



# **Limited English Proficiency Plan 4 Factor Analysis**

**Los Angeles County  
Metropolitan Transportation Authority**

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# Contents

<b>Introduction.....</b>	<b>3</b>
<b>Factor 1 Analysis</b>	
1.1 Data Sources.....	4
1.2 Assessing the Prevalence and Distribution of LEP Persons.....	5
1.3 Factor 1 Conclusions.....	23
<b>Factor 2 Analysis</b>	
2.1 Employee Survey.....	24
2.2 Staff Interviews.....	33
2.3 LEP Persons Self-Administered Survey.....	35
2.4 Factor 2 Conclusions.....	46
<b>Factor 3 Analysis</b>	
3.1 Qualitative Discussion and Interviews.....	47
3.2 Language Group Detail.....	50
3.3 Factor 3 Conclusions.....	55
<b>Factor 4 Analysis</b>	
4.1 Current Information and Cost.....	57
4.2 Resources for Providing LEP Access.....	59
4.3 Cost-Effective Measures.....	59
<b>Language Assistance Measures</b>	
5.1 Language Translation Threshold.....	61
5.2 LEP Access Needs.....	62
5.3 Vital Documents.....	63
5.4 Language Assistances Measures.....	64
5.5 Language Assistance Materials.....	64
5.6 Prioritizing Provision of Assistance.....	65
<b>Appendices.....</b>	<b>67</b>

# Introduction

The Civil Rights Act of 1964, Federal Executive Order 13166 and the Department of Transportation's (USDOT) Limited English Proficiency (LEP) Guidelines combine to require that agencies which receive Federal funding are responsible for making reasonable accommodations for those with limited English proficiency. This analysis describes Metro's efforts to comply with these requirements.

Title VI of the 1964 Civil Rights Act prohibits recipients of Federal funding from discriminating on the basis of national origin, including limited LEP individuals, defined as those who have a limited ability to read, write, speak, or understand English. Executive Order 13166, "Improving Access to Services for Persons with Limited English Proficiency" (2000), operationalizes non-discrimination of LEP populations by directing Federal agencies to publish guidance for funding recipients as to how to meet these statutory obligations.

According to the US Department of Transportation's (USDOT) guidance concerning persons with limited English proficiency (LEP), the extent of the Federally-funded recipient's obligation to accommodate LEP populations is determined by balancing the following four factors:

- Factor 1: The number or proportion of LEP persons eligible to be served or likely to be encountered by a program, activity, or service of the recipient or grantee of Federal funding,
- Factor 2: the frequency with which LEP individuals come in contact with the program
- Factor 3: the nature and importance of the program, activity, or service provided by the recipient to people's lives
- Factor 4: the resources available to the recipient

The USDOT guidance also specifies that Federally-funded agencies which translate written materials into languages in which there are greater 1,000 LEP individuals or for which 5% or more of the overall population speaks a given language with limited English proficiency (whichever is lesser) will almost always be considered in compliance. USDOT advises that the four-factor analysis is to be used in a language implementation plan which details the ways in which a recipient of funding will address the needs of the LEP population with respect to benefits, services, and communication.

In addition, the Federal Transit Administration has released a number of important policy guidance documents which give further advice to transit agencies that accept Federal funding. One of these, FTA's Circular 4702.1A (2007), reiterates the need for a language implementation plan to ensure that LEP populations have meaningful access to Federally-funded services. FTA's handbook for developing a language implementation plan further details the methodologies for analyzing recipients' obligations to LEP populations.

This document describes Metro's analysis of the limited English proficiency population falling within its service area.

# **Factor 1: The number or proportion of LEP persons eligible to be served or likely to be encountered by the program or recipient.**

The USDOT LEP guidance directs recipients of Federal funding to identify the number or proportion of LEP individuals that are likely to come into contact with Federally-funded services and programs. While it is true that Metro's customers include residents of neighboring counties, this analysis shall focus on the population falling within the borders of Los Angeles County, which represents the core users of Metro services. For the purposes of this analysis, those individuals over five years of age who self-identify as speaking English less than "very well" will be considered LEP persons.

## **1.1 Data Sources**

The following data sources were used to assess the prevalence of LEP populations in Los Angeles County:

### **Census 2000**

The US Census Bureau collects data on language spoken at home for the population over five years of age, and asks respondents to identify their level of English proficiency as speaking English "very well," "well," "not well," or "not at all." While the Census data does allow for analysis at smaller units of geography, languages are aggregated to broad language groups, which prevent investigation of specific languages. In addition, the Census Bureau collects information on linguistically isolated households, which are defined as households in which no person aged 14 or over speaks English at least "very well." This document uses 2000 Census figures since the 2010 Census data has not yet been released for smaller units of geography, such as census tracts. Los Angeles County contains 2,054 census tracts as of the 2000 Census.

### **Department of Labor**

The Department of Labor published a special tabulation of the 2000 Census, which provides a more detailed language breakdown for counties and large cities associated with Local Workforce Investment Areas (LWIAs). FTA suggests that recipients of Federal funding use this data source since there are frequent overlaps between LWIAs and transit agencies. Metro's service area shares the same boundaries as the three LWIA geographies in Los Angeles County, so it serves as a meaningful data source and a way to refine the broad language categories specified in the Census.

### **American Community Survey**

Another data source identified in the FTA handbook for the purposes of LEP Factor 1 analysis is the American Community Survey (ACS), a monthly survey conducted by the US Census Bureau. Since the ACS uses smaller samples than the decennial census, it lacks the level of precision afforded by larger samples, but yields weighted estimates that provide information in the periods between decennial censuses.

This assessment uses the three-year estimates from 2007 to 2009 for geographic units called Public Use Microdata Areas (PUMA), which are non-overlapping areas, each containing approximately 100,000 people or more. There are 67 PUMAs either partially or fully within Los Angeles County.

## California Department of Education English Learner Data

In addition, FTA recommends seeking school enrollment data to verify the languages spoken in the service area. The California Department of Education collects information regarding the number of students who are English learners and the languages that they use home. An English learner is defined as an individual who lacks the clearly defined English language skills of listening comprehension, speaking, reading, and writing necessary to succeed in the school's regular instructional programs. The Department of Education records indicate that for the 2009-2010 academic year, Los Angeles County was home to over 1.5 million primary, intermediate, and high school students in 88 school districts. Of these students, over a quarter are designated English learners.

## 1.2 Assessing the Prevalence and Distribution of LEP Persons

### Census 2000

For the population five years of age and older in Los Angeles County, almost 30% are LEP and self-identify as speaking English less than very well, which is shown in Table 1. While only a small percentage speak no English whatsoever (approximately 5%), a much larger group comprehends some level of English but still struggles with communicating.

Table 1. Census 2000 Ability to Speak English, Five Years and Older

	Population 5 and Older	Speak English Only	Speak English Very Well	Speak English Well	Speak English Not Well	Speak English Not at All	<u>LEP</u> <u>Population</u> <u>&lt;Well</u>
<b>Number</b>	8,791,096	4,032,614	2,215,977	1,147,158	931,298	464,049	<b>1,395,347</b>
<b>Percent</b>		45.9%	25.2%	13.0%	10.6%	5.3%	<b>15.9%</b>

Source: US Census Bureau, Census 2000, Summary File 3 (SF3), Table P19

The 2000 Census also collects information on the ability to speaking English for broad language groupings, as summarized in Table 2. Those speaking Spanish and Asian/Pacific Islander languages in the home have similar levels of limited English proficiency, although the Spanish-speaking population has more than double the percentage of individuals that speak no English at all when compared with Asian and Pacific Island language speakers. Both Indo-European and speakers of all other languages have higher levels of English proficiency, but these groups make up less of the overall population than those who speak Spanish or Asian/Pacific Islander languages in the home.

Linguistic isolation, a piece of data collected in the 2000 Census, measures the degree to which a household can communicate in English. Linguistically isolated households are those in which no individual over 14 years of age speaks English greater than "well." As shown in Table 3, those in households speaking Asian/Pacific Islander languages or Spanish tend to be more linguistically isolated, with about a third of households in each language group having no person who can speak English very well. Households speaking Indo-European and other languages are generally less isolated, with more having at least one household member over 14 capable of speaking English in a highly-proficient manner.

Table 2. Ability to Speak English by Language Category

English Proficiency	Spanish		Indo-European Languages		Asian / Pacific Island Languages		Other Languages	
	Population	Percentage within Language Category	Population	Percentage within Language Category	Population	Percentage within Language Category	Population	Percentage within Language Category
Speak Very Well	1,485,571	44.60%	275,706	60.00%	392,878	44.90%	61,822	66.70%
Speak Well	766,926	23.00%	105,234	22.90%	255,000	29.10%	19,998	21.60%
Non-LEP Total	2,252,497	67.60%	380,940	82.90%	647,878	74.00%	81,820	88.30%
<b>LEP Population</b>								
Speak Not Well	682,492	20.50%	58,175	12.70%	182,722	20.90%	7,909	8.50%
Speak Not at All	395,946	11.90%	20,277	4.40%	44,915	5.10%	2,911	3.10%
LEP Total	1,078,438	32.40%	78,452	17.10%	227,637	26.00%	10,820	11.60%
Overall Total	3,330,935	100.00%	459,392	100.00%	875,515	100.00%	92,640	100.00%

Source: US Census Bureau, Census 2000, Summary File 3 (SF3), \_\_\_\_

Table 3. Linguistic Isolation by Language Category

Category	Spanish		Indo-European Languages		Asian / Pacific Island Languages		Other Languages	
	Households	Percentage within Language Category	Households	Percentage within Language Category	Households	Percentage within Language Category	Households	Percentage within Language Category
Linguistically Isolated	307,482	30.3%	49,082	23.0%	113,849	35.1%	7,316	17.1%
Not Linguistically Isolated	706,411	69.7%	163,939	77.0%	210,709	64.9%	35,427	82.9%
Total	1,013,893	100.0%	213,021	100.0%	324,558	100.0%	42,743	100.0%

Source: US Census Bureau, Census 2000, Summary File 3 (SF3),

The 2000 Census also gives the number of individuals who speak particular languages in Los Angeles County without regard to their ability to speak English. While this does not identify the number of LEP individuals in each language, it does give an approximation of the prevalence of each language's usage. See Table 4.

Table 4. Language Spoken at Home

Language Spoken at Home (Age 5 and Older)	Number of People	Percent of Total Population
Spanish or Spanish Creole	3,330,935	37.9%
Chinese	287,724	3.3%
Tagalog	195,671	2.2%
Korean	165,158	1.9%
Armenian	138,015	1.6%
Vietnamese	71,664	0.8%
Persian	68,192	0.8%
Japanese	59,885	0.7%
Russian	44,048	0.5%
French (incl. Patois; Cajun)	38,952	0.4%
Arabic	37,148	0.4%
Mon-Khmer; Cambodian	29,117	0.3%
German	29,002	0.3%
Other Pacific Island languages	27,736	0.3%
Thai	21,624	0.2%
Italian	21,088	0.2%
Hebrew	20,962	0.2%
Other Indic languages	19,450	0.2%
African languages	15,615	0.2%
Hindi	13,245	0.2%

Other Asian languages	12,843	0.1%
Other Indo-European languages	10,838	0.1%
Portuguese or Portuguese Creole	10,112	0.1%
Other and unspecified languages	9,344	0.1%
Gujarathi	9,186	0.1%
Hungarian	8,238	0.1%
Urdu	7,759	0.1%
Serbo-Croatian	7,672	0.1%
Other West Germanic languages	7,558	0.1%
Greek	7,455	0.1%
Polish	6,731	0.1%
Scandinavian languages	6,498	0.1%
Other Slavic languages	6,220	0.1%
Yiddish	5,314	0.1%
Laotian	3,644	0.0%
French Creole	2,057	0.0%
Other Native North American languages	997	0.0%
Miao; Hmong	449	0.0%
Navajo	336	0.0%
<b>Total Population</b>	<b>8,791,096</b>	<b>100.0%</b>

Source: US Census Bureau, Census 2000, Summary File 3 (SF3), Table PCT 10



Understanding the prevalence of language usage in Los Angeles County is undeniably important in formulating plans to address the needs of the LEP population, but understanding the distribution of this group is also integral to providing these LEP services in an efficient manner. Based on PUMA level data from the ACS 2007-2009, Figure 1 shows the areas of Los Angeles County that have a higher percentage of LEP residents speaking any language than the countywide average and Figure 2 shows the areas of Spanish-speaking LEP residents with a higher than average concentration. Maps showing the other language categories were not prepared since the broad categories would not provide meaningful information on specific languages of interest. Maps showing the *distributions* of particular languages are shown with ACS Public Use Microdata Sample (PUMS) data by PUMA in the section below.

Figure 1. LEP population in all languages by percentage of total population over 5.

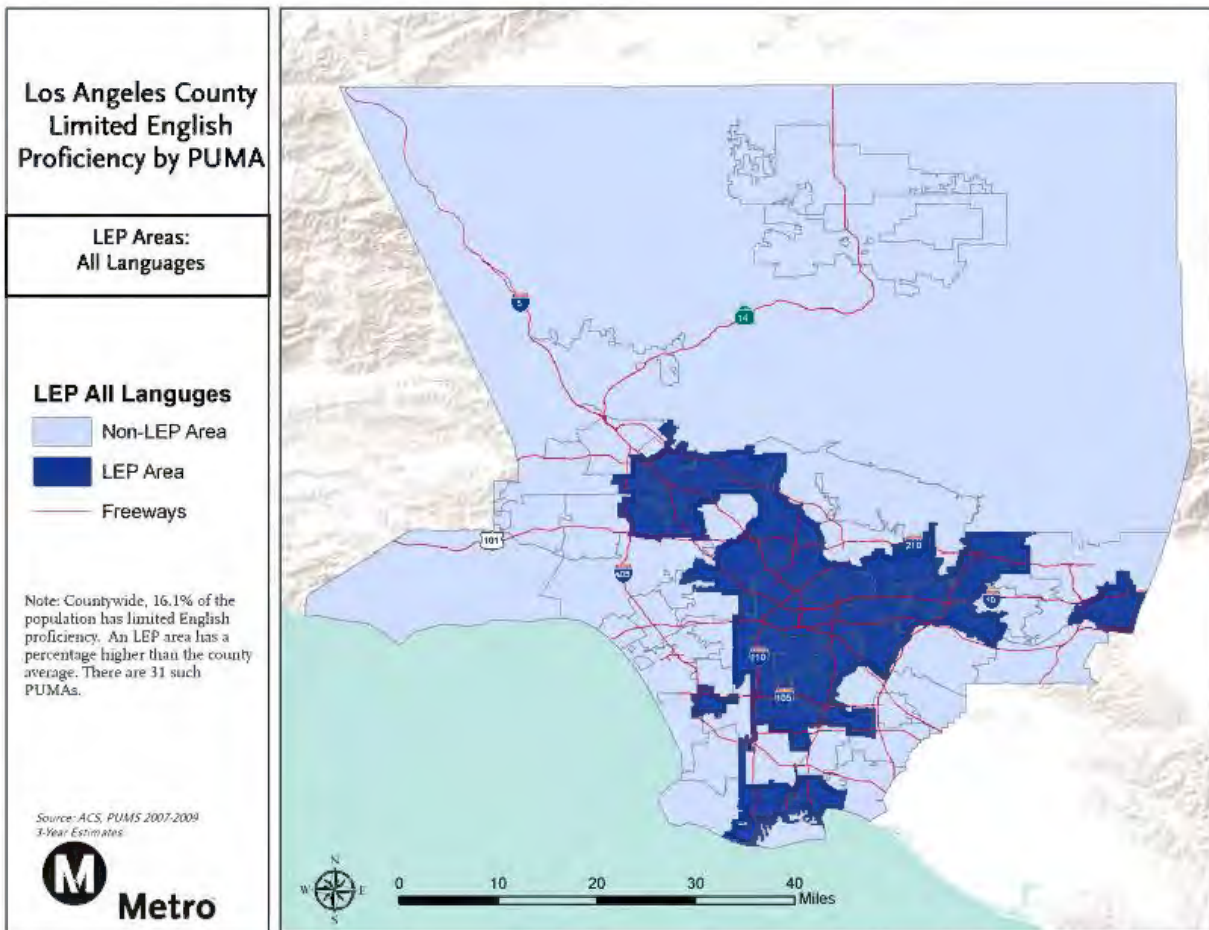
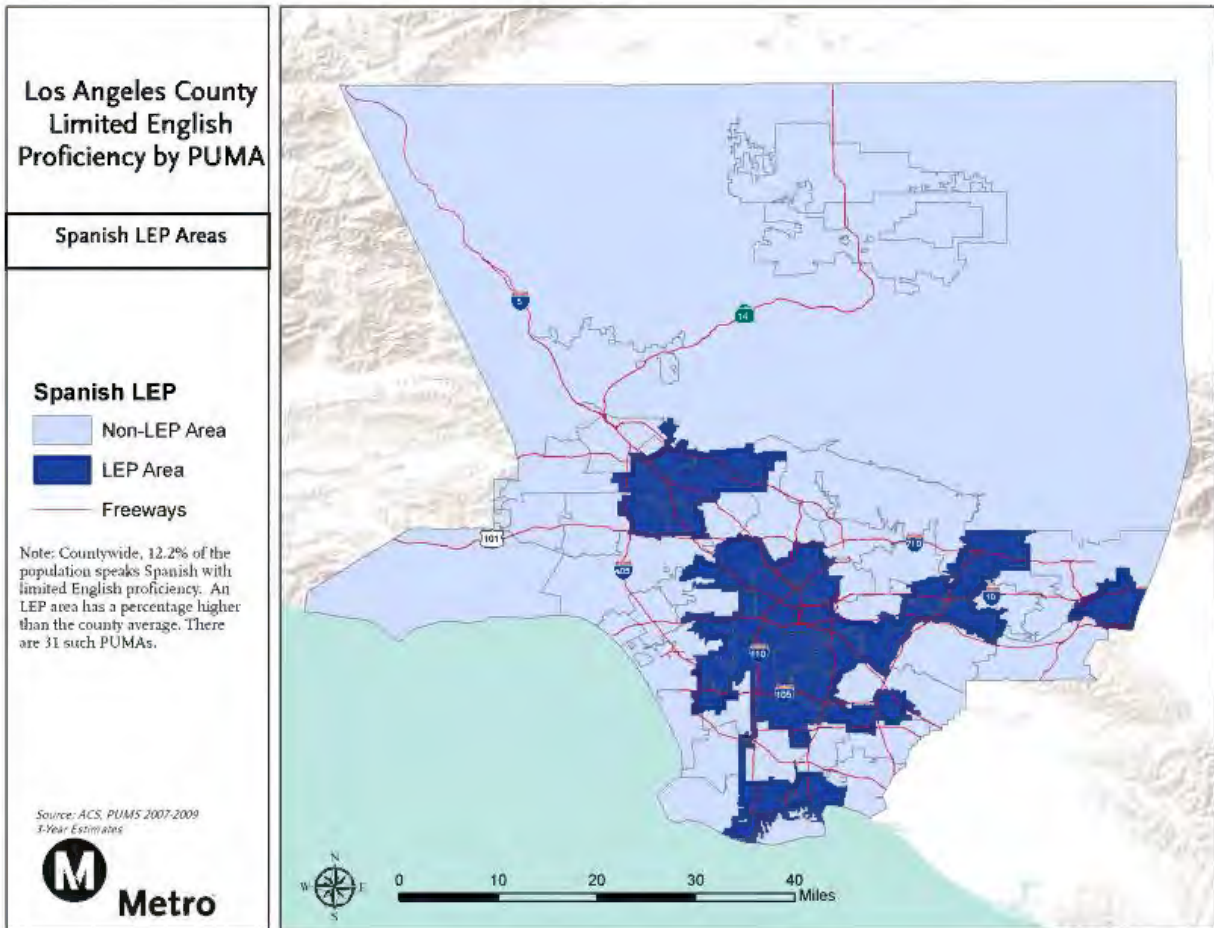


Figure 2. Spanish Speaking LEP population by percentage of total population over 5.



## Department of Labor Special Tabulation of the 2000 Census

The Department of Labor's tabulation of the 2000 Census provides greater detail on the languages spoken in Los Angeles County by breaking down the broad language classifications reported in the Census into the individual constituent languages. Spanish is clearly the most prevalent, with Spanish-speaking LEP individuals making up more than one-fifth of the population five years of age and older and more than three-quarters of the entire LEP population of LA County. In total, twelve languages have approximately 10,000 or greater LEP individuals, as shown in Table 5.

Table 5. Department of Labor Special Tabulation of LEP Population, Los Angeles County

	Language Spoken at Home	Total Pop	LEP Pop = Less than Well		
			Number	Pct of Total Pop	Pct of LEP Pop
	Total population	7,812,825	-	-	-
	Not in universe (population under 5)	609,650	-	-	-
	Speak only English	3,189,030	-	-	-
	Speak language other than English	4,014,140	1,222,605	15.65%	100.00%
1	Spanish or Spanish Creole	2,925,090	975,510	12.49%	79.79%
2	Chinese	240,225	82,235	1.05%	6.73%
3	Korean	116,365	44,435	0.57%	3.63%
4	Vietnamese	59,805	21,710	0.28%	1.78%
5	Armenian	69,795	18,580	0.24%	1.52%
6	Russian	39,940	11,450	0.15%	0.94%
7	Persian	60,705	10,045	0.13%	0.82%
8	Japanese	41,965	9,835	0.13%	0.80%
9	Tagalog	142,560	9,400	0.12%	0.77%
10	Mon-Khmer, Cambodian	26,395	9,300	0.12%	0.76%
11	Thai	17,080	4,245	0.05%	0.35%
12	Other and unspecified languages	8,050	3,300	0.04%	0.27%
13	Arabic	26,550	3,075	0.04%	0.25%
14	Other Pacific Island languages	20,995	2,015	0.03%	0.16%
15	Italian	17,275	1,720	0.02%	0.14%
16	French (incl. Patois, Cajun)	32,345	1,715	0.02%	0.14%
17	Other Asian languages	10,265	1,610	0.02%	0.13%
18	Other Indic languages	15,045	1,540	0.02%	0.13%
19	Hebrew	20,085	1,150	0.01%	0.09%
20	Other Indo-European languages	8,600	970	0.01%	0.08%
21	German	23,280	875	0.01%	0.07%
22	Other Slavic languages	5,060	815	0.01%	0.07%
23	Laotian	3,320	785	0.01%	0.06%
24	Gujarathi	6,050	780	0.01%	0.06%
25	Hindi	10,264	769	0.01%	0.06%
26	Serbo-Croatian	6,165	680	0.01%	0.06%
27	Hungarian	7,055	650	0.01%	0.05%

28	Portuguese or Portuguese Creole	6,295	615	0.01%	0.05%
29	African languages	11,495	545	0.01%	0.04%
30	Polish	5,630	515	0.01%	0.04%
31	Urdu	5,765	470	0.01%	0.04%
32	Greek	5,553	443	0.01%	0.04%
33	Yiddish	5,035	290	0.00%	0.02%
34	Other West Germanic languages	5,603	128	0.00%	0.01%
35	Scandinavian languages	5,319	119	0.00%	0.01%
36	Other Native North American	805	105	0.00%	0.01%
37	French Creole	1,640	90	0.00%	0.01%
38	Miao, Hmong	450	75	0.00%	0.01%
39	Navajo	254	14	0.00%	0.00%

### American Community Survey, 2007 to 2009 3-Year Estimates

Unlike the decennial Census, Public Use Microdata Sample (PUMS) data released as part of the ACS shows the prevalence of individual languages spoken for smaller units of geography. A county-level summary of languages spoken by those with limited English proficiency is displayed in Table 6.

Table 6. Language Spoken at Home

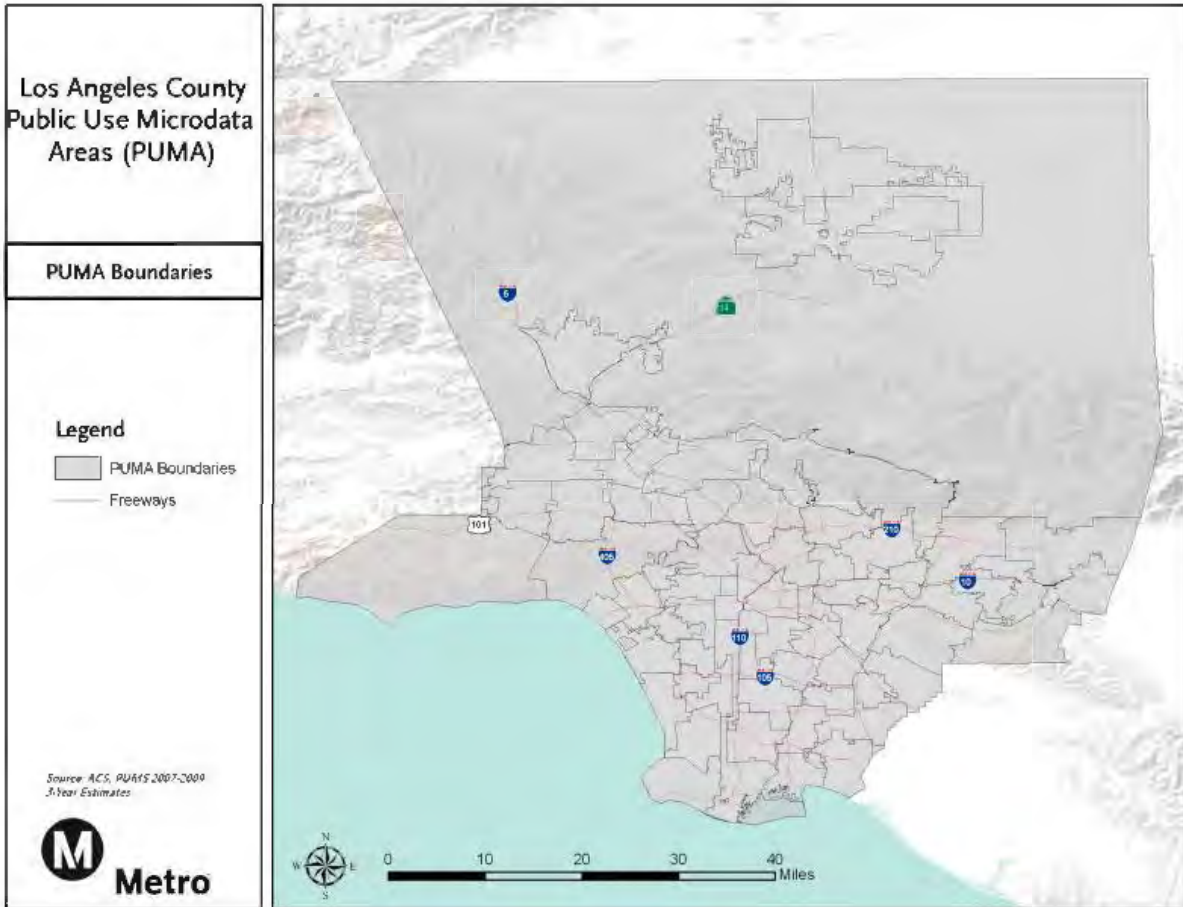
	TOTAL	LEP Population (Speaks English Less than Well)	Percent of Total Population over 5
Spanish	3,602,064	1,108,365	12.23%
Korean	173,918	69,443	0.77%
Chinese	173,323	59,171	0.65%
Armenian	161,568	44,821	0.49%
Vietnamese	67,707	24,781	0.27%
Cantonese	61,274	23,766	0.26%
Mandarin	72,233	20,333	0.22%
Persian	74,225	16,698	0.18%
Tagalog	221,623	14,972	0.17%
Russian	47,941	13,886	0.15%
Japanese	53,325	12,942	0.14%
Mon-Khmer, Cambodian	26,178	9,429	0.10%
Thai	19,387	5,546	0.06%
Arabic	40,552	4,794	0.05%
Formosan	13,137	4,601	0.05%
Indonesian	10,517	2,028	0.02%
Italian	18,659	1,906	0.02%
French	33,423	1,837	0.02%
Portuguese	9,597	1,267	0.01%
Hebrew	23,033	1,230	0.01%
Bengali	8,833	1,202	0.01%
Panjabi	6,085	1,163	0.01%

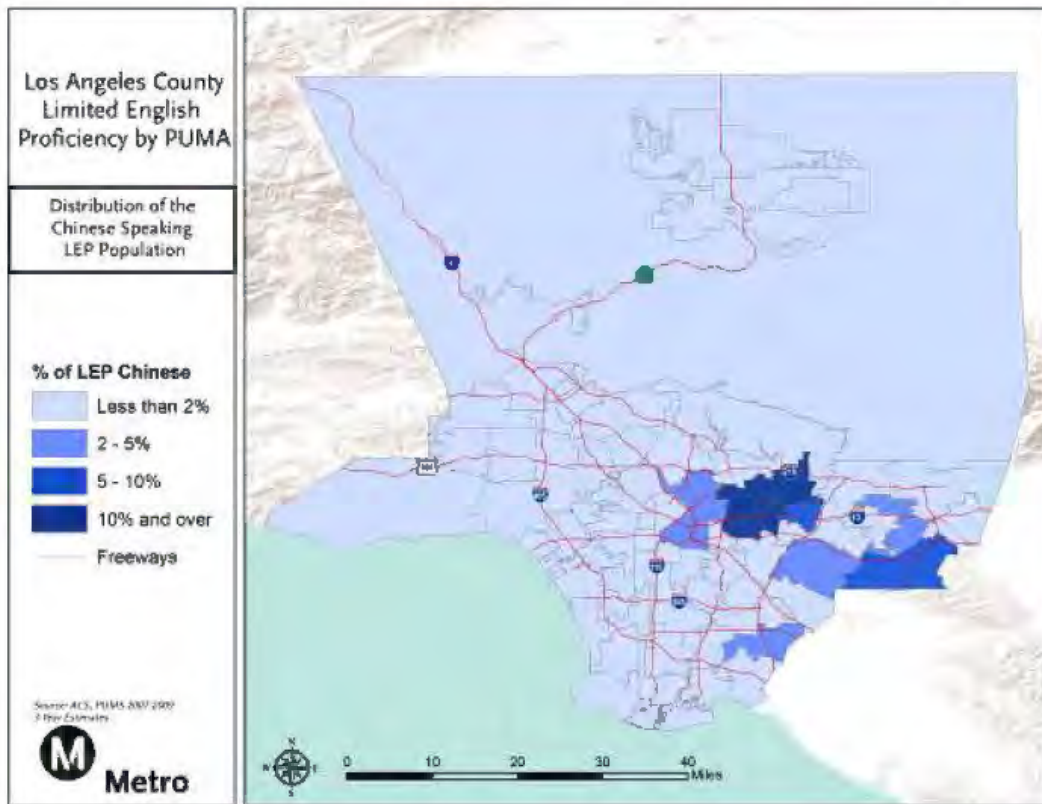
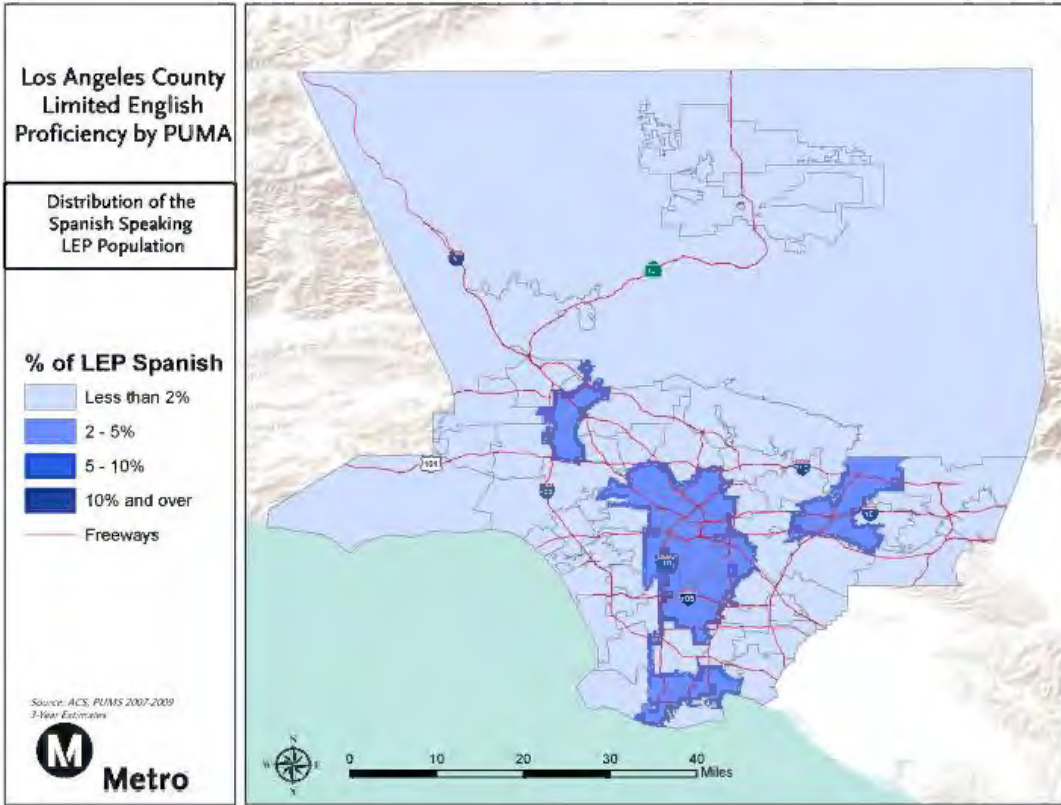
Burmese	3,487	1,038	0.01%
Gujarati	10,004	1,019	0.01%
Hindi	17,892	825	0.01%
Amharic	7,966	780	0.01%
Greek	6,706	762	0.01%
Romanian	6,154	734	0.01%
Polish	6,334	728	0.01%
Laotian	2,743	712	0.01%
Hungarian	5,091	701	0.01%
Sinhalese	4,348	519	0.01%
Urdu	7,632	500	0.01%
Ukrainian	1,327	488	0.01%
German	25,795	487	0.01%
South/Central American Indian languages	1,051	372	0.00%
Bulgarian	2,465	305	0.00%
Syriac	1,574	276	0.00%
Malayalam	2,227	256	0.00%
Samoan	9,372	245	0.00%
Other languages	74,704	3,912	0.04%

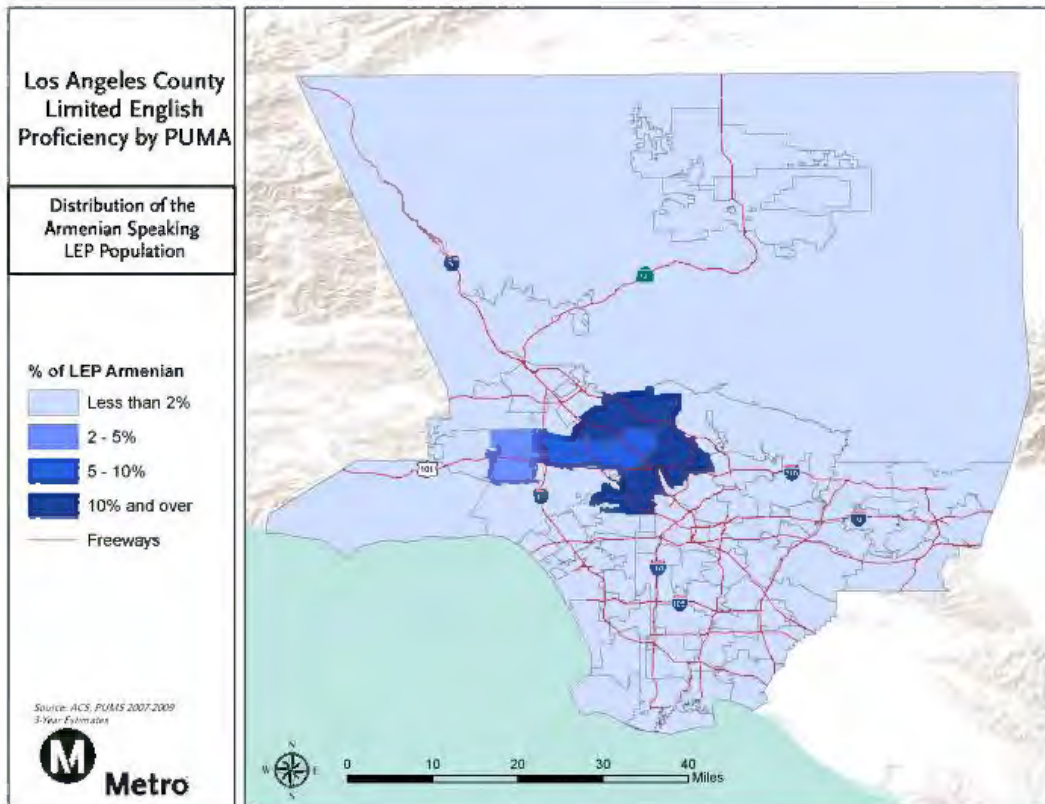
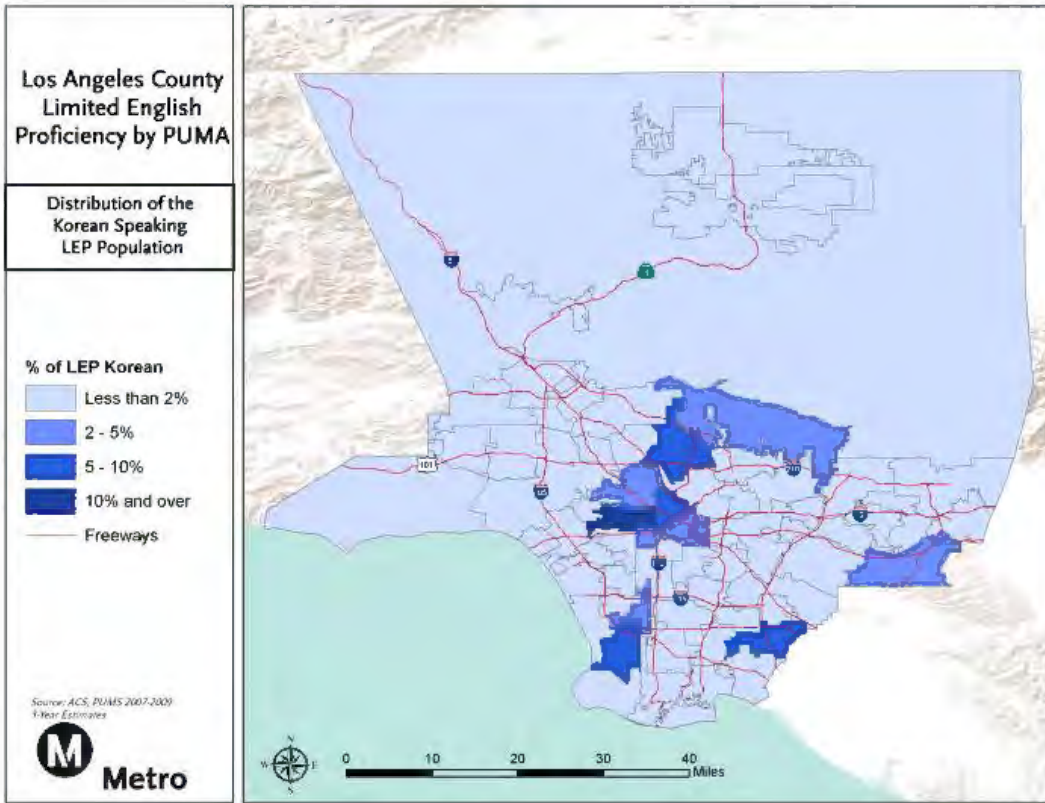
Although a number of years have passed since the 2000 Census data was collected, the same twelve languages have remained consistent as the most populous LEP groups. They are as follows:

- Spanish
- Chinese
- Korean
- Armenian
- Tagalog
- Vietnamese
- Persian
- Japanese
- Russian
- Mon-Khmer / Cambodian
- Arabic
- Thai

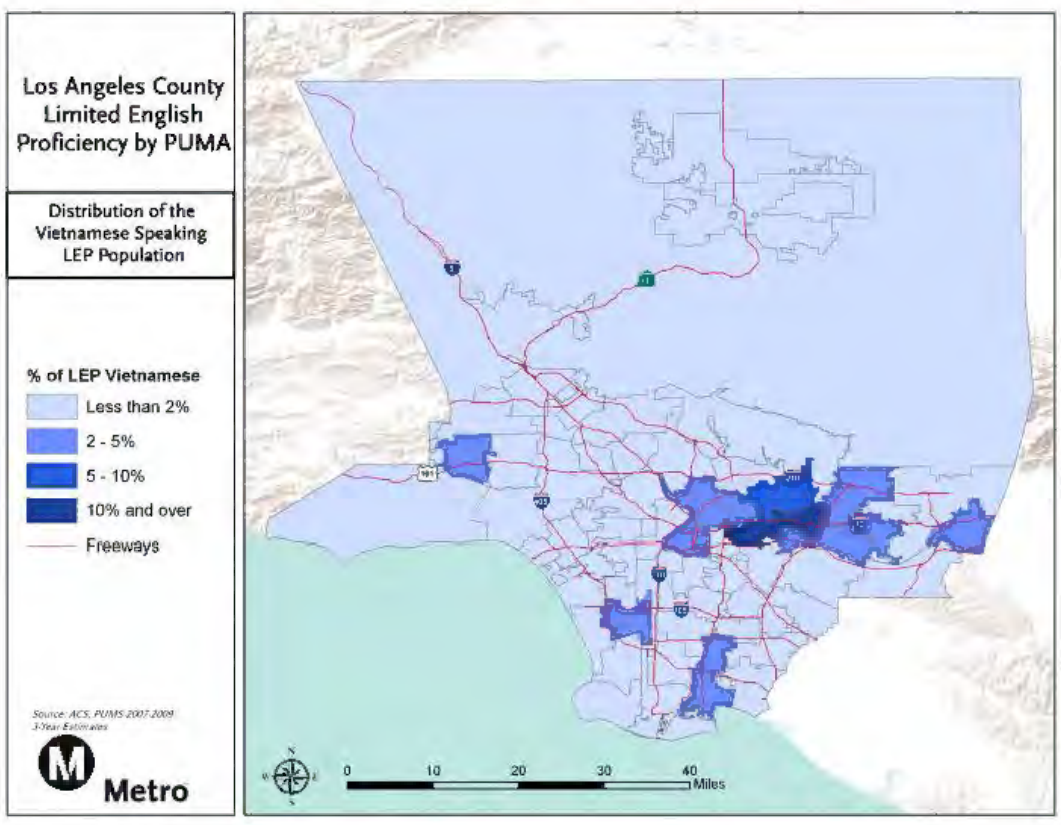
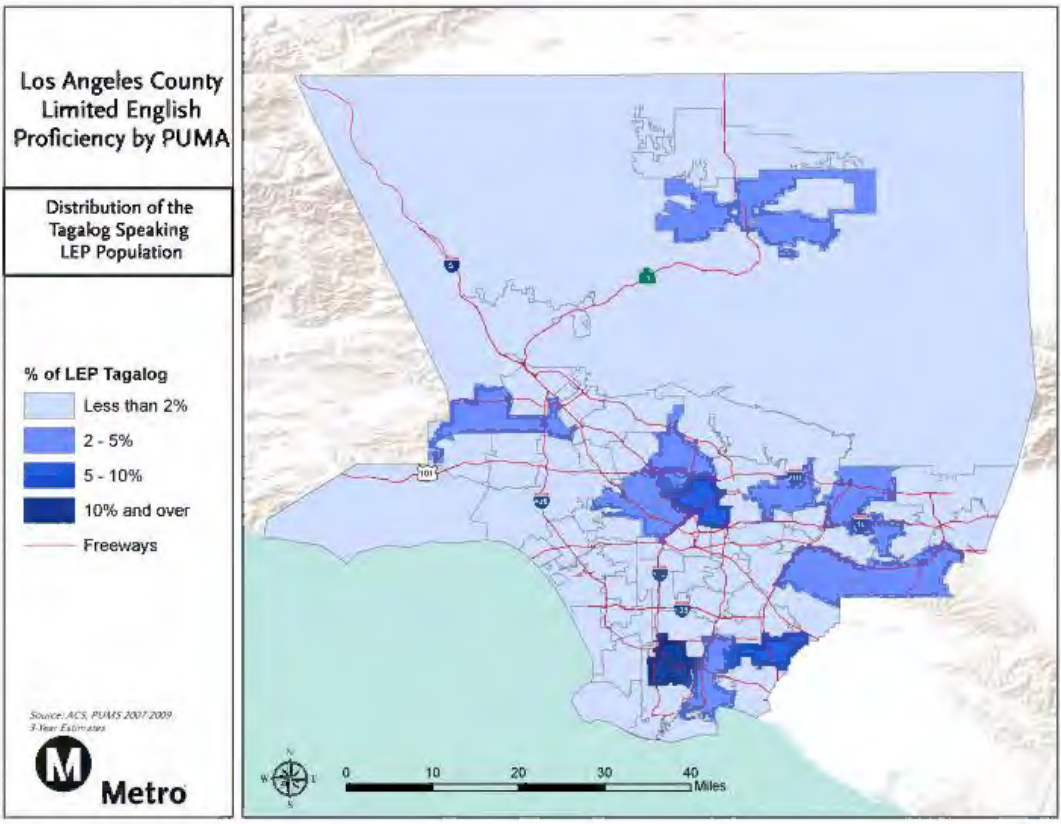
Maps showing the distribution of these LEP populations by PUMA are below. Each displays where in the region each particular language's LEP population resides. Most languages show relatively few concentrated clusters that serve as home to a high proportion of that language's LEP population. In the case of the Spanish-speaking LEP population, however, there is no such agglomeration, as no single PUMA represents more than 5% of the Spanish-speaking LEP population.

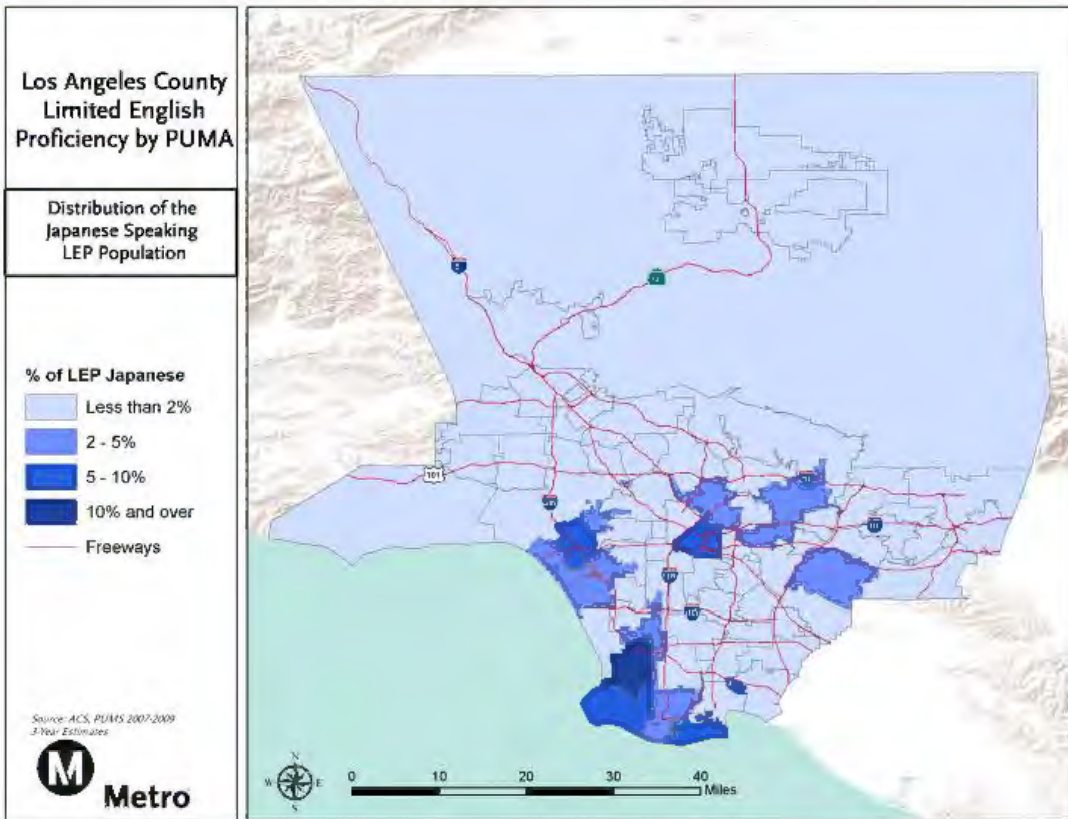
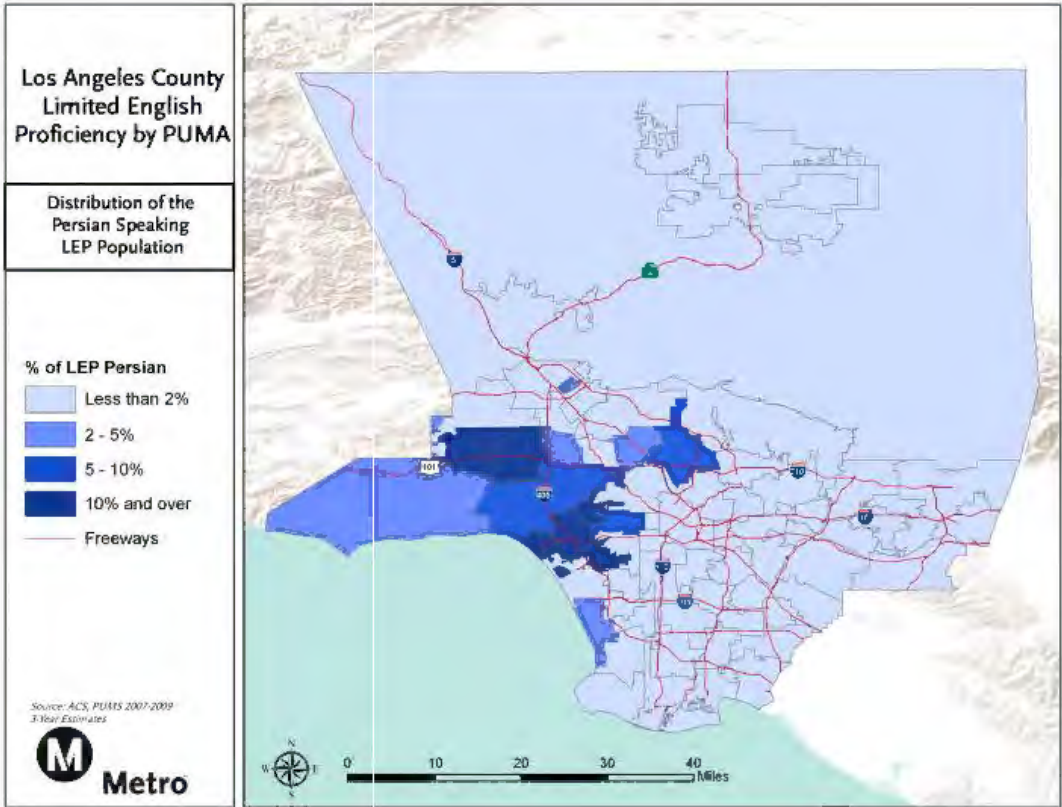


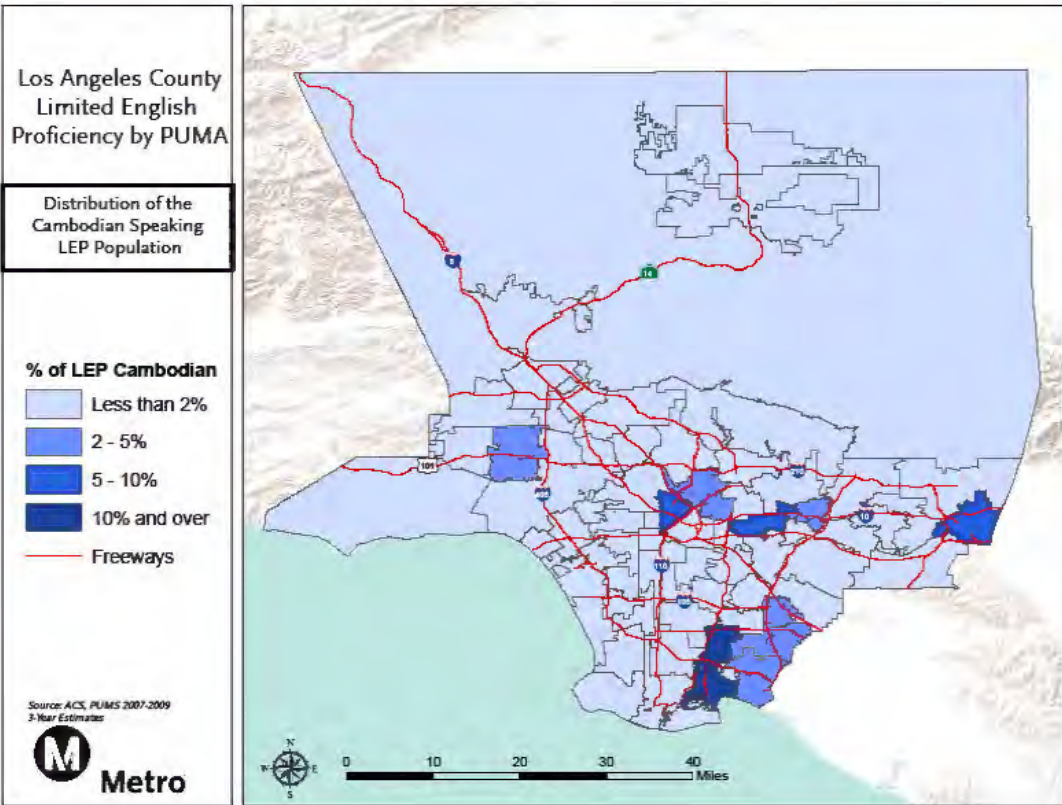
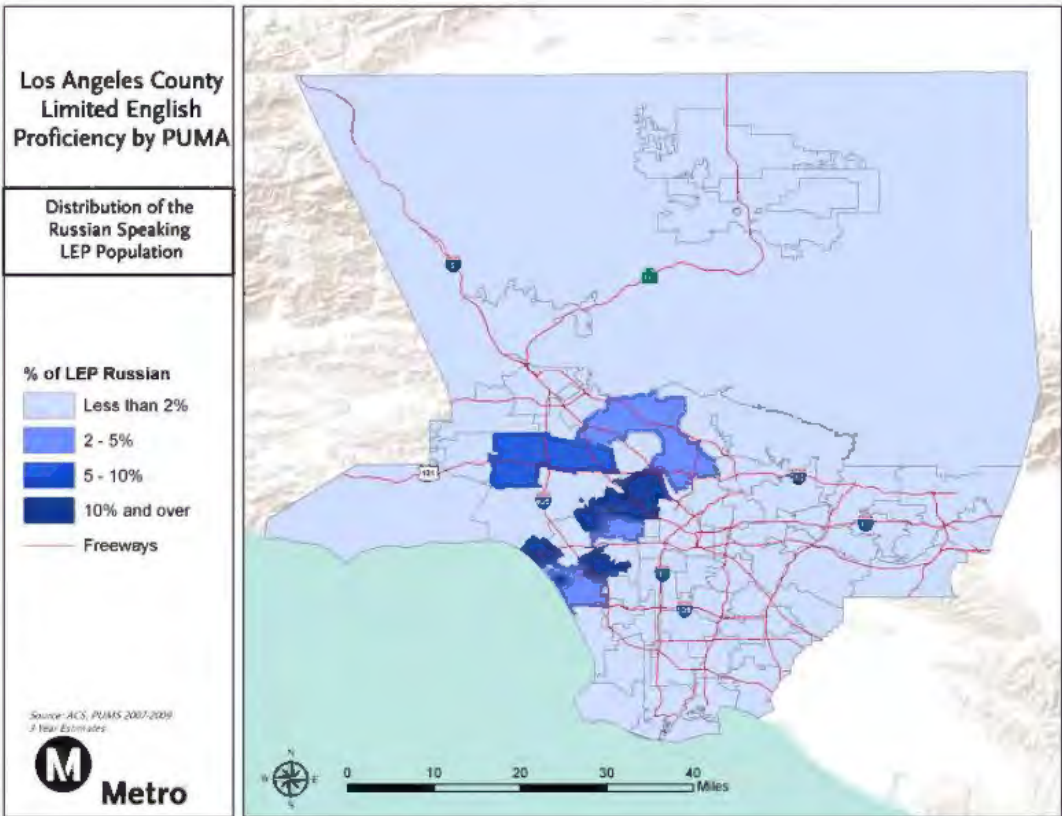


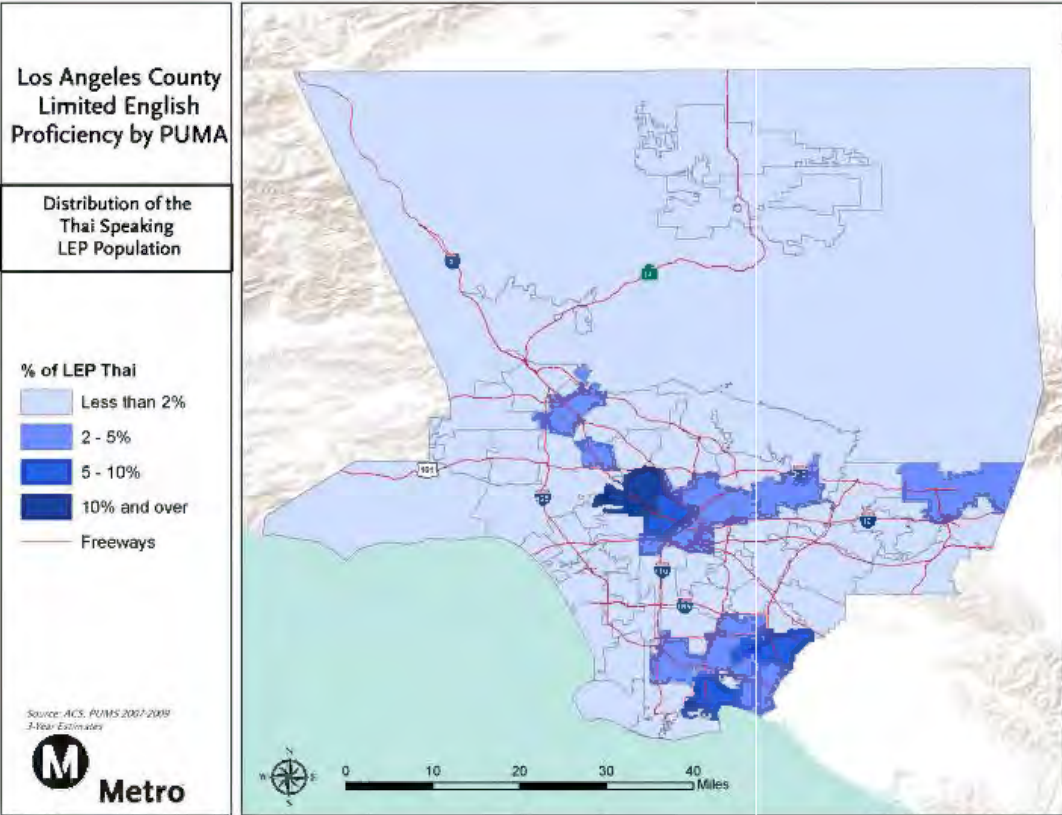
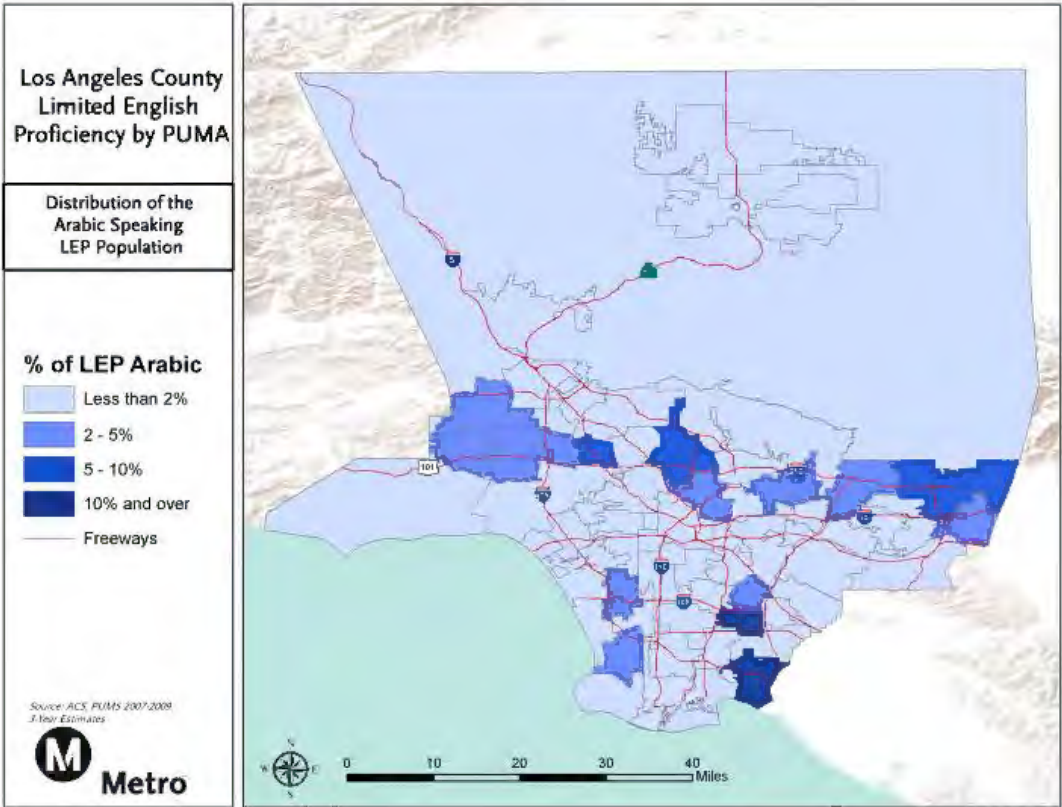












## Department of Education

The California Department of Education compiles statistics on the number of English learners in school. Table 7 summarizes the number of English learners by language spoken at home for the 2009-2010 academic year. This data generally verifies the top languages spoken in the region, and gives a rough indication of the relative abundance of LEP persons for the younger generation, which may help guide future language policy and outreach efforts.

Table 7. English Learners, Los Angeles County

Language	Number of English Learners	Percentage of Students
Spanish	360,609	22.9%
Armenian	6,764	0.4%
Cantonese	6,305	0.4%
Korean	6,182	0.4%
Mandarin (Putonghua)	4,884	0.3%
Filipino (Pilipino or Tagalog)	4,397	0.3%
Vietnamese	3,896	0.2%
Other non-English languages	2,092	0.1%
Khmer (Cambodian)	1,782	0.1%
Japanese	1,697	0.1%
Arabic	1,688	0.1%
Somali	1,504	0.1%
Farsi (Persian)	1,104	0.1%
Russian	901	0.1%
Thai	679	0.0%
Urdu	565	0.0%
Hebrew	508	0.0%
Punjabi	395	0.0%
Hindi	366	0.0%
Bengali	357	0.0%
Indonesian	349	0.0%
Chaozhou (Chiuchow)	314	0.0%
Gujarati	272	0.0%
French	241	0.0%
Samoan	213	0.0%
Portuguese	177	0.0%
Burmese	142	0.0%
German	136	0.0%
Lao	124	0.0%
Tongan	120	0.0%
Assyrian	93	0.0%

Pashto	92	0.0%
Cebuano (Visayan)	80	0.0%
Taiwanese	72	0.0%
Italian	71	0.0%
Ilocano	68	0.0%
Toishanese	57	0.0%
Turkish	56	0.0%
Hmong	54	0.0%
Rumanian	44	0.0%
Polish	40	0.0%
Dutch	39	0.0%
Hungarian	34	0.0%
Serbo-Croatian	34	0.0%
Tigrinya	31	0.0%
Greek	30	0.0%
Khmu	16	0.0%
Mixteco	16	0.0%
Albanian	15	0.0%
Ukrainian	14	0.0%
Unknown	13	0.0%
Mien (Yao)	11	0.0%
Chamorro (Guamanian)	10	0.0%
Kurdish (Kurdi, Kurmanji)	4	0.0%
Lahu	3	0.0%
Marshallese	1	0.0%
<b>TOTAL ENROLLMENT</b>	<b>1,574,150</b>	<b>100%</b>

Source: California Department of Education, English Learner Data, 2009-2010

### 1.3 Factor 1 Conclusions

The analysis of the four data sources included in this report showed 24 specific languages in Los Angeles County with more than 1,000 individuals who are Limited English Proficient. Those languages and corresponding LEP populations are shown in Table 8 below.

Table 8. Languages in Los Angeles County with more than 1,000 LEP Persons

		TOTAL	LEP Population (Speaks English Less than Well)	Percent of Total Population over 5
1	SPANISH	3,602,064	1,108,365	12.23%
2	Korean	173,918	69,443	0.77%
3	Chinese	173,323	59,171	0.65%
4	ARMENIAN	161,568	44,821	0.49%
5	Vietnamese	67,707	24,781	0.27%
6	Cantonese	61,274	23,766	0.26%
7	Mandarin	72,233	20,333	0.22%
8	PERSIAN	74,225	16,698	0.18%
9	Tagalog	221,623	14,972	0.17%
10	RUSSIAN	47,941	13,886	0.15%
11	Japanese	53,325	12,942	0.14%
12	Mon-Khmer, Cambodian	26,178	9,429	0.10%
13	Thai	19,387	5,546	0.06%
14	Arabic	40,552	4,794	0.05%
15	Formosan	13,137	4,601	0.05%
16	Indonesian	10,517	2,028	0.02%
17	ITALIAN	18,659	1,906	0.02%
18	FRENCH	33,423	1,837	0.02%
19	PORTUGUESE	9,597	1,267	0.01%
20	Hebrew	23,033	1,230	0.01%
21	Bengali	8,833	1,202	0.01%
22	Panjabi	6,085	1,163	0.01%
23	Burmese	3,487	1,038	0.01%
24	Gujarati	10,004	1,019	0.01%

The 24 languages will be further evaluated in Factors 2, 3 and 4 as recommended by DOT LEP guidance.

## **Factor 2: The frequency with which LEP individuals come in contact with the program.**

**DOT Guidance:** *“Recipients should assess, as accurately as possible, the frequency with which they have or should have contact with LEP individuals from different language groups seeking assistance, as the more frequent the contact, the more likely enhanced language services will be needed. The steps that are reasonable for a recipient that serves an LEP person on a one-time basis will be very different than those expected from a recipient that serves LEP persons daily.”*

In order to ascertain the frequency with which LEP individuals come in contact with the program, several data collection tasks were undertaken:

- An online survey of front line Metro employees
- Interviews with senior staff at Metro Customer Centers, Metro Protective Services/Transit Court and the Metro.net web site
- A self-administered survey among LEP persons
- Group and individual interviews with LEP persons

It is important to note that although a total of 191 LEP individuals were interviewed and/or surveyed, none of the language groups had a sample size greater than 15 people and many had only 1 or 2 participants. Thus any data or analysis referring to specific language groups is directional in nature, at best. The findings from this research are representative only of those LEP persons we spoke with during the course of the project. A review of each task follows.

### **2.1 Employee Survey on Interaction with LEP Individuals**

#### **Approach**

As part of the data collection effort for Factors 2 and 3, an online survey was administered to Metro employees to understand their level of interaction with Limited English Proficiency (LEP) riders/members of the public and their perception of unmet needs. Metro distributed a link to the online survey to its employees and posted the link on bulletin boards at all Metro Bus Divisions. The survey was fielded from April 18, 2012 to April 30, 2012.

A total of 290 employees completed the survey. The majority of employees worked in Bus/Rail Transportation (32%), with 13% in Customer Relations, 9% in Customer Communications, and 7% in Customer Programs & Services. Seven in ten (72%) respondents work most often in the Westside/Central area of Greater Los Angeles. San Gabriel Valley (26%) and San Fernando Valley (25%) were the second and third most worked areas, with employees answering multiple locations. All employees reported encountering limited English-speaking members of the community. Some employees worked in multiple areas, so the numbers add up to more than 100%. The results are presented below.



## Findings

Metro employees were asked to report the amount of riders/members of the public they encounter within a typical day. More than half (52%) of the respondents encounter 10 or fewer LEP individuals a day, with 30% encountering 11 to 100 and 18% encountering more than 100.

<b># of riders/members of the public encountered on typical day</b>	<b>Total Employees</b>
N=	290
10 or less	52%
11 - 100	30%
More than 100	18%
Mean	71.8
Median	10.0
In a typical day, how many riders/members of the public do you encounter?	
Base: Total	

The subsequent question in the survey asked Metro employees to report the amount of riders/members of the public they encounter who are unable to communicate well in English (LEP). As shown below, more than half of the respondents (54%) encounter 5 or less LEP individuals within a typical day, with 46% encountering more than 5.

The average amount of LEP persons Metro employees encounter a day is 25.41.

<b># of LEP riders/members of the public encountered on typical day</b>	<b>Total Employees</b>
N=	290
5 or less	54%
More than 5	46%
Mean	25.4
Median	5.0
Of these, how many would you say are unable to communicate well in English?	
Base: Total	

As a percentage of their overall encounters with the public, 59% reported that their interactions with LEP individuals amounted to 50% or less of their total, with 41% reporting more than half of their total interactions with the public were with LEP persons.

<b>% of LEP riders/members of the public in a typical day</b>	<b>Total Employees</b>
N=	290
50% or less	59%
More than 50%	41%
Mean	54.5
Median	50.0
Of these, how many would you say are unable to communicate well in English? Base: Total	

Results in the table below indicate that Metro employees frequently encounter LEP riders/members of the public who are seeking assistance. About two-thirds of employees (57%) encounter LEP individuals seeking assistance a few times a day or more. Four in ten respondents (43%) have this experience a few times a week or less.

<b>Frequency of encountering LEP riders/members of the public seeking assistance</b>	<b>Total Employees</b>
N=	290
A few times a day or more often (Net)	57%
Many times a day	29%
A few times a day	28%
A few times a week or less often (Net)	43%
A few times a week	22%
A few times a month	11%
Less than once a month	5%
Rarely or never	5%
How often do you typically encounter riders/members of the public seeking assistance who are unable to communicate well in English? Base: Total	

Metro employees were also asked to identify the type of services/information LEP persons were typically seeking. Routes/Finding their way around (77%), Schedules (58%), Fares (47%), and Complaints/Commendations (40%) were the most mentioned services/information LEP individuals seek from Metro employees.

<b>Services/Information LEP individuals typically seek</b>	<b>Total Employees</b>
N=	290
Routes/Finding way around	77%
Schedules	58%
Fares	47%
Complaints/Commendations	40%
Service changes/Detours	27%
Bus conditions (Broken equipment, cleanliness, etc.)	11%
Accidents	11%
Public information (Hearings, board meetings, etc.)	10%
Other	40%
I don't know	3%
What services or information are those limited English speaking riders/members of the public typically seeking? (Multiple responses were accepted)	
Base: Total	

The "other" category consists primarily of Crime/Security, ADA/Accessibility for the disabled, Discrimination, Lost and found/Lost items, and TAP cards/Bus passes.

When asked to identify languages they recognize as being commonly used by LEP riders/members of the community, Spanish (94%) was the most mentioned language. Korean (32%) and Japanese (28%) were the second and third most recognized language spoken by LEP persons.

<b><i>Languages recognized as being commonly used by LEP persons</i></b>	<b><i>Total Employees</i></b>
N=	290
Spanish	94%
Korean	32%
Japanese	28%
Mandarin	23%
Cantonese	22%
Tagalog	15%
Vietnamese	15%
Armenian	12%
Russian	8%
Persian	5%
Other	39%
Which of these languages do you recognize as being commonly used by limited English speaking riders/members of the public you encounter? (Multiple responses were accepted)	
Base: Total	

Supporting the results above, Metro employees were asked to identify the top three most spoken languages by LEP individuals, Spanish (93%) was mentioned by the majority, followed by Korean (21%), Mandarin (15%), Cantonese (14%), and Japanese (13%).

<b><i>Top three languages most spoken by LEP riders/members of the public</i></b>	<b><i>Total Employees</i></b>
N=	290
Spanish	93%
Korean	21%
Mandarin	15%
Cantonese	14%
Japanese	13%
Tagalog	8%
Vietnamese	7%
Armenian	6%
Other	10%
Which three languages are most of the limited English speaking riders/members of the public speaking? (Multiple responses were accepted)	
Base: Total	

Of the 85% of Metro employees who reported language groups that Metro services can improve on, Spanish (58%), Korean (30%), Cantonese (27%), and Mandarin (26%) were the most mentioned.

<b>Language groups that Metro services can improve on</b>	<b>Total Employees</b>
N=	290
Spanish	58%
Korean	30%
Cantonese	27%
Mandarin	26%
Japanese	23%
Vietnamese	19%
Tagalog	17%
Armenian	10%
Russian	7%
Thai	7%
Other	42%
None of these	15%
<p>For which, if any, of these language groups could Metro services be improved?            (Multiple responses were accepted)            Base: Total</p>	

When asked to suggest improvements that Metro services can make for LEP individuals, changes to personnel (33%) was the most mentioned. Some examples of personnel changes were more bi-lingual employees, foreign language classes/education for employees, and having translators available by phone. Having posters/signage/brochures in more languages (13%) and focusing on a specific language (12%) were also suggested.

<b><i>Suggested improvements to Metro services for LEP riders/members of the public</i></b>	<b><i>Employees who feel Metro services can be improved for a specific language</i></b>
N=	247
Personnel (Net)	33%
More bi-lingual employees	16%
Foreign language classes/Education for employees	9%
Translators available by phone	7%
Other personnel mentions	2%
Posters/signage/brochures in more languages	13%
Specific language (Net)	12%
More Spanish language signage/information	6%
More Spanish speaking employees	4%
More signage/information in Asian languages	3%
Other specific language mentions	2%
Electronic/Media (Net)	6%
Information on Metro TV in multiple languages	2%
Add languages to website/mobile apps	2%
Other electronic/media mentions	3%
Information in more languages	4%
Universal signs	4%
Announcements in more languages	2%
Card with information in multiple languages for employees	2%
Other mentions	8%

Don't know/Refused	25%
In what specific ways would you suggest improving Metro services for limited English riders? (Multiple responses were accepted)	
Base: Those who feel Metro services could be improved for LEP riders of a specific language.	

Exactly half of the Metro employees who were surveyed were proficient in another language. Over 80% (81%) speak Spanish well, with 9% who speak French, 6% who speak Tagalog, and 5% who speak Mandarin well.

<i>Other languages Metro employees are proficient in</i>	<i>Employees who can speak another language well</i>
N=	144
Spanish	81%
French	9%
Tagalog	6%
Mandarin	5%
Other	14%
None of these	3%
What other languages can you speak well? (Multiple responses were accepted)	
Base: Those who can speak another language well.	

## Conclusions

There are several conclusions that can be made from the survey results:

- Metro employees have various levels of interactions with LEP individuals.
  - More than half (52%) of respondents said they encounter 10 or less riders/members of the general public a day, with 30% encountering 11 to 100 and 18% encountering more than 100 individuals.
  - Similarly, 54% encounter 5 or less LEP persons in a typical day and 46% interacting with more than 5 LEP riders/members of the public.
  - More than half (59%) reported 50% or less of their total riders/members of the public are LEP, while 41% stated more than 50% of their total interactions are with LEP individuals.



- About six in ten respondents (57%) interact with LEP individuals who are seeking assistance a few times a day or more. LEP riders/members of the public are typically seeking information regarding routes, schedules, and fares.
- Spanish is the most commonly recognized and spoken language of LEP Metro riders/members of the public, followed by Korean, Japanese, Mandarin, and Cantonese.
- Half of all respondents reported the ability to speak another language other than English. The majority of those who speak another language are proficient in Spanish (81%), followed by French, Tagalog, and Mandarin.

## 2.2 Staff Interviews

### Approach

Interviews were conducted with key staff members in several departments of Metro to determine the frequency of contact those departments have with LEP persons. Departments interviewed were:

- Metro Customer Centers
- Metro Protective Services
- Metro.net web site

### Findings

#### Metro Customer Centers

The frequency of contact with LEP persons varies by Customer Center location, a function of geographic variations of demographics. Additionally, each Customer Center sees variation in overall traffic depending on the time of the month, though the proportion of LEP persons served remains consistent. Customer Center personnel are responsible for ticket sales, providing and accepting TAP pass applications (in English and Spanish) and answering a variety of questions. They do not have route or schedule information available to them, so they are unable to assist with trip planning beyond general questions.

Employees in all locations indicated that they are staffed to be able to assist the LEP group they have the most contact with, Spanish speaking customers. But they are unable to provide in-language assistance to those of other language groups on location.

The East Portal Customer Center can serve between 100 – 400 people per day, with an April 2012 total of 9,977. The estimated language breakdown is 50% English, 40% Spanish and 10% other (primarily Asian languages). This center has at least one English and one Spanish speaking representative on duty at all times.

The Wilshire Customer Center served 3,560 customers in April of 2012, averaging just over 100 per day. The estimated language breakdown at this center is 50% English, 30-35% Spanish and the remaining 15-20% other languages, primarily Russian and Armenian. This center also has at least one bilingual (Spanish and English) speaking employee on at all times.

The East L.A. Customer Center serves the greatest number of non-English speaking customers, with roughly 15% English speaking, 80% Spanish speaking and 5% other languages. This center served 1,959 in April of 2012. Most employees at this location are bilingual.

The Baldwin Hills Customer Center serves the smallest number of non-English speaking customers, with approximately 85% English speaking, 13% Spanish and 2% other languages (primarily Ethiopian). This center served 2,505 customers in April of 2012.

**Metro Protective Services and Transit Court**

Los Angeles Metro Protective Services (LAMPS) partners with the Los Angeles Sheriff’s Department (LASD) to provide security and protection services to Metro customers and encounter LEP persons frequently. The employees and officers that make up this department, including employee and contract police and security officers, send requests for interpreters through dispatch or directly over the air to other officers on duty that the requesting officer may know for help. If someone is not on duty that speaks the requested language, dispatch will call the LASD who keeps a database of all second language speakers and will dispatch help as necessary.

Metro Transit Court was established to simplify the collection of fines payable for transit and parking violations, and to provide those who feel that they have been unfairly cited with a process to contest their violation. Written citation instructions and telephone service to the court is offered in English and Spanish. If a person wishes to contest their citation, they may request an administrative hearing by completing a section on the reverse page of their citation. Here they are asked if an interpreter is requested and, if so, in which language. The court then arranges for an interpreter at no cost to the customer. Requests for interpreters in languages other than Spanish happen very infrequently.

**Metro.net Web Site**

Metro.net is a comprehensive site that includes information on every facet of service provided by Metro. The site itself is posted in English but much of the written material provided for riders, including PDFs of route & schedule information, project & program and some “Getting Around” information, include Spanish translation. Additionally, El Pasajero, a Spanish language blog debuted in the Fall of 2011, and historically Metro has translated its news releases into Spanish.

Metro also offers its “Pocket Guide” for getting started on Metro in 11 different languages, though requests (click/downloads) for these guides are relatively rare.

Language	Page Views May 1, 2011 – May 1 2012
Armenian Pocket Guide	35
Cambodian Pocket Guide	10
Chinese Pocket Guide	7
English Pocket Guide	10
Japanese Pocket Guide	0
Korean Pocket Guide	1
Russian Pocket Guide	16
Spanish Pocket Guide	11
Tagalog Pocket Guide	0
Thai Pocket Guide	0
Vietnamese Pocket Guide	0

## 2.3 LEP Persons Self-Administered Survey

### Approach

In addition to the interviews and group discussions conducted with LEP persons, a self-administered paper survey was also used to collect data on their Metro usage, satisfaction and needs. The questionnaire consisted of a single two-sided page of open- and closed-end questions and was printed in English. In all cases, an interpreter was present or available to assist respondents in completing the questionnaire.

The survey was administered either just before or just after the group discussions and/or interviews, which were conducted from April 16<sup>th</sup> through May 4<sup>th</sup>, 2012. A total of 186 people completed the survey with representatives from 31 languages in the Los Angeles Metro service area.

### Findings

Survey respondents had varied Metro usage, but were categorized into low (1-20 one-way trips) and high (more than 20 trips) usage for the purpose of this analysis.

<b># of one-way trips per month</b>	<b>Total</b>	<b>Bus</b>	<b>Rail</b>
N=	158	146	99
1 – 3	13%	22%	37%
4 – 5	13%	12%	12%
6 – 10	16%	14%	14%
11 – 20	13%	18%	10%
21 – 50	27%	24%	23%
More than 50	17%	10%	3%
Mean	28.5	21.3	14.0
Approximately how many one-way trips do you take per month on Metro bus/rail?			
Base: Those who ride that form of transportation.			

The majority of LEP Metro riders are either going shopping/running errands or commuting to and from work. As expected, high usage riders are more likely to be commuting.

<b>Where Going</b>	<b>Total</b>	<b>High Usage</b>	<b>Low Usage</b>
N=	178	70	88
Shopping/Errands	59%	60%	58%
Home	50%	63%*	44%
Work	50%	66%*	40%
Sports/Social/Recreation	37%	34%	41%
School	25%	31%	20%
Other	23%	29%	17%

Please tell us where you are going when you are using public transportation.

Base: Those who ride Metro at least once per month.

Note: Low and high usage do not add to Total because not all respondents indicated usage.

\* Indicates statistically higher than other usage group.

Those who take the bus gave lower ease-of-use ratings than rail-riders. Only half of bus riders gave a rating of 4 or 5 (easy), leaving the other half finding it less-than-easy. But rail riders, and particularly those that ride frequently, find Metro rail easy to use.

<b>Easy/Difficult to Use (top-2-box)</b>	<b>Total</b>	<b>High Usage</b>	<b>Low Usage</b>
N=	163	63	81
Metro Bus – top-2-box	48%	56%	46%
Metro Bus – mean score	3.40	3.59	3.33
N=	112	42	55
Metro Rail – top-2-box	64%	74%	62%
Metro Rail – mean score	3.70	4.10*	3.53

Please rate how difficult you find it to use... (5-point scale, 5=very easy, 1=very difficult)

Base: Those who ride Metro at least once per month.

Note: Low and high usage do not add to Total because not all respondents indicated usage.

\* Indicates statistically higher than other usage group.

Only about 3 in 10 of these LEP riders feel that their limited English skills contribute to the problems or difficulty they have with Metro.

<b>Limited English Source of Problem</b>	<b>Total</b>	<b>High Usage</b>	<b>Low Usage</b>
N=	176	69	86
Yes	29%	28%	26%
No	71%	72%	74%

Do you find that you have difficulty or problems using Metro because you speak a limited amount of English?

Base: Those who ride Metro at least once per month.

Note: Low and high usage do not add to Total because not all respondents indicated usage.

In total and for those with lower system usage, route maps are most difficult to understand, though about 1/3 of respondents have trouble understanding all other listed forms of Metro information.

<b><i>Trouble Understanding Transit Information</i></b>	<b><i>Total</i></b>	<b><i>High Usage</i></b>	<b><i>Low Usage</i></b>
N=	136	51%	68%
Route Maps	51%	37%	59%*
Timetables	39%	39%	46%
Station Announcements	36%	33%	34%
Ticket Machine Instructions	33%	29%	28%
Station Signs	33%	29%	37%
Other	14%	18%	12%
<p>Which, if any, of the following transit information do you have trouble understanding?</p> <p>Base: Those who ride Metro at least once per month.</p> <p>Note: Low and high usage do not add to Total because not all respondents indicated usage.</p> <p>* Indicates statistically higher than other usage group.</p>			

Given a list of possible changes that could be made to improve their transit experience, LEP riders feel that having more signs, brochures and announcements in their native language would help most. Low usage riders indicated a higher preference for picture signs than the high usage riders.

<b><i>Changes to Improve Transit Experience</i></b>	<b><i>Total</i></b>	<b><i>High Usage</i></b>	<b><i>Low Usage</i></b>
N=	170	64	84
Signs, brochures and announcement in native language	56%	61%	46%
Picture signs	40%	30%	44%
Website supported by multilingual texts	36%	36%	39%
Multilingual phone lines	34%	36%	23%
Translators	24%	22%	20%
<p>What changes do you think should be done to improve your transit experience?</p> <p>Base: Those who ride Metro at least once per month.</p> <p>Note: Low and high usage do not add to Total because not all respondents indicated usage.</p>			

Respondents were asked to rate the importance of getting various types of Metro information in their native language. Those pieces of information directly related to trips and service were rated most important.

<b><i>Importance of Getting information from Metro in Native Language (summary of means)</i></b>	<b><i>Total</i></b>	<b><i>High Usage</i></b>	<b><i>Low Usage</i></b>
N=	172	66	85
Bus routes (where buses go)	3.99	3.94	4.17
Service changes	3.90	3.87	3.94
Signs at the bus stop	3.88	3.84	3.98
Brochures on the bus	3.87	3.87	3.86
Signs on the bus	3.86	3.83	3.87
Brochures in the community	3.76	3.68	3.83
Bus fares (how much it costs)	3.76	3.80	3.88
Proposed service changes	3.72	3.81	3.74
Metro ticket office	3.65	3.75	3.70
Metro website	3.52	3.60	3.72
Metro telephone center	3.46	3.74	3.51
In the newspaper	3.35	3.59	3.26
On the television	3.28	3.52	3.30
On the radio	3.26	3.48	3.10

How important it is to you that you can get information or answers to questions about each of the following from Metro in your native language? (5-point scale, 5=very important, 1=not at all important)

Base: Those who ride Metro at least once per month.

Note: Low and high usage do not add to Total because not all respondents indicated usage.



A total of 31 languages were represented in this survey.

<b>Native Language</b>	<b>Total</b>	<b>High Usage</b>	<b>Low Usage</b>
N=	186	70%	88%
Spanish	8%	10%	8%
Mon-Khmer, Cambodian	7%	0%	6%
Russian	7%	10%	5%
Thai	7%	19%	0%
Cantonese	6%	1%	10%
Samoan	6%	3%	8%
Tagalog	6%	6%	5%
Vietnamese	6%	4%	7%
Japanese	5%	0%	9%
Korean	5%	9%	5%
Mandarin	5%	6%	6%
French	4%	1%	6%
Persian	3%	3%	2%
Arabic	3%	4%	2%
Armenian	2%	4%	1%
German	2%	1%	1%
Hebrew	2%	0%	5%
Hindi	2%	1%	3%
Tongan	2%	3%	2%
Italian	2%	1%	2%
Polish	2%	4%	0%
Urdu	2%	3%	1%
Chaozhou	1%	3%	0%

Gujarati	1%	0%	2%
Hungarian	1%	1%	0%
Indonesian	1%	0%	1%
Laotian	1%	0%	0%
Portuguese	1%	1%	0%
Punjabi	1%	0%	1%
Serbian/Croatian	1%	0%	1%
Somali	1%	0%	1%

What is your native language?

Base: Total

Note: Low and high usage do not add to Total because not all respondents indicated usage.

Approximately 6 in 10 respondents indicated they could read, speak and understand English well. This is a higher level of English skills than the LEP population in general and can be explained by the fact that we purposely set out to find representatives of each language group that could communicate the needs of themselves and their peers in a research setting. Those with higher Metro usage had a lower level of English skills than those with lower usage.

<b>English Skills</b>	<b>Total</b>	<b>High Usage</b>	<b>Low Usage</b>
N=	183	70	86
Read – top-2-box	65%	56%	73%*
Read – mean score	3.81	3.49	4.07*
N=	181	68	86
Speak/Understand – top-2-box	61%	53%	69%*
Speak/Understand – mean score	3.81	3.53	4.05*
How well do you read/speak/understand English? (5-point scale, 5=very well, 1=not at all well)			
Base: Total			
Note: Low and high usage do not add to Total because not all respondents indicated usage.			
* Indicates statistically higher than other usage group.			

Respondents to this survey represented a wide range of demographics. Those with lower Metro usage were more likely than others to be under 25 years old, have a driver's license, have multiple cars available to them, have a higher number of housemates, and have a higher income.

Those with high Metro usage were more likely to have no access to a car, live in a single-person household and have an annual household income of less than \$15,000.

<b>Demographics</b>	<b>Total</b>	<b>High Usage</b>	<b>Low Usage</b>
N=	186	70	88
<b>Gender</b>			
Male	43%	51%	38%
Female	57%	49%	62%
<b>Age</b>			
Under 25	12%	6%	20%*

25 – 34	22%	28%	21%
35 – 44	15%	10%	18%
45 – 54	18%	21%	15%
55 – 64	13%	10%	8%
65 or older	20%	25%	17%
<b>Have a Valid Drivers License</b>			
Yes	67%	46%	81%*
<b># of Cars Available in Household</b>			
None	21%	45%*	8%
1	22%	16%	23%
2	34%	24%	43%*
3 or more	22%	15%	25%

# of People Living in Household			
1	20%	31%*	11%
2	20%	22%	18%
3	20%	26%	20%
4	12%	5%	18%*
5 or more	27%	17%	33%*
<b>Annual Household Income</b>			
Under \$15,000	32%	49%*	19%
\$15,000 to \$24,999	16%	20%	12%
\$25,000 to \$49,999	26%	14%	35%*
\$50,000 to \$74,999	13%	10%	15%
\$75,000 or more	13%	6%	19%*
Base: Total			
Note: Low and high usage do not add to Total because not all respondents indicated usage.			
* Indicates statistically higher than other usage group.			

## Conclusions

There are several conclusions that can be made from the survey results.

- There is a variety of usage of Metro by LEP riders, which is consistent across transportation type (i.e. bus and rail).
  - More than half (55%) of LEP riders take 1 to 20 one-way trips a month, whereas 44% take Metro more than 20 trips a month.
- Respondents reported that they typically go shopping or run errands when they use Metro. Commuting to and from work is the second most common reason LEP riders take Metro.
  - As expected, high usage riders are more likely to be commuting to and from work than low usage riders.
- There was about an even number of respondents who rated Metro as easy-to-use as those who find Metro less than easy to use.
  - Busses were reported to be less easy to use than the Rail, with Metro Rail rated highly on ease-of-use by high usage LEP riders.

- LEP riders generally do not feel that their limited English skills affect difficulty or problems while riding Metro.
- More than half (51%) of all respondents have difficulty understanding route maps, with about one-third who reported trouble understanding other forms of Metro information (e.g. timetables, station announcements, ticket machine instructions, and station signs).
  - Low usage riders have the most difficulty trying to understand route maps than high usage riders.
- Bus routes and service changes in their native language are the most important Metro information LEP riders would like to receive. Signs at bus stops and brochures on bus in their native language are the second and third most important information needed by LEP riders.

## **2.4 Factor 2 Conclusions**

The data collected from these surveys and interviews indicate a high level of contact between Metro and LEP persons. LEP individuals in general rely much more on public transportation than those who are English proficient and thus the need for LEP individuals to ride Metro on a daily basis is frequent.

Additionally, Metro employees are likely to have greater contact with LEP individuals as some of their questions may go unanswered by the printed materials provided only in English and Spanish and, thus, they have a greater need for verbal communication.

## Factor 3: The nature and importance of the program, activity or service provided by the recipient to people’s lives.

**DOT Guidance:** “The more important the activity, information, service, or program, or the greater the possible consequences of the contact to the LEP individuals, the more likely language services are needed (emphasis added). The obligations to communicate rights to an LEP person who needs public transportation differ, for example, from those to provide recreational programming. A recipient needs to determine whether denial or delay of access to services or information could have serious or even life-threatening implications for the LEP individual.”

In order to ascertain the nature and importance of Metro to the lives of LEP individuals, a series of qualitative discussions and interview were conducted.

A review of those discussions follows.

### 3.1 Qualitative Discussions and Interviews

#### Approach

In an effort to hold discussions, either as a group or one-on one, with as many of the language groups represented in Los Angeles, the project team reached out to community-based organizations, churches and schools where each language group might be found. More than 100 organizations were contacted and asked to participate in this research.

A total of 16 discussion groups were organized representing 15 of Los Angeles’ most populous language groups. The first two Spanish groups were held at a focus group facility in Los Angeles where Metro employees were invited to observe. The other 14 groups were held at various community organizations from Van Nuys to Long Beach. An interpreter was present at each discussion group.

Groups ranged in size and length from 4 to 15 participants and 45 minutes to 2 hours. All group participants were paid between \$50 and \$75 for their time and participation. Additionally, a donation of varying amounts was made to each community-based organization that assisted us in this effort. The other 18 of Metro’s 33 identified language groups were interviewed on a one-on-one basis, either in-person or by telephone. These participants were also given the opportunity to have an interpreter present for the interview and were compensated for their time.

In the end, a total of 191 people were interviewed or participated in a group discussion, as follows:

<b>Native Language</b>	<b>N=</b>
Spanish	15
Mon-Khmer, Cambodian	13
Russian	13
Thai	13
Cantonese	11
Samoan	11
Tagalog	11
Vietnamese	11

Japanese	10
Korean	10
Mandarin	10
French	7
Persian	6
Arabic	5
Armenian	4
German	4
Hebrew	4
Hindi	4
Tongan	4
Polish	4
Italian	3
Urdu	3
Chaozhou	2
Gujarati	2
Portuguese	2
Indonesian	2
Greek	1
Hungarian	1
Laotian	1
Ukrainian	1
Punjabi	1
Serbian/Croatian	1
Somali	1

Groups were moderated by one of three moderators from Q & A Research, Inc. A discussion guide was developed and utilized, however moderators were not limited to the guide and used it primarily as a tool to direct the discussion and gather relevant information.

### **Summary of Qualitative Discussions**

LEP persons generally use public transportation in greater proportion than the general population. Many rely on it exclusively to conduct their lives and most appreciate its availability. Metro's services are vital to many in the LEP population, providing them transportation to their workplaces and schools as well as social engagements and household errands. Particularly for unacculturated LEP persons, who are more likely to have a lower income and no access to a car, getting by in Los Angeles without Metro would be nearly impossible.

Overall, the LEP population that we spoke with felt that Metro is already doing an adequate job of assisting those with limited English to use their services. Spanish-speaking participants acknowledged that most Metro information is currently translated to Spanish and have few further requests. Of the remaining language groups, while many would very much like to have Metro information translated into their native language, most recognize that as an unreasonable request given their representation in the general population.



There were very few language-related complaints from any of the language group research participants, but the few that were voiced were centered on audio announcements. Whether it was the bus-driver making an announcement or recorded announcements at stations or in-transit, these communications are the hardest for people of all LEP languages to understand. In almost all cases, participants wished that better electronic signage could be utilized to communicate with them. An LEP person may not know the pronunciation of their stop, but they have at least memorized what it looks like in writing.

Another frequently mentioned problem, and it was unclear if this was truly a language-related issue, was difficulty understanding what the correct fare is. Particularly for those who struggle to understand American currency, understanding what amount to pay and how to combine American coins to that amount was difficult for many. A few suggested showing, visually, the combination of coins that would meet the fare requirement.

Finally, another issue that may be related to language, though is perhaps problematic for all, is that bus schedules and routes are difficult to understand and that there is very limited information about schedules and routes available at smaller (sign only) bus stops and on the busses themselves. Again using visual cues, such as color-coding, would be very helpful to non-English speaking riders. These discussions identified a couple of language groupings that shared similar satisfaction and experiences.

The first grouping includes those we spoke to with the most limited English skills, primarily those who speak Asian languages including Thai, Cambodian, Cantonese, Mandarin, Laotian, Vietnamese, Korean, and Chaozhou. The Middle Eastern languages of Arabic and Persian would also be included in this group. Because of their limited English skills, these groups are regularly faced with traveling in a system that they struggle to understand. While they find the rail system more straightforward, the bus system is particularly difficult. All of these language groups generally have a strong self-identity and close-knit community. These riders are often taught how to use the system by a friend or family-member and then ride the exact same routes at the exact same times each day. Much of this group does not use the Metro web site, or any other technology, to access information. The more populous languages in this group would be best served by having more of Metro's hard-copy materials (i.e. route maps and schedules) translated into their language. Interestingly, satisfaction with Metro in this group was often higher, though this could be explained by cultural norms – this group was also often more appreciative of the available of any public transportation.

The second grouping are those who are frequently educated in English as a matter of course and whose native language is European in origin - the French, German, Italian, Polish, Hungarian, Serbian and Portuguese. This is also true for those who are native speakers of Tagalog, Samoan and Hebrew. These LEP members had a good enough foundation in English that they were able to travel successfully using Metro and had no expectation that Metro materials be translated into their native language. They often cited feeling bad for tourists, often from their own countries, who are particularly vulnerable to language-related problems and are unlikely to get help from drivers. Participants in these language groups also mentioned fare related issues, like difficulty understanding American currency and misunderstanding fare amounts. Overall satisfaction was lower for many in these language groups, but not because of language issues but rather general issues with the system, particularly when compared to their native country's transit system.

The last grouping is less cohesive and really includes the remaining languages for which we had limited contact (due to small sample sizes) and are unable to make many generalizations. These languages include Hindi, Tongan, Urdu, Gujarati, Indonesian, Punjabi and Somali. These participants' data is included in the LEP survey and their comments have been considered in the overall conclusions above. As a final note, as expected, much of the conversation around the issues faces by LEP travelers included issues faced by all travelers – safety concerns, cleanliness of busses, rude drivers and a desire for more frequent busses. These issues will not be addressed in this report except as they may apply more profoundly for those in the LEP population for reasons other than those directly related to language, but rather for cultural or socioeconomic reasons. A great number of LEP research participants felt that bus

drivers had been particularly rude or unhelpful to them. And it may be that LEP persons experience more of that type of behavior because they are of a different race or culture than the drivers themselves. As another example, because LEP persons are more likely to have a lower income, they may work multiple jobs, requiring them to have greater service needs in terms of more weekend buses or late night service.

## **3.2 Language Group Detail**

A brief summary of each language group in which 5 or more LEP persons were interviewed follows.

### **Spanish-Speaking Community**

Two Spanish-speaking groups were conducted on the evening of April 16, 2012. The groups were divided by age, with those aged 18-35 in one group and 36 or older in the other group. A total of 15 participants showed.

The people in the younger group had very good English skills and were able to articulate their thoughts about Metro without the help of the interpreter. Most in the group were actively using Metro to get to school or work and were moderately satisfied with public transportation overall. A few had cars of their own but still used Metro to avoid traffic and parking hassles. These participants had almost no language-related issues with Metro. Their complaints centered around issues such as infrequent busses and the overall difficulty of piecing multiple lines together to reach their destination.

This younger group had several participants that were using their smart-phones and the Metro website to get schedule and route information.

The older group of Spanish-speaking participants had good English skills, but did utilize the interpreter on several occasions. This group had more struggles using the Metro system in general, including some limited problems with language issues. Their primary issue was in understanding announcements made both on busses and at bus stations and stops. Additionally, their inability to communicate adequately with non-Spanish-speaking bus drivers was frustrating to them.

Both Spanish-speaking groups indicated that it would be nice if Metro had more Spanish-speaking bus drivers given the large population of Spanish-speakers in the Los Angeles area.

### **Thai-Speaking Community**

The Thai group was held on the evening of April 17, 2012 and consisted of 15 people, all over the age of 45. None of the group participants spoke English and an interpreter was utilized for all communication. All of the Thai participants were fairly heavy users of the Metro bus and rail systems, with about half riding for their commute to and from work. Satisfaction with Metro was fairly high in this group, despite the fact that they had a lot of language-related issues. Because of their limited English skills, this group learned a couple of basic routes and times and used those repeatedly. When asked about language issues, very few admitted to having any. When asked if they would be interested in attending a training session held in their language, only five said they would attend.

### **Armenian-Speaking Community**

A discussion group with members of the Armenian community, who comprise 79,758 LEP persons in the LA area, was conducted at the Hollywood Armenian Center on April 17, 2012.

Half of the participants in the focus group owned a car, while the others solely relied on public transportation. The younger generation of Armenians were more proficient in English and could help seniors understand the transit system. However, the group referred to having friends and family take

them around so they would not have to deal with the rude bus drivers or the unreliability of the system to get to their destination on time.

When asked about their interactions with the Metro website or using apps, most of them said that the website was confusing and would like to have a color-coded bus route to remove the need to read directions. The participants did not know that Metro had any other services other than transit, and had not previously received information from Metro other than the advertisements in the Armenian newspaper.

Among this group, there were mixed levels of satisfaction with Metro. To make their transit experience better, there was the unanimous opinions of having signs and announcements in their native language, primarily in the Armenian community.

### **French-Speaking Community**

The French-speaking LEP discussion group was held on Tuesday, April 17, 2012. A total of 7 LEP members participated in the focus group with ages ranging from 21 to 65 years. The French community in L.A. is composed of 35,083 people. This focus group gave insights into their language culture; such as, the educational requirement in France to learn English starting at an early age. Therefore, when questions about what improvements could be made to Metro, none related to language issues.

The participants did not know that Metro offered the Freeway Towing Service and had never seen any fliers or communication from Metro in the buses or trains about this service. These participants primarily rode the bus and had lower satisfaction with Metro, primarily because they viewed it as inferior to France's transit systems.

Less than half owned a car. However when talking about other transportation options besides taking the bus or the light rail, most liked to walk or bike to their destination. Two of the participants had only been in the U.S. for a couple of weeks and the public transit was very new to them. They felt it was a little confusing and hard to navigate. Once they asked for help from people they knew they figured out what bus route to take. However they stated that knowing English was a definite plus when trying to navigate public transportation.

### **Korean-Speaking Community**

The Korean-speaking focus group took place on April 18, 2012. A total of 10 LEP members participated with ages ranging from 18 to 74. Half of these LEP members have their driver's license and only half have a car available in their household.

The younger members of the group were more proficient in English, even with a much shorter time in America. Their English reading and speaking abilities had little to no impact on using public transit. However, for the older population a translator was a necessity when they spoke showing their difficulty in understanding transit routes and how much the fares were.

There was confusion among seniors about how to obtain a senior citizen pass. Only 2 participants in this group had ever used the website. Both website users were younger.

In only a 3-mile radius, over 120,000 Koreans are found in Koreatown. Koreatown is about 3 miles from downtown Los Angeles and 4 mile southeast of Hollywood. With this community in a very condensed area, most LEP members were very satisfied with the Metro system. They felt that Metro's stops were convenient to where they lived and to their destinations.

### **Cambodian-Speaking Community**

Long Beach has the largest population of Cambodians outside of Cambodia. The discussion group of 13 participants, led to conclusions that the Cambodian community really has a large language barrier when trying to use public transportation. This discussion group was held on Thursday, April 19, 2012. All LEP

members utilized the interpreter the entire meeting to discuss their language barriers with public transportation.

Some members of the Cambodian community would rather pay their friends to take them places than have to get on a bus and worry about where to get off. About half (7 of the 13) had cars. Those who did not drive used the bus system, walked, or bartered with a friend for a ride to where they needed to go. A total of 10 of the 13 stated they have difficulty or problems using Metro Bus or Metro Rail because of their limited understanding of English.

Changes that were suggested to make it easier to use Metro included signage/ brochures/ announcements in their native language and available multilingual representatives (or translators) when they call Metro.

The LEP members, overall, were satisfied with both Metro Rail and Metro Bus. However, the participants felt that the language barrier was getting in the way of them using Metro more often.

### **Filipino-Speaking Community**

The LEP members of the Filipino community met on April 19, 2012. An interpreter was present at the discussion group but was not needed because of their strong grasp of English. A majority of the Filipino LEP members were very satisfied with both Metro Bus and Metro Rail. Participants did not consider there to be a language barrier when riding Metro. They also believe that they do not need any signage or information in Tagalog, their native language because they are doing fine using Metro with their English language skills.

Any complaints or suggested improvements were more geared towards time schedules and routes. Almost all took a range of 10 to 50 one-way trips per month on Metro Bus.

### **Mandarin-Speaking Community**

A total of 10 participants were in the group discussion held on April 20, 2012. All had a valid driver's license and at least one car available to them in their household.

The LEP members shed light on what was important to the Chinese community in regards to language and public transportation. They felt as though they needed a much clearer understanding of the cost of fares for the bus routes they want to use. The Mandarin participants liked the idea of having a brochure printed in Chinese with information about bus fares, transfer information, when an additional fare is required, and how they could save money.

The Mandarin community felt as though Metro Rail was very easy to use, but found that the Bus was much harder to understand. These LEP members stated that having visuals like a color-coded route schedule would be nice at the bus stops or information centers. Having information about the bus and rail systems would also be helpful at their community centers and the Chinese Consulate.

The Mandarin LEP members were neutral in their satisfaction for both Metro Bus and Metro Rail. The difficulty level with using Metro, based on their language skills, was also rated neutral.

### **Cantonese-Speaking Community**

The discussion group with members of the Cantonese-speaking community took place on April 20, 2012. Most use public transportation only when necessary and would prefer to travel by foot. About half of the group took the bus to get to the meeting. This community tends to rely on the bus and rail system most often for their commute. Most discussed the fact they know their route, but would not want to take an adventure or try a different bus because they wouldn't know where they would end up.

The Cantonese community thought it would be necessary to have brochures and signs in Chinese but felt that Mandarin was a larger dialect if considering translation of audio announcements to meet the needs of the Chinese riders. The translator in the group said she often helped new riders from the community to translate busing information at the bus stops, such as telling them how to use the bus to get to particular destinations and what the bus fare would be. None of the other LEP members in this group really knew how to help visitors understand where to go to get information in Chinese. They knew of the website, but rarely used it.

None of these Cantonese respondents knew that Metro offered services other than transit. They stated that the dispersal of additional information to the Chinese community in Mandarin and/or Cantonese would be helpful using mail, email or notices posted at Chinese community centers. None are currently receiving any communication from Metro. The participants felt they would have like to know ahead of time about changes to routes and fares before they get to the bus stop.

The unreliability of the bus (timeliness) played a large role in these individuals giving a low satisfaction rating to Metro. The language barrier is an issue, but even if information were translated, it would not impact their satisfaction level.

### **Japanese-Speaking Community**

The Japanese-speaking discussion was held in an area of downtown Los Angeles known as Little Tokyo on April 22, 2012. The Japanese LEP members stated that most of their public transit experiences were for non-commute trips like participating in recreational activities or shopping.

These participants stated the reason they did not take public transportation more often was not because of language issues, but because of scheduling and reliability conflicts. Their satisfaction level with Metro was low and the fear of the unknown was expressed as one important reason. They stated that they achieve a sense of security and reliability by having a driver's license and access to at least one car in their household.

The LEP members felt they could read English better than they could speak or understand spoken English. An interpreter was present at the meeting, but was used sparingly.

When asked how easy or difficult taking public transportation is, most rated it "very difficult." Several shared stories of running to catch a bus and missing it because the driver either did not see them or would not stop. They also spoke about their difficulty and frustration communicating with bus drivers and their embarrassment at holding up a bus or having other riders frustrated with them. Most participants would rather have someone drive them than try to find ways to make riding public transportation easier.

### **Samoan-Speaking Community**

The Samoan LEP discussion was held on April 17, 2012. All participants spoke fluent English because the community teaches their children to know and to speak English fluently from an early age.

Overall, their satisfaction level with Metro was high. Any issues the Samoan community had were not related to a language issue. When asked what things could be changed to improve their experience, the LEP members did state they wish Metro had more visuals and picture signs for those who don't understand English really well.

The older community of the Samoans does not ride public transportation very often. The participants explained that in their culture, everyone looks out for one another even when that means driving them around to do errands or go to the doctor.

Half of the LEP members in this discussion had their driver's license. The other half relied solely on public transportation and household members to transport them to their destination.

### **Persian-Speaking Community**

A group discussion was conducted among Iranians on April 19, 2012. A mix of ages and genders were represented, with a total of 6 participants. Most spoke fair to excellent English and an interpreter was needed only occasionally.

All owned cars but took Metro to work, school or to the hospital with regularity. None had interacted with Metro besides riding in Metro vehicles. No one had visited the Metro website or called the agency. None had ever seen any information developed by the agency. One mentioned that she had only used Metro for the past couple of years because she was not made aware earlier of Metro's existence through any outreach efforts to her or her community by the agency.

Iranians did find announcements by the bus driver, (e.g., of what the next stop was) to be difficult to understand. They surmised this was due to their limited grasp of English, the driver's inability to speak clearly and the poor quality and static of the PA systems. They were also frustrated with how to notify the driver of their desire to exit at the next stop because the system was very different than methods used in the transportation systems in Iran.

Most were happy with Metro overall, and with their ability to use the system even with their limited English skills. However, there was a small degree of dissatisfaction with Metro expressed by some because of their inability to comprehend what the bus driver was saying.

### **Vietnamese-Speaking Community**

A focus group was held on April 18, 2012 with 11 Vietnamese-speaking individuals. All participants in the group own cars and half use public transportation regularly; half occasionally. They use the Metro buses, the rail system or both. Most were aged 25-50 years, with a few older individuals included. The level of English proficiency varied from poor to very good. An interpreter was needed for some of the older participants (who were less likely to speak English well) to understand the questions and to participate.

Several had interacted with the Metro website and found it easy to use. One had called Metro and found the telephone menu difficult to use to get the information he wanted. He said the voice on the menu spoke too fast for him to grasp what was being said.

In terms of other interactions with Metro, a couple of individuals had benefited from the Freeway Service Patrol when they ran out of gas or when their car had "died." One had received information in the mail when the Red Line was being built. All found these to be positive connections with Metro.

When using Metro, the PA announcements were difficult to understand because of the noise of other riders and the poor sound quality of the PA system. They did not mention language issues as a problem with understanding these messages.

Participants were satisfied overall with Metro. Their level of satisfaction with Metro, based on language-related issues, was at the same level.

### **Russian-Speaking Community**

A group discussion with 13 Russian speakers was held on April 20, 2012. Individuals were older, with most being 65+ years of age. Only one of the Russian group members owned a car and the rest relied solely on public transportation or family members to get them to their destinations. Since English language skills were poor to fair for most, an interpreter was needed by almost all individuals to participate in the discussions and to complete the paper survey.

No one has had any interactions with Metro besides riding the buses or rail systems.

The lack of clarity of the PA announcements was a common complaint for these Russian individuals. Several used the phone to contact Metro and were frustrated with the length of time it took for a Metro representative to locate someone who could understand their heavy Russian accents when speaking in English.

A couple of participants mentioned their inability to figure out how to get to their destinations using the schedules on the Internet. They would love to have a version in Russian. Many read English better than they comprehend the language verbally, so were frustrated when drivers would turn off the electric signs, which displayed the next stop.

These individuals were marginally satisfied with Metro with several mentioning concerns about Metro not going to locations (e.g. local cemeteries) they need to visit and the PA system problems mentioned earlier. Most only had one or two routes they used on Metro, which they had learned years before, so they were satisfied with their language skills when on Metro because they were very familiar with the routine.

### **Arabic-Speaking Community**

A total of 5 Arabic speakers participated in this study and were interviewed individually, either in person or by telephone between April 27 and 30, 2012. Participants represented several Arabic countries with most having been in the U.S. for only a year or two. Most rely on Metro buses for their work commutes, to get to and from school and for doctors' appointments. English levels varied from very poor to good. An interpreter was needed intermittently.

Most came to the U.S. with a basic understanding of English. Many had problems initially trying to understand the Metro system and schedules but have encountered few problems since. One participant said that at first, he just read the numbers for the various bus lines so he wouldn't need to rely on English words he did not understand.

Several examples of difficulties in using Metro were expressed. One participant said he had difficulty understanding the drivers' announcements on the bus due to his lack of proficiency in English. Another had difficulty finding specific schedules on the website. One mentioned that the bus driver had difficulty comprehending his English when he asked questions, but most perceived Metro drivers as understanding them and being helpful. Several participants needed to take the bus late in the evening to get home from work or school. They expressed a sense of confusion about how to find out when the last bus would come to their stop.

Overall, these individuals were satisfied with Metro and also felt satisfied when asked to rate the ability to use Metro with their language limitations.

## **3.2 Factor 3 Conclusions**

Providing public transportation access is important for LEP travelers and critical for some groups. An LEP person's inability to effectively utilize public transportation may adversely affect his or her ability to obtain healthcare, education or access to employment.

Some LEP individuals ride public transportation out of choice, to save money or time in traffic. Some may be more open to public transportation because they come from a culture where public transportation is a way of life. However, many LEP individuals are transit dependent riders who can't drive, don't have a driver's license and/or can't afford a car. For the latter group, the access that public transportation provides is extremely valuable.

It is imperative that Metro consider LEP individuals in its signage and publications so that transit dependent individuals can navigate the system despite their language ability.



## **Factor 4: The resources available to the recipient for LEP outreach, as well as the costs associated with that outreach.**

The LEP needs assessment's final factor looks at associated costs and resources available to deliver language assistance. This considers language needs identified in Factor 3 within the context of Metro's available and projected resources to provide them. As part of this plan, Metro will continue to identify cost-efficient means of further accessibility of its information to LEP persons.

Metro communications staff conducted an audit of current customer information materials and programs. This audit identified the various *types* of information that Metro makes available to its customers, as well as the *channels* through which Metro distributes this information. It also identified costs associated with providing LEP-accessible information as well as cost-effective practices associated with providing that information.

### **4.1 Current Information and Costs**

To begin determination of how information can best be made more accessible to LEP individuals, Metro staff first completed a review of all types of information the agency currently provides to all customers. Staff also categorized channels through which this information is disseminated.

Table 9 below identifies the types of information that Metro currently provides and correlates them with the channels through which they are made available. This chart applies to all information Metro provides to customers and stakeholders, including some in-language materials currently offered.

Table 9. Types of Information Distributed via Available Channels

<b>Types of Information Distributed via Available Channels</b>	Basic Rider Info	Maps	Fare/TAP Info	Service Alerts	Service Changes	Safety and Security	Destination Info	Planning Info	Project Updates	Rights Notices
On-System Posters	X	X	X		X	X	X			
On-System Handouts	X		X		X	X	X		X	
On-System Signage			X	X	X	X				X
Web Site	X	X	X	X	X	X	X	X	X	X
Advertising					X	X	X		X	
Telephone Reps	X		X							
On-Site Reps			X							
Community Meetings		X			X			X	X	X
Board Meetings								X	X	X

Description of Categories:

- **Basic Rider Information:** Instructions for using Metro’s system, including information on service types, trip planning resources, Transit Court and the Customer Code of Conduct.
- **Maps:** Geographic imagery depicting location and proximity of Metro lines, stations and stops, as well as amenities available at specific stations.
- **Fare/TAP Information:** Types of fares and passes, including discounted fares and passes, how to purchase different types of fares and passes, use of fare system equipment, requirements for providing proof of fare and public hearing process surrounding fare changes.
- **Service Alerts:** Short-term service deviations from regular routes and schedules due to special events, maintenance/construction, police activity, etc.

- **Service Changes:** Twice-yearly updates to service (i.e. rerouting, increasing frequency) to improve service and overall system efficiency, and related public hearing process.
- **Safety and Security:** Instructions for safe behavior while in or near Metro facilities, including vehicles, stations and other equipment in operation adjacent to customer areas. This also includes some information provided through contracted services with LA Sheriff's Department.
- **Destination Information:** Highlights special events and attractions accessible on Metro's system.
- **Planning Information:** Studies, reports, renderings and other technical documents pertaining to Metro plans for system expansion and facility improvements.
- **Project Updates:** Status information on progress of Metro projects currently in development, including rail expansion and other improvements.
- **Rights Notices:** Per compliance with Title VI of the Civil Rights Act, this includes posted notices as well as corresponding complaint forms. Other customer consent and complaint forms are also included in this category.

## 4.2 Resources for Providing LEP Access

Metro's costs for providing LEP assistance are frequently embedded in other communication activities and therefore difficult to isolate and individually track. Below are the types of costs that may be typically incurred when providing LEP assistance:

- Translation/typesetting for customer communications materials
- Staff time for management of translated projects
- Bilingual/multilingual employees
- Printing and installation costs for bilingual/multilingual written materials and signage
- Individual projects' outreach contracts

In determining how to allocate its resources, Metro will be guided by the extent of the benefit of providing in-language resources compared to the resources needed to provide that assistance. For example, for documents outside of Tier 1 Vital Documents identified in section 5.4, additional translation or printing that will provide information to larger or more vulnerable populations is a more reasonable use of resources than incurring equal or greater costs for information that only benefits smaller or less transit-dependent groups. In all of these cases, methods for conserving resources will be considered so as to maximize reasonable provision of in-language materials where possible.

It should be noted that resources are not limited to fiscal means. For example, in situations with posted information, available physical space will also be viewed as a resource. When posting information for the benefit of comparatively small in-language populations, displacing or compromising the effectiveness of that same information for more populous groups must be a consideration.

### 4.3 Cost-Effective Measures

To help maintain and increase efficiency around costs associated with providing LEP-accessible information, Metro will:

- Negotiate contracts for translation services to secure best available rate.
- Manage translation projects to maximize cost-effectiveness within vendor pricing structure.
- More fully utilize bilingual/multilingual employees in producing in-language materials and interfacing with LEP customers.
- Create materials that incorporate multiple languages to reduce material and printing costs.
- When available, target distribution of in-language information to geographical areas with LEP populations using Metro, generating savings on materials, printing and installation.
- Explore potential for repurposing materials currently used for ADA accessibility that may be used to also further access for LEP persons.

For new projects not included in top tier vital documents outlined in section 5.4, Metro will evaluate costs on an on-going basis to determine when language assistance can be reasonably provided. LEP rider informational needs found in Factor 3 will be considered in this process.

# Language Assistance Measures

Up to the Fall of 2012, Metro's practice has been to provide the following in-language resources:

- Nearly all printed materials in bilingual English/Spanish, except for maps and select promotional pieces
- Civil Rights notices in vehicles and stations in Spanish, Chinese, Korean, Armenian, Vietnamese, Japanese, Russian, Cambodian, Thai and Tagalog
- Language-less pictogram signage where possible in bus and rail stations, and on vehicles
- Rail station displays with basic rider instructions in Spanish, Chinese, Korean and Japanese
- Pocket guides with basic rider instructions in Spanish, Chinese, Korean, Armenian, Vietnamese, Japanese, Russian, Cambodian, Thai and Tagalog
- Website landing pages with basic rider information and civil rights complaint forms in Spanish, Chinese, Korean, Armenian, Vietnamese, Japanese, Russian, Cambodian, Thai and Tagalog
- Monthly advertisements with top-line Metro updates, including public meetings, service changes, and construction projects in local news publications in Spanish, Korean, Chinese, Japanese, Armenian and Russian
- Planning information translated to appropriate languages for projects in areas with concentrated in-language preferred communities and by request – in print and online
- In-language telephone assistance in Spanish, with other languages available depending on staff availability

Looking forward and reviewing findings from the four factor analysis, this section outlines languages to be used, determines the most needed information for LEP accessibility, identifies Vital Documents and outlines a plan for providing resources.

-Ridership demographics and focus groups conducted as part of Factor 3 were considered in determining the agency's translation threshold.

-Consideration of information types and distribution channels was included in review of LEP needs identified in earlier parts of this analysis, which allowed for narrowing focus to information whose reasonable provision could significantly improve access to information for LEP customers.

-Then analysis identified other critical steps to be taken in serving LEP customers. This included information types, related services and resources not specifically called out in Factor 3 that are nonetheless essential for improving LEP persons' access. This section also looks at processes and procedures that Metro can undertake to better serve LEP customers based on findings in Factors 2 and 3.

-Vital Documents are then identified in accordance with Title VI and Executive Order 13166 and Metro's Language Translation Threshold and a plan for providing specific documents and resources is outlined.

## 5.1 Language Translation Threshold

Based on ridership demographic information figures collected in Factors 2 and 3, Metro has determined its greatest Language Translation Threshold as Spanish. Spanish is by far the largest language group in the region and the most common language for LEP Metro information requests. Spanish speakers account for 19 percent of Metro's total ridership – far greater than any other language group. The next two largest groups of LEP riders, Korean and Chinese<sup>1</sup>, account for 1.2 percent and 2.1 percent, respectively, of Metro's total ridership.

As a result, information categorized in Tier 1 of Vital Documents will consistently be made available to patrons in Spanish. Select information in the next two tiers will also be made available in Spanish as regularly as formats and resources permit. Notable exceptions are 1) non-essential promotional information, and 2) maps, whose language information consists almost exclusively of proper names, which are not ordinarily translated, including Spanish names such as San Pedro, Del Mar and Sierra Madre Villa, which are not translated into English.

As updated data on language groups and population becomes available, Metro will reassess this threshold as needed and make reasonable adjustments to accommodate within available resources.

After Spanish, which makes up 19 percent of ridership, Metro looked at the size, character and needs of language groups described in Factor 3, to determine the following LEP rider groups most likely to need and significantly benefit from having Tier 1, 2 and/or 3 information available in-language.

In focus groups for French, Tagalog, Samoan, Farsi and Arab-speaking communities, discussions revealed few language barriers to meaningfully using Metro. These groups reported widespread English fluency and/or feeling satisfied with their ability to use Metro.

Languages to be included when providing translated information when doing so can be reasonably accommodated within currently available resources.

<u>LEP Group</u>	<u>Percentage of Metro's Total Ridership</u>
Chinese	2.1%
Korean	1.2%
Armenian	.9%
Vietnamese	.5%
Japanese	.3%
Russian	.3%
Cambodian	.2%
Thai	.1%

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<sup>1</sup> Because Cantonese and Mandarin are the same in written form, they will be combined in assessments of language groups for the purpose of translating and printing materials.

## 5.2 LEP Access Needs

### Needs Related to Information Types/Channels

In Factor 3, LEP respondents generally noted that they did not feel their limited English skills created problems or difficulties in riding the system. However, assessments in Factors 2 and 3 provided insight into how Metro can improve access to LEP persons. Below are the most salient findings as related to types of information and distribution channels:

- Routes, schedules and fare information are the most frequently requested materials among LEP patrons.
- Demand for in-language information is largest by a wide margin among LEP patrons who speak Spanish, followed by Korean, Japanese and Chinese.
- LEP customers have more difficulty accessing bus service than rail service.
- LEP patrons who use Metro less frequently have more difficulty understanding Metro map information.
- LEP riders suggested the following information could help improve their access to Metro:
  - In-language notices of bus service changes
  - In-language brochures and announcements
  - In-language signs or picture signs
  - Multilingual website

### Other Elements Needed for LEP Access

Metro recognizes that providing reasonable LEP assistance goes beyond addressing translation needs raised in Factor 3. In addition to this feedback, Metro also identified other information that must be provided and processes to be undertaken to reasonably improve LEP access:

- Sensitivity training for new employees and those regularly interfacing with LEP customers.
- Translation and posting of rights notice with Title VI information.
- Translation and availability of safety information related to using Metro's system.
- Information to help inform LEP patrons of availability of language assistance materials.
- Translation and availability of CEQA/NEPA outreach requirements for information pertaining to projects in development.
- Availability of general information in-language via telephone upon request.
- Availability of picture/numeral flash cards for LEP patrons upon request.
- Availability of translations in additional languages included in the Safe Harbor provision upon request.

## 5.3 Vital Documents

Agencies receiving Federal funding are required to identify Vital Documents that must be translated. Vital Documents are defined as 1) any document that is critical for obtaining services and benefits, and/or 2) any document required by law.

In determining documents needed to provide meaningful access to Metro services for LEP customers, Metro has defined three levels of Vital Documents. This will allow for prioritization of materials translation according to availability of resources. In some cases, translation of Vital Documents may consist of only a summary or key points. For other Vital Documents, providing notice of available language assistance can also provide sufficient access.

### **Tier 1 – Safety, Security and Civil Rights**

Information categorized in Tier 1 is that which protects customers' physical safety and facilitates Metro customers to exercise their legal rights. Providing translation or LEP-accessible versions of this type of information is the highest priority of all Vital Documents. Information categorized as Tier 1 would be found within (but would not be all-inclusive of) the following information types identified in Factor 4: Safety and Security, and Rights Notices. Information about public hearings and comment opportunities related to Fare/TAP Information, Service Changes and Planning Information are also classified as Tier 1 Vital Documents. More specifically, this level of Vital Documents will also include information for vulnerable populations like elderly and disabled, as well as customer consent and complaint forms, and customer surveys related to any of the types of information included in Tier 1.

### **Tier 2 – Information Critical to Access**

Tier 2 includes information that helps LEP patrons to understand Metro service to facilitate ease of use. These types of information are critical for LEP-access because they provide more details about specific benefits available or details of Metro services. Information categorized as Tier 2 would be found within (but would not be all-inclusive of) the following information types identified in Factor 4: Basic Rider Information, Fare/TAP Information, Maps, Service Changes and Service Alerts. Again, surveys related to Tier 2 types of information will also be included in the same category.

### **Tier 3 – Information to Empower Customers**

This tier of information encompasses materials that help LEP customers to understand and participate with Metro at higher new level. This includes information that can empower riders to play a larger role in contributing to long term service decisions or use Metro for recreational activities. Information categorized as Tier 3 would be found within (but would not be all-inclusive of) the following information types identified in Factor 4: Project Updates, Planning Information and Destination Information. Customer surveys related to Tier 3 information will also be considered to be Tier 3 documents.

Tables 10 and 11 summarize information types categorized in the three tiers of information described above.



Table 10. Types of Information by Vital Document Tier

<b>Tier</b>	<b>Information Type</b>
<b>Tier 1</b> <b>Safety, Security and Civil Rights:</b> Information that protects customers' physical safety and informs Metro customers of their legal rights.	-Safety and Security information  -Rights Notices  -Information about Public Hearings and Comment Opportunities related to: <ul style="list-style-type: none"> <li>a. Fare/Tap Information</li> <li>b. Service Changes</li> <li>c. Planning Information</li> </ul>
<b>Tier 2</b> <b>Information Critical to Access:</b> Information that helps LEP patrons to understand Metro service to facilitate ease of use.	-Basic Rider Information  -Fare/Tap Information  -Maps  -Service Changes  -Service Alerts
<b>Tier 3</b> <b>Information to Empower Customers:</b> Information and materials that help LEP customers to understand and participate with Metro at higher new level.	-Project Updates  -Planning Information  -Destination Information

Table 11. Types of Information by Vital Document Tier

<b>Types of Information and Vital Document Tier</b>	Basic Rider Info	Maps	Fare/TAP Info	Service Alerts	Service Changes	Safety	Project Updates	Destination Info	Planning Info	Rights Notices
	Tier 2	Tier 2	Tier 2	Tier 2	Tier 2	Tier 1	Tier 3	Tier 3	Tier 3	Tier 1

Note: Information categorized as Tier 1, 2 or 3 would be found within (but would not be all-inclusive of) the information types identified above.

## 5.4 Language Assistance Measures

The following summarizes steps to be taken to reasonably provide LEP access based on findings outlined above. Metro will budget for critical items as needed in future year budgets.

- Translate nearly all printed materials, on-board information and station announcements, where practical, to Spanish, with exceptions for maps and non-essential promotional information.
- Use language-less pictures and symbols where possible to outline regulations for safe behavior in Metro facilities.
- Translate 'How to Ride' information for buses and rail into multiple languages, as resources allow.
- Create and maintain multilingual section of website that includes 'How to Ride' information and links to maps and timetables.
- Provide access to in-language telephone assistance for customers calling Metro.
- Use in-language advertising where possible to provide project updates and other service information to LEP communities.
- While difficulty reading maps was noted in LEP patron feedback, staff determined translation of maps is not a reasonable language assistance measure. Maps consist of imagery and proper names (streets, locales, Metro lines) and very little information would be translated (including proper names appearing in Spanish). In this case, costs for translation, printing and installation for map displays outweigh the benefit it would provide. Difficulty reading maps was reported more among newer LEP riders, as is also likely to occur among newer English speaking riders.
- Similar to maps, timetables include proper station names and times, and translation would not provide a reasonable opportunity to increase LEP access to information.

## 5.5 Language Assistance Materials

Based on the language threshold, identification of Vital Documents and assistance measures above, Metro has determined the following information will be made available in the languages indicated. Table 12 summarizing selection of materials by language follows this description.

A) Spanish, Korean, Chinese, Japanese, Armenian, Russian, Vietnamese, Cambodian, Thai:

- Metro Notice of Civil Rights.
- Metro Civil Rights complaint forms.
- Other customer consent and complaint forms.
- Discounted fare applications for senior/disabled passengers.
- Brochure highlighting availability and means for obtaining in-language assistance.
- Printed "How to Ride" pocket guides outlining basics of using Metro Bus and Rail, fares and TAP passes.
- "How to Ride" sections of website with links to routes, maps and timetables.
- Availability of in-language telephone representatives or informational symbol flash cards upon request.

*As resources allow:*

- Additional Tier 1 information, particularly on the website.

B) Spanish, Korean, Chinese, Japanese, Armenian, Russian:

All of the above, plus:

- Monthly advertisements in in-language publications, as resources allow, featuring top-line Metro information, including Service Changes, Project Updates, Fare/TAP Information and Destination Information. Availability of advertising space may vary year to year as regional in-language publications merge or change formats according to business environment.

C) Spanish, Korean, Chinese and Japanese:

All of the above plus:

- Displays with “How to Ride” and fare information installed in select Metro Rail stations.

D) Spanish:

All of the above, plus:

- Most Tier 1 and Tier 2 printed information as space allows, with the exception of maps and select promotional information.

Additional Languages: Metro will determine reasonability of additional translations on a case-by-base basis for individual projects where specific in-language materials are needed. Additional languages will be determined based on frequency of requests for specific in-language materials and encounters with LEP patrons, language group population demographic data, and character of information and documents. For example, planning and construction projects in areas where significant in-language populations reside would provide their informational materials in those languages. Metro will make any information available upon request in any language, using contracted translation services to do so; any such requests will be tracked for the purpose of updating the plan as needed.

Table 12. Materials available in specific languages.

<b>Type of Information</b>	<b>Languages</b>	<b>Status</b>
Notice of Civil Rights	<input type="checkbox"/> Spanish <input type="checkbox"/> Korean <input type="checkbox"/> Chinese <input type="checkbox"/> Japanese <input type="checkbox"/> Armenian <input type="checkbox"/> Russian <input type="checkbox"/> Vietnamese <input type="checkbox"/> Cambodian <input type="checkbox"/> Thai	Currently posted
Brochure with Information on Available Language Assistance	<input type="checkbox"/> Spanish <input type="checkbox"/> Korean <input type="checkbox"/> Chinese <input type="checkbox"/> Japanese <input type="checkbox"/> Armenian <input type="checkbox"/> Russian <input type="checkbox"/> Vietnamese <input type="checkbox"/> Cambodian <input type="checkbox"/> Thai	To be developed in early 2013
“How to Ride” pocket	<input type="checkbox"/> Spanish	Currently available

<b>Type of Information</b>	<b>Languages</b>	<b>Status</b>
guides outlining basics of using Metro Bus and Rail, fares, and TAP passes	<input type="checkbox"/> Korean <input type="checkbox"/> Chinese <input type="checkbox"/> Japanese <input type="checkbox"/> Armenian <input type="checkbox"/> Russian <input type="checkbox"/> Vietnamese <input type="checkbox"/> Cambodian <input type="checkbox"/> Thai	
“How to Ride” sections of the website with links to routes maps and timetables	<input type="checkbox"/> Spanish <input type="checkbox"/> Korean <input type="checkbox"/> Chinese <input type="checkbox"/> Japanese <input type="checkbox"/> Armenian <input type="checkbox"/> Russian <input type="checkbox"/> Vietnamese <input type="checkbox"/> Cambodian <input type="checkbox"/> Thai	Currently available
Availability of in-language telephone representatives or information symbol flash cards upon request	<input type="checkbox"/> Spanish <input type="checkbox"/> Korean <input type="checkbox"/> Chinese <input type="checkbox"/> Japanese <input type="checkbox"/> Armenian <input type="checkbox"/> Russian <input type="checkbox"/> Vietnamese <input type="checkbox"/> Cambodian <input type="checkbox"/> Thai	To be available in early 2013
As resources allow: Additional Tier 1 information particularly on the website	<input type="checkbox"/> Spanish <input type="checkbox"/> Korean <input type="checkbox"/> Chinese <input type="checkbox"/> Japanese <input type="checkbox"/> Armenian <input type="checkbox"/> Russian <input type="checkbox"/> Vietnamese <input type="checkbox"/> Cambodian <input type="checkbox"/> Thai	Ongoing
Monthly advertisements in in-language publications, as resources allow, featuring top-line Metro information, including Service Changes, Project Updates, Fare/TAP Information and Destination Information.	<input type="checkbox"/> Spanish <input type="checkbox"/> Korean <input type="checkbox"/> Chinese <input type="checkbox"/> Japanese <input type="checkbox"/> Armenian <input type="checkbox"/> Russian	Currently running
Displays with “How to Ride” and fare information installed in select Metro Rail stations	<input type="checkbox"/> Spanish <input type="checkbox"/> Korean <input type="checkbox"/> Chinese <input type="checkbox"/> Japanese	Currently installed
Most Tier 1 and Tier 2 printed information as space allows, with the exception of maps and	<input type="checkbox"/> Spanish	Currently available

<b>Type of Information</b>	<b>Languages</b>	<b>Status</b>
select promotional information.		

## 5.6 Notification of Resource Availability

Metro will undertake the following activities to help notify in-language preferred passengers about available translated resources:

- Notice of translated resources in advertisements currently running in available in-language news publications
- On-board brochure with brief description of available in-language resources and how to obtain them
- Updated rights notices with greater visibility in bus and rail stations
- Information about additional translated resources listed on in-language website landing pages

## 5.7 Monitoring and Evaluation

Metro recognizes that an effective Language Assistance Plan must be able to adapt to evolving customer needs and demographics. To ensure this plan continues to provide assistance appropriate with the needs of Metro’s LEP ridership, the following tactics will be used to monitor customer LEP needs and evaluate current assistance measures:

**In-language Customer Surveys:** Approximately every three years, Metro will conduct in-language surveys to collect feedback on LEP riders experiences and preferences. These surveys will be administered on-board Metro vehicles and through partner community groups serving in-language populations. If possible, the surveys will also be conducted over the telephone and online forms – with participation solicited through Metro’s monthly in-language publication advertisements.

**Customer Relations Data:** Metro’s Customer Relations department fields requests and complaints relating to all aspects of Metro’s service. To help monitor and evaluate Metro’s language assistance activities, this department will be provided a form for capturing information related to LEP requests and complaints so that quantities and patterns can be tracked.

## 5.8 Priority of Assistance Provision

Finally, LEP informational materials are prioritized in relation to available resources to provide materials and programs to meet them. This included looking at reasonably delivering information to LEP persons based on available and projected resources and distribution channels.

Table 13 outlines specific materials to be translated and made available to LEP customers, as well as the expected timeline for this process. In many cases, these materials are already in use or have been implemented during the preparation of this plan. Updates and changes to the following list of language assistance measures will be based on available resources.

Table 13. Language Assistance Service

<b><i>Language Assistance Service</i></b>	<b><i>Implementation Timeline</i></b>
Provide printed materials and signage in bilingual English/Spanish format	In effect
Metro Notice of Civil Rights posted in vehicles and stations	In effect; to be updated Spring 2013
Metro Notice of Civil Rights displayed at Metro-hosted public meetings	In effect
Printed and on-system information pertaining to "How to Ride," Fare/TAP, Service Alerts, Service Changes, Safety and Project Updates available bilingual English/Spanish	In effect
Instructional picture symbols indicating safe behavior in stations and on buses according to Metro Code of Conduct	In effect
Telephone assistance available by request in 9 different languages	Partial availability; Spring 2013
Spanish, Chinese, Korean and Japanese in-language instructional station displays in targeted areas	In effect
"How to Ride" pocket guides in 9 languages	In effect
Monthly in-language advertising placements in community publications serving five language groups	In effect, ongoing
Multilingual section of website with information on assistance available in 9 different languages	In effect
Brochure with information on available assistance in 9 language	Spring, 2013
Symbol flash cards for providing to LEP customers as needed	Spring 2013
Monitoring program to review informational needs of LEP riders and shifting demand	Spring, 2013

Sensitivity training for new employees and those regularly interfacing with LEP customers	Spring, 2013

## Appendix

**LA Metro**  
**LEP - Focus Groups**  
**April 2012**  
**Discussion Guide**

**a. Introduction**

- Thank you for coming.
- Explain purpose of group – to learn how they use Metro and how it could be made easier for non-English speaking riders.
- No right or wrong answers, just want honest opinions.
- Go around and introduce yourself and tell what area you live in and what you do for work or fun.

**b. Metro Usage**

- How many of you own cars?
- Do you use public transportation?
- What kinds of public transportation do you use? (buses, trains, etc.)
- How often do you use public transportation?
- For what purposes do you use public transportation? (work, shopping, etc.)
- IF DON'T USE PUBLIC TRANSPORTATION: Why not?

**c. Metro Services**

- Have any of you interacted with Metro other than on a bus or train? In what ways?
- IF NO ONE SAYS ANYTHING, PROBE:
  - ♦ Has anyone used a tow truck on the freeway, AKA Freeway Service Patrol?
  - ♦ Has anyone been to an information meeting for a highway or transit construction project (like Carmaggedon?)
  - ♦ Has anyone been contacted about a transit project? (like the Westside Subway Extension or the Metro Rail Extension to LAX or the Gold Line Foothill Extension)
  - ♦ Has anyone interacted with any other transportation agency in Los Angeles County?

**d. Satisfaction with Metro**

(FOR THOSE THAT DO NOT USE PUBLIC TRANSPORTATION, ASK THEM TO REFERENCE THE EXPERIENCES OF THEIR FAMILY OR FRIENDS, OR JUST WHAT THEY KNOW.)

- How satisfied are you with public transportation in your area? Why?
- What are the best parts of Los Angeles public transportation? Worst parts?
- Would you ride public transportation more if something were different? What?
- What problems have you encountered with Metro that you feel are specific to those with limited English skills?
- Are these problems that you face in other parts of life or are they specific to public transportation?



- Do you find the information put out by Metro to be useful?
- Do you have any trouble understanding information put out by Metro?
- What suggestions do you have to improve public transportation and Metro to make it easier or better for you?
- Do you have any further comments for the people who run Metro?

**e. Survey**

- Before you leave, please complete our survey.

**f. Close**

- Thank you very much for your time.

**LA Metro  
LEP - IDI  
April 2012  
Discussion Guide**

**a. Introduction**

- Thank you for participating.
- Explain purpose of interview – to learn how they use Metro and how it could be made easier for non-English speaking riders.
- No right or wrong answers, just want honest opinions.

**b. Metro Usage**

- Do you own a car?      Yes    No
- Do you use public transportation?    Yes    No
- What kinds of public transportation do you use? (buses, trains, etc.)

\_\_\_\_\_

- How often do you use public transportation?

\_\_\_\_\_

- For what purposes do you use public transportation? (work, shopping, etc.)

\_\_\_\_\_

- IF DON'T USE PUBLIC TRANSPORTATION: Why not?

\_\_\_\_\_

**c. Metro Services**

- Have you interacted with Metro other than on a bus or train? In what ways?

\_\_\_\_\_

- IF NO ANSWER, PROBE:

- ♦ Have you used a tow truck on the freeway, AKA Freeway Service Patrol? If yes, how was that experience?

\_\_\_\_\_

- ♦ Have you been to an information meeting for a highway or transit construction project (like Carmaggedon?) If yes, how was that experience?

\_\_\_\_\_

- ♦ Have you been contacted about a transit project? (like the Westside Subway Extension or the Metro Rail Extension to LAX or the Gold Line Foothill Extension) If yes, how was that experience?

\_\_\_\_\_

- ♦ Have you interacted with any other transportation agency in Los Angeles County? If yes, how was that experience?

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**d. Satisfaction with Metro**

(FOR THOSE THAT DO NOT USE PUBLIC TRANSPORTATION, ASK THEM TO REFERENCE THE EXPERIENCES OF THEIR FAMILY OR FRIENDS, OR JUST WHAT THEY KNOW.)

- How satisfied are you with public transportation in your area? Why?  

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- What are the best parts of Los Angeles public transportation? Worst parts?  

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- Would you ride public transportation more if something were different? What?  

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- What problems have you encountered with Metro that you feel are specific to those with limited English skills?  

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---
- Are these problems that you face in other parts of life or are they specific to public transportation?  

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---
- Do you find the information put out by Metro to be useful?  

---

---
- Do you have any trouble understanding information put out by Metro?  

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---
- What suggestions do you have to improve public transportation and Metro to make it easier or better for you?  

---

---
- Do you have any further comments for the people who run Metro?  

---

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**e. Close**

- Thank you very much for your time. In case I need to contact you again, may I have your first name and the best phone number to reach you?

Name: \_\_\_\_\_ Phone: \_\_\_\_\_



**8. What changes do you think should be done to improve your transit experience?**

- <sub>01</sub> Signs, brochures and announcements in your native language
- <sub>02</sub> Picture signs
- <sub>03</sub> Translators
- <sub>04</sub> Multilingual phone lines
- <sub>05</sub> Website supported by multilingual texts
- <sub>98</sub> Other (please specify) \_\_\_\_\_

**9. Using a scale of 1 to 5, please circle how important it is to you that you can get information or answers to questions about each of the following from Metro in your native language.**

	<i><b>Not at all</b></i>				<i><b>Very</b></i>
	<i><b>Important</b></i>				<i><b>Important</b></i>
a. Bus fares (how much it costs)	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
b. Bus routes (where buses go)	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
c. Service changes	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
d. Proposed service changes	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
e. Metro website	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
f. Metro telephone center	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
g. Metro ticket office	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
h. Signs at the bus stop	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
i. Signs on the bus	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
j. Brochures on the bus	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
k. Brochures in the community	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
l. On the radio	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
m. On the television	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
n. In the newspaper	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>

**10. What is your native language?** \_\_\_\_\_

**11. How well do you read English?**

<i><b>Not at all</b></i>					<i><b>Very</b></i>
<i><b>Well</b></i>					<i><b>Well</b></i>
<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	

**12. How well do you speak and understand English?**

<i><b>Not at all</b></i>					<i><b>Very</b></i>
<i><b>Well</b></i>					<i><b>Well</b></i>
<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	

**13. Gender:**

<sub>1</sub> Male      <sub>2</sub> Female

**14. In what year were you born?** \_\_\_\_\_

**15. Do you have a valid driver's license?**

<sub>1</sub> Yes      <sub>2</sub> No

**16. How many cars are available to your household?** \_\_\_\_\_ cars

**17. How many people currently live in your household?** \_\_\_\_\_ people

**18. Total household income per year:**

<sub>1</sub> Under \$15,000      <sub>4</sub> \$50,000 - \$74,999  
<sub>2</sub> \$15,000 - \$24,999      <sub>5</sub> \$75,000 or more  
<sub>3</sub> \$25,000 - \$49,999

**LA Metro  
Employee Survey  
April 2012**

**Email Invitation**

**Email Invite**

Metro is interested in surveying any employee who has come into contact with limited or non-English speaking customers. We need your feedback on your interactions and the needs of limited English speaking riders. This information is critical in responding to the FTA Title VI request. Will you please take a moment to participate in an online survey regarding this topic? The survey takes only about 5 minutes to complete and your input will be greatly appreciated.

To enter the survey, simply click on the URL below (or copy the address into your browser).

INSERT LINK

If you experience any technical difficulties while taking this survey, please go to <http://www.survey.QAR.com/support> or email [support@QAR.com](mailto:support@QAR.com).

Thank you in advance for your participation.

## Quotas & Programming Instructions

PROGRAMMING INSTRUCTIONS:  
ALL CLOSED-END QUESTIONS REQUIRED.  
METRO LOGO ON EACH PAGE.  
SAMPLE COMES FROM CLIENT.  
ONE QUESTION PER PAGE UNLESS OTHERWISE NOTED.

## Entry Page

Thank you for participating in this survey. Your feedback is extremely valuable to Metro's effort toward Title VI compliance.

The survey will take you just a few minutes to complete.

Please answer each question and click "next" below to proceed. Please do not use your browser's "back" or "forward" buttons as that may cause information to be lost.

## Questionnaire

1. **Do you regularly encounter limited English speaking members of the public as part of your job?**

Yes	1	CONTINUE
No	2	SKIP TO TERM SCREEN

2. **In a TYPICAL DAY, how many riders/members of the public do you encounter? Please give your best guess as a number. (RANGE=1-9999)**

\_\_\_\_\_

3. **Of these, how many of these would you say are unable to communicate well in English? Please give your best guess as a number. (PROGRAMMER NOTE: CALCULATE PERCENTAGE OF Q2 ON BACK END IN NEW VARIABLE.) (RANGE=1-no more than number listed at Q2.)**

\_\_\_\_\_

4. **How often do you TYPICALLY encounter riders/members of the public seeking assistance who are unable to communicate well in English?**

Many times a day	6
A few times a day	5
A few times a week	4
A few times a month	3
Less than once a month	2
Rarely or never	1



**5. What services or information are those limited English speaking riders/members of the public TYPICALLY seeking? Please select all that apply.**

Routes/wayfinding	01
Schedules	02
Fares	03
Complaints/commendations	04
Crime/security	05
Accidents	06
ADA/accessibility for the disabled	07
Discrimination	08
Bus conditions (broken equipment, cleanliness, etc.)	09
Public information (hearings, board meetings, etc.)	10
Service changes/detours	11
I don't know	99
Other (please specify)	98

**6. Which of these languages do you recognize as being COMMONLY used by limited English speaking riders/members of the public you encounter? Please select all that apply.**

***Language List***

Arabic	01
Armenian	02
Cantonese	03
Chaozhou	04
French	05
German	06
Greek	07
Gujarati	08
Hebrew	09
Hindi	10
Hungarian	11
Indonesian	12
Italian	13
Japanese	14
Korean	15
Laotian	16
Mandarin	17
Mon-Khmer, Cambodian	18
Persian	19
Polish	20
Portuguese	21
Punjabi	22
Russian	23
Samoan	24
Serbian/Croatian	25
Somali	26

Spanish	27
Tagalog	28
Thai	29
Tongan	30
Ukrainian	31
Urdu	32
Vietnamese	33
None of these	96

(ASK Q7 IF Q6 HAS MORE THAN 3 LANGUAGES SELECTED, OTHERWISE AUTOMARK AND SKIP TO Q8.)

**7. Which THREE languages are most of your limited English speaking riders/members of the public speaking? Please select up to three.**

SHOW ONLY THOSE FROM LANGUAGE LIST SELECTED AT Q6 – EXCLUDE CODE 96.

**8. For which, if any, of these language groups could Metro services be improved? Please select all that apply.**

SHOW ENTIRE LANGUAGE LIST

(ASK Q9 ONLY IF Q8 <> 96, OTHERWISE SKIP TO Q10.)

**9. In what specific ways would you suggest improving Metro services for limited English riders?**

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**10. Can you speak well in any languages other than English?**

Yes	1	CONTINUE
No	2	SKIP TO Q12

**11. What other languages can you speak well?**

SHOW ENTIRE LANGUAGE LIST.

**12. In what specific area of greater Los Angeles do you work most? Please select all that apply.**

South Bay	1
Southeast	2
Westside/Central/Downtown Los Angeles	3
San Gabriel Valley	4
San Fernando Valley	5
North County	6

**13. What is your job title?** \_\_\_\_\_

14. In which of the following departments do you work? (SHOW PULL-DOWN MENU)

Bus/Rail Transportation	01
Bus Maintenance	02
Chief Planning Officer	03
Construction	04
Customer Communications	05
Customer Programs & Services	06
Customer Relations	07
Diversity & Economic Opportunity	08
Engineering	09
Government and Community Relations	10
Human Services	11
Labor/Employee Relations	12
Long Range Planning & Coordination	13
New Business Development	14
Operations Administration	15
Program Management	16
Public Relations	17
Quality Management	18
Rail Fleet Services	19
Rail Vehicle Maintenance	20
Rail Wayside	21
Real Estate Administration	22
Regional Capital Development	23
Rideshare	24
SAFE/FSP	25
Service Planning	26
TAP Operations	27
Transit Security	28
Transp. Dev. & Implm. (Central/East/Se Region)	29
Transp. Dev. & Implm. (North/West/Sw Region)	30
None of these	96

15. What is your 4-digit cost center? (SHOW CHECKBOX FOR "I don't know" = 99)

\_\_\_\_\_

**Close/Term Screen**

**Close Page**

Thank you for your time and feedback.

**Term Screen**

This survey is intended for those who have contact with limited English speaking customers. Thank you for your time.