



Vision Rehabilitation Services That Rebuild Independence

# **TITLE VI PROGRAM**

**2022**

**Approved by The San Diego Center for the Blind (SDCB)  
Board of Directors**

**5922 El Cajon Boulevard San Diego, California 92115-3826  
619.583.1542 [www.sdcbl.org](http://www.sdcbl.org)**

## **INTRODUCTION**

This document was prepared by the San Diego Center for the Blind to comply with Title VI of the Civil Rights Act of 1964, including provisions detailed in U.S. Department of Transportation's FTA Circular 4702.1B, "Title VI Requirement and Guidelines for Federal Transit Administration Recipients."

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## **San Diego Center for the Blind Title VI Notice to the Public**

Notifying the Public of Rights Under Title VI

### **San Diego Center for the Blind (SDCB)**

- SDCB operates its programs and services without regard to race, color, and national origin in accordance with Title VI of the Civil Rights Act. Any person who believes she or he has been aggrieved by any unlawful discriminatory practice under Title VI may file a complaint with SDCB.
- For more information on the SDCB civil rights program, and the procedures to file a complaint, contact 619.583.1542 in San Diego or visit our administrative office at 5922 El Cajon Boulevard, San Diego, California 92115-3826. For more information, visit [www.sdcb.org](http://www.sdcb.org).
- A complainant may file a complaint directly with the Federal Transit Administration by filing a complaint with the Office of Civil Rights, Attention: Title VI Program Coordinator, East Building, 5th Floor-TCR, 1200 New Jersey Ave., SE, Washington, DC 20590
- If information is needed in another language, contact 619.583.1542.

## **SPANISH**

### **Notificación pública de los Derechos de acuerdo con el Título VI San Diego Center for the Blind (SDCB)**

SDCB administra sus programas y servicios independientemente de la raza, el color y la nacionalidad conforme al Título VI de la Ley de Derechos Civiles. Cualquier persona que considere que ha sido agraviada por cualquier práctica discriminatoria ilegal según el Título VI puede presentar una queja ante el SDCB.

Para obtener más información sobre el programa de derechos civiles del SDCB y los procedimientos para presentar una queja, llame al 619.583.1542 en San Diego o visite nuestra oficina administrativa ubicada en 5922 El Cajon Boulevard, San Diego, California 92115-3826. También puede visitar [www.sdcdb.org](http://www.sdcdb.org).

El demandante puede presentar una queja directamente ante la Administración Federal de Tránsito en la Oficina de Derechos Civiles, A la atención de: Coordinador del programa Título VI, East Building, 5th Floor-TCR, 1200 New Jersey Ave., SE, Washington, DC 20590.

Si necesita información en otro idioma, llame al número 619 583 1542.



## VIETNAMESE

### **Thông Báo cho Công Chúng về Các Quyền Theo Tiêu Mục VI Trung Tâm San Diego dành cho Người Mù (SDCB)**

SDCB điều hành các chương trình và dịch vụ của mình không phân biệt chủng tộc, màu da và nguồn gốc dân tộc theo Tiêu Mục VI của Đạo Luật Dân Quyền. Bất kỳ người nào cho rằng mình bị phân biệt đối xử bởi thủ tục trái pháp luật theo Tiêu Mục VI có thể nộp khiếu nại cho SDCB.

Để biết thêm thông tin về chương trình dân quyền SDCB và các thủ tục nộp khiếu nại, liên hệ 619.583.1542 tại San Diego hoặc ghé thăm phòng hành chính của chúng tôi tại 5922 El Cajon Boulevard, San Diego, California 92115-3826. Để biết thêm thông tin, truy cập [www.sdcb.org](http://www.sdcb.org).

Người khiếu nại có thể nộp khiếu nại trực tiếp với Cơ Quan Quản Trị Trung Chuyển Liên Bang bằng cách nộp khiếu nại cho Phòng Dân Quyền, Nơi nhận: Title VI Program Coordinator, East Building, 5th Floor-TCR, 1200 New Jersey Ave., SE, Washington, DC 20590

Nếu cần thông tin bằng ngôn ngữ khác, liên hệ 619.583.1542.

## **TAGALOG**

### **Pagbibigay-alam sa Publiko tungkol sa Mga Karapatan sa Ilalim ng Title VI San Diego Center for the Blind (SDCB)**

Pinapatakbo ng SDCB ang mga programa at serbisyo nito nang hindi nagsaalang-alang ng lahi, kulay ng balat, at bansang pinagmulan alinsunod sa Title VI ng CivilRights Act. Ang sinumang naniniwalang naagrabyado siya dahil sa anumang hindi makatarungang gawain na may diskriminasyon sa ilalim ng Title VI ay maaaring magsampa ng reklamosa SDCB.

Para sa higit pang impormasyon tungkol sa SDCB civil rights program, at sa mga hakbang sa pagsampa ng reklamo, tumawag sa 619.583.1542 sa San Diego o bisitahin ang aming administratibong tanggapan sa 5922 El Cajon Boulevard, San Diego, California 92115-3826. Para sa higit pang impormasyon, bumisita sa [www.sdcg.org](http://www.sdcg.org).

Ang isang nagrereklamo ay maaaring direktang magsampa ng reklamo sa Federal Transit Administration sa pamamagitan ng pagsampa ng reklamo sa Office of Civil Rights, Paunawa: Title VI Program Coordinator, East Building, 5th Floor-TCR, 1200 New Jersey Ave., SE, Washington, DC 20590

Kung kinakailangan ang impormasyong ito sa iba pang wika, tumawag sa 619.583.1542.

## CHINESE

告知公众根据第六章享有的权利

### 圣地亚哥盲人中心 (SDCB)

- SDCB

遵循《民权法》第六章的规定，向各个种族、肤色和族裔背景人士提供运作方案和服务。任何人若认为自己受到违法的歧视待遇，可以根据第六章规定向 SDCB 提出投诉。

- 如需详细了解 SDCB 民权计划以及提交投诉的程序，请拨打圣地亚哥本地电话 619.583.1542，或访问我们的行政管理办公室，地址是：5922 El Cajon Boulevard, San Diego, California 92115-3826。欲了解更多信息，请访问 [www.sdcg.org](http://www.sdcg.org)。

- 您可直接向联邦运输管理局民权办公室提交投诉，通信地址：Title VI Program Coordinator, East Building, 5th Floor-TCR, 1200 New Jersey Ave., SE, Washington, DC 20590

- 如需其他语言的信息，请致电 619.583.1542。

## List of Locations Where Title VI Notice Is Posted

**SDCB notice to the public is currently posted at the following locations:**

Location Name	Address	City
San Diego	5922 El Cajon Boulevard	San Diego
Vista	1385 Bonair Road	Vista
During intake, at the above locations and during outreach, the Title VI Notice will be provided to either the client, family member and or legal guardian.		
Buses	5922 El Cajon Boulevard	San Diego
Buses	1385 Bonair Road	San Diego
Website	<a href="http://www.sdcdb.org/management-and-financials">www.sdcdb.org/management-and-financials</a>	

## **Title VI Complaint Procedures**

As a recipient of federal dollars, SDCB is required to comply with Title VI of the Civil Rights Act of 1964 and ensure that services and benefits are provided on a non-discriminatory basis. SDCB has in place a Title VI Complaint Procedure, which outlines a process for local disposition of Title VI complaints and is consistent with guidelines found in the Federal Transit Administration Circular 4702.1B, dated October 1, 2012.

Any person who believes she or he has been discriminated against on the basis of race, color, or national origin by the San Diego Center for the Blind (SDCB) may file a Title VI complaint by completing and submitting the agency's Title VI Complaint Form. SDCB investigates complaints received no more than 180 days after the alleged incident. SDCB will only process complaints that are complete.

Within 10 business days of receiving the complaint, SDCB will review it to determine if our office has jurisdiction. The complainant will receive an acknowledgement letter informing her/him whether the complaint will be investigated by our office. SDCB has 30 days to investigate the complaint. The complainant will be notified in writing of the cause to any planned extension to the 30-day rule.

If more information is needed to resolve the case, SDCB may contact the complainant. The complainant has 10 business days from the date of the letter to send requested information to the investigator assigned to the case. If the investigator is not contacted by the complainant or does not receive the additional information within 10 business days SDCB can administratively close the case.

A case can be administratively closed also if the complainant no longer wishes to pursue their case. After the investigator reviews the complaint, she/he will issue one of two letters to the complainant: a closure letter or a letter of finding (LOF). A closure letter summarizes the allegations and states that there was not a Title VI violation and that the case will be closed. An LOF summarizes the allegations and the interviews regarding the alleged incident, and explains whether any disciplinary action, additional training of the staff member, or other action will occur. If the complainant wishes to appeal the decision, she/he has 10 business days after the date of the letter or the LOF to do so.

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

# The San Diego Center for the Blind Title VI Complaint Form

## COMPLAINT FORM

<b>Section I: Please write legibly</b>		
1. Name:		
2. Address:		
3. Telephone:	3.a. Secondary Phone <i>(Optional)</i> :	
4. Email Address:		
5. Accessible Format Requirements?	<input type="checkbox"/> Large Print	<input type="checkbox"/> Audio Tape
	<input type="checkbox"/> TDD	<input type="checkbox"/> Other
<b>Section II:</b>		
6. Are you filing this complaint on your own behalf?	YES*	NO
*If you answered "yes" to #6, go to Section III.		
7. If you answered "no" to #6, what is the name of the person for whom you are filing this complaint? Name:		
8. What is your relationship with this individual:		
9. Please explain why you have filed for a third party:		
10. Please confirm that you have obtained permission of the aggrieved party to file on their behalf.	YES	NO
<b>Section III:</b>		
11. I believe the discrimination I experienced was based on <i>(check all that apply)</i> :		
<input type="checkbox"/> Race	<input type="checkbox"/> Color	<input type="checkbox"/> National Origin
12. Date of alleged discrimination: <i>(mm/dd/yyyy)</i>		
13. Explain as clearly as possible what happened and why you believe you were discriminated against. Describe all persons who were involved. Include the name and contact information of the person(s) who discriminated against you (if known), as well as names and contact information of any witnesses. If more space is needed, please attach additional sheets of paper.		

## The SDCB Title VI Complaint Form, Page 2

### COMPLAINT FORM

<b>Section IV:</b>		
14. Have you previously filed a Title VI complaint with SDCB ?	YES	NO
<b>Section V:</b>		
15. Have you filed this complaint with any other Federal, State, or local agency, or with any Federal or State court? <input type="checkbox"/> YES* <input type="checkbox"/> NO If yes, check all that apply: <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Federal Agency _____  <input type="checkbox"/> Federal Court _____  <input type="checkbox"/> State Court _____         </div> <div> <input type="checkbox"/> State Agency _____  <input type="checkbox"/> Local Agency _____         </div> </div>		
16. If you answered "yes" to #15, provide information about a contact person at the agency/court where the complaint was filed.		
Name:		
Title:		
Agency:		
Address:		
Telephone:		Email:
<b>Section VI:</b>		
Name of Transit Agency complaint is against:		
Contact Person:		
Telephone:		

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

Signature and date are required below to complete form:

Signature \_\_\_\_\_ Date \_\_\_\_\_

Please submit this form in person or mail this form to the address below:

San Diego Center for the Blind  
 Title VI Coordinator: Kimberly Taylor  
 5922 El Cajon Boulevard  
 San Diego, CA 92115-3826

## SPANISH

### **Procedimientos de presentación de quejas según el Título VI**

Como destinatario de los dólares federales, el SDCB debe cumplir con el Título VI de la Ley de Derechos Civiles de 1964 y asegurarse de proporcionar sus servicios y beneficios de manera no discriminatoria. El SDCB ha implementado en Procedimiento de quejas según el Título VI, el cual describe un proceso para la disposición local de las quejas según el Título VI y es consistente con las pautas que se encuentran en la circular 4702.1B del 1.º octubre de 2012 de la Administración Federal de Tránsito (Federal Transit Administration, FTA).

Cualquier persona que considere haber sido discriminada en función a su raza, color o nacionalidad por el San Diego Center for the Blind (SDCB) puede presentar una queja según el Título VI mediante el llenado y envío del Formulario de queja según el Título VI de la agencia. El SDCB investigará las quejas recibidas en un período no mayor de 180 días después de sucedido el presunto incidente. El SDCB solo procesará las quejas que estén completas.

Dentro de 10 días hábiles de recibir la queja, el SDCB la revisará para determinar si nuestra oficina tiene jurisdicción sobre ella. El demandante recibirá un acuse de recibo para informarle si la queja se revisará en nuestra oficina. El SDCB tiene 30 días para investigar a queja. El demandante recibirá una notificación por escrito sobre la causa de cualquier ampliación planificada según la reglamentación de 30 días.

El SDCB puede contactar al demandante en caso de que necesite más información para resolver el caso. El demandante tiene 10 días hábiles a partir de la fecha del acuse para enviar la información solicitada al investigador asignado al caso. Si el demandante no se comunica con el investigador, o si este no recibe la información adicional dentro de 10 días hábiles, el SDCB puede dar el cierre administrativo del caso.

El cierre administrativo del caso se puede dar también en caso de que el demandante ya no desee continuar el caso. Después de que el investigador haya revisado la queja, emitirá al demandante uno de estos dos documentos: una carta de notificación de cierre de caso o una carta de conclusiones (Letter Of Finding, LOF). La carta de cierre resume los alegatos y establece que no hubo una violación del Título VI y que se cerrará el caso. La LOF resume los alegatos y las entrevistas relacionadas con el supuesto incidente, y explica si se adoptará una medida disciplinaria, capacitación adicional de los miembros del personal u otra medida. En caso de que el demandante desee apelar la decisión, puede hacerlo dentro de los 10 días hábiles después de la fecha de la carta o de la LOF.

Cualquier persona puede presentar una queja directamente ante la Administración Federal de Tránsito, en la siguiente dirección: FTA Office of Civil Rights, 1200 New Jersey Avenue SE, Washington, DC 20590.



## Formulario de queja del Título VI del SDCB

<b>Sección I: Escriba de forma legible</b>		
1. Nombre:		
2. Dirección:		
3. Teléfono:	3.a. Teléfono secundario (opcional):	
4. Dirección de correo electrónico:		
5. ¿Hay algún requisito de formato accesible?	<input type="checkbox"/> Letras de imprenta grandes	<input type="checkbox"/> Cinta de audio
	<input type="checkbox"/> DTS	<input type="checkbox"/> Otro
<b>Sección II:</b>		
6. ¿Usted presenta esta queja a nombre propio?	SÍ*	NO
*Si contestó "sí" a la pregunta n.º 6, vaya a la Sección III.		
7. Si contestó "no" a la pregunta n.º 6, ¿cuál es el nombre de la persona a la que representa usted al presentar esta queja? Nombre:		
8. ¿Cuál es su relación con esta persona?		
9. Explique por qué ha presentado esta queja en representación de un tercero:		
10. Confirme que ha obtenido la autorización de la parte agraviada para presentar la queja en su representación.	SÍ	NO
<b>Sección III:</b>		
11. Considero que la discriminación de la que fui víctima se basó en (marque todas las que correspondan):		
<input type="checkbox"/> Raza	<input type="checkbox"/> Color	<input type="checkbox"/> Nacionalidad
12. Fecha de la presunta discriminación: (mm/dd/aaaa)		
13. Explique de la forma más clara posible lo sucedido y por qué considera usted que fue discriminado. Describa a todas las personas involucradas. Incluya el nombre y la información de contacto de las personas que lo discriminaron (si lo sabe), así como los nombres y la información de contacto de los testigos. Si necesita más espacio, adjunte hojas de papel adicionales.		

## Formulario de queja del Título VI del SDCB, página 2

### FORMULARIO DE QUEJA

<b>Sección IV:</b>		
14. ¿Anteriormente ha presentado alguna queja del Título VI ante el <a href="#">SDCB</a> ?	SÍ	NO
<b>Sección V:</b>		
15. ¿Ha presentado esta queja ante cualquier agencia federal, estatal o local, o ante cualquier tribunal federal o estatal? <input type="checkbox"/> SÍ* <input type="checkbox"/> NO Si contestó sí, marque todas las que correspondan: <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Agencia federal _____  <input type="checkbox"/> Tribunal federal _____  <input type="checkbox"/> Tribunal estatal _____         </div> <div style="width: 45%;"> <input type="checkbox"/> Agencia estatal _____  <input type="checkbox"/> Agencia local _____         </div> </div>		
16. Si contestó “sí” a la pregunta n.º 15, proporcione información sobre la persona de contacto en la agencia/el tribunal donde presentó la queja.		
Nombre:		
Cargo:		
Agencia:		
Dirección:		
Teléfono:		Correo electrónico:
<b>Sección VI:</b>		
Nombre de la Agencia de tránsito con relación a la cual presenta la queja:		
Persona de contacto:		
Teléfono:		

Puede adjuntar materiales escritos u otra información que considere relevante para su queja.

Para completar el formulario, es necesario colocar la firma y fecha a continuación:

Firma \_\_\_\_\_ Fecha \_\_\_\_\_

Presente este formulario personalmente o envíelo por correo a la dirección siguiente:  
 San Diego Center for the Blind  
 Coordinador del Título VI: Kimberly Taylor  
 5922 El Cajon Boulevard  
 San Diego, CA 92115

## VIETNAMESE

### Quy Trình Khiếu Nại Tiêu Mục VI

Với tư cách là cơ quan hưởng ngân sách của liên bang, SDCB buộc phải tuân thủ Tiêu Mục VI trong Đạo Luật Dân Quyền năm 1964 và đảm bảo rằng các dịch vụ và phúc lợi được cung cấp trên cơ sở không phân biệt đối xử. SDCB có Quy Trình Khiếu Nại Tiêu Mục VI, trong đó nêu ra một quy trình sắp xếp nội bộ các khiếu nại Tiêu Mục VI và tuân thủ hướng dẫn có trong Thông Tư 4702.1B của Cơ Quan Quản Trị Trung Chuyển Liên Bang, ngày 1 tháng 10 năm 2012.

Bất kỳ người nào cho rằng mình bị phân biệt đối xử dựa trên cơ sở chủng tộc, màu da hoặc nguồn gốc dân tộc bởi Trung Tâm San Diego dành cho Người Mù (SDCB) có thể nộp khiếu nại Tiêu Mục VI bằng cách hoàn thành và gửi Mẫu Khiếu Nại Tiêu Mục VI của cơ quan. SDCB điều tra các khiếu nại nhận được trong vòng 180 ngày sau khi xảy ra sự việc bị cáo buộc. SDCB sẽ chỉ xử lý các khiếu nại đã hoàn thành.

Trong vòng 10 ngày làm việc sau khi nhận được khiếu nại, SDCB sẽ xem xét khiếu nại này để xác định liệu văn phòng của chúng tôi có quyền xét xử không. Người khiếu nại sẽ nhận được một lá thư xác nhận thông báo về việc khiếu nại có được văn phòng của chúng tôi điều tra hay không. SDCB có 30 ngày để điều tra khiếu nại. Người khiếu nại sẽ được thông báo bằng văn bản về nguyên nhân cho bất kỳ thời gian kéo dài dự kiến nào theo quy tắc 30 ngày.

Nếu cần thêm thông tin để giải quyết vụ kiện, SDCB có thể liên hệ với người khiếu nại. Trong 10 ngày làm việc kể từ ngày nhận thư, người khiếu nại phải gửi thông tin được yêu cầu cho người điều tra được chỉ định cho vụ kiện này. Nếu người khiếu nại không liên hệ hoặc gửi thông tin bổ sung cho người điều tra trong vòng 10 ngày làm việc, SDCB có thể kết thúc vụ kiện về mặt hành chính.

Một vụ kiện cũng có thể kết thúc về mặt hành chính nếu người khiếu nại không còn muốn theo đuổi vụ kiện nữa. Sau khi người điều tra xem xét khiếu nại, họ sẽ gửi một trong hai lá thư cho người khiếu nại: thư kết thúc vụ kiện hoặc quyết định thư (LOF). Thư kết thúc vụ kiện tóm tắt các cáo buộc và tuyên bố rằng không có vi phạm Tiêu Mục VI và rằng vụ kiện sẽ kết thúc. LOF tóm tắt các cáo buộc và các cuộc thẩm vấn liên quan đến sự việc được cáo buộc và giải thích liệu có bất kỳ hành động kỷ luật, chương trình đào tạo bổ sung cho thành viên hay hành động nào khác sẽ xảy ra không. Nếu người khiếu nại muốn kháng cáo quyết định, họ sẽ có 10 ngày làm việc sau ngày nhận được thư hoặc LOF để kháng cáo.

Có thể nộp khiếu nại trực tiếp cho Cơ Quan Quản Trị Trung Chuyển Liên Bang, tại Phòng Dân Quyền FTA, 1200 New Jersey Avenue SE, Washington, DC 20590.

## Mẫu Khiếu Nại Tiêu Mục VI của SDCB,

<b>Mục I: Vui lòng ghi rõ</b>		
1. Tên:		
2. Địa chỉ:		
3. Điện thoại:	3.a. Số điện thoại khác (Tùy chọn):	
4. Địa chỉ email:		
5. Các yêu cầu định dạng có thể sử dụng?	<input type="checkbox"/> Bản In Lớn	<input type="checkbox"/> Băng Ghi Âm
	<input type="checkbox"/> TDD	<input type="checkbox"/> Khác
<b>Mục II:</b>		
6. Quý vị có đang nộp khiếu nại này nhân danh chính mình không?	CÓ*	KHÔNG
*Nếu quý vị trả lời “có” cho câu 6, đi tới Mục III.		
7. Nếu quý vị trả lời “không” cho câu 6, tên của người mà quý vị đang thay mặt nộp khiếu nại này là gì? Tên:		
8. Mỗi quan hệ của quý vị với cá nhân này là gì:		
9. Vui lòng giải thích tại sao quý vị nộp cho một bên thứ ba:		
10. Vui lòng xác nhận rằng quý vị đã được bên khiếu nại cho phép nộp thay cho họ.	CÓ	KHÔNG
<b>Mục III:</b>		
11. Tôi cho rằng tôi bị phân biệt đối xử dựa trên (chọn tất cả các mục phù hợp):  <div style="display: flex; justify-content: space-around;"> <span><input type="checkbox"/> <b>Chủng Tộc</b></span> <span><input type="checkbox"/> <b>Màu Da</b></span> <span><input type="checkbox"/> <b>Nguồn Gốc Dân Tộc</b></span> </div>		
12. Ngày phân biệt đối xử được viện dẫn: (dd/mm/yyyy)		
13. Giải thích rõ ràng nhất có thể điều gì đã xảy ra và tại sao quý vị cho rằng quý vị bị phân biệt đối xử. Mô tả tất cả những người liên quan. Bao gồm tên và thông tin liên hệ của (những) người phân biệt đối xử với quý vị (nếu xác định), cũng như tên và thông tin liên hệ của bất kỳ nhân chứng nào. Nếu cần thêm khoảng trống, vui lòng đính kèm thêm vài tờ giấy.		

## Mẫu Khiếu Nại Tiêu Mục VI của SDCB, Trang 2

### MẪU KHIẾU NẠI

<b>Mục IV:</b>		
14. Trước đây quý vị đã nộp khiếu nại Tiêu Mục VI cho SDCB chưa?	CÓ	KHÔNG
<b>Mục V:</b>		
15. Quý vị có nộp khiếu nại này cho bất kỳ cơ quan Liên Bang, Tiểu Bang hay địa phương nào, hoặc cho bất kỳ tòa án Liên Bang hay Tiểu Bang nào không? <input type="checkbox"/> CÓ* <input type="checkbox"/> KHÔNG Nếu có, chọn tất cả các mục phù hợp: <input type="checkbox"/> Cơ Quan Liên Bang _____ <input type="checkbox"/> Cơ Quan Tiểu Bang _____ <input type="checkbox"/> Tòa Án Liên Bang _____ <input type="checkbox"/> Cơ Quan Địa Phương _____ <input type="checkbox"/> Tòa Án Tiểu Bang _____		
16. Nếu quý vị trả lời “có” cho câu 15, cung cấp thông tin về người liên hệ tại cơ quan/tòa án nơi quý vị đã nộp khiếu nại.		
Tên: _____		
Chức danh: _____		
Cơ quan: _____		
Địa chỉ: _____		
Điện thoại: _____		Email: _____
<b>Mục VI:</b>		
Tên Cơ Quan Quản Trị Trung Chuyển mà khiếu nại gửi tới: _____		
Người Liên hệ: _____		
Điện thoại: _____		

Quý vị có thể đính kèm bất kỳ tài liệu hoặc thông tin nào khác bằng văn bản mà quý vị cho là liên quan đến khiếu nại của mình.

Bắt buộc phải có chữ ký và ngày ở bên dưới để hoàn thành mẫu:

Chữ ký \_\_\_\_\_ Ngày \_\_\_\_\_

Vui lòng nộp mẫu này trực tiếp hoặc qua bưu điện đến địa chỉ sau:  
 San Diego Center for the Blind  
 Title VI Coordinator: Kimberly Taylor  
 5922 El Cajon Boulevard  
 San Diego, CA 92115

## TAGALOG

### **Mga Pamamaraan ng Pagrereklamo para sa Title VI**

Dahil tumatanggap ito ng pera mula sa pederal na buwis, inaatasan ang SDCB na sumunod sa Title VI ng Civil Rights Act of 1964 at tinitiyak na ang lahat ng serbisyo at benepisyo ay naibibigay nang walang diskriminasyon. Ang SDCB ay bumuo ng Pamamaraan ng Pagrereklamo para sa Title VI, na nagbabalangkas ng isang proseso para sa lokal na paglipat ng mga reklamo para sa Title VI at sumusunod sa mga alituntunin sa Federal Transit Administration Circular 4702.1B, na may petsang Oktubre 1, 2012.

Ang sinumang taong naniniwalang siya ay nakaranas ng diskriminasyon batay sa lahi, kulay ng balat, o bansang pinagmulan sa San Diego Center for the Blind (SDCB) ay maaaring magsampa ng reklamo para sa Title VI sa pamamagitan ng pagsagot at pagsumite ng Form sa Pagrereklamo para sa Title VI ng ahensya. Sinusuri ng SDCB ang mga reklamong natanggap sa loob ng hindi lalagpas sa 180 araw pagkatapos ng sinasabing pangyayari. Ang ipoproseso lang ng SDCB ay ang mga reklamo na kumpleto.

Sa loob ng 10 araw ng negosyo mula matanggap ang reklamo, susuriin ito ng SDCB upang matukoy kung nasasaklaw ito ng aming tanggapan. Makakatanggap ang nagsampa ng reklamo ng isang sulat ng pagkumpirma na magsasabi sa kanya kung sisiyasatin ba ng aming tanggapan ang reklamo. Ang SDCB ay may 30 araw upang siyasatin ang reklamo. Aabisuhan ang nagsampa ng reklamo sa pamamagitan ng isang sulat ng tungkol sa dahilan para sa anumang binabalak na pagpapalawig ng palugit sa 30 araw na patakaran.

Kung kailangan ng higit pang impormasyon upang maresolba ang kaso, maaaring makipag-ugnayang ang SDCB sa nagsampa ng reklamo. Ang nagsampa ng reklamo ay may 10 araw ng negosyo mula sa petsa ng sulat upang ipadala ang hinihinging impormasyon sa tagapagsiyasat na nakatalaga sa kaso. Kung hindi nakipag-ugnayan ang nagsampa ng reklamo sa tagapagsiyasat o hindi natanggap ng tagapagsiyasat ang karagdagang impormasyon sa loob ng 10 araw ng negosyo, maaaring isara ng SDCB, bilang namamahala, ang kaso.

Maaari ding isara nang namamahala ang isang kaso kung hindi na gustong ilaban ng nagsampa ng reklamo ang kanya kaso. Pagkatapos suriin ng tagapagsiyasat ang reklamo, ipapadala niya ang isa sa dalawang sulat sa nagsampa ng reklamo: isang closure letter o letter of finding (LOF). Ibinubuo ng isang closure letter ang

mga paratang at ipinapahayag na walang paglabag sa Title VI at isasara na ang kaso.

Binabalangkas ng

isang LOF ang mga paratang at ang mga panayam patungkol sa sinasabing pangyayari, at ipinapaliwanag

kung may gagawin bang anumang pandisiplinang aksyon, karagdagang pagsasanay sa miyembro ng kawani, o iba pang

aksyon. Kung gustong iapela ng nagsampa ng reklamo ang desisyon, mayroon siyang 10 araw ng negosyo pagkatapos ng petsa ng sulat o ng LOF upang gawin ito.

Maaari ding magsampa ng reklamo nang direkta sa Federal Transit Administration, sa FTA Office of Civil Rights, 1200 New Jersey Avenue SE, Washington, DC 20590.

## Ang Form sa Pagrereklamo para sa Title VI ng SDCB,

<b>Seksyon I: Mangyaring magsulat nang maayos</b>		
1. Pangalan:		
2. Address:		
3. Telepono:	3.a. Pangalawang Telepono ( <i>Opsyonal</i> ):	
4. Email Address:		
5. May Kinakailangang bang Magagamit na Format?	<input type="checkbox"/> Malalaking Sulat	<input type="checkbox"/> Audio Tape
	<input type="checkbox"/> TDD	<input type="checkbox"/> Iba Pa
<b>Seksyon II:</b>		
6. Isinasampa mo ba ang reklamong ito para sa iyong sarili?	OO*	HINDI
*Kung "oo" ang iyong sagot sa #6, pumunta sa Seksyon III.		
7. Kung "hindi" ang iyong sagot sa #6, ano ang pangalan ng tao kung para kanino mo isinasampa ang reklamong ito? Pangalan:		
8. Kaanu-ano mo ang taong ito:		
9. Pakipaliwanag kung bakit ka nagsasampa para sa ibang tao:		
10. Pakikumpirma na mayroon kang pahintulot ng naagrabiyaadong partido na magsampa para sa kanila.	OO	HINDI
<b>Seksyon III:</b>		
11. Naniniwala ako na ang diskriminasyong aking naranasan ay batay sa aking ( <i>lagyan ng tsek ang lahat ng naaangkop</i> ):		
<input type="checkbox"/> Lahi Pinagmulan	<input type="checkbox"/> Kulay ng Balat	<input type="checkbox"/> Bansang
12. Petsa ng di-umanong diskriminasyon: ( <i>mm/dd/yyyy</i> )		
13. Ipaliwanag sa pinakamalinaw na paraang maaari kung ano ang nangyari at bakit sa tingin mo ay nakaranas ka ng diskriminasyon. Ilarawan ang lahat ng taong nasasangkot. Isama ang pangalan at impormasyon sa pakikipag-ugnayan ng (mga) taong nagdiskrimina sa iyo (kung kilala), pati na rin ang mga pangalan at impormasyon sa pakikipag-ugnayan ng sinumang saksi. Kung kailangan ng higit pang espasyo, mangyaring maglakip ng mga karagdagang papel.		

**Ang Form sa Pagrereklamo para sa Title VI ng SDCB, Pahina 2**  
**FORM SA PAGREREKLAMO**

<b>Seksyon IV:</b>		
14. Nagsampa ka na ba dati ng reklamo para sa Title VI sa SDCB ?	OO	HINDI
<b>Seksyon V:</b>		
15. Isinampa mo na ba ang reklamong ito sa iba pang Pederal, Pang-estado, o lokal na ahensya, o sa anumang Pederal o Pang-estadong hukuman? <input type="checkbox"/> OO* <input type="checkbox"/> HINDI Kung oo, lagyan ng tsek ang lahat ng naaangkop: <input type="checkbox"/> Pederal na Ahensya _____ <input type="checkbox"/> Pang-estadong Ahensya _____ <input type="checkbox"/> Pederal na Hukuman _____ <input type="checkbox"/> Lokal na Ahensya _____ <input type="checkbox"/> Pang-estadong Hukuman _____		
16. Kung "oo" ang iyong sagot sa #15, magbigay ng impormasyon tungkol sa isang tao na maaaring hanapin sa ahensya/hukuman kung saan isinampa ang reklamo.		
Pangalan:		
Title:		
Ahensya:		
Address:		
Telepono:		Email:
<b>Seksyon VI:</b>		
Pangalan ng inirereklamong Ahensya ng Pampublikong Sasakyan:		
Contact Person:		
Telepono:		

Maaari kang maglakip ng anumang nakasulat na materyal o iba pang impormasyon na sa tingin mo ay may kaugnayan sa iyong reklamo.

Kinakailangan ang lagda at petsa sa ibaba upang makumpleto ang form:

Lagda \_\_\_\_\_ Petsa \_\_\_\_\_

Mangyaring isumite nang personal o sa koreo ang form na ito sa address sa ibaba:

San Diego Center for the Blind  
 Title VI Coordinator: Kimberly Taylor  
 5922 El Cajon Boulevard  
 San Diego, CA 92115



## 第六章投诉程序

作为联邦资金的接受方，SDCB 需遵循 1964 年《民权法》第六章的规定，确保在非歧视性基础上提供服务 and 福利。SDCB 已制定第六章投诉程序，该程序概述第六章投诉的本地处置流程，并与 2012 年 10 月 1 日发布的联邦运输管理局通告 4702.1B 中的指导原则相一致。

认为自己受到圣地亚哥盲人中心 (SDCB) 的种族、肤色或族裔背景歧视的任何人均可通过填写并提交该机构的第六章投诉表格进行第六章投诉。SDCB 只调查在指控事件发生后 180 日内提交的投诉。SDCB 将只处理完整填写的投诉表格。

SDCB 收到投诉表格后，将在 10 个工作日内进行审查，以确定我们的办公室是否有管辖权。投诉人将收到一份确认函，告知其我们的办公室是否将调查该投诉。SDCB 有 30 天的时间调查投诉。如果需要延长调查时间，将向投诉人寄出书面通知并告知原因。

如需要更多信息以解决个案，SDCB 将联络投诉人。投诉人应在信函日期的 10 个工作日内将所需的信息寄给负责该个案的调查员。如投诉人未联络调查员，或调查员未在 10 个工作日内收到额外信息，SDCB 可以在行政上终结该个案。

如果投诉人不再希望继续其个案，也可以在行政上终结个案。调查员审查投诉后，将向投诉人寄出两封信函之一：结案通知函或调查结果通知函 (LOF)。结案通知函对指控进行概述，并声明未发现第六章违规行为，其个案将被终结。LOF 就有关指控事件的指控和调查进行概述，并说明是否执行任何纪律处分，对职员进行额外培训，或采取其他行动。如投诉人希望就此决定提出上诉，则应在信函或 LOF 寄出后 10 个工作日内提出上诉。

投诉人也可以直接向联邦交通管理局提交投诉，FTA 的民权办公室通讯地址为：1200 New Jersey Avenue SE, Washington, DC 20590。

## SDCB 第六章投诉表格

<b>第一部分：请清晰填写</b>		
1. 姓名：		
2. 地址：		
3. 电话号码：	3.a. 备用电话号码（可选）：	
4. 电子邮件地址：		
5. 可理解的形式要求：	<input type="checkbox"/> 大字体版本	<input type="checkbox"/> 录音带
	<input type="checkbox"/> 听语障形式	<input type="checkbox"/> 其他
<b>第二部分：</b>		
6. 您是否代表自己提交此投诉？	是*	否
*如您对第 6 个问题回答“是”，请转到第三部分。		
7. 如您对第 6 个问题回答“否”，请提供您为其提交此诉讼的人的姓名。姓名：		
8. 您与此人的关系是：		
9. 请说明您为第三方提交投诉的原因：		
10. 如果您代表受损害方提交投诉，请确认您已获得他们的许可。	是	否
<b>第三部分：</b>		
11. 我认为自己受到了以下方面的歧视（请勾选所有适用的选项）：		
<input type="checkbox"/> 种族	<input type="checkbox"/> 肤色	<input type="checkbox"/> 族裔背景
12. 指控的歧视行为发生的日期：（月月／日日／年年年年）		
13. 尽可能清楚地说明所发生的事情，以及您为何认为自己受到歧视。说明牵涉到的所有人员。包括歧视您的人员的姓名和联络方式（如果您知道），以及任何目击者的姓名和联络方式。如需更多空间，请附上其他纸张。		

## SDCB 第六章投诉表格，第 2 页

### 投诉表格

<b>第四部分：</b>		
14. 您以前是否向 SDCB 提交过第六章投诉？	是	否
<b>第五部分：</b>		
15. 您是否向其他联邦、州或地方机构或任何联邦或州法院提交过此投诉？		
[ ] 是*    [ ] 否		
如果是，请勾选所有适用的选项：		
[ ] 联邦机构 _____	[ ] 州机构 _____	
[ ] 联邦法院 _____	[ ] 地方机构 _____	
[ ] 州法院 _____		
16. 如您对第 15 个问题回答“是”，请提供关于收到投诉的机构／法院的联络人的信息。		
姓名：		
职衔：		
机构：		
地址：		
电话号码：		电子邮件：
<b>第六部分：</b>		
投诉所针对的运输机构的名称：		
联络人：		
电话号码：		

您可以附上您认为与您的投诉有关的任何书面资料或其他信息。

请务必在下方签名并注明日期：

签名 \_\_\_\_\_ 日期 \_\_\_\_\_

请将此表格亲自送到或邮寄至以下地址：

San Diego Center for the Blind  
 Title VI Coordinator: Kimberly Taylor  
 5922 El Cajon Boulevard  
 San Diego, CA 92115

## List of Transit-Related Title VI Investigations, Complaints, and Lawsuits

**SDCB has not been involved in any transportation-related Title VI investigations, lawsuits or complaints.**

### **SDCB List of Investigations, Lawsuits and Complaints**

Type of Process	Date	Summary (including basis of complaint)	Status	Action(s) Taken
Investigations				
1. None				
2.				
Lawsuits				
1. None				
2.				
Complaints				
1. None				
2.				

# **Public Participation Plan**

## **About the San Diego Center for the Blind**

### **The San Diego Center for the Blind**

The SDCB is a private non-profit 501 c (3) organization that provides services to legally blind (with correction, visual acuity of no better than 20/200 in the best eye) and partially sight impaired (with correction, visual acuity of no better than 20/70 in the best eye) to adults who are age 18 or older. SDCB offers training and counseling to individuals regardless of their race, color and national origin. SDCB has been providing comprehensive vision rehabilitation services in San Diego County to clients since 1972.

Blindness is often an overwhelming personal catastrophe. Typically with the loss of sight other losses follow, such as loss of occupation, mobility, and self-esteem. These losses have profound consequences not only for the vision impaired person, but for the family and society as well. The individual who experiences vision loss often undergoes extensive psychological stress, which undoubtedly impacts the entire family system. Depressive affect, paranoid ideation, and various denial mechanisms are not atypical. Additionally, somatic illnesses, such as eye pain, headaches, medical illness and other disabilities are common, and often lead to chronic health problems for many elders who have lost significant amounts of vision.

SDCB has two (2) permanent training facilities to better serve the community; one in the city of San Diego and one in the city of Vista. This program is a minimum of 6 months in duration. Specifically, SDCB provides adjustment to vision loss counseling to individuals, groups and families; Rehabilitation Training including Orientation and Mobility, Independent Living Skills, Braille, Accessible Computer Software, Vision Rehabilitation for Individuals who do not have English as their primary language; Low Vision Training and Assessment and Adaptive Technology assessment and training, Transition counseling and Outreach services to those individuals who are not able to attend classes on a full time basis.

The loss of vision impacts on a person's ability to travel safely and efficiently. The immediate impact losing one's ability to drive a motor vehicle. Therefore, SDCB provides transportation to clients so they can attend classes. Based on their geographic location, clients are provided door to door transportation to and from the Center and their home.

Given the relatively small size of the program and its limited exposure, the scope and provision of transportation service does not have a significant impact on the general public and minority and low-income populations in the geographic area. This agency, however, does maintain systems to gather stakeholder input regarding agency services and conducts public relations and outreach activities in order to create meaningful opportunities for public engagement as outlined below.

## Purposes of this Plan

Public participation is the process through which stakeholders can partake directly in agency decision-making, and express their concerns, desires, and values. It is the mission of this agency to increase the abilities of any adult with blindness or vision impairment to reach their own highest level of independence. At every opportunity through prescribed methods the agency will solicit input from stakeholders in order to best support persons served without creating disproportionately high and adverse human health or environmental effects on minority and/or low-income populations.

## Summary of Outreach Efforts

The following is a summary of outreach efforts conducted by SDCB as they relate to Title VI requirements under the Public Participation Plan. Many of our activities are conducted in partnership or ad hoc outreach with other service organizations and non-profit agencies within the community. This is in no way a complete list but rather documents the SDCB's outreach efforts as they relate specifically to minority, low-income populations and disabled populations.

Having provided services in San Diego County since 1972, SDCB has developed an extensive network of service providers and organizations that work closely to ensure the delivery of services to those in need. SDCB has a long history of being certified by the California Department of Rehabilitation to provide a wide range of services to the visually impaired. Over the years, we have worked very closely with the state and local Blind Field Services division to ensure the delivery of the highest quality services to our consumers.

SDCB collaborates extensively with a network of ophthalmologists, optometrists, medical doctors and other human service providers to ensure a comprehensive continuum of care for adults who have vision loss. The result is a wide range of services available to those we serve. SDCB is an approved affiliate of the San Diego United Way.

SDCB directly collaborates with the following organizations:

Access Center of San Diego  
Adult Protective Services, Inc.  
Aging and Independent Services  
Alliance for African Assistance  
American Association for Retired Persons  
American Diabetes Association  
Barrio Station  
California Department of Rehabilitation:  
Blind Services Division  
Catholic Charities  
Clairemont Friendship Senior Center  
Chicano Federation of San Diego County,  
Inc.  
ElderHelp of San Diego  
Independent Transportation Network of San  
Diego  
Lifeline Community Services  
Jewish Family Services of San Diego  
North County Council on Aging, Inc.  
SANDAN - Aging and Disabled Network

Senior Community Centers of San Diego  
Union of Pan Asian Communities of San  
Diego County  
United Way of San Diego

SDCB personnel currently serve on a wide range of committees and/or boards representing local, state and national organizations. Through regular meetings and networking, SDCB acts as a conduit to other agencies serving the diverse population of San Diego County. This collaboration with a wide range of groups allows for a seamless referral of individuals to SDCB and also allows for SDCB to refer clients to other support agencies. Center staff actively is involved with the following organizations:  
United Way of San Diego: Community  
Building Committee

San Diego Community College District  
Disabled Student Services Board  
Aging and Independent Services Long Term  
Care Board  
Vision Serve Alliance  
California Agencies for the Blind and Vision  
Impaired  
Southern California Association for  
Education and Rehabilitation for the  
Blind (AER)  
California Association for Orientation and  
Mobility (CAOMS)  
Subcommittee for the Removal of  
Architectural Barriers  
Fall Prevention Task Force  
Aging and Minority Board

In addition, SDCB will increase the  
promotion of our services to the underserved  
ethnic minority populations by:

Other ongoing outreach efforts to solicit input from consumers, staff, volunteers and the general  
public include but are not limited to:

- a) Continuing to develop cooperative agreements with advocacy groups of ethnically diverse communities in order to service non-English-speaking and vision-impaired adults.
- b) Continuing to implement marketing strategies and with non-English media, such as newspapers, radio and television stations to publicize the services provided by SDCB.
- c) Continuing to develop and distribute language accessible printed information materials regarding the services at SDCB.

### **County Office of Emergency Services**

The San Diego Center for the Blind has worked in conjunction with the County Office of Emergency Services in the development of the County Evacuation Plan. This plan specifically addresses the needs of populations at risk including disabled, minority and low-income. This partnership also includes a coordinated plan in which this agency will provide vehicles, transportation and shelter during evacuation emergencies.

### **Lions Clubs**

SDCB maintains an on-going partnership with the Lions Clubs of San Diego County. Additionally, several members of the SDCB staff maintain membership with Lions Clubs, which serves low-income, minority populations and disabled populations specifically serving the blind and vision impaired. Further a number of our volunteer Board of Directors and Advisory Boards are also members of various Lions Clubs throughout the county.

### **Annual White Cane Recognition Banquet**

SDCB celebrates the Annual White Cane Recognition Banquet and recognizes the independence gained by adults with vision loss as well as honoring members of the community for their support. This event is publicized with press releases to a number of various media outlets and also serves as a forum for public input. This event typically attracts close to 200 guests from all parts of San Diego County.

### **Annual Satisfaction Surveys**

SDCB conducts Satisfaction Surveys with program graduates and stakeholders of the agency to determine level of satisfaction with services provided and gain input regarding unmet needs.

### **The SDCB Website**

Currently, The SDCB posts notices and announcement on the agency's website. Additional public input can be obtained by the Title VI Complaint Form, which is available as a download in English and Spanish. Please refer to [www.sdcdb.org](http://www.sdcdb.org)

## **Language Assistance Plan**

### **Overview**

The first section in this document describes the purpose of the Language Assistance Plan (LAP). The second section in this document provides the four-factor Limited English Proficient (LEP) analysis (as outlined by the Department of Transportation (DOT) used to identify LEP needs and assistance measures. The four-factor LEP analysis includes:

- **Factor 1:** The number or proportion of LEP persons in the service area who may receive vision rehabilitation services from SDCB.
- **Factor 2:** The frequency with which LEP persons come in contact with the SDCB
- **Factor 3:** The nature and importance of programs, activities or services provided by SDCB to the LEP population.
- **Factor 4:** The resources available to SDCB and the overall cost to provide LEP assistance.

The third and final section discusses the implementation of the Language Assistance Plan, which includes methodologies for identifying LEP individuals, providing services, establishing policies, monitoring the LAP, and recommendations for future LAP implementations.

### **Purpose of the Language Assistance Plan**

Title VI of the Civil Rights Act of 1964 prohibits discrimination on the basis of race, color, and national origin in programs and activities receiving federal financial assistance. One critical concern addressed by Title VI is the language barrier that Limited English Proficiency (LEP) persons face with respect to accessing information about and using transit service. Transit operators must ensure that this group has adequate access to the agency's programs and activities, including public participation opportunities.

Executive Order 13166, titled "Improving Access to Services for Persons with Limited English Proficiency," forbids funding recipients from "restricting 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 as respects to individuals of a particular race, color, or national origin."



FTA Circular 4702.1B was developed by the Federal Transit Administration (FTA) and details the administrative and reporting requirements for recipients of FTA financial assistance to comply with Title VI and related executive orders including on LEP.

The United States Department of Transportation (DOT) published guidance that directed its recipients to ensure meaningful access to the benefits, services, information, and other important portions of their programs and activities for LEP customers. The SDCB language assistance plan (LAP) includes a four factor analysis and implementation plan that complies with the requirements of DOT LEP guidance.

## **Four Factor Analysis**

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

SDCB holds a unique position in regard to meeting the Title VI requirements. As a sub-recipient of FTA 5310 Grant funding, the agency's focus is primarily to provide door to door transportation for adults who are blind or have severe vision loss where current public transit options are insufficient or do not exist. Eligible program participants or “riders” are current participants in SDCB’s vision rehabilitation program. As such, SDCB does not offer transportation to the general public other than in situations involving a coordinated plan with other entities such as the County Office of Emergency Services. Therefore, an analysis of public demographic data in San Diego County does not represent actual populations served by this program but is offered for comparison purposes only.

The sources of data that most accurately represents LEP persons likely to be served by the program are the SANDAG Language Assistance Plan 2019 and the U.S. Census Bureau American Community Survey 2013-2017 ACS 5-Year Estimates, Table B 16004. **See Addendum A: LANGUAGE ASSISTANCE PLAN 2019**

**SANDAG –NOTE: we are using SANDAG’s Copy table 1 and other portions – copy word for word See Addendum A LAP SANDAG**

San Diego County is home to 3,177,063 residents and 8% of those residents speak English “less than very well”. The top four languages spoken other than English are Spanish, Vietnamese, Tagalog and Chinese. There were several key findings revealed in the analysis of the data:

- More than 774,362 persons, or 23.58% of the San Diego region are foreign-born.
- 37.68% of persons in San Diego County speak a language other than English at home.
- 7.28% are considered LEP as they speak English less than “well”
- Of the languages spoken in the region, 15 are spoken by more than 1,000 LEP persons
- Spanish is the second most predominant language, other than English, spoken learners in San Diego County public schools.

Addendum A: LAP 2019 Table 1 Limited English Proficient Speakers by Language in San Diego County

Findings in the 2019 SANDAG LAP report reveal a presence of 15 languages in San Diego County with more than 1,000 individuals who are LEP. The ACS data in Table 7 represents LEP

persons by language. This analysis was based on the LEP definition included in U.S. DOT LEP guidance. The language and corresponding LEP population are arranged in Table 7 in descending order. While some increases or decreases from the 2015 Factor 1 report have been identified, any comparison to previous reports should be done with caution due to changes in ACS data availability.

See Addendum A 2019 LAP Table 7

### **Historical Analysis of LEP Persons by SDCB**

A final source of data to be considered is to determine the number of LEP persons likely to be served by this program. Data collected from SDCB (2019-2022) client intake records indicate that 58% of those served reported English as their primary language, 6% reported Spanish as their primary language spoken and 1% of the population reported Tagalog as their primary language. Less than 1.0% each was reported as the primary language for the following: Arabic, Cantonese, Czech, Hindi, Mandarin, Russian, and Serbian. 13% represented no response. Program service providers indicated that no client was turned away due to limited English proficiency. Center staff work with family members, friends and organizations to insure vision rehabilitation services can be provided to those who do not have English as their primary language. Please note that other than Spanish language, SDCB has been able to solicit translation from family members or friends to ensure access to SDCB's services. As indicated from the data, a very limited number of individuals attended the program who were non-English, non-Spanish speaking.

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

As indicated above, historically, the majority of LEP consumers have been Spanish language. SDCB has bilingual staff and volunteers that are able to provide vision rehabilitation services and assist in the translation of material into Spanish language. A very limited number of other LEPs other than Spanish, come in contact with SDCB. A survey of the agency's phone reception staff indicated very few LEP persons contact SDCB and outreach and intake counselors indicate very few LEPs in a language other than English. The staff indicated that the calls from LEPs received are primarily from families of consumers rather than actual program participants (riders). Best practices indicate that for those LEPs who are non-Spanish speaking working with other agency staff has proven to a more successful way to provide Vision Rehabilitation Services. That is SDCB staff works directly with those agencies that provide human and health services to specific cultural groups.

Annual consumer and care provider surveys provide an opportunity for input and suggested services. Surveys have not contained requests for translation services. Translation services are provided by agency staff as appropriate and, at times, by staff during consumer planning meetings.

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

The primary purpose of SDCB is to provide Vision Rehabilitation Services to adults that are blind or have changing vision. The purpose is to assist clients reach their highest level of independence. Door to door transportation during the 6 month long program is offered daily individuals attending the program. With vision loss comes loss of ones' ability to drive and

therefore significantly reduces the ability to travel safely and efficiently. Further, individuals have yet learned how to travel safely and efficiently on their own or by using public transportation. By providing door to door transportation to clients, they can attend classes in a timely and efficient manner, and gain the skills that will allow them to live independently. This includes the ability to care for themselves and others after gained the necessary skills. And more importantly, they will learn how to travel safely and efficiently.

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

First and foremost, SDCB accessibility resources focus on providing information to individuals who have no vision to those with changing vision. As such, material is provided in large print format and in some cases audio versions can be provided. There is limited demand for Braille and when requested, SDCB can accommodate those who require this format. Regarding language translation, SDCB has bilingual staff proficient in English and Spanish. SDCB also enlists the aid of volunteers who are proficient in other languages. Additional language translations can be accessed via the County of San Diego, 211 San Diego, collaborations mentioned earlier and accessing professional translation services. SDCB is building relationships with organizations serving LEP populations and we hope to expand these relationships to where we can access translation services at will.

The SDCB operating budget does not have a specific line item for providing language access and outreach. Costs for translation of documents is minimal and can be accomplished by reaching out to staff and the community.

***Language Assistance Implementation Plan***

**Methodologies**

**Identifying LEP Individuals**

As evidenced by the Four Factor Analysis, few LEP individuals are referred to the SDCB vision rehabilitation program. Data collected from SANDAG suggests that the predominant language other than English in the region is Spanish. The next highest groups were Vietnamese, Tagalog and Chinese. SDCB identifies the racial/ethnic origin of consumers and their primary language during the intake process inquiring of the individual, family member or other stakeholder. SDCB also inquires if language services are required for the consumer to become active in the program.

SDCB does have systems in place and a plan to provide access to LEP populations via staff resources, community partnerships, 211 San Diego Language Assistance and Blind Field Services of the California Department of Rehabilitation.

### **Providing Services**

While the agency does not currently have an on-going need for professional translation services, on-site agency staff who are fluent in Spanish provide translation services at both facilities as needed. Vital Title VI documents are provided in English, Spanish, Chinese, Vietnamese, and Tagalog include:

- Title VI Notice to the Public
- Title VI Complaint Form
- Title VI Complaint Procedures

These forms have been listed earlier in this document.

The Agency brochure is offered only in English and Spanish.

The Agency off hours phone answering system is offered in English and Spanish.

Other documents can be translated to Spanish orally as appropriate.

### **Communicating Availability of Language Assistance**

Individuals who are referred to SDCB programs for services are assessed at intake to determine their readiness for the program and their level of English proficiency. Intake Counselors can offer Spanish translation services as needed. Agency reception staff can also offer translation services to guests and consumers' family members as appropriate.

The new agency website will also contain summary information in Spanish with instructions on how to obtain more information.

### **Monitoring**

SDCB will monitor the Title VI Program on an ongoing annual basis. SDCB analyzes client data on a regular basis and conducts strategic planning with staff and other stakeholders in order to assess for trends and patterns that indicate a need for additional services. This report includes basic demographic and LEP data and can be used as a guide to determine the need for additional translation services.

SDCB will also monitor LEPs request for information via phone calls, online from website, walk-in and other sources in other languages. This data will assist in tracking the need for additional translation services.

Satisfaction Surveys for the program offer an opportunity for consumers and their care givers to provide input or suggest additional services. To date, translation services have not been requested. The Title VI Program will also be evaluated and updated every three years.

### **Employee Training**

SDCB conducts quarterly in-service training for staff that can include Customer Service and Language Assistance training. Future in-services will include specific training on

- Appropriate interaction with LEP
- Providing accessible material for LEP
- Other as identified.

## **Safe Harbor Provision**

The Federal Transit Authority Circular 4702.1B states:

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

*These safe harbor provisions apply to the translation of written documents only. They do not affect the requirement to provide meaningful access to LEP individuals through competent oral interpreters where oral language services are needed and are reasonable. A recipient may determine, based on the Four Factor Analysis, that even though a language group meets the threshold specified by the Safe Harbor Provision, written translation may not be an effective means to provide language assistance measures. For example, a recipient may determine that a large number of persons in that language group have low literacy skills in their native language and therefore require oral interpretation. In such cases, background documentation regarding the determination shall be provided to FTA in the Title VI Program."*

As previously stated, the SDCB program serves individuals with no vision to those with changing vision. Accessible forms of communication is provided to all of our clients regardless of their vision loss or language. SDCB will provide vital documents to include Title VI Notification, Title VI Complaint Procedures and the Title VI Complaint Forms in English, Spanish, Vietnamese, Tagalog and Chinese. The previously mentioned Title VI documents are posted on our website.

## **Membership of Non-Elected Committees and Councils**

The SDCB does not have a non-elected transit related advisory council at this time.

## **Title VI Equity Analysis**

The SDCB does not have transit related facilities.



**RESOLUTION OF THE SAN DIEGO CENTER FOR THE BLIND APPROVING  
THE 2022 TITLE VI PROGRAM AND POLICIES**

WHEREAS, pursuant to Title VI of the Civil Rights Act of 1964, 42 U.S.C. §2000d et seq (the Act) and 49 CFR Part 21, the U.S. Department of Transportation and the Federal Transit Administration (FTA) prohibit discrimination on the basis of race, color or national origin; and

WHEREAS, as a subrecipient of federal funds, **San Diego Center for the Blind** is required to comply with the requirements of the Act and applicable implementing regulations; and


WHEREAS, pursuant to FTA Circular 4702.18, **San Diego Center for the Blind** is required to submit its Title VI Program to its governing entity for approval; and

WHEREAS, the **Board of Directors of the San Diego Center for the Blind** has considered and determined to approve the organization's Title VI program and policies as set forth in the attached Exhibit A entitled "Title VI Program," including but not limited to carry out a Limited English Proficiency Four Factor Analysis and adopt a Language Assistance Program;

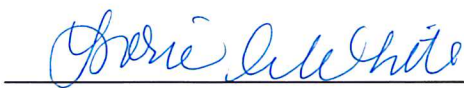
NOW, THEREFORE, BE IT RESOLVED:

That the **Board of Directors of the San Diego Center for the Blind** hereby approves the organization's 2022 Title VI Program and Policies as set forth in the attached Exhibit A entitled "Title VI Program."

Date: 06 / 07 / 2022

  
\_\_\_\_\_  
Kim Foote, President

Attest

  
\_\_\_\_\_  
Lorie White, Secretary/Treasurer

# ADDENDUM A

## LANGUAGE ASSISTANCE PLAN

**December 2019**

Si desea obtener información en español por favor comuníquese a (619) 699-1900  
[pio@sandag.org](mailto:pio@sandag.org).

In compliance with the Americans with Disabilities Act (ADA), this document is available in alternate formats by contacting the SANDAG ADA Coordinator, the Director of Diversity and Equity at (619) 699-1900 or (619) 699-1904 (TTY).



*401 B Street, Suite 800 • San Diego, CA 92101-4231 • (619) 699-1900*



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# EXECUTIVE SUMMARY

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Agencies that receive funds from the U.S. Department of Transportation (U.S. DOT) are responsible for providing language assistance measures to Limited English Proficiency (LEP) persons. To ensure compliance, the U.S. DOT developed a four-factor framework to help transit agencies determine the appropriate mix of language assistance and prepare language assistance implementation plans that are consistent with the U.S. DOT LEP Guidance. This implementation plan summarizes the Four Factor analysis conducted; identifies the LEP individuals in our services area; outlines current and future language assistance measures, and how the agency trains staff and provides notice to LEP individuals; and details how the plan will be monitored. The results of the Four Factor analysis are the basis of the five sections in this update to the San Diego Association of Governments (SANDAG) Language Assistance Plan (LAP).

## Four Factor Analysis

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

## Identification of LEP Individuals

Following Factor 1 U.S. DOT Guidance, multiple sources including the U.S. Census American Community Survey (ACS), California Department of Education (CDE), and the County of San Diego Department of Behavioral Health Services were used to determine the number of LEP individuals in San Diego County. According to these findings, more than 220,000 people five years or older speak English less than well. This accounts for 7% of the county's population. Spanish speakers make up 72% of the LEP population in San Diego County, Vietnamese speakers account for 6%, Tagalog 3%, and Chinese 3%. Eleven other languages with more than 1,000 LEP speakers were identified in the Factor 1 analysis.

## Language Assistance Measures

A list of current language measures available for LEP speakers is presented in this report. Those added since the 2015 LAP have been noted. Current language assistance measures were compiled by surveying key staff and reviewing relevant material. Input was sought from SANDAG staff, and through focus groups conducted by community-based organization (CBO) partners, and surveys of LEP persons. Staff and community member recommendations for future language assistance measures also are presented.

## Training Staff

Following U.S. DOT Guidance, social equity training was implemented as a result of the Four Factor analysis and LAP efforts completed in 2012. The training provides detailed information about Title VI, staff responsibilities for providing access and information to LEP persons, and more.

**Providing Notice to LEP Persons**

Laid out within this LAP are the ways that SANDAG provides notice to LEP persons. Several methods have been added since the 2015 LAP, which are noted in this report.

**Plan Monitoring and Updating**

Lastly, to ensure compliance and practical implementation by all agency staff, this LAP details how monitoring and updating will occur.

# INTRODUCTION

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## About the San Diego Association of Governments (SANDAG)

SANDAG is the regional planning agency as well as the technical and informational resource for the San Diego, California area's 18 incorporated cities and the county government, which collectively make up the association of governments. SANDAG is governed by a Board of Directors composed of elected officials from each of the 19 member agencies. Supplementing the voting members are advisory representatives from Imperial County, the U.S. Department of Defense, California Department of Transportation (Caltrans), San Diego Unified Port District, San Diego County Water Authority, Metropolitan Transit System (MTS), North San Diego County Transit District (NCTD), Southern California Tribal Chairmen's Association (SCTCA), and Mexico. The agency's planning boundary is the jurisdictional limits of the County of San Diego; however, it works extra-regionally with agencies in Mexico and throughout southern California. In 2019, the county population was estimated at 3,351,786<sup>1</sup>.

SANDAG was originally created as a Comprehensive Planning Organization (CPO) under a state authorized joint powers agreement in 1966. The Governor of California designated the CPO as the Metropolitan Planning Organization for the region in 1970. In 1972, the CPO was established as a joint powers authority. It adopted its current name in 1980 to better reflect its purpose. In 1987, SANDAG added the responsibilities of administering the region's transportation program, known as *TransNet*, which is funded by a voter-approved half-cent sales tax.

On January 1, 2003, Senate Bill (SB) 1703 was enacted which changed the structure of SANDAG from a joint powers authority to a state-created regional governmental agency, making it a permanent, rather than voluntary, association of local governments with increased responsibilities and powers. SB 1703 consolidated MTS and NCTD's transportation planning and development functions into SANDAG so that these activities would occur on a multimodal basis.

The roles and responsibilities of SANDAG, MTS, and NCTD are outlined in a master memorandum of understanding executed on April 23, 2004. SANDAG is responsible for transit planning, development, and construction, while MTS and NCTD are responsible for transit operations. MTS and NCTD also manage small construction projects with SANDAG assistance. SANDAG is responsible for establishing the regional fare policy.

## Background

Title VI of the Civil Rights Act of 1964 (42 U.S.C. 2000d) states that: "No person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity that receives Federal financial assistance." In the 1974 case of *Lau v. Nichols* (414 U.S. 563), the Supreme Court interpreted Title VI regulations to hold that Title VI prohibits conduct that has a disproportionate impact on LEP persons.

On August 11, 2000, Executive Order 13166, *Improving Access to Services for Persons with Limited English Proficiency*, was signed by President Clinton. It directs federal agencies to examine the services they provide and develop and implement a system by which LEP persons can meaningfully access those services. Federal agencies were instructed to publish guidance for their respective recipients in order to assist them with their obligations to LEP persons under Title VI.

<sup>1</sup> Source: California Department of Finance, January 2019 Population and Housing Estimates

The U.S. DOT published updated guidance for its recipients on December 14, 2005, in the *Policy Guidance Concerning Recipients' Responsibilities to Limited English Proficient (LEP) Persons*, (U.S. DOT, Volume 70, Number 239). The guidance states that Title VI and its implementing regulations require that U.S. DOT recipients take responsible steps to ensure meaningful access to the benefits, services, information, and other important portions of their programs and activities for individuals who are LEP. The guidance also suggests that recipients use the U.S. DOT LEP Guidance to determine how best to comply with statutory and regulatory obligations to provide meaningful access to the benefits, services, information, and other important portions of their programs and activities for LEP individuals.

The Federal Transit Administration (FTA) references the U.S. DOT LEP guidance in Circular 4702.1A, *Title VI and Title VI-Dependent Guidelines for FTA Recipients*, which was finalized on April 13, 2007. Chapter IV Part 4 of this Circular reiterates the requirement to take responsible steps to ensure meaningful access to benefits, services, and information for LEP persons and suggests that FTA recipients and sub-recipients develop a language implementation plan consistent with the provisions of Section VII of the U.S. DOT LEP Guidance. An update to this circular was finalized on October 1, 2012. Chapter III Part 9 of this Circular contains a summary of LEP requirements as they apply to FTA recipients, including steps to take to complete the Four Factor analysis and how to develop a LAP. The Circular directs recipients to the DOT LEP guidance for additional information. The FTA Office of Civil Rights released a handbook in 2007 for transit providers (*Implementing the Department of Transportation's Policy Guidance Concerning Recipients' Responsibilities to Limited English Proficient (LEP) Persons* (FTA 2007)) to give technical assistance for the implementation of the U.S. DOT LEP guidance.

SANDAG supports the U.S. DOT guidance to provide meaningful assistance to LEP speakers. All of the mentioned resources were used to guide the Four Factor analysis and this LAP.

SANDAG has developed this implementation plan to address the needs of the LEP populations in San Diego County. Following U.S. DOT LEP Guidance, included in this report are the following five sections:

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

Further included is a summation of the Four Factor analysis. The LAP was shaped by the Four Factor analysis findings.

## Four Factor Analysis

**Factor 1:** The number or proportion of LEP persons eligible to be served or likely to be encountered by a program, activity, or service of the recipient or grantee

Factor 1 analysis findings indicate that more than 7% (7.28%) of the population speaks English less than well. The top five languages spoken other than English are Spanish (5.26% of the total population), Vietnamese (0.47%), Tagalog (0.25%), Chinese (0.21%), and Arabic (0.18%). Combined, these five languages cover 86.91% of the LEP population in San Diego (see Table 1).

**Factor 2:** The frequency with which LEP individuals come in contact with the program, activity, or service

Based on focus groups with LEP individuals conducted through current CBO partners, SANDAG staff surveys, and South Bay Expressway customer surveys, it was determined that LEP individuals regularly come in contact with SANDAG programs and services, especially public transportation (see Appendix A). Focus group findings indicated some awareness of other SANDAG programs and services. SANDAG no longer manages the Compass Card program and therefore, contact with LEP persons as it relates to transit fares is reduced in comparison to the levels reported in previous LAP reports.

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

Factor 3 further explores Factor 2 research. Findings suggest that access to SANDAG programs, activities, and services are important for LEP persons, as well as staff.

**Factor 4:** The resources available to the recipient and costs

The Four Factor analysis details LEP efforts currently in place and the corresponding resources available to provide strategies to reach LEP populations. Suggestions for additional LEP outreach measures are outlined in Factor 4 as well as consideration of the resources available for these efforts. Findings indicate that SANDAG currently has many resources and strategies for reaching LEP populations in place and that increased efforts should continue to engage larger numbers of LEP persons.



## SECTION I: IDENTIFYING LIMITED ENGLISH PROFICIENT INDIVIDUALS WHO NEED LANGUAGE ASSISTANCE

The Factor 1 analysis includes an assessment of the number or proportion of LEP persons in San Diego County and is summarized for Section I of this report. Based on the examples included in the federal guidance, SANDAG defines LEP persons as those individuals who speak English less than well (either “not well” or “not at all”).

There were several key findings:

- More than 774,362 persons, or 23.58% of the San Diego region, are foreign born<sup>2</sup>;
- 37.68% of persons in San Diego County speak a language other than English at home, 14.63% of the county’s population speak English less than “very well”<sup>2</sup> (includes those that speak English “well”, “not well,” and “not at all”);
- 7.28% are considered LEP as they speak English less than “well” (includes those that speak English “not well” and “not at all”);
- Of the languages spoken in the region, 15 are spoken by more than 1,000 LEP persons;
- Spanish is the second most predominant language, other than English, spoken in the region; and
- Spanish is the most predominant language spoken by English learners in San Diego County public schools.

**Table 1**  
**Limited English Proficient Speakers by Language in San Diego County**

Language*	LEP Population	Percent of All LEP Speakers	Percent of Total Population (Age Five and Older)
Spanish	161,608	71.98%	5.26%
Vietnamese	14,301	6.37%	0.47%
Tagalog	7,515	3.35%	0.25%
Chinese	6,298	2.81%	0.21%
Arabic	5,389	2.40%	0.18%
Korean	3,858	1.72%	0.13%
Russian	2,148	0.96%	0.07%
Mandarin	2,050	0.91%	0.07%
Filipino	2,037	0.91%	0.07%
Chaldean Neo-Aramaic	1,989	0.89%	0.07%
Farsi	1,914	0.85%	0.06%
Lao	1,678	0.75%	0.06%
Assyrian Neo-Aramaic	1,605	0.72%	0.05%

<sup>2</sup> Source: U.S. Census Bureau, 2013-2017 ACS 5-Year Estimates

Language*	LEP Population	Percent of All LEP Speakers	Percent of Total Population (Age Five and Older)
Japanese	1,433	0.64%	0.05%
Cantonese	1,219	0.54%	0.04%

Source: 2013-2017 ACS 5-year Public Use Microdata Sample (PUMS)

\*Restricted to languages spoken by at least 1,000 limited English speakers.

## LEP POPULATION SOURCES

Unlike the evaluation of a specifically defined geographical area that can cross jurisdictional boundaries, such as a transit district, the SANDAG LEP analysis includes all of San Diego County and its service area.

Based on U.S. DOT guidance, SANDAG evaluated the following federal, state, and local data sources:

- U.S. Census, 2013-2017 American Community Survey (ACS) 5-Year Public Use Microdata Sample (PUMS). Please note: the U.S. Census Bureau discontinued the ACS 3-Year PUMS data used in the 2015 LAP report, therefore, 5-Year Estimates data are used for the 2019 report.
- California Department of Education (CDE) English Learner Data, 2017-2018.
- County of San Diego Department of Behavioral Health Interpretation Services, Interpreter Services Report, Fiscal Year 2017-2018. Please note: due to a change in the county's methodology, interpretation services data in the current report have been updated, and therefore, are not comparable to data in previous LAP reports.

## LEP POPULATION ANALYSIS

### ACS 2013-2017

The U.S. DOT describes LEP as having a limited ability to read, write, speak, or understand English. The U.S. DOT and FTA define this population as people who reported that they speak English “not well” or “not at all.” Table 2 shows this analysis for San Diego County. The table shows that the overall LEP population in the county is 7.28% of persons age five and older.

**Table 2**  
**English Proficiency for San Diego County**

County	Total Population Age 5 and Older	Speaks English Only	Speaks English		Percentage Less than "Well"
			"Well" or "Very Well"	Less Than "Well"	
San Diego	3,070,763	1,913,789	933,518	223,456	7.28%

Source: 2013-2017 ACS 5-Year Estimates, Table B16004

The data shown in Table 2 also is available for four language types: Spanish, Indo-European, Asian or Pacific Islander, and Other Languages. This analysis is shown in Table 3, which revealed that the Spanish LEP percentage is the highest at 5.21% of the total San Diego County population.

**Table 3**  
**English Proficiency by Language Category in San Diego County**

English Proficiency	Spanish		Indo-European		Asian or Pacific Islander		Other Languages	
	Population	% Total Population	Population	% Total Population	Population	% Total Population	Population	% Total Population
Speak English "Very Well"	472,367	15.38%	71,203	2.32%	135,878	4.42%	28,298	0.92%
Speak English "Well"	128,324	4.18%	17,518	0.57%	67,577	2.20%	12,353	0.40%
<b>Limited English Proficient</b>								
Speak English "Not Well"	108,044	3.52%	7,565	0.25%	34,829	1.13%	8,056	0.26%
Speak English "Not at All"	51,997	1.69%	2,141	0.07%	7,682	0.25%	3,142	0.10%
<b>LEP Subtotal</b>	<b>160,041</b>	<b>5.21%</b>	<b>9,706</b>	<b>0.32%</b>	<b>42,511</b>	<b>1.38%</b>	<b>11,198</b>	<b>0.36%</b>
<b>Total</b>	<b>760,732</b>	<b>24.77%</b>	<b>98,427</b>	<b>3.21%</b>	<b>245,966</b>	<b>8.01%</b>	<b>51,849</b>	<b>1.69%</b>

Source: 2013-2017 ACS 5-Year Estimates, Table B16004

The ACS data includes information about languages spoken by 42 different language groups<sup>3</sup> (but not by ability to speak English per the U.S. DOT guidance definition as previously mentioned). Table 4 shows the five most prevalent non-English languages spoken at home in the San Diego region. This data was collected from 2013 through 2017 among the total population ages five and older, including both LEP and non-LEP populations. While there were respondents from all 42 language groups, Spanish, Tagalog, Chinese, Vietnamese, and Arabic were the primary languages. Compared to the 2015 analysis, these figures reveal that the number of households speaking Spanish, Tagalog, Chinese, and Arabic have increased while the number of households speaking Vietnamese have decreased.

**Table 4**  
**Languages Spoken at Home in San Diego County**

Language	Language Spoken at Home for the Population Age Five and Older	Percent of Total Population
Spanish	760,732	24.77%
Tagalog (incl. Filipino)	95,001	3.09%
Chinese (incl. Mandarin, Cantonese)	47,112	1.53%
Vietnamese	41,489	1.35%
Arabic	25,359	0.83%
All Other Languages	187,281	6.10%

Source: 2013-2017 ACS 5-Year Estimates, Table C16001

Figure 1 displays the geographic concentrations of LEP persons in the county using 2013-2017 ACS 5-Year data at the tract level. Areas shaded in orange are where greater than 14.63% (the SANDAG service area average) of the population speaks English less than “very well.” The less than “very well” distinction considers bilingual speakers who may speak English well but prefer to use their native language.

Figure 2 shows the presence of all LEP persons in the county using 2013-2017 ACS 5-Year PUMS data and illustrates where the proportion of the population speaking English less than “well” for all languages is greater than 7.31%, the service area average.

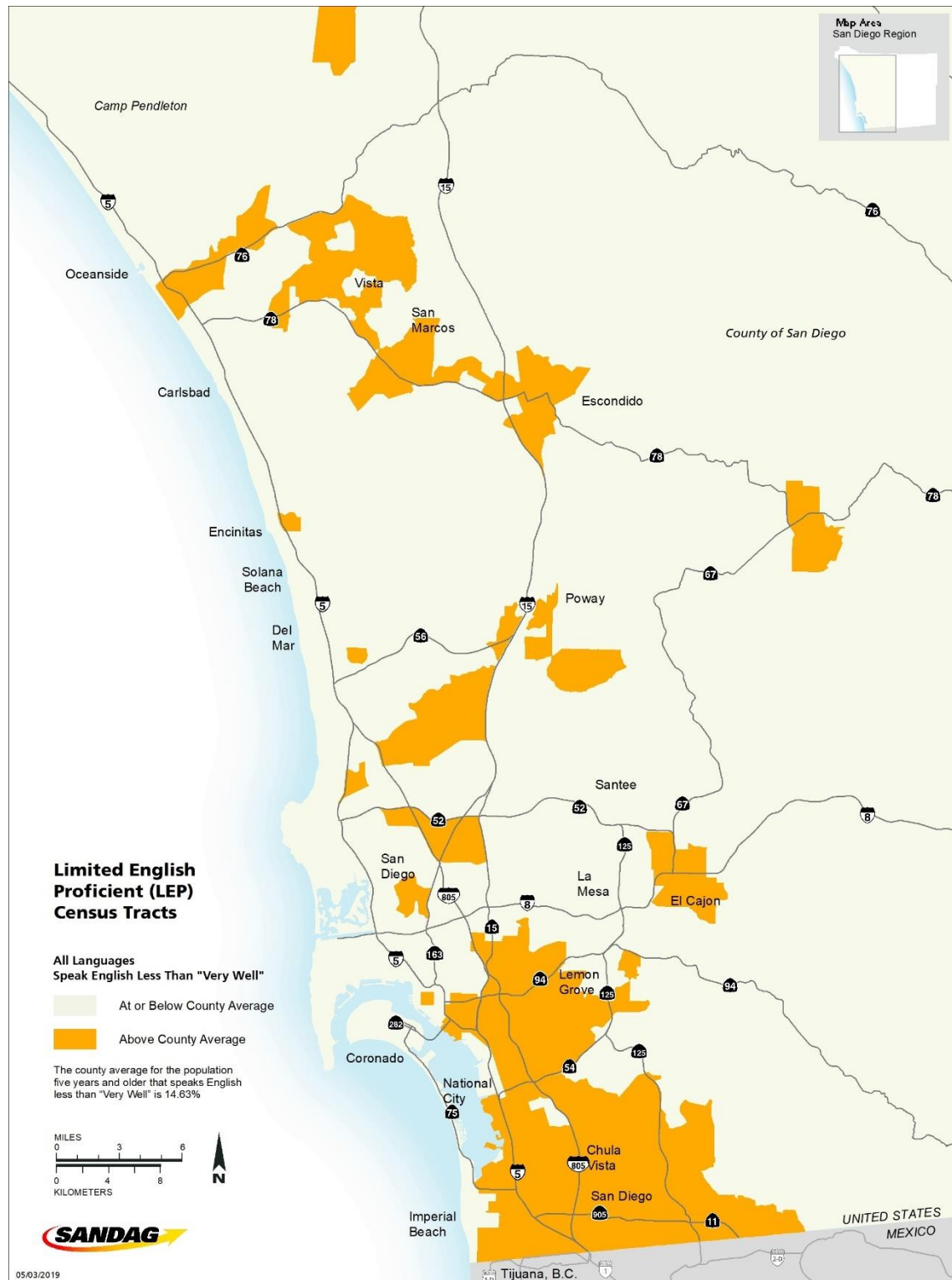
Figure 3 shows the Census tracts where the proportion of LEP Spanish speakers who speak English less than “very well” is greater than 9.39%, the service area average, using 2013-2017 ACS 5-Year data at the tract level.

Figure 4 shows the Public Use Microsample Areas where the proportion of LEP Spanish speakers who speak English less than “well” is greater than 5.26%, the service area average, using 2013-2017 ACS 5-Year PUMS data.

These findings are comparable to the findings in the 2015 Factor 1 analysis. As with the previous analysis, the proportion of Spanish speakers is far greater than any other language in San Diego County.

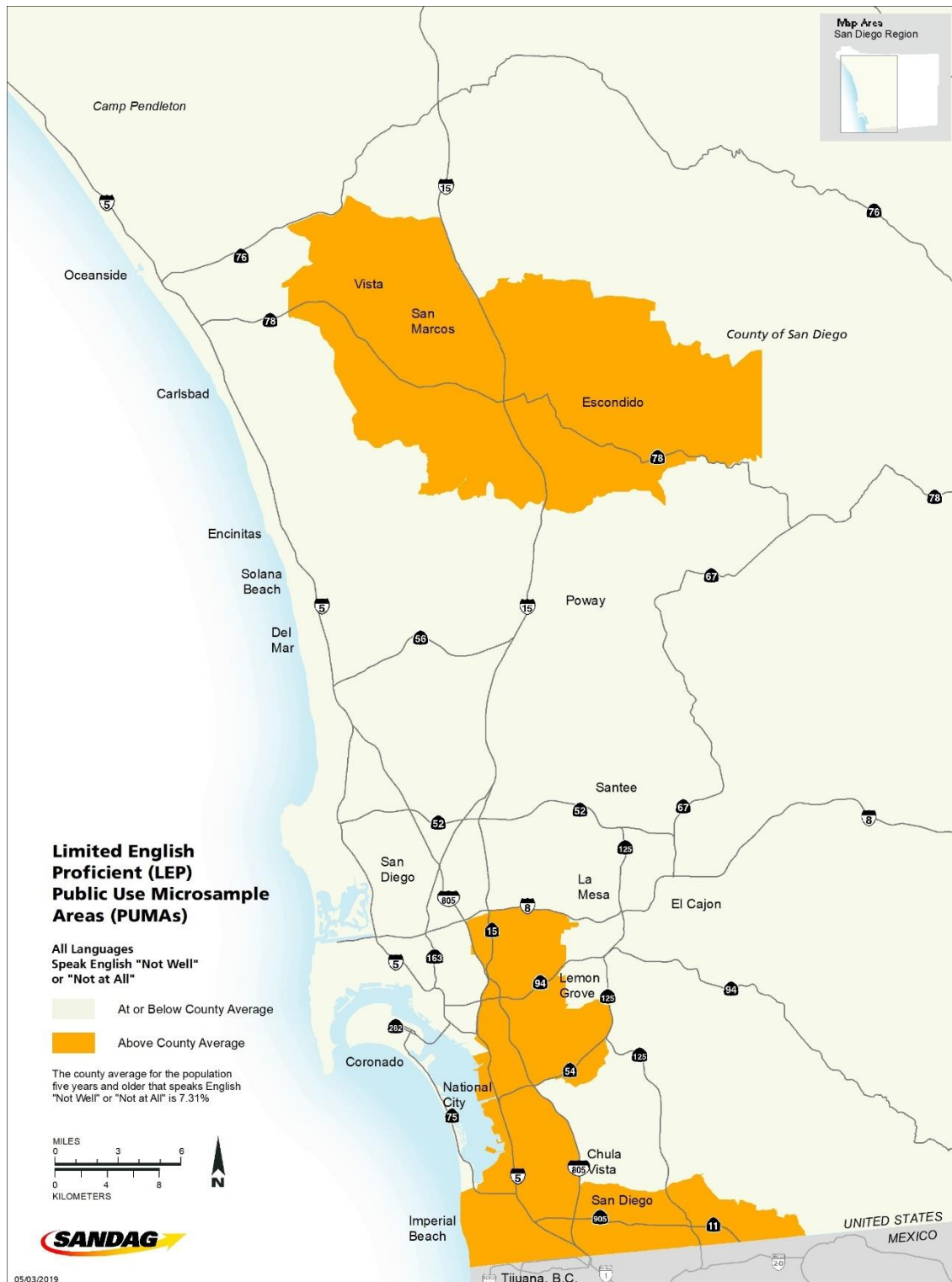
<sup>3</sup> Source: U.S. Census Bureau, Social, Economic, and Housing Statistics Division Working Paper Number 2018-31

### All Languages Limited English Proficient Census Tracts



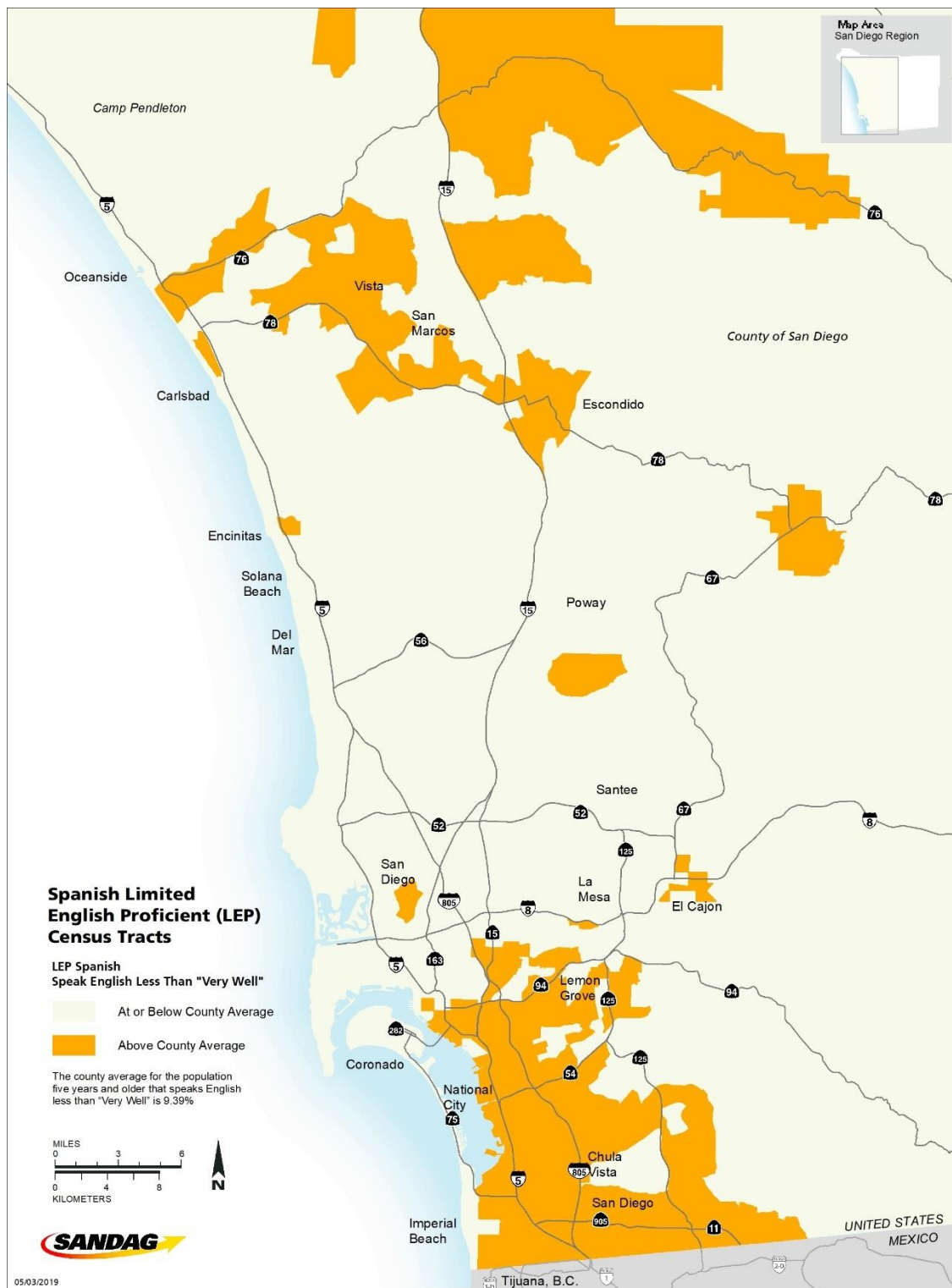
Source: 2013-2017 ACS 5-Year Estimates, Table C16001

**Figure 2**  
**All Languages Limited English Proficient Public Use Microsample Areas**



Source: 2013-2017 ACS 5-Year PUMS

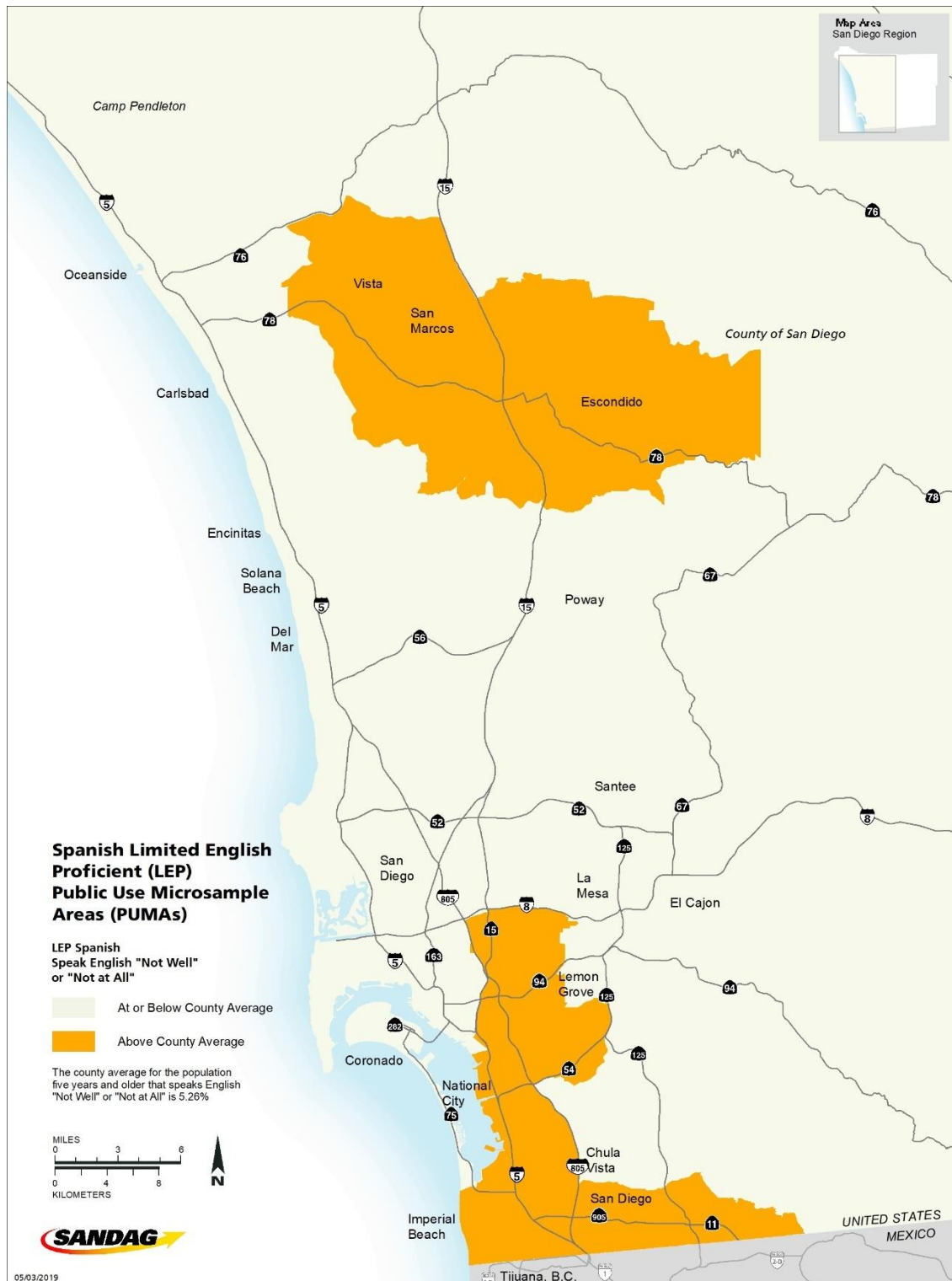
**Figure 3**  
**Spanish Limited English Proficient Census Tracts**



Source: 2013-2017 ACS 5-Year Estimates, Table C16001



**Figure 4**  
**Spanish Limited English Proficient Public Use Microsample Areas**



Source: 2013-2017 ACS 5-Year PUMS



## California Department of Education English Learner Data

This report also analyzed CDE English learner data. In particular, the CDE data was used to determine the existence of other prevalent languages that may have fallen under vaguer Census categories, such as “Other and Unspecified Languages”. Table 5 shows the top ten languages other than English and the number of students who identify as speaking those languages at home, along with the associated percentages.

**Table 5**  
**English Learner Data for San Diego County Public Schools**

Language	English Learners by Language	Percent of English Learners
Spanish	81,988	79.43%
Arabic	3,417	3.31%
Filipino (Pilipino or Tagalog)	2,475	2.40%
Vietnamese	2,072	2.01%
Other non-English languages	1,968	1.91%
Chaldean	1,927	1.87%
Mandarin (Putonghua)	1,138	1.10%
Somali	1,032	1.00%
Farsi (Persian)	991	0.96%
Korean	771	0.75%

Source: CDE English Learner Data for San Diego County, School Year 2017-2018

The majority share of English learners are native Spanish speakers (79.43%). This constitutes a smaller share of Spanish-speaking English learners than previously identified in the 2015 CDE analysis (81.6%). The analysis of the CDE English learner data roughly correlates to the analysis of Census LEP speakers (by languages spoken) shown in Table 1. The CDE data includes the Somali language in the list of the top ten languages for English learners.

## County of San Diego Department of Behavioral Health Interpreter Services

Table 6 shows the number of translation services requested by language in fiscal year 2017-2018 from the County of San Diego Department of Behavioral Health Services.

**Table 6**  
**County of San Diego Department of Behavioral**  
**Health Interpreter Services Requested by Language**

<b>Language</b>	<b>Languages by Translation Services Requested</b>	<b>Percent of Translation Services Requested</b>
Spanish	64,503	78.9%
Arabic	6,377	7.8%
Vietnamese	3,580	4.4%
American Sign Language	2,331	2.9%
Cambodian	1,549	1.9%
Other Non-English	942	1.2%
Laotian	496	0.6%
Farsi	403	0.5%
All Filipino Dialects	308	0.4%
All Chinese Languages & Dialects	279	0.3%
Totals	80,768	98.8%

Source: County of San Diego Health and Human Services Agency,  
Behavioral Health Services, Interpreter Services Report, FY 2017-18

The translation services data includes Cambodian in the list of languages, which is not identified in the top 15 languages reflected in the ACS data. Furthermore, the data includes American Sign Language, which is defined as an English language by the U.S. Census Bureau and therefore not tracked separately. A significant majority of translation requests tracked by the Department of Behavioral Health Services, 78.9%, are for Spanish. This is consistent with the ACS and CDE data.

## CONCLUSION

Findings in this report reveal a presence of 15 languages in San Diego County with more than 1,000 individuals who are LEP. The ACS data in Table 7 represents LEP persons by language. This analysis was based on the LEP definition included in U.S. DOT LEP guidance. The language and corresponding LEP population are arranged in Table 7 in descending order. While some increases or decreases from the 2015 Factor 1 report have been identified, any comparison to previous reports should be done with caution due to changes in ACS data availability.

**Table 7**  
**Languages in San Diego County with More Than 1,000 Limited**  
**English Proficient Persons Compared to 2015**

Language*	LEP Population	Percent of All LEP Speakers	Percent of Total Population (Age Five and Older)	2015 Percentage of All LEP	Increase/Decrease
Spanish	161,608	71.98%	5.26%	73.10%	-1.12%
Vietnamese	14,301	6.37%	0.47%	6.60%	-0.23%
Tagalog	7,515	3.35%	0.25%	3.80%	-0.45%
Chinese	6,298	2.81%	0.21%	2.40%	0.41%
Arabic	5,389	2.40%	0.18%	2.30%	0.10%
Korean	3,858	1.72%	0.13%	1.40%	0.32%
Russian	2,148	0.96%	0.07%	0.70%	0.26%
Mandarin	2,050	0.91%	0.07%	0.60%	0.31%
Filipino	2,037	0.91%	0.07%		
Chaldean Neo-Aramaic	1,989	0.89%	0.07%		
Farsi	1,914	0.85%	0.06%		
Lao	1,678	0.75%	0.06%	0.60%	0.15%
Assyrian Neo-Aramaic	1,605	0.72%	0.05%		
Japanese	1,433	0.64%	0.05%	0.60%	0.04%
Cantonese	1,219	0.54%	0.04%	0.50%	0.04%

Source: 2013-2017 ACS 5-year PUMS

\*Restricted to languages spoken by at least 1,000 limited English speakers.

There have been few changes in the total number and ranked order of languages in San Diego County with more than 1,000 LEP persons since the 2015 Factor 1 report. Slight increases or decreases were identified, and two new languages reached the 1,000 person threshold – Chaldean Neo-Aramaic and Assyrian Neo-Aramaic. Three languages, Hindi, Cushite, and Syriac, dropped below the 1,000 person threshold. However, Syriac is a widely-spoken Semitic language with variants that include Chaldean Neo-Aramaic and Assyrian Neo-Aramaic; therefore, it is possible to interpret the data including respondents that identified their native languages as Syriac. Spanish speakers remain the largest LEP population in San Diego County by a significant margin.

## SECTION II: LANGUAGE ASSISTANCE MEASURES

Current and future language assistance measures are outlined in this section of the LAP.

To gain insight for potential future language assistance measures, SANDAG worked with CBO partners to host focus groups with LEP individuals in areas throughout the county that were identified as having high proportions of LEP persons. SANDAG staff were also surveyed to determine the types of assistance being provided to LEP populations using SANDAG programs and services and identify potential future language assistance measures.

### Current Language Assistance Measures

SANDAG staff members were surveyed and materials were reviewed in order to develop the inventory of current language assistance measures. LEP efforts have been put in place by staff working with LEP communities and employees associated with each of the programs or services provided details on what processes are in place to target LEP communities.

Several suggestions from the 2015 LAP were moved from the previous list of future language assistance measures to current measures, as noted below. Some previous recommendations remain on the list of future measures and new recommendations were added to this list as a result of the update to the Four Factor analysis. Many of the suggestions made by limited English speakers who participated in focus groups are strategies that SANDAG already employs, including working through trusted sources in the community, participating in events where LEP populations are already present, distributing information through social services, reaching LEP parents of children through schools, providing translated information using regionally recognized language, and getting information to LEP populations through ethnic media.

Table 8 outlines a non-exhaustive list of SANDAG programs, activities, or services and the current language assistance measures available for LEP persons. Please note: the services available from SANDAG for LEP persons vary over time due to changes in resources as discussed below.

**Table 8**  
**Current Language Assistance Measures**

<b>Program, Activity, or Service</b>	<b>LEP Component</b>
SANDAG Board and Policy Advisory Committee Meetings	<ul style="list-style-type: none"><li>• Periodic English/Spanish translation and interpretation services provided based on agenda topic, likely meeting attendees, or special request</li><li>• Title VI notice of rights and complaint process provided in agendas</li><li>• Agendas state that materials can be made available in alternate languages; this statement is provided in English, Spanish, Tagalog, Vietnamese, and Chinese</li></ul>

Regional Planning Efforts	<ul style="list-style-type: none"> <li>• Interpretation services provided at public meetings/workshops based on invited or expected LEP audience</li> <li>• Document review and comment period notices printed in English/Spanish for projects with a high concentration of affected LEP persons</li> <li>• Bilingual English/Spanish staff attend public meetings and workshops in areas with high concentrations of LEP populations</li> <li>• Bilingual English/Spanish court reporter present at public meetings and workshops where public comment is requested</li> <li>• Fact sheets, fliers, brochures, and comment cards produced in English/Spanish in areas with high concentrations of LEP populations</li> <li>• Some web content translation (new since 2015)</li> <li>• Informational videos and webinars in English/Spanish (voiceover or subtitles) for LEP populations (new since 2015)</li> <li>• CBO program to encourage participation from underrepresented groups</li> <li>• CBO Working Group to provide social equity input to the Regional Plan and to encourage participation from underrepresented groups on other related region-wide issues (new since 2015)</li> <li>• Periodic region-wide public opinion surveys in English/Spanish</li> <li>• Demographic surveys for workshop/community meetings in English/Spanish</li> <li>• Surveys translated to other languages depending on LEP populations in project areas</li> <li>• Social equity data viewer to determine low-income, minority, and LEP populations</li> <li>• CBO database to provide information to organizations that serve LEP groups</li> <li>• Notice of information available in alternate languages used as needed, available in Spanish, Vietnamese, Tagalog, and Chinese</li> </ul>
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Corridor Planning Efforts	<ul style="list-style-type: none"> <li>• Interpretation services provided at public meetings/workshops based on invited or expected LEP audience</li> <li>• Notice of planned environmental analysis under CEQA/NEPA provided in English/Spanish</li> <li>• Document review notices printed in English and Spanish as needed</li> <li>• Bilingual English/Spanish staff attend public meetings, open houses, and workshops in areas with high concentrations of LEP populations</li> <li>• Bilingual English/Spanish court reporter present at public hearings and workshops where public comment is requested</li> <li>• Fact sheets, fliers, brochures, and comment cards produced in English/Spanish and other languages, upon request, in areas with high concentrations of LEP populations</li> <li>• Demographic surveys for workshop/community meetings in English/Spanish</li> <li>• Surveys translated to other languages depending on LEP populations in project areas</li> <li>• Social equity data viewer to determine low-income, minority, and LEP populations</li> <li>• CBO database to provide information to organizations that serve LEP groups</li> <li>• Notice of information available in alternate languages used as needed, available in Spanish, Vietnamese, Tagalog, and Chinese</li> </ul>
511 Website, Phone System, and Mobile Application	<ul style="list-style-type: none"> <li>• Google Translate toolbar on website</li> <li>• Bilingual English/Spanish Interactive Voice Recognition (IVR) phone system</li> <li>• Bilingual English/Spanish operators at Roadside Assistance service centers</li> </ul>
Freeway Service Patrol	<ul style="list-style-type: none"> <li>• Written and online customer survey produced in English/Spanish</li> <li>• Web content translated into Spanish</li> <li>• Bilingual English/Spanish Freeway Service Patrol drivers with one driver fluent in Chaldean</li> <li>• Laminated information cards in English, Spanish, Tagalog, Chinese, and Vietnamese, and photo depictions of services offered</li> <li>• Spanish language media purchased for marketing campaigns</li> <li>• Informational rack card translated into Spanish</li> <li>• English/Spanish informational insert in registration wallet that is handed to all motorists after receiving service (new since 2015)</li> <li>• English/Spanish card inviting motorists to share their experience by taking the survey or writing a review on Yelp (new since 2015)</li> </ul>

I-15 Express Lanes and South Bay Expressway	<ul style="list-style-type: none"> <li>• Bilingual English/Spanish IVR phone system</li> <li>• 76% bilingual English/Spanish customer service representatives</li> <li>• Bilingual staff sent to outreach events in areas with high concentrations of LEP populations</li> <li>• Printed and digital materials (brochures, application forms, marketing material) produced in English/Spanish</li> <li>• Google Translate toolbar on website</li> <li>• English/Spanish automated cash machines at toll road on/off ramps</li> <li>• FasTrak customer surveys translated into Spanish</li> <li>• Spanish language media purchased for marketing campaigns</li> <li>• Notice of information available in alternate languages used as needed, available in Spanish, Vietnamese Tagalog, and Chinese</li> </ul>
General SANDAG	<ul style="list-style-type: none"> <li>• Bilingual English/Spanish receptionists on staff to provide assistance on the phone and in person</li> <li>• Access to language telephone line</li> <li>• In-house certified English/Spanish translator (new since 2015)</li> <li>• On-call contracts for document translation and interpretation services</li> <li>• Internal Document Translation and Interpretation Procedure established (see Appendix B) (new since 2015)</li> <li>• Spanish Translation Style Guide established (see Appendix C) (new since 2015)</li> <li>• Translation and interpretation services webpage on Intranet (new since 2015)</li> <li>• SANDAG webpages of programs with high levels of LEP participation are fully translated into Spanish (new since 2015)</li> <li>• Translation and Interpretation Tracking System established (new since 2015)</li> <li>• Internal translation review by native Spanish speakers</li> <li>• Agency website and Board Policy No. 009 contain notice of Title VI rights and complaint process</li> <li>• Agency website provides notice of the availability of translation of SANDAG materials free of charge</li> <li>• List of bilingual employees who are willing to assist LEP persons</li> <li>• Google Translate toolbar on website</li> <li>• Vital Documents Guidelines to help determine necessary translations</li> <li>• Spanish language glossary established</li> <li>• Language added to grant agreements to ensure that LEP requirements are met by grantees</li> <li>• Agency Public Participation Plan and Board Policy No. 025 updated to include information on LAP</li> <li>• Project manager toolkit for SANDAG project managers with tools to implement the LAP</li> <li>• "I Speak" cards for staff having public or customer contact (see Appendix D)</li> <li>• Notice of information available in alternate languages used as needed, available in Spanish, Vietnamese, Tagalog, and Chinese</li> </ul>

Transit Fares	<ul style="list-style-type: none"> <li>• Public notices printed in English/Spanish when fare changes are being considered</li> <li>• Community outreach in English/Spanish when fare changes take place</li> <li>• Public comment period and public meeting dates printed in English/Spanish in regional and local newspapers</li> <li>• Bilingual English/Spanish staff attend public meetings and workshops in areas with high concentrations of LEP populations</li> <li>• Fact sheets and comment cards produced in English/Spanish in areas with high concentrations of LEP populations</li> <li>• Notice of information available in alternate languages used as needed, available in Spanish, Vietnamese, Tagalog, and Chinese</li> </ul>
iCommute	<ul style="list-style-type: none"> <li>• Bilingual English/Spanish operator</li> <li>• Collateral translated into Spanish and other languages as needed</li> <li>• Program applications and rules/agreements translated into Spanish</li> <li>• Google Translate toolbar on website</li> <li>• Vanpool program webpage translated into Spanish</li> <li>• Employee surveys translated into Spanish and other languages as requested by employers</li> <li>• Bilingual staff sent to employer and community meetings as needed</li> <li>• Spanish language media purchased for marketing campaigns</li> <li>• Notice of information available in alternate languages used as needed, available in Spanish, Vietnamese, Tagalog, and Chinese</li> </ul>

The majority of the LEP components mentioned in the table above have costs associated with them. SANDAG has four standing on-call contracts, two for language translation and two for interpretation services. An extensive Request for Proposal (RFP) is issued every three to five years to select qualified language service providers. In addition, in 2016, the SANDAG Communications Department hired a part-time English/Spanish Document Translator, who provides professional translation services, tracks and coordinates translation of documents to and from languages other than Spanish, manages translation and interpretation contracts and budgets, and oversees the overall language services function for the agency.

A set of procedures are in place to provide a guide for using SANDAG tools to communicate with LEP persons (see Appendix E). A Document Translation and Interpretation Procedure was developed to provide guidance to staff on how to submit translation and interpretation requests and it describes the workflow for internal translation and external translation processes. A Spanish Translation Style Guide was developed and implemented to ensure consistency with SANDAG preferences of tone, style, and regional and cultural relevance. A standard English/Spanish Terminology Glossary is regularly updated and shared with on-calls, internal reviewers, and external vendors who are involved in the translation process to ensure terminology consistency and accuracy, and that quality standards are consistently met.

## Future Language Assistance Measures

As a result of the research conducted during the 2015 Four Factor analysis, focus group participants and SANDAG staff interviewed offered several recommendations to provide improved access to information and services for LEP populations. Several of these were implemented over the last four years. Other suggestions have yet to be implemented and may never be feasible. Many of the suggestions made during the update for the Factor 1, 2, and 3 analysis associated with this report are reoccurring and measures that



SANDAG project managers currently use, when possible. Overall, the majority of suggestions were repeated in the different language LEP focus groups, making the case that the issue of access to information is fairly consistent throughout different speaking LEP communities.

Of the suggested ideas, the list below provides consideration for SANDAG staff when planning future LEP outreach efforts. The following suggestions are focused only on SANDAG areas of responsibility.

- Regularly keep count of Spanish callers to the 511 phone system
- Increase promotion of SANDAG programs, activities, and services through social service providers, trusted community leaders and groups, community events, and other places where LEP populations are already present including libraries, grocery stores, medical clinics, employers, and more
- Create community specific guidelines and key partner contacts for SANDAG project managers to use when working in neighborhoods with high concentrations of LEP residents
- Increase usage of Spanish language radio and TV announcements when possible
- Per impacted community, place multi-language information and notices in publications serving LEP populations to demonstrate SANDAG's commitment to all stakeholders, to increase comfort levels regarding access to information in a native language
- Translate FasTrak web content into Spanish for South Bay Expressway and I-15 Express Lanes
- Update Document Translation and Interpretation Procedure document to include general costs and timelines
- Create internal translation request form and allow prior requests to be searchable, so SANDAG project managers can easily see documents translated in the past
- Provide a portable voice translator device or mobile app to SANDAG staff who interact with LEP individuals in person

Overwhelmingly, findings indicated the best way to reach LEP communities is to work within existing networks in their communities. SANDAG has made efforts to work more closely with CBOs since the last LAP, including creating a working group with CBOs who serve low-income, minority, and LEP populations. Results in the Factor 2 and 3 analyses also indicate an overall lack of information regarding SANDAG programs and services. Because of this, SANDAG project managers will continue to be encouraged to provide notice, assistance, and specific outreach for LEP populations by partnering with CBOs.

### **SECTION III: TRAINING STAFF**

Trainings have been implemented at SANDAG since the 2012 Four Factor analysis and LAP were first created. These include:

- Social Equity training with a detailed section on the LAP and how to provide information for LEP persons
- Periodic reviews to assess the effectiveness of LEP training material and update as necessary
- Language Assistance Guidelines for staff reference

Social Equity training at SANDAG includes the following elements:

- A summary of Title VI and Environmental Justice laws

- SANDAG responsibilities under the U.S. DOT LEP Guidance
- Information about how to conduct a Social Equity Impact Assessment
- SANDAG obligations as a recipient of federal funds
- The SANDAG complaint procedure
- Overview of SANDAG Board Policy 25 that requires meaningful public input
- A summary of the Four Factor analysis
- A summary of SANDAG's LAP
- A description of the type of language assistance SANDAG currently provides and instructions on how staff can access these products and services
- How to respond to calls from LEP persons
- How to respond to correspondence from LEP persons
- How to respond to LEP persons in person
- How to document the needs of LEP persons
- How to respond to Civil Rights Act Title VI complaints
- Overview of tools available to help LEP persons
- Examples of documents that need to be translated

All staff have access via an intranet web page to social equity training materials, which include a PowerPoint, a mapping tool, the LAP, and names of staff contacts who can provide assistance on social equity and LAP matters. LEP/LAP training was last provided to SANDAG staff in June 2018. SANDAG's goal is to provide this training in even numbered years and on an as-needed basis.

## **SECTION IV: PROVIDING NOTICE TO LIMITED ENGLISH PROFICIENT PERSONS**

SANDAG currently provides notice to LEP individuals in a number of ways. Many of these are referenced in the current language services table and include:

- Translated information for fare changes and other important notices
- Translated project fact sheet documents
- Access to multiple language customer service telephone line
- Press release distribution to ethnic media, who regularly translate material for their audiences
- Interpreters/bilingual staff at community meetings
- Presence at community events with LEP attendees
- Web translations for information deemed to be vital in nature (i.e., items concerning safety, rights, responsibilities), and translation when budget and time exists for materials that are not critical in nature, but that will provide helpful information to the public
- Leveraging community partners to help disseminate notice of availability of language assistance to LEP populations

- Including notices in local newspapers in languages other than English
- Providing notice of the availability of translation services in agenda materials
- English/Spanish Title VI brochure in lobby
- “I Speak” cards for use at reception desk
- List of bilingual staff available to assist LEP persons
- Bilingual staff encouraged to add ‘hablo español’ to name tags at community meetings
- Notice of language services available in Spanish, Vietnamese, Tagalog, and Chinese for project managers to add to materials that are not translated
- Google Translate toolbar on all SANDAG websites
- Bilingual reception staff
- Spanish language media purchased for majority of SANDAG marketing campaigns to promote services and programs to Spanish speaking LEP persons

Vital Documents Guidelines were created to provide employees direction on what documents require translation.

## **Vital Document Guidelines**

In accordance with Title VI and Executive Order 13166, SANDAG will take reasonable steps to ensure that LEP persons receive the language assistance necessary to allow them meaningful access to SANDAG programs and services. Under this Guidance, an effective LEP Plan includes the translation of “vital” written materials (“Vital Documents”) into the languages of frequently-encountered LEP groups. Federal funding recipients must determine which vital documents should be translated. Failure to ensure that LEP persons can effectively participate in or benefit from SANDAG programs and activities, by providing language assistance measures or written translations, may violate the prohibition under Title VI against national origin discrimination.

SANDAG has identified Spanish as the only language to meet its language translation threshold. SANDAG’s Vital Documents have been identified as follows:

1. Any document that is critical for obtaining services and benefits,
2. Any document containing legal rights or responsibilities, and/or
3. Any document that is required by law to be translated.

The “vital” nature of a document depends on the importance of the information or service involved, particularly the consequence to the LEP person if the information is neither accurate nor timely.

Examples of materials deemed to be Vital Documents are provided below on a tiered basis. The list of materials is not exhaustive; however, it includes the types of materials commonly translated by SANDAG as of the time this LAP was published in 2020.

## **Document Prioritization**

These Guidelines provide information to be used by staff to determine which documents are vital. Because not all documents have the same importance, SANDAG has ranked Vital Documents into three tiers, with

Tier 1 being the highest priority. These tiers will be evaluated, along with the LAP, regularly. From time to time, SANDAG will obtain data analytics, survey results, or other evidence that may cause the priorities below to change. It should be noted that the designation of a document as “vital” may not mean that a word-for-word translation of that document will be required. In some cases, a vital document may be translated by providing a summary of the key information in the document, such as with an executive summary. In other cases, notice of language assistance services may be sufficient.

#### **Tier 1: Critical documents**

SANDAG defines Tier 1 documents as follows:

- Those that would prevent LEP individuals from obtaining access to SANDAG programs and services
- Those that, without translation, would deprive LEP persons of an awareness of their legal rights, particularly rights to language assistance

Tier 1 documents include public hearing and public comment period notices and customer information important to accessing SANDAG services such as:

- Fare and service change notices
- FasTrak user information including customer applications, agreements, terms and conditions, and instructions for how to access services
- Freeway Service Patrol user information including how to access services
- 511 user information including how to access services
- iCommute user information including applications, agreements, terms and conditions, instructions, and how to access services and programs
- Public safety and access information related to construction projects and special projects, such as Otay Mesa East Port of Entry, Ballot Measures, and Airport Connectivity

Tier 1 also includes basic information necessary to understanding legal rights that can be exercised by LEP persons or by persons impacted by SANDAG construction activities. This includes information on Title VI and the right to file a complaint/grievance under Title VI. These processes and forms are available in English and Spanish on the SANDAG website as part of SANDAG Board Policy No. 007.

Translation of these documents will be first priority for SANDAG.

#### **Tier 2: Documents that will enhance access to SANDAG programs and services**

Tier 2 includes information that will enhance LEP persons’ customer experience or encourage involvement in the planning process. These documents could include the following:

- Project fact sheets, collateral pieces that are not deemed instructions for use, maps, copy on images that are not deemed instructions for use
- Freeway Service Patrol information that is not deemed to be critical user information including marketing materials, additional collateral outside of instructions for use
- South Bay Expressway and FasTrak information that is not deemed to be critical user information including marketing materials, additional collateral outside of instructions for use, complete promotion terms and conditions

- 511 information that is not deemed to be critical user information including marketing materials, additional collateral outside of instructions for use, complete promotion terms and conditions
- iCommute information that is deemed not to be critical user information including marketing materials, additional collateral outside of instructions for use, complete promotion terms and conditions
- Public outreach information for Public Participation/Involvement Programs including marketing materials, additional collateral outside of instructions for use
- Customer surveys for feedback on services provided, such as Freeway Service Patrol and FasTrak
- Public safety and access information related to Information regarding major regional planning efforts, such as GO by BIKE and the Regional Plan

Translation of these and other documents will be based on language requests received and at the discretion of project managers after consultation with the Communications Department.

### **Tier 3: Documents that will enhance decision-making and encourage participation**

Tier 3 includes information that will enhance the role that all individuals, regardless of language ability, may play in SANDAG planning efforts. It may include information related to long-term strategic plans such as:

- Information regarding SANDAG Board of Directors, Policy Advisory Committee, and Council meetings including agendas and minutes
- Information regarding regional, corridor, and transit fare efforts including study documents and reports
- General SANDAG information including marketing materials, collateral
- General information regarding major regional planning efforts, such as GO by BIKE and the Regional Plan

The form that these translations would take should be determined on a case-by-case basis, as these documents are published. In many cases, translation of an abbreviated summary document may be the most appropriate. In some cases, notice of language assistance may be sufficient. For each tier, SANDAG will examine documents against available resources or alternatives.

### **Vital Document Identification**

The determination of the “vital” status of a document is an ongoing process. Documents will evolve and so will their importance. Thus, document classification into the three tiers will need to be reevaluated on a periodic basis. In order to bring continuity in this process, the Communications Department should be consulted for assistance and will coordinate reviews of vital documents. The Director of Diversity and Equity will review these Guidelines on an annual basis and assist the Communications Department with maintaining a list of Vital Documents.

### **Language Translation Threshold**

Based on the analysis conducted in Factor 1, Factor 2, and Factor 3 in 2012, 2015, and then again in 2019/2020, SANDAG has determined that the only language to meet its language translation threshold is Spanish. As part of the ongoing monitoring and updating process, SANDAG will reevaluate this threshold based on LEP tracking data to determine if additional languages should be added.

With due consideration to resource and time constraints, documents designated as a Vital Document, Tier 1, will be translated into Spanish.

Beyond Spanish, SANDAG will translate documents into additional languages in the following cases:

Four languages: The Notice on Language Assistance Measures and Title VI Policy, Complaint Procedure and Rights under Title VI will be translated into the top four languages other than English identified by the U.S. Census for San Diego County, Spanish, Vietnamese, Tagalog, and Chinese.

Additional languages: On case-by-case basis for significant projects SANDAG may, at its discretion, translate documents into additional languages if the nature of the document and the character of the document's target audience justify additional translation. Additional languages will be determined by the frequency of encounters with language groups. If SANDAG lacks data on encounters, additional languages may be determined by demographic data and U.S. DOT guidelines on language translation.

The data analysis in Factor 1 identified 223,456 individuals five years and older who speak English less than "well" (2013-2017 ACS 5-Year Estimates). This figure represents 7.28% of the San Diego County population. Of those limited English speakers, 160,041, or 5.21% of the total San Diego County population, are identified as Spanish speakers. For this reason, SANDAG determined that Spanish meets the Translation Language Threshold.

Vietnamese is the next most spoken language, according to U.S. Census Bureau, 2013-2017 ACS PUMS data. Vietnamese speakers account for 14,301 speakers, or 0.47% of all LEP persons in San Diego County. Thirteen other languages were identified as having more than 1,000 speakers in the Factor 1 analysis. Each of these languages makes up less than one half of one percent of the LEP population. Accordingly, SANDAG determined only one language meets the translation language threshold and this one language is needed in order to serve the most frequently encountered language group (Spanish). SANDAG staff surveys further confirmed that Spanish represents the most populous language group in need of language assistance.

## **SECTION V: MONITORING/UPDATING THE PLAN**

The Four Factor analysis and LAP is monitored and calendared for review every four years.

The plan is monitored using the following measures:

- Director of Diversity and Equity assigned to provide day-to-day administration of the LAP to ensure compliance and correct implementation
- Feedback sought from LEP communities and CBOs regarding the effectiveness of the LAP
- Staff feedback sought to determine the effectiveness and usefulness of the LAP
- SANDAG practice is for all written translation requests to be routed through and managed by the Communications office to ensure consistency
- Internal tracking system for all language services requests
- Using LEP Language Assistance Guidelines for all staff
- Bilingual reception staff

The following is a list of the elements to be reviewed as part of each LAP update as well as on an as-needed basis:

- Assessment of the number of LEP persons in the region
- The frequency of encounters with LEP language groups
- Nature and importance of activities to LEP persons
- Availability of resources, including technological advances and sources of additional resources, and the costs imposed
- Assessment of the language needs of LEP individuals in order to determine whether interpreters and/or translated materials are needed
- Assessment of whether existing language assistance services are meeting the needs of LEP individuals
- Assessment of whether staff members understand LEP policies, procedures, and how to access and carry them out
- Assessment of whether language assistance resources and arrangements for those resources are current
- Feedback from LEP communities and community organizations about the LAP

Changes to the LAP will be made based on the input provided from staff, CBOs, and LEP persons.

## **APPENDICES**



## **APPENDIX A: FACTOR 2 ANALYSIS**

## **Factor 2 Analysis**

**The Frequency with Which Limited English Proficient (LEP) Individuals  
Come into Contact with Programs, Activities, and Services**

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## Factor 2 Analysis

### The Frequency with Which LEP Individuals Come into Contact with Programs, Activities, and Services

In accordance with United States Department of Transportation (U.S. DOT) guidelines, SANDAG explored multiple avenues to determine how often limited English proficient (LEP) individuals come into contact with SANDAG programs and services. Methods included working with community-based organizations (CBOs) located in areas with high proportions of LEP individuals to hold focus groups, surveying staff at SANDAG who are likely to come into contact with or work on efforts for the benefit of LEP individuals, and surveying South Bay Expressway customers.

What the Guidance Says:

*“Recipients should assess, as accurately as possible, the frequency with which they have or should have contact with LEP individuals from different language groups seeking assistance, as the more frequent the contact, the more likely enhanced language services will be needed (emphasis added). The steps that are reasonable for a recipient that serves an LEP person on a one-time basis will be very different than those expected from a recipient that serves LEP persons daily. Recipients should also consider the frequency of different types of language contacts, as frequent contacts with Spanish-speaking people who are LEP may require certain assistance in Spanish, while less frequent contact with different language groups may suggest a different and/or less intensified solution. If an LEP individual accesses a program or service on a daily basis, a recipient has greater duties than if the same individual’s program or activity contact is unpredictable or infrequent. However, even recipients that serve LEP persons on an unpredictable or infrequent basis should use this balancing analysis to determine what to do if an LEP individual seeks services under the program in question. This plan need not be intricate. It may be as simple as being prepared to use a commercial telephonic interpretation service to obtain immediate interpreter services. Additionally, in applying this standard, recipients should consider whether appropriate outreach to LEP persons could increase the frequency of contact with LEP language groups.”(DOT LEP Guidance Section V (2)).*

### SANDAG Employee Survey

In order to determine how often LEP persons come into contact with SANDAG programs and services, SANDAG staff as well as a limited number of iCommute consultants were surveyed (see Exhibit A). More than 100 staff members were surveyed regarding their interactions with LEP individuals. The survey was sent to SANDAG staff representing each of SANDAG’s programs and services as well as staff involved in regional, corridor, transit, and transit fare planning. All staff who were likely to come into contact with or who work on efforts for the benefit of LEP individuals were surveyed, including customer service representatives, reception desk staff, project managers who conduct outreach for SANDAG, and other support staff who work with the public. The following key findings emerged:

- 51 of 130 SANDAG employees and consultants surveyed responded, 39 percent
- 6 percent of respondents interact with LEP populations daily, 8 percent weekly, 14 percent monthly, 37 percent a few times a year, and 35 percent rarely
- Of the respondents who communicate with LEP populations, 100 percent indicated interacting with Spanish speakers one or more times per month
- 9 percent of respondents interact with LEP populations via phone, and 71 percent interact in person

- 82 percent of respondents have been involved in coordinating translation of documents for the benefit of LEP persons, 59 percent have provided interpreters for meetings, 57 percent have partnered with CBOs, 48 percent have worked with ethnic media to provide information on SANDAG projects, and 80 percent have had bilingual staff attend events for the benefit of LEP individuals
- 61 percent of respondents were aware translated printed materials are available as a tool to provide assistance to LEP populations, 30 percent were aware a phone line is available, and 39 percent were aware a list of bilingual employees is available
- 24 percent of all respondents indicated they were fluent in Spanish

Overall, these findings indicate that SANDAG staff is in contact with LEP populations regularly and efforts are routinely made to engage LEP communities, although staff may not be aware of all the resources currently available or how to access them. Spanish is the language most frequently encountered.

### **Limited English Proficient (LEP) Focus Groups**

A total of 12 focus groups (see Exhibit B) were conducted with the assistance of an existing network of community-based organizations (CBOs). Six groups were in Spanish, two in Vietnamese, two in Arabic, and one each in Chinese and Tagalog. The focus groups were held throughout the county, facilitated by CBO staff, and conducted in native languages with participants recruited through CBO relationships.

Findings indicated that LEP populations come in contact with public transportation frequently and other SANDAG programs, activities, and services less frequently. A reoccurring theme throughout each of the focus groups, regardless of language, was the lack of awareness but interest in SANDAG programs, activities, and services.

Participants were asked whether they were familiar with specific SANDAG services or programs, including public transportation, 511 website and phone system, Motorist Aid Services, iCommute, and FasTrak. These were selected for their reach, relevance, and importance as major SANDAG programs and services.

More than half of focus group participants use public transportation. Lower awareness and usage surfaced for the other SANDAG programs and services. Moderators provided explanatory information (see Exhibit C) and participants were sometimes familiar with a service or program but did not realize that it was managed by SANDAG. Less than a quarter of participants were aware of the 511 system and Motorist Aid Services. Findings indicate very low awareness of iCommute for LEP populations.

### **Toll Intercept Survey**

A toll intercept survey was distributed to South Bay Expressway customers (see Exhibit P) at the South Bay Expressway toll plazas, Customer Service Center, and Otay Ranch Town Center Kiosk. The survey handout contained an introductory message and survey questions in Spanish and English as well as links to online versions of the survey in English, Spanish, Chinese, Arabic, Tagalog, and Vietnamese. Links to the online versions of the survey in English, Spanish, Chinese, Arabic, Tagalog, and Vietnamese were also posted on the South Bay Expressway website.

The survey was completed by 19 people in Spanish and 22 people in English. No surveys were completed in Chinese, Arabic, Tagalog, or Vietnamese. This could be explained by the area in which the South Bay Expressway is located. The South Bay Expressway runs along the south part of the county and ends close to the Otay Mesa Port of Entry. This part of the county was identified as having a high concentration of Spanish speaking limited English speakers in the Factor 1 analysis.

Survey results indicated that Spanish speakers regularly use the South Bay Expressway. More than half of Spanish respondents use the South Bay Expressway at least once a week on average, with 42 percent using the South Bay Expressway three or more days a week.

When Spanish speakers have a question about using the South Bay Expressway or paying the toll, respondents typically seek an answer in the following ways: 56 percent ask a toll plaza employee, 33 percent contact Customer Service by phone, 22 percent visit the South Bay Expressway website, 22 percent look at written information at a toll plaza, 17 percent visit the Customer Service Center, 17 percent ask a friend or family member, and 6 percent contact Customer Service by email. No Spanish respondents indicated visiting the Otay Ranch Town Center Kiosk to seek an answer.

## **Conclusion**

Through these information seeking efforts, findings indicated that LEP populations are in contact with SANDAG programs, services, and activities on a regular basis. The majority of the LEP population encountered by these programs, services, and activities is Spanish speaking. Public transit was found to be the most accessed service by limited English speakers. LEP populations interact with other SANDAG programs, activities, and services on a regular basis, although not as often as public transportation.

## **Exhibits**

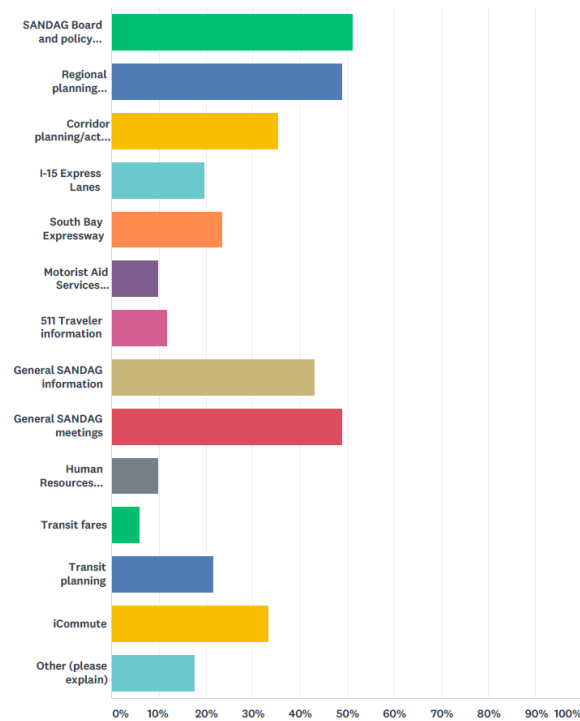
## Exhibit A: SANDAG Employee Survey Graphs

SANDAG EMPLOYEE SURVEY REGARDING INTERACTION WITH LIMITED ENGLISH SPEAKING PERSONS

SurveyMonkey

Q1 In which of the following areas/programs do you have contact with the public? (Check all that apply)

Answered: 51 Skipped: 0



ANSWER CHOICES		RESPONSES	
SANDAG Board and policy advisory committee meetings		50.98%	26
Regional planning efforts		49.02%	25
Corridor planning/active transportation efforts		35.29%	18
I-15 Express Lanes		19.61%	10
South Bay Expressway		23.53%	12
Motorist Aid Services (Freeway Service Patrol, Call Box program)		9.80%	5
511 Traveler information		11.76%	6
General SANDAG information		43.14%	22
General SANDAG meetings		49.02%	25
Human Resources Recruitment and Selection		9.80%	5
Transit fares		5.88%	3
Transit planning		21.57%	11
iCommute		33.33%	17
Other (please explain)		17.65%	9
Total Respondents: 51			

#	OTHER (PLEASE EXPLAIN)	DATE
1	construction	7/15/2019 8:00 AM
2	Small Business Outreach Events, Pre-Bid/Pre-Proposal Meetings	7/15/2019 4:03 AM
3	Grant programs	7/15/2019 3:47 AM
4	complaints and claims	7/8/2019 2:59 PM

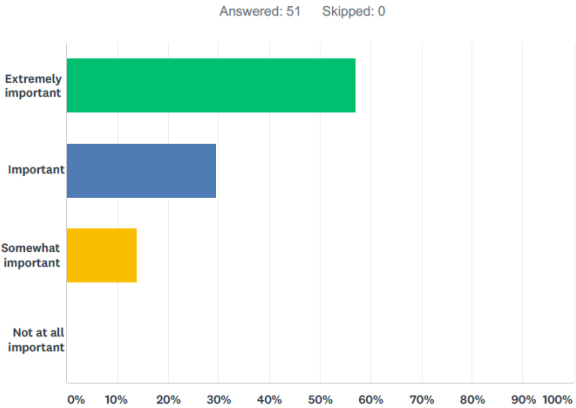


## SANDAG EMPLOYEE SURVEY REGARDING INTERACTION WITH LIMITED ENGLISH SPEAKING PERSONS

SurveyMonkey

5	Border/Binational collaboration. San diego region's location is unique as it lays along the international border with Mexico, country with which we are not only tied by our neighbouring, but because of our history, culture, and economies. Over one third of San Diego's population speaks Spanish, not counting the thousands that live south of the border and are part of our labor force. Spanish is not an alternative in San Diego, is not only an excentricity or just a matter of diversity, it is part of our DNA.	7/5/2019 12:42 AM
6	telephone calls sometimes routed for assistance/transferring to other staff	7/2/2019 3:45 AM
7	Community planning groups, environmental outreach, construction updates	7/2/2019 3:22 AM
8	Social media channels	7/2/2019 12:34 AM
9	Project Engineering and Construction	7/1/2019 11:52 PM

Q2 How important is it for limited English speakers to have information regarding your area/program to access the programs, projects and services funded by SANDAG?



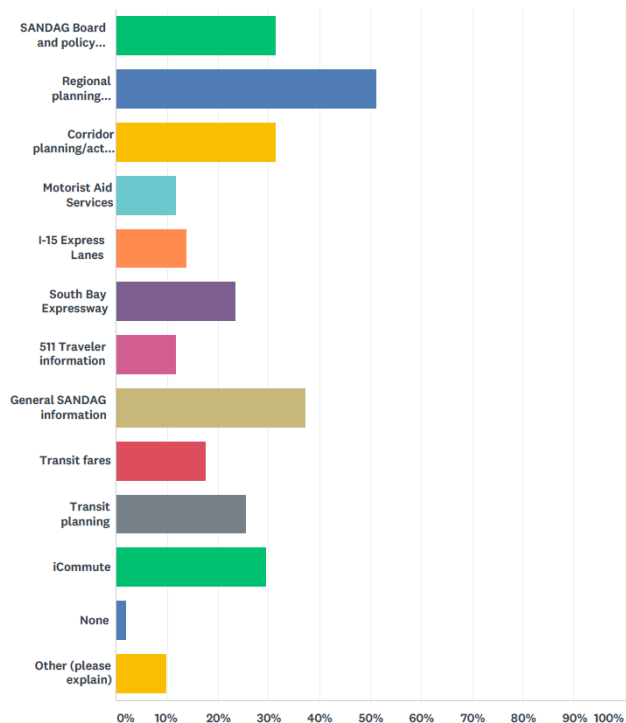
ANSWER CHOICES	RESPONSES	
Extremely important	56.86%	29
Important	29.41%	15
Somewhat important	13.73%	7
Not at all important	0.00%	0
TOTAL		51

# SANDAG EMPLOYEE SURVEY REGARDING INTERACTION WITH LIMITED ENGLISH SPEAKING PERSONS

SurveyMonkey

Q3 Please specify which areas/programs/projects have a need for you to interact with limited English-speaking populations. (Check all that apply)

Answered: 51 Skipped: 0

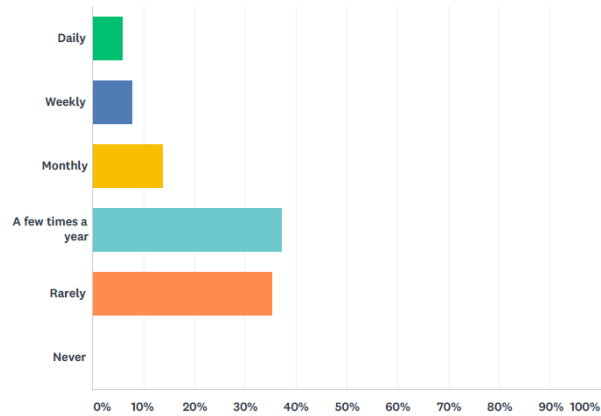


ANSWER CHOICES		RESPONSES	
	SANDAG Board and policy advisory committee meetings	31.37%	16
	Regional planning efforts	50.98%	26
	Corridor planning/active transportation efforts	31.37%	16
	Motorist Aid Services	11.76%	6
	I-15 Express Lanes	13.73%	7
	South Bay Expressway	23.53%	12
	511 Traveler information	11.76%	6
	General SANDAG information	37.25%	19
	Transit fares	17.65%	9
	Transit planning	25.49%	13
	iCommute	29.41%	15
	None	1.96%	1
	Other (please explain)	9.80%	5
Total Respondents: 51			

#	OTHER (PLEASE EXPLAIN)	DATE
1	Public outreach events and CEQA hearings	7/15/2019 4:09 AM
2	Census outreach; other SANDAG meetings	7/11/2019 9:52 AM
3	All are important. I would add that speaking Spanish is not only elemental, but understanding the culture is important as well.	7/5/2019 12:42 AM
4	Community planning groups, environmental clearance meetings, construction updates	7/2/2019 3:22 AM
5	Project Engineering and Construction	7/1/2019 11:52 PM

Q4 How often do you interact with people who have limited English  
Speaking skills?

Answered: 51 Skipped: 0



ANSWER CHOICES	RESPONSES	
Daily	5.88%	3
Weekly	7.84%	4
Monthly	13.73%	7
A few times a year	37.25%	19
Rarely	35.29%	18
Never	0.00%	0
TOTAL		51

Q5 Approximately how many times per month do you communicate with  
people who have limited English speaking skills? (Enter appropriate  
number for each language)

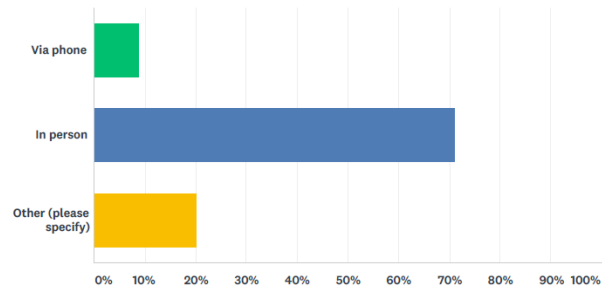
Answered: 38 Skipped: 13

▲ We're sorry. We cannot display a chart for a question with this many options.

Enter appropriate number for each language																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Spanish	65.79% 25	15.79% 6	5.26% 2	0.00% 0	2.63% 1	0.00% 0	0.00% 0	0.00% 0	2.63% 1	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	2.63% 1	0.00% 0
Chinese	0.00% 0	50.00% 1	0.00% 0	0.00% 0	50.00% 1	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0
Tagalog	60.00% 3	0.00% 0	20.00% 1	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	20.00% 1	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0
Vietnamese	60.00% 3	0.00% 0	0.00% 0	20.00% 1	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	20.00% 1	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0
Arabic	40.00% 2	20.00% 1	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	20.00% 1	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0
#	OTHER (PLEASE SPECIFY)										DATE					
1	less than once per month										7/15/2019 5:14 AM					
2	Maybe a couple of times per year.										7/9/2019 3:40 AM					
3	Every day, all the time.										7/5/2019 12:53 AM					
4	I don't interact monthly with persons with limited English speaking skills - it is usally just druing outreach events - the languages that I have come in contact with are Spanish (mainly), Arabic, Vietnamese, and Chinese.										7/2/2019 3:26 AM					
5	Sign Language										7/1/2019 5:03 PM					

Q6 How do you normally interact with limited English-speaking individuals?

Answered: 45 Skipped: 6

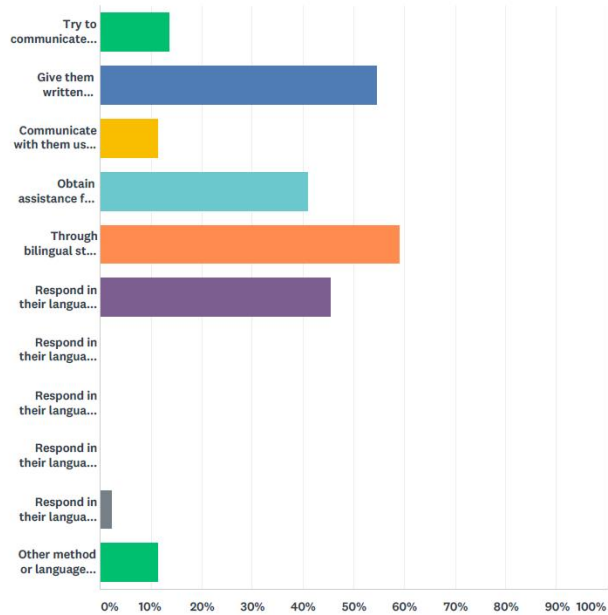


ANSWER CHOICES	RESPONSES	
Via phone	8.89%	4
In person	71.11%	32
Other (please specify)	20.00%	9
TOTAL		45

#	OTHER (PLEASE SPECIFY)	DATE
1	I don't	7/15/2019 6:59 AM
2	Rarely, either phone regarding an information request or in person at an out reach event.	7/15/2019 5:14 AM
3	commuter survey	7/15/2019 4:48 AM
4	Email	7/15/2019 4:10 AM
5	Electronically or through CBOs	7/15/2019 3:50 AM
6	Any mean of communication, phone, in person, in writing, etc.	7/5/2019 12:53 AM
7	IN PHONE AND IN PERSON	7/2/2019 10:29 AM
8	iCommute offers programs to the public. Interaction is not always by phone or in person, but we have to provide program materials in Spanish.	7/2/2019 5:36 AM
9	Social media	7/2/2019 12:34 AM

Q7 What methods do you use to communicate with limited English-speaking individuals? (Check all that apply)

Answered: 44 Skipped: 7



ANSWER CHOICES		RESPONSES	
Try to communicate using I Speak cards, hand signs, or body language		13.64%	6
Give them written information		54.55%	24
Communicate with them using translation tools		11.36%	5
Obtain assistance from an interpreter under contract with SANDAG		40.91%	18
Through bilingual staff assistance		59.09%	26
Respond in their language (Spanish)		45.45%	20
Respond in their language (Chinese)		0.00%	0
Respond in their language (Tagalog)		0.00%	0
Respond in their language (Vietnamese)		0.00%	0
Respond in their language (Arabic)		2.27%	1
Other method or language (please specify)		11.36%	5
Total Respondents: 44			

#	OTHER METHOD OR LANGUAGE (PLEASE SPECIFY)	DATE
1	Ask someone present to translate	7/18/2019 2:43 AM
2	Usually there is someone around who can help.	7/15/2019 5:14 AM
3	I would suggest not to consider Google as a tool for translation. It is deficient and not to the level to our communications and standards in English.	7/5/2019 12:53 AM
4	Hand signals, speaking slowly, providing link to Spanish materials	7/2/2019 3:27 AM
5	Solicit help from another meeting/workshop attendee who can translate for them.	7/2/2019 3:26 AM

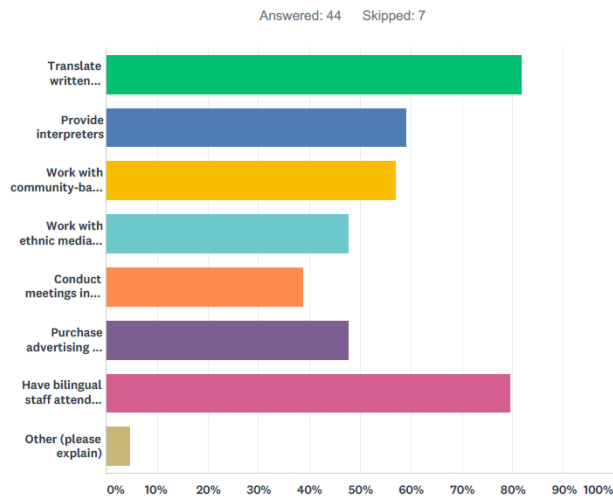
Q8 What are some of the challenges you face when dealing with limited  
English-speaking populations?

Answered: 24 Skipped: 27

#	RESPONSES	DATE
1	Not having written tools in spanish about mobility options. Service industry employers often have large non-english speaking staff numbers. Mobility options offered through iCommute can be economically beneficial to this population	7/18/2019 2:43 AM
2	Understanding procedures	7/16/2019 3:04 AM
3	Low comprehension of the programs or apps we promote	7/16/2019 3:01 AM
4	If they have questions regarding a specific project, the fact sheet for that project may not be translated into Spanish. We have to explain the highlights of the project verbally.	7/16/2019 2:01 AM
5	Is offering the service without offending the party in need.	7/16/2019 12:22 AM
6	poor use of computer	7/15/2019 4:47 AM
7	Being able to communicate quickly.	7/15/2019 4:33 AM
8	Proper translation of the technical terms	7/15/2019 4:10 AM
9	Our collateral is not reflective of the communities in which we work. Even when it's translated, there is a gap in cultural relevance.	7/15/2019 4:09 AM
10	In rare occasions we encounter someone with limited English, we just provide them with our flyers (spanish version when applicable) to translate on their own.	7/15/2019 4:06 AM
11	Lack of understanding on how to immediately connect them with a resource in their language.	7/15/2019 3:50 AM
12	Wanting to make sure information is conveyed correctly.	7/9/2019 3:40 AM
13	Unfortunately, our agency is not well prepared to deal with these communities. It is not only speaking the language, but understanding the culture that complements these communities that require to be addressed if our agency wants to work equally. I applaud this new effort, and I would like to encourage completing a comprehensive strategy. An analogy would be as that teacher that is dealing with students with different capacities. This teacher needs to be skilled and expert working with, for example, kids with autism or with deficit of attention. It is not only speaking the language, but addressing the matter as a whole, if we really want to pay equal attention to these communities, otherwise, I think it will not be sufficient.	7/5/2019 12:53 AM
14	One usually can't anticipate accurately when the need will arise. I've prepared and then had no need, and I've had the need come up unexpectedly.	7/3/2019 6:01 AM
15	They may not be in attendance at public meeting settings.	7/3/2019 1:29 AM
16	the person being disappointed that I do not know their language.	7/2/2019 5:36 PM
17	The language barrier	7/2/2019 10:29 AM
18	Making sure their voice is heard and incorporated into planning activities	7/2/2019 3:27 AM
19	A desire to share information and answer questions but an inability to do so if there is not an available translator or translated material in their language.	7/2/2019 3:26 AM
20	Planning ahead for in-person outreach not knowing how many (or if) Spanish language skills are needed.	7/2/2019 12:59 AM
21	lack of communication, message is not understood correctly	7/2/2019 12:36 AM
22	My own Spanish language limitations.	7/1/2019 11:53 PM
23	Technical concepts are difficult to describe in English... translating them becomes even more difficult.	7/1/2019 5:03 PM
24	Responding quickly.	7/1/2019 1:31 PM



Q9 What efforts have you or your department made to communicate more effectively with limited English-speaking individuals? (Check all that apply)

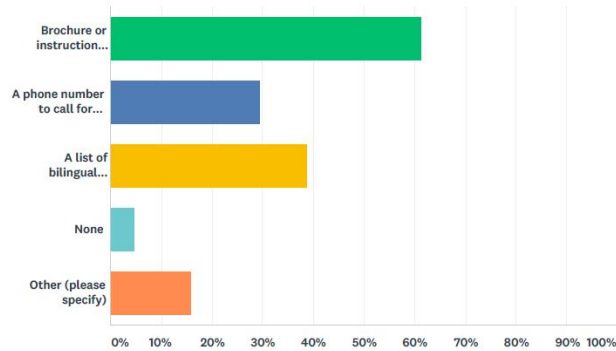


ANSWER CHOICES		RESPONSES	
	Translate written materials	81.82%	36
	Provide interpreters	59.09%	26
	Work with community-based organizations to help distribute information	56.82%	25
	Work with ethnic media to provide information on SANDAG projects	47.73%	21
	Conduct meetings in neighborhoods with high concentrations of limited English speakers	38.64%	17
	Purchase advertising in ethnic or non-English media	47.73%	21
	Have bilingual staff attend events limited English speakers may attend	79.55%	35
	Other (please explain)	4.55%	2
Total Respondents: 44			

#	OTHER (PLEASE EXPLAIN)	DATE
1	Our program is not only bilingual English-Spanish, but bi-cultural expert in border matters.	7/5/2019 12:58 AM
2	Nothing	7/2/2019 3:32 AM

Q10 What tools do you have available to provide assistance to people  
with limited English language capabilities? (Check all that apply)

Answered: 44 Skipped: 7

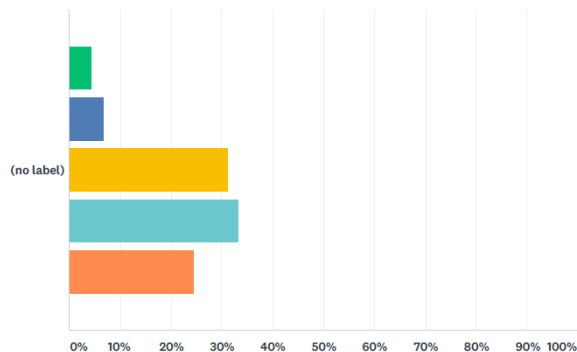


ANSWER CHOICES	RESPONSES
Brochure or instruction card in their language	61.36% 27
A phone number to call for help	29.55% 13
A list of bilingual employees to call for assistance	38.64% 17
None	4.55% 2
Other (please specify)	15.91% 7
Total Respondents: 44	

#	OTHER (PLEASE SPECIFY)	DATE
1	on-call interpreters for planned outreach meetings, bilingual staff to grab in a pinch	8/8/2019 9:53 AM
2	Previously mentioned - written material and interpreters/staff at meetings	7/15/2019 12:37 PM
3	commuter survey available in Spanish and Tagalog; some campaign materials in Spanish; iCommute website has Google translate feature	7/15/2019 4:51 AM
4	Publicize events in both English and Spanish	7/9/2019 3:41 AM
5	We are prepared to address our work in Spanish, working with border communities.	7/5/2019 12:58 AM
6	google translate	7/2/2019 5:40 PM
7	I am bilingual and bicultural	7/2/2019 3:48 AM

Q11 What is your satisfaction level with your existing tools for providing assistance to individuals who speak limited English, on a scale of 1 to 5, with 5 being highest?

Answered: 45 Skipped: 6



	1	2	3	4	5	TOTAL	WEIGHTED AVERAGE
(no label)	4.44%	6.67%	31.11%	33.33%	24.44%	45	3.67
	2	3	14	15	11		

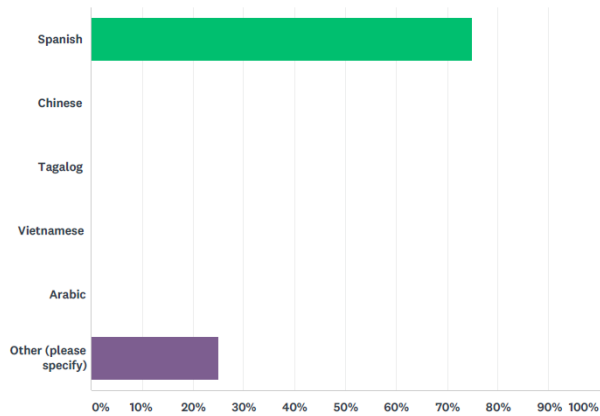
Q12 What other tools would help you to assist customers who speak  
limited English?

Answered: 15 Skipped: 36

#	RESPONSES	DATE
1	Written tools, handouts, etc.	7/18/2019 2:44 AM
2	Web stream of board and policy committees with transcribed subtitles available.	7/16/2019 2:10 AM
3	formal training on how to deal with people that speak other languages	7/15/2019 4:48 AM
4	An app to translate as we speak to each other.	7/15/2019 4:35 AM
5	A group of ambassadors or key contacts within different communities, cities, employers, etc, who can champion the SANDAG message and relay it to their respective groups.	7/15/2019 4:10 AM
6	List of bilingual staff at SANDAG who could provide immediate assistance/help inform customer of what to expect as next steps.	7/15/2019 3:53 AM
7	Information and meetings with interpretation are very-very limited. We do all we can do, but if the agency evolve to address this from a holistic perspective would help a lot. Meeting should be interpreted and be accessible to English Deficient communities, all materials should be translated to all languages (South Africa uses 11 languages officially).	7/5/2019 12:58 AM
8	On-site Spanish language instruction for staff focused on conversational Spanish in relation to transportation and capital projects.	7/3/2019 6:03 AM
9	portable translator	7/2/2019 5:40 PM
10	PROVIDE INFORMATION IN THEIR LANGUAGE SUCH AS OUR WEBSITE, OR PAMPHLETS.	7/2/2019 10:32 AM
11	iCommute receives calls from Spanish speakers. It would be helpful if customer service could forward Spanish calls to a dedicated line/staff.	7/2/2019 5:40 AM
12	Additional materials translated to Spanish.	7/2/2019 3:48 AM
13	Information on languages spoken in communities where meetings are held and a plan on how to communicate with non-English speaking populations	7/2/2019 3:29 AM
14	List of available resources we have access to provide assistance.	7/1/2019 11:56 PM
15	Training in languages anticipated	7/1/2019 5:05 PM

Q13 Are you fluent in any of these languages? (Check all that apply)

Answered: 16 Skipped: 35

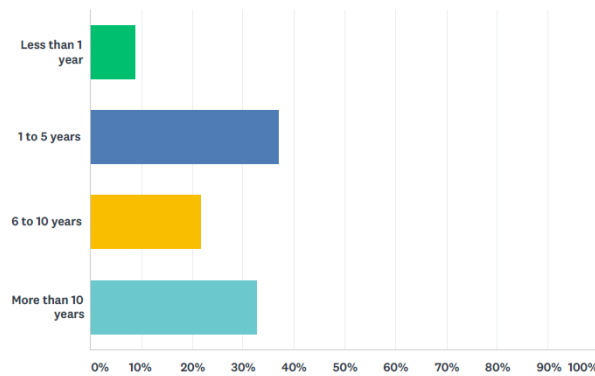


ANSWER CHOICES	RESPONSES
Spanish	75.00% 12
Chinese	0.00% 0
Tagalog	0.00% 0
Vietnamese	0.00% 0
Arabic	0.00% 0
Other (please specify)	25.00% 4
Total Respondents: 16	

#	OTHER (PLEASE SPECIFY)	DATE
1	English	7/15/2019 4:35 AM
2	english	7/2/2019 5:40 PM
3	Spanish, somewhat well.	7/1/2019 11:56 PM
4	None	7/1/2019 1:33 PM

Q14 How long have you worked for SANDAG?

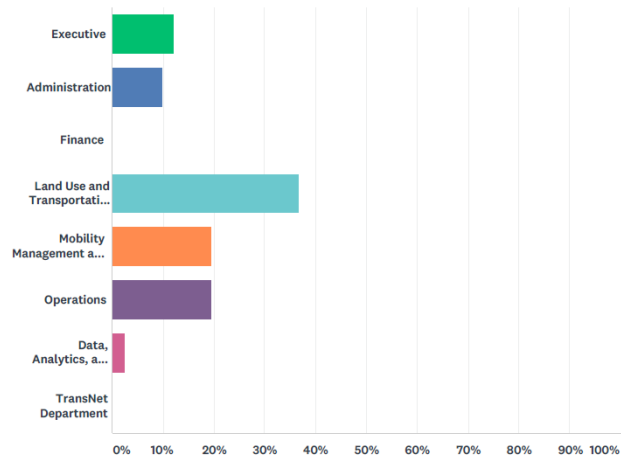
Answered: 46 Skipped: 5



ANSWER CHOICES	RESPONSES	
Less than 1 year	8.70%	4
1 to 5 years	36.96%	17
6 to 10 years	21.74%	10
More than 10 years	32.61%	15
TOTAL		46

Q15 Which SANDAG Department do you work for?

Answered: 41 Skipped: 10



ANSWER CHOICES	RESPONSES	
Executive	12.20%	5
Administration	9.76%	4
Finance	0.00%	0
Land Use and Transportation Planning	36.59%	15
Mobility Management and Project Implementation	19.51%	8
Operations	19.51%	8
Data, Analytics, and Modeling	2.44%	1
TransNet Department	0.00%	0
<b>TOTAL</b>		<b>41</b>

## Exhibit B: Focus Group Schedule

Organization	Language	Date	Location	Participants
Alliance for Regional Solutions	Spanish	June 17, 2019	Escondido Adult School, 220 W. Crest St., Escondido, CA 92025	9
Bayside Community Center	Vietnamese	June 7, 2019	Bayside Community Center, 2202 Comstock St., San Diego, CA 92111	10
Casa Familiar	Spanish	June 19, 2019	Casa Familiar Front Art & Culture Gallery, 268 W. Park Ave., San Ysidro, CA 92173	12
Chula Vista Community Collaborative	Spanish	June 7, 2019	348 L St., Chula Vista, CA 91911	12
City Heights Community Development Corporation	Vietnamese	June 11, 2019	City Heights Community Development Corporation, 4001 El Cajon Blvd., Suite 205, San Diego, CA 92105	14
El Cajon Collaborative	Arabic	June 7, 2019	Little House, 131 Avocado Ave., El Cajon, CA 92020	15
National Latino Research Center	Spanish	June 4, 2019	Centro Universidad Popular, 1234 N. Santa Fe Ave., Suite 100, Vista, CA 92083	12
Nile Sisters Development Initiative	Arabic	June 13, 2019	165 E. Main St., Suite #C, El Cajon, CA 92020	8
Olivewood Gardens	Spanish	June 11, 2019	Olivewood Gardens & Learning Center, 2525 N Ave., National City, CA 91950	13
Samahan Health Centers	Chinese	June 12, 2019	Samahan Health Centers, 1428 Highland Ave., National City, CA 91950	9
Urban Collaborative Project	Tagalog	June 18, 2019	Samahan Youth Center, 2813 Highland Ave., National City, CA, 91950	29
Vista Community Clinic	Spanish	June 10, 2019	Crown Heights Resource Center, 1210 Division St., Oceanside, CA 92054	12



## Exhibit C: Focus Group Moderator's Guide

### INTRODUCTION: (5 minutes)

Thank you very much for joining us today to share your opinions about the San Diego Association of Governments, or SANDAG, as it's commonly known and some of the programs and services the organization offers.

My name is \_\_\_\_\_ and my role at \_\_\_\_\_ is \_\_\_\_\_. I will be moderating today's discussion. I am not a SANDAG expert, so you can ask questions, but please know that I may not have the answer and would have to get it for you later.

I am joined today by \_\_\_\_\_. (Introduce the Notetaker)

NOTE-TAKER: I am \_\_\_\_\_ and my role at \_\_\_\_\_ is \_\_\_\_\_. I will be taking detailed notes of our conversation today. *[Mention use of recorder if included.]*

You are here because you may have used some of SANDAG's programs or services and you have indicated that you are most comfortable speaking in a language other than English. SANDAG wants to hear about your opinions and your experiences using its programs services so that its staff can better assist customers who speak limited English.

The information you provide will help SANDAG update the Language Assistance Plan, a document that outlines how SANDAG helps people with limited English skills access SANDAG's program and services.

This session will last about two hours. If you need to visit the restroom during this session, *[insert location of restroom]*.

### GROUND RULES: (10 minutes)

As your moderator, my role is to create a space where everyone feels comfortable to participate, ask questions and facilitate a discussion, and make sure that everyone has an opportunity to share, listen and be heard. To that end, I would like to go over some guidelines to help the discussion go smoothly.

- We want to hear from each one of you, and I know some of you may be more comfortable speaking in groups than others. One of my roles is to make sure all of you have a chance to share, so if you are sharing a lot, I will probably ask you to give others time to speak, and if you aren't sharing much, I may call on you to share your opinion.
- We have a very full agenda. In addition to using a timer *[only if a timer is being used]*, I may interrupt if the conversation seems to be going off topic or if there are many people that want to speak at the same time.
- Also, we expect there to be different perspectives; you may not agree with each other, but please listen respectfully as others share their views, and please do not counter or debate them.
- This is an information gathering session, so all perspectives are welcomed and encouraged.
- Please speak one at a time and do not interrupt. I will make sure you all have an opportunity to share and be heard.
- Idea sharing is the focus, not naming names (that is, the views shared are confidential and will be summarized as a whole).

Does anyone have any questions about these ground rules? Does everyone agree to abide by these basic ground rules?

We will start with a brief introduction of SANDAG and what programs and services it provides and then we will narrow our discussion to cover a few of these items. Toward the end of this session, we will open it up to discuss anything we haven't covered yet.

But, before we continue, I would like everyone to have the opportunity to introduce themselves.

Please introduce yourself by letting us know your name (first name is okay) and if you are familiar with SANDAG.

### SANDAG INTRODUCTION: (10 Minutes)

San Diego is a big place and people get around in different ways. How do you get around?

Some/Many of you are familiar with SANDAG. You may not be aware of all the programs and services it offers residents in San Diego County. I'm going to name off a few of SANDAG's responsibilities. Please raise your hand for each one if you knew this before you were recruited for this group.

- SANDAG plans, designs and builds bus, Trolley, and train projects under the San Diego Regional Plan and oversees transit fares charged by service providers, Metropolitan Transit System and North County Transit District
- *[Show photo]*
- SANDAG manages the 511 phone system and website, a free service that consolidates the region's transportation information into a central resource
- *[Show photo/logo]*
- SANDAG manages Motorist Aid Services, including the Freeway Service Patrol and Call Box Program *[Show photo/logo]*
- SANDAG manages iCommute, a Transportation Demand Management (TDM) program, that includes Commuter Assistance (examples: Guaranteed Ride Home, Vanpool Program) and Employer Services (examples: Commuter Benefits Program) *[Show photo/logo]*
- SANDAG manages the FasTrak Program on the I-15 Express Lanes and operates the South Bay Expressway/State Route 125 Toll Road
- *[Show photo/logo]*

As you can see, SANDAG is an organization with many programs and areas of service. For our purposes today, we are going to focus on:

- Public transportation
- Transportation technology resources
- Motorist Aid Services
- iCommute for commuting resources
- FasTrak lanes and toll facilities

We will spend approximately 10-15 minutes on each of these topics. As we mentioned earlier, we will leave time toward the end of the session to cover other topics that you are interested in.

## QUESTIONS:

### Public Transportation (15 minutes)

The first set of questions will focus on public transportation. Please think about times that you have ridden or considered riding a public bus, Trolley, Coaster, or the Sprinter in San Diego County as we discuss public transportation.

1. How often do you ride public transportation?
2. How does your ability to speak English impact your use of these services?
  - a. Do you avoid using public transportation because of language barriers?
  - b. Do you avoid using one method of public transportation more than the other because one is more difficult to use?
  - c. If you have questions about how to use public transportation, who do you ask?
  - d. What would make your experience easier?
3. What, if anything, would make you use public transportation more frequently?
4. What are some language services that help make accessing transportation easier?

### 511 Website and Phone System (15 minutes)

The next set of questions will cover the 511 system. As some of you may know, 511 is available through an automated phone line and online. 511 provides traffic information, transit schedules, traffic maps, and more. *[NOTE FOR MODERATOR: The 511 automated phone system is available in Spanish. All SANDAG websites, including 511sd.com, have the Google Translate toolbar.]*

1. Have you accessed the 511 system? How have you used it? (phone, web)
2. What ideas do you have for making this information easier to use for people who speak limited English?
3. What ideas do you have for letting more people who speak limited English know that the 511 system is available?

### **Motorist Aid Services Program (15 minutes)**

Now we will move on to discuss the Motorist Aid Services Program. SANDAG administers services to aid distressed motorists and help remove stranded vehicles on the region's most congested freeways. Some of you may have recognized the Freeway Service Patrol trucks that patrol the highways to provide free roadside assistance. Motorists can call 511 from a cell phone for free roadside assistance, available on most urban freeways during peak commute periods. You also may have seen yellow call boxes on rural highways. These are free phones that connect stranded drivers in locations with poor cellular signal to an operator who can dispatch help, 24 hours a day.

1. Did you know about these Motorist Aid Services before today?
2. Have you used them?
3. Would you use these services if you were stranded on the highway?
  - a. Would you use one but not the other?
4. What would make it easier for you to use the Freeway Service Patrol or a Call Box?
5. How can we let more people who speak limited English know about these free programs?

### **iCommute (15 minutes)**

Now let's talk about iCommute. iCommute provides information on transportation choices for commuters in the San Diego region including carpool services, a subsidized vanpool program, transit solutions, regional support for biking, the Guaranteed Ride Home program, information about teleworking, and bike and pedestrian safety program support for schools. iCommute has a commute cost calculator tool that allows you to see how much an alternative commute could save you, among other resources. iCommute also provides assistance to local businesses, helping them develop and implement customized employee commuter benefit programs.

1. Have you used any of the tools or resources provided by iCommute? How have you accessed them? (online, phone, or in person with an account executive)
2. What ideas do you have for making this information easier to access and use for people who speak limited English?
3. What ideas do you have for letting more people who speak limited English know that iCommute resources are available?

### **FasTrak (15 minutes)**

Our next section will cover the two toll roads in San Diego, the I-15 Express Lanes and the South Bay Expressway on SR 125, and FasTrak transponders.

1. What do you understand about how to use FasTrak?
  - a. (Offer clarification: Everyone must pay a toll on South Bay Expressway. Drivers can pay a toll each time they drive on the road using cash or credit or open FasTrak accounts to pre-pay discounted toll rates. Solo drivers on the I-15 Express Lanes must obtain a FasTrak transponder and set up a FasTrak account to drive on the Express Lanes. Vanpool/Carpools, permitted clean air vehicles, motorcycles, and buses are allowed to use the Express Lanes for free without a transponder.)
2. What suggestions do you have for how SANDAG can explain how the toll roads work to people who speak limited English?

### **Concluding Questions (15 minutes)**

Our final section will cover some general questions about SANDAG assistance to the public.

1. Have you spoken with anybody representing SANDAG on the phone or in person?
  - a. If you asked them for assistance in a language other than English, were they able to help you?
  - b. What did they do to try to help you?
2. Do you ever read information in SANDAG publications or on the SANDAG website?
  - a. What types of information from SANDAG would be most important to you for SANDAG to translate into other languages?
3. What are some helpful services for people who speak limited English that you have come across?
4. What are some ways that SANDAG could do better in informing people who speak limited English?

### **Summary (5 minutes)**

## Exhibit D: Alliance for Regional Solutions Focus Group Report

**Organization Name:** The Alliance for Regional Solutions

**Report Prepared By:** Lupe Gonzales

### Focus Group Information

Date: 06/17/2019

Location: Escondido Adult School 220 W. Crest St, Escondido, CA 92025

Language: Spanish

Number of Participants: 9

Moderator Name: Martha Garzon

Notetaker Name: Lupe Gonzales

PUBLIC TRANSPORTATION	
Questions	Answers
1. How often do you ride public transportation?	Erika- never Angela-daily Aida-never Erika-daily Manuel-bus and trolley daily Lorena-never Ana-daily Morelia-sometimes Adrian-daily
2. How does your ability to speak English impact your use of these services?	Morelia Garcia-None Adrian Rojas-None Ana Prieto- None Lorena McGee-None Manuel de Guzman-None Erika L. -None Angela Torres-None Aida Montano-None Maria Covarrubias-None
2a. Do you avoid using public transportation because of language barriers?	Erika-no Angela- no Aida-no, I would take the bus if needed Maria- no Manuel- no Lorena- I don't take the bus Ana- I don't take the bus Morelia-no Adrian-not a problem
2b. Do you avoid using one method of public transportation more than the other because one is more difficult to use?	Group all responded No
2c. If you have questions about how to use public transportation, who do you ask?	Anglea and Manuel-they will try to use the information center (although the person there does not speak English), the booklet with the map is also very useful, although not in Spanish
2d. What would make your	Morelia, Manuel and Angela, the bus driver and information Center that

experience easier?	has someone who speaks Spanish. Aida and Angela, having a covered bus stop that protects from the hot sun or rain.
3. What, if anything, would make you use public transportation more frequently?	Ana, the certainty of the bus arriving when it is scheduled as to ensure arriving to your destination on time Ida, more convenient locations (bus stops) and a have covered bus stops. Erika, what Ana said-my fear is not arriving to my location on time.
4. What are some language services that help make accessing transportation easier?	The group all agreed that the need for more signage and Spanish speaking bus drivers Morelia, signs in Spanish on where to ring the buzzard, and where to step down on the bus Adrian, the books/maps/guides in Spanish Ana and Maria, Clear directions on the bus in Spanish

511 WEBSITE AND PHONE SYSTEM	
Questions	Answers
1. Have you accessed the 511 system? How have you used it? (phone, web)	The group all responded that they have never heard of 511 and never used it in any way All-you need to get the word out
2. What ideas do you have for making this information easier to use for people who speak limited English?	Erika, more information in general about all services Aida, you can't use it if you don't know about it
3. What ideas do you have for letting more people who speak limited English know that the 511 system is available?	Adrian, more information in the community about this system, add it to the guides, send something out in the mail Angela, Use TV, Univision and community outreach, Aida, advertises in the Community Clinics where we all go (Hispanics)

MOTORIST AID SERVICES PROGRAM	
Questions	Answers
1. Did you know about these Motorist Aid Services before today?	7 no-/ yes were Adrian and Aida
2. Have you used them?	9 no
3. Would you use these services if you were stranded on the highway?	All said yes, Maria, now that I know what they are there I will use them if I need to
3a. Would you use one but not the other?	All said the Call box, only
4. What would make it easier for you to use the Freeway Service Patrol or a Call Box?	Erika, Nothing, I think we would have all used it if we need it. Know that we know about it we will use it since it will help to resolve a problem
5. How can we let me more people who speak limited English know about these free programs?	Lorena, more outreach to the Hispanic communities Ana, outreach to schools, community colleges Maria, flyers

<b>iCOMMUTE</b>	
<b>Questions</b>	<b>Answers</b>
1. Have you used any of the tools or resources provided by iCommute? How have you accessed them? (online, phone, or in person with an account executive)	Morelia, no I have never used that Adrian, no never Ana, no I never use that Lorena, no I have never heard of this Manuel, no Erika, no Angela, no, I have never heard of this Aida, no never Maria, no
2. What ideas do you have for making this information easier to access and use for people who speak limited English?	Maria, by getting the information about ALL you programs out so people know about them Erika, outreach through social media
3. What ideas do you have for letting more people who speak limited English know that iCommute resources are available?	Morelia, I think we have given you that information in the last question we answered before. Rest of the group, we agree we have already given lots of ways to get the word out

<b>FASTRAK</b>	
<b>Questions</b>	<b>Answers</b>
1. What do you understand about how to use FasTrak?	Morelia, no I have never used that Adrian, I don't know about FAS Trak Ana, I don't know what it is Lorena, I have never heard of this Manuel, no I have never heard of this Erika, What is that Angela, no, I have never heard of this Aida, yes, but never have used the Fas Trak Morelia, nothing
2. What suggestions do you have for how SANDAG can explain how the toll roads work to people who speak limited English?	Morelia, how about signage on the freeway in Spanish that you are approaching the Fas Trak, almost like a warning

<b>CONCLUDING QUESTIONS</b>	
<b>Questions</b>	<b>Answers</b>
1. Have you spoken with anybody representing SANDAG on the phone or in person?	Morelia, no Adrian, no Ana, no Lorena, no Manuel, no Erika, no Angela, no Aida, no Maria, no

1a. If you asked them for assistance in a language other than English, were they able to help you?	Not Applicable
1b. What did they do to try to help you?	Not Applicable
2. Do you ever read information in SANDAG publications or on the SANDAG website?	Not Applicable, no one has heard of SANDAG
2a. What types of information from SANDAG would be most important to you for SANDAG to translate into other languages?	Ana, the signage is important to be in Spanish, but having people in critical areas who speak Spanish is really important. The bus driver and the person who works in the customer service booth. Morelia, having the payment area is Spanish is very important. Sometimes you are over paying because you did not know that you must have the correct fare. I am sure others who speak other languages have the same problem and over pay Aida, all signs that are in English should be in other languages!
3. What are some helpful services for people who speak limited English that you have come across?	Manuel, family who speak English Lorena, ESL classes, learn English
4. What are some ways that SANDAG could do better in informing people who speak limited English?	Aida, reach more of the community in the north The whole group expressed great concern that they had no idea about many of the services discussed today and were concerned that this information is staying in the San Diego (City) area and not reaching this area (North County)

Final comments from some of the group members:

Ana, grateful for this opportunity to have been at this discussion. Would like to share that the buses are very dirty and need to be cleaned.

Manuel, agreed with Ana, and asked if sanitizers can be made available on all the different types of transportation, bus, trolley, sprinter etc.

Angela, agreed as well, and asked that the seats be changed from cloth to some type of cloth that can be cleaned at some point through the day.

Erika, how about hand sanitizers on the bus and wipe like the grocery store. Supervisors should be checking the condition of the buses throughout the day.

Aida, felt like she learned a lot from today meeting and is motivated to begin using public transportation and learn more about SANDAG and some of the other services available.

## Exhibit E: Bayside Community Center Focus Group Report

**Organization Name:** Bayside Community Center

**Report Prepared By:** Kim Heinle

### Focus Group Information

Date: June 7, 2019

Location: 2202 Comstock St., San Diego, CA 92111

Language: Vietnamese

Number of Participants: 10

Moderator: Tamy Nguyen

Note-taker: Khoa Nguyen

PUBLIC TRANSPORTATION	
Questions	Answers
1. How often do you ride public transportation?	<p>“No”  “Yes”  “Yes”  “Yes”  “Yes”  “Yes”  “Yes”  “Yes”  “Yes”  “Yes”</p> <p>(** This is interpreted to mean 1 person does not ride and 9 people do ride public transportation.)</p>
2. How does your ability to speak English impact your use of these services?	<p>“Does affect”  “Does affect”  “Does affect”  “Does affect”  “Does affect”  “Does affect”  “Does affect”  “Does affect. It’s very hard.”  “Does affect. People who work with SANDAG don’t speak the language.”  “Does affect. Very hard because of the language.”</p>
2a. Do you avoid using public transportation because of language barriers?	<p>“Yes”  “Yes”  “Yes”  “Yes”  “Yes”  “Yes, because I don’t know to say what I need.”  “No”  “No”  “No”  “No. I do my best to take public transportation even though I can’t speak English.”</p>
2b. Do you avoid using one method of public transportation more	<p>“No”  “No”</p>



than the other because one is more difficult to use?	<p>"No"</p> <p>"Yes"</p> <p>"Yes"</p> <p>"Yes"</p> <p>"Yes"</p> <p>"Yes"</p> <p>No answer</p> <p>"I like to use the bus."</p>
2c. If you have questions about how to use public transportation, who do you ask?	<p>"I see the sign on the road and ask friend"</p> <p>"Ask 5-1-1"</p> <p>"Don't know who to ask"</p> <p>"Don't know who to ask"</p> <p>"Don't know who to ask"</p> <p>"police"</p> <p>"police"</p> <p>"police"</p> <p>"police"</p> <p>"Cannot ask anyone"</p>
2d. What would make your experience easier?	<p>"Vietnamese sentences"</p> <p>"If we have the services in Vietnamese, maybe it'd be a lot better for everyone"</p> <p>"Attend more workshops and community meetings"</p> <p>"Attend more meetings and/or get more information from the community"</p> <p>"If we have someone to translate to the Vietnamese"</p> <p>"Need information in Vietnamese language"</p> <p>"Information in Vietnamese language"</p> <p>"Need more information in Vietnamese language"</p> <p>"Should have more information in Vietnamese language"</p> <p>"Need more information in Vietnamese language"</p>
3. What, if anything, would make you use public transportation more frequently?	<p>"If we have more Vietnamese language, we will go more on public transportation"</p> <p>No answer given</p> <p>"Need more information in Vietnamese"</p> <p>"More information in Vietnamese"</p> <p>"More information in Vietnamese"</p> <p>"More information and signs and marketing in Vietnamese"</p> <p>"Better understanding of how to use public transportation"</p> <p>"If the public transportation system is better in the near future, I will use it"</p> <p>"If the public transportation system were better in the near future, I will use it"</p> <p>"Better understanding about public transportation, for example, where to go or how to go back and inform others in Vietnamese"</p>
4. What are some language services that help make accessing transportation easier?	<p>"Vietnamese language"</p> <p>"Vietnamese language"</p> <p>"Vietnamese language"</p> <p>"Request Vietnamese language"</p> <p>"Vietnamese language"</p> <p>"Vietnamese language"</p> <p>"I don't know"</p> <p>"Vietnamese language"</p> <p>"Vietnamese translation services"</p>

	"Vietnamese language"
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511 WEBSITE AND PHONE SYSTEM	
Questions	Answers
1. Have you accessed the 511 system? How have you used it? (phone, web)	"Never" "Never" "Never" "I don't know how to use it" "I don't know how to use it" "Never" "Never" "I really like it, however I haven't had any chance to use it yet" "I like it, but have not used it yet" "Never"
3. What ideas do you have for making this information easier to use for people who speak limited English?	"Need Vietnamese language" "Provide information in Vietnamese" "Provide information in Vietnamese" "Vietnamese radio, send mail in Vietnamese" "Vietnamese radio, send mail in Vietnamese" "Need Vietnamese radio" "Give more information in the news, radio, on the Tieng Nuoc Toi radio station, post office, schools, and super market" "Give more information in the native language" "Put it in Vietnamese on the TV, news, and radio" "Provide information in Vietnamese"
3. What ideas do you have for letting more people who speak limited English know that the 511 system is available?	"Provide more information in community, supermarket, school, and/or post office" "Give more information in languages" "Provide more information" "Should go to public meetings so everyone can understand more about the 5-1-1 system" "Word of mouth so many people can know" "People should tell other people and explain to them in Vietnamese" "People should tell other people and responsibly explain to them in Vietnamese" "Word of mouth to friends and family" "Provide more information in public places" "Go to community meetings, so people can understand more about 5-1-1 system"

MOTORIST AID SERVICES PROGRAM	
Questions	Answers
1. Did you know about these Motorist Aid Services before today?	"No" "No" "No" "No" "No" "No" "No"

	<p>"No"</p> <p>"No"</p> <p>"No, never used Motorist"</p>
2. Have you used them?	<p>"No"</p> <p>"No"</p> <p>"No"</p> <p>"No"</p> <p>"No"</p> <p>"No"</p> <p>"No"</p> <p>"No"</p> <p>"No"</p> <p>"No"</p>
3. Would you use these services if you were stranded on the highway?	<p>"No"</p> <p>"Never used"</p> <p>"Never used because we never knew"</p> <p>"Never used"</p> <p>"Never used"</p> <p>"No"</p> <p>"No"</p> <p>"No"</p> <p>"No"</p> <p>"Don't know"</p>
3a. Would you use one but not the other?	<p>"No"</p> <p>"I don't know how to ride motorcycles"</p> <p>"No"</p> <p>"No"</p> <p>"No"</p> <p>"Never used"</p> <p>"Don't know"</p> <p>"Never used because I never knew"</p> <p>"Never used"</p> <p>"Don't know"</p>
4. What would make it easier for you to use the Freeway Service Patrol or a Call Box?	<p>"Need to have Vietnamese language"</p> <p>"Request to have more signs for the Vietnamese in the community" (** this is interpreted to mean they'd like to have more info for the community in Vietnamese)</p> <p>"Request to have information in Vietnamese for all the programs in SANDAG in the community"</p> <p>"If we have more info in Vietnamese"</p> <p>"Signs with information"</p> <p>"I don't drive a car"</p> <p>"I don't know how to drive a car"</p> <p>"More information"</p> <p>"I don't drive"</p> <p>"Need Vietnamese"</p>
5. How can we let more people who speak limited English know about these free programs?	<p>"Translate more information for the public"</p> <p>"Promote more information for everyone who doesn't know English"</p> <p>"Have more information in Vietnamese"</p> <p>"Have more information in Vietnamese"</p> <p>"Put more information in the news in Vietnamese"</p> <p>"Let people know by getting more signs on the roads, freeways, and"</p>

	<p>public place”</p> <p>“Need more information for the public”</p> <p>“Request for Vietnamese SANDAG workers and also to have more people who speak Vietnamese in public places to talk about this”</p> <p>“Request for more information in Vietnamese language for the ones who speak Vietnamese and have limited English”</p> <p>“Give more information on TV, news, and radio, and also more information in Vietnamese in public places”</p>
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iCOMMUTE	
Questions	Answers
1. Have you used any of the tools or resources provided by iCommute? How have you accessed them? (online, phone, or in person with an account executive)	<p>No answer</p> <p>“Not yet”</p> <p>“Not yet”</p> <p>No answer</p> <p>“No”</p> <p>“Not yet”</p> <p>“No”</p> <p>No answer</p> <p>“No”</p> <p>“Information”</p>
2. What ideas do you have for making this information easier to access and use for people who speak limited English?	<p>“Public”</p> <p>“When we have a workshop like this, we need to promote to our friends who speak limited English”</p> <p>No answer</p> <p>“Word of mouth and school”</p> <p>“Word of mouth”</p> <p>“Need to have more info in Vietnamese”</p> <p>No answer</p> <p>“Need more information for the community like a senior center or a club or school”</p> <p>“Need more information for the Vietnamese”</p> <p>No answer</p>
3. What ideas do you have for letting more people who speak limited English know that iCommute resources are available?	<p>No answer</p> <p>“Need more information for the Vietnamese people”</p> <p>“Need more information for everyone”</p> <p>No answer</p> <p>“More information in Vietnamese”</p> <p>“Put more information in the public, like radio and TV”</p> <p>“Build more roads”</p> <p>No answer</p> <p>“I don’t know, no”</p> <p>“Information in Vietnamese”</p>

FASTRAK	
Questions	Answers
1. What do you understand about how to use FasTrak?	<p>“No”</p> <p>“Don’t know”</p> <p>No answer</p> <p>“No”</p> <p>“No”</p> <p>“No”</p>

	No answer "No" "No" "Don't know"
2. What suggestions do you have for how SANDAG can explain how the toll roads work to people who speak limited English?	No answer "Need more information for the Vietnamese people, 5-1-1 call free" "More information" No answer "FasTrak sign on the road should be in Vietnamese" "Build more public / open more public" (** Note that this was tough to translate. The facilitator / translator suggested it reads something like, "More information to be given in many different ways," but that's not a literal translation, rather an interpretation) "Build more roads" No answer "I never drive a car by myself, but because of this workshop I got the useful information and will talk with others who don't know about this program" "Need to get more information to the people who don't know"

CONCLUDING QUESTIONS	
Questions	Answers
1. Have you spoken with anybody representing SANDAG on the phone or in person?	"No" "No" No answer "Yes" "No" "No" "No" "No" No answer "No"
1a. If you asked them for assistance in a language other than English, were they able to help you?	"If we get support in Vietnamese, I will better understand" No answer "I've never gotten help in Vietnamese" "Request support in Vietnamese" No answer No answer No answer No answer "No" No answer
1b. What did they do to try to help you?	No answer No answer No answer No answer No answer "I'm uncomfortable with the language" "No, I don't know anything about this program. Request for more information in Vietnamese" No answer "No because the problem is language"

2. Do you ever read information in SANDAG publications or on the SANDAG website?	<p>"Never read"</p> <p>"Not yet"</p> <p>"Never"</p> <p>"Haven't read yet because I don't know English"</p> <p>"No"</p> <p>"No"</p> <p>"No because I just saw it in English, not Vietnamese"</p> <p>No answer</p> <p>"No"</p> <p>"No"</p>
2a. What types of information from SANDAG would be most important to you for SANDAG to translate into other languages?	<p>"No"</p> <p>No answer</p> <p>No answer</p> <p>No answer</p> <p>No answer</p> <p>No answer</p> <p>"Request to have Vietnamese"</p> <p>"Need more information in Vietnamese for SANDAG programs"</p> <p>"No"</p> <p>No answer</p>
3. What are some helpful services for people who speak limited English that you have come across?	<p>"Never used. Request in Vietnamese"</p> <p>"No"</p> <p>"No"</p> <p>"No"</p> <p>"No"</p> <p>"No"</p> <p>"No"</p> <p>No answer</p> <p>"No"</p> <p>"No"</p> <p>(** We interpret this to mean they've never gotten in touch with the SANDAG services. It's not that they say NO.)</p>
4. What are some ways that SANDAG could do better in informing people who speak limited English?	<p>"No, need Vietnamese"</p> <p>"All of the information needs to be in Vietnamese"</p> <p>No answer</p> <p>"All of the information should be in Vietnamese"</p> <p>"Information in Vietnamese"</p> <p>"Information in Vietnamese"</p> <p>"More information in Vietnamese"</p> <p>"More information in Vietnamese"</p> <p>"Ask for the bus station, it needs people who speak Vietnamese because they don't have that [service] yet"</p> <p>"Need the services"</p>

## Exhibit F: Casa Familiar Focus Group Report

**Organization Name:** Casa Familiar

**Report Prepared By:** Heather Garcia

### Focus Group Information

Date: June 19, 2019

Location: 268 W. Park Ave San Ysidro, CA 92173

Language: Spanish

Number of Participants: 12

Moderator Name: Heather Garcia

Notetaker Name: Mirna Cruz

PUBLIC TRANSPORTATION	
Questions	Answers
1. How often do you ride public transportation?	<ul style="list-style-type: none"><li>• I do not use public transportation</li><li>• I use the Trolley 3 times per year recreationally; I enjoy it</li><li>• Public transportation is useful to pass the time</li><li>• I use public transportation to get to events or to take trips</li><li>• I ride the bus very often</li></ul>
2. How does your ability to speak English impact your use of these services?	<ul style="list-style-type: none"><li>• It does not add any difficulty to using the system</li></ul>
2a. Do you avoid using public transportation because of language barriers?	<ul style="list-style-type: none"><li>• Translation exists to purchase tickets</li><li>• Map availability is effective</li></ul>
2b. Do you avoid using one method of public transportation more than the other because one is more difficult to use?	<ul style="list-style-type: none"><li>• The map text is very small and difficult to read</li></ul>
2c. If you have questions about how to use public transportation, who do you ask?	
2d. What would make your experience easier?	<ul style="list-style-type: none"><li>• Provide a larger window of time for students as they get out of school so that they do not miss the bus and have to wait</li><li>• Public transportation needs more organization</li><li>• Organize the trolley and bus schedules so that the trolley waits for the busses and vice versa (i.e. wait 2 minutes so that people do not miss the trolley or bus)</li><li>• More busses for students</li><li>• Have a larger bus for the Beyer trolley station to Otay route, the route that passes by San Ysidro High School (SYHS)</li><li>• For student security, create a route that passes through Otay Mesa Rd and gets to SYHS</li></ul>
3. What, if anything, would make you use public transportation more frequently?	<ul style="list-style-type: none"><li>• A reasonable fare – respondent cited the low fare of Los Angeles</li><li>• Access is limited due to fare rate; family size is also a constraint to due to aggregated costs</li><li>• Add bus routes that are currently nonexistent</li><li>• Have more no fare days for familiarization and learning – once a month</li><li>• Have more service frequency on holidays</li><li>• Use green technology to fuel the public transportation system</li></ul>

	<ul style="list-style-type: none"> <li>• Have greater security in the busses and the trolley to prevent fights and negative experiences</li> <li>• Have a solution for people under the influence of drugs and alcohol</li> <li>• Noise affecting homes near the trolley</li> </ul>
4. What are some language services that help make accessing transportation easier?	<ul style="list-style-type: none"> <li>• Continue having announcements</li> </ul>

511 WEBSITE AND PHONE SYSTEM	
Questions	Answers
1. Have you accessed the 511 system? How have you used it? (phone, web)	<ul style="list-style-type: none"> <li>• Most responded no</li> <li>• Affirmative responders used the service by phone</li> </ul>
2. What ideas do you have for making this information easier to use for people who speak limited English?	<ul style="list-style-type: none"> <li>• Have a translator</li> </ul>
3. What ideas do you have for letting more people who speak limited English know that the 511 system is available?	<ul style="list-style-type: none"> <li>• Provide more information to the communities – presentations, workshops, etc.</li> <li>• Place more information campaign materials in the communities</li> </ul>

MOTORIST AID SERVICES PROGRAM	
Questions	Answers
1. Did you know about these Motorist Aid Services before today?	<ul style="list-style-type: none"> <li>• Most responded no</li> <li>• Affirmative responders had heard of the free tow service</li> </ul>
2. Have you used them?	<ul style="list-style-type: none"> <li>• No</li> <li>• Family members have used the tow service on the freeway</li> </ul>
3. Would you use these services if you were stranded on the highway?	<ul style="list-style-type: none"> <li>• Yes</li> </ul>
3a. Would you use one but not the other?	
4. What would make it easier for you to use the Freeway Service Patrol or a Call Box?	<ul style="list-style-type: none"> <li>• Patrol presence 24 hours per day in emergency situations</li> </ul>
5. How can we let more people who speak limited English know about these free programs?	<ul style="list-style-type: none"> <li>• Provide information to communities in the languages spoken in the communities</li> <li>• Know the languages spoken in the communities</li> <li>• Go in person to the communities</li> <li>• Post and hand out flyers in the communities</li> <li>• Have television commercials in at strategic hours and in the appropriate language</li> <li>• Go to the organizations that provide services for the community to give flyers and presentations – send people that speak the community's language</li> <li>• Have a designated person to go to the communities and give information</li> <li>• Have information accessible on social media</li> </ul>

<b>iCOMMUTE</b>
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Questions	Answers
1. Have you used any of the tools or resources provided by iCommute? How have you accessed them? (online, phone, or in person with an account executive)	<ul style="list-style-type: none"> <li>No</li> </ul>
2. What ideas do you have for making this information easier to access and use for people who speak limited English?	<ul style="list-style-type: none"> <li>By television and social media</li> <li>Inform the community about its existence</li> </ul>
3. What ideas do you have for letting more people who speak limited English know that iCommute resources are available?	<ul style="list-style-type: none"> <li>Provide the information to the community in their languages</li> </ul>

FASTRAK	
Questions	Answers
1. What do you understand about how to use FasTrak?	<ul style="list-style-type: none"> <li>Nothing</li> <li>Once Explained: Use requires pay with the exception of the 15 freeway when 2 or more individuals are in the car</li> </ul>
2. What suggestions do you have for how SANDAG can explain how the toll roads work to people who speak limited English?	<ul style="list-style-type: none"> <li>Translation</li> <li>More information regarding how it functions (the costs, where it is paid, how it is paid, etc.)</li> </ul>

CONCLUDING QUESTIONS	
Questions	Answers
1. Have you spoken with anybody representing SANDAG on the phone or in person?	<ul style="list-style-type: none"> <li>No</li> </ul>
1a. If you asked them for assistance in a language other than English, were they able to help you?	<ul style="list-style-type: none"> <li>N/A</li> </ul>
1b. What did they do to try to help you?	<ul style="list-style-type: none"> <li>N/A</li> </ul>
2. Do you ever read information in SANDAG publications or on the SANDAG website?	<ul style="list-style-type: none"> <li>No</li> </ul>
2a. What types of information from SANDAG would be most important to you for SANDAG to translate into other languages?	<ul style="list-style-type: none"> <li>All forms, for example, the brochures</li> <li>Offer means of translation</li> <li>More information on the busses</li> </ul>
3. What are some helpful services for people who speak limited English that you have come across?	<ul style="list-style-type: none"> <li>511</li> </ul>
4. What are some ways that SANDAG could do better in informing people who speak limited English?	<ul style="list-style-type: none"> <li>511, hiring personnel that speak the language of diverse communities</li> <li>Have route maps and different languages</li> <li>Have bilingual conductors and inspectors</li> <li>More information regarding where tickets are paid, for example, information and restrictions regarding paying in cash</li> </ul>

	<ul style="list-style-type: none"><li>• Solve the problem of receiving change when paying in cash or when the machine does not accept coins or bills</li></ul>
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## Exhibit G: Chula Vista Community Collaborative Focus Group Report

Organization Name: Chula Vista Community Collaborative

Report Prepared By: Azucena Lopez de Nava

### Focus Group Information

Date: 06/07/2019

Location: 348 L St. Chula Vista, CA 91911

Language: Spanish

Number of Participants: 12

Moderator Name: Azucena Lopez de Nava

Notetaker Name: Gabby Ruano

PUBLIC TRANSPORTATION	
Questions	Answers
1. How often do you ride public transportation?	1 person Amtrak-2 times p/mo - 2 people use the bus and trolley 3-4 times p/mo – other none
2. How does your ability to speak English impact your use of these services?	1 person stated she was not affected / another person said she is already familiar with how to use the system so no effect / one person said some drivers do not speak Spanish and they are not friendly so she cannot communicate.
2a. Do you avoid using public transportation because of language barriers?	2 people said yes / the rest none.
2b. Do you avoid using one method of public transportation more than the other because one is more difficult to use?	3 people said the trolley is easier to use than the bus, because they don't know the routes / One person said she knows that she can call and ask about the routes
2c. If you have questions about how to use public transportation, who do you ask?	6 people said Google or maps application/ 1 person said she asks a friend or family / Another person said she already knows the routes.
2d. What would make your experience easier?	Some people said low music in the bus or trolley / another person said to regulate the air condition because it's too cold / One person said it would be good to be able to charge phones and have WIFI in the bus or trolley.
3. What, if anything, would make you use public transportation more frequently?	1 person said if not able to drive anymore / 1 person needs more information about how to use it/ 1 person said she would use the bus if she didn't have a car / someone said to promote the use of public transportation more often and note the facts and benefits to us, our city, and the planet.
4. What are some language services that help make accessing transportation easier?	7 people said they like the fact that the bus, trolley and Amtrak show you the stops in Spanish and English and they have a bilingual screen too.

511 WEBSITE AND PHONE SYSTEM	
Questions	Answers
1. Have you accessed the 511 system? How have you used it? (phone, web)	1 person said by phone/ another one by web/ the rest none.
2. What ideas do you have for making this information easier to use for people who speak limited English?	Needs more publicity/ promote it on television and radio and in bus or trolley stops/ outreach 1:1/ promote it in schools.
3. What ideas do you have for letting more people who speak limited English know that the 511 system is available?	Have a Campaign about 511 in Spanish with outreach in schools, libraries and malls.

<b>MOTORIST AID SERVICES PROGRAM</b>	
<b>Questions</b>	<b>Answers</b>
1. Did you know about these Motorist Aid Services before today?	8 people already know about it/ the rest none.
2. Have you used them?	All said no, but some said family members have used the service
3. Would you use these services if you were stranded on the highway?	11 people said yes.
3a. Would you use one but not the other?	4 people prefer the yellow box.
4. What would make it easier for you to use the Freeway Service Patrol or a Call Box?	Would be used if the person does not have a phone or Wi-Fi in their cellular.
5. How can we let more people who speak limited English know about these free programs?	They want more educational publicity about it, in schools and health fairs, presentations in community centers for seniors and disability associations and regional centers.

<b>iCOMMUTE</b>	
<b>Questions</b>	<b>Answers</b>
1. Have you used any of the tools or resources provided by iCommute? How have you accessed them? (online, phone, or in person with an account executive)	None
2. What ideas do you have for making this information easier to access and use for people who speak limited English?	The employer should share the information with their employees, they can offer those services in Spanish, and motivate them to use it.
3. What ideas do you have for letting more people who speak limited	Outreach in health fairs, schools and promote in social media

English know that iCommute resources are available?	
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<b>FASTRAK</b>	
<b>Questions</b>	<b>Answers</b>
1. What do you understand about how to use FastTrack?	5 people said there is a fee-toll and they can save time / 3 people said that it is faster than the freeway/ 1 person said it's a direct freeway.
2. What suggestions do you have for how SANDAG can explain how the toll roads work to people who speak limited English?	The people, who do not use it, believe that the service needs more publicity in TV, Radio and Social networks. Informative presentations in community centers, especially for seniors and disability community.

CONCLUDING QUESTIONS	
Questions	Answers
1. Have you spoken with anybody representing SANDAG on the phone or in person?	11 people have spoken with someone of SANDAG.
1a. If you asked them for assistance in a language other than English, were they able to help you?	4 People get help with their questions/ 1 person said No because the SANDAG staff don't speak Spanish.
1b. What did they do to try to help you?	1 Person said SANDAG staff ask in what language they prefer to speak.
2. Do you ever read information in SANDAG publications or on the SANDAG website?	5 People in website or email.
2a. What types of information from SANDAG would be most important to you for SANDAG to translate into other languages?	Update of all services in Spanish, services that concerns seniors and disability community.
3. What are some helpful services for people who speak limited English that you have come across?	People express public transportation, trolley and fast track.
4. What are some ways that SANDAG could do better in informing people who speak limited English?	In T.V. and radio. More outreach in the community in Spanish about who is SANDAG.

Some final comments:

People would like to receive SANDAG information in Spanish by regular mail.

How the Icommute works? Workshops.

More publicity about 511 and the motorist aid services.

SANDAG should hire bilingual people when asking for surveys by the phone.

## Exhibit H: City Heights Community Development Corporation Focus Group Report

**Organization Name:** City Heights Community Development Corporation

**Report Prepared By:** Lynn Thi Truong

### Focus Group Information

Date: 6/11/19

Location: 4001 El Cajon Blvd. Suite 205. San Diego, CA 92105

Language: Vietnamese

Number of Participants: 14

Moderator Name: Lynn Thi Truong

Notetaker Name: Tim & Nga

PUBLIC TRANSPORTATION	
Questions	Answers
1. How often do you ride public transportation?	2 People often go by bus and trolley and 2 people go almost every day. The other 10 rarely or never ride public transportation.
2. How does your ability to speak English impact your use of these services?	Everybody agreed their ability to speak English impacts the use of these services in one way or another.
2a. Do you avoid using public transportation because of language barriers?	Nobody avoids using public transportation because of language barriers. 1 person said she needs the map to check destinations. 1 person said she is sometimes confused by the routes and gets lost. It is hard to communicate in English with the driver but she can find her way back by checking the map at the bus stations.
2b. Do you avoid using one method of public transportation more than the other because one is more difficult to use?	4 said they usually go by bus and trolley. They don't know much about other services like the Coaster.
2c. If you have questions about how to use public transportation, who do you ask?	2 said they asked family members or friends to check a GPS for bus and trolley routes. Others checked routes on the map or asked bus drivers.
2d. What would make your experience easier?	All of the group agreed that Vietnamese riders need their language on the website, on fliers, on maps, and on phone information. Would like SANDAG to do language support.
3. What, if anything, would make you use public transportation more frequently?	Most of the people want straight routes to save time, less transfers on bus and trolley, drivers to not brake so suddenly, cleaner buses. 1 person suggested a restroom on the bus.
4. What are some language services that help make accessing transportation easier?	Phone or website information could be in Vietnamese. It would help if fliers could be in Vietnamese too.

### 511 WEBSITE AND PHONE SYSTEM

Questions	Answers
1. Have you accessed the 511 system? How have you used it? (phone, web)	Nobody knew of the 511 phone system or web 511sd.com. They now know after this meeting. 2 people tried to access the 511 system during the meeting.
2. What ideas do you have for making this information easier to use for people who speak limited English?	Everyone agreed SANDAG should use Vietnamese language on the phone and website in order to help the people who speak limited English.
3. What ideas do you have for letting more people who speak limited English know that the 511 system is available?	Using fliers to let people know about the 511 system.

MOTORIST AID SERVICES PROGRAM	
Questions	Answers
1. Did you know about these Motorist Aid Services before today?	Nobody knew about Motorist Aid Services before today. 1 person said he never needed the service because nothing wrong has happened to his car so far.
2. Have you used them?	They never used the Motorist Aid Services. 1 person said he used his phone to ask the police for help.
3. Would you use these services if you were stranded on the highway?	Yes. The group asked for the phone number in case they needed it. 2 people were very confused because of so much information on the website and did not know how to apply to these services.
3a. Would you use one but not the other?	Most of the group said they would easily call the phone number for information help but do not check the website as often.
4. What would make it easier for you to use the Freeway Service Patrol or a Call Box?	4 people said they need the service phone number and Vietnamese speaking help line for the Freeway Service Patrol or Call Box.
5. How can we let more people who speak limited English know about these free programs?	Public meeting, phone and website helps people know about the free program

iCOMMUTE	
Questions	Answers
1. Have you used any of the tools or resources provided by iCommute? How have you accessed them? (online, phone, or in person with an account executive)	Nobody knew about iCommute. All of the group wanted to know how they could use iCommute when they need transportation help to get to clinics or hospitals.

2. What ideas do you have for making this information easier to access and use for people who speak limited English?	People can learn how to use the service easier and faster if it is in their language. Everybody agreed that SANDAG should have a language support line, phone and fliers.
3. What ideas do you have for letting more people who speak limited English know that iCommute resources are available?	Public education meetings, phone, websites, would let people know of iCommute services. 2 people said they really needed Vietnamese language help line. 3 people were happy to know of the iCommute service.

<b>FASTRAK</b>	
<b>Questions</b>	<b>Answers</b>
1. What do you understand about how to use FasTrak?	1 person got fined when he drove onto FasTrak. FasTrak seems mostly empty or to have less cars to him. 2 people said that FasTrak needs a toll fee that people cannot avoid paying when SANDAG sends mail and photos with registration plates.
2. What suggestions do you have for how SANDAG can explain how the toll roads work to people who speak limited English?	SANDAG should let people know which FasTrak lanes have toll free payment.

<b>CONCLUDING QUESTIONS</b>	
<b>Questions</b>	<b>Answers</b>
1. Have you spoken with anybody representing SANDAG on the phone or in person?	Nobody has spoken to anyone representing SANDAG. 1 person said he got a toll bill through the mail but did not pay attention to other mail about toll roads or FasTrak.
1a. If you asked them for assistance in a language other than English, were they able to help you?	Nobody asked
1b. What did they do to try to help you?	Nobody had tried contacting SANDAG but knew the SANDAG email address and phone number at the meeting. 1 person tried to check the SANDAG website at the meeting.
2. Do you ever read information in SANDAG publications or on the SANDAG website?	Nobody
2a. What types of information from SANDAG would be most important to you for SANDAG to translate into other languages?	4 people said the Vietnamese help line would help. Maps and route information should also be translated to Vietnamese.



3. What are some helpful services for people who speak limited English that you have come across?	Language assistance line was most important to participants to help people with limited English proficiency access important information.
4. What are some ways that SANDAG could do better in informing people who speak limited English?	SANDAG needs to provide more translation in the target language so that people can outreach the service resources.

## Exhibit I: El Cajon Collaborative Focus Group Report

Organization Name: El Cajon Collaborative

Report Prepared By: Carol Lewis

### Focus Group Information

Date: June 7, 2019

Language: Arabic

Moderator Name: Mohammed Tuama

Location: Little House 131 Avocado Ave., El Cajon

Number of Participants: 15

Notetaker Name: Zainab Kadhm

PUBLIC TRANSPORTATION	
Questions	Answers
1. How often do you ride public transportation?	3 A lot, 2 Sometimes, 10 Never
2. How does your ability to speak English impact your use of these services?	
2a. Do you avoid using public transportation because of language barriers?	10 Yes, 5 No
2b. Do you avoid using one method of public transportation more than the other because one is more difficult to use?	15 All of them
2c. If you have questions about how to use public transportation, who do you ask?	4 GPS, 6 Google or web, 3 driver, 2 friends
2d. What would make your experience easier?	5 Ask people, 4 Arabic information, 2 GPS in Arabic, 1 car, 1 don't know
3. What, if anything, would make you use public transportation more frequently?	7 Faster bus services, 5 information in Arabic, 1 save gas, 2 more locations to go on the trolley, 1 nothing. Comment- It is very important and good
4. What are some language services that help make accessing transportation easier?	7 Arabic maps and information, 5 Arabic signs, 1 phone app, 2 all of them

511 WEBSITE AND PHONE SYSTEM	
Questions	Answers
1. Have you accessed the 511 system? How have you used it? (phone, web)	3 yes, 12 no Information and used for bus schedules
2. What ideas do you have for making this information easier to use for people who speak limited English?	12 Information in Arabic or more options on the call box
3. What ideas do you have for letting more people who speak limited English know that the 511 system is available?	6 Information to the schools in Arabic, 3 social media networks, 6 don't know

MOTORIST AID SERVICES PROGRAM	
Questions	Answers
1. Did you know about these Motorist Aid Services before today?	3 yes, 12 no
2. Have you used them?	2 yes, 13 no Towed to gas station
3. Would you use these services if you were stranded on the highway?	15 no
3a. Would you use one but not the other?	3 yes, 8 no, 3 don't know. Patrol more than call box, use Arabic phone book or 911.
4. What would make it easier for you to use the Freeway Service Patrol or a Call Box?	Call box with Arabic translator, patrol cars, Arabic phone book
5. How can we let more people who speak limited English know about these free programs?	Social media network, flyers to the schools in Arabic

iCOMMUTE	
Questions	Answers
1. Have you used any of the tools or resources provided by iCommute? How have you accessed them? (online, phone, or in person with an account executive)	1 yes, 10 no, 3 not available In person with an account executive
2. What ideas do you have for making this information easier to access and use for people who speak limited English?	Lectures in Arabic, Google Search, Flyers to the schools and churches in Arabic, signs and billboards, workshops in Arabic
3. What ideas do you have for letting more people who speak limited English know that iCommute resources are available?	Arabic information 3, Workshops/Lectures 6, 6 don't know

FASTRAK	
Questions	Answers
1. What do you understand about how to use FasTrak?	9 None, 1 Some, 1 Little, 4 don't know
2. What suggestions do you have for how SANDAG can explain how the toll roads work to people who speak limited English?	Arabic information, Transportation Workshops in Arabic, don't know

CONCLUDING QUESTIONS	
Questions	Answers
1. Have you spoken with anybody representing SANDAG on the phone or in person?	13 No, 2 Yes
1a. If you asked them for assistance in a language other than English, were they able to help you?	2 Yes They helped me or they explained it to me.
1b. What did they do to try to help you?	Buses
2. Do you ever read information in SANDAG publications or on the SANDAG website?	15 No
2a. What types of information from SANDAG would be most important to you for SANDAG to translate into other languages?	Detail Bus Schedule 1, Programs 1, Road Maps 1, Arabic Translated materials 7, don't know 3
3. What are some helpful services for people who speak limited English that you have come across?	Information in Arabic 2, how to use the bus for newcomers 4, transporation information from IRC 4, Roads 2, don't know 2
4. What are some ways that SANDAG could do better in informing people who speak limited English?	Lectures in Arabic 4, Employers with Arabic translators 3, Transportation information in Arabic 3, Bus schedules in Arabic 1, Videos in Arabic 1, Schools/Organizations in Arabic 2, don't know 3

## Exhibit J: National Latino Research Center Focus Group Report

**Organization Name:** National Latino Research Center (NLRC) at California State University San Marcos

**Report Prepared By:** Ana M. Ardón

### Focus Group Information

**Date:** Tuesday, June 4, 2019      **Location:** Centro Universidad Popular (1234 N Santa Fe Ave, Ste 100, Vista, CA 92083)

**Language:** Spanish

**Number of Participants:** 12

**Moderator Name:** Arcela Nunez-Alvarez & Ana M. Ardón

**Notetaker Name:** Ana M. Ardón

PUBLIC TRANSPORTATION	
Questions	Answers
1. How often do you ride public transportation?	<ul style="list-style-type: none"> <li>– I have thought about using public transportation, but I have never used it.</li> <li>– Not frequently</li> <li>– Twice a month</li> <li>– Three times a year</li> <li>– I had not used public transportation for at least 7 years, until last summer while I helped to transport youth in the Sprinter to attend NLRC's My University Summer Program to Cal State San Marcos.</li> <li>– I ride the bus every day.</li> <li>– Every summer I ride the Sprinter to go to the beach. Last summer I rode the Sprinter while I helped to transport you to attend NLRC's My University Summer Program to Cal State San Marcos.</li> <li>– I used to ride the bus twenty years ago. But I don't ride public transportation anymore.</li> </ul>
	<ul style="list-style-type: none"> <li>– Once a year</li> <li>– Once a year</li> <li>– I don't use it, but I would like to use it for recreational activities.</li> <li>– I ride the Sprinter twice a week for work. I ride the Sprinter when I don't have a car.</li> </ul>
2. How does your ability to speak English impact your use of these services?	
2a. Do you avoid using public transportation because of language barriers?	<p>Yes – 3 / No – 9</p> <ul style="list-style-type: none"> <li>– I avoid it because the bus driver announces stops in English, but I don't understand.</li> <li>– I avoid public transportation because the frequency of the bus/train services and schedules are not convenient.</li> <li>– I don't have language barriers now, but in high school I avoided public transportation because I did not speak English.</li> <li>– I avoid public transportation because of safety. I have witnessed immigration agents in buses and trains.</li> <li>– Sometimes, I find myself helping others who are using public transportation. I translate the signs for them.</li> <li>– 5 participants have witnessed immigration agents (ICE) in uniform multiple times at the Vista and Escondido Transit Centers, on the buses and on the Sprinter, sometimes asking passengers to state their immigration status. But the presence along have discouraged many from using or motivating other to use public transportation.</li> </ul>

2b. Do you avoid using one method of public transportation more than the other because one is more difficult to use?	<ul style="list-style-type: none"> <li>– The bus and train (Sprinter) schedule must be coordinated better. Sometimes the transfer from bus to train happens too quickly or we have to wait for a long time for the next stop.</li> <li>– My work is very far away. I take the Sprinter from Vista to the Oceanside station. From there, I take the bus to work.</li> <li>– I take the train from Vista to San Marcos to go to school.</li> <li>– Participants who use public transportation on a regular basis reported that their commute is long and difficult because public transportation schedules</li> </ul>
	are not coordinated, the waits are long, some bus stops are not near their homes. Participants responded that although their use of public transportation is difficult, they do not avoid one method over other because they are all necessary to get to their destinations.
2c. If you have questions about how to use public transportation, who do you ask?	<ul style="list-style-type: none"> <li>– The first time I used public transportation, I was lost. But over time, I learned to use it. I counted the stops both ways to memorize the routes. I relied on help from strangers who were riding the bus with me. I also prepared my travel the night before. I asked my family to help me figure out my routes, where I needed to get the bus, where I needed to get off the bus, and the times the bus made stops.</li> <li>– It's very difficult to read the small booklets with route information.</li> <li>– I ask the bus driver or train conductor for help.</li> <li>– I use the internet. I go to the NCTD website to confirm fares and routes.</li> <li>– The bus drivers/ train conductors sometimes do not speak Spanish.</li> <li>– My friend guided me.</li> <li>– I use Google Maps.</li> <li>– I ask other people who have used public transportation to help me.</li> <li>– I call the phone number listed on the Rider's Guide.</li> <li>– I use the Rider's Guide.</li> </ul>
2d. What would make your experience easier?	<ul style="list-style-type: none"> <li>– The bus and Sprinter stops are only announced in English. It would be very helpful if they were also announced in Spanish.</li> <li>– We need more stops, closer to our homes, that are more frequent. It takes all day to ride the bus.</li> <li>– More information in Spanish.</li> <li>– The routes between buses and train should be better coordinated, between routes and different modes of transportation.</li> </ul>
3. What, if anything, would make you use public transportation more frequently?	<ul style="list-style-type: none"> <li>– Lower the cost.</li> <li>– More frequent stops.</li> <li>– Some routes have been cancelled without announcement.</li> <li>– Buses/train should run earlier and later in the day, or even 24 hours a day. I cannot rely on public transportation because I go to work very early in the morning and come home very late.</li> </ul>
4. What are some language services that help make accessing transportation easier?	<ul style="list-style-type: none"> <li>– There are areas in my neighborhood (San Marcos) where there is no access to public transportation. No buses run through major streets where people walk often to take their children to school (San Marcos Blvd).</li> <li>– I have seen the same problem in Vista. There are no bus routes by Rancho Minerva Middle School. There are no bus routes between Civic center Drive and the Vista Transit Center.</li> </ul>



511 WEBSITE AND PHONE SYSTEM	
Questions	Answers
1. Have you accessed the 511 system? How have you used it? (phone, web)	<ul style="list-style-type: none"> <li>– Yes – 3 / No – 11</li> <li>– I have never used it, but I have seen drivers wearing yellow vests driving a tow truck along the 78 freeway.</li> <li>– I ran out of gas once on the 78 and one of the 511 drivers helped me with a gallon of gasoline to get to my destination.</li> <li>– I had to pull over on the side of the freeway because I was falling asleep. One of the 511 workers checked to see if I was OK.</li> <li>– My tire blew out on the 78 freeway. One of the 511 drivers approached me within minutes, even before I could get my insurance to approve roadside assistance service. He put on the spare tire for me.</li> </ul>
2. What ideas do you have for making this information easier to use for people who speak limited English?	<ul style="list-style-type: none"> <li>– Make available more information in Spanish, like pamphlets, booklets, handouts.</li> <li>– 511 should be promoted more on the entrance to the freeways and highways with large signs in English and Spanish.</li> <li>– Conduct community presentations in Spanish to promote the service.</li> <li>– Promote the service in social media and on Spanish TV.</li> <li>– Most people I know don't know and don't believe this service is available for free.</li> <li>– The 511 workers are very nice and very helpful.</li> <li>– 511 should be promoted in our communities.</li> </ul>
3. What ideas do you have for letting more people who speak limited English know that the 511 system is available?	<ul style="list-style-type: none"> <li>– Make available more information in Spanish, like pamphlets, booklets, handouts.</li> <li>– 511 should be promoted more on the entrance to the freeways and highways with large signs in English and Spanish.</li> <li>– Conduct community presentations in Spanish to promote the service.</li> <li>– Promote the service in social media and on Spanish TV.</li> <li>– Most people I know don't know and don't believe this service is available for free.</li> <li>– The 511 workers are very nice and very helpful.</li> <li>– 511 should be promoted in our communities.</li> <li>– The 511 worker spoke Spanish and I felt comfortable with his help.</li> </ul>

MOTORIST AID SERVICES PROGRAM	
Questions	Answers
1. Did you know about these Motorist Aid Services before today?	<ul style="list-style-type: none"> <li>– Yes – 0 / No – 12</li> <li>– None of the participants knew about Motorists Aid Services.</li> </ul>
2. Have you used them?	<ul style="list-style-type: none"> <li>– I have used the Call Box to call my relatives when I need help on the road.</li> </ul>
3. Would you use these services if you were stranded on the highway?	<ul style="list-style-type: none"> <li>– Yes – 12 / No – 0</li> </ul>
3a. Would you use one but not the other?	<ul style="list-style-type: none"> <li>– We will definitely use these services now that we know what they are and what they do, especially 511.</li> </ul>
4. What would make it easier for you to use the Freeway Service Patrol or a Call Box?	<ul style="list-style-type: none"> <li>– We don't know what a Call Box is because there is no information on how to use it. It would make it easier if there were signs in Spanish or images with figures to show us how to use it.</li> </ul>
5. How can we let more people who speak limited English know about these free programs?	<ul style="list-style-type: none"> <li>– If community residents were informed of these services, we would use them. We need community presentations and materials in Spanish that are easy to read, with images.</li> <li>– Our base is in our local communities. Most of the time, we receive our education through community organizations and social service providers. We should have community presentations in Spanish and materials available in Spanish in the places we frequent like markets, clinics, schools, parks, community centers like Universidad Popular.</li> </ul>

iCOMMUTE	
Questions	Answers
1. Have you used any of the tools or resources provided by iCommute? How have you accessed them? (online, phone, or in person with an account executive)	<ul style="list-style-type: none"> <li>– Yes – 1 / No – 11</li> <li>– I have seen them, but I have never used them.</li> <li>– They are very popular among people who use them.</li> <li>– I have used Share Ride to travel from North County to Otay Mesa for work.</li> <li>– I know about Lift.</li> </ul>
2. What ideas do you have for making this information easier to access and use for people who speak limited English?	<ul style="list-style-type: none"> <li>– These resources are necessary in remote areas of the county where people work as farmworkers.</li> <li>– Pauma, Pala, Valley Center have very limited access to public transportation. But if these resources were available there, more people could travel to Escondido, Vista, and San Marcos, where they go to do their shopping, visit the doctor and go to school.</li> <li>– These services should be promoted in local companies and employers through Human Resources.</li> <li>– Promote these services on the radio.</li> <li>– These services should be promoted in local colleges and universities for their members.</li> <li>– I think these services could help people like us who are members and volunteers in community organizations. Volunteers have to pay for their own travel expenses, most of the time on a fixed income. We are working as volunteers every week and these services could help us get around and do more volunteer work.</li> </ul>
3. What ideas do you have for letting more people who speak limited English know that iCommute resources are available?	<ul style="list-style-type: none"> <li>– Make this information available in our communities, through employers and community organizations.</li> </ul>

FASTRAK	
Questions	Answers
1. What do you understand about how to use FasTrak?	<ul style="list-style-type: none"> <li>– What I know about FasTrak is that I was fined for using it incorrectly.</li> <li>– It's very confusing to use it. The signs on the freeway are only in English, information is not available in Spanish. I confuse FasTrak with the Carpool Lane, and the bus lane on the freeway.</li> <li>– I have a hard time reading the signs on the freeway especially when the traffic is heavy.</li> <li>– I understand that FasTrak is a paid service. There are pay stations for people to pay to use the service. The Express Lane is only for two or more people to reduce traffic.</li> <li>– I am aware of them but don't know much more.</li> <li>– It's a good thing to pay for express lanes.</li> <li>– I know that FasTrak is for carpooling, toll roads, and people can pay ahead of time through the internet.</li> <li>– I use the Express Lane in the mornings.</li> <li>– My GPS sometimes mistakes my route and includes the toll road.</li> <li>– I use the radio to pay.</li> <li>– FasTrak helps to reduce traffic congestion on the freeways.</li> <li>– Tolls are collected to fund road repairs.</li> </ul>
2. What suggestions do you have for how SANDAG can explain how the toll roads work to people who speak limited English?	<ul style="list-style-type: none"> <li>– There are no signs in Spanish on the freeway.</li> <li>– Community presentations in Spanish to explain the use and cost of services.</li> <li>– Better information that explains the difference between carpool, bus lane, express lanes, and toll roads.</li> <li>– More visuals.</li> <li>– Connect these services to technology to be able to pay online.</li> </ul>



CONCLUDING QUESTIONS	
Questions	Answers
1. Have you spoken with anybody representing SANDAG on the phone or in person?	– Yes – 11 / No – 0
1a. If you asked them for assistance in a language other than English, were they able to help you?	– They spoke Spanish or had translators.
1b. What did they do to try to help you?	– Universidad Popular hosted a community event on May 2, 2018 to promote more education about transportation in our communities. We had a chance to speak to SANDAG staff. Some of them spoke Spanish. Universidad Popular members helped us with translation when SANDAG staff spoke English. We were able to talk to them and ask questions about many topics.
2. Do you ever read information in SANDAG publications or on the SANDAG website?	<ul style="list-style-type: none"> <li>– Publications: Yes – 3 / No – 9</li> <li>– Website: Yes – 0 / No – 12</li> <li>– I have attended several presentations about transportation conducted by Universidad Popular educators in Escondido and Vista. I received fact sheets, flyers, and pamphlets with information about SANDAG during those presentations.</li> </ul>
2a. What types of information from SANDAG would be most important to you for SANDAG to translate into other languages?	<ul style="list-style-type: none"> <li>– Cost of services (2)</li> <li>– Roadside Assistance / 511 (6)</li> <li>– More information about programs and services (2)</li> <li>– Use of Spanish that community member with limited education can understand (limit use of jargon).</li> <li>– More information that is easy to read and use.</li> <li>– More visuals.</li> </ul>
3. What are some helpful services for people who speak limited English that you have come across?	
4. What are some ways that SANDAG could do better in informing people who speak limited English?	<ul style="list-style-type: none"> <li>– Coordinate and collaborate with local governments to better informed the community.</li> <li>– Provide information in Spanish that is easy to understand and read.</li> <li>– Provide visuals or audio for people who cannot read.</li> <li>– Sidewalks and shoulders on highways should be wider.</li> <li>– Repair and maintain all bus stops. I have taken photos of bus stops that do not have covers or seats are broken.</li> <li>– Bus and train stop announcements in Spanish.</li> <li>– Public transportation drivers and staff should be bilingual and culturally responsive to the needs of mothers with children, students and youth, elders, and people with disabilities who speak Spanish.</li> </ul>

## Exhibit K: Nile Sisters Development Initiative Focus Group Report

**Organization Name:** Nile Sisters Development Initiative / Newcomers Support and Development

**Report Prepared By:** Elizabeth Lou / Mohammed Tuama

### Focus Group Information

**Date:** June 13, 2019

**Location:** 165 E. Main St. Suite #C El Cajon, CA, 92020

**Language:** Arabic

**Number of Participants:** 8

**Moderator:** Mohammed Tuama

**Note-taker:** Nadher Alsumeri

PUBLIC TRANSPORTATION	
Questions	Answers
1. How often do you ride public transportation?	<ul style="list-style-type: none"><li>Six (6) people do not ride public transportation. One (1) individual rides the Trolley once a month on the weekend and one (1) person uses the bus and trolley daily.</li></ul>
2. How does your ability to speak English impact your use of these services?	<ul style="list-style-type: none"><li>Six (6) participants stated that not speaking English makes them uncomfortable to use public transportation.</li><li>Two (2) participants who speak good English stated they had to attend bus ride workshop to understand how to use the transportation system.</li></ul>
2a. Do you avoid using public transportation because of language barriers?	<ul style="list-style-type: none"><li>Six (6) participants said they avoid using public transportation due to language barriers. Two (2) participants said no.</li><li>Participants who said "No" never received any education about the transportation system, participants who said "Yes" had some knowledge.</li></ul>
2b. Do you avoid using one method of public transportation more than the other because one is more difficult to use?	<ul style="list-style-type: none"><li>Six (6) participants said "Yes" and two (2) participants said "No"</li><li>Six (6) participants stated that the bus and trolley systems are complicated for them, they avoid that by using UBER, if needed.</li></ul>
2c. If you have questions about how to use public transportation, who do you ask?	<ul style="list-style-type: none"><li>Six (6) participants stated they ask a friend or a trusted non-profit community organization</li><li>One (1) participant stated he can ask the Driver</li><li>One (1) participant stated she uses Google or Siri on her cellphone.</li></ul>
2d. What would make your experience easier?	<ul style="list-style-type: none"><li>Five (5) participants stated they are like to understand the bus and trolley maps.</li><li>One (1) participant stated that Park and Ride is a good idea next to transit centers.</li><li>Two (2) participants suggested attending public transportation workshop in Arabic.</li></ul>
3. What, if anything, would make you use public transportation more frequently?	<ul style="list-style-type: none"><li>Four (4) participants stated that they need information in Arabic</li><li>Seven (7) wished the trip took less travel time.</li><li>One (1) participant stated that she does not know how to drive, so that makes her use public transportation.</li></ul>
4. What are some language services that help make accessing transportation easier?	<ul style="list-style-type: none"><li>All participants stated they need Arabic workshops on how to use public transportation, a hotline in Arabic, and some publications in Arabic.</li></ul>

511 WEBSITE AND PHONE SYSTEM	
Questions	Answers
1. Have you accessed the 511 system? How have you used it? (phone, web)	<ul style="list-style-type: none"> <li>All participants answered "No".</li> </ul>
2. What ideas do you have for making this information easier to use for people who speak limited English?	<ul style="list-style-type: none"> <li>Arabic language over the phone and website.</li> </ul>
3. What ideas do you have for letting more people who speak limited English know that the 511 system is available?	<ul style="list-style-type: none"> <li>Education and promotion about this service in Arabic.</li> </ul>

MOTORIST AID SERVICES PROGRAM	
Questions	Answers
1. Did you know about these Motorist Aid Services before today?	<ul style="list-style-type: none"> <li>Seven (7) participants answered "No"</li> <li>One (1) participant answered "Yes"</li> </ul>
2. Have you used them?	<ul style="list-style-type: none"> <li>Seven (7) participants answered "No"</li> <li>One (1) participant answered "Yes"</li> </ul>
3. Would you use these services if you were stranded on the highway?	<ul style="list-style-type: none"> <li>All participants answered "Yes", if there is an Arabic speaker over the phone.</li> </ul>
3a. Would you use one but not the other?	<ul style="list-style-type: none"> <li>Six (6) participants stated that they call their insurance's Roadside Assistance</li> <li>Two (2) participants stated they would call 9-1-1.</li> </ul>
4. What would make it easier for you to use the Freeway Service Patrol or a Call Box?	<ul style="list-style-type: none"> <li>Arabic language over the phone</li> </ul>
5. How can we let more people who speak limited English know about these free programs?	<ul style="list-style-type: none"> <li>Education and promotion about this service in Arabic</li> </ul>

iCOMMUTE	
Questions	Answers
1. Have you used any of the tools or resources provided by iCommute? How have you accessed them? (online, phone, or in person with an account executive)	<ul style="list-style-type: none"> <li>All participants answered "No".</li> </ul>
2. What ideas do you have for making this information easier to access and use for people who speak limited English?	<ul style="list-style-type: none"> <li>Arabic language over the phone and website.</li> </ul>
3. What ideas do you have for letting more people who speak limited English know that iCommute resources are available?	<ul style="list-style-type: none"> <li>Education and promotion about this service in Arabic promote their web page.</li> </ul>

FASTRAK	
Questions	Answers
1. What do you understand about how to use FasTrak?	<ul style="list-style-type: none"> <li>• (More than one person in the car) 5 answers</li> <li>• (Some of the FasTrak must pay to use) 4 answers.</li> <li>• Only four (4) participants recognize the FasTrak signs.</li> <li>• (Faster) 6 answers</li> <li>• Only one (1) participant stated he has no information about this service</li> <li>• All participants stated they know or someone they know received a fine for using the Toll Road without knowing what it is.</li> </ul>
2. What suggestions do you have for how SANDAG can explain how the toll roads work to people who speak limited English?	<ul style="list-style-type: none"> <li>• Education in Arabic about the services and the different signs.</li> </ul>

CONCLUDING QUESTIONS	
Questions	Answers
1. Have you spoken with anybody representing SANDAG on the phone or in person?	<ul style="list-style-type: none"> <li>• Three (3) participants answered "Yes"</li> <li>• Five (5) participants answered "No"</li> </ul>
1a. If you asked them for assistance in a language other than English, were they able to help you?	<ul style="list-style-type: none"> <li>• Two (2) participants answered "Yes"</li> <li>• Six (6) participants answered "No"</li> </ul>
1b. What did they do to try to help you?	<ul style="list-style-type: none"> <li>• Two (2) participants stated that they spoke to SANDAG staff members during the Open House in El Cajon.</li> </ul>
2. Do you ever read information in SANDAG publications or on the SANDAG website?	<ul style="list-style-type: none"> <li>• Four (4) participants stated they attended a workshop about the SANDAG Regional Plan in Arabic (Material was in English, but there was Arabic interpretation).</li> </ul>
2a. What types of information from SANDAG would be most important to you for SANDAG to translate into other languages?	<ul style="list-style-type: none"> <li>• Update of all services in Spanish, services that concerns seniors and disabled communities.</li> </ul>
3. What are some helpful services for people who speak limited English that you have come across?	<ul style="list-style-type: none"> <li>• Seven (7) answers: How to navigate the Public Transportation System in Arabic</li> <li>• Six (6) answers: Understanding the Fast Track</li> <li>• Eight (8) answers: If there are Arabic employees over the phone</li> </ul>
4. What are some ways that SANDAG could do better in informing people who speak limited English?	<ul style="list-style-type: none"> <li>• Conduct more education through Arabic organizations</li> <li>• Use Arabic magazines</li> </ul>

Some final comments:

All participants thanked SANDAG for reaching out to them at the community level and listening to them in their own language. They also thank the CBOs from their own community who can connect them.

Many large organizations do not reach out to the grassroots level, they care about their stakeholders only. But SANDAG is investing in the direct input from the community including the Non-English speakers.

## Exhibit L: Olivewood Gardens Focus Group Report

**Organization Name:** Olivewood Gardens and Learning

**Report Prepared By:** Rocina Lizarraga, Community Outreach Assistant

### Focus Group Information

Date: 06/11/2019

Location: 2525 N Ave National City, CA 91950

Language: Spanish

Number of Participant's: 13

Moderator Name: Rocina Lizarraga

Note taker Name: Martha Quintanar

PUBLIC TRANSPORTATION	
Questions	Answers
1. How often do you ride public transportation?	Bus: 1 person daily, 5 just if needed, the rest never currently, in the past more often ( more than 10 years ago)
2. How does your ability to speak English impact your use of these services?	7 people: Answering phone line is limited to Spanish speakers, inability to question something in Spanish (routes, fare, stops, handicapped services, etc.), 2 are bilingual, 4 try their best to explain themselves if bus is used.
2a. Do you avoid using public transportation because of language barriers?	10 sometimes, 1: yes, 2: no
2b. Do you avoid using one method of public transportation more than the other because one is more difficult to use?	1 sometimes, 4 no, 5: yes: high fares, time consuming, fear of racist or impatient driver, fear to ask driver if unknown route or exit
2c. If you have questions about how to use public transportation, who do you ask?	1: neighbor, 2: website or google, 2 driver, 4 phone call, 4: don't know
2d. What would make your experience easier?	1: neatness, 1: not know, 11: more routes, signage in different languages, ease usage, accessible, gentle and senior-sensible drivers, to get to know ways to the service more efficiently. Customer service skills on drivers, destinations.
3. What, if anything, would make you use public transportation more frequently?	Easy access to routes, to save on gas money, round trips and transfers more accessible, less commute delay, missing bus stops or far away, to raise awareness of planned damage using a car, for no-car people will be good to use the trolley if easy access, landscapes, maintenance, décor, accessible fares and transfers on round trips
4. What are some language services that help make accessing transportation easier?	2 no answer: rest: Spanish, other languages due to diversity like: Tagalog, French other idea is cartooned illustrations and colors!

511 WEBSITE AND PHONE SYSTEM	
Questions	Answers
1. Have you accessed the 511 system? How have you used it?	10: never know about/used 1: phone call on box, 2: due to a car fail called the number

(phone, web)	
2. What ideas do you have for making this information easier to use for people who speak limited English?	Informational campaigns, visible and easy to understand signs, language friendly, multilingual dispatchers, freeway visible displays, informational flyers spread through the county as in small resourceful community based organizations, schools and other stake holders.
3. What ideas do you have for letting more people who speak limited English know that the 511 system is available?	Continuous publicity campaigns (radio, TV, websites, offers and community workshops), reminders on rest areas and freeways, easy to read-understand signage in languages other than English.

<b>MOTORIST AID SERVICES PROGRAM</b>	
<b>Questions</b>	<b>Answers</b>
1. Did you know about these Motorist Aid Services before today?	11: people no, 2 people yes already know about it
2. Have you used them?	No all 13
3. Would you use these services if you were stranded on the highway?	12: people yes, 2: no, will be scared to be affected instead of being helped
3a. Would you use one but not the other?	2: no, 1: 511 service better because is a phone service, 1 yes, others: will use both but depending on the situation will decide which one to use
4. What would make it easier for you to use the Freeway Service Patrol or a Call Box?	Closeness to each other (yellow box), language friendly dispatchers, accident relief, informative campaigns about them and easy access to service like: quick response, informative commercials and signage.
5. How can we let more people who speak limited English know about these free programs?	Translators, infomercial's, educational community workshops, bulletins, and continuous reminders of the service in different outreach methods i.e. DMV

<b>iCOMMUTE</b>	
<b>Questions</b>	<b>Answers</b>
1. Have you used any of the tools or resources provided by iCommute? How have you accessed them? (online, phone, or in person with an account executive)	All participants did not know about it.
2. What ideas do you have for making this information easier to access and use for people who speak limited English?	More language friendly campaigns to get to know about this service. Informational workshops.
3. What ideas do you have for letting more people who speak limited English know that iCommute resources are available?	Outreach to underserved communities like ours that did not know about this.

<b>FASTRAK</b>
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Questions	Answers
1. What do you understand about how to use FastTrack?	Stressful, fear to incur in money charges, no too much except that they are a charge freeway with faster access to destination. Less congestion freeway.
2. What suggestions do you have for how SANDAG can explain how the toll roads work to people who speak limited English?	More effective language friendly signage with in two mileages, flyers in different languages, workshops, infomercials, best explained use, colors, drawings, before and ahead of time to avoid the stress of falling accidentally on those charges.

CONCLUDING QUESTIONS	
Questions	Answers
1. Have you spoken with anybody representing SANDAG on the phone or in person?	6: Nothing until Rocina here at Olivewood Gardens introduced the topic. 7: never spoke or heard about it
1a. If you asked them for assistance in a language other than English, were they able to help you?	6: Now after this information will be able to answer what SANDAG is in my own language, 7: not able to answer this question. Must be more knowledgeable about this agency.
1b. What did they do to try to help you?	1 nothing, all the rest left this question blank.
2. Do you ever read information in SANDAG publications or on the SANDAG website?	Community Input consideration, language friendly educational materials and outreach techniques, bulletins, events, surveys, social media awareness, inclusiveness, for better understanding in all languages
2a. What types of information from SANDAG would be most important to you for SANDAG to translate into other languages?	Want to know everything about it!
3. What are some helpful services for people who speak limited English that you have come across?	The new freeway numbers painted on lanes ted are very cool and useful.
4. What are some ways that SANDAG could do better in informing people who speak limited English?	More outreach techniques, Latino radio stations, educational and informational multi language methods like, newspaper, TV, billboards on underserve communities.

## Exhibit M: Samahan Health Centers Focus Group Report

Organization Name: Samahan Health Centers

Report Prepared By: Antonio Salang

### Focus Group Information

Date: 06/12/2019

Location: 1428 Highland Ave. National City 91950

Language: Mandarin

Number of Participants: 9

Moderator Name: Grace Liu

Notetaker Name: Lesley Lynn

PUBLIC TRANSPORTATION	
Questions	Answers
1. How often do you ride public transportation?	<p>"Every day"</p> <p>"3-4 times a week by bus or trolley"</p> <p>"I want to use public transportation but I do not know how, so my daughter drives me places"</p> <p>"I only take the bus once a week"</p>
2. How does your ability to speak English impact your use of these services?	<p>"I take the bus even though I cannot speak English because I can read the signs"</p> <p>"I can take the bus but I do not know how to read the ticket machine so I do not understand how to use it. So, if the machine could have a Chinese translation it would be very useful"</p> <p>"I had a problem with a ticket before because I used it when during the effective dates printed on the ticket, but it would not work"</p>
2a. Do you avoid using public transportation because of language barriers?	<p>"Yes because I do not understand English I could end up somewhere unfamiliar"</p> <p>"No, I still use it because I don't have any other means of transportation"</p>
2b. Do you avoid using one method of public transportation more than the other because one is more difficult to use?	<p>"I can use any if I really have to because I need to go places."</p> <p>"I still use transportation that I am most familiar with, but for newer forms I will need someone to explain to me how to use it"</p>
2c. If you have questions about how to use public transportation, who do you ask?	<p>"I will ask friends in my community center or family members"</p> <p>"I would not know who to ask"</p> <p>"I would find out for myself by looking at the Trolley map or schedule."</p>
2d. What would make your experience easier?	<p>"If someone could explain the directions to me in Chinese"</p> <p>"If more Chinese brochures or recordings were available. For instance if I could call someone that could answer my questions in Chinese"</p>
3. What, if anything, would make you use public transportation more frequently?	<p>"If I did not have a car or the ability to drive"</p> <p>"I really want to use public transportation but I cannot because I don't know how"(Desperately)</p> <p>"If I could purchase a prepaid monthly public transportation pass"</p>
4. What are some language services that help make accessing transportation easier?	<p>"Chinese explanations, brochures, recordings, or if someone physically came to the community center to teach us how to use the public transportation"</p> <p>"If all the services that provided Spanish translations also started to provide Chinese translations that would be very helpful"</p>

511 WEBSITE AND PHONE SYSTEM	
Questions	Answers
1. Have you accessed the 511 system? How have you used it? (phone, web)	<p>Only 1 out of 9 participants had heard about the 511 system, but did not know how to use it due to the language barrier.</p>



2. What ideas do you have for making this information easier to use for people who speak limited English?	<p><i>"If the 511 phone recording could provide a Chinese option (e.g. Press 1 for English, 2 for Spanish, and 3 for Chinese)"</i></p> <p><i>"511 information in Chinese post inside buses or trolleys"</i></p> <p><i>"If the bus or trolley had a moving digital message sign that had a Chinese translation"</i></p> <p><i>"If educational Chinese brochures or flyers were available at public places, like the grocery store, church, community center, or Chinese restaurants"</i></p> <p><i>"Publish information about the 511 on social media sites like sofunsd.com or Facebook, Instagram, and other sites to reach younger demographics"</i></p>
3. What ideas do you have for letting more people who speak limited English know that the 511 system is available?	<p><i>"Having more educational workshops like today's focus group to let us know about the system"</i></p> <p><i>"Put Chinese brochures inside popular public transportation like buses or trolleys"</i></p> <p><i>"Advertise the system in Chinese at local senior or community centers, as well as at food kitchens and cafeterias"</i></p>

MOTORIST AID SERVICES PROGRAM	
Questions	Answers
1. Did you know about these Motorist Aid Services before today?	<i>2 of 9 had heard about the services. 1 had seen the free phone call boxes on the freeway but do not know what it is or how to use it. None of them used the call boxes before.</i>
2. Have you used them?	<i>All 9 have never used that before.</i>
3. Would you use these services if you were stranded on the highway?	<i>"Yes, after today because now I know about the services so I will use them if necessary"</i>
3a. Would you use one but not the other?	<p><i>7 of 9 people did not know how to drive so they will not be using it.</i></p> <p><i>The other 2 said they still would use AAA Roadside Assistance or call their insurance companies instead.</i></p>
4. What would make it easier for you to use the Freeway Service Patrol or a Call Box?	<i>"If I saw the Freeway Service Patrol cars that identified themselves plainly as so, I would be more curious to find out more about what their service is. So, labelling the cars as free roadside assistance providers and driving or parking on the highway to gain people's attention"</i>
5. How can we let more people who speak limited English know about these free programs?	<p><i>"Send representatives to senior community centers or churches or temples to spread awareness"</i></p> <p><i>"Frequently post services information on Chinese newspaper, magazines like 'We Chinese' in America, or 'Epoch Times'"</i></p>

iCOMMUTE	
Questions	Answers
1. Have you used any of the tools or resources provided by iCommute? How have you accessed them?	<i>All 9 had never heard of or accessed iCommute. However, to gain access to these resources, 5 of the 9 said they would use the internet, 4 of the 9 said they can receive calls but only 1 of them could use text messaging (and only if it was in Chinese).</i>
(online, phone, or in person with an account executive)	
2. What ideas do you have for making this information easier to access and use for people who speak limited English?	<p><i>"Put ads in the Chinese newspapers"</i></p> <p><i>"Host frequent workshops like today's focus group"</i></p> <p><i>"Offer Chinese information call centers with operators that can speak Chinese"</i></p> <p><i>"Email or text this information directly to me. The subject line must state these contents; otherwise I will ignore it as spam." it.</i></p>
3. What ideas do you have for letting more people who speak limited English know that iCommute resources are available?	<p><i>"Chinese brochures to explain iCommute made more readily available."</i></p> <p><i>"I am concerned that I will have to wait a while to get the service from iCommute if it is free and in high demand"</i></p>

FASTRAK	
Questions	Answers
1. What do you understand about how to use FasTrak?	Only 2 people had used it, but both had a negative experience because they accidentally got on the FasTrak and had no way of getting off before getting charged. They were confused as to how they ended up on it and how to exit. A few days later, both received a notice and had to pay a toll. The next time they charged a large amount.
2. What suggestions do you have for how SANDAG can explain how the toll roads work to people who speak limited English?	<i>"I suggest making the FasTrak free so we will not get confused and get penalized"</i> <i>"Use Chinese recordings and explanations to educate those who do not know how to use it"</i> <i>"Issue articles, brochures, or flyers to explain the rules and locations of the FasTrak so people know where it is and also how it works"</i>

CONCLUDING QUESTIONS	
Questions	Answers
1. Have you spoken with anybody representing SANDAG on the phone or in person?	All 9 said no.
1a. If you asked them for assistance in a language other than English, were they able to help you?	All 9 have never used the system, so no.
1b. What did they do to try to help you?	They all have no idea.
2. Do you ever read information in SANDAG publications or on the SANDAG website?	All 9 said no.
2a. What types of information from SANDAG would be most important to you for SANDAG to translate into other languages?	The general consensus is that most people want more information about the 511 and iCommute. One person said that he wishes SANDAG could give him more information about all the 5 previously discussed topics so that he could get out and try all the transportation services on his own rather than waiting for his daughter to pick him up.
3. What are some helpful services for people who speak limited English that you have come across?	None.
4. What are some ways that SANDAG could do better in informing people who speak limited English?	<i>Educational workshops at senior centers, and mail brochures directly to their homes (All in Chinese).</i>

Some finals comments:

People would like to receive Sandag information in Spanish by regular mail.  
How the Icommute works? Workshops.  
More publicity about it 511 and the motorist aid services.  
Sandag should hire bilingual people when asking for surveys by the phone.

## Exhibit N: Urban Collaborative Project Focus Group Report

**Organization Name:** The Urban Collaborative Project

**Report Prepared By:** Latisha Pinkney

### Focus Group Information

Date: 06/18/2019

Location: 2813 Highland Ave, National City, CA 91950

Language: Tagalog

Number of Participants: 29

Moderator Name: Patrick Ambrosio

Notetaker Name: Antonio

PUBLIC TRANSPORTATION	
Questions	Answers
1. How often do you ride public transportation?	Two-three times a month
2. How does your ability to speak English impact your use of these services?	There needs to be Tagalog signage; in general, there are no big obstacles with language when using mass transit.
2a. Do you avoid using public transportation because of language barriers?	no
2b. Do you avoid using one method of public transportation more than the other because one is more difficult to use?	Yes, it is hard to take the trolley with a toddler and having personal transportation is more beneficial
2c. If you have questions about how to use public transportation, who do you ask?	No one
2d. What would make your experience easier?	More signs in Tagalog and education to the seniors
3. What, if anything, would make you use public transportation more frequently?	If there were more information, eco-friendly, more travel hours
4. What are some language services that help make accessing transportation easier?	Having instruction and other transportation information in Tagalog

511 WEBSITE AND PHONE SYSTEM	
Questions	Answers
1. Have you accessed the 511 system? How have you used it? (phone, web)	no
2. What ideas do you have for making this information easier to use for people who speak limited English?	n/a
3. What ideas do you have for letting more people who speak limited English know that the 511 system is available?	n/a

<b>MOTORIST AID SERVICES PROGRAM</b>	
<b>Questions</b>	<b>Answers</b>
1. Did you know about these Motorist Aid Services before today?	no
2. Have you used them?	no
3. Would you use these services if you were stranded on the highway?	yes
3a. Would you use one but not the other?	no
4. What would make it easier for you to use the Freeway Service Patrol or a Call Box?	Better instructions, more accessible
5. How can we let more people who speak limited English know about these free programs?	Outreach to populated neighborhoods who speak a particular language

<b>iCOMMUTE</b>	
<b>Questions</b>	<b>Answers</b>
1. Have you used any of the tools or resources provided by iCommute? How have you accessed them? (online, phone, or in person with an account executive)	Yes, the casino buses
2. What ideas do you have for making this information easier to access and use for people who speak limited English?	More translation resources, more outreach to target specific communities
3. What ideas do you have for letting more people who speak limited English know that iCommute resources are available?	n/a

<b>FASTRAK</b>	
<b>Questions</b>	<b>Answers</b>
1. What do you understand about how to use FasTrak?	It is a freeway that is faster, and you have to pay a certain amount to get on. You can also pay for an account to use FasTrak continuously.
2. What suggestions do you have for how SANDAG can explain how the toll roads work to people who speak limited English?	Provide better and easier to understand instructions

## **QUESTIONS:**

### **Public Transportation (15 minutes)**

The first set of questions will focus on public transportation. Please think about times that you have ridden or considered riding a public bus, Trolley, Coaster, or the Sprinter in San Diego County as we discuss public transportation.

- Bus, Rapid Transit, Critical Transport, Walking, Trolley, Uber, Scooter, Coaster
- Trolley – 13

- Coaster – 14
  - Bus – 14
  - Rapid - 13
1. How often do you ride public transportation?
    - 2-3 times a month was the majority of people that claimed they used public transit.
  2. How does your ability to speak English impact your use of these services?
    - a. Do you avoid using public transportation because of language barriers?
      - N/A
    - b. Do you avoid using one method of public transportation more than the other because one is more difficult to use?
      - 4 people said Trolley since it's too far from their house
    - c. If you have questions about how to use public transportation, who do you ask?
      - N/A
    - d. What would make your experience easier?
      - Make all the signages easier to read. Universal signs
  3. What, if anything, would make you use public transportation more frequently?
    - More routes that are closer to their homes or centers.
    - Faster buses and trolleys.
    - Free transportations from home to the main stations
  4. What are some language services that help make accessing transportation easier?
    - 2-1-1

#### **511 Website and Phone System (15 minutes)**

The next set of questions will cover the 511 system. As some of you may know, 511 is available through an automated phone line and online. 511 provides traffic information, transit schedules, traffic maps, and more. *[NOTE FOR MODERATOR: The 511 automated phone system is available in Spanish. All SANDAG websites, including 511sd.com, have the Google Translate toolbar.]*

1. Have you accessed the 511 system? How have you used it? (phone, web)
  - Three people said that they know of 5-1-1.
  - Eight people know what 2-1-1 is.
  - One of the Seniors said that they do not see any education done in their center or the grocery stores that they go to.
2. What ideas do you have for making this information easier to use for people who speak limited English?
  - Translate the language in the website, brochures, and other materials they used when they do outreach in our area.
3. What ideas do you have for letting more people who speak limited English know that the 511 system is available?
  - More Educations to senior centers, schools, and workplaces.

#### **Motorist Aid Services Program (15 minutes)**

Now we will move on to discuss the Motorist Aid Services Program. SANDAG administers services to aid distressed motorists and help remove stranded vehicles on the region's most congested freeways. Some of you may have recognized the Freeway Service Patrol trucks that patrol the highways to provide free roadside assistance. Motorists can call 511 from a cell phone for free roadside assistance, available on most urban freeways during peak commute periods. You also may have seen yellow call boxes on rural highways. These are free phones that connect stranded drivers in locations with poor cellular signal to an operator who can dispatch help, 24 hours a day.

1. Did you know about these Motorist Aid Services before today?
  - No, because there are no outreach or public services to our community. (Paradise Hills Area)
  - I didn't know because I don't need it.
2. Have you used them?

- Two said that they have used them.
3. Would you use these services if you were stranded on the highway?
    - N/A
  - a. Would you use one but not the other?
    - N/A
  4. What would make it easier for you to use the Freeway Service Patrol or a Call Box?
    - N/A
  5. How can we let me more people who speak limited English know about these free programs?
    - N/A

### **iCommute (15 minutes)**

Now let's talk about iCommute. iCommute provides information on transportation choices for commuters in the San Diego region including carpool services, a subsidized vanpool program, transit solutions, regional support for biking, the Guaranteed Ride Home program, information about teleworking, and bike and pedestrian safety program support for schools. iCommute has a commute cost calculator tool that allows you to see how much an alternative commute could save you, among other resources. iCommute also provides assistance to local businesses, helping them develop and implement customized employee commuter benefit programs.

1. Have you used any of the tools or resources provided by iCommute? How have you accessed them? (online, phone, or in person with an account executive)
  - Two said that they know of it.
2. What ideas do you have for making this information easier to access and use for people who speak limited English?
  - More education to the public
  - More in the Tagalog Language
3. What ideas do you have for letting more people who speak limited English know that iCommute resources are available?
  - N/A

### **FasTrak (15 minutes)**

Our next section will cover the two toll roads in San Diego, the I-15 Express Lanes and the South Bay Expressway on SR 125, and FasTrak transponders.

1. What do you understand about how to use FasTrak?
  - a. (Offer clarification: Everyone must pay a toll on South Bay Expressway. Drivers can pay a toll each time they drive on the road using cash or credit or open FasTrak accounts to pre-pay discounted toll rates. Solo drivers on the I-15 Express Lanes must obtain a FasTrak transponder and set up a FasTrak account to drive on the Express Lanes. Vanpool/Carpools, permitted clean air vehicles, motorcycles, and buses are allowed to use the Express Lanes for free without a transponder.)
    - Eleven people said that they know of and know the process of the Fast Trak Service.
    - Five people got tickets for not knowing that they entered the Fast Track highway.
2. What suggestions do you have for how SANDAG can explain how the toll roads work to people who speak limited English?
  - If they get a penalty, they should be able to Easily fight it and get it nulled.
  - Put more signs in advance way ahead of the Fast Trak entrance.
  - Have more awareness campaign in their community.
  - Include the training at people's work, especially for people that drive.
  - Include warning sounds in Navigation apps

### **Concluding Questions (15 minutes)**

Our final section will cover some general questions about SANDAG assistance to the public.

1. Have you spoken with anybody representing SANDAG on the phone or in person?

- Two people said yes.
  - a. If you asked them for assistance in a language other than English, were they able to help you?
    - The majority said yes.
  - b. What did they do to try to help you?
    - N/A
2. Do you ever read information in SANDAG publications or on the SANDAG website?
- Two people said yes.
- a. What types of information from SANDAG would be most important to you for SANDAG to translate into other languages?
- SANDAG sounds intimidating. It sounds like there are a lot of bureaucratic BS! Even if you are aware of what they do, you can't trust them. I trust calling 9-1-1 more than SANDAG.
  - Have more outreach in the senior center, specifically for talking about the website. There's too many information.
3. What are some helpful services for people who speak limited English that you have come across?
- N/A
4. What are some ways that SANDAG could do better in informing people who speak limited English?
- "Have the Navy Sailors who drive single in their car that clog up the freeway just to drive to the base during rush hours."
  - More face-to-face outreach with residence from SANDAG staff.
  - Make it a priority to visit us in the community.
  - More services that provide Tagalog translations.
  - More Tagalog translations for Housing programs.
  - More community grants sent to us so we can try and apply.
  - Make bus passes easier to acquire so we do not have to go all the way to downtown to get one.

## Exhibit O: Vista Community Clinic Focus Group Report

**Organization Name:** Vista Community Clinic

**Report Prepared By:** Carmela Muñoz

### Focus Group Information

Date: 06/10/19

Location: Crown Heights Resource Center, 1210 Division St. Oceanside, CA 92054

Language: Spanish

Number of Participants: 12

Moderator Name: Spanish

Notetaker Name: Stephanie Ortiz

PUBLIC TRANSPORTATION	
Questions	Answers
1. How often do you ride public transportation?	<ul style="list-style-type: none"><li>• 3 participants answered they use public transportation on a daily basis. Public transportation is their only mode of transportation; they use the bus and Sprinter more often than the Coaster.</li><li>• 5 participants answered they use public transportation at least once a month. It depends where they go; they can use the Sprinter, Coaster or bus.</li><li>• 1 participant answered she uses public transportation 1 to 2 times per week.</li><li>• 1 participant answered she uses the bus 3 to 4 times per week.</li><li>• 1 participants answered she uses public transportation 5 to 10 times per year.</li><li>• 1 participant uses public transportation 4 to 6 times per week.</li></ul>
2. How does your ability to speak English impact your use of these services?	<ul style="list-style-type: none"><li>• Most participants answered it impacts them a lot.</li><li>• 1 participant answered it is very difficult. Since she does not speak English, she communicates with the bus drivers with hand gestures and body language; she gets great results when the drivers are nice and willing to help.</li><li>• 1 participant answered it can be difficult to use public transportation for someone who does not speak or understand English. She does not understand much English, but she finds her way to use public transportation because it is her only way to move around. She said sometimes she can read the instructions in English.</li><li>• Another participant said the buses have visuals; the visuals are helpful; she also mentioned that the drivers always announce the upcoming stops. "I can understand the name of the upcoming stop."</li><li>• Another participant said there are booklets in Spanish at the transit center that provide information about the transportation system. She also said the transit center has other booklets in Spanish that provide information about bus fares. She mentioned the drivers also can tell passengers the bus fare. "The big problem is when the bus driver does not speak Spanish because how would you ask." "Some drivers are not friendly, but some are." "You are more comfortable to ask when they are friendly."</li><li>• Another participant said it is helpful that the bus shows the price on the fare box.</li></ul>
2a. Do you avoid using public transportation because of	<ul style="list-style-type: none"><li>• Most participants responded No, but they know people who avoid using public transportation because of English barriers.</li></ul>



language barriers?	<ul style="list-style-type: none"> <li>• 1 participant answered she has no problem using public transportation, but she knows people that do not use it because they do not know how to use it. They do not know how to ask in English for the instructions on how to use it.</li> <li>• Another participant answered that she has seen people that do not understand when the bus drivers talk to them. This makes it hard for people to use it.</li> <li>• The truth is that it is difficult for us to use it because we do not understand English.</li> <li>• 1 participant answered that when she is on the bus, she shows the driver the address where she goes and the driver helps her.</li> <li>• 1 participant said her neighbor asks her for instructions on how to use the bus.</li> </ul>
2b. Do you avoid using one method of public transportation more than the other because one is more difficult to use?	<ul style="list-style-type: none"> <li>• 1 participant answered she likes to use the Sprinter because it takes her closer to the place she goes, but it is like any other public transportation. "I have been using public transportation for so long that it is not difficult for me to use it."</li> <li>• Some participants answered they use the Sprinter and NCT bus more. These two take them to their destination. It is not difficult to use either of these two.</li> <li>• 1 participant answered "I use the Sprinter because it is faster."</li> <li>• 1 participant answered "No, I call the transit center and ask the operator to plan my trip. They help you in Spanish and always plan your trip very well."</li> <li>• 2 participants answered. Yes, they avoid using the bus.</li> <li>• 2 participants answered that sometimes they avoid using public transportation because of English barriers.</li> <li>• 1 participant answered "No I ask the driver for instructions."</li> </ul>
2c. If you have questions about how to use public transportation, who do you ask?	<ul style="list-style-type: none"> <li>• We ask other transportation users.</li> <li>• We ask in the office at the transit center.</li> <li>• We call the transit center.</li> <li>• We use the booklet.</li> <li>• I call my friends who have more experience using public transportation.</li> <li>• I use the web and go to Plan My Trip, or I call the office for them to help me to plan my trip. You can do it in Spanish. I learned how to do this as a result of a bad experience with Metrolink. They changed the schedule, so I missed the train. "I was mad and called them, so they helped me to plan my trip, so now I called them all the time." They always help me, and help me in Spanish.</li> </ul>
2d. What would make your experience easier?	<ul style="list-style-type: none"> <li>• Bus frequency</li> <li>• Map routes with information in Spanish.</li> <li>• Map routes with information in Spanish at bus stops.</li> <li>• More information in Spanish about the services at bus stops.</li> <li>• More bilingual drivers</li> <li>• More bilingual staff</li> <li>• Shade at bus stops; it would help when it is too hot or rains.</li> <li>• Public phones at bus stops.</li> </ul>
3. What, if anything, would make you use public transportation more frequently?	<ul style="list-style-type: none"> <li>• More bilingual bus drivers</li> <li>• More bilingual staff</li> <li>• Bus frequency in the afternoon and night time</li> <li>• More frequency. It takes too long to get to your destination.</li> <li>• More frequency and more routes. We have limited routes here in North County.</li> </ul>

	<ul style="list-style-type: none"> <li>• Bus routes to go to Legoland, Sea World and Zoo.</li> <li>• 1 participant answered “Not to have a car” will help her use more public transportation.</li> </ul>
4. What are some language services that help make accessing transportation easier?	<ul style="list-style-type: none"> <li>• The booklet</li> <li>• The web</li> <li>• The transit center phone number. They help you; they answer your questions and help you plan your trip.</li> </ul>

511 WEBSITE AND PHONE SYSTEM	
Questions	Answers
1. Have you accessed the 511 system? How have you used it? (phone, web)	<ul style="list-style-type: none"> <li>• Only two participants answered they have used it. 1 used it to make a bus pass payment. Another used it when she was on her way to San Diego with her son. Her son was driving and they had a problem with the car in the freeway. She called 511, but they took too long to answer. She had to wait about 1.5 hr. for someone to answer. They fixed the problem before they answered.</li> <li>• 1 person said she has heard that “They take your car to a safe place.”</li> <li>• 3 participants answered they have heard that the 511 number is to help drivers on the freeway. They send the tow truck.</li> <li>• 1 participant answered she called once, but they did not have services in Spanish.</li> <li>• 1 participant answered “They should promote this number if it really provides good services and help.”</li> <li>• The service should be faster. We should not wait for 1.5 hours for someone to answer.</li> </ul>
2. What ideas do you have for making this information easier to use for people who speak limited English?	<ul style="list-style-type: none"> <li>• Promote 511 services more. Create flyers outlining all the services.</li> <li>• Do good translations about the services from English to Spanish. Some translations are too formal and some are not good translations that it is so hard to understand the information in Spanish. Sometimes there are words that are hard to understand.</li> <li>• There should be more information about 511 at bus stops.</li> </ul>
3. What ideas do you have for letting more people who speak limited English know that the 511 system is available?	<ul style="list-style-type: none"> <li>• This service should be advertised on the radio.</li> <li>• This service should be advertised on TV.</li> <li>• There should be presentations in Spanish specifically about all these services because no one knows that these services exist.</li> </ul>

MOTORIST AID SERVICES PROGRAM	
Questions	Answers
1. Did you know about these Motorist Aid Services before today?	<ul style="list-style-type: none"> <li>• 1 person answered she knew a little bit about this service.</li> <li>• 11 participants answered they did not know about the services.</li> </ul>
2. Have you used them?	<ul style="list-style-type: none"> <li>• 1 person has used it, but no one answered.</li> <li>• 11 participants answered they have not used it.</li> </ul>
3. Would you use these services if you were stranded on the	<ul style="list-style-type: none"> <li>• All attendees (12) answered they would use the services.</li> </ul>

highway?	<ul style="list-style-type: none"> <li>1 person answered "maybe people know about the services, but they do not use it because of fear of "las autoridades" (public authorities)</li> <li>What public authorities? Answer: "Immigration and police. Sometimes they work together." Maybe people are confused about the services. In what way they are confused? "The public authorities will take them instead of helping them."</li> </ul>
3a. Would you use one but not the other?	<ul style="list-style-type: none"> <li>Most participants (9) answered NO; they would use all the services.</li> <li>Few said (3) they will not use any of the services.</li> </ul>
4. What would make it easier for you to use the Freeway Service Patrol or a Call Box?	<ul style="list-style-type: none"> <li>All of them responded to answer the phone faster.</li> <li>Have a Spanish option</li> <li>There should be more information for drivers about all these services.</li> <li>Services can be advertised in the DMV, freeway and public libraries.</li> </ul>
5. How can we let more people who speak limited English know about these free programs?	<ul style="list-style-type: none"> <li>Billboards on the freeway to promote the services</li> <li>Bigger signs on the freeway to promote the services</li> </ul>

iCOMMUTE	
Questions	Answers
1. Have you used any of the tools or resources provided by iCommute? How have you accessed them? (online, phone, or in person with an account executive)	<ul style="list-style-type: none"> <li>All participants (12) answered they know nothing about iCommute</li> </ul>
2. What ideas do you have for making this information easier to access and use for people who speak limited English?	<ul style="list-style-type: none"> <li>Information in Spanish</li> </ul>
3. What ideas do you have for letting more people who speak limited English know that iCommute resources are available?	<ul style="list-style-type: none"> <li>Promote services in Spanish at community clinics, DMV, and public libraries.</li> <li>Presentations in Spanish about the services at community meetings.</li> <li>Flyers in Spanish to promoting iCommute.</li> <li>Promote it in Spanish on Oceanside City magazine.</li> <li>Presentation in Spanish in business settings.</li> </ul>

FASTRAK	
Questions	Answers
1. What do you understand about how to use FasTrak?	<ul style="list-style-type: none"> <li>No one knew what FasTrak is and how it works.</li> <li>3 participants knew about I-15; they know that carpool lanes are for vehicles with 2 or more passengers.</li> <li>1 participant goes to San Diego often and uses the I-15; she buys the driver pass for \$45 to drive as solo driver on I-15 carpool lanes. The pass is good only for 1 week. She has heard she can buy a transponder for \$125.</li> <li>45 is expensive</li> <li>May be you save gas</li> <li>You can use carpool lanes if you travel with your baby</li> <li>Most participants did not know that they can buy a pass to drive as solo driver on carpool lanes.</li> </ul>

	<ul style="list-style-type: none"> <li>2 participants would pay if they get faster to their destination.</li> </ul>
2. What suggestions do you have for how SANDAG can explain how the toll roads work to people who speak limited English?	<ul style="list-style-type: none"> <li>All participants know what a toll road is, but they did not know that those exist here in San Diego or US, except 1 person.</li> <li>1 person said she learned about toll roads because her daughter was using a toll road every day for over a year to go to Los Angeles. Her daughter did not know that she had to pay in order to use it. Her daughter was billed for over 3000.00. They learned the bad way about this service.</li> <li>Most participants are familiar with toll roads because there are many toll roads in México. Most people know them as “Casetas de Cobro.”</li> </ul>

CONCLUDING QUESTIONS	
Questions	Answers
1. Have you spoken with anybody representing SANDAG on the phone or in person?	<ul style="list-style-type: none"> <li>12 answered they have never spoken with anyone from SANDAG</li> </ul>
1a. If you asked them for assistance in a language other than English, were they able to help you?	N/A
1b. What did they do to try to help you?	N/A
2. Do you ever read information in SANDAG publications or on the SANDAG website?	<ul style="list-style-type: none"> <li>12 answered No</li> </ul>
2a. What types of information from SANDAG would be most important to you for SANDAG to translate into other languages?	<ul style="list-style-type: none"> <li>What SANDAG is and what do they do.</li> <li>FasTrak, 511 services, and iCommunte</li> <li>We do not know much about SANDAG, so we do not know what they can translate.</li> </ul>
3. What are some helpful services for people who speak limited English that you have come across?	<ul style="list-style-type: none"> <li>Plan My trip Program</li> </ul>
4. What are some ways that SANDAG could do better in informing people who speak limited English?	<ul style="list-style-type: none"> <li>Translate all materials in Spanish</li> <li>Translate all materials on the website</li> </ul>

Some finals comments:

Participant's suggestions:

- Place trash cans at bus stops
- Place shade at bus stops to prevent users from being expose to the sun. They are concerned about skin cancer. They also mentioned that a shade structure would help passengers during winter/raining season.
- Route 302 in Oceanside has eliminated some bus stops; as a result, users have to walk longer. This has impacted people with disabilities. They need the previous bus route back.

## Exhibit P: Toll Intercept Survey

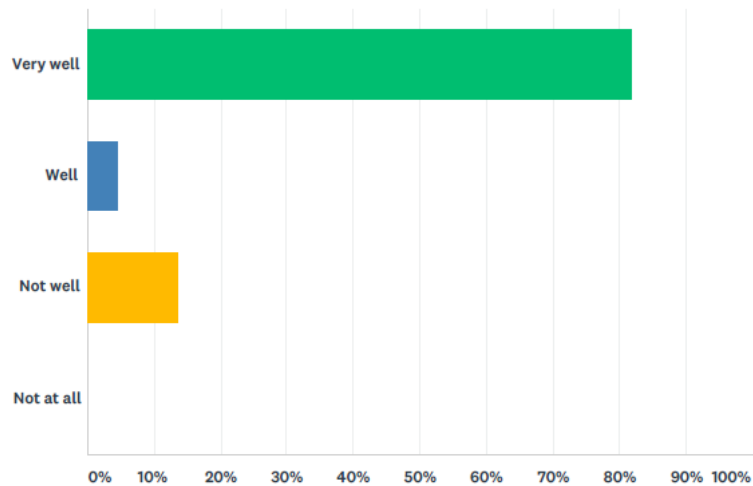
### English Language Survey Results

Language Assistance Survey

SurveyMonkey

#### Q1 How well do you speak English?

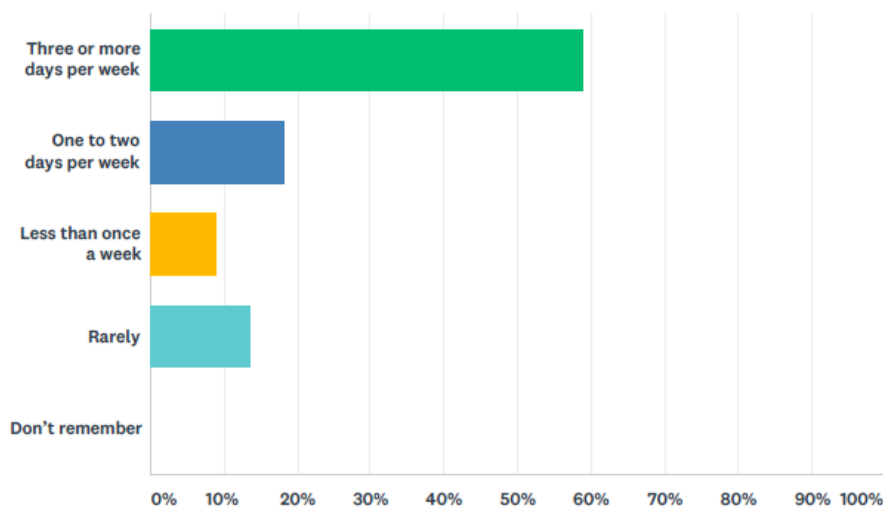
Answered: 22 Skipped: 0



ANSWER CHOICES		RESPONSES	
Very well		81.82%	18
Well		4.55%	1
Not well		13.64%	3
Not at all		0.00%	0
TOTAL			22

## Q2 On average, how many days a week do you use South Bay Expressway?

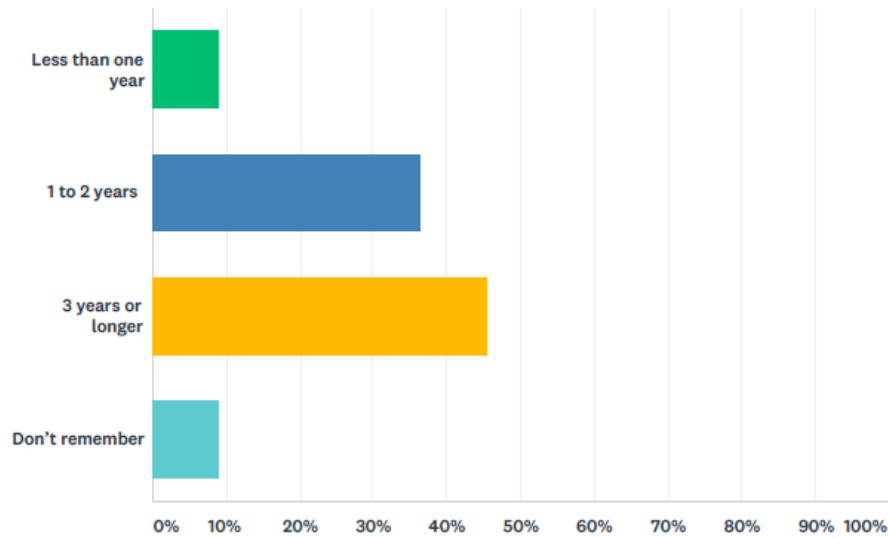
Answered: 22 Skipped: 0



ANSWER CHOICES	RESPONSES	
Three or more days per week	59.09%	13
One to two days per week	18.18%	4
Less than once a week	9.09%	2
Rarely	13.64%	3
Don't remember	0.00%	0
TOTAL		22

## Q3 How many years have you been using South Bay Expressway?

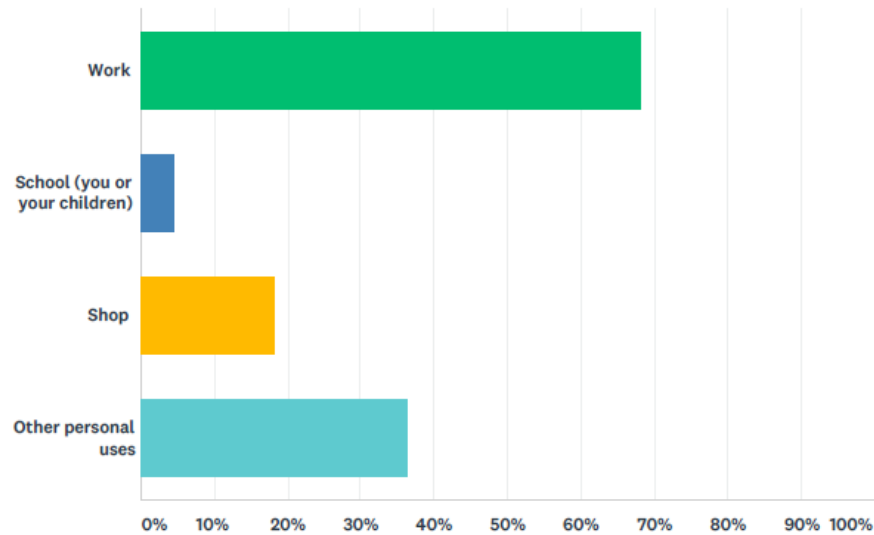
Answered: 22 Skipped: 0



ANSWER CHOICES		RESPONSES	
Less than one year		9.09%	2
1 to 2 years		36.36%	8
3 years or longer		45.45%	10
Don't remember		9.09%	2
TOTAL			22

### Q4 For what purpose do you mostly drive on South Bay Expressway? (select all that apply)

Answered: 22 Skipped: 0

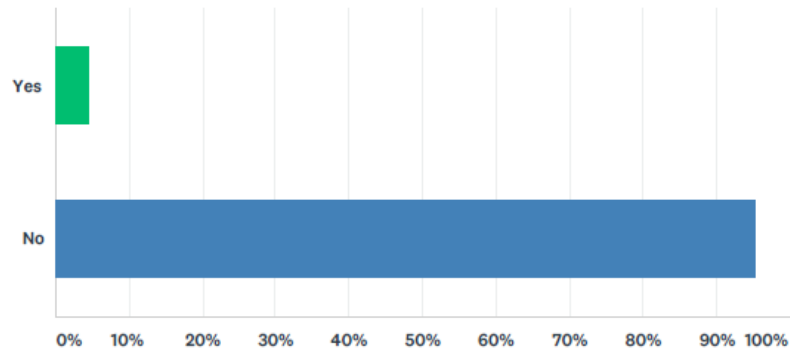


ANSWER CHOICES	RESPONSES	
Work	68.18%	15
School (you or your children)	4.55%	1
Shop	18.18%	4
Other personal uses	36.36%	8
Total Respondents: 22		



### Q5 Do you ever avoid using South Bay Expressway because you have difficulty understanding English?

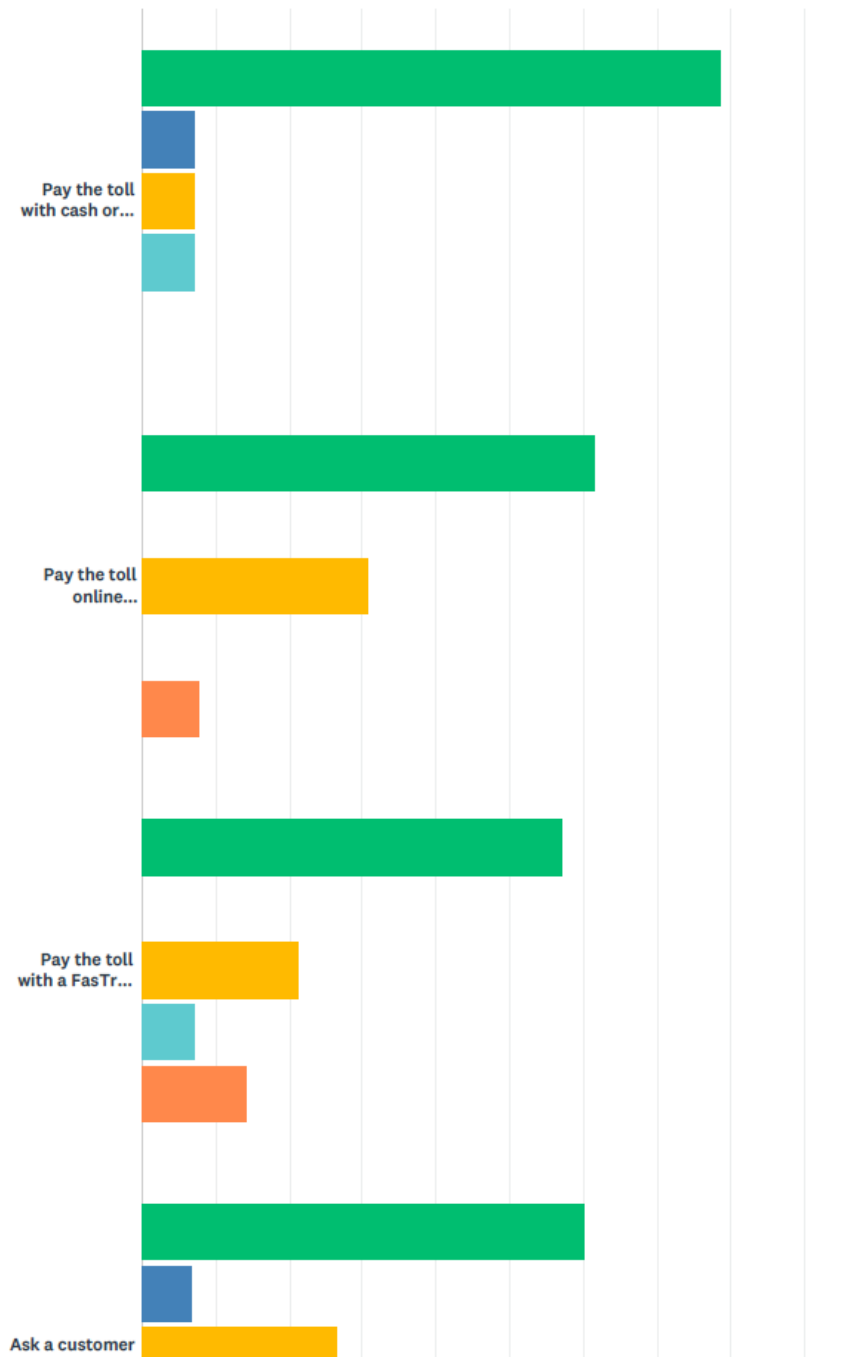
Answered: 22 Skipped: 0



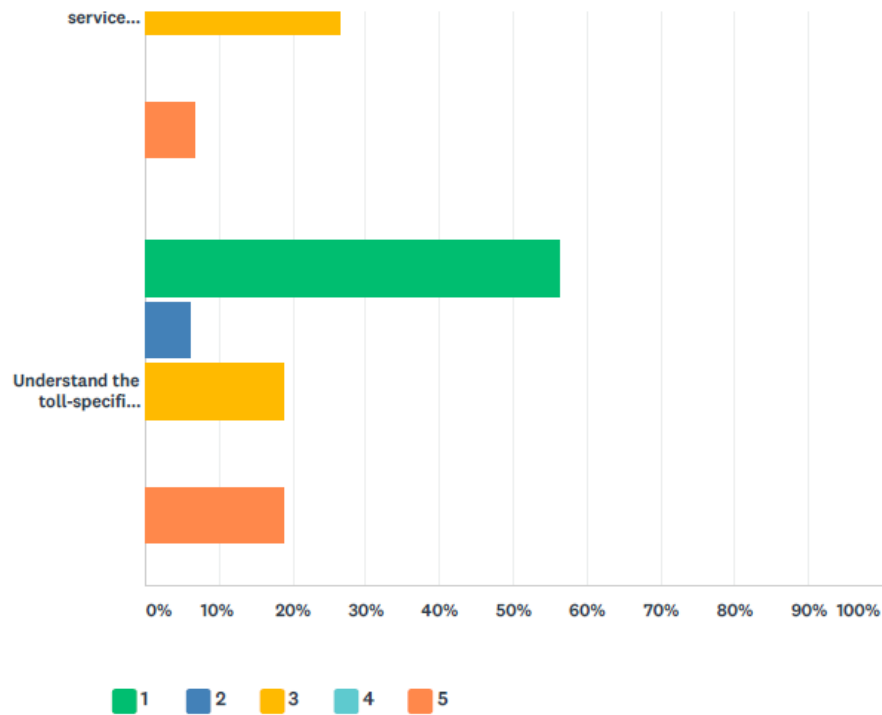
ANSWER CHOICES	RESPONSES
Yes	4.55% 1
No	95.45% 21
TOTAL	22

Q6 If you have difficulty understanding English, (on a scale from 1 to 5, with 1 being the easiest and 5 being the most difficult) how easy or difficult is it for you to:

Answered: 16 Skipped: 6



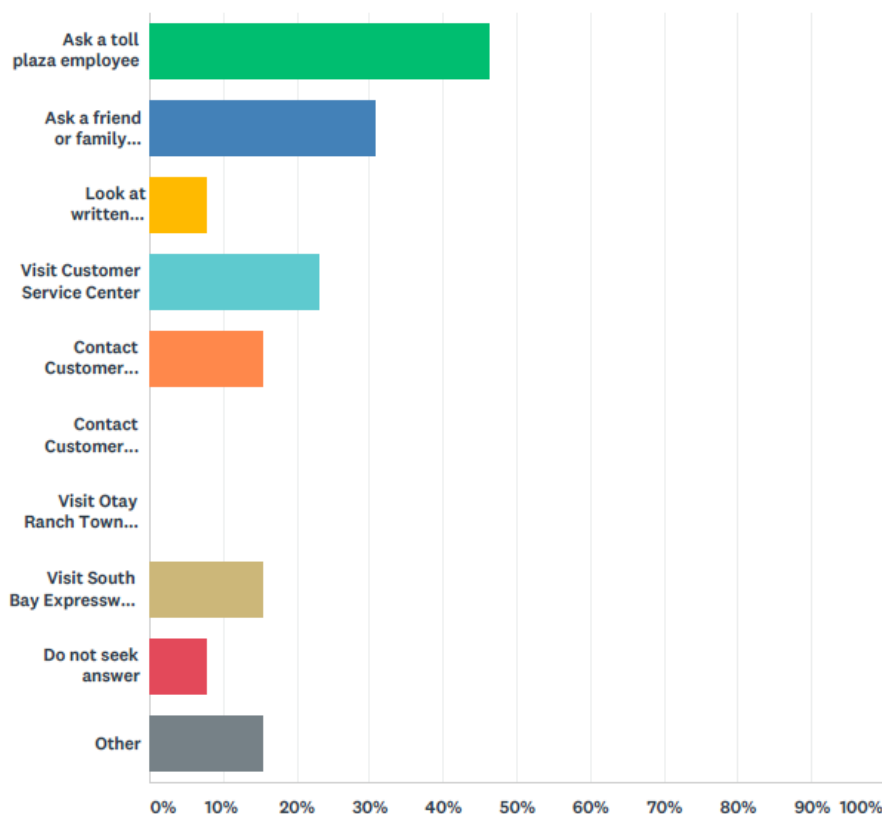
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	1	2	3	4	5	TOTAL
Pay the toll with cash or card	78.57% 11	7.14% 1	7.14% 1	7.14% 1	0.00% 0	14
Pay the toll online (Pay-by-Plate)	61.54% 8	0.00% 0	30.77% 4	0.00% 0	7.69% 1	13
Pay the toll with a FasTrak account	57.14% 8	0.00% 0	21.43% 3	7.14% 1	14.29% 2	14
Ask a customer service representative (in-person, phone, email, or website) for help	60.00% 9	6.67% 1	26.67% 4	0.00% 0	6.67% 1	15
Understand the toll-specific signage	56.25% 9	6.25% 1	18.75% 3	0.00% 0	18.75% 3	16

Q7 If you have difficulty understanding English and you have a question about using South Bay Expressway or paying the toll, how do you typically seek an answer? (select all that apply)

Answered: 13 Skipped: 9



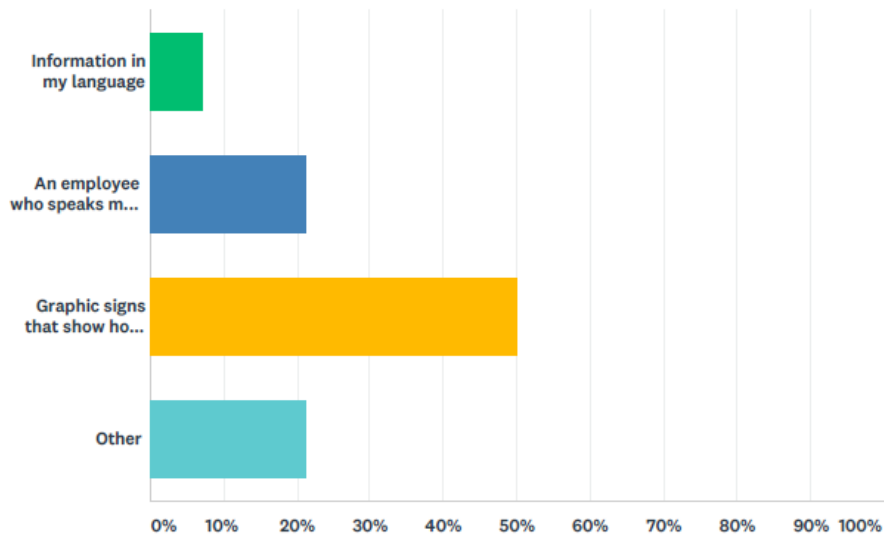
ANSWER CHOICES	RESPONSES	
Ask a toll plaza employee	46.15%	6
Ask a friend or family member	30.77%	4
Look at written information at toll plaza	7.69%	1
Visit Customer Service Center	23.08%	3
Contact Customer Service by phone	15.38%	2
Contact Customer Service by email	0.00%	0
Visit Otay Ranch Town Center Kiosk	0.00%	0
Visit South Bay Expressway website (sbxthe125.com)	15.38%	2
Do not seek answer	7.69%	1
Other	15.38%	2

Total Respondents: 13

#	PLEASE SPECIFY	DATE
1	I speak English	9/23/2019 7:24 AM
2	I live in East lake Parkway	9/23/2019 7:16 AM
3	I speak fluent English. My problem is the stations don't always accept my credit card. My credit card is fine! So then I have to come to the website and pay and extra fee.	8/19/2019 6:44 AM
4	It seems that I have to call every single time because there is always a problem They should just get rid of it.	8/15/2019 6:08 AM

## Q8 If you have difficulty understanding English, what would make your experience using South Bay Expressway easier?

Answered: 14 Skipped: 8

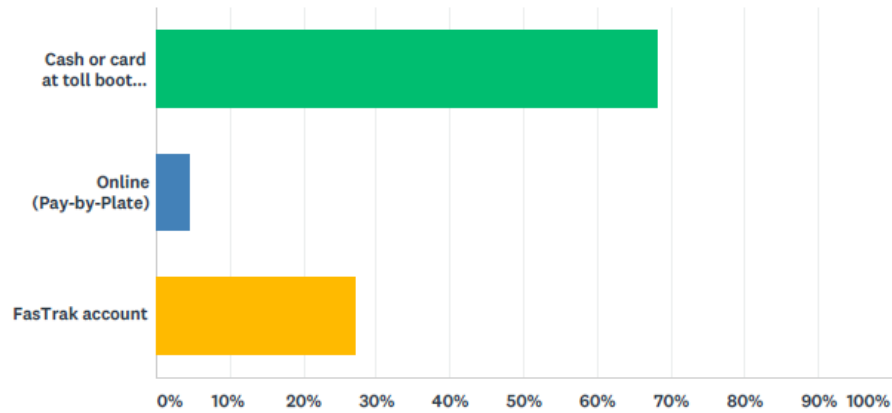


ANSWER CHOICES		RESPONSES	
Information in my language		7.14%	1
An employee who speaks my language		21.43%	3
Graphic signs that show how to pay the toll		50.00%	7
Other		21.43%	3
TOTAL			14

#	PLEASE SPECIFY	DATE
1	I speak English	9/23/2019 7:24 AM
2	I speak fluent English. My problem is the stations don't always accept my credit card. My credit card is fine! So then I have to come to the website and use the same credit card to pay and extra fee.	8/19/2019 6:44 AM
3	I understand english just fine. You want to make it easier, put in toll booths or get rid of the tolls.	8/15/2019 6:08 AM

## Q9 How do you normally pay for your toll?

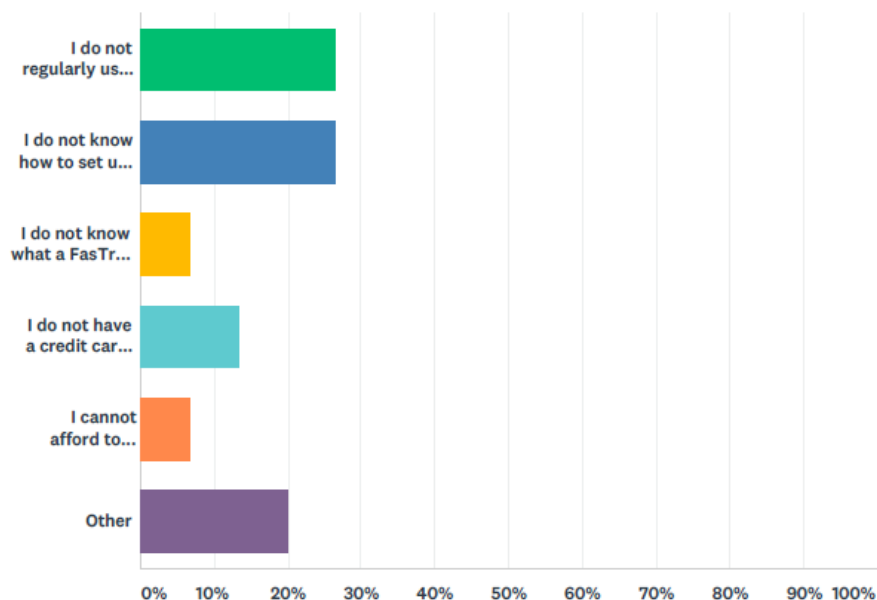
Answered: 22 Skipped: 0



ANSWER CHOICES	RESPONSES	
Cash or card at toll booth plaza	68.18%	15
Online (Pay-by-Plate)	4.55%	1
FasTrak account	27.27%	6
TOTAL		22

### Q10 Why do you prefer to pay with cash or card instead of a FasTrak account? (select all that apply)

Answered: 15 Skipped: 7



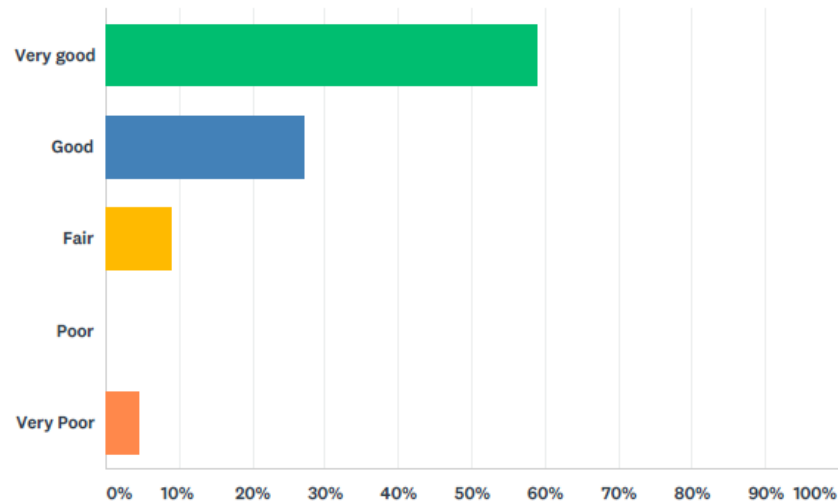
ANSWER CHOICES		RESPONSES	
I do not regularly use South Bay Expressway		26.67%	4
I do not know how to set up a FasTrak account		26.67%	4
I do not know what a FasTrak account is		6.67%	1
I do not have a credit card, debit card, and/or bank account		13.33%	2
I cannot afford to prepay my tolls		6.67%	1
Other		20.00%	3
Total Respondents: 15			

#	PLEASE SPECIFY	DATE
1	Cash I need receipts	9/23/2019 7:24 AM
2	It's better for me	9/23/2019 7:18 AM
3	No reason, I need to set it up to save money	9/23/2019 7:14 AM



### Q11 How would you rate your typical experience using South Bay Expressway?

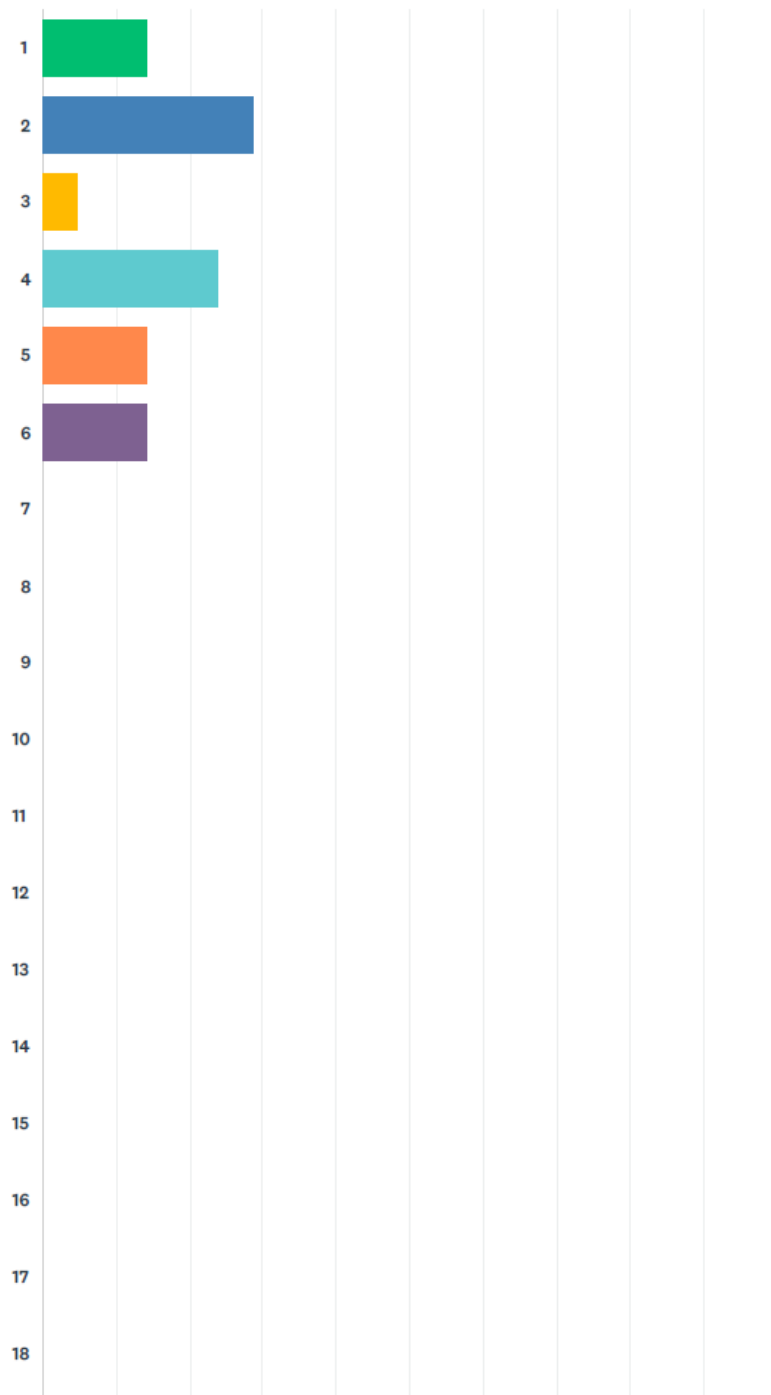
Answered: 22 Skipped: 0



ANSWER CHOICES	RESPONSES	
Very good	59.09%	13
Good	27.27%	6
Fair	9.09%	2
Poor	0.00%	0
Very Poor	4.55%	1
TOTAL		22

### Q12 How many people live in your household? (Please enter the number of person[s] including yourself)

Answered: 21 Skipped: 1



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ANSWER CHOICES	RESPONSES
1	14.29% 3
2	28.57% 6
3	4.76% 1
4	23.81% 5
5	14.29% 3
6	14.29% 3
7	0.00% 0
8	0.00% 0
9	0.00% 0
10	0.00% 0
11	0.00% 0
12	0.00% 0

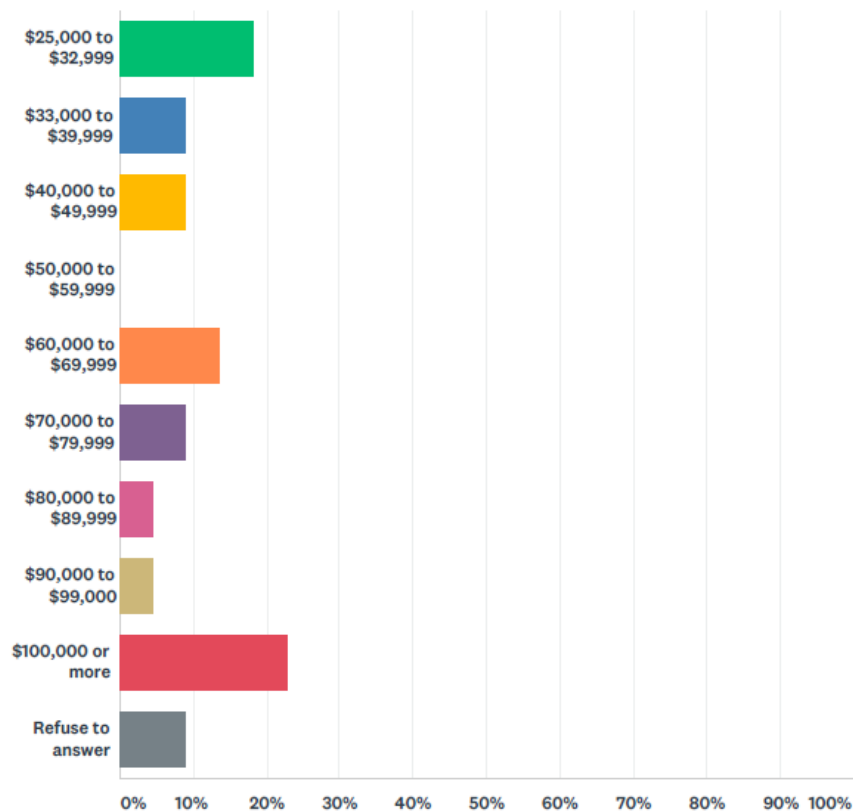
## Language Assistance Survey

SurveyMonkey

13	0.00%	0
14	0.00%	0
15	0.00%	0
16	0.00%	0
17	0.00%	0
18	0.00%	0
19	0.00%	0
20	0.00%	0
21	0.00%	0
22	0.00%	0
23	0.00%	0
24	0.00%	0
25	0.00%	0
26	0.00%	0
27	0.00%	0
28	0.00%	0
29	0.00%	0
30	0.00%	0
TOTAL		21

## Q13 What is the total amount of annual income for your household?

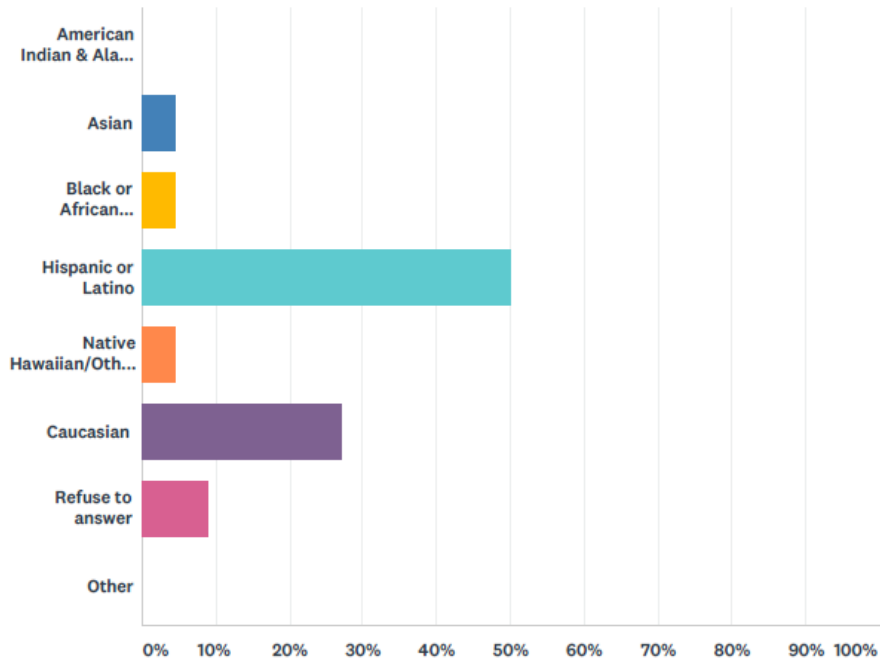
Answered: 22 Skipped: 0



ANSWER CHOICES	RESPONSES	
\$25,000 to \$32,999	18.18%	4
\$33,000 to \$39,999	9.09%	2
\$40,000 to \$49,999	9.09%	2
\$50,000 to \$59,999	0.00%	0
\$60,000 to \$69,999	13.64%	3
\$70,000 to \$79,999	9.09%	2
\$80,000 to \$89,999	4.55%	1
\$90,000 to \$99,000	4.55%	1
\$100,000 or more	22.73%	5
Refuse to answer	9.09%	2
TOTAL		22

## Q14 What is your race?

Answered: 22 Skipped: 0



ANSWER CHOICES		RESPONSES	
American Indian & Alaska Native		0.00%	0
Asian		4.55%	1
Black or African American		4.55%	1
Hispanic or Latino		50.00%	11
Native Hawaiian/Other Pacific Islander		4.55%	1
Caucasian		27.27%	6
Refuse to answer		9.09%	2
Other		0.00%	0
TOTAL			22

#	PLEASE SPECIFY	DATE
	There are no responses.	

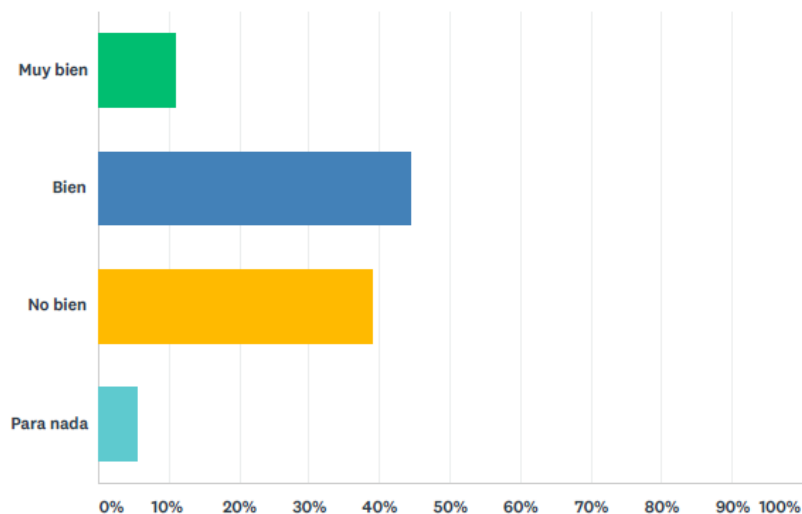
## Spanish Language Survey Results

Encuesta sobre Asistencia Lingüística

SurveyMonkey

### Q1 ¿Qué tan bien habla usted inglés?

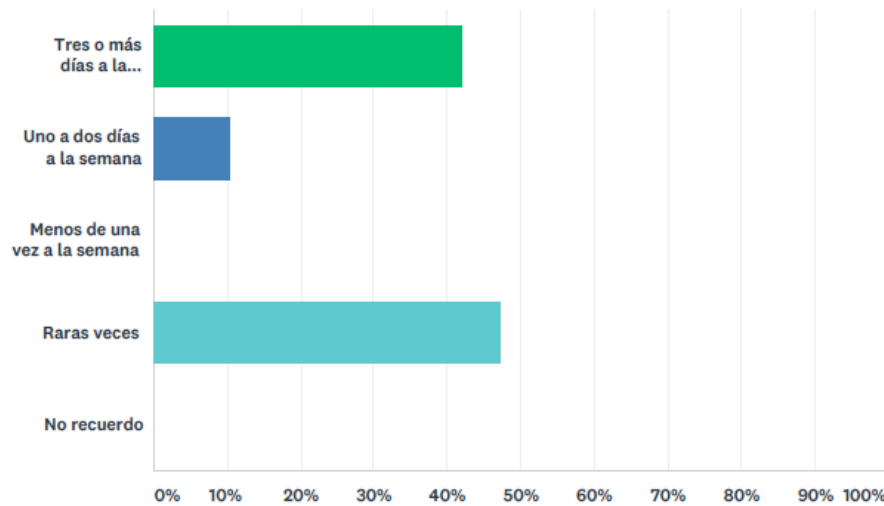
Answered: 18 Skipped: 1



ANSWER CHOICES	RESPONSES	
Muy bien	11.11%	2
Bien	44.44%	8
No bien	38.89%	7
Para nada	5.56%	1
TOTAL		18

## Q2 En promedio, ¿cuántos días a la semana usa usted South Bay Expressway?

Answered: 19 Skipped: 0

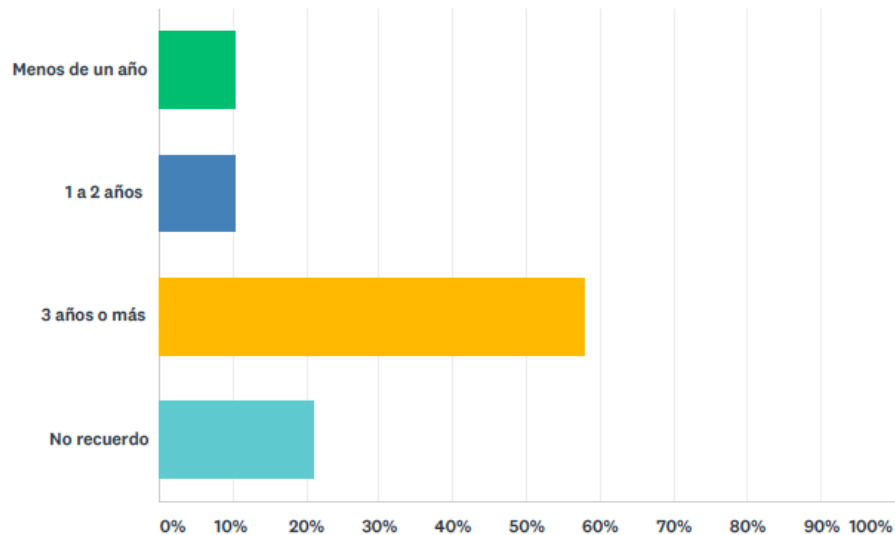


ANSWER CHOICES	RESPONSES	
Tres o más días a la semana	42.11%	8
Uno a dos días a la semana	10.53%	2
Menos de una vez a la semana	0.00%	0
Raras veces	47.37%	9
No recuerdo	0.00%	0
TOTAL		19



## Q3 ¿Cuántos años tiene de usar South Bay Expressway?

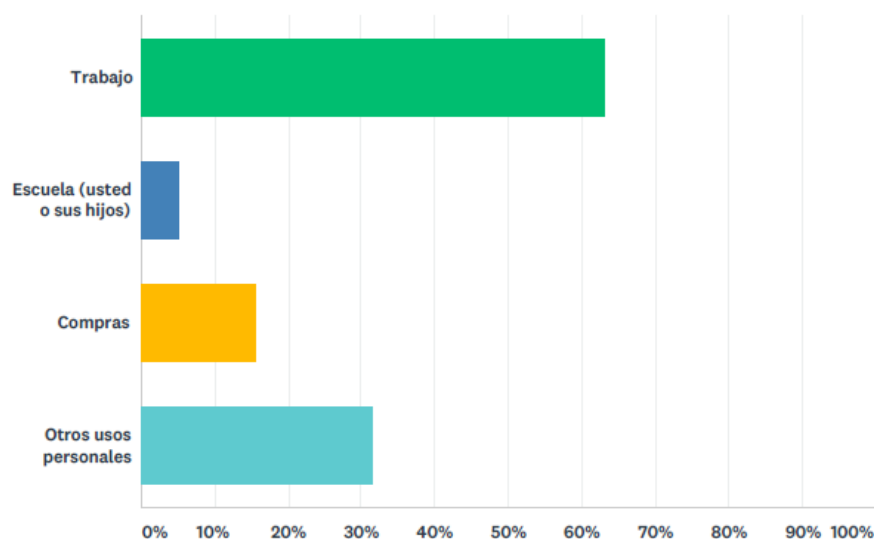
Answered: 19 Skipped: 0



ANSWER CHOICES		RESPONSES	
Menos de un año		10.53%	2
1 a 2 años		10.53%	2
3 años o más		57.89%	11
No recuerdo		21.05%	4
TOTAL			19

#### Q4 ¿Con qué propósito conduce principalmente en South Bay Expressway? (Seleccione todas las que correspondan)

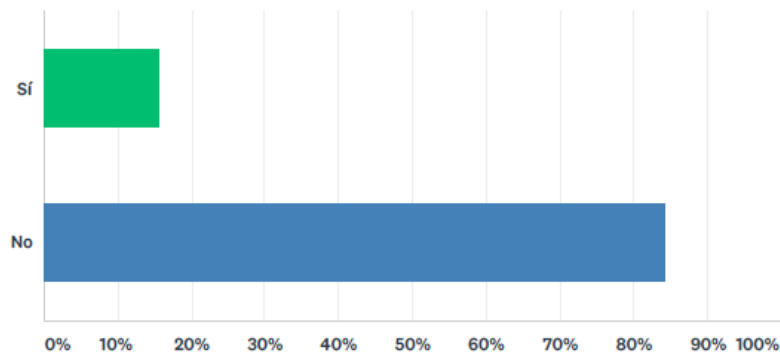
Answered: 19 Skipped: 0



ANSWER CHOICES	RESPONSES	
Trabajo	63.16%	12
Escuela (usted o sus hijos)	5.26%	1
Compras	15.79%	3
Otros usos personales	31.58%	6
Total Respondents: 19		

### Q5 ¿Alguna vez ha evitado usar South Bay Expressway porque tiene dificultades para entender el inglés?

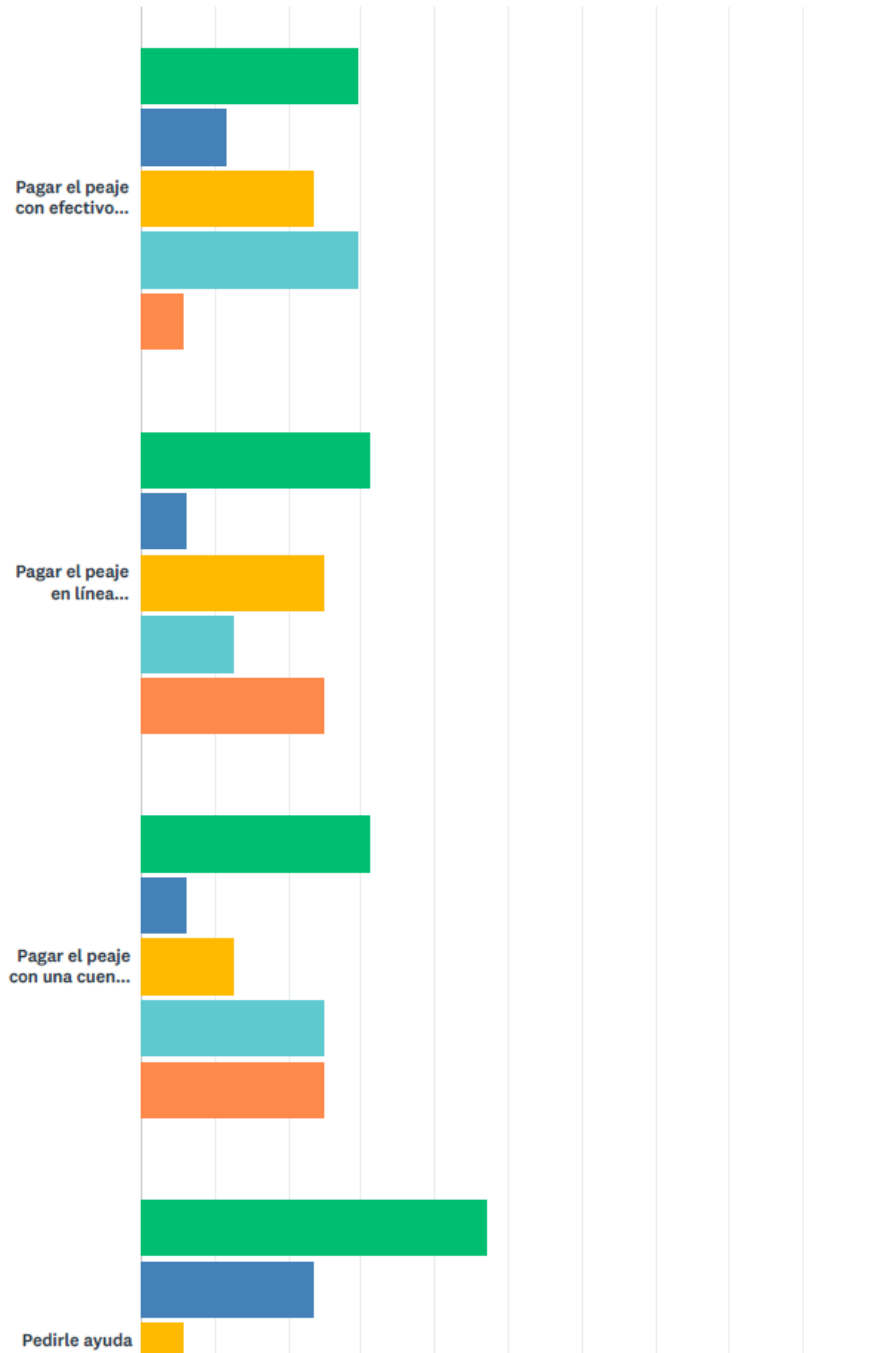
Answered: 19 Skipped: 0



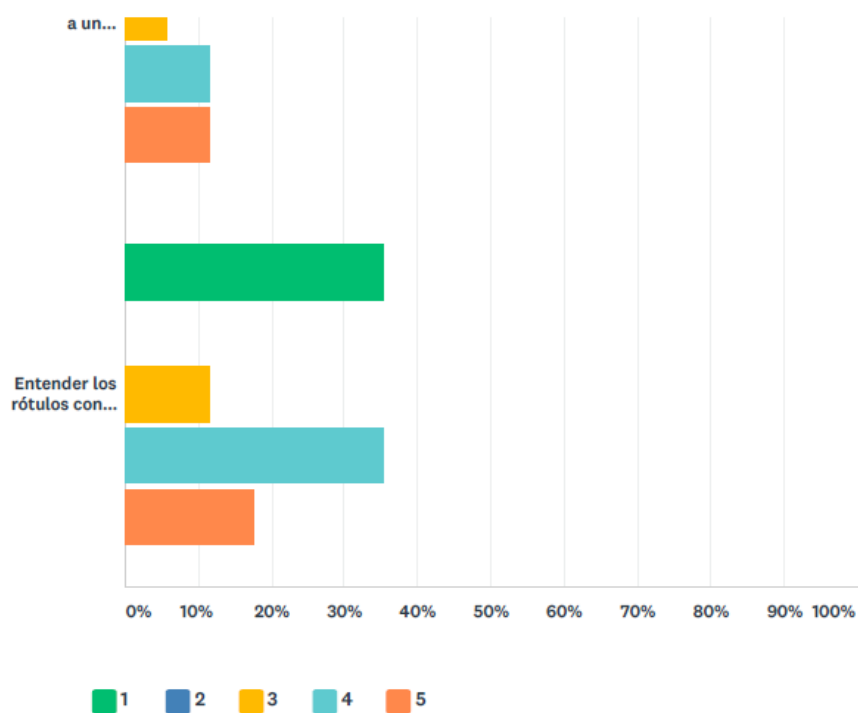
ANSWER CHOICES		RESPONSES	
Sí		15.79%	3
No		84.21%	16
TOTAL			19

Q6 Si a usted se le dificulta entender el inglés, (en una escala del 1 al 5, en la que 1 representa lo más fácil y 5 lo más difícil) ¿qué tan fácil o difícil es para usted lo siguiente?

Answered: 17 Skipped: 2



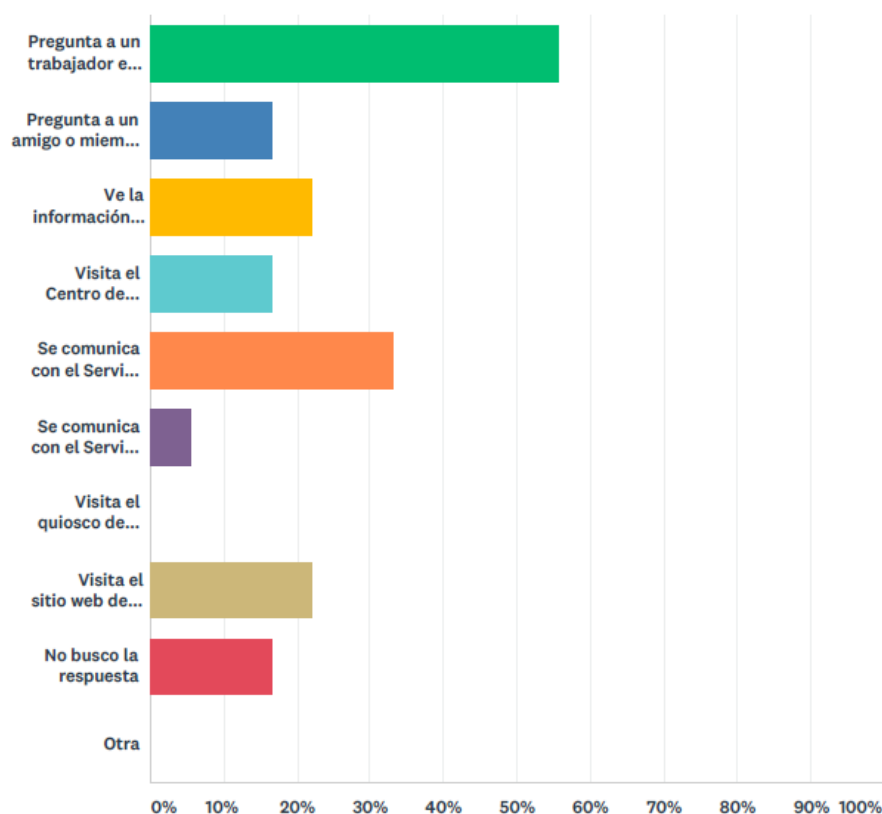
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	1	2	3	4	5	TOTAL
Pagar el peaje con efectivo o tarjeta	29.41% 5	11.76% 2	23.53% 4	29.41% 5	5.88% 1	17
Pagar el peaje en línea (Pay-by-Plate)	31.25% 5	6.25% 1	25.00% 4	12.50% 2	25.00% 4	16
Pagar el peaje con una cuenta FasTrak	31.25% 5	6.25% 1	12.50% 2	25.00% 4	25.00% 4	16
Pedirle ayuda a un representante de atención al cliente (en persona, por teléfono, por correo electrónico o en el sitio web)	47.06% 8	23.53% 4	5.88% 1	11.76% 2	11.76% 2	17
Entender los rótulos con información específica de peajes	35.29% 6	0.00% 0	11.76% 2	35.29% 6	17.65% 3	17

**Q7 Si a usted se le dificulta entender el inglés y tiene una pregunta sobre el uso de South Bay Expressway o el pago de peajes, ¿de qué forma normalmente busca la respuesta? (seleccione todas las que correspondan)**

Answered: 18 Skipped: 1



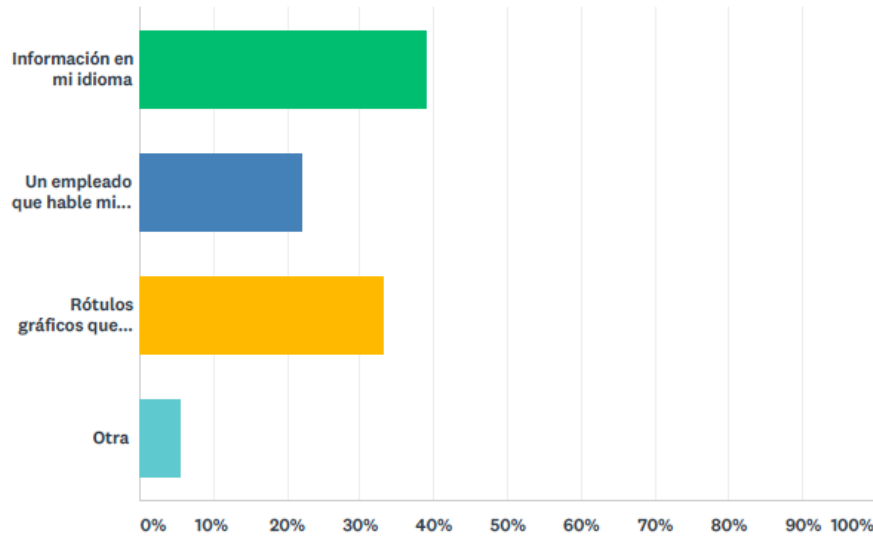
ANSWER CHOICES	RESPONSES	
Pregunta a un trabajador en la estación de peajes	55.56%	10
Pregunta a un amigo o miembro de familia	16.67%	3
Ve la información publicada en la estación de peajes	22.22%	4
Visita el Centro de Atención al Cliente	16.67%	3
Se comunica con el Servicio de Atención al Cliente por teléfono	33.33%	6
Se comunica con el Servicio de Atención al Cliente por correo electrónico	5.56%	1
Visita el quiosco de información en Otay Ranch Town Center	0.00%	0
Visita el sitio web de South Bay Expressway (sbxthe125.com)	22.22%	4
No busco la respuesta	16.67%	3

Otra	0.00%	0
Total Respondents: 18		

#	ESPECIFIQUE	DATE
1	Internet	9/24/2019 12:50 AM

### Q8 Si a usted se le dificulta entender el inglés, ¿qué haría que su experiencia al usar South Bay Expressway fuera más fácil?

Answered: 18 Skipped: 1



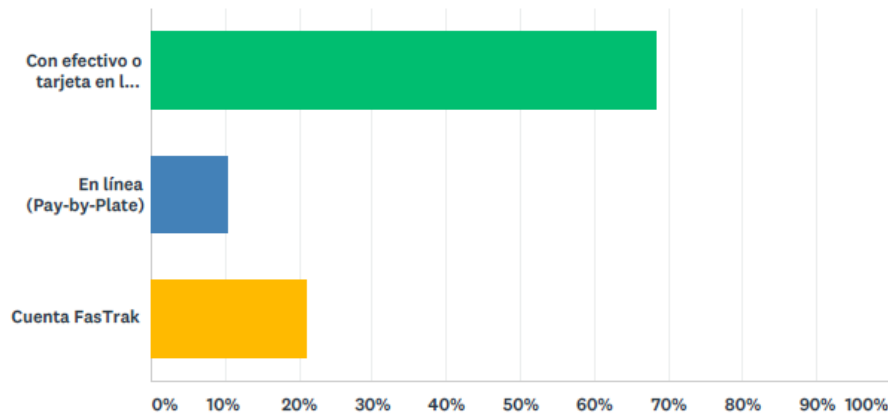
ANSWER CHOICES		RESPONSES	
Información en mi idioma		38.89%	7
Un empleado que hable mi idioma		22.22%	4
Rótulos gráficos que muestren cómo pagar el peaje		33.33%	6
Otra		5.56%	1
TOTAL			18

#	ESPECIFIQUE	DATE
	There are no responses.	



## Q9 ¿Cómo paga normalmente por sus peajes?

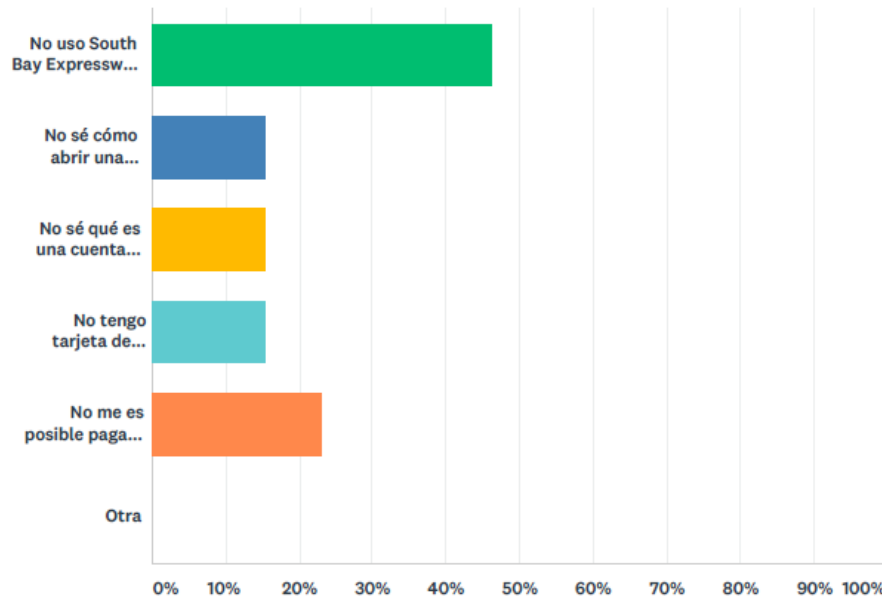
Answered: 19 Skipped: 0



ANSWER CHOICES	RESPONSES	
Con efectivo o tarjeta en la estación de peajes	68.42%	13
En línea (Pay-by-Plate)	10.53%	2
Cuenta FasTrak	21.05%	4
TOTAL		19

### Q10 ¿Por qué prefiere pagar con efectivo o tarjeta en lugar de usar una cuenta FasTrak? (Seleccione todas las que correspondan)

Answered: 13 Skipped: 6

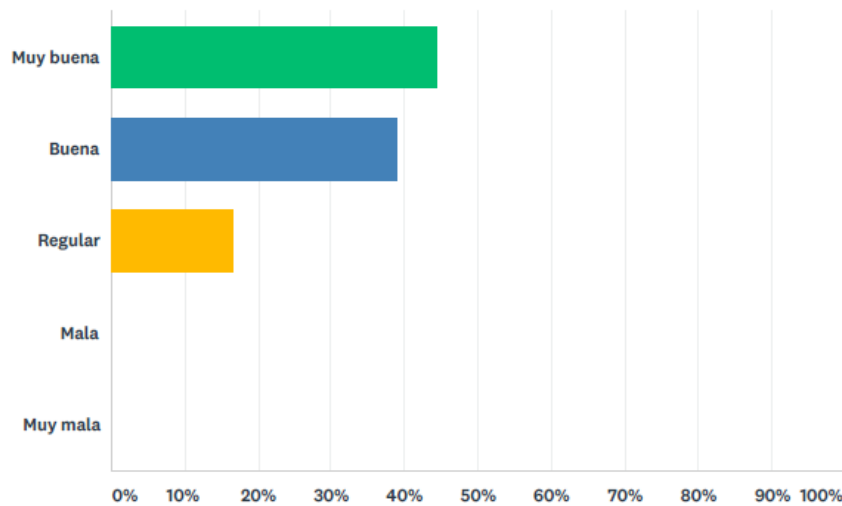


ANSWER CHOICES		RESPONSES	
No uso South Bay Expressway con regularidad		46.15%	6
No sé cómo abrir una cuenta FasTrak		15.38%	2
No sé qué es una cuenta FasTrak		15.38%	2
No tengo tarjeta de crédito, tarjeta de débito y/o cuenta bancaria		15.38%	2
No me es posible pagar los peajes por adelantado		23.08%	3
Otra		0.00%	0
Total Respondents: 13			

#	ESPECIFIQUE	DATE
1	tengo muchos carros	9/24/2019 12:50 AM

### Q11 ¿Cómo calificaría su típica experiencia al usar South Bay Expressway?

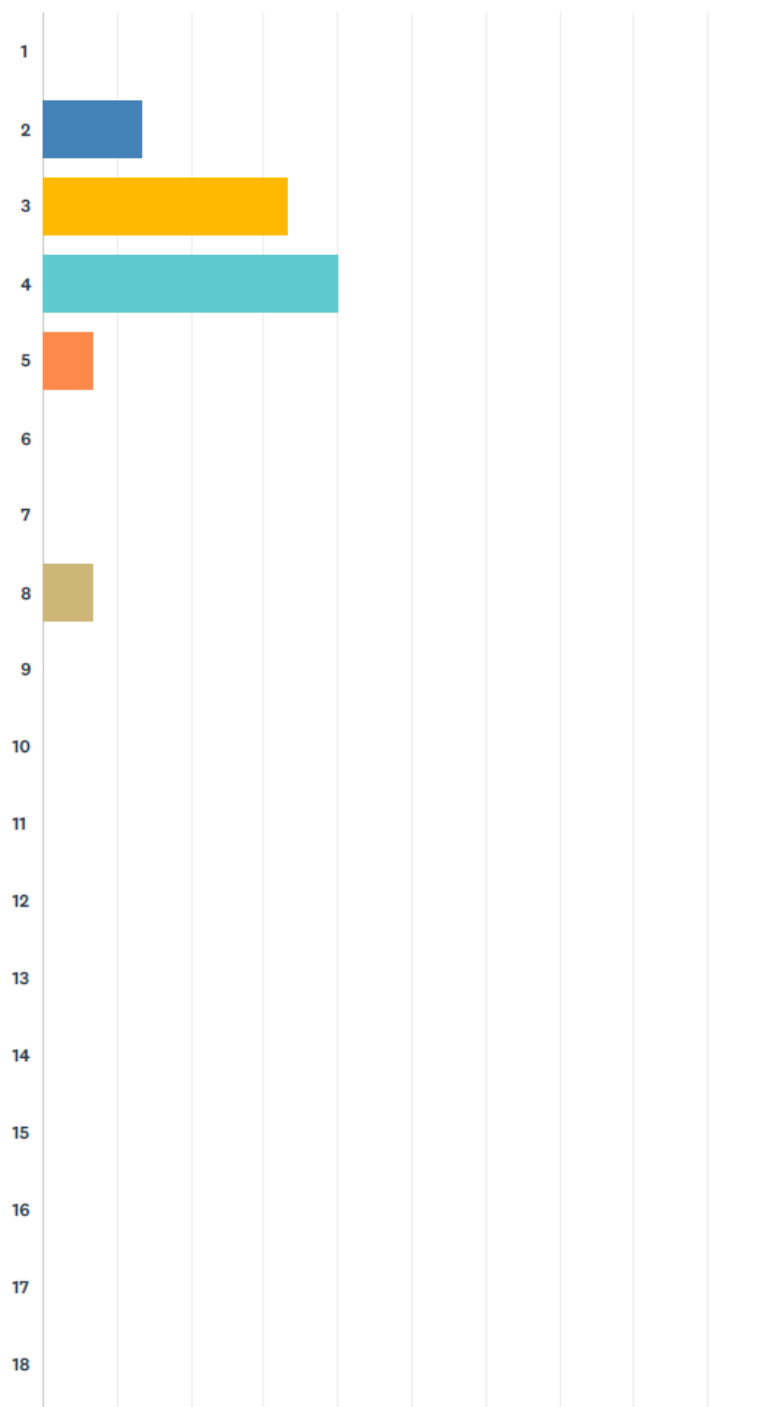
Answered: 18 Skipped: 1



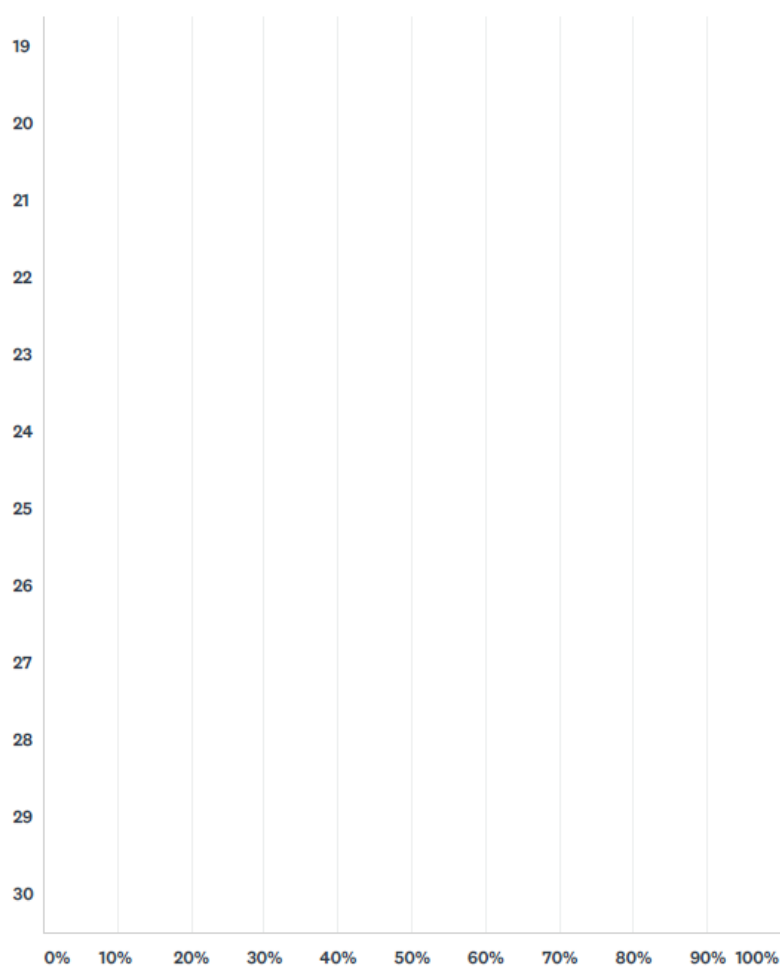
ANSWER CHOICES	RESPONSES	
Muy buena	44.44%	8
Buena	38.89%	7
Regular	16.67%	3
Mala	0.00%	0
Muy mala	0.00%	0
TOTAL		18

Q12 Incluido usted, ¿cuántas personas viven en su hogar? (Por favor, ingrese el número de personas, incluido usted mismo)

Answered: 15 Skipped: 4



14 / 18



ANSWER CHOICES	RESPONSES
1	0.00%
2	13.33%
3	33.33%
4	40.00%
5	6.67%
6	0.00%
7	0.00%
8	6.67%
9	0.00%
10	0.00%
11	0.00%
12	0.00%

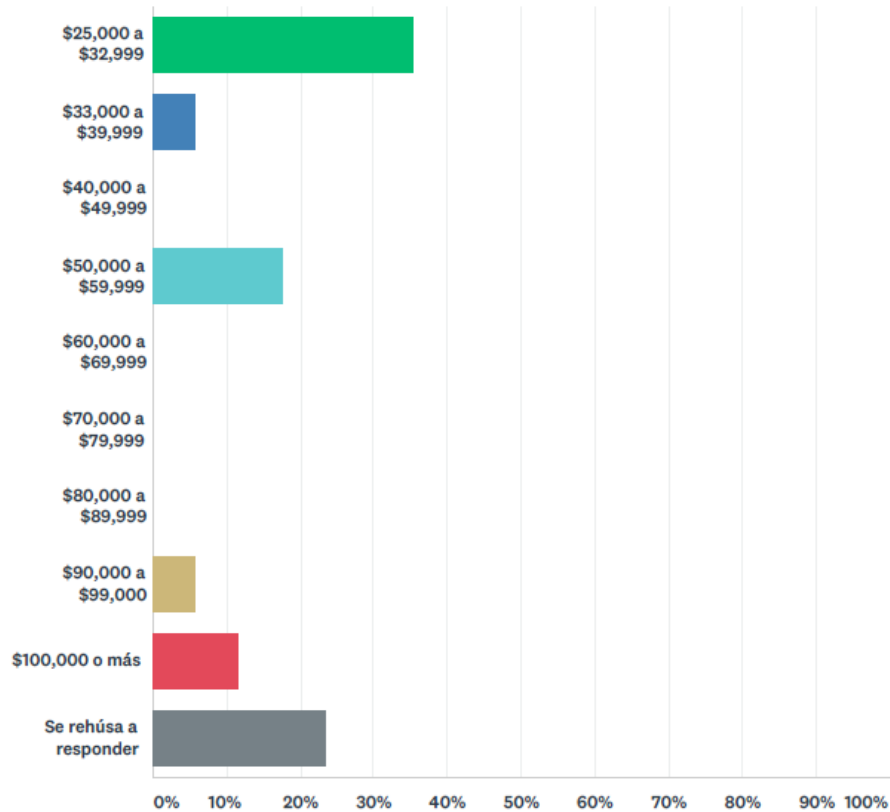
## Encuesta sobre Asistencia Lingüística

SurveyMonkey

13	0.00%	0
14	0.00%	0
15	0.00%	0
16	0.00%	0
17	0.00%	0
18	0.00%	0
19	0.00%	0
20	0.00%	0
21	0.00%	0
22	0.00%	0
23	0.00%	0
24	0.00%	0
25	0.00%	0
26	0.00%	0
27	0.00%	0
28	0.00%	0
29	0.00%	0
30	0.00%	0
TOTAL		15

## Q13 ¿Cuál es el total de ingresos anuales para su hogar?

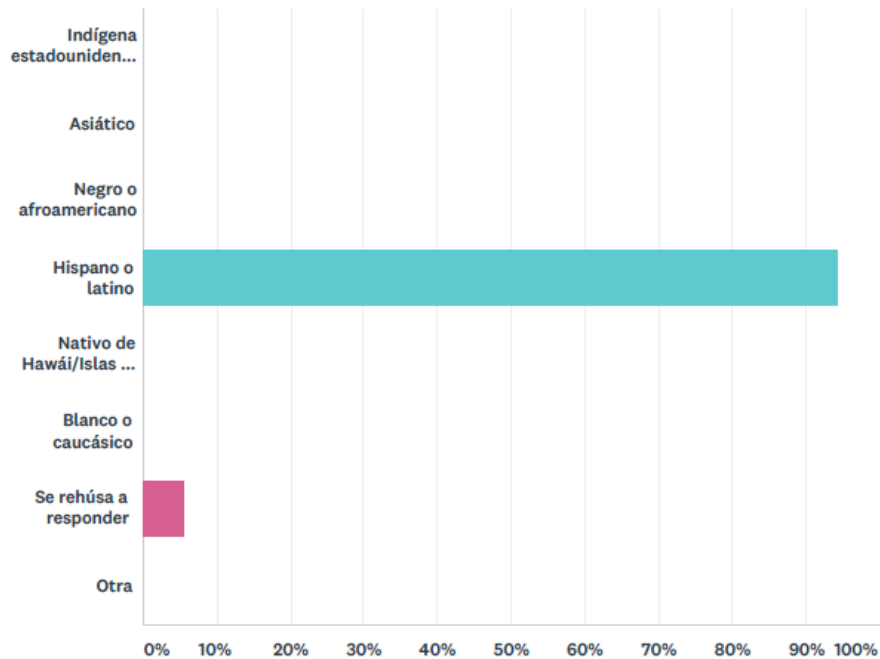
Answered: 17 Skipped: 2



ANSWER CHOICES	RESPONSES	
\$25,000 a \$32,999	35.29%	6
\$33,000 a \$39,999	5.88%	1
\$40,000 a \$49,999	0.00%	0
\$50,000 a \$59,999	17.65%	3
\$60,000 a \$69,999	0.00%	0
\$70,000 a \$79,999	0.00%	0
\$80,000 a \$89,999	0.00%	0
\$90,000 a \$99,000	5.88%	1
\$100,000 o más	11.76%	2
Se rehúsa a responder	23.53%	4
TOTAL		17

## Q14 ¿Cuál es su raza/etnia?

Answered: 18 Skipped: 1



ANSWER CHOICES		RESPONSES	
Indígena estadounidense/nativo de Alaska		0.00%	0
Asiático		0.00%	0
Negro o afroamericano		0.00%	0
Hispano o latino		94.44%	17
Nativo de Hawái/Islas del Pacífico		0.00%	0
Blanco o caucásico		0.00%	0
Se rehúsa a responder		5.56%	1
Otra		0.00%	0
TOTAL			18

#	ESPECIFIQUE	DATE
	There are no responses.	



**APPENDIX B:**  
**DOCUMENT TRANSLATION AND**  
**INTERPRETATION PROCEDURE**

## SANDAG – DOCUMENT TRANSLATION AND INTERPRETATION PROCEDURE

### WRITTEN TRANSLATION:

1. Once a document has been finalized in English, the requestor submits a translation request via email to the translator, Indira Bettner at [indira.bettner@sandag.org](mailto:indira.bettner@sandag.org). If Creative Services is involved, the document must be designed, proofread and finalized.
2. The translation request must include the following:
  - a. type of request (e.g. translation, revision, proofreading/editing)
  - b. language(s) to be translated into
  - c. source file in editable format (e.g., Word, Excel, PowerPoint)
  - d. due date for translated content (due to work schedules, turn-around time expected is 3-5 days. If there is an urgent need, please email Communications Manager and Translator, followed by a call/text to Indira at (760) 473-2276)
  - e. OWP/CIP and cost code
  - f. any other available reference materials (e.g., formatted version, previous translation)
  - g. documents created in Adobe In Design (in-house only) may be submitted to translator in its native state (no tracked changes, placeholders or ghost text, in idml format)
3. Translator reviews translation request and determines whether to use an external source or translate document internally
4. Translator will email requestor with approximate time of completion
5. Translation is performed, internally or through an external source, and goes through a review process. If the document involves/impacts an MTS/ Caltrans or vendor project/program, the review may be completed by that agency/vendor
6. Translator submits final translation to requestor
7. For documents requiring graphic design, return the final designed Spanish version to Translator for final quality assurance and approval
8. Translator approves all Spanish content prior to publication
9. If Translator is not available, email your request to one of the following On Calls:

#### **Colin Melanson**

LinguaLinx, Inc. (East Coast)  
Main: 518.388.9000 • Cell 518.275.6018  
[cmelanson@lingualinx.com](mailto:cmelanson@lingualinx.com)

#### **Marko Radulovic**

TransPerfect  
Main: (415) 767 8594  
Direct: (415) 615 9191  
[mradulovic@transperfect.com](mailto:mradulovic@transperfect.com)

**Procedure for INTERNAL translations (Spanish only):**

TRANSLATOR	REVIEWER
<ol style="list-style-type: none"> <li>1. Reviews document for translation and provides requestor an estimated completion date</li> <li>2. Opens translation request in Translations Tracking Sheet located in the shared drive: M/PIO/Translations on call/20___Tracking sheet</li> <li>3. Selects internal review employee or agency/vendor based on project type and reviewer's availability</li> <li>4. Translates, proofreads, and edits document and prepares target file for internal review</li> <li>5. Sends both source and target files to internal reviewer or agency/vendor via email</li> <li>6. Receives edited target file from reviewer and reviews/approves changes</li> <li>7. Saves file in shared drive (<a href="#">M/PIO/Translations on call/translated documents/year/project/</a> with file name including "FINAL" and ending in "_ES" to indicate language version</li> <li>8. Submits final translation to requestor with a reminder to return the designed file to the Translator for final proofing</li> <li>9. Closes translation request in Translations Tracking Sheet</li> <li>10. Proofs final Spanish translations post-design</li> <li>11. Approves final version prior to publishing</li> </ol>	<ol style="list-style-type: none"> <li>1. Receives source and target files from translator along with estimated completion date</li> <li>2. Reviewer adheres to SANDAG English/Spanish Translation Style Guide and SANDAG Standard Glossary</li> <li>3. Compares both files for content, context, spelling, etc., and makes necessary edits/suggestions in tracked changes format – See Proofreader checklist</li> <li>4. Sends edited target file back to Translator</li> </ol>

**Procedure for EXTERNAL translations (Spanish only):**

TRANSLATOR
<ol style="list-style-type: none"> <li>1. Receives translation request</li> <li>2. Opens translation request in Translations Tracking Sheet located in <a href="#">M/PIO/Translations on call/20___Tracking sheet</a></li> <li>3. Prepares a SANDAG Work Order Form and selects approved external vendor</li> <li>4. Submits source file, specifying language to be translated into and target audience, to approved vendor and obtains quote and estimated completion date</li> <li>5. Authorizes quote for the work to be performed</li> <li>6. Receives target file from external vendor and performs internal review, based on SANDAG English/Spanish Translation Style Guide and SANDAG Standard Glossary</li> <li>7. Edits target file and prepares final translation</li> <li>8. Submits final version to vendor for reference</li> <li>9. Saves file in shared drive (M/PIO/Translations on call/translated documents/20___/project/ with file name ending in "FINAL" and "_ES" to indicate language version</li> <li>10. Submits final translation to requestor with a reminder to return the designed file to Translator for final proofing</li> <li>10. Proofs final Spanish translations post-design and approves final copy</li> <li>11. Closes translation request in Translations Tracking Sheet</li> </ol>

**Procedure for EXTERNAL translations (Other languages supported: Chinese, Vietnamese, Tagalog, Japanese, Korean; other languages upon request):**

TRANSLATOR	INTERNAL REVIEWER
<ol style="list-style-type: none"> <li>1. Receives translation request</li> <li>2. Opens translation request in Translations Tracking Sheet located in <a href="#">M/PIO/Translations on call/20 Tracking sheet</a></li> <li>3. Prepares SANDAG's Work Order Form and selects approved external vendor</li> <li>4. Submits source file to approved vendor, including language to be translated into, target audience and any reference materials, and obtains quote and estimated completion date</li> <li>5. Approves quote for the work to be performed</li> <li>6. Receives target file from external vendor and routes both source and target file to approved internal reviewer, based on language, if available</li> <li>7. Coordinates any translation discrepancies between internal reviewer and agency partner</li> <li>8. Saves file in shared drive (M/PIO/Translations on call/translated documents/20___/project/ with file name including "FINAL" and ending with the first two letters of the language (e.g., "_CH for Chinese", "_VI for Vietnamese", "_TA for Tagalog", etc.)</li> <li>9. Submits final translation to requestor with a reminder to return the designed file to the Translator for final proofing</li> <li>10. Closes translation request in Translations Tracking Sheet</li> </ol>	<ol style="list-style-type: none"> <li>1. Receives source and target files from translators along with estimated completion date</li> <li>2. Compares both files for content, context, spelling, etc., and makes any necessary changes or observations in tracked changes format. See proofreader checklist</li> <li>3. Sends edited target file back to translator</li> </ol>

**Instructions/Checklist for proofreaders:**

- Read Spanish by itself.
- To better catch typos, some people recommend reading the paragraph backwards, that is, word by word, but starting from the end of the paragraph and working back to the beginning. You still need to read the paragraph in the regular order, to make sure it makes sense, and no word has been omitted.
- Turn **track changes** on, insert comments as needed, or use the editing/comment tools in Acrobat if proofing a pdf.
- Compare Spanish against English, line by line. Edit for content, not style. Obvious mistranslations, omissions, additions, etc.
- Compare logos and other visual elements (pdf).
- Proof for the following while comparing English to Spanish:
  - Deleted or **missing** text; logos or images
  - Check the use of **lowercase** after a colon (unless it is a direct quote)
  - Missed **bold or italics** (e.g., if text is bold in English, should be bold in Spanish)
  - **Punctuation** mistakes (e.g., missing parentheses, opening or closing question/exclamation marks, erroneous period at the end of a header)

- Strange **line breaks** (question anything that could be improved visually such as a single word on a line, or a break in Spanish where ideas or concepts are split. Hyperlinks, email addresses and webpages should never be split over two lines).
- **Hyphenation:** words should not be hyphenated.
- **Typos** (check all text, especially program/project names).
- **Double spaces:** if you suspect there is a double space, then place your cursor in the text and use arrow buttons to move cursor one character at a time to confirm.
- Check **dates and times** carefully. We follow US format on dates month/day/year.
- Check all **numbers**.
- Save your file as “original file name and add an underscore with your initials at the end”. Send back to translator.

#### ORAL INTERPRETATION:

1. Requests for interpretation services will be submitted to Indira Bettner at [indira.bettner@sandag.org](mailto:indira.bettner@sandag.org). If there is an urgent need, please email Communications Manager and Translator, followed by a call/text to Indira at (760) 473-2276
2. Our agency partners have requested a 48-hour notice for all interpretation requests.
3. If Translator is not available, submit interpretation request to the following On Call:

**Andrew Monroy**

Co- owner

TransLang

(619) 233-7547

[info@trans-lang.net](mailto:info@trans-lang.net)

4. Interpretation requests must include the following:
  - a. project name
  - b. Project Manager and contact information
  - c. OWP/CIP and cost code to charge
  - d. date and location of event
  - e. time of event and expected duration of services
  - f. language(s)
  - g. scope of work (e.g., board meeting, community forum, legal, etc.)
  - h. any reference materials available (e.g., meeting agenda, program description, Power Point presentation, etc.)
  - i. special equipment (interpreter booth, headsets/receivers, technician, recording)
5. Translator will coordinate services with an approved agency and will confirm services with requestor.
6. All interpretation requests will be tracked at [M/PIO/Translations on call/20 Tracking sheet.](#)
7. Please provide a 24-hour notice for changes/cancellations on all interpretation requests.

## **APPENDIX C:**

### **SPANISH TRANSLATION STYLE GUIDE**

## SANDAG Spanish Translation Style Guide

The SANDAG Translation Style Guide is designed as reference for content developers in Spanish, such as writers, translators, editors, reviewers, proofreaders, project managers and graphic design staff. The purpose of this Style Guide is to ensure all parties involved follow the styling conventions outlined in this Guide to keep consistency in voice, tone and style in all bilingual communications.

SANDAG translates to the style of Spanish for the United States.

**General register & tone:** use appropriate matter of fact, professional language and the correct technical terms so that a general audience can readily understand the document. Generally, SANDAG addresses the public in the formal (USTED) form. Exception: It is acceptable to use the informal (TÚ) form for marketing and advertising campaigns that are more casual and persuasive in nature (e.g., iCommute, FasTrak programs).

Please refer to the SANDAG **English>Spanish Glossary** located at:

<https://docs.google.com/spreadsheets/d/1b5RWl4gXRQnGhkUxhbtOOqaxY0Mt0M8vaEduSrGjSSc/edit#gid=1825374401>

Keep **file name** identical in both Source (English) and Target (Spanish) versions, with the exception of a language identifier ( \_ES) at the end.

*Source: SAN I805S COPY Connector Ramp Closure Eblast 121515v3.docx*

*Target: SAN I805S COPY Connector Ramp Closure Eblast 121515v3\_ES.docx*

**Company names, brands and product names** should not be translated (e.g., TransNet, FasTrak, iCommute).

Company **programs and/or projects** generally do not get translated.

*Source: North-Park / Uptown Bikeway Project*

*Target: Proyecto North-Park/Uptown Bikeway*

Do not translate anything that has a **registered trademark** symbol, such as logos, slogans, etc.

See **Translation/Adaptation of program/product/services names**.

## A

### Abbreviations and Acronyms

Translate acronyms the first time they appear on a page; use the acronym alone in subsequent references on the page. The first mention should include the translated text\* followed by the English acronym, a comma and the text “por sus siglas en inglés” in parentheses.

*Source: San Diego Association of Governments (SANDAG).*

*Target: Asociación de Gobiernos de San Diego (SANDAG, por sus siglas en inglés).*

\*If a direct equivalent exists in Spanish, use the acronym in Spanish.

*Source: GHG (Greenhouse Gas Emissions); CNG (Compressed Natural Gas)*

*Target: GEI (Gases de Efecto Invernadero); GNC (Gas Natural Comprimido)*

**Plural** form: never use lower case “s” to form the plural of an acronym. Instead, the plural is indicated by the preceding article (el/la/los/las).

*Source: SANDAG will collaborate with partnered CBOs to carry out the plan.*

*Target: SANDAG trabajará con las CBO asociadas para llevar a cabo el plan.*

For abbreviations, use their equivalent in Spanish. If a direct equivalent is not available, provide full translation of the word.

*Source: Dept.                      Ej:                      ft.*

*Target: Depto.                      p. ej.                      pies*

See **Units of measurement.**

See **e.g.** and **i.e.**

### Academic degrees

Academic degrees are translated according to their Spanish equivalent (e.g., BA/BS: Licenciatura; MA/MS: Maestría; Dr., Ph.D: Doctorado, Professional Certificate: Diplomado).

### Addresses

Keep US address format on all translated materials.

*Street #*

*Street Name*

*City, State and Zip Code*



Do not translate/localize places and addresses. Street names that have Street, Road, Way or Parkway as part of their name remain in English; the same applies to City, Town, Center.

*Target:* The ramp closures will take place on Highland Ave in National City.

*Source:* Los cierres de las rampas se efectuarán en Highland Avenue en National City.

## B

### Bulleted or numbered lists

If the bulleted items are complete sentences, each should begin with a capital letter and end with a period. For bulleted items that continue an introductory clause, each should begin with a lowercase letter, and a comma or semicolon is not necessary after each bulleted item. A colon should precede a bulleted list.

## C

### Capitalization

In general, Spanish does not use uppercase letters for several categories of words invariably capitalized in English. The rules for capitalization in Spanish should be followed.

Reminders/exceptions:

Capitalize proper nouns (names of people, places, cities, countries, continents, lakes, rivers, streets, geographical regions).

The words City and County should be capitalized when referring to the official governmental entity. They should be lower case in subsequent references.

*Source:* The City of Oceanside was incorporated in 1888 and it is part of San Diego County.

*Target:* La Ciudad de Oceanside se incorporó en 1988 y es parte del Condado de San Diego.

*Source:* There are 12 Rapid Stations serving multiple cities within the county.

*Target:* 12 Estaciones de Rapid prestan servicios a múltiples ciudades dentro del condado.

Capitalize names of companies, departments, buildings, public establishments, administrative divisions.

Capitalize employees' job title when the title appears after the name.

*Source:* For more information, contact Peter Guzman, Project Administrator.

*Target: Para mayor información, comuníquese con Peter Guzmán, Director del Proyecto.*

Capitalize names (nouns and adjectives) of journals or collectable publications; for books, movies, theater, radio and TV programs, only the first letter of the first word in the name gets capitalized.

Capitalize names of official company programs, services and projects, particularly when translating documents for marketing purposes. All words except for articles and prepositions are capitalized. The terms project and program are generally lower case, unless they are part of a proper name.

*Source: With the Guaranteed Ride Home Program, there is always peace of mind.*

*Target: Con el Programa de Transporte Garantizado a Casa, siempre puede estar tranquilo.*

Titles/headlines/sub headers are typically capitalized in Spanish, but only the first letter of the sentence, not every noun phrase as in English.

Per NCTD guidelines, use all caps for transit services like COASTER, BREEZE, SPRINTER, LOSSAN. When referring to the Trolley, only capitalize the first letter. These names do not get translated.

For urban places, in Spanish, the generic name accompanying the proper name (calle, via, avenida, paseo, etc.) does not get capitalized. However, because these are proper names they do not get translated and thus should follow their own language rules of capitalization. Do not translate generic names (Street, Way, Avenue, Parkway, etc.)

*Source: Road closures will take place between Highland Avenue and J Street.*

*Target: Habrá cierre de calles entre Highland Avenue y J Street.*

Days of the week, months of the year, seasons of the year do not get capitalized.

Do not capitalize adjectives of nationality (mexicano, irlandés), race (hispano, indio americano).

The four cardinal points like North, South, East, West should only be capitalized when used as part of a proper name

*Source: North Pole, North America, Interstate 5 South*

*Target: Polo Norte, América del Norte, Autopista Interestatal 5 Sur*

but not when used to indicate physical orientation or direction

*Source: Traffic will be detoured to Southbound I-805.*

*Target: El tráfico se desviará hacia la I-805 en dirección sur.*

## D

### Dates

Since the target audience is generally Spanish speakers in the U.S., keep US standard date format MM/DD/YY, as in the source. For an international target audience (e.g., Mexico), only use the spelled-out form instead of the all-figure convention to avoid ambiguities.

*Source (English): 12/28/15*

*Target (Spanish): 12/28/15*

When spelling it out:

*Source (English): December 28, 2015      Target (Spanish): 28 de diciembre de 2015*

As a standalone reference to revision date on a document, it is acceptable and preferred to exclude the article “de”:

*Source (English): December 2015      Target (Spanish): Diciembre 2015*

### Diacritics and special characters

Accent marks should appear on all five-vowel letters in lowercase and uppercase (áéíóú, ÁÉÍÓÚ) and the dieresis is used over u (ü, Ü). The diacritic mark over n (ñ, Ñ) is the only special consonantal character.

## E, F

### e.g. and i.e.

“e.g.” is the abbreviation for the Latin example gratia, meaning “for example” and it should be translated into Spanish as “por ejemplo: or p. ej.:

“i.e.” is the abbreviation for the Latin id est, meaning “that is” and it should be translated into Spanish as “es decir, en otras palabras” or build the sentence in Spanish providing the intended explanation.

### False cognates/pitfalls/common errors

False cognates or false friends are words in one language that are identical or very similar to words in a second language, but their meanings are different.

**Consistent** = Coherente, constante, consecuente (not Consistente, which in Spanish is firm, solid)

**Discuss** = Hablar de, Tratar algo (not Discutir, which in Spanish is to debate or argue)

**Effective/Effectiveness** = Eficaz/Eficacia, Eficiente/Eficiencia (do not translate as Efectivo)

**Eventually** = Con el tiempo, a la larga, por fin (not Eventualmente, which in Spanish is possibly, by chance, occasionally)

**Provide** = Proporcionar, suministrar, brindar (not always translated as Proveer, unless the construction allows for “Proveer de (algo) para (alguien o algún fin)”

*Source:* SANDAG will provide a solution to the problem.

*Target:* SANDAG proporcionará una solución al problema.

*Source:* The service will provide free rides to the public in its inaugural week.

*Target:* El servicio proveerá de viajes gratis al público en su semana de inauguración.

**Transit** = Transporte público (do not translate as Tránsito)

**Footnotes.** See **References/Footnotes**

*G, H, I*

### **Gerund or ‘ing’ form**

Generally, Spanish does not use gerunds the way English does. Things to avoid:

- 1) The English gerund form in a heading. Avoid using the same construction in Spanish.

*Source:* Building a world class transportation system for the region.

*Target:* Construimos un sistema de transporte de clase mundial para la región.

- 2) When the gerund refers to the direct object

*Source:* A resolution authorizing the change was adopted.

*Target:* Se adoptó una resolución que autoriza el cambio.

- 3) When the gerund is used as a link of phrases that contain successive acts and can therefore be combined. While gerunds can “connect” two ideas in English, it does not work the same in Spanish.

*Source:*

*Target:*

*J, K, L*

## Location names

To avoid confusion with local maps and/or GPS systems typically used for directions, do not translate specific location names, including building and room names.

*Source: The Public Hearing will be held from 6 to 8 p.m. at Cherokee Point Elementary School, in the Kassab Family Community Theater, located at...*

*Target: La Audiencia Pública se llevará a cabo de 6 a 8 p.m. en Cherokee Point Elementary School, Kassab Family Community Theater, ubicada en...*

## M, N

## Numbers

Spell out numbers that can be expressed in one or two words [e.g., veinticinco (25), cien (100), mil doscientos (1200), or with the conjunction “y” [e.g., treinta y cinco (35)]. Spell out numbers when they start a sentence. Do not mix figures and words within the same sentence. SANDAG style suggests:

**Decimals** are indicated by **periods**

**Fractions** are indicated by **fractional** symbols

**Thousands** are indicated by **commas** (not by periods as typical Spanish)

Abbreviated **ordinal numbers** are indicated by the number, followed by a period and the appropriate superscript symbol [e.g., 10.<sup>o</sup> aniversario (10<sup>th</sup> anniversary), 1.<sup>er</sup> lugar (1<sup>st</sup> place), 2.<sup>do</sup> nivel (2<sup>nd</sup> level)]

**Millions** are indicated with the number and the word “millón/millones” spelled out.

*Source: The project is estimated to cost \$3.1 million*

*Target: Se anticipa que el proyecto cueste US\$3.1 millones  
(Use US\$ before the numerical expression to differentiate dollars from Mexican pesos which share the same symbol)*

**Billions** - A **US billion** equals to one thousand million (unit followed by nine ceros), as opposed to a million millions like in the rest of the world. Please do not translate the word billion literary as “billón”. The correct translation is “mil millones” (one thousand million). A billion in Spanish is “mil millones”. And in turn, “un billón” means a trillion (see Trillions).

*Source: We have invested more than \$1 billion in public transit renovations. The total project cost is estimated at \$2.4 billion.*

*Target: Hemos invertido más de mil millones de dólares en renovaciones al transporte público. El costo total anticipado del proyecto es de US \$2,400 millones (o US \$ 2.4 mil millones).*

**Percentages** that are lower than 10% should get spelled out. Percentages greater than 10% use the number and the percentage sign, and SANDAG style suggests no space in between.

*Source: More than 50% of the city's residents agreed to the proposal. Only 9% of respondents said they would like follow up information.*

*Target: Más del 50% de los residentes de la ciudad estuvieron de acuerdo con la propuesta. Únicamente el nueve por ciento de los encuestados dijeron que les gustaría obtener más información.*

**Phone/TTY/Fax numbers** should mirror the source, which uses parentheses for area code and a hyphen between the first three and last four digits [e.g., (866) 497-2326]. In addition, avoid breaking up phone/TTY/Fax numbers along two or more lines.

**Trillions** – a **US trillion** equals one million millions, which is indicated by the unit followed by twelve ceros. Do not translate this literally as “trillón” (trillón in Spanish is indicated by the unit followed by eighteen ceros and its English equivalent is “quintillion”). The correct translation for a US trillion is “billón”.

## O, P, Q

### Prefixes

There is no hyphen or space between the prefix and the word

*Source: Her ex-husband is the current Vice President of Marketing*

*Target: Su exesposo es el vicepresidente actual de Mercadeo.*

### Punctuation

In general, the rules for punctuation in Spanish should be followed.

**Comma and semicolon** are placed outside quotation marks, question marks, exclamation points, parentheses, brackets and dashes.

**Colon:** The use of uppercase or lowercase for the first letter after a colon is generally optional. Exception: when the colon is followed by a direct quote, the first letter is capitalized. When quotation marks start after a colon, the sentence's period is placed before the closing quotation marks.

**Hyphen:** hyphens are used to join the elements of compound nouns and modifiers. Hyphens also mark an end-of-line division of a word. SANDAG style suggests avoiding such word division as much as possible.

**M-dash** (–) is more frequently issued in English than in Spanish. When used in English to emphasize an isolated element or introduce an element that is not essential to the sentence, it should be replaced by a period, a semicolon or parentheses depending on the length of the sentence.

*Source: The goal is to benefit as many people as possible – people walking, riding or nearby residents.*

*Target: La meta es beneficiar a cuanta gente sea posible: peatones, ciclistas y residentes de la zona.*

In Spanish, the **M-dash** should only be used in parenthetical expressions or in dialogue form. One of the main differences is that in Spanish there is no space between the subordinate text and the opening and closing dashes.

*Source: Cameras can capture not just traffic on all the key border freeways – SR 11, SR 905 and SR 125 – but also the construction of the connectors linking those freeways.*

*Target: Las cámaras pueden captar no solo el tráfico en todas las autopistas fronterizas principales –SR 11, SR 905 y SR 125– sino también la construcción de los conectores que vincularán a las mismas.*

**Parentheses:** if the sentence begins with a parenthesis, the final period is placed before the closing parenthesis. If there is a parenthetical statement within a sentence, the final period is placed outside the closing parenthesis.

Beginning with a parenthesis: *(I do not want to commute, anyway.)*

Parenthetical statement within a sentence: *I said that I wouldn't mind driving (I did not want to commute, anyway).*

In some instances, parentheses may be used to enclose definitions of translations.

*Source: When you finish the survey, press submit.*

*Target: Cuando termines la encuesta, presiona el botón de enviar (submit)*

**Period:** Periods are usually placed outside quotation marks, parentheses, brackets, and dashes, whether it punctuates the enclosed matter or the entire sentence. No final period is necessary if the sentence ends with an abbreviation that takes a period (e.g., etc.) or

with a complete quotation that ends in a period, question mark, or exclamation mark before the final quotation marks.

**Question/Exclamation marks:** In Spanish, question marks or exclamation points always come in pairs. Add an inverted question mark or exclamation point to the beginning of a question or exclamation, or an interrogative or exclamatory portion of a sentence.

**Quotation marks:** Use smart quotes (“ ”) and not the standard Latin quotes (« ») used in Spanish. There are no spaces between the quotation marks and the text. Punctuation is always placed outside the quotation marks, unless they belong to a direct quotation.

*Source: The director said that “this was the best year in history.”*

*Target: El director dijo que: “Este había sido el mejor año en la historia”.*

**Spacing:** As per desktop publishing standards, only one space is necessary after a period at the end of a sentence. The same applies to other types of punctuation (question mark, exclamation point, closing parenthesis, closing quotation mark, superscript font).

## R, S

### References/Footnotes

Do not translate citation references/sources in a document. In Spanish, the superscript numbers and marks are generally placed after the material being cited and before punctuation mark. SANDAG style suggests keeping English convention of placing superscript number at the end of a paragraph, sentence or clause and following punctuation marks.

## T, U

### Temperatures

Temperatures should be kept in the Fahrenheit scale. The degree symbol (°) must be directly followed by the temperature unit (e.g., 60°F).

### Times

The 12-hour clock is used. The a. m. (ante meridiem) and p. m. (post meridiem) should be lowercase with a colon between hour and minutes when the time is not on the hour, otherwise no colon is necessary. There is always a space between the number and the abbreviation, and typically a space in the abbreviation. SANDAG style suggests not spacing the abbreviation.

*Source: The open house will be held from 9 a.m. to 1:30 p.m.*

*Target: La reunión comunitaria se llevará a cabo de las 9 a.m. a la 1:30 p.m.*



## Translation/Adaptation of program/product/services names

To keep branding consistent, program and product names will generally remain untranslated, particularly for marketing campaigns, where names may not translate well or lose their creative meaning in the process (e.g. iCommute, Rideshare). It is acceptable to use the original name in English and provide an explanation/translation in parentheses or the other way around. The idea is that the audience can easily identify and understand what is being presented. As the program or product establishes its identity, the parentheses may be slowly phased out.

There are exceptions to this rule, as many of SANDAG services have been widely translated with a positive audience response. If something has been translated before, it is important to keep that translation consistent. Check reference materials, website, previous translations and consult with Project Manager when in doubt.

## Units of Measurement

Units of measurement do not require conversion, unless it is intended for an international Spanish speaking audience. Do not apply standard Spanish conversions to translated texts, such as miles to kilometers, pounds to kilograms or feet to meters. Abbreviations for units of measure may be translated or given its equivalent in Spanish.

**Spacing:** As per desktop publishing standards, only one space is necessary after a period at the end of a sentence. The same applies to other types of punctuation (question mark, exclamation point, closing parenthesis, closing quotation mark, superscript font).

*V, W*

## Website, web page addresses and hyperlinks

Do not include www. or http:/ before the name of a website, web page address or hyperlink. Keep web addresses, email addresses in lower case:

*Source:* For information in Spanish, email [pio@sandag.org](mailto:pio@sandag.org) or visit the program's web page at [program.sandag.org](http://program.sandag.org).

*Target:* Para obtener información en español, envíe un correo electrónico a [pio@sandag.org](mailto:pio@sandag.org) o visite la página del proyecto en [program.sandag.org](http://program.sandag.org).

When documents or web pages contain **hyperlinked** references to other documents or pages that are not available in Spanish, indicate in parentheses (en inglés) next to hyperlinked text, followed by a period.

*Source:* For more information, visit our [public participation page](#).

*Target:* Para obtener más información, visite la [página de participación comunitaria](#) (en inglés).

## **Word division**

SANDAG style suggests avoiding breaking any word at the end of a line. If it can't be avoided, here are some basic rules for word division or syllabification in Spanish:

- 1) The fundamental goal is to make each syllable end in a vowel and join a consonant occurring between vowels to the following vowel (*ma-ña-na, di-ne-ro*)
- 2) Separate two strong vowels (*le-o, ca-er*)
- 3) Separate two consonants between vowels (*cin-co, par-te, her-ma-no*)
- 4) Never separate ch, ll and rr (*mu-cha-cho, ca-lle, pe-rri-to*)
- 5) Do not separate consonant followed by the letter r or l, except r/l, s/l, n/r, s/r (*ha-blar, en-trar, per-la, char-lar*)
- 6) If more than two consonants occur between vowels, join the final consonant to the next vowel (*cons-tan-te, ins-tan-te*)
- 7) Prefixes are separate syllabus (*ex-pre-sar, con-se-guir*)
- 8) Never separate acronyms.

**x, y, z**

**APPENDIX D:**  
**“I SPEAK” CARDS**

# Language Identification Flashcard



<input type="checkbox"/>	Marque esta casilla si lee o habla español.	Spanish
<input type="checkbox"/>	Xin đánh dấu vào ô này nếu quý vị biết đọc và nói được Việt Ngữ.	Vietnamese
<input type="checkbox"/>	Markahan itong kuwadrado kung kayo ay marunong magbasa o magsalita ng Tagalog.	Tagalog
<input type="checkbox"/>	如果你能读中文或讲中文，请选择此框。	Simplified Chinese
<input type="checkbox"/>	اگر خواندن و نوشتن فارسی بلد هستید، این مربع را علامت بزنید.	Farsi
<input type="checkbox"/>	ضع علامة في هذا المربع إذا كنت تقرأ أو تتحدث العربية.	Arabic
<input type="checkbox"/>	한국어를 읽거나 말할 수 있으면 이 칸에 표시하십시오.	Korean
<input type="checkbox"/>	日本語を読んだり、話せる場合はここに印を付けてください。	Japanese
<input type="checkbox"/>	ໃຫ້ໝາຍໃສ່ຊ່ອງນີ້ ຖ້າທ່ານອ່ານຫຼືປາກພາສາລາວ.	Laotian
<input type="checkbox"/>	Пометьте этот квадратик, если вы читаете или говорите по-русски.	Russian
<input type="checkbox"/>	ល្អប្រសើរក្នុងប្រអប់នេះ បើអ្នកអាន ឬនិយាយភាសា ខ្មែរ ។	Cambodian
<input type="checkbox"/>	Խոսողու՞մ եմ, քե՞նչու՞մ կատարե՞ք այս քառակուսու՞մ, եթե խոսո՞ւմ կա՞մ կարդո՞ւմ ե՞ք հայերե՞ն:	Armenian

<input type="checkbox"/>	যদি আপনি বাংলা পড়েন বা বলেন তা হলে এই বাক্সে দাগ দিন।	Bengali
<input type="checkbox"/>	Motka i kahhon ya yangin ûntûngnu' manaitai pat ûntûngnu' kumentos Chamorro.	Chamorro
<input type="checkbox"/>	Označite ovaj kvadratić ako čitate ili govorite hrvatski jezik.	Croatian
<input type="checkbox"/>	Zaškrtněte tuto kolonku, pokud čtete a hovoříte česky.	Czech
<input type="checkbox"/>	Kruis dit vakje aan als u Nederlands kunt lezen of spreken.	Dutch
<input type="checkbox"/>	Mark this box if you read or speak English.	English
<input type="checkbox"/>	Cocher ici si vous lisez ou parlez le français.	French
<input type="checkbox"/>	Kreuzen Sie dieses Kästchen an, wenn Sie Deutsch lesen oder sprechen.	German
<input type="checkbox"/>	Σημειώστε αυτό το πλαίσιο αν διαβάσετε ή μιλάτε Ελληνικά.	Greek
<input type="checkbox"/>	Make kazyé sa a si ou li oswa ou pale kreyòl ayisyen.	Haitian Creole
<input type="checkbox"/>	अगर आप हिन्दी बोलते या पढ़ सकते हैं तो इस बक्स पर चिह्न लगाएँ।	Hindi
<input type="checkbox"/>	Kos lub voj no yog koj paub twm thiab hais lus Hmoob.	Hmong
<input type="checkbox"/>	Jelölje meg ezt a kockát, ha megérti vagy beszél a magyar nyelvet.	Hungarian

<input type="checkbox"/>	Markaam daytoy nga kahon no makabasa wenno makasaoka iti Ilocano.	Ilocano
<input type="checkbox"/>	Marchi questa casella se legge o parla italiano.	Italian
<input type="checkbox"/>	Prosimy o zaznaczenie tego kwadratu, jeżeli posługuje się Pan/Pani językiem polskim.	Polish
<input type="checkbox"/>	Assinale este quadrado se você lê ou fala português.	Portuguese
<input type="checkbox"/>	Însemnați această căsuță dacă citiți sau vorbiți românește.	Romanian
<input type="checkbox"/>	ให้กาเครื่องหมายลงในช่องถ้าท่านอ่านหรือพูดภาษาไทย.	Thai
<input type="checkbox"/>	Maaka 'i he puha ni kapau 'oku ke lau pe lea fakatonga.	Tongan
<input type="checkbox"/>	Відмітьте цю клітинку, якщо ви читаєте або говорите українською мовою.	Ukrainian
<input type="checkbox"/>	اگر آپ اردو پڑھتے یا بولتے ہیں تو اس خانے میں نشان لگائیں۔	Urdu
<input type="checkbox"/>	Обележите овај квадратик уколико читате или говорите српски језик.	Serbian
<input type="checkbox"/>	Označte tento štvorček, ak viete čítať alebo hovoriť po slovensky.	Slovak
<input type="checkbox"/>	באצייכנט דעם קעסטל אויב איר לייענט אדער רעדט אידיש.	Yiddish

**APPENDIX E:**  
**LIMITED ENGLISH PROFICIENCY PROCEDURES**



# Limited English Proficiency (LEP) Procedures

## Face to Face Contacts

**STEP 1:** If a member of the public is unable to communicate with you in English and you recognize the language they are speaking go to STEP 2. If you don't recognize the language, hand them the "**Language identification Flash Card**" so that they can point out the language that they speak.

**STEP 2:** Once you know the language the person speaks, determine if anyone on staff is available to immediately provide an initial level of assistance using the list of volunteer employees in the SANDAG Bilingual Employees document.

**STEP 3:** If a bilingual employee is available, the initial goal is to determine if the person needs something that can be provided simply, if they need something that will require a complex response, or will require the person to disclose confidential or sensitive information. Keep in mind that our bilingual employees are not certified interpreters and may not have the proper position within the agency to have access to confidential information or the necessary specialized knowledge or terminology to respond to the person.

**STEP 4:** If a bilingual employee is not available, or is unable to provide the necessary assistance, try to communicate to the LEP person that you will need to make a three-way call and contact SpeakEasy Telephone Interpreting as described in Step 5.

**STEP 5:** Three-way calling instructions:

- Direct LEP person to the guest phone in the lobby
- On reception phone, enter "9" to get outside line and Call SpeakEasy for language assistance at: **1-877-626-0684. Push the number for the correct language as directed by the SpeakEasy recording. Use the SANDAG Account No. 9883 and PIN 92101 when prompted.**
- Once SpeakEasy is on the phone press TRANSFER and dial the applicable lobby extension.
  - o 8th floor lobby – Ext. 0708
  - o 7th floor lobby – Ext. 0707
- After the LEP person picks-up phone, press TRANSFER again; all three lines will be connected (Reception, Lobby, SpeakEasy)

**STEP 6:** If the issue or question from the person cannot be resolved quickly and completely, please have the interpreter on the line obtain the name and contact information from the person so that a member of staff can provide follow up assistance. Ask the interpreter to inform the person that a member of staff will be contacting them with a response.

**STEP 7:** Make a record of your contact with the person that identifies their name (if provided), the date and time of the contact, the language spoken, and a general description of what the person requested. This record should be kept for use when you are surveyed by SANDAG staff regarding your contact with LEP persons.



## Contacts by Phone

**STEP 1:** If a member of the public is unable to communicate with you in English, please ask them to hold (as best as you can) while you get interpreter assistance.

**STEP 2:** From a reception phone – While the LEP caller is still on the line, press the button that says “TRANSFER.” Upon hearing a dial tone, enter “9” to get an outside line and call SpeakEasy Interpreting at: **1-877-626-0684. Push the number for the correct language as directed by the SpeakEasy recording. Use the SANDAG Account No. 9883 and PIN 92101 when prompted.** After the interpreter is on the line, push the TRANSFER button again and then stay on the line and it will be a three-way call.

From a desktop phone – While the LEP caller is still on the line, press the button that says “LINK.” Upon hearing a dial tone, enter “9” to get an outside line and call SpeakEasy Interpreting at: **1-877-626-0684. Push the number for the correct language as directed by the SpeakEasy recording. Use the SANDAG Account No. 9883 and PIN 92101 when prompted.** After the interpreter is on the line, push the LINK button again and then stay on the line and it will be a three-way call.

**STEP 3:** If the issue or question from the caller is not something that can be resolved quickly and completely, ask the interpreter to obtain the caller’s name and contact information so that a member of staff can provide follow up assistance. Ask the interpreter to inform the caller that a member of staff will be contacting them with a response.

**STEP 4:** Document your contact with the caller that identifies their name (if provided), the date and time of the contact, the language spoken, and a general description of what the caller requested. This record should be kept for use when you are surveyed by SANDAG staff regarding your contact with LEP persons.

## Correspondence in a Language Other Than English

**STEP 1:** Make a record of the sender’s name, the date of receipt of the correspondence, and if possible, a general description of the content of the document and language used in the document. This record should be kept for use when you are surveyed by SANDAG staff regarding your contact with LEP persons.

**STEP 2:** Give the document to Indira Bettner in the Communications Department for translation and follow up.

**STEP 3:** Indira Bettner has access to translators under contract with SANDAG to translate the correspondence and will work with appropriate staff to provide a response to the LEP person.

## A Complaint Regarding Language Access at SANDAG

**STEP 1:** Follow the steps above depending upon whether the complaint is provided in person, over the phone, or by written correspondence.

**STEP 2:** If appropriate and/or possible, direct the person to Board Policy No. 009 on the SANDAG website, which provides the public with information regarding how to make a Title VI complaint.

**STEP 3:** Give notice immediately to Julie Wiley, the SANDAG Title VI Coordinator, so that the complaint can be documented and follow up can commence.