TITLE VI PLAN REVIEW AND ADOPTION

On behalf of the Maryland Community College Foundation (MCCF) Board of Directors, I hereby acknowledge receipt of the Title VI Nondiscrimination Plan. We, the Board of Directors, have reviewed and hereby adopt this Plan. We are committed to ensuring that all decisions are made in accordance with the nondiscrimination guidelines of this Plan, to the end that no person is excluded from participation in, denied the benefits of, or otherwise subjected to discrimination under any MCCF services and activities on the basis of race, color, national origin, sex, age, creed (religion), or disability, as protected by Title VI of the Civil Rights Act of 1964 and the nondiscrimination provisions of the Federal Transit Administration.

[Signature]
Signature of Authorizing Official

[Date]
DATE
8/14/2023
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TITLE VI NONDISCRIMINATION AGREEMENT
BETWEEN
THE NORTH CAROLINA DEPARTMENT OF TRANSPORTATION
AND
MAYLAND COMMUNITY COLLEGE FOUNDATION

In accordance with DOT Order 1050.2A, Mayland Community College Foundation (MCCF) assures the North Carolina Department of Transportation (NCDOT) that no person shall, on the ground of race, color, national origin, sex, creed, age, or disability, as provided by Title VI of the Civil Rights Act of 1964, the Civil Rights Restoration Act of 1987 and related nondiscrimination authorities, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination or retaliation under any program or activity undertaken by Mayland Community College Foundation (MCCF).

Further, Mayland Community College Foundation (MCCF) hereby agrees to:

1. Designate a Title VI Coordinator that has a responsible position within the organization and easy access to the President of the organization.

2. Issue a policy statement, signed by the President of the organization, which expresses a commitment to the nondiscrimination provisions of Title VI and related applicable statutes. The signed policy statement shall be posted and circulated throughout the organization and to the general public and published where appropriate in languages other than English. The policy statement will be re-signed when there is a change of President.

3. Insert the clauses of the contract language from Section 6.1 in every contract awarded by the organization. Ensure that every contract awarded by the organization's contractors or consultants also includes the contract language.

4. Process all and, when required, investigate complaints of discrimination consistent with the procedures contained within this Plan. Log all complaints for the administrative record.

5. Collect statistical data (race, color, national origin, sex, age, disability) on participants in, and beneficiaries of, programs and activities carried out by the organization.

6. Participate in training offered on Title VI and other nondiscrimination requirements. Conduct or request training for employees or the organization’s subrecipients.

7. Take affirmative action, if reviewed or investigated by NCDOT, to correct any deficiencies found within a reasonable time period, not to exceed 90 calendar days, unless reasonable provisions are granted by NCDOT.

8. Document all Title VI nondiscrimination-related activities as evidence of compliance. Submit information and reports to NCDOT on a schedule outlined by NCDOT.

THIS AGREEMENT is given in consideration of, and for the purpose of obtaining, any and all federal funds, grants, loans, contracts, properties, discounts or other federal financial assistance under all programs and activities and is binding.

Authorized Signature

Date: 8-23

Dr. John Boyd
President
1.0 INTRODUCTION

Title VI of the 1964 Civil Rights Act, 42 U.S.C. 2000d provides that: "No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." The broader application of nondiscrimination law is found in other statutes, executive orders, and regulations, which provide additional protections based on age, sex, creed (religion), and disability, including the 1987 Civil Rights Restoration Act, which extended nondiscrimination coverage to all programs and activities of federal-aid recipients, subrecipients, and contractors, including those that are not federally-funded (see Appendix A – Applicable Nondiscrimination Authorities).

Mayland Community College Foundation (MCCF) is a recipient of Federal Transit Administration (FTA) funds from the North Carolina Department of Transportation (NCDOT). MCCF establishes this Title VI Nondiscrimination Plan for the purpose of complying with Title VI of the Civil Rights Act of 1964, as required by FTA Circular 4702.1B, and related requirements outlined within the FTA Certifications & Assurances, “Nondiscrimination Assurance.” This document details the nondiscrimination program, policies, and practices administered by MCCF, and will be updated periodically to incorporate changes and additional responsibilities as they are made. This Plan will be submitted to NCDOT or FTA, upon request.

2.0 OVERVIEW OF SERVICES

The mission of Mayland Community College Foundation (MCCF) is to support, strengthen, and advance the work of Mayland Community College (MCC). As a 501(c)(3), MCCF assists with funding programs provided by Mayland Community College. MCCF secures a 5310 grant through the NC DOT for the Life Skills program. This grant allows the transportation authorities in Avery, Mitchell and Yancey Counties to provide transportation assistance for individuals in this program to attend class on the main campus in Mitchell County. This program is designed to enhance the employability and independent living skills of students. Currently, the program is offered Tuesday-Thursday 8:45-3:00. Classes follow the College’s holiday schedule which is posted on the College’s website under the “Schedules” option at the bottom of the page. No fee is assessed for this program. The contact number to enroll in classes and arrange for transportation for classes is 828-766-1285.

No other DOT grants are utilized for this program. The decision-making process is completed at the President’s Cabinet level. Information is presented to the Cabinet by members for approval. Federal Title II WIOA Funds are utilized by the Life Skills program. The Title VI Coordinator is Michelle Musich, Dean of Students and Title IX Coordinator. Ms. Musich receives and processes inquiries concerning discrimination or harassment on the basis of sex and based on a protected characteristic or status other than sex.
3.0 TITLE VI NONDISCRIMINATION POLICY STATEMENT

It is the policy of MCCF, on behalf of Mayland Community College which a federal aid recipient, as a federal-aid recipient, to ensure that no person shall, on the ground of race, color, national origin, sex, creed (religion), age or disability, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any of our programs and activities, as provided by Title VI of the Civil Rights Act of 1964, the Civil Rights Restoration Act of 1987, and all other related nondiscrimination laws and requirements.

Dr. John Boyd, President of Mayland Community College

Date

Title VI and Related Authorities
Title VI of the Civil Rights Act of 1964 (42 U.S.C. Section 2000d) provides that, “No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.” The 1987 Civil Rights Restoration Act (P.L. 100-259) clarified and restored the original intent of Title VI by expanding the definition of “programs and activities” to include all programs and activities of federal-aid recipients, subrecipients, and contractors, whether such programs and activities are federally assisted or not.


4.0 NOTICE OF NONDISCRIMINATION

- Mayland Community College Foundation operates its programs and services without regard to race, color, national origin, sex, creed (religion), age, and disability in accordance with Title VI of the Civil Rights Act and related statutes. Any person who believes she or he has been aggrieved by any unlawful discriminatory practice may file a complaint with Mayland Community College Foundation.

- For more information on Mayland Community College's civil rights program, and the procedures to file a complaint, contact 828-766-1262, 200 Mayland Drive Spruce Pine, NC 28777.

- If information is needed in another language, contact 800-368-1019.

- A complainant may file a complaint directly with the North Carolina Department of Transportation by filing with the Office of Civil Rights, External Civil Rights Section, 1511 Mail Service Center, Raleigh, NC 27699-1511, Attention: Title VI Nondiscrimination Program; phone: 919-508-1808 or 800-522-0453, or TDD/TTY: 800-735-2962.
**Implementation**
- The notice will be posted in its entirety on our website and in any documents and reports we distribute.
- The notice will be posted in our offices and inside/on our vehicles.
- Ads in newspapers and other publications shall include the following: "Mayland Community College Foundation operates without regard to race, color, national origin, sex, creed (religion), age or disability. For more information on MCCF’s Title VI program or how to file a discrimination complaint, please contact 828-766-1262; mmusich@mayland.edu."
- The statement will be posted or provided in languages other than English, when appropriate.

5.0 PROCEDURES TO ENSURE NONDISCRIMINATORY ADMINISTRATION OF PROGRAMS AND SERVICES

We are committed to nondiscriminatory administration of our programs and services, organization wide. MCCF will remind employees of Title VI nondiscrimination obligations through staff training and use of the Annual Education and Acknowledgment Form below. The Title VI Coordinator will periodically assess program operations to ensure this policy is being followed.

**Annual Education and Acknowledgment Form**

**Title VI Nondiscrimination Policy**

*(Title VI and related nondiscrimination authorities)*

No person shall, on the grounds of race, color, national origin, sex, age, creed, or disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity of a Federal-aid recipient.

All employees and representatives of MCCF are expected to consider, respect, and observe this policy in their daily work and duties. If any person approaches you with a civil rights-related question or complaint, please direct him or her to Michelle Musich, Dean of Students at mmusich@mayland.edu, 828-766-1262.

In all dealings with the public, use courtesy titles (e.g., Mr., Mrs., Miss, Dr.) to address or refer to them without regard to their race, color, national origin, sex, age or disability.

**Acknowledgement of Receipt of Title VI Program**

I hereby acknowledge receipt of MCCF’s Title VI Program and other nondiscrimination guidelines. I have read the Title VI Program and I am committed to ensuring that no person is excluded from participation in or denied the benefits of MCCF’s programs, policies, services and activities on the basis of race, color, national origin, sex, age, creed (religion), or disability, as provided by Title VI of the Civil Rights Act of 1964 and related nondiscrimination statutes.

*Signature*

*8/1/2003*

**Implementation**
- Periodically, but not more than once a year, employees and representatives will receive, review and certify commitment to the Title VI Program.
• New employees shall be informed of Title VI provisions and expectations to perform their duties, accordingly, asked to review the Title VI Program, and required to sign the acknowledgement form.
• Periodic review of operational practices and guidelines by the Title VI Coordinator to verify compliance with the Title VI Program. Maintain documents of each review on file.
• Signed acknowledgement forms and records of internal assessments will remain on file for at least three years.

6.0 CONTRACT ADMINISTRATION

Mayland Community College Foundation ensures all contractors will fulfill their contracts in a nondiscriminatory manner. While contractors are not required to prepare a Title VI Program, they must comply with the nondiscrimination requirements of the organization to which they are contracted. MCCF and its contractors will not discriminate in the selection and retention of contractors (at any level) or discriminate in employment practices in connection with any of our projects.

I. During the performance of this contract, the contractor, for itself, its assignees, and successors in interest (hereinafter referred to as the "contractor") agrees as follows:

(1) Compliance with Regulations: The contractor (hereinafter includes consultants) will comply with the Acts and the Regulations relative to Nondiscrimination in Federally-assisted programs of the U.S. Department of Transportation, Federal Transit Administration (FTA), as they may be amended from time to time, which are herein incorporated by reference and made a part of this contract.

(2) Nondiscrimination: The contractor, with regard to the work performed by it during the contract, will not discriminate on the grounds of race, color, national origin, sex, age, creed (religion), low-income, limited English proficiency, or disability in the selection and retention of subcontractors, including procurements of materials and leases of equipment. The contractor will not participate directly or indirectly in the discrimination prohibited by the Acts and the Regulations, including employment practices when the contract covers any activity, project, or program set forth in Appendix B of 49 CFR Part 21.

(3) Solicitations for Subcontractors, Including Procurements of Materials and Equipment: In all solicitations, either by competitive bidding, or negotiation made by the contractor for work to be performed under a subcontract, including procurements of materials, or leases of equipment, each potential subcontractor or supplier will be notified by the contractor of the contractor's obligations under this contract and the Acts and the Regulations relative to Nondiscrimination on the grounds of race, color, or national origin.

(4) Information and Reports: The contractor will provide all information and reports required by the Acts, the Regulations, and directives issued pursuant thereto and will permit access to its books, records, accounts, other sources of information, and its facilities as may be determined by the Recipient or the FTA to be pertinent to ascertain compliance with such Acts, Regulations, and instructions. Where any information required of a contractor is in the exclusive possession of another who fails or refuses to furnish the information, the contractor will so certify to the Recipient or the FTA, as appropriate, and will set forth what efforts it has made to obtain the information.

(5) Sanctions for Noncompliance: In the event of a contractor's noncompliance with the Nondiscrimination provisions of this contract, the Recipient will impose such contract sanctions as it or the FTA may determine to be appropriate, including, but not limited to:

(a) withholding payments to the contractor under the contract until the contractor complies; and/or
(b) cancelling, terminating, or suspending a contract, in whole or in part.

(6) Incorporation of Provisions: The contractor will include the provisions of paragraphs one through six in every subcontract, including procurements of materials and leases of equipment, unless exempt by the Acts, the Regulations and directives issued pursuant thereto. The contractor will take action with respect to any subcontract or procurement as the Recipient or the FTA may direct as a means of enforcing such provisions including sanctions for noncompliance. Provided, that if the contractor becomes involved in, or is threatened with litigation by a subcontractor, or supplier because of such direction, the contractor may request the Recipient to enter into any litigation to protect the interests of the Recipient. In addition, the contractor may request the United States to enter into the litigation to protect the interests of the United States.

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

Pertinent Nondiscrimination Authorities

- The Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970, (42 U.S.C. § 4601), (prohibits unfair treatment of persons displaced or whose property has been acquired because of Federal or Federal-aid programs and projects);
- Federal-Aid Highway Act of 1973, (23 U.S.C. § 324 et seq.), (prohibits discrimination on the basis of sex);
- The Age Discrimination Act of 1975, as amended, (42 U.S.C. § 6101 et seq.), (prohibits discrimination on the basis of age);
- Airport and Airway Improvement Act of 1982, (49 U.S.C. § 471, Section 47123), as amended, (prohibits discrimination based on race, creed, color, national origin, or sex);
- The Civil Rights Restoration Act of 1987, (PL 100-209), (Broadened the scope, coverage and applicability of Title VI of the Civil Rights Act of 1964, The Age Discrimination Act of 1975 and Section 504 of the Rehabilitation Act of 1973, by expanding the definition of the terms "programs or activities" to include all of the programs or activities of the Federal-aid recipients, sub-recipients and contractors, whether such programs or activities are Federally funded or not);
- Titles II and III of the Americans with Disabilities Act, which prohibit discrimination on the basis of disability in the operation of public entities, public and private transportation systems, places of public accommodation, and certain testing entities (42 U.S.C. §§ 12131-12189) as implemented by Department of Transportation regulations at 49 C.F.R. parts 37 and 38;
- The Federal Aviation Administration's Nondiscrimination statute (49 U.S.C. § 47123) (prohibits discrimination on the basis of race, color, national origin, and sex);
- Executive Order 12898, Federal Actions to Address Environmental Justice in Minority Populations and Low-Income Populations, which ensures Nondiscrimination against minority populations by discouraging programs, policies, and activities with disproportionately high and adverse human health or environmental effects on minority and low-income populations;
- Executive Order 13166, Improving Access to Services for Persons with Limited English Proficiency, and resulting agency guidance,

national origin discrimination includes discrimination because of Limited English proficiency (LEP). To ensure compliance with Title VI, you must take reasonable steps to ensure that LEP persons have meaningful access to your programs (70 Fed. Reg. at 74087 to 74100);
- Title IX of the Education Amendments of 1972, as amended, which prohibits you from discriminating because of sex in education programs or activities (20 U.S.C. 1681 et seq);
- Federal transit laws, specifically 49 U.S.C. § 5332 (prohibiting discrimination based on race, color, religion, national origin, sex (including gender identity), disability, age, employment, or business opportunity).

*The Contractor has read and is familiar with the terms above:

Contractor's Initials

Date
Implementation

- The nondiscrimination language above (with initials line) will be appended to any existing contracts, purchase orders, and agreements that do not include it, and initialed by the responsible official of the other organization.
- The nondiscrimination language above (without initials line) will be incorporated as standard language before the signature page of our standard contracts, purchase orders, and agreements.
- The Title VI Coordinator will review existing contracts to ensure the language has been added.

6.0 DISCRIMINATION COMPLAINT PROCEDURES

These discrimination complaint procedures outline the process used by MCCF to process complaints of alleged discrimination filed under Title VI of the Civil Rights Act of 1964 and related nondiscrimination laws that are applicable to MCCF programs, services, and activities. Complaints will be investigated by the appropriate authority. Upon completion of an investigation, the complainant will be informed of all avenues of appeal. Every effort will be made to obtain early resolution of complaints at the lowest level possible by informal means.

FILING OF COMPLAINTS

1. Applicability – These procedures apply to the beneficiaries of our programs, activities, and services, such as the members of the public and any consultants/contractors we hire.

2. Eligibility – Any person or class of persons who believes that he/she has been subjected to discrimination or retaliation prohibited by any of the Civil Rights authorities based upon race, color, sex, age, national origin, creed (religion) or disability, may file a written complaint. The law prohibits intimidation or retaliation of any sort. The complaint may be filed by the affected individual or a representative and must be in writing.

3. Time Limits and Filing Options – A complaint must be filed no later than 180 calendar days after the following:
   - The date of the alleged act of discrimination; or
   - The date when the person(s) became aware of the alleged discrimination; or
   - Where there has been a continuing course of conduct, the date on which that conduct was discontinued or the latest instance of the conduct.

Complaints may be submitted to the following entities:

- Mayland Community College Foundation, Michelle Musich, Dean of Students mmusich@mayland.edu, 828-766-1262, 200 Mayland Drive Spruce Pine, NC 28777
- North Carolina Department of Transportation, Office of Civil Rights, External Civil Rights Section, 1511 Mail Service Center, Raleigh, NC 27699-1511; 984-236-1200
- US Department of Transportation, Departmental Office of Civil Rights, External Civil Rights Programs Division, 1200 New Jersey Avenue, SE, Washington, DC 20590; 202-366-4070
  Federal Transit Administration, Office of Civil Rights, ATTN: Title VI Program Coordinator, East Bldg. 5th Floor – TCR, 1200 New Jersey Avenue, SE, Washington, DC 20590
- US Department of Justice, Special Litigation Section, Civil Rights Division, 950 Pennsylvania Avenue, NW, Washington, DC 20530, 202-514-6255 or toll free 877-218-5228

4. Format for Complaints – Complaints shall be in writing and signed by the complainant(s) or a representative and include the complainant’s name, address, and telephone number. Complaints received by fax or e-mail will be acknowledged and processed. Allegations received by telephone or in person will be reduced to writing, may be recorded and will be provided to the complainant for confirmation or revision before processing. Complaints will be accepted in other languages, including Braille.

5. Discrimination Complaint Form – The Discrimination Complaint Form is consistent with the FTA Certifications & Assurances, “Nondiscrimination Assurance.”
6. **Complaint Basis** – Allegations must be based on issues involving race, color, national origin, sex, age, creed (religion) or disability. The term “basis” refers to the complainant’s membership in a protected group category.

<table>
<thead>
<tr>
<th>Protected Categories</th>
<th>Definition</th>
<th>Examples</th>
<th>Applicable Statutes and Regulations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Race</td>
<td>An individual belonging to one of the accepted racial groups; or the perception, based usually on physical characteristics that a person is a member of a racial group</td>
<td>Black/African American, Hispanic/Latino, Asian, American Indian/Alaska Native, Native Hawaiian/Pacific Islander, White</td>
<td>Title VI of the Civil Rights Act of 1964; 49 CFR Part 21; 49 U.S.C. 5332(b); FTA Circular 4702.1B</td>
</tr>
<tr>
<td>Color</td>
<td>Color of skin, including shade of skin within a racial group</td>
<td>Black, White, brown, yellow, etc.</td>
<td></td>
</tr>
<tr>
<td>National Origin</td>
<td>Place of birth. Citizenship is not a factor. Discrimination based on language or a person’s accent is also covered.</td>
<td>Mexican, Cuban, Japanese, Vietnamese, Chinese</td>
<td></td>
</tr>
<tr>
<td>Sex</td>
<td>Gender</td>
<td>Women and Men</td>
<td>49 U.S.C. 5332(b); Title IX of the Education Amendments of 1972</td>
</tr>
<tr>
<td>Age</td>
<td>Persons of any age</td>
<td>21 year old person</td>
<td>Age Discrimination Act of 1975</td>
</tr>
<tr>
<td>Disability</td>
<td>Physical or mental impairment, permanent or temporary, or perceived.</td>
<td>Blind, alcoholic, paraplegic, epileptic, diabetic, arthritic</td>
<td>Section 504 of the Rehabilitation Act of 1973; Americans with Disabilities Act of 1990</td>
</tr>
<tr>
<td>Creed</td>
<td>Religion</td>
<td>Muslim, Christian, Hindu, Atheist</td>
<td>49 U.S.C. 5332(b)</td>
</tr>
</tbody>
</table>

**Complaint Processing**

1. When a complaint is received, an Acknowledgment Letter and a Complainant Consent/Release Form will be mailed to the complainant within ten (10) business days by registered mail.
2. We will consult with the NCDOT Title VI Program to determine the acceptability and jurisdiction of all complaints received. (Note: If NCDOT will investigate, the Title VI Program will be responsible for the remainder of this process. We will record the transfer of responsibility in our complaints log).
3. Additional information will be requested if the complaint is incomplete. The complainant will be provided 15 business days to submit any requested information and the signed Consent Release form. Failure to do so may be considered good cause for a determination of no investigative merit.
4. Upon receipt of the requested information and determination of jurisdiction, we will notify the complainant and respondent of whether the complaint has enough merit to warrant investigation.
5. If the complaint is investigated, the notification shall state the grounds of our jurisdiction, while informing the parties that their full cooperation will be required in gathering additional information and assisting the investigator.
6. If the complaint does not warrant investigation, the notification to the complainant shall specifically state the reason for the decision.

**Complaint Log**

1. When a complaint is received, the complaint will be entered into the Discrimination Complaints Log with other pertinent information and assigned a **Case Number**. (Note: All complaints must be logged).
2. The complaints log will be submitted to the NCDOT’s Civil Rights office during Title VI compliance reviews. (Note: NCDOT may also be request the complaints log during pre-grant approval processes).
3. The **Log Year(s)** since the last submittal will be entered (e.g., 2015-2018, 2017-2018, FFY 2018, or 2018) and the complaints log will be signed before submitting the log to NCDOT.
4. When reporting no complaints, check the **No Complaints or Lawsuits** box and sign the log.
Mayland Community College Foundation

DISCRIMINATION COMPLAINT FORM

Any person who believes that he/she has been subjected to discrimination based upon race, color, creed, sex, age, national origin, or disability may file a written complaint with Mayland Community College Foundation, within 180 days after the discrimination occurred.

<table>
<thead>
<tr>
<th>Last Name:</th>
<th>First Name:</th>
<th>☐ Male</th>
<th>☐ Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mailing Address:</td>
<td>City</td>
<td>State</td>
<td>Zip</td>
</tr>
<tr>
<td>Home Telephone:</td>
<td>Work Telephone:</td>
<td>E-mail Address</td>
<td></td>
</tr>
</tbody>
</table>

Identify the Category of Discrimination:
- ☐ RACE
- ☐ COLOR
- ☐ NATIONAL ORIGIN
- ☐ SEX
- ☐ CREED (RELIGION)
- ☐ DISABILITY
- ☐ LIMITED ENGLISH PROFICIENCY
- ☐ AGE

*NOTE: Title VI bases are race, color, national origin. All other bases are found in the "Nondiscrimination Assurance" of the FTA Certifications & Assurances.

Identify the Race of the Complainant:
- ☐ Black
- ☐ White
- ☐ Hispanic
- ☐ Asian American
- ☐ American Indian
- ☐ Alaskan Native
- ☐ Pacific Islander
- ☐ Other ____________________________

Date and place of alleged discriminatory action(s). Please include earliest date of discrimination and most recent date of discrimination:

Names of individuals responsible for the discriminatory action(s):

How were you discriminated against? Describe the nature of the action, decision, or conditions of the alleged discrimination. Explain as clearly as possible what happened and why you believe your protected status (basis) was a factor in the discrimination, include how other persons were treated differently from you. (Attach additional page(s), if necessary).

The law prohibits intimidation or retaliation against anyone because he/she has either taken action, or participated in action, to secure rights protected by these laws. If you feel that you have been retaliated against, separate from the discrimination alleged above, please explain the circumstances below. Explain what action you took which you believe was the cause for the alleged retaliation.

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Address</th>
<th>Telephone</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
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<td>2.</td>
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<td>3.</td>
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<tr>
<td>4.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
DISCRIMINATION COMPLAINT FORM

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

- NC Department of Transportation
- Federal Transit Administration
- US Department of Transportation
- US Department of Justice
- Federal or State Court
- Other

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

Please provide any additional information that you believe would assist with an investigation.

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

**WE CANNOT ACCEPT AN UNSIGNED COMPLAINT. PLEASE SIGN AND DATE THE COMPLAINT FORM BELOW.**

<table>
<thead>
<tr>
<th>COMPLAINANT'S SIGNATURE</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

MAIL COMPLAINT FORM TO:
Michelle Musich, Dean of Students
Mayland Community College Foundation
200 Mayland Drive
Spruce Pine, NC 28777
mmusich@mayland.edu
828-766-1262

FOR OFFICE USE ONLY

Date Complaint Received: ____________________
Processed by: ____________________
Case #: ____________________
Referred to: NCDOT FTA Date Referred: ____________________
<table>
<thead>
<tr>
<th>CASE NO.</th>
<th>COMPLAINANT NAME</th>
<th>RACE/GENDER</th>
<th>RESPONDENT NAME</th>
<th>BASIS</th>
<th>DATE FILED</th>
<th>DATE RECEIVED</th>
<th>ACTION TAKEN</th>
<th>DATE INVESTIG. COMPLETED</th>
<th>DISPOSITION</th>
</tr>
</thead>
</table>

No Complaints or Lawsuits ☒

I certify that to the best of my knowledge, the above described complaints or lawsuits alleging discrimination, or no complaints or lawsuits alleging discrimination, have been filed with or against Mayland Community College Foundation since the previous Title VI Program submission to NCDOT.

Signature of Title VI Coordinator or Other Authorized Official

Date

Print Name and Title of Authorized Official
INVESTIGATIVE GUIDANCE

A. Scope of Investigation – An investigation should be confined to the issues and facts relevant to the allegations in the complaint, unless evidence shows the need to extend the issues.

B. Developing an Investigative Plan – It is recommended that the investigator prepares an Investigative Plan (IP) to define the issues and lay out the blueprint to complete the investigation. The IP should follow the outline below:

1. Complainant(s) Name and Address (Attorney name and address if applicable)
2. Respondent(s) Name and Address (Attorney for the Respondent(s) name and address)
3. Applicable Law(s)
4. Basis(es)
5. Allegation(s)/Issue(s)
6. Background
7. Name of Persons to be interviewed
   a. Questions for the complainant(s)
   b. Questions for the respondent(s)
   c. Questions for witness(es)
8. Evidence to be obtained during the investigation
   a. Issue – e.g., Complainant alleges his predominantly African American community was excluded from a meeting concerning a future project which could affect the community.
      i. Documents needed: e.g., mailing list which shows all physical addresses, P.O. Box numbers, property owner names, and dates when the meeting notification was mailed; other methods used by the RPO to advertise the meeting.

C. Request for Information – The investigator should gather data and information pertinent to the issues raised in the complaint.

D. Interviews – Interviews should be conducted with the complainant, respondent, and appropriate witnesses during the investigative process. Interviews are conducted to gain a better understanding of the situation outlined in the complaint of discrimination. The main objective during the interview is to obtain information that will either support or refute the allegations.

E. Developing an Investigative Report – The investigator should prepare an investigative report setting forth all relevant facts obtained during the investigation. The report should include a finding for each issue. A sample investigative report is provided below.
TEMPLATE/SAMPLE Investigative Report

I. COMPLAINANT(S) NAME (or attorney for the complainant(s) – name and address if applicable)
   Name, Address, Phone: 999-999-9999

II. RESPONDENT(S) (or attorney for the respondent(s) – name and address if applicable)
    Name, Address, Phone: 999-999-9999

III. APPLICABLE LAW/REGULATION

IV. COMPLAINT BASIS/(ES)
    [For example, Race, Color, National Origin, Creed (Religion), Sex, Age, Disability]

V. ISSUES/ALLEGATIONS
    [Describe in logical sequence, each allegation including the prohibited basis for the alleged discriminatory
     conduct, e.g., race, color, creed, sex, national origin, age, or disability and the specific statutory or
     regulatory provision the allegation would violate, if proven to be true.]

    Issue #1 - Complainant alleges that transit system failed to inform minority communities of rate increases.
    Issue #2 - Complainant alleges that transit system has not sufficiently publicized or held public meetings to
     share information regarding fare increases and route changes that impacts low-income and minority citizens.

VI. BACKGROUND
    [Provide detailed information regarding the complaint, including a historical overview of the case, including
     any activities or actions taken prior to accepting the complaint for investigation.]

VII. INVESTIGATIVE PROCEDURE
    [Describe in detail, methods used to conduct the investigation, such as document requests, interviews and
     site visits. Include witnesses’ names and addresses, documents received and/or reviewed, emails sent and
     received,]

VIII. ISSUES / FINDINGS OF FACT
     [Provide a detailed description of the investigator’s analysis of each allegation, based on clear and factual
      findings. Include specific evidence used to support your findings]

IX. CONCLUSION
     [State whether discrimination did or did not occur. Conclusions must be evidence-based and defensible. Test
      conclusions by considering all possible rebuttal arguments from the respondent and complainant. Both
      respondent and the complainant should be given an opportunity to confront or rebut the assertions of the
      other party and your findings. but all the evidence you’ve presented should speak for itself.]

X. RECOMMENDED ACTIONS
     [Outline what should be done to remedy the findings or, if necessary, provide justice for the complainant.]

APPENDIX
    [Include in the Appendix any supplemental materials that support your findings and conclusion.
7.0 TITLE VI EQUITY ANALYSIS AND ENVIRONMENTAL JUSTICE ASSESSMENTS

Title VI Equity Analyses. In accordance with FTA Circular 4702.1B, a Title VI equity analysis will be conducted whenever we construct a facility, such as a vehicle storage facility, maintenance facility, or operation center. The equity analysis will be conducted during the planning stage, with regard to the location of the facility, to determine if the project could result in a disparate impact to minority communities based on race, color or national origin. Accordingly, we will look at various alternatives before selecting a site for the facility. Project-specific demographic data on potentially affected communities and their involvement in decision-making activities will be documented. Title VI Equity Analyses will remain on file indefinitely, and copies will be provided to NCDOT, upon request, during compliance reviews or complaint investigations.

Environmental Justice Analyses. As required by FTA C 4703.1, environmental justice (EJ) analyses will be conducted to determine if our programs, policies, or activities will result in disproportionately high and adverse human health and environmental effects on minority populations and low-income populations. EJ applies to our projects, such as when we construct or modify a facility, and our policies, such as when there will be a change in service, amenities or fares. Thus, we will look at various alternatives and seek input from potentially affected communities before making a final decision. Demographic data will be collected to document their involvement in the decision-making process. EJ analyses will remain on file indefinitely, and copies will be provided to NCDOT, upon request, during compliance reviews or complaint investigations.

8.0 PUBLIC INVOLVEMENT

8.1 INTRODUCTION

Effective public involvement is a key element in addressing Title VI in decision-making. This Public Participation Plan describes how MCCF will disseminate vital agency information and engage the public. We will seek out and consider the input and needs of interested parties and groups traditionally underserved by transportation systems who may face challenges accessing our services, such as minority and limited English proficient (LEP) persons. Underlying these efforts is our commitment to determining the most effective outreach methods for a given project or population.

General public involvement practices will include:

- Expanding traditional outreach methods. Think outside the box: Go to hair salons, barbershops, street fairs, etc.
- Providing for early, frequent and continuous engagement by the public.
- Use of social media and other resources as a way to gain public involvement.
- Coordinating with community- and faith-based organizations such as the Hispanic Liaison, educational institutions, and other entities to implement public engagement strategies that reach out specifically to members of affected minority and/or LEP communities.
- Providing opportunities for public participation through means other than written communication, such as personal interviews or use of audio or video recording devices to capture oral comments.
- Considering radio, television, or newspaper ads on stations and in publications that serve LEP populations. Outreach to LEP persons could also include audio programming available on podcasts.

8.2 PUBLIC NOTIFICATION

Passengers and other interested persons will be informed of their rights under Title VI and related authorities with regard to our program. The primary means of achieving this will be posting and disseminating the policy statement and notice. Additional measures may include verbally announcing our obligations and the public’s rights at meetings, placing flyers at places frequented by targeted populations, and an equal opportunity tag-on at the end of radio announcements. The method of notification will be determined through an initial screening of the area.
8.3 DISSEMINATION OF INFORMATION

Information on Title VI and other programs will be crafted and disseminated to employees, contractors and subrecipients, stakeholders, and the general public. Public dissemination efforts may vary depending on factors present, but will generally include: posting public statements setting forth our nondiscrimination policy in eye-catching designs and locations; placing brochures in public places, such as government offices, transit facilities, and libraries; having nondiscrimination language within contracts; including nondiscrimination notices in meeting announcements and handouts; and displaying our Notice of Nondiscrimination at all our public meetings.

At a minimum, nondiscrimination information will be disseminated on our website and on posters in conspicuous areas at our office(s). Project-related information and our most current Title VI-related information will be maintained online.

8.4 MEETINGS AND OUTREACH

There is no one-size-fits-all approach to public involvement. A variety of comprehensive and targeted public participation methods will be used to facilitate meaningful public involvement. Methods for engaging stakeholders and target audiences, including traditionally underserved and excluded populations (i.e., minorities, youth, low-income, the disabled, etc.) will include the following:

Public Relations and Outreach

Public relations and outreach (PRO) strategies aim to conduct well-planned, inclusive and meaningful public participation events that foster good relations and mutual trust through shared decision-making with the communities we serve.

- We will seek out and facilitate the involvement of those potentially affected.
- Public events will aim to be collaborative, fun, and educational for all, rather than confrontational and prescriptive.
- Media plans will typically involve multiple channels of communication like mailings, radio, TV, and newspaper ads.
- Abstract objectives will be avoided in meeting announcements. Specific “attention-grabbing” reasons to attend will be used, such as “Help us figure out how to relieve congestion on [corridor name]” or “How much should it cost to ride the bus? Let us know on [date].”
- Efforts will be made to show how the input of participants can, or did, influence final decisions.
- We will do our best to form decision-making committees that look like and relate to the populations we serve.
- We will seek out and identify community contacts and partner with local community- and faith-based organizations that can represent, and help us disseminate information to, target constituencies.
- Demographic data will be requested during public meetings, surveys, and from community contacts and committee members.

Public Meetings

“Public meeting” refers to any meeting open to the public, such as hearings, charrettes, open house and board meetings.

- Public meetings will be conducted at times, locations, and facilities that are convenient and accessible.
- Meeting materials will be available in a variety of predetermined formats to serve diverse audiences.
- An assortment of advertising means may be employed to inform the community of public meetings.
- Assistance to persons with disabilities or limited English proficiency will be provided, as required.

Small Group Meetings
A small group meeting is a targeted measure where a meeting is held with a specific group, usually at their request or consent. These are often closed meetings, as they will typically occur on private property at the owner's request.

- If it is determined that a targeted group has not been afforded adequate opportunities to participate, the group will be contacted to inquire about possible participation methods, including a group meeting with them individually.
- Unless unusual circumstances or safety concerns exist, hold the meeting at a location of the target group's choosing.
- Share facilitation duties or relinquish them to members of the target group.
- Small group discussion formats may be integrated into larger group public meetings and workshops. When this occurs, the smaller groups will be as diverse as the participants in the room.

Community Surveying
- Opinion surveys will occasionally be used to obtain input from targeted groups or the general public on their transportation needs, the quality or costs of our services, and feedback on our public outreach efforts.
- Surveys may be conducted via telephone, door-to-door canvassing, at community fairs, by placing drop boxes in ideal locations, or with assistance from other local agencies like social services.
- Surveys will be translated into languages other than English, when appropriate.

8.5 LIMITED ENGLISH PROFICIENCY

Limited English Proficient (LEP) persons are individuals for whom English is not their primary language and who have a limited ability to read, write, speak, or understand English. These individuals reported to the U.S. Census Bureau that they speak English less than very well.

To comply with USDOT's LEP Policy Guidance and Executive Order 13166, this section of our Title VI Plan outlines the steps we will take to ensure meaningful access by LEP persons to all benefits, services and information provided under our programs and activities. A four-factor analysis was conducted to determine the LEP language groups present in our planning area and the specific language services that are needed.

Four Factor Analysis

This Four Factor Analysis is an individualized assessment that balances the following four factors:

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 or grantee;
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.

AVERY COUNTY

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

<table>
<thead>
<tr>
<th>LANGUAGE SPOKEN AT HOME</th>
<th>Estimate</th>
<th>Margin of Error</th>
<th>Percent of Population</th>
<th>Margin of Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total (population 5 years and over):</td>
<td>16,998</td>
<td>+/- 52</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Speak only English</td>
<td>15,965</td>
<td>+/- 123</td>
<td>93.92%</td>
<td>+/- 0.72%</td>
</tr>
<tr>
<td>Spanish or Spanish Creole:</td>
<td>844</td>
<td>+/- 104</td>
<td>4.96%</td>
<td>+/- 0.61%</td>
</tr>
<tr>
<td>Speak English &quot;very well&quot;</td>
<td>558</td>
<td>+/- 132</td>
<td>66.11%</td>
<td>+/- 0.78%</td>
</tr>
<tr>
<td></td>
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<tr>
<td>--------------------------</td>
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<td>---------------</td>
<td>-------</td>
</tr>
<tr>
<td><strong>Speak English less than “very well”</strong></td>
<td>286</td>
<td>+/- .81</td>
<td>33.89%</td>
<td>+/- 0.48%</td>
</tr>
<tr>
<td>French (incl. Patois, Cajun):</td>
<td>52</td>
<td>+/- .61</td>
<td>0.31%</td>
<td>+/- 0.36%</td>
</tr>
<tr>
<td>Speak English “very well”</td>
<td>52</td>
<td>+/- .61</td>
<td>100%</td>
<td>+/- 0.36%</td>
</tr>
<tr>
<td><strong>Speak English less than “very well”</strong></td>
<td>0</td>
<td>+/- 19</td>
<td>0%</td>
<td>+/- 0.11%</td>
</tr>
<tr>
<td>Chinese:</td>
<td>27</td>
<td>+/- .33</td>
<td>0.16%</td>
<td>+/- 0.19%</td>
</tr>
<tr>
<td>Speak English “very well”</td>
<td>27</td>
<td>+/- .33</td>
<td>100%</td>
<td>+/- 0.19%</td>
</tr>
<tr>
<td><strong>Speak English less than “very well”</strong></td>
<td>0</td>
<td>+/- 19</td>
<td>0%</td>
<td>+/- 0.11%</td>
</tr>
</tbody>
</table>

Mayland Community College Foundation and Mayland Community College serve Avery, Mitchell and Yancey Counties. Avery County is geographically located above the other two counties. There are no significant findings from this table. The top three LEP groups do not reach 1000 individuals. All three LEP groups are than 5% between each but all together they reach 5.43% of the county’s population. Per the LEP Map App, the LEP number for Avery County in 2015 is 379 and the percentage is 2.23. Two of the three non-English speaking groups show no one speaks English “less than very well.” This indicates that these two groups are able to communicate effectively regarding Title VI should they encounter or participate in services through Mayland Community College Foundation or Mayland Community College. Should encounters and service occur, MCCF will utilize Spanish-speaking employees to communicate with Spanish speakers.

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

There are currently no LEP individuals being served by Mayland Community College Foundation or Mayland Community College’s Life Skills program. The college has served and anticipate serving LEP individuals in the future. The majority of contact with LEP individuals is upon their request of information regarding the free English classes provided by the college. Mayland Community College Foundation does not expect to encounter or serve LEP individuals in normal business or public meetings. Should encounters and service occur, MCCF will utilize Spanish-speaking employees and utilize language-translating devices and tools to communicate with non-Spanish speakers.

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

MCCF is integral in securing funding for transportation services for students enrolled in Mayland Community College’s Life Skills Program. Through this grant, transportation authorities in all three counties provide transportation for students to and from the program on the college’s main campus. This program enhances students’ independent living skills and employability. The skills learned through this program are important to LEP individuals who also meet the qualifications for the program, namely adults with intellectual or development disabilities. Additionally, the majority of contact with LEP individuals is upon their request of information regarding the free English classes provided by the college.

**Factor #4: The resources available to the recipient and costs.**

Few LEP individuals are served by Mayland Community College Foundation and Mayland Community College. Due to the low percent of LEP individuals in the three-county area, it is not cost-effective to publish materials in other languages. However, materials that are relevant to LEP individuals being served by MCCF and Mayland Community College will be translated at the time of service. Other technology
such as language-translating devices and tools will be utilized as necessary. External organizations and community resources that assist LEPs include the health department and school system.

**MITCHELL COUNTY**

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

<table>
<thead>
<tr>
<th>LANGUAGE SPOKEN AT HOME</th>
<th>Estimate</th>
<th>Margin of Error</th>
<th>Percent of Population</th>
<th>Margin of Error</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total (population 5 years and over):</strong></td>
<td>14,631</td>
<td>+/- 12</td>
<td>100%</td>
<td>X</td>
</tr>
<tr>
<td>Speak only English</td>
<td>13,873</td>
<td>+/- 112</td>
<td>94.82%</td>
<td>+/- 0.77%</td>
</tr>
<tr>
<td>Spanish or Spanish Creole</td>
<td>650</td>
<td>+/- 89</td>
<td>4.44%</td>
<td>+/- 0.61%</td>
</tr>
<tr>
<td><strong>Speak English “very well”</strong></td>
<td>421</td>
<td>+/- 114</td>
<td>64.77%</td>
<td>+/- 0.78%</td>
</tr>
<tr>
<td>Speak English less than “very well”</td>
<td>229</td>
<td>+/- 87</td>
<td>35.23%</td>
<td>+/- 0.59%</td>
</tr>
<tr>
<td>French (incl. Patois, Cajun):</td>
<td>46</td>
<td>+/- 39</td>
<td>0.31%</td>
<td>+/- 0.27%</td>
</tr>
<tr>
<td><strong>Speak English “very well”</strong></td>
<td>29</td>
<td>+/- 38</td>
<td>63.04%</td>
<td>+/- 0.26%</td>
</tr>
<tr>
<td>Speak English less than “very well”</td>
<td>17</td>
<td>+/- 26</td>
<td>36.96%</td>
<td>+/- 0.18%</td>
</tr>
<tr>
<td>German:</td>
<td>27</td>
<td>+/- 35</td>
<td>0.18%</td>
<td>+/- 0.24%</td>
</tr>
<tr>
<td><strong>Speak English “very well”</strong></td>
<td>22</td>
<td>+/- 34</td>
<td>81.48%</td>
<td>+/- 0.23%</td>
</tr>
<tr>
<td>Speak English less than “very well”</td>
<td>5</td>
<td>+/- 8</td>
<td>18.52%</td>
<td>+/- 0.05%</td>
</tr>
</tbody>
</table>

Mayland Community College Foundation and Mayland Community College serve Avery, Mitchell and Yancey Counties. Mitchell County is geographically located between the other two counties. The top three LEP groups do not reach 1000 individuals nor reach 5% of the county’s population when calculated individually or together. Per the LEP Map App, the LEP number for Mitchell County in 2015 is 306 and the percentage is 2.08. All of the non-English speaking groups have individuals in the “speaks English “less than very well”” category. This indicates that these groups would need assistance in communicating effectively regarding Title VI should they encounter or participate in services through MCCF or Mayland Community College. Should encounters and service occur, MCCF will utilize Spanish-speaking employees and utilize language-translating devices and tools to communicate with non-Spanish speakers.

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

There are currently no LEP individuals being served by Mayland Community College Foundation or Mayland Community College’s Life Skills program. The college has served and anticipate serving LEP individuals in the future. The majority of contact with LEP individuals is upon their request of information regarding the free English classes provided by the college. Mayland Community College Foundation does not expect to encounter or serve LEP individuals in normal business or public meetings. Should encounters and service occur, MCCF will utilize Spanish-speaking employees and utilize language-translating devices and tools to communicate with non-Spanish speakers.

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

MCCF is integral in securing funding for transportation services for students enrolled in Mayland Community College’s Life Skills Program. Through this grant, transportation authorities in all three counties provide transportation for students to and from the program on the college’s main campus. This
program enhances students’ independent living skills and employability. The skills learned through this program are important to LEP individuals who also meet the qualifications for the program, namely adults with intellectual or development disabilities. Additionally, the majority of contact with LEP individuals is upon their request of information regarding the free English classes provided by the college.

**Factor #4: The resources available to the recipient and costs.**

Few LEP individuals are served by Mayland Community College Foundation and Mayland Community College. Due to the low percent of LEP individuals in the three-county area, it is not cost-effective to publish materials in other languages. However, materials that are relevant to LEP individuals being served by MCCF and Mayland Community College will be translated at the time of service. MCC does offer language assistance in Spanish. Other technology such as language-translating devices and tools will be utilized as necessary. External organizations and community resources that assist LEPs include the health department and school system.

**YANCEY COUNTY**

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

<table>
<thead>
<tr>
<th>LANGUAGE SPOKEN AT HOME</th>
<th>Estimate</th>
<th>Margin of Error</th>
<th>Percent of Population</th>
<th>Margin of Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total (population 5 years and over):</td>
<td>16,852</td>
<td>+/- 70</td>
<td>100%</td>
<td>X</td>
</tr>
<tr>
<td>Speak only English</td>
<td>16,031</td>
<td>+/- 165</td>
<td>95.13%</td>
<td>+/- 0.98%</td>
</tr>
<tr>
<td>Spanish or Spanish Creole:</td>
<td>707</td>
<td>+/- 144</td>
<td>4.20%</td>
<td>+/- 0.85%</td>
</tr>
<tr>
<td>Speak English &quot;very well&quot;</td>
<td>306</td>
<td>+/- 150</td>
<td>43.28%</td>
<td>+/- 0.89%</td>
</tr>
<tr>
<td>Speak English less than &quot;very well&quot;</td>
<td>401</td>
<td>+/- 122</td>
<td>56.72%</td>
<td>+/- 0.72%</td>
</tr>
<tr>
<td>Scandinavian languages:</td>
<td>48</td>
<td>+/- 71</td>
<td>0.28%</td>
<td>+/- 0.42%</td>
</tr>
<tr>
<td>Speak English &quot;very well&quot;</td>
<td>40</td>
<td>+/- 60</td>
<td>83.33%</td>
<td>+/- 0.36%</td>
</tr>
<tr>
<td>Speak English less than &quot;very well&quot;</td>
<td>8</td>
<td>+/- 11</td>
<td>16.67%</td>
<td>+/- 0.07%</td>
</tr>
<tr>
<td>French (incl. Patois, Cajun):</td>
<td>22</td>
<td>+/- 22</td>
<td>0.13%</td>
<td>+/- 0.13%</td>
</tr>
<tr>
<td>Speak English &quot;very well&quot;</td>
<td>22</td>
<td>+/- 22</td>
<td>100%</td>
<td>+/- 0.13%</td>
</tr>
<tr>
<td>Speak English less than &quot;very well&quot;</td>
<td>0</td>
<td>+/- 19</td>
<td>0%</td>
<td>+/- 0.11%</td>
</tr>
</tbody>
</table>

Mayland Community College and Mayland Community College Foundation serves Avery, Mitchell and Yancey Counties. Yancey County is geographically located below the other two counties. The top three LEP groups do not reach 1000 individuals nor reach 5% of the county’s population. Per the LEP Map App, the LEP number for Yancey County in 2015 is 397 and the percentage is 2.34. Only one of the three non-English speaking groups show no one speaks English “less than very well.” This indicates that only one group is able to communicate effectively and two groups would need assistance in communicating effectively regarding Title VI should they encounter or participate in services through MCCF or Mayland Community College. Should encounters and service occur, MCCF will utilize Spanish-speaking employees and utilize language-translating devices to communicate with non-Spanish speakers.

**Factor #2: The frequency with which LEP individuals come in contact with the program.**
There are currently no LEP individuals being served by Mayland Community College Foundation or Mayland Community College’s Life Skills program. The college has served and anticipate serving LEP individuals in the future. The majority of contact with LEP individuals is upon their request of information regarding the free English classes provided by the college. Mayland Community College Foundation does not expect to encounter or serve LEP individuals in normal business or public meetings. Should encounters and service occur, MCCF will utilize Spanish-speaking employees and utilize language-translating devices and tools to communicate with non-Spanish speakers.

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

MCCF is integral in securing funding for transportation services for students enrolled in Mayland Community College’s Life Skills Program. Through this grant, transportation authorities in all three counties provide transportation for students to and from the program on the college’s main campus. This program enhances students’ independent living skills and employability. The skills learned through this program are important to LEP individuals who also meet the qualifications for the program, namely adults with intellectual or development disabilities. Additionally, the majority of contact with LEP individuals is upon their request of information regarding the free English classes provided by the college.

**Factor #4: The resources available to the recipient and costs.**

Few LEP individuals are served by Mayland Community College Foundation and Mayland Community College. Due to the low percent of LEP individuals in the three-county area, it is not cost-effective to publish materials in other languages. However, materials that are relevant to LEP individuals being served by MCCF and Mayland Community College will be translated at the time of service. Other technology such as language-translating devices and tools will be utilized as necessary. External organizations and community resources that assist LEPs include the health department and school system.

**LANGUAGE ASSISTANCE PLAN**

As a result of the above four factor analysis, a Language Assistance Plan (LAP) was not required. However, reasonable attempts will be made to accommodate any persons encountered who require written translation or oral interpretation services.

**Language Assistance Measures**

The following general language assistance measures are reasonable and achievable for our organization at this time:

- Translating public notices posted in the local paper and at stations, stops, and in vehicles into any languages that meet the safe harbor threshold in Factor 1.
- Vital documents—such as brochures with service times and routes—are translated into Name languages across the entire service area, and available in our facilities, doctor’s offices and shopping centers.
- Making a concerted effort to inform LEP persons of available language assistance via staff, broadcast media, relationship-building with organizations, and our website.
- Posting vital bulletin board information and disseminating community surveys in various languages.
- Providing translation and interpretive services when appropriate (upon request or predetermined) at meetings.
- Determining how best to take public involvement to LEP groups directly, including through small group meetings.
- Language line translation services at our call center.
• Where possible, utilizing or hiring staff who speak a language other than English and can provide competent language assistance.
  o Note: We will not ask community-based organizations (CBO) to provide, or serve as, interpreters at our meetings. Relying upon CBOs in that capacity could raise ethical concerns. If a CBO decides (on its own) to translate any materials for its constituents, or bring interpreters it trusts to our meetings, we will not object. That is their right.
• Using language identification flashcards to determine appropriate services.
• Establishing a process to obtain feedback on our language assistance measures.

Specific Measures by Language Group – NOTE: THIS SECTION DOES NOT HAVE TO BE COMPLETED IF THE SAFE HARBOR THRESHOLD IS NOT MET FOR ANY LANGUAGE

Written Translation and Oral Interpretation
Vital documents will be translated for each eligible LEP language group in our service area that constitutes 5% or 1,000, whichever is less, of the population of persons eligible to be served or likely to be encountered. Translated materials will be placed online and in appropriate public (or private) places accessible to LEP persons. The safe harbor provisions apply to the translation of written documents only, and do not affect the requirement to provide meaningful access to LEP individuals through competent oral interpreters where oral language services are needed and are reasonable. When appropriate, translation of any document will be communicated orally in the appropriate language.

In the event that the 5% trigger is reached for a LEP language group that is fewer than 50 persons, written notice will be provided in the primary language of that group of the right to receive competent oral interpretation of vital written materials, free of cost. The most effective method of notice, which could be an ad in the local newspaper or other publication, a radio commercial, or door hangers, will be determined in consideration of the circumstances on the ground and in coordination with LEP community contacts.

Staff Support for Language Assistance
• Agency staff (including call center staff) will be provided a list of referral resources that can assist LEP persons with written translation and oral interpretation, including the Title VI Officer and any outside consultant contracted to provide language services. This list will be updated as needed to remain current.
• All main offices and vehicles will have on hand a supply of language assistance flashcards and materials translated into the languages of the largest LEP language groups. When encountered by an LEP person, staff (including drivers) should present the individual with an iSpeak flashcard and let them choose the language. Do not assume you know their preferred language. Drivers are permitted to seek volunteer assistance from other passengers before contacting a referral resource. Document the encounter and report it to the Title VI Coordinator.
• Training: All employees will be instructed on our procedures for providing timely and reasonable assistance to LEP persons. New employee orientation will also explain these procedures to new hires. Staff routinely encountering LEP persons by telephone or in person will receive annual refresher training. All other employees will be reminded of LEP through annual Title VI program acknowledgements (Section 5.0) and basic Title VI trainings (Section 11.0).

Project-Specific LEP Outreach
A project-specific four factor analysis will be conducted for any project or outreach event limited to a specific geographical area (i.e., the project study area or outreach area, respectively). Language assistance will be provided in accordance with the measures already outlined, including translating written materials for each LEP language group that is 5% or 1,000, whichever is less, of the project or outreach area population.

Monitoring and Updating the LAP
Monitoring of daily interactions with LEP persons will be continuous, thus language assistance techniques may be refined at any time. This Plan will be periodically reviewed—at least annually—to determine if our
assistance measures and staff training are working. Resource availability and feedback from agency staff and the general public will be factors in the evaluation and any proposed updates. Among other practices, this process will include working with LEP community contacts to determine if our employees are responding appropriately to requests made with limited English or in languages other than English, and observing how agency staff responds to requests, including observing drivers or surveying riders. To the best of our ability, we will attempt to never eliminate a successful existing LEP service. Significant LEP program revisions will be approved or adopted by our board or designated official and dated accordingly. LEP data and procedures will be reviewed and updated at least once every three years.

8.6 DEMOGRAPHIC REQUEST

The following form was used to collect required data on Key Community Contacts and nonelected committee members.

Mayland Community College Foundation is required by Title VI of the Civil Rights Act of 1964 and related authorities to record demographic information on members of its boards and committees. Please provide the following information:

<table>
<thead>
<tr>
<th>Race/Ethnicity:</th>
<th>National Origin: (if born outside the U.S.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ White</td>
<td>□ Mexican</td>
</tr>
<tr>
<td>□ Black/African American</td>
<td>□ Central American:</td>
</tr>
<tr>
<td>□ Asian</td>
<td>□ South American:</td>
</tr>
<tr>
<td>□ American Indian/Alaskan Native</td>
<td>□ Puerto Rican</td>
</tr>
<tr>
<td>□ Native Hawaiian/Pacific Islander</td>
<td>□ Chinese</td>
</tr>
<tr>
<td>□ Hispanic/ Latino</td>
<td>□ Vietnamese</td>
</tr>
<tr>
<td>□ Other (please specify):</td>
<td>□ Korean</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gender:</th>
<th>Age:</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Male</td>
<td>□ Less than 18 45-64</td>
</tr>
<tr>
<td>□ Female</td>
<td>□ 18-29</td>
</tr>
<tr>
<td></td>
<td>□ 30-44</td>
</tr>
</tbody>
</table>

Disability: □ Yes □ No

I choose not to provide any of the information requested above: □

Completed forms will remain on file as part of the public record. For more information regarding Title VI or this request, please contact the Mayland Community College Foundation at 828-765-7351 or by email at mmusich@mayland.edu.

Please sign below acknowledging that you have completed this form.

Thank you for your participation!

Name (print): ____________________________________________

Signature: ____________________________________________

**Implementation**

- Forms will be completed prior to NCDOT Title VI reviews and remain on file for three years.
- All new and existing members of appointed decision-making boards or committees will be required to complete this form for reporting purposes.
- If a member, for whatever reason, selects "I choose not to provide any of the information requested above," this will be accepted as a completed form.
- If a member chooses not to provide any of the information on the form, the Title VI Coordinator will be permitted to indicate that member's race and gender, based on the Coordinator's best guess.
- Data from these forms will be used to complete the Demographic Request Table.
- Once a new member submits this form, the Demographic Request Table for the associated committee will be updated.
### 8.7 KEY COMMUNITY OUTREACH

<table>
<thead>
<tr>
<th>Contact Name</th>
<th>Community Name</th>
<th>Interest or Affiliation</th>
<th>Also a Committee Member? (Y/N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deborah Smith</td>
<td>Avery County Area Transit System</td>
<td>Transportation</td>
<td>No</td>
</tr>
<tr>
<td>Sheila Blalock</td>
<td>Mitchell County Area Transit System</td>
<td>Transportation</td>
<td>No</td>
</tr>
<tr>
<td>Michael Harris</td>
<td>Yancey County Area Transit System Pines</td>
<td>Transportation</td>
<td>No</td>
</tr>
</tbody>
</table>

Contact information for key community contacts is not public information and is maintained outside of this document. Any staff member who wishes to contact any individual listed above must request that information from the Title VI Coordinator.

### 9.0 RECORD-KEEPING AND REPORTS

As a subrecipient of FTA funds through NCDOT, we are required to submit a Title VI Program update to NCDOT every three years, on a schedule determined by NCDOT. Records will be kept to document compliance with the requirements of the Title VI Program. Unless otherwise specified, Title VI-related records shall be retained indefinitely. These records will made available for inspection by authorized officials of the NCDOT and/or FTA. Reports on Title VI-related activities and progress to address findings identified during Title VI compliance reviews may also be provided, upon request. It will occasionally be necessary to update this Title VI Plan or any of its components (e.g., complaints, Public Involvement, and LEP). Updates will be submitted to NCDOT for review and approval and adopted by our Board when required.

In addition to items documented throughout this Plan, records and reports due at the time of compliance reviews or investigations may include:

**Compliance Reviews**
- Title VI Program Plan
- List of civil rights trainings provided or received
- Summaries from any internal reviews conducted
- Ads and notices for specific meetings
- Findings from reviews by any other external agencies
- Title VI equity analyses and EJ assessments
- Discrimination Complaints Log
Complaint Investigations

- Investigative Reports
- Discrimination complaint, as filed
- List of interviewees (names and affiliations)
- Supporting Documentation (e.g., requested items, photos taken, dates and methods of contact, etc.)
Appendix A
Applicable Nondiscrimination Authorities

During the implementation of this Title VI Program, the organization, for itself, its assignees and successors in interest, is reminded that it has agreed to comply with the following non-discrimination statutes and authorities, including but not limited to:

- The Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970, (42 U.S.C. § 4601), (prohibits unfair treatment of persons displaced or whose property has been acquired because of Federal or Federal-aid programs and projects);
- The Age Discrimination Act of 1975, as amended, (42 U.S.C. § 6101 et seq.), (prohibits discrimination on the basis of age);
- The Civil Rights Restoration Act of 1987, (PL 100-209), (Broadened the scope, coverage and applicability of Title VI of the Civil Rights Act of 1964, The Age Discrimination Act of 1975 and Section 504 of the Rehabilitation Act of 1973, by expanding the definition of the terms "programs or activities" to include all of the programs or activities of the Federal-aid recipients, sub-recipients and contractors, whether such programs or activities are Federally funded or not);
- Titles II and III of the Americans with Disabilities Act, which prohibit discrimination on the basis of disability in the operation of public entities, public and private transportation systems, places of public accommodation, and certain testing entities (42 U.S.C. §§ 12131-12189) as implemented by Department of Transportation regulations at 49 C.P.R. parts 37 and 38;
- Title IX of the Education Amendments of 1972, as amended, which prohibits you from discriminating because of sex in education programs or activities (20 U.S.C. 1681 et seq).
- Title VII of the Civil Rights Act of 1964 (42 U.S.C. § 2000e et seq., Pub. L. 88-352), (prohibits employment discrimination on the basis of race, color, creed (religion), sex, or national origin);
- 49 CFR Part 26, regulation to ensure nondiscrimination in the award and administration of DOT-assisted contracts in the Department's highway, transit, and airport financial assistance programs;
- Executive Order 12898, Federal Actions to Address Environmental Justice in Minority Populations and Low-Income Populations, which ensures discrimination against minority populations by discouraging programs, policies, and activities with disproportionately high and adverse human health or environmental effects on minority and low-income populations;
- Executive Order 13166, Improving Access to Services for Persons with Limited English Proficiency, and resulting agency guidance, national origin discrimination includes discrimination because of limited English proficiency (LEP). To ensure compliance with Title VI, you must take reasonable steps to ensure that LEP persons have meaningful access to your programs (70 Fed. Reg. at 74087 to 74100);
- Federal-Aid Highway Act of 1973, (23 U.S.C. § 324 et seq.), (prohibits discrimination on the basis of sex);
- Airport and Airway Improvement Act of 1982, (49 USC § 4 71, Section 4 7123), as amended, (prohibits discrimination based on race, creed (religion), color, national origin, or sex);
- The Federal Aviation Administration's Non-discrimination statute (49 U.S.C. § 47123) (prohibits discrimination on the basis of race, color, national origin, and sex);
- Federal transit laws, specifically 49 U.S.C. § 5332 (prohibiting discrimination based on race, color, religion, national origin, sex (including gender identity), disability, age, employment, or business opportunity).
Mayland Organizational Chart
Specific Employment Related to the 5310 Fund

Board of Trustees
->
President, Dr. John Boyd, FTE
->
Director of Foundation, Vacant, FTE
->
Director of Resource Development, Kelly Smith; FTE Angela Cook, Foundation Accountant, FTE

Steve Gunter, Dean of Basic Skills/Pre-College Programs, FTE
->
Carol Holden, Life Skills Coordinator, FTE

Michelle Musich, Dean of Students (Title VI Coordinator, Title IX Coordinator)

*Due to transportation services being conducted by the area transit authorities, employees of Mayland Community College Foundation and Mayland Community College do not spend time on transit.
Appendix C
NCDOT’s Compliance Review Checklist for Transit

I. Program Administration (General Requirements)

*Requirement:* FTA C 4702.1B – Title VI Requirements and Guidelines for FTA Recipients, Chapter III – General Requirements and Guidelines.

*Note:* Every NCDOT subrecipient receiving any of the FTA Formula Grants listed above must complete this section.

<table>
<thead>
<tr>
<th>Requested Items</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Please attach electronic documents (.pdf, .doc, etc.) or provide links to online versions)</td>
<td></td>
</tr>
<tr>
<td>1. A copy of the recipient’s signed NCDOT’s Title VI Nondiscrimination Agreement</td>
<td></td>
</tr>
<tr>
<td>2. Title VI Policy Statement <em>(signed)</em></td>
<td></td>
</tr>
<tr>
<td>3. Title VI Notice to the Public, including a list of locations where the notice is posted</td>
<td></td>
</tr>
<tr>
<td>4. Type the name and title of your Title VI Coordinator and attach a list of their Title VI duties <strong>Name/Title:</strong> Michelle Musich, Dean of Students</td>
<td></td>
</tr>
<tr>
<td>5. Title VI Complaint Procedures (i.e., instructions to the public regarding how to file a Title VI discrimination complaint)</td>
<td></td>
</tr>
<tr>
<td>6. Title VI Complaint Form</td>
<td></td>
</tr>
<tr>
<td>7. List of transit-related Title VI investigations, complaints, and lawsuits (i.e., discrimination complaints log)</td>
<td></td>
</tr>
<tr>
<td>8. Public Participation Plan, including information about outreach methods to engage traditionally underserved constituencies (e.g., minorities, limited English proficient populations (LEP), low-income, disabled), as well as a summary of outreach efforts made since the last Title VI Program submission</td>
<td></td>
</tr>
<tr>
<td>9. Language Assistance Plan for providing language assistance to persons with limited English proficiency (LEP), based on the DOT LEP Guidance, which requires conducting four-factor analyses</td>
<td></td>
</tr>
<tr>
<td>10. A table depicting the membership of non-elected committees and councils, the membership of which is selected by the recipient, broken down by race, and a description of the process the agency uses to encourage the participation of minorities on such committees</td>
<td></td>
</tr>
<tr>
<td>11. A copy of board meeting minutes, resolution, or other appropriate documentation showing the board of directors or appropriate governing entity or official(s) responsible for policy decisions <em>reviewed and approved</em> the Title VI Program</td>
<td></td>
</tr>
<tr>
<td>12. A description of the procedures the agency uses to ensure nondiscriminatory administration of programs and services</td>
<td></td>
</tr>
<tr>
<td>13. <strong>If you pass through FTA funds to other organizations,</strong> include a description of how you monitor your subrecipients for compliance with Title VI, and a schedule for your subrecipients’ Title VI Program submissions. <strong>No Subrecipients</strong></td>
<td></td>
</tr>
<tr>
<td>14. A Title VI equity analysis <strong>if you have constructed or conducted planning for a facility,</strong> such as a vehicle storage facility, maintenance facility, operation center, etc. <strong>No Facilities Planned or Constructed</strong></td>
<td></td>
</tr>
<tr>
<td>15. Copies of environmental justice assessments conducted for <strong>any construction projects during the past three years</strong> and, if needed based on the results, a description of the program or other measures used or planned to mitigate any identified adverse impact on the minority or low-income communities <strong>No Construction Projects</strong></td>
<td></td>
</tr>
</tbody>
</table>
16. If the recipient has undergone a Title VI Compliance Review in the last 3 years, please indicate the year of the last review and who conducted it. **Year/Agency:** □

### II. Transit Providers

**Requirement:** FTA C 4702.1B, Chapter IV – Requirements and Guidelines for Fixed Route Transit Providers.

**Note:** All NCDOT subrecipients that provide **fixed route** public transportation services (e.g., local, express or commuter bus; bus rapid transit; commuter rail; passenger ferry) must complete this section.

- **Not Applicable** □ *(Check this box if you do not provide **fixed route** services, and skip questions 17 and 18. This section does not apply to you if you **only** provide demand response services.)*

<table>
<thead>
<tr>
<th>Requested Items</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>(Please attach electronic documents (.pdf, .doc, etc.) or provide links to online versions)</em></td>
<td></td>
</tr>
</tbody>
</table>

17. Service standards (**quantitative measures**) developed for each specific **fixed route** mode that the recipient provides (standards may vary by mode) must be submitted for each of the following indicators:

- **Vehicle load for each mode** *(Can be expressed as the ratio of passengers to the total number of seats on a vehicle. For example, on a 40-seat bus, a vehicle load of 1.3 means all seats are filled and there are approximately 12 standees.)* □

- **Vehicle headway for each mode** *(Measured in minutes (e.g., every 15 minutes), headway refers to the amount of time between two vehicles traveling in the same direction on a given line or combination of lines. A shorter headway corresponds to more frequent service. Service frequency is measured in vehicles per hour (e.g., 4 buses per hour).)* □

- **On time performance for each mode** *(Expressed as a percentage, this is a measure of runs completed as scheduled. The recipient must define what is considered to be “on time.” Performance can be measured against route origins and destinations only, or against origins and destinations as well as specified time points along a route.)* □

- **Service availability for each mode** *(Refers to a general measure of the distribution of routes within a transit provider’s service area, such as setting the maximum distance between bus stops or train stations, or requiring that a percentage of all residents in the service area be within a one-quarter mile walk of bus service.)* □

18. Service policies (system-wide policies) adopted to ensure that service design and operations practices do not result in discrimination on the basis of race, color or national origin, must be submitted for each of the following:

- **Transit amenities for each mode** *(e.g., benches, shelters/canopies, printed materials, escalators/elevators, and waste receptacles. **NOTE:** Attach this information only if you have decision-making authority over siting transit amenities or you set policies to determine the siting of amenities.)* □

- **Vehicle assignment for each mode** *(Refers to the process by which transit vehicles are placed into service throughout a system. Policies for vehicle assignment may be based on the type or age of the vehicle, where age would be a proxy for condition, or on the type of service offered.)* □
Appendix D

PDFs of Signed Contract Administration Documents

See attached documents from Avery County Transportation, Mitchell County Transportation and Yancey County Transportation.
Memorandum of Understanding

Between Avery County Transportation Authority
and
Mayland Community College

This Memorandum of Understanding (MOU) documents the agreement between Avery County Transportation Department (ACTD) and Mayland Community College (MCC) to execute a contract to delineate partnership in the Mayland Life Skills Transportation Support Project.

Funding: This MOU is not a commitment of funds.

Purpose: Upon potential receipt of notice of award of North Carolina Department of Transportation FY2023 Capital Purchase of Service funding, the ACTD and MCC will execute a contract to support transportation of eligible, cognitively disabled students to Life Skills and Work Skills classes and associated field trips within Avery County. The contract will utilize NCDOT grant funding and required local match funding to reimburse ACTD for the cost of student fares beginning July 1, 2022 and ending June 30, 2023.

Duration: This MOU shall become effective upon signature by authorized officials from ACTD and MCC. This MOU is at-will and will remain in effect until modified or terminated by either of the partners by mutual consent. In the absence of mutual agreement, this MOU shall terminate on September 15, 2021.

Debbie Smith, Director
Avery County Transportation Department

Date 9/22/2021

Dr. John Boyd, President
Mayland Community College

Date __________________
TRANSPORTATION AGREEMENT

MITCHELL COUNTY TRANSPORTATION AUTHORITY (MCTA)

AND

MAYLAND LIFE SKILLS CLASSES

JULY 1, 2022—JUNE 30, 2023

THIS AGREEMENT, effective this 1st day of July 2022, by and between Mitchell County Transportation Authority herein after referred to as MCTA and Mayland Community College.

Now, therefore in consideration of the mutual covenants set forth therein, MCTA and Mayland Life Skills Classes agree as follows:

SECTION 1: PURPOSE OF AGREEMENT:

The purpose of this Agreement is to state the terms and conditions and mutual understanding of the parties, as to the manner MCTA will provide safe, efficient, and effective specialized transportation services for Mayland Life Skills Classes.

SECTION 2: MCTA AGREES:

- To transport clients to Mayland Life Skills Classes and return if needed. This transportation will be available during MCTA normal workdays. Schedule of Holidays (will be provided).
- Service contract is limited to those clients referred and authorized by Mayland Life Skills Classes.
- Insuring that all drivers shall be licensed to operate the specific vehicle used in transportation of clients in accordance with Chapter 20-7 of the General Statutes of North Carolina and Division of Motor Vehicle requirements;
- Insuring that all vehicles transporting clients shall have at least the minimum level of liability insurance appropriate for the type of vehicle as defined by Article 7 (will be provided), Rule R2-36 of the North Carolina Utilities Commission;
- Insuring that MCTA shall have written policies and procedures regarding how drivers handle and report client emergencies.
- MCTA will maintain records documenting the following:
  a. Valid current copies of Driver’s License for all drivers;
  b. Current valid Vehicle Registration, for all vehicles transporting clients;
  c. Driving records for all drivers for the past three years and with annual updates;
  d. Criminal Background check through North Carolina Law Enforcement or NCIC prior to employment and every three years thereafter;
  e. Alcohol and Drug Testing policy to meet the Federal Transit Authority guidelines.
- Submit to Mayland Life Skills Classes each month an itemized statement based on the rates set forth of $1.95 per direct mile.

SECTION 3: Mayland Community College AGREES:
• To provide MCTA with the clients destination information and special needs or assistance that might be required.
• To provide MCTA with adequate notice of cancelation of prescheduled transportation. “Adequate Notice” is defined as 24 hr. prior to transportation need.
• To reimburse MCTA for transportation services within thirty (30) days from the date of the monthly statement as submitted by MCTA.
• To reimburse MCTA when funds are released by the State.
• Follow MCTA’s rules and regulations listed in policy and procedure manuals.

SECTION 4: Cost of Service:

• By agreement, Mayland Life Skills Classes agrees to pay direct miles from residence to destination and back at a rate of $1.95 per mile.

SECTION 5: Period of Performance:

• By mutual agreement, this contract shall be effective July 1, 2022 and shall terminate June 30, 2023 unless renewed or amended by mutual consent of both parties.
• In the event of noncompliance with any provision of this agreement, either party may terminate the agreement by giving the other party thirty (30) days’ notice.

SECTION 6: Measure of Success:

• Success shall be measured by a ratio of 50% of the students from Mitchell County ride with MCTA on a regular basis.

Certification Regarding Nondiscrimination
Mitchell County Transportation certifies that it will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color of national origin; (b) Title DC of the Education Amendments of 1972, as amended (20 U.S.C. 1681-1683, and 1685-1685), which prohibits discrimination of the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. 794), which prohibits discrimination of the basis of handicaps;

IN WITNESS WHEREOF, parties hereto have executed this Agreement this day and year first written.

Mitchell County Transportation Authority

Sheila Blalock, MCTA Director

Representative and Title
Mayland Life Skills Classes

Date
6/17/22

6-17-2022
TRANSPORTATION CONTRACT
Between
YANCEY COUNTY TRANSPORTATION AUTHORITY (YCTA)
And
MAYLAND COMMUNITY COLLEGE

THIS AGREEMENT, effective July 1, 2022 through June 30, 2023 by and between Yancey County Transportation Authority, hereinafter referred to as YCTA and Mayland Community College, hereinafter referred to as Mayland.

Now, therefore, in consideration of the mutual covenants set forth therein, YCTA and Mayland agree as follows:

Section 1. Purpose of Agreement: The purpose of this agreement is to state the terms and conditions and mutual understanding of the parties, as to the manner in which YCTA will provide transportation service for students of the Continuing Education Program for Mayland.

Section 2. Yancey County Transportation agrees to:
(a) provide regularly scheduled transportation as mutually agreed upon
(b) provide these services between the hours of 8:00 a.m. and 4:30 p.m. Monday through Friday with the exception of scheduled holidays or on days whereby vans cannot operate due to inclement weather (other times may be arranged by calling the Yancey County Transportation office 24 hours in advance)
(c) maintain insurance which will meet requirements of the N.C. Department of Transportation
(d) provide transportation services which utilize qualified drivers and vehicles that are equipped, maintained, and operated in a safe and business like manner
(e) provide a properly documented invoice to Mayland on a monthly basis

Section 3. Mayland agrees to:
(a) provide Yancey County Transportation with a listing of agency certified passengers to be provided transportation services with a prior 24 hour notice
(b) provide Yancey County Transportation Authority with name, destination, and a class schedule of passenger.
(c) Have passenger ready at scheduled time of pickup
(d) Be responsible for providing assistance for clients to and from the vans.

“Serving the Community”

Phone: (828) 682-6144/9304 Fax: (828) 682-6107
(e) Reimburse Yancey County Transportation Authority within (30) days for eligible transportation charges

Section 4 Cost of Services:

Rates and Billing: Mayland agrees to pay the established trip rate of $36.40, set by YCTA using the fully allocated cost model. Trip rates pertain to each trip (a trip being, one way).

If transportation is requested that is not on the YCTA schedule, Special Transportation services will be provided at a rate of $3.15 per mile. YCTA also agrees to match 10% of Yancey County ride charges with the ROAP/EDTAP funding in YCTA’s budget.

Period of Performance:

By mutual agreement, this contract shall be on a yearly basis and be renewed, amended by mutual consent.

Termination Option

In the event of noncompliance with any provision of this agreement, either party may terminate this agreement by giving the other party sixty-(60) day advance written notice.

[Signature]
Director
Yancey County Transportation Authority

[Signature]
Director/Dean
Mayland Community College

Date: 10/6/21