

**LOCAL LAW 73  
ANNUAL REPORT FOR 2009  
NEW YORK CITY ADMINISTRATION FOR CHILDREN'S SERVICES**

The New York City Administration for Children's Services is pleased to provide the calendar year 2009 annual report on Local Law 73, the Equal Access to Human Services Act of 2003. The annual report provides an update on the steps Children's Services has taken to provide language assistance to limited English proficient (LEP) clients, and as required by Local Law 73 provides information on:

- 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.*

**I. INTRODUCTION**

This annual report for 2009 presents the steps that the New York City Administration for Children's Services (Children's Services) has implemented during calendar year 2009 to provide language assistance to limited English proficient (LEP) clients under Local Law 73, the Equal Access to Human Services Act of 2003.

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. Children's Services 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 culturally and linguistically appropriate services 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 relevant, linguistically accessible 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.

During CY 2008, Mayor Bloomberg signed Executive Order 120 which requires all agencies to develop a Language Access Policy and Implementation Plan. Children's Services Language Access Policy and Implementation Plan, available on the Children's Services site, builds upon the progress made in providing language assistance under Local Law 73.

## **II. SUMMARY OF 2009 INITIATIVES TO IMPROVE LANGUAGE ASSISTANCE SERVICES**

In 2009, the NYC Administration for Children's Services developed and implemented a language access plan mandated by Mayor Bloomberg's Executive Order 120. The plan established policies and procedures for ensuring that limited English proficient clients have access to necessary language services. Children's Services has made significant progress in its efforts to provide limited English-proficient clients with timely access to the language assistance services needed to protect children and strengthen families. In 2009, Children's Services:

- Provided interpretation services for slightly more than 50,000 requests. This represents an increase of approximately 15% in comparison to the 43,500 interpretation services requests filled in CY 2008 and an increase of over 43% as compared to the 35,000 requests filled in CY 2007. In CY 2005, Children's Services responded to 6,600 requests; in five years, Children's Services increased interpretation services by nearly 700%.
- The use of in-person interpreting services increased by 22% in CY 2009, from nearly 9,500 requests in CY 2008 to over 11,500 requests in CY 2009. The use of telephonic interpreters increased by 13%, from slightly over 34,000 requests in CY 2008 to over 38,500 requests in CY 2009.
- Implemented the Children's Services language access policy that requires all ACS staff to communicate with clients in the language in which clients prefer to communicate. The policy and guidelines have been posted on the ACS Intranet and distributed to ACS managers and supervisors during trainings.
- Trained all ACS borough offices' managers and supervisors in Children's Services language access policy.
- Posted new signage developed by the Mayor's Office of Operations and the Mayor's Office of Immigrant Affairs in all Children's Services offices. The signage informs LEP individuals of their ability to access free interpreter services and is available in 22 languages, including the nine priority languages.
- Created and translated into the nine priority languages the *ACS Language Access Services for Immigrant Families* Brochure. The brochure informs ACS clients of their right to interpretation and translation services and provides clients with a helpful tool to communicate with their case workers. The translated brochure has been posted on the ACS Intranet and hard copies have been made available to ACS staff in each of the priority languages.

- Translated into the nine priority languages nearly all of the essential documents listed in the ACS language access implementation plan. The translated documents are available in the nine priority languages and are posted on the ACS Intranet.
- Advocated successfully with New York State Office of Children and Family Services to have key state child welfare documents translated.
- Created and translated into the nine priority languages the *Notice of Oral Explanation of Public Documents* for LEP clients when a document is not available in their preferred language. The notice reads “If you need help in reading this, please ask your caseworker for an interpreter. An interpreter is available free of charge.” The translated notice is posted on the ACS Intranet.
- Developed 4 videos on best practices in working with telephonic and in-person interpreters. The videos include different examples of how staff can utilize interpreters. The video is accessible through the Children’s Services intranet.
- Created and published on the ACS Intranet an Immigrant and Language Services webpage. The webpage includes the Language Access policy and implementation plan, language access guidelines, training videos on best practices in working with interpreters, and links to all translated documents.
- Worked with the Mayor’s Office of Immigrant Affairs and Mayor’s Office of Operations to develop a *Cultural Sensitivity Training Curriculum*.

### III. 2009 REPORT

#### A. The number of limited English proficient individuals served, disaggregated by type of language assistance required and primary language;

- **Number of LEP individuals served, disaggregated by primary language**  
Children’s Services determines the primary language of all children, perpetrators and other family members involved in child abuse and neglect investigations. Upon initial contact, child protection workers are instructed to determine the primary language of each person in the household and to record this information in Connections, the statewide child welfare information system. Attachment A provides the citywide primary language information for CY 2009, based on data reported in Connections.

Of the nearly 267,000 persons who were children, perpetrators or other family members in child abuse and neglect investigations in CY 2009, over 230,000 or 86.4% were reported to have a primary language of English. Nearly 20,000 persons, or 7.3%, were reported to have a primary language of Spanish. The third most prevalent primary language was Mandarin, with 585 persons, or .2%. As a group, persons who had a Chinese primary language totaled over 1383 persons, or nearly one half of a percent of all persons involved in child abuse and neglect reports. The fourth most prevalent language was Creole with 376 persons or .1 percent, followed by Bengali speakers with 356 persons or .1 percent. The sixth most prevalent language was Russian with 353 persons or .1 percent, followed by Arabic with 336 or .1 percent. In CY 2009, Urdu was the next highest ranked language with 214 persons, followed by French with 177 persons and Korean, with 129 persons. Over 11,100 primary language fields were unknown,

representing 4.2% of the primary language fields, and approximately 1600 primary language fields were reported as multiple representing a little over one half of a percent of all persons. Consequently, the number of persons involved in child abuse and neglect investigations that were reported to have a primary language other than English and considered to be limited English proficient in CY 2009 was a little over 25,000. Approximately 12,600 persons involved in child abuse and neglect reports in CY 2009 did not have a specific primary language reported.

Attachment B presents data on the primary language of families receiving Children's Services funded child care services through child care providers. The data is a snapshot of parents of children in child care for whom a primary language was reported in the Children's Services child care system as of March, 23, 2010.

Over 63,000 or nearly 74% of parents with children in child care speak English; while almost 19% or over 16,000 families speak Spanish. Chinese languages are the third most prevalent language with almost 2400 families or nearly 3% speaking a Chinese language. French and French-Creole combined are the fourth most prevalent languages in the child care system with almost 1600 or nearly 2% of families speaking French and French-Creole. Finally, Russian is the fifth most spoken language, with slightly over 1% or nearly 1000 families speaking Russian.

- **Language Assistance Provided by Children's Services**

### **Interpreting Services**

Children's Services policy is to provide free interpreter services to all LEP clients that choose to be communicated with in a language other than English. Children's Services staff may also choose to utilize interpreter services in situations in which staff are not able to communicate to a satisfactory level with clients who have chosen not to utilize an interpreter.

Children's Services language access policy also prohibits the use of children, family members, friends, or neighbors for interpreting in all child welfare situations. Children's Services staff utilizes telephonic interpreters or in-person interpreters for all verbal communications with LEP clients, including simple tasks such as scheduling a follow-up meeting, or telling a client that they will return later in the day with an interpreter. In addition, Children's Services staff that is bilingual, may provide interpreting services as well.

Telephonic interpreting services is used by Children's Services in child welfare situations for scheduling appointments, and for encounters with clients that are expected to last less than a half hour. For interviews and investigations, family team conferences, and other meetings with LEP clients that are expected to take longer than a half hour, Children's Services staff should request an in-person interpreter.

In CY 2009, Children's Services provided interpreter services for slightly more than 50,000 requests for child welfare cases. This represents an increase of approximately 15% in comparison to the 43,500 interpretation services requests filled in CY 2008 and an increase of over 43% as compared to the 35,000 requests filled in CY 2007. In CY 2005, Children's Services responded to 6,600 requests; in five years, Children's Services increased interpretation services by nearly 700%.

The majority of interpretation services were provided through telephonic interpreting services. Use of telephonic interpreter services, which provides access to interpreters within one minute, increased by 13%, from slightly over 34,000 requests in CY 2008 to over 38,500 requests in CY 2009. The 38,500 telephonic interpreting services totaled over 475,000 minutes of interpreting services, with an average call lasting approximately 12 minutes.

On-site interpreting services for child welfare cases are provided either in LEP clients' homes or in Children's Services borough offices. The use of in-person interpreting services increased by 22% in CY 2009, from nearly 9500 requests in CY 2008 to over 11,500 requests in CY 2009. There was a significant increase in the last quarter of CY 2009 due to the full implementation of family team conferences and this increase is expected to continue in CY 2010.

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 is 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 language access policy 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. In CY 2009, Immigrant Services staff also conducted trainings in all borough offices on the Children's Services language access policy and emphasized the importance of providing interpreters for all interactions with clients who identify a language other than English as their primary language.

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 half-day 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 on how to access interpreters and the appropriate use of telephonic and in-person interpreters at Children's Services borough offices.

The increase in the provision of interpreting services, particularly for in-person interpreting services is also due to the implementation of Child Safety Conferences and Family Team Conferences (FTC) as part of the Improved Outcome for Children initiative. These conferences are held for child protective, preventive and foster care cases. The convening of a Family Team Conference is based on a family/community engagement practice model in which critical decisions and service planning are made by a group (including the family, their supports, community supports and service providers) rather than individually. Children's Services provides interpreters for these conferences to ensure that all persons at the conferences are able to participate fully.

In addition, the Division of Child Care and Head Start implemented a telephonic interpretation system in CY 2009. Data from the second half of 2009 found average usage to be nearly 100 calls per month in Children's Services child care offices.

### **Translation Services**

In CY 2009, there were 42 translation requests that were filled using contract translation vendors. The translation requests primarily were for case specific translations, such as the translation of a foreign birth certificate into English for court purposes.

In accordance with the Children's Services Language Access Policy and Implementation Plan, Children's Services translated over 15 documents into nine priority languages, Spanish, Chinese, Russian, Haitian Creole, Arabic, Korean, Bengali, Urdu and French in CY 2009. These documents had been identified as "essential public documents" and include those documents most commonly distributed to the public that contain or elicit important and necessary information regarding the provision of services by Children's Services. If a document is not available in the priority languages, Children's Services offers oral explanations of these notices using interpreters to ensure that LEP individuals are able to understand these communications.

Children Services has also created and translated into nine priority languages a "Language Access Services for Immigrant Families" pamphlet, and "Notice of Oral Explanation of Public Documents". All the translations have been posted on the new Immigrant Services site on the ACS intranet. .

Children's Services is required to use certain forms and documents issued by the New York State Office of Children and Family Services (OCFS). At our request, OCFS translated the Notice of Existence and Notice of Unfounding into Spanish, Chinese, Russian and Arabic. These translated documents can be accessed by ACS staff through links to the immigration site on the Intranet. We will continue to work with OCFS to translate other state documents into the nine priority languages.

Children Services has also been working closely with the Mayor's Office of Immigrant Affairs to create a language access Web Portal for "essential city documentation".

Children's Services translated seven city documentation into Spanish, Russian and Chinese, and posted them on the ACS site for easy access by the public.

Children's Services is utilizing private translation companies/contractors and/or volunteer language banks for the translation of essential public documents. To ensure consistency and accuracy in translations, all translated documents undergo a rigorous quality control process by both the translation vendor and a third party. Children's Services is also developing a glossary of terms in priority languages to be utilized by contractors

**B. The number of bilingual personnel and the number of interpreter personnel employed by the other covered agency, disaggregated by language translated by such personnel;**

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 has made bilingual skills a preferred qualification for hiring of new child protective workers under the Provisional recruitment category. Bilingual candidates are given the opportunity to work in a borough with need for their language skill. Children's Services also has hired bilingual candidates from a selective certification category, where new child protective specialists are expected to use their language skills in the performance of their jobs. Through the Selective Certification process, 22 Spanish bilingual child protective specialists, 2 Polish speaking bilingual child protective specialists and 1 Korean speaking bilingual child protective specialist were appointed.

**C. Whether primary language determinations are recorded properly;**

Children's Services conducted an evaluation in CY 2008 to assess whether primary language determinations were being recorded properly in Connections, the statewide child welfare data base. A sample of slightly more than 200 closed, indicated cases from March and April 2008 were reviewed by two social work graduate student interns under the direction of the Children's Services Language Access Coordinator. Cases were selected from two community districts in each borough; one community district represented a high non-English speaking community, and the second community district represented a low non-English speaking community. In each community district, cases were reviewed in which English was recorded as the primary language for the perpetrator, and cases with primary languages recorded as a language other than English, unknown, or multiple for the perpetrator were also reviewed. In addition, cases for which the primary language was recorded as English, but based on the name of the perpetrator, there was a possibility that the perpetrator was non-English speaking, were also reviewed.

Cases were reviewed by looking at progress notes in the investigative stages within the Connections application. Information concerning primary language in the State Central

Register report also was reviewed, and primary language information as part of the Family Support Services stage was also reviewed. The reviewers looked for such indicators as the primary language being noted differently in the progress notes than in the primary language field in Connections, and indications of the use of interpreters or the provision of translated documents. It should be noted that the information obtained from these case reviews was not always totally conclusive, and in some cases, was a “best guess”, as it is not always possible to surmise the exact situation related to primary language from the progress notes.

The findings of the evaluation are as follows:

- For cases in which English was recorded as the primary language, we found that in 5% of the cases reviewed, a language other than English was most likely the primary language.
- For cases in which a language other than English was recorded as the primary language, we found that in 7% of the cases, English or a different language was most likely the primary language.
- For cases in which English was recorded as the primary language, but the surname indicated that the person may not have been an English speaker, we found that in 28% of cases, the primary language may have been recorded incorrectly.
- For cases in which the primary language was recorded as unknown, other, blank or multiple, there were a number of explanations, including the caseworker was not able to locate the person, the person was bilingual, or caseworker error.

The evaluation findings highlight the challenge of correctly determining and recording the primary languages for Children’s Services clients, primarily for persons that have some English language proficiency. The enhancements to current practice and policy to address these findings have been incorporated into Children’s Services recently adopted Language Access Policy and Implementation Plan. Child protective workers are being trained to reinforce Children’s Services policy to ask clients the language in which they wish to communicate and to enter the primary language on a timely basis. In addition, a multi-lingual pamphlet has been created to be provided to all clients to reinforce Children’s Services policy to provide interpreters for all LEP clients who wish to communicate in their primary language. This pamphlet will be in addition to the use of the Language Card which is used to provide a notice to clients of the availability of free interpreter services and to identify primary language.

Children’s Services will conduct a follow-up study, if resources are available, to determine if the expected improvements in determining primary languages have occurred and to provide additional training if necessary.

#### **D. Whether documents are translated accurately and disseminated properly;**

Children’s Services ensures that documents are translated accurately by contracting with translation companies/contractors for initial translations and by using a separate contract with a translation contractor for “secondary” reviews. Furthermore, Children’s Services

seeks additional reviews from community based organizations that work with immigrant communities as well as with preventive service agencies that have bilingual staff. To ensure consistency in translations, Children's Services is developing a glossary of terms in priority languages to be utilized by contractors and is also developing a style guide.

Translated documents are available through Children's Services "DocuShare". Children's Services staff are able to do searches for documents, by either the document number or title. Children's Services has also developed an Immigration and Language Assistance site on the Children's Services intranet that contains all translated documents, and to make it easier for staff to locate translated documents. In addition, oral explanations of essential public documents that have not been translated will be provided through telephonic interpreters and in-person interpreters to LEP clients.

## ATTACHMENT A

### Primary Language of Persons\* Involved in SCR Reports by Borough\*\*, CY 2009

	BRONX		BROOKLYN		MANHATTAN		QUEENS		STATEN ISLAND		UNKNOWN		Citywide	
Albanian	22	.0%	24	.0%	10	.0%	16	.0%	16	.1%	0	.0%	88	.0%
Amer Sign	27	.0%	25	.0%	21	.1%	13	.0%	2	.0%	0	.0%	88	.0%
Arabic	19	.0%	165	.2%	50	.1%	84	.2%	17	.1%	1	.1%	336	.1%
Bengali	49	.1%	74	.1%	41	.1%	192	.3%	0	.0%	0	.0%	356	.1%
Bosnian	0	.0%	0	.0%	1	.0%	2	.0%	0	.0%	0	.0%	3	.0%
Braille	2	.0%	1	.0%	0	.0%	2	.0%	0	.0%	0	.0%	5	.0%
Cambodian	2	.0%	3	.0%	0	.0%	0	.0%	0	.0%	0	.0%	5	.0%
Cantonese	5	.0%	238	.3%	90	.3%	47	.1%	8	.1%	4	.4%	392	.1%
Chinese	8	.0%	166	.2%	52	.2%	147	.3%	4	.0%	0	.0%	377	.1%
Creole	11	.0%	258	.3%	12	.0%	92	.2%	3	.0%	0	.0%	376	.1%
Czech	2	.0%	6	.0%	3	.0%	3	.0%	2	.0%	0	.0%	16	.0%
English	70791	87.1%	70175	87.3%	28702	84.5%	46473	83.7%	13658	92.3%	893	90.4%	230692	86.4%
Ethiopian	12	.0%	21	.0%	6	.0%	10	.0%	2	.0%	0	.0%	51	.0%
Farsi	0	.0%	1	.0%	0	.0%	10	.0%	0	.0%	0	.0%	11	.0%
Filipino	1	.0%	0	.0%	1	.0%	1	.0%	0	.0%	0	.0%	3	.0%
French	65	.1%	27	.0%	37	.1%	46	.1%	2	.0%	0	.0%	177	.1%
Fujanese	0	.0%	6	.0%	9	.0%	13	.0%	1	.0%	0	.0%	29	.0%
Fulani	29	.0%	18	.0%	7	.0%	0	.0%	0	.0%	0	.0%	54	.0%
German	0	.0%	0	.0%	6	.0%	1	.0%	0	.0%	0	.0%	7	.0%
Greek	1	.0%	1	.0%	0	.0%	7	.0%	0	.0%	0	.0%	9	.0%
Hebrew	0	.0%	22	.0%	0	.0%	3	.0%	3	.0%	0	.0%	28	.0%
Hindu	0	.0%	0	.0%	1	.0%	47	.1%	2	.0%	0	.0%	50	.0%
Italian	2	.0%	4	.0%	0	.0%	8	.0%	3	.0%	0	.0%	17	.0%
Japanese	1	.0%	1	.0%	3	.0%	6	.0%	0	.0%	0	.0%	11	.0%
Khmer	1	.0%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%	1	.0%
Korean	10	.0%	5	.0%	3	.0%	111	.2%	0	.0%	0	.0%	129	.0%
Mandarin	8	.0%	216	.3%	81	.2%	268	.5%	12	.1%	0	.0%	585	.2%
Multiple	378	.5%	728	.9%	296	.9%	139	.3%	105	.7%	1	.1%	1647	.6%
Nat Am Lan	0	.0%	3	.0%	1	.0%	2	.0%	0	.0%	0	.0%	6	.0%
Nigerianlbo	0	.0%	4	.0%	0	.0%	2	.0%	0	.0%	0	.0%	6	.0%
Patois	0	.0%	1	.0%	0	.0%	0	.0%	0	.0%	0	.0%	1	.0%
Polish	3	.0%	40	.0%	3	.0%	21	.0%	9	.1%	0	.0%	76	.0%
Portuguese	0	.0%	0	.0%	3	.0%	17	.0%	1	.0%	0	.0%	21	.0%
Punjabi	0	.0%	5	.0%	0	.0%	54	.1%	2	.0%	0	.0%	61	.0%
Romanian	4	.0%	4	.0%	0	.0%	6	.0%	0	.0%	1	.1%	15	.0%
Russian	6	.0%	239	.3%	6	.0%	60	.1%	37	.3%	5	.5%	353	.1%
SerboCroat	1	.0%	1	.0%	0	.0%	3	.0%	0	.0%	0	.0%	5	.0%
Spanish	6913	8.5%	3909	4.9%	3019	8.9%	4933	8.9%	611	4.1%	41	4.1%	19426	7.3%
Tagalog	0	.0%	0	.0%	0	.0%	2	.0%	0	.0%	0	.0%	2	.0%
Unknown	2875	3.5%	3821	4.8%	1498	4.4%	2598	4.7%	285	1.9%	42	4.3%	11119	4.2%
Urdu	7	.0%	118	.1%	2	.0%	75	.1%	12	.1%	0	.0%	214	.1%
Vietnamese	14	.0%	7	.0%	7	.0%	8	.0%	0	.0%	0	.0%	36	.0%
Yiddish	0	.0%	23	.0%	0	.0%	0	.0%	0	.0%	0	.0%	23	.0%
<b>Total</b>	<b>81269</b>	<b>100.0%</b>	<b>80360</b>	<b>100.0%</b>	<b>33971</b>	<b>100.0%</b>	<b>55522</b>	<b>100.0%</b>	<b>14797</b>	<b>100.0%</b>	<b>988</b>	<b>100.0%</b>	<b>266907</b>	<b>100.0%</b>

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

Prepared by The DPP - Management Analysis & Reporting Unit

Data Source: Connections as of 3/01/10.

**ATTACHMENT B**

Print Date: 3/23/2010

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

**ACS Summary of ACCIS Language & Borough Counts From Case On-Line Data**

Code	#	%	Description	MN	BK	BX	QN	SI	Total
ACS									
AL	41	0.05%	Albanian	5	21	9	6	0	41
AR	233	0.27%	Arabic	17	88	11	115	2	233
CC	1,070	1.25%	Chinese/Cantonese	376	503	18	153	20	1,070
CM	192	0.22%	Chinese/Mandarin	84	45	7	56	0	192
CO	1,081	1.26%	Chinese/Other	398	357	10	303	13	1,081
EH	1	0.00%		0	0	0	0	1	1
EN	63,085	73.66%	English	8,211	26,454	15,343	11,202	1,875	63,085
FC	459	0.54%	French/Creole	15	304	13	125	2	459
FR	1,121	1.31%	French	238	342	398	132	11	1,121
GK	1	0.00%	Greek	0	1	0	0	0	1
GR	4	0.00%	German	2	2	0	0	0	4
HB	106	0.12%	Hebrew	2	84	4	15	1	106
HL	2	0.00%		0	1	0	1	0	2
IH	40	0.05%	Indian/Hindi	9	9	7	15	0	40
IT	6	0.01%	Italian	3	1	1	1	0	6
IU	9	0.01%	Indian/Urdu	1	2	1	5	0	9
JP	18	0.02%	Japanese	9	4	1	4	0	18
KH	5	0.01%	Khmer (Cambodian)	0	3	1	1	0	5
KO	7	0.01%	Korean	0	3	0	4	0	7
LA	1	0.00%	Laotian	1	0	0	0	0	1
OT	590	0.69%	Other	80	101	262	127	20	590
PO	97	0.11%	Polish	2	52	1	41	1	97
RU	996	1.16%	Russian	3	358	1	599	35	996
SL	12	0.01%	Sign Language	2	6	1	3	0	12
SP	16,144	18.85%	Spanish	2,976	3,690	6,989	2,358	131	16,144
TH	5	0.01%	Thai	1	1	0	3	0	5
VI	11	0.01%	Vietnamese	0	0	5	5	1	11
YI	310	0.36%	Yiddish	1	306	0	3	0	310
<b>Total</b>		<b>100.00%</b>	<b>Total</b>	<b>12,436</b>	<b>32,738</b>	<b>23,083</b>	<b>15,277</b>	<b>2,113</b>	<b>85,647</b>
				14.52%	38.22%	26.95%	17.84%	2.47%	100.00%