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Executive Summary

Cultural competence in frontline staff is critical to assessing safety and providing effective services to ensure permanence and well-being in Hispanic families. Numerous training and program initiatives have laid the groundwork for important family centered values, yet many workers remain frustrated by the cultural barriers to implementing the skills they have learned. They have not had the training and supervision to understand how to apply those skills when helping families from a minority culture. Furthermore, many child welfare workers and supervisors, as well as community service providers, are confused about recent immigration policies and laws. They lack a clear understanding of how to educate and advise Hispanic and Latino families about new policies, and how best to ensure safety and provide effective services within the new guidelines.

The purpose of the project is to increase the effectiveness of child welfare professionals with Hispanic families through the development and implementation of a comprehensive, research based and practical training model. The University of Kansas, Child Welfare Training Network at the School of Social Welfare, will collaborate with training projects at New Mexico State University and University of Denver to: 1) develop, test, implement, evaluate, and disseminate a competency-based training program to enhance the effectiveness of child welfare practice with Hispanic families, and 2) identify and promote systemic responses to barriers to the transfer of this training to practice. The three-year plan includes training 300 students, workers, supervisors, and administrators.

The University of Kansas contracted with the University of Denver’s Butler Institute for Families to conduct a process and outcomes evaluation to examine implementation of project activities, such as the development of a comprehensive training program and improved outcomes for participants regarding improved attitudes, knowledge, and skills in working effectively with Hispanic families. Evaluation methods included qualitative interviews and focus groups, review of administrative data, analysis of training satisfaction survey data, and administration of a web-based follow-up survey to measure competency gains and transfer of learning.

The project team used a collaborative, research-based model to develop the effective practices training framework, content, and delivery. The training was informed by:

- Organizational assessments in each targeted community
- Comprehensive literature search, annotated bibliography, and literature review
- National Advisory Committee with content experts in the field
- Local Advisory Boards in Kansas and Colorado
- In-depth formative review process using feedback and data for ongoing revisions

The Effective Practices for Latino Families Training was comprised of the following modules:

- Module I - El Jardin: A Simulation Highlighting Latino Families’ Experience with Community Based Services & Foundations for Culturally Responsive Practice with Latino Families (1 day)
• Module II - Core Skills of Culturally Responsive Practice with Latino Families (2 days)
• Module III - Developing a Culturally Responsive Team (1-day workshop for supervisors and mentors)
• Advanced Topics includes video productions designed to be used for in-service, classroom, or “brown bag” presentations to be facilitated by local/regional “experts”
• Module IV - Teaching Effective Practice with Hispanic Families: Curriculum Modules for Social Work Departments
• *The Resource Guide* is a compilation of the best resources available. Topics covered include community resources, demographics and culture, domestic violence, substance abuse, health and mental health, immigration laws, language, service delivery, and state-specific resources.

The Effective Practices Training series was piloted in Garden City, Kansas, and then extensively revised. The training series was then delivered in Wichita, Kansas, Garden City, Kansas, Alamosa, Colorado, and Greeley, Colorado. A total of 317 participants filled 471 training slots, including both child welfare agency staff and community providers, participated in the training. Elements of the training models were also adapted for select Kansas State University and Wichita State University social work classes and taught by faculty to approximately 150 social work students.

Satisfaction ratings from participants who completed satisfaction surveys after the training, follow-up surveys at the end of the grant, and responses from those who were interviewed in focus groups were overwhelmingly positive about the training. Almost 85% of participants strongly agreed on the training satisfaction survey that the training was important to their job, that they were motivated to use what they learned in training, and that they could see how they would transfer the learning to their job. Further, 82% strongly agreed that the training would make them more effective in their practice. The trainers also received high satisfaction ratings, with 95% of participants strongly agreeing that they trusted the trainers, the trainers sought their opinions and feedback, and they felt involved in the training.

Participants found the simulation to be the most beneficial aspect of the training. They also appreciated the opportunity to network and receive information on community resources and immigrations. What they liked best were also those things that they requested more of: time for skills development and more information about community resources and immigration.

Aggregated responses from the training satisfaction survey administered at the end of each training module suggest that participants felt that knowledge, attitudes, and skills improved as a result of the training. Specifically, at least 90% of participants reported learning in all key competency areas targeted by the training.

About 25% (50) participants completed the follow-up survey at the end of the grant project, in some cases over a year after completing the training modules (1 to 18 months after training). Again, the majority of the participants agreed or strongly agreed that they gained knowledge, understanding, and skills in most of the competency areas, with mean scores ranging from 3.53 to 4.36 on a 5-point Likert scale, where 1 is Strongly Disagree and 5 is Strongly Agree.
Introduction

Background Information

Research indicates that families of color experience disproportionate environmental risk factors. The data collected for Hispanic people is historically inaccurate, and most scholars believe that information collected under-represents the actual number of Hispanics experiencing poverty and involved in the child welfare system (Zambrana & Dorrington, 1998). While the Adoption and Foster Care Analysis Reporting System (AFCARS) collects data on Hispanics as a distinct group, confusion about race and ethnicity variables lead to inaccurate reporting (Suleiman, 2003). Despite under-reporting, Hispanics are three times more likely to be poor than their White counterparts, and over one-third of Hispanic children are poor (Navarrete & Perez, 1999). These vulnerable children and families not only experience high levels of poverty, but also have limited resources (i.e., education, health insurance, paid sick days; Zambrana & Dorrington, 1998). The risk factors, combined with lack of resources, result in a number of obstacles that influence the access to social service organizations (Suleiman, 2003; Zambrana & Dorrington, 1998). For Hispanics who have limited English proficiency, the lack of bilingual service providers, limited access to interpreters, and lack of training for providers in the use of interpreters may jeopardize the safety of children and family reunification (Suleiman, 2003). The 1.2 million Hispanic families in Kansas, New Mexico, and Colorado, are part of an ever-growing population that is ill equipped to meet their need.

Hispanic children are increasing in number in the child welfare system. Rates of Hispanic children involved with the child welfare system have doubled since 1990, and Hispanics are already over represented in the system (U.S. Department of Health and Human Services, 2003).

The Adoption and Safe Families Act of 1997 (ASFA) legislates the provision of service that guards the safety, permanency, and well-being of families, and requires accountability for these values from the states. The cultural barriers facing Hispanic families threaten our ability to assure the values of ASFA are being served within this client population. Safety is difficult to assure when we have limited understanding of the cultural context in which we are assessing safety. Language and ethnic barriers to understanding make it difficult to locate and develop kinship and other informal resources that could contribute to timely permanency. For migrant immigrants, the challenges to safety and well-being increase exponentially. Simply conducting a social history presents challenges to our skill and knowledge as child welfare practitioners.

Cultural competence in frontline staff is critical to assessing safety and providing effective services to ensure permanence and well-being in Hispanic families. Numerous training and program initiatives have laid the groundwork for important family centered values, yet many workers remain frustrated by the cultural barriers to implementing the skills they have learned. They have not had the training and supervision to understand how to apply those skills when helping families from a minority culture. Furthermore, many child welfare workers and supervisors, as well as community service providers, are confused about recent immigration policies and laws. They lack a clear understanding of how to educate and advise Hispanic and Latino families about new policies, and how best to ensure safety and provide effective services within the new guidelines.
In light of the increased vulnerability of Hispanic families, the obstacles to providing services, and the potential for differing cultural perspectives on family roles and child rearing, child welfare professionals must be equipped with more resources to address the needs of this population. To date, most training available to child welfare professionals aimed at increasing culturally competent practice focuses on acquiring knowledge about particular cultural groups. This, at times, leads to false assumptions related to language, religious affiliation, immigration status, and citizenship (Rivera, 2002).

The development of a skills based curriculum designed to improve culturally competent practice of child welfare workers should lead to improved outcomes for vulnerable Hispanic children and families. An investment in the culturally competent skill development of workers will increase the resources of child welfare agencies (i.e., increasing Hispanic foster parents), Hispanic families involved in the system (through the involvement of culturally appropriate services), and the Hispanic community (understanding the role of the child welfare agency).

**Program Model**

The purpose of the project is to increase the effectiveness of child welfare professionals with Hispanic families through the development and implementation of a comprehensive, research based and practical training model. The University of Kansas, Child Welfare Training Network at the School of Social Welfare, will collaborate with training projects at New Mexico State University and University of Denver to: 1) develop, test, implement, evaluate, and disseminate a competency-based training program to enhance the effectiveness of child welfare practice with Hispanic families, and 2) identify and promote systemic responses to barriers to the transfer of this training to practice. The three-year plan includes training 300 students, workers, supervisors, and administrators.

This project will promote best practice innovations by increasing the attitude, knowledge, and skills of child welfare caseworkers and community providers. A National Advisory Committee and three Local Advisory Boards will increase collaboration, develop understanding, and remove system barriers at the management and administrative level. A training simulation promises to leave a lasting impact on attitudes of child welfare staff and other community based service providers. Competency based workshops designed for all levels of management, students, and frontline staff will increase knowledge and give staff the opportunity to practice essential skills. The integration of these workshops into existing curriculum will sustain the effort and institutionalize culturally sensitive practice. All developed resources in this project will be tailored to address the needs of the participants and the communities they serve. The context of the partner states will be considered, and resources from those states will be included in the *Effective Practice with Hispanic Families Resource Manual*. Whenever possible, new training content will be delivered within the context of training initiatives already under way in the partner states.

Coaching and mentoring relationships will offer an important opportunity to ensure the transfer of learning from training to practice. Access to resources and knowledge through our website
and resource manual will promote collaboration among community service providers and the dissemination of important research and best practice information.

**Collaboration Efforts**

The University of Kansas, Child Welfare Training Network at the School of Social Welfare, proposes an innovative collaboration with the University based IV-E training programs at New Mexico State University and University of Denver. The University based training projects in Kansas, New Mexico, and Denver, will collaborate to develop and implement this training curriculum. The University of Kansas will provide the administration and oversight for the grant. Each of the partner states will participate in developing curriculum, coordinating the local advisory board, and facilitating the boards in selecting sites across the state for implementation.

**Overview of the Evaluation**

**Proposed Evaluation Plan**

The evaluation plan includes both formative and summative methods. The approach builds on Kirkpatrick’s evaluation model that includes four levels: participant reaction, skill/knowledge acquisition, behavioral change on the job, and impact on agency outcomes or services. Ongoing process evaluation will provide feedback regarding whether the project work plan is implemented as planned.

Performance feedback will be provided on a monthly basis to staff and quarterly to the advisory board. Based on this evaluation data, staff will convene monthly to assess performance and plan for making adjustments. This evaluation plan promises to yield interesting findings about the effectiveness of strategies to promote learning in child welfare staff. We expect to learn the extent to which simulation trainings advance changes in the attitudes and knowledge competencies central to this training. Successful implementation of this evaluation may also yield information on the relationship between enhanced cultural competence and the safety and permanency outcome achievement in Hispanic families. Two full years of training implementation will hopefully have an impact on the safety, permanency, and well-being of Hispanic families in Kansas. The connection between training and client outcomes is difficult to sustain, but by carefully building the chain of evidence from training formation to outcomes, we anticipate being able to make some tentative conclusions about whether or not this training initiative had an impact on core safety and permanency outcomes.

Data collection methods include:

- Content review of the curriculum and pedagogy
- Review of administrative records
- Embedded skills evaluation
- Training satisfaction surveys
- Pre–post knowledge tests for each module
- Participant reaction surveys
- Agency administrative data to measure safety and permanency
An external evaluator from the University of Kansas was hired to design the evaluation methods and tools, conduct embedded skills evaluation, and analyze all quantitative data gathered from embedded skills evaluations, pre–post tests, satisfaction surveys, and participant reaction surveys/action plans.

**Challenges with Implementing the Evaluation Plan**

During fiscal year 2004 (the first year of the grant), the initial external evaluator for the project was granted sabbatical leave from the University. Another researcher at the University of Kansas with experience in program evaluation and Spanish Language fluency agreed to conduct the evaluation in his stead with the assistance of a graduate assistant. Unfortunately, the new evaluator left the University during the second year of the grant. Shortly after, Deb Ortega, the Principal Investigator and Project Director, also left the University and the grant. The new Project Director, Bethany Roberts, was hopeful that the research assistant with the project could help the team implement the evaluation plan and serve as the external evaluator. The research assistant was very helpful with some of the tasks related to the formative evaluation. For example, she collected and synthesized qualitative level-1 satisfaction data from participants at all of the pilot trainings and presented a summarization immediately after training. The project team was able to use this information in their intensive debriefing sessions after each training, and found it very helpful in the editing and revision process.

That said, the research assistant lacked the skills of a professional evaluator to conduct many of the evaluation tasks, such as revising and developing tools, and qualitative and quantitative data analysis. As a result, several of the planned evaluation activities did not occur, such as the embedded skills evaluations and the pre–post knowledge tests for each module. Other planned activities were not done consistently. For example, the training satisfaction and participant reaction surveys were revised several times throughout the training by the project team in order to reflect the evolving content of the training and more accurately assess self-perceptions of learning. While the end product tools are closely aligned with the training, the lack of consistency in the measures makes it impossible to aggregate data across the 12 training modules. One of the key lessons learned from this experience is that a professional external evaluator is critical to measuring the success of a grant initiative.

In June of 2007 (the end of the third year of the grant), the University of Kansas contracted with the University of Denver’s Butler Institute for Families’ evaluation team to provide consultation and assistance with the evaluation. The Research Manager, Dr. Robin Leake, developed a revised evaluation plan in an attempt to measure some of the proposed outcomes in the grant. A major limitation, of course, was implementing evaluation activities at the end of the grant project. The revised activities included both qualitative and quantitative process and outcome measures, such as:

- Content review of the curriculum and pedagogy (curriculum and framework, training observation, literature review)
- Review of administrative records (meeting minutes, attendance data, observation and feedback reviews)
• Review and synthesis of satisfaction and self-reflection data collected throughout the project
• Web-based survey administered to all training participants to assess quality of the training, knowledge and skill acquisition, and transfer of learning
• Focus groups and interviews with stakeholders at every level
  o Two focus groups with child welfare staff and supervisors and community providers in Colorado and Kansas
  o Fifteen interviews with the project team, National Advisory Committee members, Local Advisory Board members, child welfare supervisors, training coordinators, and staff
• Preparation of final report

While the evaluation would have been stronger with a consistent external evaluator guiding activities throughout the project, there also would certainly have been adaptations to the original evaluation plan due to changes in the implementation of the grant. An effective evaluation must be flexible and responsive to the implementation activities, and the logic model and evaluation plan re-visited annually. One change that would have certainly been made would be the intent to measure improved outcomes for child safety, permanency, and well-being as long-term outcomes. The intent was to look at administrative agency data in communities where the training was implemented after two full years of training. However, because of the complexity of the training subject matter, the training program was continually revised and improved throughout the three years of the grant. In other words, all three years of the grant project were needed to develop an effective training program. Thus, the evaluation needed to be similarly focused on the process evaluation (project implementation) rather than long-term outcomes.

All of the evaluation measures and findings are presented in the following narrative, and in the appendices of the report.

**Process Evaluation**

*Implementation/Activity #1: Develop Assessment and Planning Process to Inform Training, Create Agency Support, and Institutionalize Learning*

**Outputs**

The output for the first activity was a completed assessment and development plan. The Effective Child Welfare Practices for Latino Families Organizational Assessment Plan was completed (see Appendix A). The purpose of the assessment is to provide an effective structure for administrators and service providers to systematically plan for and incorporate cultural competence within an organization.

To be effective, supports for cultural responsiveness need to be evident and demonstrated at all organizational levels of agencies, policies, and child welfare services to families and children. Agencies/organizations interested in improving cultural responsiveness to Latino families and
children can do a cultural responsiveness/competency assessment at all levels of the system and agency. An organizational assessment can provide essential information to guide policies, practices, and services, and to build community resources. The plan includes:

- Information for building structures to support partnerships in communities
- Guidelines for developing local advisory or work groups to conduct organizational and community assessments, from which a plan for future training and organizational change
- Brief survey that assesses staff perceptions of their agency’s capacity for providing culturally appropriate services to Hispanic/Latino families, developed with the Butler Institute for Families, Graduate School of Social Work at the University of Denver
- Protocols for focus groups with agency administrators/supervisors, line staff, community partners, and family members
- Information on the in-depth El Paso assessment that includes a review of mission statements, policies, procedures, administration and staffing patterns, service delivery practices and approaches, outreach, information systems and telecommunications, professional development activities, and physical facilities. The El Paso project adapted a variety of organizational self-assessment instruments capable of identifying system strengths, gaps, and areas for growth and development. The resulting assessment includes surveys, interviews, facility checklists, and document review. Through these processes, staff, volunteers, clients, and board members provide feedback about agency policies and practices.

While all of these tools in the assessment plan provide structure for the assessment work, each agency retains an ability to adopt the process to meet their unique needs and characteristics. In fact, three of the communities in the current project chose to implement different aspects of the assessment, as described in the outcomes section starting on page 19.

**Facilitators and Barriers**

The project team successfully enlisted child welfare professionals from the state of Kansas to serve on the Kansas Advisory Board in the first year of the grant. The board met regularly to plan, implement, and review the organizational assessment. They strongly endorsed the idea that a comprehensive assessment was a critical precursor to successfully training child welfare staff to be more culturally competent, and for eliminating systemic barriers. Sandra Gasca, the executive program director for Region 5 in Kansas, became an important champion for the assessment and played a key role in revising the assessment tools and the core curriculum competencies. Sandra speaks fluent Spanish and is a first generation Mexican American. Her expertise in child welfare and in culturally responsive practice has informed the curriculum development and training delivery design.

Interestingly, targeted counties in Colorado were less enthusiastic about conducting an in-depth agency assessment to prepare for the training. Both Weld County and Alamosa Local Advisory Board felt that a brief survey and focus groups would be a sufficient and more expedient way to identify agency and community needs around cultural competency and inform the training. As a result, the Butler Institute trainer, Collette Solano, worked with the curriculum specialist, Kathleen Holt, to develop a brief diagnostic survey that could be administered to staff and
Community partners in both counties in Colorado. This survey was then added to the Assessment Plan described above as another alternative for communities.

**Implementation/Activity #2: Conduct Literature Review**

**Outputs**
The output for the literature review was an annotated bibliography that reflected a summary of the best practice literature on cultural competency training (see Appendix A).

**Facilitators and Barriers**
At the time of the grant award, there were few published articles about how to train cultural competency skills to child welfare workers and community human service providers. The project team relied heavily on the experts serving as the National Advisory Committee to guide the literature search. In fact, several of the advisors had authored key studies and publications in the field. The literature review was a critical part of the project, as it served as the foundation for the training content. During the three years of the study, there has been a proliferation of publications regarding cultural competency training. The team has done an effective job of ensuring that the annotated bibliography stays current and that best practice strategies are reflected in the training. Nevertheless, conducting the literature review was more challenging and time-consuming than anticipated. Along the way, the team realized that the systems of care literature reported many useful findings about improving service delivery through community partnerships and had useful guidelines for building partnerships for effective practice. Having great relevance to the current project, one of the lessons learned is that it is often helpful to widen the search beyond the immediate topic when conducting literature reviews. The project team felt that they could have saved much time and effort had they tapped into this body of research earlier.

**Implementation/Activity #3: Develop Curriculum and Design Training Methods**

**Outputs**
The output for Activity #3 is a fully designed curriculum and resource guide, and a clear and detailed plan for training. This task was accomplished and can be seen in Appendix A. The training is comprised of the following modules:

*Module I - El Jardin: A Simulation Highlighting Latino Families’ Experience with Community Based Services & Foundations for Culturally Responsive Practice with Latino Families*

The half-day simulation is a powerful experiential learning activity designed to help participants develop a deeper level of insight and understanding into the lives and service needs of Latino families. This training event will allow each participant to have a unique experience, which will build opportunities for powerful discussion and reflection, both as individuals and within groups.
The afternoon workshop session includes discussion of various topics, including cultural responsiveness, the need for ongoing self-reflection/assessment, the strengths of Latino culture, and the barriers to service faced by many Latino families.

**Module II - Core Elements of Culturally Responsive Practice with Latino Families**

This is a two-day training series designed to foster the skills necessary to promote safety and permanency in Hispanic families. Participants will explore citizenship and immigration, working with translators, developing the skills of cross-cultural service provision, and defining best practice working with Latino families.

**Module III - Developing a Culturally Responsive Team**

This is a one-day workshop for supervisors and mentors in the agency designed to encourage an agency culture that promotes skill development in culturally responsive practice and to set goals for building strengths professionally, within the agency and within the community. The afternoon features presentation of three videos designed to be used with in-service or “brown bag” discussions.

**Advanced Topics**

Advanced Topics includes three video (rich-text) productions designed to be used for in-service, classroom, or “brown bag” presentations to be facilitated by local/regional “experts.” The topics include *From the Field – Immigration & Child Welfare; Domestic Violence Dynamics in Immigrant Communities*; and *Legal Options for Immigrant & Foreign-Born Victims*.

**Module IV - Teaching Effective Practice with Hispanic Families: Curriculum Modules for Social Work Departments**

Module IV includes a variety of awareness and skill building exercises for social work faculty. These exercises are designed as easily inserted enhancements for existing courses.

**Resource Guide**

The *Resource Guide* is a compilation of the best resources available. Resources were chosen to meet the needs of field workers and families who must have quick access to information and services at the practice level. Resources were web-based, free, or very low cost. Topics covered include:

- Community Resources
- Demographics & Culture
- Domestic Violence & Substance Abuse
- Health & Mental Health
- Immigration & Legal
- Language
- Service Delivery & Best Practice
- State-Specific Resources

**Facilitators and Barriers**

This project involved the development of a fairly intensive training program that incorporates several best practices in training: 1) extensive agency and community investment in training, 2) a
focus on skill development based on a foundation of experiential learning and knowledge development, and 3) the extension of a training event over time in order to facilitate out-of-class practice and in-class review and debriefing. The project team remains convinced that this format will have a greater than typical impact on continuing self-assessment of attitudes and bias so important to culturally responsive practice. They admit, however, that it is a time-consuming development process.

The curriculum design process began by completing a comprehensive literature review that addressed general culturally responsive practice, culturally responsive practice with Latinos, and cultural responsive child welfare practice (described in Implementation/Activity #2). Following the literature review, staff began the development of a Delphi study focused on culturally responsive practice for Latino families in child welfare. The Delphi technique is a correlational consensus development process that gathers information from the same group of people over several rounds of data collection. The rounds focus on a series of processes that build on each other: 1) brainstorming; 2) clarification and refinement; and 3) prioritization based on one or more criteria of interest. This Delphi study is designed to be delivered as a predominately web-based application. Project staff constructed the initial questions for the study. They also worked in conjunction with University of Kansas computer staff, who created web access to the survey. During the month of April, project staff conducted the first round of the Delphi study. It was administered prior to the National Advisory Committee meeting to both engage advisors and direct their attention to the primary topics of the meeting.

Concurrent to the development of the Delphi study, the National Advisory Committee and the Local Advisory Board in Kansas were convened. National and local experts were identified through a literature search to identify leading scholars, and through consultations with Dr. Lorraine Gutierrez and Dr. Robert Ortega. National Advisory Committee members represent four areas of expertise: multiculturalism with an emphasis on Hispanic populations; Latino immigration issues; culturally responsive child welfare practice; and empowerment. Nine national experts, four participants from our collaborating institutions (University of Denver and New Mexico State University), two local experts, and four Kansas State child welfare administrators convened for a two-day meeting in April 2005. The National Advisory Committee was tasked with developing a framework for the training program and helping to inform the content of the curriculum. Both committee members and program staff agreed that the meeting was productive and generated useful discussion about the content and structure of cultural competency training for child welfare workers. Further, project team members reported that the ideas and discussions generated from the National Advisory Committee were instrumental in designing and drafting the curriculum, handouts, and Resource Guide. Competencies for the training were developed in the areas of beliefs and attitudes, knowledge, and skill, based on feedback from the committee meeting (See Appendix A). They were adapted from Operationalization of the Multicultural Counseling Competencies: AMCD Professional Standards and Certification Committee 1996 (Arriondo, P. et al., 1996) and from Counseling Latinos and La Familia, by Santiago-Rivera et al. (2002).

Project plans called for continued review and revision of curriculum by select individual members of the National Advisory Committee, but not for another meeting of the full committee.
In fact, some committee members were asked to review the curriculum drafts at two different time points during the development—April 2006 before the first pilot, and again in September 2006 in response to concerns raised about the curriculum by state partners in New Mexico. Eliciting feedback about the curriculum from committee members proved challenging for the project team. Due to busy schedules and competing obligations, identified members did not have the time for a full review and, instead, preferred to respond to targeted questions. At the same time, the project director did not have the time to provide the follow-up and reminders necessary to get the feedback from the reviewers.

One of the lessons learned by the project team was that it would have been helpful to reconvene the entire committee in person during Year 2 to observe a pilot training and provide feedback. Unfortunately, the project did not have the budget to support this. Interviews with committee members reveal that there was a lack of understanding about the role of the National Advisory Committee beyond the first meeting. Members who were not asked to review curriculum were not provided updates about the progress or status of the project. Thus, there was a sense of uncertainty about the extent to which the curriculum development and revision process were collaborative beyond the initial committee meeting. Perhaps regular updates would have served to inform committee members about the project and helped promote buy-in for the framework and model. According to interviews with the project team members, suggestions about the training by committee reviewers were incorporated into curriculum revisions and training events.

In the first year of the grant (2005), local experts in cultural competency were asked to help identify appropriate members for the Kansas Local Advisory Board. The Kansas LAB participated in the Delphi study, spearheaded the organizational assessment, and provided feedback on the initial drafts of the curriculum. The Colorado Local Advisory Board was established in Year 2, with ten members representing different regions across the state. The Colorado Local Advisory Board participated in curriculum review and in a two-day conference, La Frontera Nueva, held September 26-28, 2006. Feedback from the LAB was incorporated into the training revisions and used to tailor the simulation training to meet the needs of Weld and Alamosa counties in Colorado, where the trainings were delivered. The Colorado Local Advisory Board convened a total of three times: August 2006, December 2006, and April 2007.

A clear strength of the project was the use of formative process data collected at each training to revise and improve the curriculum. The project team administered satisfaction surveys and talked extensively with participants about every aspect of the training in order to create an optimal training experience. Immediately after every training, the trainers and curriculum writers would meet to review the data and make revisions to the curriculum, so that no two trainings were ever the same. While challenging from an evaluation standpoint, this iterative process utilizing formative data was essential to creating a dynamic responsive training. The team invited and encouraged outside experts to observe the training modules and provide any feedback and insight that could improve the training. In July of 2007, Fern Blake a Federal site reviewer from ACY participated in Garden City’s Simulation/Foundations module and offered feedback on the training. The training was also observed by other consultants and members of the National Advisory Board such as Stephanie Bryson of the University of Kansas, and Sandra Spears of the University of Denver.
Project timelines called for expansion of pilot training to New Mexico late in the second program year and early in the third year. Project staff invited University and State personnel from New Mexico to participate in curriculum review as part of activities held in conjunction with La Frontera Nueva, the September 2006 conference held in Denver, and grant funds were made available to four participants from New Mexico for travel and lodging. All program materials were provided, both in hard copy and on compact disk. The New Mexico partners expressed grave concerns over curriculum content and the relevance of the simulation to the communities in New Mexico. Because of the planned phasing of the project (pilot in Kansas, then train in Colorado, then in New Mexico), they felt as if they had been left out of the development process. As a result, they were concerned that the curriculum did not reflect the Hispanic communities in New Mexico. They voiced specific concerns that the simulation focused more on immigration of Mexican families (issues currently relevant to Colorado and Kansas) rather than issues facing acculturated Hispanic families, who more accurately reflected the New Mexican Hispanic population. They were also unhappy with what they viewed as the stereotyped portrayal of Hispanic families.

The project staff reported that the observers from New Mexico who attended the La Frontera Nueva training in Denver did not give a fair review of the training since they arrived late, missing the critical set-up piece and background materials, and then left early. Nonetheless, they asked stakeholders in New Mexico to provide a full review and critique of the curriculum, and then worked with Deb Ortega to make significant changes to the curriculum to incorporate the feedback. They also asked two of the National Advisory Committee members to review the newly advised revisions. The project team and outside consultants agreed that the training was strengthened by the feedback. Despite these revisions and overtures by the University of Kansas to continue efforts to implement the training in New Mexico, the University of New Mexico decided not to participate. One of the key lessons learned was that all partners need to be fully included at every stage of the development and implementation process to ensure full support and buy-in.

**Implementation/Activity #4: Pilot Test Curriculum, Conduct Workshops, and Implement Mentorship Program and Practice in Field**

**Outputs**

The curriculum was piloted in Garden City, Kansas, and workshops were conducted as planned in Wichita, Kansas, Garden City, Kansas, Weld County, Colorado, and Alamosa, Colorado (see Table 1). A total of 317 participants filled 471 training slots, including both child welfare agency staff and community providers, participated in the training. Elements of the training models were also adapted for select Kansas State University and Wichita State University social work classes and taught by faculty to approximately 150 social work students. Photographs from the trainings can also be seen in Appendix A.
### Table 1: Effective Practices for Latino Families Training Summary

<table>
<thead>
<tr>
<th>Module</th>
<th>Days</th>
<th>Location</th>
<th>Date(s)</th>
<th>Number of Participants</th>
<th>% Community Providers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Elements</td>
<td>2</td>
<td>Alamosa</td>
<td>1/25-26/07</td>
<td>23</td>
<td>56.5%</td>
</tr>
<tr>
<td>Core Elements</td>
<td>2</td>
<td>Garden City</td>
<td>6/6-7/07</td>
<td>26</td>
<td>90.0%</td>
</tr>
<tr>
<td>Core Elements</td>
<td>1</td>
<td>Garden City</td>
<td>8/22/07</td>
<td>26</td>
<td>88.5%</td>
</tr>
<tr>
<td>Core Elements</td>
<td>2</td>
<td>Greeley</td>
<td>7/18-19/07</td>
<td>29</td>
<td>51.7%</td>
</tr>
<tr>
<td>Core Elements</td>
<td>2</td>
<td>Wichita</td>
<td>1/17-18/07</td>
<td>19</td>
<td>89.5%</td>
</tr>
<tr>
<td>La Nueva Frontera</td>
<td>2</td>
<td>Denver</td>
<td>9/27-28/06</td>
<td>40</td>
<td>72.5%</td>
</tr>
<tr>
<td>Simulation/Foundations</td>
<td>1</td>
<td>Alamosa</td>
<td>8/28/06</td>
<td>41</td>
<td>46.3%</td>
</tr>
<tr>
<td>Simulation/Foundations</td>
<td>1</td>
<td>Garden City</td>
<td>5/17/06</td>
<td>44</td>
<td>86.3%</td>
</tr>
<tr>
<td>Simulation/Foundations</td>
<td>1</td>
<td>Garden City</td>
<td>7/17/06</td>
<td>27</td>
<td>85.1%</td>
</tr>
<tr>
<td>Simulation/Foundations</td>
<td>1</td>
<td>Greeley</td>
<td>5/25/07</td>
<td>24</td>
<td>33.3%</td>
</tr>
<tr>
<td>Simulation/Foundations</td>
<td>1</td>
<td>Wichita</td>
<td>11/15/06</td>
<td>58</td>
<td>82.7%</td>
</tr>
<tr>
<td>Advanced Topics</td>
<td>1</td>
<td>Alamosa</td>
<td>9/28/07</td>
<td>4</td>
<td>0.0%</td>
</tr>
<tr>
<td>Advanced Topics</td>
<td>1</td>
<td>Greeley</td>
<td>9/07/07</td>
<td>11</td>
<td>63.6%</td>
</tr>
</tbody>
</table>

### Facilitators and Barriers

There were several barriers to delivering the pilot training and subsequent workshops according to the proposed time frame. First, developing a comprehensive best-practice cultural competency training using a collaborative community process (e.g., Delphi, National Advisory Committee and Local Advisory Boards, community assessment, inclusion of state partners) and a full literature review was much more complex and time-consuming than initially predicted. In addition, the departure of the project director after the first year also caused developmental delays. With the departure of Deb Ortega, the Principal Investigator, to the University of Denver, the University of Kansas, School of Social Welfare (KU SSW) no longer had any child welfare faculty or staff members with expertise in multiculturalism or culturally responsive practice with child welfare families. Both Universities and their respective Schools of Social Work/Welfare agreed to move the grant from KU SSW to DU GSSW (existing grant partner). However, DHHS-ACF indicated that the grant was not transferable and suggested that the Principle Investigator be hired as a consultant to the project. This was done, and the partnership with DU was further strengthened when DU hired Colette Solano to plan the September conference and co-train in Kansas, Colorado, and New Mexico. Collette is a fluent Spanish speaker, with considerable experience in facilitating family meetings for Hispanic families in Spanish, as well as delivering services on a child welfare unit in Denver that served all Spanish-speaking families referred for child welfare services. However, the project team felt that this fundamental problem was never fully resolved. State partners, affiliated faculty, project staff, and National Advisory Committee members expressed concerns throughout the project period about the ability to shape this multi-year project in ways that reflect expertise in multicultural practice in general, and with Hispanic families and children in particular, without a national expert as the
Principal Investigator. The project team took these concerns very seriously, and made efforts to ensure that the curriculum and delivery were collaborative and guided by best practice.

The team intended to pilot the training in Wichita, Kansas, after the in-depth organizational assessment. However, due to scheduling conflicts and delays in analyzing the vast amount of assessment data, the pilot was moved to Garden City, Kansas. Because the training team had pre-existing relationships with county staff and administrators from other trainings, finding participants for the pilot was not difficult. However, when the training workshops were conducted in Colorado, the team relied heavily on the LAB to recruit participants in both Weld and Alamosa counties.

There are numerous challenges associated with the sequencing and delivery of the training. The first training in the series is entitled, *Foundations for Effective Practice with Latino Families (Foundations)*. It includes a large-scale role-play or simulation as the opening experience of the training. This simulation allows up to 55 participants to interact in a “town” called El Jardin. The simulation requires participants to play the role of family members, service providers, or community members. The goal of the simulation is to help participants identify their biases, attitudes, strengths, and the skills needed to effectively serve Hispanic families. The simulation experience is debriefed during the morning session. In the afternoon, a more traditional workshop format is used to support open dialogue about insights and understanding gathered from the morning. The afternoon session also contains the self-assessment and action planning, which lays the foundation for the two-day core training. The El Jardin simulation requires extensive setup, with many boxes of tools and props, and elaborate instructions for characters. In addition, it requires a room large enough for 55 people to move around in the “town” and interact with one another.

The project team piloted different types of sequencing and currently offers one day of simulation/foundations, then a two-day core module that builds knowledge and skills. A one-day advanced topics training is also offered, and is tailored to supervisors and managers. Although core training is designed to build on the simulation/foundations experience, attendance records indicate that approximately 50% of participants attended both modules. The thought behind dividing foundations and core into two modules is that child welfare staff and direct service providers are too busy to devote three days to cultural competency training. However, dividing the modules increases the risk that staff will be able to attend one module or the other, but not both. Interestingly, supervisors and training directors in Kansas and Colorado who were interviewed expressed a preference for a single three-day module that incorporates simulation/foundations and core. They felt that the quality of the curriculum and the benefit of the sequencing were worth the time, and that their agencies would be willing to send workers to a three-day training.

**Participant Satisfaction with the Training**

Participant satisfaction with the training was measured in several ways, including training satisfaction surveys, an electronic follow-up questionnaire, and focus groups and interviews.
**Satisfaction Surveys**

Project staff administered a training satisfaction instrument to measure participant impressions of the effectiveness and importance of training, the expertise of the trainer, and the level of supervisory support for transfer of learning. The instrument was revised several times throughout the grant period to enable the project team to gather the formative data they needed for revising the curriculum. However, the lack of consistency in instruments made it difficult to compare data across trainings. University of Denver (DU) evaluators analyzed the survey data by aggregating responses by common questions whenever possible. Responses from 91 to 114 participants are presented in the findings. (See Appendices B and C for the survey and the summary of the results.)

**Follow-up Survey**

A web-based survey was developed by DU evaluators and administered to all participants who attended any of the training modules—simulation/foundations, core, and advanced topics—in November 2007. An email with a link to the survey using Survey Monkey software was sent to 282 participants, and 78 were returned as address unidentified, indicating that the participant was no longer with the agency, or else the address was incorrect on the attendance spreadsheets. From a pool of 203 participants, 50 completed the survey, for a response rate of 25%. While slightly lower than the typical response rate of 30% for web-based surveys, this rate of response was encouraging, considering that almost half of the participants attended training in May of 2006, a year and a half before the survey was administered. (See Appendices B and C for the survey and the summary of the results.)

**Focus Groups**

Two focus groups were conducted by DU evaluators at the end of the grant project, one in Garden City, Kansas, with 15 participants, and one in Alamosa, Colorado, with 8 participants. Both agency staff and community partners attended the focus groups. Participants were asked about their experience with the training, suggestions for improvement, and transfer of learning opportunities. (See Appendix B for the focus group protocol.)

Ratings from participants who completed satisfaction surveys after the training, follow-up surveys at the end of the grant, and responses from those who were interviewed in focus groups were overwhelmingly positive about the training. Those focus group participants who attended both simulation/foundations and core training reported that both modules were valuable, but that they particularly liked the simulation because it gave people a chance to really feel what it was like as a Hispanic/Latino family trying to navigate the system. As one participant in Wichita said, “The best part was the role-play; lots of people came from different organizations who are not in direct services, so it was great that they got to experience a deeper understand of the challenges Latinos face and how complicated things can get when there’s a language barrier.” One Colorado supervisor felt that training was invaluable for enabling her workers to really feel the struggles that their clients experience on a daily basis. “Once they feel what it’s like, there’s an ‘ah ha’ moment, and then they are motivated to learn more about cultural issues.”

Another key finding that emerged from focus groups and interviews was that the training offered child welfare workers the opportunity to network with other community providers who serve the same Hispanic families. Because of the intense emotional experience of the simulation and the
group processing, participants felt that they forged relationships with community partners that have had an impact on the way they serve families. In one focus group in Garden City, a Head Start provider reported how she was inspired by the training to organize a “Mommy and Me” support group for Latino mothers. She called on several child welfare workers who she met in the training who now refer clients to her group. Project team staff confirmed that they have seen this powerful transformation over and over again—where people who never connected are now talking together. For example, after one training in Colorado, a family advocacy worker set up a planning session with a child welfare worker about conducting joint visits to families.

Almost 85% of participants strongly agreed on the training satisfaction survey that the training was important to their job, that they were motivated to use what they learned in training, and that they could see how they would transfer the learning to their job. Further, 82% strongly agreed that the training would make them more effective in their practice. The trainers also received high satisfaction ratings, with 95% of participants strongly agreeing that they trusted the trainers, the trainers sought their opinions and feedback, and they felt involved in the training.

On the follow-up survey, participants were asked to identify what was most beneficial about the training. The answers are summarized in Table 2.

Table 2: What Participants Found Beneficial in the Training

<table>
<thead>
<tr>
<th>Aspect of Training</th>
<th>Number of Responses</th>
<th>Quote</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simulation/ Experiential Learning</td>
<td>16</td>
<td>“Identifying the struggles families have to endure when not being able to speak or understand the language, or sometimes the different culture. This type of training is beneficial because it brings a person closer to the point of what the immigrant might experience.”</td>
</tr>
<tr>
<td>Information on Hispanic Culture</td>
<td>6</td>
<td>“Gained a better understanding of Latino culture and how to work with them.”</td>
</tr>
<tr>
<td>Networking Opportunities</td>
<td>5</td>
<td>“Meeting colleagues in diverse occupations, and learning what they are doing to meet the same challenges that we face in being responsive to the needs of the Latino population in SW Kansas.”</td>
</tr>
<tr>
<td>Information About Immigration</td>
<td></td>
<td>“Getting information about the community resources available for this specific community.”</td>
</tr>
<tr>
<td>Trainers</td>
<td>3</td>
<td>“The trainers were wonderful, kept the training interesting.”</td>
</tr>
</tbody>
</table>

Table 3 summarizes participants’ responses to the question, “What would improve the Training?”

Table 3: What Would Improve the Training

<table>
<thead>
<tr>
<th>Aspect of Training</th>
<th>Number of Responses</th>
<th>Quote</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trainers</td>
<td>3</td>
<td>“The trainers were wonderful, kept the training interesting.”</td>
</tr>
<tr>
<td>Aspect of Training</td>
<td>Number of Responses</td>
<td>Quote</td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td>---------------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>Nothing</td>
<td>9</td>
<td>“Additional information about immigration and education on how workers can work with families despite their legal status.”</td>
</tr>
<tr>
<td>More Education About Immigration</td>
<td></td>
<td>“Guest speaker-immigrant family or member of that family and what they have been through.”</td>
</tr>
<tr>
<td>More Guest Speakers</td>
<td>3</td>
<td>“More community resources for Latino families, specifically agencies that will provide services to undocumented families.”</td>
</tr>
<tr>
<td>More Information About Community Resources</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>More Time</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Too General</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Simulation Was Disorganized</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

While participants were very enthusiastic about the training, particularly the simulation, some of the professional observers voiced some concerns in interviews. They acknowledged that the simulation seemed to be an effective experiential learning strategy for engaging participants in the training. However, they wondered how challenging it would be to implement the training statewide, since it involves such complex setup and a great number of tools and props. More significantly, they doubted whether a simulation tailored for a specific community would work effectively in other locations with different cultural issues. As one observer stated, “This worked great in Kansas and people really bought into it, but it would never work in the Northeast.” One reason was because the population of Hispanic/Latino families was very different from that in Kansas and Colorado, and another was the tone or “feel” to the simulation, which would not be well received. According to one of the project team members, this training is not designed to be an “off-the-shelf” product, but rather a framework for communities to adapt to meet their unique needs. She argues that the scenarios and families in the simulation could easily be adapted, and that successful implementation will depend on a community conducting a needs assessment and tailoring the training to meet those needs.

**Implementation/Activity #5: Collaborate with Other Grantees**

**Outputs**
The proposed output for Implementation/Activity #5 was to meet with other grantees to define shared goals and competencies. Grantees were unable to develop structured partnerships; however, the current project team collaborated informally with other grantees to share information. Collette Solano worked with the project team at Loyola to gather resource materials and information about how to work with the Mexican Consulate to support children of undocumented parents. This was a specific need identified in the Weld County needs assessment. According to one supervisor in Weld County, information and contact numbers from Illinois
workers were very helpful to her agency. In exchange, pieces of the effective practices curriculum were shared with other grantees.

Facilitators and Barriers
This activity originated from a roundtable conversation at the first grantee meeting between the project directors who hoped to be able to work collaboratively to develop shared goals and competencies. This never materialized for a number of reasons. First, there was turnover at the project manager level for the current program and no one federal project officer or local program director to champion the effort and organize more frequent grantee meetings. Second, because the projects were all distinctly different from one another, developing shared goals and competencies was unrealistic. However, grantees were able to connect at the grantee meetings and find common ground where projects did intersect so that they could effectively share knowledge and resources.

Outcome Evaluation

Immediate/Intermediate Outcome #1: Agency Assessment Plan Completed and Implemented, Policy and Practice Improved
The agency assessment plan was completed as planned (Appendix C), as described in the process evaluation section Implementation/Activity #1 on page 7. Also discussed in that section was the fact that regions in western Kansas and Weld and Alamosa counties in Colorado chose very different options for self-assessment.

Western Kansas Needs Assessment
Regions in Western Kansas decided to use the *El Paso Toolkit* to assess the organizational components relative to culturally responsive practice. Surveys were administered to over 250 senior/supervisory staff and direct service staff at United Methodist Youthville, and to staff at four satellite offices. The survey was developed in El Paso County Colorado as part of their Domestic Violence Demonstration Project. The survey contains items that examine organizational variables such as board and staff composition, polices regarding printed material, training and hiring, and practices related to community involvement, organizational culture, and staff training. Focus groups and interviews were also conducted with administrators, supervisors, and workers. The data was analyzed using SPSS software, and open-ended questions were examined using content analysis. The data was presented to senior management staff in April 2006, and then to staff. The management team used the assessment results to guide agency strategic planning around improving cultural competency and services for Hispanic families. Simultaneously, the project team used the results to guide the revision of the training curriculum and individualization of the training for western Kansas.

Key community needs identified by the Western Kansas Needs Assessment:

- Not enough bilingual staff to work with families and provide translation to meet the growing population of Hispanic families in western Kansas
- Need a strategy to actively recruit Hispanic, bilingual resource families
• Need consistent high quality staff training to teach cultural competency skills for workers (recognizing and overcoming personal biases, understanding culture of poverty, understanding diverse Hispanic community) and supervisors on how to support staff
• Need to engage community members in training, policy making, and service provision

One challenge with the organizational needs assessment in western Kansas was that collecting in-depth quantitative and qualitative data from multiple agencies was both resource intensive and time-consuming, and required a major commitment from the agency and community. Because it took such a long time to gather and analyze the data, the trainers were unable to wait for the data to be analyzed before delivering the first round of training in Garden City. Therefore, they were unable to incorporate the results from the assessment into the first training series. Because of this, the team opted to conduct a second round of training in Garden City in Year 3.

Policy and Practice Improvements in Region 5
According to interview and focus group data, there have been several practice and policy changes that have resulted from the in-depth needs assessment. First, agency administrators in Youthville conducted strategic planning in January 2007 to develop strategies for improving cultural competency of staff and addressing the other identified needs, including implementing mandatory cultural competency training for all new workers. In fact, as one worker reported, “There has been more cultural competency training in the last two years than the previous ten.” Agency staff in Wichita are also trying to recruit more bilingual workers through local job fairs.

Weld County and Alamosa County, Colorado
The Local Advisory Board (LAB) in Colorado did not want to conduct county-level in-depth organizational assessments, opting instead to administer brief surveys and conduct focus groups with staff and community providers. Alamosa also agreed to let the Butler Institute conduct a focus group with Latino families. Because they felt that the El Paso County survey was too long, the Butler Institute trainer, Collette Solano, worked with the curriculum specialist, Kathleen Holt, to develop a brief 15-item Likert-style assessment survey to identify agency needs around cultural competency. Results from the organizational assessments were shared back with county administrators and managers, as well as members of the LAB, to use in their agency planning. These results were also used by the project team to guide implementation of the curriculum in Greeley (Weld County) and Alamosa.

The critical identified needs for Colorado from the agency assessments include:

• Additional training to increase awareness and competence in working with Hispanic/Latino clients
  o Need to address concerns about discrepant treatment toward Guatemalan clients
• Need for additional information sharing regarding LEP policies
• Additional bilingual staff who work with monolingual Spanish-speaking clients throughout the life of the case
• Need for additional translation services through certified translators or tele-translation
• Need for more training about immigration laws
  o Additional outreach efforts to educate families on services available to non-citizens
The LAB in Colorado used the results of the needs assessment to develop a mission for the board and as a springboard for discussion about how the counties could work together to address needs and improve effective practices for Latino families. Both Alamosa and Weld County have implemented Spanish conversation classes for staff and community providers. They have also promoted more cultural competency training. One supervisor in Greeley reported a marked difference in the number of conversations about culturally competent casework, particularly in supervision meetings. Focus group participants in Alamosa discussed the increased referrals to culturally competent services for families.

**Immediate/Intermediate Outcome #2: Increased Knowledge, Attitudes and Skill in Working Effectively with Hispanic Families**

The impact of training on participant’s knowledge, attitudes, and skills was assessed using several self-report measures, including the training satisfaction and follow-up surveys described in Implementation/Activity #4 on page 13 and focus groups.

A self-assessment and action-planning tool was developed using a Likert scale. This instrument assessed attitudes, skills, and knowledge in three domains: individual, agency, and community. An NCR form/answer sheet was developed to track participant responses, but due to the length of the instrument, both the instrument itself and the answer sheet were revised three times over the reporting period, making comparison data unavailable (see Appendix B for final tool).

Aggregated responses from the training satisfaction survey suggest that participants felt that knowledge, attitudes, and skills improved as a result of the training. Specifically, at least 90% of participants reported learning in all key competency areas targeted by the training (see Table 4).
Table 4: Knowledge, Attitudes, and Skills Gains

<table>
<thead>
<tr>
<th>Competency/Learning Objective</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants can:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Explain the importance of</td>
<td>55.3% (63)</td>
<td>44.7%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>designing services to</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>meet the needs of a</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>rapidly growing number of</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Latino children. n=114</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. List three or more general</td>
<td>48.0% (49)</td>
<td>44.0%</td>
<td></td>
<td>7.8% (8)</td>
</tr>
<tr>
<td>cultural characteristics</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>that may impact services</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>without stereotyping Latino</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>individuals or families. n=102</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. List two or more essential</td>
<td>58.1% (61)</td>
<td>36.2%</td>
<td>3.8%</td>
<td></td>
</tr>
<tr>
<td>considerations in engaging</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Latino clients. n=105</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Demonstrate use of</td>
<td>61.5% (48)</td>
<td>37.2%</td>
<td></td>
<td>1.3% (1)</td>
</tr>
<tr>
<td>ethnographic interviewing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>to conduct culturally</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>responsive assessment. n=78</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Understand the different</td>
<td>46.1% (42)</td>
<td>49.5%</td>
<td></td>
<td>4.4% (4)</td>
</tr>
<tr>
<td>types of immigration categories and conduct a basic assessment of the service eligibility of Latino individuals. n=91</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. List two elements of a plan for assisting Limited English Proficient persons. n=108</td>
<td>46.3% (50)</td>
<td>51.8%</td>
<td>1.9%</td>
<td></td>
</tr>
<tr>
<td>7. Articulate basic federal requirements for meaningful access to services for eligible applicants regardless of language preference or they will know where to find the guidelines. n=92</td>
<td>40.2% (37)</td>
<td>54.3%</td>
<td>5.4% (6)</td>
<td></td>
</tr>
<tr>
<td>8. Explain the requirements for providing service to Limited English Proficient individuals. n=91</td>
<td>44.0% (40)</td>
<td>46.2%</td>
<td>9.8%</td>
<td>(9)</td>
</tr>
<tr>
<td>9. Demonstrate self-reflection and action planning to improve cultural-responsiveness and use strengths to bridge the barriers to meaningful and culturally responsive service. n=111</td>
<td>55.8% (62)</td>
<td>42.3%</td>
<td>1.8%</td>
<td>(2)</td>
</tr>
</tbody>
</table>

About 25% (50) participants completed the follow-up survey at the end of the grant project—in some cases, over a year after completing the training modules (see Implementation/Activity #4 for a full description of the survey). Respondents were from Kansas and Colorado. The majority (63%) were caseworkers, while 13% were case aides, 8% community providers, and 8% supervisors and managers. Almost half (44%) were age 30-39, and 90% were female. The majority of respondents (66%) attended the simulation/foundations, while 41% participated in core elements, and 9% in advanced topics. Again, the majority of the participants agreed or strongly agreed that they gained knowledge, understanding, and skills in most of the competency areas, with mean scores ranging from 3.53 to 4.36 on a 5-point Likert scale, where 1 is Strongly Disagree and 5 is Strongly Agree (see Table 5).
Table 5: Competency Gains

<table>
<thead>
<tr>
<th>Competency</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Rating Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have a better understanding of the challenges that Spanish-speaking</td>
<td>2.1% (1)</td>
<td>4.2% (2)</td>
<td>8.3% (4)</td>
<td>47.9%</td>
<td>37.5% (18)</td>
<td>4.15</td>
</tr>
<tr>
<td>families face living in a monolingual society.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have a better understanding of immigration laws and policies.</td>
<td>4.3% (2)</td>
<td>10.6% (5)</td>
<td>25.5% (12)</td>
<td>42.6%</td>
<td>14.9% (7)</td>
<td>3.54</td>
</tr>
<tr>
<td>I have a better understanding of Hispanic/Latino culture.</td>
<td>2.1% (1)</td>
<td>4.2% (2)</td>
<td>16.7% (8)</td>
<td>50.0%</td>
<td>27.1% (13)</td>
<td>3.96</td>
</tr>
<tr>
<td>I have a better understanding of how immigration laws have impacted</td>
<td>2.1% (1)</td>
<td>12.5% (6)</td>
<td>18.8% (9)</td>
<td>39.6%</td>
<td>25.0% (12)</td>
<td>3.74</td>
</tr>
<tr>
<td>families’ experiences with the child welfare system.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>I consider cultural traits when making decisions about families (i.e.,</td>
<td>0.0% (0)</td>
<td>2.1% (1)</td>
<td>6.4% (3)</td>
<td>40.4%</td>
<td>48.9% (23)</td>
<td>4.39</td>
</tr>
<tr>
<td>familia, collectivism, spirituality, machismo, etc.)</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Cultural traits and characteristics shape my approach when working</td>
<td>0.0% (0)</td>
<td>2.1% (1)</td>
<td>10.4% (5)</td>
<td>39.6%</td>
<td>45.8% (22)</td>
<td>4.32</td>
</tr>
<tr>
<td>with families.</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>I ask more questions about a family’s culture, history, and background</td>
<td>0.0% (0)</td>
<td>8.3% (4)</td>
<td>18.8% (9)</td>
<td>31.3%</td>
<td>33.3% (16)</td>
<td>3.98</td>
</tr>
<tr>
<td>when interviewing.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I know where to go to find culturally responsive services in my</td>
<td>0.0% (0)</td>
<td>8.3% (4)</td>
<td>18.8% (9)</td>
<td>45.8%</td>
<td>22.9% (11)</td>
<td>3.87</td>
</tr>
<tr>
<td>community.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am able to advocate effectively for services for Latino families in my</td>
<td>0.0% (0)</td>
<td>2.1% (1)</td>
<td>25.0% (12)</td>
<td>37.5%</td>
<td>27.1% (13)</td>
<td>3.98</td>
</tr>
<tr>
<td>caseload.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>I do more self-reflection of how my personal experiences and values</td>
<td>0.0% (0)</td>
<td>2.1% (1)</td>
<td>17.0% (8)</td>
<td>46.8%</td>
<td>31.9% (15)</td>
<td>4.11</td>
</tr>
<tr>
<td>impact my practice.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>I connect more families to language services.</td>
<td>0.0% (0)</td>
<td>14.9% (7)</td>
<td>21.3% (10)</td>
<td>34.0%</td>
<td>21.3% (10)</td>
<td>3.67</td>
</tr>
<tr>
<td>My supervisor supports my efforts to be culturally responsive to families.</td>
<td>0.0% (0)</td>
<td>2.1% (1)</td>
<td>4.2% (2)</td>
<td>45.8%</td>
<td>41.7% (20)</td>
<td>4.36</td>
</tr>
</tbody>
</table>
It must also be mentioned that interviews with the project team revealed that the team members themselves experienced a huge learning curve in terms of their own cultural competence. As one of the team described, “I can’t tell you how much I have learned. My life is richer because of this material.” This shift is partly attributed to the fact that when the original PI for the project, Deb Ortega, moved to the University of Denver, the staff at the University of Kansas who assumed the leadership and training of the grant were not Latina, and had very little experience with cultural competency training for child welfare. In fact, their ability to effectively run the grant was questioned by some stakeholders. They relied heavily on the consultation of Deb Ortega, the National Advisory Committee, the Local Advisory Boards, feedback from the professional child welfare community, and the best practice literature to guide the development of the training as well as their own journey towards cultural competence.

**Immediate/Intermediate Outcome #3: Training Products Are Disseminated and Shared**

A key goal of the project was to share research, develop training materials, and disseminate general practice information to promote learning and best practice in the field. The stated objective in the proposal for Year 3 is to “promote national dissemination through the website, the National Resource Centers, scholarship, and conference presentations plan for the sustainability of the project in all three partner states.” The following training products were developed and disseminated:

- **Resource Guide** – A compilation of the best resources available, chosen to meet the needs of field workers and families who must have quick access to information and services at the practice level (Appendix A).
- **Effective Practices Website** – The website has information about the training offerings, as well as links to training materials, such as the Resource Guide, and training and assessment materials (Appendix A).
- **Organizational Assessment for Cultural Competencies** – The assessment provides an effective structure for administrators and service providers to systematically plan for and incorporate cultural competence within an organization (Appendix B).
- **Effective Practices Training Brochure** – The training brochure provides an overview of the different training modules and customization options (Appendix A).

In addition, the project team presented information and training demonstrations at three national conferences:
• National Staff Development and Training Association in Dallas, 2007;
• Kansas Governor’s Conference for the Prevention of Child Abuse and Neglect, November 2005, Topeka, Kansas; and
• MRS Learning Institute, August 28, 2007, Raleigh, North Carolina.

**Long-Term Outcome #1: An Established and Ongoing Training Program That Continually Advances the Effectiveness of Practice with Hispanic Families**

As described in previous sections, the grant project successfully developed and implemented a training program that leads to improved knowledge, attitudes, and skills of child welfare workers. The training was implemented statewide in Kansas and Colorado, and continues to be offered across the state in Kansas. The simulation/foundations and core elements will be offered twice in the spring of 2008 at KU and also in Lawrence, Topeka, and central Kansas as part of the state-sponsored training for child welfare workers. In addition, elements of the effective practices curriculum have been adapted into several KU social work courses, including Introduction to Social Work, Social Work Policy, and History of Social Welfare, and taught to at least 150 students so far.

**Long-Term Outcome #2: Increased Cultural Competence of Child Welfare Staff**

Increased cultural competence is indicated by increased knowledge and skill, and improved attitudes regarding working effectively with Hispanic/Latino families. According to the results from the focus groups, satisfaction survey, and follow-up survey presented in the immediate/intermediate outcomes section previously, the simulation/foundations course effectively raised awareness of participants so that they had a better understanding of the experience of Hispanic/Latino families in the child welfare system. This increased awareness was the first stage of readiness for participants to being open to exploring their own biases, and learning strategies for providing more effective practice. Self-report ratings show that participants did, in fact, appreciate the simulation/experience for opening their eyes to the challenges faced by Hispanic/Latino families. Further, almost all participants reported that their own skills improved in every identified competency area immediately after the training and in the follow-up survey (1 month to 18 months post-training).

**Long-Term Outcome #3: Improved Outcomes for Safety, Permanency, and Well-Being of Hispanic Families**

The theory of action for project is that improving skills, knowledge, and attitudes will lead to improved cultural competency, which will enable workers and community service providers to provide more effective services to families, thus ultimately leading to improved safety, permanency, and well-being for children. In this model, improved skills, knowledge, and attitude were identified as intermediate/short-term outcomes, while safety, permanency, and well-being was identified as long-term outcomes. The evaluation plan in the original proposal called for two years of training in each state, and then an exploratory review of agency administrative data for safety and permanency outcomes. However, the development, piloting, revision, and
implementation of the training required all three years of the funding period. While the evaluation was able to focus on process and intermediate outcomes during the development and implementation phases, assessment of long-term outcomes as a result of the effective practices program must be part of a future study the training model.

Conclusions

The nature of child welfare work makes it difficult for workers to develop skill in serving Hispanic families. Training on cultural competence often focuses on listing the generalized cultural characteristics of a particular minority group. This practice provides shorthand for workers that can often increase misunderstanding and mistrust with minority workers. In the crisis-oriented environment of many child welfare agencies, few workers develop the skills that would best promote understanding, foster engagement, and lead to effective practice. Role models for effective practice are few, and those that exist do not often share their expertise in a forum where inexperienced workers can learn.

This project was designed under the premise that training should be structured to support the development of the beliefs, attitudes, knowledge, and skill that promotes competency. Child welfare professionals need the opportunity to experience what it is like to be Hispanic in the communities they serve. They need to feel the dilemmas that new immigrant families, migrant families, as well as fifth-generation Hispanic families feel in American society. Child welfare professionals need to understand and practice the skills of engaging, assessing, planning, and following up with Hispanic families. Finally, child welfare professionals need opportunities to implement their new skills on the job setting with support from supervision and colleagues.

Three training innovations were designed to promote the attitude, knowledge, and skill sets necessary to improve the child welfare systems effectiveness with Hispanic families. First, an experiential training technique called “simulation” was developed that provides workers a better opportunity to walk in the shoes of Hispanic clients and develop the attitudes necessary to be an effective helper. Following the development of an empathetic understanding of the range of Hispanic experience, many workers will have the motivation to develop their knowledge and skill. Second, a series of training modules that can stand alone or be integrated into existing training series or University curriculum were developed that provide an opportunity for workers, supervision, and management to gain the knowledge and skills that promote effective practice. These training modules are supported by a website and a comprehensive resource guide.

A strong framework for improving culturally competent casework practice that can be adapted by stakeholders to meet the specific needs of any community was developed through a collaborative process that involved input and review by a National Advisory Committee, Local Advisory Boards in Kansas and Colorado, and data from organizational community assessments in both states. In addition, a comprehensive literature review was conducted to ensure that the content was informed by best practice. The curriculum was continuously revised after every training based on formative evaluation results and feedback from professional observers.

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the follow-up survey.

Implications of Results and Recommendations

Recommendations to Program Administrators

Developing and implementing cultural competency training is a challenging and time-consuming
endeavor. It requires a collaborative process informed by national content experts that are
recognized and respected in the field of cultural competency and the most current literature in the
field. Since the body of research in this area is rapidly growing, incorporating the latest learning
is an ongoing process. One strength of the current project is the use of the National Advisory
Committee and Local Advisory Boards, as well as a thorough literature review. However, the
project team agreed that national experts could have been utilized to a greater extent.

Another key partner is child welfare agency staff at all levels. Cultural competency training is
most successful when it is part of an agency-wide effort to promote effective culturally
responsive practice. The organizational assessment tools not only served to identify unique
community needs, but also to engage agency staff at all levels in a systematic change process of
which training was one component. However, the organizational assessment process need not be
comprehensive to be effective. Administrators should be careful not to become mired in
resource-intensive assessment at the cost of delivering timely and appropriate education and
training to improve practice.

Having community providers involved also deeply enriches the training and, in this case, led to
more effective systems-wide effective practice with Latino families. This was an unintended but
critical outcome. Other communities may consider expanding the range of partners invited to the
planning process and training and involve other systems, such as education and the courts.

Recommendations to Program Funders

Like many development grants, three years was not enough time to develop a comprehensive
framework for training cultural competency, pilot the training, revise, and implement statewide.
A fully collaborative process is critical to develop a training that is responsive to the needs of the
community as well as reflective of best practice. Building relationships with national and local
experts, reviewing the literature, bringing appropriate stakeholders together to discuss the
framework, pedagogy and content and developing an iterative review process takes a great deal
of time. Grantees who are new to this process may not realize during the proposal phase how to
build appropriate time-lines for these activities, and funders should be ready to advise them on
developing realistic workplans and timeframes. Another potential pitfall for grantees is devoting
too much time and resources to the assessment phase for individual communities, rather than relying on available research that might be generalized.

Given that the three years were needed to fully develop the product, it was impossible to measure the impact of the training on the outcomes of safety, permanency, and well-being. Again, grantees may be unaware at the proposal phase of what outcomes they might reasonably be able to measure. The logic model is a great tool for articulating the theory of change, including activities, short-term, intermediate, and long-term outcomes. It can help grantees craft a compelling argument based on sound theory and research, and make sure that their activities are aligned with their outcomes. However, it is also important for funders to work with grantees to develop a realistic evaluation plan based on the logic model. For example, the logic model may identify long-term outcomes that may not be achieved for years after the grant funding has ended, and that will not be measured as part of the study. The evaluation plan needs to be very specific about which outcomes in the evaluation plan WILL be measured, as well as how and when. Because many grantees lack the evaluation capacity to make these decisions (even with the assistance of an external evaluators), funders should be prepared to offer this level of support. In addition, both the logic model and the evaluation plan should be considered “living documents” and revisited and revised at least annually by the project team with the support of the funder.

**Recommendations to Relevant Field**

The pedagogical technique of training simulation to increase awareness as a foundation for skills building is a promising approach in the field of cultural competence training for human services. The idea is that child welfare professionals need the opportunity to experience what it is like to be Hispanic in the communities they serve in order to be ready to learn the skills necessary to provide culturally responsive services. It is based on learning readiness theory—that learners need to “know what they don’t know” before they can learn. In other words, simulation activities help the learner move from unconscious incompetence to conscious incompetence, where they are ready to learn the content and improve knowledge, skills, attitudes, and behavior on the job. Preliminary results are promising. Participants rated the simulation highly, and reported increased learning.

The downside to simulation is that it is very resource intensive, relying heavily on boxes of props, large training spaces, and time. In addition, simulations are rarely a “one size fits all” training. They almost always need to be customized to reflect the characteristics of a community in order to create an authentic experience for participants. Feedback from the program staff and participants indicate that most stakeholders felt that the simulation was worth the time and effort. However, more studies to compare simulation to more traditional training techniques are needed to determine whether the learning outcomes are worth the investment of the training.
Appendix A. Examples of Successes

- Annotated Bibliography & Resource Guide
- Competencies
- Curriculum
- Effective Practices Training Brochure
- Photographs
Appendix B. Data Collection Instruments

- Satisfaction Survey
- Focus Group Protocols
- Interview Protocols
- Consent Forms
- Self-Assessment & Action-Planning Tool
- Organizational Assessment for Cultural Competencies
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- Alamosa Assessment Report
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EFFECTIVE CHILD WELFARE PRACTICE WITH LATINO FAMILIES

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  Foundations Curriculum

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  Core Elements Curriculum

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  Core Elements Handouts Day One & Day Two
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  Follow-Up 03 Handouts - Immigration

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    Language & Economics Handouts
    Education & Employment Handouts

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  BCR Teams & Advanced Topics Curriculum

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ANNOTATED BIBLIOGRAPHY – Effective Practice with Latino Families

RESOURCE GUIDE

ASSESSMENT DOCUMENTS
The series Effective Child Welfare Practice with Latino Families was developed by the Child Welfare Resource Network at the University of Kansas School of Social Welfare and partners at the Butler Institute for Families, Graduate School of Social Work at Denver University. The project was funded through Grant No. 90CT0130 through the Health and Human Services Administration for Children and Families under the program title Effective Child Welfare Practice with Hispanic Families with a project period October 1, 2004 and September 30, 2007.

Curriculum Series

Effective Child Welfare Practice with Latino Families is a curriculum series designed for child welfare and partner agencies. The series is based on the belief that agencies with a long term commitment to self reflection/ assessment, planning for on-going dialog and increased understanding present the best opportunities for training to have a lasting impact on the development of cultural responsiveness and best practice with Latino families. In every instance, curriculum is designed to reflect and model strengths of Latino culture including collectivism, familismo, respeto, and personalismo.

Section One

The Culturally Responsive Organization

The series begins with options designed to support partnerships in communities and to start the process of organizational and community assessment. This section provides options for developing local advisory or work groups to conduct organizational and community assessment from which a plan for future training will be developed. Included are

1. brief organizational and community assessments
2. protocol for focus groups with agency administrators/supervisors, line staff, community partners, and family members.
3. information on the in-depth El Paso Assessment
Section Two (One day)

El Jardin: Latino Families’ Experience with Community Based Services – A Simulation

El Jardin is a half-day simulation that is a powerful experiential learning activity designed to help participants develop a deeper level of insight and understanding into the lives and service needs of some Latino families as well as community responses and capacity. This training event allows each participant to have a uniquely individual experience which builds opportunities for powerful discussion and reflection both individually and within groups.

Foundations for Culturally Responsive Practice with Latino Families

Foundations is a half-day companion workshop designed to follow the morning simulation El Jardin. The workshop emphasizes the importance and role of on-going self-reflection/assessment in culturally responsive practice. By examining the differences between stereotypes and generalizations as well as some tools for dialog, participants have a foundation for exploring the strengths of Latino culture.

Section Three (Two days)

Core Elements of Culturally Responsive Practice with Latino Families

Core Elements is a two day training that explores best practice strategies. Encouraging on-going self-reflection, the training promotes understanding and skills necessary for safety and permanency by building on strengths of Latino culture while acknowledging barriers faced by individual families. By including partners in all elements of the training, participants build community understanding as they explore

1. demographics
2. citizenship and immigration
3. requirements for working with persons who have Limited English Proficiency
4. working with translators
5. skills of cross-cultural service provision
6. traditions of Latino culture, and
7. a 3-ring binder of resources including
   a. an annotated bibliography
   b. a glossary of terms, and
   c. an extensive resource guide.
Section Four (One day)

Developing a Culturally Responsive Team

This is a one day workshop for supervisors and mentors in child welfare and partner agencies. By reviewing objectives and activities from previous training events, supervisors are encouraged to develop goals and strategies for continuing partnerships to build culturally responsive practices within agencies and communities. The afternoon features presentation of three video (rich-text) productions which can be used for future in-service or “brown bag” discussions around the issues addressed in the training series. Those include immigration, domestic violence and legal remedies for foreign-born victims.

Section Five

Advanced Topics Series

Advanced topics include three video (rich-text) productions designed to be used for in-service, classroom or “brown bag” presentations to be facilitated by local/regional “experts.” The learning experience is best when presented to a multi-disciplinary audience including child welfare, legal, and community service professionals. By involving service partners and local experts, child welfare workers will build vital community networks for effective practice with Latino families.

Presentations include:

From the Field – Immigration & Child Welfare (24:12)
Suzanne Gladney, Managing Attorney
Legal Aid of Western Missouri
Kansas City MO

Domestic Violence Dynamics in Immigrant Communities (37:48)
Pamela Burrough, Immigration Project Attorney
Annie McKay, Child Welfare Policy Coordinator
Kansas Coalition Against Sexual & Domestic Violence (KCSDV)
Topeka, KS

Legal Options for Immigrant & Foreign-born Victims (40:58)
Pamela Burrough, Immigration Project Attorney
Kansas Coalition Against Sexual & Domestic Violence (KCSDV)
Topeka, KS

Section Six

Teaching Effective Practice with Hispanic Families

This section features curriculum modules for social work departments. The modules include a variety of awareness and skill building exercises that can be easily inserted into existing social work or human service courses.
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EFFECTIVE CHILD WELFARE PRACTICE WITH LATINO FAMILIES

ANNOTATED BIBLIOGRAPHY

**ABSTRACT:**
Permanency is described as a process, a philosophy, different programs and a strategy. The Adoption Assistance & Child Welfare Act (PL96-272) of 1980 sought to prevent out of home placement, promote reasonable efforts and set guidelines for placement. Effective implementation was hindered by persistent poverty, the prevalence of addictive drug use, HIV/AIDS, and increased family violence. The fact that child welfare services and permanency planning efforts are defined and delivered in a cultural context means that permanency guidelines may need to be revisited since race, ethnicity, gender, religion, and sexual orientation of providers, clients/consumers of child welfare services are an integral part of relationships and service planning and delivery.”

**PRACTICE NOTES:**
Characteristics of culturally competent agency include acceptance and respect for differences, holding cultures in high esteem; continuing self-assessment regarding cultures; paying careful attention to the dynamics of difference; continual expansion of cultural knowledge and resources; knowledge of and skill in using a variety of adaptation of service and treatment models; hiring specialists in culturally competent practice; and seeking advice and consultation from diverse communities served by the agency. Cultural competence for workers includes: awareness and acceptance of cultural differences; awareness of one’s own cultural values; understanding of the dynamics of “difference” in the helping process; and a basic knowledge of client’s cultural context.


**ANNOTATION:**
This Collection of narratives is designed to help readers understand that privilege has many faces and many statuses and that individuals are subject to it either as agents of discrimination, targets of discrimination or both. Agent status groups (White, male, heterosexual, able-bodied) benefit from the inequality of privilege while target status groups (people of color, female, homosexual, people with disabilities) are oppressed.
PRACTICE NOTES:
This work supports self-evaluation leading to advocacy and activism. Through discussion questions, the authors encourage introspection and acceptance through the development of an understanding of personal, cultural insensitivities.


ABSTRACTS:
This paper presents competencies to guide interpersonal counseling interactions with attention to culture, ethnicity and race. Multicultural counseling refers to preparation and practices that integrate multicultural and culture-specific awareness, knowledge and skills into counseling interactions. The term multicultural, in the context of this paper, refers to five major cultural groups in the U.S.: African/Black, Asian, Caucasian/European, Hispanic/Latino and Native American or indigenous groups. The U.S. is a pluralistic or multicultural society and all individuals are ethnic, racial and cultural beings.

PRACTICE NOTES:
The work presents the Dimensions of Personal Identity as a tool for multicultural practice. Dimension A is a listing of characteristics that serve as a profile of all people. The C Dimension encompasses universal phenomena. It suggests that first of all, individuals must be seen in a context, whether historical, political, sociocultural or economic. The B Dimension may represent the “consequences” of the A and C Dimensions. In addition, the paper presents competencies to guide multicultural practice.


ABSTRACT:
Findings revealed that African American and Latino Family Preservation clients had better outcomes than Caucasian clients on children’s academic adjustment and symptomatic behavior. Relationship with worker was a predictor of child well-being outcomes. Recommendations include that ethnic/racial minority groups may benefit from culturally sensitive and community based services such as FP and that social workers need to emphasize the client-worker relationship and reduce caseloads in order to facilitate the building of positive relationships.

PRACTICE NOTES:
Emphasis on such family-centered practices as family group decision making and in-home, family preservation services are culturally consistent with African American and Latino family values and customs. Intensive family services require focus of resources and advocacy on the part of workers.

ABSTRACT: This article identifies concerns about four possible negative outcomes of interethnic adoption involving Mexican American children and non-Mexican American parents. Mexican Americans were asked about four outcomes from interethnic adoptions: 1) the child may have an ethnic identity conflict; 2) the child may forget his or her Latino background, 3) the child’s participation in Latino cultural events may be limited, and 4) the child may not acquire the skills to cope with racism. Agreement about the likelihood of these outcomes was associated with a belief in the importance of structural and cultural barriers preventing Latinos from adoption, with higher levels of participation in Mexican American cultural events and with income, education and acculturation.

PRACTICE NOTES: The Howard M. Metzaenbaum Multiethnic Placement Act of 1994 (PL 104-88) was intended to reduce the amount of time children of color wait for adoptive parents. Although interracial adoption is statistically rare in the U.S. (1990), it remains a topic of concern given the disproportionate number of African American and other minorities in the foster care system. The Multiethnic Placement Act suggests that all things being equal, most adoption workers would agree that same-race adoptions are favorable. However, all things are not equal given the fact that adoption requirements tend to exclude families of lower socioeconomic status where people of color are overrepresented.


ABSTRACT: By the year 2000, the number of Hispanics in living in the United States will outnumber the African-Americans and become the new “majority minority”. The large number of children and the young age of the population will require a culturally responsive system for both providers and consumers. Training will need to be available and will need to focus on issues directly related to Hispanic culture.

PRACTICE NOTES: Training workshops should be offered in Spanish by culturally skilled presenters who understand both similarities and differences in Caucasian and Hispanic values and attitudes and who are familiar with terms like personalismo, familismo, and machismo. In addition, trainers must recognize that there is diversity within the Hispanic community itself and should be able to identify the “subgroups” with in the Hispanic culture. They should have understanding of and sensitivity to the importance of family and person-to-person contact.

ABSTRACT:
This report explores the complexities of assessing child abuse and neglect in refugee families. It begins by reviewing federal statues addressing child welfare and the definition of child abuse under the Child Abuse Prevention and Treatment Act. Examples of physical abuse, emotional abuse, sexual abuse, and child neglect are provided, and State requirements for reporting child abuse are reviewed. Barriers for reporting child abuse among refugee families are discussed, as are articles under the Convention on the Rights of the Child that call for agencies and parents to consider the best interests of the child. The report compares different types of child rearing practices between American parents and parents from different cultures, and stresses the need for more collaboration between refugee service providers and child welfare agencies to help bridge the cultural gap.


ABSTRACT:
This study explores how father involvement is associated with adolescent risk behaviors among youth in first, second and third generation families in U.S. Using data from the National Longitudinal Study of Youth 1997 (Rounds One-Three), and discrete time logit regressions, we find that father involvement predicts a reduced likelihood of subsequent engagement in risky behaviors among adolescents. Being a first-generation immigrant youth is also associated with reduced risky behaviors. Two-way interaction models indicate that father involvement matters more for sons than for daughters. Two-way interaction models also indicate that father involvement does not interact with immigration status to predict adolescent risky behaviors, but is insignificant for adolescents in immigrant and native-born families. These findings are preliminary because of two important limitations. First, these data did not capture county of origin variations, and the analyses did not take into consideration cultural difference in parenting among immigrant groups that are likely to influence adolescent outcomes. A strength is that all analyses control for material involvement.

PRACTICE NOTES:
Father involvement is associated with less risky behavior among adolescents (above and beyond the effects of mother’s involvement). The immigrant status of the youth predicts a reduced likelihood of transition into risk behaviors. Youth who are first-generation are at a reduced risk of engaging in both substance use and delinquent activity than youth who are third-generation. (More assimilated parents may socialize their children differently from non-assimilated parents.) the length of
time immigrant mothers have been in the US is the best predictor of youth reading
test scores whereas immigrant father education is the best predictor of children’s
math test scores. Other predictors in the article may be useful for our purposes.

and predictors of unmet needs. Social Work, 44, 22(1).

ABSTRACT:
This article examines self-identified needs, patterns of service use and predictors of
unmet needs among a sample of Latino grandparent caregivers in New York City.
The study looked at 74 Latino grandparents caring for a grandchild. The dependent
variables included 16 health and social services. The independent variables were
economic status, health status, life stressors, informal supports, and language
acculturation. In this study the only sociodemographic predictor of unmet needs was
level of education. Family income and poverty status did not influence the likelihood
of unmet needs in this study.

PRACTICE NOTES:
The level of extreme poverty had implications for the well-being of each generation
in the family highlighting policy issues. Health, education and counseling were
generally available and used by the grandparents. The unmet needs were in the
area of respite care, child rearing and parent education. Stressful life events (such
as loss) had the strongest effect on unmet needs. The main obstacle to service use
was lack of knowledge about available services. “Services for skipped generation
families are spread over a vast, uncoordinated system of aging, child welfare,
family, health care, and income maintenance services with different eligibility criteria
and variable entry points”.

profile and informal social supports. The Challenge of Permanency Planning in a

ABSTRACT:
This study of 42 Latina grandmothers and the children living with them in New York
City is the preliminary report on a 1999 Burnette research article. The study
concluded that even the most devoted and dedicated grandparents cannot
independently meet all the needs of the children in their care. Informal supports are
important. “Cultural adaptation of Latinos is not a linear function of length of
residence in the US. Rather, it varies by socioeconomic status, number of
generations in the US and the ability to speak Spanish and English.

PRACTICE NOTES:
Despite the fact that cultural responsiveness requires knowledge of studies and
trends, best practice requires understanding that there is diversity within populations
as well as families within specific demographic groups. Each family must be
assessed and engaged through a process of relationships building based on strengths as well as culturally competent practice.


**ABSTRACT:**
Quoting Gudykunst and Kim, Camacho reminds readers that there are significant differences in language, customs, economic resources, educational systems and status structures among Latinos. Groups are not comprised of like-minded people, but are made up of individuals with complementary natures but differing ideas and perspectives. Early in group composition, members seek inclusion and power, but in later stages they struggle for intimacy, interdependence and separation among members. Latinos consider the cultural values of *personalismo, simpatia, confianza* very important.

**PRACTICE NOTES:**
Facilitation of diverse groups requires skill in conflict resolution as well as cultural competency and a commitment to reinforcement of purpose and process. Facilitators must consider maintaining facilitator roles and responsibilities, appropriate self disclosure, and setting limits. Effective practice requires moving from just tolerating differences to embracing and learning about differences in order to move beyond the Black/White racial paradigm when addressing issues of diversity.


**ABSTRACT:**
This report explores how immigration is changing the profile of the nation’s elementary and secondary student population during an era of rapid change. Demographic changes are occurring alongside implementation of the No Child Left Behind (NCLB) Act, the landmark 2002 federal law that holds schools accountable for the academic performance of limited English speaking children and other groups that include many children of immigrants.

**PRACTICE NOTES:**
One-fifth of all U.S. school-age children are children of immigrants. While concentrated in large states, they are dispersing rapidly to nontraditional receiving states, including Kansas which is in the second tier. Most children of immigrants
are native-born, but the foreign-born share is higher in secondary school than in elementary or preschool. Most LEP children live in linguistically isolated families and attend linguistically segregated schools.


ABSTRACT:
This is summary on the policies affecting immigrant families. 20% of American children live in immigrant households where they are more likely to live in poverty and fall below average on many important measures of child development, including vocabulary and school achievement. Concerns about public assistance and education for immigrant children were expressed in relation to laws that excluded children of immigrant families. Concerns were express about welfare to work cutbacks and the ability of immigrants to get jobs and contribute to the work force.

PRACTICE NOTES:
No Child Left Behind is a significant program for immigrants and programs and may provide options and benefits for service providers serving families and children.


ABSTRACT:
Outlining the historical influences of our immigrant nation, the author suggests that the future will be created by the Millennium Generation, today’s fifteen to 25 year olds who are the most racially mixed generation the nation has ever seen. They are 60% more likely to be nonwhite than their parent and grandparent generations.

PRACTICE NOTES:
The power imbalance creates a racial divide in resources and opportunity. That will influenced higher education, employment, health and life expectancy. The article is written by a reporter and provides a narrative discussion of race issues.


ABSTRACT:
An ecological approach to social work practice for a minority based on an ecosystem-oriented assessment-intervention model is presented. Strengths and limitations of the ecological perspective for practice are emphasized in the context of power dynamics. A case study is presented.

PRACTICE NOTES:
The ecological perspective defines human problems as the outcome of the transaction between environment and people. It has not provided a clear set of procedures for assessment, intervention, or strategies and rationales for their use, however. The side effects are not always clear in the outcomes.


ABSTRACT:
Studies indicate that the proportion of culturally diverse children to White children is increasing in public social service agencies. Culturally diverse children are more likely to receive more intensive and punitive services, are more likely to stay within the system for longer periods of time and are reported more often to Child Protective Services. The purpose of this study was to explore how child welfare practices with Hispanic children are different from those provided for White non-Hispanic children.

PRACTICE NOTES:
Although cases reported for abuse/neglect are relatively proportionate between Hispanic and White non-Hispanic children, substantiated case are more likely to occur with Hispanic children. They are more likely to be placed out of home and for longer periods of time. There is a need for increased cultural awareness among child welfare professionals, especially in terms of assessment and case decision making and the need for the development of culturally sensitive training modules for CPS and case management personnel.


ABSTRACT
Familias Unidas (United Families) is a family-centered ecodevelopmental, preventive intervention designed to reduce risk for adolescents with problem behaviors. The intervention targets Hispanic immigrant parents and their 12-14 year old youth from an urban community. These families were chosen because they live in high-risk neighborhoods, not because the youth are experiencing problems. This intervention is designed to help parents raise their children successfully, address the sense of isolation from community that many immigrants experience and build
the knowledge and skills that will help them adapt to American society and create a supportive protective social ecology for their youth.

Families Unidas is founded on the ecodevelopmental framework. The three primary elements are: 1) a focus on social ecological theory, 2) an integration of developmental theory, 3) an emphasis on social interactions. This framework organizes the multiple influences on human development according to four primary systematic levels: micorsystems, mesosystems, exosystems, and macrosystems.

PRACTICE NOTES:
The foundation builds on four tenets: 1) the importance of a contextualist perspective for understanding the development of adolescent problem behavior, 2) the importance of considering cultural beliefs and practices, 3) emphasizing the concept and principles of empowerment, 4) and focusing on family as the central socialization agent of the children. The focus is on promoting four aspects of parenting and adolescent adjustment: 1) parental investment, 2) adolescent social competence, 3) self-regulation, 4) academic achievement and school bonding. The article is organized into three sections: 1) theoretical and empirical foundations, 2) the intervention’s main parameters and activities and 3) results.

Immigration and acculturative stresses for Hispanics generally fall into four categories: 1) economic and financial, 2) marginalization from mainstream institutions in the host society, 3) lack of knowledge about the new culture, 4) differential levels of acculturation between parents and adolescents. Empowerment, strengthening of the family, and placing the family in charge of enhancing protective processes is a practical goal of Families Unidas. Interventions include small groups to assist parents exploring acculturation issues, sharing knowledge of and experiences with parenting, learning new parenting skills and planning activities. There are six core intervention activities: 1) small groups for parent support, 2) family meetings/home visits, 3) parent-adolescent discussion circles, 4) adolescent activity groups, 5) supervised peer activities, 6) school counselor meetings. Family therapy meetings are reserved for high needs families with intervention activities staged over four phases: engagement, group formation, cognitive change, and skills building.


ABSTRACT:
This qualitative study explores client and worker perceptions of power in their relationships with each other. Individual and focus group interviews were conducted in residential settings serving men and women with histories of homelessness and psychiatric hospitalization. Staff and residents experiences with helping relationships were probed with particular attention to characteristics of mutuality, equality, and power. Client and worker preferences were conceptualized as ranging from partnership-oriented relationships to mentorship-oriented relationships. The
author draws on empowerment and feminist theory in analyzing the study’s implications for social work practice. The question is posed as to whether social work practice can fully realize the goals of shared power, mutuality, and collaboration associated with feminist and empowerment-oriented practice models when client/worker relationships are embedded in a hierarchical power structure.

PRACTICE NOTES:
The relationship model emphasizes affiliation, connection and mutual empathy in a social work practice framework. Perhaps the biggest challenges faced by practitioners are resisting “doing for” and supporting the choices made by the people with whom they are working. Refraining from “doing for” is a challenge to one’s ego and involves yielding some conventional practice techniques and much of the formal power derived from one’s status in hierarchically structured professional relationships. Mentorship relationships are client-centered with workers using their expert knowledge and skills to provide clients with advice and guidance. Mentorship implies a less directive role for clients, with workers acting in what they believe to be in clients’ best interests. Mentorship implies client consent to a power imbalance, unlike authoritarian relationship in which worker authority is imposed.


ABSTRACT
How can a social worker know and understand the culture of each client? Considering the family only in terms of generic cultural identity may lead to overgeneralization and stereotyping. It is important to assess the family from a multidimensional cultural perspective. Cultural sensitivity begins with self-assessment. Ethnic sensitive inventory (HO) can help a social worker measure his/her cultural sensitivity.

PRACTICE NOTES:
The article explores the use of Ecomaps to illustrate client families’ relations to the external environment. Other tools include Genograms to illustrate families’ internal relationships or Culturagram to examine the family in 10 areas. A family assessment tool is found on page 252 of article.


ABSTRACT
This book chapter discusses the definition and role of empowerment in regards to the social work ethical principles, focusing especially on service, social justice and human relationships. The article was written for social workers so that they might
gain a better understanding of what it means to assist in empowering their clients. It explains the limitations that clients face in four specific areas and how the four ethical principles affect the following: quality day care, education, health care and employment. Poverty remains a significant issue. The belief that the poor are solely responsible for their circumstances remains a popular view despite the economic realities of low wages that do not yield financial stability. Persons receiving benefits are (sometimes) in fact eager to work, yet motivation may decline when jobs produce further stigmatization, low personal fulfillment, and meager wages.”

PRACTICE NOTES:
With demographic changes indicating increases in the number of two-parent working households and in single-parent families as well as decreases in divorce and out-of-wedlock births, the need for day care has risen. Research has identified a significant gap between low and high-income families in the quality and availability of quality child care. In addition, child exposed to poor-quality care fall behind in school. In addition, there is a disparity between the quality of education poor and middle class or wealthy children receive in public schools. Ranging from larger class sizes, unfunded mandates, and lack of quality teachers, the problems low-income children face in schools result in fewer opportunities. Health care coverage affects majority and minority communities. Compromised health can affect relationships, families and service provision, particularly important when it comes to children. Best practice recommendations include community-based social service programs that ensure services designed to meet the needs of the individuals and community to be served. Social workers must help clients advocate for themselves within the political arena. Social workers must assist individuals and communities in developing and designing internal community systems.


ABSTRACT:
A review of child welfare research suggests that children of color and their families experience poorer outcomes and receive fewer services than their Caucasian counterparts. The relationship between race and the outcomes of child welfare services is confounded, however, by the relationships among race and other contributors to poor child welfare outcomes. Child welfare researchers should take explicit account of race and ethnicity in designing and carrying out their studies. Service approaches intended to meet the special needs of children of color and their families should be developed and rigorously evaluated.

PRACTICE NOTES:
Children of color are provided fewer services than Caucasian families and children. Family preservation services may be of limited use to most families of color who come into contact with the child welfare system. More research needs to occur on the role of race and ethnicity in the efficacy of services. If one size does not fit all,
then which sizes fit whom? To improve efficacy with persons of color, service models should be implemented and evaluated.


**ABSTRACT:**
In an exploration of four concepts of cultural competency, the authors concluded that teaching students cultural competency skills positively affects their attitudes. The courses reviewed used problem-based learning and history-taking mnemonics following the “Health Benefits Attitudes Survey” assessment. The survey was conducted in the context of health beliefs, particularly assessing patients’ health beliefs.

**PRACTICE NOTES:**
The curriculum focused on the importance of providing culturally appropriate care and on reinforcing culturally responsive concepts so that students gain knowledge to reduce differences between doctors and patients that may affect patient health care.


**ABSTRACT:**
The consequences of acculturation to service delivery and working with Hispanic populations is demonstrated in four areas: cause of family problems, attitudes of Hispanic toward speaking Spanish/English, status of folk healers in the Hispanic community, attitudes toward the delivery of human services. Hispanic families fall into three groups: immigrant, immigrant American (foreign born parents), immigrant descent. While the relationship between psychological and cultural conflict has not been substantiated empirically, there is some evidence that acculturation correlates positively with psychological well-being. Bilingualism constitutes an integral component of Hispanic identity in the US. The study interviewed fifty children and their families with a mean age of 12.5. Forty were first-generation, native born Americans. Thirty-seven were from Chicago and 20 were from the same neighborhood they were born. Twenty-seven children identified themselves as Puerto Rican, Mexican or from the Dominican Republic. Thirty-three identified themselves as Hispanic, Spanish American, American, or “mixed”. Parents identified problems in children to be: hypersensitive, irritable, self-conscious, impatient, seeking attention, restless, nagging, refusing direction, shy, short attention span. Not many parents were concerned with substance use or abuse.
PRACTICE NOTES:

*Personalismo* refers to Latino’s personal informality which may conflict with the child welfare system's more formal notion of professionalism. Latinos may tend to trust and rely on people as opposed to institutions and organizations. Hispanics are thought to possess a strong inner sense of self-respect and dignity and often expect that others will give the proper respect for that dignity.

Working effectively with Hispanic families means to understand the varying attitudes, beliefs, and practices across the cultures. It also means knowing when to access a bilingual staff person or consultant. Speaking in both Spanish and English was very important to the children and to the parents. Some of the children did not want to be spoken to in Spanish and it is important as social workers to remember that not all Latinos desire to have a Spanish speaking worker. The parents of the children interviewed felt very strongly about having a more personal relationship with the interviewer. The interviews were invited to dinners and birthday parties so that they may become closer to the family. In addition, workers must understand that Hispanics or Latinos reflect diverse populations rather than one culture.


ABSTRACT:

This project was established to facilitate the exchange of experience and ideas between women, activists and practitioners and to help articulate the ways race and culture influence women’s and children's interactions with the domestic violence and child protection systems. It grew out of the Greenbook.

PRACTICE NOTES:

Recommendations centered around system improvements as a means of addressing racial and gender discrimination: deepen understanding about multiple oppressions; provide learning opportunities about gender issues; know the community and the county’s demographics; inform community members about child abuse, the laws against it, policies and procedures; conduct better investigations improve assessment and intake procedures; review and revise policies and standards; define removal policies and practices; provide more preventative services; work more closely with men and fathers; develop screening instruments for workers re racial and gender bias, improve caseworker training and provide them with support and resources; develop mechanisms that help communities hold systems accountable.


ABSTRACT: The booming Latino population is changing the face of the United States, driving the need for innovative, culturally competent social and mental health services tailored to this diverse community. This work provides a framework for understanding and helping Latino clients by focusing on cultural assets, illustrating how helping professionals can draw on the strengths and unique characteristics of the community when designing programs and interventions.

PRACTICE NOTES: Excellent, current work by an experienced and oft-published author. Excellent sections defining best practice, linking demographics to context, and addressing Latino cultural values and beliefs. The work uses a cultural assets paradigm as a conceptual foundation.


ABSTRACT: About 20 percent of the country’s children – nearly 17 million – have at least one foreign-born parent. These children are more likely to be low income and to experience other hardships than children with native-born parents. Altogether, children of immigrants comprise more than 26 percent of all low-income children in the United States. However, they are less likely than other children to benefit from government programs designed to assist low-income families. (1)

PRACTICE NOTES: This brief provides an overview of federal policies that affect immigrant families’ access to key income and employment supports.


ABSTRACT: About 20 percent of the country’s children – nearly 17 million – have at least one foreign-born parent. These children are more likely to be low income and to experience other hardships than children with native-born parents. Altogether,
children of immigrants comprise more than 26 percent of all low-income children in the United States. However, they are less likely than other children to benefit from government programs designed to assist low-income families. (1)

PRACTICE NOTES: This brief is the second in a series that explores key policy issues related to children in low-income immigrant families. It continues the first brief’s discussion on immigrant families’ access to income/employment supports and the important role played by states in determining immigrant families’ eligibility for public benefits.


ABSTRACT: This paper is a case study inquiry regarding the interaction of refugee and immigrant populations with public child welfare services in Texas. In a previous pilot study it was found that in Texas, there may be a statistically significant correlation between counties with large refugee populations and those with high prevalence rates for child removals. Other important trends indicate that counties in Texas with higher than state average populations of the foreign born and/or refugees also have higher than state average prevalence rate for child abuse and neglect reports. The pilot study data could not ascertain if refugee families and children were more likely to be involved with child welfare or whether they simply lived in areas where there were high rates of child welfare activity.

PRACTICE NOTES: The goals of both refugee resettlement services and those of public child welfare agencies are clearly interrelated. One is responsible for settling and integrating refugees, including families and children, into the social fabric of life in the U.S. which includes acculturation to American expectations of family life; the other is charged with ensuring the safety and well-being of children in a community that includes providing services to families and children. Unfortunately, there is little understanding of how often, under what circumstances and what happens when refugee families and children come into contact with public child welfare services in any given community.


ANNOTATION: Of five sections, part one focuses on environments as well as a generalist frame for approaching culture in therapy. Part two focuses on Latino families’ migration
experiences, dilemmas and challenges. Part three examines ecological contexts, experiences of racism and discrimination as well as the effects of cultural adaptation, socioeconomic status and social ills. Part four looks at the Latino family and its forms. Part five provides a panoramic view of the Latino family life cycle.

PRACTICE NOTES:
Several chapters of this work will inform the materials to be developed as part of this project. Particularly noteworthy are the Part II chapters on the Latino experience, movement and change, Part III, the ecological contexts, Part IV the Latino family bonds and Part V Latino family life styles.


ABSTRACT:
This overview chapter suggests that in spite of significant reductions in overt discrimination, in spite of civil rights laws and court decisions, aggregate patterns indicate ongoing racial and ethnic inequality. For many Americans, life is a day-to-day struggle for survival. For others, socially imposed disadvantages plague their lives, disadvantages that would not occur if these individuals were White. The author charges that the changing racial and ethnic demography of the U.S. will mean such trends will continue to worsen without attention. It is even a possibility that, given the growing percentage of Spanish-speaking ethnic groups, we may one day be a bilingual society. The fundamental objective of this work is to understand the dynamics of race and ethnic relations. It explores the way ethnic groups interact both within and in society and in the world.

PRACTICE NOTES:
This chapter explores basic terms and concepts including the following: race and ethnicity; majority and minority groups; racism; prejudice; ideological racism; individual discrimination; and institutional discrimination.


ABSTRACT:
This guide is designed to share information on child development, child care and other issues pertinent to immigrants. It translates current research into useful information for professionals who work with immigrant populations.

PRACTICE NOTES:
Good document for simulation. Use as prop.

ABSTRACT:
This guide is designed to translate current research on young immigrant families into useful information for professionals who work with the immigrant population. It also includes professional resources to share with immigrant families.

PRACTICE NOTES:
Good demographics. Children of recent immigrant parents are more likely to live with parents who are low-income (65%); live with parents who are married (71%) and are both employed either full or part-time (85%); live in households where parent education level is low; to be younger than U.S. born low-income families (almost half (47%) are under the age of 6; to have parents that work in low-wage jobs or for small companies; and to be part of a family (47%) that does not have health insurance coverage.


ANNOTATION:
The author suggests that U.S. Hispanics are not laying claim to a united territory. They will not become a "nation" because they have no flag nor land. However, technology and media have permitted the formation of new group identities, including that of Hispanics.

PRACTICE NOTES:
Use as background information.


ABSTRACT:
This article compares and contrasts the experiences of Aboriginal and Anglo-American community welfare workers as they deliver child protective services to Australian Aboriginal children. The majority of the workers in Australia are Anglo-Australian. Aboriginal Community workers (ACW) now make up almost 30% of the
frontline staff. Although the number of ACW has increased it is still 40% less than the indigenous client group they serve. The increased number of ACW has been well received in the Aboriginal community. Specifically the Aboriginal community identified and increase in their feeling of “cultural safety”. Cultural safety is defined as the degree that ethnic minority clients and workers feel safe in expressing their cultural identity as a recipient of service or in the work environment. Do they feel respected and listened to when they express themselves? Do Aboriginal clients and workers experience “cultural risk,” that can happen when “people from one culture believe they are demeaned and disempowered by the actions and delivery systems of people from another culture?”

PRACTICE NOTES:

Some ACWs may be seen as “traitors” to their people or as working for the “system”. In addition, Community Welfare Workers (CWW) are seen as having higher occupational status, better promotion and income potential than those available to ACWs. The environment is not necessarily seen as an equal opportunity environment.


ABSTRACT:

This paper explores the meaning and significance of cultural and ethnic influences on the incidence and forms of child maltreatment. Taking a cross-cultural and sociobiological perspective, the paper addresses three issues. First, are there differences in the incidence and form of child maltreatment that are not accounted for by social class? Second, what is the role of social change in producing culture-and ethnicity-related differences in child maltreatment? Third, how can research and intervention efforts respond to cultural and ethnic factors by counteracting group vulnerabilities and capitalizing on group strengths?

PRACTICE NOTES:

The rate of neglect was highest among Mexican-Americans in Texas (1980 study). The reasons may indicate special vulnerability or resistance to particular forms of maltreatment – values, practices, or biological predispositions (higher neonatal activity levels, for example.) Special risks and strengths of cultural and ethnic groups need to be conducted. Prevention should address adverse positions in the socioeconomic system.


**ABSTRACT:**
Using qualitative methods, the author interviewed 15 Latino clinicians regarding their work with Latino clients. Four themes emerged: relationship, individuality, reality and flexibility. The Latino respondents represented a heterogeneous population of country of origin/cultural group and immigration status. Culturally competent curriculum includes a framework that includes demographics, diversity, history, immigration patterns, and problems facing Latinos. Despite the heterogeneity of the respondents, the clinicians were consistent in their work with Latinos; specifically there was a strong emphasis on the translation of cultural sensitivity into direct practice. Clinicians were more likely to accept gifts, be more active and directive, and employ language to further their work. It is important to understand the clients understanding of their own culture because they are raised in a number of cultural subgroups. Some areas to explore with clients include “primary language, recency, reason, and process of immigration, acculturation level in their own group as well as dominant culture, role of family, level of spirituality, and beliefs and behaviors regarding mental health and help seeking”

**PRACTICE NOTES:**
Much of the literature suggests group, cognitive-behavioral, family therapy and psycho-educational intervention approaches because of the collectivist orientation of the culture. Clinicians worked to develop general knowledge about a client’s culture so that they could better understand the individual client. They approached the client in a way that highlighted the impact and meaning of culture in the client’s life. Practitioners worked to increase cultural competency by “developing knowledge about a client’s culture, exploring their own cultural and values.

All 15 respondents identified the relationship with the Latino client as central. The relationship is at times curative (this is ascribed to *personalismo*, meaning respect and cordiality). *personalismo* begins from the time the client enters the agency and is demonstrated by listening to the client problems, understanding their difficulties prior to filling out paper work. When there is a match between the clinician’s and client’s language and culture the therapeutic relationship can be jump started but it is not a requirement. Again, all 15 respondents believed that “starting where the client is” was an important aspect of culturally responsive practice. This approach allows for the heterogeneity of the Latino client to emerge. In other words, the degree that a Latino client ascribes or displays their culture will be revealed if the practitioner allows for the client to reveal their cultural position, which helps guard against making wrong assumptions. One way that connection is demonstrated is through gift giving as a sign of gratitude (usually ethnic food) and physical contact such as hand shaking and reduced interpersonal distance.

**ABSTRACT:**
The protective services system in the U.S. may be committing a form of institutional abuse of minority families if the professionals who work in that system are not sufficiently well versed in the unique childrearing practices of each culture in the communities the system represents. It is easy for misunderstandings to occur from an ethnocentric perspective, and these misunderstandings are unlikely to be in the minority group’s favor. Although there is wide agreement that this represents a problem, there is not enough information readily available to allow protective service professionals to adopt a cross-cultural perspective in conducting their work. To discover some of the possible misunderstandings by the dominant American culture of subculture childrearing practices, this study was conducted through in-person interviews with members of six minority groups: Mexican-, Japanese-, Vietnamese-, Filipino- and Samoan-Americans and Blackfeet Indians, in three communities in conjunction with an evaluation of child abuse prevention demonstration projects. The themes of delegating responsibility to children and issues of dominance and submission emerged as areas for awareness and sensitivity on the part of child protective services.

**PRACTICE NOTES:**
The Mexicans in the study had higher than average educations. Neglect was reported more than any other type of harm and that revolved around lack of adequate supervision of children, some involving the care of infants and small children by older children. After neglect was physical harm in the form of physical discipline, most often for disobedience which followed after several verbal warnings. Practices that might be misconstrued by outsiders involved a perception of lack of warmth indicated by nicknames based on physical attributes (e.g. “gordito” which is Spanish for fat). Nicknames were said to be given and received in the spirit of affection.


**ABSTRACT:**
Multiproblem Hispanic families present challenges to mental health providers. Families are often typified by underorganization and while relationship therapies are used primarily, the authors purport that family therapy can be effectively used as long as the clinician incorporates an understanding of Hispanic values and family structure. Most difficult may be single-parent, female-headed problem families where poverty, housing, effects of migration, poor education, unemployment, language barriers, racism, and drug addiction may influence the family’s complex functioning.
PRACTICE NOTES:
Traditionally, relationship therapy is used in the treatment of Hispanic families with emphasis on relationship therapy with the mother. One unexpected finding was the low frequency of family and couples therapy as a modality of choice.


ABSTRACT:
This exploratory study examines the impact of the interaction of race/ethnicity and family structure on the timing of family reunification of three groups of children in the California foster care system: African American, Caucasian, and Hispanic children. Race/ethnicity had a different estimated effect on family reunification in two-parent families than in single-parent families. Specifically, in single-parent families, being African American was associated with a significant disadvantage with respect to the likelihood of family reunification relative to being Caucasian or Hispanic. In two-parent families, being Hispanic conferred a significant advantage in the timeliness of family reunification compared to being African American or Caucasian. These findings suggest that the association between race/ethnicity and family reunification cannot be accurately understood without taking into account family structure.

PRACTICE NOTES:
Are there strengths of Hispanic two-parent families that convey unique advantages to these families in regaining custody of their children or is the system just better at dealing with the kinds of problems that bring these families into contact with child welfare?


ABSTRACT:
Policymakers and analysts agree on the need to improve the well-being of children in immigrant families in the United States – for example, in the areas of public benefits, education, and economic mobility – but disagree about how to address the problems. The authors of this policy brief are no exception. Haskins, Senior Fellow at the Brookings Institution and Sr. Editor of The future of Children, seconds the decision of Congress in the 1996 welfare reform law to make noncitizens ineligible for public assistance and Medicaid. He emphasizes the need to tie public benefits for immigrant families to work through such policies as education and training and the earned income tax credit for families with children. Greenberg and Fremstad argue that noncitizen families should have the same eligibility for public assistance as citizen families and support greater financial aid for early childhood education and other forms of schooling.
PRACTICE NOTES:
This article contains useful information, statistics and explanations of programs relevant to the curricula and simulation being developed in this project. Topics covered include child in immigrant families, poverty rates in immigrant families, public benefit policy, and education policy.


ABSTRACT:
A study was conducted on 175 agencies that served as field placements for social work graduate students in a large, urban university. The studies were used to assess the current development of diversity climates in human service agencies and examine how select agency characteristics affect these diversity climates. Three research questions were considered: 1) what is the relative level of robustness of the diversity climates in this sample of human service agencies as determined by agency composition and the pursuit of diversity-related efforts? 2) What is the relationship between agency composition and diversity-related efforts? 3) What is the relationship between agency characteristics (i.e. size, location, type, specialization) and the robustness of diversity climates? Interviews were conducted and diversity audits were used to assess staff and client demographics, agency missions, goals, policies, programs, training and development, and outreach to organizational diversity.

PRACTICE NOTES:
The findings from the first question showed that the majority of the agencies had mostly white, female management and staff. Over two-thirds of the client populations were people of color. Organizational policy initiatives were among the most frequently used efforts to promote diversity within the agency. The research found for question number two demonstrate that when the management, staff and/or client groups consist mainly of white people, the available means to diversity awareness, training and development, and policies decrease. Outreach to disenfranchised or underrepresented groups in their areas increase, possibly due to a belief that this fulfills a commitment to diversity. The study indicated that there is a need to develop a more diverse environment within agencies and that the diverse environments are more likely to occur through effective programs, training and development rather than through policies and missions.
ABSTRACT:
While traditional families in the U.S. are declining, the importance of family structure and support for extended families remains strong among Hispanics in the U.S. Children are usually nurtured with great care by a number of relatives. However, that support doesn’t extend to children’s schools, a fact that is especially true when it comes to poor Hispanic families. Since research shows that parental involvement leads to improved student achievement, better school attendance and reduced dropout rates, regardless of economic, racial, or cultural background of the family, Hispanics become the most under-educated major segment of the U.S. population.

PRACTICE NOTES:
Many low-income Hispanic parents see the school system as a bureaucracy governed by educated non-Hispanics whom they have no right to question. School officials may misread the reserve, nonconfrontational manner and the non-involvement as uncaring. School interpreting parental behavior this way miss a crucial untapped resource, the Hispanic extended family including aunts, uncles, grandparents, god parents and even friends who play important roles reinforcing family values and rearing children. The article identifies the need for school to work with “natural support systems” of Hispanics – the extended family, neighborhood mutual-help groups, community based organizations. Programs need to make it easy for parents to participate by providing baby-sitting, no fees, convenient times, locations, and services that are bilingual or interpreted offer transportation.


ABSTRACT:
Citing the increase and disparity between confirmed abuse of Latino, African-American and Caucasian children, this article stresses significant barriers requiring attention of legal practitioners. First, is the longer wait for permanency and the likelihood that permanency may not be attained in a timely fashion? Reasons for longer out-of-home placement may involve language barriers or cultural differences.
PRACTICE NOTES:
Family plays an integral role in every day Latino life. The culture values interdependence and mutual responsibility versus autonomy and independence. Latino culture itself is very diverse within, particularly important in light of the fact that the culture is tied by a language barrier. Strategies to help child welfare professionals address common hurdles included identifying non-English speaking families at the start of a case; recruiting and retaining Spanish-speaking caregivers, ensuring consistent access to qualified interpreters, ensuring courts and agencies access to service providers with Spanish language skills and with knowledge and expertise with Latino culture; training child welfare professionals in the role culture plays in Latino families; and translating child welfare materials, including court forms, pamphlets and booklets into Spanish.


ABSTRACT:
This paper explores what a cross-cultural perspective can add to our understanding of the context in which child abuse and neglect occur and to our abilities to deal with these problems in a cultural-appropriate fashion. In order to reconcile cultural variability with a means for defining and identifying child abuse and neglect across cultural boundaries, one must be cognizant of the viewpoint of members of the culture in question, the emic perspective, as well as an outside or etic perspective. Three levels must be distinguished at which the cultural context comes into play in defining child abuse and neglect. The first encompasses childrearing practices that may be viewed as acceptable by one group but as unacceptable or even abusive and neglectful by another. The second level involves idiosyncratic departure from culturally acceptable standards. And the third level involves societal abuse and neglect of children.

PRACTICE NOTES:
The author delineates various cultural practices of child rearing that might be interpreted as abuse by those with limited cultural awareness. Some Mexican-Americans, for example, attribute diarrhea and vomiting to a mollera caida (fallen fontanelle). Traditional curing practices involve holding the child upside down, often with the top of the head in water and shaking the child to return the fontanelle to its proper position. Doing so may result in retinal hemorrhages similar to child abuse. The author cites a difference in child abuse and such traditional health practices.


ABSTRACT:
While attention has been directed to the relationship between culture and maltreatment for more than 20 years, there is a need for further development in this
area. Efforts need to be made to “unpack” culture, to promote understanding culture in context, and to enhance research on child maltreatment and culture.

PRACTICE NOTES:
Encompassing culture in child protection is a necessary component of child protection work. Demographic trends demand a high standard of cultural competence. A better way of handling culture is to take a more contextual view by examining the level of neighborhood or community.


ANNOTATION:
This work offers counselors, social workers, teachers, therapists and other professionals of all levels of experience or cultural backgrounds an accessible and practice guide for working with Latino youth. The book integrates development, culture, and psychological intervention, helps meet the challenge of addressing an array of culturally specific problems including assimilation, discrimination, school failure, teen pregnancy, substance abuse and delinquent behavior.

PRACTICE NOTES:
Latino children and teens are profoundly influenced within various settings: the family, the school and community, and culture and cultural practices. Chapters potentially useful for the simulation and core training include Latino Youth in Personal Contexts, Intervening in Personal Contexts, Social Contexts and Daily Activities, Intervening in Linked Contexts, and Practical Implications: Contextual Approaches.


ABSTRACT:
This research explores the relationships among the following variables: toddlers’ behavioral difficulties mothers’ depression, mothers’ self-efficacy, and mothers’ social support. Assessments were made of 26 mothers and their 26 toddlers at two times, three months apart. The results of the first assessment were used as independent variables and the results of the second assessment were used as the dependent variables in a longitudinal panel-analysis model. Sixteen relationships were tested through four regression equations. These 16 relationships are inclusive of all associations among the variables. It was found that mothers’ social supports predicted mothers’ depression level, but depression did not predict mothers’ social support. Mothers’ social support was shown to be an important variable for the well-being of Latino mothers and toddlers.
PRACTICE NOTES:
Depressed mothers provide children with less appropriate structure and guidance than do other mothers. Infants difficult behaviors increased mothers’ depression levels. A crucial source for mothers’ self-efficacy is toddlers’ behavior. If the behavior is not perceived as adequate, they may reduce the mothers’ self-efficacy. Latina mothers’ perceived social supports affect their depression level. It is a powerful variable influencing the well-being of mothers and toddlers.


ABSTRACT:
Cross-cultural counseling occurs when a counselor from one culture is working with a client from another culture. Multi-cultural counseling is when a counselor from a particular culture is working with a number of clients from different cultures, not just one other but multicultures. This is very uncommon contributing to the confusion that exists around the two terms. Likewise, the concepts of cultural competence and cross-cultural competence are different. Most counselors are culturally competent in that they are able to adapt and function effectively in their own cultures. They may, however, have less cross-cultural competence, i.e. the knowledge and skills to relate and communicate effectively with persons from culture different from their own.

PRACTICE NOTES:
Measuring cross-cultural competencies involves three dimensions: awareness, knowledge and skills. Awareness refers to the counselor’s personal awareness of his/her own cultural background and how it may bias or skew his perceptions when working with a client of a different background. Knowledge refers to cross-cultural knowledge that the counselor needs to acquire about different cultural backgrounds in order to work effectively. Skills refer to special abilities that counselors have acquired in order to work effectively with culturally different clients.


ABSTRACT:
The growing linguistic and cultural diversity in the US is challenging government agencies to change the way in which they provide services. When linguistic and cultural barriers are not taken into account, they can lead to unnecessary delays, denials, or termination of essential supports and services. They can also lead to legal challenges being brought against public agencies for violation of the Civil Rights Act, which mandates equal access to public programs and services for all individuals, regardless of race or nationality. Continued progress on improving the well-being of low-income children and families depends in part on how well health and human service agencies address the special needs of immigrants and other LEP individuals through welfare and other human service programs.
PRACTICE NOTES:
Human service agencies can use a variety of strategies to provide linguistically and culturally tailored services, including conducting a needs assessment; providing oral translation; providing written translation; conducting public education campaigns in multiple languages or through ethnic media; partnering with community-based organizations; offering English language training; and developing specialized assessments or services.


ABSTRACT:
This work presents a comprehensive model of multicultural understanding that can be used as a guide to gain knowledge and understanding of culturally diverse individuals and groups. The knowledge and understanding can then be reflected appropriately in educational and counseling situations. It was designed to include all the elements of personal awareness and information necessary for a person to engage in positive and productive relationships with culturally diverse individuals or groups.

PRACTICE NOTES:
The model begins with awareness of self and moves through global influences, dominant culture, cultural differences (acculturation, poverty and economic concerns, history of oppression, language, racism and prejudice, sociopolitical factors, child-rearing practices, religious practices, family structure and dynamics, and cultural values and attitudes.


**ABSTRACT:**
Batterer intervention programs, like other community programs, must be able to evaluate their ability to respond to diverse populations. Mandel suggests that there are several key premises that provide a framework for culturally competent batterer intervention providers. First, battering occurs in all racial ethnic, economic and cultural groups in the U.S. Cultural competency was assessed using a Case Review Form and a Worker and Supervisor Survey form. The forms can be found at [www.endingviolence](http://www.endingviolence). A second key point states that cultural competency does not mean that batterers are allowed to use race, ethnicity, culture or any other factors as an excuse for domestic violence.

**PRACTICE NOTES:**
Qualities associated with a culturally competent batterer intervention worker include (1) educating him/herself about the culture of clients, colleagues and community; (2) respecting diversity; (3) understanding the dynamics of institutional racism and other forms of oppression; (4) examining personal attitudes, beliefs, experiences and behaviors; and (5) choosing cultural competency daily. Culturally Competent organizations support cultural competency in policies, seek to hire staff that can connect and work effectively with target populations, train and supervise staff around cultural competency, use curriculum that is responsive to needs and experiences of the target population, use appropriate assessment strategies, assess group dynamics and interactions, seek culturally competent prevention strategies, have an understanding of the values, institutions and resources of the batterer, his victim and their community; understand obstacles and barriers faced by the batterer, his victim and their community (e.g. racism, discrimination, language barriers, lack of culturally appropriate resources).


**ABSTRACT:**
This study suggests that recent demographics show that Latinos now represent the single largest ethnic group in the country, yet there is still a tendency to ignore the increasing complexity of diversity issues both in research, data collection and societal attention. Latinos face an array of cultural, linguistic and systemic barriers that make it difficult to address or eliminate domestic violence.
PRACTICE NOTES:
Analysis of the focus group findings indicated that most participants did not have the necessary words to define or describe domestic violence. They were unclear about what constitutes domestic violence, even if they had witnessed or experienced it. Several said their parents had lived through domestic violence as children and did not know it was wrong. Several indicated that there was an overall sense that domestic violence is inevitable and that it is something that happens only in the house and is a private matter. Participants were unaware about available or services other than calling 911. Female survivors found verbal abuse just as harmful as physical abuse. They were concerned about what domestic violence does to their children.


ANNOTATION:
The author describes the wave of Hispanic cultures, outlining origins, diverse components, and finally the courses it has taken in American life. The book is the story of groups of Hispanic immigrants who struggle to move beyond identity politics into a melting pot.


ABSTRACT:
An exploratory, descriptive study was done with 40 island Puerto Rican mothers. who were interviewed about their thoughts and attitudes involving child discipline, child corporal and emotional abuse.

PRACTICE NOTES:
The study found that abusive mothers were significantly poorer, less educated, and younger than the non-abusive mothers. Only 10% of abusive mothers were employed (60% of non-abusive); 50% had a partner/spouse (90% of non-abusive); 50% heads of household (10% of non-abusive). Abusive mothers had an average of 4 children compared to non-abusive mothers who averaged 2. 90% of all mothers mentioned encountering behavior problems with their children.
Most common behaviors were (1) noncompliance with mother’s request (60%); (2) verbal and non-verbal disrespectful reactions to mother's discipline (35%); (3) sibling fights (25%); (4) problems related to school (20%). Disciplinary practices mentioned most frequently from both groups included corporal punishment (72.5%); removing privileges (62.5%); talking, explaining and advising (42.5%); sending child to the room (40%); scolding (30%) and prohibitions and rules (27.5%).

New Jersey Division of Mental Health Services (1996). *Program Self-Assessment Survey for Cultural Competence*. Multicultural Services Advisory Committee, New Jersey Division of Mental Health Services.


**ABSTRACT:**
Cultural competence training has targeted goals of increasing self awareness, enhancing knowledge of different cultural groups, and enriching or adapting the range of interventions. Culture dynamics occur within a helping interaction and because of this interaction several things must be considered such as: worldviews, past experiences, beliefs, values of the workers, clients, policy frameworks that drive services, physical settings of agencies, and organizational structures of service agencies, and understanding the context of the helping relationship and the interaction. Most authors addressing theories of culturally competent organizations use developmental theory models involving a stage process. Developmental models have assumptions: 1) organizations are unified entities, 2) developmental process is universal and linear 3) a unified organization can progress through a rational process of goal setting, training, consultation, and hiring. The developmental process draws on assumptions, principles, and tactics from mainstream organizational literature that uses consensus model of change, and a set of rational, technical and educational strategies for change.

**PRACTICE NOTES:**
Change that assumes ability to redistribution of power in an organization is in conflict with the goodness of fit between the individual’s needs and organizational goals. Culturally competent change requires a model that is not based in consensus and should consider that conflict is inherent in organizations. In this model emphasis is put on negotiations between individuals and groups (i.e. unions). There is little research about practical efforts at organizational change in this area. There is little empirical evidence that attempts to develop cultural competent staff or agency improves service delivery. Minimum cultural competence should reflect the diversity of the client population. Obtaining this goal requires policies and practices that hire, develop, promote and terminate personnel. A review of the agencies standing in the community as well as the allocation of resources among agency programs to attend to disparity in best paid workers, disproportionate line staff workers, rapid turnover, most workable case loads.


**ABSTRACT:**
This work explores the Latino community’s perception of the child welfare system. The study found that the child welfare system was perceived to be a system driven by middle class values and one which penalizes the poor. Latinos were fearful of workers and viewed them as persons who break up families. Workers were perceived as lacking knowledge of the Latino culture and its values. A lack of resources for Spanish speaking clients was cited as a contributing factor for negative outcomes among Latino families in child welfare system. Language is another barrier to services. Accurateness of information, ethics and confidentiality are compromised when neighbors, relatives and children are asked to translate for the parents.

**PRACTICE NOTES:**
Child welfare workers assess the strengths, needs, resources and risk of families based on their own culture, personal experiences and beliefs. The Inclusionary Cultural Model for Cultural Competence in CW features an experiential process where social workers first learn about their own culture. It avoids the us and them differences and teaches competency and sensitivity as a process of becoming knowledgeable and understanding about culturally based value systems and how they influence behavior. Workers should help those who have not “melted” into mainstream and those who choose not to “melt” to become empowered and connected to society. Five Stage Model of Change for Cultural Competence: cultural competence is an ongoing change process and involves five stages: precontemplation, contemplation, preparation, action, maintenance.


**ABSTRACT:**
This study addresses the need to learn more about the usefulness of substitute care with vulnerable Latino children in the U.S. Currently the understanding of Latin child welfare experiences at the national level miss the fact that the vast majority of Latino children live primarily in the southwest, California, Florida, Illinois and New York, meaning that national studies skew the data. Also absent from most analyses
is the fact that there are life differences among various Latino subgroups due to recency of migration or immigration, socio-economic status and other differences.

PRACTICE NOTES:
The study found strong beliefs that family and extended family (kin) provide much support to children whose safety and security are at risk, although they may not have financial resources to care for children. There are serious obstacles to reporting Latino children for protective services (fear, lack of knowledge and language barriers). The strongest child welfare service systems were those with the greatest amount of Latino input in recruitment efforts (for adoptive and foster homes), bilingual service providers and programs located in Latino communities.


**ABSTRACT:**
Hispanic psychology has its roots in ethnic psychology and in cross-cultural psychology. The basic premise is that it is a valuable enterprise both theoretically and empirically to study the behavior of Hispanics. Over the past 25 years, research in Hispanic psychology has given away to a new scholarship or paradigm that calls for the recognition of intragroup variation which values within-group comparisons rather than relying exclusively on between-group effects. Acculturation and biculturalism have taken on special significance in Hispanic psychology. Further, Hispanic psychology must also consider the effects of racism and oppression on people and how these affect ethnic identity, attitudes toward the dominant group and intergroup relations.

PRACTICE NOTES:
Excellent framework for considering best practice in light of acculturation, in-group differences and the effects of power, privilege and oppression.


**ABSTRACT:**
This paper reports a test of the efficacy of *Familias Unidas*, a Hispanic-specific ecologically focused, parent-centered preventive intervention, in promoting protection against and reducing risk for adolescent behavior problems. Specifically, the intervention was designed to foster parental investment, reduce adolescent behavior problems, and promote adolescent school bonding/academic achievement, all protective factors against drug abuse and delinquency. One-
hundred sixty seven Hispanic families of 6th and 7th grade students from three South Florida public schools were stratified by grade within school and randomly assigned to intervention and no-intervention control conditions. Results indicated that *Familias Unidas* was efficacious in increasing parental investment and decreasing adolescent behavior problems, but that it did not significantly impact adolescent school bonding/academic achievement. Summer-vacation rates of adolescent behavior problems were six times higher in the control condition than in the intervention condition. Furthermore, change in parental investment during the intervention was predictive of subsequent levels of adolescent behavior problems. The findings suggest that *Familias Unidas* is efficacious in promoting protection and reducing risk for adolescent problem behaviors in poor immigrant Hispanic families.

**PRACTICE NOTES:**
Parental investment (combination of positive parenting, involvement and support) was found to be protective against adolescent problem behaviors, supporting a pivotal role of parental investment in adolescent development. Intervention from agencies like Familias Unidas was successful in decreasing adolescent behavior problems, lending support to the use of parent-centered interventions to ameliorate adolescent behavior problems and to decrease the likelihood of more severe conduct problems and substance involvement later in adolescence. Authors anticipated increased school bonding and academic achievement resulting from intervention, but the result did not occur. Regarding parent-group attendance, the number of sessions attended was inversely related to baseline parent-reported levels of investment. Parents reporting less investment in their adolescents tended to attend more sessions than did parents reporting higher investment levels.


**ABSTRACT:**
This article examines the history of child welfare systems’ response to clients of color as well as worker-client interactions that hinder or enhance racially sensitive practice.

**PRACTICE NOTES:**
Culturally competent practice models suggest valuing diversity, a capacity for cultural self-assessment, consciousness of the dynamics inherent when cultures interact, institutionalizing opportunities for building and developing cultural knowledge, and adapting strategies that guarantee policies and programs that will be culturally enriching.


A successful working environment between client and practitioner functions “collaboratively,” and is “not immobilized by conflicts due to cultural differences.”
Practitioners bring a certain amount of unequal power to a session with a client. The typical client comes to the practitioner through a series of events that caused them to need the services. During this time the client may be experiencing a sense of powerlessness that can manifest itself in anger, shame, guilt, or a sense of worthlessness. The unequal power comes from the relationship of the person in need and the person with the resources to help. Practitioners who desire power over their client due to feelings of inadequacy in their own lives cause damage to their clients. The power the practitioner carries can be further complicated in the relationship with the client when there is a difference in cultural and/or socio-economic status. It is essential in the training of practitioners to recognize the importance of understanding themselves so that they may be of maximum benefit to their clients. Exploitation of the client can also occur when a practitioner of the dominant group attempts to relieve anxiety and reduce tension through projection upon the less powerful group.

PRACTICE NOTES:
Intervention through empowerment means using “a multilevel approach to liberate clients from their systematic entrapment in the powerless roles which help to balance the larger social system.” Goals of the intervention would be to connect the child with his/her natural support systems such as extended family, church and social groups. It is important in this process of permanency planning that a culturally competent practitioner be comfortable to facilitate in a diverse community. When working with an individual client and focusing on empowerment as a goal, the practitioner attempts to help the client re-learn how to use power. Power and powerlessness can cause a struggle between two people that result in a circular conflict with both people attempting to “win.” People who have always dealt with powerlessness learn “survival behavior” that the practitioner must be able to recognize. It is important to point out the positive skills in this behavior and attempt to learn new behaviors together that effectively exercise a controlled power that gives positive results.


ABSTRACT:
Disproportionality of a racial or ethnic group in the child welfare system goes beyond overrepresentation in which children of a particular group are present in the system at a greater percentage than they are in the overall population. In this paper, disproportionate representation refers to a situation in which a particular racial/ethnic group of children are represented in foster care at a higher or lower percentage than their representation in the general population. The paper considers two other areas of concern: underutilization of or access to services; and disproportional rates of poor prevention and child service outcomes (e.g. time to achieve permanency, re-placement rates, child abuse and neglect recidivism, access to healthcare, educational achievement, employment skills, adequate
housing and the establishment of positive, enduring relationships with caring adults and peers).

PRACTICE NOTES:
Hispanic children are overrepresented in 22 states. Midwestern regional states include Colorado, Iowa, Nebraska, New Mexico and Wyoming. This paper considers best practice with over-represented families. They include family group conferencing, strengths-based assessment methods, and timely appropriate treatment for substance abuse, advocacy, non-traditional ideas, and training for caseworkers. Other ideas are placement with relatives, diligent recruitment, maintaining family connections, including siblings, and addressing length of time to permanency.


ABSTRACT:
This is an exploratory study of professional and paraprofessional staff using a convenience sample. Respondents were staff who provided services to Latino clients either through direct or indirect (i.e., supervision) contact. Scales used in the study included one developed by the author, the Supervision and Ethnic Sensitivity Survey (SESS), for this study. It addressed four areas: 1. perspectives on clinical social work supervision, 2. mental health and substance abuse services policies and interventions; 3. studies on acculturation of Mexican-American and Latino groups; and 4) research on the cultural attributes of Latino groups. This study compared the views of Hispanic and non-Hispanic research participants toward promotion and development of ethnic sensitive supervision. It asked the following questions: Is there a relationship between demographic traits of respondents and views concerning supervision in settings serving Mexican Americans and is there a relationship between personal and professional attributes of supervisors and views concerning supervision.

PRACTICE NOTES:
Ethnic sensitive practice builds on three constructs: (1) layers of understanding; (2) several assumptions; and (3) current social work practice principles, skills and strategies. Ethnically sensitive supervisors would incorporate these constructs or related constructs such as cultural competence (Leigh, 1998), cultural sophistication (Grant & Gutierrez, 1996), and dual perspective (Norton, 1978). Hispanic workers were more likely to believe that supervisors needed training and education on issues concerning Hispanic clients then their non-Hispanic counterparts. Highly acculturated respondents were more likely to voice favorable attitudes toward supervision. Respondents who believed that importance should be placed on
education Hispanic clients and families in the context of their situation in the US also viewed supervision favorably. When respondents rated supervisors high on the acculturation scale they also indicated that their supervisor applied ethnically sensitive practices. Respondents with fluent Spanish speaking supervisors viewed supervision more favorably than with non Spanish speaking supervisors. Fluent Spanish speaking workers had more concerns about culturally responsive supervision. They were also more critical of supervision and the agency’s culturally responsive practice and experienced the supervision as unyielding to the needs of the client. The more acculturated a Hispanic practitioner became the less concern they had for culturally responsive practice.


**ABSTRACT:**
Collaborative efforts to achieve permanency planning and family stability for all children in the child welfare system are increasing. As Latino children and families constitute the fastest growing ethnic group in the child welfare system, it is important to understand how to develop culturally sensitive collaborations with their communities. The purpose of this article is to suggest helpful guidelines for developing collaborations between child welfare agencies and Latino communities. (371)

**PRACTICE NOTES:**
Latino children have been found to disproportionately remain in long-term out-of-home care. They constitute one of the fastest growing ethnic groups in the child welfare system. One of the benefits of collaboration is the development of accessible, cost-effective, and comprehensive child welfare programs and services for children and families with diverse physical, mental, emotional, cultural and socioeconomic needs (373). Article contains detailed discussions of organizational strategies for collaboration.


**ABSTRACT:**
Children of color from all major ethnic groups are disproportionately represented in the foster care system compared to white children. They have a greater chance of being placed in foster care. There is evidence that they receive inferior treatment once they come to the attention of child protective services. They are more likely to be removed from their parents and placed in foster care, they stay there longer, and are less likely to either be returned or adopted. They are disadvantaged by child protection services that are not culturally competent in such areas as language and placement options.
PRACTICE NOTES:
Transforming child welfare’s orientation from child protection and removal to family-centered services will address disproportionality. Differential response may be an answer, but certainly culturally competent family preservation will help. They typically build on strengths while providing concrete assistance such as transportation, housing, or cash to meet emergency needs. Another strategy suggests using family group decision making and yet another kinship care. Some studies, however, have noted inverse relationships between kinship care and reunification.


ANNOTATION:
“All parents want their children to thrive and succeed, but Latino parents face a unique set of challenges – passing along our much-cherished cultural traditions and values, while sending our sons and daughters into a increasingly fast-paced and often homogeneous world, where it’s easy to lose sight of neustra familia and the legacy of past generations.”

PRACTICE NOTES:
This work is written for parents and caregivers of children from birth to age 12. It covers Latino history, traditions and culture with lessons to share with children and ways to develop self-esteem in celebration of heritage. It covers children’s social, emotional and intellectual skills and ways to encourage them and last, covers the value of family and community.


ABSTRACT:
The author suggests that current child welfare practice is to serve families in neighborhoods and communities and to develop working relations that focus on family-to-family linkages to establish strong ties between families. The linkages may support maximization of family and personal resources, but when programs themselves are poverty-stricken, when communities do not have adequate, affordable, quality housing or personal finances are one-step away from welfare, agencies have a responsibility to assist by developing qualified foster and adoptive parents who can help.

PRACTICE NOTES:
Latino culture relies on family ties, making Latino kin effective extended family members making the setting Latino focused. Help can be injected by having a family meeting with family members who are helping talk with social workers about the issues and options. Placing children in a helping relative’s home for a defined period while discussing the expectations and identifying finances and options is
another strategy. Having the support person help communication with the school and allowing social workers and child welfare workers act as guardians of the family and facilitators to access resources will help strengthen families and children.


**ABSTRACT:**
This paper proposes guidelines to both parents and professionals for the prevention and reduction of risk associated with cultural differences, conflicts and misinterpretations. These guidelines are based on a conceptual framework derived from the multicultural reality of Israeli society and are supported by a growing corpus of studies on cross-cultural child development, immigration and minority families. Conclusions include the finding that children of families in changing cultural contexts are often considered to be at risk for maltreatment because such families may experience sociocultural and socioeconomic change and loss of their former support networks. Parental acculturation stress and related dysfunction might also affect children. The risk increases when children are exposed to systems with conflicting socialization goals and with contradictory definitions of desirable child-care or supervision frameworks. Conflicts and clashes between parents and socializing agents have been found to have long-term detrimental effects on children and families. Cultural differences may also result in misinterpretation of parental behaviors and misdiagnosis of abuse and neglect. Such conflicts and misinterpretations can be avoided if both parents and social agents learn to understand and to respect their cultural differences, so that together, they can devise ways to bridge them. (2001 Elsevier Science Ltd. 231-232)

**PRACTICE NOTES:**
Recommendations for training and intervention include understanding the image of the “adaptive adult” held by the parent in cultural transition. Also stressed is the importance of examining the cultural background of families in cultural transition for insight into how ecological contexts influence parents’ socialization goals and practices. Training for social workers included the topics discovering and discussing differences in images of the “adaptive adult;” discussing cultural lag and change in images of the “adaptive adult;” exposing conflicts and misunderstandings; and coping with cultural conflicts. Interventions suggested are the same with the added topic of coping with cultural conflicts.


**ABSTRACT:**
Two essential characteristics of the human condition important for social work practitioners include the ideas that (1) human beings build themselves into the world by creating meaning, and (2) culture gives meaning to action by situating underlying states in an interpretive system. Practice is an intersection where the meanings of the worker (theories), the client (stories and narratives), and culture (myths, rituals and theme) meet.

**PRACTICE NOTES:**
Major vehicles for opening social workers to clients’ constructions of their individual and collective worlds are stories, narratives and myths. Acknowledging and helping to refurbish them does not doom social workers to psychologizing social and political problems.


**ABSTRACT:**
The question of how to make the child protection system more responsive to involving the family is becoming an emerging subject of debate. What the research is demonstrating is regardless of model, the relationship with the client is the most active ingredient in the change process. This paper reviews beneficial technologies from family-centered practice including its “family-centered values” to demonstrate a “best practices” approach to child welfare investigation. The emphasis is on protection and safety for all family members as critical components to both child development and family well-being. Systemic change necessary to support these shifts in child welfare practice to a balanced concern for both children and families, is explored through a self-assessment process. The role of the larger contextual systems in supporting a child and family protection system for community-based protection of children and families is targeted.

**PRACTICE NOTES:**
This paper suggests the most appropriate method to improve practice is that of making incremental changes in the CPS through family-centered approaches guided by family-centered values and empowerment principles which encourage partnership with families by focusing on their strengths. It reviews agency and system changes, but also topics including engagement, assessment, implementation and planning.
ABSTRACT:
As part of a PBS series on Latino, Professor Santa Ana writes that demographically, it is easy to identify a Latino population, but that as a sociolinguist, such an identity is harder to delineate.

PRACTICE NOTES:
There is not really such a thing as a Latino family, or at least a family whose primary sense of identity is Latino rather than an ethnicity or nationality. He suggests that there are more and more Latinos or individuals whose lives have formed a new identity. Most, however, are first and more most Mexican-American or Chicano, Cuban-American, Dominican or Honduran or Guatemalanecan.


ABSTRACT:
This book provides an integrated approach to understanding Latino families and increasing competency for both counselors and other mental health professionals who work with Latinos and their families. It provides essential background information about the Latino population and the family unit, so central to Latino culture, including the diversity of various Spanish-speaking groups, sociopolitical issues and changing family forms. The book also includes practical counseling strategies, focusing on the multicultural competencies approach. (back cover)

PRACTICE NOTES:
This comprehensive work is easily modified for application to child welfare. The appendices contain useful information regarding assessments, important historical dates and events, and an extensive bibliography. The chapter on the use of genograms is thorough and culturally appropriate.


ABSTRACT:
This article addresses what the authors see as too little attention given to child welfare in the context of racial and ethnic diversity. It addresses four main themes:
the importance of understanding language, attitudes, values and behaviors of diverse groups, sometimes called cultural competence; assessing the contexts in which these differences arise; the need to develop greater understanding about how people define their own experiences; and finally, approaching child welfare research and practice with immigrant groups from an international perspective.

PRACTICE NOTES:
Policies and practice should ensure that child welfare policies not be “assimilationist in the sense that there is a demand for all families to follow a particular model of family life, that of the dominant groups. Recognizing strengths of the ethnic group itself puts works in a better position to identify and use resources and strengths of that group to address child welfare concerns.


ABSRACT:
This article presents a three-dimensional approach to ethnic sensitivity as one of the critical components in the broader context of cultural sensitivity for child protective services training and evaluation. Incorporated are three training and evaluation components: attitudes, knowledge and skill-building – required in CPS practice in a seven-phase practice process. It encompasses the importance of cross-cultural interactions among clients and workers.

PRACTICE NOTES:
Challenges in CPS training regarding ethnic sensitivity fall into three arenas – knowledge deficits, needed skills, and attitudinal biases. The article presents a systematic approach to ethnically sensitive practice based on a seven phase practice process including contact, problem identification and data collection, assessment, case planning, intervention, termination and evaluation. The model includes training and evaluation in each of three domains in each of the seven phases: attitudes, knowledge, and skills.


ANNOTATION:
The contributors raise questions about immigration, segregation, voting behavior, workforce participation, education, gender, health and variations in Latino groups.

PRACTICE NOTES:
Useful for background. Good demographics, statistics and outlines of existing and suggested research.

Cultural Competence Clinic Assessment Tool. Minneapolis, MN: Center for Cross-Cultural Health, W-227, 410 Church St, Minneapolis, MN 55455


ABSTRACT:
Although current cultural competence trend has haphazardly addressed linguistic issues, no real sanctions exist for culturally incompetent practices and policies, despite their being essentially discriminatory.

PRACTICE NOTES:
Under the provisions of Title VI of the Civil rights Act of 1964, individuals with limited English proficiency (LEP) are guaranteed language access as a civil right and have protection from discrimination in federally-funded human services. Effective communication is the key to ensuring equal access to benefits and services for LEP children and families. Clients should be able to a) understand information about the services and process; b) understand resources and services available to address the particular situation, and c) communicate with the service provider. Federally funded agencies, including third-party entities are required to have a written policy on language accessibility, although they have broad discretion in addressing the communication needs of the particular LEP population n the community being served. An agency may hire bilingual staff, staff interpreters, use volunteer interpreters, contracted or shared with community-based agencies.


ABSTRACT:
This report followed a conference at which child welfare professional explored the nation’s child welfare policies as they related to the Adoption and Safe Families Act (ASFA) of 1997. The dialogs reported addressed the need for increased availability of bilingual and bicultural services; the need to increase the quality of community-based preventive programs designed to maintain and support families in poor
neighborhoods; the need to re-emphasize the importance and desirability of family reunification; and the need to improve the quality of child protection services.

PRACTICE NOTES:
Socioeconomic factors that negatively influence Latino families in child welfare include those associated with poverty, experiences of institutional discrimination, isolation due to language and cultural barriers, and the lack of social support networks. Shifting child welfare resources from institutional foster care to family and community-based preventive approaches are most likely to keep families intact and are economical and culturally sound. Effective child welfare strategies that meet the diverse and unique needs of the Latino population can only be devised when Latinos are involved throughout the planning stages, during the formative phase and through implementation.


ANNOTATION:
Although Latinos will soon be the largest minority population in the U.S., many Americans know little about Latino culture and history. This work explores the history of Latino immigration, the transformation it is effecting in our culture and the challenges it will continue to pose for many decades to come.

PRACTICE NOTES:
Urban in focus, the work looks into the private worlds of Guatemalan Mayans in Houston, Mexican-American gang members, Cubans in Miami and Dominicans in New York City. Background and understanding.


ABSTRACT:
This article reviews the United Nations’ International Convention on the Elimination of All Forms of Racial Discrimination. The United States did not sign on to the agreement for many years because the government was concerned that sovereign freedom, federalism, and because of political weakness of communities of color. The UN’s policy is that all human beings are equal before the law and are entitled to equal protection. The comprehensive definition according to the UN is “any distinction, exclusion, restriction or preference based on race, color, descent, or national or ethnic origins which has the purpose of nullifying or impairing the recognition, enjoyment, or exercise, on an equal footing of human rights and fundamental freedoms in the political economic, social, cultural, or any other field of the public arena.” In addition to defining racism, the UN requires that nations provide protection and remedies against discrimination.
PRACTICE NOTES:
Expanding the Domain of International Social Work encourages social workers to consider working within the international legal regime. Social workers as human rights workers would be a new role for social work with the primary interventions being education, advocacy, and the promotion of human rights. Other roles that social workers might have in this arena are as international monitors, monitors for their own countries with the idea that they would push for improvements to equality. Social work needs to emphasize global networking, and strengthen international linking and networking. There is also a role for social workers to support individuals as they launch complaints using an empowerment model.

Taylor, Tawara D. *Cultural Competence in Primary Health Care: Self-Assessment.* Georgetown University Child Development Center, 3800 Reservoir Road, NW, Washington, DC 20007 tel 202-687-8635.


ABSTRACT
While research on culturally competent social work has included data from trainings, workshops, information, postings and surveys, one of the most important aspects of the research has been to delineate the statistical importance of empathy and understanding by individual workers. Reviewing parental views from several studies, the article examines issues regarding the relationship between effective practice from the points of views of both parents and workers. This article focuses on Asian and African-American parents.

PRACTICE NOTES:
The relationship between the worker and the families forms the basis for successful practice. Parents valued workers who were “reliable, good listeners, honest, open, accessible, and knowledgeable about services available. Cultural sensitivity, a shared language, and listening skills are the foundations of a multi-racial service in a multi-racial urban area. While ethnic match between worker and families may be desired, it is not essential to successful practice. Workers make feel uncertain about relationships with families that are different from them, but rather than specific guidelines, the authors suggest a willingness to learn/know more and sensitivity and partnership will serve workers. Workers need to be knowledgeable about existing culturally relevant services and supports, theories and models, and policies and influences. They need to be willing to refer when necessary.


ABSTRACT:
At the same time research and demography are identifying a staggering number of people affected by domestic violence, communities are experiencing dramatic shifts in immigration patterns. They struggle to address the needs of diverse community members in culturally competent ways. Researchers, service providers and families need to come together to identify the unique strengths and needs of immigrant children affected by domestic violence and identify the most effective strategies for supporting them. The issues and recommendations articulated in this document are the result of a process of doing so.

PRACTICE NOTES:
Strengths of Latino families include a strong sense of family, a strong sense of community, of faith and a desire to do well and be lawful. They also include the desire for children to do well and resourcefulness and resiliency. Challenges included loss of traditional systems of support, language barriers, cultural barriers, structural access barriers, juggling many challenges, use of immigration status as strategy for power and control, anti-immigrant attitudes, conflicts between parents and children, past trauma, literacy issues, threat of deportation, not knowing the law, and invisibility. Best practice recommendations include involving immigrant youth and families in planning and leadership, partnering and sharing resources, promoting cultural competency, language, diversity and gender sensitivity, implementing a community organizing prevention model, providing family-centered, strengths-based services, ensuring that services are embedded in the community, providing a full range of services, including services for men, offering fun, safe experiences for children and youth, integrating parenting issues, engaging in public awareness campaigns, providing follow up, and planning carefully for screening, assessment and documentation.


ANNOTATION:
This work supports raising Latino families raising their children with time-honored Hispanic values while incorporating the best that North American has to offer.

PRACTICE NOTES:
Good for simulation. This work presents unique parenting methods based on the acronym ORGULLO (Spanish “pride”). Organize your feelings; respect your child’s feelings; guide and teach your child rather than dictate; update your media awareness often; love your child for who she or he is; listen to your child; and open the communication channels and keep them open.

**ABSTRACT:**
In the literature discussing Latino families and the child welfare system, many suggestions have emerged for planning and implementing culturally responsive services that protect children while strengthening their families. The measures are (1) advocating in both the legislative and legal arenas for the cultural modification of policies and the expansion of social services, and (2) formalizing the informal family supports found in Latino communities, (3) removing institutional and programmatic barriers to recruiting Latino foster and adoptive parents, and (4) educating Latino parents and other caregivers about U.S. norms and laws regarding childrearing.

**PRACTICE NOTES:**
Use in core training as a definition of best practice and outline supporting section on best practice with Latino families.


**ABSTRACT:**
This article is a thematic discussion of the 17 personal narratives submitted to the Journal of Counseling & Development’s special issue on racism. A description of the themes, with connections and disparities are offered along with implications, conclusions, and recommendations for future research.

**PRACTICE NOTES:**
Five conceptual themes were identified: systematic oppression, grieving, awakening of critical consciousness, coping mechanisms, and power. In addition, there is an interwoven theme throughout the discussion that is based on the difference in the authors defining themselves as being White, people of color, or “passing”.


**ABSTRACT:**
Prepared for the National Advisory Committee of the Office of Minority Health/Office of Public Health and Sciences, Department of Health and Human Services, this document suggests that communicating with and treating patients of varying backgrounds, preferences and cultures requires a solid understanding of and respect for patients’ differing health beliefs and practices as well as appreciation of one’s own cultural beliefs and how they influence behavior. Training is guided by National Standards for Culturally and Linguistically Appropriate Services in Health Care (CLAS Standards). The scope of the principles underlying cultural
competence, the teaching approaches and challenges involved in implementing various curricula are applicable across health care fields.

PRACTICE NOTES:
The CLAS standards include ensuring patients receive effective, understandable and respectful care in a manner compatible with cultural health beliefs, practices and preferred language. Organizations should implement strategies to recruit, retain and promote at all levels a diverse staff and leadership representative of the demographic characteristics of the service area. They should provide for on-going training and education in culturally and linguistically service delivery and should provide language assistance services including bilingual staff and interpreter services at no cost to patients with LEP at all points of contact in a timely manner during all hours of operation.


ABSTRACT:
The importance of workers’ abilities to make judgments and decisions with an understanding of the cultural factors that influence child rearing is critical. Research on worker decision-making indicates that decisions are more likely to be made on the basis of deficits in available resources, accepted agency practice, personal values, and biases, and notions of the ideal family rather than by application of consistent rules to the facts of the case. Research shows that there is a difference in the amount of time children of African-American families stay in foster care and the time spent in care by Caucasian children. Studies show that African American children in urban foster care were being held accountable for change, but the agencies involved were not being held accountable for the provision of the services agreed to in the case plan.

PRACTICE NOTES:
Many agencies have begun to provide family preservation services that are family-centered, home-based, intensive and short term. Reasonable efforts require services to promote reunification if children are removed and while strategies include development and implementation of services plans, regular meetings with family members and visits between parent and child when possible, the patterns of service delivery for Caucasian and African American families are often different...

The author suggests having a clear idea of the population we serve and an educated, diverse staff reflective of the children and communities served. Every worker should be at least bicultural, or have expertise in his or her community, but also in one other. The investment in training is critical, needs to be continual and needs to be developed with the assistance of a cultural consultant, perhaps even a
layperson from the community. She also stresses community collaboration and the importance of consumer feedback.


**ABSTRACT:**
A multicultural perspective is essential in the twenty-first century. It is projected that by the year 2010, twelve of our most populous states will have significant minority populations. Thus, the supervision triad of patient, psychoanalyst and supervisor will most likely contain persons with differing racial-ethnic backgrounds who are confronting problems and concerns in a diverse social environment. (39)

**PRACTICE NOTES:**
The multicultural supervisory relationship is the process of supervision in which the supervisor demonstrates knowledge of individual differences with respect to gender, race, ethnicity, culture, and age and understands the importance of these characteristics in supervisory relationships. A critical dimension of the cross-cultural supervisory relationship is the management of power.


**ABSTRACT:**
This article focuses on educational trends among Latina students and suggests strategies for change. It discusses the importance of “cultural wealth” and defines it as “a set of values and norms [within a certain culture] that guides behavior.” There is a very limited amount of data available on Latino/as because there was no research conducted before 1975. Prior to that date, there were only four “race categories” used when analyzing data: black, white, Asian and “other.”

Latino children are one of the fastest growing population groups in the nation and the high school dropout rate is higher for Latinos than any other race in the United States. Almost 40% of Latino children are living in poverty; Puerto Rican and Mexican origin children are among the poorest subgroups of Latinos. A major factor in the quality of education Latinos experiences is the limited amount of resources that are available. This provides for an unequal educational experience when comparing schools within the United States.
PRACTICE NOTES:
Children need encouragement to succeed. Children of minority ethnic groups need to have representation of their specific cultures in their educational environments so that they have positive roles models with whom they can identify. Three major trends are associated with low quality educational achievement: concentration and segregation in resource-poor, low quality schools, non participation in early preschools and high school non-completion. Preschool enrollment is important to prepare children for full time kindergarten or first grade. Three things factor into non-enrollment: institutional lack of outreach, teachers’ attitudes, parental attitudes and lack of knowledge and language. It is important that the students recognize that the school is willing to embrace their cultural assets and strengths. This builds the students resiliency and represents the “social capital” (i.e. translators, guidance, roles models, respect for culture and language) which they brings to the academic environment on which they builds their success. Literature identifies three domains that are associated with resilient individuals: internal resources, family climate, and social environment. “Translating cultural wealth into social capital will foster resilience and hope among young Latinas and increase their opportunities to develop cognitively, emotionally and behaviorally.”


ANNOTATION:
This overview includes sections on Latino families, on program and practice and on policy implications.

PRACTICE IMPLICATIONS:
Sections will support both the simulation and core training.

Web Resources

Addressing the Disproportionate Representation of Children of Color in the Child Welfare System


ANNOTATION:
This reference lists the links to the Children’s Bureau list of National Resource Centers.
Child Welfare Practice in a Multicultural Environment
CalSWEC Standardized Core Competencies
http://calswec.berkeley.edu/CalSWEC/02Trainer_Multicultural2002.pdf


ANNOTATION:
The Committee for Hispanic Children and Families’ programs address child
development, child care, HIV/AIDS, prevention and education, support, referral
services, public policy and advocacy.

Conducting a cultural competence self assessment

Cross Cultural Resources

The Cultural Competence Self Assessment Protocol for Health Care Organization and
Systems
http://erc.msh.org/provider/andrulis.pdf

Cultural Competency Assessment Tool
http://www.mcf.gov.bc.ca/publications/cultural_competency/assessment_tool/tool_index1.htm

Cultural competence: about the program.
Retrieved September 2005, from

ANNOTATION:
Cultural competence is the ability of individuals and systems to respond
respectfully and effectively to people of all cultures, classes, races, ethnic
backgrounds, sexual orientation, faiths, religions in a manner that recognizes,
affirms, and values the worth of individuals, families, tribes, and communities and
protects and preserves the dignity of others.

Fairness and Equity Issues in Child Welfare
http://calswec.berkeley.edu/CalSWEC/Clark_FE_Bibliography.pdf

Implicit Association Test https://implicit.harvard.edu/implicit/demo/selectatest.html
Explore your self-awareness around age, gender, race, sexuality, ethnicity, and
weight.


NASW Standards for Cultural Competence

National Resource Center for Family Centered Practice: Cultural Competence
http://www.uiowa.edu/~nrcfcp/training/cultural.shtml

Planning and Implementing Cultural Competence Organizational Self-Assessment

The role of self-assessment in achieving cultural competence


Curricula & Tools


ANNOTATION:
This one day class is designed to provide new child welfare workers with a foundation for developing cultural competence in a multicultural work environment.


Video & DVD Resources


EFFECTIVE CHILD WELFARE PRACTICE WITH LATINO FAMILIES

RESOURCE GUIDE
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Training Exercises (66 – 69)
The following Resource Guide features a collection of web-resources that can be accessed to support effective practice with Latino families.

The resources have been gathered in the course of researching the curricula developed under a federal grant titled *Effective Child Welfare Practice with Hispanic Families*. The three year project, federally funded by the Agency of Children & Families, has brought together local and national experts to guide curriculum development and training implementation in Kansas, New Mexico, and Colorado. Partners in the project include the University of Kansas, Denver University, and New Mexico State University.

Also contributing suggestions for resources are various national and local advisory board members and participants in pilots of the curricula in Kansas and Colorado. Users of the guide are encouraged to forward additions, corrections, and/or suggestions so that the guide can be updated regularly. Send ideas to Kathleen Holt at kholt@ku.edu.

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This comprehensive resources answers many of the questions families face when they become involved with the child welfare system. It is written in simple, question and answer format with interviews with parents directly involved with the system. The work addresses child welfare laws and policies that influence actions and decisions of workers and courts, the service systems of various participants, ways to advocate for family and children’s rights, as well as responsibilities of parents and practical tips from other parents. A great tool to help build positive relationships with families and to increase family participation.


Free information under numerous headings including business, civil rights, employment, family health & safety, and immigration and visitation.

Latino family resources around child support from the Administration for Children and Families. Spanish & English.  
http://www.acf.hhs.gov/programs/cse/fct/hispanic.htm

Information about Head Start, child support, and more.
A Guide to the Tool Kit for Hispanic Families: My Child’s Academic Success
This tool kit shows parents what to expect from schools, teachers and children at all ages and grade levels. It is free online in both English and Spanish or is free by mail.


Written in both English and Spanish, this information packet contains resources designed to help communities, organizations, and individuals raise public awareness about supporting families and preventing child abuse and neglect. The packet includes great worksheets for parents, children, communities and providers. http://childwelfare.gov/espanol/prevention_resources.cfm
Portals to the World
A multitude of resources from the Library of Congress. Spanish language.
http://www.loc.gov/rr/international/hispanic/usa_sp/usa_sp.html

Reading Guide for Parents: La Lectura es lo Primero; Cómo ayudar a su hijo a aprender a leer.

Helping children learn the English language while keeping cultural identity intact is not an easy task. This information encourages parents to read with their children. Book recommendations: Tonio’s Cat (Calhoun); Home for Navidad (Ziefert); Xochitl & the Flowers (Argueta); Going Home (Bunting).

Kansas Hispanic & Latino American Affairs Commission
KHLAAC
Information under the headings immigration, courts, citizenship, frequently asked questions, research, consulates, and legislation.
**Childstats.gov**  
Easy access to statistics and reports on children and families, including: population and family characteristics, economic security, health, behavior and social environment, and education.

**Children of Color in the Child Welfare System**: Perspectives from the Child Welfare Community  

Although this article addresses over-representation of African-American children primarily, the content is applicable to other groups as well. The study provides perspectives on over-representation as well as looks at solutions. Citing such things as lack of exposure with other culture or issues defining abuse, the study provides examples of programs, practices and strategies that can be implemented to better service children and families of color.

**Children of Immigrant Families**: U.S. & State-Level Findings from the 2000 Census  

This report is an overview of children in immigrant families who were either born in countries other than the U.S. or have at least one foreign-born parent. They represent a wide range of races, cultures, and social economic classes. Their needs vary considerably depending on socioeconomic status, level of language proficiency, legal status and their experiences in their countries of origin.

**Cultural Profiles Project**  
This series provides a cultural profile and overview of life and customs in each of nearly 100 profiled countries. While the profile provides insight into some customs, it does not cover all facets of life, and the customs described may not apply in equal measure to all newcomers from the profiled country. Developed in association with the AMNI Centre at the Faculty of Social Work, University of Toronto.

**The Hispanic Way**  
Hispanic Americans By the Numbers. Infoplease. U.S. Census Bureau
http://www.infoplease.com/spot/hhmccensus1.html

http://www.acf.hhs.gov/healthymarriage/about/talking_points_en.htm

National Center for Cultural Competence.
http://www11.georgetown.edu/research/gucchd/nccc/
http://www11.georgetown.edu/research/gucchd/nccc/espanol/index.html (Spanish)

From Georgetown University’s Center for Child & Human Development and the University Center for Excellence in Developmental Disabilities, the website features tools for self assessment, articles on engaging youth, a policy brief on cultural and linguistic competence in family supports, and an FAQ on language access.

Portals to the World
Library of Congress
http://www.loc.gov/rr/international/hispanic/usa_sp/usa_sp.html

Demographics and culture available in Spanish. Topics include economy, culture, technology, geography, education, politics and more.

www.firn.edu/doe/workforce/pdf/rural_hispanic_population.pdf

The demographics in this publication point out that while Hispanics make up less than 6% of the entire nonmetro population of 46 million in the US, their growth rate (nearly doubling between 1980-2000 from 1.4m to 2.7m), the most rapidly growing segment.

US Census AmericanFactfinder.
http://factfinder.census.gov/servlet/SAFFPeople?_sse=on

US CENSUSSCOPE – description of website and types of information that can be found on the accompanying CD . . . http://www.sillyexample.com
Casa de Esperanza
http://www.casadeesperanza.org/

This organization’s mission is to mobilize Latinas and Latino communities to end domestic violence. They publish an excellent manual, Latino Families and Domestic Violence, that is a guide to “understanding and working with Latino families experiencing domestic violence. Written primarily for governmental workers, nonprofit staff members and other professionals working with Latino clients, it will benefit anyone seeking to relate effectively to our growing Latino communities.”

Health Problems Hispanic American & Latina Women
http://www.womenshealth.gov/minority/hispanicamerican/
http://www.womenshealth.gov/minority/violence/

Violence against women affects all racial, cultural, and economic backgrounds. It is a leading cause of injury for American women between the ages of 15 and 54, but it can happen at any age. Acts of violence have terrible and costly results for everyone involved, including families, communities, and society. Violence can take several forms including domestic or intimate partner violence, sexual assault and abuse, dating violence, and elder abuse.

National Center on Domestic and Sexual Violence - Publications
http://www.ncdsv.org/ncd_articles.html

The Center provides training, consulting and advocacy in the area of domestic and sexual violence. The publications page listed here provides more than 80 links to sites in both English and Spanish under such headings including immigration, Hispanic/Spanish language, VAWA, and child protection. Special topics: Spanish language power and control wheel, adolescent equality wheel.

National Domestic Violence Hotline
1-800-799-SAFE (7233) or (TTY) 1-800-787-3224.
Substance abuse information in Spanish.


**National Latino Alliance for the Elimination of Domestic Violence**  [www.dvalianza.org/](http://www.dvalianza.org/)

This group is part of a national effort to address the domestic violence needs and concerns of under-served populations. Its mission is "to promote understanding, initiate and sustain dialogue and generate solutions that move toward the elimination of domestic violence affecting Latino communities with an understanding of the sacredness of all relations and communities."

**WomensLaw.org**  [http://www.womenslaw.org/immigrantsVAWA.htm](http://www.womenslaw.org/immigrantsVAWA.htm)

Information for immigrants about domestic violence remedies under immigration law. The site contains an extensive list of local and online resources, basic questions and answers, information about obtaining legal status under VAWA and about U-Visa laws and procedures.

**National Domestic Violence Hotline**  **1-800-799-SAFE** (7233) or (TTY) 1-800-787-3224.

**Increased Drug Use among Hispanic Teens**  [www.mediacampaign.org/hispnc_yth/HispanicTeens_and_Drugs.pdf](http://www.mediacampaign.org/hispnc_yth/HispanicTeens_and_Drugs.pdf)

The Office of National Drug Control Policy (ONDCP) "Hispanic Teens and Drugs" provides information about drug use among Hispanic youth.

**VAWA Hotline – Vermont 802-527-4888**

Violence Against Women Act. Excellent information on U & T Visas as well as other services.
2006 Toll-Free Numbers for Health Information.
http://www.health.gov/NHIC/pubs/tollfree.htm

The selected toll-free numbers for organizations provide health-related information, education, and support. These organizations DO NOT diagnose or recommend treatment for any disease. Some of the organizations use recorded messages; others provide personalized counseling and referrals. Most offer educational materials; some charge handling fees. Organizations that provide crisis assistance are listed under the heading of Crisis Intervention. The Rare Disorders category includes diseases and disorders that affect less than 1 percent of the population at any given time. Groups in the professional Organizations section offer consumer information. Unless otherwise stated, numbers listed operate on Eastern Standard Time and can be reached within the continental United States 24 hours a day, 7 days a week. Inclusion of an information source in this publication does not imply endorsement by the U.S. Department of Health and Human Services.

National Alliance for Hispanic Health
http://www.hispanichealth.org/aboutus2.lasso

The National Alliance for Hispanic Health is the nation’s oldest and largest network of Hispanic health and human service providers. As such, the Alliance delivers culturally proficient and linguistically appropriate health and human services to over 12 million persons annually. Resources on the Alliance website include health fact sheets in English and Spanish, links to help and hotlines, a Hispanic health needs assessment and various publications.

Online Hispanic Health Resources
http://www.library.uthscsa.edu/rahc/clhin/webguides.cfm?Topic=Hispanic%20Health

This site provides links to online resources available because they either pertain specifically to health concerns of the Hispanic and Latino population or provide some or all of their content in Spanish. Topics include, but are not limited to: aging/geriatrics, alternative medicine, consumer health, general reference, government resources, health care administration, medical reference, nursing, nutrition, pediatrics and children, and organizations.
National Suicide Prevention Lifeline

The National Suicide Prevention Lifeline, 1-800-273-TALK (1-888-628-9454 for Spanish-speaking callers) is the only federally funded hotline for suicide prevention and intervention.

People who are in emotional distress or suicidal crisis can call the Lifeline at any time, from anywhere in the Nation, to talk in English or Spanish with a trained crisis worker who will listen to and assist callers in getting the help they need. For more information about the Lifeline, visit: http://www.suicidepreventionlifeline.org.

Su Familia – The National Hispanic Family Health Helpline 1-866-Su-Familia (1-866-783-2645)

Free and reliable and confidential health information in Spanish and English. Call toll free Mon-Friday 9-6 EST.

The Providers’ Guide to Quality & Culture (in Health Care) – a website from the Health Services and Resources Administration (June 2002).

Material for thinking about cultural competence.

http://erc.msh.org/mainpage.cfm?file=2.0.htm&module=provider&language=English
Quality and Culture Quiz - to assist in how culture influences health care.
http://erc.msh.org/quiz.cfm?action=question&qt=all&module=provider

What is Cultural Competence?
http://erc.msh.org/mainpage.cfm?fllie=2.1.htm&module=provider&language=English
Evaluating One's self:
http://erc.msh.org/mainpage.cfm?fllie=2.2.htm&module=provider&language=English
Avoiding Stereotypes:
http://erc.msh.org/mainpage.cfm?fllie=2.3.htm&module=provider&language=English
Cultural Competence Pointers:
http://erc.msh.org/mainpage.cfm?fllie=2.4.htm&module=provider&language=English
Consumer Health Resources: Latino Americans.  
National Network of Libraries of Medicine (NN/LM)  1-800-338-7657  
http://nnlm.gov/mcr/resources/community/docs/latino_american_resources.rtf

A brochure featuring numerous Internet citations for health sites as well as multilingual resources, this publication is available for printing.

**Health Problems in Hispanic American/Latina Women**  
http://www.womenshealth.gov/minority/hispanicamerican/


 ![Una Vida Saludable: Su guía para mantener la buena salud](PDF, 490 Kb)

**Healthy Teen Network**  
http://www.healthyteennetwork.org/index.asp?Type=NONE&SEC={08F91150-EF55-457D-A9B3-41232996F62C}

Excellent site for teens featuring resources and links including categories such as pregnant and parenting teens; teen pregnancy prevention; comprehensive sex education; youth development; family involvement; STI & HIV; foster care; healthy and unhealthy relationships, and young men.

**Family Doctor.org**  
http://familydoctor.org/online/famdocen/home.html

This extensive resource guide in Spanish & English includes a smart patient guide, information on parents & kids, seniors, women, men, health tools, a dictionary, information on medications, and a doctor locator.
Catholic Charities
www.catholiccharitiesinfo.org/states/

In most states, Catholic Charities will provide persons with legal assistance relating to immigration. Individuals do not have to be Catholic to receive assistance. Search the website for contact information in each state.

Civics Flash Cards Homepage
http://www.uscis.gov/portal/site/uscis/menuitem.eb1d4c2a3e5b9ac89243c6a7543f6d1a/?vgnextoid=bb93667706f7d010VgnVCM10000048f3d6a1RCRD&vgnextchannel=bb93667706f7d010VgnVCM10000048f3d6a1RCRD

These civics flash cards help increase knowledge and understanding of U.S. history and government. Immigrants applying for naturalization use these cards as a study tool to prepare for the naturalization tests and teachers or volunteers can use them in the classroom. They are available at this site in Adobe .pdf, in an online version and for purchase. Available in Spanish or English.

Learn About the United States: Quick Civics Lessons: This booklet provides short lessons, based on each of the civics questions on the naturalization test. This additional information is intended to help naturalization applicants gain a deeper understanding of U.S. history and government as they prepare to become citizens. During the naturalization interview, applicants will NOT be tested on the additional information in the short lessons.


Immigration and Language Guidelines for Child Welfare Staff


Myths and Facts About Undocumented Immigrants
www.immigrationforum.org/documents/TheJourney/MythsandFacts.pdf
Community and Cultural Considerations in Child Abuse and Neglect Cases. 
http://www.ncjfcj.org/content/view/584/437/

From the National Judicial Curricula Series Courts, Agencies and communities working together: A Strategy for Systems Change, this work focuses on judicial leadership in community and cultural awareness. The format is highly interactive and includes practical suggestions and training tools as well as videos, PowerPoint presentations, overheads and a self-study guide. 

US Citizenship and Immigration Services 
National Immigration Law Center http://www.nilc.org/
This organization’s mission is to protect and promote the rights and opportunities of low-income immigrants and their family members. NILC staff specialize in immigration law and employment and public benefits rights of immigrants. Excellent publications. 

First Gov. Information in Spanish. 

Justice for Immigrants 
http://www.justiceforimmigrants.org/
Designed as part of the Catholic Bishops’ Justice Campaign, this website features tools and information for education and advocacy. Updated frequently, the information is often more current that some government-sponsored sites. 

Paying the Price: The Impact of Immigration Raids on America’s Children 
National Council of La Raza & The Urban Institute 
http://www.nclr.org/content/publications/detail/49166/
This report details the consequences of immigration enforcement operations on children’s psychological, educational, economic, and social well-being. The report profiles three communities that experienced large-scale worksite raids by U.S. Immigration and Customs Enforcement (ICE) within the past year: Greeley, Colorado; Grand Island, Nebraska; and New Bedford, Massachusetts.

United States Citizenship & Immigration Services (USCIS)
http://www.uscis.gov/graphics/index.htm

Formerly the U S Immigration & Naturalization Service (INS), USCIS is part of the U S Department of Homeland Security. It is responsible for the administration of immigration and naturalization adjudication functions and establishing immigration services policies and priorities. Publications and information not always accurate.

http://www.uscis.gov/graphics/services/factsheet/index.htm
http://www.uscis.gov/graphics/services/factsheet/index_spanish.htm

This series features easy to read information in either English or Spanish under the headings U.S. Citizenship, Permanent Residents, Nonimmigrants, Refugees or Asylees, Employers, Case Services and General Information. CAUTION: Publications and information not always accurate. Confirmation is recommend.

U S Department of Justice

2007 Yearbook of Immigration Statistics

Data on foreign nationals granted lawful permanent residence (i.e., admitted as immigrants or became legal permanent residents), were admitted into the US on a temporary basis (e.g., tourists, students, or workers), applied for asylum or refugee status, or were naturalized.

VAWA Hotline – Vermont 802-527-4888
Violence Against Women Act. Excellent information on U & T Visas as well as other services.

Created for the Annie E. Casey Foundation, this work promotes early childhood development and school readiness. It assist communities in building culturally and linguistically competent services, supports, programs and practices related to young children and their families.

**Child Welfare Info Gateway Child Welfare Terms Eng to Sp – a Glossary**
[http://www.childwelfare.gov/glossary/terms_english_spanish_a-b.cfm](http://www.childwelfare.gov/glossary/terms_english_spanish_a-b.cfm)

This glossary is designed to ensure consistency and cultural relevance in publications for child welfare professionals to meet the needs of Spanish-speaking families and professionals who work with them.

**Dichos Newsletter**

"Dichos, refranes y citas," a daily newsletter that features a new saying, proverb or quotation each day. The sayings are in Spanish; a translation is provided the following day.

**Overview of Executive Order 13166**

**Free2Professional Translation**

Allows for computer-generated translation from English to another language from that language to English in a variety of languages including Spanish.

**Interpretative Services Poster** If you do not speak English or if you are deaf, hard of hearing, you can have interpretive or translation services provided to you at no cost. Please ask for assistance.
[www.floridajobs.org/PDG/PostersforEmployers/InterpretiveServicesPoster.pdf](http://www.floridajobs.org/PDG/PostersforEmployers/InterpretiveServicesPoster.pdf)

**I Speak Cards** (Featuring 38 languages)
Know Your Rights

Easy to use and downloadable information including a video on limited English proficiency, a summary of the 2000 Census, tips and tools form the field and a template for a Know Your rights Beneficiary Brochure that can be printed in any of eight languages including Spanish.


LEP.gov is a clearinghouse of information, tools, and technical assistance regarding LEP and language services, and is also available to individuals, advocates, and community organizations . The U.S. Department of Health and Human Services guidance provides examples, as well as policies, procedures, and other steps to ensure meaningful access by LEP persons (http://www.hhs.gov/ocr/lep/revisedlep.html).

National Standards for Culturally & Linguistically Appropriate Services in Health Care
www.omhrc.gov/assets/pdf/checked/finalreport.pdf

The standards are issued by the US Dept of Health and Human Services' Office of Minority Health to ensure that all persons entering the health care system receive equitable and effective treatment in a culturally and linguistically appropriate manner. Ultimately the aim of the standards is to contribute to the elimination of racial and ethnic health disparities and to improve the health of all Americans.

Telelanguage, a fee-based interpreter service (Listing is not meant to imply endorsement, but to provide an example of translation and interpretation services that are available 24/7/365.) Specialists in social services available. Fees by contract or by one-time use.
http://www.telelanguage.com/

World Lingo provides two-way computer-generated translating services in many languages, including Spanish.
New Resources for Hispanic Healthy Marriage Programs

http://www.acf.hhs.gov/healthymarriage/about/hispanic_hm_initiative.html

- **Working Papers**
  The following documents are working papers. They are intended to provide support to program administrators as they expand or implement new marriage education services for Hispanic couples. These working papers contain the most current information available but are not intended to provide a comprehensive review of the issues. Additional documents will be added to this website as promising practices emerge and the field of marriage education in the Hispanic community continues to grow.

  - Working with Recent Immigrants
  - Tips Sheet for Working with Recent Immigrants
  - Summary of Issues to Be Considered for Program Leadership (pdf - 1,230 KB)
  - Tips Sheet for Program Leaders (pdf - 494 KB)
  - HHMI Research Meeting Participants (pdf - 1,255 KB)

Sign up for HHMI listserv here:
http://www.acf.hhs.gov/healthymarriage/about/listserv.html

**Communicating about Sexuality**
http://www.futureofchildren.org/information2826/information_show.htm?doc_id=240615. More articles *Children of Immigrant Families* http://www.futureofchildren.org/pubs-info2825/pubs-info.htm?doc_id=240166 This article explores what it is like to grow up as an American from three different perspectives.


Three factors related to adolescents' successful transition to adulthood: educational achievement, acquisition of employable skills and abilities, & physical/mental health.

Children of Color in the Child Welfare System – A Summary
http://ndas.cwla.org/Include/text/Children%20of%20Color05.pdf

Children of color are “disproportionately” represented in the child welfare system, meaning that their relative numbers do not reflect those in the general U.S. population. The National Data Analysis System (CWLA) provides access to racial and ethnic data and to relevant literature about this subject.

The Multiethnic Placement Act – Issue Brief
National Data Analysis System (CWLA)
http://ndas.cwla.org/include/pdf/MEPA_Final_IB.pdf

The Multiethnic Placement Act (MEPA) was enacted in 1994 to decrease the length of time children waited for adoption, to prevent discrimination in placement on the basis of race, color or national origin and to identify and recruit foster and adoptive families who can meet the needs of children. MEPA specifically prohibits the delay or denial of any adoption or placement in foster care due to the race, color or national origin of a child.

NASW Standards for Cultural Competence in Social Work Practice
http://www.socialworkers.org/sections/credentials/cultural_comp.asp

Working with Latino Families
http://ssw.unc.edu/fcrp/Cspn/vol7_no3.htm

Volume 7, No. 3, this edition of Practice Notes addresses North Carolina’s Latino population specifically, but excellent articles and links address Rural Hispanics at a Glance, Bringing up Baby Bilingual, Tips for Agencies Serving Latinos, and Why We Shouldn’t Use Family Members as Interpreters.
Implicit Association Test
https://implicit.harvard.edu/

According to Harvard research, biases thought to be absent or extinguished remain as “mental residue” in most of us. Studies show that people can be consciously committed to tolerance and acceptance and then can even work hard to act in ways that are free of prejudice, yet they can still possess unrecognized negative prejudices or stereotypes.

Psychologists at Harvard, the University of Virginia and the University of Washington created Project Implicit to develop Hidden Bias Tests (Implicit Association Tests – IATs) to measure unconscious bias.

This website presents a method to demonstrate the conscious-unconscious divergences very convincingly. Try the tests in categories gender/career, Arab/Muslim, weapons, light skin/dark skin, black/white, gay/straight, Native American/White American, gender/science, fat/thin, Judaism/other religion, disabled/abled, presidential popularity, and young/old.

The Providers’ Guide to Quality & Culture
http://erc.msh.org/mainpage.cfm?file=2.0.htm&module=provider&language=En

This ten minute quiz is designed to assist one in learning about the influences of culture on health care. Participants choose from a topic list that includes What is cultural Competence?, Evaluating Oneself, Avoiding Stereotypes, and Cultural Competence Pointers.
ALAMOSA, COLORADO

Parenting Time Services

- **San Juan House Counseling Center** (Se habla Español.), 309 San Juan Street, Alamosa Co 81101. 719-580-0808.
- **Trish Cunningham, MA, LPC** (Se habla Español.), P O Box 1703, Alamosa, CO 81101. 719-587-9442.
- **Mary Hennessey, MA, LPC**, San Luis Valley Counseling Clinic, 303 San Juan Ave., Alamosa, CO 81101. 719-589-5800

**TuCasa, Inc.** Serving victims and families of domestic violence and sexual assault in the San Luis Valey. 24-hour hotline. 719-589-2465

**RMIAN – Rocky Mountain Immigrant Advocacy Network** (Kristin Petri)
3489 West 72"nd Ave, Suite 211 Denver CO 80030, 303-433-2823

Free or Low-Fee Immigration-Related Legal Services. There are other organizations outside the Denver metro area that provide similar services. Please feel free to call RMIAN for additional referrals.

**Rocky Mountain Immigrant Advocacy Network**
Kristin Petri ([kpetri@rmian.org](mailto:kpetri@rmian.org))
2785 N Speer Blvd. Suite 346, Denver CO 80211, 303-433-2812

Provides free assistance to non-citizen adults in immigration detention and non-citizen children.

**Rocky Mountain Survivors Center**
1547 Gaylord St., Denver CO 80206, 303-321-3221
[www.rmscdenver.org](http://www.rmscdenver.org)
Provides free assistance to torture survivors

**Rights for All People**
1212 Mariposa # 5, Denver, CO 80202. 303-893-3500

RAP was formed to organize with Spanish-speaking and other immigrants to build power and defend human rights in Colorado.
Immigrant Legal Center of Boulder County  Laurel Herndon
2741 Iris St. Suite B, Boulder, CO 80304
303-444-1522
www.boulderavuda.org

General immigration consultations $35; other fees based on sliding scale. No detention cases.

Colorado Legal Services
1905 Sherman St., Denver CO 80203
303-866-9366
Provides free assistance to migrant laborers and victims of domestic violence, human trafficking or violent crime.

Catholic Charities of Denver
2525 W. Alameda Drive, Denver CO 80219
303-742-4971
www.catholiccharitiesdenver.org
General immigration consultations $35; Sliding scale. No detention cases.

Denver Center for Crime Victims
303-860-0660  HOTLINE: 303-894-8000  Spanish Line: 303-461-8587
www.denvervictims.org
Provides free services to victims of domestic violence in Denver, Jefferson, Douglas, Adams, Arapahoe, Elbert, and Lincoln Counties

Socorro Legal Services for Immigrant Women & Children
8805 Fox Drive, Suite 340, Thornton CO 80260
303-433-2449
SocorroServices@yahoo.com
Free assistance on a limited basis for non-citizen women and children.

List of practicing immigration attorneys in Colorado.  www.coloradoaila.org
Building Healthy Marriages  
Weld County CO (Greeley CO) 970-353-3800x3339 www.BuildingHealthyMarriages.org

Multi agency consortium provides pre-marriage and healthy marriage classes to income-eligible persons with legal status who are contemplating marriage, have children under the age of 18, and who have no drug or violence problems.

C.A.R.E. Child Advocacy Resource & Education  
Evans, CO 80620  970-356-6751x307   www.careweld.org   contact@careweld.org

Extensive parent education in home, children’s programs, supervision of visits and exchanged, community education & support groups. Most programs free of charge. Bilingual services.

Colorado Progressive Coalition  
Greeley, Colorado. Llame al 1-888-VE-H-VOTA o visite www.yaeshora.info

Colorado Statewide Coalition for Parents  
720-840-0123

Family to Family Capitol Hill-Cntrl Denver Family Collaborative  303-331-9597
Family to Family – Denver Human Services  
Patricia Garcia, Administrator   patricia.garcia@dhs.co.denver.co.us  
720-944-1170

Provides services and support in English and Spanish: case management, team decision making, family meetings, parenting classes, substance abuse & DV treatment, GED classes, supervised visitation and marriage counseling and more.

MYAT – Multidisciplinary Youth Assmt Team Weld Cy Dept of Social Services  
970-352-1551

Provides short-term interventions with youth and families. Services may include counseling, family groups, mentoring, GED and educational services and referrals.
ALIANZAS – Institute for Human Development, Health Sciences Building. Third Floor. 2220 Holmes St. KC MO 64108-2639. 816-235-5840. The goal of Alianzas is to develop a strategic plan to enhance the ability of communities to collaborate with the growing Latino population through a Latino, university, and community partnership. Institute staff are identifying resources within state and local government agencies that can partner with University Outreach and Extension, resources within the Latino/Hispanic community that can assist in strategic planning and program implementation, and other community agency partners that can bring resources to bear on a Latino program. This is a collaborative effort of University of Missouri Outreach and Extension and the University of Missouri – Kansas City. Christina Vasquez Case, Director. 816-235-1768. casecv@umkc.edu.

Archdiocese of Kansas City Hispanic Ministry Contact information- Reverend Pat Murphy 913-721-1570 ext-185 Email: Hispanic Ministry
Roman Catholic Church that provides spiritual services for the Spanish-speaking people of Kansas City. Providing counseling, encouraging education, social services and Mass.

Area Mental Health Center, Dodge City Kansas
Dedicated in providing education, support and information in an effective and compassionate manner to all ethnic group in the southwest area. Contact information- Virginia Sumaya 620-227-8566

C.A.P.S. – Salina KS Angelica 785-452-5439
Provide parenting education and intervention with family’s crisis including, crisis intervention, cultural cross bridging, and helping others with new resources from the community and family.
Catholic Charities
Catholic Charities agencies strengthen their communities by empowering the people within them. They help families and individuals overcome tragedy, poverty, and other life challenges. Every agency is unique. They share a common goal of providing the services and programs that their particular community needs the most. Over 220,000 compassionate volunteers, staff, and board members comprise the driving force behind the Catholic Charities network. Their commitment goes beyond meeting peoples' daily needs. They build hopeful futures by helping people take control of their lives.

Catholic Social Service, 906 Central Ave Dodge City, KS 67801-4905  E-mail
Phone: (620) 227-1562. Fax: (620) 227-1572
Catholic Charities, 2220 Central Ave Kansas City, KS 66102-4759 E-mail
Phone: (913) 621-5255. Fax: (913) 621-4507
Catholic Charities, 425 W Iron Ave, P O Box 1366 Salina KS 67402-1366. 785-825-0208. 888-468-6909. Español: 785-827-4517 Email: C Charsal Fax: (785) 826-9708
Catholic Charities, Inc, 437 N Topeka Street Wichita, KS 67202-2413. Phone: (316) 264-8344. Fax: (316) 264-4442

Dame La Mano – Patricia Housh, 913-342-1110 x 172. phoush@hafs.org , 626 Minnesota, KC KS 66101, 3217 Broadway KC MO 64111.

El Centro Inc. Kansas City area. Contact information- Website: El Centro  Email: M Lewis 913-677-0100  Topeka KS Office: Email: Manuel Perez 785-232-8207
El Centro and its subsidiaries are strong, diverse, entrepreneurial, asset-building social enterprises. We lead by example, helping families build assets, which put them in control of their destinies and major life choices. We provide holistic services to families including child care, youth tutoring and mentoring, family intervention, job training and placement, financial literacy, rental housing, homebuyer education and mortgage lending, medical case management, interpretation and translation, housing construction and rehabilitation, research and policy advocacy, and services for seniors.

Familias Unida – Garden City Kansas. Website: Familias Unida  Email:Families Unida 1-800-499-9433
Families together, Inc. Is dedicated to a society that includes and values all people, encourages, and educatees families, includomg youth with disabilities to enable and maximize the abilities of individuals who learn differently.
Harvest America  Email: Harvest America  Website:Harvest America  620-275-1619 or 1-877-505-5150   Goodland KS Office 785-899-3878
To combat the condition of poverty and empower migrant and seasonal farmworkers, Hispanic, rural and other underserved populations of Kansas through bilingual/multicultural, comprehensive community based services.
Heart of America Family Services Dame La Mano program, in partnership with El Centro, Inc., offers a wide range of bilingual, bicultural services to residents of Kansas. Among these are family support services designed to empower Latinos and enhance family life. Some of Dame La Mano’ services provided in Spanish include:

• Limited transportation to appointments
• Personal advocacy to assist in communicating with systems such as legal, medical and educational, including interpreting and translating
• Referral to community resources
• Crisis management
• Services to domestic violence survivors, such as safety planning, obtaining Protection-from-Abuse orders, emergency shelter and lawyers
• Support in obtaining employment, housing and utility services
• Filling out forms, applications and paperwork
• Access to emergency assistance programs, including food, clothing, utility bills, maternity items and more

Heart of America Family Services is a professionally staffed, not-for-profit resource for help with life’s challenges. Individual and family counseling, child care solutions, school success programs, parenting skills, substance-abuse prevention, marriage enrichment, elder care referral and more are offered at convenient locations throughout the six-county metro area. Counseling and parent education services are offered in Spanish. The agency also manages a variety of community initiatives designed to help people thrive. Heart of America Family Services is a United Way agency.

Hispanics of Today and Tomorrow. Email: S Sanchez  620-341-2365
Focuses on fundraising for scholarships in support of students who want attend higher education schools. Also provides funding for local community services, and support the Fiesta in September.
Justicia Inc. Topeka KS - Email: Ed Sacts 785-234-5501
A non-profit organization that works with the community of Topeka that focuses on art and education. Also performs services for ESL, translations and interpreting.

KHLAAC Kansas Hispanic and Latino American Affairs Commission
900 SW Jackson Room 101 Topeka, Kansas 66612  800-545-2790 or (785) 296-3465.

La Raza Community Service – Dodge City Kansas Contact Information-620-225-4292
LULAC Senior Center, Topeka, KS.  785-234-5809. Email: Josephine
Provide quality service for those in need.

Mana de Topeka  KS - Website: MANA de Topeka Email: General Information
Empowering Latinas through leadership, community service and advocacy.

Methodist Mexican American Ministry (MMAM) – Garden City KS – Main Office
Contacts-Email: P Schwab 620-275-1766 or Email: Isela Lerma 620-275-4970.
Dodge City Office E-mail: E Dominguez 620-225-1873. Liberal KS Office Email: D Ponce 620-624-6865. Ulysses Office Email: Jose Olivas.
A Christian ministry to persons of all races, colors and faiths, MAMM honors its historic commitment to Hispanic people and seeks to foster understanding and mutual acceptance among all racial, ethnic and cultural groups.

National Council of La Raza Kansas City Area. Email: S Chavez Email: D Chavez 913-397-2250
The National Council of La Raza (NCLR) is a private, nonprofit, nonpartisan, tax-exempt organization established in 1968 to reduce poverty and discrimination, and improve life opportunities for Hispanic Americans. NCLR has chosen to work toward this goal through two primary, complementary approaches: Capacity-building assistance to support and strengthen Hispanic community-based organizations; providing organizational assistance in management, governance, program operations, and resource development to Hispanic community-based organizations in urban and rural areas nationwide, especially those which serve low-income and disadvantaged Hispanics. Applied research, policy analysis, and advocacy: providing an Hispanic perspective on issues such as education, immigration, housing, health, employment and training, and civil rights enforcement, to increase policy-maker and public understanding of Hispanic needs, and to encourage the adoption of programs and policies which equitably serve Hispanics.
SCSEP – Chanute KS  scsep@sercorp.com  620-431-4250 or toll free 1-866-431-4251
SCSEP – Garden City KS  SER Corp  620-275-2181 or toll free 1-877-275-2181
SCSEP – Hays KS  Email:SCSEP  785-623-4016 or toll free 1-877-623-4034
SCSEP – Kansas City KS  SCSEP  913-677-1120 Ext. 123
SCSEP – Wichita KS  SCSEP  316-264-5372 or toll free 1-877-664-5372
Work experience for people over 55.

SER – Garden City KS  Contact information- -1-877-275-2181 Email:SER
SER Corporation is committed to equal opportunity for all by providing training and job
development opportunities by working through a variety of programs/partnerships with
government, business, labor, education, and social service agencies.

Topeka Migrant Program  Email:M Dalton  Website:Migrant Program  785-234-6208

USD 457 Migrant Educational Program  – Garden City KS.  J Perkins  620-276-5155.
Service migrant families that come to Garden City by helping them find jobs or
temporary work. Those who chose to stay longer can receive help putting their children
into schools, and receive family help with food, clothing, etc.

Wichita - Alianza De Ministros de Wichita.  Email: Rev. Rene Tario
To promote the gospel and expand God’s Kingdom in our city by having massive
activities with the cooperation of the churches in the city and its surroundings; and to
have good fellowship among ministers and churches.

Wichita - Boeing Employees Hispanic Network.  Gonzalo Rivas- 316-523-1783
Email:Gonzalo Rivas
To provide Leadership, mentoring, and community service to those in need. Boeing
Employees Hispanic Network also provides sponsorship to community events as well as
scholarships. They are a proactive, involved organization that can provide benefits to its
members, families and communities.

Wichita - Café’ con Leche American Cancer Society.  Wichita KS.  Email: Jennifer
Kelley  316-616-6511
An annual event held to inform the community about breast cancer for the Hispanic
Community.
Wichita - Future Latino Leaders of Wichita Youth. Email: M Navarro 316-473-6323
Two-year program set to develop leadership skills within the Wichita North High School students. First year contains trips and interactions within among Hispanic leaders, the second year enforces on putting their new knowledge to use.

Wichita Higher Ground. Tiyospaye. 1856 North Woodland Street, Wichita KS 67203
Phone: (316) 262-2060 Web Site: higherg.org
Outpatient Substance abuse treatment services. Special programs/groups: Adolescents, Persons with co-occurring mental and substance abuse disorders, Persons with HIV/AIDS, Gay and lesbian, Seniors/older adults, Pregnant/postpartum women, Women, Men, DUI/DWI offenders, Criminal justice clients. Payments accepted: Self payment, Medicaid, Medicare, Private health insurance, Military insurance. Special language services: Spanish.

Wichita - Hispanic Alliance. Email: DR Jacks 316-722-5949 or Steve/Irma Luna 316-264-4337
To Promote youth, education and community development through cultural understanding and awareness

Through leadership, support and influence, bring about the attraction and/or expansion of Hispanic owned and operated businesses in the Wichita/Sedgwick County area.

Wichita Hispanic Chamber of Commerce. Website: Wichita Chamber of Commerce Email: General Information 316-265-6334
The WHCOC is dedicated to the creation, advancement, promotion and development of economic opportunities within the Hispanic market and business community. The mission of the WHCOC is to provide leadership, to promote economic growth, professional development and political awareness through self-determination members.

Wichita Hispanic Cultural Association of Wichita. Steve Palzcio. 316-634-9037.

Wichita Hispanic Leadership Development Program. Email: C Martinez or M Parks 316-973-5172
Leadership Program who educates community members about city, county, and school district issues. Develop awareness of local government and have better influences within the community.
Wichita Hispanic Organization for Latino Advancement. J Rborria  316-729-9700
HOLA Association is a united group of mutually supporting community resources, networking together to educate, provide support and advocacy with integrity and respect, for the advancement of Latinos/Hispanics in Kansas.

Wichita Hispanic/Native American Coalition. Jaime O. Lopez, Executive Director
Wichita ACTS, 420 E. English, Suite B. Wichita, KS 67202. 316-685-6300 or Email: J Lopez
Serve as an advocate/catalyst in addressing the overall needs of Hispanic and Native American by providing a forum for those Hispanic and/or Native American with issues and concerns—Trusting that those issues and/or concerns will be heard and stated upon, collaboration, and serving and ensuring that a unified voice on behalf and for the Hispanic and Native American Community in Wichita is established and sustained.

Wichita Hispanos Unidos. Roberto@sunfloweract.com 316-992-9100.
Diverse group of people united to improve a quality of life. We define and deal with problems that affect our community. We identify and train leaders that show interest in looking for solutions. We remind public and private institution of their obligations.

Wichita La Familia Senior/ Community Center. Email: Carol Benitez  316-267-1700 or 316-265-5680
The mission of La Familia Senior/Community Center is to provide services for senior members, their families and other community groups through—where appropriate proper nutrition, health screening & education, transportation, translation services, applications for social services, information & referral, housing, assistance with social security concerns, legal advice, diabetes & blood pressure screening/monitoring, diabetes education, food commodities, advocacy, educational presentations, and income tax assistance.

Wichita Peoples Alliance for Latino Advancement. Email: C Martinez  316-871-4332
Non-partisan organization workings to influence government decision makers and others on issue that impact Latinos and to actively promote educational, economical and political empowerment.
Wichita Public School Multilingual Education Services USD 259. For information, contact Administrative Center, 201 N. Water, Wichita 67202. 316-973-4000. The Multilingual Education Services (MES) assists with Wichita Public Schools' English Language Learners and their families. The MES Center provides the following services:

- ESOL/Newcomer Intake Center
- ESOL (English for Speakers of Other Languages) Services
- Migrant Education Program
- District Translation Team

The ESOL Newcomer Intake Center is the central point of contact in the Wichita Public Schools for ESOL students who are new to the district. Students can be tested on their English language skills and then assigned to schools with ESOL programs that fit their language ability.

Wichita State Univ Sigma Lambda Beta Email:Sigma Lambda Beta 316-393-3711
We are a Latino based fraternity, the only current one at WSU. We encourage the education advancements and support efforts to better our community in order to strengthen our nation. We encourage the dissemination of our rich cultures to all.

Wichita, KS -- World Impact, Inc.
3701 East 13th Street Wichita, KS 67208 tel: (316) 682-4075 fax: (316) 682-9191 ... Wichita is home to several World Impact ministry programs.

Wichita Translation Services (a partial list)

- Adelante Bilingual Service
  (316) 942-7781
  Wichita, KS

- Exclusively Russian
  (316) 838-7900 3165 Porter St
  Wichita, KS

- Hoan Cau Dich Vum
  (316) 267-2848 1711 N Broadway St
  Wichita, KS

- Interlingual Services
  (316) 263-2525 212 N Market St
  Wichita, KS

- Interpretors & Translators
  (316) 684-0543 6804 Grand St
  Wichita, KS

- Sign Language Interpreting
  (316) 773-7446 PO Box 771577
  Wichita, KS

- Spanish English Communications
  (316) 687-4640 949 S Glendale St
  Wichita, KS

- V N Translation Service Inc
  (316) 682-1944 902 Apache Dr
  Wichita, KS

- V P Professional Service
  (316) 612-1569 PO Box 781506
  Wichita, KS
U.S. Data
Race & Ethnicity 1980 – 2000
CensusScope http://www.censusscope.org

Hispanic Population and Race Distribution for Non-Hispanic Population

<table>
<thead>
<tr>
<th></th>
<th>1980</th>
<th>1990</th>
<th>2000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Population</td>
<td>226,545,805</td>
<td>248,709,873</td>
<td>281,421,906</td>
</tr>
<tr>
<td>Total Hispanics</td>
<td>14,608,673</td>
<td>22,354,059</td>
<td>35,305,818</td>
</tr>
<tr>
<td>White*</td>
<td>180,256,103</td>
<td>188,128,296</td>
<td>194,552,774</td>
</tr>
<tr>
<td>Black*</td>
<td>26,104,285</td>
<td>29,216,293</td>
<td>33,947,837</td>
</tr>
<tr>
<td>American Indian and Eskimo*</td>
<td>1,417,110</td>
<td>1,793,773</td>
<td>2,068,883</td>
</tr>
<tr>
<td>Asian*</td>
<td>3,489,835</td>
<td>6,968,359</td>
<td>10,123,169</td>
</tr>
<tr>
<td>Hawaiian and Pacific Islander*</td>
<td>-</td>
<td>-</td>
<td>353,509</td>
</tr>
<tr>
<td>Other*</td>
<td>669,799</td>
<td>249,093</td>
<td>467,770</td>
</tr>
<tr>
<td>Two or More Races*</td>
<td>-</td>
<td>-</td>
<td>4,602,146</td>
</tr>
</tbody>
</table>

* Non-Hispanic only; in 1980 and 1990 "Asians" includes Hawaiians and Pacific Islanders.

Source: Census 2000 analyzed by the Social Science Data Analysis Network (SSDAN).
U.S. Data
Population by Hispanic Origin, Age and Sex 2002
The Hispanic Population in the United States: March 2002 U.S. Census Bureau

Figure 4. Population by Hispanic Origin, Age, and Sex: 2002
(In percent)¹

<table>
<thead>
<tr>
<th>Age</th>
<th>Hispanic Males</th>
<th>Hispanic Females</th>
<th>Non-Hispanic White Males</th>
<th>Non-Hispanic White Females</th>
</tr>
</thead>
<tbody>
<tr>
<td>5-9</td>
<td>0.1</td>
<td>0.2</td>
<td>0.1</td>
<td>0.6</td>
</tr>
<tr>
<td>10-14</td>
<td>0.6</td>
<td>0.7</td>
<td>1.0</td>
<td>1.3</td>
</tr>
<tr>
<td>15-19</td>
<td>2.0</td>
<td>2.7</td>
<td>3.0</td>
<td>3.7</td>
</tr>
<tr>
<td>20-24</td>
<td>3.2</td>
<td>3.8</td>
<td>3.8</td>
<td>3.8</td>
</tr>
<tr>
<td>25-29</td>
<td>4.3</td>
<td>4.4</td>
<td>4.3</td>
<td>4.3</td>
</tr>
<tr>
<td>30-34</td>
<td>4.4</td>
<td>4.3</td>
<td>3.4</td>
<td>3.3</td>
</tr>
<tr>
<td>35-39</td>
<td>4.4</td>
<td>4.3</td>
<td>2.9</td>
<td>2.9</td>
</tr>
<tr>
<td>40-44</td>
<td>4.3</td>
<td>4.4</td>
<td>4.3</td>
<td>4.3</td>
</tr>
<tr>
<td>45-49</td>
<td>4.4</td>
<td>4.3</td>
<td>4.4</td>
<td>4.4</td>
</tr>
<tr>
<td>50-54</td>
<td>4.4</td>
<td>4.3</td>
<td>5.1</td>
<td>5.1</td>
</tr>
<tr>
<td>55-59</td>
<td>2.7</td>
<td>2.0</td>
<td>2.2</td>
<td>2.3</td>
</tr>
<tr>
<td>60-64</td>
<td>1.6</td>
<td>1.2</td>
<td>2.0</td>
<td>2.0</td>
</tr>
<tr>
<td>65-69</td>
<td>1.0</td>
<td>0.7</td>
<td>1.0</td>
<td>1.0</td>
</tr>
<tr>
<td>70-74</td>
<td>0.6</td>
<td>0.6</td>
<td>1.3</td>
<td>1.3</td>
</tr>
<tr>
<td>75-79</td>
<td>0.3</td>
<td>0.7</td>
<td>0.1</td>
<td>0.1</td>
</tr>
<tr>
<td>80-84</td>
<td>0.2</td>
<td>0.1</td>
<td>0.3</td>
<td>0.6</td>
</tr>
<tr>
<td>85+</td>
<td>0.1</td>
<td>0.2</td>
<td>1.1</td>
<td>1.3</td>
</tr>
</tbody>
</table>

¹ Each bar represents the percent of the Hispanic (non-Hispanic white) population who were within the specified age group and of the specified sex.

Figure 3. Population by Hispanic Origin and Age Group: 2002
(As a percent of each population)

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Hispanic</th>
<th>Non-Hispanic White</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 18 years</td>
<td>34.4</td>
<td>60.5</td>
</tr>
<tr>
<td>18 to 64 years</td>
<td>22.8</td>
<td>62.9</td>
</tr>
<tr>
<td>65 years and over</td>
<td>5.1</td>
<td>14.4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>General Characteristics</th>
<th>Hispanic/Latino Population</th>
<th>Total Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total population</td>
<td>35,305,818</td>
<td>281,421,906</td>
</tr>
<tr>
<td>Male</td>
<td>18,161,795</td>
<td>138,053,563</td>
</tr>
<tr>
<td>Female</td>
<td>17,144,023</td>
<td>143,368,343</td>
</tr>
<tr>
<td>Median Age (years)</td>
<td></td>
<td>26</td>
</tr>
<tr>
<td>Under 5 years</td>
<td>3,717,974</td>
<td>19,175,798</td>
</tr>
<tr>
<td>18 years and over</td>
<td>22,963,559</td>
<td>209,128,094</td>
</tr>
<tr>
<td>65 years and over</td>
<td>1,733,591</td>
<td>34,991,753</td>
</tr>
<tr>
<td>Household population</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group Quarters population</td>
<td></td>
<td>34,592,553</td>
</tr>
<tr>
<td></td>
<td></td>
<td>273,643,273</td>
</tr>
<tr>
<td>Average household size</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Average family size</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Occupied housing units</td>
<td>9,222,402</td>
<td>105,480,101</td>
</tr>
<tr>
<td>Owner-occupied housing units</td>
<td>4,212,520</td>
<td>69,815,753</td>
</tr>
<tr>
<td>Renter-occupied housing units</td>
<td>5,009,882</td>
<td>35,664,348</td>
</tr>
<tr>
<td>Social Characteristics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Population 25 years and over</td>
<td>18,270,377</td>
<td>182,211,639</td>
</tr>
<tr>
<td>High school graduate or higher</td>
<td>9,577,031</td>
<td>146,496,014</td>
</tr>
<tr>
<td>Bachelor's degree or higher</td>
<td>1,908,039</td>
<td>44,462,605</td>
</tr>
<tr>
<td>Civilian veterans (civilian population 18 yrs and over)</td>
<td>1,139,179</td>
<td>26,403,703</td>
</tr>
<tr>
<td>Disability status (population 5 years and over)</td>
<td>6,485,870</td>
<td>49,746,248</td>
</tr>
<tr>
<td>Foreign born</td>
<td>14,157,872</td>
<td>31,107,889</td>
</tr>
<tr>
<td>Male, now married, except separated (population 15 years and over)</td>
<td>6,554,114</td>
<td>60,720,716</td>
</tr>
<tr>
<td>Female, now married, except separated (population 15 years and over)</td>
<td>6,148,764</td>
<td>59,510,557</td>
</tr>
<tr>
<td>Speak a language other than English at home (population 5 years and over)</td>
<td>24,804,832</td>
<td>46,951,595</td>
</tr>
<tr>
<td>Economic Characteristics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>In labor force (population 16 years and over)</td>
<td>14,835,741</td>
<td>138,820,935</td>
</tr>
<tr>
<td>Mean travel time to work in minutes (workers 16 years and over)</td>
<td>27</td>
<td>26</td>
</tr>
<tr>
<td>Median household income in 1999 (dollars)</td>
<td>33,676</td>
<td>41,994</td>
</tr>
<tr>
<td>Median family income in 1999 (dollars)</td>
<td>34,397</td>
<td>50,046</td>
</tr>
<tr>
<td>Per capita income in 1999 (dollars)</td>
<td>12,111</td>
<td>21,587</td>
</tr>
<tr>
<td>Families below poverty level</td>
<td>1,495,297</td>
<td>6,620,945</td>
</tr>
<tr>
<td>Individuals below poverty level</td>
<td>7,797,874</td>
<td>33,899,812</td>
</tr>
<tr>
<td>School Enrollment (Population 3 years and over enrolled in school)</td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>Nursery school, preschool</td>
<td>4,957,582</td>
<td>6.5</td>
</tr>
<tr>
<td>Kindergarten</td>
<td>4,157,491</td>
<td>5.4</td>
</tr>
<tr>
<td>Elementary school (grades 1-8)</td>
<td>33,653,641</td>
<td>43.9</td>
</tr>
<tr>
<td>High school (grades 9-12)</td>
<td>16,380,951</td>
<td>21.4</td>
</tr>
<tr>
<td>College or graduate school</td>
<td>17,483,262</td>
<td>22.8</td>
</tr>
</tbody>
</table>
### Educational Attainment (Population 25 and over 182,211,639)

<table>
<thead>
<tr>
<th>Attainment</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 9th grade</td>
<td>13,755,477</td>
<td>7.5</td>
</tr>
<tr>
<td>9th to 12th grade, no diploma</td>
<td>21,960,148</td>
<td>12.1</td>
</tr>
<tr>
<td>High school graduate (includes equivalency)</td>
<td>52,168,981</td>
<td>28.6</td>
</tr>
</tbody>
</table>

### Marital Status Population 15 years and over

<table>
<thead>
<tr>
<th>Status</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never married</td>
<td>59,913,370</td>
<td>27.1</td>
</tr>
<tr>
<td>Now married but separated/Separated</td>
<td>4,769,220</td>
<td>54.4 / 2.2</td>
</tr>
<tr>
<td>Widowed</td>
<td>14,674,500</td>
<td>6.6</td>
</tr>
<tr>
<td>Female</td>
<td>11,975,325</td>
<td>5.4</td>
</tr>
<tr>
<td>Divorced</td>
<td>21,560,308</td>
<td>9.7</td>
</tr>
<tr>
<td>Female</td>
<td>12,305,294</td>
<td>5.6</td>
</tr>
</tbody>
</table>

### Grandparents as Caregivers Living with one or more own GC < 18

<table>
<thead>
<tr>
<th>Status</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grandparent responsible for grandchildren</td>
<td>2,426,730</td>
<td>42.0</td>
</tr>
</tbody>
</table>

### Residence in 1995 Population 5 years and over

<table>
<thead>
<tr>
<th>Residence</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Same house in 1995</td>
<td>142,027,478</td>
<td>54.1</td>
</tr>
<tr>
<td>Different house in the U.S. in 1995</td>
<td>112,851,828</td>
<td>43.0</td>
</tr>
<tr>
<td>Same county</td>
<td>65,435,013</td>
<td>24.9</td>
</tr>
<tr>
<td>Different county</td>
<td>47,416,815</td>
<td>18.1</td>
</tr>
<tr>
<td>Same state</td>
<td>25,327,355</td>
<td>9.7</td>
</tr>
<tr>
<td>Different state</td>
<td>22,089,460</td>
<td>8.4</td>
</tr>
<tr>
<td>Elsewhere in 1995</td>
<td>7,495,846</td>
<td>2.9</td>
</tr>
</tbody>
</table>

### Nativity and Place of Birth Total Population

<table>
<thead>
<tr>
<th>Nativity</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Native</td>
<td>250,314,017</td>
<td>88.9</td>
</tr>
<tr>
<td>Born in the United States</td>
<td>246,786,466</td>
<td>87.7</td>
</tr>
<tr>
<td>State of residence</td>
<td>168,729,388</td>
<td>60.0</td>
</tr>
<tr>
<td>Different state</td>
<td>78,057,079</td>
<td>27.7</td>
</tr>
<tr>
<td>Born outside United States</td>
<td>3,527,551</td>
<td>1.3</td>
</tr>
<tr>
<td>Foreign born</td>
<td>31,107,889</td>
<td>11.1</td>
</tr>
<tr>
<td>Entered 1990 to March 2000</td>
<td>13,178,276</td>
<td>4.7</td>
</tr>
<tr>
<td>Naturalized citizen</td>
<td>12,542,626</td>
<td>4.5</td>
</tr>
<tr>
<td>Not a citizen</td>
<td>18,565,263</td>
<td>6.6</td>
</tr>
</tbody>
</table>

### Region of Birth of Foreign Born Total (excluding born at sea)

<table>
<thead>
<tr>
<th>Region</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Europe</td>
<td>4,915,557</td>
<td>15.8</td>
</tr>
<tr>
<td>Asia</td>
<td>8,226,254</td>
<td>26.4</td>
</tr>
<tr>
<td>Africa</td>
<td>881,300</td>
<td>2.8</td>
</tr>
<tr>
<td>Oceania</td>
<td>168,046</td>
<td>0.5</td>
</tr>
<tr>
<td>Latin American</td>
<td>16,086,974</td>
<td>51.7</td>
</tr>
<tr>
<td></td>
<td>829,442</td>
<td>2.7</td>
</tr>
</tbody>
</table>

### Language Spoken at Home Population 5 years and over

<table>
<thead>
<tr>
<th>Language</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>English only</td>
<td>215,423,557</td>
<td>82.1</td>
</tr>
<tr>
<td>Language other than English</td>
<td>46,951,595</td>
<td>17.9</td>
</tr>
<tr>
<td>Speak English less than “very well”</td>
<td>21,320,407</td>
<td>8.1</td>
</tr>
<tr>
<td>Spanish</td>
<td>28,101,052</td>
<td>10.7</td>
</tr>
<tr>
<td>Speak English less than “very well”</td>
<td>13,751,256</td>
<td>5.2</td>
</tr>
<tr>
<td>Other Indo European languages</td>
<td>10,017,989</td>
<td>3.8</td>
</tr>
<tr>
<td>Speak English less than “very well”</td>
<td>3,390,301</td>
<td>1.3</td>
</tr>
</tbody>
</table>
Colorado Data
Race & Ethnicity 1980 – 2000
CensusScope http://www.censusscope.org

Hispanic Population and Race Distribution for Non-Hispanic Population

<table>
<thead>
<tr>
<th></th>
<th>1980</th>
<th>1990</th>
<th>2000</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
</tr>
<tr>
<td>Total Population</td>
<td>2,889,964</td>
<td>100.00%</td>
<td>3,294,394</td>
</tr>
<tr>
<td>Total Hispanics</td>
<td>339,717</td>
<td>11.76%</td>
<td>424,302</td>
</tr>
<tr>
<td>White*</td>
<td>2,390,478</td>
<td>82.72%</td>
<td>2,658,945</td>
</tr>
<tr>
<td>Black*</td>
<td>99,891</td>
<td>3.46%</td>
<td>128,057</td>
</tr>
<tr>
<td>American Indian and Eskimo*</td>
<td>18,063</td>
<td>0.63%</td>
<td>22,068</td>
</tr>
<tr>
<td>Asian*</td>
<td>29,871</td>
<td>1.03%</td>
<td>56,773</td>
</tr>
<tr>
<td>Hawaiian and Pacific Islander*</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Other*</td>
<td>11,944</td>
<td>0.41%</td>
<td>4,249</td>
</tr>
<tr>
<td>Two or More Races*</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

* Non-Hispanic only; in 1980 and 1990 "Asians" includes Hawaiians and Pacific Islanders.

Source: Census 2000 analyzed by the Social Science Data Analysis Network (SSDAN).
### General Characteristics
<table>
<thead>
<tr>
<th></th>
<th>Hispanic/Latino Population</th>
<th>Total Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total population</td>
<td>735,601</td>
<td>4,301,261</td>
</tr>
<tr>
<td>Male</td>
<td>384,806</td>
<td>2,165,983</td>
</tr>
<tr>
<td>Female</td>
<td>350,795</td>
<td>2,135,278</td>
</tr>
<tr>
<td>Median Age (years)</td>
<td>26</td>
<td>34</td>
</tr>
<tr>
<td>Under 5 years</td>
<td>80,881</td>
<td>297,505</td>
</tr>
<tr>
<td>18 years and over</td>
<td>476,879</td>
<td>3,200,466</td>
</tr>
<tr>
<td>65 years and over</td>
<td>34,582</td>
<td>416,737</td>
</tr>
<tr>
<td>Household population</td>
<td>719,150</td>
<td>4,198,306</td>
</tr>
<tr>
<td>Group Quarters population</td>
<td>16,451</td>
<td>102,955</td>
</tr>
<tr>
<td>Average household size</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Average family size</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Occupied housing units</td>
<td>206,534</td>
<td>1,658,238</td>
</tr>
<tr>
<td>Owner-occupied housing units</td>
<td>109,534</td>
<td>1,116,137</td>
</tr>
<tr>
<td>Renter-occupied housing units</td>
<td>97,000</td>
<td>542,101</td>
</tr>
</tbody>
</table>

### Social Characteristics
| Population 25 years and over | 376,826 | 2,776,632 |
| High school graduate or higher | 218,902 | 2,413,593 |
| Bachelor's degree or higher  | 39,335  | 907,755   |
| Civilian veterans (civilian population 18 yrs and over) | 38,874  | 446,385   |
| Disability status (population 5 years and over) | 133,097 | 638,654   |
| Foreign born                  | 201,072 | 369,903   |
| Male, now married, except separated (population 15 years and over) | 142,190 | 959,612   |
| Female, now married, except separated (population 15 years and over) | 128,721 | 924,251   |
| Speak a language other than English at home (population 5 years and over) | 366,528 | 604,019   |

### Economic Characteristics
| In labor force (population 16 years and over) | 324,782 | 2,331,898 |
| Mean travel time to work in minutes (workers 16 years and over) | 25   | 24   |
| Median household income in 1999 (dollars) | 34,740  | 47,203  |
| Median family income in 1999 (dollars) | 36,496  | 55,883  |
| Per capita income in 1999 (dollars) | 13,037  | 24,049  |
| Families below poverty level | 25,903  | 67,614  |
| Individuals below poverty level | 135,421 | 388,952 |

<table>
<thead>
<tr>
<th>School Enrollment (Population 3 years and over enrolled in school)</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursery school, preschool</td>
<td>79,064</td>
<td>6.8</td>
</tr>
<tr>
<td>Kindergarten</td>
<td>61,749</td>
<td>5.3</td>
</tr>
<tr>
<td>Elementary school (grades 1-8)</td>
<td>503,119</td>
<td>43.1</td>
</tr>
<tr>
<td>High school (grades 9-12)</td>
<td>239,240</td>
<td>20.5</td>
</tr>
<tr>
<td>College or graduate school</td>
<td>282,832</td>
<td>24.3</td>
</tr>
</tbody>
</table>
### 2000 COLORADO CENSUS DATA AMERICAN FACT FINDER – HISPANIC/LATINO POPULATION GROUP

#### Educational Attainment (Population 25 and over) 2,776.632

<table>
<thead>
<tr>
<th>Educational Attainment</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 9th grade</td>
<td>134,348</td>
<td>4.8</td>
</tr>
<tr>
<td>9th to 12th grade, no diploma</td>
<td>228,691</td>
<td>8.2</td>
</tr>
<tr>
<td>High school graduate (includes equivalency)</td>
<td>644,360</td>
<td>23.2</td>
</tr>
</tbody>
</table>

#### Marital Status Population 15 years and over

<table>
<thead>
<tr>
<th>Marital Status</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never married</td>
<td>912,983</td>
<td>27.0</td>
</tr>
<tr>
<td>Now married, except separated / Separated</td>
<td>1,883,863 / 54,674</td>
<td>55.6 / 1.6</td>
</tr>
<tr>
<td>Widowed</td>
<td>160,243</td>
<td>4.7</td>
</tr>
<tr>
<td>Female</td>
<td>128,765</td>
<td>3.8</td>
</tr>
<tr>
<td>Divorced</td>
<td>373,606</td>
<td>11.0</td>
</tr>
<tr>
<td>Female</td>
<td>210,957</td>
<td>6.2</td>
</tr>
</tbody>
</table>

#### Grandparents as Caregivers, In House w/ one + own GC <18

<table>
<thead>
<tr>
<th>Grandparents</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grandparent responsible for grandchildren</td>
<td>28,524</td>
<td>42.6</td>
</tr>
</tbody>
</table>

#### Residence in 1995 Population 5 years and over

<table>
<thead>
<tr>
<th>Residence in 1995</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Same house in 1995</td>
<td>1,768,678</td>
<td>44.1</td>
</tr>
<tr>
<td>Different house in the U.S. in 1995</td>
<td>2,102,892</td>
<td>52.5</td>
</tr>
<tr>
<td>Same county</td>
<td>919,925</td>
<td>23.0</td>
</tr>
<tr>
<td>Different county</td>
<td>1,182,967</td>
<td>29.5</td>
</tr>
<tr>
<td>Same state</td>
<td>539,147</td>
<td>13.5</td>
</tr>
<tr>
<td>Different state</td>
<td>643,820</td>
<td>16.1</td>
</tr>
<tr>
<td>Elsewhere in 1995</td>
<td>134,715</td>
<td>3.4</td>
</tr>
</tbody>
</table>

#### Nativity and Place of Birth Total Population

<table>
<thead>
<tr>
<th>Nativity and Place of Birth</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Native</td>
<td>3,931,358</td>
<td>91.4</td>
</tr>
<tr>
<td>Born in the United States</td>
<td>3,875,900</td>
<td>90.1</td>
</tr>
<tr>
<td>State of residence</td>
<td>1,766,731</td>
<td>41.1</td>
</tr>
<tr>
<td>Different state</td>
<td>2,109,169</td>
<td>49.0</td>
</tr>
<tr>
<td>Born outside United States</td>
<td>55,458</td>
<td>1.3</td>
</tr>
<tr>
<td>Foreign born</td>
<td>369,903</td>
<td>8.6</td>
</tr>
<tr>
<td>Entered 1990 to March 2000</td>
<td>201,072</td>
<td>4.7</td>
</tr>
<tr>
<td>Naturalized citizen</td>
<td>116,875</td>
<td>2.7</td>
</tr>
<tr>
<td>Not a citizen</td>
<td>253,028</td>
<td>5.9</td>
</tr>
</tbody>
</table>

#### Region of Birth of Foreign Born Total (excluding born at sea)

<table>
<thead>
<tr>
<th>Region of Birth</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Europe</td>
<td>65,274</td>
<td>17.6</td>
</tr>
<tr>
<td>Asia</td>
<td>72,417</td>
<td>19.6</td>
</tr>
<tr>
<td>Africa</td>
<td>9,763</td>
<td>2.6</td>
</tr>
<tr>
<td>Oceania</td>
<td>3,065</td>
<td>0.8</td>
</tr>
<tr>
<td>Latin American</td>
<td>205,691</td>
<td>55.6</td>
</tr>
<tr>
<td>North America</td>
<td>13,684</td>
<td>3.7</td>
</tr>
</tbody>
</table>

#### Language Spoken at Home Population 5 years and over

<table>
<thead>
<tr>
<th>Language Spoken</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>English only</td>
<td>3,402,266</td>
<td>84.9</td>
</tr>
<tr>
<td>Language other than English</td>
<td>604,019</td>
<td>15.1</td>
</tr>
<tr>
<td>Speak English less than &quot;very well&quot;</td>
<td>267,504</td>
<td>6.7</td>
</tr>
<tr>
<td>Spanish</td>
<td>421,670</td>
<td>10.5</td>
</tr>
<tr>
<td>Speak English less than &quot;very well&quot;</td>
<td>202,883</td>
<td>5.1</td>
</tr>
<tr>
<td>Other Indo European languages</td>
<td>100,148</td>
<td>2.5</td>
</tr>
<tr>
<td>Speak English less than &quot;very well&quot;</td>
<td>26,943</td>
<td>0.7</td>
</tr>
</tbody>
</table>
DEMOGRAPHIC TRENDS
HISPANIC ORIGINS PERSONS
KANSAS
Kansas Data
Race & Ethnicity 1980 – 2000
CensusScope http://www.censusscope.org

Hispanic Population and Race Distribution for Non-Hispanic Population

<table>
<thead>
<tr>
<th></th>
<th>1980</th>
<th>1990</th>
<th>2000</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
</tr>
<tr>
<td>Total Population</td>
<td>2,363,679</td>
<td>100.00%</td>
<td>2,477,574</td>
</tr>
<tr>
<td>Total Hispanics</td>
<td>63,339</td>
<td>2.68%</td>
<td>93,670</td>
</tr>
<tr>
<td>White*</td>
<td>2,138,516</td>
<td>90.47%</td>
<td>2,190,524</td>
</tr>
<tr>
<td>Black*</td>
<td>124,820</td>
<td>5.28%</td>
<td>140,761</td>
</tr>
<tr>
<td>American Indian and Eskimo*</td>
<td>15,311</td>
<td>0.65%</td>
<td>20,363</td>
</tr>
<tr>
<td>Asian*</td>
<td>15,061</td>
<td>0.64%</td>
<td>30,814</td>
</tr>
<tr>
<td>Hawaiian and Pacific Islander*</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Other*</td>
<td>6,632</td>
<td>0.28%</td>
<td>1,442</td>
</tr>
<tr>
<td>Two or More Races*</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

* Non-Hispanic only; in 1980 and 1990 "Asians" includes Hawaiians and Pacific Islanders.

Source: Census 2000 analyzed by the Social Science Data Analysis Network (SSDAN).
<table>
<thead>
<tr>
<th>General Characteristics</th>
<th>Hispanic/Latino Population</th>
<th>Total Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total population</td>
<td>188,252</td>
<td>2,688,418</td>
</tr>
<tr>
<td>Male</td>
<td>100,819</td>
<td>1,328,474</td>
</tr>
<tr>
<td>Female</td>
<td>87,433</td>
<td>1,359,944</td>
</tr>
<tr>
<td>Median Age (years)</td>
<td>23</td>
<td>35</td>
</tr>
<tr>
<td>Under 5 years</td>
<td>24,779</td>
<td>188,708</td>
</tr>
<tr>
<td>18 years and over</td>
<td>114,339</td>
<td>1,975,425</td>
</tr>
<tr>
<td>65 years and over</td>
<td>6,483</td>
<td>356,229</td>
</tr>
<tr>
<td>Household population</td>
<td>184,595</td>
<td>2,606,468</td>
</tr>
<tr>
<td>Group Quarters population</td>
<td>3,657</td>
<td>81,950</td>
</tr>
<tr>
<td>Average household size</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Average family size</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Occupied housing units</td>
<td>49,029</td>
<td>1,037,891</td>
</tr>
<tr>
<td>Owner-occupied housing units</td>
<td>24,937</td>
<td>718,703</td>
</tr>
<tr>
<td>Renter-occupied housing units</td>
<td>24,092</td>
<td>319,188</td>
</tr>
<tr>
<td>Social Characteristics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Population 25 years and over</td>
<td>86,074</td>
<td>1,701,207</td>
</tr>
<tr>
<td>High school graduate or higher</td>
<td>44,475</td>
<td>1,463,408</td>
</tr>
<tr>
<td>Bachelor’s degree or higher</td>
<td>8,354</td>
<td>438,978</td>
</tr>
<tr>
<td>Civilian veterans (civilian population 18 yrs and over)</td>
<td>7,112</td>
<td>267,452</td>
</tr>
<tr>
<td>Disability status (population 5 years and over)</td>
<td>27,837</td>
<td>429,687</td>
</tr>
<tr>
<td>Foreign born</td>
<td>71,312</td>
<td>134,735</td>
</tr>
<tr>
<td>Male, now married, except separated (population 15 years and over)</td>
<td>35,711</td>
<td>614,044</td>
</tr>
<tr>
<td>Female, now married, except separated (population 15 years and over)</td>
<td>32,101</td>
<td>606,158</td>
</tr>
<tr>
<td>Speak a language other than English at home (population 5 years and over)</td>
<td>17,979</td>
<td>218,655</td>
</tr>
<tr>
<td>Economic Characteristics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>In labor force (population 16 years and over)</td>
<td>80,435</td>
<td>1,389,770</td>
</tr>
<tr>
<td>Mean travel time to work in minutes (workers 16 years and over)</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>Median household income in 1999 (dollars)</td>
<td>32,623</td>
<td>40,624</td>
</tr>
<tr>
<td>Median family income in 1999 (dollars)</td>
<td>34,496</td>
<td>49,624</td>
</tr>
<tr>
<td>Per capita income in 1999 (dollars)</td>
<td>11,177</td>
<td>20,506</td>
</tr>
<tr>
<td>Families below poverty level</td>
<td>6,572</td>
<td>47,299</td>
</tr>
<tr>
<td>Individuals below poverty level</td>
<td>35,889</td>
<td>257,829</td>
</tr>
<tr>
<td>School Enrollment (3 years and over enrolled in school 756,960)</td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>Nursery school, preschool</td>
<td>51,305</td>
<td>6.8</td>
</tr>
<tr>
<td>Kindergarten</td>
<td>39,071</td>
<td>5.2</td>
</tr>
<tr>
<td>Elementary school (grades 1-8)</td>
<td>325,595</td>
<td>43.0</td>
</tr>
<tr>
<td>High school (grades 9-12)</td>
<td>164,536</td>
<td>21.7</td>
</tr>
<tr>
<td>College or graduate school</td>
<td>176,453</td>
<td>23.3</td>
</tr>
<tr>
<td>Percent high school graduate or higher</td>
<td></td>
<td>86.0</td>
</tr>
<tr>
<td>Educational Attainment (Population 25 and over 1,701,207)</td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>----------------------------------------------------------</td>
<td>--------</td>
<td>---------</td>
</tr>
<tr>
<td>Less than 9th grade</td>
<td>88,124</td>
<td>5.2</td>
</tr>
<tr>
<td>9th to 12th grade, no diploma</td>
<td>149,675</td>
<td>8.8</td>
</tr>
<tr>
<td>High school graduate (includes equivalency)</td>
<td>507,612</td>
<td>29.8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Marital Status Population 15 years and over</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Never married</td>
<td>505,452</td>
<td>24.1</td>
</tr>
<tr>
<td>Now married, except separated / Separated</td>
<td>1,220,202 / 25,013</td>
<td>58.1 / 1.2</td>
</tr>
<tr>
<td>Widowed</td>
<td>138,336</td>
<td>6.6</td>
</tr>
<tr>
<td>Female</td>
<td>114,268</td>
<td>5.4</td>
</tr>
<tr>
<td>Divorced</td>
<td>211,653</td>
<td>10.1</td>
</tr>
<tr>
<td>Female</td>
<td>117,035</td>
<td>5.6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grandparents as Caregivers (in household w/ 1+ GK &lt;18)</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Grandparent responsible for grandchildren</td>
<td>17,873</td>
<td>50.7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Residence in 1995 Population 5 years and over</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Same house in 1995</td>
<td>1,310,009</td>
<td>52.4</td>
</tr>
<tr>
<td>Different house in the U.S. in 1995</td>
<td>1,138,888</td>
<td>45.5</td>
</tr>
<tr>
<td>Same county</td>
<td>606,365</td>
<td>24.3</td>
</tr>
<tr>
<td>Different county</td>
<td>532,523</td>
<td>21.3</td>
</tr>
<tr>
<td>Same state</td>
<td>255,737</td>
<td>10.2</td>
</tr>
<tr>
<td>Different state</td>
<td>276,786</td>
<td>11.1</td>
</tr>
<tr>
<td>Elsewhere in 1995</td>
<td>51,463</td>
<td>2.1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Nativity and Place of Birth  Total Population</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Native</td>
<td>2,553,683</td>
<td>95.0</td>
</tr>
<tr>
<td>Born in the United States</td>
<td>2,532,564</td>
<td>94.2</td>
</tr>
<tr>
<td>State of residence</td>
<td>1,600,274</td>
<td>59.5</td>
</tr>
<tr>
<td>Different state</td>
<td>932,290</td>
<td>34.7</td>
</tr>
<tr>
<td>Born outside United States</td>
<td>21,119</td>
<td>.08</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Foreign born</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Entered 1990 to March 2000</td>
<td>74,260</td>
<td>2.8</td>
</tr>
<tr>
<td>Naturalized citizen</td>
<td>44,763</td>
<td>1.7</td>
</tr>
<tr>
<td>Not a citizen</td>
<td>89,972</td>
<td>3.3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Region of Birth of Foreign Born Total (excluding born at sea)</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Europe</td>
<td>15,032</td>
<td>11.2</td>
</tr>
<tr>
<td>Asia</td>
<td>38,028</td>
<td>28.2</td>
</tr>
<tr>
<td>Africa</td>
<td>3,592</td>
<td>2.7</td>
</tr>
<tr>
<td>Oceania</td>
<td>680</td>
<td>0.5</td>
</tr>
<tr>
<td>Latin American</td>
<td>73,727</td>
<td>54.7</td>
</tr>
<tr>
<td>North America</td>
<td>3,674</td>
<td>2.7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Language Spoken at Home Population 5 years and over</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>English only</td>
<td>2,281,705</td>
<td>91.3</td>
</tr>
<tr>
<td>Language other than English</td>
<td>218,655</td>
<td>8.7</td>
</tr>
<tr>
<td>Speak English less than “very well”</td>
<td>98,207</td>
<td>3.9</td>
</tr>
<tr>
<td>Spanish</td>
<td>137,247</td>
<td>5.5</td>
</tr>
<tr>
<td>Speak English less than “very well”</td>
<td>67,973</td>
<td>2.7</td>
</tr>
<tr>
<td>Other Indo European languages</td>
<td>41,207</td>
<td>1.6</td>
</tr>
<tr>
<td>Speak English less than “very well”</td>
<td>10,778</td>
<td>0.4</td>
</tr>
</tbody>
</table>
DEMOGRAPHIC TRENDS
HISPANIC ORIGINS PERSONS
NEW MEXICO 2000
Source: www.CensusScope.org
New Mexico Data
Race & Ethnicity 1980 – 2000
CensusScope http://www.censusscope.org

Race and Ethnicity Selections, 1980-2000

Hispanic Population and Race Distribution for Non-Hispanic Population

<table>
<thead>
<tr>
<th></th>
<th>1980</th>
<th>1990</th>
<th>2000</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
</tr>
<tr>
<td>Total Population</td>
<td>1,302,894</td>
<td>100.00%</td>
<td>1,515,069</td>
</tr>
<tr>
<td>Total Hispanics</td>
<td>477,222</td>
<td>36.63%</td>
<td>579,224</td>
</tr>
<tr>
<td>White*</td>
<td>685,956</td>
<td>52.65%</td>
<td>764,164</td>
</tr>
<tr>
<td>Black*</td>
<td>23,160</td>
<td>1.78%</td>
<td>27,642</td>
</tr>
<tr>
<td>American Indian and Eskimo*</td>
<td>105,736</td>
<td>8.12%</td>
<td>128,068</td>
</tr>
<tr>
<td>Asian*</td>
<td>6,761</td>
<td>0.52%</td>
<td>12,587</td>
</tr>
<tr>
<td>Hawaiian and Pacific Islander*</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Other*</td>
<td>4,059</td>
<td>0.31%</td>
<td>3,384</td>
</tr>
<tr>
<td>Two or More Races*</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

* Non-Hispanic only; in 1980 and 1990 “Asians” includes Hawaiians and Pacific Islanders.

Source: Census 2000 analyzed by the Social Science Data Analysis Network (SSDAN).
## New Mexico Data
### Hispanic/Latino Population Group

Census 2000 Demographic Profile Highlights American Factfinder

<table>
<thead>
<tr>
<th>General Characteristics</th>
<th>Hispanic/Latino Population</th>
<th>Total Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total population</td>
<td>765,386</td>
<td>1,829,046</td>
</tr>
<tr>
<td>Male</td>
<td>378,926</td>
<td>894,317</td>
</tr>
<tr>
<td>Female</td>
<td>386,460</td>
<td>924,729</td>
</tr>
<tr>
<td>Median Age (years)</td>
<td>28</td>
<td>35</td>
</tr>
<tr>
<td>Under 5 years</td>
<td>70,607</td>
<td>130,628</td>
</tr>
<tr>
<td>18 years and over</td>
<td>506,580</td>
<td>1,310,472</td>
</tr>
<tr>
<td>65 years and over</td>
<td>60,709</td>
<td>212,225</td>
</tr>
<tr>
<td>Household population</td>
<td>752,484</td>
<td>1,782,739</td>
</tr>
<tr>
<td>Group Quarters population</td>
<td>12,902</td>
<td>36,307</td>
</tr>
<tr>
<td>Average household size</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Average family size</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Occupied housing units</td>
<td>244,403</td>
<td>677,971</td>
</tr>
<tr>
<td>Owner-occupied housing units</td>
<td>169,353</td>
<td>474,445</td>
</tr>
<tr>
<td>Renter-occupied housing units</td>
<td>75,050</td>
<td>203,526</td>
</tr>
</tbody>
</table>

### Social Characteristics

| Population 25 years and over                 | 420,863                     | 1,134,801        |
| High school graduate or higher              | 270,914                     | 894,820          |
| Bachelor's degree or higher                 | 45,326                      | 266,149          |
| Civilian veterans (civilian population 18 yrs and over) | 51,778                     | 190,718          |
| Disability status (population 5 years and over) | 146,360                     | 338,430          |
| Foreign born                                 | 113,935                     | 149,606          |
| Male, now married, except separated (population 15 years and over) | 137,258                     | 372,843          |
| Female, now married, except separated (population 15 years and over) | 139,184                     | 368,582          |
| Speak a language other than English at home (population 5 years and over) | 455,896                     | 616,964          |

### Economic Characteristics

| In labor force (population 16 years and over) | 322,851                     | 834,632          |
| Mean travel time to work in minutes (workers 16 years and over) | 22                          | 22               |
| Median household income in 1999 (dollars)    | 28,424                      | 34,133           |
| Median family income in 1999 (dollars)       | 30,939                      | 39,425           |
| Per capita income in 1999 (dollars)          | 12,045                      | 17,261           |
| Families below poverty level                 | 37,952                      | 68,178           |
| Individuals below poverty level              | 178,288                     | 328,933          |

### School Enrollment (3 years and over enrolled in school 533,786)

<table>
<thead>
<tr>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursery school, preschool</td>
<td>28,597</td>
</tr>
<tr>
<td>Kindergarten</td>
<td>27,031</td>
</tr>
<tr>
<td>Elementary school (grades 1-8)</td>
<td>238,669</td>
</tr>
<tr>
<td>High school (grades 9-12)</td>
<td>119,224</td>
</tr>
<tr>
<td>College or graduate school</td>
<td>120,265</td>
</tr>
</tbody>
</table>
### Educational Attainment (Population 25 and over, 1,134,801)

<table>
<thead>
<tr>
<th>Attainment</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 9th grade</td>
<td>104,985</td>
<td>9.3</td>
</tr>
<tr>
<td>9th to 12th grade, no diploma</td>
<td>134,996</td>
<td>11.9</td>
</tr>
<tr>
<td>High school graduate (includes equivalency)</td>
<td>301,746</td>
<td>26.6</td>
</tr>
</tbody>
</table>

### Marital Status Population 15 years and over

<table>
<thead>
<tr>
<th>Status</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never married</td>
<td>384,658</td>
<td>27.5</td>
</tr>
<tr>
<td>Now married, except separated / Separated</td>
<td>741,435 / 24,979</td>
<td>53.0 / 1.8</td>
</tr>
<tr>
<td>Widowed</td>
<td>84,845</td>
<td>6.1</td>
</tr>
<tr>
<td>Female</td>
<td>67,410</td>
<td>4.8</td>
</tr>
<tr>
<td>Divorced</td>
<td>162,589</td>
<td>11.6</td>
</tr>
<tr>
<td>Female</td>
<td>92,380</td>
<td>6.6</td>
</tr>
</tbody>
</table>

### Grandparents as Caregivers (living in house w/ 1+ GC < 18)

<table>
<thead>
<tr>
<th>Type</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grandparent responsible for grandchildren</td>
<td>24,041</td>
</tr>
<tr>
<td>Male</td>
<td>21,963</td>
</tr>
<tr>
<td>Female</td>
<td>2,078</td>
</tr>
</tbody>
</table>

### Residence in 1995 Population 5 years and over

<table>
<thead>
<tr>
<th>Type</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Same house in 1995</td>
<td>919,717</td>
<td>54.4</td>
</tr>
<tr>
<td>Different house in the U.S. in 1995</td>
<td>731,488</td>
<td>43.3</td>
</tr>
<tr>
<td>Same county</td>
<td>400,128</td>
<td>23.7</td>
</tr>
<tr>
<td>Different county</td>
<td>331,360</td>
<td>19.6</td>
</tr>
<tr>
<td>Same state</td>
<td>126,093</td>
<td>7.5</td>
</tr>
<tr>
<td>Different state</td>
<td>205,267</td>
<td>12.1</td>
</tr>
<tr>
<td>Elsewhere in 1995</td>
<td>38,706</td>
<td>2.3</td>
</tr>
</tbody>
</table>

### Nativity and Place of Birth Total Population

<table>
<thead>
<tr>
<th>Type</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Native</td>
<td>1,669,440</td>
<td>91.8</td>
</tr>
<tr>
<td>Born in the United States</td>
<td>1,650,808</td>
<td>90.8</td>
</tr>
<tr>
<td>State of residence</td>
<td>937,212</td>
<td>51.5</td>
</tr>
<tr>
<td>Different state</td>
<td>713,596</td>
<td>39.2</td>
</tr>
<tr>
<td>Born outside United States</td>
<td>18,632</td>
<td>1.0</td>
</tr>
<tr>
<td>Foreign born</td>
<td>149,606</td>
<td>8.2</td>
</tr>
<tr>
<td>Entered 1990 to March 2000</td>
<td>58,482</td>
<td>3.2</td>
</tr>
<tr>
<td>Naturalized citizen</td>
<td>52,103</td>
<td>2.9</td>
</tr>
<tr>
<td>Not a citizen</td>
<td>97,503</td>
<td>5.4</td>
</tr>
</tbody>
</table>

### Region of Birth of Foreign Born Total (excluding born at sea)

<table>
<thead>
<tr>
<th>Type</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Europe</td>
<td>14,286</td>
<td>10.2</td>
</tr>
<tr>
<td>Asia</td>
<td>14,330</td>
<td>9.6</td>
</tr>
<tr>
<td>Africa</td>
<td>1,118</td>
<td>0.7</td>
</tr>
<tr>
<td>Oceania</td>
<td>650</td>
<td>0.4</td>
</tr>
<tr>
<td>Latin American</td>
<td>114,858</td>
<td>76.8</td>
</tr>
<tr>
<td>Other</td>
<td>3,364</td>
<td>2.2</td>
</tr>
</tbody>
</table>

### Language Spoken at Home Population 5 years and over

<table>
<thead>
<tr>
<th>Type</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>English only</td>
<td>1,072,947</td>
<td>63.5</td>
</tr>
<tr>
<td>Language other than English</td>
<td>616,964</td>
<td>36.5</td>
</tr>
<tr>
<td>Speak English less than “very well”</td>
<td>201,055</td>
<td>11.9</td>
</tr>
<tr>
<td>Spanish</td>
<td>485,681</td>
<td>28.7</td>
</tr>
<tr>
<td>Speak English less than “very well”</td>
<td>158,629</td>
<td>9.4</td>
</tr>
<tr>
<td>Other Indo European languages</td>
<td>22,032</td>
<td>1.3</td>
</tr>
<tr>
<td>Speak English less than “very well”</td>
<td>5,121</td>
<td>0.3</td>
</tr>
</tbody>
</table>
DEMOGRAPHIC TRENDS
HISPANIC ORIGINS PERSONS
NORTH CAROLINA 2000
Source: www.CensusScope.org
North Carolina Data
Race & Ethnicity 1980 – 2000
CensusScope [http://www.censusscope.org](http://www.censusscope.org)

**Hispanic Population and Race Distribution for Non-Hispanic Population**

<table>
<thead>
<tr>
<th></th>
<th>1980</th>
<th>1990</th>
<th>2000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Population</td>
<td>5,881,766</td>
<td>6,628,637</td>
<td>8,049,313</td>
</tr>
<tr>
<td>Total Hispanics</td>
<td>56,667</td>
<td>76,726</td>
<td>378,963</td>
</tr>
<tr>
<td>White*</td>
<td>4,428,562</td>
<td>4,971,127</td>
<td>5,647,155</td>
</tr>
<tr>
<td>Black*</td>
<td>1,304,563</td>
<td>1,449,142</td>
<td>1,723,301</td>
</tr>
<tr>
<td>American Indian and Eskimo*</td>
<td>63,797</td>
<td>78,930</td>
<td>95,333</td>
</tr>
<tr>
<td>Asian*</td>
<td>21,153</td>
<td>50,593</td>
<td>112,416</td>
</tr>
<tr>
<td>Hawaiian and Pacific Islander*</td>
<td>-</td>
<td>-</td>
<td>3,165</td>
</tr>
<tr>
<td>Other*</td>
<td>7,024</td>
<td>2,119</td>
<td>9,015</td>
</tr>
<tr>
<td>Two or More Races*</td>
<td>-</td>
<td>-</td>
<td>79,965</td>
</tr>
</tbody>
</table>

* Non-Hispanic only; in 1980 and 1990 "Asians" includes Hawaiians and Pacific Islanders.

Source: [Census 2000](http://www.censusscope.org) analyzed by the [Social Science Data Analysis Network (SSDAN)](http://www.censusscope.org).
EFFECTIVE CHILD WELFARE PRACTICE WITH LATINO FAMILIES

GLOSSARY
GLOSSARY OF TERMS

Acculturation: a process of attitudinal and behavioral change undergone by individuals who reside in multicultural societies (e.g., the U.S., Canada and Spain) or who come in contact with a new culture due to colonization, invasion or other political change. The process of accepting new knowledge and some values from another culture. Acculturation literally means "to move toward a culture" (Oh)

Adaptation: more than acculturation, adaptation suggests that immigrants should have positive perceptions of life in a new country and be ready to adapt to its norms, to live according to them. It requires alterations (changes) in behavior that will result in functioning in a new environment.

Ahijado/ahijada or compadres/comadres: godparents, whose role in a child’s life is determined by compadrazco (godparentage) which has a historical significance through the decimation of indigenous populations whose children were often adopted by other families serving as substitutes for biological parents. Today compadres (godfathers or comadres (godmothers) may be prominent leaders or older people who hold some position of authority and respect within the Latino community. The practice of godparentage formalizes relationships between the child’s parents and promotes a sense of community. (Santiago-Rivera)

Alien: a word used by the U.S. government to describe a foreign-born person who is not a citizen by naturalization or parentage. People who enter the U.S. legally are called resident aliens and they carry alien registration cards (also known as “green cards” because they used to be green).

Altar: altars; shrines decorated with objects as offerings to God, the saints or departed loved ones, particularly in Mexico during the Day of the Dead celebration on November 1. (Vigil, 41 in Santiago-Rivera)

Anglo: Informal: Anglo-American; an English-speaking person, especially a white North American who is not of Hispanic or French descent.

Assimilation: Cultural assimilation (often called merely assimilation) is an intense process of consistent integration whereby members of an ethno-cultural group, typically immigrants, or other minority groups, are "absorbed" into an established, generally larger community. This presumes a loss of many characteristics which make the newcomers different. A region or society where assimilation is occurring is sometimes referred to as a melting pot. Different groups strive for different levels of assimilation. High assimilation example: European immigrants to US and Canada. Low assimilation example: Latino families in US and Canada.

Asylee: A noncitizen granted permission to reside in the United States after entering the United States due to a well founded fear of persecution (based on race, religion, nationality, membership in a particular social group, or political opinion) in his or her country of origin. This person may apply to adjust their status to long term permanent resident. (National Center for Children in Poverty)

Barrio: refers to neighborhoods that are predominantly Latino; term can stereotype Latino neighborhoods, so using the name of the neighborhood is preferred.
**Bautismo:** baptism, christening.

Bilingual education: an education program for children whose native language is not English. Children are taught for a portion of the day in their native language with the goal of moving them into English classes. Supported by a U.S. Supreme Court finding that objected to placing children who spoke little or no English in classrooms to “sink or swim.”

**Boricua:** used interchangeably with Puerto Rican, the term is used to show cultural pride and to reaffirm some Puerto Ricans’ indigenous heritage.

**Brujos:** practitioners of witchcraft or healing rituals; sorcerers. (Roeder, 318 in Santiago-Rivera)

**Caida de mollera (fallen fontanelle):** believed to be caused by handling an infant improperly such as bouncing roughly, dropping, or removing from the breast or bottle abruptly.

**Cariño:** represents a demonstration of endearment in verbal and nonverbal communication. The personal characteristic of *cariñoso* is highly esteemed. The Spanish language allows for a suffix to be added to nouns (i.e., *ito* or *ita*), changing the meaning of the word to a diminutive or childlike meaning. For example, Miguel, a child, may be called Miguelito. In adult conversation, *mi amor* (my love) may be changed to *mi amorcito*, representing a deeper, more intimate form of expressed affection.

**Chicano/Chicana:** a term used to identify a group of people of Mexican descent living in the United States. This term carries different meanings for different generations. For those coming of age in the 1960s it refers to an individual associated with the physical and spiritual liberation of Mexican American people from poverty, welfare, unemployment and a self-image of inferiority and Anglo American dominance. To an older generation this term might refer to Mexicans who are either citizens of the U.S. or refugees from the Mexican Revolution residing in the U.S. (Delgado, p 13). For some older generations, using the term can be a derogatory way to refer to a person who is of Mexican descent but is Americanized “street” behaviors; a thug, or a punk.

**Cinco de Mayo:** Anniversary of the triumph of the Mexican army over invading French troops in the town of Puebla, Mexico. Day commemorated by the Mexican American population in the U.S.

**Collectivism:** A world view in which the group is more important than the individual. Collectivism requires the individual to sacrifice himself for the alleged good of the group. In that the group rather than the individual is the fundamental unit of political, social, and economic concern. Characteristic of a collectivist worldview are units where there is a great deal of emotional investment in the family. See *individualism.* (http://freedomkeys.com/collectivism.htm)

**Compadrazco:** godparentage. See *compadres/comadres.*

**Compadres/comadres or ahijado/ahijada:** godparents, whose role in a child’s life is determined by *compadrazco* (godparentage) which has a historical significance through the decimation of indigenous populations whose children were often adopted by other families serving as substitutes for biological parents. Today *compadres* (godfathers or *comadres* (godmothers) may be prominent leaders or older people who hold some position of authority and respect within the
Latino community. The practice of godparentage formalizes relationships between the child’s parents and promotes a sense of community. (Santiago-Rivera)

Confianza: refers to the development of trust, intimacy and familiarity in a relationship (Bracero, 1998 in Santiago-Rivera)

Coyote: person paid to convey undocumented immigrants across the border.

Cultural Competence “is the ability and the will to respond to the unique needs of an individual client that arise from the client’s culture and the ability to use the person’s culture as a resource or tool to assist with the intervention and help meet the person’s needs.” (From Minnesota Department of Human Services Cox)

Culturally competent: Agencies or systems that understand, accept and respect cultural differences by involving people who are reflective of the diverse groups in the community; one that respects differences and pays attention to the dynamics of difference through continuous self-assessment, expansion of cultural knowledge and resources and adaptation of service models to accommodate needs. (Cross 1989)

Culturally Competent professional: one who is in the process of actively developing and practicing strategies and skills in working with culturally different clients. (From Minnesota Department of Human Services Cox)

Cuarentena: a 40 day period following birth during which certain dietary and activity restrictions are observed to allow the mother time to recover from pregnancy, to bond with the newborn and to prevent certain illnesses from occurring later in life. Family members usually take care of chores and the mother is encouraged to breastfeed to become closer and to bond with the newborn.

Curandera/curandero: A healer. Some Mexicans consult a curandera for spiritual healing while under a medical doctor’s care. For the very poor with no access to modern medicine, curandismo serves both roles, blending the art of healing the mind with the administration of botanical medicines. In many Mexican neighborhoods in most Southwestern cities, one can find botanicas which are herb stores that carry dried traditional plant cures of the curandera’s trade.

Dichos: popular wisdom richly captured in short phrases, sentences or rhymes that depict Spanish proverbs or sayings. Dichos are automatically learned through language and used in daily communication, so they are readily available to clients to express themselves, assess a situation, summarize a process or describe a coping strategy. (Santiago-Rivera)

Dignidad: is linked to the values of personalismo and respeto. Latinos believe in actions that enhance a sense of pride, regardless of the individual’s position. In interpersonal relationships, the dignidad del hombre (man’s sense of dignity) is reflected by the belief that a person is worthy and respected. (Santiago-Rivera)

Disproportionality (also disproportionate representation): refers to a situation in which a particular racial/ethnic group of children are represented in foster care at a higher or lower percentage than their representation in the general population. It can also refer to areas such as underutilization of
or access to services and to rates of poor prevention and child service outcomes (e.g., time to achieve permanency, re-placement rates, child abuse and neglect recidivism. (Casey, Practice that Mitigate the Effects of Racial/Ethnic Disproportionality in the Child Welfare System)

*El Dia de los Muertos:* En English, the Day of the Dead, observed in the U.S. on November 2, also known as All Souls’ Day. Many families in Latin America visit cemeteries on this day to honor family members who have died. Some decorate graves with flowers, fruit and some bake favorite foods of deceased loved ones and leave them on a table overnight for the departed to partake. It is a way of honoring familial ancestors.

Emigration: The process of leaving one country to take up permanent or semi permanent residence in another. (Emigrants: those who leave a country to take up permanent or semi permanent residence in another.)

English as a Second Language (ESL): unlike English immersion, ESL includes some instruction in a student’s native language.

English immersion: a language program that teaches entirely in English, moving from simple sentences to for advanced structure as students’ progress.

Ethnicity: a term which represents social groups with a shared history, sense of identity, geography and cultural roots which may occur despite racial differences. (http://racerelations.about.com/od/skillsbuildingresources/g/ethnicityrace.htm)

Ethnocentrism: the tendency to judge all other cultures by the norms and standards of one’s own culture. (NRCFCPP Info Packet, p 6)

*Familismo:* a preference for maintaining a close connection to family; extension of family beyond nuclear family boundaries.

*Fatalismo:* Fatalism. Culturally, it is the belief that some things are meant to happen regardless of individual intervention; events are a result of luck, fate or powers beyond one’s control. (Santiago-Rivera)

*Fútbol:* term for soccer, a popular sport in all of Latin America

Fictive Kin – a relationship between persons that exists by consensus between individuals rather than by a birth/blood, the term was introduced as a descriptor for links within the African American community.

Generalization: a starting point; when generalizing, one begins with an assumption about a group but then seeks further information about whether the assumptions fits that individual.

Green card: a common name used to denote that a person has been granted lawful permanent resident status
**Hembrismo:** Celebration of female attributes. Female equivalent for *machismo*. Glorification and exaggeration of attitudes and actions considered to be appropriate of feminine women, i.e. sensuality, manipulative and deceiving, possessiveness (Lumsdedn, 1996 in Santiago-Rivera)

Hispanic: a catch all ethnic label describing people in the U.S. who are either themselves from a Spanish-speaking country or whose ancestors were from a Spanish-speaking country. The term is controversial in that it is a government-defined label first used in the 1980 census to ensure a more accurate count of individuals in the U.S. who are Latin-American or Spanish heritage. The term, as such, would exclude individuals from Brazil or Caribbean nations as Hispanic, even though they are geographically in Latin America or those indigenous individuals in such countries Haiti, Guatemala or Bolivia and Paraguay who continue to speak a variety of native languages. It is an ethnic label rather than one that refers to a race of people.

Hispanic Heritage Month: Observed in the U.S. from September 15 to October 15 in recognition of the contributions of Latinos in the U.S.

IEP – The Interethnic Adoption Provisions of 1996 prohibits delaying or denying a child’s foster care or adoptive placement on the basis of the child’s or prospective parent’s race, color, or national origin. It further prohibits consideration of race, color or national origin in qualifying adoptive or foster parents. States are required to diligently recruit foster and adoptive parents who reflect the racial and ethnic diversity of the children in the state who need foster and adoptive homes (Hollinger, 1998 in Casey) (Also see MEPA – the Multiethnic Placement Act of 1994)

Illegal: This term has been used to describe the immigration status of people who do not have the federal documentation to show they are legally entitled to work, visit or live in the U.S. The term is considered derogatory with the terms “undocumented immigrant” or “undocumented worker” preferred. Also “Illegal alien,” a term considered demeaning and pejorative.

Immigration: The process of entering one country from another to take up permanent or semi permanent residence. (Immigrant: One who enters one country from another to take up permanent or semi permanent residence.)

Inclusion: refers to an organizational system where decision-making includes perspectives from diverse points of view, from within and without the organization, where appropriate. (Webster’s New Collegiate).

Individualism: A world view that suggests that a human being should think and judge independently, respecting nothing more than the sovereignty of his or her mind. The foundation of individualism lies in one’s moral right to pursue one’s own happiness. This pursuit requires a large amount of independence, initiative, and self-responsibility. See *collectivism*. (http://freedomkeys.com/collectivism.htm)

**La Familia:** The family.

**La Frontera:** Spanish for the border between the U.S. and Mexico.

**La migra:** Spanish slang for Immigration and Naturalization Services (INS) agents and the INS in general.
Las Posadas: a Christmastime custom of traveling from house to house singing Christmas songs and asking for food and drink. It corresponds to Joseph and Mary’s search for lodging in Bethlehem before the birth of Christ.

La Raza: refers to Latino people. Dia de la Raza is observed on October 12 in the U.S. during Hispanic Heritage Month as an acknowledgement of the mixed European and indigenous heritage that resulted from the Europeans’ arrival. Observed in the U.S. as Columbus Day.

La Virgen de Guadalupe: refers to Christ’s mother, the Virgin Mary. Our Lady of Guadalupe is the patron saint of the Americas to Catholics and is celebrated across the hemisphere. For Latinos, she is a symbol of the marriage of European and Indian blood and beliefs. She has evolved as a political and cultural icon, particularly for those fighting for civil rights. For example, union leader César Chávez and others in the Chicano civil rights movement often carried posters and other images of her during protest marches.

Latin America: referring to the 19 independent republics of the New World including those 18 countries whose national language is Spanish and Brazil, where Portuguese is spoken. Some extend the meaning of Latin America to include the independent nation of Haiti, where French and Creole are spoken as well as other Caribbean and South American nations.

Latino/Latina: an “umbrella” ethnic term describing people in the U.S. who are either themselves from a Spanish-speaking country or whose ancestors were from a Spanish-speaking country. The U.S. Census bureau first used the term “Latino” in the 2000 Census and used the terms “Latino” and “Hispanic” interchangeably, though the later is a controversial term. The term “Latino” is an ethnic label rather than a race of people. “Latino” refers to males and “Latina” to females.

Lawful permanent resident: A noncitizen residing in the United States with permission to permanently live and work in the country. Such a person may apply for naturalization after 5 years (3 if married to a U.S. Citizen: 2 year for certain persons in the military and veterans).

LEP: limited English proficiency

Machismo: refers to a man’s responsibility to provide for, protect, and defend his family. His loyalty and sense of responsibility to family, friends, and community make him a good man. The Anglo-American definition of macho that describes sexist, male-chauvinist behavior is radically different from the original Latino meaning of machismo which conveys the notion of “honorable and responsible”. Also: exaltation of masculinity. Glorification and exaggeration of attitudes and actions considered appropriate characteristics of masculine men, such as strength, sexual prowess, and bravery. (Stavans, 108-111 in Santiago-Rivera)

Madrina/padrino: implies a mediator who has familiar authority and is invested in the well-being of the family or a specific child, sometimes formally entrusted through the process of god parenting (ahijado/ahijada).

Mal de ojo: evil eye, an illness usually affecting children, caused by excessive admiration of covetous looks by others without touching the child.
**Marianismo**: Cult of feminine spiritual superiority. The Spanish and Latin American ideal of women being modest, restrained, virtuous and nurturing. Women are expected to be sexually abstinent before marriage and passive in response to their husband’s demands after marriage. Women are expected to have sexual intercourse only with their husbands. “Marianismo” comes from the Virgin Mary, whose life women are encouraged to emulate as a model of “proper” femininity.

**MEPA** – The Multiethnic Placement Act of 1994 prohibits delaying or denying a child’s foster care or adoptive placement on the basis of the child’s or prospective parent’s race, color, or national origin. It further prohibits consideration of race, color or national origin in qualifying adoptive or foster parents. States are required to diligently recruit foster and adoptive parents who reflect the racial and ethnic diversity of the children in the state who need foster and adoptive homes (Hollinger, 1998 in Casey) (Also see IEP – The Interethnic Adoption Provisions of 1996)

**Meritocracy**: a society in which people are rewarded solely based on merit. In a true meritocracy, the conditions of one’s birth (race, class, sex, etc.) would have no effect on one’s chances to succeed. (Anderson & Middleton)

**Mestizo/Mestiza; Mestizaje (pl)**: persons of mixed race, particularly stemming from the Spanish and Latin American indigenous groups intermingling and creating the Mestizo race.

**Mexican American**: U.S. citizen of Mexican descent.

**Migrant Education**: program for children of farm laborers who often face such challenges as poverty and the readjustment of moving from school to school.

**Naturalized Citizen**: A person who was born a noncitizen and was granted U.S. citizenship through the naturalization process. Naturalization requirements include English literacy, “good moral character,” and knowledge of civics, although in some circumstances, certain requirements may be waived. Persons also must be at least 18 years of age to naturalize; immigrant children generally become citizens automatically when their parents naturalize. (National Immigration Law Center, 2002)

**Nonimmigrant**: A person granted permission to enter the United States for a specific purpose and a limited period of time. This category includes persons granted temporary permission to live and work (or study) in the United States. (National Immigration Law Center, 2002)

**Oppression**: the imposition of constraints, suggesting that the problem is not the result of bad luck, ignorance or prejudice, but is caused rather by one group actively subordinating another to its own interest. (Anderson & Middleton)

**Orgullo**: A sense of one's own proper dignity or value; self-respect.

**Padrino/Madrina**: implies a mediator who has familiar authority and is invested in the well-being of the family or a specific child, sometimes formally entrusted through the process of godparenting (ahijado/ahijada).

**Pateras**: midwives (Roeder, 323 in Santiago-Rivera)
Personalismo: represents an orientation where the person is always more important than the task at hand, including the time factor. Dominant, charismatic person in the political life of a country. People give allegiance to a political leader rather than to constitutional institutions or ideals. Characteristic of a collectivist worldview where there is a great deal of emotional investment in the family. High importance is given to the qualities of positive interpersonal and social skills such that family members, both nuclear and extended, maintain mutual dependency and closeness for a lifetime. The valuing of warm, friendly and personal relationships has important implications for service delivery and environments (e.g. public or private agency offices and staff) that can be impersonal and formal. For instance, the way that a receptionist greets the family seeking help and the personal communication style of workers can determine whether or not the Latino family returns.

Piñata: a Latin American custom to celebrate birthdays and other festive celebrations. The piñata is a papier-mâché holder of candies and other treats. Children are blindfolded and then given a bat to swat the piñata to break it so that the candy and treats fall to the ground.

Privilege: a right or immunity granted as a peculiar benefit or advantage, often taken for granted by members of dominant culture. (Anderson & Middleton)

PRWORA: The federal Personal Responsibility and Work Opportunity Reconciliation Act of 1996, seeking to limit access to cash assistance and move welfare recipients into the workforce. Some of the act’s provisions specifically targeted immigrants, creating new stratifications within legal immigration categories and imposing new restrictions on certain immigrants’ access to government services. (National Center for Children in Poverty)

Quinceañera: a long-standing Christian custom in Latin American countries and among Latino families in the U.S. The event celebrates a girl’s 15th birthday. Traditionally, a girl’s formal presentation to society to announce her availability for marriage. The name derives from two Spanish words: “quince” (fifteen) and “años” (years.)

Race: a human population considered distinct based on physical characteristics. Primarily a social construct, scientists have discovered that only 2% of our genes are responsible for visible differences such as skin color. Social groups rather than a set biology often define the rules of race. (http://racerelations.about.com/od/skillsbuildingresources/g/racedef.htm)

Racism: system of advantage based on race; behavior or patterns that systematically tends to deny access to opportunity or privilege to one social group while perpetuating privilege to members of another group (Ridley, 1989 in Anderson & Middleton)

Refugee - A noncitizen granted permission to reside in the United States prior to entering the United States due to a well founded fear of persecution (based on race, religion, nationality, membership in a particular social group, or political opinion) in his or her country of origin. This person may apply to adjust their status to long term permanent resident. (National Immigration Law Center, 2002)

Respeto: sensitivity to the individual’s position, creating a boundary within which conversations should be contained to avoid conflict.
Santeria: a religion created in Cuba in the 16th century by enslaved Africans of the Yoruba people who masked their traditional practices behind the worship of Catholic saints introduced to them by the Spanish. The religion underwent severe transformations in order to survive. When modern medicine and the Church fail to heal, some Latinos seek assistance from Santeros (priests). Santeros intervene in both physical and mental illnesses but seldom operate in conflict with biomedical treatments. When treating mental illness, Santeros may ascribe the problem as a special attribute or strength of the person being treated. A few healing rituals conducted by Santeros include herbal formulations, prayer, and santiquo/blessing rituals (the supplication to a Yoruba god and the corresponding Catholic saint). Spells, magic, and animal sacrifices can also be common in this religion, and most ceremonies are conducted at home. (University of Michigan)

Simpatia: in Spanish, kindness, a value placed on politeness and pleasantness, the appropriate approach for service providers. The relatively neutral approach of some U.S. providers may be viewed as negative by some Latino patients.

Spanglish: the language spoken throughout Spain and in the Latin-American countries colonized by the Spanish. Not all Hispanics in the U.S. speak Spanish, but may speak their tribal language.

Special Immigrant Juvenile Status – In some cases, unmarried, documented or undocumented immigrants under 21 are able to become lawful permanent residents. An example occurs when a young person qualifies when he/she is placed by the court in long-term foster care or guardianship. (Family Violence Prevention Fund)

Stereotype: an ending point (as opposed to a generalization which is a starting point); When stereotyping, one makes an assumption about a person based on group membership without learning whether or not that individual fits the assumption.

Tajano/Tejana: person of Mexican descent from Texas. The Anglos and Tejanos alike rebelled against the centralized authority of Mexico City and the draconian measures implemented by the Santa Anna regime. Tensions between the central Mexican government and the settlers eventually led to the Texas Revolution. Tejanos may variously consider themselves to be Hispanic or Latino in ethnicity. In urban areas as well as some rural communities, Tejanos tend to be well integrated into both Hispanic and Anglo-American cultures. Retrieved 6/1/07 from http://www.answers.com/topic/tejano retrieved 6/1/07

Title VI of the Civil Rights Act of 1964 – guarantees access to services in an individual’s native language.

Treaty of Guadalupe Hidalgo: Peace treaty between the U.S. and Mexico signed in 1848 which settled the Mexican American War. It established provisions for future relations between the two countries by increasing the territory of the U.S.

U & T Visas – U visas are for noncitizen victims of child abuse, domestic violence, sexual assault, trafficking and other crimes; T visas were created specifically for immigrants trafficked into the US for commercial sex or labor. The perpetrator’s status and relationship to the victim are irrelevant for both, but both visas require cooperation with the criminal system. (Family Violence Prevention Fund)
Undocumented Immigrant (undocumented worker): A person who entered the country illegally or who entered through legal channels but then violated the terms of entry by staying past his or her visa expiration date and/or engaging in activities outside of his or her visa status, such as working on a tourist visa. (National Immigration Law Center, 2002)


Visa: grants of temporary admittance to the United States for tourism study or work; generally holders are ineligible for public benefits.

Worker Cultural Competence includes: 1) an awareness and acceptance of cultural differences, 2) the awareness of his/her own cultural values, 3) an understanding of the dynamics of difference in the helping process, 4) basic knowledge about the client’s culture, and 5) the ability to adapt practice skills to client’s cultural context (Cross 1995).
CITIZENSHIP TERMS – MATCH CHALLENGE

The terms in this column match the definitions in the right column on this page.

1 Naturalized Citizen (D)  
A Parents who naturalize may confer citizenship on their offspring sometime after the moment of birth. Factors influencing this event include the age of the child when the parent(s) were naturalized, marriage status, legitimation, immigration status of the child, and other documentation. Expert analysis is recommended especially where foreign laws are involved.

2 U.S. Citizen (C)  
B Aliens who are working through the application process for citizenship or lawful permanent residence are allowed to stay in the U.S. Common examples include overstays who have married a U.S. citizen sponsor and are applying for a green card; domestic violence victims whose applications are pending, parolees, or persons eligible for temporary relief from removal under Temporary Protected Status or are from a country such as Cuba or Haiti with agreements for protected status.

3 Acquired Citizenship (E)  
C Anyone born in the United States, its territories and certain possessions (Puerto Rico, Guam and the Virgin Islands, for instance) is a U.S. citizens. This includes people born of undocumented parents. Children of US citizens who are born while their parents are in another country also may be US citizens. Everyone else must “naturalize” for citizenship, normally after a period of lawful permanent residence (Family Violence Prevention Fund).

4 Derivative Citizenship (A)  
D A person who was born a noncitizen and was granted U.S. citizenship through the naturalization process. Naturalization requirements include English literacy, “good moral character,” and knowledge of civics, although in some circumstances, certain requirements may be waived. Persons also must be at least 18 years of age to naturalize; immigrant children generally become citizens automatically when their parents naturalize (USCIS).

5 Aliens whose status is neither “legal” nor “illegal”  
E Generally, a child born outside the U.S. where one or both parents are U.S. citizens. The requirements for children born “out of wedlock” are complex, however. In addition, the requirements include the U.S. citizen parent to reside in the U.S. for a certain time prior to the birth of the child for the citizenship to transmit to the child.

6 Immigrants to the U.S. from Puerto Rico, Guam and/or certain U.S. territories and possessions  
F Citizens of the United States by birth with full rights by virtue of citizenship.
<table>
<thead>
<tr>
<th>Column</th>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Refugees</td>
<td>A noncitizen residing in the United States with permission to permanently live and work in the country. Such a person may apply for naturalization after 5 years (3 if married to a U.S. Citizen: 2 years for certain persons in the military and veterans). An immigrant domestic violence victim may have become or be eligible to become a lawful permanent resident through the Violence Against Woman Act (VAWA). Other typical routes to status are through family members or employers (Family Violence Prevention Fund).</td>
</tr>
<tr>
<td>2</td>
<td>Immigration &amp; Naturalization Service (INS)</td>
<td>The Violence Against Women Act (VAWA) enables battered spouses and children to obtain lawful immigration status without the abuser’s knowledge or permission. In order to be eligible, the batterer either must be a U.S. citizen or a lawful permanent resident. Unfortunately, no relief is available under these laws if the abuser is neither a U.S. citizen nor a legal permanent resident (Family Violence Prevention Fund).</td>
</tr>
<tr>
<td>3</td>
<td>Visa Holders</td>
<td>A noncitizen granted permission by the U.S. Department of Homeland Security to reside in the United States prior to entering the United States due to a well-founded fear of persecution (based on race, religion, nationality, membership in a particular social group, or political opinion) in his or her country of origin. This person may apply to adjust their status to long-term permanent resident (USCIS).</td>
</tr>
<tr>
<td>4</td>
<td>Lawful Permanent Residents</td>
<td>It is very common for one household to have members with different immigration statuses. Children born in the U.S. (therefore U.S. citizens) may have an undocumented mother or father or live with recently arrived relatives who have lawful permanent residence. They may have connections with family members who are in the country on a tourist visa (Family Violence Prevention Fund).</td>
</tr>
<tr>
<td>5</td>
<td>Immigrant Domestic Violence Survivors</td>
<td>Formerly in the U.S Department of Justice, this federal agency administered the federal laws relating to the admission, exclusion, and deportation of aliens and to the naturalization of aliens lawfully residing in the U.S. Created in 1891, it was formally dissolved on March 1, 2003.</td>
</tr>
<tr>
<td>6</td>
<td>Multiple Statuses in One Family</td>
<td>People with employment, student, or tourist visas who are in the United States legally for a fixed period of time and for a specific purpose. They are generally ineligible for public health benefits (Family Violence Prevention Fund).</td>
</tr>
</tbody>
</table>
The terms in this column match the definitions in the right column on this page.

7 Parolees

G
In some cases, unmarried, documented or undocumented immigrants under 21 are able to become lawful permanent residents. An example of this is when a young person is placed by the family court in long-term foster care or guardianship (Family Violence Prevention Fund).

8 Special Immigrant Juvenile Status

H
Visas are for noncitizen victims of child abuse, domestic violence, sexual assault, trafficking and other crimes; T visas were created specifically for immigrants trafficked into the US for commercial sex or labor. The perpetrator’s status and relationship to the victim are irrelevant for both, but both visas require the victim to cooperate with the criminal justice system (Family Violence Prevention Fund).

9 Undocumented Immigrant Undocumented Worker

I
A noncitizen granted permission to reside in the United States after entering the United States due to a well-founded fear of persecution (based on race, religion, nationality, membership in a particular social group, or political opinion) in his or her country of origin. This person may apply to adjust his or her status to long-term permanent resident (National Center for Children In Poverty).

10 USCIS & USICE & USCBP

J
Enter the country lawfully while the U.S. Government decides what status to give them. Some persons are “paroled indefinitely” which is also a lawful status (Family Violence Prevention Fund).

11 Asylees

K
A person who entered the country illegally (EWI – entered without inspection) or who entered through legal channels but then violated the terms of entry by staying past his or her visa expiration date (“overstays”) and/or engaging in activities outside of his or her visa status, such as working on a tourist visa (USCIS).

12 U & T Visas

L
Formerly INS, these agencies were created under the Department of Homeland Security (DHS) on March 1, 2003. One division is responsible for immigration and naturalization services, the other for enforcement and the last for controlling the borders.
Each of us identifies ourselves in a way that is meaningful to us. Labels are often used as a way of identifying various cultural groups, and while such generalizations can be useful, it is important to remember that they are starting points for discussing individuals’ and families’ unique identities. For example, individual family members may identify differently from one another or families may differ in preferences from their neighbors or relatives. Match the terms on the left to the definitions on the right.

1 Hispanic
A
Used interchangeably with Puerto Rican, the term is used to show cultural pride and to reaffirm some Puerto Ricans’ indigenous heritage.

2 Latino/Latina
B
U.S. citizen of Mexican descent. (A second example referring to a U.S. citizen of Cuban descent.)
Refers to nationality rather than ethnicity.

3 Chicano/Chicana
C
An “umbrella” ethnic term describing people in the U.S. who are either themselves from a Spanish-speaking country or whose ancestors were from a Spanish-speaking country. The U.S. Census bureau first used the term “Latino” in the 2000 Census and used the terms “Latino” and “Hispanic” interchangeably, though the latter is a controversial term. The term “@” symbol is gaining increasing acceptance within academics and technology arenas as a replacement for the written form of “Latina/o. It is pronounced “Latino” or “Latina/Latino.”

4 Mexican American
D
A native or resident of Puerto Rico, a self-governing island commonwealth of the United States in the Caribbean Sea east of Hispaniola. Inhabited by Tainos when it was discovered by Columbus in 1493, it was colonized by the Spanish in the 16th century and ceded to the United States in 1898 after the Spanish-American War. Puerto Ricans were granted U.S. citizenship in 1917, although residents of the island do not vote in the U.S. presidential elections. Commonwealth status was proclaimed in 1952 and has been upheld since the 1960s.

5 Tex-Mex
E
A term used to identify a group of people of Mexican descent living in the United States. This term carries different meanings for different generations. For those coming of age in the 1960s it refers to an individual associated with the physical and spiritual liberation of Mexican American people from poverty, welfare, unemployment and a self-image of inferiority and Anglo American dominance. To an older generation this term might be a derogatory way to refer to a person who is of Mexican descent but is Americanized, a thug, or a punk.

6 Puerto Rican
F
Persons of mixed race, particularly stemming from the Spanish and Latin American indigenous groups intermingling and creating the Mestizo race.

7 Boricua
G
A catch-all ethnic label describing people in the U.S. who are either themselves from a Spanish-speaking country or whose ancestors were from a Spanish-speaking country. The term is controversial in that it is a government-defined label first used in the 1980 census to ensure a more accurate count of individuals in the U.S. who are Latin-American or Spanish heritage. The term, as such, would exclude individuals from Brazil or Caribbean nations as Hispanic, even though they are geographically in Latin America, or those indigenous individuals in countries such as Haiti, Guatemala, Bolivia, or Paraguay who continue to speak a variety of native languages. It is an ethnic label rather than one that refers to a race of people.

8 Mestizo/Mestiza
H
Of or characterized by a blend of Mexican and southwest U.S. cultural elements as in Tex-Mex music; Tex-Mex food.

9 Tejano
I
Spanish for “Texan”, a person of Hispanic descent born and living in the U.S. in the state of Texas, variously consider themselves Hispanic or Latino in ethnicity.

10 Afro-Latino
J
A term that attempts to capture the role of race in the lives of Latinos, particularly those whose skin pigmentation would convey an outward appearance of African/black.
Draw a line from the characteristic on the left to its matching definition on the right. The terms in this column match the definitions in the right column on this page.

9 **Personalismo**  
**I**  
Cult of feminine spiritual superiority. The Spanish and Latin American ideal of women being modest, restrained, virtuous and nurturing.

10 **Familismo**  
**J**  
Godparents, whose role in a child’s life is determined by *compadrazgo* (godparentage) which has a historical significance through the decimation of indigenous populations that occurred during settlement. Often children whose parents were killed were adopted by other families serving as substitutes for their biological parents. Today *compadres* (godfathers or *comadres* (godmothers) may be prominent leaders or older people who hold some position of authority and respect within the Latino community. The practice of godparentage formalizes relationships between the child’s parents and promotes a sense of community (Santiago-Rivera).

11 **Respeto**  
**K**  
Fatalism. Culturally, it is the belief that some things are meant to happen regardless of individual intervention; events are a result of luck, fate or powers beyond one’s control. (Santiago-Rivera)

12 **Compadre/Comadre**  
**L**  
Refers to a man’s responsibility to provide for, protect, and defend his family. His loyalty and sense of responsibility to family, friends, and community make him a good man. The Anglo-American definition of *macho* that describes sexist, male-chauvinist behavior is radically different from the original Latino meaning of *machismo* which conveys the notion of “honorable and responsible”.

13 **Padrino/Madrina**  
**M**  
A preference for maintaining a close connection to family. Extension of family beyond nuclear family boundaries. A crucial value and element of Latino family culture.

14 **Orgullo**  
**N**  
Sensitivity to the individual’s position, creating a boundary within which conversations should be contained to avoid conflict.

15 **Fatalismo**  
**O**  
A sense of one's own proper dignity or value; self-respect.

16 **Machismo**  
**P**  
Represents an orientation where the person is always more important than the task at hand, including the time factor. Characteristic of a collectivist worldview where there is a great deal of emotional investment in the family or group as opposed to the individual. High importance is given to the qualities of positive interpersonal and social skills such that family members, both nuclear and extended, maintain mutual dependency and closeness for a lifetime. The valuing of warm, friendly and personal relationships has important implications for service delivery and environments (e.g. public or private agency offices and staff) that can be impersonal and formal. For instance, the way that a receptionist greets the family seeking help and the personal communication style of workers can determine whether or not the Latino family returns.

17 **Marianismo**  
**Q**  
Implies a mediator who has familiar authority and is invested in the well-being of the family or a specific child, sometimes entrusted through the process of god parenting (*ahijado/ahijada*).
The Tree of Life

The Tree of Life is an important symbol in nearly every culture. The branches extend into the sky and the roots merge deep into the earth linking heaven, earth and the inner world, uniting what is above and what is below. It is a feminine symbol as well as a masculine one representing a union between them. To the Mayas, the tree of life is Yaxche whose branches support the heavens. It is believed that the souls of the righteous may dwell under it for eternity.

The tree has other characteristics which lend easily to symbolism. Many trees take on the appearance of death in the winter- losing their leaves, only to sprout new growth with the return of spring. This aspect makes the tree a symbol of resurrection

A tree also bears seeds or fruits, which contain the essence of the tree, and this continuous regeneration is a potent symbol of immortality. The tree provides fruit as a gift to the world. This aspect of the tree as a giver of gifts and spiritual wisdom is also quite common. It is while meditating under a Bodhi tree that Buddha received his enlightenment; the Norse God Odin received the gift of language while suspended upside down in the World Ash (an interesting parallel is the hanged man of the tarot). In Judeo-Christian mythology, the Tree of heaven is the source of the primordial rivers that water the earth- similar to the Tooba Tree of the Koran, from whose roots spring milk, honey, and wine.

http://altreligion.about.com/library/graphics/bl_treeoflife2.htm

The Mayan tree of life is a Ceiba tree, a tall tree with a very straight trunk with branches that rest at the very top and usually number four. According to some, the four branches relate to the four cardinal directions as well as to the axis mundi. (sacred space that creates an ordered universe emanating around a central point of reference). Most pre-Columbian villages had a Ceiba tree located in the center of the village.

Another common form of the Tree of Life in Southwestern rock art features a candelabra-like “menorah” and is considered to be the most ancient form of the symbol, found in both the Old and New Worlds. The number of branches relate directly to the Great Journey or the repeating cycle of birth, life and rebirth. The symbol requires two parts: roots reaching down into the earth for nourishment and grounding (physical needs) and branches reaching upward to the sun for light (spiritual needs). The symbol suggests that Life is sustained by the gifts of Mother Earth and Father Sky.

http://www.angelfire.com/trek/archaeology/tree.html
Over 35 million people identified themselves as Hispanic or Latino on the 2000 census. See if you can match the flags to their countries of origin.

ARGENTINA
BOLIVIA
CHILE
COLUMBIA
COSTA RICA
CUBA
DOMINICAN REPUBLIC
ECUADOR
EL SALVADOR
GUATEMALA
HONDURAS
MEXICO
NICARAGUA
PANAMA
PARAGUAY
PERU
PUERTO RICO
SPAIN
UNITED STATES
URUGUAY
VENEZUELA

KEY: With the exception of the U.S. flag, all the flags are arranged in alphabetical order according to the countries they represent.
<table>
<thead>
<tr>
<th><strong>D I V E R S I T Y B I N G O</strong></th>
<th><strong>D I V E R S I T Y B I N G O</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1  Speaks and understands 2 or more languages</td>
<td>2  Works in an all female office</td>
</tr>
<tr>
<td>3  Finished college degree in last six months</td>
<td>4  Has traveled overseas at least twice</td>
</tr>
<tr>
<td>5  Has relatives living in another country</td>
<td>6  Can name three of the main demographic groups in service area</td>
</tr>
<tr>
<td>7  Watched a movie with subtitles in last month</td>
<td>8  Can explain the difference in the term “Hispanic” and “Latino”</td>
</tr>
<tr>
<td>9  Can name 10 of the 21+ Spanish speaking nations</td>
<td>10  Has visited for at least one night in at least five states</td>
</tr>
<tr>
<td>11  Is wearing something made in a foreign country</td>
<td>12  Has attended a <em>Cinco de Mayo</em> celebration</td>
</tr>
<tr>
<td>13  Is known to cook a good cultural dish</td>
<td>14  Can name three prominent Latino politicians</td>
</tr>
<tr>
<td>15  Comes from a family of five or more</td>
<td>16  Has been to both Canada and Mexico</td>
</tr>
<tr>
<td>17  Parents were born in another country</td>
<td>18  Has a friend who has limited English proficiency</td>
</tr>
<tr>
<td>19  Can say “hello” in four different languages</td>
<td>20  Can name the year Mexico won its independence from Spain</td>
</tr>
<tr>
<td>21  Has a Spanish language poster in the office</td>
<td>22  Has conducted a family meeting held in Spanish</td>
</tr>
<tr>
<td>23  Knows how many states there are in Mexico</td>
<td>24  Works in an agency that provides materials in Spanish</td>
</tr>
<tr>
<td>25  Surname is Spanish</td>
<td></td>
</tr>
</tbody>
</table>
Ask someone who has traveled to a foreign country within the last three years one question about his/her experience.

Ask someone who has dated or married someone from a different culture/ethnic group than his/her own a question about the experience.

Ask someone who recognizes a need to become more culturally responsive what he/she wants to get out of the workshop today.

Ask someone who attends an integrated church or a church that is predominantly that of a cultural/ethnic group different from his/her own a question about the experience.

Ask someone who has seen a movie, play or television show presented by persons of a different culture/ethnic group within the last year to give a brief description about it.

Ask someone who regularly visits the home of a person or persons of a different culture/ethnic group from his/her own a question about the interactions.

Ask someone who, without being required by his/her education to do so, has studied the history of another culture/ethnic group to describe something about what he/she learned.

Ask someone to describe his/her experience living with a person of a different culture/ethnic group for more than six weeks.

Ask someone who has traveled to a foreign country within the last three years one question about his/her experience.

Ask someone who has dated or married someone from a different culture/ethnic group than his/her own a question about the experience.

Ask someone who recognizes a need to become more culturally responsive what he/she wants to get out of the workshop today.
COMPETENCIES THAT SUPPORT
CULTURALLY-RESPONSIVE CHILD
WELFARE PRACTICE with
HISPANIC FAMILIES

COLLECTED and DEVELOPED by
Kathleen Holt &
Bethany Roberts

ADAPTED & MODIFIED FROM:

COMPETENCIES IA1 – IIIC7
Arrendondo, P., Toporek, R., Brown, S., Jones, J., Locke, D.C., Sanchez, J. and Stadler, H.
“Operationalization of the Multicultural Counseling Competencies”. AMCD Professional Standards and

COMPETENCIES CHP 1.a – CHP 6.h
Santiago-Rivera, A., Arrendondo, P., Gallardo-Cooper, M. Counseling Latinos and la familia: A Practical
The Culturally Responsive Organization

Beliefs and Attitudes – The Culturally Responsive Organization

III A3 Organizations with culturally skilled child welfare workers respect clients’ religious and/or spiritual beliefs and values, including attributions and taboos, because they affect worldview, family structures and function and expressions of distress.

III A2 Organizations with culturally skilled child welfare workers respect indigenous helping practices and respect help-giving networks among communities of color.

III A3 Organizations with culturally skilled child welfare workers value bilingualism and do not view another language as an impediment to counseling (Monolingualism may be the culprit.)

Knowledge - The Culturally Responsive Organization

III B2 Organizations with culturally skilled child welfare workers are aware of institutional barriers that prevent minorities from using agency and community services.

III B5 Organizations with culturally skilled child welfare workers should be aware of relevant discriminatory practices at the social and community level that may be affecting the welfare of the population served.

ICI Organizations with culturally skilled child welfare workers seek out educational, consultative, and training experiences to improve their understanding and effectiveness in working with culturally different populations. Being able to recognize the limits of their competencies, they (a) seek consultation, (b) seek further training or education, (c) refer out to more qualified individuals or resources, or (d) engage in a combination of these.

IIC 2 Organizations with culturally skilled child welfare workers understand the value of agency involvement and organizational participation in the communities served so that perspectives of minorities is more than an academic or helping exercise.

IIC 4 Organizations with culturally skilled child welfare workers take responsibility for interacting in the language requested by the client, and, if not feasible, make appropriate referrals. The organization recognizes the serious problem arising from a mismatch between the linguistic skills of the workers and the language of the clients. In such cases, agency policy and practice suggest (a) seeking a translator with cultural knowledge and appropriate professional backgrounds or (b) referral to a knowledgeable and competent bilingual service provider.
IIIC5 Organizations with culturally skilled child welfare workers provide training and expertise in the use of traditional assessment and testing instruments. They not only understand the technical aspects of the instruments but are also aware of the cultural limitations, providing for use of such instruments to benefit the welfare of culturally different clients.

Skill - The Culturally Responsive Organization

Organizations with culturally skilled child welfare workers assess organizational cultural and linguistic responsiveness.

Organizations with culturally skilled child welfare workers plan for organizational improvement in the levels of cultural and linguistic responsiveness.

Organizations with culturally skilled child welfare workers assess cultural make-up of service community and design services to match. Consider changing these to a knowledge rather than skill competency.

Organizations with culturally skilled child welfare workers hire for, train and reward cultural competence in staff.
Beliefs and Attitudes – Simulation & Workshop

IA.1 Culturally skilled child welfare workers believe that cultural self-awareness and sensitivity to one’s own cultural heritage is essential.

IA.2 Culturally skilled child welfare workers are aware of how their own cultural background and experiences have influenced attitudes, values, and biases about psychological processes.

IIA.1 Culturally skilled child welfare workers are aware of their negative and positive emotional reactions toward other racial and ethnic groups that may prove detrimental to the service relationship. They are willing to contrast their own beliefs and attitudes with those of their culturally different clients in a nonjudgmental fashion.

IIA.2 Culturally skilled child welfare workers are aware of their stereotypes and preconceived notions that they may hold toward other racial and ethnic minority groups.

IIIA1 Culturally skilled child welfare workers respect clients’ religious and/or spiritual beliefs and values, including attributions and taboos, because they affect world view, psychological functioning, and expressions of distress.

IIIA2 Culturally skilled child welfare workers respect indigenous helping practices and respect help-giving networks among communities of color.

IIIA3 Culturally skilled child welfare workers value bilingualism and do not view another language as an impediment to counseling (Monolingualism may be the culprit.).

CH3Aa Culturally skilled child welfare workers can recognize the expectations they hold about family values, and interpersonal relationships that may be different from Latino values and practices.

CH4Aa: Culturally skilled child welfare workers can understand the diversity and heterogeneity within the Latino population.

Knowledge – Simulation & Workshop

IB3 Culturally skilled child welfare workers possess knowledge about their impact on others. They are knowledgeable about communication style differences, how their style may clash with or foster positive service interventions with persons of
color or others different from themselves. They anticipate the impact communication style differences may have on others.

IIB! Culturally skilled child welfare workers possess specific knowledge and information about the particular group with which they are working. They are aware of the life experiences, cultural heritage and historical background of their culturally different clients.

IIB2 Culturally skilled child welfare workers understand how race, culture, ethnicity and so forth may affect personality formation, vocational choices, manifestations of physical, psychological and mental disorders, help seeking behavior and the appropriateness or inappropriateness of interventions and service provision.

IIB3 Culturally skilled child welfare workers understand and have knowledge about sociopolitical influences that impinge upon the life of racial and ethnic minorities. Immigration issues, poverty, racism, stereotyping and powerlessness may impact self esteem and self concept as well as the ability to identify relevant strengths.

III B 4 Culturally skilled child welfare workers have knowledge of family structures, hierarchies, values and beliefs from various cultural perspectives. They are knowledgeable about the community where a particular cultural group may reside and the resources in the community.

III B5 Culturally skilled child welfare workers should be aware of relevant discriminatory practices at the social and community level that may be affecting service and interventions with the population being served.

CH5Ba: Culturally skilled child welfare workers can be knowledgeable about the characteristics of four different realities or structure of Latino families – intact, single parent, bicultural and immigrant – the challenges they face and implications for services.

CH5Bb: Culturally skilled child welfare workers understand the foundation and barriers of different Latino marriages and family compositions.

Culturally skilled child welfare workers understand culture specific parenting attitudes, discipline, respect, fostering, kinship care, familial roles and influence on individuals and families structure, function and roles, gender roles and preferences

Culturally skilled child welfare workers will understand culturally based definitions of safety

Skills – Simulation & Workshop

III C3 Culturally skilled child welfare workers are not averse to seeking consultation with traditional healers or religious and spiritual leaders and practitioners in the treatment of culturally different clients when appropriate.
III C4 Culturally skilled child welfare workers take responsibility for interacting in the language requested by the client, and, if not feasible, make appropriate referrals. They recognize the fact that serious problems arise from a mismatch between the linguistic skills of the workers and the language of the clients. In such cases, they (a) seek a translator with cultural knowledge and appropriate professional background or (b) they refer to a knowledgeable and competent bilingual service provider.

**Core Elements of Culturally Responsive Practice with Latino Families**

**Beliefs and Attitudes – Core Training**

I.A.3 Culturally skilled child welfare workers are able to recognize the limits of their multicultural competency and expertise.

I A4 Culturally skilled child welfare workers recognize their sources of discomfort with differences that exist between themselves and clients in terms of race, ethnicity and culture.

IIA.1 Culturally skilled child welfare workers are aware of their negative and positive emotional reactions toward other racial and ethnic groups that may prove detrimental to the service relationship. They are willing to contrast their own beliefs and attitudes with those of their culturally different clients in a nonjudgmental fashion.

IIIA1 Culturally skilled child welfare workers respect clients’ religious and/or spiritual beliefs and values, including attributions and taboos, because they affect worldview, family and community functioning and expressions of distress.

IIIA2 Culturally skilled child welfare workers respect indigenous helping practices and respect help-giving networks among communities of color.

IIIA3 Culturally skilled child welfare workers value bilingualism and do not view another language as an impediment to counseling when monolingualism may be the culprit.

**Knowledge – Core Training**

IB1. Culturally skilled child welfare workers have specific knowledge about their own racial and cultural heritage and how it personally and professional affects their definitions and biases of normality/abnormality and the process of intervention/service provision.

IB2 Culturally skilled child welfare workers possess knowledge and understanding about how oppression, racism, discrimination, and stereotyping affect them personally and in their work. This allows individuals to acknowledge their own racist
attitudes, beliefs, and feelings. Although this standard applies to all groups, for White workers, it may mean that they understand how they may have directly or indirectly benefited from individual, institutional, and cultural racism as outlined in the theories of White privilege.

IB3 Culturally skilled child welfare workers possess knowledge about their impact on others. They are knowledgeable about communication style differences, how their style may clash with or foster positive service interventions with persons of color or others different from themselves. They anticipate the impact communication style differences may have on others.

IIB1 Culturally skilled child welfare workers possess specific knowledge and information about the particular group with which they are working. They are aware of the life experiences, cultural heritage, and historical background of their culturally different clients. This particular competency is strongly linked to the "minority identity developmental models" available in the literature.

CH2Ba: Culturally skilled child welfare workers will be knowledgeable about the varying historical experiences of the three largest Latino groups and the more recent immigrant and refugee groups.

IIB2 Culturally skilled child welfare workers understand how race, culture, ethnicity and so forth may affect personality formation, vocational choices, manifestation of health, mental health and psychological disorders, help seeking behavior and the appropriateness or inappropriateness of service interventions.

CH1Bb: Culturally skilled child welfare workers understand the concepts and terms and their meanings for relationship building with clients of Latino heritage and for the Latino individual.

IIB3 Culturally skilled child welfare workers understand and have knowledge about regional, situational, and sociopolitical influences that impinge upon the life of racial and ethnic minorities. Immigration issues, poverty, racism, stereotyping and powerlessness may impact self esteem and self concept as well as family functioning in the intervention process.

IIB1 Culturally skilled child welfare workers have a clear and explicit knowledge and understanding of the generic characteristics of family systems and interventions and how such things as being culture bound, class bound or monolingual may clash with the cultural values of various cultural groups.

IIB4 Culturally skilled child welfare workers have knowledge of family structures, hierarchies, values and beliefs from various cultural perspectives. They are knowledgeable about the community where a particular cultural group may reside and the resources in the community.
Culturally skilled child welfare workers are aware of relevant discriminatory practices at the social and community level that may be affecting the health of the population being served.

Culturally skilled child welfare workers will be able to discuss conditions and factors of acculturation, ethnic identity, socioeconomic differences, phenotypes, and other experiences that contribute to the uniqueness of individuals and Latino families.

Culturally skilled child welfare workers can be knowledgeable about the characteristics of four different realities or structure of Latino families – intact, single parent, bicultural and immigrant – the challenges they face and implications for services.

Culturally skilled child welfare workers understand the foundation and barriers of different Latino marriages and family compositions.

Culturally skilled child welfare workers incorporate information regarding the “at risk” factors and protective variables into a culturally sensitive intervention.

Culturally skilled child welfare workers appreciate, identify, and integrate clients’ strengths in interventions regardless of the family’s situation.

Culturally skilled child welfare workers have knowledge of different service models that are appropriate to use with Latino individuals and families.

Culturally skilled child welfare workers have knowledge of culture specific parenting attitudes, discipline, respect, fostering, kinship care, familial roles and influence on individuals and families structure, function and roles, gender roles and preferences.

Culturally skilled child welfare workers will understand culturally based definitions of safety.

Skills – Core Training

Culturally skilled child welfare workers seek out educational, consultative, and training experiences to improve their understanding and effectiveness in working with culturally different populations. Being able to recognize the limits of their competencies, they (a) seek consultation, (b) seek further training or education, (c) refer out to more qualified individuals or resources, or (d) engage in a combination of these.

Culturally skilled child welfare workers are constantly seeking to understand themselves as racial and cultural beings and are actively seeking a nonracist identity. When receiving feedback, they demonstrate a receptivity and willingness to learn.
IIIC1 Culturally skilled child welfare workers are able to engage in a variety of verbal and nonverbal helping responses. They are able to send and receive both verbal and nonverbal messages accurately and appropriately. They are open to seeking different methods or approaches to helping recognizing that helping styles and approaches may be culture bound. When they sense that their helping style is limited and potentially inappropriate, they anticipate that and modify accordingly.

III C2 Culturally skilled child welfare workers are able to exercise institutional intervention skills on behalf of their clients. They can help clients determine whether a “problem” stems from racism or bias in others so that they are able to navigate the community and service system effectively.

III C4 Culturally skilled child welfare workers take responsibility for interacting in the language requested by the client, and, if not feasible, make appropriate referrals. They recognize the fact that serious problems arise from a mismatch between the linguistic skills of the workers and the language of the clients. In such cases, they (a) seek a translator with cultural knowledge and appropriate professional background or (b) they refer to a knowledgeable and competent bilingual service provider.

IIIC5 Culturally skilled child welfare workers have training and expertise in the use of traditional assessment and evaluation instruments. They not only understand the technical aspects of such instruments but are also aware of the cultural limitations. They seek modifications that allow them to use these instruments for the welfare of culturally different clients.

CH1Ca: Culturally skilled child welfare workers are able to conceptualize the Dimensions of Personal Identity Model for working with individuals from different Latino Groups.

IIIC6 Culturally skilled child welfare workers Interventions should attend to as well as work to eliminate biases, prejudices, and discriminatory context in conducting evaluations and providing interventions and should develop sensitivity to issues of oppression, sexism, heterosexism, elitism and racism.

IIIC7 Culturally skilled child welfare workers take responsibility for educating their clients to the process of the child welfare system, service provision and interventions including goals, expectations, legal rights, and timelines and options

CH1Cb: Culturally skilled child welfare workers can determine the service approach most suitable for individuals and families based on the child protection concerns and expected outcomes, previous experience, levels of acculturation, migration issues, gender roles, socialization, socio-economic status, educational attainment, language proficiency (e.g. level of English language speaking ability) and ethnic/racial identity status.
CH2Ca: Culturally skilled child welfare workers can discuss the differences among Latino groups based on national identity and migration patterns and other historical experiences.

CH2Cb: Culturally skilled child welfare workers can differentiate among the various Latino groups and incorporate specific knowledge about the migrations experiences of a particular Latino group in understanding the family’s concerns and problems.

CH8Ca: Culturally skilled child welfare workers are able to structure and conduct family meetings with Latino clients.

CH8Cb: Culturally skilled child welfare workers can differentiate between what is culturally driven and what is idiosyncratic in the Latino family’s functioning.

Culturally skilled child welfare workers build relationships by establishing empathy, trust and respect

Culturally skilled child welfare workers illicit differing views on parenting, family relationships and roles,

Culturally skilled child welfare workers improve prevention, education, and foster parent recruitment by accessing the Latino community through Latino Radio, Culturally skilled child welfare workers newspapers, Mexican markets, churches, business, social clubs, restaurants, sport leagues, beauty or barber shops

Culturally skilled child welfare workers promote service to immigrant families (documented and undocumented) to the highest extent possible by law.

Culturally skilled child welfare workers locate appropriate resources for undocumented immigrants.

Building a Culturally Responsive Team

Beliefs & Attitudes – Building Culturally Responsive Teams

Knowledge – Building Culturally Responsive Teams

Skills – Building Culturally Responsive Teams

ICI Culturally skilled child welfare workers seek out educational, consultative, and training experiences to improve their understanding and effectiveness in working with culturally different populations. Being able to recognize the limits of their competencies, they (a) seek consultation, (b) seek further training or education, (c) refer out to more qualified individuals or resources, or (d) engage in a combination of these.

IC2 Culturally skilled child welfare workers are constantly seeking to understand themselves as racial and cultural beings and are actively seeking a nonracist
identity. When receiving feedback, they demonstrate a receptivity and willingness to learn.

IIC1 Culturally skilled child welfare workers familiarize themselves with relevant research and the latest findings regarding family services and interventions that affect various ethnic and racial groups. They actively seek out educational experiences that enrich their knowledge, understanding, and cross-cultural skills for more effective service provision.

IIC2 Organizations with culturally skilled child welfare workers understand the value of agency involvement and organizational participation in the communities served so that perspectives of minorities is more than an academic or helping exercise.

IIC5 Culturally skilled child welfare workers have training and expertise in the use of traditional assessment and evaluation instruments. They not only understand the technical aspects of such instruments but are also aware of the cultural limitations. They seek modifications that allow them to use these instruments for the welfare of culturally different clients.

IIC6 Culturally skilled child welfare workers Interventions should attend to as well as work to eliminate biases, prejudices, and discriminatory context in conducting evaluations and providing interventions and should develop sensitivity to issues of oppression, sexism, heterosexism, elitism and racism.

IIC7 Culturally skilled child welfare workers take responsibility for educating their clients to the process of the child welfare system, service provision and interventions including goals, expectations, legal rights, and timelines and options.

Teaching Effective Practice with Hispanic Families: Curriculum Modules for Social Work Departments includes a variety of awareness and skill building exercises for social work faculty.

References

ADAPTED & MODIFIED FROM:

COMPETENCIES IA1 – IIIC7

COMPETENCIES CHP 1.a – CHP 6.h
Introducing the Simulation

Topic: Introducing the Simulation
Trainer(s): 
Time: 30 min (9:00 – 9:30 a.m.)

REGISTRATION & WELCOME TO EL JARDIN

After registration, participants enter EL JARDIN where they are greeted by the Mayor and/or the Judge, they are instructed to select a character by reading the notebook covers that stand at the various stations. If a notebook is “up” the character is available.

After selecting a character, participants are asked to place the notebook down so that others know that character is taken. Choosing a role:

- Participants should be cautioned not to play a role that is theirs in real life. In other words, a social worker should play a part other than that of the social worker.
- Staff should be aware that some parts might be difficult for certain individuals to play. For instance, a victim of domestic violence may be uncomfortable playing a Rojo family member.
- Reluctant participants may prefer one of the less involved and less emotional roles such as Mr. Garcia, the owner of La Fiesta Restaurant, any of the young children, the teacher or the bailiff/translator.
- Everyone MUST play a part, however.

Once parts are selected, participants should place their Welcome Packets in the back of their participant notebooks. They will be instructed to bring them out during the debriefing exercises and once they have a character, they will use the materials available for the character.

The Mayor and Judge and Messenger should all be actively welcoming people and helping them find characters and get prepared for the simulation.

TRAINER NOTES

As participants enter, they are greeted by the messenger and are asked to sign in.

Each participant is given a welcome packet and is asked to read through until instructed to stop and to sign the certificate of participation.

As they enter El Jardin, each is greeted by the Mayor and/or the Judge.
INTRODUCING THE SIMULATION

MAYOR WELCOMES PARTICIPANTS TO EL JARDIN:

- Welcome to El Jardin. . .there are some things you’ll need to know as we share time today in El Jardin, Any County, Any State, USA.

- I am the Mayor of El Jardin and want to assure you that our community is 100% behind me when I say that you are welcome and that we want this experience to be one that you’ll remember for a long, long time.

- First, let me introduce you to our city. As you can see, we have a number of businesses and service agencies in town:
  - City Hall
  - School and Day Care
  - Mental Health Center
  - Court House
  - Next to the Court House is the Any County Jail
  - Our St. Joseph’s Church complex
    - Community Center with family programs
  - Employment Office located next to BPI – Best Practice Inc. and private provider of family pres, foster care and adoption services and next to them, DFS, Division of Family Services, our state agency
  - El Jardin Health Clinic
  - Newspaper office – Daily Tribune Journal
  - La Fiesta – restaurant run by the Garcias, second generation family
  - Oh, and I’d better mention Homeland Security – ICE and USCIS – It’s several hours down the road
  - Then, of course fine homes in the area
Introducing the Simulation

Topic: Introducing the Simulation
Trainer(s): 
Time: 30 min (9:00 – 9:30 a.m.)

MAYOR’S INTRODUCTION (continued)

➤ How to act in El Jardin

- Be creative
- Stay in character
- Keep on schedule when at all possible
- Working with missing parts
- Place your welcome packet in the back of your character notebook for now. We’ll refer to it later.

➤ Time in El Jardin

- In El Jardin, we have compressed days and sometimes weeks into several hours and minutes. Don’t worry about that, though. Just refer often to the City Clock where you’ll find the official time in El Jardin.

- In our child welfare culture, we are often 10-15 minutes late. In El Jardin, I am in charge of time and we start on time, so be sure to refer to the El Jardin City Clock frequently. If things don’t quite make sense from your “real world” don’t worry about that. Just play along.

- Listen for the chimes to announce the beginning and the ending of our day in El Jardin.
MAYOR’S INTRODUCTION (continued)

➢ MESSAGES & COMMUNICATION

o Telephone calls, emails and letters are all sent by messenger in El Jardin. To send a message, either write it on the notepads on your table or summon a Messenger with the flags on each table and ask him/her to deliver a message.

o In case you get a message and you’re not home or in the office, be sure you check your message centers regularly.

o Like people in all communities, some of our folks are stretched rather thin. Some offices or businesses may not be staffed when you visit. In that case, look for cards or materials to assist you in accomplishing your business at that station. For example, if you are to conduct business at the employment office and find that Mrs. Garcia has been called out, just go ahead and conduct your business or if that’s not possible, just leave a note and she’ll get back to you as soon as possible.

o You’ll find message centers at every site in our little town. Leave messages when you need to communicate with someone who is not available in person. Be sure to check your home as well as your office to see whether or not others have tried to contact you. If you’ve left a message and someone with whom you need to speak does not get back to you, use El Jardin’s trusty message service and stress the urgency of your message...
Introducing the Simulation

Topic: Introducing the Simulation
Trainer(s):
Time: 30 min (9:00 – 9:30 a.m.)

LANGUAGES

➢ Language is very important in El Jardin. When you assume a character, you will lay aside your own language abilities. In other words, if your character is monolingual but you are multi-lingual in real life, you will be asked to pretend to be monolingual. Of course, when a participant is monolingual in real life, but chooses to play a multi-lingual character, he or she will experience the “pretend benefits” of speaking and understanding another language.

➢ If you are Spanish speaking in “real life,” pretending to speak only English will give you an opportunity to become re-acquainted with the challenges of trying to provide or receive services in a language you do not speak or understand.

➢ When you select your character, you will find a button in your packet that you must wear at ALL times. The letter on the button will indicate the language or languages your character speaks:

   - “E” characters speak only English.
   - “S” characters speak only Spanish.
   - “E/S” characters are bilingual and may translate for others upon request if they have time to do so.
   - “T” characters are translators and speak all languages found in El Jardin.
   - “H” characters are family historians and they understand all that is said in their presence, but they cannot act as translators.

➢ If you are speaking to a person whose language symbol is the same as yours, you may speak to him/her and, of course, you can speak to bilingual individuals. If you are communicating with someone whose language symbol does NOT match yours, however, you may not speak or write to that person directly. You may gesture and try to communicate otherwise by pointing or with facial expressions, but you must request the services of a bilingual individual or a translator if one is available.
LANGUAGES (continued)

➢ “911 – Emergency Situations Only” Best Practice Magic

  ▪ Some of your fellow El Jardinians have what is known in these parts as “best practice magic”. Those who have the best practice magic wands are the speedy messengers and your esteemed Mayor. As you’re moving through the simulation, you may need to call upon us to help you solve problems, but only call us if the need is urgent.

  See, we know that sometimes people just can’t care for kids like we’d like to have them do. Sometimes systems break down or resources are pretty scarce. We want you to think about ways in which best practice magic could transform our communities by adding services, extending resources or by connecting folks to existing resources in a meaningful way.

FAMILIES

➢ Now, let’s meet the characters that live and work in El Jardin.

  o All our characters and sites have some things in common. At each site, you’ll find the following items.

    ▪ Perhaps you’ve noticed the message center/service at your table. That’s where you’ll leave & receive messages.

    ▪ You’ve already found your character notebooks. If you haven’t found the name tag in the front of the notebook, please put it on now. Others will appreciate being able to see who you are at all times.

    ▪ Please wear the props provided for each character to help you stay in role and to help your fellow participants identify you as you move about El Jardin.

    ▪ Some of you will have money or medical cards for paying bills or paying fees. Money can also be used for food at La Fiesta, although if you’re hungry and need food but don’t have money, you can access El Jardin’s Community Chest by asking a messenger or the Mayor to help.
Introducing the Simulation

**Topic:** Introducing the Simulation

**Trainer(s):**

**Time:** 30 min (9:00 – 9:30 a.m.)

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**LET’S BEGIN**

- In just a moment, we'll begin the simulation. You'll have time to look through your notebooks, don your props and get ready to begin your day.

- When it's time to begin, the official El Jardin clock tower will chime. Remember to check the clock tower frequently so that you are able to stay on time.

- The simulation will end when you hear the El Jardin clock tower chime a second time. At that time, we'll ask you to return to the place at which you began the simulation.

- At the close of this morning's activities, you'll be asked to replace all props and notebooks right back where you are now so that they are ready for the next guests in our city.

- We're ready to begin. Go ahead and review your notebooks, put your nametags on and get ready to begin your day El Jardin. Remember, listen for the clock to chime and then you'll be underway.

**[TRAINER NOTES: After the Mayor’s announcements, give participants five to ten minutes to look over their parts and don their props before ringing the chimes to begin the day.]**
Debriefing the Simulation

Topic: Debriefing the Simulation
Trainer(s):
Time: 90 min (10:30 – 12:00 noon)

ENDING THE SIMULATION: To end the session, play the sound effects CD of the bell or have the Mayor announce an end to the day in El Jardin. For the debriefing ask participants to return to the tables at which they started and to take their notebooks and props with them.

DEBRIEF ONE: Once participants are at their tables, have them take the Welcome Packet from the back of their character notebook out. Remind them to stay in character. Ask each to complete the diary on page 8 of the packet. Participants will have five minutes for this part of the debriefing.

a) Ask for silence as participants complete form
b) Play soothing music
c) Remind them to complete ONLY the page “My Diary” (page 8)

Dear Diary,

Today, I am in El Jardin. I am playing the part of ____________________________.

Briefly describe who you are and what happened to you today in El Jardin, ____________________________

The biggest worry (what distressed me the most) was ____________________________

The thing that gave me hope ____________________________

The strongest emotion I felt as this character was ________________

As the participants write, trainers distribute white cards so that each participant has a card.

d) As the participants write, trainers distribute white cards so that each participant has a card.

- At the end of the time period, ask each to take the card and write the one word that best describes the emotion they are feeling at that point.

e) Collect the cards. Shuffle them. Read them and post responses on a flip chart or overhead.

- Briefly compare similarities and differences between family and community members and between adults and children.

- Acknowledge the fact that these emotional responses to crisis situations can overshadow the strengths and hopes in a family and a community. At the same time, the insight into others’ experiences can form the basis for a commitment to cultural understanding and effective child welfare practice.
Debriefing the Simulation

Topic: Debriefing the Simulation
Trainer(s):
Time: 90 min (10:30 – 12:00 noon)

3) BREAK FOR FIFTEEN MINUTES
   a) Before you leave for the break, please place your name tags and language buttons in your character notebook. Leave the notebook and all props at the table/seat at which you began this morning. Keep your welcome packet with you, but return your character notebook to the table.
   b) Some of you received messages or props throughout the morning. Place those in the center of the table before the break.
   c) When you return, you'll gather with your family at the family’s home. All “kin” – godparents, parents who have been out of the home, all relatives & historians – will meet together at each family’s table.
   d) Community members will meet as multi-disciplinary teams in two groups. While you are on break, we'll prepare the tables. Just look for the poster announcing your team’s meeting.

   [While participants are on break, arrange tables so that community members are at one table for the next part of the debriefing.]

4) DEBRIEF TWO. Your next exercise will be a table exercise. Please spend a few minutes making notes and then discuss the questions amongst yourselves. Time frames are provided to facilitate your discussion. Please watch the El Jardin clocks to make sure you cover all the questions in your discussion.
   1. Family groups will use page 9 to guide your discussion.
   2. The community’s multidisciplinary teams will use page 10 to guide its discussion.
   3. You'll have 30 minutes to cover all of the questions on the discussion sheets.
Debriefing the Simulation

**Topic:** Debriefing the Simulation

**Trainer(s):**

**Time:** 90 min (10:30 – 12:00 noon)

### FAMILY GROUPS – PAGE 9

All the family members and “kin” for each family should meet together at the family’s home. This includes the birthparents, children, extended family and resource (foster) families. Here are some questions to discuss.

1. Each person introduces him or herself and gives a BRIEF report of what actually happened to him or her today. (5 minutes)
2. Based on the experience today, what are your concerns or fears for your family? (5 minutes)
3. Based on what happened today, what would your family need from the community? (5 minutes)
4. Was your family’s experience likely to have happened in other communities? What resources helped? What barriers did you encounter? (10 minutes)
5. As a group, project yourselves a year into the future. What outcome do you see for your family in El Jardin? What service plan would have helped this family? What services would the family have used to reach the outcome? Choose a family member to report. (Limit: 5 minutes)

### COMMUNITY GROUP – PAGE 10

1. Each person introduces him or herself and gives a BRIEF report of what actually happened to him or her today. (10 minutes)
2. What three problems presented the most challenges to your team? What additional training or services would have been helpful? (5 minutes)
3. What community resources existed as strengths? Were the second and third generation Latino families in El Jardin involved in planning and/or in service delivery? (15 minutes)
4. Imagine yourselves in El Jardin a year from today. What would the situation be for the families you served today? What specific services might have been enhanced or which might have been developed to meet Latino families’ needs in El Jardin? Choose a team member to report. (Limit: 5 minutes)
Debriefing the Simulation

DEBRIEFING EXERCISE THREE – PowerPoint Introductions [Uses the PowerPoint to introduce families and community teams.]

This morning, you met some of our community members. Now, we’d like to give you a brief scenario describing the families with whom you interacted. As we talk about the families, think about the feelings you experienced, the strengths and challenges you identified and think about any insights you’ve had this morning that you want to be sure to carry with you. At the end of each introduction, family reporters will present their findings. Here are our families:

AMARILLO FAMILY
Arturo Amarillo came here from El Salvador two years ago on a worker visa. His employer was able to obtain sponsorships for him and for his family and supports his becoming a citizen. Arturo’s wife is working toward her citizenship as well, but thus far, she is having trouble with English. The children have adjusted to the U.S. although they often pretend not to speak as much English as they do. Arcadia misses her church and her family and wants to make sure her children keep to the straight and narrow. Her children are sometimes disrespectful and refuse to participate in church activities claiming non of their American friends are as religious as their mother insists they be. Arturo’s brother in El Salvador is married to an American. Their son has been living with her parents in California. Recently, their son, Alberto, has been having problems, so Arturo’s family has agreed to help. Alberto arrived in El Jardin today to live with the Amarillo family. [ASK FOR REPORT.]

MacGREENE & MENDOZA FAMILY
Mallory MacGreene talked her parents, Maurene & Melvin into being foster parents. She was SOOO excited to learn that their first placement was a Latina just her age. Marta had been placed as a runaway. Her adjustment to this new foster home has been rocky. It turns out, she had runaway when her step father and mother learned she was pregnant and she was trying to reach her godparents, Marciel and Manuel Martinez who live in El Jardin. The Martinez’ are a second generation Latino family who are key resources for immigrant families as well as other in the community. They serve as co-directors of the Community Center managing a number of programs like the marriage enrichment program for Latino families they sponsored today. [ASK FOR REPORT.]
Debriefing the Simulation

Topic: Debriefing the Simulation
Trainer(s): 
Time: 90 min (10:30 – 12:00 noon)

**NARANJA FAMILY**

Nuncio Naranja was so lucky to find a sponsor to bring him and his family to the U.S. from Guatemala so that he could work as a foreman for a crew of other Guatemalan workers. Once the growing season was over, he went back to Guatemala to pick up the family’s baby who had been born a few weeks before they left Guatemala. The baby’s grandmother has been caring for her, and when Nuncio went back, he decided to try to get papers for his mother to return to the U.S. with them. In the meantime, Norma has become very depressed because she cannot find anyone who speaks Konjobal to visit with her. Nicky and Neveah have been left alone and were found walking to school by themselves today. [ASK FOR REPORT.]

**ROJO FAMILY**

Although the Rojos have been in the U.S. for several years and although the family has many strengths, new stresses have been added with the addition of baby Reyna to the family. Reyna is 16 year old Rolanda’s infant daughter. Dad wants a better job as a mechanic. 19 year old Rico has joined the family and plans to take his citizenship test at USCIS (U.S. Citizenship and Immigration Service). Mother Raquel has just about had enough taking care of five children and an infant. Last night, Roberto was out drinking with his friends, but he returned home early since his car has not been working. He arrived home just as Rolanda came in from a date – a date forbidden by her father. An argument ensued and unfortunately, during the argument, Rolanda fell and hit her head after her dad struck her. Roberto was put in jail and Rolanda was placed in emergency shelter. [ASK FOR REPORT.]

**VIOLETA FAMILY**

Victor Violeta finally got tired of trying to make it the hard way. He has a “green card” and while his wife and daughter have no documentation, he has two kids born in the U.S. . . . something he believes will protect him from ICE (Immigration & Customs Enforcement). He has been doing business with some unsavory characters and last night during a family violence call, law enforcement found enough indication of drug use to obtain a search warrant. Victor and Valeria were taken into custody and transferred to INS and the children were placed in emergency foster care. [ASK FOR REPORT.]
Debriefing the Simulation

Topic: Debriefing the Simulation
Trainer(s):
Time: 90 min (10:30 – 12:00 noon)

EAST COMMUNITY TEAM
Many communities have multi-disciplinary teams organized to help families. El Jardin has two such teams, the East Community Team and the West Community Team. Suzy Soshyl Walker heads up the East Team. On her team are

- Paloma Padilla, Promotora
- Nurse Nancy
- Mrs. Treacher
- Tory Teller, Translator
- Kyle Katz, ICE & USCIS (Dept of Homeland Security)
- Deputy Doug
- Mrs. Garcia (foster/resource, Job Serv, 3rd generation)

WEST COMMUNITY TEAM
The West Community Team is headed by Sandy Supes, the social work supervisor for our private child welfare agency BPI, Best Practice Inc. Her team consists of the following:

- Perla Perez, Promotora
- Officer Larry Lawe
- Barb Bailiff, Court Services
- Father Toby, the priest at St. Joseph’s
- Mr. Garcia (foster/resource parent, owner La Fiesta, 3rd gen)
- Snoops, news reporter & 3rd party volunteer
- Heidi Hepps, School and mental health counselor

[ASK FOR REPORT.]
Now that you’ve head the stories and back grounds, we’re going to ask you to finish up by referring to page 11 of your handouts. That’s another “Dear Diary” page.

The closing exercise is a way for you to say goodbye to your character and to El Jardin. As you collect your thoughts, we hope that you’ll want to capture those “ah-ha” moments that many previous participants have recognized. Those may be ideas, or experiences that either reminded you of something you have known but weren’t really thinking of in this situation or are there thoughts and insights that were new to you.

We will not debrief your comments, because this diary page is meant to be a personal reminder to you of what you learned from your character and your experience this morning.

We’ll break for lunch at the end of this closing exercise, so before we begin the music, we’d like to remind you one last time to place all props and materials on the table at which you began your morning. Make sure all money, medical cards, phone cards, etc. are replaced in wallets and notebooks. Leave all messages that were delivered to you in the center of your table.

We’ll start the music, ask you to remain silent as you complete your diary page. When you are finished or when the music stops, you may leave for lunch.

Thanks, again, for your participation. [LUNCH DIRECTIONS.]

We’ll reconvene promptly at _1:00 p.m._ for the Foundations of Culturally Responsive Practice with Latino Families.
Set-Up: Trainers get the training room ready ahead of time, using tables to create small groups of approx. 6 people each. Each table should have blank name tents, handout packets, and manipulatives for each participant. Say What features participants matching the cards throughout the training. After all of the cards are matched, a “prize” box of chocolates is opened and shared with all.

Topic: About This Training
Trainer(s):
Time: 30 min (9:00 – 9:30 a.m.)

AS PARTICIPANTS ENTER GREET THEM DEMONSTRATING PERSONALISMO BY GETTING TO KNOW EACH AS MUCH AS POSSIBLE IN THE TIME ALLOTTED. POST POWERPOINT SLIDE # 1.

WELCOME TRAINERS & THE BASICS
Trainers briefly introduce themselves and thank participants for participating in the training.

- Bathrooms
- Breaks
- CEUs
- Pretraining materials
- Sign-in
- Evaluations
- Name Tents
- Remind participants to bring program materials for exchange

REFER TO POWERPOINT SLIDE # 2 & SLIDE # 3 Those of you who attended the simulation may remember the importance of personalismo in Latino culture. Can anyone explain the concept? Personalismo - where warm relationships are highly valued and attending to a person is more important than worrying about the time or the task at hand and the relationships are both within and outside the family. Examples: ★Warmth ★Hospitality ★Food and Beverage

Throughout the training we’ll be demonstrating and practicing some of the culturally responsive practices that build on the strengths and assets of Latino culture. To begin, please turn your attention to the side table at which we’ve placed the Say What! Cards. Those are “vocabulary” cards drawn from the Glossary at the back of your Resource Guide, but we want you to test your own knowledge throughout the training, so try to match the cards without the Glossary for as long as possible! Another aspect of Latino culture is that it features a collectivist world view – the group is more important than the individual, so we’re going to challenge you to match all of the Say What cards by working together during the breaks. Once all the cards are matched, that box of chocolates becomes the group reward! Work together and indulge yourselves together! And, don’t forget the refreshments at the back of the room. You’re welcomed to those as well and you don’t even have to work for them!
INTRODUCTIONS: In order to get to know your colleagues and as a means of demonstrating the importance of getting to know one another before we get down to work, we’ll complete an exercise titled “Ask Someone”. This exercise will require you to get up and move around and will require you to engage in some conversation around the topics indicated on the sheet that my colleague is handing out.

There are nine scenarios or situations on the sheet along with a space for a name and some brief notes. Please find a different individual with whom to discuss each topic and then make notes. Introduce yourselves and once you have a block completed move on to another topic and another person.

We’ll let you know when it’s time to end. And, just so you know, my co-trainer and I will be participating as well, so let’s get started.

TRAINER’S NOTES:

ALLOW ABOUT 10 – 15 MINUTES FOR THE EXCHANGE.

PRIZES ARE OPTIONAL.

THE MAIN GOAL OF THE EXERCISE IS TO MODEL PERSONALISMO AND TALKING ABOUT CULTURE, SO KEEP THE DEBRIEF SHORT.

How did it feel to talk about culture?
Any challenges?
Did anyone experience any discomfort?
Did you talk to everyone in the room?
Over the next two days, we’ll be talking a lot about culture. That’s a task that requires a lot of courage partly because defining culture is difficult, partly because culture itself is such a complex concept that it can be different from one family member to the next. It’s also difficult because it is so easy to make mistakes. One of my family’s legends revolves around my brother’s new, young wife who deeply offended my mother and grandmother at her first family dinner by going out on the porch to sit with the men instead of joining the women in the kitchen. Deciding who was to tell her about her mistake was the subject of many conversations and not one of them with her.

You’ve taken a big risk to be here today and we appreciate that. You were asked to do some self-reflection prior to attending the workshop and you were asked to take a serious and open look at your attitudes, biases, and knowledge not in the traditional sense of assessment which implies rank, but more in the sense of reflection in which you are open to understanding and to change.

**REFER TO HANDOUT PAGE 5 and POWERPOINT SLIDE # 4.** If you’ll turn to the Handout on Page 5 and will look at this slide you’ll find some familiar material which has proven to be a good foundation for the dialog in which we’ll engage over the next two days. The material is based on the concept that human beings can be viewed on three different levels.

The universal level suggests that as human beings, there are things that we all have in common. We all are born. We all breathe and sleep and become hungry. But we’re not all just alike.

We know that some of us in differing patterns share some common characteristics; we can be identified as members of groups. For instance, some of us are male and some female. Some are younger than others, some are Latino, some Irish, some social workers and some parents. However, even if we know that we are members of a group, we still do not know all there is to know about each member of a group.

Each member of a group is unique, an individual whose personality, history, experience, belief systems and even appearance is different from any other group member or even any other human being. If we are to truly understand another person, we have to get to know that person as an individual as well as a member of a group.
Of course, knowing that individuals are unique does not preclude us from understanding things about the groups to which people belong. It is balancing what is unique and inquiring about or trying to understand the ways in which an individual is like or not like a group that guides our work.

Some would suggest that talking about Latino culture is stereotyping, and if we assume that because a person is Latino we KNOW something about that person, it would be stereotyping. If we assume that all Latinos speak Spanish or that because a woman has light skin and blonde hair she is not Latina, for instance, we could be stereotyping and such assumptions in child welfare could actually be harmful.

On the other hand, there aren’t enough hours in a day to thoroughly to get to know every individual within our realm, so using generalizations and understanding some culturally specific information can help guide the way we engage with and get to know the families and colleagues with whom we work.

**REFER TO POWERPOINT SLIDE # 5 & SLIDE # 6** One way to think about this is to look at generalizations and culture-specific information as a starting point. Starting with a generalization and exploring in-group differences and/or individual perspectives, preferences and viewpoints can be useful. However if we make assumptions based on generalizations, that is a stopping point and can easily lead to errors in thinking and in relationship building.

<table>
<thead>
<tr>
<th>GENERALIZATION</th>
<th>STEREOTYPE</th>
</tr>
</thead>
<tbody>
<tr>
<td>A generalization is used to understand some of the common characteristics shared by members of a group. It is a starting point toward understanding individuals within a group. Research shows that there are more in-group than between-group differences.</td>
<td>A stereotype is employed when assumptions about an individual are made based on his or her inclusion in a group. It is a stopping point rather than a beginning point in understanding the individual.</td>
</tr>
</tbody>
</table>
VIDEO: HISTORY OF LATINO CULTURE: Now that you’ve had an opportunity to get to know one another and we have a foundation for talking about culture, let’s consider some culture-specific information. We’ll watch a video titled “History: Hispanic/Latino Culture”. The video was produced by the Spaulding Institute for Children, a child welfare adoption agency and while it was produced several years ago, then history itself was produced several years ago!

As we work together today, we’ll be using a “Think-Pair-Share” model in which you will be asked to consider some information and then discuss the information at your tables. To emphasize the importance of the group in Latino culture, our “pairs” will consist of the “community” at each table.

REFER to HANDOUT PAGE 7. Take a few moments now to review the handout on PAGE 7. Think about the questions as you watch the video and then after the video is finished, you’ll be given time to discuss the questions. REFER to HANDOUT PAGE 8 and POWERPOINT SLIDE # 7. You’ll also note that there is a map of the U.S. at the Treaty of Hidalgo (February 2, 1848). It may help your conceptualize some of the information in the video.

[TRAINER NOTES: GIVE PARTICIPANTS 3-5 MINUTES TO REVIEW THE VIEWER MATRIX AND THEN PLAY VIDEO. 12 MINUTES. When the video is finished, have participants discuss it and the questions on the grid at their tables. Trainers should facilitate where possible. The discussions should be about 10:00 minutes.]

- Most identify Latino culture with Central and South America and the Caribbean. The culture is one of many trails and many travelers. What other parts of the world make up Latino culture?
- What factors influence Latino families’ strong loyalty to the family unit shown through the cultural value familismo?
- What is the history of the new race Mestizos and what implications does that history have on the concept of race and cultural identity?
- Conquerors and Conquistadors brought diseases that decimated indigenous populations. People from what other culture were imported for labor and how did their presence influence Latino healing culture?
- What historical events led to Latino populations adopting an early form of kinship care and formalizing that through god parentage and extended family networks?
- What trends occurred when Mexican landowners were suddenly no longer landowners and were U.S. and not Mexican citizens, yet they still lived in the same home on the same land?
- In what ways is the Latino “pioneering spirit” similar to that of White settlers in the west? What was one difference in the two “settlement” experiences?
- Puerto Ricans are citizens without representation. They are taxed without formal input into the process. Is that institutionalized racism and if you think so, why?
With that history as a background, let’s turn our attention to some demographics. Melvin Delgado authored a book titled Social Work with Latinos: A Cultural Assets Paradigm. In it, he suggests that having an accurate and current profile of Latinos within a community is the cornerstone of good social work practice. By understanding persons in the community within a social context, workers can reach out across customary boundaries to form important partnerships and the reason that is so important is evident in this quote.

REFER TO POWERPOINT SLIDE # 9 HISTORY OF U.S.

The history of the United States has witnessed numerous periods during which this country has encountered significant changes in the composition of its residents, with no century not having experienced this. The coming century will probably enter into the history books as being comparable to that of the 19th Century when the shores of the United States were teaming with newcomers. However there is probably no period in U.S. history where the overall composition has changed as dramatically as it has in the past 20 years. Brock Larmer “Latino America” (1999)

REFER TO POWERPOINT SLIDE # 10 CHALLENGES IN NUMBERS

Obtaining an accurate count of the number of Latinos in the country today has proven to be a significant challenge. Changes in the “definitions” account for some of the problems. As you can see, even the U.S. Census bureau has not been certain about its own categories, making data comparison across decades difficult.

In addition, conservative estimates place the rate of “undercounting” between 2.1 & 10.9% depending on the location and the category. What is important for us to understand about the impact of undercounting is that federal funds and programs are often allocated on the basis of population, meaning that the net effect of undercounting and rapid growth can result in underserved populations – very important when many of child welfare's programs are federally funded.

It is not our purpose today to become statisticians or demographers. We do not need to know the standard deviation for each element of data, but it important to remember that social work is about communities, about the individuals and families that make up our communities and about the resources that serve those families. What we are looking for are trends that will inform our practice. As you look at these trends, compare them to your own experiences and to your community. By doing so, you’ll be able to assess your own practice but also your agency’s and community’s response to changing demographics.
To begin, we must look at some of the confusion around demographics and definitions. This slide indicates categories of race – Black, White, Hispanic and other. However, Latinos – as any demographic group -- can fall into any and/or multiple categories. The 2000 U S Census found almost half considered themselves white with 42% listing some other race. Six percent claimed two or more races and 2% characterize themselves as black. And, of course, if the terms “black” and “white” refer to skin pigmentation, then there is not a category for “brown”

Race, generally refers to a subgroup in the human population considered distinct based on physical characteristics. Primarily a social construct, scientists have discovered that only 2% of our genes are responsible for visible differences such as skin color. In other words, social groups – or, in this case, the U S Census Bureau –often define the rules of race.

Because of the great diversity and unclear biological definitions of race, it may be more useful to think in terms of ethnicity – a term which represents social groups with a shared history, sense of identity, geography and cultural roots which may occur despite racial difference. This is particularly true in Hispanic or Latino culture since there are 21 Spanish speaking countries in the world, and more if one counts some of the African nations.

Many Whites do not consider themselves to be “ethnic” or to have an ethnicity although they do! Whether a person’s ancestors came from Italy or Ireland or Croatia, one’s ethnic culture – or cultures – has/have most likely played a very important role in shaping the way one views, interprets, and interacts with the world.

It is impossible not to look at this graph and acknowledge the diversity in ethnicity within Hispanic culture. There’s much more to the story, however. Think back to the foundations for dialog and you will see that data and information provides a platform from which to inquire and which to explore individuals’ history, ethnicity and finally such cultural preferences as language, food, music and even social customs.
We’re going to consider some selected demographic information that will help inform practice with Latino families. The profiles at which you’re about to look are not meant to represent a comprehensive demographic study of Hispanics, but instead have been selected to provide food for thought not only about demographics in the U.S. but also about the relationships between this information and your own practice and your own communities.

We’re asking you to think, pair and share again around four sets of demographic information about Latino families in the U.S. We’ll look at several slides as outlined on the handout and then each table will discuss the information. Once you’ve identified two or three learning points from the information, select one to post to the charts on the wall. Have one of your teammates post your table’s key learning point to the chart. We’ll repeat this process with each section of demographic information. The first set of data provides information on population demographics.

In the 2000 U.S. Census, 12.5 percent of respondents identified themselves as Hispanic, up from 9.0 percent in 1990, making them one of the fastest growing demographic groups in the United States, growing at a rate three times that of the total population. Hispanics are the largest “minority group” in the nation, and in many places are now the “majority” group compared to non-Hispanic Whites.

In 2005 the Latino population of the U.S. was 42.7m. It is projected to more than double by the year 2050, making Latinos 24% of the population of the U.S. by that date.

Immigration to the United States from Latin countries is localized meaning that some states and in fact, parts of some states experience the population growth differently from others. Legal immigration requires sponsorship which draws new immigrants to places where settled immigrants are already living. Undocumented immigrants also tend to travel to cities and counties where they have a support network.
Setting the Scene

Topic: Demographics & Setting the Scene
Time: 75 min (10:00 – 11:45 a.m.)
Trainer(s):

[TRAINER NOTES: THE FOLLOWING SLIDES REPRESENT STATE LEVEL DATA FOR THREE STATES. WHEN PREPARING THIS PRESENTATION, SELECT THE SLIDE THAT FITS THE STATE IN WHICH THE PRESENTATION OCCURS. ADDITIONAL SLIDES ARE AVAILABLE AT THE END OF THIS PRESENTATION OR CAN BE OBTAINED AT WWW.CENSUSSCOPE.COM.]

Refer to PowerPoint Slide # 17 Colorado (Set One – Population Demo)
The Colorado population map indicates an increase of 45%. As you can see, there was an established Latino community in Colorado prior to 1990. What implications does that have for your work in Colorado? [immigrants and second and third generations; changing demographics and other languages, other ethnicities; labor and workforce issues; resources] Where are the populations centered in Colorado? Does the fact that populations tend to cluster mean that understanding Latino culture is not important for your state as a whole?

Refer to PowerPoint Slide # 17 Kansas (Set One – Population Demo)
The Kansas population map indicates an increase of 184%. What implications does that have for our work in Kansas? Where are the populations centered in Kansas? We know that immigration has been localized into a few counties in the Southwest of Kansas and some in Johnson and Wyandotte counties in the northeast portion of the state. Does the fact that populations tend to cluster mean that understanding Latino culture is not important for your state as a whole?

Refer to PowerPoint Slide # 17 North Carolina (Set One – Population Demo)
What do the changes mean for North Carolina? Where are the populations centered? That is an increase nearly 6.7 times over the past 20 years. The Pew Trust cites a 390% change between 1990 & 2000. Is the immigration localized or distributed across the state? What does that mean for rural and/or urban areas?
Setting the Scene

Topic: Demographics & Setting the Scene
Time: 75 min (10:00 – 11:45 a.m.)
Trainer(s):

REFER TO POWERPOINT SLIDE # 18 POPULATION GROWTH BAR GRAPH (SET ONE – POPULATION DEMO)
If you wonder why these issues are important to you today, take a look at this chart outlining the changes in the population over the next years. As you can see the burgundy (non-White) population continues to decline as the lavender (Hispanic) population continues to rise. Since Latino families are young and in their prime child-bearing years with birth rates twice as high as those of non-Hispanics, we anticipate that the Latino population’s growth over the next few decades will be driven by increases in second-generation, native-born, English speaking, U.S. educated Hispanics who will have a very different impact on their country than their immigrant parents, particularly in schools and as new participants in the labor force.

REFER TO POWERPOINT SLIDE # 19 TITLE SLIDE – SET TWO - DEMOGRAPHIC PROFILES
Again, we’re asking you to think, pair and share around a second set of demographic information, this set around family profiles. Once you’ve identified two or three learning points select one to post to the chart on the wall.

REFER TO POWERPOINT SLIDE # 20 COMPARISONS OF AGE (SET TWO – DEMOGRAPHIC PROFILES)
Turning to other important demographic attributes of Latino culture, the 2000 U.S. Census reported 12.7 million Latino children, or 36% of the Latino population under 18. Estimates indicated that by this year, that number would have grown by 30%, making Latino children the fastest growing segment of the U.S. population.

Of the entire Latino population, 77% are under 45 years old, or of child-bearing age. With a high fertility rate (96/1000) 38% higher than that for Blacks and 68% higher than that for Whites, the number of Latino children in the U.S. is the fastest growing segment of the population. As of 2005, 22% of the U.S. population under age five is Hispanic and one-third of Latino households have children five and under.
Traditionally, demographic charts portraying age are somewhat pyramid shaped. Over the last several generations, however, the shape of populations has been changing due to a number of factors, including extended longevity or family planning and a corresponding decrease in the size of the average family. Comparing Latino demographics to the age distribution of non-Hispanics illustrates some striking contrasts. As the U.S. Baby Boomer population “grays” the Latino population through immigration is becoming younger. The median age for Latinos is 25.9 compared to that of non-Hispanics at 35.3. With one in three Latino persons under the age of 18, these differing trends have significant implications for human services.

Nearly 1/3 of Hispanic households are made up of five or more compared to 12% of non-Hispanic white family households. 68% are married, the highest percentage of two-parent households compared to any other ethnic group.

Acknowledging that the status of parents could impact the eligibility of various family members for services, it is important to consider the fact that one of the significant strengths of Latino culture, spirituality and religion. Of course, not every Latino family or individual is religious, but according to the demographics, 70% are Catholic, 22% are Protestant and only 4% indicate no religious preference with 1% atheist or agnostic. These factors are particularly important when working with immigrant families in which some members may not qualify for services and others (primarily children) may. Churches represent an important community resource, and particularly through such organizations as the U.S. Conference of Bishops or Catholic Charities to name just a few.

Again, we’re asking you to think, pair and share around a third set of demographic information, this set around immigration numbers and economic factors. Once you’ve identified two or three learning points select one to post to the chart on the wall.
Much of the public discourse around immigration centers on newcomers who are undocumented. Annually, our neighbor Mexico sends 30% of all immigrants. One in seven immigrants entering legally is from Mexico. The challenge arises with the fact that of those who enter without documentation or those who stay past a visa period, Mexico accounts for 57%.

That's not all of the picture, however. The vast majority of immigrants are naturalized citizens, permanent residents, refugees or temporary legal residents. Furthermore, the issues are complex when it comes to the safety of children and legal status. Immigration laws address such issues as human trafficking, domestic violence and special juvenile status in instances where parental rights have been terminated and these laws apply to persons without documentation.

In 2000, there were roughly equal shares of legal immigrants (those admitted for permanent residency who had not yet become citizens) and naturalized citizens (legal immigrants who had been in the U.S. long enough to become citizens): about 10 million each.

The arguments on both sides of the issue of immigration control are many and it is not our intent to explore them today. What is important to understand is the impact of immigration, both legal and illegal on children. In 2004, 157,000 foreign nationals were deported form the U.S., and 70% of those were Latinos. Daily, more than 23,000 individuals are incarcerated awaiting deportation.

Another area of heterogeneity within Latino culture is that of acculturation or generational demographics. Much attention is placed on the immigrant population, but there are well-established second and third generation Latino populations within the U.S. In 2000, the percentage of first generation Latino families was more than 1/3, but that levels out over the next two decades. According to the Pew Hispanic Center, while immigration fueled the Hispanic population to date, it will be their children who drive future growth. 29 percent of all Hispanics represents ten million “second generation” U.S.-born children and another 11 million (31%) make up a “third generation”. Those are children born to two native-born parents or the grandchildren of immigrants.
 REFER TO POWERPOINT SLIDE # 27  LATINO ECONOMIC VITALITY (SET THREE – IMMIGRATION & ECONOMICS)
There has been much media discussion about the impact of Latinos on the U.S. economy, and particularly around the dollars that are sent back to Mexico. This practice is unlikely to change any time soon, as illustrated in the following quote from a New York Times new story:  “In Mexico City, Morales figures his son will eventually come back from New York, where he has worked for a year. But for now, Morales and his wife sorely need the $100 to $200 he sends them every month. "It helps us eat," Morales said. "It helps with the electricity bill, the water bill. Here, there’s no work." However, the $18b. sent back to Mexico takes on a somewhat different perspective when compared to the $490.7 billion in purchasing power demonstrated by Latinos in 2002.

 REFER TO POWERPOINT SLIDE # 28  ECONOMIC CHALLENGES (SET THREE – IMMIGRATION & ECONOMICS)
Obviously, there are economic challenges and some of them significant. While Latinos and Latinas are employed comparably to their non-Hispanic counterparts (80% Latino men/57% Latina women compared to 74%/61% non-Hispanic white persons), they are over-represented in low-skilled, low-paying jobs with few benefits such as health insurance. Hispanics have the highest percentage of labor force participation rates for persons 16 and over, and hard work is a strong cultural value. However, two-thirds work in service occupations operators or laborers, or in technical, sales and administrative occupations while 53.7% of non-Hispanic whites were employed in the same occupations. Despite a growing Latino middle class, an estimated 30% of Latino children live in poverty, which places them at a greater risk for several negative outcomes including low-educational attainment, unemployment and teen pregnancy.

 REFER TO POWERPOINT SLIDE # 29  POVERTY LEVELS(SET THREE – IMMIGRATION & ECONOMICS)
Latinos represent 13.3% of the total U.S. population but 25.3 live in poverty with one in three children under 18 living in poverty.

[The blue on this slide represents Hispanics and the yellow, non-Hispanic Whites.]
Setting the Scene

Topic: Demographics & Setting the Scene
Time: 75 min (10:00 – 11:45 a.m.)

REFER TO POWERPOINT SLIDE # 30 SET FOUR - LANGUAGE & EDUCATION

Again, we’re asking you to think, pair and share around a fourth set of demographic information, this set around language and education factors. Once you’ve identified two or three learning points select one to post to the chart on the wall.

REFER TO POWERPOINT SLIDE # 31 SPANISH AT HOME BY STATE (SET FOUR - LANGUAGE & EDUCATION)

Spanish is the second most common language in the U.S. Of the persons who do not speak English well, 63% speak Spanish, giving the U.S. the fifth largest Spanish-origin population in the world. If demographic predictions hold true, by the year 2050, The U.S. will be the second largest Spanish-speaking country with only Mexico larger. (Delgado, 24)

REFER TO POWERPOINT SLIDE # 32 COUNTY LEP RATES (SET FOUR - LANGUAGE & EDUCATION)

In a country where many public child welfare agencies are county-based, the importance of understanding and addressing service needs of persons with Limited English Proficiency cannot be understated.

In addition, one of the principles of best practice suggests that the most effective workers are bilingual and bicultural workers, followed by bilingual workers who are well-versed on Latino cultural values. Monolingual social workers who are willing to learn the language and culture represent the third preference. (Delgado, 103)

When one considers young children and language development, he/she can see the complex issues involved in out of home placements as well. The need to recruit and license foster/resource homes and other volunteers and providers in communities becomes even more urgent when one considers the potential harm to the well-being of young children.

REFER TO POWERPOINT SLIDE # 33 EDUCATION CHALLENGES (SET FOUR - LANGUAGE & EDUCATION)

According to the Pew Hispanic Center Latino youth face tremendous challenges in education. Many immigrants come to the U.S. so that their children can achieve an education, but research shows that the stresses of acculturation and system inequities can create challenges that have life-long implications in terms of employment and higher education.
Stresses on Latino Families

Topic: Stresses on Latino Families  
Time: 75 min (10:00 – 11:45 a.m.)

Trainer(s):

- REFER TO POWERPOINT SLIDE # 34 LATINO YOUTH & EDUCATION (SET FOUR - LANGUAGE & EDUCATION)
  Since many of the children involved in the child welfare system are school age, best practice would dictate partnerships with schools and other community resources to meet the growing needs of Latino families whose children face language difficulties as well as acculturation challenges.

- REFER TO POWERPOINT SLIDE # 35 – CENSUSSCOPE REFERENCE

- REFER TO POWERPOINT SLIDE # 36 – CENSUS BUREAU REFERENCE
  END DEMOGRAPHICS

11:45 – 1:00 LUNCH

[TRAINER NOTES: HAVE RECOMMENDATIONS FOR LUNCH OPTIONS AVAILABLE FROM LOCAL HOSTS. REMIND PARTICIPANTS ABOUT THE SAY WHAT! CARDS AND THE PRIZE. WISH THEM A RELAXING AND ENJOYABLE LUNCH AND THEN BREAK FOR 75 MINUTES.]

Before we break for lunch, we want to remind you to work on the Say What! Cards when you return. You may want to take time to look through your notebook and check out the Resource Guide in the back. You’ll find valuable web and free- or low-cost resources there. [Option Resource CD?] 

1:00 [TRAINERS WELCOME PARTICIPANTS BACK DEMONSTRATING THE PRINCIPLES OF PERSONALISMO.]
This afternoon, we'll be exploring some of the factors that influence best practice. The demographics we explored this morning provided insight into some of the stresses of such factors as poverty and under-employment, but the information did not provide a complete picture. It is impossible to consider the challenges of living in a diverse country like the United States where the dominant culture speaks a different language without addressing such external stressors as acculturation, discrimination, complex immigration laws, and language. Despite many documented challenges like those listed above, Latino families, like all families, have many strengths, including dreams and aspirations for a better life for their families and their children.

Some of those strengths include the cultural values we explored during the Foundations training – personalismo, familismo, collectivism and a strong sense of spirituality, faith, dignity and respect. The value of hard work as well as the importance of education for children are other important strengths of Latino families.

And yet, we see that not all Latino families are able to fulfill their dreams. The following information is troublesome not only because it highlights Latino youth and families in crisis, but it is of further concern because the data is not consistent with trends seen in other ethnic groups. If we were to generalize that these things occur because of some genetic fault in Latino persons or some lack of interest in bettering lives and family situations, we'd be guilty not only of stereotyping, but also of racism & of ignoring significant strengths in each human being and each family, Latino or not.

In addition to the stresses involved in employment and poverty as seen in this morning's demographics, Latino families face the other external stressors including mixed levels of acculturation within families and communities, embedded system inequities that result from power and privilege or through discrimination and marginalization. They face stress in balancing work and family life with the demands of learning a new language in addition to acculturation, and in many cases, the language spoken at home by the parents is quickly replaced by children attending school, making new friends and adapting to the dominant culture's societal norms. In addition, immigrants face significant challenges in sorting fact from fiction when it comes to immigration laws and to understanding the mixed statuses that quickly occur within families.
Acculturation is a process of attitudinal and behavioral change undergone by individuals who reside in multicultural societies or who come in contact with a new culture. The process of accepting new knowledge and some values from another culture. Acculturation literally means "to move toward a culture". Acculturation can create a push-pull relationship in which a Latino individual can feel pushed to become acculturated into the dominant culture of a society and pulled back by the influence of his/her ethnic group.

The impact of mixed acculturation is seen when there is a gap “between acculturation status of children identified with American culture and parents identified with Latino culture increases, stress occurs, resulting in an increased likelihood of children engaging in risky behaviors.”

Researchers have documented the consequences of acculturation to service delivery with Hispanic populations in four areas: cause of family problems, attitudes of Hispanics toward speaking Spanish/English, status of folk healers in the Hispanic community, attitudes toward the delivery of human services based on interviews with three groups of Hispanic families including immigrant, immigrant American (foreign born parents), immigrant descent.

Acculturation may also influence child welfare investigations and findings in that first generation adult immigrants may be unfamiliar with the customs and systems of the dominant culture. They may not understand, for example, the health system or certainly the child rearing norms of the U.S. therefore increasing the stress on their families. A child welfare example of the impact of this lack of understanding occurred in a family preservation case in which custody of the children was awarded to their grandparents. The day after a jubilant court hearing at which the Judge congratulated the happy grandparents, the family left to celebrate the return of the children to the family circle. Unfortunately, they left the country to celebrate with their family in Mexico. When social services heard that they’d left the state, they filed to remove the children again, citing contempt of court.

Many social service workers lack an understanding of the acculturation of Hispanic children. Many learn English and learn the culture much faster than their parents and some end up becoming the “parent” of the parents, sometimes even running the household. Sometimes the parents, in particular mothers, suffer severely from a lack of self-esteem as parents when in their countries of origin may have been excellent parents.
Factors that Influence Best Practice

Topic: Power & Privilege, Racism & Oppression
Time: 60 min (1:00 – 2:00 p.m.)

Trainer(s):

REFER TO POWERPOINT SLIDE # 43  DISCRIMINATION
To some, the negative effects of racism and oppression are obvious. Research shows that 75% of Latinos see discrimination as a problem in the workforce and 72% see it as a problem in schools. Racism creates social barriers that pose serious obstacles for service delivery, seen in under-utilization of health and mental health services and perhaps in over-representation in foster care in some areas.

In addition, there are built-in inequities in all systems, sometimes referred to as embedded inequities. For example, it is generally agreed that best practice in foster care requires frequent contact with siblings as well as parents. Often, however, no attempt is made to contact siblings who may have been living with relatives in Mexico and were therefore not placed when the child in question was placed in foster care in the U.S. Given the economic impact of international phone card sales, this embedded inequity could be easily addressed but only if workers recognize it to begin with.

REFER TO POWERPOINT SLIDE #44 – EXERCISE ONE STEP
Whether we are aware of it or not, each of us or at least someone close to us, has experienced instances of both unearned privilege and unearned oppression or discrimination. To illustrate the impact of these experiences, we’re going to do an exercise.

1. The exercise is silent, all the way through. Please leave your materials at the table when you are instructed to leave the table.
2. We’re going to ask you to move over to the ____________ - area and form a circle, again, remaining silent.
3. The facilitator will read a cue and provide some instructions.
4. Remember, the exercise is silent, so you will not be asked to explain your choices, but instead you are asked to reflect on your own feelings about your responses.
5. Please move over the circle and we’ll begin.
6. 
Trainer states the following and allows participants time to move as per the instructions. Leave time between responses for participants to observe the position of others and to contemplate their own responses.

1. If your ancestors were forced to come to the US, not by choice, take one step back.
2. If your primary ethnic identity is American, take one step forward.
3. If you have been called names because of race, class, ethnicity, gender or sexual orientation, take one step back.
4. If there were people of color working in your household as servants, gardeners, etc., take one step forward.
5. If your parents were professional, doctors, lawyers, take one step forward.
6. If you were raised in an area where there was prostitution, drug activity, etc., take one step back.
7. If you’ve tried to change your appearance, mannerisms, or behavior to avoid being judged or ridiculed, one step back.
8. If you studied the culture of your ancestors in elementary school, take one step forward.
9. If you went to a school speaking a language other than English, take one step back.
10. If there were more than 50 books in your house when you grew up, take one step forward.
11. If your parents owned a business when you were young, take one step forward.
12. If you ever had to skip a meal or were hungry because there was not enough money to buy food when you were growing up, take one step back.
13. If one of your parents was unemployed or laid off, not by choice, take one step back.
14. If your family ever had to move because they could not afford the rent, take one step back.
15. If you were ever discouraged from academic or career choices because of race, class, ethnicity, gender or sexual orientation, take one step back.
16. If you were encouraged by your parents to attend college, take one step forward.
17. If one of your parents did not complete high school, take one step back.
18. If your family owned your own house, take one step forward.
19. If you were ever denied employment because of your race, ethnicity, gender, or sexual orientation, take one step back.
20. If you were paid less, treated unfairly because of your race, ethnicity, gender or sexual orientation, take one step back.
21. If you were ever stopped by or questioned by the police because of your race, ethnicity, gender or sexual orientation, take one step back.
22. If you’ve felt uncomfortable about a joke related to your race, ethnicity, gender, or sexual orientation, one step back.
23. If your parents did not grow up in the U.S., take one step back.
Remain where you are and look around the room and think about where you stand in relation to other participants. Please select a partner whose position is different from yours and sit together to process the exercise.

i. How did you feel about the exercise?
ii. Were you surprised about anything? Why?
iii. Where there topics, e.g. religion or disability, that would have made you uncomfortable?
iv. What implications does this have for child welfare practice?

[TRAINER NOTE: IF PARTICIPANTS SEEM TO DESIRE LARGE GROUP DISCUSSION, USE THE QUESTIONS ABOVE TO DEBRIEF AS A GROUP. Thank you for your thoughtful participation in the exercise. What are some other ways in which power and privilege and/or oppression might add stress to Latino families?]

FLIP CHART RESPONSES. TRAINER PROMPTS

- Standardized tests skewed toward Caucasian cultures
- Latinos have highest drop out rate
  - Is education NOT a core value?
- Bias against non-English speakers
- When parents do not graduate from high school, they are not able to help their kids with homework. Some systems may see that as a lack of interest in their kids’ education.

Drivers’ license tests administered inequitably
One important factor of these inequities is that they are reflected in child welfare as well. We know that there is a link between family stress, poverty and child abuse. The protective services system in the United States may be committing a form of institutional abuse of minority families if the professionals who work in that system are not sufficiently well versed in the unique childrearing practices of each culture in the communities the system represents.

It is easy for misunderstandings to occur from an ethnocentric perspective, and these misunderstandings are unlikely to be in the minority group’s favor. According to a Casey Family Report, disproportionality of a racial or ethnic group in the child welfare system goes beyond overrepresentation in which children of a particular group are present in the system at a greater percentage than they are in the overall population.

The report also suggests that lack of access to services can result in underutilization often resulting in ineffective and failed prevention rates and poor child service outcomes like time to achieve permanency, re-placement rates, child abuse and neglect recidivism, access to healthcare, educational achievement, employment skills, adequate housing and the establishment of positive, enduring relationships with caring adults and peers.
A report to the National Committee for Hispanic Children & Families suggests that despite much national attention paid to immigration lately, there has been virtually no attempt to examine immigration within the context of child welfare.

In fact, it could be said that one of the greatest strengths of Latino families – *familismo* – a value directly parallel to child welfare’s family-centered focus – presents challenges when it comes to eligibility for certain services and to service delivery to Latino families. For many Latino immigrants, strong ties with family members in home countries combined with the geographic proximity and economic realities of Latin America translate into notions of family that transcend country boundaries. Latino nuclear and extended family relationships often cross national borders as family members stay in close contact via phone, internet, and visits. There is wide variation in family structures, as children may remain in their home country with relatives, while a parent(s) comes to the United States until they send for the children once they are settled. The child welfare system is ill equipped to deal with immigration issues, in particular with cases where families transcend national boundaries.

Children of immigrant parents often live in mixed immigration status homes, where different family members represent a range of legal statuses, including citizens, legal residents, and undocumented immigrants. About 10% of all children in the United States live in mixed-status families. Immigration legislation has curtailed the availability of resources to non-citizen families. Current anti-immigrant sentiment increases the chances for biased treatment, further jeopardizing the safety and integrity of undocumented/mixed-status families. Moreover, with respect to ASFA – the Adoption and Safe Families Act, the 1996 federal act upon which current child welfare policy regarding timelines and permanency is based -- dealing with immigration issues and/or transnational cases requires more time than is allowed under the law and better resources than are currently available in many communities.
In addition to the fact that immigration laws are complex, sometimes they are interpreted differently, and are the subject of much misinformation, even error in information coming from official U.S. government sources. From the time it was established in 1891, Immigration & Naturalization Services or INS, operated as a separate agency within the federal government, although it was placed under various agencies including the Department of Commerce, Department of Labor and the Department of Justice.

That changed after September 11, 2001, when INS was essentially dissolved and all immigration services were placed under the newly formed Department of Homeland Security. As you can see, DHS hosts three bureaus that deal with immigration issues: ICE or Immigration & Customs Enforcement; USCIS or Citizenship and Immigration Services, and CBP or Customs & Border Protection.

The confusion is not all due to federal reorganization efforts, though. Some results from the wide diversity in legal status and migration experiences among Latino groups. For example Puerto Ricans, who are United States citizens, do not face the threat of deportation, unlike non-citizen Latinos. Other groups have different statuses; Cubans, for example, have refugee status, while El Salvadorians have Temporary Protective Status (TPS). Some people of Mexican origin are recent immigrants while others have resided in the southwestern part of the country even before the formation of the United States and before various changes in both immigration and public assistance laws that influence eligibility.

It would be easy at this point to digress into a discussion – one which would be lively, I assure you – about the political and social ramifications of immigration. With national news reporting daily on immigration topics, the subject is frequently discussed in nearly every community in the nation. However, our focus today is on child welfare and the ethical and practice challenges that we encounter as a result of the fact that our clients are very diverse both in terms of culture and in terms of immigration status.
Effective practice would require that we have a basic understanding of immigration policies and that we know enough to know when we need to seek expert advice or may need to refer. It is not our goal to educate you to the point where you are immigration experts. We’re not, nor will we ever be experts ourselves. As with so much in child welfare, however, we want to alert you to specific situations in which you will recognize the need to acquire additional expertise or situations in which you know you must make further inquiry in order to effectively advocate for the rights of the children and families with whom you work. Make no mistake, it is possible to do harm to a child or family if you do not have sufficient information to look into a situation further.

We’re going to watch a short video clip that illustrates the dilemma in which services providers can easily find themselves when it comes to helping. After you watch the clip, please “think, pair and share” at your tables and discuss your reactions to the clip.

[VIDEO CLIP: CASA DE ESPERANZA FINAL VIGNETTE.]

[TRAINER NOTES: BRIEFLY DEBRIEF THE SCENARIO AFTER GIVING PARTICIPANTS 3-4 MINUTES TO DISCUSS IT.] It is obvious that the mother in this video has fewer service options due to her immigration status. That is a frustrating fact for her worker because there is so little she can do to help. There are no easy answers given the systems in which we operate. What we don’t want to do, however, is miss opportunities to help because we do not understand the system, have not identified the few resources that may exist or we haven’t advocated for change in our agencies or our communities.

2:15 – 2:30 BREAK
REFER TO POWERPOINT SLIDE # 51 IMMIGRATION TOOL BOX
The following information is for use in an immigration tool box that you may want to build. Throughout the training – beginning with the Say What! cards and extending through the Resource Guide in your notebook and to what will be Folo-Up e-newsletters, we’ve provided various resources to support development of an immigration vocabulary. That will be important in communication with families as well as partners both within and outside child welfare.

REFER TO POWERPOINT SLIDE # 52 DETERMINING CITIZENSHIP
Another important skill in your tool box will be the ability to determine citizenship and immigration status. Those are very complex issues and can require legal assistance, but you can explore the basics with the information in your packet. Since citizenship determines eligibility for many programs, and since the laws and regulations determining eligibility may be federal, state, community or agency, it is important that you are aware of those as well. In addition, mistakes made early on in a case whether it be the misspelling of a name, an incorrect birth date or birth place, can all have long-term ramifications for families, so it is critical to attend to accuracy.

REFER TO POWERPOINT SLIDE # 53 HEADS UP! SPECIAL CATEGORIES
In the “heads up” department, there are some special categories within immigration law that protect vulnerable populations. The Violence Against Women Act (VAWA) provides immigration remedies in certain situations for victims of domestic violence and particularly when the batterers are American citizens. In some instances, victims willing to cooperate with law enforcement in the prosecution of crimes are eligible for special visas under this program. Again, the laws are complex, but a “bell” should ring for you if domestic violence is present in a family with whom you work.

SLIDE COMMENTARY CONTINUED ON NEXT PAGE
CONTINUED – POWERPOINT SLIDE # 53 HEADS UP! SPECIAL CATEGORIES

In another category, youth whose parental rights have been severed or who have been placed in “long term foster care” are eligible for “Special Immigrant Juvenile Status” which can lead to full citizenship for that youth. One understands the importance of the “heads up” when she realizes that there is a deadline for application and that is the youth’s 18th birthday. The process is long and complicated, so the earlier a worker realizes that a youth might be eligible for this program, the better.

And one last “heads up”. There have been cases where the father, now absent from the family, acquired citizenship, perhaps after he left the family. If neither the mother nor the children knows this fact, they may not realize that they are eligible for citizenship by derivation. Without a thorough and accurate investigation into the citizenship status of all family members, the youth and the family may lose the opportunity to become citizens themselves. There have also been cases in which persons without documentation received services through public health in the interest of public safety, emphasizing the importance of partnerships and knowledge of community resources.

REFER TO HANDOUTS PAGES # 11 THROUGH 22.

Now, we’d like to refer you to handouts in your packet pages 11 – 22. These handouts will help you understand some of the immigration basics including facts like those that explain that immigrants do not necessarily enjoy the protection of the U.S. Constitution when it comes to immigration actions surrounding deportation hearings and/or due process. Again, you do not need to become an expert in these matters, but it is essential to gain basic information so that you know when to advise a family to seek expertise and perhaps even where and how a family might acquire solid, expert advice.

At the end of the day, we will be looking back at the self-assessments you completed and we will be asking you to consider two or three action steps. For many participants in this training, gaining a better knowledge of immigration policies and laws has been a goal at that point. The small bit of information we are able to share today will give you the foundation for building a better understanding of the current laws and policies and will help you better assist immigrant families on your caseload.
INTRODUCTION TO CASE STUDIES: We're going to divide into two groups now and each group will complete a case study. For those of you who attended the simulation, the families will be familiar. We've provided a family description in your handouts so that each of you will get to know the family with whom you will be working. Your resources for this exercise will include the information in your Tool Box (pages 11-22) – some vocabulary, information on immigration and eligibility and the federal eligibility tables with which you may want to become familiar.

Each of you will review the information on immigration and then you'll get to know your family. You'll find a discussion guide with your family profile and will just follow the directions in that. You'll have 30 minutes to discuss your family and plan and then each group will present the key learning points as far as planning for meaningful work with the families.

Familia de Naranja

Our first family is the Naranja family. Nuncio Naranja was so lucky to find a sponsor to bring him and his family to the U.S. from Guatemala so that he could work as a foreman for a crew of other Guatemalan workers. Once the growing season was over, he went back to Guatemala to pick up the family’s baby who had been born a few weeks before they left the country for the US. The baby’s grandmother has been caring for her, and when Nuncio went back, he decided to try to get papers for his mother to return to the U.S. with them. In the meantime, Norma has become very depressed because she cannot find anyone who speaks Konjobal to visit with her. Nicky and Neveah have been left alone and were found walking to school by themselves today.
EXERCISE: TRAINER NOTES:

1. Your assignment is to discuss the questions on the worksheets as they apply to the family that has been assigned to your group. Review the materials in the Tool Box and your family profiles and discuss the following questions. Use the questions on the form on pages 27 and 28 of your handouts.

   1) What is the immigration status for each member of the family?
   2) What strengths exist in the family?
   3) What service needs might the family members say they have?
   4) For what services is each family member eligible?
   5) How can our communities fill the gaps when federal and state resources are not available?
   6) What are the three most significant “best practice” ideas your group has regarding this family?

2. You will have 25 minutes to complete your planning. Please assign a presenter to share the top three best practice points from your discussion. Any questions? Let’s begin.

**Familia de Violeta**

Victor Violeta 29 yrs
Valeria Violeta 21 yrs
Victoria Violeta newborn daughter
Vanessa Violeta 18 mo
Valencia Vincente 4 yr

**Violeta family**

Victor Violeta finally got tired of trying to make it the hard way. He has a “green card” and while his wife and daughter have no documentation, he has two kids born in the U.S. . . .something he believes will protect him from ICE (Immigration & Customs Enforcement). He has been doing business with some unsavory characters and last night during a family violence call, law enforcement found enough indication of drug use to obtain a search warrant. Victor and Valeria were taken into custody and transferred to INS and the children were placed in emergency foster care.

**Refer to PowerPoint Slide # 55**
**Refer to Handouts Pages 25 - 26**

Our second family is the Violeta family. Victor Violeta
DISCUSSION: As you can see, many of the issues we discussed today are not only complex, but the answers may require legal consultation. At the least, it would be important for each agency to identify someone or a subgroup that could develop some expertise to support dealing with these complex issues in a meaningful and effective way. Perhaps identifying or advocating for such a position will be something you wish to think about as we move into action planning tomorrow.

We don’t want to leave you with the impression that resolving immigration issues is beyond your capacity as a child welfare worker, but we also want you to know that it is important to have enough knowledge and a broad enough resource base to be able to assist through referral or collaboration whenever possible. Just as continual self-assessment is important, so is continuing your learning in this area and your advocacy for agency and community attention in these matters.

Thank you for your participation to date. We are aware that the day has been full of information which may or may not have been new to you, but whatever the case, it can be overwhelming to think about the complexity of such issues as immigration and the ease with which we can make mistakes that affect people’s lives.

It’s one of the reasons that self-reflection is so critical in culturally responsive practice. We can’t know everything. Not all of us live in communities where there is a United Way that funds translation services or churches that operate support groups for immigrant parents. Some of us live in communities where we will be the change agent who advocates for services for individuals regardless of formal eligibility or will be chairing agency committees to encourage policies that ensure culturally responsive practice, or committees that support partnerships across agencies in our cities and our towns.
Self Reflection and Closing

Topic: U.S. Immigration Background
Trainer(s):
Time: 40 min (3:20 – 4:00 p.m.)

REFER TO HANDOUTS PAGE # 29 through PAGE 32.
As we close, please take out the self assessment you completed as part of the pretraining material. If you don’t have that material, we’ve provided blank forms in your handout notebooks for today.

Remember that these self assessments are guides. Most of us have been conditioned to think about grades and percentages when we hear the words “assessment” but we hope that you’ll consider these topics as topics for self reflection to guide your self-awareness, your on-going learning and to remind you of areas about which you’d like to learn more or understand more.

Please take a few minutes to review and edit the forms. It is perfectly acceptable to create a new form or revise an old one. There are really no rules when it comes to self reflection, so begin and use the form as you see fit. Of course, for this training only, we are asking you to use at least one set of NCR assessments so that we can follow up as part of the evaluation for this project. A copy of your responses will be sent to our evaluator and she will follow up at a later date.

[TRAINER NOTES: GIVE PARTICIPANTS ABOUT 10 -15 MINUTES TO COMPLETE THE SELF ASSESSMENT. TIME THE VIDEO SO THAT IT ENDS PROMPTLY AT 4:00 P.M.]

We’d like to end the day by “telling you a story” that may help you reconnect to the reasons we all work in human services, the story of an immigrant family. This story was produced by PBS as part of a series titled the New Americans. Whether you’ve seen it or not, you should be ready for a trip inside the family life of the Flores family, a Mexican family that immigrated to Garden City, Kansas.

We’ll watch the video, check to see if there are any comments and then we’ll adjourn for the day. Thanks, again, for your attention and your participation.
Frequently after watching the video, participants ask what happened to the Flores Family. The website that distributes the video has a note that says the following:

After almost a year of sharing a trailer with their extended family in Mecca, California, the Flores family was able to buy their own trailer. In the four-bedroom home, the girls have a room of their own for the first time.

The youngest children, Pedrito and Maribel, have both been honored as "student of the month" at their school and Juana, also a good student, has become interested in chemistry.

Daughters Nora and Lorena work in the fields and at a local nursery with their parents. Nora was forced to drop out of night school because she lacked regular transportation. Recently, she was able to buy a car and obtain a driver's license. She is still hopeful that she will continue her education someday.
Set-Up

The tables will remain the same as yesterday. All participants need to be able to see the LCD screen for video clips today. If the Say What! cards are completed, post the map of the flags of the world and place sticky notes nearby so that participants can identify the flags of the nations that are considered Hispanic.

Topic: Welcome and Review
Trainer(s):
Time: 15 min (9:00 – 9:15 a.m.)

AS PARTICIPANTS ENTER GREET THEM AND ASK THEM TO CREATE NEW NAME TAGS:

POWERPOINT SLIDES #1 - #4 are to be used as backdrop for the Say What! cards if they are not done, Hispanic nations, and the introduction.

WELCOME BACK FROM TRAINERS
Trainers briefly reintroduce themselves and thank participants for participating in the training.

THE BASICS

<table>
<thead>
<tr>
<th>Bathrooms</th>
<th>Breaks</th>
<th>CEUs</th>
<th>Action Plans from Simulation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sign-in</td>
<td>Evaluations</td>
<td>Name tents</td>
<td>(take notes throughout the day)</td>
</tr>
</tbody>
</table>

Remind participants to bring program materials for exchange

REVIEW OF YESTERDAY AND OF TODAY’S AGENDA

FLIP CHART: Review the learning points from yesterday. As participants to “re-create” the agenda and to identify key learning points.

Then look over today’s agenda and the competencies that will be covered in today’s session.

REFER TO POWERPOINT SLIDE# 4 – INTRODUCTIONS LATINO CULTURAL TRAITS

Choose a card from the Latino Cultural Traits basket. Find someone at your table or someone in the room whom you have not met and discuss the trait with them. Would you consider the trait one important in your family? Does your family have similar characteristics? Are your family’s customs and values different? Describe you family in light of these traits?
Yesterday, we talked at length about some of the stresses on Latino families. The demographics we explored provided insight into some of the influences if poverty and under-employment and they also highlighted the scope of what could be considered the challenge of living in a diverse country like the United States where the dominant culture speaks a different language. Speaking English gives a person power when it comes to navigating systems in the U.S. During the afternoon, we addressed such external stressors as acculturation, power and privilege and discrimination.

Today, we’ll consider two complex factors in effective practice. While these factors – language and immigration – are challenges to many Latino families and many child welfare and partner agencies, it is important to remember that Latino families, like all families, have many strengths, including dreams and aspirations for a better life for their families and their children. If we were to assume that these troubling statistics were the result of some flaw or lack of interest in addressing family problems in Latino culture, we’d not only be stereotyping, but also ignoring the significant strengths in each human being and in each family, Latino or not.

When we explore the stresses we are looking into external forces that sometime result in poor outcomes for families so it is important to understand how being a person with Limited English Proficiency might keep someone from achieving his or her goals or even keep him or her from accessing valuable services within the helping community.

A recent book by Melvin Delgado, Social Work with Latinos, suggests that effective practice includes workers who are bilingual and bicultural, followed by bilingual workers who are well-versed on Latino cultural values and then monolingual social workers who are willing to learn the language and culture. (Delgado, 103)
Given the rapid changes in demographics and the fact that Latino children represent the most rapidly growing segment of our population, many social service agencies have struggled to keep up with the demand for services. Even in agencies where there are bilingual workers, they are often called upon to carry a caseload themselves as well as assist others with cases where families speak only Spanish. And, then, when one considers young children and language development, one can readily see the complex issues involved in out of home placements as well. The need to recruit and license foster/resource homes and other volunteers and providers in communities becomes even more urgent when one considers the potential harm to the well-being of young children in terms of language development and connection and attachment to their family of origin.

Acknowledging the importance of language services in effective practice with persons who have Limited English Proficiency or LEP individuals, we're going to watch a video clip that provides some information about the legal requirements for such services. The following clip is a production of the Department of Agriculture, Food and Nutrition Division. It was developed as a training tool for food stamp workers, so the information will apply to many recipients of federal program dollars. The handouts on pages 35-36 coordinate with this presentation.

**Handout 35 - The Four Factors**

Recipients of federal funds and federal agencies are required to meet LEP guidelines by taking reasonable steps to ensure meaningful access to their programs and activities by LEP persons. The standards are flexible and fact-dependent, but the starting point is an individualized assessment that balances the following:

1. The number or proportion of LEP persons eligible to be served or likely to be encountered by the program or grantee.
2. The frequency with which LEP individuals come into contact with the program.
3. The nature and importance of the program, activity, or service provided by the program to people’s lives, and
4. The resources available to the grantee/recipient or agency and costs. Such requirement should not impose undue burdens on small business or small nonprofits.

**[Play the DHHS Video First Scenario with the Emergency Response Operator. Play: Breaking Down the Language Barrier Video 1 – Intro (Ring Around the Rosy) and Video 2 – Since It’s Earliest Beginnings (5:35)]**
Most of you already know whether or not your agency is a recipient agency and is therefore required to provide services to LEP individuals. If you do not, this may be an area for your action plan and you may want to take some notes to remind yourself that you want to find out if or to check to see whether or not your agency has a written language policy. This is a good place to note that in researching what is considered effective practice, we found repeated mentions of advocacy as an important tool in culturally responsive practice. Perhaps your agency is in the early stages of developing such policies, and you may want to consider playing a role in those efforts. Or, if there is a policy and not everyone is familiar with it, then you may want to suggest some strategies for in-service presentations using a video similar to this one.

I want to remind you about the Resource Guide in your notebooks. There is a section on language and you'll find references to this video which is available free through the web. You'll also find a citation for www.LEP.gov a site at which you will find many other useful resources.

REFER TO HANDOUT PAGE # 34
As you may recall, the nature and importance of a program, activity or service to people’s lives is one of the four factors in determining whether or not there is a legal requirement under Title VI of the Civil Rights Act for your agency to serve LEP individuals. We’re going to watch another clip, but before we do, please refer to the Handout on page # 34. Take a few moments to read the article. We’ll refer to it again after we watch a short video clip, but please read the article now and then we’ll watch the clip. [TRAINER NOTES: ALLOW 3-5 MINUTES.]

After we watch this video clip, you’ll have a chance to discuss the article and the clip using the “think, pair and share” model. You’ll notice a couple of things about this video. First, the language spoken in the film is not Spanish, but the situation is one that could easily occur. Second, the scenario presented in not one in a social service setting. Despite that, the video illustrates some of the tension that arises when working in a crisis situation or when resources are not always available yet we are called upon to make decisions. In most of our communities, we do not operate in a vacuum. Whether your work is conducted in a small town or a regional service center or city, best practice in child welfare demands collaboration and partnership.
During your “think/pair and share” discussion, consider what best practice would have been in a similar setting in one of your agencies and discuss why child welfare’s services, programs and activities might be considered important enough to require LEP provisions. Consider how the individuals would fare if the situations were adjusted slightly to represent child welfare.

[TRAINER PLAYS BREAKING DOWN THE LANGUAGE BARRIER VIDEO 3 MAN AT ER CODE 12 STAT! 3:45 ]

During your “think/pair and share” discussion, consider what best practice would have been in a similar setting in one of your agencies and discuss why child welfare’s services, programs and activities might be considered important enough to require LEP provisions.

[TRAINER ALLOWS 5 – 10 MINUTES FOR DISCUSSION.]

Any thoughts you’d like to share with the full group before we move to the next video clip?

The next two clips we’ll watch will give you a chance to think about best practice. One of the clips features a probation officer meeting with a teen and her father and the second features two young girls in a neighborhood dispute. The first video is a selection from a video produced by Casa de Esperanza, a Minnesota agency serving Latino families experiencing domestic violence. The Video is titled Stepping into Latino Realities, and again, you’ll have to extrapolate, but I think you’ll find it helpful. The second clip if from the video we’ve been watching and while it involves law enforcement, crisis intervention is a skill most social services workers practice.

[TRAINER PLAYS CASA DE ESPERANZA VIDEO 2 SKETCHY TRANSLATIONS (2:39) AND THEN BREAKING DOWN THE LANGUAGE BARRIER VIDEO 6 GIRLS WITH BALL/CONFLICT BETWEEN MOTHERS (3:54) STOP THE SECOND ONE BEFORE THE ENDING IF NECESSARY.]

Using the “think/pair and share” model, go ahead and discuss these clips at your tables. What strategies would have made for effective practice? What skills, policies, resources would have helped?

BREAK: 10:15 – 10:30 a.m.
Welcome back from break. Now we've talked about the importance of services and resources to help LEP individuals, we're going to move into consideration of more specific child welfare issues around effective practice working with LEP families. In this exercise, we'll think about LEP families' experiences as they encounter our child welfare agencies from the front door to the front desk. We'll consider issues specific to investigations as well as to safety and permanency planning. One team will explore foster/resource family placement issues and another the use of interpreters and of specific translation issues that influence effective practice. If you're with a partner agency, you may want to select the group with whom you'll work, but we'd like to have an even number if possible in each of six groups. The handout on page 37 will provide a list of the topics with corresponding page numbers for those handouts.

As you can see from the handout, you’ll divide into groups, select an ambassador and then you’ll discuss the items on your topic card. Once you’ve had a chance to discuss the items, assist your ambassador in preparing a presentation for the other tables. When the leader announces time (approximately 20 minutes), each ambassador will move to the table at his/her right. He/she will have five minutes to discuss the topic with that group. When the leader calls five minutes, he/she will move to the next table until he/she has presented at each table.

HANDOUT PAGE # 37 APPLIED TOPICS – LANGUAGE
Ambassadors

1. Each table will be assigned a topic as follows:
   a. TOPIC ONE: AGENCY ENVIRONMENT & RECEPTION (P. 39)
   b. TOPIC TWO: LANGUAGE AND INVESTIGATION (P. 40)
   c. TOPIC THREE: SAFETY AND PERMANENCY PLANNING (P. 41)
   d. TOPIC FOUR: FOSTER/RESOURCE FAMILY PLACEMENT (P. 42)
   e. TOPIC FIVE: INTERPRETERS & TRANSLATORS (P. 43)
   f. TOPIC SIX: INTERVIEWING-INTERPRETERS & TRANSLATORS (P. 44)

2. Elect an ambassador for your table.
3. Review and discuss the material. You will have 20 minutes.
4. Assist your ambassador in preparing a presentation to take to the other tables (“countries”). At the end of the time period, he/she will travel to each of the other tables and discuss your topic with the participants at those tables.
5. Prepare to think about the other topics and to ask the ambassadors who visit your table questions so that you understand all of the topics covered in this exercise.
6. The leader will provide time prompts for the exercise.
Best Practice with Latino Families

Topic: Best Practice
Trainer(s): 
Time: 90 min (1:00 – 2:30 p.m.)

We want to thank you again for your participation this morning. Your comments were insightful and it was gratifying to hear discussion around partnerships as well as around changes occurring in your local communities. This afternoon we’ll be exploring the idea of best practice with Latino families in child welfare. Given the volume of research in the field about what constitutes best practice, we’re going to start with a definition of “best practice.”

REFER TO POWERPOINT SLIDE # 11 BEST PRACTICE
Discuss the five common elements of best practice as identified by researchers:

(1) practice wisdom
(2) emulating similar systems
(3) use of expert advice
(4) professional guidelines and
(5) evidence-based practices
Now that we’ve considered elements of effective practice, we’re going to demonstrate and practice a tool that incorporates many of the elements that research and best practice wisdom indicate useful in engaging with Latino families in service delivery. If you’ll think for a moment about the ways in a family’s culture and history impacts their lives and your work with them, you’ll realize that getting to know each family and each family member requires special attention and skill. There are many techniques for interviewing, but not all techniques are effective when it comes to engaging across cultures. In some instances in child protection, for instance, an interviewer may slip into the role of interrogator. In others, an overwhelmed, busy worker may be so intent on completing all the blanks in a multi-page form that he/she may completely overlook any meaningful exchanges or opportunities to engage or partner with a family or to explore sensitive information, thus setting a less-than-effective tone for future work.

REFER TO HANDOUT PAGE # 52 & HANDOUT PAGE # 53.

REFER TO POWERPOINT SLIDE # 12 ETHNOGRAPHIC INTERVIEWING

If you'll refer to your handouts on pages 52-53, you'll find an explanation of ethnographic interviewing and some sample questions. Briefly, ethnographic interviewing is an interviewing technique that is designed to help us understand our clients’ culture and perspective. Ethnographic interviews are a series of friendly conversations consisting of open-ended questions. The specific questions that you might use will depend upon the timing and the purpose of your interview.

In the instance of child welfare, ethnographic interviewing can be used to help identify strengths as well as signs of safety that could easily be overlooked due to cultural differences. For example, a doting great-aunt who has primary care-giving responsibilities for her great-nephew might make many social workers think that the mother in the family is unable to care for or is uninterested in caring for her son properly. In many Latino families, however, an elderly aunt or a grandmother is the desired “child care provider” since such a role gives meaning to the elder and provides a naturally occurring opportunity for the transfer of family customs and wisdom from an older generation to a younger generation.

REFER TO POWERPOINT SLIDE # 13 ETHNOGRAPHIC INTERVIEWING STAGES

[TRAINER NOTES: GIVE PARTICIPANTS A FEW MOMENTS TO LOOK OVER THE HANDOUTS.]
Ethnographic interviews are “a series of friendly conversations” that make use of open-ended questions designed to support the sharing of experiences. They are not interrogations. Ideally, they are held in a client’s home, but wherever they are held, a casual setting works best. The interviews use descriptive and structural questions. Descriptive questions are “broad and general and allow people to describe their experiences, daily activities and objects or people in their lives.” Structural questions explore responses to descriptive questions and are used to understand how knowledge is organized.

<table>
<thead>
<tr>
<th>Question Type</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grand Tour: Elicit information about broad experience.</td>
<td>Tell me about a typical day for you and your child.</td>
</tr>
<tr>
<td>Mini Tour: Describe a specific activity or event.</td>
<td>Tell me about a typical mealtime with Miguel. Describe what happens when you are reading a book with Marta.</td>
</tr>
<tr>
<td>Example: Take an experience and ask for an example.</td>
<td>Give me an example of what Pedro does when he becomes frustrated. How have you successfully dealt with that in the past? Maria, when you feel overwhelmed, what’s going on in your life? What’s helped you feel less overwhelmed in the past?</td>
</tr>
<tr>
<td>Experience: Ask about experience in a particular setting.</td>
<td>Tell me about your experience with Jose’s teacher. Tell me about your experience at the social service office.</td>
</tr>
<tr>
<td>Native language: Seek an understanding of how a person uses terms and phrases.</td>
<td>“What would I see when you say ‘Juan hurts himself?’ What’s another way you would describe being overwhelmed?</td>
</tr>
</tbody>
</table>
### Social Dimension | Examples of What to Explore
---|---
**People Involved** | Who are the members of your family? Does the family include just the parents and children, or are grandparents, aunts, uncles, cousins, and close friends all considered part of the immediate family? What are the roles of the persons who are involved with the child? Who is the caregiver in your family? Who cleans the house? Who fixes the food? Who plans the social events? Who is the disciplinarian? Tell me about your children’s *compadre/comadre*. What do you do for fun? Who do you get together with? How do you stay in touch with your relatives in Mexico? Do other extended family members live in the home?  

**Physical Places** | Where does the client/family live – in a small apartment, in a home, on a farm? What places are used for different activities – where do people eat, sleep, work, play? What places does the family frequent besides its own home? What other things have you done to make the house safe for your kids?  

**Acts** | What a beautiful quilt. Tell me how you learned to quilt. These empanadas are delicious. Tell me about the dishes you enjoy making. Your child has many books. Does he have favorites?  

**Activities/routines** | What other things do you (does he?) enjoy doing? Tell me what happens around dinner time. What’s it like while you are putting the children to bed? What’s everyone doing at that time?  

**Events** | What events are important for your family? What are important family celebrations? Will your daughter celebrate her *quinceañera*? Do you celebrate naming ceremonies, weddings, holidays? How does the child’s out of home placement effect these events?  

**Objects** | What objects are important/necessary for the child/family – medications, toys, books, stuffed animals?  

**Time** | We’ve got a court hearing coming up. It’s real important to the judge that people are there early. Will that be a problem? Will I you be able to be there early? You told me that you lost your job because the boss didn’t like you showing up late. Tell me how that is different here than it was in Mexico?  

**Goals** | What do you hope changes for your family in the next few months? What would you need in order to have that happen? Who could help you reach those goals?  

**Feelings** | When are you the happiest? What people are around when you feel good about the way things are going? What are your family members doing when everyone is happy? What things mean a lot to you at home?  

**History** | When did your family first come to this country? Tell me about other family members in ____? Why did your family come to the U.S.? Tell me how you became a family. Tell me what growing up was like for you.
Now that you’ve had a chance to look over the materials on ethnographic interviewing, we’ll watch a video that demonstrates the technique. You may have noted that your materials describe ethnographic interviewing as a series of friendly conversations. In fact, it is recommended that each interview not last much longer than an hour, if that. The technique is a tool to engage with and get to know a family or family member rather than move immediately to acquiring case information.

Of course, that means that a video depicting a good ethnographic interview would take awhile to demonstrate effectively. Likewise, if we were to train you to be a skilled ethnographic interviewer, we’d need a bit more of your time than we have this week. The goal of the video and our demonstration activities this afternoon is to explore the tool and to share experiences so that you either build skills in the technique or improve existing skills. A commitment to further study and practice could be part of your action plan at the end of the day.

You may want to use the handout on page 55 as you watch the video. However, remember that ethnographic interviews are casual, so a list of "stages" is simply a guideline and not a script. There is a purpose to the interview but there may be any number of ways of reaching that purpose depending on the unique interests, culture, history and background of each family. If there is a critical element to the ethnographic interview in child welfare, it is probably that of beginning by chatting in order to establish rapport before moving to any type of interview itself. Doing so is acknowledging personalismo as you may recall.

There is a viewer’s guide on page 56 that you can use to take notes about the video.

[TRAINER NOTES: PLAY THE ETHNOGRAPHIC INTERVIEWING VIDEO. DEBRIEF BY ANSWERING ANY QUESTIONS AND SEEKING COMMENT BEFORE MOVING INTO THE NEXT EXERCISE.]
EXERCISE ETHNOGRAPHIC INTERVIEWING

REFER TO HANDOUTS PAGE # 57 and PAGE # 58. Now that you have the basics of ethnographic interviewing, we’re going to give you an opportunity to demonstrate the skill yourselves. If you’ll turn to pages 57 and 58 of your handouts, you’ll find a guide for your interview. Your first task will be to pair up with someone that you don’t know well. That will give you some experience with what can be some tension at trying to move slowing enough into topics about which you’d like to know more. While the main goal of these interviews is for you to explore your personal backgrounds, cultures, family structures and heritage with a colleague, you’ll also be experiencing what it is like to be interviewed.

Let’s begin. Each of you will have ten minutes to talk with your partner about who you are, where you came from and what’s important to you. Your partner’s role will be to ask questions using the examples from the handouts on ethnographic interviewing to encourage you to discuss “who you are.”

1) First, spend a few minutes reviewing the materials on pages # 57 & # 58.
2) Form dyads and introduce yourselves to one another.
3) Have Partner A tell his/her story and Partner B serve as the interviewer.
4) At the end of ten minutes, we’ll ask you to switch roles and Partner B will have an opportunity to tell his/her story.
5) We’ll debrief at the end of the interviews.
The goal of this exercise is for you to explore your personal background, culture, family structure and heritage with a colleague. You’ll each have ten minutes to talk with your partner about who you are, where you came from, and what’s important to you. Your partner’s role will be to ask questions using the examples from the handouts on ethnographic interviewing to encourage you to discuss your cultural background, family structure, and heritage.

<table>
<thead>
<tr>
<th>Area of Interest</th>
<th>Sample Ethnographic Interview Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identity &amp; Race</td>
<td>How would you describe yourself? How do you define your nationality? Your ethnicity? Your race? What important roles do you fulfill in your life?</td>
</tr>
<tr>
<td>History</td>
<td>Where does your family come from? What was it like for you as a kid? Are there important traditions that you carried over into your current family life? Are there traditions you hope your children will maintain in their families?</td>
</tr>
<tr>
<td>Family Gender Roles</td>
<td>Who was part of your family growing up? Who is part of your family now? Are your family members geographically close? How do you keep in touch? Tell me about the roles that men and women play in your family. What about the roles of children?</td>
</tr>
<tr>
<td>Culture Spirituality &amp; Religion</td>
<td>What are the important religious or spiritual traditions in your family? What holidays and celebrations do you observe? What traditions do you maintain? Tell me about the [music] [foods] [stories] [dress][activities] that help describe your family.</td>
</tr>
<tr>
<td>Values</td>
<td>What do you really care about? What’s most important to you? What things are important to you? What kind of adults do you hope your children will become? What kinds of goals does your family think are important?</td>
</tr>
<tr>
<td>Health &amp; Healing</td>
<td>When you are sick, where do you go for help?</td>
</tr>
<tr>
<td>Work</td>
<td>How important is work in your family? How are the household chores divided?</td>
</tr>
</tbody>
</table>

Notes - Getting to Know Me
Partner A
Partner B
EXERCISE CONTINUED - DEBRIEFING. [Trainer solicits brief responses about the exercise and moves into a discussion of power and privilege.] Debriefing questions:

- How did it feel to be interviewed about your culture?
- When you were being interviewed, what did the interviewer do to make it easier for you?
- As an interviewer, what seemed to work for you in terms of eliciting responses?
- Do you have the feeling from this brief exercise that ethnographic interviewing is something you could continue to develop as a valuable best practice tool?

2:15 – 2:30 BREAK
Evidence-based practices are those whose efficacy has been shown either through research or practice. Some have suggested that the term be “practice based evidence” in that the practice informs the research. Current research by Ayón from California State University emphasized that ethnic/racial minority groups benefit from culturally sensitive and community-based services such as family group decision making. It makes sense (#1 above) that when the family is empowered to make their own decisions, when the meetings and exchanges are held in their preferred language, that the plan will be more meaningful and certainly more culturally-relevant to them.

The same research had some other interesting findings. The studies compared child welfare services through the eyes of African American, Latino, and Caucasian parents. They revealed that Latino Family Preservation clients had better outcomes than Caucasian clients on children’s academic adjustment and symptomatic behavior. Why do you think that might be?

- Relationship with workers was a predictor of child well-being outcomes
- When social workers emphasize the client-worker relationship, outcomes improve
- The customs of engagement, family preservation, and kinship care are consistent with African American and Latino family values and customs.


Much of what has been written about effective practice with Latino families is new. Delgado’s book was published this year. As you’ll see in the annotated bibliography on the Resource Disk in your handouts, much has been written recently. It must be obvious to you by now that we are not able to cover various models or theories in detail. What we’ve done instead is to develop three handouts that provide some basic information addressing effective practice.
REFERR TO HANDOUT PAGE # 45
In just a few minutes, we’re going to let you “think, pair and share” as you work together to define the elements of effective practice based on your practice wisdom, your experience, what you’ve learned throughout the training and some handout materials we’ve prepared. First, though, we’d like to consider an element of Mexican culture that may guide your work, Trees of Life.

REFERR TO POWERPOINT SLIDE # 15 & SLIDE # 16 – TREES OF LIFE
Trees of Life have been made in Mexico by Indians since the Spanish explorers arrived in Mexico. Often they were clay candlesticks lit on religious holidays, traditionally representing biblical stories such as Adam and Eve in the Garden of Eden. As you can see from the handout on page 45, The Tree of Life symbolizes rebirth, fertility, abundance and the cycle of life and death. The Mexican Tree of Life evolved from both indigenous and Spanish cultural traditions, and has been used to represent political, historical, religious, and personal stories. Each of these themes has significance to those who work in human services, so we’re going to use the idea of a tree of life as a foundation for a discussion about what actually constitutes effective practice with Latino families.

REFERR TO HANDOUTS PAGES # 47 - # 51
You’re going to divide into three groups. At each table, you’ll find a sheet of paper and some markers. Each group will have a handout sheet outlining a particular viewpoint or model of effective practice. Of course, the handouts provide broad overviews rather than detail, but hopefully you’ll find references about which you’d like to know more. Further inquiry and reading could be one of those items for your action plans at the end of the day.

Right now, though, your group’s task is to review and discuss the sheet assigned to your table and to create a practice poster representing what your group considers effective practice based on the materials you’ve read and discussed. By using the theme of the Tree of Life where the tree represents working with Latino families, you’ll be able to represent those elements that thrive on the tree to make it a healthy symbol of best practice.
CONTINUED - REFER TO HANDOUTS PAGES # 47 - # 51

Table One will discuss the best practice handouts exploring principles and themes by Delgado. Those are on pages 47-48. Table Two will discuss the Georgetown best practice suggestions on page 49 and Table Three will review recommendations from several child welfare researchers and programs on page 51.

You’ll have about 20 minutes to create your symbol of effective practice. Each table will post your work and then you’ll have three – five minutes to explain your work to the group. Go ahead and begin your work.

[TRAINER NOTE: MANAGE THE TIME LINE WITH 20 MINUTES FOR WORK, 3-5 MINUTES EACH FOR PRESENTATIONS. ASK PARTICIPANTS TO RETURN TO THEIR SEATS. WHILE PARTICIPANTS ARE WORKING, DISTRIBUTE INDIVIDUAL TREES OF LIFE PLACING ONE AT EACH SEAT.]

Thanks very much for your diligent work and insightful presentations. To close this exercise, we’re going to ask each of you to take a few moments to create a practice Tree of Life for yourself. Considering the group work and the presentations, what elements will you want to place on your Tree of Life so that as you work with Latino children and families, you’ll have a best practice guide? We will be working on action plans later this afternoon, but this guide should provide some concrete cues to serve as a framework from which you can work toward culturally responsive practice with Latino families.

[TRAINER NOTES: End this session at 3:30 p.m. Give participants whatever time they need within that time frame.]
Through the training, we’ve recommended that you take notes about topics or skills you’d like to address in action planning. We’re ready to take a look at our self-assessment and determine two or three action steps to which you can commit for culturally responsive practice with Latino families. At this point, you have used the self-assessment forms with the understanding of the importance of on-going self reflection to effective practice. The goal of self reflection is to focus on attitudes, beliefs, knowledge and skills in your own practice, your agency, and your community. Let’s remind you that in this case, assessment is not meant to imply rank or achievement. Instead, it is meant to focus thought, reading, training, advocacy, dialog, and effort on specific action steps to enhance culturally responsive practice. It is meant to identify opportunities for growth, both personal and professional. And, we know that your understanding and insight will change over time. It can change with each family at each interaction.

We encourage you to continue this process beyond this training experience. Toward this end, we’ve provided multiple copies of the self-assessment instrument with the hope that you’ll make copies and will revisit it often over the next few months. On pages 63 and 64 of your handouts, you’ll find a menu of suggested action items for culturally responsive practice. You may want to create your own and that is fine, but in the event that you’ll find new ideas on the menu, we’ve included it here.

Please take one of the self-assessment documents you’ve completed. Spend some time looking over the items and revise or update as you wish. Refer to the columns that ask for an example and consider whether or not your responses might have changed as a result of our interactions over the past two days. Think about whether your rankings have changed. As you do that, consider whether or not there are specific items to which you would like to pay attention in terms of action planning.
After you’ve reviewed your assessment, select two or three categories – or feel free to select a category that is not on the assessment for attention and focus. By thinking about committing to two or three action steps, you’ll be able to focus on a particular topic and perhaps integrate your actions into your practice so that culturally responsive practice becomes an integral part of your perspective and your work. Make sure you indicate a “do date” so that you can track your progress and update your assessment/action planning on an on-going basis.

[TRAINER NOTE: EXPLAIN NCR FORMS FOR GRANT PURPOSES ONLY. GIVE PARTICIPANTS APPROXIMATELY FIFTEEN MINUTES TO COMPLETE ACTION PLANNING.]

CLOSING EXERCISE

OPTION ONE – CIRCLE (IF TIME PERMITS)

REFER TO HANDOUTS PAGE # 68 and PAGE # 69
We’re going to close by celebrating another Latino custom, but before we do, we’d like to ask you to complete the training satisfaction survey at the back of your handouts. When you have completed pages 67 & 69, please join us in the circle for our closing. We’ve had a great day and we want to thank you for your participation.

REFER TO POWERPOINT SLIDE # 17 COMMITMENT DOLLS
REFER TO HANDOUT PAGE # 65
Our closing activity involves a Latino tradition that comes from Guatemala. You may have seen what are called “worry dolls.” They are small figures designed to be carried in your pocket, wallet or purse. The tradition suggests that one bestows a “worry” onto the doll by thinking about it while holding the doll. Once the doll “holds” the worry, she/he is placed in a small bag where the worry resides while the person goes about his/her life activities or it is placed under one’s pillow at night.
EFFECTIVE CHILD WELFARE PRACTICE WITH LATINO FAMILIES

Action Planning & Closing

Topic: Action Planning and Closing
Trainer(s): 
Time: 90 min (3:30 – 4:00 p.m.)

We’re suggesting a slight modification to the tradition and are calling the dolls “commitment dolls”. We’ll pass the basket of dolls around and ask you to select and as you do, please share one of the commitments you’ve made toward effective practice with Latino families.

TRAINER STATES: This training completes the final phase of the main training for the series titled Effective Child Welfare Practice with Latino Families. There will be a half-day supervisors training held in ______ and at that time, we’ll present a three-part series of “advanced topics” which will feature three brown-bags around the topics of domestic violence, immigration remedies, immigration tips from the field. You’ll receive announcements about the supervisors training and advanced topics and hopefully we’ll see you there.

Again, we’d like to thank you for your participation and feedback. Don’t forget to collect your certificates of participation. Safe travels!

CLOSING EXERCISE

OPTION TWO – AT TABLES (IF TIME IS LIMITED)

REFER TO HANDOUTS PAGE # 68 and PAGE # 69
We’ve had a great day and we want to thank you for your participation. We’re going to close by celebrating another Latino custom, but before we do, we’d like to ask you to complete the training satisfaction survey at the back of your handouts. When you have completed pages 67 & 69, please take one of the sticky notes in the center of your table.

REFER TO POWERPOINT SLIDE # 17
REFER TO HANDOUT PAGE # 65
Our closing activity involves a Latino tradition that comes from Guatemala. You may have seen what are called “worry dolls.” They are small figures designed to be carried in your pocket, wallet or purse. The tradition suggests that one bestows a “worry” onto the doll by thinking about it while holding the doll. Once the doll “holds” the worry, she/he is placed in a small bag where the worry resides while the person goes about his/her life activities or it is placed under one’s pillow at night.
We’re suggesting a slight modification to the tradition and are calling the dolls “commitment dolls”. We’re going to pass a basket of dolls around and ask you to select one. Then, on the sticky note, we want you to write one of the commitments you’ve made toward effective practice with Latino families. Sign the note and wrap your doll in it. Tuck it where it will remind you of your thoughts today.

**TRAINER STATES:** This RESOURCE completes the final phase of the main RESOURCE for the series titled Effective Child Welfare Practice with Latino Families. There will be a half-day supervisors RESOURCE held in ______ and at that time, we’ll present a three-part series of “advanced topics” which will feature three brown-bags around the topics of domestic violence, immigration remedies, immigration tips from the field. You’ll receive announcements about the supervisors RESOURCE and advanced topics and hopefully we’ll see you there.

Again, we’d like to thank you for your participation and feedback. Don’t forget to collect your certificates of participation. Safe travels!
Set-Up: Trainers get the training room ready ahead of time, using tables to create small groups of approx. 6 people each. Each table should have blank name tents, handout packets, and manipulatives for each participant. The dicho posters should be displayed about the room and bookmarks prepared as a final parting gift.

**Topic:** About This Training

**Trainer(s):**

**Time:** 30 min (9:00 – 9:30 a.m.)

---

**AS PARTICIPANTS ENTER GREET THEM DEMONSTRATING PERSONALISMO BY GETTING TO KNOW EACH AS MUCH AS POSSIBLE IN THE TIME ALLOTTED. POST POWERPOINT SLIDE # 2.**

**WELCOME TRAINERS & THE BASICS**

Trainers briefly introduce themselves and thank participants for participating in the training.

<table>
<thead>
<tr>
<th>Bathrooms</th>
<th>Breaks</th>
<th>CEUs</th>
<th>Pretraining materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sign-in</td>
<td>Evaluations</td>
<td>Name Tents</td>
<td></td>
</tr>
</tbody>
</table>

Those of you who attended the simulation may remember the importance of personalismo in Latino culture. Can anyone explain the concept? Personalismo - where warm relationships are highly valued and attending to a person is more important than worrying about the time or the task at hand and the relationships are both within and outside the family.

Examples: *Warmth  Hospitality  Food and Beverage*

**REFER TO POWERPOINT SLIDE # 3.** At various points in earlier trainings, we've talked about Terry Cross' “definition” of culture. Cross said “Culture is to people as water is to fish.” The same could be said for some of what we call “culturally responsive practice.” Much of what you already do is culturally responsive. This training is not about critiquing the quality of anyone’s or any agency’s work. Instead, it is about learning, about insights, about exchanging ideas all in ways that can improve our interactions with all families and children.

Today, we want to ask you to step back and think about some of the skills and strategies that you use without even thinking about them. Throughout our trainings, we have tried to model and demonstrate culturally responsive practices that build on the strengths and assets of Latino culture, so that’s what we’ll be asking to do and to consider today – ways of thinking about the ideas and identifying strategies for folding them into your supervision, your agency and your community.
### REVIEW AGENDA

**POWER POINT SLIDE # 4 – BRIEF OVERVIEW OF CURRICULUM SERIES**

**POWER POINT SLIDE # 5 – BEST PRACTICE HANDOUT PAGE 2** – This morning, we'll review some of the best practice elements identified throughout the training. This definition emphasizes the importance of your experience, practice wisdom and your role as a supervisor.

### REVIEW PRETRAINING MATERIAL

**POWERPOINT SLIDE # 6 HANDOUT TOOLS FOR DIALOG - PAGE 3**

Our job in child welfare is to partner with families so that we can work together to achieve safety and permanence for kids. Our work involves assessing safety as well as assessing the family’s ability to change and to do so in a timely fashion. To do that, we have to get to know the family and to establish a working relationship that will support change. The Tools for Dialog presented here outline three basic levels at which we can get to know others. Let’s briefly review them.

The universal category includes those things that we all have in common, beginning with the fact that we are all human beings. What are some other universal traits? **TRAINER PROMPTS:** Need food  Breath  Sleep  Die  Born

The group category addresses the fact that there are smaller collections of humans that share some common characteristics. For instance, some of us are male and some female. What are some other groups? **TRAINER PROMPTS:** Age  Race

However, we do know that there is great diversity amongst both young persons and older persons. The category of individual is the one in which those individual traits are recognized. That is where each of us shines with our unique preferences, personalities, experiences, belief systems, appearance and relationships. What are some other individual traits you might name? **TRAINER PROMPTS:** Music  Appearance  Speech  Feelings  Experience
Once we realize that the goal of our interactions with others is to understand them as unique individuals – or unique families with unique histories, make ups, parenting practices, customs, habits, preferences, then we can begin to see why dialog is so important. It’s really easy to make assumptions that may or may not be correct. For instance, we know that the term “Hispanic” often refers to someone from a Spanish speaking country. If we know, then, that someone considers him or herself Hispanic, what might we assume? That they speak Spanish? Would that always be correct? How would we know?

That brings us to the difference between generalizations and stereotypes.

**Generalization**
A generalization is used to understand some of the common characteristics shared by members of a group. It is a starting point toward understanding individuals within a group. Research shows that there are more in-group than between-group differences.

**Stereotype**
A stereotype is employed when assumptions about an individual are made based on his or her inclusion in a group. It is a stopping point rather than a beginning point in understanding the individual.

The key point here is that it requires dialog to know whether or not a person speaks Spanish, whether a dark haired person is Latino or Italian or perhaps even Swedish. By using the tools and supporting dialog, you will be modeling and encouraging culturally responsive practice.

Of course, we all make mistakes. That’s why we emphasize the importance of on-going self-reflection and self-assessment – at all levels, by the way – individual, agency and community.
On-going self-assessment of cultural responsiveness is central to effective practice. You experienced one instrument in your pretraining materials and there are others in your resource notebook. The instrument in your handout is an abbreviated version of a longer assessment that bridges each segment of the full training curriculum. The actual form is not as important as is taking the time to give serious thought to the items.

Self-reflection a very personal process designed to guide self-knowledge and continued learning. The process is not designed as a “test” nor will it yield a “cultural score.” Instead, the scale provides a structure designed to assist participants in thinking about each topic over time. When we first field tested various version of a self-assessment, we found that most participants ranked themselves very high in all categories. Their colleagues, however, didn’t rank them as high and overall, the responses did not reflect any variance in cultural responsiveness. In other words, it appeared that everything was fine and there were no challenges when it came to working with Latino families in child welfare.

Of course, the statistics tell another story. And the stories and struggles that both Latino and non-Latino child welfare professionals and families shared did not reflect a situation without challenges.

That’s why you’ll find a column in this form in which you – and workers – and partners – are asked to think of a specific example that illustrates the reason you selected the ranking in Column C and to write a short description of the basis in Column D. Doing so will inspire serious thought about possible biases or a lack of understanding about the item itself.

Because we are action oriented, we’ve asked participants to select one or two action items at the end of each training. It is our hope that as supervisors you will find these forms useful. You can add your own items and can change them as you wish. You can use them in supervision and goal setting or you can use them to explore specific topics with individual staff members. You can even complete team self-assessments if you wish, but the idea is to keep the dialog, reflection and understanding growing.
For those of you who attended the training, we introduced ethnographic interviewing as an evidenced-based practice model effective with cross-cultural work. Briefly, ethnographic interviewing” is an interviewing technique that is designed to help us understand a family within the context of its culture. Ethnographic interviews are a series of friendly conversations consisting of open-ended questions. We’ve provided some examples of questions that can be used specifically with case planning and supervision as resources to you, but our purpose here today is not to train you in the model. It’s to provide examples of resources and to let you experience the process as you get to know one another a bit better at the same time.

EXERCISE: This exercise will allow you to explore your personal background, culture, family structure and heritage with a colleague, but it will also give you a chance to experience ethnographic interviewing from both sides of the table, continuing the experiential learning demonstrated through the training modules.

Let’s begin. Pair up with someone – and preferably someone you don’t know very well. Each of you will have ten minutes to talk with your partner about who you are, where you came from and what’s important to you. Your partner’s role will be to ask questions using the examples from the handouts on ethnographic interviewing to encourage you to discuss “who you are.”

1) Form dyads and introduce yourselves to one another.
2) Have Partner A tell his/her story and Partner B serve as the interviewer.
3) At the end of ten minutes, we’ll ask you to switch roles and Partner B will have an opportunity to tell his/her story.

DEBRIEFING. Trainer solicits brief responses about the exercise.

- Can you identify strategies for encouraging workers to use this model in your practice?
- Why do you think it may work well with Latino families?
- Do you already use the model in your practice?
- What would it take to get agency support for training to learn more?
POWERPOINT SLIDE # 11 - DEMOGRAPHICS

SETTING THE SCENE: Another aspect of the training involved looking at information and data about Latino families in order to think about the implications for best practice. Melvin Delgado authored a book titled Social Work with Latinos: A Cultural Assets Paradigm. In it, he suggests that having an accurate and current profile of Latinos within a community is the cornerstone of good social work practice. By understanding persons in the community within a social context, workers can reach out across customary boundaries to form important partnerships and the reason that is so important is evident in this quote.

In this next exercise, we will review four different sets of demographic information. You’ll do that at your tables using what we call the “think-pair-share” model. Once you’ve had a chance to discuss the information, we’ll select one and perhaps two topics for further discussion as a group.

It is not our purpose today to become statisticians or demographers. We do not need to know the standard deviation for each element of data, but it important to remember that social work is about communities, about the individuals and families that make up our communities and about the resources that serve those families. What we are looking for are trends that will inform our practice. As you look at these trends, compare them to your own experiences and to your community. By doing so, you’ll be able to assess your own practice but also your agency’s and community’s response to changing demographics.

REFER TO POWERPOINT SLIDE # 12 & HANDOUTS PAGES 9-10 POPULATION DEMOGRAPHICS

In the 2000 U.S. Census, 12.5 percent of respondents identified themselves as Hispanic, up from 9.0 percent in 1990, making them one of the fastest growing demographic groups in the United States, growing at a rate three times that of the total population. Hispanics are the largest “minority group” in the nation, and in many places are now the “majority” group compared to non-Hispanic Whites. In 2005 the Latino population of the U.S. was 42.7m. It is projected to more than double by the year 2050, making Latinos 24% of the population of the U.S. by that date.
Turning to other important demographic attributes of Latino culture, the 2000 U.S. Census reported 12.7 million Latino children, or 36% of the Latino population under 18. Estimates indicated that by this year, that number would have grown by 30%, making Latino children the fastest growing segment of the U.S. population. Of the entire Latino population, 77% are under 45 years old, or of child-bearing age. With a high fertility rate (96/1000) 38% higher than that for Blacks and 68% higher than that for Whites, the number of Latino children in the U.S. is the fastest growing segment of the population. As of 2005, 22% of the U.S. population under age five is Hispanic and one-third of Latino households have children five and under. If you choose this slide as your discussion focus, we’ll also look at the role of spirituality and religion in Latino culture.

Public discourse around immigration centers on newcomers who are undocumented. Annually, our neighbor Mexico sends 30% of all immigrants. One in seven immigrants entering legally is from Mexico. The challenge arises with the fact that of those who enter without documentation or those who stay past a visa period, Mexico accounts for 57%. That’s not all of the picture, however. The vast majority of immigrants are naturalized citizens, permanent residents, refugees or temporary legal residents. Furthermore, the issues are complex when it comes to the safety of children and legal status. Immigration laws address such issues as human trafficking, domestic violence and special juvenile status in instances where parental rights have been terminated and these laws apply to persons without documentation.

In a country where many public child welfare agencies are county-based, the importance of understanding and addressing service needs of persons with Limited English Proficiency cannot be understated. While some may focus on eligibility, ethical considerations of the effectiveness of service interventions is paramount in human services.

EXERCISE: Participants will have 15 minutes to discuss the handouts at their tables. At the end of the time, ask them to select one slide for further discussion and then process that slide using the questions on the back page of the item selected.
SUPERVISORS PLANNING FOR CULTURALLY RESPONSIVE PRACTICE
Planning, implementing, and evaluating cultural responsiveness is a complex, “non-linear,” multi-level process involving not only interactions within the system and staff, but also interactions with communities and families.

As you can see, planning and implementing effective services requires child welfare agencies and community partners to seek to understand and incorporate strategies that acknowledge and build upon the cultural strengths of the families and children being served. Many Latino families, in addition experiencing traditional stressors like poverty, family violence and/or substance abuse, also face complex stressors such as worker and system bias, confusion around mixed immigration status within their own families, struggles with Limited English Proficiency, and acculturation/generational changes.

To be effective, supports for cultural responsiveness need to be evident and demonstrated at all organizational levels of agencies, policies, and child welfare services to families and children, meaning that responsiveness is not just internal, but also external (i.e. families and/or communities). The cultural responsiveness of child welfare services and processes are best enhanced when program services, child welfare staff, and community partners are consistent in the efforts to respond to the influences/impacts of cultural diversity, a fact that is particularly important given rapidly changing demographics for Latino families.

EXERCISE – DEFINING EFFECTIVE PRACTICE AT ALL LEVELS
This exercise will provide an opportunity for you to draw on your practice wisdom and experience as well as the insights you've had thus far in the training. We're going to ask you to divide into three groups, each of which will discuss and create a report that will delineate what effective practice with Latino families requires at different levels. We want to encourage you to explore specific practices, policies, resources, perspectives, attitudes and beliefs as though you were creating a framework upon which effective practice could be built.

Table One will address culturally responsive practice with Latino families at the team level. What do or would effective teams look like? Table Two will address the same topic but at the agency level. What do or would culturally responsive agencies look like serving Latino families? And, last, Table Three will consider Latino families’ experiences in culturally responsive communities.
You'll have 20 minutes to discuss your topic and decide how to present your findings. We’d like for you to be creative and to reflect your team’s diversity and strengths in your presentations.

At the end of 20 minutes, facilitate the presentations.

- REFER TO POWERPOINT SLIDE # 16 for TEAMS
- REFER TO POWERPOINT SLIDE # 17 for AGENCIES
- REFER TO POWERPOINT SLIDE # 18 for COMMUNITIES.

Thank participants and announce the break for lunch.

This afternoon we'll be exploring what we are calling “advanced topics”. You'll have an opportunity to learn more about two topics, immigration and domestic violence in immigrant communities but at the same time, you'll be planning on-going in-service presentations to facilitate culturally responsive practice in your agency and community.

We'll see you back here at 12:45 p.m.

11:45 p.m. – 12:45 p.m. – L U N C H

[BROWN BAG OPTION FOR LUNCH: TRAINERS SET UP BEVERAGES, ETC. FOR BOX LUNCHES. ROOM SHOULD BE PREPARED WITH LCD PROJECTOR AND PARTICIPANTS SEATED SO ALL CAN VIEW THE SCREEN.]
This advanced topics video series was developed by the Child Welfare Resource Network at the University of Kansas School of Social Welfare as part of Grant No. 90CT0130 through the Health and Human Services Administration for Children and Families under the program title Effective Child Welfare Practice with Hispanic Families. Appreciation goes to the Kansas Coalition Against Sexual and Domestic Violence (KCSDV) for providing speakers and materials for the second and third presentations.

The video presentations are designed for use in conjunction with in-service or classroom modules and should be facilitated by a local expert who can address the topic. The learning experience is best when presented to a multi-disciplinary audience including child welfare, legal, and community service professionals. By involving service partners and local experts, child welfare workers will build vital community networks for effective practice with Latino families.

Additional information regarding curricula and other project resources including an Annotated Bibliography, a Glossary and an extensive Resource Guide can be found at “Effective Practice with Latino Families” at http://www.socwel.ku.edu/occ/. The website also includes copies of the advanced topics presentations and downloadable Powerpoint files from which handouts can be printed. For further information, contact

REFER TO ACTION PLAN HANDOUT PAGE 20-24
If you’ll take a quick look at the Action Plan Worksheet on page 20 (You’ll find additional copies on pages 21-14.) you may want to use it as you view this first video presentation. Each agency will receive a disk with the three presentations and copies of the Powerpoint presentations so that when you use the video, you’ll be able to make copies of the Powerpoints for handouts.

The videos are designed to be flexible. Your handouts include descriptions of each as well as information about presenters and suggestions about seeking local partners to facilitate the presentations. Let’s get started by watching the first presentation, From the Field.
Many states have immigration and language guidelines for child welfare staff. As with any legal issue, it is important to explore and understand the guidelines, policies and laws of your agency as well as your own state.

When it comes to the rights of children and families who have immigrated to the U.S., it is important to have more than a basic understanding of immigration policies as they relate to eligibility for services, referrals, and confidentiality. Many immigrant families are reluctant to interact with government officials or employees for fear of being reported to ICE, United State Immigration and Customs Enforcement (formerly INS).

Throughout this curriculum, emphasis has been placed on the importance of engaging with Latino families so they understand the need for and use of inquiries that may be made. If uncertain about confidentiality as it relates to immigration status of various family members, staff should always consult with supervisors and perhaps even agency legal counsel. Agency policy will most likely address confidentiality.

As we discussed in Core Elements, there are several special immigrant remedies for survivors of domestic violence, victims of crime such as human trafficking or kidnapping, and for unmarried juveniles who have been placed in long-term foster care or guardianship. Since it is very common for one household to have members with different immigration statuses, it is important to determine the citizenship of each as a means of determining eligibility for each.

This presentation features a discussion of some of the complexities and strategies employed by an experienced immigration attorney, Suzanne Gladney, Managing Attorney of Legal Aid of Western Missouri. In her presentation, Ms. Gladney will cover such topics as gathering information from children, special immigration categories, blended status families and resources available to help.

She met with a group of child welfare workers to host an informal discussion about her work. Please note any questions you may have of your host for your meeting today. Your host will instruct you as to whether you should stop the video at any point for questions or you should hold your questions and thoughts until the end of the presentation.
ADVANCED TOPICS

Title:
From the Field – Immigration & Child Welfare

Length: 24:12
PowerPoint Slides: 31

Presenter
Suzanne Gladney
Managing Attorney
Legal Aid of Western Missouri
Kansas City MO

Synopsis
An experienced immigration attorney, Ms. Gladney shares tips for interviewing, strategies for addressing barriers when dealing with immigration, immigration resources, and other basic immigration information. The presentation is delivered in a conversational tone that invites participants to make notes for further clarification and discussion facilitated by a local/regional immigration expert.

Recommended Local or Regional Facilitators/Presenters
Immigration attorneys, former immigration officials, personnel representing agencies which work with immigrants, agency personnel trained in immigration issues

Debrief the video briefly and ask participants to complete an action plan worksheet for use of the video.

1:45 – 2:00  BREAK
ADVANCED TOPICS

Title:
Domestic Violence Dynamics in Immigrant Communities

Length: ___________
PowerPoint Slides: 38

Presenters:
Kansas Coalition Against Sexual & Domestic Violence (KCSDV)
Pamela Burrough
Immigration Project Attorney
&
Annie McKay
Child Welfare Policy Coordinator

Synopsis
After setting the scene regarding the incidence and definition of domestic violence in general, the presenters explore the ways in which domestic violence is different for immigrant women. Their discussion includes addressing the impact of stigma and assumptions as well as separation and lethality. The presentation concludes with a brief discussion of basic immigration information and remedies.

Recommended Facilitators/Local Presenters
Qualified domestic violence providers, immigration attorneys specializing in domestic violence, personnel representing agencies which work with immigrants and domestic violence, agency personnel trained in domestic violence & immigration issues.
Trainer reviews third video and completes a review of training notebooks and Resource Guide.

ADVANCED TOPICS

Title:
Legal Options for Immigrant & Foreign-born Victims

Length: ___________
PowerPoint Slides: 51

Presenter:
Pamela Burrough
Immigration Project Attorney
Kansas Coalition Against Sexual & Domestic Violence (KCSDV)
Topeka, KS

Synopsis
An experienced immigration attorney, Ms. Burrough explores the basics of immigration before moving to special remedies for battered immigrant and foreign-born women. She explores current policies and laws in domestic violence and immigration, including VAWA (Violence Against Women Act), self-petitioning, U- and T-Visas, as well as challenges involved in current policies in domestic violence and immigration.

Recommended Facilitators/Local Presenters
Qualified domestic violence providers, immigration attorneys specializing in domestic violence, personnel representing agencies which work with immigrants and domestic violence, agency personnel trained in domestic violence & immigration issues.
TRAINER: Thank participants for their input and insight as well as their commitment to serving children and families and particularly Latino children and families.

REFER TO POWERPOINT SLIDE # 19 & SLIDE # 20
Before we close, I’d like to ask you to take a moment to look at the Powerpoint slides on the screen. These are “best practice” trees of life – a Latino tradition that uses icons to represent important elements of one’s life or a journey or a particular event in life. These presentations were developed by trainees in Greeley, Colorado at the end of the Core Elements trainings. We hope they will inspire you with their sensitive and powerful insights.

REFER TO HANDOUT TRAINING SURVEY ON PAGES 25-26. Ask each participant to complete the training satisfaction survey on pages 25-26, reminding them that the survey extends front and back.

REFER TO POWERPOINT SLIDE # 21
As participants finish, refer to the dichos posted about the room. Explain that dichos are proverbs or sayings that represent folk wisdom. These are some examples. As a parting gift, give them a dicho book mark so that they may be reminded of the insights they’ve had during the training.

End with another thank you.
The training series Effective Child Welfare Practice with Hispanic Families was developed under Federal Grant No. 90CT0130 beginning October 2004. The series is comprised of assessment (organizational and self), three training events, and resources designed to support competencies outlined in curricular materials. The training series includes El Jardin: A Day in the Life and Foundations of Culturally Responsive Child Welfare Practice with Latino Families; Core Elements of Culturally Responsive Child Welfare Practice with Latino Families; and Supervising for Culturally Responsive Child Welfare Practice with Latino Families. The grant was awarded to the Child Welfare Resource Network at the University of Kansas School of Social Welfare, project director Bethany Roberts, M.S.W., J.D. All materials were developed under partnership with the Butler Institute for Families at Denver University Graduate School of Social Work.
On-going self-assessment of cultural responsiveness through reflection is central to effective practice. A series of documents bridges all phases of the training series. It is our belief that most individuals who work in human services work hard to be sensitive to and understanding of cultural differences. On-going self-reflection builds on existing strengths and helps identify opportunities for growth, both personal and professional.

Self assessment for culturally responsive practice is a two-part process: self reflection and action planning.

Each of these continuous forms requires the following:

- Completing Columns A – D
- Thoughtfully considering each statement in Column B and assigning a personal rank “almost never” to “almost always” in Column C
- Providing an example that supports the ranking. Providing an example gives participants an opportunity to reflect on the item as well as on changes over time as each re-visits the assessment on an on-going basis
- Remembering that this assessment is a guide. It is not a ranking or grading of skills, but instead is mean to shape self-awareness, focus and understanding.

**Self Assessment (Self Reflection)**

**Self Assessment (Self Reflection)**
Action Planning - Foundations
Effective Practice with Latino Families.
   Items 1 – 16.

**Self Assessment (Self Reflection)**
Action Planning –Core Elements of
Effective Practice with Latino Families.
   Items 1 – 25.

**Self Assessment (Self Reflection)**
Building Culturally Responsive Teams
Effective Practice with Latino Families.
   Items 1 – 16.
**SELF REFLECTION – EXPLORING CULTURALLY RESPONSIVE PRACTICE WITH LATINO FAMILIES**

To begin, write your first name or initials at the top of Column B.

Next, thoughtfully consider each statement in Column B and rank your self “almost never” to “almost always” in Column C.

Then, provide an example that demonstrates the reason you ranked yourself as you did. Providing the example will provide an opportunity for you to reflect on the item as well as any change you may identify as you participate in the training series.

When asked to refer to Column E, you will review your self assessment and plan to support continued insight and learning in the area of culturally responsive practice by establishing action steps and dates for completing those steps.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>YOUR NAME:</strong></td>
<td><strong>ATTITUDE,</strong> <strong>KNOWLEDGE,</strong> <strong>OR</strong> <strong>SKILL</strong></td>
<td><strong>ALMOST NEVER</strong></td>
<td><strong>ALMOST ALWAYS</strong></td>
</tr>
<tr>
<td><strong>ITEM</strong></td>
<td></td>
<td></td>
<td><strong>1</strong></td>
<td><strong>2</strong></td>
</tr>
<tr>
<td>001.</td>
<td>I think about the ways my cultural background influences my work with Latino families.</td>
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<td></td>
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<tr>
<td>002.</td>
<td>I identify my negative and positive emotional reactions toward other racial and ethnic groups and discuss those reactions in supervision and/or with peers.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>003.</td>
<td>I seek to understand the stereotypes and biases that I may have and how those affect my work with Latino families.</td>
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<td></td>
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</tr>
<tr>
<td>004.</td>
<td>I discuss my concerns when I observe other staff engaging in behaviors that appear culturally insensitive or reflect prejudice.</td>
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<tr>
<td>005.</td>
<td>I understand that there is much diversity amongst Latino families and that each can have a very different cultural, ethnic and generational family story.</td>
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<tr>
<td>006.</td>
<td>I can articulate agency and institutional barriers that prevent Latino families from accessing services.</td>
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<tr>
<td>007.</td>
<td>I can identify at least one characteristic of Latino culture and demonstrate a way that I could use understanding of that characteristic in engagement and assessment.</td>
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<tr>
<td>008.</td>
<td>I can identify at least one characteristic of Latino culture and demonstrate a way I could use understanding of that characteristic to support service delivery.</td>
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**Self Assessment (Self Reflection)**

El Jardin Simulation Pretraining Packet.

Items 1 – 8.
# SELF REFLECTION – EXPLORING CULTURALLY RESPONSIVE PRACTICE WITH LATINO FAMILIES

To begin, write your first name or initials at the top of Column B.

Next, thoughtfully consider each statement in Column B and rank your self “almost never” to “almost always” in Column C.

Then, provide an example that demonstrates the reason you ranked yourself as you did. Providing the example will provide an opportunity for you to reflect on the item as well as any change you may identify as you participate in the training series.

When asked to refer to Column E, you will review your self assessment and plan to support continued insight and learning in the area of culturally responsive practice by establishing action steps and dates for completing those steps.

<table>
<thead>
<tr>
<th>ITEM</th>
<th>B YOUR NAME: ATTITUDE, KNOWLEDGE, OR SKILL</th>
<th>C ALMOST NEVER</th>
<th>ALMOST ALWAYS</th>
<th>D DESCRIBE A SITUATION OR GIVE AN EXAMPLE TO SUPPORT THE NUMBER THAT YOU SELECTED.</th>
<th>E ACTION PLANNING AND “DO DATE”</th>
</tr>
</thead>
<tbody>
<tr>
<td>001.</td>
<td>I think about the ways my cultural background influences my work with Latino families.</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>002.</td>
<td>I identify my negative and positive emotional reactions toward other racial and ethnic groups and discuss those reactions in supervision and/or with peers.</td>
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<td></td>
</tr>
<tr>
<td>003.</td>
<td>I seek to understand the stereotypes and biases that I may have and how those affect my work with Latino families.</td>
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<td>005.</td>
<td>I can identify at least one example of a situation in which my actions or words were culturally insensitive.</td>
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<td>I understand that there is much diversity amongst Latino families and that each can have a very different cultural, ethnic and generational family story.</td>
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<td>I can articulate agency and institutional barriers that prevent Latino families from accessing services.</td>
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<td>I support providing services and materials to families in their first language.</td>
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Self Assessment (Self Reflection)
Action Planning - Foundations
Effective Practice with Latino Families.
Items 1 – 16.
### SELF ASSESSMENT FOR CULTURALLY RESPONSIVE PRACTICE WITH LATINO FAMILIES

<table>
<thead>
<tr>
<th>ITEM</th>
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<tbody>
<tr>
<td>009.</td>
<td>I understand the differences between generalizations and stereotypes and can apply the general knowledge in working with Latino families.</td>
<td>12345</td>
<td>DESCRIBE A SITUATION OR GIVE AN EXAMPLE TO SUPPORT THE NUMBER THAT YOU SELECTED.</td>
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<tr>
<td>010.</td>
<td>I can identify at least one characteristic of Latino culture and demonstrate a way that I could use understanding of that characteristic in engaging Latino families.</td>
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<td>011.</td>
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<td>013.</td>
<td>I can identify two or more characteristics of the culture of the current child welfare system that support Latino cultural elements like familismo, personalismo, and others.</td>
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<tr>
<td>014.</td>
<td>I can demonstrate that I consider the role of culture in Latino family’s daily lives including religion, healing, family roles, customs, perception of time, education, work, and trust or distrust of authorities.</td>
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<tr>
<td>015.</td>
<td>I seek out education, consultation and training to improve my effectiveness in working with Latino families.</td>
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<td>016.</td>
<td>I will make every attempt to attend the next training: Core Elements of Culturally Responsive Practice with Latino Families by writing the date in the Action Planning column.</td>
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</table>
# Self Reflection – Exploring Culturally Responsive Practice with Latino Families

To begin, write your first name or initials at the top of Column B.

Next, thoughtfully consider each statement in Column B and rank your self “almost never” to “almost always” in Column C.

Then, provide an example that demonstrates the reason you ranked yourself as you did. Providing the example will provide an opportunity for you to reflect on the item as well as any change you may identify as you participate in the training series.

When asked to refer to Column E, review your self assessment and select two or three areas for action planning. Under each item, establish an action plan and “do dates” so that you can guide your continued learning and insight.

## ATTITUDE, KNOWLEDGE, OR SKILL

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<thead>
<tr>
<th>ITEM</th>
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<td>001.</td>
<td>I think about the ways my cultural background influences my work with Latino families.</td>
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<td>002.</td>
<td>I identify my negative and positive emotional reactions toward other racial and ethnic groups and discuss those reactions in supervision and/or with peers.</td>
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# Self Assessment for Culturally Responsive Practice with Latino Families

## Item

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K U SCHOOL OF SOCIAL WELFARE 8 CHILD WELFARE RESOURCE NETWORK
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<tbody>
<tr>
<td>017.</td>
<td>I advocate for change in my agency or in other systems or organizations when I feel that tension or conflict exists from racism, bias or embedded inequities.</td>
</tr>
<tr>
<td>018.</td>
<td>I assess and accept individuals’ and families’ decisions as to the degree to which they choose to acculturate into the dominant culture.</td>
</tr>
<tr>
<td>019.</td>
<td>I educate the families with whom I work regarding the child welfare system, goals, expectations and legal rights.</td>
</tr>
<tr>
<td>020.</td>
<td>I can articulate agency and institutional barriers that prevent Latino families from accessing services, and I assist families in negotiating system barriers that exist due to poverty, employment, or health care.</td>
</tr>
<tr>
<td>021.</td>
<td>I understand policies for working with LEP individuals and I have a copy of my agency’s or I advocate for my agency to have a list of interpreters.</td>
</tr>
<tr>
<td>022.</td>
<td>I assist Latino families in accessing services in a monolingual culture and I support the use of community-based, informal and naturally-occurring resources.</td>
</tr>
<tr>
<td>023.</td>
<td>I have a basic understanding of immigration laws and other public laws and how they influence Latino families.</td>
</tr>
<tr>
<td>024.</td>
<td>I regularly reflect on my own, my agency’s and my community’s resources to support culturally responsive practice with Latino Families.</td>
</tr>
<tr>
<td>025.</td>
<td>I establish, review &amp; revise the two or three actions steps to which I commit for on-going learning and awareness.</td>
</tr>
</tbody>
</table>
## Action Steps
### Culturally Responsive Practice with Latino Families

<table>
<thead>
<tr>
<th>IDEAS FOR BUILDING STRENGTHS IN MY PRACTICE</th>
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</tr>
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<tr>
<td>Visit the resource guide. Read and discuss an article or website on cross-cultural practice or about Latino families.</td>
<td>Journal or discuss any emotional reactions you may have based on stereotypes you may have about Latino/a clients.</td>
</tr>
<tr>
<td>Identify your own culture &amp; the significance it has to you.</td>
<td>Consult with a Latino/a colleague to increase personal insight and improve your practice with Latino/a families.</td>
</tr>
<tr>
<td>Write about or discuss ways in which the beliefs and values from your own heritage demonstrate respect for other cultures or encourage you to value differences.</td>
<td>Journal or discuss your communication style with older &amp; younger clients and the ways those may be similar or different from the ways Latinos may communicate across generations.</td>
</tr>
<tr>
<td>Define five of your own cultural traits and write about or discuss ways in which they influence your work with Latino families.</td>
<td>Journal or write about five indigenous Latino helping practices.</td>
</tr>
<tr>
<td>Journal or discuss similarities and differences in the ways you respond to authority &amp; ways in which Latino persons who are recent immigrants may respond.</td>
<td>Journal or discuss your views on health and healing. How do your views match or differ from many Latino/a families.</td>
</tr>
<tr>
<td>Journal or discuss similarities &amp; differences in the ways you are most likely to solve problems &amp; ways in which Latinos who have recently immigrated may do so.</td>
<td>Define &amp; discuss ways in which Latino families seek help without relying on formalized services. Identify five concrete ways to incorporate informal (naturally occurring) resources in case planning.</td>
</tr>
<tr>
<td>Journal or discuss the ways in which your cultural and life experiences may affect your views of law enforcement, government, the education system and service agencies. How might those of a Latino/a person’s differ or are they similar?</td>
<td>Maintain an active referral list and continuously seek new referrals relevant to different needs of clients. (Make sure client understands referrals are made because of agency limitations not the limitations of the client).</td>
</tr>
<tr>
<td>Journal or discuss your religious beliefs and the impact of them on your relationship with Latino/a clients and/or colleagues?</td>
<td>Research the legal issues facing immigrant families in the United States of America.</td>
</tr>
<tr>
<td>Journal or discuss those conditions under which you would need to refer a Latino/a client to more appropriate resources.</td>
<td>Learn five new Spanish phrases to assist in your practice.</td>
</tr>
<tr>
<td>Journal or discuss your own views of what forms of discipline and parenting practices are acceptable for your family, what practices are acceptable in general, and what practices are unacceptable regardless of culture and ethnicity.</td>
<td>Find out five common characteristics of the immigrant population in your service area. For example: Country &amp; region of origin? Common religious practices? Traditions? Reasons for immigrating? How they support or sponsor others from their country of origin?</td>
</tr>
<tr>
<td>Journal or discuss a time where you were judged on something other than merit.</td>
<td>Read a book about a Latino/a person.</td>
</tr>
<tr>
<td>Name and be able to discuss at least 10 specific privileges you experience because of your race, socioeconomic background, gender, physical abilities, sexual orientation and so forth.</td>
<td>Find five examples of the effective use of Latino social networks in promoting the safety and permanency of Latino families involved in the child welfare system.</td>
</tr>
<tr>
<td>IDEAS FOR BUILDING STRENGTHS IN MY AGENCY’S CULTURAL RESPONSIVENESS</td>
<td>IDEAS FOR BUILDING STRENGTHS IN MY COMMUNITY’S CULTURAL RESPONSIVENESS</td>
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<tr>
<td>---------------------------------------------------------------</td>
<td>---------------------------------------------------------------------</td>
</tr>
<tr>
<td>Share something new you learned from a web-based resource or an article with your colleagues.</td>
<td>Meet and exchange contact information with someone from an agency serving Latino/a clients.</td>
</tr>
<tr>
<td>Develop a referral list of agencies that provide services in the client’s language of origin. Share the referral list with your supervisor and colleagues.</td>
<td>Identify &amp; discuss barriers Latino families may face in accessing such services as mental health, health, child welfare, substance abuse, or domestic violence.</td>
</tr>
<tr>
<td>Assist in developing agency policy and resources to better define service policies for immigrant families.</td>
<td>Identify institutional barriers that may be faced by clients and advocate for them as they interact with partner institutions.</td>
</tr>
<tr>
<td>Organize and host an educational event to promote understanding of the needs and resources present in Latino communities in your area.</td>
<td>Develop your own resource guide and add to it when you find agencies that serve Latino clients.</td>
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<tr>
<td>Identify a barrier to service in your agency and work to remove it.</td>
<td>Develop strategies to address institutional barriers clients face in the community.</td>
</tr>
<tr>
<td>Examine agency forms and service tools to identify embedded bias and work to change the forms.</td>
<td>Participate in a service project in the Latino community.</td>
</tr>
<tr>
<td>Assist in developing agency policy to better meet the linguistic needs of clients.</td>
<td>Promote the development of a community-wide resource directory.</td>
</tr>
<tr>
<td>Obtain Spanish language resources and make sure they are available to your colleagues.</td>
<td>Attend church or other religious ceremony in the Latino community.</td>
</tr>
<tr>
<td>Encourage and assist Latino/a and bilingual clients in your agency.</td>
<td>Serve on an interagency team or committee to address the language needs of the community.</td>
</tr>
<tr>
<td>Make sure your agency’s policies and procedures are in compliance with state, federal, and international law regarding service in the client’s primary language.</td>
<td>Read or listen to news stories on public policy issues that affect Latino families. Discuss them with persons with diverse perspectives.</td>
</tr>
<tr>
<td>Insure that Latino/a clients and/or clients with Limited English Proficiency feel welcome in your agency.</td>
<td>Participate in a Latino holiday, religious, or community event.</td>
</tr>
<tr>
<td>Assist in recruiting Latino/a resource families.</td>
<td>Include Latino youth in a service project in your area.</td>
</tr>
</tbody>
</table>

**SIGN UP NOW FOR CORE ELEMENTS OF CULTURALLY RESPONSIVE PRACTICE WITH LATINO FAMILIES!**
# SELF REFLECTION – EXPLORING CULTURALLY RESPONSIVE PRACTICE WITH LATINO FAMILIES

To begin, write your first name or initials at the top of Column B.

Next, thoughtfully consider each statement in Column B and rank your self “almost never” to “almost always” in Column C.

Then, provide an example that demonstrates the reason you ranked yourself as you did. Providing the example will provide an opportunity for you to reflect on the item as well as any change you may identify as you participate in the training series.

When asked to refer to Column E, review your self assessment and select two or three areas for action planning. Under each item, establish an action plan and “do dates” so that you can guide your continued learning and insight.

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<td>I openly address my concerns when I observe staff engaging in behaviors that appear culturally insensitive or reflect prejudice.</td>
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Self Assessment (Self Reflection) Building Culturally Responsive Teams Effective Practice with Latino Families. Items 1 – 16.
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<td>016.</td>
<td>As a supervisor, I will</td>
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**YOUR NAME:**

**ATTITUDE, KNOWLEDGE, OR SKILL**

**ALMOST NEVER**

**ALMOST ALWAYS**

**DESCRIBE A SITUATION OR GIVE AN EXAMPLE TO SUPPORT THE NUMBER THAT YOU SELECTED.**

**ACTION PLANNING AND “DO DATE”**
**ACTION PLAN WORKSHEET FOR TOPIC:** __________________________

**Name:** __________________________  **Office/Location:** ___________________________________________________

**Directions:** Look through your notes and review the training material for this topic. Ask yourself what area(s) of culturally responsive practice you would like to focus upon. Determine with whom you will share this plan to support your efforts (either a colleague, management or your own supervisor). This two-part form will provide a basis for discussing successes and challenges at our next supervisors’ training session.

Goal for this topic: __________________________________________________

<table>
<thead>
<tr>
<th>Actions: What will you do?</th>
<th>How will you know you’ve succeeded?</th>
<th>Target Date</th>
<th>Date Complete</th>
<th>Challenges</th>
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EFFECTIVE CHILD WELFARE PRACTICE WITH LATINO FAMILIES

ORGANIZATIONAL ASSESSMENT
Organizational Assessment – Overview

EFFECTIVE CHILD WELFARE PRACTICE WITH LATINO FAMILIES
University of Kansas School of Social Welfare
Child Welfare Resource Network

Child welfare agencies, organizations and systems of care are attempting to respond effectively to rapidly changing demographics and the needs of families and children from culturally and linguistically diverse groups. Planning, implementing, and evaluating cultural responsiveness is a complex, “non-linear,” multi-level process involving not only interactions within the system and staff, but also interactions with communities and families.

To provide effective and successful services, child welfare agencies and community partners seek to understand and incorporate strategies that acknowledge and build upon the cultural strengths of the families and children being served. In addition to traditional stressors like poverty, family violence and/or substance abuse, organizations are also addressing barriers created by complex stressors such as worker and system bias, families with mixed immigration status, Limited English Proficiency, and acculturation/generational changes.

To be effective, supports for cultural responsiveness need to be evident and demonstrated at all organizational levels of agencies, policies, and child welfare services to families and children, meaning that responsiveness is not just external (i.e. families and/or communities), but it must also be evaluated internally. The cultural responsiveness of child welfare services and processes are best enhanced when program services, child welfare staff, and community partners are consistent in the efforts to respond to the influences/impacts of cultural diversity, a fact that is particularly important given rapidly changing demographics for Latino families.

According to Goode & Mason, assessment provides an effective structure for administrators and service providers to systematically plan for and incorporate cultural competence within an organization.
Section One
The Culturally Responsive Organization

The series begins with options designed to support partnerships in communities and to start the process of organizational and community assessment. This section provides options for developing local advisory or work groups to conduct organizational and community assessments from which a plan for future training and organizational change will be developed.

Included are

1. brief organizational and community assessments
2. protocol for focus groups with agency administrators/supervisors, line staff, community partners, and family members.
3. information on the in-depth El Paso Assessment

The Importance of Community Partnerships

Building community partnerships can enhance and strengthen agency networking opportunities. They are a necessary component for working effectively with Latino families in light of the fact that most Latino cultures are collectivist in nature. In addition, many immigrant families are unaware of, cautious about, or reluctant to access resources through social service and child welfare agencies. They are more likely to utilize community resources when they need assistance. In an era of declining budgets, child welfare agencies and community organizations that partner and collaborate effectively not only better serve Latino families, but also benefit from shared resources.

Agencies/organizations interested in improving cultural responsiveness to Latino families and children can do a cultural responsiveness/competency assessment at all levels of the system and agency. An organizational assessment can provide essential information to guide polices, practices, services, and build community resources. Toward that end, this section includes an Appendix that provides a bibliography and references for additional information.
Organizational & Community Assessment

According to Goode, Jones & Mason in their 2002 article “A Guide to Planning and Implementing Cultural Competence Organizational Assessments,” “assessing attitudes, practices, policies and structures of administrators and service providers is a necessary, effective and systematic way to plan for and incorporate cultural competence within an organization. Informal assessment can be as simple as conducting a training needs survey or it can be much broader in content and scope.

Step One

Assessment begins with an agency’s decision to create a work group to address the organization’s cultural responsiveness and to develop key partnerships and strategies for building on existing strengths and addressing identified challenges and barriers from the front desk through agency practices and policies.

Step Two

Step three involves selecting a consultant or assigning personnel to coordinate the assessment process. Staff, either internal or external, must collect relevant data as well as information about various models and opportunities that may exist to support the process.

Step Three

Once an agency has committed to organizational assessment, a decision must be made about proceeding as an agency only or with community partners who may be willing to conduct their own assessments at the same time. By identifying partners early in the process, future trainings can be shared so that community capacity is built as each agency’s cultural responsiveness grows.

Step Four

At this point, a work group or staff may be ready to explore models for the actual assessment process which may vary from brief to longer-term, from informal to formal, or from staged assessments to agency-wide efforts. Of course, such decisions are based on complex factors including changing communities, available resources, workforce and workload, and the mission and vision of each agency involved.

While there are many assessment models from which to choose, this project has selected three for consideration. A brief synopsis of and sample documents for each follows.
Brief Organizational & Community Assessment

Effective Child Welfare Practices with Hispanic Families Survey

The following brief survey employs informal methodology meaning that any results should not be interpreted as fully instructive or as the result of a comprehensive evaluation of the issues under consideration. It is instead designed as a simple exploration of various opinions held by staff, family or community members regarding an agency’s ability to work with a local Latino population in a competent, sensitive and responsive manner.

The results may form the basis for a more standardized or formalized research process should discussion of the result warrant such action. It should also be noted that this brief survey may be more useful when the number of potential respondents is limited and not likely to be selected at random as would be required for any type of research survey.

However, despite the fact that they survey will provide what may be considered anecdotal information only, it may be used to highlight specific areas for further study or it may assist agencies with very limited resources in prioritizing needs.

Prior to administering this survey, each agency would be well-advised to conduct a study of regional demographics as well as relevant agency program/client statistics.

This sample survey consists of two parts. The first section is made up of 15 questions asking respondents about their perceptions of their agency’s capacity for providing culturally appropriate services to Hispanic/Latino families. The second section of the survey contains 11 questions asking respondents to provide demographics and personal responses.

The documents were developed by project partners at the Butler Institute for Families, Graduate School of Social Work at Denver University.
Effective Child Welfare Practices with Hispanic Families Survey

Please circle the answer that best applies to the following questions. Return completed surveys to designated Project Coordinator: ________________________________

Agency Policies and Practices

1. My agency provides culturally relevant services to Hispanic/Latino families regardless of documentation status of the parents or children involved
   - Strongly Agree
   - Agree
   - Disagree
   - Strongly Disagree
   - Don’t know

2. My agency provides written information in client’s native language
   - Strongly Agree
   - Agree
   - Disagree
   - Strongly Disagree
   - Don’t know

3. My agency ensures that clients with limited English proficiency feel included in the working partnership developed with the agency.
   - Strongly Agree
   - Agree
   - Disagree
   - Strongly Disagree
   - Don’t know

4. My agency staff is representative of the clients they provide services to.
   - Strongly Agree
   - Agree
   - Disagree
   - Strongly Disagree
   - Don’t know

5. My agency has policies in place that provide resolution for staff if discriminatory practices occur in the workplace.
   - Yes
   - No
   - Don’t know

   If answered Yes then list the policy (ies) that apply on the lines below (if known)
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

Providing Support to Workers

6. My agency provides training opportunities to support my work with Hispanic/Latino families.
   - Strongly Agree
   - Agree
   - Disagree
   - Strongly Disagree
   - Don’t know

7. My agency encourages recruitment and retention of Bilingual Caseworkers.
   - Strongly Agree
   - Agree
   - Disagree
   - Strongly Disagree
   - Don’t know
8. My agency encourages me to use strength based assessments and structured decision making with Hispanic/Latino families.

   Strongly Agree    Agree    Disagree    Strongly Disagree    Don’t know

9. My agency has a process in place to access a translator/interpreter to complete my assessment or provide ongoing services when working with Hispanic/Latino families.

   Yes                  No                   Don’t know

   If answered Yes, describe that process and discuss its effectiveness/ineffectiveness

   ____________________________________________________________

   ____________________________________________________________

10. My agency provides me information regarding immigration issues/laws that affect my work with Hispanic/Latino families.

   Always              Most of the time                        Seldom                                 Never

Working with community

11. My agency uses service providers that are culturally relevant to the needs of Hispanic/Latino families.

   Strongly Agree    Agree    Disagree    Strongly Disagree    Don’t know

12. My agency encourages ideas from community providers that could enhance working partnerships with Hispanic/Latino families.

   Always              Most of the time                        Seldom                                 Never

13. My agency encourages participation of staff in community events which promote cultural diversity.

   Strongly Agree    Agree    Disagree    Strongly Disagree    Don’t know

14. My agency supports involvement of community providers in decision making process with Hispanic/Latino families

   Strongly Agree    Agree    Disagree    Strongly Disagree    Don’t know

15. My agency is viewed by the community as helpful to Hispanic/Latino families

   Yes                  No                   Don’t Know

   Please explain your answer____________________________________

   ____________________________________________________________

   ____________________________________________________________
mographic Information: Circle the answer which best applies.

1. I have been employed with ___________________________ for ...
   - Less than one year
   - 1-5 years
   - 6-11 years
   - More than 11 years

2. I am employed as a.....
   - Caseworker
   - Supervisor
   - Manager
   - Family Spt Worker
   - Other _____________

3. I claim my ethnicity as.....
   - Hispanic/Latino
   - African American
   - Native American
   - Caucasian
   - Other

4. I am a........
   - Male
   - Female

5. My age is........
   - 18-29 years
   - 30-39 years
   - 40-49 years
   - 50 and older

6. I have the following college degree
   - Bachelors Social Work
   - Masters Social Work
   - Other _______________

7. I can speak another language other than English
   - Fluently
   - A little
   - Not at all

8. I view myself as culturally competent when dealing with Hispanic/Latino families
   - Strongly agree
   - Agree
   - Disagree
   - Strongly Disagree

9. I view my coworkers as culturally competent when dealing with Hispanic/Latino families
   - Strongly agree
   - Agree
   - Disagree
   - Strongly Disagree

10. I view my supervisor as culturally competent when dealing with Hispanic/Latino families
    - Strongly agree
    - Agree
    - Disagree
    - Strongly Disagree

Describe any other strengths or needs regarding your agency’s effectiveness in working with Hispanic/Latino families. ______________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
Assessing Organizations and Communities through the Use of Focus Groups

Effective Child Welfare Practice with Latino Families

Focus Group Protocol

Culturally Competent services are defined as services which allow the client access to information in their native language, understanding how a person’s culture can impact safety, permanency, and the well-being of children. This process evaluation will include using focus groups with agency staff, community representatives and partners, and families who have participated in services with ______________________. This protocol outlines a description of the setting for the groups, preparation for the group facilitators, and provides procedures for the groups to follow.

The Focus Group will be conducted on ______________________________________

Location: ________________________________________________________________

Description of Setting:
The focus groups will take place in a neutral setting, such as a conference room at a local community-based agency or a hotel. The focus groups will be tape recorded. [Note: recording is optional in an informal focus group.] The facilitator will arrive early to set up the room. Water and snacks will be provided during each focus group. There will also be name tags for each person. Participants will be asked to share first names only.

Group Facilitator:
Each focus group will be facilitated by the staff of _______________________________. The facilitator is responsible for the organization of the room’s setting and setting up audio recording equipment.

Procedures:
The focus group discussion will begin with an introduction from the facilitator, a welcome to participants and an overview of the topic. Ground rules for discussions and study questions will be presented and the facilitator will answer any questions about the structure of the group or address comments.

The focus group will begin with a short activity to facilitate introductions. Participants will be asked to go around the room and introduce themselves by their first name (only). They will also be asked to share their interest in participating in the focus group. Next the facilitator will provide an explanation of the overall purpose of the focus group (s).

During the discussion, the facilitator will ask questions stated below. A final open-ended question will be asked near the conclusion of the discussion, “Have we missed anything
anyone would like to discuss?” to provide an opportunity for the participants to add any information they might have been reluctant to discuss or that was not otherwise covered. The facilitator will reiterate how the information will be used and that it will be provided to _______________________________. The outcome will be an evaluation of agency practice in regard to cultural competency and the information will form the basis for future training and discussions. The focus group will conclude by thanking the participants for their participation.

Ground Rules:

1. The formal focus group, including the recorded session and the discussion will be limited to 1 1/2 hours, although the facilitator team will remain after the group to address further questions. The facilitator will start and end on time to respect those who have other commitments.

2. During the focus group discussion, participants may ask questions of the facilitator, co-facilitator (if applicable), or other participants to clarify their understanding of the topic being discussed. The facilitator may postpone responding to the question until the end of the discussion. The facilitator will inform the group of this decision.

3. Group participants are expected to respect other participants and their comments, allowing for each participant to finish their comments before the facilitator recognizes the next participant to speak.

4. Participants will be asked to respect each other’s privacy and the confidentiality of the information shared by participants during the focus group.

5. At the end of the allotted time the facilitators will thank the participants for attending and reiterate that the information is confidential and will only be shared in summary format.

Area of Interest:

The following statement will be read to initiate each focus group:

We want to hear from the staff, families and community partners about how __________________________________________ provides culturally competent services to Hispanic/Latino families. Please feel free to share both the strengths in working with the organization as well as the challenges.
Focus Group Questions: Staff

1) Do you feel the agency works effectively with the community, providers or partners and foster/resource parents? [Note: add others as appropriate.]

2) Do you feel the agency treats Hispanic/Latino client families with respect? How so?

3) Do you feel that families and community providers are included as partners in any decision making in regards to the client families served through social services?

4) What does your agency do well in regards to working with Hispanic/Latino families? What do they need to do differently?

5) Do you feel your agency uses culturally competent service providers to meet the needs of the client families involved in child welfare?

6) What does your agency do in order to recruit and retain bilingual workers?

Focus Group Questions: Community Providers/Partners

7) When working with ________________________________ did you feel they were attentive to the families needs?

8) Did you feel the agency treated Hispanic/Latino client families with respect?

9) Did you feel that you were included as a partner in any decision making in regards to the client families involved in social services?

10) Do you feel the agency responded to questions and provided information that was clearly explained regarding the client’s goals and expectations?

11) When working with ________________________________ what do you feel they did well? What do you feel they need to do differently?

Focus Group Questions: Families

12) What services have you received? Were they provided in your primary language?

13) What has been most helpful? Least helpful?

14) When your family worked with ________________________________ what do you feel they did well? What do you feel they need to do differently?

15) Were you treated with respect from the agency?

16) Do you feel that the agency responded to your questions and provided information that was clearly explained in regards to the goals and expectations of your case?

17) Did you feel that you were included as a partner in any decision making in regards to your case?
The El Paso Model – In-depth Assessment of Cultural Competency

A consortium of 14 El Paso County, Colorado, organizations operating under a federal grant to develop innovative approaches to address the co-occurrence of domestic violence and child maltreatment identified cultural competency as a major focus of their local initiative. Guided by a Greenbook Cultural Competency Committee, the group developed a definition of cultural competency to serve as a guiding force in its work.

Cultural competence: behaviors, attitudes and policies that reflect a consistency in our words and actions that enables a system, agency, or group of people to work effectively in cross-cultural situations.

Cultural competence is the integration and transformation of knowledge, awareness and sensitivity about individuals and groups of people into specific standards, policies, laws, practices, and attitudes to increase the quality of life in our community.

The committee further outlines five essential elements that contribute to an organization’s ability to become culturally competent:

1. Placing a value on diversity in order to establish the policies and procedures needed
2. Having the capacity for cultural self assessment
3. Being conscious of the dynamics inherent when cultures interact
4. Institutionalize cultural knowledge at all levels
5. Adapt service delivery based on understanding of cultural diversity

In-depth organizational self assessment includes a review of mission statements, policies, procedures, administration and staffing patterns, service delivery practices and approaches, outreach, information systems and telecommunications, professional development activities and physical facilities.

Toward this end, the El Paso project adapted a variety of organizational self-assessment instruments capable of identifying system strengths, gaps and areas for growth and development. The resulting assessment includes surveys, interviews, facility checklists and document review. Through these processes, staff, volunteers, clients and board members provide feedback about agency policies and practices. The tools provide structure for the assessment work, but each agency retains an ability to adopt the process to meet their unique needs and characteristics.

All aspects of the El Paso project are available on-line in downloadable format in the form of a document titles Addressing Domestic Violence & Child Maltreatment in El Paso County, Co (Colorado Springs): Cultural Competency Organizational Self-Assessment Toolkit.
The (PDF) version can be found through the Greenbook website at www.thegreenbook.info. Permission is granted to print or copy any of the materials contained in the Toolkit as well as to adapt sample materials to fit individual organizational needs.

All materials and references should be credited to the Greenbook Project, % T.E.S.S.A, P O Box 2662, Colorado Spring, CO 80901. The project was supported by Grant No. 201-WR-VX-K01 awarded by the Office on Violence Against Women, Office of Justice Programs, U.S. Department of Justice.
Cultural Competency Organizational Self-Assessment Timeline

Timeframe:
- Determine the target timeframe for the entire process and then for each component. Two sites piloted the assessment tool. Their experiences show us a timeframe that can be considered in planning for your agency.

- Forming the assessment Committee.
- Training and motivating staff: approximately 2 weeks
- CEO interview: 2 weeks
- Senior management/staff surveys: 2-3 weeks
- Volunteer surveys: 4 weeks
- Client surveys: 4-6 weeks
- Facilities check list: 1-2 weeks
- Document review: 1-2 weeks
- Data entry: Varies significantly by agency depending on the number of surveys to enter and the level of support dedicated to the project. This requires a significant amount of energy and efforts should be made to provide adequate support to the person(s) entering data to facilitate the completion of the task.

- Analysis
Addressing Domestic Violence & Child Maltreatment In El Paso County, CO (Colorado Springs)

El Paso Model - Organizational Cultural Competency Assessment

SAMPLE - CEO Interview Protocol

CEO: ________________________________

Organization: ________________________________

Interviewer: ________________________________

Date: ________________________________

Leadership

1. Does your agency have a definition and common understanding of culture? If yes, where can that be found?

2. Do you have a working definition of cultural competence? If yes, where can that be found?

3. What reasons are there to move toward cultural competence and inspire others to move in the same direction?

4. How should this organization create a safe climate for discussion of cultural differences and for exploring your own cultural assumptions? How does this happen?

5. Do you have specific priorities for promoting cultural competence in different aspects of your work as a leader? What about linguistic competence?

Organizing Principles/Strategic Plan:

1. Has there been a process for developing a vision, a mission statement and an action plan regarding cultural competence? Has this process been broad and inclusive? Is organizational buy-in strengthened by inclusion of staff at all levels?

2. Does the plan address policy and program development, staff diversity at all levels and outreach and collaboration with diverse communities?

3. Are there clear goals and timetables?

4. Does the plan incorporate internal and external feedback mechanisms?

5. Does feedback also address the impact of program and policy development on diverse communities?

6. Have you allocated adequate resources to implement the plan?

7. Are there feedback and modification processes in place?

Working Atmosphere

1. Has the agency demonstrated interest in cultural diversity in the past year through culturally relevant activities or programs? If so, would you name a few of these activities? Who initiated these activities and through what process?
2. How does the agency challenge and then allow staff, within a safe and nonblaming environment, to identify and discuss biases in their interactions with staff or clients of different cultural backgrounds?

Program Management and Operations

1. What structure or system does the agency have in place to enhance cultural and linguistic competence? (policies, programs, staff evaluation, organizational assessment, pay differentials etc).

2. How do staff request and gather input and advice from different cultural groups in the community?

Staff Diversity

1. What do you see as the benefits and value of staff diversity?

2. Is staff diversity a goal at all organizational levels? What concrete steps are taken to build staff diversity at all organizational levels?

3. Have you developed an organizational culture that generally supports staff diversity? Are there organizational practices that support staff members from minority populations? Do staff members from non-majority populations feel competence within the organization?

4. How do administrators implement personnel policies regarding the development and retention of a staff of different cultural backgrounds?

5. What kind of support and training does the agency provide regarding the cultures of populations served?

6. How is individual staff progress in enhancing cross-cultural skills assessed as part of employee performance appraisals?

Outreach and Community Involvement/Collaboration

1. To what extent do outside information sources contribute to the agency’s understanding of local community culture(s)?

2. How does the agency involve the broader community in its strategic planning, program development, and evaluation processes?

3. Through what mechanisms does the agency promote communication with local/national advocacy groups that support interests of different cultural groups?

4. To what extent does the agency encourage staff to attend activities of other agencies in the community?

5. How does the agency understand, acknowledge, and address the linguistic diversity of the communities served?

Primary sources for the interview questions: Cultural Competence and Management, Mederos; A Guide to Enhancing the Cultural Competence of Runaway and Homeless Youth Programs, National Center on Families and Youth; Cultural Competency Assessment Tool, Government of British Columbia, Ministry for Children and Families. El Paso County CO Greenbook Initiative
Cultural Competency Assessments and Tools


Taylor, Tawara D. *Cultural Competence in Primary Health Care: Self-Assessment*. Georgetown University Child Development Center, 3800 Reservoir Road, NW, Washington, DC 20007 tel 202-687-8635.


Conducting a cultural competence self assessment

Child Welfare Practice in a Multicultural Environment
CalSWEC Standardized Core Competencies
http://calswec.berkeley.edu/CalSWEC/02Trainer_Multicultural2002.pdf

Cultural Competency Assessment Tool
http://www.mcf.gov.bc.ca/publications/cultural_competency/assessment_tool/tool_index1.htm

Planning and Implementing Cultural Competence Organizational Self-Assessment

National Resource Center for Family Centered Practice: Cultural Competence
http://www.uiowa.edu/~nrcfcp/training/cultural.shtml

The role of self-assessment in achieving cultural competence

NASW Standards for Cultural Competence

Fairness and Equity Issues in Child Welfare
http://calswec.berkeley.edu/CalSWEC/Clark_FE_Bibliography.pdf

Addressing the Disproportionate Representation of Children of Color in the Child Welfare System

The Cultural Competence Self Assessment Protocol for Health Care Organization and Systems
http://erc.msh.org/provider/andrulis.pdf

Cross Cultural Resources