

LANGUAGE ACCESS PLAN

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Executive Summary

The Santa Clara Valley Transportation Authority (VTA) is an independent special district which provides sustainable, accessible, community-focused transportation options that are innovative, environmentally responsible, and promote the vitality of the Region. VTA provides bus, light rail, and paratransit services throughout Santa Clara County and is a recipient of funding from the federal government. As such, VTA must comply with strict federal requirements under Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, or national origin. National origin discrimination can occur when individuals with limited English proficiency (LEP) are not given meaningful access to the information and services provided by funding recipients.

In 2000, Executive Order 13166 further emphasized this requirement by explicitly prohibiting practices that discriminate against LEP populations by failing to provide meaningful access to individuals who, because of their national origin, may be limited English proficient. The Department of Justice released additional guidance for funding recipients which defined limited English proficiency as “a limited ability to read, write, speak, or understand English.” According to the U.S. Census, a person is considered to have limited English proficiency if they “speak English less than ‘very well’.” In 2012, the Department of Transportation released Circular 4702.1B to provide specific guidance on how recipients can comply with Title VI requirements. This guidance contains a four-factor analysis which provides recipients with information that should be used to ensure equal access for LEP populations to all the recipient’s programs and activities. This analysis requires recipients to examine the needs of LEP populations, and to determine whether it is necessary to provide additional language services to improve their level of access. The four-factor analysis in this document is taken from guidance provided by the Department of Transportation, and it is used to ensure that information on VTA’s customers who are LEP has been validated amongst several data sources. It further establishes that the needs and concerns of individuals who are LEP and use VTA are considered in future projects to maintain and improve their access to services.

VTA has created a Language Access Plan (LAP) as it is committed to maintaining strict compliance with Title VI. The following update was conducted to reexamine the language needs within VTA’s service area since the previous LAP was released in 2020. The information provided in this plan update includes what languages are currently spoken most frequently in VTA’s service area, which VTA services are utilized most often, how VTA customers get information about public transportation, and if customers experience any barriers to accessing VTA services. VTA’s LAP is used in conjunction with the Public Participation Plan as guidance on how to communicate most effectively with its customers, assist VTA staff in conducting outreach to individuals who are LEP, and soliciting feedback from the community on a continual basis.

VTA’s community outreach efforts as part of this update included the administration of a survey that was designed to show trends within the community, and to identify any

potential difficulties faced by LEP populations relating to VTA's services, programs, or activities. The survey was translated into 18 languages other than English and was administered in a variety of settings. The survey examined what languages are frequent, the level of English-speaking ability, and if customers experience any language barriers to accessing VTA services.

While the results of the survey administered to LEP individuals have limited validity due to the small number of responses (75 in total), there are some noteworthy trends: A quarter of all respondents experience language barriers when buying tickets and when using VTA services. Over one third of all respondents report language barriers when attempting to retrieve information about VTA services, programs, and projects. One fifth of LEP survey takers experience language barriers when attending public meetings. Over one third of the LEP individuals describe their ability to speak English as "not very well" or "not at all"; 30 percent their ability to understand English as "not very well" or "not at all". Fifty-five percent are aware of language services offered through the Customer Services hotline and when requesting language assistance for public meetings. Survey takers were asked about their transportation preferences: 84 percent use VTA buses and 35 percent VTA Light Rail. Seventy-nine percent find bus services and 67 percent Light Rail services very important. Forty-eight percent are between 18 and 44 years old and 17 percent are over the age of 65 years. Forty-one percent are Hispanic or Latino and 25 percent are Asian. Sixty-four percent earn less than \$75,000, with almost one third of respondents earning less than \$25,000. Asked about preferences in receiving and seeking information, 75 percent reported using VTA websites often or sometimes, and 43 percent use Google's search engine often. Almost 30 percent call VTA's customer service hotline from time to time and almost one fifth receives community updates through their respective community centers. Only 13 percent read the newspaper or listen to the radio daily, whereas 32 percent often check on Facebook or LinkedIn for updates. 16 percent get their information from traditional news outlets such as TV, newspaper, and radio, but social media is catching up: 10 percent use social media daily as news outlet and another 14 percent use these channels often. This means VTA will continue to make use of various channels (VTA websites and emails, traditional news outlets, and social media marketing) to reach a wide audience in diverse languages and provide opportunities for the public to give feedback or ask questions in their native voices.

In addition to the information provided through the survey, this update also incorporates the most recently available American Community Survey data (U.S. Census data) dated 2016–2020, and data from language line services utilized by VTA's customer service call center. This information will continue to be utilized by VTA to ensure that all members of the community have meaningful access to its services, regardless of their level of English proficiency.

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Foreword – Present pandemic

The pandemic that began in 2020 disrupted vital activities for residents of Santa Clara County, including for VTA riders. As a result, the inequities that were longstanding in healthcare, housing, economic stability, and transportation were brought into focus.

Even accounting for the federal, state, and local interventions that aimed to maintain social distancing, residents still needed to travel for essential means; work, preventative health appointments, to care for a loved one. All of this happened even as the environment around riders remained uncertain.

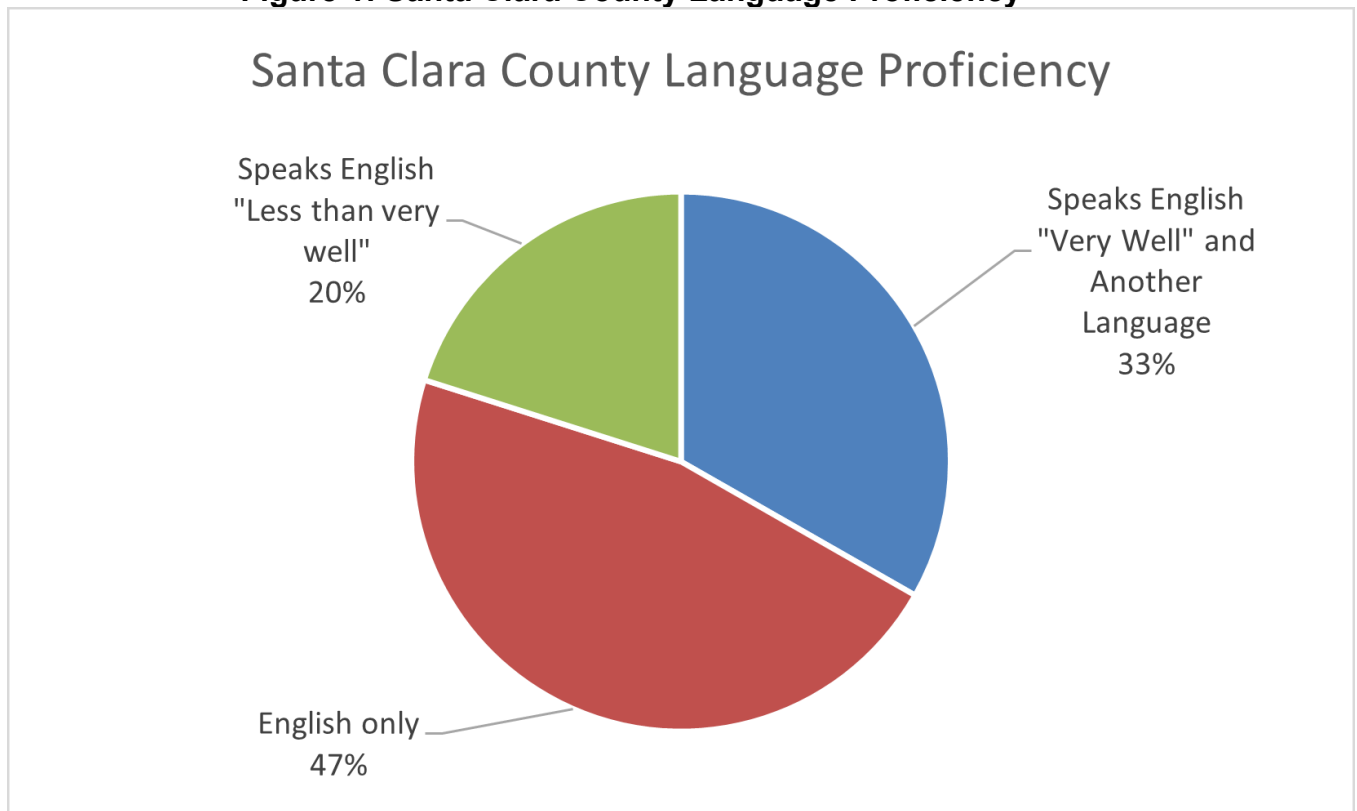
Between April 2021 and June 2022, more than 200 members of the community were transported to their COVID vaccine appointments through VTA's paratransit service. Most were referred through community-based organizations that Santa Clara County reached through a weekly vaccine stakeholder meeting with more than 100 organizations representing the Latinx, LGBTQIA+, small business, and labor community. In this same vein, VTA continues to seek ways to ensure access that is meaningful to the public.

Introduction

VTA is an independent special district that provides sustainable, accessible, community-focused transportation options that are innovative, environmentally responsible, and promote the vitality of the region. VTA provides bus, light rail and paratransit operations; congestion management; highway improvement projects, and countywide transportation planning. The agency provides these services throughout Santa Clara County and surrounding areas, including the cities of Campbell, Cupertino, Gilroy, Los Altos, Los Altos Hills, Los Gatos, Milpitas, Monte Sereno, Morgan Hill, Mountain View, Palo Alto, San Jose, Santa Clara, Saratoga and Sunnyvale.

According to the 2016–2020 American Community Survey (ACS) data used in this Language Access Plan, completed in accordance with the Federal Title VI Circular (FTA C 4702.1B), the amount of VTA's service population comprised of people who are Limited English Proficient (LEP) is 20 percent of the overall population of Santa Clara County (see Figure 1). In 2022, 354,229 out of all 1,816,606 people that live in Santa Clara County are individuals who are LEP. This indicates a significant LEP population in the region, considering the percentage of LEP individuals in California overall is 17.4 percent and for the U.S. overall, it is 8.2 percent.

Figure 1: Santa Clara County Language Proficiency



Source: US Census Bureau, 2016-2020 American Community Survey 5-Year Estimates

Title VI Organizational Commitment

VTA is committed to ensuring its regulatory requirements under Title VI are met. The organization is structured such that oversight and management of regulatory compliance, policy development, training, reporting, and monitoring of all anti-discrimination policies as it relates to Title VI and limited English proficiency are centralized in one department: the Office of Civil Rights, under the Office of the General Manager.

With respect to Title VI, VTA will:

- Ensure that the level and quality of transportation service is provided without regard to race, color, or national origin.
- Identify and address, as appropriate, disproportionately high and adverse human health and environmental effects, including social and economic effects of programs and activities on communities who have been marginalized, and those who earn a low income.
- Promote full and fair participation of all affected populations in transportation decision-making.
- Prevent the denial, reduction, or delay in benefits related to programs and activities that benefit marginalized populations or low-income populations.

- Ensure meaningful access to programs and activities by individuals who have limited English proficiency.

Authority and Guidance

Title VI of the Civil Rights Act of 1964, 42 U.S.C. §§ 2000d, et seq. provides that no person shall “on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.”

Executive Order 13166 was issued on August 11, 2000: “Improving Access to Services for Persons with Limited English Proficiency.” Under that order, funding recipients are forbidden from “restrict[ing] an individual in any way in the enjoyment of any advantage or privilege enjoyed by others receiving any service, financial aid, or other benefit under the program” or from “utilize[ing] criteria or methods of administration which have the effect of subjecting individuals to discrimination because of their race, color, or national origin, or have the effect of defeating or substantially impairing accomplishment of the objectives of the program with respect to individuals of a particular race, color, or national origin.” According to the Federal Transit Administration’s (FTA) brochure on limited English proficiency, “different treatment based on a person’s inability to speak, read, write, or understand English may be a type of national origin discrimination.”

Circular 4702.1B explains the administrative and reporting requirements for recipients and sub recipients of FTA financial assistance to comply with Title VI and its executive orders on limited English proficiency and environmental justice. Chapter V of the Circular “provides program specific guidance for recipients that provide service to geographic areas with a population of 200,000 people or greater under 49 U.S.C. § 5307.”

The FTA’s publication “Implementing the Department of Transportation’s Policy Guidance Concerning Recipients’ Responsibilities to Limited English Proficient (LEP) Persons: A Handbook for Public Transportation Providers,” provides technical guidance to assist public transportation providers with implementing “DOT LEP Guidance, Federal Register, vol. 70, no. 239, pp. 74087-74100, December 14, 2005.”

VTA’s Language Access Plan details the four-factor analysis and implementation plan completed to comply with requirements of Department of Transportation (DOT) LEP guidance.

Furthermore, Circular 4703.1, which was approved on August 15, 2012, provides updated guidance on including environmental justice principles into plans, projects, and activities for recipients of FTA financial assistance. Although the purpose and requirements of Title VI and environmental justice are different, depending on the circumstances, they are often both required and complimentary focuses of plans, projects, and activities. Environmental justice requires that recipients of FTA financial assistance, “avoid, minimize, or mitigate disproportionately high and adverse human health and environmental effects, including social and economic effects, on minority

populations and low-income populations.”

Four-Factor Analysis

VTA’s Language Access Plan update reflects information and input received as of August 12, 2022. This information was obtained through community outreach in the form of a survey to include feedback from individuals who use VTA services, the most up-to-date American Community Survey data (U.S. Census data) dated 2016 to 2020, and data from language line services utilized by VTA’s customer service call center. The survey results help VTA incorporate viewpoints of people who have limited English proficiency (LEP) in VTA’s service area within Santa Clara County.

VTA seeks input from language groups meeting FTA’s Safe Harbor Provision. This provision indicates that transit agencies translate vital documents into languages spoken by LEP populations represented by 5 percent or 1,000 individuals, whichever is less, of a transit agency’s overall service population. Vital documents may include documents such as written notices of rights, consent and complaint forms, and intake and application forms. VTA has created a Vital Documents Plan that outlines how it prioritizes translations.

Because of the large size of Santa Clara County’s population, (1,816,606 people according to 2016 – 2020 American Community Survey data), there are 18 languages that meet this Safe Harbor criteria for Santa Clara County, further reflecting the great diversity within VTA’s service area. The languages that fit these criteria are listed below:

1. Spanish
2. Vietnamese
3. Chinese
4. Korean
5. Tagalog
6. Punjabi
7. Hindi
8. Russian
9. Telugu
10. Tamil
11. Arabic
12. Farsi
13. Japanese
14. Khmer (Cambodian)
15. Portuguese
16. Somalian
17. Tigrinya
18. Amharic

This Language Access Plan promotes and guides VTA’s continuous LEP outreach efforts. VTA will continue to meet with LEP organizations to engage with community

members and update the LAP as we obtain feedback.

VTA has conducted and continues to conduct the following analysis using the four factors identified in the Department of Transportation LEP Guidance:

- Factor 1:** Identifying the number and proportion of persons who are LEP that are served or encountered in the eligible service population
- Factor 2:** Determining the frequency with which individuals who are LEP come into contact with VTA's programs, activities, and services
- Factor 3:** Gauging the importance of VTA's programs, activities, and services to persons who are LEP
- Factor 4:** Assessing the current resources available and the costs to provide language assistance

Identification of Individuals who are LEP

For the first step of the four-factor needs assessment, the individuals who would be considered LEP are defined as those persons who reported to the U.S. Census Bureau that they "Speak English less than 'very well'."

According to the 2016 – 2020 American Community Survey data used in this document, completed in accordance with the Federal Title VI Circular (FTA C 4702.1B), 20 percent of VTA's service population is LEP.

After looking at VTA specific data, the 2017 On-Board Passenger Survey showed that the typical VTA passenger is a minority youth from a low-income household: More than half of VTA passengers (41.5 percent) have a household income of less than \$40,000. The largest percentage of VTA passengers is from the 18- to 34-year-old group (53.8 percent). Forty-three percent speak another language than English at home. Of those, 81.3 percent said that they speak English "well" or "very well."

Factor 1: The Number and Proportion of Persons who are LEP that are Served or Encountered in the Eligible Service Populations

Task 1, Step 1: Prior experiences with individuals who are LEP

This step involves reviewing the relevant benefits, services, and information provided by VTA and determining the extent to which individuals who are LEP have come into contact with these functions.

Call Center Data

This information has been collected for the period between March 2020 and June 2022 through phone record data from language line, a service available through VTA's call center that provides interpreters in the safe harbor languages of VTA's service area. This data is significant because it shows which languages VTA staff encounters the most through its call center, and in turn, likely reflects the languages most present in our service area. By having this information, we can tailor our services in a way that meets the needs of our diverse community.

Table 1: Language Line Data – 2020

	Language	Number of Calls (percent)	Percent of Minutes	Average Length (Minutes)
1	Spanish	70.2	62.0	7.2
2	Vietnamese	11.7	11.5	8.0
3	Mandarin	10.1	15.2	12.3
4	Cantonese	2.0	3.8	15.1
5	Russian	1.8	2.8	12.3
6	Farsi	1.4	0.2	9.3
7	Korean	0.7	0.3	9.4
8	Malayalam	0.7	0.3	11.4
9	Hindi	0.3	0.0	9.3
10	Tagalog	0.2	0.1	12.5
11	Punjabi	0.1	0.1	18.0
12	Thai	0.1	0.0	3.0
13	Tigrigna	0.1	0.8	7.0
14	Burmese	0.1	0.1	7.0

Source: VTA Language Line Data, March 2020 to December 2020

As reflected in Table 1, between March 2020 and December 2020, customers who spoke 14 different languages requested assistance through VTA's call center. Spanish speaking callers represented 70.2 percent of those who requested assistance. Vietnamese speakers represented 11.7 percent of all calls, Mandarin speakers represented 10.1 percent of all calls, and Cantonese speakers represented 2.0 percent of all calls. The remaining 10 languages amounted to 5.5 percent of all language line calls collectively.

Table 2: Language Line Data – 2021

	Language	Number of Calls (percent)	Percent of Minutes	Average Length (Minutes)
1	Spanish	63.6	57.0	7.7
2	Vietnamese	11.2	11.7	9.0
3	Mandarin	17.5	19.5	9.6
4	Tagalog	0.5	0.3	6.4
5	Cantonese	1.5	3.1	18.6
6	Farsi	1.5	2.0	11.8
7	Amharic	0.5	0.7	12.4
8	Arabic	0.3	0.5	14.3
9	Burmese	0.1	0.2	17.0
10	Croatian	0.1	0.0	3.0
11	Hindi	0.5	0.6	11.4
12	Khmer	0.1	0.2	19.0
13	Korean	0.6	1.1	15.1
14	Punjabi	0.8	1.4	14.3
15	Russian	1.0	1.1	9.5
16	Tamil	0.1	0.0	4.0
17	Tigrigna	0.2	0.3	12.5
18	Toishane	0.1	0.1	12.0
19	Tongan	0.1	0.1	13.0

Source: VTA Language Line Data, Calendar Year 2021

As reflected in Table 2, during calendar year 2021, customers who spoke 19 different languages requested assistance. Roughly 63.6 percent of all callers who requested assistance spoke Spanish. Mandarin speakers represented 17.5 percent of all calls, Vietnamese speakers approximately 11.2 percent, and Cantonese speakers represented 1.5 percent of all calls. The remaining 17 languages represented 6.1 percent of all language line calls collectively.

Finally, in Table 3 between January 2022 and June 2022, customers who spoke 14 different languages requested assistance. 60.3 percent of all callers who requested assistance spoke Spanish. Vietnamese speakers represented 15.9 percent of all calls, Mandarin speakers represented 12.3 percent of all calls, and Cantonese speakers represented 3.7 percent of all calls. The remaining 10 languages represented approximately 7 percent of all language line calls collectively.

Table 3: Language Line Data – 2022

	Language	Number of Calls (percent)	Percent of Minutes	Average Length (Minutes)
1	Spanish	60.3	52.0	7.9
2	Vietnamese	15.9	14.4	8.3
3	Mandarin	12.3	12.9	9.6
4	Cantonese	3.7	11.3	27.9
5	Russian	2.3	2.6	10.1
6	Farsi	2.0	2.6	12.2
7	Korean	1.2	0.9	7.2
8	Malayalam	0.6	1.3	20.0
9	Hindi	0.6	0.6	9.7
10	Tagalog	0.4	0.6	14.0
11	Punjabi	0.2	0.1	6.0
12	Thai	0.2	0.1	7.0
13	Tigrigna	0.2	0.4	21.0
14	Burmese	0.2	0.2	9.0

Source: VTA Language Line Data, January 2022 to June 2022

The top three languages routed to the Language Line Service—Spanish, Vietnamese, and Mandarin Chinese—remained consistent throughout 2020, 2021, and 2022. Translation in Croatian was only requested in 2021. The differences in data between 2020, 2021, and 2022 can be explained by the fact that when compared, languages other than the top five comprise less than 7 percent of all calls that were routed to the Language Line. Because of this, the sample size is small. As such, the variability is likely to be high.

Task 1, Step 2: Data from the U.S. Census Bureau

The Federal Transit Administration (FTA) identifies data collected by the US Census Bureau as a primary data source. Their American Community Survey (ACS), conducted annually, uses smaller samples than the decennial census, which makes the data less representative but affords more current estimates. For this assessment, the one-year estimate from 2019 for geographic units called Public Use Microdata Areas (PUMA) was used to analyze population estimates of LEP individual populations in Santa Clara County, which comprises most of VTA’s service area. The census data used throughout this document is 2016–2020 American Community Survey (ACS). This data is available online at <https://data.census.gov/cedsci/>. The ACS data collection operations were significantly impacted during the COVID-19 pandemic which prevented data collection from certain segments of the population, making data less representative of the U.S. population. Therefore, the release of 5-year estimates is delayed in order to refine Census methodology reducing the impact of the nonresponse bias on the estimates and to ensure the methodology performed appropriately at various levels of geography^(OBJ). Data obtained from the 2016–2020 ACS for individuals over five years of age is the most current census data which indicates the languages spoken in VTA’s service area. The top five non-English languages spoken in Santa Clara County households are shown in Table 4 below. It is important to note, however, that the data reflected in this

table includes people who are proficient in English, not just individuals who have limited English proficiency (LEP).

Table 4: Top Five Non-English Languages Spoken in Santa Clara County

	Language	Estimate # of LEP Speakers	Percent of Total Population
1	Spanish	118,954	6.57%
2	Chinese (Mandarin & Cantonese)	78,198	4.32%
3	Vietnamese	75,218	4.15%
4	Tagalog	19,062	1.05%
5	Korean	10,719	0.59%

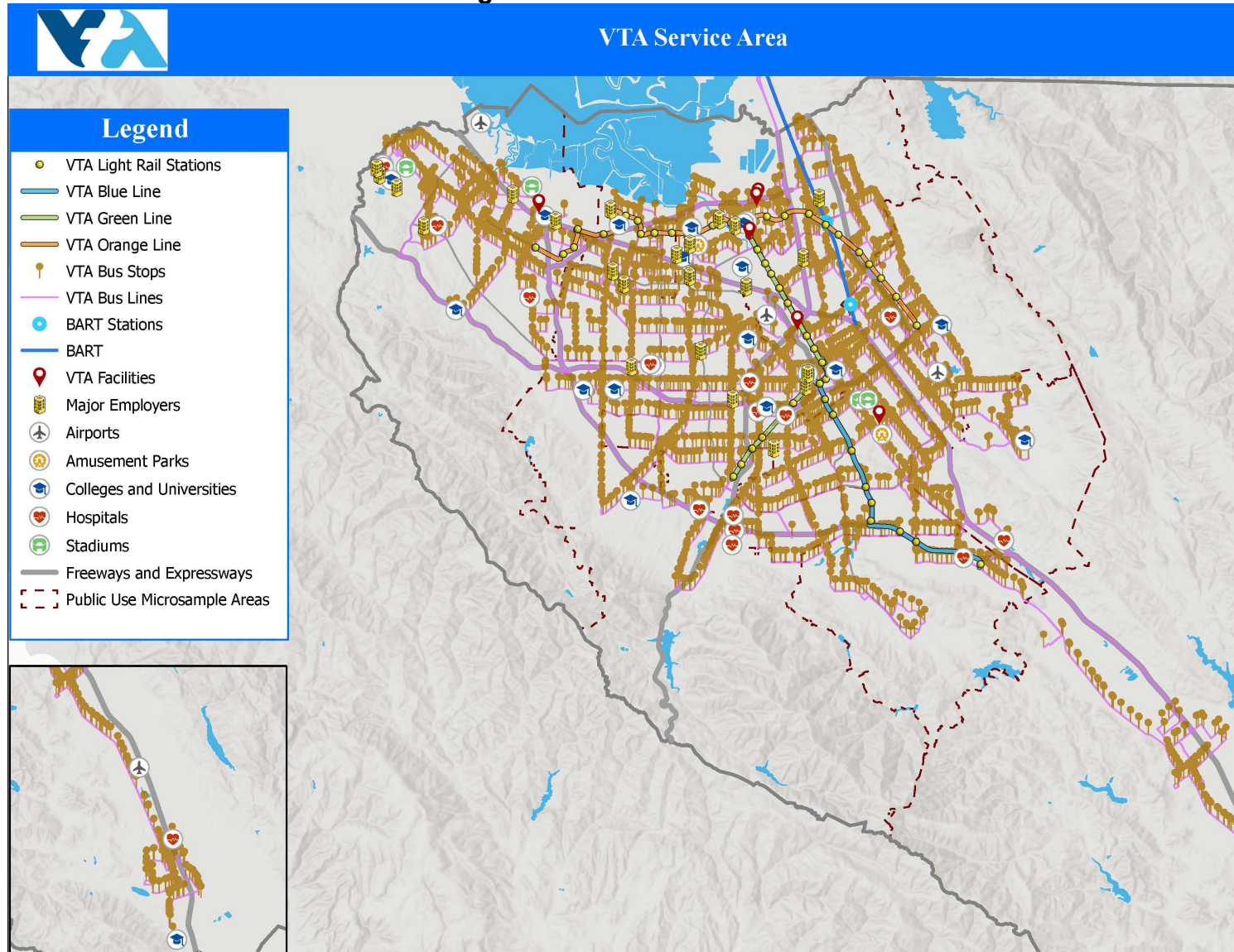
Source: US Census Bureau, 2016-2020 American Community Survey, 5-Year Estimates (Language Category: Persons over the age of 5 years who speak English “less than very well”)

The data shown in Table 4 has the same top five languages represented by the top five LEP groups in Santa Clara County, as noted by 2016 – 2020 ACS data.

Task 1, Step 2A: Geographic boundaries of the VTA service area

The following map (Figure 2) shows the public use microsample areas (PUMAs) and major life activity centers for the service area VTA encompasses. VTA’s primary service area is Santa Clara County.

Figure 2: VTA Service Area



Task 1, Step 2B: Obtain Census data on the LEP population in your service area

This step involves using the Census Bureau Data to obtain information showing the population that is Limited English Proficient (LEP) in VTA's service area. Individuals who are considered LEP are those who "Speak English less than 'very well'." Although call center data had variations from the previous years' data, the data below shows fairly consistent data compared to 2010-2014 American Community Survey (ACS) data analyzed in the previous LAP submission. This can probably be explained by the fact that ACS data is collected for considerably more people than VTA's call center can reflect.

Table 5: Population of Individuals who are LEP in VTA Service Area
(Language Spoken at Home by Ability to Speak English for the Population 5 Years and Over)

Language	Estimated number of persons	Margin of Error	Percent of Total Population
Total:	1,816,606	±390	100.00%
Speak only English	830,761	±17,538	45.73%
Spanish:	319,936	±10,443	17.61%
Speak English "very well"	205,177	±9,370	11.29%
Speak English less than "very well"	114,759	±6,193	6.32%
French (incl. Cajun):	9,368	±2,901	0.52%
Speak English "very well"	8,552	±2,783	0.47%
Speak English less than "very well"	816	±426	0.04%
Haitian:	230	±217	0.01%
Speak English "very well"	40	±65	0.00%
Speak English less than "very well"	190	±189	0.01%
Italian:	3,424	±1,067	0.19%
Speak English "very well"	2,733	±896	0.15%
Speak English less than "very well"	691	±428	0.04%
Portuguese:	9,129	±2,380	0.50%
Speak English "very well"	7,047	±2,125	0.39%
Speak English less than "very well"	2,082	±695	0.11%
German:	10,210	±3,057	0.56%
Speak English "very well"	8,917	±2,639	0.49%
Speak English less than "very well"	1,293	±624	0.07%
Yiddish, Pennsylvania Dutch or other West Germanic languages:	1,603	±754	0.09%
Speak English "very well"	1,179	±609	0.06%
Speak English less than "very well"	424	±386	0.02%
Greek:	2,380	±1,503	0.13%
Speak English "very well"	1,865	±1,447	0.10%
Speak English less than "very well"	515	±366	0.03%

Russian:	17,197	±3,094	0.95%
Speak English "very well"	10,640	±2,039	0.59%
Speak English less than "very well"	6,557	±1,744	0.36%
Polish:	1,536	±695	0.08%
Speak English "very well"	1,110	±558	0.06%
Speak English less than "very well"	426	±394	0.02%
Serbo-Croatian:	4,523	±2,777	0.25%
Speak English "very well"	3,719	±2,425	0.20%
Speak English less than "very well"	804	±551	0.04%
Ukrainian or other Slavic languages:	1,209	±757	0.07%
Speak English "very well"	881	±598	0.05%
Speak English less than "very well"	328	±269	0.02%
Armenian:	1,172	±864	0.06%
Speak English "very well"	801	±562	0.04%
Speak English less than "very well"	371	±396	0.02%
Persian (incl. Farsi, Dari):	16,140	±3,716	0.89%
Speak English "very well"	9,976	±2,324	0.55%
Speak English less than "very well"	6,164	±1,861	0.34%
Gujarati:	10,195	±2,514	0.56%
Speak English "very well"	8,605	±2,223	0.47%
Speak English less than "very well"	1,590	±713	0.09%
Hindi:	40,563	±3,851	2.23%
Speak English "very well"	35,015	±3,698	1.93%
Speak English less than "very well"	5,548	±1,263	0.31%
Urdu:	5,570	±2,171	0.31%
Speak English "very well"	4,771	±1,821	0.26%
Speak English less than "very well"	799	±790	0.04%
Punjabi:	13,782	±4,360	0.76%
Speak English "very well"	9,520	±3,413	0.52%
Speak English less than "very well"	4,262	±1,403	0.23%
Bengali:	4,054	±1,576	0.22%
Speak English "very well"	3,359	±1,288	0.18%
Speak English less than "very well"	695	±560	0.04%
Nepali, Marathi, or other Indic languages:	13,498	±2,704	0.74%
Speak English "very well"	11,552	±2,212	0.64%
Speak English less than "very well"	1,946	±1,025	0.11%
Other Indo-European languages:	4,209	±1,304	0.23%
Speak English "very well"	3,735	±1,225	0.21%
Speak English less than "very well"	474	±363	0.03%
Telugu:	17,372	±3,728	0.96%

Speak English "very well"	16,391	±3,681	0.90%
Speak English less than "very well"	981	±455	0.05%
Tamil:	19,560	±3,322	1.08%
Speak English "very well"	18,297	±3,179	1.01%
Speak English less than "very well"	1,263	±620	0.07%
Malayalam, Kannada, or other Dravidian languages:	12,816	±2,873	0.71%
Speak English "very well"	11,963	±2,640	0.66%
Speak English less than "very well"	853	±587	0.05%
Chinese (incl. Mandarin, Cantonese):	176,552	±9,274	9.72%
Speak English "very well"	99,698	±6,442	5.49%
Speak English less than "very well"	76,854	±5,576	4.23%
Japanese:	10,858	±2,265	0.60%
Speak English "very well"	6,414	±1,507	0.35%
Speak English less than "very well"	4,444	±1,265	0.24%
Korean:	24,171	±4,261	1.33%
Speak English "very well"	12,916	±2,917	0.71%
Speak English less than "very well"	11,255	±2,381	0.62%
Hmong:	567	±382	0.03%
Speak English "very well"	492	±348	0.03%
Speak English less than "very well"	75	±130	0.00%
Vietnamese:	122,296	±10,483	6.73%
Speak English "very well"	50,568	±5,945	2.78%
Speak English less than "very well"	71,728	±6,636	3.95%
Khmer:	2,235	±892	0.12%
Speak English "very well"	784	±361	0.04%
Speak English less than "very well"	1,451	±776	0.08%
Thai, Lao, or other Tai-Kadai languages:	3,273	±1,216	0.18%
Speak English "very well"	1,242	±523	0.07%
Speak English less than "very well"	2,031	±1,114	0.11%
Other languages of Asia:	7,558	±2,215	0.42%
Speak English "very well"	5,151	±1,646	0.28%
Speak English less than "very well"	2,407	±1,067	0.13%
Tagalog (incl. Filipino):	60,721	±6,985	3.34%
Speak English "very well"	39,913	±4,526	2.20%
Speak English less than "very well"	20,808	±3,927	1.15%
Ilocano, Samoan, Hawaiian, or other Austronesian languages:	11,042	±2,521	0.61%
Speak English "very well"	7,055	±1,639	0.39%
Speak English less than "very well"	3,987	±1,423	0.22%

Arabic:	6,888	±1,993	0.38%
Speak English "very well"	5,445	±1,695	0.30%
Speak English less than "very well"	1,443	±817	0.08%
Hebrew:	6,126	±1,964	0.34%
Speak English "very well"	5,531	±1,870	0.30%
Speak English less than "very well"	595	±372	0.03%
Amharic, Somali, or other Afro-Asiatic languages:	9,512	±3,134	0.52%
Speak English "very well"	6,364	±2,276	0.35%
Speak English less than "very well"	3,148	±1,446	0.17%
Yoruba, Twi, Igbo, or other languages of Western Africa:	712	±495	0.04%
Speak English "very well"	684	±494	0.04%
Speak English less than "very well"	28	±46	0.00%
Swahili or other languages of Central, Eastern, and Southern Africa:	353	±556	0.02%
Speak English "very well"	295	±466	0.02%
Speak English less than "very well"	58	±94	0.00%
Navajo:	371	±612	0.02%
Speak English "very well"	371	±612	0.02%
Speak English less than "very well"	0	±216	0.00%
Other Native languages of North America:	363	±378	0.02%
Speak English "very well"	277	±321	0.02%
Speak English less than "very well"	86	±142	0.00%
Other and unspecified languages:	2,571	±1,760	0.14%
Speak English "very well"	2,221	±1,481	0.12%

Source: US Census Bureau, 2016-2020 American Community Survey

Task 1, Step 2C: Data Analysis

Based on 2016-2020 census (ACS) data that has been collected, the languages most frequently spoken by individuals who are LEP in Santa Clara County must be determined.

According to 2016-2020 ACS data, there are 18 safe harbor languages (represented by 5 percent or 1,000 LEP individuals, whichever is less, of the overall service population) for Santa Clara County. Table 5 shows LEP populations in Santa Clara County that meet this criterion. As shown in Table 5, for VTA's service area, 985,845 persons over the age of five years (54.27 percent) do not only speak English at home, compared to 830,761 (45.73 percent) who speak English only. The following percentages are based on the total number of individuals who are LEP in Santa Clara County: Spanish (37.20 percent), Vietnamese (19.79 percent), Chinese (17.68 percent), Tagalog (5.34 percent), and Korean (3.31 percent). Although more people in VTA's service area speak Hindi, more Korean speakers are LEP.

Table 6: The Top Five Languages Spoken by LEP Individuals

2016	2020	2022
Spanish (136,084 individuals)	Spanish (114,357 individuals)	Spanish (118,954 individuals)
Vietnamese (72,377 individuals)	Chinese (76,649 individuals)	Chinese (78,198 individuals)
Chinese (64,674 individuals)	Vietnamese (72,736 individuals)	Vietnamese (75,218 individuals)
Tagalog (19,525 individuals)	Tagalog (16,833 individuals)	Tagalog (19,062 individuals)
Korean (12,108 individuals)	Korean (9,927 individuals)	Korean (10,719 individuals)

Source: U.S. Census Bureau, 2016-2020 American Community Survey 5-Year Estimates

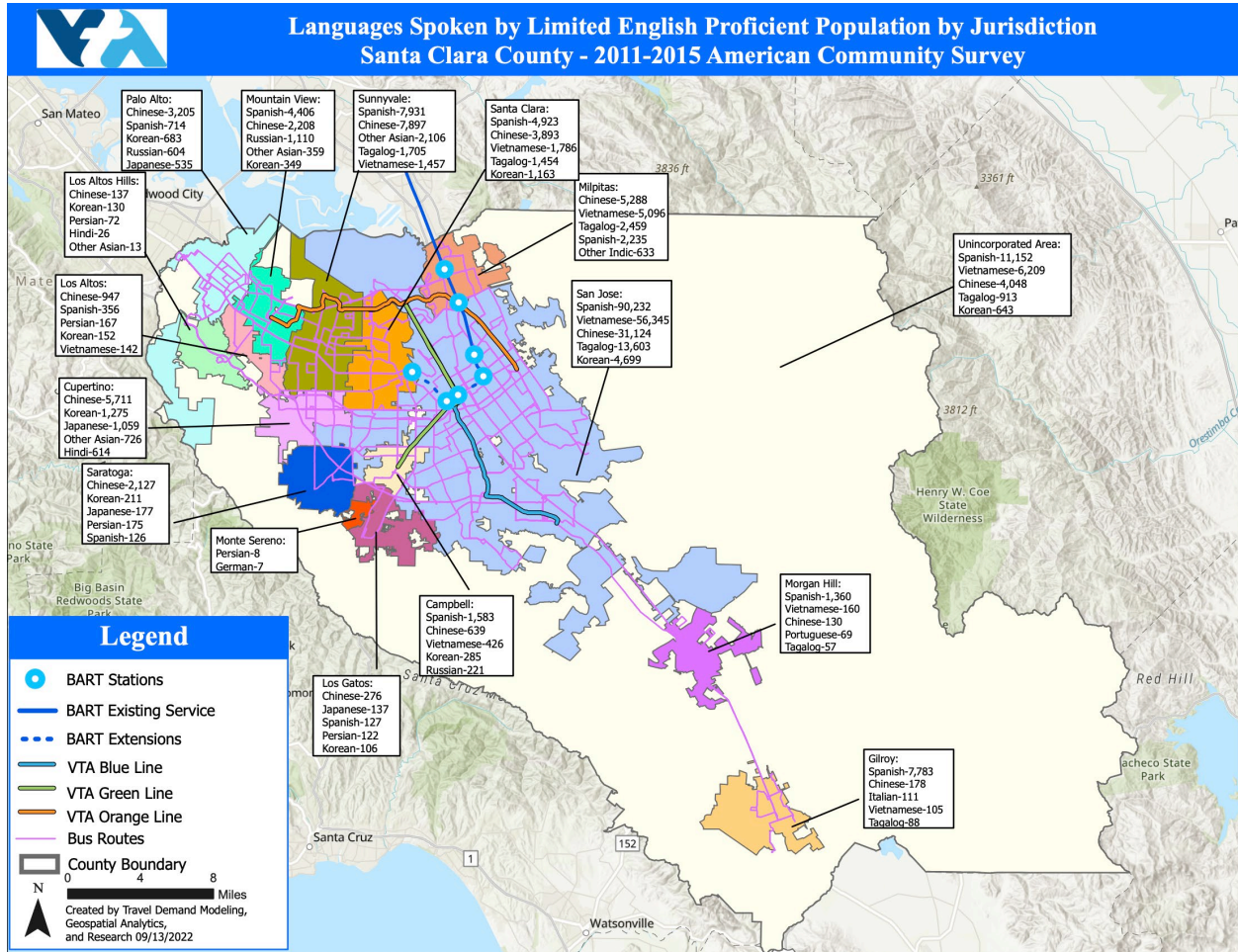
Table 6 shows the top five languages spoken by LEP individuals. In 2020, the second most spoken language by LEP individuals changed from Vietnamese to Chinese. This has remained the same as of June 2022, when the latest 5-year estimates were released. Between the last LAP submission in 2020 and this one, there were three new counties that met the 100,000-population threshold for this analysis. Even so, the data in Table 7 for California counties shows that Santa Clara County had one of the highest percentages of individuals over the age of five who speak languages other than English. Los Angeles County followed by Monterey County had the highest percentages.

Table 8 (see appendix G) includes 2016 - 2020 American Community Survey (ACS) data on the number of individuals who are limited English proficient (LEP), sorted by language, for cities with access to VTA services. This table shows the languages VTA will most likely encounter since a large portion of its customers live in these cities. This data shows that San Jose, the city with largest total population in Santa Clara County, also has the largest number of individuals who are limited English proficient. San Jose is the only city with a French-Creole and a Hungarian-speaking LEP population, and together with Mountain View the only cities with a Yiddish-speaking population. All cities combined, individuals who are LEP represent 34 languages in addition to several subcategories of languages not specified in the US Census.

Table 9 lists information on the top five languages for LEP populations of each city with available census data (2010-2014 ACS). Consistent with data for Santa Clara County overall, the top language for LEP populations in four of the seven cities listed is Spanish.

The map shown in Figure 3 gives indications how VTA should plan its outreach efforts with a particular emphasis on the different languages it may encounter in each city.

Figure 3: Languages Spoken by Limited English Proficient Population



Source: US Census Bureau, 2016-2020 American Community Survey, Table B16001: 5-year estimates based on 2015 data

Table 7: State of California (by County with Population Over 100,000)
 (Percent of Persons Over 5 Years Who Speak Non-English Languages)

Geographic Area	Percent
California	43.9%
County	
Alameda County	45.7%
Butte County	15.5%
Contra Costa County	35.3%
El Dorado County	11.7%
Fresno County	44.2%
Humboldt County	11.8%
Imperial County	75.1%
Kern County	43.9%
Kings County	41.6%
Los Angeles County	56.1%
Madera County	45.1%
Marin County	21.1%
Merced County	52.5%
Monterey County	54.7%
Napa County	34.2%
Orange County	45.2%
Placer County	15.1%
Riverside County	41.1%
Sacramento County	32.4%
San Bernardino County	41.7%
San Diego County	37.0%
San Francisco County	42.6%
San Joaquin County	40.5%
San Luis Obispo County	17.1%
San Mateo County	45.6%
Santa Barbara County	40.1%
Santa Clara County	53.4%
Santa Cruz County	32.4%
Shasta County	8.6%
Solano County	29.1%
Sonoma County	25.9%
Stanislaus County	42.6%
Tulare County	51.0%
Ventura County	37.9%
Yolo County	36.4%

Source: US Census Bureau, 2016-2020 American Community Survey 5-Year Estimates

Table 8: Top Five Languages of Populations that are LEP in Cities within Santa Clara County
(Population 5 Years and Over)

Cupertino		Milpitas		Mountain View		Palo Alto		San Jose		Santa Clara		Sunnyvale	
Pacific Island languages	20,837	Pacific Island languages	22,619	Pacific Island languages	40,321	Pacific Island languages	38,273	Pacific Island languages	405,382	Pacific Island languages	53,496	Pacific Island languages	61,031
Chinese:	5,968	Vietnamese:	5,629	Spanish or Spanish Creole:	4,748	Chinese:	3,125	Spanish or Spanish Creole:	92,657	Spanish or Spanish Creole:	4,811	Spanish or Spanish Creole:	7,908
Korean:	1,129	Chinese	5,622	Navajo:	4,748	Spanish or Spanish Creole:	769	Navajo:	92,657	Navajo:	4,811	Navajo:	7,908
Japanese:	844	Tagalog	2,670	Chinese:	2,669	Navajo:	769	Vietnamese:	60,363	Chinese:	4,080	Chinese:	7,361
Hindi:	618	Spanish or Spanish Creole:	2,245	Russian:	1,219	Korean:	683	Chinese:	32,946	Vietnamese	1,715	Other Asian languages:	2,005

Source: US Census Bureau, 2016-2020 American Community Survey, Table B16001: 5-year estimates based on 2015 data

Linguistic Isolation:

Linguistic isolation occurs when all members of a household over the age of 14 have some difficulty with English. As shown in Table 9 below, 11.3 percent of all households in Santa Clara County are linguistically isolated as of the review period. The largest group of people who are linguistically isolated speak Asian and Pacific Island languages at 27.2 percent, followed by Spanish speakers at 19.7 percent. This data helps VTA staff identify which language groups in its service area may experience linguistic isolation and thus would require the assistance of translation and interpretation services.

There is a possibility that there will be variations between this data and what is true now, eight years later. Unfortunately, this data was not available at the time of publishing. However, the Office of Civil Rights will monitor data releases as early as September 2022 when the American Community Survey releases more data to keep its analysis current.

Table 9: Linguistic Isolation in Santa Clara County

(No household member aged 14 or older speaks only English or speaks English very well)

Subject	Estimate	Margin of Error
All households	11.3%	+/-0.2
Households speaking:		
- Spanish	19.7%	+/-0.8
- Other Indo-European languages	11.0%	+/-0.8
- Asian & Pacific Island languages	27.2%	+/-0.7
- Other languages	16.0%	+/-2.1

Source: US Census Bureau, 2010-2014 American Community Survey

Task 1, Step 2D: Identification of concentrations of persons who are LEP within service area

This step involves working with VTA staff who access Geographic Information System (GIS) mapping to obtain maps that show the concentration of individuals who speak each of the top 5 non-English languages in Santa Clara County.

Santa Clara County has 15 cities. Of those cities, San Jose has the largest population and the largest concentration of persons who are LEP. Figure 4 on the next page depicts VTA's concentration areas of individuals who are LEP in proximity to light rail and bus routes. Figures 5 through 9 depict LEP populations by language, census tract, and proximity to light rail and bus routes.

Figure 10 depicts school district boundaries. In addition to data for LEP populations in the VTA service area, since VTA also enforces Environmental Justice policies in its programs and services, this document also contains maps of the VTA service area which display low-income and minority population concentrations in Figure 11 and Figure 12, respectively.

Figure 4: Service Area-Wide LEP Concentrations

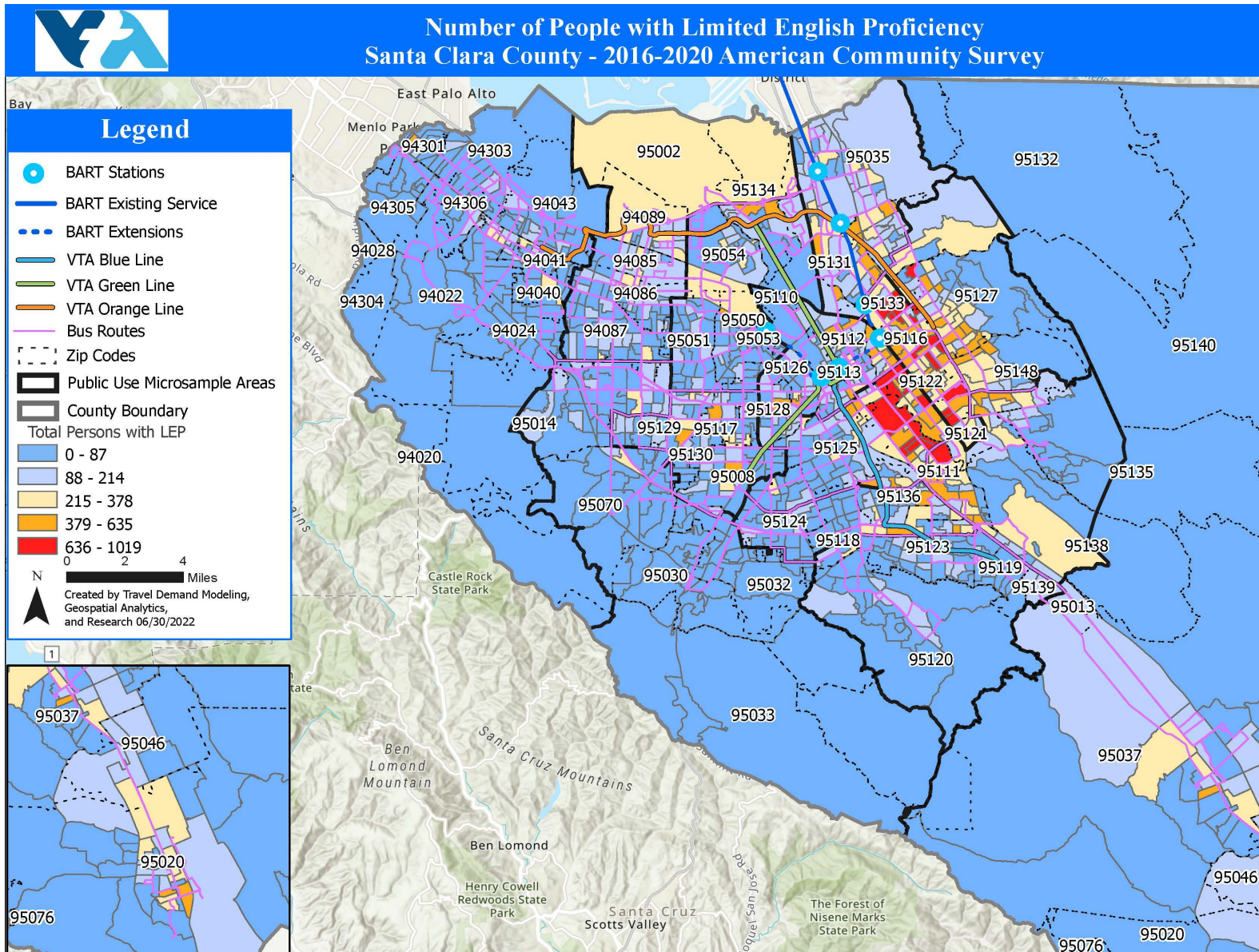


Figure 5: Number of Spanish Speaking Persons – VTA Service Area

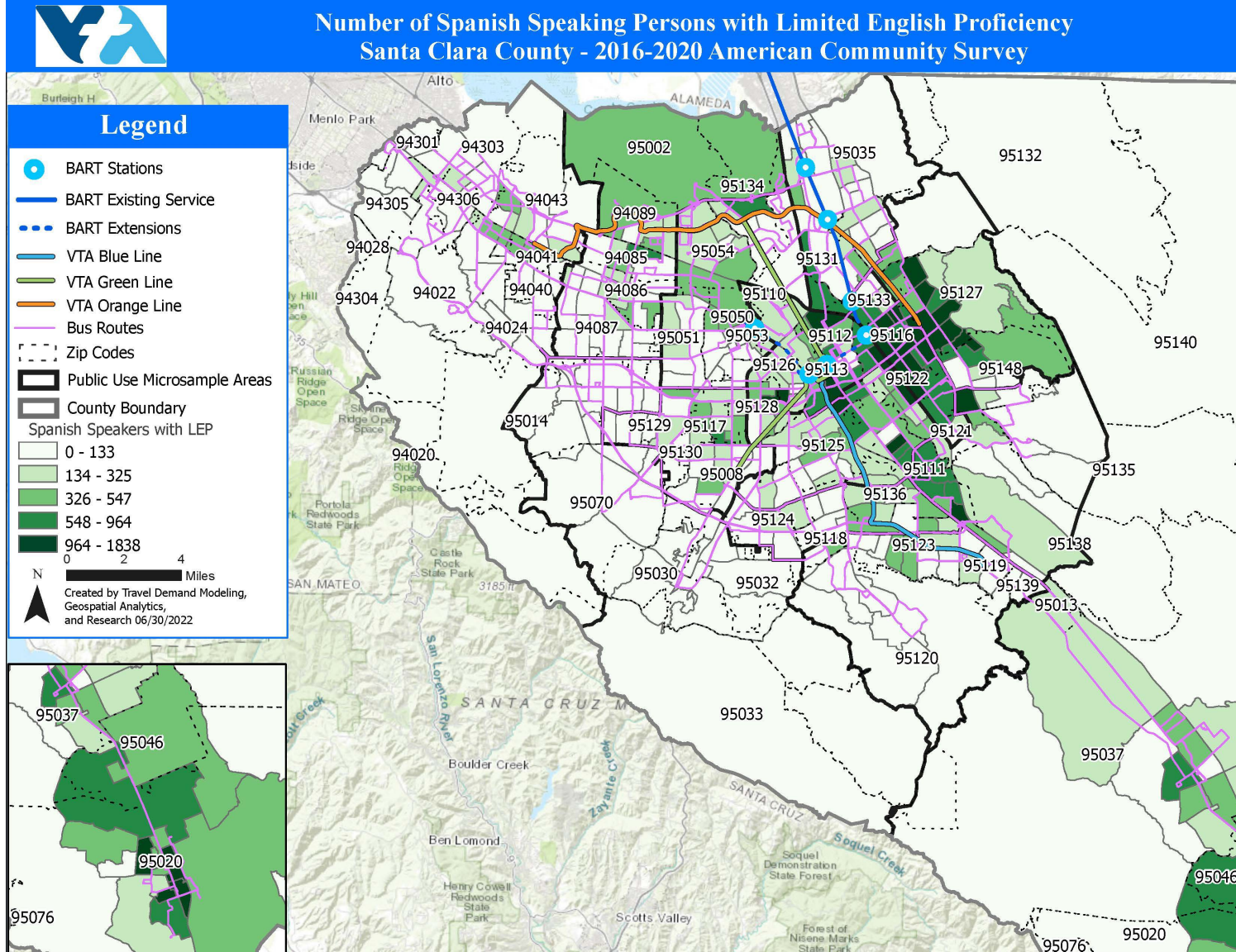


Figure 6: Number of Vietnamese Speaking Persons – VTA Service Area

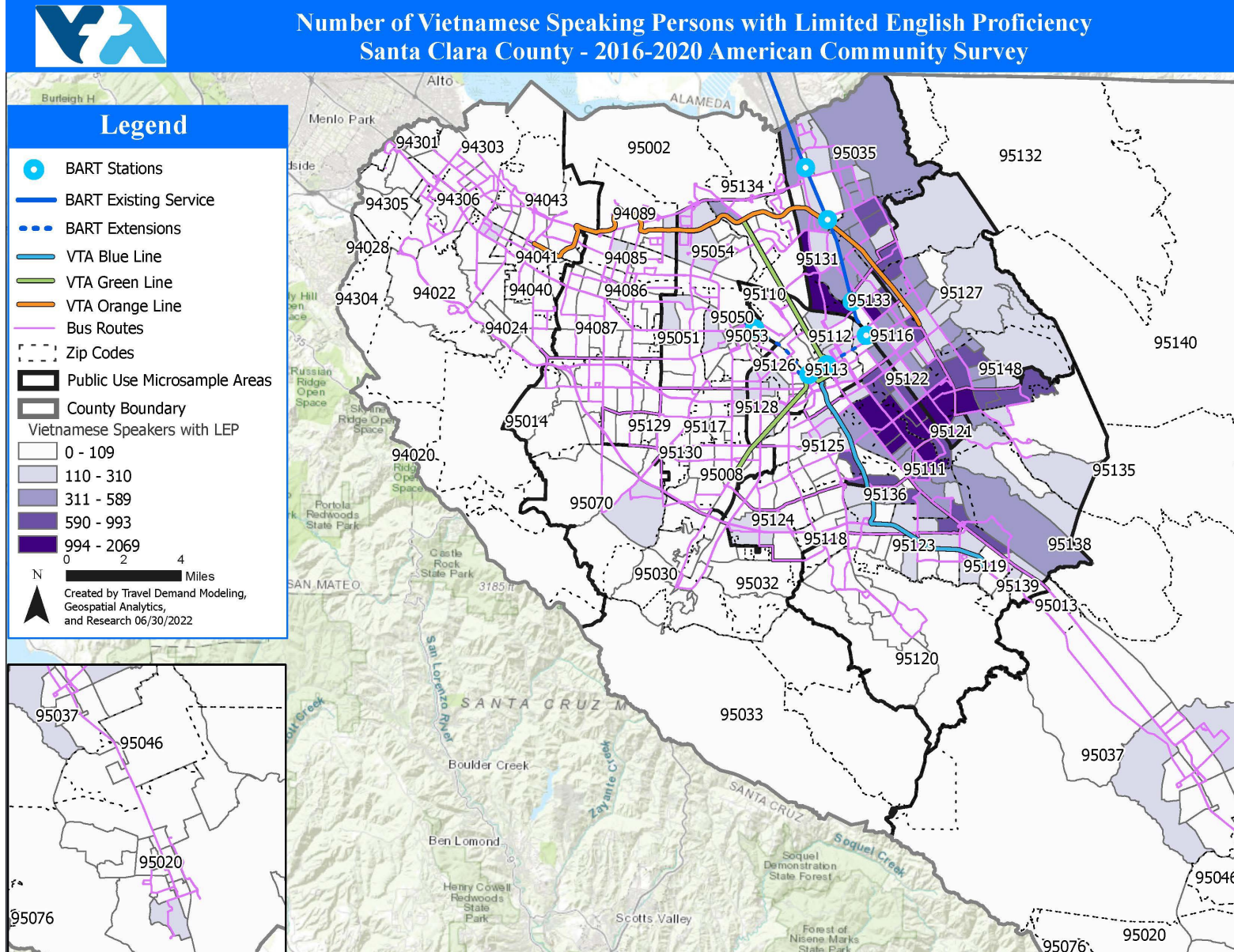


Figure 7: Number of Chinese Speaking Persons – VTA Service Area

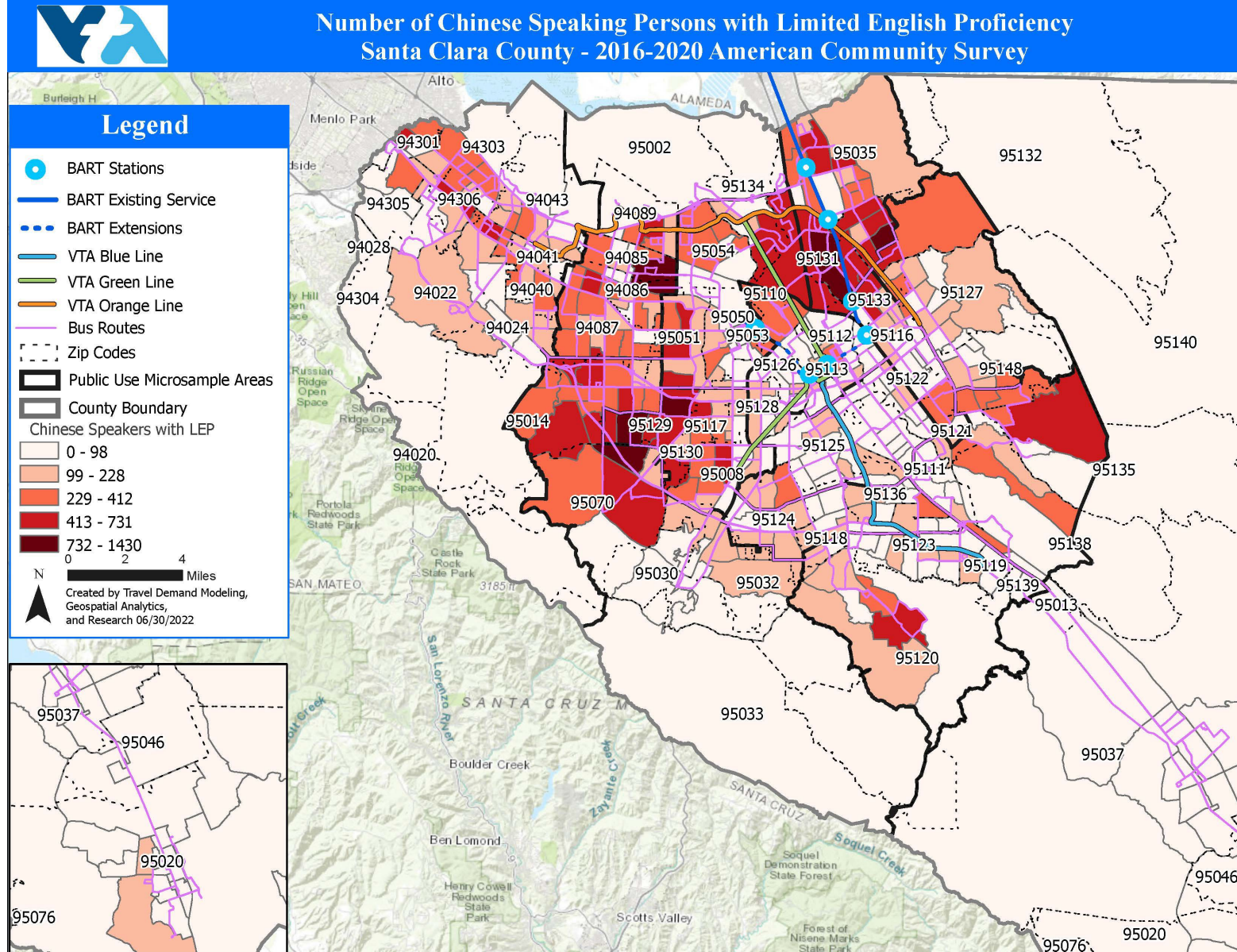


Figure 8: Number of Tagalog Speaking Persons – VTA Service Area

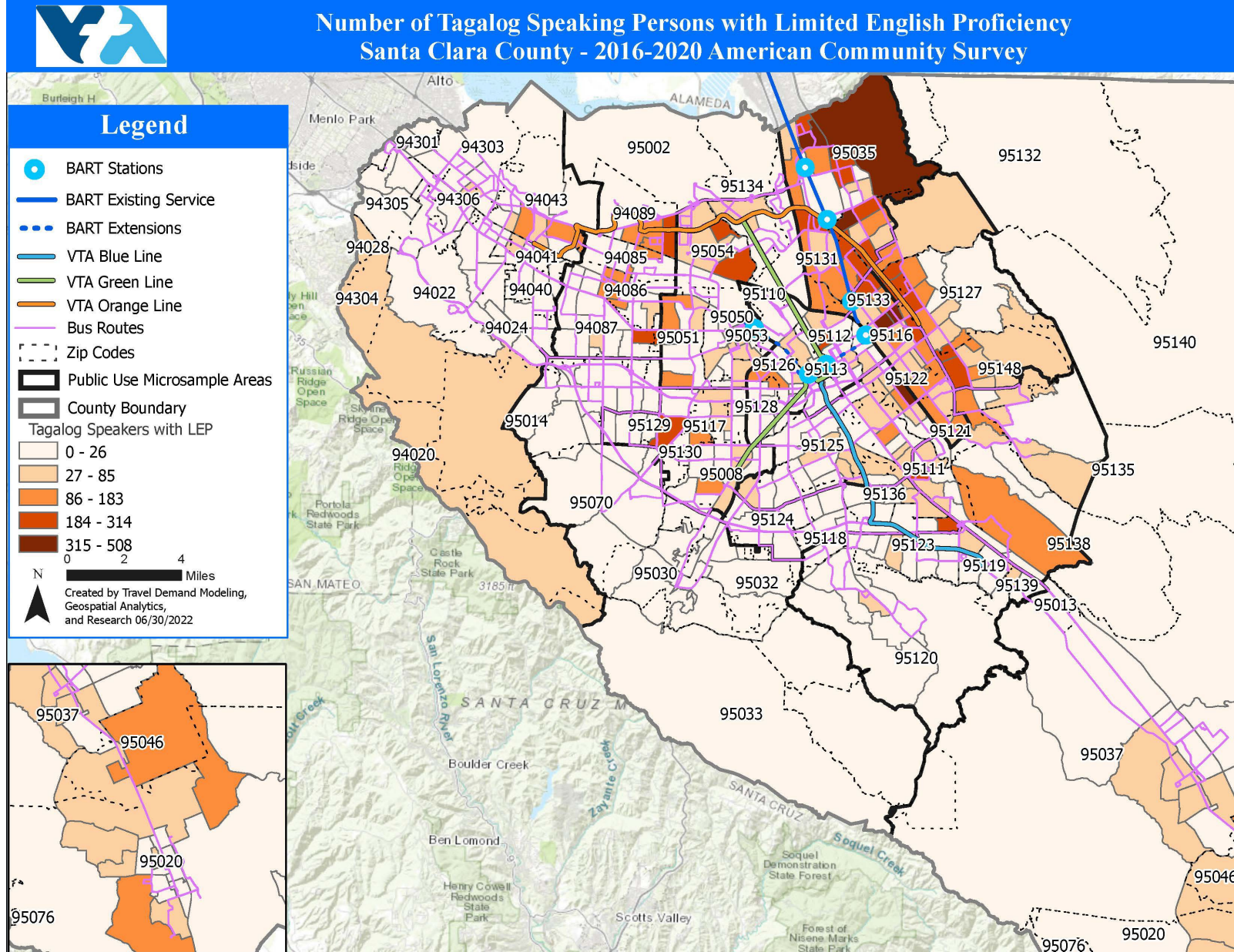


Figure 9: Number of Korean Speaking Persons – VTA Service Area

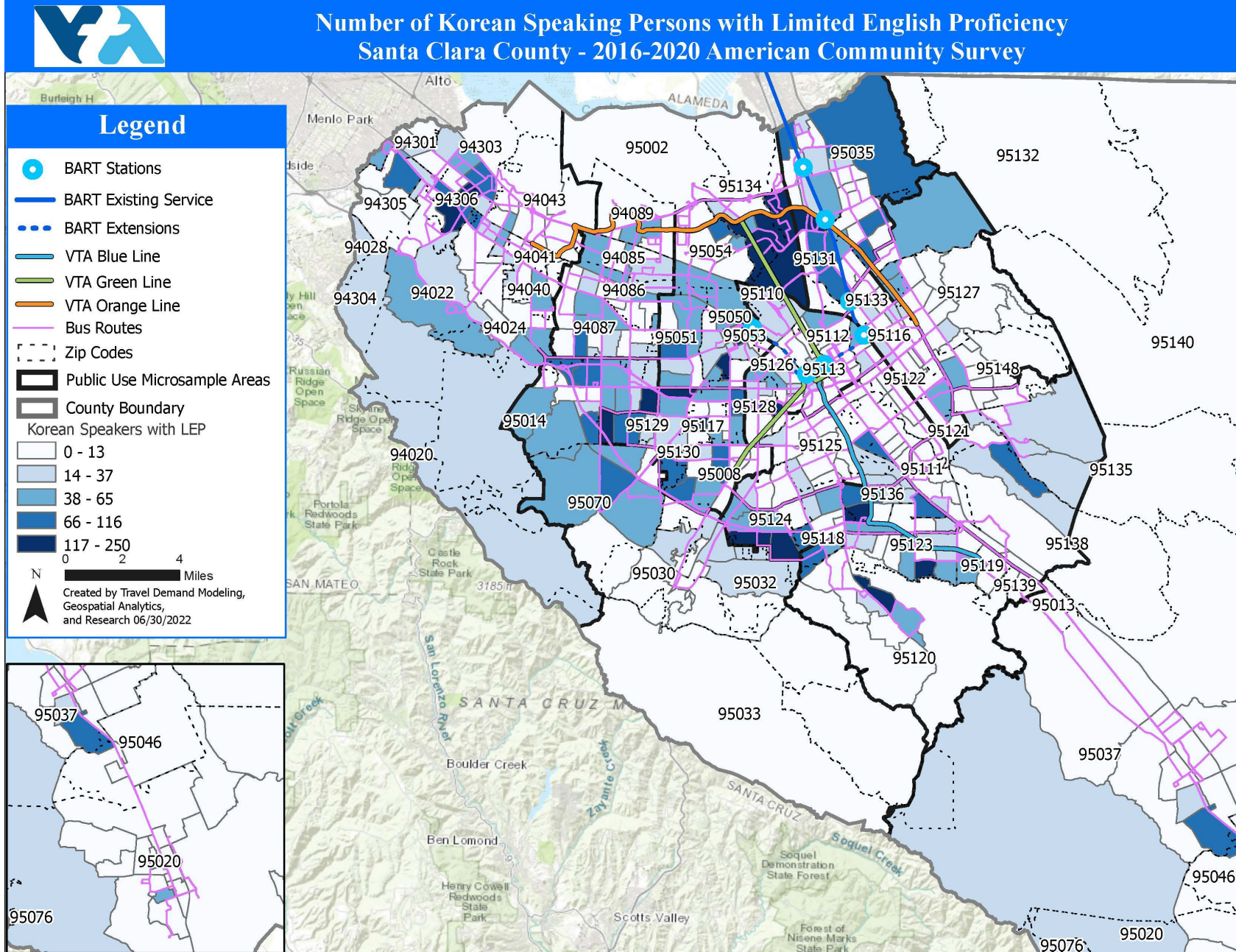


Figure 10: VTA Service Area School Districts

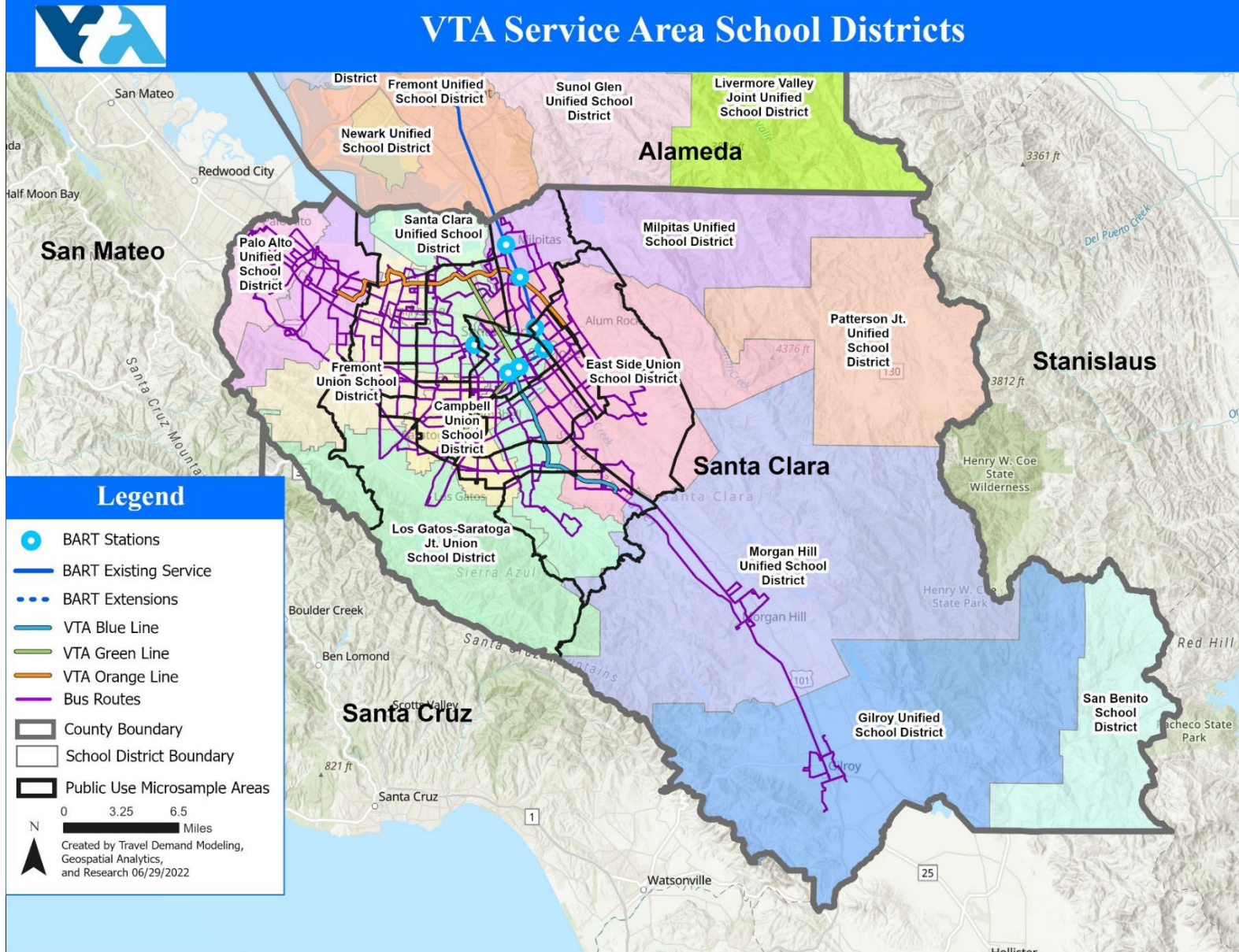
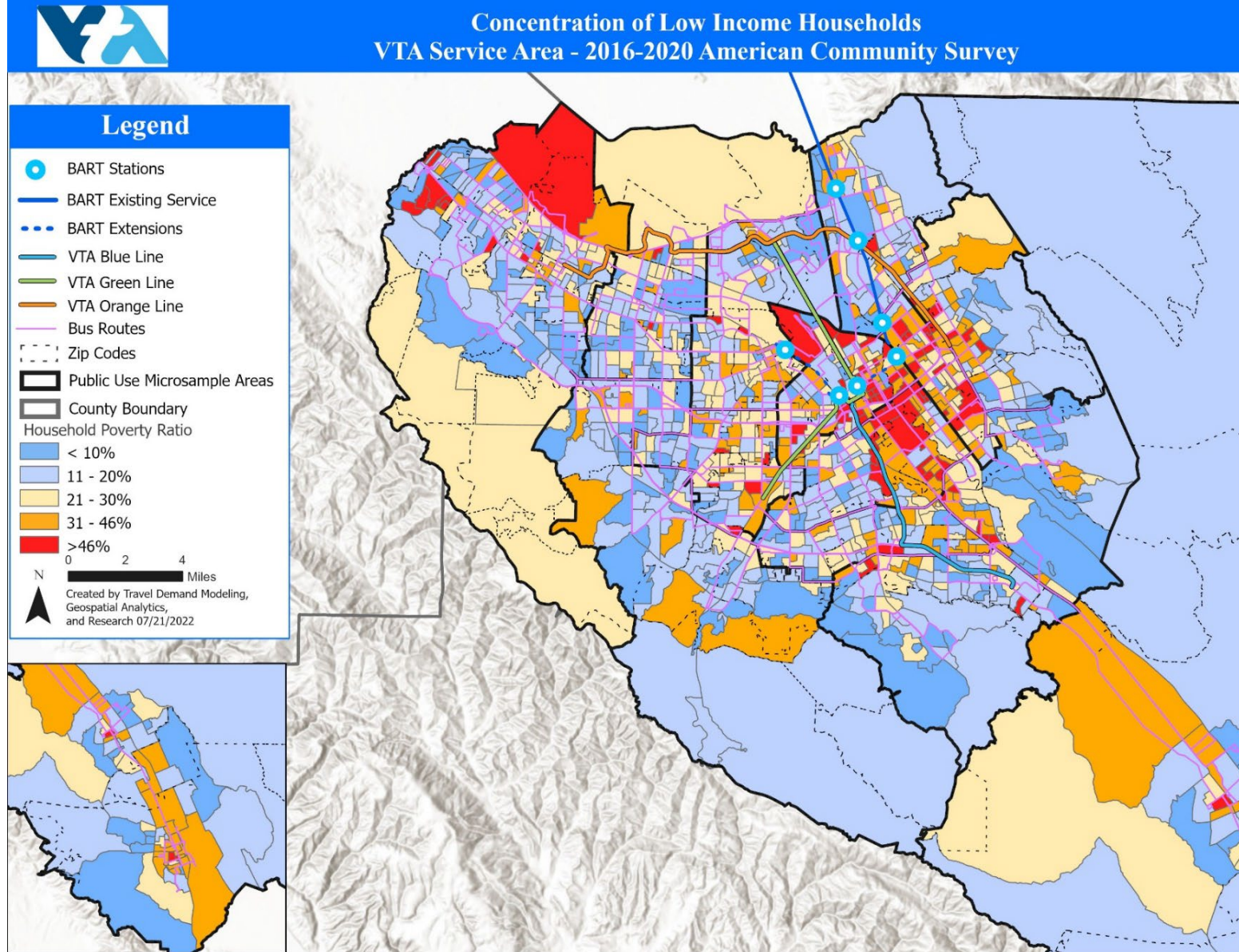


Figure 11: Concentration of Low-Income Population – VTA Transit Service Area



Task 1, Step 3: Consult state and local sources of data

This step involves locating data sources from local government entities, comparing it to census data, and noting similarities and differences.

Table 10 provides the number of English learners by language for school districts within Santa Clara County, and Table 11 provides data on the threshold languages for Santa Clara County according to the database for the state's Medicare system, referred to in California as Medi-Cal. Both tables confirm the 2016 – 2020 American Community Survey's data of the top four of the five languages amongst individuals who are Limited English Proficient (LEP) in Santa Clara County. These languages are Spanish, Vietnamese, Chinese, and Tagalog. Table 11 runs closely parallel to the data shown in 2016-2020 Census Bureau data; confirming that Spanish remains the top language in terms of number of speakers.

Of particular note in Table 10 is that the profile of English language learners has changed since the data reflected in the previous LAP submission. Whereas Korean used to be one of the five most spoken languages by English learners, it is now the sixth most spoken among school-aged English learners. The five most popular languages among English learners are: Spanish, Vietnamese, Mandarin, Tagalog, and Japanese.

Of interest is that compared to the data in the last LAP, which reflected data from 2015, there was a significant decrease in the number of English learners in almost every language with very few exceptions. There may be several reasons why the composition of English Language learners is different from the overall demographic profile of Santa Clara County, but it is plausible that it is related to the cost of living. According to data presented in the 2022 State of the Valley Report, between July 2020 to July 2021, more than 20,000 residents left the Bay Area. Those who moved out were likely to be in-person workers and renters.

Table 10: Santa Clara County School District Language Groups

Language Group	Number of English Learners	Percent of All Students
Spanish	34,769	14.41%
Vietnamese	5,912	2.45%
Mandarin	2,530	1.05%
Filipino	1,126	0.47%
Japanese	949	0.39%
Korean	879	0.36%
Russian	697	0.29%
Hindi	677	0.28%
Telugu	673	0.28%
Cantonese	600	0.25%
All Other Non-English Languages	5,454	2.3%
English Learners Subtotal	48,812	20.2%
English Speaking Students	192,510	79.7%
Total Students Enrolled	241,322	100.0%

Source: California Department of Education, English Learners by Grade and Language (2021)

Table 11: Summary of Medi-Cal Threshold Languages for Santa Clara County

Primary Language Population	Number of Individuals Eligible for Medi-Cal	Percent of Eligible Population
Entire Population	438,855	100.0%
Spanish	123,080	28.0%
Vietnamese	45,592	11.1%
Mandarin	11,049	2.5%
Tagalog	4,792	1.1%
Cantonese	4,264	1.0%
Farsi	3,207	0.7%

Source: California Department of Health Care Services, Summary of Threshold Languages by County (2022)

Task 1, Step 4: Community organizations that serve persons who are LEP

This step involves conducting community outreach with organizations in VTA's service area that work with LEP populations.

As part of its outreach efforts for various projects and services, VTA reached out to numerous social services agencies, cultural centers, places of worship, residential communities, and community-based organizations (CBOs) that provide services to individuals who are LEP, with a Title VI Survey, that was translated in various languages (See Figure 13 below for Title VI Survey). Although VTA reached out to many of the organizations that it had to for previous outreach, very few were able to coordinate surveys. It's abundantly clear that before 2019, community-based organizations had limited resources and time. However, in the past two years, reliance on these organizations by local government have intensified because of their ability to reach their communities more efficiently.

That said, one of the main resources VTA uses to identify CBOs that serve communities

that are LEP is the Refugee and Immigrant Forum (RIF) of Santa Clara County. This group is an umbrella organization for smaller CBOs and agencies that serve minorities, low-income clients, and individuals that are LEP. Although not an assurance that these groups are from the LEP community, data shows that socioeconomic factors are a proxy for the LEP community. Some members of the forum include American Red Cross, Catholic Charities of Santa Clara County, and the Santa Clara Social Services Agency, amongst others. The forum itself meets monthly to discuss resources, events, and opportunities for the clients its member agencies serve. By serving as a member of RIF, VTA can connect with any number of these organizations to remain in touch with the needs of the community.

Another opportunity that VTA took to engage with the community was at an in-person event called National Night Out. VTA staff were able to collect feedback about current projects in the East San Jose area. VTA staff also answered questions regarding discounted fares and general questions about how to buy passes. This event informed VTA that educational events are vital for the community's positive experience with transit. Many community members expressed not knowing about the discounted fares that are made available through community-based organizations.

The purpose of the survey distributed at National Night Out, as well as other organizations in the Bay Area, was to ask questions that would inform VTA staff of important information, such as, which of its services clients use most often, which services they consider most important, how they access information about public transit. It also served to provide information about demographics of these individuals including their English proficiency, their preferred language, race/ethnicity, and income. VTA wanted to focus as much of our outreach as possible on LEP groups. For these individuals, we wanted to see if they noted experiencing any language barriers while using VTA and if they were aware of VTA's free language assistance services.

Figure 13 – VTA Title VI Survey



The Santa Clara Valley Transportation Authority (VTA) embraces opportunities to ensure that our policies, services, and programs are delivered by communication tools and processes that are inclusive and effective. Your response will help us improve the ways we reach out to you and how to make it easier for you to give us input on our services and projects.

You can enter a random drawing to win one of three \$50 Amazon gift cards by including your email address on the survey. Thank you for your participation!

Email: _____

Q1. Which do you ride on regularly?

- VTA bus route(s) _____
- VTA light rail line(s) _____
- Paratransit service _____
- If no, please tell us why not? _____

Q2. How important is VTA bus service to you?

- Very important
- Somewhat important
- Somewhat unimportant
- Unimportant
- I don't use it/No opinion

Q3. How important is VTA light rail service to you?

- Very important
- Somewhat important
- Somewhat unimportant
- Unimportant
- I don't use it/No opinion

Q4. How important is VTA paratransit service to you?

- Very important
- Somewhat important
- Somewhat unimportant
- Unimportant
- I don't use it/No opinion

Q5. Please tell us how often you use the following means of receiving and/or finding information for VTA's services, projects, and programs.

	Not at all	Rarely	Sometimes	Often	Daily
Google	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
VTA.org	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
511.org	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Facebook	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Twitter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LinkedIn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instagram	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nextdoor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Newspaper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Radio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TV	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community Center/Group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
VTA Customer Service Call Center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Email	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q6. Are you limited or prevented from the following activities because of language? Check all that apply.

- Buying tickets
- Using transit services
- Getting VTA information
- Attending public meetings
- Other language barriers: _____

Q7. What language do you prefer to communicate?

Speak _____
 Read _____
 Write _____
 Understand _____

(continue)

Q8. How well do you speak, read, write, and understand English?

	Not at all	Not Very Well	Fairly well	Well	Very Well
Speak	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Read	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Write	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q9. Are you aware that VTA can provide free assistance in your primary language to help you use the bus, light rail, and participate in public meetings?

- Yes No

Q10. What is your current age?

- Under 18
- 18-24
- 25-34
- 35-44
- 45-54
- 55-64
- 65+
- Prefer not to state

Q11. Which ethnicities (cultural/national original) and/or race do you identify with? Check all that apply.

- Hispanic or Latino
- American Indian or Alaskan Native
- Asian
- Black or African American
- Native Hawaiian or Other Pacific Islander
- White/Caucasian
- Two or more races
- Prefer not to state/No Answer

Q12. What is your total annual household income?

- \$ 0 - \$24,999
- \$25,000 - \$49,999
- \$50,000 - \$74,999
- \$75,000 - \$99,999
- \$100,000 - \$149,999
- \$150,000 - \$199,999
- \$200,000 - \$249,999
- \$250,000 and above

Thank you!

If you have any questions about this survey, or VTA's Title VI program, contact VTA's Office of Civil Rights at (408) 952 - 8901, email: customer.service@vta.org, or visit our webpage, www.vta.org/title-vi.

Examples of Continuous Public Outreach:

2019 Transit Service Plan conducted in 2019 and 2020

Other examples of VTA's public outreach are exemplified by the 2019 project to present the new Transit Service plan. VTA hosted six community meetings throughout Santa Clara County to present the 2019 New Service Plan, which was attended by more than 250 members of the public, in January and February of 2019. Staff also presented the plan at twenty (20) additional meetings hosted by community-based organizations, city councils, and VTA committees, allowing for an amplified audience. The exhibit in Appendix H demonstrates the granularity of the outreach plan which included strategies to communicate in languages of the ridership and other potentially affected individuals. A virtual meeting was held to allow feedback from people who could not attend previous events in person but still wanted to engage with staff about the service changes. More than 130 individuals tuned in to the live meeting and the replay has received nearly 800 views to date.

The public input and comment period ended on February 28, 2019. In total, VTA received more than 1,250 questions and comments via email, on the "New Transit Plan"-website, and in person. Throughout the month of March 2019, the VTA planning staff integrated the feedback from the public into the finalized plan. The plan was presented to the VTA committees in April and the VTA Board adopted the plan in May of 2020.

The new service plan rolled out on December 28, 2019, with dozens of VTA "Street Teams" on hand at bus and light rail stops throughout Santa Clara County to answer customer questions and explain the changes. Street Team members consisted of trained VTA employees and contract translators. Even after 18 months of public engagement, traditional and social media messaging and discussions at VTA board and committee meetings, there were still many questions and more feedback from customers about the newly designed service. On-site customer service was key to helping riders navigate the new system and the Street Team members were invaluable to this effort.

BART Silicon Valley Outreach conducted in 2021

In 2021, the BART Silicon Valley project team met with a Community Working Group where interpreters could be requested to facilitate a dialogue with individuals who preferred to communicate in their primary language. VTA also built out a constituent management program in Salesforce which helps classify every engagement and every individual. For example, residents who live within 1,000 feet of the alignment of the 28th Street/Little Portugal construction site will be kept informed on construction project progress, expected noise levels and/or road closures. This database helps to determine what materials need to be sent to each group of people (e.g., postcards, distribution of fact sheets), besides doing general outreach in the neighborhood which informs residents and local businesses of upcoming work in the vicinity.

To engage with community members who do not typically participate in community meetings due to language barriers, VTA Community Outreach and Transit-Oriented

development staff worked with its contractors to hire two local community facilitators to support the Outreach staff in engaging the Latinx community. The agency made efforts to provide multiple opportunities for the community to access information about projects in a meaningful way. VTA held three community meetings. One in English with simultaneous interpretation in Spanish available. The second meeting was held in Spanish, with simultaneous interpretation in English available. The third meeting was held in English and Spanish focus on the information that was gathered during the first two community meetings.

Gilroy Transit-Oriented Development Program Community Outreach conducted in 2021

To encourage the participation and engage the Latinx community, VTA staff worked with the city staff and community-based organizations to share the information via social media, city website, and sharing meeting information with programs that serviced the Latinx community. With the support of the community facilitators, VTA was able to engage community leaders, community members, community and faith-based organizations, schools, business groups and advocates. This approach proved to be successful in achieving a large of turn out and participation from community members who would not typically participate in a meeting of this type.

2023 Transit Service Plan Outreach, conducted in 2022

In June and early July 2022, staff engaged the community to gather feedback on a draft plan. The effort involved a variety of online engagement and in-person meetings to ensure safety, encourage accessible engagement, and accommodate varying comfort levels in engagement. Engagement methods included:

- Three VTA-hosted virtual meetings, subsequently available as recorded webinars on YouTube
- Spanish and Vietnamese language interpreters translating the VTA-hosted virtual meetings in real time
- Five VTA-hosted Transit Center Pop-Up events held at VTA's busiest transit centers
- Focused virtual presentations to 12 community-based organizations, social service agencies, and other organizations
- Four community tabling events hosted by social service agencies and other community organizations
- Multilingual bus stop notices posted at all bus stops and light rail stations
- Audible announcements aboard all buses and light rail cars while in service
- Mailers sent to community-based organizations, neighborhood associations, social service agencies, and community groups
- *vta.org* blog posts to engage discussion on the draft plans
- Email blasts to transit subscribers
- Social media engagements on Twitter, Nextdoor, and Facebook
- A robust multilingual dedicated project page for details on the draft plan and for feedback submission, translated in six languages
- Interactive online system maps

- A dedicated Passenger Comment Form/Survey for the plan, accessible online and as a paper form at in-person events
- Direct line to VTA Customer Service to address questions and record feedback via email and over the phone

Staff engaged thousands of riders and residents to hear their concerns and ideas to improve the plan. Staff interacted live with nearly 400 attendees across all virtual meetings, and heard from over 800 individuals via email, phone, and the 2023 Service Plan Passenger Comment Form. The recorded presentations were also viewed over 200 times on YouTube. Through these channels as well as through direct in-person conversations at meetings and events, staff ultimately received over 2,000 de-aggregated comments and suggestions that offered suggestions on specific routes, feedback on the quality of today's transit service, and expressed their transit service recovery values and priorities. The feedback was instrumental for staff to better understand the community's priorities and preferences as staff revised the plan. The feedback included specific questions about Rapid, early morning, late-night, and weekend service. In addition, room was made to listen to comments regarding safety and missed trips due to operator shortage. After the community engagement period ended on July 8, 2022, staff incorporated the feedback to develop a final plan, which will be presented to VTA committees in August and September and considered for adoption by the Board in October.

The hybrid approach to offering both virtual meetings and in-person meetings was successful in achieving the overarching goal of reaching a wide array of riders, while prioritizing meeting riders where they are. To staff, "meeting riders where they are" meant accommodating different comfort levels engaging in person in light of the pandemic, leveraging virtual engagement tools for communicating with LEP riders in their native language, and catching riders in the moments before and after boarding the bus or train.

The 2023 Transit Service Plan was the second opportunity since the pandemic where staff incorporated live interpreters at virtual meetings. Several meetings and dry runs were held prior to the virtual meetings to review content for interpretation and rehearse delivery and pace of the draft service plan presentation alongside interpreters. Although it was difficult to gauge the number of attendees utilizing the interpretation services at the virtual meetings, providing the service was worthwhile to ensure details of the service plan was accessible to the LEP community. Continuing to carve time to prep meetings with interpreters, briefing VTA Customer Service staff who field calls from LEP riders, and thinking through other models to incorporate interpreters either at future in-person events or language-specific events at cultural or other community centers would expand VTA's reach to the LEP community. Additionally, a robust array of online materials (e.g., project web pages, route detail tables, system maps, passenger surveys/comment forms, etc.) translated in VTA's six focus languages continues to be necessary for successful virtual engagement with LEP communities.

While efforts were made to engage multilingual riders virtually, the most impactful means of reaching VTA's historically hardest to reach riders was through in-person

events, especially at the staff-hosted transit center popups and farmers markets. Spanish, Vietnamese and Chinese were among the most spoken non-English languages at these events. These events were effective in reaching those who may not have been aware of the upcoming service plan, as well as those who may otherwise have not been available to attend any of the three virtual meetings hosted midday or in the evening.

Task 1, Step 4: Identify and contact community organizations

This step involves identifying and contacting community organizations that serve individuals who are LEP to ask if their clients are willing to provide feedback on VTA services. Community-based organizations (CBOs) were identified based on the ethnicities and language groups they serve, as well as the size of their member or client base, and their effectiveness in serving diverse communities spread throughout the VTA service area. Attempts were made to connect with the Catholic Charities of Santa Clara County, PARS Equality Center, several gurdwaras and the Muslim Community Association, the Russian-speaking living complex administration of Paulson Park Apartments, and the Day Worker Centers in Mountain View and Gilroy.

Staff members initially reached out via email, phone, and in-person visits to multiple organizations. It was important to reach out to organizations that were most likely to serve community members who were LEP. Staff scheduled time virtually, or over email to learn about the challenges CBOs in the area are facing in serving their communities. After this, staff members followed up with requests for time with the communities they serve in virtual as well as in-person meetings and events.

While some CBOs signaled interest in connecting and receiving VTA updates, their staff shortages and challenges in organizing in-person events with their communities due to the ongoing COVID-19 pandemic often did not allow for a presentation by VTA staff at their communal meetings. As the pandemic is evolving into an endemic and safety precautions can ease up, more opportunities should present themselves to get more direct feedback from the diverse communities in the future.

VTA was able to participate in East San Jose's National Night Out in conjunction with the Councilmember of District 5 and in the Annual Block Party and Backpack Drive of the African American Community Service Agency. Furthermore, VTA reached out to the Korean American Community Services, gathering general information on the clients they serve, how these clients are using VTA services, and how they seek out and receive information and updates.

Factor 2: The Frequency with which Individuals who are LEP Come into Contact with Your Programs, Activities, and Services

Task 2, Steps 1-3: Review the relevant programs, activities, and services provided and information obtained from community organizations to consult directly with people who are LEP

This step involves listing VTA's programs, activities, and services which individuals who

have limited English proficiency (LEP) encounter most frequently, and reviewing the feedback obtained from the individuals and community groups contacted as part of this update to VTA's 2022 Language Access Plan.

The Title VI 2022 survey from Figure 13 was translated into 18 languages other than English. This is a critical part of ensuring that the different LEP populations served by VTA are also able to participate in the survey and provide our organization with valuable feedback regarding its services.

While only a total of 75 out of the 150 responses could be evaluated based on answers such as "I speak English less than very well" or because the respondent reported language barriers when using VTA services, some trends are noteworthy: Almost a quarter of survey takers experience language barriers when buying tickets and when using VTA services. More than a third of all respondents find it difficult to get transit information because of language limitations. More than one fifth experience language barriers when attending public meetings. 36 percent describe their ability to speak English as "not very well" or "not at all"; 34 percent their ability to understand as "not very well" or "not at all". Higher numbers report their reading and writing skills as "fairly well" or "well". 55 percent are aware of language services offered through the Customer Services hotline and when requesting language assistance during public meetings, but 39 percent of participants indicated that they were unaware of VTA's free language assistance services. The number of participants in the online survey is less than the number of responses VTA was able to gather during the 2016 update in collaboration with Community-Based Organizations (CBOs), which is why one aim for future outreach efforts is building out relationships with community leaders and active CBOs. For an equitable outreach to the public, VTA distributes certain promotional materials in paper format instead of email or website updates which reaches people with limited or no access to the internet and smartphones. Using translated handouts for LEP-heavy neighborhoods contributes to the meaningful access of the public to decision making and information of services and project execution.

Some demographics of the surveyed LEP individuals:

- 48 percent of survey takers are between 18 and 44 years old, 17 percent are over the age of 65 years.
- Most participants are Hispanic or Latino. Forty-one percent are Hispanic or Latino, and 25 percent are Asian.
- 64 percent of respondents earn less than \$50,000, a third earns less than \$25,000.

Survey takers were asked about their transportation preferences: 84 percent use VTA buses and 35 percent VTA Light Rail. Seventy-nine percent find bus services and 67 percent Light Rail services very important. Asked about preferences in receiving and seeking information, 75 percent reported using VTA websites often or sometimes, and 43 percent use Google's search engine often. Almost 30 percent call VTA's customer service hotline from time to time and almost one fifth receives community updates through their respective community centers. Only 13 percent read the newspaper or

listen to the radio daily, whereas 32 percent often check on Facebook or LinkedIn for updates. 16 percent get their information from traditional news outlets such as TV, newspaper, and radio, but social media is catching up: 10 percent use social media daily as news outlet and another 14 percent use these channels often. This means VTA will continue to make use of various channels (VTA websites and emails, traditional news outlets, and social media marketing) to reach a wide audience in diverse languages and provide opportunities for the public to give feedback or ask questions in their native voices.

Factor 3: The Importance of Your Program, Activities and Services to Persons who have Limited English Proficiency (LEP)

Task 3, Step 1: Identification of the agency's most critical services

This step involves identifying which VTA services would render serious consequences if language barriers prevented a person from accessing them.

Most of VTA's customers who have limited English proficiency that were surveyed for this Plan use both bus and light rail service, with a higher percentage using only bus services. The 2017 Onboard survey revealed that many riders are relying on VTA for transportation to important locations such as work, school, and medical appointments. If there were interruptions to our bus or light rail services, and no language assistance services were available, VTA's customers who have limited English proficiency would be unable to access many critical places. Since VTA also takes part in many construction projects, a lack of language assistance services could also result in safety hazards for these customers.

During the height of the COVID-19 pandemic, VTA conducted the "Trust in Transit" survey which took place from October 16th to November 30th, 2020. The agency received 232 responses from the LEP community. The goal of the survey was to measure the perceptions regarding VTA services, identify reasons why the public is not riding VTA, and identify opportunities to persuade the public to use VTA's services.

Noticeable in the survey results was that Spanish speakers were less represented even though they contribute to the largest LEP community in Santa Clara County. The survey was translated into the top five languages. The majority of those who responded did so in Chinese and Korean. Also of note is that there is a potential to have skewed results, as the majority of the survey administration took place online. As such, there may be an oversampling of younger adults. That said, in order to draw reliable inferences, we'll only focus on the results that came in from the Chinese and Korean speaking respondents.

The results revealed that the Chinese-speaking community were more likely to have decreased their usage of public transit (43.3 percent) compared to the English-speaking community at 33.7 percent. The reason for no longer using VTA services that the Chinese speaking population cited was the fear of contracting COVID-19 while in public. The Korean-speaking community cited the fear of the possibility of contracting COVID-19 a little more than 50 percent of the time.

Task 3, Step 2: Input from community organizations and persons who are LEP

This step involves documenting the importance of different services provided by VTA to individuals who are LEP, as well as suggestions and requests these individuals have made.

Korean Community Services

During outreach to the Korean Community Services, the representatives expressed their gratitude for the Korean voices to be heard. They expressed the importance of public transport for the elderly community which has little ability to express themselves in English, making the language cards operators have on hand upon request, as well as flexible Customer Service representatives engaging language services when speaking to LEP individuals, even more essential to VTA's mission to serve the public. After reviewing feedback from the surveys administered as part of this update to VTA's 2020 Language Access Plan, it is clear that more communication needs to reach diverse communities of the levels of language assistance available to them at no cost. Even though VTA was not able to come into direct contact with many of the members of CBOs that were responsive, several invitations were made to attend future events in the fall of 2022, with an expressed wish to elaborate on route and connection schedules as well as any options to participate in reduced fare programs.

Day Worker Center of Mountain View

Staff reached out to the Day Worker Center of Mountain View because the community that this organization serves is mainly comprised of residents who work as day laborers, many coming from Spanish-speaking countries.

Although there were no available dates to coordinate an outreach event with them, staff were able to meet virtually with its education supervisor, Carlos Arreola, to talk about the organization and the work that they do. According to a supervisor there, many day laborers rely on public transit to commute to their work sites. The Day Workers Center of Mountain View serves as a connector to local employers, offers help with employment-related official forms, and teaches ESL (English as a Second Language). The Day Worker Center does not act as an intermediary for payment; instead, day workers are empowered to collect their payments directly as well as set their own fees. According to the call with the education supervisor, partnerships are very important to this organization to support each other geographically; that is, to offer similar services to day workers directly in places where they reside or work nearby.

In fall of 2022, agency staff will conduct outreach at the Day Workers Center of Mountain View to aid with any questions about how to buy a ticket, increase awareness about low fare programs, and gather comments and feedback about their experience with VTA programs and services.

Factor 4: The Resources Available to the Recipient and Costs

Task 4, Step 1: Inventory language assistance measures currently being provided, along with associated costs

This step involves consulting VTA staff on the different language assistance measures provided to individuals who are limited English proficient (LEP) to help them access services and information.

VTA utilizes the following resources to ensure LEP populations in its service area can access its services without any language barriers:

- Language line service is available through VTA's customer service call center. Between March 2020 and June 2022, customer service representatives, through the language line, provided real-time interpretation for 2,585 customers who spoke 25 different languages.
- Bilingual customer service representatives provide real-time language assistance services for customers over the phone, in-person at the downtown customer service center, and at public meetings. VTA staff also translate documents, when needed. Language assistance may occasionally be required for risk management claims, safety and security reasons, and for real-estate transactions.
- VTA contracts with vendors that provide professional translation of documents, review for quality control of those translated documents, and interpretation services.

- VTA's Title VI webpage has professionally translated documents for its Notice to the Public, complaint process and complaint form.
- VTA's Public Participation Plan (PPP) serves as guidance on how to meaningfully engage the public relating to VTA services, activities, and projects. This PPP is a living document that is continually reviewed and has been updated in 2022 to capture major organizational changes, projects progress and accomplishments. VTA preserves its commitment to consider the needs of the community in all transportation-related matters.
- VTA provides staff with document accessibility training classes in accordance with VTA Policy Nr. 350.007 - Accessible Information and Communications. Trainings are offered twice per quarter (2.5 hours each training), with a newly designed advanced class for more complex documents (including tables, graphs, etc.). Employees learn how to communicate with individuals with disabilities as equally as effective as the agency is communicating with individuals without disabilities. Through a consultant, VTA staff is trained on how to create accessible Microsoft Office Word documents, PowerPoint presentations, as well as accessible PDF documents, that comply with the Web Content Accessibility Guidelines (WCAG) 2.1. VTA is committed to ensuring that communications to its employees and members of the public are effective and that information is provided in formats that are accessible to individuals with disabilities, as mandated by the American with Disabilities Act of 1990 (ADA); 28 Code of Federal Regulations (CFR) Parts 35 and 36; 49 Code of Federal Regulations Part 37; Section 504 of the Rehabilitation Act of 1973, as amended; and California's Unruh Civil Rights Act.

Task 4, Step 2: Determine what, if any, additional services are needed to provide meaningful access

This step involves reviewing the top languages spoken in VTA's service area and ensuring that an appropriate amount of language assistance services is being provided to individuals who are LEP and use VTA.

The results of the 2022 Title VI/LEP survey indicated that 39 percent of survey respondents were not aware of VTA's free language assistance services. With such a large portion of the public being unaware that VTA offers this service, many individuals are not able to take full advantage of our language assistance services, and as a result they may face language barriers in using VTA.

VTA has also posted condensed Title VI notices on all buses and light rail trains with translations in Spanish and Vietnamese. Full Title VI notices which have been translated into the safe harbor languages are posted on light rail platforms and bus stop shelters where space is available, as well as on the VTA website. VTA has developed a custom Geographical Language Search Tool to assist with community outreach, so that staff are able to gain an increased awareness of the community dynamics and determine whether translation and interpretation services may be necessary for

effective outreach efforts. VTA bilingual staff are available to assist customers, as well as the language line where riders can have access to real time bus information. Increased efforts are needed to spread awareness of these resources, so LEP populations know that VTA is working to meet their needs.

In order to ensure individuals who are LEP can access VTA services, project, and activities without language barriers, VTA offers the following language assistance services:

- Language line services through VTA's customer service call center. This provides interpreters for customers to speak with VTA staff in all safe harbor languages through VTA's service center.
- VTA has bilingual staff to provide interpretation at VTA public meetings and events, which are held virtually for the time being.
- In case VTA does not have staff that speaks a customer's primary language, there are contracted services to provide interpretation at VTA public meetings and events for customers who require language assistance services.
- VTA also has contracted services to provide translation of documents, which is done for all documents as listed in the Vital Documents Plan (Appendix G). These services are also available upon request.
- VTA participates in community events within its service region to spread awareness about the discounted passes offered through community-based organizations.

Task 4, Step 3: Budget analysis

This step involves determining what amount of VTA's budget is being devoted to language assistance measures for individuals who use VTA services and are LEP.

Total expenditures related to LEP-related matters was \$221,709.55 for the calendar years of 2014 and 2015. Between March 2020 and June 2022, VTA spent \$259,712.85 on community outreach, language assistance, document accessibility for persons with disabilities. One of the efforts that was decreased since the last submission was the number of in-person events, necessary during shelter-in-place orders and the rise of COVID-19 related infections. Between March 2020 and June 2022, the agency spent \$109,597.15 in community outreach. This figure encompasses the costs associated with translation, reviewer time, interpretation, and services contracted by community partners. For language line services, the agency spent \$7,997.05 in 2020, \$9,449.30 in 2021, and \$4,719.83 between January and June 2022.

In addition to these language assistance efforts, VTA also reinvigorated ADA-related training on how to make documents accessible for people with disabilities. For the calendar year 2022, a total of \$9,600.00 will be spent on staff training.

The previous Title VI submissions (including the Language Assistance Plan and Public Participation Plan) were converted into accessible formats by an ADA consultant for a

total of \$7,272. All in all, accessibility efforts amounted to \$16,872.00 between March 2020 and June 2022.

VTA will continue to analyze the effectiveness of its language assistance services by obtaining community feedback. Additionally, if public health guidance continues to advise that outdoor events are relatively safe, VTA will continue to engage at in-person events with the community. Please refer to Table 12 below for more details on VTA’s expenditures for language assistance services.

Table 12: VTA Title VI Expenses (March 2020 – June 2022)
Agency/Contractor **March 2020 to June 2022**

Community Outreach	\$109,597.15
VTA Bilingual Staff Pay Differential	\$100,975.52
Legal Deposition Costs	\$10,102.00
Language Line Assistance	\$22,166.18
ADA Accessibility (Document Conversion and Training)	\$16,872.00
Total	\$259,712.85

Task 4, Step 4: Consider cost-effective practices for providing language services

This step involves determining what cost-effective practices VTA is utilizing to provide language assistance measures to individuals who are LEP, or who would prefer to speak in a language of their choosing.

For spoken and written translation services, VTA goes through a formal process for certifying employees with proficiency in languages other than English. The employee’s work requires eliciting and explaining information in a language other than English (or in sign language) to the general public on a continuous basis. The most important criteria are that the translation activity must be an inherent part of the employee’s duties and must be performed regularly/continuously as opposed to just occasionally. Whenever possible, the agency’s outreach departments seek to utilize internal resources to translate. This practice ensures that translated material is distributed at the same time as English language material. This is a cost-effective measure that allows the community to hear directly from staff who are involved in their overall experience as a rider. In the future, the agency will distribute this list of eligible employees more widely, so that multiple departments can be aware of these services.

As for printed material, VTA is in the process of updating Title VI-related signage with UV-resistant, weatherproof materials which will ensure higher durability and longevity.

In the future, as services and ridership increase, VTA plans to increase the number of documents that can be translated such as bus schedules and Take Ones (VTA rider

newsletter) for members of smaller LEP communities with less representation and agency who frequently use our services. As mentioned above, in order to assess the needs of VTA's ridership as effectively as possible, outreach to different community groups is done to determine which translations are needed in the VTA service area.

In addition, the agency will print materials such as Take Ones more judiciously. At the height of the pandemic, these materials were printed less because of the decrease in service and the related decrease in needing print information. However, as service increases in the future, the agency seeks to print more materials for various LEP communities on a gradual basis.

Conclusion

The LAP demonstrates VTA's accessible methods, community-focused approach, and commitment to meet and exceed the requirements of the FTA Circular 4702.1B, in consideration of the limited English proficient community and their intersections with Environmental Justice and Federal Highway Administration requirements. The LAP ensures that no person shall, on the grounds of any other protected category described by state or federal law, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any VTA programs or activities.

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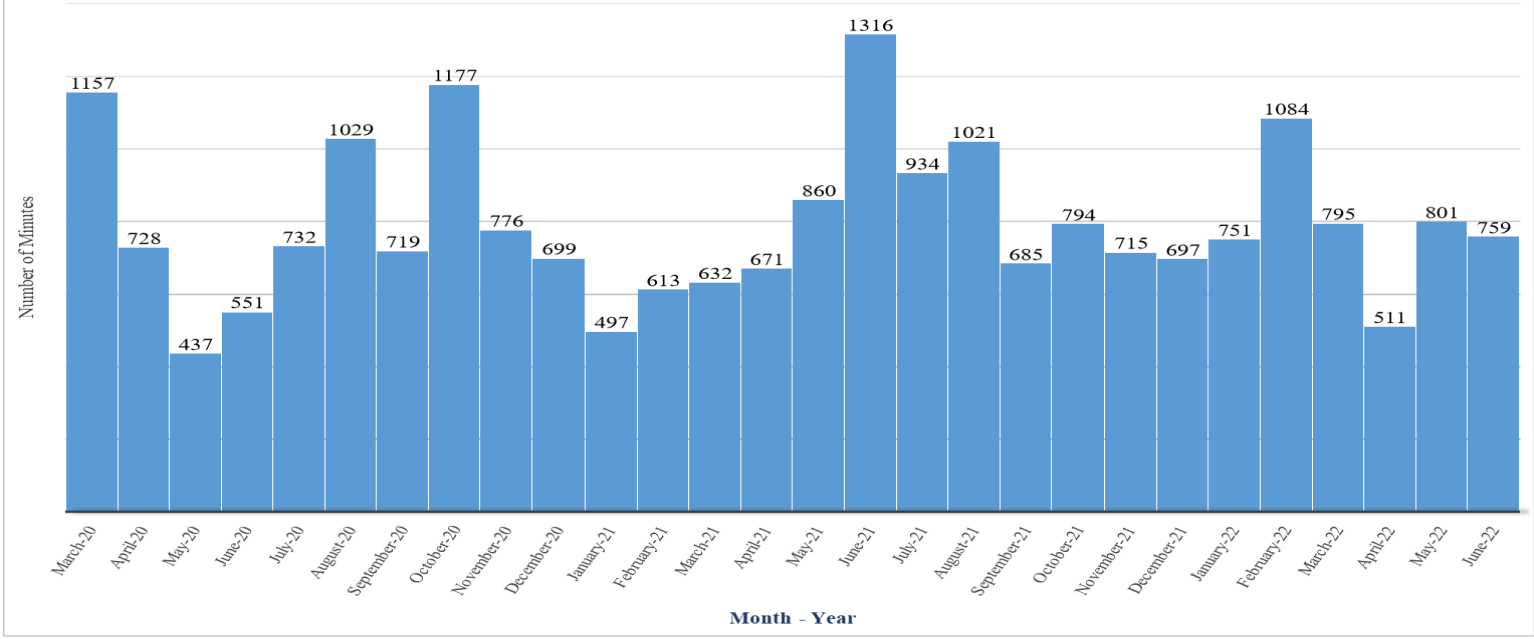
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Appendix A

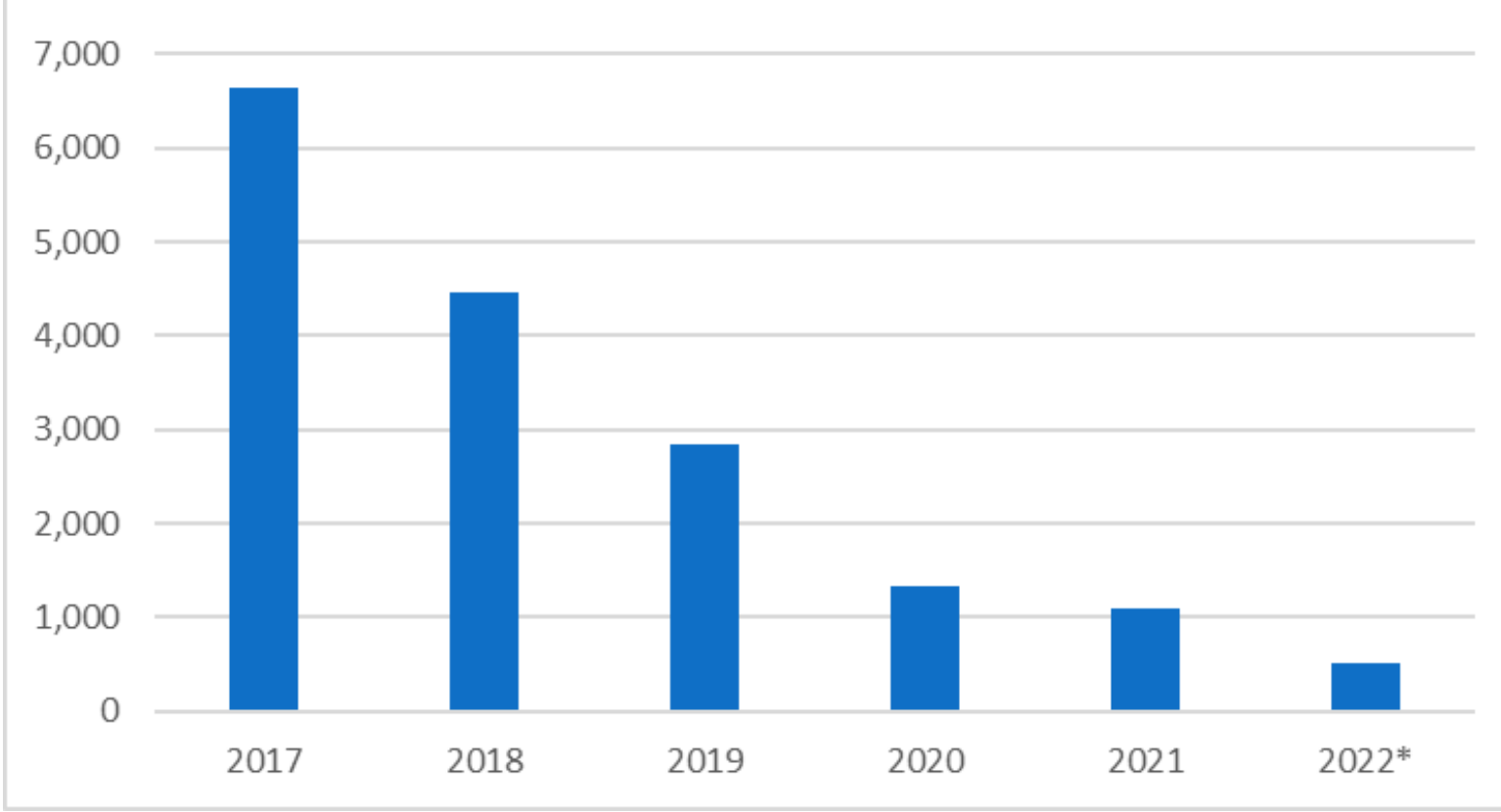
Language Line Data

Number of Minutes of Language Line Services Per Month



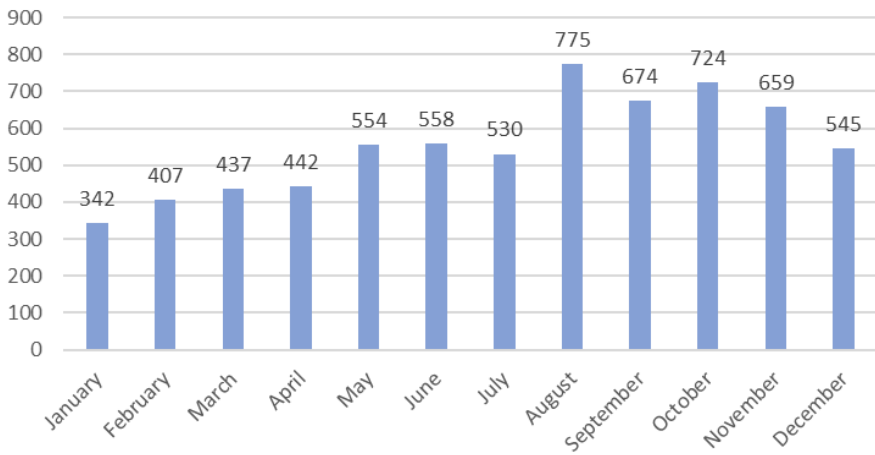
Total monthly minutes

Total Calls to Language Line per year

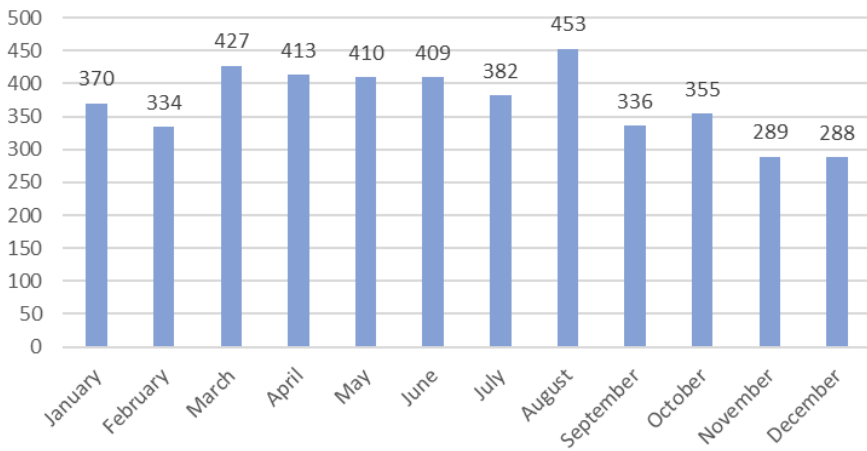


Breakdown of number of calls in the past 5 years

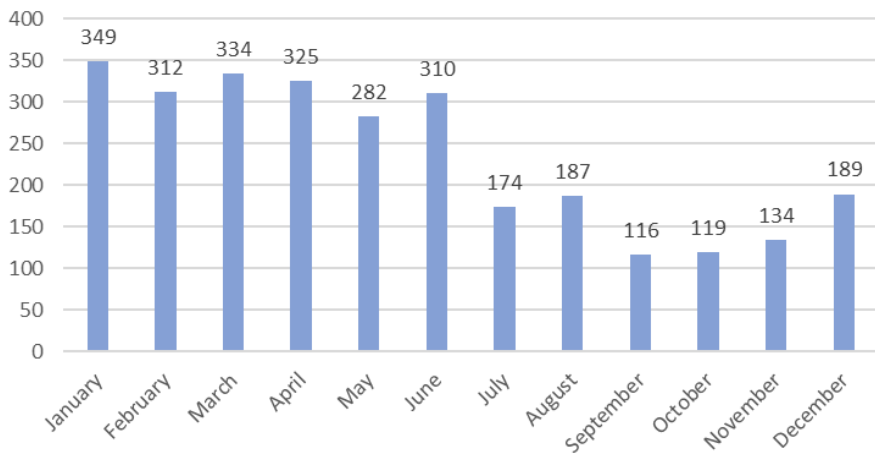
Number of Calls to Language Line in 2017



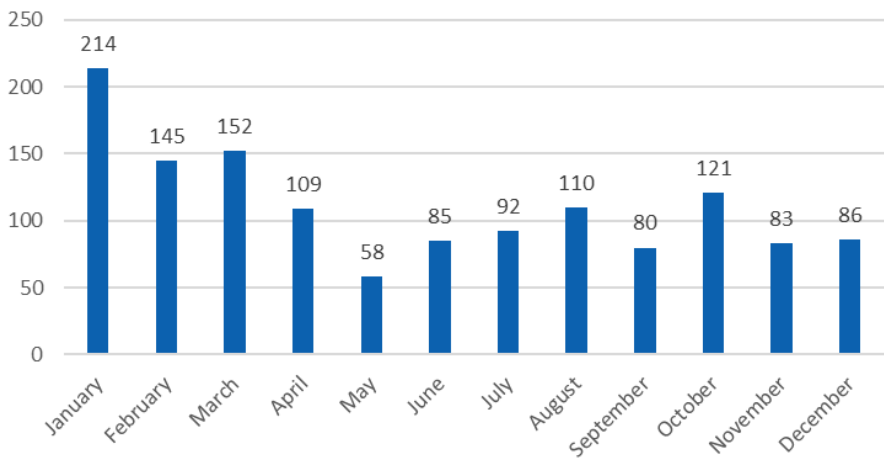
Number of Calls to Language Line 2018



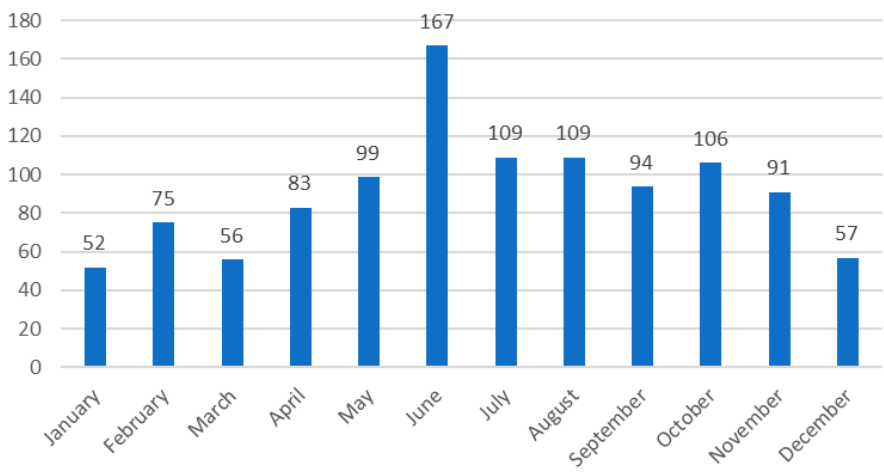
Number of Calls to Language Line in 2019



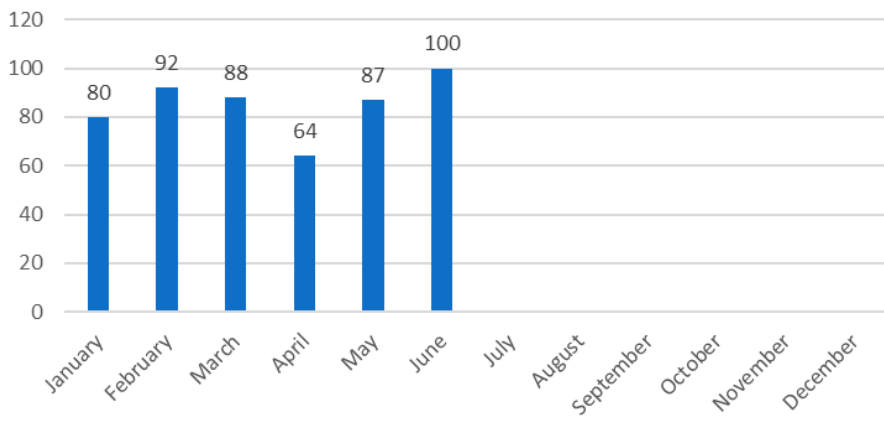
Number of Calls to Language Line in 2020



Number of Calls to Language Line in 2021



Number of Calls to Language Line between January 2022 - June 2022



Appendix B: Title VI Survey



Encuesta del Título VI



Santa Clara Valley Transportation Authority (VTA) acoge todas las oportunidades que sean necesarias para garantizar que nuestras políticas, servicios y programas se difundan mediante herramientas y procesos de comunicación que sean inclusivos y efectivos.

Sus respuestas nos ayudaran a mejorar la forma en que nos comunicamos con usted y para hacer que sea más fácil para usted darnos su opinión sobre nuestros servicios y proyectos.

Puede ingresar a un sorteo para ganar una de las tres tarjetas de regalo de Amazon de \$50 al incluir su dirección de correo electrónico en la encuesta. ¡Gracias por su participación!

Email: _____

Q1. ¿Qué tipo de transporte utiliza regularmente?

- Ruta(s) de autobús de VTA _____
- Línea(s) de tranvía de VTA _____
- Servicio de paratransito _____
- Si no utiliza ninguno, díganos por qué no _____

Q2. ¿Qué tan importante es el servicio de autobús de VTA para usted?

- Muy importante
- Algo importante
- Casi sin importancia
- Sin importancia
- No lo uso/No tengo una opinión

Q3. ¿Qué importancia tiene para usted el servicio del tranvía de VTA?

- Muy importante
- Algo importante
- Casi sin importancia
- Sin importancia
- No lo uso/No tengo una opinión

Q4. ¿Qué importancia tiene para usted el servicio de paratransito de VTA?

- Muy importante
- Algo importante
- Casi sin importancia
- Sin importancia
- No lo uso/No tengo una opinión

Q5. Díganos con qué frecuencia utiliza los siguientes medios para recibir y/o encontrar información sobre los servicios, proyectos y programas de VTA.

	Para nada	Raramente	A veces	A menudo	Diariamente
Google	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
VTA.org	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
511.org	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Facebook	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Twitter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LinkedIn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instagram	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nextdoor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Periódico	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Radio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Televisión	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Centro Comunitario/ Grupo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Centro de llamadas de Servicio al Pasajero de VTA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Correo Electrónico	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q6. ¿Tiene limitaciones o está impedido de realizar las siguientes actividades debido al idioma? Marque todo lo que corresponda.

- Comprar tickets
- Uso de los servicios de transporte público
- Obtener información relacionada con VTA
- Asistir a reuniones públicas
- Otras barreras provocadas por el idioma.

Q7. ¿En qué idioma prefiere comunicarse?

Hablo _____

Leo _____

Escribo _____

Entiendo _____

Q8. ¿Qué tan bien habla, lee, escribe y entiende inglés?

	Nada	No muy bien	Más o menos bien	Bien	Muy bien
Hablo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Escribo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Entiendo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q9. ¿Sabe que VTA le puede brindar asistencia gratuita en su idioma materno para ayudarlo a usar el autobús, el tranvía y participar en las reuniones públicas?

- Sí No

Q10. ¿Qué edad tiene en este momento?

- Menos de 18
 18-24
 25-34
 35-44
 45-54
 55-64
 65 para adelante
 Prefiero no decirlo

Q11. ¿Con qué etnicidad (cultural/origen nacional) y/o raza se identifica? Marque todo lo que corresponda.

- Hispano o latino
 Indígena americano o nativo de Alaska
 Asiático
 Negro o afroamericano
 Nativo de Hawái u otra isla del Pacífico
 Blanco/caucásico
 Dos o más razas
 Prefiero no decirlo/sin respuesta

Q12. ¿Cuál es el ingreso total anual de su grupo familiar?

- \$0 - \$24,999
 \$25,000 - \$49,999
 \$50,000 - \$74,999
 \$75,000 - \$99,999
 \$100,000 - \$149,999
 \$150,000 - \$199,999
 \$200,000 - \$249,999
 \$250,000 para adelante



第六篇民意調查



聖達卡拉谷交通局 (VTA) 把握機會確保我們的政策、服務和計畫通過包容性和有效的溝通工具和流程得以實施。

您的回覆將幫助我們改進與您聯繫的方式，以及如何讓您可更容易向我們提供有關我們服務和項目的意見。

您可在調查中加入您的電子郵件地址，參加贏得三張 50 美元 Amazon 禮卡之中一張的隨機抽獎。在此感謝您的參與!

Email: _____

1. 您經常搭乘以下哪一項?

- VIA 公車路線 _____
- VIA 輕軌鐵路 _____
- 殘障人士特別服務 _____
- 如果都不是，請告訴我們為什麼? _____

2. VIA 公車服務對您有多重要?

- 非常重要
- 重要
- 不太重要
- 不重要
- 我不乘坐/沒意見

3. 對您VIA 輕軌鐵路的服務有多重要?

- 非常重要
- 重要
- 不太重要
- 不重要
- 我不乘坐/沒意見

4. VIA 殘障人士特別服務對您有多重要?

- 非常重要
- 重要
- 不太重要
- 不重要
- 我不乘坐/沒意見

5. 請告訴我們您多常使用以下管道接收和/或查尋VTA 服務、項目和計畫資訊。

	完全不會	很少	很少	常常	每天
Google	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
VTA.org	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
511.org	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Facebook	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Twitter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LinkedIn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instagram	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nextdoor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
報紙	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
收音機	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
電視	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
社區中心/團體	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
VTA 客戶服務 電話中心	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
電子郵件	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. 您是否因為語言原因而限制或無法進行以下活動? 請勾選所有適用選項。

- 購票
- 利用捷達系統
- 獲取VTA資訊
- 參加公開會議
- 其他語言障礙: _____

7. 您喜歡用什麼語言交流?

- 說 _____
- 讀 _____
- 寫 _____
- 理解 _____

8. 您的說、讀、寫和理解英語的水平如何?

	完全不會	不是很好	還算不錯	很好	非常好
說	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
讀	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
寫	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
理解	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. 您是否知道VTA可以用您的主要語言提供免費的幫助，如助您搭公車、輕軌鐵路和參加公開會議?

- 是
- 否

10. 您現在幾歲?

- 18歲以下
- 18-24
- 25-34
- 35-44
- 45-54
- 55-64
- 65+
- 不想表明

11. 您認為您是什麼種族(文化/原生國家)和/或種族?
請勾選所有適用選項。

- 西班牙裔或拉丁裔
- 美洲印第安人或阿拉斯加原住民
- 亞裔
- 黑人或美籍非裔
- 夏威夷原住民或其他太平洋島民
- 白人/高加索人
- 兩種或兩種以上種族混合
- 不想表明/不回答

12. 您的家庭年總收入是多少?

- \$0 - \$24,999
- \$25,000 - \$49,999
- \$50,000 - \$74,999
- \$75,000 - \$99,999
- \$100,000 - \$149,999
- \$150,000 - \$199,999
- \$200,000 - \$249,999
- \$250,000 和以上

Appendix C

Vital Documents Plan



VITAL DOCUMENTS PLAN

October 6, 2022

A vital document (paper or electronic) conveys information that is critical for the recipient or customer to access or obtain Valley Transportation Authority (VTA) services and/or benefits or is required by law. Valley Transportation Authority documents deemed to be vital to the public are contained in this Vital Documents Plan (VDP). Furthermore, the translation of vital documents ensures full and fair participation in the transportation decision-making process to persons who have limited English proficiency (LEP).

Department of Justice (DOJ) guidance states that “classification of a document as ‘vital’ depends upon the importance of the program, information, encounter, or service involved, and the consequence to the LEP person if the information in question is not provided accurately or in a timely manner. The determination of what documents are considered ‘vital’ is left to the discretion of individual components, which are in the best position to evaluate their circumstances and services within their language access planning materials.

Documents that may be considered ‘vital’ may include, but are not limited to:

- Administrative complaints, release, or waiver forms;
- Claim or application forms;
- Public outreach or educational materials (including web-based material);
- Written notices of rights, denial, loss, or decreases in benefits or services, parole, and other hearings;
- Forms or written material related to individual rights;
- Notices of community meetings or other case-related community outreach;
- Notices regarding the availability of language assistance services provided by the component at no cost to LEP individuals;
- Certain consent orders, decrees, Memoranda of Agreement, or other types of pleadings or litigation materials, within the discretion of the component.”

Department of Justice guidance also recommends that discretion be used to identify and prioritize vital documents or text to be translated. Agencies should ensure that translations are completed by qualified translators.

VTA's Vital Documents Plan was initially created in consultation with staff, BART, and the community-based organizations' working group, and finalized on January 24, 2013. The Vital Documents Plan was reviewed and updated on August 26, 2022. The VDP was revised October 6, 2022.

VTA provides written translations of "Tier 1" vital documents (see list below) for each eligible LEP language group that constitutes 5 percent or 1,000 persons, whichever is less, of the population of persons eligible to be served or likely to be affected or encountered. Written translations of "Tier 2" vital documents will be provided for those languages that meet the Top 5-language threshold in VTA's service area; and "Tier 3" vital documents will be translated upon request, in whole or in part. The language groups for translation are identified using U.S Census data, American Community Survey (ACS) data, school district data from the county, passenger and/or community surveys, and usage reports from Language Line (VTA's translation service). When VTA determines that it is in the best interest of the public, vital documents may be translated into further languages even if the LEP population does not meet the 5 percent / 1,000 persons threshold, in addition to those languages which meet the Safe Harbor provisions.

Vital documents include, but are not limited to the following:

Tier 1: Civil Rights Documents

Tier 1 documents are translated into each eligible LEP language group the constitutes 5 percent or 1,000 persons, whichever is less, of the population of persons eligible to be served or likely to be affected or encountered in VTA's service area.

- Notice to the Public: Title VI and other civil rights obligations
- Title VI complaint form
- Online Title VI complaint form
- Notice advising LEP persons of free language assistance
- ADA accessible document formats
- Safety and emergency notices
 1. Bus bridges
 2. Re-routes due to emergencies
 3. Safety and Security Awareness Program

Tier 2: Service to Our Beneficiaries

Tier 2 documents are translated into each eligible LEP language that meets the Top 5-language threshold of the population of persons eligible to be served or likely to be affected or encountered in VTA's service area.

- Public Participation Plan
- Language Access Plan / Limited English Proficiency (LEP) Plan
- Applications to participate in programs, benefits, and services
 1. Paratransit services
 2. RTC card
- Instructional or informational ridership brochures

1. Take One
 2. Clipper card
 3. Traveling tips
 4. Mobility Options Program
 5. Securement requirements for mobility devices
- Bus routes and schedules
 - Notices of service or fare changes
 - Notices of service disruptions
 1. Platforms retrofits
 2. Bus bridges
 3. Re-routes due to events
 - Notices of denials, losses, or decreases in benefits
 1. Right of way relocations
 - Public outreach
 1. Meeting notices
 2. Community outreach documents
 3. Documents that require public comment / public hearings
 4. Customer comment card (Blue Card)
 5. Public participation notices and minutes
 - Service and construction notices
 - BART Silicon Valley Extension Program (BSV)
 - Project fact sheets
 - Promotional events
 - Documents designed to help raise awareness about available programs and services to ensure equal access

Tier 3: Large, Technical Documents

Tier 3 documents are translated upon request, in whole or in part.

- Environmental documents
- Construction documents
- Congestion Management Program documents
- Planning documents
- BART Silicon Valley Extension Program (BSV) documents

Safe Harbor Provision:

“DOT (Department of Transportation) has adopted DOJ’s (Department of Justice’s) Safe Harbor Provision, which outlines circumstances that can provide a “safe harbor” for recipients regarding translation of written materials for LEP populations. The Safe Harbor Provision stipulates that, if a recipient provides written translation of vital documents for each eligible LEP language group that constitutes five percent (5%) or 1,000 persons, whichever is less, of the total population of persons eligible to be served

or likely to be affected or encountered, then such action will be considered strong evidence of compliance with the recipient's written translation obligations."²

VTA's Top 5 languages³ compiled from the US Census Bureau, 2016-2020 American Community Survey:

1. Spanish: 118,954
2. Chinese: 78,198
3. Vietnamese: 75,218
4. Tagalog: 19,062
5. Korean: 10,719

Appendix D
2019 – Transit Service Plan

NTS-RIDER OUTREACH CAMPAIGN (12/18-1/28)

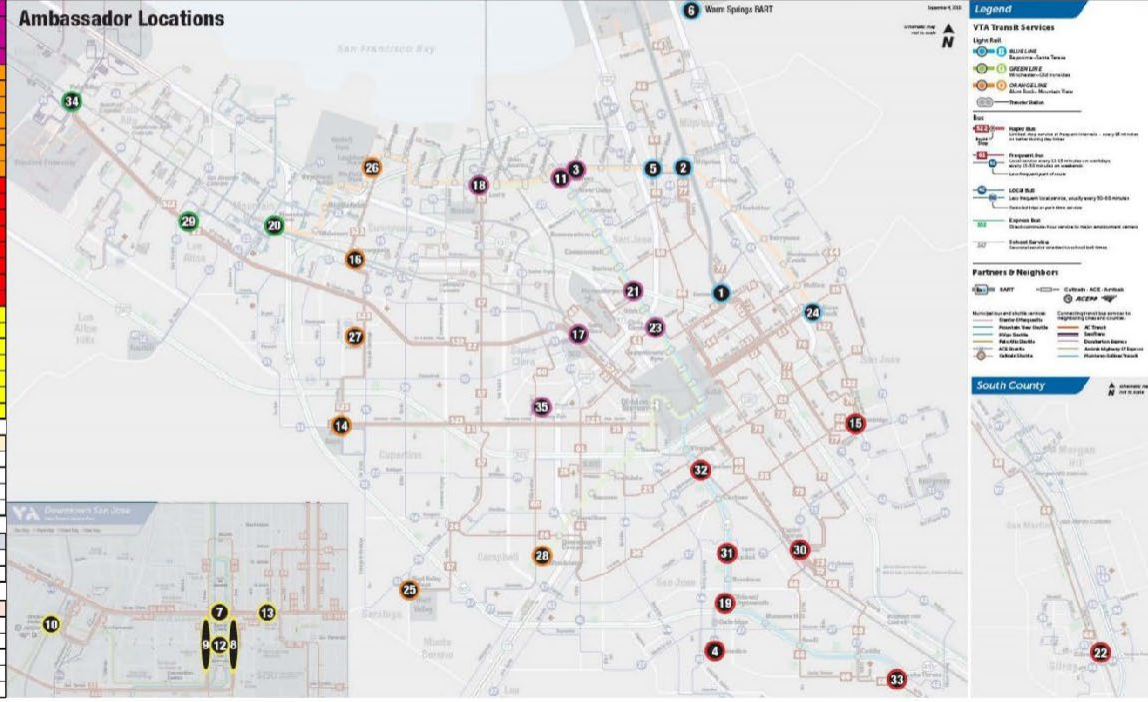
Location	Map#	District	PHASE I															
			#s	12/18/2019	#s	12/26/2019	#s	12/27/2019	#s	*12/28/2019*	#s	12/29/2019	#s	12/30/2019	#s	12/31/2019	#s	
Berrysessa BART	1	1 (BLUE)	VTA Ambassadors	26	VTA Ambassadors	15	VTA Ambassadors	15	VTA Ambassadors	26	VTA Ambassadors	31	VTA Ambassadors	30	VTA Ambassadors	31	VTA Ambassadors	14
Milpitas BART	2	1 (BLUE)	Caribou	0	Caribou	0	Caribou	0	Caribou	0	Caribou	14	Caribou	15	Caribou	15	Caribou	11
Great Mall TC	5	1 (BLUE)	Total needed	26	Total needed	15	Total needed	15	Total needed	26	Total needed	45	Total needed	45	Total needed	45	Total needed	25
Warm Springs BART	5	1 (BLUE)	PHASE II															
Alum Rock Station	24	1 (BLUE)	SJSU & West Valley															
Mountain View TC	20	2 (GREEN)	1/2/2020	#s	1/3/2020	#s	1/6/2020	#s	1/7/2020	#s	1/8/2020	#s	1/23/2020	#s	1/27/2020	#s	1/28/2020	#s
San Antonio TC	29	2 (GREEN)	VTA Ambassadors	28	VTA Ambassadors	28	VTA Ambassadors	37	VTA Ambassadors	35	VTA Ambassadors	28	VTA Ambassadors	7	VTA Ambassadors	9	VTA Ambassadors	9
Palo Alto TC	34	2 (GREEN)	Caribou	14	Caribou	14	Caribou	16	Caribou	16	Caribou	16	Caribou	0	Caribou	0	Caribou	0
Total needed	3	3 (MAGENTA)	Total needed	42	Total needed	42	Total needed	53	Total needed	51	Total needed	44	Total needed	7	Total needed	9	Total needed	9

Baypointe Station	3	3 (MAGENTA)
Tasman Station	11	3 (MAGENTA)
Old Ironsides/Tasman	18	3 (MAGENTA)
1st @ Metro Station	21	3 (MAGENTA)
Civic Center Station	23	3 (MAGENTA)
Stevens Creek & Stelling	14	4 (ORANGE)
Sunnyvale TC	16	4 (ORANGE)
West Valley College	25	4 (ORANGE)
Lockheed Martin TC	26	4 (ORANGE)
Fremont High School	27	4 (ORANGE)
Winchester Station	28	4 (ORANGE)
Valley Fair TC	35	4 (ORANGE)
Almaden Station	4	5 (RED)
Castroville TC	15	5 (RED)
Othello/Chrysweth Station	19	5 (RED)
Glory TC	22	5 (RED)
Montezuma & Serster	30	5 (RED)
Capital Station	31	5 (RED)
Terrace Station	32	5 (RED)
Santa Teresa Station	33	5 (RED)
Santa Clara @ 1st/2nd	7	6 (YELLOW)
2nd @ Santa Clara/San Antonio	3	6 (YELLOW)
1st @ Santa Clara/San Antonio	9	6 (YELLOW)
Diridon Station	10	6 (YELLOW)
San Fernando @ 1st/2nd	12	6 (YELLOW)
Santa Clara @ 5th/6th	13	6 (YELLOW)
Santa Clara TC	17	6 (YELLOW)

Location Summary	
55 Locations	
6 Districts	
3-8 Locations per District	
2-4 shifts per Location	

Project Partners	
Caribou Public Relations	
City Year-Saturdays & Sundays only	

Important Dates	
Oct 1-Dec 2	Ambassador recruitment
Dec 2-6	Ambassador training sessions
Dec 9th	Phase I shifts open for bid
Dec 16-20	District Lead team briefings
Dec 28th	BART Openings (heavy deployment)

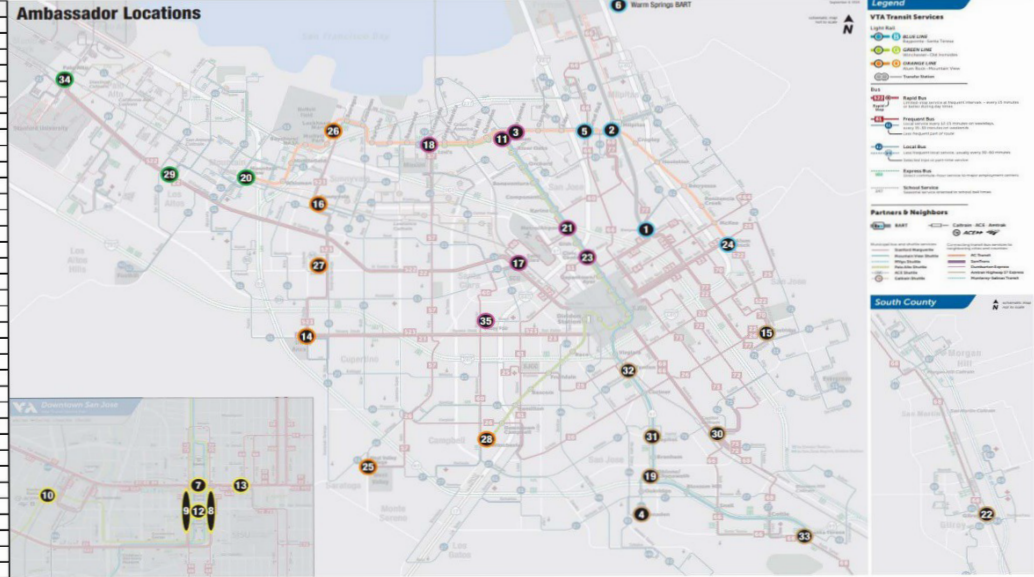


Rider Outreach Campaign Map

Languages by District

	Locations	Map#	District	English	Spanish	Chinese	Vietnamese	Tagalog
H I G	Berrysessa BART	1	1 (BLUE)	27%	11%	7%	10%	3%
	Milpitas BART	2	1 (BLUE)	31%	3%	9%	10%	3%
	Great Mall TC	5	1 (BLUE)	30%	x	x	x	x
	Warm Springs BART	6	1 (BLUE)	pending	pending	pending	pending	pending
	Alum Rock Station	24	1 (BLUE)	22%	25%	x	8%	3%
	Baypointe Station	3	2 (PURPLE)	36%	x	4%	x	x
	Tasman Station	11	2 (PURPLE)	37%	3%	4%	x	x
	Santa Clara TC	17	2 (PURPLE)	61%	5%	x	x	x
	Old Ironsides/Tasman	18	2 (PURPLE)	45%	5%	4%	x	4%
	1st @ Metro Station	21	2 (PURPLE)	40%	10%	3%	5%	x
M E D I U M	Civic Center Station	23	2 (PURPLE)	47%	11%	x	3%	x
	Valley Fair TC	35	2 (PURPLE)	pending	pending	pending	pending	pending
	Almaden Station	4	3 (TAN)	62%	4%	x	x	x
	Eastridge TC	15	3 (TAN)	25%	14%	3%	14%	4%
	Ohlone/Chynoweth Station	19	3 (TAN)	61%	6%	x	3%	x
	Gilroy TC	22	3 (TAN)	46%	23%	x	x	x
	Monterey & Senter	30	3 (TAN)	42%	12%	x	10%	x
	Capitol Station	31	3 (TAN)	61%	4%	x	4%	x
	Tamien Station	32	3 (TAN)	53%	14%	x	x	x
	Santa Teresa Station	33	3 (TAN)	60%	4%	x	3%	x
L O W	Santa Clara @ 1st/2nd	7	4 (YELLOW)	52%	13%	x	x	x
	2nd @ Santa Clara/San Antonio	8	4 (YELLOW)	48%	15%	x	x	x
	1st @ Santa Clara/San Antonio	9	4 (YELLOW)	52%	12%	x	x	x
	Dividon Station	10	4 (YELLOW)	55%	12%	x	x	x
	San Fernando @ 1st/2nd	12	4 (YELLOW)	52%	12%	x	x	x
	Santa Clara @ 5th/6th	13	4 (YELLOW)	46%	16%	x	x	x
	Stevens Creek & Stelling	14	5 (ORANGE)	35%	x	11%	x	x
	Sunnyvale TC	16	5 (ORANGE)	42%	7%	6%	x	x
	West Valley College	25	5 (ORANGE)	53%	x	8%	x	x
	Lockheed Martin TC	26	5 (ORANGE)	45%	10%	5%	x	x
L O W	Fremont High School	27	5 (ORANGE)	45%	x	7%	x	x
	Winchester Station	28	5 (ORANGE)	69%	4%	x	x	x
	Mountain View TC	20	6 (GREEN)	57%	7%	3%	x	x
	San Antonio TC	29	6 (GREEN)	56%	4%	5%	x	x
Palo Alto TC	34	6 (GREEN)	64%	x	3%	x	x	

Ambassador Locations



Ambassador Locations - Languages by District

Appendix E

BART Silicon Valley Project:

Sample Fact Sheet in Vietnamese

TỜ THÔNG TIN:

DỰ ÁN MỞ RỘNG BART THUNG LŨNG SILICON GIAI ĐOẠN II CỦA VTA



Nhìn sơ lược



54.600
hành khách từ Thứ Hai
đến Thứ Sáu



75.000
việc làm được tạo ra hoặc hỗ trợ
thông qua xây dựng*



4
trạm mới của BART



đầu tiên
Tàu điện ngầm một lối
đầu tiên ở Hoa Kỳ



6-Mile
Gia hạn thêm 6 dặm
của dịch vụ BART

VTA's BART Silicon Valley Extension Giai đoạn II (Dự án Giai đoạn II) là một phần mở rộng gồm sáu dặm, bốn trạm của BART từ Ga Berryessa / North San José (mở cửa vào năm 2020) qua trung tâm thành phố San José đến Thành phố Santa Clara. Kế hoạch dự án Giai đoạn II được bao gồm một tàu điện ngầm dài khoảng 5 dặm, ba ga tàu với các sân ga ngầm (28th Street / Little Portugal, Downtown San José, và Diridon), một ga trên mặt đất (Santa Clara), một trạm bảo trì xe lửa và lưu trữ cơ sở vật chất, và các cơ sở vật chất bổ sung khác.

* trực tiếp, gián tiếp và thông qua lợi ích gây ra

Lợi ích



Vòng quanh Vịnh

Tận hưởng chuyến đi một chỗ ngồi từ San José và Santa Clara đến các điểm đến quanh Vùng Vịnh thông qua phương tiện di chuyển thường xuyên và đáng tin cậy.



Một chuyến đi nhanh hơn

Bỏ qua đèn giao thông và tắc nghẽn bằng cách nhảy trên BART. Đọc, nhắn tin hoặc nghe nhạc và bạn sẽ đến điểm đến của mình trước khi bạn nhận ra điều đó.



Sức sống kinh tế

Ngoài nhiều công việc được tạo ra trong quá trình kỹ thuật và xây dựng, Dự án Giai đoạn II sẽ kết nối cộng đồng với hàng nghìn công việc xung quanh Vịnh.



Giảm ảnh hưởng xây dựng

Thông qua phương pháp xây dựng một lối khoan sáng tạo, việc xây dựng tàu điện ngầm sẽ diễn ra sâu dưới lòng đất, để lại phần lớn đường phố, các tiện ích và cơ sở kinh doanh bên trên không bị xáo trộn.



Thúc đẩy cộng đồng có định hướng chuyên tuyến

Cơ hội chỉ có một lần trong thế kỷ để tạo ra những nơi bình đẳng và có thể đi bộ để sống, làm việc, mua sắm và vui chơi thông qua sự phát triển thu nhỏ, sử dụng hỗn hợp xung quanh phương tiện giao thông.



Không khí sạch hơn

Với các cộng đồng định hướng chuyên tuyến và sự cải thiện của các phương tiện công cộng, bạn sẽ không cần phải lái xe nữa. Ít chuyến xe hơn đồng nghĩa với việc giảm phát thải khí nhà kính.

lịch trình



Sự chấp thuận của cử tri

2000-2018

- Nghiên cứu đầu tư chính
- Dự án chia thành hai giai đoạn
- Đánh giá môi trường
- Sự tham gia của cộng đồng
- Ban chấp thuận VTA

CHÚNG TA ĐANG Ở THỜI ĐIỂM NÀY



Lập kế hoạch, Kỹ thuật & Tìm Kiếm

2018-2022

- Nỗ lực lập kế hoạch
- Cải tiến Kỹ thuật
- Đơn xin tài trợ liên bang
- Phát triển Chương trình Quản lý Tiếp cận Xây dựng
- Phát triển Chương trình Nguồn lực Doanh nghiệp
- Mua lại Bất động sản
- Nghiên cứu Chiến lược Cộng đồng Định hướng Chuyên tuyến



Thiết kế-xây dựng

2022-2028

- Lựa chọn nhà thầu thiết kế - xây dựng
- Hoàn thành thiết kế cuối cùng
- Xây dựng đường hầm, đường ray, nhà ga, cơ sở vật chất và hệ thống



Kiểm tra hệ thống và an toàn

2028-2030

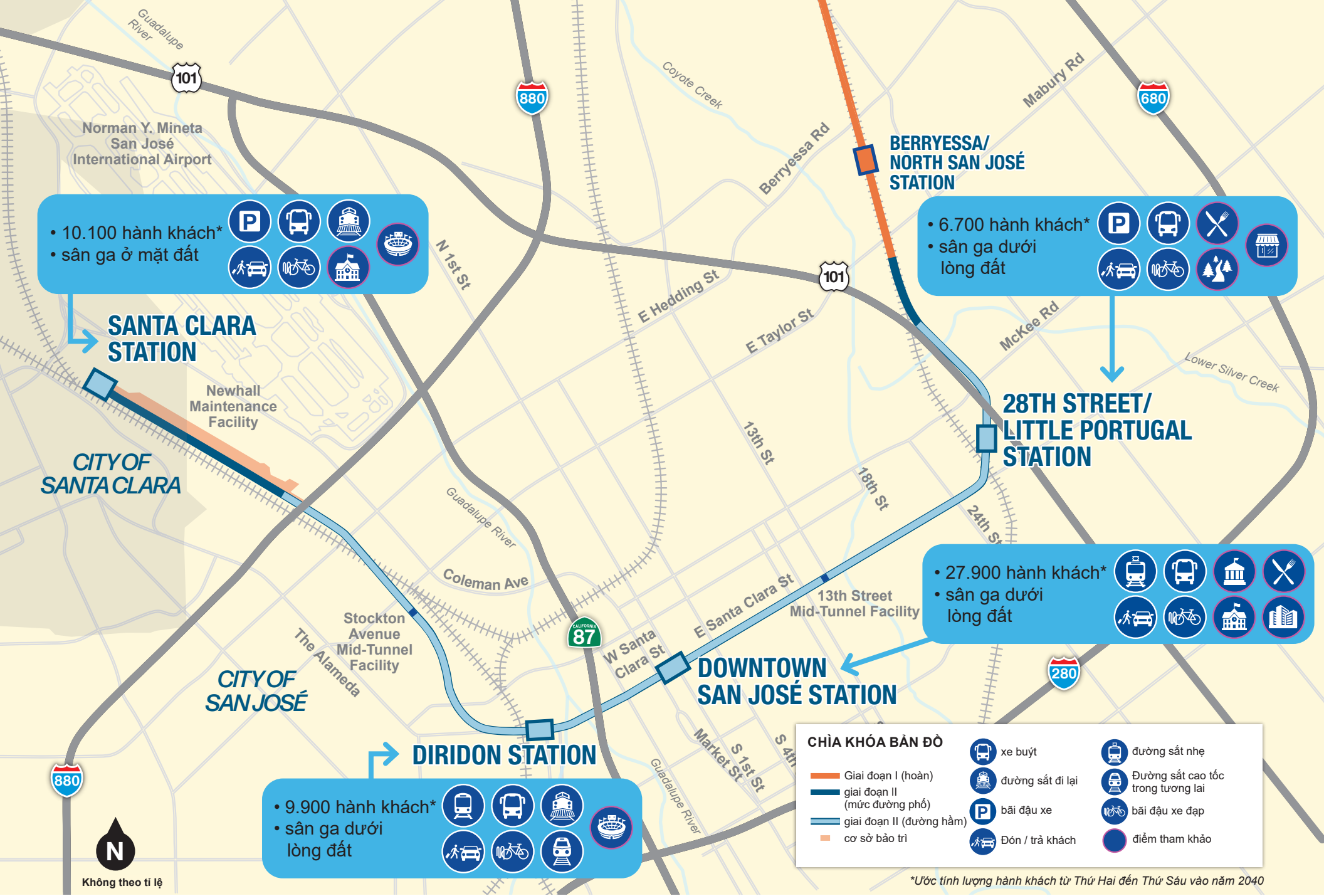
- Tiến hành kiểm tra hệ thống và an toàn
- Chấp nhận và chứng nhận đường sắt
- Bắt đầu dịch vụ

tiếp tục trên trang tiếp theo

đối tác tài trợ



Dự án mở rộng BART Thung lũng Silicon giai đoạn II của VTA



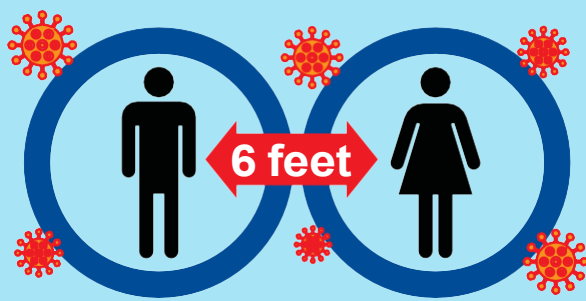
Không theo tỉ lệ

Appendix F

COVID-19 Notice

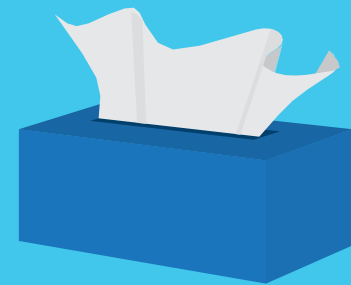
By Order of the Health Officer of the County of Santa Clara and to help prevent the spread of respiratory diseases like COVID-19, please:

Do not enter this facility if you have a cough or fever



Maintain a six-foot distance from one another

Sneeze or cough into a tissue, cloth, or elbow



Do not shake hands or engage in any unnecessary physical contact

NO ENTRE esta instalación si tiene tos, fiebre o si se encuentra enfermo.

Por favor:

- Mantenga una distancia mínima de seis pies de persona a persona
- Estornude y tose en un paño, pañuelo o cubriéndose la boca y nariz con su codo
- No le dé la mano a otra persona, ni participe en ningún contacto físico innecesario.

如果您咳嗽，發燒，感到不舒服，請勿進入此設施。

請：

- 彼此保持最小六英尺的距離
- 打噴嚏和咳嗽到一塊布，薄紙或自己的肘部
- 請勿握手或進行任何不必要的身體接觸

KHÔNG VÀO cơ sở này nếu bạn bị ho, sốt hoặc cảm thấy không khỏe.

Xin vui lòng:

- Duy trì khoảng cách tối thiểu sáu feet với nhau
- Hắt hơi và ho vào vải hoặc khăn giấy hoặc khuỷu tay của chính bạn
- Không bắt tay hoặc tham gia vào bất kỳ liên hệ vật lý không cần thiết

For more information, visit www.cdc.gov/COVID19



Appendix G

Table 8: City Populations of Individuals who are LEP within VTA Service Area

Table 8: City Populations of Individuals who are LEP within VTA Service Area
 (Language Spoken at Home by Ability to Speak English for the Population 5 Years and Over)

	Cuperti no		Milpit as		Mount ain View		Palo Alto		San Jose		Santa Clara		Sunny vale	
	Esti- mate	Mar- gin of Error	Esti- mate	Mar- gin of Error	Esti- mate	Mar- gin of Error	Esti- mate	Mar- gin of Error	Esti- mate	Margi n of Error	Esti- mate	Mar- gin of Error	Esti- mate	Mar- gin of Error
Total:	56,804	±377	66,997	±383	72,597	±413	63,230	±363	933,261	±1,203	112,210	±641	136,072	±824
Speak only English	20,837	±1,046	22,619	±1,071	40,321	±1,160	38,273	±1,160	405,382	±3,913	53,496	±1,772	61,031	±1,892
Spanish or Spanish Creole:	1,358	±404	6,742	±698	11,113	±1,219	3,584	±603	220,040	±3,209	14,189	±1,368	18,252	±1,586
Speak English "very well"	979	±365	4,497	±570	6,365	±798	2,815	±479	127,383	±2,643	9,378	±944	10,344	±1,061
Speak English less than "very well"	379	±140	2,245	±376	4,748	±795	769	±338	92,657	±2,453	4,811	±953	7,908	±926
French (incl. Patois, Cajun):	203	±95	183	±91	890	±223	1,245	±303	2,813	±436	277	±127	1,148	±266

Speak English "very well"	173	±91	156	±90	787	±206	1,097	±270	2,502	±424	240	±117	862	±222
Speak English less than "very well"	30	±49	27	±29	103	±70	148	±88	311	±111	37	±30	286	±124
French Creole:	0	±28	0	±28	0	±28	0	±28	70	±62	9	±17	10	±17
Speak English "very well"	0	±28	0	±28	0	±28	0	±28	64	±64	9	±17	10	±17
Speak English less than "very well"	0	±28	0	±28	0	±28	0	±28	6	±9	0	±28	0	±28
Italian:	152	±129	99	±97	261	±90	245	±175	1,643	±256	268	±109	103	±62
Speak English "very well"	109	±82	70	±57	181	±58	176	±133	1,320	±226	196	±77	103	±62
Speak English less than "very well"	43	±53	29	±45	80	±52	69	±69	323	±105	72	±53	0	±28
Portuguese or	102	±113	219	±164	271	±132	119	±88	4,799	±667	1,135	±353	524	±199

Other West Germanic languages:	37	±35	10	±16	26	±39	151	±102	673	±191	102	±71	280	±166
Speak English "very well"	29	±28	10	±16	26	±39	119	±65	673	±191	81	±69	258	±164
Speak English less than "very well"	8	±12	0	±28	0	±28	32	±47	0	±28	21	±27	22	±34
Scandinavian languages:	130	±142	10	±15	225	±103	170	±80	439	±163	35	±36	110	±72
Speak English "very well"	130	±142	10	±15	186	±84	127	±86	391	±151	27	±32	97	±72
Speak English less than "very well"	0	±28	0	±28	39	±36	43	±50	48	±41	8	±15	13	±21
Greek:	0	±28	0	±28	70	±64	92	±79	938	±340	69	±54	61	±79
Speak English "very well"	0	±28	0	±28	70	±64	51	±47	687	±236	69	±54	61	±79
Speak English less	0	±28	0	±28	0	±28	41	±65	251	±151	0	±28	0	±28

than "very well"														
Russian:	522	±220	90	±57	2,230	±403	1,822	±489	3,977	±569	959	±295	1,862	±470
Speak English "very well"	259	±141	62	±43	1,011	±218	1,232	±430	2,459	±425	594	±240	1,047	±309
Speak English less than "very well"	263	±152	28	±22	1,219	±269	590	±175	1,518	±330	365	±164	815	±241
Polish:	34	±38	39	±40	104	±72	86	±63	625	±238	126	±60	253	±150
Speak English "very well"	26	±31	29	±27	94	±70	86	±63	488	±190	92	±53	200	±133
Speak English less than "very well"	8	±12	10	±17	10	±14	0	±28	137	±77	34	±30	53	±51
Serbo-Croatian:	55	±52	10	±15	125	±92	63	±57	1,344	±406	554	±384	211	±120
Speak English "very well"	24	±40	10	±15	125	±92	36	±35	756	±268	516	±354	120	±87
Speak English less	31	±35	0	±28	0	±28	27	±45	588	±243	38	±46	91	±65

than "very well"														
Other Slavic languages:	104	±102	0	±28	140	±98	136	±85	654	±261	197	±105	191	±118
Speak English "very well"	104	±102	0	±28	117	±92	110	±78	434	±233	155	±89	102	±78
Speak English less than "very well"	0	±28	0	±28	23	±37	26	±31	220	±116	42	±46	89	±69
Armenian:	25	±23	5	±7	111	±173	75	±77	374	±140	95	±69	149	±142
Speak English "very well"	14	±23	5	±7	50	±78	71	±76	225	±102	84	±63	119	±121
Speak English less than "very well"	11	±20	0	±28	61	±95	4	±7	149	±100	11	±19	30	±37
Persian:	903	±402	335	±169	629	±224	467	±232	6,694	±939	791	±329	838	±275
Speak English "very well"	471	±224	242	±134	376	±146	297	±153	3,997	±661	448	±210	484	±177

Speak English less than "very well"	432	±290	93	±72	253	±139	170	±104	2,697	±450	343	±211	354	±152
Gujarati:	418	±217	804	±326	113	±71	45	±42	2,675	±475	715	±230	952	±296
Speak English "very well"	394	±208	540	±224	73	±46	28	±31	2,178	±425	485	±160	789	±264
Speak English less than "very well"	24	±27	264	±188	40	±55	17	±28	497	±165	230	±147	163	±93
Hindi:	3,845	±762	2,249	±478	1,786	±393	707	±241	13,723	±1,681	5,355	±891	7,019	±863
Speak English "very well"	3,227	±680	2,012	±449	1,647	±378	597	±207	11,915	±1,488	4,644	±837	6,014	±778
Speak English less than "very well"	618	±250	237	±108	139	±75	110	±70	1,808	±418	711	±228	1,005	±308
Urdu:	300	±187	278	±196	204	±177	437	±262	2,052	±479	1,252	±412	424	±225
Speak English "very well"	263	±173	235	±171	186	±168	282	±164	1,615	±406	978	±342	354	±204

Speak English less than "very well"	37	±29	43	±41	18	±31	155	±176	437	±168	274	±157	70	±45
Other Indic languages:	2,534	±507	1,920	±600	865	±314	346	±163	12,126	±1,263	2,305	±567	3,666	±724
Speak English "very well"	2,187	±484	1,247	±392	641	±245	321	±156	8,369	±987	1,742	±421	2,856	±637
Speak English less than "very well"	347	±134	673	±290	224	±124	25	±28	3,757	±567	563	±274	810	±258
Other Indo-European languages:	151	±155	20	±23	149	±81	100	±91	1,137	±351	440	±267	243	±181
Speak English "very well"	137	±144	7	±13	124	±68	48	±47	698	±199	296	±189	188	±161
Speak English less than "very well"	14	±22	13	±20	25	±25	52	±81	439	±200	144	±129	55	±69
Chinese:	14,217	±920	8,927	±946	5,955	±660	8,512	±791	61,222	±2,681	8,235	±840	14,454	±1,170

Speak English "very well"	8,249	±697	3,305	±423	3,286	±502	5,387	±623	28,276	±1,674	4,155	±501	7,093	±642
Speak English less than "very well"	5,968	±641	5,622	±763	2,669	±364	3,125	±430	32,946	±1,696	4,080	±564	7,361	±791
Japanese :	1,396	±383	238	±202	710	±188	1,297	±353	5,854	±842	1,176	±342	1,432	±359
Speak English "very well"	552	±226	199	±194	499	±166	758	±229	2,867	±511	528	±207	730	±224
Speak English less than "very well"	844	±304	39	±32	211	±96	539	±211	2,987	±493	648	±245	702	±238
Korean:	1,724	±449	747	±269	919	±274	1,529	±505	10,519	±1,180	2,323	±595	2,184	±484
Speak English "very well"	595	±218	356	±172	500	±195	846	±324	5,381	±759	1,037	±336	1,045	±309
Speak English less than "very well"	1,129	±344	391	±155	419	±162	683	±279	5,138	±687	1,286	±356	1,139	±315
Mon-Khmer,	39	±54	37	±43	92	±104	23	±41	3,139	±599	92	±93	75	±68

Cambodian :														
Speak English "very well"	13	±24	9	±16	39	±52	23	±41	1,230	±313	44	±54	52	±50
Speak English less than "very well"	26	±34	28	±32	53	±53	0	±28	1,909	±387	48	±65	23	±34
Hmong:	0	±28	77	±114	0	±28	0	±28	300	±189	6	±12	0	±28
Speak English "very well"	0	±28	50	±75	0	±28	0	±28	174	±131	6	±12	0	±28
Speak English less than "very well"	0	±28	27	±39	0	±28	0	±28	126	±106	0	±28	0	±28
Thai:	79	±90	138	±107	96	±112	224	±277	1,036	±279	182	±141	219	±160
Speak English "very well"	34	±38	68	±63	96	±112	29	±33	504	±166	124	±141	92	±84
Speak English less than "very well"	45	±52	70	±59	0	±28	195	±273	532	±165	58	±57	127	±92
Laotian:	0	±28	114	±102	0	±28	0	±28	691	±268	237	±261	0	±28

Speak English "very well"	0	±28	27	±28	0	±28	0	±28	321	±141	237	±261	0	±28
Speak English less than "very well"	0	±28	87	±82	0	±28	0	±28	370	±163	0	±28	0	±28
Vietnamese:	466	±265	9,348	±1,025	504	±227	446	±321	96,213	±3,002	3,510	±694	2,264	±496
Speak English "very well"	261	±148	3,719	±602	264	±159	348	±298	35,850	±1,529	1,795	±492	832	±287
Speak English less than "very well"	205	±141	5,629	±756	240	±139	98	±78	60,363	±2,058	1,715	±372	1,432	±378
Other Asian languages:	5,321	±688	2,324	±436	1,877	±473	932	±325	17,575	±1,501	6,376	±760	10,085	±901
Speak English "very well"	4,706	±628	1,881	±347	1,504	±432	815	±300	14,462	±1,369	5,183	±667	8,080	±778
Speak English less than "very well"	615	±209	443	±227	373	±160	117	±84	3,113	±464	1,193	±318	2,005	±360

Tagalog:	500	±212	8,007	±928	1,063	±275	304	±120	35,820	±1,794	4,532	±707	3,965	±712
Speak English "very well"	453	±231	5,337	±719	859	±238	221	±108	21,817	±1,362	3,078	±519	2,298	±495
Speak English less than "very well"	47	±60	2,670	±507	204	±127	83	±49	14,003	±1,121	1,454	±369	1,667	±352
Other Pacific Island languages:	274	±179	648	±287	332	±193	85	±81	5,730	±734	717	±324	917	±355
Speak English "very well"	56,804	±377	66,997	±383	72,597	±413	63,230	±363	933,261	±1,203	112,210	±641	136,072	±824
Speak English less than "very well"	20,837	±1,046	22,619	±1,071	40,321	±1,160	38,273	±1,160	405,382	±3,913	53,496	±1,772	61,031	±1,892
Navajo:	1,358	±404	6,742	±698	11,113	±1,219	3,584	±603	220,040	±3,209	14,189	±1,368	18,252	±1,586
Speak English "very well"	979	±365	4,497	±570	6,365	±798	2,815	±479	127,383	±2,643	9,378	±944	10,344	±1,061

Speak English less than "very well"	379	±140	2,245	±376	4,748	±795	769	±338	92,657	±2,453	4,811	±953	7,908	±926
Other Native North American languages:	203	±95	183	±91	890	±223	1,245	±303	2,813	±436	277	±127	1,148	±266
Speak English "very well"	173	±91	156	±90	787	±206	1,097	±270	2,502	±424	240	±117	862	±222
Speak English less than "very well"	30	±49	27	±29	103	±70	148	±88	311	±111	37	±30	286	±124
Hungarian:	0	±28	0	±28	0	±28	0	±28	70	±62	9	±17	10	±17
Speak English "very well"	0	±28	0	±28	0	±28	0	±28	64	±64	9	±17	10	±17
Speak English less than "very well"	0	±28	0	±28	0	±28	0	±28	6	±9	0	±28	0	±28
Arabic:	152	±129	99	±97	261	±90	245	±175	1,643	±256	268	±109	103	±62

Speak English "very well"	109	±82	70	±57	181	±58	176	±133	1,320	±226	196	±77	103	±62
Speak English less than "very well"	43	±53	29	±45	80	±52	69	±69	323	±105	72	±53	0	±28
Hebrew:	102	±113	219	±164	271	±132	119	±88	4,799	±667	1,135	±353	524	±199
Speak English "very well"	102	±113	64	±59	168	±96	105	±84	3,104	±579	588	±208	323	±138
Speak English less than "very well"	0	±28	155	±115	103	±61	14	±22	1,695	±311	547	±201	201	±106
African languages:	191	±113	114	±58	753	±266	390	±153	2,277	±322	253	±113	820	±284
Speak English "very well"	181	±112	100	±50	524	±191	337	±132	2,034	±297	228	±109	740	±259
Speak English less than "very well"	10	±12	14	±16	229	±129	53	±42	243	±87	25	±30	80	±90
Other and	0	±28	0	±28	10	±17	0	±28	17	±29	0	±28	0	±28

unspecified languages:														
Speak English "very well"	0	±28	0	±28	10	±17	0	±28	17	±29	0	±28	0	±28
Speak English less than "very well"	0	±28	0	±28	0	±28	0	±28	0	±28	0	±28	0	±28

Source: US Census Bureau, 2016-2020 American Community Survey, Table B16001: 5-year estimates based on 2015 data



Submitted by:

Office of Civil Rights (OCR)

Santa Clara Valley Transportation Authority

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www.vta.org