National Aeronautics and Space Administration

Language Access Plan 2011

Office of Diversity and Equal Opportunity
September 2011

LANGUAGE ACCESS PLAN UNDER EXECUTIVE ORDER 13166, IMPROVING ACCESS TO SERVICES FOR PERSONS WITH LIMITED ENGLISH PROFICIENCY
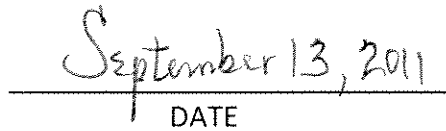
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National Aeronautics and Space Administration
Office of Diversity and Equal Opportunity
Washington, DC 20546

Brenda R. Manuel
Associate Administrator for Diversity and Equal Opportunity
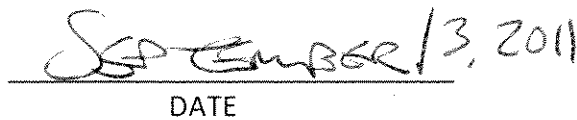
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NAME AND TITLE OF RESPONSIBLE OFFICIAL

_____   _____
SIGNATURE   DATE

Charles F. Bolden, Jr.
Administrator

_____   _____
SIGNATURE   DATE

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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). 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.

It is anticipated that, through interpretation and translation services, NASA will take steps to ensure meaningful access for LEP persons to the following programs and activities, among others:

- NASA 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 NASA-conducted educational and training programs and activities of the availability of language assistance services.

NASA 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.

NASA Policy Statement on Language Access for Limited English Proficient (LEP) Persons
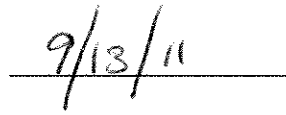
As guided by Executive Order 13166, "Improving Access to Services for Persons with Limited English Proficiency," NASA's commitment to equal opportunity includes the Agency's efforts to ensure that all members of the public who wish to participate in Agency-conducted programs and activities have an equal 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.

_____   9/13/11
Charles F. Bolden, Jr.   Date
NASA Administrator

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 to meet its obligations under the Space Act of 1958.

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 challenges us to ensure greater access to our programs and, indeed, to our story as an Agency.

The primary purpose of the Executive Order in regards to 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. NASA 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. 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.

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 Equal Opportunity (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 (and their Center counterparts) 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
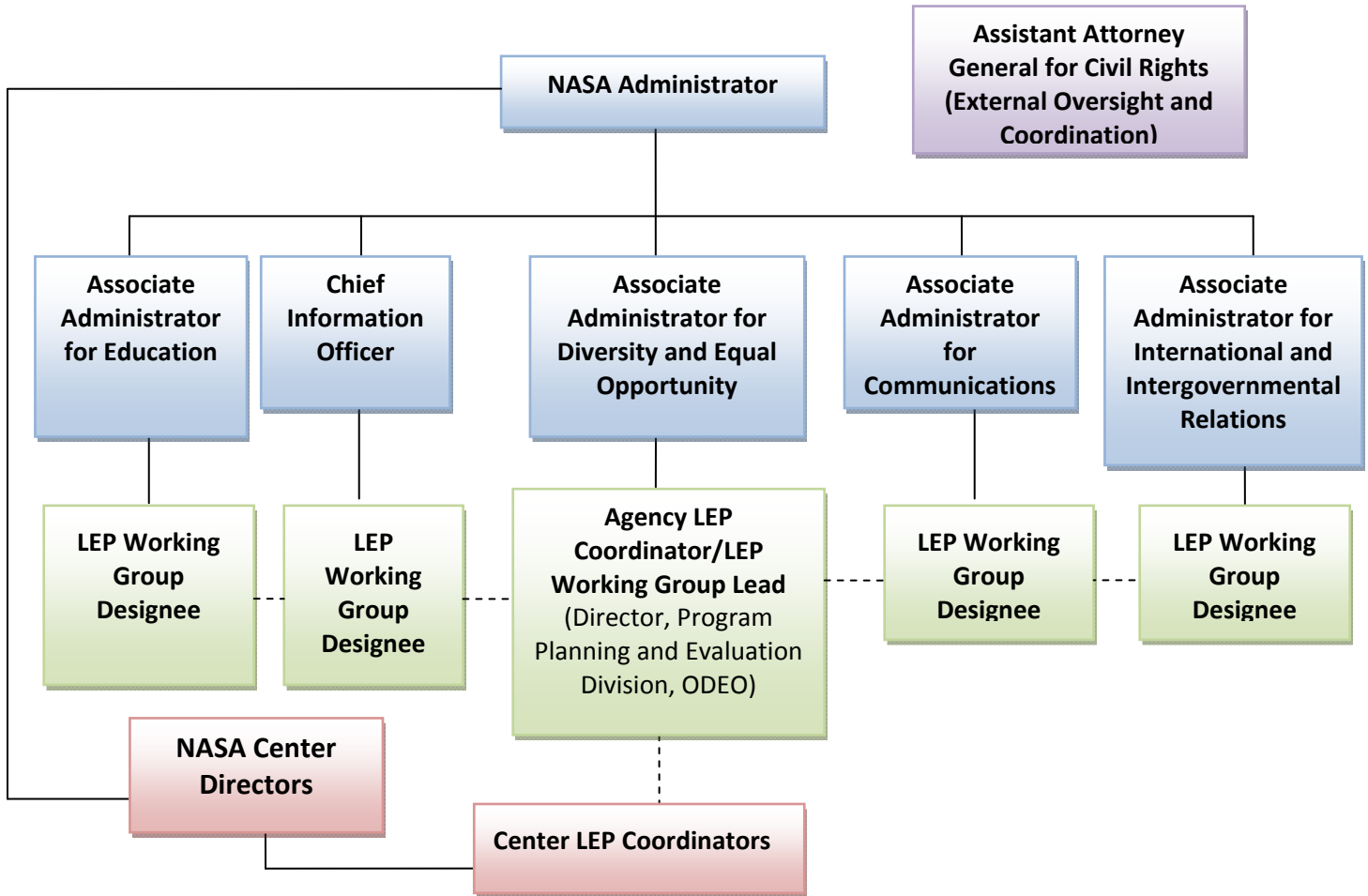- Office of International and Interagency Relations

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[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 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. The organizational chart shows coextensive responsibility and coordination with other agencies, NASA Agency offices, and Centers.*

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                    ┌─────────────────┐          ┌──────────────────────────┐
                    │ NASA Administrator │         │ Assistant Attorney       │
                    └─────────────────┘          │ General for Civil Rights │
                                                 │ (External Oversight and  │
                                                 │ Coordination)            │
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NASA Administrator

Assistant Attorney General for Civil Rights (External Oversight and Coordination)

| Associate Administrator for Education | Chief Information Officer | Associate Administrator for Diversity and Equal Opportunity | Associate Administrator for Communications | Associate Administrator for International and Intergovernmental Relations |

LEP Working Group Designee

LEP Working Group Designee

Agency LEP Coordinator/LEP Working Group Lead (Director, Program Planning and Evaluation Division, ODEO)

LEP Working Group Designee

LEP Working Group Designee

NASA Center Directors

Center LEP Coordinators

* Each Center Plan shall include a similar organization chart.

b. Center Level

Each NASA Center has named an LEP Coordinator (see Objectives, Timeframes, and Benchmarks below).[3] Center LAPs should detail the chains of command for authority and oversight. 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.

- 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 periodically reporting to the Agency LEP Coordinator.

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

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.

a. Communications and Public Outreach

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

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

i. NASA 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

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

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 current NASA missions and achievements, including robotic and human spaceflight programs, important developments in aeronautics, and other fields of science and technology; for example, NASA "SPINOFF" publications. The LEP Working Groups will focus on the NASA Home Page and links to that page.

iii. *Agency Performance and Accountability Documents*. These include the Agency's Performance and Accountability Plans and Reports, which are intended to provide the Administration, Congress, and most importantly, the American public, with a detailed and transparent accounting of NASA's 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. The NASA TV staff works 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 also 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 Heaquarters. 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 with a monthly average of 115,000.

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) 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 underrepresented and underserved communities.

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

Based on its strategic goals and objectives, the NASA 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 that include teacher guides.

- CDROM collections and interactive Web sites.

- Information regarding NASA's international programs, including the International Global Learning and Observations to Benefit the Environment (GLOBE) Program.

c. International and Interagency Relations

The Office of International and Interagency Relations (OIIR) 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 (see also Section 4(a)(i), p. 16).

d. NASA Visitors' Centers

Each NASA Center 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. Thousands of visitors tour NASA's ten Centers every day, learning about and experiencing the excitement of aerospace. This includes thousands of guests who have viewed Space Shuttle launches and over two million people who visit the Kennedy Space Center Visitors' Complex annually. The focus from an LEP perspective is on ensuring meaningful access to all of these programs and activities, including information posted on Visitors' Center Web sites and emergency evacuation signage at the Centers.

3. Identification and Assessment of LEP Communities

The Agency'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 an Agency perspective, an estimate of the percentage of LEP individuals who are eligible to receive each service, benefit, or activity. ***At the Center level, LEP Coordinators shall work with key stakeholders (including the Center EO Office, if the Coordinator does not reside in that office) to develop Center plans based on the model established below (see also Objectives, Timeframes, and Benchmarks for this section).***

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 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 FactFinder Web site, 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 t*he 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."
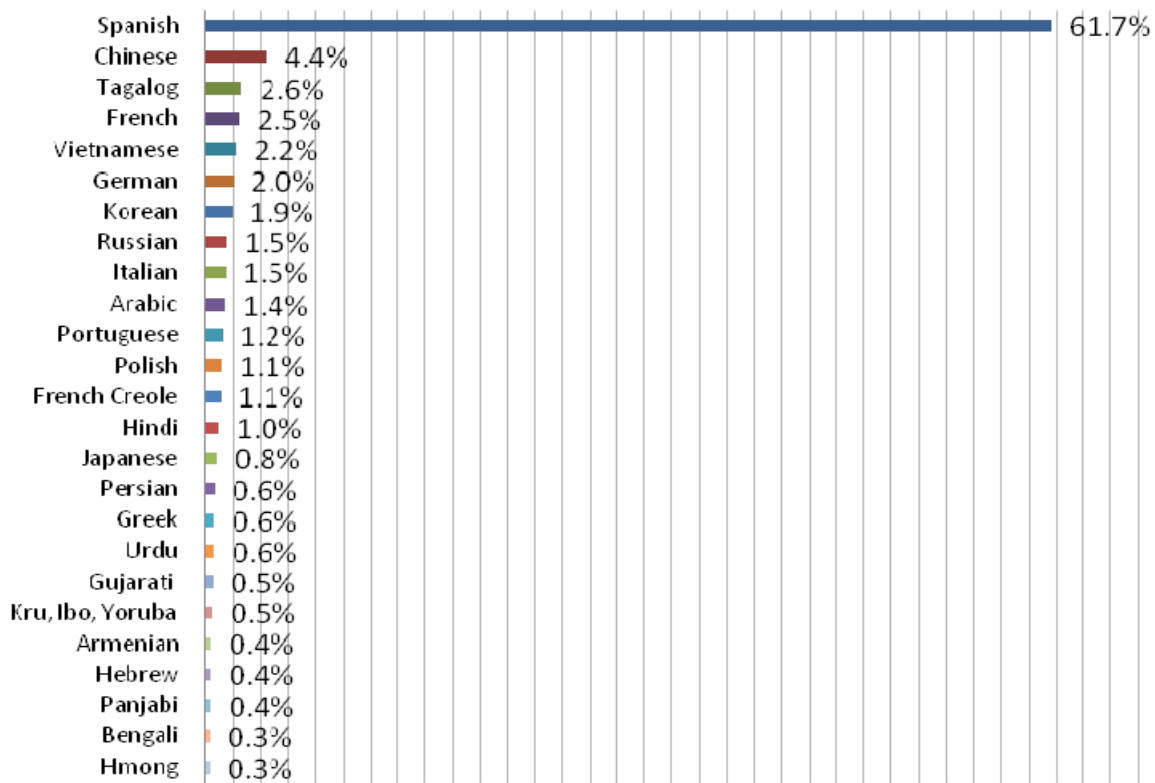
According to the 2007 ACS data, 1.6 percent of all U.S. residents age five or older speak English "not at all." This population totaled approximately 4,494,991, or 8 percent of the total population of persons five or older whose primary language was other than English.[5] These individuals cannot speak, 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 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.

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[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.

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

Language	Percentage
Spanish	61.7%
Chinese	4.4%
Tagalog	2.6%
French	2.5%
Vietnamese	2.2%
German	2.0%
Korean	1.9%
Russian	1.5%
Italian	1.5%
Arabic	1.4%
Portuguese	1.2%
Polish	1.1%
French Creole	1.1%
Hindi	1.0%
Japanese	0.8%
Persian	0.6%
Greek	0.6%
Urdu	0.6%
Gujarati	0.5%
Kru, Ibo, Yoruba	0.5%
Armenian	0.4%
Hebrew	0.4%
Panjabi	0.4%
Bengali	0.3%
Hmong	0.3%

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

State	NASA Center	1	2	3	4	5	6	7	8	9	10
							Language				
AL	MSFC, Huntsville	Spanish	German	French	Chinese	Vietna-mese	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	Vietna-mese	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	Portu-guese	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	Vietna-mese	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	Vietna-mese	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	Vietna-mese
		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	Pennsyl-vania 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	Vietna-mese	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	Vietna-mese	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," U.S. Census Bureau, American Community Survey, 2006 - 2008

NASA Centers' Closest School Districts: LEP Student 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%
CA	ARC - San Francisco	San Francisco Unified	#	30	7,705	5,985	110	560	0	14,385
			%	0.2%	14.1%	11.0%	0.2%	1.0%	0.0%	26.3%
CA	DFRC - Lancaster	Lancaster	#	5	265	6,330	40	140	0	6,780
			%	0.0%	0.5%	11.7%	0.1%	0.3%	0.0%	12.5%
DC	HQ - Washington	District of Columbia Public Schools	#	5	300	2785	425	165	0	3675
			%	0.0%	0.6%	5.7%	0.9%	0.3%	0.0%	7.6%
FL	KSC - Cape Canaveral	Orange	#	50	1640	21375	4940	1600	0	29,610
			%	0.0%	0.9%	12.3%	2.9%	0.9%	0.0%	17.1%
LA	SSC – NSSC -New Orleans	Orleans Parish School Board	#	0	280	120	40	60	0	500
			%	0.0%	2.7%	1.2%	0.4%	0.6%	0.0%	4.8%
MS		Bay St. Louis Waveland	#	0	10	5	0	0	0	15
			%	0.0%	0.6%	0.3%	0.0%	0.0%	0.0%	0.9%
MD	GSFC - Greenbelt	Prince George's County Public Schools	#	25	895	10,575	1,550	105	0	13,150
			%	0.2%	0.7%	8.3%	1.2%	0.1%	0.0%	10.4%
OH	GRC - Cleveland	Cleveland Municipal City	#	0	120	2,190	25	100	170	2,605
			%	0.0%	0.2%	4.0%	0.0%	0.2%	0.3%	4.7%
TX	JSC - Houston	Houston Independent	#	115	1740	58550	935	880	40	62265
			%	0.1%	0.9%	28.9%	0.5%	0.4%	0.0%	30.7%
VA	LARC - Hampton	Hampton County Public Schools	#	0	105	90	30	35	0	260
			%	0.0%	0.5%	0.4%	0.1%	0.2%	0.0%	1.2%

From the U.S. Department of Education Civil Rights Data Collection, head counts and percentages of students currently enrolled in a school LEP program, 2009.

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

Determining the frequency with which LEP individuals interact with NASA will be accomplished through a Center-by-Center analysis to be conducted by each Center in the development of its own LAP. *It is expected that each Center will then use the data in Sec. 3(a) above as a point of departure for determining appropriate language assistance services for its geographic service area and describe additional analysis, e.g., frequency of contact with*

LEP populations. The Agency Working Group will conduct a similar analysis for Agency-level programs located at NASA Headquarters, for example, NASA Office of Education programs and activities.

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.)**

4. Language Assistance Services

The Agency LEP Working Group, which is comprised of key Agency stakeholders or Agency Organizations with LEP related roles and responsibilities, and each NASA Center 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.

a. Agency-wide Translation Contract

i. The Office of International and Interagency Relations

The Office of International and Interagency Relations (OIIR) 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 also

manages the Agency-wide interpretation/translation service and visa processing contract. The current NASA interpretation/translation service is through a contract with Schreiber Translations, Inc. (STI) to provide translation, interpretation, and Russian visa processing services.

The services are available to HQ and all NASA Centers. Use of the service is subject to availability of funding for the Agency Organization or Center requesting the service. 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. ***However, Centers should address the following questions in their plans:***

- ***What resources are needed to provide the language assistance services?***

- ***What is the funding source?***

- ***Are efforts to obtain additional funding necessary? If so, what steps will need to be taken?***

Procedures for Utilizing Translation and Interpretation Services

To obtain translation and interpretation services, the requesting organization or Center completes a NASA Form 1681, Request for Interpretation/Translation Services, specifying exactly what form of interpretation or translation is needed. Once the OIIR Resources Management Division receives the completed NF 1681 and the necessary funding arrangements are confirmed, it will work with the requesting Agency organization or NASA Center to process the request as quickly and efficiently as possible.

To the extent that NASA Centers use language-assistance resources that are not provided by the Agency, Center LAPs should explain the procedures for accessing these services and the steps taken to ensure the competency of interpreters and translation services used. The Center LAP should address:

1. Which Center staff may need to access language assistance services and when, for example, badging office personnel, Visitors' Center staff?

2. How and through whom does Center staff access the language assistance services?

3. How the acquisition of services is coordinated (for example, will one staff member coordinate language services for the Center or will it be the responsibility of each organization to handle language assistance)?

ii. Johnson Space Center

Johnson Space Center (JSC), home of the Agency's Astronaut Program, has a separate contract with TechTrans International (TTI). TTI provides expert translators, interpreters, language instructors, and logistics specialists to support JSC's language assistance needs. The use of TTI's services is subject to availability of funding for the JSC component requesting the service.

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, Agency organizations and NASA Centers shall make decisions about what documents or publications to translate and in what languages.

Addressing Translation Needs

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

1. Signs or posters announcing (both onsite and online as appropriate) the availability of language assistance services for prospective participants in Agency events attended by members of the public and at NASA Visitors' Centers. For example, 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 Agency or Center Web sites is also updated in non-English languages (priority consideration should 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 should 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 should be distributed as soon as possible after the distribution of the English language version.)

4. Visitors' Center-related written information, especially signage relating to exhibits, displays, and emergency evacuation procedures.

5. Close coordination with partners in Agency or Center events held onsite or offsite 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 are performed consistent with this LEP Plan. For example, a NASA Form 1681, Request for Interpretation/Translation Services is filed with the OIIR Resources Management Division, specifying exactly what translation is needed.

7. Support and assistance are requested from the Agency or Center LEP Coordinator, as needed.

Interpretation is the rendering of a message spoken in one language into one or more 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, Agency organizations and NASA Centers 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 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 Agency and Center LEP Working Groups shall provide support and guidance to Agency organizations and Center organizations in determining interpretation related priorities. As a general matter, however, Agency 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. A standardized process in place to ensure timely and effective responsiveness to LEP persons seeking verbal assistance or information. In general the process to be used will be that stated in Section 4(a)(i) (p. 17) of this plan. However, if special circumstances arise in which those procedures will not suffice, it is the obligation of the Agency Organization or Center organization to contact the Agency or Center LEP Coordinator for assistance.

3. Coordination with partners in Agency 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.

4. Support and assistance is requested from the Agency or Center 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 callers to an operator that speaks their language. Another possibility is providing 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. Also, there is a host of information and services available through http://www.lep.gov/.

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

Each NASA Center, including Headquarters, shall inform the target audiences of its conducted programs and activities, through oral or written notice in the relevant primary language, that free language assistance is available.

Providing Notice of LEP Services

In deciding how notice will be provided to intended beneficiaries, Agency organizations and Centers should consider:

1. How will your organization or Center notify intended beneficiaries of the availability of services, benefits, and activities in their native language?

2. What is the appropriate mix of written and oral notices? Please consider 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. Related to the above question is, what is the appropriate mix of print, television, internet, or other media for notices? Possible avenues for notices include public-service announcements, specific announcements for specific events, internet-provided notice, and written onsite notices in other languages.

4. Are there local organizations that assist LEP persons who may want to work with your organization to assist in communicating the availability of services to LEP individuals? Working with organizations representing the interests of LEP individuals, including community-based organizations, may be one of the measures that organizations use to make the availability of language services known to LEP individuals.

6. Collaboration with LEP Communities and Other Stakeholders

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

LEP Collaboration

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

1. Who within your Agency organization or Center 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 your language access program and the language assistance services you provide?

7. Training Staff on Policies and Procedures

Agency and Center staff with LEP roles and responsibilities as identified in this plan must be aware of their obligation to provide meaningful access for LEP persons to Agency services, benefits, and activities. As stated, this will include, at a minimum, the NASA Diversity and Equal Opportunity, Education, Office of the Chief Information Officer, Communications, and Office of International and Interagency Relations communities. However, other staff, for example, security staff in the NASA Center badging offices may potentially interact or communicate with LEP individuals. Therefore, training in some form is necessary at both the Agency and Center levels, and should be reflected in Center plans.

Training Considerations

1. Is staff aware of the Agency/Center LEP plan and its policies and procedures?

2. Is information on language access policies and LEP issues included in mandatory training curriculum for new supervisors, managers, and employees?

3. Has necessary training been provided to staff that are most likely to interact with LEP persons in the course of carrying out their normal roles and responsibilities? Does staff 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 should 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 should 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 a Center utilizes bilingual staff members to communicate "in-language" with LEP individuals, or who serve as interpreters or translators, in a collateral duty role, should 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 may not be able to provide the language assistance services necessary to ensure LEP individuals have meaningful access to the Agency's programs.

8. Monitoring, Continuous Assessment, and Updating LEP Plans

NASA's approach to monitoring for this plan is as follows.

- The Agency ODEO in collaboration with the Agency LEP Working Group will annually monitor Center Plan Performance in regards to the accessibility and quality of language assistance activities for LEP persons in the Center's conducted programs and activities. This will be accomplished with annual written

requests to the Centers to provide information and outcomes regarding each of the Agency plan elements, e.g., providing language services, collaborating with LEP communities, etc.

- The Agency ODEO will modify this 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 Agency views as critical to enhancing this plan's effectiveness.

Plan Monitoring: Annual Self-Assessment

Each Agency organization and Center shall determine annually the effectiveness of its LEP plan and whether new documents, programs, services, and activities need to be made accessible for LEP persons. Each organization should consider:

1. Does your Center have a written language access policy or procedures (in addition to the Agency's policy)? [This may be in the form of a policy statement from the Center Director or a Center policy directive.]

2. Who is responsible for reviewing the LEP plan for your organization?

3. Are staff with LEP roles and responsibilities under your Center plan aware of the plan and how to implement it?

4. Are additional resources needed to improve access to LEP persons? If so, how will those resources be obtained?

5. When new programs, services, and activities are instituted, what steps do you take to ensure that LEP persons are provided meaningful access to these programs, services, and activities? How are prospective or actual program participants notified that new programs, services, and activities are available?

6. How will changes in the LEP populations served, frequency of encounters, and other potential changes be determined? A vital resource in this evaluation process will be the procedures developed to identify LEP persons who need language assistance. In addition, you may need to obtain feedback from LEP persons on the access they were provided.

7. Do you obtain feedback from the LEP communities you serve on the effectiveness of your language access program and the language assistance services you provide?

8. How often do you update plan data on the LEP communities in your service area?

9. Do you monitor the system for collecting data on beneficiary satisfaction and/or grievance/complaint filing?

10. Have you received any complaints because your Center did not provide language assistance services?

11. Overall, based on responses to the foregoing, is existing language assistance providing meaningful access for LEP persons? Is there any room for program enhancement? If so, please describe.

9. Objectives and Timeframes

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	December 2011
Center LAPs Finalized	December 15, 2011
Training Provided to all Staff with LEP Roles and Responsibilities	January 2012

Conclusion

NASA has prepared this LAP and will implement it in the spirit of Executive Order 13166. That is, the Agency 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:

1. Are there individuals at your Center who might interact or communicate with LEP individuals?	Yes	No
2. Please describe the manner in which your Center interacts with the public or LEP individuals.	In person Telephonically Electronically (e.g., E-mail or Web site)	Via Correspondence Other: (please specify)
3. [Note: Questions 3-4 ONLY apply to Centers whose Visitors' Centers are run through private concerns receiving NASA grants, Space Act, or Cooperative Agreement awards. Contact ODEO if you believe this to be the case.] Does your Center provide federal financial assistance to any non-Federal entities? (Federal financial assistance includes grants, training, and 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.)	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. Yes b. Yes c. Yes	a. No b. No c. No

2. Identification and Assessment of LEP Communities

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

The following series of questions aims to identify the LEP population you serve: 1. How does your Center identify LEP individuals? (Select all that apply)	Assume limited English proficiency if communication seems impaired Respond to individual requests for language assistance services Self-identification by the non-English speaker or LEP individual Ask open-ended questions to determine language proficiency on the telephone or in person Use of "I Speak" language identification cards or posters specify):	Based on written material submitted to the Center (e.g., complaints) We have not identified non-English speakers or LEP individuals Other :(please specify)

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2. Does your program have a process to collect data on: a. The number of LEP individuals that you serve? b. The number of LEP individuals in your service area? c. The number and prevalence of languages spoken by LEP individuals <u>in your service area?</u>	a. Yes b. Yes c. Yes	a. No b. No c. No
3. How often does your Center assess the language data for your service area?	Annually Not Sure Biennially Other: _____	
4. What data does your Center use to determine the LEP communities in your service area? (Select all that apply.)	Community Organizations Intake information Other:_____ Census U.S. Dept. of Education U.S. Dept. of Labor State Agencies	
5. Do you collect and record primary language data from individuals when they first contact your programs and activities?	Yes	No
6. If you collect and record primary language data, where is the information stored?		
7. What is the total number of LEP individuals?		
8. How many LEP individuals attempt to access your programs or services each month?		
9. How many LEP individuals use your programs or services each month?		
10. Specify the top six most frequently encountered non-English languages by your program and how often these encounters occur (e.g., two to three times a year, once a month, once a week, daily, constantly).	Language 1. 2. 3. 4. 5. 6.	Frequency of Encounters 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:

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?	Yes	No
2. What data, if any, do you maintain regarding language assistance services? (Select all that apply.)	☐ 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	☐ Number of bilingual staff ☐ Cost of interpreter services ☐ Cost of translation of materials into non-English languages ☐ Other: (please specify):
3. Does your Center have a system to track the cost of language assistance services?	Yes	No
4. What types of language assistance services does your Center provide? (Select all that apply.)	☐ Bilingual staff ☐ In-house interpreters (oral) ☐ In-house translators (documents) ☐ Contracted interpreters ☐ Contracted	☐ Language bank or dedicated pool of interpreters or translators ☐ Volunteer interpreters or translators ☐ Interpreters or translators borrowed from another Center ☐ Telephone interpretation services ☐ Video interpretation services ☐ Other (Please specify): _____

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?	a. Yes b. Yes	a. No b. No
6. Does your Center ask or allow LEP individuals to provide their own interpreters or have family members or friends interpret?	Yes	No
7. Does your Center have contracts with language assistance service providers (in person interpreters, telephone interpreters, video interpreters, or translators)?	Yes	No
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?	Yes	No
9. Does your Center identify and translate vital documents into the non-English languages of the communities in your service area?	Yes	No
10. Which vital written documents has your Center translated into non-English languages?	Consent forms Complaint forms Intake forms Notices of rights Notice of denial, loss, or decrease in benefits or services Notice of disciplinary action	Applications to participate in programs or activities or to receive benefits or services Other: (please specify).

11. Does your Center translate signs or posters announcing the availability of language assistance services?	Yes	No
12. When your Center updates information on its Web site, does it also add that content in non-English languages?	Yes	No

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 Center staff most likely to interact with LEP persons receive initial and periodic training on how to access and provide language assistance services to LEP individuals?	Yes	No
2. Who receives staff training on working with LEP individuals? (Select all that apply.)	Management or senior staff Employees who interact with or are responsible for interactions with non-English speakers or LEP individuals Bilingual staff New employees All employees Volunteers Others: (Please specify) _____ None of the above	
3. Are language access policies and LEP issues included in the mandatory training curriculum for staff?	Yes	No
4. Does your Center staff procedural manual or handbook include specific instructions related to providing language assistance services to LEP individuals?	Yes	No

5. Does staff receive periodic training on how to obtain and work with interpreters?	Yes	No
6. Does staff receive periodic training on how to request the translation of written documents into other languages?	Yes	No
7. Do staff members who serve as interpreters receive regular training on proper interpreting techniques, ethics, specialized terminology, and other topics?	Yes	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?	Yes	No

5. Providing Notice of Language Assistance Services

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

1. How do you inform members of the public about the availability of language assistance services? (Select all that apply.)	Frontline and outreach multilingual staff Posters in public areas "I Speak" language identification cards distributed to frontline staff Web site Social networking Web site (e.g., Facebook, Twitter) E-mail to individuals or a listserv Other: (Please specify) _____ None of the above	
2. Do your translated program outreach materials inform LEP individuals about the availability of free language assistance services?	Yes	No

3. Does your Center regularly advertise on non-English media (television, radio, newspaper, and Web sites)?	Yes	No

4. Does your Center inform community groups about the availability of free language assistance services for LEP individuals?	Yes	No
5. Does your Center inform current applicants or recipients about the availability of language assistance services?	Yes	No
6. Does the main **page** of your Center Web site include non-English information that would be easily accessible to LEP individuals?	Yes	No
7. Does your Center have multilingual signs or posters in its offices announcing the availability of language assistance services?	Yes	No

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?	Yes	No
2. If so, is a description of this policy available to the public?	Yes	No
3. How often is your Center's language access policy reviewed and updated?	Annually Biennially Not Sure Other: (Please specify) _____	
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?	Annually Biennially	Not Sure Other
6. Does your Center have a language access coordinator?	Yes	No
7. Does your Center have a formal language access complaint process?	Yes	No
8. Has your Center received any complaints because it did not provide language assistance services?	Yes	No

9. Do you monitor the system for collecting data on beneficiary satisfaction and/or grievance/complaint filing?	Yes	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?	Yes	No

Appendix B. Names and Contact Information of
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