

LANGUAGE ACCESS POLICY and IMPLEMENTATION PLAN

NEW YORK CITY CHILDREN'S SERVICES

1. Purpose and Goals

The purpose of this language access policy and implementation plan is to ensure that children and families in New York City with limited proficiency in English have meaningful access to all programs and services provided by the Administration for Children's Services (Children's Services).

The language access policy and implementation 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, understand, or read and write English. The purpose of the implementation plan is to ensure that persons eligible for services from 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 language access policy and implementation plan emphasizes that the mission of Children's Services is to ensure the safety and well-being of all the children of New York, which includes those with limited proficiency in English. To fulfill our mission, Children's Services:

- **Protects** children by investigating an average of 55,000 reports of abuse or neglect each year;
- **Helps** families in need through counseling, referrals to drug rehabilitation programs and other preventive services;
- **Recruits** and trains foster parents and caregivers to provide safe homes for children living in foster care;
- **Assures** that children in foster care find safe, permanent homes as quickly as possible, either with their birth or adoptive parents;
- **Supports** youth development and permanency for teens and adolescents, as well as a range of programs and services to help young people prepare for adulthood;
- **Provides** childcare and Head Start programs for approximately 80,000 children throughout the City.

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.

This policy and implementation plan is consistent with federal requirements under Title VI of the Civil Rights Act of 1964, Local Law 73 of 2003 and Executive Order 120 signed by Mayor Bloomberg in July, 2008. Children's Services has been implementing Local Law 73 since 2004. Children's Services new language access policy and implementation plan builds on the successes that we have had in providing language assistance to children and families with limited English proficiency (LEP). These accomplishments include:

- Increased language assistance services by over 500% from CY 2005 to CY 2007. 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 for language assistance services.
- 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 minute increased from nearly 10,000 requests in CY 2006 to over 25,000 requests in CY 2007.
- Provided cultural competency training and special immigrant training that includes best practices and protocols in providing interpreter services.
- Assessed 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, African, Polish, Urdu, Bengali and Arabic speaking families

2. Scope of Policy

The requirements of this language access policy will apply to all divisions, and borough offices of Children's Services. The policy is effective immediately and will be reviewed and updated on an annual basis.

3. Definitions

- A. "Limited English proficient (LEP) individual" means an individual who identifies as being, or is evidently, unable to communicate meaningfully with Children's Services personnel because English is not his/her primary language. Any prospective, potential, or actual recipients of benefits or services from Children's Services who cannot speak, read, write or understand the English language at a level that permits him/her to interact effectively with Children's Services staff.

- B. “Essential Public Documents” means those documents most commonly distributed to the public that contain or elicit important and necessary information regarding the provision of basic City services. Essential public documents for Children’s Services will include: consent forms; letters or notices containing important information regarding participation in a program; notices pertaining to the reduction, denial, or termination of services or benefits, and the right to appeal such actions; notices advising LEP persons of the availability of free language assistance, and other outreach materials.
- C. “Interpretation Services” means oral, contemporaneous interpretation of oral communications.
- D. “Translation Services” means oral explanation or written translation of documents.
- E. “Primary Language” means the language in which a limited English proficient individual chooses to communicate with others.
- F. “Priority Languages” means the languages which Children’s Services will provide oral explanation or written translations of essential public documents. The priority languages, in addition to English are: Spanish, Chinese, Russian, Haitian Creole, Arabic, Korean, Bengali, French and Urdu.
- G. “Language assistance services” means interpretation services and/or translation services provided by bilingual personnel or language assistance vendor contracts to a limited English proficient individual in his/her primary language to ensure their ability to communicate effectively with Children’s Services.

4. Children’s Services Language Access Policy

Limited English Proficient Populations to be Served

In conducting the Department of Justice “Four-Factor Analysis” to determine the LEP populations to be served, Children’s Services analyzed primary language data from Connections (the New York State child welfare data base), primary language data from the Children’s Services child care data base, and data based on the languages for which interpreter services have been requested, to assess the numbers of LEP children and families served, by language and by geographical location. To address the potential under-counting of LEP children and families in these data bases, Children’s Services also has analyzed language data from the New York City Department of Education (NYC DOE) and data from the New York City Department of City Planning (NYC DCP). Based on these analyses, Children’s Services has identified the following nine priority language groups, ranked in order from the largest to smallest, as the most common language groups to seek or to receive child welfare or child care services: **1) Spanish 2) Chinese 3) Russian 4) Haitian Creole 5) Arabic 6) Korean 7) Bengali 8) Urdu 9) French** . The top 6 languages are “covered” languages under Local Law 73. Bengali, Urdu and French are not “covered” languages, but are being considered as priority languages due to their

relative high usage of child welfare services and the high numbers in the NYC DOE data base containing the primary languages spoken at homes of public school students.

Children's Services' intention is to provide interpreter services for all children and families involved in child welfare cases, including those whose primary languages are not included in the above list, through Children's Services contracts for telephonic interpreting or through contracted, in-person interpreters. More than 150 languages are covered under these contracts, and with the exception of certain indigenous languages from Central America, and certain African languages, Children's Services has been able to provide timely interpreter services for all LEP clients. Children's Services seeks to meet these additional language needs through immigrant community groups serving these populations.

The 9 "priority" languages identified above are the target languages into which Children's Services will translate "essential" public documents. A list of essential public documents and the languages that they have been translated into is included in Attachment A. Due to resource constraints, the remaining translation of these documents will be phased in over the next two years.

Providing Notice of the Availability of Free Language Assistance

A. Signage

Children's Services identified the different points of contact that LEP individuals have with the different divisions and borough offices of Children's Services and posted signage provided through a vendor pursuant to Local Law 73 requirements. Children's Services will post the updated signage developed by the Mayor's Office of Operations and the Mayor's Office of Immigrant Affairs in each point of contact that informs LEP individuals of their ability to access free interpreter services. The signage will be in 22 languages, including the nine priority languages. For LEP clients whose primary language is not one of these 22 languages, Children's Services will inform clients of their ability to access free interpreter services through using a telephonic interpreter.

Implementation Plan:

1. New signage will be posted at the different points of contact by June 1, 2009.

Responsibility: Administration, Child Protection, Child Care

B. Notice

Children's Services recognizes that many children and families receiving child welfare services have their initial contact with Children's Services in their homes, and consequently would not see the signage that offers free language services. To address this issue, Children's Services has utilized a notice (language card) in multiple languages to identify primary languages and inform clients of the availability of free interpretation services. A new notice that includes additional languages is now available and will be substituted for the previous notice. Children's Services will utilize telephonic interpreters to identify language and inform clients of the availability of free interpreter services if the notices are not in the individual's primary language or individual is not able to read notice.

Implementation Plan:

1. A new notice in multiple languages that can be used to identify language and inform client of availability of free interpreter services is completed. The new notices will be distributed and staff will be trained on appropriate usage by September 1, 2009.

Responsibility: Language Access Coordinator, Child Protection

C. Pamphlet

Children's Services will also make available a pamphlet in priority languages informing LEP individuals of the availability of free language assistance services, including interpretation and translation services and providing contact information on how to access these services. The pamphlet will also provide other information about child welfare services that will help immigrant families understand and access these services. These pamphlets also will be distributed to community based groups providing services to immigrant communities to help publicize the availability of language assistance services.

Implementation Plan:

1. The pamphlets will be prepared, translated and provided to Children's Services staff and distributed to community based groups by September 1, 2009.

Responsibility: Language Access Coordinator

Provision of Services to LEP Applicants/Recipients

A. Determining Primary Language of Applicants/Recipients

Upon initial physical contact with applicants or recipients of services, Children's Services caseworkers provide LEP clients with a notice (language card) in multiple languages to determine their primary language and informing clients of the availability of free interpreter services. If it is not possible to determine the primary language through this method, staff will utilize the telephonic interpreter to determine the primary language.

As many clients may be bilingual in their native language and in English, or may have some proficiency in English and their native language, staff will be trained to ask clients about which language they choose to be communicated in, both for verbal communication and for receiving written communication. Staff will not solely rely on their own assessment of the applicant or recipient's English proficiency in determining the need for an interpreter. If an individual requests an interpreter, an interpreter will be provided free of charge.

Children's Services staff will be trained to enter the primary language chosen by the client on a timely basis in the appropriate data base for child welfare services or child care services.

Implementation Plan:

1. Training of Children's Services staff to reinforce current policy to ask clients the language they wish to be communicated in and to enter the primary language on a timely basis will begin with new staff in next training cycle and for existing staff over the next six months. This training will also include the need to determine if

language assistance is needed for verbal communication and/or for written communication. The training will be completed by September 1, 2009.

Responsibility: Child Protection, Child Care, Satterwhite Academy, Language Access Coordinator

B. Provision of Interpreter 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 (who are not bilingual) should utilize 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.

Telephonic interpreting services should be 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.

LEP clients applying for child care/Head Start services may utilize family members 18 years of age or over, neighbors or friends as interpreters. However, Children's Services child care staff will inform LEP clients of the availability of free interpreter services, and are prohibited from asking clients to bring an interpreter.

Child care staff will utilize telephonic interpreters in most situations, including application processing and responding to requests for information.

Children's Services policy to provide interpreters in child welfare cases for all languages is based on our analysis of the Department of Justice "Four Factor Analysis" that the denial or delay of access to interpreters in a child abuse and neglect investigation could have serious implications for the LEP individual. The policy to permit family members 18 years of age or over, neighbors or friends to provide interpretation in child care situations is based on the absence of serious implications for the LEP individual.

Children's Services currently has a contract with Language Line to provide telephonic interpreting services, and a contract with Geneva Worldwide for in-person interpreting services for child welfare services. The resources for these two contracts are projected to be sufficient to meet the expected need. An additional contract with Language Line to provide telephonic interpreting services for child care is now in place, and implementation has begun. Children's Services anticipates providing interpreter services for approximately 35,000 to 40,000 contacts with child welfare LEP clients in CY 2009.

Implementation Plan:

1. The Immigration and Language Guidelines for Child Welfare staff will be modified to reflect changes in language access policy and reissued by June 1, 2009.

Responsibility: Language Access Coordinator

2. Full roll-out of a telephonic interpreting system for child care is anticipated to be completed by July 1, 2009.

Responsibility: Child Care, Language Access Coordinator

C. Use of Bilingual Staff for Interpreting or Providing Bilingual Services

Children's Services language access policy permits bilingual staff in child welfare services to provide interpreter or bilingual services. LEP clients will be informed of the availability of interpreter services if they have any objections or concerns with Children's Services staff providing interpreter services or providing bilingual services.

In child care and Head Start cases, bilingual staff may assist LEP clients in responding to requests for information and application processing. However, LEP clients may request interpreter services if they have any objections or concerns.

Implementation Plan:

1. Children's Services is reviewing this policy and will modify the language access policy and Immigration and Language Guidelines for Child Welfare Staff within six months to reflect any changes in policy.

Responsibility: Language Access Coordinator, Child Protection

2. Use of bilingual staff to assist LEP clients in responding to requests for information and application processing is current policy in child care. Staff will be trained over next 3 months on informing clients that they may request interpreter services if they prefer.

Responsibility: Child Care

D. Translation Services

Children's Services will offer written translations or oral explanations of "essential public documents" based on the availability of resources. Under Executive Order 120, essential public documents 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. Using the Department of Justice Four-Factor Analysis, essential public documents for Children's Services also will include: consent forms; letters or notices containing important information regarding participation in a program; notices pertaining to the reduction, denial, or termination of services or benefits, and the right to appeal such actions; notices advising LEP persons of the availability of free language assistance, and other outreach materials.

Essential public documents that are “form” letters/notices will be translated into each of the nine priority languages, Spanish, Chinese, Russian, Haitian Creole, Arabic, Korean, Bengali, Urdu and French, based on the availability of resources. A significant number of these notices are New York State notices and Children’s Services has requested the State’s assistance in translating these notices into the priority languages. Until these notices are available in the priority languages, Children’s Services will offer oral explanations of these notices using interpreters, to ensure that LEP individuals are able to understand these communications.

Children’s Services will also translate essential public documents that contain necessary information regarding the provision of child welfare services and child care and Head Start services into the nine priority languages, based on the availability of resources.

Essential public documents that are client specific will be translated into priority languages, based on the availability of resources, or clients will be offered an oral explanation of these documents. LEP individuals will receive a notification in their primary language stating: **IMPORTANT: IF YOU NEED HELP IN READING THIS, ASK YOUR CASEWORKER FOR A FREE INTERPRETER TO HELP.** The notification will be provided in the nine priority languages.

Due to resource limitations, Children’s Services will not provide written translations of essential public documents for LEP individuals whose primary language is not one of the 9 priority languages. Children’s Services will offer oral explanations of essential public documents for these clients.

Children’s Services will utilize private translation companies/contractors and/or volunteer language banks for the translation of essential public documents. To ensure consistency in translations, Children’s Services will develop a glossary of terms in priority languages to be utilized by contractors and also develop a style guide. In addition, Children’s Services will seek to have all translations reviewed by “secondary” reviewers. Oral explanations of essential public documents will be provided through telephonic interpreters and in-person interpreters.

Children’s Services recognizes the importance and benefits of producing documents using plain language principles. Staff in Family Support Services, including the Language Access Coordinator, has received training through the Mayor’s Office of Adult Education and the Mayor’s Office of Immigrant Affairs in the use of plain language principles. While it is not feasible at this time to revise current documents, Children’s Services will make concerted efforts to use plain language principles in developing new essential public documents.

Implementation Plan:

1. Children’s Services has developed a list of essential public documents to be translated into the nine priority languages. Attachment A includes the list of essential public documents and the languages in which these documents are currently available. In determining which documents to be translated first, Children’s Services will prioritize based on the Department of Justice criteria of “the consequence to the LEP person if the information in question is not provided accurately or in a timely manner”.

Documents will then be prioritized based on the frequency in which they are used. Documents will first be translated into Spanish, followed by Chinese, Russian, Haitian Creole, Arabic, Korean, Bengali, Urdu and French. Translations of essential public documents have begun, and will be completed over a two year period, based on the availability of resources.

Responsibility: Language Access Coordinator, all divisions of Children's Services

2. Children's Services will develop the nine language notification offering interpreter services to provide an oral explanation of certain essential public documents by June 1, 2009 within three months and will begin providing the notification to LEP clients by September 1, 2009.

Responsibility: Language Access Coordinator, All divisions of Children's Services

3. A request to OCFS to translate essential public documents that are State documents has been submitted. We anticipate receiving these translated documents over a one year period.

Responsibility: Language Access Coordinator

E. Outreach

Children's Services' website currently provides a linkage to Babel Fish to enable LEP individuals to translate portions of the website. To increase access to the website for LEP individuals, Children's Services intends to provide multi-lingual information about programs and services and also include links to translated materials. In addition, Children's Services plans on having a Language and Immigration site on the website that will include the Language Access policy, a training video on best practices in working with interpreters, a resource guide to community-based immigration providers and links to immigration resources.

Outreach efforts by Children's Services also will include working with the Children's Services Immigrant Advisory Subcommittee consisting of representatives from community groups that work with the diverse immigrant communities in New York City. Children's Services will distribute the Language Access Policy and the language access pamphlet being developed in priority languages through the Subcommittee members, other community groups working with immigrant communities, immigrant legal service providers, community partnership coalitions and preventive service agencies.

Implementation Plan:

1. Children's Services will provide multi-lingual information and links to translated materials on the website by June 1, 2009, and will create a Language and Immigration site on the website by September 1, 2009.

Responsibility: Management Information Systems, Language Access Coordinator, Office of Communications

2. The Children's Services language access policy will be distributed by May 1, 2009 and the language access pamphlet will be distributed by September 1, 2009.

Responsibility: Language Access Coordinator, Office of Communications

F. Language Access Coordinator

The Commissioner of Children's Services designated the Director of Immigrant Services as the Language Access coordinator for Children's Services. The responsibilities of the Language Access coordinator include:

- Developing language access policy and implementation plan
- Oversight of the language access policy and implementation
- Ensuring that staff are aware of language access policy and steps needed to implement policy
- Tracking and monitoring the provision of language access services
- Responding to complaints regarding language access services
- Assisting in procurement of contract language access services and assisting in managing the relationship with language services contractors

G. Provider Agencies

Children's Services Neighborhood Based Services approach seeks to provide every child and family with culturally, linguistically and need-driven services within their communities.

As recipients of federal funding, foster care and preventive agencies are covered by Title VI of the Civil Rights Law and must take reasonable steps to provide meaningful access to their programs and services to persons who are Limited English Proficient (LEP).

The Guidance to Federal Financial Assistance Recipients Regarding Title VI Prohibition Against National Origin Discrimination Affecting Limited English Proficient Persons issued by the United States Department of Health and Human Services in January 2004 describes the reasonable policies, procedures and other steps that contract agencies can take to ensure meaningful access to their programs by LEP persons. The Guidance provides for a flexible approach based on the number of LEP persons served by the agency, the frequency with which LEP persons come in contact with the agency, the nature and importance of the program or service to people's lives, and the resources available to the agency and the costs.

Children's Services is monitoring the provision of language services by foster care and preventive agencies through the Provider Agency Measurement System. Over the next year, Children's Services will work with contract agencies to review the Federal Guidance and the steps they are taking to ensure meaningful access to their programs to LEP persons. Children's Services will work cooperatively with the contract agencies to develop flexible, cost-effective approaches that address the different needs of agencies in ensuring meaningful access to LEP persons.

Implementation Plan:

1. Based on the results of the monitoring of language services through the Provider Agency Measurement System, Children's Services will develop a plan for working with contract agencies and implement the plan over the next year.

Responsibility: Division of Quality Assurance, Language Access Coordinator

5. Training

Children's Services recognizes that the successful implementation of this language access policy requires training of new and existing staff, including front-line, supervisory and managerial staff who will have contact with LEP clients. Training will be tailored to staff according to his/her responsibilities in working with LEP clients. Training will include:

- Basic training on content of language access policy and implementation plan;
- Ensuring accurate determination of primary language for all family members;
- Recording primary language and documenting use of interpreters and providing translated documents or providing oral explanations of documents;
- Best practices in working with telephonic interpreters and in-person interpreters and;
- Best practices in providing culturally competent services to LEP clients.

New Children's Services staff in the Division of Child Protection receives training on language assistance in the Common Core training, which is provided through the Satterwhite Academy, Children's Services training center for its child welfare staff. This training will be modified to address changes in Children's Services language access policy.

In addition, Children's Services staff receives training on language assistance in Immigrant Issues training, provided monthly through the Satterwhite Academy, and language assistance is also covered in the Cultural Competence in Child Welfare practice module. These trainings will be modified to reflect changes in Children's Services language access policy. Most staff attending these trainings are new hires or have been working at Children's Services for less than a year. The Immigration and Language Guidelines for Child Welfare Staff, a booklet developed by Children's Services with input from an external advisory group will be modified to reflect the new language access policy.

For existing front-line, supervisory or management staff, training on the Children's Services language access policy will be multi-faceted, depending on staff responsibilities. The Language Access policy will be distributed to all staff, and will be accessible on-line through the Children's Services intranet. Training for front-line staff that have direct contact with LEP clients will be provided in borough offices, or if feasible, through web-based training. In addition, with assistance from a grant from the Annie E. Casey foundation, Children's Services is developing a video to help train staff on the language access policy, with emphasis on best practices in working with telephonic and in-person interpreters. This video will be incorporated into trainings, and will also be available to staff on an on-going basis as a CD, and will be accessible through the Children's Services intranet.

Implementation Plan:

1. Children's Services will modify its current training on language assistance to reflect the changes in this language access policy by June 1, 2009. This will include revising and reissuing the Immigration and Language Guidelines for Child Welfare Staff, as well as the curriculum.

Responsibility: Quality Assurance (Satterwhite Academy), Language Access Coordinator

2. The Children's Services language access policy will be made available on the intranet by June 1, 2009. Training for front-line staff, supervisory and management staff in borough offices will be rolled out over the next six months and be completed by September 1, 2009.

Responsibility: Management Information Systems, Language Access Coordinator

3. The video on the language access policy with emphasis on best practices in working with telephonic and in-person interpreters is expected to be completed by September 2009.

Responsibility: Language Access Coordinator

6. Recordkeeping and Monitoring

Consistent with Local Law 73 and Executive Order 120 requirements, Children's Services will collect data on the number of LEP clients served, disaggregated by type of language assistance required and by primary language.

The primary languages of all child welfare clients are collected in Connections, which is the database developed and operated by the New York State Office of Children and Family Services (OCFS). The primary languages of persons receiving child care services are collected in the Automated Child Care Information System (ACCIS) data base. The primary language fields in these data bases currently do not enable the differentiation of the type of language assistance required. There is only one primary language field and staff is not able to enter a separate primary language for interpretation or for translation. Children's Services has requested assistance from OCFS to change the primary language field to enable this differentiation. Children's Services is assessing the feasibility of making this change in the Child Care data base.

Children's Services also collects data on the use of in-person interpreters, by language, duration of interpretation and by client name for child welfare services. In addition, Children's Services collects data on the use of telephonic interpreters, by language, by duration of interpretation and by caseworker requesting the interpreter services. Children's Services bilingual staff providing

interpreter services or providing bilingual services can note this use in progress notes, but this data is not readily accessible.

To monitor the provision of language assistance services to LEP clients, Children's Services will conduct an annual analysis (bi-annual if resources permit) of a sample of cases. Approximately 100 child welfare LEP cases will be reviewed through the reading of progress notes on Connections to determine whether interpreter services and translated forms or oral explanations of notices were provided on a timely basis. In addition, Children's Services will review a sample of cases of clients for whom English was entered as the primary language to determine if the primary language was accurately determined.

Implementation Plan:

1. The analysis of a sample of LEP cases to determine if primary languages were determined correctly and to determine if interpreter services and translated forms or oral explanations were provided on a timely basis will be conducted annually between June and August. Results of the analysis will be incorporated in an annual report on Children's Services implementation of the language access policy to be issued in March 2010, consistent with Local Law 73 requirements.

Responsibility: Office of Research and Evaluation, Language Access Coordinator

7. Resource Analysis and Planning

Current Resources

Children's Services has existing contracts with language assistance vendors for telephonic interpreting services, in-person interpreting services and for translation services. To reduce costs for translation services, Children's Services is considering utilizing New York State negotiated agreements with translation vendors.

Children's Services is also utilizing free translation services through the Queens Borough President's Office, and free translation services through the Princeton University Language Project

Through a grant from the Annie E. Casey Foundation, Children's Services is developing a video to train staff on the language access policy, including determining primary language and best practices in working with telephonic and in-person interpreters.

Utilization of City-Wide Resources

Children's Services is using materials prepared by the Mayor's Office of Operations and Office of Immigrant Affairs in implementing the language access policy. These materials include the multi-lingual language identification and free interpretation service poster, and the multi-lingual notice of free translation.

Attachment A
Documents for Translation

Essential Public Documents-Form Documents

The following is a preliminary list of documents in the child protection process through foster care placement and Preventive Services that are “form” or standardized documents that will be translated into the nine priority languages, based on the availability of resources:

Documents: Child Protection Process through foster care placement

1. Notice of Existence: state document available in Spanish (on Connections)
2. Notice of Indication: state document available in Spanish (on Connections)
3. Child Safety Conference Brochure: Spanish translation is being completed
4. 701 B Notice of temporary removal or child(ren) and right to hearing: available in English, Spanish, Chinese, Italian, Russian, Haitian, Arabic, Korean
5. CS 864 Voluntary Placement: available in English and Spanish
6. CS 864V-Request for Discharge of Child from Foster Care: available in English and Spanish; Korean translation in process
7. Authorization for Release of Health Information Pursuant to HIPAA: Spanish translation in process
8. LDSS 4315 Judicial Surrender: state document available in Spanish
9. LDSS 4316 Extra Judicial Surrender: state document available in Spanish

Documents: Preventive Services

1. CS 174- General information about Preventive Services: available in Spanish: Chinese translation in process
2. CS 174A- Acceptance for Preventive Services: Chinese translation in process
3. CS 174B-Notice of intent to reduce or discontinue Preventive Services: Spanish translation in process
4. LDSS 2921- Common application: available in Russian, Arabic, Chinese, Creole, and Spanish
5. LDSS 1301- Instructions on how to fill out application: available in Russian, Arabic, Chinese, Creole and Spanish

Documents: Foster Care

1. CM309- Designation of Religious Preference for Children: used by parents to inform ACS of the placed child’s religion and the parent’s wish to have (or not have) the child placed in a foster care agency associated with his/her religion.
2. CM-912y- Foster Parent Agreement: describes the rules and regulations that a foster parent must abide by and the rights of the foster parent when ACS proposes to remove a foster child from the foster parent’s home.

Essential Public Documents: Program and Service Information

The following is a preliminary list of documents that provide important information about child welfare services that will be translated into the nine priority languages, based upon the availability of resources:

1. Initial Child Safety Conference Brochure
2. Foster Care Family Team Conference Brochure: Available in Spanish
3. Preventive Services Family Team Conference Brochure: Available in Spanish
4. Parent's Guide to New York State Child Abuse and Neglect Laws: Available in Spanish, French, Chinese, Russian, Arabic
5. Parent Hand book: A Guide for Parents with Children in Foster Care: being revised
6. Office of Advocacy Brochure: Available in Spanish
7. Parent's Guide to Adoption/Safe Families Act: Available in Spanish
8. Children's Rights: Available in Spanish

Essential Public Documents: Client Specific Documents

The following is a preliminary list of documents that are client specific and LEP clients will be offered an oral explanation:

1. Notice of conferences and hearings
2. Service Plan Agreements
3. Child Safety Plans