

OZARKS TRANSPORTATION ORGANIZATION

LIMITED ENGLISH PROFICIENCY PLAN



ADOPTED BY BOARD OF DIRECTORS

AUGUST 17, 2017

LIMITED ENGLISH PROFICIENCY PLAN

Ozarks Transportation Organization

Contents

Introduction	2
Factor 1: The Number or Proportion of LEP Persons Served or Encountered in the Eligible Service Population.....	4
Factor 2: The Frequency with which LEP Individuals Come into Contact with an MPO Program, Activity, or Service	7
Factor 3: The Nature and Importance of the Program, Activity, or Service Provided by the MPO to LEP Community.....	7
Factor 4: The Resources Available to the MPO and Overall Costs.....	8
How to Identify an LEP Person who Needs Language Assistance.....	9
Language Assistance Measures	9
OTO Staff Training.....	10
Providing Notice of Available Language Service to LEP Persons	10
Outreach Techniques	10
Monitoring and Updating the LEP Plan.....	10
Dissemination of the OTO Limited English Proficiency Plan	11
Appendix-A: Language Spoken at Home by the Population Age 5 Years and Over.....	12
Appendix-B: Community Groups Serving LEP Populations.....	13
Appendix-C: Limited English Proficiency (LEP) Survey 2017	15
Appendix-D: City Utilities (CU) Transit On-Board Survey.....	22
Appendix-E: “I Speak Cards”	24

Introduction

Excerpted from “Implementing the Department of Transportation’s Policy Guidance Concerning Recipients’ Responsibilities to Limited English Proficient (LEP) Persons: A Handbook for Public Transportation Providers” as prepared by The Federal Transit Administration Office of Civil Rights, dated April 13, 2007.

“Individuals who have a limited ability to read, write, speak, or understand English are limited English proficient, or “LEP.” According to the 2000 U.S. Census, more than 10 million people reported that they do not speak English at all, or do not speak English well. The number of persons reporting that they do not speak English at all or do not speak English well grew by 65 percent from 1990 to 2000. Among limited English speakers, Spanish is the language most frequently spoken, followed by Chinese (Cantonese or Mandarin), Vietnamese, and Korean (page 4).

“Title VI of the Civil Rights Act of 1964, 42 U.S.C. 2000d et seq., and its implementing regulations provide that no person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied benefits of, or be otherwise subjected to discrimination under any program or activity that receives Federal financial assistance. The Supreme Court, in *Lau v. Nichols*, 414 U.S. 563 (1974), interpreted Title VI regulations prohibits conduct that has a disproportionate effect on LEP persons because such conduct constitutes national origin discrimination (page 5).

“Executive Order 13166, “Improving Access to Services for Persons with Limited English Proficiency,” reprinted at 65 FR 50121 (August 16, 2000), directs each Federal agency to examine the services it provides and develop and implement a system by which LEP persons can meaningfully access those services. Federal agencies were instructed to publish guidance for their respective recipients in order to assist them with their obligations to LEP persons under Title VI. The Executive Order states that recipients must take reasonable steps to ensure meaningful access to their programs and activities by LEP persons (Pages 5-6).

“The U.S. DOT published revised guidance for its recipients on April 13, 2007. This document states that Title VI and its implementing regulations require that DOT recipients take responsible steps to ensure meaningful access to the benefits, services, information, and other important portions of their programs and activities for individuals who are Limited English Proficient (LEP) and that recipients should use DOT LEP Guidance to determine how best to comply with statutory and regulatory obligations to provide meaningful access to the benefits, services, information, and other important portions of their programs and activities for individuals who are LEP (page 6).

“The FTA references the DOT LEP guidance in its Circular 4702.1B, “Title VI, DOT’s implementing regulations for FTA Recipients, “which was published on October 1, 2012. Chapter III, Section 9 of this Circular references the LEP requirement and responsible steps ensuring meaningful access to benefits, services, and information for LEP persons and suggests that FTA recipients and subrecipients develop a language implementation plan consistent with the provisions of Section 9 of the DOT LEP guidance.

Staff from local governments and area transportation agencies serve on the OTO's various committees and provide technical review, comments, and recommendations on draft OTO plans, programs, studies, and issues.



FOUR FACTOR ANALYSIS

Factor 1: The Number or Proportion of LEP Persons Served or Encountered in the Eligible Service Population

The first step in determining factors of an LEP Plan is to identify the proportion of LEP persons who may encounter the OTO, their literacy skills in English and their native language, and the location of their communities and neighborhoods within the OTO region.

To do this, the OTO evaluated the level of English literacy and to what degree individuals in our planning area speak a language other than English and what those languages are. We did this by using U.S. Census data reflected in American Community Survey (ACS) data tables DP02 and B16001 for 2011 to 2015, as shown in Table 1.

TABLE 1 ANALYSIS OF LEP PERSONS

	Greene County within OTO Study Area	Christian County within OTO Study Area	Total OTO Study Area
Number of Persons 5+ Years of Age	265,833	72,340	338,173
Number of Non-English Indo-European 5+ Years Who Speak English Less Than "Very Well"	875	172	1,047
Percentage of Non-English Indo-European 5+ Years Who Speak English Less Than "Very Well"	0.33%	0.24%	0.31%
Number of Spanish Speaking Persons 5+ Years Who Speak English Less Than "Very Well"	1,685	302	1,987
Percentage of Spanish Speaking Persons 5+ Years Who Speak English Less Than "Very Well"	0.63%	0.42%	0.59%
Number of All Persons 5+ Years Who Speak English Less Than "Very Well"	5,037	609	5,646
Percentage of All Persons 5+ Years Who Speak English Less Than "Very Well"	1.89%	0.84%	1.67%
Number of Persons 5+ Years of Age that Speak a Language Other Than English at Home	13,914	2,481	16,395
Percentage of Persons 5+ Years of Age that Speak a Language Other Than English at Home	5.23%	3.43%	4.85%
Source: 2011-2015 ACS Table, DP02, B16001			

The OTO also mapped specific Census Tracts where the proportion of LEP persons exceeds the proportion of LEP persons in the service area as a whole. This can be seen in Figure 2 and Figure 3. These maps highlight those Census Tracts which have a LEP population higher than the MPO average proportion of LEP individuals and Spanish speaking LEP individuals, respectively. Many LEP individuals are in the City of Springfield, with some along the eastern and southern portions of the region.

Additional languages for OTO to be aware of, as certain populations grow, include German, French (including Patois and Cajun), Chinese, Russian, and Vietnamese. After English and Spanish, these are among the top languages that are spoken at home for the population 5 years and over, regardless of the ability to speak English (*See Appendix-A*).

Ozarks Transportation Organization Study Area



**OZARKS TRANSPORTATION
ORGANIZATION**

A METROPOLITAN PLANNING ORGANIZATION

**All Persons 5+ Years of Age
Who Speak a Language
Other Than English at Home**

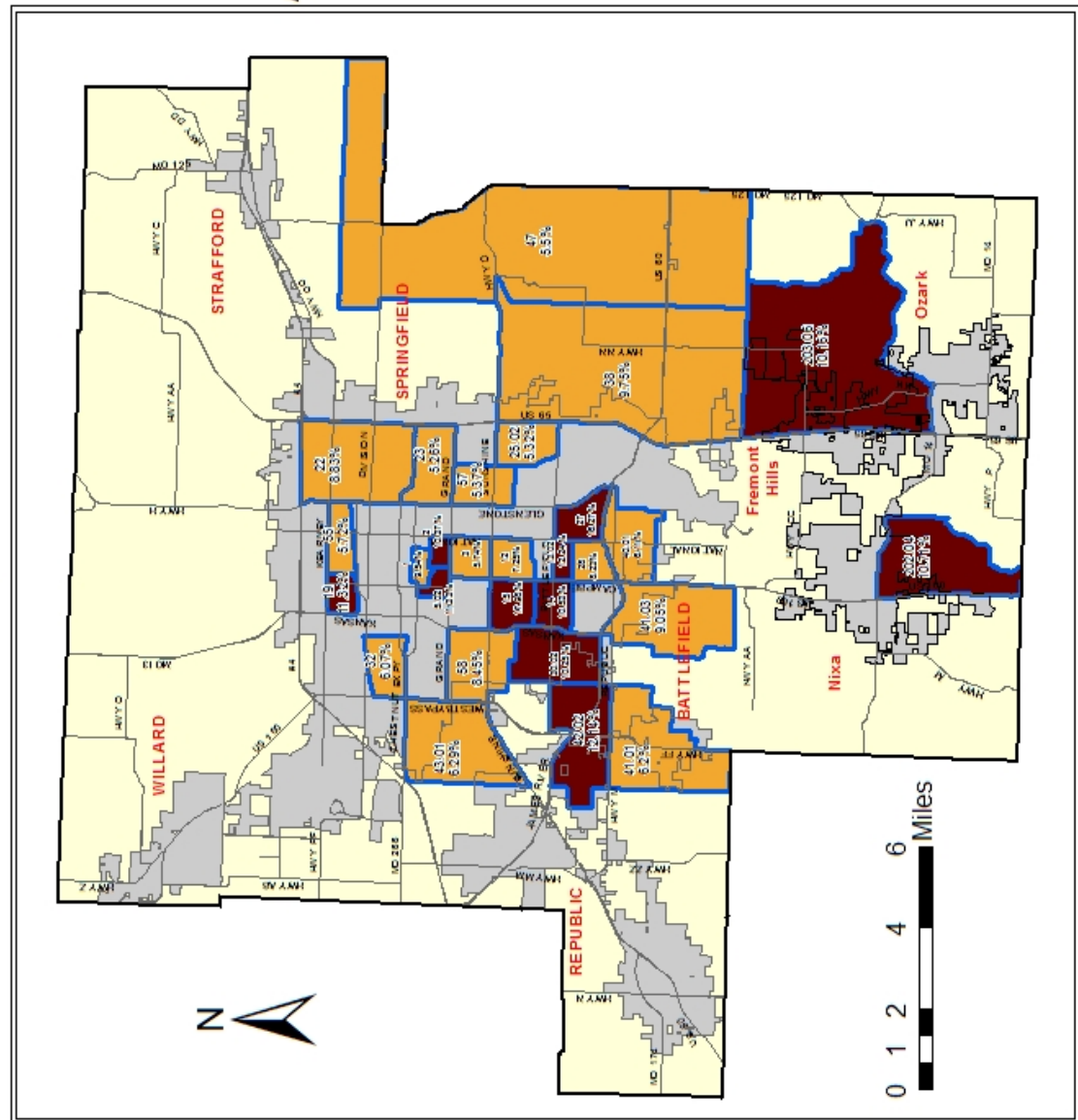
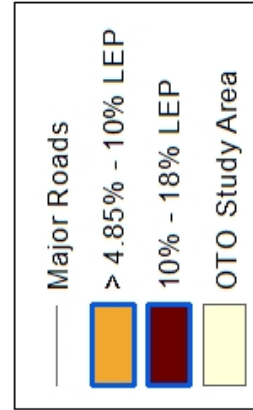


Figure 2



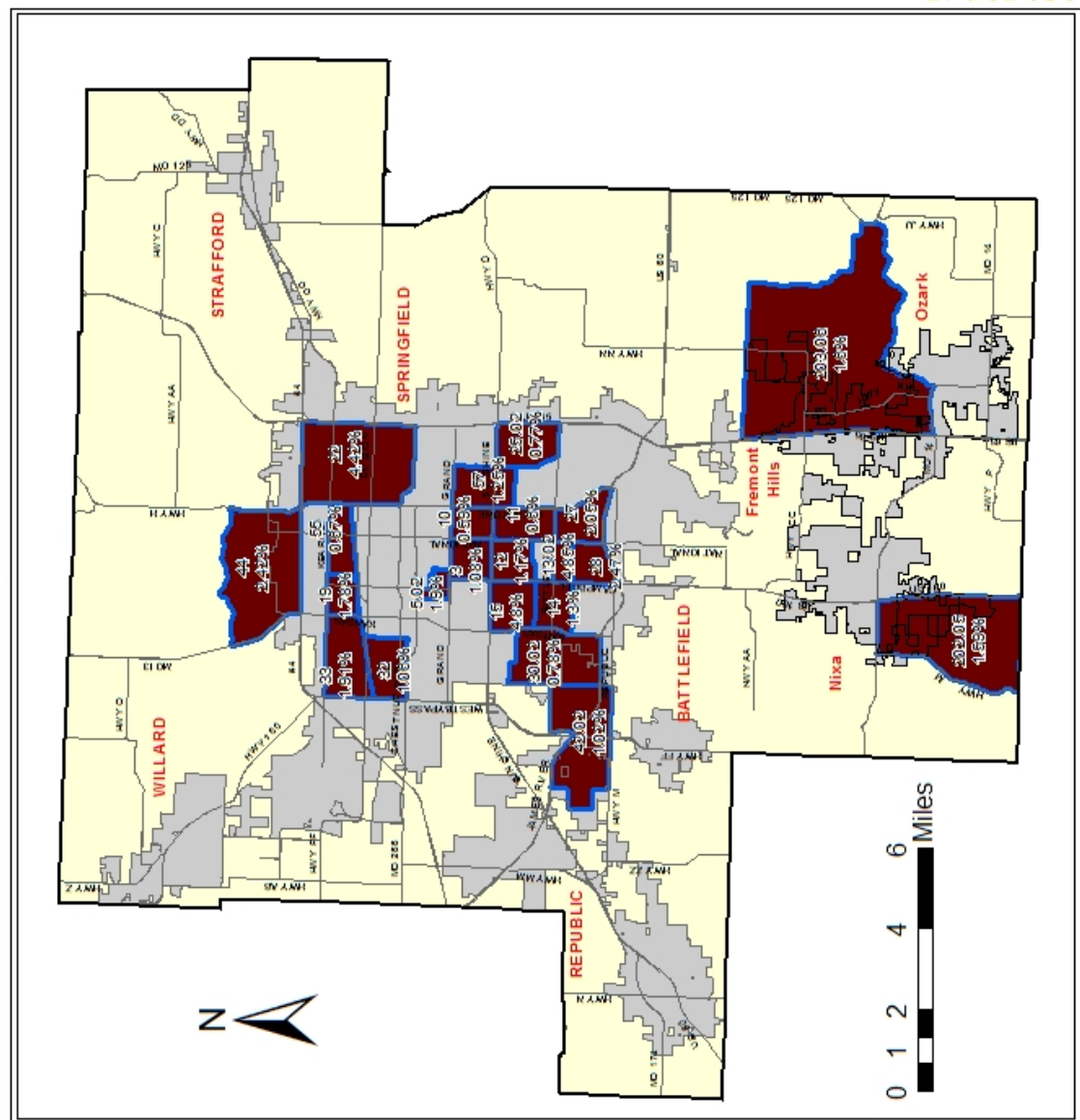
DISCLAIMER
The Ozarks Transportation Organization is responsible for the facts and accuracy of the data presented herein. The contents do not necessarily reflect the official views or policies of the Federal Highway Administration (FHWA), the Federal Transit Administration (FTA), the Missouri Department of Transportation (MoDOT), or the Ozarks Transportation Organization. This map does not constitute a standard, specification, or regulation.

FIGURE 2 ALL PERSONS 5+ YEARS OF AGE WHO SPEAK A LANGUAGE OTHER THAN ENGLISH AT HOME

A METROPOLITAN PLANNING ORGANIZATION

**All Spanish Speaking
Persons 5+ Years of Age
Who Speak English
Less Than "Very Well"**

Figure 3



DISCLAIMER

The Ozarks Transportation Organization is responsible for the facts and accuracy of the data presented herein. The contents do not necessarily reflect the official views or policies of the Federal Highway Administration (FHWA), the Federal Transit Administration (FTA), the Missouri Department of Transportation (MoDOT), or the Ozarks Transportation Organization. This map does not constitute a standard, specification, or regulation.

Factor 2: The Frequency with which LEP Individuals Come into Contact with an MPO Program, Activity, or Service

OTO does not have any knowledge, documented or otherwise, of LEP persons coming into contact with an OTO program, activity, or service outside of the 60 bilingual Spanish speaking persons who completed the City Utilities On-Board Survey in 2011. In recent history, there has been no contact at meetings, through Board or Committee members, through phone contact, or by personal visit. Website access by LEP persons is unknown.

The OTO did conduct an on-board passenger survey of the City Utilities Transit System in 2011. The survey was one page with a total of sixteen questions that was printed with one side in English and another translated in Spanish. It was distributed to transit customers boarding all day time routes (*See Appendices-D*). As indicated in Table 2, a total of 1,844 surveys were returned. Of the 1,844 returned, one survey was completed on both sides without assistance from survey staff. A total of 60 survey respondents indicated they were Hispanic, 30 female, 25 male, and 5 did not indicate gender.

TABLE 2 CITY UTILITIES TRANSIT ON-BOARD SURVEY

	Female	Male	No Gender Answer	Total	Percentage
Asian	15	10	0	25	1.4%
Black	84	114	7	205	11.1%
Hispanic	30	25	5	60	3.3%
Native American	23	44	10	77	4.2%
White	639	684	18	1341	72.7%
White/Hispanic	1	0	0	1	0.1%
White/Black	1	0	0	1	0.1%
Other	26	31	4	61	3.3%
No answer	14	20	39	73	4.0%
Total	833	928	83	1844	100%

Source: 2011 City Utilities Transit On-Board Survey

Factor 3: The Nature and Importance of the Program, Activity, or Service Provided by the MPO to LEP Community

OTO has three main planning documents which identify and direct OTO's transportation activities in the region. The Long Range Transportation Plan, which provides direction for transportation investments twenty years in the future. The Transportation Improvement Program is a schedule of short-range transportation investments and activities intended to be implemented through a combination of State, Federal, and local funding. The Unified Planning Work Program outlines planning tasks and the budget for the upcoming year.

The OTO developed a survey that was available to regional organizations serving LEP populations. The intention of this survey was to identify agencies that provided services to local LEP persons and to determine what services are most critical to the local LEP population.

The OTO mailed 44 invitation letters to local educational organization, public agencies, and churches asking for each group to participate in the 16 question LEP survey. Surveys were collected from March 20th thru March 31th of 2017 (*See Appendix-B for the mailing list, also see Appendix-C for the LEP survey*). This survey was completed by four different organization, three churches, and one school district.

Survey respondents stated that they work with LEP persons that speak languages that include Chinese, Korean, Romanian, Russian, Spanish, Tagalog, Ukrainian, Vietnamese, French, and Swahili. These individuals range in their ability to speak English, from Beginner to Proficient/Fluent. The 2015 census data for the OTO area indicates an increased population growth in most groups. Table 1 shows the LEP persons population has increased to an estimated 13,914. Chinese, Russian, Korean, Vietnamese, and Arabic population have seen the largest increase in the OTO region.

Three of the four survey respondents have stated that they have seen an increase in the LEP population that they serve. Being able to reach LEP population is important for the OTO. When asked, “Who would the LEP population trust most in delivering language appropriate messages?” Survey respondents indicated the best way to reach these individuals is through a pastor, priest, or an individual that can speak their language fluently.

The survey identified that the LEP population have expressed interest in transportation related issues, but most do not know who or where they can ask their questions. Also, the respondents stated that some of the LEP population that they serve have difficulties reading the transit maps, since they are all posted in only English.

The full survey along with the responses are in Appendix C. OTO staff will consider this information when looking at who and how to reach out for public participation activities.

Factor 4: The Resources Available to the MPO and Overall Costs

OTO has assessed its available resources that could be used for providing LEP assistance. This includes identifying what staff and volunteer language interpreters are readily available, which documents should be translated, taking an inventory of available organizations that OTO could partner with for outreach and translation efforts, examining which financial and in-kind sources could be used to provide assistance, and what level of staff training is needed.

After analyzing the four factors, OTO developed the plan outlined in the following section for assisting persons of limited English proficiency.

Language Assistance Plan

How to Identify an LEP Person who Needs Language Assistance

Below are tools to help identify persons who may need language assistance:

- OTO staff will have on hand the “I speak” cards printed from the following website <http://www.lep.gov/ISpeakCards2004.pdf> (See Appendix E);
- OTO staff may also visit the California Department of Social Services website for more “I speak” cards <http://www.cdss.ca.gov/civilrights/PG584.htm>
- Examine records requests for language assistance from past meetings and events to anticipate the possible need for assistance at upcoming meetings;
- When OTO sponsored workshops or conferences are held, set up a sign-in sheet table, have a staff member greet and briefly speak to each attendee. To informally gauge the attendee’s ability to speak and understand English, staff will ask a question that requires a full sentence reply;
- Though language needs may not be met at the current meeting, an inventory of those needs will help staff plan for language needs at a future meeting;
- **Post a notice of available language assistance in the OTO reception area.**

Language Assistance Measures

When an interpreter is needed, in person or on the telephone, first it should be determined what language is required. OTO staff can offer informal verbal interpretation in Spanish. If staff is not available, then there are several resources for interpreters in the region. OTO received confirmation from Group Latinoamericano that they can provide a Spanish interpreter. OTO contacted a local translation services that can provide an on demand translation services as needed for a fee. City Utilities, the Transit Operator has a Spanish interpreter available during normal business hours.

Relay Missouri offers Spanish Relay service. Relay users can type in Spanish and the conversations will be relayed in Spanish. Voice users can speak Spanish to the relay user. Spanish to English Translation is offered. Users must dial 1-800-548-8317 (TTY/ASCII/Voice). The Missouri Court Interpreter Service has a sizable list of language interpreters that can be found at <http://www.courts.mo.gov/>. Interpretation services are also available through local professional groups that for a fee can be accessed.

Missouri’s Office of Administration has a list of contractors that supply LEP services including language interpreters, verbal interpreters, phone interpreters and sign language interpreters. These services are available through the certain cooperative agreements OTO has with the State of Missouri.

There are a number of Universities and Colleges in Springfield, Missouri that have foreign language departments. These could also be used as a resource if need be. Currently, no OTO documents are available in a language other than English. The OTO website may be translated into a number of different languages using Google Translate.

Outside of these measures, OTO has limited resources and will, to the extent possible, ensure LEP individuals have the opportunity to participate.

OTO Staff Training

All OTO staff will be provided with the LEP plan and will be educated on procedures and services available. This information will also be part of the OTO staff orientation process for new hires. Training topics include:

- Understanding the Title VI LEP responsibilities;
- What language assistance the OTO offers;
- How to access an interpreter;
- Documentation of language assistance requests;
- How to handle a complaint;
- The importance of educating subrecipients on the OTO's LEP program responsibilities and their obligation to provide language assistance.

Providing Notice of Available Language Service to LEP Persons

- OTO will post signs that language assistance is available in public areas such as the OTO reception area or public notice bulletin board.

Outreach Techniques

- If staff knows that they will be presenting a topic that could be of potential importance to an LEP person or if staff will be hosting a meeting or a workshop in a geographic location with a known concentration of LEP persons, staff will have meeting notices, fliers, advertisements, and agendas contain a notice, in Spanish, of language service availability with notification in advance of the meeting.
- When running a general public meeting notice, staff should insert "Si usted necesita la ayuda de un traductor del idioma español, por favor comuníquese con la Andy Thomason al teléfono (417) 865-3047 X107, cuando menos 48 horas antes de la junta," which asks persons who need Spanish language assistance to make arrangements with OTO within two days of the meeting date.

Monitoring and Updating the LEP Plan

This plan is designed to be flexible and is one that can be easily updated. At a minimum, the OTO will follow the Title VI program update schedule for the LEP plan.

Each update should examine all plan components such as:

- How many LEP persons were encountered?
- Were their needs met?
- What is the current LEP population in the OTO region?
- Has there been a change in the types of languages where translation services are needed?
- Is there still a need for continued language assistance for previously identified OTO programs?
- Are there other programs that should be included?
- Has the OTO's available resources, such as technology, staff, and financial costs, changed?

- Has the OTO fulfilled the goals of the LEP plan?
- Were there any complaints received?

Dissemination of the OTO Limited English Proficiency Plan

The OTO will post the LEP plan on its website at www.ozarkstransportation.org.

Any person, including social service, non-profit, and law enforcement agencies and other community partners with internet access will be able to access the plan. For those without personal internet access, all Greene County Libraries offer free internet access. Copies of the LEP plan will be provided to the Missouri Department of Transportation, Federal Highway Administration, the Federal Transit Administration, and any person or agency requesting a copy. Each OTO member will be provided a copy and will be educated on the importance of providing language assistance. An LEP person may obtain copies of the plan upon request.

Any questions or comments regarding this plan should be directed to the OTO Title VI Coordinator.

Andy Thomason

Ozarks Transportation Organization

2208 W Chesterfield Boulevard, Suite 101

Springfield, MO 65807

Phone: (417) 865-3047 X107

Fax: (417) 862-6013

Email – athomason@ozarkstransportation.org

Appendix-A: Language Spoken at Home by the Population Age 5 Years and Over

Languages Spoken at Home	Greene County Within OTO Study Area	Christian County Within OTO Study Area	Total # of Speakers
Total Population Over Age 5	265833	72340	338173
Speak only English	251919	69859	321778
Spanish or Spanish Creole:	5403	1515	6918
French (incl. Patois, Cajun):	740	115	855
French Creole:	48	3	51
Italian:	82	18	100
Portuguese or Portuguese Creole:	187	9	196
German:	743	86	829
Yiddish:	0	0	0
Other West Germanic languages:	73	24	97
Scandinavian languages:	27	20	47
Greek:	25	8	33
Russian:	708	347	1055
Polish:	64	0	64
Serbo-Croatian:	8	0	8
Other Slavic languages:	91	34	125
Armenian:	0	0	0
Persian:	88	0	88
Gujarati:	42	0	42
Hindi:	74	0	74
Urdu:	16	15	31
Other Indic languages:	112	0	112
Other Indo-European languages:	472	7	479
Chinese:	1537	16	1553
Japanese:	157	0	157
Korean:	480	19	499
Mon-Khmer, Cambodian:	76	0	76
Hmong:	43	0	43
Thai:	4	37	41
Laotian:	0	0	0
Vietnamese:	988	146	1134
Other Asian languages:	65	21	86
Tagalog:	256	37	293
Other Pacific Island languages:	230	0	230
Navajo:	0	0	0
Other Native North American languages:	37	4	41
Hungarian:	83	0	83
Arabic:	434	0	434
Hebrew:	52	0	52
African languages:	407	0	407
Other and unspecified languages:	62	0	62

Source: 2011-2015 ACS Table, B16001

Appendix-B: Community Groups Serving LEP Populations

Asian World Market 2904 S Campbell Ave Springfield, MO 65807	Assembly of God - Chinese Church 1909 W. Chestnut Expressway Springfield, MO 65802	Assemblies of God Southern MO District Headquarters 528 W. Battlefield Springfield, MO 6580
Assembly of God Immanuel Korean Church 554 W. Walnut Lawn Springfield, MO 65807	Baptist Bible College 628 E. Kearney St. Springfield, MO 65803	Binh Tay Oriental Food 1418 W Sunshine St Springfield, MO 65807
Dol Sem Korean Church 4547 S. Freemont Ave Springfield, MO 65804	International Support Services Findlay Student Center, Room 113 Drury University, 900 N. Benton Ave. Springfield, MO 65802	Ebenezer Romanian Assembly 2233 N. East Ave. Springfield, Mo 65803
El Faro Assembly of God P.O. Box 8466 Springfield, MO 65809	Mitchell Easter International Admissions Evangel University 1111 N. Glenstone Springfield, MO 65802	First Korean Presbyterian Church 205 E. South St Nixa, MO 65714
Greene County Baptist Association 834 W. Battlefield Springfield, MO 65807	Grace Romanian Pentecostal Church 2015 W. State Highway WW Springfield, MO 65803	Grupo Latinoamericano 918 E. Calhoun Springfield, MO 65802
Hand in Hand Ministries P.O. Box 1577 Springfield, MO 65801	Hazael Rodriguez Iglesia Cristiana Casa De Oracion 3935 W. Sunshine Springfield, MO 65807	Pablo Moreno Jr Iglesia Rio de Vida 2247 E. Lombard Ct. Springfield Mo 65802
Islamic Center of Springfield 2151 E. Division Street Springfield, MO 65803	Korean Presbyterian Church 1559 S. Grant Ave. Springfield, MO 65807	Latin America Library Services 3728 W. Chestnut Expressway Springfield, MO 65802
Latino Market 1661 E St Louis St Springfield, MO 65802	Life 360 Intercultural Church 1349 W. Meadowmere St. Springfield, MO 65807	International Student Services Missouri State University 901 S. National Springfield, MO 65897

Nadia's European Market 3023 E. Sunshine St Springfield, MO 65804	New Life Hmong Alliance Church PO Box 474 Brookline, MO 65619	Dr. Stephen Kleinsmith Nixa Public Schools 301 S Main St. Nixa, MO 65714
Old Town European Market 1257 E Republic Rd Springfield, MO 65804	Ozark Mountain Deaf Church 776 W. Farm Road 186 Springfield, MO 65810	Dr. Kevin Patterson Ozark R-VI School District 302 North 4th Avenue Ozark, MO 65721
Ozarks Technical College International Programs and Services 933 E. Central Springfield, MO 65801	Pathways United Methodist Church 1232 E. Dale Street. Springfield, MO 65803	Mr. Chance Wistrom Republic R-III School District 518 N. Hampton Republic, MO 65738
Sacred Heart Church 1609 N. Summit Ave. Springfield, MO 65803	Second Baptist Church 3111 E. Battlefield Road Springfield, Missouri 65804	Seoul Oriental Market 3165 S Campbell Ave Springfield, MO 65807
Sister Cities P.O. Box 8368 Springfield, MO 65801	Slavical Evangelical Church 1005 E. Dale St Springfield, MO 65803	Dr. John Jungmann Springfield Public Schools 1359 E. St. Louis Street Springfield, MO 65802
St. Agnes Catholic Church 533 S. Jefferson Ave. Springfield, MO 65806	Mr. John Collins Strafford R-VI School District 201 W. McCabe Strafford, MO 65757	Temple Israel P.O. Box 4284 Springfield, MO 65808
United Methodist Hispanic Ministry 1232 E. Dale St. Springfield, MO 65803	Dr. Kent Medlin Willard R-II School District 500 E. Kime Street Willard, MO 65781	

Appendix-C: Limited English Proficiency (LEP) Survey 2017

VIEWED	STARTED	COMPLETED	COMPLETION RATE	DROP OUTS	TIME TO COMPLETE
58	11	4	36.36%	7	4 mins

030Response Distribution+-Zambia: 0 (0%)

World | US | Canada | Europe

Countries	Responses
US	100.00%
Total	100.00%

Question 1, Contact Information







03/30/2017	22206844	Bob Roberts Second Baptist Church 3111 East Battlefield Road Springfield , Missouri, 65804 417-887-3111, bob@secondbaptist.org
03/27/2017	22127746	Sister Elizabeth A Weiler St Agnes Cathedral 533 S Jefferson Springfield, Missouri, 65806 417-831-3565, eaweilera@saintagnescathedral.org
03/23/2017	22056675	Damon Duran Life360 Intercultural Church 1349 w. Meadowmere st. Springfield , Missouri, 65802 417-861-3972, Damon@life360.org
03/21/2017	22005413	Karen McKnight Nixa Public Schools 301 S. Main St. Nixa, Missouri, 65714 14174493270, karenmcknight@nixaschools.net

Question 2, What geographical area does your agency serve?

03/30/2017	22206844	Throughout the Ozarks as well as Missouri, USA and the World through our missionaries
03/27/2017	22127746	Center City
03/23/2017	22056675	Southwest Missouri
03/21/2017	22005413	Nixa school district

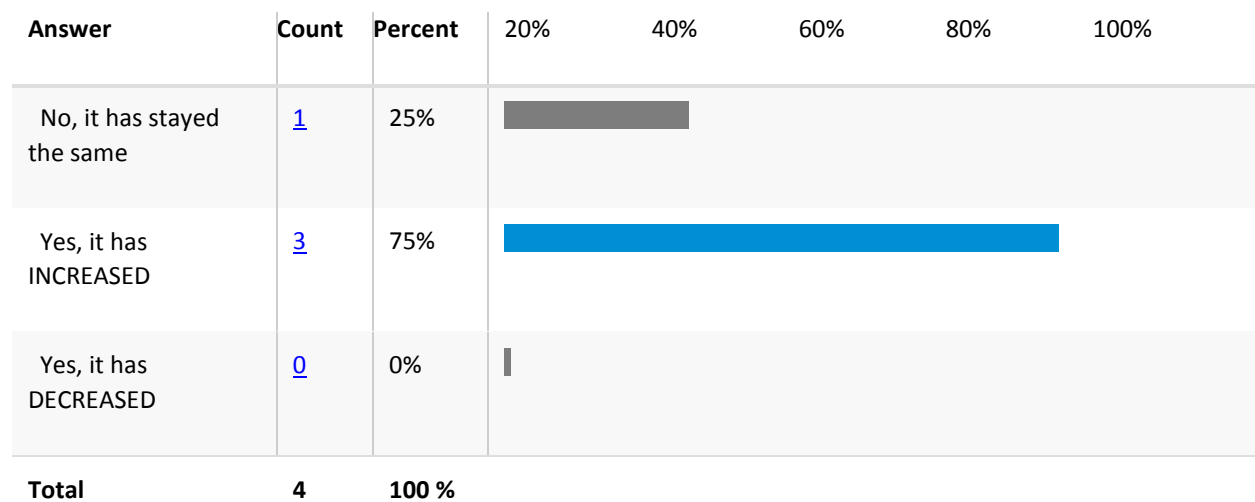
Question 3, To how many LEP persons does your agency provide services on a monthly basis?

0-25 : 25.00%26-50 : 25.00%76-100 : 25.00%100-150 : 25.00%

Answer	Count	Percent	20%	40%	60%	80%	100%
0-25	1	25%					
26-50	1	25%					
51-75	0	0%					
76-100	1	25%					
100-150	1	25%					
150+	0	0%					
Total	4	100 %					

Question 4, Has the size of the LEP population you serve changed over the last five (5) years?

No, it has stayed the same : 25.00% Yes, it has INCREASED : 75.00%



Question 5, From what countries has population of LEP persons you serve immigrated?

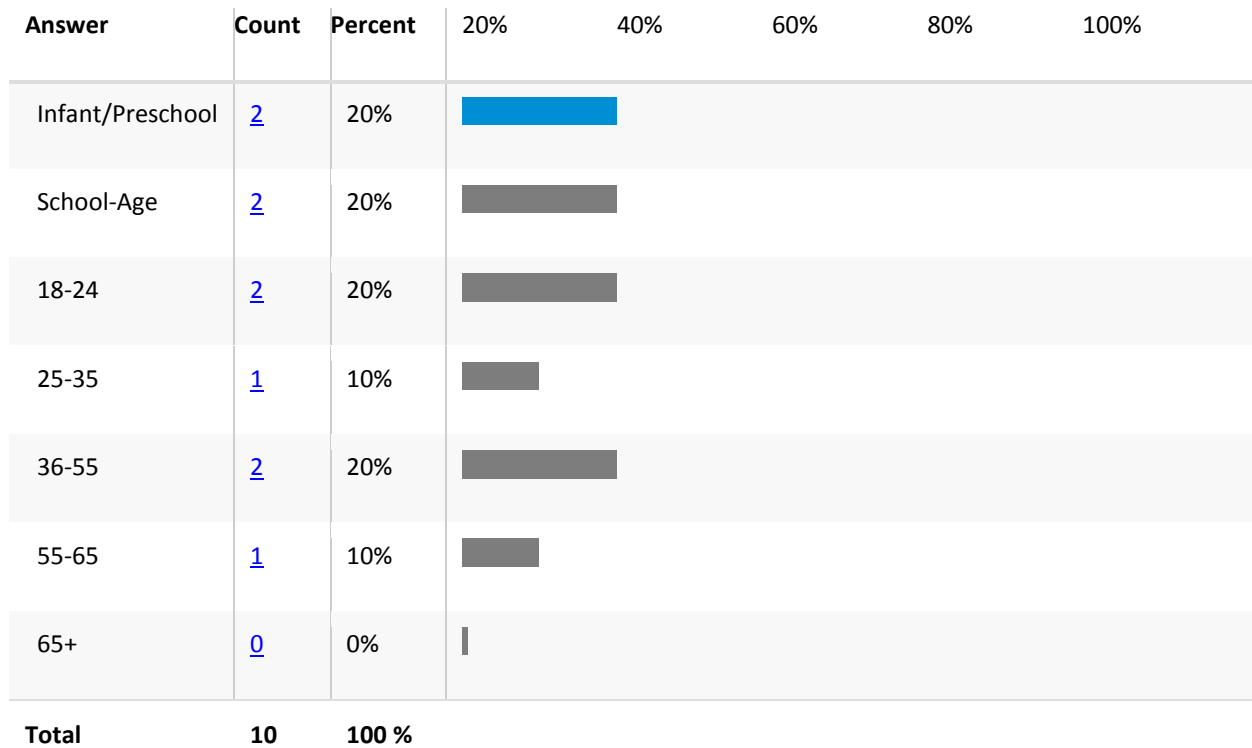
03/30/2017	22206844	Congolese - Pakistan - Myanmar - China - Taiwan - Bolivia - Mongolia - Czech Republic - Bulgaria - Indonesia -
03/27/2017	22127746	Vietnam
03/23/2017	22056675	Congo, Tanzania, Kenya, Mexico, china, Korea, Columbia, Guatemala
03/21/2017	22005413	China, Korea, Romania, Russia, Mexico, Ukraine, Vietnam

Question 6, What are the languages spoken by the LEP population you serve?

03/30/2017	22206844	All of the above in their individual languages. We translate the languages to English for commonality.
03/27/2017	22127746	Vietnamese
03/23/2017	22056675	Spanish, French, Swahili, Chinese, Korean
03/21/2017	22005413	Chinese, Korean, Romanian, Russian, Spanish, Tagalog, Ukrainian, Vietnamese

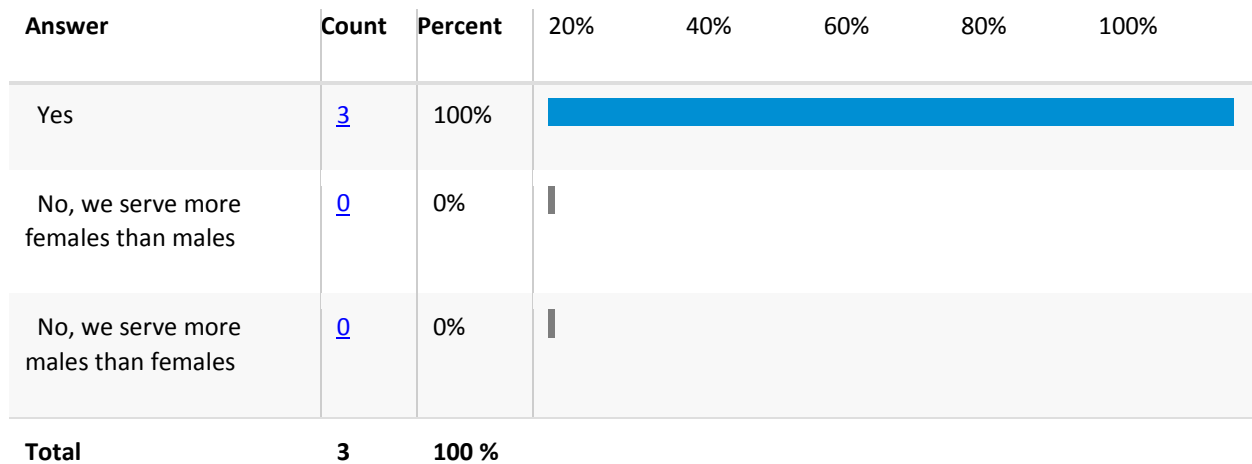
Question 7, What age groups of LEP persons do you serve? (Select all that apply)?

Infant/Preschool : 20.00% School-Age : 20.00% 18-24 : 20.00% 25-35 : 10.00% 36-55 : 20.00% 55-65 : 10.00%



Question 8, Do you serve a roughly equal proportion of males and females?

Yes : 100.00%



Question 9, What is the education and literacy level of the LEP persons you serve?

03/30/2017	22206844	Most of them have some college, except for the Congolese.
03/27/2017	22127746	
03/23/2017	22056675	Low
03/21/2017	22005413	PreK-12

Question 10, What needs or expectations for public serves has this population expressed?

03/30/2017	22206844	Additional Education at Ozark Technical Community College. Also Transportation.
03/27/2017	22127746	
03/23/2017	22056675	Need to learn how to ride the bus, learn English, get jobs
03/21/2017	22005413	

Question 11, Has the LEP population you serve inquired about how to have input regarding transportation in the area, including planning or construction of roadways, bicycle trails, or pedestrian projects, or public transit projects?

03/30/2017	22206844	Yes, very much so. They desperately need to be educated and coordinated on this process.
03/27/2017	22127746	
03/23/2017	22056675	They would not even know to ask such questions. However, they find it frustrating that the buses do not come as often as they would like and as late and early as they need. It would also be helpful to have a map in their language
03/21/2017	22005413	not to my knowledge

Question 12, To what locations in the region does the LEP population you serve travel most frequently?

03/30/2017	22206844	Monett - Branson - Locally
------------	--------------------------	----------------------------

03/27/2017	22127746	
03/23/2017	22056675	Walmart, and their jobs. Basically all of Springfield
03/21/2017	22005413	Nixa to Springfield

Question 13, Are there locations that the LEP population you serve has expressed difficulty accessing via the public transportation system? Accessing via other modes of transportation?

03/30/2017	22206844	All of the above including local.
03/27/2017	22127746	
03/23/2017	22056675	It is more about the difficulty of understanding the map in English and the time schedule. Many African countries do not value time as we do in America.
03/21/2017	22005413	Limited/no public transit in Nixa

Question 14, Do the transportation needs and travel patterns of the population vary depending on the age or gender of the population?

03/30/2017	22206844	Yes, most of them have to work late at night and do not have bus transportation. They need something like the OATS bus system to truly help some of the LEP's.
03/27/2017	22127746	The Vietnamese who come to our church seems to have cars and jobs. They take care of themselves and each other. They do not request help from the Church.
03/23/2017	22056675	Not necessarily however it seems more men will work then women but the women will go shopping so they both have need for transportation.
03/21/2017	22005413	not to my knowledge

Question 15, What is the best way to obtain input from the LEP population you serve?

03/30/2017	22206844	One on one with a translator.
03/27/2017	22127746	
03/30/2017	22056675	By coming to one of our gatherings and asking them directly
03/21/2017	22005413	survey via email

Question 16, Who would the LEP population you serve trust most in delivering language appropriate messages?

03/30/2017	22206844	A Pastor, Priest, or someone who they trust that can speak their language fluently.
03/27/2017	22127746	
03/23/2017	22056675	Many of the ethnic community leaders attend my church.
03/21/2017	22005413	We utilize LAMP interpretation services for translation of messages. Our ELL teachers or building principals are the ones they trust most to deliver important messages.

Appendix-D: City Utilities (CU) Transit On-Board Survey

CITY UTILITIES (CU) TRANSIT ON-BOARD SURVEY

Please tell us about your trip today. Thank you for helping CU Transit improve services for you. Your participation in this survey is voluntary and confidential. Please return the completed survey to the survey distributor. If you have any additional questions or comments, please call 836-5442.

1. Which route are you on? _____
2. Where are you going to or coming from on this trip (other than home)?
☐ Work ☐ School (K-12) ☐ Visiting/Recreation ☐ Government Agency ☐ Other (specify) _____
☐ Medical ☐ College/Technical School ☐ Shopping/Errands ☐ Social Service Agency _____
3. Did you transfer from another route or will you transfer to another route to complete your journey? ☐ Yes If yes, which route: _____ ☐ No
4. For this trip, did you pay using: ☐ Cash ☐ Pass ☐ Transfer
5. What is the main reason you took the bus today? (Please check only one)
☐ Don't drive/don't have valid license ☐ Bus is more economical ☐ CU Transit is more convenient
☐ Car is not available ☐ Parking is too difficult/ expensive ☐ Other (Specify) _____
6. How often do you use CU Transit? ☐ Everyday ☐ Couple times per week ☐ Occasionally
7. How long have you been a transit user? ☐ Less than 1 year ☐ 1 to 5 years ☐ Over 5 years
8. In general, how would you rate each of the following aspects of current CU Transit services? **Please circle the response that best reflects your opinion.**

a.	Your overall satisfaction with CU Transit	Very Good	Good	Fair	Poor	Very Poor
b.	Ability to get where you want to go	Very Good	Good	Fair	Poor	Very Poor
c.	Dependability of CU Transit buses (on-time)	Very Good	Good	Fair	Poor	Very Poor
d.	Availability of bus route information/maps	Very Good	Good	Fair	Poor	Very Poor
e.	Availability of seats on the bus	Very Good	Good	Fair	Poor	Very Poor
f.	Safety on the bus	Very Good	Good	Fair	Poor	Very Poor
g.	Safety at the CU Transit bus stops	Very Good	Good	Fair	Poor	Very Poor
h.	Courtesy of bus drivers	Very Good	Good	Fair	Poor	Very Poor
i.	Frequency of current CU Transit service (how often buses run)	Very Good	Good	Fair	Poor	Very Poor
j.	How early/late the current buses run on Monday-Friday	Very Good	Good	Fair	Poor	Very Poor
k.	How early/late current buses run on Saturdays	Very Good	Good	Fair	Poor	Very Poor

9. On a scale from 0 percent to 100 percent, what percentage of your transportation needs is served by the bus? _____%
 10. At what point would you begin riding transit less if fares increased? (Check one only)
☐ Fares increased by \$0.25 per ride ☐ Fares increased by \$0.50 per ride ☐ Any amount
 11. How often would you use a regional service to: **Please circle the response that best reflects your opinion.**
- | | | | | | |
|----|--------------|-------|-----------------------|--------------|-------|
| a. | Battlefield | Daily | Couple times per week | Occasionally | Never |
| b. | Republic | Daily | Couple times per week | Occasionally | Never |
| c. | Willard | Daily | Couple times per week | Occasionally | Never |
| d. | Stratford | Daily | Couple times per week | Occasionally | Never |
| e. | Nixa | Daily | Couple times per week | Occasionally | Never |
| f. | Ozark | Daily | Couple times per week | Occasionally | Never |
| g. | Rogersville | Daily | Couple times per week | Occasionally | Never |
| h. | Fair Grove | Daily | Couple times per week | Occasionally | Never |
| i. | Walnut Grove | Daily | Couple times per week | Occasionally | Never |
| j. | Ash Grove | Daily | Couple times per week | Occasionally | Never |
| k. | Branson | Daily | Couple times per week | Occasionally | Never |
12. In your opinion, how can CU Transit service be improved? Are there places in Springfield that you'd like to get to that aren't currently served by transit? _____

Please tell us about yourself:

13. Your age is:
☐ 18 years or under ☐ 25 to 34 ☐ 45 to 54 ☐ 65 or over
☐ 19 to 24 ☐ 35 to 44 ☐ 55 to 64
14. What is your race?
☐ White Non-Hispanic ☐ Hispanic ☐ Native American
☐ Black Non-Hispanic ☐ Asian ☐ Other
15. What is your gender? ☐ Male ☐ Female
16. What is your total household income range for 2010?
☐ Less than \$15,000 ☐ \$25,000 to \$49,999
☐ \$15,000 to \$24,999 ☐ More than \$50,000

Thank you for your time to participate in the survey. Your answers will help improve CU transit service in the future.

CIUDAD DE UTILIDADES (CU) TRÁNSITO EN Junta de Fiscalización de

Por favor, cuéntenos acerca de su viaje de hoy. Gracias por ayudar a mejorar los servicios de CU de tránsito para usted. Su participación en esta encuesta es voluntaria y confidencial. Por favor devuelva la encuesta completada a la distribución de la encuesta. Si usted tiene alguna pregunta o comentario, por favor llame al 836-5442.

- ¿Qué ruta está usted? _____
- ¿A dónde va o viene de este viaje (que no sea su casa)?
☐ Trabajo ☐ La escuela (K-12) ☐ Visitas/Recreación ☐ Agencias del Gobierno ☐ Otros (especificar)
☐ Médico ☐ Universidad/Escuela Técnica ☐ Compras/Diligencias ☐ Agencia de Servicio Social _____
- ¿Realizó la transferencia de otra ruta o va a transferir a otra ruta para completar su viaje? ☐ Sí En caso afirmativo, cuál es la ruta: _____ ☐ No
- Para este viaje, lo que usted paga con: ☐ Efectivo ☐ Pasar ☐ Transferencia
- ¿Cuál es la razón principal por la que tomó el autobús hoy en día? (Por favor, marque sólo una)
☐ No conduzca/no tener una licencia válida ☐ Autobús es más económico ☐ CU de tránsito es más conveniente
☐ Coche no está disponible ☐ El estacionamiento es muy difícil/caro ☐ Otro (Especificar) _____
- ¿Con qué frecuencia el uso del transporte CU? ☐ Diario ☐ Par de veces por semana ☐ de vez en cuando
- ¿Cuánto tiempo ha sido un usuario de transporte público? ☐ Menos de 1 año ☐ 1 a 5 años ☐ Más de 5 años
- En general, ¿cómo calificaría a cada uno de los siguientes aspectos de los actuales servicios de tránsito CU? Marque con un círculo la respuesta que mejor refleje su opinión.

a.	Su satisfacción general con CU de Tránsito	Muy Bueno	Bueno	Feria	Pobre	Muy Pobre
b.	La capacidad para llegar a donde quieres ir	Muy Bueno	Bueno	Feria	Pobre	Muy Pobre
c.	La fiabilidad de CU autobuses de tránsito (a tiempo)	Muy Bueno	Bueno	Feria	Pobre	Muy Pobre
d.	Disponibilidad de la información autobús de la ruta / mapas	Muy Bueno	Bueno	Feria	Pobre	Muy Pobre
e.	Disponibilidad de asientos en el autobús	Muy Bueno	Bueno	Feria	Pobre	Muy Pobre
f.	Seguridad en el autobús	Muy Bueno	Bueno	Feria	Pobre	Muy Pobre
g.	Seguridad en el autobús del tránsito de CU se detiene	Muy Bueno	Bueno	Feria	Pobre	Muy Pobre
h.	Cortesía de los conductores de autobuses	Muy Bueno	Bueno	Feria	Pobre	Muy Pobre
i.	Frecuencia de la corriente de servicios de CU de tránsito (con qué frecuencia los autobuses salen)	Muy Bueno	Bueno	Feria	Pobre	Muy Pobre
j.	¿Qué tan temprano / tarde los autobuses actuales funcionan de lunes a viernes	Muy Bueno	Bueno	Feria	Pobre	Muy Pobre
k.	¿Cómo los autobuses actuales temprano / tardío ejecutar los sábados	Muy Bueno	Bueno	Feria	Pobre	Muy Pobre

- En una escala del 0 al 100 por ciento, ¿qué porcentaje de sus necesidades de transporte se sirve en el autobús? _____ %
- ¿En qué momento de empezar a montar el tránsito menos si aumento de las tarifas? (Marque uno solamente)
☐ Aumento de las tarifas de \$ 0.25 por viaje ☐ Aumento de las tarifas de \$ 0.50 por viaje ☐ Cualquier cantidad
- ¿Con qué frecuencia se utiliza un servicio regional a: Por favor marque la respuesta que mejor refleje su opinión.

a.	Battlefield	Diario	Par de veces por semana	De vez en cuando	Nunca
b.	Republic	Diario	Par de veces por semana	De vez en cuando	Nunca
c.	Willard	Diario	Par de veces por semana	De vez en cuando	Nunca
d.	Strafford	Diario	Par de veces por semana	De vez en cuando	Nunca
e.	Nixa	Diario	Par de veces por semana	De vez en cuando	Nunca
f.	Ozark	Diario	Par de veces por semana	De vez en cuando	Nunca
g.	Rogersville	Diario	Par de veces por semana	De vez en cuando	Nunca
h.	Fair Grove	Diario	Par de veces por semana	De vez en cuando	Nunca
i.	Walnut Grove	Diario	Par de veces por semana	De vez en cuando	Nunca
j.	Ash Grove	Diario	Par de veces por semana	De vez en cuando	Nunca
k.	Branson	Diario	Par de veces por semana	De vez en cuando	Nunca

- En su opinión, ¿cómo puede CU servicio de transporte se puede mejorar? ¿Hay lugares en Springfield que le gustaría llegar a que actualmente no están servidas por transporte público? _____

Por favor, cuéntenos acerca de usted:

- Su edad es:
☐ 18 años o en ☐ 25 a 34 ☐ 45 a 54 ☐ 65 años
☐ 19 a 24 ☐ 35 a 44 ☐ 55 a 64
- ¿Cuál es su raza?
☐ Blancos no Hispanos ☐ Hispano ☐ Nativos Americanos
☐ Negro no Hispanos ☐ Asiático ☐ Otro
- ¿Cuál es su género? ☐ Masculino ☐ Femenino
- ¿Cuál es su rango total de ingresos de los hogares para el 2010?
☐ Menos de \$15,000 ☐ \$15,000 a \$24,999 ☐ \$25,000 a \$49,999 ☐ Más que \$50,000

Gracias por su tiempo para participar en la encuesta. Sus respuestas ayudarán a mejorar el servicio CU de tránsito en el futuro.

Appendix-E: “I Speak Cards”

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

DB-3309

U.S. DEPARTMENT OF COMMERCE
Economics and Statistics Administration
U.S. CENSUS BUREAU

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

DB-3309

U.S. DEPARTMENT OF COMMERCE
Economics and Statistics Administration
U.S. CENSUS BUREAU

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

DB-3309

U.S. DEPARTMENT OF COMMERCE
Economics and Statistics Administration
U.S. CENSUS BUREAU