

National Aeronautics and Space Administration  
George C. Marshall Space Flight Center  
Marshall Space Flight Center, AL 35812



January 12, 2012

Reply to Attn of: DA01

TO: NASA Headquarters  
Attn: YA000/Brenda R. Manuel  
YA010/Mike A. Torres

FROM: DA01/Robert M. Lightfoot

SUBJECT: MSFC's Language Action Plan (LAP) for accommodating the Needs  
Of Limited English Proficient (LEP) Persons

As requested, enclosed is the MSFC's LAP for accommodating the needs of LEP persons in MSFC-conducted programs and activities. The Marshall Space Flight Center LAP is modeled after the Agency Plan and is designed to better ensure that members of the public who wish to participate in NASA's conducted programs and activities and who are limited in their English proficiency have meaningful access to the Center's programs and activities, as required under Executive Order 13166, Improving Access to Services for Persons with Limited English Proficiency.

The Marshall Center management is committed to providing the subject accommodation to ensure meaningful participation in the Nation's space program for limited English proficient persons. If you have questions concerning the LAP, please contact Ms. Susan L. Cloud at (256) 544-5377 or Elia S. Ordonez at (256) 544-6658.

A handwritten signature in cursive script, appearing to read "Robert M. Lightfoot".

Robert M. Lightfoot  
Director

Enclosure

LANGUAGE ACCESS PLAN UNDER EXECUTIVE ORDER 13166, IMPROVING ACCESS TO SERVICES FOR  
PERSONS WITH LIMITED ENGLISH PROFICIENCY

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Marshall Space Flight Center  
Office of Diversity and Equal Opportunity  
Huntsville, Alabama 35812

Susan L. Cloud,  
Acting Director, Office of Diversity and Equal Opportunity

\_\_\_\_\_  
NAME AND TITLE OF RESPONSIBLE OFFICIAL

*Susan L. Cloud*

\_\_\_\_\_  
SIGNATURE

*1/11/12*

\_\_\_\_\_  
DATE

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Robert M. Lightfoot  
Center Director

*Robert M. Lightfoot*

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SIGNATURE

*1/12/12*

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DATE

## Executive Summary

Under Executive Order 13166, "Improving Access to Services for Persons with Limited English Proficiency," (2000) NASA, as a Federal agency, is required to take steps to provide meaningful access to its programs and activities to members of the public who are limited in their English proficiency (LEP). It is noteworthy that NASA's Charter uniquely requires the Agency to provide the widest possible dissemination of its activities in Section 203 (a) (3) of the National Aeronautics and Space Act of 1958, as amended. Therefore, accommodation of the language assistance needs of LEP persons is not only consistent with the requirements of the Executive Order, but it also helps NASA as an Agency to meet its obligations under the Space Act of 1958.

MSFC has developed this Language Access Plan (LAP), an update to its 2000 LAP, to meet the objectives of Executive Order 13166. The Center has appointed the Director, Office of Diversity and Equal Opportunity (ODEO), to serve as the Center Language Access or LEP Coordinator and lead for MSFC's LEP Working group. The following organizations are deemed key Center stakeholders because of their roles and responsibilities in Center programs and activities most likely to include LEP program participants:

- Office of Procurement
- Office of Human Capital
- Office of the Chief Information Officer
- Office of Chief Counsel
- Office of Center Operations
- Office of Strategic Analysis and Communications
- Science & Technology Office
- Engineering Directorate

The Marshall Center LEP Coordinator, in partnership with stakeholders, is responsible for establishing and leading the Center LEP Working Group to mirror the Agency Working Group. Similar to the Agency level, the Center's Working Group is responsible for developing and overseeing implementation of the Center's Language Access Plan, consistent with the Agency LAP.

The Office of International and Interagency Relations (OIIR) Resources Management Division manages the Agency-wide interpretation/translation service and Visa processing contract. The current NASA interpretation/translation service is available to HQ and all NASA Centers. Through NASA Headquarters' interpretation and translation services, MSFC will take steps to ensure meaningful access for LEP persons to the following programs and activities, among others:

- MSFC Web site pages, with special emphasis given to mission-oriented information, for example, current missions and planning
- Visitors' Centers written information, (i.e. signage relating to exhibits, displays, and emergency evacuation procedures)
- Notices advising prospective participants in MSFC conducted educational and training programs and activities of the availability of language assistance services
- Interpretation as needed in a variety of contexts, from international partner delegations' arrivals at MSFC security offices to phone calls from LEP persons seeking information

MSFC has prepared this LAP and will implement it in the spirit of Executive Order 13166, that is, we will hold ourselves as a Center of a Federal Agency to the same standards as our civil rights laws, and with an eye toward serving an ever-growing and ever more diverse population.

## Introduction

Under Executive Order 13166, "Improving Access to Services for Persons with Limited English Proficiency," (2000) NASA, as a Federal agency, is required to take steps to provide meaningful access to its programs and activities to members of the public who are limited in their English proficiency (LEP). It is noteworthy that NASA's charter uniquely requires the Agency to provide the widest possible dissemination of information on its activities. Section 203 (a)(3) of the National Aeronautics and Space Act of 1958, as amended. Therefore, accommodation of the language assistance needs of LEP persons is not only consistent with the requirements of the Executive Order, but it also helps NASA as an Agency to meet its obligations under the Space Act of 1958.

In fact, throughout its 53-year history, NASA has enjoyed great success in communicating with the public. Scientific breakthroughs and space exploration achievements have been publicized through a variety of media, from radio, newspapers and television, to today's social networking sites and online publications. As we move forward in this new millennium, a changing world has expanded NASA's charter for public outreach. Executive Order 13166 itself challenges us to ensure greater access to our programs and, indeed, to our story as a NASA Center.

The primary purpose of the Executive Order as it regards Federally conducted programs is to better ensure that people for whom English is not a first language, people who may be said to be "limited" in their English proficiency, may still enjoy meaningful access to the programs and services offered by Federal agencies. MSFC has developed this LAP to meet the objectives of Executive Order 13166. The plan is consistent with U.S. Department of Justice (DOJ) guidance emphasizing that, to avoid discrimination against LEP persons on grounds of national origin, Federal Agencies must take adequate steps to ensure that people who are not proficient in English can effectively participate in and benefit from its conducted programs and activities.

Furthermore, the Executive Order makes it clear that persons should expect to receive the language assistance necessary to afford them meaningful access to federally conducted programs and activities, free of charge. The concern is not with employees or contractors of Federal Agencies but rather with members of the public affected by or seeking to participate in a program or service provided by the Agency. Therefore, in compliance with the Executive Order 13166, and the Agency's charter, policy and guidelines, MSFC has drafted this plan to assist LEP persons.

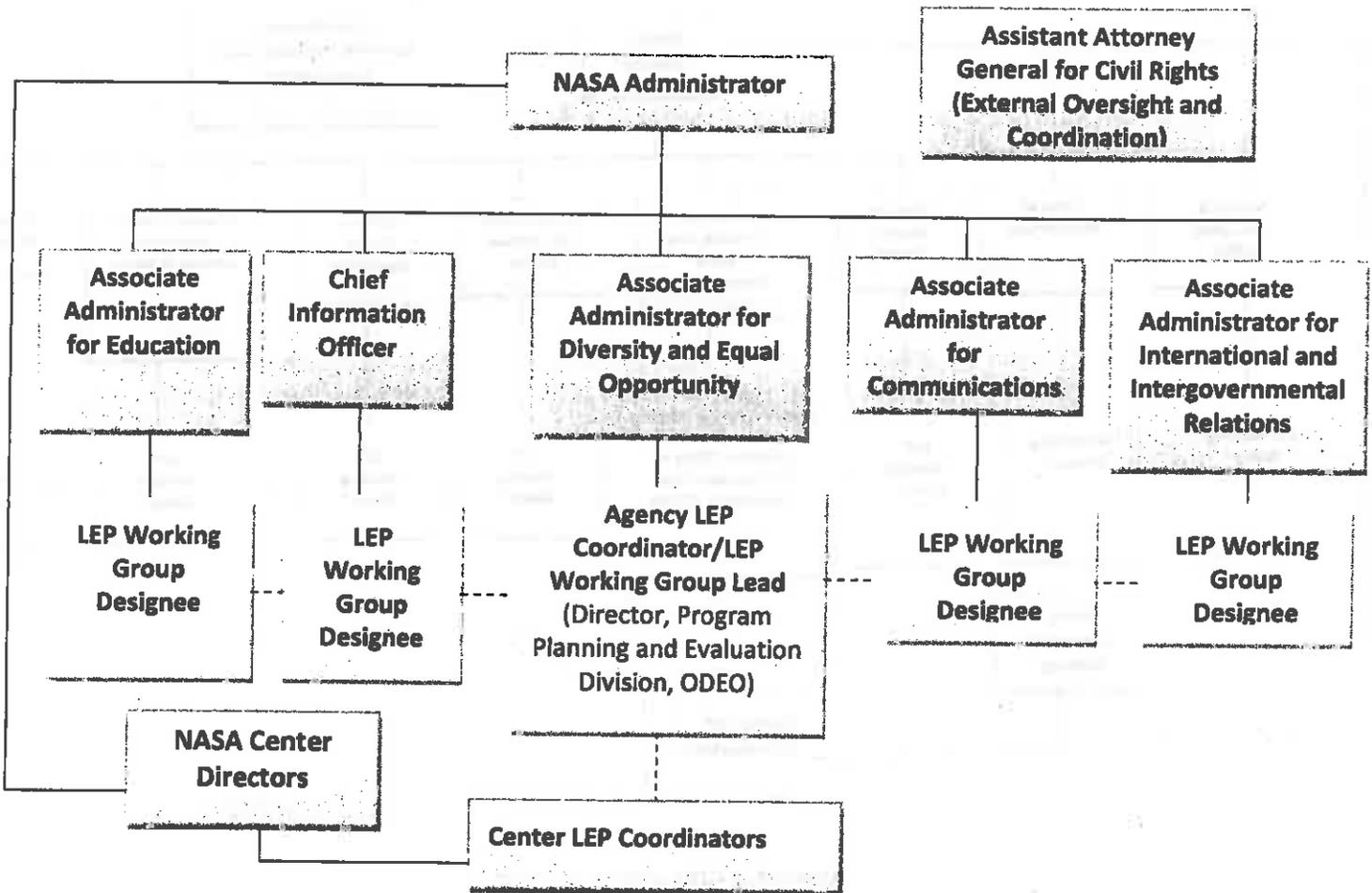
For MSFC, this might mean any number of programs or activities as we at a NASA Center can provide. Some examples would include:

- Educational and awareness opportunities
- International Partner delegations
- MSFC official's remarks or appearances
- Guided tours at MSFC

This LAP update has been prepared at MSFC in the spirit of the Executive Order's challenge to Federal agencies and with a goal of serving an ever-expanding and diverse population.

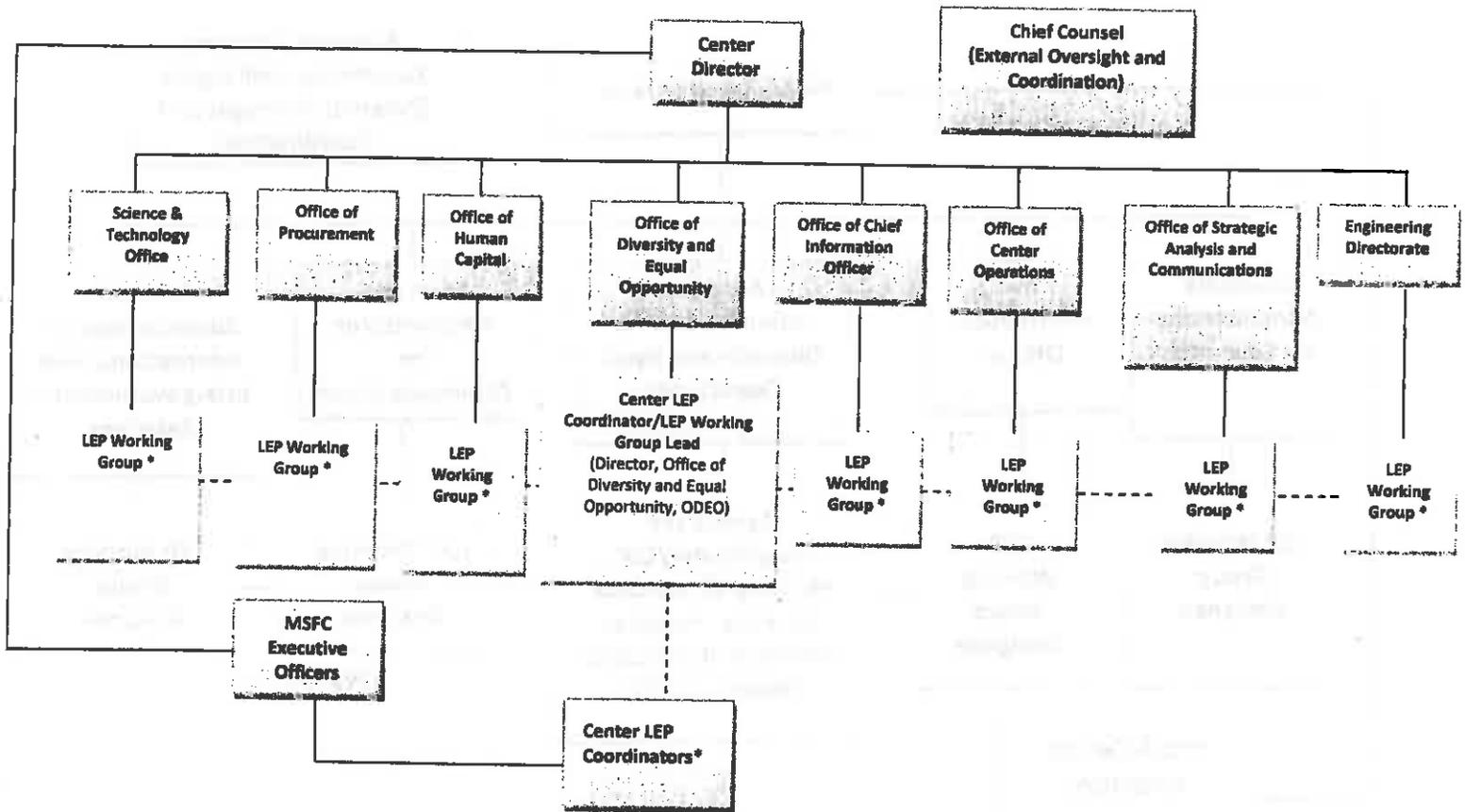
**ii. Agency Chains of Command for Authority**

The chains of command for authority and oversight are shown in the chart below.



**ii. Center Chains of Command for Authority**

The chains of command for authority and oversight are shown in the chart below.



\*see appendix B

## **b. Education Programs and Activities**

NASA Education is comprised of numerous components across the Agency. NASA's Centers, Mission Directorates, and the Office of Education (OE) are the primary organizations encompassing the Agency's education community. The community also includes all NASA staff that help educate the public on the Agency's missions and scientific and technological advances.

The Agency's current Education related Strategic Goal is to "share NASA with the public, educators, and students to provide opportunities to participate in our Mission, foster innovation, and contribute to a strong national economy."<sup>4</sup> This goal encompasses national objectives that clearly impact LEP individuals, particularly elementary and secondary school students. For example, these objectives include providing NASA educational experiences that inspire student interest and achievement in science, technology, engineering and mathematics (STEM) discipline, and informing, engaging, and inspiring the public by sharing NASA's missions, challenges, and results. In both regards, NASA strives to be inclusive of underrepresented and underserved communities.

Based on NASA strategic goals and objectives, the MSFC Education Program's encounters with LEP populations may include:

- Educational briefs to K-12 students and teachers
- Educator guides
- Brochures, wall sheets, lithographs, slide sets,
- Videos with teacher guides,
- CDROM collections and interactive websites.
- Information regarding NASA's international programs, including the International GLOBE Program.

## **c. International and Interagency Relations**

The Office of International and Interagency Relations (OIIR) at the Agency level provides executive leadership and coordination for all NASA international activities and partnerships, including directing NASA's international relations and managing foreign travel by NASA employees among a host of other roles and responsibilities. The OIIR Resources Management Division manages the Agency-wide interpretation/translation service and visa processing contract. With appropriate funding, use of this established contract is available to HQ and all NASA Centers to support this initiative.

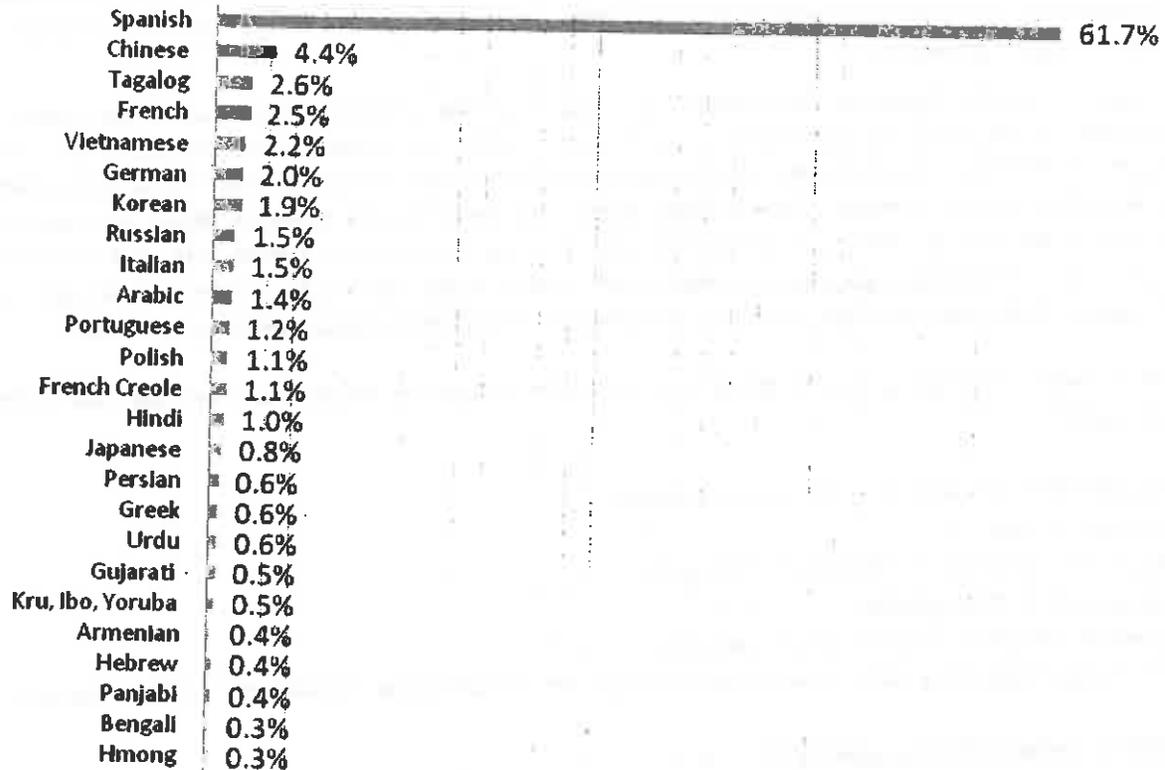
## **d. MSFC Visitor's Center**

MSFC has access through VIP tours at the U.S. Space and Rocket Center (USSRC). For the purpose of those VIP tours the LAP plan will only be available to individuals who have a specific need for LAP regarding the Marshall Space Flight Center. Further, the Center has a Visitor's Center on site at Redstone Arsenal through which visitors obtain access to the Center. The Redstone Arsenal Visitor's Center will have "I speak Cards" as discussed on Section 4(c)(5b) to allow LEP individuals to obtain language assistance.

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<sup>4</sup> 2011 NASA Strategic Plan (February 2011), p. 30.

### Population 5 Years and Older Who Spoke a Language Other Than English



From ACS Language Census 2007, Table 1, "Population 5 Years and Older Who Spoke a Language Other Than English at Home by Language Group and English-Speaking Ability: 2007" in Language Use in the United States: 2007, issued April, 2010

Languages other than English spoken in the states in which NASA has Centers follow similar trends in general, with Spanish being the most widely spoken language in most cases. In Texas, Florida, and California, Spanish speakers make up an overwhelming majority of speakers other-than-English speakers, at 86 percent, 73 percent, and 67 percent, respectively. Louisiana is the only state in which NASA conducts programs where Spanish is the majority non-English language, but only by a small margin. Spanish is still the majority, at 35 percent, but is closely followed by French, at 34 percent. The following table illustrates the top ten languages other than English spoken in the MSFC geographic area in which MSFC conducts programs or outreach to the public, by both number of speakers and percent of total speakers of languages other than English.

## **b. Determining the Frequency with Which LEP Individuals Interact with NASA - MSFC**

LEP contacts with MSFC are made through its multiple organizations through telephone calls directly to offices, mail, Internet web site, e-mail and in person. No data currently exists to determine precisely the number of LEP individuals served by or benefiting from MSFC activities. However, an assessment of MSFC services reveals the following organizations have the most potential for impact on the LEP population in the Huntsville-Decatur Metropolitan area:

The Office of Strategic Analysis and Communications (OSAC) which includes the Public & Employee Communications Office and the External Relations Office impacting media relations, public inquires, exhibits, the Visitor's Center, Freedom of Information Act Inquires, Legislative Affairs, Protocol, Community Relations, the Speakers Bureau and Communications Services. The Office of Procurement, which includes Small Business, will also be impacted by LEP. Another organization that will have a significant impact on LEP is the Office of Human Capital which includes Academic Affairs, national and regional educational Programs, NASA teacher programs to include workshops that serve state-level urban and rural systems and Science Centers, Recruitment, Co-Op and Internship Programs. The Office of Diversity & Equal Opportunity which includes Internal and External Outreach Programs will also be impacted.

In addition, the Center has daily public contact as part of on-going operations in the Office of Center Operations through the Protective Services Office, the Chief Information Office, and the Science and Technology Office, Further, the Engineering Directorate has contact with the public through students and interns. Finally, to assure center-wide awareness of the responsibilities and duties toward individuals with limited English proficiency a robust communication approach will be implemented center-wide.

### **MSFC Self-Assessment Questions and Guidance**

- 1. Which are the language groups with which MSFC is likely to have the most frequent contact based on the data provided above?**
- 2. How frequent are those contacts relative to the programs and activities identified in Section 2 above, i.e., what are the points of contact where LEP persons interact with MSFC most frequently?**
- 3. Does the frequency of contact vary by language group? If so does this make a difference in program delivery? How?**
- 4. Do the Center's public outreach efforts have an impact on the number of LEP persons participating in the Center's programs? If so, what is the impact? What are the implications for ensuring meaningful access to MSFC programs and activities, if any?**
- 5. What language assistance, e.g., interpretation, translation, needs to be provided to LEP persons for each point of contact? (See Section 4 below)**

### **Procedures for Utilizing Translation and Interpretation Services**

The process for MSFC to request interpretation or translation services under the STI contract is simple. The Center LEP Coordinator shall complete a NASA Form 1681, Request for Interpretation/Translation Services, specifying exactly what form of interpretation or translation is needed. Once OIR Resources Management Division at NASA HQ receives the completed NF 1681, it shall work with the Center LEP Coordinator to process the request as quickly and efficiently as possible.

If "on the spot" interpretation services are needed, i.e., if a LEP person is attempting to come onsite through the Center Security Office, the filing of the NF 1681 may take place after the services have been rendered. In such cases, OIR Resources Management Division at HQ shall be contacted immediately to provide the needed interpretation services, most likely telephonically, in a timely fashion.

To the extent that MSFC use language-assistance resources that are not provided by the Agency, the Center LEP Coordinator shall explain the procedures for accessing these services and the steps taken to ensure the competency of interpreters and translation services used. In this regard the Center LEP should address:

1. Which Center organization may need to access language assistance services and when, for example, badging office personnel, Visitor's Center staff.
2. Center organizations shall request access to language assistance services by written request and through the Center LEP Coordinator.
3. The acquisition of services shall be processed by the Center's LEP Coordinator for language services as the need arise.

### **c. Interpretation**

Interpretation is the rendering of a message spoken in one language into one or other languages, and can take place in-person, telephonically, or via internet or video interpreting. With due consideration to DOJ's Self-Assessment and Planning Tool guidance, MSFC LEP Coordinator shall make decisions about when to provide interpretation assistance and how to provide that assistance in a timely and effective manner, appropriate to the circumstance. Each organization at the Center shall take appropriate steps to ensure that it makes reasonable efforts to provide language assistance as needed for in-person contact with LEP individuals.

#### **Addressing Interpretation Needs**

The MSFC LEP Working Group shall provide support and guidance to Center organizations in determining interpretation related priorities. As a general matter, however, our Center shall give priority consideration to the following:

1. LEP persons who are:
  - a. part of official delegations seeking assistance in badging or other official business on site
  - b. patrons of the Visitor's Center
  - c. participating in Center tours
  - d. participating or wish to participate in NASA-sponsored educational events
  - e. contacting the Center telephonically
2. A standardized process shall be in place to ensure timely and effective responsiveness to LEP persons seeking verbal assistance or information. In general the process to be used shall be that stated on p. 9 of this Plan. However, if special circumstances arise in which those procedures will not suffice, it is the obligation of the Center's LEP Coordinator to contact the Agency for assistance.
3. Coordination with partners in Center events held on-site or off-site at which LEP individuals are likely to be participants to determine whether interpretation services will be needed for the event, and if so, to determine in which languages interpretation is needed.
4. Support and assistance is requested from Center's LEP Coordinator, as appropriate.
5. Give consideration to:
  - a. Determining the language of callers by providing prompts for the callers in several languages that direct the caller to an operator that speaks his or her language. Another possibility is bilingual or multilingual receptionists.
  - b. Determining the native language of unexpected visitors by using language identification cards (or "I speak cards"), which invite LEP persons to identify their language needs to staff. The Federal government has made these cards available at <http://www.usdoj.gov/crt/cor/13166.htm>. Additional information and services for LEP are available through <http://www.lep.gov/>. Also, DOJ has Language Assistance Volunteers who can be accessed at Home » References & Resources » Directories & Contacts.

## **6. Collaboration with LEP Communities and Other Stakeholders**

Organizations external to MSFC that have significant contact with LEP persons, such as schools, religious organizations, community groups, and groups working with new immigrants can potentially be very helpful in linking LEP persons to the Agency's programs and its language assistance services.

### **LEP Collaboration<sup>1</sup>**

Here are some self-assessment type questions designed to help MSFC in gathering feedback and involving outside entities or individuals in our language access review process.

- 1. Who within MSFC organizations interacts with LEP communities and other stakeholders, such as advocacy groups, civil rights organizations, and other Federal agencies?**
- 2. Which stakeholder groups or individuals have you consulted with? What feedback have you received?**
- 3. How have you utilized the feedback to enhance the effectiveness of MSFC language access program and the language assistance services MSFC provide?**

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<sup>1</sup> Our Center interacts with LEP communities and other stakeholders, such as advocacy groups, civil rights organizations, and other Federal agencies, but MSFC LEP working Group has not received any feedback, and the opportunity has not risen to utilize feedback to enhance the effectiveness of our language access program and the language assistance service the Agency provides.

## 8. Monitoring, Continuous Assessment, and Updating LEP Plans

MSFC's approach to monitoring for this Plan is as follows.

- The Center ODEO in collaboration with the MSFC LEP Working Group shall annually monitor Center Plan Performance insofar as the accessibility and quality of language assistance activities for LEP persons in the Center's conducted programs and activities. This shall be accomplished with written requests to all organizations on an annual basis to provide information and outcomes regarding each of the Center's Plan elements, e.g., providing language services, collaborating with LEP communities.
- The Center ODEO shall modify the Center plan based on input and feedback from the Agency and Center LEP Working Groups, additional guidance from DOJ on Executive Order 13166 in the conducted programs context, and other information received that the Center views as critical to enhancing this Plan's effectiveness.

### Plan Monitoring: Annual Self-Assessment

MSFC LEP Coordinator and LEP Working Group shall determine annually the effectiveness of the LEP plan and whether new documents, programs, services, and activities need to be made available to LEP persons.

1. MSFC has a written language access policy in addition to the Agency's policy.
2. MSFC LEP Coordinator and LEP Working Group are responsible for reviewing the LEP plan for the Center.
3. The Center LEP Coordinator and the LEP Working Group shall be aware of the Center Plan and how to implement it.
4. Additional resources are needed to improve access to LEP persons. These resources shall be obtained from NASA HQ.
5. When new programs, services, and activities are instituted, steps shall be taken to ensure that LEP persons are provided meaningful access to these programs, services, and activities. Prospective or actual program participants shall be notified of the intended beneficiaries that new programs, services, and activities are available.
6. Changes in the LEP populations served, frequency of encounters, and other potential changes shall be determined by identifying LEP persons who need language assistance. In addition, MSFC shall obtain feedback from LEP persons on the access they were provided.
7. MSFC shall obtain feedback from the LEP communities it serves on the effectiveness of the language access program and the language assistance services we provide.
8. The MSFC LEP Plan shall be updated each year on the LEP communities in its service area.
9. MSFC shall monitor the system for collecting data on beneficiary satisfaction and/or grievance/complaint filing each year.
10. MSFC has not received any complaints.
11. To the extent possible, MSFC's existing language assistance has provided meaningful access for LEP persons. There is room for program enhancement if NASA HQ provides the funding needed for training.

**Appendix A. Self-Assessment Tool: Services to Limited English Proficient (LEP) Populations**  
**Services to Limited English Proficient (LEP) Populations Self-Assessment**

**Marshall Space Flight Center**

**1. Understanding How LEP Individuals Interact with Your Center**

The following series of questions helps agencies understand how an LEP individual may come into contact with your Center:

1. Are there individuals at your Center who might interact or communicate with LEP individuals?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
2. Please describe the manner in which your Center interacts with the public or LEP individuals:	<input type="checkbox"/> In-Person <input type="checkbox"/> Telephonically <input type="checkbox"/> Electronically (e.g. email or website)	<input type="checkbox"/> Via Correspondence <input type="checkbox"/> Other: (please specify)
3. Does your Center provide federal financial Assistance to any non-federal entities? (Federal financial assistance includes grants, training, use of equipment, donations of surplus property and other assistance. Recipients of federal funds can range from state and local agencies, to nonprofits and other Organizations.)	<input type="checkbox"/> Yes	No
4. If your Center does provide federal financial assistance to non-federal entities: a. Do you have an active program in place to require your recipients of federal financial assistance to comply with Title VI and language access standards?  b. Does your Center inform recipients of federal financial assistance that they should budget for language assistance services?  c. Does your Center inform recipients of federal financial assistance about which grants can be used, in whole or in part, to improve language access?	a. <input type="checkbox"/> Yes  b. <input type="checkbox"/> Yes  c. <input type="checkbox"/> Yes	a. <input type="checkbox"/> No  b. <input type="checkbox"/> Yes  c. <input type="checkbox"/> No

**Identification and Assessment of LEP Communities (continued)**

<p>4. What data does your Center use to determine the LEP communities in your service area? (Select all that apply)</p>	<p><input type="checkbox"/> Community Organizations Intake information Other: _____</p> <p><input type="checkbox"/> Census Dept. of Education</p> <p><input type="checkbox"/> US Dept. of Labor</p> <p><input type="checkbox"/> State Agencies</p>	
<p>5. Do you collect and record primary language data from individuals when they first contact your programs and activities?</p>	<p><input type="checkbox"/> Yes</p>	<p><input type="checkbox"/> No</p>
<p>6. If you collect and record primary language data, where is the information stored?</p>		
<p>7. What is the total number of LEP individuals who use or receive services from your program each year?</p>		
<p>8. How many LEP individuals attempt to access your programs or services each month?</p>		
<p>9. How many LEP individuals use your programs or services each month?</p>		
<p>10. Specify the top six most frequently encountered non-English languages by your program and how often these encounters occur (e.g., 2-3 times a year, once a month, once a week, daily, constantly).</p>	<p><b>Language</b></p> <p>1. 2. 3. 4. 5. 6.</p>	<p><b>Frequency of Encounters</b></p> <p>1. 2. 3. 4. 5. 6.</p>

**Providing Language Assistance Services (continued)**

<p>5. Does your Center:  a) have a certification or assessment process that staff must complete before serving as interpreters or translators for LEP individuals?  b) Does the process include use of standardized language proficiency exams?</p>	<p>a. <input type="checkbox"/> Yes   b. <input type="checkbox"/> Yes</p>	<p>a. <input type="checkbox"/> No   b. <input type="checkbox"/> No</p>
<p>6. Does your Center ask or allow LEP individuals to provide their own interpreters or have family members or friends interpret?</p>	<p><input type="checkbox"/> Yes</p>	<p><input type="checkbox"/> No</p>
<p>7. Does your Center have contracts with language assistance service providers (in-person interpreters, telephone interpreters, video interpreters, or translators)?</p>	<p><input type="checkbox"/> Yes</p>	<p><input type="checkbox"/> No</p>
<p>8. Does your Center provide staff with a list of available interpreters and the non-English languages they speak, or information on how to access qualified interpreters?</p>	<p><input type="checkbox"/> Yes</p>	<p><input type="checkbox"/> No</p>
<p>9. Does your Center identify and translate vital documents into the non-English languages of the communities in your service area?</p>	<p><input type="checkbox"/> Yes</p>	<p><input type="checkbox"/> No</p>

**Training of Staff on Policies and Procedures (continued)**

3. Are language access policies and LEP Issues included in the mandatory training Curriculum for staff?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
4. Does your Center staff procedural manual or handbook include specific instructions related to providing language assistance services to LEP individuals?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
5. Does staff receive periodic training on how to obtain and work with interpreters?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
6. Does staff receive periodic training on how to request the translation of written documents into other languages?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
7. Do staff members who serve as interpreters receive regular training on proper interpreting techniques, ethics, specialized terminology, and other topics?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
8. Do staff members who serve as interpreters receive interpreter training from competent interpreters or other trainers familiar with the ethical and professional requirements of an interpreter?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

**5. Providing Notice of Language Assistance Services**

The following series of questions will help you assess how you provide notice of language assistance services to the LEP population in your service area:

1. How do you inform members of the public about the availability of language assistance services? (Select all that apply)	<input type="checkbox"/> Frontline and outreach multilingual staff <input type="checkbox"/> Posters in public areas <input type="checkbox"/> "I Speak" language identification cards distributed to frontline staff <input type="checkbox"/> Website <input type="checkbox"/> Social networking website (e.g. Facebook, Twitter) <input type="checkbox"/> E-mail to individuals or a listserv <input type="checkbox"/> Other (Please specify): _____ <input type="checkbox"/> None of the above
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### 6. Monitoring and Updating a Language Access Procedures, Policy, and Plan

The following set of questions will help you assess whether you have an effective process for monitoring and updating your language access policies, plan and procedures:

1. Does your Center have a written language access policy?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
2. If so, is a description of this policy available to the public?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
3. How often is your Center's language Access policy reviewed and updated?	<input type="checkbox"/> Annually <input type="checkbox"/> Biennially <input type="checkbox"/> Not Sure <input type="checkbox"/> Other: _____	
4. When was the last time your Center's Language Access Policy was updated?	Month	Year
5. How often does your Center update its <b>Data</b> on the LEP communities in your service area?	<input type="checkbox"/> Annually <input type="checkbox"/> Biennially	<input type="checkbox"/> Not Sure <input type="checkbox"/> Other:
6. Does your Center have a Language Access Coordinator?	<input type="checkbox"/> Yes	
7. Does your Center have a formal language access complaint process?	<input type="checkbox"/> Yes	
8. Has your Center received any Complaints because it did not provide language assistance services?	<input type="checkbox"/> Yes	
9. Do you monitor the system for Collecting <b>data</b> on beneficiary satisfaction and/or grievance/complaint filing?	<input type="checkbox"/> Yes	
10. Do you obtain feedback from the LEP community on the effectiveness of your language access program and the language assistance services you provide?	<input type="checkbox"/> Yes	

**Appendix B. Names and Contact Information of  
NASA LEP Coordinators (as of December 2011)**

Susan L. Cloud  
MSFC LEP Coordinator  
256-544-4753  
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**NASA- MSFC Language Access Plan 2012**

**Greg K. Gelmis**  
**Science and Technology Office (ZP01) LEP Coordinator**  
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**Eric Melkerson**  
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**THIS LANGUAGE ACCESS PLAN WAS PREPARED**

**BY**

**THE OFFICE OF DIVERSITY AND EQUAL OPPORTUNITY**

**Susan L. Cloud**

**ACTING DIRECTOR FOR OFFICE OF DIVERSITY AND EQUAL OPPORTUNITY  
NATIONAL AERONAUTICS AND SPACE ADMINISTRATION  
MARSHALL SPACE FLIGHT CENTER  
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