



Language Access Plan Marshall Space Flight Center



Office of Diversity and Equal Opportunity
January, 2012

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



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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
- Space Launch System Office

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

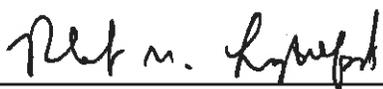
MSFC has prepared this LAP and will implement it in the spirit of Executive Order 13166, that is, we will hold ourselves as a Center of a Federal Agency to the same standards as our civil rights laws, and with an eye toward serving an ever-growing and ever more diverse population.

**MSFC Policy Statement on Language Access for
Limited English Proficient (LEP) Persons**

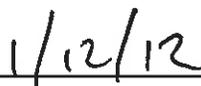
As guided by Executive Order 13166, "Improving Access to Services for Persons with Limited English Proficiency," and consistent with the NASA Administrator's Policy Statement on Language Access for Limited English Proficient (LEP) persons, as Center Director, I fully endorse the Agency Policy. Marshall Space Flight Center (MSFC) is committed to equal opportunity which includes our efforts to ensure that all members of the public who wish to participate in our Center's conducted programs and activities have an equal opportunity to do so. Whether patrons of our Visitors' Center, participants in guided tours of our Center, or students being inspired to become a part of the next generation of explorers, we welcome all.

As part of this commitment, we seek to ensure that people who are limited in their English proficiency have meaningful access to participate fully in our programs and activities. It is therefore MSFC's policy to provide accessibility to its programs regardless of English language proficiency. Under this policy, MSFC offers language assistance services at no cost to LEP persons who wish to participate in Center-conducted programs and activities. Also under this policy we have established a Center Language Access Plan (LAP), which outlines the strategies and actions we will take on an ongoing basis to address the language assistance needs of LEP persons participating in MSFC programs and activities. The LAP also enables us to continue to review our programs and activities with an eye toward improving accessibility where issues arise. Additionally, it is through our LAP that we communicate the requirements and set forth the procedures to be followed in implementing this policy.

This policy and our MSFC LAP are an integral part of NASA's efforts to serve as a model Agency for the Nation in providing the widest possible dissemination of our activities and the results of our work, as we are required to do under our founding legislation. The Agency's policy issued by the Administrator is attached in Appendix C.



Robert M. Lightfoot
Center Director



Date

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.

NASA's Language Access Implementation Plan

U.S. Department of Justice (DOJ) guidance on language access assessment and planning under Executive Order 13166 identifies the key components of language access self-assessments and implementation plans.¹ The elements of the self-assessment roughly approximate the key components of a language access implementation plan, as identified by DOJ.² NASA utilized this guidance shaping the Language Access Plan that follows.

1. Officials Charged with Implementing the Plan

a. Agency Level

i. Agency LEP Coordinator

The Director, Program Planning and Evaluation Division (PPE), Office of Diversity and Equal Opportunity (ODEO) shall serve as the Agency's Language Access or LEP Coordinator. The PPE Director reports directly to the Agency's Associate Administrator (AA) for Diversity and Equal Opportunity, the highest ranking diversity and EO official at NASA. In turn, the AA, ODEO reports directly to the NASA Administrator.

The Agency LEP Coordinator has the following main roles and responsibilities:

- Development and oversight of Agency language access policy directives, plan and procedures to provide meaningful access to LEP persons.
- Oversight, performance, and implementation of the language access plan.
- Coordination of an Agency-level LEP Working Group of key stakeholders (as defined in this section) to assist in creating and implementing language access procedures for the Agency.
- Interface and coordination with the Office of International and Intergovernmental Relations on the Agency's management of its interpretation and translation services

The following Agency organizations are key Agency stakeholders because of their roles and responsibilities in Agency programs and activities most likely to include LEP program participants:

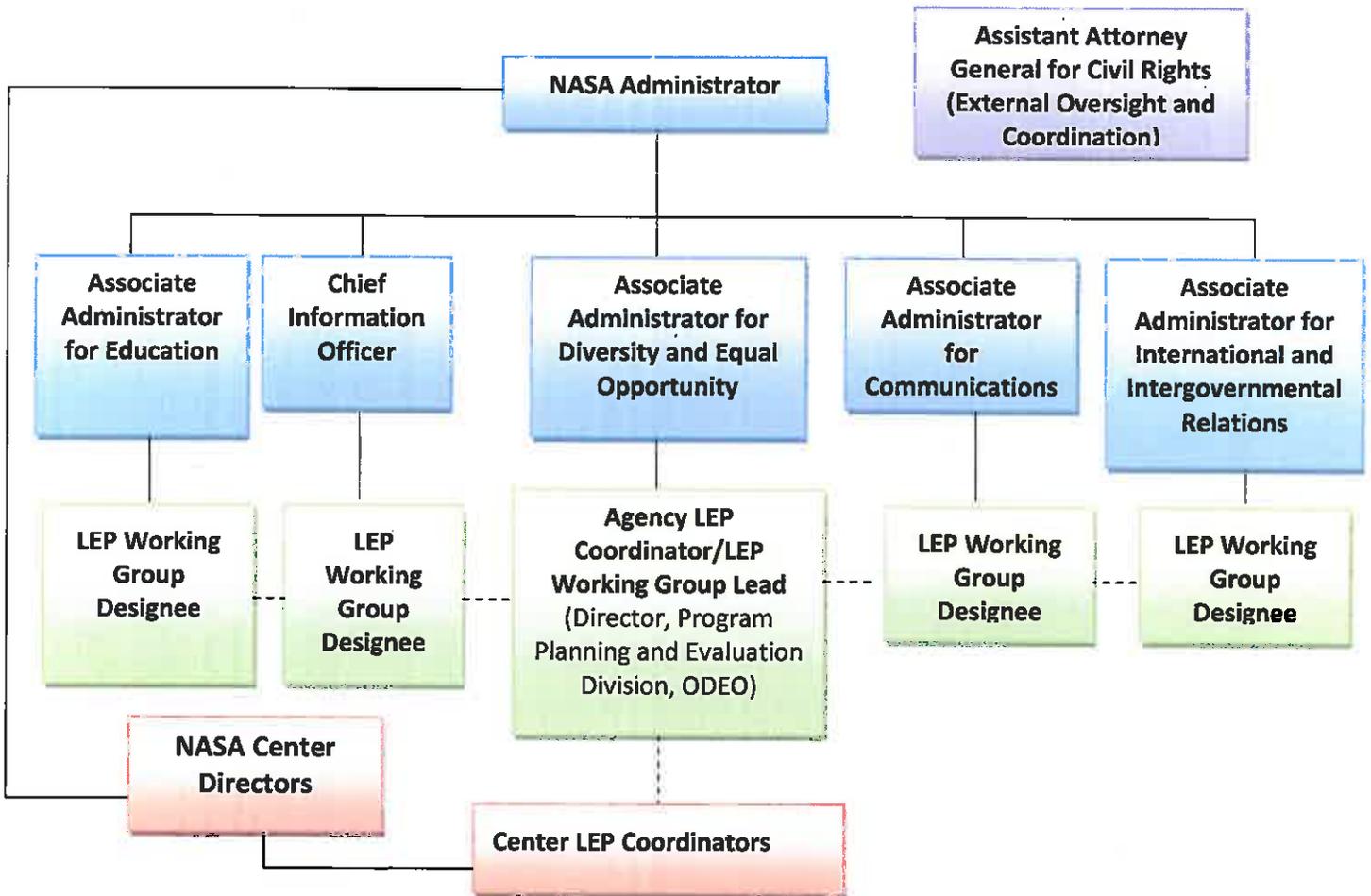
- Office of the Chief Information Officer
- Office of Communications
- Office of Education
- Office of International and Interagency Relations

¹ U.S. Department of Justice, Civil Rights Division, Federal Compliance and Coordination Section, "Language Access Assessment and Planning Tool for Federally Conducted and Federally Assisted Programs," (May 2011) (Language Access Planning Tool).

² The six elements of a are as follows: 1) Understanding how LEP Individuals Interact with the Agency; 2) Identifying and Accessing LEP Communities; 3) Providing Language Assistance Services; 4) Training Staff on Policies and Procedures; 5) Providing Notice of Language Assistance Services; and 6) Monitoring, Evaluating and Updating. DOJ, Language Access Planning Tool, Sec. II, p. 3.

ii. Agency Chains of Command for Authority

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



b. Center Level

Marshall Space Flight Center has named the Director of the Office of Diversity and Equal Opportunity the LEP Coordinator for the Center³. Center LEP Coordinators are responsible for:

- Developing and overseeing implementation of the Center LAP, consistent with the Agency LAP.
- Communicating with the Center Director and other top Center management on the development and implementation of the plan.
- Seeking the needed resources for Plan deployment.
- Identifying qualified interpreters and translators to be included in an interpreter database.
- Interfacing with the Agency Office of International and Intergovernmental Relations, Resources Management Division, which administers the Agency's interpretation/translation services contract to make the necessary arrangements to support proposed LEP activities, on an as-needed basis.
- Ensuring appropriate training is provided to Center staff with roles and responsibilities under the Plan.
- Monitoring the Center Plan's progress and reporting to the Agency LEP Coordinator on a periodic basis.

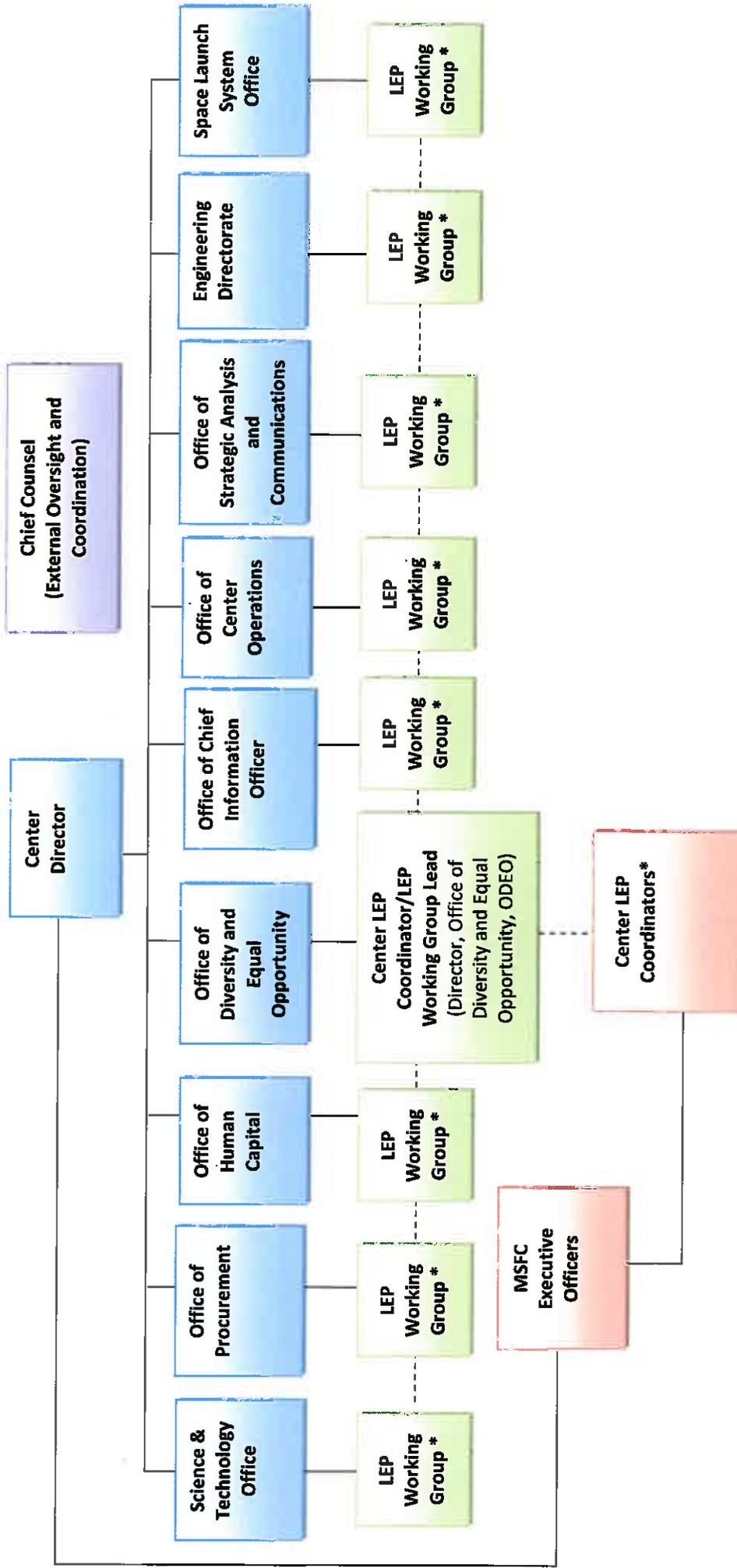
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- Office of Human Capital
- Office of the Chief Information Officer
- Office of Chief Counsel
- Office of Center Operations
- Office of Strategic Analysis and Communications
- Science & Technology Office
- Engineering Directorate
- Space Launch System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

³ For names and contact information of NASA's LEP Coordinators, see App. B.

ii. Center Chains of Command for Authority

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



*see appendix B

2. Services, Benefits, and Activities Provided Directly to the Public: How MSFC Interacts with LEP Communities:

MSFC's conducted programs and activities generally fall under four main areas: Communications and Public Outreach, Education Programs and Activities, International and Interagency Relations, and MSFC Visitors Center.

a. Communications and Public Outreach

MSFC communicates with the public through a variety of media, with the Center's Web sites serving as a pre-eminent means of informing and engaging the public on our missions and resulting accomplishments. Primary Center responsibility for shaping MSFC's public messaging lies with the Office of Strategic Analysis and Communications, including NASA TV. Responsibility for access to information technology at MSFC lies with the Office of the Chief Information Officer. A number of other Center's offices are responsible for development of key public documents and other materials of interest to the public residing on MSFC's Web pages.

The Plan identifies the main areas of focus for the Center LEP Working Group in improving LEP access in the communications arena, both from compliance and from a "promising practices" perspective:

i. MSFC News Events and Public Outreach Activities. This includes press releases, fact sheets, status reports, and significant events reports, responses to media requests from non-English language news organizations, written language components of displays of space artifacts and other exhibits, Speaker's Bureau and related activities, e.g., public lectures, national conferences, technical symposia, IMAX movies, and community events.

ii. Mission Oriented Materials and Information. This includes material residing on NASA's Web Pages, specifically information about our current missions and achievements, including our robotic and human spaceflight programs, important developments in aeronautics, and other fields of science and technology, for example, NASA "spinoffs" publications. The LEP Working Group's main focus in this regard is on the NASA Home Page and links to that page.

iii. Center Performance and Accountability Documents. This includes the Center's Performance and Accountability Plans and Reports, which are intended to provide the Center Director, the NASA Administration, Congress, and most importantly, the American public, with a detailed and transparent accounting of NASA's programs and activities.

iv. NASA TV Programming. NASA TV provides video on Center news releases (where appropriate) to Headquarters to post via satellite to television networks for news broadcasts. It also provides daily satellite video to television stations across the country to use in news story development and arranges interviews with the press and "live shots" for scientists on national and local television news programs. They work with television producers or motion picture industry personnel who are writing or filming space productions, publishers verifying NASA facts, and toy and game manufacturers producing facsimiles of NASA products. They work with video and photo organizations to disseminate aerospace footage, satellite imagery, aerial views of Earth, and digital images of other planets taken by our latest planetary probes.

v. Ciencia@NASA (Science@NASA). This Spanish language Web site is maintained by NASA Headquarters. Spanish was selected based on the demand expressed by visitors to the NASA Web site and the size of the potential national population that would benefit. The stories are aimed at an adult science-attentive audience and are written at the high school senior/first year college level. The stories focus on some of the more exciting aspects of NASA science, and are available in both written and audio versions. Between May 1, 2010, and May 1, 2011, Ciencia@NASA published 71 stories. The total annual readership was 1,382,000 (one million three hundred and eighty-two thousand) with a monthly average of 115,000 (one hundred and fifteen thousand).

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."⁴ 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 will only be available to individuals who have a need for language 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.

⁴ 2011 NASA Strategic Plan (February 2011), p. 30.

3. Identification and Assessment of LEP Communities

The Center's assessment of its LEP communities is based on the element of DOJ's model Self-Assessment, "Identification and Assessment of LEP Communities." Consistent with DOJ's guidance, this plan outlines, from a Center's perspective, an estimate of the percentage of LEP individuals who are eligible to receive each service, benefit, or activity. *At MSFC, the LEP Coordinator works with key stakeholders to develop Center plans based on the model established by NASA Headquarters.*

a. Estimate of Eligible LEP Individuals

This Plan shows the analysis conducted to assess the number or proportion of LEP persons from each language group in the MSFC geographic area in which the Center is located. For the Center assessment, MSFC relied on information taken from the following websites at:

The American Community Survey (ACS) language data on the American Fact Finder at www.factfinder.census.gov.

The U.S. Department of Education Civil Rights Data Collection at <http://ocrdata.ed.gov/>.

The National Center for Education Statistics at <http://nces.ed.gov/fastfacts/display.asp?id=96>,

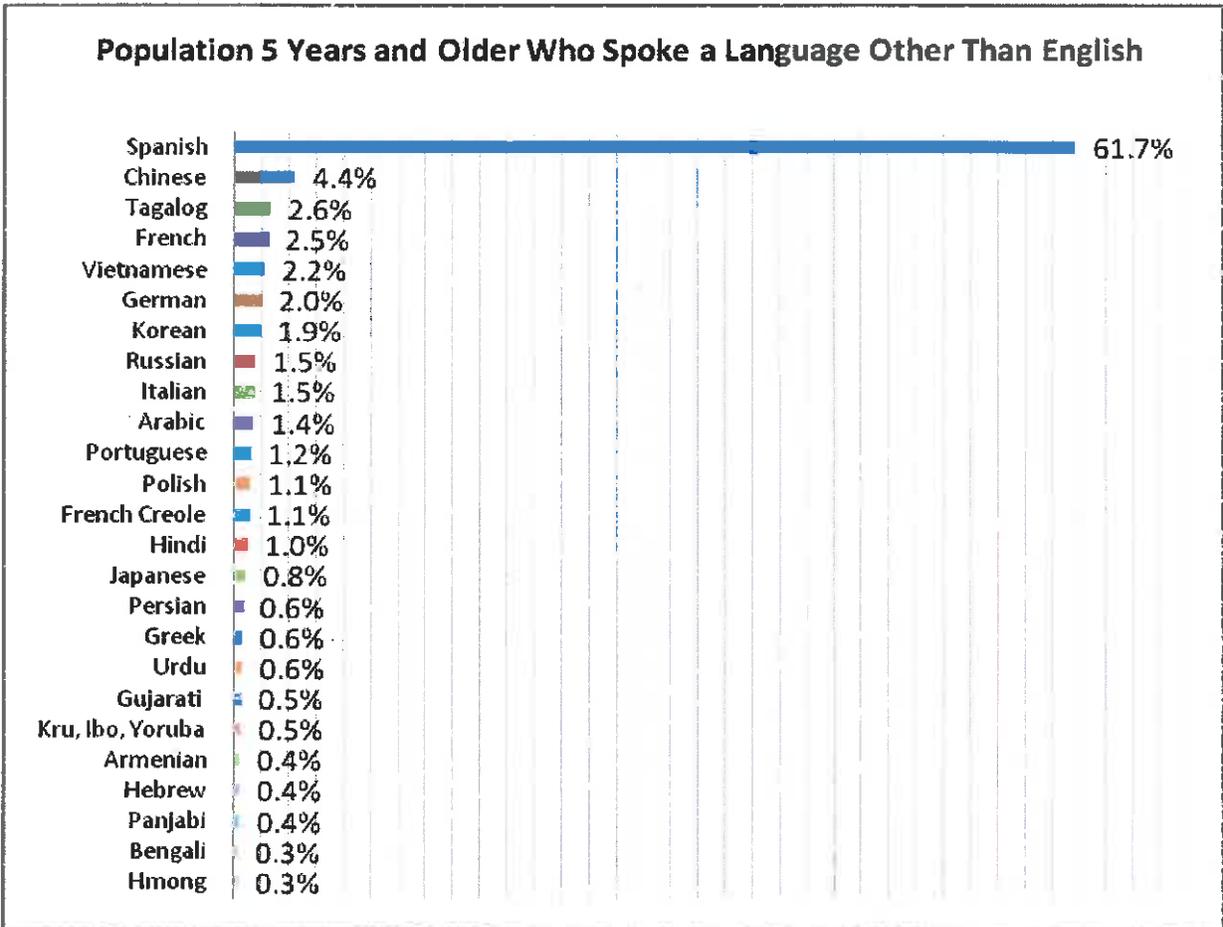
The Federal Interagency Working Group on Limited English Proficiency at http://www.lep.gov/demog_data.html.

At the Center level, LEP Officials make preliminary observations about the scope of MSFC's compliance responsibilities. To begin with, English is the predominant language of the United States. According to the U.S. Census Bureau's American Community Survey (ACS) data for 2005-2009, 91.4 percent of all U.S. residents age five or older speak English "very well". Eighty percent of all U.S. residents speak only English, and 19.6 percent speak a language other than English. Of these, 8.6 percent speak English less than "very well".

According to the 2007 ACS data, 1.6 percent of all US residents age five or older speak English "not at all". This population totaled approximately 4,494,991 or 8 percent of the total population of persons five or older whose primary language was other-than-English.⁵ These individuals cannot speak, read, write or understand the English language at a level that would permit them to benefit from NASA-conducted programs and activities.

Of speakers of languages other than English, there are some clear trends. Over 61 percent of all speakers of other languages are Spanish speakers. While 71 percent of these also speak English "well" or "very well", over 29 percent speak English "not well" or "not at all". A similar trend is true for speakers of Chinese, the second most widely spoken language other than English (70 percent of Chinese speakers also speak English "well" or "very well", but 30 percent speak English "not well" or "not at all".) The trend does not hold, however, for the third most common non-English language spoken in the U.S.: Tagalog. Only 7 percent of speakers of Tagalog speak English "not well" or "not at all". The chart below shows the percentages of the top 25 languages other than English spoken in the United States.

⁵ 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.



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.

Prevalence of non-English Languages spoken in Alabama, by Number of Speakers and Percent of Total Speakers of Languages other than English, 2008-2010											
		1	2	3	4	5	6	7	8	9	10
State	NASA Center	Language									
AL	MSFC, Huntsville	Spanish	German	French	Chinese	Vietnamese	Korean	Arabic	Hindi	Japanese	African Lang's
		107,842	10,019	7,543	6,971	5,484	4,546	3,930	3,283	3,043	2,687
		60%	6%	4%	4%	3%	3%	2%	2%	2%	1%

From "Detailed Languages Spoken at Home and Ability to Speak English for the Population 5 Years and Over: 2006-2008", U.S. Census Bureau, American Community Survey, 2006 – 2008

Demographics of MSFC's Closest School District: Enrollment Data by Race/Ethnicity										
State	Center	School District		American Indian or Alaska Native	Asian or Pacific Islander	Hispanic	Black	White	Two or more	Total
AL	MSFC, Huntsville	Huntsville City	# of students	5	135	855	25	35	0	1055
			% of total students	0.0%	0.6%	3.7%	0.1%	0.2%	0.0%	4.6%

From U.S. Department of Education Civil Rights Data Collection

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, the Science and Technology Office and Space Launch System 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)**

4. Language Assistance Services

The Center's LEP Working Group, which is comprised of key Center stakeholders or Center Organizations (CO) with significant LEP related roles and responsibilities, and the Center's LEP Coordinator shall consider the appropriate balance of written translations and oral language assistance needed to ensure meaningful access to the Center's services, benefits, and activities.

a. Resources Management

i. The Office of International and Interagency Relations

The Office of International and Interagency Relations (OIIR) at HQ provides executive leadership and coordination for all NASA international activities and partnerships, including directing NASA's international relations, and managing the NASA Export Control Program and foreign travel by NASA employees among a host of other roles and responsibilities.

The OIIR Resources Management Division is responsible for OIIR's internal operations, including budget, personnel, IT, space planning, and administrative support for NASA's overseas representatives. This Division shall also manage the Agency-wide interpretation/translation service and Visa processing contract. The current NASA interpretation/translation service shall be through a contract with Schreiber Translations, Inc. (STI) to provide translation, interpretation and Russia visa processing services.

These services shall be available from NASA HQ to MSFC. Use of this service shall be subject to availability of HQ funding for the Center. The Agency LEP Working Group shall take appropriate steps to ensure that the need for funding for such services is fully communicated to top Agency leadership, and that efforts are made to secure increased funding as needed.

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 OIIR 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, OIIR 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 LAP 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.

b. Translation

Translation is the replacement of written text from one language to another. With due consideration to DOJ's Self-Assessment and Planning Tool guidance, AOs and NASA Centers shall make decisions about what documents or publications to translate and in what languages.

Addressing Translation Needs

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

1. Signs or posters announcing (both onsite and on-line as appropriate) the availability of language assistance services for prospective participants in Center events attended by members of the public and at the Visitors' Center as well as notices advising prospective participants in NASA conducted educational and training programs and activities of the availability of language assistance services (See also Section 5 below.)
2. Updated content on Center Web sites shall be updated in non-English languages (priority consideration shall be given to content referenced above, e.g., information of interest to the general public regarding NASA missions, strategic and performance accountability reports, and languages most likely to be encountered in the U.S.
3. Translation of hard-copy Agency or Center publications, including Agency and Center plans, reports, and publications highlighting NASA's missions and accomplishments (Ideally, the translated version of a document shall be released when the English language version is released. If this is not possible or would substantially delay release of the English version, the translated version shall be distributed as soon as possible after the distribution of the English language version.)¹
4. Visitors' Center related written information, especially signage relating to exhibits, displays, and emergency evacuation procedures
5. Close coordination with partners in Center events held on-site or off-site at which LEP individuals are likely to be participants to determine whether translation services will be needed for written materials associated with the event, and if so, in which languages translation is needed
6. Translations shall be performed consistent with this LEP Plan. A NASA Form 1681, Request for Interpretation/Translation Services shall be filed with NASA HQ Resources Management Division, specifying exactly what translation is needed.
7. Support and assistance shall be requested from the Center LEP Coordinator, as appropriate.

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.

5. Notice of Availability of Free Language Service to LEP Persons

MSFC shall inform the target audiences of Center conducted programs and activities, through oral or written notice in the relevant primary language that free language assistance is available, including but not limited to the following:

Providing Notice of LEP Services

In deciding how notice shall be provided to intended beneficiaries, MSFC shall consider:

1. How the Center shall notify intended beneficiaries of the availability of services, benefits, and activities in their native language.
2. The appropriate mix of written and oral notices, considering that although most languages have a written form, some languages, such as Hmong, are primarily spoken and, therefore, the most effective means of communication may be oral.
3. The appropriate mix of print, television, internet, or other media for notices. Possible avenues for notices including public-service announcements, specific announcements for specific events, internet provided notice, written onsite notices in other languages.
4. Contact local organizations that assist LEP persons who may want to work with MSFC to assist in communicating the availability of services to LEP individuals. Working with organizations representing the interests of LEP individuals, including community-based organizations that are already using methods to make the availability of language services known to LEP individuals.

In addition, at MSFC, copies of the U.S. Census 2010 Language Identification Flashcards in 38 languages will also be available in the ODEO and in every Center organization impacted by LEP to help address walk-in visitor language assistance requirements. Once the language needed is determined, the NASA HQ telephonic interpreter contractor shall be contacted and in conjunction with the Center's management and the Center's LEP coordinator determine how to address the visitor's requirement.

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 Collaboration¹

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?

¹ 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.

7. Training Staff on Policies and Procedures

Agency and Center staff with LEP roles and responsibilities as identified in this Plan Staff shall be aware of their obligation to provide meaningful access for LEP persons to Agency services, benefits, and activities. As stated, this shall include, at a minimum, the Office of Diversity and Equal Opportunity, Academic Affairs in the Office of Human Capital, Chief Information Officer, Office of Strategic Analysis and Communications, Office of Procurement, and Center Operations. However, other staff at the Center may potentially interact or communicate with LEP individuals, therefore, training in some form is necessary at both the Agency and Center levels, and shall be provided by NASA HQ.

Training Considerations

1. Staff shall be aware of the Agency/Center LEP plan and its policies and procedures.
2. Information on language access policies and LEP issues shall be included in mandatory training curriculum for new supervisors, managers, and employees.
3. Necessary training shall be provided to staff who are most likely to interact with LEP persons in the course of carrying out their normal their roles and responsibilities. Staff shall know who to contact when they need language assistance. The more frequent the contact with LEP persons, the greater the need for in-depth training.
4. Training shall explain how staff can identify the language needs of an LEP individual, access and provide the necessary language assistance services, work with interpreters, request document translations, and track the use of language assistance services.
5. While individuals with little or no contact with LEP persons may only have to be aware of the Agency and Center LEP Plans, management staff shall be fully aware of and understand these Plans so that they can reinforce the Plans' importance and ensure their proper implementation by staff.
6. To the extent that MSFC utilizes bilingual staff members to communicate "in-language" with LEP individuals, or who serve as interpreters or translators, in a collateral duty role, shall be assessed and receive regular training on proper interpreting and translation techniques, ethics, specialized terminology, and other topics as needed. Without periodic assessment and training, bilingual staff shall not be able to provide the language assistance services necessary to ensure LEP individuals have meaningful access to NASA's programs.

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 accessible for 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 LAP 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.

9. Objectives and Time frames

The objectives and timeframes reflected below are a broad rendering of the first-year actions envisioned under this Plan.

Objective	Timeframe
Agency LEP Coordinator Named	July 2011
Center LEP Coordinators Named	July 2011
NASA Agency and Center "Pre-Plan" Self-Assessments	August 2011
Agency LAP Finalized	September 15, 2011
Center LAP Development	September - December 2011
Agency LEP Working Group Convened	October 2011/Quarterly
Working Group Charter and First-year Agenda Established	January 2011
Center LAPs Finalized	January 2012
Training Provided to all Staff with LEP Roles and Responsibilities	January 2012

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

2. Identification and Assessment of LEP Communities

The following series of questions aims to identify the LEP population you serve:

<p>1. How does your Center identify LEP individuals? (Select all that apply)</p>	<input type="checkbox"/> Assume limited English proficiency if communication seems impaired <input type="checkbox"/> Respond to individual requests for language assistance services <input type="checkbox"/> Self-identification by the non-English speaker or LEP individual <input type="checkbox"/> Ask open-ended questions to determine language proficiency on the telephone or in person <input type="checkbox"/> Use of "I Speak" language identification cards or posters (specify):	<input type="checkbox"/> Based on written material submitted to the Center (e.g. complaints) <input type="checkbox"/> We have not identified non-English speakers or LEP individuals <input type="checkbox"/> Other (Please
<p>2. Does your program have a process to collect data on:</p> <p>a. The number of LEP individuals that you serve?</p> <p>b. The number of LEP individuals in your service area?</p> <p>c. The number and prevalence of languages spoken by LEP individuals in your service area?</p>	<p>a. <input type="checkbox"/> Yes</p> <p>b. <input type="checkbox"/> Yes</p> <p>c. <input type="checkbox"/> Yes</p>	<p>a. <input type="checkbox"/> No</p> <p>b. <input type="checkbox"/> No</p> <p>c. <input type="checkbox"/> No</p>
<p>3. How often does your Center assess the language data for your service area?</p>	<input type="checkbox"/> Annually <input type="checkbox"/> Biennially	<input type="checkbox"/> Not Sure <input type="checkbox"/> Other: _____

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>Language</p> <p>1. 2. 3. 4. 5. 6.</p>	<p>Frequency of Encounters</p> <p>1. 2. 3. 4. 5. 6.</p>

3. Providing Language Assistance Services

The following set of questions will help you assess how well your Center is providing language assistance services to LEP individuals:

<p>1. Does your Center currently have a system in place for tracking the type of language assistance services it provides to LEP individuals at each interaction?</p>	<p><input type="checkbox"/> Yes</p>	<p><input type="checkbox"/> No</p>
<p>2. What data, if any, do you maintain regarding language assistance services? (Select all that apply)</p>	<p>Primary language of persons encountered or served Use of language assistance services such as interpreters and translators Funds or staff time spent on language assistance services</p>	<p><input type="checkbox"/> Number of bilingual staff <input type="checkbox"/> Cost of interpreter services <input type="checkbox"/> Cost of translation of materials into non-English languages <input type="checkbox"/> Other (Please specify): _____</p>
<p>3. Does your Center have a system to track the cost of language assistance services?</p>	<p><input type="checkbox"/> Yes</p>	<p><input type="checkbox"/> No</p>
<p>4. What types of language assistance services does your Center provide? (Select all that apply)</p>	<p><input type="checkbox"/> Bilingual staff <input type="checkbox"/> In-house interpreters (oral) <input type="checkbox"/> In-house translators (documents) <input type="checkbox"/> Contracted interpreters <input type="checkbox"/> Contracted</p>	<p><input type="checkbox"/> Language bank or dedicated pool of interpreters or translators <input type="checkbox"/> Volunteer interpreters or translators <input type="checkbox"/> Interpreters or translators Borrowed from another Center <input type="checkbox"/> Telephone interpretation services <input type="checkbox"/> Video interpretation services <input type="checkbox"/> Other (Please specify): _____</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>

Providing Language Assistance Services (continued)

<p>10. Which vital written documents has your Center translated into non-English languages?</p>	<p><input type="checkbox"/> Consent forms <input type="checkbox"/> Complaint forms <input type="checkbox"/> Intake forms <input type="checkbox"/> Notices of rights <input type="checkbox"/> Notice of denial, loss or decrease in benefits or services <input type="checkbox"/> Notice of disciplinary action</p>	<p><input type="checkbox"/> Applications to participate in programs or activities or to receive benefits/services Other (please specify):</p>
<p>11. Does your Center translate signs or posters announcing the availability of language assistance services?</p>	<p><input type="checkbox"/> Yes</p>	<p><input type="checkbox"/> No</p>
<p>12. When your Center updates information on its website, does it also add that content in non-English languages?</p>	<p><input type="checkbox"/> Yes</p>	<p><input type="checkbox"/> No</p>

4. Training of Staff on Policies and Procedures

The following series of questions will help you identify whether staff receive appropriate training on your language access policies and procedures:

<p>1. Does all Center staff receive initial and periodic training on how to access and provide language assistance services to <u>LEP individuals</u>?</p>	<p><input type="checkbox"/> Yes</p>	<p><input type="checkbox"/> No</p>
<p>2. Who receives staff training on working With LEP individuals? (Select all that apply)</p>	<p><input type="checkbox"/> Management or senior staff <input type="checkbox"/> Employees who interact with or are responsible for interactions with non-English speakers or LEP individuals <input type="checkbox"/> Bilingual Staff <input type="checkbox"/> New employees <input type="checkbox"/> All employees <input type="checkbox"/> Volunteers <input type="checkbox"/> Others (Please specify): _____ <input type="checkbox"/> None of the above</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:

<p>1. How do you inform members of the public about the availability of language assistance services? (Select all that apply)</p>	<ul style="list-style-type: none"> <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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Providing Notice of Language Assistance Services (continued)

<p>2. Do your translated program outreach materials inform LEP individuals about the availability of free language assistance services?</p>	<p><input type="checkbox"/> Yes</p>	<p><input type="checkbox"/> No</p>
<p>3. Does your Center regularly advertise on non-English media (television, radio, newspaper, and websites)?</p>	<p><input type="checkbox"/> Yes</p>	<p><input type="checkbox"/> No</p>
<p>4. Does your Center inform community groups about the availability of free Language assistance services for LEP individuals?</p>	<p><input type="checkbox"/> Yes</p>	<p><input type="checkbox"/> No</p>
<p>5. Does your Center inform current applicants or recipients about the availability of language assistance services?</p>	<p><input type="checkbox"/> Yes</p>	<p><input type="checkbox"/> No</p>
<p>6. Does the main page of your Center Website include non-English information that would be easily accessible to LEP individuals?</p>	<p><input type="checkbox"/> Yes</p>	<p><input type="checkbox"/> No</p>
<p>7. Does your Center have multilingual signs or posters in its offices announcing the availability of language assistance services?</p>	<p><input type="checkbox"/> Yes</p>	<p><input type="checkbox"/> No</p>

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 Data 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 data 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)**

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Appendix C. NASA Administrator Policy Statement on Language Access Plan for Limited English Proficient (LEP) Persons

NASA Policy Statement on Language Access for Limited English Proficient (LEP) Persons

As guided by Executive Order 13166, "Improving Access to Services for Persons with Limited English Proficiency," NASA's commitment to equal opportunity includes the Agency's efforts to ensure that all members of the public who wish to participate in Agency-conducted programs and activities have an equal opportunity to do so. Whether patrons of our Visitors' Centers, participants in guided tours of our Centers, or students being inspired by our Astronaut corps to become a part of the next generation of explorers, we welcome all.

As part of this commitment, we seek to ensure that people who, as a result of national origin, are limited in their English proficiency have meaningful access to participate in NASA programs and activities. It is, therefore, NASA's policy to seek to provide accessibility to its programs regardless of English language proficiency. Under this policy and to the maximum extent practical, NASA will provide language assistance services to Limited English Proficient (LEP) persons who wish to participate in NASA-conducted programs and activities. We have established an Agency Language Access Plan (LAP), which outlines the strategies and actions we will take on an ongoing basis to address the language assistance needs of LEP persons participating in NASA programs and activities. The LAP sets forth the requirements and procedures to be followed in implementing this policy, as well as enables us to review our programs and activities with the goal of improving accessibility.

This policy and our LAP are an integral part of NASA's efforts to serve as a model for the Nation in providing the widest possible dissemination of our activities and the results of our work as we are required to do under our founding legislation.



Charles F. Bolden, Jr.
NASA Administrator



Date

THIS LANGUAGE ACCESS PLAN WAS PREPARED

BY

THE OFFICE OF DIVERSITY AND EQUAL OPPORTUNITY

Susan L. Cloud

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