2017 Title VI Limited English
Proficiency Language Access Plan
For the Metropolitan Council, Metro Transit,
Metro Mobility, and Transit Link
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II. About the Metropolitan Council

The Metropolitan Council was established by the Minnesota Legislature in 1967 and is the metropolitan planning organization (MPO) for the Twin Cities seven-county metropolitan area. It also provides many essential services and infrastructure that support communities and businesses and ensure a high quality of life for residents of the region. The Council's mission is to foster efficient and economic growth for a prosperous metropolitan region. Its priorities include:

- Creating a financially sustainable 21st century transportation system
- Promoting dynamic housing opportunities for all
- Leveraging investments that drive regional economic development

The Council’s essential services enhance the region’s quality of life and economic competitiveness. The services and responsibilities of the Council include:

- **Operating Metro Transit**, the largest public transit operator in the region, serving 81 million bus and rail passengers in 2012 with award-winning, energy-efficient fleets. The Council’s strategic investments support a growing network of bus and rail transit ways, and transit-oriented development.
- **Collecting and treating wastewater** at rates 40% lower than peer regions, while winning national awards for excellence.
- **Working to ensure adequate clean water** for the future, through water supply planning and lake and river monitoring programs.
- **Planning for future growth** in partnership with communities and the public.
- Planning, acquiring, and developing a world-class regional parks and trails system.
- **Providing affordable housing** for qualifying low-income residents.

The Council’s 17-member policy board has guided and coordinated the strategic growth of the metro area and achieved regional goals for nearly 50 years. Elected officials and citizens share their expertise with the Council by serving on key advisory committees, including the Community Development Committee, Environment Committee, Management Committee, Transportation Committee, Litigation Review Committees, in addition to many other additional committees, work groups, and task forces.

III. Background Information

A. Purpose

The following document serves as the Title VI Limited English Proficiency Language Access Plan for the Met Council’s Metro Transit, Metro Mobility, and Transit Link services. This document demonstrates the Council’s commitment to provide meaningful access to all individuals accessing the Council’s services. Internally this plan is intended for department managers and supervisors, and for staff who interact directly or indirectly with Limited English Proficiency (LEP) individuals. LEP legal requirements also apply to sub-recipients, subcontractors and vendors who do business with the Council. LEP community members and advocates can refer to this plan to learn about the Council’s commitment to equal access. Dissemination of the Limited English Proficiency Plan is to occur via many routes. Any internal
or external individual will be able to access the plan via the Internet. LEP individuals can obtain
copies/translations upon request. Further questions regarding this plan may contact:

Wanda Kirkpatrick
Director, Equal Opportunity
390 Robert Street North
St. Paul, MN 55101
651-602-1085
Wanda.kirkpatrick@metc.state.mn.us

B. Authority

Title VI of the Civil Rights Act of 1964, 42 U.S.C. 2000d et seq., provides that no person in the
United States shall, on the grounds of race, color, or national origin, be excluded from
participation in, be denied the 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 promulgated by the former
Department of Health, Education, and Welfare to hold that Title VI prohibits conduct that has a
disproportionate effect on Limited English Proficient (LEP) persons because such conduct
constitutes national origin discrimination.

Executive Order 13166, “Improving Access to Services for Persons with Limited English
Proficiency,” reprinted at 65 FR 50121, August 16, 2000 (Appendix A), 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. President Bush
affirmed his commitment to Executive Order 13166 through a memorandum issued on October
25, 2001 by Assistant Attorney General for Civil Rights, Ralph F. Boyd, Jr. Federal agencies
were directed to provide guidance and technical assistance to recipients of Federal funds as to
how they can provide meaningful access to Limited English Proficient users of Federal
programs.

The U.S. DOT published revised guidance for its recipients on December 14, 2005 (Appendix
B). 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 the 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.

The Federal Transit Administration (FTA) references the DOT LEP guidance in its Circular
4702.1B, “Title VI Requirements and Guidelines for Federal Transit Administration Recipients,”
which was published on October 1, 2012. Chapter III part 9 of this Circular reiterates the
requirement to take responsible steps to ensure meaningful access to benefits, services, and
information for LEP persons and suggests that FTA recipients and sub-recipients develop a language implementation plan consistent with the provisions of Section VII of the DOT LEP Guidance.

The DOT LEP Guidance recommends that all recipients, especially those that serve large LEP populations, should develop an implementation plan to address the needs of the LEP populations they serve. The DOT LEP Guidance notes that effective implementation plans typically include the following five elements:

1) Identifying LEP individuals who need language assistance:
2) Providing language assistance measures
3) Training staff
4) Providing notice to LEP persons
5) Monitoring and updating the plan

**C. Responsibilities**

The Council Regional Administrator has designated the Director of the Office of Equal Opportunity (OEO) as the Council’s Language Assistance Liaison. The Language Assistance Liaison will be responsible for developing, executing and coordinating language services to LEP persons, and will collaborate with any sub-recipients covered under Title VI to ensure that they satisfy their LEP requirements. OEO is designated the lead department for LEP initiatives in order to assist the Language Assistance Liaison in ensuring that the Met Council, Metro Transit, Metro Mobility, and Transit Link continue to serve LEP customers. The Liaison will also investigate and resolve language access complaints from the LEP community.

**IV. Identification of Limited English Proficient Individuals in the Service Area**

*DOT Guidance: “There should be an assessment of the number or proportion of LEP individuals eligible to be served or encountered and the frequency of encounters pursuant to the first two factors in the four-factor analysis.”*

Metro Transit has addressed the federal requirements for assessing needs and providing services to LEP populations. The LEP needs assessment was conducted based on the Four-Factor Analysis, as outlined in the FTA Circular 4702.1B. This analysis includes:

- Identifying the number or proportion of LEP persons served or encountered in Metro Transit’s service area;
- Determining the frequency with which LEP individuals come into contact with Metro Transit’s services;
- Determining the nature and importance of the services to LEP people; and
- Assessing the current resources available and the costs to provide Language Assistance Services.
A. The Number & Proportion of LEP Persons in the Service Area

The U.S. Census Bureau collects data through the American Community Survey (ACS) to assess language characteristics within a geographic area. These data identify a person’s ability to speak English “very well” or less than “very well” and the language predominately spoken at home for those populations age 5 and older. The 2010-2014 ACS provided quantitative information regarding LEP populations for the seven-county region and Metro Transit’s service area. An analysis of these data identified LEP populations and their language characteristics within the Metro Transit service area.

ACS data indicate that the total population within Metro Transit’s service area is 2,258,709. In addition, 16% of the total population is age 5 and older and speaks a language other than English at home (342,882). Of these individuals, 43% (147,944) speak English less than “very well” representing 7% of the total population within Metro Transit’s service area. Approximately 36% (52,768) of these LEP individuals speak Spanish.

The following table lists the foreign languages spoken within Metro Transit’s Service Area. The four most frequently spoken languages include, in descending order: Spanish/Spanish Creole; Hmong; Somali; and Vietnamese. Each of these is spoken by at least 5% of the LEP population in the service area.

Metro Transit does not operate service throughout the entire seven-county region; therefore, the distribution of LEP communities was compared to the Metro Transit service area to identify the quality of coverage. Using the language categories contained in the 2010-2014 ACS, Metro Transit created the following five maps to show the concentrations of LEP communities within the service area.

Results of the geographic distribution indicate the greatest densities of LEP speakers are located within the limits of Metro Transit’s service area and along well-served transit corridors. Further analysis indicates that:

- LEP communities are concentrated in central and east St. Paul, central and north Minneapolis and cities to the northwest and south of Minneapolis;
- LEP Spanish speakers are more widely dispersed than the other language groups, being located in both urban and suburban communities;
- A high concentration of LEP Hmong speakers are located in north and east St. Paul but are also located in north Minneapolis; and
- LEP Somali speakers are spread across the service area, but are mainly located in central Minneapolis.
1. **Table of LEP Speakers in the Metro Transit Service Area**

The total population of the Metro Transit Service Area is 2,258,709 people. There are 147,944 LEP speakers in the service area; this is 6.5% of the population.

<table>
<thead>
<tr>
<th>Language</th>
<th>Number of LEP Speakers</th>
<th>Percent of Total LEP</th>
<th>Total Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish or Spanish Creole</td>
<td>52,768</td>
<td>35.7%</td>
<td>2.3%</td>
</tr>
<tr>
<td>Hmong</td>
<td>23,202</td>
<td>15.7%</td>
<td>1.0%</td>
</tr>
<tr>
<td>Somali</td>
<td>22,592</td>
<td>15.3%</td>
<td>1.0%</td>
</tr>
<tr>
<td>Vietnamese</td>
<td>8,638</td>
<td>5.8%</td>
<td>0.4%</td>
</tr>
<tr>
<td>Other Asian languages</td>
<td>7,878</td>
<td>5.3%</td>
<td>0.3%</td>
</tr>
<tr>
<td>Chinese</td>
<td>6,528</td>
<td>4.4%</td>
<td>0.3%</td>
</tr>
<tr>
<td>Russian</td>
<td>3,880</td>
<td>2.6%</td>
<td>0.2%</td>
</tr>
<tr>
<td>Laotian</td>
<td>2,540</td>
<td>1.7%</td>
<td>0.1%</td>
</tr>
<tr>
<td>French (incl. Patois, Cajun)</td>
<td>2,355</td>
<td>1.6%</td>
<td>0.1%</td>
</tr>
<tr>
<td>Arabic</td>
<td>2,253</td>
<td>1.5%</td>
<td>0.1%</td>
</tr>
<tr>
<td>Mon-Khmer, Cambodian</td>
<td>1,984</td>
<td>1.3%</td>
<td>0.1%</td>
</tr>
<tr>
<td>Other Indic languages</td>
<td>1,616</td>
<td>1.1%</td>
<td>0.1%</td>
</tr>
<tr>
<td>Korean</td>
<td>1,228</td>
<td>0.8%</td>
<td>0.1%</td>
</tr>
<tr>
<td>German</td>
<td>1,185</td>
<td>0.8%</td>
<td>0.1%</td>
</tr>
<tr>
<td>Serbo-Croatian</td>
<td>1,089</td>
<td>0.7%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Tagalog</td>
<td>863</td>
<td>0.6%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Other Slavic languages</td>
<td>779</td>
<td>0.5%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Hindi</td>
<td>761</td>
<td>0.5%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Japanese</td>
<td>698</td>
<td>0.5%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Thai</td>
<td>650</td>
<td>0.4%</td>
<td>0.0%</td>
</tr>
<tr>
<td>French Creole</td>
<td>575</td>
<td>0.4%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Other Indo-European languages</td>
<td>574</td>
<td>0.4%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Gujarathi</td>
<td>381</td>
<td>0.3%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Polish</td>
<td>371</td>
<td>0.3%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Other Pacific Island languages</td>
<td>369</td>
<td>0.2%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Scandinavian languages</td>
<td>327</td>
<td>0.2%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Italian</td>
<td>319</td>
<td>0.2%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Other &amp; unspecified languages</td>
<td>289</td>
<td>0.2%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Portuguese or Portuguese Creole</td>
<td>283</td>
<td>0.2%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Persian</td>
<td>275</td>
<td>0.2%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Urdu</td>
<td>267</td>
<td>0.2%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Hebrew</td>
<td>168</td>
<td>0.1%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Greek</td>
<td>85</td>
<td>0.1%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Other Native N. American languages</td>
<td>81</td>
<td>0.1%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Other West Germanic languages</td>
<td>57</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Yiddish</td>
<td>14</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Armenian</td>
<td>13</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Hungarian</td>
<td>9</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Navajo</td>
<td>0</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>
Figure 1

Distribution of all Limited English Proficient* Speakers (Age 5+)

*English spoken less than “very well”
Source: American Community Survey, 2010-2014
Figure 2

Distribution of Spanish Speakers (Age 5+) who are Limited English Proficient*

Percent by Census Tract

- < 3%
- 3% - 9.9%
- 10% - 19.9%
- 20% - 29.9%
- > 30%
- Service Area

*English spoken less than "very well"
Source: American Community Survey, 2010-2014
Figure 3

Distribution of Hmong Speakers (Age 5+) who are Limited English Proficient*

Percent by Census Tract
- < 3%
- 3% - 9.9%
- 10% - 19.9%
- 20% - 29.9%
- > 30%
- Service Area

*English spoken less than "very well"
Source: American Community Survey, 2010-2014
Figure 4

Distribution of Somali Speakers (Age 5+) who are Limited English Proficient*

Percent by Census Tract
- < 3%
- 3% - 9.9%
- 10% - 19.9%
- 20% - 29.9%
- > 30%
- Service Area

*English spoken less than "very well"
Source: American Community Survey, 2010-2014
B. The Frequency of Contact Between LEP Individuals and the Met Council’s Transportation Services

The Council offers three transportation related services: Metro Transit, Metro Mobility, and Transit Link. These services are described below. In addition, this section includes information describing how frequently our transportation services interact with LEP communities in the service area. This information is collected through reviewing Language Line usage, bus operator surveys, supplemental and anecdotal information provided by front line staff. All information is presented below.

1. Metro Transit

Metro Transit is an operating division of the Metropolitan Council and offers an integrated network of buses, light rail, and commuter trains as well as resources for those who carpool, vanpool, walk, or bike. Metro Transit recently opened a light-rail link between downtown Minneapolis and downtown St. Paul in June 2014 and is working to develop additional light-rail links in the northwest and southwest areas of the region. Metro Transit also recently opened a Bus Rapid Transit line connecting the south suburbs to the Mall of America Blue Line Station and is working to develop additional bus rapid transit and enhanced express bus service throughout the region.

Metro Transit is one of the country's largest transit systems, providing roughly 87 percent of the transit trips taken annually in the Twin Cities. Each weekday customers board Metro Transit buses and trains an average of 276,000 times.

Metro Transit operates the METRO Green Line, METRO Blue Line, Northstar commuter rail line, the A-Line (arterial bus rapid transit line), and 129 bus routes—65 are local-service routes and 64 are express routes, using a fleet of 907 buses. The majority of the agency’s fleet (670) is standard 40-foot buses—134 of these are hybrid electric vehicles. Additionally, there are 180 articulated (“accordion”) buses and 57 are over-the-road coach-style buses. All Metro Transit buses are equipped with wheelchair lifts or ramps and racks for bicycles. All trains feature storage areas for bicycles and luggage.

2. Other Transportation Services

The Metropolitan Council also provides services that meet the needs of those not served by or not able to use Metro Transit.

Metro Mobility is a shared public transportation service for certified riders who are unable to use regular fixed-route buses due to a disability or health condition. Eligibility is determined by the Federal Americans with Disabilities Act. Rides are provided for any purpose. Customers are eligible for Metro Mobility service if they are physically unable to get to the regular fixed-route bus, they are unable to navigate regular fixed-route bus systems once they are on board, or they are unable to board and exit the bus at some locations.

Transit Link is the Twin Cities dial-a-ride small bus service. It provides transportation to the public where regular route transit service is not available. Transit Link is for trips that cannot be accomplished on regular transit routes alone, and may combine regular route and Transit Link service. Anyone may reserve a Transit Link ride for any purpose, subject to availability.
3. Interactions with LEP Populations

a) Call Center Data

The Metro Transit Call Center tracks its interaction with LEP customer via its partnership with Language Line interpreter services. The following table lists Call Center phone calls by language over the previous 20 month period. During that time, the Call Center took 718 total calls from LEP customers seeking interpreter services. The breakdown of those languages is listed below:

<table>
<thead>
<tr>
<th>Language</th>
<th>Number of Calls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish</td>
<td>614</td>
</tr>
<tr>
<td>Somali</td>
<td>54</td>
</tr>
<tr>
<td>French</td>
<td>7</td>
</tr>
<tr>
<td>Oromo</td>
<td>6</td>
</tr>
<tr>
<td>Karen</td>
<td>6</td>
</tr>
<tr>
<td>Korean</td>
<td>4</td>
</tr>
<tr>
<td>Hindi</td>
<td>3</td>
</tr>
<tr>
<td>Hmong</td>
<td>3</td>
</tr>
<tr>
<td>Mandarin</td>
<td>3</td>
</tr>
<tr>
<td>Amharic</td>
<td>3</td>
</tr>
<tr>
<td>Italian</td>
<td>2</td>
</tr>
<tr>
<td>Portuguese</td>
<td>2</td>
</tr>
<tr>
<td>Arabic</td>
<td>2</td>
</tr>
<tr>
<td>Laotian</td>
<td>2</td>
</tr>
<tr>
<td>Russian</td>
<td>2</td>
</tr>
<tr>
<td>Farsi</td>
<td>1</td>
</tr>
<tr>
<td>Cantonese</td>
<td>1</td>
</tr>
<tr>
<td>Thai</td>
<td>1</td>
</tr>
<tr>
<td>Vietnamese</td>
<td>1</td>
</tr>
<tr>
<td>Japanese</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>718</strong></td>
</tr>
</tbody>
</table>
Based on these figures, Metro Transit’s Call Center interacted most commonly with Spanish and Somali speaking LEP customers during this time period. Approximately 85% of all LEP customers in need of language services requested Spanish language interpretation from Language Line. Somali was the next most requested language at 7.5%. On average, the Call Center took approximately 66 calls per month from LEP customers in need of language assistance. Overall, the Call Center utilized Language Link to interact with LEP customers representing 20 distinct languages.

**b) Bus Operator Survey Results**

In July 2016, the Office of Equal Opportunity, designed and administered a survey of Metro Transit operators to better understand the demographics of the LEP population, frequency of use and identify the nature of interactions specific to the LEP population. OEO visited Metro Transit’s 5 bus garages and provided paper copies of bus operator surveys, to which 91 randomly selected operators completed.

The 2016 survey differed from the previous one conducted in 2014 as the survey was self-administered by the operators themselves in printed form. For this reason, percentages for some questions do not add up to one hundred as some respondents chose more than one option, and instead reflect the common experiences among bus operators about their interactions with LEP customers. Please see Attachment 1 for a copy of the Bus Operator Survey. These operators drove a variety of routes (inner city and suburban), were a combination of part or full time employees, and had varying experiences with understanding foreign languages. As such, the results of this survey are limited by accuracy of the perception of these operators.

Overall, 87.5% of Metro Transit bus operators reported hearing Spanish while driving their current routes. Additionally, 80.9% reported hearing Somali and 39% reported hearing Hmong. Twelve other languages were also reported as being heard on the bus. The breakdown is listed in the table below.
Ninety-five percent (95%) of operators stated they had at least one interaction daily with LEP customers. In terms of LEP customer interactions per shift, the following table shows the frequencies as reported by operators about their current routes:

<table>
<thead>
<tr>
<th>LEP Interactions (Times/Shift)</th>
<th>Percentage Reported</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>5%</td>
</tr>
<tr>
<td>1</td>
<td>12%</td>
</tr>
<tr>
<td>2</td>
<td>18%</td>
</tr>
<tr>
<td>3</td>
<td>22%</td>
</tr>
<tr>
<td>4</td>
<td>12%</td>
</tr>
<tr>
<td>5+</td>
<td>31%</td>
</tr>
</tbody>
</table>

Roughly two-thirds of all operators reported that they interact most with working age LEP customers, while another 54% reported that they have many interactions with senior age LEP customers, and only 15% reported interacting with school age LEP customers.
The 2016 bus operator survey asked a new question which allowed operators to share how they try to communicate with customers who speak English less than well. Over two-thirds of operators reported speaking slower and using hand gestures as common methods. The graph below identifies other methods used and the frequencies:

![Graph showing communication methods]

**c) Supplemental Information**

In the 2014 survey, operators were asked if they felt that assisting LEP customers was part of their job to which 95% of those surveyed responded that they believed it was. The same question was posed in the 2016 survey, and while 83% said that it was, 13% were unsure, while the other 4% believed that it was not part of their job.

In response to the 2014 responses, Metro Transit offered language classes to operators in the spring of 2015. Of the operators surveyed, 5% has taken the language courses and of that group 80% found that the class met their expectations and 90% were able to use the Spanish they learned on the job.

When asked what (operators) thought could be done to better serve our LEP transit customers, operators offered a number of suggestions:

- Multi-lingual bus schedules,
- Multi-lingual announcements on major crossways (stops, route, etc.) along certain corridors,
- Translated literature providing basic information (fares, ridership info, etc.),
- More operators with multi-lingual skills (basic terms, money, time, etc.).
d) Metro Mobility

Metro Mobility management and staff report that contact with LEP persons is very infrequent. Staff reported that they rarely (less than ten times per month) need to use Language Line with potential customers. Metro Mobility provides interpreter and translation services upon request. Over the past year, Metro Mobility staff reported that the department utilized interpreters to assist clients with the intake interview process approximately once per month. However, three quarters of those interactions involve using American Sign Language interpreters.

e) Transit Link Call Center Information

Transit Link Call Center staff reported anecdotal information on their interaction with LEP customers. Overall, staff reported that the majority of the Call Center’s volume comes from English speakers. When non-native English speakers contact the Call Center, Spanish is the most common language spoken by the customer. A Call Center staff member who speaks Spanish assists with the Call Center’s Spanish speaking customers. The Call Center estimates that this staff person speaks with Spanish speaking LEP customers approximately 2 to 3 times per week.

Call Center staff use Language Line to facilitate interactions with LEP customers that speak a language other than English or Spanish. However, staff estimate that they used Language Line with a customer no more than 5 times in the last year.
C. Nature and Importance of Transportation Services for LEP Customers

Many LEP persons rely on public transportation for their mobility needs. According to U.S. Department of Transportation LEP guidance, “providing public transportation access to LEP persons is crucial. An LEP person’s inability to utilize effectively public transportation may adversely affect his or her ability to obtain health care, education, or access to employment.”
D. Resources Available & the Costs of Providing Language Assistance Services

The principal resources available to the Met Council’s Transportation services for providing language assistance to LEP customers are Metro Transit’s website, fare machines located at various transit centers, its customer service phone lines, translated materials, and its Customer Advocate program.

1. Metro Transit Website

Metro Transit uses Google Translate to translate its web pages into Spanish, Hmong, and Somali. Users can access all content in these three languages, including information on fare products, Next Trip, and Trip Planner functions.

2. Fare Machines

Fare machines on Blue and Green Light Rail Line stations offer customers the option of selecting Spanish, Hmong, or Somali (the three most commonly used languages besides English) for purchasing fares. These ticket vending machines are not currently set up to collect and report information on which languages customers select when purchasing fares. However, Metro Transit is investigating whether this data collection is feasible.

3. Language Line

Metro Transit’s Call Center staff uses Language Line to facilitate phone interactions with LEP customers. Language Line can provide language interpretation services for over 170 different languages. In addition, Metro Transit also offers, upon request, translations of documents and interpreters for community meetings.

4. Translated Materials

Metro Transit provides documents and information that are translated into Hmong, Spanish, and Somali. These documents include pocket guides for high school students, user guides, safety brochures, Language Line referral cards, etc. Metro Transit has also provided translated direct mailings in other languages like Nepali and Karen – specific groups which may be impacted by changes to particular routes. Please see Attachment 2 for samples of translated documents.

5. Customer Advocates

Metro Transit Customer Advocates provide free presentations and personalized how-to-ride classes addressing topics such as: fares and how to pay them, trip planning, reading maps and schedules, using the Metro Transit website, accessibility, etc. This is a customizable training that is adapted to meet the needs of a range of unique customer groups including LEP populations. Metro Transit helps make these workshops linguistically accessible to LEP populations by partnering with the requesting community group, which often provides interpretation services.
These services involve a number of technological and personnel costs, which are distributed among Metro Transit’s operations. Metro Transit is committed to assuring that these and other resources are used to reduce the barriers that limit access to its information and services by LEP persons. Where applicable, Metro Transit will provide funds to enhance its language services.

6. Additional Services

The Met Council’s 2014 Title VI plan identified several additional services and efforts needed in order to provide meaningful access to its transportation services for LEP customers. The list of services and efforts are reproduced and updated:

- Centralizing LEP implementation and monitoring in a single Department
  - Update: Title VI and LEP implementation and compliance are now housed in the Council’s Office of Equal Opportunity (OEO). The Council has several departments and divisions and outreach units that interact with LEP populations. OEO staff routinely work with these staff members to help ensure the Council’s Title VI obligations are met.

- Focusing more resources on the languages used by the largest LEP communities in the Council’s Transportation area (Spanish, Hmong, Somali)
  - Update: Ongoing. Examples include adding Google Translate functions in Spanish, Hmong, and Somali to Metro Transit’s webpages, and translating other vital documents into these three languages.

- Based on need and available resources, translating critical documents, including route changes, fare information, etc., in these most commonly used languages
  - Update: Ongoing. One example is translating Metro Transit’s Rider Alert notice which is posted to provide information on detours or changes in service. The document directs customers in English, Spanish, Hmong, and Somali to contact Metro Transit Customer Service with any questions.

- Expanding the use of telephone interpreter services
  - Update: Ongoing. Metro Transit is researching opportunities to publicize Language Line in order to increase its use by LEP customers.

- Expanding outreach to community organizations and entities that work directly with LEP customers to better understand the transit and language needs of LEP populations
  - Update: Ongoing. Metro Transit’s Customer Advocates continue their work in reaching out to community organizations, schools, and other entities that work with LEP populations. In 2016, Metro Transit hired a 3rd Customer Advocate to help with this work. In addition, Metro Transit significantly expanded its Outreach and Public Involvement unit from 1 staff person to 5. These added resources facilitate Transit’s ability to reach more customers generally, including those with limited English proficiency.

- Increase the Council’s internal bilingual capabilities by identifying and certifying bilingual employees to provide oral language assistance as needed
  - Update: Ongoing. Metro Transit enlists current employees to help with outreach activities in communities of color. Many of these employees and communities speak languages other than English. For example, in July 2016, several Hmong-
speaking Metro Transit bus operators participated in the Hmong Freedom Festival.
V. Current Language Assistance Measures

**DOT Guidance:** “An effective LEP plan would likely include information about the ways in which language assistance will be provided.”

Based on the four factor analysis above, the most predominant languages spoken by LEP persons in the Metro Transit, Metro Mobility, and Transit Link services areas are Spanish, Hmong, and Somali. The Met Council most frequently encounters Spanish speaking commuters. In addition, Metro Transit is the Met Council’s most widely used transportation service. As a result, the Met Council focuses the majority of its LEP resources on Metro Transit, and provides its most robust language assistance services in Spanish primarily, followed by Hmong and Somali. However, the Met Council continues to make language assistance for other languages available on an as-needed basis.

Metro Transit uses a variety of strategies to provide language assistance for LEP customers, including:

- Ticket Vending Machines (TVMs) that offer customers the option of selecting Spanish, Hmong, or Somali translations for purchasing fares.

- Language Line phone services to facilitate interactions between LEP customers and Metro Transit customer service staff. Language Line can provide language interpretation services for over 170 different languages.

- Translations, available upon request, of all public documents and meeting materials presented at community/outreach meetings.

- Interpreters, available upon request, for community/outreach meetings.

- Outreach and educational workshops by Metro Transit Customer Advocates offering personalized and linguistically accessible how-to-ride classes to groups throughout Metro Transit’s service area.

- A variety of translated materials providing information on resources, fare products, user guides, etc. Please see Attachment 2 for samples of translated materials.

- A website with content that can be translated into the 3 languages (Spanish, Hmong, Somali) through Google Translate.

- Monitoring staff interactions with LEP customers in order to identify potential areas of need for language assistance.

- Administering bus operator surveys to identify the frequency and nature of contact LEP customers have with bus operations.

- Advertising its services via radio and television to communities that speak languages other than English, including:
  - Hmong & Somali radio ads promoting free rides and safety;
  - Spanish radio ads on Pandora via their Latin American programming;
Metro Mobility uses several strategies to provide language assistance for LEP customers, including:

- Language Line phone services to facilitate interactions between LEP customers and Metro Mobility customer service staff.
- Translations, available upon request, of all public documents and meeting materials presented at community/outreach meetings.
- Interpreters, available upon request, for community/outreach meetings.
- Monitoring staff interactions with LEP customers in order to identify potential areas of need for language assistance.

Transit Link uses several strategies to provide language assistance for LEP customers, including:

- Interpreters, available upon request, for community/outreach meetings.
- Monitoring staff interactions with LEP customers in order to identify potential areas of need for language assistance.
- Language Line phone services to facilitate interactions between LEP customers and Metro Transit customer service staff. Language Line can provide language interpretation services for over 170 different languages.
- Spanish/English bilingual staff.
VI. Current LEP Outreach

The principle resources available to Metro Transit for LEP outreach are the Metro Transit website, its customer service phone line, its Customer Advocate program, and translated documents.

A. Metro Transit Webpage

The Metro Transit webpage utilizes Google Translate to make available its web content in the 3 primary languages (other than English) that are represented in the area: Spanish, Hmong, and Somali. LEP customers that speak these languages can access fare information, Next Trip, schedules, and other tools and information.

B. Language Line

The public, including LEP customers, can contact Metro Transit’s Call Center. Metro Transit utilizes Language Line to provide phone interpreters for LEP customers who wish to speak with a Call Center representative. Language Line provides interpretation services in over 170 languages.

C. Advertising with Multilingual Media

Metro Transit has also advertised its services with multilingual media. For example, Metro Transit produced radio ads promoting free rides and safety, Spanish radio ads on Pandora airing during their Latin American programming, and partnering with Univision to develop safety public service announcement campaigns.

D. Customer Advocates

Metro Transit Customer Advocates provide free presentations and personalized how-to-ride classes to groups throughout Metro Transit’s service area. During these classes, Customer Advocates teach groups a number of things including:

- Fares and how to pay them
- Planning a trip
- Reading maps and schedules
- Transfers / Using Park & Ride lots
- Metrotransit.org and online tools
- Accessibility
- Safety
- Mock calls to practice using Language Line
- Other topics

In addition to these presentation topics, Customer Advocates often bring a Metro Transit bus to the meeting site and have the group practice buying their fare, requesting a transfer, finding their seat, using the pull-cord signaling system, and taking a practice ride where they learn to...
identify bus stops (See Attachment 3 – Metro Transit Customer Advocates Flyer). Customer Advocates also hold classes on light rail vehicles where customers experience a trip and learn about safety and the various amenities available on each rail car.

This training can be customized to address specific issues and can be adapted to meet the needs of job seekers, those with disabilities, ELL/LEP populations, seniors, community groups and schools of all ages. Metro Transit helps make these workshops linguistically accessible through a variety of strategies. For example, one of the Customer Advocates is a native Spanish speaker. In addition, Customer Advocates partner with the requesting community group, which provides interpretation services.

Metro Transit Customer Advocates have a broad network of partner organizations that extends to approximately 90 organizations that each serve particular groups of Limited English Proficient or English Language Learner, or English as a Second Language learners. This network is constantly growing as more partnerships are established. Please see Attachment 4 for a full list of community partners with an ELL emphasis.

Since the last Title VI update, Metro Transit’s Customer Advocates provided trainings to over 50 groups that serve LEP customers. In total, our Customer Advocates estimate that they have reached hundreds of LEP customers through this outreach. Please see Attachment 5 for photos of Metro Transit’s Customer Advocates outreach work.
VII. Future Strategies to Better Serve LEP Customers

The Office of Equal Opportunity (“OEO”) will continue to lead LEP initiatives for the Met Council to better coordinate how Metro Transit, Metro Mobility, and Transit Link serve their LEP customers. In addition, OEO will continue collaborating with sub-recipients to ensure they comply with Title VI and LEP.

OEO has helped coordinate several working groups, consisting of various Met Council and Metro Transit staff. These groups help explore options, resources, and opportunities for complying with Title VI. The Council’s continuing LEP efforts will include the following:

- Surveying operators to assess how LEP customers interact with the Met Council and its services;
- Coordinating with Metro Transit to explore additional strategies for gathering data on the interactions between LEP customers and Transit staff;
- Collaborating with other Met Council divisions to collect data on Language Line usage by particular language, frequency, and services provided;
- Revising the language services, as appropriate, that the Met Council and its divisions offer in order to provide LEP customers with meaningful access to its services;
- Collaborating with community groups that serve LEP populations to understand the linguistic needs of these communities;
- Working with Metro Transit’s Service Development and Met Council planners to monitor demographic changes in our service areas to determine if additional language assistance measures are needed;
- Creating meaningful outreach by using multi-lingual employees as ambassadors to community organizations that represent LEP communities;
- Including Transit information that is translated into Spanish as part of its phone messaging system.

The Met Council, Metro Transit, Metro Mobility, and Transit Link are committed to assuring that resources are used to reduce the barriers that limit access to its information and services by LEP persons. Where applicable, Met Council will provide funds to enhance its language services.
VIII. Staff Training

According to LEP guidance provided by the USDOT, “Staff members should know their obligations to provide meaningful access to information and services for LEP persons, and all employees in public contact positions should be properly trained.”

Metro Transit and Metro Mobility provide basic training for employees at their respective Call Centers for utilizing the services of Language Line to help facilitate meaningful interactions with LEP customers. In addition, Metro Transit and OEO developed languages classes for various public-facing personnel. These include Transit-related Spanish language classes for bus operators that drive through Spanish speaking areas of the region. Furthermore, Metro Transit Police offered Spanish classes to Police Officers to help them interact with Spanish speaking customers. These courses will expand to include Somali instruction for Police Officers, and Spanish courses for operators in additional locations. Please see attachments 6-8 for news articles about these courses. Additional LEP training is given to employees on a case-by-case basis based on employee, supervisor, and customer feedback.
IX. Monitoring & Updated the Language Assistance Plan

The Met Council conducts internal monitoring of its language assistance practices to ensure that the strategies employed remain effective. This is accomplished partially through feedback from Metro Transit, Metro Mobility, and Transit Link Call Center staff and from Metro Transit bus operators who help identify the LEP populations with whom they come in frequent contact.

The Met Council is committed to continuously improving its Language Assistance Plan. To that end, the company will revise the plan with more appropriate strategies as needed. Additionally, the Met Council, Metro Transit, Metro Mobility, and Transit Link will assess the viability and cost-effectiveness of pursuing and implementing new technologies and language assistance strategies as they become available.
### X. Updates to Tentative Implementation Timeline

The following table includes updates to the Tentative Implementation Timeline included in the 2014 Title VI Plan.

<table>
<thead>
<tr>
<th>ITEM</th>
<th>UPDATES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Updated Metro Transit Website Launch</td>
<td>The website was updated on schedule in Summer 2014.</td>
</tr>
<tr>
<td>Identification of Met Council LEP Advisory Board</td>
<td>Ongoing. This is a group of employees from OEO and the Council working on a variety of topics impacting LEP communities. The group is informally structured.</td>
</tr>
<tr>
<td>Selection of Met Council LEP Advisory Board</td>
<td>Ongoing. This is a group of employees from OEO and the Council working on a variety of topics impacting LEP communities. The group is informally structured.</td>
</tr>
<tr>
<td>Continue internal discussions regarding LEP best practices</td>
<td>Ongoing. Metro Transit and OEO created an internal group working on researching and identifying feasible improvements to Metro Transit’s phone service.</td>
</tr>
<tr>
<td>Identify &amp; create roster of multilingual employees interested in providing LEP assistance as available</td>
<td>This was accomplished in 2015. To date, several multi-lingual staff on the list have been asked to review translated documents for accuracy, clarity, and meaning.</td>
</tr>
<tr>
<td>Develop Partnerships with neighborhood organizations</td>
<td>Ongoing. OEO and the Met Council have strengthened partnerships related to employment opportunities at the Council, community engagement, and outreach.</td>
</tr>
<tr>
<td>Collect quantitative data on quarterly basis</td>
<td>Ongoing. The data collected include operator and front line surveys, and Language Line call data.</td>
</tr>
<tr>
<td>Administer Operator Surveys yearly</td>
<td>Ongoing. Most recent Bus Operator Surveys were delivered in Summer 2016.</td>
</tr>
<tr>
<td>Develop SOP for each division regarding their involvement with the LEP populations</td>
<td>Ongoing. Currently, each division provides summaries of their involvement with LEP communities. OEO will work with these divisions to standardize reporting processes.</td>
</tr>
<tr>
<td>Design and implement training for staff</td>
<td>Ongoing. Front line staff receives training in using Language Line when speaking with LEP customers via phone. New employees receive an introduction to Title VI policies. In addition, the Council provides a variety of training to managers and employees related to non-discrimination and equity.</td>
</tr>
<tr>
<td>Design and implement outreach activities</td>
<td>Ongoing. Multiple Council units engage in outreach activities with LEP communities.</td>
</tr>
<tr>
<td>Prepare update for Title VI submittal to the Federal Transit Administration</td>
<td>Ongoing.</td>
</tr>
</tbody>
</table>
XI. Executive Summary

A. Background

On October 1, 2012, the United States Department of Transportation (DOT) published revised guidance for its recipients on the Implementation of Executive Order 13166, “Title VI Requirements and Guidelines for Federal Transit Administration Recipients.” This document reiterates the requirement that FTA funded recipients take responsible steps to ensure meaningful access to benefits, services, and information for LEP persons and suggests that FTA recipients and sub-recipients. This requirement includes the following analysis:

- Identifying the number or proportion of LEP persons served or encountered in the recipient’s service area;
- Determining the frequency with which LEP individuals come into contact with the recipient’s services;
- Determining the nature and importance of the services to LEP people; and
- Assessing the current resources available and the costs to provide Language Assistance Services.

Recipients and sub-recipients must then develop a language implementation plan consistent with the provisions of Section VII of the DOT LEP Guidance. The following information summarizes the Met Council, Metro Transit, Metro Mobility, and First Transit’s LEP analysis and Language Assistance Plan.

B. Demographic Data

The Met Council’s Four Factor analysis revealed the following demographic information in the Metro Transit service area:

- **2,258,709** – Total population in Metro Transit service area
- **6.5% (147,944)** – LEP individuals in service area
- **35.7% (52,768)** – Spanish speakers out of total LEP individuals in service area

The most frequently spoken languages (other than English) in the Metro Transit service area are listed below:

<table>
<thead>
<tr>
<th>Language</th>
<th>Number of LEP Speaker</th>
<th>% of Total LEP Population</th>
<th>% of Total Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish</td>
<td>52,768</td>
<td>35.7%</td>
<td>2.3%</td>
</tr>
<tr>
<td>Hmong</td>
<td>23,202</td>
<td>17.7%</td>
<td>1.0%</td>
</tr>
<tr>
<td>Somali</td>
<td>22,592</td>
<td>15.3%</td>
<td>1.0%</td>
</tr>
<tr>
<td>Vietnamese</td>
<td>8,638</td>
<td>5.8%</td>
<td>0.4%</td>
</tr>
<tr>
<td>Chinese</td>
<td>6,528</td>
<td>4.4%</td>
<td>0.3%</td>
</tr>
<tr>
<td>Russian</td>
<td>3,880</td>
<td>2.6%</td>
<td>0.2%</td>
</tr>
</tbody>
</table>
Further analysis indicates that:

- LEP Spanish speakers are more widely dispersed than other language groups, being located in both urban & suburban communities;
- A high concentration of LEP Hmong speakers is located in north & east St. Paul;
- LEP Somali speakers are scattered across the service area, but are mainly located in the central area Minneapolis

### C. Metropolitan Council Data

Metro Transit Call Center data and Bus Operator surveys support the conclusion that Metro Transit interacts most commonly with LEP individuals who speak Spanish, Hmong, and Somali. For example, over the last 3 years, the Call Center took 71 total calls from LEP customers seeking interpreter services. The breakdown is listed below:

<table>
<thead>
<tr>
<th>Language</th>
<th>Number of</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish</td>
<td>614</td>
</tr>
<tr>
<td>Somali</td>
<td>54</td>
</tr>
<tr>
<td>French</td>
<td>7</td>
</tr>
<tr>
<td>Oromo</td>
<td>6</td>
</tr>
<tr>
<td>Karen</td>
<td>6</td>
</tr>
<tr>
<td>Korean</td>
<td>4</td>
</tr>
<tr>
<td>Hindi</td>
<td>3</td>
</tr>
<tr>
<td>Hmong</td>
<td>3</td>
</tr>
<tr>
<td>Mandarin</td>
<td>3</td>
</tr>
<tr>
<td>Amharic</td>
<td>3</td>
</tr>
<tr>
<td>Italian</td>
<td>2</td>
</tr>
<tr>
<td>Portuguese</td>
<td>2</td>
</tr>
<tr>
<td>Arabic</td>
<td>2</td>
</tr>
<tr>
<td>Laotian</td>
<td>2</td>
</tr>
<tr>
<td>Russian</td>
<td>2</td>
</tr>
<tr>
<td>Farsi</td>
<td>1</td>
</tr>
<tr>
<td>Cantonese</td>
<td>1</td>
</tr>
<tr>
<td>Thai</td>
<td>1</td>
</tr>
<tr>
<td>Vietnamese</td>
<td>1</td>
</tr>
<tr>
<td>Japanese</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>718</strong></td>
</tr>
</tbody>
</table>
In Summer 2016 OEO administered bus operator surveys to better understand the frequency and nature of the interactions between Metro Transit and the service area’s LEP population. Operators noted that Spanish, Somali, and Hmong were the most commonly heard language on buses. They also made several observations:

- 95% of operators reported interacting daily with LEP customers
- 67% of operators most frequently encountered working age LEP customers
- 57% of operators cited bus fare as the most common question for LEP riders

**D. Current Language Assistance Measures**

Metro Transit, Metro Mobility, and First Transit, use several strategies to provide language assistance to LEP customers, including:

- Ticket Vending Machines (TVMs) that offer Spanish, Hmong, or Somali translations for purchasing fares;
- Language Line Call Center phone services, offering interpretation services in 170 different languages;
- Translations, available upon request, of all public documents and meeting materials presented at community/outreach meetings;
- Interpreters, available upon request, for community/outreach meetings;
- Outreach and educational workshops by Metro Transit Customer Advocates offering personalized and linguistically accessible how-to-ride classes to groups throughout Metro Transit’s service area;
- A variety of translated materials providing information on resources, fare products, user guides, etc. Please see Attachment 2 for samples of translated materials.
- A website with content that can be translated into the 3 languages (Spanish, Hmong, Somali) through Google Translate.
- Advertising its services via radio and television to communities that speak languages other than English.

**E. Future Strategies to Better Serve LEP Customers**

The Met Council, Metro Transit, Metro Mobility, and Transit Link will explore the following strategies to continue providing meaningful access to LEP commuters:

- Continuing survey work to assess how LEP customers interact with the Council;
- Continuing to coordinate Title VI working groups composed of Council staff to facilitate Title VI implementation, including LEP efforts;
• Revising language services as appropriate;

• Collaborating with community groups serving LEP populations to understand the linguistic needs of these communities;

• Creating meaningful outreach by using multi-lingual employees as ambassadors to community organizations that represent LEP communities;

• Continuing outreach with Customer Advocates;

• Including Transit information that is translated into Spanish as part of its phone messaging system.

F. Monitoring & Updating the Language Assistance Plan

The Met Council is committed to continuously improving its Language Assistance Plan. To that end, the company will revise the plan with more appropriate strategies. These may include future bus operator trainings and resources. Additionally, the Met Council, Metro Transit, Metro Mobility, and Transit Link will assess the viability and cost-effectiveness of pursuing and implementing new technologies and language assistance strategies as they become available.
XII. Attachments
A. Attachment 1 – Sample Bus Operator Survey

Bus Operator Survey

The Office of Equal Opportunity is conducting a survey to better understand customers who have limited English proficiency (LEP)—those who speak English less than very well—and bus operators’ experiences with the LEP community. This includes customers who would not be able to follow written or verbal English communication. The survey is voluntary and there is no compensation for participating, would you be willing to continue?

1A. Are you a full time or part time operator?

Full Time  Part Time  Extra Board

2. What routes do you drive during the current pick?

3. How frequently per shift during your current pick have you interacted with a customer who you believe speaks English less than very well?

0 1 2 3 4 5+

4A. During your current pick, how many languages besides English have you heard?

1 2 3 4 5+

4B. Of the languages that you heard during your current pick, can you identify these languages? Which are the most commonly heard? (e.g., Spanish, Hmong, Karen, Somali)

5A. From your career of driving buses, how many languages have you heard?

1 2 3 4 5+

5B. Of the languages that you heard in your career of driving buses, can you identify what these languages are? Which are the most commonly heard? (e.g., Spanish, Hmong, Karen, Somali)

6. Which of the three categories of customers who speak English less than very well do you encounter most?

School age  Working age  Senior age

7. What communication methods have you used to communicate with customers who speak English less than very well?

___ Speaking another language—What language_________________________
___ Speaking slower
___ Hand gestures
___ Asking other customers to assist
___ Having customers’ children interpret
___ Other:____________________
8A. Are there any trends you see with LEP customers (e.g., common routes, times, and transit stops where you encounter individuals who speaks English less than very well)?

Yes  No

8B. If yes, what have you noticed?

8C. How could we better serve our limited English proficiency customers?

9. Do you feel assisting customers who speak English less than very well a part of your job as an operator?

Yes  No

10A. Have you attended a Spanish Language Course offered by Metro Transit?

Yes  No

10B. If you have attended, was the class enjoyable or helpful?

10C. If you haven’t attended, what barriers caused you not to attend?

11A. If a Spanish/ Somali/Hmong language course customized for bus operators to communicate with LEP customers was offered would you be interested in taking the course?

Yes  No

11B. If yes, what times would you be available to take the course?

*Note: If there is enough interest to take a Spanish/ Somali/Hmong Transit language, we will follow up with class registration this early fall.

Thank you for taking time to answer our questions. If you have any questions or would like to get more information about this project, you may contact Luis Morales at (612) 432-8668 from the Office of Equal Opportunity.

If at any time during your time working for the Metropolitan Council you have any questions or concerns regarding employee work environment, please do not hesitate to call us using the phone numbers listed above.

Again, thank you for your time. Your contribution will help us to better our services for individuals who speak English less than very well.

If they express interest in language course ask for Operator Number and name.

Name & Op #:________________________________________

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B. Attachment 2 – Translated Documents (Samples)

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The Metropolitan Council operates its services and programs without regard to race, color, national origin or socioeconomic status. Contact us as listed below to file a discrimination complaint, or to learn more about the Metropolitan Council’s Title VI obligations.

El Consejo Metropolitano opera sus servicios y programas sin importar su raza, color, origen nacional o estatus socioeconómico. Contacte con nosotros como se indica a continuación para presentar una queja por discriminación o para obtener más información sobre las obligaciones del Título VI del Consejo Metropolitano.

Lub Metropolitan Council kibo us soo hagem thab kee pali, san tin yeesa kan dham swam koo neeg, tak tawm yisgog, lo sa kee neeg nyih takel. Cuag lau peeb li oot hauj gqb ni yog xaw us mtsaw tawm tshi saos hok. Loog sa yisgog xaw paub nhio biag lub Metropolitan cov ma ooj koo Neel Vi Ttle Vi.

Guddiga Amnihaa Magaalada waxaa aawagtaad ka fuli la j overwhelming nidaam, ma jidka mid ah, saaxiibka caramadeed, ama xaaladdaad dhiig sidii. Magaalada loo nalo sanadkii yahay kuu faahfaahin yahay, loog ugu dhowso maoyo oo ahaan waxay doonaa. Waa ku sameeyey xanuubtaa ama la ah oo loo yaqaan aad u jiraan.

Office of Equal Opportunity
390 Robert Street
St. Paul, MN 55101
612-373-3333 | metrocouncil.org
Title VI Complaints @ metrc.state.mn.us

Improved service on Route 62!

Route 62 has more frequent service along much of the route, seven days a week. See other side for details.

¡Servicio mejorado en la Ruta 62!

रूट 62 का सुधारित सेवा!

ঘড়ি থাকে সহজ বিভাগ সেবা লাই থাকে ঘড়ি থাকে সহজ বিভাগ সেবা লাই

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Minneapolis, MN 55401

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D. Attachment 2 – Translated Documents (Samples)

Kauj Ruam Tom Ntej? Kaewm paub ntau ntxiv
- Xyuas zoo seb qhov chaw nyob uas nrog tsab ntaav no tuaj puas yog tlag. Yog hais lias tsi yog thov nrog koj lub tsev kawm ntaaw tham thib kha com sai li sai tau.
- Lh kom tiav claim ntaav uas seb puas tau su noj dawb los yog luv noj ntaad uas yuav tuaj bxog ntaaw tsv thauam lub 7 hil 2012 no. Qhov no yuav qhia tau hais lias seb cov menyam kawm ntaav bwe uas tau mov dawb los yog luv noj noj thib thiaj li yuav tau daim Go-To Card.
- Mus koom nrog rau tej kev muaj bxog ntaaw qhov Go-To Card uas yuav los sib xyuas tej kev thaj yeeb ntaaw kev thaj mus los, tsoj kev thib tej lus nuj.
- Saib tej kev qhia tshiab ntxiv thiab kawm kom paub ntau ntxiv uas yog mus siab rau ntaaw www.mpls.k12.mn.us/bus-passes.
- Kom tau kev qhia ntxiv hu rau Npaj Lis-Yang (Bao Lee-Yang) ntaaw 612.668.1314 los yog Lucy Vwj (Vue) ntaaw 612.668.1948.

Tallaabooyinka Xiga? in badan ka baro
- Hubi in cinwaanka warqadda ku qorani saxan yahay. Haddii aanu saxaanyo faadlan la xiriir dugsiiga aad hadda dhigato si aad u cusboonaaysiisa sida ugu dhaaksaha badan.
- Dhammaystir xashida u qalmidda cunta (School Lunch Eligibility Form) kaasoo boostada idinku imaan doona Luulyo 2012 (July 2012). Waa ay adag tahay in la ttilmaarmo ardayda u qarintuuna xiriikoo daa jabyeya/bilaashka ah iyo Go To Card.
- Ka soo qayb gal shirarka mustaqaalka ee Go To Card laguna eegayo ammaanka gaadhidka, marinnadaha iyo su’aalaha.
- Kala scoo waxyaabaha cusub booyoona shabakada www.mpls.k12.mn.us/bus-passes
- Haddii aad macluumaad dheeraad ah u baahan tahay ka wac Mohamed Ali lam. 612-668-1314

¿El próximo paso? Aprenda Más.
- Confirme que la dirección incluida en la carta adjunta está correcta. Si la dirección es incorrecta por favor comuníquese con su escuela actual para actualizar sus datos lo más pronto posible.
- Complete la solicitud de Elegibilidad de Almuerzo de la Escuela que llegará por correo en julio de 2012. Este formulario es crucial para identificar a los estudiantes que califican para almuerzo gratuito y/o a precio reducido y la Tarjeta Go-To.
- Asista a futuros eventos de la Tarjeta Go-To que tratarán sobre la seguridad de transporte, rutas y preguntas.
- Vea las actualizaciones y aprenda más sobre Tarjetas Go-To al visitar la página www.mpls.k12.mn.us/bus-passes
- Por favor tome en cuenta que esta es una expansión del programa piloto. Todas las escuela preparatorias de MPS se trasladarán a las tarjetas Go-To para el año escolar 2013-14.
- Para obtener más información llame a María Sosa-Sol al 612.668.4887 o a Jenna Otten al 612.668.3493.

Visit www.mpls.k12.mn.us
E. Attachment 2 – Translated Documents (Samples)

**ALÉJESE DEL BORDE DE LA ACERA**
Siempre espere hasta que el autobús se detenga completamente antes de acercarse.

**LA SEGURIDAD ES UNA RESPONSABILIDAD COMPARTIDA.**
Consejos prácticos para una experiencia segura con los autobuses de Metro Transit y los trenes de METRO.

Permanezca alejado del borde de la acera cuando el autobús se acerca. Esto le dará a usted y al autobús espacio libre suficiente para que aborde el autobús de manera segura.

**Consejos de seguridad general**

**Autobús**
- No cruce la calle delante de un autobús a menos que este se encuentre detenido en un semáforo con luz roja.
- No deje que los niños jueguen cerca de los autobuses, empujar y ser brusco puede causar accidentes.
- Nunca asuma que el conductor del autobús puede verlo. Hágase notar.
- Nunca trate de correr para alcanzar un autobús que haya salido de la parada.

**Tren**
- Mantenga a los niños juntos y alejados de las vías férreas hasta que el tren se detenga completamente.
- Se prohíbe andar en patinetas y bicicletas en las plataformas.
- Cruce las vías férreas SOLAMENTE en los extremos de la plataforma.
- No ponga sus brazos o piernas en las puertas del tren para impedir que se cierren. Hacerlo retrasa el tren y puede dañar el equipo.

**Metro Transit**
612-573-3333
metrottransit.org
CONOZCA SU LUGAR. LAS VÍAS FÉRREAS SON PARA LOS TRENES.
Nunca se detenga sobre o entre las vías férreas.

El cruce sobre vías férreas varía en entradas de pasajeros y plataformas, claramente marcadas debe ser su única interacción con ellas. Las vías férreas son para los trenes, no para atajos ni lugares para tomar su cabello.
Mientras espera el tren, permánese siempre detrás de la línea amarilla en la plataforma.

¡ACOSTÚMBRESE USTED MISMO A RESPEAR LOS TRENES Y AUTOBUSES!

Para disuadir su dispositivo móvil cuando se aproxime a un cruce ferroviario y en las plataformas. Manténgase bien alerta cuando esté esperando el autobús o el tren.

No se distraiga y permanezca siempre alerta alrededor de las vías férreas, los trenes, las plataformas y las estaciones de autobuses.

SIEMPRE ACÉRQUESE AL PORTA BICICLETAS POR EL LADO DE LA ACERA.

Siempre indique al conductor el lugar donde se encuentra cuando se acerca al portabicicletas.

Nunca asuma que el conductor sabe que usted quiere usar el portabicicletas. Permita que el conductor la vea y acérquese desde la acera cerca de la puerta.
F. Attachment 2 – Translated Documents (Samples)
G. Attachment 3 – Metro Transit Community Advocate Flyers

Taking buses and trains is easy – we’ll show you how!

Contact Metro Transit to schedule a FREE presentation that can be tailored for any group. Call today and start learning!

Learn about:
- Fares and how to pay them
- Planning a trip
- Reading maps & schedules
- Transfers / Using Park & Ride lots

PLUS, each group member receives a FREE RIDE coupon and information!

We’ll bring personalized how-to-ride classes to your location

Contact Metro Transit TODAY to schedule a FREE presentation

Also

If a client or resident has difficulty using the system, I can provide individual assistance. Training can be adapted for job seekers, those with disabilities, ELL, seniors, community groups and schools of all ages.

Call me to discuss your needs!

Doug Cook
Customer Advocate
Metro Transit
612-348-7478
douglass.cook@metrotransit.org

Contact Metro Transit TODAY to schedule a FREE presentation

In addition, if a client or resident has difficulty using the system, I can provide individual assistance.

Call me to discuss your needs!

JOANNA HUBBARD-RIVERA
Customer Advocate
612-345-2477
Joanna.hubbard-rivera@metrotransit.org

Metro Transit
560 Sixth Avenue North
Minneapolis, MN 55401-3398
### H.

**Attachment 4 – Metro Transit Community Advocate Partners**

<table>
<thead>
<tr>
<th>Organization</th>
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<tr>
<td>Adult Basic Education</td>
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<td>Ain Dah Yung</td>
<td>Midwestern Higher Education</td>
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<td>Arlington Hills Lutheran Church ABE - Minn</td>
<td>Minneapolis Public Schools Adult Education</td>
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<td>Capital View Center</td>
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<td>Catholic charities</td>
<td>Mounds View Adult Basic Education</td>
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<td>Como Park Senior High</td>
<td>Mounds View ALC</td>
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<td>Mpls Southside ABE</td>
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<tr>
<td>ECFE Battle Creek Elementary</td>
<td>MTS Banaadir Academy - ESL Program</td>
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<tr>
<td>ECFE Crossroads Science</td>
<td>NAREW</td>
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<tr>
<td>ECFE Dayton's Bluff Achievement Plus</td>
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<td>ECFE Humboldt</td>
<td>Normandale French immersion</td>
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<td>Omegon - SS</td>
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<td>Opportunity High School</td>
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<td>ECFE Homecroft</td>
<td>Parkview Center School - ECFE</td>
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<td>Pike Lake Education Center</td>
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<td>ECFE West 7th</td>
<td>Prince of Peace Lutheran Church - ECFE</td>
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<td>Richfield Dual Language School</td>
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<td>Robbinsdale Academic Summer Program</td>
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<td>Roseville ABE</td>
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<td>Global Language Institute</td>
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<td>Heart of The Earth Survival School, Inc</td>
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<td>Sanford Middle School</td>
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<td>Highwood Hills Elementary School ABE</td>
<td>Scenic Heights Elementary</td>
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<td>Hmong American Mutual Assistance Association</td>
<td>Sorteberg Elementary School</td>
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<td>Hmong American Partnership</td>
<td>South St Paul Adult Basic Education</td>
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<td>Hmong College Prep Academy</td>
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<td>The Lincoln Adult Education Center</td>
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<td>Vietnamese Social Services</td>
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<td>Karen Organization of MN</td>
<td>Vietnamese Minnesotans Assn</td>
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<td>Lakes International Language Admy</td>
<td>VOA Opportunity HS</td>
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<td>Lao Family Community Of Mn Inc</td>
<td>Washington County Library</td>
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<tr>
<td>Lao Family English School</td>
<td>West Academy Summer</td>
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<tr>
<td>Leap (alternative) High School</td>
<td>Winnetka Learning Center</td>
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</tbody>
</table>
I. Attachment 5 – Photos of Customer Advocates Outreach
J. Attachment 6 – Article About Metro Transit Police Language Course

Metro Transit police use Somali language lessons to break down barriers
Riham Feshir · St. Paul · Mar 16, 2016

Teacher Ali Warsame, left, jokes with students (left to right) Amy Keysa, Jordan Trammel and Juan Peralta as they attempt to pronounce Somali phrases during language class. Judy Griesedieck for MPR News

LISTEN Story audio
3min 51sec (https://www.mprnews.org/listen?name=mn/Minnesota/News/features/2016/03/16/160316_feshir_20160316_64.mp3)

Twenty Metro Transit officers sit in a classroom, carefully taking notes. They slowly try to pronounce every word instructor Ali Warsame says, from simple greetings like "hello" to more tricky phrases like "Show me your ticket" or "Put your hands where I can see them."

In late February, Metro Transit police began offering a Somali language class to some of its officers. The cops say they want to connect with the growing Somali community in the Twin Cities who ride buses and light rail.

Metro Transit Police Chief John Harrington sat in the front row during a recent class and tried over and over to say, "How is the family?"
"There are words there that my brain translates into an 'ee' when it's supposed to be an 'ee' and I keep thinking I'm supposed to roll my R's like I'm Scottish and it turns out I'm not. But Ali is very patient with us," Harrington said.

Metro Transit Police now has five Somali officers who speak the language out of a force of 455 full- and part-time police officers in the department.

The department also uses the services of Somali language interpreters.

"When you have a Somali victim, you can't wait for a translator or wait for the language line to come online in order to get the description, you need to be able to get that information right away, otherwise the bad guy will get away," Harrington said.
Eighteen Metro Transit police officers and two community service officers are learning to speak the Somali language to better communicate with Somali-Minnesotans they encounter on the job, taking a weekly class taught by Ali Warsame. Judy Grasedieck for MPR News

The class is only seven weeks long, so fluency is not the goal. The idea behind the course — taught by Minneapolis Community and Technical College — is to make Metro Transit officers more understandable.

Metro Transit Police is one of several organizations to bring the training to their staff after Minneapolis Public Schools, St. Paul's Math and Science Academy, and Fairview Health Services.

Dr. Amer Vlodaver sees Somali patients almost every day as a pediatrician at Fairview's Bloomington clinic. He brought the culture and language classes to clinics in Bloomington and south Minneapolis as a pilot project. Last summer, around two dozen physicians, nurses and clinic staff participated.

He estimates 20 percent of the clinic's non-English speaking population is Somali.

"In Somalia being thin is equated with being ill with having some kind of chronic disease that a child or an adult for that matter would have HIV, tuberculosis, might be suffering from famine," Vlodaver said. "Where here, being lean is actually considered healthy. So understanding that helps us relate better to our patients and understand where their concerns are coming from."

It's still too early to tell whether knowing more of the language has helped patients become healthier. But Vlodaver says the clinic is tracking whether it can improve immunization rates or minimize no-shows.

What he does know after initial feedback is patients feel more comfortable with the doctors.

One of the first words Dr. Vlodaver learned in Somali was "stomach".
Brooke Blalock, right, leans over to compare notes with fellow student Zahara Almoawal, during their weekly class to learn Somali. Judy Griesedieck for MPR News

"And I would check their stomach and say, 'I'm going to check your caloosh.' The kid would start giggling, the family would smile and they would say, 'caloosh, caloosh.' You know I'm relating to them." He used that word so much, a lot of the patients started calling him Dr. Caloosh. Then he thought he should start learning a few more words.

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K. Attachment 7 – Article About Metro Transit Bus Operator Language Course

Spanish classes help operators break through ‘invisible wall’

During a recent trip on Route 21, operator Ken Peters encountered a customer who spoke limited English but needed help figuring out where to transfer downtown.

Fortunately, Peters had spent the previous eight weeks studying words and phrases that would help him communicate basic information in the language he suspected she spoke – Spanish. It didn’t immediately click but, Peters said, the information he was trying to convey eventually registered.

For Peters, the ability to help the customer get where they needed affirmed his decision to expand his Spanish skills beyond the few words he had in his vocabulary.

“I could tell she spoke some Spanish, so I thought I’d get into the waiting pool,” Peters said of his recent experience. “It took a few minutes, but it was so nice to be able to communicate and break through that invisible wall!”

Peters is among a group of 18 operators from Metro Transit’s East Metro Garage who have been equipped to break through language barriers while interacting with customers. Over the last two months, the operators have met each week to review vocabulary, practice pronunciation and refine basic dialogue that could be used to communicate with Spanish-speaking customers.

This is the first time formal language training has been made available to Metro Transit operators. A group of Metro Transit police officers recently completed a similar curriculum that will help them communicate with Spanish-speaking passengers.

Among the words operators reviewed during a recent class, “bien” (fine, or good), “silla de ruedas” (wheelchair), “silla plegable” (a long term for rush hour) and “cochelectrico” (electric car). Operators also practiced how to describe when a bus will arrive, directions, and numbers needed to identify bus routes.

“The goal is to just get a few phrases with the correct pronunciation so we can communicate for that 30 seconds and help someone on the bus,” said Teresa Schweitzer, a language instructor who helped lead the operators.

Schweitzer was impressed with the progress operators had made, but stressed they would all need to continue practicing to maintain their skills. Reflecting the fact that the class was more a beginning than an end, operators who completed the course were given study materials and pins that read “Yo aprendo el español” – “I’m learning Spanish” – at the end of the program.

Among those eager to continue learning is dispatcher and part-time operator Marjory Burns, who came into the class knowing little more than how to count to ten in Spanish. Her goal now is to become fluent.

“If anybody spoke to me in Spanish before, I could really say ‘ni’ or ‘no’,” Burns said. “It’s kind of embarrassing when someone asks you a question and you don’t know what they’re saying.”

Operator Bob Glynk hadn’t spoken Spanish since elementary school decades ago and was similar at a loss when customers attempted to speak with him in Spanish, something he says occurs almost daily (9 percent of Metro Transit’s bus customers identify as Latinx, according to the latest Customer Survey).

With his newfound language skills, Glynk is looking forward to establishing deeper connections with the Spanish-speaking customers he interacts with.

“I want them to see we care enough to know their language and that we’re someone we want to communicate with,” Glynk said. “I think that will open the door to a lot of new relationships.”

» Fox 9: Metro Transit drivers take volunteer Spanish lessons

Lee esta historia en español...

**Clases de Español Ayudan a Empleados a Romper Barreras**

Durante un reciente viaje en el bus con ruta 21, el conductor Ken Peters se encontró con una cliente que hablaba muy poco inglés a la cual necesitaba ayuda para saber dónde, cómo, cuándo y a qué bus debía transferirse para llegar al centro de la ciudad.

Afortunadamente, Peters había estado ocho semanas estudiando las palabras y frases que le ayudarían a comunicar información básica en el idioma que sospechaba que ella hablaba (español), práctica de inmediato, pero, Peters dijo que fue posible explicándole a la señora como transferirse al siguiente bus y llegar a su destino final.

http://www.metrotransit.org/spanish-classes-help-operators-break-through-invisible-wall
La capacidad de ayudar al cliente, le dio la motivación para decidir ampliar sus conocimientos en este idioma y aprender mucho más acerca de esta nueva lengua. “Pude notar que la señora hablaba español, así que intené hablarle en español”, dijo Peters acerca de su reciente experiencia. “La conversación solo toma unos minutos pero se sintió muy bien poder comunicarse en otro idioma y poder ayudar.”

Peters se encuentra entre un grupo de 158 operadores de East Metro Garage de Metro Transit que han sido preparados para empezar a aprender el idioma y van rumbo a la clase ofrecida a los clientes que hablan esta lengua. En los últimos dos meses, los operadores se han reunido cada semana para revisar el vocabulario, practicar la pronunciación y recitar el diálogo básico que podrían usar para comunicarse con los clientes de habla hispana.

En una clase reciente, los conductores de autobús practicaron ciertas palabras tales como: “linea” (o ruta), “silla de ruedas”, “hora pico” y “coche de carga”. Los operadores también practicaron cómo describir cuando un autobús llegaría a su destino, direcciones y números necesarios para identificar las rutas de los buses.

“El objetivo es obtener sólo unas pocas frases con la pronunciación correcta para poderse comunicar y ayudar a alguien en el autobús”, dijo Teresa Schuetz, una maestra de idiomas, que ayudó a los operadores.

Schuetz estaba impresionada con el progreso que los operadores habían hecho, pero hizo hincapié en lo que tendrían que seguir practicando para mantener sus habilidades. A los operadores que completaron el curso se les dió materiales y pasadores que decían “Yo aprendo el español” al final del programa.

Entre los conductores con ganas de seguir aprendiendo, hay operadores como Marjory Burns, quien ya sabía los números del uno al diez en español pero ahora su objetivo es llegar a hablar español con fluidez.

“Si alguien me hablaba en español antes, todo lo que podia decir era “si” o “no”, dijo Burns. “Es un poco vergonzoso cuando alguien te hace una pregunta y no sabes lo que te están diciendo.”

El conductor Bobe Glynn no había hablado español desde hace décadas (desde que estaba en la escuela primaria). Se dio cuenta que había perdido su olvido de sus conocimientos acerca de este idioma cuando algunos clientes trataron de hablar con él en español y él no podía responder. Glynn dijo que esto se produce a la gente, debido a que ocho por ciento de los usuarios de autobuses de Metro Transit se identifican como latinos, según la última encuesta al cliente.

Con sus recientes descubrimientos de habilidades lingüísticas, Glynn está a la espera de establecer conexiones más profundas e interactuar más con los clientes de habla hispana.

“Quiero que vean que nos importa mucho saber su lengua y que son personas con las cuales queremos comunicarnos”, dijo Glynn. “Creo que va a abrir la puerta a una gran cantidad de nuevas relaciones.”

Wednesday, June 06, 2013 1:04:00 PM Categories: Bus, Community, In the News

Tweet

http://www.metrotransit.org/spanish-classes-help-operators-break-through-invisible-wall