



SISKIYOU TRANSIT AND GENERAL EXPRESS (STAGE)

2026-2029

TITLE VI PROGRAM

STAGE
190 Greenhorn Road
Yreka, CA 96097
(530) 842-8220

**Approved by the Siskiyou Transportation Agency Directors
September 8, 2026**

INTRODUCTION

Section 601 of Title VI of the Civil Rights Act of 1964 states the following:

“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 subjected to discrimination under any program or activity receiving Federal financial assistance.”

Every three years, on a date determined by Federal Transit Administration (FTA), each recipient is required to submit the following information to the FTA as part of their Title VI Program. Sub-recipients shall submit the information to their primary recipient on a schedule to be determined by the primary recipient.

STAGE is a sub-recipient of the California Department of Transportation (CalTrans).

This document was prepared by Siskiyou Transit and General Express (STAGE) and approved by the Siskiyou Transportation Agency to comply with Title VI of the Civil Rights Act of 1964, including new provisions detailed in U.S. Department of Transportation’s FTA Circular 4702.1B, “Title VI Requirement and Guidelines for Federal Transit Administration Recipients.”

This plan is for 2026 through 2029.

Table of Contents

Section 1 - Title VI Policy and Procedures	5
Title VI Notice to the Public	5
List of Locations Where Title VI Notice Is Posted	7
Title VI Complaint Procedures	8
Title VI Complaint Form	10
Transit-Related Title VI Investigations, Complaints, and Lawsuits	12
Section 2 - Public Participation Plan	13
Introduction	13
Purposes of this Plan	13
Public Participation Process	13
Approach to Public Participation	14
Outreach Requirements and Activities	14
Summary of Outreach Efforts	16
Section 3 - Language Assistance Plan	18
Introduction	18
Overview of STAGE’s Service Area and Services	19
Language Assistance Goals	19
Results of the Four Factor Analysis	20
Implementation Plan	24
Language Assistance Measures	24
Staff Training	25
Monitoring, Evaluating, and Updating the LAP	26
Responsibility for Implementation of Plan	27
Section 4 – Other Information	28
Membership of Non-Elected Committees and Councils	28
Assurances and Subrecipient Monitoring	28
Title VI Equity Analysis	28
Annual Work Plan	29
System-Wide Policies and Service Standards	30
Appendices	32
Appendix A - 2024 American Community Survey Results	33

Table of Contents (Continued)

Appendix B - Survey Results (Employee and Staff)	37
Appendix C - Language Identification Card	46
Appendix D - Title VI Training Curriculum	52
Appendix E - Title VI Assurances	56

Section 1 - Title VI Policy and Procedures

STAGE's Title VI Notice to the Public

Notifying the Public of Rights under Title VI

Siskiyou Transit and General Express (STAGE) is committed to ensuring that no person shall be excluded from the equal distribution of its services and amenities because of race, color or national origin in accordance with Title VI of the Civil Rights Act of 1964.

Any person, who believes she or he has been discriminated against, may file a signed, written complaint within one hundred eighty (180) days of the date of alleged discrimination.

The Title VI Complaint form may be printed from the STAGE website:

<https://siskiyoustage.com/plans-programs/title-vi/> or may also be requested in person from the STAGE office at 190 Greenhorn Road, Yreka, CA 96097 or by phone at (530) 842-8220.

All complaints will be fairly and objectively investigated.

The complaint should include the following information:

1. complainant's name, address, and how to contact the complainant (i.e. telephone number, email address, etc.)
2. description of how, when, where, and why complainant believes the discrimination occurred along with the location, names, and contact information of any witnesses

The completed form should be returned to:

STAGE
Attention: Transportation Services Manager
190 Greenhorn Road, Yreka, CA 96097
(530) 842-8220

In addition to the Title VI complaint process at STAGE, a complainant may file a Title VI complaint here:

Office of Civil Rights
Federal Transit Administration
1200 New Jersey Avenue, SE
Washington, DC 20590

For more information about STAGE's Title VI program and complaint procedure or to request information in another language, contact (530) 842-8220 or come by the office at 190 Greenhorn Road, Yreka, CA.

Notificación al Público sobre los Derechos Conforme al Título VI

Siskiyou Transit and General Express (STAGE) se compromete a garantizar que ninguna persona quede excluida de la distribución equitativa de sus servicios y comodidades debido a su raza, color u origen nacional de acuerdo con el Título VI de la Ley de Derechos Civiles de 1964.

Cualquier persona que crea que ha sido discriminada puede presentar una queja por escrito y firmada dentro de los ciento ochenta (180) días a partir de la fecha de la supuesta discriminación.

El formulario de queja del Título VI se puede imprimir desde el sitio web de STAGE:

<https://siskiyoustage.com/plans-programs/title-vi/> o también se puede solicitar en persona en la oficina de STAGE en 190 Greenhorn Road Yreka, CA 96097 o por teléfono (530) 842-8220.

Todas las quejas serán investigadas de manera justa y objetiva.

La denuncia debe incluir la siguiente información:

1. El nombre del denunciante, la dirección y cómo contactarlo (es decir, número de teléfono, dirección de correo electrónico, etc.)
 2. Descripción de cómo, cuándo, dónde y por qué el denunciante cree que ocurrió la discriminación.
- También se debe incluir la ubicación, los nombres y la información de contacto de los testigos

El formulario completado debe ser devuelto a:

STAGE
Attention: Transportation Services Manager
190 Greenhorn Road, Yreka, CA 96097
(530) 842-8220

Además del proceso de quejas del Título VI en STAGE, un denunciante puede presentar una queja del Título VI aquí:

Office of Civil Rights
Federal Transit Administration
1200 New Jersey Avenue, SE
Washington, DC 20590

Para obtener más información sobre el programa del Título VI y el procedimiento de quejas de STAGE, o para solicitar información en otro idioma, comuníquese al (530) 842-8220 o visite la oficina en 190 Greenhorn Road, Yreka, CA.

List of Locations Where Title VI Notice Is Posted

STAGE's Title VI notice to the public is currently posted at the following locations:

Location Name	Address	City
STAGE Office	190 Greenhorn Road	Yreka, CA
Bus	All STAGE buses	Service Area
STAGE Website	https://siskiyoustage.com/plans-programs/title-vi/	Internet
Bus Shelter	Rain Rock Casino	Yreka, CA
Bus Shelter	Hornbrook Post Office	Hornbrook, CA
Bus Shelter	Fairchild Medical Center	Yreka, CA
Bus Shelter	Rain Rock Casino	Yreka, CA
Bus Shelter	Raleys Shopping Center	Yreka, CA
Bus Shelter	Siskiyou Family YMCA	Yreka, CA
Bus Shelter	In front of Montague City Hall on 13 th St	Montague, CA
Bus Shelter	In front of the Post Office on Main Street	Fort Jones, CA
Bus Shelter	Weed City Hall, Main Street	Weed, CA
Bus Shelter	Weed Community Center	Weed, CA
Bus Shelter	College of the Siskiyous	Weed, CA
Bus Shelter	Mt. Shasta Shopping Center, Morgan Way	Mt Shasta, CA
Bus Shelter	Across from McCloud Post Office	McCloud, CA
Bus Shelter	Park at the Top of the Hill	Dunsmuir, CA

The Title VI notice, complaint procedures and complete program information is also provided on STAGE's website at <https://siskiyoustage.com/plans-programs/title-vi/>.

Title VI Complaint Procedures

Any person who believes she or he has been discriminated against based on race, color or national origin may file a complaint with STAGE by completing and submitting STAGE's Title VI Complaint Form.

Complaints will be made in writing and will include all information relevant to a determination of discrimination. If a complaint form is received and is not complete, STAGE will be unable to process the complaint. A complaint will be filed within one hundred eighty (180) days after the alleged discrimination. If a complainant is unable or incapable of providing a written statement, a STAGE designee will, if necessary, assist the person in converting verbal complaints to writing and will interview the complainant. The complainant or his/her representative will sign all complaints.

Within five (5) business days of receiving a complaint, a letter will be sent to the complainant acknowledging receipt of the completed form or requesting the complaint be completed and returned within ten (10) business days. If the requested information is not received within ten (10) business days, the case will be closed.

Within thirty (30) business days of receiving the complaint, STAGE administration will review the complaint, which will include, but not be limited to, interviewing all appropriate personnel, the complainant, and witnesses and reviewing STAGE's policies and service standards. The complainant will be notified in writing of the cause to any planned extension to the 30-day rule. If it is found that discrimination did not occur, the complainant will be notified in writing and the procedure will be terminated. At that time, the complainant will be advised of their right to challenge the decision of STAGE by submitting a written request for a hearing within five (5) days of the receipt of the determination.

If, after review of the complaint, it is found that discrimination may have occurred, a formal hearing will be held. The complainant will be notified of this determination within reasonable time of the submission of the complaint. The hearing will occur on an available and mutually agreed upon date among both parties and will be attended by the STAGE Administrator, the complainant, and appropriate personnel. Following the hearing, STAGE will make a final determination. The complainant will be notified of this determination within ten (10) business days of the hearing. If justified, appropriate remedial action will be taken. The decision will be considered final.

If the Administrator finds that discrimination did not occur, the complainant will be notified of that disposition and will advise the complainant of their right to submit their complaint to the Office of Civil Rights, Federal Transit Administration, 1200 New Jersey Avenue, SE, Washington, DC 20590 for further investigation.

The STAGE Title VI Complaint form may be printed from the STAGE website or requested in person from the STAGE office or by phone.

Procedimientos de Quejas del Título VI

Cualquier persona que crea que ha sido discriminada por motivos de raza, color u origen nacional puede presentar una queja ante STAGE completando y enviando el Formulario de quejas del Título VI de STAGE.

Las quejas se harán por escrito e incluirán toda la información relevante para una determinación de discriminación. Si se recibe un formulario de queja y no está completo, STAGE no podrá procesar la queja. Se presentará una queja dentro de los ciento ochenta (180) días posteriores a la supuesta discriminación. Si un denunciante no puede o no puede proporcionar una declaración por escrito, una persona designada por STAGE, si es necesario, ayudará a la persona a convertir las denuncias verbales en escritas y entrevistará al denunciante. El denunciante o su representante firmará todas las denuncias.

Dentro de los cinco (5) días hábiles posteriores a la recepción de una queja, se enviará una carta al denunciante acusando recibo del formulario completo o solicitando que la queja sea completada y devuelta dentro de los diez (10) días hábiles. Si la información solicitada no se recibe dentro de los diez (10) días hábiles, el caso se cerrará.

Dentro de los treinta (30) días hábiles posteriores a la recepción de la queja, la administración de STAGE revisará la queja, lo que incluirá, entre otros, entrevistar a todo el personal apropiado, el denunciante, los testigos y revisar las políticas y estándares de servicio de STAGE. El denunciante será notificado por escrito de la causa de cualquier ampliación prevista de la regla de los 30 días. Si se determina que no hubo discriminación, se notificará por escrito al denunciante y se dará por terminado el procedimiento. En ese momento, se informará al denunciante de su derecho a impugnar la decisión de STAGE mediante la presentación de una solicitud por escrito para una audiencia dentro de los cinco (5) días posteriores a la recepción de la determinación.

Si después de revisar la queja, se determina que pudo haber ocurrido discriminación, se llevará a cabo una audiencia formal. El denunciante será notificado de esta determinación dentro de un tiempo razonable a partir de la presentación de la denuncia. La audiencia se llevará a cabo en una fecha disponible y acordada entre ambas partes y contará con la presencia del Administrador de STAGE, el denunciante y el personal apropiado. Después de la audiencia, STAGE tomará una determinación final. El denunciante será notificado de esta determinación dentro de los diez (10) días hábiles posteriores a la audiencia. Si está justificado, se tomarán las medidas correctivas apropiadas. La decisión se considerará definitiva.

Si el Administrador determina que no hubo discriminación, se notificará al denunciante sobre esa disposición y se le informará sobre su derecho a presentar su denuncia ante la Administración Federal de Tránsito, Oficina de Derechos Civiles, Oficina de Derechos Civiles, Edificio Este, 5.º Piso – TCR, 1200 New Jersey Avenue SE, Washington, DC 20590, para una ^{mayor} investigación.

El formulario de Queja del Título VI de STAGE puede imprimirse desde el sitio web de STAGE o solicitarse en persona en la oficina de STAGE o por teléfono.

STAGE Title VI Complaint Form

S.T.A.G.E. Title VI Complaint Form

Complainant's Name: _____

Address: _____

City: _____ State: _____ Zip Code: _____

Telephone: _____ Secondary Phone (optional): _____

Email Address: _____

Name of person discriminated against (if different): _____

Address: _____

City: _____ State: _____ Zip Code: _____

Telephone: _____ Email: _____

What is your relationship with this individual? _____

Please explain why you have filed for a third party: _____

Please confirm that you have obtained permission of the aggrieved party to file on their behalf. Yes No

Which of the following best describes the discrimination that was experienced? (Check all that apply):

Race Color National Origin Sex Age

Date of alleged discrimination: (mm/dd/yyyy): _____

Please explain the alleged discrimination incident as clearly as possible. 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 use the back of this form.

Have you previously filed a Title VI complaint with S.T.A.G.E.? Yes No

Have you filed this complaint with any other Federal, State, or local agency, or with any Federal or State court? Yes* No

*If yes, provide information about a contact person at the agency/court where the complaint was filed:

Name: _____ Title: _____

Agency: _____

Address: _____

City: _____ State: _____ Zip Code: _____

Telephone: _____ Email: _____

You may attach any written materials or other information that you think is relevant to your complaint. Your signature and date are required below to complete the form.

Signature: _____ Date: _____

Please submit this form to STAGE, Attn: Transportation Services Manager 190, Greenhorn Rd., Yreka, CA 96097.

Formulario de Queja del Título VI de la S.T.A.G.E.

Nombre de la denunciante: _____

Dirección: _____

Ciudad: _____ Estado: _____ Código postal: _____

Teléfono: _____ Teléfono secundario (opcional): _____

Dirección de correo electrónico: _____

Nombre de la persona discriminada (si es diferente): _____

Dirección: _____

Ciudad: _____ Estado: _____ Código postal: _____

Teléfono: _____ Correo electrónico: _____

¿Cuál es tu relación con esta persona? _____

Por favor, explica por qué has presentado la solicitud para un tercero:

Por favor, confirme que ha obtenido permiso de la parte perjudicada para presentar la demanda en su nombre.

Sí

No

¿Cuál de las siguientes opciones describe mejor la discriminación que se sufrió? (Marque todas las que correspondan.):

Raza Color Origen Nacional Sexo Edad

Fecha de la supuesta discriminación: (mm/dd/aaaa): _____

Por favor, explique el incidente de discriminación presunta lo más claramente posible. Incluye el nombre y la información de contacto de la(s) persona(s) que te discriminaron (si se conoce), así como los nombres e información de contacto de cualquier testigo. Si necesitas más espacio, por favor utiliza la parte trasera de este formulario.

¿Has presentado previamente una queja bajo el Título VI ante S.T.A.G.E.?

Sí

No

¿Ha presentado esta queja ante alguna otra agencia federal, estatal o local, o ante algún tribunal federal o estatal?

Sí*

No

*Si es así, proporciona información sobre una persona de contacto en la agencia/tribunal donde se presentó la queja:

Nombre: _____ Título: _____

Agencia: _____

Dirección: _____

City: _____ Estado: _____ Código postal: _____

Teléfono: _____ Correo electrónico: _____

Puedes adjuntar cualquier material escrito u otra información que consideres relevante para tu queja. A continuación, se requiere tu firma y fecha para completar el formulario.

Firma _____

Fecha _____

Por favor, envíe este formulario a STAGE, Attention: Transportation Services Manager, 190 Greenhorn Rd., Yreka, CA 96097.

4. Transit-Related Title VI Investigations, Complaints, and Lawsuits

In order to comply, STAGE will prepare and maintain a list of any active investigations conducted by STAGE or any other entities other than the FTA, lawsuits of complaints naming STAGE and/or its subcontractor(s) that allege discrimination on the basis of race, color, or national origin.

This list will include the following:

- the date the investigation, lawsuit or complaint was filed,
- a summary of the allegation(s),
- the status of the investigation, lawsuit or complaint,
- and actions taken by STAGE in response to the investigation, lawsuit or complaint.

To date, STAGE has no transit-related Title VI 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.				

Section 2 - Public Participation Plan

Introduction

As part of the Title VI Program, Siskiyou Transit and General Express (STAGE) has enhanced its strategies and engaged those underserved and Limited English Proficient individuals with translation apps. This strategy has proven to be proficient and has become our first point of communication. This plan outlines the importance of and provides guidelines for involving the public in STAGE planning efforts to ensure that all groups are represented and their needs considered.

Purpose of This Plan

STAGE is committed to ensuring it serves the communities in which it operates fairly, consistently and in the most cost-efficient and appropriate manner using available resources. Through conversation and collaboration with riders, prospective riders, and the larger surrounding community, STAGE will be able to assess the quality of its service, measure potential impacts to the community from STAGE initiative or proposed initiatives and ensure that it provides valuable services to the residents and visitors of Siskiyou County.

STAGE's public participation planning ensures the following:

- Residents with concerns or interests will have an appropriate opportunity to participate in decisions about STAGE services and will be notified of these opportunities to provide input.
- Community involvement and contribution will be included in the development of the plans, passenger amenities and improvements at STAGE.
- Concerns of all people or groups participating in the process, current and future users of STAGE will be considered in the development of the plan and location of transit services and amenities.

Public Participation Process

The public participation process should be considered at the earliest stages of any STAGE project that may impact the surrounding community, STAGE riders, and potential riders. As

projects vary in time and size, the public participation process may vary for each, as well as the extent of public participation. STAGE uses several strategies to provide interested parties with reasonable opportunities to participate in the planning process.

Approach to Public Participation

At any time, members of the public are welcome to submit comments or concerns to STAGE by emailing stage@co.siskiyou.ca.us, submitting a “comment” on STAGE’s webpage, or providing them by hand or mail to the STAGE office, 190 Greenhorn Road, Yreka, CA 96097.

At the beginning of all projects, staff will evaluate the project and determine which strategies will be utilized to encourage public participation and to best serve those affected or possibly affected by the project, including those in underserved communities. At any time during the project, it may be reevaluated, and, if appropriate, additional public participation activities will be sought out.

Outreach Requirements and Activities

Any information about public participation opportunities will be posted at least two weeks prior to the event. At a minimum, notice will be posted at the STAGE office, on-board transit vehicles, on the STAGE website, on the Siskiyou County Facebook page, and the STAGE Facebook page.

The following is a non-inclusive list of participation strategies and techniques that may be utilized:

- **Notify the public**

Sending blast e-mails, posting and/or distributing notices at key community locations, sending newsletters, creating printed material, having the information electronically accessible, using local media sources, having notices placed in buses and at stops, or creating a public utility bill insert

- **Hold a meeting, workshop or open house**

Other ways to garner community participation are to partner with community-based organizations for targeted outreach, hold facilitated discussion or question and answer sessions with planners, create interactive exercises, or create customized presentations using some form of visual aids such as maps, charts, illustrations, photographs, or table-top displays. The meetings can be held at varied dates, times and locations to ensure that all

riders and potential riders in the STAGE service area have equal access and opportunity to participate.

- **Conduct a poll or survey**

Written or telephone polls; electronic surveys via website, email, or Facebook; intercept interviews where people congregate, such as hubs or on buses; printed surveys distributed at meetings; surveys distributed on board transit vehicles; and surveys given at community locations are forms of outreach.

- **Create and distribute printed materials**

Distributed in numerous ways, working with community-based organizations to hand deliver flyers, mailing to a targeted database or distribution list, distributing ‘take-one’ flyers to key community organizations, and placing notices on-board buses and at bus stops

- **Utilize local media and news sources**

Creating news releases, submitting human interest stories centered around STAGE projects, inviting reporters to meetings, meeting with editorial staff, writing opinion pieces or commentaries, purchasing ad-space or airtime, negotiating inserts into local printed media, arranging for speakers on radio or television, and making public service announcements

- **Electronic access to information**

Current and updated website with easily accessible information, audio or video casts, downloadable flyers or printed materials, interactive surveys or comment lines, accessible maps, charts or plans, advance notice of public meetings, event or meeting information posted to the website, social media sites, calendars, community and discussion websites.

The Limited English Proficient population in STAGE’s service area meets the minimum requirements for mandatory translation of documents for the Spanish speaking community. However, STAGE will continue assessing the language needs of citizens in its service area through the Language Assistance Plan. As STAGE expands its services and ridership, it will review the plans and strategies in place to better reach the non-English speaking populations.

In an effort to engage with the LEP community, best efforts will be made to use the following methods to reach those individuals:

- Spanish interpretation of or at public meetings or workshops will be provided by staff as is possible and funding allows.
- Staff has translation apps available to easily communicate with the LEP community.

- When it is appropriate or necessary, STAGE will make vital information available in Spanish as well, the most populous LEP Language in the STAGE service area.
- Notices will be developed in Spanish and posted with the English notices.

Summary of Outreach Efforts

In the past, STAGE has used various ways to engage and distribute information to the public.

- Free Fare Friday is held during the Friday of the County Fair. Any person can ride the STAGE for free, and staff is on hand to answer questions and give information.
- At the Siskiyou Golden Fair, staff provide information to the public at a booth.
- 2022 riders were given an on-board survey.
- Facebook Page announces news about public transportation.
- STAGE staff attend events at the College of the Siskiyous.
- In 2022, STAGE participated in a route study by Via Mobility. A new design was created that streamlines STAGE routes to offer more efficient travel between communities in Siskiyou County. The new design is user-friendly that simplifies trip planning, attracts more customers to public transit, and ensures current customers' travel patterns are not unduly disrupted by changes to the system. They designed a new route that takes advantage of an additional bus available for daily service and creates a more driver-friendly schedule. Via Mobility conducted a survey and researched the fare data to determine the needs of the community.

Unmet needs hearings are held yearly. Some years, depending on available staffing, more than one meeting is held. These meetings are held at various locations throughout the county. Sometimes they coincide with City Council or other public meetings. A notice for the meeting or unmet needs hearing is posted five weeks prior to the meeting date. At the meeting, staff take in unmet needs and service requests, which are then formally addressed at a Siskiyou Transportation Agency meeting. The SCLTC then takes those requests and refers them to the SSTAC (Social Services Transportation Advisory Council), which reviews all the requests at length and forwards a recommendation to the LTC (Local Transportation Commission).

STAGE staff also respond to individual unmet needs that residents request via phone, email, or in-person contact. Their needs are recorded on a Request for Service form, options are researched, and then a STAGE administrator responds to the customer with the most practical solution.

Ongoing outreach efforts include but are not limited to the following:

- Bulletins, memos and notices posted on each STAGE bus
- Regular updates to STAGE website and STAGE’S Facebook page
- Schedules, discount applications and fare information at chamber of commerce offices, community resource centers, Siskiyou County Behavioral Health Services, the Siskiyou County Health and Human Services Agency, and the Siskiyou County Domestic Violence and Crisis Center
- Explanation of reading of bus schedules to customers over the phone and to SSTAC members to share with their participants

STAGE is committed to serving the local communities throughout its service area. In an effort to create more public participation opportunities, STAGE is compiling a list of possible outreach activities to take place in the near future. Some of these activities are the following:

- explaining how to read the bus schedules on the STAGE website
- meeting with the Siskiyou Golden Seniors to teach them how to ride the bus
- meeting with Community Resource Centers for assistance in reading schedules
- posting notices at additional locations
- creating a marketing and advertising campaign pairing with other local businesses
- coordinating with other service agencies to attend or present information at meetings

Section 3 - Language Assistance Plan

Introduction

This Language Assistance Plan is one component of Siskiyou Transit and General Express's (STAGE's) efforts to provide an appropriate mix of language assistance measures so all residents, including those who are Limited English Proficient (LEP), can equally contribute to and benefit from the development and improvement of STAGE services and passenger amenities. LEP individuals are those who do not speak English as their primary language and have limited availability to read, write or understand English.

This plan was developed during the process of preparing STAGE's Title VI Plan to ensure that services are accessible to LEP individuals. Title VI of the 1964 Civil Rights Act is one of two federal mandates that guarantee the provision of meaningful access to federally-funded services for LEP individuals:

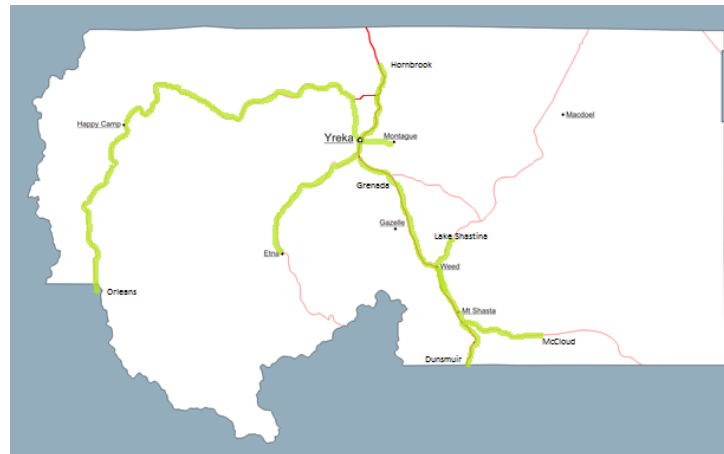
- Title VI of the 1964 Civil Right Act provides that no person in the United States shall on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity that receives federal financial assistance. This includes meaningful access to LEP customers.
- "In certain circumstances, a failure by a recipient of Federal financial assistance to ensure that individuals with limited English proficiency (LEP) can effectively participate in or benefit from federally assisted programs and activities may violate the prohibition against national origin discrimination under [Title VI of the Civil Rights Act of 1964](#) (42 U.S.C. 2000d) and the U.S. Department of Transportation's (DOT) Title VI regulations at [49 CFR Part 21](#)" ("[Title VI and LEP](#)," U.S. Department of Transportation, 7-9-25 update).

Overview of STAGE's Service Area and Services

STAGE is a rural public transportation system, operating five routes throughout Siskiyou County.

Routes 1A, 2A, and 3A, serve the communities of Weed, Mt Shasta, Dunsmuir, and McCloud along the Interstate 5 corridor. Route 4 serves the communities of Fort Jones, Etna, Yreka, and Hornbrook. Route 5 serves Yreka and Montague and connects riders to the routes traveling to South County. Route 6 connects Yreka and Happy Camp.

STAGE average ridership over the three previous fiscal years (2023-2024, 2024-2025, 2025-2026) was 23,500 per year.



Language Assistance Goals

This plan has been prepared to address responsibilities as a recipient of federal funding and will outline how to identify any resident who may need language assistance, ways in which assistance may be provided and how to notify LEP persons that assistance is available. STAGE is committed to making its services and programs available to all persons, including those with Limited English Proficiency, as part of its compliance with Title VI of the Civil Rights Act of 1964.

STAGE's goal is to provide meaningful access for LEP customers to its services, information, and materials by developing a Language Assistance Plan and by regular evaluation of the developed methods and strategies. Efforts to effectively engage LEP individuals will ensure that interests and input of all residents are given equal consideration in the development and improvement of STAGE services.

Results of the Four Factor Analysis

Factor 1: The number or proportion of LEP persons in the service area who may be served or are likely to encounter STAGE services

The U.S. Census Bureau 2024 American Community Survey, table S1601, Language Spoken at Home, estimates that, of the 41,495 Siskiyou County residents over age 5, 9.7% speak a language other than English. Of the 9.7%, the survey estimates that 2,761 speak Spanish. Of the Spanish-speaking residents, 1,822 speak English “very well” while 939 speak English less than “very well,” according to the survey. Speakers of languages other than English and Spanish total approximately 3% of county residents. See Appendix A for further survey data.

Siskiyou County, California		
Label	Estimate	Margin of Error
Total	41,495	+/- 95
Speak only English	37,480	+/- 430
Speak Spanish	2,761	+/- 400
Spanish Speakers who speak English “very well”	1,822	+/- 372
Spanish Speakers who speak English less than “very well”	939	+/- 178

The majority of those with LEP speak Spanish (2,761 residents or 6.7%), which falls inside the Safe Harbor Provision of over 5% or 1,000 individuals, whichever is less.

STAGE has translated its vital materials into Spanish because the Safe Harbor Provision stipulates that “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.”

Factor 2: The frequency with which LEP individuals interact with the program

STAGE conducted staff and passenger surveys in 2026 to determine the frequency of contact between LEP individuals and STAGE services. Staff verbally surveyed STAGE office callers and visitors, and staff were surveyed about their interactions with LEP customers.

Staff Survey

The staff survey was completed by eight employees. The results showed that staff interact with about one LEP individual a week. The LEP customers often need help understanding bus schedules and sometimes ask about the location of buses as well as information regarding fare payments. Staff often use gestures and other body language to convey information to these individuals, such as by pointing to a time on the bus schedule. They also use bilingual skills, a translation app, and basic English words to communicate. To enhance service to these individuals in the future, five staff suggested a Spanish version of the bus schedule. Others advised staff training in a translation app, a bilingual co-worker, automated translation on buses, a video in Spanish explaining how to read bus schedules, and bus-stop signage limited to times the bus departs from that particular bus stop.

Full results from the staff survey can be found in Appendix B.

LEP Outreach

In total, STAGE staff surveyed eleven customers who walked into or called the office. Results can be found in Appendix B. All reported being native English speakers with high or nearly high English proficiency, suggesting a low number of LEP customers interacting with the STAGE office.

Despite the absence of LEP responses, STAGE will continue to reach out to LEP customers. Future LEP outreach efforts will include continuing to identify key organizations or contacts in the community that serve those who are LEP. Additional LEP outreach efforts may be conducted in partnership with any of these key contacts or organizations when an appropriate event or need arises. Making contact with these individuals will be critical as STAGE works to improve the efficiency of its language assistance efforts.

Riding STAGE

Based on survey results, current LEP ridership is minimal.

Calling STAGE

Of those who called STAGE, most were able to communicate well with staff.

STAGE plays a vital role in the transportation needs of those in the community and is committed to continually working to improve its services and outreach methods, ensuring all citizens, including those typically underserved, have access to public transit.

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

STAGE understands that its services are used for life-sustaining activities, such as transportation to and from work, grocery shopping, non-emergency medical appointments, as well as life-enriching activities, such as school and social events. For transit-dependent individuals, STAGE services are important. For this reason, STAGE is committed to continually improving its services for all its riders and potential riders. To understand the importance of STAGE services to LEP individuals, STAGE staff surveyed customers about their access to a vehicle and where they travel on STAGE. Most individuals have no access to a car, and they travel to a variety of places. Shopping, recreation, visits to friends, employment, county services, and other destinations were answers given. See Appendix B for survey results.

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

As the geographic area that STAGE serves is vast, outreach will need to be varied and, at times, event specific. The STAGE Public Participation Plan lays out the types of outreach activities that will be utilized.

A large portion of STAGE outreach efforts will be possible through continuing to cultivate relationships with key contacts within the LEP community. Keeping these contacts informed about STAGE activities, services and events, and working with them to connect with the LEP populations will be an important outreach activity with little or no associated costs.

The table below identifies several potential outreach strategies that may be utilized as is appropriate and their associated costs. Some of these strategies, such as Spanish language advertisements on radio stations and in magazines will be utilized if such outlets are identified and as funds are available.

TITLE VI PROGRAM FOUR-FACTOR ANALYSIS: FACTOR 4

Translation of Written Documents		Interpretation & Translation Services		Advertisements & Outreach	
Specific elements	Unit Costs (range)	Specific elements	Unit Costs	Specific elements	Unit Costs
<i>Vital Documents:</i>				Availability of language assistance poster development and printing	To be determined on a case-by-case basis
Title VI Notice to the Public	None	Language Line Interpreter, available for meetings and workshops as needed	\$3.95 per minute as utilized To be determined on a case-by-case basis	Spanish-language radio spots (optional)	To be determined on a case-by-case basis
Complaint Form	None	Spanish-speaking consultant or phone translation apps	To be determined on a case-by-case basis	Adverts in Spanish-language publications (optional)	To be determined on a case-by-case basis
Complaint Procedures	None				
Rider Guide	None				
ADA Application	None				
Signage advertising STAGE's language assistance program	To be determined				
System Map	To be determined				
<i>Ad-hoc Documents:</i>	To be determined				
Fliers/advertisements for level one public events	To be determined				
Website	Translation approach TBD				

Implementation Plan

To implement this plan, STAGE has determined that there are five essential tasks that need to be completed. Each task has been broken down into milestones to help track the progress that has been made.

Task 1: Identifying LEP Individuals Who Need Language Assistance

To best serve LEP individuals, STAGE must first identify those who need language assistance. STAGE will be examining records to determine requests for language assistance in the past. At meetings or public events sponsored by or co-sponsored by STAGE, a staff member will greet all participants as they arrive. By informally engaging the participants in conversation, it is possible to gauge the ability to speak and or understand English. STAGE will implement the use of the Census Bureau's Language Identification Card (Appendix C) in the office, on buses, and at any public meetings. This will help in identifying the language assistance needs for future meetings as well. If an operator encounters a passenger on the bus who identifies with one of the language cards, they will forward the contact information and language to STAGE staff for follow-up. Front-line staff and operators will be surveyed on their experience concerning any contact with LEP persons.

Task 2: Language Assistance Measures

STAGE will develop a list of language assistance products and methods available in our communities and how they can be accessed. One of the first steps will be networking with other local service agencies that provide services to LEP individuals and seek opportunities for them to also provide STAGE information. STAGE is providing the Language Identification Card (Appendix C) at the office and onboard buses. The Title VI Program, including the Language Assistance Plan, will be posted on the STAGE website at <https://siskiyoustage.com/plans-programs/title-vi/> and will be available to view at the STAGE office. Going forward, STAGE will take proper steps to secure a professional interpreter service, such as Language Line, and, when an interpreter is needed, staff will utilize them. Staff as well as vehicle operators utilize the translation app on their phones to better service the LEP communities.

Interpretation Services

STAGE will continue to make improvements to its services, including securing an interpreter service to aid in translating and interpreting vital documents and to help staff when language barriers prevent or hinder communication. However, based on the results of the Four Factor Analysis, interpretation services are not required at this time. For small outreach events,

training or transit awareness events, bilingual staff members will assist with translation where appropriate and feasible. If necessary, STAGE will hire an interpreter through a local or regional service.

Translation of Vital Documents

Based on the results of the four-factor analysis, STAGE is required to translate its vital documents to Spanish.

Going forward, the extent of STAGE's ability and obligation to translate written documents will be determined on a case-by-case basis, by continuous monitoring of census data and looking at elements presented in the Four-Factor Analysis.

STAGE's Website

Once individual vital documents are translated, they will be made available on the STAGE website. STAGE is reviewing options and will pursue the most appropriate and feasible option for translating its website.

These are some options for translating that website:

- using Google Translate on the website,
- translating only vital information and each corresponding sub-page,
- professional translation of the entire website and each subpage.

Task 3: Staff Training

The STAGE Title VI Program Administrator developed a required Title VI training for STAGE staff that is included as Appendix D. STAGE Staff will complete the training every two years.

The training consists of these segments:

I: Part one of the training is an online video that explains Title VI and its key requirements. Specifically, the video defines Title VI, explains when it applies, discusses language assistance, and reviews other aspects of Title VI compliance.

II: Part two of the training covers STAGE's language assistance procedures. The LPA is mandated to provide reasonable assistance to persons who are not proficient in English. Specifically, this part of the training describes resources that staff can use for verbal interpretation or written translation.

III: Part three discusses STAGE Title VI procedures if a member of the public requests to file a Title VI complaint.

IV: Part four explains the Title VI Annual Work Plan. This yearly plan, which is shared with the public, comprises Title VI accomplishments for the current year and Title VI goals for the upcoming year.

V: Part five includes a list of Title VI resources and contacts for more information.

VI: The training ends with a brief quiz checking the trainee's comprehension of the material.

Task 4: Providing Notice to LEP Persons and Outreach

To ensure that LEP individuals are aware of STAGE's language assistance measures it will develop simple signage directing those who may use its services to the appropriate information.

Language assistance signage will be posted on each bus, in the main office and on the STAGE website directing those LEP individuals to the appropriate information.

STAGE will continue developing relationships with other organizations and individuals who serve the LEP community. STAGE will also work to develop strategies to spread awareness of the language assistance services.

Task 5: Monitoring, Evaluating, and Updating the Language Assistance Plan

A thorough review of this Language Assistance Plan will be undertaken every three years concurrent with updating and submitting the STAGE Title VI Programs. At that time, the LEP population will be reassessed, to ensure all significant LEP languages are included in STAGE's language assistance efforts.

STAGE will regularly assess the effectiveness of how it communicates with LEP individuals by including questions about language assistance and information needs on any community survey and having conversations with key contacts who work with LEP persons.

STAGE will track its language assistance efforts by keeping a record of staff interactions with LEP individuals and any Language Line usage reports.

Responsibility for Implementing the Language Assistance Plan

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

STAGE Title VI Program Administrator
Angie Stumbaugh, Transportation Services Manager
190 Greenhorn Road
Yreka, CA 96097
(530) 842-8220

Section 4 – Other Information

Membership of Non-Elected Committees and Councils

The Social Services Transportation Advisory Council (SSTAC) was established under the requirements of the Transportation Development Act. One of SSTAC's primary responsibilities is to annually identify and review unmet transit needs that may exist within the region.

The SSTAC represents the community's diverse populations by including representatives of transit riders who are age 60 and over, disabled, and of limited means, agencies that serve these groups, as well as at-large members and representatives of the consolidated transportation service agency.

Assurances and Subrecipient Monitoring

STAGE Title VI staff will ensure that federal-aid contracts and agreements and in all sub-contracts and sub-agreements with federal funds include required Title VI assurances listed in Appendix E. In the event of a contractor's noncompliance with the non-discrimination provisions of this contract, the recipient will impose such contract sanctions as it or the Federal Highway Administration determine are appropriate, including, but not limited to withholding payments to the contractor under the contract until the contractor complies and/or cancelling, terminating, or suspending a contract, in whole or in part.

Title VI Equity Analysis

For transit route changes, STAGE analyzes the impact on minority, low-income, and disadvantaged communities by identifying households and their needs. In addition, for fare changes, STAGE assesses how change in ticket prices will impact protected groups compared to the general public. Public input is gathered on these changes by surveys as well as through responses to notifications of the changes.

Annual Work Plan

Stage will annually establish and monitor program goals and maintain a work plan. The Title VI Coordinator will ensure that training is conducted, language translation services continue to be available, public participation is optimal, and appropriate Title VI signage is posted. The work plan also includes updating community statistics and corresponding with the federal agency as necessary. The Title VI Implementation Plan will guide updates to the Annual Work Plan.



System-Wide Policies and Service Standards

Vehicle Load Standards

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

- Loads not to exceed 1.0 passenger/seat

Vehicle Headway Standards

Based on the long distances traversed, ridership, demand and transfer opportunities, STAGE operates with varied headways.

On-Time Performance Standards

STAGE endeavors to operate with no early departures before the times shown on the most current schedule.

All trips should be operated “on-time”, defined as departing a published time-point no more than ten (10) minutes later than the published schedule to accommodate the deviation pick-ups.

Service Availability Standards

STAGE is a rural public transportation system, operating six routes throughout Siskiyou County. STAGE services are available to the communities of Yreka, Grenada, Gazelle, Weed, Mount Shasta, Dunsmuir, McCloud, Fort Jones, Greenview, Etna, Montague, Hornbrook, and Happy Camp.

Vehicle Assignment Policy

Bus assignments consider the operating characteristics of the various buses with STAGE's fleet, which are matched to the operating characteristics of the route. Vehicle assignments will be done to ensure equitable wear and tear of fleet vehicles through the routes.

Transit Amenities Policy

The following policies will be applied as funding allows:

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

Appendices

	Title	Page
A	2024 American Community Survey Results	33
B	Survey Results (Customer and Staff)	37
C	Language Identification Card	46
D	Title VI Training Curriculum	52
E	Title VI Assurances	56

Siskiyou County, California					
	Total	Percent			
Label	Estimate	Margin of Error	Estimate	Margin of Error	
Population 5 years and over	41,495	±95	(X)	(X)	
Speak only English	37,480	±430	90.3%	±1.0	
Speak a language other than English	4,015	±407	9.7%	±1.0	
SPEAK A LANGUAGE OTHER THAN ENGLISH					
Spanish	2,761	±400	6.7%	±1.0	
5 to 17 years old	585	±183	1.4%	±0.4	
18 to 64 years old	1,785	±272	4.3%	±0.7	
65 years old and over	391	±75	0.9%	±0.2	
Other Indo-European languages	477	±143	1.1%	±0.3	
5 to 17 years old	51	±43	0.1%	±0.1	
18 to 64 years old	257	±96	0.6%	±0.2	
65 years old and over	169	±61	0.4%	±0.1	
Asian and Pacific Island languages	628	±131	1.5%	±0.3	
5 to 17 years old	56	±34	0.1%	±0.1	
18 to 64 years old	448	±109	1.1%	±0.3	
65 years old and over	124	±65	0.3%	±0.2	
Other languages	149	±72	0.4%	±0.2	
5 to 17 years old	16	±15	0.0%	±0.1	
18 to 64 years old	83	±41	0.2%	±0.1	
65 years old and over	50	±52	0.1%	±0.1	
CITIZENS 18 YEARS AND OVER					

Table: ACSST5Y2024.S1601

	Percent of specified language speakers				
	Speak English only or speak English "very well"		Percent speak English only or speak English "very well"		
Label	Estimate	Margin of Error	Estimate	Margin of Error	
Population 5 years and over	40,143	±232	96.7%	±0.5	
Speak only English	(X)	(X)	(X)	(X)	
Speak a language other than English	2,663	±413	66.3%	±5.5	
SPEAK A LANGUAGE OTHER THAN ENGLISH					
Spanish	1,822	±372	66.0%	±6.6	
5 to 17 years old	568	±185	97.1%	±4.2	
18 to 64 years old	1,022	±235	57.3%	±8.3	
65 years old and over	232	±70	59.3%	±12.7	
Other Indo-European languages	364	±126	76.3%	±11.8	
5 to 17 years old	45	±37	88.2%	±16.2	
18 to 64 years old	178	±81	69.3%	±16.3	
65 years old and over	141	±59	83.4%	±13.1	
Asian and Pacific Island languages	328	±129	52.2%	±15.0	
5 to 17 years old	51	±33	91.1%	±18.9	
18 to 64 years old	257	±114	57.4%	±18.6	
65 years old and over	20	±16	16.1%	±15.2	
Other languages	149	±72	100.0%	±24.4	
5 to 17 years old	16	±15	100.0%	±84.8	
18 to 64 years old	83	±41	100.0%	±37.2	
65 years old and over	50	±52	100.0%	±48.0	
CITIZENS 18 YEARS AND OVER					

Table: ACSST5Y2024.S1601

	Siskiyou County, California			
	Total	Percent		
Label	Estimate	Margin of Error	Estimate	Margin of Error
All citizens 18 years old and over	33,870	±222	(X)	(X)
Speak only English	31,304	±315	92.4%	±0.8
Speak a language other than English	2,566	±274	7.6%	±0.8
Spanish	1,640	±225	4.8%	±0.7
Other languages	926	±159	2.7%	±0.5

Appendix B

Customer LEP Survey

Purpose: This survey helps determine the needs and number of speakers of limited English proficiency who use STAGE services. The survey serves Title VI, a part of the Civil Rights Act of 1964 that prohibits discrimination based on race, color, or national origin.

Surveyor's Name: Renee Callaghan

Survey Start Date: 6-29-26 **Survey End Date:** 7-6-26

Question	Answer (Place 1 tally mark per answer.)
1 On a 1-5 scale with 5 being high, what is your level of English proficiency?	5: (high – Native English speaker) <u> </u> <u> </u> 4: <u>/</u> 3: 2: 1: (low – little knowledge of English)
2 What is your native language?	English: <u> </u> <u> </u> <u>/</u> Spanish: Other language:
3 Do you have access to a vehicle?	Yes: <u> </u> No: <u> </u> <u> </u>
4 Where do you usually travel on the STAGE bus? (one customer gave 2 responses to this question)	- to work: <u>/</u> - to shop: <u> </u> - to a medical appointment: <u>/</u> - to visit family or a friend: <u> </u> - to another destination: <u>recreation </u> <u>county services /</u>

Staff LEP Survey

Staff Member's Name: Scott Andrus

Date: 7-2-26

Purpose: For purposes of Title VI, a part of the Civil Rights Act of 1964, this staff survey is intended to measure the frequency of STAGE interactions with customers with limited English proficiency and to help meet the needs of those individuals.

Question	Answer
1 On average, how many customers with limited English proficiency do you interact with each week?	☒ none ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 or other number:
2 What information or services do they need?	☒ bus schedule ☐ bus location ☐ bus payment ☐ other:
3 What helps you communicate with these individuals?	☐ pointing / body language ☐ translator (a person who speaks the second language) ☐ translator (a phone app) ☐ using basic English words / slow speaking ☒ something else: <u>I speak some Spanish</u>
4 In the future, what can STAGE provide to help you communicate with these individuals?	☐ bus schedule translated into Spanish ☐ video explaining the bus schedule in Spanish ☐ fares with visuals posted on the bus ☐ training in and access to a translation app ☒ something else: <u>at bus stops, only post times when bus is at that stop</u>
5 <u>Optional</u> : What other comments do you have about meeting the needs of customers with limited English proficiency?	<u>none</u>

Staff Member's Name: Stephen Burleigh

Purpose: For purposes of Title VI, a part of the Civil Rights Act of 1964, this staff survey is intended to measure the frequency of STAGE interactions with customers with limited English proficiency and to help meet the needs of those individuals.

39 of 64

Staff LEP Survey

Staff Member's Name: Raice Callaghan

Date: 6-29-26

Purpose: For purposes of Title VI, a part of the Civil Rights Act of 1964, this staff survey is intended to measure the frequency of STAGE interactions with customers with limited English proficiency and to help meet the needs of those individuals.

Question	Answer
1 On average, how many customers with limited English proficiency do you interact with each week?	☒ none ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 or other number:
2 What information or services do they need?	☐ bus schedule ☐ bus location ☐ bus payment ☒ other: <u>N/A</u>
3 What helps you communicate with these individuals?	☐ pointing / body language ☐ translator (a person who speaks the second language) ☐ translator (a phone app) ☐ using basic English words / slow speaking ☒ something else: <u>NA</u>
4 In the future, what can STAGE provide to help you communicate with these individuals?	☒ bus schedule translated into Spanish ☐ video explaining the bus schedule in Spanish ☐ fares with visuals posted on the bus ☒ training in and access to a translation app ☐ something else:
5 <u>Optional:</u> What other comments do you have about meeting the needs of customers with limited English proficiency?	<u>None at this time</u>

Staff Member's Name: Russ Downward

Purpose: For purposes of Title VI, a part of the Civil Rights Act of 1964, this staff survey is intended to measure the frequency of STAGE interactions with customers with limited English proficiency and to help meet the needs of those individuals.

41 of 64

Staff LEP Survey

Staff Member's Name: Karen Godwin

Date: 7-1-26

Purpose: For purposes of Title VI, a part of the Civil Rights Act of 1964, this staff survey is intended to measure the frequency of STAGE interactions with customers with limited English proficiency and to help meet the needs of those individuals.

Question	Answer
1 On average, how many customers with limited English proficiency do you interact with each week?	☒ none ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 or other number: <u> </u>
2 What information or services do they need?	☐ bus schedule ☐ bus location ☐ bus payment ☒ other: <u>N/A</u>
3 What helps you communicate with these individuals?	☐ pointing / body language ☐ translator (a person who speaks the second language) ☐ translator (a phone app) ☐ using basic English words / slow speaking ☒ something else: <u>N/A</u>
4 In the future, what can STAGE provide to help you communicate with these individuals?	☐ bus schedule translated into Spanish ☒ video explaining the bus schedule in Spanish ☐ fares with visuals posted on the bus ☐ training in and access to a translation app ☐ something else: <u> </u>
5 Optional: What other comments do you have about meeting the needs of customers with limited English proficiency?	<u>None</u>

Staff LEP Survey

Staff Member's Name: ANDY GILMAN

Date: 6/29/26

Purpose: For purposes of Title VI, a part of the Civil Rights Act of 1964, this staff survey is intended to measure the frequency of STAGE interactions with customers with limited English proficiency and to help meet the needs of those individuals.

Question	Answer
1 On average, how many customers with limited English proficiency do you interact with each week?	<u>0</u> none ___1 ___2 ___3 ___4 ___5 or other number: ___
2 What information or services do they need?	___ bus schedule ___ bus location ___ bus payment ☒ other: <u>N/A</u>
3 What helps you communicate with these individuals?	___ pointing / body language ___ translator (a person who speaks the second language) ___ translator (a phone app) ___ using basic English words / slow speaking ☒ something else: <u>N/A</u>
4 In the future, what can STAGE provide to help you communicate with these individuals?	___ bus schedule translated into Spanish ___ video explaining the bus schedule in Spanish ___ fares with visuals posted on the bus ☒ training in and access to a translation app ☒ something else: <u>Ask Spanish-Speaking coworkers to help</u>
5 <u>Optional</u> : What other comments do you have about meeting the needs of customers with limited English proficiency?	<u>The very few times this has happened we seem to figure it out.</u>

Staff LEP Survey

Staff Member's Name: Donna Hamilton

Date: 6/29/26

Purpose: For purposes of Title VI, a part of the Civil Rights Act of 1964, this staff survey is intended to measure the frequency of STAGE interactions with customers with limited English proficiency and to help meet the needs of those individuals.

Question	Answer
1 On average, how many customers with limited English proficiency do you interact with each week?	___none <u>X</u> 1 ___2 ___3 ___4 ___5 or other number: ___
2 What information or services do they need?	<u>X</u> bus schedule <u>X</u> bus location <u>X</u> bus payment ___ other: _____
3 What helps you communicate with these individuals?	<u>X</u> pointing / body language <u>X</u> translator (a person who speaks the second language) ___ translator (a phone app) ___ using basic English words / slow speaking ___ something else: _____
4 In the future, what can STAGE provide to help you communicate with these individuals?	<u>X</u> bus schedule translated into Spanish ___ video explaining the bus schedule in Spanish ___ fares with visuals posted on the bus ___ training in and access to a translation app ___ something else: _____
5 <u>Optional</u> : What other comments do you have about meeting the needs of customers with limited English proficiency?	

Staff LEP Survey

Staff Member's Name: Duane Orr

Date: 7/1/26

Purpose: For purposes of Title VI, a part of the Civil Rights Act of 1964, this staff survey is intended to measure the frequency of STAGE interactions with customers with limited English proficiency and to help meet the needs of those individuals.

Question	Answer
1 On average, how many customers with limited English proficiency do you interact with each week?	☒ none ☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 or other number: _____
2 What information or services do they need?	☐ bus schedule ☒ bus location ☐ bus payment ☐ other: _____
3 What helps you communicate with these individuals?	☒ pointing / body language ☐ translator (a person who speaks the second language) ☒ translator (a phone app) ☒ using basic English words / slow speaking ☐ something else: _____
4 In the future, what can STAGE provide to help you communicate with these individuals?	☒ bus schedule translated into Spanish ☐ video explaining the bus schedule in Spanish ☐ fares with visuals posted on the bus ☐ training in and access to a translation app ☐ something else: _____
5 Optional: What other comments do you have about meeting the needs of customers with limited English proficiency?	<u>N/A - none</u>

United States®
Census
2020

Language Identification Card

I work for the U.S. Census Bureau. Is someone here now who speaks English and can help us?
If not, someone may contact you who speaks _____.

Español (Spanish 02)

Trabajo para la Oficina del Censo de los EE. UU. ¿Se encuentra alguien que hable inglés y pueda ayudarnos? Si no, alguien que habla español podría comunicarse con usted.

普通话、广东话 (Chinese simplified)

我是美国人口普查局的工作人员。请问您这里有没有会说英语的人可以帮助我们？

(Mandarin 03): 如果没有，可能会有会讲普通话的人与您联系。

(Cantonese 04): 如果没有，可能会有会讲广东话的人与您联系。

如果您閱讀繁體中文，請參閱第2頁（普通話或廣東話） (Chinese traditional on pg 2)

Tiếng Việt (Vietnamese 05)

Tôi làm việc cho Cục Thống Kê Dân Số Hoa Kỳ. Hiện có ai ở đây biết nói tiếng Anh và có thể giúp quý vị và tôi không? Nếu không, một nhân viên nói tiếng Việt có thể sẽ liên lạc với quý vị.

한국어 (Korean 06)

저는 미국 인구조사국에서 일하고 있습니다. 여기 계신 분 중에서, 영어를 하실 수 있어서 저희를 도와주실 수 있는 분이 혹시 계신지요? 없으시면, 한국어를 하시는 분이 연락을 드릴 수도 있습니다.

Русский (Russian 07)

Я представляю Бюро переписи населения США. Присутствует здесь кто-нибудь, кто говорит по-английски и мог бы помочь нам? Если нет, то тогда возможно, с Вами свяжется наш сотрудник, говорящий по-русски.

العربية (Arabic 08)

أنا أعمل لمكتب الإحصاء الأمريكي. هل يوجد شخص هنا يتكلم الإنجليزية و يمكنه ان يساعدنا الآن؟ إذا لا، فقد يتصل بكم شخص يتكلم اللغة العربية.

Tagalog (Tagalog 09)

Nagtatrabaho ako para sa Kawanihan ng Senso ng U.S. Mayroon ba rito ngayong nagsasalita ng Ingles at maaaring tumulong sa amin? Kung wala, maaaring may kumontak sa inyo na nagsasalita ng Tagalog.

Polski (Polish 10)

Jestem pracownikiem Urzędu Spisu Ludności USA. Czy w tej chwili jest tu ktoś, kto mówi po angielsku i może nam pomóc? Jeżeli nie, może skontaktować się z Państwem ktoś, kto mówi po polsku.

Français (French 11)

Je travaille pour le Bureau de recensement des États-Unis. Y a-t-il quelqu'un ici qui parle anglais et qui pourrait nous aider? Sinon, quelqu'un qui parle français pourrait vous contacter.

Kreyòl Ayisyen (Haitian Creole 12)

Mwen travay pou Biwo Resansman Etazini. Èske gen yon moun la ki pale anglè ki ka ede nou? Si pa genyen, yon moun isit la ki pale kreyòl ka rele ou.

Português (Portuguese 13)

Trabalho para a Agência do Censo dos EUA. Há alguém aqui, agora, que fale inglês e que possa nos ajudar? Caso não haja, uma pessoa que fala português poderá entrar em contato com você.

日本語 (Japanese 14)

私はアメリカ合衆国国勢調査局の係員です。こちらには英語を理解できこの調査にご協力いただける方がいらっしゃいますか？もしない場合は、日本語を話す係員があなたに連絡をすることがあります。

Shqip (Albanian 15)

Unë punoj për Byronë Amerikane të Censurit. A ka njeri këtu tani që flet anglisht dhe mund të na ndihmojë? Nëse jo, dikush që flet shqip mund t'ju kontaktojë.

አማርኛ (Amharic 17)

እኔ የአሜሪካ ህዝብ ቆጠራ ቢሮ ሰራተኛ ነኝ። እንግሊዝኛ የሚናገርና ሊረዳን የሚችል ሰው አለ? ከሌለ አማርኛ የሚችል ሰው ሊያነጋግርዎ ይችላል።

Հայերեն (Armenian 18)

Ես աշխատում եմ ԱՄՆ Մարդահամարի բյուրոյի համար: Ներկա^օ է այստեղ այժմ որևէ մեկը, ով խոսում է անգլերեն և կարող է օգնել մեզ: Եթե ոչ, ապա հայերեն խոսող որևէ մեկը կարող է կապվել Ձեզ հետ:

বাংলা (Bengali 19)

আমি ইউ.এস. জনগণনা ব্যুরোতে কাজ করি। এখানে এখন কি এমন কেউ আছেন যিনি ইংরেজি বলতে পারেন এবং আমাদের সাহায্য করতে পারবেন? না থাকলে বাংলা বলতে পারেন এমন কেউ আপনার সাথে যোগাযোগ করতে পারেন।

Босански/ Bosanski (Bosnian 20)

Ja radim za Američki biro za popis stanovništva. Ima li ovdje nekoga ko govori engleski i može nam pomoći? Ako nema, s Vama bi mogao kontaktirati neko ko govori bosanski.

Ja radim za Američki biro za popis stanovništva. Ima li ovdje nekoga ko govori engleski i može nam pomoći? Ako nema, s Vama bi mogao kontaktirati neko ko govori bosanski.

Български (Bulgarian 21)

Служител съм на Бюрото за преброяване на населението на САЩ. Има ли тук някой, който говори английски и би могъл да ни помогне? Ако няма, с вас може да се свърже някой от нашите служители, който говори български.

မြန်မာဘာသာ (Burmese 22)

ကျွန်တော်/ကျွန်မက အမေရိကန်ပြည်ထောင်စု သန်းခေါင်စာရင်းဌာနအတွက် အလုပ်လုပ်ပါတယ်။ ဒီမှာ အင်္ဂလိပ်စကားပြောတတ်ပြီး ကျွန်တော်/ကျွန်မတို့ကို ကူညီနိုင်သူ ရှိပါသလား။ မရှိဘူးဆိုရင်တော့ မြန်မာစကားပြောတတ်သူတစ်ဦးက လူကြီးမင်းကို ဆက်သွယ်ပါလိမ့်မယ်။

普通話、廣東話 (Chinese traditional 23)

我是美國人口普查局的工作人員。請問您這裡有沒有會說英語的人可以幫助我們？

(Mandarin 03): 如果沒有，可能會有會講普通話的人聯絡您。

(Cantonese 04): 如果沒有，可能會有會講廣東話的人聯絡您。

Hrvatski (Croatian 23)

Ja radim za američki Ured za popis stanovništva. Ima li trenutno ovdje nekoga tko govori engleski i tko bi nam mogao pomoći? Ako nema, mogao bi Vas kontaktirati netko tko govori hrvatski.

Čeština (Czech 24)

Pracuji pro Americký úřad pro sčítání lidu. Je zde někdo, kdo hovoří anglicky a může nám pomoci? Pokud ne, je možné, že Vás bude kontaktovat někdo, kdo hovoří česky.

Nederlands (Dutch 25)

Ik werk voor het Censusbureau van de VS. Is er hier iemand die Engels spreekt en ons kan helpen? Zo niet, dan kan iemand contact met u opnemen die Nederlands spreekt.

فارسی (Farsi 26)

من برای اداره سرشماری ایالات متحده کار می‌کنم. آیا هم‌اکنون اینجا کسی هست که به زبان انگلیسی حرف بزند و بتواند به من و شما کمک کند؟ اگر نیست، در این صورت احتمال دارد یک نفر از اداره سرشماری که به زبان فارسی صحبت می‌کند با شما تماس بگیرد.

Deutsch (German 27)

Ich arbeite für die US-amerikanische Statistikbehörde. Kann ich mit jemandem sprechen, der Englisch spricht und der uns helfen kann? Wenn nicht, kann jemand, der Deutsch spricht, Kontakt mit Ihnen aufnehmen.

Ελληνικά (Greek 28)

Εργάζομαι στο Γραφείο Απογραφής Πληθυσμού των ΗΠΑ. Είναι κανείς εδώ αυτή τη στιγμή που μιλάει Αγγλικά να μας εξυπηρετήσει; Αν όχι, μπορεί κάποιος να επικοινωνήσει μαζί σας στα Ελληνικά.

ગુજરાતી (Gujarati 29)

હું યુ.એસ. જન ગણના બ્યુરો માટે કામ કરું છું. શું હાલમાં અહીં એવી કોઈ વ્યક્તિ છે જે અંગ્રેજી બોલી શકે અને અમને મદદ કરી શકે? જો કોઈ ના હોય તો, ગુજરાતી બોલતી કોઈપણ વ્યક્તિ તમારી સાથે સંપર્ક કરી શકે છે.

עברית (Hebrew 30)

אני עובד עבור לשכת מפקד האוכלוסין של ארה"ב. האם נמצא כאן עכשיו מישהו שמדבר אנגלית ויכול לעזור לנו? במידה ולא, ישנה אפשרות שייצור אתכם קשר מישהו שמדבר עברית.

हिंदी (Hindi 31)

मैं यू.एस. जनगणना ब्यूरो के लिए काम करता हूँ। क्या यहां अभी कोई ऐसा है जो अंग्रेज़ी बोलता हो और हमारी मदद कर सकता हो? अगर नहीं तो, कोई आपसे संपर्क करेगा जो हिंदी में बात करता हो।

Hmoob (Hmong 32)

Kuv ua hauj lwj rau Teb Chaws Asmeskas Koom Haum Suav Pej Xeem. Puas muaj leej twg tam sim no txawj hais lus Askiv thiab yuav pab tau peb? Yog tsis muaj, muaj neeg hais Lus Hmoob yuav hu rau koj.

Magyar (Hungarian 33)

Az Egyesült Államok Népszámlálási Hivatalánál dolgozom. Van a közelben valaki, aki beszél angolul, és segíteni tud most nekünk? Ha nincs, akkor lehet, hogy egy magyarul beszélő munkatársunk fel fogja venni Önnel a kapcsolatot.

Igbo (Igbo 34)

Ana m arụrụ ndị Ngalaba Gọmentị U.S. na-ahụ maka Ọnụọgụgụ ndị mmadụ oru. È nwèrè onye nọ ebe à ugbo, a bụ onye na-asụ Igbo nwere ike inyere anyị aka? Ọ bụrụ nà è nweghị, otù onye nà-asụ Igbo nwèrè ike ịkpọturụ gị.

Ilokano (Ilocano 35)

Agtrabtrabahoak para iti U.S. Census Bureau. Adda kadi ditoy ita iti siasinoman a makapagsao iti Ingles ken makatulong kadakami? No awan, adda maysa a mangkontak kadakayo a makapagsao iti Ilokano.

Bahasa Indonesia (Indonesian 36)

Saya bekerja untuk Biro Sensus A.S. Apakah di sini ada yang bisa berbahasa Inggris dan dapat membantu kami? Jika tidak, seseorang yang berbahasa Indonesia mungkin menghubungi Anda.

Italiano (Italian 37)

Lavoro per conto dell'Ufficio Censimento degli Stati Uniti. C'è qualcuno qui adesso che parli inglese e possa aiutarci? In caso contrario, qualcuno che parla italiano potrebbe contattarla.

ខ្មែរ (Khmer 38)

ខ្ញុំធ្វើការឱ្យការិយាល័យជំរឿនរបស់សហរដ្ឋអាមេរិក តើនៅទីនេះ មាននរណាម្នាក់ ចេះនិយាយភាសាអង់គ្លេស ហើយអាចជួយយើងខ្ញុំបានទេ? បើសិនជាគ្មានទេ នោះនឹងមានគេដែលចេះនិយាយភាសាខ្មែរទាក់ទងទៅលោកអ្នក។

ພາສາລາວ (Lao 39)

ຂ້າພະເຈົ້າເຮັດວຽກຢູ່ສຳນັກງານສຳຫຼວດພົນລະເມືອງແຫ່ງສະຫະລັດ. ຕອນນີ້ມີໃຜຢູ່ທີ່ນີ້ທີ່ສາມາດເວົ້າພາສາອັງກິດ ແລະ ຊ່ວຍເຫຼືອພວກເຮົາໄດ້ບໍ່? ຖ້າບໍ່ມີ, ຈະມີຄົນທີ່ເວົ້າພາສາລາວໄດ້ຕິດຕໍ່ຫາທ່ານ

Lietuvių (Lithuanian 40)

Aš esu iš JAV gyventojų surašymo biuro. Ar čia dabar yra kas nors, kas kalba angliškai ir galėtų man ir jums padėti? Jei ne, su jumis gali susisiekti lietuviškai kalbantis asmuo.

മലയാളം (Malayalam 41)

ഞാൻ യു.എസ്. സെൻസസ് ബ്യൂറോയിൽ ജോലി ചെയ്യുന്നു. ഇപ്പോൾ ഇംഗ്ലീഷ് ഭാഷ സംസാരിക്കുന്ന, ഞങ്ങളെ സഹായിക്കാൻ കഴിയുന്ന ഒരാൾ ഇവിടെ ഉണ്ടോ? ഇല്ലെങ്കിൽ, മലയാളം സംസാരിക്കുന്ന ആരെങ്കിലും നിങ്ങളെ ബന്ധപ്പെട്ടേക്കാം

मराठी (Marathi 42)

मी यू.एस. जनगणना कार्यालयासाठी काम करतो. इथे आता कुणी अशी व्यक्ती आहे का जी इंग्रजी बोलते व आम्हाला मदत करू शकेल? नसेल तर, कुणी मराठी बोलणारी व्यक्ती आपल्याशी संपर्क करेल.

Diné (Navajo 43)

U.S. Wááshindoondi Diné Nídawólta' Bina'anishgi naashnish. Ła'kóóh hóló k'ad Bilagáana bizaad yee yáłti'ígíí dóó nihíká adoolwołígíí? Doodago éí ła' da shíí naanidínóotaaf Dinék'ehjí yáłti'ígíí.

नेपाली (Nepali 44)

म अमेरिकी जनगणना ब्यूरोमा काम गर्छु । अहिले यहाँ अंग्रेजी बोल्न जान्ने र हामीलाई मद्दत गर्नसक्ने कोही मान्छे हुनुहुन्छ? यदि कोही छैन भने, तपाईंसँग नेपाली भाषामा कुरा गर्ने कसैले सम्पर्क गर्न सक्दछ ।

ਪੰਜਾਬੀ (Punjabi 45)

ਮੈਂ ਯੂ.ਐਸ. ਜਨਗਣਨਾ ਬਿਊਰੋ ਲਈ ਕੰਮ ਕਰਦਾ ਹਾਂ। ਕੀ ਇਥੇ ਹੁਣ ਕੋਈ ਅੰਗਰੇਜ਼ੀ ਬੋਲਣ ਅਤੇ ਸਾਡੀ ਮਦਦ ਕਰਨ ਵਾਲਾ ਵਿਅਕਤੀ ਹੈ? ਜੇਕਰ ਨਹੀਂ, ਤਾਂ ਤੁਹਾਡੇ ਨਾਲ ਪੰਜਾਬੀ ਬੋਲਣ ਵਾਲਾ ਵਿਅਕਤੀ ਸੰਪਰਕ ਕਰੇਗਾ।

Română (Romanian 46)

Lucrez pentru Biroul pentru recensământ al SUA. Aveți pe cineva lângă dumneavoastră care vorbește limba engleză și ne poate ajuta? Dacă nu aveți pe nimeni, este posibil să fiți contactat(ă) de o altă persoană care vorbește limba română.

Српски / Srpski (Serbian 47)

Ja radim za Američki biro za popis stanovništva. Da li ovde ima nekoga ko govori engleski i može da nam pomogne? Ako nema, postoji mogućnost da sa Vama kontaktira osoba koja govori srpski jezik.

Ja radim za Američki biro za popis stanovništva. Da li ovde ima nekoga ko govori engleski i može da nam pomogne? Ako nema, postoji mogućnost da sa Vama kontaktira osoba koja govori srpski jezik.

සිංහල (Sinhala 48)

මම එක්සත් ජනපද සංගණන කාර්යාංශයේ සේවය කරමි. මෙහි සිටින ඉංග්‍රීසි බස කථා කරන කෙනෙක්ට අපට උදව් කළ හැකිද? එසේ නොමැති නම් සිංහල බස කථා කරන කෙනෙක් ඔබට සම්බන්ධ කරගනු ඇත.

Slovenčina (Slovak 49)

Pracujem pre Úrad pre sčítanie obyvateľstva USA. Je tu teraz niekto, kto hovorí po anglicky a môže nám pomôcť? Ak nie, možno Vás bude kontaktovať niekto, kto hovorí po slovensky.

Soomaali (Somali 50)

Waxaan u shaqeeyaa Xafiiska Tirakoobka Mareykanka. Hadda ma joogaa qof ku hadla af Ingiriis oo na caawin kara? Haddii uusan joogin, waxaa laga yaabaa inuu idin la soo xiriiro qof ku hadla af Soomaali.

Kiswahili (Swahili 51)

Ninafanya kazi na Shirika la Sensa ya Marekani. Je, kuna mtu hapa ambaye anazungumza Kiingereza na anaweza kutusaidia? Ikiwa hamna, mtu anaweza kuwasiliana nawe anayezungumza Kiswahili.

தமிழ் (Tamil 52)

நான் அமெரிக்க மக்கள்தொகைக் கணக்கெடுப்பு பணியகத்தில் வேலை செய்கிறேன். இங்கே இப்போது யாராவது ஆங்கிலம் பேசுபவர் இருக்கிறாரா மேலும் அவரால் நமக்கு உதவி செய்ய முடியுமா? இல்லையென்றால் யாராவது தமிழ் பேசும் ஒருவர் உங்களைத் தொடர்புகொள்ளலாம்.

తెలుగు (Telugu 53)

నేను యు.ఎస్. జనాభా గణన బ్యూరో కోసం పని చేస్తున్నాను. నాకు సహాయం చెయ్యడానికి ఆంగ్లంలో మాట్లాడేవారు ఎవరైనా ప్రస్తుతం ఇక్కడ ఉన్నారా? లేకపోతే, తెలుగు మాట్లాడే వారు మిమ్మల్ని సంప్రదిస్తారు.

ไทย (Thai 54)

ฉันทำงานให้กับสำนักงานสำมะโนสหรัฐฯ ตอนนี้ที่ฉันมีใครที่พูดภาษาอังกฤษได้และสามารถช่วยเราแปลได้หรือไม่ หากไม่มี อาจมีคนทีพูดภาษาไทยได้ติดต่อกับคุณในภายหลัง

ትግርኛ (Tigrinya 55)

የደቡብ ስቴትስ ቆይራ ህዝቢ ቢሮ እየ ዝሰርሑ። ኣብዚ ሕዚ ቋንቋ እንግሊዝ ዝፈልጥ ክሕግዝ ዝኻእልን ሰብ ኣሎዶ? ተዘየለ ካሊእ ትግርኛ ዝፈልጥ ከዛብኩም ይኻእል እዩ።

Türkçe (Turkish 56)

A.B.D. Nüfus Sayım Bürosu’ndanım. Burada İngilizce konuşan ve bize yardımcı olabilecek birisi var mı? Yoksa, Türkçe konuşan biri sizinle irtibata geçebilir.

Twi (Twi 57)

Me ne U.S. Nnipakan Asoee a woye nnipakan ne nhwehwemu adwuma na eye adwuma. Obi a aka Brɔfo kasa a ɔbetumi aboa yen wo ha seesei anaa? Se obiara nni ha saa a, yebema obi a aka Twi ne mo abekasa.

Українська (Ukrainian 58)

Я представляю Бюро перепису населення США. Поряд із Вами є будь-яка особа, що розмовляє англійською мовою та зможе нам допомогти? Якщо ні, можливо, до Вас звернеться наш представник, що розмовляє українською мовою.

اردو (Urdu 59)

میں امریکی مردم شماری بیورو کے لئے کام کرتا ہوں۔ کیا ابھی یہاں کوئی ایسا شخص ہے جو انگریزی بول سکتا ہو اور ہماری مدد کر سکتا ہو؟ اگر نہیں، تو کوئی شخص آپ سے رابطہ کرے گا جو اردو میں بات کرے گا۔

יידיש (Yiddish 60)

איך אַרבעט פֿאַר דעם צענזוס ביוראָ פֿון די פֿאַראײניקטע שטאַטן. איז עמעצער איצט דאָ אין דער היים וואָס רעדט ענגליש און קען אונדז העלפֿן? אויב נישט, וועט עמעצער וואָס רעדט ייִדיש אײַך אפֿשר קאָנטאַקטירן.

Yorùbá (Yoruba 61)

Mo nbá Ilé-ìṣẹ̀ Ìkànnìyàn Ilẹ̀ Amẹ́ríkà ṣiṣẹ́. Njẹ́ ẹ̀nikan wà níbí yíí nísisiyí tí ó nsọ̀ Èdè Gẹ̀ẹ̀sì tí ó sì lè ràn wá lówó? Bí bẹ̀ẹ̀kọ́, ẹ̀nikan lè kàn sí ọ́ tí ó nsọ̀ èdè Yorùbá.

Shape
your future
START HERE >

United States®
Census
2020

2020CENSUS.GOV



STAGE Title VI Training

Welcome to Title VI Training! This training is designed for all staff of Local Public Agencies (LPAs) that receive funding from the Federal Highway Administration (FHWA) through the Caltrans Division of Local Assistance. Whether you work directly with the public, support operations behind the scenes, or help manage programs and services, Title VI plays an important role in ensuring that everyone is treated fairly and has equal access to the services we provide.

All LPA staff are required to complete Title VI training every two years. The LPA Title VI Coordinator and agency leadership are responsible for ensuring that staff receive this training and stay informed about current requirements.

To support our partner agencies, the Caltrans Division of Local Assistance developed this curriculum to provide clear, practical, and up-to-date information on Title VI requirements and how they apply to your daily work.

Thank you for taking the time to complete this training and for your commitment to serving your community fairly and equitably.

Section 1. Title VI Training Module

Begin by watching the Title VI Training for STAGE staff module using this [link](#):

<https://360.articulate.com/review/content/6807e410-01c6-47db-800f-eed40b26b1a0/review>. As you watch, you'll learn about Title VI and how it ensures equitable service for customers.

Section 2. LPA's Language Assistance Procedures

STAGE is mandated to provide reasonable assistance to persons who are not proficient in English. This includes, but is not limited to, providing language assistance (verbal interpretation or written translation) at public events, at public meetings, on buses, during phone calls, and in other interactions with the public.

To ensure limited English proficient (LEP) persons receive the best quality of service, which includes having access to the LPA's programs, services, or activities, use the following resources to communicate with LEP persons:

Language Identification Cards: These cards are available on the buses and at the STAGE transit office to identify the customer's language. Report the interaction with the LEP customer and their native language to STAGE transit office staff.

Google Translate App: To translate English to another language or vis versa, use Google Translate, a tool available on the Internet or as a phone app. The speaker's words can be dictated or typed; then, they are automatically translated into the second language.



Language Line: For more complex interpretation and translation needs, take advantage of Language Line's services. They offer access to qualified interpreters via phone or video as well as certified translation of documents. Please contact the STAGE Title VI Program Administrator, Angie Stumbaugh, at (530) 842-8220 or astumbaugh@co.siskiyou.ca.us to access Language Line's services.

If you have interacted with a customer with limited English proficiency, complete a Title VI Reporting Form to describe the interaction. Then, submit the form to staff at the Transit Center or email it to stage@co.siskiyou.ca.us.

Section 3. LPA's Title VI Complaint Procedures

It is the LPA's policy not to discriminate against any person based on race, color, or national origin. If a member of the public would like to file a Title VI complaint, refer the individual to STAGE's website at <https://siskiyoustage.com/plans-programs/title-vi/>, where a Title VI complaint form can be found. Ask for the person's name and contact information and share the information with the LPA Title VI Coordinator, Angie Stumbaugh, at astumbaugh@co.siskiyou.ca.us, to follow up.

Section 4. LPA's Title VI Reporting Procedures

STAGE is required to produce a Title VI Annual Work Plan and share it with the general public. The Title VI Annual Work Plan comprises Title VI goals for the upcoming year as well as accomplishments. The most recent plan as well as accomplishments will be kept in a binder at the Transit Center. The public is welcome to view the binder upon request.

Section 5. Title VI Resources and Contacts

Find additional Title VI resources and contacts below.

- [Caltrans FHWA Title VI LPA Requirements](https://dot.ca.gov/programs/local-assistance/local-civil-compliance/title-vi/requirements) - <https://dot.ca.gov/programs/local-assistance/local-civil-compliance/title-vi/requirements>
- [Section 9.2 of the Caltrans Local Assistance Procedures Manual](https://dot.ca.gov/-/media/dot-media/programs/local-assistance/documents/lapm/ch09.pdf) - <https://dot.ca.gov/-/media/dot-media/programs/local-assistance/documents/lapm/ch09.pdf>
- [Caltrans DLA Title VI Complaints](https://dot.ca.gov/programs/local-assistance/local-civil-compliance/title-vi/filing) - <https://dot.ca.gov/programs/local-assistance/local-civil-compliance/title-vi/filing>
- Caltrans DLA Local Title VI Coordinator – dla.titlevi@dot.ca.gov
- STAGE Title VI Program Administrator, Angie Stumbaugh, (530) 842-8220, astumbaugh@co.siskiyou.ca.us



Title VI Training Quiz

Name: _____

Date: _____

Directions: Write the letter of the best answer to each question.

1. ____ What is Title VI?
 - A. A federal law that establishes safety standards for public transportation vehicles and equipment.
 - B. A program that provides federal funding for road construction and highway maintenance projects.
 - C. A federal civil rights law that prohibits discrimination in programs and activities receiving federal financial assistance.
 - D. A policy that requires all public agencies to offer free public transportation services to eligible riders.
2. ____ Title VI protects these aspects of identity: _____.
 - A. race
 - B. color
 - C. national origin
 - D. all of the above
3. ____ What areas of operation does Title VI apply to?
 - A. STAGE programs, services, and activities
 - B. STAGE's federally funded contracts and agreements
 - C. STAGE's public contacts
 - D. All of the above
4. ____ Customers can make Title VI discrimination complaints _____.
 - A. By completing STAGE's Title VI complaint form
 - B. By reporting the incident verbally to a bus driver
 - C. By posting their complaint on STAGE's social media page
 - D. By discussing the problem with the manager of STAGE's services
5. ____ How should employees communicate with customers with limited English proficiency?
 - A. Ask the customer to bring a friend or family member to interpret
 - B. Identify the speaker's language
 - C. Use Google Translate to communicate
 - D. Continue the conversation in English spoken more loudly and slowly
 - E. Both B and C
 - F. Both A and D



Title VI Training Quiz - ANSWERS

Name: _____

Date: _____

Directions: Write the letter of the best answer to each question.

1. C What is Title VI?
 - A. A federal law that establishes safety standards for public transportation vehicles and equipment.
 - B. A program that provides federal funding for road construction and highway maintenance projects.
 - C. A federal civil rights law that prohibits discrimination in programs and activities receiving federal financial assistance.
 - D. A policy that requires all public agencies to offer free public transportation services to eligible riders.
2. D Title VI protects these aspects of identity: _____.
 - A. race
 - B. color
 - C. national origin
 - D. all of the above
3. D What areas of operation does Title VI apply to?
 - A. STAGE programs, services, and activities
 - B. STAGE's federally funded contracts and agreements
 - C. STAGE's public contacts
 - D. All of the above
4. A Customers should make Title VI discrimination complaints _____.
 - A. By completing STAGE's Title VI complaint form
 - B. By reporting the incident verbally to a bus driver
 - C. By posting their complaint on STAGE's social media page
 - D. By discussing the problem with the manager of STAGE's services
5. E How should employees communicate with customers with limited English proficiency?
 - A. Ask the customer to bring a friend or family member to interpret
 - B. Identify the speaker's language
 - C. Use Google Translate to communicate
 - D. Continue the conversation in English spoken more loudly and slowly
 - E. Both B and C
 - F. Both A and D

APPENDIX E

DOT 1050.2A Appendix A

During the performance of this contract, the contractor, for itself, its assignees, and successors in interest (hereinafter referred to as the "contractor") agrees as follows:

1. **Compliance with Regulations:** The contractor (hereinafter includes consultants) will comply with the Acts and the Regulations relative to Non-discrimination in Federally-assisted programs of the U.S. Department of Transportation, Federal Highway Administration, as they may be amended from time to time, which are herein incorporated by reference and made a part of this contract.
2. **Non-discrimination:** The contractor, with regard to the work performed by it during the contract, will not discriminate on the grounds of race, color, national origin, age, sex, or disability in the selection and retention of subcontractors, including procurements of materials and leases of equipment. The contractor will not participate directly or indirectly in the discrimination prohibited by the Acts and the Regulations, including employment practices when the contract covers any activity, project, or program set forth in Appendix B of 49 CFR Part 21.
3. **Solicitation for Subcontracts, Including Procurements of Materials and Equipment:** In all solicitations, either by competitive bidding, or negotiation made by the contractor for work to be performed under a subcontract, including procurements of materials, or leases of equipment, each potential subcontractor or supplier will be notified by the contractor of the contractor's obligations under this contract and the Acts and the Regulations relative to Non-discrimination on the grounds of race, color, national origin, age, sex, or disability.

4. **Information and Reports:** The contractor will provide all information and reports required by the Acts, the Regulations, and directives issued pursuant thereto and will permit access to its books, records, accounts, other sources of information, and its facilities as may be determined by the Recipient or the FHWA to be pertinent to ascertain compliance with such Acts, Regulations, and instructions. Where any information required of a contractor is in the exclusive possession of another who fails or refuses to furnish the information, the contractor will so certify to the Recipient or the FHWA, as appropriate, and will set forth what efforts it has made to obtain the information.
5. **Sanctions for Noncompliance:** In the event of a contractor's noncompliance with the Non-discrimination provisions of this contract, the Recipient will impose such contract sanctions as it or the FHWA may determine to be appropriate, including, but not limited to:
 1. withholding payments to the contractor under the contract until the contractor complies; and/or
 2. cancelling, terminating, or suspending a contract, in whole or in part.
6. **Incorporation of Provisions:** The contractor will include the provisions of paragraphs one through six in every subcontract, including procurements of materials and leases of equipment, unless exempt by the Acts, the Regulations and directives issued pursuant thereto. The contractor will take action with respect to any subcontract or procurement as the Recipient or the FHWA may direct as a means of enforcing such provisions including sanctions for noncompliance. Provided, that if the contractor becomes involved in, or threatened with litigation by a subcontractor, or supplier because of such direction, the contractor may request the Recipient to enter into any litigation to protect the interests of the Recipient. In addition, the contractor may request the United States to enter into the litigation to protect the interests of the United States.

CLAUSES FOR DEEDS TRANSFERRING UNITED STATES PROPERTY

The following clauses will be included in deeds effecting or recording the transfer of real property, structures, or improvements thereon, or granting interest therein from the United States pursuant to the provisions of Assurance 4:

NOW THEREFORE, the U.S. Department of Transportation as authorized by law and upon the condition that the California Department of Transportation will accept title to the lands and maintain the project constructed thereon in accordance with Title 23 U.S.C., the regulations for the administration of the preceding statute, and the policies and procedures prescribed by the FHWA of the U.S. Department of Transportation in accordance and in compliance with all requirements imposed by Title 49, Code of Federal Regulations, U.S. Department of Transportation, Subtitle A, Office of the Secretary, Part 21, Non-discrimination in Federally-assisted programs of the U.S. Department of Transportation pertaining to and effectuating the provisions of Title VI of the Civil Rights Act of 1964 (78 Stat. 252; 42 U.S.C. § 2000d to 2000d-4), does hereby remise, release, quitclaim and convey unto the California Department of Transportation all the right, title and interest of the U.S. Department of Transportation in and to said lands described in Exhibit A attached hereto and made a part hereof.

(HABENDUM CLAUSE)

TO HAVE AND TO HOLD said lands and interests therein unto the California Department of Transportation and its successors forever, subject, however, to the covenants, conditions, restrictions and reservations herein contained as follows, which will remain in effect for the period during which the real property or structures are used for a purpose for which Federal financial assistance is extended or for another purpose involving the provision of similar services or benefits and will be binding on the California Department of Transportation, its successors and assigns.

The California Department of Transportation, in consideration of the conveyance of said lands and interest in lands, does hereby covenant and agree as a covenant running with the land for itself, its successors and assigns, that (1) no person will 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 with regard to any facility located wholly or in part on, over, or under such lands hereby conveyed [,] [and]* (2) that the California Department of Transportation will use the lands and interests in lands and interest in lands so conveyed, in compliance with all requirements imposed by or pursuant to Title 49, Code of Federal Regulations, U.S. Department of Transportation, Subtitle A, Office of the Secretary, Part 21, Non-discrimination in Federally-assisted programs of the U.S. Department of Transportation, Effectuation of Title VI of the Civil Rights Act of 1964, and as said Regulations and Acts may be amended[, and (3) that in the event of breach of any of the above-mentioned non-discrimination conditions, the Department will have a right to enter or re-enter said lands and facilities on said lands, and that above described land and facilities will thereon revert to and vest in and become the absolute property of the U.S. Department of Transportation and its assigns as such interest existed prior to this instruction].*

(*Reverter clause and related language to be used only when it is determined that such a clause is necessary in order to make clear the purpose of Title VI.)

DOT 1050.2A Appendix C

**CLAUSES FOR TRANSFER OF REAL PROPERTY ACQUIRED OR IMPROVED UNDER THE
ACTIVITY, FACILITY, OR PROGRAM**

The following clauses will be included in deeds, licenses, leases, permits, or similar instruments entered into by the California Department of Transportation pursuant to the provisions of Assurance 7(a):

- A. The (grantee, lessee, permittee, etc. as appropriate) for himself/herself, his/her heirs, personal representatives, successors in interest, and assigns, as a part of the consideration hereof, does hereby covenant and agree [in the case of deeds and leases add “as a covenant running with the land”] that:
 - 1. In the event facilities are constructed, maintained, or otherwise operated on the property described in this (deed, license, lease, permit, etc.) for a purpose for which a U.S. Department of Transportation activity, facility, or program is extended or for another purpose involving the provision of similar services or benefits, the (grantee, licensee, lessee, permittee, etc.) will maintain and operate such facilities and services in compliance with all requirements imposed by the Acts and Regulations (as may be amended) such that no person on the grounds of race, color, or national origin, will be excluded from participation in, denied the benefits of, or be otherwise subjected to discrimination in the use of said facilities.
- B. With respect to licenses, leases, permits, etc., in the event of breach of any of the above Non-discrimination covenants, the California Department of Transportation will have the right to terminate the (lease, license, permit, etc.) and to enter, re-enter, and repossess said lands and facilities thereon, and hold the same as if the (lease, license, permit, etc.) had never been made or issued.*

C. With respect to a deed, in the event of breach of any of the above Non-discrimination covenants, the California Department of Transportation will have the right to enter or re-enter the lands and facilities thereon, and the above described lands and facilities will there upon revert to and vest in and become the absolute property of the California Department of Transportation and its assigns.*

(*Reverter clause and related language to be used only when it is determined that such a clause is necessary to make clear the purpose of Title VI.)

DOT 1050.2A Appendix D

**CLAUSES FOR CONSTRUCTION/USE/ACCESS TO REAL PROPERTY ACQUIRED UNDER
THE ACTIVITY, FACILITY OR PROGRAM**

The following clauses will be included in deeds, licenses, permits, or similar instruments/agreements entered into by the California Department of Transportation pursuant to the provisions of Assurance 7(b):

- A. The (grantee, licensee, permittee, etc., as appropriate) for himself/herself, his/her heirs, personal representatives, successors in interest, and assigns, as a part of the consideration hereof, does hereby covenant and agree (in the case of deeds and leases add, "as a covenant running with the land") that (1) no person on the ground of race, color, or national origin, will be excluded from participation in, denied the benefits of, or be otherwise subjected to discrimination in the use of said facilities, (2) that in the construction of any improvements on, over, or under such land, and the furnishings of services thereon, no person on the ground of race, color, or national origin, will be excluded from participation in, denied the benefits or, or otherwise be subjected to discrimination, (3) that the (grantee, licensee, lessee, permittee, etc.) will use the premises in compliance with all other requirements imposed by or pursuant to the Acts and Regulations, as amended, set forth in this Assurance.
- B. With respect to (licenses, leases, permits, etc.) in the event of breach of any of the above of the above Non-discrimination covenants, the California Department of Transportation will have the right to terminate the (license, permits, etc., as appropriate) and to enter or re-enter and repossess said land and the facilities thereon, and hold the same as if said (license, permit, etc., as appropriate) had never been made or issued.*
- C. With respect to deeds, in the event of breach of any of the above Non-discrimination covenants, the California Department of Transportation will there upon revert to and vest in and become the absolute property of the California Department of Transportation and its assigns.

(*Reverter clause and related language to be used only when it is determined that such a clause is necessary to make clear the purpose of Title VI.)

DOT 1050.2A - Appendix E

During the performance of this contract, the contractor, for itself, its assignees, and successors in interest (hereinafter referred to as the "contractor") agrees to comply with the following non-discrimination statutes and authorities, including, but not limited to:

~~Pertinent Non-Discrimination Authorities:~~

- Title VI of the Civil Rights Act of 1964 (42 U.S.C. § 2000d *et seq.*, 78 stat. 252), prohibits discrimination on the basis of race, color, national origin); and 49 CFR Part 21.
- The Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970, (42 U.S.C. § 4601), (prohibits unfair treatment of persons displaced or whose property has been acquired because of Federal or Federal-aid programs and projects);
- Federal-Aid Highway Act of 1973, (23 U.S.C. § 324 *et seq.*), prohibits discrimination on the basis of sex;
- Section 504 of the Rehabilitation Act of 1973, (29 U.S.C. § 794 *et seq.*), as amended, (prohibits discrimination on the basis of disability); and 49 CR Part 27;
- The Age Discrimination Act of 1975, as amended, (42 U.S.C. § 6101 *et seq.*), prohibits discrimination on the basis of age);
- Airport and Airway Improvement Act of 1982, (49 U.S.C. § 471, Section 47123), as amended, (prohibits discrimination based on race, creed, color, national origin, or sex);
- The Civil Rights Restoration Act of 1987, (PL 100-209), (Broadened the scope, coverage and applicability of Title VI of the Civil Rights Act of 1964, The Age Discrimination Act of 1975 and Section 504 of the Rehabilitation Act of 1973, by expanding the definition of the terms "programs or activities" to include all of the programs or activities of the Federal-aid recipients, sub-recipients and contractors, whether such programs or activities are Federally funded or not);
- Titles II and III of the Americans with Disabilities Act, which prohibit discrimination on the basis of disability in the operation of public entities, public and private transportation systems, places of public accommodation, and certain testing entities (42 U.S.C. §§ 12131 – 12189) as implemented by Department of Transportation regulations 49 C.F.R. parts 37 and 38;

- The Federal Aviation Administration's Non-discrimination statute (49 U.S.C. § 47123) (prohibits discrimination on the basis of race, color, national origin, and sex);
- Executive Order 12898, Federal Actions to Address Environmental Justice in Minority Populations and Low-Income Populations, which ensures discrimination against minority populations by discouraging programs, policies, and activities with disproportionately high and adverse human health or environmental effects on minority and low-income populations;
- Executive Order 13166, Improving Access to Services for Persons with Limited English Proficiency, and resulting agency guidance, national origin discrimination includes discrimination because of limited English proficiency (LEP). To ensure compliance with Title VI, you must take reasonable steps to ensure that LEP persons have meaningful access to your programs (70 Fed. Reg. at 74087 to 74100);
- Title IX of the Education Amendments of 1972, as amended, which prohibits you from discriminating because of sex in education programs or activities (20 U.S.C. 1681 *et seq*).