



**Fall 2014 Fare & Service Change Equity Analysis Report**

**FINAL**

**Department of Diversity & Transit Equity**

**May 22, 2014**

# I. Background

TriMet’s proposed FY2015 budget includes a fare reduction for youth riders and an agreement to subsidize TriMet passes for Portland Public Schools high school students. It also includes provisions for improving reliability and capacity on several bus lines, as well as investments in the Frequent Service Network, beginning in fall 2014. As a recipient of Federal financial assistance, TriMet must ensure that major service changes and any fare change comply with Title VI of the Civil Rights Act of 1964, which states:

*“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 Federal Transit Administration (FTA) has specific implementing guidelines and regulations for complying with Title VI, which it has provided in Circular 4702.1B. The mechanism by which transit agencies evaluate for potential Title VI issues is a service/fare equity analysis. Figure 1 below shows the steps taken in the equity analysis process.

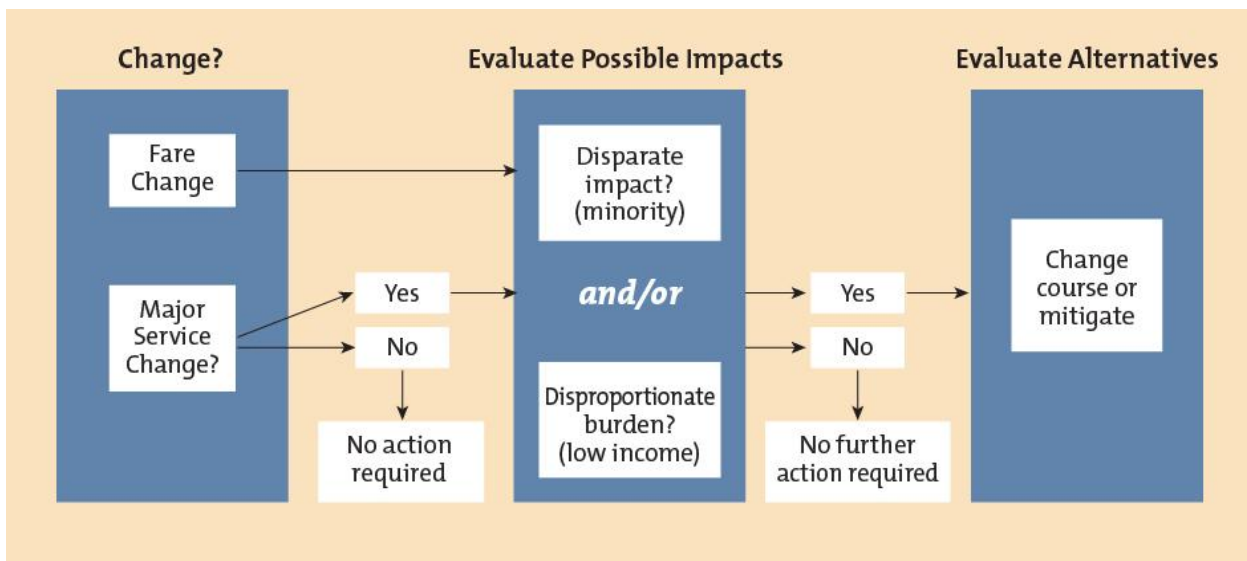


Figure 1: Overview of Title VI Equity Analysis

## II. TriMet Title VI Compliance

In the fall of 2013, TriMet updated its Title VI Program, which received concurrence by the Federal Transit Administration (FTA) in January 2014. The program outlines agency policies, definitions and procedures for complying with Title VI and performing equity analyses. This includes the agency's major service change, disparate impact, and disproportionate burden policies.

### A. Major Service Change Policy

All changes in service meeting the definition of "Major Service Change" are subject to a Title VI Equity Analysis prior to Board approval of the service change. A Title VI Equity Analysis will be completed for all major service changes and will be presented to the TriMet Board of Directors for its consideration and included in the subsequent TriMet Title VI Program report with a record of action taken by the Board.

A major service change is defined as:

1. A change in service of:
  - a. 25 percent or more of the number of route miles, or;
  - b. 25 percent or more of the number of revenue vehicle hours of service on a daily basis for the day of the week for which a change is made, or;
2. A new transit route is established as defined in the Introduction of TriMet's Title VI Program.
3. If changes in service on a route to be effective at more than one date within any fiscal year would equal or exceed 1(a) and/or 1(b) above, the changes in total will be considered a major service change, and an equity analysis will be completed in advance of action on the proposed change.

The following service changes are exempted:

1. Standard seasonal variations in service are not considered major service changes.
2. In an emergency situation, a service change may be implemented immediately without an equity analysis being completed. An equity analysis will be completed if the emergency change is to be in effect for more than 180 days and if the change(s) meet the definition of a Major Service Change. Examples of emergency service changes include but are not limited to those made because of a power failure for a fixed guideway system, the collapse of a bridge over which bus or rail lines pass, major road or rail construction, or inadequate supplies of fuel.

3. Experimental service changes may be instituted for 180 days or less without an equity analysis being completed. An equity analysis will be completed prior to continuation of service beyond the experimental period if the change(s) meet the definition of a Major Service Change.

## **B. Disparate Impact Policy**

Testing for “disparate impact” evaluates effects on minority riders or populations as compared to non-minority riders or populations. “Minority” is defined as all persons who identify as being part of racial/ethnic groups besides white, non-Hispanic.

### *Fare Changes*

For fare changes, a potential disparate impact is noted when the percentage of trips by minority riders using a fare option, in combination with the percentage price change for that option, has an impact that exceeds the comparable impact on non-minority riders.

Differences in the use of fare options between minority populations and other populations include all such differences that are documented as statistically significant at the 95 percent confidence level.

### *Major Service Changes – One Line*

A major service change to a line will be considered to have a disparate impact if condition 1 and either condition 2(a) or 2(b) below is found to be true:

1. The percentage of impacted minority population in the service area of the line exceeds the percentage of minority population of the TriMet District as a whole, and;
- 2.(a) In the event of service reductions, the service change has an adverse effect on the minority population in the service area of the line.
- 2.(b) In the event of service additions, the addition is linked to other service changes that have adverse effects on the minority population in the service area of the line, or; the service addition on the subject line is linked with a service change(s) on other line(s) that have adverse effects on the minority population in the service area of that line or lines.

For lines with major service changes, if the percentage of minority population in tracts served by the impacted portion of the line (sum of minority population in all impacted tracts divided by the total population in all impacted tracts) exceeds the percentage of minority population in the TriMet District as a whole, the impacts of changes to the line will be considered disparate.

### *Major Service Changes – System Level*

To determine the system-wide impacts of service changes on more than one line, the percentage of impacted minority population (sum of minority population in all impacted tracts divided by the minority population of the TriMet District as a whole) is compared to the percentage of impacted non-minority population (sum of non-minority population in all impacted tracts divided by the non-minority population of

the TriMet District as a whole). Comparisons of impacts between minority and non-minority populations will be made for all changes for each respective day of service — weekday, Saturday, and Sunday.

If the percentage of impacted minority population differs from the percentage of impacted non-minority population by more than 20 percent, the overall impact of changes will be considered disparate.

### C. Disproportionate Burden Policy

Testing for “disproportionate burden” evaluates potential effects on low-income populations. The fare, line, and system level evaluations are identical to those used to determine potential disparate impacts, but comparing low-income – defined as at or below 150% of the federal poverty level – and higher income rather than minority and non-minority populations

### D. Major Service Change Policy – Administrative Test

Additionally, TriMet is currently testing more stringent standards than described under section II-A above in order to respond to feedback received from community members and the Transit Equity Advisory Committee. These test standards are as follows (changes italicized):

1. A change in service of:
  - a. *10 percent* or more of the number of route miles, or;
  - b. *10 percent* or more of the number of revenue vehicle hours of service *due to a change in span* on a daily basis for the day of the week for which a change is made, or;
  - c. *25 percent* or more of the number of revenue vehicle hours of service *due to a change in frequency* on a daily basis for the day of the week for which a change is made.

## III. Proposed Fare Changes for Fall 2014

### A. Description of Changes

TriMet is proposing a fare package that would reduce fares for youth riders, as well as continue a program that provides transit passes to Portland Public Schools high school students at no cost to them. A review of peer transit agencies found that TriMet’s youth fares were generally higher than its peers, so the agency aims to better align itself with industry best practices.

#### *Youth Fare Reductions*

TriMet is proposing changing pricing for regular youth fares, effective September 1, 2014:

**Table 1: Proposed fare changes, effective September 1, 2014**

	Current Fare	New Fare
<b>Youth Single Fare (cash/ticket)</b>	\$1.65	\$1.25
<b>Youth 1-day Pass</b>	\$3.30	\$2.50
<b>Youth 7-day Pass</b>	\$8.00	\$7.50

<b>Youth 14-day Pass</b>	\$15.50	\$14.50
<b>Youth Monthly/30-day Pass</b>	\$30.00	\$28.00
<b>Youth Annual Pass</b>	\$330.00	\$308.00

### *Portland Public Schools Student Pass*

High school students within the Portland Public Schools (PPS) district have received TriMet passes free of charge since 2009 because PPS does not offer yellow bus service to high school students. Historically, this Student Pass Program was funded through the State of Oregon’s Business Energy Tax Credit (BETC) program, as well as contributions from PPS. Due to action by the State Legislature, however, BETC funding was discontinued and no longer available for student passes beginning in 2011. From this time through the 2013-14 school year, TriMet, the City of Portland (City) and PPS were able to agree to short term funding arrangements to cover the cost of the Program on a year-by-year basis.

In May 2014, a tentative intergovernmental agreement among TriMet, PPS, and the City was reached to continue providing TriMet passes for all students attending PPS high schools free of charge for the 2014-15 school year, with the cost shared evenly among the three jurisdictions. Because this spans a ten month period, TriMet is conducting a fare equity analysis per the guidelines in FTA Circular 4702.1B<sup>1</sup>

## **B. Disparate Impact Test**

The 2012 TriMet on-board Fare Survey (survey instrument attached in Appendix A) collected fare payment and demographic data necessary to conduct a fare equity analysis consistent with the policies described above. As shown in Table 2 and Figure 2, fares paid by minority youth are most commonly single fares (cash or ticket) (35%), followed by PPS Student Pass (33%), and monthly/30-Day passes (26%). Fares paid by non-minority youth show a different pattern, with PPS Student Pass as the most common (39%), followed by monthly/30-day passes (32%) and single fares (25%).

**Table 2: Proposed fare changes and usage by race/ethnicity**  
2012 TriMet Fare Survey

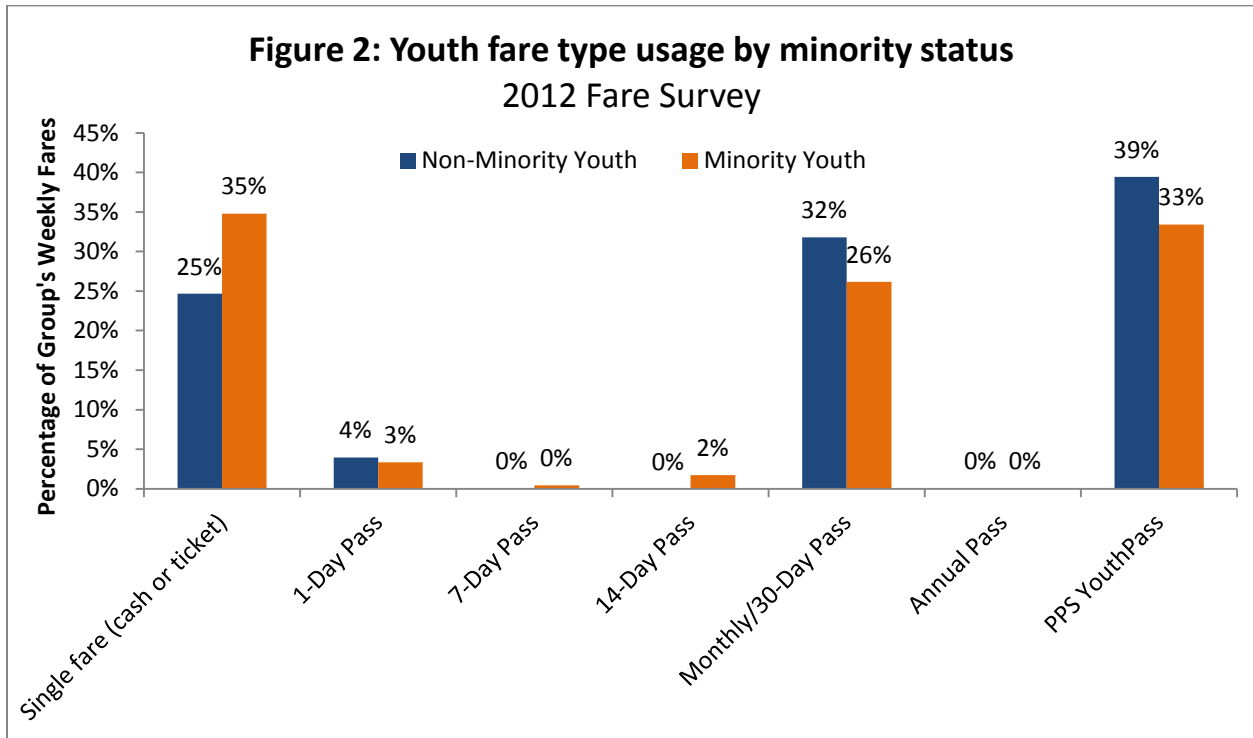
<b>Fare media</b>	<b>Current Fare</b>	<b>New Fare</b>	<b>Fare change Pct.</b>	<b>Non-minority Weekly<sup>1</sup> Pct.</b>	<b>Minority Weekly Pct.</b>
<b>Youth Single fare (cash or ticket)</b>	\$1.65	\$1.25	-24%	<b>25%<sup>2</sup></b>	<b>35%</b>
<b>Youth 1-Day Pass</b>	\$3.30	\$2.50	-24%	4%	3%
<b>Youth 7-Day Pass</b>	\$8.00	\$7.50	-6%	0%	0%
<b>Youth 14-Day Pass</b>	\$15.50	\$14.50	-6%	<b>0%</b>	<b>2%</b>
<b>Youth Monthly/30-Day Pass</b>	\$30	\$28	-7%	<b>32%</b>	<b>26%</b>
<b>Youth Annual Pass</b>	\$330	\$308	-7%	0%	0%
<b>PPS Student Pass</b>	N/A	N/A	N/A	<b>39%</b>	<b>33%</b>
<b>Total</b>				100%	100%

<sup>1</sup> Under FTA Circular 4702.1B Chapter IV-19, b. Fare Equity Analysis, (a) Exceptions, “(iii) *Promotional fare reductions. If a promotional or temporary fare reduction lasts longer than six months, then FTA considers the fare reduction permanent and the transit provider must conduct a fare equity analysis.*”

<sup>1</sup>Fare usage weighted to reflect distribution over the course of an average week

<sup>2</sup>**Bold** = statistically significant difference at 95% confidence level

Expanded to weekly boarding rides: Minority, n=94,425; Non-minority, n=94,568



Because the proposal is to reduce all youth fares, and to continue to provide TriMet passes to PPS high school students, there is no potential adverse effect on youth fare and PPS high school pass users. Thus the focus for this analysis is on the potential benefits rather than adverse effects. That is, there could be a possible disparate impact if minority youth were being limited or denied the benefits of the fare policy proposal in comparison to non-minority youth. The data indicates that, compared to non-minority youth, minority youth fare users are:

- a. More likely to use single fare (cash or ticket),
- b. Less likely to use monthly/30-day passes, and
- c. Less likely to use PPS Student Passes.

The fact that the proposal aims to reduce single fares (cash or ticket) by 24% and monthly/30-day passes by 7% implies a proportionally greater benefit to minority youth than non-minority youth in terms of percentage cost reduction. Regarding finding (c) above, the PPS Student Pass program was established because PPS is the only school district within the TriMet service district that has received a waiver from the Oregon Department of Education, exempting the district from providing yellow bus service for its high school students. TriMet also will be exploring the possibility of establishing similar partnerships with other school districts in the region.

**Thus, in the context of this proposed package of Youth fare changes, the available data and the analysis show no potential disparate impacts on minority youth.**

### **C. Disproportionate Burden Test**

Table 3 and Figure 3 on the next page compare fare type usage by low-income (at or below 150% of the federal poverty level) and higher income (above 150% of the federal poverty level) youth<sup>2</sup>. Fares paid by low-income youth are about equally as likely to be single fares (cash or ticket) or monthly/30-Day passes (35% and 32% of weekly fares paid, respectively). Next is the PPS Student Pass, which comprises 26% of low-income youth fares. On the other hand, fares paid by higher income youth are most likely to be PPS Student Passes (46%), followed by single fares (cash or ticket) (28%) and monthly/30-day passes (22%).

As with the disparate impact test, there could be a potential disproportionate burden if low-income youth were being limited or denied the benefits of the fare policy proposal in comparison to higher income youth. The data indicates that, compared to higher income youth fares, low-income youth fare users are:

- a. More likely to use single fares (cash or ticket),
- b. More likely to -use monthly/30-day passes, and
- c. Less likely to use PPS student passes.

Findings (a) and (b) imply that low-income youth would receive an equal-or-greater benefit than higher income youth under the Youth fare reduction proposal. Regarding finding (c) above, the PPS Student Pass program was established because PPS is the only school district within the TriMet service district that does not provide yellow bus service for its high school students. TriMet also will be exploring the possibility of establishing similar partnerships with other school districts in the region.

**Thus, in the context of this proposed package of Youth fare changes, the available data and the analysis show no potential disproportionate burden on low-income youth.**

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<sup>2</sup> A caveat to analyzing this data is that surveyed youth may not always know their household's income. Results, therefore, should be considered with that in mind.



**Table 3: Proposed fare changes and fare usage by income level**  
2012 TriMet Fare Survey

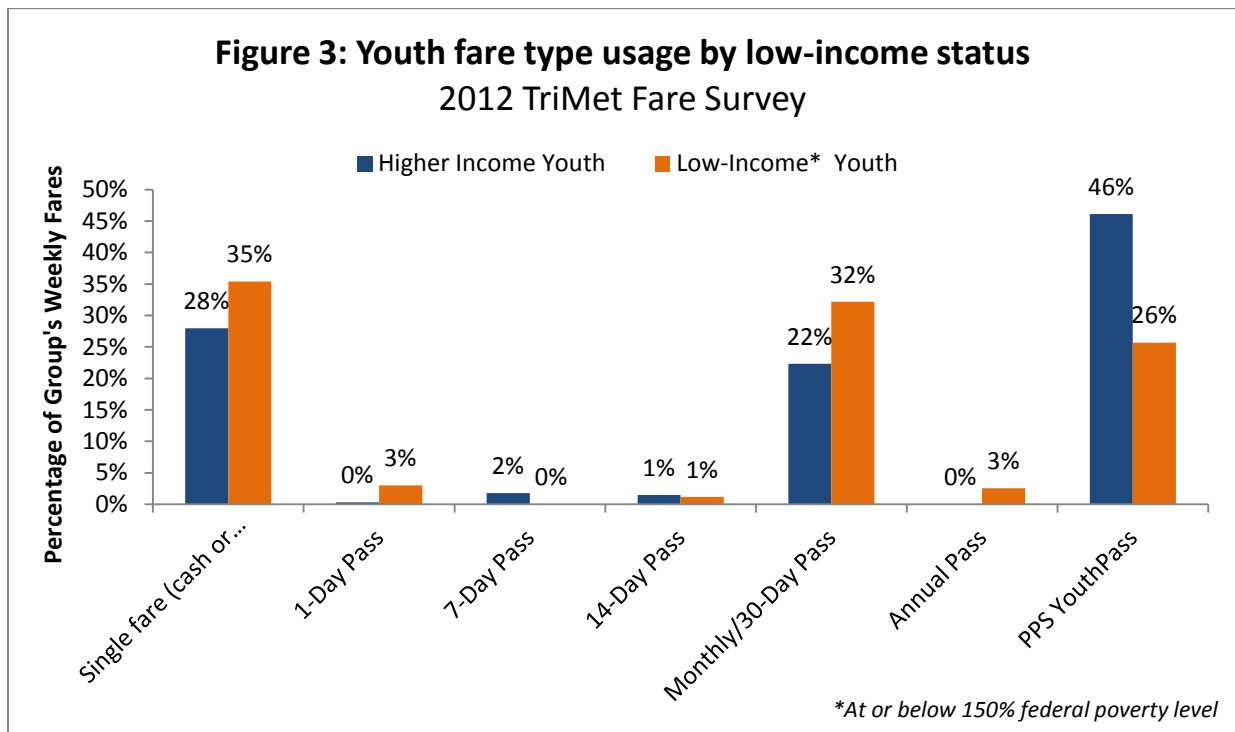
Fare media	Current Fare	New Fare	Fare change Pct.	Higher Income Weekly <sup>1</sup> Pct.	Low-Income <sup>2</sup> Weekly Pct.
Youth Single fare (cash or ticket)	\$1.65	\$1.25	-24%	<b>28%</b> <sup>3</sup>	<b>35%</b>
Youth 1-Day Pass	\$3.30	\$2.50	-24%	<b>0%</b>	<b>3%</b>
Youth 7-Day Pass	\$8.00	\$7.50	-6%	<b>2%</b>	<b>0%</b>
Youth 14-Day Pass	\$15.50	\$14.50	-6%	1%	1%
Youth Monthly/30-Day Pass	\$30	\$28	-7%	<b>22%</b>	<b>32%</b>
Youth Annual Pass	\$330	\$308	-7%	<b>0%</b>	<b>3%</b>
PPS Student Pass	N/A	N/A	N/A	<b>46%</b>	<b>26%</b>
<b>Total</b>				100%	100%

<sup>1</sup>Fare usage weighted to reflect distribution over the course of an average week

<sup>2</sup>Low-income defined as at or below 150% federal poverty

<sup>3</sup>**Bold** = statistically significant difference between columns at 95% confidence level

Expanded to weekly boarding rides: Low-income, n=36,082; Higher income, n=39,836



## IV. Fare Equity Analysis Conclusions

Proposed fare changes require a fare equity analysis to identify any potential disparate impacts on minority riders and/or disproportionate burden on low-income riders. The fare equity analysis found:

- **No potential disparate impact** on minority youth riders associated with reducing youth fares and continuing the PPS Student Pass program.
- **No potential disproportionate burden** on low-income youth riders associated with reducing youth fares and continuing the PPS Student Pass program.

The proposed fare package would make transit more affordable for youth and families throughout the Portland metropolitan region. This analysis has aimed to ensure that minority and low-income youth will not be limited or denied the benefits of the proposed fare changes.

## V. Proposed Service Changes for Fall 2014

### A. Description of Changes

TriMet has had to implement significant service cuts over the last several years due to the budget impacts of the Great Recession. With economic conditions improving and revenues returning to levels seen before the downturn, TriMet can begin to restore transit service that has been cut.

Working with community stakeholders, the agency identified restoring service on its branded Frequent Service Network as a top priority once funds were available. The first iteration of this restoration process occurred in spring 2014 with restoration of Frequent Bus service during the midday period on weekdays. The next phase, proposed for implementation in fall 2014, would restore Frequent Bus and MAX light rail service weekday evenings.

In addition to restoration of Frequent Service on weekday evenings, fall 2014 service proposals include improvements to bus service in order to maintain the system's operability in terms of capacity (crowding) and on-time performance (reliability).

Table 4 on the next page shows the specific service changes staff is proposing to take effect September 1, 2014.

Table 4: Proposed Fall 2014 service changes. Applies to weekdays only and Fall 2014, except where noted.

Line	Weekday Evening Frequent Service	Capacity Improvements	Reliability Improvements
4-Division/Fessenden			
6-Martin Luther King Jr Blvd			
8-Jackson Park/NE 15th			
9-Powell Blvd			
10-Harold St			
12-Barbur/Sandy Blvd			
14-Hawthorne			
15-Belmont/NW 23rd			
20-Burnside/Stark			
33-McLoughlin			
44-Capitol Hwy/Mocks Crest			
54/56-Beaverton-Hillsdale Hwy/Scholls Ferry Rd			
57-TV Hwy/Forest Grove			
71-60 <sup>th</sup> /122 <sup>nd</sup> Ave			Summer 2014
75-Cesar Chavez/Lombard			Sat/Sun
76-Beaverton/Tualatin		Sat	
78- Beaverton/Lake Oswego		Sat	
87-Airport Way/181 <sup>st</sup>			
94-Pacific Hwy/Sherwood			
99-McLoughlin Express			
MAX Blue Line			
MAX Green Line			
MAX Red Line			
MAX Yellow Line			

## B. Major Service Change Definition - Test

Table 5 on the next page shows the results of calculating the estimated percentage change in revenue hours by line and day (weekday, Saturday, Sunday) to determine whether any changes meet TriMet's adopted definition of a "major service change." **None of the proposed changes on any line meet or exceed the threshold of "major service change," as defined in TriMet's Title VI policies, and therefore an assessment of potential disparate impact and/or disproportionate burden are not required.** It is also noteworthy that none of the proposed changes is a reduction of service, and none of the changes have any potential adverse effect on riders.

Additionally, no changes meet the test administrative standards that differentiate between changes to frequency (25% standard for major service change) and span (10% standard). There are no proposed changes in route length. Not included in this list are reliability improvements, which do not need to be tested because neither the frequency nor the span of service would be changed; reliability improvements entail adjusting schedules or other actions to improve on-time performance.

Table 5: Change of revenue service hours by line

Line	Est. Change in Daily Revenue Hrs (Number)	Est. Change in Daily Revenue Hours (%)	Change to Frequency, Span, or Both?
4-Division/Fessenden	3.6	1%	Frequency
6-Martin Luther King Jr Blvd	1.0	1%	Frequency
8-Jackson Park/NE 15th	1.9	2%	Frequency
9-Powell Blvd	3.3	2%	Frequency
10-Harold St	1.2	2%	Frequency
12-Barbur/Sandy Blvd	1.9	1%	Frequency
14-Hawthorne	1.9	2%	Frequency
15-Belmont/NW 23rd	3.3	2%	Frequency
20-Burnside/Stark	9.5	5%	Frequency
33-McLoughlin	6.1	3%	Both
44-Capitol Hwy/Mocks Crest	2.2	2%	Frequency
54/56-Beaverton-Hillsdale Hwy/Scholls Ferry Rd	0.9	1%	Frequency
57-TV Hwy/Forest Grove	1.8	1%	Frequency
75-Cesar Chavez/Lombard	2.8	1%	Frequency
76-Beaverton/Tualatin	4.3	11%	Frequency
78-Beaverton/Lake Oswego	3.5	8%	Frequency
94-Pacific Hwy/Sherwood	5.1	8%	Frequency
99-McLoughlin Express	1.8	11%	Frequency
MAX Blue Line	1.0	0%	Frequency
MAX Green Line	4.9	5%	Frequency
MAX Red Line	1.0	1%	Frequency
MAX Yellow Line	2.6	3%	Frequency

## **APPENDIX A: Fall 2012 TriMet on-board fare survey questionnaire**

# TriMet Rider Survey

Please fill out this form even if you have already received one on another bus or train.

**Dear Rider:** TriMet would like to know about the trip you are currently making. Please answer the following questions and return to the surveyor or drop it in the mail.

1. What line are you riding on now? Line # _____ Line name _____							
2. Do you have to <b>transfer</b> to or from a different line to make this trip in <b>one</b> direction?							
01 <input type="checkbox"/> No		02 <input type="checkbox"/> 1 time		03 <input type="checkbox"/> 2 times		04 <input type="checkbox"/> 3 or more times	
3. If you must transfer to make this trip, what lines do you transfer to or from? (not including the bus or train you are on now)							
Line # _____		Line name _____		Line # _____		Line name _____	
<input type="checkbox"/> MAX		<input type="checkbox"/> WES		<input type="checkbox"/> Portland Streetcar		<input type="checkbox"/> C-TRAN route # _____	
4. How did you pay your fare for this trip? (check one) 01 <input type="checkbox"/> TriMet fare							
If Streetcar, which type of fare?		02 <input type="checkbox"/> C-TRAN fare		03 <input type="checkbox"/> Portland Streetcar fare			
01 <input type="checkbox"/> 2-Hour Ticket (\$1)		02 <input type="checkbox"/> Portland Streetcar Annual Pass (\$150)					
5. Which TriMet fare? (Please check one)							
	01 <b>CASH</b> (2-Hr Ticket)	02 <b>TICKET</b> (Book of 10)	03 <b>1-DAY PASS</b>	04 <b>7-DAY PASS</b>	05 <b>14-DAY PASS</b>	06 <b>MONTHLY/ 30-Day PASS</b>	07 <b>ANNUAL PASS</b>
Adult	01 <input type="checkbox"/> \$2.50	01 <input type="checkbox"/> \$25.00	01 <input type="checkbox"/> \$5.00	01 <input type="checkbox"/> \$26.00	01 <input type="checkbox"/> \$51.00	01 <input type="checkbox"/> \$100.00	01 <input type="checkbox"/> \$1,100.00
Youth/Student	02 <input type="checkbox"/> \$1.65	02 <input type="checkbox"/> \$16.50	02 <input type="checkbox"/> \$3.30	02 <input type="checkbox"/> \$ 8.00	02 <input type="checkbox"/> \$15.50	02 <input type="checkbox"/> \$ 30.00	02 <input type="checkbox"/> \$ 330.00
Honored Citizen/STAR	03 <input type="checkbox"/> \$1.00	03 <input type="checkbox"/> \$10.00	03 <input type="checkbox"/> \$2.00	03 <input type="checkbox"/> \$ 7.00	03 <input type="checkbox"/> \$13.50	03 <input type="checkbox"/> \$ 26.00	03 <input type="checkbox"/> \$ 286.00
LIFT	04 <input type="checkbox"/> \$2.15	04 <input type="checkbox"/> \$21.50			04 <input type="checkbox"/> \$31.50	04 <input type="checkbox"/> \$ 62.00	04 <input type="checkbox"/> \$ 682.00
05 <input type="checkbox"/> Employee ID with TriMet sticker							
06 <input type="checkbox"/> College ID with TriMet sticker							
07 <input type="checkbox"/> High school ID with TriMet sticker and/or embedded with TriMet logo							
08 <input type="checkbox"/> Honored Citizen Downtown Pass							
09 <input type="checkbox"/> Other _____							
6. Is your single-fare payment being used for a one-way or a round-trip?				01 <input type="checkbox"/> One-way trip		02 <input type="checkbox"/> Round-trip	
7. If you are using a 1-Day Pass, how many one-way trips will you make on it today? _____							
8. Where did you buy your fare for this trip?							
01 <input type="checkbox"/> Onboard the bus		05 <input type="checkbox"/> Pass by Mail			09 <input type="checkbox"/> Social Service Agency Purchased for me		
02 <input type="checkbox"/> Ticket Vending Machine		06 <input type="checkbox"/> School or Place of Employment			10 <input type="checkbox"/> Other _____		
03 <input type="checkbox"/> TriMet Ticket Office		07 <input type="checkbox"/> Online					
04 <input type="checkbox"/> Retail Store		08 <input type="checkbox"/> Purchased on Streetcar					
9. Do you have a vehicle you could have used to make this trip either as the driver or as a passenger?						01 <input type="checkbox"/> Yes	
						02 <input type="checkbox"/> No	
10. Do you have a checking or savings account? 01 <input type="checkbox"/> Yes							
02 <input type="checkbox"/> No							
11. Do you have or use a pre-paid or regular debit or credit card?							
01 <input type="checkbox"/> Yes (check all that apply)		01 <input type="checkbox"/> Pre-paid card		02 <input type="checkbox"/> Bank-issued debit card		03 <input type="checkbox"/> Bank-issued credit card	
02 <input type="checkbox"/> No							
12. Including yourself, how many people live in your household? _____							
13. How many trips have you taken on a TriMet bus/MAX in the last month? (count each direction as one trip) _____							
14. What is your age? _____							
15. Are you a college student?		01 <input type="checkbox"/> Yes, full-time		02 <input type="checkbox"/> Yes, part-time		03 <input type="checkbox"/> No	
If you are a college student, which college?		01 <input type="checkbox"/> PSU		02 <input type="checkbox"/> PCC		03 <input type="checkbox"/> Other _____	
16. Are you: (check one) 01 <input type="checkbox"/> Asian/Pacific Islander							
02 <input type="checkbox"/> African American/Black		03 <input type="checkbox"/> Caucasian/White		05 <input type="checkbox"/> Multi-racial/bi-racial		07 <input type="checkbox"/> Other _____	
		04 <input type="checkbox"/> Hispanic/Latino		06 <input type="checkbox"/> Native American Indian			
17. What was your total annual household income before taxes in 2011? (check one)							
01 <input type="checkbox"/> Under \$10,000		03 <input type="checkbox"/> \$20,000 to \$29,999		05 <input type="checkbox"/> \$40,000 to \$49,999		07 <input type="checkbox"/> \$60,000 to \$69,999	
02 <input type="checkbox"/> \$10,000 to \$19,999		04 <input type="checkbox"/> \$30,000 to \$39,999		06 <input type="checkbox"/> \$50,000 to \$59,999		09 <input type="checkbox"/> Don't know	
		08 <input type="checkbox"/> \$70,000 or more					
18. Do you speak a language other than English at home? 01 <input type="checkbox"/> Yes							
If yes, what language is this? _____						02 <input type="checkbox"/> No	
Quý vị có nói một ngôn ngữ nào khác ngoài tiếng Anh ở nhà không?						05 <input type="checkbox"/> Có	
除了英文外，您在家還說其他的語言嗎？						06 <input type="checkbox"/> Không	
Разговариваете ли вы на каком-либо еще языке, кроме английского, дома?						07 <input type="checkbox"/> 是	
집에서 영어가 아닌 다른 언어를 사용하십니까?						08 <input type="checkbox"/> 否	
						09 <input type="checkbox"/> Да	
						10 <input type="checkbox"/> Нет	
						11 <input type="checkbox"/> 예	
						12 <input type="checkbox"/> 아니오	
19. How well do you speak English? 01 <input type="checkbox"/> Very well							
Quý vị nói tiếng Anh khá không?		09 <input type="checkbox"/> Rất khá		10 <input type="checkbox"/> Khá		11 <input type="checkbox"/> Không khá	
您說英文的程度如何？		13 <input type="checkbox"/> 非常好		14 <input type="checkbox"/> 好		15 <input type="checkbox"/> 好	
Как хорошо вы разговариваете на английском языке?		17 <input type="checkbox"/> Очень хорошо		18 <input type="checkbox"/> Достаточно хорошо		19 <input type="checkbox"/> Не очень хорошо	
영어로 어느 정도로 잘 구사하십니까?		21 <input type="checkbox"/> 대단히 잘한다		22 <input type="checkbox"/> 잘한다		23 <input type="checkbox"/> 잘하지 못한다	
						20 <input type="checkbox"/> Вообще не говорю	
						24 <input type="checkbox"/> 전혀 하지 못한다	

Please return to surveyor or fold, tape 1" from each edge and mail postage-paid. Thank you for taking time to fill out this survey.



**BUSINESS REPLY MAIL**

FIRST-CLASS MAIL PERMIT NO. 596 PORTLAND OR

POSTAGE WILL BE PAID BY THE ADDRESSEE

TRIMET  
ATTN: FINANCIAL PLANNING  
4012 S.E. 17TH AVENUE  
PORTLAND, OR 97202-9911



**Encuesta a los pasajeros de TriMet**

Favor de llenar este formulario aún si ya lo recibió en otro tren o autobús.

**Estimado Pasajero:** TriMet necesita saber algunos datos sobre el viaje que hace en estos momentos. Favor de contestar las siguientes preguntas. Cuando termine entrégueselas al encuestador o envíelas por correo.

1. ¿En que línea viaja en estos momentos?		Línea # _____	Nombre de la ruta/línea _____					
2. ¿Necesita hacer <b>trasbordos</b> de una línea a otra para completar este viaje en <b>una</b> dirección?								
01	<input type="checkbox"/> No	<input type="checkbox"/> Sí. Si la respuesta es sí, ¿cuántas veces?	02	<input type="checkbox"/> 1 vez	03	<input type="checkbox"/> 2 veces	04	<input type="checkbox"/> 3 veces o más
3. Si hace trasbordos en este viaje, ¿de qué líneas a qué líneas trasborda? (no incluya el tren o autobús en que ahora viaja)								
Línea # _____	Nombre de la ruta/línea _____		Línea # _____	Nombre de la ruta/línea _____				
<input type="checkbox"/> MAX	<input type="checkbox"/> WES	<input type="checkbox"/> Portland Streetcar	<input type="checkbox"/> Ruta C-TRAN # _____	<input type="checkbox"/> Transporte SAM _____				
4. ¿Cómo pagó este viaje? (marque una)		01	<input type="checkbox"/> Tarifa de TriMet	02	<input type="checkbox"/> Tarifa de C-TRAN	03	<input type="checkbox"/> Tarifa de Portland Streetcar	
Si pagó pasaje de Streetcar, ¿qué tipo de pasaje?		01	<input type="checkbox"/> Boleto de 2-horas (\$1)	02	<input type="checkbox"/> Pase Anual Portland Streetcar (\$150)			
5. ¿Qué usó para pagar en TriMet? (marque una)								
	01 <b>EFFECTIVO</b> (boleto de 2-horas)	02 <b>BOLETO</b> (talonario de 10)	03 <b>PASE de 1-DÍA</b>	04 <b>PASE de 7-DÍAS</b>	05 <b>PASE de 14-DÍAS</b>	06 <b>PASE de MENSUAL/30-DÍAS</b>	07 <b>PASE ANUAL</b>	
Adultos	01 <input type="checkbox"/> \$2.50	01 <input type="checkbox"/> \$25.00	01 <input type="checkbox"/> \$5.00	01 <input type="checkbox"/> \$26.00	01 <input type="checkbox"/> \$51.00	01 <input type="checkbox"/> \$100.00	01 <input type="checkbox"/> \$1,100.00	
Joven/Estudiante	02 <input type="checkbox"/> \$1.65	02 <input type="checkbox"/> \$16.50	02 <input type="checkbox"/> \$3.30	02 <input type="checkbox"/> \$ 8.00	02 <input type="checkbox"/> \$15.50	02 <input type="checkbox"/> \$ 30.00	02 <input type="checkbox"/> \$ 330.00	
Ciudadano Honorable/STAR	03 <input type="checkbox"/> \$1.00	03 <input type="checkbox"/> \$10.00	03 <input type="checkbox"/> \$2.00	03 <input type="checkbox"/> \$ 7.00	03 <input type="checkbox"/> \$13.50	03 <input type="checkbox"/> \$ 26.00	03 <input type="checkbox"/> \$ 286.00	
LIFT (servicio de transporte para discapacitados)	04 <input type="checkbox"/> \$2.15	04 <input type="checkbox"/> \$21.50		04 <input type="checkbox"/> \$31.50	04 <input type="checkbox"/> \$ 62.00	04 <input type="checkbox"/> \$ 682.00		
05	<input type="checkbox"/> Identificación de empleado con etiqueta de TriMet							
06	<input type="checkbox"/> Identificación de la universidad con etiqueta de TriMet							
07	<input type="checkbox"/> Identificación de Escuela Preparatoria con etiqueta de TriMet							
08	<input type="checkbox"/> Pase de Ciudadano Honorable para el centro de la ciudad							
09	<input type="checkbox"/> Otra _____							
6. Si pagó un solo pasaje, ¿es para un viaje de ida o de ida y vuelta?		01	<input type="checkbox"/> Viaje de ida			02	<input type="checkbox"/> Viaje de ida y vuelta	
7. Si viaja con un pase de 1 día, ¿cuántos viajes sencillos hará con él el día de hoy? _____								
8. ¿Dónde compró su pasaje para este viaje?								
01	<input type="checkbox"/> A bordo del autobús		05	<input type="checkbox"/> Pase por correo		09	<input type="checkbox"/> Una agencia de servicio social lo compró para mí	
02	<input type="checkbox"/> En una máquina expendedora de boletos		06	<input type="checkbox"/> En la escuela o el lugar de trabajo		10	<input type="checkbox"/> Otro _____	
03	<input type="checkbox"/> En una oficina de boletos de TriMet		07	<input type="checkbox"/> En línea				
04	<input type="checkbox"/> En una tienda		08	<input type="checkbox"/> Lo compré en el tranvía				
9. ¿Tiene un vehículo que podría haber usado para hacer este viaje ya sea como conductor o como pasajero?		01	<input type="checkbox"/> Sí			02	<input type="checkbox"/> No	
10. ¿Tiene cuenta bancaria de ahorros o cheques?		01	<input type="checkbox"/> Sí			02	<input type="checkbox"/> No	
11. ¿Tiene o usa tarjeta prepagada, tarjeta de débito o tarjeta de crédito?								
01	<input type="checkbox"/> Sí (marque todo lo que aplica)		01	<input type="checkbox"/> Tarjeta prepagada		02	<input type="checkbox"/> Tarjeta bancaria de débito	
						03	<input type="checkbox"/> Tarjeta bancaria de crédito	
02	<input type="checkbox"/> No							
12. Incluyendo a usted, ¿Cuántas personas viven en su hogar? _____								
13. En los últimos 30 días, ¿cuántas veces se ha transportado en autobuses de TriMet/MAX? (cuenta cada dirección como un recorrido) _____								
14. ¿Cuál es su edad? _____								
15. ¿Es Ud. estudiante universitario?		01	<input type="checkbox"/> Sí, a tiempo completo		02	<input type="checkbox"/> Sí, a medio tiempo		
Si es Ud. estudiante universitario, ¿a qué universidad o college asiste?		01	PSU		02	PCC		
		03	<input type="checkbox"/> No					
		03	<input type="checkbox"/> Otro _____					
16. ¿Es Ud.: (marque sólo uno)								
	01	<input type="checkbox"/> Asiático/De las Islas del Pacífico		03	<input type="checkbox"/> Caucásico/Blanco		05	<input type="checkbox"/> Multiracial/biracial
	02	<input type="checkbox"/> Afroamericano/Negro		04	<input type="checkbox"/> Hispano/Latino		06	<input type="checkbox"/> Nativo Americano
	07	<input type="checkbox"/> Otro _____						
17. ¿Cuál fue el ingreso anual de su hogar antes del pago de impuestos para el año 2011? (marque un cuadro)								
01	<input type="checkbox"/> Menos de \$10,000		03	<input type="checkbox"/> \$20,000 a \$29,999		05	<input type="checkbox"/> \$40,000 a \$49,999	
02	<input type="checkbox"/> \$10,000 a \$19,999		04	<input type="checkbox"/> \$30,000 a \$39,999		06	<input type="checkbox"/> \$50,000 a \$59,999	
					07	<input type="checkbox"/> \$60,000 a \$69,999		
					08	<input type="checkbox"/> \$70,000 o más		
					09	<input type="checkbox"/> No sé		
18. ¿Habla un idioma que no sea inglés?		03	<input type="checkbox"/> Sí			04	<input type="checkbox"/> No	
			¿Qué idioma es ese? _____					
19. ¿Cuán bien habla el inglés?		05	<input type="checkbox"/> Muy bien		06	<input type="checkbox"/> Bien		
		07	<input type="checkbox"/> No bien		08	<input type="checkbox"/> No hablo inglés		