

## **IMPLEMENTATION UPDATE FOR 2007 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 2007 to ensure compliance with Local Law 73 of 2003. The update also provides data on the number of limited English proficient (LEP) persons served by Children's Services during 2007.

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 child welfare and child care 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 2007 provides a status report on the different components of the Children's Services implementation plan based on activities initiated in 2007 and also includes an analysis of the number of limited English proficient persons served by Children's Services during 2007, disaggregated by primary language and Children's Services office.

## **II. SUMMARY OF 2007 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 2007, Children's Services:

- Increased language assistance services by over 75%. More than 35,000 requests for language assistance services were met in CY 2007 as compared to 20,000 requests in CY 2006. In CY 2005, Children's Services responded to 6,600 requests; in two years, Children's Services increased language assistance services by over 500%.
- Increased funding and utilization of the telephonic interpreter system that was first implemented in CY 2006. Use of telephonic interpreter services, which provides access to interpreters within one or two minutes increased from nearly 10,000 requests in CY 2006 to over 25,000 requests in CY 2007.
- Implemented revised process for child protective workers to access interpreters and translated documents.
- Addressed the need for ready access for in-person Spanish interpreters by out-stationing contract interpreters in borough offices.
- Contracted with a vendor to do secondary reviews of translations to improve accuracy.
- Recruited new child protective specialists with bilingual skills as a preferred qualification. Bilingual candidates are given hiring priority and opportunity to work in a 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.
- Funded community groups working with immigrant communities from Mexico, South Asia and 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.
- Provided cultural competency training and special immigrant training that includes best practices and protocols in providing interpreter services.
- Implemented change in primary language determinations by working with the New York State Office of Children and Family Services (OCFS) to change the language fields in Connections, the primary statewide computer system for child welfare. The primary language field now defaults to blank or unknown, rather than to English, enabling improved monitoring of language assistance services.
- Funded dedicated interpreter resources to preventive service agencies to improve their capacity to serve limited-English proficient clients.
- Worked with Metis Associates to assess the language needs of preventive service agencies and added 200 new preventive slots to address unmet need. Additional preventive slots were added to increase capacity to serve Spanish, Chinese, Russian, Albanian, Polish, Urdu, Bengali and Arabic speaking families.
- Secured 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. 2007 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. 2004 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. 2007 Implementation Update:**

- a. Children's Services utilizes the Language Line telephonic interpretation system to enhance language assistance services. The 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 Legal Services) and the Office of Parent Recruitment and Expedited Placement (PREP). Through the telephonic interpretation system, Children's Services staff is able to identify the language spoken by Children's Services clients for whom the ACS Language Identification Card is ineffective.
- b. In July 2007, Children's Services contracted with Legal Interpretation Services to provide telephonic interpreting services to preventive services agencies enabling these agencies to enhance their ability to serve non-English speaking clients.

**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. 2004 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. 2007 Implementation Update:**

- a. Multi-lingual signage has been posted in all Children's Services offices in which clients seek child welfare services from Children's Services.
- b. The Children's Services 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 Children's Services clients.

**C. Language Assistance Services**

**1. 2004 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. 2007 Implementation Update:**

- a. Children's Services issued a new Request for Proposal (RFP) for face to face interpretation services in 2007 for child protection and other Children Service's offices. To improve the quality of interpretation services, the RFP required contractors to demonstrate how they will assure interpreters have skills and expertise to provide quality services. A new contract was entered into in the fall of 2007.
- b. Children's Services also issued a solicitation and contracted with vendors to provide face to face and telephonic interpretation services for preventive service agencies in 2007.
- c. In addition, Children's Services also contracted with community based organizations that work with the Mexican, West African and South Asian communities to provide interpretation services for child protective cases from these immigrant communities. This additional resource has been well received as it has been difficult to find interpreters for some of the less common languages from these countries.
- d. Children's Services significantly increased the provision of language assistance services during 2007. In CY 2005, Children's Services provided telephonic and in-person interpreting services for 6,630 requests. In CY 2006, Children's Service provided telephonic and in-person interpreter services for 20,200 requests, an increase of over 300% from CY 2005. In CY 2007, Children's Services provided telephonic and in-person interpreting services for over 36,000 requests, an increase of nearly 75% as compared to CY 2006.

- e. The increase in the provision of language assistance services is attributable to multiple factors. One factor leading to the increase in the provision of language assistance services was continued training and reinforcement of Children's Services policy on the need to provide interpreter services for all household members who do not speak English. Children's Services policy as specified in the *Immigration and Language Guidelines for Child Welfare Staff* and in 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.
- f. The implementation of Childstat, a new accountability tool for the assessment and strengthening of child welfare case practice and safety decision-making also has had an impact on increased provision of language assistance services. Childstat is a weekly, morning-long session during which child protective leaders from each of the City's 14 geographic zones meet on a rotating basis with top Children's Services officials to conduct an extensive data and active case review. Practice and performance issues identified at Childstat are addressed at the meeting and are monitored afterward to ensure improvement and accountability. The importance of providing language assistance services has been highlighted at Childstat, leading to heightened awareness and additional training at Children's Services field offices.
- g. A significant factor in the increase in the provision of language assistance services was the much higher use of telephonic interpretation services. Telephonic interpretation utilization increased from approximately 10,000 in CY 2006 to over 27,000 in CY 2007. Utilization of in-person interpretation services declined from 10,500 in CY 2006 to slightly over 8100 in CY 2007. One reason for this increase is that child protection staff are utilizing the telephonic interpreter system for making appointments and for short discussions with clients, rather than utilizing in-person interpreters for this purpose. Children's Services policy is to utilize face-to-face interpreters for meetings that will last more than 30 minutes. Consequently, telephonic interpretation usage is monitored and workers who are using telephonic services for more than 30 minute sessions are contacted and instructed to utilize face-to-face interpreters. The increase in usage also reflects the nearly immediate access to the telephonic interpreter, while utilizing in-person interpreters requires accessing a voucher, getting supervisory approval and then a two to four hour wait for an interpreter. It should be noted that child protection has eliminated a secondary approval of the voucher to make it easier to access in-person interpreters as part of a revised policy and procedure memorandum on language assistance services issued in October 2007.
- h. In CY 2007, there were 95 requests for translation service requests, a reduction from the 122 requests in CY 2006, but still significantly higher than the 52 requests in CY 2005. One factor in the decrease is that Children's Services is developing an inventory of all translated forms, so that previously translated notices are being used. Children's Services also changed vendors for translation services in 2007. Children's Services is assessing how best to make translated forms easily accessible by staff, and is reviewing translation policy and procedures.

## **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. 2004 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. 2007 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 Children's Services 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 made this change in March 2007. The impact of this change has been a reported decrease in the percentage of persons with English listed as their primary language involved in a State Central Register report from 88% in CY 2006 to slightly less than 84% in CY 2007. The percentage of persons for whom their primary language is unknown also increased from 4.5% in CY 2006 to a little more than 7% in CY 2007. Data for unknown language fields is available on a community district basis and Children's Services will now be able to follow up on blank/unknown language fields and develop appropriate measures to improve proper recording of primary languages.
- b.** Children's Services 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 assessing 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. Children's Services is currently in the process of reviewing policy and procedures for translating key notices/documents and determining whether the documents are translated accurately and disseminated properly. The New York State Office of Children and Family Services is developing a statewide language access policy and Children's Services is seeking their support for expanding the number of state generated notices that are translated and also requesting that OCFS translate state generated notices and documents into additional languages other than Spanish.

**E. Training**

**1. 2004 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. 2007 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. The Division of Child Protection (DCP) issued a revised memorandum on language access services in October 2007. The issuing of the memorandum was followed by training of child protective staff in the borough offices on the revised procedures.

**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. 2004 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. 2007 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.** Children's Services has requested additional changes in the primary language fields in Connections to improve data collection of primary languages. Children's Services 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. In March 2007, this change was implemented.
- c.** Children's Services 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 by OCFS.
- d.** In addition, Children's Services 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 by OCFS.
- e.** Children's Services requested the following additional languages be added to the drop down list in Connections, but have not been implemented by OCFS:
  - 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. Children's Services is evaluating whether these changes can be made as part of the Connections system and the Integrated Case Management System.

- g. Children's Services is re-evaluating the 2004 implementation plan provision for developing a registry of bilingual personnel that can be used for interpretation and translations. Children's Services job titles do not include translation and interpretation as part of job responsibilities and consequently, Children's Services can not require current staff to perform these functions. However, Children's Services is now making bilingual skills a preferred qualification for hiring of new child protective workers under the Provisional recruitment category. Bilingual candidates are given hiring priority and opportunity to work in a region with need for their language skill. Children's Services is also hiring bilingual candidates from a selective certification category, where all new child protective specialists are expected to use their language skills in the performance of their jobs. In CY 2006 and CY 2007, Children's Services hired 40 bilingual child protective services staff through the Selective Certification process. In addition, since 2000, Children's Services has hired 204 child protective services staff that have bilingual skills from the Provisional recruitment category.

**G. Coordination**

**1. 2004 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. 2007 Implementation Update:**

- a. Children's Services secured 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 2007 implementation update.
- b. Children's Services is planning on re-constituting a Local Law 73 Workgroup to address outstanding policy, monitoring and record-keeping issues that have been identified in 2007.

**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. 2004 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. 2007 Implementation Update:**

- a.** The Director of Immigrant Services, who has assumed responsibility for Local Law 73 implementation, meets regularly with the relevant Children's Services offices and staff that have responsibility for different components of Local Law 73 implementation. Children's Services is planning on re-constituting a Local Law 73 Workgroup to address outstanding policy, monitoring and record-keeping issues that have been identified in 2007.

## **I. Primary Languages of Persons Served by Children’s Services in 2007:**

### **1. Chart A: Primary languages of Persons Involved in SCR Reports, CY 2007**

The following chart provides data on the primary languages of persons involved in child protective cases and served by Children’s Services during Calendar Year 2007. The data is broken down by borough office 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 2007 shows that out of over 259,000 language fields of children, parents, perpetrators or other family members involved in a child protective case, over 218,000 or nearly 84%, had a primary language that was English. Nearly 18,000 or 6.9% of language fields were for persons whose primary language was recorded as Spanish.

Approximately 1300 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 fourth most prevalent language of persons involved in a child protective case was Creole with 446 persons or .2 percent, followed by Russian speakers with 413 persons or .2 percent. The sixth most prevalent language was Arabic with 335 persons or .1 percent, closely followed by Bengali with 313 or .1 percent. Over 18,600 primary language fields were unknown, representing 7.2% of the primary language fields.

As noted in previous implementation reports, we suspected that there 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 value for the language field had been English. In March 2007, the default value was changed from English to unknown. Consequently, the CY 2007 primary language data to a large extent reflects the change in the default value to unknown. The CY 2007 data showed a reduction in the percentage of persons involved in SCR reports whose primary language is English. In CY 2006, 88% of persons involved in SCR reports were reported to have English as their primary language. In CY 2007, 83.9% were reported to have a primary language of English. At the same time, the percentage of persons whose primary language was unknown increased from 4.5 % to 7.2%. In addition, the percentage of persons whose primary language is Spanish increased from 5.9% in CY 2006 to 6.9% in CY 2007. It should also be noted that the number and percentage of persons involved in SCR reports that had a primary language other than English or Spanish also increased for the Creole, Russian, Arabic and Bengali. Thus it appears that changing the default field to unknown rather than English did result in higher reporting of primary languages other than English. However, until we have a better understanding of the primary languages of the 7.2% of persons involved in SCR reports who are reported to have an “unknown” primary language, it is difficult to make any definitive conclusions. As the primary language data fields are broken down by community districts, Children’s Services will be able to look at those community districts that had the highest percentage of unknowns to determine what the reasons are for reporting unknown and what the actual primary languages are. Children’s Services will then revise its training and monitoring to ensure that primary languages are accurately recorded.

Primary Language of Persons\* Involved in SCR Reports by Borough\*\*, CY 2007

	BRONX		BROOKLYN		MANHATTAN		QUEENS		STATEN ISLAND		OSI		Citywide	
Albanian	41	0.1%	14	0.0%	13	0.0%	10	0.0%	10	0.1%	0	0.0%	88	0.0%
Amer Sig	45	0.1%	34	0.0%	22	0.1%	8	0.0%	7	0.1%	0	0.0%	116	0.0%
Arabic	37	0.0%	146	0.2%	38	0.1%	98	0.2%	16	0.1%	0	0.0%	335	0.1%
Bengali	68	0.1%	89	0.1%	24	0.1%	131	0.3%	0	0.0%	1	0.0%	313	0.1%
Bosnian	0	0.0%	4	0.0%	0	0.0%	1	0.0%	0	0.0%	0	0.0%	5	0.0%
Cambodia	2	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	0.0%
Cantones	2	0.0%	199	0.3%	58	0.2%	47	0.1%	4	0.0%	2	0.0%	312	0.1%
Chinese	20	0.0%	258	0.3%	36	0.1%	141	0.3%	20	0.2%	4	0.0%	479	0.2%
Creole	19	0.0%	320	0.4%	10	0.0%	88	0.2%	5	0.0%	4	0.0%	446	0.2%
Czech	3	0.0%	4	0.0%	1	0.0%	1	0.0%	1	0.0%	0	0.0%	10	0.0%
English	63101	83.9%	66216	84.6%	27542	82.2%	41119	81.1%	12098	92.8%	7984	87.4%	218060	83.9%
Ethiopia	5	0.0%	8	0.0%	2	0.0%	5	0.0%	0	0.0%	0	0.0%	20	0.0%
Farsi	1	0.0%	4	0.0%	0	0.0%	6	0.0%	0	0.0%	0	0.0%	11	0.0%
Filipino	2	0.0%	0	0.0%	0	0.0%	3	0.0%	0	0.0%	0	0.0%	5	0.0%
French	49	0.1%	32	0.0%	47	0.1%	35	0.1%	1	0.0%	7	0.1%	171	0.1%
Fujanese	0	0.0%	19	0.0%	13	0.0%	2	0.0%	0	0.0%	0	0.0%	34	0.0%
Fulani	5	0.0%	1	0.0%	1	0.0%	0	0.0%	0	0.0%	0	0.0%	7	0.0%
German	0	0.0%	1	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	0.0%
Greek	0	0.0%	5	0.0%	0	0.0%	5	0.0%	2	0.0%	0	0.0%	12	0.0%
Gukarati	0	0.0%	0	0.0%	0	0.0%	1	0.0%	0	0.0%	0	0.0%	1	0.0%
Hebrew	4	0.0%	62	0.1%	1	0.0%	0	0.0%	2	0.0%	0	0.0%	69	0.0%
Hindu	2	0.0%	2	0.0%	3	0.0%	36	0.1%	10	0.1%	0	0.0%	53	0.0%
Italian	0	0.0%	8	0.0%	0	0.0%	7	0.0%	3	0.0%	0	0.0%	18	0.0%
Japanese	0	0.0%	0	0.0%	4	0.0%	2	0.0%	0	0.0%	0	0.0%	6	0.0%
Khmer	2	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	0.0%
Korean	9	0.0%	8	0.0%	3	0.0%	121	0.2%	2	0.0%	3	0.0%	146	0.1%
Mandarin	10	0.0%	169	0.2%	79	0.2%	202	0.4%	8	0.1%	3	0.0%	471	0.2%
Multiple	434	0.6%	295	0.4%	248	0.7%	164	0.3%	66	0.5%	79	0.9%	1286	0.5%
Nat Am L	9	0.0%	3	0.0%	0	0.0%	3	0.0%	0	0.0%	1	0.0%	16	0.0%
Nigerian	0	0.0%	2	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	0.0%
Patois	2	0.0%	5	0.0%	0	0.0%	4	0.0%	0	0.0%	0	0.0%	11	0.0%
Polish	0	0.0%	50	0.1%	1	0.0%	52	0.1%	6	0.0%	0	0.0%	109	0.0%
Portugue	3	0.0%	1	0.0%	3	0.0%	22	0.0%	0	0.0%	0	0.0%	29	0.0%
Punjabi	2	0.0%	0	0.0%	0	0.0%	68	0.1%	0	0.0%	0	0.0%	70	0.0%
Romanian	0	0.0%	0	0.0%	0	0.0%	17	0.0%	0	0.0%	0	0.0%	17	0.0%
Russian	12	0.0%	268	0.3%	3	0.0%	90	0.2%	30	0.2%	10	0.1%	413	0.2%
SerboCro	1	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	0.0%
Spanish	6167	8.2%	3586	4.6%	3164	9.4%	4167	8.2%	423	3.2%	355	3.9%	17862	6.9%
Tagalog	0	0.0%	0	0.0%	0	0.0%	3	0.0%	0	0.0%	0	0.0%	3	0.0%
Unknown	5145	6.8%	6359	8.1%	2167	6.5%	3979	7.8%	310	2.4%	678	7.4%	18638	7.2%
Urdu	10	0.0%	85	0.1%	2	0.0%	61	0.1%	10	0.1%	1	0.0%	169	0.1%
Vietname	7	0.0%	10	0.0%	3	0.0%	9	0.0%	0	0.0%	0	0.0%	29	0.0%
Yiddish	0	0.0%	26	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	26	0.0%
<b>Total</b>	<b>75219</b>	<b>100%</b>	<b>78293</b>	<b>100%</b>	<b>33488</b>	<b>100%</b>	<b>50708</b>	<b>100%</b>	<b>13034</b>	<b>100%</b>	<b>9132</b>	<b>100%</b>	<b>259874</b>	<b>100.0%</b>

Note:\* These were the a/n children, perpetrators, and other family members who had no role in the SCR report.

\*\* These are the Boroughs of the case.

*Prepared by The Office of Research & Evaluation - Management Analysis & Reporting Unit*

*Data Source: Connections as of 1/22/08.*

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

The second chart presents data on the primary language of families receiving child care services through ACS. The data is a snapshot of parents of children in child care for whom a primary language was reported in the ACS child care system as of February 28, 2008.

Over 42,000 or nearly 75% of parents with children in child care speak English; while a little more than 18% or over 10,000 families speak Spanish. Chinese dialects are the third most prevalent language need with over 1500 families or nearly 2% speaking a dialect of Chinese. Russian is the fourth most prevalent language with slightly over 1% or nearly 700 families speaking Russian.

CHILDREN'S SERVICES / DIV OF CHILD CARE&HEAD START

Print Date: 2/28/2008

ACS SUMMARY OF ACCIS LANGUAGE & BOROUGH COUNTS FROM CASE ON-LINE DATA

<u>Code</u>	<u>#</u>	<u>%</u>	<u>Description</u>	<u>M</u> <u>N</u>	<u>B</u> <u>K</u>	<u>BX</u>	<u>QN</u>	<u>SI</u>	<u>TOTAL</u>
<b>ACS:</b>									
AL	29	0.05	Albanian	5	14	6	4	0	29
AR	122	0.21	Arabic	6	47	7	61	1	122
CC	693	1.21	Chinese/C antonese	263	308	9	102	11	693
CM	128	0.22	Chinese/M andarin	53	30	3	42	0	128
CO	584	1.02	Chinese/O ther	247	202	6	121	8	584
EN	42,509	74.42	English	5,915	17,957	9,664	7,690	1,283	42,509
FC	239	0.42	French/Cr eole	5	159	4	70	1	239
FR	669	1.17	French	162	174	255	70	8	669
GK	1	0.00	Greek	0	1	0	0	0	1
GR	4	0.01	German	2	2	0	0	0	4
HB	84	0.15	Hebrew	1	65	4	13	1	84
HL	1	0.00		0	0	0	1	0	1
IH	28	0.05	Indian/Hin di	6	4	6	12	0	28
IT	6	0.01	Italian	3	1	1	1	0	6
IU	5	0.01	Indian/Up du	1	0	1	3	0	5
JP	14	0.02	Japanese	7	4	1	2	0	14
KH	2	0.00	Khmer(Ca mbodian	0	2	0	0	0	2
KO	5	0.01	Korean	0	1	0	4	0	5
OT	284	0.50	Other	34	45	133	64	8	284
PO	38	0.07	Polish	1	21	1	15	0	38
RU	697	1.22	Russian	1	230	1	450	15	697

SL	7	0.01	Sign Language	0	5	1	1	0	7						
SP	10,705	18.74	Spanish	2,134	2,240	4,923	1,339	69	10,705						
TH	2	0.00	Thai	0	0	0	2	0	2						
VI	4	0.01	Vietamese	0	0	0	3	1	4						
YI	258	0.45	Yiddish	1	255	0	2	0	258						
<b>Total</b>	<b>57,118</b>	<b>100.00</b>	<b>Total:</b>	<b>8,847</b>	<b>21,767</b>	<b>15,026</b>	<b>10,072</b>	<b>1,406</b>	<b>57,118</b>						
:				<b>15.49</b>	<b>%</b>	<b>38.11</b>	<b>%</b>	<b>26.31</b>	<b>%</b>	<b>17.63</b>	<b>%</b>	<b>2.46</b>	<b>%</b>	<b>100.00</b>	<b>%</b>