



EXHIBIT
"A"

City of Round Rock

*TxDOT
Title VI Program*

March 18, 2016

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NOTE: If you need this information in another language please call (512) 671-2869.

1. Non-discrimination Policy Statement

The City has posted the following policy statement at City Hall and on the City's website.

Non-discrimination Policy Statement

City of Round Rock

The City of Round Rock, Texas is responsible for implementing roadway projects, some of which are funded in part with federal financial assistance awarded by the U.S. Department of Transportation and the Federal Highway Administration.

The City of Round Rock affirms that no person shall on the grounds of race, color, national origin, sex, age, disability or religion (where the primary objective of the financial assistance is to provide employment per 42 U.S.C. § 200d-3) be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity conducted by the City regardless of whether these projects and activities are federally funded or not.

Laurie Hadley, City Manager
City of Round Rock

Date

2. Non-discrimination Assurances

The United States Department of Transportation

Standard Title VI/Nondiscrimination Assurances

DOT Order No. 1050.2A

The City of Round Rock (herein referred to as the “Recipient”), HEREBY AGREES THAT, as a condition to receiving any federal financial assistance from the U.S. Department of Transportation (DOT), through the **Federal Highway Administration**, is subject to and will comply with the following:

Statutory/Regulatory 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);
- 49 C.F.R. Part 21 (entitled *Nondiscrimination In Federally-Assisted Programs of the Department of Transportation-Effectuation of Title VI of The Civil Rights Act of 1964*);
- 28 C.F.R. section 50.3 (U.S. Department of Justice Guidelines for Enforcement of Title VI of the Civil Rights Act of 1964);

The preceding statutory and regulatory cites hereinafter are referred to as the “Acts” and “Regulations,” respectively.

General Assurances

In accordance with the Acts, the Regulations, and other pertinent directives, circulars, policy, memoranda, and/or guidance, the Recipient hereby gives assurance that it will promptly take any measures necessary to ensure 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,” for which the Recipient receives Federal financial assistance from DOT, including the **Federal Highway Administration**.*

The Civil Rights Restoration Act of 1987 clarified the original intent of Congress, with respect to Title VI and other Nondiscrimination requirements (The Age Discrimination Act of 1975, and Section 504 of the Rehabilitation Act of 1973), by restoring the broad, institutional-wide scope and coverage of these nondiscrimination statutes and requirements to include all programs and activities of the Recipient, so long as any portion of the program is Federally-assisted.

Specific Assurances

More specifically, and without limiting the above general Assurance, the Recipient agrees with and gives the following Assurances with respect to its federally-assisted **Department of Transportation** programs:

1. The Recipient agrees that each “activity,” “facility,” or “program,” as defined in §§ 21.23 (b) and 21.23 (e) of 49 C.F.R. § 21 will be (with regard to an “activity”) facilitated, or will be (with regard to a “facility”) operated, or will be (with regard to a “program”) conducted in compliance with all requirements imposed by, or pursuant to the Acts and the Regulations.
2. The Recipient will insert the following notification in all solicitations for bids, Requests for Proposals for work, or material subject to the Acts and the Regulations made in connection with all **Department of Transportation programs** and, in adapted form, in all proposals for negotiated agreements regardless of funding source:

“The City of Round Rock, in accordance with the provisions of Title VI of the Civil Rights Act of 1964 (78 Stat. 252, 42 U.S.C. §§ 2000d to 2000d-4) and the Regulations, hereby notifies all bidders that it will affirmatively ensure that any contract entered into pursuant to this advertisement, disadvantaged business enterprises will be afforded full and fair opportunity to submit bids in response to this invitation and will not be discriminated against on the grounds of race, color, or national origin in consideration for an award.”

3. The Recipient will insert the clauses of Appendix A and E of this Assurance in every contract or agreement subject to the Acts and the Regulations.
4. The Recipient will insert the clauses of Appendix B of this Assurance, as a covenant running with the land, in any deed from the United States effecting or recording a transfer of real property, structures, use, or improvements thereon or interest therein to a Recipient.
5. That where the Recipient receives Federal financial assistance to construct a facility, or part of a facility, the Assurance will extend to the entire facility and facilities operated in connection therewith.
6. That where the Recipient receives Federal financial assistance in the form, or for the acquisition of real property or an interest in real property, the Assurance will extend to rights to space on, over, or under such property.
7. The Recipient will include the clauses set forth in Appendix C and Appendix D of this Assurance, as a covenant running with the land, in any future deeds, leases, licenses, permits, or similar instruments entered into by the Recipient with other parties:
 - a. for the subsequent transfer of real property acquired or improved under the applicable activity, project, or program; and
 - b. for the construction or use of, or access to, space on, over, or under real property acquired or improved under the applicable activity, project, or program.

8. That this Assurance obligates the Recipient for the period during which federal financial assistance is extended to the program, except where the Federal financial assistance is to provide, or is in the form of, personal property, or real property, or interest therein, or structures or improvements thereon, in which case the Assurance obligates the Recipient, or any transferee for the longer of the following periods:
 - a. the period during which the property is used for a purpose for which the Federal financial assistance is extended, or for another purpose involving the provision of similar services or benefits; or
 - b. the period during which the Recipient retains ownership or possession of the property.
9. The Recipient will provide for such methods of administration for the program as are found by the Secretary of Transportation or the official to whom he/she delegates specific authority to give reasonable guarantee that it, other recipients, sub-recipients, sub-grantees, contractors, subcontractors, consultants, transferees, successors in interest, and other participants of Federal financial assistance under such program will comply with all requirements imposed or pursuant to the Acts, the Regulations, and this Assurance.
10. The Recipient agrees that the United States has a right to seek judicial enforcement with regard to any matter arising under the Acts, the Regulations, and this Assurance.

By signing this ASSURANCE, City of Round Rock also agrees to comply (and require any sub-recipients, sub-grantees, contractors, successors, transferees, and/or assignees to comply) with all applicable provisions governing the **DOT** access to records, accounts, documents, information, facilities, and staff. You also recognize that you must comply with any program or compliance reviews, and/or complaint investigations conducted by the **DOT**. You must keep records, reports, and submit the material for review upon request to DOT, or its designee in a timely, complete, and accurate way. Additionally, you must comply with all other reporting, data collection, and evaluation requirements, as prescribed by law or detailed in program guidance.

City of Round Rock gives this ASSURANCE in consideration of and for obtaining any federal grants, loans, contracts, agreements, property, and/or discounts, or other federal-aid and federal financial assistance extended after the date hereof to the recipients by the U.S. Department of Transportation under **all Department of Transportation programs**. This ASSURANCE is binding on **Texas**, other recipients, sub-recipients, sub-grantees, contractors, subcontractors and their subcontractors', transferees, successors in interest, and any other participants in **all Department of Transportation programs**. The person(s) signing below is authorized to sign this ASSURANCE on behalf of the Recipient.

Laurie Hadley, City Manager
City of Round Rock

Date

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 Nondiscrimination in Federally-assisted programs of the U.S. Department of Transportation, **the 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. **Nondiscrimination:** The contractor, with regard to the work performed by it during the contract, will not discriminate on the grounds of race, color, or national origin 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. **Solicitations 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 Nondiscrimination on the grounds of race, color, or national origin.
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 **Federal Highway Administration** 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 **Federal Highway Administration**, 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 Nondiscrimination provisions of this contract, the Recipient will impose such contract sanctions as it or the **Federal Highway Administration** may determine to be appropriate, including, but not limited to:
 - a. withholding payments to the contractor under the contract until the contractor complies; and/or
 - b. 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 **Federal Highway Administration** may direct as a means of enforcing such provisions including sanctions for noncompliance. Provided, that if the contractor becomes involved in, or is 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.

Appendix B

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 City of Round Rock will accept title to the lands and maintain the project constructed thereon in accordance with **all applicable federal statutes**, the Regulations for the Administration of **all Department of Transportation programs**, and the policies and procedures prescribed by the **Federal Highway Administration** 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, Nondiscrimination 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 City of Round Rock 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 City of Round Rock 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 City of Round Rock, its successors and assigns.

The City of Round Rock, in consideration of the conveyance of said lands and interests 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, national origin, sex, age or disability, 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 City of Round Rock will use the lands and interests in lands and interests 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, Nondiscrimination 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 nondiscrimination conditions, the Department will have a right to enter or re-enter said lands and facilities on said land, 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.)

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 City of Round Rock 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 Nondiscrimination covenants, City of Round Rock 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 Nondiscrimination covenants, the City of Round Rock 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 City of Round Rock and its assigns.*

(*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.)

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 City of Round Rock 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 furnishing of services thereon, no person on the ground of race, color, or national origin, will be excluded from participation in, denied the benefits of, 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 Nondiscrimination covenants, City of Round Rock will have the right to terminate the (license, permit, 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 Nondiscrimination covenants, City of Round Rock will there upon revert to and vest in and become the absolute property of City of Round Rock and its assigns.*

(*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.)

APPENDIX E

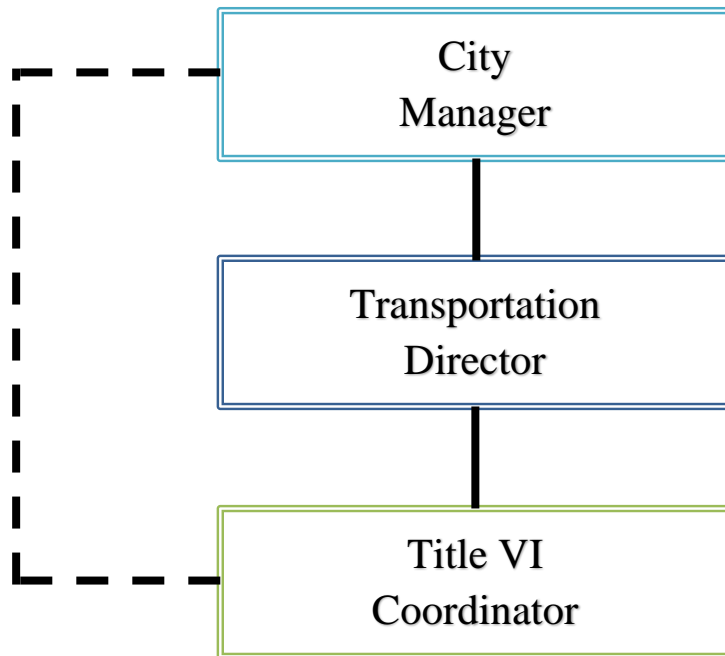
During the performance of this contract, the contractor, for itself, its assignees, and successors in interest (hereinafter referred to as the “contractor”) agrees to comply with the following nondiscrimination statutes and authorities; including but not limited to:

Pertinent Nondiscrimination 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 CFR 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. § 4 71, Section 4 7123), 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 at 49 C.F.R. parts 37 and 38;
- The Federal Aviation Administration's Nondiscrimination 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 nondiscrimination 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).

3. Non-discrimination Coordinator

The Title VI Coordinator for TxDOT projects reports to the Transportation Director and has access to the City Manager, as needed. The Title VI Coordinator is responsible for monitoring all Title VI activities, as the relate to TxDOT projects, including assuring the required information is included in bid documents, contracts and contractor's sub-contracts.



4. Filing a Title VI Complaint with the Federal Transit Administration or City

Any person who believes they have been discriminated against on the grounds of race, color, national origin, sex, age, disability or religion (where the primary objective of the financial assistance is to provide employment per 42 U.S.C. § 200d-3)

The City's procedure for filing and reviewing Title VI complaints is outlined below. A copy of the City's complaint form can be found in **Attachment A**.

- Citizen shall complete the City complaint form and mail to
City of Round Rock
Attn: Transit Coordinator
2008 Enterprise Drive
Round Rock, Texas 78664
- Within 10 business days the Transit Coordinator will notify TxDOT of the complaint received and respond to the complainant, in writing, confirming receipt of the complaint, including identification of a point of contact with the City
- Transit Coordinator will review the complaint, policies and procedures associated with the complaint, circumstances under which the alleged discrimination occurred and any other pertinent factors
- Transit Coordinator will respond to complainant within 30 days of receipt of the complaint.
- Transit Coordinator will submit a letter of finding to the complainant and TxDOT.
 - If the investigation determines the City is not in violation of Title VI, the City's letter will explain why the City was found in compliance and provide notification of the complainant's appeal rights.
 - If the City is in violation of Title VI, the letter will document the violation and the action the City will take, or has taken, to resolve the violation. The letter will also document the timeframe for the City to resolve the violation.
- Any complaints received will be included in the next updated Title VI Program.

To file a complaint directly with TxDOT the person shall do so by completing TxDOT's complaint form and filing it with the Texas Department of Transportation, Office of Civil Rights, 125 East 11th Street, Austin, Texas 78701 or fax to 512-416-4751. A copy of TxDOT's complaint form can be found in **Attachment A**.

The information for filing a complaint can also be found on the City's website, www.roundrocktexas.gov/departments/title-vi-program-txdot-projects

5. List of Title VI Investigations, Complaints and Lawsuits

The City has not received nor been notified by TxDOT of any Title VI complaints.

6. Limited English Proficiency

The LEP Plan is attached as Attachment B to this Program Document.

7. Public Participation Plan

The Public Participation Plan is attached as Attachment C to this Program Document.

8. Bid & Proposal Documents and Contracts

The Title VI Coordinator will ensure the required clauses, under Section 2 of this document, are included in the bid and proposal documents for each project that is funded, in part, by U.S. Department of Transportation and the Federal Highway Administration. The Title VI Coordinator will review the documentation before being released to the public.

Upon receipt of bids and proposals the Title VI Coordinator will review them for inclusion of required disclosures, such as Lobbying and Debarment. After contractor or consultant selection is made, the Title VI Coordinator, will review the contract documents to ensure inclusion of the required clauses. In addition, any sub-contracts of the contractor or consultant will be reviewed to ensure the required clauses are included.

ATTACHMENT A



Title VI Discrimination Complaint Form

Mail the signed form to Title VI Coordinator, 2008 Enterprise Drive, Round Rock, Texas 78664 or fax to 512-218-5536.

Last Name		First Name		
Mailing Address		City	State	Zip
Telephone	Alternate Telephone	E-mail Address		
Please indicate the basis of your complaint:				
<input type="checkbox"/> Race _____	<input type="checkbox"/> Age _____	<input type="checkbox"/> National Origin _____		
<input type="checkbox"/> Color _____	<input type="checkbox"/> Gender _____	<input type="checkbox"/> Disability _____		
Date and place of alleged discriminatory action(s). Please include the earliest date of discrimination and the most recent date of discrimination.				
How were you discriminated against? Describe the nature of the action, decision, or conditions of the alleged discrimination. Explain as clearly as possible what happened and why you believe your protected status (basis) was a factor in the discrimination. Include how other persons were treated differently from you. (Attach additional pages, if necessary).				
The law prohibits intimidation or retaliation against anyone because he/she has either taken action, or participated in action, to secure rights protected by these laws. If you feel that you have been retaliated against, separate from the discrimination alleged above, please explain the circumstances below. Explain what action you took which you believe was the cause for the alleged retaliation.				
Names of individuals responsible for the discriminatory action(s):				

Names of persons (witnesses, fellow employees, supervisors, or others) whom we may contact for additional information to support or clarify your complaint: (Attach additional pages, if necessary).

Name

Address

Telephone

1. _____
2. _____
3. _____
4. _____

Have you filed, or intend to file, a complaint regarding the matter raised with any of the following? If yes, please provide the filing dates. Check all that apply.

- | | |
|---|-------|
| <input type="checkbox"/> Texas Department of Transportation | _____ |
| <input type="checkbox"/> U.S. Department of Transportation | _____ |
| <input type="checkbox"/> Federal Highway Administration | _____ |
| <input type="checkbox"/> Federal Transit Administration | _____ |
| <input type="checkbox"/> Office of Federal Contract Compliance Programs | _____ |
| <input type="checkbox"/> U.S. Equal Employment Opportunity Commission | _____ |
| <input type="checkbox"/> U.S. Department of Justice | _____ |
| <input type="checkbox"/> Other | _____ |

Have you discussed the complaint with any City representative? If yes, provide the person's name and date of discussion.

Briefly explain what remedy, or action, you are seeking for the alleged discrimination.

Please provide any additional information and/or photographs, if applicable, that you believe will assist with an investigation.

We cannot accept an unsigned complaint. Please sign and date the complaint form below.

Complainant's Signature

Date

FOR OFFICE USE ONLY

Date Complaint Received: _____

Case #: _____

Processed by: _____

Date Referred: _____

Referred to: ☐ TxDOT ☐ USDOT ☐ FHWA ☐ FTA ☐ OFCCP ☐ US EEOC
☐ USDOJ ☐ Other _____



Title VI Discrimination Complaint Form

Mail the signed form to Title VI Coordinator, 2008 Enterprise Drive, Round Rock, Texas 78664 or fax to 512-218-5536.

Apellido		Nombre		
Dirección		Ciudad	Estado	Código Postal
Teléfono	Teléfono Alternativo		Correo Electrónico	
Please indicate the basis of your complaint:				
<input type="checkbox"/> Raza _____ <input type="checkbox"/> Edad _____ <input type="checkbox"/> Origen Nacional _____				
<input type="checkbox"/> Color _____ <input type="checkbox"/> Sexo _____ <input type="checkbox"/> Discapacidad _____				
Fecha y lugar de la(s) presunta(s) acción(es) discriminatoria(s). Favor de incluir la primera fecha de la presunta discriminación y la fecha más reciente de la presunta discriminación.				
¿Cómo se discriminó contra usted? Describa la naturaleza de la acción, decisión o las circunstancias de la presunta discriminación. Explique, de la manera mas clara posible, que sucedió y porqué cree usted que su estatus protegido fue un factor en la discriminación. Incluya como otras personas fueron tratadas de distinta manera que usted. (Adjunte hojas adicionales de ser necesario).				
La ley prohíbe intimidación o represalias contra cualquier persona ya sea por tomar acción o por participar en la toma de acción para asegurar los derechos protegidos por estas leyes. Si usted siente que se han tomado represalias en su contra, aparte de la presunta discriminación mencionada anteriormente, favor de explicar las circunstancias a continuación. Explique la acción que usted tomó que cree sea la causa de la presunta represalia.				
Nombre de los individuos responsables de la(s) acción(es) discriminatoria(s):				

Nombre de personas (testigos, compañeros de trabajo, supervisores u otros) a quienes podamos contactar para obtener información adicional para respaldar o aclarar su queja: (Adjunte hojas adicionales de ser necesario).

Nombre

Dirección

Téléphono

1. _____
2. _____
3. _____
4. _____

¿Alguna vez ha presentado, o tiene la intención de presentar, una queja con respecto a esta situación con cualquiera de las organizaciones que se mencionan a continuación? De ser así, favor de proporcionar las fechas en que se presentaron. Marque todas las que apliquen.

- | | |
|---|-------|
| <input type="checkbox"/> Texas Department of Transportation | _____ |
| <input type="checkbox"/> U.S. Department of Transportation | _____ |
| <input type="checkbox"/> Federal Highway Administration | _____ |
| <input type="checkbox"/> Federal Transit Administration | _____ |
| <input type="checkbox"/> Office of Federal Contract Compliance Programs | _____ |
| <input type="checkbox"/> U.S. Equal Employment Opportunity Commission | _____ |
| <input type="checkbox"/> U.S. Department of Justice | _____ |
| <input type="checkbox"/> Other | _____ |

¿Ha hablado sobre la queja con algún representante de la ciudad Round Rock? De ser así, favor de proporcionar el nombre y puesto de la persona y la fecha en la que tuvo la conversación.

Explique brevemente que remedio, o acción está usted buscando por la presunta discriminación.

Favor de proporcionar cualquier información adicional y/o fotografías, si son pertinentes, que usted crea ayudaran en la investigación.

No podemos aceptar una queja sin firma. Favor de incluir su firma y la fecha a continuación:

Firma del Demandante

Fecha

FOR OFFICE USE ONLY

Date Complaint Received: _____

Case #: _____

Processed by: _____

Date Referred: _____

Referred to: ☐ TxDOT ☐ USDOT ☐ FHWA ☐ FTA ☐ OFCCP ☐ US EEOC
☐ USDOJ ☐ Other _____

External Discrimination Complaint Form

Mail the signed form to Texas Department of Transportation, Office of Civil Rights,
125 East 11th Street, Austin, Texas 78701 or fax to 512/416-4751.

Last Name		First Name		
Mailing Address		City	State	Zip
Telephone	Alternate Telephone	E-mail Address		
<p>Please indicate the basis of your complaint:</p> <p> <input type="checkbox"/> Race _____ <input type="checkbox"/> Age _____ <input type="checkbox"/> National Origin _____ </p> <p> <input type="checkbox"/> Color _____ <input type="checkbox"/> Gender _____ <input type="checkbox"/> Disability _____ </p>				
<p>Date and place of alleged discriminatory action(s). Please include the earliest date of discrimination and the most recent date of discrimination.</p>				
<p>How were you discriminated against? Describe the nature of the action, decision, or conditions of the alleged discrimination. Explain as clearly as possible what happened and why you believe your protected status (basis) was a factor in the discrimination. Include how other persons were treated differently from you. (Attach additional pages, if necessary).</p>				
<p>The law prohibits intimidation or retaliation against anyone because he/she has either taken action, or participated in action, to secure rights protected by these laws. If you feel that you have been retaliated against, separate from the discrimination alleged above, please explain the circumstances below. Explain what action you took which you believe was the cause for the alleged retaliation.</p>				
<p>Names of individuals responsible for the discriminatory action(s):</p>				

Names of persons (witnesses, fellow employees, supervisors, or others) whom we may contact for additional information to support or clarify your complaint: (Attach additional pages, if necessary).

	<u>Name</u>	<u>Address</u>	<u>Telephone</u>
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____

Have you filed, or intend to file, a complaint regarding the matter raised with any of the following? If yes, please provide the filing dates. Check all that apply.

- ☐ U.S. Department of Transportation _____
- ☐ Federal Highway Administration _____
- ☐ Federal Transit Administration _____
- ☐ Office of Federal Contract Compliance Programs _____
- ☐ U.S. Equal Employment Opportunity Commission _____
- ☐ U.S. Department of Justice _____
- ☐ Other _____

Have you discussed the complaint with any TxDOT representative? If yes, provide the name, position, and date of discussion.

Briefly explain what remedy, or action, you are seeking for the alleged discrimination.

Please provide any additional information and/or photographs, if applicable, that you believe will assist with an investigation.

We cannot accept an unsigned complaint. Please sign and date the complaint form below.

Complainant's Signature **Date**

FOR OFFICE USE ONLY

Date Complaint Received: _____ Case #: _____

Processed by: _____ Date Referred: _____

Referred to: ☐ USDOT ☐ FHWA ☐ FTA ☐ OFCCP ☐ Other _____

Forma Externa de Queja Discriminación

Enviar forma firmada al Departamento de Transporte del Estado de Texas - Oficina de Derechos Civiles,
125 East 11th Street, Austin, Texas 78701 o por fax al 512/416-4751.

Apellido		Nombre		
Dirección		Ciudad	Estado	Código Postal
Teléfono	Teléfono Alternativo	Correo Electrónico		
<p>Indica por favor la(s) base(s) de su queja.</p> <p> <input type="checkbox"/> Raza _____ <input type="checkbox"/> Edad _____ <input type="checkbox"/> Origen Nacional _____ </p> <p> <input type="checkbox"/> Color _____ <input type="checkbox"/> Sexo _____ <input type="checkbox"/> Discapacidad _____ </p>				
<p>Fecha y lugar de la(s) presunta(s) acción(es) discriminatoria(s). Favor de incluir la primera fecha de la presunta discriminación y la fecha más reciente de la presunta discriminación.</p>				
<p>¿Cómo se discriminó contra usted? Describa la naturaleza de la acción, decisión o las circunstancias de la presunta discriminación. Explique, de la manera mas clara posible, que sucedió y porqué cree usted que su estatus protegido fue un factor en la discriminación. Incluya como otras personas fueron tratadas de distinta manera que usted. (Adjunte hojas adicionales de ser necesario).</p>				
<p>La ley prohíbe intimidación o represalias contra cualquier persona ya sea por tomar acción o por participar en la toma de acción para asegurar los derechos protegidos por estas leyes. Si usted siente que se han tomado represalias en su contra, aparte de la presunta discriminación mencionada anteriormente, favor de explicar las circunstancias a continuación. Explique la acción que usted tomó que cree sea la causa de la presunta represalia.</p>				
<p>Nombre de los individuos responsables de la(s) acción(es) discriminatoria(s):</p>				

Nombre de personas (testigos, compañeros de trabajo, supervisores u otros) a quienes podamos contactar para obtener información adicional para respaldar o aclarar su queja: (Adjunte hojas adicionales de ser necesario).

	<u>Nombre</u>	<u>Dirección</u>	<u>Teléfono</u>
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____

¿Alguna vez ha presentado, o tiene la intención de presentar, una queja con respecto a esta situación con cualquiera de las organizaciones que se mencionan a continuación? De ser así, favor de proporcionar las fechas en que se presentaron. Marque todas las que apliquen.

- ☐ Departamento de Transporte de los EE.UU. _____
- ☐ Administración Federal de Carreteras de los EE.UU. _____
- ☐ Administración de Transporte Federal de los EE.UU. _____
- ☐ Oficina de Programas de Cumplimiento de Contratos Federales de los EE.UU. _____
- ☐ Comisión para la Igualdad de Oportunidades en el Empleo de los EE.UU. _____
- ☐ Tribunal Federal o Estatal de los EE.UU. _____
- ☐ Otros _____

¿Ha hablado sobre la queja con algún representante de TxDOT? De ser así, favor de proporcionar el nombre y puesto de la persona y la fecha en la que tuvo la conversación.

Explique brevemente que remedio, o acción está usted buscando por la presunta discriminación.

Favor de proporcionar cualquier información adicional y/o fotografías, si son pertinentes, que usted crea ayudaran el la investigación.

No podemos aceptar una queja sin firma. Favor de incluir su firma y la fecha a continuación:

Firma del Demandante

Fecha

UNICAMENTE PARA USO OFICIAL

Fecha de Recibo de Queja: _____

No. de Caso: _____

Procesado por: _____

Fecha Remitida: _____

Remitida a: ☐ USDOT ☐ FHWA ☐ FTA ☐ OFCCP ☐ Other _____

ATTACHMENT B



TxDOT

Limited English Proficiency Plan

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Chapter 1 Introduction

As a recipient of federal funds from TxDOT, the City is subject to legal requirements to provide language assistance to those that have Limited English Proficiency (LEP). Most individuals living in the United States read, write, speak, and understand English; however, there are many individuals for whom English is not their primary language. Individuals who do not speak English as their primary language and who have a limited ability to read, write, speak, or understand English can be LEP. Language for LEP individuals can be a barrier to accessing important benefits or services, understanding and exercising important rights, complying with applicable responsibilities, or understanding other information provided by federally funded programs and activities. Recipients of federal financial assistance, such as the City, have an obligation to reduce language barriers that can preclude meaningful access by LEP persons to important government services.

1.1 Title VI of the Civil Rights Act of 1963 (Title VI)

Title VI and its implementing regulations provides that no person in the United States shall be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination on the grounds of race, color, national origin, sex, age or disability, under any program or activity that receives federal financial assistance. Title VI prohibits conduct that has a disproportionate effect on LEP persons because such conduct constitutes discrimination on the basis of national origin. Title VI and its implementing regulations require the City take responsible steps to ensure meaningful access to the benefits, services, information and activities for individuals who have LEP. In certain circumstances, failure to ensure LEP persons can effectively participate in or benefit from federally assisted programs and activities may violate the prohibition under Title VI of the Civil Rights Act of 1964, 42 U.S.C. 2000d, and Title VI regulations against national origin discrimination.

1.2 Executive Order 13166, “Improving Access to Services for Persons with Limited English Proficiency (EO 13166)”

EO 13166 was signed by President Clinton on August 16, 2000 and directs each Federal agency to examine the services it provides and develop and implement a system by which LEP persons can meaningfully access those services. Federal agencies were instructed to publish guidance for their respective recipients in order to assist them with their obligations to LEP persons under Title VI. The EO states recipients must take reasonable steps to ensure meaningful access to their programs and activities by LEP persons.

1.3 Department of Transportation (DOT) Policy Guidance Concerning Recipients’ Responsibilities to Limited English Proficient Persons (DOT LEP Guidance)

In 2005, the DOT published updated guidance for its recipients. This document provides suggestions to best comply with the statutory and regulatory obligations to provide meaningful access to the benefits, services and information, and other important portions of their programs and activities for individuals who are LEP. A defining component of this guidance is a recommendation to use a four-factor analysis framework to conduct a LEP needs assessment.

Chapter 2 Four Factor Analysis

The FTA published a guidance document (*Implementing the Department of Transportation's Policy Guidance Concerning Recipients' Responsibilities to Limited English Proficient (LEP) Persons: A Handbook for Public Transportation Providers*) to assist transit providers and ensure compliance with applicable legislation. Consistent with the LEP guidance published by the DOT, the FTA guidance suggests the use of a four factor analysis framework to conduct a LEP needs assessment. The purpose of the four factor analysis is to assist transit agencies in providing a cost-effective mix of language assistance measures and to target resources appropriately.

2.1 Factor 1: Number and Proportion of LEP Persons Served and/or Encountered in the City of Round Rock

Factor 1 assesses the number and proportion of persons that are LEP and likely to be encountered within Round Rock. In accordance with the TxDOT's policy guidance, the initial step for providing meaningful access to services for LEP persons and maintaining an effective LEP program is to identify LEP populations and describe their language characteristics. This process began by collecting and analyzing 2010 data provided by the U.S. Census Bureau and other local data sources.

2.1.1 Findings from the U.S. Census Bureau

The U.S. Census Bureau collects information about non-English speakers and defines those that are LEP as those that speak a language other than English and can only speak English "less than very well." There are two ways to characterize the LEP population from the Census data: (1) the number of individuals, age five and older, that are LEP, and (2) the number of households that are linguistically isolated. A linguistically isolated household is defined as one where no person in a household, age 14 or older, speaks English "very well" and a non-linguistically isolated household is one where at least one person, age 14 or older, speaks English "very well." **Table 2-1** presents the data that describes the number of individuals that are LEP and **Table 2-2** presents the data that describes linguistically isolated households. These data were then analyzed using Geographical Information Systems (GIS) to visually represent where LEP populations and households live in the City, and whether there are neighborhoods where there is a larger share of LEP populations (see **Figures A-1** through **A-4** in **Appendix A**).

As shown in **Table 2-1**, approximately 85,000 people, age five and older, lived within the city limits of Round Rock, Texas in 2010; of which most (76.3 percent) speak English only and almost a quarter (23.7 percent) speak another language. In Round Rock there were a total of 7,055 people (8.3 percent of the total population) who are LEP. The largest LEP populations in Round Rock are Spanish speakers followed by Vietnamese, Korean and Chinese speakers; these LEP speakers account for 6,011 or 85.2 percent of all LEP speakers and 7.1 percent of the total population in Round Rock.

Table 2-1 – Languages Spoken and Ability to Speak English in the City of Round Rock

Language	Total Speaker s	Share of Total	Speaks English		LEP / Total LEP Speakers	LEP / Total Populatio n
			Very Well	Less than Very Well (LEP)		
Total Population	84,909	100.0%	77,854	7,055	100.0%	N/A
English Only	64,745	76.3%	64,745	0	0.0%	0.0%
Spanish/Spanish Creole	14,483	17.1%	9,101	5,382	76.3%	6.3%
Vietnamese	759	0.9%	501	258	3.7%	0.3%
Korean	319	0.4%	121	198	2.8%	0.2%
Chinese (Mandarin and Cantonese)	201	0.2%	28	173	2.5%	0.2%
Portuguese/Portuguese Creole	210	0.2%	47	163	2.3%	0.2%
Persian	168	0.2%	14	154	2.2%	0.2%
Urdu	265	0.3%	169	96	1.4%	0.1%
German	439	0.5%	349	90	1.3%	0.1%
Thai	158	0.2%	78	80	1.1%	0.1%
Other Indo-European Languages	115	0.1%	48	67	0.9%	0.1%
Other Asian Languages	557	0.7%	499	58	0.8%	0.1%
Tagalog	333	0.4%	281	52	0.7%	0.1%
French Creole	76	0.1%	33	43	0.6%	0.1%
Gujarati	62	0.1%	21	41	0.6%	0.0%
Russian	54	0.1%	20	34	0.5%	0.0%
African Languages	311	0.4%	277	34	0.5%	0.0%
French	337	0.4%	305	32	0.5%	0.0%
Arabic	409	0.5%	380	29	0.4%	0.0%
Laotian	26	0.0%	0	26	0.4%	0.0%
Japanese	83	0.1%	61	22	0.3%	0.0%
Hindi	299	0.4%	284	15	0.2%	0.0%
Other Indic Languages	89	0.1%	81	8	0.1%	0.0%
Polish	61	0.1%	61	0	0.0%	0.0%
Other Pacific Island Languages	55	0.1%	55	0	0.0%	0.0%
Italian	39	0.0%	39	0	0.0%	0.0%
Serbo-Croatian	28	0.0%	28	0	0.0%	0.0%
Greek	20	0.0%	20	0	0.0%	0.0%
Other Native American Languages	7	0.0%	7	0	0.0%	0.0%

Source: U.S. Census Bureau, 2006-2010 American Community Survey, Languages Spoken at Home by Ability to Speak English for the Population Five Years and Older

As shown in **Table 2-2**, there were more than 151,000 households in Round Rock in 2010; of these 4,833 households (3.2 percent) were linguistically isolated. Most linguistically isolated households speak Spanish; these households represent 73.8 percent of all linguistically isolated households and 2.4 percent of all household in Round Rock (see **Figure A-5** in **Appendix A**).

Table 2-2 – Linguistically Isolated Households in the City of Round Rock

Category	Total Households	English Only	Spanish	Asian and Pacific Island Languages	Indo-European Languages	Other Languages
Linguistically Isolated	4,833 3.2%	0 0.0%	3,565 2.4%	823 0.5%	435 0.3%	10 0.0%
Not Linguistically Isolated	146,704 96.8%	115,670 76.3%	20,615 13.6%	4,095 2.7%	5,428 3.6%	896 0.6%
Total	151,537 100.0%	115,670 76.3%	24,180 16.0%	4,918 3.2%	5,863 3.9%	906 0.6%

Source: U.S. Census Bureau, 2006-2010 American Community Survey, Household Language by Ability to Speak English for the Population 14 Years and Older

2.1.2 Findings from the U.S. Department of Labor

The U.S. Department of Labor compiled information from the 2000 Census about LEP populations within what they define as Local Workforce Investment Areas (LWIA). The City and Williamson County falls within the “Rural Capital LWIA” along with Bastrop, Blanco, Burnet, Caldwell, Fayette, Hays, Lee and Llano counties. According to this dataset, 3.2 percent of the population in the Rural Capital LWIA has LEP; most of whom speak Spanish (2.9 percent of the total population), followed by Vietnamese (0.1 percent) and German (0.1 percent). These statistics are in general occurrence with the 2010 data from the Census Bureau with the exception of a larger share of German-speaking LEP populations. However, many communities within the Rural Capital LWIA were settled by persons of German descent so it is reasonable within the region that some LEP speakers in the LWIA are German speakers.

This dataset also associated other demographic characteristics from the 2000 Census to LEP speakers. **Table 2-3** summarizes the demographic characteristics of Spanish, Vietnamese, and German speakers who speak English less than very well.

Table 2-3 – Demographic Characteristics of the predominant LEP populations in the Rural Capital LWIA – 2000 Census

Category	Spanish	Vietnamese	German
Age			
Total LEP Population (5 years and over)	14,310 100.0%	325 100.0%	280 100.0%
18 years and over	12,185 85.2%	300 92.3%	255 91.1%
65 years and over	1,340 9.4%	50 15.4%	80 28.6%
Educational Attainment for population 18 years and over			
Less than 9 th grade	7,140 58.6%	75 25.0%	50 19.6%
9 th grade to 12 th grade, no diploma	1,970 16.2%	75 25.0%	20 7.8%
High school graduate or equivalent	1,670 13.7%	105 35.0%	105 41.2%
Some college, no degree	840 6.9%	15 5.0%	15 5.9%
Associate degree	85 0.7%	15 5.0%	10 3.9%
Educational Attainment for population 18 years and over (continued)			
Bachelor's degree	340 2.8%	10 3.3%	45 17.7%
Graduate degree or professional degree	140 1.2%	0 0.0%	10 3.9%
Foreign Born Population by Year of Entry			
Foreign born population 18 year and over	9,260 100.0%	300 100.0%	0 0.0%
Entered before 1990	4,435 47.9%	145 48.3%	0 0.0%
1990 to 1995	2,380 25.7%	115 38.3%	0 0.0%
1996 to March 2000	2,445 26.4%	40 13.3%	0 0.0%
Employment Status for population 18 years and over			
In labor force	6,760 55.5%	190 63.3%	175 68.6%
Employed civilian	6,335 52.0%	190 63.3%	170 66.7%
Unemployed civilian	415 3.4%	0 0.0%	5 1.6%
In armed forces	15 0.1%	0 0.0%	0 0.0%
Not in labor force	5,425 44.5%	110 36.7%	75 29.4%

Occupation for Employed Civilians 18 years and over			
Management, professional, and related occupations	455 7.0%	25 13.2%	80 47.1%
Service occupations	1,765 27.9%	105 55.3%	0 0.0%
Sales and office occupations	550 8.7%	0 0.0%	55 32.4%
Construction, extraction, and maintenance occupations	1,930 30.5%	0 0.0%	30 17.7%
Farming, fishing, and forestry occupations	210 3.3%	0 0.0%	4 2.4%
Production, transportation, and material moving occupations	1,435 22.7%	60 31.6%	4 2.4%
Income in 1999			
Total households	4,270 100.0%	110 100.0%	155 100.0%
With public assistance income	245 5.7%	10 9.1%	0 0.0%
No public assistance income	4,025 94.3%	100 90.9%	155 100.0%
Median household income	\$27,873	\$66,141	\$41,131
Poverty Status in 1999			
Total families	3,495 100.0%	95 100.0%	105 100.0%
Families below poverty level	855 24.5%	0 0.0%	0 0.0%
At or above poverty level	2,640 75.5%	95 100.0%	105 100.0%
Linguistically Isolated Households			
Linguistically isolated	2,545 59.6%	60 54.6%	65 41.9%
Not linguistically isolated	1,720 40.3%	45 40.9%	85 54.8%

Source: U.S. Department of Labor, The LEP Special Tabulation for Capital Rural LWIA

2.1.3 Findings from the Round Rock Independent School District

The Round Rock Independent School District (ISD) covers approximately 110 square miles including the City and portions of the City of Austin and City of Cedar Park. According to data collected in a 2010-2011 fall survey conducted by the school district, there were approximately 45,000 students enrolled in 2011, 77 languages other than English were spoken by the students, and 8.2 percent of the student population were LEP (City of Round Rock ISD:

<http://www.roundrockisd.org/Index.aspx?page=1731#students>). The findings from the Round Rock ISD survey are consistent with the findings from the 2006-2010 American Community Survey.

2.1.4 Findings from Interviews and Surveys with Community Organizations that Serve LEP Persons

The above data were supplemented and verified through surveys, conducted throughout November and December 2012, with community organizations that serve LEP populations, transit users and LEP populations throughout the City.

A list of fourteen community organizations was created:

- Allen R Baca Senior Center
- Faith in Action Senior Access
- Greater Austin Hispanic Chamber of Commerce
- Literacy Council of Williamson County
- Lone Star Circle of Care
- Round Rock Chamber of Commerce
- Round Rock Housing Authority
- Round Rock ISD
- Round Rock Library
- Round Rock Serving Center
- Texas Medical Transportation Program
- Williamson County and Cities Health District
- Williamson County Crisis Center (Hope Alliance)
- Workforce Solutions

These organizations were contacted to explain: the purpose of this effort and how their input could help the City provide better access for LEP persons. Of the fourteen organizations, four returned completed surveys (Round Rock ISD, Round Rock Library, Round Rock Serving Center, and Faith in Action Senior Access). The following is a list of questions asked and a summary of responses:

1. What geographic area does your organization serve?

Round Rock (including Round Rock ISD), Pflugerville, Wells Branch, Georgetown, some portions of North Austin and Hutto

2. How many people does your organization provide services to?

- Faith in Action - 630
- Round Rock Library - over 294,000
- Round Rock Serving Center - average of 1,200 families per month.
- Round Rock ISD - 9,000 students out of the 45,000 students in RRISD

3. Has the size of the population you serve increased, stayed the same, or decreased over the past five years?

- Faith in Action - It has increased a lot, we are receiving over four new requests each week for clients needing services

- Round Rock Library - Increased
 - Round Rock Serving Center - increased 45 % 2007 to 2008, increased 19% 2008 to 2009, increased 3% 2009 to 2010, increased 9% 2010 to 2011
 - Round Rock ISD - Increases every year.
4. What are the countries of origin from which your population has immigrated?
- Mexico, Central, South America, Africa, Asia
5. Does your population come from an urban or rural background?
- Both urban and rural
6. What are the languages spoken by the population you serve?
- English, Spanish, Vietnamese, Chinese (Mandarin and Cantonese), Hindi, and Korean
7. What is the age and gender of your population?
- Faith in Action - All clients over age 60, we serve both men and women
 - Round Rock Library - All
 - Round Rock Serving Center –Male: 44 percent, Female: 56 percent, Ages: 0-5: 10 percent, 6-18: 36 percent 19-54: 46 percent, 55 and older: 8 percent
 - Round Rock ISD - The age and gender of the population we serve are both female and male. They are parents of students ranging from 4 years of age through 20+ years of age.
8. What is the education and literacy level of the population you serve?
- All over the place, some high school, some post graduate, some doctors.
 - All levels of education.
 - This ranges from high to low. The majority of the populations we serve are literate and have a high school diploma. Maybe 15 percent of the families we serve do not have a high school diploma.
9. What needs or expectations for public services has this population expressed?
- The system that Round Rock started is very limited, only serving people in the city limits to city limits doctors. This is a problem since many seniors have to go to doctors outside city limits or live outside the city limits.
 - More parking around the facility, more computers, more space, more locations
 - General transportation within Round Rock. To and from social service agencies, school, work, play, grocery stores, shopping.
 - The population we serve has expressed a great need for public services. Many of the families walk to their work or grocery store and back. A city bus system would be beneficial.

10. Has the population inquired about how to access public transportation or expressed a need for public transportation service?

Yes

11. What are the most frequently traveled destinations used by the population that your organization serves?

Medical services offices, Texas State University, Allen R Baca Senior Center, Dell, social service agencies (food pantries, food stamp office, etc.), local churches, pharmacies, schools, and shopping areas (outlet mall, La Frontera, Walmart, HEB etc.).

12. Are there locations that the population has expressed difficulty accessing via the public transportation system?

- Seniors have a difficult time with public transportation and many live outside service territory for the public transportation.
- Outskirts of the city and west side of town
- Unable to access transportation when it's needed, i.e., one to two-week advanced "booking of a ride". Too long of a wait once the ride is scheduled. Not enough routes on the schedule.
- Yes, all of them.

13. Do the transit needs and travel patterns of the population vary depending on the age or gender of the population members? If so, please describe how travel patterns change.

- Our population needs the most help getting to medical appointments, they only change patterns when they get sick or doctors stop accepting medical insurance.
- Older clients need rides to medical appointments and pharmacies. Moms with kids need rides to social service offices and medical appointments.
- If an individual is disabled their needs change.

14. What is the best way to obtain input from the populations that your organization serves?

- Calling them and doing phone surveys
- Telephone and email
- Onsite Q&A during operating hours or when clients are waiting for services 9:00 a.m.- 10:30 a.m.
- The best way to obtain input from the populations that my organization services is through the local churches, food pantry, clothing closets, Williamson County Cities and Health District offices, Sacred Heart Community Clinic, local grocery stores (La Michocana), and through the parent centers that my Parent/Community Specialists staff.

15. What is the best way to share information about public transportation services and/or changes in service?

- By Mail
- Social media and newspaper, for Spanish speakers – television
- English and Spanish handouts, posters, flyers.
- I believe the best way to share information about public transportation services and/or changes in services is through the local churches, food pantry, clothing closets, Williamson County Cities and Health District offices, Sacred Heart Community Clinic, local grocery stores (La Michocana), Univision radio, Telemundo, Univision TV station “Despierta Austin” program, El Mundo newspaper, Ahora Si newspaper, and through the parent centers that my Parent/Community Specialists staff.

16. Who would the population trust most in delivering language appropriate messages?

- Letters in utility bills.
- For Spanish speakers – news on Univision, etc.
- Someone with knowledge of the project/ transportation system and who can answer their questions in English and in Spanish.
- People who can speak the language, local clergy, school staff, etc.

The surveys and responses are included in **Appendix B**. The findings from these surveys are consistent with the findings from the 2006-2010 American Community Survey with the exception of the Hindi language. According to **Table 2-1** there were a total of 7,055 people (8.3 percent of the total population) who are LEP in Round Rock. Of those, 15 are Hindi speakers or 0.2 percent of all LEP speakers (see **Chapter 3** for recommendations related to the Hindi language). Information from these surveys will also be incorporated into another component of the City’s Title VI package, the Public Participation Plan.

2.2 Factor 2: Frequency with which LEP Persons come into contact with the City

Through the analysis of demographic data and the findings of the community surveys, the Factor 1 analysis identified LEP populations within the Demand Response Bus Service area. The second step of the four-factor LEP needs assessment is to evaluate the frequency with which LEP individuals come into contact with the programs, activities, and services associated with the Demand Response Bus Service.

The DOT guidance advises that:

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

2.2.1 Summary of Interpretation Services from Language Line for 2012

The table below shows how many calls were received each month and the average duration of each call. There were no requests for assistance for any other language besides Spanish.

Table 2-4 – Frequency of Usage of the Language Line

Date	Call Frequency	Average Call Time	Language
March 2012	2 calls	7 minutes	Spanish
April 2012	2 calls	7 minutes	Spanish
May 2012	2 calls	4 minutes	Spanish
June 2012	4 calls	6.3 minutes	Spanish
July 2012	3 calls	7 minutes	Spanish
August 2012	2 calls	6.50 minutes	Spanish
September 2012	0 calls	N/A	N/A
October 2012	19 calls	5 minutes	Spanish
November 2012	15 calls	4.5 minutes	Spanish

Source: 2012 Language Line Services Invoices

2.3 Factor 3: Importance of City Projects to LEP Persons

City projects typically affect the citizens who live in close proximity to the project, more than those that do not. However, it can be interpreted that all projects conducted by the City are important to the citizens of Round Rock. Therefore, any project that is occurring in the City may be important to LEP persons.

2.4 Factor 4: Resources Available to the City of Round Rock

This step will allow the City to weigh the demand for language assistance against the current and projected financial and personnel resources. This analysis will help determine if the current language assistance measures are cost effective and help plan for future investments that will provide the most needed assistance to the greatest number of LEP persons within the resources available to the City. The DOT guidance advises that:

“A recipient’s level of resources and the costs imposed may have an impact on the nature of the steps it should take in providing meaningful access for LEP persons. (emphasis added). Smaller recipients with more limited budgets are not expected to provide the same level of language services as larger recipients with larger budgets. In addition, “reasonable steps” may cease to be reasonable where the costs imposed substantially exceed the benefits. Recipients should carefully explore the most cost-effective means of delivering competent and accurate language services before limiting services due to resource concerns. Resource and cost issues, however, can often be reduced by technological advances, reasonable business practices, and the sharing of language assistance materials and services among and between recipients, advocacy groups, affected populations, and Federal agencies.” (Section V(4)).

Following this guidance, the City has described the language assistance services currently available and additional measures that would help in providing assistance to LEP persons.

2.4.1 Inventory of Language Assistance Measures Currently Being Provided and Associated Costs

City staff has the following options available to them to help assist someone who is having trouble communicating due to a language barrier:

- Language Line Services – City staff are able to access interpretation services, via the phone or two-way radio, for more than 170 languages. This service facilitates a clear, three-way conversation between the citizen, the staff member and an interpreter. The cost for Language Line Services interpretation services is \$0.68/minute for Spanish and \$0.74/minute for Arabic, Chinese, Hindi, Korean, Spanish and Tagalog.
- Bilingual City Staff – Spanish speaking City staff is available to communicate with the public over the phone, through email, and in person.
- “I Speak” Language Flashcards are available for display. There are 38 languages represented on this flashcard. These are available for free download on www.LEP.gov.

2.5 Conclusion

This four-factor analysis will help develop new language assistance services and/or suggest modifications to the existing language assistance measures currently being provided. The information gathered from the Census Bureau, feedback from surveys of community organizations, citizens (including LEP persons) will define the steps that will be implemented in the LEP Plan. The LEP Plan is included in **Chapter 3**.

Chapter 3 LEP Implementation Plan

The City has developed an implementation plan to address the needs of the LEP population. This plan includes five elements: 1) identifying LEP individuals who need language assistance; 2) providing language assistance measures; 3) training staff; 4) providing notice to LEP persons; and 5) monitoring and updating the plan (see **Chapter 4**).

3.1 Identification of LEP Individuals Who Need Language Assistance

This section of the LEP Implementation Plan overlaps to a great extent with Factor One and Factor Two in the four-factor analysis (see **Chapter 2**).

According to the Census, approximately 85,000 people, age five and older, lived within the city limits of Round Rock, Texas in 2010; of which most (76.3 percent) speak English only and almost a quarter (23.7 percent) speak another language. In Round Rock there were a total of 7,055 people (8.3 percent of the total population) who are LEP. The largest LEP populations in Round Rock are Spanish speakers followed by Vietnamese, Korean and Chinese speakers; these LEP speakers account for 6,011 or 85.2 percent of all LEP speakers and 7.1 percent of the total population in Round Rock. As shown in **Appendix A**, there are neighborhoods where there is a larger share of LEP Spanish speakers. One example is the area bounded by FM 3406 (East Old Settlers Boulevard) on the north, County Highway 115 (Sunrise Road) on the east, East Bowman Road on the south and I-35 Business (North May's Street) on the west.

According to data collected in a 2010-2011 fall survey conducted by Round Rock ISD, there were approximately 45,000 students enrolled in 2011, 77 languages other than English were spoken by the students, and 8.2 percent of the student population has LEP (City of Round Rock ISD: <http://www.roundrockisd.org/Index.aspx?page=1731#students>). The findings from the Round Rock ISD survey are consistent with the findings from the 2006-2010 American Community Survey.

The findings from surveys completed by community organizations are consistent with the findings from the 2006-2010 American Community Survey with the exception of the Hindi language. According to **Table 2-1** there were a total of 7,055 people (8.3 percent of the total population) who are LEP in Round Rock. Of those, 15 are Hindi speakers or 0.2 percent of all LEP speakers.

Currently, the only information kept by the City on past interactions with members of the public who are LEP is usage of Language Line Services recorded through invoices. Between March 2012 and September 2012, 0-4 calls were made per month with requests for Spanish interpretation. In October 2012, there were 19 calls and in November 2012 15 calls were made requesting Spanish interpretation.

3.2 Existing Language Assistance Measures

City staff has the following options available to them to help assist someone who is having trouble communicating due to a language barrier:

- Language Line Services – City staff are able to access interpretation services, via the phone or two-way radio, for more than 170 languages. This service facilitates a clear, three-way conversation between the citizen, the staff member and an interpreter. The cost for Language

- Line Services interpretation services is \$0.68/minute for Spanish and \$0.74/minute for Arabic, Chinese, Hindi, Korean, Spanish and Tagalog.
- City website offers Google Translate buttons on the bottom of every page.
- Bilingual City Staff – Spanish speaking City staff is available to communicate with the public over the phone, through email, and in person.
- “I Speak” Language Flashcards are available for display. There are 38 languages represented on this flashcard. These are available for free download on www.LEP.gov.

Competency of Interpreters and Translation Services

The City does not have formal policies for interpreters and translators, however Language Line Services does have such policies. Below is a summary of the policies.

Every Language Line Services linguist is a full-time professional. All of their translators, copy-editors, and proofreaders are also native speakers. Some are based in the United States, but most are located in their native (target language) countries. Many have advanced degrees in a relevant field and are members of the American Translators Association; all must have at least five years of translation experience.

Before a linguist can work for Language Line Services they are rigorously screened by their linguistic recruiter and must pass a linguistic competency evaluation that is administered by them. As a part of this test, prospective linguists are asked to translate sample text based on their reported area of expertise. The resulting translation is then evaluated by one of their seasoned linguists for overall accuracy, subject matter comprehension, and accuracy of technical terminology, consistency of terminology, syntax, writing style, possible mistranslation, and possible omissions. If the prospective linguist receives a positive evaluation, Language Line Services generally begins a professional relationship by contracting for proofreading on small word count projects. The linguist remains in this role until their appraised body of work warrants escalating them to copyeditor and eventually translator.

3.3 Staff Training Programs

This section describes the training that is conducted to ensure that appropriate staff members know about LEP policies and procedures and are ready to provide assistance. The DOT guidance advises that:

“Staff members should know their obligations to provide meaningful access to information and services for LEP persons, and all employees in public contact positions should be properly trained. An effective LEP plan would likely include training to ensure that:

- *Staff knows about LEP policies and procedures.*
- *Staff having contact with the public (or those in a recipient’s custody) is trained to work effectively with in-person and telephone interpreters.*

Recipients may want to include this training as part of the orientation for new employees. Recipients have flexibility in deciding the manner in which the training is provided, and the more frequent the contact with LEP persons, the greater the need will be for in-depth training. However, management staff, even if they do not interact regularly with LEP persons, should be fully aware of and understand

the plan so they can reinforce its importance and ensure its implementation by staff.” (DOT LEP Guidance Section VII (3)).

3.3.1 Identification of Staff Who Interact with LEP Persons

Spanish speaking City staff encounter LEP populations on occasion, as they avail themselves to communicate with the Spanish speakers over the phone, through email, and in person.

3.3.2 Recommended Training Program

Training on LEP policies and procedures should be included as part of the orientation process for new staff members. Existing staff should periodically take part in re-training or new training sessions to keep up to date on their responsibilities to LEP persons. Supervisors and managers, even if they do not interact regularly with LEP persons, should be fully aware of and understand this LEP Plan so they can reinforce its importance and ensure its implementation to staff.

A segment on Title VI and LEP policies could be added to the staff training program that describes:

- The history and importance of Title VI of the Civil Rights Act
- How to handle a discrimination complaint
- A Discussion of best practices for interactions with LEP persons via phone and in-person. The video titled “Breaking Down the Language Barrier: Translating Limited English Proficiency into Practice.”
 - <http://www.lep.gov/video/video.html>
 - This video explains the language access requirements in Title VI and Executive Order 13166 through vignettes that expose the problems resulting from the absence of language assistance. The video goes on to show how these same situations could have been handled more appropriately if the service provider took reasonable steps to provide meaningful access.
- How to keep records of interactions with LEP persons and why this is important.
- What language assistance measures are available? When should they be used?
 - Language Line Services – City staff are able to access interpretation services, via the phone or email, for more than 170 languages. This service facilitates a clear, three-way conversation between the citizen, the staff member and an interpreter.
 - Bilingual City Staff - Spanish speaking City staff is available to communicate with the public over the phone, through email, and in person.
 - “I Speak” Language Flashcards are available for display. There are 38 languages represented on this flashcard. These are available for free download on www.LEP.gov.

3.4 Providing Notice to LEP Persons

Based on the analysis of demographic data, surveys of community organizations and citizens (including LEP persons), the City could provide notice of its current language assistance measures in the following ways:

The notification of the availability of interpretive services, upon request and free of charge, could be placed on public meeting announcements and/or other outreach materials and could be sent to community organizations, radio stations, television stations and newspapers, including Spanish papers and television stations.

3.5 Monitoring and Updating the LEP Plan

A description of evaluation and monitoring policy and procedures is included in **Chapter 4**.

Chapter 4 LEP Plan Re-evaluation and Revision Policy

Evaluation can help track outreach efforts, discover dissemination problems early, and find out whether language services have impacted relations with local immigrant communities. The results can help improve future efforts. The DOT guidance advises that:

“Recipients should, where appropriate, have a process for determining, on an ongoing basis, whether new documents, programs, services, and activities need to be made accessible for LEP individuals, and they may want to provide notice of any changes in services to the LEP public and to employees.

In addition, recipients should consider whether changes in demographics, types of services, or other needs require annual reevaluation of their LEP plan. Less frequent reevaluation may be more appropriate where demographics, services, and needs are more static. One good way to evaluate the LEP plan is to seek feedback from the community.

In their reviews, recipients may want to consider assessing changes in:

- *Current LEP populations in the service area or population affected or encountered.*
- *Frequency of encounters with LEP language groups.*
- *Nature and importance of activities to LEP persons.*
- *Availability of resources, including technological advances and sources of additional resources, and the costs imposed.*
- *Whether existing assistance is meeting the needs of LEP persons.*
- *Whether staff knows and understands the LEP plan and how to implement it.*
- *Whether identified sources for assistance are still available and viable.*

In addition to these five elements, effective plans set clear goals, management accountability, and opportunities for community input and planning throughout the process.”(DOT LEP Guidance Section VII (5)).

Following this guidance, the City should reconsider the effectiveness of language assistance measures every two and a half years. The following discussion describes what should occur during this evaluation step.

4.1 Conduct Internal Monitoring

The City should conduct internal monitoring to determine whether language assistance measures and staff training programs are working as planned. To accomplish this, the Title VI Coordinator would evaluate data collected by staff who have come into contact with LEP persons.

4.2 Obtain Feedback from Community Organizations

The City should contact the following community organizations to ask if they would be willing to conduct a follow-up survey:

- Allen R Baca Senior Center
- **Faith in Action Senior Access (completed survey in 2012)**
- Greater Austin Hispanic Chamber of Commerce

- Literacy Council of Williamson County
- Lone Star Circle of Care
- Round Rock Chamber of Commerce
- Round Rock Housing Authority
- **Round Rock ISD (completed survey in 2012)**
- **Round Rock Library (completed survey in 2012)**
- **Round Rock Serving Center (completed survey in 2012)**
- Texas Medical Transportation Program
- Williamson County and Cities Health District
- Williamson County Crisis Center (Hope Alliance)
- Workforce Solutions

This outreach would allow the City to determine if there have been any noticeable changes in the demographics of the LEP population in their service area, to receive input on whether the language assistance measures currently in place and efforts to inform the LEP community of the availability of language assistance are working, and to continue to inform the LEP community of new or updated language assistance. The questions posed to these organizations could be modeled after those from the 2012 survey:

4.3 Make Modifications to LEP Plan as Necessary

Based on the feedback received from the internal monitoring and feedback from community organizations, the City would likely need to make incremental changes to the type of written and oral language assistance measures provided as well as staff training and community outreach programs. The cost and effectiveness of language assistance measures should be considered during this process. Depending on the results of the internal monitoring and feedback from community organizations, the City may choose to disseminate more widely those language assistance measures that are particularly effective or modify or eliminate those measures that have not been effective.

Appendix A

Maps Depicting LEP populations by Language and Linguistic Isolation

(Figures A-1 through A-5)

Figure A-1 – City of Round Rock Limited English Proficiency – Spanish Speakers

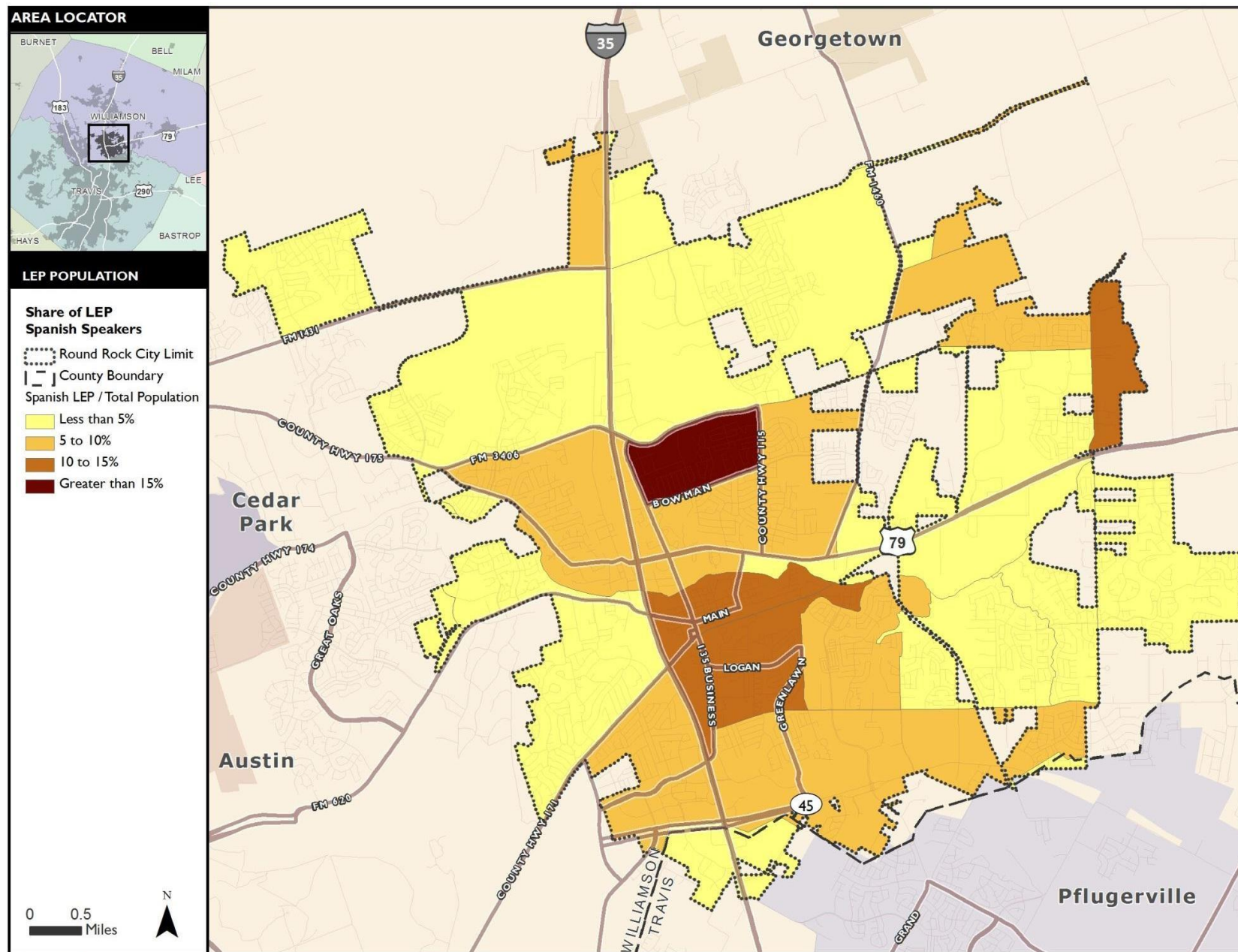


Figure A-2 – City of Round Rock Limited English Proficiency – Vietnamese Speakers

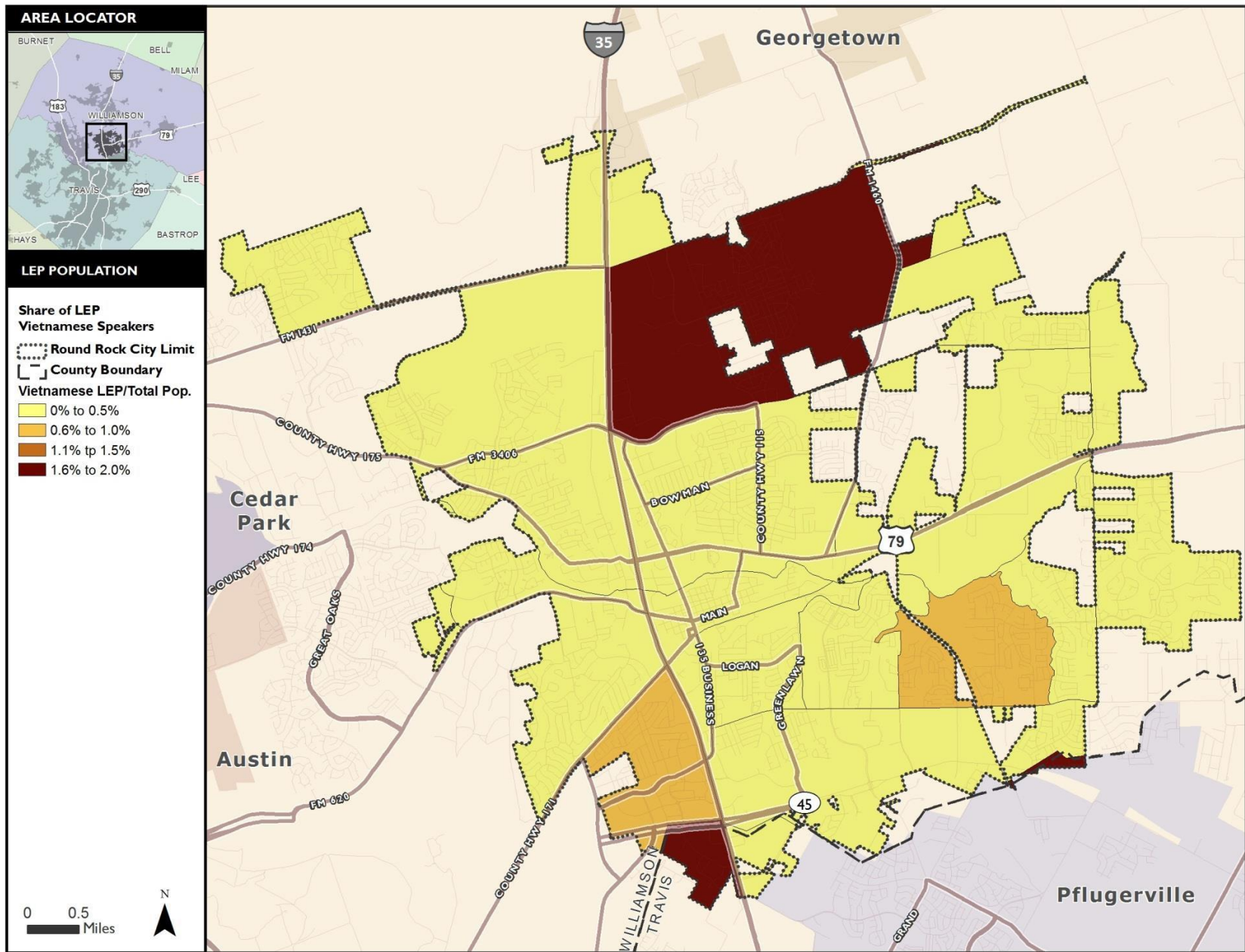


Figure A-3 – City of Round Rock Limited English Proficiency – Korean Speakers

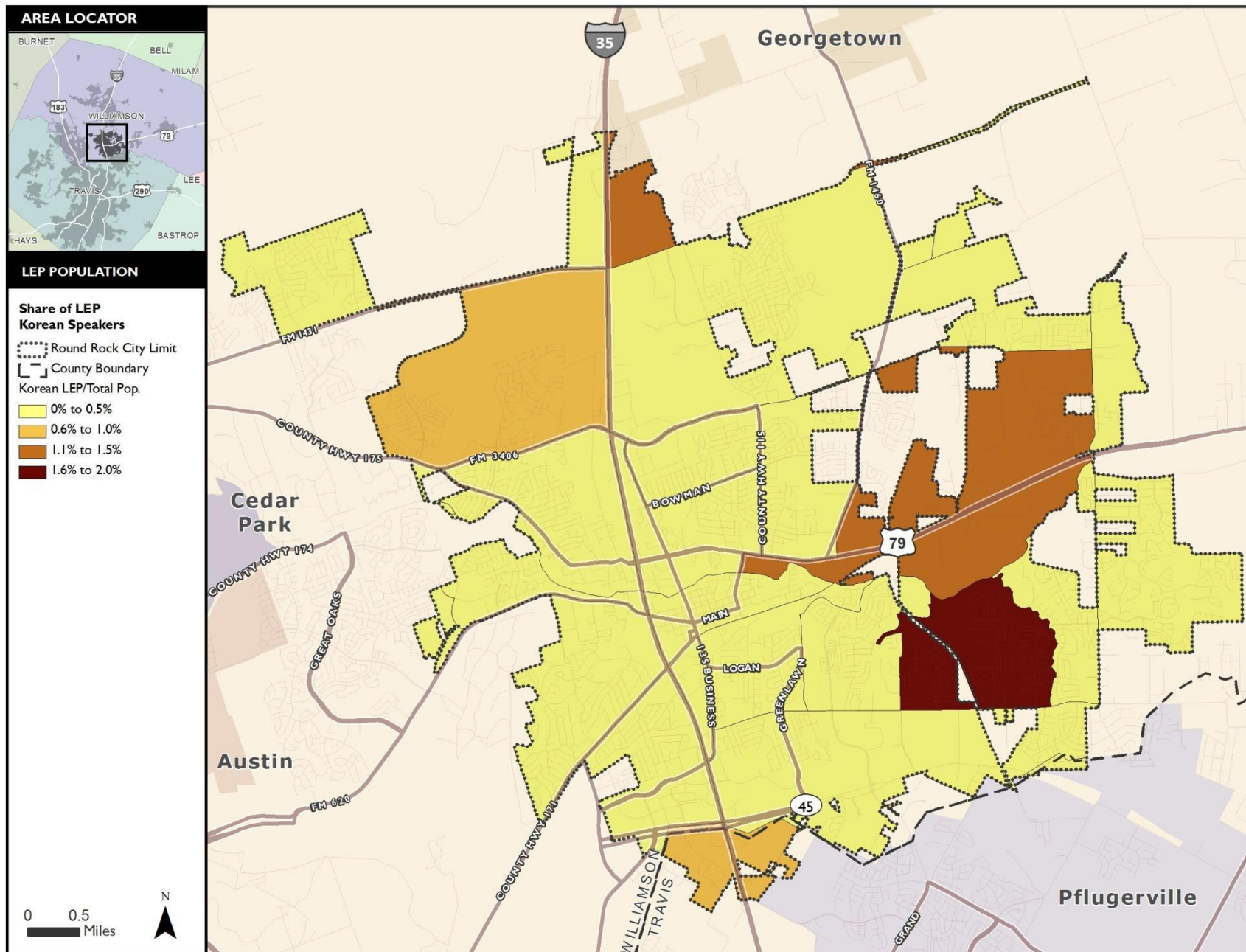


Figure A-4 – City of Round Rock Limited English Proficiency – Chinese Speakers

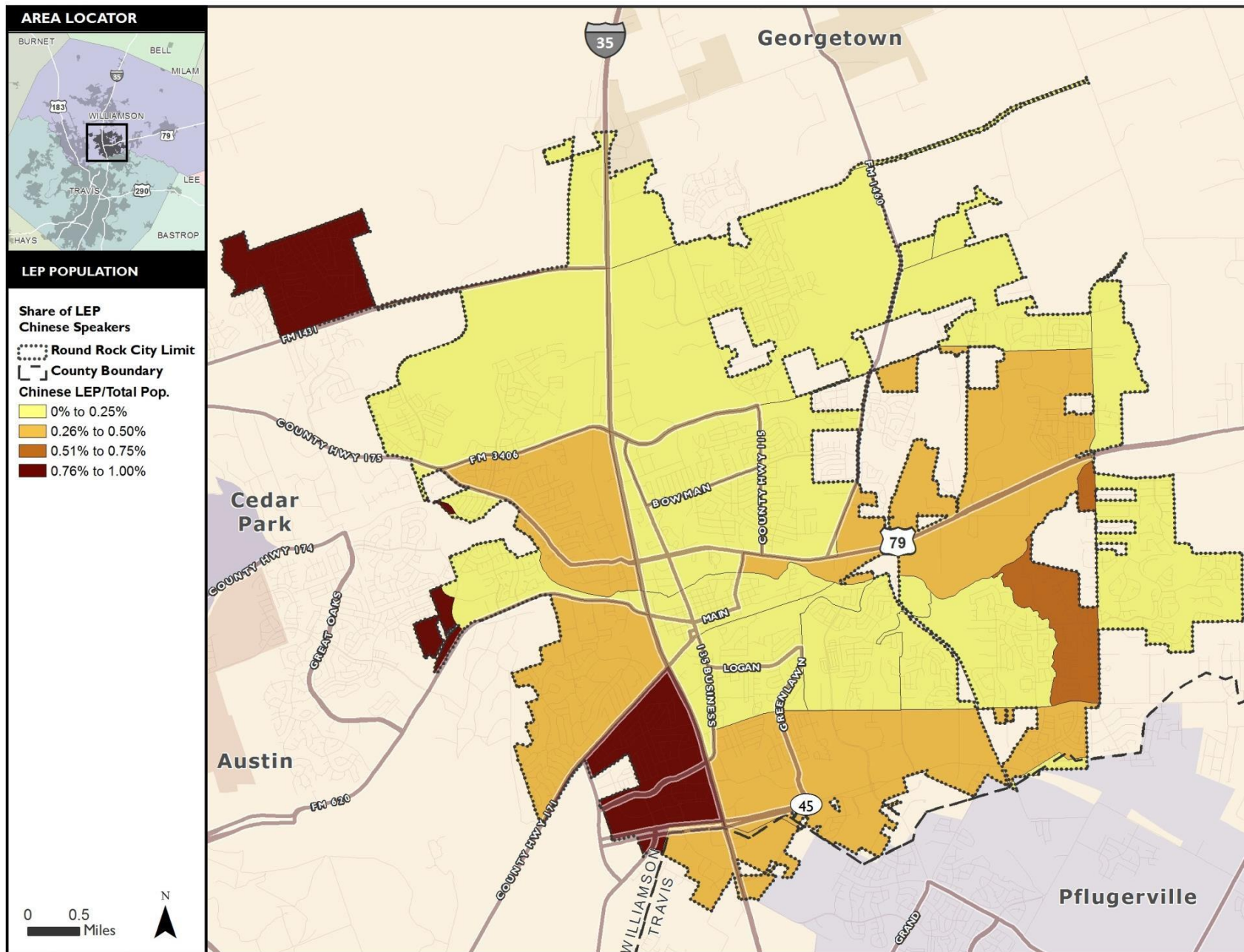
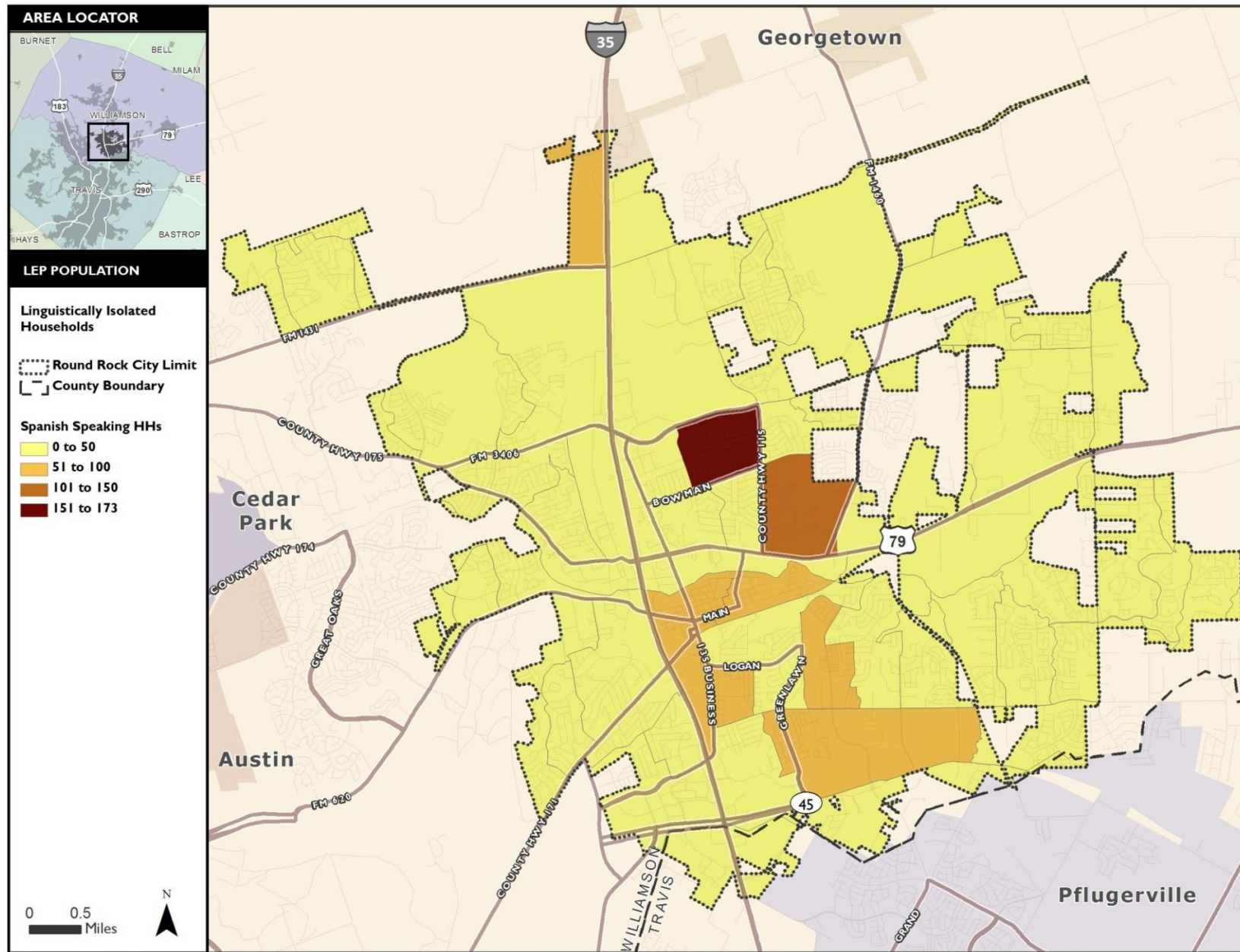


Figure A-5 – City of Round Rock Linguistically Isolated Households – Spanish Speakers



Map ID: Spanish - Linguistically Isolated Households

Appendix B

Community Organization Surveys and Responses

City of Round Rock Demand Response Bus Service – Community Survey

Drive A Senior

1. What geographic area does your organization serve?

We serve all of Round Rock and Pflugerville, some portions of North Austin and Hutto.

2. How many people does your organization provide services to?

630 clients

3. Has the size of the population you serve increased, stayed the same, or decreased over the past five years?

It has increased a lot, we are receiving over four new requests each week for clients needing services

4. What are the countries of origin from which your population has immigrated?

Unknown.

5. Does your population come from an urban or rural background?

Both

6. What are the languages spoken by the population you serve?

English, Spanish, Vietnamese

7. What is the age and gender of your population?

All clients over age 60, we serve both men and women

8. What is the education and literacy level of the population you serve?

All over the place, some high school, some post graduate, some doctors.

9. What needs or expectations for public services has this population expressed?

The system that Round Rock started is very limited only serving people in the city limits to city limits doctors. This is a problem since many seniors have to go to doctors outside city limits or live outside the city limits.

10. Has the population inquired about how to access public transportation or expressed a need for public transportation service?

Absolutely

11. What are the most frequently traveled destinations used by the population that your organization serves?

Grocery stores, medical doctors, Physical therapy appts, food pantry's

12. Are there locations that the population has expressed difficulty accessing via the public transportation system?

Seniors have a difficult time with Public transportation and many live outside service territory for

the public transportation

13. Do the transit needs and travel patterns of the population vary depending on the age or gender of the population members? If so, please describe how travel patterns change.
Our population needs most help getting to MD appointments, they only change patterns when they get sick or doctors stop accepting medical insurance.
14. What is the best way to obtain input from the populations that your organization serves?
Calling them and doing phone surveys
15. What is the best way to share information about public transportation services and/or changes in service?
By Mail
16. Who would the population trust most in delivering language appropriate messages?
They would trust us if providing resources letters in utility bills.

Thank you for sharing your time with us. The information you have provided will be very helpful.
Please feel free to contact Caren Lee (City of Round Rock) at 512-218-7074 if you have any questions.

City of Round Rock Demand Response Bus Service – Community survey
Round Rock Area Serving Center

1. What geographic area does your organization serve?
Round Rock, Hutto, and Wells Branch
2. How many people does your organization provide services to?
Average of 1200 families per month.
3. Has the size of the population you serve increased, stayed the same, or decreased over the past five years?
*Increased 2008~from 2007 - 45%,
Increased 2009~from 2008 - 19%,
Increased 2010~from 2009 - 3%,
Increased 2011~from 2010 - 9%*
4. What are the countries of origin from which your population has immigrated?
Mexico
5. Does your population come from an urban or rural background?
Both
6. What are the languages spoken by the population you serve?
English and Spanish
7. What is the age and gender of your population?
*44% Male: 56% Female AGES:
0-5 - 10%
6-18 - 36%
19-54 - 46%
55 and older - 8%*
8. What is the education and literacy level of the population you serve?
All levels of education.
9. What needs or expectations for public services has this population expressed?
General transportation within Round Rock. To and from social service agencies, school, work, play, grocery stores, shopping.
10. Has the population inquired about how to access public transportation or expressed a need for public transportation service?
Yes

11. What are the most frequently traveled destinations used by the population that your organization serves?
Other social service agencies, food stamp office, local churches, pharmacies, doctors' appointments, grocery stores.
12. Are there locations that the population has expressed difficulty accessing via the public transportation system?
Unable to access transportation when it's needed, i.e., one to two weeks advance "booking of a ride". Too long of a wait once the ride is scheduled. Not enough routes on the schedule.
13. Do the transit needs and travel patterns of the population vary depending on the age or gender of the population members? If so, please describe how travel patterns change.
*Older clients need rides to medical appointments and pharmacies.
Moms with kids need rides to social service offices and medical appointments.*
14. What is the best way to obtain input from the populations that your organization serves?
Onsite Q&A during operating hours or when clients are waiting for services 9:00 a.m. - 10:30 a.m.
15. What is the best way to share information about public transportation services and/or changes in service?
English and Spanish handouts, posters, flyers.
16. Who would the population trust most in delivering language appropriate messages?
Someone with knowledge of the project/ transportation system and who can answer their questions in English and in Spanish.

Thank you for sharing your time with us. The information you have provided will be very helpful. Please feel free to contact Caren Lee (City of Round Rock) at 512-218-7074 if you have any questions.

City of Round Rock Demand Response Bus Service – Community Survey
Round Rock Independent School District

1. What geographic area does your organization serve?
I am the Round Rock ISD Coordinator of the Title I Parent Programs. I have a Parent/Community Specialist staffing a parent center at Anderson Mill Elementary, in the Westwood HS feeder pattern. Wells Branch Elementary in the McNeil HS feeder pattern, Bluebonnet Elementary in the Round Rock HS feeder pattern, Callison, Gattis, and Voigt Elementary in the Cedar Ridge HS feeder pattern, and Berkman, Caldwell Heights, Robertson, & Union Hill in the Stony Point HS feeder pattern. In addition we have 2 Middle Schools we service, C.D. Fulkes MS and Hernandez MS of CRHS and SPHS feeder patterns.
2. How many people does your organization provide services to?
The parent program services about 9,000 students out of the 45,000 students in our district.
3. Has the size of the population you serve increased, stayed the same, or decreased over the past five years?
Increases every year.
4. What are the countries of origin from which your population has immigrated?
All over the world but mostly Latin and Asian countries.
5. Does your population come from an urban or rural background?
Both, mostly urban.
6. What are the languages spoken by the population you serve?
The type 5 languages are English, Spanish, Mandarin Chinese, Korean, and Cantonese
7. What is the age and gender of your population?
The age and gender of the population we serve are both female and male. They are parents of students ranging from 4 years of age through 20+ years of age.
8. What is the education and literacy level of the population you serve?
This ranges from high to low. I would say the majority of the populations we serve are literate and have a high school diploma. Maybe 15% of the families we serve do not have a high school diploma.
9. What needs or expectations for public services has this population expressed?
The population we serve has expressed a great need for public services. Many of the families walk to their work or grocery store and back. A city bus system would be beneficial.
10. Has the population inquired about how to access public transportation or expressed a need for public transportation service?
Yes they have – continually.
11. What are the most frequently traveled destinations used by the population that your organization

12. serves?

The most frequently traveled destinations used by the population my organization services are their children's schools, medical services offices, grocery stores, and shopping areas.

13. Are there locations that the population has expressed difficulty accessing via the public transportation system?

Yes, all of them.

14. Do the transit needs and travel patterns of the population vary depending on the age or gender of the population members? If so, please describe how travel patterns change.

If an individual is disabled their needs change.

15. What is the best way to obtain input from the populations that your organization serves?

The best way to obtain input from the populations that my organization services is through the I believe the best way to obtain input from the population that my program serves is through the local churches, food pantry, clothing closets, Williamson County Cities and Health District offices, Sacred Heart Community Clinic, local grocery stores (La Michocana), and through the parent centers that my Parent/Community Specialists staff.

16. What is the best way to share information about public transportation services and/or changes in service?

I believe the best way to share information about public transportation services and/or changes in services is through the local churches, food pantry, clothing closets, Williamson County Cities and Health District offices, Sacred Heart Community Clinic, local grocery stores (La Michocana), Univision radio, Telemundo, Univision TV station "Despierta Austin" program, El Mundo newspaper, Ahora Si newspaper, and through the parent centers that my Parent/Community Specialists staff.

17. Who would the population trust most in delivering language appropriate messages?

People who can speak the language, local clergy, school staff, etc.

Thank you for sharing your time with us. The information you have provided will be very helpful. Please feel free to contact Caren Lee (City of Round Rock) at 512-218-7074 if you have any question

City of Round Rock Demand Response Bus Service – Community Survey

Round Rock Library

1. What geographic area does your organization serve?
Round Rock, Pflugerville, Wells Branch, Hutto, Georgetown, NW Austin
2. How many people does your organization provide services to?
2012 estimate is over 294,000
3. Has the size of the population you serve increased, stayed the same, or decreased over the past five years?
Increased
4. What are the countries of origin from which your population has immigrated?
Similar to school district which is over 60 (Mexico, Central, South America, Africa, Asia)
5. Does your population come from an urban or rural background?
Both
6. What are the languages spoken by the population you serve?
English, Spanish, Chinese, Hindi
7. What is the age and gender of your population?
All
8. What is the education and literacy level of the population you serve?
All
9. What needs or expectations for public services has this population expressed?
More parking around the facility, more computers, more space, more locations
10. Has the population inquired about how to access public transportation or expressed a need for public transportation service?
Yes
11. What are the most frequently traveled destinations used by the population that your organization serves?
Outlet mall, Texas State, HEB, Baca center, La Frontera, Walmart, Dell
12. Are there locations that the population has expressed difficulty accessing via the public transportation system?
"Outskirts of the city" & west side of town
13. Do the transit needs and travel patterns of the population vary depending on the age or gender of the population members? If so, please describe how travel patterns change.
n/a
14. What is the best way to obtain input from the populations that your organization serves?

Telephone and email

15. What is the best way to share information about public transportation services and/or changes in service?
Social media and newspaper, for Spanish speakers -- television
16. Who would the population trust most in delivering language appropriate messages? For Spanish speakers
News on Univision, etc.

Thank you for sharing your time with us. The information you have provided will be very helpful.
Please feel free to contact Caren Lee (City of Round Rock) at 512-218-7074 if you have any questions.

ATTACHMENT C



TxDOT
Public Participation Plan

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Chapter 1 Introduction

As a recipient of federal funds from the Texas Department of Transportation (TxDOT), the City is subject to legal requirements to create and implement a public participation plan that identifies and describes the City's policies and procedures for public participation and to ensure meaningful access to the benefits, services and information. The City has written a separate LEP Plan to address the specific communication needs of LEP populations; the communication strategies identified in this Public Participation Plan (PPP) will be coordinated with the policies and procedures identified in the LEP Plan.

1.1 Title VI of the Civil Rights Act of 1963 (Title VI)

Title VI and its implementing regulations 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, including matters related to language access for persons with limited English proficiency (LEP), under any program or activity that receives federal financial assistance.

Title VI and its implementing regulations require that the City take responsible steps to ensure meaningful access to the benefits, services, information, and other important portions of the City's TxDOT funded projects for all people without discrimination including individuals who have LEP.

1.2 Executive Order (EO) 13166 – Improving Access to Services for Persons with Limited English Proficiency

EO 13166 was signed by President Clinton on August 16, 2000 and directs each Federal agency to examine the services it provides and develop and implement a system by which LEP persons can meaningfully access those services. Federal agencies were instructed to publish guidance for their respective recipients in order to assist them with their obligations to LEP persons under Title VI. The EO states that recipients must take reasonable steps to ensure meaningful access to their programs and activities by LEP persons.

1.3 Executive Order 12898 – Federal Actions to Address Environmental Justice in Minority Populations and Low-Income Populations

EO 12898 was issued by President Clinton in 1994 as a means to advance the principles of Title VI. It directs each federal agency "to make achieving environmental justice part of its mission by identifying and addressing, as appropriate, disproportionately high and adverse human health or environmental effects of its programs, policies, and activities on minority populations and/or low-income populations."

1.3.1 U.S. DOT Order 5610.2 – Order to Address Environmental Justice in Minority and Low-Income Populations

DOT re-issued Order 5610.2 in May 2012 to ensure transportation agencies were in compliance with EO 12898. The updated order reaffirms DOT's commitment to environmental justice (EJ) guiding principles: (1) to avoid, minimize, and mitigate disproportionately high and adverse effect; (2) to ensure the full and fair participation by all potentially affected communities; and (3) to prevent the denial of, reduction in, or significant delay in receipt of benefits by minority and low-income populations. The order directs Federal transportation agencies to identify and address, as appropriate, disproportionately high and adverse human health or environmental effects, to promote the principles of EJ in all DOT programs, policies and activities, and to fully consider EJ principles throughout the planning and decision-making process.

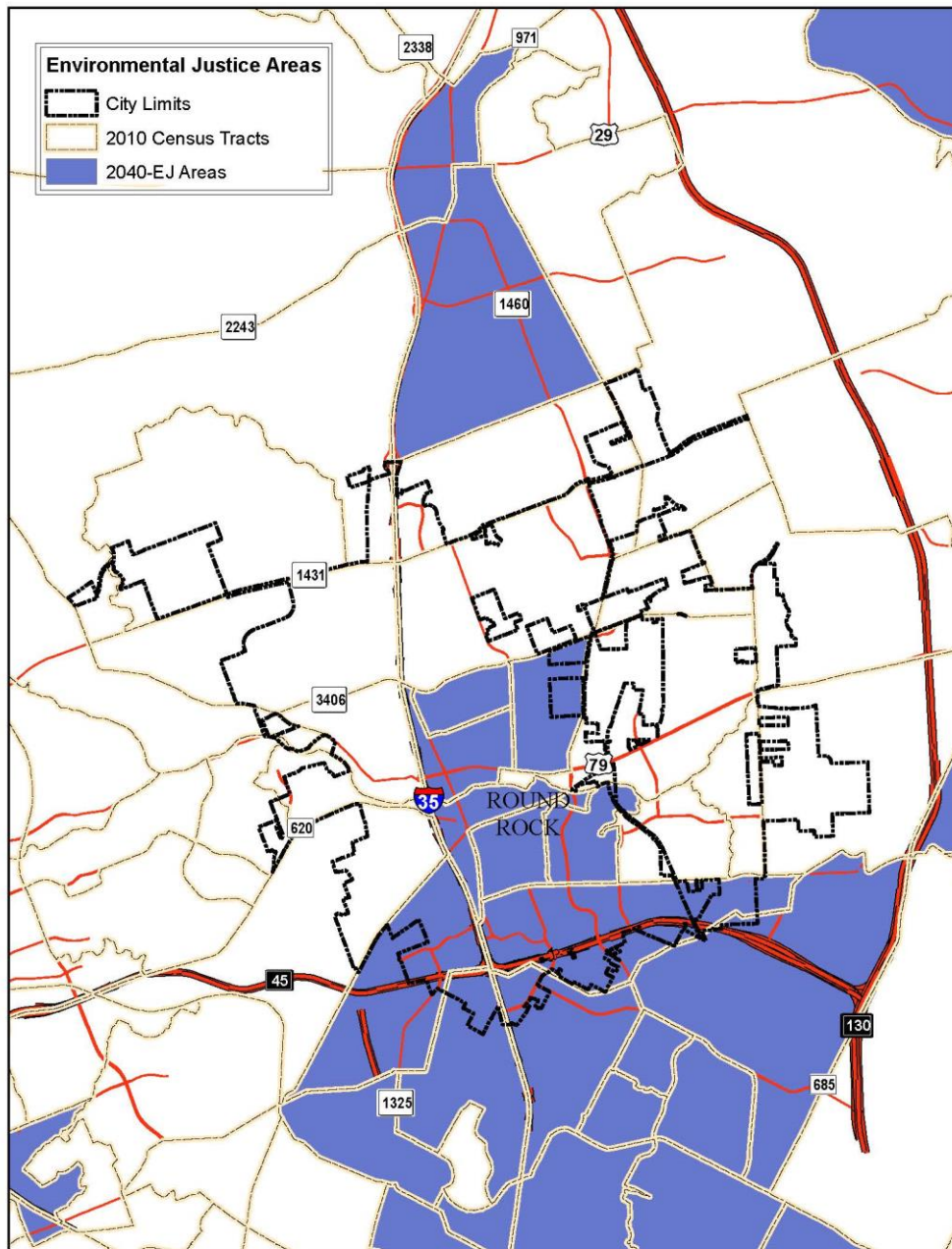
Chapter 2 Demographics

In order to provide meaningful communications about TxDOT funded projects, the first step is to understand the targeted audience. This chapter provides the demographic profile of LEP persons in the Round Rock city limits and the EJ area.

2.1 Environmental Justice

The EJ areas of Round Rock is depicted in **Figure 2-1**

Figure 2-1 – EJ areas, Round Rock



Source: CAMPO 2040 Plan, modified by City GIS Staff

2.2 Race and Ethnicity

As shown in **Table 2-1**, the population of the City is predominantly white; however, it has a greater share (46 percent) of minority population when compared to Williamson County (36.2 percent). The largest minority groups in Round Rock are Hispanics or Latinos (of any race), followed by blacks or African Americans and those who identify themselves as another race. **Figures 2-2** through **Figure 2-5** illustrate the concentrations of predominantly minority groups within the City.

Table 2-1 – 2010 Race and Ethnicity

Race and Ethnicity	City of Round Rock	Williamson County
Total Population	99,887 100.0%	422,679 100.0%
Total Minority*	45,963 46.0%	153,198 36.2%
White	70,707 70.8%	330,191 78.1%
Black or African American	9,744 9.8%	26,196 6.2%
American Indian and Alaska Native	678 0.7%	2,629 0.6%
Asian	5,165 5.2%	20,433 4.8%
Native Hawaiian/ Pacific Islander	124 0.1%	413 0.1%
Other Race	9,671 9.7%	29,336 6.9%
Two or More Races	3,798 3.8%	13,481 3.2%
Hispanic or Latino (of any race)	28,958 29.0%	98,034 23.2%

Source: US Census Bureau, 2010 Census, Hispanic or Latino Origin by Race

* Minority is defined as all people except white, non-Hispanic or Latino

Figure 2-2 – Minority Share of Total Population

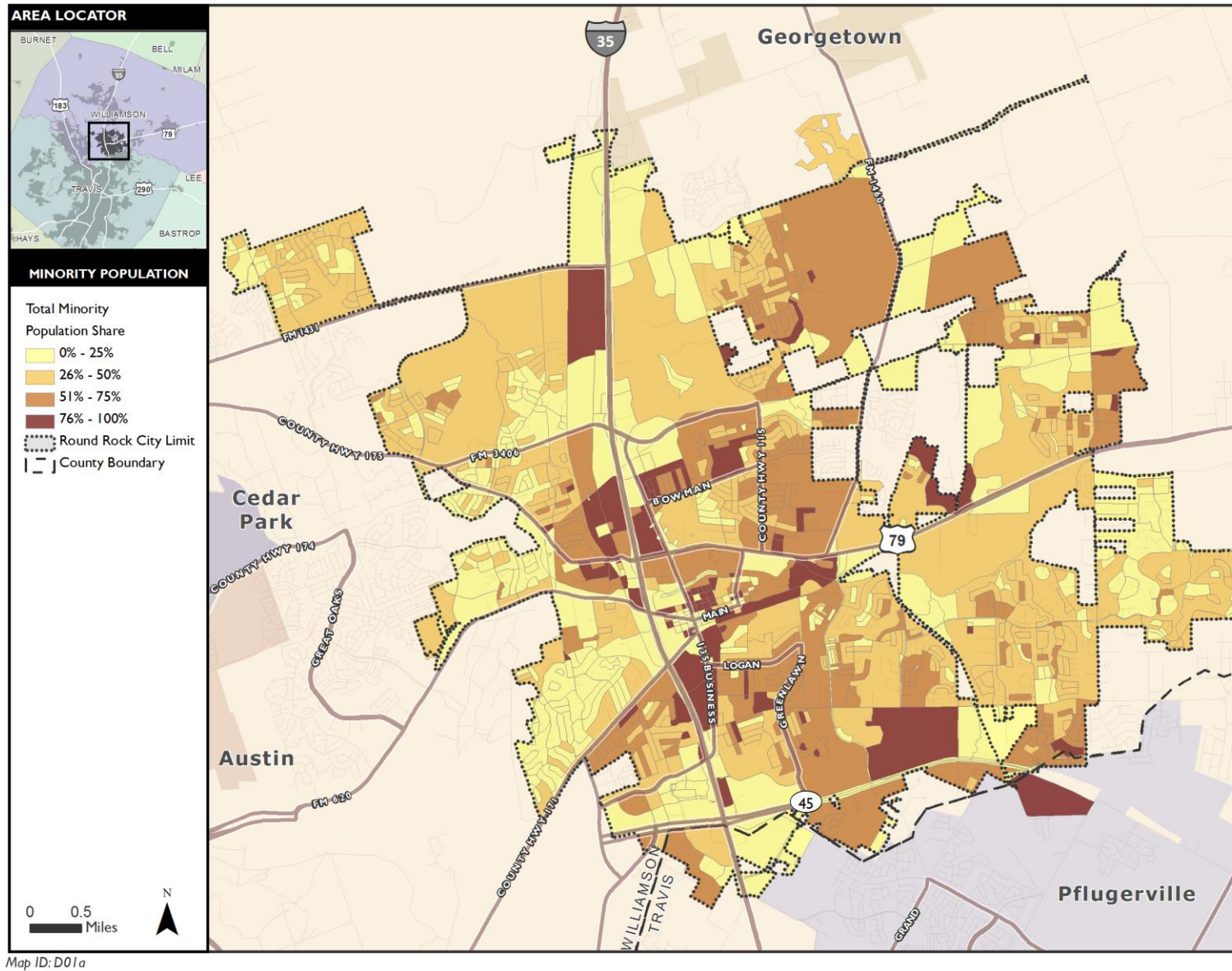


Figure 2-3 – Hispanic or Latino (All Races) Share of Total Population

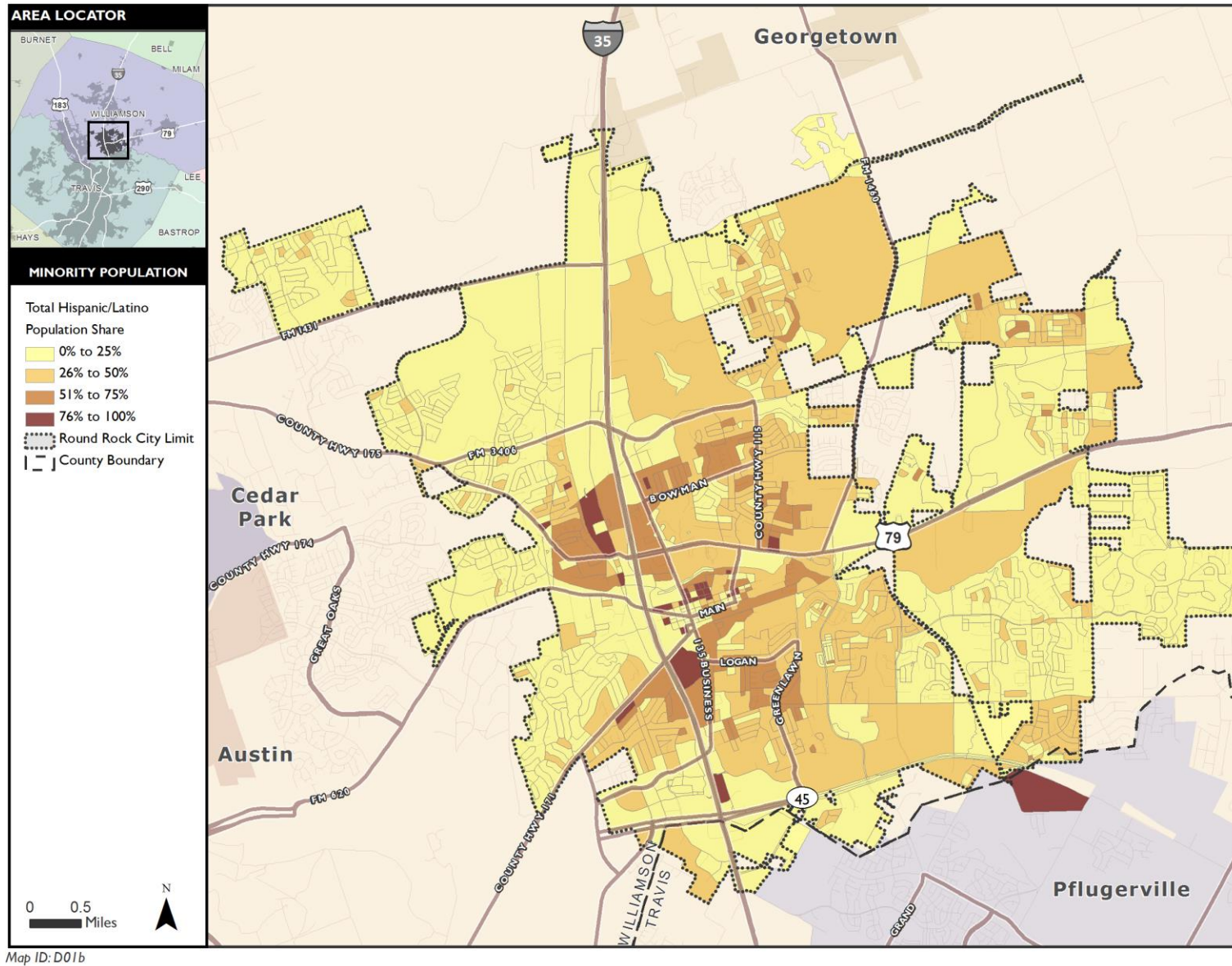


Figure 2-4 – Black and African American Share of Total Population

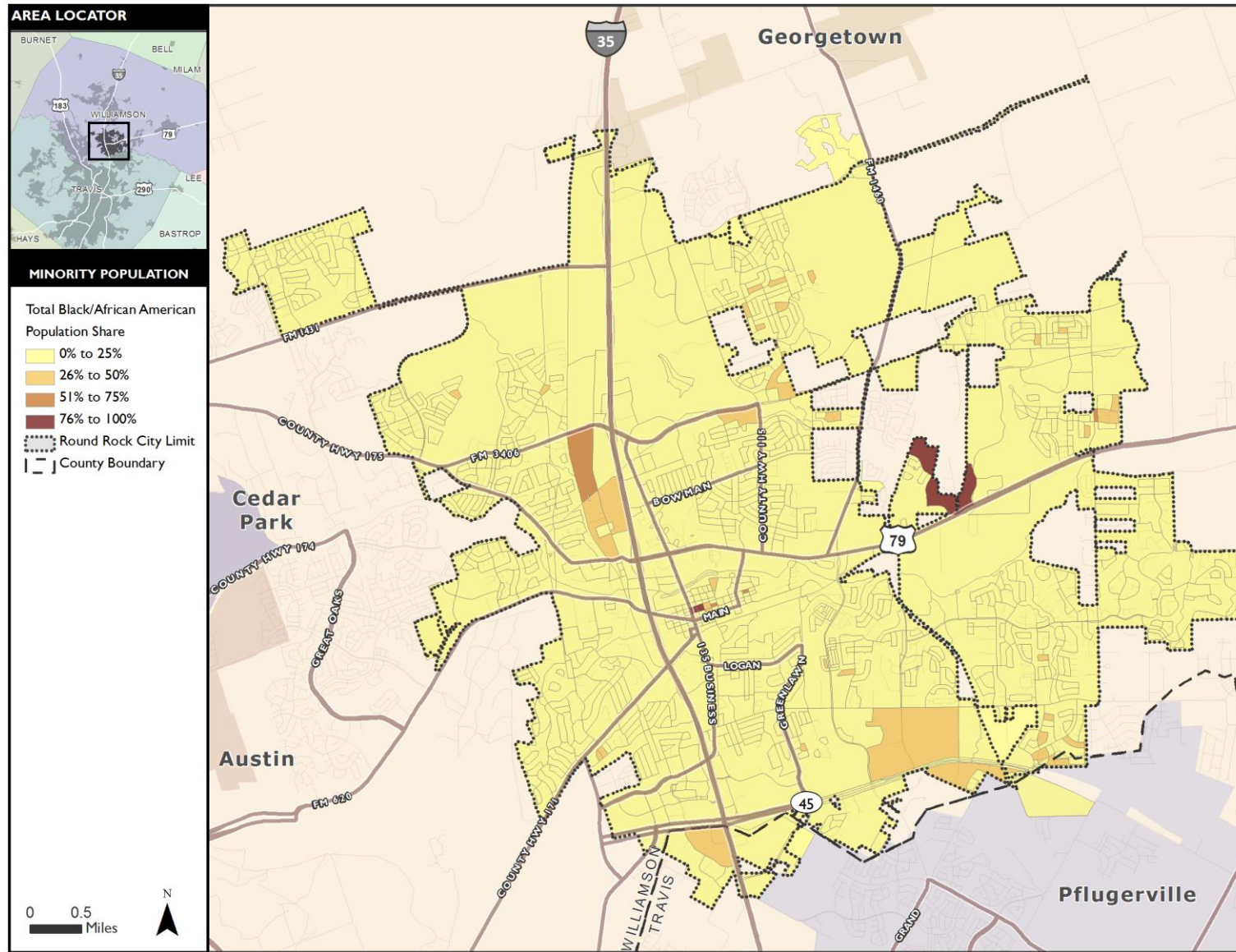
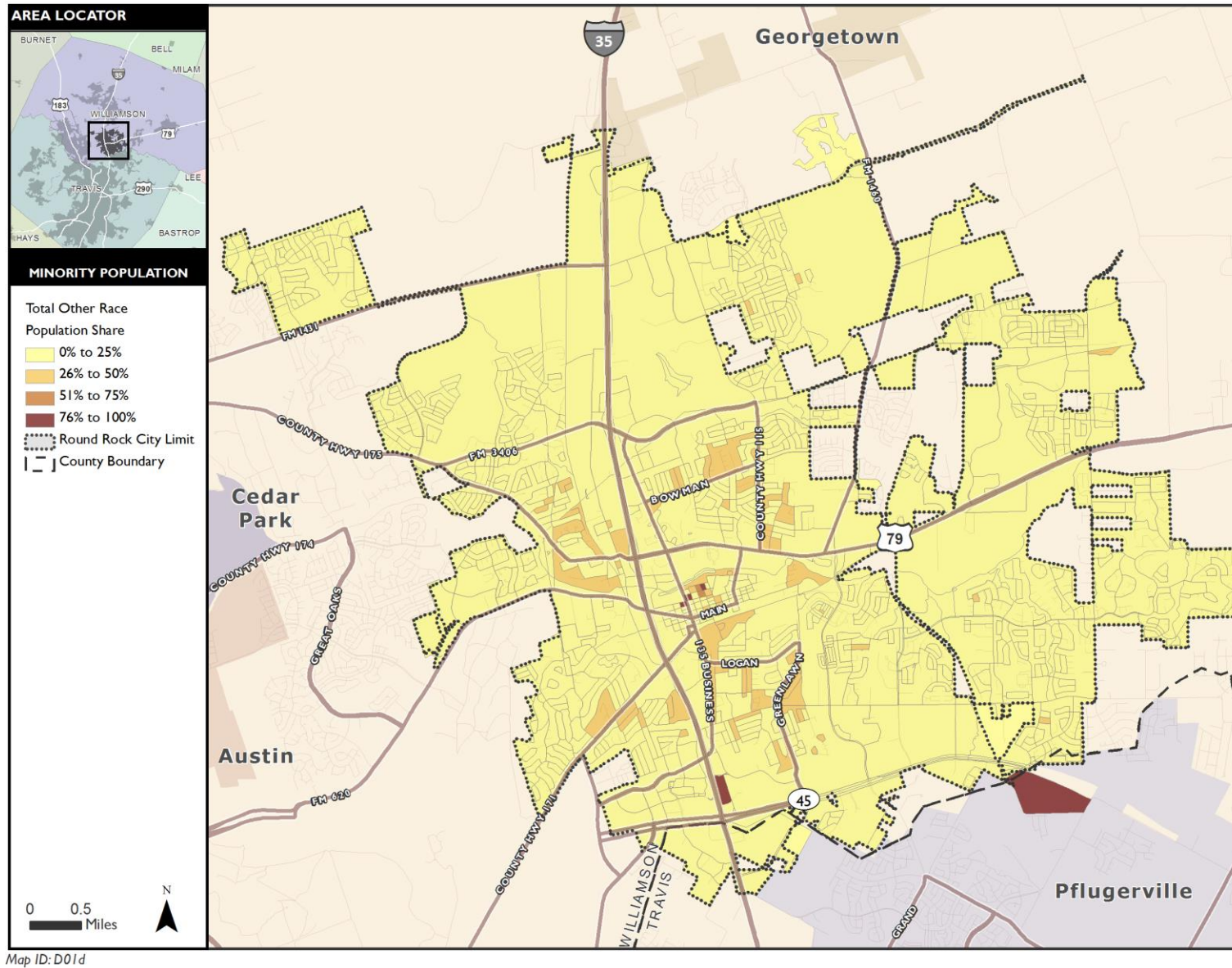


Figure 2-5 – Other Races Share of Total Population



2.3 LEP Populations

The U.S. Census Bureau collects information about non-English speakers and defines those that are LEP as those that speak a language other than English and can only speak English “less than very well.” There are two ways to characterize the LEP population from the Census data: (1) the number of individuals, age five and older, that are LEP, and (2) the number of households that are linguistically isolated. A linguistically isolated household is defined as one where no person in a household, age 14 or older, speaks English “very well” and a non-linguistically isolated household is one where at least one person, age 14 or older, speaks English “very well.”

Table 2-2 presents the data that describes the number of individuals that are LEP and **Table 2-3** presents the data that describes linguistically isolated households. See the **LEP Plan** for the visual representations of where LEP populations and households live in the City

As shown in **Table 2-2**, approximately 85,000 people, age five and older, lived within the city limits of Round Rock, Texas in 2010; of which most (76.3 percent) speak English only and almost a quarter (23.7 percent) speak another language. In Round Rock there were a total of 7,055 people (8.3 percent of the total population) who are LEP. The largest LEP populations in Round Rock are Spanish speakers followed by Vietnamese, Korean and Chinese speakers; these LEP speakers account for 6,011 or 85.2 percent of all LEP speakers and 7.1 percent of the total population in Round Rock.

Table 2-2 – Languages Spoken and Ability to Speak English in the City

Language	Total Speakers	Share of Total	Speaks English		LEP / Total LEP Speakers	LEP / Total Population
			Very Well	Less than Very Well (LEP)		
Total Population	84,909	100.0%	77,854	7,055	100.0%	N/A
English Only	64,745	76.3%	64,745	0	0.0%	0.0%
Spanish/Spanish Creole	14,483	17.1%	9,101	5,382	76.3%	6.3%
Vietnamese	759	0.9%	501	258	3.7%	0.3%
Korean	319	0.4%	121	198	2.8%	0.2%
Chinese (Mandarin and Cantonese)	201	0.2%	28	173	2.5%	0.2%
Portuguese/Portuguese Creole	210	0.2%	47	163	2.3%	0.2%
Persian	168	0.2%	14	154	2.2%	0.2%
Urdu	265	0.3%	169	96	1.4%	0.1%
German	439	0.5%	349	90	1.3%	0.1%
Thai	158	0.2%	78	80	1.1%	0.1%
Other Indo-European Languages	115	0.1%	48	67	0.9%	0.1%
Other Asian Languages	557	0.7%	499	58	0.8%	0.1%
Tagalog	333	0.4%	281	52	0.7%	0.1%
French Creole	76	0.1%	33	43	0.6%	0.1%
Gujarati	62	0.1%	21	41	0.6%	0.0%
Russian	54	0.1%	20	34	0.5%	0.0%
African Languages	311	0.4%	277	34	0.5%	0.0%
French	337	0.4%	305	32	0.5%	0.0%
Arabic	409	0.5%	380	29	0.4%	0.0%
Laotian	26	0.0%	0	26	0.4%	0.0%
Japanese	83	0.1%	61	22	0.3%	0.0%
Hindi	299	0.4%	284	15	0.2%	0.0%
Other Indic Languages	89	0.1%	81	8	0.1%	0.0%

Language	Total Speakers	Share of Total	Speaks English		LEP / Total LEP Speakers	LEP / Total Population
			Very Well	Less than Very Well (LEP)		
Polish	61	0.1%	61	0	0.0%	0.0%
Other Pacific Island Languages	55	0.1%	55	0	0.0%	0.0%
Italian	39	0.0%	39	0	0.0%	0.0%
Serbo-Croatian	28	0.0%	28	0	0.0%	0.0%
Greek	20	0.0%	20	0	0.0%	0.0%
Other Native American Languages	7	0.0%	7	0	0.0%	0.0%

Source: U.S. Census Bureau, 2006-2010 American Community Survey, Languages Spoken at Home by Ability to Speak English for the Population Five Years and Older

As shown in **Table 2-3**, there were more than 151,000 households in Round Rock in 2010; of these 4,833 households (3.2 percent) were linguistically isolated. Most linguistically isolated households speak Spanish; these households represent 73.8 percent of all linguistically isolated households and 2.4 percent of all households in Round Rock.

Table 2-3 – Linguistically Isolated Households in the City

Category	Total Households	English Only	Spanish	Asian and Pacific Island Languages	Indo-European Languages	Other Languages
Linguistically Isolated	4,833 3.2%	0 0.0%	3,565 2.4%	823 0.5%	435 0.3%	10 0.0%
Not Linguistically Isolated	146,704 96.8%	115,670 76.3%	20,615 13.6%	4,095 2.7%	5,428 3.6%	896 0.6%
Total	151,537 100.0%	115,670 76.3%	24,180 16.0%	4,918 3.2%	5,863 3.9%	906 0.6%

Source: U.S. Census Bureau, 2006-2010 American Community Survey, Household Language by Ability to Speak English for the Population 14 Years and Older

2.4 Age

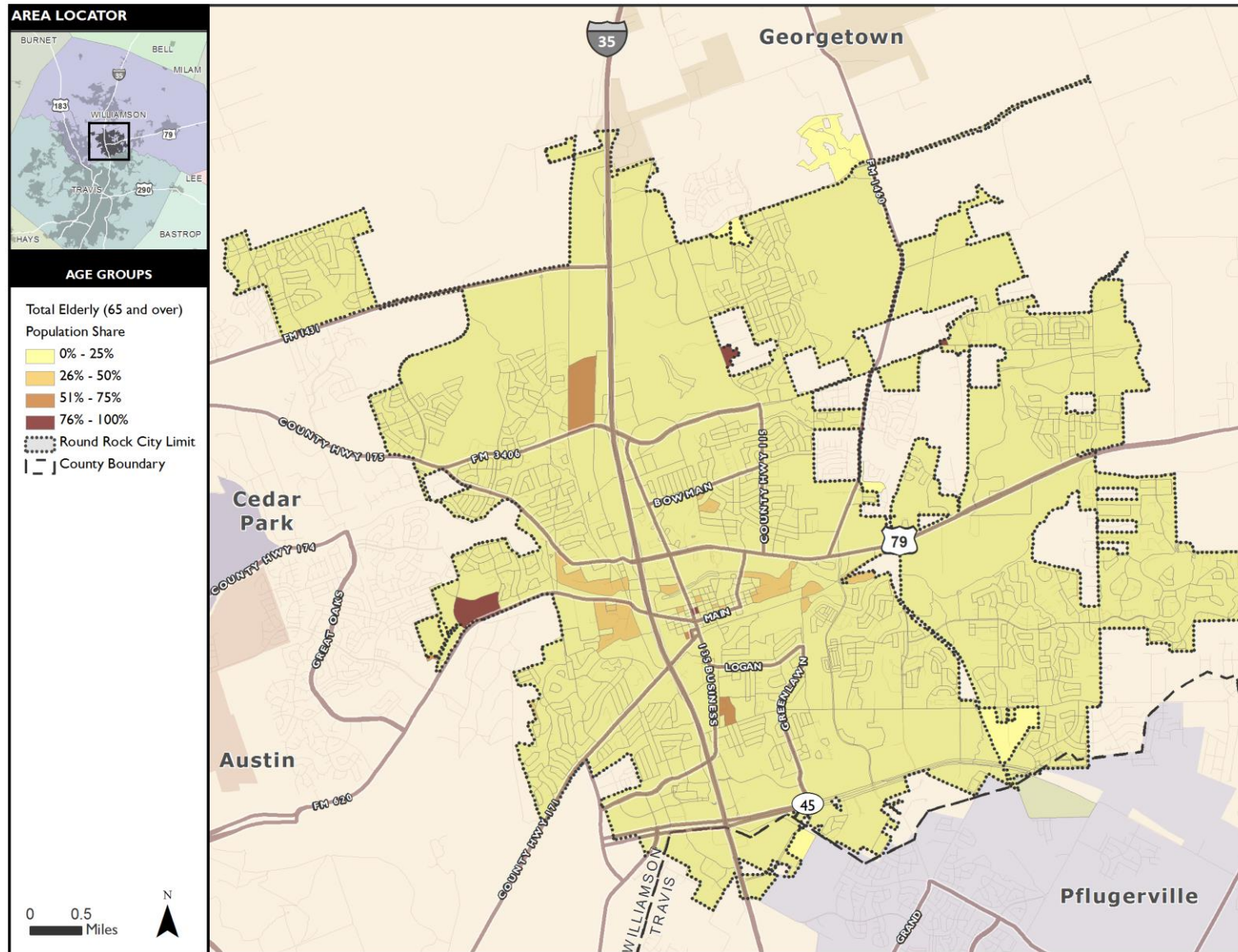
The median age in the City was 31.4 years old in 2010; however, the largest age group was of school age (5 to 17 years old), followed by people age 35 to 44 years old (**Table 2-4**). This data suggests that many people that live in Round Rock are families with school-aged children. When compared with Williamson County, there is a lesser share of elderly population in Round Rock (defined as 65 years of age and older by the Census Bureau). **Figures 2-6** through **Figure 2-8** show where there are concentrations of the most common age groups.

Table 2-4 – 2010 Age Groups

Age Groups	City of Round Rock	Williamson County
Total Population	99,887 100.0%	422,679 100.0%
Under 5 years old	8,774 8.8%	33,531 7.9%
5 to 17	22,256 22.3%	87,921 20.8%
18 to 24	7,952 8.0%	31,800 7.5%
25 to 34	16,379 16.4%	63,547 15.0%
35 to 44	17,597 17.6%	70,210 16.6%
45 to 54	13,407 13.4%	58,066 13.7%
55 to 64	8,109 8.1%	39,923 9.4%
65 to 74	3,342 3.3%	22,723 5.4%
75 and older	2,071 2.1%	14,958 3.5%

Source: US Census Bureau, 2010 Census, Age by Sex

Figure 2-6 – Elderly Share of Total Population



Map ID: D03a

Figure 2-7 – School-Aged Share of Total Population

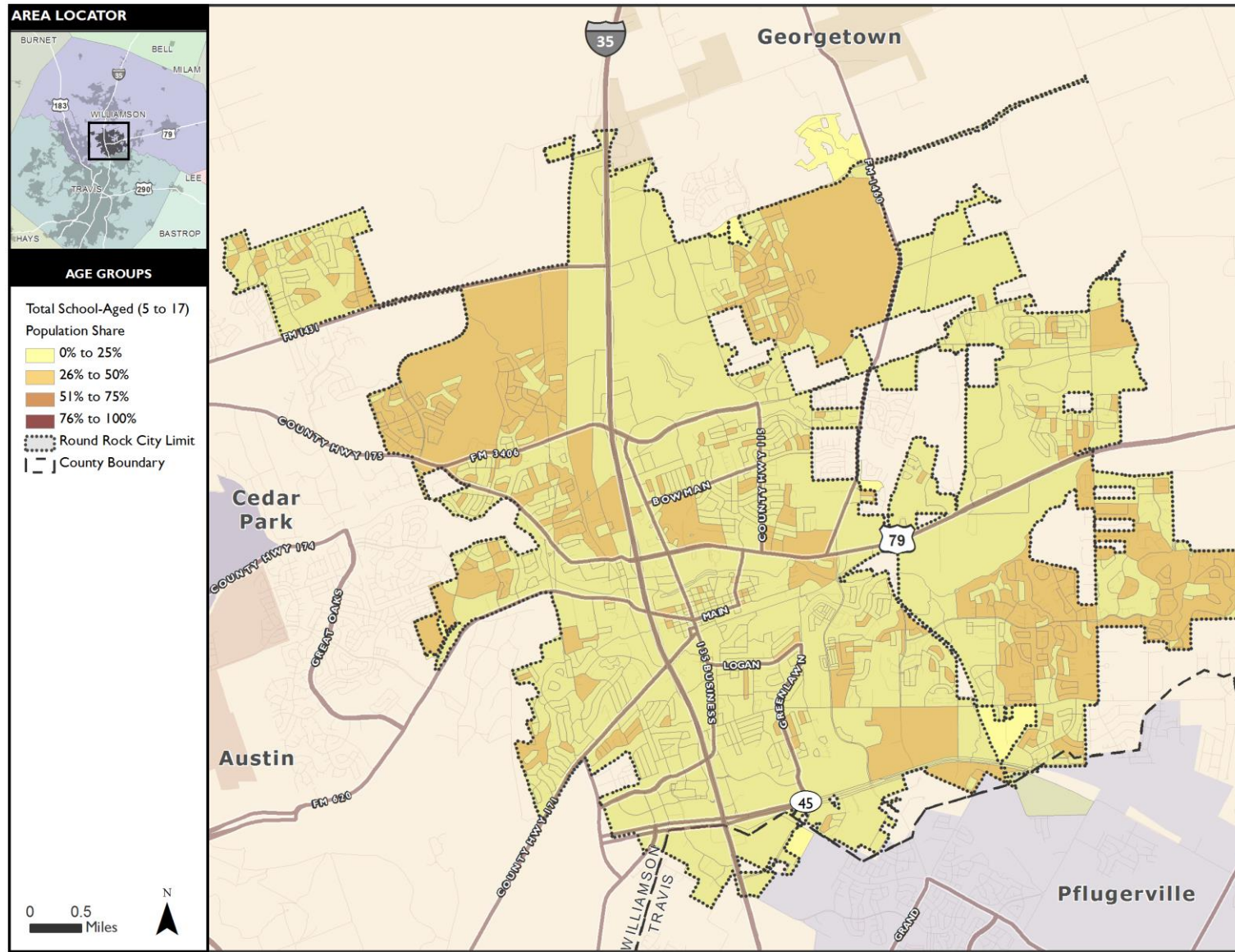


Figure 2-8 – 35 to 44 Year Olds Share of Total Population



2.5 Household Income

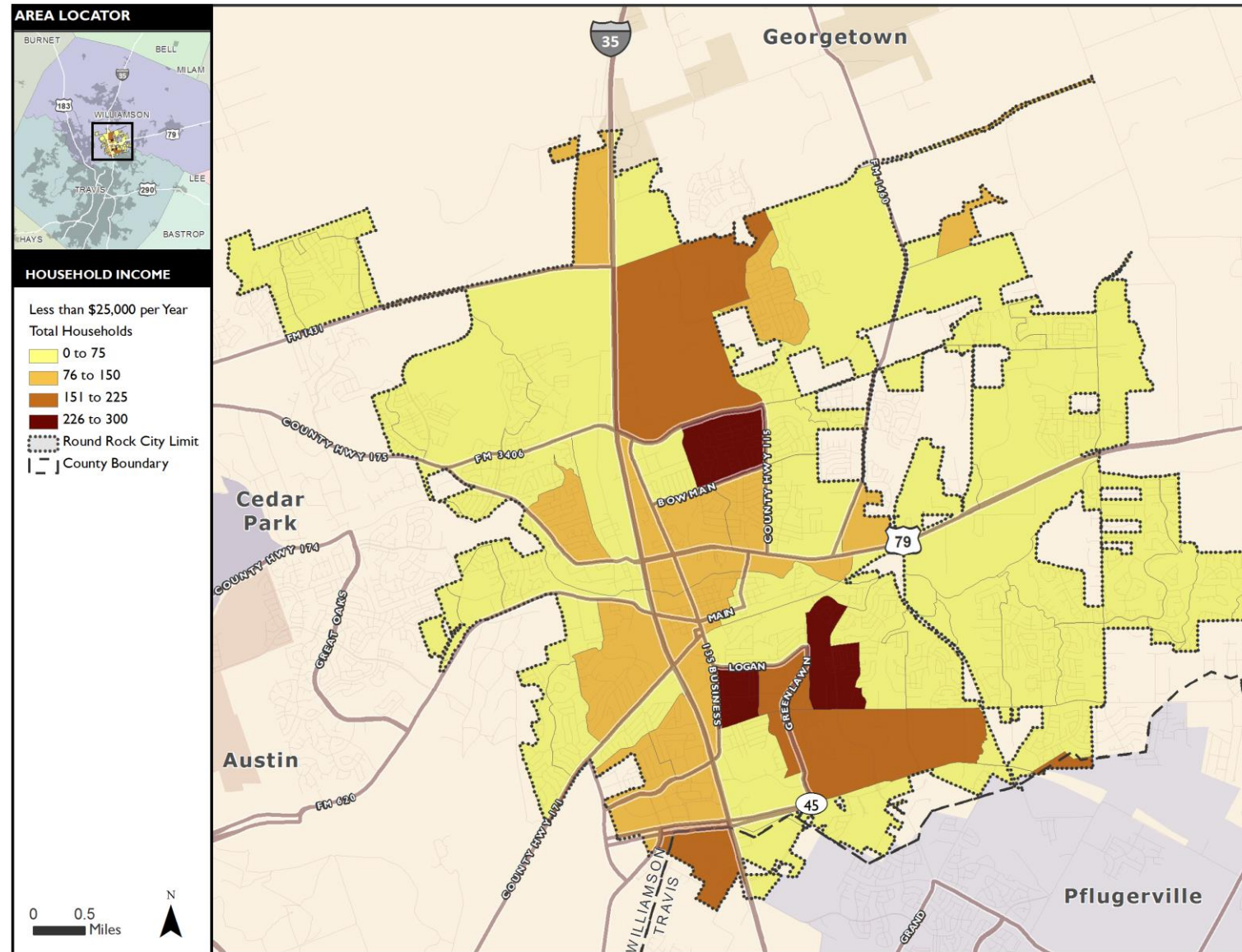
The median household income in the City was \$68,952 in 2010 and well above the federal poverty guidelines established by the US Department of Health and Human Services (DHHS); the 2012 DHHS poverty guideline is \$23,050 for a four-person household. However, there are some households that are low-income. As shown in **Table 2-5**, there are 3,567 households (10.8 percent) in the City that earn an income less than \$25,000 per year.

Table 2-5 – 2010 Household Income

Household Income	City of Round Rock	Williamson County
Total Households	33,145 100.0%	142,110 100.0%
Median Household Income	\$68,952	\$68,780
Less than \$10,000	826 2.5%	4,345 3.1%
\$10,000 to \$14,999	659 2.0%	3,722 2.6%
\$15,000 to \$19,999	874 2.6%	3,704 2.6%
\$20,000 to \$24,999	1,208 3.6%	4,674 3.3%
\$25,000 to \$29,999	1,387 4.2%	5,141 3.6%
\$30,000 to \$34,999	1,419 4.3%	5,928 4.2%
\$35,000 to \$39,999	1,518 4.6%	6,646 4.7%
\$40,000 to \$44,999	1,646 5.0%	6,771 4.8%
\$45,000 to \$49,999	1,240 3.7%	5,483 3.9%
\$50,000 to \$59,999	3,224 9.7%	13,538 9.5%
\$60,000 to \$74,999	4,188 12.6%	18,519 13.0%
\$75,000 to \$99,999	5,319 16.0%	24,152 17.0%
\$100,000 to \$124,999	4,061 12.3%	17,022 12.0%
\$125,000 to \$149,999	1,912 5.8%	8,651 6.1%
\$150,000 to \$199,999	2,242 6.8%	8,926 6.3%
\$200,000 and Greater	1,422 4.3%	4,888 3.4%

Source: US Census Bureau, 2006-2010 American Community Survey, Median Household Income and Household Income

Figure 2-9 – Households that Earn Less than \$25,000 per Year



Map ID: D02a

2.5.1 Zero-Car Households

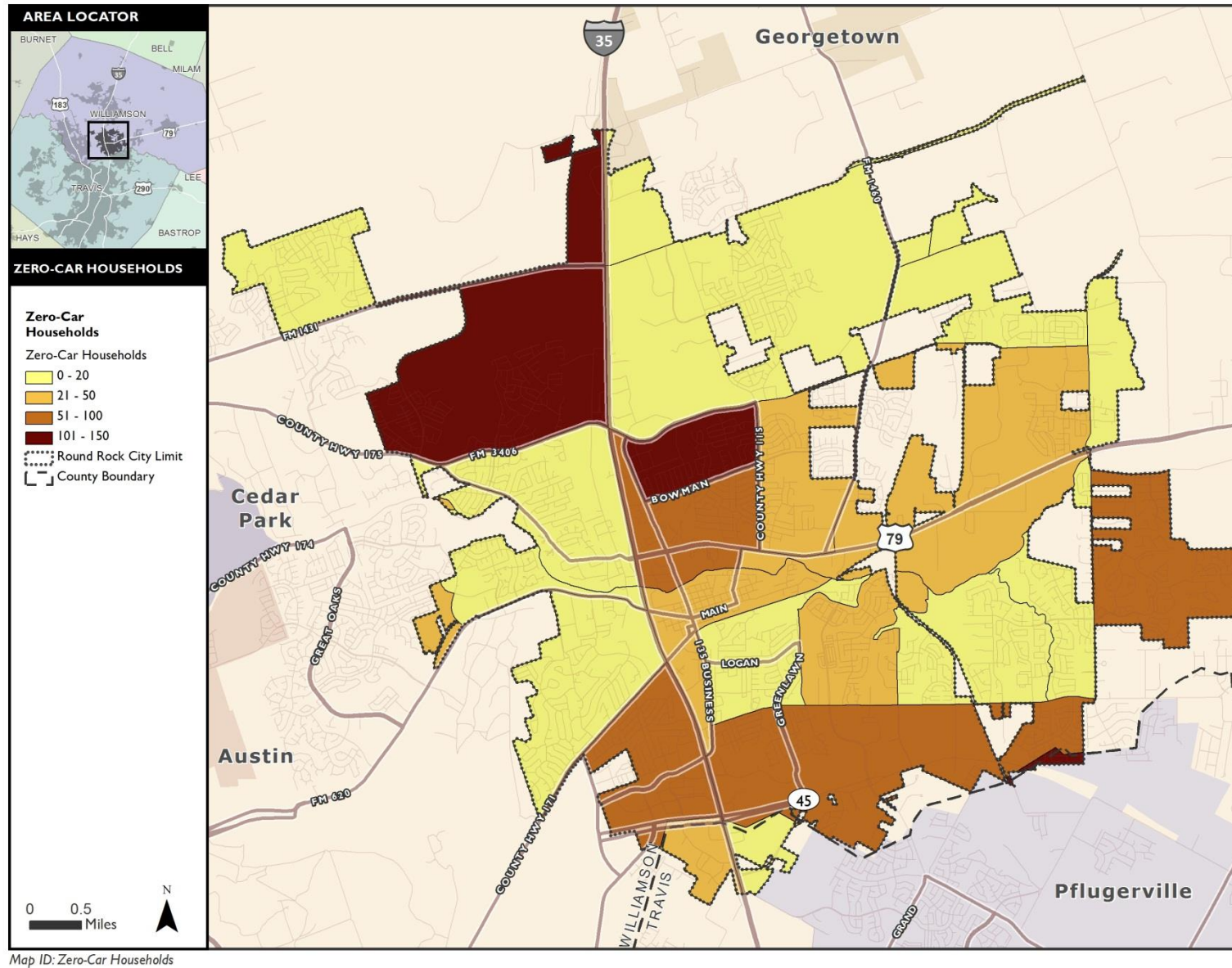
More than two-thirds of the households in Round Rock own two or more vehicles; however, there were 1,100 households (3.3 percent of the total households) in 2010 that did not own a vehicle (**Table 2-6**). Zero-car households must rely on walking, bicycling, transit, or other transportation options to conduct their daily activities outside the home. **Figure 2-10** shows where there are zero-car households in Round Rock.

Table 2-6 – 2010 Number of Vehicles in Household

Number of Vehicles	City of Round Rock	Williamson County
Total Households	33,145 100.0%	142,110 100.0%
0-car Households	1,100 3.3%	3,895 2.7%
1 car Households	9,768 29.5%	41,383 29.1%
2-car Households	16,741 50.5%	69,534 48.9%
3-car Households	4,249 12.8%	20,804 14.6%
4 or more car Households	1,287 3.9%	6,494 4.6%

Source: US Census Bureau, 2006-2010 American Community Survey, Number of Vehicles in Household

Figure 2-10 – Zero-Car Households



Chapter 3 Public Involvement Strategies, Procedures and Desired Outcomes

3.1 Findings from 2012 Interviews and Surveys

Surveys were conducted throughout the City between November and December 2012 to inform the drafting of this PPP and the LEP Plans. Interviews and surveys were conducted with LEP populations and community organizations which serve traditionally underserved populations such as low-income, minority, elderly and/or LEP populations.

3.1.1 Findings from Community Organization Surveys

Fourteen community organizations were initially contacted to participate; they were selected based on their likelihood of serving low-income, minority, elderly, and/or LEP populations:

- Allen R Baca Senior Center
- Faith in Action Senior Access
- Greater Austin Hispanic Chamber of Commerce
- Literacy Council of Williamson County
- Lone Star Circle of Care
- Round Rock Chamber of Commerce
- Round Rock Housing Authority
- Round Rock ISD
- Round Rock Library
- Round Rock Serving Center
- Texas Medical Transportation Program
- Williamson County and Cities Health District
- Williamson County Crisis Center (Hope Alliance)
- Workforce Solutions

These organizations were contacted to explain to request they complete a survey regarding the populations which they serve. Of the fourteen organizations, four returned completed surveys (Round Rock ISD, Round Rock Library, Round Rock Serving Center, and Faith in Action Senior Access).

The following is a list of questions asked and a summary of responses:

1. What geographic area does your organization serve?

Round Rock (including Round Rock ISD), Pflugerville, Wells Branch, Georgetown, some portions of North Austin and Hutto.

2. How many people does your organization provide services to?

Responses ranged from 630 to almost 300,000 people.

3. Has the size of the population you serve increased, stayed the same, or decreased over the past five years?

All respondents noticed an increase each year in the population they serve.

4. What are the countries of origin from which your population has immigrated?

Mexico, Central, South America, Africa, Asia.

5. Does your population come from an urban or rural background?

Both urban and rural.

6. What are the languages spoken by the population you serve?

English, Spanish, Vietnamese, Chinese, Hindi, and Korean.

7. What is the age and gender of your population?

The responses varied based on the mission of the organization; all organizations serve both men and women. Faith in Action serves clients over age 60; Round Rock ISD serves students ranging from 4 to 20 years of age, and their parents; and Round Rock Library and Round Rock Serving Center serves people of all ages.

8. What is the education and literacy level of the population you serve?

All respondents serve people with all levels of education and literacy.

9. What is the best way to obtain input from the populations that your organization serves?

- Calling and doing phone surveys.
- Telephone and email.
- Onsite Q&A during operating hours or when clients are waiting for services 9:00 a.m.- 10:30 a.m.
- Through the local churches, food pantry, clothing closets, Williamson County Cities and Health District offices, Sacred Heart Community Clinic, local grocery stores (La Michocana), and through the parent centers that Parent/Community Specialists staff.

10. What is the best way to share information about City funded TxDOT projects?

- By mail.
- Social media and newspaper, for Spanish speakers – television.
- English and Spanish handouts, posters, flyers.
- Through local churches, food pantry, clothing closets, Williamson County Cities and Health District offices, Sacred Heart Community Clinic, local grocery stores (La Michocana)
- Univision radio, Telemundo, Univision TV station “Despierta Austin” program, El Mundo newspaper, Ahora Si newspaper, and through the parent centers that Parent/Community Specialists staff.

11. Who would the population trust most in delivering language appropriate messages?

- Letters in utility bills.
- For Spanish speakers – news on Univision, etc.
- Someone with knowledge of the project and who can answer their questions in English and in Spanish.
- People who can speak the language, local clergy, school staff, etc.

3.1.2 Survey Conclusions

The survey responses indicate several general themes about the population that lives in Round Rock:

- The population that makes use of the social services in Round Rock is growing.
- Of the minority and/or LEP population in Round Rock, most descend from a Spanish-speaking countries, followed by Asia (Vietnam, China and Korea), and from locations where Hindi and Arabic are spoken.
- There are a variety of ways to communicate to the general public including mail, social media, television, radio, newspapers, via the utility bill, and in-person. LEP populations tend to prefer communications via mass media outlets and in their language and/or in-person by an informed and/or trusted person, such as someone from a community organization that can speak their language. Elderly populations tend to trust notices that are provided in their utility bill.

3.2 Stakeholders that could assist with Future Public Involvement Activities

Community and civic organizations and businesses may be useful outlets to contact when planning and/or implementing future public involvement activities. A list of community and civic organizations and businesses, including contact information are listed in **Table 3-1**.

Table 3-1 – Community and Civic Organizations

Organization	Address	Phone Number
CAMPO	1011 San Jacinto Street PO Box 1088 Austin, TX 78767	(512) 974-9715
City of Round Rock – Planning Department	301 W. Bagdad Avenue Suite 210 Round Rock, TX 78664	(512) 218-5422
Greater Austin Asian Chamber of Commerce	3432 Greystone Drive, Suite 202 Round Rock, TX 78664	(512) 407-8240
Greater Austin Hispanic Chamber of Commerce	2800 N. I-35 Frontage Road, #260 Austin, TX 78704	(512) 476-7502
Round Rock Chamber of Commerce	212 E. Main Street Round Rock, TX 78664	(512) 255-5805
African American Chamber of Commerce of Williamson County	PO Box 2245 Cedar Park, TX 78630	(512) 426-4911
Round Rock Housing Authority	1505 Lance Lane Round Rock, TX 78664	(512) 255-1336
Williamson County and Cities Health District	211 Commerce Boulevard Round Rock, TX 78664	(512) 943-3600
Williamson County HUD	710 Main Street Georgetown, TX 78626	(512) 943-3757
Round Rock Area Serving Center	1099 E. Main Street Round Rock, TX 78664	(512) 244-2431
Lone Star Circle of Care	3950 N. AW Grimes Boulevard Round Rock, TX 78664	1-877-800-5722

Organization	Address	Phone Number
Workforce Solutions of Williamson County	575 Round Rock West Building H Round Rock, TX 78681	(512) 244-2207
Women, Infant and Children (Round Rock Health Clinic)	211 Commerce Cove Round Rock, TX 78664	(512) 248-3254
Round Rock ISD - Home Language Surveys & Platicas Program	1311 Round Rock Road Round Rock, TX 78664	(512) 428-7984
Literacy Council of Williamson County	2411 Williams Drive Suite 1 Georgetown, TX 78628	(512) 869-0497
Faith in Action Senior Access	2498 E. Palm Valley Boulevard Round Rock, TX 78665	(512) 255-3100
Texas Medical Transportation Program (Texas Health and Human Services Commission)	701 W. 51st Street MC W206 Austin, Texas 78751	(512) 706-4977
Allen R. Baca Senior Center	301 W. Bagdad Avenue Building 2 Round Rock, TX 78664	(512) 218-5499
Round Rock Library	216 E. Main Street Round Rock, TX 78664	(512) 218-7010
Juarez Mexican Bakery	1701 S. Mays Street Round Rock, TX 78664	(512) 255-6262
La Michoacana Mexican Meat Market	1050 S. Mays Street Round Rock, TX 78664	(512) 238-1020
University Leadership Initiative	1 University Station A6220 SOC # 306 Austin, TX 78705	(512) 703-0228
Ahora Si	305 S. Congress Avenue Austin, TX 78704	(512) 445-3637
Williamson County Crisis Center (Hope Alliance)	211 Commerce Boulevard Suite 103 Round Rock, TX 78664	(512) 255-1212

3.3 Existing Public Involvement Strategies, Procedures and Desired Outcomes

The City uses a mix of print and electronic media as well as in-person communication strategies to share information about planned events, City news and happenings, and to provide notification, background, and progress information about City projects.

3.3.1 Print Media

The City uses several forms of print media:

- NewsFlash is an 8 ½ x 11 front/back color publication that is sent with the monthly utility bills. City surveys have shown that this publication is the most effective means of communication the City uses. Its circulation is approximately 30,000 utility customers and this print medium is primarily used to announce planned events and/or to provide information about project updates.
- Fliers are produced in a fact sheet format and are used primarily for project-specific information about project activities that will occur in the surrounding area. They are distributed by hand to potentially affected stakeholders. This print medium could be translated into Spanish and could be interpreted into other languages, upon request.
- Door Hangers contain similar content and serve the same purpose as fliers. They are distributed by hand to potentially affected stakeholders to share project-specific information about project work in the surrounding area.
- Formal Letters are produced on standard City letterhead and mailed; they are used to communicate with specific individuals and/or businesses and they serve primarily as project notification and/or correspondence.

3.3.2 Electronic & Web-based Media

The City also makes use of electronic and web-based media to communicate information about planned activities and on-going projects:

- Round Rock Electronic Newsletter/Electronic Newsletter Blasts serve as the electronic version of the NewsFlash, however the electronic version allows for more content and connectivity to other electronic/web-based media. Surveys can be tied to the newsletter to gather feedback, City Council meeting minutes can be linked to the newsletter and widgets can be used on other websites to improve access to project information, which can be tailored to be location-specific. There are approximately 3,000 subscribers to the e-newsletter. This media is used to provide communication about planned events and/or to provide timely project updates.
- Press Releases are used to announce events that will occur within two weeks or to communicate project milestones, immediate releases of information and/or to provide notice of closures. Press releases are emailed to several media outlets (Print: Round Rock Leader, Austin American Statesman and Community Impact; TV/Radio: KVUE, KLBJ, 1370AM; Austin Media Council; Flick Report) and are included on the City's website.
- News Items are generally generated on the City's website in response to a press release however a news item can be created without a press release, such as when project information is updated on the City's

- website and/or via social media. News items serve the same purpose as press releases but do not require distribution to outside media outlets.
- Social Media – Blogs/Facebook/Twitter is used to provide communications about project progress and allow for interaction among and between stakeholders and the City. These social media outlets can also be used to generate a historical record of project progress and commentary provided by the community. As of January 2013, the City has almost 4,500 followers of Facebook and Twitter.
- Flickr is an image and video hosting website that can be used in conjunction with other social media websites and with the City’s website. Flickr is used to share photos and/or videos of project progress.

3.3.3 Public Meetings

The City employs several different types of public meetings based on the communication needs:

- President’s Roundtables are conducted on an “as needed” basis and involve a meeting with City staff and the presidents and residents of home-owner associations in the City. The general format includes a presentation conducted by City staff followed by an open question and answer forum. These meetings generally occur after working hours and are conducted to provide location-specific information related to a specific project. The City generally holds three to four President’s Roundtables per year.
- Mayor’s Quarterly Report is a quarterly meeting conducted by the Mayor of Round Rock which is geared towards communication with community business owners. These meetings are held in the City Council Chambers during working hours and are taped for public record. This meeting format is used primarily for high level projects.
- Neighborhood Meetings are less formal than public meetings; they generally involve a discussion between City staff and community members about specific concerns, related to projects which directly impact them. The function of a neighborhood meeting is to provide information about a proposed project, ensure public participation in the development of the project, and to keep the community informed during the project’s life cycle.
- Open Houses are generally informal meetings that allow for participants to come and go as they please, ask questions of City staff, and provide written and/or verbal comments. The City uses this meeting format to provide information to the community and to solicit community feedback on proposed projects. These meeting are often conducted when a program or service is beginning, terminating and/or changing.

The City also uses a public involvement strategy called “Systematic Development of Informed Consent” which was developed by Hans and Annemarie Bleiker from the Institute for Participatory Management & Planning (www.ipmp.com). This method uses a “Citizen Participation Needs Assessment” worksheet to identify and describe stakeholder concerns about a project and to evaluate their needs.

3.4 Recommended Public Involvement Strategies, Procedures and Desired Outcomes

Based on the demographic characteristics of the City, feedback from surveys, and the public involvement strategies currently being implemented, below are some recommendations to enhance the current public involvement approach:

There are a variety of ways to communicate these messages to the general public including mail, social media, television, radio, newspapers, via the utility bill, and in-person. LEP populations tend to prefer communications via mass media outlets that are in their language and/or in-person by an informed and/or trusted person, such as someone from a community organization that can speak their language. Elderly populations tend to trust notices that are provided in their utility bill.

In addition to these strategies, local venues can be utilized to communicate these messages. Each interaction should be targeted as specifically as possible to the needs of the audience— meetings with neighborhood groups, religious congregations, and various other community organizations. City staff could offer to speak at outreach events held by community organizations. These smaller venues provide additional opportunities for meaningful exchange of information and opinion.

Translate Outreach Materials

A Spanish interpreter should be present to provide interpretive services for other public involvement activities, such as surveys and meetings. The presence of the interpreter should be identified at meetings with signs clearly posted to let participants know that this service is available. Meeting materials (including exhibits, agendas, comment cards, handouts, presentations, pocket cards, postcards, newsletters, etc.) could be translated into Spanish, as needed and if requested in advance, or the interpreter would provide competent oral translation of meeting materials. Other technical exhibits could use pictograms and photos to communicate the intended message with fewer words.

Close the Loop

It's very important after a public involvement activity occurs to let the participants know what information was gained from this activity and how it will be used in the decision making process and/or resulting. This can be accomplished in meeting summaries; by sending postcards, emails, letters to participants; or in the case of an on-going committee it could be a regular agenda item.

3.5 Communication Strategies and Consideration for Minority, Low-Income, and/or LEP Populations

There are many ways that the City can help ensure meaningful communications are provided to minority, low-income and/or LEP populations. One way the City can provide effective communications to the local minority, low-income, and/or LEP community is to tailor public involvement activities to the local population they are trying to reach. This process starts with the collection of demographic data, including languages spoken in the project area, but includes other considerations.

3.5.1 Translation and Interpretive Services

The City has worked with community-based organizations to identify the specific language services that community member may expect to be provided (see the **LEP Plan**). Based on the findings in the LEP Plan, Spanish is the predominant language spoken by persons with LEP in Round Rock. The following are some recommendations; see the **LEP Plan** for a more robust discussion of LEP considerations and strategies.

- Public meeting announcements should be translated into Spanish. Translated notification could be added to the English version of these announcements indicating that interpretive services are available upon request and free of cost.
- The City should provide at least one Spanish interpreter at each public meeting.

3.5.2 Identify and Engage a Trusted and Well-known Community Member or Organization

Best management practices, as described in guidance and by professional public involvement organizations, suggest that coordination with a trusted community member or organization can improve the communication strategy. These people can help gain insight into the interests, concerns, and desires of the community; help share project information in the community (word of mouth by a trusted community member may result in better understanding and may engender trust); and may be able to present information at meetings and/or serve as facilitators.

The following are some sample questions that could be asked of a trusted community member and/or organization to start the learning process:

- What do you know about the project?
- Do you think there is a lot of interest in this project within your community?
- How important is this project to the local community?
- What are the community's thoughts about this project?
- What is the primary way you get information about local issues? (Family and friends, a certain newspaper, web site, a gathering spot, etc.)
- What are the most effective ways to reach out to and engage your community? (Public meetings, events, newsletters, etc.?)
- In your experience, what public meeting formats have been most effective in reaching your community? Is there a better way of reaching them than public meetings? Is there a community expectation that the meetings be held in a particular language?
- Can you suggest a good location to hold a community meeting about this project (name and contact)? Are there any days of the week or times you think work better than others?
- Does your neighborhood/association hold regular meetings that the project team could attend? Or are there specific community events that would present opportunity for the project team to engage the community?
- Is there a neighborhood/association list-service or on-line forum through which we can provide information about opportunities to stay informed and provide feedback? Does your group/association/community have a newsletter?

- What can we learn from any earlier efforts to involve this community (lessons learned, what worked? What could have gone better?)
- Who else should be involved (names and contacts)?
- Can you recommend someone who is well known and trusted in the community to help distribute project information, gather feedback and act as project liaison?

3.5.3 Other Outreach Strategies

Below is a menu of other strategies the City could use to help get the word out to minority, low-income, and/or LEP populations.

- Coordinate with elementary schools in the project area to send home translated information about the project, including project events to parents who may not read or speak English.
- Tailor neighborhood meeting format and content to unique minority, low-income and/or LEP communities based on demographic information and input from stakeholder interviews.
- Identify meeting locations based on input sought from the community stakeholder interviews; locations should feel safe to congregate and visit, have a family atmosphere and be convenient to transit. These could be a community center, a church, a store, etc.
- Go door-to-door to share information (using bilingual team members), leave translated information behind (maybe door hangers) about the project and/or invite residents/merchants to events.
- Develop a phone tree to let members of the community know about an open house/neighborhood meeting. Interpreters (trusted and well-known in the community) should personally contact community leaders, business owners and operators, friends and relatives to extend invitations to attend an event. These individuals would then call others, who then call others. Using this approach, everyone receives a personal invitation.
- Set-up a project map display with bilingual team members. Limit the amount of text used on these displays and instead use photos of landmarks to help community members orient themselves.
- While the use of innovative on-line media can be very effective in distributing information, using the simplest modes of online communication may reach the broadest audience and ensure that those with limited access to the internet are reached. Simple modes of communication could include email to provide information and receive comments and using a simple website that maximizes hits on search engines.
- Identify radio/television stations that have a strong following in your targeted communities. Develop PSAs in selected languages and provide them to these stations. In addition, try to get on a popular radio/television show on these stations to discuss the project.
- All meetings should be held in ADA-compliant facilities. Invitation and meeting announcements will offer to accommodate special needs upon request. Special needs could include those related to physical, mental, sensory and other disabilities. Meetings should be set up in a format a person with a wheelchair would be able to fully participate in all activities.

3.5.4 *Be Aware of Cultural Differences and Similarities*

It should be noted different minority groups may possess physical or cultural similarities as well as differences. It is also common to find cultural variations among the same minority group. The list below describes some considerations; however, it should be understood there are always exceptions to cultural characterizations:

- Role of religion in life perspectives
- Using places of worship as a meeting site – sometimes they are good locations and sometimes they are considered an inappropriate place to conduct business
- Male/female roles in decision-making
- Role of older people within the community and in decision-making
- Body space and proximity
- Body gestures such as pointing and handshakes
- Passive listeners – may respond best to verbal communication
- Emphasis on family/cultural unity and togetherness
- Sentiments towards US government programs
- Emphasis on sharing and the common versus emphasis on individualism

3.5.5 *Public Involvement Resources*

Public involvement activities should be tailored to the intent of the message and who the City is trying to reach with their communications. For example, the techniques used to educate the public about a program or policy would be different from the techniques used to establish informed consent on a policy issue. The resources listed below offer a wide variety of public involvement techniques, meeting formats, and ideas the City can use when tailoring their message.

- Community Builders Library: <http://www.communitybuilders.ro/library>
- People and Participation: <http://www.peopleandparticipation.net/display/Involve/Home>
- The Community Toolbox: <http://ctb.ku.edu/en/tablecontents/index.aspx>

Chapter 4 Plan Re-evaluation and Revisions Policy

Evaluation can help track outreach efforts, discover dissemination problems early, and find out whether communication strategies have impacted communications and/or relations with local communities. The results can help improve future efforts.

The City should reconsider the effectiveness of their communication strategies and procedures every two and a half years (on the same schedule as the re-evaluation of the **LEP Plan**). The following discussion describes what should occur during this evaluation step.

4.1 Conduct Internal Monitoring

It is important to obtain informal feedback from internal as well as external stakeholders. This could be in the form of a team meeting including City staff and any consultants who may be involved in the process. Questions that could be discussed in this meeting include:

- Is the input received from the public useful in the decision making process? If so, how has it been useful? If not, how could it be improved?
- Did the public receive the information they needed to provide meaningful input?
- Has anything occurred to warrant changes to the existing plan?
- Is the internal commitment of all parties still in place?

4.2 Obtain Feedback from Community Organizations

The City should contact the following community organizations to ask if they would be willing to conduct a follow-up survey:

- Allen R Baca Senior Center
- **Faith in Action Senior Access (completed survey in 2012)**
- Greater Austin Hispanic Chamber of Commerce
- Literacy Council of Williamson County
- Lone Star Circle of Care
- Round Rock Chamber of Commerce
- Round Rock Housing Authority
- **Round Rock ISD (completed survey in 2012)**
- **Round Rock Library (completed survey in 2012)**
- **Round Rock Serving Center (completed survey in 2012)**
- Texas Medical Transportation Program
- Williamson County and Cities Health District
- Williamson County Crisis Center (Hope Alliance)
- Workforce Solutions

This outreach would allow the City to determine if there have been any noticeable changes in the demographics of the population in their service area, to receive input on whether the public involvement strategies currently in place and efforts to inform the EJ and LEP communities of the availability of language assistance are working, and to continue to inform the LEP community of new or updated language assistance.

4.3 Meeting Evaluations

A short, to-the-point questionnaire could be used at the end of public meetings to get a sense of how effective the meeting was perceived to be by the public. This questionnaire could be placed on the back of a comment card or provided as a separate handout. Possible questions could include:

- How did you hear about tonight's meeting?
- On a scale from 1 (did not like) to 5 (liked very much), rate the location of this meeting?
- On a scale from 1 to 5, rate the information presented and on display?
- On a scale from 1 to 5, how would you rate the "Open House" format used for tonight's meeting?
- In which language do you prefer to receive project information?
- Do you have any other comments?

4.4 Make Modifications to PPP Plan as Necessary

Based on the feedback received from the internal monitoring and feedback from community organizations, the City would likely need to make incremental changes to the public involvement strategies as well as staff training.

Please review the **LEP Plan** for more information on how language assistance measures will be monitored and reevaluated.