

# **Title VI Program Plan**

## **Concord Kannapolis Area Transit (Rider)**

June 1, 2019 – May 31, 2022

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**Concord Kannapolis Area Transit**

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This document is submitted to the Federal Transit Administration in 2019 as an update to the Rider Transit Title VI Program Plan of 2016. This Plan was developed according to the October 1, 2012 FTA C 4702.1B Title VI Requirements and Guidelines for Federal Transit Administration Recipients.

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## General Requirements (Chapter III)

### **Title VI Notice to the Public**

Notification to customers of Title VI benefits and protection is available at [ckrider.com](http://ckrider.com) and has been posted on all transit vehicles. This information has been translated to Spanish and made available in those locations as well.

Title VI of the Civil Rights Act of 1964 prohibits discrimination on the basis of race, color, or national origin in programs and activities receiving Federal financial assistance. Specifically, Title VI provides that “no person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.” (42 U.S. Code Section 2000d).

The Federal Transit Administration works to ensure non-discriminatory transportation in support of our mission to enhance the social and economic quality of life for all Americans. The FTA Office of Civil Rights is responsible for civil rights compliance and monitoring to ensure non-discriminatory provision of transit services.

For more information, go to: [www.fta.dot.gov/civilrights/civil\\_rights\\_5088.html](http://www.fta.dot.gov/civilrights/civil_rights_5088.html)

### **Rider Transit Policy Statement of the Civil Rights Act of 1964**

Rider Transit is committed to ensuring that no person is excluded from participation in or denied the benefits of its transit services on the basis of race, color, or national origin, as protected by Title VI of the Civil Rights Act of 1964.

If you believe you have been subjected to discrimination under Title VI, you may file a written complaint with the Rider Transit System Office at 45 Transit Court, Northwest, Concord, NC 28025; or call Rider Customer Care at 704.920.7433; or by e-mail to [weslowlj@concordnc.gov](mailto:weslowlj@concordnc.gov).

### **How to File a Title VI Complaint**

You may file a signed, written complaint ***not later than 180 days after*** the alleged discrimination. The complaint should include the following information:

- Your name, address, and contact information (telephone number or e-mail address);
- How, why, when, and where you believe you were discriminated against. (Include the location and names and contact information of any witnesses. If the alleged incident occurred on the bus, give date, time of day, and bus number.);
- Your signature.

## **Rider cumple con el Título VI**

El Título VI de la Ley de Derechos Civiles de 1964 prohíbe la discriminación en base a raza, color o nacionalidad en los programas y actividades que reciben asistencia financiera federal. Específicamente, el Título VI sostiene que “ninguna persona en los Estados Unidos debe, en base a raza, color o nacionalidad, ser excluida de participar, negársele los beneficios de o ser sujeto de discriminación en cualquier programa o actividad que reciba asistencia financiera federal.” (42 U.S.C. Sección 2000d).

La Administración Federal de Transporte (Federal Transit Administración, FTA) trabaja para asegurar un transporte sin discriminación en apoyo de nuestra misión de ampliar la calidad de vida social y económica para todos los estadounidenses. La Oficina de Derechos Civiles de la FTA es responsable de la supervisión y el cumplimiento de los derechos civiles para asegurar la provisión sin discriminación de los servicios de transporte.

Para obtener más información, visite:

[www.fta.dot.gov/civilrights/civil\\_rights\\_5088.html](http://www.fta.dot.gov/civilrights/civil_rights_5088.html)

## **Declaración de políticas de Rider de la Ley de Derechos Civiles de 1964**

Rider está comprometido con asegurar que ninguna persona sea excluida de participar o se le nieguen los beneficios de sus servicios de transporte en base a raza, color o nacionalidad, tal como lo protege el Título VI de la Ley de Derechos Civiles de 1964.

Si piensa que ha sido sujeto de discriminación según el Título VI, puede presentar una queja por escrito en la Oficina del Sistema de Transporte Rider en 3600 South Ridge Avenue, Concord, NC 28025; o llamando a Rider Customer Care al 704.920. 7433; o por correo electrónico a [weslowlj@concordnc.gov](mailto:weslowlj@concordnc.gov).

## **Cómo presentar una queja del Título VI**

Puede presentar una queja por escrito firmada hasta 180 días después de la alegada discriminación. La queja debe incluir la siguiente información:

- Su nombre, dirección y forma de contactarlo (número telefónico o dirección de correo electrónico);
- Cómo, por qué, cuándo y dónde considera usted que fue discriminado(a). (Incluya la ubicación y los nombres e información de contacto de cualquier testigo. Si el alegado incidente ocurrió en el autobús, brinde la fecha, hora del día y el número del autobús.);
- Debe firmar la carta de queja.

## **Title VI Complaint Procedures**

### **Rider Transit Title VI Policy Statement**

Rider Transit is committed to ensuring that no person is excluded from participation in or denied the benefits of its transit services on the basis of race, color or national origin, as protected by Title VI of the Civil Rights Act of 1964.

Toward this end, Rider Transit's objective is to:

- Ensure that the level and quality of transportation service is provided without regard to race, color, or national origin;
- Identify and address, as appropriate, disproportionately high and adverse human health and environmental effects, including social and economic effects of programs and activities on minority populations and low-income populations;
- Promote the full and fair participation of all affected populations in transportation decision making;
- Prevent the denial, reduction, or delay in benefits related to programs and activities that benefit minority populations or low-income populations;
- Ensure meaningful access to programs and activities by persons with limited English proficiency.

### **Complaint Management**

#### **Applicability**

The complaint procedures apply to the beneficiaries of Rider Transit programs and activities. Beneficiaries may include but are not limited to the public, contractors, sub-contractors, consultants, employees, and other sub-recipients of federal and state funds.

#### **Eligibility**

If any individual, group of individuals, or entity believes that they or any other program beneficiaries have been subjected to discrimination prohibited by the Title VI nondiscrimination provision, they may exercise the right to file a complaint with Rider Transit. Every effort will be made to resolve complaints at the agency, recipient, and/or contractor level.

#### **Time Limitation on Filing Complaints**

Title VI complaints may be filed with:

- Rider Transit
- The City of Concord
- North Carolina Department of Transportation
- Federal Transit Administration
- Federal Highway Administration

- U.S. Department of Transportation

Complaints must be filed **not later than 180 days after:**

- The date of the alleged act of discrimination; or
- The date the person became aware of the alleged discrimination; or
- Where there has been a continuing course of discriminatory conduct, the date on which the conduct was discontinued.

Complaints must be in writing and must be signed by the complainant and/or the complainant's representative. The complaint must set forth as fully as possible the facts and circumstances surrounding the claimed discrimination. A Title VI complaint form is available on the Concord Kannapolis Area Transit (Rider) website at <http://www.ckrider.com/about-us/#title-vi>, and during normal business hours at the Rider Transit Center:

- Rider Transit Center, 45 Transit Court, Northwest, Concord, NC 28025

### **Submitting Complaints**

All complaints shall be accepted—written or verbal. Should a complainant present allegations of Title VI discrimination verbally and refuse to reduce the complaint to writing, the Rider Transit Customer Service Agent or the Transit Director will reduce the elements of the complaint to written form. The complainant will be required to read the staff-prepared complaint and sign and date the transcript of the verbal complaint. Refusal to sign the complaint will provide basis for administrative closure of the complaint. No unsigned, undated complaint will be considered. Complaint information shall minimally include the following items:

- Name, address, and phone number of the complainant;
- Name and location of the city entity delivering the service;
- A description of the incident that led the complainant to feel discrimination occurred;
- The basis of the complaint (race, color, or national origin) must be stated;
- Names, addresses, and phone numbers of other persons who may have knowledge of the alleged discrimination;
- The date or dates on which the alleged discrimination occurred.

The Title VI Complaint Form (see Appendix) may be used to submit the complaint information, but its use is not required. If the Complaint Form is not used, the Rider Transit Director may request that the complainant provide any additional details that may be included on the Complaint Form to ensure information needs are satisfied. Rider Transit shall respond to, record, investigate, and maintain records of all complaints.

### **Complaint Processing**

When a complaint is received, the Rider Transit Director will assign a case number and



construct a case file. The Rider Transit Director will review the complaint information and prepare a letter to the complainant acknowledging the complaint (requesting additional information if necessary). The complaint will be investigated by the Rider Transit Director. Interviews with complainant, other persons with personal knowledge of the allegations, and affected city entities will be conducted. Parties may be accompanied by other persons of their choosing during any interview session.

The Rider Transit Director will prepare a report of the finding of fact, a recommended action, and submit the report to the City Attorney for consideration. The City Attorney will review the case and render a finding that the alleged discrimination is either substantiated or not substantiated. This finding will be submitted to the Rider Transit Director in writing, and all case materials will be returned to the Rider Transit Director, who will then advise the complainant by certified mail of the findings of the City Attorney and the actions to follow. All complaints will be handled within 60 days of their filing with the Rider Transit Director. In the event a complaint is filed against Rider Transit, the City or a City department— and not an individual— the Rider Transit Director will close the complaint case and forward the complaint information to the appropriate state agency.

### **Public Participation Plan**

This section lays the foundation for public involvement in planning for City of Concord Capital Construction projects. Public participation is encouraged throughout the project and will be incorporated into the decision-making process. Public involvement is critical to the planning process and serves to inform the public as well as solicit public response regarding the community's needs, values, and evaluations of proposed solutions. There may be many different types of solutions, each having advantages and disadvantages. These alternative solutions can be discussed with the public to receive input and ultimately reach a solution that will best meet the City's needs.

### **Situation Analysis**

The City will carefully identify the needs and interests of the constituency it serves focusing on human health and safety, protection of property values, the economic vitality of the area, and environmental considerations in the process of identifying, prioritizing, designing, and implementing capital construction projects.

### **Public Involvement Objectives**

- To create an open and visible decision-making process in which stakeholders have equal access and input;
- To provide a mechanism by which stakeholders are informed and have an understanding of the process, issues, and possible solutions from the perspectives of various interests;
- To incorporate public comments throughout the decision-making process.

## **Public Involvement Tools and Tactics**

The following provides a partial list of community outreach and media relations tools and tactics that may be used to disseminate information about the program and provide an opportunity to solicit and incorporate public input throughout the process. These tools may be used singly or in combination, as each situation merits.

### Community Outreach and Media Relations Tools

- Broadcast coverage
- Calendar releases
- Community presentations
- Fact sheets
- News releases
- Newspaper articles
- Public meeting comment cards
- Public meeting notice fliers
- Public meetings
- Public service announcements
- Website

### Example of Process

- Public notification
- Public meeting notice advertisements
- Public meetings
- Notice on web site
- Media coverage (news releases, calendar releases, articles, radio PSAs, etc.)
- Solicitation of comments from stakeholders
- Comment cards
- Website
- Questionnaires/surveys
- Incorporate public comments and respond to inquiries

As of Rider Transit's 2016 Title VI Program submission, public input sessions were hosted prior to the launch of the CCX multi-county service connecting Cabarrus County with Mecklenburg County's Lynx light rail system. Public input sessions were also hosted for the Cabarrus County Long Range Public Transit Plan. These sessions occurred in March 2018. Flyers were posted on buses and in the Transit Center, and posts were made to [ckrider.com](http://ckrider.com), social media, and newspapers (including *La Noticia*, the local Spanish language newspaper). Emails were sent out two weeks in advance of the meetings per Rider's Transit Policy Manual, in both English and Spanish, in order to make the forums known to the public.

## **Language Assistance Plan**

The intent of this plan is to ensure that where substantial numbers of residents of the cities of Concord and Kannapolis exist, who do not speak or read English proficiently, these individuals have access to the planning process and published information, and that public notification is provided in other languages. The production of multilingual publications and documents and/or interpretation at meetings/events will be provided to the degree that funding permits based on current laws and regulations.

### **Background**

Individuals with Limited English Proficiency (LEP) are those who do not speak English as their primary language AND who have a limited ability to read, speak, write or understand English. Title VI of the Civil Rights Act of 1964 - National Origin Discrimination Against Persons with Limited English Proficiency, and (Presidential) Executive Order 13166 require that Federal departments and agencies develop and make available guidance on how recipients of Federal funds should assess and address the needs of LEP individuals seeking assistance.

The US Department of Transportation (US DOT) developed guidance entitled *Policy Guidance Concerning Recipients' Responsibilities to Limited English Proficient (LEP) Persons*. This guidance was issued to ensure that persons in the United States are not excluded from participation in DOT-assisted programs and activities simply because they face challenges communicating in English.

### **Determining the Need**

As a recipient of federal funding, Rider Transit must take reasonable steps to ensure meaningful access to the information and services it provides.

### **Four Factor Analysis**

In determining “reasonable steps” there are four factors to be considered:

1. The number and proportion of LEP persons in the eligible service area;
2. The frequency with which LEP persons come in contact with the program;
3. The importance of the service provided by the program; and
4. The resources available to the recipient.

The US DOT Policy Guidance gives recipients substantial flexibility in determining what language assistance is appropriate based on a local assessment of the four factors listed above. The following is an assessment of need for Rider Transit’s service area in relation to the transportation planning process.

#### **1. The Number and Proportion of LEP Persons in the Eligible Service Area**

The first step towards understanding the profile of individuals that compose Rider Transit’s service area is a review of Census data. The table below displays the primary language and number of individuals (age five and over) that speak English less than “very well.” At this time,

Spanish represents the highest percentage of the region’s LEP population. (Source: US Census Bureau American Fact Finder 2011-2015 American Community Survey 5-Year Estimates.)

	Population 5 years and over	Percentage
Concord and Kannapolis	119,898	100%
Speak English less than “very well”		
Spanish	5,312	4.43%
Other Indo-European languages	452	0.38%
Asian and Pacific Islander languages	589	0.49%
Other languages	9	0%

## **2. The Frequency with which LEP Persons Come in Contact with the Program**

The growing size of the population in Concord and Kannapolis increases the probability of LEP customer contact with Rider Transit. Rider Transit assesses the frequency at which staff and drivers have or could possibly have contact with LEP persons. This includes documenting phone inquiries and surveying riders and drivers. Rider Transit has assessed the need of LEP individuals since October 2009, and as of that date Rider Transit has not had requests for interpreters for any public meetings. From 2009 and earlier, Rider Transit has produced information display cards, security awareness posters, bus schedules, on board Customer comment cards, and online postings in Spanish as well as English.

Rider Transit’s experience with LEP population has been primarily with Spanish speakers. A review of Rider Transit Customer Service personnel (two employees) and the ADA Coordinator determined that calls from LEP individuals make up approximately 2.5 percent of total calls.

Rider Transit also conducted customer surveys at the Rider Transit Center and on all eight bus routes in March 2019. The survey included multiple choice answers and was available in English and Spanish. Surveyors reported multiple encounters with customers that spoke other languages. Of those encounters, numerous customers declined to take the survey. Of the customers who completed the survey, approximately 4 percent (7 of 200) of the surveys were the Spanish version. Of the 7 completed Spanish version surveys, the following answers regarding language were received:

- Four respondents: I find it difficult to speak and/or understand English.
- Three respondents: I do not speak or understand English.

## **3. The Importance of the Service Provided by the Program**

The survey conducted by Rider Transit asked riders questions to determine how important public

transportation is to them. Examining the trip purpose distribution confirmed the importance of transit services to the community. Rider Transit bears in mind that transportation is considered an essential service to the welfare of society. Of the 202 surveys collected, 2 surveys were incomplete and omitted from the pool. The following results were compiled from the 200 completed surveys collected from riders:

- 70.5% ride the bus daily
- 61% ride the bus because public transit is their only mode of transportation
- 39.5% do not have a car at home
- 60% were going to work
- 27.5% were going to a medical/dental appointment
- 34.5% were going shopping/laundry
- 23% were going to a social/entertainment activity
- 11% were going to school
- 64.5% reported a household income of less than \$20,000 per year
- 27% reported a household income of \$20,000-40,000 per year
- 8.5% reported a household income of more than \$40,000 per year
- Riders of ages 36 to 55 were the most common age range at 40%

Ethnicity of survey respondents breaks down as follows:

- African American (not of Hispanic origin): 59%
- Caucasian (not of Hispanic origin): 30.5%
- Hispanic: 5.5%
- Native American or Alaskan Native: 2.5%
- Asian or Pacific Islander: 1%
- Other: .5%
- No Answer: 1%

Of the 200 riders who completed surveys, 4% (8 of 200) were identified as LEP riders. As reported across the country, public transportation is of great importance to LEP riders. Of the 8 identified LEP riders:

- 50% (4 of 8) use public transit daily
- 50% (4 of 8) reported that public transit is their only mode of transportation
- 25% (2 of 8) do not have a car at home
- 87.5% (7 of 8) reported a household income of less than \$20,000 per year

#### **4. The Resources Available to the Recipient**

Rider Transit uses Voiance Language Translation Services, Dosmono Language Translation Devices and Google Translation Applications as the primary resource for LEP assistance. Materials available to the public are provided in English and Spanish. Document translations

are completed by Rider Transit staff and contracted services.

### **Meeting the Requirements: Rider Transit Limited English Proficiency Plan**

Based on current population levels of Limited English Proficiency residents within the Rider Transit service area, Rider Transit is committed to providing meaningful access to its services for LEP persons. All language access activities detailed below will be coordinated by the Transit Director, Customer Service Agent(s) and Transit Staff as needed.

### **Providing Notice to LEP Persons**

Based on current population levels of Limited English Proficiency residents within the Rider Transit service area, languages in addition to English, where possible and practical, should be used in notices and publications that refer to public transportation services. Potential notification opportunities include:

- Posting signs in areas where the public is likely to read them;
- Stating in outreach documents that language services are available;
- Working with community-based organizations to inform LEP persons of available language assistance;
- Using a telephone voice mail menu in the most common languages encountered;
- Including notices in local newspapers in languages other than English;
- Providing notices to non-English language radio and television stations about the availability of language assistance services for important events;
- Presentations and/or notices at schools and religious organizations for important events or where community involvement is critical.

Rider Transit will continue this assessment with demographic analysis for Title VI, and this information will be revised every three years.

### **Language Assistance Measures**

Language assistance will be provided for LEP individuals through the translation of key material, as well as through oral language interpretation when necessary and possible.

### **Translation of Written Material**

Rider Transit currently provides some publications with translations in Spanish. The continued assessment of LEP population will determine if additional languages will need to be added.

### **Staff Training**

In order to establish meaningful access to information and services for LEP individuals, employees in public contact positions and those who will serve as translators or interpreters will be properly trained (see Appendix). Such training will be developed to ensure that staff and service providers are fully aware of LEP policies and procedures and are effectively able to work in person and/or by telephone with LEP individuals. Rider Transit management staff will

be included in this training to ensure full awareness and understanding of the Plan. Rider Transit management staff should also maintain the ability to reinforce the importance of the Plan, ensuring its implementation by staff.

### **Procedure for Rider Transit Staff and Contractors to Follow When Attempting to Communicate with Limited English Proficiency Individuals**

In the event that a person with Limited English Proficiency initiates contact with a Rider Transit Bus Operator, it is imperative that Rider Transit provide the best services, information, or response possible, just the same as would be provided to persons who have no language barrier. The sequence of attempts to communicate should be:

1. The Bus Operator should ask the customer if he/she can speak English. If the customer cannot understand English, proceed to the next step.
2. As necessary, the Bus Operator should verify the language needed by asking the customer to identify the language using the “Rider Transit Language Assistance Sheet”.
3. Once the language is determined, the Bus Operator should utilize the on-board language translation device to communicate with the customer.
4. If the language device is inoperable, the Bus Operator should provide the customer instructions directing them to the Rider Transit Center for translation service. These instructions will be on a laminated card in Spanish. If the language is other than Spanish, the Bus Operator should use a Rider Transit System Map or Schedule to point out the Rider Transit Center address. The Bus Operator should alert Dispatch that a person needing translation services will be arriving at the Rider Transit Center. Dispatch should alert Customer Service. Once the bus reaches the Rider Transit Center, a Supervisor should direct the customer to Customer Service.
5. Customer Service should use the “Rider Transit Language Assistance Sheet” in attempt to determine the primary language of the individual. The “Rider Transit Language Assistance Sheet” will be available at all times in the Rider Transit Center Customer Service office.
6. Customer Service staff should use the services of an online translation service (Google Translate has been successful in the past) in attempt to communicate with the individual.
7. As a final method of communicating, Customer Service staff may use the services of an over-the-phone interpretation service. Rider Transit will maintain current information in the Customer Service office for Voiance Language Translation Services, including telephone number and access code.

**At all times, maintain a gracious and friendly attitude, indicating Rider Transit’s attempt to be helpful and put the individual at ease.**

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

Rider Transit does not currently have any non-elected committees and councils.

**Monitoring of Sub-Recipients**

Rider Transit does not currently have any sub-recipients.

**Title VI Facility Equity Analysis**

Rider Transit did not have any projects requiring a Title VI Equity Analysis during the last three years.



### **Board Meeting Minute**

The following is an excerpt from the draft minutes of the **April 10<sup>th</sup>, 2019 Concord Kannapolis Transit Commission** meeting showing that the Commission reviewed and approved the Rider Transit Title VI Program Plan.

“Mayor Hinnant asked for a motion to recommend approval of the update to the Rider Transit Title VI Program Plan. Mr. Haas made a motion, and Mr. McKenzie seconded the motion. The recommendation was approved unanimously.”

The following is an excerpt from the draft minutes of the **May 9<sup>th</sup>, 2019 Concord City Council** meeting showing that Concord City Council reviewed and approved the Rider Transit Title VI Program. The Certificate of Recording Officer for the minutes can be found on page 32 of the Appendix of this document.

“The consent agenda items were presented for the Council’s consideration. A motion was made by Council Member McKenzie, seconded by Mayor Pro-Tem Leder, and duly carried, to approve the following consent agenda item—the vote: all aye.

#### **CONSENT AGENDA ITEM A**

The updated Concord Kannapolis Area Transit FTA Title VI Civil Rights Program Plan was accepted and adopted.”

## Requirements of Transit Providers (Chapter IV)

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### Service Standards

Rider Transit, though located in an Urbanized Area (UZA) of 200,000 or more in population, does not operate fifty or more fixed route vehicles in peak service. Therefore, Rider Transit is only required to set system-wide standards and policies, as outlined below.

Rider Transit identifies three primary areas of focus for monitoring the quality of service delivery, which is an essential element of prevailing Title VI requirements. Focus areas include Capital Investments, Bus Service Delivery Standards, and Transit Amenities. Application of these Service Standards provides assistance in achieving a balance between quality, equity and the cost-effective use of limited resources. The availability of financial resources, represented by the annual budget, is the bottom line for these standards. Service expansion may occur when funds are available. Service reduction may occur on an on-going basis, as appropriate, and/or in times of fiscal constraint, as determined by the Transit Director in consultation with the Concord Kannapolis Transit Commission.

The primary area of focus for monitoring the quality of service delivery is capital investments. Capital investments will be based on Rider Transit's Capital Improvement Program (CIP). The CIP supports the maintenance of assets including facilities, revenue rolling stock, and a vast array of tools and equipment. Rider Transit develops its CIP with full consideration of how capital investments have to be equitably distributed throughout the service area. In addition, capital investments are reviewed to determine how they will facilitate equal access and equitable delivery of transit services to minority, low income, and transit-dependent and choice-rider areas. Both regional and short-range activities are addressed.

Rider Transit's capital investment projects are accordingly programmed into the annual update of the budget and the MPO's Transportation Improvement Program. The MPO, which is also governed by Title VI, provides a process for early consultation and public involvement to citizens, affected public agencies, transportation agency representatives, private transportation providers, other interested parties, and local jurisdiction concerns. The MPO presents all key issues to its technical committees. This process provides Rider Transit with an opportunity to acquire additional information that can be used to address Title VI considerations during the planning process going forward, which is continuous, coordinated, and cooperative.

In addition, public hearings are also held on the Long-Range Transportation Plan and the Transportation Improvement Program prior to adoption by the MPO. The public involvement process is as follows:

- Once annually, Rider Transit will develop a Program of Projects proposed to be funded with federal funding. This Program of Projects will be advertised for public

comment by the MPO. Any comments received will be incorporated into the Program of Projects.

- The Program of Projects will then be incorporated into the Transportation Improvement Program.
- The MPO then completes a public involvement process that includes consulting with technical and citizen committees, holding a public hearing and final adoption.
- Public comments received regarding the Program of Projects or Transportation Improvement Program will be considered by Rider Transit throughout the adoption process and incorporated into final programs.

### **Vehicle Load Standards**

The average of all loads during the peak operating period (6:30-10:30 AM, 2:30-6:30 PM) should not exceed vehicle achievable capacity, which is 48 passengers for low-floor 35' buses. Bus Load Factor is defined as the acceptable ratio of passengers on board a bus to the number of seats available. The standard acceptable load factor for bus service is 1.25, not to exceed 1.50. Rider Transit will investigate service that exceeds this standard for possible modification. In the event of vehicle overload, backup/tripper vehicles will be run on overloaded routes.

### **Vehicle Headway Standards**

Vehicle headway is defined as the interval of time/frequency between buses traveling in any given direction (inbound/outbound) on any given route. On weekdays, service operates on eight routes every 60 minutes from 5:30 AM to 12:30 PM, and 5:30 PM to 8:30 PM, and every 75 minutes from 12:30 PM to 5:30 PM. On weekends, service operates on seven routes every 60 minutes from 8:30 AM to 12:30 PM, and 5:30 PM to 8:30 PM, and every 75 minutes from 12:30 PM to 5:30 PM. There is no service offered on six recognized holidays (New Year's Day, Memorial Day, Independence Day, Labor Day, Thanksgiving Day and Christmas Day).

Scheduling involves the consideration of a number of factors including ridership, transit/pedestrian friendly streets, density of transit-dependent population and activities, relationship to the Regional Transportation Plan, relationship to major transportation developments, land use connectivity, access to employment and medical facilities, and transportation demand management.

Rider Transit must balance the level of service provided with available funding. The current configuration of service best meets the service demands generated by the community at large, particularly as to the span, frequency, and location of service needs. Rider Transit will address additional service needs as funding becomes available.

The following factors are examined if and when adjusting headways needs to be considered:

- Load factor
- Availability of funding

- Passenger demand
- Route length
- Running time
- Passenger volume
- Regional connectivity
- Equipment/resource allocation

### **On-Time Performance Standards**

A vehicle is considered on time if it departs the Rider Transit Center no more than five minutes late of the published departure time. A standard of 75 percent of Rider Transit's vehicles will complete their established runs no more than five minutes late in comparison to the established schedule/published timetables.

### **Service Availability Standards**

Bus stop placement will be examined to determine if it optimizes service delivery, while minimizing the required walking distance between stops. Areas that Rider Transit evaluates for these standards include bus stop spacing (the average distance between stops should not exceed 0.5 miles within local routes, excluding interstate/express service), special considerations (destinations/points of interest, sidewalk availability, safety and convenience), and schedule adherence. To effectuate the requirements of Title VI (as well as ADA), Rider Transit takes into consideration the placement of bus stops near schools, facilities for seniors and individuals with disabilities, public facilities and government offices, and major ridership generators (such as apartment complexes, shopping centers, and major tourist attractions).

## **Service Policies**

### **Transit Amenities Policy**

Rider Transit's process of site selection and prioritization of transit amenities along bus routes is based predominantly on the number of passengers boarding at stops along those routes. Based on current data, a seat should be installed when the average ridership at a stop reaches six or more persons per day. A shelter should be installed when the average ridership at a stop reaches ten or more persons per day. Stop usage data is used in conjunction with a visual analysis/feasibility study of the site and an assessment of available existing amenities at the site (such as pads, seats, shelters, sidewalk, shade, etc.) to prioritize the installation of new amenities. As possible, equal distribution of amenities will occur among routes and communities.

### **Vehicle Assignment Policy**

Vehicles will be assigned to routes in a rotating schedule, such that each vehicle will run a different route each day. Each vehicle deployed on each of the seven routes is a low-floor bus. All low-floor buses are ADA-accessible, equipped with air conditioning and automated auditory and visual stop announcement systems. Currently, Rider Transit has eight buses (plus two

spares) that operate along eight fixed routes. The buses are rotated through the system to ensure that mileage is evenly distributed on each vehicle.

## **Appendix**

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**Title VI Investigations, Complaints, and Lawsuits**

One complaint alleging discrimination on the basis of race, color, or national origin with respect to service or other transit benefits occurred against Rider Transit since the 2016 Title VI submission. No lawsuits alleging discrimination on the basis of race, color, or national origin with respect to service or other transit benefits have occurred.

	Date	Summary (includes basis of	Status	Actions Taken
<b>Lawsuits</b>				
1.				
2.				
<b>Complaints</b>				
1.				
2.				
<b>Investigations</b>				
1.	09/08/18	Denied transfer. Due to the service being utilized primarily by African Americans, the customer alleged the denial was based on race rather than the applicable Rider Transit policy/procedure.	Closed	Investigation determined the complaint to be unsubstantiated (fare policy restrictions applied to passengers regardless of protected class). Staff did a review, and changed the policy/procedure to base transfers on an 85-minute allowability window between all routes.
2.				

## Title VI Poster

### Rider is Title VI Compliant

Title VI of the Civil Rights Act of 1964 prohibits discrimination on the basis of race, color, or national origin in programs and activities receiving Federal financial assistance. Specifically, Title VI provides that *"no person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance."*

(42 U.S.C. Section 2000d).

The Federal Transit Administration works to ensure nondiscriminatory transportation in support of our mission to enhance the social and economic quality of life for all Americans. The FTA Office of Civil Rights is responsible for civil rights compliance and monitoring to ensure non-discriminatory provision of transit services.

For more information, go to:  
[www.fta.dot.gov/civilrights/civil\\_rights\\_5088.html](http://www.fta.dot.gov/civilrights/civil_rights_5088.html)



### Rider Policy Statement of the Civil Rights Act of 1964

Rider is committed to ensuring that no person is excluded from participation in or denied the benefits of its transit services on the basis of race, color or national origin, as protected by Title VI of the Civil Rights Act of 1964.

If you believe you have been subjected to discrimination under Title VI, you may file a written complaint with the RIDER Transit System Office at 3600 South Ridge Avenue, Concord, NC 28025; or call Rider Customer Care at 704.920.RIDER (7433); or by e-mail to [info@ckrider.com](mailto:info@ckrider.com).

### How to File a Title VI Complaint

You may file a signed, written complaint 180 days to the date of the alleged discrimination. The complaint should include the following information:

- Your name, address and how to contact you (telephone number, e-mail address, etc.)
- How, why, when and where you believe you were discriminated against. Include the location and names and contact information of any witnesses. If the alleged incident occurred on the bus, give date, time of day and bus number.
- You must sign your letter of complaint.

### Rider cumple con el Título VI

El Título VI de la Ley de Derechos Civiles de 1964 prohíbe la discriminación en base a raza, color o nacionalidad en los programas y actividades que reciben asistencia financiera federal. Específicamente, el Título VI sostiene que *"ninguna persona en los Estados Unidos debe, en base a raza, color o nacionalidad, ser excluida de participar, negársele los beneficios de o ser sujeto de discriminación en cualquier programa o actividad que reciba asistencia financiera federal."*

(42 U.S.C. Sección 2000d).

La Administración Federal de Transporte (Federal Transit Administration, FTA) trabaja para asegurar un transporte sin discriminación en apoyo de nuestra misión de ampliar la calidad de vida social y económica para todos los estadounidenses. La Oficina de Derechos Civiles de la FTA es responsable de la supervisión y el cumplimiento de los derechos civiles para asegurar la provisión sin discriminación de los servicios de transporte.

Para obtener más información, visite:  
[www.fta.dot.gov/civilrights/civil\\_rights\\_5088.html](http://www.fta.dot.gov/civilrights/civil_rights_5088.html)



### Declaración de políticas de Rider de la Ley de Derechos Civiles de 1964

Rider está comprometido con asegurar que ninguna persona sea excluida de participar o se le nieguen los beneficios de sus servicios de transporte en base a raza, color o nacionalidad, tal como lo protege el Título VI de la Ley de Derechos Civiles de 1964.

Si piensa que ha sido sujeto de discriminación según el Título VI, puede presentar una queja por escrito en la Oficina del Sistema de Transporte RIDER en 3600 South Ridge Avenue, Concord, NC 28025; o llamando a Rider Customer Care al 704.920.RIDER (7433); o por correo electrónico a [info@ckrider.com](mailto:info@ckrider.com).

### Cómo presentar una queja del Título VI

Puede presentar una queja por escrito firmada hasta 180 días después de la alegada discriminación. La queja debe incluir la siguiente información:

- Su nombre, dirección y forma de contactarlo (número telefónico, dirección de correo electrónico, etc.).
- Cómo, por qué, cuándo y dónde considera usted que fue discriminado(a). Incluya la ubicación y los nombres e información de contacto de cualquier testigo. Si el alegado incidente ocurrió en el autobús, brinde la fecha, hora del día y el número del autobús.
- Debe firmar la carta de queja.





# Concord Kannapolis Area Transit

(Este cuestionario está disponible en español.)

**As recipients of federal funding to provide public transportation service, Concord Kannapolis Area Transit is required to gather information regarding the level of use, demographics, and income level of our riders. Please assist us by providing the information requested in this survey. Thank you for your cooperation.**

## 1. How often do you use public transit?

- a. Once in a while
- b. Once or twice in the week
- c. Daily
- d. This is my first time using public transit

## 2. Why do you choose to use public transit? (circle all that apply)

- a. It is my only mode of transportation
- b. It is convenient
- c. Gas prices are getting too high
- d. I'm trying to be environmentally responsible
- e. I don't have a car at home.
- f. Other: \_\_\_\_\_

## 3. What is your primary purpose of using public transit today? (circle all that apply)

- a. To/from work
- b. To/from school
- c. To/from a medical/dental appointment
- d. To/from social/entertainment activity
- e. Shopping/laundry
- f. Other: \_\_\_\_\_

## 4. Household Income (circle only one answer)

- a. Less than \$20,000 per year
- b. \$20,000 - \$40,000 per year
- c. \$40,000 - \$50,000 per year
- d. \$50,000 - \$70,000 per year
- e. Over \$70,000 per year

## 5. Age (circle only one answer)

- a. Less than 21 years of age
- b. 21 to 25 years of age
- c. 26 to 35 years of age
- d. 36 to 55 years of age
- e. Over 55 years of age

## 6. Language (circle only one answer)

- a. English is my primary language
- b. English is my secondary language, but I am fluent in English
- c. I find it difficult to speak and/or understand English

## 7. Ethnicity (Place an **X** in the appropriate box)

**○ (A) Asian or Pacific Islander:** Persons having origins in any of the peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands. This area includes, for example, China, Japan, Korea, the Philippine Islands and Samoa.

**○ (B) African American (not of Hispanic origin):** Person having origins in any of the black ethnic groups.

**○ (H) Hispanic:** Persons having origins in any of the Mexican, Puerto Rican, Cuban, Central or South American or other Spanish Cultures, regardless of ethnicity.

**○ (I) Native American or Alaskan Native:** Persons having origins in any of the original peoples of North America, and who maintain cultural identification through tribal affiliation or community recognition.

**○ (W) Caucasian (not of Hispanic origin):** Persons having origins in any of the original peoples of Europe, North Africa or the Middle East.

**City of residence:** \_\_\_\_\_

**City of work/destination:** \_\_\_\_\_

**Optional:** Enter your name and phone number to be included in a drawing to win a free 10-ride or 30-day pass.

**Name:** \_\_\_\_\_

**Phone:** \_\_\_\_\_



# Concord Kannapolis Area Transit

(This survey is available in English.)

Concord Kannapolis Area Transit recibe fondos federales para proveer este servicio de transporte público y es requerido obtener información sobre el nivel de uso, composición demográfica, y nivel de ingresos de nuestros pasajeros. Por favor asístanos completando este cuestionario. Gracias por su cooperación.

e. Más de 55 años de edad

**1. ¿Con que frecuencia usa usted el transporte público?**

- a. De vez en cuando
- b. Una o Dos veces a la semana
- c. Todos los días
- d. Esta es mi primera vez usando el servicio

**2. ¿Porque decidió usar el transporte público?** (marque **TODAS las** respuestas correctas)

- a. Es mi único medio de transporte
- b. Es conveniente
- c. El precio de la gasolina está muy alto
- d. Trato de ser responsable con el ambiente
- e. No tengo carro en mi casa
- f. Otra: \_\_\_\_\_

**3. ¿Cuál es el propósito principal de su viaje hoy?** (marque **TODAS las** respuestas correctas)

- a. Voy/vengo del trabajo
- b. Voy/vengo de Estudiar
- c. Voy/vengo de una cita médica o dental
- d. Voy/vengo de actividad Social o diversión.
- e. Voy/vengo de compras o diligencia
- f. Otra: \_\_\_\_\_

**4. Ingresos del Hogar** (marque **UNA SOLA** respuesta)

- a. Menos de \$20,000 al año
- b. \$20,000 - \$40,000 al año
- c. \$40,000 - \$50,000 al año
- d. \$50,000 - \$70,000 al año
- e. Más de \$70,000 al año

**5. Su Edad** (marque **UNA SOLA** respuesta)

- a. Menos de 21 años de edad
- b. 21 a 25 años de edad
- c. 26 a 35 años de edad
- d. 36 a 55 años de edad

**6. Su Idioma** (marque **UNA SOLA** respuesta)

- a. Inglés es mi idioma principal
- b. Inglés es mi segundo idioma, pero yo domino el Inglés
- c. Me es difícil hablar y/o entender Inglés
- d. No hablo ni entiendo Inglés

**7. Raza** (marque una **X** en la caja apropiada)

**○ (A) Asiático o Islas de Pacífico:** Personas de origen del lejano oriente, del sureste de Asia, el subcontinente de India, o las islas pacificas incluyendo China, Japón, Corea, las islas Filipinas y Samoa.

**○ (B) Afro Americano (pero NO de origen Hispano):** Personas de origen de los grupos étnicos de raza negra.

**○ (H) Hispano:** Personas originarias de México, Puerto Rico, Cuba, Centro y Sur América y otras culturas Hispanas sin importar la raza étnica.

**○ (I) Nativo Americano o Nativo de Alaska:** Personas de origen indígena americano, y que mantienen identificación cultural por medio de afiliación a una tribu o reconocimiento de la comunidad.

**○ (W) Blanco (pero NO de origen Hispano):** Personas con sus orígenes en Europa, Norte del África o del Medio Oriente.

**Ciudad donde vive:** \_\_\_\_\_

**Ciudad de destino:** \_\_\_\_\_

**Opcional:** Escriba su nombre y número teléfono para ser incluidos en un sorteo para ganar un pase 10 viajes o 30 días gratis.

**Su nombre:**

\_\_\_\_\_

**Su número de teléfono:**

\_\_\_\_\_



# Concord Kannapolis Area Transit

## March 2019 Customer Survey Results

### 1. How often do you use public transit?

- a. Once in a while **13**
- b. Once or twice in the week **45**
- c. Daily **141**
- d. This is my first time using public transit **1**

**TOTAL: 200**

### 2. Why do you choose to use public transit? (circle all that apply)

- a. It is my only mode of transportation **122**
- b. It is convenient **58**
- c. Gas prices are getting too high **22**
- d. I'm trying to be environmentally responsible **23**
- e. I don't have a car at home **79**
- f. Other: **15** (cost-effective, safe, dependable, no license, cannot drive, automobile is broke down)

**TOTAL: 319**

### 3. What is your primary purpose of using public transit today? (circle all that apply)

- a. To/from work **120**
- b. To/from school **22**
- c. To/from a medical/dental appointment **55**
- d. To/from social/entertainment activity **46**
- e. Shopping/laundry **69**
- f. Other **25** (everything, motel stay, family, gym, recreation center, errands, job search, banking, home)

**TOTAL: 337**

### 4. Household Income (circle only one answer)

- a. Less than \$20,000 per year **129**
- b. \$20,000 - \$40,000 per year **54**
- c. \$40,000 - \$50,000 per year **7**
- d. \$50,000 - \$70,000 per year **4**
- e. Over \$70,000 per year **6**

**TOTAL: 200**

### 5. Age (circle only one answer)

- a. Less than 21 years of age **14**
- b. 21 to 25 years of age **25**
- c. 26 to 35 years of age **41**
- d. 36 to 55 years of age **80**
- e. Over 55 years of age **40**

**TOTAL: 200**

### 6. Language (circle only one answer)

- a. English is my primary language **187**
- b. English is my secondary language, but I am fluent in English **5**
- c. I find it difficult to speak and/or understand English **5**
- d. I do not speak or understand English **3**

**TOTAL: 200**

## 7. Ethnicity

**(A) Asian or Pacific Islander:** Persons having origins in any of the peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands. This area includes, for example, China, Japan, Korea, the Philippine Islands and Samoa. **2**

**(B) African American (not of Hispanic origin):** Person having origins in any of the black ethnic groups. **118**

**(H) Hispanic:** Persons having origins in any of the Mexican, Puerto Rican, Cuban, Central or South American or other Spanish Cultures, regardless of ethnicity. **11**

**(I) Native American or Alaskan Native:** Persons having origins in any of the original peoples of North America, and who maintain cultural identification through tribal affiliation or community recognition. **5**

**(W) Caucasian (not of Hispanic origin):** Persons having origins in any of the original peoples of Europe, North Africa or the Middle East. **61**

**TOTAL: 200 (Other: 1; No response: 2)**

### **City of residence: (No response: 13)**

Concord **83**

Kannapolis **89**

Salisbury **2**

Landis **1**

Charlotte **7**

Huntersville **2**

Harrisburg **1**

China Grove **1**

Mexico **1**

### **City of work/destination: (No response: 28)**

Concord **104**

Kannapolis **44**

Salisbury **3**

Charlotte **16**

Harrisburg **4**

Davidson **1**

## Customer Survey Results Comparison Summary

Survey Date	November 2012	March 2016	March 2019
Total Surveys Completed	185	200	200
	Percent of Total	Percent of Total	Percent of Total
<b>How often do you use public transit?</b>			
a. Once in a while	5%	12%	7%
b. Once or twice in the week	24%	23%	23%
c. Daily	68%	64%	71%
d. This is my first time using public transit	3%	3%	1%
<b>Why do you choose to use public transit?</b>			
a. It is my only mode of transportation	60%	60%	61%
b. It is convenient	39%	36%	29%
c. Gas prices are getting too high	19%	11%	11%
d. I'm trying to be environmentally responsible	16%	7%	12%
e. I don't have a car at home	43%	41%	40%
f. Other	6%	6%	8%
<b>What is your primary purpose of using public transit today?</b>			
a. To/from work	51%	59%	60%
b. To/from school	28%	17%	11%
c. To/from a medical/dental appointment	37%	35%	28%
d. To/from social/entertainment activity	24%	21%	23%
e. Shopping/laundry	36%	34%	35%
f. Other	14%	10%	13%
<b>Household Income</b>			
a. Less than \$20,000 per year	75%	72%	65%
b. \$20,000 - \$40,000 per year	20%	24%	27%
c. \$40,000 - \$50,000 per year	2%	3%	4%
d. \$50,000 - \$70,000 per year	2%	2%	2%
e. Over \$70,000 per year	1%	1%	3%
<b>Age</b>			
a. Less than 21 years of age	7%	5%	7%
b. 21 to 25 years of age	16%	20%	13%
c. 26 to 35 years of age	21%	23%	21%
d. 36 to 55 years of age	40%	35%	40%
e. Over 55 years of age	16%	19%	20%
<b>Language</b>			
a. English is my primary language	93%	92%	94%
b. English is my secondary language, but I am fluent in English	5%	3%	3%
c. I find it difficult to speak and/or understand English	1%	5%	3%
d. I do not speak any English	1%	1%	2%
<b>Ethnicity</b>			
(A) Asian or Pacific Islander	1%	1%	1%
(B) African American	52%	59%	59%
(H) Hispanic	9%	6%	6%
(I) Native American or Alaskan Native	2%	4%	3%
(W) Caucasian	37%	25%	31%

### Customer Survey Results Cumulative Comparison

Survey Date	November 2012				March 2016				March 2019			
Total Surveys Completed	185				200				200			
	Total from All Surveys	Percent of Total	Total from 4 Spanish Surveys	Total from 2 LEP Respondents	Total from All Surveys	Percent of Total	Total from 12 Spanish Surveys	Total from 11 LEP Respondents	Total from All Surveys	Percent of Total	Total from 7 Spanish Surveys	Total from 8 LEP Respondents
<b>How often do you use public transit?</b>												
a. Once in a while	10	5%	0	0	23	12%	2	2	13	7%	1	2
b. Once or twice in the week	44	24%	0	0	45	23%	0	0	45	23%	2	2
c. Daily	126	68%	4	2	127	64%	10	9	141	71%	4	4
d. This is my first time using public transit	5	3%	0	0	5	3%	0	0	1	1%	0	0
<b>Why do you choose to use public transit?</b>												
a. It is my only mode of transportation	111	60%	3	2	119	60%	9	8	122	61%	4	4
b. It is convenient	73	39%	2	0	71	36%	4	4	58	29%	0	0
c. Gas prices are getting too high	36	19%	2	0	22	11%	1	1	22	11%	0	0
d. I'm trying to be environmentally responsible	29	16%	1	0	13	7%	1	1	23	12%	0	0
e. I don't have a car at home	80	43%	2	2	81	41%	4	4	79	40%	2	2
f. Other	12	6%	0	0	11	6%	2	2	15	8%	1	2
<b>What is your primary purpose of using public transit today?</b>												
a. To/from work	94	51%	3	-	117	59%	10	9	120	60%	4	4
b. To/from school	51	28%	1	-	34	17%	1	1	22	11%	0	0
c. To/from a medical/dental appointment	69	37%	3	-	69	35%	4	3	55	28%	2	2
d. To/from social/entertainment activity	44	24%	1	-	41	21%	0	0	46	23%	1	1
e. Shopping/laundry	66	36%	2	-	68	34%	3	2	69	35%	3	3
f. Other	25	14%	1	-	19	10%	0	0	25	13%	1	2
<b>Household Income</b>												
a. Less than \$20,000 per year	138	75%	2	2	144	72%	12	11	129	65%	6	7
b. \$20,000 - \$40,000 per year	37	20%	1	0	47	24%	0	0	54	27%	0	0
c. \$40,000 - \$50,000 per year	4	2%	0	0	5	3%	0	0	7	4%	0	0
d. \$50,000 - \$70,000 per year	3	2%	0	0	3	2%	0	0	4	2%	1	1
e. Over \$70,000 per year	1	1%	0	0	1	1%	0	0	6	3%	0	0
<b>Age</b>												
a. Less than 21 years of age	13	7%	0	-	9	5%	0	0	14	7%	0	0
b. 21 to 25 years of age	29	16%	0	-	39	20%	1	1	25	13%	2	2
c. 26 to 35 years of age	38	21%	2	-	45	23%	4	4	41	21%	2	3
d. 36 to 55 years of age	74	40%	1	-	70	35%	7	6	80	40%	3	3
e. Over 55 years of age	29	16%	1	-	37	19%	0	0	40	20%	0	0
<b>Language</b>												
a. English is my primary language	172	93%	1	0	184	92%	0	0	187	94%	0	0
b. English is my secondary language, but I am fluent in English	9	5%	1	0	5	3%	1	0	5	3%	0	0
c. I find it difficult to speak and/or understand English	1	1%	1	1	9	5%	9	9	5	3%	4	5
d. I do not speak any English	1	1%	1	1	2	1%	2	2	3	2%	3	3
<b>Ethnicity</b>												
(A) Asian or Pacific Islander	1	1%	0	0	2	1%	0	0	2	1%	1	1
(B) African American	96	52%	0	0	118	59%	0	0	118	59%	0	0
(H) Hispanic	16	9%	4	2	12	6%	12	11	11	6%	6	7
(I) Native American or Alaskan Native	4	2%	0	0	7	4%	0	0	5	3%	0	0
(W) Caucasian	68	37%	0	0	49	25%	0	0	61	31%	0	0



- **Name:** \_\_\_\_\_
- **Address:** \_\_\_\_\_
- **Telephone Number:** \_\_\_\_\_
- **Email Address:** \_\_\_\_\_
- **The discrimination I experienced was based on:** \_\_\_\_Race\_\_\_\_Color\_\_\_\_National Origin
- **Date the discrimination occurred:** \_\_\_\_\_
- Please use the space below to describe how, why, when and where you believe you were discriminated against. Include the location and names and contact information of any witnesses. If the alleged incident occurred on the bus, give date, time of day and bus number.
  
  
  
  
  
  
  
  
  
  
- If you are submitting this complaint on behalf of someone other than yourself, please use the space below to explain why and for whom you are submitting this complaint.

**Date:** \_\_\_\_\_

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- **Nombre:** \_\_\_\_\_
- **Dirección:** \_\_\_\_\_
- **Número de teléfono:** \_\_\_\_\_
- **Dirección de correo electrónico:** \_\_\_\_\_
- **La discriminación que experimenté se basó en:** \_\_\_\_Raza\_\_\_\_Color \_ Origen Nacional
- **Fecha de la discriminación:** \_\_\_\_\_
- Por favor use el espacio de abajo para describir cómo, por qué, Cuándo y dónde usted cree que fue discriminado. Incluya la ubicación y los nombres y la información de contacto de cualquier testigo. Si el supuesto incidente ocurrió en el autobús, dé la fecha, la hora del día y el número del autobús.

- Signatura:** \_\_\_\_\_

**Fecha:** \_\_\_\_\_

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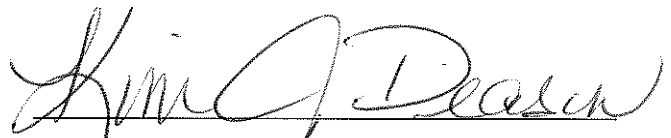


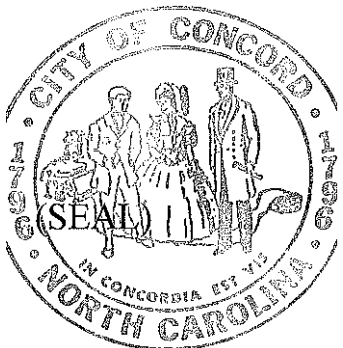
**THIS FORM ACTS AS A PLACEHOLDER UNTIL THE UPDATED  
"CERTIFICATE OF RECORDING OFFICER" FORM IS AVAILABLE**

## CERTIFICATE OF RECORDING OFFICER

I, Kim J. Deason, the duly appointed and acting City Clerk for the City of Concord, North Carolina, do hereby certify and acknowledge that the attached excerpt from the draft minutes of the May 12, 2016 City of Concord City Council meeting is a true and accurate copy of tmt portion of the original minutes on file and of record in the Office of the City Clerk.

WITNESS MYHAND AND SEAL of the City of Concord, North Carolina this  
13th day of May, 2016.

  
Kim J. Deason, City Clerk



# **Rider Transit Staff and Contractor Training**

## **Title VI Language Assistance Program**

Rider Transit is committed to ensuring that no person is excluded from participation in or denied the benefits of its transit services on the basis of race, color or national origin, as protected by Title VI of the Civil Rights Act of 1964. Individuals with Limited English Proficiency (LEP) are those who do not speak English as their primary language and who have a limited ability to read, speak, write or understand English. Spanish has been identified as the most common language in the Rider Transit service area used by LEP individuals. In order to establish meaningful access to information and services for LEP individuals, employees in Rider Transit's public contact positions will be properly trained.

### **Procedure for Rider Transit Staff and Contractors to Follow When Attempting to Communicate with Limited English Proficiency Individuals:**

In the event that a person with Limited English Proficiency initiates contact with a Rider Transit Bus Operator, it is imperative that Rider Transit provide the best services, information, or response possible, just the same as would be provided to persons who have no language barrier. The sequence of attempts to communicate should be:

1. The Bus Operator should ask the customer if he/she can speak English. If the customer cannot understand English, proceed to the next step.
2. The Bus Operator will verify the language needed by asking the customer to identify the language using the "Rider Transit Language Assistance Sheet".
3. Once the language is determined, the Bus Operator will utilize the on-board language translation device to communicate with the customer.
4. If the language device is inoperable, the Bus Operator should provide the customer instructions directing them to the Rider Transit Center for translation service. These instructions will be on a laminated card in Spanish. If the language is other than Spanish, the Bus Operator should use a Rider Transit System Map or Schedule to point out the Rider Transit Center address. The Bus Operator should alert Dispatch that a person needing translation services will be arriving at the Rider Transit Center. Dispatch should alert Customer Service. Once the bus reaches the Rider Transit Center, a Supervisor should direct the customer to Customer Service.
5. Customer Service should use the "Rider Transit Language Assistance Sheet" in an attempt to determine the primary language of the individual. The "Rider Transit Language Assistance Sheet" will be available at all times in the Rider Transit Center Customer Service office.
6. Customer Service staff should use the services of an online translation service (Google Translate has been successful in the past) in attempt to communicate with the individual.

7. As a final method of communicating, Customer Service staff may use the services of an over-the-phone interpretation service. Rider Transit will maintain current information in the Customer Service office for Voiance Language Translation Services, including telephone number, and access code.

**Please remember, at all times, to maintain a gracious and friendly attitude, indicating Rider Transit's attempt to be helpful and put the individual at ease. Thank you!**

*I acknowledge that I have received training on Rider Transit's Title VI Language Assistance Plan and how to communicate with Limited English Proficiency individuals.*

**Printed Name:** \_\_\_\_\_

**Position:** \_\_\_\_\_

**Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_



# Rider Transit Language Assistance Sheet

<input type="checkbox"/>	ضع علامة في هذا المربع إذا كنت تقرأ أو تتحدث العربية.	1. Arabic
D	1'''1..'l-rnuf' b't, 'l2_nu f 4.LUU'ILUrb LUJU LUnLU4.nLUnLa.f, b b (ununLa.f 4.LU.r 4.LUr11-nLa.f' b f,LUJbrb't,;	2. Armenian
<input type="checkbox"/>	যদি আপনি বাংলা পড়েন বা বলেন তা হলে এই বাক্সে দাগ দিন।	3. Bengali
D	lly}t:H:lJingilUmms m mns sUJ1UJmw1 tt '1	4. Cambodian
D	Motka i kaWlon ya yangin Gntungnu' manaitai pat Gntungnu' kumentos Chamorro.	5. Chamorro
D	如果你能读中文或讲中文，请选择此框。	6. Simplified Chinese
D	如果你能讀中文或講中文，請選擇此框。	7. Traditional Chinese
D	Oznacite ovaj kvadratic ako citate ili govorite hrvatskj jezik.	8. Croatian
D	Zaskrtnete tuto kolonku, pokud ctete a hovoríte cesky.	9. Czech
D	Kruis dit vakje aan als u Nederlands kunt lezen of spreken.	10. Dutch
D	Mark this box if you read or speak English.	11. English
<input type="checkbox"/>	اگر خواندن و نوشتن فارسي بلد هستيد، اين مربع را علامت بنيد.	12. Farsi

D	Cocher ici si vous lisez ou parlez le fran9ais .	13. French
D	Kreuzen Sie dieses Kastche n an, wenn Sie De utsc h lesen oder sprechen.	14. Germ an
D	LT]µ£LWCJT£ UUTO TOn::\a[mo av Ota a (£T£ µLAUT£ EAAT]VlK<l.	15. Greek
D	Make kazyé sa a si ou li oswa ou pale kreyol ayisyen.	16. Haitian Creole
11	अगर आप हिन्दी बोलते या पढ़ सकते हैं तो इस बक्स पर चिह्न लगाएँ।	17. Hindi
D	Kos lub voj no yog koj paub twm thiab hais lus Hmoob .	18. Hmong
D	Jelölje meg ezt a kockat, ha megerti vagy beszeli a magyar nyelvet.	19. Hungarian
D	Markaam daytoy nga kahon no makabasa wenno makasaoka iti Ilocano.	20. Ilocano
D	Marchi questa casella se legge o parla italiano.	21. Italian
D	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。	22. Japanese
D	한국어를 읽거나 말할 수 있으면 이 칸에 표시하십시오.	23. Korean
D	ໃຫ້ໝາຍໃສ່ຊ່ອງນີ້ ຖ້າທ່ານອ່ານຫຼືປາກພາສາລາວ.	24. Laoti an
D	Prosimyo zaznaczenie tego kwadratu, jeieli posługuje si Pan/ Pani j zykiem polskim.	25. Polish

D	Assinale este quadrado se voce le ou fala portugues.	26. Portuguese
D	insemnati aceasta casuta daca cititi sau vorbiti romane te.	27. Romanian
D	Il oMeThTēTOT KBa,DJJaTHK, ec.rn Bbḡ 0TaeTel1.rm rosop11Te no-pyccKl1.	28. Russian
D	06eJJe)l(MTe osaj KBap;pandi yKOJIMKO 'rnTaTe mm roaopḡ e cpncKM je3HK.	29. Serbian
D	Oznacte tento stvorcek, ak viete cftat ' alebo hovorit'po slovensky.	30. Slovak
D	Marque esta casilla si lee o habla espafiol.	31. Spanish
D	Markahan itong kuwadrado kung kayo ay marunong magbasa o magsalita ng Tagalog.	32. Tagalog
D	'l.-um tffifo -IIU.J1 tJA-1'tU'!!0 -lth vh u 0 1 U\,IIOIJfii11't1'l'Viti .	33. Thai
D	Maaka 'i he puha ni kapau 'oku ke lau pe lea fakatonga.	34. Tongan
D	BiAMiTbTe ll,10KnĩTHHKy,5IK.lll,0811'Il1TaeTea6orosop.0Te yKpa"iHCbKOfo MOB010.	35. Ukranian
D	اگر آپ اردو پڑھتے یا بولتے ہیں تو اس خانے میں نشان لگائیں۔	36. Urdu
D	Xin danh dau vao 6 nay ne'u guy vtbie'td9c van6i du'<;lCVitNgG'.	37. Vietnamese
D	באצייכנט דעם קעסטל אויב איר לייענט אדער רעדט אידיש.	38. Yiddish