



**CANBY  
AREA  
TRANSIT**

**2025  
Civil Rights Program  
Title VI, Limited English Proficiency Plan**

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## Introduction

Title VI of the Civil Rights Act of 1964 prohibits discrimination on the basis of race, color, or national origin in any program or activity that receives federal financial assistance. This law is applicable to a wide range of federally funded programs, including transportation services. The Federal Transit Administration (FTA) is responsible for enforcing Title VI regulations and investigating any complaints of discrimination. As a recipient of federal funds, Canby Area Transit (CAT) is committed to complying with Title VI regulations and ensuring that its transit services are accessible to all members of the community. To demonstrate its commitment, CAT has developed a comprehensive program plan outlining its efforts to provide equitable access to transit services.

Title VI also mandates recipients of federal funds to offer language assistance services to those with Limited English Proficiency (LEP). This requirement extends to transportation services, necessitating that transit agencies offer interpretation and translation services and translated materials. CAT has developed a Language Assistance Plan to comply with Title VI regulations, promoting equity and inclusivity in its transit services.

This program plan is a reflection of CAT's commitment to non-discrimination and its dedication to providing safe and accessible transit services to all individuals, regardless of their race, color, or national origin.

## Signed Policy Statement

A policy statement signed by the Transit Director assuring Canby Area Transit's compliance with Title VI of the Civil Rights Act of 1964, can be found as *Appendix A*.

## Notification to the Public of CAT's Title VI obligations

Canby Area Transit (CAT) publicizes its Title VI program by posting its commitment to providing services without regard to race, color, or national origin in all buses, in the triosk at the Canby Transit Center, at CAT offices, and at CAT Hall.

Furthermore, CAT provides information regarding Title VI obligations on the website (<https://www.canbyoregon.gov/area-transit/page/canby-area-transit-title-vi-policy>) and in customer brochures.

The posters, website, and brochures provide information in English and Spanish:

- A statement that the CAT operates programs without regard to race, color, and national origin; and
- A statement encouraging anyone to contact CAT with questions or comments about CAT's non-discrimination policies or to file a complaint.

General Information/ Comments/ Complaints:

Email: [cat@canbyoregon.gov](mailto:cat@canbyoregon.gov)

Phone: 503-266-4022

Website: <https://www.canbyoregon.gov/area-transit/page/contact-us>

## Title VI Complaint Procedures

Canby Area Transit (CAT) has a standard process for investigating all complaints filed. Members of the public may file a signed, written complaint up to one hundred and eighty (180) days from the date of the alleged discrimination. Full procedures for filing a complaint, complaint form and CAT procedures for investigating complaints can be found as *Appendix B*.

At minimum, the complaint should include the following information:

- Name, mailing address, and how to contact complainant (i.e., telephone number, email address, etc.)
- How, When, Where and Why complainant alleges he/she was discriminated against. Include the location, names and contact information or any witness.
- Other significant information.

The complaint may be filed in writing with Canby Area Transit at the following address:

Canby Area Transit  
Attn: Transit Director  
195 S. Hazel Dell Way  
Suite C  
Canby, OR 97013

## Record of Title VI Investigations, Complaints, or Lawsuits

Canby Area Transit has had no Title VI complaints, investigations, or lawsuits filed against it in the past three (3) years.

## Public Participation Plan

Canby Area Transit has developed a Framework for Inclusive Engagement (Appendix C) to guide their outreach and involvement efforts across various projects goal of promoting diversity, equity, inclusion and encouraging participation by all members of the community. The framework includes a six-step process for public decision-making, which aims to engage stakeholders early and throughout a decision-making process, building trust and confidence in the process. The six-step process for public decision-making is as follows:

- Step 1.** Define the problem and identify desired outcome for a planning project
- Step 2.** Determine criteria and measures for the desired outcomes
- Step 3.** Brainstorm alternative solutions to the problem
- Step 4.** Evaluate alternatives using the agreed upon criteria
- Step 5.** Consider tradeoffs between alternatives
- Step 6.** Develop recommendations to the decision makers

The framework also emphasizes the importance of engaging historically underrepresented stakeholders to ensure inclusive decision-making and provides potential actions for overcoming barriers to engagement. It also describes the importance of investing resources into meaningful engagement by identifying key audiences, relevant strategies for public outreach and engagement (i.e., public meetings,

workshops, focus groups, open houses, social and community events, etc.), and measuring the success of these efforts to produce effective community outcomes.

## **Summary of Public Participation Efforts**

Over the last three-year period, CAT conducted the following public outreach and involvement activities:

- Conducted table booth events at the local Bridging Cultures Lunch in the Park events. (Spring/Summer 2022 through 2024)
- Fixed Route (99X & Canby Loop) survey for service needs (2023)
- Holiday Light Tour of Canby, Open to Public to Ride the Bus and Learn about Transit (December 2022, 2023 & 2024)
- Halloween Trick or Treat in Downtown Canby (October 2022, 2023 & 2024)
- Transit Open House for Transit Master Plan (September 2024)
- Three Surveys for Transit Master Plan Update (2024)
- First Thursday Events in Downtown Canby (2023 & 2024)
- Canby High School Community Partners Fair (August 2024)
- Canby Big Night Out (August 2024)
- Health and Harvest Fair at Hope Village (October 2023)
- Housing Resource Fair at Canby Adult Center (May 2024)
- Fourth of July Parade (July 2022, 2023 & 2024)
- Transit Advisory Committee Meetings

## **CAT Limited English Proficiency Outreach Plan**

A full copy of CAT's outreach plan for individuals with limited English proficiency can be found in Appendix D. Key Elements of the plan include:

- Spanish speaking translators available upon request;
- Route and schedule brochures available in both English and Spanish;
- Transit surveys conducted by CAT available in Spanish;
- Public meetings with translators available upon request;
- Multiple-language translators are available to anyone contacting CAT by phone using Certified Languages;
- Rider alerts and other notifications printed in both English and Spanish; and
- Information on CAT's website automatically translated into multiple languages.

## **Title VI – Compliance Officer & Limited English Proficiency Plan (LEP) Coordinator**

CAT's Transit Director will serve as the overall Title VI Compliance Officer. The Compliance Officer is responsible for ensuring that CAT meets its obligations under Title VI of the Civil Rights Act of 1964.

CAT's Operations Manager will serve as CAT's Title VI Limited English Proficiency (LEP) Plan Coordinator.

The LEP Coordinator will ensure that CAT satisfies the intent of the LEP Plan by making information available to LEP individuals, offering ways for them to participate in CAT’s public participation efforts and ensuring the process is in place for direct input and feedback.

## **Representation/Membership of Boards and Committees**

The Transit Advisory Committee meets at least six times per year. Regular meetings are on the fourth Thursday in January, March, May, July, and September and on the third Thursday in November at 6:00 PM in the City of Canby Council Chambers or other designated meeting space. Meetings are open to the public. All meetings allow members and public to join in person or via Zoom.

The committee shall be specifically responsible for, but not limited to the following:

- Developing and assessing, on an ongoing basis, the transportation needs of the citizens of Canby.
- Acting in an advisory capacity to the Transit Director in the coordination of transit services.
- Promoting and educating the public regarding acceptance and usage of the transit system.
- Promoting and educating the public regarding special problems associated with the use of the transit system by youth, elderly and disabled citizens.

## **Subrecipients**

CAT has no subrecipients.

## **Facilities Siting and Construction**

CAT has not sited, located or constructed any facility requiring an equity analysis since the last Title VI program was approved.

## **Overview of CAT Service Standards and Policies**

Canby Area Transit has updated the CAT Service Standards and Policies document in January 2025. This is included as *Appendix E*.

## Appendix A: Policy Statement



**CANBY  
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### **Canby Area Transit**

#### **Title VI Non-Discrimination Policy Statement**

January 2<sup>nd</sup>, 2025

Title VI of the Civil Rights Act of 1964 states:

“No person in the United States shall, on the grounds of race, color, or national origin be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.”

Canby Area Transit (CAT) is committed to complying with the requirements of Title VI in all of its programs and activities.

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## **Appendix B: Discrimination Complaint Procedure**

### **CAT's Discrimination Complaint Procedure**

1. Title VI of the Civil Rights Act of 1964 states 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 subjected to discrimination under any program or activity receiving Federal financial assistance. Any person who believes that he or she, has been subjected to discrimination prohibited by Title VI of the Civil Rights Act of 1964, may file a complaint with Canby Area Transit (CAT). A complaint may also be filed by a representative on behalf of such person. All complaints will be referred to the CAT Transit Director for review and action.
2. In order to have the complaint considered under this procedure, the complainant must file the complaint no later than 180 days after:
  - a. The date of alleged act of discrimination; or
  - b. Where there has been a continuing course of conduct, the date on which that conduct was discontinued.

In either case, CAT may extend the time for filing or waive the time limit in the interest of justice, as long CAT specifies in writing the reason for so doing.

3. Complaints shall be in writing and shall be signed by the complainant and/or the complainant's representative. Complaints shall set forth as fully possible the facts and circumstances surrounding the alleged discrimination. In the event the person makes a verbal complaint of discrimination to an employee of CAT, the person shall be interviewed by the CAT Transit Director. If necessary, the CAT Transit Director will assist the person in reducing the complaint to writing and submit the written version of the complaint to the person for signature. The complaint shall then be handled according to the CAT investigative procedures.
4. Within 10 days, the CAT Transit Director will acknowledge receipt of the allegation, inform the complainant of action taken or proposed action to process the allegation, and advise the complainant of other avenues of redress available, such as Oregon Department of Transportation (ODOT) and United States Department of Transportation (USDOT).
5. The recipient will advise ODOT and/or USDOT within 10 days of receipt of the allegations. Generally, the following information will be included in every notification to ODOT and/or USDOT:
  - a. Name, Address, and Phone Number of the complainant.
  - b. Name(s), Address(es) of alleged discriminating official(s).
  - c. Basis of complaint (i.e., race, color, or national origin).
  - d. Date of alleged discriminatory act(s).
  - e. Date of complaint received by the recipient.
  - f. A statement of the complaint.
  - g. Other agencies (Local, State, or Federal) where the complaint has been filed.
  - h. An explanation of the actions CAT has taken or proposed to resolve the issue of the complaint.



6. Within 60 days, CAT's Transit Director will conduct an investigation of the allegation and based on the information obtained, will render a recommendation for action in a report of findings. The complaint will be resolved by informal means whenever possible. Such informal attempts and their results will be summarized in the report of findings.
7. Within 90 days of receipt of the complaint, CAT's Transit Director will notify the complainant in writing of the final decision reached, including the proposed disposition of the matter. The notification will advise the complainant of his/her appeal rights with ODOT, or USDOT, if they are dissatisfied with the final decision rendered by CAT. CAT's Transit Director will also provide ODOT and/or USDOT with a copy of this decision and summary of findings upon completion of the investigation.
8. Contacts for the different Title VI administrative jurisdictions are as follows:

Oregon Department of Transportation  
Attn: ODOT Equity and Civil Rights  
355 Capitol Street NE, MS11  
Salem, OR 97301-3871

Federal Transit Administration Office of Civil Rights  
Attn: Title VI Program Coordinator  
East Building, 5<sup>th</sup> Floor – TCR  
1200 New Jersey Ave, SE  
Washington, DC 20590

# Appendix C: Public Engagement Plan Framework

## Canby Area Transit Framework for Inclusive Engagement

Original: January 2<sup>nd</sup>, 2025

### Purpose

Canby Area Transit is committed to engaging residents, businesses, property owners, and other stakeholders in planning and decision making that impacts them. This includes planning, policy, and project decisions related to land use, housing, parks and recreation, transportation, and other community issues. CAT is also committed to increasing and supporting the involvement of historically underrepresented community members through consistent, fair, and accessible public engagement activities that encourage participation by all members of the community.

This framework was developed to provide a foundation on which CAT outreach and involvement efforts can be based across a variety of projects to substantially increase diversity, equity, and inclusion in decisions by bringing meaningful engagement to all members of the community. The approach outlined here brings the community into the process early and is designed to engage them collaboratively to define the issues to be addressed and to develop potential solutions and recommendations. Inclusive engagement is fundamentally different from traditional public outreach as it engages interested parties directly in the decision-making process, rather than asking for feedback on decisions the CAT is making or has already made.

Inclusive engagement brings in community members with a broad range of perspectives, experiences, needs and preferences to be active participants at each step of decision making, from defining the problem or issues, to defining a successful outcome, generating and evaluating potential solutions, and advancing recommendations. It encourages all members of the community to work with the CAT to develop plans, projects, policies and other actions that represent the diversity of interests and needs.

### Benefits of Engaging the Public

Broad community involvement in CAT decisions provides a number of significant benefits:

*Legitimacy and increased support for plans and projects.* With the substantive engagement of affected communities, developed actions will reflect legitimacy, community support, and equitable outcomes. Legitimacy builds trust, political will, and ownership for effective implementation.

*Improved community/government relations.* Community engagement can build trust between diverse stakeholders and help improve the quality of difficult discussions about racial disparities, economic conditions, and community development needs. By creating a multifaceted process built upon relationship building, trust, respect, and affirmation of community knowledge and power, more effective ways of dealing with differences will emerge.

*Deeper understanding of the issues.* CAT initiatives will be stronger with the input of the people potentially affected by the decisions and actions. Plans, projects, policies and initiatives will benefit by significant engagement of residents and organizations that have knowledge of the existing challenges and opportunities, and experience to create solutions to these challenges.

*Increase in community capacity.* A meaningful engagement strategy will improve the capacity for problem solving. Engagement builds stronger networks across racial, ethnic, generational, gender, and socioeconomic divides, an essential component to achieving equitable outcomes and leveraging additional resources.

*Reduced long-term costs.* Plans, projects and policies that are supported by the community can generally be funded and implemented faster than those that experience resistance. Additional costs associated with redesign, extended negotiations, or even litigation can result from lack of community consensus. While conflicts may arise during planning (especially when there is a history of failed projects or unrealized promises), the community engagement process creates an environment of positive communication where creative and inclusive solutions can be found to resolve conflicts.

*Democracy in action.* Community engagement is, in many ways, a microcosm of our American democratic system of government. It is one of the best ways community residents can connect to and shape local and regional decision-making processes.

## **Principles for Effective Outreach**

Community engagement should take a comprehensive approach, creating practices and institutionalized mechanisms that share power and vest decision-making control in all members of the community, including historically overlooked and marginalized groups and individuals. When utilized for the purpose of increasing community power and agency for problem solving, community engagement is guided by a few key principles:

- Honor the wisdom, voice, and experience of the community
- Involve diverse and representative community interests
- Treat participants with integrity and respect
- Be transparent about the process, motives and power dynamics
- Share decision making and initiative leadership
- Engage in continuous reflection and willingness to change course

Transformative engagement can be the difference between a successful initiative and one that falls well short of its potential. It enables highly technical or routine projects and processes to produce real, tangible and lasting benefits for communities. To be transformative and achieve CAT's objective of being inclusive, engagement should be:

- Collaborative – work together with the community to generate ideas and develop solutions
- Outcome-driven – focus on solving a problem
- Inclusive – involve stakeholders in defining the problem, the desired outcome, and the

process for decision making

- Fair – clearly define decision-making process
- Trackable – document all input and decisions
- Accessible – make meetings and information accessible for all

## **How to Use the Framework**

The framework provided here offers general guidance for effective public decision making and engagement. It includes a six-step process that guides the focus of public engagement at each step of the process. It is intended to be a flexible, principle-driven process that can be easily followed by CAT and the public to track the decisions and focus of each step, creating a fair and transparent process. This requires documentation of all input and decisions at each step of the process to allow the community to track how their perspectives are considered and addressed. The framework can be used as the foundation for designing public outreach for all CAT activities that include public outreach or engagement component. The process is flexible and adaptable to the complexity and timeframes of different types of policy, planning, and project initiatives.

## **Questions to Consider**

In applying the framework to our public initiative, it may be helpful to consider the following questions to set the context for the public outreach design:

- What would a successful public engagement effort look like for this initiative?
- Is CAT starting from a relatively blank slate to understand the full set of needs or is it focused on specific solutions or constraints?
- What is the timeline and decision-making structure that will drive the process?
- What is your understanding of the community landscape? Who is affected? Which community groups or other stakeholders can help engage the most affected community members? Consider individuals and groups that have been historically underrepresented in community engagement.
- What are the core questions and tradeoffs associated with the project? What are the most important questions and tradeoffs stakeholders and decision makers must consider? Are there segments of the community that will be particularly interested in those questions?

## **Designing the Process**

### **Establish Goals for Community Engagement**

It is important to be clear about why you are doing public engagement to ensure that the public outreach effort is designed to meet your intended outcome. The purpose can range from providing information to the public, to obtaining input on a project or decision, to involving the community in decisions. It is always better to look to a more inclusive approach if you are unsure how much interest or controversy there is around a decision. Starting with more outreach and then backing off if the level of interest is not there is better than starting

with an information campaign and being met with community resistance or controversy; such an approach does not engender trust in the process.

Establishing goals for engagement is not focused on a solution, it is focused on what the public process brings to developing a solution. The goal of community engagement is to provide opportunities for the public to gain information, provide input, and influence the outcome at whatever level necessary to support the final recommendation. Understanding the nature of the decisions being made, the opportunities to enhance decisions through community dialogue, and awareness of the challenges and community concerns are essential to designing an effective engagement process.

## Framework for Engagement

The framework outlined below is easily adapted to a wide variety of applications to provide a structure for public engagement on a wide basis. Consistency in the approach allows the community to recognize the steps of the process and how their participation will be used in CAT's decision making. This builds trust and confidence in the process and encourages broad public involvement.

### Key Steps, Strategies, and Considerations

The steps outlined here are general in nature and can be adapted to meet the complexity and context of any decision. They are designed to make the process transparent and understandable to all interested parties, focus on developing a fair process that reflects community values from a broad range of interests, facilitate creative problem solving, and engage the community in weighing tradeoffs and values. The framework for engaging the community in a fair and transparent decision-making process is developed around the six steps for public decision making, shown in *Table 1*.

**Table 1: Steps for Public Decision Making**

<b>Step 1</b>	Define the problem and identify the desired outcome for the project or initiative
<b>Step 2</b>	Determine criteria and measures for the desired outcomes
<b>Step 3</b>	Brainstorm potential solutions to the problem
<b>Step 4</b>	Evaluate the alternatives using the agreed upon criteria
<b>Step 5</b>	Consider tradeoffs among alternatives
<b>Step 6</b>	Develop recommendations for the decision makers

The framework is designed to engage stakeholders early and allow them to participate throughout the process. It is built on a proactive approach that involves the community as active partners, rather than simply being asked to react to generated solutions. It is important to document and report back to the community the perspectives, ideas, and input they bring at each step of the process, and to show how these are used to define the problem, develop the evaluation criteria, generate ideas or solutions, evaluate potential solutions, and develop recommendations.

### **Step 1: Define the problem and identify the desired outcome for the project or initiative**

The first step of any process is to define the problem to be addressed. For most planning and policy decisions, it is important for CAT to explore a problem through the broader lens of public engagement. Gaining the perspective of directly and potentially affected parties adds depth and dimension to the problem definition. What may seem like a problem for CAT staff may have unseen benefits to the community. Similarly, information gathered by CAT about an issue may not include challenges obvious to those who live and work in or with the issue. By mutually defining a problem, CAT is better prepared to develop solutions that are supported by the community and those directly affected by them.

Similarly, a mutually defined desired outcome is important to knowing what is important to the community in developing a plan or project that all parties can support. Answering the question: This project/plan will be a success if...? helps to frame community values and desired outcomes. It also provides the basis for developing an evaluation process in Step 2. It is important to discern between interests and solutions when exploring desired outcomes, and to redirect suggested solutions to a discussion about what they achieve or deliver. For example, in a planning effort someone might say that a new park is the desired outcome. The underlying interest may be a place for children to play or friends to gather or the creation of green space or aesthetics. Teasing out the underlying interests creates an opportunity to achieve an outcome without limiting it to a single solution.

### **Step 2: Determine criteria and measures for the desired outcomes**

Mutually defining the desired outcome(s) in Step 1 provides the foundation for developing criteria and measures for comparing and selecting alternative solutions or ideas. It is important to design and gain endorsement for an evaluation process that reflects community values before brainstorming potential solutions. This demonstrates CAT's commitment to a fair and transparent process and a way to track and evaluate what is most important to the community.

The purpose of the evaluation process is to provide a structure for comparing options across values. It is not intended to numerically rank each option or alternative; rather, it is designed to provide information on the tradeoffs across several key values and criteria. The evaluation process is a tool for understanding the tradeoffs and looking for a balance the community can support. What might be a disadvantage to one person or group may be an advantage to another. Through this process all interested parties have an opportunity to share their perspective and look for ways to find mutually beneficial solutions.

### **Step 3: Brainstorm potential solutions to the problem**

The process of brainstorming potential solutions is generally the most fun part of a decision process and one stakeholders want to jump into from the beginning of the process. In many cases, CAT has identified a range of options before going to the public in a planning process. It is important to complete Steps 1 and 2 before getting into potential solutions to provide an opportunity for potential solutions to evolve out of a broader perspective based on the desired

outcomes and community values identified in Step 1. Brainstorming should be as creative as possible and not be incumbered by discussion of why things will or will not work. On plans or projects where CAT is looking for public input and involvement, the structure of this activity would be as inclusive and interactive as possible.

If CAT has made decisions or commitments, or there are parameters or limitations to what is to be considered, those should be shared. If there are examples from other plans, projects, or communities CAT would like to present to generate ideas or get feedback, those can also be shared to stimulate discussion. There are several techniques for engaging the community in the brainstorming phase. These include workshops, charrettes, online interactive activities, interactive displays in public areas, surveys, and others. As with other activities, the more interactive the better with opportunities for the community to share and hear a wide range of perspectives and interests. After the initial brainstorming, CAT develops alternative solutions for evaluation.

These can include any ideas CAT has and should include the ideas generated by the public brainstorming process. They should also be distinctive from each other to test alternatives against different criteria and values. Ideas should be tracked and mapped to alternatives so the public can easily see how their ideas were incorporated into alternatives. If some ideas are not viable or realistic and cannot be used, they should also be documented with the rationale for not moving them into an alternative.

#### **Step 4: Evaluate the alternatives using the agreed upon criteria**

In Step 4, alternatives are evaluated in the pre-established evaluation process. For more complex projects, this may need to be a multistep process, or ideas may need to be combined into packages of improvements that can be added to different alternatives. For most decisions, a range of three to five alternatives can be evaluated to provide a comparison between them. Criteria may be quantitative or qualitative, as designed in Step 2. The purpose of this step is to provide enough information about how each alternative addresses the values and criteria, and to share the evaluation results in a clear way. The easiest way to provide these results for comparison is in a matrix or table that allows the public and decision makers to see and compare how well each alternative meets the desired outcomes.

#### **Step 5: Consider tradeoffs among alternatives**

Step 5 shares the evaluation of the alternatives to open discussion and understanding of how different options impact desired outcomes. It helps the community see where ideas are mutually exclusive or contradictory and how they may positively or negatively affect interest groups or stakeholders. The goal of this step is not to rank or vote on an alternative, it is to use what it learned through discussions of tradeoffs to guide the selection of a preferred alternative, either one of the evaluated alternatives or one that evolves out of the community dialogue. If this step leads to the development of one or more new alternatives, Steps 4 and 5 are repeated to identify community preferences and determine a preferred alternative.

## **Step 6: Develop recommendations for the decision makers**

The preferred alternative will be the basis for a recommendation to the decision makers. CAT's interests and limitations should be included in Steps 1 through 5 to ensure that they are considered throughout the process. Recommendations should document the process the CAT followed to develop the recommended alternatives, including the activities for involving the community, a summary of each step of the process, and any unresolved issues or challenges. If the process was followed and community criteria were addressed, the recommendation should meet the CAT's desired outcomes and limitations.

### **Modular and Flexible**

Each of the steps is critical to a fair and transparent decision process; however, the time needed for each step and the number of meetings or activities devoted to each step should be adapted to the nature and complexity of the project or decision. For example, if the problem is well understood and agreed upon by all stakeholders, Step 1 can be a quick review and confirmation of the problem definition and desired outcomes, accomplished in the same meeting as developing the evaluation criteria and measures. For more complex and potentially controversial projects, several outreach activities and discussions may be needed to develop consensus on the problem definition and desired outcomes. Process design should consider the appropriate and reasonable number of meetings and activities needed to move the process forward in a way that keeps stakeholders engaged and does not feel like it is missing any of the key steps. Process design should include a timeline that shows the steps and activities, allowing the community to see how long the process will take and when key milestones of decision making are anticipated.

Every public action needs to consider the appropriate level of engagement and document all activities to engage the public, including any constraints and limitations on engagement. It may not be realistic to implement an inclusive engagement process for CAT's initiative due to budget, timing, legislative requirements, or staffing constraints. Each action by CAT should include engagement considerations and document constraints and activities.

### **In-person and Virtual Community Engagement**

Community engagement should be structured to encourage the sharing of perspectives across interest groups and individuals. In-person events are easily structured to encourage dialogue and conversation. Where in-person meetings are not feasible or appropriate, efforts should be made to create virtual environments that are as interactive as possible to encourage the community to share and understand a broad range of perspectives. It is important to provide interpretation services as needed to reduce language barriers and support communication between stakeholders.

There are times when virtual meetings, or a combination of virtual and in-person meetings provide greater flexibility to working families with children, who have limited time, transportation, or child care. Virtual meetings were also essential to continue public engagement during the COVID-19 pandemic, providing a safe option for participation.



Whether in-person or virtual, forums should be structured to encourage interaction between community members and groups. Formal presentations by agency and subject experts should be minimized and opportunities to share ideas and perspectives should be maximized.

### **Identifying Key Stakeholders and Audiences**

Effective community engagement is broad and deep. It allows all potentially interested or affected parties to be involved at the level appropriate to their interest. It should create a broad network to identify stakeholders and meet the full range of levels of interest. Some residents or businesses may want to be kept informed while others have a vested interest in the outcome and want to influence the decisions that are made. It is important to understand the range of audiences, stakeholders, and interested and affected parties to develop outreach activities that meet their needs.

Some of the critical considerations for identifying and engaging stakeholders include:

- What level of interest does the general community have in this policy, plan or project, and how does that vary across different groups?
- What groups or individuals are potentially affected by the development of this policy, plan, or project?
- How can we engage the most affected community members from the beginning?
- What is the CAT asking of participants in the public process (e.g. time, input, resources, expertise, etc.) and is it clear to the participants what they are being asked to provide?

### **Considerations for Engaging Underrepresented Stakeholders**

Engaging traditionally marginalized communities in decision-making processes is critical to realizing the full and authentic potential of sustainability and prosperity in the local community. Public participation processes that are perfunctory and superficial do not include opportunities to share stories, access community assets and knowledge, or include all community members and organizations in shaping the agenda, the process, and the ultimate decisions. To be truly inclusive, CAT must treat all members of the community as an asset and understand that community-based organizations bring important capacities and relationships that CAT can leverage to produce more effective community outcomes. However, not all underrepresented members of the community are part of an organization. It is important to identify and engage all potentially interested or affected parties during outreach design and throughout the process. One way to do that is to continually ask, “who are we missing, who else should be involved,” in the early public meetings and as new issues arise.

CAT’s Transit Advisory Committee (TAC) serves to connect CAT to the diverse perspectives and lived experiences of its people. The committee advocates for equitable access and opportunity for every community member. It identifies barriers to participation and inclusion, and pursues programs, policies, partnerships and ideas that remove those barriers. CAT projects, plans or other actions should engage the TAC in identifying potentially affected, historically underrepresented parties and stakeholders as part of developing an inclusive engagement strategy and activities.

It is essential to build bridges to underrepresented groups by creating a safe space conducive to sharing experiences, ideas, and preferences. Overcoming cultural and language challenges that may limit engagement should be a priority in the design and implementation of public outreach and engagement. This can be done through identifying and working with community ambassadors or advocates to directly address obstacles to participation. Clearly defining the purpose of involvement and how community involvement will be used to shape decisions is important.

It may be necessary to engage intermediaries to facilitate the inclusion of traditionally underrepresented parties. Intermediaries can help bridge the gap between the groups who trust them and other stakeholders. They can also support coalition building and information sharing between experts and partners to reach underrepresented communities. If groups are not represented and intermediaries cannot be identified, CAT staff should acknowledge and document the perspectives which are not represented in the conversation and the process.

It is important to work directly with historically underrepresented groups to learn the best ways to reach them and identify what circumstances or accommodations would make them more comfortable in engaging. This may include finding points of influence in different groups and asking them for strategies for engagement. Implementing this approach will require CAT officials invest their time in the process and appreciate that meaningful community engagement requires commitment to the principles outlined in this framework.

The following groups, communities, and organizations should be considered in developing an engagement approach that includes historically underrepresented groups:

- Bridging Cultures Canby
- Canby Center
- Department of Human Services
- Transit Advisory Committee

Some barriers to engaging traditionally underrepresented stakeholders and potential actions for overcoming the barriers are provided in *Table 2* below.

**Table 2: Barriers and Actions**

Barrier	Potential Action
<b>Participant Resources</b>	
Time needed to participate	Offer a variety of times and amount of time required. Streamline the process. Offer incentives to participate
Ability to travel to meetings	Locate activities close to underrepresented communities, near bus service, and provide or subsidize transportation to meetings. Provide a hybrid model for online and in person engagement.
Childcare	Provide onsite childcare and activities to engage youth in the project.
<b>Limited knowledge of, or access to technology</b>	
Internet access	Provide computer and internet access at public facilities.

Comfort with online platforms	Simplify access and provide support. Provide training on different platforms through the school Family Empowerment Center or County fund for technology training and access for seniors.
<b>Lack of trust in government</b>	
Past experiences with government	Document the range of past negative experiences and actively address concerns.
Fairness of the process	Clearly define the process and maintain transparency.
Fairness of the process	Hold meetings in safe environments (schools, churches, neighborhood meeting places).
<b>Language</b>	Provide translation services and community liaisons. Use a variety of media – spoken, written, graphical – to overcome language barriers. Include information on how to request translation services in a variety of languages. Identify languages in targeted areas to include languages besides English and Spanish.
<b>Cultural</b>	Make accommodations for cultural and religious holidays and norms. Include members of diverse groups as information resources at events (familiar faces). Consider differences in government processes from countries of origin for immigrants
<b>Barrier</b>	<b>Potential Action</b>
<b>Cultural (Continued)</b>	and provide support for understanding differences (e.g., citizens academy).
<b>Physical</b>	Provide accommodations for varying physical abilities and limitations. Check facilities in person for accessibility prior to scheduling meetings or events there.
<b>Lack of project awareness</b>	Provide information across a wide range of media, formal and informal, including traditional media, printed mailings and social media. Post notices in parks, libraries, schools, CAT buses, apartment complexes, senior housing. Use radio and word of mouth in targeted communities.
<b>Power differentials and dynamics</b>	Assess, document, and address full range of potential power dynamics related to the initiative. Reach out and personally invite underrepresented individuals and groups. Meeting facilitators should be aware of power differentials and ensure participants are given an opportunity and made comfortable to speak up.

### Questions to Consider

In developing an outreach strategy and identifying tools, consider the following questions:

- How does the overall demographic makeup of those who are engaged in the public process compared to the overall makeup of CAT?
- Who is underrepresented and how does the proposed policy, plan, or project

potentially affect them?

- Are there historic and current power imbalances that should be considered in the design of the public engagement process to be inclusive?
- Who are the key organizational partners and intermediaries? Are specific community leaders, business associations, or activists engaged? Are these partners aware of and actively addressing historic inequities?
- What background information will historically underrepresented groups need to participate effectively? How will that information be prepared and delivered?
- Are there power dynamics based on historic, financial, political, or other advantages that may impact an individual's or group's ability to influence decision making?

### **Actions to Overcome Barriers**

The following are general principles to guide CAT's actions to overcome barriers to inclusive public engagement:

- Create welcoming, safe environments by asking the underrepresented communities how this can be achieved
- Design a process that is friendly to working families
- Go to the community (work places, public gatherings, social events and schools)
- Be transparent and open throughout the process by engaging the community in how CAT can build trust in the engagement processes
- Explain how public engagement is used in decision making
- Be accessible and responsive
- Use a variety of low-tech/high touch and high-tech opportunities to participate
- Provide information through a wide range of media
- Build community connections for ongoing engagement
- Provide language translation services for all potentially affected parties

### **Strategies for Outreach and Engagement**

This section discusses a range of strategies for public outreach and engagement. In addition to the tools described below, CAT should consider the capacity of staff and the community to engage in an effective outreach effort. Outreach and engagement activities should be included in the scope of work for all CAT's initiatives to ensure that it is a formal part of the process and adequate resources are available for effective engagement.

From CAT's perspective, the following questions should be considered in designing and implementing a public outreach process:

- Does CAT have the resources to design and facilitate an effective public process?
- Does the staff have the appropriate training and skillset to engage a diverse set of community members in the decision-making process?
- Does the staff need trainings on racial disparities, equitable practices, and other topics to help understand and respond to what they are hearing from community groups?
- Does the staff represent and/or have a history of working with the community groups that need to be included in the process?

An honest assessment of these questions at the outset can prepare CAT for challenges and allow additional resources and capabilities to be brought into the process from the beginning.

Similarly, CAT should consider the community's capacity to engage effectively in a process. If the issues are complex or historically underrepresented groups with little experience engaging in public processes are involved, there may be a need to support them. CAT should consider:

What kinds of training or materials will community members need to engage in the decision-making process comfortably and meaningfully?

How will the materials and information be delivered in a way that ensures accessibility for a diverse range of community groups?

Are translation services or other communication support needed to engage a broader community?

### **Menu of Outreach Activities**

The following is a list of public outreach activities that can be used to inform, solicit input, or engage the public. The list is not exhaustive and is provided as examples of ways to engage or share information with the public. There is a general description of each and discussion of how and when they are applicable. A summary table of the application of each tool is shown in *Table 3*. In selecting tools for public outreach, it is important to consider the average age or digital literacy of targeted groups and potential barriers of each tool to engaging historically underrepresented groups.

### **Public Meetings**

Public meetings can be used to provide information, solicit input, and engage the public depending on how they are structured. They can vary in the size and formality of the meeting. Meetings that are intended to engage the public in a dialogue and sharing of ideas and perspectives should minimize presentations by CAT (talking at the public) and maximize opportunities for interaction (dialogue, brainstorming, breakout groups – listening to the public). Specific types of public meetings are discussed below. Each brings a different focus or structure to enhance interaction with the community.

### **Workshops**

Workshops are a particular type of public meeting used to encourage collaboration between CAT and the community. They are generally focused on terms of their scope and structured to allow cooperative problem solving. Workshops can be designed using a wide variety of interactive formats:

- breakout group
- stations focused on specific issues or aspects of a plan or project
- tabletop exercises
- brainstorming sessions

- presentations and videos
- community-driven dialogues
- and others

The main purpose of workshops is for CAT and the community to work together and to share ideas and perspectives.

### **Focus/Community Interest Groups**

Focus groups or interest groups are smaller public meetings focused on a specific issue, interest, or stakeholder group. These groups can be formed to engage a specific or diverse set of interests throughout a planning process or can be formed ad hoc as issues arise that need input and involvement by targeted groups. Focus groups can also be used to engage traditionally underrepresented stakeholders to ensure that their interests are included in the process.

### **Charettes**

Charettes bring together CAT officials, planners, designers, and public stakeholders in a collaborative working meeting to address planning and design issues. Charettes may be time intensive, bringing stakeholders together to solve problems over one or more days. These can be held as key steps in the process to support the problem definition or the development and revision of potential solutions.

### **Visioning Workshop**

Visioning or future search workshops are useful in identifying community values and preferences. They should include a broad range of interests and disciplines in support of strategic planning or policy development. These workshops allow participants to share what is important to them, what they want to change, and what they want to build on in the future.

### **Open Houses**

Open houses are one of the least structured public meeting options. They allow the public to drop-in and interact at their level of interest. Open houses should provide information about a policy, plan, or project; include opportunities for the public to ask questions and give input on what is presented; and allow participants to interact with CAT officials involved in the process. Open houses should provide a variety of ways for gaining and documenting input through comment forms or recorders to capture comments. Information is provided through displays and handouts, with opportunities to discuss issues directly with CAT officials involved in the policy, plan, or project development.

### **Social/Community Events**

Information about CAT initiatives can be brought to social and community events to provide information about policies, plans, or projects CAT is working on. Information displays at community events increase the visibility of the initiative and allow interested citizens to learn

about the effort, talk to CAT staff, provide input, and follow-up by accessing online information or getting involved in community engagement activities. Targeting a variety and diversity of events, CAT staff can inform and potentially engage interested parties that are not traditionally engaged in policy and planning activities.

### **Websites**

Websites specific to CAT initiatives can provide 24/7 access to information. This includes surveys, route information, upcoming community events, and information about services.

### **Surveys**

Surveys are a tool for sharing information with, and gaining input from, the public. They can be conducted in-person, by phone, online, and by mail. Surveys can be included in other activities such as community events, open houses, project websites, or newsletters. Surveys are most helpful when there is a need to gain input on what is important to the community. Surveys should be short, focused, and easy to complete. They should be designed to collect input rather than as a voting tool and should include opportunities for comments or open-ended questions. Use paper surveys as well as electronic surveys to reach those who are not comfortable with or do not have access to technology.

### **Mailings**

Mailings can be targeted or in general to provide information on a project or invite participation in public engagement activities. Targeting mailings about a policy, plan, or project can be used to reach groups that may have a specific potential interest, those who may need additional encouragement to participate, or those who do not have internet access or have language limitations. Developing targeted mailings in Spanish or other languages and mailing lists of those who are unlikely to receive emails or visit websites is important to reaching those who are traditionally underrepresented. The information used in mailings can also be used as flyers and posted in libraries, schools, parks, CAT buses, and senior housing.

### **Emails**

CAT staff has a public email address that can be used to respond to requests. Requests include providing updates on CAT activities, policies, plans, and projects. Email can be used to notify the public of outreach activities and linked to project websites.

### **Newsletters**

Newsletters can be electronic and delivered through email and websites, or printed and mailed or distributed at public meetings, community events, or public venues such as libraries and recreation centers.

## Social Media

Social media provides a format for quick updates and information about events and key milestones in a public process. It can be used to augment other information sources and direct readers to more comprehensive sources such as project websites. Social media is a good way to reach younger community members.

## News Articles

Articles in the Herald Pioneer newspaper and in Canby Community Magazine can help disseminate information about policies, plans, and projects that are newsworthy. Media releases should be coordinated through the CAT's Director.

## YouTube

YouTube provides an opportunity to share information through live and recorded videos of committee meetings. This information is easily accessed on the City of Canby's YouTube channel 24/7 and can be more engaging than a static website. Links to process-specific videos should be included on the project website and in other information pieces.

**Table 3: Application of Outreach Tools Activity**

Activity	Information	Input	Engagement
Public Meetings	✓	✓	✓
Workshops	✓	✓	✓
Focus/Community Interest Groups	✓	✓	✓
Charettes	✓	✓	✓
Visioning Workshop	✓	✓	✓
Open Houses	✓	✓	✓
Social/Community Events	✓	✓	
Websites	✓	✓	
Surveys	✓	✓	
Mailings	✓		
Emails	✓		
Newsletters	✓		
Social Media	✓		
News Articles	✓		
YouTube	✓		

Public hearings are not included in this list. Although a formal public hearing may be a required final step to adopt or approve a policy or plan, public hearings should not be considered a tool for public engagement. By working collaboratively throughout the process, CAT should be able to address public concerns in developing a final policy or plan. This should lead to final recommendations that are accepted or supported by the community. There should be no surprises by the time a policy or plan gets to final approval or adoption. Time should be provided during the hearing for public comment for interested parties to express their



concerns or support; however, if issues are raised that were not addressed during the public process, the process itself was not as robust as it needed to be.

## **Measure Success**

After each public outreach or engagement process, it is important to assess effectiveness and document what worked, what could have worked better, what did not work, and why. This information can be used to improve the outreach framework and future outreach efforts. Some of the questions to consider in determining how successful the public outreach process was include:

- Did CAT officials learn new information about the needs or priorities of the community, particularly from segments of the community that have historically been excluded from, or marginalized in, government decision making?
- Did community participants learn about the constraints CAT staff face, such as limited resource or legal barriers, the unintended consequences of certain policies, or conflicting community needs?
- Were the organizations, participants, and CAT officials involved able to explore new and creative solutions through dialogue, listening, and learning from each other?
- Are there concrete ways that the community involvement influenced the final strategy?
- Did CAT explain why some community recommendations or requests were not included?
- Did participants, especially those from low-income communities of color and other vulnerable or disinvested communities, build political power and gain more access to government decision makers that they can leverage for influencing future processes or decisions?
- Was the recommended policy, plan, or project adopted and implemented?

# Appendix D: Limited-English Proficiency (LEP) Plan

## CANBY AREA TRANSIT LIMITED ENGLISH PROFICIENCY (LEP) PLAN January 2<sup>nd</sup>, 2025

CANBY AREA TRANSIT  
LIMITED ENGLISH PROFICIENCY (LEP) PLAN  
Original Plan: January 2<sup>nd</sup>, 2025

CAT is required to take responsible steps to ensure meaningful access to the benefits, services, information and other important portions of our programs and activities of individuals who have Limited English Proficiency (LEP). CAT consulted the USDOT's LEP Guidance and performed a four-factor analysis of contact with the public to determine the appropriate mix of LEP services to offer.

### Four Factor Analysis:

#### **1. The number or proportion of LEP persons in the service area.**

Data was gathered from the following sources to identify information on persons who speak languages other than English at home, who speak English less than very well and are therefore classified as limited English proficient or "LEP":

- a. Census Bureau's 2023 American Community Survey 5-Year Estimates (Table 1).
- b. Department of Labor LEP Special Tabulation website.

According to the 2023 American Community Survey (ACS) Estimates, the highest percentage of total population 5 years of age and over that spoke a language other than English at home in Canby, Oregon, is Spanish speakers.

The data shows that out of the total population aged 5 years and over, 14.7% spoke a language other than English at home, with 12.6% speaking Spanish.

The number of Spanish speakers has decreased from 36% in the 2010 Census to 10% in the 2020 ACS estimates.

Additionally, the number of people in the Limited English Proficiency (LEP) population who speak English "less than very well" is estimated to have gone up from 57.9% to 58.3% of that group. The Linguistically Isolated Households (households in which no one 17 and over speaks English "very well" or speaks English only) in Canby are Asian-Pacific Island and Spanish languages, which make up approximately 11% and 43% of Linguistically Isolated Households, respectively.

#### **2. The frequency with which LEP individuals who come into contact with CAT service.**

CAT serves LEP persons daily via our buses, demand response services, and community events. Therefore, communication with any change is very important. CAT has a translation system in place for customer service phone lines.

#### **3. The nature and importance of service provided by CAT.**

CAT provides important transit services to Canby through its fixed route and paratransit. CAT serves the transit needs of the City of Canby and provides critical regional links to two other providers: South Clackamas Transportation District (Molalla) and SMART (Wilsonville)

through the CAT's transit hub the Canby Transit Center.

CAT links to other transit agencies through the hubs at the Oregon City Transit Center: (TriMet (Portland Metro) and Clackamas County Connects. In Woodburn at the Bi-Mart stop CAT connects with: Woodburn Transit and Cherriots (Salem).

**4. The resources available to the recipient of the federal funds to assure meaningful access to the service by LEP persons.**

CAT has been providing information in Spanish such as surveys, bus routes, schedules and fares, public service announcements and general information on the buses and website. In addition, CAT has provided interpreters at public meetings and has a translator system in place for the customer service phone when requested. The CAT website includes a Google Translator tool, which translates all pages on the website into more than 80 languages.

**Table 1. Canby Language Proficiency Data**

Summary of ACS Estimates	Estimate	Percent	Margin of Error (+/-)
<b>Population Age 5+ Years by Ability to Speak English</b>			
Total	17,164	100%	±206
- Speak only English	14,635	85.3%	±557
- Non-English at Home	2,529	14.7%	±532
- Speak English "very well"	1,536	60.7%	±377
- Speak English "less than very well"	993	5.8%	±319
<b>Linguistically Isolated Households</b>			
Total	105	100%	±97
- Speak Spanish	105	100%	±97
- Speak Other Indo-European Languages	0	0%	±21
- Speak Other Asian-Pacific Island Languages	0	0%	±21
- Speak Other Languages	0	0%	±21
<b>Population by Language Spoken at Home</b>			
Total	6,831	100%	±284
- English	5,814	85.1%	±381
- Spanish	814	11.9%	±216
- French, Haitian, or Cajun	8	.11%	±15
- German or other West Germanic	15	.22%	±22
- Russian, Polish, or other Slavic	10	.14%	±15
- Other Indo-European	35	.51%	±30
- Korean	0	0.0%	±21
- Chinese (incl. Mandarin and Cantonese)	10	.14%	±16
- Vietnamese	56	.82%	±40
- Tagalong (Incl. Filipino)	26	.38%	±30
- Other Asian and Pacific Island	29	.42%	±29

- Arabic	0	0.0%	±21
- Other and unspecified	14	.20%	±24
Total Non-English	1,017	14.9%	(X)

### Implementation Plan:

Based on the four-factor analysis, CAT recognizes the need to continue providing language services in the area. A review of CAT's relevant programs, activities and services that are being offered or will be offered by the CAT as of January 2025 include:

- Spanish speaking representatives are available upon request.
- Route and Schedule brochures are available in English and Spanish.
- Route and schedule information are available into Spanish on the website.
  - CAT can provide route and schedule information in over 30 other languages upon request.
- CAT brochures are available in Spanish with information.
- Annual transit surveys conducted by CAT are available in Spanish.

CAT's continues outreach and have yielded a list of community organizations that provide service to populations with limited English proficiency. The following list of community organizations and schools in the area have been contacted to assist in gathering information and see what services are most frequently sought by the LEP population:

Canby High School	Bridging Cultures of Canby
Baker Prairie Middle School	The Canby Center
Ackerman School (Transitions Program)	Canby City Hall
Canby Public Library	

All CAT buses are stocked with comment cards in both Spanish and English. Passengers may submit a comment, question, or complaint and request that someone contact them in Spanish or English so they may have full and effective access to CAT services and programs. A copy of the comment card can be found as *Appendix F*.

CAT will continue to contact the community organizations that serve LEP persons, as well LEP persons themselves, and perform four-factor analysis every three years to identify what, if any, additional information or activities might better improve CAT services to assure nondiscriminatory service to LEP persons. CAT will then evaluate the projected financial and personnel needed to provide the requested services and assess which of these can be provided cost-effectively.

## Appendix E: Title VI Standards and Policies

### TITLE VI STANDARDS AND POLICIES

Pursuant to requirements set forth in the Federal Transit Administration's (FTA) Circular 4702.1B, CAT must establish and monitor its performance under quantitative Service Standards and qualitative Service Policies. The service standards contained herein are used to develop and maintain efficient and effective fixed-route transit service.

### FTA Title VI Standards and Policies

The FTA requires all fixed-route transit providers of public transportation to develop quantitative standards and qualitative policies for the indicators below:

- Vehicle Load Standard;
- Vehicle Headway Standard;
- On-time Performance Standard;
- Service Availability Standard;
- Vehicle Assignment Policy; and
- Transit Amenities Policy.

### (VEHICLE) PASSENGER LOAD FACTOR

Standards for passenger capacity are used to determine if a bus is overcrowded. The chart below shows the Maximum Safe Capacity of each type of bus in revenue service, both seated and standing. The Maximum Load Factor is the ratio between seated and standing capacity.

**Standard:** CAT's standard for all routes for Maximum Load Factor is 1.5.

**Measure:** Vehicle load issues will be measured through customer complaints, driver feedback and supervisor on-board reviews.

### VEHICLE HEADWAY

Vehicle headway is the measurement of the frequency of service and is the scheduled time between two trips traveling in the same direction on the same route at a given location.

**Standard:** Target headways for route frequency are set in each Transit Master Plan update.

**Measure:** Any changes to a route schedule (such as increases or decreases to headways) that affect 25% or more of the daily vehicle trips on the route will go through a Title VI service equity analysis. This will ensure that the benefits and burdens of the change are distributed equitably among the minority/disadvantaged populations and non-minority/non-disadvantaged populations that CAT serves.

## ON-TIME PERFORMANCE

On-time performance is a measure of trips completed as scheduled.

**Standard:** CAT has set a standard that at least 90% of all trips will be on time at major timepoints. A bus is considered “on time” at a timepoint if it departs within 0-5 minutes of the schedule, “late” if it departs more than 5 minutes after the scheduled departure time, and “early” if it departs before the scheduled departure time for that timepoint.

**Measure:** Schedule adherence will be measured through computer software that is connected to an AVL on each vehicle. The software provides on-time performance data regularly throughout each day. Ride checks, field checks, and trip checks will be performed periodically to ensure the computer program maintains accuracy.

Note that CAT does not control the speed or reliability of the roads, and therefore has only partial control over whether this standard can be met. In the face of poor road reliability, CAT can write slower bus schedules to reflect slower or less reliable bus routes, and this will improve on-time performance.

## SERVICE AVAILABILITY

Service availability (a.k.a. service access) is a general measure of the distribution of routes within the CAT service area.

**Standard:** CAT’s goal is to provide fixed route transit within  $\frac{3}{4}$  mile of the City of Canby Urban Growth Boundary.

**Measure:** Transit access is determined by mapping all active bus stops within the system and then calculating the residential population (based on the most recent available Census data) within  $\frac{1}{2}$  mile on the walking network of those stops. Additional insights can be gained by analyzing the percent of residents near services of different qualities, and the percent of minority or low-income residents near services.

Note that CAT does not control where new residences are built, nor whether they are built on well-connected through-streets that support transit operations or walking. CAT therefore has only partial control over whether this standard is met.

## VEHICLE ASSIGNMENT POLICY

Vehicle assignment refers to the process by which transit vehicles are placed into service on routes throughout CAT system.

**Standard:** Vehicles are rotated throughout the CAT system, with newer vehicles serving all areas of the system. Specific vehicles are assigned to routes only when required by operating conditions (e.g., in cases where a smaller bus is required to provide service on narrower streets;

or a larger bus is required for additional seating capacity.

**Measure:** Daily assignments of vehicles are reviewed to ensure that the most equitable distribution is made.

### **DISTRIBUTION OF TRANSIT AMENITIES**

Distribution of Transit Amenities is a general measure of the distribution of transit amenities (items of comfort, convenience and safety) available to the general riding public. Although some amenities are provided by developers in new growth areas, CAT will use boarding and alighting as the primary criteria for determining amenity level and placement when public funds are used.

#### **Standard:**

- Bus stop signs: CAT ensures that bus stops are easily identifiable, safe, and accessible places to wait for the bus.
- Seating: Seats are considered to be added to bus stops where the number of daily riders is 6 per day or more, or where riders with special needs wait for the bus, and where there is available space for the seat.
- Shelters: The minimum threshold for CAT to consider shelter placement is an average of 10 or more boardings per weekday. The standard for provision of a shelter is 16 boardings per day or more, at which level CAT will evaluate placing a shelter and will endeavor to do so within the limits imposed by the available space. A seat bench is included with all shelters.

**Measure:** Annually, CAT reviews ridership levels per route and per bus stop to make decisions on how limited resources should be spent.

## Appendix F: Comment/Complaint Cards



Canby Area Transit  
email: [cat@canbyoregon.gov](mailto:cat@canbyoregon.gov)  
503-266-4022 (option 0)



Please share your opinions about CAT.  
Por favor comparte tus opiniones sobre CAT.

		Yes	No	Don't know
Are your:	Trips timely?			
	Drivers courteous?			
Was your ride:	Comfortable?			
	Scheduled properly?			
Were you dropped off:	On time?			
	At a safe spot?			

  

		Sí	No	No sé
Son sus:	¿viajes puntuales?			
	¿choferes amables?			
Estuvo su viaje:	¿cómodo?			
	¿programado apropiadamente?			
Usted fue dejado:	¿a tiempo?			
	¿en un lugar seguro?			

Completed forms can be submitted by dropping them in the fare box. If you prefer, you may also mail or email them to us. If you have any questions or concerns please call us.

*Los formularios completados pueden enviarse colocándolos en el buzón de tarifas. Si lo prefiere, también puede enviarnoslos por correo común o por correo electrónico. Cualquier pregunta o preocupación que tenga, por favor llámenos.*

Comments/Comentarios:

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(Optional) Name

Phone # (Or address)

Opcional) Nombre

# de teléfono (dirección)

---



---



---



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CANBY AREA TRANSIT  
195 S. Hazel Dell Way  
CANBY OR 97013



Customer  
Comments  
Comentarios de  
Clientes

CONTACT:

email: [cat@canbyoregon.gov](mailto:cat@canbyoregon.gov)

503-266-4022 (option 0)

(Opción 0)

Correo electrónico:

[cat@canbyoregon.gov](mailto:cat@canbyoregon.gov)

Comments/Comentarios:

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