

NC Pre-K Limited English Proficiency Plan

SFY: 2023-2024

Name of Site: _____

With guidance from the Partnership for Children of Cumberland County and the NC Pre-K Committee, NC Pre-K sites are to follow this written plan for Limited English Proficiency. The purpose of this plan is to ensure that providers and families have access to appropriate resources and supports to obtain and maintain child placement in NC Pre-K.

Sites should address the following components by implementing one or more of the identified strategies for each component:

1. Offering Language Assistance Services

- a) Sites should make every effort to communicate with children and families with Limited English Proficiency.
- b) During the orientation process and throughout the year as needed, families will receive information on Limited English Proficiency resources.

2. Translation Plan

- a) Printed materials need to be translated into the family's primary language when a need has been determined.
- b) Vital documents or information should be a priority for translation.
- c) Vital documents or information are those that are critical for accessing federally/state funded services or benefits or are documents required by law. They include, but are not limited to:
 - 1) Applications
 - 2) Parent Handbooks
 - 3) Consent and Complaint forms
 - 4) Letters with eligibility or participation information
 - 5) Notices regarding reduction, denial, or termination of services/benefits and the right to appeal such actions
 - 6) Notices that require a response from participants
 - 7) Notices that offer free language assistance
- d) Some families with Limited English Proficiency may not have the ability to read and understand written materials; therefore, oral interpretation of written materials may be necessary.

3. Bilingual Staff

- a) Sites should attempt to recruit bilingual staff as much as possible.
- b) Volunteer interpreters - When bilingual staff is not available, adult volunteers, may assist with occasional interpretation services.
- c) Interpreters should be aware of variances within a language and should be able to communicate with families using the appropriate colloquial speech.

4. Interpretation Services

- a) Minor children should not be used as translators if avoidable.
- b) Staff should accommodate families' wishes to use friends or family members whenever possible. However, staff must keep in mind client confidentiality and interpreter competency.
- c) Use "I speak" cards to identify the language spoken. "I speak" cards are available at <http://www.dol.gov/oasam/programs/crc/ISpeakCards.pdf>
- d) Use internet translation services such as Microsoft Translate or Google Translator. e) Use Telephone Interpretation Services.

5. Emergency Situations

- a) When immediate action is required, sites will take whatever steps necessary to ensure that all families, including families with Limited English Proficiency, have access to services or information within the appropriate time frames. For example, when a family needs an interpreter or other language assistance services to obtain expedited program services, the site's goal is to make the services accessible within the required time frame, whether that means using an interpreter or any other appropriate type of language assistance.

Optional Strategies and Resources

- a) Telephone Interpreter Services
- b) Internet Translation Services
- c) Mobile Translation Application
- d) Translation Services (Independent Company)
- e) Language Department from Local Institutions of Higher Learning
- f) Other: _____

A log of all activities, opportunities or communications made for the purpose of supporting the NC Pre-K Limited English Proficiency Plan must be documented and kept on file at the NC Pre-K site. For events/meetings, include sign-in sheets that describe the event/meeting, list date and time, and signatures of the participants.

Documentation for the NC Pre-K Limited English Proficiency Plan will be reviewed and verified at the site-monitoring visit.

Site Administrator: _____ **Date:** _____