

**The Commonwealth of Massachusetts
Department of Early Education and Care
Language Access Plan**

I. Introduction

According to the *Language Access Policy Implementation Guidelines* issued by the Massachusetts Office of Access and Opportunity, most individuals living in the Commonwealth read, write, speak and understand English. There are many individuals, however, for whom English is not their primary language. For instance, based on the 2000 census, approximately 1.1 million or nearly 19% of residents speak a language other than English at home. Persons who do not speak English as their primary language and who have a limited ability to read, speak, write, or understand English may be limited English proficient, or “LEP,” and are eligible to receive language assistance with respect to a particular type of service, benefit, or encounter.

Language for non-English speakers and LEP individuals can be a barrier to accessing important benefits or services, understanding and exercising important rights, complying with applicable responsibilities, or understanding other information provided by state programs and activities. State agencies provide (in English) an array of services that can be made accessible to otherwise eligible LEP persons. State government is committed to improving the accessibility of these programs and activities to eligible non-English speakers and LEP persons, a goal that reinforces its equally important commitment to promoting programs and activities designed to help individuals learn English. State agencies have an obligation, when reasonably possible, to reduce language barriers that can preclude meaningful access by non-English speakers and LEP persons to important government services.¹

The Massachusetts Department of Early Education and Care (“EEC”) is committed to ensuring equal access to its programs and services by all residents, regardless of primary language spoken or English proficiency. EEC has prepared this Language Access Plan (“LAP” or “Plan”), which defines the actions to be taken by EEC to ensure compliance with state and federal mandates regarding persons with LEP (or, to ensure meaningful access to agency services, programs and activities on the part of persons who have limited English proficiency.) EEC will periodically review and update this LAP in order to ensure continued responsiveness to community needs and compliance with Title VI and the Executive Office for Administration and Finance (“ANF”) Administrative Bulletin #16.

II. Purpose and Authority

In certain circumstances, failure to ensure that non-English speakers and LEP persons can effectively participate in or benefit from state programs and activities may violate Title VI of the Civil Rights Act of 1964 and associated Title VI regulations against national origin discrimination, Presidential Executive Order 13166, the state’s anti-discrimination statute – Chapter 151B of the General Laws, and Executive Order 478 regarding non-discrimination, diversity, equal opportunity and affirmative action. Title VI and Executive Order 13166 require recipients of federal financial assistance to take reasonable steps to ensure meaningful access to their programs and services by persons with Limited English Proficiency (LEP).

¹ See “Language Access Policy Implementation Guidelines” issued by the Office of Access and Opportunity (dated August 1, 2010):

http://www.mass.gov/?pageID=afterterminal&L=3&L0=Home&L1=Budget%2C+Taxes+%26+Procurement&L2=Administrative+Bulletins&sid=Eoaf&b=terminalcontent&f=anf_adminbulletin16&csid=Eoaf

Persons who do not speak English as their primary language and who have a limited ability to read, write, speak, or understand English can be considered persons with LEP.

In compliance with the ANF Administrative Bulletin #16 and in recognition of the aforementioned federal and state laws, EEC has prepared this Plan, which defines the actions to be taken by EEC to ensure meaningful access to agency services, programs and activities on the part of persons who have limited English proficiency. Consistent with the guidance of ANF Administrative Bulletin #16, a Limited English Proficient (“LEP”) person is someone who is not able to speak, read, write or understand the English language at a level that allows him/her to interact effectively with EEC staff.

EEC is committed to this Plan as the appropriate response to meeting our clients’ needs. This Plan complies with the Language Access Plan Implementation Guidelines issued by the Massachusetts Office of Access and Opportunity, as well as the requirements of Administrative Bulletin #16 as promulgated by the ANF, which defines a LEP person as someone who is not able to speak, read, write or understand the English language at a level that allows him/her to interact effectively with Agency staff and provides that a client maintains the right to self-identify as a LEP person.

EEC will review and update, on a biannual basis, this LAP in order to ensure continued responsiveness to community needs.

III. Agency Description

EEC provides early education and out of school time care services for children in Massachusetts through a mixed delivery system which includes, but is not limited to public, private, non-profit and for-profit preschools, child care centers, nursery schools, preschools operating within public and private schools, Head Start programs and independent and system affiliated family child care homes.² EEC is also the lead agency responsible for licensing early education and care and out-of-school time programs throughout Massachusetts and for administering a statewide child care financial assistance program for low-income families with children up to 13 years of age.³ In addition, EEC is charged with providing, among other things, support for information and referral services, inclusive programming for children with special needs, parenting and family support, and professional development opportunities for educators in the early education and out of school time fields.⁴ These efforts affect thousands of early education and out-of-school time educators, who serve more than 275,000 children each day. In its broadest role, EEC also serves as a source of information to more than one million families in Massachusetts.

EEC also provides financial assistance for early education and care programs and services through voucher reimbursement and subsidized enrollment in early education and care programs. EEC contracts with child care resource and referral agencies (CCR&Rs) and early education and care programs to administer the vouchers and subsidize enrollment. EEC also contracts with CCR&Rs and Mass211 for information, referral and consumer education services.

EEC has five regional offices across the state that oversee licensing operations and provide family and community engagement services.

² See M.G.L. c. 15D, §1A.

³ See M.G.L. c. 15D, §2.

⁴ See M.G.L. c. 15D, §2.

⁴ For more information about EEC’s Strategic Plan, please visit the Department’s website through the following link: <http://www.eec.state.ma.us/docs/StrategicPlanFormatted.pdf>.

IV. Language Access Plan

The EEC Language Access Plan will be fully implemented subject to the availability of fiscal resources to implement said language access plan. This Language Access Plan has been developed to adhere to the Language Access Guidelines of ANF Administrative Bulletin #16. This Language Access Plan represents EEC's administrative blueprint to provide meaningful access to the services, programs and activities on the part of LEP individuals, which are described below. This Language Access Plan outlines the tasks EEC will undertake to meet this objective.

A. Agency Language Access Coordinator:

Sarah Harding
Department of Early Education and Care (EEC)
51 Sleeper Street, 4th Floor
Boston, MA 02210
Office: (617) 988-6600 Fax: (617) 988-2451
sarah.harding@state.ma.us

B. Agency Language Access Needs Assessment:

- a. **Based on the services, programs and activities listed above prioritize and describe the steps the agency will take to ensure such services, programs and activities provide meaningful access to the populations whose language meet or exceed the 5% threshold.**

EEC has translated a number of important documents for parents and providers who may have limited English proficiency. The EEC Language Access Coordinator will survey managers on an annual basis to collect information on new or additional documents that should be translated. EEC will also collect information on the language capacity of providers through the Professional Qualifications, and of children and their families (home language) through the Early Childhood Information System, the Department's financial assistance databases, and the Financial Assistance Waitlist platform that is currently under development. In consultation with the EEC Commissioner, the coordinator will prioritize which new documents should be made available for parents and guardians in accordance with the Guidance provided by the Massachusetts Office of Access and Opportunity. The EEC Language Access Coordinator will assess the funding that is available for the translation and will establish timelines and procedures.

b. Language Makeup of Client Population

To guide EEC in determining which language(s) would meet the 5 percent threshold it should plan for when translating documents for parents and providers, EEC reviewed the language groups in Massachusetts. According to data from the U.S. Census performed in 2000, 18.7% of all residents over the age of eighteen speak a language other than English, and of those residents, 21% speak English "not well" or "not at all." The most frequently spoken languages according to U.S. Census data among the LEP population in the Commonwealth are Spanish, French Creole, Italian, Portuguese, Russian, Chinese⁵, Mon-Khmer (Cambodian), and Vietnamese. (See table below). Using available census data as a guideline, EEC has estimated the LEP population (and what languages they speak) across counties based on the percentage of non-English speakers that indicated that they speak English "Not Well" or "Not at All." (See table at end of this document.)

⁵ Note that the 2000 U.S. Census does not distinguish by Chinese language types.

Population	Number	% of total MA population
Population 18 years and over	4,853,130	100.00%
Speak only English	3,944,715	81.28%
Speak a language other than English	908,415	18.72%
Population	Number	% of total MA population
Speak a language other than English (Multilingual in MA)	908,415	100%
Multilingual in MA who speak English "Not Well" or "Not at All")	193,785	21%
Most frequently spoken languages other than English among Multilingual in MA (not all represented languages are listed here)	Number	Percentage of Multilingual MA Residents (908,415) that Speak the Language
Spanish or Spanish Creole	71,895	7.9%
French Creole	6,810	0.8%
Italian	6,525	0.7%
Portuguese or Portuguese Creole	39,620	4.4%
Russian	8,990	1.0%
Chinese	18,050	2%
Mon-Khmer, Cambodian	5,125	0.6%
Vietnamese	8,990	1.0%

Due to the fact that available U.S. Census data may not adequately measure current LEP needs in the service areas, EEC may undertake additional measures for identifying LEP populations.

EEC serves thousands of children whose primary language is not English. As of November, 2010, 25 different languages were represented in our financial assistance caseload:

Language	# of Children	% of Children
Amharic	6	0.02%
Arabic	40	0.12%
Armenian	13	0.04%
Cantonese	15	0.04%
Chinese	305	0.89%
Croatian	18	0.05%
English	28114	82.21%
French	162	0.47%
German	3	0.01%
Haitian Creole	62	0.18%
Italian	1	0.00%
Japanese	1	0.00%
Laotian	1	0.00%
Polish	3	0.01%
Portuguese	553	1.62%
Russian	20	0.06%
Serbian-Cyrillic	1	0.00%
Slovenian	3	0.01%
Spanish	4393	12.85%
Tagalog	1	0.00%
Vietnamese	8	0.02%
Others	476	1.39%
Grand Total	34197	100.01%

In accordance with the 5 percent threshold guideline established in ANF Administrative Bulletin 16, Spanish is the language that EEC will address, at a minimum, for the constituent group of families who may have limited English proficiency.

c. Points of Contact between Agency and Client Population

Main Office

51 Sleeper Street, 4th Floor
Boston, MA 02210
Phone: (617) 988-6600 **TTY:** (617) 988-2454
Fax: (617) 988-2451

Western MA

95 Liberty Street, Suite 1124
Springfield, MA 01103
Phone: (413) 788-8401
Fax: (413) 784-1227

Central MA

10 Austin Street,
Worcester, MA 01609
Phone: (508) 798-5180
Fax: (508) 798-5181

Northeast

360 Merrimack Street, Building 9, Third Floor
Lawrence, MA 01843
Phone: 978-681-9684
Fax: 978-689-7618

Southeast and Cape

1 Washington Street, Suite 20
Taunton, MA 02780
Phone: (508) 828-5025
Fax: (508) 828-5235

Metro Boston

1250 Hancock Street, Suite 120-S
Quincy, MA 02169
Phone: (617) 472-2881
Fax: (617) 472-2722

EEC website: <http://www.mass.gov/eec>

C. Language Resources Assessment:

- a. Identification of existing staff who are linguistically, culturally, and technically able to deliver services in a language other than English and/or to serve as interpreters (Actual staff need not be identified; languages spoken should be)**

While EEC employs staff who speak a number of languages other than English, these staff were not hired to deliver services in a language other than English and/or to serve as interpreters. Therefore, their fluency in the non-English language and their competency to be interpreters has not been evaluated. On an infrequent and informal basis as needed, staff who speak a language besides English provide interpretation services to callers or to individuals who arrive at the office in order to direct their inquiry appropriately. Currently EEC is able to deliver informal interpretation services in the following languages: Spanish, Portuguese, Italian and Khmer.

b. Community-based resources available to be deployed to assist agency in meeting language access needs

Not applicable.

D. Language Service Protocols:

a. Which language services are required to implement the Language Access Plan

(In this section, the Agency shall indicate the specific types of resources – in-person interpretation, phone interpretation, community-based resources, etc., that are available and how they will be deployed to meet language access needs).

An integral part of creating a high quality system of early education and care is the ability to communicate with parents and providers in their primary language(s). EEC and EEC funded programs do this in the following ways:

Community-Based Resources: The Department entered into contracts with several community based resources, including Child Care Resource and Referral agencies (CCR&R), early education and care providers and Coordinated Family and Community Engagement (CFCE) grantees to provide early education and care programs and services to the children and families of the Commonwealth. These entities employ bilingual or multilingual employees that are available to conduct community outreach and provide information, referral and intake services to families with limited English proficiency.

Oral Interpretation – Staff: Where feasible, EEC will use bilingual staff to communicate with LEP individuals in their primary languages, including assisting such individuals with understanding program materials and filling out forms, answering questions about programs, and responding to submission of materials and information requests. While multilingual staff members are a valuable resource, EEC will be mindful of creating a burden on staff members who volunteer for interpreting services.

Oral Interpretation – Telephone Support: In 2008, EEC piloted a call-in translation service (from telecommunications company Qwest) to the Child Care Resource and Referral agencies (CCR&Rs) that work directly with families and providers in the field. This service was expanded to the EEC Staff in FY2009 and allows CCR&Rs and EEC staff to immediately connect to a translator with the ability to facilitate conversations in 150 languages and various dialects. EEC employees, who speak multiple languages, may also assist the CCR&Rs in facilitating licensing orientations in other languages. Subject to budgetary constraints and service availability, EEC will continue to utilize the services of professional telephone interpreters. EEC will utilize interpretation services which demonstrate a high degree of training and professionalism among the interpreter staff.

Oral Interpretation – In-Person Assistance: In limited instances where in-person assistance is necessary to ensure meaningful access and bilingual EEC staff is determined to be insufficient, EEC will provide qualified in-person interpretation services at no cost to the LEP individual either through contracts with qualified and trained interpreters. If the LEP person does not wish to use the free interpretation services provided by EEC, the LEP person may provide their own qualified interpreters at their own expense; however, see below regarding use of family and friends as interpreters.

Written Translation: In FY2008, EEC began a translation initiative to increase access to information for families and early education and care providers as well as to reduce duplicative efforts associated with translating materials. Approximately 60 documents were prioritized for translation into up to 6 languages (Spanish, Portuguese, Haitian Creole, Khmer, Traditional Chinese, and Vietnamese). These languages were chosen based on a compilation of census data, EEC data regarding the languages of the families we are serving, a CCR&R survey, feedback from our staff in the field as well as our collaboration with the Massachusetts Office for Refugees and Immigrants (ORI).

b. Define and describe Agency’s language access protocols for providing interpretation services (*interpretation is for spoken word*)

On an as needed basis depending on the nature and importance of the information being provided, and subject to availability of resources, EEC makes use of the foreign language interpretation (in-person) and translation services available under the Commonwealth’s Statewide Contract. EEC will also utilize bilingual staff resources in order to accommodate necessary and direct communications between EEC staff and persons with LEP.

EEC will inform LEP individuals of the availability of oral interpretation services via bilingual staff or qualified contractors as needed. To the extent feasible, EEC will provide oral interpretation in a timely manner so as to not effectively deny or cause an undue burden or delay relating to important services, benefits, or rights, and will provide oral interpretation by competent interpreters.

If the LEP individual requests his/her own qualified, trained interpreter, this must be allowed even though at the individual’s own expense. Use of family members and friends, especially minor children, as interpreters will generally be discouraged. Exceptions may be made where the contact with the LEP person is of a routine nature, one that does not involve confidential matters, or significant/complex matters impacting the individual’s eligibility status, payments, or program compliance issues. If staff have questions about the appropriateness of allowing family and friends as interpreters, they should consult with the LEP coordinator for guidance.

c. Define how a client will be able to access and utilize the resources identified in paragraphs (a) and (b)

See above.

E. Vital Document Translation:

a. Agency to identify, by list, the name of vital documents, in whole or in part, to translate including timeframe for translation (*translation is for written documents*)

With funding constraints, the first phase in EEC's translation efforts prioritized forms that families need to understand and that require their signature. Additionally, EEC focused on documentation provided to Family Child Care programs based on a high need for translated materials for this population. The documents translated through this first phase include family child care forms - needed for that subset of providers to do business with EEC; and financial assistance documents - which included "fact sheets" for families about EEC child care financial assistance for low-income households and homeless families; EEC child care waiting list letters sent to families while they are waiting for available funding; all documents that must be signed by parents, such as the financial assistance agreement and application, parent request for EEC review and hearing; and other important letters that affect their child care financial assistance. EEC's translation efforts include:

- **Family Child Care Forms:** EEC posted all applicable forms on the EEC website and these forms have been used by EEC Licensors that provide direct technical assistance to existing and new providers. A majority of the financial assistance documents that were translated in the end of FY2008 were made available in FY2009 on the EEC website, as well as on other IT systems used by EEC providers and CCR&Rs.
- **Domestic Violence Initiative:** EEC is working collaboratively with the Department of Children and Families (DCF) Domestic Violence Unit (DVU) on a joint Domestic Violence Initiative addressing the impact of domestic violence on children and families in early childhood programs and creating safe and supportive environments for those children and families. Participants will be given a CD with the slide show and supporting materials (PowerPoint presentation, resource materials and DCF materials on their "Promising Approaches: Working with Families, Child Welfare and Domestic Violence"), translated into Spanish and Portuguese, to train their respective constituencies in their catchment areas.
- **New Regulations:** EEC's anticipates that its new child care regulations will take effect on January 1, 2010. EEC is committed to continually identifying, developing, and translating resources to help licensees comply with new requirements in the regulations. The regulations will also be translated into Spanish and Portuguese in FY2009 and EEC will work to understand the need for additional languages.
- **Market Price Survey for FCC Providers:** EEC is required to conduct a Market Price Study, every two years to give the state information about how much parents have to pay for child care. EEC translated both a notification letter and the survey into Spanish for Family Child Care providers that were selected to participate in the survey.
- **Translation Policy Development:** EEC is in the process of developing an agency Translation Policy for FY 2010 that outlines procedures for translation of services offered to limited English Proficiency (LEP) populations at EEC. EEC is in the initial stages of developing this policy in partnership with the Massachusetts Office of Refugees and Immigrants (MORI). In addition to our current partnership with MORI, meetings have also been scheduled with the Greater Boston Legal Services to support EEC in the development of EEC's Translation Policy. Currently, the department is conducting a research of other state's work related to activities to promote access to Child Care Subsidies for Families with Limited English Proficiency.

See Attachment 1 for information on EEC documents that have been translated. EEC will periodically review and update this inventory to reflect the documents that are vital to program applicants and participants. EEC will, to the extent feasible, translate templates of documents and

will share them as they become available. As appropriate and as needed, EEC will make available translated documents online. EEC may reasonably provide oral interpretation or translation services to assist LEP persons in understanding non-vital documents or vital documents yet to be translated.

Due to the significant costs involved, the translation of vital documents into numerous identified languages will require a multi-year process. EEC will make efforts in further identifying languages frequently encountered through its programs, and will make reasonable efforts to translate key documents into these languages, with an initial focus on Spanish translations in order to accommodate the largest identified LEP population in Massachusetts. EEC will post translated documents on its website and will notify administering entities as relevant EEC documents have been translated.

b. Agency website content, by list, to translate including timeframe for translation

EEC launched an enhanced on-line tool to help users find child care and other resources in their community and offers all information in Spanish. For the first time on the web, this tool offers important licensing information about early education and care programs in Spanish.

EEC has posted on its website documents that are vital to meaningful program access, including application materials, eligibility guidance, appeal/grievance forms, policy guides, reports, and notices of public meetings/hearings. As part of EEC's commitment to improve services to its non-native English speaking constituency, EEC has added to its website, under the Key Resources section, a link to an external "Language Translation Option" provided by Google™. This Google™ tool offers translation to English from over 50 languages. This service is not part of the EEC web site and is offered strictly as a convenience for our users. The EEC website URL for more information on the Language Translation Option is: http://www.mass.gov/?pageID=edumodulechunk&L=4&L0=Home&L1=Government&L2=Departments+and+Boards&L3=Department+of+Early+Education+%26+Care&sid=Eoedu&b=terminalcontent&f=EEC_language_translation&csid=Eoedu. Instructions on obtaining a translation of content on EEC's website using Google™ translate are posted on this page. To obtain a translation of material, users can visit <http://translate.google.com/>, enter the document's complete web address into Google's translation feature, select the appropriate language, and click "Translate".

F. Stakeholder Consultations:

This LAP was written to align with EEC's English Language Education Policies for Early Education and Care (ELL Policy), currently in development. EEC's draft ELL Policy is based on 'best practices' that help children attain the language and literacy readiness skills needed to perform successfully in school and that engage parents, early education and care providers in building and sustaining powerful relationships that support children's development. The draft ELL Policy reflects an asset-based model in which all parents and children are regarded as valuable resources and their personal, cultural, language, academic, and world experiences are infused in early care and education programming. The goal of the policy is to ensure infants, toddlers, and preschool and out-of-school-time children are provided with services that are aligned with the Massachusetts' Department of Early Education and Care's mission and that honor the various languages and cultural representatives found within the children and families in early education and care communities.

The ELL Policy was written in collaboration with Dr. Debbie Zacarian, Director of the Center of English Language Education and Barbara Finlayson, Director of Early Childhood Education, Kay Lisseck, and Nancy Ward Lofacono, Early Childhood Specialists at the Hampshire Educational Collaborative, and EEC's Advisory Council. EEC solicited public comment on the first draft of the ELL Policy via posting on its website. EEC also emailed notification of posting the draft ELL Policy on EEC's website and public comment period to its listserv. Various tasks and activities were conducted in the writing of EEC's ELL Policy. These included: reviewing research; conducting a survey of early education and care providers from center based programs, school age programs, preschool public school programs, private preschool programs, Head Start and Early Head Start programs, and Family Child Care Programs; and conducting site visits. The scholarly reading, survey, and site visit analysis helped in the formation of the Massachusetts Early Childhood Education Policies for Dual Language Learners.

G. Staff Training:

(Describe the Agency's plan to implement staff training activities)

In addition to posting the LAP on its website, EEC will post the LAP on its internal Sharepoint webpage where other EEC policies, procedures, and plans are placed. Staff will be informed of this through an all staff email from the Commissioner's Office. The Plan will also be part of the orientation package for new employees.

H. Notice to Public:

(Describe the Agency's plan to notify clients of free language assistance and how a client may access such assistance)

EEC will ensure that LEP persons are aware of the language services available to them, via the following steps:

- The EEC will post the LAP on its website. Copies will be made available upon request in hard copy form consistent with the state public records law.
- EEC will use standard messages in outreach materials and notices, including how an LEP person may request interpreter services.
- EEC will prominently post at its offices and on its website multi-lingual notices of the right to request free oral interpretation services.

I. Agency Monitoring:

(Describe the agency's monitoring plan)

The EEC Language Access Plan coordinator will be responsible for periodically monitoring compliance with the Commonwealth's Language Access Policy and Guidelines. The monitoring will include assessing the need for any changes in the LAP and its protocols. The review may include an assessment of the following:

- Whether there have been any significant changes in the composition or language needs of the program population served by the administering entity;
- A review to determine if additional vital documents require translation;
- A review of any issues or problems related to serving LEP persons which may have emerged during the past year; and,
- Identification of any recommended actions to provide more responsive and effective language services (for example, adding documents to be translated, creating or expanding partnerships with community organizations, or changing staffing priorities).

Deleted: -

An aspect of EEC's LAP monitoring will include an annual discussion of the Plan's implementation at a meeting of EEC Senior Leadership. Also, the LAP Coordinator will meet with the EEC Human Resources Director to discuss distribution of the Plan to new employees to determine if additional information is needed. The LAP coordinator will meet annually with the chief information officer of the Executive Office of Education on the status of translated documents on the agency's website.

The coordinator will take the lead in the review and update, on a biannual basis, of the LAP Plan in order to ensure continued responsiveness to and compliance with the Executive Office for Administration and Finance Administrative Bulletin #16.

J. Complaints:

(Agency should identify the process by which a client or client representative may file a complaint with either the Language Access Coordinator or the Office of Access and Opportunity)

An LEP person must in no way be penalized or denied meaningful and effective access because of an administering entity's inability to provide timely translation or interpretation services. Individuals may file a complaint with the EEC Language Access coordinator or the Office of Access and Opportunity if they believe they have been denied the benefits of this Plan. Written complaints must be filed within 6 months of the alleged denial. To file a complaint with the Language Access coordinator, submit the written complaint to:

Sarah Harding, EEC Language Access Coordinator
Massachusetts Department of Early Education and Care
51 Sleeper Street, 4th Floor
Boston, MA 02210
Email Address: sarah.harding@massmail.state.ma.us
Phone Number: 617.988.6600

To file a complaint with the Office of Access and Opportunity, please submit the written complaint to the attention of:

Office of Access and Opportunity
Executive Office of Administration and Finance
State House, Room 373
Boston, MA 02133
Email Address: Ronald.Marlow@state.ma.us

Sherrill Killins, Ed.D.
Commissioner of Early Education and Care

Date

Paul Reville
Secretary of Education

Date

Detailed LEP Population data at the State and RAA Level (2000 Census)		Population 18 years and over	Speak only English	Speak a language other than English	Spanish or Spanish Creole	French Creole	Italian	Portuguese/ Portuguese Creole	Russian	Chinese	Mon-Khmer, Cambodian	Vietnamese
Massachusetts	Number	4,853,130	3,944,715	908,415	270,460	31,845	56,195	134,960	27,575	60,150	13,830	23,465
	Percentage	100.00%	81.28%	18.72%	5.57%	0.66%	1.16%	2.78%	0.57%	1.24%	0.28%	0.48%
Massachusetts Speak English "Not Well" or "Not at All"				193,785	71,895	6,810	6,525	39,620	8,990	18,050	5,125	8,990
% of Language speakers who speak English "Not Well" or "Not at All"				21.33%	26.58%	21.38%	11.61%	29.36%	32.60%	30.01%	37.06%	38.31%
	Number	104,639	97,607	7,032	1,513	13	945	129	95	188	9	98
<i>Determined by Using Berkshire County Data.</i>	Estimate of Language Speakers who speak English "Not Well" or "Not at All"				402	3	110	38	31	56	3	38
	Number	1,137,441	902,289	235,152	45,601	7,767	20,325	30,858	8,445	21,800	6,879	4,716
<i>Determined by using Middlesex County Data.</i>	Estimate of Language Speakers who speak English "Not Well" or "Not at All"				12,122	1,661	2,360	9,059	2,753	6,542	2,549	1,807
<i>Determined by Using Barnstable, Dukes, and Nantucket County Data.</i>												
	Number	227,259	205,232	22,027	5,479	93	1,232	482	517	1,341	286	321
<i>Determined by using Franklin, Hampden and Hampshire County Data.</i>	Estimate of Language Speakers who speak English "Not Well" or "Not at All"				1,456	20	143	142	169	402	106	123
	Number	460,414	373,791	86,623	42,197	241	3,746	5,709	3,620	2,096	589	1,717
<i>Determined by using Suffolk County Data.</i>	Estimate of Language Speakers who speak English "Not Well" or "Not at All"				11,217	52	435	1,676	1,180	629	218	658
	Number	551,223	372,991	178,232	71,090	14,420	10,194	11,661	5,947	15,524	1,348	8,653
	Estimate of Language Speakers who speak English "Not Well" or "Not at All"				18,897	3,084	1,184	3,423	1,939	4,658	500	3,315

		Population 18 years and over	Speak only English	Speak a language other than English	Spanish or Spanish Creole	French Creole	Italian	Portuguese or Portuguese Creole	Russian	Chinese	Mon-Khmer, Cambodian	Vietnamese
	Number	558,886	474,518	84,368	30,619	309	3,593	4,557	1,199	2,481	355	3,756
<i>Determined by Using Worcester County Data.</i>	Estimate of Language Speakers who speak English "Not Well" or "Not at All"				8,139	66	417	1,338	391	745	132	1,439
	Number	1,137,441	902,289	235,152	45,601	7,767	20,325	30,858	8,445	21,800	6,879	4,716
<i>Determined by using Middlesex County Data.</i>	Estimate of Language Speakers who speak English "Not Well" or "Not at All"				12,122	1,661	2,360	9,059	2,753	6,542	2,549	1,807
	Number	749,883	625,522	124,361	18,636	5,539	3,084	67,966	239	1,598	1,378	913
<i>Determined by using Bristol and Plymouth County Data.</i>	Estimate of Language Speakers who speak English "Not Well" or "Not at All"				4,954	1,185	358	19,953	78	480	511	350

Attachment 1

**Massachusetts Department of Early Education and Care
Translated Documents
January 2011**

Document Name	SPANISH	PORTUGUESE	KHMER	TRADITIONAL CHINESE	HAITAN CREOLE	VIETNAMESE
WEB SITE TRANSLATION						
Web Language: Find Child Care (region resources); Tips for Choosing Child Care; Help Paying for Child Care; About Family Support Programs (and Early Intervention); Keeping Sleep Time Safe - Infant Safety Campaign (for providers and parents); Open a Child Care Program; Work in Child Care; Link to Spanish Search function (Find Child Care and Other EEC Resources)	X					
Document Name	SPANISH	PORTUGUESE	KHMER	TRADTNLCHIN ESE	HAITAN CREOLE	VIETNAMESE
FINANCIAL ASSISTANCE DOCUMENTS						
DTA/EEC TA DOC	X	X	X		X	X
Financial Assistance Application	X	X				
Financial Assistance Agreement	X	X	X	X	X	X
Parent's Right to a Review	X	X	X	X	X	X
Parent's Right to a Hearing	X	X	X	X	X	X
Parents: Your Center is Closed	X	X	X	X	X	X
In-home Relative Voucher	X	X	X	X	X	X
Voucher	X	X	X	X	X	X
Termination Letter	X	X	X	X	X	X
Babble Notice (translate information)	X	X	X	X	X	X
Attendance Notification Agreement	X	X	X	X	X	X
6 Documents - Resources in Each Region	x (6)	x (6)	x (6)	x (6)	x (6)	x (6)
Reassessment Letter	X	X	X	X	X	X
Family Guide: Families Learn and Grow Together	X	X				
Keeping Sleep Time Safe (1 for providers/1 for parents)	x (2)	x (2)				
Financial Assistance TA Doc	X	X				
Choosing Child Care	X	X				
6 Waiting List Letters (removal, renewal, confirmation, funding availability for voucher, contract and CPC)	x (6)	x (6)				

Document Name	SPANISH	PORTUGUESE	KHMER	TRADTNLCHIN ESE	HAITAN CREOLE	VIETNAMESE
FAMILY CHILD CARE FORMS (can be found at: http://www.eec.state.ma.us/kr_licensing_fcc.aspx)						
Inactive Letter and Telephone Disconnect letter	x	x	x			
ApplicationChildCareLicensingExemption	x	x	x			
FCC Application	x	x	x			
FCC Payment Instruction	x	x	x			
FCC AltOutdoor Play Space	x	x	x			
FCC Assistant Application Checklist	x	x	x			
FCC Assistants Documentation Checklist	x	x	x			
FCC Authorization To Release Form	x	x	x			
FCC BRC_ CORI20061117	x	x	x			
FCC Brochure	x	x	x			
FCC Change Address Application Form	x	x	x			
FCC Change Capacity Letter	x	x	x			
FCC Children Record Chart	x	x	x			
FCC Children Record Review Instructions	x	x	x			
FCC Enrollment Packet	x	x	x			
FCC Equivalent Qualifications	x	x	x			
FCC Licensing Guide	x	x	x			
FCC Medical Letter	x	x	x			
FCC New Application Checklist	x	x	x			
FCC New Application	x	x	x			
FCC Renewal Application	x	x	x			
FCC Renewal Application Checklist	x	x	x			
FCC Renewal Assistance Sheet	x	x	x			
FCC Sample Forms Packet	x	x	x			
FCC Upgrade Application	x	x	x			
FCC Upgrade Application Checklist	x	x	x			
FCC Upgrade Payment Instruction	x	x	x			
FCC Variance Request Form	x	x	x			
Fee Schedule	x	x	x			
New Regulations	x	x				
QRIS Pilot Standards	x	x				