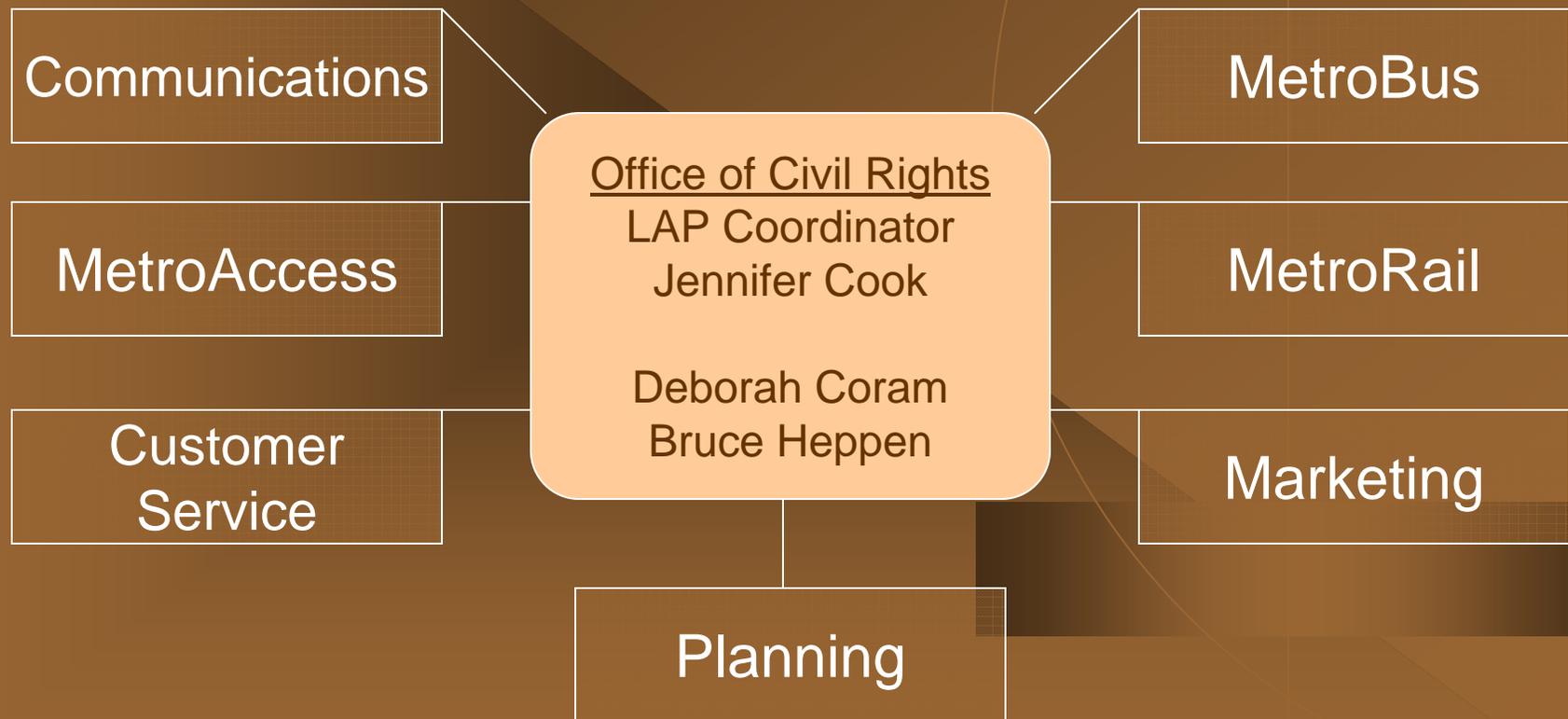


Language Assistance Plan

**Washington Metropolitan Area
Transit Authority (WMATA)**

7/31/2007

WMATA LEP Responsibility Model



Background

- ◆ Access for All (AFA) 2003 “Major Findings and Recommendations to Improve Transit Information for LEP Customers”
- ◆ 2007 “Improving Language Access to Transit in the National Capital Region”

Language access "is not just a legal requirement: but good common sense".

John B. Catoe, Jr.

General Manager
Washington Metropolitan Area
Transit Authority

7/31/2007

Background

- ◆ Title VI of the Civil Rights Act of 1964
- ◆ Executive Order 13166, “Improving Access to Services for Persons with Limited English Proficiency
- ◆ DOT LEP Guidance in the FTA Circular 4702.1A

DOT LEP Guidance

- ◆ Identify LEP individuals who need language assistance
- ◆ Identify ways to provide language assistance
- ◆ Train staff
- ◆ Provide notice to LEP persons
- ◆ Monitor and update the plan

Project Major Tasks

- ◆ Determine nature and importance of transit
- ◆ Identify the proportion of LEP persons in WMATA's Service Area
- ◆ Determine frequency of contact with WMATA's services
- ◆ Assess current resources available and the costs to provide language assistance services

Project Major Tasks

- ◆ Determine nature and importance of transit
- ◇ Identify the proportion of LEP persons in WMATA's Service Area
- ◇ Determine frequency of contact with WMATA's services
- ◇ Assess current resources available and the costs to provide language assistance services

Nature and Importance of Transit

- ◆ **Key to achieving mobility for many LEP persons**
- ◆ **More than 11% of LEP persons aged 16+ use public transit as primary means of transportation to work**
- ◆ **Public transit used at higher rates by recent immigrants**

Project Major Tasks

- ◇ Determine nature and importance of transit
- ◆ Identify the proportion of LEP persons in WMATA's Service Area
- ◇ Determine frequency of contact with WMATA's services
- ◇ Assess current resources available and the costs to provide language assistance services

Demographics of LEP Population in WMATA's Service Area

- ◆ More than 800,000 persons (21% of the region) are foreign born
- ◆ 23% speak a language other than English at home; 10% speak English less than “very well”
- ◆ Arlington, VA, Alexandria, VA, Fairfax County, VA, & Montgomery County, MD – LEP populations exceed 10%

Demographics of LEP Population in WMATA's Service Area

WMATA Jurisdiction	LEP Population	Percent of Total
District of Columbia	38,236	7.1%
Arlington County, VA	29,793	16.6%
Alexandria City, VA	17,193	14.3%
Fairfax County, VA	122,821	13.2%
Montgomery County, MD	105,001	12.9%
Prince George's County, MD	53,743	7.2
TOTAL	366,757	

Brookings Report does not specify LEP data for cities of Falls Church or Fairfax, VA.

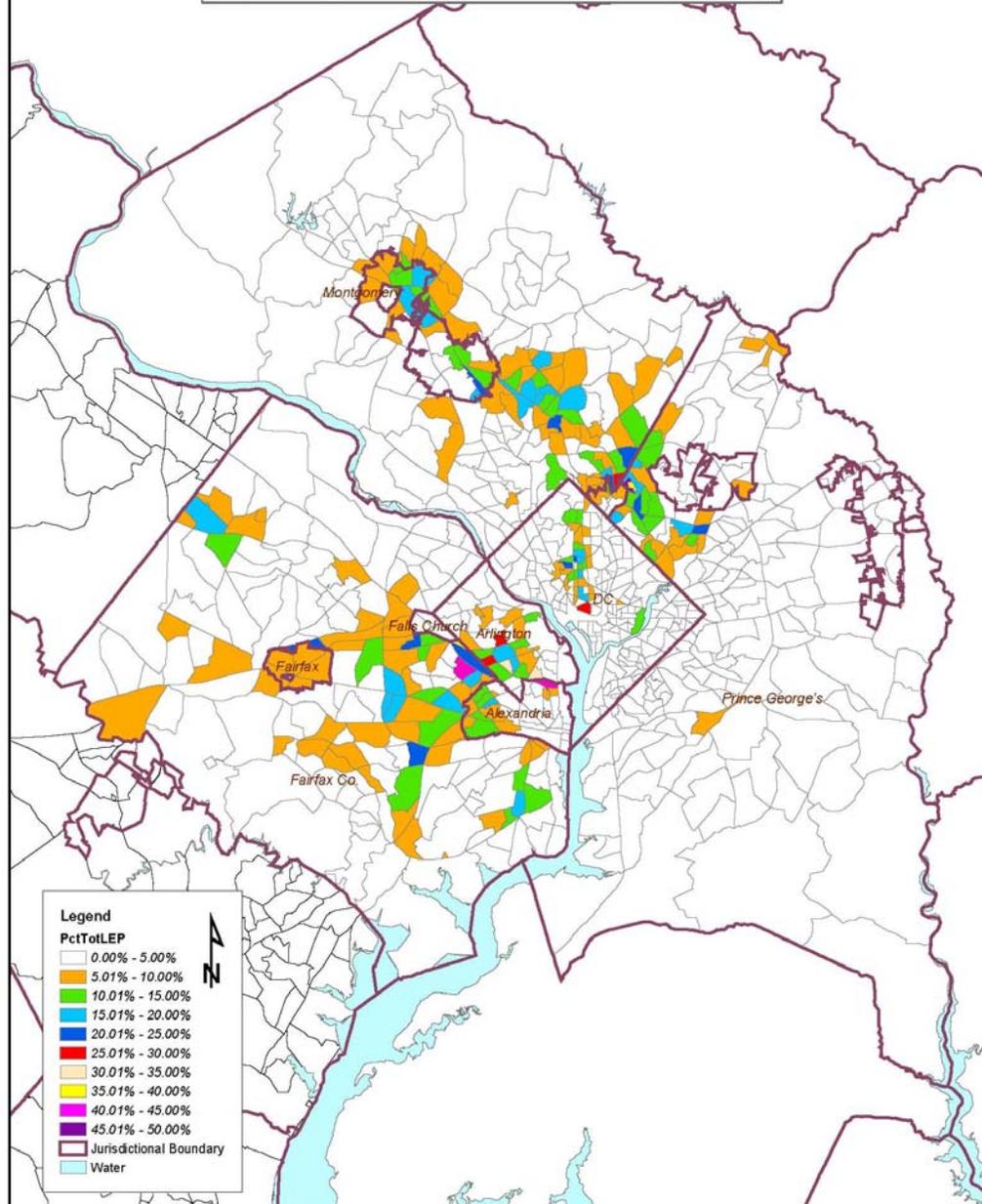
Demographics of LEP Population in Washington, DC Region

Language	# of LEP Speakers	% of LEP Speakers
Spanish	215,581	52%
Korean	29,919	7%
Vietnamese	24,181	6%
Chinese	21,722	5%
French	12,705	3%
Arabic	8,197	2%
Amharic	7,377	2%

Source: 2000 Census Bureau – includes jurisdictions not in WMATA Service Area.

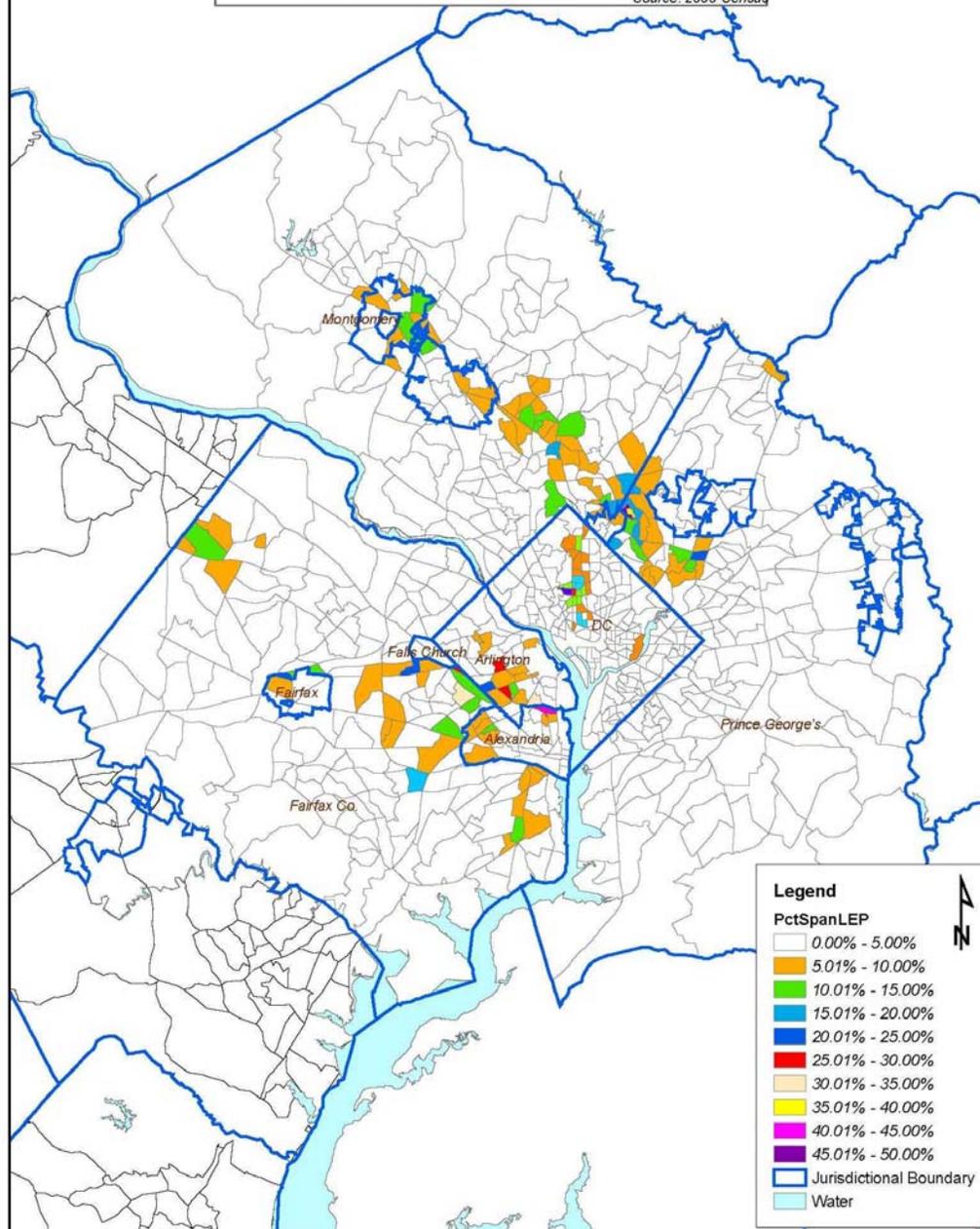
Source: 2000 Census

LEP Populations in WMATA Service Area (Spanish, Indo-Euro, Asian-Pacific, Other)



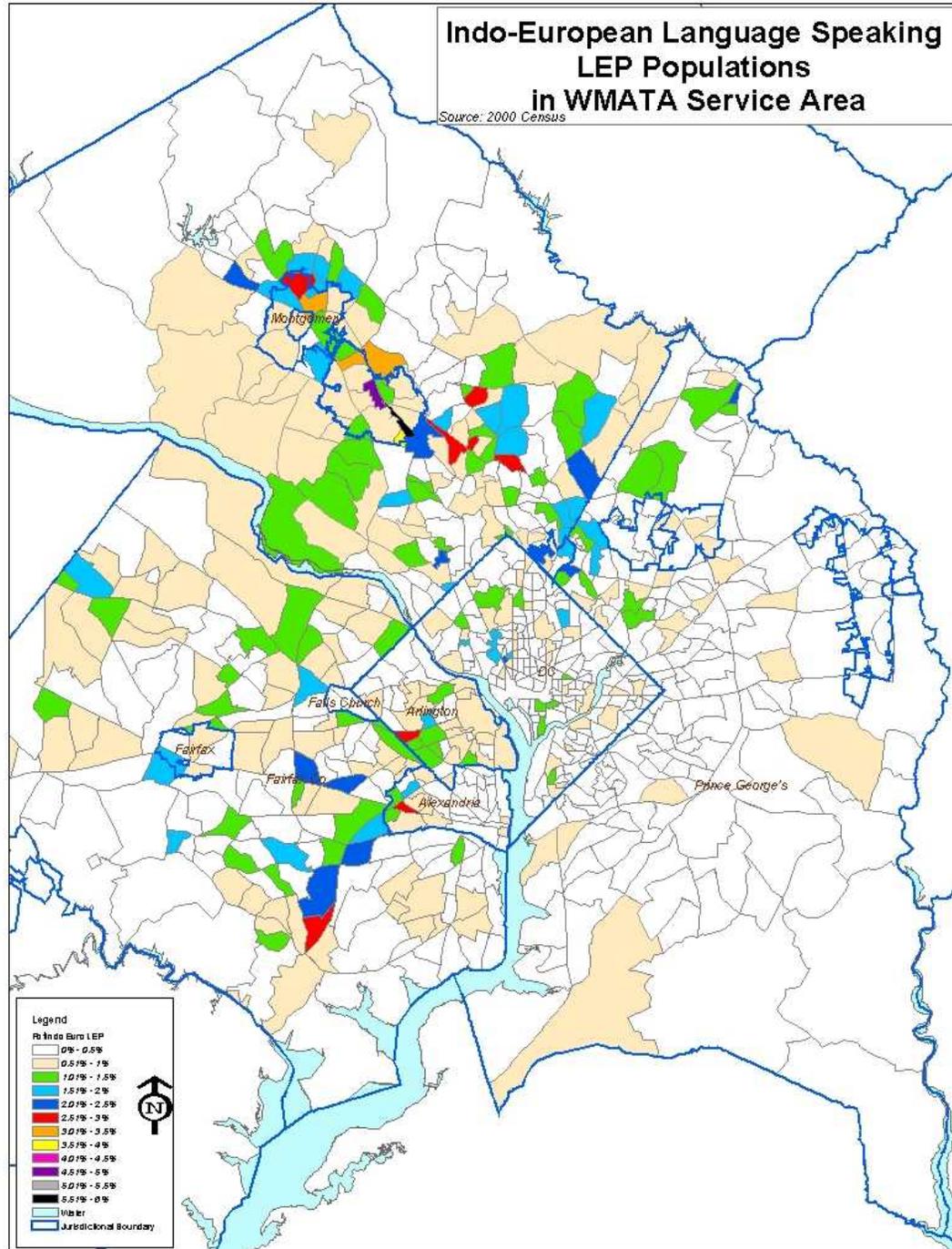
Spanish Speaking LEP Populations in WMATA Service Area

Source: 2000 Census



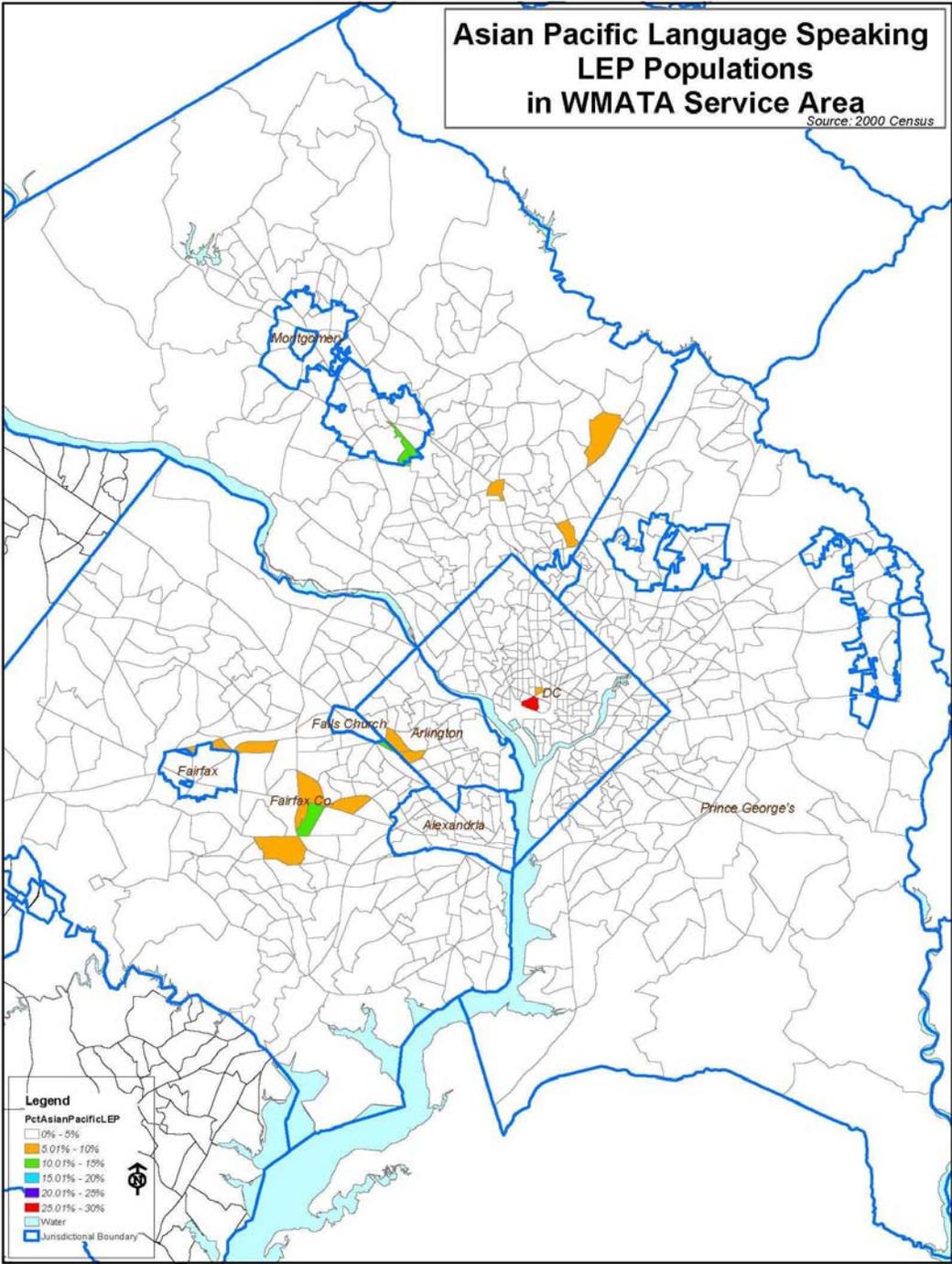
Indo-European Language Speaking LEP Populations in WMATA Service Area

Source: 2000 Census



Asian Pacific Language Speaking LEP Populations in WMATA Service Area

Source: 2000 Census



Demographics of LEP Population in WMATA's Service Area

- ◆ **Public School District Data on LEP students registered during 2006/2007**
 - ◆ **District of Columbia**
 - ◆ **Montgomery County**
 - ◆ **Fairfax County**
 - ◆ **Prince George's County**

Demographics of LEP Population in WMATA's Service Area

- ◆ **Current public school districts show a few additional concentrations:**
 - ◆ **Woodbridge and Occoquan in southern Fairfax County**
 - ◆ **Adelphi in Prince George's County**
 - ◆ **Germantown in Montgomery County**
 - ◆ **Georgetown in Northwest Washington, DC**

Project Major Tasks

- ◇ Determine nature and importance of transit
- ◇ Identify the proportion of LEP persons in WMATA's Service Area
- ◆ Determine frequency of contact with WMATA's services
- ◇ Assess current resources available and the costs to provide language assistance services

Frequency of Contact by LEP Persons with WMATA Services

- ◆ Frequency of encounter by persons that require language assistance is approximately one percent (1%) of all calls.



Call Center Data

Frequency of Contact by LEP Persons with WMATA Services

- ◆ Frequency of encounter by persons that require language assistance is approximately less than one percent (1%) of all visits.



**WMATA Website
Data**

Frequency of Contact by LEP Persons with WMATA Services

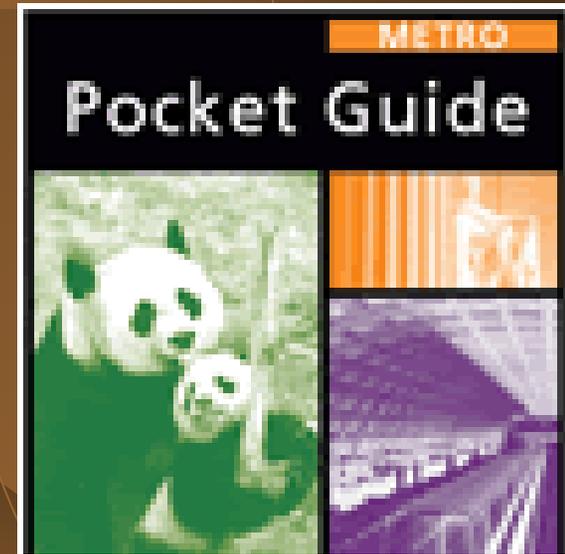
Translation	Monthly Average
English to Japanese	3,170
English to Spanish	3,046
English to Korean	2,662
English to French	2,378
English to Chinese	2,332
English to German	1,962



**WMATA Website
Data**

Frequency of Contact by LEP Persons with WMATA Services

- ◆ Available in ten languages
- ◆ Jan. – Apr. 2007
 - ◆ 89.3% English
 - ◆ 3.1% Spanish
 - ◆ 1.7% Chinese
 - ◆ 1.2% French
 - ◆ 0.8% Korean & Japanese
 - ◆ 0.5% Vietnamese & Arabic
- ◆ 10.7% of downloads in other languages



10.7% of downloads in other languages

Jan. – Apr. 2007

Frequency of Contact by LEP Persons with WMATA Services

- ◆ **Customer Satisfaction Questionnaire**
 - ◆ Fewer than 4% of all respondents of Hispanic heritage
- ◆ **Rail Passenger Survey**
 - ◆ Estimated 15,000 LEP persons ride daily
 - ◆ 5% of all persons

Frequency of Contact by LEP Persons with WMATA Services

- ◆ **Metro Bus Ridership**
 - ◆ **Estimated 62,500 LEP persons ride daily**
 - ◆ **25% of all bus riders**

Frequency of Contact by LEP Persons with WMATA Services

- ◆ 1% of calls to Call Center
- ◆ Less than 1% of Website translations
- ◆ 11% of Pocket Guide downloads
- ◆ 4% Hispanic respondents to Customer Satisfaction Questionnaire
- ◆ 5% of riders on rail
- ◆ 25% of riders on bus

Gracias Kamsahamnida Cám ón M goi Xie xie Merci Shukran AmeseGUNalhun

- ◆ Boat People SOS
- ◆ CASA of Maryland
- ◆ DC Office of Language Access
- ◆ Hispanic Committee of Virginia
- ◆ Multicultural Community Service
- ◆ Prince George's County Language Access Office
- ◆ Sudanese American Community Development Organization

Summary of Input from Community Representatives

- ◆ LEP community not aware of multilingual materials and language assistance services.
- ◆ Community organizations do not have information from WMATA to share with LEP persons.
- ◆ LEP persons rely on friends and family members to teach them how to ride transit.
- ◆ LEP persons often work more than one job and rely on Metro to get them there, often far distances.
- ◆ LEP persons, especially new immigrants, are wary of outsiders and rely on community groups and leaders.

Summary of Input from Community Representatives

- ◆ Metro should train community groups to train LEP persons.
- ◆ Machine translators are often inaccurate and out of context.
- ◆ WMATA information on other languages should be simple and easy to understand...not detailed and complicated.
- ◆ Trip planner is hard to use...even if available in native language.
- ◆ Consider use of landmarks to aid with directions.
- ◆ LEP persons not familiar with computers and machines such as fare vending equipment.
- ◆ Advertise and make announcements on Telemundo and other Spanish speaking TV and radio.

Summary of Input from Community Representatives

- ◆ LEP persons are moving out to Prince William, Manassas and beyond to find affordable housing.
- ◆ Many recent immigrants satisfy their transportation needs by sharing a single auto among several family members.
- ◆ Immigrants who have a bad experience on transit may hesitate to use it again.
- ◆ First generation immigrants may use transit, but second generation wants to get a car.
- ◆ Front line employees, including transit police, can be rude and threatening to LEP persons.
- ◆ Bus stop announcements (on LED screens) should be in English so LEP persons can learn street names.

Project Major Tasks

- ◇ Determine nature and importance of transit
- ◇ Identify the proportion of LEP persons in WMATA's Service Area
- ◇ Determine frequency of contact with WMATA's services
- ◆ Assess current resources available and the costs to provide language assistance services

Access for All Subcommittee Report

- ◆ Existing transit materials not well distributed.
- ◆ Inadequate information in customer-friendly formats targeted to LEP speakers.
- ◆ Front-line employees lack consistent customer service skills and cultural sensitivity.
- ◆ LEP speakers not involved in language access decisions at transit agencies.
- ◆ No central point of contact or language access plan.
- ◆ Three locations “Hot Spots” are identified for focused language access efforts.

Today's Oral Language Assistance Measures

- ◆ Metro Service Call Center: 12 bilingual operators and translation service for 85 languages
- ◆ Rail Station Announcements in Spanish
- ◆ How to Ride Metro Video in five languages
- ◆ Work with Hispanic media
- ◆ Translation services with “Next Bus”
- ◆ IVR Trip Planning available in Spanish in the fall
- ◆ Translators at community public meetings

Today's Written Language Assistance Measures

- ◆ Metro Bus schedules – English/Spanish
- ◆ Metro Pocket Guides available in ten languages
- ◆ Spanish translations as appropriate
 - ◆ Bus detour signs
 - ◆ Service change brochures and signs
 - ◆ Signage at rail stations
- ◆ Bus maps at selected shelters
- ◆ Spanish media advertisements
- ◆ SmarTrip brochure available in Spanish
- ◆ WMATA website
- ◆ Translated materials at public community meetings

Monitor and Update LEP Plan

- ◆ Feedback Questionnaire to LEP Community
- ◆ Annual Presentation to WMATA's RAC and AFA Subcommittee
- ◆ Measure changes to LEP demographics
- ◆ Measure actual frequency of contact
- ◆ Use bilingual staff, posed as customers, to identify continuing barriers.
- ◆ Participate in coalition of local government LEP coordinators

Next Steps

- ◆ Presentation to Access for All Advisory Committee 7/26/2007 (Findings); 8/30/2007 (Plan)
- ◆ Comments from AFA: 9/7/2007
- ◆ Present to Title VI Language Advisory Committee – September
- ◆ Present to Executive Leadership Team – September
- ◆ WMATA Board Advisory Item – October