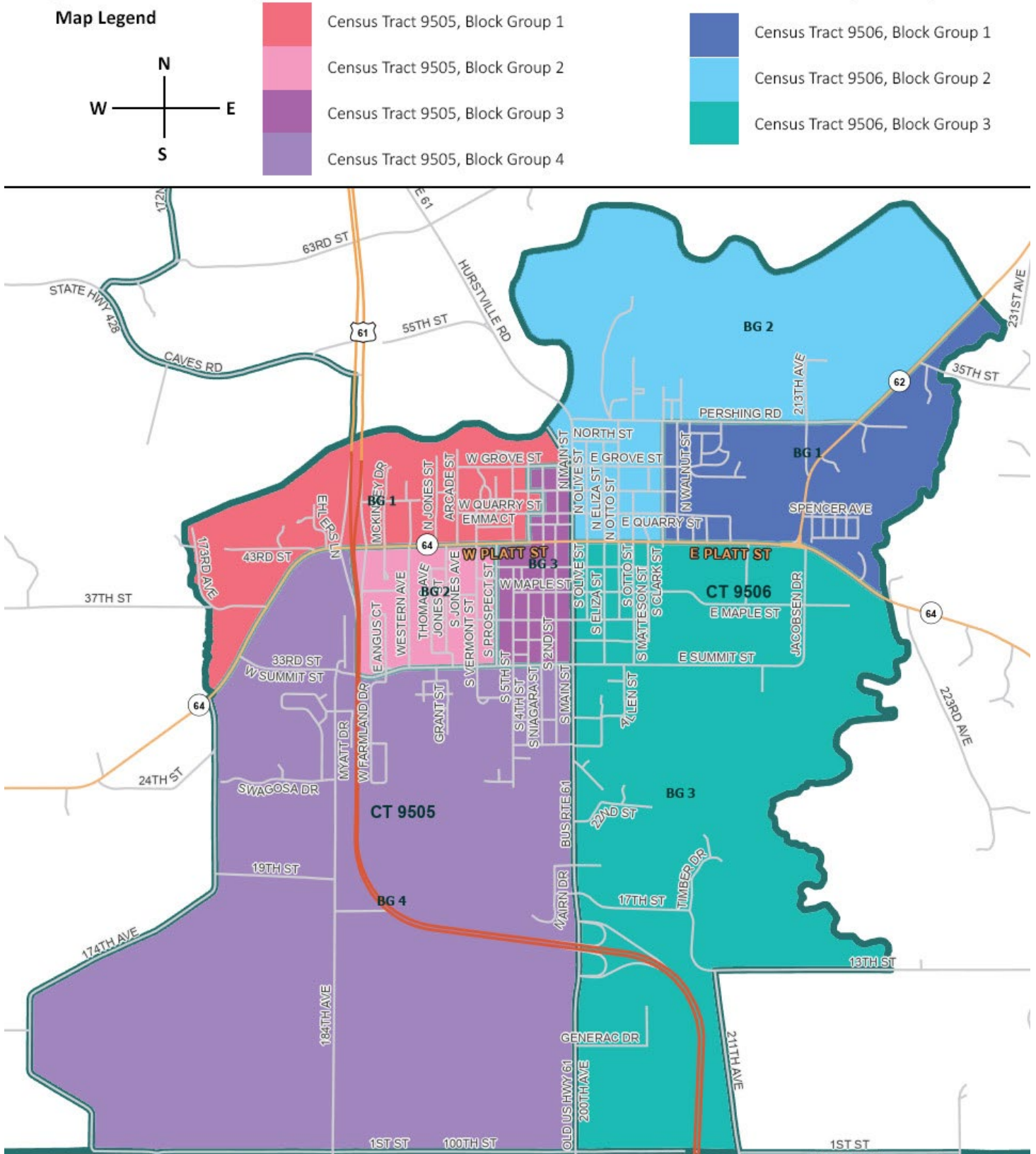
**Municipal-Level Data:** The data that is available at the municipal level follows Maquoketa’s political boundaries and provides a snapshot of the community within the city limits. This does not include residents who live outside of the boundary, but utilize city services, parks, roads, etc. for their daily needs.

**Block Group-Level Data:** Block Groups are created by the US Census Bureau. These block groups do not follow a political boundary and in the case of smaller communities, they may include people who live outside of the city limits. Block Groups break up a community into smaller sections to provide more detail about people living in different areas of a city. This allows us to look for population characteristics that may otherwise be less noticeable when viewed at the community level. For the purposes of this review, we will utilize block group-level data.

# Maquoketa Block Group Map

Figure 1.1 shows the geographic locations of the block groups in and around Maquoketa.

## Figure 1.1 Maquoketa, Iowa Census Tract and Block Group Map



## Maquoketa Population 2000-2020

The City of Maquoketa municipal population is approximately 6,128 with populations of the block groups listed below totaling 6,372 (US Census Bureau, 2020).

Between 2010 and 2020, the state of Iowa grew at a rate of 4.7%, from 3,046,355 to 3,190,369 (US Census Bureau, 2020). The city of Maquoketa saw a decrease in population of -0.2% during the same period with a change from 6,141 to 6,128 (US Census Bureau, 2020). During the same time period, minority residents increased from 274 to 510, an increase of 86.13%; white residents decreased from 6,104 to 5,753, a change of -5.75%

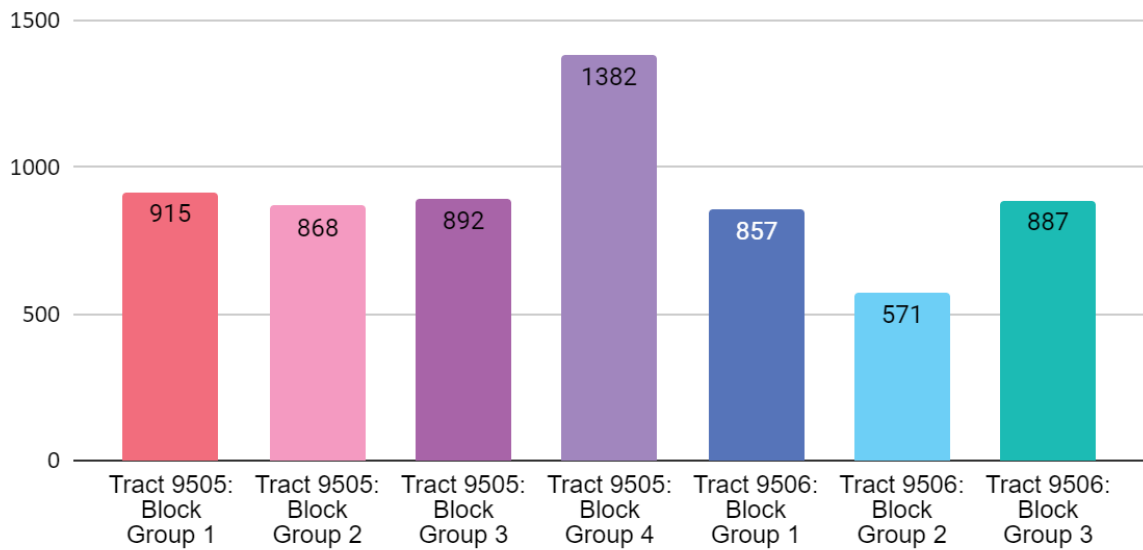
Figure 1.2 shows that from 2010-2020, the block groups including and surrounding Maquoketa saw a decrease in population of -1.8% with the greatest population loss (-15.5%) occurring in Census Tract 9506, Block Group 2 in the North-Central portion of the City.

<b>Figure 1.2 Population Growth and Geographic Distribution</b>				
	Geography	2020 Total Population	Percent of 2020 Total Population	Percent Change from 2010 to 2020
A	Tract 9505: Block Group 1	915	14.4%	-6.5%
B	Tract 9505: Block Group 2	868	13.6%	2.8%
C	Tract 9505: Block Group 3	892	14.0%	2.9%
D	Tract 9505: Block Group 4	1,382	21.7%	1.6%
E	Tract 9506: Block Group 1	857	13.4%	-2.1%
F	Tract 9506: Block Group 2	571	9.0%	-15.5%
G	Tract 9506: Block Group 3	887	13.9%	-0.2%
	Total Population	6,372	100%	-1.8%

Figure 1.3 shows the distribution of Maquoketa’s population among the block groups.

The population is not evenly distributed. Tract 9505, Block Group 4 makes up 21.7% of the total population; Tract 9506, Block Group 2 makes up 9%; and the five other block groups each make up an additional 13-14% of the population.

Figure 1.3 Maquoketa 2020 Population Distribution by Block Group

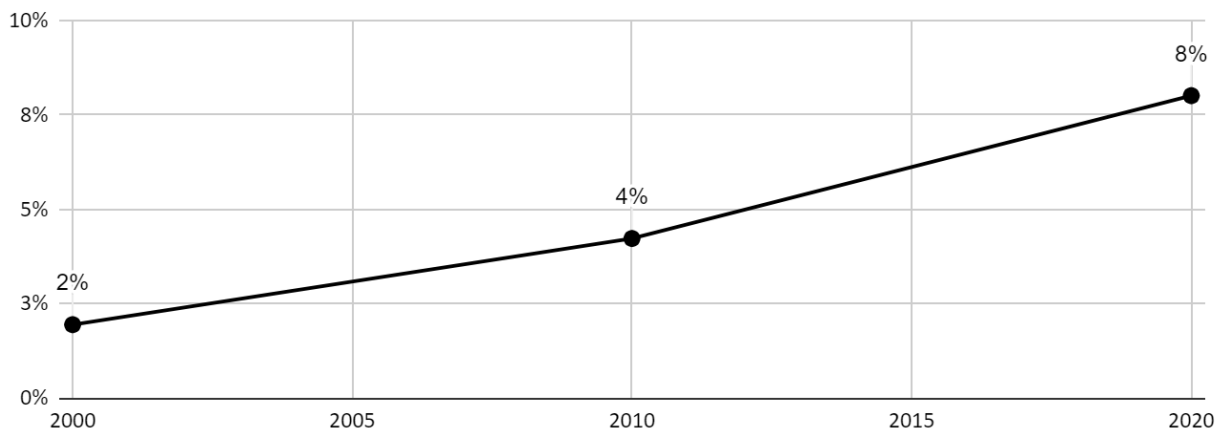


Source: U.S. Census Bureau, 2020 Census Redistricting Data (Public Law 94-171), Total Population

## Race by Block Group

Census data considers race and Hispanic origin to be two distinct concepts. Hispanic or Latino is defined as an ethnicity; as such, Hispanic/Latino data are provided separately from the race distribution. Maquoketa’s minority population increased between the 2000, 2010 and 2020 census, as shown in Figure 1.4a. In the 2010 census, Maquoketa’s non-white population made up just 4.22% of its total population and in the 2020 census non-white residents made up 8.00% of the total population. In 2020, the non-white population of Jackson County was 4.51%. The state of Iowa non-white population was 11%.

Figure 1.4a Maquoketa Minority Population 2000-2020

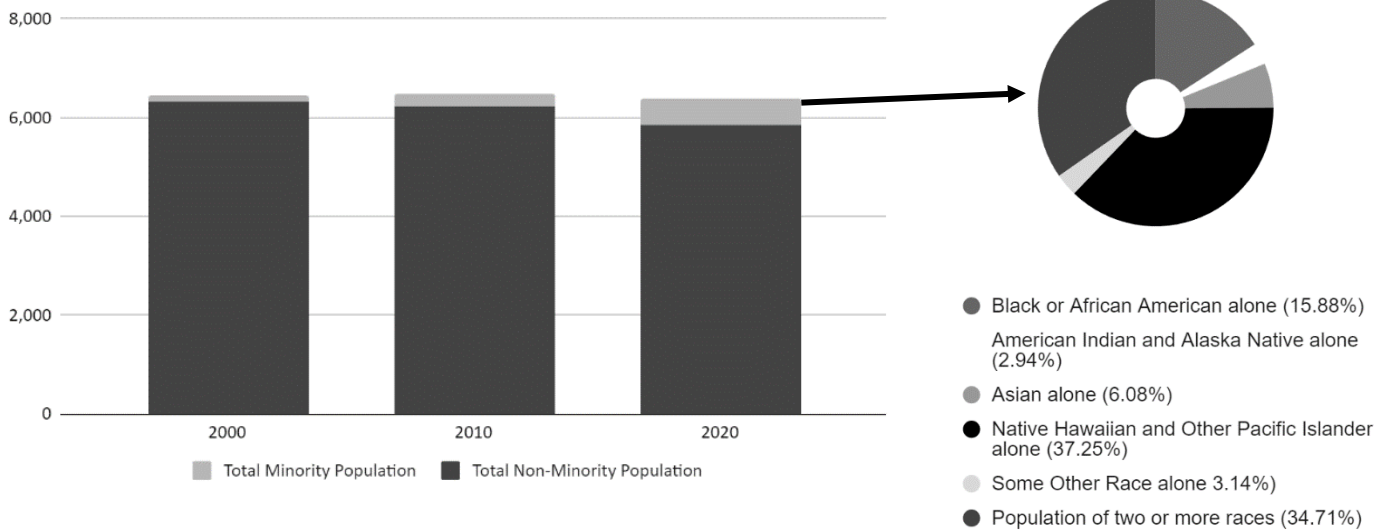


Source: U.S. Census Bureau, 2020 Census Redistricting Data (Public Law 94-171), Hispanic or Latino or Not Hispanic or Latino by Race

Figure 1.4b provides a summary of the minority groups present in Maquoketa and their proportion of the total minority population in the community. Hawaiian or Pacific Islanders make up the greatest share of minorities in the community, representing 37.25%. The Hawaiian/Pacific Islander population increased by 118% in

Maquoketa which constitutes all the growth of this group in Jackson County from 2010-2020. The second most populous minority group in Maquoketa is residents of two or more races, 34.71%.

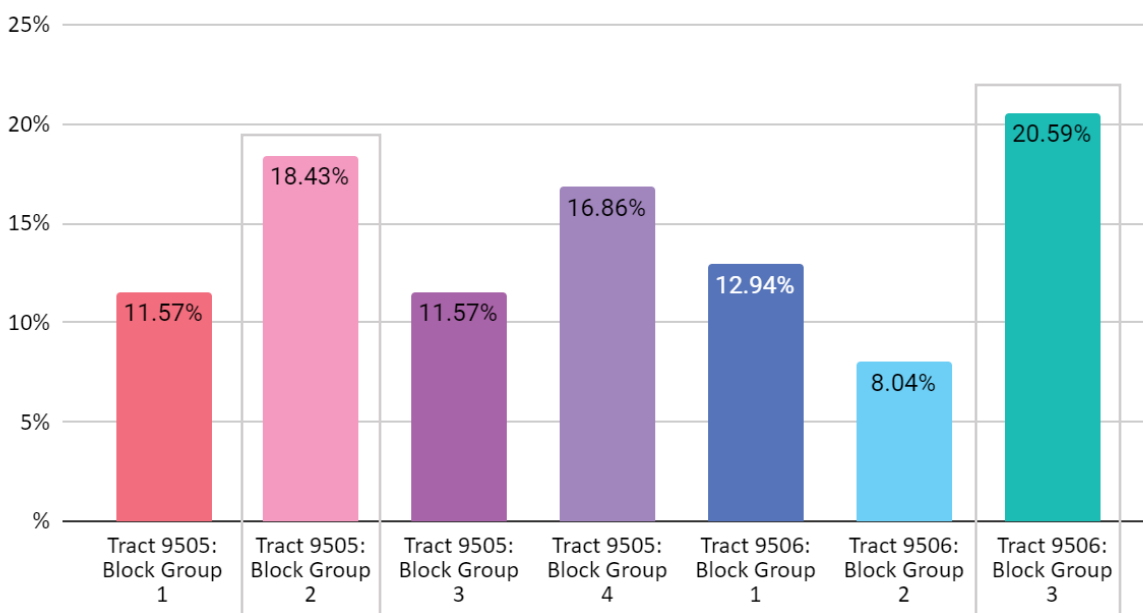
Figure 1.4b Maquoketa Minority Population 2000-2020



Source: U.S. Census Bureau, 2020 Census Redistricting Data (Public Law 94-171), Hispanic or Latino or Not Hispanic or Latino by Race

Figure 1.5 shows the 2020 minority population distribution among block groups. Maquoketa’s minority population is disproportionately located in Tract 9505, Block Group 2 and Tract 9506, Block Group 3. This is a change from 2010 when minority populations were disproportionately distributed in Tract 9506, Block Groups 1 and 3. Minority residents make up 10.8% of Tract 9505, Block Group 2; these residents make up 18.4% of the total minority population. Minority residents make up 11.8% of Tract 9506, Block Group 3; these residents make up 20.59% of the total minority population. These areas combined make up 28% of the Maquoketa population but are home to 38% of its minority residents.

Figure 1.5 Maquoketa Minority Population Distribution

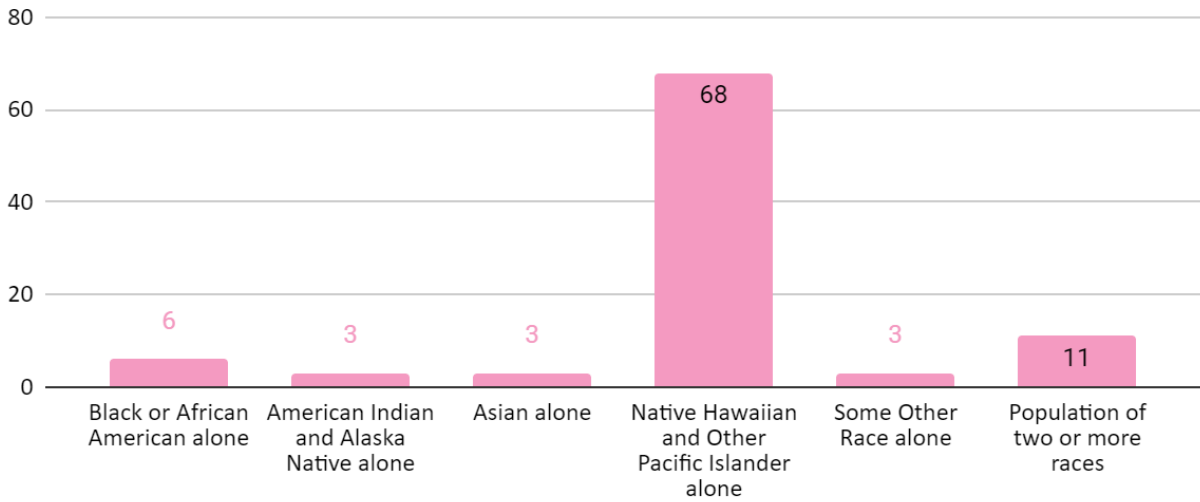


Source: U.S. Census Bureau, 2020 Census Redistricting Data (Public Law 94-171), Hispanic or Latino or Not Hispanic or Latino by Race



Figure 1.6 shows the minority populations present in Tract 9505, Block Group 2. This block group is home to the largest number of Hawaiian or other Pacific Islanders in the community.

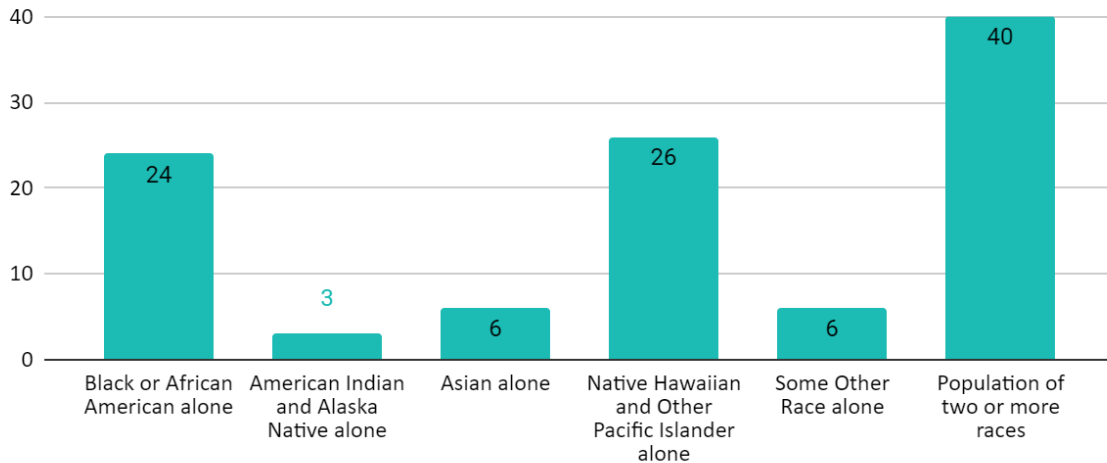
Figure 1.6 Census Tract 9505, Block Group 2 Population by Race



Source: U.S. Census Bureau, 2020 Census Redistricting Data (Public Law 94-171), Hispanic or Latino or Not Hispanic or Latino by Race

Figure 1.7 shows the minority populations present in Tract 9506, Block Group 3. This block group is home to the largest number of Black or African American alone and mixed-race residents. This block group is also home to the second highest number of Hawaiian or other Pacific Islanders.

Figure 1.7 Census Tract 9506, Block Group 3 Population by Race



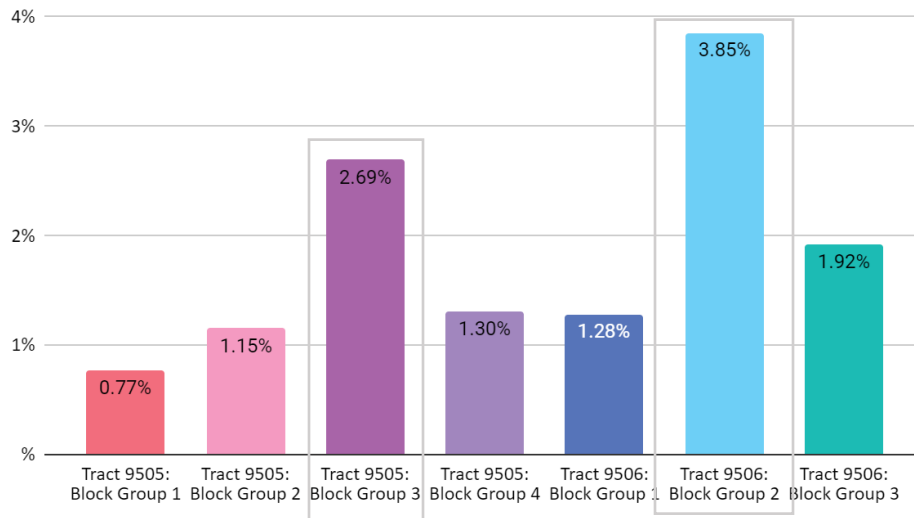
Source: U.S. Census Bureau, 2020 Census Redistricting Data (Public Law 94-171), Hispanic or Latino or Not Hispanic or Latino by Race

## Ethnicity: Hispanic/Latino by Block Group

Maquoketa’s Hispanic/Latino population decreased slightly between the 2010 and 2020 census. In the 2010 census, Maquoketa’s Hispanic/Latino population made up just 1.73% of its total population. In the 2020 census Hispanic/Latino residents made up 1.71% of the total population in Maquoketa compared to 1.22% in Jackson County and 7% in the State of Iowa. Figure 1.8 shows the Hispanic/Latino population among the block

groups. Maquoketa’s Hispanic/Latino population is disproportionately located in Tract 9505, Block Group 3 and Tract 9506, Block Group 2.

Figure 1.8 Maquoketa Hispanic/Latino Population by Block Group



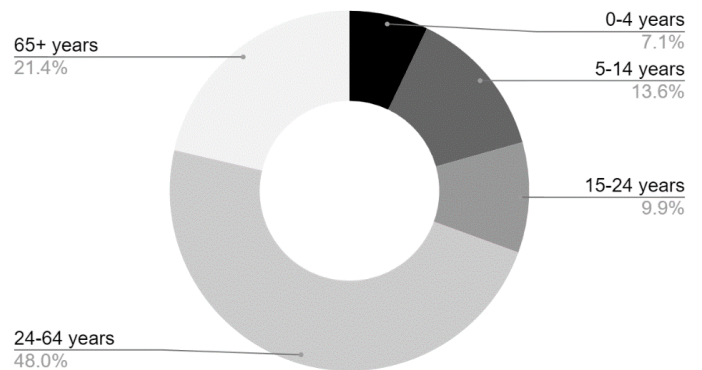
Source: U.S. Census Bureau, 2020 Census Redistricting Data (Public Law 94-171), Hispanic or Latino or Not Hispanic or Latino by Race

## Age Distribution

The age analysis for Maquoketa is based on the American Community Survey 5-year estimates. These estimates provide a different population distribution than what is provided in the race analysis above. In these estimates Tract 9505, Block Group 4 is home to over a quarter of all Maquoketa residents. This change in the overall population distribution impacts the point at which a block group shows a disproportionate share of a specific age group.

Maquoketa has a relatively young population with more residents under age 5 (7.1%) and 0-14 (20.7%) than Jackson County (5.9% and 18.3%, respectively); the State of Iowa (6.1% and 19.3%, respectively). Maquoketa has residents 65 years and older making up 21.4% of its population which is also higher than Jackson County (20.84%) and the State of Iowa (17%). This means that the working age portion of the population is smaller than the United States.

Figure 1.9 Maquoketa Population by Age



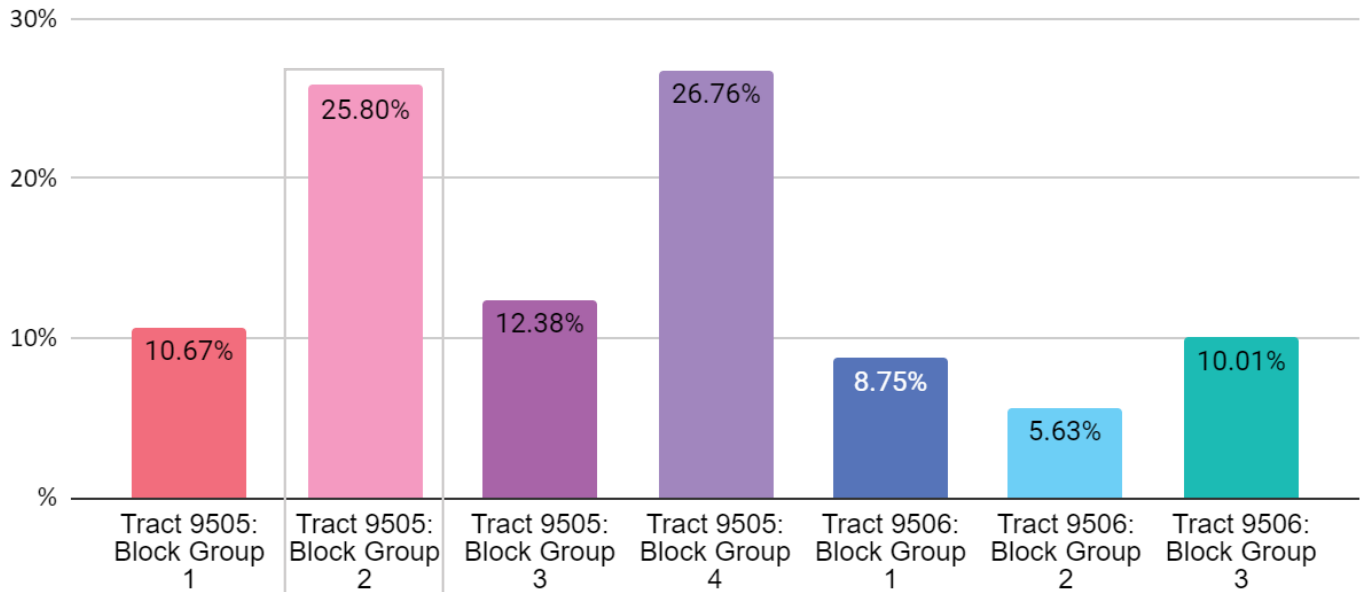
Source: U.S. Census Bureau, 2017-2021 American Community Survey 5-Year Estimates, Total Population, Sex by Age

### Residents Over 65 Years of Age

Residents over 65 are not evenly geographically distributed. Figure 1.10 shows that residents over 65 years of age are disproportionately located in Tract 9505, Block Group 2. This block group makes up 13% of the population but is home to 25% of the residents over 65 years old. While Block Group 4 appears to have a large

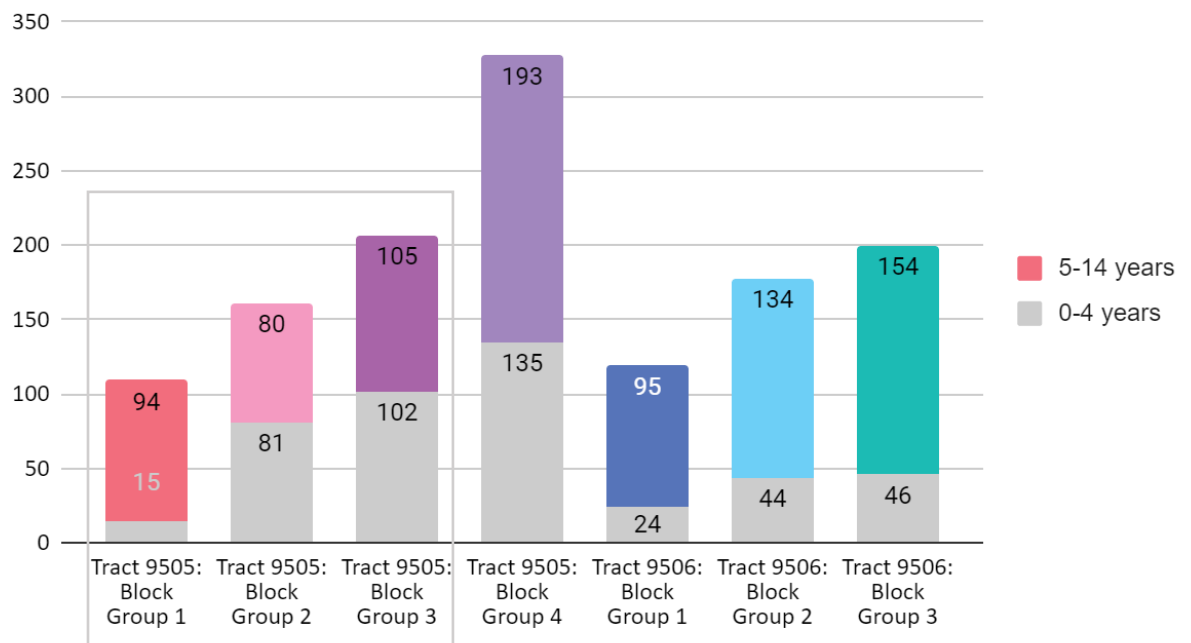
over 65 population, it is the most populous block group and does not have a disproportionate share of senior residents. A review of the locations of senior and assisted living facilities may explain some of this distribution.

Figure 1.10 Maquoketa Distribution of Residents 65 years+ by Block Group



Source: U.S. Census Bureau, 2017-2021 American Community Survey 5-Year Estimates, Total Population, Sex by Age

Figure 1.11 Maquoketa Youth Population by Block Group



Source: U.S. Census Bureau, 2017-2021 American Community Survey 5-Year Estimates, Total Population, Sex by Age

### Residents 0-4 and 0-14 Years of Age

Residents aged 0-14 are proportionately distributed, however there is a disproportionate distribution of children under 5 years of age. In Tract 9505, Block Groups 2,3 and 4 all contain a disproportionate number of

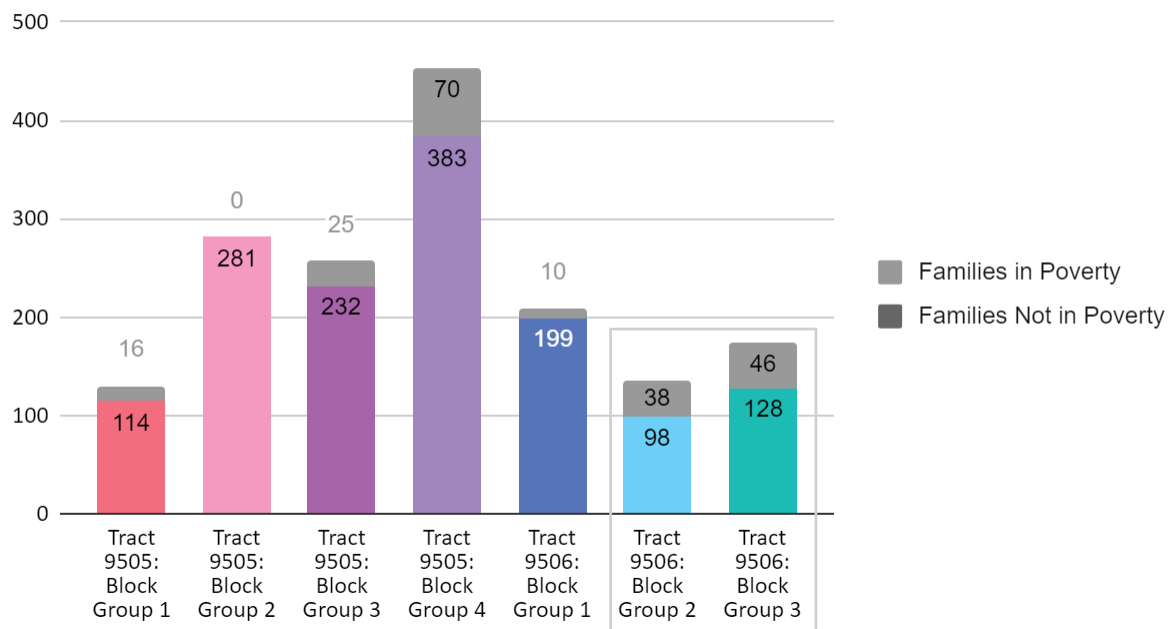
children under 5 years old. In these block groups the children under 5 make up half of the children aged 0-14 years.

## Families Living in Poverty

The poverty analysis for Maquoketa is based on the American Community Survey 5-year estimates. These estimates provide a different population distribution than what is provided in the previous section as this is based on distribution of families, not individuals. In these estimates Tract 9505, Block Group 4 is home to over a quarter of all Maquoketa residents (27.6%). This change in the overall population distribution impacts the point at which a block group shows a disproportionate share of families in poverty.

The percentage of families in Maquoketa living in poverty in the last 12 months is 12.5% compared to 7% for both Jackson County and the State of Iowa. Families living in poverty are disproportionately located in Tract 9506, Block Groups 2 and 3. These block groups make up just 18.9% of families but are home to 41% of the families in poverty. Tract 9505, Block Group 4 is also home to many families in poverty, however, because it is the most populous block group, the percentage of families in poverty is 15.5%, not far from the Maquoketa average of 12.5%. 28% of families living in Tract 9506, Block Group 2 are living in poverty and 26.4% of families living in Tract 9506, Block Group 3 are living in poverty.

Figure 1.12 Maquoketa Families Living in Poverty in the Past 12 Months



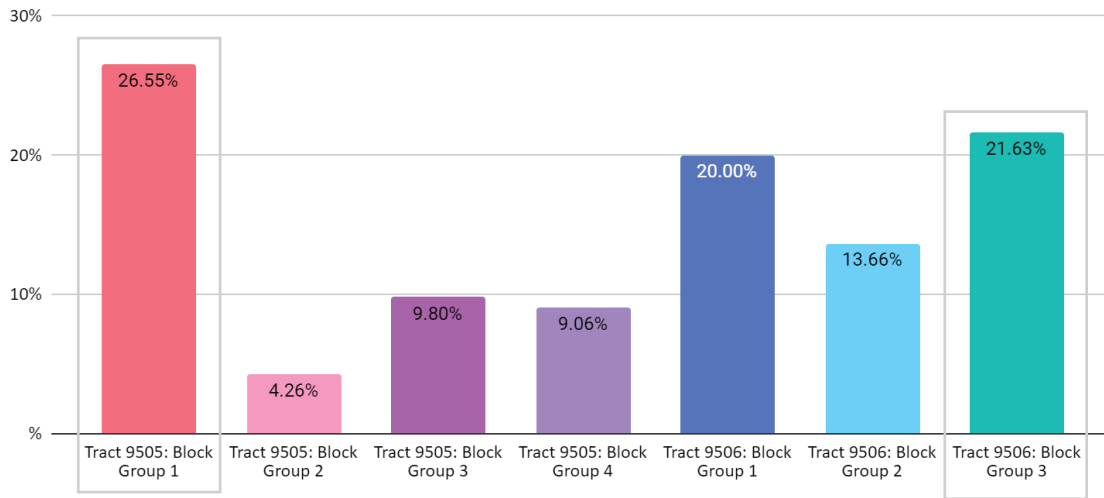
Source: U.S. Census Bureau, 2017-2021 American Community Survey 5-Year Estimates, Households, Poverty Status

## Households with One or More Members with a Disability

The disability analysis for Maquoketa is based on the American Community Survey 5-year estimates. These estimates provide a different population distribution than what is provided in the previous sections as this is based on distribution of households, not families or individuals. A household consists of one or more people living in the same house, apartment, etc. They may or may not be related. A family consists of two or more

people who are related by birth, marriage, or adoption and who live in the same house, apartment, etc. There are generally more households than families, as residents living alone are counted as households but not counted as families. This data set also focuses on households with workforce-aged residents 20-64 years. This means that households of individuals over 65 would not be counted.

Figure 1.13 Maquoketa Percentage of Households with One or More Members with a Disability



Source: U.S. Census Bureau, 2017-2021 American Community Survey 5-Year Estimates, Population 20 to 64 years, poverty status is determined

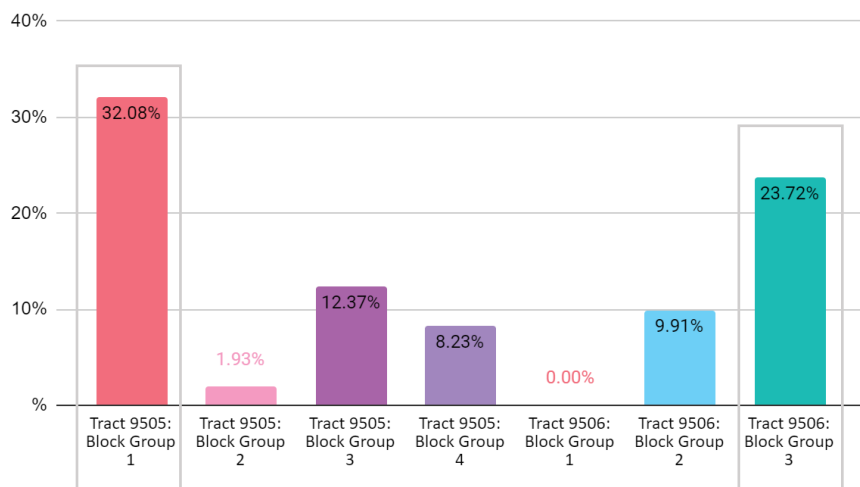
The percentage of households in Maquoketa with one or more working-aged members with a disability is 14.3% compared to 11.06% in Jackson County and 9.96% in the State of Iowa. Households with a working-aged member with a disability are disproportionately located in Tract 9505, Block Group 1 and Tract 9506, Block Groups 1 and 3. These block groups make up 40% of households and are home to 61.3% of the households with a working-aged member with a disability.

## Vehicle Access

The vehicle availability analysis for Maquoketa is based on the American Community Survey 5-year estimates. Similar to the disability analysis, these estimates are provided at the household level.

Figure 1.14 displays the percentage of households, by block group, with no access to a vehicle. Residents in Tract 9505, Block Group 2 and Tract 9506, Block Group 3 are most likely to rely on biking, walking, or carpooling as 32.08% and 23.72% of households in these areas have no vehicle available. 11.15% of Maquoketa residents have no access to a vehicle compared with 5.32% in Jackson County and 5.6% in the State of Iowa.

Figure 1.14 Maquoketa Households with No Vehicle Available



Source: U.S. Census Bureau, 2017-2021 American Community Survey 5-Year Estimates, Tenure by Vehicle Availability

## Summary

The following is a high-level overview of each block group and the vulnerable populations that are present.

Tract 9505: Block Group 1	14.4% total population 26.5% of households have one member with a disability*** 25% are over 65 years*** 32% no vehicle available***
Tract 9505: Block Group 2	13.6% total population 10.8% identify as a racial minority* 41% are over 65 years*** 9.5% are children under 5***
Tract 9505: Block Group 3	14% total population 2.7% identify as Hispanic/Latino* 10.9% are children under 5*** 12.4% no vehicle available***
Tract 9505: Block Group 4	21.7% total population 22% are over 65 years*** 8.3% are children under 5***
Tract 9506: Block Group 1	13.4% total population 20% of households have one member with a disability***
Tract 9506: Block Group 2	9% total population 3.9% identify as Hispanic/Latino* 27.9% of families are living in poverty***
Tract 9506: Block Group 3	13.9% total population 11.8% identify as a racial minority* 21.6% of households with a disability*** 26.4% of families are living in poverty***

\*Block group represents a higher percentage than Jackson County (1.22% Hispanic Latino, 4.51% Minority, 5.9% under 5 years, 20.8% over 65 years, 5.3% with no vehicle access, 7% families in poverty, 11.1% with household member with a disability).

\*\*Block group represents a higher percentage than the State of Iowa (7% Hispanic Latino, 11% Minority, 6.1% under 5 years, 17% over 65 years, 5.6% with no vehicle access, 7% families in poverty, 9.9% with household member with a disability).