

**NATIONAL AERONAUTICS AND SPACE
ADMINISTRATION**

LANGUAGE ASSISTANCE PLAN

FOR ACCOMMODATING PERSONS

WITH LIMITED ENGLISH PROFICIENCY IN

NASA-CONDUCTED PROGRAMS AND ACTIVITIES

December 2000

NATIONAL AERONAUTICS AND SPACE ADMINISTRATION

LANGUAGE ASSISTANCE PLAN

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PROFICIENCY IN NASA-CONDUCTED PROGRAMS AND

ACTIVITIES

Prepared by the Office of Equal Opportunity Programs

DECEMBER 2000

**NATIONAL AERONAUTICS AND SPACE ADMINISTRATION
LANGUAGE ASSISTANCE PLAN FOR ACCOMMODATING THE
NEEDS OF LIMITED ENGLISH PROFICIENT PERSONS**

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National Aeronautics and Space Administration
Office of Equal Opportunity Programs, Code E,
Washington, DC 20546

George E. Reese,
Associate Administrator for Equal Opportunity Programs

NAME AND TITLE OF RESPONSIBLE OFFICIAL

Signed

December 15, 2000

SIGNATURE

DATE

Daniel S. Goldin
Administrator

Signed

January 12, 2001

SIGNATURE

DATE

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POLICY STATEMENT

NASA is dedicated to ensuring that its programs and activities are accessible to all persons who wish to benefit from them and is proud to demonstrate its commitment to effective implementation of Executive Order 13166.

It is NASA's policy to provide every reasonable effort to make its programs and activities accessible to all people, including those who are limited English proficient. Agency policies are promulgated by NASA Headquarters offices. We also have customary practices which are not based on written policies, but nevertheless demonstrate the obligation the Agency has to provide access to its conducted programs and activities for all members of the general public.

Although no policies have been identified limiting or restricting the participation of limited English proficient individuals in the Agency's programs and activities, NASA will continue to review its present and future policies for any exclusionary effects. Furthermore, NASA will ensure that its employees are aware of their responsibilities under Executive Order 13166.

Based on the Agency's preliminary analysis of its programs and activities, barriers based on limited English proficiency in its program and activities have not been identified. Where the need for language assistance to limited English proficient persons arises, the plan indicates actions that will be initiated to address the needs in order to improve accessibility to the respective programs and activities.

We want to make NASA a model for the Nation in providing access to programs and activities for all individuals.

 Signed

January 12, 2001

Daniel S. Goldin
NASA Administrator

Date

INTRODUCTION

NASA has a unique charter in Section 203 (a)(3) of the National Aeronautics and Space Act of 1958, as amended, (the Space Act) to "provide for the widest practicable and appropriate dissemination of information concerning its activities and the results thereof." As NASA begins a new millennium, government legislation and regulations, budgetary reductions that have necessitated downsizing the workforce, emphasis on measurable results from government agencies, and technological communications breakthroughs have provided the impetus for NASA to reexamine the way it communicates with the public.

Throughout its 40-year history, NASA has enjoyed exemplary success in communicating with the public using a variety of media. In many cases, these successes were achieved as a result of the individual initiatives of scientists who received funding for a scientific project, began producing results, and knew whom to contact within the organization, or were themselves contacted by appropriate professionals. They were thus able to reach various audiences in a timely manner. In order to reach this level of success, it was necessary to enlist the expertise of numerous offices in a traditional Government organization -- the science project office, the technology project office, the operations office, the public affairs office, the education office, the history office, the scientific and technical information office, the information technology and communications office, libraries, and record depositories.

The new millennium is now bringing new challenges that expand NASA's public outreach. The most recent challenge came in August 11, 2000, when President Clinton signed Executive Order 13166 entitled "Improving Access to Services for Persons with Limited English Proficiency." The purpose of this Executive Order is to eliminate, to the maximum extent possible, limited English proficiency (LEP) as an artificial barrier to the full and meaningful participation by individuals in all federally conducted programs and activities. Accommodation of LEP through the provision of effective language assistance will now allow NASA to meet its obligations under the Space Act of 1958 by expanding on its communication net to America.

To ensure accomplishment of Executive Order 13166 goals, NASA has developed this Language Assistance Plan (LAP) for its conducted programs and activities. The plan is consistent with Department of Justice guidance. The guidance emphasizes that in order 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 guidance makes it clear that persons should expect to receive the language assistance necessary to afford them meaningful access to NASA's programs and activities, free of charge. This LAP has been prepared in the spirit of this new challenge and with an eye toward serving an ever-expanding and diverse population.

A portion of this plan contains information initially published in "Communicating NASA's Knowledge: A Report of the Communicate Knowledge Process Team," (NP-1998-08-240-HQ).

STAKEHOLDERS

During the development of this Agency LAP, stakeholder input was sought by letter, through posting a notice on NASA's Web Page and by participation in national conferences.

Letters

On Friday, November 3, 2000, letters were sent to 102 stakeholders. The letters sought input and comments on NASA's LAP for LEP persons. Even though a draft LAP was not enclosed, stakeholders were asked to provide input on specific programs or activities that could better serve LEP constituents and/or specific ways in which LEP needs could be better accommodated.

NASA Home Page Notice

A notice was posted on NASA's Home Page advising visitors that NASA was seeking public input on its efforts to make NASA- conducted and funded programs more accessible to LEP persons. A number of responses were received, "a few excerpts follows representing the diverse views of the commenters."

"Often times in addressing problems of similar nature there is a tendency to focus on one side of the situation (demand-side and supply-side economics), while missing good opportunities from the other side. In responding to this situation, the agency should consider (among other strategies) building the English skills of the participants whenever there is an opportunity to do so. These skills will be needed in other situations where the government may have less interest and influence."

"I'm _____, Brazilian, 28. I'm really interested in LEP program and I saw that is possible to me. I'm a Civil Engineer postgraduate in steel structures here in Brazil. I would appreciate receiving more information on this issue."

"I am a substitute teacher. I enjoy visiting NASA's web sites. I enjoy relating to my students about space information. Today, I became aware of Executive Order 13166. I strongly believe this is an excellent opportunity to motivate, interest, and encourage young students to learn about the space program. I know they want to because when they color paper space shuttles and paste them on a background, they are so fascinated and desire to learn more about space facts. They are so curious. This order will be so positive."

"As a participant in a number of international conferences, I have always appreciated the facilities that are outfitted with headset to allow multilingual participation in programs. I would imagine the United Nations must operate in much the same way. I am so appreciative to President Clinton for keeping and indeed exceeding the inaugural promise to 'build a bridge'."

"I have attended a number of international conferences where listening stations were in place to accommodate the speakers of many different languages within the same room. I never saw the translators. But I found myself putting on and taking off my headset as questions were asked in one language and answered in English with perhaps a third language participant providing additional commentary. No one felt inconvenienced or put upon by the arrangement. In fact, I always find it rather exciting to be able to understand everything that is going on. These meetings I attended were in Accra, Ghana, West Africa. On other continents, LEP is expected. I am not sure of the kind of input you are looking for, but if your request is for 'listen and respond' solution, then the headsets will do the trick. "

"I suggest you limit your appearance, all research, science, exploration and concentrate on the Space-shuttle because your budget would benefit from it. Further, I want you to stop your diversity because it should be left to the private sector. You look like a bragging bunch of besserwissers."

"Hello! I was born and raised in Puerto Rico, and as Hispanic greatly appreciate NASA's efforts to reach a wider population, especially since I would have loved to have had the opportunity to participate in a NASA-sponsored program while younger. I am completely bilingual, and would like to offer my help in case it is needed. I did not really understand what sort of input you wanted, so if you have specific questions or concerns I can help you with, please let me know. I am a freshman in Aerospace Engineering at Iowa State University, and moved to the US in August of this year, so I can give you input both from high school and college. Again, do not hesitate to email me back if I can be of any help."

"Will these individuals be given a total security background check? Point being, NASA must know everything about the people Clinton is requiring you to bring into NASA. I am a little concerned about the people that could be brought in through this requirement. Keep up the good work and thanks."

"Teach English. I have lived overseas for several years, and in my experience, English 'is' the 'esperante' of the world. If a businessman from Portugal and a banker from Germany converse on an ICE train, they will be speaking in English. By the way, isn't English the language of aviation? There are no other solutions. You don't reinvent the wheel to suit someone who doesn't get the concept of round. You explain the concept so they understand the wheel. Or are you going to rewrite technical documentation in ebonics?"

"Just as English is the official language of the ISS, and the official language of the United States of America, it should also be the official language of NASA."

Conference Participation

NASA staff participated in three conferences where input was sought from stakeholders.

- Hispanic Association of Colleges and Universities (HACU)

On Saturday, November 4, a presentation was made to the "Proyecto Access Consortium" at HACU's annual conference in Albuquerque, New Mexico. Approximately 20 faculty members and administrators participated in the exchange. After the presentation was made, the participants were encouraged to send their comments and input to the NASA contact person by November 17.

- On Wednesday, November 8, a presentation was made to all NASA Native American Program Managers at the American Indian Science and Engineering Society's Annual Conference in Portland, Oregon. The participants were encouraged to submit their comments and input to the NASA contact person by November 17.

- On Tuesday, November 14, NASA staff attended a LEP Community Representatives/Stakeholders' Conference held at the U.S. Department of Justice in Washington, DC. The following stakeholders were present:

Ms. Marisa Demeo
Mexican American Legal Defense and Educational Fund (MALDEF)

Mr. Aaron Gershowitz
Hebrew Immigrant Rights Society

Ms. Karin Wang
Asian Pacific American Legal Center of Southern California

Mr. Vincent Eng
National Asian Pacific American Legal Consortium

Mr. Geroge Exceus
United for Dignity, Florida (A new organization advocating for Haitians)

Mr. Maurice Ensellem, National Employment Law Project

Ms. Carol Khawly, Arab-American Anti-Discrimination Committee

Mr. Josh Bernstein, National Immigration Law Center

Ms. Porthira Chhim, Southeast Asia Resource Action Center

Ms. Ellen Tobachnick, Bay Area Legal Services

Apart from the specific communities' needs, overarching comments were:

∞ When translating written materials, a sequence of priorities should be established, with those documents that inform about programs and activities at the top of the priority hierarchy. In other words, translate most common documents first.

∞ The languages that should initially be considered as probable for LEP assistance should be Spanish, Chinese, Vietnamese, Tagalog, and Korean. These are the most frequently used languages after English in the United States. These are the top five of the 49 most common languages in the United States.

∞ Translation of written material should be done at a general level (4-8), since the majority of those who may need language assistance may also have low literary competencies (parents of school children and new arrivals).

∞ Translator services and interpreters must be competent in the language and culture of those for whom they are translating in order to reduce literal translations that do not yield the desired outcomes.

∞ Frequently, audio or video products are more effective because they can be utilized with more success, eliminating the requirement for reading comprehension deficiencies.

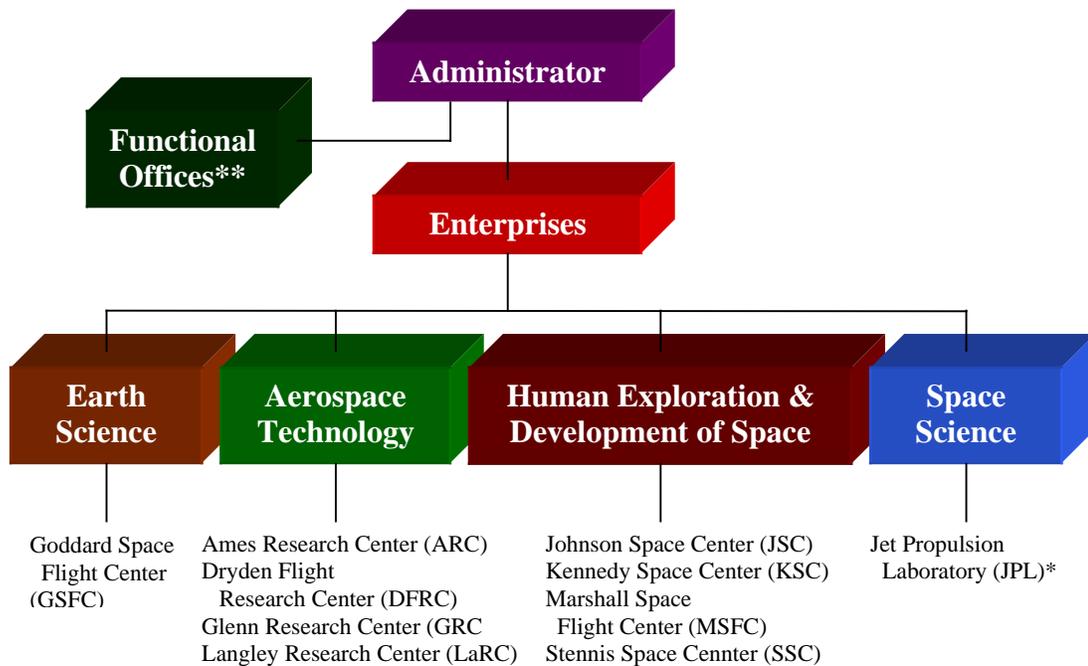
- ∞ Do not depend on self-generated data to estimate LEP assistance needs since the data may be biased based on process anomalies.

- ∞ Try to use the American Community Survey (ACS) for Year 2000 prepared by the Census Bureau. This is a special survey, which reports the households by predominant language usage and ethnicity. These counts are very accurate and revised frequently.

ORGANIZATIONAL OVERVIEW

NASA's organizational structure encompasses corporate, Agencywide management and the management of NASA Strategic Enterprises, through which it implements its mission and communicates with external customers. Agency-level management is responsible for Agency leadership, the development of NASA's strategy, and the integrated management of the Strategic Enterprises. It is the external focal point for NASA communication and accountability. Each Enterprise has a unique set of strategic goals, objectives, and implementing strategies that address the requirements of the Agency's primary customers. Centers implement Agency plans, programs, and activities within their respective Enterprise.

Figure 1



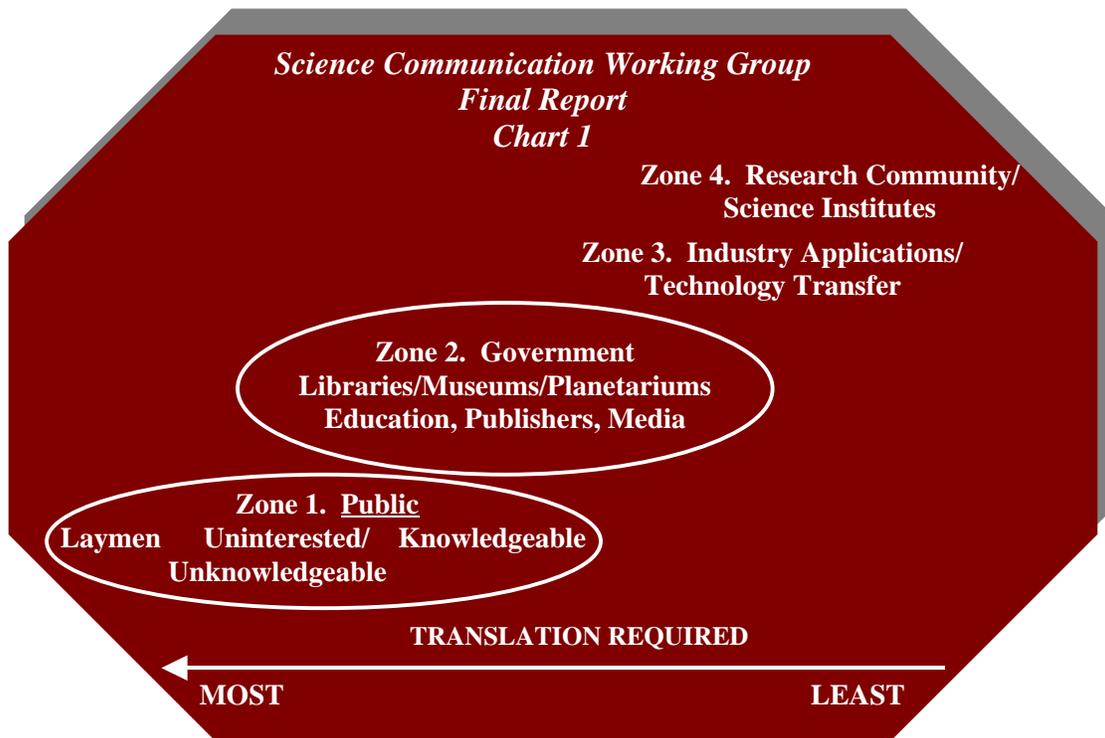
* The Jet Propulsion Laboratory (JPL) is NASA-owned, but contractor-operated

** For the purposes of this plan, the relevant functional offices are:

Office of Public Affairs

Office of Human Resources and Education, Education Division

NASA'S COMMUNICATION PROCESSES



In 1995, the NASA Chief Scientist initiated a Science Communication Working Group (SCWG) in response to suggestions from a forum chaired by NASA Administrator Goldin and Dr. Carl Sagan, in which several participants raised concerns that NASA's scientific knowledge was difficult to obtain. The chart from that report, modified for the purposes of this plan, is presented above to both acknowledge the work of the group and to demonstrate where their work fits in the scope of NASA's communication efforts with the public, including LEP persons.

The encircled areas in the chart identify the two impact points where the highest probability for LAP implementation exists. This plan focuses on an overarching approach to ensuring that the processes implemented by NASA at all of its Centers, including Headquarters, are responsive to the needs of LEP persons. It establishes the responsibility to develop Language Assistance Plans at each NASA Center, including Headquarters. It identifies the senior management team responsible for ensuring the plans' development and implementation, and establishes a target date by which all plans shall be in effect.

NASA communicates with various segments of the public via informal and structured processes used by the public affairs and education offices, working with the Enterprise offices at Headquarters and the nine NASA Centers. Direct contact with the general public is the number #1 priority zone, followed by education as the second highest-priority zone. Given limited resources and probability of greater demand factors, this plan is designed to focus on the two aforementioned zones.

Public Affairs

NASA's Office of Public Affairs has a variety of services and products designed to present and distribute information to the public. Headquarters provides policy guidance, advice, and consultation to program offices and management, and it directs Agencywide programs and activities to coordinate, target, and direct resources (for example, NASA Television, exhibits, speakers bureau, astronaut appearances, audiovisual products, news operations, and web sites) to the news media and the public. Public Affairs also monitors trends in public opinion and technology developments in the news, entertainment, and electronic and Internet industries and consequently modifies its programs to communicate effectively with the public.

The Media Services Division at Headquarters issues press releases, organizes press conferences, and schedules editorial boards across the Nation, clips the news wires, monitors local and national television news programs, and targets specialized-audience press. The Division 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.

NASA public affairs officials oversee the current collection of 371,000 World Wide Web pages, all independently authored by NASA personnel throughout the Agency. They work with television producers or motion picture industry personnel who are writing or filming space productions, publishers verifying NASA facts, and toy and game manufacturers producing facsimiles of NASA products. They work with video and photo organizations to disseminate aerospace footage, satellite imagery, and aerial views of Earth.

The dramatic visual component of the space program is also captured and shared with the public through a touring collection of commissioned paintings by prominent artists depicting aeronautics and space travel, IMAX movies that chronicle various NASA missions, and exhibits at museums, fairs, and conventions. In addition, the Office of Public Affairs coordinates the preservation and display of space artifacts with the Smithsonian Institution.

The personal "NASA message" is also conveyed. The NASA Administrator and speakers from all NASA professions address audiences across the Nation throughout the year. In 1999, astronauts participated in 1,259 appearances, reaching an audience of 36,947,626. From January through November 6, 2000, astronauts have participated in 1,634 appearances, a 29.8 percent increase from 1999. Thousands of visitors tour NASA's ten Centers every day, learning about and experiencing the excitement of aerospace. This includes thousands of guests who view Space Shuttle launches and the over 2 million persons who each year visit the Kennedy Space Center Visitors Complex .

Of these responsibilities, a typical NASA Center Public Affairs Office performs the following:

- Writes press releases, fact sheets, status reports, and significant events reports.
- Provides video on Center news releases (where appropriate) to Headquarters to post via satellite to television networks for news broadcasts.
- Maintains a home page that informs the public of the activities at that Center.
- Develops, schedules, and staffs exhibits, national conferences, technical symposia, and community events.
- Holds public lectures and coordinates a speakers bureau;
- Maintains a visitor center.

- Conducts tours and briefings for specific interest groups.
- Answers public affairs inquiries.
- Hosts open houses.
- Publishes a newsletter for employees and community leaders.

Web Sites

NASA web sites are in English. For the purposes of this plan, the top 33 NASA web sites have been reviewed for translation possibilities. The ranking of these web sites is based on the number of "hits" received. One web site has been identified for immediate language accessibility impact - *Science@NASA*. This web site is maintained at NASA's Space Science Laboratory, Marshall Space Flight Center, Huntsville, Alabama. After an estimate was made of the other-than-English language demographics, it was determined that Spanish would serve as the first other-than-English language format for this web site.

Efforts are underway to publish three stories per week for 52 weeks in Spanish. Spanish was selected as the initial language for translation based on the demand expressed by visitors to the web and the size of the potential national population that would benefit from this alternative. The stories, currently only in English, 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 exciting aspects of NASA science.

The *Science@NASA* service has a subscription list of 137,000 people and receives approximately 20,000,000 hits per month. The stories are often carried on the NASA home page and have been featured on America On Line (AOL). Two to three messages per week are received in Spanish by the Space Science Laboratory from people that browse the stories. This is considered an indicator of high potential readership in the United States given a Hispanic population of approximately 31 million, 8.5 million of whom speak Spanish at home and have difficulty understanding English. Having the stories translated into Spanish will provide a powerful tool for educators to assist in the transfer of knowledge.

In order to accomplish this objective, the Space Science Laboratory at MSFC will hire a technical/science editor and three part time, science translators to recast the three stories per week into Spanish, for a 52-week total of 156 stories. The stories will then be made available with an "en Espanol" button on the web page. Annual cost is estimated at \$75K.

Education

The NASA Education Program supports the achievement of educational excellence in science, mathematics, technology, engineering, and geography. NASA Headquarters provides direction and policy guidance to its counterparts in the Enterprises and Center offices in the implementation of the NASA Education Program. Educators participate in NASA research and development activities, apply methods for integrating NASA resources, science, and technology into their instruction, and are informed about available NASA resources, such as Educator Resource Centers, daily NASA television educational programming, and the Internet.

The program also develops, uses, and disseminates instructional materials to support higher education curricula. A comprehensive dissemination system ensures access to materials through a distribution point in each State, electronic networking resources, the integration of instructional products into teacher workshops, and partnerships with organizations involved in systemic educational reform. Videoconferences and comprehensive Internet educational materials on NASA Spacelink supplement instructional products, as well as education and public outreach forums. The Education Program establishes partnerships, convening NASA principal investigators, NASA-trained teachers, and commercial contractors with the State's education leadership to determine how NASA assets may be best utilized within each State.

Precollege students are provided information and research opportunities. Graduate students and faculty members are provided support opportunities through the National Space Grant College and Fellowship Program, the Experimental Program to Stimulate Competitive Research (EPSCOR), and Graduate and Faculty Fellowships.

By their very nature, most of the programs, projects, and activities that make up the NASA Education Program are aimed at populations that do

not have LEP, i.e., K-12 educators, university students, and faculty. However, there is one national student program, the NASA Student Involvement Program that was reviewed to see if it is providing meaningful access to LEP students.

The NASA Student Involvement Program (NSIP) is a national program of five competitions that links students in grades 3 -12 directly with NASA's mission of exploration, research, and discovery. NSIP is a contractor-administered program that provides educators with instructional material and classroom-ready resources in support of an inquiry-based approach to science, math, technology, and geography education. In preparing their investigations for submission to NSIP, students sharpen their inquiry, problem-solving, and creative writing skills.

While a teacher submits the actual entry, and in most cases, a teacher is instrumental in motivating students to develop a project for the competition, it is possible that students might also learn about the program themselves and then initiate their involvement by soliciting the help of their teacher.

In FY 2000, 3,667 students participated in the NSIP. Below is a breakdown by State, of those with the highest percentage of student participants. The States with a * (CA, TX, FL) are those States that have high percentages of LEP students (greater than 10 percent of student population).

IL	9.6	GA	4.1
NY	9.3	LA	4.1
VA	6.8	FL	3.8*
OH	6.7	NC	3.3
CA	6.6*	NJ	3.1
PA	5.1	MI	2.9
TX	4.4*	CT	2.8

It would not be feasible to translate program materials into multiple languages, and ultimately unnecessary as teachers, not students, are the ones who submit the entries. However, the Education Division will work with the contractor who administers the NSIP to encourage teachers who are interested in the NSIP to make sure that all students in their classes have access to program information.

DEMOGRAPHICS

English is the predominant language of the United States. According to the 1990 Census, English is spoken by 95 percent of its residents. Of those U.S. residents who speak languages other than English at home, the 1990 Census reports that 56.1 percent of those five and above the age of five speak English "very well." Another 23 percent speak English "well."

Conversely, of those who speak languages other than English at home, 15.2 percent speak English "not well," while 5.8 percent "do not" speak English. This less-than-fluent in English population totaled approximately 6,672,201, or 2.9 percent of the total population of persons five or above the age of five. \1\ 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.

Responses to the Survey of States' Limited English Proficient Students and Available Educational Programs and Services (SEA Survey) conducted by the U.S. Department of Education, Office for Bilingual Education and Minority Languages Affairs (OBEMLA) during 1996 and 1997, revealed that the number of LEP students enrolled in public and non-public schools had continued to increase (see Figures 2 and 3).\2\

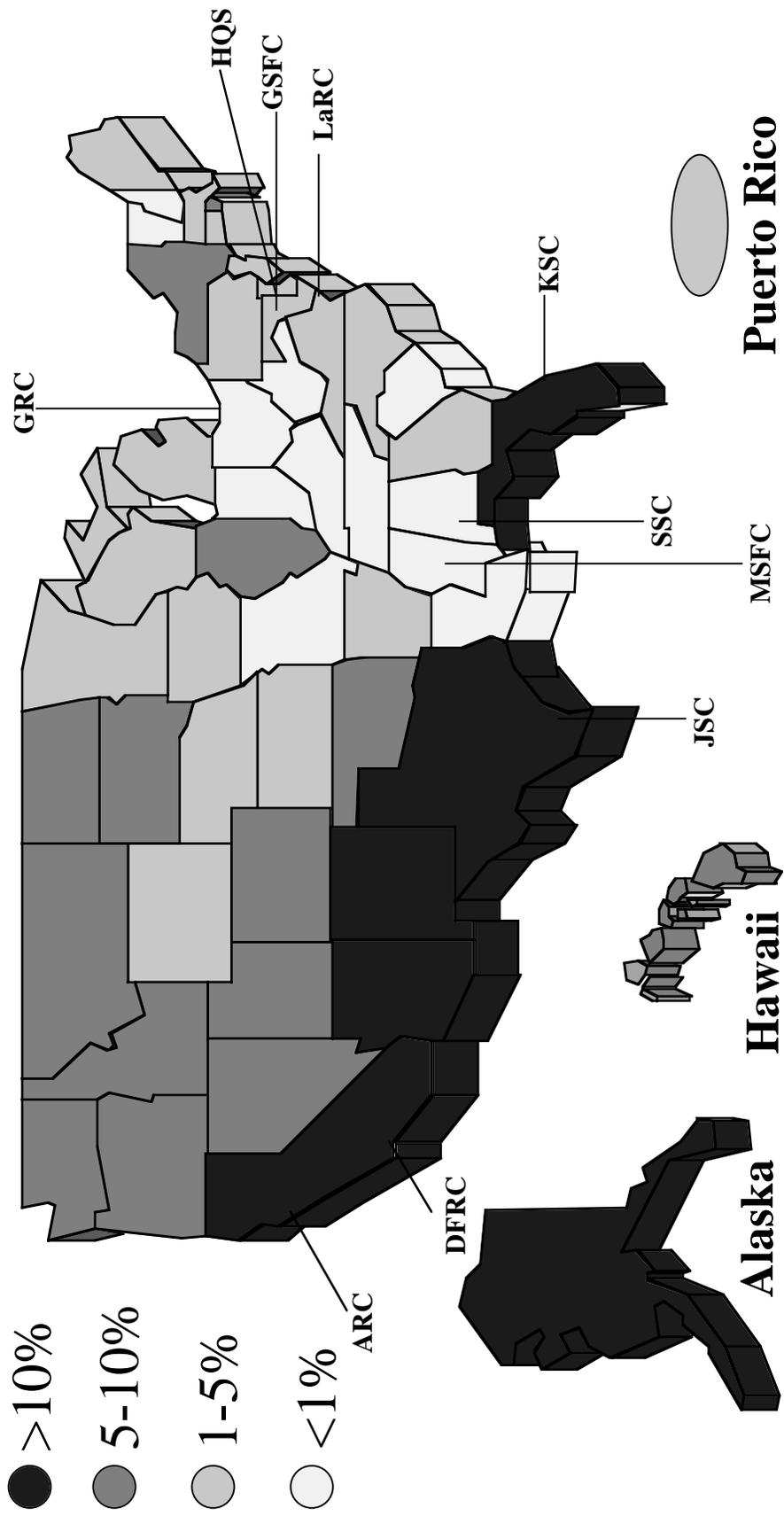
States and outlying jurisdictions reported 3,452,073 LEP students in 1996-97, which represented an increase of 223,274 LEP students (6.9 percent) over 1995-96. Further analysis of the 1996-97 survey responses revealed the following:

\1\ U.S. Census Bureau, Table 1., Language Use and English Ability, Persons 5 Years and Over, by State, 1990.

\2\ Summary Report of the Survey of the States' Limited English Proficient Students and Available Educational Programs and Services 1996-1997, National Clearinghouse for Bilingual Education, 1998.

- The reported number of LEP public school students comprised 8 percent (3,405,915) of the total reported public school enrollment of students in grades K-12; the reported number of nonpublic school students comprised 1.2 percent (46,158) of the total reported non-public K-12 enrollment.
- California enrolled the largest number of public school LEP students, with 1,381,383, followed by Texas (513,634), Florida (288,603), and New York (247,087). California represented 41 percent of the total reported national LEP enrollment. Within California, the LEP students numbered more than one-in-five of the public school students in the States.
- The outlying territories had the highest percentages of LEP students, with the Marshall Islands identifying 98.4 percent of its students as LEP, Micronesia 96 percent, and Palau 95 percent as LEP. The states with the highest percentages of LEP students were Alaska (26.9 percent), New Mexico (23.9 percent), California (22.2 percent), and Texas (12.7 percent).
- The regional distribution of LEP students remained the same as in previous years, highest among the states in the Sun Belt, a few industrial States in the Northeast, and around the Great Lakes.

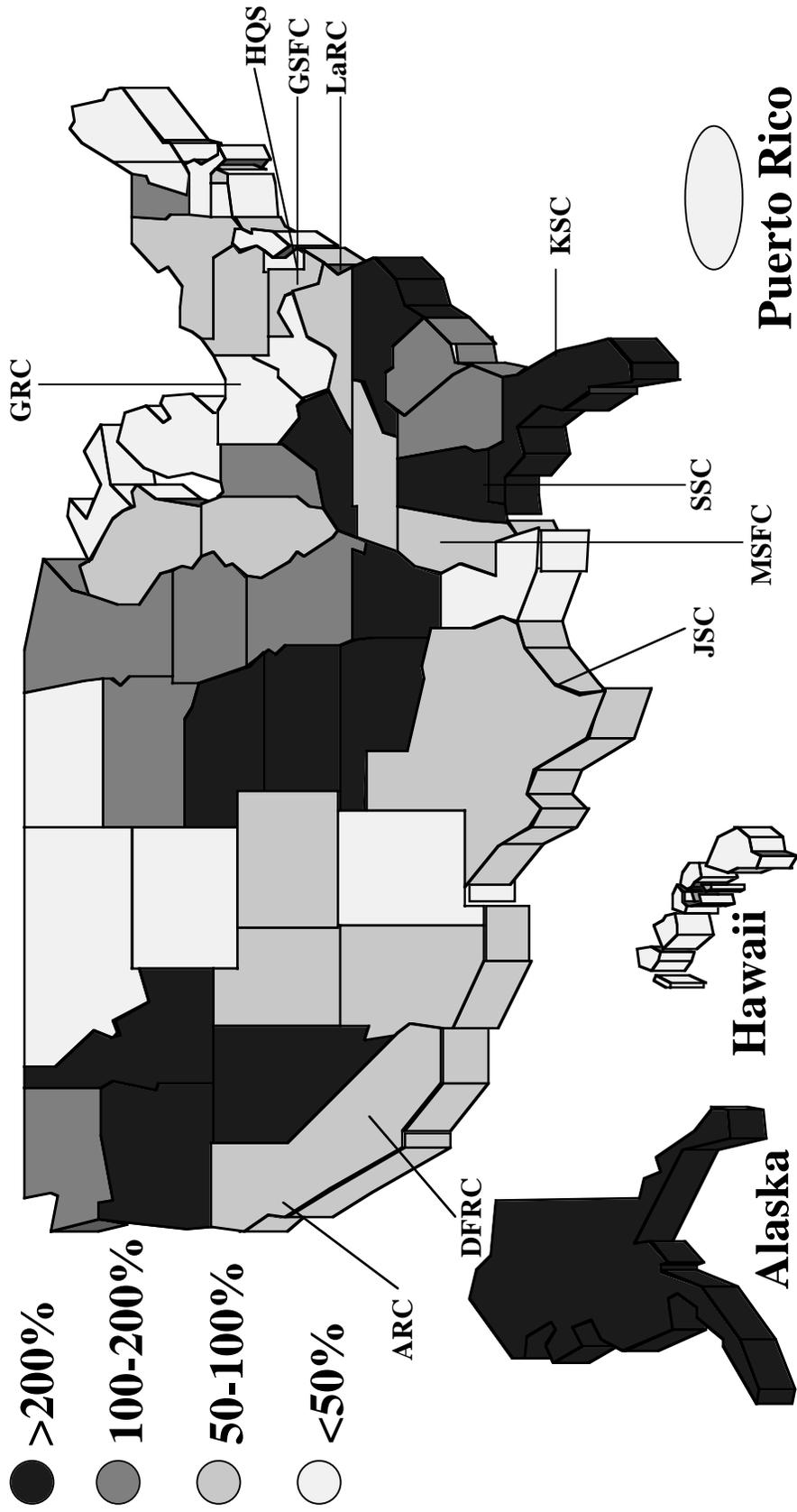
Percent of State's K-12 Enrollment That Is LEP



Source: Annual Surveys of the States LEP Students and Available Educational Programs and Services, 1990-1998
 * Puerto Rico data is for Limited Spanish Proficient

Figure 2

LEP Population Growth from 1990-1997



Source: Annual Surveys of the States LEP Students and Available Educational Programs and Services, 1990-1998
 * Puerto Rico data is for Limited Spanish Proficient

Figure 3

FOUR-FACTOR ASSESSMENT

The families of programs and activities identified in Chart 2 are those considered to have the highest probability of demand for oral and/or written language assistance. The chart contains estimates of probability regarding the potential need for language assistance. The weight assigned to each of the four factors is a weight estimate based on information received from each NASA Center. The LEP Index is the sum of the adjusted value of each factor and is used as a priority indicator. The family of programs and activities with the highest LEP Index have the highest planning and resource allocation priority. The Zone designation for each program and activity is based on the target population served using nationwide data and following the hierarchy in Chart 1 of the SCWG Final Report. Each program and activity listed is independently managed at each of the nine NASA Centers, including Headquarters. The needs for language assistance may vary at individual Centers based on immediate demography and how the four factors are applied to their unique circumstances.

The family of programs and activities estimated to have the highest probability of language assistance need to LEP persons is the NASA Educational and Community Outreach programs. These programs and activities are Center-managed and their respective target populations vary based on the respective Center's location. Therefore, given the Center-based implementation responsibilities, an overarching objective has been established to ensure that each Center develops an implementation plan to specifically address the language assistance needs of LEP persons in their specific locations. The Centers implementation plans will be reviewed for approval by NASA senior management by a specific date. In the interim, NASA will ensure that requests for language assistance processed by each NASA Center expeditiously, with an eye towards ensuring that no person is deprived from the benefits of a NASA program or activity solely based on his/her limited English proficiency.

Chart 2

4-Factor Assessment for Language Assistance to LEP Persons in NASA Programs and Activities

Programs and Activities	Target Population (Zones)	Factor #1 Number or Proportion of LEP persons in target population 0.1 → 1.0	Factor #2 Frequency of contact with LEP persons 0.1 → 1.0	Factor #3 Importance of the program or activity 0.1 → 1.0	Factor #4 Resources available 0.1 → 1.0	LEP Index (1 + 2 + 3 + 4) may not = more than 4.0 (≤ 4.0)
1. Educational and Community Outreach	Zones 1 and 2	0.6	0.5	0.8	0.5	2.4
2. Visitors Centers	Zone 1	0.5	0.4	0.7	0.7	2.3
3. NASA Web Sites - Top 30	All Zones	0.8	0.4	0.6	0.2	2.0
4. Centers Media Services	Zone 2	0.2	0.2	0.7	0.5	1.6

Note: Weight Scale 0.1-0.2 = Very Low
 0.3-0.4 = Low
 0.5-0.6 = Considerable
 0.7-0.8 = High
 0.9-1.0 = Very High

AGENCY GOAL, OBJECTIVE, AND ELEMENTS

Purpose: The purpose of NASA's LAP for LEP persons is to support the achievement, over time, of the goal and objective outlined below. The goal represents the desired outcome. The objective represents a process for meeting the needs of LEP persons, as required by Executive Order 13166. The seven elements serve as points of departure for the development of a Language Assistance Plan at each NASA Center, including Headquarters. (Appendix F to this plan provides overall guidance for the development of a LAP.)

Goal: *Each NASA Center, including Headquarters, shall provide quality language assistance to LEP persons, as appropriate, in its respective programs and activities.*

Objective 1: Each NASA Center, including Headquarters, shall develop a LAP for LEP persons.

Target Date: April 30, 2001

Responsible Officials: Enterprise Associate Administrators and respective Center Directors, including the Associate Administrator for Headquarters Operations.

In preparing a LAP, each NASA Center, including Headquarters, should follow the general guidance provided in Appendix F of this plan. All LAPs shall include, at a minimum, the following elements :

Element 1. Assessment: Needs and Capacity

Each NASA Center, including Headquarters, shall have in place mechanisms to assess, on an ongoing basis, the LEP status and language assistance needs of their target audience(s) in their respective conducted programs and activities, as well as mechanisms to assess their capacity to meet these needs according to the elements of this plan.

Element 2. Oral Language Assistance

Each NASA Center, including Headquarters, will arrange for the provision of 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.

Element 3. Translation of Written Materials

Each NASA Center, including Headquarters, will produce vital documents in languages other than English where there is a significant number or percentage of LEP persons in the target audience(s) of the respective by conducted programs and activities. These written materials may include, but not be limited to, paper and electronic documents such as program and/or activity announcements, notices, web sites, and correspondence.

ELEMENT 4. Procedures

Each NASA Center, including Headquarters, shall have in place specific procedures related to each of the plan elements and designated staff who will be responsible for implementing activities relating to their respective LAP.

Element 5. Notification of Availability of Free Language Services

Each NASA installation, 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.

Element 6. Staff Training

Each NASA Center, including Headquarters, will provide training to appropriate program staff on the policies and procedures of its respective language assistance activities.

Element 7. Monitoring Accessibility and Quality

Each NASA Center, including Headquarters, will institute procedures to monitor the accessibility and quality of language assistance activities for LEP persons in its conducted programs and activities.

Objective 2: In the interim each NASA Center, including Headquarters, in the conduct of its respective programs or activities, shall respond to requests for language assistance in a manner that ensures equal access by LEP persons to NASA programs and activities.

Target Date: Immediately and Ongoing

Responsible Officials: Strategic Enterprise Associate Administrators and respective Center Directors, including the Associate Administrator for Headquarters Operations.