



Partnering with Latino & Immigrant Families

*Resources and Suggestions
for Child Welfare Professionals*



NC Department of Health and Human Services
Division of Social Services
Child Welfare Services Section
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Introduction

No matter your area of focus—child protective services, foster care, adoption—if you work in the field of child welfare, you are one of the lucky ones. Although there are often challenges and disappointments, it is deeply rewarding to go to work every day knowing you are helping to strengthen families and ensure children’s safety, permanence, and well-being. What you do makes our society and the world a better place.

Another thing to love about our profession is the diversity. No two of the families we work with are alike—each comes with its own history and story, its own struggles and strengths. Of course, working with families from many different backgrounds isn’t always easy. Different languages, customs, and expectations can make engaging and collaborating with people more difficult.

In North Carolina, an increasing number of families involved with the child welfare system are Latino and/or are recent immigrants. The NC Division of Social Services has created this resource guide to help equip you to better serve these families. Developed as a supplement to the Division’s *Treat Them Like Gold: A Best Practice Guide for Partnering with Resource Families* (<http://bit.ly/1GwFTfZ>), this guide shares background information, resources, and suggestions to help you achieve safety, permanence, and well-being for Latino and immigrant children and their families.

Intended Audience

This guide is for child welfare professionals working in all areas of child welfare.

Words of Thanks

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Have a Question about Using TIPS-MAPP with Latinos or Immigrants?

Contact the NC Division of Social Services’ Ginger Caldwell (ginger.caldwell@dhhs.nc.gov; 919/527-6365).

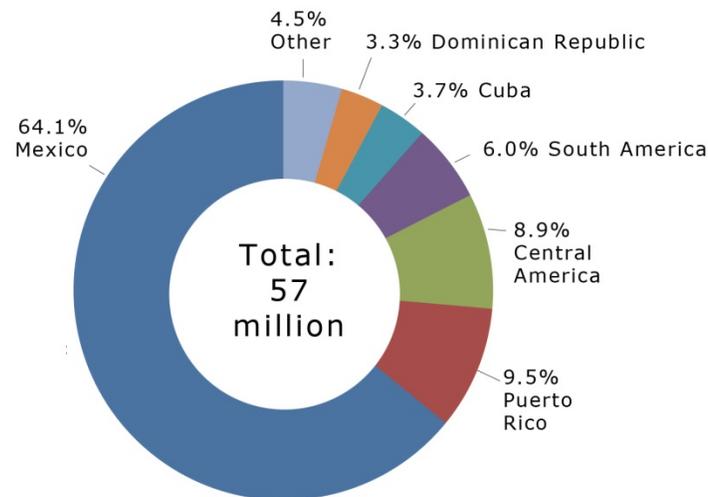
Chapter I

Background on Latinos and Immigrants in North Carolina

Latinos

Latinos are people of Latin American ancestry. Hispanics are people who trace their heritage back to any Spanish-speaking country. While this is an important distinction, in this guide we use these terms interchangeably to refer to people whose roots are from the Spanish-speaking countries of North America, Central America, South America, the Caribbean, and Spain. Hispanics in the United States come from many different countries, as the following figure indicates:

U.S. Hispanic Population by Country of Origin, 2013, by Percent



Source: Rennie, 2015

Latinos are an extremely diverse group—they include individuals with a wide range of characteristics from many different countries, regions, socioeconomic backgrounds, cultures, and races. **It is important not to think of Latinos as a uniform ethnic group.**

To avoid giving offense and to increase your chances of building a positive relationship, when working with a family of Latino origins it is best to avoid assumptions, treat them as individuals, and let them tell you about themselves in their own words.

Latinos in the United States

- “One American in six is now Hispanic, up from a small minority two generations ago. By mid-century it will be more than one in four” (Rennie, 2015).
- The rise of Hispanics is making America much younger. “The median age of whites is 42; of blacks 32; and of Hispanics 28. Among American-born Hispanics, the median age is a stunning 18” (Rennie, 2015).

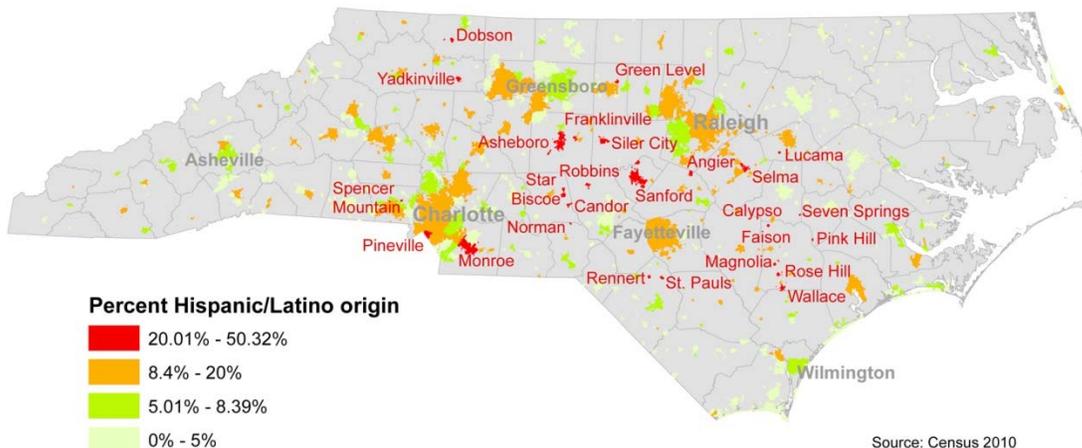
Latino Children in the U.S.

- Of the 17 million Hispanic children in the U.S. today, 93% are native-born citizens (Rennie, 2015).
- “Hispanic and black children are more likely to live in poor families than are white and Asian children. In 2013, 11% of white children and 10% of Asian children were poor, compared with 30% of Hispanic children and 38% of black children” (Child Trends, 2014).
- **Child Maltreatment.** In 2012 Hispanic children comprised 10.2% of the child maltreatment victims in the United States. That year the rate at which Hispanic children (of any race) were victims of child maltreatment was 8.9 per 1,000 children. This rate was higher than for white children (8.0 per 1,000) and considerably lower than for black children (12.3 per 1,000) and American Indian/Alaska Native children (14.2 per 1,000) (USDHHS, 2013).
- **Foster Care.** In 2012, Hispanic children (of any race) made up 9.6% of the children in foster care in the United States (USDHHS, 2013).

Latinos in North Carolina

- In North Carolina, the number of Hispanics has more than doubled since 2000. Hispanics now make up 9% of the state’s population (Lopez, et al., 2014).
- Our state's rate of Hispanic growth is sixth-fastest in the nation (Chesser, 2012).
- From North Carolina’s foothills to the coastal plain, Hispanics are a key ethnic group in our state—especially in rural places. In the figure below, cities and towns with over 20% Hispanic population in 2010 are labeled in red.

Hispanic Population in NC Cities & Towns, 2010



Source: Chesser, 2012

- While the largest segment of North Carolina’s Hispanic population has Mexican roots (58%), there are also many residents from other Spanish-speaking Caribbean and Central and South American nations (Pew Research Center, 2015). In addition to Mexico, according to the U.S. Census Bureau in 2009 some of the countries of origin of North Carolina’s Hispanics were Colombia, Costa Rica, Cuba, Dominican Republic, Ecuador, El Salvador, Guatemala, Honduras, Nicaragua, Peru, and Venezuela (Zota, 2010).

Latino Children in NC

- In 2013 Hispanic children (of any race) accounted for 14.8% of all children in North Carolina (USDHHS, 2015).
- According to the Pew Research Center (2015), in 2011 in North Carolina:
 - 13% of all K-12 students were Hispanic
 - 44% of Latinos age 17 and younger lived at or below the poverty level
- Child Maltreatment. According to the USDHHS (2015), in 2013 Hispanic children (of any race) accounted for 9.9% of all child maltreatment victims in NC.
- Foster Care
 - On May 31, 2015 there were 10,106 children in DSS custody in NC. Of these, 814 children, or 8%, were Hispanic (Duncan, et al., 2015).
 - Although there have been fluctuations, the percent of Hispanic children in foster care in NC is slowly increasing. In state fiscal year (SFY) 1997-98, 7.23% of the children in care were Hispanic. In SFY 2013-14 Hispanic children made up 8.55% of the children in care (Duncan, et al., 2015).
 - *Aging Out of Foster Care*. Of the 492 youth who aged out of foster care in SFY 2013-14, 35 (7.11%) were Hispanic (Duncan, et al., 2015).
 - *Foster Homes*. On June 4, 2015, North Carolina had 10,200 licensed foster parents. Of these, 308 (3%) were Latino. There were only 196 homes in which there were one or more Latino parent (NC DSS, 2015).
- Adoption. According to the USDHHS (2015), in 2013 Hispanic children (of any race) accounted for:
 - 9.3% of all children waiting for adoption in NC
 - 5.8% of all children adopted from foster care in NC

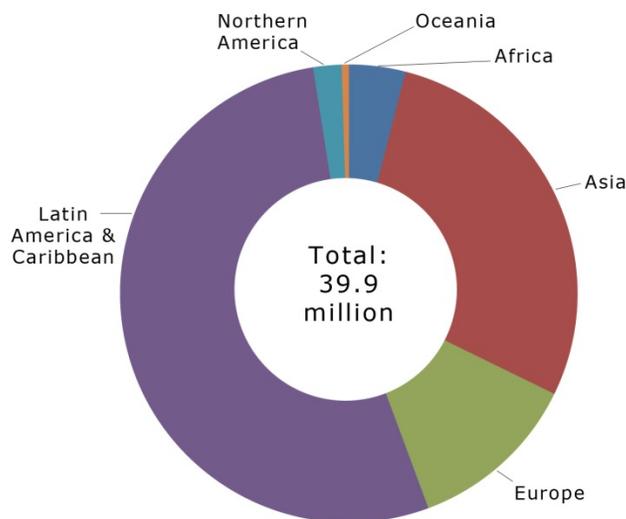
Immigrants

"The strengths and skills immigrants bring to the United States help weave the rich tapestry of a diverse and innovative society. As people continue to seek better lives and opportunities by coming to this country, topics surrounding immigration are increasingly becoming a part of the national conversation, including in the field of child welfare" (USDHHS, 2015).

Immigrants in the United States

According to the US Census Bureau (2015), 12.9% of people living in the United States were foreign born in 2010. Immigrants to the United States come from many different countries, as the following figure indicates:

Foreign-Born Population in the U.S. by Region of Birth: 2010



Source: US Census Bureau, 2010

Below you will find some background excerpted from the U.S. Census Bureau (2012) about foreign-born (i.e., immigrant) families in 2010.

- Over 2 of every 5 foreign-born people in the U.S. (44%) was a naturalized citizen.
- Half of all foreign-born individuals either spoke only English at home or spoke a language other than English at home and spoke English “very well.”
- The poverty rate was higher for the foreign born than for the native born. About 19% of the foreign born were living below the poverty level in the 12 months prior to being surveyed, compared with about 15% of the native born.

Immigrant Families

Foreign-born households are, on average, larger than native households, have more children under age 18, and are more likely to be multigenerational.

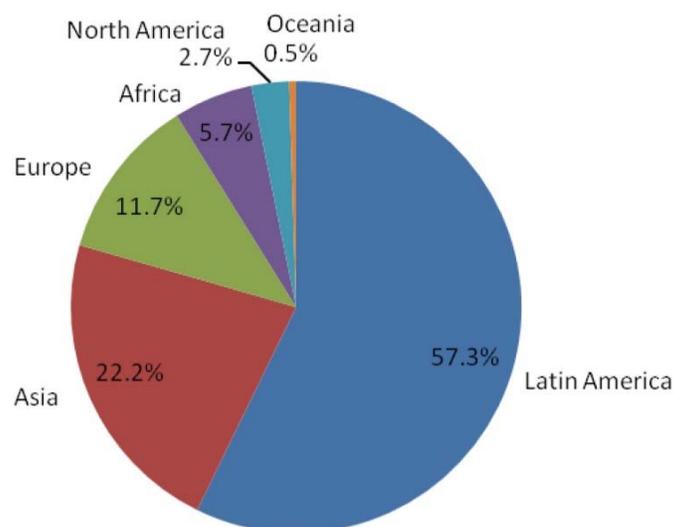
- The average size of foreign-born households (3.4 people) was larger than that of native-born households (2.5 people). About 62% of foreign-born family households included children under 18, compared with 47% of native-born households. Multigenerational households, with three or more generations living together, were more common among foreign-born (10%) than native-born (5%) family households.

- Among the regions of birth, family households with a householder born in Latin America and the Caribbean were the most likely to include children under 18 (70%), followed by Africa (67%), Oceania (60%) and Asia (56%). Families with a householder born in Northern America or Europe (both less than 40%) were less likely to include children under 18 than native-born households. (Oceania consists of Australia, New Zealand, Melanesia, Micronesia and Polynesia; Northern America consists of Canada, Bermuda, Greenland, and St. Pierre and Miquelon.)
- A family household consists of a householder and one or more people living together who are related to the householder by birth, marriage or adoption. About 77% of foreign-born households were family households, compared with 65% of native-born households.
- Child-bearing and marriage status:
 - Foreign-born women had a higher fertility rate than native women. About 70 of every 1,000 foreign-born women aged 15 to 50 had given birth in the 12 months prior to being surveyed, compared with about 52 of every 1,000 native women aged 15 to 50.
 - Foreign-born women were less likely to have a child out of wedlock than native women. About 39% of native women who had given birth in the past 12 months were unmarried, compared with 25% of foreign-born women.

Immigrants in North Carolina

- “Over the last two decades, newcomers to North Carolina have included large numbers of immigrants, particularly from Latin America and Asia” (Zota, 2010).
- The foreign-born share of North Carolina’s population rose from 1.7% in 1990, to 5.3% in 2000, to 7.6% in 2013. In 2015 North Carolina was home to approximately 730,700 immigrants (U.S. Census Bureau, 2015).

North Carolina Immigrants by Region of Origin, 2009



Source: US Census Bureau, 2009 cited in Zota, 2010

Chapter II

Resources Related to Partnering with Latino Families

Licensing Latino Families

North Carolina's child-placing agencies should be familiar and comply fully with the following, which are excerpted from state licensing policy. (To access the full licensing policy, visit <http://info.dhhs.state.nc.us/olm/manuals/dss/csm-94/man/>):

Non Discrimination Policy

The NC Division of Social Services, county departments of social services, and private licensed child-placing agencies are prohibited from discriminating against any applicant desiring to serve as a foster family, family foster care, therapeutic foster care (relative and non-relative) for reasons of race, color, national origin, sex, religion, age, disability, or political beliefs. All applicants must be afforded their rights specified in Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, the Multi - Ethnic Placement Act (MEPA) of 1994 as amended by Section 1808 of the Small Business Job Protection Act of 1996, 42 U.S.C. 622(b)(9), 671(a)(18), 674(d) and 1996(b), and the provisions of the Indian Child Welfare Act of 1978, 25 U.S.C.A. 1901 et seq.

Adult Household Members Who Enter the U.S. on a VISA

When a licensed foster home is planning to have an adult join the household that is in the United States on an approved VISA, the supervising agency needs to take the steps outlined below to ensure that appropriate background checks have been completed. The foster family should be able to assist the agency in finding the needed information since it is their family or friend that has completed the process.

1. The supervising agency should consult with the appropriate Consulate or Embassy to inquire about the background check process for the specific VISA that the adult household member has been approved for. The foster family should know this information.
2. The supervising agency should contact the US Citizenship and Immigration Services office to also find out what kind of background checks were completed for the VISA and if the status is current. US Citizenship and Immigration Services offices are in Charlotte and Durham (https://egov.uscis.gov/crisgwi/go?action=offices.detail&office=CLT&OfficeLocator.office_type=LO&OfficeLocator.statecode=NC).
3. If the supervising agency cannot determine the types of background checks that were completed for the individual entering the US any foster children placed in the home may need to be moved to ensure safety.

Citizenship Status of Foster Parents

Foster parent applicants must be citizens of the United States through birth or naturalization or be able to verify lawful immigration status. Green cards provide

verification of lawful immigration status. A copy of the green card shall be placed in the record of the foster parents that is maintained by the supervising agency. Information about green cards can be found at the following website:

<http://www.uscis.gov/green-card/green-card-processes-and-procedures/green-card-eligibility>.

Relative/Kinship Placements with Unqualified Resident Relatives

NC DSS policy and federal law (Fostering Connections, 2008) require agencies “to notify all close adult relatives of a child (including any other adult relative suggested by the parents) within 30 days of the child’s removal from the parent, of their options to participate in the care and placement of the child” (NC DSS, 2009, p. 4).

When it is determined that it is not safe for a child to remain in his or her home and that a possible kinship placement resource is a relative who is an unqualified resident, the Kinship Care Initial Assessment (DSS-5203), including a background check, should be completed. (*For more on this, see the section below regarding fingerprinting and background checks.*) The DSS-5203 will help the agency assess whether the kinship placement would “address the best interests of the child in terms of safety and nurture and that the living situation meets relevant standards” (NC DSS, 2009, p. 15).

When an unqualified resident relative of a child in DSS custody meets all foster home licensing standards (including fingerprinting/background checks) (as outlined here: <http://info.dhhs.state.nc.us/olm/manuals/dss/csm-94/man/>) except for the citizenship/green card requirement mentioned above, agencies may call the Licensing and Regulatory office (828/669-3388) for further discussion and consideration of these situations on a case-by-case basis. For example, in some relative/kinship situations, one parent may be a US citizen and the other parent is an unqualified resident, but he or she is willing to have a background check and meets all of the other foster home licensing criteria.

More on Kinship Care



Kinship Care in Immigrant Families by Lyn Morland (2014)
<http://cimmcw.org/wp-content/uploads/2014/03/FOCUS-Winter-2014-Kinship-Care-and-Immigrant-Families1.pdf>



Placement of Children with Undocumented Relatives in the United States by Alan J. Dettlaff & Caitlin O’Grady (2015)
<http://cimmcw.org/wp-content/uploads/2015/02/CICW-Placement-Undocumented-Relatives-dated.pdf>



Issue brief: Immigration and Child Welfare (2015)
www.childwelfare.gov/pubPDFs/immigration.pdf

Fingerprinting and Background Checks

Foster parent applicants and household members 18 years of age and older must meet the fingerprint requirements as outlined in the Foster Home Licensing Manual, VII, Section .1100, Item P (10A NCAC 70E . 1116 Criminal History Checks).

- The SBI does not require a social security number to process a background check.
- A fingerprint is required but the individual does not need a social security number to have the fingerprinting done and submitted.
- Some law enforcement agencies may not be familiar with this but the SBI is willing to clarify this. Monica Parker (919-582-8631; mlparker@ncdoj.gov) at the SBI is the person to contact if your law enforcement agency needs a clarification about this.
- Note that there is a need for fingerprints for prospective adoptive families and for adoptive parents who are undocumented. Adoption is a possibility for adoptive parents who are not US citizens but meet all of the other criteria for providing a safe and stable home that meets the needs of the child.

IV-E Funding Clarification

It is a common misunderstanding in North Carolina and across the country that unqualified residents cannot receive IV-E funding. This is incorrect because “the funding follows the child.” So, if an unqualified resident relative of a child in foster care meets the foster home licensing standards, including the background check, as outlined above, an unqualified resident can become the foster or adoptive parent of a title IV-E eligible child. According to the federal Administration on Children, Youth, and Families, foster care payments and adoption assistance can be made on behalf of the child to an unqualified resident foster/adoptive parent if any of the following are true:

- The child is a United States citizen
- The child is in one of the following excepted groups identified in section 403(b) of the Personal Responsibility and Work Opportunity Reconciliation Act (PRWORA):
 - Refugees, asylees, aliens whose deportation is being withheld, Amerasians, and Cuban/Haitian entrants and victims of a severe form of trafficking (Sec 403(b)(1))
 - Veterans, members of the military on active duty, and their spouses and unmarried dependent children (Sec 403(b)(2))
- The child has lived in the United States as a qualified alien for five years. See the next page for the definition of “qualified alien.”

This interpretation is consistent with section 401(a) of PRWORA, which requires aliens to be qualified in order to receive Federal public benefits. Foster and adoptive parents are not recipients of federal foster care and adoption assistance payments; rather, foster care and adoption assistance payments are made on the child's behalf to meet his or her needs.

Source/Date: ACYF-CB-PIQ-99-01 (1/14/99)

Definition of “Qualified Alien”

At the time of application for IV-E, a qualified alien is a child who meets one of the following:

1. Lawfully admitted for permanent residence under the Immigration and Nationality Act (INA).
2. Granted Asylum under section 208 of the INA.
3. A refugee admitted to the U.S. under section 207 of the INA.
4. Paroled into the U.S. under section 212(D)(5) of such Act for a period of at least one year.
5. Deportation is being withheld under section 243(H) of the INA, as in effect immediately before April 1, 1997, or section 241(B)(3) of the INA.
6. Granted conditional entry pursuant to section 203(A)(7) of the INA as in effect prior to April 1, 1980.
7. Cuban/Haitian entrants, as defined in section 501(E) of the Refugee Education Assistance Act of 1980.
8. Who (or whose child or parent) has been battered or subjected to extreme cruelty in the U.S., in accordance with exhibit B to attachment 5 of the Dept. of Justice Interim Guidance, 62 FED. REG. 61344 (November 17, 1997).

Note: You may contact the Charlotte US Citizenship and Immigration Services (USCIS) at (800) 357-2099 to verify immigration status. (This number is not to be given to the applicant.) You will need the family member’s full name, date of birth, registration number (if available) and a description of the USCIS document.

DSS Materials in Spanish

NC DSS Forms

The Division of Social Services makes Spanish versions of its forms available here: http://info.dhhs.state.nc.us/olm/forms/forms.aspx?dc=dss_spanish. This site contains more than 200 DSS forms in Spanish, including the following key child welfare forms:

- NC Foster Youth Handbook (dss-1516)
- Foster Home Fire Inspection Safety Report (dss-1515)
- Foster Home License Application (dss-5016)
- NC SDM Family Risk Re-Assessment (dss-5226)

Educating and Recruiting Latino Resource Families

Often typical recruitment is unsuccessful because the community first needs to be educated about the concept of foster care, foster parents, and the need for substitute caregivers or adoptive parents for children involved with the child welfare system. Here are some tips and a fabulous resource for learning more about this topic:

Using Culturally-Sensitive Recruitment to Meet the Needs of All Children

Recruiting families of color can pose a particular challenge when there is mistrust between agencies and communities (Casey Family Programs, 2005). The frequency with which children are placed with families of a different ethnicity can contribute to this

sense of mistrust. In North Carolina, the high incidence of Lumbee children placed in non-Lumbee foster homes has caused concern (Jenkins, 2007), while the state's growing Latino population suggests a similar trend may develop if Latino foster families are not added to recruitment efforts.

Casey Family Programs' Breakthrough Series Collaborative (2005) has generated numerous interventions in this area. Agencies in other states have successfully undertaken recruitment campaigns among communities of color with similar interventions (Utah Foster Care Foundation, cited in ACF, 2001; Contra Costa, CA, "Kids Like Maria" campaign). Recommendations include:

- Translating materials into Spanish or other languages of minority communities, including recruitment brochures, applications, flyers for schools, posters in community spaces, etc.
- Certifying foster families of color as co-trainers of foster parent pre-service training
- Conducting joint recruitment efforts by families of color at fairs and other community events
- Making joint contact (agency staff and foster parents of color) with prospective foster families
- Having existing foster families of color contact prospective families who have dropped out or slowed in their momentum towards licensing
- Conducting informational meetings in other languages and/or with other foster parents of color
- Creating a recruitment video for specific groups of color
- Implementing a dedicated line for foster family inquiries with a recording in multiple languages
- Building relationships and focusing recruitment efforts in faith, ethnic, and civic organizations in communities of color

Recruiting Culturally and Racially Diverse Families

Participating teams achieved great improvements in recruiting families of color and families from different cultures using very straightforward ideas such as:

- Certifying resource families of color as co-leaders of foster parent training
- Conducting joint recruitment and joint responses to inquiries with social workers and existing resource families of color
- Having existing resource families of color contact prospective families who are going through the process but whose momentum has slowed, to offer help and encouragement
- Translating brochures, fliers to schools, applications, and foster parent pre-service training into Spanish or other relevant languages
- Conducting informational meetings with a primary speaker of the relevant language

- Staffing a resource line for resource families with bilingual, culturally sensitive staff, and/or providing a dedicated line with a message in multiple languages

Here are some of the measurable improvements from using combinations of these strategies.

- Massachusetts experienced a 60% increase in Cambodian resource families and a 45% increase in Latino resource families.
- New Mexico experienced a 57% increase in American Indian resource families.
- Erie County, New York experienced a 33% increase in Hispanic resource families.
- Oklahoma experienced a 66.7% increase in American Indian resource families.

Recruiting Latino Foster Parents: Issues of Culture, Language, & Social Policy

Hispanics are one of the fastest growing ethnic/racial groups in the United States. The number of Hispanic children entering foster care is greater than the number of licensed families who share their language and cultural identity. This 2006 paper by Doris Correa Capello addresses issues of culture, language, and social policy which must be considered when recruiting Hispanic foster parents. Available at:

<http://csr.berkeley.edu/cwscmsreports/LatinoPracticeAdvisory/RecruitingHispanicFosterParents.pdf>

Promising Practice for Licensing Latino Foster Parents

The Catawba County Department of Social Services has developed guidelines for its staff on using material from *Deciding Together* to deliver foster pre-service training to Spanish speaking families. This guideline can be found in the appendix.

General Practice Suggestions

Using Translators/Interpreters

Children in resource families should not be used as interpreters. Asking a child to interpret for his parents can disrupt the family hierarchy—it gives the child the opportunity to change the meaning of what’s being said and/or it may expose the child to information he is not developmentally ready to hear. Instead, use an adult interpreter.

Finding an Interpreter. Many social services agencies contract with people from the community to help interpret exchanges with non-English speaking families. If your agency does not, or if you need to communicate in a language in which your regular interpreters are not fluent, consider contacting the language department of a nearby college or university or your local hospital; these can be excellent resources for locating free or low-cost interpreters. Faith communities (churches, mosques, temples) that serve native speakers of a language may also have people willing to volunteer time as an interpreter. Finally, reach out to organizations that provide ESL (English as a Second Language) classes in your county for recommendations. Once you identify one person who is bilingual, he or she can help you find other potential interpreters in the community.

If You Cannot Find an Interpreter. If no interpreter is available, some guidelines for communicating include the following:

- Speak slowly in a calm, moderate voice.
- Address a person using his or her complete name or last name. Use a formal style, especially if you are not familiar the person.

- Use any word(s) you know in the person’s language and act out words and actions while verbalizing them.
- Discuss one topic at a time; give instructions in sequence.
- Avoid asking questions or making statements in the negative.
- Avoid using pronouns.

If there are still difficulties communicating, you may wish to try communicating in writing or through a third language (i.e., you may not speak Russian and the Russian parent may not speak English, but you both may speak some French).

For another resource related to working with interpreters, see the article “4 Tips for Working with Interpreters” (April 2015) by the Family and Youth Services Bureau and its National Clearinghouse on Families and Youth:

<http://ncfy.acf.hhs.gov/news/2015/04/4-tips-working-interpreters>.

Translating Written Materials. Web sites such as <http://www.babelfish.com> can translate blocks of text into many languages from English and vice versa at no cost. However, it is a good idea to limit your use of this resource—use a qualified translator to ensure your materials say what you intend them to say. Also, the Division of Social Services makes Spanish versions of its forms available here:

http://info.dhhs.state.nc.us/olm/forms/forms.aspx?dc=dss_spanish

Source: North Carolina Coalition Against Domestic Violence, 2006

The Language Services Agreement (DSS-10001)

County DSS agencies working with a client who speaks limited English must use the DSS-1001. This form can be found here: <http://info.dhhs.state.nc.us/olm/forms/dss/dss-10001-ia.pdf>. Instructions in the use of the DSS-10001 can be found here: <http://info.dhhs.state.nc.us/olm/forms/dss/dss-10001ins.pdf>.

Not All Latinos Speak Spanish

Spanish may not be the primary language of every Latino person coming to your agency as either a prospective adoptive or foster care parent. While many Latinos in the U.S. are bilingual, some do not speak Spanish at all. According to the [National Council of La Raza](#): "A large majority (76%) of the Hispanic community speaks English, and 52% speak both English and Spanish; of the latter, 40% are fluent in both languages."

Many second generation and all of the third generation Latino adoptive parents interviewed for [Adopt US Kids publication about promoting and supporting Latino families](#) listed English as their first language. It will serve in the best interest of both the agency and the family to ask the family what their language preferences are rather than assume.

Language is just one important consideration when working with Hispanic and Latino families. Read the AdoptUSKids publication [Nuestra Familia, Nuestra Cultura \(Our Family, Our Culture\)](#) to increase your understanding of working with these families.

Source: National Center for Child Welfare Excellence, 2014

Additional Resources

Useful Websites

- California Child Welfare Indicators Project: Latino Practice Advisory Committee
 - http://cssr.berkeley.edu/ucb_childwelfare/lpac/
 - http://cssr.berkeley.edu/ucb_childwelfare/lpac/Resources.aspx?topic=2&subTopic=34
 - <http://cimmcw.org/wp-content/uploads/2015/03/CICW-toolkit-trauma-immigrant-families-March-2015.pdf> (Healing the Damage: Trauma and Immigrant Families in the Child Welfare System, A Social Worker’s Toolkit for Working with Immigrant Families)
- English to Spanish Terms
<https://www.childwelfare.gov/glossary/terms-english-spanish-a-b/>
- National Research Center on Hispanics and Children
<http://www.childtrends.org/nrc/overview-mission-contact/>
- Resources in Spanish: Children’s Bureau site:
<https://www.childwelfare.gov/spanish/#tab=outofhome>
- Management Assistance for Child Welfare, Work First, and Food & Nutrition Services in North Carolina. A treasure trove of NC-specific data!
<http://ssw.unc.edu/ma/>

Center Focuses on Hispanic Children and Families

Established in 2013, the National Research Center on Hispanic Children and Families aims to enhance the lives of low-income Hispanic communities in the areas of early care and education, healthy marriage and responsible fatherhood, and poverty and economic self-sufficiency. Through capacity building, training, fellowships, research, and by increasing knowledge of the three focus areas, the Center seeks to help programs and policies better serve the U.S. Hispanic population. Access the site at www.childtrends.org/nrc/.



Written Resources



Latino Tipsheet Packet by AdoptUsKids

Contains “Recruiting Latino Foster and Adoptive Families,” “Who Are the Latinos?” and “Serving Latino Families,” all of which are excerpted from the longer AdoptUsKids guide *Nuestra Familia, Nuestra Cultura*.

http://www.nrcdr.org/_assets/files/NRCRRFAP/resources/latino-tipsheet-packet.pdf



Information Memorandum ACF 2015

<http://www.acf.hhs.gov/programs/cb/resource/im-15-02>



Nuestra Familia, Nuestra Cultura: Promoting & Supporting Latino Families in Adoption and Foster Care (AdoptUsKids, 2008)

www.adoptuskids.org/images/resourceCenter/NuestraFamilia_NuestraCultura.pdf



Latino Cultural Guide: Building Capacity to Strengthen the Well-Being of Immigrant Families and Their Children by the Center for the Advanced Studies in Child Welfare <http://cascw.umn.edu/wp-content/uploads/2014/02/CulturalGuide-Latino.pdf>



Working with Latino Families, Children’s Services Practice Notes (2002) http://practicenotes.org/vol7_no3/cspn_v7n3.pdf

MAPP-Related Resources

If you have a question about these three resources, contact the Division of Social Services’ Ginger Caldwell (ginger.caldwell@dhhs.nc.gov; 919/527-6365).

- **Spanish-Speaking MAPP Leaders.** The Division maintains a list of certified MAPP leaders who speak Spanish and are willing to contract with agencies to lead Spanish-speaking MAPP groups. Contact Ginger Caldwell to obtain this information.
- **Latino MAPP Workgroup.** Formed in 2013, this workgroup is made up of certified MAPP leaders, staff members from the NC Division of Social Services, and other stakeholders. Its primary objective is to identify resources that all North Carolina counties and private child-placing agencies can use for recruiting, training, and ongoing support of Latino foster/adoptive parents. To learn more, contact Ginger Caldwell.
- **MAPP Materials in Spanish**
The videos in the MAPP training are available with Spanish subtitles; many of the prospective parent handouts are also available in Spanish. When you have need for MAPP training materials in Spanish, please contact Ginger Caldwell.

Chapter III

Resources Related to Partnering with Immigrant Families

MOA with the Mexican Consulate

Child welfare agencies in North Carolina should be aware of a 2015 MOA (Memorandum of Agreement) between the Consulate General of Mexico in Raleigh, the State of North Carolina, and the U.S. government regarding consular notification and access in cases involving minors. Background on the MOA, discussion of applicable laws, statutes, and treaties, and implications for child welfare policy and practice



are all described in an April 15, 2015 administrative letter from the NC Division of Social Services to NC County Directors of Social Services (CWS-AL-01-2015).

This letter can be found here: <http://info.dhhs.state.nc.us/olm/manuals/dss/csm-05/man/CWS-AL-01-15.pdf>.

For your convenience this letter and the MOA can also be found in the appendix of this guide.

Shattered Families Report

"Shattered Families: The Perilous Intersection of Immigration Enforcement and the Child Welfare System" (November 2011) is the first national investigation on threats to families when immigration enforcement and the child welfare system intersect. It finds that:

- (a) there are at least 5,100 children currently living in foster care whose parents have been either detained or deported;
- (b) in areas of high immigration enforcement, children of non-citizens are more likely to be separated from their parents and face barriers to reunification; and
- (c) immigrant victims of domestic violence and other forms of gender-based violence are at particular risk of losing their children.



Download the full report here: http://www.immigrationresearch-info.org/system/files/Applied_Research_Center---Shattered_Families.pdf

Resources

Websites



Center for Immigration and Child Welfare

<http://cimmcw.org/resources/practice/resources-for-child-welfare-professionals/>



UNC School of Government Immigration Page

<http://www.sog.unc.edu/node/742>

Guides and Publications



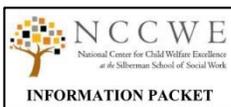
Issue brief: Immigration and Child Welfare (2015)

www.childwelfare.gov/pubPDFs/immigration.pdf



A Social Worker's Toolkit for Working with Immigrant Families
by the Immigrant Legal Resource Center and the Center on
Immigration and Child Welfare (June 2015)

<http://cimmcw.org/wp-content/uploads/2015/07/CICW-ILRC-Immigration-Relief-Toolkit-2015-FINAL.pdf>



*Information Packet: Deportation and Child Welfare in Mixed Status
Families with Unauthorized Parents and Citizen Children* by Norah
Covarrubias & Alisa Hartman (2015)

<http://nccwe.org/downloads/info-packs/HartmanCovarrubias.pdf>



*Keeping Immigrant Families in the Child Protection System
Together* by Ann Park (2014)

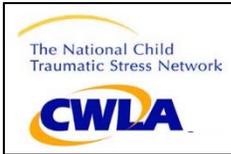
<http://cssr.berkeley.edu/cwscmsreports/LatinoPracticeAdvisory/Keeping%20immigrant%20families%20together.pdf>

Trauma-Related



Healing the Damage: Trauma and Immigrant Families in the Child Welfare System, A Social Worker's Tool Kit for Working With Immigrant Families (2015)

<http://cimmcw.org/wp-content/uploads/2015/03/CICW-toolkit-trauma-immigrant-families-March-2015.pdf>



Addressing Trauma Needs of Minors that are Unaccompanied Immigrants (2015)

<http://www.cwla.org/wp-content/uploads/2015/02/CWLA-NCTSN-1-22-15-Webinar-Presentation.pdf>



Unaccompanied Minors and Trauma: What Does It Look Like and What Can We Do by Scott Bloom (2014)

<http://www.cdfny.org/research-library/documents/health/unaccompanied-minors-and.pdf>

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Appendices

- A. **April 15, 2015 Administrative Letter from the NC Division of Social Services to NC County Directors of Social Services (CWS-AL-01-2015)**

- B. **Memorandum of Agreement with the Consulate General of Mexico in Raleigh**

- C. **Catawba County DSS Plan for Delivering Foster Parent Pre-Service Training to Spanish Speaking Families**

**DSS ADMINISTRATIVE LETTER
CHILD WELFARE SERVICES CWS-AL-01-2015**

TO: COUNTY DIRECTORS OF SOCIAL SERVICES

**ATTENTION: CHILD WELFARE PROGRAM ADMINISTRATORS, MANAGERS,
SUPERVISORS, AND SOCIAL WORKERS**

DATE: APRIL 15, 2015

**SUBJECT: MEMORANDUM OF AGREEMENT WITH THE MEXICAN
CONSULATE**

EFFECTIVE: IMMEDIATELY

I. Intent and Background

The purpose of this Administrative Letter is to provide information regarding a recently developed Memorandum of Agreement (MOA) between the Consulate General of Mexico and the State of North Carolina. This MOA will have implications for all county child welfare agencies within North Carolina.

II. Applicable law, statute, and/or treaties:

Both the Bilateral Convention and the Vienna Convention provide for consular notification and access in cases where foreign nationals are involved in legal proceedings. These treaties place a special responsibility on the receiving State's authorities, in this case, the Director of the Division of Social Services to treat cases of foreign national minors with particular care.

III. Implications for Child Welfare Policy and Practice:

North Carolina is home to many Mexican citizens. The purpose of this Memorandum of Agreement is to protect the Mexican minor as a fundamental human element of Mexican communities throughout the United States, in particular the State of North Carolina. The Department and the Consulate recognize that the Mexican minor is essential to the maintenance of Mexican culture, traditions and values. Therefore, this Memorandum of Agreement, provides a method of early identification of Mexican minors and their families, in order to provide services, which assure all the protections afforded by the Vienna Convention, the Bilateral Convention and all other applicable treaties and laws.

A County shall inquire, at the time the decision to take protective custody is made, whether a minor has any Mexican parentage. The duty of the County to identify Mexican parentage shall continue as long as the child welfare case is open.

The County will notify the Consulate in writing of the following information:

- (a) When the County identifies a Mexican minor in its custody, or

- (b) When a parent or custodian of a Mexican minor has requested that the Consulate be notified.

This written notification will be made within 10 working days of the decision to take protective custody of the Mexican minor. If the County learns, at a later time, that the minor is a Mexican minor, then the information will be forwarded without delay to the appropriate parties, as determined in this Memorandum of Agreement.

The County will provide notice to the Consulate for hearings involving a Mexican minor who is the subject of a North Carolina court action under the Juvenile Code, so that the Consulate may attend these hearings.

The County may notify the Consulate and provide additional information:

- (a) When a parent or custodian of a Mexican American minor has requested that the Consulate be notified, or
- (b) When a County learns that a non-custodial parent(s) resides in Mexico.

IV. Procedures:

This memorandum has already been signed and is currently in effect. Please begin using the process outlined above immediately. The memorandum contains a wealth of information in regards to the different situations in which the Mexican Consulate has to assist local child welfare agencies. This includes information about home studies in Mexico, transportation assistance, and special services that minor children may be eligible for. The complete memorandum can be found in the attachment to this letter. Policy incorporated into the Child Welfare Services Manual will be forthcoming.

Should you have any questions or concerns in regards to this memorandum, please contact Rogelio Valencia, Division of Social Services Latino Ombudsmen, at 919-527-6423 or the Policy Team at 919-527- 6340.

Sincerely,



Kevin Kelley, Section Chief
Child Welfare Services

Attachments: Memorandum of Agreement

cc: Wayne Black
Jack Rogers
Child Welfare Services Team Leaders
Children's Services Program Representatives



**MEMORANDUM OF AGREEMENT BETWEEN THE CONSULATE GENERAL
OF MEXICO IN RALEIGH, NORTH CAROLINA AND THE GOVERNMENT
OF THE STATE OF NORTH CAROLINA OF THE UNITED STATES OF
AMERICA REGARDING CONSULAR NOTIFICATION AND ACCESS
IN CASES INVOLVING MINORS**

The Consulate General of Mexico in Raleigh, North Carolina (hereinafter "the Consulate") and the Government of the State of North Carolina of the United States of America, through the Department of Health and Human Services, Division of Social Services (hereinafter "the Division"), hereinafter "the Parties", enter into this Memorandum of Agreement to ensure compliance with the Consular Convention Between the United Mexican States and the United States of America, 57 Stat. 800; Treaty Series 985 (hereinafter Bilateral Convention), and the Vienna Convention on Consular Relation, 21 U.S.T. 77, T.I.A.S. No. 6820 (hereinafter "Vienna Convention").

Both the Bilateral Convention and the Vienna Convention provide for consular notification and access in cases where foreign nationals are involved in legal proceedings. These treaties place a special responsibility on the receiving State's authorities, in this case, the Director of the Division, to treat cases of foreign national minors with particular care. Both Parties of this Memorandum of Agreement recognize that the notification of Consular authorities is essential in these cases, not only because a legally binding treaty dictates it, but also because Consulates provide essential services that can mutually assist the Parties, as well as the individuals personally affected.

A. PURPOSE

The purpose of this Memorandum of Agreement is to protect the Mexican minor as a fundamental human element of Mexican communities throughout the United States, in particular the State of North Carolina. The Consulate and the Division recognize that the Mexican minor is essential to the maintenance of Mexican culture, traditions and values. Therefore, this Memorandum of Agreement provides a method of early identification of Mexican minors and their families, in order to provide services, which assure all the protections afforded by the Vienna Convention, the Bilateral Convention and all other applicable treaties and laws.

B. APPLICABLE TREATIES

The Division recognizes that the Government of Mexico has a duty to care for the interests of its nationals abroad, particularly those of minors, as expressed in Article 5, Secs. (a) and (h) of the Vienna Convention¹. The Division recognizes further

that it is imperative that the Consulate be notified, without delayⁱⁱ of any guardianship of a Mexican minor as provided by the Vienna Convention, Article 37 (b).ⁱⁱⁱ

The Division further recognizes that the Consulate has a right to information and access^{iv} in all cases involving children of Mexican nationals as set out in Article VI of the Bilateral Convention.^v

C. AGREEMENT DEFINITIONS

1. "County" means the Department of Social Services, Department of Health and Human Services, or other local child welfare agency of a North Carolina County;
2. "Juvenile Code" means N.C.G.S. Chapter 7B, Subchapter I, the North Carolina statutory authority governing juvenile abuse, neglect and dependency procedures;
3. "Mexican" means any person who is a national of Mexico, regardless of immigration status in the United States;
4. "Mexican minor" means any unmarried person who is under the age of eighteen, was born in Mexico, and is not a United States citizen. For consular notification purposes, a minor reported to have been born in Mexico will be assumed to be a Mexican national;
5. "Mexican American minor" means any unmarried person who is under the age of eighteen, was born in the United States, and is eligible for Mexican nationality as the biological minor of a Mexican national;^{vi}
6. "Mexican custodian" means the non-parental caretaker of a Mexican minor, who has been entrusted by a parent with the day-to-day care of the minor; and,
7. "DIF" means the National System for Integral Family Development. This is the Institution in Mexico charged with ensuring the welfare of minors.

D. PROVISIONS

With a view to facilitating consular notification and access, as well as the protection of the Mexican family unit, the Parties agree to the following terms:



1. Determination of Mexican Parentage

The County shall inquire at the time the decision to take protective custody is made, whether a minor has any Mexican parentage.

The duty of the Counties to identify Mexican parentage shall continue as long as the child welfare case is open.

2. Notification to the Mexican Consulate

The County, through the Division or directly, will notify to the Consulate in writing of the following information:

- (a) When the County identifies a Mexican minor in its custody, or
- (b) When a parent or custodian of a Mexican minor has requested that the Consulate be notified.

This written notification will be made within 10 working days of the decision to take protective custody of the Mexican minor. If the Division learns, at a later time, that the minor is a Mexican minor, then the information will be forwarded without delay to the appropriate Parties, as determined in this Memorandum of Agreement.

The Division will encourage the County to provide notice to the Consulate for hearings involving a Mexican minor who is the subject of a North Carolina court action under the Juvenile Code, so that the Consulate may attend these hearings.

A County or the Division may notify the Consulate and provide additional information:

- (a) When a parent or custodian of a Mexican American minor has requested that the Consulate be notified or
- (b) When the Division or a County learns that a non-custodial parent(s) resides in Mexico.

3. Initial Information to be Provided to the Consulate

For purposes of initial notification, the involved County or the Division will provide the Consulate with the following information, if available:

- (a) The name of the Mexican minor(s);
- (b) The date of birth of the Mexican minor(s);



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- (c) The name of the parent or custodian, and
- (d) A name and phone number of the social worker directly responsible for the case.

As authorized, a County or the Division may provide the Consulate any of the information listed in this paragraph pertaining to a Mexican American minor.

4. Confidentiality and Further Information

The Consulate hereby recognizes and agrees to respect the statutory imperatives of confidentiality under the Juvenile Code under which the Counties and the Division must operate, and will not disclose information that is confidential under the Juvenile Code, except to carry out its mandated responsibilities.

The Division recognizes that the Consulate may need specific information regarding the cases of Mexican minors. In order to arrange for further information, the Consulate may contact the Division Director's designee directly to facilitate the sharing of further information by the County.

5. Consular Involvement and Access

A Consular Representative may interview a Mexican minor in the custody of a County to locate relatives in order to facilitate a timely placement of the Mexican minor, as long as such interview has not been prohibited by court order, and the minor's Guardian Ad Litem Attorney Advocate has been notified in advance. The Guardian Ad Litem and a representative of the County have the option of being present during this interview.

In order to arrange for an interview of a Mexican or Mexican American minor, the Consulate may contact the Division Director's Designee to facilitate this interview through the County.

6. Mutual Cooperation

- (a) Location of Family Members. Upon request from the Division, the Consulate may contact DIF in order to locate parents and family members of Mexican minors and known Mexican American minors who come into the custody of a County.
- (b) Evidence and Documentation. The Consulate and the Division, through the Counties, will work together to obtain relevant documents, such as birth certificates, medical records, and other

 4

necessary information to locate relatives and facilitate a prompt resolution of cases involving Mexican minors and known Mexican American minors.

- (c) Return of Minors to Mexico when Appropriate. The Consulate, the County, and the Division, will work together in appropriate circumstances to return Mexican minors and known Mexican American minors to relatives in Mexico when the minors' parents have been detained or removed by any authority in North Carolina, the minor has no other family or relative in the United States, and no protective services, as defined in the Juvenile Code, apart from those necessitated by the detention are being provided to the family.
- (d) Service of Process. The Consulate will assist in locating Mexican parents to facilitate notice and service of process when their children are the subject of juvenile court proceedings, so that the Mexican parent may participate in such proceedings.

In complying with (d) and (e) the Parties understand that further action may require that they proceed in accordance with international law, particularly the Hague Convention on the Civil Aspects of International Child Abduction, the Inter-American Service Convention and/or the Hague Convention on Service Abroad of Judicial and Extrajudicial Documents in Civil or Commercial Matters.

- (e) Accessibility of Services. To the extent permitted by law, the Division and the Counties will make their services accessible to Mexican minors and known Mexican American minors in North Carolina.
- (f) Joint Participation in Community Outreach Activities. The Division agrees to participate in Consulate outreach activities to Mexican communities in North Carolina, as practical, by providing literature, presentations, and a general orientation of child welfare services in North Carolina. The Consulate agrees to participate in the training of County employees, as practical, by providing literature, presentations, and a general orientation of Consulate services.

7. Special Immigrant Juvenile Status for Mexican Minor

In cases where a Mexican minor has been placed as a ward of a County and has become eligible for Special Immigrant Juvenile Status (SIJS), pursuant to INA, sec. 101 (a)(27)(J)(ii), 8 U.S.C. sec. 101(a)(27)(J)(ii), the Consulate will assist the County in obtaining the necessary documentation from Mexico for completion of the SIJS application.

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8. Proof of Mexican Nationality for Mexican American Minors

In cases where a known Mexican American minor is in the custody of a County, the Division Director's designee will work with the Consulate to ensure that the minor has obtained his/her Mexican birth certificate. The Consulate will assist the Division or the County in the registration process when all requirements are met and in obtaining the necessary documentation from Mexico for completion of the application.

9. Assistance Obtained through DIF

Upon notification to the Consulate of custody of any Mexican minor and Mexican American minor, and upon request, the Consulate will contact DIF in order to assist with relative searches and obtain the appropriate home studies of potential family members in Mexico who may become involved in cases of minors in the custody of the Division. Upon receipt, the Consulate will immediately forward the information to the County social worker directly responsible for the case and to the Division's designee.

When a minor is placed in Mexico, the Consulate will diligently pursue DIF's cooperation to ensure the minor's welfare and provide whatever services are necessary. The Consulate will request copies of the monitoring reports prepared by DIF concerning the minor's welfare. Once available, the Consulate will immediately forward the information to the County social worker directly responsible for the case and the Division's designee.

The Consulate will work together with DIF to provide necessary services to parents or potential caretakers in Mexico, in anticipation of possible placement, subject to cooperation of parents or potential caretakers and availability of services. When custody of a Mexican minor or Mexican American minor is granted to a Mexican family, the Consulate will work together with DIF to carry out the repatriation of the minor to Mexico to include providing transportation of the child and any consular staff, where necessary. In addition, the Consulate will work with DIF to ensure the welfare of the minor and to provide necessary services.

10. Witnesses

The Consulate and a County, with the assistance of the Division, shall work together to locate individuals who reside in Mexico and are under subpoena to appear as witnesses in a North Carolina court regarding cases of minors under the Juvenile Code in order for a County to properly notify such individuals of their court appearance.

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11. Ongoing Communication between the Consulate and the Division

Consular Officers and the Division staff will meet three times a year in order to discuss, clarify, and coordinate activities in areas of mutual interest and concern.

The Consul General or the Consulate's designee and the Director of the Division or the Division Director's designee will meet once a year, in order to assess the progress and direction of this Memorandum of Agreement.

Both Parties remain committed to the development and delivery of joint community meetings and other information efforts. Both Parties will participate in joint prevention efforts regarding the protection and well being of Mexican families and minors. In addition, the Division and the Consulate will make every effort to exchange ideas and concerns of a high profile nature which may result in media attention, in a timely manner.

Notwithstanding this Memorandum of Agreement, the Parties acknowledge that the Consulate and the Division Director's designee may contact each other at any time.

12. Policy

The Division agrees to pursue the adoption of whatever policy is necessary in order to give full force to this Memorandum of Agreement.

13. Terms

This Memorandum of Agreement shall begin from the date of its signature and end on March 31, 2017. In addition, this Memorandum of Agreement may be terminated at any time upon 60 days written notice by either Party.

E. STATEMENT OF IMMUNITY

Except for the provisions expressly contained herein, nothing in this Memorandum of Agreement shall be construed as a waiver of immunities to which the Consulate and its consular agents are entitled to under international law, the Foreign Sovereign Immunities Act, and international treaties in force between Mexico and the United States. The Consulate hereby invokes all immunities.

Handwritten signature and the number 7.

Both Parties agree to work cooperatively toward the successful implementation of this Memorandum of Agreement, along with any future necessary revisions to the Memorandum of Agreement; however, neither Party waives any immunity or submits itself to the jurisdiction of any court for resolution of any dispute involving the terms of this Memorandum of Agreement or arising from this Memorandum of Agreement.

Signed at the city of Raleigh, North Carolina, on the 25th of March, 2015, in the Spanish and English languages; both texts being equally valid.

**FOR THE CONSULATE GENERAL OF
MEXICO IN RALEIGH, NORTH
CAROLINA**

A handwritten signature in black ink, appearing to read 'Francisco Javier Díaz de León', with a stylized flourish at the end.

**Francisco Javier Díaz de León,
Consul General**

**FOR THE GOVERNMENT OF THE
STATE OF NORTH CAROLINA OF THE
UNITED STATES OF AMERICA**

A handwritten signature in black ink, appearing to read 'Wayne Black', with a stylized flourish at the end.

**Wayne Black,
Director
North Carolina Division of
Social Services**

ⁱ Article 5 of the Vienna Convention provides in part that consular functions consist in:

“a) protecting in the receiving State (*the United States*)* the interests of the sending State (*Mexico*)* and of its nationals, both individuals and bodies corporate, within the limits permitted by international law;

[...]

h) safeguarding, within the limits imposed by the laws and regulations of the receiving state, the interests of minors and other persons lacking full capacity who are nationals of the sending State, particularly where any guardianship or trusteeship is required with respect to such persons.”

* Added for clarification

ⁱⁱ The time of notification will be specified below.

ⁱⁱⁱ Article 37 of the Vienna Convention states in the relevant part:

“If the relevant information is available to the competent authorities of the receiving state, such authorities shall have the duty:

(a) [omitted]

(b) to inform the competent consular post without delay of any case where the appointment of a guardian or trustee appears to be in the interests of a minor or other person lacking full capacity who is a national of the sending state. The giving of information shall, however, be without prejudice to the operation of the laws and regulations of the receiving state concerning such appointments.” (*Emphasis added*)

^{iv} Procedures for notification will be specified below.

^v The Bilateral Convention expresses in Article VI that:

“1. Consular officers of either High Contracting Party may, within their respective consular districts, address the authorities, National, State, Provincial or Municipal, for the purpose of protecting the nationals of the state by which they were appointed in the enjoyment of rights accruing by treaty or otherwise. Complaint may be made for the infraction of those rights. Failure upon the part of the proper authorities to grant or to accord protection may justify interposition through the diplomatic channel, and in the absence of a diplomatic representative, a consul general or the consular officer stationed at the capital may apply directly to the Government of the country.

2. Consular officers shall, within their respective consular districts, have the right:

(a) to interview and communicate with the nationals of the State which appointed them;

(b) to inquire into any incidents which have occurred affecting the interests of the nationals of the State which appointed them;

(c) upon notification to the appropriate authority, to visit any of the nationals of the State which appointed them who are imprisoned or detained by authorities of the state; and

(d) to assist the nationals of the State which appointed them in proceedings before or relations with authorities of the State.

3. National of either High Contracting Party shall have the right at all times to communicate with the consular officers of their country. (*Emphasis added*.)”

^{vi} Article 30 of the Mexican Constitution sets out the requisites to acquire Mexican nationality and, in the relevant portion, Article 30 (a) (i) and (ii) confers Mexican nationality to “[t]hose born in the territory of the Republic, regardless of their parents’ nationality” and “[t]hose born abroad to Mexican parents; either Mexican father or Mexican mother.” In its original text in Spanish, Article 30 of the Mexican Constitution reads:

“Artículo 30. La nacionalidad mexicana se adquiere por nacimiento o por naturalización.

a. Son mexicanos por nacimiento:

I. Los que nazcan en territorio de la República, sea cual fuere la nacionalidad de sus padres.

II. Los que nazcan en el extranjero, hijos de padres mexicanos nacidos en territorio nacional, de padre mexicano nacido en territorio nacional, o de madre mexicana nacida en territorio nacional.

III. Los que nazcan en el extranjero, hijos de padres mexicanos por naturalización, de padre mexicano por naturalización, o de madre mexicana por naturalización, y

IV. Los que nazcan a bordo de embarcaciones o aeronaves mexicanas, sean de guerra o mercantes.

b. Son mexicanos por naturalización:

I. Los extranjeros que obtengan de la Secretaría de Relaciones carta de naturalización.

II. La mujer o el varón extranjeros que contraigan matrimonio con varón o con mujer mexicanos, que tengan o establezcan su domicilio dentro del territorio nacional y cumplan con los demás requisitos que al efecto señale la ley.” (*Emphasis added*).

Pursuant to these provisions, the Mexican Government considers children born in Mexico or born in the United States to Mexican parents as Mexican nationals, entitled to the assistance and protection of the Consulate General of Mexico.

Plan for Delivering Foster Parent Pre-Service Training to Spanish Speaking Families

This is Catawba County Social Services' plan for delivering foster parent pre-service training to Spanish speaking families using the *Deciding Together* curriculum and a translator. This plan can be used for either a two-parent family or for a small group of Spanish speaking families.

Materials:

- Facilitator will need the *Deciding Together* curriculum
- Handouts come from the Spanish Version of GPS-MAPP for those who do not read English
- Spanish version of MAPP needs to be available for the translator to follow along
- An alternative plan could be to provide the *Deciding Together* books for a participant who does read English but may need a translator to understand more technical child welfare terms.

Preparation Prior to each consultation:

The facilitator will need to read the curriculum book and highlight the sections they will read and have translated during the consultation. This needs to happen to allow for the time available to discuss the material and get the points across. You may have to limit some sections that are repetitive but still need to get the family to understand the main points of the material.

Consultation # 1 / Meeting # 1

Use Book 1 where it has been highlighted. For kinship families may need to leave out Lillie's story if time is short or if they have been in the process for a long time & it might not be applicable.

Translator - Following along in the Spanish version of MAPP:
Meeting 1 B, C, D; Meeting 2 B, C

Homework for Participants (turn in at the next consultation/meeting)

Use the following handouts from Meeting 1

- Handout 2 Criteria for Mutual Selection: Twelve Skills for Successful Fostering and Adopting
- Handout 3 Description of Group Preparation & Selection Program Meetings & Steps
- Handout 4 Strengths/Needs Work Sheet
- Handout 6 Partnership Develop Plan
- Handout 7 Bill of Rights for Children in Foster Care

- Handout 8 Rights of Parents of Foster Children
- Handout 9 Important Definitions for Foster and Adoptive Parents
- Handout 10 Effective Communication Through Active Listening

Use the following handouts from Meeting 2 (only if the family does the Lillie story)

- Handout 5A Group 1 Work Sheet: Adopting Foster Parents
- Handout 5B Group 2 Worksheet: New Adoptive Family
- Handout 5C Group 3 Worksheet: Foster Family Moving Lillie to An Adoptive Family
- Handout 5D Group 4 Worksheet: How Lillie Sees Her Needs in Three Different Adoption Possibilities
- Handout 6 Planning a Move Independent Living
- Handout 7 Independent Living Scenario
- Handout 8 Strengths/Needs Worksheet

Consultation # 2 / Meeting # 2

Use Book 2 where it has been highlighted.

Translator - Following along in the Spanish version of MAPP:
Meeting 3 – B, C, D, E

Homework for Participants (turn in at the next consultation/meeting)

Use the following handouts from Meeting 3

- Handout 2 Indicators of Expected Development and Warning Signs of Abuse or Neglect
- Handout 3 Grieving Process Worksheet
- Handout 4 The Impact of Children’s Losses on Foster Parents and Adoptive Parents
- Handout 5 Strengths/Needs Worksheet
- Handout 6 A Strengths/Needs Worksheet for Fertility Loss Experts
(use this handout only for adoptive families or those who have experienced infertility)

Consultation # 3 / Meeting # 3

Use Book 3 where it has been highlighted.

Translator - Following along in the Spanish version of MAPP:
Meeting 4 B, C, D, E & Meeting 5 B, C, D

Homework for Participants (turn in at the next consultation/meeting)

Use the following handouts from Meeting 4

- Handout 2 The Positive Interaction Cycle
- Handout 3 Developing Positive Attachments Between Parents & Children (including 3A-3D)

- Handout 4 Helping the Premature Infant or Prenatally Drug-Exposed Baby Attach & Develop
- Handout 5 Strengths/Needs Work Sheet
- Handout 6 Bonding & Attachment

Use the following handouts from Meeting 5

- Handout 2 The Impact of Placement on Self-Concept
- Handout 3 Side Effects of Physical Punishment
- Handout 5 Fifteen Ways to Help Children Manage Behaviors
- Handout 6 Discipline Methods Assessment Worksheet
- Handout 8 Strengths/Needs Worksheet

Consultation # 4 / Meeting # 4

(For kinship families this might be the last meeting, especially if not being licensed)
Use Book 4 where it has been highlighted.

Translator - Following along in the Spanish version of MAPP:
Meeting 6- B, C, D, E & Meeting 7-B, C, D

Homework for Participants (turn in at the next consultation/meeting)

Use the following handouts from Meeting 6

- Handout 4 The Life Book
- Handout 8 Foster and Adoptive Parents' Guide for Successful Visits or Contact
- Handout 9 Strengths/Needs Worksheet
- Handout 10 The Importance of Birth Parents to Children in Foster Care
- Handout 11 Letter to the Birth Parents

Use the following handouts from Meeting 7

- Handout 4 Five Steps for Integration Work

At the end of this meeting for kinship families that are not completing any further sessions give the following:

Meeting 7 Handouts:

- Handout 5 Disruptions: Causes, Partnership Preventions, and Interventions
- Handout 6 Stages of Disruption
- Handout 8 A Youngster's Story
- Handout 9 Disruption: A Foster Mother's Point of View
- Handout 10 Disruption: Another Foster Mother's Point of View
- Handout 11 A letter to Some Friends
- Handout 12 Questions for Family and Group Discussion
- Handout 13 Strengths/Needs Worksheets

Meeting 8 Handouts:

- Handout 2 Characteristics of the Family System

- Handout 3 EcoMap Example
- Handout 4 An EcoMap to Draw
- Handout 12 Strengths/Needs Worksheet

Meeting 10 Handouts:

- Handout 2 Foster Parent & Adoptive Parents Support & Resource Guide
- Handout 4 Final Evaluation of The GPS Program

Consultation # 5 / Meeting # 5 (*foster or adoptive parents only*)

Use Book 5 where it has been highlighted.

Translator - Following along in the Spanish version of MAPP:

Meeting 8: B, C; Meeting 7: B, C & 8 B, C

Homework for Participants (turn in at the next consultation/meeting)

Use the following handouts from Meeting 8

- Handout 2 Characteristics of the Family System
- Handout 3 EcoMap Example
- Handout 4 An EcoMap to Draw
- Handout 12 Strengths/Needs Worksheet

Use the following handouts from Meeting 7

- Handout 5 Disruptions: Causes, Partnership Preventions, and Interventions
- Handout 6 Stages of Disruption
- Handout 8 A Youngster's Story
- Handout 9 Disruption: A Foster Mother's Point of View
- Handout 10 Disruption: Another Foster Mother's Point of View
- Handout 11 A letter to Some Friends
- Handout 12 Questions for Family and Group Discussion
- Handout 13 Strengths/Needs Worksheets

Consultation # 6 / Meeting # 6 (*foster and adoptive parents only*)

Review the ecomap part of Meeting 8; use Book 6 where it has been highlighted.

Translator - Following along in the Spanish version of MAPP:

Meeting 8 C & Meeting 10 B, D, E

Homework for Participants (turn in at the next consultation/meeting)

Meeting 8 Handouts:

- Handout 5 First Day

Meeting 9 Handouts:

- Handout 4A Twelve Skills for Successful Fostering and Adopting

Meeting 10 Handouts:

- Handout 2 Foster Parent & Adoptive Parents Support & Resource Guide
- Handout 4 Final Evaluation of The GPS Program

Consultation #7/Meeting #7

Go over material in FP Handbook, Blood Borne Pathogens and Medication Administration if the family is going to be licensed. Testing may need to be done orally.

Homework for Participants (turn in at the next consultation/meeting)

None

Consultation #8/Meeting #8 (optional)

You may also want to do a panel session with Spanish speaking families who have already used our adoptive services and/or non-Spanish speaking families who would be willing to participate and have similar situations that match the family's situation.

Also need to arrange for CPR and First Aid Training for the family using the translator.

Note: The family will need to return their home work at the next consultation. The agency will need to arrange to have the home work copied and translated the answers so the completed materials can be used to complete the foster home licensure materials and any pre-placement/mutual assessments as needed.