

## MINUTES

### AMARILLO METROPOLITAN PLANNING ORGANIZATION POLICY ADVISORY COMMITTEE MEETING

The Policy Advisory Committee for the Amarillo Metropolitan Planning Organization met at 1:30 p.m., April 16, 2009, in Room 306 of City Hall, 509 South East 7th Avenue, Amarillo, Texas.

Voting members present were: Alan Taylor, Arthur Ware, Kenneth Petr, H.R. Kelly, Kyle Ingham, and Robert Karrh.

Voting members not present were: Ernie Houdashell, Brian J. Eades, Debra McCartt, Dick Davis, and Howard Holland.

Staff coordinators present: Gary Holwick and Travis Muno.

#### **Item 1. Consider approval of the March 11, 2009 meeting minutes.**

Alan Taylor, Amarillo City Manager, called the meeting to order. He explained Mayor McCartt was ill and had asked him to chair the meeting. The minutes of the previous meeting on March 11, 2009, were presented. Mr. Taylor asked if there were any changes or deletions; there were none. Robert Karrh, Randall County Commissioner, made a motion to accept the minutes as presented. H.R. Kelly, Potter County Commissioner, seconded the motion. The motion carried on a 6:0 vote.

#### **Item 2. Consider revision of the 2008-11 Transportation Improvement Program.**

Gary Holwick presented revisions of the 2008-11 Transportation Improvement Program (TIP) as shown in Attachment A. He told the committee that after the March 11 meeting Amarillo City Transit had learned from the Federal Transit Administration that American Recovery and Reinvestment Act 2009 (ARRA) funding could be used for preventative maintenance and ADA para-transit projects. Mr. Holwick said today's TIP revisions were needed to advance these new projects for funding by the ARRA. He explained the differences between the capital items highlighted in the March 11 ARRA TIP revisions and the TIP revisions proposed today. He stated that the transit projects listed in the attachment were contingent upon receipt of the ARRA funds. Mr. Taylor asked Judy Phelps, Amarillo City Transit Manager to speak about the proposed ARRA project funding.

Ms. Phelps told those in attendance that Amarillo City Transit (ACT) is the only local public transportation in Amarillo, and provides a valuable service to many citizens, including those who are disabled. She stated that many citizens rely on ACT to provide transportation to their workplaces or to their medical providers. She said that presently the ACT is funded by federal tax dollars, local general revenue, and the Texas Department of Transportation, who have significantly reduced their financing in recent years. She said the ARRA project funding would be a new stream of funding and provide relief to taxpayers.

Potter County Judge Arthur Ware made a motion to approve the TIP revision for the associated transit project list as shown in Attachment A. Kyle Ingham of the Panhandle Regional Planning Commission seconded the motion and the motion carried 6:0.

#### **Item 3. Consider citizen revision of the Amarillo Urban Area Boundary.**

Travis Muno, Senior Transportation Planner told the Policy Committee that adjustments are needed to Amarillo's Census 2000 Urbanized Area Boundary. He explained that because of residential and commercial growth in southwest Amarillo, the city limits now extend beyond the Urbanized Area Boundary (UAB) approved by the committee several years ago. He described the area for UAB expansion and spoke of the growth within that area. He presented a map showing the area under consideration (see Attachment B).

Mr. Muno said that arterial and collector roads in this area would be affected by the proposed adjustments to the UAB and consequently, changes were needed for the functional classification of Hillside Road. The map, in Attachment B, shows the segment of Hillside Rd for consideration, west of Loop 335 extending to the proposed urban boundary at Helium Rd. This roadway segment would be reclassified as an Urban Minor Arterial. He said MPO staff had discussed the change with the Texas

Department of Transportation. Mr. Muno stated that the reclassifications presented in this update would serve the project planning process in a positive light. Potter County Judge Arthur Ware made a motion to accept the UAB revision. Robert Karrh seconded the motion and the motion carried on a 6:0 vote. Robert Karrh made a motion to accept the functional classification revision of Hillside Road; and Arthur Ware seconded the motion. The motion carried on a 6:0 vote.

**Item 4. Consider a Limited English Proficiency Plan for the Amarillo MPO.**

Mr. Holwick told the committee about MPO staff efforts to include traditionally underserved populations in the transportation planning process. The MPO had approved a new Public Participation Plan in 2007, which included additional outreach methods to attract low income and minority populations to the planning process. He told the committee that as a recipient of federal funds the MPO had been advised by FHWA to develop a Limited English Proficiency Plan during fiscal year 2009. Mr. Holwick provided a draft copy of the MPO plan, shown in Attachment C, for the committee's consideration.

Arthur Ware asked if there were additional funds available for the LEP services. Mr. Holwick replied that these services would be accomplished using the MPO's federal planning funds. Irma Murillo from Amarillo News Channel 10 asked if these were full-time employees providing the translation services. Mr. Taylor explained that the employees listed in the LEP plan did receive extra pay in return for the bilingual duties they provide. She asked if additional personnel would be hired. Mr. Taylor told her no, yet the number of bilingual personnel hired was amazing. Kyle Ingham made a motion to accept the MPO Limited English Proficiency Plan. Mr. Kelly seconded the motion; the motion carried 6:0.

**Item 5. Open Forum, time reserved for anyone to speak on any transportation related item; however, no action can be taken on items not on the agenda.**

Alan Taylor asked if any member of the committee or anyone from the audience had any comment or concerns to address. Mr. W.L. "Dub" Davis, 402 Browning, spoke about his concern about the area of Quarter Horse Dr. and Tee Anchor Blvd. near James Bowie Middle School. He stated that he felt the traffic lanes could be improved to provide better progression and safety by purchasing right-of-way to add an additional lane that would provide two continuous lanes for northbound/eastbound traffic. He expressed that perhaps the stimulus money could fund the needed improvements. Mr. Taylor said that the City of Amarillo would look at the issue, but that it would not qualify for stimulus funds.

**Item 6. Adjournment.**

The meeting was adjourned with no further business to discuss.



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Gary Holwick  
Director, Amarillo MPO

**Amarillo Metropolitan Planning Organization Policy Advisory Committee Meeting Attendance Record**

Date: April 16, 2009  
Time: 1:30 P.M.

Place: Room 306, City Hall  
509 SE 7<sup>th</sup> Ave, Amarillo, TX

	Name	Organization Represented	Phone Number	E-mail Address
1	GARY HOLWICK	AMARILLO MPO	378-6293	amarillompo@amarillo.gov
2	Travis Muno	Amarillo MPO	378-4219	amarillompo@amarillo.gov
3	Katie Combs	WTAMU Student here for political science class. (Dr. Rausch)	670-6383	KCombs23@yahoo.com
4	Troy Gaudette	WTAMU Student here for poly Sci class (Dr. Rausch)	325-338-4732	wtamu300bowler@hotmail.com
5	Aidy Phelps	Transit	378-8812	aidyphelps@ampllo.gov
6	Mackinzy Kvanvig	WTAMU Student POSC (Dr. Rausch)	341-8408	mikvanvig@buffs.wtamu.edu
7	Tiffany Ann	WTAMU STUDENT	930-1739	tiffany_ann2@hotmail.com
8	MATT EBERLY	WTAMU	584-7021	eberlymn@justice.com
9	Paul Davis		374-2392	
10	Nic Kotton	WTAMU	767-6797	nic@macarohi.ges.com
11	Taylor Withrow	City of Amarillo		
12	Janie L. Allen	PRPC	372-3381	jallen@theprpc.org

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Date: April 16, 2009  
Time: 1:30 P.M.

Place: Room 306, City Hall  
509 SE 7<sup>th</sup> Ave, Amarillo, TX

	Name	Organization Represented	Phone Number	E-mail Address
13	Kyle Kingham	PRPC	372-3381	Kingham@theprpc.org
14	DAVID MILLER	TxDOT	356-3246	dmiller@dot.state.tx.us
15	Cheryl Cluther	"	356-3249	cluther@dot.state.tx.us
16	Kenneth Zetr	"	356-3202	KZetr@dot.state.tx.us
17	ALAN M. TAYLOR	CITY	378-3012	
18	H.R. KELLY	POTTER COUNTY COM. ADP	358-6838	SCHELLERKELLY@AOL.COM
19	DWAYNE GIDDEN	TxDOT	378-0271	
20	Channon Estabrook	ADP MPO	373-7240	
21	Rosemary Knecht	TARRANT CO	654-5955	
22	Zachary Thornton	SCHOOL (WTAMU)	806-206-4672	zthornton1@buffs.wtamu.edu
23	Vicki Conway	CITY		
24	Joe Shehan	KSES	353-1847	jshahan@ks-es.com

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Date: April 16, 2009  
 Time: 1:30 P.M.

Place: Room 306, City Hall  
 509 SE 7<sup>th</sup> Ave, Amarillo, TX

	Name	Organization Represented	Phone Number	E-mail Address
25	Betty Cruz	WTHA-TV	235-6555	
26	KALE SPEED	KVII-TV		
27	ARTHUR WARE	PATER Co	379-2250	
28	Irma Murillo	Newschannel 10	331-9861	
29				
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**2008-2011  
Transportation Improvement Program  
Revisions**

**AMARILLO METROPOLITAN PLANNING ORGANIZATION  
POLICY COMMITTEE MEETING  
April 16, 2009**

<b>AMARILLO TRANSPORTATION IMPROVEMENT PROGRAM 2008-2011 APRIL 2009 REVISION April 16, 2009</b>			
<b>MPO ID Number</b>	<b>TxDOT CSJ Number</b>	<b>Location/Description</b>	<b>Revision</b>
<i><b>Transit Projects</b></i>			
<b>FY 2009</b>			
A5A-T-01S-ER1 (09)		Preventative Maintenance and ADA ParaTransit Operating Expense	Project addition. This project is contingent upon receipt of ARRA 2009 Funds.

**AMARILLO DISTRICT**  
**MPO PROJECTS**  
**APRIL 2009 REVISIONS**  
**FY 2008 – 2011 TIP**

## AMARILLO MPO ECONOMIC STIMULUS PACKAGE PROJECT LIST

### TRANSIT PROJECT LISTING

#### AMARILLO TRANSPORTATION IMPROVEMENT PROGRAM

April 16, 2009

Amarillo

YOE = Year of Expenditure

<u>General Project Information</u>		<u>Funding Information (YOE)</u>	
<b>Project Sponsor</b>	Amarillo City Transit	<b>Federal Funding Category</b>	<b>5307</b>
<b>MPO Project/Reference Number</b>	A5A-T-01SER1(09)	<b>Federal Share</b>	\$3,574,296
<b>Apportionment Year</b>		2009 <b>State Funds from TxDOT</b>	\$0
<b>Project Phase</b>		<b>Local Funds</b>	
<b>Brief Project Description</b>	Preventative Maintenance (\$3,216,867)	<b>Fiscal Year Cost</b>	\$3,574,296
	ADA ParaTransit @ 10% (\$357,429)	<b>Total Project Cost</b>	\$3,574,296
This project is contingent upon receipt of ARRA 2009 Funds		<b>Trans. Dev. Credits Requested</b>	\$0
<b>Sec 5309 ID # if applicable</b>	N.A.	<b>Trans. Dev. Credits Awarded (Date &amp; Amount)</b>	\$0
<b>Amendment Date &amp; Action</b>			
		<b>Total American Recovery &amp; Reinvestment Act 2009 Funds</b>	<b>\$3,574,296</b>

**Transit Financial Summary  
Amarillo MPO**

**FY 2008 - 2011 Transportation Improvement Program - including American Recovery & Reinvestment Act Section 5307 Funds in FY 2009**

All Figures In Year of Expenditure (YOE) Dollars

Current as of April 16, 2009

Transit Program	FY 2008			FY 2009			FY 2010		
	Federal	State/Local	Total	Federal	State/Local	Total	Federal	State/Local	Total
1 Sec. 5307 - Urbanized Formula >200K	0	0	0	0	0	0	0	0	0
2 Sec. 5307 - Urbanized Formula <200K	2,432,525	2,108,926	4,541,451	6,128,448	2,215,346	8,343,794	2,681,860	2,335,043	5,016,903
3 Sec. 5309 - Discretionary	0	0	0	0	0	0	0	0	0
4 Sec. 5310 - Elderly & Individuals w/Disabilities	0	0	0	0	0	0	0	0	0
5 Sec. 5311 - Nonurbanized Formula	Programmed by PTN			Programmed by PTN			Programmed by PTN		
6 Sec. 5316 - JARC >200K	0	0	0	0	0	0	0	0	0
7 Sec. 5316 - JARC <200K	0	0	0	0	0	0	0	0	0
8 Sec. 5316 - JARC Nonurbanized	0	0	0	0	0	0	0	0	0
9 Sec. 5317 - New Freedom >200K	0	0	0	0	0	0	0	0	0
10 Sec. 5317 - New Freedom <200K	0	0	0	0	0	0	0	0	0
11 Sec. 5317 - New Freedom Nonurbanized	0	0	0	0	0	0	0	0	0
12 Other FTA	0	0	0	0	0	0	0	0	0
13 Regionally Significant or Other	0	0	0	0	0	0	0	0	0
<b>Total Funds</b>	<b>\$2,432,525</b>	<b>\$2,108,926</b>	<b>\$4,541,451</b>	<b>\$6,128,448</b>	<b>\$2,215,346</b>	<b>\$8,343,794</b>	<b>\$2,681,860</b>	<b>\$2,335,043</b>	<b>\$5,016,903</b>
Transportation Development Credits Requested									
Awarded									

All Figures In Year of Expenditure (YOE) Dollars

Transit Program	FY 2011			Total		
	Federal	State/Local	Total	Federal	State/Local	Total
1 Sec. 5307 - Urbanized Formula >200K	0	0	0	0	0	0
2 Sec. 5307 - Urbanized Formula <200K	2,815,952	2,455,575	5,271,527	14,058,785	9,114,890	23,173,675
3 Sec. 5309 - Discretionary	0	0	0	0	0	0
4 Sec. 5310 - Elderly & Individuals w/Disabilities	0	0	0	0	0	0
5 Sec. 5311 - Nonurbanized Formula	Programmed by PTN			Programmed by PTN		
6 Sec. 5316 - JARC >200K	0	0	0	0	0	0
7 Sec. 5316 - JARC <200K	0	0	0	0	0	0
8 Sec. 5316 - JARC Nonurbanized	0	0	0	0	0	0
9 Sec. 5317 - New Freedom >200K	0	0	0	0	0	0
10 Sec. 5317 - New Freedom <200K	0	0	0	0	0	0
11 Sec. 5317 - New Freedom Nonurbanized	0	0	0	0	0	0
12 Other FTA	0	0	0	0	0	0
13 Regionally Significant or Other	0	0	0	0	0	0
<b>Total Funds</b>	<b>\$2,815,952</b>	<b>\$2,455,575</b>	<b>\$5,271,527</b>	<b>\$14,058,785</b>	<b>\$9,114,890</b>	<b>23,173,675</b>
Transportation Development Credits Requested						
Awarded						

**Amarillo**  
**Urban Area Boundary Adjustment**

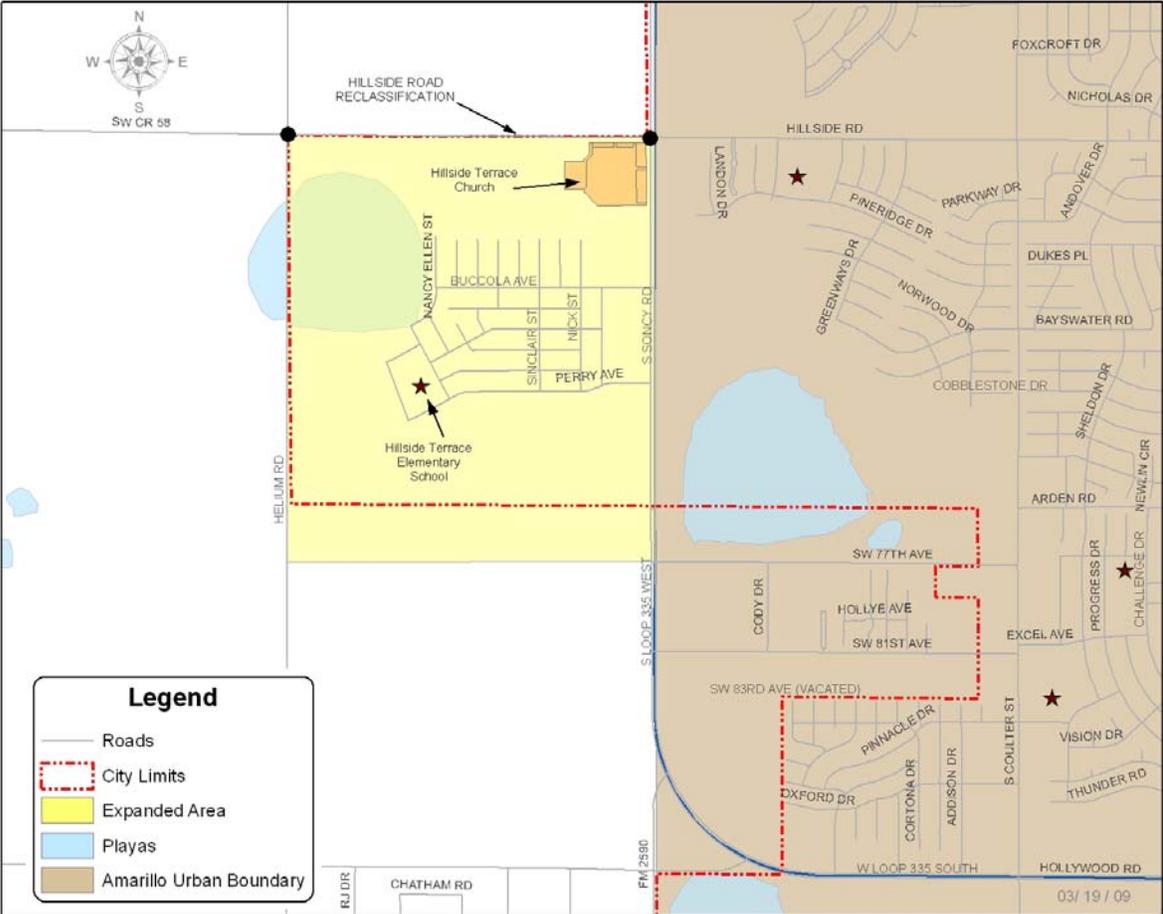
### Amarillo Urban Transportation Study Area Adjustments to the Census 2000 Urban Area Boundary April 16, 2009

Adjustments were made to the Amarillo Census 2000 Urban Area Boundary incorporating an addition to the current Urban Area Boundary. Beginning with the boundary incorporated by the Amarillo Census 2000 Adjusted Urban Area Boundary, the following deviation or addition was made:

- Along the western edge of the southwest quadrant of the Amarillo Census 2000 Adjusted Urban Area Boundary an addition was made by incorporating the area bounded on the north by Hillside Road, on the west by Helium Road, on the south by an extension of SW 77<sup>th</sup> Avenue, and on the east by the existing 2000 Adjusted Urban Area Boundary.

This addition was incorporated to reflect the southwest expansion of the City of Amarillo. Strong residential and commercial development continues in the southwest part of the city. New residential housing developments, both inside and outside the Amarillo city limits, have experienced strong growth in this area. A new elementary school, a large church, and new businesses are located in this area as well.

Some local and collector roads in this area are affected by the adjustments to the Urbanized Area Boundary. Consequently, a change was necessary for the functional classification of a roadway inside the new urban boundary. That change, the reclassification of Hillside Road west of Loop 335 extending to Helium Road as an Urban Minor Arterial, is shown on the map included here.



**Amarillo Metropolitan Planning Organization  
Functional Classification Update  
April 16, 2009**

<b>Facility</b>	<b>Map Sheet</b>	<b>From</b>	<b>To</b>	<b>New FC</b>	<b>Mileage</b>	<b>Old FC</b>	<b>Mileage</b>
Hillside Rd	B2	Loop 335	Helium Rd	Urban Minor Arterial	1.0	Local	1.0



**Amarillo MPO  
Limited English Proficiency Plan**

Amarillo Metropolitan Planning Organization  
**Limited English Proficiency Plan**

April 2009

Amarillo Metropolitan Planning Organization  
PO Box 1971  
Amarillo, Texas 79105

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## **Introduction**

As a recipient of Federal funds, Amarillo Metropolitan Planning Organization has developed and implemented a system by which persons with limited proficiency in English can meaningfully access and gain knowledge of transportation related planning issues; this includes our printed materials, public meetings, and website.

Amarillo MPO completed the “Language Assistance Self-Assessment and Planning Tool for Recipients of Federal Assistance”. The results of this assessment are summarized in the following sections; the complete assessment is included in Appendix A.

## **Part A – Self Assessment**

### **Section I – Demography**

In order to determine which languages, other than English, should be used to disseminate information to our stakeholders, the Amarillo MPO gathered various documents that identified race, ethnicity, primary language, etc. Specific demographic information is included in Appendix B.

The largest non-white group in Amarillo is Hispanic/Latino. Hispanic/Latino make up approximately twenty-six percent of the population of the city. The most recent study reported that less than twenty-two percent speak English and Spanish. No other languages were reported in significant numbers. Census data indicates that just over one percent of the population report speaking English “not well” or “not at all”. Of these, the overwhelming majority – 1% - report that they speak Spanish. In total, the census numbers account for 1,849 individuals in the city.

Based on the evaluation of the demographic information, the Amarillo MPO believes that the principal non-English language spoken with any regularity in the service area is Spanish. Amarillo is not a destination for significant numbers of non-English-speaking tourists, so that is not a factor in determining the need for materials in languages other than English.

As a matter of operational efficiency, and in order to provide exemplary customer service, the City of Amarillo maintains a list of Interpreters (Sign Language, Spanish, Laotian, and Vietnamese) who provide interpreter services free of charge to any person who desires them. The Amarillo MPO maintains availability of bilingual (English, Spanish, Asian and Slavic) employees who assist customers as well.

### **Section II – Frequency of Contact**

In order to ascertain the frequency at which the Amarillo MPO encounters limited English proficiency (LEP) persons, the MPO relies on feedback from Census Data, City of Amarillo Planning Department Information, required data collection for the annual Community Development Block Grant funds, transit drivers, and observation and knowledge of City of Amarillo and Amarillo City Transit (ACT) customers. The MPO is responsible for data collection and records maintenance.

### **Section III – Importance**

The Amarillo MPO does not utilize any activities on a regular basis that could be considered “compulsory”.

### **Section IV – Resources**

The Amarillo MPO Director is responsible for the coordination of language access programs throughout Amarillo MPO’s operations. The contact information is:

Gary Holwick  
Amarillo MPO Director  
806-378-6293  
gary.holwick@ci.amarillo.tx.us

The identified areas where a LEP person is most likely to interact with the Amarillo MPO’s operations are:

1. Public meetings/hearings
2. Information requests
3. Office staff

Should the need arise for language services that Amarillo MPO staff cannot provide, MPO staff is prepared to use the AT&T language line. Appendix C lists the languages that are readily available through language line services. The City of Amarillo employs many persons who provide interpreter services. Appendix E lists the employees and the languages they speak and interpret.

The information that is provided to our customers is not confidential. Documentation, maps, and general information represent the bulk of our communication with the public.

## **Part B – Developing a Language Assistance Plan**

### **Section I – Goals**

In order to provide information to our clients in a manner that is most appropriate and that meets Federal Title VI requirements, Amarillo MPO has established the following goal and objectives for its LEP program.

#### **Goal**

In order to provide information in the way that best meets the needs of our clients, Amarillo MPO will provide information in English, Spanish, and any other languages that may be identified in the future.

#### **Objectives**

- Bi-lingual staff will be available during normal business hours to assist as needed.
- Amarillo MPO will provide bi-lingual employees at all public hearings, public forums, and any other instance where the public is invited to participate.

## Specific Measures

- Amarillo MPO will post signs in the main office and at public meetings to notify citizens that language services are available free of charge. These notices shall be in English and Spanish.
- A similar announcement will be included on maps and any other documents.
- Public service announcements will be included in the public notices to notify the general public of the availability of language services.

## **Section II – Planning**

In providing periodic updates to the transportation related plans and documents, Amarillo MPO will include information on how the needs of LEP persons throughout the planning area may be addressed by the various groups represented by the transportation providers in the region.

All efforts at developing or updating LEP plans will include the following:

- Identification of LEP persons
- The types of language services that the Amarillo MPO will utilize
- Staff training on LEP policies and procedures
- Providing notices to LEP persons

Amarillo MPO will monitor the use of its LEP program and make modifications as necessary.

## **Section III – LAP Evaluation**

In evaluating the efficiency of the language assistance program, Amarillo MPO will address the following:

- Frequency that language services were utilized
- Complaints filed because of language access problems
- Review of demographic data to determine if languages other than Spanish need to be included in Amarillo MPO programs

The program will be evaluated annually and updated as necessary.

# **Appendix A – Language Assistance Self-Assessment and Planning Tool for Recipients of Federal Financial Assistance**

This two-part document is intended to assist organizations that receive Federal financial assistance in their strategic planning efforts to ensure that program goals and objectives address meaningful access for all of the people they serve or encounter, including those who are limited-English proficient. First, this tool will assist recipients in assessing their current other-than-English language services capabilities and planning for the provision of language assistance to Limited English proficient (LEP) individuals they serve or encounter. As recipients may be developing performance measures to assist them in evaluating the effectiveness of their program and program delivery, by using this tool, they will be able to assess that effectiveness relative to individuals who are LEP.

The planning and self-assessment questions in Part A of this document are guided by the requirements of Title VI of the Civil Rights Act of 1964, as amended, and Title VI regulations, as set forth in guidance memoranda from the U.S. Department of Justice (DOJ), Civil Rights Division. (See, e.g., 65 FR 50123 (August 16, 2000), and 67 FR 41466 (June 18, 2002), also available at <http://www.lep.gov>. Part B is intended as a follow-up to Part A, and provides a framework for the development of a Language Assistance Plan (LAP) also in light of general Title VI requirements. <sup>(1)</sup>

## ***INTRODUCTION***

Executive Order 13166

Executive Order No. 13166, "Improving Access to Services for Persons with Limited English Proficiency," <sup>(2)</sup> was created to "... improve access to federally conducted and federally assisted programs and activities for persons who, as a result of national origin, are limited in their English proficiency (LEP)..." President Bush affirmed his commitment to Executive Order 13166 through a memorandum issued on October 25, 2001, by Assistant Attorney General for Civil Rights, Ralph F. Boyd, Jr. Federal agencies were directed to provide guidance and technical assistance to recipients of Federal funds as to how they can provide meaningful access to limited English proficient users of Federal programs. In addition, Federal agencies were told to look at how they served people who were limited in their English proficiency and to see what measures they could take in their direct contacts with LEP individuals that would increase meaningful access. In addition, a Federal Interagency Workgroup on Limited English Proficiency (Workgroup) was formed to coordinate guidance and technical assistance effort throughout the Federal Government in support of EO 13166. One of the Workgroup's first accomplishments was the creation of a Federal web site (<http://www.lep.gov>). The site is a work in progress and is designed to be a one-stop referral shop for recipients, Federal agencies, and communities in the quest for LEP information

and technical assistance. It is through the coordinated efforts of the Workgroup that this planning and self-assessment tool has been created.

## Title VI

The basis for EO 13166 is Section 601 of Title VI of the Civil Rights Act of 1964, 42 U.S.C. 2000d, (hereinafter Title VI), which provides that no person shall "on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." Section 602 authorizes and directs federal agencies that are empowered to extend federal financial assistance to any program or activity "to effectuate the provisions of [section 601] \* \* \* by issuing rules, regulations, or orders of general applicability." 42 U.S.C. 2000d-1.

The Supreme Court, in *Lau v. Nichols*, 414 U.S. 563 (1974), affirmed then Department of Health, Education, and Welfare (HEW) policy (in line with HEW's Title VI regulation which is similar to that of DOJ, 45 CFR 80.3(b)(2)), stating that a recipient's failure to ensure meaningful opportunity to national origin minority, limited-English proficient persons to participate in the Federally funded program violates Title VI and Title VI regulations. In the *Lau* case, a San Francisco school district that had a significant number of non-English speaking students of Chinese origin was required to take reasonable affirmative steps to provide them with a meaningful opportunity to participate in the federally funded education program. The requirement to provide meaningful access under Title VI applies beyond the education context to include all of the programs and activities of all recipients of federal financial assistance.

### **PART A: SELF-ASSESSMENT**

The questions in this part are intended for use by Federal recipients in conducting a self-assessment of their progress in providing language assistance to LEP persons. The questionnaire is divided into four sections and is designed to assist in a balanced assessment of the following four factors: (1) Demography - The number or proportion of LEP persons eligible to be served or likely to be encountered; (2) Frequency of Contact - the frequency with which LEP individuals come in contact with the program and/or activities; (3) Importance - the nature and importance of the program, activity, or service to people's lives; and (4) Resources - the resources available and costs.

## Section I: Demography

The determination to provide language assistance services should include an assessment of the number or proportion of LEP persons from a particular language group served or encountered in the eligible service population. The greater the number or proportion of LEP persons served or encountered, the more likely language services are needed.

According to the 2000 Census, Profile of Selected Social Characteristics, Supplementary Survey Summary (Table QT-02), English is the only language spoken at home by an estimated 82.4 percent (209,860,377) of the population 5 years of age and over (254,746,174). The remaining 17.6 percent (44,885,797) speak a language other than English. Of those U.S. residents 5 years of age and older who speak languages other than English at home, the same Census 2000 Survey estimates that 43.4 percent (19,492,832) speak English "less than very well." For these people-- approximately 7.7 percent of the total population of persons five years of age or older--language can be a barrier to obtaining meaningful access to programs and activities conducted or services or information provided by recipients of Federal financial assistance.

There are a variety of sources for demographic information. As noted immediately above, the Bureau of Census is one potential source. Detailed information about the racial and ethnic populations you serve or might serve, including languages, can also be inferred from Department of Education data. You can link directly to the Bureau of the Census, Department of Education, and other demographic data on <http://www.lep.gov> by selecting the Demographics button.

The following questions are aimed at identifying whom it is you serve. Please note that the term "serve" is used to include not only those who are often considered direct beneficiaries of government programs and activities, but also those individuals with whom law enforcement or other enforcement entities may have encounters, as well as those individuals who are or should be subject to public information missions of recipients. Recipients should also consider LEP parents or guardians when their English proficient or LEP minor children and dependents encounter their programs, activities, or services:

Has your organization developed a demographic profile of the population served or likely to be served by your Federally funded programs and activities?

**YES**  **NO**

### **2006 COA Planning Department Survey**

<b>English only</b>	<b>78%</b>
<b>English and Spanish</b>	<b>22%</b>

By primary language spoken?

**YES**  **NO**

If so, list the language groups and the languages spoken.

- English**
- Spanish**
- Asian and Pacific Island**
- Other**

If not, you can begin your efforts by going to <http://www.lep.gov> .

In addition to the Census and the Department of Education, you can help identify language needs by calling on community-based organizations in your service area.

Is your institution working with any community-based organization(s) that is (are) familiar with the language needs of individuals participating in any of your programs and activities, or to whom you provide services or encounter?

**YES NO**

**The City of Amarillo has a list of Interpreters and Amarillo City Transit always has availability of bilingual employees – that list is available in Attachment E**

If so, describe.

Once your organization has identified general demographic data, which will give you a good overview, you are in a better position to move to the individual level for those people you serve.

## **Section II: Frequency of Contact**

The following questions are designed to help recipients assess the frequency with which LEP individuals are contacted or encountered and the respective language groups. The more frequent the contact with a particular language group, the more likely that enhanced language services in that language are needed. It is also advisable to consider the frequency of different types of language contacts. For example, frequent contacts with Spanish-speaking people who are LEP may require certain assistance in Spanish. Less frequent contact with different language groups may suggest a different and less intensified solution. If a LEP person accesses a program or service on a daily basis, a recipient has greater duties than if the same person's frequency of contact with a recipient's program or activity is unpredictable or infrequent. Notwithstanding, recipients should consider whether appropriate outreach to LEP persons could increase the frequency of contact with LEP language groups.

Does your organization have a process for surveying, collecting and/or recording primary language data for individuals that participate in your programs and activities?

**YES** ~~NO~~

Surveys, data collection for Community Development Block Grant programs, feedback from Amarillo City Transit personnel/drivers, and observation/knowledge of clients.

If so, describe the categories used in the collection of data, where the data resides, and who can access the data.

**The City of Amarillo Planning Department, Census Bureau, and Amarillo MPO collect written data. Contact the Amarillo MPO for information.**

### **Section III: Importance**

Once you have assessed what languages to consider with regard to access, both through an analysis of the demography and frequency of contact, you can then look at the nature and importance of your programs, activities, or services.

As a rule of thumb, the more important the activity, information, service, or program, or the greater the possible consequences of the contact to the LEP individuals, the more likely language services are needed. You should then determine whether denial or delay of access to services or information could have serious implications for the LEP individual.

Do you conduct compulsory activities?

**YES** ~~NO~~

(For example, do you require applications, consent, interviews, or other activities prior to participation in any of your programs and/or activities, in order to obtain some benefit, service, or information, or in order to participate in a higher level program?) Do you conduct involuntary programs or activities (like custodial interrogations, hearings, trials, evictions, etc.) or provide compulsory education or other mandatory programs or activities?

If so, what are they?

In addition to the above, do you conduct programs or activities that have serious consequences, either positive or negative, for a person who participates? (including, but not limited to, for example: health, safety, economic, environmental, educational, law enforcement, housing, food, shelter, protection, rehabilitation, discipline, transportation, etc.).

**YES** ~~NO~~

What are they?

Have you determined the impact on actual and potential beneficiaries of delays in the provision of services or participation in your programs and/or activities (economic, educational, health, safety, housing, ability to assert rights, transportation costs, etc.)?

**YES NO**

If so, what are they?

## **Section IV: Resources**

Once you have reviewed your demographics, frequency of contact, and importance of your programs, activities, or services, a good self-assessment will identify the resources (dollars and personnel) available to ensure the provision of language assistance to LEP persons participating in your programs and/or activities. The level of resources and the costs may have an impact on the nature of the language assistance provided. Smaller recipients with more limited budgets are not expected to provide the same level of language services as larger recipients with large budgets. In addition, "reasonable costs" may become "unreasonable" where the costs substantially exceed the benefits.

Reduction of costs for language services can be accomplished by such options as the use of technology (such as sharing through the internet, telephonic language lines, etc.); the sharing of language assistance materials and services among and between recipients, advocacy groups, and Federal grant agencies; and reasonable business practices. You should carefully explore the most cost-effective means of delivering competent and accurate language services before limiting services due to resource concerns.

Have you identified the resources needed to provide meaningful access for LEP persons?

**YES NO**

Are those resources currently in place?

**YES NO**

Is there a staff member in your organization assigned to coordinate language access activities?

**YES NO**

If so, please identify by name or title, etc.

**Gary Holwick  
MPO Director  
806-378-6293  
gary.holwick@ci.amarillo.tx.us**

Have you identified the points of contact where a LEP person interacts with your organization?

**YES**  **NO**

If so, please describe.

- 1. Public meetings/hearings**
- 2. Information requests**
- 3. Office staff**

Given the identified points of contact, is language assistance available at those points?

**YES**  **NO**

If so, please describe.

**Staff members**

By language spoken, how many employees in your organization fluently speak a language other than English?

**Laotian - 1**

What percent of the total employees in your organization are bilingual and able to competently assist LEP persons in the LEP person's language?

**20%**

Do you utilize employees in your organization as interpreters? (Interpreting is a different skill than being bilingual and able to communicate monolingually in more than one language. Interpretation requires particular skills. For more information, see [www.lep.gov](http://www.lep.gov).)

**YES**  **NO**

Employees within our organization provide interpreter services (circle one):

~~some of the time.~~

**most of the time.**

~~always.~~

~~never.~~

What are the most common uses by your organization of other than employee (outside sources) language interpreter services?

Sign Language Interpreter and we are prepared to use the AT&T Language Line if necessary.

What outside sources for interpreter services do you use?

- \_\_\_\_\_ Contract interpreters
- \_\_\_\_\_ Telephone services
- \_\_\_\_\_ Community-based organizations
- \_\_\_\_\_ Language banks
- \_\_\_\_\_ Other (please specify)

For what languages other than English are outside sources of language interpreters most commonly used?

**N/A**

If so, how?

Although you should not plan to rely on an LEP person's friends, family members, or other informal interpreters to provide meaningful access, are there times when you appropriately allow use of such informal interpreters? (See DOJ LEP Guidance from June 18, 2002, <http://www.lep.gov> )

**YES NO**

If so, under what circumstances?

**The overwhelming majority of information that we provide to our clients/consumers is not confidential. Document and general service information represent the bulk of our communication.**

Are minors used as interpreters?

**YES NO**

If so, under what circumstances and how are issues such as competency, appropriateness, confidentiality, and voluntariness assessed? (See information on use of friends and family members, including minors, in the June 18, 2002 DOJ LEP guidance at [www.lep.gov](http://www.lep.gov)).

If additional resources are needed to ensure meaningful access, have you identified the cost of those resources?

**YES NO**

Are there any limitations in resources (dollars and personnel) that could impact the provision of language assistance services?

YES  NO

**The Amarillo MPO's budget cannot absorb more than the normal "cost of doing business"**

If so, have you explored all options available to you in order to ensure the provision of language assistance services?

YES  NO

**The City of Amarillo - Amarillo MPO already employs significant numbers of bilingual employees.**

For example, if there is a significant LEP population in a single language, you may wish to look at the option of hiring staff who are bilingual, bi-cultural, and knowledgeable in the particular area which you are serving, *i.e.*, healthcare, education, science, etc. If there is a very small language population, you would not necessarily need to hire staff to meet that need; instead, you may wish to contract for that assistance. (See <http://www.lep.gov> for more specific help.)

## ***PART B: DEVELOPING A LANGUAGE ASSISTANCE PLAN***

This section is intended to provide a general overview for the development of a Language Assistance Plan (LAP) for LEP beneficiaries or potential beneficiaries. Each Federal recipient may choose to develop an LAP differently. Regardless of the format selected, careful consideration should be given to whether the LAP is sufficiently detailed to address the answers to the questions set forth in Part A, Self-Assessment.

After completing the four-factor analysis and deciding what language assistance services are appropriate, a recipient should develop an implementation plan to address the identified needs of the LEP populations they serve. Recipients have considerable flexibility in developing this plan. The development and maintenance of a periodically-updated written LAP for use by recipient employees serving the public will likely be the most appropriate and cost-effective means of documenting compliance and providing a framework for the provision of timely and reasonable language assistance. Moreover, such written plans would likely provide additional benefits to a recipient's managers in the areas of training, administration, planning, and budgeting. These benefits should lead most recipients to document in a written LEP plan their language assistance services, and how staff and LEP persons can access those services. Despite these benefits, certain recipients, such as recipients serving very few LEP persons and recipients with very limited resources, may choose not to develop a written LEP plan. However, the absence of a written LEP plan does not obviate the underlying obligation to ensure meaningful access by LEP persons to a recipient's program or activities. Accordingly, in the event that a recipient elects not to

develop a written plan, it should consider alternative ways to articulate in some other reasonable manner a plan for providing meaningful access. Entities having significant contact with LEP persons, such as schools, religious organizations, community groups, and groups working with new immigrants can be very helpful in providing important input into this planning process from the beginning.

Good LAP's should be:

- (1) based on sound planning;
- (2) adequately supported so that implementation has a realistic chance of success; and,
- (3) periodically evaluated and revised, if necessary.

The first topic covered in this part is the establishment of goals in a LAP. The second topic in this part is a brief overview of points that may be considered in developing a comprehensive LAP.

## **Section I: Goals**

The process of developing goals flows from the self-assessment that has been conducted. Goals should reflect your individual circumstances. It is recommended that they be designed based, at least in part, as the result of focused research and benchmarking and on best practices identified by community organizations, other Federal recipients, professional organizations, advocacy groups, and experts in the language assistance field.

The fundamental Title VI requirement is that Federal recipients ensure meaningful access for LEP individuals to the Federal recipient's programs and activities. Therefore, the goals for the provision of language assistance to LEP individuals should relate to a thorough assessment of the target population for each program and activity, the geographical location where the programs and activities will take place, and the expected outcome(s) of the programs and activities.

Generally, goals that are effective indicate:

- \* to whom they apply;
- \* the expected outcome;
- \* when the outcome is expected to materialize; and,
- \* how success will be measured.

Effective goals for the provision of language assistance to LEP individuals address the language as well as the cultural context within which the service is provided. To enhance their language assistance capabilities, you may also choose to have goals in such areas as basic language training for staff, language assistance policy design and implementation, and outreach initiatives for language isolated communities.

## **Section II: Planning**

Many Federal recipients have found that it is useful, when developing or revising a LAP, to establish a committee or work group that includes administrators,

professional and administrative support staff, potential beneficiaries, and members of community organizations. By working with a diverse group that includes stakeholders, you can receive more comprehensive input from those whose support and efforts may be important to the success of your LAP. Inclusive approaches in plan design and development tend to promote overall community awareness and support. In addition, these individuals will be valuable resources to draw upon during plan evaluation and plan improvement activities.

One of the first things to consider in developing a plan is taking the information you have gained in your self-assessment (Part A), with your goals, and converting it into a viable plan or roadmap that helps your organization identify and address gaps, while at the same time moving toward a coordinated and comprehensive approach to meeting the needs of your organization.

Have you developed a comprehensive plan for language assistance to LEP persons? **YES NO**

If not, or if you just want more information to consider in assessing the comprehensiveness of your already existing plan, there are some useful pointers on <http://www.lep.gov>.

Briefly, in designing a comprehensive LAP you should follow the following five steps:

1) Identification of LEP Persons; 2) Language Assistance Measures; 3) Training Staff; 4) Providing Notice to LEP Persons; and, 5) Monitoring and Updating the LAP.

### *1. Identification of LEP Persons*

This first step comprises your consideration of the information obtained from the first two self-assessment factors: the number or proportion of LEP individuals eligible to be served or encountered, and the frequency of encounters. This information identifies LEP persons with whom you have contact.

In refining your assessment of your target LEP population, you can use language identification cards (or "I speak cards"), which invite LEP persons to identify their language needs to your staff. Such cards, for instance, might say, "I speak Spanish" in both Spanish and English, "I speak Vietnamese" in both English and Vietnamese, etc. You can access examples of such cards, at no cost, on the Internet at <http://www.lep.gov>. In addition, when records are kept of past interactions with members of the public, the language of the LEP person can be included as part of the record. In addition, posting notices in commonly encountered languages notifying LEP persons of language assistance will encourage them to self-identify.

## *2. Language Assistance Measures*

In developing an effective LAP, you should also consider including information about the ways language assistance will be provided. For instance, you may want to include information on:

- Types of language services available
- How staff can obtain those services.
- How to respond to LEP callers.
- How to respond to written communications from LEP persons.
- How to respond to LEP individuals who have in-person contact with your staff.

## *3. Training Staff*

It is essential for the members of your organization to know your organization's obligations to provide meaningful access to information and services for LEP persons. It is, therefore, recommended that your LAP plan include training to ensure that:

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

You may want to include this training as part of the orientation for new employees. The more frequent the contact with LEP persons, the greater the need will be for in-depth training. The manner in which the training is provided is within your organization's discretion.

## *4. Providing Notice to LEP Persons*

Once you have decided, based on the four-factor self-assessment in Part A, that provision of language services will be implemented, it is important to let LEP persons know that those services are available and that they are free of charge. You should provide this notice in a language LEP persons will understand. Some ways of accomplishing this objective include:

- Posting signs in intake areas and other entry points.
- Stating in outreach documents (brochures, booklets, outreach and recruitment information) in appropriate languages that language services are available.
- Working with community-based organizations to inform LEP persons of the language assistance available.
- Using a telephone voice mail menu in the most common languages encountered.
- Including notices in local newspapers in languages other than English.
- Providing notices in non-English language radio and television stations about the availability of language assistance services.
- Presentations and/or notices at school and religious organizations.

### 5. Monitoring and Updating the LAP

You 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 provide notice of any changes in services to the LEP public and to employees. In addition, you should consider whether changes in demographics, types of services, or other needs require annual reevaluation of your LAP.

One good way to evaluate your LAP is to seek feedback from the community, and assess potential LAP modifications based on:

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

Exemplary practices and further policies with regard to written LAPs can be found at <http://www.lep.gov>. The following questions are designed to assist in assessing your planning needs.

Does your organization have a written policy on the provision of language interpreter and translator services?

**YES, this plan.**

If so, is a description of this policy made available to the general public?

**YES**

If so, how and when is it made available? **YES, via public notice or upon written request**

In what languages other than English is it made available? **Spanish**

Do you inform your employees of your policies regarding LEP persons?

**YES NO**

If so, how? **Employee meetings, new hire training.**

How often? **At least annually**

Do you inform your subcontractors of your policies regarding LEP persons?

**YES NO**

If so, how? **N/A**

How often? **N/A**

Do you inform your subcontractors of their obligation to provide language assistance to LEP individuals who either participate in their programs and activities and/or to whom services are provided?

~~YES NO~~ **N/A**

If so, how? **N/A**

How often? **N/A**

Do your subcontractors have a written policy on the provision of language interpreter and translator services?

~~YES NO~~ **N/A**

If so, is it distributed to the general public?

~~YES NO~~ **N/A**

If so, when and how is it made available? **N/A**

In what languages other than English is it made available? **N/A**

Are beneficiaries informed that they will be provided interpreting services at no cost?

**YES NO**

How are they informed and at what points of contact? **Via public notice or upon written request**

Do you ensure that your translators and/or interpreters are qualified to provide interpreting services (which is a different skill than being bilingual) and understand any confidentiality requirements?

**YES NO**

If so, how? **Amarillo MPO uses MPO staff and City of Amarillo employees as translators; confidentiality is a job requirement**

Is ability to speak a language other than English a factor in hiring decisions in your organization?

~~YES~~ **NO**

If so, how do you identify which languages are needed? **N/A**

Do you ensure that your bilingual staff are qualified to provide services in another language?

**YES NO**

If so, how?

**Staff members participate in new employee training.**

List the written materials that you provide to the public. **Documentation/Maps**

Do you provide written materials to the public in languages other than English?

**YES  NO  Upon request.**

Is the public notified of the availability of the translated materials?

**YES  NO**

If so, how? **Yes, via public notice.**

List all written materials provided to the public in languages other than English and the languages for which they are available.

**MPO documentation and programs will be produced in Spanish, upon request.**

Are there set criteria for deciding: **N/A**

which materials will be translated?

**MPO programs, documentation, and maps will be produced in Spanish, as requested.**

who will translate the materials?

**Amarillo MPO and/or City of Amarillo staff**

how you will assess competency to translate?

**Ask other persons who can speak and translate to assess competency**

who will provide a second check on the translation?

**Ask other persons who can speak and translate to assess competency**

into which language(s) the materials will be translated?

**Spanish**

Are all translated materials pre-tested before made final?

**YES  NO**

If no, which materials are not pre-tested and why? **N/A**

### Section III: LAP Evaluation

The following information is provided to assist you in identifying methods and approaches for evaluating a LAP. You are encouraged to review your LAP annually and to develop approaches for evaluation that are consistent with your respective LAP designs, individual needs and circumstances. The evaluation process allows for quality feedback into your organization. Also, the evaluation process can be used as a sentinel to detect problems before they grow, and to confirm best practices.

Because Federal law does not prescribe a particular program model or evaluation approach, the approach to, and design of, an effective LAP evaluation will vary for each Federal recipient. The questions set forth below are provided as primers for you to use in developing your own approach.

Do you have and use a tool for collecting data on beneficiary satisfaction with interpreter services?

~~YES~~ **NO**

Have any grievances or complaints been filed because of language access problems?

~~YES~~ **NO**

If so, with whom? **N/A**

Do you monitor the system for collecting data on beneficiary satisfaction and/or grievance/complaint filing?

**YES** ~~NO~~

Are the data used as part of a review by senior management of the effectiveness of your organization's language assistance program implementation?

**YES** ~~NO~~

Do you regularly update your LAP and assess for modifications given changing demographics, or changes or additions to your programs?

**YES** ~~NO~~

Do you obtain feedback from the community?

~~YES~~ **NO**

Generally, organizations measure "success" in terms of whether a plan, when implemented, leads to the achievement of the particular goals the organization has established. If the organization has established no particular goals, it can still be successful if the results are in concert with the organization's desired outcomes. In this case, the desired outcome is the provision of language assistance, when necessary, in order to ensure that LEP persons are able to participate meaningfully in the Federal recipients' programs and activities.

You should modify your LAP if it proves to be unsuccessful after a legitimate trial. As a practical matter, you may not be able to comply with this Title VI requirement unless you periodically evaluate your LAP.

*The Interagency Working Group on LEP welcomes and encourages your comments regarding this tool. Modifications will be made, if appropriate, based on the experiences of recipients and others using this tool. To provide written comments, please write:*

The Interagency Working Group on LEP  
C/O Coordination and Review Section - NYA  
Civil Rights Division  
Department of Justice  
950 Pennsylvania Ave., NW  
Washington, DC 20530

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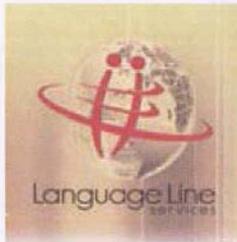
<sup>2</sup> 65 Fed. Reg. 50121 (August 16, 2000), signed by President William Clinton on August 11, 2000.

## Appendix B – Summary of Demographic Information

From <http://quickfacts.census.gov> (2006 estimate)

<b>People QuickFacts</b>	<b>Amarillo</b>	<b>Texas</b>
Population, 2006 estimate	185,525	23,507,783
<a href="http://quickfacts.census.gov/qfd/meta/long_304166.htm">http://quickfacts.census.gov/qfd/meta/long_304166.htm</a> Population, percent change, April 1, 2000 to July 1, 2006	6.9%	12.7%
<a href="http://quickfacts.census.gov/qfd/meta/long_68166.htm">http://quickfacts.census.gov/qfd/meta/long_68166.htm</a> Population, 2000	173,627	20,851,820
<a href="http://quickfacts.census.gov/qfd/meta/long_68168.htm">http://quickfacts.census.gov/qfd/meta/long_68168.htm</a> Population, percent change, 1990 to 2000	10.0%	22.8%
<a href="http://quickfacts.census.gov/qfd/meta/long_71055.htm">http://quickfacts.census.gov/qfd/meta/long_71055.htm</a> Persons under 5 years old, percent, 2000	8.0%	7.8%
<a href="http://quickfacts.census.gov/qfd/meta/long_68170.htm">http://quickfacts.census.gov/qfd/meta/long_68170.htm</a> Persons under 18 years old, percent, 2000	27.9%	28.2%
<a href="http://quickfacts.census.gov/qfd/meta/long_71057.htm">http://quickfacts.census.gov/qfd/meta/long_71057.htm</a> Persons 65 years old and over, percent, 2000	12.6%	9.9%
<a href="http://quickfacts.census.gov/qfd/meta/long_71065.htm">http://quickfacts.census.gov/qfd/meta/long_71065.htm</a> Female persons, percent, 2000	52.0%	50.4%
<a href="http://quickfacts.census.gov/qfd/meta/long_68172.htm">http://quickfacts.census.gov/qfd/meta/long_68172.htm</a> White persons, percent, 2000 (a)	77.5%	71.0%
<a href="http://quickfacts.census.gov/qfd/meta/long_68176.htm">http://quickfacts.census.gov/qfd/meta/long_68176.htm</a> Black or African American persons, percent, 2000 (a)	6.0%	11.5%
<a href="http://quickfacts.census.gov/qfd/meta/long_68178.htm">http://quickfacts.census.gov/qfd/meta/long_68178.htm</a> American Indian and Alaska Native persons, percent, 2000 (a)	0.8%	0.6%
<a href="http://quickfacts.census.gov/qfd/meta/long_68180.htm">http://quickfacts.census.gov/qfd/meta/long_68180.htm</a> Asian persons, percent, 2000 (a)	2.1%	2.7%
<a href="http://quickfacts.census.gov/qfd/meta/long_68182.htm">http://quickfacts.census.gov/qfd/meta/long_68182.htm</a> Native Hawaiian and Other Pacific Islander, percent, 2000 (a)	Z	0.1%
<a href="http://quickfacts.census.gov/qfd/meta/long_68184.htm">http://quickfacts.census.gov/qfd/meta/long_68184.htm</a> Persons reporting some other race, percent, 2000 (a)	11.3%	11.7%
<a href="http://quickfacts.census.gov/qfd/meta/long_68186.htm">http://quickfacts.census.gov/qfd/meta/long_68186.htm</a> Persons reporting two or more races, percent, 2000	2.3%	2.5%
<a href="http://quickfacts.census.gov/qfd/meta/long_68188.htm">http://quickfacts.census.gov/qfd/meta/long_68188.htm</a> Persons of Hispanic or Latino origin, percent, 2000	21.9%	32.0%
<a href="http://quickfacts.census.gov/qfd/meta/long_101623.htm">http://quickfacts.census.gov/qfd/meta/long_101623.htm</a> Living in same house in 1995 and 2000, pct 5 yrs old & over	49.3%	49.6%
<a href="http://quickfacts.census.gov/qfd/meta/long_101614.htm">http://quickfacts.census.gov/qfd/meta/long_101614.htm</a> Foreign born persons, percent, 2000	7.3%	13.9%
<a href="http://quickfacts.census.gov/qfd/meta/long_101621.htm">http://quickfacts.census.gov/qfd/meta/long_101621.htm</a> Language other than English spoken at home, pct age 5+, 2000	18.9%	31.2%
<a href="http://quickfacts.census.gov/qfd/meta/long_101610.htm">http://quickfacts.census.gov/qfd/meta/long_101610.htm</a> High school graduates, percent of persons age 25+, 2000	79.3%	75.7%
<a href="http://quickfacts.census.gov/qfd/meta/long_101612.htm">http://quickfacts.census.gov/qfd/meta/long_101612.htm</a> Bachelor's degree or higher, pct of persons age 25+, 2000	20.5%	23.2%
<a href="http://quickfacts.census.gov/qfd/meta/long_101626.htm">http://quickfacts.census.gov/qfd/meta/long_101626.htm</a> Mean travel time to work (minutes), workers age 16+, 2000	17.4	25.4

## Appendix C – Language Line Information



Afrikaans	Flemish	Lakota	Romanian
Akan	French	Laotian	Russian
Albanian	French Canadian	Latvian	Samoan
Algerian	Fukienese	Lebanese	Serbian
Amharic	Fula	Lingala	Shanghainese
American Sign Language	Fulani	Lithuanian	Shona
Anuak	Fuzhou	Luganda	Sicilian
Arabic	Ga	Lusoga	Sinhalese
Armenian	Gaelic	Luxembourgeois	Sindhi
Ashanti	Georgian	Maay	Slovak
Assyrian	German	Macedonian	Slovenian
Azerbaijani	Gorani	Malagasy	Somali
Badini	Greek	Malay	Sorani
Bajuni	Gujarati	Malayalam	Spanish
Bambara	Haitian Creole	Maltese	Sri Lankan
Basque	Hakka	Mandarin	Swahili
Behdini	Hakka – China	Mandingo	Swedish
Belorussian	Hakka - Taiwan	Mandinka	Sylheti
Bengali	Hausa	Mankon	Szechuan
Berber	Hebrew	Marshallese	Tagalog
Bosnian	Hindi	Mien	Taiwanese
Bulgarian	Hmong	Mina	Tamil
Burmese	Hungarian	Mirpuri	Telugu
Cantonese	Ibanag	Mixteco	Thai
Catalan	Ibo	Moldovan	Tibetan
Chaldean	Icelandic	Mongolian	Tigre
Chaochow	Igbo	Navajo	Tigrinya
Chamorro	Ilocano	Ndebele	Toishanese
Chavacano	Indonesian	Neapolitan	Tongan
Chuukese	Italian	Nepali	Tshiluba
Creole	Jakartanese	Nigerian Pidgin English	Turkish
Croatian	Japanese	Norwegian	Twi
Czech	Javanese	Nuer	Ukrainian
Dakota	Karen	Oromo	Urdu
Danish	Kashmiri	Papiamento	Vietnamese
Dari	Khmer (Cambodian)	Pashto	Visayan
Dinka	Kinyarwanda	Patois	Welsh
Dutch	Kirundi	Persian	Wolof
Eritrean	Korean	Pidgin English	Yiddish
Estonian	Kosovan	Polish	Yoruba
Ewe	Kreo	Portuguese	Yupik
Farsi	Krio	Portuguese Creole	
Fijian Hindi	Kurdish	Pothwari	
Finish	Kurmanji	Punjabi	

These 173 languages represent approximately 98.6% of all customer requests from the 6,809 languages spoken in the world today. We monitor our language requests continuously, adding or deleting languages based upon customer needs.

**Appendix D – Signage**

**Amarillo MPO offers free language translation services to all our non-English speaking clients.**

**Call 378-6293**

**Amarillo MPO ofrece servicios de traducción de idiomas a todos los no-clientes de habla Inglés.**

**Habla Este Numero 378-6293**

## Appendix E - Interpreters

### Sign Language

Shawna Hammonds	Utility Billing	378-6251
Jennifer Ledbetter	Planning	378-6290 (basic info)
Ricky Harris	SW Library	359-2094

### Laotian

Donna Makkhavane	Community Relations	378-3549
Tony Luangraj	MPO Planning Tech	378-6863

### Spanish

Maria Carbajal	Utility Billing	378-3079
David Sanchez	Utility Billing	378-4271
Cris Valverde	Planning	378-4223 (basic info)
Rosanna Sota	Risk Management	378-9300
Maria Gibbs	Risk Management	378-9310 (avail 24/7)
Ivonne Padilla	Accounting	378-6209 (City Hall only)
Juan Gonzalez	Engineering	378-6001
Gerardo Camorlinga	Central Library	378-4245
Pat Mullin	Central Library	378-3089
Gilbert Zamarripa	Central Library	378-4245
Iran Dimas	N Library	381-7931
Jessica Ortiz	N Library	381-7931
Rosie Escobedo	NW Library	359-2035
Steve Barrera	Fire	359-2089
Juan Calvo	Solid Waste	378-6873
Victor Cardenas	Parks & Recreation	378-6932
Caroline Morales	Police	378-9434
Gloria Carlile	Police – Purchasing	378-9482
Lupe Quinonez	Purchasing	378-4214
Raymond Chavez	Animal Control	378-6033
Rose Marie Lomeli	Animal Control	378-6033
Marissa Torres	Building Safety	378-4237
JR Romero	Building Safety	378-6263
Marcus Ovalle	Transit	378-6858
Raymond Fajardo	Transit	378-6858
JD Lopez	Traffic Engineering	378-6803
Juliana Rodriguez	Municipal Court	378-6230

### Vietnamese

Yume Tao	Finance	378-4217
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