



**ROGUE VALLEY TRANSPORTATION DISTRICT  
TITLE IV PROGRAM**

Title VI provides that *“no person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.”* (42 U.S.C. Section 2000d).

**I. POLICY STATEMENT**

The Rogue Valley Transportation District is committed to compliance with Title VI of the Civil Rights Act of 1964 and all related regulations and directives. RVTD assures that no person shall on the grounds of race, color, national origin, gender, age or disability be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any RVTD service, program or activity. RVTD also assures that every effort will be made to prevent discrimination through the impacts of its programs, policies and activities on minority and low-income populations. In addition, RVTD will take reasonable steps to provide meaningful access to services for persons with Limited English Proficiency (LEP).

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Julie A. Brown, General Manager

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Date

## II. PROGRAM OVERVIEW

Title VI of the Civil Rights Act of 1964 prohibits discrimination on the basis of race, color or nation origin in programs or activities receiving federal financial assistance. Presidential Executive Order 12898 addresses environmental justice in minority and low-income populations. Presidential Executive Order 13166 addresses services to those individuals with limited English Proficiency. These Presidential Executive Orders fall under the umbrella of Title VI.

The Title VI Program is responsible for providing leadership, direction and policy to ensure compliance with Title VI of the 1964 Civil Rights Act and environmental justice principles. The Rogue Valley Transportation District is proud of its longstanding policy to ensure that social impacts to communities and people are recognized early and continually throughout the transportation decision-making process to ensure nondiscrimination in all of its programs, activities and services.

## III. OBJECTIVES

The Rogue Valley Transportation District (RVTD) has established a Title IV Program in accordance with Department of Transportation regulation 49 CFR Part 21. RVTD is the recipient of federal financial assistance from the Department of Transportation and as a condition of receiving this financial assistance RVTD signed an assurance that it will carry out the program in accordance with requirements of Title IV of the Civil Rights Act of 1964.

The primary objectives of RVTD's Title VI Plan are to:

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

The Administration Manager has been delegated as the Title VI Compliance Coordinator. In that capacity, the Administration Manager is responsible for implementing all aspects of the Title IV Program. Implementation of the Title VI Program is accorded the same priority as compliance with all other legal obligations incurred by RVTD in its financial assistance agreements with the Department of Transportation.

The FTA approved Title VI Plan will be disseminated to the RVTD Board of Directors and all of the components of our organization. Each Department Manager will receive a copy of the policy statement and a complete copy of the Title VI Program for circulation within their departments. A copy of the complete Title VI Program will be kept on file in the RVTD Administration office. The Plan will also be posted on the RVTD website and hard copies will be available upon request to the RVTD Administration office.

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General Manager Signature

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Date

#### IV. LIMITED ENGLISH PROFICIENCY (LEP) PLAN

Limited English Proficiency (LEP) is a term used to describe people who do not speak English as their primary language and who also may have limited ability to read, write, or understand English.

The Rogue Valley Transportation District (RVTD) provides public transportation services to the greater Jackson County area. Jackson County, Oregon Census Bureau statistics for 2000 show that 3.2 % of the residents of Jackson County identified themselves as speaking English less than “very well. This population is likely to grow in the future. Therefore, it is critical that the Rogue Valley Transportation District be innovative and proactive in engaging people from different cultures, backgrounds and businesses in the public involvement aspect of planning and project development and other program areas such as planning bus routes, fare adjustments, and other programs or services involving the public.

For a better understanding of terms, *translation* is the process of transferring ideas expressed in writing from one language to another language. *Interpretation* is the process used to orally transfer meaning between languages. In either case, language is not translated or interpreted word for word as there is often not a literal word for word match between languages. Instead, the exchange normally involves the idea or concept that needs to be expressed.

#### AUTHORITY AND GUIDANCE

Presidential Executive Order (EO) 13166 – Improving Access to Services for Persons with Limited English Proficiency (LEP) is directed at implementing the protections afforded by Title VI of the Civil Rights Act of 1964 and related regulations. Discrimination in providing services to LEP persons is covered in Title VI under national origin discrimination.

The 1987 Civil Right Restoration Act broadened the coverage of Title VI to include all of the federal fund recipient’s programs and activities, whether they are federally funded or not. These requirements filter down through RVTD to all sub-recipients, contractors, consultants and agents doing business on behalf of RVTD.

EO 13166 states that recipients must provide LEP persons an equal opportunity to benefit from and ensure *meaningful access* to its programs and services that are normally provided in English.

The following federal publications provide implementing guidance:

- US Department of Transportation Policy Guidance Concerning Recipients’ Responsibilities to Limited English Proficient (LEP) Persons, Federal Register/Vol. 70, No. 239/December 2005.
- US Department of Justice Policy Guidance, Enforcement of Title VI of the Civil Rights Act of 1964-National Origin Discrimination Against Persons With Limited English Proficiency, Federal Register/Vol. 65, No. 159, August 2000, [www.usdoj.gov/crt/cor](http://www.usdoj.gov/crt/cor)
- US Department of Justice Clarifying Memo dated October 26, 2001. [www.usdoj.gov/crt/cor/lep/Oct26/](http://www.usdoj.gov/crt/cor/lep/Oct26/)

## COMPLIANCE WITH LEP REQUIREMENTS

### Perform a Self-Assessment

**Demographics** – The decision to provide language assistance services should include an assessment of the number or proportion of LEP persons from a particular language group served or encountered in the surrounding community area. The greater the number or proportion of LEP persons served or encountered, the more likely language services are needed. Generally, identifying any community where the LEP population equals 5 percent or more in a given language automatically triggers providing language assistance services as a mandatory and normal part of your program operation. In Jackson County, the largest LEP population is Hispanic or Latino origin at 8.3% (see Attachment A – U.S. Census Bureau, 2006 State and County QuickFacts for Jackson County and the State of Oregon).

There are a variety of sources for demographic information. The Census Bureau is only one potential source. Detailed information about the racial and ethnic populations you serve or might serve, including the languages involved, can also be found in Department of Education data from school enrollment. Census Bureau, Department of Education and other helpful demographic data for Oregon can be found at [www.lep.gov](http://www.lep.gov) by selecting the Demographics Data button. You may also go to <http://factfinder.census.gov/> to access numerical data and mapping tools down to census block groups. Community-based organizations can also help you identify language needs in the communities that you serve.

### **Frequency of Contact**

The more frequent the contact with a particular language group, the more likely that enhanced services in that language are needed. It is also important to consider the frequency of different types of language contacts. For example, contacts with Spanish-speaking people who are LEP may require bilingual staffing. Less frequent contact with other language groups may suggest a different and less intense approach.

For RVTD programs where public outreach or public involvement is central to the mission, staff should consider whether appropriate outreach to LEP persons could increase the frequency of contact with those groups, triggering a higher level of language assistance.

### **Importance of Contact**

Once you have assessed what languages to consider by looking at the demography and frequency of contact, look at the nature and importance of your programs, activities and services that you provide to that population. As a general rule, the more important the activity, information, service or program, or the greater the possible consequences of the contact to the LEP individuals, the more likely language services will be needed. If the denial or delay of access to services or information could have serious implications for the LEP individuals, procedures should be in place to provide language assistance to LEP persons as part of standard business practices.

## Resources

Identify the resources available to ensure that you will be able to provide language assistance to LEP persons participating in your programs or activities. Your own particular demographics, frequency and importance of contacts will dictate the level of language services you should commit to provide. Some language services can be provided a little to no cost, such as using community volunteers or bilingual staff as interpreters. Using a telephone language line is less expensive than hiring an interpreter. You should carefully explore the most cost-efficient means of delivering competent and accurate language services before deciding to limit services due to resource concerns.

### PROVIDING LANGUAGE ASSISTANCE

Costs for providing language assistance may not be passed on to the customer. With the exception of translating written materials, the cost of language assistance is generally fairly minimal.

Some options for providing assistance include:

- Bilingual staffing
- Telephone interpretation
- Volunteer interpreters from community minority organizations
- Qualified paid interpreters
- Use of 'I Speak' cards to identify language
- Translate vital documents

LEP persons are not obligated to provide their own interpreter, although many do so. In some program areas it may be important for legal and safety reasons to provide a qualified outside interpreter rather than use a family member or friend of the LEP person.

Training staff on the procedures of providing language assistance and how to determine whether and what type of language services a customer needs, is essential to bridging the gap between policies and procedures and actual practices. Training should include how to obtain language assistance services and how to communicate needs to interpreters and translators. Providing language assistance in some program areas may also mean training staff to avoid using acronyms or industry jargon when communicating with LEP individuals.

Although the use of an interpreter who is qualified is essential, it does not necessarily mean formal certification, as an interpreter, is required. Certification may be helpful, but at a minimum, a qualified paid interpreter needs to:

- Be proficient in and have the ability to communicate accurately in both English and in the other language, as well as employ the appropriate mode of interpreting (i.e. consecutive, simultaneous, summarization, or sight translation).
- Have knowledge in both languages of any specialized terms or concepts peculiar to the program.
- Understand and follow confidentiality and impartiality rules to the same extent as the RVTD employee for whom they are interpreting or to the extent that their position requires.
- Understand and adhere to their role as interpreter without deviating into a role as counselor, legal advisor, or other inappropriate role.

Language services should be provided at a time and place that avoids the effect of denying access to the service or benefit of the program. However, in some situations it may be reasonable to ask the LEP individual to return at a specified date and time to allow time to arrange for interpreter services.

Because LEP persons can file a complaint on the basis of national origin, staff should be trained on how to properly handle a Title VI complaint (see Attachment B – Title VI Nondiscrimination Complaint Procedures).

### PROVIDING NOTICE TO LEP PERSONS

Once it has been determined, based on your self-assessment, that you must provide language services, it is important to let LEP persons know that those services are available and that they are free of charge. This information should be provided in a notice in a language LEP person will understand. Some notification ideas include:

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

### TRANSLATION OF VITAL DOCUMENTS INTO LANGUAGES OTHER THAN ENGLISH

Some RVTD program areas require interaction with the public as a part of daily operations and include contact with one or more LEP populations. If this interaction includes letters or notices, or forms, applications, study guides or tests, and the nature of these documents would be considered of critical importance to the LEP person, consideration should be given to written translation of the documents or forms.

It is important to make an assessment as to the population percentage, and the frequency and importance of the contact while considering the potential for translating vital documents. Some examples of vital documents are: public involvement information, bus schedules and fares, guide books for use of services other than buses, notices of proposed public hearings regarding proposed transportation plans, projects or changes, signs in entry areas and other points of entry, and notices advertising LEP persons of free language assistance.

Whether or not a document of the information it solicits is “vital” will depend on the importance of the program, information, encounter, or service involved, and the consequence to the LEP person if the information in question is not accurate or timely. Where appropriate, department managers are encouraged to create a plan for consistently determining, over time and across their various activities, what documents are “vital” to the meaningful access of the LEP populations they serve.

Classifying a document as vital or non-vital is sometimes difficult, especially in the case of outreach materials like brochures or other information on rights and services. Awareness of rights and services is an important part of “meaningful access,” as a lack of awareness may effectively deny LEP individuals meaning full access. Where department manager are engaged in community outreach efforts as part of their programs and activities, they should regularly assess the needs of the populations frequently encountered or affected by the program to determine whether certain critical outreach materials should be translated. Community organizations may be helpful in determining what outreach materials may be most helpful to translate, and some translations may be made more effective when done in tandem with outreach methods including using ethnic media, schools, ethnic publications and community organizations to spread a message.

Sometimes a very large document may include both vital and non-vital information. This may also be the case when the title and phone number for obtaining more information on the contents of the document in frequently encountered languages other than English is critical, but the document is sent out to the general public and cannot reasonable he translated into many languages. In a case like this, vital information may include, for instance, providing information in appropriate languages regarding where an LEP person might obtain an interpretation or translation of the document.

#### LANGUAGE ASSISTANCE RESOURCES

- ‘I Speak’ language identification cards to identify specific languages (see Attachment C). ‘I Speak’ cards can be downloaded at <http://usdoj.gov/crt/cor/13166.htm>
- Language Line – (877) 886-3885. This resource offers interpreter services for more than 170 languages, 24/7/365. Use of the line requires setting up an account for billing the calls, which are charged by the minute. In addition to interpreting for a customer who is physically present, it can also be use d to place calls to LEP persons.
- Institutions of higher education, hospitals, law enforcement and minority community organizations are excellent sources for identifying interpreters and translators in your area.

Rogue Valley Transportation District currently has the following resources available to provide meaningful access to RVRTD services and programs by persons with LEP:

- Bilingual staff (English/Spanish)
- Automated Bus Route Schedule Information (24 hrs) in English/Spanish
- Automated Telephone Information on Valley Lift Paratransit Service, Rideshare/Carpool/Vanpool Service and Bikes on Buses Service.
- Bus Route Map and Schedule information published in Hispanic Telephone Directory
- Membership in the Hispanic Chamber of Commerce.
- Printed materials available in English/Spanish: Bus Schedules (to include fare information), ODOT Bicycle Manual, Bicycle Helmet Fitting Brochure, Bicycle Safety, and Safe Walk to Schools Information

In the near future, RVRTD plans to implement the following LEP resources:

- ITS Project – Bilingual Talking Bus-English/Spanish

## TECHNICAL ASSISTANCE

The RVTD Title VI Compliance Manager is responsible for providing RVTD department managers and staff with the necessary technical assistance. This includes advising about LEP requirements and implementation, and assisting in developing individual program procedures to ensure compliance.

## COMPLIANCE & REPORTING

RVTD Department Managers are responsible for ensuring that meaningful services to LEP persons are provided in the respective departments/programs. This Plan must be incorporated by reference into the appropriate RVTD procedure manual in order to ensure that employees are aware of their obligations for compliance.

The Title VI Coordinator will monitor RVTD programs to ensure LEP requirements are fulfilled and report annually on the accomplishments related to LEP activities in the Title VI Assurance Update Report. The first report on LEP activities will be included with the FY 2009 Title VI report to the Federal Transit Administration.

In monitoring compliance, an assessment will be made whether the program procedures allow LEP persons to overcome language barriers and participate in a meaningful way in the program activities and services. The program area's appropriate use of methods and options detailed in this LEP Plan will demonstrate their intent to comply with LEP requirements and Title VI of the Civil Rights Act of 1964.

For information regarding this Plan, you may contact the following individuals:

- 1) Julie A. Brown, General Manager  
Title VI Compliance Manager  
(541) 779-5821
  
- 2) Luanne Spencer, Administration Manager  
Title VI Compliance Coordinator  
(541) 608-2401

# ATTACHMENT A



U.S. Census Bureau

American FactFinder

## DP-1. Profile of General Demographic Characteristics: 2000

Data Set: [Census 2000 Summary File 1 \(SF 1\) 100-Percent Data](#)

Geographic Area: **Jackson County, Oregon**

NOTE: [Corrected counts](#) are available for one or more geographies displayed in this table.

NOTE: For information on confidentiality protection, nonsampling error, definitions, and count corrections see <http://factfinder.census.gov/home/en/datanotes/expsf1u.htm>.

Subject	Number	Percent
<b>Total population</b>	<b>181,269</b>	<b>100.0</b>
<b>SEX AND AGE</b>		
Male	88,114	48.6
Female	93,155	51.4
Under 5 years	10,880	6.0
5 to 9 years	12,222	6.7
10 to 14 years	13,096	7.2
15 to 19 years	12,966	7.2
20 to 24 years	10,826	6.0
25 to 34 years	20,330	11.2
35 to 44 years	25,930	14.3
45 to 54 years	27,954	15.4
55 to 59 years	10,220	5.6
60 to 64 years	7,854	4.3
65 to 74 years	14,279	7.9
75 to 84 years	10,926	6.0
85 years and over	3,786	2.1
Median age (years)	39.2	(X)
18 years and over	137,009	75.6
Male	65,554	36.2
Female	71,455	39.4
21 years and over	129,763	71.6
62 years and over	33,562	18.5
65 years and over	28,991	16.0
Male	12,635	7.0
Female	16,356	9.0
<b>RACE</b>		
One race	176,000	97.1
White	166,125	91.6
Black or African American	724	0.4
American Indian and Alaska Native	1,980	1.1
Asian	1,631	0.9
Asian Indian	99	0.1
Chinese	277	0.2
Filipino	408	0.2
Japanese	344	0.2
Korean	224	0.1
Vietnamese	88	0.0

<b>Subject</b>	<b>Number</b>	<b>Percent</b>
Other Asian <sup>1</sup>	191	0.1
Native Hawaiian and Other Pacific Islander	322	0.2
Native Hawaiian	86	0.0
Guamanian or Chamorro	50	0.0
Samoan	125	0.1
Other Pacific Islander <sup>2</sup>	61	0.0
Some other race	5,218	2.9
Two or more races	5,269	2.9
<b>Race alone or in combination with one or more other races <sup>3</sup></b>		
White	171,152	94.4
Black or African American	1,261	0.7
American Indian and Alaska Native	4,317	2.4
Asian	2,554	1.4
Native Hawaiian and Other Pacific Islander	686	0.4
Some other race	6,893	3.8
<b>HISPANIC OR LATINO AND RACE</b>		
<b>Total population</b>	<b>181,269</b>	<b>100.0</b>
Hispanic or Latino (of any race)	12,126	6.7
Mexican	9,601	5.3
Puerto Rican	223	0.1
Cuban	95	0.1
Other Hispanic or Latino	2,207	1.2
Not Hispanic or Latino	169,143	93.3
White alone	160,795	88.7
<b>RELATIONSHIP</b>		
<b>Total population</b>	<b>181,269</b>	<b>100.0</b>
In households	177,592	98.0
Householder	71,532	39.5
Spouse	38,053	21.0
Child	49,212	27.1
Own child under 18 years	40,078	22.1
Other relatives	7,255	4.0
Under 18 years	2,788	1.5
Nonrelatives	11,540	6.4
Unmarried partner	4,338	2.4
In group quarters	3,677	2.0
Institutionalized population	1,587	0.9
Noninstitutionalized population	2,090	1.2
<b>HOUSEHOLDS BY TYPE</b>		
<b>Total households</b>	<b>71,532</b>	<b>100.0</b>
Family households (families)	48,423	67.7
With own children under 18 years	21,663	30.3
Married-couple family	38,053	53.2
With own children under 18 years	15,032	21.0
Female householder, no husband present	7,530	10.5
With own children under 18 years	4,865	6.8
Nonfamily households	23,109	32.3
Householder living alone	17,978	25.1
Householder 65 years and over	7,838	11.0
Households with individuals under 18 years	23,616	33.0
Households with individuals 65 years and over	20,119	28.1
Average household size	2.48	(X)
Average family size	2.95	(X)
<b>HOUSING OCCUPANCY</b>		
<b>Total housing units</b>	<b>75,737</b>	<b>100.0</b>
Occupied housing units	71,532	94.4
Vacant housing units	4,205	5.6
For seasonal, recreational, or occasional use	834	1.1

<b>Subject</b>	<b>Number</b>	<b>Percent</b>
Homeowner vacancy rate (percent)	1.8	(X)
Rental vacancy rate (percent)	5.0	(X)
<b>HOUSING TENURE</b>		
<b>Occupied housing units</b>	<b>71,532</b>	<b>100.0</b>
Owner-occupied housing units	47,564	66.5
Renter-occupied housing units	23,968	33.5
Average household size of owner-occupied unit	2.52	(X)
Average household size of renter-occupied unit	2.40	(X)
<b>Subject</b>	<b>Number</b>	<b>Percent</b>

(X) Not applicable

<sup>1</sup> Other Asian alone, or two or more Asian categories.

<sup>2</sup> Other Pacific Islander alone, or two or more Native Hawaiian and Other Pacific Islander categories.

<sup>3</sup> In combination with one or more other races listed. The six numbers may add to more than the total population and the six percentages may add to more than 100 percent because individuals may report more than one race.

Source: U.S. Census Bureau, Census 2000 Summary File 1, Matrices P1, P3, P4, P8, P9, P12, P13, P,17, P18, P19, P20, P23, P27, P28, P33, PCT5, PCT8, PCT11, PCT15, H1, H3, H4, H5, H11, and H12.

## ATTACHMENT B

### ROGUE VALLEY TRANSPORTATION DISTRICT (RVTD) NONDISCRIMINATION COMPLAINT PROCEDURES

These procedures apply to all complaints filed under Title VI of the Civil Rights Act of 1964, relating to any program or activity administered by RVTD or its sub-recipients, consultants and/or contractors. Intimidation or retaliation of any kind is prohibited by law.

These procedures do not deny the right of the complainant to file formal complaints with other State or Federal agencies, or to seek private counsel for complaints alleging discrimination. These procedures are part of an administrative process that **does not provide for remedies that include punitive damages or compensatory remuneration for the complainant.**

Every effort will be made to obtain early resolution of complaints at the lowest level possible. The option of informal mediation meeting(s) between the affected parties and the Title IV Compliance Manager may be utilized for resolution, at any stage of the process. The Title VI Compliance Manager will make every effort to pursue a resolution of the complaint. Initial interviews with the complainant and the respondent will request information regarding specifically requested relief and settlement opportunities.

#### Procedures.

1. Any individual, group of individuals, or entity that believes they have been subjected to discrimination prohibited by title IV nondiscrimination provisions may file a written complaint within 180 calendar days of the alleged occurrence or when the alleged discrimination became know to the complainant. The complaint must meet the following requirements:
  - a. Complaint shall be in writing and signed by the complainant(s).
  - b. Include the date of the alleged act of discrimination (date when the complainant(s) became aware of the alleged discrimination; or the date on which that conduct was discontinued or the latest instance of the conduct.
  - c. Present a detailed description of the issues, including names and job titles of those individual perceived as parties in the complained-of incident.
  - d. Allegations received by fax or e-mail will be acknowledged and processed, once the identity(ies) of the complainant(s) and the intent to proceed with the complaint have been established. **The complainant is required to mail a signed, original copy of the fax or e-mail transmittal for RVTD to be able to process it.**
  - e. Allegations received by telephone will be reduced to writing and provided to complainant for confirmation or revision before processing. **A complaint form will be forwarded to the complainant for him/her to complete, sign, and return to RVTD for processing.**
2. Upon receipt of the complaint, the Title VI Compliance Manager will determine its jurisdiction, acceptability, and need for additional information, as well as investigate the merit of the complaint. In cases where the complaint is against of RVTD's sub-recipients of Federal funds, RVTD will assume jurisdiction and will investigate and adjudicate the case. Complaints against RVTD will be referred to the Federal Transit Administration, Office of Civil Rights, for proper disposition pursuant to their procedures.

3. In order to be accepted, a complaint must meet the following criteria:
  - a. The complaint must be filed within 180 calendar days of the alleged occurrence or when the alleged discrimination became known to the complainant.
  - b. The allegation(s) must involve a covered basis such as race, color, or national origin.
  - c. The allegation(s) must involve a program or activity of a Federal-aid recipient, sub-recipient, or contractor.
4. A complaint may be dismissed for the following reasons:
  - a. The complainant requests the withdrawal of the complaint.
  - b. The complainant fails to respond to requests for additional information needed to process the complaint.
  - c. The complainant cannot be located after reasonable attempts.
5. Once RVTD decides to accept the complaint for investigation, the complainant and the respondent will be notified in writing of such determination within seven (7) calendar days. The complaint will receive a case number and will then be logged into RVTD's records identifying its basis and alleged hard.
6. In cases where RVTD assumes the investigation of the complaint, RVTD will provide the respondent with the opportunity to respond to the allegation(s) in writing. The respondent will have ten (10) calendar days from the date of RVTD written notification of acceptance of the complaint to furnish his/her response to the allegation(s).
7. RVTD's final investigative report and a copy of the complaint will be forwarded to the Federal Transit Administration, Office of Civil Rights, and affected parties within sixty (60) calendar days of the acceptance of the complaint.
8. RVTD will notify the parties of its final decision.
9. If complainant is not satisfied with the results of the investigation of the alleged discrimination and practices the complainant will be advised of the right to appeal to the Federal Transit Administration, Office of Civil Rights.



**Title VI Complaint Form (cont.)**

*List names and contact information of persons who may have knowledge of the alleged discrimination:*

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*Have you filed this complaint with any other federal, state, or local agency, or with a federal or state court? Check all that apply.*

Federal Agency \_\_\_\_\_ Federal Court \_\_\_\_\_  
State Agency \_\_\_\_\_ State Court \_\_\_\_\_  
Local Agency \_\_\_\_\_

*Please provide information about contact person at the agency/court where the complaint was filed.*

Name: \_\_\_\_\_  
Address: \_\_\_\_\_  
City/State/Zip: \_\_\_\_\_  
Telephone Number (Work): \_\_\_\_\_

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



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

**Attachments:** Yes \_\_\_\_\_ No \_\_\_\_\_

**Submit form and any additional information to:**

Rogue Valley Transportation District  
Title VI Compliance Manager  
3200 Crater Lake Avenue  
Medford, OR 97504-9075  
Phone: (541) 779-5821  
Fax: (541) 773-2877

# ATTACHMENT C

 	
LANGUAGE IDENTIFICATION FLASHCARD	
<input type="checkbox"/> املأ هذا المربع إذا كنت تقرأ أو تتحدث العربية.	Arabic
<input type="checkbox"/> Գրե՞լիս եմ այս բաժնիկը իմ մայրենի լեզուսով, կամ իմ մայրենի լեզուն չէ:	Armenian
<input type="checkbox"/> যদি আপনি বাংলা পড়েন বা বলেন তা হলে এই বাক্সে দাগ দিন	Bengali
<input type="checkbox"/> សូម បំពេញប្រអប់នេះ បើអ្នកនិយាយ ឬអានភាសាខ្មែរ	Cambodian
<input type="checkbox"/> Matou i kahhon komu un tsusu pat un sang i Chamorro.	Chamorro
<input type="checkbox"/> 如果您只有中文閱讀和會話能力，請在本空格內標上此記號。	Chinese
<input type="checkbox"/> Make kazyo sa a si ou li oswa ou pale kreyòl ayisyen.	Creole
<input type="checkbox"/> Označite ovaj kvadratić ako čitate ili govorite hrvatski jezik.	Croatian (Serbo-Croatian)
<input type="checkbox"/> Zaškrtněte tuto kolonku, pokud čtete a hovoříte česky.	Czech
<input type="checkbox"/> Kruis dit vakje aan als u Nederlands kunt lezen of spreken.	Dutch
<input type="checkbox"/> Mark this box if you read or speak English.	English
<input type="checkbox"/> اگر خواندن و نوشتن فارسی درمستثنی این مربع را علامت بگذارید.	Farsi

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<input type="checkbox"/> Cocher ici si vous lisez ou parlez le français.	French
<input type="checkbox"/> Kreuzen Sie dieses Kästchen an, wenn Sie Deutsch lesen oder sprechen.	German
<input type="checkbox"/> Σημειώστε αυτό το πλαίσιο αν διαβάζετε ή μιλάτε Ελληνικά.	Greek
<input type="checkbox"/> अगर आप हिन्दी बोलते या पढ़ सकते हैं तो इस गोलें पर चिह्न लगाएँ।	Hindi
<input type="checkbox"/> Kos lub voj ko yog koj paub twm thiab hais lus Hmoob.	Hmong
<input type="checkbox"/> Jelölje meg ezt a kockát, ha megérti vagy beszél a magyar nyelvet.	Hungarian
<input type="checkbox"/> Markaan daytoy nga kahon no makabasa wenno makasaoka iti Ilocano.	Ilocano
<input type="checkbox"/> Marchi questa casella se legge o parla italiano.	Italian
<input type="checkbox"/> 日本語を読んだり、話せる場合はここに印を付けてください。	Japanese
<input type="checkbox"/> 한국어를 읽거나 말할 수 있으면 이 칸에 표시하십시오.	Korean
<input type="checkbox"/> ສັນຍາລັກສະນີ ຕັ້ງຢູ່ນີ້ຖ້າທ່ານຮູ້ພາສາລາວ.	Laotian
<input type="checkbox"/> Zaznac' tę kratkę jeżeli czyta Pan/Pani lub mówi po polsku.	Polish
<input type="checkbox"/> Assinale este quadrado se voce lê ou fala Português.	Portuguese

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## ROGUE VALLEY TRANSPORTATION DISTRICT

### *Public Information Concerning Title VI of the Civil Rights Act of 1964, as amended*

Rogue Valley Transportation District (RVT) is the recipient of Federal funding to provide public transportation. RVT operates programs subject to the nondiscrimination requirements under Title VI.

The following examples, without being exhaustive, illustrate the application of the nondiscrimination provisions of the part to projects receiving Federal financial assistance under the programs of certain Department of Transportation operating administrations.

- Any person who is, or seeks to be, a patron of any public vehicle which is operated as a part of, or in conjunction with, a project shall be given the same access, seating, and other treatment with regard to the use of such vehicle as other persons without regard to their race, color, national origin, age, gender or disability.
- No person who is, or seeks to be an employee of the project sponsor or lessees, concessionaires, contractors, licensees, or any organization furnishing public transportation service as a part of, or in conjunction with, the project shall be treated less favorably than any other employee or applicant with regard to hiring, dismissal, advancement, wages, or any other conditions and benefits of employment, on the basis of race, color, national origin, age, gender or disability.
- No person or group of persons shall be discriminated against with regard to the routing, scheduling, or quality of transportation service furnished as a part of the project on the basis of race, color, or national origin. Frequency of service, age and quality of vehicles assigned to routes, quality of stations serving different routes, and location of routes may not be determined on the basis of race, color, national origin, age, gender or disability.
- The location of projects requiring land acquisition and the displacement of persons from their residences and businesses may not be determined on the basis of race, color, or national origin, age, gender or disability.

The following Title VI information/documents are available on the District's website or upon request: RVT's Title VI Policy and Program, FTA Circular 4702.1A, 49 CFR Part 21. To obtain Title VI information/documents, please call (541) 779-5821 or visit [www.rvtd.org](http://www.rvtd.org).

Individuals or organization who believe they have been denied the benefits of, excluded from participation in, or subject to discrimination on the grounds of race, color, national origin, age, gender or disability by Rogue Valley Transportation District (RVT) can file an administrative complaint with RVT and/or the Federal Transit Administration's Office of Civil Rights under Title VI of the Civil Rights Act of 1964. Individuals and organizations may file a complaint by completing the Title VI complaint form. A copy of the complaint form and procedures can be found on the District's website at [www.rvtd.org](http://www.rvtd.org) or by calling (541) 779-5821.