The background of the slide is a light blue map with brown contour lines. In the lower-left corner, there is a compass rose with a red needle pointing towards the top-left, and a dollar sign (\$) is visible near the bottom-left. The text is centered on the map.

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**Lessons Learned: Best Practices
with Immigrant and Refugee
Families, Children, and Youth**

Presentation for BRYCS-USCCB/MRS Discussion, *"Brighter Futures for Migrating Children: An Overview of Current Trends and Promising Practices in Child Welfare"*, Child Welfare League of America National Conference, Washington, D.C., February 27, 2006

Today's Presentation

- ▶ **Immigration Trends**
- ▶ **Immigration Status / Access to services, benefits and resources**
- ▶ **Special Needs of immigrant, refugee families, children and youth**
- ▶ **Implications for child welfare services**
- ▶ **Examples of best practice models**
- ▶ **New Directions: Permanency planning, safety and well-being**

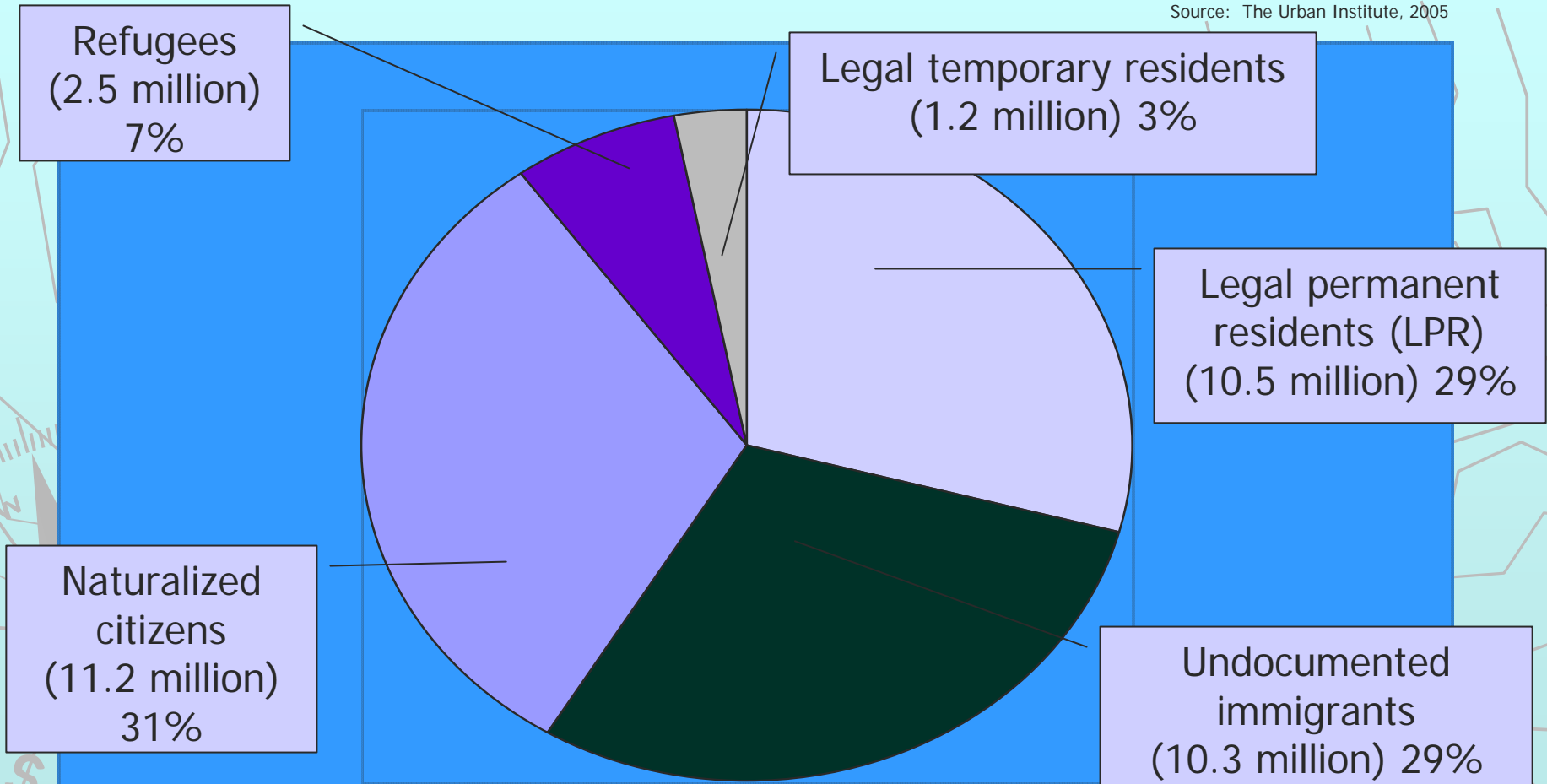
Who Comes to the U.S.?

- Legal Immigration: 600,000-900,000+ per year
- Refugees: 54,700
- Undocumented:
 - Early '90s - 200-300,000 per year
 - Late '90s - 500-800,000 per year
 - Current – unknown – estimates are close to 1 million
- Unaccompanied Minors:
 - 48,000 per year
 - 7,500 in Unaccompanied Minors Program (2004)

Sources: The Urban Institute, Washington, D.C.
USCCB, 2006

US Foreign-Born Population 35.7 million in 2004

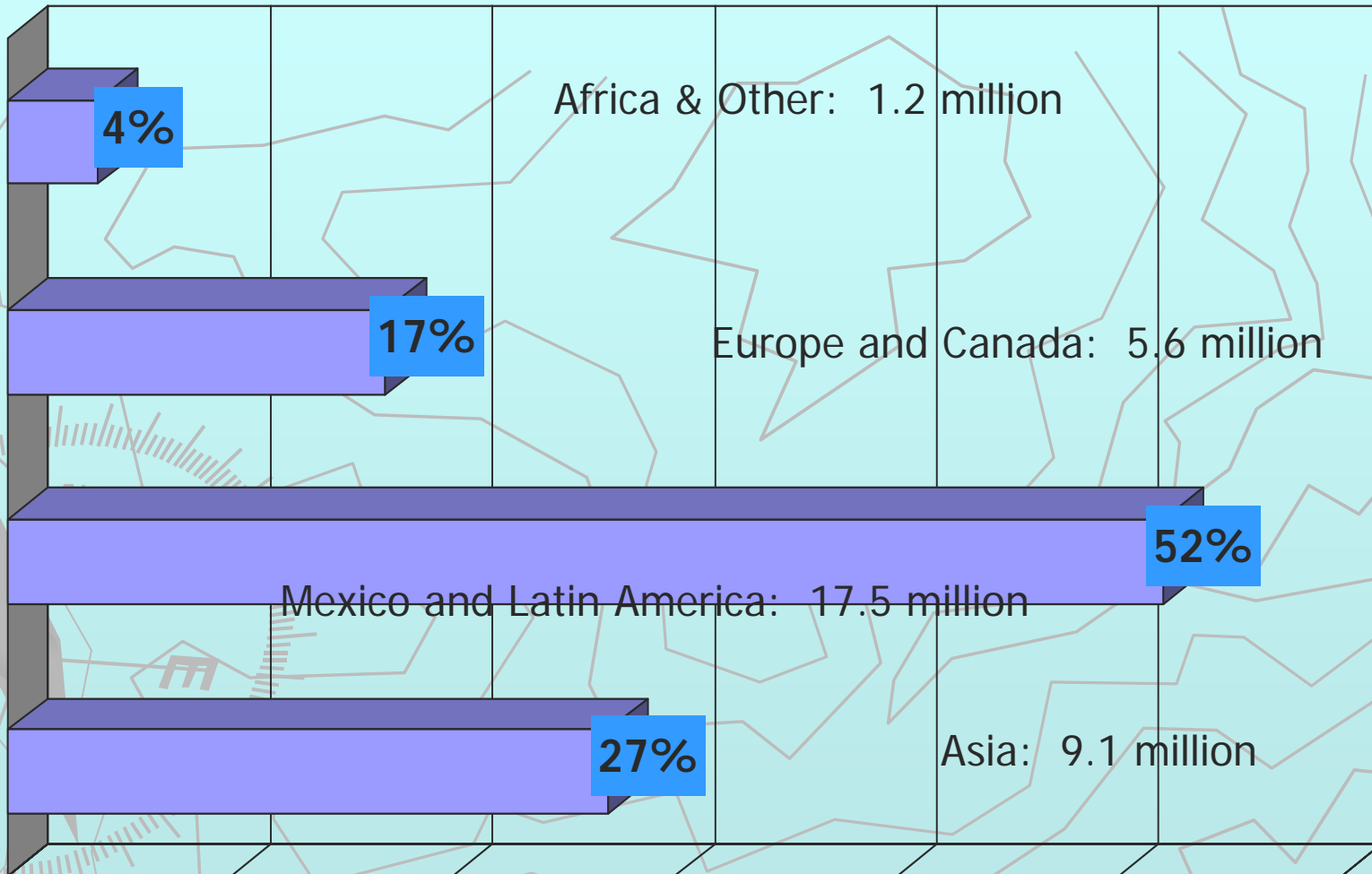
Source: The Urban Institute, 2005



Where do they come from?

½ from Latin America and ¼ from Asia

Source: The Urban Institute, 2005



Immigration Status:

1996 PRWORA made immigration status a factor in eligibility for government benefits

▶ Qualified Aliens*

- Refugee
- Asylee
- Cuban-Haitian Entrant
- Amerasian Entrant
- Legal Permanent Resident
- Paroled > 1 year
- VAWA
- Special immigrant status

▶ Not-qualified Aliens*

- PRUCOL
- Paroled < 1 year
- Out of status
- Undocumented

*Restrictions and/or exceptions apply

Mixed Status Families: The Growing Challenge

Source: The Urban Institute, 2005

▶ Who are they? –

- One or more non-citizen adult
- One or more citizen children

▶ 9.1. million children

- 13% of all children
- 85% of children in non-citizen families

▶ Undocumented Families –

- 2 out of 3 children are U.S. citizens
- Dual track citizenship?

Special Needs of Immigrant and Refugee Families, children and youth

Source: The Urban Institute, 2005

▶ Language

- 48 million non-English speakers >5+
- 61% Spanish

▶ Education

- 32% of all immigrant parents < high school education
- 50% of LEP children have parents with high school education
 - ▶ 20% of these have < 9th grade

▶ Health Care

- 22% of children of immigrants do not have health insurance
- 13% of immigrant youth have fair/poor health

▶ Poverty

- 1 out 4 children of immigrants lives in poverty

▶ Hunger

- 37% of children of immigrants experience hunger

Child Welfare and Immigrants/Refugees

▶ Data

- Numbers?
- Why not?
- How to get numbers

▶ Services

- Child protection
- Preventive Services
- Foster Care
- Kinship care
- Adoption

Implications for Child Welfare

▶ Assessment

- ▶ Accurate
- ▶ Appropriate

▶ Language Access

- ▶ Communication – Bilingual staff; use of interpreters
- ▶ Translation of documents

▶ Culturally competent service provision

- ▶ Stages of migration framework
- ▶ Immigration status – access to services
- ▶ Informal service network
- ▶ Bicultural staff

Examples of Best Practice Models

▶ New York City

- Children's Services Sub-Committee on Immigration and Language Access
- Handbook on Immigration & Language Access
- Language Card
- Director of Immigrant Issues
- Training
- Executive Order 41
- Local Law 73 (Language Access)

▶ Calgary, Canada

- The Call Centre
- Jointly developed by refugee-serving agencies and Child and Family Services
 - ▶ 24 hour one-stop telephone contact
 - ▶ Telephone resource for child welfare workers to obtain information about culture, language, resources in the community for refugee families, children and youth
 - ▶ Prevent removals; connect families to resources
 - ▶ Cost-effective

► BRYCS Model: St. Louis, Atlanta, and Cleveland

- Cross-service training model
- Refugee-serving organizations collaborate with public child welfare to address family needs
- Resource manual
- Training
- Contacts

Meeting the needs of families and child welfare: permanency, safety well-being

Lessons Learned: The 5 "C"s:

■ Community-Based

- Expert knowledge resides at the local level, immigrant-serving CBOs; non-profit, mutual assistance, and faith-based organizations

■ Collaboration

- Information-sharing; open communication; recognize differences and address 'turf' disputes; use capacity-building agenda

■ Coordination

- Practice, program, policy; cross-training, task force, coalition-building

■ Cost-effective

- Use existing resources

■ Common sense

- Stop, think, listen

Future Directions

- ▶ **Interorganizational collaborative relationships**
 - Task force, advisory councils, cross-training
- ▶ **Training and education**
 - Immigrant Communities and Child Welfare Training Collaboration
 - Caribbean Child Welfare project and other local initiatives
- ▶ **Integration**
 - Addressing the special needs of mixed status families and children of foreign-born parents – no 'dual track' citizenship
- ▶ **Research**
 - Culturally competent practice with diverse populations
 - Migration framework
 - Impact of globalization