

## Orlando Science Center Language Assistance Plan

June 01, 2019

### Executive Summary

Orlando Science Center *inspires science learning for life* in a strikingly modern, 207,000 square foot facility with four floors of interactive exhibits, an 8,000 square foot CineDome film theater, digital theater with 2D/3D capabilities, observatory, parking garage, café, outdoor terrace, and store. Visitors experience the latest in science, technology, engineering, and mathematics (STEM) education, public programming, and live shows.

Structured educational programming utilizing exhibits, theatrical performances, films, and live demonstrations to teach STEM themes ranges from on-site sessions during preschool, daily visits, events, field trips, or camps occurring concurrently with summer and school breaks, to off-site mobile sessions occurring in schools, afterschool, or in the surrounding community. Orlando Science Center (OSC) serves as an essential resource to the community, collaboratively partnering with public school districts, universities, colleges, science and technology corporations, and other commercial or professional enterprises.

Focused on the highest standards for quality and safety, the Science Center has received numerous awards, accreditations, and affiliations, such as Leadership in Energy and Environment Design (LEED) Gold Status and the Institute for Museum and Library Sciences (IMLS) National Medal nomination, the nation's highest honor for institutions that make significant and exceptional contributions to their communities such as Orlando Science Center's strength in providing impactful STEM education experiences for early childhood learners, career development for teens, and professional development for adults.

The following Language Assistance Plan (LAP) details policies and practices undertaken by the Science Center to ensure individuals with limited English proficiency (LEP) have access and accommodation as specified by Title VI regulations against national origin discrimination and Title VI of the Civil Rights Act of 1964. OSC's LAP plan includes a Four Factor analysis and LAP Taskforce and Staff training:

**Factor 1: Demographics of OSC service area.** Orlando Science Center serves a diverse population of children (infants through age 18), adults, students, educators, and families, having reached over 673,124 people in FY18. OSC's core service area includes the Orlando - Kissimmee - Sanford, Florida Metropolitan Statistical Area (MSA), which encompassed 81% of all FY18 OSC visitors. According to US Census data, 23.3% of all persons in the Orlando - Kissimmee - Sanford MSA speak Spanish as their primary language with 8.53% also unable to speak English "very well," followed by French, Haitian, or Cajun (2.49%, 0.89%), and Other Indo-European Languages (1.97%, 0.58%), respectively.

**Factor 2: Frequency of contact with LEP persons.** A self-study of LEP interactions found 59% of all interactions were with Spanish speaking limited English persons. Of all OSC staff interactions with LEP persons, 40.9% occurred in-person at an Exhibit, 22.7% occurred in the Lobby entrance during admission, 22.7% occurred over the phone with OSC's Reservations Department, and 4.5% occurred in-person while watching a demonstration or show in the Digital Adventure Theater. Since Spanish is the highest frequency of non-English speaking persons, this study supports Orlando Science Center's focus on Spanish speaking accommodations.

**Factor 3: Importance of OSC programs, activities, or services for LEP persons.**

Exhibitions, public and educational programming, guest services and safety, and external communications and marketing are all core activities central to Orlando Science Center's mission. As such, OSC provides oral and written accommodations to increase access for LEP persons through a variety of guest services detailed in this section, including provision of interpreters and telephonic, signage, and documentation transcreation (i.e. translation while maintaining cultural context) with the assistance of external providers including The Group Advertising and Trusted Translations.

**Factor 4: OSC resources and costs.** Internal and external bilingual resources, language accessibility implementation through collaborations and use of community-based language translation corporate resources, and costs will be discussed in the LAP plan. Costs have been kept minimal through incorporation into project budgets and use of no-cost options, such as bilingual OSC staff interpreters.

**LAP Taskforce and Staff Training.** Orlando Science Center has formally named the Vice President of Operations as its Language Assistance Coordinator, created an LAP Taskforce that meets quarterly and updates the LAP annually, and has implemented staff training during onboarding to share expectations and best practices for in person, in writing, and on the phone interactions with LEP persons.

## I. Introduction

Mission of Orlando Science Center: *Inspire Science Learning for Life*

The following document details the Language Assistance Plan (LAP) of Orlando Science Center (OSC). The current plan, generated in May 2019, details policies and practices the Science Center undertakes to ensure individuals with limited English proficiency (LEP) have access and accommodation as specified by Title VI regulations against national origin discrimination and Title VI of the Civil Rights Act of 1964, which prohibits discrimination based on race, color, or national origin including limited English proficiency, in programs or activities receiving Federal financial assistance. The LAP was drafted in accordance with guidance provided by the National Aeronautics and Space Administration (NASA) notice 154 entitled Title VI of the Civil Rights Act of 1964, as Amended: Policy Guidance on the Prohibition Against National Origin Discrimination as it Affects Persons With Limited English Proficiency published in the Federal Register (Vol. 68, No. 241, pages 70039 - 70048.) This LAP plan, which describes current LEP services and near-term enhancements necessitated following Four Factor Analysis (Section II) and LAP Taskforce and Staff Training (Section III), is one of the many ways Orlando Science Center strives to ensure equity and access for all visitors and staff.

## II. Four Factor Analysis and Language Assistance Measures

In March 2018, the Science Center conducted a *Four Factor* analysis of all educational and public programming, live shows, and exhibits. Each of the four factors under analysis are: number or proportion of LEP persons likely to be encountered by OSC, denoted by demographics of service area (*Factor One*), frequency of contact with LEP individuals (*Factor Two*), nature and importance of the program, activity, or service provided by OSC for LEP persons (*Factor Three*), and OSC cost or available resources (*Factor Four*). This section of the plan addresses the Science Center's current LEP services and near-term enhancements for each of the four factors analyzed, noting what is provided and how to access each service.

*Factor 1: Demographics of OSC service area.* Orlando Science Center serves diverse populations, including children (infants through age 18), adults, students, educators, and families. An analysis of zip codes from visitors purchasing tickets in FY18 showed 81% of OSC visitors originated from a core service area that overlaps the Orlando - Kissimmee - Sanford, Florida Metropolitan Statistical Area (MSA) (Table 1). The remaining 19% of OSC visitors were dispersed regionally, nationally, and internationally. The Orlando - Kissimmee - Sanford MSA comprises Lake, Orange, Osceola, and Seminole counties. The City of Orlando and home of Orlando Science Center is located in Orange County. Because the majority of our total population served originated from the Orlando - Kissimmee - Sanford MSA, US Census survey data sampled from this MSA has been analyzed in Tables 2 and 3 as part of Factor 1 to identify the count and percentage of LEP persons likely to be encountered by OSC.

Table 1. Orlando Science Center core service area population by County and count and percentage of OSC visitors from July 1, 2017 - June 30, 2018 (FY18).

County	State	Population (2018 Estimate) <sup>1</sup>	Count and Percentage of Total FY18 OSC Visitors
Lake	Florida	356,495	26,925 (4%)
Orange	Florida	1,380,645	383,681 (57%)
Osceola	Florida	367,990	33,656 (5%)
Seminole	Florida	467,832	104,334 (15%)
<b>TOTAL</b>		2,572,962	673,124

The 2013-2017 American Community Survey estimates for the Orlando - Kissimmee - Sanford, Florida Metropolitan Statistical Area data show that 68.42% of all people sampled (ages 5 and over) living in the MSA report speaking only English at home (Table 2). Of the remaining 31.58% who do not speak only English, 23.30% report speaking Spanish and 8.53% of reported Spanish speakers speak English less than “very well.” Thus, Spanish reaches the safe harbor threshold for written translation as specified in the Federal Register (i.e. 5% (128,648 people) or 1,000 people in the population, whichever is less). As such, Orlando Science Center has taken great strides, such as displaying bilingual English - Spanish signage in Exhibits and the Lobby and Spanish written translation of forms, to comply, efforts which will be described in detail throughout this plan. All other languages have a frequency of persons who speak the language at home and report speaking English less than “very well” below 1% of the total population in the Orlando - Kissimmee - Sanford, Florida Metropolitan Statistical Area.

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<sup>1</sup> US Census Data, available at:  
[https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=PEP\\_2018\\_PEPANNR ES&prodType=table](https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=PEP_2018_PEPANNR ES&prodType=table)

Table 2. Orlando - Kissimmee - Sanford, Florida Metropolitan Statistical Area: Language spoken at home by ability to speak English for populations 5 years and over (2013-2017 American Community Survey estimates, Table C16001).<sup>2</sup>

<b>Language Spoken Ability to Speak English</b>	<b>Count</b>	<b>Percentage</b>
<b>TOTAL</b>	<b>2,249,132</b>	
Speaks only English	1,538,802	68.42%
Does not speak only English	710,330	31.58%
<b>Spanish:</b>	<b>524,038</b>	<b>23.30%</b>
Speaks English "Very Well"	332,169	14.77%
Speaks English less than "Very Well"	191,869	8.53%
<b>French, Haitian, or Cajun:</b>	<b>56,065</b>	<b>2.49%</b>
Speaks English "Very Well"	36,048	1.60%
Speaks English less than "Very Well"	20,017	0.89%
<b>German or other West Germanic:</b>	<b>6,944</b>	<b>0.31%</b>
Speaks English "Very Well"	6,339	0.28%
Speaks English less than "Very Well"	605	0.03%
<b>Russian, Polish, or other Slavic:</b>	<b>6,964</b>	<b>0.31%</b>
Speaks English "Very Well"	4,448	0.20%
Speaks English less than "Very Well"	2,516	0.11%
<b>Other Indo-European Languages:</b>	<b>44,361</b>	<b>1.97%</b>
Speaks English "Very Well"	31,335	1.39%
Speaks English less than "Very Well"	13,026	0.58%
<b>Korean:</b>	<b>4,402</b>	<b>0.20%</b>
Speaks English "Very Well"	1,893	0.08%

<sup>2</sup> US Census Data, available at:  
[https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS\\_17\\_5YR\\_B16007&prodType=table](https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS_17_5YR_B16007&prodType=table)

Speaks English less than “Very Well”	2,509	0.11%
<b>Chinese (incl. Mandarin, Cantonese)</b>	<b>12,408</b>	<b>0.55%</b>
Speaks English “Very Well”	6,326	0.28%
Speaks English less than “Very Well”	6,082	0.27%
<b>Vietnamese:</b>	<b>13,515</b>	<b>0.60%</b>
Speaks English “Very Well”	6,341	0.28%
Speaks English less than “Very Well”	7,174	0.32%
<b>Tagalog (incl. Filipino):</b>	<b>11,014</b>	<b>0.49%</b>
Speaks English “Very Well”	7,882	0.35%
Speaks English less than “Very Well”	3,132	0.14%
<b>Other Asian and Pacific Island:</b>	<b>12,114</b>	<b>0.54%</b>
Speaks English “Very Well”	7,997	0.36%
Speaks English less than “Very Well”	4,117	0.18%
<b>Arabic:</b>	<b>11,643</b>	<b>0.52%</b>
Speaks English “Very Well”	7,689	0.34%
Speaks English less than “Very Well”	3,954	0.18%
<b>Other and unspecified languages:</b>	<b>6,862</b>	<b>0.31%</b>
Speaks English “Very Well”	5,384	0.24%
Speaks English less than “Very Well”	1,478	0.07%

To further our analysis of potential LEP persons, we chose those non-English languages with percentages greater than 1% from Table 2 and disaggregated the data by county (Table 3). Spanish represents the most commonly spoken non-English language, followed by French, Haitian, Cajan and Other Indo-European languages such as Slavic, Baltic, Celtic, Greek / Hellenic, Albanian, Armenian, and Indo-Iranian.

Data in Table 3 shows the total population of each county (Total Pop.) which serves as the denominator for each calculated percentage in the corresponding subsection of the table. Further, Table 3 shows both the count and calculated percentage of people in the County who reported the corresponding non-English language spoken at home (rows a, d, g, j), and the count and calculated percentage of people in the County who reported speaking English less than “very well” (rows b, e, h, and k). The final row in each subsection (rows c, f, i, l) displays the percentage of all people speaking another language who also speak English less than “very well”, which is calculated by multiplying the language spoken at home total population percentage by the speaks English less than “very well” fractional percentage. The largest percentages of LEP populations (i.e. those who speak languages other than English at home and speak English less than “very well”) includes Spanish speakers in Osceola County (6.96%), Orange County (2.34%), Seminole County (0.586%), and Lake County (0.367%). The remaining languages are represented in rows c, f, i, and l at a frequency less than 0.1%.

Table 3. Disaggregation of data from Table 2 for the top three most spoken non-English languages. Rows a, d, g, j: Number and percentage of population five years and older who speaks a language other than English at home. Row b, e, h, k: Number and percentage of those speaking another language at home who speak English less than “very well.” Row c, f, i, l: Number and percentage of total population that speaks a language other than English at home and speaks English less than “very well.”<sup>3</sup>

<b>County</b>	<b>Spanish</b>		<b>French, Haitian, Cajan</b>		<b>Other Indo-European</b>	
	Count	%	Count	%	Count	%
<b>Lake</b> (Total Pop. 309,840)						
a. Language spoken at home	33,474	10.8	2,355	0.76	2,170	0.70
b. Speaks English less than “very well”	10,554	3.4	1,103	0.36	554	0.18
c. Percent total pop. speaking another language at home <u>and</u> speaks English less than “very well”		<b>0.367</b>		<b>0.002</b>		<b>0.001</b>
<b>Orange</b> (Total Pop. 1,209,706)						
d. Language spoken at home	298,211	24.7	43,984	3.64	29,839	2.47
e. Speaks English less than “very well”	114,803	9.49	15,968	1.32	9,063	0.75
f. Percent total pop. speaking another language at home <u>and</u> speaks English less than “very well”		<b>2.34</b>		<b>0.048</b>		<b>0.019</b>

<sup>3</sup> US Census Data, Disaggregated from:  
[https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS\\_17\\_5YR\\_C16001&prodType=table](https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS_17_5YR_C16001&prodType=table)



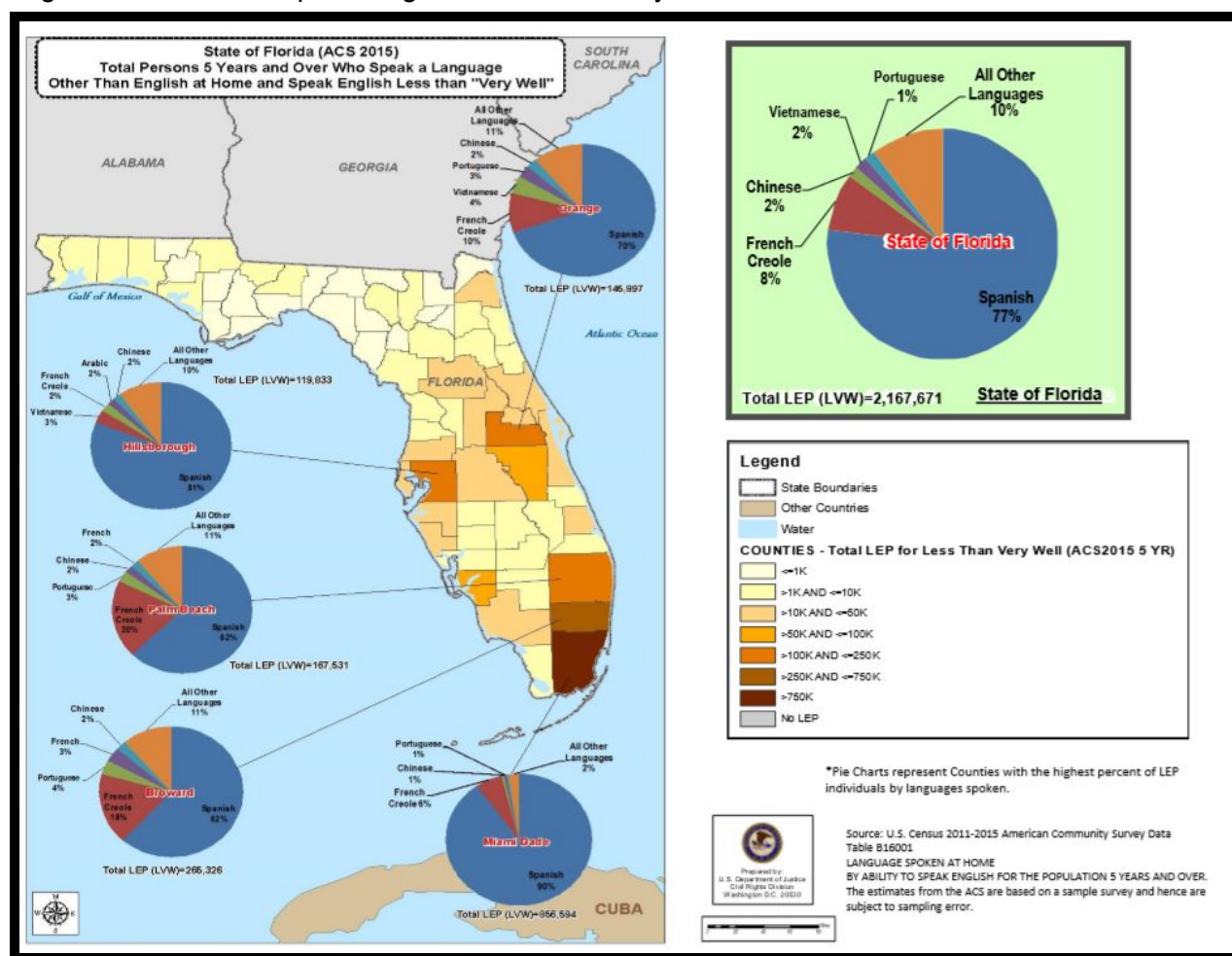
<b>Osceola</b> (Total Pop. 304,134)						
g. Language spoken at home	131,377	43.2	5,798	1.91	4,355	1.43
h. Speaks English less than “very well”	49,103	16.1	2,195	0.72	1,509	0.50
i. Percent total pop. speaking another language at home <u>and</u> speaks English less than “very well”		<b>6.96</b>		<b>0.014</b>		<b>0.007</b>
<b>Seminole</b> (Total Pop. 425,452)						
j. Language spoken at home	60,976	14.3	3,928	0.92	7,997	1.88
k. Speaks English less than “very well”	17,409	4.1	751	0.18	1,900	0.45
l. Percent total pop. speaking another language at home <u>and</u> speaks English less than “very well”		<b>0.586</b>		<b>0.002</b>		<b>0.008</b>

Additionally, we utilized Limited English Proficient (LEP) Maps available at the <http://www.lep.gov> website under “Mapping LEP Populations In Your Community” as specified in the Federal Register. Similar to our previous analysis displayed in Tables 1 - 3, the lep.gov website notes, “Maps were created using 5-year U.S. Census American Community Survey data.” However, prior analysis was completed using 2017 estimates of 2013 American Community Survey data and the following map was generated with 2015 data by selecting “Florida” as our State, “2015” as the year of map data, and “County-level, number of LEP individuals.”

The most applicable portion of the resulting map is Orange County, displayed in the upper right corner pie chart, which shows 70% of the total LEP population (145,897 persons) speak Spanish, 10% speak French / Creole, 4% Vietnamese, 3% Portuguese, 2% Chinese, and 11%

all other languages (Figure 1). Though this result mirrors our previous analysis in that Spanish is most prevalent, the percentages indicated do not fully describe our population of visitors served because the map data only account for Orange County, which is 57% of Orlando Science Center's core service area, whereas, the previous analysis presented in Tables 1 - 3 accounts for Orlando - Kissimmee - Sanford MSA core service area, which represents 81% of the Science Center's total population served.

Figure 1. Limited English Proficiency Map of communities within the State of Florida, based upon ACS 2015 data for Total Persons 5 Years and Over Who Speak a Language Other than English at Home and Speak English Less than "Very Well."



Based on the data displayed in Tables 1 - 3 and Figure 1, and the frequency of contact with LEP visitors presented in our following discussion of Factor 2, Orlando Science Center has focused its efforts on limited English services for Spanish speakers.

*Factor 2: Frequency of contact with LEP persons.* Orlando Science Center strives to identify the language and communication needs of LEP persons. Interactions can occur in-person, in written correspondence, and via phone calls. The frequency of contact with LEP persons was recorded

in a self-study conducted by Orlando Science Center. For in-person visits, staff were trained to utilize language identification cards. For phone calls, including those received by reservations, Spanish language needs are most commonly encountered. Staff are trained to communicate a need for LEP interpretation to their management team and utilize the approved listing of bilingual OSC staff interpreters to locate a representative who is able to communicate on behalf of Orlando Science Center. In written correspondence, staff are trained to communicate a need for LEP interpretation and utilize the same list to find an appropriate OSC staff translator. If additional written translation is needed, Orlando Science Center will contract external resources as described in Factor 3, Section D.

OSC staff interactions with limited English persons were recorded in logs noting the date and location of the interaction. Since two interactions involved more than one non-English language necessitating dual logging, a total of 22 interactions were counted (Table 4). 59% of all interactions were with Spanish speaking limited English persons. Of all OSC staff interactions with LEP persons, 40.9% occurred in-person at an Exhibit, 22.7% occurred in the Lobby entrance during admission, 22.7% occurred over the phone with OSC's Reservations Department, and 4.5% occurred in-person while watching a demonstration or show in the Digital Adventure Theater. Since Spanish is the highest frequency of non-English speaking persons, this study supports Orlando Science Center's focus on Spanish speaking accommodations.

Table 4. Count, Location, and Percentage of interactions with LEP persons at OSC as part of self-study from January 2017 - February 2018. Note: the same encounter was logged more than once if more than one non-English language was utilized during the encounter.

<b>Language Spoken</b>	<b>Locations (Count)</b>	<b>Total Count</b>	<b>Percentage</b>
Spanish	Lobby (4), Reservations (5), Digital Adventure Theater (1), Exhibits (3)	13	59.09%
French, Haitian, or Cajun		0	0%
German or other West Germanic		0	0%
Russian, Polish, or other Slavic	Exhibits (2)	2	9.09%
Other Indo-European Languages (Turkish, Hebrew)		2	9.09%
Korean		0	0%
Chinese (incl. Mandarin,	Exhibits (3), Lobby (1)	4	18.18%

Cantonese)			
Vietnamese		0	0%
Tagalog (incl. Filipino)		0	0%
Other Asian and Pacific Island (Japanese)	Exhibits (1)	1	4.5%
Arabic		0	0%
Other and unspecified languages		0	0%
TOTAL ENCOUNTERS		22	100%

*Factor 3: Importance of OSC programs, activities, or services for LEP persons.*

In December 2014, Orlando Science Center approved a five point strategic plan (OSC Strategic Plan 2020). The importance of OSC's commitment to providing accessibility for LEP persons is evident by the Science Center's inclusion of strategic goal #3: eliminate barriers of participation at OSC. Orlando Science Center maintains a variety of STEM educational offerings, in the form of interactive exhibits, programs and mediated experiences, and through off-site programming, events, and community outreach through marketing and communications that fulfill strategic goal #1: make the Science Center a recognized essential resource in the community. Each experience is of the highest-quality and safety, evident by strategic goal #2 to be a provider of exemplary STEM learning experiences. A commitment to increasing LEP visitors experience was made in the adoption of Strategic Plan 2020, which included an effort to adopt new signage and wayfinding standards. All signage for any new projects since 2014, require bilingual graphics, or universal symbols to relay their information or instruction. This has been successfully implemented in New Kidstown, The Hive: A Makerspace, Stem Discovery Center, all Engineering Design Challenge experiences and the Center's newest funded initiative, LIFE, a 10,000 sq. ft. exhibition on conservation. The efforts of creating a fully immersive experience within the center, and be thoughtful of our LEP visitors, will be completed at the conclusion of the Unlock Science Campaign, estimated in 2022. Efforts are underway to further incorporate support for LEP persons within this larger strategic framework through objective and timeline development.

OSC has taken the following language assistance measures within each of the following activities:

- A. *Guest Services and Safety*: For oral in-person language assistance, which most often occurred in exhibits or in the lobby entrance during our self-study, Orlando Science Center procedures include utilization of Language Identification Cards to identify the visitor language being spoken and contacting the appropriate bilingual OSC staff

member to serve as an interpreter for communication and translation. OSC maintains an accurate and current listing showing the name, language, and availability of bilingual OSC staff who are fluent both in English and a non-English language they commonly use at home. Many OSC staff members identified as bilingual have been actively reading and speaking more than one non-English language from birth. To comply immediately with a request for implementing formal assessment for staff, Orlando Science Center will utilize the self-assessment template developed by the American Council on the Teaching of Foreign Languages (ACTFL), available at [https://www.actfl.org/sites/default/files/pdfs/Can-Do\\_Statements\\_2015.pdf](https://www.actfl.org/sites/default/files/pdfs/Can-Do_Statements_2015.pdf). Future LAP strategic planning conducted by the LAP Taskforce will focus on securing additional methodology to more formally assess fluency and skill level of bilingual staff translators.

In the event an in-person encounter with a LEP person necessitates an interpreter and a bilingual OSC staff member is unavailable or not qualified to assist, OSC procedure dictates staff will contact the 711 Telecommunication Relay Service if there is an immediate need. Orlando Science Center requests two weeks advance notice to have sufficient time to obtain an outside interpreter. Notice is commonly provided at the time of booking with Reservations, and OSC Reservations staff have been trained to respond as previously described in Factor 2 for LEP needs over the phone, in person, or in writing.

Throughout the facility, signage is being updated to include both English and Spanish.

Figure 2. At the main entrance, Spanish - English bilingual signage communicates our Code of Conduct.



Figure 3. Universal symbols and bilingual signage near restrooms and exits guide visitors.





B. **Exhibitions:** Orlando Science Center is currently in the middle of a multi-year Comprehensive Campaign to redesign both content and signage within each of the main exhibitions throughout all four floors of the Science Center. The hands-on nature of each exhibit is designed to support self-guided learning through exploration and interaction with the exhibit itself. Signage included within an exhibit orients and deepens learning. Since the completion of phases I and II, KidsTown, an 11,000 square foot facility for ages 0 - 7 offering seven zones of interactive experiences, such as Drip Drop Splash and Orange Grove, was constructed with each zone utilizing English-Spanish bilingual signage. Other additions include the STEM Discovery Center, state-of-the-art classroom laboratories, the Flight Lab, a USMC-themed virtual reality aviation exhibit, and the Hive: A Makerspace exhibit with the latest in crafting, construction, and 3D printing tools where visitors can construct a creation of their own design. In keeping with the hands-on, self-guided nature of each exhibit, signage and written documentation is kept to a minimum. For example, the Flight Lab has written instructions provided in English and Spanish upon request describing how to use the virtual reality equipment to complete the mission. Verbal interaction among OSC staff and visitors does occur and is facilitated utilizing OSC staff interpreters and the 711 Telecommunication Relay Service as described above. As the campaign continues with *Life*, set to open in summer 2020, the Science Center will utilize English - Spanish bilingual signage content and instruction information to accommodate the majority of LEP visitor needs.

Figure 4. Exhibit Signage in KidsTown Orange Grove and The Hive: A Makerspace





Figure 5. Flight Lab Spanish Mission Instructions





- C. *Programs and mediated experiences:* A schedule and brief description of theater showings, programs, and mediated experiences is available online at <https://www.osc.org/events/>, which is multilingual using an embedded Google Website Translator and is fully operations on mobile devices. Bilingual OSC staff are utilized as interpreters during mediated experiences upon in-person request or with advance notice when booking a public program ticket, utilizing the same process previously described.

OSC Exhibition Translation Timeline		
Exhibition	Status	Notes
KidsTown	Complete	English-Spanish Bilingual Signage
FlightLab	Complete	Bilingual Mission Resources
The Hive: A Makerspace	Complete	English-Spanish Bilingual Signage
Traveling Exhibit Gallery	On going	Starting July 2020, OSC will use bilingual accessibility as a selection criteria to host an exhibit.
FUSION: A STEAM Gallery	Temporary Collection - Ongoing  Permanent Collection - Will begin Fall 2020	Starting July 2020, OSC will use bilingual accessibility as a selection criteria to select an exhibition for the permanent collection.
Dr. Dare's Lab	Spring 2020	Confirmed Funding
NatureWorks	Summer 2021	Confirmed Funding
DinoDigs	Summer 2022	Tentative
Our Planet	Summer 2023	Tentative
Kinetic Zone	Fall 2024	Tentative

This timeline can be met, assuming the financial resources necessary to address the exhibits named. Utilizing the Unlock Science Campaign to address these deficiencies is the ideal situation for OSC. For exhibitions that do not have confirmed funding to date, OSC will do an analysis of costs associated with updated and translating exhibit signage in FY20 and report to the LAP Coordinator necessary increases to FY21 financial requests to accommodate LEP visitors if confirmed funding has not been acquired through the campaign.

Additionally, OSC offers live theatre programming in the Digital Adventure Theatre. In FY20, as a part of ongoing completion of language accessibility upgrades described herein, the Public Programming Department will have outlines of all theatrical programs translated and made available to LEP visitors. As our team members do not use formal scripts, we will develop a bullet pointed outline describing the activities the staff are demonstrating, along with the associated questions and information we will discuss with the audience. OSC offers four shows in the coming FY. “Kaboom!” and “Animal Inspired” will be performed in the first six months, followed by “The Tesla Coil Show” and “SuperHero Science.” In conjunction with the LAP coordinator and VP of Marketing, we will find the most appropriate way to notify LEP visitors of these opportunities.

Educational programming includes bilingual written documents and a bilingual Educator as needs arise. For example, Orlando Science Center’s OUC (Orlando Utilities Commission) AWESOME project provides hands-on engaging STEM programming on energy and water conservation to every 5th grader in OUC’s service area in 73 schools. Keeping LEP access in mind, OSC and OUC translated all printed materials (station cards and worksheets) in English and Spanish. Further, all presentation slides and pre/post-evaluations were translated.

Orlando Science Center has conducted a self-audit of registration forms, membership forms, and all waivers for Preschool, Afterschool, Summer and Break Camps to ensure each include the statement: Title VI of the Civil Rights Act of 1964 prohibits discrimination based on race, color, or national origin including limited English proficiency, in programs or activities receiving Federal financial assistance. The LAP Taskforce is developing a plan to roll out translated forms, and re-evaluating needs for written translation of all forms on an annual basis.

- D. *External communication and marketing:* Orlando Science Center notifies LEP persons of accessibility measures through the OSC website and its accessibility page, signage in the facility Lobby entrance, and through social media outlets, detailing policies and procedures, and noting language assistance is available free of charge.

The Vice President of Operations is listed as the Language Assistance Coordinator on OSC’s website accessibility page, available at <https://www.osc.org/about/accessibility/>. Text within the accessibility page notes, “Orlando Science Center strives to provide necessary accommodations by offering ADA and Limited English services to make experiences enjoyable. The Science Center may also make accommodations, with enough advance notice, to expedite the check-in process for sensory sensitive people. Please download our Grievance Procedure and Notice Under Americans with Disabilities Act for more information. If you suspect that you have been discriminated against, please fill out the form at the bottom of this page. For more information regarding these services, please call 407-514-2029 or email [dgordon@osc.org](mailto:dgordon@osc.org).” Communication of Title

VI of the Civil Rights Act of 1964 are included in the webpage. The webpage also contains a pdf Sensory Social Story visually communicating ways Orlando Science Center incorporates accessibility into every visit to the Science Center so visitors can better plan their visit. The website itself also includes communication access information such as the need for two-week notice to receive American Sign Language Interpretation.

Both the accessibility page and Orlando Science Center's website, <https://www.osc.org>, are multilingual through the embedded Google Website Translator. This site is fully operational on mobile devices and through non-Google web browsers.

In addition to website pages mentioned previously, the following identified list are all items OSC has translated into Spanish:

- Select general ads for OSC
- General Facebook ads - dark posts
- OSC Building Guides and Maps
- Daily Programs for Otronicon
- Science for All postcards
- Additional webpages on the <https://www.osc.org> site (such as Plan Your Visit, Membership landing page, STEM Discovery Center landing page, About Us - Mission and Vision, Science for All, Science Night Live general information, not updated quarterly, Ontronicon overview, Accessibility, Volunteers, and Employment).

An external company (Trusted Translations) has been identified for translation services beyond those we can accommodate with bilingual OSC staff, and a secondary agency (The Group Advertising) has been selected for speciality services and marketing.

#### *Factor 4: OSC resources and costs.*

Whenever possible, throughout the LAP plan, resources have been identified. OSC utilizes low or no-cost efforts to ensure adherence to the provision of services to all LEP persons without cost. Pricing for services provided by Trusted Translations and The Group Advertising both vary based on word-count and difficulty, and costs estimates are received on a per-job basis. Trusted Translations is reasonably affordable and conducted website translation for OSC previously. Costs are incorporated into project budgets, and new projects are planned and budgeted with LEP access in mind. The LAP Taskforce will be charged with undertaking future programmatic strategic planning, self-studies, and financial analysis, in concert with corresponding Senior Leadership and project managers, to ensure LEP access implementation in future projects.

### III. LAP Taskforce and Staff Training

Members of staff, including those who are in contact with the public through Guest Services, Reservations, or Exhibit Hall Staff, will receive training on OSC's language access plan. The VP of Operations, as the formally named Language Assistance Coordinator, shall be responsible for ensuring the training occurs. Training is currently conducted as part of new employee onboarding. The primary purpose of training shall be to impart the necessary background to understand and effectively implement all objectives of OSC's Language Accessibility Plan. Training will cover: a) the Plan; b) OSC's policies and procedures; c) encounter logging and tracking mechanisms; and d) reporting requirements to the Language Assistance Coordinator.

The Language Assistance Coordinator will head a LAP Taskforce for Orlando Science Center, comprised of OSC staff and Senior Team leadership that will meet quarterly. The LAP Taskforce will conduct a Four Factor assessment each year to note changes in demographics, additional bilingual offerings, or other language accessibility measures employed by Orlando Science Center. As needs change, the LAP Taskforce may decide to reevaluate and update this Language Accessibility Plan and corresponding policies. Staff procedures, such as those utilized to secure interpreter services, may change as directed by the LAP Taskforce as well as incorporation of additional equipment such as the use of "I Speak" buttons for bilingual OSC staff interpreters or the use of telephonic interpretation services or handheld electronics for delivery of language assistance. The Language Assistance Coordinator will continue to monitor and track encounters with LEP persons at Orlando Science Center and during off-site programming, utilizing resulting information such as frequency, location, types of languages encountered, feedback from visitors and community organizations, complaints filed by LEP persons via the accessibility page on osc.org, and other measures to monitor effectiveness and update the LAP plan annually or as changes necessitate.