

APPENDIX B: LIMITED ENGLISH PROFICIENCY PLAN



Hampton Roads Transit:
Limited English Proficiency Plan

Updated:
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**Acronyms and Abbreviations**

ACS	American Community Survey
FTA	Federal Transit Administration
HRT	Hampton Roads Transit
LEP	Limited English Proficient
LEPP	Limited English Proficiency Plan
TDCHR	Transportation District Commission of Hampton Roads
USDOT	U.S. Department of Transportation

1.0 INTRODUCTION

Hampton Roads Transit (HRT), incorporated on October 1, 1999, began through the voluntary merger of Pentran and Tidewater Regional Transit, the region's two existing public transit operators. HRT is governed by the Transportation District Commission of Hampton Roads (TDCHR), which consists of 13 members, one elected official and one citizen representative from each city served by Hampton Roads Transit, and the chairman of the Commonwealth Transportation Board (CTB) or a designee. Citizen representatives are appointed by the Governor. The purpose of the Commission is to provide reliable and efficient transportation services and facilities to the Hampton Roads community, located in southeastern Virginia. HRT currently serves six municipalities of the Southside and Peninsula areas of Hampton Roads, consisting of the cities of Hampton, Norfolk, Newport News, Portsmouth, Chesapeake, and Virginia Beach. The City of Suffolk elected to remove itself from the HRT service area effective December 30, 2011.

1.1 Legal and Regulatory Context

Federal regulations require that recipients of federal funds take reasonable steps to ensure meaningful access to their services and benefits for persons with limited English proficiency. Under these regulations, programs and activities normally provided in English must be accessible to persons who have a limited ability to speak, read, write, or understand English. Otherwise, English-only services may be discriminatory on the basis of national origin, in violation of Title VI of the Civil Rights Act of 1964, as amended, and its implementing regulations.

This four-factor analysis identifies appropriate language assistance measures needed to improve access to HRT services and benefits for limited English proficient (LEP) persons. This Language Assistance Plan (LAP) assesses language needs in the six-city HRT service area shown in Table 3.

1.2 Purpose of this Document

HRT developed a Limited English Proficiency Plan (LEPP) in December, 2010 and committed to regular updates of the LEPP when population and demographic data for the service area is updated, or when additional HRT technological, staff, or financial resources become available to support further meeting the needs of the LEP population. This document will provide an update on:

- The population and demographic profiles of the LEP population in the HRT service area (please see Figure 1) and
- The resources available and measures taken to address the needs of the HRT LEP population.

1.3 LEP Methodology

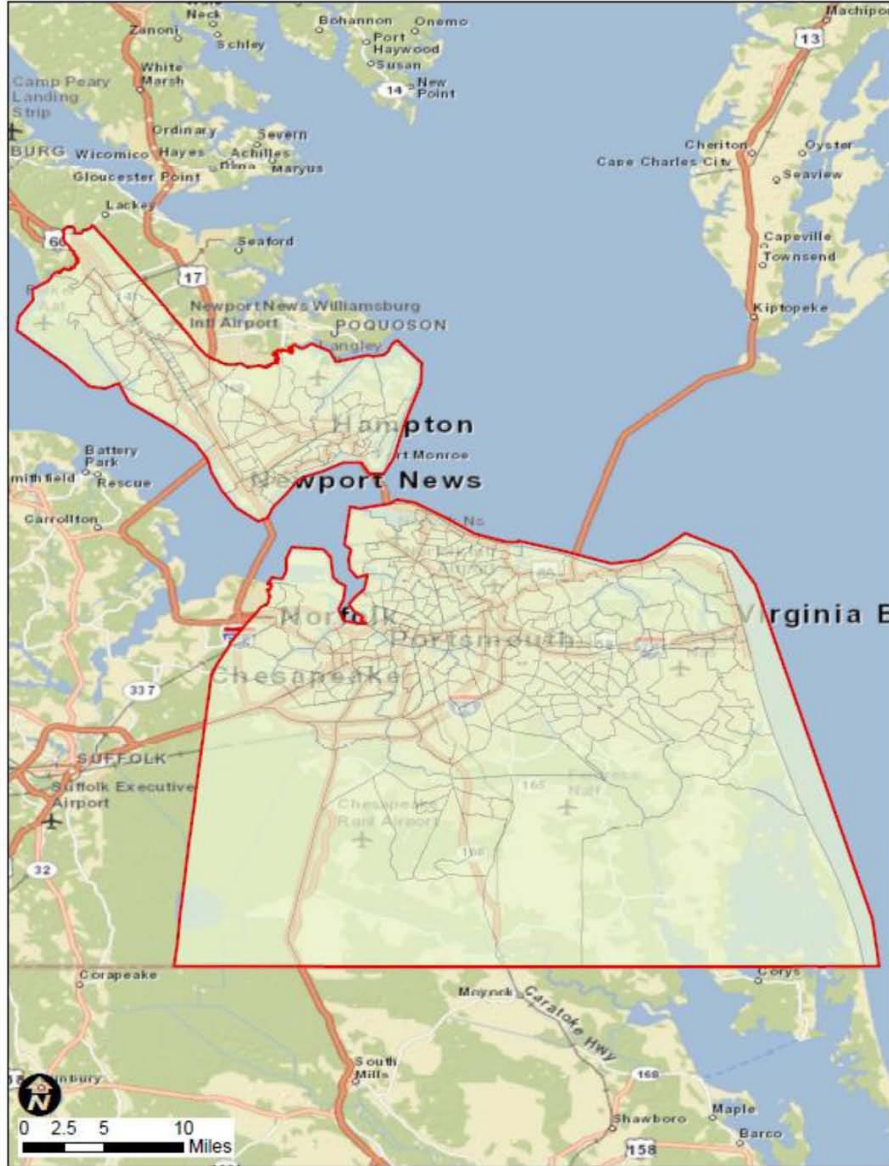
HRT has updated the Limited English Proficiency Plan to provide language assistance for LEP persons seeking meaningful access to HRT programs as required by Executive Order 13166, USDOT, and FTA’s policy guidance. In developing the LEPP, the HRT staff undertook an update of the previous LEPP Four-Factor LEP analysis, which requires the following considerations:

- Factor 1. The number or proportion of LEP persons eligible to be served or likely to be encountered by HRT programs, activities, or services.
- Factor 2. The frequency with which LEP individuals come in contact with HRT programs, activities, or services;
- Factor 3. The nature and importance of the program, activity or service provided by the HRT to the LEP population; and
- Factor 4. The resources available to the HRT and overall cost to provide LEP assistance.

Data Sources

Determining the presence of LEP populations in the HRT service area was completed through an analysis of the American Community Survey (ACS) 2015 5-Year Estimates for census tracts that lie within the six-city HRT service area.

Figure 1 Six-City HRT Service Area



2.0 FOUR FACTOR ANALYSIS

Each of the four factors noted above will be considered with updated population estimates, and compared to the findings from the December, 2010 LEPP in the following sections.

2.1 Factor 1: LEP Population Identification

The Factor 1 analysis assesses the number and proportion of persons with limited English-speaking proficiency likely to be encountered within HRT’s six-city service area. The LEP population is those persons who reported to the American Community Survey that they speak English “less than very well.”

Table 1 below shows, for those five years and older: the total population by city, the population that only speak English, the population that speak other languages, and the population that do not speak English well or at all. It is this last group that compromises the LEP populations within HRT’s member cities. As shown in the last column in Table 1, across HRT’s seven member cities, the percentage of the population that does not speak English well or at all is three percent (3.00%).

Table 1 English Proficiency, by City in HRT Service Area

City	Population 5 years and over, Total	Population 5 years and over, Speaks language other than English in the home, Speaks English Very Well, Total	Population 5 years and over, Speaks language other than English in the home, Does not Speak English Very Well, Total	% of Population 5 years and over, Does not Speak English Very Well, Total
Chesapeake	213,662.00	10,994.74	4,156.76	2%
Hampton	128,312.00	6,643.69	2,690.42	2%
Newport News	167,840.00	10,812.40	7,665.65	5%
Norfolk	227,889.00	15,285.03	7,802.05	3%
Portsmouth	88,790.00	3,483.57	975.91	1%
Virginia Beach	415,876.00	34,334.91	15,035.73	4%
Grand Total	1,242,369.00	81,554.33	38,326.51	3%

Source: U.S. Census Bureau, 2012 American Community Survey, 2015 American Community Survey

Table 2 Comparison of English Proficiency, 2000 Census Data, 2012 5-Year ACS Estimates, and 2015 5-Year ACS Estimates for Current HRT Service Area

Source: U.S. Census Bureau; 2000 Census, 2012, 2015 American Community Survey

Table This table compares the values from each of the LEP analyses in 2010, 2012, and 2014.

City	Population 5 years and over, Total			Population 5 years and over, Does not Speak English Very Well, Total			Percentage of Population 5 years and over, Does not Speak English Very Well		
	2000 Census	2012 5-Yr ACS	2014 5-Yr ACS	2000 Census	2012 5-Yr ACS	2014 5-Yr ACS	2000 Census	2012 5-Yr ACS	2014 5-Yr ACS
Chesapeake	185,025	208,881	213,662.00	1,238	4,795	4,156.76	0.67%	2.30%	1.95%
Hampton	137,303	128,642	128,312.00	1,048	2,709	2,690.42	0.76%	2.11%	2.10%
Newport News	165,897	167,330	167,840.00	1,666	6,770	7,665.65	1.00%	4.05%	4.57%
Norfolk	217,818	226,213	227,889.00	2,021	7,382	7,802.05	0.93%	3.26%	3.42%
Portsmouth	93,508	88,717	88,790.00	632	890	975.91	0.68%	1.00%	1.10%
Virginia Beach	394,892	410,322	415,876.00	4,435	14,321	15,035.73	1.12%	3.49%	3.62%
Total	1,194,443	1,230,105	1,242,369.00	11,040	36,867	38,326.51	0.92%	3.00%	3.08%



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Other and unspecified languages	59	14	73	0.00%	0.00%	0.01%
Navajo	20	6	26	0.00%	0.00%	0.00%
Hmong	26	0	26	0.00%	0.00%	0.00%
Yiddish	0	0	0	0.00%	0.00%	0.00%
SUBTOTAL	1,210,248	38,319.00	1,369,627	96.93%	3.07%	100.00%
TOTAL	1,210,248					

Factor 1 Findings

Table 3 demonstrate that over 90% of the population in the HRT service area speaks only English. Spanish and Tagalog are the only two languages spoken at home by more than one percent of the population within the HRT service area. Additionally, the Spanish Speaking population is the only language group where English is spoken less than very well by more than 1% of that language group.

2.2 Factor 2: Frequency with which LEP individuals come in contact with HRT programs, activities, or services

Through the analysis of available Census data, the Factor 1 analysis identified LEP populations within the six-city HRT service area. The second step of the four-factor LEP needs assessment is an evaluation of the current frequency of contact between LEP individuals and HRT programs, activities, and services. The US DOT “Policy Guidance Concerning Recipients’ Responsibilities to Limited English Proficient (LEP) Persons” (US DOT, 2005) advises that:

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

HRT’s customer service department reports that 14 calls from Spanish language speakers requiring translation services were received in 2016. HRT has received no request for any other translation services during the 2011-2013 review periods.

2.3 Factor 3: Evaluation of Importance of HRT Services to the LEP Population

The USDOT “Policy Guidance Concerning Recipients’ Responsibilities to Limited English Proficient (LEP) Persons” (USDOT 2005) advises that:

“The more important the activity, information, service, or program, or the greater the possible consequences of the contact to the LEP individuals, the more likely language services are needed. The obligations to communicate rights to an LEP person who needs public transportation differ, for example, from those to provide recreational programming. A recipient needs to determine whether denial or delay of access to services or information could have serious or even life-threatening implications for the LEP individual . . . providing public transportation access to LEP persons is crucial. An LEP person’s inability to utilize effectively public transportation may adversely affect his or her ability to obtain health care, education, or access to employment.”

The Factor 1 analysis showed that nearly 3.07% of the population in HRT’s service area is limited English proficiency, reporting that they speak English less than very well. While the Factor 2 analysis showed that the frequency of contact with HRT’s customer service center was limited, ensuring that all persons - regardless of language proficiency - have access to information on public transportation services and programs is an important element of a transit agency’s operating program. HRT currently offers

Table 3 Language Spoken At Home By Language Proficiency for the Population 5 Years and Over for HRT Service Area (Source: U.S. Census Bureau, 2015 American Community Survey)

	TOTAL			PERCENT OF POPULATION		
	Speaks English Well	Less Than Very Well	Total	Speaks English Well	Less Than Very Well	Total
English Only	1,127,507		1,248,567	90.30%	0.00%	90.30%
Spanish or Spanish Creole	36,995	16,466	53,461	2.96%	1.32%	4.28%
Tagalog	12,750	6,071	18,821	1.02%	0.49%	1.51%
German	4,469	772	5,241	0.36%	0.06%	0.42%
French (incl. Patois, Cajun)	4,127	1,025	5,152	0.33%	0.08%	0.41%
Chinese	2,083	2,748	4,831	0.17%	0.22%	0.39%
Vietnamese	1,630	2,204	3,834	0.13%	0.18%	0.31%
African languages	2,272	738	3,010	0.18%	0.06%	0.24%
Arabic	1,788	1,027	2,815	0.14%	0.08%	0.23%
Korean	1,050	1,584	2,634	0.08%	0.13%	0.21%
Japanese	1,381	610	1,991	0.11%	0.05%	0.16%
Italian	1,799	183	1,982	0.14%	0.01%	0.16%
Russian	1,005	582	1,587	0.08%	0.05%	0.13%
Other Indic languages	989	465	1,454	0.08%	0.04%	0.12%
Other Asian languages	824	399	1,223	0.07%	0.03%	0.10%
Other Pacific Island languages	741	465	1,206	0.06%	0.04%	0.10%
Greek	886	290	1,176	0.07%	0.02%	0.09%
Portuguese or Portuguese Creole	948	189	1,137	0.08%	0.02%	0.09%
Gujarati	728	344	1,072	0.06%	0.03%	0.09%
Persian	516	350	866	0.04%	0.03%	0.07%
Other Indo-European languages	638	208	846	0.05%	0.02%	0.07%
Urdu	653	173	826	0.05%	0.01%	0.07%
Mon-Khmer, Cambodian	550	267	817	0.04%	0.02%	0.07%
French Creole	600	72	672	0.05%	0.01%	0.05%
Hindi	434	236	670	0.03%	0.02%	0.05%
Scandinavian languages	522	42	564	0.04%	0.00%	0.05%
Other Slavic languages	461	102	563	0.04%	0.01%	0.05%
Other West Germanic languages	475	77	552	0.04%	0.01%	0.04%
Thai	204	268	472	0.02%	0.02%	0.04%
Hebrew	328	116	444	0.03%	0.01%	0.04%
Serbo-Croatian	266	134	400	0.02%	0.01%	0.03%
Polish	252	11	263	0.02%	0.00%	0.02%
Latvian	53	45	98	0.00%	0.00%	0.01%
Other Native North American languages	85	13	98	0.01%	0.00%	0.01%
Hungarian	76	4	80	0.01%	0.00%	0.01%
Armenian	58	19	77	0.00%	0.00%	0.01%

Table 4 HRT LEP Measures and Status

Measure	Description	Status	Estimated Burden	Resources Available (Y/N)		
				Staff	Financial	Technological
A	Identify an LEP coordinator	In Progress	Low	Y	Y	Y
B	Examine possibility of establishing a Title VI/LEP group that could meet quarterly to review LEP/Title VI needs and activities	In Progress	Medium	Y	Y	Y
C	Coordinate with HRT operations staff to better identify LEP-related activity on-board the buses and impact on drivers, if any.	Not Started	Medium	Y	Y	Y
D	Document LEP requests—both customer service calls and outreach activities.	In Progress	Low	Y	Y	Y
E	Monitor requests/calls to customer service to see if there is a need to include a "For Spanish, press..." option.	In Progress	Low	Y	Y	Y
F	Coordinate with IT department to identify whether the addition of a "For Spanish, press..." option is a possibility	Not Started	Medium	Unknown	Unknown	Unknown
G	Coordinate with the HRPDC/HRTPO in their efforts to establish a Hampton Roads Limited English Proficiency (LEP) Employee Guide and a database of community groups and local agencies that work with LEP populations and identify volunteer translators and interpreters.	Not Started	Medium to High	Y	Y	Y
H	Post a notice of available language assistance in HRT's reception area and website.	Finished	Low	Y	Y	Y
I	Examine possibility of adding an online language translation feature to HRT's website.	In Progress	Low	Y	Y	Y
J	Add a statement when running general public meeting notices: "The HRT will strive to provide reasonable accommodations and services for persons who require special assistance to participate in this public involvement opportunity. Para información en español, llame al (757)....."	In Progress	Low	Y	Y	Y
K	Examine possibility of creating information in other languages, primarily in Spanish. For example, the "How to Ride the Bus" guide that has important information (fares, policies) related to HRT's service could be a key first document	Not Started	High	N	N	Y
L	Cards placed inside buses listing who to contact if information is needed in other languages (Spanish).	In Progress	Low	Y	Y	Y
M	Add questions in Spanish to rider surveys to better gauge amount/frequency of LEP communities using HRT services.	Not Started	Medium	Y	N	Y
N	Conduct training/informational sessions with HRT customer service department regarding LEP and Title VI populations. Training topics will include:	Not Started	Medium	Y	Y	Y
N1	Understanding Title VI of the Civil Rights Act of 1964 and LEP responsibilities.					
N2	LEP program responsibilities and obligations.					
N3	Language assistance services offered.					
N4	Use of LEP Language Assistance Cards ("I Speak Cards").					
N5	Documentation of language assistance requests.					

3.0 REFERENCES

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