

Title VI Plan Cover Page



Center for Service and Volunteerism

Arizona Board of Regents for and on behalf of Northern Arizona University's Center for Service and Volunteerism 2025

Title VI Contact: Elyce C. Morris, Equity and Access Office

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Address: Old Main, Building 10, PO Box 4083, Flagstaff, AZ 86011

**Web Address: <https://in.nau.edu/center-for-service-and-volunteerism/title-vi-information/> or
<https://in.nau.edu/eao>**

Para Información en Español: 928-523-3312

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Executive Summary

The mission of the Center for Service and Volunteerism at Northern Arizona University is to improve lives and strengthen communities through service and volunteerism. The Center for Service and Volunteerism (CSV) sponsors the Senior Companion Program (SCP), which specifically enables those age 55 and over and with limited incomes to serve as volunteer Senior Companions and provide supportive individualized services such as transportation, companionship, personal care, home management, information and advocacy, and respite care to help adults age 50+ with special needs (homebound and/or disabled) maintain their dignity and independence. SCP operates in Coconino, Maricopa, La Paz, Mohave, Yavapai, and Yuma Counties and typically serves 500-600 clients. CSV@NAU's SCP has provided demand response type transportation services in Northern Arizona since 1985 and has steadily expanded its service area to include western, central, and most recently southern Arizona. CSV@NAU has received funding through the ADOT 5310 Program since 2011.

SCP increases transportation opportunities for older adults and individuals with disabilities beyond the requirements of the ADA by providing door through door service and more. SCP offers transportation to those identified clients, through more than 50 partner agencies, that have been scheduled with Senior Companion volunteers on a recurring basis. Our policy states that when they are serving a client, volunteers are to be with that client at all times. For instance, they must assist the client in shopping, not just wait outside the grocery store; they must assist the client into a medical facility and wait within that facility for the client's appointment to be over. They provide assistance with walking, getting in and out of the vehicle, and assistance beyond the vehicle (getting groceries from the shelf to the cart and putting groceries away once back at the client's home).

CSV@NAU is housed in the College of Social and Behavioral Sciences and the main office is located on the Flagstaff Campus. Program staff live in the communities served such as Kingman, Prescott, Show Low, Phoenix, and Yuma and are supervised by the Senior Corps Program Manager based in Phoenix.

What type of program fund(s) did you apply for?

- 5310
- 5311
- Other (please explain) _____

Type of Funding Requests? (Check all that apply)

- Vehicle Funds
- Operating Funds
- Other (please explain) _____

Is your agency receiving direct funds from FTA?

- If yes, please attach a copy of your FTA letter of approval of Title VI Plan.
- No

Non Discrimination Policy Statement

The Center for Service and Volunteerism at Northern Arizona University's Senior Companion Program (SCP) policies assure full compliance with Title VI of the Civil Rights act of 1964, the Restoration Act of 1987, section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (ADA), and related statutes and regulations in all programs and activities. Title VI states that "no person shall on the grounds of race, color, national origin, or disability be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination" under any CSV@NAU SCP sponsored program or activity. There is no distinction between the sources of funding.

The Center for Service and Volunteerism (CSV) also assures that every effort will be made to prevent discrimination through the impacts of its programs, policies, and activities on minority and low-income populations. Furthermore, CSV will take reasonable steps to provide meaningful access to services for persons with limited English proficiency.

When CSV programs distribute Federal-aid funds to another entity/person, CSV will ensure all subrecipients fully comply with our Title VI Nondiscrimination Program requirements. The President of Northern Arizona University has delegated the authority to Elyce C. Morris Northern Arizona University's Title VI Program Coordinator, to oversee and implement FTA Title VI requirements.

Non Discrimination Notice to the Public

Notifying the Public of Rights Under Title VI and ADA Arizona Board of Regents for and on behalf of Northern Arizona University's Center for Service and Volunteerism

Arizona Board of Regents for and on behalf of Northern Arizona University's Center for Service and Volunteerism operates its programs and services without regard to race, color, national origin or disability in accordance with Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990 (ADA). Any person who believes she or he has been aggrieved by any unlawful discriminatory practice under Title VI may file a complaint with the **Arizona Board of Regents for and on behalf of Northern Arizona University's Center for Service and Volunteerism**.

For more information on the **Arizona Board of Regents for and on behalf of Northern Arizona University's Center for Service and Volunteerism's** civil rights program, and the procedures to file a complaint, contact **Elyce C. Morris, Equity and Access Office, 928-523-3312; email equityandaccess@nau.edu**; or visit our administrative office at **Old Main, Building 10, PO Box 4083, Flagstaff, AZ 86011**. For more information, visit <https://in.nau.edu/center-for-service-and-volunteerism/title-vi-information/> or <https://in.nau.edu/eao>.

Complaints may be filed directly with the Arizona Department of Transportation (**ADOT**) **Civil Rights Office**. ATTN: Title VI Program Coordinator 1801 W Jefferson St. MD 154A Ste. 101, Phoenix AZ, 85007 or with the Federal Transit Administration (**FTA**). ATTN: Title VI Program Coordinator, 1200 New Jersey Ave., SE Washington DC 20590

If information is needed in another language, contact **928-523-3312**.

*Para información en Español llame: **928-523-3312**

* T'áá Diné k'ehjí Hozhó'ó shíł 'íishjání ídoolníł nínízingo 'éí **928-523-3312**
bichí' hodílnih.

Non Discrimination Notice to the Public - Spanish

Aviso Público Sobre los Derechos Bajo el Título VI Y ADA Arizona Board of Regents for and on behalf of Northern Arizona University's Center for Service and Volunteerism

Arizona Board of Regents for and on behalf of Northern Arizona University's Center for Service and Volunteerism (y sus subcontratistas, si cualquiera) asegura cumplir con el Título VI de la Ley de los Derechos Civiles de 1964, Sección 504 de la Ley de Rehabilitación de 1973 y La Ley de ciudadanos Americanos con Discapacidades de 1990 (ADA). El nivel y la calidad de servicios de transporte serán proveídos sin consideración a su raza, color, país de origen, o discapacidad.

Para obtener más información sobre el programa de Derechos Civiles de **Arizona Board of Regents for and on behalf of Northern Arizona University's Center for Service and Volunteerism**, y los procedimientos para presentar una queja, contacte **Elyce C. Morris, Equity and Access Office 928-523-3312**; o visite nuestra oficina administrativa en **Old Main, Building 10, PO Box 4083, Flagstaff, AZ 86011**. Para obtener más información, visite <https://in.nau.edu/center-for-service-and-volunteerism/title-vi-information/> or <https://in.nau.edu/eao>

Una queja puede ser presentada con la oficina de Derechos Civiles del Departamento de Transporte de Arizona (**ADOT**). Atención: Title VI Program Manager, 1801 W Jefferson Street MD 154A, Ste. 101, Phoenix AZ, 85007 o con la Administración Federal de Transporte (**FTA**). Atención: Title VI Coordinator, 1200 New Jersey Ave., SE Washington DC 20590

The above notice is posted in the following locations: **Center for Service and Volunteerism Office Locations in Phoenix, Flagstaff, Yuma, and Kingman.**

This notice is posted online at <https://in.nau.edu/center-for-service-and-volunteerism/title-vi-information/>

Non Discrimination ADA/Title VI Complaint Procedures

These procedures provide guidance for all complaints filed under Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990 (ADA) as they relate to any program or activity that is administered by **Arizona Board of Regents for and on behalf of Northern Arizona University's Center for Service and Volunteerism** including consultants, contractors and vendors. Intimidation or retaliation as a result of a complaint is prohibited by law. In addition to these procedures, complainants reserve the right to file a formal complaint with other State or Federal agencies or to seek private counsel for complaints alleging discrimination. Every effort will be made to resolve complaints at the lowest possible level.

- (1) Any person who believes he and/or she has been discriminated against on the basis of race, color, national origin, or disability may file a Discrimination complaint by completing and submitting the agency's Title VI Complaint Form. Because CSV is part of Northern Arizona University, Title VI complaints will be handled by the Northern Arizona University Equity and Access Office.
- (2) Formal complaints must be filed within **180** calendar days of the last date of the alleged act of discrimination or the date when the alleged discrimination became known to the complainant(s), or where there has been a continuing course of conduct, the date on which the conduct was discontinued or the latest instance of the conduct.
- (3) Complaints must be in writing and signed by the complainant(s) and must include the complainant(s) name, address and phone number. The ADA/Title VI contact person will assist the complainant with documenting the issues if necessary.
- (4) Allegations received by fax or e-mail will be acknowledged and processed, once the identity of the complainant(s) and the intent to proceed with the complaint have been established. For this, the complainant is required to mail a signed, original copy of the fax or email transmittal for the complaint to be processed.
- (5) Allegations received by telephone will be reduced to writing and provided to the complainant for confirmation or revision before processing. A complaint form will be forwarded to the complainant for him/her to complete, sign and return for processing.
- (6) Once submitted **Arizona Board of Regents for and on behalf of Northern Arizona University's Center for Service and Volunteerism** will review the complaint form to determine jurisdiction. All complaints will receive an acknowledgement letter informing her/him whether the complaint will be investigated by the **Arizona Board of Regents for and on behalf of Northern Arizona University's Center for Service and Volunteerism** or submitted to the State or Federal authority for guidance.

- (7) **Arizona Board of Regents for and on behalf of Northern Arizona University's Center for Service and Volunteerism** will notify the ADOT Civil Rights Office of ALL Discrimination complaints within 72 hours via telephone at 602-712-8946; or email at civilrightsoffice@azdot.gov.
- (8) **Arizona Board of Regents for and on behalf of Northern Arizona University's Center for Service and Volunteerism** has 10 business days to investigate the complaint. If more information is needed to resolve the case, the Authority may contact the complainant. The complainant has 10 business days from the date of the letter to send requested information to the investigator assigned to the case. If the investigator is not contacted by the complainant or does not receive the additional information within 10 business days, the Authority can administratively close the case. A case can be administratively closed also if the complainant no longer wishes to pursue their case.
- (9) After the investigator reviews the complaint, she/he will issue one of two letters to the complainant: a closure letter or a letter of finding (LOF). A closure letter summarizes the allegations and states that there was not a Discrimination violation and that the case will be closed. An LOF summarizes the allegations and the interviews regarding the alleged incident, and explains whether any disciplinary action, additional training of the staff member or other action will occur.
- (10) A copy of either the closure letter or LOF must be also be submitted to ADOT within **72** hours of that decision. Letters may be submitted by hardcopy or email.
- (11) A complainant dissatisfied with **Arizona Board of Regents for and on behalf of Northern Arizona University's Center for Service and Volunteerism** decision may file a complaint with the Arizona Department of Transportation (**ADOT**) or the Federal Transit Administration (**FTA**) offices of Civil Rights: **ADOT**: ATTN ADA/Title VI Program Coordinator 206 S. 17TH Ave MD 155A RM: 183 Phoenix AZ, 85007 **FTA**: Attention Title VI Program Coordinator, East Building, 5th Floor-TCR 1200 New Jersey Ave., SE Washington DC 20590
- (12) A copy of these procedures can be found online at: <https://in.nau.edu/center-for-service-and-volunteerism/title-vi-information/> or <https://in.nau.edu/eao>.

If information is needed in another language, contact **928-523-3312**.

*Para información en Español llame: **928-523-3312**

* T'áá Diné k'ehjí Hozhó'ó shíł 'íishjání idoolníł nínízingo 'éí 928-523-3312 bichí' hodíilnih.

Discrimination ADA/Title VI Complaint Form

Section I:		
Name:		
Address:		
Telephone (Home):	Telephone (Work):	
Electronic Mail Address:		
Accessible Format Requirements?	<input type="checkbox"/> Large Print	<input type="checkbox"/> Audio Tape
	<input type="checkbox"/> TDD	<input type="checkbox"/> Other
Section II:		
Are you filing this complaint on your own behalf?	<input type="checkbox"/> Yes*	<input type="checkbox"/> No
<i>*If you answered "yes" to this question, go to Section III.</i>		
If not, please supply the name and relationship of the person for whom you are complaining.		
Please explain why you have filed for a third party:		
Please confirm that you have obtained the permission of the aggrieved party if you are filing on behalf of a third party.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Section III:		
I believe the discrimination I experienced was based on (check all that apply):		
<input type="checkbox"/> Race	<input type="checkbox"/> Color	<input type="checkbox"/> National Origin <input type="checkbox"/> Disability
Date of Alleged Discrimination (Month, Day, Year): _____		
Explain as clearly as possible what happened and why you believe you were discriminated against. Describe all persons who were involved. Include the name and contact information of the person(s) who discriminated against you (if known) as well as names and contact information of any witnesses. If more space is needed, please use the back of this form.		

Section VI:		
Have you previously filed a Discrimination Complaint with this agency?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

If yes, please provide any reference information regarding your previous complaint.

Section V:

Have you filed this complaint with any other Federal, State, or local agency, or with any Federal or State court?

Yes No

If yes, check all that apply:

Federal Agency: _____

Federal Court: _____ State Agency: _____

State Court : _____ Local Agency: _____

Please provide information about a contact person at the agency/court where the complaint was filed.

Name:

Title:

Agency:

Address:

Telephone:

Section VI:

Name of agency complaint is against:

Name of person complaint is against:

Title:

Location:

Telephone Number (if available):

You may attach any written materials or other information that you think is relevant to your complaint. Your signature and date are **required** below:

Signature

Date

Please submit this form in person at the address below, or mail this form to:

Arizona Board of Regents for and on behalf of Northern Arizona University's Center for Service and Volunteerism

Elyce C. Morris, Equity and Access Office

Old Main, Building 10, PO Box 4083, Flagstaff, AZ 86011

928-523-3312

equityandaccess@nau.edu

A copy of this form can be found online at <https://in.nau.edu/center-for-service-and-volunteerism/title-vi-information/> or <https://in.nau.edu/eao>

Forma de Queja Título VI

Sección I:		
Nombre:		
Dirección:		
Teléfono (Casa):		Teléfono (Trabajo):
Dirección de Correo Electronico:		
Requiere formato accesible?	<input type="checkbox"/> Imprenta Grande	<input type="checkbox"/> Audio Cinta
	<input type="checkbox"/> TDD	<input type="checkbox"/> Otro
Sección II:		
Esta llenando esta queja en su propia representación?	<input type="checkbox"/> Sí*	<input type="checkbox"/> No
<i>*Sí su respuesta a esta pregunta es "sí" siga a la Sección III.</i>		
Sí su respuesta es "no" favor de pobeher el nombre y explique su relación a la persona para la cual se esta llenando esta queja.		
Por favor explique la razon por la cual usted esta llenando esta queja en representación de otra persona:		
Por favor confirme qué usted tiene la autorización para representar a la persona agredida es esta queja.	<input type="checkbox"/> Sí	<input type="checkbox"/> No
Sección III:		
Yo creo que la discriminación qué yo esperimete fue por (maque todas las razones qué apliquen):		
<input type="checkbox"/> Raza <input type="checkbox"/> Color <input type="checkbox"/> Origen Natal		
Fecha de la presunta discriminación (Mes, Dia, Ano): _____		
De la manera más clara, explique qué fue lo que paso y porque usted piensa qué se le discrimino. Por favor incluya a todas las personas inbolugradas ya sean testigos o personas qué cometieron la discriminación he incluya sus nombres y información de como contactarlos. Sí necesita más espacio, favor de usar la parte de atras de esta forma.		

Sección VI:		
Alguna otra vez ha usted presentado una queja con esta agencia?	<input type="checkbox"/> Sí	<input type="checkbox"/> No

Sí su respuesta es "sí", por favor de proveer la información referente a su queja previa.

Sección V:

A usted presentado esta queja con alguna otra agencia Federal, Estatal, o Local y/o Corte Federal o Estatal?

Sí No

Sí su respuesta es "sí", maque todas las que apliquen:

Agencia Federal: _____

Corte Federal: _____ Agencia Estatal: _____

Corte Estatal : _____ Agencia Local: _____

Favor de proveer la información de la persona o agencia/corte dónde la queja fue presentada.

Nombre:

Título:

Agencia:

Dirección:

Teléfono:

Sección VI:

Nombre de la agencia para la cual es encontra la queja:

Nombre de la persona para la cual es encontra la queja:

Título:

Locación:

Numero Telefónico (si aplica):

Puede usted incluir material escrito o información pertinente a su queja. Su firma y fecha se require debajo:

Firma

Fecha

Por favor presente su queja en persona a la dirección debajo o por correo ha:

Arizona Board of Regents for and on behalf of Northern Arizona University's Civic Service Institute

Director, Equity and Access Office

Old Main, Building 10, PO Box 4083, Flagstaff, AZ 86011

(928) 523-3312

equityandaccess@nau.edu

Puede contrar una copia de este formulario en línea en <https://in.nau.edu/center-for-service-and-volunteerism/title-vi-information/> or <https://in.nau.edu/eao>

Discrimination ADA/Title VI Investigations, Complaints, and Lawsuits

If no investigations, lawsuits, or complaints were filed select the option below.

Arizona Board of Regents for and on behalf of Northern Arizona University’s Center for Service and Volunteerism has not had any ADA nor Title VI Discrimination complaints, investigations, or lawsuits in 2024-2025.

Complainant	Date (Month, Day, Year)	Basis of Complaint (Race, Color, National Origin or Disability)	Summary of Allegation	Status	Action(s) Taken	Final Findings?
Investigations						
1)						
2)						
Lawsuits						
1)						
2)						
Complaints						
1)						
2)						

Public Participation Plan

Arizona Board of Regents for and on behalf of Northern Arizona University's Center for Service and Volunteerism is engaging the public in its planning and decision-making processes, as well as its marketing and outreach activities. The public will be invited to participate in the process whether through public meetings or surveys.

As an agency receiving federal financial assistance, **Arizona Board of Regents for and on behalf of Northern Arizona University's Center for Service and Volunteerism** made the following community outreach efforts and activities to engage minority and Limited English Proficient populations since the last Title VI Plan submittal to ADOT CRO.

Expanded the distribution of agency brochures – We continue to share brochures and fliers within the service area with partner agencies, public locations such as libraries, city/county buildings, as well as doctors' offices and other businesses.

Partnered with other local agencies to advertise services provided – We share information at all coordinated council meetings about our volunteer opportunities so all attendees are informed about the process and can share it with their audiences.

Hosted public information meetings and or hearings (Please insert the dates these meetings occurred below).

Senior Coffee Hour – 1/10/24, 2/14/24, 3/13/24, 4/10/24, 5/8/24, 6/12/24, 7/10/24, 8/14/24, 9/11/24, 10/9/24, 11/8/24, 12/13/24, 1/8/25, 2/12/25

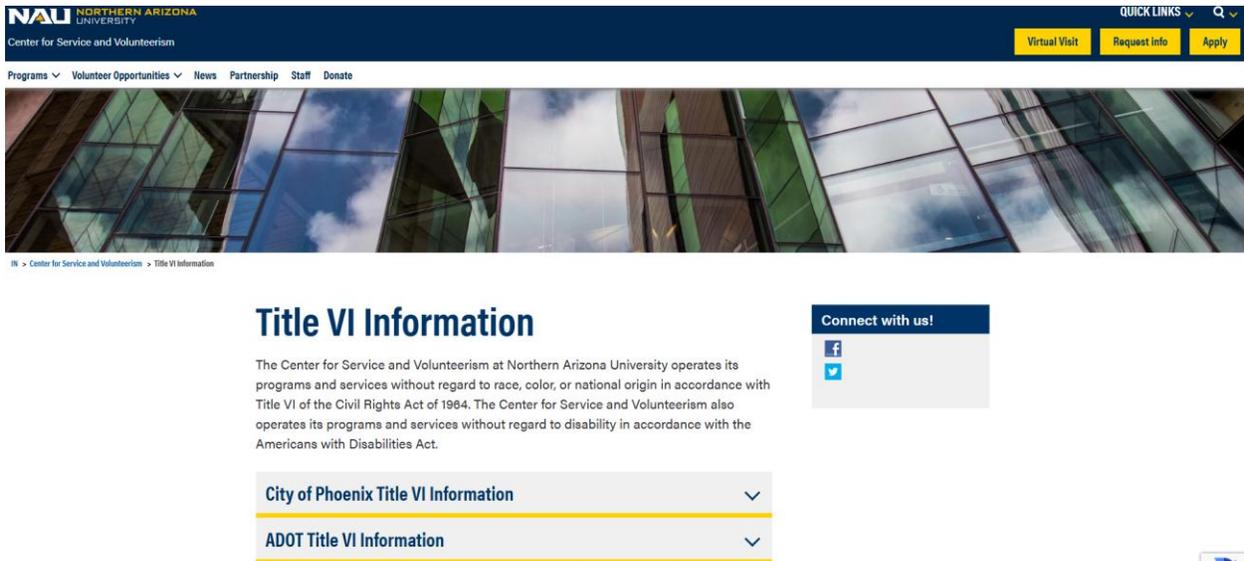
Hosted an information booth at a community event.

Coconino County: 1/10/24, 2/14/24, 3/13/24, 4/10/24, 5/8/24, 6/12/24, 7/10/24, 8/14/24, 9/11/24, 10/9/24, 11/8/24, 12/13/24, 1/8/25, 2/12/25– Senior Coffee Hour. **Yavapai County:** 9/7/23 - Prescott Valley Job Fair; 10/13/23 - Senior Connection Senior Expo; 10/16/23, 10/17/23, 10/18/23, 10/20/23 - Central Arizona Senior Association; 10/25/23 - Veterans' Employment Symposium at Yavapai College; 3/1/24 - Chino Valley Job Fair; 4/3/24 - Prescott Job Fair; 4/19/24 Chino Valley, Community Health Fair sponsored by Polara Health. **Yuma County:** 1/25/24 - Senior Community Forum: Performed outreach activities at City of San Luis Senior community forum; 1/29/24 - Presentation at Friendly Acres Resort in Yuma; 2/7/24 - Presentation at HACY (Housing Authority City of Yuma) Casa Sierra Vista Apartments; 2/7/24 - Presentation at Garden Oasis Adult RV Park in Yuma; 2/7/24 - Outreach Activity at City of Somerton Senior Center; 2/13/24 - Presentation at Cesar Chavez Center in San Luis; 3/13/24 - Presentation at HACY (Housing Authority City of Yuma) Casa Sierra Vista Apartments in Yuma; 5/7/24 - Presentation at San Luis Senior Center; 6/27/24 - Presentation at Bienestar Apartments in San Luis; 8/29/24 - Job Fair at Somerton Library; 9/11/24 - Sep 11th Day of Service and Remembrance event at Somerton police/fire department; 10/2/24 - Yuma Community Job & Education Fair at Arizona Western College; 10/23/24 - Housing America Health and Wellness Fair in Somerton; 11/1/24 - Dia de Muertos Ceremony at Somerton Branch Library; 11/23/24 - Presentation with Yuma County Hispanic Cancer Support Group; 12/4/24 - Yuma Welcome Back Bash at Yuma Civic Center.

Updated agency documents/publications to make them more user-friendly e.g. comment forms or agency brochures

Arizona Board of Regents for and on behalf of Northern Arizona University's Center for Service and Volunteerism will make the following community outreach efforts for the **upcoming year**:

- Expand the distribution of agency brochures
- Advertise public announcements through newspapers, fliers, or radio
- Partner with other local agencies to advertise services provided.
- Host public information meetings and or hearings.
- Host an information booth at a community event
- Update agency documents/publications to make them more user-friendly e.g. comment forms or agency brochures.
- List other _____



Public Participation Outreach Method – Website: <https://in.nau.edu/center-for-service-and-volunteerism/title-vi-information/>

Limited English Proficiency Plan

Arizona Board of Regents for and on behalf of Northern Arizona University’s Center for Service and Volunteerism has developed the following Limited English Proficiency Plan (LEP) to help identify reasonable steps to provide language assistance for LEP persons seeking meaningful access to **Arizona Board of Regents for and on behalf of Northern Arizona University’s Center for Service and Volunteerism** services as required by Executive Order 13166. A Limited English Proficiency person is one who does not speak English as their primary language and who has a limited ability to read, speak, write, or understand English.

This plan details procedures on how to identify a person who may need language assistance, the ways in which assistance may be provided, training to staff, notification to LEP persons that assistance is available, and information for future plan updates. In developing the plan while determining the **Arizona Board of Regents for and on behalf of Northern Arizona University’s Center for Service and Volunteerism’s** extent of obligation to provide LEP services, the **Arizona Board of Regents for and on behalf of Northern Arizona**

University's Center for Service and Volunteerism undertook a U.S. Department of Transportation four-factor LEP analysis which considers the following:

- 1) The number or proportion of LEP persons eligible in the **Arizona Board of Regents for and on behalf of Northern Arizona University's Center for Service and Volunteerism** service area who may be served or likely to encounter by **Arizona Board of Regents for and on behalf of Northern Arizona University's Center for Service and Volunteerism** program, activities, or services;

CSV@NAU SCP Service Area Limited English Proficient Populations that meet the *Safe Harbor Threshold

County	Language	Percent	Speak English less than “very well”	Total Population
Flagstaff Unified School District Area (Coconino County)	Spanish or Spanish Creole	2.2%	2,186	88,888
Maricopa	Spanish or Spanish Creole	7.49%	280,415	3,745,433
Maricopa	Chinese	0.28%	10,653	3,745,433
Maricopa	Vietnamese	0.28%	10,582	3,745,433
Maricopa	Arabic	0.16%	5,890	3,745,433
Maricopa	Tagalog	0.13%	5,010	3,745,433
Maricopa	Other Asian languages	0.11%	4,225	3,745,433
Maricopa	African languages	0.11%	4,173	3,745,433
Maricopa	Korean	0.09%	3,388	3,745,433
Maricopa	Serbo-Croatian	0.08%	2,839	3,745,433
Maricopa	Other Indo-European languages	0.06%	2,367	3,745,433
Maricopa	Persian	0.06%	2,294	3,745,433
Maricopa	French	0.06%	2,137	3,745,433
Maricopa	Other Indic languages	0.06%	2,118	3,745,433
Maricopa	Other and unspecified languages	0.05%	1,932	3,745,433
Maricopa	Russian	0.04%	1,633	3,745,433
Maricopa	German	0.04%	1,624	3,745,433
Maricopa	Other Pacific Island languages	0.04%	1,456	3,745,433
Maricopa	Japanese	0.04%	1,314	3,745,433
Maricopa	Thai	0.03%	1,243	3,745,433
Maricopa	Polish	0.03%	1,124	3,745,433
Maricopa	Hindi	0.03%	1,124	3,745,433
Maricopa	Navajo	0.03%	1,116	3,745,433
Mohave	Spanish or Spanish Creole	3.31%	6,410	193,644
Navajo	Navajo	6.36%	6,340	99,646
Navajo	Spanish or Spanish Creole	1.55%	1,549	99,646
Yavapai	Spanish or Spanish Creole	3.05%	6,300	206,720
Yuma	Spanish or Spanish Creole	22.75%	42,727	187,835

**Language Spoken at Home by Ability to Speak English for the Population 5 Years and Over
2015: ACS 5-Year Estimates Detailed Tables**

Label	Maricopa County, Arizona		Mohave County, Arizona		Navajo County, Arizona		Yavapai County, Arizona		Yuma County, Arizona		Flagstaff Unified District, Arizona	
	Estimate	Margin of Error	Estimate	Margin of Error	Estimate	Margin of Error	Estimate	Margin of Error	Estimate	Margin of Error	Estimate	Margin of Error
Total:	3,745,433	*****	193,644	±7	99,646	±48	206,720	*****	187,835	±12	88,888	±820
Speak only English	2,753,762	±6,415	172,151	±1,206	62,650	±759	185,224	±1,367	90,047	±1,703	72,667	±1,150
Spanish or Spanish Creole:	765,125	±5,939	16,812	±1,161	5,759	±587	16,104	±1,168	93,778	±1,552	8,387	±669
Speak English "very well"	484,710	±6,083	10,402	±916	4,210	±496	9,804	±886	51,051	±1,821	6,201	±606
Speak English less than "very well"	280,415	±4,511	6,410	±741	1,549	±380	6,300	±840	42,727	±1,515	2,186	±389
French (incl. Patois, Cajun):	10,547	±915	339	±177	124	±84	726	±225	346	±203	229	±106
Speak English "very well"	8,410	±747	304	±175	95	±80	618	±217	229	±136	201	±104
Speak English less than "very well"	2,137	±408	35	±31	29	±26	108	±78	117	±148	28	±30
French Creole:	519	±206	4	±6	13	±20	3	±7	0	±29	0	±29
Speak English "very well"	370	±153	4	±6	13	±20	3	±7	0	±29	0	±29
Speak English less than "very well"	149	±111	0	±29	0	±29	0	±29	0	±29	0	±29
Italian:	4,510	±639	183	±144	90	±100	470	±203	137	±70	54	±41
Speak English "very well"	3,562	±550	171	±138	90	±100	344	±152	92	±51	38	±36
Speak English less than "very well"	948	±252	12	±19	0	±29	126	±90	45	±46	16	±23
Portuguese or Portuguese Creole:	2,637	±484	67	±65	36	±59	61	±63	48	±45	64	±60
Speak English "very well"	2,072	±408	64	±65	36	±59	60	±63	14	±21	28	±30
Speak English less than "very well"	565	±160	3	±5	0	±29	1	±2	34	±40	36	±49
German:	12,635	±1,016	825	±275	119	±71	1,007	±387	449	±221	385	±167
Speak English "very well"	11,011	±898	701	±251	114	±73	879	±329	383	±216	363	±158
Speak English less than "very well"	1,624	±365	124	±85	5	±8	128	±97	66	±44	22	±34
Yiddish:	252	±108	0	±29	0	±29	0	±29	5	±8	11	±21
Speak English "very well"	201	±86	0	±29	0	±29	0	±29	5	±8	11	±21
Speak English less than "very well"	51	±61	0	±29	0	±29	0	±29	0	±29	0	±29
Other West Germanic languages:	1,362	±267	246	±151	18	±20	214	±121	27	±39	20	±24
Speak English "very well"	1,137	±231	196	±110	6	±10	192	±119	27	±39	20	±24
Speak English less than "very well"	225	±112	50	±52	12	±17	22	±24	0	±29	0	±29
Scandinavian languages:	1,917	±353	29	±47	67	±50	217	±127	15	±18	49	±57

Speak English "very well"	1,795	±346	29	±47	67	±50	195	±125	15	±18	48	±57
Speak English less than "very well"	122	±58	0	±29	0	±29	22	±28	0	±29	1	±4
Greek:	2,087	±434	142	±157	0	±29	108	±102	62	±62	26	±40
Speak English "very well"	1,570	±344	142	±157	0	±29	108	±102	62	±62	26	±40
Speak English less than "very well"	517	±175	0	±29	0	±29	0	±29	0	±29	0	±29
Russian:	5,677	±986	80	±56	57	±79	58	±56	12	±15	77	±70
Speak English "very well"	4,044	±737	66	±54	57	±79	52	±51	7	±12	51	±57
Speak English less than "very well"	1,633	±371	14	±21	0	±29	6	±10	5	±8	26	±28
Polish:	4,555	±652	86	±67	63	±65	122	±82	29	±32	66	±47
Speak English "very well"	3,431	±547	69	±65	53	±64	100	±79	29	±32	66	±47
Speak English less than "very well"	1,124	±282	17	±28	10	±15	22	±25	0	±29	0	±29
Serbo-Croatian:	7,201	±1,139	29	±42	7	±10	25	±28	0	±29	96	±100
Speak English "very well"	4,362	±841	23	±40	7	±10	25	±28	0	±29	96	±100
Speak English less than "very well"	2,839	±511	6	±11	0	±29	0	±29	0	±29	0	±29
Other Slavic languages:	3,074	±608	79	±121	16	±26	114	±77	50	±44	53	±40
Speak English "very well"	2,269	±486	65	±101	16	±26	103	±76	41	±37	43	±31
Speak English less than "very well"	805	±248	14	±20	0	±29	11	±17	9	±14	10	±16
Armenian:	700	±339	0	±29	0	±29	0	±29	0	±29	42	±65
Speak English "very well"	592	±336	0	±29	0	±29	0	±29	0	±29	42	±65
Speak English less than "very well"	108	±66	0	±29	0	±29	0	±29	0	±29	0	±29
Persian:	5,580	±947	0	±29	2	±4	147	±90	12	±24	0	±29
Speak English "very well"	3,286	±636	0	±29	2	±4	67	±55	12	±24	0	±29
Speak English less than "very well"	2,294	±532	0	±29	0	±29	80	±82	0	±29	0	±29
Gujarati:	3,401	±630	0	±29	0	±29	49	±64	33	±44	11	±22
Speak English "very well"	2,492	±505	0	±29	0	±29	49	±64	4	±10	11	±22
Speak English less than "very well"	909	±265	0	±29	0	±29	0	±29	29	±42	0	±29
Hindi:	8,157	±1,014	11	±21	48	±52	0	±29	81	±70	44	±55
Speak English "very well"	7,033	±936	11	±21	32	±49	0	±29	70	±64	44	±55
Speak English less than "very well"	1,124	±267	0	±29	16	±16	0	±29	11	±17	0	±29
Urdu:	1,620	±528	22	±36	0	±29	23	±38	156	±112	29	±39
Speak English "very well"	1,451	±487	22	±36	0	±29	23	±38	129	±106	29	±39
Speak English less than "very well"	169	±99	0	±29	0	±29	0	±29	27	±29	0	±29
Other Indic languages:	7,006	±921	111	±112	66	±70	0	±29	147	±183	80	±89
Speak English "very well"	4,888	±639	111	±112	24	±25	0	±29	141	±182	65	±78
Speak English less than "very well"	2,118	±496	0	±29	42	±45	0	±29	6	±11	15	±26

Other Indo-European languages:	6,442	±895	68	±58	0	±29	42	±42	0	±29	17	±20
Speak English "very well"	4,075	±595	68	±58	0	±29	20	±34	0	±29	17	±20
Speak English less than "very well"	2,367	±453	0	±29	0	±29	22	±25	0	±29	0	±29
Chinese:	21,682	±1,270	452	±230	50	±77	186	±130	151	±102	713	±284
Speak English "very well"	11,029	±886	67	±69	26	±38	112	±110	132	±109	236	±140
Speak English less than "very well"	10,653	±925	385	±229	24	±41	74	±70	19	±28	477	±246
Japanese:	3,911	±628	113	±62	54	±61	140	±102	120	±67	181	±101
Speak English "very well"	2,597	±426	44	±51	48	±60	118	±100	71	±47	85	±65
Speak English less than "very well"	1,314	±370	69	±42	6	±9	22	±29	49	±45	96	±74
Korean:	7,280	±871	51	±49	11	±14	123	±81	149	±89	59	±47
Speak English "very well"	3,892	±607	14	±19	0	±29	67	±52	69	±55	40	±39
Speak English less than "very well"	3,388	±522	37	±37	11	±14	56	±54	80	±67	19	±22
Mon-Khmer, Cambodian:	1,450	±416	26	±31	30	±42	3	±6	9	±16	30	±36
Speak English "very well"	764	±231	26	±31	0	±29	0	±29	9	±16	0	±29
Speak English less than "very well"	686	±259	0	±29	30	±42	3	±6	0	±29	30	±36
Hmong:	91	±127	0	±29	0	±29	67	±109	0	±29	0	±29
Speak English "very well"	66	±92	0	±29	0	±29	53	±85	0	±29	0	±29
Speak English less than "very well"	25	±35	0	±29	0	±29	14	±24	0	±29	0	±29
Thai:	2,105	±477	63	±100	6	±14	34	±39	88	±102	3	±6
Speak English "very well"	862	±250	51	±97	0	±29	10	±19	61	±77	0	±29
Speak English less than "very well"	1,243	±358	12	±19	6	±14	24	±35	27	±35	3	±6
Laotian:	829	±274	3	±5	0	±29	0	±29	11	±24	21	±27
Speak English "very well"	488	±190	3	±5	0	±29	0	±29	6	±12	21	±27
Speak English less than "very well"	341	±157	0	±29	0	±29	0	±29	5	±12	0	±29
Vietnamese:	18,054	±1,553	65	±54	7	±10	119	±95	313	±200	181	±188
Speak English "very well"	7,472	±883	11	±18	0	±29	39	±40	218	±165	123	±138
Speak English less than "very well"	10,582	±1,001	54	±53	7	±10	80	±67	95	±98	58	±53
Other Asian languages:	14,564	±1,154	40	±54	37	±44	76	±68	39	±52	11	±17
Speak English "very well"	10,339	±1,023	7	±12	14	±23	42	±54	34	±51	11	±17
Speak English less than "very well"	4,225	±716	33	±52	23	±27	34	±47	5	±8	0	±29
Tagalog:	17,105	±1,339	571	±150	244	±135	94	±78	548	±172	108	±73
Speak English "very well"	12,095	±1,058	274	±95	176	±128	94	±78	376	±167	97	±68
Speak English less than "very well"	5,010	±768	297	±140	68	±59	0	±29	172	±114	11	±22
Other Pacific Island languages:	4,737	±639	53	±42	63	±62	12	±20	103	±69	78	±69

Speak English "very well"	3,281	±470	41	±42	54	±60	0	±29	51	±43	49	±49
Speak English less than "very well"	1,456	±377	12	±20	9	±13	12	±20	52	±49	29	±34
Navajo:	9,142	±1,021	114	±65	20,251	±687	347	±153	264	±154	4,423	±534
Speak English "very well"	8,026	±986	67	±39	13,911	±651	326	±153	196	±149	3,640	±545
Speak English less than "very well"	1,116	±268	47	±51	6,340	±371	21	±48	68	±54	783	±113
Other Native North American languages:	3,803	±571	474	±86	9,699	±725	526	±297	239	±92	258	±123
Speak English "very well"	3,210	±518	445	±84	8,415	±705	482	±298	233	±92	224	±120
Speak English less than "very well"	593	±185	29	±18	1,284	±231	44	±38	6	±5	34	±36
Hungarian:	1,055	±287	78	±60	48	±59	30	±37	29	±27	0	±29
Speak English "very well"	825	±265	64	±57	48	±59	30	±37	14	±13	0	±29
Speak English less than "very well"	230	±92	14	±19	0	±29	0	±29	15	±20	0	±29
Arabic:	15,832	±1,575	177	±129	10	±12	52	±48	266	±188	303	±170
Speak English "very well"	9,942	±1,119	122	±96	10	±12	48	±47	166	±139	146	±98
Speak English less than "very well"	5,890	±887	55	±79	0	±29	4	±6	100	±83	157	±155
Hebrew:	1,662	±447	0	±29	1	±3	47	±53	15	±13	10	±22
Speak English "very well"	1,305	±367	0	±29	1	±3	2	±7	15	±13	10	±22
Speak English less than "very well"	357	±161	0	±29	0	±29	45	±54	0	±29	0	±29
African languages:	9,285	±1,139	59	±81	0	±29	110	±81	6	±13	66	±59
Speak English "very well"	5,112	±772	34	±49	0	±29	58	±64	0	±29	66	±59
Speak English less than "very well"	4,173	±748	25	±37	0	±29	52	±52	6	±13	0	±29
Other and unspecified languages:	4,080	±868	21	±28	0	±29	40	±35	51	±51	36	±49
Speak English "very well"	2,148	±503	4	±7	0	±29	14	±22	41	±43	36	±49
Speak English less than "very well"	1,932	±561	17	±27	0	±29	26	±27	10	±15	0	±29

- 2) The frequency with which LEP individuals come in contact with an **Arizona Board of Regents for and on behalf of Northern Arizona University's Center for Service and Volunteerism** services;

Arizona Board of Regents for and on behalf of Northern Arizona University's Center for Service and Volunteerism's staff reviewed the frequency with which office staff, dispatchers and drivers have, or could have, contact with LEP persons for **2018** . **Arizona Board of Regents for and on behalf of Northern Arizona University's Center for Service and Volunteerism** averages **one** contact per month. Although Navajo speakers with limited English proficiency are within the LEP safe harbor prior population in Navajo county, in practice, the office staff, dispatchers and drivers have not had requests for services from Navajo speakers needing interpreting or translation. CSV@NAU would provide LEP services if requested. This may be because CSV@NAU does not operate on Navajo nation land.

- 3) The nature and importance of the program, activities or services provided by the **Arizona Board of Regents for and on behalf of Northern Arizona University's Center for Service and Volunteerism** to the LEP population.

CSV@NAU has had very few requests for LEP assistance, however, those who need LEP services will have access and will receive equitable and fair treatment. CSV@NAU works with local agencies who can provide translation and language assistance to ensure the client's needs are met.

- 4) The resources available to **Arizona Board of Regents for and on behalf of Northern Arizona University's Center for Service and Volunteerism** and overall costs to provide LEP assistance. A brief description of these considerations is provided in the following section.

Arizona Board of Regents for and on behalf of Northern Arizona University's Center for Service and Volunteerism provides a statement in Spanish and will for additional languages specific to the LEP community make up that will be included in all public outreach notices. Every effort will be made to provide vital information to LEP individuals in the language requested.

Safe Harbor Provision for written translations

Arizona Board of Regents for and on behalf of Northern Arizona University's Center for Service and Volunteerism complies with the Safe Harbor Provision, as evidenced by the number of documents available in the Spanish language. With respect to Title VI information, the following shall be made available in Spanish:

- (1) Non Discrimination Notice
- (2) Discrimination Complaint Procedures
- (3) Discrimination Complaint Form

In addition, we will conduct our marketing (including using translated materials) in a manner that reaches each LEP group. Vital documents include the following:

- (1) Notices of free language assistance for persons with LEP
- (2) Notice of Non-Discrimination and Reasonable Accommodation
- (3) Outreach Materials

1) **Arizona Board of Regents for and on behalf of Northern Arizona University's Center for Service and Volunteerism** provides language assistance services through the below methods:

- Staff is provided a list of what written and oral language assistance products and methods the agency has implemented and how agency staff can obtain those services.
- Instructions are provided to customer service staff and other **Arizona Board of Regents for and on behalf of Northern Arizona University's Center for Service and Volunteerism** staff who regularly take phone calls from the general public on how to respond to an LEP caller.
- Instructions are provided to customer service staff and others who regularly respond to written communication from the public on how to respond to written communication from an LEP person.
- Instructions are provided to vehicle operators, station managers, and others who regularly interact with the public on how to respond to an LEP customer.
- Use of "I Speak" cards.

2) **Arizona Board of Regents for and on behalf of Northern Arizona University's Center for Service and Volunteerism** has a process to ensure the competency of interpreters and translation service through the following methods:

Arizona Board of Regents for and on behalf of Northern Arizona University's Center for Service and Volunteerism will ask the interpreter or translator to demonstrate that he or she can communicate or translate information accurately in both English and the other language. **Arizona Board of Regents for and on behalf of Northern Arizona University's Center for Service and Volunteerism** will train the interpreter or translator in specialized terms and concepts associated with the agency's policies and activities. **Arizona Board of Regents for and on behalf of Northern Arizona University's Center for Service and Volunteerism** will instruct the interpreter or translator that he or she should not deviate into a role as counselor, legal advisor, or any other role aside from interpreting or translator. **Arizona Board of Regents for and on behalf of Northern Arizona University's Center for Service and Volunteerism** will ask the interpreter or translator to attest that he or she does not have a conflict of interest on the issues that they would be providing interpretation services.

3) **Arizona Board of Regents for and on behalf of Northern Arizona University's Center for Service and Volunteerism** provides notice to LEP persons about the availability of language assistance through the following methods:

- Posting signs in intake areas and other points of entry
- Statements in outreach documents that language services are available from the agency.

4) **Arizona Board of Regents for and on behalf of Northern Arizona University's Center for Service and Volunteerism** monitors, evaluates and updates the LEP plan through the following process:

Arizona Board of Regents for and on behalf of Northern Arizona University's Center for Service and Volunteerism will monitor the LEP plan by conducting an annual Four-Factor analysis, establishing a process to obtain feedback from internal staff and members of the public and conducting internal evaluations to determine whether the language assistance measures are working for staff. **Arizona Board of Regents for and on behalf of Northern Arizona University's Center for Service and Volunteerism** will make changes to the language assistance plan based on feedback received. **Arizona Board of Regents for and on behalf of Northern Arizona University's Center for Service and Volunteerism** may take into account the cost of proposed changes and the resources available to them. Depending on the evaluation, **Arizona Board of Regents for and on behalf of Northern Arizona University's Center for Service and Volunteerism** may choose to disseminate more widely those language assistance measures that are particularly effective or modify or eliminate those measures that have not been effective. **Arizona Board of Regents for and on behalf of Northern Arizona University's Center for Service and Volunteerism** will consider new language assistance needs when expanding transit service into areas with high concentrations of LEP persons will consider modifying their implementation plan to provide language assistance measures to areas not previously served by the agency.

5) **Arizona Board of Regents for and on behalf of Northern Arizona University's Center for Service and Volunteerism** trains employees to know their obligations to provide meaningful access to information and services for LEP persons and all employees in public contact positions will be properly trained to work effectively with in-person and telephone interpreters. **Arizona Board of Regents for and on behalf of Northern Arizona University's Center for Service and Volunteerism** will implement processes for training of staff through the following procedures:

Arizona Board of Regents for and on behalf of Northern Arizona University's Center for Service and Volunteerism will identify staff that are likely to come into contact with LEP persons as well as management staff that have frequent contact with LEP persons in order to target training to the appropriate staff. **Arizona Board of Regents for and on behalf of Northern Arizona University's Center for Service and Volunteerism** will identify existing staff training opportunities, as it may be cost-effective to integrate training on their responsibilities to persons with limited English proficiency into agency training that occurs on an ongoing basis. **Arizona Board of Regents for and on behalf of Northern Arizona University's Center for Service and Volunteerism** will include this training as part of the orientation for new employees. Existing employees, especially managers and those who work with the public may periodically take part in re-training or new training sessions to keep up to date on their responsibilities to LEP persons. **Arizona Board of Regents for and on behalf of Northern Arizona University's Center for Service and Volunteerism** will implement LEP training to be provided for agency staff. **Arizona Board of Regents for and on behalf of Northern Arizona University's Center for Service and Volunteerism** staff training for LEP to include:

- A summary of the **Arizona Board of Regents for and on behalf of Northern Arizona University's Center for Service and Volunteerism** responsibilities under the DOT LEP Guidance;
- A summary of the **Arizona Board of Regents for and on behalf of Northern Arizona University's Center for Service and Volunteerism** language assistance plan;
- A summary of the number and proportion of LEP persons in the **Arizona Board of Regents for and on behalf of Northern Arizona University's Center for Service and Volunteerism** service area, the frequency of contact between the LEP population and the agency's programs and activities, and the importance of the programs and activities to the population;
- A description of the type of language assistance that the agency is currently providing and instructions on how agency staff can access these products and services; and
- A description of the **Arizona Board of Regents for and on behalf of Northern Arizona University's Center for Service and Volunteerism** cultural sensitivity policies and practices.

Senior Corps cuenta con



Oportunidades de voluntariado en todo Arizona
 ¡No importa donde viva, la oportunidad de lograr un impacto está cerca!

Los programas de Senior Corps en la Universidad del Norte de Arizona son parte del Instituto de Servicios Cívicos, que conecta a los voluntarios con oportunidades para lograr un impacto en sus comunidades. Además de Senior Corps, el Instituto de Servicios Cívicos presta servicio público a Arizona a través de AmeriCorps, estudiantes voluntarios y otras iniciativas.

Lláme al 1-866-856-3017 (gratis) para obtener más información.

Donaciones

Si el voluntariado no es adecuado para usted en este momento, todavía puede lograr un impacto al realizar donaciones a los programas de Senior Corps. nau.edu/senior-donate

NUESTROS SOCIOS:



La Universidad del Norte de Arizona (Northern Arizona University) NAU es un instituto de acción positiva que promueve la igualdad de oportunidades. FOMG020214 02.14

Transforme su comunidad: sea un voluntario

El Instituto de Servicios Cívicos de la NAU hace posible que transforme su comunidad al trabajar con personas de la tercera edad confinados en sus hogares, niños necesitados y organizaciones sin fines de lucro que se beneficiarán de su experiencia.

NAU NORTHERN ARIZONA UNIVERSITY
 Civic Service Institute



Compañeros de la Tercera Edad

Como Compañero de la Tercera Edad (Senior Companion), proveerá los servicios que los clientes confinados en sus hogares necesitan para vivir de forma independiente, lo que incluye:

- ayudar con tareas sencillas
- proporcionar transporte a citas médicas
- ir de compras y otras salidas
- proporcionar una conexión con el mundo exterior

Nuestros Compañeros de la Tercera Edad son realmente amigos.



"No puede tener demasiados amigos. Si a alguien le interesa ser voluntario aquí, creo que le resultaría muy gratificante saber que está ayudando a la gente".

—Linda, Compañera de la Tercera Edad

Casi el 90% de los clientes dijeron que sus Compañeros de la Tercera Edad los ayudan a mantener su independencia y, como resultado, están más satisfechos con sus vidas.

nau.edu/senior-companions

REQUISITOS Y BENEFICIOS DEL PROGRAMA

Se requiere que los Compañeros de la Tercera Edad y los Abuelos de Crianza Temporal voluntarios:

- tengan 55 años de edad o más
- cumplan con las pautas de ingresos
- sirvan de 15 a 35 horas semanales



"Es tan gratificante trabajar con los niños. Son tan adorables y luego veslos progresar es muy gratificante, es especial cuando sientes que no habrían contado con esa atención si no hubieras estado presente".

— Faith Moore, Abuela de Crianza Temporal

Además de brindar la oportunidad de marcar la diferencia, los voluntarios recibirán:

- un estipendio libre de impuestos de \$2.65 por hora
- reembolso de kilometraje
- cobertura del seguro complementario durante el voluntariado
- 40 horas de asesoría previa al servicio y cuatro horas de capacitación práctica
- un examen físico anual
- permiso personal y de vacaciones
- conexión con personas afines

Abuelos de Crianza Temporal

Como Abuelo de Crianza Temporal (Foster Grandparent), usará sus experiencias de vida y su sabiduría para ayudar a cambiar el futuro de un niño. Será voluntario en una escuela y asesor y tutor de niños y jóvenes que se beneficiarán de una atención adicional.

Nuestros Abuelos de Crianza Temporal obtienen una A+.

Los estudiantes reciben un gran impulso por parte de sus abuelas y abuelos, demostrando un:

- 97% de mejora en el rendimiento académico
- 98% de mejora en las habilidades de desarrollo social

nau.edu/foster-grandparents

Líderes Comunitarios del RSVP

Use su experiencia de vida y conocimiento para ayudar al desarrollo de su comunidad.

Nuestros voluntarios mejoran vidas.

Los voluntarios del Programa de Jubilados y Voluntarios de la Tercera Edad (Retired and Senior Volunteer Program, RSVP) contribuyen a sus comunidades de varias maneras, lo que incluye:

- cambiar vidas mediante la asesoría y tutoría de jóvenes
- proporcionar alimentos a las personas sin hogar y hambrientas
- desarrollar las capacidades en organizaciones sin fines de lucro
- ayudar a las personas de la tercera edad a mantener su independencia

nau.edu/retired-senior



"He contribuido y alguien se ha beneficiado de mi tiempo. Y estoy haciendo mi parte para hacer de la comunidad y del estado del mundo un lugar mejor".

— Fred Meek, voluntario del RSVP

REQUISITOS Y BENEFICIOS DEL PROGRAMA*

Los voluntarios del RSVP deben tener 55 años de edad o más, sin embargo, no existen pautas de ingreso y usted puede servir muchas, o pocas horas, como desea.

Los participantes del RSVP reciben:

- colocación voluntaria y asesoría a través del proceso
- cobertura del seguro complementario durante el voluntariado
- boletines informativos para conectarse a nuevas oportunidades en su comunidad
- exploración de oportunidades de voluntariado local
- conexión con personas afines
- talleres de interés y oportunidades de educación

*Para los voluntarios del RSVP

¿Quiénes son los SENIOR COMPANIONS?

Senior Companions (Los Acompañantes Mayores de Edad) son adultos saludables que ayudan otros adultos a llevar vidas independientes. Los Acompañantes Mayores de Edad proveen apoyo a los familiares que son proveedores de cuidado. Ayudan con las compras de alimentos y las tareas necesarias para que otros adultos puedan mantener una vida independiente.

Sin la ayuda de los Acompañantes Mayores de Edad, muchos adultos no podrían continuar viviendo en sus casas y necesitarían un cuidado más caro y menos personalizado.



Puedes ser el SENIOR COMPANION de alguien?

Los Acompañantes Mayores de Edad:

- Tienen más de 60 años de edad;
- Pueden trabajar como voluntarios 20 horas por semana;
- Tienen un ingreso limitado; y
- Les gusta ayudar a sus vecinos.

Los Acompañantes Mayores de Edad forman parte de un equipo de proveedores de cuidado. Ellos le informan a los doctores y familiares acerca de cualquier problema de salud. Los Acompañantes también facilitan la tarea de los proveedores de cuidado principales.

“Me aseguro de que come bien pues lo ayudo a comprar su comida.”

— Acompañante Mayor de Edad, John Anthony



“Ayudar a Emma evita que caiga en la rutina de una persona mayor de edad.”

— Acompañante Mayor de Edad, Josephine DeMarzio

AYUDANDO A LOS VECINOS A MANTENER SU INDEPENDENCIA

Tu Te Beneficias.

Como Acompañante, recibirás:

- Adiestramiento antes y durante el tiempo que sirvas como Acompañante;
- Un examen físico anual;
- Seguro médico suplementario;
- Help with meal and transportation costs;
- Ayuda con los gastos de comida y de transportación; y
- La alegría de ayudar a otros a llevar una vida independiente.

No necesitas talentos técnicos o médicos para ser un Acompañante Mayor de Edad. Todo lo que necesitas es saber como ser un amigo.



Los Acompañantes Mayores de Edad le ofrecen a los adultos un contacto con el mundo exterior y no permiten que se sientan tan solos. A medida que brindan su ayuda, los Acompañantes Mayores de Edad se dan cuenta que no hay nada mejor que sentirse necesitado.



“Mi mamá vive muy lejos pero se que alguien la está ayudando. Eso me motiva a ayudar a la mamá de alguien más.”

— Acompañante Mayor de Edad, Florence Galbraith



“Siempre he sabido que puedo ayudar a las personas. Trato a cada persona como individuo y veo como puedo hacer que se sientan mejor.”

— Acompañante Mayor de Edad, Beverly Johnson

Los Que Ayudes Se Benefician

Los individuos que los Acompañantes ayudan reciben:

- Ayuda con sus tareas diarias;
- La motivación para mantenerse activos;
- Una mano amiga que se asegura de que se tomen sus medicinas;
- Un ojo atento que sabe cuando necesitan cuidado especial; y
- Una amistad que puede durar toda la vida.



Tu tienes un vecino que necesita una mano amiga.

Visita nuestra página en el Internet www.seniorcorpos.org o llámanos al 800-424-8867.

En la parte de atrás de este folleto encontrarás más información sobre el programa de Acompañantes Mayores de Edad más cercano a ti.

Non-elected Committees Membership Table

Subrecipients who select the membership of transit-related, non-elected planning boards, advisory councils, or committees must provide a table depicting the membership of those organizations broken down by race. Subrecipients also must include a description of the efforts made to encourage participation of minorities on these boards, councils, and committees.

Arizona Board of Regents for and on behalf of Northern Arizona University's Center for Service and Volunteerism does not select the membership of any transit-related committees, planning boards, or advisory councils.

Monitoring for Subrecipient Title VI Compliance

Describe how you monitor your subrecipients. This can be through site visits, submissions of Title VI Plans annually, or training and surveys.

Arizona Board of Regents for and on behalf of Northern Arizona University's Center for Service and Volunteerism does not monitor subrecipients for Title VI compliance. There are no subrecipients to monitor.

Title VI Equity Analysis

A subrecipient planning to acquire land to construct certain types of facilities must not discriminate on the basis of race, color, or national origin, against persons who may, as a result of the construction, be displaced from their homes or businesses. "Facilities" in this context does not include transit stations or bus shelters, but instead refers to storage facilities, maintenance facilities, and operation centers.

There are many steps involved in the planning process prior to the actual construction of a facility. It is during these planning phases that attention needs to be paid to equity and non-discrimination through equity analysis. The Title VI Equity Analysis must be done before the selection of the preferred site.

Note: Even if facility construction is financed with non-FTA funds, if the subrecipient organization receives any FTA dollars, it must comply with this requirement.

Arizona Board of Regents for and on behalf of Northern Arizona University's Center for Service and Volunteerism has no current or anticipated plans to develop new transit facilities covered by these requirements.

Fixed Route Transit Provider Analysis

Fixed Route: Public transit service (other than by aircraft) provided on a repetitive, fixed-schedule basis along a specific route, with vehicles stopping to pick up passengers.

A subrecipient providing fixed route service, as defined above, must determine the distribution of transit amenities or the vehicle assignments for each mode in a non-discriminatory manner. The subrecipient must develop policies to ensure service is not distributed on the basis of race, color, or national origin.

Effective practices to fulfill the Service Standards requirements include developing written policies covering each of the following service indicators: (can be expressed in writing or in table format – see Circular Appendix G & H pp. 87-91)

Arizona Board of Regents for and on behalf of Northern Arizona University's Center for Service and Volunteerism is not a Fixed Route Transit Provider

Board Approval for the Title VI Plan



Office of the President

José Luis Cruz Rivera, Ph.D.
President
nau.edu/president

928-523-3232 office
PO Box 4092
Flagstaff, AZ 86011

August 29, 2025

To Whom It May Concern:

I approve the foregoing Title VI Plan for the Center for Service and Volunteerism at Northern Arizona University' Senior Companion Program.

Sincerely,

A handwritten signature in black ink, appearing to read "Brian Register".

Brian Register
Chief of Staff
Office of the President