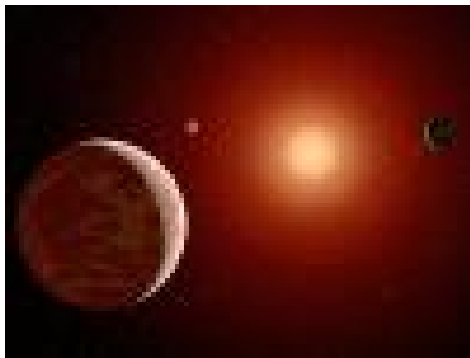
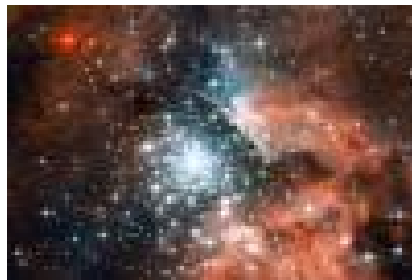




**Ames Research Center
Language Access Plan (LAP)
Accommodating Persons with Limited English Proficiency
In NASA-Conducted Programs and Activities**



Office of Diversity and Equal Opportunity
November 2011

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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

1. Introduction

The NASA Ames Research Center (ARC) Language Assistance Plan (LAP) is prepared in compliance with Executive Order 13166, entitled "Improving Access to Services for Persons with Limited English Proficiency." The purpose of the executive order is to improve access to federally conducted and assisted programs for persons who, as a result of national origin, have Limited English Proficiency (LEP). ARC has developed the LAP as a guide to use when preparing its federally conducted programs and activities to ensure access by LEP persons and to assist in fulfilling its responsibilities to LEP persons. 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. At NASA, this might mean any number of programs or activities provided by the Agency. Some examples would include:

- NASA onsite Visitors' Centers
- Educational and awareness opportunities
- NASA officials' remarks or appearances
- Guided tours of NASA Centers

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

2. 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). At NASA, this would include: NASA onsite Visitors' Centers; emergency evacuation signage; education and awareness opportunities, for example, programs designed to inspire the next generation of scientists, engineers, and explorers, such as astronaut appearances and remarks at schools; international partner delegations; and guided tours of NASA Centers.

NASA has developed this Language Access Plan (LAP), an update to its 2000 LAP, to meet the objectives of Executive Order 13166. NASA has appointed the Director, Program Planning and Evaluation Division (PPE), Office of Diversity and Equal Opportunity (ODEO) to serve as the Agency's Language Access or LEP Coordinator and lead for an Agency LEP Working Group. The following Agency organizations (and their Center counterparts) are deemed 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

Each NASA Center also has named an LEP Coordinator who is responsible for working in partnership with Center stakeholders, e.g., communications and information technology (IT). Just as at the Agency level, the Center Coordinator, in partnership with stakeholders, will be responsible for developing and overseeing implementation of a Center LAP, consistent with the Agency LAP, except that Centers are not required to form formal LEP Groups.

The Office of International and Interagency Relations (OIIR) Resources Management Division manages the Agency-wide interpretation/translation service and visa-processing contract. With appropriate funding, use of this established interpretation/translation contract service is available to HQ and all NASA Centers to support these requirements.

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

3. Officials Charged with Implementing the Plan

The LAP administered by the ARC Diversity and Equal Opportunity Office (ODEO) has examined the services it provides and will, on an on-going basis, develop and implement a system by which LEP persons can meaningfully access those services consistent with, and without unduly burdening, the fundamental mission of the Center. Center LEP Coordinators are responsible for:

- Developing and overseeing implementation of a 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.
- Identifying qualified interpreters and translators to be included in an interpreter database.

4. Responsibilities

NASA's conducted programs and activities generally fall under four main areas: Communications and Public Outreach, Education Programs and Activities, International and Interagency Relations, and NASA Visitors' Centers, each associated with the Agency organization each identified as a key stakeholder, i.e. a member of NASA's LEP Working Group.

NASA communicates with the public through a variety of media, with the Agency's Websites serving as a pre-eminent means of informing and engaging the public on our missions and resulting accomplishments.

NASA News Events and Public Outreach Activities. This includes press releases, factsheets, 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.

Mission Oriented Materials and Information. This includes material residing on NASA's WebPages, specifically information about current NASA missions and achievements, including robotic and human space flight programs, important developments in aeronautics, and other fields of science and technology; for example, NASA "SPINOFF" publications

NASA Education is comprised of numerous components across the Center. The Office of Education (OE) are the primary organizations encompassing the Center'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." 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) disciplines and informing, engaging, and inspiring the public by sharing NASA's missions, challenges, and results. In both areas, NASA strives to be inclusive of under-represented and under-served communities.

ARC has a Visitors' Center near or onsite that is open to the public. The Visitors' Centers provide a host of information and interactive experiences relating to NASA missions, including displays, exhibits, and guided tours. Visitors tour every day, learning about and experiencing the excitement of aerospace. The focus from an LEP perspective is on ensuring meaningful access to all of these programs and activities, including information posted on Visitors' Center Websites and emergency evacuation signage at the Centers.

5. 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 Agency's service area, i.e., the whole country. Data for each geographic area in which a NASA Center is located is provided. For the Agency or national assessment, NASA relied on the *American Community Survey (ACS)* language data on the American Fact Finder Website, 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, <http://nces.ed.gov/fastfacts/display.asp?id=96>; and the *Federal Interagency Working Group on Limited English Proficiency Website* at http://www.lep.gov/demog_data.html.

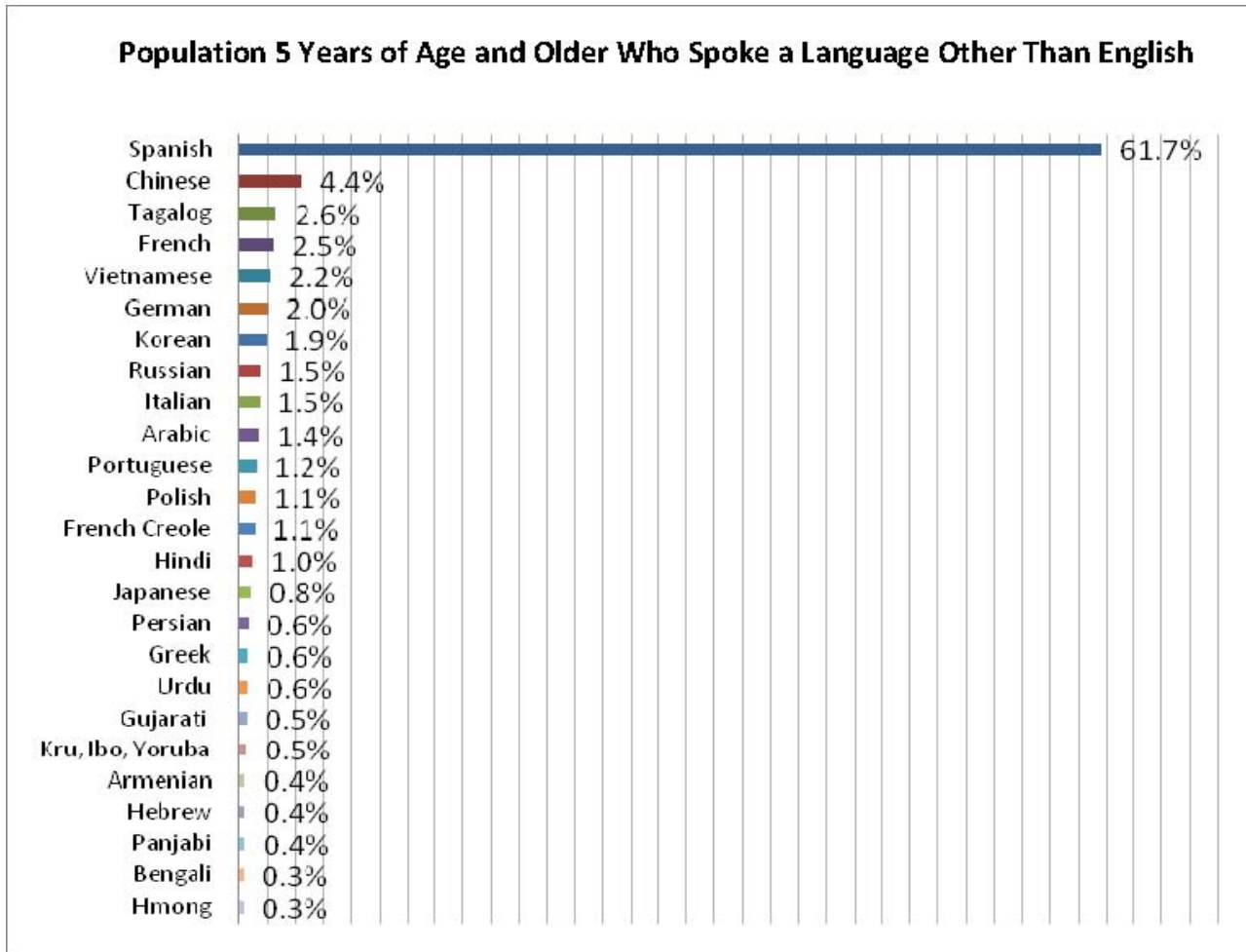
NASA is a Federal agency headquartered in Washington, D.C. with ten Centers located in virtually every region of the country. Three NASA Centers are located on the West Coast, Ames Research Center(California), Dryden Flight Research Center(California), and Jet Propulsion Laboratory (California). Goddard Space Flight Center (Maryland), Kennedy Space Center (Florida), Langley Research Center (Virginia), NASA Headquarters, Washington, D.C. are located on the East Coast. In the Southeast, we have Marshall Space Flight Center (Alabama), NASA Shared Services Center (Mississippi), and Stennis Space Center (Mississippi). In the Mid-west, we have Glenn Research Center (Ohio). Johnson Space Center (Texas) and its White Sands Laboratory (New Mexico) are located in the Southwest. As mentioned, ***it will be necessary for each Center to conduct its own analysis of the number and proportion of LEP persons it serves or is likely to encounter in its own region of the country.***

At the Agency level, we can, however, make some preliminary observations about the scope of NASA's compliance responsibilities nationwide. 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 U.S. 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. 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 seven percent of speakers of Tagalog speak English “not well” or “not at all.” The chart on the following page shows the percentages of the top 25 languages other than English spoken in the United States.



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 each state in which NASA conducts programs or outreach to the public, by both number of speakers and

percentage of total speakers of languages other than English.

Prevalence of non-English Languages spoken in U.S., by State, Number of Speakers, and Percentage 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%
CA	ARC-San Francisco/ San Jose; DFRC-Edwards / LACA	Spanish	Chinese	Tagalog	Vietnamese	Korean	Persian	Armenian	Japanese	Russian	Arabic
		9,531,256	926,918	706,785	460,203	347,778	180,269	174,358	143,291	142,278	129,813
		67%	6%	5%	3%	2%	1%	1%	1%	1%	1%
DC	HQ- Washington	Spanish	French	African languages	Amharic	Chinese	German	Italian	Portuguese	Arabic	French Creole
		40,766	8,036	6,606	3,337	2,675	2,332	1,417	1,318	1,175	1,152
		51%	10%	8%	4%	3%	3%	2%	2%	1%	1%
FL	KSC-Cape Canaveral	Spanish	French Creole	French	Portuguese	German	Italian	Tagalog	Vietnamese	Chinese	Arabic
		3,206,922	295,218	110,231	85,380	72,578	56,803	51,064	47,261	44,730	42,668
		73%	7%	3%	2%	2%	1%	1%	1%	1%	1%
LA	SSC-NSSC-MS; New Orleans, LA	Spanish	French	Vietnamese	Cajun	Chinese	Arabic	French Creole	German	Tagalog	Italian
		117,240	115,194	22,995	22,867	7,415	6,935	6,297	5,480	2,778	2,605
		35%	34%	7%	7%	2%	2%	2%	2%	1%	1%
MS		Spanish	French	Choctaw	Vietnamese	German	Chinese	Arabic	Tagalog	Hindi	African languages
		53,166	4,939	4,917	4,377	3,705	3,682	2,660	2,625	1,495	1,350
		56%	5%	5%	5%	4%	4%	3%	3%	2%	1%
MD	GSFC-Greenbelt	Spanish	African languages	Chinese	French	Korean	Kru,Ibo, Yoruba	Tagalog	German	Russian	Vietnamese
		299,225	60,515	54,869	47,573	38,832	29,528	24,686	21,988	19,102	16,813
		38%	8%	7%	6%	5%	4%	3%	3%	2%	2%
OH	GRC-Cleveland	Spanish	German	Other West Germanic languages	Chinese	French	African languages	Pennsylvania Dutch	Italian	Other Slavic languages	Russian
		220,860	56,444	33,120	31,106	30,891	23,983	23,306	19,876	18,251	14,829
		34%	9%	5%	5%	5%	4%	4%	3%	3%	2%
TX	JSC-Houston	Spanish	Vietnamese	Chinese	German	Tagalog	French	Urdu	Korean	Arabic	Hindi
		6,338,224	160,434	83,298	73,455	57,427	55,723	49,176	49,123	45,461	42,238
		86%	2%	1%	1%	1%	1%	1%	1%	1%	1%
VA	LARC-Hampton	Spanish	Korean	Chinese	Vietnamese	Tagalog	French	Arabic	German	Persian	Urdu
		422,188	53,200	44,610	42,036	40,080	34,357	29,256	25,887	22,794	21,087
		44%	6%	5%	4%	4%	4%	3%	3%	2%	2%

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

6. Determining the Frequency with Which LEP Individuals Interact with NASA

Determining the frequency with which LEP individuals interact with ARC will be accomplished through a Center analysis to be conducted in the development of our own LAP.

Frequency Related Self-Assessment Questions and Guidance

1. **What are the language groups with which your Center is likely to have the most frequent contact based on the data provided above?[Note: It is just as important to focus on those language groups in the local area of your Center with the largest percentages reporting that English is spoken “not well” or “not at all” as it is to focus on the largest language groups in general.]**
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 the Agency or Center the 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 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.)**

7. Language Assistance Services

The ARC LEP Lead shall consider the appropriate balance of written translations and oral language assistance needed to ensure meaningful access to the Agency’s services, benefits, and activities. For International rule please go to the HQ Language Access Plan on ODEO website at www.eo.arc.nasa.gov.

8. Addressing Interpretation Needs

The ARC LEP Lead shall provide guidance to Center organizations in determining interpretation related priorities. As a general matter, however, Center organizations and Centers 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 onsite
 - b. patrons of the Visitors' Center
 - c. participating in Center tours
 - d. participating or wanting to participate in NASA-sponsored educational events
 - e. contacting the Center telephonically

2. Coordination with partners in Center events held onsite or offsite at which LEP individuals are likely to be participants to determine whether interpretation services will be needed for the event and if so, in which languages interpretation is needed.

9. References

Section 601 of Title VI of the Civil Rights Act of 1964, 42 U.S.C. Section 2000d.
Regulations implementing Title VI provided in part at 45 C.F.R. Section 80.3 (b).
Executive Order 13166 entitled "Improving Access to Services for Persons with Limited English Proficiency."
NASA Policy Directive 2081.1, effective February 17, 2004 (Nondiscrimination in Federally Assisted and Federally Conducted Programs of NASA-Delegation of Authority), expires March 15, 2007.

10. Quality Records and Forms

None required for this work instruction.

11. Definitions

11.1 *Limited English Proficient (LEP) persons* - a person who lives in the U.S. who cannot speak, read, write, or understand the English language at a level that permits him/her to interact effectively with health care providers and social service agencies. Because of these language differences and their inability to speak or understand English, LEP persons are often excluded from programs, experience delays or denials of services, or receive care and services based on inaccurate or incomplete information.

11.2 *Language Assistance Plan (LAP)* - A plan that is developed and implemented by each Federal Agency to "Improve Access to Services for Persons with Limited English Proficiency," mandated by Executive Order 13166 and administered by the DOJ.

11.3 *Science Communication Working Group (SCWG)* - The SCWG was initiated in 1995 by the NASA Chief Scientist in response to suggestions from a forum chaired by the NASA Administrator and Dr. Carl Sagan, in which several participants raised concerns that NASA's scientific knowledge was difficult to obtain. The resulting report

acknowledged the work of the group and demonstrated where their work fit in the scope of NASA's communication efforts within Zones.

1: Public -Laymen, Interested/Knowledgeable, Unknowledgeable; Zone

2: Government - Libraries/Museums/Planetariums, Education, Publishers, Media; Zone

3: Industry - Applications/Technology Transfer; and, Zone

4: Research - community/Science Institutes.

6.4 Vital -The DOJ defines programs and activities that are a matter of life or death versus programs and activities open to the public and considered informational background only and are therefore not vital.

12. Core Principles

By implementing its LAP, ARC will respond to requests for language assistance in a manner that ensures equal access by LEP persons to ARC programs and activities. In order for the LAP to be effective, ARC will adhere to the following core principles:

Assessment: Needs and Capacity - ARC will assess on an ongoing basis, the LEP status and language assistance needs of its target audience(s) in ARC-conducted programs and activities, as well as ARC's capacity to meet these needs according to the LAP.

Oral Language Assistance - ARC will arrange for oral language assistance to LEP persons in both face-to-face and telephone encounters in its conducted programs and activities where such assistance is requested and/or anticipated.

Translation of Written Materials - ARC will provide vital documents in languages other than English where there is a significant number or percentage of LEP persons in its target audience for ARC-conducted programs and activities.

Procedures - ARC will have in place specific procedures related to each of the plan's core principles and designated staff/organizations which will be responsible for implementing activities relating to the ARC LAP.

Notification of Availability of Free Language Services - ARC will inform the target of its conducted programs and activities, through oral or written notice in the relevant primary language, that free language assistance is available.

Staff Training - ARC will provide training to appropriate program staff on the policies and procedures of its language assistance activities.

Monitoring Accessibility and Quality - ARC will monitor the accessibility and quality of language assistance activities for LEP persons in ARC-conducted programs and activities.

13. Process

Inform staff and public of its LEP services and policies by:

- Distribution of ARC announcement specifying the formal policy.
- Presentation of information to Senior Staff.
- Meetings with Center organizations most involved in public programs and activities and where language assistance is likely to be needed.
- Establishment of Web links from ARC homepage to other ARC homepages, with LEP assistance information, where appropriate.
- Development of process to have ready access to proficient interpreters, in a timely manner.
- Development of notification plan for LEP beneficiaries, including notice of no charge for the service.
- Compilation of list of volunteer employee interpreters, who are competent in both English and at least one other language.
- Creation of a plan for providing written materials in languages other than English where the expectation is that a large number of LEP persons may utilize ARC programs and activities.

Training

- The EOPO will disseminate information throughout the ARC community.

14. Conclusion

ARC has prepared this LAP and will implement it in the spirit of Executive Order 13166. That is, the Center will hold the same standards as Federal civil rights laws, and with a goal of serving an ever-growing and ever more diverse population.

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

NASA 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:

<p>1. Does your Center interact or communicate with the public or are there individuals in your Center who interact or communicate or might interact or communicate with LEP individuals?</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/></p>	<p><input type="checkbox"/> No</p>
<p>2. Please describe the manner in which your Center interacts with the public or LEP individuals:</p>	<p><input type="checkbox"/> In-Person <input type="checkbox"/> Telephonically <input type="checkbox"/> Electronically (e.g. email or website)</p>	<p><input type="checkbox"/> Via Correspondence <input type="checkbox"/> Other: (please specify)</p>
<p>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.)</p>	<p><input type="checkbox"/> Yes</p>	<p><input type="checkbox"/> No</p>
<p>4. If your Center does provide federal financial assistance to non-federal entities:</p> <p>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?</p> <p>b. Does your Center inform recipients of federal financial assistance that they should budget for language assistance services?</p> <p>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?</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>

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>	<p><input type="checkbox"/> Assume limited English proficiency if communication seems impaired</p> <p><input type="checkbox"/> Respond to individual requests for language assistance services</p> <p><input type="checkbox"/> Self-identification by the non-English speaker or LEP individual</p> <p><input type="checkbox"/> Ask open-ended questions to determine language proficiency on the telephone or in person</p> <p><input type="checkbox"/> Use of "I Speak" language identification cards or posters (specify):</p>	<p><input type="checkbox"/> Based on written material submitted to the Center (e.g. complaints)</p> <p><input type="checkbox"/> We have not identified non-English speakers or LEP individuals</p> <p><input type="checkbox"/> Other (Please</p>
<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 <u>in your service area?</u></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"/> Yes</p> <p>b. <input type="checkbox"/> Yes</p> <p>c. <input type="checkbox"/> Yes</p>

<p>3. How often does your Center assess the language data for your service area?</p>	<input type="checkbox"/> Annually <input type="checkbox"/> Not Sure <input type="checkbox"/> Biennially <input type="checkbox"/> Other: _____	
<p>4. What data does your Center use to determine the LEP communities in your service area? (Select all that apply)</p>	<input type="checkbox"/> Community Organizations <input type="checkbox"/> Intake information <input type="checkbox"/> Other: _____ <input type="checkbox"/> Census <input type="checkbox"/> US Dept. of Education <input type="checkbox"/> US Dept. of Labor <input type="checkbox"/> State Agencies	
<p>5. Do you collect and record primary language data from individuals when they first contact your programs and activities?</p>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<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</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> <ol style="list-style-type: none"> 1. 2. 3. 4. 5. 6. 	<p>Frequency of Encounters</p> <ol style="list-style-type: none"> 1. 2. 3. 4. 5. 6.

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><input type="checkbox"/> Primary language of persons encountered or served</p> <p><input type="checkbox"/> Use of language assistance services such as interpreters and translators</p> <p><input type="checkbox"/> Funds or staff time spent on language assistance services</p>	<p><input type="checkbox"/> Number of bilingual staff</p> <p><input type="checkbox"/> Cost of interpreter services</p> <p><input type="checkbox"/> Cost of translation of materials into non-English languages</p> <p><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</p> <p><input type="checkbox"/> In-house interpreters (oral)</p> <p><input type="checkbox"/> In-house translators (documents)</p> <p><input type="checkbox"/> Contracted</p>	<p><input type="checkbox"/> Language bank or dedicated pool of interpreters or translators</p> <p><input type="checkbox"/> Volunteer interpreters or translators</p> <p><input type="checkbox"/> Interpreters or translators Borrowed from another Center</p> <p><input type="checkbox"/> Telephone interpretation</p>

	<p>interpreters</p> <p><input type="checkbox"/> Contracted</p>	<p>services</p> <p><input type="checkbox"/> Video interpretation services</p> <p><input type="checkbox"/> Other (Please specify):</p> <p>_____</p>
<p>5. Does your Center:</p> <p>a) have a certification or assessment process that staff must complete before serving as interpreters or translators for LEP individuals?</p> <p>b) Does the process include use of standardized language proficiency exams?</p>	<p>a. <input type="checkbox"/> Yes</p> <p>b. <input type="checkbox"/> Yes</p>	<p>a. <input type="checkbox"/> No</p> <p>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>
<p>10. Which vital written documents has your Center translated into non-English languages?</p>	<p><input type="checkbox"/> Consent forms</p> <p><input type="checkbox"/> Complaint forms</p> <p><input type="checkbox"/> Intake forms</p> <p><input type="checkbox"/> Notices of rights</p> <p><input type="checkbox"/> Notice of denial, loss or decrease in benefits or services</p> <p><input type="checkbox"/> Notice of disciplinary action</p>	<p><input type="checkbox"/> Applications to participate in programs or activities or to receive benefits or services</p> <p><input type="checkbox"/> 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:

1. Does all Center staff receive initial and periodic training on how to access and provide language assistance services to LEP individuals?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
2. Who receives staff training on working with LEP individuals? (Select all that apply) <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> Management or senior staff <input type="checkbox"/> <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	
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
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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	
2. Do your translated program outreach materials inform LEP individuals about the availability of free language assistance services?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
3. Does your Center regularly advertise on non-English media (television, radio, newspaper, and websites)?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
4. Does your Center inform community groups about the availability of free language assistance services for LEP individuals?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
5. Does your Center inform current applicants or recipients about the availability of language assistance services?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
6. Does the main page of your Center website include non-English information that would be easily accessible to LEP individuals?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

7. Does your Center have multilingual signs or posters in its offices announcing the availability of language assistance services?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
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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 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	<input type="checkbox"/> No
7. Does your Center have a formal language access complaint process?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
8. Has your Center received any complaints because it did not provide language assistance services?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

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9. Do you monitor the system for collecting data on beneficiary satisfaction and/or grievance/complaint filing?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
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	<input type="checkbox"/> No

Appendix B. Names and Contact Information of ARC LEP Lead

Derek Love

ARC LEP Lead

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