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Click or tap here to enter text.

**Title VI Program**

Date Approved by Click or tap here to enter text.:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Click or tap to enter a date.

**This TEMPLATE is provided by the Missouri Department of Transportation (MoDOT) Transit Section, as a resource for producing the triennial Title VI Program document for Federal Transit Administration recipients and subrecipients. FTA Circular 4702.1B, dated October 1, 2012, “*Title VI Requirement and Guidelines for Federal Transit Administration Recipients*” was the primary source of material for this template. Use of this template does not override each agency’s responsibility to interpret the requirements as expressed in FTA Circular 4702.1B, or as amended in the future.**

**This template is available online under Presentations – Title VI Presentation Template at the following link:** <http://www.modot.org/othertransportation/transit/transitapplicationsreportsprograms.htm>

***Check this link periodically for most recent, dated template updates.***

***Template revision date: November 2023***

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# Title VI Assurances

Click or tap here to enter text. agrees to comply with all provisions prohibiting discrimination on the basis of race, color, or national origin of Title VI of the Civil Rights Act of 1964, as amended, 42 U.S.C. 200d *et seq*., and with U.S. DOT regulations, “Nondiscrimination in Federally-Assisted Programs of the Department of Transportation – Effectuation of Title VI of the Civil Rights Act,” 49 CFR part 21.

Click or tap here to enter text. assures that no person shall, as provided by Federal and State civil rights laws, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity. Click or tap here to enter text. further ensures every effort will be made to ensure non-discrimination in all programs and activities, whether those programs and activities are federally funded or not.

Click or tap here to enter text.meets the objectives of the FTA Master Agreement which governs all entities applying for FTA funding, including Click or tap here to enter text. and its third-party contractors by promoting actions that:

1. Ensure that the level and quality of transportation service is provided without regard to race, color, or national origin.
2. Identify and address, as appropriate, disproportionally high and adverse effects of programs and activities on minority populations and low-income populations.
3. Promote the full and fair participation of all affected Title VI populations in transportation decision making.
4. Prevent the denial, reduction, or delay in benefits related to programs and activities that benefit minority populations or low-income populations.
5. Ensure meaningful access to programs and activities by persons with Limited English Proficiency (LEP).

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# Agency Information

1. **Mission of** Click or tap here to enter text.

Click or tap here to enter text.

1. **History (including year started)**

Click or tap here to enter text.

1. **Regional Profile (regional population; growth projection)**

Click or tap here to enter text.

1. **Population served (in relation to regional population)**

Click or tap here to enter text.

1. **Service area (include map, with any routes utilized)**

Click or tap here to enter text.

1. **Governing body make-up (include terms of office)**

Click or tap here to enter text.

# Notice to the Public

**Notifying the Public of Rights under Title VI**

Click or tap here to enter text. posts Title VI notices on our agency’s website, in public areas of our agency, in our board room, and on our buses and/or paratransit vehicles.

Click or tap here to enter text Operates its programs and services without regard to race, color, or national origin, in accordance with Title VI of the Civil Rights Act of 1964.

For more information on the Click or tap here to enter text.’s Title VI program, and the procedures to file a complaint, contact Click or tap here to enter text. at Click or tap here to enter text.; Click or tap here to enter text.; or visit our administrative office at Click or tap here to enter text.. For more information visit Click or tap here to enter text..

If you believe you have been discriminated against on the basis of race, color, or national origin by Click or tap here to enter text., you may file a Title VI complaint by completing, signing, and submitting the agency’s Title VI Complaint Form.

To obtain additional information about your rights under Title VI, contact: Click or tap here to enter text.

**How to file a Title VI/ADA complaint with** Click or tap here to enter text.**:**

1. [***Guidance:*** *Enter a description regarding how a copy of the Complaint Form can be obtained from your agency.* ***Sample: “****A copy of the Complaint Form and the Complaint Procedures be obtained by downloading the documents from Click or tap here to enter text. 's website at Click or tap here to enter text. and/or by requesting a copy from the Title VI Contact Click or tap here to enter text. at Click or tap here to enter text. or Click or tap here to enter text.”]*
2. In addition to the complaint process at Click or tap here to enter text., complaints may be filed directly with the Federal Transit Administration, Office of Civil Rights, East Building, 5th Floor – TCR 1200 New Jersey Ave., SE Washington, DC 20590.
3. Complaints must be filed within 180 days following the date of the alleged discriminatory occurrence and should contain as much detailed information about the alleged discrimination as possible.
4. The form must be signed, dated, and include your contact information.

If information is needed in another language, contact Click or tap here to enter text. at Click or tap here to enter text., or at Click or tap here to enter text..

This Notice is posted on our agency’s website, in public areas of our agency, within transit facilities, and within transit or paratransit vehicles.

# Procedure for Filing a Title VI Complaint

**See** **Title VI** **Complaint Form**

***ATTACHMENT 1***

**Filing a Title VI Complaint**

The complaint procedures apply to the beneficiaries of Click or tap here to enter text.’s programs, activities, and services.

RIGHT TO FILE A COMPLAINT: Any person who believes they have been discriminated against on the basis of race, color, or national origin by Click or tap here to enter text. may file a Title VI complaint by completing and submitting the agency’s **Title VI Complaint Form**. Title VI complaints must be received in writing within 180 days of the alleged discriminatory complaint.

HOW TO FILE A COMPLAINT: Information on how to file a Title VI complaint is posted on our agency’s website, in public areas of our agency, within transit facilities, and within transit or paratransit vehicles

You may download the Click or tap here to enter text. Title VI Complaint Form at Click or tap here to enter text., or request a copy by writing to Click or tap here to enter text. . Information on how to file a Title VI complaint may also be obtained by calling Click or tap here to enter text. at Click or tap here to enter text..

You may file a signed, dated complaint no more than 180 days from the date of the alleged incident. The complaint should include:

* Your name, address, and telephone number.
* Specific, detailed information (how, why, and when) about the alleged act of discrimination.
* Any other relevant information, including the names of any persons, if known, the agency should contact for clarity of the allegations.

Please submit your complaint form to Click or tap here to enter text..

COMPLAINT ACCEPTANCE: Click or tap here to enter text. will process complaints that are complete. Once a completed Title VI Complaint Form is received, Click or tap here to enter text. will review it to determine if Click or tap here to enter text. has jurisdiction. The complainant will receive an acknowledgement letter informing them whether or not the complaint will be investigated by Click or tap here to enter text..

INVESTIGATIONS: Click or tap here to enter text. will generally complete an investigation within 90 days from receipt of a completed complaint form. If more information is needed to resolve the case, Click or tap here to enter text. may contact the complainant. Unless a longer period is specified by Click or tap here to enter text., the complainant will have ten (10) days from the date of the letter to send requested information to the Click or tap here to enter text. investigator assigned to the case.

If the requested information is not received within that timeframe the case will be closed. Also, a case can be administratively closed if the complainant no longer wishes to pursue the case.

LETTERS OF CLOSURE OR FINDING: After the Title VI investigator reviews the complaint, the Title VI investigator will issue one of two letters to the complainant: a closure letter or letter of finding (LOF).

- A closure letter summarizes the allegations and states that there was not a Title VI violation and that the case will be closed.

- A Letter of Finding (LOF) summarizes the allegations and the interviews regarding the alleged incident, and explains whether any disciplinary action, additional training of the staff member, or other action will occur.

If the complainant disagrees with Click or tap here to enter text.’s determination, the complainant may request reconsideration by submitting the request in writing to the Title VI investigator within seven (7) days after the date of the letter of closure or letter of finding, stating with specificity the basis for the reconsideration. Click or tap here to enter text. will notify the complainant of the decision either to accept or reject the request for reconsideration within ten (10) days. In cases where reconsideration is granted, Click or tap here to enter text. will issue a determination letter to the complainant upon completion of the reconsideration review.

-A Determination Letter for cases where reconsideration is granted summarizes the allegations, the original finding, the basis for reconsideration, the final findings, and what remedial action(s) are necessary disciplinary action, additional training of the staff member, or other action will occur.

A person may also file a complaint directly with the Federal Transit Administration, at the FTA Office of Civil Rights, East Building, 5th Floor - TCR 1200 New Jersey Avenue SE, Washington, DC 20590.

Click or tap here to enter text. will notify the Missouri Department of Transportation of all Discrimination complaints within **72 hours** by contacting the MoDOT Title VI Coordinator via the External Civil Rights main line at (573) 526-2978; or via e-mail at [TitleVI@modot.mo.gov](mailto:TitleVI@modot.mo.gov).

If information is needed in another language, contact Click or tap here to enter text. at Click or tap here to enter text., or at Click or tap here to enter text.

# Monitoring Title VI Complaints, Investigations, Lawsuits *and* Documenting Evidence of Agency Staff Title VI Training

**Documenting Title VI Complaints/Investigations**

All Title VI complaints will be entered and tracked in Click or tap here to enter text.’s complaint log. Active investigations will be monitored for timely response on the part of all parties. The agency’s Title VI Coordinator shall maintain the log.

During the reporting period, Click or tap here to enter text. had Click or tap here to enter text. Title VI Complaints.

**Agency Title VI Complaint Log**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Date complaint filed | Complainant | Basis of complaint R-C-NO | Summary of allegation | Pending status of complaint | Actions taken | Closure Letter (CL) | Letter of Finding (LOF) | Date of CL or LOF |
|  |  |  |  |  |  |  |  |  |
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**Documenting Evidence of Agency Staff Title VI Training**

Click or tap here to enter text.’s staff are given Title VI training, and agency can answer affirmatively to all the following questions:

1. Are new employees made aware of Title VI responsibilities pertaining to their specific duties?
2. Do new employees receive this information via employee orientation?
3. Is Title VI information provided to all employees?
4. Is Title VI information prominently displayed in the agency and on any program materials distributed, as necessary?

The following Title VI training will be provided to Click or tap here to enter text.’s staff:

1. Information on Title VI such as the requirements of Title VI, the protections afforded, and Click or tap here to enter text.’s obligations under Title VI.
2. Information regarding displayed Title VI information and program materials such as the Title VI Nondiscrimination Notice to the Public.
3. Information on Click or tap here to enter text.’s Title VI Complaint Procedures, Title VI Complaint Form, and the complaint investigation process.
4. Information on Click or tap here to enter text.’s outreach efforts from the Public Participation Plan and the agency’s efforts to engage minority and LEP populations.

Click or tap here to enter text. will identify staff that are likely to routinely encounter or have frequent contact with members of the public and/or customers, as well as their supervisors and all management staff. Click or tap here to enter text. will include the Title VI training as part of the orientation for new employees. Existing employees, especially those who frequently encounter the public and/or customers, will take part in re-training or new training sessions to keep up to date on their Title VI responsibilities on a *[Enter Frequency]* basis.

The Title VI training will be administered in conjunction with training on Click or tap here to enter text.’s Language Assistance Plan and a summary of the agency’s LEP responsibilities as discussed in the later Section G. “Language Assistance Plan.”

# Public Engagement Plan

### Option A:

**[Section to Be Completed by Agencies That Serve the Public]**

**Goal**

The goal of the Public Engagement Plan is to have significant and ongoing public involvement, by all identified audiences, in the public participation process for major agency outreach efforts. The Public Engagement plan describes the proactive strategies, procedures, and desired outcomes that underpin Click or tap here to enter text.’s public participation activities.

**Objectives**

* To understand the service area demographics and determine what non-English languages and other cultural barriers exist to public participation.
* To provide general notification of meetings and forums for public input, in a manner that is understandable to all populations in the area.
* To hold public meetings in locations that are accessible to all area stakeholders, including but not limited to minority and low-income members of the community.
* To provide methods for two-way communication and information and input from populations which are less likely to attend meetings.
* To convey the information in various formats to reach all key stakeholder groups.

**Identification of Stakeholders**

Stakeholders are those who are either directly or indirectly affected by an outreach effort, system or service plan or recommendations of that plan. Stakeholders include but are not limited to the following:

* Board of Directors – the governing board of the agency. The role of the Board is to establish policy and legislative direction for the agency. The Board defines the agency’s mission, establishes goals, and approves then budget to accomplish the goals.
* Advisory Bodies – non-elected advisory bodies review current and proposed activities of the agency, and are encouraged to be active in the agency’s public engagement process. Advisory bodies provide insight and feedback to the agency.
* Agency Transit riders and clients
* Minority and low-income populations, including limited English proficient persons.
* Local jurisdictions and other government stakeholders
* Private businesses and organizations
* Employers
* Partner agencies

**Elements of the Public Engagement Plan**

It is necessary to establish a public participation plan that includes an outreach plan to engage minority and limited English proficient (LEP) populations.

Elements of the Public Engagement Plan include:

1. **Public Notice**
   1. Official notification of intent to provide opportunity for members of the general public to participate in public engagement plan development, including participation in open Board/council meetings, and advisory committees.
2. **Public Engagement Process/Outreach Efforts**

***[Guidance:*** *Only retain the public outreach efforts which are utilized by your agency in the list below, and delete the items not used. List any additional outreach efforts and events your agency hosts that are not included in the list.****]***

* 1. Public meetings
  2. Open houses
  3. Rider forums
  4. Rider outreach
  5. Public hearings
  6. Focus groups
  7. Surveys
  8. Services for the Disabled (Notices of opportunities for public involvement include contact information for people needing these or other special accommodations.)

Events such as public meetings and/or open houses are held at *[enter specific locations such as schools, churches, libraries and other non-profit locations]* easily accessible to public transit and compliant with the Americans with Disabilities Act.

1. **Public Comment**
   1. Formal public comment periods are used to solicit comments on major public involvement efforts around an agency service or system change.
   2. Comments are accepted through the following various means [***Guidance:*** *List the means for which comments from the public are accepted such as the ones listed below, remove the items that are not applicable to your agency. Add any means not currently listed relevant to your agency.]*:
      1. Dedicated email address at *[provide email address].*
      2. Website at *[provide specific link].*
      3. Regular mail at *[provide specific mailing address].*
      4. Forms using survey tool for compilation such as *[specify which forms].*
      5. Videotaping which is submitted to *[provide avenue and location].*
      6. Phone calls to Customer Service Center at *[provide telephone number].*
2. **Response to Public Input**

All public comments are provided to the Board of Directors prior to decision making. A publicly available report is compiled, including all individual comments.

**Title VI Outreach Best Practices**

Click or tap here to enter text. ensures all outreach strategies, communications and public involvement efforts comply with Title VI. Click or tap here to enter text.’s Public Engagement Plan proactively initiates the public involvement process and makes concerted efforts to involve members of all social, economic, and ethnic groups in the public involvement process. Aligned with the above referenced communication tactics, Click or tap here to enter text. provides the following:

1. Public notices published in non-English publications (if available) that serve LEP populations.
2. Title VI Non-Discrimination Notice to the Public posted at the following locations:
   1. The agency’s website;
   2. Public areas of the agency’s office(s) such as *[enter location(s)]*;
   3. Within transit facilities such as *[enter location(s)];*
   4. Within transit or paratransit vehicles.
3. Agency communication materials in languages other than English (subject to Safe Harbor parameters).
4. Services for Limited English Proficient persons. Upon advance notice, translators may be provided.

Additional Best Practices Include: *[****Guidance:*** *Retain the below items utilized by your agency, and delete the items not used.]*

1. The distribution of agency materials and information such as *[list specific examples such as brochures, newsletters, booklets, flyers, outreach and recruitment information, and other materials routinely disseminated to the public]*.
2. Advertised public announcements through newspapers, fliers, or radio stations.
3. Partnering with local agencies and community-based organizations such *as [enter specific examples such as local non-profits, libraries, religious organizations, and/or other community-based organizations]* to advertise services provided,
4. Added public content to agency’s webpage to communicate schedule changes and/or outreach activities at *[provide link(s)].*
5. Public Content added to agency’s social media to communicate schedule changes and/or outreach activities *[provide link(s)]*.
6. Hosting an information booth at community events *[provide/list specific example(s)].*
7. Comment Forms
8. Use of community liaisons *[specify which].*

**2024-2026 Title VI Program Public Engagement Process**

Click or tap here to enter text. Choose an item. a Public Engagement Process for the 2024-2026 Title VI Program. This process includes Community Meetings to seek input, provide education, and highlight key components of the Title VI Plan. Materials have been created to explain Title VI policies as well as provide education on how they relate to minority populations.

Click or tap here to enter text. Choose an item. briefings to the Board of Directors and Advisory Bodies.

Click or tap here to enter text. Choose an item. a 30-day public comment period to provide opportunities for feedback on the 2024-2026 Title VI Program.

Comments are accepted during the public outreach period via:

1. Email
2. Mail
3. Phone
4. In person
5. Survey tool (agency option)

**Three-Year Summary of Public Outreach Efforts**

**[*Guidance:*** *Provide a bulleted summary of all community or school events your agency has attended and/or public outreach activities undertaken in the prior three-year period. Include all activities up to the calendar month before the submission date of this Title VI Update*.]

Click or tap here to enter text.has undertaken the following public outreach efforts within the last three calendar years:

Click or tap here to enter text.

***[End Option A]***

### Option B:

**[Section to Be Completed by Closed-Door Providers]**

**Goal**

The goal of the Public Engagement Plan is to have significant and ongoing involvement from agency riders and clients, by all identified audiences, in the public and private participation process for major agency outreach efforts. The Public Engagement plan describes the proactive strategies, procedures, and desired outcomes that underpin Click or tap here to enter text.’s public and private participation activities.

**Objectives**

* To understand the service area demographics and determine what non-English languages and other cultural barriers exist to participation from agency transit riders and clients.
* To provide general notification of meetings and forums for input from agency transit riders and clients, in a manner that is understandable to all populations served.
* To hold meetings for agency transit riders and clients in locations that are accessible to all area stakeholders, including but not limited to minority and low-income populations.
* To provide methods for two-way communication and information and input from agency transit riders and clients which are less likely to attend meetings.
* To convey the information in various formats to reach all key stakeholder groups.

**Identification of Stakeholders**

Stakeholders are those who are either directly or indirectly affected by an outreach effort, system or service plan or recommendations of that plan. Stakeholders include but are not limited to the following:

* Board of Directors – the governing board of the agency. The role of the Board is to establish policy and legislative direction for the agency. The Board defines the agency’s mission, establishes goals, and approves the budget to accomplish the goals.
* Advisory Bodies – non-elected advisory bodies review current and proposed activities of the agency, and are encouraged to be active in the agency’s public engagement process. Advisory bodies provide insight and feedback to the agency.
* Agency Transit riders and clients
* Minority and low-income populations, including limited English proficient persons.
* Local jurisdictions and other government stakeholders
* Private businesses and organizations
* Employers
* Partner agencies

**Elements of the Public Engagement Plan**

It is necessary to establish a public participation plan that includes an outreach plan to engage minority and limited English proficient (LEP) populations.

Elements of the Public Engagement Plan include:

1. **Notice**
   1. Official notification of intent to provide opportunity for agency transit riders and clients to participate in engagement plan development, including participation in open Board/council meetings, and advisory committees.
2. **Engagement Process/Outreach Efforts**

***[Guidance:*** *Only retain the outreach efforts which are utilized by your agency* ***and those employed by the agency you receive client referrals from*** *in the list below, and delete the items not used. List any additional outreach efforts and events your agency hosts that are not included in the list.****]***

* 1. Meetings
  2. Open houses
  3. Rider forums
  4. Rider outreach
  5. Hearings
  6. Focus groups
  7. Surveys
  8. Services for the Disabled (Notices of opportunities for involvement and engagement for agency transit riders and clients include contact information for people needing these or other special accommodations.)

Events such as [*enter all that apply such as meetings, open houses, rider forums, rider outreach, hearings, focus groups*] are held at [*enter specific locations such as headquarters, schools, churches, libraries, and other non-profit locations*] easily accessible to public transit and compliant with the Americans with Disabilities Act.

1. **Comments from Agency Riders or Clients**

[**Guidance**: *Enter description of how your agency solicits comments around an agency service or system change from agency riders or clients. Describe how riders or clients are notified of agency services or system changes. Describe if there are comment periods and the duration of the comment period.]*

* 1. Comment periods are used to solicit comments around an agency service or system change.
  2. Comments from Agency Riders or Clients are accepted through the following various means: *[****Guidance:*** *List the means for which comments from riders are accepted such as the ones listed below. Remove the items that are not applicable to your agency. Add any means not currently listed that your agency utilizes.]*
     1. Dedicated email address at *[provide email address].*
     2. Website at *[provide specific link].*
     3. Regular mail at *[provide specific mailing address].*
     4. Forms using survey tool for compilation *[specify which forms]*.
     5. Videotaping which is submitted to *[provide avenue and location].*
     6. Phone calls to Customer Service Center at *[provide telephone #]*.

1. **Response to Input from Agency Riders or Clients**

*[****Guidance:*** *Explain how your agency considers input from Agency Riders or Clients for decision making within its pertinent program areas.*

***Sample: “****All comments from Agency riders or clients are provided to the Board of Directors prior to decision making. A publicly available summary report is compiled, including all individual comments.”]*

**Title VI Outreach Best Practices**

Click or tap here to enter text. ensures all outreach strategies, communications and involvement efforts comply with Title VI. Click or tap here to enter text.’s Public Engagement Plan for its riders and clientele proactively initiates the involvement process and makes concerted efforts to involve members of all social, economic, and ethnic groups in the involvement process. Aligned with the above referenced communication tactics, Click or tap here to enter text. provides the following:

1. Public notices published in non-English publications that serve LEP populations such as [list the name(s) of the publications].
2. Title VI Non-Discrimination Notice to the Public posted within the following locations:
   1. The agency’s website;
   2. Public areas of the agency’s office(s) such as Click or tap here to enter text.;
   3. Within transit facilities such as Click or tap here to enter text.;
   4. Within transit or paratransit vehicles;
3. Agency communication materials in languages other than English (subject to Safe Harbor parameters).
4. Services for Limited English Proficient persons. Upon advance notice, translators may be provided.

Additional Best Practices Include: *[****Guidance:*** *Retain the below items utilized by your agency, and delete the items not used.]*

1. The distribution of agency materials and information such as *[list specific examples such as brochures, newsletters, booklets, flyers, outreach and recruitment information, and other materials routinely disseminated to the public].*
2. Advertised public announcements through newspapers, fliers, or radio stations.
3. Partnered with local agencies such as *[enter specific examples such as local non-profits, libraries, and/or community-based organizations]* to advertise services provided,
4. Added public content to agency’s webpage to communicate schedule changes and/or outreach activities *[provide link(s)].*
5. Public content added to agency’s social media to communicate schedule changes and/or outreach activities *[provide link(s)].*
6. Hosting an information booth at community events *[provide specific example(s)].*
7. Comment Forms
8. Use of community liaisons *[specify which].*

***[Guidance:*** *Enter a detailed description of public outreach strategies that are currently utilized by the affiliated agencies and organizations that provide or refer clients to your agency.****]***

**2024 – 2026 Title VI Program Public Engagement Process**

Click or tap here to enter text. Choose an item. a Public Engagement Process for the 2024-2026 Title VI Program. This process includes Community Meetings to seek input, provide education, and highlight key components of the Title VI Plan. Materials have been created to explain Title VI policies as well as provide education on how they relate to minority populations.

Click or tap here to enter text. Choose an item. briefings to the Board of Directors and Advisory Bodies.

Click or tap here to enter text. Choose an item. a 30-day public comment period to provide opportunities for feedback on the 2024-2026 Title VI Program.

Comments are accepted during the public outreach period via:

1. Email
2. Mail
3. Phone
4. In person
5. Survey tool (agency option)

**Three-Year Summary of Public Outreach Efforts**

***[Guidance:*** *Please describe how potential clients have found out how to become a participant in your programs over the last three calendar years. Provide a bulleted summary of all community or school events your agency has attended and/or public outreach activities undertaken in the prior three-year period. Include all activities up to the calendar month before the submission date of this Title VI Update.****]***

Click or tap here to enter text.has undertaken the following public outreach efforts within the last three calendar years:

Click or tap here to enter text.

***[End Option B]***

# Language Assistance Plan

## Click or tap here to enter text. Limited English Proficiency Plan

This limited English Proficiency (LEP) Plan has been prepared to address Click or tap here to enter text.‘s responsibilities as a recipient of federal financial assistance as they relate to the needs of individuals with limited language skills. The plan has been prepared in accordance with Title VI of the Civil Rights Act of 1964; Federal Transit Administration Circular 4702.1B, dated October 1, 2012, which states that the level and quality of transportation service is provided without regard to race, color, or national origin.

Executive Order 13166, titled “Improving Access to Services for Persons with Limited English

Proficiency,” indicates that differing treatment based upon a person's inability to speak, read, write or understand English is a type of national origin discrimination. It directs each federal agency to publish guidance for its respective recipients clarifying their obligation to ensure that such discriminations do not take place. This order applies to all state and local agencies which receive federal funds.

Service Area Description: Click or tap here to enter text.

Click or tap here to enter text. has developed this LEP Plan to help identify reasonable steps for providing language assistance to persons with limited English proficiency who wish to seek meaningful access to services provided by Click or tap here to enter text.. Meaningful access is language assistance that results in accurate, timely, and effective communication at no cost to the LEP individual. As defined in Executive Order 13166, LEP persons are those who do not speak English as their primary language and have limited ability to read, speak, write, or understand English. This plan outlines how to identify a person who may need language assistance, and the ways in which assistance may be provided.

In order to prepare this plan, Click or tap here to enter text. undertook the **four-factor LEP analysis** which considers the following factors:

## Four Factor Analysis

1. The number and proportion of LEP persons eligible to be served or likely to be encountered in the service area:

*[****Guidance:*** *Using the LEP Data Population Data Guide and the LEP Data Template provided to you, use the* ***latest*** *5-Year American Community Survey data to analyze the LEP demographics of the population five years of age and older that speak English – “less than very well” (a definition of limited English proficiency) in your service area. Discuss your findings as to whether any LEP group(s) that speak English “less than very well” reached the Safe Harbor threshold for your service area(s), specifying which group(s) and detail the population estimates and percentages.].*

The “Safe Harbor Provision” stipulates a recipient is to provide written translation of vital documents for each eligible Limited English Proficient (LEP) language group that constitutes five percent (5%) or 1,000 persons, whichever is less, of the total population five years of age and older eligible to be served or likely to be affected or encountered.

The U.S. DOT Language Access Plan defines “vital documents” as “paper or electronic written material that contains information that is critical for accessing a component’s programs, services, benefits, or activities; directly and substantially related to public safety; or required by law.” The FTA Circular 4702.1B specifies the Title VI Notice to the Public, Title VI Complaint Procedures, and Title VI Complaint Form are vital documents.

Translation of non-vital documents, if needed, can be provided orally. If there are fewer than 50 persons in a language group that reaches the five percent (5%) trigger, the recipient is not required to translate vital written materials but should provide written notice in the primary language of the LEP language group of the right to receive competent oral interpretation of those written materials, free of cost.

Safe Harbor provisions apply to the translation of written documents only. They do not affect the requirement to provide meaningful access to LEP individuals through competent oral interpreters where oral language services are needed and are reasonable.

### Option A (If No LEP Group(s) Reach the Safe Harbor Threshold:

**[*GUIDANCE*:** *If no LEP language group(s) reach the Safe-Harbor threshold in your service area(s), indicate so in this section, however, list the top three non-English languages and detail the population estimates and percentages.]*

Based on the *[Enter Year]* 5-Year American Community Survey data for Table C16001 for Click or tap here to enter text.’s service area consisting of [*Enter location(s)],* [*# Speak Only English*] persons or *[% Speak Only English]* of the total population five years of age and older of *[# Total Population]* speak only English. A total of [*# Speak English “less than very well”] or [# Speak English "Less Than Very Well”] of* the total population speak English “less than very well” – a definition of Limited English Proficiency.

Of the LEP Language group(s) that speak English “less than very well”, *[Name of LEP Group 1]* had the highest population at *[Enter #]* or *[Enter %]*, *[Name of LEP Group 2]* had the second highest population at *[Enter #]* or *[Enter %],* and *[Name of LEP Group 3]* had the third highest population at *[Enter #]* or *[Enter %].* Currently, no LEP language group(s) meet the Safe Harbor threshold. However, efforts will be made to reasonably accommodate any language access requests that arise.

***[End Option A]***

### Option B (If LEP Group(s) Reach the Safe Harbor Threshold]:

Based on the *[Enter Year]* 5-Year American Community Survey data for Table C16001 for [*Agency Name*]’s service area consisting of [*Enter* *location(s)],* [*# Speak Only English*] persons or *[% Speak Only English]* of the total population five years of age and older of *[# Total Population]* speak only English. A total of [*# Speak English “less than very well”] or [% Speak English “Less Than Very Well”] of* the total population speak English “less than very well” – a definition of Limited English Proficiency.

A total of [# of LEP Group 1] persons or [% of LEP Group 1] of the [*Name of LEP Group #1*] speaking population speak English “less than very well”, which meets the Safe-Harbor threshold. A total of *[# LEP Group 2 – speak English less than very well” if Safe-Harbor is also triggered*] persons or *[%]* of the total population speak [Name of *LEP Language Group 2*] “less than very well”, also meeting the safe harbor threshold.

**[SAMPLE FOR OPTION B:**

“Based on the 2021 5-Year American Community Survey data for Table C16001 for Transit Service’s service area consisting of Boone County, Missouri, 158,189 persons or 92.07% of the total population five years of age and older of 171,819 persons speak only English. A total of 4,945 persons or 2.88% of the total population speak English “less than very well” – a definition of limited English proficiency.

A total of 1,176 persons or 0.68% of the Spanish speaking population speak English “less than very well”, which meets the Safe-Harbor threshold. A total of 1,429 persons of 0.83% of the total population speak Chinese “less than very well”, also meeting the safe harbor threshold.”**]**

***[End Option B]***

INSERT LEP TABLE HERE

| **LEP Population in City Transit's Service Area** | | | | | |
| --- | --- | --- | --- | --- | --- |
| **Language Spoken at Home for the Population 5 Years and Over** | | | | | |
| **Source:** 2021: ACS 5-Year Estimates Detailed Table, U.S. Census Bureau, Table C16001 | | | | | |
| **Population 5 years and over by language spoken at home and ability to speak English** | **Adair County, Missouri** | **Albany city, Missouri** | **Avondale city, Missouri** | **Service Area Total** | **Percentage of Total Population 5 Years and Older** |
| **Total Population 5 Years and Over** | 23,991 | 1,756 | 397 | 26,144 | 100.00% |
| **Speak Only English** | 22,474 | 1,731 | 377 | 24,582 | 93.68% |
| **Total** Speak English “less than very well” | 816 | 7 | 12 | 835 | 3.19% |
| **Spanish** |  |  |  |  |  |
| Speak English “less than very well” | 131 | 0 | 4 | 135 | 0.52% |
| **French, Haitian, or Cajun** |  |  |  |  |  |
| Speak English “less than very well” | 370 | 0 | 0 | 370 | 1.42% |
| **German or other West Germanic languages** |  |  |  |  |  |
| Speak English “less than very well” | 129 | 0 | 0 | 129 | 0.49% |
| **Russian, Polish, or other Slavic languages** |  |  |  |  |  |
| Speak English “less than very well” | 0 | 0 | 8 | 8 | 0.03% |
| **Other Indo-European languages** |  |  |  |  |  |
| Speak English “less than very well” | 44 | 0 | 0 | 44 | 0.17% |
| **Korean** |  |  |  |  |  |
| Speak English “less than very well” | 16 | 0 | 0 | 16 | 0.06% |
| **Chinese (incl. Mandarin, Cantonese)** |  |  |  |  |  |
| Speak English “less than very well” | 86 | 7 | 0 | 93 | 0.36% |
| **Vietnamese** |  |  |  |  |  |
| Speak English “less than very well” | 10 | 0 | 0 | 10 | 0.04% |
| **Tagalog (inc. Filipino)** |  |  |  |  |  |
| Speak English “less than very well” | 8 | 0 | 0 | 8 | 0.03% |
| **Other Asian & Pacific Island languages** |  |  |  |  |  |
| Speak English “less than very well” | 0 | 0 | 0 | 0 | 0.00% |
| **Arabic** |  |  |  |  |  |
| Speak English “less than very well” | 0 | 0 | 0 | 0 | 0.00% |
| **Other and unspecified languages** |  |  |  |  |  |
| Speak English “less than very well” | 22 | 0 | 0 | 22 | 0.08% |

2. Frequency of Contact by LEP Persons with Click or tap here to enter text.’s Services:

The Click or tap here to enter text. staff reviewed the frequency with which office staff, dispatchers and drivers have, or could have, contact with LEP persons. To date, Click or tap here to enter text. has, on average, Click or tap here to enter text. per month for an interpreter. Click or tap here to enter text. averages Click or tap here to enter text. phone calls per month.

LEP Staff Survey Form

Click or tap here to enter text. is studying the language assistance needs of its riders so that we can better communicate with them if needed.

1. How often do you come into contact with passengers who do not speak English or have trouble understanding you when you speak English to them?

DAILY WEEKLY MONTHLY LESS THAN MONTHLY

1. What languages do these passengers speak?
2. What languages (other than English) do you understand or speak?
3. Would you be willing to serve as a translator when needed?

|  |  |
| --- | --- |
| **Frequency of Contact with LEP Persons** | |
| **Frequency** | **Language Spoken by LEP Persons** |
| Daily | Click or tap here to enter text. |
| Weekly | Click or tap here to enter text. |
| Monthly | Click or tap here to enter text. |
| Less frequently than monthly | Click or tap here to enter text. |

**Language Assistance Requests Log**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Date** | **Language Spoken by Individual**  **(If Available)** | **Name** | **Phone Number or Email**  **(If Available)** | **Service(s)**  **Requested** | **Staff Member**  **Providing Aid** | **Notes and Follow-Up** |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

3. The importance of programs, activities or services provided by Click or tap here to enter text. to LEP persons:

*[****Guidance****: For Factor 3, please provide a brief summary of the relevant programs, activities and services offered by your organization which most often, or potentially most often, encounter LEP persons. Additionally, summarize which of those are most important to LEP persons. However, if this information is not available, discuss how you believe how important your programs, activities, and services are to LEP Persons.*

***Sample For Reference Only:***

*Of the services, benefits, and activities offered by Click or tap here to enter text., the ones that most frequently encounter, or are likely to encounter, LEP persons are [Enter Description]. Of those, Click or tap here to enter text. has determined the most important are the outreach activities, summarized in Click or tap here to enter text.’s Title VI Public Engagement Plan, which includes events such as public meetings and/or open houses held at schools, churches, libraries and other non-profit locations, and include specific outreach to LEP persons in order to gain under-standing of the needs of the LEP population, and the manner (if at all) needs are addressed.]*

Outside Organization LEP Survey

Organization: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What language assistance needs are encountered?
2. What languages are spoken by persons with language assistance needs?
3. What language assistance efforts are you undertaking to assist persons with language assistance needs?
4. When necessary, can we use these services?

4. The resources available to Click or tap here to enter text. and overall cost to provide LEP assistance:

### Option A (If No LEP Group(s) Reach the Safe Harbor Threshold in Factor 1 of Four Factor Analysis)

Strategies for Engaging Individuals with Limited English Proficiency include:

1. Language line. Upon advance notice, qualified interpreters and translators can be provided.
2. Language identification flashcards and/or” I speak” Cards
3. Bilingual Staff (willing and qualified)
4. Taglines on vital documents informing LEP persons of the availability of translation upon request, and how to obtain them.
5. Automated translation technology (such as Google Translate)

*[****Guidance:*** *List other strategies not listed above your agency employs to engage individuals with Limited English Proficiency such as brochures, booklets, outreach and recruitment information, and other materials routinely disseminated to the public or to clientele. Additionally, other examples include notices in local newspapers in languages other than English or non-English language radio stations, television stations about the available language assistance services and how to obtain them, in addition to notices at community-based organizations, and the use of volunteer translators].*

Based on our demographic analysis (Factor 1) Click or tap here to enter text. has determined that no language group(s) within its service area meet the Safe Harbor threshold requiring written translated “vital documents” by language group(s). Should Factor 1 in the Four Factor analysis indicate in the future that an LEP group reaches the safe harbor threshold, Click or tap here to enter text. will evaluate its vital documents and provide translations. *[****Guidance:*** *The U.S. DOT Language Access Plan defines “vital documents” as “paper or electronic written material that contains information that is critical for accessing a component’s programs, services, benefits, or activities; directly and substantially related to public safety; or required by law.”]*

Click or tap here to enter text. will provide assistance and direction to LEP persons upon request.

**Overall Costs:**

*[****Guidance****: Enter description of the overall costs to provide LEP assistance associated with the above strategies for engaging individuals with Limited English Proficiency. Include costs associated with translating documents, contracting with language interpreters, producing materials disseminated to the public or clientele in alternate languages, and other language assistance measures your agency is taking or plans to implement. Also, estimate the number of staff and percentage of staff time that is associated with providing language assistance.]*

***[End Option A]***

### Option B (If LEP Group(s) Reached the Safe Habor Threshold in Factor 1 of Four Factor Analysis)

Based on our demographic analysis (Factor 1), Click or tap here to enter text. has determined that *[Enter LEP Group(s)]* within its service area meets the Safe Harbor threshold requiring written translated “vital documents” by language group(s).

Click or tap here to enter text. complies with the Safe Harbor Provision, as evidenced by the following vital documents made available in the *[Enter LEP Group(s)]* language(s):

1. Title VI Non-Discrimination Notice to the Public
2. Discrimination Complaint Procedures
3. Discrimination Complaint Form

Vital documents will be translated for each eligible LEP language group in Click or tap here to enter text.’s service area that constitutes 5% of the total population or 1,000 persons, whichever is less, of the population of persons eligible to be served or likely to be affected or encountered.

If the 5% trigger is reached for a LEP language group that is fewer than 50 persons, Click or tap here to enter text. will provide written notice in the primary language of the LEP language group of the right to receive competent oral interpretation of vital written materials, free of cost.

The Safe Harbor Provisions apply to the translation of written documents only, and do not affect the requirement to provide meaningful access to LEP individuals through competent oral interpreters where oral language services are needed and reasonable. Translation of other documents, if needed, can be provided orally.

Strategies for Engaging Individuals with Limited English Proficiency include:

1. Language line. Upon advance notice, qualified interpreters and translators can be provided.
2. Language identification flashcards such as” I Speak” Cards
3. Bilingual Staff (willing and qualified)
4. Taglines on vital documents informing LEP persons of the availability of translation upon request and how to obtain them (translated taglines will be included for the LEP language groups which triggered the Safe Harbor Threshold)
5. Automated website translation such as Google Translate
6. Written translations of vital documents (identified via safe harbor provision)
7. One-on-one assistance through outreach efforts.
8. Website information.
9. To the extent feasible, assign bilingual staff for community events, public hearings and Board of Directors meetings and on the customer service phone lines.
10. Bilingual or multilingual versions of outreach and recruitment activities. [***Guidance:*** *List all other outreach and recruitment strategies your agency utilizes to engage LEP persons which are not listed above. Add any additional efforts utilized by your agency if they are not listed in the examples below.]*:
    1. Brochures or booklets
    2. Flyers
    3. Maps
    4. Timetables
    5. Safety and security announcements
    6. Service change announcements
    7. Notices in local newspapers in languages other than English, and non-English language radio stations and television stations about the available language assistance services and how to get them.
    8. Recruitment information
    9. Notices at community-based organizations

Click or tap here to enter text. will provide assistance and direction to LEP persons upon request in a timely manner.

**Overall Costs:**

*[****Guidance****: Enter description of the overall costs to provide LEP assistance associated with the above strategies for engaging individuals with Limited English Proficiency. Include costs associated with translating documents, contracting with language interpreters, producing materials disseminated to the public or clientele in alternate languages, and other language assistance measures your agency is taking or plans to implement. Also, estimate the number of staff and percentage of staff time that is associated with providing language assistance.]*

***[End Option B]***

## Staff LEP Training

The following training will be provided to Click or tap here to enter text. staff:

1. Information on Click or tap here to enter text. ‘s Title VI Procedures and Title VI responsibilities pertaining to their specific duties.
2. Information on Click or tap here to enter text.’s Language Assistance Plan and LEP Responsibilities.
3. Information on the written and oral language assistance services available, and instructions on how agency staff can access these products and services.
4. Information on how to respond to LEP callers, written communications from LEP persons, how to respond to in-person contact from LEP persons, and how to arrange providing language assistance services.

3. Use of Language Identification Flashcards such as “I Speak” Cards.

4. Documentation of language assistance requests by maintaining a Language Assistance Requests Log

Click or tap here to enter text. will identify staff that are likely to routinely encounter or have frequent contact with LEP persons, as well as their supervisors and all management staff in order to target training to appropriate staff. Click or tap here to enter text. will include the LEP training as part of the orientation for new employees. Existing employees, especially those who frequently encounter the public and/or customers, will take part in re-training or new training sessions to keep up to date on their responsibilities to LEP persons on a [*Enter Frequency*] basis.

## Monitoring and Updating the LEP Plan

The LEP Plan is a component of Click or tap here to enter text.’s Title VI Plan requirement.

Click or tap here to enter text. will update the LEP plan as required. The plan will be reviewed and updated on a triennial basis, at minimum, or when it is clear that higher concentrations of LEP individuals are present in the Click or tap here to enter text. service area. Updates include the following:

1. How the needs of LEP persons have been addressed.

2. Determine the current LEP population in the service area.

3. Determine as to whether the need for, and/or extent of, translation services has changed.

4. Determine whether local language assistance programs have been effective and sufficient to meet the needs.

5. Determine whether Click or tap here to enter text.'s financial resources are sufficient to fund language assistance resources as needed.

6. Determine whether Click or tap here to enter text. has fully complied with the goals of this LEP Plan.

7. Determine whether complaints have been received concerning Click or tap here to enter text.’s failure to meet the needs of LEP individual.

# Advisory Bodies

### Option A:

**Table Depicting Membership of Non-Elected Committees, Councils, By Race**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Committee [examples]** | **Caucasian** | **Latino** | **African American** | **Asian American** | **Native American** | **Total** |
| Population Committee |  |  |  |  |  | 100% |
| Access Committee |  |  |  |  |  | 100% |
| Citizens Advisory Council |  |  |  |  |  | 100% |

**Description of efforts made to encourage minority participation on committees:**



### Option B:

Click or tap here to enter text. does not have any non-elected committees and councils, the membership of which is selected by the recipient

# Subrecipient Assistance

**Subrecipient Assistance**

### Option A

Click or tap here to enter text. does not have any subrecipients.

### Option B

Click or tap here to enter text. does have [*enter # of subrecipients*] subrecipients.

Primary recipients should provide subrecipients:

* Sample public notices, Title VI complaint procedures, and the recipient’s Title VI complaint form.
* Sample procedures for tracking and investigating Title VI complaints filed with a subrecipient.
* Direction regarding obtaining demographic information of population served by subrecipients.
* Technical assistance.
* Reviews of Title VI Programs; follow-up, as necessary.

# Subrecipient Monitoring

**Subrecipient Monitoring**

### Option A

Click or tap here to enter text. does not have any subrecipients.

### Option B

Click or tap here to enter text. does have [*Enter Number*] subrecipient(s).

Primary recipients must monitor subrecipients.

* Non-compliant subrecipient means primary recipient is also non-compliant.

Primary recipients shall:

* Document process for ensuring all subrecipients are complying with the general and specific requirements.
* Collect and review subrecipients’ Title VI Programs.
* At MoDOT’s request, the primary recipient shall request that subrecipients who provide transportation services verify that their level and quality of service is equitably provided.

Click or tap here to enter text. monitors subrecipients by:

*[****Guidance:*** *Enter description of how your agency monitors its subrecipients.]*

# Equity Analysis of Facilities

A Title VI equity analysis will be completed when Click or tap here to enter text. constructs facilities, such as storage facilities, maintenance facilities, or operations centers. The term “facilities” does not include bus shelters, transit stations, or power substations. The equity analysis will be conducted during the planning stage with regard to where a project is located or sited to ensure the location is selected without regard to race, color, or national origin.

The equity analysis is conducted to determine whether the location of the project will result in a disparate impact on minority communities on the basis of race, color, or national origin. The Title VI equity analysis will compare the equity impacts of various siting alternatives, and the analysis will occur before the selection of the preferred site.

### Option A

Click or tap here to enter text. has not constructed any storage facilities, maintenance facilities, or operations centers in the last three years.

### Option B

Click or tap here to enter text. has constructed a new Choose an item. in the last three years. The new construction was analyzed through the NEPA process through an EA/EIS, which is attached.

### Option C

Click or tap here to enter text. has constructed a new Choose an item. in the last three years. The project was granted a CE in the NEPA process, so a Title VI facility equity analysis was conducted, which is attached.

### Option D

Click or tap here to enter text. has constructed a new Choose an item. in the last three years. There were no federal funds and thus no NEPA. Click or tap here to enter text. conducted a Title VI facility equity analysis, which is attached.

**Equity Analysis Guidance**

*Refer to* [*FTA Title VI Circular 4702.1B*](https://www.transit.dot.gov/sites/fta.dot.gov/files/docs/FTA_Title_VI_FINAL.pdf) *Chapter III, section 13.*

**Demographic data and mapping**

*Guidance may be obtained from either a Regional Planning Commission or Metropolitan Planning Organization.*

# Fixed Route Transit Providers

Click or tap here to enter text. is nota transit provider that operates fixed route service, or transit provider that operates fifty (50) or more fixed route vehicles in peak service and are in an urbanized size area with a population of 200,000 or more.

Thus, the requirements to set system-wide service standards and policies, collect and report demographic data, monitor transit service, and to evaluate service and fare changes, are not applicable to Click or tap here to enter text..

# Attachments

## Attachment 1: Click or tap here to enter text. TITLE VI/ADA COMPLAINT FORM

“No person in the United States shall, on the basis 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.”

If you feel that you have been discriminated against in the provision of transportation services, please provide the following information to assist us in processing your complaint. Should you require any assistance in completing this form or need information in alternate formats, please let us know.

Please mail or return this form to:

Click or tap here to enter text.

Click or tap here to enter text.

Click or tap here to enter text.

Click or tap here to enter text.

PLEASE PRINT

|  |
| --- |
| 1. Complainant’s Name: |
| 1. Address: |
| 1. City: State: Zip Code: |
| 1. Telephone (include area code): Home ( ) or Cell ( ) Work   ( ) - ( ) - |
| 1. Electronic mail (e-mail) address: |
| Do you prefer to be contacted by this e-mail address? ( ) YES ( ) NO |
| 1. Accessible Format of Form Needed? ( ) YES specify:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ( ) NO |
| 1. Are you filing this complaint on your own behalf? ( ) YES If YES, please go to question 7.   ( ) NO If no, please go to question 4 |
| 1. If you answered NO to question 3 above, please provide your name and address.    1. Name of Person Filing Complaint: |
| * 1. Address: |
| * 1. City: State: Zipcode: |
| * 1. Telephone (include area code): Home ( ) or Cell ( ) Work   ( ) - ( ) - |
| * 1. Electronic mail (e-mail) address: |
| Do you prefer to be contacted by this e-mail address? ( ) YES ( ) NO |
| 1. What is your relationship to the person for whom you are filing the complaint? |
| 1. Please confirm that you have obtained the permission of the aggrieved party if you are filing on behalf of a third party. ( ) YES, I have permission. ( ) NO, I do not have permission. |
| 1. I believe that the discrimination I experienced was based on (check all that apply):   ( ) Race ( ) Color ( ) National Origin (classes protected by Title VI)  ( ) Disability (class protected by ADA)  ( ) Other (please specify) |

continued

TITLE VI COMPLAINT FORM – PAGE 2

|  |
| --- |
| 1. Date of Alleged Discrimination (Month, Day, Year): |
| 1. Where did the Alleged Discrimination take place? |
| 1. Explain as clearly as possible what happened and why you believe that you were discriminated against. Describe all of the persons that were involved. Include the name and contact information of the person(s) who discriminated against you (if known). *Use the back of this form or separate pages if additional space is required.* |
| 1. Please list any and all witnesses’ names and phone numbers/contact information. *Use the back of this form or separate pages if additional space is required.* |
| 1. What type of corrective action would you like to see taken? |
| 1. Have you filed a complaint with any other Federal, State, or local agency, or with any Federal or State court? ( ) YES If yes, check all that apply. ( ) NO    1. ( ) Federal Agency (List agency’s name)    2. ( ) Federal Court (Please provide location)    3. ( ) State Court    4. ( ) State Agency (Specify Agency)    5. ( ) County Court (Specify Court and County)    6. ( ) Local Agency (Specify Agency) |
| 1. If YES to question 14 above, please provide information about a contact person at the agency/court where the complaint was filed.   Name: Title: |
| Agency: Telephone: ( ) - |
| Address: |
| City: State: Zip Code: |

You may attach any written materials or other information that you think is relevant to your complaint.

Signature and date is required:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature Date

If you completed Questions 4, 5 and 6, your signature and date is required:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature Date

If information is needed in another language, contact Click or tap here to enter text. at Click or tap here to enter text., or at Click or tap here to enter text..