INTRODUCTION

Child welfare training using the curriculum has been delivered in two stages, with evaluation data collected in both stages. In the initial stage, following the development of a curriculum working draft and videotaped material in the first year, the curriculum was piloted in November, 2005 at a two-day annual training conference for public and private agency child welfare social workers, the Latino Family Institute, sponsored by the Illinois Department of Children and Family Services. A full day of training was offered, followed by a half day of intensive evaluation by the training participants, who filled out written evaluation questionnaires and participated in a two-hour focus group. Feedback gathered from the participants was used to refine the curriculum. In March, 2006, the curriculum was presented to the first class of trainers prepared under the grant. The curriculum was taught over two days by senior training staff of Loyola University and IDCFS to ten trainers from the Latino Consortium of Chicago, who were asked to fill out a written evaluation and participate in a focus group immediately after. Feedback from the training-of-trainer sessions was used to further refine the curriculum.

In the second stage of the roll-out, training was implemented (beginning in May, 2006) by the Latino Consortium working under a subcontract with Loyola University. Initial trainees included public and private child welfare social workers, juvenile court attorneys and social work students. Evaluation data from these sessions includes pre- and post-test results and training evaluation sheets.

I. SUMMARY OF CURRICULUM PILOT

25 written evaluations were received after the pilot training. The evaluation booklet utilized Likert scales and written comments for each of the four modules of the curriculum presented. Additionally, focus group comments were recorded.

100% of respondents were child welfare social workers or investigators: 68.2% were employed by the state child welfare agency and 31.8% by private child welfare agencies.

66.7% of respondents reported serving 51 or more Latino child welfare cases during their career; 29.2% reported having served between 7 and 50 Latino cases; and 4.2% reported having served no Latino cases.

Respondents were asked to rate each of the four modules presented by the relevance of content, goals, visual aides, video segment, case vignettes, handouts and exercises presented. They were also asked to rate from poor to excellent the pace, time allotment,
format, opportunities for participation and opportunities for question & answer provided by the session.

**Module 1. Assessment & Case Management: Understanding Demographic Characteristics of the Latino Population**

The majority of respondents rated the content and components of Module 1 to be very relevant. (responses by percentage)

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The majority of respondents rated the formatting and presentation of Module 1 good to excellent. (responses by percentage)

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**Module 2. Overview of Latino Culture: Risk and Resilience in Family and Community Life**

The majority of respondents rated the content and components of Module 2 to be quite-to-very relevant. (by percentage)

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Module 3. Culturally-Responsive Competency-based Practice with Latino Children and Families

The majority of respondents rated the content, goals, visual aides, and handouts of Module 3 to be quite-to-very relevant. There were a significant number of “question not applicable” responses to the video & case vignette components. (by percentage)

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The majority of respondents rated the formatting and presentation of Module 3 to be very good-to-excellent. (by percentage)

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Module 4. Case Management and Supervision: Following Legal Mandates when Serving Latino Clients
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The majority of respondents rated the formatting and presentation of Module 4 to be good-to-excellent. (by percentage)

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Narrative Comments From Pilot Evaluation of Curriculum

A. Evaluation Booklet Narrative Comments

Module 1: Understanding Demographic Characteristics of the Latino Population

13. What aspects of the workshop were most helpful to you? Please specify.
-Video was emotionally challenging because it reminded us as social workers the reality behind the community we serve.
-The need to be aware of immigration laws and policies in order to better assist clientele.
-Vignettes, videos, hearing personal experiences.
-Hearing about the struggles immigrants go through when they come into the country illegally.
-Outlined project to be able to understand pilot program
-All of them.
-Visual presentation
-Carlos Rodriguez video and life experience
-The overview, the demographics of Latinos.
-Understanding the demographics of the Latino population.
-The content
-We continue to revisit the same issues affecting the Latino family. Reaffirmation of what perceptions people have from us. We address numbers and increase population but not impact on services.
-The video was an integral piece to share with others from all walks of life, in all areas of work.

14. Were any relevant issues/topics omitted? Please specify.
-More info re: outpouring of Latinos to suburbs. Also, what are the numbers of Latino professionals working for them on social services? What is DCFS’s response to this problem/situation? What are the problems arising due to these demographics? This would be an introduction to the Latino population.
-That Latinos cover many countries other than Mexico
-Management support
-Did not discuss the problems that the Latino population in the suburbs of Illinois face.
-No.
-no
-Not omitted, not enough time.
-There is so much to discuss, there will be more time to further issues/topics.

15. If you could change anything about this session, what would you change?
-More info re: outpouring of Latinos to suburbs-this is a significant finding. Also, what are the numbers of Latino professionals working for them on social services?
-Relate prep for international corporate moves with immigration stories of clients; bring materials.
-Should refer to Latinos in general not only Mexicans because there were many people from other countries
-Highlight immigration laws/policies which impact the status of our clientele.
-More time to process information and provide feedback.
-no
-nothing
-More time, want to get more in depth
-not enough time
-more time
-Need more time with the demographics and characteristics of Latino families
-none
-no changes necessary
-I’m concerned about Carlos’ story who is Mexican. First, we feed into stereotyping that all undocumented workers are from Mexico. Possibly use someone from another country or preface segment by emphasizing current trend

16. Are there any knowledge areas or resources specific to your position/function that should be addressed or emphasized in this session? Were they adequately addressed?
-Wasn’t sure what else other than statistics we were supposed to get from this session. Perhaps more specifics (demographics) would be more helpful to understanding the Latino population, i.e. home ownership.
-The real issues in the type of client that we serve
-Identify key variables on how to help our clientele feel more comfortable in terms of information gathering for purpose of assisting with their problems in terms of service delivery.
-More families are seeking day care for their children. They do not know where to go for subsidiaries or providers.
-Specific details of Burgos
-Yes
-All
-The demographic characteristics of the Latino population. Need more time on the demographics and characteristics of Latino families.
-Projections (demographic) should be provided to give a glimpse of the near future and beyond

Comments/Observations: Module I
-More about accurately assessing Latino clients, how to avoid assumptions.
-Trends in abuse or neglect?
-How do our experiences affect our assumptions, how to we address that?
-Overall, the information presented in the modules were very interesting and well presented. To me was of the essence and hindered everything which was being presented. I was able to learn a lot of new information. This module will help many to learn about “culture”, family units, and our Latino being and not only language of many. We need to continue to work with our clients and always respect our clients. Remember to always be where the client is; put into effect basics of communication. Do not become overly educated and forget “simple language and culture”. Continue the excellent work and above all congratulations on your journey to better serve our people.
-Video used during presentation was very emotional. It brought up many stories in my own experience and how lucky my family was coming to USA through my father’s employment. I wanted to finish watching the entire tape.
-Not enough time. Great presenter

Module II: Overview of Latino Culture: Risk and Resilience in Family and Community Life

13. What aspects of the workshop were most helpful to you? Please specify.
-Exchange between peers regarding our views or approaches to common grounds in meeting with clients.
-I don’t know
-To understand that everyone has a different experience and that economics and education can greatly impact on the level of pain you can undergo in terms of entry into this country.
-This particular segment was not as informative as the first segment.
-Laying out basics of Latino culture. Very general
-All
-All
-General discussions are the different views from all participants.
-The participation of those in the audience. Questions and answers.
-Listening to other participants’ perspectives based on their values of culture.
-Most of it
-The dialogues between professionals was great so that people can share ideas, thoughts and similarities and differences.
-It was good because it showed how different the Hispanic cultures are.
-The discussion exercise after having had the material/topics discussed

14. **Were any relevant issues/topics omitted? Please specify.**
   –Include other Hispanic cultures
   -Different culture within the Latino population need to be discussed more. If only the predominant culture is presented as in the video, or in the discussion. Stereotypes begin.
   -No
   -P. R. who are here temporary (20 + yrs.) but have the mindset of temporary. Mexicans whose family history is only in New Mexico/ Texas/ California
   -Differences between urban/rural views
   -Stereotypes and generalization
   -Different Latino culture—Cubans, Mexicans, etc
   -No
   -There will never be enough time to cover everything
   -They need to incorporate more cultures, not just the Mexican culture, because of the differences we share.
   -Shame in loyalties paragraph or given a separate paragraph.

15. **If you could change anything about this session, what would you change?**
   –A participant was able to point out, thankfully, that the material being presented was only pilot program info and should be respected. But that also info should mention info to show inclusiveness.
   -Their overview of the session.
   -Identify specific commonalities with the various Hispanic groups, so that generalities do not prevail.
   -Videos
   -Give more information on other cultures within the Latino population.
   -Nothing
   -More time
   -Longer time allocation
   -More time
   -Provide more extensive definitions about perceptions. About culture in Mexico and USA including adaptation and adjustment.
   -none
   -N/A
   -Begin with stating to what degree of discussion is invited and delineate a procedure for discussion and comment. Limit/boundary for pace of goal.
   -more time
16. Are there any knowledge areas or resources specific to your position/function that should be addressed or emphasized in this session? Were they adequately addressed?

–Present real issues that we work every day.
-To meet the client at their level, specifically to level of education, economic status and origin of Hispanic-heritage.
-Yes
-Overview of Latino culture, need more parallel generalizations on other Latino cultures besides Mexican cultures
-Yes
-It would be nice in an ideal world that information be all inclusive of Latino subcultures.

Comments/Observations: Module II

-Specific risks that Latino clients are more at risk for
-Strengths of Latino culture
-Acculturation issues between generations
-I really enjoy the presentation regarding perception. The entire presentation regarding child welfare. I work as a day care Lic. Rep. Nothing was discussed regarding day care after children are returned home.
-not enough time. Good presenter

Module III: Culturally Responsive Competency-Based Practice with Latino Children and Families

13. What aspects of the workshop were most helpful to you? Please specify.

-Direct Service Experiences that were shared
-Excellent speaker-very knowledgeable and good anecdotes
-Was more generalized
-Hearing about the different ways the therapist work with the clients
-Very good. More info on clinical best practice methods with Latinos ie. Groups, benefits of different treatments.
-Examples that were given
-The clinical aspect
-This person was like a review of information I had already seen in other presentations and was informative.
-Aspect of being culturally sensitive to the varied Latino population.
-Learning tips on how to get clients to communicate with you. How to get a family to trust you.
-Most of it
-Explanations with some detail as to certain aspects.
-Skill of presenter to personalize items
-Mauricio has a good speaking voice
14. Were any relevant issues/topics omitted? Please specify.
- Very informative and helpful- I liked the relevance of Latino culture to clinical issues- awesome!
- N/A
- Need more time to discuss these issues
- No
- No
- N/A

15. If you could change anything about this session, what would you change?
- I liked the round tables
- Ok
- Need videos
- This needs to be longer too. Much to cover in a short time period
- Nothing
- More time
- Not enough time
- Time needed for discussion
- Include cases or activities and engage participants
- None
- N/A
- Where the presenter stood, for me that was sitting in the back, all I really saw were others heads
- Too long on second point: provider competency skills to provide psychoeducational interventions. You lost the group in this point.

16. Are there any knowledge areas or resources specific to your position/function that should be addressed or emphasized in this session? Were they adequately addressed?
- More emphasis in clinical approaches in front end social worker—for investigators for example. Point of entry to social work services to families is often by investigators. More emphasis on how to utilize clinical assessment/intervention in investigations would be very important.
- Explaining the therapeutic process to Latino clients—this is very very difficult!!!
- N/A
- N/A
- Yes
- Yes
- Yes
- N/A

Comments/ Observations: Module III
- Include more clinical methods for treatment of Latino clients.
- Myths/stereotypes/truths regarding Latino families
- Include bibliographic resources so workers can pursue further resources
- Not enough time, great presenter.
Module IV: Case management and Supervision: Following Legal Mandates when Serving Latino Clients

13. What aspects of the workshop were most helpful to you? Please specify.
- Background reality behind Burgos.
- Legal because I deal with many Latinos that some times they don’t know their rights.
- Learning more about how Burgos consent degree came into effect.
- All of them
- All
- The presenter was very knowledgeable of the topic he was presenting.
- The Burgos consent video was the most informative piece. I had some knowledge of the Burgos consent.
- Overview of the Mandates
- Information on Burgos
- Most of it.
- Learning more information on the legal mandates IEPA, MEPA, Burgos, MOU and getting the information.
- Description of law and consent decrees, MOU
- Detailed information beneficial.
- Learning more about the decrees.
- The knowledge of the participants reinforced the presenter’s information.

14. Were any relevant issues/topics omitted? Please specify.
- Yes, origins of MEPA/IEPA.
- No
- VAWA, other mandates quickly glossed over
- No
- I think if things were omitted it was due to lack of time
- Recruitment retention and support implicated in the …?
- N/A

15. If you could change anything about this session, what would you change?
- Too dry of a presentation for 8:45 am. I would improve presentation of this info considering the facts and important info we need to learn.
- Not attempting to fit so much material in such a short time
- More allotted time to discuss issues
- Eliminate some of MEPA/IEPA, make more info available on immigrant resources
- Nothing
- More time
- More time needs to be allocated to allow more discussion
- More time for discussion
- I would like to have more time to finish watching interviews re: Burgos Consent
- Add more time
- More info on Training issues of Burgos
Emphasize that the “machismo/marianismo” concepts as presented are consistent with rural Latin American perceptions, which are for the part, the families we work with.

- More time should have been allotted for this session. It is a very important matter that many people had comments or concerns on, could not bring up due to lack of time.
- Allow more time in the future
- More time for questions and answers
- more time
- more time

16. Are there any knowledge areas or resources specific to your position/function that should be addressed or emphasized in this session? Were they adequately addressed?

– Yes, please cover more fully the issues of making placement decisions in little time and taking IEPA/MEPA into consideration. Need more emphasis on front line workers utilizing these important mandates. Real life examples would help make it more interesting.
- Yes
- Language determinant form-How a family is determined to be a “Burgos” case
- Most of the presentation is in relation to Child Welfare and foster care. Day care and nursery issues are not ever touched in any areas of the presentation.
- no
- more practical day-to-day practice

Comments/Observations: Module IV
- More details/specifcs regarding Burgos-or a handout at least stating specifics required by Burgos, ie. Hispanic Language Determination form
- Also need more basic facts on immigrant resources
- videos were helpful
- the Burgos Consent form was very informative. It should be used a training tool.
- Possibly having this be a session by itself with more time allotted.
IEPA-MEPA (session alone)
Burgos-MOU (session alone)
- Not enough time to include much more needed information.
- Include more practical, day to day information.

B. Pilot Feedback Provided on Index Cards

- The choice of vignettes by 2 presenters chose to share a case of abuse/neglect. I believe despite the disclaimer, it is not appropriate. It would lend itself to being heard as giving license to the abuse/neglect.
• Include language assessment of the bilingual workers and bilingual supervisors. Competency of language skills in both Spanish and English. –Frank Navarro, DCFS

• Incorporate more examples when discussing the clinical/practice issues/theories.

• (Video) Wally Winter’s discussion of Burgos Consent, its history and foundation should be incorporated into the training.

• I enjoyed the diversity of the presenters.

• The video vignette in the module was emotionally charging and very effective especially because it was in the beginning (shock value). –Evelyn

• Broach the need to be empathic, respectful and have heart in order to deal with service delivery for clients’ needs. You can be bilingual/bi-cultural, and be counter productive in terms of meeting the needs of client in obtaining delivery of services for clients which is one of our primary functions as social workers.

• Addressing non-supportive/vindicative supervisors towards workers relations and support to the worker. There have been cases where the worker has ended up in the ER due to load case, cliental stress, and on top of that, conflictual supervisor/worker relations. Big hinderance to good case work

• Added piece-of court advocacy for workers to articulate and dispel myths.
• Management and supervisors need to be trained to support their Latino workers. Specifically in POS agencies which have not traditionally served Latino clients

• The Praxis of the theories/principles presented with the resources of the skills obtained.

• Cultural customs/practices and how they related to child welfare. Give specific examples to help train caseworkers investigation and court stuff.-Lourdes

• Ethics recommendations DCFS. –Lourdes

• How will this training be implemented? Could it be online/teleconference?

• Our team needs to speak so we hear them. –Mary Pat

• Overall view of training.

• Videos of children (either already out of system or still in system) of their experience when placed outside their native language and now it effects them emotionally and so forth.
• Parents/children clients faces blaming as giving their story. Video of individuals give the human element which makes an excellent impact.

• Training curriculum needs to incorporate foster parents as trainees. Also for workers how to work with foster parents. –Mayra DCFS

• Remember where the client is. More emphasis on advocating for families providers of resources.-Josephine

• Would it be possible for an update of the Burgos family? Where are they?

• As a licensing representative, pilot program touched on aggressive recruiting for Latinos foster homes, but I think we need more training on how to recruit and keep our foster parents. When I stated I had no formal training, most training that I have been involved in have to do with case workers and leaves me out.

• In terms of the clinical module, it might be helpful to provide some training/ideas on how to facilitate communication and education on the therapeutic process to Latino families. In this way, therapists/counselors/etc. open up a line of communication so that parents and families can play a more integral role in contributing to more inclusive treatment plans and more successful treatment outcomes. One of the more powerful points of the two days was during the clinical module when the presenter encouraged us to ask our clients to “tell us their story”. This point, to me, lends itself to application regardless of differences of any kind.

• Advocating for Latino child welfare professionals to recruit and maintain/decrease burnout by putting pressure on the Governor/government to increase pay scales. Given that social services generally doesn’t pay well, Latinos are not “attracted” to this field or do not receive enough incentive to remain in the field. Finding competent/professional/passionate Latino, bilingual workers is difficult. I believe that much needs to be done to acquire these people.

• Question2-Investigators (some) need to be more sensitive with bio-parents. I have a case that bio-mom lost her baby the day that the investigator went to her home and left the minors with the babysitter and did not inform the babysitter or bio-mom who was going to pay.

• Bob’s question- The department does include cultural awareness training, thus less cultural awareness is needed. Though more is always important.

• Perception exercises were a good way to help people realize that everyone sees things different-reference to cultural differences.
• Machismo and Marianismo are concepts which many do not agree with but are a reality which exist. Rather than just present the terms, an emphasis needs to be placed on the clash between American values and those which are engrained in the Latino culture.

• I would like to see the child welfare code of ethics as part of the curriculum. Also we need to advocate for the inclusion of the multi-cultural part of the code of ethics.

• Content-great video of Carlos and the Immigrant Experience that is so varied in the Latino population. Needs to be stressed to social workers and court employees for sensitivity. The variety of the immigration experience.

• Module I- was great b/c there are many families that suffer b/c of mistakes made by: investigators, case workers, hospital staff. I think that there should be more time given to investigations on all aspects of the case. There are too many parents that don’t read or write and are presented with formal papers which they don’t understand. We as workers are put in positions that we need to decide with a very short time and we make mistakes. Burgos case form should be explained and the case workers need to know about Burgos Illegal.

• Worker preparation for workers to testify in court.

• Resources/removal. Take care of professional/traumas

• Support for social service agents.-Claudia, intern.

• Appropriate communication of how violations j/o res/cites w/ felony convictions. Advocating client youth parents.

C. Feedback Summarized on Newsprint during the Focus Group

Presentation Format or Content:
-Case scenario- with story (Beginning to end)
-Include worker relationships/family, interconnectedness
-need more “visuals”
-(3\textsuperscript{rd} module) to break up
-include “lawyer”- to help with advocacy and technical skills
-resources/ tools to give families
-1\textsuperscript{st} video
-“Carlos”-issue of “turnover”, retention and recruitment
-“Mauricio”- good/people liked
-perception (Alejandro): careful re: its use, or inference
-issues of machismo
-use concrete example, such as “Mongolian” spots
“perception”: enjoyed, meant to emphasize different cultural perceptions
-more than a “visual trick”
-more focus and implications of cultural family issues (ie. Structure, values, belief systems, and the “clash” it causes (conflict))
-omitted: migrant worker experiences

Video:
-include parents and children (problem: protection/confidentiality)
-Burgos piece (W. Winters maybe “out of system”)  
-Excellent tool
-“Human element”- should include parents and children
-young girl telling story-good/emotional

Question 1:
-diversity of culture
-cross train
-environment
-staff/other not sensitive
-professional/not professional
-respect
-ethics—based on social work practice
-curriculum—practice level implementation
-universal application
-more “clinical” interviewing techniques
-defining “bilingual”
-examples/vignettes “inappropriate/extreme”

Question 2:
Issues omitted:
-ethics
-clinical (need more)
-focus on “client” ie. Where they are at
-helping staff (support, resources)
-management support
-include review of stereotypes and dispel myths
-advocacy in a culturally competent manner

Exercises 4, 5 and 6:
-Perception-excellent
-diverse presenters- excellent

Final Thoughts:
-get input and “cross-sensitize” from other racial/cultural groups
-cultural education
-include foster parents
-day care issues after reunification (increase knowledge and access to services)

D. Transcripts of Focus Group Audio Tapes

Write down things in addition to what you already put on your booklets that we’ll collect. We want to_______ and we’ll see how it goes but our thought is that we like to feel that the tape reflects all parts of the room. So, we are going to start communicating about this and we’re going to have to feeling that through. Lillian and I want to talk to you about the general questions. And we are going to also try to touch on anything that you think will be significant topic that we might not be able to cover fully in our time. And then we’ll put parking lot together and figure out a way to full up on those issues. Hopefully this week that if we move through this we can get to high priority topics on that parking lot towards the end of our gathering here today. So, let me give you an idea a little bit. We are going to start with a sense of what I do overall sense of an acceptance of the curriculum content that you came as far as that you kind of can imagine for what we have picked it, as presented here. So mainly focusing on the pilot but with awareness that we have half the time. Our goal is to ask the department and the private agencies to attend staff to allow us one half day per month and in the end we are doing this in an hour of the time and half of that time for each module here. So you have not been able to see more pieces here that have completed because of the time and place of this conference but you are such a valuable audience that we felt it was worth taking that risk. Nevertheless, you became part of this, you have a flavor of it, we are going to hint to that some more feel free in writing to make any comments and then what we want to do is open up to allow people to talk about this. What I would like to do is get a least a few people to talk and then move to the questions and then once you’ve heard all the questions we’ll come back and open up broader. We’re going to test this methodology, because we have run out of time and we think that all of these questions are important. Okay so overall acceptance, would somebody like to comment on that. And can we turn on the microphone, for now, all three on, okay, great. What I’m going to ask you to do is if you answer a question is to turn in your name and the topic and we know and will go back to in turns of the tape matching the tape to you in case we haven’t heard a question. When you speak could you speak your name and what your role is because we would like to have everyone hear that in our group here today. The question is what is the overall assessment of the curriculum content presented here? Anyone want to comment on that? I’ll comment. My name is Silvia I work for DCFS in the office of the Guardians in Efficiency Units. My overall assessment is that there’s a lot of tweaking to be done but I understand the concept of an overall view. I think that it is going to be very important to stress that there’s other experience, Latino experience, besides the two primary ones that are continuously focused on, which is the Puerto Rican experience and the Mexican experience. I like the idea of cross training that I think that it is real important. Making clear help today, changes will change, the training and that it has to be fluid as our environment changes. Thank you very much.
Please say you name and what office you work in. Don’t put your name on the card, to protect you anonymity, low risk information. We are really interested in hearing what your position is and what you have been gathering from your advantage point in the particular job that you do.

My name is Rebecca I work for the office of _________. One thing that approach specifically in the seminar was that you could be bicultural bilingual and have no part at these colleges. When you don’t have any sensitivity respect or empathy with your own people, you defeat the purpose of angle. And I think you see that something needs to be approached. You could be a professional and not be a professional. I’ll will give an example, I had a client who I had a habeas corpus hearing very young client, Hispanic, he had heart problems. But I took him to corpus hearing the workers that took care of him, all ______ and she treated him like an imbecile. She spoke down to him and I really think about _____ and I did not say nothing b/c I did not to threaten his manhood any more but when I left there I was fed up and I came back and told her that, “you know what you do not talk down to him he is an individual and should not be talked to like that…I thank God that I do not have to ask you for any type of service and I thank God that I do not have to depend on you. You are not adequate but that is the kind of influence that--------I think people have ------respect so that we can stand up to your people. Your people hear b/c they cannot go through with the service with a language barrier. That does not mean that you are better. If we do not have people than we would not have jobs. We need to appreciate that.

I think you are talking about the double layer of experience and I am here talking about to this group who knows it very well that people are ----their own observation of where you are and you have been educated, trained, and you are able to see that and not everyone who has stepped into the job world has gotten training at the professional end how do you handle those personal feelings? One of the things that the social work concept in the training in DCFS is as much that it is incorporates that, in there we try to incorporate and we need to try to think about doing that even more and that remember in anybody that we pass around the state will be people who have been coached and to not reflect their own culture or who have been coached to reflect their culture. Everyone will be somewhere different in this room and hear some of those levels and layer in your comments in addition to the professionalism that I want all people to, in education what else do we want to happen?

(Man talking can’t hear)
This training will last how long, half days?
Each module half days, so two full days together four components.
(Cannot hear man talk)
We had that conversation just to reassure you, we have a very strong vision of this training camp we are very please to hear it, that they felt that this training in particular that maybe the components could be broken up for a certain kind of access. Clearly they, they still donated several of the units they absolutely agree must be a ___(ia)___ model. And I am hoping that after looking forward to the years that when branches are not there are resources still there to support their position. That was the very first question on our meeting and having looked at the abstract and everything there was no special treatment as hopefully we will continue that. Some one over here…
I wanted to comment on that…. (cannot hear…too quiet) Their own values and morals and justice but it may not be ethical. That will leads us to question number two. Anything else though about the over assessment of the curriculum and the content overall?
(Man talking cannot hear)
We are moving the curriculum and the theory into a practical level.
-I would be interested I know at the beginning you said that gear working towards social workers bilingual workers I am not sure exactly. And I have noticed that are a lot of workers who are not bilingual and still deal with Latino clients because the Latino clients know a lick of English and they are given an English speaking worker. So I can see it being very helpful to them even if they can’t do two days with every single worker and a small proportion of it given to every worker, because every worker runs into the same clients.
-So that is a mandate of the change, and could be universal. There are more people who happen to represent the culture because of the conference of orientation. Who is next?
(IA)-Gloria
And Gloria we are going to be asking the questions we are going to ask about is about the vignettes. Specifically what is helpful and what is problematic.
(IA)
Bret DSFC ____. What I wanted to talk about was the assessment of _____ we have been talking about cultural appearances instead. We have to recognize that we have a problem with bilingual workers. The fact that I say I am of Hispanic origin, does that make me bilingual? We have a lot of people still working _____working with their clients at this proficiency, bilingual either English or Spanish.
(IA)
There was one hand in the back and then we will move to the next questions.
(IA)
I think we are talking about the examples given in the training module. And you are saying to not go to the extreme examples.
(IA)
We are going to move on to the next questions and we have to cover a couple of them. Did you feel that any of the issues or topics are relevant to Child Welfare will omit. Do we have any other issues?
We need to incorporate more of the child welfare issues and tie it in closer to the work that_____ that is done day in and day out. I thought that was lacking.
I have a follow up question
II. SUMMARY OF KNOWLEDGE GAINED BY PARTICIPANTS AS MEASURED BY PRE AND POST KNOWLEDGE TESTS

In the second stage of the roll-out, training was implemented (beginning in May, 2006) by the Latino Consortium working under a subcontract with Loyola University. Initial trainees included public and private child welfare socials workers, juvenile court attorneys and social work students. Evaluation data from these sessions includes pre- and post-test results and training evaluation sheets. Pre and post tests were administered to nearly half of the training participants. The gain in knowledge was statistically significant for the participants, as measured by the test. The pre and post test consisted of a 10 item questionnaire. The results are presented below, organized by test item.
In the Pre test, 25 participants chose the incorrect answer "Latinos are only foreign born", whereas 313 chose the correct answer "Latinos can be foreign born or U.S. born". In the Post test, 9 participants answered incorrectly and 312 answered correctly. The difference between the Pre test and the Post test was significant, $\chi^2(1, N = 659) = 7.097, p < .01$. 
The Purpose of the Burgos Consent Decree is:

In the Pre test, 93 participants answered the incorrect answers of either "to ensure that families who become involved with DCFS learn Spanish" or "to have DCFS hire more Spanish speakers" whereas 245 participants answered the correct answer "to prevent Spanish-speaking families who become involved with DCFS from becoming separated due to the loss of language in the child". In the Post test, 16 participants answered incorrectly and 305 answered correctly. The difference between the Pre test and the Post test was significant, \( \chi^2(1, N = 659) = 60.542, p < .001 \).
According to the Burgos Consent Decree:

In the Pre test, 234 participants answered the incorrect answers of either "Only people born abroad who speak Spanish can request services in Spanish" or "Any family who want their children to learn Spanish can request services in Spanish" whereas 104 participants answered the correct answer "A Spanish-speaking family has a right to receive services in Spanish if it requests it, regardless of where family members were born". In the Post test, 210 participants answered incorrectly and 112 answered correctly. The difference between the Pre test and the Post test was not significant, $\chi^2(1, N = 659) = 1.269, p > .05$. 

![](chart.png)
The Legal Basis for the Burgos Consent Decree is:

In the Pre test, 205 participants answered the incorrect answers of either "The Vienna Convention on Consular Relations" or "The Personal Responsibility and Work Opportunity Reconciliation Act", whereas 133 participants answered the correct answer "The Civil Rights Act, Title VI and 14th Amendment, Non-Discrimination and Equal Protection Provision". In the Post test, 79 participants answered incorrectly and 235 answered correctly. The difference between the Pre test and the Post test was significant, \( \chi^2(1, N = 652) = 83.403, p < .001 \).
Diligent search at the point of initial investigation is important because:

In the Pre test, 37 participants answered the incorrect answer "The worker can place a child quickly in a home", whereas 301 participants answered the correct answer "It enables to identify relatives who can take appropriate care of the child, including preserving language". In the Post test, 7 participants answered incorrectly and 314 answered correctly. The difference between the Pre test and the Post test was significant, $\chi^2(1, N = 659) = 20.304, p < .001$. 
The Memorandum of Understanding (MOU) is an agreement between DCFS and The Mexican Consulate to coordinate assistance for the Mexican parents and children who become involved with the DCFS system.

In the Pre test, 44 participants answered the incorrect answer "false", whereas 294 participants answered the correct answer "true". In the Post test, 4 participants answered incorrectly and 315 answered correctly. The difference between the Pre test and the Post test was significant, $\chi^2(1, N = 657) = 33.536, p < .001$. 

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[Graph showing the count of correct and incorrect answers pre and post test]
Families with mixed legal status can have members who are eligible to access all government social service programs, and members who are not eligible for cash assistance programs.

In the Pre test, 44 participants answered the incorrect answer "false", whereas 294 participants answered the correct answer "true". In the Post test, 4 participants answered incorrectly and 315 answered correctly. The difference between the Pre test and the Post test was significant, $\chi^2(1, N = 658) = 8.638, p < .01$. 
Social stressors affecting Latino families may include stresses of migration, financial, loyalties, decision-making, and family divided across national borders.

In the Pre test, 8 participants answered the incorrect answer "false", whereas 330 participants answered the correct answer "true". In the Post test, 3 participants answered incorrectly and 317 answered correctly. The difference between the Pre test and the Post test was not significant, $\chi^2(1, N = 658) = 2.043, p > .05$. 
Latino families, especially those who are recent immigrants, may consider that physical punishment is a valid way to enforce discipline and respect among their children.

In the Pre test, 61 participants answered the incorrect answer "false", whereas 277 participants answered the correct answer "true". In the Post test, 11 participants answered incorrectly and 309 answered correctly. The difference between the Pre test and the Post test was significant, $\chi^2(1, N = 658) = 36.004, p < .001$. 
A culturally responsive practitioner working with Latino families strives to understand and acknowledge concepts such as familismo, respeto, acculturation, assimilation, luto, depression, etc.

In the Pre test, 40 participants answered the incorrect answer "false", whereas 298 participants answered the correct answer "true". In the Post test, 10 participants answered incorrectly and 309 answered correctly. The difference between the Pre test and the Post test was significant, $\chi^2(1, N = 657) = 17.665, p < .001$. 