

**LOCAL LAW 73
ANNUAL REPORT FOR 2010
NEW YORK CITY ADMINISTRATION FOR CHILDREN'S SERVICES**

The New York City Administration for Children's Services is pleased to provide the calendar year 2010 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 2010 presents the steps that the New York City Administration for Children's Services (Children's Services) has implemented during calendar year 2010 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 website, builds upon the progress made in providing language assistance under Local Law 73.

II. SUMMARY OF 2010 INITIATIVES TO IMPROVE LANGUAGE ASSISTANCE SERVICES

In 2010, the NYC Administration for Children's Services continued the implementation of 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 2010, Children's Services:

- Provided interpretation services for 55,557 requests. This represents an increase of approximately 8% in comparison to the 51,411 interpretation services requests filled in CY 2009 and an increase of over 27% as compared to the 43,500 requests filled in CY 2008. In CY 2005, Children's Services responded to 6,600 requests; in five years, Children's Services increased interpretation services by nearly 750%.
- Facilitated in-person interpreting services increased by 17% in CY 2010, from nearly 11,500 requests in CY 2009 to 13,493 requests in CY 2010. The use of telephonic interpreters increased by 6%, from slightly over 38,500 requests in CY 2009 to over 41,000 requests in CY 2010.
- Continued the implementation of Children's Services language access policy and completed 14 out of 20 milestones of the Language Access Policy. These include:
 - Posting signage in ACS offices informing LEP individuals of their ability to access free interpreter services and is available in 22 languages, including the nine priority languages.
 - Creating and translating into the nine priority languages the *ACS Language Access Services for Immigrant Families* Brochure. 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.
 - Translating into the nine priority languages nearly all of the essential documents listed in the ACS language access implementation plan.
 - Advocating successfully with New York State Office of Children and Family Services to have key state child welfare documents translated.
 - Creating and posting 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.

- Developing 4 videos on best practices in working with telephonic and in-person interpreters.
 - Creating and publishing on the ACS Intranet an Immigrant and Language Services webpage.
 - Working with the Mayor’s Office of Immigrant Affairs and Mayor’s Office of Operations to develop a *Cultural Sensitivity Training Curriculum*.
- Trained front line staff on language access as part of the seminar “*Reflections on interpretation services in child welfare*”. ACS Immigrant Services is working with the Division of Child Protection to train all other front line staff.
 - Revised the ACS Immigration Curriculum, which is being used by ACS training academy to train ACS and provider agencies’ staff on language access and immigration.
 - Translated ACS publications used for ACS public awareness campaigns such as *Be Careful Who Cares for Your Child*, *Parent Satisfaction Survey*, etc.
 - Worked with the Mayor’s Office of Immigrant Affairs and Mayor’s Office of Operations to develop the *Language Gateway*, which is a collection of essential City resources translated in the languages most frequently spoken by the limited English proficient (LEP) population of New York City.
 - Developed a child welfare glossary of terms and translated these terms into the nine priority languages. The glossary also includes terminology used in family team conferences. The glossaries were distributed to our contract interpretation and translation vendors to ensure consistency of terminology and also distributed to preventive service agencies for use by family team conference facilitators.

III. 2010 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 2010, 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 2010, approximately 232,000 or 86.9% were reported to have a primary language of English. Nearly 20,000 persons, or 7.2%, were reported to have a primary language of Spanish. The third most prevalent primary language was Mandarin, with 774 persons, or 0.3%. As a group, persons who had a Chinese primary language totaled over 1562 persons, or 0.6 % of all persons involved in

child abuse and neglect reports. The fourth most prevalent language was Bengali with 399 persons or 0.1 %, followed by Haitian Creole speakers with 385 persons or 0.1 %. The sixth most prevalent language was Russian with 380 persons or 0.1 %, followed by Arabic with 331 or 0.1 %. In CY 2010, Urdu was the next highest ranked language with 188 persons, followed by French with 173 persons and Korean, with 142 persons. Over 9936 primary language fields were “Unknown”, representing 3.7% of the primary language fields, and approximately 1107 primary language fields were reported as “Multiple” representing a 0.4% 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 2010 was nearly 35000. Approximately 11,000 persons involved in child abuse and neglect reports in CY 2010 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 71,000 or nearly 74% of parents with children in child care speak English; while 19% or over 18,500 families speak Spanish. Chinese languages are the third most prevalent language with almost 2700 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 over 1800 or nearly 2% of families speaking French and French-Creole. Finally, Russian is the fifth most spoken language, with slightly over 1% or over 1100 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 2010, Children's Services provided interpreter services for slightly more than 55,000 requests for child welfare cases. This represents an increase of approximately 8% in comparison to the 51,411 interpretation services requests filled in CY 2009 and an increase of over 27% as compared to the 43,500 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 750%.

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 6 %, from slightly over 38,500 requests in CY 2009 to over 41,100 requests in CY 2010. The 41,100 telephonic interpreting services totaled over 514,000 minutes of interpreting services, with an average call lasting approximately 12.5 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 17% in CY 2010, from nearly 11,500 requests in CY 2009 to over 13,400 requests 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.

The implementation of Childstat, an 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 a group (consisting of the family, their supports, community supports including service providers) informs decision making, supports critical thinking around safety and risk, and develops measurable service planning outcomes, reframing the role of Children's Services, families, and community supports as partners. Children's Services provides interpreters for these conferences to ensure that all persons at the conferences are able to participate fully.

Translation Services

In CY 2010, there were 26 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. 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's 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 has also translated a number of notices, announcements and pamphlets as part of ACS campaigns to bring more awareness on child welfare issues. For example, in the summer of 2010, Children's Services translated into nine languages the pamphlet *Child Safety: Be Careful Who Cares For Your Child*.

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 has also developed a glossary of terms in nine priority languages to be utilized by contractors and bilingual staff.

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. The findings of the evaluation were 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.

Due to budget constraints, Children's Services was not able to conduct a follow-up study in CY 2010, to determine if there have been improvements in determining and recording primary languages of our clients. We have seen improvements in reducing the number of unknown and multiple primary language determinations. Data for CY 2010 shows a nearly 12% reduction in the number of persons with an unknown primary language and a 5% reduction in the number of persons for whom the primary language field is coded as multiple. In CY 2011, 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.

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 has developed a glossary of terms in priority languages to be utilized by contractors.

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 2010

	BRONX		BROOKLYN		MANHATTAN		QUEENS		STATEN ISLAND		UNKNOWN		Citywide	
Albanian	35	0.0%	15	0.0%	0	0.0%	6	0.0%	6	0.0%	.0	0.0%	62	0.0%
Amer Sign	47	0.1%	37	0.0%	25	0.1%	14	0.0%	5	0.0%	.0	0.0%	128	0.0%
Arabic	33	0.0%	126	0.2%	39	0.1%	93	0.2%	39	0.3%	1.0	0.1%	331	0.1%
Bengali	66	0.1%	92	0.1%	15	0.0%	220	0.4%	6	0.0%	.0	0.0%	399	0.1%
Bosnian	1	0.0%	1	0.0%	0	0.0%	4	0.0%	0	0.0%	.0	0.0%	6	0.0%
Braille	4	0.0%	1	0.0%	5	0.0%	0	0.0%	0	0.0%	.0	0.0%	10	0.0%
Cambodian	12	0.0%	2	0.0%	0	0.0%	0	0.0%	0	0.0%	.0	0.0%	14	0.0%
Cantonese	13	0.0%	200	0.2%	97	0.3%	38	0.1%	7	0.0%	.0	0.0%	355	0.1%
Chinese	8	0.0%	175	0.2%	60	0.2%	135	0.2%	4	0.0%	2.0	0.2%	384	0.1%
Creole	20	0.0%	268	0.3%	23	0.1%	72	0.1%	1	0.0%	1.0	0.1%	385	0.1%
Czech	4	0.0%	9	0.0%	4	0.0%	8	0.0%	1	0.0%	.0	0.0%	26	0.0%
English	71447	87.1%	72376	88.3%	28084	84.7%	45715	84.0%	13573	94.3%	803.0	87.9%	231998	86.9%
Ethiopian	21	0.0%	15	0.0%	5	0.0%	12	0.0%	0	0.0%	1.0	0.1%	54	0.0%
Farsi	2	0.0%	4	0.0%	0	0.0%	6	0.0%	0	0.0%	.0	0.0%	12	0.0%
Filipino	0	0.0%	0	0.0%	0	0.0%	4	0.0%	0	0.0%	.0	0.0%	4	0.0%
French	88	0.1%	23	0.0%	46	0.1%	15	0.0%	1	0.0%	.0	0.0%	173	0.1%
Fujanese	0	0.0%	31	0.0%	12	0.0%	6	0.0%	0	0.0%	.0	0.0%	49	0.0%
Fulani	12	0.0%	24	0.0%	23	0.1%	2	0.0%	0	0.0%	2.0	0.2%	63	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%	2	0.0%	0	0.0%	14	0.0%	0	0.0%	.0	0.0%	16	0.0%
Gukarati	0	0.0%	0	0.0%	0	0.0%	4	0.0%	0	0.0%	.0	0.0%	4	0.0%
Hebrew	0	0.0%	19	0.0%	0	0.0%	6	0.0%	3	0.0%	.0	0.0%	28	0.0%
Hindu	2	0.0%	1	0.0%	2	0.0%	21	0.0%	2	0.0%	.0	0.0%	28	0.0%
Italian	1	0.0%	5	0.0%	3	0.0%	2	0.0%	4	0.0%	.0	0.0%	15	0.0%
Japanese	2	0.0%	2	0.0%	14	0.0%	3	0.0%	0	0.0%	.0	0.0%	21	0.0%
Korean	4	0.0%	0	0.0%	6	0.0%	129	0.2%	2	0.0%	1.0	0.1%	142	0.1%
Laotian	1	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	.0	0.0%	1	0.0%
Mandarin	15	0.0%	308	0.4%	171	0.5%	272	0.5%	5	0.0%	3.0	0.3%	774	0.3%
Multiple	308	0.4%	317	0.4%	206	0.6%	144	0.3%	131	0.9%	1.0	0.1%	1107	0.4%
Nat Am Lan	3	0.0%	0	0.0%	1	0.0%	1	0.0%	0	0.0%	.0	0.0%	5	0.0%
Nigerianlbo	0	0.0%	0	0.0%	0	0.0%	2	0.0%	2	0.0%	.0	0.0%	4	0.0%
Patois	0	0.0%	1	0.0%	0	0.0%	1	0.0%	0	0.0%	.0	0.0%	2	0.0%
Polish	0	0.0%	32	0.0%	1	0.0%	60	0.1%	2	0.0%	.0	0.0%	95	0.0%
Portuguese	1	0.0%	0	0.0%	5	0.0%	21	0.0%	1	0.0%	.0	0.0%	28	0.0%
Punjabi	7	0.0%	3	0.0%	7	0.0%	92	0.2%	0	0.0%	.0	0.0%	109	0.0%
Romanian	3	0.0%	3	0.0%	9	0.0%	8	0.0%	0	0.0%	.0	0.0%	23	0.0%
Russian	13	0.0%	258	0.3%	20	0.1%	69	0.1%	18	0.1%	2.0	0.2%	380	0.1%
SerboCroat	2	0.0%	2	0.0%	2	0.0%	4	0.0%	0	0.0%	.0	0.0%	10	0.0%
Spanish	7168	8.7%	4010	4.9%	2988	9.0%	4728	8.7%	413	2.9%	37.0	4.0%	19344	7.2%
Tagalog	1	0.0%	0	0.0%	0	0.0%	15	0.0%	0	0.0%	.0	0.0%	16	0.0%
Unknown	2626	3.2%	3406	4.2%	1279	3.9%	2399	4.4%	166	1.2%	60.0	6.6%	9936	3.7%
Urdu	12	0.0%	96	0.1%	5	0.0%	75	0.1%	0	0.0%	.0	0.0%	188	0.1%
Vietnamese	20	0.0%	17	0.0%	6	0.0%	3	0.0%	0	0.0%	.0	0.0%	46	0.0%
Yiddish	0	0.0%	42	0.1%	1	0.0%	0	0.0%	0	0.0%	.0	0.0%	43	0.0%
Total	82002	100.0%	81924	100.0%	33164	100.0%	54423	100.0%	14392	100.0%	914.0	100.0%	266819	100.0%

** These are the Boroughs of the case.

Prepared by The DPP - Management Analysis & Reporting Unit

Data Source: Connections as of 3/01/11.

ATTACHMENT B

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

Date: 3/10/2011

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

<u>Code</u>	<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>
ACS:									
AL	50	0.05	Albanian	7	22	13	8	0	50
AR	268	0.28	Arabic	19	96	12	138	3	268
CC	1,196	1.23	Chinese/Cantonese	408	579	19	166	24	1,196
CM	228	0.23	Chinese/Mandarin	104	55	8	61	0	228
CO	1,317	1.35	Chinese/Other	465	430	11	396	15	1,317
EH	1	0.00		0	0	0	0	1	1
EN	71,373	73.31	English	9,032	29,921	17,504	12,758	2,158	71,373
FC	574	0.59	French/Creole	24	390	15	142	3	574
FR	1,284	1.32	French	244	403	467	156	14	1,284
GK	1	0.00	Greek	0	1	0	0	0	1
GR	3	0.00	German	2	1	0	0	0	3
HB	114	0.12	Hebrew	2	93	3	15	1	114
HL	2	0.00		0	1	0	1	0	2
IH	43	0.04	Indian/Hindi	8	10	8	16	1	43
IT	9	0.01	Italian	3	4	1	1	0	9
IU	10	0.01	Indian/Updu	2	2	1	5	0	10
JP	20	0.02	Japanese	9	5	1	5	0	20
KH	5	0.01	Khmer(Cambodian)	0	3	1	1	0	5
KO	9	0.01	Korean	0	2	0	7	0	9
LA	1	0.00	Laotian	1	0	0	0	0	1
OT	692	0.71	Other	82	135	297	153	25	692
PO	128	0.13	Polish	3	67	1	56	1	128
RU	1,124	1.15	Russian	4	413	1	668	38	1,124
SL	16	0.02	Sign Language	2	8	1	5	0	16
SP	18,528	19.03	Spanish	3,384	4,315	7,847	2,816	166	18,528
TH	5	0.01	Thai	1	0	0	4	0	5
VI	21	0.02	Vietamese	0	4	7	9	1	21
YI	330	0.34	Yiddish	1	326	0	3	0	330
Total:	97,352	100.00	Total:	13,807	37,286	26,218	17,590	2,451	97,352
				14.18 %	38.30 %	26.9 %	18.07%	2.52%	100.0%