

## **IMPLEMENTATION UPDATE FOR 2006 ON LOCAL LAW 73**

### **NEW YORK CITY ADMINISTRATION FOR CHILDREN'S SERVICES**

#### **I. INTRODUCTION**

This implementation plan update presents the steps that the New York City Administration for Children's Services (Children's Services) has initiated during calendar year 2006 to ensure compliance with Local Law 73 of 2003. The update also provides data on the number of limited English proficient persons served by Children's Services during 2006.

In October 2004, Children's Services provided an implementation plan to ensure compliance with Local Law 73. The plan demonstrates Children's Services' commitment to provide meaningful access to all individuals seeking benefits and services, including individuals with limited English proficiency. Our policy is that individuals should not face obstacles to receiving social services for which they may be eligible because they do not speak English. The purpose of the implementation plan is to ensure that persons eligible for Children's Services receive them and to avoid the possibility that a person who attempts to access services will face discrimination based on the language he or she speaks.

The implementation plan emphasizes that the mission of Children's Services is to ensure the safety of all the children of New York, which includes those with limited proficiency in English. Children's Services believes that the safety, permanency and well-being of children are best achieved through a Neighborhood Based Services approach that seeks to provide every child and family with culturally, linguistically and need-driven services within their communities. Children's Services is committed to providing high-quality child welfare and child care services and enhancing family engagement in these services. Promoting access to services through language assistance is critical for workers to interact effectively with families and improve outcomes for the children and families.

The Local Law 73 Implementation Update for 2006 provides a status report on the different components of the Children's Services implementation plan based on activities initiated in 2006 and also includes an analysis of the number of limited English proficient persons served by Children's Services during 2006, disaggregated by primary language and Children's Services office.

## **II. SUMMARY OF 2006 INITIATIVES TO IMPROVE LANGUAGE ASSISTANCE SERVICES**

Children's Services is making significant progress in its efforts to provide limited English-proficient clients with timely access to services needed to protect children and strengthen families. In 2006, Children's Services:

- Increased language assistance services by over 300%. More than 20,000 requests for language assistance services were met in CY 2006 as compared to 6,600 requests in CY 2005.
- Implemented a new telephonic interpreter system that provides access to interpreters within one or two minutes. Nearly 10,000 requests for interpreter services were met through this system in CY 2006.
- Addressed the need for ready access for Spanish interpreters by out-stationing contract interpreters in field offices and in the Office of Advocacy.
- Improved the accuracy of translations by contracting with a vendor to do secondary reviews of translations.
- Recruited new child protective specialists with bilingual skills as a preferred qualification. Bilingual candidates are given hiring priority and opportunity to work in region with need for their language skill. Children's Services is also hiring bilingual candidates from a selective certification, where all new child protective specialists are expected to use their language skills in the performance of their jobs.
- Identified funds to contract with community groups working with immigrant communities from Mexico, South Asia and from West Africa to assist with providing interpreters, to participate in family conferences, to provide community education and to train Children's Services and contract agencies in providing culturally competent services to these communities.
- Revised cultural competency training and special immigrant training to include best practices and protocols in providing interpreter services.
- Created an internal Children's Services Task Force on Racial Equity and Cultural Competency to address racial disparity in child welfare outcomes and to improve Children's Services' provision of culturally competent services.
- Improved primary language determinations by working with the New York State Office of Children and Family Services to implement a major change in the language fields in Connections, the primary computer system for child welfare. The primary language field will now default to blank, rather than to English, enabling improved monitoring of language assistance services.
- Initiated improvements in the quality of in-person interpreters by developing a new Request for Proposals requiring contractors to demonstrate how they will assure interpreters have skills and expertise to provide quality services.
- Identified funds for dedicated interpreter resources to preventive service agencies to improve their capacity to serve limited-English proficient clients.

- Contracted with Metis Associates to undertake a study of the language needs of preventive service agencies in preparation for the next Request for Proposals.
- Secured continued grant funding for the Director of Immigrant Services with responsibility for Local Law 73 implementation and other initiatives to improve services to immigrant children and their families.

### **III. 2006 IMPLEMENTATION UPDATE**

#### **A. Identification of Primary Language**

##### **1. Relevant Portion of Law:**

*Upon initial contact, whether by telephone or in person, with an individual seeking benefits and/or services offered by an other covered agency, the other covered agency shall determine the primary language of such individual. If it is determined that such individual's primary language is not English, the other covered agency shall inform the individual in his/her primary language of available language assistance services.*

*"Primary language" means the language in which a limited English-proficient individual chooses to communicate with others.*

##### **2. Implementation Plan:**

- a. ACS created the *ACS Language Identification Card* in 2004. The *ACS Language Identification Card*, which is laminated for extended use, contains translation in twenty-eight languages in order to facilitate language identification. The languages selected for inclusion on the card represent the most commonly encountered languages by ACS child welfare staff.
- b. The *ACS Language Identification Card* was distributed in May 2004 to all staff members at ACS who have direct contact with individuals seeking ACS benefits and/or services, along with the recently published *Administration for Children's Services Immigration and Language Guidelines for Child Welfare Staff* ("Guidelines"). Both tools were created to assist child welfare staff in meeting the unique challenges posed by the diverse needs of New York City's immigrant and limited English proficient communities and to increase access to ACS services for all New York City children and families. The last two pages of the Guidelines contain a reproduction of the *ACS Language Identification Card*.
- c. The Guidelines include specific instructions for complying with Local Law 73. These instructions state that upon initial contact with a family, ACS child welfare staff is to determine the primary language of the family members through utilization of the *ACS Language Identification Card*, and further they are to notify the individuals of the available language assistance services and to offer them an interpreter. ACS will issue to all affected program areas a directive reiterating these requirements and specifying the data collection requirements related to Local Law 73 by the end of calendar year 2004.

- d. ACS is exploring the possibility of and necessary resources for expanding its current interpretation and translation contract to offer language assistance services to help staff identify a client's language when the *ACS Language Identification Card* is ineffective because a client's primary language falls outside of those represented on the ACS Language Identification Card and/or the client is illiterate.

**3. 2006 Implementation Update:**

- a. In March 2006, Children's Services implemented a new telephonic interpretation system to enhance language assistance services. The new telephonic interpretation system provides nearly immediate access to telephonic interpreters for staff in the Division of Child Protection (including Child Advocacy Centers), the Office of Advocacy, the Juvenile Justice Initiative (Division of Family Court and Legal Services) and the Office of Parent Recruitment and Expedited Placement (PREP). Child protective workers have been issued cell phones and are able to access telephonic interpreters while in the field without any delays. Through the telephonic interpretation system, child protective staff is able to identify the language spoken by Children's Services clients for whom the ACS Language Identification Card is ineffective. In addition, the Office of Advocacy and PREP are able to utilize the telephonic interpretation system to identify the languages of clients who call these offices.

**B. Notice Regarding Free Language Assistance**

**1. Relevant Portion of Law:**

*Upon initial contact, whether by telephone or in person, with an individual seeking benefits and/or services offered by an other covered agency, the other covered agency shall determine the primary language of such individual. If it is determined that such individual's primary language is not English, the other covered agency shall inform the individual in his/her primary language of available language assistance services.*

**2. Implementation Plan:**

- a. When an individual is determined to have a primary language other than English, staff will inform the individual of available language assistance services in the individual's primary language by using the Language Identification Card, directly using the individual's primary language, or using the interpreter service.
- b. As needed, ACS will post multilingual signage in those offices and other appropriate service sites where clients are served advising clients of the availability of language assistance.

**3. 2006 Implementation Update:**

- a. Multi-lingual signage has been posted in all ACS offices in which clients seek child welfare services from ACS.

- b. The ACS Immigrant Advisory Subcommittee, co-chaired by the Director of Immigrant Services, is developing a special pamphlet for immigrant families that will include information on the availability of free language assistance services for ACS clients.

**C. Language Assistance Services**

**1. Implementation Plan:**

- a. Once the primary language of a child or family served by ACS is determined, interpretation and translation services can be arranged through ACS's existing contracts which are available to ACS's Division of Child Protection (DCP), and have been used by other ACS divisions based on identified need. An internal memorandum was issued November 3, 2003 outlining the procedures for obtaining interpretation and translation services in over 140 languages. These services are available twenty-four hours a day, seven days a week for Child Protective Services staff within DCP.
- b. ACS is in the process of determining the feasibility of and necessary resources for expanding the current language assistance contract to serve the remainder of the agency. In accordance with an expanded contract, ACS will develop and implement a training program for the remainder of the ACS direct service staff regarding language access services and ACS will update and reissue the internal memorandum for agency-wide distribution on availability of language assistance services.

**2. 2006 Implementation Update:**

- a. ACS significantly increased the provision of language assistance services during 2006. Expenditures for interpretation and translation services increased from approximately \$360,000 in CY 2005 to over \$ 1.1 million in CY 2006. In CY 2005, ACS provided telephonic and in-person interpreting services for 6,630 requests. In CY 2006, ACS provided telephonic and in-person interpreter services for 20,200 requests, an increase of over 300% from CY 2005. In CY 2006, the new telephonic interpretation system implemented in March 2006, provided interpreter services for nearly 10,000 clients. An additional 10,500 requests for interpreter services were met by in-person interpreters. The increase in the provision of language assistance services is attributable to multiple factors. One factor leading to the increase in language assistance was the fact that ACS responded to more child abuse and neglect reports of Limited English Proficient (LEP) clients in CY 2006 than in 2005. The percentage of LEP children, parents, perpetrators or other family members of a child protective case remained about the same, at approximately 12% in both CY 2005 and CY 2006, but the total number of child protective cases increased by 30%. Consequently, more LEP clients required language assistance services in CY 2006 than in CY 2005. For example, the number of Spanish speaking persons in a child protective case increased from 12,028 in CY 2005 to 16,626 in CY 2006.
- b. A second factor in the increase in language assistance services was the implementation of practice changes designed to make it easier for ACS child protective workers to access interpreters. The first practice change was the out-stationing of Spanish interpreters at most ACS field offices, which enabled child protective workers to bring interpreters with them to respond to child abuse and neglect reports involving Spanish speaking families. The second practice change was the implementation of a new telephonic interpretation system that provided nearly immediate access to interpreters. Through this system, child protective workers had direct access to telephonic interpreters and were not required to

submit and get pre-approval of requests for interpreters from two managers and secure vouchers for interpreter services. The telephonic interpreter services were used primarily for setting up meetings with clients, for phone call discussions with clients and for initial investigations of abuse and neglect when there was no information in the State Central Register report that any of the family members did not speak English.

- c. A third factor in the increase in the provision of language assistance services was continued training and reinforcement of ACS policy on the need to provide interpreter services for all household members who do not speak English. ACS policy as specified in the *Immigration and Language Guidelines for Child Welfare Staff* and in newly developed protocols for working with immigrant and LEP clients clearly states that interpreters should be provided for all family members who do not speak or understand English well, and that children and family members should never be used as interpreters. ACS language assistance policy is incorporated into the revised cultural competency and immigration training provided through the James A. Satterwhite Academy.
- d. ACS has identified that a growing number of Mexican immigrants being served by ACS speak Mixteca, rather than Spanish. While ACS has been able to access telephonic interpreters to provide language assistance for Mixteca speakers, it has been very difficult to recruit in-person Mixteca interpreters. ACS did issue a request for proposals for Mixteca interpreters in CY 2006, but we did not receive any acceptable proposals. ACS has issued a new request for proposals and is reaching out to community based organizations that work with the Mexican community to provide interpreter services and to also conduct community education forums and training for ACS staff on providing culturally competent services to the Mexican community. Similar proposals are planned to improve services to the West African and South Asian immigrant communities.
- e. Translation service requests also increased in CY 2006 from 52 requests in CY 2005 to 135 in CY 2006. ACS is developing an inventory of all translated forms and is assessing how best to make these forms easily accessible by ACS staff, including having a single site on the ACS intranet which would include all translated forms by language. A new contract for translation services through the DOITT is being developed that will enable ACS to expand our capacity for translations.

## **D. Quality Assurance Measures**

### **1. Relevant Portion of Law:**

*No later than the first day of the sixtieth month after the effective date of the local law that added this chapter, every other covered agency shall maintain records of the primary language of every individual who seeks or receives ongoing benefits or services. At a minimum, the other covered agency shall maintain specific records of the following:*

- 1. The number of limited English proficient individuals served, disaggregated by type of language assistance required and primary language;*
- 2. The number of bilingual personnel and the number of interpreter personnel employed by the other covered agency, disaggregated by language translated by such personnel;*
- 3. Whether primary language determinations are recorded properly; and*
- 4. Whether documents are translated accurately and disseminated properly.*

### **2. Implementation Plan:**

- a. ACS's Office of Quality Improvement, in conjunction with other relevant program areas, will devise a plan by end of calendar year 2005 to establish a methodology and process for assuring that primary language determinations are recorded properly and that documents are translated accurately and disseminated properly.

**3. 2006 Implementation Update:**

- a. An analysis of primary languages identified in the Connections database in 2005 for children and adults involved in child abuse and neglect cases indicated a potential under-reporting of primary languages other than English. The analysis indicated that a critical factor in the under-reporting was likely due to the fact that the primary language field defaulted to English. In other words, if no language was entered, the language field would read as English. In response to this analysis ACS requested the New York State Office of Children and Family Services (OCFS) to edit the language fields on Connections to replace the English default with a blank default. OCFS is including this change in the March 2007 Build 18.9 changes to Connections. ACS will now be able to follow-up on blank language fields to determine the extent of possible under-reporting and to develop appropriate measures to improve proper recording of primary languages.
- b. ACS is also assessing other alternatives for determining whether primary languages are recorded properly. We are looking at the feasibility of comparing a list of clients who receive language assistance services to the list of persons recorded as having a primary language other than English. This would help identify those who are receiving language assistance services but were recorded incorrectly. We are also looking at using foster care and preventive agencies who are working with clients who came through child protective services to determine if primary languages were recorded properly. In addition, we are looking at the feasibility of conducting a survey of a statistically valid sample of clients to determine whether primary languages were recorded properly and translated documents were disseminated properly.
- c. ACS is currently in the process of translating key notices/documents and public education materials. We have included in this process a second level of review by an additional contractor to determine if documents have been translated accurately. As part of the process outlined in letter b above, we are looking at the feasibility of conducting a survey to determine if translated documents have been disseminated properly.

**E. Training**

**1. Implementation Plan:**

- a. To ensure that the *ACS Language Identification Card* is used and that interpretation/translation services are offered to children and families, ACS has incorporated Local Law 73 directives into the Common Core training, which is provided through the Satterwhite Academy, ACS's training center for its child welfare staff. The following steps have been taken to introduce the *Immigration and Language Guidelines*

for *Child Welfare Staff* and facilitate its implementation into casework practice within the following curricula of ACS's trainings:

***Common Core, Supervisory Common Core, and the CPS Specialty:***

- The Culture modules, or appropriate sections of the curriculum, were enhanced with an introduction and review of the *Immigration and Language Guidelines for Child Welfare Staff* booklet
- Tools in the booklet, such as the Language Identification Card, are referenced and discussed
- Memorandum – the official *Immigration and Language Guidelines for Child Welfare Staff* memorandum on Special Immigrant Juvenile Status is distributed and discussed
- The form, Referral for Foster care Immigration Law Services, is provided as a handout and discussed
- The ACS Immigration and Language Issues Reference List is provided separately as a handout, referenced and discussed
- The *Immigration and Language Guidelines for Child Welfare Staff* booklet is distributed and displayed on the resource table
- Immigration and Language Guidelines are referenced in the Legal part of the curricula, presented by training attorney.

***Immigrant Issues curriculum:***

- *Immigration and Language Guidelines for Child Welfare Staff* is the focal point of the training
- Official ACS policy on immigration and language presented and practiced.
- *Immigration and Language Guidelines for Child Welfare Staff* booklet is distributed and discussed.

***Core phase II, Legal Issues training:***

- Legal aspects of the *Immigration and Language Guidelines for Child Welfare Staff* are presented, including Special Immigrant Juvenile Status
- *Immigration and Language Guidelines for Child Welfare Staff* booklet is distributed.

***“Resource Table in Classrooms:”***

- *Immigration and Language Guidelines for Child Welfare Staff* booklet is available in sufficient amount in every classroom during Core phase II trainings

- b. As a next step, the Satterwhite Academy will conduct a debriefing of all training and curriculum staff on the *Immigration and Language Guidelines* and related child welfare policies. The Academy will review all remaining curricula and determine where revisions related to LL73 are appropriate.
- c. ACS will develop a plan to ensure the training of all staff that has direct contact with individuals seeking ACS benefits and/or services. This training plan will be developed by the end of calendar year 2005.

**2. 2006 Implementation Update:**

- a. The Cultural Competence in Child Welfare Practice training curriculum and the special Immigrant training curriculum have been revised to include more emphasis on the

- importance of accurately determining and recording primary languages and using interpreters and best practices on how to effectively use interpreters. The culture modules included in the Common Core and Supervisory Common Core training provided on “Immigration and Language Guidelines for Child Welfare Staff” also include more emphasis on determining and recording primary languages, and on effective use of interpreters.
- b. As part of the roll-out of the new telephonic interpretation system, staff received training on LL 73 and ACS language assistance policies.

**F. Recordkeeping and Monitoring**

**1. Relevant Portion of Law:**

*No later than the first day of the sixtieth month after the effective date of the local law that added this chapter, every other covered agency shall maintain records of the primary language of every individual who seeks or receives ongoing benefits or services. At a minimum, the other covered agency shall maintain specific records of the following:*

- 1. The number of limited English proficient individuals served, disaggregated by type of language assistance required and primary language;*
- 2. The number of bilingual personnel and the number of interpreter personnel employed by the other covered agency, disaggregated by language translated by such personnel;*
- 3. Whether primary language determinations are recorded properly; and*
- 4. Whether documents are translated accurately and disseminated properly.*

**2. Implementation Plan:**

- a. ACS Management Information Systems (MIS) proposes to implement an automated recording and reporting system to support Local Law 73. When appropriate analyst and programming resources become available, MIS would launch a project to implement a long-term solution for Local Law 73 record-keeping and reporting requirements.
- b. The project will follow standard systems development life cycle, which includes six phases: initiation, analysis, design, construction, implementation, and maintenance.
- c. In conjunction with analysis and implementation of the long-term system, ACS will advance a phased approach to comply with Local Law 73 requirements. A description of short-term, interim and long-term plans follows:

***i. Short-Term Plan***

During Local Law 73 implementation meetings, program area representatives identified at which points of contact with individuals seeking ACS services and/or benefits would require Local Law 73 notification and record-keeping.

The short-term plan for record-keeping, scheduled to start on January 1, 2005, includes the following steps, completed and in-progress:

- DCP staff will be required to complete the language field in Connections, the statewide child welfare information system. This would collect data on a significant portion of the population that ACS serves.

The New York State Office of Children and Family Services (“OCFS”) has been notified that ACS requires their assistance in complying with Local Law 73. MIS is doing an impact assessment in conjunction with the OCFS regarding this. Specifically, ACS is asking that the additional languages contained in the *ACS Language Identification Card* be captured in Connections. Current languages covered are: Native American language, Chinese, Creole, English, French, German, Hindi, Hebrew, Italian, Japanese, Korean, Polish, Portuguese, Russian, American Sign Language, Spanish, and Vietnamese.

- MIS and other relevant ACS program areas will identify and develop mechanisms to comply with Local Law 73 record-keeping requirements by the required time frames. Staff will be trained in accordance with these processes.
- MIS will require analysts and programmers for this project.

**ii. Interim Plan**

Reporting of data collected from January 1, 2005 through December 31, 2005 will begin on April 1, 2006. MIS will work with the program areas to devise a method for collecting data that will begin to be collected on January 1, 2005. Updates will appear in the Implementation Update, scheduled to be distributed on or about April 1, 2005.

**iii. Long Term Plan**

Resources permitting, MIS can launch a project for development of the Local Law 73 record-keeping and reporting project. The project will have six phases: Initiation, analysis, design, construction, implementation, and maintenance.

MIS has started analysis by compiling the points of contact for ACS program staff. During the next phase MIS analysts would work with program areas to further define how contact occurs, which current data processing systems are used, and which data processing systems are in development mode.

In the second phase, analysis, the user determines what he or she needs or wants the system to do. At this stage, the MIS analyst will work with program areas as they define the optimal method for capturing Local Law 73 required data at points of contact.

The third phase, design, determines how the user will achieve his or her objectives. The program area team members and MIS will participate in defining workflow, refining the need for data elements, system requirements and reports.

There is an on-going agency-wide project to build an Integrated Case Management System at ACS, in conjunction with the releases of Connections and phasing out of legacy ACS systems. The Local Law 73 requirements will be incorporated in this planning.

During MIS’s preliminary investigation of system needs to capture Local Law 73 data elements, MIS has referred to extensive work done previously for the Child Protective Services (CPS) Intake and Assignment Processes. A review of this analysis reveals the systems currently in use as Connections, WMS/NYS, WMS/NYC, ACCIS, ACRS +, and CCRS. ACS MIS will work with OCFS to coordinate requirements with new releases of Connections and phasing out of WMS/NYS, WMS/NYC and CCRS. Request for this has been made to OCFS in Albany. These systems do not collect child care data. The

local system for child care, ACCIS, is being analyzed to determine what modifications are required.

Building on analysis that preceded this project, the long-term project will consult with and revise the documents that identify how data are collected and processed at several key points in the Intake and Assignment process. These documents include information about forms used and screens used in the CPS Intake Process.

Once the data collection system is in place, training on the system will ensue for ACS employees who have direct contact with individuals seeking ACS services or benefits.

- d. For tracking of bilingual personnel, ACS will record and track bilingual personnel hired and develop a registry of bilingual personnel that can potentially be used as translators at their locations. The Office of Personnel will work with the relevant program areas regarding placement of bilingual personnel in critical areas of contacts. ACS will modify the existing telephone directory to include fields needed to track personnel and develop procedures. A field will be added to record language spoken. ACS will develop a procedure to identify bilingual personnel in order to record this data. ACS anticipates that the recording and sorting of this data will be operational by 2006.

### **3. 2006 Implementation Update:**

- a. The steps outlined in the short-term plan have been implemented. DCP staff has been instructed to enter primary language information into Connections, the statewide child welfare electronic case information system and database.
- b. ACS has requested additional changes in the primary language fields in Connections to improve data collection of primary languages. ACS has requested that the default field for primary languages be changed to blank, rather than a default to English. This change will require workers to actually enter a language field. ACS will be able to track cases in which the language field is blank and ensure that the primary language be determined and entered into the data base. This change was agreed to by OCFS and is included in Build 18.9, scheduled to be implemented in March 2007.
- c. ACS has requested the elimination of a multiple languages field, as Local Law 73 requires the determination of a “primary language”, not multiple primary languages. This change has not been implemented.
- d. In addition, ACS has requested revising the OTHER category to require that a caseworker must manually enter the primary language of client (s) if the language is not listed in drop down menu list. This change has not been implemented.
- e. ACS requested the following additional languages be added to the drop down list, but have not been implemented:
  - Amoy (a Chinese Coastal language)
  - Pashto (Language of Afghanistan/Iran)
  - Twi (Language of Ghana)
  - Ukrainian (Language of the Ukraine)
  - Afrikaans (Language of South Africa and Namibia)
  - Tibetan (Language of Tibet)
  - Indonesian (Language of Indonesia)
  - Wolof (Language of Senegal)

- Slovak (Language of the Slovak Republic)
  - Soninke (Language in Ghana, Mauritania, Senegal)
- f. Some additional system changes are needed to record and report on the provision of language assistance services as required under Local Law 73. ACS is evaluating whether these changes can be made as part of the Connections system and the Integrated Case Management System.
- g. ACS is re-evaluating the 2004 implementation plan provision for developing a registry of bilingual personnel that can be used for interpretation and translations. ACS job titles do not include translation and interpretation as part of job responsibilities and consequently, ACS can not require current staff to perform these functions. However, ACS is now making bilingual skills a preferred qualification for hiring of new child protective workers, and these new personnel will be expected to use their language skills in the performance of their jobs. ACS is assessing how to best utilize new bilingual child protective workers as part of the ACS Child Safety initiatives.

## **G. Coordination**

### **1. Implementation Plan:**

ACS has created an inter-divisional workgroup to coordinate the implementation of Local Law 73. ACS is also exploring resources to enable the creation of a staff position for immigration and language issues which will include responsibility for ensuring compliance with Local Law 73. This staff member will also coordinate data collection and be responsible for drafting and finalizing implementation updates and the reports that are to be published.

### **2. 2006 Implementation Update:**

- a. ACS secured continued grant funding for the position of Director of Immigrant Services to coordinate and oversee the implementation of Local Law 73. The Director has coordinated the data collection under Local Law 73 and has assumed responsibility for drafting and finalizing the 2006 implementation update.

## **H. Implementation Updates and Annual Reports**

### **1. Relevant Portion of Law:**

*Implementation updates and annual reports. No later than 90 days after the end of each calendar year after the publication of the implementation plan and before implementation is complete, the agency and each other covered agency shall publish an implementation update. The implementation update shall describe steps taken over the prior year to implement the requirements of this chapter and shall describe any changes in the agency or other covered agency's plan for implementing the remaining requirements of the local law that added this chapter before the date set forth in subdivision a of this section. The implementation update for every year after 2004 shall include a report on the number of limited English proficient people served, disaggregated by language and by agency office or other covered agency office. Not later than 90 days after the end of each calendar year beginning with 2008, the agency and each*

*other covered agency shall publish an annual report on language assistance services. At a minimum, this annual report of the agency, each agency contractor and each other covered agency shall set forth the information required to be maintained by this chapter.*

**2. Implementation Plan:**

- a. ACS's Local Law 73 Implementation Workgroup will continue to meet regularly to refine and further the subsequent implementation plans and address future issues that would include implementation updates and publishing of annual reports.

**3. 2006 Implementation Update:**

- a. The Director of Immigrant Services, who has assumed responsibility for Local Law 73 implementation, meets regularly with the relevant ACS offices and staff that have responsibility for different components of Local Law 73 implementation. This structure has replaced the original Local Law 73 Workgroup.

**I. Primary Languages of Persons Served by ACS in 2006:**

**1. Chart A: Primary languages of Persons Involved in SCR Reports, CY 2006**

The following chart provides data on the primary languages of persons involved in child protective cases and served by ACS during Calendar Year 2006. The data is broken down by borough and disaggregated by primary language. The data is derived from the Connections data base and reflects the primary language entered into Connections.

The data for 2006 shows that out of over 285,000 language fields of children, parents, perpetrators or other family members involved in a child protective case, over 250,000 or 88%, primary language was English. Slightly more than 16,600 or 5.9% of language fields were for persons whose primary language was recorded as Spanish.

Approximately 1200 persons involved in a child protective case spoke a dialect of Chinese, representing a little more than one half of a percent of all persons involved in child protective cases. The third most prevalent language of persons involved in a child protective case was Russian with 320 persons or a little more than .1 percent, followed by Creole speakers with 303 persons or .1 percent.

As previously noted, we suspect that this may be an under-representation of persons whose primary language is not English and were involved in child protective cases, due to the fact that the default field for the language field is English. Consequently, unless the caseworker enters a language, English will be considered the primary language. For Spanish, ACS data indicate that approximately 35% of child protective cases involve a child who is Hispanic. Department of City Planning data shows that nearly one-half of Hispanics in New York City are not proficient in English. Consequently, based on these data, we would project a significantly higher number of primary languages identified as Spanish.

To address this concern, ACS is revising training of workers to ensure that workers ask limited English proficient clients in what language they want to communicate in, and workers also tell

clients that interpreters are available. In addition, as previously indicated, ACS has requested changes in Connections to change the default from English to blank. This will help remedy the situation in which caseworker fails to enter a primary language, and it is recorded as English. As reported earlier, this change is being made by OCFS as part of Build 18.9 and should be completed by the end of March 2007. In addition, we have requested the elimination of the multiple language field, as Local Law 73 requires the recording of the primary language in which the client wants to be communicated in. ACS has also requested that the “other” field be modified to require workers to enter a language in the field, if the drop down menu does not include the language spoken by the client. We believe these changes, and other improvements in access to interpreters, will lead to a more accurate recording of primary languages by ACS clients in child protective cases.

## 2. Chart B: Primary Language of Families Receiving Child Care Services

The second presents data on the primary language of families receiving child care services through ACS. The data is a snap shot of parents of children in child care for whom a primary language was reported in the ACS child care system as of March 9, 2007

Over 30,000 or over 75% of parents with children in child care speak English; while nearly 18% or over 7,300 families speak Spanish. Chinese is the third most prevalent language with over 850 families or nearly 2% speaking Chinese. Russian is the fourth most prevalent language with slightly over 1% or approximately 500 families speaking Russian.

### Primary languages of Persons\* Involved in SCR Reports, CY 2006

Language Code		Bronx		Brooklyn		Manhattan		Queens		Staten Island		OSI		Citywide	
AI	Nat. Am	3	0.0%	1	0.0%	3	0.0%	2	0.0%	0	0.0%	0	0.0%	9	0.0%
AL	Albanian	20	0.0%	12	0.0%	0	0.0%	19	0.0%	4	0.0%	0	0.0%	55	0.0%
AR	Arabic	46	0.1%	106	0.1%	10	0.0%	70	0.1%	25	0.2%	0	0.0%	257	0.1%
BN	Bengali	16	0.0%	68	0.1%	25	0.1%	114	0.2%	0	0.0%	0	0.0%	223	0.1%
BS	Bosnian	1	0.0%	0	0.0%	3	0.0%	0	0.0%	0	0.0%	0	0.0%	4	0.0%
CC	Chinese-Cantonese	0	0.0%	178	0.2%	64	0.2%	24	0.0%	9	0.1%	4	0.0%	279	0.1%
CF	Chinese-Fujianese	0	0.0%	7	0.0%	7	0.0%	2	0.0%	3	0.0%	0	0.0%	19	0.0%
CH	Chinese-other	6	0.0%	226	0.3%	108	0.3%	176	0.3%	16	0.1%	4	0.0%	536	0.2%
CM	Chinese-Mandarin	0	0.0%	150	0.2%	90	0.2%	172	0.3%	9	0.1%	3	0.0%	424	0.1%
CR	Creole	9	0.0%	166	0.2%	19	0.1%	100	0.2%	7	0.0%	2	0.0%	303	0.1%
CZ	Czech	0	0.0%	0	0.0%	0	0.0%	1	0.0%	0	0.0%	0	0.0%	1	0.0%
EN	English	73226	88.4%	77689	88.9%	32012	85.4%	45850	85.5%	13546	94.4%	7815	91.8%	250138	88.0%
ET	Ethiopian	1	0.0%	3	0.0%	1	0.0%	0	0.0%	0	0.0%	0	0.0%	5	0.0%
FA	Farsi	0	0.0%	0	0.0%	0	0.0%	13	0.0%	0	0.0%	0	0.0%	13	0.0%
FL	Fulani	1	0.0%	2	0.0%	4	0.0%	0	0.0%	0	0.0%	0	0.0%	7	0.0%
FO		0	0.0%	1	0.0%	0	0.0%	6	0.0%	0	0.0%	0	0.0%	7	0.0%
FR	France/French	41	0.0%	24	0.0%	40	0.1%	8	0.0%	4	0.0%	3	0.0%	120	0.0%
GK	Greek	5	0.0%	3	0.0%	0	0.0%	6	0.0%	1	0.0%	0	0.0%	15	0.0%
GR	German	3	0.0%	1	0.0%	3	0.0%	0	0.0%	0	0.0%	0	0.0%	7	0.0%
HI	Hindu	0	0.0%	4	0.0%	4	0.0%	24	0.0%	0	0.0%	0	0.0%	32	0.0%
HW	Hebrew	0	0.0%	3	0.0%	0	0.0%	3	0.0%	0	0.0%	0	0.0%	6	0.0%
IT	Italian	0	0.0%	1	0.0%	0	0.0%	18	0.0%	1	0.0%	0	0.0%	20	0.0%
JP	Japanese	0	0.0%	3	0.0%	7	0.0%	4	0.0%	0	0.0%	0	0.0%	14	0.0%
KH		1	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	0.0%
KM	Khmer	15	0.0%	5	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	20	0.0%
KR	Korean	4	0.0%	5	0.0%	0	0.0%	129	0.2%	8	0.1%	2	0.0%	148	0.1%

MU	Multiple	280	0.3%	143	0.2%	239	0.6%	120	0.2%	48	0.3%	60	0.7%	890	0.3%
NI	Nigerian-Ibo	1	0.0%	2	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3	0.0%
PJ	Punjabi	5	0.0%	3	0.0%	0	0.0%	45	0.1%	0	0.0%	0	0.0%	53	0.0%
PL	Polish	0	0.0%	30	0.0%	4	0.0%	50	0.1%	0	0.0%	0	0.0%	84	0.0%
PR	Portuguese	0	0.0%	1	0.0%	3	0.0%	9	0.0%	0	0.0%	0	0.0%	13	0.0%
PT		2	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	0.0%
RO	Romanian	0	0.0%	0	0.0%	0	0.0%	13	0.0%	0	0.0%	0	0.0%	13	0.0%
RS	Russian Serbo-	3	0.0%	183	0.2%	7	0.0%	93	0.2%	31	0.2%	3	0.0%	320	0.1%
SC	Croatian	0	0.0%	0	0.0%	0	0.0%	4	0.0%	0	0.0%	0	0.0%	4	0.0%
SI	Amer Sign	26	0.0%	22	0.0%	27	0.1%	11	0.0%	0	0.0%	0	0.0%	86	0.0%
SL		2	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	0.0%
SP	Spanish	5373	6.5%	3557	4.1%	3052	8.1%	3941	7.4%	391	2.7%	312	3.7%	16626	5.9%
TL	Tagalog	0	0.0%	0	0.0%	0	0.0%	13	0.0%	0	0.0%	4	0.0%	17	0.0%
UR	Urdu	4	0.0%	51	0.1%	4	0.0%	36	0.1%	1	0.0%	0	0.0%	96	0.0%
VT	Vietnamese	8	0.0%	10	0.0%	2	0.0%	14	0.0%	5	0.0%	0	0.0%	39	0.0%
XX	Other	91	0.1%	153	0.2%	55	0.1%	159	0.3%	12	0.1%	0	0.0%	470	0.2%
YI	Yiddish	0	0.0%	1	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	0.0%
		3632	4.4%	4545	5.2%	1710	4.6%	2360	4.4%	233	1.6%	299	3.5%	12779	4.5%
<b>Sum</b>		<b>82825</b>	<b>100.0%</b>	<b>87359</b>	<b>100.0%</b>	<b>37503</b>	<b>100.0%</b>	<b>53609</b>	<b>100.0%</b>	<b>14354</b>	<b>100.0%</b>	<b>8511</b>	<b>100.0%</b>	<b>284161</b>	<b>100.0%</b>

*Note: \* These were the children, parents, perpetrators, or other family members of a child protective case.*

*Prepared by: The Office of Research & Evaluation - Management Analysis & Reporting Unit  
Data Source: Connections as of 2/23/07.*

**Administration for Children's Services  
Division of Child Care and Head Start**

Print Date: 3/9/2007

**ACS SUMMARY OF ACCIS LANGUAGE & BOROUGH COUNTS FROM CASE 0107 DATA  
FILE**

<u>#</u>	<u>%</u>	<u>Description</u>	<u>MN</u>	<u>BK</u>	<u>BX</u>	<u>QN</u>	<u>SI</u>	<u>TOTAL</u>
25	0.06	Albanian	3	13	5	4	0	25
56	0.14	Arabic	5	20	4	26	1	56
403	1.01	Chinese/Cantonese	155	178	6	56	8	403
83	0.21	Chinese/Mandarin	31	20	1	31	0	83
380	0.95	Chinese/Other	180	152	3	40	5	380
30,268	75.50	English	4,229	13,193	6,517	5,439	890	30,268
113	0.28	French/Creole	4	72	3	33	1	113
431	1.08	French	116	119	164	29	3	431
3	0.01	German	2	1	0	0	0	3
55	0.14	Hebrew	1	41	3	10	0	55
20	0.05	Indian/Hindi	4	3	5	8	0	20
3	0.01	Italian	1	1	1	0	0	3
2	0.00	Indian/Urdu	1	0	0	1	0	2
10	0.02	Japanese	6	3	0	1	0	10
1	0.00	Korean	0	1	0	0	0	1
190	0.47	Other	30	25	98	36	1	190
18	0.04	Polish	0	12	0	6	0	18
508	1.27	Russian	1	154	1	341	11	508
5	0.01	Sign Language	0	3	1	1	0	5
7,328	18.28	Spanish	1,541	1,523	3,432	790	42	7,328
2	0.00	Thai	0	0	0	2	0	2
4	0.01	Vietnamese	0	0	0	3	1	4

184	0.46	Yiddish	1	182	0	1	0	184
40,092	100.00	Total:	6,311	15,716	10,244	6,858	963	40,092
		Borough Percentage:	15.74 %	39.20 %	25.55 %	17.11 %	2.40 %	100.00 %