Ames Research Center
Language Access Plan (LAP)

February 2018

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' Center, participants in guided tours of our Center, 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 a 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 enabling 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.

Eugene L. Tu
Center Director

Date: 2/7/18
Purpose: NASA Ames Research Center (ARC) is required to establish a Language Assistance Plan (LAP) in accordance with the provisions of Executive Order 13166 ("Improving Access to Services for Persons with Limited English Proficiency") to act as a guide to improve access to federally conducted and assisted programs for members of the public (visitors and applicants) with Limited English Proficiency (LEP).

Examples of LEP services: LEP services broadly encompass meaningful access to programs and activities to members of the public who are limited in their English proficiency, including:

- Visitors’ Center information
- 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
- Guided tours of ARC

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

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

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

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

4. **Procedures**: ARC will have in place designated staff/organizations which will be responsible for implementing activities relating to the ARC LAP.
5. **Notification of Availability of Free Language Services:** ARC will inform the target audience of its conducted programs and activities, through oral or written notice in the relevant primary language, that free language assistance is available.

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

**Plan Framework:** The framework for this plan was created using four elements to identify resources for various encounters with the public that might require language assistance. Elements include:

1. **Estimate of eligible LEP individuals**
2. **Center stakeholders and responsibilities**
3. **Responsible Office**
4. **Process and available services**

**1. Estimate of eligible LEP individuals**

ARC’s estimate of eligible LEP individuals is based on an assessment of the proportion of LEP individuals eligible to be served or likely to be encountered by ARC’s programs or activities. This assessment was based on the local Bay Area population, as this population is more likely to encounter Ames on a more frequent basis.

ARC used the U.S. Census Bureau’s American Community Survey (ACS) language data for 2016 (https://factfinder.census.gov/faces/nav/jsf/pages/guided_search.xhtml) to analyze the number and proportion of LEP persons it serves or is likely to encounter. ARC gathered data representing the language spoken at home for the population 5 years and over for the following immediate Bay Area counties: Alameda, Contra Costa, San Francisco, San Mateo, and Santa Clara. This data was aggregated and filtered to reflect only those who speak English less than "very well", according to survey responses. 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.

**LANGUAGE SPOKEN AT HOME BY ABILITY TO SPEAK ENGLISH FOR THE POPULATION 5 YEARS AND OVER (2016)**

<table>
<thead>
<tr>
<th>Language spoken at home</th>
<th>Bay Area Total</th>
<th>Bay Area Total as a percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish</td>
<td>505,823</td>
<td>7.058%</td>
</tr>
<tr>
<td>Chinese</td>
<td>356,628</td>
<td>4.976%</td>
</tr>
<tr>
<td>Vietnamese</td>
<td>124,866</td>
<td>1.742%</td>
</tr>
<tr>
<td>Tagalog</td>
<td>89,886</td>
<td>1.254%</td>
</tr>
<tr>
<td>Korean</td>
<td>31,946</td>
<td>0.446%</td>
</tr>
<tr>
<td>Russian</td>
<td>20,323</td>
<td>0.284%</td>
</tr>
<tr>
<td>Hindi</td>
<td>19,943</td>
<td>0.278%</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Language</th>
<th>Speakers</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Japanese</td>
<td>19,555</td>
<td>0.273%</td>
</tr>
<tr>
<td>Punjabi</td>
<td>15,568</td>
<td>0.217%</td>
</tr>
<tr>
<td>Persian</td>
<td>15,506</td>
<td>0.216%</td>
</tr>
<tr>
<td>Other Asian languages</td>
<td>14,705</td>
<td>0.205%</td>
</tr>
<tr>
<td>Arabic</td>
<td>12,203</td>
<td>0.170%</td>
</tr>
<tr>
<td>Ilocano, Samoan, Hawaiian</td>
<td>11,977</td>
<td>0.167%</td>
</tr>
<tr>
<td>Amharic</td>
<td>10,585</td>
<td>0.148%</td>
</tr>
<tr>
<td>Telugu</td>
<td>9,217</td>
<td>0.129%</td>
</tr>
<tr>
<td>Portuguese</td>
<td>8,876</td>
<td>0.124%</td>
</tr>
<tr>
<td>Tamil</td>
<td>7,897</td>
<td>0.110%</td>
</tr>
<tr>
<td>Thai</td>
<td>7,450</td>
<td>0.104%</td>
</tr>
<tr>
<td>Urdu</td>
<td>6,208</td>
<td>0.087%</td>
</tr>
<tr>
<td>Nepali Marathi</td>
<td>5,381</td>
<td>0.075%</td>
</tr>
<tr>
<td>French</td>
<td>5,059</td>
<td>0.071%</td>
</tr>
<tr>
<td>Malayalam Kannada</td>
<td>3,812</td>
<td>0.053%</td>
</tr>
<tr>
<td>German</td>
<td>3,781</td>
<td>0.053%</td>
</tr>
<tr>
<td>Other</td>
<td>3,320</td>
<td>0.046%</td>
</tr>
<tr>
<td>Khmer</td>
<td>3,205</td>
<td>0.045%</td>
</tr>
<tr>
<td>Gujarati</td>
<td>3,086</td>
<td>0.043%</td>
</tr>
<tr>
<td>Other Indo European</td>
<td>3,038</td>
<td>0.042%</td>
</tr>
<tr>
<td>Italian</td>
<td>2,806</td>
<td>0.039%</td>
</tr>
<tr>
<td>Bengali</td>
<td>2,386</td>
<td>0.033%</td>
</tr>
<tr>
<td>Serbo Croatian</td>
<td>2,304</td>
<td>0.032%</td>
</tr>
<tr>
<td>Ukrainan</td>
<td>2,004</td>
<td>0.028%</td>
</tr>
<tr>
<td>Armenian</td>
<td>1,786</td>
<td>0.025%</td>
</tr>
<tr>
<td>Yoruba</td>
<td>1,187</td>
<td>0.017%</td>
</tr>
<tr>
<td>Yiddish</td>
<td>1,163</td>
<td>0.016%</td>
</tr>
<tr>
<td>Polish</td>
<td>988</td>
<td>0.014%</td>
</tr>
<tr>
<td>Greek</td>
<td>876</td>
<td>0.012%</td>
</tr>
<tr>
<td>Hmong</td>
<td>706</td>
<td>0.010%</td>
</tr>
<tr>
<td>Hebrew</td>
<td>624</td>
<td>0.009%</td>
</tr>
<tr>
<td>Swahili</td>
<td>599</td>
<td>0.008%</td>
</tr>
<tr>
<td>Haitian</td>
<td>90</td>
<td>0.001%</td>
</tr>
<tr>
<td>Other Native</td>
<td>83</td>
<td>0.001%</td>
</tr>
<tr>
<td>Navajo</td>
<td>0</td>
<td>0.000%</td>
</tr>
</tbody>
</table>

The language groups ARC is most likely to have the most frequent with contact based on the data provided above are Spanish and Chinese speakers, followed by Vietnamese and Tagalog speakers. Contacts with ARC are made through varied media: telephone calls to direct office numbers, mail, Internet websites, e-mail, and in person (tours, speakers, etc.). No data currently exists as to the precise number of LEP individuals served by or benefiting from ARC programs or activities. Organizations with
the most potential for impact on the LEP population are Education, International Partnerships, the Visitor’s Center, and the Public Affairs Office.

2. Center stakeholders and responsibilities

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

Office of Public Affairs:

The Office of Public Affairs leads the Center’s internal and external efforts to inform the public and the Ames community about the missions, programs, projects, facilities, capabilities, people and accomplishments of NASA and Ames Research Center. Public Affairs is responsible for dissemination of NASA content to the media and is responsible for the Center’s digital strategy, including the public website, social media, and audiovisual content. The LAP focus is on providing access to all forms of information disseminated by Public Affairs (mission-oriented materials and information, press releases, fact sheets, status reports, and significant events reports, responses to media requests from non-English language news organizations, written language components of displays of space artifacts and other exhibits).

Office of Education:

The Office of Education is responsible for implementing NASA education programs, projects and activities as well as planning and implementing education projects. This division shares information about ARC missions and research to audiences through a network of services, including educators to mentor colleagues in teaching math and science, a wide variety of educational tools, and work experiences/mentor experiences and professional development for educators. Education also coordinates the Speaker’s Bureau and related activities, e.g., public lectures, national conferences, technical symposia, IMAX movies, and community events. Education is responsible for providing access to all materials and interpretation and translation services for events sponsored by Education, as requested or anticipated.

Office of International Partnerships:

The International Partnerships Office works in close coordination with NASA’s Office of International and Interagency Relations (OIIIR) to support relationships and collaborative activities of mutual benefit with global partners. Ames currently has technical engagements with representatives from over 24 nations, including national space agencies, universities and research institutes, and technology companies. The focus from an LEP perspective is to ensure meaningful access to all of these programs and activities, including interpreting and translation services for international visitors.
Ames Visitor’s Center:

The Visitor’s Center provides information and interactive experiences relating to NASA missions, including displays, exhibits, and guided tours. Visitors tour every day, learning about and experiencing the science of aerospace. LEP considerations should ensure meaningful access to all of these programs and activities, including information posted on Visitor’s Center websites, exhibit information at the Visitors’ Center, and emergency evacuation signage at the Centers.

3. Responsible Office

ARC’s Office of Diversity and Equal Opportunity (ODEO) is responsible for working in partnership with Center stakeholders listed above and developing and implementing a system by which LEP persons can meaningfully access LEP services consistent with, and without unduly burdening, the fundamental mission of the Center.

Center LEP Coordinator:

   Melody Dryer
   650-604-5405
   melody.a.dryer@nasa.gov
   www.eo.arc.nasa.gov

The Center LEP Coordinator is responsible for:

- Developing and overseeing implementation of a Center LAP, consistent with the Agency LAP.
- Communicating with the Center Director and other top Center management on the development and implementation of the plan.
- Identifying qualified interpreters and translators to be included in an interpreter database.
- Providing guidance to Center organizations in determining interpretation related priorities.

4. Process and available services

Process: Any person with LEP wishing to participate in a NASA-conducted program and/or activity who needs other-than-English language assistance may request such language services by contacting the ARC LEP Coordinator:

   - in writing
   - by telephone
   - in person
   - through a personal interpreter

It is recommended that the request be made prior to the beginning of the ARC-conducted program and/or activity in order to ensure that the language services requested can be provided in an efficient and timely manner. In order to ensure that ARC will be able to comply with any request,
the Center should be given as much notice as possible. Language assistance services are free of charge to the requestor.

As a general matter ARC shall give priority consideration to the following:

a. LEP persons who are:
   i. part of official delegations seeking assistance in badging or other official business onsite
   ii. patrons of the Visitors’ Center
   iii. participating in Center tours
   iv. participating or wanting to participate in NASA-sponsored educational events
   v. contacting the Center telephonically

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

Services: Broad examples of services provided by ARC include:

- Telephonic Interpretation
- Telephonic Transcription
- Written language services
- Bilingual staff
Appendix A – ARC Points of Contact

Center LEP Coordinator:
Office of Diversity and Equal Opportunity
https://eo.arc.nasa.gov/
Melody Dryer
(650) 604-5405
melody.a.dryer@nasa.gov

Office of Public Affairs:
- https://www.nasa.gov/centers/ames/news/index.html
- arc-publicinquries@mail.nasa.gov

Office of Education:
- https://www.nasa.gov/centers/ames/education/index.html

Office of International Partnerships Office:
- https://www.nasa.gov/ames/partnerships/international
- ARC-BL-International-Partnerships@mail.nasa.gov

Ames Visitor’s Center:
- https://www.nasa.gov/ames/visitorcenter.html
- arc-visitorcenter@mail.nasa.gov
- (650) 604-6497
Limited English Proficiency (LEP)

In the United States, there is an ever-growing population of individuals whose primary language is not English. The Federal Government and entities receiving Federal financial assistance must take reasonable steps to ensure that persons who are LEP have meaningful access to the programs, services, and information those entities provide. This will require Federal agencies and private-sector organizations alike to think "outside the box" for creative solutions to address the needs of those individuals.

Who is a Limited English Proficient Person?

Persons who do not speak English as their primary language and who have a limited ability to read, speak, write, or understand English are considered LEP. These individuals may be entitled to language assistance with respect to a particular type of service, benefit, or activity provided by the Federal Government or private-sector recipients of Federal financial assistance.

Who Must Comply and Who Can Be Sued for Violation?

All programs and operations of entities that receive Federal assistance from one of the Federal agencies listed above also must comply with these obligations. The Federal Government itself (both Federally conducted and Federally assisted programs) must comply. The Office of Civil Rights (OCR) will receive complaints that allege violations of the obligations.

Legal Authority

Title VI of the Civil Rights Act of 1964

"No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." 42 U.S.C. § 2000a.

In the case of Lau v. Nichols (1974), 414 U.S. 563, the United States Supreme Court found that national origin discrimination encompasses discrimination based on a person's limited or complete inability to speak, read, write, or understand English, where English is not that person's native language.

Recipients and the Federal Government

Executive Order 13166:

(Improving Access to Persons with Limited English Proficiency)

This order was issued on August 11, 2000, directing Federal agencies to:

- Publish guidance on how their recipients can provide access to LEP persons.
- Break down language barriers by implementing consistent standards of language assistance across Federal agencies and amongst all recipients of Federal financial assistance.
- Improve the language accessibility of federally conducted programs and activities.

Recipient Obligations

Four-Factor Analysis

Recipients of Federal financial assistance have an obligation to reduce language barriers that can preclude meaningful access by LEP persons to important Government services. (The same obligations apply to Federal Government agencies based on Executive Order 13166.) The starting point for determining whether there has been a denial of meaningful access is an individualized assessment that balances the following four factors:

1. The number or proportion of LEP persons eligible to be served or likely to be encountered by the program or grantee/recipient;
2. The frequency with which LEP individuals come in contact with the program;
3. The nature and importance of the program, activity, or service provided by the program to people's lives; and
4. The resources available to the grantee/recipient and costs.

Elements of an Effective LEP Policy

- Identify LEP persons who need language assistance;
- Identify ways in which language assistance will be provided;
- Train staff;
- Provide notice to LEP persons;
- Monitor and update LEP policy.

Language Assistance Services

- Oral interpretation services
- Bilingual staff
- Telephone interpreter lines
- Written language services
- Community volunteers

Filing a Complaint Under Title VI of the Civil Rights Act of 1964, as Amended

Any LEP person who believes he/she has been denied meaningful access to a NASA recipient's program or activity as a result of the recipient's failure to provide language assistance may file a complaint of discrimination pursuant to Title VI of the Civil Rights Act of 1964. A complaint must be filed within 90 days of the alleged discrimination, unless the time for filing is extended by NASA's Office of Diversity and Equal Opportunity (OD & EO) for good cause.

What To Include in Your Complaint

Any person wishing to file a complaint should submit in writing the following information:

- Your name and address (a telephone number where you can be reached during business hours is helpful, but not required);
- A general description of the person(s) or class of persons injured by the alleged failure to provide language services (names of the injured persons are not required);
- The name and location of the recipient of NASA financial assistance that failed to provide language assistance; and
- A description of the alleged failure to provide language assistance in sufficient detail to enable the OD & EO to understand what occurred.

Retaliation is Illegal

It should be noted that NASA recipients may not retaliate against any person who has made a complaint, testified, assisted, or participated in any manner in an investigation or proceeding under Title VI of the Civil Rights Act of 1964, as amended.

Where To Send Your Complaint

Office of Diversity and Equal Opportunity
300 E Street SW
Room 4W39
Washington, DC 20546

Complaints Hotline: 866-654-1440
Telephone: 202-358-2167
TDD: 202-358-3749
Fax: 202-358-3358
E-mail: AssistEEProgramComplaint@NASA.gov or LEP@NASA.gov

Seeking Meaningful Access to NASA-Conducted Programs and/or Activities

Any person with LEP wishing to participate in a NASA-conducted program and/or activity who needs other-than-English language assistance may request such language services in writing, by telephone, personally, or through a personal interpreter. It is recommended that the request be made prior to the beginning of the NASA-conducted program and/or activity in order to ensure that the language services requested can be provided in an efficient and timely manner. In order to ensure that NASA will be able to comply with your request, please give the Agency as much notice as possible. Language assistance services are free of charge.

Where To Send Your Request for Language Assistance in Order To Access and/or Participate in a NASA-Conducted Program and/or Activity

Any person with LEP wishing to participate in a NASA-conducted program and/or activity may request language assistance under Executive Order 13166 by contacting any of the following NASA installations:

NASA Ames Research Center
Office of Diversity and Equal Opportunity
Mail Stop 19-S
 Moffett Field, CA 94035-1000
650-604-6510
Appendix C – US Census 2010 Language Identification Flashcards
1. Arabic

2. Armenian

3. Bengali

4. Cambodian

5. Chamorro

6. Simplified Chinese

7. Traditional Chinese

8. Croatian

9. Czech

10. Dutch

11. English

12. Farsi
<p>| 13. French | Cocher ici si vous lisez ou parlez le français. |
| 14. German | Kreuzen Sie dieses Kästchen an, wenn Sie Deutsch lesen oder sprechen. |
| 15. Greek | Σημειώστε αυτό το πλαίσιο αν διαβάζετε ή μιλάτε Ελληνικά. |
| 16. Haitian Creole | Make kazye sa a si ou li oswa ou pale kreyòl ayisyen. |
| 17. Hindi | अगर आप हिंदी बोलते या पढ़ सकते हों तो इस बक्स पर चिह्न लगाएँ। |
| 19. Hungarian | Jelölje meg ezt a kockát, ha megérti vagy beszéli a magyar nyelvet. |
| 20. Ilocano | Markaam daytoy nga kahon no makabasa wennno makasaoka iti Ilocano. |
| 21. Italian | Marchi questa casella se legge o parla italiano. |
| 22. Japanese | 日本語を読んで、話せる場合はここに印を付けてください。 |
| 23. Korean | 한국어를 읽거나 말할 수 있으면 이 칸에 표시하십시오. |
| 24. Laotian | ຜື້ນຫາ ທ້ານໆ ຈາກ ທີ່ ບາງຄົນ ໃນໜ້າ ແລະ ທ້ານໆ ສະພາບເໜືອລາວ ທ້ານໆ ຊົ່ວນນາຍຸ. |
| 25. Polish | Prosimy o zaznaczenie tego kwadratu, jeżeli posługuje się Pan/Pani językiem polskim. |</p>
<table>
<thead>
<tr>
<th>Number</th>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>26</td>
<td>Portuguese</td>
</tr>
<tr>
<td>27</td>
<td>Romanian</td>
</tr>
<tr>
<td>28</td>
<td>Russian</td>
</tr>
<tr>
<td>29</td>
<td>Serbian</td>
</tr>
<tr>
<td>30</td>
<td>Slovak</td>
</tr>
<tr>
<td>31</td>
<td>Spanish</td>
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<td>32</td>
<td>Tagalog</td>
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<td>33</td>
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<tr>
<td>34</td>
<td>Tongan</td>
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<td>35</td>
<td>Ukranian</td>
</tr>
<tr>
<td>36</td>
<td>Urdu</td>
</tr>
<tr>
<td>37</td>
<td>Vietnamese</td>
</tr>
<tr>
<td>38</td>
<td>Yiddish</td>
</tr>
</tbody>
</table>
Appendix D – References

- Section 601 of Title VI of the Civil Rights Act of 1964, 42 U.S.C. Section 2000d.
- Regulations implementing Title VI provided in part at 45 C.F.R. Section 80.3 (b).
- Executive Order 13166 entitled "Improving Access to Services for Persons with Limited English Proficiency."