

# Synthesis: Field Initiated Training Projects for Effective Child Welfare Practice With Hispanic Children and Families

The purpose of this discretionary grant cluster was to support the development, implementation, and evaluation of innovative child welfare training projects that address the needs of Hispanic children and families. The Children's Bureau was especially interested in field-initiated projects designed to build the capacity of frontline and supervisory staff to achieve positive outcomes. Four grants were awarded to universities in States with large Hispanic/Latino populations.

## SUMMARY OF PROJECTS

- Loyola University
- Sonoma State University
- University of Kansas
- University of Texas at Arlington

## LOYOLA UNIVERSITY CHICAGO SCHOOL OF SOCIAL WORK

Culturally Responsive Child Welfare Practice With Latino Children and Families: A Child Welfare Staff Training Model (in collaboration with the Illinois Department of Children and Family Services, the Latino Consortium, and the Consulate General of Mexico in Chicago)

**Award #:** 90CT0131

**Principal Investigator:** Maria Vidal de Haymes, Loyola University of Chicago School of Social Work, mvidal@luc.edu, 312.915.7020

### Target Audience for the Training

- Public and private child welfare social workers
- Juvenile court attorneys
- Social work students



## Activities and Curriculum Content

### Activities

- Developed, pilot tested, and implemented training curriculum and tools
- Created a migration studies specialization within the social work curriculum, with course work largely developed through this grant
- Partnered with American Humane to host an international roundtable, *Migration as a Critical Issue for Child Welfare: A Transnational Policy and Research Forum*, which led to the formation of the Migration and Child Welfare National Network
- The Illinois Department of Child and Family Services (DCFS) Immigration and Child Protection Units have served as practicum sites for social work students specializing in Migration Studies. DCFS and Loyola have collaborated on a grant submission to establish a practicum and stipend program for social work students specializing in Migration Studies with an emphasis on child welfare. While the application was not successful, the partners continue to look for other funding opportunities for this initiative.
- Now offer the Migration Studies specialization as a certificate program to current social workers as well as to social work students
- Developed student exchange programs between Iberoamericana University in Mexico and Loyola University School of Social Work (For more information on these field placements, see the *Culturally Responsive Child Welfare Practice with Latino Children and Families: A Child Welfare Staff Training Model* site visit report.)

### Curriculum Content

- **Module I:** *Understanding Demographic Characteristics of the Latino Population*
- **Module II:** *Overview of Latino Culture: Risk and Resilience in Family and Community Life*
- **Module III:** *Culturally Responsive Competency-Based Practice With Latino Children and Families*
- **Module IV:** *Case Management and Supervision: Following Legal Mandates When Serving Latino Clients*

### Evaluation Design

- Pre- and posttests administered to nearly half of training participants
- Training evaluation sheets
- Focus groups
- Statistical analysis of data collected during project

### Reported Key Outcomes

- As of July 2007, 766 individuals had received the training.
- Pre- and posttests show a statistically significant posttraining gain in knowledge about topics covered in the curriculum.

## **SONOMA STATE UNIVERSITY, CALIFORNIA INSTITUTE ON HUMAN SERVICES**

Cultural Competency for California's Child/Family Professionals (The C4 Project)

**Award #:** 90CT0129

**Principal Investigator:** Diane Nissen, Sonoma State University,  
diane.nisson@cihsinc.org

### **Target Audience for the Training**

- Public agency child welfare social workers and supervisors
- Social services professionals from community-based nonprofit organizations working with Latino children and families

### **Activities and Curriculum Content**

#### **Activities**

- Conducted statewide needs assessment
- Conducted literature review
- Convened an advisory board that included cultural competency experts from agencies and universities to review and test the curriculum
- Recruited bilingual/bicultural project staff to complete curriculum and training tools
- Conducted training of trainers and pilot test of curriculum; made appropriate revisions and adjustments

#### **Curriculum Content**

- *An Introduction to Cultural Competency:* An overview of the purpose, challenges, and benefits of developing cultural sensitivity in the workplace
- *Description of the Broad Variations of Latino Cultural Norms* that social workers may encounter in clients they see in their work
- *Strategies for Overcoming Language Barriers*
- *Application of Cultural Competency:* Culturally competent risk assessment, case planning, culturally relevant community referrals and services, immigration issues, etc.
- Onsite follow-up technical assistance available on request

### **Evaluation Design**

- Content knowledge pre- and posttest
- Supervisors' survey
- Cultural competency self-assessment pre- and posttest
- Training satisfaction questionnaire
- Key informant interviews
- Statistical analysis of data collected during project

## **Reported Key Outcomes**

- 887 individuals received training and technical assistance.
- 600 (68 percent) of participants completed evaluation instruments and comprised baseline sample for analysis.
- Majority of training satisfaction questionnaire responses fell in "very good" to "excellent" categories.
- Surveyed training participants shared knowledge gained with at least one colleague (five to six colleagues on average) upon return to offices.
- Statistically significant improvement occurred in content knowledge from pre- to posttest.
- Statistically significant positive shift occurred in attitude from pre- to posttest.
- Percentage of respondents with a "medium-high" to "high" self-perception of knowledge increased from 43 percent to 96 percent at posttest.

## **UNIVERSITY OF KANSAS, CHLD WELFARE TRAINING NETWORK AT THE SCHOOL OF SOCIAL WELFARE**

Effective Child Welfare Practice With Hispanic Children and Families (in collaboration with the University-based IV-E training programs at University of Denver Graduate School of Social Work, Butler Institute for Families, and New Mexico State University)

**Award #:** 90CT0130

**Principal Investigator:** Bethany Roberts, University of Kansas School of Social Work, Child Welfare Resource Network, bethanyr@ku.edu, 785.864.0252

## **Target Audience for the Training**

- Public child welfare agency staff
- Community service providers
- Social work students

## **Activities and Curriculum Content**

### **Activities**

- Convened a national advisory committee of experts to develop the curriculum's framework, inform content, and offer ongoing consultation
- Convened local advisory boards in Kansas and Colorado to focus on local needs identified through community assessments
- Completed organizational assessments in Kansas and Colorado
- Conducted a literature review resulting in an annotated bibliography of best practice literature on cultural competency training
- Developed, piloted, and made appropriate revisions and adjustments to a complete curriculum and resource guide

### **Curriculum Content**

- **Section One:** *The Culturally Responsive Organization.* Tools for conducting a pretraining assessment of individual, agency, and community cultural competency.
- **Section Two** (1 day):
  - *El Jardin: Latino Families' Experience with Community Based Services.* A half-day large-scale role play or simulation that gives participants an opportunity to experience a day in the life of Latino families.
  - *Foundations for Culturally Responsive Practice With Latino Families.* A companion half-day workshop that supports open dialogue about insights and understanding gathered during the simulation. Includes participant self-assessment and action planning, which lay the foundation for the 2-day core training.
- **Section Three** (2 days): *Core Elements of Culturally Responsive Practice With Latino Families.* Explores best practice strategies; promotes understanding and skills necessary for building on strengths of Latino families and individuals.
- **Section Four** (1 Day): *Developing a Culturally Responsive Team.* Encourages supervisors and mentors in child welfare and partner agencies to develop goals and strategies for continuing partnerships to build culturally responsive practices within and across agencies and communities.
- **Section Five:** *The Advanced Topics Series.* Three video productions designed for use in inservice, classroom, or "brown bag" presentations. Topics include *Immigration and Child Welfare, Domestic Violence Dynamics in Immigrant Communities, and Legal Options for Immigrant and Foreign-Born Victims.*
- **Section Six:** *Teaching Effective Practice With Hispanic Families.* Curriculum modules developed for schools of social work at Kansas State and Wichita State Universities.

### **Evaluation Design**

- Trainee self-reflection data collected throughout the project
- A training satisfaction survey administered at the end of each module
- A web-based follow-up survey administered to all training participants to assess training quality, knowledge and skill acquisition, and transfer of learning
- Focus groups and interviews with stakeholders at every level
- Statistical analysis of data collected during project

### **Reported Key Outcomes**

- 317 individuals participated in the training.
- Participants reported that knowledge, attitudes, and skills improved at posttraining.
- 90 percent of responding participants reported learning in all key competency areas targeted by training.
- Majority of participants continued to report gains in knowledge, skills, and attitudes up to 18 months posttraining.
- Curriculum content taught to approximately 150 social work students at Kansas State University and Washburn University.
- Student participants also reported gains in knowledge, skills, and attitudes.

## THE UNIVERSITY OF TEXAS AT ARLINGTON SCHOOL OF SOCIAL WORK

Culturally Competent Systems of Care Practices With Hispanic Children and Families (in collaboration with the Texas Department of Family Protective Services and the University of Illinois at Chicago, Jane Addams College of Social Work)

**Award #:** 90CT0132

**Principal Investigator:** Joan R. Rycraft, [rycraft@uta.edu](mailto:rycraft@uta.edu)

### Target Audience for the Training

- Public agency child welfare supervisors and caseworkers working primarily with Latino families in their homes to promote family preservation
- Social work students

### Activities and Curriculum Content

#### **Activities**

- Convened a community and university panel of Hispanic experts, representative of all regions of Texas, and charged the group with providing consultation on curriculum development and delivery
- Developed and piloted a full curriculum and training materials
- Customized the curriculum, tools, and instruments to be used in a classroom to train MSW students with a concentration in child welfare
- Found that 41 percent of trained participants implemented the systems of care model with a Hispanic family and reported on their experience during the follow-up session
- Incorporated curriculum content into the School of Social Work curriculum (Advanced Micro Practice course) to improve the knowledge and skills of social work students regarding Hispanic culture and the development and utilization of a systems of care service model for children and families engaged with the child welfare system

#### **Curriculum Content**

*Effective Child Welfare Practice With Hispanic Children and Families* teaches a systems of care service model to promote cultural competence in working with Hispanic families and children.

- **Module 1:** *Cultural Competence With Hispanic Children and Families*
- **Module 2:** *Overview of Systems of Care.* Explores the three core values of systems of care and its five key components.
- **Module 3:** *Engagement.* Promotes an understanding of the worker's role in the engagement process.
- **Module 4:** *Assessment.* Develops an understanding of the components of a comprehensive cultural assessment.
- **Module 5:** *Planning.* Develops the ability to identify and define the purpose and goals of the Child and Family Team.

- **Module 6: *Implementation and Intervention*.** Teaches tasks associated with implementing a service plan.
- **Module 7: *Transition*.** Identifies elements of a successful transition from the child welfare system with Hispanic/Latino families.
- **Module 8: *Case Simulation*.** Provides the opportunity to use a very detailed case study to practice the skills learned during the training.

At the end of the initial training session, participants develop a plan for immediate application of the systems of care model with a Hispanic family in their caseloads. During a half-day training session approximately 60 days after the initial session, trainers offer technical assistance on implementation of the systems of care approach, discuss successes, and develop solutions to barriers to the model's implementation.

### Evaluation Design

- Evaluation design is based on the four levels of Kirkpatrick's training evaluation model:
  - Evaluates trainees' *reaction* to the training
  - Evaluates *knowledge* obtained as a result of training
  - Evaluates *behaviors* that are changed as a result of the training
  - Evaluates *results* experienced by the client or consumer
- Evaluation of School of Social Work component also based on Kirkpatrick's evaluation model, with the addition of a nonequivalent comparison group design
- Statistical analysis of all data collected during the project

### Reported Key Outcomes

- 37 supervisors and 151 caseworkers participated in the training.
- 102 of those caseworkers and supervisors participated in the follow-up training/technical assistance sessions.
- Reported participant reactions to all aspects of the training were positive.
- Significant increases occurred in cultural competence and knowledge and skill related to the development and utilization of the system of care service model.
- Increases in cultural competence and knowledge and skill were sustained 60 days posttraining.
- Positive outcomes occurred in six Child and Family Services Review indicators addressing safety, permanency, and well-being for families with whom the model was implemented.
- During the 2006-2007 academic year, 105 UTA-SSW students received the training as part of their MSW studies.
- Trained students showed statistically significant increases in knowledge of Latino culture and knowledge and skill in development and utilization of systems of care.
- Trained students maintained these increases while they completed their field placements.

## OVERARCHING THEMES

- Common Themes in the Curricula
- Common Challenges
- Successful Strategies
- Lessons Learned

### Common Themes in the Curricula

- Each curriculum is built on two primary conceptual frameworks:
  - Strengths-based practice
  - Culturally competent practice
- The curricula are focused on increasing participants' knowledge of Hispanic/Latino cultures, values, traditions, history, and beliefs, and on strengths-based assessment and service delivery. They explore the experience and effects of immigration and acculturation on Hispanic/Latino families and their implications for child welfare interventions.
- Each emphasizes the importance of considering the complex Federal and State legal mandates related to immigration, child welfare, and civil rights, and their impact on the Hispanic/Latino families who come in contact with the U.S. child welfare system.
- Curricula are highly experiential, filled with exercises and role play. They use a wide range of training strategies, including simulations, videos, direct observation and coaching, conferences, pretraining preparation, and posttraining follow-up. They also use detailed case studies and other tools to give participants opportunities to practice new skills.
- Training is structured to support the development of beliefs and attitudes, as well as of knowledge and skills that would promote cultural competency.
- Three of the trainings target community providers as well as child welfare supervisors, staff, and representatives from sister agencies (the court system, juvenile justice, etc.), to facilitate inter- and intra-agency relationships that can lead to improved service coordination for Hispanic/Latino families and children.

### Common Challenges

- It took at least a year for each project to conduct the necessary needs assessments and literature searches and to research, develop, and pilot the curriculum and companion materials. This made it difficult to meet the training goals in the grant's remaining 2 years.
- Two grantees (Sonoma State University and the University of Texas at Arlington) acknowledged the challenge of attributing changes in staff knowledge and skills to their project without including a comparison group in their evaluation design. This was addressed as follows:
  - The University of Texas incorporated an internal referencing strategy to strengthen the inferences of the one-group design. This strategy helps estimate the size significance of pre-post changes when a comparison group is not available. They also created a nonequivalent comparison group design to assess the experience of the University students who received this training. This was accomplished by including the training in three sections



of the Advanced Micro Practice course in the first semester and two sections the second semester and withholding the content from the other sections.

- o Sonoma State acknowledged the challenge of attributing changes in project participants to the activities of the C4 project and noted that this was not a research project but was, instead, "a program for child welfare professionals with an evaluation component." They also stated their belief that "the evaluation offers a unique opportunity to learn from the development and implementation of the project, as well as to gain an initial understanding of the impact of such a model for promoting culturally competent child welfare practice."

### Successful Strategies

- **Collaboration.** Three of the projects were collaborative efforts among schools of social work, State child welfare agencies, State staff training and development divisions, and, in one case, both the Mexican Consulate and a local consortium of private child welfare agencies serving Latino families.
- **Advisory panels.** Each project began by convening an advisory panel of national experts in the field of cultural competency, particularly as it relates to Hispanic/Latino populations. These panels provided assistance by reviewing curriculum content throughout its development and making recommendations based on their knowledge and experience in working with Latino populations. In some cases, they also provided resource materials for the curriculum.
- **Needs assessment and pilot testing.** Each project spent at least the first year conducting a needs assessment (ranging from focus groups with staff and clients to a formal agency/community organizational assessment), conducting a literature review, developing and field-testing the curriculum and companion resource and instructional materials, and making necessary revisions before taking their projects to scale.
- **Outreach.** It is always a challenge to get child welfare social workers and supervisors, with the demands of large caseloads, to take time to participate in training. Grantees addressed this challenge by developing strong outreach components. Fliers and emails advertising the training were circulated widely and frequently. The ease of online registration and availability of Continuing Education Units and Marriage and Family Therapist credits were used as incentives to participate. The quality of the training was such that, once the early sessions had occurred, word of mouth began to generate additional interest.

### Common Lessons Learned

- It takes at least a year to do the necessary literature review, needs assessment, development of curriculum and companion materials, pilot testing, analysis, and revision in order to be ready to roll out the full-scale training.
- Knowledge, skills, and attitudes must all be addressed to enhance participants' cultural competency. The curriculum needs to be content rich, but it also needs to reach participants on an emotional level to have maximum impact on their work with Hispanic/Latino families and children.

- Having community partners participate in the training alongside public agency child welfare staff deeply enriches the experience and can lead to more effective systemwide practice with Hispanic/Latino families. It can also lead to greater sharing of services and resources and enhanced awareness of the value of partnering on behalf of families and children.

## **GRANTEE RECOMMENDATIONS**

- For Program Funders
- For Administrators

### **For Program Funders**

- Funders should consider providing continuing support for successful programs such as these. The need for this training is great throughout the country. Some grantees received many more requests than they could fit into their training schedules.
- A fully collaborative process is critical to developing a training that is responsive to the needs of the community and reflects best practice. Building relationships with national and local experts; reviewing the literature; bringing appropriate stakeholders together to discuss the framework, pedagogy, and content; and developing an iterative review process takes a great deal of time. Funders need to be aware of this and allow time for these very important processes to occur.
- Three years was not enough time to develop a comprehensive framework for training on cultural competency, develop the curriculum, pilot the training, analyze evaluations and other feedback, revise the curriculum as appropriate, and implement it statewide.
- It is important for funders to work with grantees to develop a realistic evaluation plan based on the logic model. For example, the logic model may identify long-term outcomes that may not be achieved for years after the grant funding has ended and cannot be measured as part of the study. The evaluation plan needs to be very specific about which outcomes will be measured, how, and when.
- Both the logic model and the evaluation plan should be revisited and revised at least annually by the project team, and funders should be receptive to proposed revisions with the funder's support.

### **For Administrators**

- Developing and implementing cultural competency training requires a collaborative process informed by national content experts who are recognized and respected in the field of cultural competency and who are familiar with the most current literature in the field.
- Consider expanding the range of partners invited to the planning process and the training. Involve other systems, such as education and the courts, when possible.
- The legal system must be brought into the development and implementation of projects like these. The court often becomes a barrier to family-centered practice in child welfare by mandating certain tasks to be incorporated in service plans, thus limiting the opportunity for family involvement in service planning. Increasing family-

centered practice within child welfare agencies cannot be accomplished without the courts' involvement and cooperation.

- Carefully consider the political and work environments of the child welfare agency with which you are working, and adapt training content as necessary. For example, understanding and respecting the workload demands and anxiety level of the workforce can be critical to easing their concerns and facilitating positive outcomes.
- When attempting to engage an entire system, you need to devote significant time to planning and coordination with State and regional administration to ensure agency-wide buy-in and support for the project.
  - More studies comparing simulation to more traditional training techniques are needed to determine whether the learning outcomes are worth the investment. While simulation gives participants the opportunity to experience what it is like to be Hispanic in the communities participants serve, and while it was rated very highly by participants, it is very resource intensive,
  - relying heavily on numerous boxes of props, large training spaces, and significant blocks of time to set up and break down the staging. Simulations frequently need to be customized to reflect the characteristics of a specific community, in order to create an authentic experience for participants.
  - Child welfare administrators must remain in close communication with caseworkers and be aware of the level of service delivery occurring within the agency. There appears to be a disconnect between what the administration believes is happening and the actual state of practice.

## PRODUCTS

The following products have been developed by the grantees under this priority area and are available to the public.

- Curricula
- Resource Guides
- Tools
- Videos
- Peer-Reviewed Publications

### Curricula

- *C4 Facilitator's Guide and Participant's Manual* (Sonoma)
- *Effective Child Welfare Practice With Latino Children and Families* (Loyola)
- *The Effective Practices Training series* (Kansas)
- *Effective Child Welfare Practice With Hispanic Children and Families* (Texas)

### Resource Guides

- *The Effective Practice With Hispanic Families Resource Guide*—A compilation of the resources available nationally for serving Hispanic families and children, including resources which are web-based, free, or very low in cost. Includes links to information on Hispanic/Latino demographics and culture, domestic violence

- and substance abuse, health and mental health, immigration and other legal issues, language, marriage and parenting, service delivery and best practice, and stereotyping and bias. (Kansas)
- *Additional Resources*—A compilation of organizations and websites where information on immigration and child welfare can be found (Loyola)

## Tools

- *Key Informant Interview Questions* (Sonoma)
- *Training Satisfaction Questionnaire* (Sonoma)
- *Training Assessment Pre-Test and Post-Test* (Sonoma)
- *Cultural Competency Self-Assessment* (pre and post) (Sonoma)
- *Supervisor's Survey Pre-Test and Post-Test* (Sonoma)
- *Latino Child Welfare Training Initiative Evaluation Form* (Loyola)
- *Latino Child Welfare Training Initiative Knowledge Assessment Form* (Loyola)
- *Organizational Assessment for Cultural Competencies*—Provides an effective structure for administrators and service providers to systematically plan for and incorporate cultural competence within an organization (Kansas)
- *Effective Child Welfare Practices With Latino Families Annotated Bibliography*—A summary of the practice literature on cultural competency training (Kansas)
- *Framework for Cultural Assessment* (Texas)
- *Reaction Instrument*—For evaluation of training (Texas)
- *Knowledge Instrument*—For evaluation of training (Texas)
- *ASK Instrument for Cultural Assessment, Working With People of Diverse Cultures in Child Protective Services: Attitude (A), Skill (S), and Knowledge, (K)* (Texas)
- *Competencies That Support Culturally Responsive Child Welfare Practices With Hispanic Families* (Kansas)
- *Self-Reflection—Exploring Culturally Responsive Practice With Latino Families* (Kansas)

## Videos

- *Mexican Consulate Video* (2006)—An educational video produced in Spanish with the Mexican Consulate General of Chicago to educate recent Mexican immigrants about the child welfare system, their legal rights, and services offered by their consulates (Loyola)
- *Culturally Responsive Child Welfare Practice With Latino Families* (2006)—Full-length training video for use with the professional training curriculum of the same name (Loyola)
- *Spanish language documentary* (subtitled in English)—Shot and produced in Veracruz, Mexico, and Chicago, IL; includes interviews with individuals who are contemplating migration and those who are in the process of migrating north, and examines the impact of migration on the sending families and communities in Mexico (Loyola)
- *From the Field—Immigration and Child Welfare* (Kansas)
- *Domestic Violence Dynamics in Immigrant Communities* (Kansas)
- *Legal Options for Immigrant and Foreign-Born Victims* (Kansas)

## Peer-Reviewed Publications

- Barrios, L., Suleiman, L., & Vidal de Haymes, M. (2004). Latino population characteristics and child welfare services: Reflections on policy, practice, and research from the Latino Consortium Roundtable Discussion. *Illinois Child Welfare* 1(1): 106-114.
- Dettlaff, A. J. (2008). Immigrant Latino children and families in child welfare: A framework for conducting a cultural assessment. *Journal of Public Child Welfare* 2: 451-470.
- Dettlaff, A. J., & Rycraft, J. R. (2006). The impact of migration and acculturation on Latino children and families: Implications for child welfare practice. *Protecting Children* 21(2): 6-21.
- Dettlaff, A. J., & Rycraft, J. R. (In Press). Adapting systems of care for child welfare practice with immigrant Latino children and families. *Evaluation and Program Planning*.
- Dettlaff, A. J., Vidal de Haymes, M., Velazquez, S., Mindell, R., & Bruce, L. (In Press). Emerging issues in the intersection of immigration and child welfare: Results from a transnational research and policy forum. *Child Welfare*.
- Finno, M., Vidal de Haymes, M., & Mindell, R. (2006). Risk of affective disorders in the migration and acculturation experience of Mexican migrants. *Protecting Children* 21(2): 22-35.
- Velazques, S., Vidal de Haymes, M., & Mindell, R. (2006). Migration: A critical issue for child welfare. *Protecting Children* 21(2): 2-4. Project staff and graduate students co-edited this special issue.
- Vidal de Haymes, M. (2005). Addressing the child welfare needs of immigrant and mixed-status families: Bridging community and national borders through policy and practice innovation. *Protecting Children* 20(1): 16-27. This special issue was devoted to exploring *The Influence of Culture and Cultural Competence on Child and Family Well-being* in an effort to stimulate a national dialogue on this topic.
- Vidal de Haymes, M. (In Press). Tendiendo un Puente Entre Organizaciones, Comunidades, y Fronteras Nacionales para atender a las Necesidades de Preteccion de la Menores de Familias Inmigrantes en el Estado estadounidense de Illinois. *Trabajo Social*, Revista Trimestral de la Escuela Nacional de Trabajo Social. La Universidad Autonoma De Mexico.
- *Migration: A Critical Issue for Child Welfare*, published in *Children's Voice*, the journal of the Child Welfare League of America, Volume 16, No. 4, July/August 2007, an issue devoted to *Child Welfare and the Challenge of New Americans* that addressed numerous immigration and child welfare issues.
- The Association of International Educators highlighted the Loyola Migration Studies Specialization in Social Work and the corresponding international fieldwork exchange program in its March/April 2008 issue of *International Educator* in a feature article, "Making a World of Difference." This article can be retrieved at: [http://www.nafsa.org/\\_/File/\\_/marapr\\_08\\_feature.pdf](http://www.nafsa.org/_/File/_/marapr_08_feature.pdf)