

## **B. SNAP agency survey instrument and document request**

# SNAP Language

*December 6, 2022*

# Welcome to the SNAP Language Access Survey

- You may complete the survey all at once or save your responses and come back to it later.
- **Please use the EXIT button at the bottom of the page when you want to exit your survey.**
- Please use the buttons and links on each page to move through the survey. Using Enter or your browser's Back function may cause errors.
- If you'd like to review the questions before you start the survey, click here for a PDF version of the full survey.
- If you have trouble accessing the survey, or if you have questions, please contact us at [\[STUDYADDRESS\]@mathematica-mpr.com](mailto:[STUDYADDRESS]@mathematica-mpr.com) or [study toll-free telephone number].

## Public Burden Statement

This information is being collected to assist the Food and Nutrition Service to better understand the language landscapes in which Supplemental Nutrition Assistance Program (SNAP) and Nutrition Assistance Program (NAP) agencies operate and their associated limited English proficiency (LEP) policies and operations. This is a voluntary collection and FNS will use the information to improve access of SNAP to LEP individuals. This collection does not request any personally identifiable information under the Privacy Act of 1974. According to the Paperwork Reduction Act of 1995, an agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 0584-[xxxx]. The time required to complete this information collection is estimated to average 2.50 hours per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to: U.S. Department of Agriculture, Food and Nutrition Service, Office of Policy Support, 1320 Braddock Place, 5th Floor, Alexandria, VA 22306 ATTN: PRA (0584-xxxx). Do not return the completed form to this address.

## Overview

Welcome to the SNAP Language Access Survey! This survey is about: (1) the requirements and guidance related to language access, and (2) how SNAP agencies ensure that individuals with limited English proficiency have meaningful access to SNAP. The survey asks about the policies and guidance your agency provides at the State or Territory-level. Although it has some general questions about how language access policies are implemented at the local level, the survey is **not** designed to capture the full depth and breadth of how language access policies are implemented across your State or Territory.

This survey is part of an exploratory study. The Food and Nutrition Service (FNS) is sponsoring the study to better understand how States and Territories have implemented the language access requirements for LEP individuals. Mathematica, an independent research and consulting company, is conducting the study on behalf of the USDA. This survey is not part of any FNS monitoring or auditing activities. The results of the survey will be used for research purposes only. Most of the information collected about each State and Territory in the survey will be publicly reported. The information will not be directly tied to any individual survey respondents, however, and information about the respondents will not be made public. After data collection is complete, the study team may follow-up with your State for if clarification is needed on any answers provided in the survey.

IF HVFIRSTPASSCOMPLETE =1 THEN DO NOT DISPLAY

It will take about two hours to finish this survey. The survey asks for copies of documents about your State or Territory's language access policies and procedures. Hereafter we refer to States or Territories as "States." Gathering the documents will take about 30 minutes and answering the survey questions will take up to two hours. To answer the questions in this survey, it may be useful to have your State's language access plan (if you have one), your States' civil rights procedures, and your State's SNAP training or administrative manual on hand.

## Assigning Sections

One or more agency staff can complete the sections of the survey. The sections are:

- SNAP language access policy
- SNAP language access procedures
- Civil rights processes
- SNAP language access training
- SNAP E&T language access procedures
- D-SNAP language access procedures
- SNAP-Ed language access procedures

You may complete the main survey sections yourself or assign other agency staff to complete sections. In the introductory section, you will be able to provide contact information for the person within your agency who is best able to complete each of the other sections. We will send notifications to those people to ask them to complete their assigned sections.

ALL

Personally identifiable information (PII) will not be used to retrieve survey records or data.

**For more information**

If you have any questions or concerns about the survey, please contact the Mathematica study team at [fill study email address] or the FNS project officer, Eric Williams, at [Eric.Williams@fns.usda.gov](mailto:Eric.Williams@fns.usda.gov).

Thank you in advance for your help in completing this survey.

By proceeding to the next page of the survey, you are acknowledging your understanding of the study and consenting to participate.

# SNAP Language Access Survey

## Introduction Section

First, please answer some background questions about your SNAP State agency.

NOTE: I1A IS ONLY FOR THE HARD COPY. IF THE RESPONDENT SAYS YES THEN THEY SHOULD GO TO I1b. OTHERWISE THEY SHOULD GO TO I2.

**I1a. Is your State SNAP program county-administered?**

- Yes.....1
- No.....0

IF AGENCY IS ADMINISTERED AT THE COUNTY LEVEL

**I1b. [WEB VERSION: Our records indicate that your State is county-administered.] Are your policies, procedures, and operations on language access services consistent at the county level across the entire State?**

- Yes.....1
- No.....0

ALL

**I2. We will be conducting an analysis of the language options offered in State-sponsored SNAP apps. Please list the name of the SNAP app(s) available to SNAP participants.**

**These apps may help participants review their current SNAP benefits balance, as well as apply for new benefits or renew their existing benefits. You do not need to list the Providers or EBT Edge apps.**

ALL

Next, please review the topics covered in each of the SNAP LEP survey sections in the table below and indicate who will respond to each section. You can indicate that you will respond to the questions in the section yourself or designate someone else to respond to these sections.

You may delegate only one person per section.

***Please designate only State-level or Territory-level SNAP staff to complete survey sections. Please do not designate local office or provider staff; we are seeking a State-level perspective.***

	Topics covered	Examples of staff who might be able to respond	I will respond to this section	I will designate someone else to respond to this section
<b>Section 1: SNAP language access policy</b>	<ul style="list-style-type: none"> <li>Understanding and implementing Title VI and FNS language access regulations and guidance</li> <li>How the necessary language services are chosen</li> <li>Types of language services provided (oral and written)</li> <li>Process for hiring staff that speak other languages</li> </ul>	<ul style="list-style-type: none"> <li>SNAP director</li> <li>SNAP deputy director</li> <li>SNAP policy staff</li> </ul>	1 <input type="radio"/>	2 <input type="radio"/>
<b>Section 2: SNAP language access procedures</b>	<ul style="list-style-type: none"> <li>Presence of language access coordinators</li> <li>Problems and challenges encountered when working with LEP individuals</li> <li>How the LEP public is notified about language services</li> <li>Restrictions on the use of family, friends, and children as interpreters; and frequency of use</li> <li>Evaluation of the qualifications of interpreters, translators, and bilingual staff</li> <li>Length of time for getting translated documents and interpreters for LEP individuals</li> <li>Translation procedures</li> </ul>	<ul style="list-style-type: none"> <li>SNAP director</li> <li>SNAP deputy director</li> <li>Language access coordinator</li> <li>SNAP policy staff</li> </ul>	1 <input type="radio"/>	2 <input type="radio"/>
<b>Section 3: Civil Rights Processes</b>	<ul style="list-style-type: none"> <li>Number of civil rights complaints received about language access</li> <li>Number of findings of noncompliance made in evaluations and reviews</li> <li>Types of allegations</li> <li>Process of handling civil rights complaints</li> </ul>	<ul style="list-style-type: none"> <li>SNAP director</li> <li>SNAP deputy director</li> <li>Language access coordinator</li> <li>SNAP policy staff</li> </ul>	1 <input type="radio"/>	2 <input type="radio"/>
<b>Section 4:</b>	<ul style="list-style-type: none"> <li>Training on language access procedures</li> </ul>	<ul style="list-style-type: none"> <li>SNAP director</li> </ul>	1 <input type="radio"/>	2 <input type="radio"/>



	Topics covered	Examples of staff who might be able to respond	I will respond to this section	I will designate someone else to respond to this section
<b>SNAP language access training</b>	<ul style="list-style-type: none"> <li>offered to frontline staff</li> <li>Procedures for informing staff of changes in language access requirements</li> <li>Training available to bilingual staff and staff who provide interpretation services or translations</li> </ul>	<ul style="list-style-type: none"> <li>SNAP deputy director</li> <li>Language access coordinator</li> <li>SNAP policy staff</li> </ul>		
<b>Section 5: SNAP E&amp;T language access procedures</b>	<ul style="list-style-type: none"> <li>Informing E&amp;T providers of language access requirements</li> <li>Training for SNAP E&amp;T providers on language access policies, plans, and procedures</li> <li>Determining languages used for SNAP E&amp;T services</li> <li>How the LEP public is notified about SNAP E&amp;T language services</li> <li>English as a Second Language (ESL) class offerings</li> <li>Exemptions for LEP individuals</li> <li>Procedures for placing LEP individuals into appropriate component</li> </ul>	<ul style="list-style-type: none"> <li>SNAP director</li> <li>SNAP E&amp;T director</li> <li>SNAP E&amp;T deputy director</li> </ul>	1 <input type="radio"/>	2 <input type="radio"/>
<b>Section 6: D-SNAP language access procedures</b>	<ul style="list-style-type: none"> <li>Language services provided through D-SNAP</li> <li>Training for D-SNAP staff on language access policies, plans, and procedures</li> <li>Determining languages D-SNAP materials and services are provided in</li> <li>Whether qualified interpreters are available in reserve in the case of a disaster</li> </ul>	<ul style="list-style-type: none"> <li>SNAP director</li> <li>D-SNAP director</li> </ul>	1 <input type="radio"/>	2 <input type="radio"/>
<b>Section 7: SNAP-Ed language access procedures</b>	<ul style="list-style-type: none"> <li>Informing SNAP-Ed contractors of language access requirements</li> <li>Training for SNAP-Ed contractors on language access policies, plans, and procedures</li> <li>Determining languages SNAP-Ed materials and services are provided in</li> <li>Language access service requirements for SNAP-Ed contractors</li> </ul>	<ul style="list-style-type: none"> <li>SNAP director</li> <li>SNAP-Ed director</li> </ul>	1 <input type="radio"/>	2 <input type="radio"/>

IF SECTION 1 = 2

**SECTION 1: SNAP LANGUAGE ACCESS POLICY**

**i5. Please provide contact information for the person in your agency who will complete Section 1 on SNAP LEP policy.**

First Name:

Last Name:

Agency:

Title:

Email address:

Telephone number:

Additional telephone number:

IF SECTION 2 = 2

**SECTION 2: SNAP LANGUAGE ACCESS PROCEDURES**

**i6. Please provide contact information for the person in your agency who will complete Section 2 on SNAP language access procedures.**

First Name:

Last Name:

Agency:

Title:

Email address:

Telephone number:

Additional telephone number:

IF SECTION 3 = 2

**SECTION 3: CIVIL RIGHTS PROCESSES**

- 17. Please provide contact information for the person in your agency who will complete Section 3 on Civil Rights Processes.**

First Name:

Last Name:

Agency:

Title:

Email address:

Telephone number:

Additional telephone number:

IF SECTION 4 = 2

**SECTION 4: SNAP LANGUAGE ACCESS TRAINING**

- 18. Please provide contact information for the person in your agency who will complete Section 4 on SNAP LEP training.**

First Name:

Last Name:

Agency:

Title:

Email address:

Telephone number:

Additional telephone number:

IF SECTION 5 = 2

**SECTION 5: SNAP E&T LANGUAGE ACCESS PROCEDURES**

**19. Please provide contact information for the person in your agency who will complete Section 5 on SNAP E&T LEP Procedures.**

First Name:

Last Name:

Agency:

Title:

Email address:

Telephone number:

Additional telephone number:

IF SECTION 6 = 2

**SECTION 6: D-SNAP LANGUAGE ACCESS PROCEDURES**

**110. Please provide contact information for the person in your agency who will complete Section 6 on D-SNAP LEP Procedures.**

First Name:

Last Name:

Agency:

Title:

Email address:

Telephone number:

Additional telephone number:

**SECTION 7: SNAP-ED LANGUAGE ACCESS PROCEDURES**

**111. Please provide contact information for the person in your agency who will complete Section 7 on SNAP-Ed LEP Procedures.**

First Name:

Last Name:

Agency:

Title:

Email address:

Telephone number:

Additional telephone number:

# SNAP LEP Survey

## Section Status Page

The below table shows the person who will complete each section. To reassign a section to a different person, click the link in the Reassign column next to the person's name. The last column shows whether the section has been started, completed, or not started. To access a section that has not been completed, click the link in the Go to Section. If a section has been completed, the answers in that section cannot be changed.

Survey Section	Person who will complete section	Reassign	Go to section	Section status
Section 1: SNAP language access policy	Programmer: Fill SNAP State administrator name unless section is assigned to another person, then fill with that name.	Programmer: Link to make the reassignment.	Programmer: Link to the beginning of relevant section.	[Not started; Started; Completed] Programmer: If not started status as Not started; If partially completed status as Started; If the section is completed and submitted, status as Completed. If submitted, the respondent cannot access the section again.
Section 2: SNAP language access procedures	Programmer: Fill SNAP State administrator name unless section is assigned to another person, then fill with that name.	Programmer: Link to make the reassignment.	Programmer: Link to the beginning of relevant section.	[Not started; Started; Completed] Programmer: If not started status as Not started; If partially completed status as Started; If the section is completed and submitted, status as Completed. If submitted, the respondent cannot access the section again.
Section 3: Civil rights processes	Programmer: Fill SNAP administrator name unless section is assigned to another person, then fill with that name.	Programmer: Link to make the reassignment	Programmer: Link to the beginning of relevant section.	[Not started; Started; Completed] Programmer: If not started status as Not started; If partially completed status as Started; If the section is completed and submitted, status as Completed. If submitted, the respondent cannot access the section again.

Survey Section	Person who will complete section	Reassign	Go to section	Section status
Section 4: SNAP language access training	Programmer: Fill SNAP administrator name unless section is assigned to another person, then fill with that name.	Programmer: Link to make the reassignment.	Programmer: Link to the beginning of relevant section.	[Not started; Started; Completed] Programmer: If not started status as Not started; If partially completed status as Started; If the section is completed and submitted, status as Completed. If submitted, the respondent cannot access the section again.
Section 5: SNAP E&T language access procedures	Programmer: Fill SNAP administrator name unless section is assigned to another person, then fill with that name.	Programmer: Link to make the reassignment.	Programmer: Link to the beginning of relevant section.	[Not started; Started; Completed] Programmer: If not started status as Not started; If partially completed status as Started; If the section is completed and submitted, status as Completed. If submitted, the respondent cannot access the section again.
Section 6: D-SNAP language access procedures	Programmer: Fill SNAP administrator name unless section is assigned to another person, then fill with that name.	Programmer: Link to make the reassignment.	Programmer: Link to the beginning of relevant section.	[Not started; Started; Completed] Programmer: If not started status as Not started; If partially completed status as Started; If the section is completed and submitted, status as Completed. If submitted, the respondent cannot access the section again.
Section 7: SNAP-Ed language access procedures	Programmer: Fill SNAP administrator name unless section is assigned to another person, then fill with that name.	Programmer: Link to make the reassignment.	Programmer: Link to the beginning of relevant section.	[Not started; Started; Completed] Programmer: If not started status as Not started; If partially completed status as Started; If the section is completed and submitted, status as Completed. If submitted, the respondent cannot access the section again.

If you'd like to review the questions in your section before you start, click [here](#) for a PDF version of the full survey.

If you have any questions about this survey or would like to complete it over the telephone, please call us at [fill toll-free number].

## SECTION 1. SNAP LANGUAGE ACCESS POLICY

The following questions ask about how your SNAP State agency determines the language assistance services it provides, including whether your agency conducts the Federal four-factor analysis of language needs. [IF COUNTY-ADMINSTERED: You should answer all questions about what is generally done in your State.]

**What is the four-factor analysis?** The four-factor analysis is a Federal standard used to determine the right language assistance services to ensure LEP individuals have meaningful access to an agency's program and activities. The US Department of Agriculture instructs State agencies to assess the LEP needs of the population they serve and determine the language access services required by balancing four factors (see page 70777, section IV: <https://www.federalregister.gov/documents/2014/11/28/2014-27960/guidance-to-federal-financial-assistance-recipients-regarding-the-title-vi-prohibition-against>):

1. The number or proportion of LEP individuals eligible to be served or likely to be encountered within the area serviced by the recipient.
2. The frequency with which LEP individuals come in contact with the program or activity.
3. The nature and importance of the program, activity, or service to people's lives.
4. Resources available to your SNAP State agency and the costs of language services.

ALL

**A1. Has your SNAP State agency ever conducted the four-factor analysis?**

[DEFINITION OF FOUR-FACTOR ANALYSIS WILL DISPLAY WHEN RESPONDENT HOVERS OVER UNDERLINED TERM]

- Yes..... 1
- No..... 0
- IF I1b = 0: There is variation in the four-factor analysis being conducted across counties within our State.....98



The following questions are about your SNAP State agency's language access plan.

**What is a language access plan?** Agencies and departmental offices should develop a written language access plan. The plan gives them a framework for their provision of timely and reasonable language assistance and for eliminating or reducing LEP as a barrier to accessing USDA programs and activities. It outlines how they will accomplish these goals.

ALL

**A2. Does your SNAP State agency have a language access plan?**

[DEFINITION OF LANGUAGE ACCESS PLAN WILL DISPLAY WHEN RESPONDENT HOVERS OVER UNDERLINED TERM]

- Yes..... 1
- No..... 0
- IF I1b = 0: Some counties within our State have a language access plan, but others do not.....98

**A3. Which of the following elements are included in the language access plan?**

[DEFINITION OF LANGUAGE ACCESS PLAN WILL DISPLAY WHEN RESPONDENT HOVERS OVER UNDERLINED TERM]

IF I1 = 0: There is variation in the elements included in the language access plan across counties within our State.....98

Select one per row

	YES	NO
a. Needs and capacity assessment [Hover over text: Each agency or Departmental office will have in place mechanisms to assess, on a regular and consistent basis, the LEP status and language assistance needs of current and potential customers and contacts, as well as mechanisms to assess the agency or office's capacity to meet these needs according to the elements of this plan. These mechanisms should employ the four-factor analysis described in the DOJ LEP Guidance Document.]	1 <input type="radio"/>	0 <input type="radio"/>
b. Interpreter language assistance services [Hover over text: Arrangements for the provision of oral language assistance, including interpretation assistance by qualified interpreters, in response to the needs of LEP customers, in both face-to face and telephone encounters.]	1 <input type="radio"/>	0 <input type="radio"/>
c. Written translations [Hover over text: Each agency or Departmental office will produce vital documents, including website information, in languages other than English where a significant number or percentage of the customers served or eligible to be served has LEP. These written materials may include paper and electronic information such as publications, notices, correspondence, and signs	1 <input type="radio"/>	0 <input type="radio"/>
d. Policies and procedures related to each of the language access plan elements [Hover over text: Each agency or Departmental office will have in place specific written policies and procedures related to each of the plan elements and designated staff that will be responsible for implementing activities related to these policies.]	1 <input type="radio"/>	0 <input type="radio"/>
e. Notification of the availability of free language services [Hover over text: Each agency or Departmental office will proactively inform LEP customers of the availability of free language assistance services through both oral and written notice, in the primary languages spoken by a significant number of customers and potential customers.]	1 <input type="radio"/>	0 <input type="radio"/>
f. Staff training [Hover over text: Each agency or Departmental office will train front-line and managerial staff on the policies and procedures of its language assistance activities.]	1 <input type="radio"/>	0 <input type="radio"/>
g. Assessing accessibility and quality [Hover over text: Each agency or Departmental office will institute procedures to assess the accessibility and quality of language assistance services, including translation of vital documents, interpretation, and contractual services for LEP customers. Based on the results of this assessment, the LEP Plan, agency procedures and directives will be revised on an annual basis.]	1 <input type="radio"/>	0 <input type="radio"/>
h. Other (specify) <div style="border: 1px solid black; height: 20px; width: 100%;"></div>	1 <input type="radio"/>	0 <input type="radio"/>

The following questions are about what your SNAP State agency does in response to:

- ***Title VI of the Civil Rights Act of 1964 (42 USC § 2000d at 7 CFR 15)*** which prohibits discrimination based on race, color, and national origin in programs and activities receiving Federal financial assistance and USDA implementing regulations at ***7 CFR 15.1 et seq.***
- ***SNAP Bilingual Regulations 7 CFR 272.4(b) et seq., and***
- **USDA Guidance to Federal Financial Assistance Recipients Regarding the Title VI Prohibition Against National Origin Discrimination Affecting Persons With Limited English Proficiency (79 F.R. No. 299, p. 70771-70784, November 28, 2014).**

[DEFINITIONS OF UNDERLINED TEXT WILL DISPLAY:

*7 CFR part 15: Guidance provided by the U.S. Department of Agriculture for recipients of Federal financial assistance on Title VI as it affects LEP individuals.*

*SNAP Bilingual Regulations: Based on the estimated total number of low-income households in a project area which speak the same non-English language (a single-language minority), the State agency shall provide bilingual program information and certification materials, and staff or interpreters as needed.]*

ALL

**A4. Does your SNAP State agency have a Language Access Working Group?**

**A Language Access Working Group is a group that is responsible for identifying barriers to meaningful language access and developing and implementing strategies and solutions to overcome these barriers.**

- Yes..... 1
- No..... 0

The following questions ask about your State's specific language access regulations and guidance.

ALL

**A5. Does your State have language access regulations or policies that go beyond USDA implementing regulations for Title VI, the SNAP bilingual regulations, and the USDA LEP Guidance?**

**Going beyond these Federal language access regulations means that your State may have additional or more stringent written regulations or policies than the federal guidance.**

[DEFINITION OF TITLE VI, SNAP BILINGUAL REGULATIONS WILL DISPLAY WHEN RESPONDENT HOVERS OVER UNDERLINED TERM]

- Yes..... 1
- No..... 0

The next series of questions are about how the SNAP State agency sets policies.

ALL

**A6. How does your SNAP State agency determine the mix of language services to provide? Language assistance services may include telephone interpreter lines, contracted interpreters, or availability of bilingual staff assistance, etc.?**

*Select all that apply*

- Reliance on outcome of four-factor analysis.....1
- Guidance from other State agencies.....2
- Guidance from the U.S. Department of Agriculture .....3
- Guidance from other Federal agencies (e.g., Department of Justice) .....4
- State policy.....5
- Other SNAP State agency.....6
- Community feedback .....7
- Other (specify).....99
- 
- SNAP State agency does not determine the mix of language services to provide.....0

ALL

**A7. How does your SNAP State agency collect community feedback when updating current language access procedures?**

*Select all that apply*

- Meet with community leaders.....1
- Meet with community organizations .....2
- Collect feedback (e.g., digital, electronic, letters, phone calls) from the community.....3
- Analyze data collected by community organizations.....4
- Other (specify).....99
- 
- SNAP State agency does not collect community feedback when updating language access procedures.....0

**A8. Which of the following sources of information does your SNAP State agency use to track how often it encounters LEP individuals?**

Select all that apply

- Application data.....1
- Eligibility data.....2
- Case management data.....3
- Customer service survey.....4
- Call center data.....5
- Data from other access points .....6
- Data on applicants requesting language access services.....7
- Other (specify).....99
- 
- SNAP State agency does not track how often they encounter LEP individuals .....0

**The next questions ask about the language assistance services that your SNAP State agency offer to ensure meaningful access for applicants and participants with limited English proficiency (hereafter referred to as LEP individuals). LEP individuals do not speak English as their primary language and have a limited ability to read, speak, write, or understand it. We will first ask about your State’s oral language services**

*PROGRAMMER, INCLUDE THIS HOVER DEFINITION OF “MEANINGFUL ACCESS:” Meaningful access refers to the provision of reasonable language assistance services that enable LEP individuals to have substantially equal participation in and access to the benefits of a federal financial assistance program or activity. These services are meaningful when they are provided at a time and place that avoids the effective denial of the service, benefit, or right at issue or the imposition of an undue burden on or delay in important rights, benefits, or services to the LEP individual.*

**A9. What oral language services does your SNAP State agency offer?**

Select all that apply

- Interpreter service (e.g., telephone, Internet/video, in-person).....1
- Bilingual speakers on staff [Hover definition of “Bilingual speakers on staff”: *Bilingual staff are staff who can converse fluently with individuals needing language assistance in their primary (non-English) language. These staff may or may not have certifications.*] .....2
- Interpreters on staff [Hover definition of “Interpreters on staff”: *Interpreters are professionally trained and certified individuals who communicate from one (source language) language to another (target language) orally. Interpreter services could be offered by telephone, internet or video calling, or in-person. Agencies may have interpreters on staff or utilize contracted interpreters.*].....3
- Contracted interpreters [Include hover definition of interpreters].....4
- Language bank or dedicated pool of interpreters [Include hover definition of interpreters].....5
- Other (specify) .....99
- IF I1b = 0: There is variation in the oral language services across counties within our State.....98
- SNAP State agency does not offer any oral language services .....0

A9 = 2 OR 3

**A10. How does your SNAP State agency determine the languages that bilingual and interpreter staff need to speak in your offices?**

Select all that apply

- By assessing the presence of language groups in the service area using federal data.....1
- By assessing the presence of language groups in the service area using State and local data.....2
- By consulting community and/or faith-based organizations that serve and work with LEP communities in the service area.....3
- IF I1b = 0: This activity is delegated to each county and, therefore, there is variation across counties within our State.....98
- Other method (please describe).....99

ALL

**A11. When hiring case workers and other frontline staff how important is it that they speak a language other than English?**

- Not at all important..... 1
- Slightly important..... 2
- Important..... 3
- Fairly important..... 4
- Very important..... 5

The next questions are about translating documents.

ALL

**A12. Which of the following vital documents does your SNAP State agency translate?**

*[Hover-over text for “vital documents”: Written material, either hard copy or electronic, that contains information critical for accessing a program or activity or required by law. Examples are consent forms, applications, and notices of rights]*

Select all that apply

- Consent forms..... 1
  - Complaint forms..... 2
  - Notices of rights..... 3
  - Applications to participate in programs or activities..... 4
  - SNAP application form..... 5
  - Notices to households (e.g. notices of rights, notices of denial, loss or decrease in benefits or services)..... 6
  - Other (specify)..... 99
- 
- SNAP State agency does not translate any vital documents ..... 0

A12 = 1,2,3,4,5,6,99

**A12a. Why did your SNAP State agency decide to translate the following documents: [FILL ANSWERS FROM A12]?**

Select all that apply

- Members of the public could not access or participate in the program if the document was not translated..... 1
- A member of the public could be terminated from this program service if they are unable to complete or understand the document..... 2
- A member of the public could suffer significant financial, physical, or other harm if they are unable to understand the document ..... 3

- The U.S. Department of Agriculture has provided guidance that the documents be translated..... 4
- Other SNAP agencies have recommended that the documents are translated..... 5
- The community provided feedback that they needed the document translated..... 6
- Other (specify)..... 99

A12 = 1,2,3,4,5,6,99
FILL THE FOLLOWING LANGUAGES IN THE LIST: [CUSTOMIZED LIST]

**A13. What languages do you translate the vital documents into? Please only select the top five languages. You may also select less than five languages if applicable to your State.**

- Spanish..... 1
- Chinese..... 2
- French..... 3
- Tagalog..... 4
- Vietnamese..... 5
- Korean..... 6
- German..... 7
- Russian..... 8
- Italian..... 9
- Other(specify)..... 99

PROGRAMMER: Do not allow the selection of more than five languages.



A12 = 1,2,3,4,5,6,99

**A14. How does your State determine into which languages to provide translated vital documents?**

*[Hover-over text for "vital documents": Written material, either hard copy or electronic, that contains information critical for accessing a program or activity or required by law. Examples are consent forms, applications, and notices of rights]*

*Select all that apply*

- By assessing the presence of language groups in the service area using federal data .....1
- By assessing the presence of language groups in the service area using State and local data.....2
- By consulting community and/or faith-based organizations that serve and work with LEP communities in the service area.....3
- IF I1b = 0: This activity is delegated to each county and, therefore, there is variation across counties within our State.....98
- Other method (please describe).....99

The next questions ask about other languages services your SNAP State agency offers.

ALL

**A15. What other language assistance services does your SNAP State agency offer?**

Select all that apply

- Recorded voice services with English and non-English options (e.g., voicemail, customer service numbers, other telephone services).....1
- Multilingual online services (e.g., State website, online applications, account management platforms).....2
- None of the above.....0

IF A15=1OR 2 THEN DISPLAY CORRESPONDING COLUMN IN GRID

FILL THE FOLLOWING LANGUAGES IN THE LIST: [CUSTOMIZED LIST]  
 FILL SERVICES IN STEM BASED ON ANSWER IN A15

**A16. What language options does your SNAP State agency offer for [recorded voice services with English and non-English options, and multilingual online services]?**

Please only select the top five languages. You may also select less than five languages if applicable.

SELECT ALL THAT APPLY

	Recorded voice services with English and non-English options(e.g., voicemail, customer service numbers, other telephone services)	Multilingual online services (e.g., State website, online applications, account management platforms)
a. Spanish	4 <input type="checkbox"/>	5 <input type="checkbox"/>
b. Chinese	4 <input type="checkbox"/>	5 <input type="checkbox"/>
c. French	4 <input type="checkbox"/>	5 <input type="checkbox"/>
d. Tagalog	4 <input type="checkbox"/>	5 <input type="checkbox"/>
e. Vietnamese	4 <input type="checkbox"/>	5 <input type="checkbox"/>
f. Korean	4 <input type="checkbox"/>	5 <input type="checkbox"/>
g. German	4 <input type="checkbox"/>	5 <input type="checkbox"/>
h. Russian	4 <input type="checkbox"/>	5 <input type="checkbox"/>
i. Italian	4 <input type="checkbox"/>	5 <input type="checkbox"/>
j. Portuguese	4 <input type="checkbox"/>	5 <input type="checkbox"/>
k. Other (specify)	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<div style="border: 1px solid black; width: 200px; height: 15px; margin-left: 0;"></div>		

PROGRAMMER: Do not allow the selection of more than five languages.

The next set of questions is about your procedures when handling special situations.

ALL

**A17. What is your SNAP State agency's policy for frontline staff if they encounter LEP individuals who are only proficient in a language not commonly used in the service area?**

*Select all that apply*

- Use an interpreter service (e.g., telephone, internet/video, in-person).....1
- Use the individuals' family members or friends to help provide language services.....2
- Attempt to provide language services in a language other than the primary language of the LEP individual (e.g., try communicating in English or a dialect or language similar to the individual's primary language).....3
- Use picture aides.....4
- Use of *I Speak* language identification cards or posters.....5
- Use a tool like Google, Siri, Alexa, etc. to translate.....6
- Use bilingual staff who speak these languages.....7
- Other (specify) .....99
- SNAP State agency does not have a policy for this situation .....0

ALL

**A18. Which of the following services does your SNAP State agency provide for languages that are mostly spoken and not written? For example, some dialects of Chinese or some Native American languages.**

*Select all that apply*

- Use an interpreter service (e.g., telephone, Internet/video, in-person).....1
- Use bilingual staff who speak these languages.....2
- Contract interpreters who speak these languages.....3
- Use these individuals' family members or friends as interpreters.....4
- Other (specify) .....99
- SNAP State agency does not provide any services listed above .....0

ALL

**A19. How does your SNAP State agency provide language services in unexpected situations?**

**An example of an unexpected situation would be a benefit issuance system outage, running out of translated materials, encountering a LEP individual speaking a less common language for which you do not have materials or services, or having a LEP individual who frontline staff cannot communicate with visit the office without an appointment.**

*Select all that apply*

- Use an interpreter service (e.g., telephone, Internet/video, in-person).....1
- Use the individuals' family members or friends to help provide language services.....2
- Identify the language service that is needed and reschedule with individual when service is available.....3
- Attempt to provide language services in a language other than the language of the LEP individual (e.g., try communicating in English or a dialect or language similar to the individual's primary language).....4
- Use picture aides.....5
- Use of *I Speak* language identification cards or posters.....6
- Use a tool like Google, Siri, Alexa, etc. to translate.....7
- Use bilingual staff who speak these languages.....8
- Other (specify).....99
- SNAP State agency does not provide language services in unexpected situations .....0

ALL

**A20. Does your SNAP State agency use multiple translations for languages that have regional variation for example, Puerto Rican Spanish and Mexican Spanish?**

- Yes.....1
- No.....0
- IF I1b = 0: This activity is delegated to each county and, therefore, there is variation across counties within our State.....98

ALL

**A21. Does your SNAP State agency share language assistance resources with SNAP agencies in other States or other agencies within your State?**

*Select all that apply*

- Yes, we share resources with SNAP agencies in other States.....1

- Yes, we share resources with other agencies within the State.....2
- No .....0

The next set of questions is on whether your SNAP State agency has the information and resources needed to implement language access regulations and guidance.

ALL

**A22. What additional information about Title VI and the Federal language access regulations and guidance could FNS provide to be helpful to your SNAP State agency?**

[DEFINITION OF TITLE VI WILL DISPLAY WHEN RESPONDENT HOVERS OVER UNDERLINED TERM. THE DEFINITION IS: *Title VI of the Civil Rights Act of 1964 (42 USC § 2000d at 7 CFR 15)* which prohibits discrimination based on race, color, and national origin in programs and activities receiving Federal financial assistance and USDA implementing regulations at 7 CFR 15.1 et seq]

Select all that apply

- Tools for implementing Title VI and Federal regulations and guidance.....1
  - Examples of best practices in how other SNAP agencies implement Title VI and Federal regulations and guidance (this may include examples of documents, tools, training, etc.).....2
  - Information on how to implement Title VI and Federal regulations and guidance for SNAP E&T, SNAP-Ed, and D-SNAP .....3
  - More detailed guidance on implementing Title VI and Federal regulations.....4
  - Other (specify) .....99
- 
- No other information about Title VI and Federal language access regulations and guidance is needed.....0 +

ALL

**A23. How much do you agree or disagree with the following statement? My SNAP State agency has the resources to implement language access plans, policies, and procedures to meet Federal regulations and guidance.**

Select one only

- Strongly agree.....1
- Agree.....2
- Disagree.....3
- Strongly disagree .....4

ALL

**A24. How much do you agree or disagree with the following statement? My SNAP State agency has the resources to implement language access plans, policies, and procedures to meet State regulations and guidance.**

Select one only

- Strongly agree..... 1
- Agree..... 2
- Disagree..... 3
- Strongly disagree ..... 4

ALL

**A25. How much do you agree or disagree with the following statement? My State's SNAP State agency provides the same level of language assistance services to LEP individuals regardless of whether they live in rural or urban areas.**

*Select one only*

- Strongly agree..... 1
- Agree..... 2
- Disagree..... 3
- Strongly disagree..... 4

ALL

**A26. What additional resources do your SNAP State agency need to ensure LEP individuals have meaningful access to SNAP?**

[DEFINITION OF MEANINGFUL ACCESS WILL DISPLAY WHEN RESPONDENT HOVERS OVER UNDERLINED TERM]

*Select all that apply*

- Increased funding..... 1
- More staffing..... 2
- Translated materials..... 3
- Support for agency staff training..... 4
- External resources (e.g., community partners with language access services)..... 5
- Translator and interpreter services (e.g., telephone, Internet/video, in-person)..... 6
- Support for oversight and quality assurance..... 7
- No additional resources needed..... 0
- Other (specify) ..... 99

ALL

**A27. Does your SNAP State agency regularly communicate with FNS about language access requirements?**

- Yes..... 1

No.....0

ALL

**A28. How much do you agree or disagree with the following statement? My SNAP State agency receives enough technical assistance from FNS about language access requirements.**

**Technical assistance is the process of providing focused support to an organization with a need or problem.**

*Select one only*

- Strongly agree.....1
- Agree.....2
- Disagree.....3
- Strongly disagree .....4

ALL

**A29. How much do you agree or disagree with the following statement? My SNAP State agency receives enough communications from FNS on language access requirements.**

*Select one only*

- Strongly agree.....1
- Agree.....2
- Disagree.....3
- Strongly disagree .....4

ALL

**A30. Does your SNAP State agency share language assistance resources, language access plans, or other guidance with other SNAP agencies?**

- Yes.....1
- No.....0

ALL

**A31. To what extent do the SNAP State agency staff understand Title VI and the Federal language access regulations and guidance?**

[DEFINITION OF TITLE VI WILL DISPLAY WHEN RESPONDENT HOVERS OVER UNDERLINED TERM]

*Select one only*

- Not at all.....1
- A little.....2
- Somewhat.....3
- A great deal.....4

A2 =1

**A32. Would you share your most recent language access plan with us?**

[DEFINITION OF LANGUAGE ACCESS PLAN WILL DISPLAY WHEN RESPONDENT HOVERS OVER UNDERLINED TERM]

*Select all that apply*

- It is available publicly on our website.....1
- It is not on our website, but I can send it via email.....2
- It is not on our website, but I can upload it to a secure site.....3
- No, I cannot share the language access plan.....4
- Don't know .....d

A32=1

**A33. Would you please share the URL(s) where we can find the language access plan?**

(STRING 1000)

ALL

**A34. Do you have State guidance or policy documents related to language access that you could share with us?**

*Select all that apply*

- These documents are available publicly on our website.....1
- These documents are not on our website, but I can send them via email.....2
- These documents are not on our website, but I can upload them to a secure site.....3
- No, I cannot share the State guidance or policy documents.....4
- No, we do not have any State guidance or policy documents.....5
- Don't know .....d

A34=1

**A35. Would you please share the URL(s) where we can find the State guidance or policy documents related to language access?**

(STRING 1000)



ALL

**A\_END.** Thank you for completing this section. If you have more information you would like to share about SNAP language access policy in your State or Territory, please share it below.

(STRING 1000)

## SECTION 2: SNAP LANGUAGE ACCESS PROCEDURES

The next questions are about how your SNAP State agency implements policies and procedures that comply with Title VI and Federal regulations and guidance that deal with language access for persons with LEP. [IF COUNTY-ADMINSTERED: You should answer all questions about what is generally done in your State.]

ALL

**B1. Does your SNAP State agency have a designated language access coordinator?**

[HOVER OVER TEXT: The language access coordinator's job is to coordinate and monitor the implementation of the State agency's language access plan, policies, and procedures.]

- Yes..... 1
- No..... 0

IF B1 = 1

**B2. Is the language access coordinator responsible for developing a language access plan?**

[DEFINITION OF LANGUAGE ACCESS PLAN WILL DISPLAY WHEN RESPONDENT HOVERS OVER UNDERLINED TERM]

- Yes..... 1
- No..... 0

ALL

**B3. When working with sub-recipients does your SNAP State agency incorporate any of the following requirements in your contract or other similar types of agreements, such as an memorandum of understanding (MOU), to ensure that you can meet the federal language access requirements?**

[DEFINITION OF LANGUAGE ACCESS PLAN WILL APPEAR WHEN RESPONDENT HOVERS OVER UNDERLINED TERM]

*[Hover-over text: Sub-recipient means a non-Federal entity that receives a subaward from a pass-through entity to carry out part of a Federal program; but does not include an individual that is a beneficiary of such program. A subrecipient may also be a recipient of other Federal awards directly from a Federal awarding agency.]*

Select all that apply

- Having a language access plan.....1
- Appointing a language access coordinator.....2
- Some other requirement .....99

- IF 11b = 0: Working with sub-recipients is delegated to each county and, therefore, there is variation across counties within our State.....98
- Not applicable – we do not work with subrecipients .....97
- No, we do not put any language access requirements in sub-recipient contracts.....0

ALL

**B4. How do staff in your State conduct outreach to the LEP communities about SNAP services?**

Select all that apply

- Posting signs in intake areas and other entry points.....1
- Distributing outreach documents about SNAP services.....2
- Working with community-based organizations and other stakeholders to inform LEP individuals of SNAP services.....3
- Using a telephone voice mail menu.....4
- Including notices in local newspapers in languages other than English.....5
- Providing notices on non-English–language radio and television stations about the available SNAP services and how to get them.....6
- Delivering presentations and/or notices to organizations in the community (e.g., schools, religious institutions, senior centers, community centers) organizations.....7
- Other (specify).....99

- Staff do not conduct outreach to the LEP communities about SNAP services.....0

ALL

**B5. How do frontline staff in your State inform LEP communities about the language assistance services (e.g., interpreters or translated materials) that are provided at no cost to individuals?**

**Frontline staff are staff who work directly, both verbally and electronically, with applicants and participants. These staff may be, but are not limited to, bilingual workers. Case managers are one example, but there are also other frontline staff who work directly with applicants and participants.**

*Select all that apply*

- Posting signs in intake areas and other entry points .....1
- Stating in outreach documents that language access services are available from the agency.....2
- Working with community-based organizations and other stakeholders to inform LEP individuals of the language access services.....3
- Using a telephone voice mail menu.....4
- Including notices in local newspapers in languages other than English.....5
- Providing notices on non-English–language radio and television stations about the available language assistance services and how to get them.....6
- Delivering presentations and/or notices to organizations in the community (e.g., schools, religious institutions, senior centers, community centers).....7
- Other (specify).....99
- Frontline staff do not inform LEP communities about the language assistance services that are provided at no cost.....0

ALL

**B6. How does your State determine whether frontline staff are providing the appropriate language assistance services to LEP applicants and participants?**

[DEFINITION OF FRONTLINE STAFF WILL DISPLAY WHEN RESPONDENT HOVERS OVER UNDERLINED TERM]

*Select all that apply*

- Evaluations conducted by leaders of frontline staff.....1
- Conducts quality assurance of records kept by frontline staff.....2
- Feedback from LEP applicants/participants.....3
- Frontline staff self-evaluations.....4
- Frontline staff peer evaluations.....5
- Other (specify).....99

- Frontline staff have not determined if the State is providing the appropriate language assistance services .....0

ALL

**B7. How are frontline staff notified of an existing customer’s needs for written and/or verbal language assistance services?**

[DEFINITION OF FRONTLINE STAFF WILL DISPLAY WHEN RESPONDENT HOVERS OVER UNDERLINED TERM]

*Select all that apply*

- Provided to the frontline staff via email or telephone.....1
- Recorded in the eligibility and/or case management system(s).....2
- Other (specify).....99
- Frontline staff are not notified.....0

ALL

**B8. Does your SNAP State agency have a written procedure for how frontline staff determine whether an applicant or participant requires language assistance?**

[DEFINITION OF FRONTLINE STAFF WILL APPEAR WHEN RESPONDENT HOVERS OVER UNDERLINED TERM]

*Select one only*

- Yes, the SNAP State agency provides a written procedure to frontline staff..... 1
- No, the SNAP State agency does not provide written procedures to frontline staff.....2
- IF I1b = 0: There is variation in these written procedures across counties within our State .....98

ALL

**B9. Does your SNAP State agency have a written procedure for how frontline staff are to document the language assistance services provided to applicants and participants who require language assistance?**

[DEFINITION OF FRONTLINE STAFF WILL DISPLAY WHEN RESPONDENT HOVERS OVER UNDERLINED TERM]

- Yes.....1
- No.....0

ALL

**B9a. How does your SNAP State agency record the primary language spoken and/or the language assistance provided at the point of contact with LEP individuals?**

*Select all that apply*

- This information is recorded in the eligibility and/or case management system in a standardized data field (such as a drop-down menu to select primary language spoken).....1
- This information is recorded in the eligibility and/or case management system in an open notes field.....2
- This information is shared via email or phone.....3
- Other (specify).....99
- There is no standardized method to record language service needs.....0

ALL

**B10. Does your SNAP State agency formally track requests for translated materials in languages they do not routinely encounter?**

**By “formally track” we are referring to a system or database that your State may have to document these requests.**

- Yes.....1
- No.....0

B10=1

**B10a. How often does your SNAP State agency respond to requests for translated materials in languages you do not serve on a regular basis? Your best estimate is fine.**

*Select one only*

- At least once every week.....1
- At least once every month (but less than every week).....2
- At least once every quarter (but less than every month).....3
- At least once every year (but less than every quarter).....4
- Never.....0

ALL

**B11. Does your SNAP State agency formally track requests for oral interpreter services in languages they do not routinely encounter?**

By “formally track” we are referring to a system or database that your State may have to document these requests.

- Yes.....1
- No.....0

B11=1

**B11a. How often does your SNAP State agency respond to requests for oral interpreter services in languages you do not serve on a regular basis? Your best estimate is fine.**

Select one only

- At least once every week.....1
- At least once every month (but less than every week).....2
- At least once every quarter (but less than every month).....3
- At least once every year (but less than every quarter).....4
- Never.....0

ALL

**B12. What challenges does your SNAP State agency have when working with LEP individuals?**

Select all that apply

- Lack of funding.....1
- Not enough bilingual staff.....2
- Not have enough translated materials.....3
- There is not enough support for training.....4
- Not enough interpreters onsite to provide services .....5
- Not enough bilingual/multilingual staff onsite to provide services .....6
- Do not have access to interpreter services (e.g., telephone, Internet/video, in-person).....7
- Not enough support for oversight and quality assurance.....8
- Other (specify).....99
- SNAP State agency has not experienced any challenges working with LEP individuals.....0

ALL

**B13. What do frontline staff do when they are unable to communicate with an LEP individual?**

[DEFINITION OF FRONTLINE STAFF WILL APPEAR WHEN RESPONDENT HOVERS OVER UNDERLINED TERM]

Select all that apply

- Use an interpreter service (e.g., telephone, Internet/video, in person).....1
  - Use the individuals' family members or friends to help provide language services.....2
  - Identify the language service that is needed and reschedule with individual when service is available.....3
  - Attempt to provide language services in a language other than the primary language of the LEP individual (e.g., try communicating in English or a dialect or language similar to the individual's primary language).....4
  - Use picture aides.....5
  - Use a tool like Google, Siri, Alexa, etc. to translate.....6
  - Use bilingual staff who speak these languages.....7
  - Other (specify).....99
- 
- There is no policy for what frontline staff should do if they are unable to communicate with an LEP individual.....0

ALL

**B14. Does your SNAP State agency allow exemptions to LEP individuals (e.g., from work requirements) if there are no frontline staff who are proficient in their primary language??**

- Yes.....1
- No.....0



ALL

**B15. How can LEP participants share their feedback or concerns about the agency’s language assistance services or lack thereof with SNAP State agencies?**

Select all that apply

- Feedback section on website.....1
- Feedback form, available at local SNAP offices.....2
- Frontline staff submit feedback they receive from individuals.....3
- Feedback section at the end of the application.....4
- Through surveys.....5
- Call the toll-free number or email.....6
- Other (specify).....99
- 
- SNAP State agency does not collect feedback.....0

The next series of questions focus on the translation, interpretation, and bilingual services in your State.

[DEFINITIONS OF UNDERLINED TEXT WILL DISPLAY:

**Translation:** The replacement of written text from one language (source language) into an equivalent written text in another language (target language).

**Interpretation:** The process by which the spoken word is used when transferring meaning between languages. *Interpretation involves listening to a communication in one language (source language) and orally converting it to another language (target language) while retaining the same meaning.*

**Bilingual services:** *Bilingual services involve providing staff who can converse fluently with LEP individuals in their primary language.]*

ALL

**B16. In general, how does your SNAP State agency translate content, materials, or services that are provided online (e.g. websites, online automated applications, EBT platforms etc.)?**

Select all that apply

- Automated translation software.....1
- FNS-provided translations of essential documents.....2
- Qualified human translators.....3
- Other (specify).....99
- 
- SNAP State agency does not translate content, materials, or services that are provided online.....0

ALL
DISPLAY OPTIONS 1 AND 2 IF B16=1

**B17. What language assistance resources are available to help LEP individuals access SNAP websites, web portals, or online applications?**

Select all that apply

- [Automated translation software is used for all online services.....1]
- [Automated translation software is used for some online services.....2]
- Written translations of vital documents [*Hover over definition: Written material, either hard copy or electronic, that contains information critical for accessing a program or activity or required by law. Examples are consent forms, applications, and notices of rights.*].....3
- Multilingual written translated notices of the right to receive competent oral interpretation, free of cost .....4
- Other (specify).....99
- SNAP State agency does not offer language assistance resources to help LEP individuals access SNAP websites, web portals, or online applications.....0

ALL
-----

**B18. How does the SNAP State agency evaluate the qualifications of interpreters and translators during the hiring or contracting process?**

[*Hover-over text: Interpreters are staff who translate from one language to another orally. Interpreter services could be offered by telephone, internet or video calling, or in-person.*

[*Translators are staff who translate written material from English to another language and vice versa.*]

Select all that apply

- Academic degree.....1
- Certification.....2
- Work experience.....3
- Interview.....4
- Language test or assessment.....5
- Training attendance records.....6
- Other (specify).....99
- SNAP State agency does not evaluate the qualifications of interpreters and translators .....0

**B19. How does the SNAP State agency evaluate the qualifications of bilingual staff during the hiring process?**

*[Hover-over text: Bilingual staff are staff who can converse fluently with LEP persons in their primary (non-English) language.]*

Select all that apply

- Academic degree.....1
  - Certification.....2
  - Work experience.....3
  - Interview.....4
  - Language test or assessment.....5
  - Training attendance records.....6
  - Other (specify).....99
- 
- SNAP State agency does not evaluate the qualifications of bilingual staff during the hiring process .....0
  - IF I1b = 1: There is variation in how the qualifications of bilingual staff are evaluated during the hiring process across counties within our State.....98

ALL

**B20. How does the SNAP State agency evaluate the qualifications of an advocacy organization's translators and interpreters?**

[DEFINITION OF INTERPRETER AND TRANSLATOR WILL APPEAR WHEN RESPONDENT HOVERS OVER UNDERLINED TERM]

*Select all that apply*

- Academic degree(s) of organization's staff.....1
  - Certification(s) of organization's staff.....2
  - Work experience(s) of organization's staff.....3
  - Interview(s) with organization's staff.....4
  - Language test(s) or assessment(s) of organization's staff.....5
  - Recommendation from organization leadership.....6
  - Training attendance records..... 7
  - Other (specify).....99
- 
- SNAP State agency does not evaluate the qualifications of an advocacy organization's translators and interpreters .....0

ALL

**B21. How do frontline staff in your State communicate verbally with LEP individuals?**

[DEFINITION OF FRONTLINE STAFF WILL DISPLAY WHEN RESPONDENT HOVERS OVER UNDERLINED TERM]

*Select all that apply*

- State always has bilingual staff available in person and by telephone.....1
  - State uses on-staff interpreters.....2
  - State uses contracted interpreters.....3
  - State uses interpreters from advocacy organizations.....4
  - Staff use a telephonic interpreter service.....5
  - Family members or friends..... 6
  - Other (specify).....99
- 
- There are no services that frontline staff offer to verbally communicate with LEP individuals .....0

ALL

**B22. How long does it take to get translated documents to LEP individuals if their language is commonly spoken in the State or locality?**

*Select one only*

- 1 day or less.....1
- 2 to 3 days.....2
- 4 to 6 days.....3
- 1 to 2 weeks.....4
- 3 to 4 weeks.....5
- 5 weeks or more.....6
- Our State does not offer translated documents to LEP individuals .....0

ALL

**B23. How long does it take to get interpreters for LEP individuals if their language is commonly spoken in the State or locality?**

[DEFINITION OF INTERPRETER WILL APPEAR WHEN RESPONDENT HOVERS OVER UNDERLINED TERM]

*Select one only*

- 1 day or less.....1
- 2 to 3 days.....2
- 4 to 6 days.....3
- 1 to 2 weeks.....4
- 3 to 4 weeks.....5
- 5 weeks or more.....6
- Our State does not offer interpreters for LEP individuals .....0

ALL

**B24. How long does it take to get translated documents to LEP individuals if their language is rarely encountered in the State or locality?**

*Select one only*

- 1 day or less.....1
- 2 to 3 days.....2
- 4 to 6 days.....3
- 1 to 2 weeks.....4
- 3 to 4 weeks.....5
- 5 weeks or more.....6

- Our State does not offer translated documents to LEP individuals .....0

ALL

**B25. How long does it take to get interpreters for LEP individuals if their language is rarely encountered in the State or locality?**

[DEFINITION OF INTERPRETER WILL APPEAR WHEN RESPONDENT HOVERS OVER UNDERLINED TERM]

*Select one only*

- 1 day or less.....1
- 2 to 3 days.....2
- 4 to 6 days.....3
- 1 to 2 weeks.....4
- 3 to 4 weeks.....5
- 5 weeks or more.....6
- Our State does not offer interpreters for LEP individuals .....0

ALL

**B26. If an individual with limited English proficiency chooses to use their family or friend as an interpreter, does the SNAP State agency require the individual to sign a waiver of their right to free interpreter services (e.g., telephone, Internet/video, in-person)?**

[DEFINITION OF INTERPRETER WILL APPEAR WHEN RESPONDENT HOVERS OVER UNDERLINED TERM]

- Yes.....1
- No.....0

ALL

**B27. When does the SNAP State agency permit the use of family and friends as interpreters?**

[DEFINITION OF INTERPRETER WILL APPEAR WHEN RESPONDENT HOVERS OVER UNDERLINED TERM]

*Select all that apply*

- For routine matters (such as the location of an office or hours of an agency).....1
- During an emergency when no other interpretation is available.....2
- After an LEP individual has filled out a wavier to use an interpreter of their choosing.....3
- When filling out an application.....4
- During an interview.....5

- During all interactions with the LEP individual.....6
- Never.....0

ALL

**B28. When does the SNAP State agency permit the use of children as interpreters?**

[DEFINITION OF INTERPRETER WILL APPEAR WHEN RESPONDENT HOVERS OVER UNDERLINED TERM]

*Select all that apply*

- For routine matters (such as the location of an office or hours of an agency).....1
- During an emergency when no other interpretation is available.....2
- After an LEP individual has filled out a wavier to use an interpreter of their choosing.....3
- When filling out an application.....4
- During an interview.....5
- During all interactions with the LEP individual.....6
- Never .....0

ALL

**B29. How often do frontline staff use family and friends of LEP individuals as interpreters?**

[DEFINITION OF INTERPRETER WILL APPEAR WHEN RESPONDENT HOVERS OVER UNDERLINED TERM]

[DEFINITION OF FRONTLINE STAFF WILL APPEAR WHEN RESPONDENT HOVERS OVER UNDERLINED TERM]

*Select one only*

- Never.....1
- Rarely.....2
- Sometimes.....3
- Usually.....4
- Always.....5

ALL

**B30. How often do frontline staff use children of LEP individuals as interpreters?**

[DEFINITION OF INTERPRETER WILL APPEAR WHEN RESPONDENT HOVERS OVER UNDERLINED TERM]

[DEFINITION OF FRONTLINE STAFF WILL APPEAR WHEN RESPONDENT HOVERS OVER UNDERLINED TERM]

Select one only

- Never.....1
- Rarely.....2
- Sometimes.....3
- Usually.....4
- Always.....5

ALL

**B31. The next questions are about translation procedures. When does the SNAP State agency ensure that changes made to English documents are translated into the languages commonly used by applicants?**

[DEFINITION OF TRANSLATION WILL DISPLAY WHEN RESPONDENT HOVERS OVER UNDERLINED TERM]

Select all that apply

- SNAP State agency updates translations when English vital documents are updated [*Hover over definition: Written material, either hard copy or electronic, that contains information critical for accessing a program or activity or required by law. Examples are consent forms, applications, and notices of rights*].....1
- Based on a systematic reoccurring evaluation process.....2
- When there are changes in the population of LEP individuals served.....3
- Other (specify).....99
- Our State does not offer translated documents to LEP individuals .....0

[Empty text box for specifying other options]



ALL

**B32. How does the SNAP State agency ensure translation accuracy and cultural competency?**

[DEFINITION OF TRANSLATION WILL APPEAR WHEN RESPONDENT HOVERS OVER UNDERLINED TERM]

*Select all that apply*

- We check on the U.S. Department of Agriculture, FNS website for existing translated terminology .....1
- One staff person translates the document and another staff person reviews .....2
- Documents are reviewed to ensure that the language level is consistent in documents .....3
- Documents are reviewed by a translator or staff person who is fluent in the language to ensure they use culturally sensitive terminology [Hover definition of "culturally sensitive terminology": Each society is different and has different norms; so the translations should reflect these norms to appeal to the specific group.]
- Other (specify).....99
- Our State does not offer translated documents to LEP individuals .....0

ALL

**B33. Do you have informational materials on how the SNAP State agency implements language access policies and procedures (e.g. training manuals or policy memos) you could share with us?**

*Select one only*

- These materials are available publicly on our website.....1
- These materials are not on our website, but I can send them via email.....2
- These materials are not on our website, but I can upload them to a secure site.....3
- No, I cannot share the informational materials on how the SNAP State agency operates language access policies and procedures.....4
- No, we do not have any informational materials on how the SNAP State agency operates language access policies and procedures.....5
- Don't know.....d

B33 = 1

**B34. Would you please share the URL(s) where we can find the informational materials on how the SNAP State agency operates language access policies and procedures?**

(STRING 1000)

ALL

**B\_END. Thank you for completing this section. If you have more information you would like to share about SNAP language access procedures in your State or Territory, please share it below.**

## SECTION 3: CIVIL RIGHTS PROCESSES

The next series of questions asks about your State's civil rights processes. [IF COUNTY-ADMINISTERED: You should answer all questions about what is generally done in your State.]

ALL

- C1. Does your SNAP State agency offer any types of language access services as a result of a past relevant court decision, civil rights complaint investigation, or compliance review?**
- Yes..... 1
  - No..... 0

ALL

- C2. How does your SNAP State agency inform people they can file complaints about language access services directly with the U.S. Department of Agriculture (USDA)?**
- Select all that apply*
- Application forms include FNS-approved nondiscrimination statement..... 1
  - Complaint forms (paper/online) include FNS-approved nondiscrimination statement..... 2
  - Staff share this information verbally with individuals..... 3
  - Notices or signs are posted in the office..... 4
  - USDA And Justice for All, or an FNS-approved substitute, is in the office..... 5
  - SNAP State websites show this information..... 6
  - This information is included in a telephone voice mail menu ..... 7
  - Other (specify)..... 99
- 
- The SNAP State agency does not do this..... 0

ALL

- C3. Does your SNAP State agency have a process for handling civil rights complaints related to language access and national origin discrimination that is approved by the FNS Civil Rights Division?**
- Yes..... 1
  - No..... 0

ALL

- C4. In the past 5 years, has your SNAP State agency had any findings of noncompliance for Civil Rights language access requirements? These can be a result of a FNS Management Evaluation or a FNS Civil Rights Compliance Review.**
- Yes..... 1
  - No..... 0

C4=1

- C5. How many findings of noncompliance for Civil Rights language access requirements were found because of a FNS Management Evaluation or a FNS Civil Rights Compliance Review?**
- Select one only*
- 1-2..... 1
  - 3-5..... 2
  - 5-10..... 3
  - More than 10..... 4

C4=1

- C6. Did your SNAP State agency take the necessary corrective actions to resolve findings of noncompliance?**
- Yes..... 1
  - No..... 0

ALL

- C7. Did your State agency receive any civil rights complaints in the past 12 months that were specifically about language access?**
- Yes..... 1
  - No..... 0

C7 = 1

**C8. In the past 12 months, how many civil rights complaints did your SNAP State agency receive because it did not provide language access services?**

NUMBER

Don't know.....d

C7=1

**C9. What types of allegations were raised in the civil rights complaints received over the past 12 months?**

**Please only include information on complaints specific to language access services.**

*Select all that apply*

- Failed to provide a qualified interpreter or translated materials [*Hover over definition: A qualified interpreter is a highly trained individual who mediates spoken communication between people speaking different languages without adding, omitting, or distorting meaning or editorializing. A qualified interpreter is competent to provide interpreter services at a level of fluency, comprehension, impartiality, and confidentiality appropriate to the specific nature, type, and purpose of the information at issue.*] .....1
- Online application system was not available in the most commonly used languages besides English.....2
- Recipient was not notified of rights.....3
- Discrimination against a member of a State-specific protected class.....4
- Reasonable steps not being taken to provide meaningful access to SNAP.....5
- Incident with staff member(s).....6
- Denial of needed benefits and services.....7
- Delay in service delivery.....8
- Wrong services were provided.....9
- Ineffective services were provided.....10
- Voicemail menus on customer service lines are not accessible to persons with LEP.....10
- Other (specify).....99

C7=1

**C10. Did your SNAP State agency inform the FNS Civil Rights Division about all these civil rights complaints on language access before it initiated an investigation of the allegations?**

**Please only include information on complaints specific to language access services**

*Select all that apply*

- Yes, we notified the FNS Civil Rights Division of all complaints.....1
- We notified the FNS Civil Rights Divisions of some complaints.....2
- No, we did not notify the FNS Civil Rights Division about any of the complaints.....3

C8 > 0, DOES NOT EQUAL DK

PREFILL NUMBER FROM C8

**C11. How many of the [NUMBER FROM C8] civil rights complaints about language access services in the last 12 months resulted in a determination of noncompliance or unlawful discrimination?**

NUMBER

- Don't know.....d

C11 > 0, DOES NOT EQUAL DK

PREFILL NUMBER FROM C11

**C12. What corrective actions has your SNAP State agency taken in response to the [NUMBER FROM C11] complaints related to language access services that were determined noncompliant?**

*Select all that apply*

- Provided written notice to local agencies or sub-recipients of areas of noncompliance and required actions to correct the situation.....1
- Negotiated with local agencies or sub-recipients to achieve compliance.....2
- Submitted a Report of Findings of Noncompliance to the FNS Regional Civil Rights Officer if corrective action has not been taken within 60 days of finding.....3
- Other (specify).....99

- No corrective actions have been taken.....0

ALL

**C13. Do you have State guidance or policy documents related to submitting and/or addressing civil rights complaints that you could share with us?**

*Select all that apply*

- These documents are available publicly on our website.....1
- These documents are not on our website, but I can send them via email.....2
- These documents are not on our website, but I can upload them to a secure site.....3
- No, I cannot share them.....4
- No, we do not have any.....5
- Don't know.....d

C13 = 1

**C14. Would you please share the URL(s) where we can find the State guidance or policy documents related to submitting and/or addressing civil rights complaints?**

(STRING 100)

ALL

**C15. Do you have any informational materials you provide to SNAP participants on submitting civil rights complaints that you could share with us?**

*Select all that apply*

- These materials are available publicly on our website.....1
- These materials are not on our website, but I can send them via email.....2
- These materials are not on our website, but I can upload them to a secure site.....3
- No, I cannot share any informational materials we provide to SNAP participants on submitting civil rights complaints.....4
- No, we do not have any informational materials we provide to SNAP participants on submitting civil rights complaints.....5
- Don't know.....d

C15 = 1

**C16. Would you please share the URL(s) where we can find informational materials you provide to SNAP participants on submitting civil rights complaints?**

(STRING 1000)

ALL

**C\_END.** Thank you for completing this section. If you have more information you would like to share about civil rights processes in your State or Territory, please share it in the box below.

(STRING 1000)



## SECTION 4: SNAP LANGUAGE ACCESS TRAINING

This next series of questions reviews the training on language access services provided to staff. [IF COUNTY-ADMINSTERED: You should answer all questions about what is generally done in your State.]

ALL

**D1. Do frontline staff receive an annual training on civil rights?**

[DEFINITION OF FRONTLINE STAFF WILL DISPLAY WHEN RESPONDENT HOVERS OVER UNDERLINED TERM]

- Yes.....1
- No.....0

ALL

FILL TEXT "THAT GOES BEYOND THE TRAINING RECEIVED IN THE ANNUAL CIVIL RIGHTS TRAINING" IF D1 = 1

**D2. Do frontline staff receive other types of training on language access procedures [that goes beyond the training received in the annual civil rights training]?**

[DEFINITION OF FRONTLINE STAFF WILL DISPLAY WHEN RESPONDENT HOVERS OVER UNDERLINED TERM]

- Yes.....1
- No.....0

ALL

**D3. How would your SNAP State agency inform frontline staff of these changes in language access policies, plans, and procedures?**

[DEFINITION OF FRONTLINE STAFF WILL DISPLAY WHEN RESPONDENT HOVERS OVER UNDERLINED TERM]

*Select all that apply*

- Virtual meetings.....1
- In-person meetings.....2
- Program office or department's intranet site.....3
- SNAP external website.....4
- Email updates.....5
- Operational memos.....6
- Phone calls.....7
- Other (specify).....99

ALL

**D4. How does your SNAP State agency receive feedback from frontline staff about challenges implementing language access policies, plans and procedures?**

[DEFINITION OF FRONTLINE STAFF WILL DISPLAY WHEN RESPONDENT HOVERS OVER UNDERLINED TERM]

Select all that apply

- Frontline staff complete surveys about their experience.....1
  - Supervisors observe frontline staff interactions with LEP individuals.....2
  - Through group discussions or meetings with frontline staff.....3
  - Frontline staff have one-on-one conversations with supervisors.....4
  - Frontline staff provide ad hoc feedback.....5
  - Other (specify).....99
- 
- No feedback is collected from frontline staff.....0

IF D4 DOES NOT EQUAL 0

**D5. How does the SNAP State agency train frontline staff on its language access policies, plans and procedures?**

[DEFINITION OF FRONTLINE STAFF WILL DISPLAY WHEN RESPONDENT HOVERS OVER UNDERLINED TERM]

Select all that apply

- Online trainings.....1
  - Conferences.....2
  - Group in-person trainings.....3
  - Group virtual trainings.....4
  - One-on-one virtual trainings.....5
  - On-the-job training [*Hover over text: On-the-job training typically involves a combination of observing others and hands-on experience under the supervision of a training manager, co-worker, or outsourced professional trainer*].....6
  - Other (specify).....99
-

ALL

**D6. What kinds of training does your SNAP State agency provide for bilingual staff or staff who provide interpretation services or translations?**

[DEFINITION OF BILINGUAL STAFF WILL DISPLAY WHEN RESPONDENT HOVERS OVER UNDERLINED TERM]

Select all that apply

- Professional training courses for bilinguals, interpreters, and translators....1
- Training on language access policy and procedure.....2
- Having a third-party evaluator test the staff's language skills.....3
- Other (specify).....99

ALL

**D7. Are frontline staff trained on how to use or arrange for the following types of interpreter services?**

[DEFINITION OF FRONTLINE STAFF WILL DISPLAY WHEN RESPONDENT HOVERS OVER UNDERLINED TERM]

Select one per row

	YES	NO	Not Applicable, my State does not have this service
a. Telephone interpreters	1 <input type="radio"/>	0 <input type="radio"/>	<input type="radio"/>
b. Web-based or video interpreters	1 <input type="radio"/>	0 <input type="radio"/>	<input type="radio"/>
c. In-person interpreters	1 <input type="radio"/>	0 <input type="radio"/>	<input type="radio"/>

ALL

**D8. Do you have training materials for frontline staff on language access procedures that you could share with us (this may include training manuals, power point slides, memos etc.)?**

[DEFINITION OF FRONTLINE STAFF WILL DISPLAY WHEN RESPONDENT HOVERS OVER UNDERLINED TERM]

Select all that apply

- These materials are available publicly on our website.....1
- These materials are not on our website, but I can send them via email.....2
- These materials are not on our website, but I can upload them to a secure site.....3
- No, I cannot share any training materials for frontline staff on language access obligations.....4
- No, we do not have any training materials for frontline staff on language access obligations.....5

Don't know.....d

D8 = 1

**D9. Would you please share the URL(s) where we can find the training materials for frontline staff on language access obligations?**

(STRING 1000)

ALL

**D\_END. Thank you for completing this section. If you have more information you would like to share about SNAP language access training in your State or Territory, please share it in the box below.**

(STRING 1000)

## SECTION 5. SNAP E&T LANGUAGE ACCESS PROCEDURES

The next set of questions are about language services provided in SNAP E&T programs. You should answer all questions about what is generally done in your State.

ALL

**E1. How does your SNAP State agency inform SNAP E&T providers of Title VI and their language access requirements?**

**SNAP E&T providers are organizations or agencies who provide SNAP E&T services and components to eligible SNAP participants. SNAP E&T providers could be SNAP State agency staff or subrecipient organization or agency staff (such as a Department of Labor or Community College).**

*Select all that apply*

- Virtual meetings..... 1
  - In-person meetings..... 2
  - SNAP *internal* website..... 3
  - SNAP *external* website..... 4
  - Email updates..... 5
  - Updates sent by mail (e.g., brochures and memos)..... 6
  - Phone calls..... 7
  - Other (specify)..... 99
- 
- SNAP State agency does not have a way to inform SNAP E&T providers of Title VI and language access requirements..... 0

ALL

**E2. Does the SNAP State agency provide training to SNAP E&T providers about Title VI and their language access requirements?**

[DEFINITION OF SNAP E&T PROVIDERS WILL DISPLAY WHEN RESPONDENT HOVERS OVER UNDERLINED TERM]

- Yes, the SNAP State agency provides the training..... 1
- No, there is no training provided..... 0
- Policy or guidance gives local SNAP offices or E&T providers flexibility in how their staff are trained about Title VI and their language access requirements ..... 98

ALL

**E3. Do SNAP E&T providers offer services in a language other than English?**

[DEFINITION OF SNAP E&T PROVIDERS WILL DISPLAY WHEN RESPONDENT HOVERS OVER UNDERLINED TERM]

- Yes.....1
- No.....0

ALL

**E4. How does your SNAP State agency determine in which languages to provide SNAP E&T services?**

*Select all that apply*

- By assessing the presence of language groups in the service area using federal data.....1
  - By assessing the presence of language groups in the service area using State and local data.....2
  - By consulting community and/or faith-based organizations that serve and work with LEP communities in the service area.....3
  - Policy or guidance gives local SNAP offices or E&T providers flexibility in how they determine what languages SNAP E&T services are provided in .....98
  - Other method (please describe).....99
- 
- SNAP State agency does not determine in which language to provide SNAP E&T services .....0

ALL

**E5. Is outreach about SNAP E&T services to LEP individuals conducted the same way it is for regular SNAP services?**

- Yes.....1
- No.....0

IF E5 = 0

**E6. How do staff in your State conduct outreach to the LEP communities about SNAP E&T services?**

*Select all that apply*

- Posting signs in intake areas and other entry points.....1
- Distributing outreach documents about SNAP services.....2
- Working with community-based organizations and other stakeholders to inform LEP individuals of SNAP services.....3
- Using a telephone voice mail menu.....4
- Including notices in local newspapers in languages other than English.....5
- Providing notices on non-English–language radio and television stations about the available SNAP services and how to get them.....6
- Delivering presentations and/or notices to organizations in the community (e.g., schools, religious institutions, senior centers, community centers)..... 7
- Other(specify).....99
- Staff in the State have not conducted outreach to the LEP communities about SNAP E&T services .....0

ALL

E7. Does your SNAP State agency require SNAP E&T providers to provide the following services so that LEP individuals can access SNAP E&T services?

[DEFINITION OF SNAP E&T PROVIDERS WILL DISPLAY WHEN RESPONDENT HOVERS OVER UNDERLINED TERM]

[DEFINITION OF QUALIFIED INTERPRETER WILL DISPLAY WHEN RESPONDENT HOVERS OVER UNDERLINED TERM]

Select one per row

	YES	NO	Policy or guidance gives local SNAP offices or E&T providers flexibility in how they provide these services
a. Translation materials	1 <input type="radio"/>	0 <input type="radio"/>	98 <input type="radio"/>
b. Qualified interpreters	1 <input type="radio"/>	0 <input type="radio"/>	98 <input type="radio"/>



ALL

**E8. Does the SNAP State agency or do SNAP E&T providers offer English as a Second Language (ESL) classes as an E&T component?**

[DEFINITION OF SNAP E&T PROVIDERS WILL DISPLAY WHEN RESPONDENT HOVERS OVER UNDERLINED TERM]

- Yes.....1
- No.....0

E8 = 1

**E9. Do the SNAP State agency or SNAP E&T providers partner with any of the following programs to provide ESL classes as an E&T component?**

[DEFINITION OF SNAP E&T PROVIDERS WILL DISPLAY WHEN RESPONDENT HOVERS OVER UNDERLINED TERM]

*Select all that apply*

- Workforce Investment and Opportunity Act Title II programs.....1
- D-SNAP program in state.....2
- SNAP Ed program in state.....3
- TANF workforce programs.....4
- Other State LEP programs.....5
- Other (specify).....99

ALL

**E10. How do SNAP E&T services offered in other languages differ from those offered in English?**

*Select all that apply*

- Fewer service options.....1
- More individualized support.....2
- Fewer community college classes .....3
- Limited staff support.....4
- Flexibility in guidelines for case staff.....5
- Only offered at select locations.....6
- There are no differences from what is offered in English.....7
- Other (specify).....99

ALL

**E11. Does your SNAP State agency mandate SNAP E&T participation?**

- Yes.....1
- No.....0
- Policy or guidance gives local SNAP offices or E&T providers flexibility in whether they mandate SNAP E&T participation .....98

E11 = 1

**E12. Does your SNAP State agency exempt any LEP individuals from E&T participation?**

*Select all that apply*

- Yes, we exempt all LEP individuals.....1
- Yes, we exempt some LEP individuals if we cannot serve the language they speak.....2
- No, we do not exempt any LEP individuals from SNAP E&T participation.....0

E11 = 1

**E13. How do your SNAP State agency or SNAP E&T providers identify LEP individuals?**

[DEFINITION OF SNAP E&T PROVIDERS WILL DISPLAY WHEN RESPONDENT HOVERS OVER UNDERLINED TERM]

*Select all that apply*

- Assume limited English proficiency if communication seems impaired.....1
- Respond to individual requests for language assistance services.....2
- The non-English speaker or LEP individual self-identifies as LEP.....3
- Ask open-ended questions to determine language proficiency on the telephone or in person.....4
- Use of *I Speak* language identification cards or posters.....5
- Based on written material submitted to the agency (e.g., complaints).....6
- We do not identify non-English speakers or LEP individuals.....7
- Other (specify).....99

ALL

**E14. If an individual with limited English proficiency needed to be placed in a SNAP E&T component, how would the SNAP State agency or SNAP E&T providers accommodate this?**

[DEFINITION OF SNAP E&T PROVIDERS WILL DISPLAY WHEN RESPONDENT HOVERS OVER UNDERLINED TERM]

*Select all that apply*

- LEP individuals are not placed in certain components if the provider cannot accommodate the language need.....1
- We provide mostly case management services in their language.....2
- We provide mostly job search assistance in their language.....3
- LEP individuals are referred to ESL classes.....4
- LEP individuals are exempt from mandatory SNAP E&T.....5
- LEP individuals are referred to specific partners that offer components in their language..... 6
- Other (specify).....99

E11=1

**E15. What practices do the SNAP State agency or SNAP E&T providers use to place LEP individuals into an appropriate component?**

[DEFINITION OF SNAP E&T PROVIDERS WILL DISPLAY WHEN RESPONDENT HOVERS OVER UNDERLINED TERM]

*Select all that apply*

- Done at the case manager's discretion.....1
- Designating specific components as appropriate for LEP individuals.....2
- Conducting an intake assessment.....3
- Developing an individual employment plan for LEP individuals.....4
- Other (specify).....99

E12 = 0

**E16. Does your SNAP State agency use “good cause” to protect LEP individuals from adverse action if they cannot participate in programs because of language barriers?**

*[Hover over definition of good cause: Individuals who can present good cause for not complying with a SNAP requirement (such as a work requirement, reporting requirement, or recertification for SNAP) can continue to receive benefits after their certification period ends. Good cause can include sickness, problems with the mail, and other issues outside the household’s control.]*

- Yes..... 1
- No..... 0

ALL

**E\_END. Thank you for completing this section. If you have more information you would like to share about SNAP E&T language access procedures in your State or Territory, please share it in the box below.**

(STRING 1000)

## Section 6. D-SNAP LANGUAGE ACCESS PROCEDURES

The next set of questions are about language services provided in D-SNAP programs.

ALL

**F1. When was the last time your State needed to use D-SNAP?**

- Less than 2 years ago.....1
  - 2-5 years ago.....2
  - Greater than 5 years ago.....3
- SKIP OUT OF SECTION

F1 = 1 OR 2

**F2. Does your State offer in-person, telephone, or online D-SNAP applications? Answer according to your State's most up to date plan, even if some policies were put in place to accommodate customers during the pandemic.**

*Select all that apply*

- In-person D-SNAP applications.....1
- Telephone D-SNAP applications.....2
- Online D-SNAP applications.....3

F2=1

**F3. How are language assistance services provided during D-SNAPs to applicants that apply in person?**

[DEFINITION OF TRANSLATION WILL DISPLAY WHEN RESPONDENT HOVERS OVER UNDERLINED TERM]

[DEFINITION OF INTERPRETATION WILL DISPLAY WHEN RESPONDENT HOVERS OVER UNDERLINED TERM]

*Select all that apply*

- Pre-recorded informational messages are broadcasted in multiple languages at the application site.....1
- Translation and interpretation services are available on site (at the application site).....2
- Translation and interpretation services are available virtually (online or by phone).....3
- Written translated materials are available on site.....4
- Other (specify).....99

F2=2

**F4. How are language assistance services provided during D-SNAPs to applicants that apply by telephone?**

[DEFINITION OF TRANSLATION WILL DISPLAY WHEN RESPONDENT HOVERS OVER UNDERLINED TERM]

[DEFINITION OF INTERPRETATION WILL DISPLAY WHEN RESPONDENT HOVERS OVER UNDERLINED TERM]

*Select all that apply*

- Telephone translation and interpretation services available.....1
- Pre-recorded informational messages are broadcast in multiple languages..... 2
- Other (specify).....99

F2=3

**F5. How are language assistance services provided during D-SNAPs to applicants that apply online?**

[DEFINITION OF TRANSLATION WILL DISPLAY WHEN RESPONDENT HOVERS OVER UNDERLINED TERM]

[DEFINITION OF INTERPRETATION WILL DISPLAY WHEN RESPONDENT HOVERS OVER UNDERLINED TERM]

*Select all that apply*

- Online translation and interpretation services available.....1
- Video (such as Skype or Zoom) interpretation services provided by SNAP State agency..... 2
- Written translated materials are available online.....3
- Other (specify).....99

F1 = 1 OR 2

**F6. How does the SNAP State agency provide training to staff providing D-SNAP services about Title VI and language access requirements?**

- Online trainings.....1
- Conferences.....2
- Group in-person trainings.....3
- Group virtual trainings.....4
- One-on-one virtual trainings.....5
- On-the-job training [*Hover over text: On-the-job training typically involves a combination of observing others and hands-on experience under the supervision of a training manager, co-worker, or outsourced professional trainer*].....6
- Other (specify).....99
- No, there is no training provided.....0
- IF I1b = 0: There is variation in trainings about Title VI to D-SNAP providers across counties within our State.....98

F1 = 1 OR 2

**F7. Does your State offer D-SNAP documents (e.g. applications, notices, etc.) in languages other than English?**

- Yes .....1
- No.....0

F1 = 1 OR 2

**F8. How does the SNAP State agency decide into which languages to have D-SNAP materials translated?**

*Select all that apply*

- The SNAP State agency collects demographic information of potential individuals before a disaster.....1
- The SNAP State agency has an up-to-date, formal pre-disaster database in place.....2
- The SNAP State agency translates materials into the major languages spoken by non-English speakers in the State.....3
- The same process used for the regular SNAP State program is used for D-SNAP.....4
- Other (specify).....99



F1 = 1 OR 2

**F9. Does the SNAP State agency have the necessary agreements, contracts, and memoranda of understanding (MOUs) in place to on-board qualified interpreters when needed in case of a D-SNAP?**

[DEFINITION OF QUALIFIED INTERPRETER WILL DISPLAY WHEN RESPONDENT HOVERS OVER UNDERLINED TERM]

- Yes- qualified interpreters are available for D-SNAP when needed.....1
- No- qualified interpreters are not available for D-SNAP when needed.....0

F9=1

**F10. How does the SNAP State agency decide in which languages to have qualified interpreters in reserve for?**

[DEFINITION OF QUALIFIED INTERPRETER WILL DISPLAY WHEN RESPONDENT HOVERS OVER UNDERLINED TERM]

*Select all that apply*

- The SNAP State agency collects demographic information of potential individuals before a disaster.....1
- The SNAP State agency has an up-to-date, formal pre-disaster database in place.....2
- We partner with an organization or service that can provide qualified interpreters when needed.....3
- The same process used for the regular SNAP State program is used for D-SNAP.....4
- Other (specify).....99

F1 = 1 OR 2

**F11. When language services are not available in the LEP individual's language, what strategies does your SNAP State agency use?**

*Select all that apply*

- Refer the individual to other organizations or resources.....1
- Let the individual know your agency can not help them at this time.....2
- Work with the individual but not in their preferred language- it is up to them to get the materials translated by a friend or family member.....3
- Find someone who can interpret or translate and offer their services to the individual free of charge.....4
- Other (specify).....99

F1 = 1 OR 2

**F12. How does the SNAP State agency decide in which languages D-SNAP outreach should take place?**

*Select all that apply*

- The SNAP State agency collects demographic information of potential individuals before a disaster.....1
- The SNAP State agency has an up-to-date, formal pre-disaster database in place.....2
- The SNAP State agency translates materials into the major languages spoken by non-English speakers in the State.....3
- The same process is used for D-SNAP as is used for the regular SNAP program.....4
- Other (specify).....99

F1 = 1 OR 2

**F\_END. Thank you for completing this section. If you have more information you would like to share about D-SNAP language access procedures in your State or Territory, please share it in the box below.**

(STRING 1000)

## SECTION 7. SNAP-ED LANGUAGE ACCESS PROCEDURES

The next questions are about the language assistance services provided in SNAP-Ed.

ALL

**G1. How are SNAP-Ed contractors informed of Title VI and their language access requirements by the SNAP State agency?**

*[Hover over definition of SNAP-Ed contractors: SNAP-Ed contractors are the management entities providing the services to customers.]*

Select all that apply

- Virtual meetings..... 1
  - In-person meetings..... 2
  - SNAP *internal* website..... 3
  - SNAP *external* website..... 4
  - Email updates..... 5
  - Updates sent by mail (e.g., brochures and memos)..... 6
  - Phone call to SNAP-Ed providers..... 7
  - Other (specify)..... 99
- 
- SNAP State agency does not have a way to inform SNAP-Ed contractors of Title VI and language access requirements..... 0

ALL

**G2. Does the SNAP State agency provide training to SNAP-Ed contractors about Title VI and their language access requirements?**

[DEFINITION OF SNAP-ED CONTRACTORS WILL DISPLAY WHEN RESPONDENT HOVERS OVER UNDERLINED TERM]

- Online trainings..... 1
- Conferences..... 2
- Group in-person trainings..... 3
- Group virtual trainings..... 4
- One-on-one virtual trainings..... 5
- On-the-job training *[Hover over text: On-the-job training typically involves a combination of observing others and hands-on experience under the supervision of a training manager, co-worker, or outsourced professional trainer].*..... 6
- Other (specify)..... 99

- No, there is no training provided.....0
- IF I1b = 0: There is variation in trainings about Title VI to SNAP-Ed contractors across counties within our State .....98

ALL

**G3. Does the SNAP State agency require SNAP-Ed contractors to the following types of services so that LEP individuals can access SNAP-Ed opportunities?**

[DEFINITION OF SNAP-ED CONTRACTORS AND QUALIFIED INTERPRETER WILL DISPLAY WHEN RESPONDENT HOVERS OVER UNDERLINED TERM]

*Select one per row*

	YES	NO
a. Translated materials	1 <input type="radio"/>	0 <input type="radio"/>
b. Qualified interpreters	1 <input type="radio"/>	0 <input type="radio"/>

ALL

**G4. Do SNAP-Ed contractors offer SNAP-Ed documents (e.g. applications, notices, etc.) in languages other than English?**

- Yes.....1
- No.....0

ALL

**G\_END. Thank you for completing this section. If you have more information you would like to share about SNAP Ed language access procedures in your State or Territory, please share it in the box below.**

(STRING 1000)

**END. You have completed all the sections. Thank you for your time on this important survey.**