



NC Pre-K Limited English Proficiency Plan SFY: 2026-2027

The signed Limited English Proficiency Plan must be kept on file at the site and available for review during monitoring visits.

Name of Site: _____

The Division of Child Development and Early Educator (DCDEE), Partnership for Children of Cumberland County, and the NC Pre-K Committee have provided guidance for NC Pre-K sites to follow a written plan for Limited English Proficiency. The main objective of this plan is to ensure that providers and families have access to the right resources and support 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 should 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. Vital documents or information are those that are critical for accessing federally/state-funded services or benefits or 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
- c) 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 as many bilingual staff as possible.
- b) Volunteer interpreters - When bilingual staff is unavailable, 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 client confidentiality and interpreter competency in mind.
- 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: When immediate action is required, sites will take necessary steps to ensure that all families, including those 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.

a) **Optional Strategies and Resources**

- 1) Telephone Interpreter Services
- 2) Internet Translation Services
- 3) Mobile Translation Application
- 4) Translation Services (Independent Company)
- 5) Language Departments from Local Institutions of Higher Learning
- 6) Other: _____

A log of all activities, efforts, opportunities, or communications made to support limited English proficiency NC Pre-K students. The log for events/meetings must include a Sign-in sheet with:

- a) Name of the site and teacher
- b) A description of the event/meeting
- c) Date and time of the event
- d) Name of child
- e) Signatures of the participants

Site Administrator/Designee Name (Print)

Signature

Date