



City of Fairfield  
Title VI Program 2018

# **Fairfield and Suisun Transit Language Assistance Plan 2018 Update**

**Developed: May 2021**

**Revised: February 2018**



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## 1. Introduction

The FAST Language Assistance Plan 2018 Update was developed during the process of preparing Fairfield and Suisun Transit's (FAST) Title VI Program to ensure that FAST services are accessible to Limited English Proficient (LEP) individuals. Title VI of the 1964 Civil Right Act is one of two federal mandates that guarantee the provision of meaningful access to federally-funded services for LEP individuals:

- Title VI of the 1964 Civil Right Act prohibits federally-funded agencies from discriminating against individuals based on race, color, and national origin and includes meaningful access to LEP customers.
- President's Executive Order 13166, "Improving Access to Services for Persons with Limited English Proficiency" (August 11, 2000): Instructs federal agencies to improve access to services by mandating that any federally conducted or assisted programs of activities (e.g. recipients of federal funding) must provide meaningful access to LEP customers.

FAST's Title VI Program was initially prepared in 2014 in accordance with FTA Circular 4702.1B, Title VI Requirements and Guidelines for Federal Transit Administration Recipients, October 1, 2012. This document serves as the 4-year update to the Title VI Plan (2018).

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More information about FAST's Title VI Program is available at: <http://www.fasttransit.org>

## 2. Overview of FAST's Service Area and Services

Fairfield and Suisun Transit (FAST) is the local public transit service governed by the City of Fairfield on behalf of both the cities of Fairfield and Suisun City since 1975. The combined population of Fairfield and Suisun City is approximately 139,064 residents<sup>3</sup>. Additional cooperative efforts with other public agencies and cities in Solano County resulted in the creation of Solano Express service, which provides transit links to the cities of Dixon, Davis, Sacramento, Benicia, El Cerrito, Vacaville, Pleasant Hill, and Walnut Creek. The entire FAST service population (including SolanoExpress areas) totals 960,554 (2012-2016 American Community Survey 5-Year Estimates).

FAST operates a fleet of 48 vehicles for fixed-route service. Local FAST routes use 27 Gillig buses of varying length (29, 35, and 40 feet). In addition, eleven (11) demand response vehicles offer origin to destination service for persons with disabilities (ADA Dial-a-ride). All vehicles are equipped with wheelchair lifts or ramps and are ADA compliant. All vehicles are operated out of the City of Fairfield's Vehicle Maintenance Corporation Yard located at 420 Gregory Street, Fairfield CA 94533.

The FAST fixed route transit system is comprised of nine (9) local routes and four (4) commuter routes. Local routes operate from approximately 6:00am to 8:30pm Monday through Friday and from approximately 9:00am to 6:30pm on Saturday. SolanoExpress routes operate at various commute times during the day depending on the route, Monday through Friday with limited Saturday service. FAST also operates local Dial-A-Ride paratransit services (DART), providing as ADA complementary curbside services. FAST operates approximately 1,978,000 miles and carries 1,020,000 passengers annually (FAST fixed routes and Paratransit services).

FAST administrative offices are located at 2000 Cadenasso Drive, Fairfield, CA 94533.

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<sup>3</sup>U.S. Census Bureau (2016) *ACS Demographic and Housing Estimates, 2012-2016 American Community Survey 5-Year Estimates*. Retrieved from <https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=CF>

### 3. Language Assistance Goals

The goal of this plan is to ensure FAST staff provide meaningful access to services, information, and materials for LEP customers, evaluate the effectiveness of current outreach methods and strategies, and identify new strategies to meet the needs of changing LEP populations in our service area.

### 4. Results of the Four Factor Analysis

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

FAST analyzed available census data to determine the geographic boundaries of its service area and identify LEP populations within that area. The larger portion of racial groups in the FAST service area are White, Hispanic or Latino, Asian, and Black.

Table 4-1 Races within FAST Service Area

Races	Population	Percentage
<b>Total</b>	<b>960,554</b>	<b>100%</b>
Black or African American alone	101,315	10.5%
Asian alone	157,112	16.4%
Native Hawaiian and Other Pacific Islander alone	9,844	1.0%
Two or More Races	47,092	4.9%
Hispanic or Latino	233,560	24.3%
White alone, not Hispanic or Latino	405,384	42.2%
American Indian and Alaska Native alone	2,617	0.3%
Some Other Race alone	3,330	0.3%

Source: U.S. Census Bureau, 2012-2016 American Community Survey 5-Year Estimates

*Source: U.S. Census Bureau, 2011-2015 American Community Survey 5-Year Estimates, Code B16001: Language spoken at home by ability to speak English for the population 5 years and over*

As demonstrated in Table 4-1 below, Spanish and Tagalog are the only languages within Fairfield and Suisun City that fall outside of the Safe Harbor Provision of over 5% or 1,000 individuals (whichever is less).

Table 4-1 (Language spoken at home by ability to speak English: Fairfield and Suisun City):  
[Spanish and Tagalog]

	Fairfield, CA		Suisun City, CA		Total (Fairfield and Suisun City)	
Ability to Speak English	Population (2016)	Percentage	Population (2016)	Percentage	Population (2016)	Percentage
<b>Total Population</b>	110,953	100%	28,111	100%	139,064	100%
English	66,539	60.0%	18,587	66.1%	85,124	61.2%
Spanish	20,411	18.4%	3,754	13.4%	24,165	17.4%
Tagalog	6,389	5.8%	2,300	8.2%	8,689	6.2%
<b>Language other than English</b>	10,719	9.7%	1,811	6.4%	12,530	9.0%
Speaks English less than "Very Well" in Spanish	8,398	7.6%	1,184	4.2%	9,582	6.9%
Speaks English less than "Very Well" in Tagalog	2,321	2.1%	627	2.2%	2,948	2.1%

To compare languages spoken at home by ability to speak English throughout the FAST service area population, FAST applied the U.S. Census Bureau, 2011-2015 American Community Survey 5-Year Estimates, Code B16001 to the following cities: Fairfield, Suisun City, Vacaville, Dixon, Davis, Benicia, Sacramento, El Cerrito, Pleasant Hill, and Walnut Creek.

Table 4-2 shows that, between Spanish and Tagalog, the only language that surpasses the Safe Harbor Provision within the entire FAST service area is Spanish, making up 5.3% of the FAST service population. Though individuals who speak English less than "very well" in Tagalog make up less than 5% of the FAST service area population, the LEP population in Tagalog is over 1,000 persons, triggering the Safe Harbor Provision.

Table 4-2 (Language spoken at home by ability to speak English: FAST Service Area)  
[English, Spanish, Tagalog]

Ability to Speak English	FAST Service Area Population	Percentage
<i>Total Population</i>	960554	100%
<i>English</i>	610043	63.5%
<i>Spanish</i>	135324	14.1%
<i>Tagalog</i>	21271	2.2%
<b>Language other than English</b>		
Speaks English less than "Very Well" in <i>Spanish</i>	51024	5.3%
Speaks English less than "Very Well" in <i>Tagalog</i>	7332	0.8%

Source: U.S. Census Bureau, 2011-2015 American Community Survey 5-Year Estimates, Code B16001: Language spoken at home by ability to speak English for the population 5 years and over

As demonstrated in Table 4-3, "Vietnamese" is the largest population of individuals (0.6%) who speak English less than "very well" within Fairfield and Suisun City. However, as demonstrated in Table 4-4, "Chinese" is the next highest LEP language, following "Spanish" comprising 1.7% of the FAST service area with 16,373 individuals identifying as speaking English less than "very well." FAST provided translation of all relevant Title VI documents into Chinese (traditional), as instructed by the Federal Transit Administration and in accordance with the Safe Harbor Provision. FAST is also providing translations in the Vietnamese, Hindi, and Korean languages for SolanoExpress service materials.

Table 4-3 (Language spoken at home by ability to speak English: Fairfield and Suisun City)  
[Chinese, Korean, Vietnamese, Hindi, Other Indic Languages]

	Fairfield, CA		Suisun City, CA		Total (Fairfield and Suisun City)	
Ability to Speak English	Population (2016)	Percentage	Population (2016)	Percentage	Population (2016)	Percentage
<b>Total Population</b>	110,953	100%	28,111	100%	139,064	100%
Chinese	775	0.7%	152	0.5%	927	0.7%
Korean	644	0.6%	48	0.2%	692	0.5%
Vietnamese	731	0.7%	676	2.4%	1,407	1.0%
Hindi	887	0.8%	227	0.8%	1,114	0.8%
Other Indic Languages	953	0.9%	267	0.9%	1,220	0.9%
<b>Language other than English</b>						
Speaks English less than “Very Well” in <i>Chinese</i>	286	0.3%	92	0.3%	378	0.3%
Speaks English less than “Very Well” in <i>Korean</i>	306	0.3%	0	0%	306	0.2%
Speaks English less than “Very Well” in <i>Vietnamese</i>	317	0.3%	464	1.6%	781	0.6%
Speaks English less than “Very Well” in <i>Hindi</i>	183	0.2%	88	0.3%	271	0.2%
Speaks English less than “Very Well” in <i>Other Indic Languages</i>	374	0.3%	104	0.4%	478	0.3%

As demonstrated in table 4-4 “Vietnamese” is the next highest LEP language, following “Chinese,” comprising 0.6% of the FAST service area population. In all, the Chinese, Vietnamese, Hindi, and Korean languages all have more than 1,000 individuals throughout the FAST service area (including SolanoExpress areas) who identify as speaking English less than “very well,” surpassing the Safe Harbor Provision.



Table 4-4 (Language spoken at home by ability to speak English: FAST Service Area)  
[Chinese, Korean, Vietnamese, Hindi, Other Indic Languages]

Ability to Speak English	FAST Service Area Population	Percentage
<i>Total Population</i>	960,554	100%
<i>Chinese</i>	27,409	2.9%
<i>Korean</i>	5,245	0.5%
<i>Vietnamese</i>	9,683	1.0%
<i>Hindi</i>	9,142	1.0%
<i>Other Indic Languages</i>	9,510	1.0%
<b>Speaks English less than "Very Well" in:</b>		
<i>Chinese</i>	16,373	1.7%
<i>Korean</i>	2,654	0.3%
<i>Vietnamese</i>	5,423	0.6%
<i>Hindi</i>	2,795	0.3%
<i>Other Indic Languages</i>	4,047	0.4%

"Hindi" and "Korean" follow "Vietnamese," each comprising 0.3% of the entire FAST service area population that speaks English less than "very well." FAST will continue to track the trends of these languages as well as produce public outreach activities to more accurately define "Other Indic Languages."

## **Factor 2: The frequency with which LEP persons come into contact with the program.**

FAST used several strategies to complete Factor 2 and Factor 3 analyses, including proactive outreach and surveying FAST staff, which included FAST operators, dispatch, front office staff, and administrative staff.

### **FAST Staff Survey**

Of the 33 responses to a staff questionnaire regarding past experience with LEP's, 0 (0%) reported that they never come into contact with individuals who are non-English speaking or Limited English Proficient.

Nine respondents (27%) indicated that they come into contact with LEP's rarely or infrequently. *The remaining 24 (73%) responses were able to identify how often they interact with LEPs*

*2 responses – 1-4 times a day*

*10 response – Daily*

*3 responses – 1-2 times a week*

*5 responses – 1-2 times a month*

*1 response – 3-4 times a month*

*3 response – 3-4 times a year*

The full results of this survey are available in Appendix A.

## LEP Outreach

### FAST Customer Satisfaction Surveys (2016-2017)

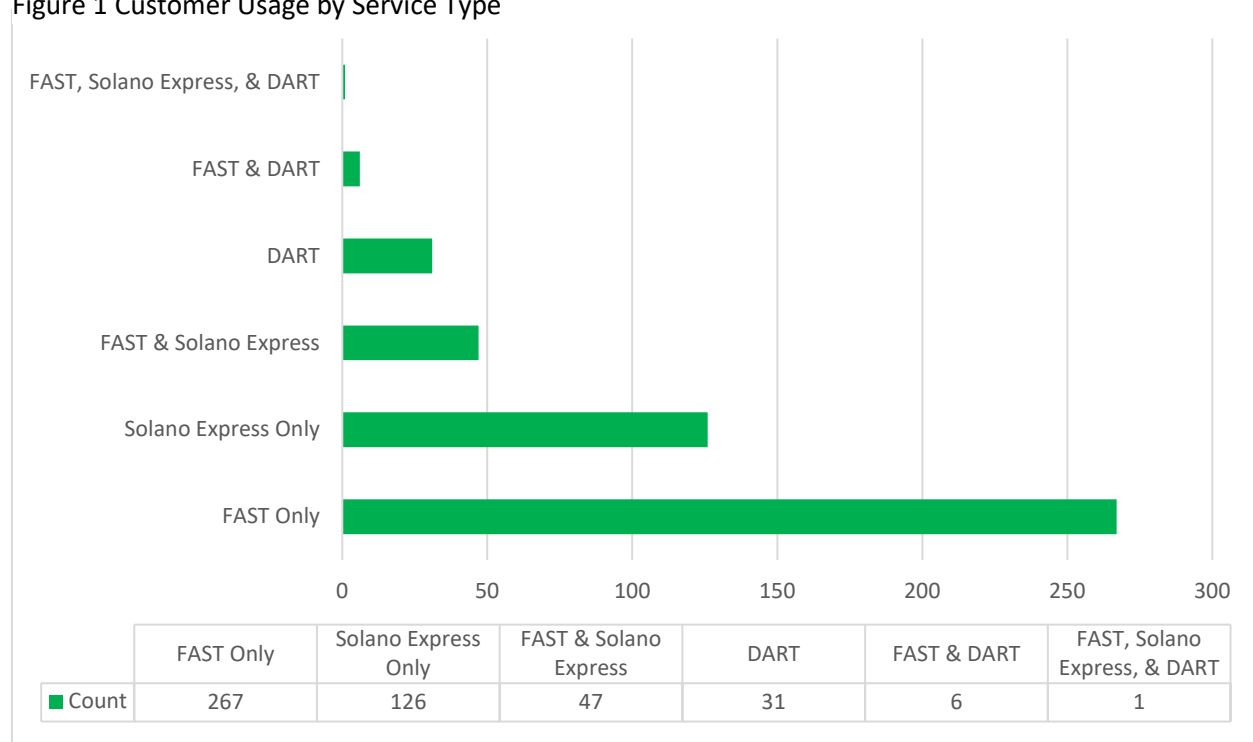
FAST staff conducted its first annual customer satisfaction survey over a five-day period in June 2016 on all bus routes (local and intercity), at the Fairfield Transportation Center (FTC), Solano Town Center, on the FAST website, and directly to DART passengers. FAST received 598 surveys for this report. The surveys provide a statistically significant response rate with a 95% confidence level and a 4% margin of error. The same annual customer satisfaction survey was conducted in June 2017 (following the 2016 results).

The following represents the individual results of the 2016 Customer Satisfaction Survey:

#### 1) What service(s) are you using?

Customers were asked which of the three services (FAST, SolanoExpress, and DART) they use that FAST provides. Of the 598 surveys received, 478 answered this question with 89% using only one of the three services while the other 11% used a combination of at least two of the services.

Figure 1 Customer Usage by Service Type



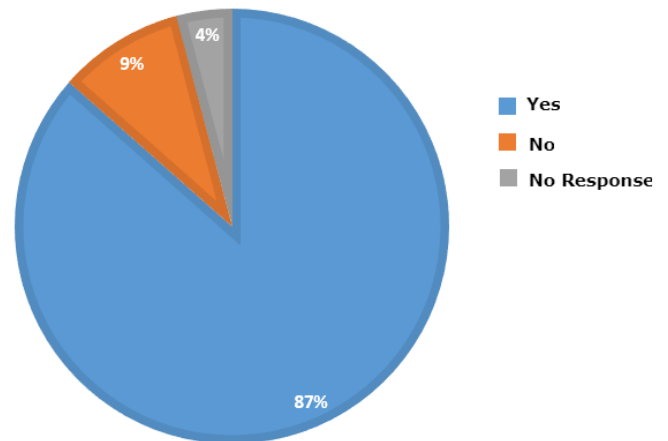
## 2) Is FAST/DART information easy to understand?

The vast majority (92%) of Fixed-Route and DART customers found information easy to understand.

Easy to Understand 2016

Service	Yes	No	No Response
FAST Only	249	14	4
Solano Express Only	99	26	14
FAST & Solano Express	43	2	1
DART	29	1	1
FAST & DART	4	2	0
FAST, Solano Express, & DART	0	1	0
Total	424	46	20

FAST Information  
Easy to Understand 2016



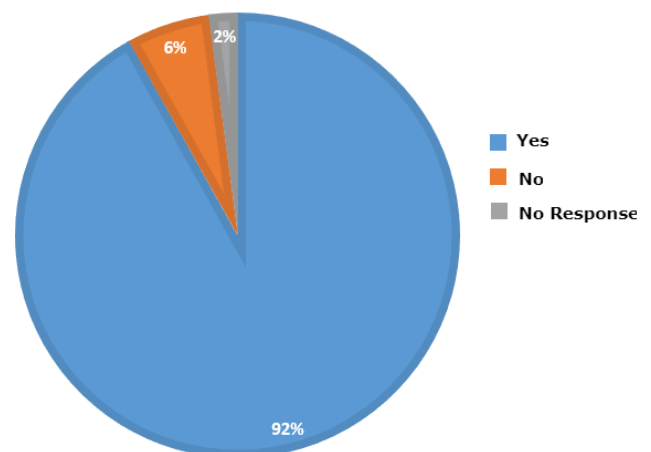
## 3) Is English your primary language?

The vast majority of customers selected English as their primary language.

English as Primary Language 2016

	Yes	No	No Response
FAST Only	248	15	4
Solano Express Only	116	10	5
FAST & Solano Express	42	3	0
DART	30	0	1
FAST & DART	6	1	0
FAST, Solano Express, & DART	1	0	0
Total	443	29	10

ENGLISH AS PRIMARY LANGUAGE 2016



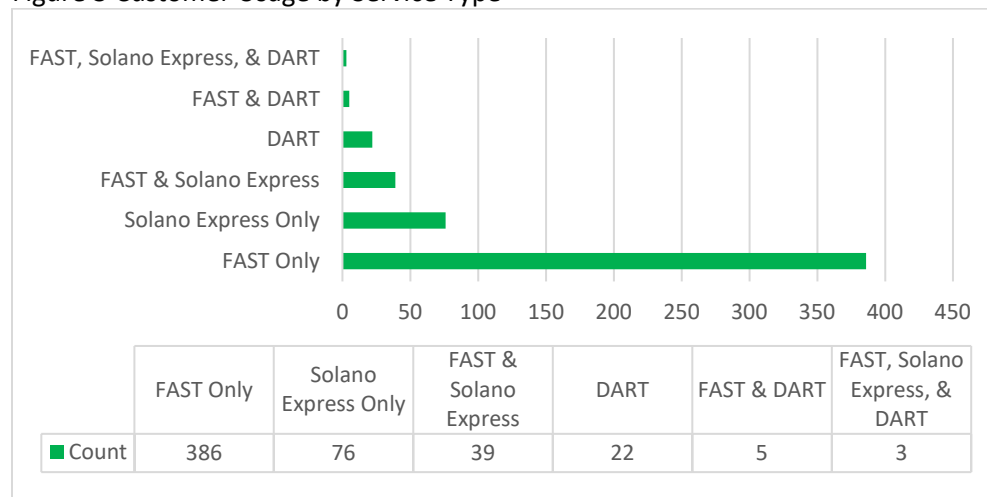
FAST staff conducted a second annual customer satisfaction survey over a five-day period in June 2017 on all bus routes (local and intercity), at the Fairfield Transportation Center (FTC), Solano Town Center, on the FAST website, and directly to DART passengers. FAST received 657 responses for the 2017 FAST Customer Satisfaction Survey compared to 598 survey received for the 2016 survey. The surveys provide a statistically significant response rate with a 95% confidence level and a 4% margin of error.

The following represents the individual results of the 2017 Customer Satisfaction Survey:

### 1) What service(s) are you using?

Customers were asked which of the three services (FAST, SolanoExpress, and DART) they use that FAST provides. Of the 657 surveys received, 531 answered this question with 91% using only one of the three services while the other 9% used a combination of at least two of the services.

Figure 3 Customer Usage by Service Type



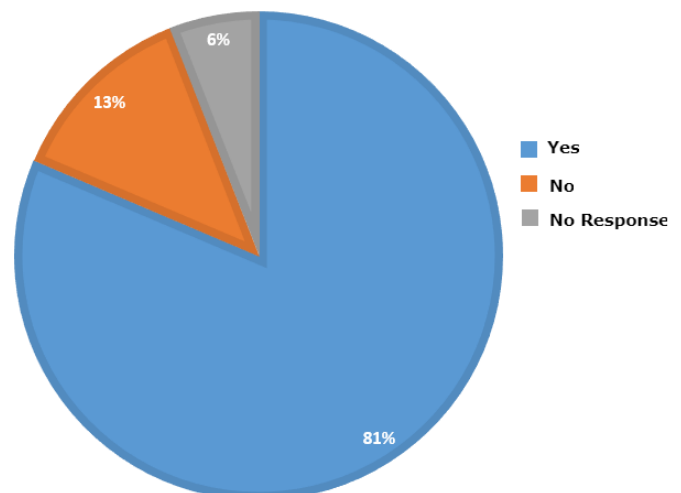
### 2) Is FAST/DART information easy to understand?

The vast majority (94%) of Fixed-Route and (93%) DART customers found information easy to understand.

Easy to Understand 2017

Service	Yes	No	No Response
FAST Only	342	44	22
Solano Express Only	63	4	9
FAST & Solano Express	36	1	2
DART	22	22	0
FAST & DART	3	2	0
FAST, Solano Express, & DART	2	0	1
Total	468	73	34

FAST INFORMATION  
EASY TO UNDERSTAND 2017



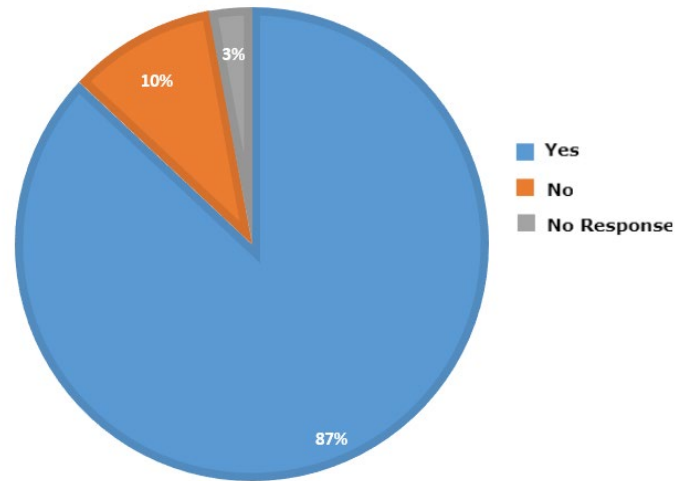
### 3) Is English your primary language?

The vast majority of customers (93%) selected English as their primary language.

English Primary Language 2017

	Yes	No	No Response
FAST Only	347	29	9
Solano Express Only	69	2	5
FAST & Solano Express	37	1	1
DART	22	22	0
FAST & DART	4	2	0
FAST, Solano Express, & DART	2	0	1
Total	481	56	16

ENGLISH AS PRIMARY LANGUAGE 2017



In conclusion, the majority of FAST riders (an average of 92.5%) selected English as their primary language while (84%) listed FAST Information as “Easy to Understand.” To supplement this data, FAST hired Red Hill Group to collect demographic data to support compliance with Title VI and facilitate equity analysis.

## FAST Title VI Rider Questionnaire

In spring 2017, FAST hired Redhill Group to conduct an origin-destination study for FAST and SolanoExpress routes. This was a voluntary survey included in a Metropolitan Transit Commission (MTC) initiative to compile travel behavior and demographic data of transit passengers in the San Francisco Bay Area to improve transit region-wide.

FAST Transportation Planner, Shaun Vigil, coordinated with Redhill set project goals which included obtaining data regarding:

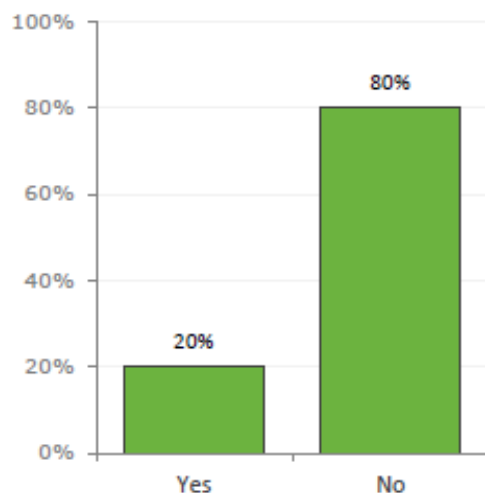
- Driver’s license status,
- Number of drivable vehicles available to the household,
- Self-identification as Hispanic, Latino, or of Spanish origin,
- Self- identification of race (White, African American, Asian, American Indian / Alaska Native, Native Hawaiian / Pacific Islander, Multiracial or other), and
- Language other than English spoken at home and English language proficiency.

Future LEP outreach efforts will include identifying key organizations or contacts in the community that serve LEPs and interviewing those individuals and their consumers. These contacts will be critical as FAST works to improve the efficacy of its language assistance efforts. Additional LEP outreach will be conducted in partnership with the School District. FAST has identified every public school in the Fairfield and Suisun Unified School District with the highest concentrations of students that are English Learners and will work with the school administration to plan an event where FAST can talk with parents. English Learner data is available in Appendix B.

### **Results of LEP Outreach Rider Activity (as it relates to frequency of use)**

During a 19-day intercept survey activity, from Monday, May 1st to Friday, May 19, 2017, a total of 252 FAST riders responded to questions regarding languages other than English spoken at home. These responses reflect what FAST staff understands about the LEP individuals in its service area and their use, or lack of, of FAST services.

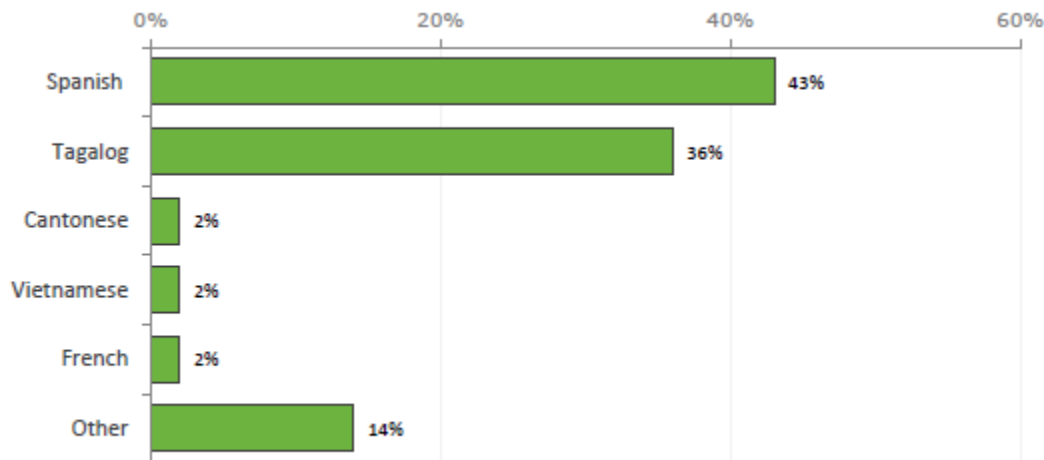
Figure 4 Do You Personally Speak a Language Other Than English at Home? n = 252



As shown, the majority of FAST riders (80%) do not speak another language other than English at home, while 20% do speak another language at home. Data also showed the same proportion of riders who speak another language other than English at home between *weekday* and *weekend* riders.

Of the 252 FAST riders who provided responses to the aforementioned questions, 53 riders also provided the language other than English they speak at home.

Figure 5 Language Other Than English Spoken at Home  
n = 53



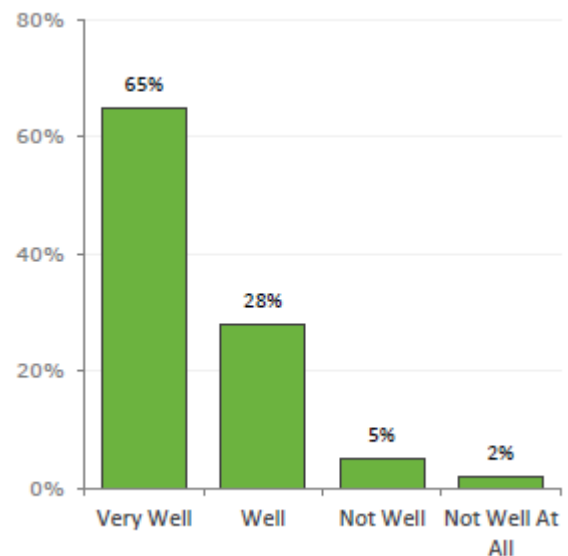
Of the 20 percent of FAST riders who speak another language at home, the predominant languages spoken are Spanish (43%), and Tagalog (36%), followed by Cantonese (2%), Vietnamese (2%), and French (2%). “Other” languages include Amharic, Czech, Italian, Portuguese, Farsi, Japanese, Laotian, and Punjabi.

### ***Language Proficiency***

Of the 20 percent of FAST riders who responded as speaking a language other than English at home, the majority (93%) speak English either “Well” or “Very Well.” The remaining 7% labeled themselves as speaking English “Not Well” or “Not Well At All.”

Based on the data currently available, LEPs are not accessing FAST’s services daily very often. As FAST now has some information about which routes LEP individuals are using, it can begin targeting Spanish-language and Tagalog-language information to assist these individuals in better and more frequently using this service and reach individuals in their communities who may not yet be riders.

Figure 6 How Well Would You Say You Speak English?





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

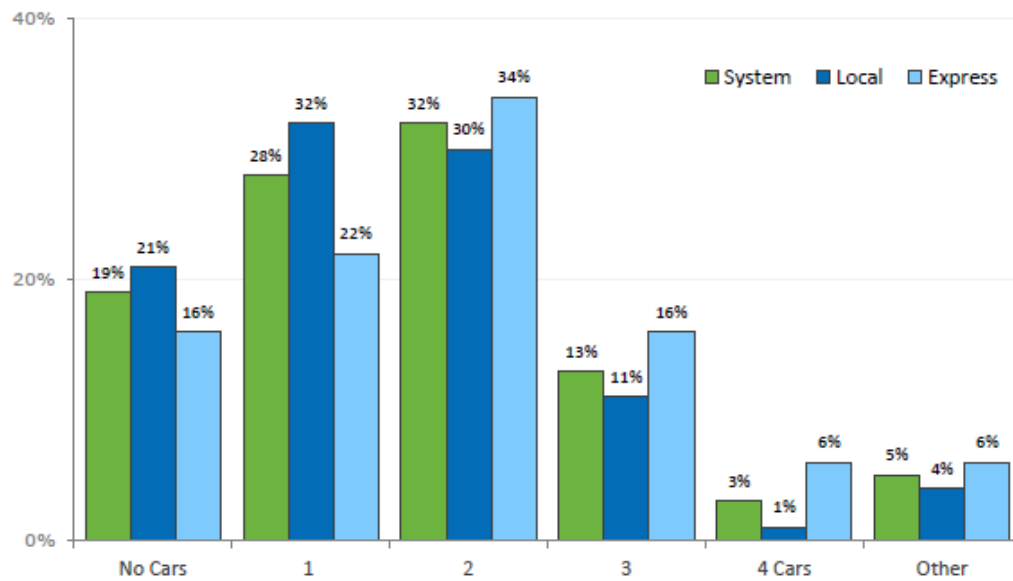
FAST understands that its services are used for life-sustaining activities, such as transportation to work, school, grocery shopping, non-emergency medical appointments, as well as life-enriching activities, such as social events. For transit-dependent individuals, FAST services are gravely important. For this reason, FAST is committed to translating vital documents relating to its service. Vital documents are those that demonstrate where and how to use FAST services, how to access services and additional information, and information about FAST's ADA services and Title VI program. FAST currently translates all vital documents into Spanish, Tagalog, and Chinese (traditional).

#### Results of LEP Outreach Activity (as it relates to importance of services)

To help gauge how important FAST services are to the LEP individuals it serves, survey respondents were asked about their driving habits.

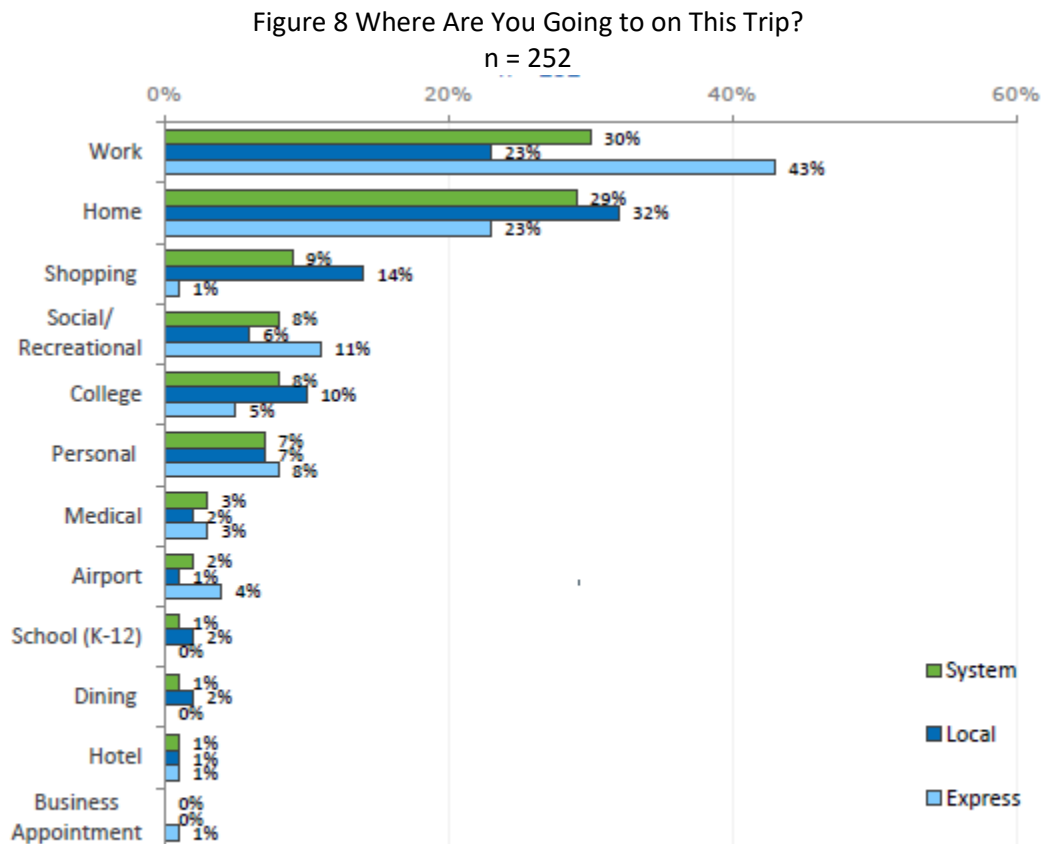
Out of 252 responses, 19 percent of FAST riders do not have access to a vehicle. On the other hand, the majority of FAST riders (81%) have access to at least one functioning vehicle in their household.

Figure 7 Drivable Vehicles Available to Household  
n = 252



Of the local riders, 21% of responders have no access to a functional vehicle while the remaining 79% have access to at least one vehicle. This demonstrates that at least 19% of the respondents depend on public transit or could benefit from public transit often.

Respondents were also asked where they are traveling when they ride FAST buses. The following destinations were reported:



FAST rider destinations are most often “Work” (30%) and “Home” (29%). For express riders the top three destinations are “Work” (43%), “Home” (23%) and “Social/Recreational” (11%). Local riders’ most common destinations are “Home” (32%), “Work” (23%), “Shopping” (14%), “College” (10%), “Personal [Business]” (7%), and “Social/Recreational” (6%) trips. The collected information is telling; riders are using FAST services for life-sustaining purposes.

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

As the geographic area in which FAST serves is vast, outreach will need to be varied and, at times, event specific.

A large proportion of outreach will be possible through cultivating relationships with key contacts within the LEP populations. It will be important to keep these contacts informed of FAST activities, services and events. Working with them to connect with the LEP populations will be an important outreach activity with little or no associated costs.

Table 4-5, below, identifies several potential outreach strategies that may be utilized as is appropriate and their associated costs.

Some of these strategies, such as Spanish and Tagalog language advertisements on radio stations and in magazines will be utilized if such outlets are identified and as funding is available.

**FAST TITLE VI PROGRAM FOUR FACTOR ANALYSIS: FACTOR 4**  
**TABLE 4-5 LISTING OF VITAL DOCUMENTS FOR LEP TRANSLATION**

Translation of Written Documents	Comment	English	Spanish	Tagalog	Chinese
<b>Specific Elements</b>					
<i>Vital Documents:</i>					
Title VI Notice to the Public		Complete	Complete	Complete	Complete
Title VI Complaint Form		Complete	Complete	Complete	Complete
Title VI Complaint Procedures		Complete	Complete	Complete	Complete
ADA Complaint Form		Complete	Complete	Complete	Complete
ADA Complaint Procedures		Complete	Complete	Complete	Complete
Rider Guide		Complete	Complete	Complete	Complete
ADA Rider Guide		Complete	Complete	Complete	Complete
Signage advertising FAST's language assistance program		Complete	Complete	Complete	Complete
System Map		Complete	Complete	Complete	Complete
Individual route schedules where practical		Complete	Complete	Complete	Complete
<i>Ad-hoc Documents:</i>					
Fliers/advertisements for level one public events		Complete	Complete	Complete	Complete
Fliers/advertisements for level one public events	Complete	To be determined on a case by case basis and as funding allows.	To be determined on a case by case basis and as funding allows.	To be determined on a case by case basis and as funding allows.	To be determined on a case by case basis and as funding allows.
<i>FAST Website</i>		Complete	Complete	Complete	
Interpretation & Translation Services	Comment	English	Spanish	Tagalog	Chinese
<b>Specific elements</b>					
Professional Translation Service	Complete	Available	Available	As needed	As needed
Telephone Translation Service	Complete	Available	Available	Available	Available
Simultaneous interpreter for level two public events	Complete	As needed	As needed	As needed	As needed
Advertisements & Outreach	Comment	English	Spanish	Tagalog	Chinese
<b>Specific elements</b>					
Availability of language assistance Notice	Complete	Complete	Complete	Complete	Complete
Spanish/Tagalog/Chinese language radio spots (optional)	Complete	N/A	To be determined on a case by case basis and as funding allows.	To be determined on a case by case basis and as funding allows.	To be determined on a case by case basis and as funding allows.
Adverts in Spanish/Tagalog/Chinese language publications (optional)	Complete	N/A	To be determined on a case by case basis and as funding allows.	To be determined on a case by case basis and as funding allows.	To be determined on a case by case basis and as funding allows.

## 5. Implementation Plan

### Timeline / Major Milestones

Table 5-1 below lists the major activities associated with this Plan and identifies when staff will start the activity. Activities that have been labeled with the “NOW” category are those that are currently in progress or completed within this plan.

Table 5-1

#### Task 1: Identifying LEP Individuals Who Need Language Assistance

ITEM		NOW	NEXT YEAR, Beginning 7/1
1.1	Assess the LEP population in FAST’s service area <ul style="list-style-type: none"> <li>Four Factor Framework Analysis</li> <li>Outreach to community groups serving LEP persons &amp; focus groups/interviews with LEP individuals.</li> <li>Interview/survey FAST staff about previous experience with LEP individuals</li> </ul>	X	
1.1	Identify areas within the service district and routes serving areas with high concentrations of LEP individuals.	X	

#### Task 2: Language Assistance Measures

##### Developing Assistance Procedures

ITEM		NOW	NEXT YEAR, Beginning 7/1
2.1	Develop a list of language assistance products and methods and how FAST can access these.	X	
2.2	Develop procedures for <b>customer service staff</b> regarding: <ul style="list-style-type: none"> <li>how to respond to LEP callers</li> <li>how to respond to correspondence from LEPs</li> <li>how to respond to LEPs in person</li> <li>how to document LEP needs</li> <li>how to respond to civil rights complaints.</li> </ul>	X	
2.3	Develop procedures for <b>vehicle operators, station managers, and others</b> who regularly interact with the public on how to respond to an LEP individual.		X

## Task 2: Language Assistance Measures

### Translating documents

ITEM		NOW	NEXT YEAR, Beginning 7/1
2.4	Develop a process for determining: <ul style="list-style-type: none"> <li>• if a particular document needs to be translated</li> <li>• into which languages it should be translated.</li> </ul>	X	
2.5	Translate vital documents, including: <ul style="list-style-type: none"> <li>• FAST brochures</li> <li>• FAST policies</li> <li>• Service changes</li> </ul>	X	

## Task 2: Language Assistance Measures

### Live Interpretation or Translation

ITEM		NOW	NEXT YEAR, Beginning 7/1
2.6	Develop a list of language assistance products and methods and how FAST can access these.		X
2.7	Establish competency standards for interpreters and translators; including: <ul style="list-style-type: none"> <li>• FAST will determine the interpreter or translator's competency in English and the other language;</li> <li>• FAST will train the interpreter in specialized terms;</li> <li>• FAST will instruct the interpreter or translator that he or she should not deviate into a role as counselor, legal advisor, or any other role aside from interpreting;</li> <li>• FAST will ask the interpreter to attest that s/he does not have a conflict of interest on the issues that they would be providing interpretation services.</li> </ul>		X
2.8	Develop a FAST policy that states that all interpretation and written translation must be performed by approved vendors/individuals whose competency has been established.		X

### Task 3: Training Staff

ITEM		NOW	NEXT YEAR, Beginning 7/1
3.1	Identify which FAST staff are likely to come into contact with LEP individuals	X	
3.2	Develop procedure/schedule for LEP training for identified FAST staff, for new-hires, and continued training		X
3.3	Develop curriculum for and train frontline, customer service, and staff likely to interact (operators, etc) with LEPs in language assistance procedures identified in 2.1 and 2.2 and 2.3		X

### Task 4: Providing Notice to LEP Persons

ITEM		NOW	NEXT YEAR, Beginning 7/1
4.1	Inventory the existing public service announcements and community outreach FAST currently performs.	X	
4.2	Incorporate notice of the availability of language assistance into existing outreach methods <ul style="list-style-type: none"> <li>• Develop language regarding language assistance in multiple languages for posters/signage/notices</li> <li>• Develop non-English outreach materials: Place foreign-language ads in publications serving second language populations to share current significant, service-related announcements</li> <li>• Place a notice of right to language assistance, at no cost, on important outreach documents and on FAST's website.</li> </ul>	X	
4.3	Provide key transit information and online Trip Planner in Spanish and Tagalog on FAST's website	X	
4.4	Create signs in multiple languages informing LEP clients about available language services and post	X	
4.5	Undertake targeted community outreach to LEP populations. <ul style="list-style-type: none"> <li>• Identify and develop relationships with community leaders &amp; LEP populations</li> <li>• Develop policy for when (what type of service changes/announcements) to conduct targeted community meetings for LEP populations</li> </ul>		X

Table 5-1, Continued

**Task 5: Monitor and Update the Language Assistance Plan**

ITEM		NOW	NEXT YEAR, Beginning 7/1
5.1	Assign Day-to-day administration of LEP program, ensuring compliance and correct implementation.	X	
5.2	Develop a process for receiving feedback on language assistance measures <ul style="list-style-type: none"> <li>Add a question to any surveys to assess respondents' English proficiency and primary spoken language.</li> <li>On-going dialogue with groups serving LEP populations</li> <li>Review demographics changes reported by ACS and Census data</li> </ul>		X
5.3	Conduct internal monitoring regarding language assistance measures <ul style="list-style-type: none"> <li>Routinely survey/interview FAST staff about interaction with LEPs and their ability to successfully interact</li> </ul>		X
5.4	Make changes to the language assistance plan based on feedback received		X
5.5	Consider new language assistance needs when expanding service <ul style="list-style-type: none"> <li>Identify service changes affecting areas with high concentrations of LEP individuals and develop mitigation strategies</li> </ul>		X

**Responsibility for Implementing the Language Assistance Plan**

The Title VI Program Administrator will be responsible for overseeing the implementation of this plan and assigning tasks as appropriate.

FAST's Title VI Program Administrator is:

Tina Do Tran

Fairfield and Suisun Transit

2000 Cadenasso Drive

Fairfield, CA 94533

(707) 434-3800

Email: ttran@fairfield.ca.gov



## Language Service Provision

### Interpretation Services

1. FAST has a contract with Keylingo Translations to provide simultaneous interpretation for callers and for customers in service centers when staff is unable to communicate.

#### Language Line Instructions:

- To connect to an interpreter, dial **1-877-626-0674**.
- Provide the Call Center Service Representative with:
  1. The account number **#17870**
  2. Your Name
  3. The language pair needed (i.e. English <-> Spanish)

You will then be immediately connected to an interpreter.

2. When a customer calls FAST directly and a staff member can't communicate, staff will connect with Keylingo Translations to translate.
3. Simultaneous interpretation at public events will be determined on a case-by-case basis by examining several factors, such as:
  - the type and size of event;
  - the availability of a FAST staff member to interpret;
  - the availability of a staff member of a host organization to interpret, etc.

For small outreach events, such as "Level One" activities, proactive outreach, smaller travel training and transit awareness events, bilingual staff members will assist with translation where feasible. For "Level Two" public outreach events, where appropriate and necessary to do so, FAST will hire an interpreter service.

### Translation of Vital Documents

Based on the results of the four factor analysis, the following vital documents will be translated into Spanish and Tagalog, the LEP languages within FAST's local service area. Vital documents will be translated in accordance with the timeline established in the previous pages:

### **Vital Documents – Stage 1**

- 1) Title VI Program
  - Title VI Notice to the Public
  - Complaint Form
  - Complaint Procedures
- 2) FAST Rider Information
  - Route and Map Schedules
- 3) ADA Paratransit Information
  - Rider Guide
  - Application Process

### **Vital Documents – Stage 2**

- 1) Signage advertising FAST's language assistance program, particularly Language Line number and translated information on its website
  - 2) System Map, where practical
  - 3) Individual route schedules, where practical
2. Going forward, the extent of FAST's ability and obligation to translate written documents will be determined on a case-by-case basis, by looking at all elements presented in the Four Factor Analysis.

### **FAST's Website**

1. All translated vital documents are posted on FAST's website on their respective pages.
2. FAST's website is available in both Spanish, Tagalog, and Chinese (traditional) through the website translator gadget.

### **Outreach**

1. To ensure that LEP individuals are aware of FAST's language assistance measures FAST will develop simple signage that advertises:
  - FAST's Language Line number offering free-of-charge interpretation services
  - Information is available in other languages on the website.

2. Language assistance signage is posted at the following locations:
  - Fairfield Transportation Center
  - FAST lobby
  - FAST vehicles
  - Community centers and/or popular destinations identified during the Four Factor Analysis and ongoing outreach
3. FAST staff will work towards educating customers about FAST's language assistance programs during their outreach and transit orientation activities.
4. FAST staff will continue developing relationships with organizations that serve LEP individuals and developing strategies to spread awareness of FAST's language assistance services.

## **6. Monitoring, Evaluating, and Updating the LAP**

A thorough review of this Language Assistance Plan will be undertaken every three years concurrent with updating and submitting the FAST Title VI Program. At that time, the LEP population will be reassessed, to ensure all significant LEP languages are included in FAST's language assistance efforts. The following reoccurring reporting and evaluation measures will be used to update the Language Assistance Plan:

FAST will regularly assess the effectiveness of how FAST communicates with LEP individuals by:

- Including questions about language assistance and information needs on any community surveys
- Conversations with key contacts that work with LEPs
- Ad-hoc outreach with LEP groups

FAST will track its language assistance efforts, including:

- Reporting front-line staff's interactions with LEP
- Language Line reports

## **7. Staff Training**

FAST's Title VI Program Administrator will develop training guidelines for FAST staff with training being conducted through 2018. This training will include:

- How to respond to LEP callers
- How to respond to correspondence from LEPs
- How to respond to LEPs in person
- How to document LEP needs
- How to respond to civil rights complaints.

The Program Administrator will also schedule reoccurring training and train new hires, as well as identify training opportunities for FAST's ambassadors.

## 8. Appendices

### Appendix A: Four Factor Analysis—Step 1: FAST Staff Survey

To begin qualifying FAST’s previous experience with LEP individuals, all FAST administrative and front office staff as well as MV Transportation operators and dispatch employees were asked to fill out a questionnaire relating to their interactions with limited English speaking individuals. Thirty-three (33) staff members completed the questionnaire.

The questionnaire included the following questions:

1. While performing work functions, have you ever come into contact with individuals who are non-English speaking or Limited English Proficient?
2. How frequently do you come into contact with Limited English Proficient individuals?
3. Can you identify which language(s) these individuals speak?
4. What questions about FAST did they ask?
5. Were you able to successfully communicate with individuals who are Limited English Proficient?

#### **Interaction with LEPs:**

Of the 33 responses, 0 reported that they **never** come into contact into individuals who are non-English speaking or Limited English Proficient.

9 responses indicated that they come into contact with LEP’s **rarely or infrequently.**

The remaining 24 responses were able to identify how often they interact with LEPs

- 2 responses – 1-4 times a day*
- 10 response – Daily*
- 3 responses – 1-2 times a week*
- 5 responses – 1-2 times a month*
- 1 response – 3-4 times a month*
- 3 response – 3-4 times a year*

### **Languages Spoken:**

The following languages were identified by the 15 responses that reported some (even if infrequent) interaction with LEPs:

Table 8-1

<b>Language</b>	<b>Number of Times Reported</b>
Spanish	30
Tagalog	6
Chinese	5
Japanese	3
American Sign Language	1
Unspecified Languages*	5

\*Response include “Asian,” “Indian,” and “African” have been categorized under “Unspecified Languages.”

### **Questions Asked about FAST:**

The following topics were reported as asked by LEPs:

Table 8-2

<b>Topic</b>	<b>Number of Times Reported</b>
Schedule	10
Directions	14
Cost/Fares	8
City Projects	1
No Response	1

### **Communication with LEPs:**

Staff members reported communicating successfully with LEPs in the following ways:

Table 8-3

<b>Method of Communication</b>	<b>Number of Times Reported</b>
Able to speak to them	9
Google Translate	3
Phone Translation Services (Keylingo)	1
Translator	8
Pointing to schedule	5
Could not communicate	3
No response	7

## Appendix B: Fairfield-Suisun Unified School District and FAST Service Area School Districts English Learner Data

In order to identify the LEP populations within FAST’s service area, and to begin tracking changes in those groups, FAST reviewed English Learner statistics for students in the Fairfield-Suisun Unified School District as well as all school districts within the FAST service area, including Fairfield-Suisun, Vacaville, Dixon, Davis, Washington, Benicia, Albany City Unified School Districts, Solano County Office of Education, Contra Costa County Office of Education. Public schools within the California Department of Education (CDE) must report students that are English Learners—students whose native language is a language other than English, and their native language. This data is available online via CDE’s DataQuest website, <http://dq.cde.ca.gov/dataquest/>

FAST accessed the relative English Learners data to gather a full picture of the communities it serves, including identifying LEP populations and where they are concentrated. Periodically reviewing this data will enable FAST to track what non-English languages are growing in order to provide appropriate language assistance services.

Consistent with data from the 2016 census (reported on in Section 4), the majority of English Learner students in the Fairfield-Suisun Unified School District speak Spanish. The next largest non-English speaking group is Filipino (Tagalog, Pilipino, or Cebuano) followed by Punjabi, Arabic, and Vietnamese. While the data within the Fairfield and Suisun Unified School District for Punjabi, Arabic, and Vietnamese do not meet the Safe Harbor Provision, it will be important for FAST to continue tracking growth within these groups and be prepared to offer oral interpretation services as needed.

Also consistent with data from the 2016 census, the majority of English Learner students in school districts within the FAST service area speak Spanish. The next largest speaking group identify as “Non-English languages,” which include Korean, Khmer, Italian, Polish, Turkish, Dutch, Tigriya, and Telugu languages. None of the listed “Non-English language” meet the Safe Harbor Provision threshold. The next largest speaking groups are Mandarin, Punjabi, and Filipino (Tagalog, Pilipino, and Cebuano). While the English Learners (EL) data within the FAST service area school districts for Mandarin, Punjabi, and Filipino do not meet the Safe Harbor Provision, it will be important for FAST to continue tracking growth within these groups and be prepared to offer oral interpretation services as needed.

English Learner data by language (within the Fairfield and Suisun Unified School District) is available on the following page in Table 8-4 and can be accessed at <https://www.cde.ca.gov/ds/sd/sd/fileselsch.asp>.

English Learner data by language (within all school districts within the entire FAST service area) is available on the following page in Table 8-5.



Table 8-4

**Fairfield-Suisun Unified School District English Learner (EL) Students by School (2016-17)**

School	Total EL Students	Spanish	Filipino (Pilipino, Cebuano, or Tagalog)	Punjabi	Arabic	Vietnamese	Other non-English languages	Hindi	Farsi (Persian)	Urdu
Angelo Rodriguez High	35	14	5	7	2	2	1			1
Anna Kyle Elementary	446	408	9	6		1	1	1		1
Armijo High	128	101	8	4	2	4	2			
B. Gale Wilson Elementary	183	175				3				
Cleo Gordon Elementary	227	207	5	5				1	3	1
Cordelia Hills Elementary	72	31	6	19	3	1	5	2	1	
Crescent Elementary	121	85	12	8	2	6		3		3
Crystal Middle	73	59	8	1			1			
Dan O. Root Elementary	87	77	5					2	1	
Dover Academy for International Studies	152	139	6	1		1				1
E. Ruth Sheldon Academy	276	255	2	4	5	1	3			2
Fairfield High	88	68	8	2	3	1	1		1	2
Fairview Elementary	263	250	1		3					
Grange Middle	133	117	2		4	1	1		2	
Green Valley Middle	17	8	2	1	2		1		1	
H. Glenn Richardson	2	1	1							
K.I. Jones Elementary	27	16	2	2	3	2				
Laurel Creek Elementary	97	76	4	5	9	4				
Matt Garcia Learning Center	15	15								
Nelda Mundy Elementary	46	18	4	5	1	2	4			1
Nonpublic, Nonsectarian Schools	3	3								
Oakbrook Elementary	42	27	2	6	3	1		1		1
Public Safety Academy	3	2						1		
Rolling Hills Elementary	55	30	2	6	2	7	1	1	5	
Sem Yeto Continuation High	29	26	2		1					
Suisun Elementary	112	86	11			1	1	4		1
Suisun Valley Elementary	32	26		2		2	1			
Tolenas Elementary	102	87	2	1	2	5				
Weir Preparatory Academy	203	187	5	2		2	3			
<b>Total</b>	<b>3069</b>	<b>2534</b>	<b>114</b>	<b>87</b>	<b>47</b>	<b>47</b>	<b>26</b>	<b>16</b>	<b>14</b>	<b>14</b>

Notes:

(1) California Department of Education Dataquest. <http://dq.cde.ca.gov/dataquest/>. Accessed 1/31/2018

A) Khmu, Serbo-Croatian (Bosnian, Croatian, Serbian), Ukrainian, Bengali, Hungarian languages have been omitted from data table due to lack of individuals.

B) Telugu, Turkish, Italian, Tigrinya, Korean, Khmer (Cambodian) were all merged into the corresponding 'Other non-English Languages' column.

Table 8-5

**FAST Service Area: English Learner (EL) Students by School District (2016-17)**

School District	Total EL Students	Spanish	Other non-English languages	Mandarin (Putonghua)	Punjabi	Filipino (Pilipino, Cebuano, or Tagalog)	Hindi	Japanese	Thai	Farsi (Persian)	Urdu
Fairfield-Suisun Unified	3069	2534	26	5	87	114	16	3	7	14	14
Vacaville Unified	1223	233	146	423	112	61	1	8	4	24	2
Dixon Unified	834	382	2		195	48			189	2	
Davis Unified	814	45	181	48	7	52	6	57	18	10	168
Washington Unified	1558	65	262	10	123	24	314	7	40	26	29
Benicia Unified	150	7	8	33	17	18		1	9	2	
Contra Costa County	647	21	43	1	4	26		265		204	
Albany City Unified	621	62	200	50	21	13	18	10	22	12	35
Solano Office of Education	57	51		1	1						
<b>Total</b>	<b>8973</b>	<b>3460</b>	<b>868</b>	<b>571</b>	<b>567</b>	<b>356</b>	<b>355</b>	<b>351</b>	<b>289</b>	<b>294</b>	<b>248</b>

Notes:

(1) California Department of Education Dataquest. <http://dq.cde.ca.gov/dataquest/>. Accessed 1/31/2018

A) Khmu, Serbo-Croatian (Bosnian, Croatian, Serbian), Ukrainian, Bengali, Hungarian languages have been omitted from data table due to lack of individuals.

B) Telugu, Turkish, Dutch, Polish, Italian, Tigrinya, Korean, Khmer (Cambodian) were all merged into the corresponding 'Other non-English Languages' column.

## **Table Depicting the Membership of Non-Elected Committees and Councils**

FAST does not have any non-elected committees or councils.

## **Description of Subrecipient Monitoring and Schedule of Subrecipient Title VI Program Submissions**

FAST does not have any subrecipients at this time and does not anticipate expanding to include subrecipients. In the case that FAST does expand and begin contracting with subrecipients, FAST will revisit this issue to ensure compliance.

## **Title VI Equity Analysis**

Since the previous 2014 Title VI submission, FAST has not undertaken any federally funded construction projects.

# City Council Approval of FAST's Title VI Program

## CITY OF FAIRFIELD

### RESOLUTION NO. 2018 - 54

#### **RESOLUTION OF THE CITY COUNCIL OF THE CITY OF FAIRFIELD AUTHORIZING THE ADOPTION OF A TITLE VI COMPLIANCE PROGRAM FOR THE CITY OF FAIRFIELD**

**WHEREAS**, the City of Fairfield receives funding from the Federal Transit Administration (FTA); and

**WHEREAS**, recipients of FTA funding are required to develop and regularly update a program which is compliant with Title VI of the Civil Rights Act of 1964; and

**WHEREAS**, the City of Fairfield has recently updated its Federal Title VI Program to meet the most current requirements; and

**WHEREAS**, recipients of FTA funding are required to have the Title VI Program adopted by the governing board.

#### **NOW, THEREFORE, THE COUNCIL OF THE CITY OF FAIRFIELD HEREBY RESOLVES:**

Section 1. The City of Fairfield City Council hereby adopts the Title VI Compliance Program attached as Exhibit A.

Section 2. The Public Works Director is authorized to implement components of the program in order to meet federal requirements.

Section 3. The Public Works Director is authorized to implement policies that may be necessary to comply with subsequent revisions or interpretation to the Civil Rights Act.

Section 4. The Public Works Director may approve administrative amendments to the Title VI Report 2018 Update as needed to meet subsequent Federal Transit Administration requirements.

**PASSED AND ADOPTED** this 3<sup>rd</sup> day of April, 2018, by the following vote:

AYES: COUNCILMEMBERS: PRICE/TIMM/BERTANI/MOY/VACCARO

NOES: COUNCILMEMBERS: NONE

ABSENT: COUNCILMEMBERS: Moy

ABSTAIN: COUNCILMEMBERS: NONE

James J. Price  
MAYOR

ATTEST:

Karen L. Rees  
CITY CLERK  
pw

**Additional Information for Transit Providers that operate less than 50 fixed route vehicles in peak service and are not located in an Urbanized Area (UZA) of 200,000: System-Wide Policies and Service Standards**

*FTA Title VI Circular 4702.1B, Chapter. IV-1*

**Effective Practices to Fulfill the Service Standard Requirement**

***Vehicle Load Standards***

The average of all loads during the peak operating period should not exceed the following load factors for that service type:

Intercity Bus: Loads not to exceed .85 passenger / seat

Local Services: Loads not to exceed 1.10 passengers / seat

***Vehicle Headway Standards***

Headways are 30 minutes on most local routes during peak times and 60 minutes during off peak times unless otherwise warranted by demand. Two routes (Route 4 and Route 8) operate on 60 minute headways due to lower demand. Should demand increase significantly and funding become available, FAST will change these routes to 30 minutes headways.

Headways are 30 minutes or less on intercity routes during peak times and as often as can be warranted by demand and funding during off peak times.

***On-Time Performance Standards***

Fixed Route [Local and Intercity]:

- The agency endeavors to operate with no early departures before the time shown in the schedule brochure.
- 90 percent of all trips should be operated "on-time," defined as departing at published time-point no more than five (5) minutes later than the published scheduled.

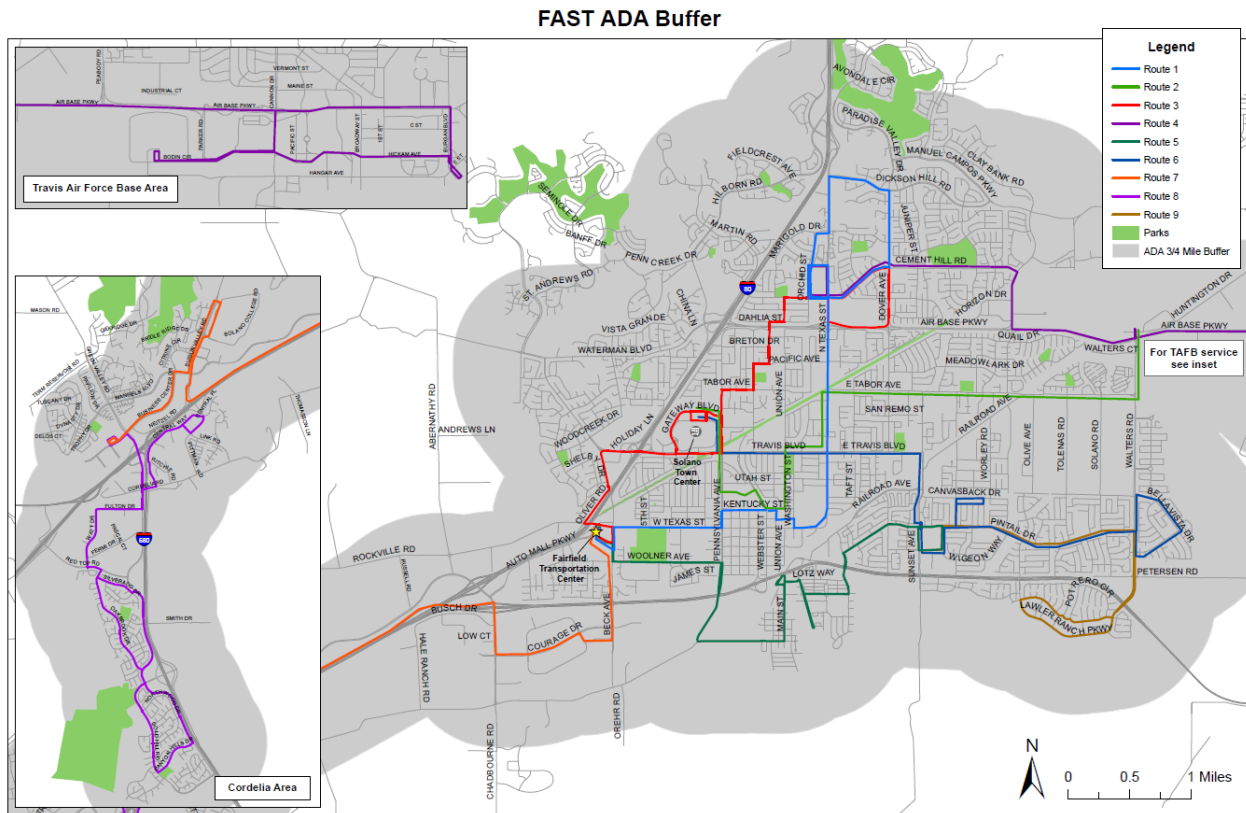
Demand Response:

- 95 percent of trips will be scheduled within 60 minutes of the requested pick-up time and provided within 15 minutes of the scheduled pick-up time.

## Service Availability Standards

### Local Service:

- FAST's local service area population includes 139,064<sup>4</sup> individuals, per the 2016 census and is shown in gray in the map below.



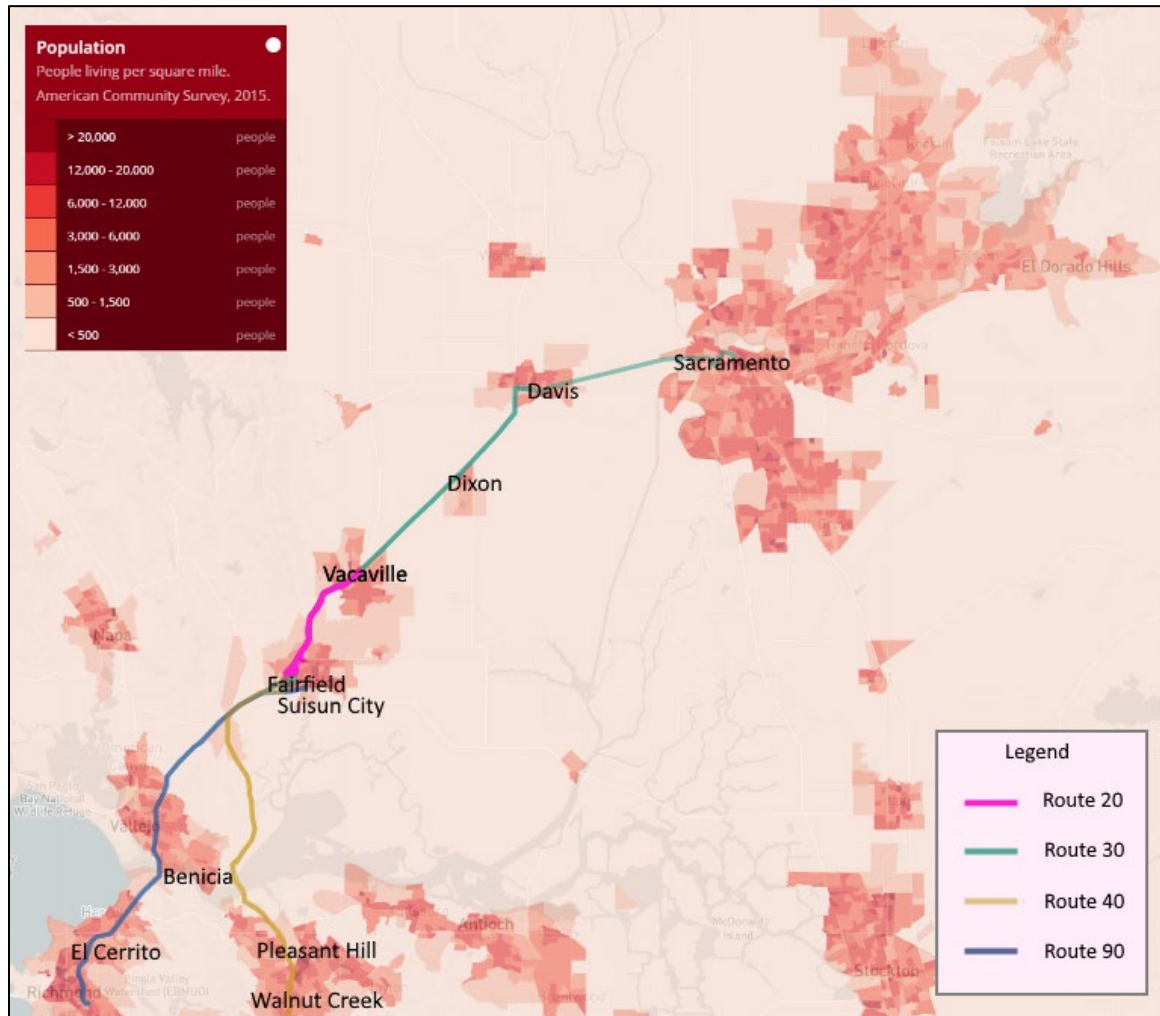
### Demand Response:

- 100% of all trips requested by ADA-qualified patrons within FAST service area shall be accommodated.



### Intercity Service (SolanoExpress):

FAST's entire service area population includes 960,554 individuals, per the 2016 census and is shown in red in the map below.



<sup>4</sup>U.S. Census Bureau (2016) *ACS Demographic and Housing Estimates, 2012-2016 American Community Survey 5-Year Estimates*. Retrieved from <https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=CF>

## Effective Practices to Fulfill the Service Policy Requirement

***Service policies are adopted to ensure service design and operations practices do not result in discrimination on the basis of race, color, or national origin.***

### ***Vehicle Assignment Policy***

#### Fixed Route [Local and Intercity]:

Bus assignments take into account the operating characteristics of the various buses within the FAST fixed route fleet, which are matched to the operating characteristics of the route. In the absence of specific operating requirements, vehicle assignments will be done so as to ensure a random rotation of fleet vehicles through the routes in the FAST system.

#### Demand Response:

Except for situations requiring the assignment of a trip to a specific vehicle for reasons such as lift capacity, interior clearance or operating characteristics within the service area, demand response trips shall be assigned so as to ensure that vehicles are randomly operated in these services.

### ***Transit Amenities Policy***

The following policies will be applied as funding allows:

- Installation of a shelter should be considered at bus stops with an average per trip boarding of 10 or more passengers. Seating/benches should be considered at bus stops with an average per trip boarding of 5 or more passengers.
- Priority for benches and shelters should be given to bus stops serving senior housing or activity centers, or facilities which serve clients with mobility impairments.

### FAST 2016 Customer Satisfaction Survey

1. What service are you using?    FAST    SolanoExpress    DART
2. How would you rate the following for driver customer service?

	Very Poor	Poor	Average	Good	Very Good
Courtesy	1	2	3	4	5
Informative: directions/information	1	2	3	4	5
Knowledgeable: routes/schedules/fares	1	2	3	4	5
Bus operation/safety	1	2	3	4	5

Additional Comments: \_\_\_\_\_

3. Are you greeted upon boarding?    YES    NO
4. If you have called Dispatch at 422-BUSS or 429-2400, how would you rate the following?

	Very Poor	Poor	Average	Good	Very Good
Courtesy	1	2	3	4	5
Informative: directions/information	1	2	3	4	5
Knowledgeable: routes/schedules/fares	1	2	3	4	5
Wait Time	1	2	3	4	5

Additional Comments: \_\_\_\_\_

5. How would you rate your overall satisfaction with our customer service?

	Very Poor	Poor	Average	Good	Very Good
6. Is	1	2	3	4	5

FAST/DART information easy to understand?    YES    NO

7. Is English your primary language?    YES    NO



## Fairfield and Suisun Transit Title VI Language Assistance Plan Rider Questionnaire

*This questionnaire will help us ensure that FAST services and information about our services are accessible to everyone. Your response is anonymous.*

1. What language(s) are you most comfortable *speaking*? \_\_\_\_\_

2. What language(s) are you most comfortable *reading*? \_\_\_\_\_

3. Please tell us about your age:

\_\_\_ 16 years or younger    \_\_\_ 17-30    \_\_\_ 31-49    \_\_\_ 50-65    \_\_\_ 66 and older

4. Please tell us about your driving habits: (Please check one)

\_\_\_ I always have access to a vehicle  
\_\_\_ I sometimes can access a vehicle  
\_\_\_ I never have access to a vehicle

5. Do you ride FAST Buses? (Please check one)

\_\_\_ Yes    \_\_\_ No

6. How many times a week do you ride FAST buses? (Please check one)

\_\_\_ Never  
\_\_\_ 1-3 times per week  
\_\_\_ 5-9 times per week  
\_\_\_ 10 times or more per week

7. What FAST routes do you ride? (Check all that apply)

\_\_\_ Route 1    \_\_\_ Route 2    \_\_\_ Route 3    \_\_\_ Route 4    \_\_\_ Route 5    \_\_\_ Route 6  
\_\_\_ Route 7    \_\_\_ Route 8    \_\_\_ Route 20    \_\_\_ Route 30    \_\_\_ Route 40    \_\_\_ Route 90

8. Where are you traveling when you ride FAST buses? (Check all that apply)

\_\_\_ Work    \_\_\_ School    \_\_\_ Social Activity    \_\_\_ Grocery Shopping    Other  
\_\_\_\_\_

9. Please tell us about FAST's information:

Have you ever called FAST to learn information?    \_\_\_ Yes    \_\_\_ No

Were you able to communicate with FAST staff?    \_\_\_ Yes    \_\_\_ No

What kind of information about FAST services did you need? \_\_\_\_\_



## Fairfield and Suisun Transit Title VI Language Assistance Plan Staff Questionnaire

*This questionnaire will help us ensure that FAST services and information about our services are accessible to everyone. Your response is anonymous.*

1. While performing work function, have you ever come into contact with individuals who are non-English speaking or Limited English Proficient?

\_\_\_ Yes                      \_\_\_ No

2. How frequently have you come into contact with Limited English Proficient individuals?

\_\_\_\_\_

3. Can you identify which language(s) these individuals spoke? (Please list the languages)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. What questions about FAST did they ask?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. Were you able to successfully communicate with individuals who are Limited English Proficient?

\_\_\_ Yes                      \_\_\_ No

If yes, how were you able to communicate?

\_\_\_\_\_