

# Limited English Proficiency Plan

Community Outreach Program  
Marketing Department  
June 2026



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## **Introduction**

Most individuals in the United States read, write, speak, and understand English. However, there are many individuals whose primary language is not English. Individuals who do not speak English as their primary language and who have a limited ability to read, write, speak, or understand English can be limited English proficient, or “LEP.” This language barrier may prevent individuals from accessing services and benefits.

There are two pieces of legislation that provide the foundation for the development of a LEP plan: Title VI of the Civil Rights Act of 1964, and Executive Order 13166. In some circumstances, failure to ensure that LEP persons can effectively participate in federally assisted programs may constitute discrimination based on national origin under Title VI. In order to comply with Title VI, agencies should take reasonable actions for competent language assistance. Executive Order 13166 clarifies requirements for LEP persons under Title VI. The Executive Order requires the agency to examine the services it provides and to develop and implement a system by which LEP persons can meaningfully access those services.

This plan outlines five key areas of an effective LEP strategy: Identifying LEP individuals who need language assistance, primarily through Census data; Language assistance measures, including written and oral language services, and responding to LEP persons on the telephone, in writing and in person; Training staff, including coach operators, Customer Satisfaction representatives and management employees; Providing notice to LEP persons through both oral and written communications; and monitoring and updating the LEP plan through a variety of means.

## **Four Factor Analysis**

The U. S. Department of Transportation (USDOT) issued its Policy Guidance Concerning Recipient’s Responsibilities to Limited English Proficient (LEP) Persons [Federal Register: December 14, 2005 (Volume 70, Number 239)]. This policy states that DOT recipients are required to take reasonable steps to ensure meaningful access to programs by LEP persons. This coverage extends to the recipient’s entire program. There are four factors for agencies to consider when assessing language needs and determining what steps they should take to ensure access for LEP persons: 1) The number or proportion of LEP persons eligible to be served or likely to be encountered by a program, activity or service of the recipient; 2) The frequency with which LEP individuals come in contact with the program; 3) The nature and importance of the program, activity or service provided by the recipient to people’s lives; and 4) The resources available to the recipient and costs. A brief description of the self-assessment undertaken in each of these areas follows.

### ***Factor 1: The number or proportion of LEP persons eligible to be served or likely to be encountered by a program, activity or service.***

Based on Languages Spoken At Home for the Population 5 Years and Over (Universe: Population 5 Years and Over) from table C16001 in the American Community Survey 5-year, 2019-2023 using Census Tracts. (Appendix A) Stats estimated by geospatial intersection. The study determined the major language groups in Pima County/Tucson, AZ Metro Area besides English are Spanish, Indo-European, Chinese (incl. Mandarin, Cantonese) and Arabic languages and other. The numbers of LEP persons in Tucson are shown in the table below, categorized by the language they speak at home (U.S. Census Bureau, ACS 5-Year Estimate (2019-2023) [Table C1600].

Table 1: Languages Spoken at Home for Populations - American Community Survey 5 Year Estimates (2019 - 2023) Table C1600

Languages	Speak English "very well"	Percentage of Total	Speak English less than "very well"	Percentage of Total	Total	Percentage of Total
English	356,652	100.00%	-	-	356,652	69.28%
Spanish	94,032	71.46%	37,563	28.54%	131,595	25.56%
French, Haitian, or Cajun:	1,396	76.54%	428	23.46%	1,824	0.35%
German or other West Germanic languages:	1,239	90.11%	136	9.89%	1,375	0.27%
Russian, Polish, or other Slavic languages:	1,254	61.41%	788	38.59%	2,042	0.40%
Other Indo-European languages:	3,052	79.09%	807	20.91%	3,859	0.75%
Korean	946	63.07%	554	36.93%	1,500	0.29%
Chinese (incl. Mandarin, Cantonese)	1,669	53.10%	1,474	46.90%	3,143	0.61%
Vietnamese	947	54.49%	791	45.51%	1,738	0.34%
Tagalog (incl. Filipino)	1,369	74.81%	461	25.19%	1,830	0.36%
Other Asian and Pacific Island languages	1,740	62.41%	1,048	37.59%	2,788	0.54%
Arabic	1,394	58.35%	995	41.65%	2,389	0.46%
Other and unspecified languages	2,808	68.96%	1,264	31.04%	4,072	0.79%

As can be seen from Table 1, 356,652 (69.28%) are considered LEP and respond that they speak English less than “very well”. Of those who consider themselves LEP, 94,032 are Spanish speakers. Of the Spanish-speaking LEP persons 71.46% said they spoke English very well and 28.54% said less than well. By contrast, 0.75% of the Tucson population are LEP persons that Indo European languages, and similarly 0.61% Chinese and 0.54% Pacific Island languages. Other languages spoken than those listed make up 4,072 people or 0.79%. Taken together, LEP persons that speak a language other than Spanish make up 4.76 % of the population surveyed.

**Results from 2025 On-Board Survey related to language**

The chart below illustrates the percentage of Spanish-speaking LEP persons, LEP persons that speak other languages, and English speakers in Tucson. Clearly Spanish speakers are the primary LEP persons likely to be encountered by Sun Tran and Sun Van.

To compare, the 2025 On Board Survey found 0.9% spoke English less than very well; 96.2% spoke English very well.

**Languages spoken at home based on 2025 On-Board Survey:**

Twenty-nine percent of riders speak another language at home other than English. The top three other languages spoke at home other than English include 22% Spanish, 1% Vietnamese, and 1% French.

Speak Another Language at Home	Weekday			Weekend			Overall System Totals
	Sun Link	Sun Tran	Weekday Total	Sun Link	Sun Tran	Weekend Total	
Yes	29.4%	28.6%	28.7%	20.2%	31.4%	28.8%	28.7%
No	70.6%	71.4%	71.3%	79.8%	68.6%	71.2%	71.3%

Out of all riders who speak a language other than English at home, one percent speak English less than well while 96% of riders speak English very well.

English Proficiency	Weekday			Weekend			Overall System Totals
	Sun Link	Sun Tran	Weekday Total	Sun Link	Sun Tran	Weekend Total	
Very well	97.6%	96.3%	96.5%	99.7%	94.8%	95.9%	96.2%
Well	2.2%	2.7%	2.6%	0.3%	3.9%	3.1%	2.8%
Less than well	0.2%	1.0%	0.9%	0.0%	1.3%	1.0%	0.9%
Not at all	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Of the 10,424 surveys collected, 71% of all riders surveyed responded that they speak English at home. 22% of all the riders surveyed responded that they speak Spanish at home. 29% of riders surveyed speak another language other than English at home.

***Factor 2: The frequency with which LEP individuals come in contact with the program in Tucson.***

Sun Tran, Sun Link and Sun Van assess the frequency at which staff has or could possibly have contact with LEP persons. This includes examining census ACS data, surveys including the On-Board survey, phone inquiries, requests for translated documents, and staff feedback. As discussed above, U.S Census Bureau ACS data indicate that twenty- nine percent (28.54%) of the general population of Tucson who are Spanish-speaking LEP persons. Furthermore, the 2019 – 2023 U.S. Census Bureau ACS data (Table B08113) for Tucson indicates that six percent (5.51%) of those who take public transportation to work are LEP, further illustrating the importance of the service provided by Sun Tran, Sun Link and Sun Van to LEP persons. Phone inquiries and staff feedback also indicate that Spanish-speaking LEP persons have regular contact with the service. As a public transportation provider, it is necessary to recognize this substantial segment of the general population.

***Factor 3: The nature and importance of the program, activity, or service provided by the program to people’s lives.***

Public transportation is vital to many people’s lives. According to the USDOT’s Policy Guidance Concerning Recipient’s Responsibilities to Limited English Proficient (LEP) Persons, “Providing public transportation access to LEP persons is crucial. An LEP person’s inability to utilize effectively public transportation may adversely affect his or her ability to obtain health care, or education, or access to employment.”

**Factor 4: The resources available to the recipient for LEP outreach, as well as the costs Associated with that outreach.**

Sun Tran, Sun Link and Sun Van assessed their available resources that could be used to provide language assistance. This included identifying bilingual staff, utilizing an existing contract for professional translation services, determining which documents should be translated, and deciding what level of staff training is needed.

After analyzing, the four-factor outlined in USDOT policy guidelines, Sun Tran, Sun Van, and Sun Link developed the following plan for providing language assistance to LEP persons.

### **Components of the Plan**

There are five areas that comprise Sun Tran, Sun Van, and Sun Link’s Language Assistance Plan (LAP):

1. Identifying LEP individuals who need language assistance
2. Language assistance measures
3. Training staff
4. Providing notice to LEP persons
5. Monitoring and updating the LAP

#### **1. Identifying LEP individuals who need language assistance**

As stated above, U.S. Census Bureau, the 2025 On-Board Survey and 2019-2023 American Community Survey 5 Year Estimate data show that Spanish-speaking LEP persons are the primary group requiring language assistance. This information can also be used to identify concentrations of LEP persons within the service area. Identifying concentrations of LEP persons helps to ensure that they receive the necessary language assistance measures.

There are also several measures that can be taken to identify individual persons who may need language assistance:

- When open houses or public meetings are held, set up a sign-in table, and have a staff member greet and briefly speak to each attendee, in order to informally gauge his/her ability to speak and understand English.
- Have the Translation Assistance cards available at various events. While staff may not be able to provide translation assistance at the time, the cards are an excellent tool to identify language needs for future events/meetings and how to contact Customer Satisfaction to receive translation services via phone.
- Post a notice of available language assistance at open houses/public meetings to encourage LEP persons to self-identify.

## 2. Language assistance measures

There are several language assistance measures available to LEP persons, including both oral and written language services. There are also various ways in which Sun Tran, Sun Link and Sun Van staff respond to LEP persons, whether in person, by telephone or in writing.

Spanish speaking callers are directed to a bilingual Customer Satisfaction Representative. They ensure that compliments/requests/complaints from LEP persons that could be considered national origin discrimination are forwarded to the Title VI Coordinator Davita Mueller.

### **Oral**

Bilingual Customer Satisfaction Representatives and Marketing Department staffs are available upon call in to the Sun Tran Customer Satisfaction Center at (520)792-9222 and are available during every shift. Bilingual Customer Satisfaction Representatives are also located at the Laos Transit Center and Ronstadt Transit Center Monday-Friday 8:00 a.m. to 5:00 p.m. PST. Sun Tran offers Telecommunications Device for the Deaf (TDD) number for LEP persons who need to reach the Customer Satisfaction Department by calling (520) 628-1565.

Bilingual staff including Marketing is available for a variety of presentations and events, and as a rule, Spanish-speaking staff should be on hand at public meetings or open houses intended for gathering public input. There are many bilingual transit vehicle operators as well. Spanish-language advertising is also used to promote new and improved bus services. There are (3) three language assistance bus posters located on the Sun Tran fleet with information on languages offered and to call Customer Satisfaction at Sun Tran (520)792-9222 x03) to access the Translation Assistance service number. When requested, an American Sign Language (ASL) Interpreter can be made available for online or in person events.

For riders calling Sun Van, Reservations can be reached at (520) 791-1000 x 11. Those calling this number will need to state their language of choice in English and will be transferred to the contracted vendor United Language Group for a translator in that language. When callers are Spanish speaking callers are directed to a bilingual Reservationist. Any written correspondence in Spanish is translated by an Operations supervisor or the System Administrator and given to the appropriate manager/supervisor; their response is then translated into Spanish.

Sun Tran Bus Operators, Sun Van Operators, Sun Link Operators (when not in the Operators Cab) as well as American Guard Services are the most direct point of contact for LEP persons and have several methods to respond to an LEP individual. However, if the Operator or Guard are not bilingual, they are instructed to ask for assistance from a bilingual passenger. In the few cases where there is no one on the transit vehicle who can offer language assistance, the staff contacts dispatch, and a bilingual supervisor will communicate by radio, phone or in person to assist. Staff can direct LEP persons to any one of the three posters (see Appendices C, D & E) on the Sun Tran buses so they can call Customer Satisfaction, or they can hand them a Language Assistance business card (see Appendices F).

### **Written**

In addition to these oral language services, there are three primary ways that Sun Tran, Sun Link and Sun Van provides written translation. Bilingual Customer Satisfaction Representatives respond to

correspondence in Spanish. Bilingual Marketing Department staff members translate brochures, flyers, and posters into Spanish. Translation of more complex and lengthy information is contracted out to a professional translator and utilizing a current contract for a translation service with the selected vendor.

Several written language services are available. Documents that are determined to be vital are translated into Spanish. When requested, documents such as the Ride Guide can be printed in Braille utilizing a current contract for a Braille service. Any of the transit materials can be printed in large print format via request to Customer Satisfaction. Vital documents are defined as those documents without which a person would be unable to access services.

The following are some examples of the written communications that are printed in both Spanish and English for Sun Tran, Sun Van and Sun Link:

- Transit Schedule booklets and brochures including but not limited to The Ride Guide
- Temporary signs at bus stops and transit centers, streetcar platforms for detours or route changes
- Strip cards containing information about route changes, detours, rider alerts or upcoming Public Input meetings
- ADA Paratransit Eligibility application
- Streetcar Destinations and How to Ride Sun Link Streetcar
- Interior bus posters and stickers displaying safety or system information
- Accessible Bus Service, Ready Set Ride, and Your Route to Independence brochures
- All rider survey's including the Onboard survey
- Streetcar Destinations Guide & How to Ride
- How to Ride Sun Van
- Discrimination Complaint Form (see Appendices G & H)
- Language Assistance posters

The following are some examples of the written communications that can be printed in Braille or large print format:

- The Ride Guide can be printed into Braille (there is a 20-business day wait for the material)
- Large print format: Any transit printed

### **Technology**

When public instructional videos are created that cover topics considered vital, Sun Tran, Sun Link and Sun Van will produce them in English and Spanish, these instructional videos can be found at suntran.com or on the Sun Tran YouTube Social media channel at SunTran Tucson.

Sun Tran, Sun Link and Sun Van websites have been consolidated into one transit website located at Suntran.com and is available in multiple languages translated by Google. The TRANSLATE button is located at the top right of the page to select the language you desire.

### **3. Training Staff: Sun Tran, Sun Link and Sun Van Transit Employee Training**

There are four primary groups of staff members who are critical to the LEP plan: Vehicle operators, Security staff Customer Satisfaction Representatives, department directors and Marketing staff. Coach operators have the most frequent contact with LEP persons, through daily

interaction with passengers. Customer Satisfaction Representatives also have frequent contact with LEP persons, either in-person or by telephone. These two groups are most likely to encounter LEP persons and thus provide language assistance. LEP training for both of these groups occurs during their initial departmental training.

It is important that staff members, especially those having contact with the public, know their obligation to provide meaningful access to information and services for LEP persons. Even staff members who do not interact regularly with LEP persons should be aware of and understand the LEP plan. Properly training staff is a key element in the effective implementation of the LEP plan.

Instructional videos in English & Spanish for employees are located (but limited to) the password protected Driver Connection page on the website, classroom training, safety meetings and monitors located in the Driver lounges at each site as well as the Operators Information Guide.

**Training topics for these groups include:**

- Understanding the Title VI LEP responsibilities
- What language assistance services Sun Tran, Sun Link and Sun Van offer
- Specific procedures to be followed when encountering an LEP person

Department directors, including the General Manager and Assistant General Managers, are also crucial in implementing LEP policy. Copies of the LEP plan are distributed to all department directors, the General Manager, and the Assistant General Managers, and it is their responsibility to disseminate LEP plan information to appropriate administrative staff. Department directors should ensure their staff understand Title VI responsibilities.

The Marketing department staff are another key element in the implementation of the LEP plan. They produce nearly all written forms of communication to the customer base and community and are instrumental in ensuring that the LEP plan is followed. Copies of the LEP plan are distributed to all Marketing staff to ensure that written communications adhere to the LEP plan guidelines.

**4. Providing notice to LEP persons**

There are several ways that Sun Tran and Sun Van provide notice to LEP persons that language assistance measures are available, through both oral and written communications:

- Both the Sun Tran Customer Satisfaction Center and the Sun Van Reservation line use an automated greeting in both Spanish and English, directing callers to select which language they prefer
- The Ride Guide cover provides the title and dates in both Spanish and English, indicating that the publication is accessible to Spanish speakers
- Other documents, including public meeting notices and open house announcements should include a tagline affirming that Sun Tran, Sun Link or Sun Van will make reasonable accommodations to translate any materials into Spanish, or to provide an interpreter
- A statement on suntran.com website indicating that language assistance is available

## 5. Monitoring and updating the LEP plan

This plan is designed to be flexible and should be viewed as a work in progress. As such, it is important to consider whether new documents and services need to be made accessible for LEP persons, and also to monitor changes in demographics and types of services, and to update the LEP plan when appropriate. At a minimum, Sun Tran, Sun Link and Sun Van will follow the Title VI Program update schedule for the LEP plan.

Each update should take the following into account:

- How many LEP persons were encountered?
- Is the existing language assistance meeting the needs of LEP persons?
- What is the current LEP population in Tucson?
- Has there been a change in the types of languages where services are needed?
- Have available resources, such as technology, staff and finances changed?
- Were any complaints received?
- Do staff members understand the LEP plan policies and procedures?

There are several methods that can be used to assist in answering these questions. One method is to review customer comments and complaints to determine if services are accessible to Spanish speakers. Feedback from the LEP community will be sought through community outreach events and presentations to determine the effectiveness of the plan in reaching LEP persons. Special consideration will be given to the LEP plan when service enhancements funded through the Regional Transportation Authority (RTA) are implemented, to ensure that LEP persons are aware of these services. Census data will also be reviewed as it becomes available to determine changes in the LEP population.

### **Future considerations for the LEP plan include:**

- Providing all or part of the Sun Tran app in Spanish
- Translating other brochures (Bike and Ride) into Spanish
- Updated Accessibility brochure
- Updated Translation Assistance business cards
- Providing group travel training to LEP persons by working with bilingual staff

### **Dissemination of the Limited English Proficiency Plan**

The LEP Plan is located at [suntran.com](http://suntran.com), click on About then click on Reports. Copies of the plan can be provided to any person or agency or LEP persons upon request at [info@suntran.com](mailto:info@suntran.com). Any questions or comments regarding the Limited English Proficiency Plan can be directed to either of the following:

Luz Navarrete  
Community Outreach Manager  
Sun Tran, Sun Link and Sun Van  
3920 N. Sun Tran Blvd., Tucson, AZ 85705  
[Luz.Navarrete@TucsonAZ.gov](mailto:Luz.Navarrete@TucsonAZ.gov)  
Phone: 520.206.8881 | Fax: 520.791.2285

Cindy Glysson  
Marketing & Communications Director  
Sun Tran, Sun Link and Sun Van  
3920 N. Sun Tran Blvd., Tucson, AZ 85705  
[Cindy.Glysson@TucsonAZ.gov](mailto:Cindy.Glysson@TucsonAZ.gov)  
Phone: 520.206.8858 | Fax: 520.791.22

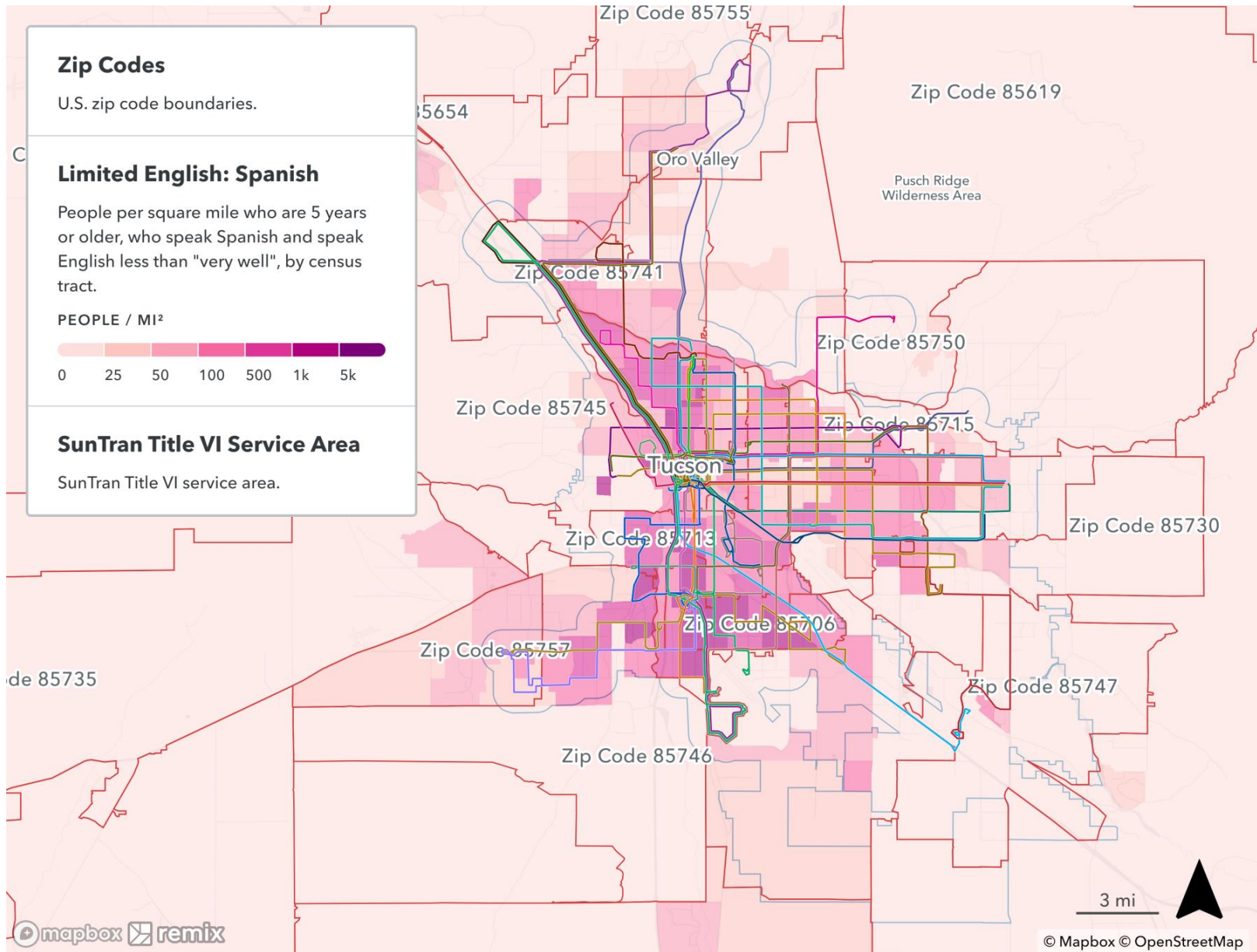
## Appendix A

**Languages Spoken at Home for Populations –  
American Community Survey 5 Year Estimates (2019 - 2023) Table C1600**

Languages	Speak English "very well"	Percentage of Total	Speak English less than "very well"	Percentage of Total	Total	Percentage of Total
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Other and unspecified languages	2,808	68.96%	1,264	31.04%	4,072	0.79%

# Appendix B

## Tucson Area Map - Concentrations of LEP Populations in Pima County by Zip Codes



## Appendix C: Language Assistance Poster 1 on transit vehicles

# Interpreter Services - Language Identification Card

Call this number and say (the name of your language in English) to the operator. Then stay on the line so a translator can help you.

**(520) 792-9222 X 03**

**Customer Service**



### Spanish

Llame a este número y diga **"Spanish"** al operador. Luego, espere en la línea para ser atendido por un intérprete.

### French

Appelez ce numéro et dites **"FRENCH"** à l'opérateur. Veuillez rester en ligne pour qu'un traducteur puisse vous aider.

### Chinese

拨打这个电话，跟接线员说 **"CHINESE"**。然后在线等待，让翻译帮你。

### German

Wählen Sie diese Nummer und sagen Sie **"GERMAN"** zum Operator. Bleiben Sie dann in der Leitung, und ein Dolmetscher wird Ihnen helfen.

### Japanese

この電話番号へ発信して、その担当者へ・・・と話さない。**"JAPANESE"** それから、該当翻訳者があなたを補佐するから、通話状態のままでないさい。

### Arabic

"اتصل بهذا الرقم وقل "Arabic" بالإنجليزية للمشغل. ثم ابقَ على الخط حتى يتمكن أحد المترجمين من مساعدتك."

### Navajo

Bee díí béesh bee hane' é jiní **"NAVAJO"** dóó adiits' a'ii dooleet iishyeed ni.

### Russian

Позвоните по этому номеру и сообщите оператору **"RUSSIAN"**. Затем оставайтесь на линии, чтобы получить помощь переводчика.

### Vietnamese

Hãy gọi tới số này và nói **"VIETNAMESE"** cho tổng đài viên. Sau đó giữ máy để thông dịch viên có thể trợ giúp bạn.

### Swahili

Pigia simu nambari hii na sema **"SWAHILI"** kwa operetta. Kisha bakia kwenye laini ili mfasiri awese kukusaidia.

### Hebrew

ואמר זה הטלפון למספר התקשרו. הקו על הישאר מכן לאחר הנציג **"HEBREW"** המתורגמן מן עזרה לקבל מנת על.

### Italian

Chiamare questo numero e dire **"ITALIAN"** all'operatore. Poi rimanete in linea così che il traduttore vi può aiutare.

### Acholi

Go cim nama eni ci waci **"ACHOLI"** ci ikur dano maloko lep acholi bikonyi cut.

### Afrikaans

Bel hierdie nommer en sê **"AFRIKAANS"** aan die operateur. Dan bly op die lyn, sodat 'n vertaler jou kan help.

### Persian

بگویند اپراتور به و بگیرید تماس شماره این با مترجم تا بتوانید خط پشت سپس **"PERSIAN"**. کند کمک شما به.

### Korean

이 번호로 전화하여 조직원에게 **"KOREAN"** 라고 말하십시오. 그 후에는 통역자가 도와줄 수 있도록 통화를 끊지 말고 기다리세요.

### Tagalog

Tawagin mo ang numero at sabihin **"TAGALOG"** sa operator. Pagkatapos ay manatili sa linya sa gayon ang isang tagasalin ay maaaring makatulong sa iyo.

### Thai

โทรหมายเลขนี้และพูดกับโอเปอเรเตอร์ว่า **"THAI"** จากนั้นรอสายเพื่อให้ล่ามช่วยเหลือคุณ.

**(520) 792-9222 X 03**

**Customer Service**

rev.1/20

## Appendix D: Language Assistance Poster 2 on transit vehicles

**한국어**  
이 번호로 전화하여  
조직원에게 "KOREAN" 라고  
말하십시오. 그 후에는 통역자가 도와줄  
수 있도록 통화를 끊지 말고  
기다리세요.

**日本語**  
この電話番号へ発信して、その担当者  
へ・・・と話さない。"JAPANESE"  
それから、該当翻訳者があなたを補佐  
するから、通話状態のままでないさい

**عربي**  
"اتصل بهذا الرقم وقل "Arabic" بالإنجليزية للمشغل.  
ثم ابقَ على الخط حتى يتمكن أحد المترجمين  
من مساعدتك".

**(520) 792-9222 X 03**  
**Customer Service**  
sun tran sun van  
sun LINK

**Swahili**  
Pigia simu nambari hii na sema  
"SWAHILI" kwa operetta. Kisha bakia  
kwenye laini ili mfasiri awese  
kukusaidia.

**Filipino**  
Tawagin mo ang numero at sabihin  
"TAGALOG" sa operator.  
Pagkatapos ay manatili sa linya sa  
gayon ang isang tagasalin ay  
maaaring makatulong sa iyo

**ไทย**  
โทรหมายเลขนี้และพูดกับโอเปอเรเตอร์ว่า  
"THAI"  
จากนั้นรอสายเพื่อให้ล่ามช่วยเหลือคุณ

rev. 1/20

## Appendix E: Language Assistance Poster 3 on transit vehicles



The poster features a central dark blue box with white text and logos, surrounded by six white boxes with colored text, all set against a blue background with a world map silhouette. Dashed lines connect the central box to each of the surrounding language boxes.

**French**  
Appelez ce numéro et dites **"FRENCH"** à l'opérateur. Veuillez rester en ligne pour qu'un traducteur puisse vous aider

**中文**  
拨打这个电话，跟接线员说\* **"CHINESE"**。然后在线等待，让翻译帮你

**русский**  
Позвоните по этому номеру и сообщите оператору **"RUSSIAN"** Затем оставайтесь на линии, чтобы получить помощь переводчика.

**(520) 792-9222 X 03**  
**Customer Service**  
sun tran sun van  
sun LINK

**tiếng Việt**  
Hãy gọi tới số này và nói **"VIETNAMESE"** cho tổng đài viên. Sau đó giữ máy để thông dịch viên có thể trợ giúp bạn

**Deutsche**  
Wählen Sie diese Nummer und sagen Sie **"GERMAN"** zum Operator. Bleiben Sie dann in der Leitung, und ein Dolmetscher wird Ihnen helfen

**Diné Bizaad**  
Bee díí béesh bee hane' é jiní **"NAVAJO"** dóó adiits' a'ii dooleet iishyeed ni

rev 1/20

## Appendix F: Interpreter Services Translation Card

### Translation Assistance

available for Transit Services to include bus routes, schedules, complaints & compliments.



**i** Customer Service:  
**520-792-9222 x 03**

Economy fare applications:  
low-income, seniors, disabilities

Special Services:  
**520-791-4100**



Reservations:  
**520-798-1000 x 11**

12/15/19

Spanish:	<b>Español</b>
French:	<b>Français</b>
Chinese:	<b>中文</b>
German:	<b>Deutsche</b>
Japanese:	<b>日本語</b>
Arabic:	<b>عربي</b>
Navajo:	<b>Diné Bizaad</b>
Russian:	<b>Русский</b>
Persian:	<b>پارسی</b>
Vietnamese:	<b>tiếng Việt</b>
Swahili:	<b>Swahili</b>
Hebrew:	<b>עברית</b>
Italian:	<b>Italiano</b>
Acholi:	<b>Acholi</b>
Afrikaans:	<b>Afrikaans</b>
Korean:	<b>한국어</b>
Tagalog:	<b>Filipino</b>
Thai:	<b>ไทย</b>

# Appendix G: Discrimination Complaint Form in English

## TITLE VI & TRANSIT ADA COMPLAINT FORM

*Please print this form, complete and sign prior to mailing.*

**I. Complaint information:** Name: \_\_\_\_\_  
Home Address: \_\_\_\_\_  
City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_  
Telephone: \_\_\_\_\_ E-mail Address: \_\_\_\_\_

**II. Are you filing this complaint on your own behalf?** \* Yes  No \*If answered yes, go to Section III

If not, please supply the name and relationship of the person for whom you are complaining:

Name: \_\_\_\_\_ Relationship: \_\_\_\_\_

Please explain why you have filed for a third party: \_\_\_\_\_

Please confirm that you have obtained the permission of the other party if you are filing on behalf of someone else:  Yes  No

**III. Is your complaint related to:**

- Sun Tran  Sun Van  Sun Link  Sun Shuttle  
 Sun Shuttle Dial-A-Ride  Sun Shuttle Dial-A-Ride (Oro Valley)  On Demand

**IV. Is your complaint related to Race, Color, Disability or National Origin?**

If you believe this is the basis you are being discriminated against, please check all that apply:

- Race  Color  National Origin  Disability

**V. Please describe the alleged discrimination:**

Beginning with the most recent incident, please list events in reverse chronological order by date(s), (route & bus # if known) of occurrence. Be specific. Attach additional pages, if necessary.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**VI. Have you previously filed a complaint with this agency?**  Yes  No

**VII. Have you filed the same/similar complaint with another agency?**  Yes  No

If yes, please list which agencies: \_\_\_\_\_

Please provide contact information at the agency where the complaint was filed: \_\_\_\_\_

**You may attach any materials that you think is relevant to your complaint. Signature and date required below.**

Sign: \_\_\_\_\_ Date: \_\_\_\_\_

**Please return the completed form with documentation relating to this complaint to:**

**Email:** suntraninfo@tucsonaz.gov  
(use Title VI in subject line)  
**Phone:** (520) 792-9222

**Sun Tran/Sun Van/Sun Link**  
Title VI Coordinator - Davita Mueller  
3920 N. Sun Tran Blvd.

# Appendix H: Discrimination Complaint Form in Spanish



## FORMULARIO DE QUEJAS SOBRE ADA, TÍTULO VI Y TRÁNSITO

Por favor, imprima este formulario, complételo y fírmelo antes de enviarlo por correo.

**I. Información del quejante:** Nombre: \_\_\_\_\_

Domicilio: \_\_\_\_\_

Ciudad: \_\_\_\_\_ Estado: \_\_\_\_\_ Zona Postal: \_\_\_\_\_

Número de Teléfono: \_\_\_\_\_ Correo Electrónico: \_\_\_\_\_

**II. ¿Está presentando esta queja por sí mismo?** \*  Sí  No \*Si contestó "Sí", proceda a la Sección III

Si no, favor de proveer el nombre y su relación a la persona a quien haga usted esta queja:

Nombre: \_\_\_\_\_ Relación: \_\_\_\_\_

Favor de explicar porque usted hace esta queja por otra persona: \_\_\_\_\_

Por favor confirma que haya obtenido el permiso de la otra persona de hacer esta queja por el/ella:  Sí  No

**III. ¿Su queja está relacionada con:**

- Sun Tran  Sun Van  Sun Link  Sun Shuttle  
 Sun Shuttle Dial-A-Ride  Sun Shuttle Dial-A-Ride (Oro Valley)  On Demand

**IV. ¿Su queja está relacionada con Raza, Color, Discapacidad u Origen Nacional?**

If you believe this is the basis you are being discriminated against, please check all that apply:

- Raza  Color  Discapacidad  Origen Nacional

**V. Por favor describa la supuesta discriminación:**

Comenzando por el incidente más reciente, enumere los eventos en orden cronológico inverso por fecha (ruta y número de autobús, si se conoce). Sea específico. Adjunte páginas adicionales si es necesario.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**VI. ¿Ha presentado usted previamente una queja ante esta agencia?**  Sí  No

**VII. ¿Ha presentado la misma queja o una similar ante otra agencia?**  Sí  No

En caso afirmativo, indique qué agencias: \_\_\_\_\_

Proporcione información de contacto de la agencia donde se presentó la queja: \_\_\_\_\_

Puede adjuntar cualquier material que considere relevante para su queja. Se requiere la firma y la fecha a continuación.

Firmar: \_\_\_\_\_ Fecha: \_\_\_\_\_

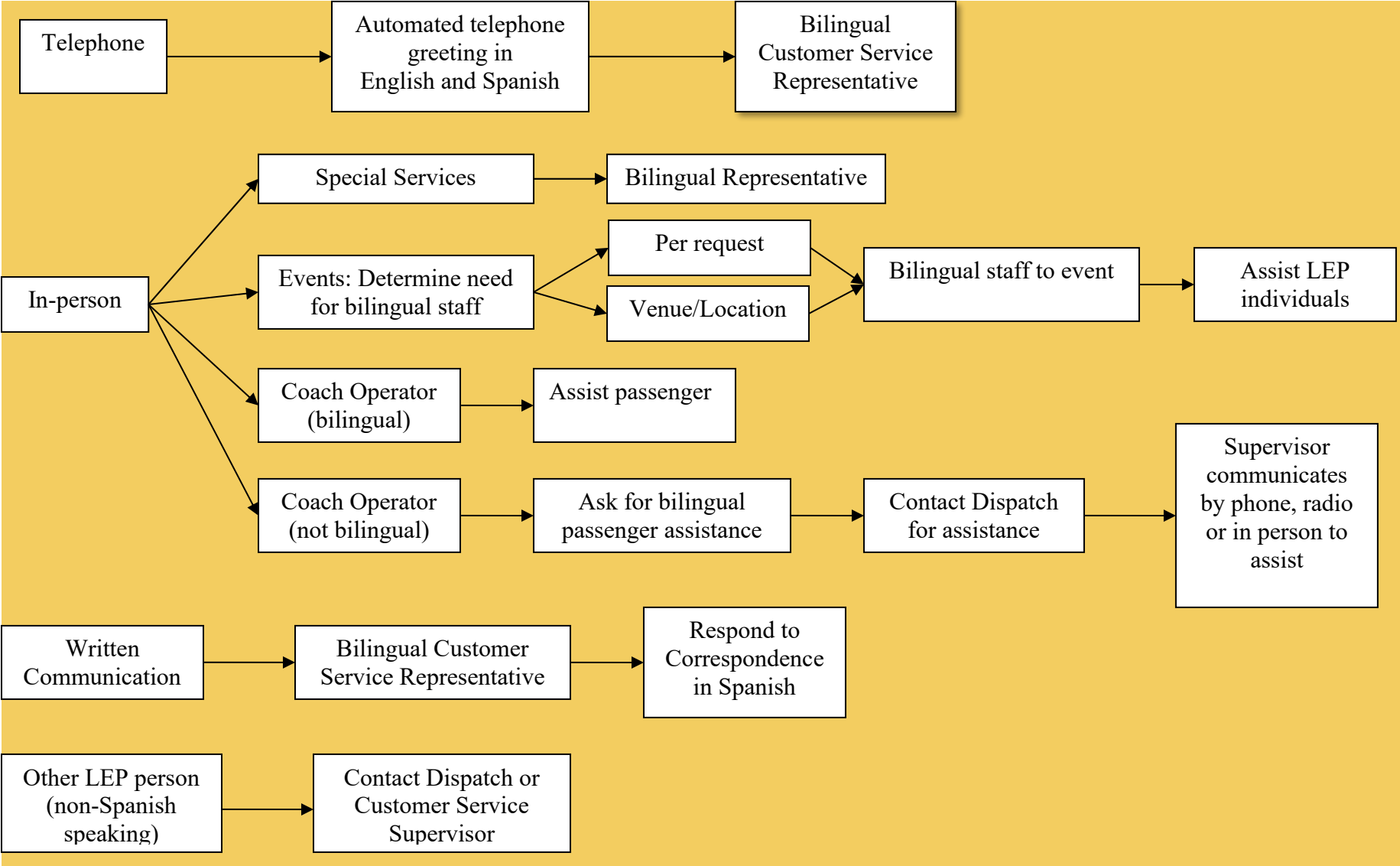
Por favor, devuelva el formulario completo con la documentación relacionada con esta queja a:

**Correo electrónico:** suntraninfo@tucsonaz.gov  
(Utilice Título VI en la línea de asunto)  
**Telefono:** (520) 792-9222

**Sun Tran/Sun Van/Sun Link**  
Coordinador del Título VI - Davita Mueller  
3920 N. Sun Tran Blvd.  
Tucson, Arizona 85705

**Appendix I:**

**Sun Tran— Flowchart for Responding to LEP persons**



## Appendix J:

### Sun Van—Flowchart for Responding to LEP persons

