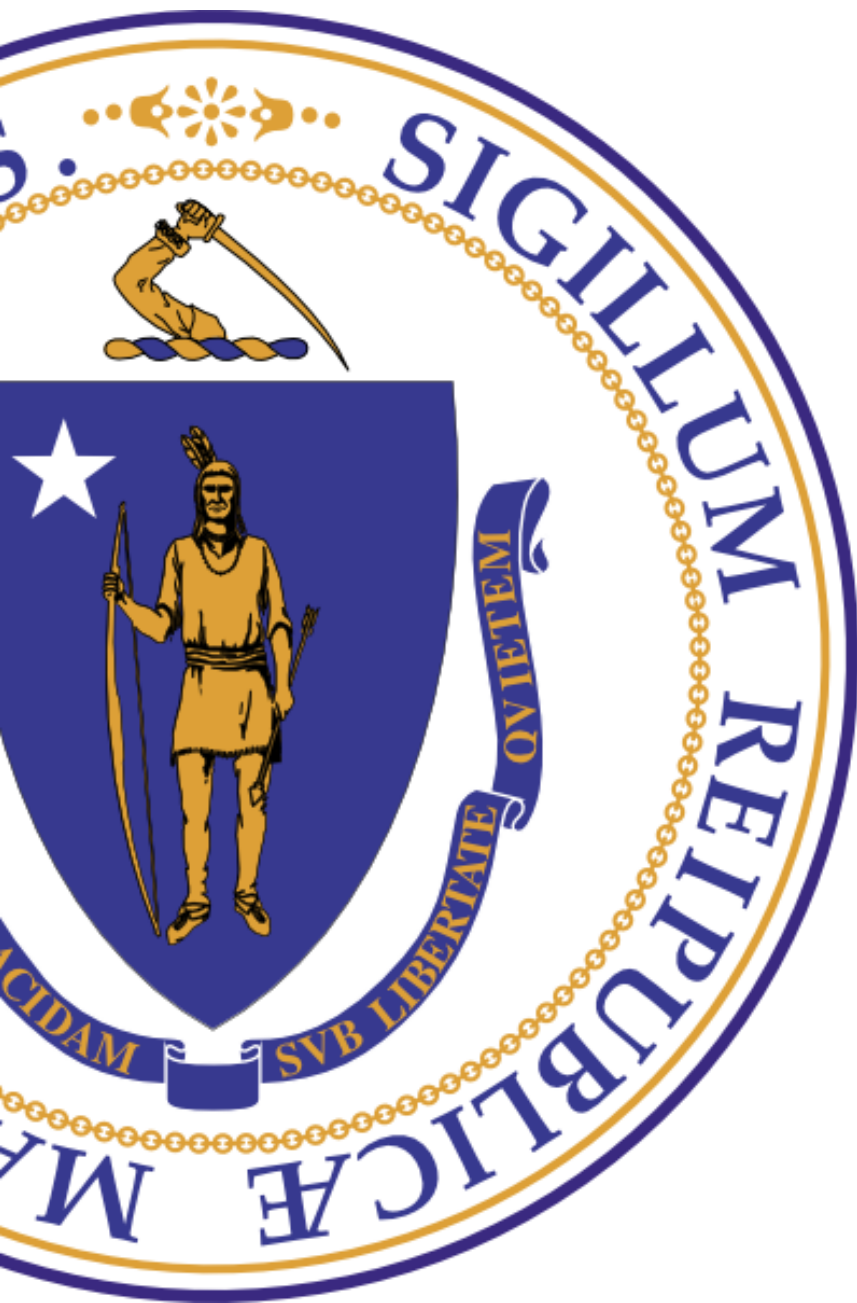


# MASSACHUSETTS COMMISSION AGAINST DISCRIMINATION



## *LANGUAGE ACCESS PLAN*

Issued  
January 2016





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The Massachusetts Commission Against Discrimination (“MCAD” or “Commission”) is pleased to present its Language Access Plan, which outlines the Commission’s commitment to universal access for all persons participating in the MCAD’s programs, activities and services. In order to accomplish this goal, the Commission undertook a year-long review of its programs, activities and services, and conducted an assessment of the needs of the individuals who sought the MCAD’s services. During this process, the Commission collected data, established an internal working group, and consulted with external partners and stakeholders to inform the policies and protocols of this plan. We anticipate that this plan may serve as a model for best practices for the delivery of services to Limited English Proficient (“LEP”) individuals.

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## SECTION 1.1 ABOUT THE MCAD

Established in 1946 as the Commonwealth of Massachusetts’ chief civil rights enforcement agency, the MCAD is charged with investigating, prosecuting, adjudicating and resolving complaints of discrimination. The MCAD is an independent Commission of state government and recipient of federally funded assistance from the U.S. Department of Housing and Urban Development (“HUD”) and the U.S. Equal Employment Opportunity Commission (“EEOC”). The MCAD Language Access Plan (“LAP” or “Plan”) is issued in connection with Title VI of the U.S. Civil Rights Act of 1964, Executive Order 13166, Massachusetts General Laws Chapter 151B, Massachusetts Executive Order 526, Administrative Bulletin #16 promulgated by the Commonwealth of Massachusetts Executive Office for Administration and Finance (“ANF”).

*“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.”*

- Title VI, Civil Rights Act of 1964

The MCAD’s mission has always included service to individuals in the Commonwealth with limited English proficiency<sup>1</sup>. As the Commission marks its 70<sup>th</sup> year, the MCAD is pleased to present this written Language Access Plan, which memorializes the great strides it has taken to strengthen and expand its initiatives. The MCAD is committed to provide meaningful access to its services, programs and activities for Limited English Proficient (“LEP”) persons, pursuant to its mission to eradicate discrimination in the Commonwealth.

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<sup>1</sup> For example, MCAD envelopes, which feature a notice in several languages alerting the recipient that the contents are important and may need to be translated, are routinely mailed to all parties.

This Language Access Plan (issued January 2016) supersedes prior policies established by the Commission, and details the Commission’s strategic efforts, guidelines and procedures for taking reasonable steps to ensure meaningful access to the Commission’s services, programs and activities for LEP persons, including persons who are deaf, late deafened, and hard of hearing.<sup>2</sup>

The Plan shall be reviewed in accordance with state guidelines to ensure the Commission’s continued responsiveness to community needs.<sup>3</sup>

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## SECTION 1.2 SCOPE

The purpose of this Plan is to ensure that LEP persons have meaningful access to MCAD services, programs and activities. To the extent practicable, the intention to take reasonable steps to provide meaningful access to LEP persons applies to communications and most encounters that the MCAD has with the public.

For example, this may include the following:

- In-person or telephonic communications
- Written correspondence
- Documents explaining the MCAD or other MCAD programs
- Writings relating to rights and regulations (e.g., Vital Documents)
- Documents of waiver, release, consent or other such documents as required by law

This Plan applies to all MCAD employees, contractors, and interns at its four (4) sites in Boston, New Bedford, Springfield, and Worcester.

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## SECTION 1.3 DEFINITIONS

- I. **Limited English Proficient (“LEP”)** - An individual who does not speak English as his or her primary language and who has a limited ability to read, speak, write, or understand English.
- II. **Primary Language** - The language in which the individual most effectively communicates.
- III. **Effective Communication** - Communication sufficient to provide the LEP individual with substantially the same level of services received by individuals who are not LEP.
- IV. **Meaningful Access** - Language assistance that results in accurate, timely, and effective communication for the LEP individual.

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<sup>2</sup> [MCAD Rules of Procedure](#) set forth the Commission’s regulations regarding language assistance service requests.

<sup>3</sup> Pursuant to Section IV (a) of the Massachusetts Office of Access and Opportunity’s *Language Access Policy Implementation and Guidelines*, published October 12, 2012, “each Agency shall update its Language Access Plan every two years.”

- V. **Language Assistance Services** - Oral and written language services needed to assist LEP individuals to communicate effectively with staff, and to provide LEP individuals with meaningful access to, and an equal opportunity to participate fully in, the Commission's services, activities, or other programs.
- VI. **Program or Activity** - All of the operations of the Commission.
- VII. **Interpretation** - The immediate oral communication of meaning from one language (the source language) to another (the target language).
- VIII. **Translation** - The act of conveying meaning from written text in one language (source language) to written text in another language (target language).
- IX. **Bilingual Staff** - A staff member who demonstrates an ability to speak, and/or read/write at a native or near-native fluency in at least one other language in addition to English.
- X. **Vital Document** - Paper or electronic written material that contains information that is critical for accessing the Commission's services, programs or activities, or is required by law.

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## SECTION 1.4 POLICY OVERVIEW

The MCAD's policy is to take reasonable steps to provide LEP persons with timely, meaningful access to services, activities and programs that are available to the general public. The Commission shall (1) consider language access protocols in routine strategic planning; (2) identify and translate vital documents into languages most frequently encountered; (3) provide interpreter services as necessary; (4) educate personnel about language access responsibilities, cultural competency, and available language access resources; (5) notify the public of available language assistance services for MCAD programs and activities; and, (6) continue to monitor, evaluate and, when necessary, revise the Plan.

Providing suitable and timely language assistance services are of paramount importance to the Agency's mission, particularly when communicating vital information or providing access to specific services, activities and programs, including but not limited to the intake process, investigative conferences, appeals, mediations and/or conciliations, and public hearings. Due to the need for confidentiality and accuracy, and to avoid any potential conflicts of interest, MCAD personnel, in the course of carrying out their duties, should ordinarily not rely on parties' family members, friends, or other interested persons for language assistance services.

## NEEDS ASSESSMENT AND DATA COLLECTION



With over 1.2 million residents reportedly speaking a language other than English in the home, Massachusetts is in the Top Ten of U.S. states with large populations of Limited English Proficient persons. The reported languages include Spanish, Portuguese, Chinese, and Haitian Creole, among many others.

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## SECTION 2.1 NEEDS ASSESSMENT

Consistent with ANF Administrative Bulletin #16, the MCAD conducted an individualized assessment, balancing (1) the number and proportion of LEP persons served by the MCAD in its services, programs and activities; (2) the frequency of encounters with LEP persons; (3) the importance and nature of the service provided; and (4) the financial resources available to and incurred by the Commission in providing these services. The Commission is committed to an ongoing assessment of its Language Access Program and intends to implement improvements, as needed, to strengthen the program and make it more meaningful to the people we serve.

During the course of its FY2015 assessment, the Commission identified Spanish, Portuguese and Haitian Creole as the languages most frequently encountered in providing services. The MCAD also identified Chinese, Vietnamese and Russian as languages of critical importance, given the presence of these groups within the MCAD's service areas in the Commonwealth. The MCAD will continue to consult with state agencies and external stakeholders as to the needs of these populations to inform future translation efforts.

In order to further inform the MCAD's ongoing assessment of LEP populations encountered, the Commission revised its intake and consultation forms (for persons seeking to file a charge of discrimination, or learn about their rights) to gather information about the individual's preferred language and the need for language assistance services. Staff in its four offices, located in Boston, New Bedford, Springfield, and Worcester, will continue to track the frequency of encounters with LEP persons, the language encountered, and the language assistance services sought and used during the initial encounter, upon intake or consultation. The Commission will continue to distribute an LAP Questionnaire (See Appendix, Section 5.2) to persons seeking services for the purposes of monitoring and assessing the frequency of encounters with LEP persons.

Future evaluation may include assessments of language needs, services sought, effective and timely staff determination of the need for language assistance services, number of persons requesting services, number and languages encountered, available financial resources and feedback from staff, LEP communities and groups, partners, and any external stakeholders.

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## SECTION 2.2 STAFF TRAINING

The MCAD has issued memoranda, guidance and instructions to staff regarding the MCAD's obligation to provide language assistance to LEP persons. The Commission will review and revise any guidance as needed, to ensure the material is legally sufficient and consistent with the Commission's regulations, policies and practices. Staff is routinely educated on revisions to policy, revised initiatives, and best practices regarding the provision of language assistance services. In FY2015, the MCAD launched a training series, beginning with a Language Access Initiatives Orientation, for the purposes of educating staff in all four MCAD offices on: 1) the Commission's responsibilities

under applicable state and federal laws; 2) current language access initiatives; 3) revised protocols for enforcement; and 4) forthcoming initiatives for implementation. Future trainings will be conducted in FY2016 for all staff, and will include guidance on the revised Plan and internal protocols.

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## SECTION 2.3 NOTICE TO THE PUBLIC

To assist LEP visitors to MCAD's offices in identifying their language needs, the Commission adapted, laminated, and distributed at its offices the U.S. Department of Commerce's *Language Identification "I Speak" Flashcard* (see Appendix, Section 5.1). The Flashcard features over 30 languages and is displayed at the reception area and in all intake meeting rooms. The Commission anticipates that the Flashcard will enable staff to timely and effectively determine language needs, and provide language assistance services to LEP individuals.

The MCAD's Outreach programs work closely with community organizations that assist immigrant groups and LEP persons. The MCAD has and will continue to notify these groups about the availability of language assistance services.

MCAD business envelopes provide the recipient with the following notification in the ten languages encountered most frequently by the Commission: "This is an important notice. Please have it translated."

In FY2016, the MCAD updated its website to notify the public that language assistance services are available, as needed, to meaningfully access Commission services, programs or activities. In addition, the MCAD's Language Access Plan will be distributed to relevant stakeholders, posted on the website, and made available to the general public.

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## LANGUAGE ASSISTANCE SERVICES



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### SECTION 3.1 TELEPHONIC ASSISTANCE

The MCAD has created a system to provide access to the Commission's services, programs and activities to LEP persons via telephone. The Commission has established a *Dedicated Multilingual Access Information Line* (DMAIL), at (617) 994-6071, where incoming request-for-information calls from LEP persons are directed in order for the Commission to reply in a meaningful and timely manner.

For those LEP persons in need of interpreter services, Commission-wide access to telephonic interpretation is made available through Language Line Services, a provider of telephonic interpreter services. Efforts are made by Commission staff to ensure effective communication when using Language Line services.

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### SECTION 3.2 BILINGUAL OR MULTILINGUAL STAFF

The Commission is committed to recruiting, interviewing and hiring qualified, diverse staff. In 2015, approximately 35% of staff and interns were proficient in two or more languages. These staff members were able to communicate at varying levels in Cantonese, French, German, Greek, Haitian Creole, Hebrew, Italian, Korean, Malayalam, Mandarin, Ndebele, Portuguese, Russian, Spanish, Urdu, Vietnamese, and Zulu.

The Commission has determined that its preferred method for effective communication with LEP individuals is through the utilization of a bilingual or multilingual staff member, to the extent that such staff is available to assist. MCAD staff is knowledgeable, trained, and familiar with state and federal law, and therefore are in the best position to interact meaningfully with LEP persons.

In addition to assisting LEP individuals directly, bilingual staff also conduct outreach to community and advocacy groups, and members of the business community who assist LEP applicants, employees, and employers, to notify them of their respective rights and responsibilities, and relevant MCAD programs and services.

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### SECTION 3.3 PROFESSIONAL INTERPRETER SERVICES

The Commission may engage professional interpreter services for proceedings to ensure effective communication, including but not limited to: mediations, conciliations, conferences and public hearings. American Sign Language Interpretation is available, as needed, and coordinated through the Massachusetts Commission for the Deaf and Hard of Hearing (“MCDHH”).

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### SECTION 3.4 VITAL DOCUMENT TRANSLATION

The MCAD is committed to providing translations of written materials regularly provided in English into the other languages that the Commission regularly encounters: Spanish, Portuguese, Chinese, and Haitian Creole.

The MCAD has reviewed the forms, letters and documents it uses and developed a framework for translating documents determined to be vital in phases, resources permitting, and in consideration of the nature of the proceeding, service, or activity. The Commission will continue to implement the phases per the prescribed timeline, and in consultation with Commission stakeholders, such as the Massachusetts Office of Refugees and Immigrants, so as to ensure it is taking reasonable steps to provide meaningful access to Commission programs and activities.



As part of the MCAD's FY2015 initiatives, all Enforcement Unit Vital Documents have been translated into Spanish and most have been translated into Portuguese as well, with additional languages<sup>4</sup> soon to follow.



## IMPLEMENTATION, MONITORING, & EVALUATION

### SECTION 4.1 LANGUAGE ACCESS PLANNING COMMITTEE

The Language Access Planning Committee ("LAP Committee") was established in 2014 to further develop, expand, implement, maintain, and memorialize the Commission's Language Access Initiatives. The Committee is composed of MCAD staff representatives including bilingual staff and one Commissioner, who meet bi-monthly, aided by an assigned Language Access Coordinator.

The LAP Committee has been responsible for collecting and analyzing data relative to the target populations, coordinating staff trainings, and has developed programs and services for LEP individuals. The LAP Committee worked with the team responsible for the redevelopment of the MCAD website to advise on the needs of LEP individuals to have meaningful access to information in languages other than English.

The LAP Committee has dedicated itself to promoting agency-wide quality assurance standards, serving to model best practices and perform ongoing evaluation of resources.

### SECTION 4.2 LANGUAGE ACCESS COORDINATOR

The Language Access Coordinator, a designee of the Commissioner charged with overseeing the Agency's LAP initiatives, serves as point person internally and externally for the implementation and compliance with the Agency's Plan, and works closely with the LAP Committee. The Language Access Coordinator also conducts trainings, interfaces with members of the state's Language Access Coalition, and serves as the Agency's contact person for Plan monitoring and evaluation.

### SECTION 4.3 PLAN MONITORING AND EVALUATION

The MCAD reviews on an ongoing basis the effectiveness of the Plan and evaluates areas of improvement of its policies and procedures. The MCAD chiefly monitors its accessibility to LEP individuals by collecting data regarding the composition of its caseload in order to: 1) inform hiring decisions in reference to bilingual staffing needs; 2)

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<sup>4</sup> As part of the Commission's phased approach to vital document translation, the following translations are in progress: Haitian Creole, Chinese, Vietnamese, and Russian.

monitor [changing] service area populations to inform outreach efforts; and 3) evaluate resources for the development of additional language assistance services.

In an effort to determine that the LAP services are meeting the needs of the LEP communities, the Commission has developed several mechanisms to solicit feedback from LEP persons receiving language assistance service from the Commission. Those who visit the MCAD website are prompted to give feedback and participate in online surveys. Those who visit any MCAD office to participate in any program, service, or activity, and who receive language assistance services, will be encouraged to complete a survey in order to evaluate the efficacy of the Commission's initiatives and inform future revisions.

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#### SECTION 4.4 LANGUAGE ACCESS INTERNSHIP PROGRAM

The MCAD's longstanding and highly regarded Internship Program, which engages undergraduate, graduate, and law students from area colleges and universities, includes opportunities for bilingual and multilingual students to assist the Commission by engaging directly with LEP persons. Interns may act as volunteer interpreters, translate materials, monitor the implementation of the Plan, solicit feedback, collect and analyze data, and develop proposals for language access process improvements at the MCAD, in partnership with external stakeholders.

Applicants are encouraged to visit the MCAD website to apply for internship opportunities.

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#### SECTION 4.5 PARTNERSHIPS AND EXTERNAL STAKEHOLDERS

The Commission has long recognized the value of conducting outreach to—and developing and maintaining relationships with—LEP communities (and legal and advocacy agencies that serve them) throughout the Commonwealth. The MCAD has a history of conducting outreach efforts in several languages, and it continues to increase the availability and accessibility of MCAD publications through translation of informational materials into Spanish, Portuguese, Haitian Creole, French, and Arabic, among other languages.

The Commission also participates in conferences, consortiums, and media outreach to inform the public about the Commission's programs, services and activities. In FY2016, the MCAD engaged state agencies, community-based organizations, and advocacy groups as [partners](#) to assist in vital document translation, foster dialogue regarding the Commission's service to LEP individuals, and support the MCAD in fulfilling its commitment to taking reasonable steps to ensure meaningful access to its programs, services, and activities.

The LAP Committee will continue to develop cooperative relationships with community-based organizations, state and federal agencies, advocacy groups, universities, and other interested stakeholders that provide direct service

to, and frequently encounter, persons of limited English proficiency. The MCAD will continue to work with state agencies to share best practices, technical assistance, and ensure that the MCAD is providing effective and efficient language assistance services.

In FY2016, the MCAD website was reviewed and redesigned, and now features translation capabilities in over 40 languages. The Commission's website contains guidance on the Commonwealth's anti-discrimination laws, resources for individuals seeking assistance with issues related to discrimination, and information regarding the Commission's procedures, regulations, programs, and services. As indicated above, this Plan will be available online through the Commission's website and distributed to relevant stakeholders.

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#### SECTION 4.6 FEEDBACK

The MCAD is committed to taking reasonable steps to ensure meaningful access to Agency services, programs and activities. Ensuring effective communication is of central concern to the MCAD.

Persons who believe they have been denied the benefits of this Plan should contact the MCAD's Language Access Coordinator or the Office of Access and Opportunity within six months<sup>5</sup> at:

*Language Access Coordinator*

Massachusetts Commission Against Discrimination  
One Ashburton Place, Room 601  
Boston, MA 02108  
Phone: (617) 994-6000  
MCADLAC@state.ma.us

*Office of Access and Opportunity*

Executive Office of Administration and Finance  
State House, Room 373  
Boston, MA 02133  
Phone: (617) 725-4000

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<sup>5</sup> Based on the [Language Access Plan](#) template from the MA Office of Access & Opportunity website.

## ACKNOWLEDGMENTS



The following members of the MCAD Language Access Planning Committee are acknowledged and thanked for their commitment to the Commission's mission and for their efforts to expand access for those whom it serves:

Commissioner Charlotte Golar Richie, *Committee Chair*  
Alexandria de Aranzeta, *Language Access Coordinator*  
Geraldine Fasnacht  
Lila Roberts  
Abigail Soto-Alvira  
Rebecca Shuster  
Andre Silva  
H Harrison


We also appreciate the support we received from the following agency partners:

U.S. Equal Employment Opportunity Commission  
U.S. Department of Housing and Urban Development  
Massachusetts Commission for the Deaf and Hard of Hearing  
Massachusetts Office for Refugees and Immigrants  
Office of Multilingual Services, MA Executive Office of Labor and Workforce Development  
Massachusetts Law Reform Institute

We greatly appreciate the assistance of our volunteer interpreters and/or translators:

Immigrants' Assistance Center, Inc.  
Alexandria de Aranzeta  
Andre Silva  
Abigail Soto-Alvira  
Chanel Ortiz  
Jennifer King

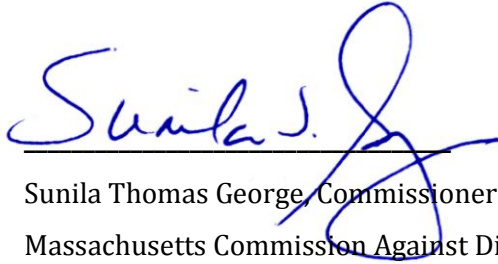
This policy was reviewed and approved by the MCAD Commissioners:

  
\_\_\_\_\_

Jamie R. Williamson, Chairwoman  
Massachusetts Commission Against Discrimination

1/12/16

Date

  
\_\_\_\_\_

Sunila Thomas George, Commissioner  
Massachusetts Commission Against Discrimination

1/12/16

Date

  
\_\_\_\_\_

Charlotte Golar Richie, Commissioner  
Massachusetts Commission Against Discrimination

1/12/16

Date



## SECTION 5.1 LANGUAGE IDENTIFICATION FLASHCARD



### MASSACHUSETTS COMMISSION AGAINST DISCRIMINATION



## LANGUAGE IDENTIFICATION FLASHCARD

ضع علامة في هذا المربع إذا كنت تقرأ أو تتحدث العربية. <input type="checkbox"/> 1. Arabic	Mark this box if you read or speak English. <input type="checkbox"/> 11. English
Խոսողո՞ւմ ե՞նք և՞չո՞ւմ կառարկե՞ք այս քառակուսում, կըն կտու՞մ կա՞մ կարդո՞ւմ ե՞ք Հայերեն: <input type="checkbox"/> 2. Armenian	اگر خواندن و نوشتن فارسی بلد هستید، این مربع را علامت بزنید. <input type="checkbox"/> 12. Farsi
যদি আপনি বাংলা পড়েন বা বলেন তা হলে এই বাক্সে দাগ দিন। <input type="checkbox"/> 3. Bengali	Cocher ici si vous lisez ou parlez le français. <input type="checkbox"/> 13. French
ឈូមបញ្ជាក់ក្នុងប្រអប់នេះ បើអ្នកអាន ឬនិយាយភាសា ខ្មែរ ។ <input type="checkbox"/> 4. Cambodian	Kreuzen Sie dieses Kästchen an, wenn Sie Deutsch lesen oder sprechen. <input type="checkbox"/> 14. German
Motka i kabhon ya yangin òntòngnu' manaitai pat òntòngnu' kumentos Chamorro. <input type="checkbox"/> 5. Chamorro	Σημειώστε αυτό το πλαίσιο αν διαβάζετε ή μιλάτε Ελληνικά. <input type="checkbox"/> 15. Greek
如果你能读中文或讲中文，请选择此框。 <input type="checkbox"/> 6. Simplified Chinese	Make kazye sa a si ou li oswa ou pale kreyòl ayisyen. <input type="checkbox"/> 16. Hatian
如果你能讀中文或講中文，請選擇此框。 <input type="checkbox"/> 7. Traditional Chinese	अगर आप हिन्दी बोलते या पढ़ सकते हैं तो इस बक्स पर चिह्न लगाएँ। <input type="checkbox"/> 17. Hindi
Označite ovaj kvadratić ako čitate ili govorite hrvatski jezik. <input type="checkbox"/> 8. Croatian	Kos lub voj no yog koj paub twm thiab hais lus Hmoob. <input type="checkbox"/> 18. Hmong
Zaškrtněte tuto kolonku, pokud čtete a hovoříte česky. <input type="checkbox"/> 9. Czech	Jelölje meg ezt a kockát, ha megérti vagy beszéli a magyar nyelvet. <input type="checkbox"/> 19. Hungarian
Kruis dit vakje aan als u Nederlands kunt lezen of spreken. <input type="checkbox"/> 10. Dutch	Markaam daytoy nga kahon no makabasa wenno makasaoka iti Ilocano. <input type="checkbox"/> 20. Ilocano

Adapted from the Department of Commerce Bureau of the Census Language Identification Flashcard  
HH 3/16/2015



**MASSACHUSETTS COMMISSION  
AGAINST DISCRIMINATION**



**LANGUAGE IDENTIFICATION FLASHCARD**

Marchi questa casella se legge o parla italiano.  21. Italian

Marque esta casilla si lee o habla español.  31. Spanish

日本語を読みだり、話せる場合はここに印を付けてください。  22. Japanese

Markahan itong kuwadrado kung kayo ay marunong magbasa o magsalita ng Tagalog.  32. Tagalog

한국어를 읽거나 말할 수 있으면 이 칸에 표시하십시오.  23. Korean

ให้กาเครื่องหมายลงในช่องถ้าท่านอ่านหรือพูดภาษาไทย.  33. Thai

ໃຫ້ໝາຍໃສ່ຊ່ອງນີ້ ຖ້າທ່ານອ່ານຫຼືປາກພາສາລາວ.  24. Loatian

Maaka 'i he puha ni kapau 'oku ke lau pe lea fakatonga.  34. Tongan

Prosimy o zaznaczenie tego kwadratu, jeżeli posługuje się Pan/Pani językiem polskim.  25. Polish

Відмітьте цю клітинку, якщо ви читаєте або говорите українською мовою.  35. Ukrainian

Assinale este quadrado se você lê ou fala português.  26. Portugese

اگر آپ اردو پڑھتے یا بولتے ہیں تو اس خانے میں نشان لگائیں۔  36. Urdu

Însemnați această căsuță dacă citiți sau vorbiți românește.  27. Romanian

Xin đánh dấu vào ô này nếu quý vị biết đọc và nói được Việt Ngữ.  37. Vietnamese

Пометьте этот квадратик, если вы читаете или говорите по-русски.  28. Russian

באצייכנט דעם קעסטל אויב איר לייענט אדער רעדט אידיש.  38. Yiddish

Обележите овај квадратих уколико читате или говорите српски језик.  29. Serbian



39. American Sign Language

Označte tento štvorček, ak viete čítať alebo hovoriť po slovensky.  30. Slovak

## La Comisión de Massachusetts Contra La Discriminación (MCAD)

### Marque la casilla correspondiente:

La cumplimentación de la encuesta es voluntaria y no lo afecta su oportunidad de recibir servicios. Le pedimos que proporcione voluntariamente la siguiente información para ayudarnos a servir mejor al público. Usted no tiene que contestar estas preguntas para recibir servicios.

#### Idioma

¿Ud. habla inglés?  Sí  No

¿Cuál idioma Ud. habla primordialmente?

- |   |   |
|---|---|
| <input type="checkbox"/> Inglés                     | <input type="checkbox"/> Criollo caboverdiano                   |
| <input type="checkbox"/> Lengua de Signos Americana | <input type="checkbox"/> Criollo haitiano                       |
| <input type="checkbox"/> Español                    | <input type="checkbox"/> Cantonés                               |
| <input type="checkbox"/> Portugués                  | <input type="checkbox"/> Mandarín                               |
| <input type="checkbox"/> Vietnamita                 | <input type="checkbox"/> Otro idioma (Indique, por favor) _____ |

#### Sexo

¿Cuál es su sexo?

- Masculino  
 Femenino  
 Otro identificado

#### Raza

Indique su raza. Si más de una raza, indíquelo por favor.

- Blanca  
 Hispana u origen latín  
 India Americana o Nativa de Alaska  
 Negra o africana americana  
 Asiática (Indique, por favor) \_\_\_\_\_  
 Nativa de Hawái u otro de las Islas del Pacífico  
 Otra raza (Indique, por favor) \_\_\_\_\_

#### Educación

¿Cuál es el título o nivel más alto que ha completado?

- Escuela secundaria (0-8 Grado)  
 Escuela secundaria (9-12 Grado)  
 Universitario  Posgraduado

#### Miembros del Hogar

¿Cuántas personas viven en su hogar?

- 1  2  3  4  5 +

¿Cuántos son menores de 18 años?

- 0  1  2  3  4  5 +

#### ¿Cómo la conoció la MCAD?

- Amigo o familia  
 Trabajo  
 Entretenimiento conducido por MCAD  
 Sitio de web  
 Otro (Indique, por favor) \_\_\_\_\_  
 Organización comunitaria  
 Nombre de la organización \_\_\_\_\_

#### ¿En qué ciudad vive Usted?

Ciudad: \_\_\_\_\_

Prefiero no responder

Fecha: \_\_\_\_\_



## Massachusetts Commission Against Discrimination (MCAD)

### Please check the appropriate box:

Completion of this survey is voluntary and will not affect your opportunity for services. We request this information on a voluntary basis so we may better serve the public. You are not required to respond to these questions in order to obtain our services.

#### Language

Do you speak English?  Yes  No

What language do you primarily use?

English

American Sign Language

Spanish

Portuguese

Vietnamese

Cape Verdean Creole

Haitian Creole

Cantonese

Mandarin

Other (Please Specify) \_\_\_\_\_

#### Gender

What is your gender?

Male

Female

Other Identified

#### Race

Please identify your race. If more than one race, please specify.

White

Hispanic or Latin origin

American Indian or Alaska Native

Black or African American

Asian (Please specify) \_\_\_\_\_

Native Hawaiian or Other Pacific Islander

Other (Please specify) \_\_\_\_\_

#### Education

What is the highest degree or level of school completed?

Elementary/Middle School  High School

College  Post Graduate

#### Household Members

How many residents are in your house?

1  2  3  4  5 +

How many of those are under the age of 18?

0  1  2  3  4  5 +

#### How did you hear about us?

Friend or Family

Work

MCAD Training or Presentation

Website

Other (Please Specify) \_\_\_\_\_

Community Organization

Name of Organization \_\_\_\_\_

#### What city or town do you live in?

City/Town: \_\_\_\_\_

Decline to Complete Survey

Date: \_\_\_\_\_

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## SECTION 5.3 LIST OF VITAL DOCUMENTS

Intake Forms	Rebuttal Letter, Housing
300-day Letter	Rebuttal and Mediation Letter, Housing
Withdrawal Form	Order Issued Letter
HUD Withdrawal Form	18-month Letter to Complainant
LEP Questionnaire	HUD 100-day Letter
Service Letters, with Investigative Conferences	Probable Cause Cover Letter
Service Letters, without Investigative Conferences	Probable Cause Cover Letter, Housing
Serve Respondent Letter, Housing	Dismissal Letter with Appeal Rights
Notice to Mediation	Dismissal Letter with Appeal Rights, Housing
Invitation to Mediate	Dismissal Letter without Appeal Rights, Housing
Confidentiality Agreement, Mediation	Notice of Final Disposition - LOPC, Housing
Agreement to Mediate	33-day Letter
Notice of Consequences Letter	Commission Counsel Letter of Introduction
Rebuttal Letter	Resources List