

Site Visit Report: Culturally Responsive Child Welfare Practice With Latino Children and Families: A Child Welfare Staff Training Model

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Cluster: Field Initiated Training Projects for Effective Child Welfare Practice with Hispanic Children and Families

Grantee: Loyola University Chicago School of Social Work

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SUMMARY

A unique international collaboration has produced a culturally responsive training curriculum for child welfare professionals working with Latino children and families in Illinois. The Loyola University Chicago School of Social work teamed with the Illinois Department of Children and Family Services, the Latino Consortium, and the Consulate General of Mexico in Chicago to implement the project "Culturally Responsive Child Welfare Practice With Latino Children and Families: A Child Welfare Staff Training Model."

Project staff developed a curriculum that was used to train child welfare professionals in Chicago and then throughout the State, with members of the Latino Consortium serving as trainers. The training focused on strengths-based, culturally competent practice, addressing such issues as:

- Federal and State mandates affecting child welfare practice with Latino families
- Relevant Latino cultural factors
- Risk and protective factors
- Communication patterns
- Migratory experiences
- The various legal status classifications of immigrants
- Acculturation stress and the assimilation process
- Traditional help-seeking behaviors

The curriculum also included a detailed case study for discussion and analysis. All of the materials were designed to help caseworkers focus on family and community strengths within the cultural framework of their client.

To reach the maximum number of child welfare professionals, several 2-day "train-the-trainer" sessions were held. By the third year of the project, 766 public and private child welfare staff and court personnel had been trained. Evaluations found that participants showed a significant gain in knowledge about topics covered by the curriculum. When asked about the most useful aspects of the training, participants cited the material on immigration status, legal mandates, cultural differences, linguistic issues, demographics, and family stresses related to migration.

The project partnership led to a number of other positive developments:

- Loyola University developed a migration studies specialization within the social work curriculum, and much of the course material was developed as part of the project.
- In 2007, the project partnered with American Humane to host an international roundtable, "Migration as a Critical Issue for Child Welfare: A Transnational Policy and Research Forum."
- A special issue of *Protecting Children* was published, based on the manuscript of the roundtable.
- The roundtable led to the formation of the Migration and Child Welfare National Network.
- The project's collaboration with Iberoamericana University in Mexico resulted in student exchange programs between Iberoamericana and Loyola.
- An educational video was produced in Spanish with the Mexican Consulate General of Chicago to educate recent Mexican immigrants about the child welfare system, their legal rights, and services offered by their consulates.
- A number of journal articles and conference presentations were developed by project staff.

Many of these developments will have a long-lasting impact on the training of child welfare professionals in Illinois and, ultimately, on the services that Latino families and children receive.

Adapted from *Children's Bureau Express*, July/August 2008, "Collaboration Leads to Culturally Responsive Curriculum"
(http://cbexpress.acf.hhs.gov/articles.cfm?issue_id=2008-07&article_id=1615).

PROJECT DESCRIPTION

Abstract (from the project's grant application)

Loyola University Chicago School of Social Work, in collaboration with the Illinois Department of Children and Family Services (IDCFS), the Latino Consortium, and the Consulate General of Mexico in Chicago, proposes to develop, fieldtest, and evaluate a culturally responsive, competency-based training curriculum to prepare child welfare supervisors, frontline staff and court personnel to work effectively with Latino children and families.

The training curriculum will incorporate contemporary scholarship regarding Latino cultural factors relevant to child welfare practice such as family structure and process, risk and protective factors, communication patterns, migratory experiences, acculturation

stress and the assimilation process, and help-seeking behaviors. It also will address relevant population characteristics and population-specific research regarding service system barriers, legal issues, and practice theories and techniques. The goal of this project is to enhance and expand system and practitioner capacity to effectively serve Latino children and families involved with the child welfare system. The training curriculum will be fieldtested with the public and private agencies and courts and evaluated for its effectiveness in developing knowledge, skills, and culturally relevant competencies necessary to achieve safety, permanency, and well-being for Latino children and families.

The grant has a 3-year plan, with the first year dedicated to the development of the curriculum and training model and companion resource and instructional materials, including a training video and trainer and trainee manuals. The curriculum and training model will be piloted in the beginning of the second year and modified as needed. The training model will be implemented in the Chicago region in the second year and across the State in the third. A project webpage will be launched in the second year to support product dissemination and the ongoing learning of the training participants. Data for evaluation purposes will be collected during all phases of the project, and an evaluation report will be completed in the third year. Wide dissemination of project lessons, findings, and products also will occur in the third year.

Need for This Service *(adapted from the original grant application, from the various publications in Children's Voice, Protecting Children, and Noticias, and from information and materials provided during the site visit, including the manuscript of the international roundtable entitled "Migration: A Critical Issue for Child Welfare.")*

The National Context

In June of 2003, the U.S. Census Bureau released data indicating that, of the total U.S. population of 288.4 million on July 1, 2002, 38.8 million (13.4 percent) were Hispanic, primarily from Mexico, Puerto Rico, Guatemala, and Cuba, making the Hispanic community the nation's largest minority community. Population projections anticipate continued growth, with some predicting that by 2050, one out of every four Americans will be Hispanic (Population Resource Center, 2001).

Census data also reveals that over 11 million children live in families where both parents are immigrants, one-third of whom are recent immigrants, having been in this country for 10 years or less. Immigrant families are at increased risk of economic and social insecurity and face a multitude of challenges associated with the processes of immigration and acculturation. Differences in culture, language, and traditions serve as significant sources of stress for them. Additionally, as a result of their experiences with migration and acculturation, these families have unique needs and face a multitude of challenges upon entering the United States. These multiple challenges and the resulting stress on families may put them at increased risk of coming into contact with the U.S. child welfare system. When they do come to the attention of the U.S. child welfare system, immigrant families present unique linguistic, cultural, and transnational challenges for that system.

While 85 percent of the children of recent immigrants live with parents who are employed, 65 percent of those children are members of low-income families who do not have access to employer-sponsored health insurance, making these children and

families less likely to have health-care coverage than similar low-income U.S.-born families.

Most recent immigrants are restricted from participating in Federal means-tested benefits programs for their first 5 years living in the United States. This severely limits their access to public health insurance programs and other public benefits and supports at the same time that they are unlikely to have employer-sponsored health coverage. Immigration status can greatly increase the complexity of child welfare work. It can create the need to address issues such as potential deportation of parents, transnational jurisdiction, restricted access to services and resources for noncitizen parents, and ineligibility for a number of health-care, housing, income assistance, and social welfare programs. Nearly 1 in 10 U.S. families with children is a mixed immigration status family (a family with at least one non-U.S. citizen parent and one child who is a U.S. citizen), but even when the children are legal U.S. citizens, State and Federal policies create barriers that may prevent them from accessing services. Additionally, many immigrant parents fear being deported or prohibited from becoming naturalized if they attempt to access resources for their children and are thus resistant to receiving needed services.

The U.S. child welfare system has not consistently responded to Latino families with assessments, services, and placements that are culturally and linguistically appropriate. The scarcity of bilingual foster family and residential placements often results in Latino children being placed in settings that are not culturally or linguistically consistent with their family of origin. This situation is compounded by the lack of bilingual rehabilitative services for parents. This lack of linguistically appropriate resources for immigrant families often makes it impossible for them to comply with court mandates within the Adoption and Safe Families Act timeframes, placing them at higher risk for the termination of services and permanent separation from their children.

The Illinois Context

The Latino population is the fastest growing population in Illinois, increasing by 69 percent in the decade preceding submission of this grant proposal. Census data published in 2000 indicated that 12 percent of the total State population was Latino, as was 26 percent of the total Chicago population. The Latino demographic data of the State paralleled that of the nation, with people of Mexican origin forming the largest proportion of the Latino population, followed by Puerto Ricans, Guatemalans, and Cubans, in that order. The Illinois Latino population also is relatively young, with a median age of 25 years, compared to a median age of 36 years for non-Latino residents. In Chicago, 33 percent of school-aged children are Latino.

As the Latino population of the State has grown so rapidly, so has the population of Latino families and children coming in contact with the child welfare system. Latino children and families present unique linguistic, cultural, and transnational issues for social service providers in Illinois, just as they do on the national level. Illinois has responded to these issues with a number of unique child welfare system reforms, including (1) the Burgos Consent Decree, (2) development of the Latino Consortium, (3) the execution of a Memorandum of Understanding (MOU) between IDCFS and the Mexican Consulate in Chicago, and (4) the launching of the Illinois Latino Child Welfare Field Training Initiative, funded in part through this grant.

- **Burgos Consent Decree:** The Burgos Consent Decree resulted from a 1976 Federal class action lawsuit filed against IDCFS and two private agencies in

- Illinois by community leaders and parents in response to a pattern of language discrimination. The suit alleged that persons born in Puerto Rico and now living in the Chicago metropolitan area were “being excluded from full participation in, denied the benefits of, and being subjected to discrimination on the basis of their natural origin and race,” all in violation of Title VI of the Civil Rights Act of 1964 and of the Equal Protection and Due Process Clauses of the 14th Amendment to the Constitution. Spanish-speaking children and their families were being denied services in their primary language and children being removed from Spanish-speaking families were being placed with non-Spanish-speaking foster families. They were then losing their Spanish-speaking skills and were unable to communicate with their parents when reunified. The Burgos Consent Decree provides numerous protections to Latino families, including assurances:
- That all services and written communications will be made available in Spanish
 - That all Spanish-speaking families will be assigned Spanish-speaking caseworkers
 - That all children of Latino parents who are placed in foster care are placed in Spanish-speaking homes
 - In order to make it possible for IDCFS to meet these mandates, the Burgos Consent Decree and subsequent Agreed Orders created a new category of child welfare caseworkers who are certified as bilingual. It also prohibits having children translate for their parents.
- **The Latino Consortium:** With the exception of Child Protective Services investigations, 80 percent of child welfare services in Illinois are privatized. The Latino Consortium is a collaboration among a group of nonprofit agencies under contract with IDCFS to provide child welfare services to Latino families and children. Member agencies serve the majority of Latino child welfare cases in Chicago. While independent of IDCFS, the consortium, which formed in the mid-1990s, works closely with them to address the service needs of Latino children and families involved with the child welfare system, providing guidance, advocacy, and direct services. Their primary purpose is to improve services for Latino families in Cook County. The mission of the consortium is:
 - To provide a holistic array of community-based bilingual and culturally competent social services to Latino children and families, through agencies that have demonstrated mission-based planning in their services to Latino children and their families and have dedicated substantial resources to serving Latino families. To build the capacity of other organizations to provide culturally competent services to address the unmet needs of Latino children and families*
 - **The MOU With the Mexican Consulate of Chicago:** The largest Mexican Consulate in the United States is located in Chicago. In the summer of 2000, IDCFS and the Consulate General of Mexico in Chicago entered into a MOU, an agreement to protect the rights of Mexican children in Illinois. Under this agreement, in order to ensure that all protections afforded by the Vienna Convention, the Bilateral Convention, and any and all other applicable treaties and laws are followed, the Consulate is to be notified when Mexican nationals or children of Mexican nationals are taken into protective custody. The Consulate is available to assist IDCFS with a wide range of transgovernmental services, including obtaining necessary documents from Mexico for completion of Special Immigration Juvenile Status applications, obtaining the Mexican birth certificates of Mexican-born minors in IDCFS custody, assisting in locating family members

who reside in Mexico, obtaining appropriate home studies on potential kinship placements in Mexico from local Mexican child welfare authorities, and many other of the complex transnational situations encountered when working with these families.

- **The Latino Child Welfare Field Training Initiative:** In 2003, a forum of Illinois child welfare advocates, professionals, administrators, and researchers, representing IDCFS, the Mexican Consulate, consortium member agencies, and researchers from three major local universities, concluded that inadequate and inconsistent training of child welfare caseworkers, supervisors, and court personnel was preventing full implementation of the Burgos Consent Decree and the MOU. This forum also identified the need for ongoing staff development in a number of other areas, including cultural competence with Latino children and families, increased understanding of immigration status and its impact on eligibility for services, intercountry licensing of kinship care homes, the international protections to which these families are entitled, immigration proceedings, and how to access culturally and linguistically appropriate community-based services and resources for Latino nationals. Those findings resulted in a collaboration between Loyola University Chicago School of Social Work, the IDCFS, the Latino Consortium, and the Consulate General of Mexico in Chicago to apply for this grant in order to “fieldtest, deliver, and evaluate a culturally responsive, competency-based training curriculum to prepare child welfare supervisors, frontline staff, and court personnel to work effectively with Latino children and families.”

SITE VISIT HIGHLIGHTS

The site visit took place on July 9 and 10, 2007, at the Department of Child and Family Services (DCFS), Cook County South Regional Office, and at Kasbeer Hall and the office of the Dean of the School of Social Work at Loyola University Chicago. The visit included the following activities:

- Observation of a 1-day training on “Effective Child Welfare Practice With Latino Children and Families”
- A reception for student exchange and migration-related programs that have grown out of the work of this grant and other stakeholders in this work
- A dinner meeting and discussion with project participants on July 9
- A breakfast meeting on July 10 with representatives from the Illinois DCFS Training Division and the Latino Consortium, as well as the Principle Investigator and the Project Coordinator for the grant
- A meeting with the Dean of the Loyola University Chicago School of Social Work on July 10

The training session addressed the following topics:

- The session began with the trainer presenting the following “Guiding Principles for Effective Practice With Latino Children and Families:”
 - The growth of the Latino population in the United States requires that child welfare professionals examine and adapt their practices to insure effective responses to the specific needs of this population.

- Since the majority of the growth in the Latino population since 1990 can be attributed to immigration, culturally responsive practice with this population requires that child welfare professionals understand the impact of migration and acculturation on each family and how these experiences have contributed to their child welfare involvement.
- “Latinos and Immigration” was the next topic of discussion, pointing out that Latinos comprise slightly over 50 percent of America’s immigrant population (30 percent of all immigrants coming from Mexico and 22 percent from other Latin American countries) and almost 15 percent of the U.S. population.
- The curriculum included an overview of the various and complex legal status classifications that immigrants may fall within, including legal permanent residents, naturalized citizens, refugees, etc., as well as mixed-status families (children who are U.S. citizens living with noncitizen parents), and the importance of these classifications for child welfare professionals working with immigrant families.
- The trainer examined with participants the common patterns of migration, the stages of migration, and the impact that those patterns and stages can have on families.
- Some of the Federal and State mandates that affect provision of child welfare services to Latino families were discussed. Included in the Federal mandates were the Multi-Ethnic Placement Act, the Interethnic Adoption Provisions, the Adoption and Safe Families Act, the Personal Responsibility and Work Opportunity Reconciliation Act, Title VI of the Civil Rights Act, Executive Order 13165, the Illegal Immigration Reform and Immigrant Responsibility Act, Violence Against Women Act, Special Juvenile Status Adjustment, Unaccompanied Alien Child Protection Act, Public Charge, and the Immigration Marriage Fraud Act. Included in the State mandates were the Burgos Consent Decree and the Memorandum of Understanding with the Mexican Consulate of Chicago.
- The curriculum included an overview of contemporary Latino culture, reviewing risk and resilience factors in family and community life, looking at the family as a social unit, the social stressors affecting traditional Latino family patterns, parenting culture and context, traditional expectations of Latino children, and factors influencing child maltreatment.
- Finally, the curriculum addressed culturally responsive practice with Latino individuals and families, with the objectives of developing and enhancing “practitioner knowledge and understanding of clinically relevant information and culturally appropriate tools for effectively working with Latino families involved with the child welfare system” and of developing “the awareness and the competencies necessary to work effectively with Latino clients around child welfare issues.” Emphasis was placed on the importance of helping parents to acculturate, not forcing them to assimilate.
- Discussions of a case study of a Latino family who had come into contact with the child welfare system were used as illustrative material throughout the training, as were various exercises and role play.
- The trainers, who also were Latino, were representatives of the Latino Consortium with whom the grantee contracted for all of the training provided through this project. They, and all of the other trainers on this curriculum, had participated in a train-the-trainers training in preparation for this work.

The reception was held at the university and included the following:

- A presentation was made by researcher Dr. Graciela Polanco Hernandez, a psychologist specializing in immigration studies at Iberoamericana University in Mexico City. Dr. Hernandez presented her research study, which looked at the quality of relationships for two groups of Mexican women: those who accompanied their husbands when they migrated to the United States and those who remained behind in Mexico without their husbands. In general, the women who accompanied their husbands showed greater satisfaction, better quality of relationships with their husbands and children, and felt better about their mothering and parenting, despite the stresses of migration, than did the women who remained behind.
- Presentations were made on the Loyola students' field experiences in Mexico and the Mexican student field experiences in Chicago. Loyola students had sent videos sharing their experiences and the Mexican students were present to share their experiences in person.

At a meeting with Jack C. Wall, Ph.D., the Dean of the Loyola University School of Social Work, he spoke very eloquently of the school's commitment to international social work and to working with immigrant populations, as well as to preparing social work students to work with immigrant families and children. It is currently and will continue to be a goal of the School of Social Work to work collaboratively with other service delivery systems throughout the greater Chicago metropolitan area, to develop and provide the most effective and comprehensive service delivery system to these populations, regardless of their country of origin.

LESSONS LEARNED

Unique and Innovative Features

- One of the most unique aspects of this project is the fact that it is an international collaboration between the Loyola University School of Social Work, the Illinois Department of Children and Family Services (IDCFS) Training Division, the Latino Consortium (a consortium of private child welfare agencies serving Latino families), and the Mexican Consulate of Chicago.
- The curriculum highlights the fact that, when working with Latino families, child welfare staff need to consider the complex legal issues related to immigration, social welfare, and civil rights, as well as linguistic and cultural factors, and their impact on Latino families in the child welfare system. The intersection between migration and child welfare is, in fact, a central focus of the curriculum.
- The Loyola University School of Social Work offers a 3-month field placement in Mexico through Iberoamericana University. The university also has been able to extend international field placements for Iberoamericana University students through collaboration with Maryville Academy and Catholic Charities of the Chicago Archdiocese.
- The project team recognized a need to train Latino families as well as to train the child welfare staff who work with them. The families do not understand the U.S. child welfare system. The project, in conjunction with the Mexican Consulate of Chicago, has developed a Spanish language video that describes the child welfare system and how it operates in the United States.

Challenges

- Child welfare work with immigrant families is complicated by (1) language and dialect issues and the difficulty in providing appropriate linguistic resources for working with individuals who have limited English proficiency; (2) undocumented or mixed immigration status of family members, coupled with the lack of familiarity with immigration laws among child welfare practitioners; and (3) cultural and religious differences and general difficulty in providing culturally responsive services.
- Interventions that are effective with nonimmigrant populations may not be effective with immigrant children and families because of their cultural differences and their migration experiences. Achieving positive safety, permanency, and well-being outcomes for Latino families requires a child welfare workforce that understands the needs and issues affecting immigrant children and families. In order to protect children from abuse and neglect and to safely maintain them in their homes, services must be provided by a workforce that is trained and familiar with those needs and issues.
- Many child welfare cases involving immigrant families have transnational aspects that require transnational collaboration between the child welfare and human service systems in both the sending and the receiving countries.
- The timing of this grant was such that the Illinois Child and Family Services Review and Program Improvement Plan processes were occurring at the time the grantee was launching the training. Those processes resulted in extensive mandated training demands on IDCFS staff, making it impossible for the project to get its training on the State training calendar for significant periods of time.
- As with all efforts of this type, this project was challenged with staff turnover at a number of different levels:
 - The coordinator for the Latino Consortium, the subcontractor for the training, resigned and it took over 6 months to fill the position. Loyola project staff assumed the coordination and delivery of the project-related trainings while the position was vacant.
 - A number of the trainers recruited by the consortium coordinator left the project during that time, creating the necessity to work with the consortium to identify and prepare a new group of trainers.
 - A Mexican Presidential election occurred early in the life of this grant, with a new President being elected and a new Director of the Mexican Department of Health being appointed. This could have put the Memorandum of Understanding (MOU) in jeopardy had it not been for the excellent relationships that had been established. As it turns out, the current Mexican HHS Director is very committed to serving Mexican nationals, wherever they may live, and the intergovernmental work begun under the MOU has continued.

Successful Strategies and Keys to Success

- This project is built on the premise that child welfare staff training regarding cultural competency supports permanency for children by:
 - Critically examining how children of color come into foster care and which services and supports are offered to their families
 - Presenting a practice and programmatic stance and corresponding skills that respect cultural difference, focus on community and family strengths, and work within the cultural framework of the client

- In order to enhance cultural competency among trainees, the curriculum addresses skills, content, and attitudes. The curriculum needs to be content rich, but it also needs to reach participants on a feeling level in order to have maximum impact on the trainees' work with Latino families and children.
- Strategizing with stakeholders about how the training should be delivered, who should deliver it, etc., was almost as important as the content of the training because of the relationships that were built during that process and the sense of ownership the stakeholders now have for the curriculum. These relationships and the sense of ownership among stakeholders have real implications for sustainability once the grant has ended.
- Partnerships with advocacy organizations are invaluable. If your materials have value, they will ensure that they continue to get distributed after the grant ends.
- It is important to develop a curriculum that can be used in a variety of ways and in different settings. Then you can be flexible and adjust to external circumstances. For example, during the period when the grantee was unable to get on the regular IDCFS training calendar because of conflicting training mandates, they sought other means of getting the training out to public and private child welfare professionals. They conducted a number of training sessions at private child welfare agencies and at the IDCFS Hispanic Family Institute Conference in a series of workshops. In this way, they were able to provide the training to 118 individuals during the period when they were unable to get on the State's training calendar. They later were able to get training spots on the calendar one month at a time, but were still competing with mandated trainings, resulting in smaller enrollments for each session and creating the need to be very flexible. They increased the number of training sessions offered and offered them at many different locations in order to reduce travel time for participating staff.

OUTCOMES

Summary of Activities and Accomplishments

Curriculum Development and Delivery

The goal of this child welfare training project is to enhance and expand system and practitioner capacity to effectively serve Latino children and families who come in contact with the U.S. child welfare system so those families and children can achieve positive safety, permanency, and well-being outcomes. The curriculum and training program designed to accomplish that goal has been developed, fieldtested, revised, and delivered to 766 public and private child welfare staff and court personnel. This number exceeds the initial projection of training 750 individuals.

The curriculum is built on two primary conceptual frameworks: strengths-based practice and culturally competent practice. In addition to addressing the various Federal and State mandates affecting child welfare practice with Latino families, it addresses Latino cultural factors relevant to child welfare practice, including family structure and process, risk and protective factors, communication patterns, migratory experiences, acculturation stress and the assimilation process, and the traditional help-seeking behaviors of Latino individuals and families.

The curriculum makes extensive use of a very detailed case study on the Hernandez family that is designed to aid the trainees in applying the learning from each of the four curriculum modules: (1) Understanding Demographic Characteristics of the Latino Population, (2) Overview of Latino Culture: Risk and Resilience in Family and Community Life, (3) Culturally Responsive Competency-Based Practice With Latino Children and Families, and (4) Case Management and Supervision: Following Legal Mandates when Serving Latino Clients. Guided discussions and activities around the case study give trainees the opportunity to apply the knowledge and to practice the skills they are gaining during the training in each of these areas.

The grantee subcontracted with the Latino Consortium to provide the training offered through this grant. Project partners identified and recruited 15 trainers for the project. With one exception, recruited trainers are bilingual and bicultural and have extensive backgrounds in legal, child welfare, and/or training experience. Loyola worked closely with a master trainer from the Illinois Department of Children and Family Services (IDCFS) to develop and deliver a 2-day training of trainers conference, which was mandated for all those who would train using the curriculum developed under the grant. The training of trainers session included a complete overview of the curriculum and instruction on how to deliver the training. Participants were awarded 16 hours of Continuing Education Units (CEUs) upon completion of the training.

Loyola University Chicago School of Social Work has developed a migration studies specialization within the social work curriculum. The course work for the specialization includes migration related courses offered by other departments, as well as courses that have been developed in the School of Social Work, including Migration Dynamics and U.S. Social Policy; Social Policy and Practice: Migration, Social Justice and Human Rights; and Social Work Practice With Immigrant Communities. Much of the material for these courses was developed under this grant.

Students in the migration studies specialization are offered a 3-month field placement in Mexico through Iberoamericana University. The field placement employs a rotation model that exposes students to work with communities impacted by migration and reflective of the diversity in Mexican communities (i.e., urban, rural, and indigenous), where they have the opportunity to learn firsthand about international practice and to increase their awareness of migration experiences and issues.

Loyola also has been able to extend international field placements in Chicago for Iberoamericana University students through collaboration with Maryville Academy and Catholic Charities of the Chicago Archdiocese. These partners are hosting students from Mexico at the Maryville campus where they are provided lodging while they work in several Maryville and Catholic Charities programs that serve the Mexican migrant community in the area. While in the United States, the students work on projects that address the needs of vulnerable Mexican nationals residing in Chicago in order to develop a fuller understanding of the challenges faced by migrants when they come to the United States.

Collaborations

The project is a unique international collaboration between Loyola University Chicago School of Social Work, IDCFS, the Latino Consortium, and the Consulate General of Mexico in Chicago. In 2007, the project collaborated with the Children's Services Division of the American Humane Association to host an international roundtable entitled

“Migration as a Critical Issue for Child Welfare: A Transnational Policy and Research Forum.” The roundtable brought together more than 70 diverse practitioners, academics, and advocates from immigration and child welfare in the United States and Mexico to discuss the migration of individuals and families to the United States and the effect of immigration on children and on U.S. child welfare policy, systems, and services. Dialog at the roundtable formed the basis of a multidisciplinary collaboration designed to inform and influence policy at the local, State, national, and international levels and included such topics as:

- Causes, patterns, and projections of migratory flows in the Americas
- Migration and its effects on the family
- Migration and child well-being, including child maltreatment, mental and physical health, and education
- Current and proposed immigration laws and policies as they relate to child welfare practice
- The effect of migrating families and immigration policies and laws on child welfare systems

The manuscript of the roundtable, entitled “Migration: A Critical Issue for Child Welfare,” highlights specific issues and activities relating to research, training, policy, advocacy, elimination of barriers, and collaboration across systems. The manuscript is intended to be a tool for agencies and professionals in child welfare, courts, and immigration services to promote effective collaboration between the fields of child welfare and immigration and to effectively address the intersection of the two fields. “Migration: A Critical Issue for Child Welfare” also became the topic of a special issue of *Protecting Children*, a professional publication of American Humane.

The dialog, which started at the roundtable, also led to the development of the Migration and Child Welfare National Network to continue the work that had begun at the first conference. The network has four main areas of focus, including advocacy/policy, training/technical assistance, research, and transnational relations, with corresponding working subcommittees. They conduct monthly conference calls and have developed a research, practice, and training agenda with the goals of:

- Creating a national dialog on the emerging impact of migration on child welfare services in the United States
- Facilitating discussion and relationship-building at the research and policy levels among leaders in child welfare and juvenile and family court systems, universities, and advocacy organizations
- Opening opportunities for transnational dialogs among child welfare agencies and other related systems
- Focusing multidisciplinary expertise around the country on the intersection of the major policy areas of migration and child welfare
- Identifying successful experiences that address issues of migration and its relationship to systems that serve families

The Principle Investigator and other members of the project team collaborated with the American Humane Association and the Child Welfare League of America on special issues of their professional journals that were devoted to immigration issues. The project’s collaboration with Iberoamericana University in Mexico has resulted in an international student exchange program for students of the two universities.

Evaluation (*adapted from the original grant application and more current information submitted by the grantee*)

An outcome evaluation was conducted utilizing a pre- and posttest regarding the knowledge, skills, and value foci of the curriculum. The pre- and posttest were designed by the curriculum development team to measure the initial and posttraining knowledge, skills, and values of the participants regarding strengths-based practice, Latino culture, and other areas covered by the training curriculum. The pre- and posttests were administered to a randomly selected group of 338 training participants.

The evaluators have tabulated this data and found that the increase in knowledge at posttest was statistically significant at the .01 level as measured by a t-test. Among the curriculum topics that trainees identified as most useful to their practice were materials presented on immigration status, legal mandates, cultural differences, linguistic issues, Latino demographics, and family stresses related to migration (i.e. stress related to migration status, separation and loss, linguistic isolation, cultural conflict, intergenerational tension, discrimination).

Dissemination

Peer Review Publications

- Finno, M.; Vidal de Haymes, M.; Mindell, R. (2006). Risk of Affective Disorders in the Migration and Acculturation Experience of Mexican Migrants. *Protecting Children, Journal of the American Humane Association*. (21) 2:22-35.
- Velazques, S.; Vidal de Haymes, M.; Mindell, R. (2006). Migration: A Critical Issue for Child Welfare. *Protecting Children, Journal of the American Humane Association*. 21 (2): 2-4. Project staff and graduate students co-edited this special issue.
- Vidal de Haymes, Maria. (2005). Addressing the Child Welfare Needs of Immigrant and Mixed-Status Families: Bridging Community and National Borders through Policy and Practice Innovation. *Protecting Children, Journal of the American Humane Association*. 20 (1): 16-27. This special issue was devoted to exploring "The Influence of Culture and Cultural Competence on Child and Family Well-Being" in an effort to stimulate a national dialog on this topic.
- Barrios, L.; Suleiman, L.; Vidal de Haymes, M. (2004). Latino Population Characteristics and Child Welfare Services: Reflections on Policy, Practice, and Research from the Latino Consortium Roundtable Discussion. *Illinois Child Welfare*. 1 (1): 106-114.
- Project staff worked with American Humane staff and staff of the University of Illinois Chicago to produce a manuscript of the Forum entitled "Migration: A Critical Issue for Child Welfare." That manuscript was submitted to *Child Welfare*, the journal of the Child Welfare League of America, and was published in Volume 16, No. 4, July/August 2007. That issue was devoted to *Child Welfare and the Challenge of New Americans* and addressed numerous immigration and child welfare issues.
- A feature article regarding the grant appeared in *Noticias*, the IDCFS Hispanic Advisory Council newsletter that is distributed statewide to public and private child welfare caseworkers and administrators. Additionally, a separate feature article appeared in the *Loyola Magazine*, a national publication of the university that is sent to all current students, alumnae, Jesuit institutions, and numerous universities.

- The Association of International Educators highlighted the Loyola Migration Studies Specialization in Social Work and the corresponding international fieldwork exchange program in its latest issue of *International Educator* in a feature article entitled “Making a World of Difference: International Content in Social Work Curriculum.” This article can be retrieved at: http://www.nafsa.org/_/File/_/marapr_08_feature.pdf.

Technical Reports

- Valazquez, S.; Bruce, L.; Vidal de Haymes, M.; Mindell, R; Dettlaff., A. (2007). *Migration: A Critical Issue for Child Welfare, 2006 Transnational Research and Policy Forum Report*. American Humane. Denver, CO.

Videos

- Mexican Consulate Video (2006). Co-produced, with the Mexican Consulate General of Chicago, this is an educational video for the Government of Mexico. The Spanish-language video will be used primarily in the 42 Mexican Consulates in the United States to educate recent Mexican immigrants about their rights as migrants and workers, the U.S. child welfare system, and the protection services offered by the consulates. The video, which includes interviews and dramatizations, also may be used in other venues in the community, such as churches and human services agencies, as an educational resource for Mexican immigrants. This is an innovative effort to provide essential information about regulations and procedures in the United States to the large population of documented and undocumented Mexican migrants entering the country.
- “Culturally Responsive Child Welfare Practice with Latino Families” (2006). This is a companion full-length training video for national distribution for use with the professional training curriculum developed under this training grant. The hour-long video covers the four modules of the curriculum: (1) Understanding Demographic Characteristics of the Latino Population; (2) Overview of Latino Culture: Risk and Resilience in Family and Community Life; (3) Culturally Responsive Competency-Based Practice with Latino Children and Families; and (4) Case Management and Supervision: Following Legal Mandates when Serving Latino Clients.
- Spanish-language documentary (subtitled in English), shot and produced in Veracruz, Mexico, and Chicago, Illinois. The documentary includes interviews with individuals who are contemplating migration and those who are in the process of migrating north. They discuss their reasons for migrating, their hopes, what they expect to find in the United States, and their experiences during their journey. Family members who were left behind also are interviewed to examine the impact of migration on the sending families and communities in Mexico. Advocates, service providers, and Jesuit Migrant Services lay leaders from Mexico and the United States provide additional analysis of the migratory flows, adaptation to life in the United States, relationships with family still in the country of origin, remittances, and international economic policies.

Related Research and Training Grants

- Vidal de Haymes, M.; Grossman, S.; Lundy, M. (July 1, 2006 to June 30, 2007). *Families in Transition: A Pilot Study of the Impact of Cross-National Relocation on Family Well-Being*. Global Initiatives Incentive Fund (GIIF) Awarded \$10,000.

- Vidal de Haymes, M; Mindell, R. (January 1, 2006 to July 2007). Mexican Community Education Video. Consulate General of Chicago. Awarded \$20,000.
- In partnership with the Child Protection Division of the Mexican Federal Health and Human Service System, project staff conducted a study of Mexican families in Illinois. This study provided important information about Mexican immigrant families and stimulated ongoing dialog among all the project partners about the findings and their impact on public policy and service planning. The findings also will help in identification of areas needing further study and intervention. Two related grants were recently awarded that will continue and extend this research. One funds a full study, based on the initial pilot. The second funds a collaboration with Mexico's health and human service system (SNDIF) and Catholic Charities of the Archdioceses of Chicago to use the results from the pilot to modify a family support curriculum that is being used in Mexico. The modified curriculum will be implemented in the migrant welcoming centers and family support programs offered by Catholic Charities in the Chicago metropolitan region. The specific grants are:
 - Vidal de Haymes, Maria. (September 2008 to October 2010). *Families in Transition: A Study of the Impact of Cross-National Relocation on Mexican Family Well-Being*. Funding awarded by the Lois and Samuel Silberman Fund Faculty Grant Program. Awarded \$40,000.
 - Vidal de Haymes, Maria. (February 2008 to January 2009). *Supporting Families in an Era of Globalization: Aligning Social Worker Education and Human Service Systems With Contemporary Transnational Population Trends*. Funding awarded by the International Association of Schools of Social Work. Awarded \$4,000.

Conference Presentations Based on Peer-Reviewed Abstracts

- Vidal de Haymes, M. and Finno, M. "Immigration, Acculturation, and Its Impact on Family & Child Well Being. Children's Law Institute, Albuquerque, NM. January 9–11, 2008.
- Vidal de Haymes, M. "Preparing Social Workers for Practice with Immigrant Families: A Curriculum Model for Migration Studies Specialization in Social Work." Illinois Department of Children and Family Services, 18th Annual Hispanic Family Institute. Lisle, IL. November 1–2, 2007.
- Grossman, S, Lundy, M. and Vidal de Haymes, M. "Mexican Families in the Chicago Metropolitan Region: Preliminary Findings from the Diagnostico de La Familia Mexicana Chicago Pilot Study." Illinois Department of Children and Family Services, 18th Annual Hispanic Family Institute, Lisle, IL. November 1–2, 2007.
- Vidal de Haymes, M. "La Familia Mexicana En el Exterior: Estudio Piloto en Chicago." Congreso Internacional sobre Migracion. Universidad Iberoamericana Leon, Guanajuato. November 12–13, 2007.
- Vidal de Haymes, M. y Polanco, G. "Model de Intercambio Estudiantil en Service a Migrantes." 6th Reuniod de la red del Servicio Jesuita a Migrantes Cenroamerica y Norteamerica, Leon, Guanajuato. November 15–17, 2007.
- Velazquez, S.; Vidal de Haymes, M.; Duncan, J; Morland, L.; Dettlaff, A. "World as Community: the Intersection between Migration and Child Welfare." Mini-Plenary Session. 16th National Conference on Child Abuse and Neglect. Portland, Oregon, April 2007.

- Velasquez, S.; Duncan, J.; Morland, L.; Vidal de Haymes, M. "The Intersection of Migration and Child Welfare." Child Welfare League of America Annual Conference. Washington, DC. February 2007.
- Mindell, R.; Vidal de Haymes, M. "Mandates Affecting Latino Child Welfare Service." DCFS Hispanic Family Institute, November 2006.
- Cifuentes, M.; Vidal de Haymes, M. "Child Welfare Practice in a Latino Multi-Cultural Context: Working Effectively With Latino Families." DCFS Hispanic Family Institute, November 2006.
- Vidal de Haymes, M.; Finno, M. "Diplomade en Migracion: Community Response to Support Migration With Dignity." DCFS Hispanic Family Institute, November 2006.
- Vidal de Haymes, M.; Coleman, V.; Palacios, M.; Mindell, R. "Addressing the Child Welfare Needs of Immigrant and Mixed-Status Families: Collaborative Partnerships in Illinois That Bridge Organizational, Community, Linguistic, and National Borders to Serve Latino Families." National Association of Social Workers, Illinois Chapter Annual Conference. Chicago, IL. September 2005.
- Hernandez, B.; Vidal de Haymes, M. "Nation-State Response to Family Crisis: A Comparison of Child Welfare Services in Mexico and the United States." National Association of Social Work, Illinois Chapter Annual Conference. Chicago, IL. September 2005.

Invited Conference Presentations

- Vidal de Haymes, M. "Meeting the Challenge of Diversity: Child Welfare Workforce Development." Department of Health and Human Services Children's Bureau Joint Grantee Meeting. Washington, DC. March 2007.
- Vidal de Haymes, M. Moderator for a number of panels and facilitator of several discussion forums held at the Migration as a Critical Issue for Child Welfare Transnational Research and Policy Forum at Loyola University. July 2006.
- Vidal de Haymes, M. Moderator for the Loyola University Center for Catholic Intellectual Heritage Immigration Panel, Fall Semester 2006.
- Vidal de Haymes, M. "Child Welfare Practice With Immigrant families: The Intersection of Immigration, Child Welfare, and Social Welfare Policies and Programs." Illinois Latino Legislative Caucus Annual Conference, Rosemont, IL. December 2005.

Sustainability

A capacity-building component is very important in this type of project. The project team has worked hard on building the capacity of the Latino Consortium to deliver the training and to continue to deliver it after the grant ends. Also, partnering with advocacy organizations ensures that your materials, if they are quality materials, will continue to be distributed after the grant ends.

As a direct result of the work of this project, the Loyola University Chicago School of Social Work has created a migration studies specialization within the social work curriculum. Including this specialization will institutionalize and extend the work of the project beyond the life of the grant. The IDCFS Training Division has agreed to use the curriculum developed by this project in its ongoing staff training efforts.

Currently, Loyola University School of Social Work and IDCFS are collaborating in a related workforce development proposal in response to a recent Administration on Children and Families, Administration on Children, Youth and Families request for

proposals. The goal of the proposed grant would be to partner with IIDCFS to prepare B.S.W. and M.S.W.-level students for child welfare practice with immigrant and refugee families through the Migration Studies specialization in Social Work and a field placement in IDCFS' Immigration Unit.

ATTACHMENTS

- The Hernandez Family: A Case Study
- Evaluation Survey Forms
- Additional Resources

The Hernandez Family

Part I: The Child Welfare Investigation

The Hernandez family was reported to DCFS by an Effingham police officer who had taken protective custody of 3 children, ages 11 (Jose), 4 (Oswaldo) and 3 (Marilyn), of Fausto, age 33, and Milagros Hernandez, age 30, after being called to a domestic dispute involving alcohol in which both parents had been arrested. Investigation revealed that the oldest child had severe belt marks on his buttocks, back, arms, and legs and all three children had bruises of varying age and coloration. The 3 year-old also had a healing animal bite on her hand, which apparently had not been treated by a physician. Mrs. Hernandez was not charged and was released at the police station. Mr. Hernandez was charged with Battery (of Mrs. Hernandez) and Child Abuse and released on bond.

All three children were removed and placed into non-relative emergency foster care placements. 11 year-old Jose and 4 year-old Oswaldo were placed together with a bilingual (mother only) non-Latino family. 3 year-old Marilyn was placed into an English-speaking (only) family.

Father speaks English fairly well and agreed to accept services to the family in English at the time the case was opened. Mother speaks very little English. The eldest child, residing in Mexico, speaks none. Jose is fairly fluent in English. Oswaldo is learning English. Marilyn has limited language, most of it Spanish. Relatives in Mexico are only Spanish-speaking. Mr. and Mrs. Hernandez state that they have relatives living in the state, some with limited English and some who only speak Spanish. None of the relatives are documented residents. Investigation revealed that Milagros Hernandez has a fourth child, 13 year-old Reuben, residing in Mexico with his maternal grandmother. Reuben speaks only Spanish.

The mandate visit and investigation were done by an English-speaking DCFS investigator, who utilized AT&T translation services to communicate with Mrs. Hernandez and the two youngest children, Oswaldo and Marilyn. As this did not work well over the telephone with the children, the investigator also utilized the limited Spanish-language skills of the foster mother of Jose and Oswaldo. Marilyn had been placed in a separate, English-speaking foster home shortly after PC was taken. Mr. and Mrs. Hernandez are getting upset because she is not learning Spanish.

The DCP investigator consulted DCFS Procedures or Best Practice Guides to guide her work in investigating and determining the case. She reviewed Department requirements or guidelines for service to non-English-speaking families and for service to Latino or Hispanic families. Although not required to comply with the Burgos Consent Decree, she used the provisions of the Decree to guide her work. She reviewed the following DCFS Procedures, Policy Guides or Practice Guides:

300.50 c) 7): Initial Investigations (Communication requirements)

300.60 c) 1): Required Investigative Contacts (Use of qualified non-family interpreters in investigating & determining case)

300, Appendix E: Burgos Consent Decree

301.60 a) 8): Placement Selection Criteria (Children of Hispanic or Latino origin)
303.30 c) 1): Services Delivered by the Department (LEP, non-English-speaking)
305.50 d) 4): Service Plan (Planning w/ LEP parents and/or children)
305, Appendix G: Content of ACRs (Identification of language/communication needs)
Policy Guide 2004.02: Mexican Consulate Notification
Best Practice Section 4.3.4: Initial Investigation (Communication requirements)
Best Practice Section 4.3.5: Initial Investigation (Spanish-speaking families)
Best Practice Section 6.5.1: Placement Selection (Placement criteria)

Investigation by DCP revealed that there has been a history of domestic violence of husband towards wife, which began after Mrs. Hernandez joined her husband in the U.S. Mrs. Hernandez reports that her husband is not an alcoholic but does drink to excess on occasion (at least weekly), when he can become angry and abusive. In addition to her, 11 year-old Jose often takes the brunt of Father's anger at those times. The boys have reported that Mrs. Hernandez has also punished them with a leather strap when they don't listen to her, but that she only spansks their 3 year-old sister. Mrs. Hernandez appears to be depressed and to exert little control over the children, although her difficulty in parenting may only be a recent circumstance. Although she did admit to using a strap to attempt to discipline the boys, she may not have been responsible for putting marks on them. The DCP investigator indicated an abuse allegation of 'cuts/welts/bruises' for both parents and an allegation of 'excessive corporal punishment.' against Mr. Hernandez. The allegation of medical neglect against both parents for lack of treatment of Marilyn's dog bite was also indicated, although the bite had successfully healed from their tending.

In completing the investigation, the DCP worker sent a notice (CFS 1000-6, Notification to the Mexican Consulate) to the DCFS Office of Latino Services, alerting OLS that the Hernandez children had recently been taken into the custody of the Department and that, as Mexican-American minors, their status as wards must be reported to the Mexican Consulate General of Chicago.

Part II: Sorting Out Issues of Culture & Migration Experience.

The Hernandez family shares a small rented home with Milagros' sister, brother-in-law and their two children, who moved in one year ago. On occasion, a close boyhood friend of Fausto also resides in the home when he is in the area. The friend, Ramon, is considered as a brother by Fausto, and he consistently supports and defends Fausto as the head of the household. Ramon is undocumented.

The sister and brother-in-law, Maria and Luis Chaparro, moved into the home to share expenses and other kinds of support. They are compadres to the two youngest Hernandez children, and Milagros and Fausto are compadres to the Chaparro children. The original plan was for Maria to stay home and provide cooking and childcare for all the children, but she took a job a few months after moving in. The immigration status of the Chaparras is unknown; they may be undocumented. They cannot be considered as relative placement resources because they continue to reside in the same home with the Hernandez's. Maria has been critical of her sister Milagros of late, because Fausto's drinking and abusive behavior are becoming difficult to live with. Milagros is beginning

to feel criticized and less supported by her sister, and their relationship is becoming slightly strained; however, there are no plans for the two families to separate.

The two women, who both work full time when they can, are responsible for all of the cooking, cleaning, laundering and childcare of the smaller children in the home. Their husbands, who are the main supports of their families (and contribute to relatives in Mexico), work much longer hours, leaving the home early in the morning and returning tired late in the evening. The men expect to have a substantial hot meal prepared and ready for them when they get home at night. Except for fixing things and participating in household shopping, they have no established or routine domestic chores. They play with the children and are involved in disciplining them, usually for the more serious offences or when they notice behavior they don't like. Luis Chaparro takes an interest in his oldest child's schooling and attends on report card day and other parent functions; Fausto, who only attended school to the 4th grade, does not. Milagros and Maria do not appear to have expectations that their spouses would play a significant role in domestic chores. Although the couples each might fight about a number of issues, the spouses do not fight about cooking, housework or childcare. Everyone seems to accept that those responsibilities are the domain of women, even when they also work full time outside the home.

Milagros is beginning to understand that DCFS and the court will not return the children unless she and Fausto can demonstrate that they can change conditions at home and show that they are good parents. She does not know exactly how this will be demonstrated, only that she will have to do certain things, such as see a counselor, to satisfy the authorities. She senses that Fausto does not understand that he will have to actively participate in that process in order for the children to be returned to them.

Milagros has suffered the increasing alcohol abuse and domestic violence in the home and other difficult circumstances since she joined her husband in the U.S. She has tried to remain with her husband and keep the family together, hoping things would get better as they gained a better economic foothold. She is a religious Catholic, although the family does not attend mass regularly.

Milagros oldest son, Reuben, is being raised by her mother in Mexico. She has promised for several years to bring him to live with the rest of the family in the U.S. and had considered attempting to bring him over this year, documented if possible or undocumented if necessary, but had been fearful of the potential for conflict between her son and his stepfather, Fausto. She is also fearful about the dangers of his crossing the border illegally and unaccompanied. This is an area of great sorrow and stress for her. Reuben is increasingly angry with her in phone conversations, accusing her of abandoning him, of neglecting him, of not loving him and of ruining his life. He tells her that his real mother is "mamita," the grandmother who is raising him.

Milagros' has not told her mother yet that the children are not at home, but her mother is becoming suspicious that something is wrong, and Milagros will need to tell her very soon. Milagros does not wish to reveal too much of what has been going on to her

mother, would like her mother's support but is ashamed and humiliated for her to know what has happened.

Fausto had a difficult and impoverished childhood in Mexico, marked by the death of his father at an early age and scarred by the loss of one eye in a childhood accident at age 8. He has not seen his family in Mexico, to which he still sends support remittances, for 10 years. During that time his remaining grandparents and one sister have died. He was not able to attend any of the funerals. His mother is in poor health. He has issues with his wife and children about not always being shown respect and appreciation for the sacrifices he has made, for how hard he has to work and for his role as the man of the house. When he drinks, he becomes hyper-sensitive on these points. When drinking, he also insinuates that Milagros had been unfaithful to him during the period in their relationship when she remained behind in Mexico with Reuben and the infant Jose. He becomes annoyed with the intensity of her family relationships and jealous of the parent/child bond between Milagros and Reuben.

Part III: Sorting Out Immigration Issues

Milagros and Fausto had emigrated to the U.S. from a small town in Michoacan, Mexico, where they were married 12 years ago. Fausto came to the U.S. by himself 10 years ago to work as an agricultural laborer and is a Lawful Permanent Resident. Milagros followed him to this country 5 years ago. She has almost no education and does not have a green card of her own. The couple have four children, three of whom reside with them. The eldest child, Reuben, a 13 year-old son of Milagros from a previous relationship, lives in Mexico with his maternal grandmother. Reuben, and his next sibling, Jose, 11, were born in Mexico. Four year-old Oswaldo and 3 year-old Marilyn were both born in the U.S.

Father works and is the main support for the family. Mother is dependent upon the father for economic and other supports, and her legal status is linked to that of her husband. She and Jose reside here on his green card and she cannot become a Lawful Permanent Resident of the U.S. without his consent or knowledge. Although she has not attempted to leave Fausto in the past for a number of reasons, she has also been aware that her ability to remain in the U.S. legally was dependent on his consent and this has limited her sense of initiative and leverage in dealing with her family's problems.

Mother is desperate to regain custody of her children. She has admitted to disciplining the boys with a strap on occasion, but denies being abusive or being responsible for the serious bruises found on them. She is very worried that the children will never come home if Fausto cannot or will demonstrate that he can change his pattern of alcohol abuse or physical abuse. If that would be the case, she would prefer separating from Fausto, but this would complicate her legal status within the U.S. She also does not know how she would be able to support herself and the children financially on her own, especially since the two youngest children have not yet started school.

Fausto is also fearful that the children will not be returned and is angry about the intervention by authorities in his family life. He has begun to verbalize a wish for

everyone to return to Mexico, either together if the children can be returned or separately if the children can be placed with his relatives near his hometown. Upon consideration, Milagros realizes that she does not want to return to Mexico if the children can be returned to her. That also reinforces her desire to separate from Fausto if he returns to Mexico and to remain in the U.S. with her children, eventually bringing Reuben over as well.

Part IV: Using Practice Competencies

The Hernandez case was assigned to a DCFS Child Welfare Specialist who is not bilingual or bicultural but who did complete two years of college-level Spanish. He relies on translators some of the time with Milagros and relative collateral contacts, but he also communicates in English and his limited Spanish with Fausto and the children and, at times, with Milagros.

After being assigned the case, his supervisor suggested that he review the following DCFS Procedures and Guides:

- 301.60 a) 8): Placement Selection Criteria (Children of Hispanic or Latino origin)
- 303.30 c) 1): Services Delivered by the Department (LEP, non-English-speaking)
- 305.50 d) 4): Service Plan (Planning w/ LEP parents and/or children)
- 305, Appendix G: Content of ACRs (Identification of language/communication needs)
- Policy Guide 2004.02: Mexican Consulate Notification
- Best Practice Section 6.5.1: Placement Selection (Placement criteria)

It is very challenging finding linguistically competent and appropriate services and resources for the family. Fausto has curtailed his drinking on his own and is willing to participate in AA, but is uncomfortable attending any of the local groups, which are English-speaking and non-Latino. Fausto feels that he is not abusive to his wife when he is not drinking heavily and is resistant to participating in any domestic violence program. There is no professional counseling resource in the area that can provide services in Spanish that could accommodate Milagros, who has become more overtly angry with Fausto over what has happened. The experience has not pulled them closer together and they fight frequently. The allegations and circumstances in the case are not the most serious, but progress in the case has been slow because of difficulty in communication for the parents and in finding useful services.

Mr. and Mrs. Hernandez are comfortable with the quality of material and physical care provided by the two sets of foster parents, but are very unhappy that Marilyn is separated from the two boys and that the children are in English-speaking, non-Latino homes. Jose has become resistant to speaking Spanish to them, often answering in English when they ask him anything. Oswaldo responds in Spanish, but is becoming more comfortable expressing himself in English. In just 1 and 1/2 months of foster care, Marilyn has switched from being primarily oriented to Spanish to being oriented toward English; in fact, she is noticeably losing the interest and ability to use Spanish for communication. Milagros and Fausto are becoming increasingly concerned about this. They feel that they would prefer to have the children placed with relatives in Mexico if the children are going to remain out of their care for long and would absolutely want that if the children

are not to return. The foster parents of Marilyn have already indicated a strong interest in adopting her if she becomes available.

A 45-day Administrative Case Review is scheduled for the coming week.

LATINO CHILD WELFARE TRAINING INITIATIVE EVALUATION FORM

Loyola University Chicago Latino Child Welfare Field Training Grant in conjunction with its partners, the Mexican Consulate of Chicago and The Latino Consortium, and the Illinois Department of Children and Family Services wish to thank you for your participation and request that you complete this evaluation. Your responses will help us improve our training program.

Please complete this form by placing a check (✓) by the most accurate response.

1. The amount of content information provided was just right.

Strongly Agree _____ Agree _____ Neutral _____ Disagree _____ Strongly Disagree _____

2. The information presented is useful for social work practice with Latino families.

Strongly Agree _____ Agree _____ Neutral _____ Disagree _____ Strongly Disagree _____

3. I have a better understanding of policy issues relevant to social work practice with Latino families after completing this training ?

Strongly Agree _____ Agree _____ Neutral _____ Disagree _____ Strongly Disagree _____

4. I feel more prepared to provide culturally responsive services Latino families after completing this training ?

Strongly Agree _____ Agree _____ Neutral _____ Disagree _____ Strongly Disagree _____

5. The presenter(s) were well prepared and knowledgeable.

Strongly Agree _____ Agree _____ Neutral _____ Disagree _____ Strongly Disagree _____

6. The training session provided participants with an opportunity to ask questions and engage in discussion.

Strongly Agree _____ Agree _____ Neutral _____ Disagree _____ Strongly Disagree _____

7. *The video and/or exercises enhanced my understanding of the material presented.*

Strongly Agree _____ Agree _____ Neutral _____ Disagree _____ Strongly Disagree _____

Comments:

LATINO CHILD WELFARE TRAINING INITIATIVE
KNOWLEDGE ASSESSMENT FORM

Loyola University of Chicago Latino Child Welfare Field Training Grant in Conjunction with its partners, the Mexican Consulate of Chicago, The Latino Consortium, and the Illinois Department of Children and Family Services wish to thank you for your participation in this seminar. **Please complete this assessment form by placing a check (✓) by the most accurate statement/answer.**

1. The Latino population is comprised of individuals of Latin American ancestry who are

- _____ Foreign born or U.S. born
- _____ Foreign born

2. Two-thirds of all immigrants in the U.S. reside in the following states six states:

- _____ California, Illinois, Texas, New York, New Jersey, and
Florida
- _____ California, Arizona, New Mexico, Texas, New York, and
Florida

3. The purpose of the Burgos Consent Decree is:

- _____ To ensure that families who become involved with DCFS learn Spanish.
- _____ To prevent Spanish-speaking families who become involved with IDCFS from becoming estranged from their child in care due to: the loss of the ability to communicate in the same language as the child or the inability to receive services in the language they best understand.
- _____ To have DCFS hire more Spanish speaking staff.

4. The stages of immigration in the Pine and Drachman model are:

- _____ Preimmigration/Departure, Transit/Intermediate, Resettlement, and Return to Country of Origin
- _____ Preimmigration/Departure, Transit/Intermediate, Resettlement, and Acculturation

5. Latino families can include fictive kin who are individuals who are not related by blood or marriage, but can play a significant role in the family.
- _____ True _____ False
6. The Memorandum of Understanding (MOU) is an agreement between IDCFS and The Mexican Consulate to provide consular notification and access in IDCFS cases involving Mexican parents and children.
- _____ True _____ False
7. Mixed legal status families can have members who have the same eligibility as U.S. citizen to government social service programs and members who are not eligible for cash assistance programs.
- _____ True _____ False
8. Social stressors affecting Latino families may include stresses related to migration, which may include: linguistic and social isolation, economic insecurity, changes in family dynamics, cultural conflict, and separation from family members.
- _____ True _____ False
9. Latino families, especially those who are recent immigrants, may consider that physical punishment is a valid way to enforce discipline and respect among their children.
- _____ True _____ False
10. A cultural responsive practitioner working with Latino families strives to understand and incorporate into practice, as appropriate, concepts such as familismo, respeto, acculturation, assimilation, luto, depression, etc.
- _____ True _____ False

ONLY ANSWER THIS ITEM AFTER YOU HAVE COMPLETED THE TRAINING. Please list two concepts, ideas, or policies that you learned about in this training that will be most useful to you in your practice with Latino children and families:

Additional Resources

Annie E. Casey Foundation (2006), *Undercounted, Underserved: An Overview of Key Issues of Immigrant and Refugee Families in Child Welfare*.

<http://www.f2f.ca.gov/res/ImmigrationUndercounted.pdf>

American Humane Association, Loyola University, and the University of Illinois at Chicago (2006), *Migration: A Critical Issue for Child Welfare*.

http://www.americanhumane.org/site/DocServer/roundtable_report_Feb07.pdf?docID=4721

American Humane Association (2006), *Protecting Children Journal - Migration: A Critical Issue for Child Welfare, 2006, Vol. 21, No. 2*.

http://www.americanhumane.org/site/PageServer?pagename=pc_initiatives_migration

Bridging Refugee Youth and Children's Services (BRYCS)

Toolkits are available on *Parenting, Positive Youth Development, Child Care, and Child Welfare* available on the clearinghouse website or on CD-ROM. Please email info@brycs.org or call 1-888-572-6500 to request a free CD-ROM of the toolkits

Child Welfare League of America (2005), *Child Welfare Journal - Special Issue: Immigrants and Refugees in Child Welfare (Sept/Oct 2005)*

<http://www.cwla.org/articles/cwabstracts.htm#0509>

Children NOW/Kid's Count (2007), *The Unique Challenges to the Well-Being of California's Border Kids*.

<http://publications.childrennow.org/assets/pdf/policy/borderkidscount-2007.pdf>

National Collaboration for Youth and National Juvenile Justice Network (2007), *Undocumented Immigrant Youth: A Guide for Advocate and Service Providers*.

<http://www.nassembly.org/ncy/documents/ImmigrationBrief.pdf>.

Urban Institute (2007), *Identifying Immigrant Families Involved with the Child Welfare System*.

http://www.urban.org/children/immigrant_child_welfare.cfm

Websites with Information on Immigrants and Child Welfare:

- Bridging Refugee Youth and Children's Services (BRYCS), <http://www.brycs.org>
- California Family to Family Initiative – Immigration and Child Welfare, <http://www.f2f.ca.gov/Immigrants.htm>
- Child Welfare Information Gateway, <http://www.childwelfare.gov/>
- Family Violence Prevention Fund - Immigrant & Refugee Women's Rights Project, <http://www.endabuse.org/programs/immigrant>
- Immigrant Legal Resource Center, <http://www.ilrc.org>
- Lutheran Immigrant Refugee Services, <http://www.lirs.org>
- National Center for Refugee and Immigrant Children, <http://www.refugees.org>
- National Immigration Law Center, <http://www.nilc.org>
- National Resource Center for Family Centered Practice and Permanency Planning at Hunter College School of Social Work, <http://www.hunter.cuny.edu/socwork/nrcfcpp/index.html>
- United States Citizen and Immigration Services, <http://www.cis.gov>
- United States Conference of Catholic Bishops (USCCB), <http://www.usccb.org>