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DEPARTMENT OF EDUCATION
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FISCAL YEAR 2013
CHILD AND ADULT CARE FOOD PROGRAM
OPERATIONAL MEMO #7

TO: Child and Adult Care Food Program Institutions

FROM: Kyle L. Guerrant, Director (K.G.) 1-28-13
Office of School Support Services

DATE: January 28, 2013

SUBJECT: **Application and Other Household Materials for Limited English Proficient Households - Reminder**

This memorandum acts as a reminder to institutions of their responsibilities to Limited English Proficient (LEP) households participating or applying for benefits in the Child and Adult Care Food Program (CACFP). Food and Nutrition Service (FNS) Instruction 113-1, Civil Rights Compliance and Enforcement, outlines the responsibilities of institutions operating a Child Nutrition Program. Participating institutions are responsible for ensuring that their applications and other household materials (letter, application, instructions, notices, and verification materials) are available in a language the LEP household can understand. The following information has been provided to assist institutions to determine the appropriate means of communication with LEP households:

- **Identify the primary language of households that may be free or reduced-price eligible and communicate in that language.** Most schools have a system in place to identify parents' primary language for communications regarding the child's education and may utilize information gained from using a Home Language Survey conducted at enrollment to determine the dominant language in the child's home. As an alternative, an institution could use FNS' "I speak" list (http://www.fns.usda.gov/cnd/frp/Ispeak.pdf) to identify the appropriate language for communications regarding CACFP meals. Please see the attached list.

- **Ensure that all LEP households applying receive language services; simply offering the most common alternative language is not sufficient.**

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- **Serve parents or guardians with limited literacy.** It is important for participating institutions to ensure that individuals with limited literacy can understand the household materials. The United States Department of Agriculture's (USDA) prototype materials are designed to be comprehensible to someone with low literacy. The Federal government's guidelines for plain writing are available at: http://www.plainlanguage.gov/howto/guidelines/bigdoc/TOC.cfm. For parents or guardians who are unable to read, institutions are expected to provide assistance so that parents and guardians can understand and complete the application, certification, and verification process.

- **Provide written translations.** Institutions may choose to develop written translations of their own materials (including applications submitted online) in the most prevalent languages of households in their district. Michigan Department of Education (MDE) has a link on the CACFP website to FNS' translations of prototype materials available to their institutions where household materials are posted and by providing printed copies of the materials as appropriate. FNS also expects institutions to take appropriate measures to ensure that language and communication are not barriers to program participation. If institutions do not have their own translated application materials, they must, at a minimum, make FNS' prototype translations available (go to: http://www.fns.usda.gov/cnd/Care/benefit_forms/translations.htm). Currently, the FNS application package contains many materials the institution may need to send out and MDE understands this has deterred some from making these materials available directly to the households. USDA is preparing an application in all currently available translations that contains only the information generally made available when a household applies, which will be posted on the USDA website when available.

- **Provide oral interpretation services.** For parents that speak less prevalent languages or who have limited literacy, institutions should identify oral interpretation services available within the area that can be used to communicate with households about meal benefits. Parents should not need to rely on family members (especially children) or friends as these people are not always able to provide quality and accurate interpretations.

  Institutions are encouraged to also partner with other local resources, such as migrant or refugee assistance agencies, when available.

- **Include the required non-discrimination statement.** Parents need to understand that they will be treated fairly if they are receiving free or reduced price meals/snacks. The parent letter to households or the application itself **must** include the non-discrimination statement that appears on USDA's prototype application.

If you have questions regarding this memo, please contact CACFP at 517-373-7391.

I Speak Statements

- ☐ أنا أتكلم اللغة العربية. (Arabic)
- ☐ Ես խոսում եմ **հայերեն** (Armenian)
- ☐ 我说**中文** (Chinese Simplified)
- ☐ 我說**中文** (Chinese Traditional)
- ☐ Ja govorim **hrvatski**. (Croatian)
- ☐ اینجانب به زبان **فارسی** صحبت می کنم . (Farsi)
- ☐ Je parle **français**. (French)
- ☐ Μιλάω **ελληνικά**. (Greek)
- ☐ હું **ગુજરાતી** બોલું છું (Gujarati)
- ☐ Mwen pale **Kreyòl**. (Haitian Creole)
- ☐ मैं **हिंदी** बोलता हूँ (Hindi)
- ☐ Kuv hais **lus hmoob**. (Hmong)
- ☐ 私は**日本語**を話します。 (Japanese)
- ☐ ខ្ញុំនិយាយភាសាខ្មែរ (Khmer)
- ☐ 본인의 모국어는 **한국어**입니다. (Korean)
- ☐ ئه ز زمانی **کوردی** ده ئاخفم. (Kurdish)
- ☐ ຂ້າພະເຈົ້າເວົ້າ **ພາສາລາວ**. (Lao)
- ☐ Yie gorngv **Mienh** waac. (Mien)
- ☐ Mówię **po polsku**. (Polish)
- ☐ Eu falo **Português**. (Portuguese)
- ☐ ਇਹ ਸ੍ਪੇਆਕ **ਪੰਜਾਬੀ** (Punjabi)
- ☐ Я говорю **по-русски**. (Russian)
- ☐ Ou te tautala **faaSamoa**. (Samoan)
- ☐ Govorim **srpski**. (Serbian)
- ☐ Waxaan ku hadlaa **Somali**. (Somali)
- ☐ Yo hablo **español**. (Spanish)
- ☐ أتحدث **السودانية** (لغوي سوداني) (Sudanese)
- ☐ Marunong po akong magsalita ng **Tagalog**. (Tagalog)
- ☐ ข้าพเจ้าพูด **ภาษาไทย** (Thai)
- ☐ ኣነ **ትግርኛ** ይዛረብ እየ. (Tigrinya)
- ☐ Я розмовляю **українською**. (Ukrainian)
- ☐ میں **اردو** بولتا/ بولتی ہوں . (Urdu)
- ☐ Tôi nói tiếng **Việt**. (Vietnamese)

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