FAMPO
Fredericksburg Area Metropolitan Planning Organization

Limited English Proficiency Plan

2016

Adopted in 2012

Updated in 2016

George Washington Regional Commission
Fredericksburg Area Metropolitan Planning Organization
406 Princess Anne Street
Fredericksburg, Virginia 22401

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LIMITED ENGLISH PROFICIENCY PLAN

I. INTRODUCTION

The George Washington Regional Commission (GWRC) is the planning district commission for Virginia Planning District 16. The GWRC was created in 1961 as a result of Virginia's Regional Cooperation Act. The purpose of Planning District Commission is "to…encourage and facilitate local government cooperation and state-local cooperation in addressing regional basis problems for greater than local significance."

The role of the GWRC is to assist its five member localities with regional issues such as growth, the environment, transportation, and housing. Other roles of the Commission include grant application assistance, GIS mapping, and collecting/maintaining demographic and socioeconomic data for the GW Region. The GW Region's member jurisdictions include the City of Fredericksburg as well as the counties of Caroline, King George, Spotsylvania, and Stafford.

The Fredericksburg Area Metropolitan Planning Organization (FAMPO) was created in 1992 as a result of the Fredericksburg, Virginia Urbanized Area's population surpassing 50,000. It is a transportation policy-making board responsible for planning and prioritizing transportation projects and funding allocation in the George Washington Region. FAMPO serves the City of Fredericksburg and the counties of Spotsylvania and Stafford.

FAMPO works with the public, planning organizations, government agencies, transit agencies, elected officials, and community groups to develop transportation plans and programs through a continuing, cooperative, and comprehensive (3-C) planning process. The planning process guides the use of federal and state dollars spent on existing and future transportation projects and programs. The Limited English Proficiency (LEP) Plan plays an important part in that process. It ensures individuals with Limited English Proficiency have meaningful access to the transportation process.

FAMPO has developed this Limited English Proficiency Plan (LEP) to help identify reasonable steps to provide language assistance for LEP persons seeking meaningful access to FAMPO services as required by **EXECUTIVE ORDER 13166**. It was prepared in accordance with **TITLE VI OF THE CIVIL RIGHTS ACT OF 1964, 42 U.S.C. 2000D, ET SEQ.,** and its implementing regulations provide that no person shall be subject to discrimination on the basis of race, color, or national origin under any program or activity that receives federal financial assistance

This plan details procedures on how to identify a person who my need language assistance, the way in which assistance may be provided, training staff, how to notify LEP persons that assistance is available, and information for future plan updates.

II. BACKGROUND

The Limited English Proficiency Plan addresses **TITLE VI OF THE CIVIL RIGHTS ACT OF 1964**, which prohibits discrimination based on race, color, or national origin. In 1974, the U.S. Supreme Court affirmed that the failure to ensure meaningful opportunity for national origin minorities, with limited-English proficiency, to participate in a federally funded program violates Title VI (Federal-Aid Recipient Programs & Activities) regulations. Additionally, requirements are outlined in **EXECUTIVE ORDER 13166: IMPROVING ACCESS TO SERVICE FOR PERSONS WITH LIMITED ENGLISH PROFICIENCY** signed on August 11, 2000. Its purpose is to ensure accessibility to programs and services to eligible persons who have limited proficiency in the English language.

Furthermore, the U.S. Department of Transportation (DOT) published **POLICY GUIDANCE CONCERNING RECIPIENTS' RESPONSIBILITIES TO LIMITED ENGLISH PROFICIENT PERSONS** in the December 14,, 2005 Federal Register **VOLUME 70; NUMBER 239**. The guidance explicitly identifies Metropolitan Planning Organizations (MPOs) as organizations that must follow this guidance. The final Limited English Proficiency Plan must be consistent with the fundamental mission of the organization, though not unduly burdening the organization.

A. WHO IS A LIMITED ENGLISH PROFICIENT PERSON?

Individuals who do not speak English as their primary language and who have a limited ability to read, speak, write, or understand English can be limited English proficient, or "LEP". The U.S. Census Bureau does not define limited English proficiency or non-limited English proficient populations. It reports data based on the four categories of English-speaking ability; very well, well, not well, and not at all.

B. DETERMINING THE NEED OF LIMITED ENGLISH PROFICIENCY

As a recipient of federal funds, FAMPO must take reasonable steps to ensure meaningful access to the information and services it provides. As noted in the **FEDERAL REGISTER, VOLUME 70; NUMBER 239 ON WEDNESDAY, DECEMBER 14, 2005,** there are four

factors to consider when determining "reasonable steps." This is known as **"THE FOUR-FACTOR ANALYSIS"** and is outlined below:

FACTOR 1: The number or proportion of LEP persons eligible to be served or likely to encounter an MPO program, activity, or service.

FACTOR 2: The frequency with which LEP individuals come in contact with an MPO programs, activity, or service.

FACTOR 3: The nature and importance of the program, activity, or service provided by the MPO to LEP community.

FACTOR 4: The resources available to the MPO and overall costs.

The Department of Transportation (DOT) policy guidance gives recipients of federal funds substantial flexibility in determining what language assistance is appropriate based on a local assessment of the four factors listed above. The following is an assessment of need in the FAMPO Region in relation to the four factors and the transportation planning process.

III. LIMITED ENGLISH PROFICIENCY SELF ASSESSMENT

FAMPO has assessed its programs and services using the following four (4) factor analysis:

FACTOR 1: The number or proportion of LEP persons eligible to be served or likely to encounter an MPO program, activity, or service.

The planning area of FAMPO includes the City of Fredericksburg, and the counties of Spotsylvania and Stafford.

The first step was to collect demographic data on the number of LEP persons in the GW Region who are eligible to be served, likely to be served, or likely to be encountered by the MPO through participation in the transportation planning process.

It should be noted that for our planning purposes, people that speak English "less than very well" are included in the analysis. Further, only the top four language groups are examined.

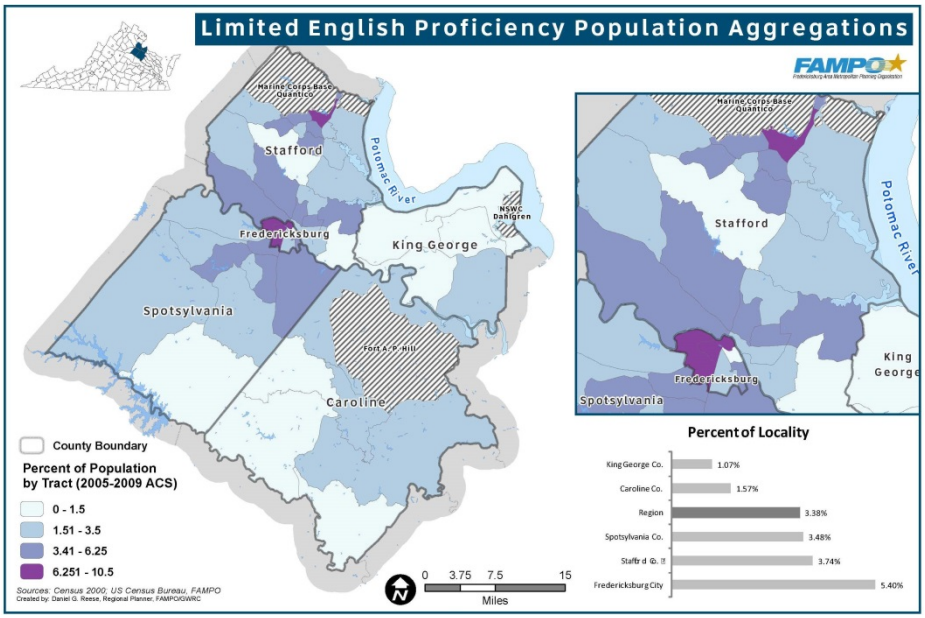
The table below is derived from the U.S. Census Bureau's 2005-2009 American Community Survey. It shows the number and percent of LEP persons 5 years and over, in total and by language in the GW Region. *(LEP Person: Person that speaks English "less than very well")*

TABLE 1: The TOP Three Languages Spoken at Home in the GW Region by LEP Persons (U.S. Census Bureau's 2005-2009 American Community Survey)

Population 5 years and older	Number of LEP Persons	Percentage of LEP Persons	LEP Persons who speak Spanish		LEP Persons who speak Chinese		LEP Persons who speak Korean	
Total	Total	Percent	Total	Percent	Total	Percent	Total	Percent
287,964	7504	2.6%	6760	2.3%	426	0.1%	318	0.1%

TABLE 1 shows that the LEP persons within the GW Region area, 2.3 % speak Spanish at home, making this the most significant language group as a percentage of population. The Chinese and Korean both at 0.1% are the next common language of the area's LEP population.

FIGURE 1: Limited English Proficiency Population Aggregations



A larger version of this map is available by clicking on the following URL:
http://www.fampo.gwregion.org/wp-content/uploads/2011/10/Limited-English_Map.jpg

FIGURE 1 shows that the LEP population for the GW Region is 3.38% with the largest concentration of LEP individuals residing in the City of Fredericksburg at 5.40%. The other four localities follow close behind with Stafford County at 3.74%, Spotsylvania County at 3.48%, Caroline County at 1.57% and King George County at 1.07%. (See Appendix A)

FACTOR 2: The frequency with which LEP individuals come in contract with an MPO programs, activity, or service.

The four-factor analysis identified Spanish as the most significant language spoken by the LEP population in the GW Region. The size of the LRP population in this region will likely continue to increase and, as a result, the probability of increased future contact with FAMPO. To date, FAMPO has not received any formal requests by LEP individuals for language translation of any document nor for an interpreter at any public meeting. Public notices in both English and Spanish have been provided for various planning and programming activities.

FAMPO conducts regular board meetings, advisory committee meetings, public workshops and public hearings throughout the year. The main source of potential contact between the MPO and LEP persons have been the community outreach, the MPO's website and social media. As a result, the frequency of contact is difficult to anticipate.

FAMPO anticipates the development of a web-based interactive map that will provide the identification of Title VI/Environmental Justice populations that would be useful in identifying effective public involvement strategies.

FACTOR 3: The nature and importance of the program, activity, or service provided by the MPO to LEP community.

The MPO uses federal funds to plan transportation projects, and therefore, does not include any direct service or program that requires vital, immediate or emergency assistance, such as medical treatment or services for basic needs. The MPO does not conduct activities which required activities such as applications, interviews or other activities prior to participation in its program or events. Involvement by any citizen with FAMPO or its committees is voluntary.

However, the FAMPO must ensure that all segments of the population, including LEP persons, have been involved or have had the opportunity to be involved in the transportation planning process to be consistent with the goal of the Federal Environmental Justice program and policy.

The impact of proposed transportation investments on underserved and underrepresented population groups is part of the evaluation process in use of federal funds in **THREE MAJOR AREAS** for the MPO.

- The **UNIFIED PLANNING WORK PROGRAM (UPWP)** outlines tasks to be performed in the upcoming year.
- The four-year **TRANSPORTATION IMPROVEMENT PROGRAM (TIP)** is a program or schedule of short-range transportation improvements and activities intended to be implemented through a combination of Federal, State, and local funding.

- The **LONG RANGE TRANSPORTATION PLAN (LRTP)** provides direction for transportation investments out to 20 years in the future.

Inclusive public participation is a priority consideration in other MPO plans, studies and programs as well. The impacts of transportation improvements resulting from these planning activities have an impact on all residents. Understanding and continued involvement are encouraged throughout the process. The MPO is concerned with input from all stakeholders, and every effort is taken to make the planning process as inclusive as possible. The use of the web-based interactive mapping tool will allow the MPO staff to identify concentrations of particular populations for use in effective public involvement outreach planning and programming activities.

FACTOR 4: The resources available to the MPO and overall costs.

Given the size of the LEP population in the MPO area and current financial constraints, full multi-language translations of large transportation plan documents and maps is not considered as warranted at this time. However, continued growth of the MPO area and its Spanish-speaking population makes offering Spanish translations a sound community investment.

As a result, the MPO intends to initiate a program to make the Executive Summaries for the **LONG RANGE TRANSPORTATION PLAN**, the **TRANSPORTATION IMPROVEMENT PROGRAM**, the **PUBLIC PARTICIPATION PLAN**, and other key documents available in Spanish. The translation of these documents will begin after the final English version has been completed. To accommodate the cost, these summaries may be presented in alternative formats, such as fact sheets, flyers or brochures.

The MPO will continue to provide in both English and Spanish notifications for newspaper advertisements, government access channels and flyers. The MPO website has a user-friendly tool available for easy webpage translations which allows users to view HTML content in 52 languages. Although, the website translation tool, powered by Google™ Translate, is not a perfect system, it should provide enough information for a potential LEP individual or group to make contact with FAMPO should they have comments or questions.

Spanish language outreach materials from organizations such as federal, state, and local transportation agencies will be used when possible.

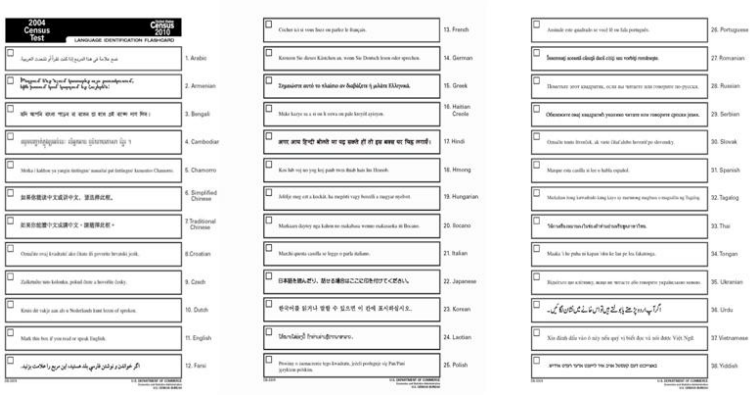
IV. MEETING THE REQUIREMENTS AND IMPLEMENTATION

A. IDENTIFYING LEP INDIVIDUALS WHO NEEDS LANGUAGE ASSISTANCE

FAMPO staff will use language identification cards when first encountering a LEP individual. These cards, as shown in **FIGURE 2** and developed by the U.S. Census Bureau, have the phrase "Mark this box if you read or speak [name of language]" translated into 38 different languages. It was developed by the Census Bureau and is used by government and non-government agencies to identify the primary language of LEP individuals during fact to fact contacts.

The Language Identification flashcards will be made available at public workshops/hearings and at the front desk of the GWRC/FAMPO office. Once a language is identified, the Title VI/LEP coordinator or relevant point of contact will be notified to assess feasible translation or oral interpretation assistance. (See Appendix B)

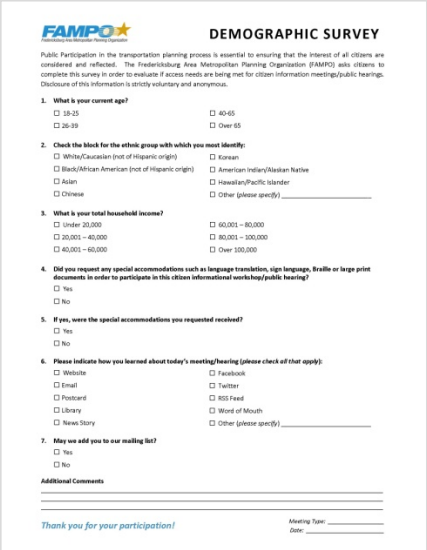
FIGURE 2: "I SPEAK CARD"



The Census Bureau's Language Identification Flashcard can be downloaded for free at http://www.lep.gov/ISpeakCards2004.pdf.

When FAMPO sponsored citizen informational workshops/public hearings are held, a sign-in sheet or survey will be utilized to determine the demographic profile of the attendee. Please see **FIGURE 3** below. (See Appendix C)

FIGURE 3: DEMOGRAPHIC SURVEY



DEMOGRAPHIC SURVEY

Public Participation in the transportation planning process is essential to ensuring that the interest of all citizens are considered and reflected. The Fredericksburg Area Metropolitan Planning Organization (FAMPO) asks citizens to complete this survey in order to evaluate if access needs are being met for citizen information meetings/public hearings. Disclosure of this information is strictly voluntary and anonymous.

1. **What is your current age?**
   - ☐ 18-25
   - ☐ 26-39
   - ☐ 40-65
   - ☐ Over 65
2. **Check the block for the ethnic group with which you most identify:**
   - ☐ White/Caucasian (not of Hispanic origin)
   - ☐ Black/African American (not of Hispanic origin)
   - ☐ Asian
   - ☐ Chinese
   - ☐ Korean
   - ☐ American Indian/Alaskan Native
   - ☐ Hawaiian/Pacific Islander
   - ☐ Other (*please specify*) _____
3. **What is your total household income?**
   - ☐ Under 20,000
   - ☐ 20,001 – 40,000
   - ☐ 40,001 – 60,000
   - ☐ 60,001 – 80,000
   - ☐ 80,001 – 100,000
   - ☐ Over 100,000
4. **Did you request any special accommodations such as language translation, sign language, Braille or large print documents in order to participate in this citizen informational workshop/public hearing?**
   - ☐ Yes
   - ☐ No
5. **If yes, were the special accommodations you requested received?**
   - ☐ Yes
   - ☐ No
6. **Please indicate how you learned about today's meeting/hearing (*please check all that apply*):**
   - ☐ Website
   - ☐ Email
   - ☐ Postcard
   - ☐ Library
   - ☐ News Story
   - ☐ Facebook
   - ☐ Twitter
   - ☐ RSS Feed
   - ☐ Word of Mouth
   - ☐ Other (*please specify*) _____
7. **May we add you to our mailing list?**
   - ☐ Yes
   - ☐ No

Additional Comments

_____
_____
_____

Thank you for your participation!

Meeting Type: _____
Date: _____

A larger version of this Demographic Survey is available by clicking on the following URL: http://www.fampo.gwregion.org/wp-content/uploads/2011/10/Question-on-GC-RFP_102711.pdf

B. Language Assistance and Translation of Materials

- Language assistance will be provided for LEP individuals through the translation into Spanish of some key materials as stated on page 6, upon request or as necessary, as well as through oral interpretation when necessary and possible.

- When an interpreter is needed, in person or on the telephone, and the FAMPO staff has exhausted the above options, stall will first attempt to determine what language is required. Staff shall use the telephone interpreter service, Language Line Services at http://www.languageline.com. On the Language Line home page, the staff will select the Need an Interpreter Now link and follow the directions to receive and access code.

- A list of FAMPO staff that speaks and/or writes a language other than English and who are willing and able to acts as interpreters has been identified.

C. Providing Notice to LEP Persons

It is important to notify LEP persons of services available free of charge in a language the LEP persons would understand.

- FAMPO will include the following language in English and Spanish (where appropriate) on meeting notifications, for example:

Public participation is solicited without regard to race, color, national origin, age, sex, religion, disability or family status. Persons who require special accommodations under the American with Disabilities Act or persons who require translation services (free of charge) should contact GWRC/FAMPO at 540-373-2890 or fampo@gwregion.org at least seven days prior to the meeting. If hearing impaired, telephone 1-800-273-7545 (TDD).

La participación pública es solicitado sin motivos de raza, color, origen nacional, edad, sexo, religión, discapacidad o familia. Las personas que requieren alojamiento especial en el American with Disabilities Act, o personas que requieren servicios de traducción (libre de cargo) deben ponerse en contacto GWRC/FAMPO al 540-373-2890 o fampo@gwregion.org al menos siete días antes de la reunión. Si personas con problemas auditivos, teléfono 1-800-273-7545 (TDD).

- All outreach documents will state that language services are available;
- Partner with community-based organizations and other stakeholders to inform LEP individuals of MPO services and the available of language assistance.

D. Discrimination-Complaint Procedures

LEP persons should be provided notice of their opportunity to file a discrimination complaint in accordance with Title VI. LEP persons may be advised orally of the opportunity to file a discrimination complaint pursuant to the regulations using an interpreter or any type of translator tool. LEP persons should be made aware of the free, oral translation of vital information we will provide upon request.

As a sub-recipient of federal assistance, the Discrimination Complaint Procedures has been adopted by GWRC and FAMPO. The Title VI Nondiscrimination Plan outlines the Discrimination Complaint Procedures and a copy of the Discrimination Complaint Form can be found in Appendix II of the Plan.

E. Staff Training

FAMPO will incorporate the LEP Plan in the next update of the Public Participation Plan. In order to establish meaningful access to information and services for LEP individuals, FAMPO staff will be trained on the following topics:

- Understanding the Title VI Discrimination Plan and the LEP;
- What language assistance programs does FAMPO offer;
- How to approach and assist individuals with LEP;
- How to use the Language Line interpretation and translation services;
- How to use of LEP "I Speak Cards";
- How to access Google Translator via computer. Encourage any staff member with Smart Phones to download the free Google translator app. This app can translate by speaking the text instead of typing it and would be very useful for off-site interpretation. This app can translate text between 58 languages, translate by speaking the text instead of typing in 15 languages, and listen to your translations spoken aloud in 23 languages;
- How to handle a Title VI and/or LEP complaint as noted in Appendix II in the Title VI Nondiscrimination Plan

F. Monitoring and Updating the Limited English Proficiency

FAMPO understands that its community profile is changing and that the four-factor analysis may reveal the need for more LEP services in the future. Annually, the LEP plan will be examined annually to ensure that it remains reflective of the community's needs. The web-based interactive map will be used to validate the community profile of the GW Region. The following criteria will be used to review the effectiveness of the LEP plan:

- How many LEP persons were encountered?
- Were their needs met?
- What is the current LEP population for the GW Region?
- Has there been a change in the types of language assistance for previously identified MPO programs? Are there other programs that should be included?
- Have the MPO's available resources, such as technology, staff, and financial costs, changed?
- Has the MPO fulfilled the goals of the LEP Plan?
- Were any complaints received?

G. Dissemination of the Limited English Proficiency Plan

- Any person with internet access will be able to access the LEP Plan on the FAMPO website at http://www.fampo.gwregion.org. For those without personal internet service, the libraries in the GW Region offer free internet access. Alternatively, any person or agency may request a copy of the plan via telephone, fax, mail, or in person, and shall be provided a copy of the plan at no cost. The Plan will be made available in English and Spanish.
- The LEP will be shared with community-based organizations and other stakeholders.

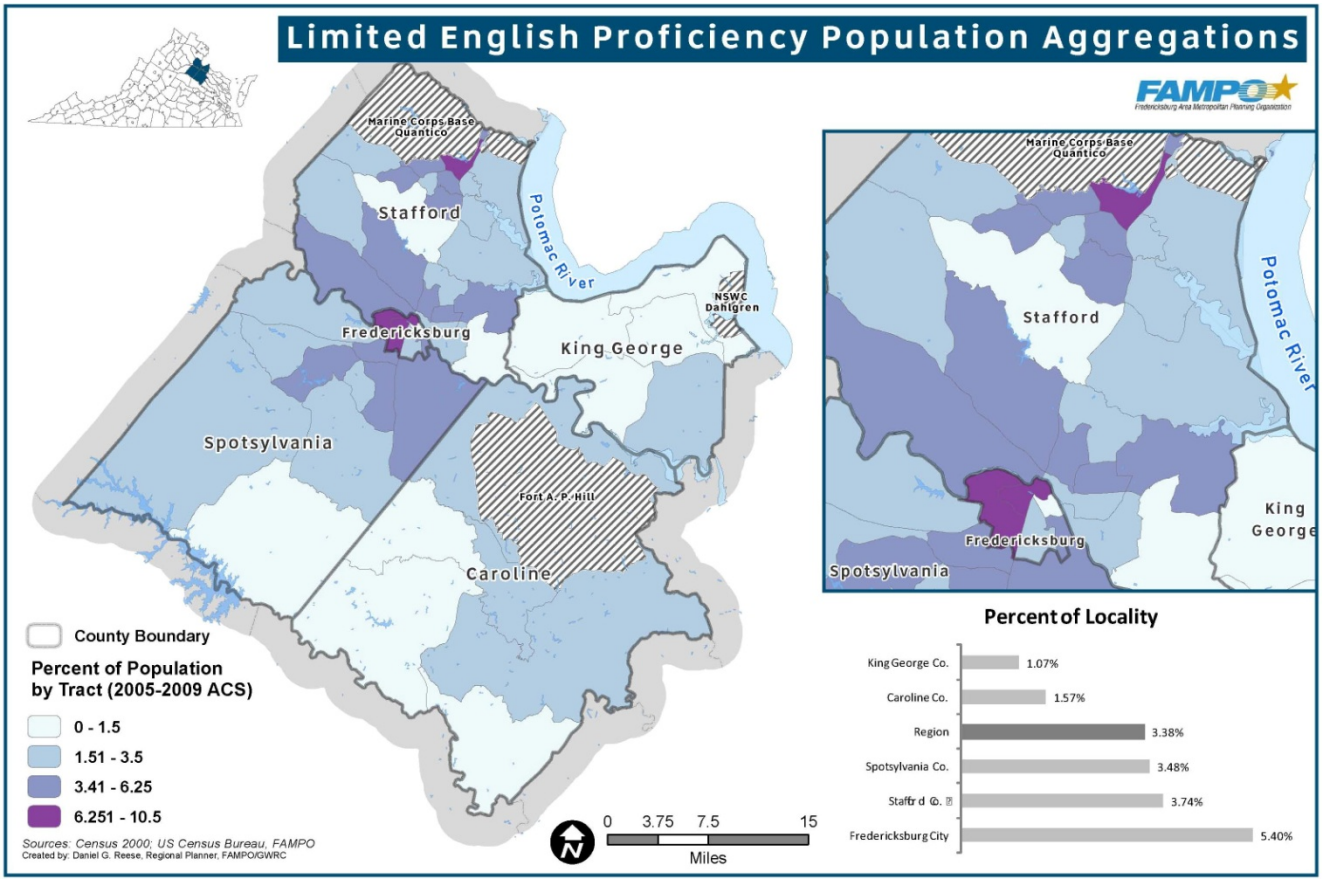
V. CONTACT INFORMATION

FAMPO does not intend that its LEP Plan exclude anyone requiring language assistance and will try to accommodate requests. Anyone who requires special language services should contact GWRC/FAMPO's Public Information Officer/Title VI Coordinator:

Public Information Officer/Title VI Coordinator
GWRC/FAMPO
406 Princess Anne Street
Fredericksburg, VA 22401
(540) 373-2890 (phone)
(540) 899-4808 (fax)
fampo@gwregion.org

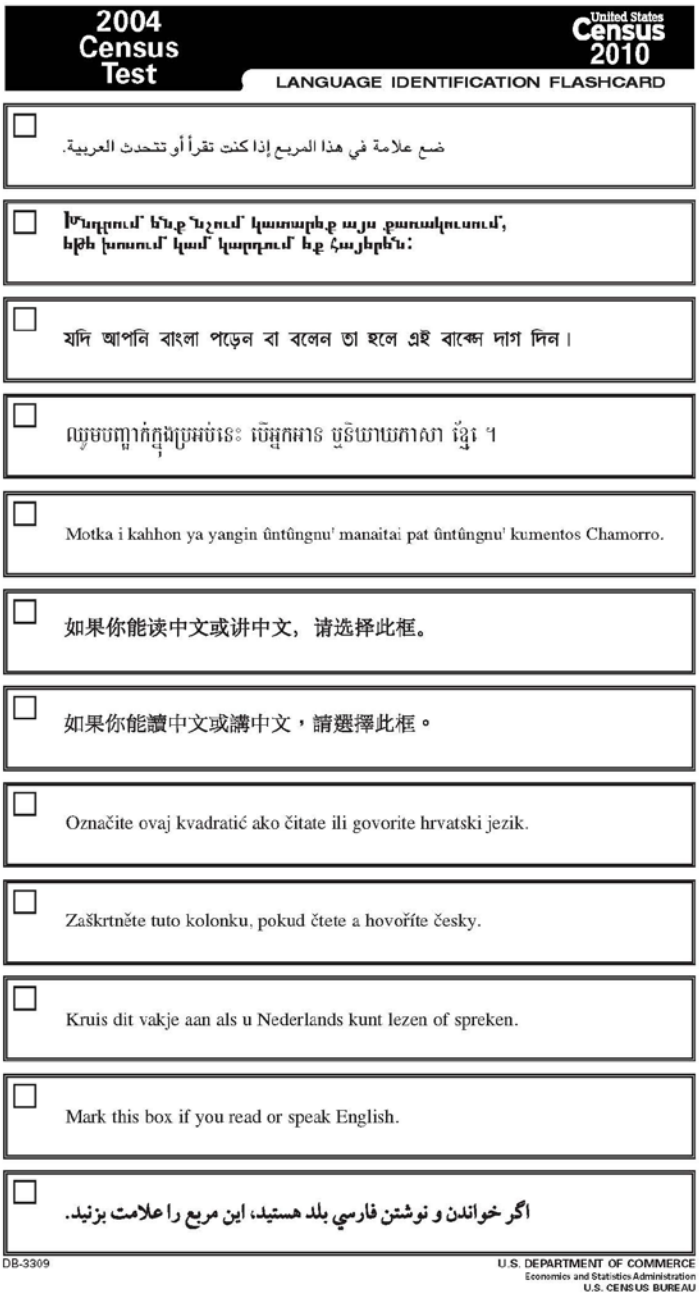
APPENDIX A

LIMITED ENGLISH PROFICIENCY POPULATION AGGREGATIONS MAP



APPENDIX B

"I SPEAK CARDS"



2004 Census Test

United States Census 2010

LANGUAGE IDENTIFICATION FLASHCARD

☐ ضع علامة في هذا المربع إذا كنت تقرأ أو تتحدث العربية.	1. Arabic
☐ Խնդրում ենք նշում կատարեք այս քառակուսում, եթե խոսում կամ կարդում եք հայերեն:	2. Armenian
☐ যদি আপনি বাংলা পড়েন বা বলেন তা হলে এই বাক্সে দাগ দিন।	3. Bengali
☐ ណូមបញ្ជាក់ក្នុងប្រអប់នេះ បើអ្នកអាន ឬនិយាយភាសា ខ្មែរ។	4. Cambodian
☐ Motka i kahhon ya yangin ûntûngnu' manaitai pat ûntûngnu' kumentos Chamorro.	5. Chamorro
☐ 如果你能读中文或讲中文，请选择此框。	6. Simplified Chinese
☐ 如果你能讀中文或講中文，請選擇此框。	7. Traditional Chinese
☐ Označite ovaj kvadratić ako čitate ili govorite hrvatski jezik.	8.Croatian
☐ Zaškrtněte tuto kolonku, pokud čtete a hovoříte česky.	9. Czech
☐ Kruis dit vakje aan als u Nederlands kunt lezen of spreken.	10. Dutch
☐ Mark this box if you read or speak English.	11. English
☐ اگر خواندن و نوشتن فارسي بلد هستيد، اين مربع را علامت بزنيد.	12. Farsi

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☐ Cocher ici si vous lisez ou parlez le français.	13. French
☐ Kreuzen Sie dieses Kästchen an, wenn Sie Deutsch lesen oder sprechen.	14. German
☐ Σημειώστε αυτό το πλαίσιο αν διαβάζετε ή μιλάτε Ελληνικά.	15. Greek
☐ Make kazye sa a si ou li oswa ou pale kreyòl ayisyen.	16. Haitian Creole
☐ अगर आप हिन्दी बोलते या पढ़ सकते हों तो इस बक्स पर चिह्न लगाएँ।	17. Hindi
☐ Kos lub voj no yog koj paub twm thiab hais lus Hmoob.	18. Hmong
☐ Jelölje meg ezt a kockát, ha megérti vagy beszéli a magyar nyelvet.	19. Hungarian
☐ Markaam daytoy nga kahon no makabasa wenno makasaoka iti Ilocano.	20. Ilocano
☐ Marchi questa casella se legge o parla italiano.	21. Italian
☐ 日本語を読んだり、話せる場合はここに印を付けてください。	22. Japanese
☐ 한국어를 읽거나 말할 수 있으면 이 칸에 표시하십시오.	23. Korean
☐ ໃຫ້ໝາຍໃສ່ຊ່ອງນີ້ ຖ້າທ່ານອ່ານຫຼືປາກພາສາລາວ.	24. Laotian
☐ Prosimy o zaznaczenie tego kwadratu, jeżeli posługuje się Pan/Pani językiem polskim.	25. Polish

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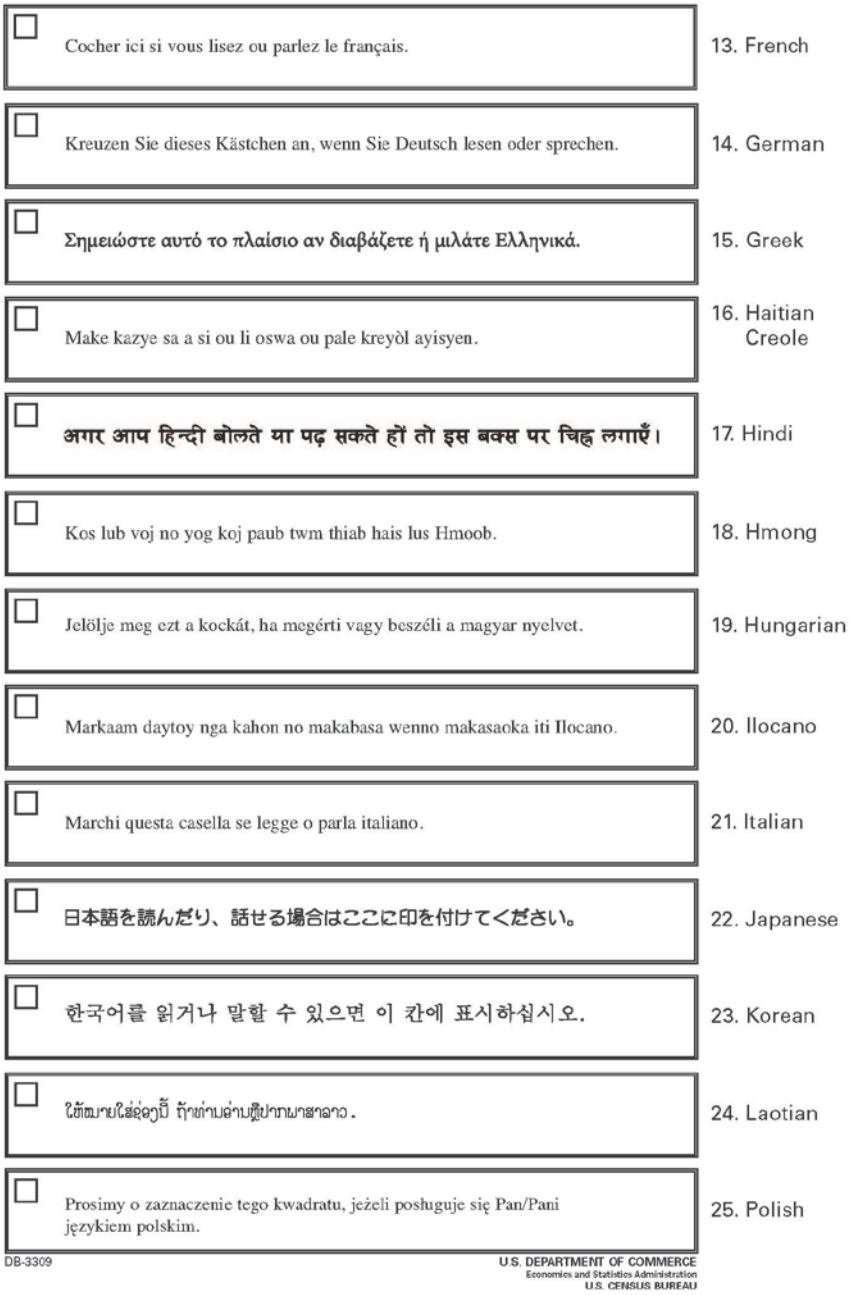
Cocher ici si vous lisez ou parlez le français.
13. French
Kreuzen Sie dieses Kästchen an, wenn Sie Deutsch lesen oder sprechen.
14. German
Σημειώστε αυτό το πλαίσιο αν διαβάζετε ή μιλάτε Ελληνικά.
15. Greek
Make kazye sa a si ou li oswa ou pale kreyòl ayisyen.
16. Haitian Creole
अगर आप हिन्दी बोलते या पढ़ सकते हों तो इस बक्स पर चिह्न लगाएँ।
17. Hindi
Kos lub voj no yog koj paub twm thiab hais lus Hmoob.
18. Hmong
Jelölje meg ezt a kockát, ha megérti vagy beszéli a magyar nyelvet.
19. Hungarian
Markaam daytoy nga kahon no makabasa wenno makasaoka iti Ilocano.
20. Ilocano
Marchi questa casella se legge o parla italiano.
21. Italian
日本語を読んだり、話せる場合はここに印を付けてください。
22. Japanese
한국어를 읽거나 말할 수 있으면 이 칸에 표시하십시오.
23. Korean
ໃຫ້ໝາຍໃສ່ຊ່ອງນີ້ ຖ້າທ່ານອ່ານຫຼືປາກພາສາລາວ.
24. Laotian
Prosimy o zaznaczenie tego kwadratu, jeżeli posługuje się Pan/Pani językiem polskim.
25. Polish
DB-3309
U.S. DEPARTMENT OF COMMERCE
Economics and Statistics Administration
U.S. CENSUS BUREAU

APPENDIX C

DEMOGRAPHIC SURVEY

Public Participation in the transportation planning process is essential to ensuring that the interest of all citizens are considered and reflected. The Fredericksburg Area Metropolitan Planning Organization (FAMPO) asks citizens to complete this survey in order to evaluate if access needs are being met for citizen information meetings/public hearings. Disclosure of this information is strictly voluntary and anonymous.

1. What is your current age?

- ☐ 18-25
- ☐ 26-39
- ☐ 40-65
- ☐ Over 65

2. Check the block for the ethnic group with which you most identify:

- ☐ White/Caucasian (not of Hispanic origin)
- ☐ Black/African American (not of Hispanic origin)
- ☐ Asian
- ☐ Chinese
- ☐ Korean
- ☐ American Indian/Alaskan Native
- ☐ Hawaiian/Pacific Islander
- ☐ Other (*please specify*) _____

3. What is your total household income?

- ☐ Under 20,000
- ☐ 20,001 – 40,000
- ☐ 40,001 – 60,000
- ☐ 60,001 – 80,000
- ☐ 80,001 – 100,000
- ☐ Over 100,000

4. Did you request any special accommodations such as language translation, sign language, Braille or large print documents in order to participate in this citizen informational workshop/public hearing?

- ☐ Yes
- ☐ No

5. If yes, were the special accommodations you requested received?

- ☐ Yes
- ☐ No

6. Please indicate how you learned about today's meeting/hearing (*please check all that apply*):

- ☐ Website
- ☐ Email
- ☐ Postcard
- ☐ Library
- ☐ News Story
- ☐ Facebook
- ☐ Twitter
- ☐ RSS Feed
- ☐ Word of Mouth
- ☐ Other (*please specify*) _____

7. May we add you to our mailing list?

- ☐ Yes
- ☐ No

Additional Comments

_____

_____

_____

Thank you for your participation!

Meeting Type: _____

Date: _____