

USCRI

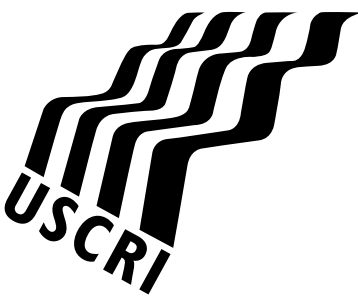
# Bridging the Gap:

Increasing Collaboration between  
Resettlement Providers, Child Welfare &  
Schools to Meet the Needs of Newcomer  
Youth

Refugee Youth Resource Center

April 2026

# INTRODUCTIONS



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Trainer and Resource Specialist, USCRI Refugee Youth Resource Center

# WHO ARE WE?



- Refugee Services
- Policy and Advocacy
- Humanitarian Legal Services
- Anti-Trafficking Services
- International Programs
- Children's Services

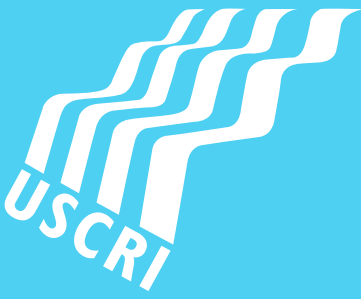
*\*Note: USCRI is a Non-Governmental Organization (NGO)*

# REFUGEE YOUTH RESOURCE CENTER



- Building provider capacity to foster refugee youth resilience and child safety
  
- Services include:
  - Monthly webinars
  - Targeted trainings
  - Case consultation helpline
  - Resource website for clients and providers
  - Community resource directory
  
- Visit us at [refugee-youth.org](https://refugee-youth.org)

# WHO ARE NEWCOMER YOUTH?






- “Newcomer” is an umbrella term, not a legal status
- Displaced youth between the ages of 0-24 who has recently arrived in the U.S. and are eligible to receive ORR services
- Navigating various cultural, linguistic, and educational transitions, as well as unfamiliar systems in the U.S.



# LEARNING OBJECTIVES

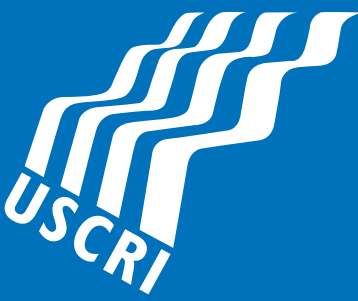
By the end of the webinar, you will be able to...

-  Describe the roles of child welfare, schools, and resettlement providers in supporting refugee and newcomer families, and how collaboration across these systems support positive outcomes for newcomer children and youth.
-  Assess gaps and identify opportunities in your own community to build and strengthen partnerships that support refugee and newcomer youth.
-  Apply practical strategies for effective collaboration across refugee-serving providers to enhance support for newcomer children and youth through scenario examples.



# Why Partnerships Matter

# GROUNDSETTING

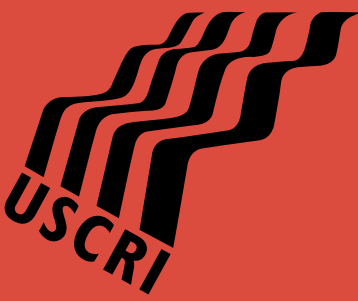


**Immigrant kids have complex needs that cut across different service systems — health, education, legal, social services — that don't always play well together. Kids fall through the cracks of these systems, and there have been historical challenges in coordinating care. We know that cross-sector collaboration is critical...**



**Ryan Matlow, Ph.D.**, a child clinical psychologist who serves as Director of Community Programs for Stanford's Early Life Stress and Resilience Program

# THE IMPORTANCE OF PARTNERSHIPS



- Prevent gaps and duplication of services
- Integrated, holistic support and care coordination
- Increased communication and leverage of unique skills and expertise
- Increased cultural understanding
- Improved outcomes for newcomer youth

# HOW PARTNERSHIPS CAN IMPROVE OUTCOMES FOR NEWCOMER YOUTH

## Coordinated partnerships can help to:

- Keep youth **safe** through enhanced prevention services
- Increase a sense of **support and stability** for newcomer youth and families
- Increase youth and families' **awareness of important systems, services, resources, and rights**
- Ensure support for newcomers comes with **cultural and linguistic sensitivity and expertise**
- Increase access to **quality education** for newcomer youth
- Strengthen **social networks and supports**
- **Decrease fear** of institutions
- Improve **referral pathways and warm handoffs** between providers

# INTERACTIVE DISCUSSION

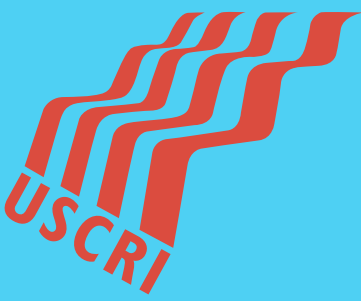


**Please answer the following questions using the chat feature.**

- What are some of the most pressing gaps in services for newcomer youth?
- What are some of the biggest challenges you and/or your organization have faced in partnering with other organizations to address these gaps?



# BARRIERS TO PARTNERSHIPS



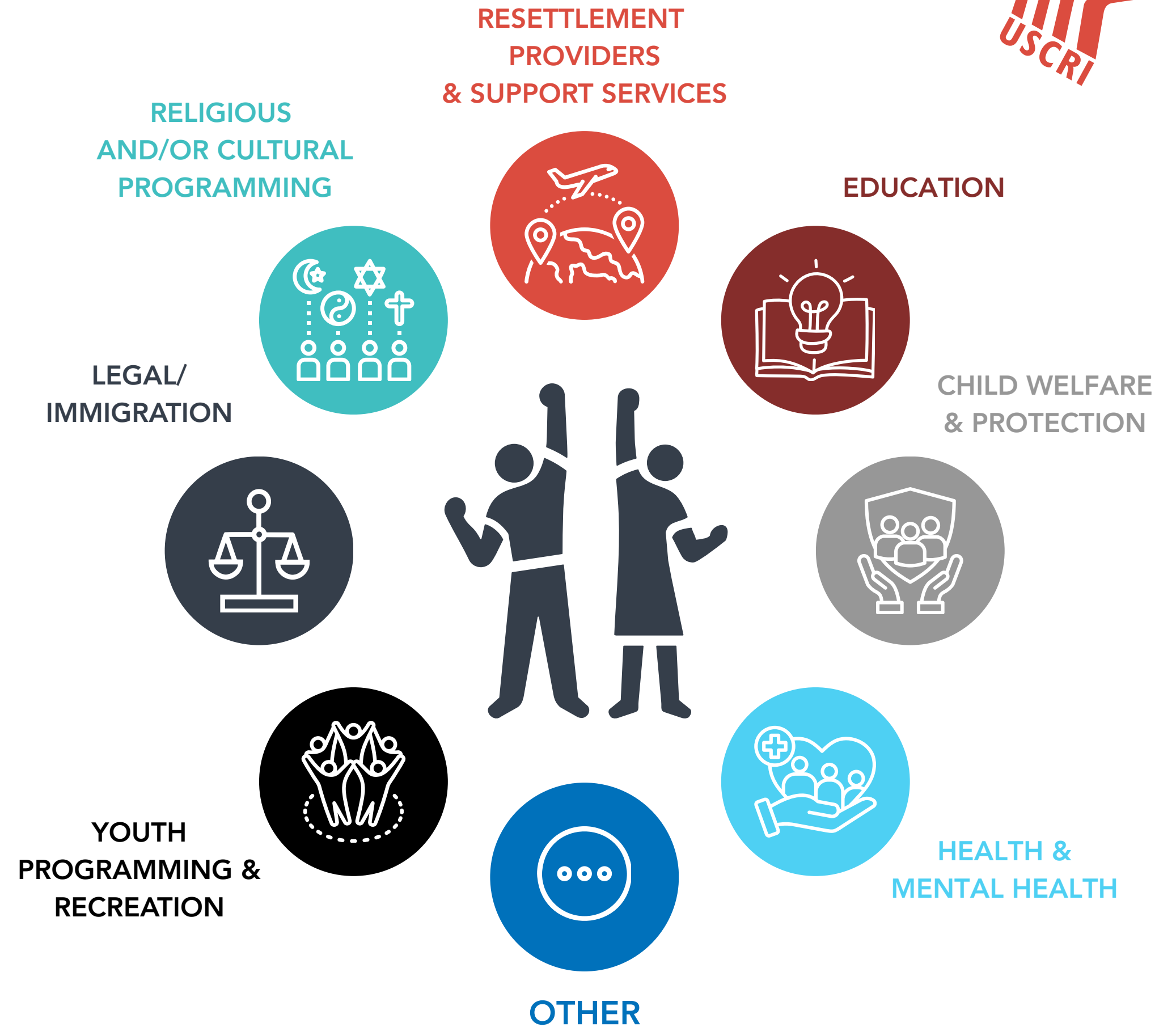
- Limited staff capacity or high staff turnover
- Insufficient or unstable funding
- Program or grant restrictions
- Lack of awareness of what other organizations do
- Preconceived biases
- Historical or unresolved conflict





# Key Systems that Support Newcomer Youth

# SYSTEMS OF CARE FOR REFUGEE AND NEWCOMER YOUTH



# TODAY'S FOCUS

Refugee  
Resettlement  
Providers



Schools &  
School  
Districts



Child  
Welfare  
Agencies



# RESETTLEMENT PROVIDERS

## Overview

Resettlement providers are local organizations throughout the U.S. that help to rebuild the lives of newcomers in their new communities through essential services and case management.

## Goals

Resettlement providers support newcomers' self-sufficiency and long-term integration into their new communities.



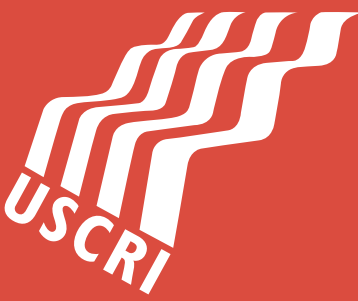
# RESETTLEMENT PROVIDERS

## Services

- Housing/ housing referrals
- Referral to initial health screening
- Benefits enrollment support
- Initial school enrollment support
- Cultural orientation
- Self-sufficiency & employment services
- Intensive case management
- Youth mentoring
- English language learning classes
- Parenting classes



# RESETTLEMENT PROVIDERS



## Strengths RPs Bring to Supporting Newcomer Youth and Families:

- Trusting relationships with families
- Cultural and linguistic expertise
- Knowledge of common stressors and mental health concerns impacting newcomer families
- Resources and practices to support cultural and community orientation
- Knowledge of the resettlement process
- Connection to housing, employment, education, and community supports
- Ability to explain systems to families in plain language

# SCHOOLS & SCHOOL DISTRICTS

## Overview

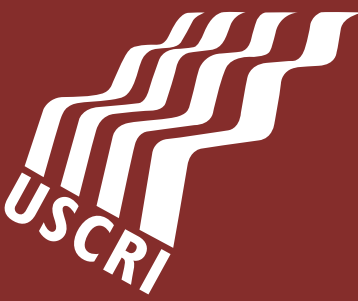
Schools and school districts provide newcomer children and youth with access to education, including pre-k, primary, secondary, and post-secondary education.

## Goals

Schools promote student achievement, enable youth to reach their potential, and prepare them to be life-long learners beyond the classroom.



# SCHOOLS & SCHOOL DISTRICTS

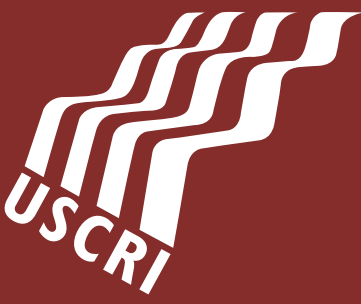


## Services

- Head Start program
- Formal education
- English language learning
- Academic support and tutoring
- Free and reduced meals
- Clubs and extracurricular activities
- Social events
- Trade schools and internships
- Adult education



# SCHOOLS & SCHOOL DISTRICTS



## Strengths Schools Bring to Supporting Newcomer Youth and Families:

- Support belonging and peer integration
- Cultivation of critical thinking
- Support social-emotional skill development
- Support students' academic and developmental progress
- Language acquisition / multilingual learning support
- Trusting relationships with families

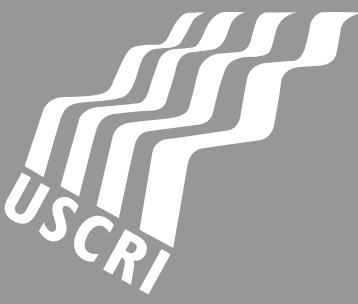
# CHILD WELFARE AGENCIES

## Overview

Child welfare is a public system in the U.S. designed to keep children safe, strengthen families, and support child well-being. It is a continuum of services administered at the state level, meaning policies, programs, and practices can vary significantly by state.



# CHILD WELFARE AGENCIES

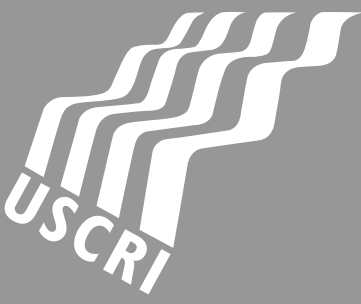


## Goals

The primary goals of child welfare are:

1. **Safety**: Protecting children from abuse and neglect, and ensuring they are in a safe, stable environment
2. **Permanency**: Helping children to achieve a stable, long-term family situation through reunification, adoption, or guardianship/kinship
3. **Well-being**: Providing services and support to strengthen families, help children thrive physically and emotionally, protect children from harm, and support families to care for their children safely

# CHILD WELFARE AGENCIES

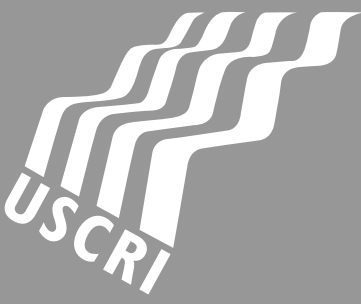


## Services

- Prevention services
- Parental education and support
- Child Protective Services
- Adoption and guardianship assistance
- Foster care
- Family reunification
- Independent living services
- After care services



# CHILD WELFARE AGENCIES



## Strengths Child Welfare Brings to Supporting Newcomer Youth and Families:

- Legal authority and responsibility for child safety
- Access to prevention, in-home, and family support services
- Case management and service coordination
- Familiarity with the court system

# SCENARIO 1: PART 1



# SCENARIO 1: PART 1

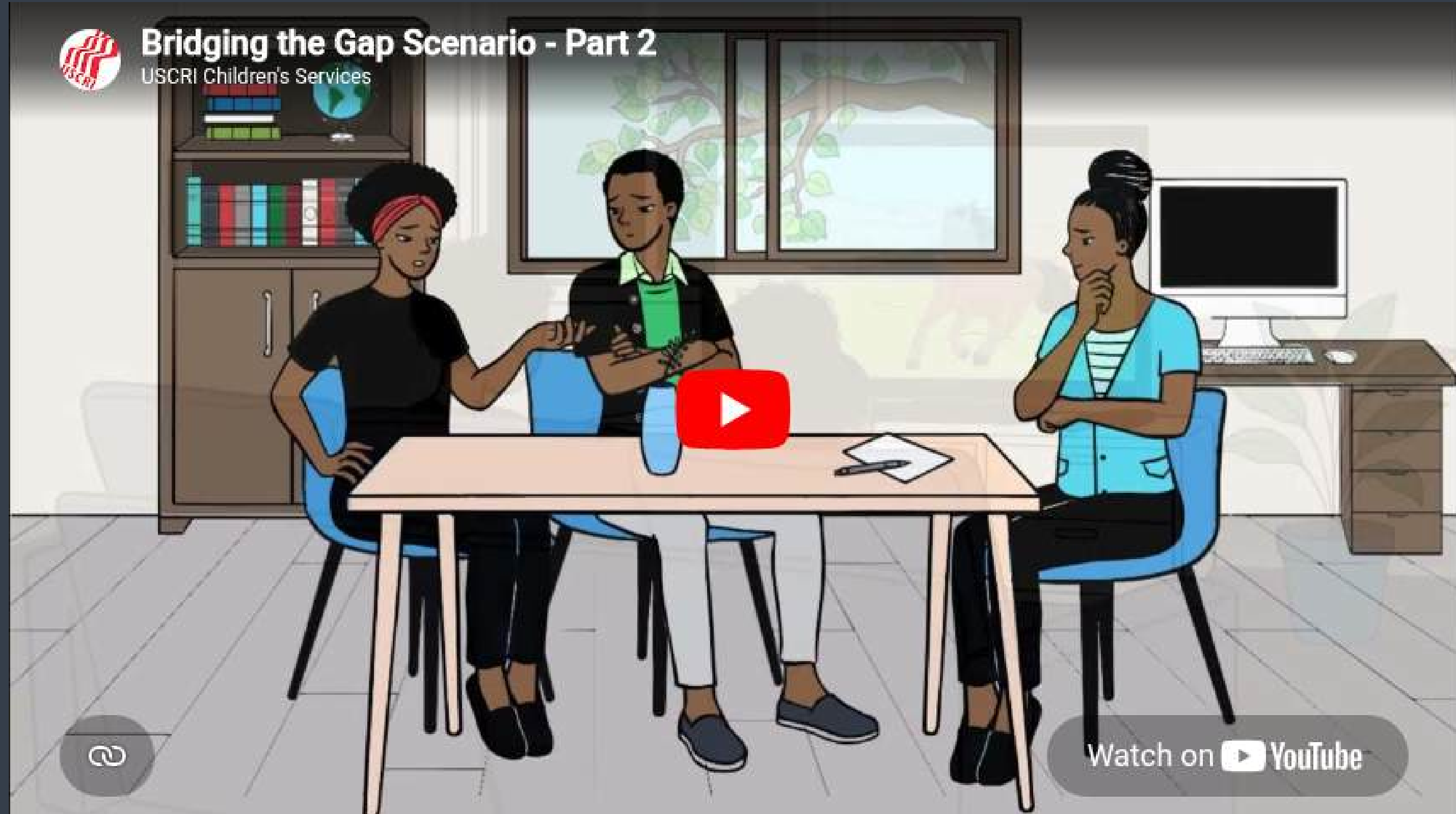
A school principal followed their district's mandatory reporting procedures and placed a call to CPS following concerns about two siblings (ages 6 and 9) repeatedly not being picked up from school and missing school all together. When the school contacted the parents, originally from the Democratic Republic of the Congo, they were not reachable. The principal talked with the children and they shared their parents told them to walk home by themselves if no one picks them up. They also shared information about being left unsupervised in the home for long periods of time.

CPS contacted the family to schedule a home visit and in turn, the family reached out to the resettlement provider for help understanding what this means, what the next steps are, and what to expect during the CPS worker's visit. The family is concerned about how the involvement of CPS might impact their refugee status and are afraid their children might be removed.

**In the chat, please answer the following questions:**

- **What are the key concerns in this scenario?**
- **Choose one of the key stakeholders involved (child welfare, school, or resettlement provider). What is that stakeholder's role in supporting the family?**

# SCENARIO 1: PART 2



Source: <https://www.youtube.com/watch?v=0wdY6VQ5TOM>



# SCENARIO 1: PART 2

In meeting with the family to explain the situation and help them understand expectations related to CPS involvement, school attendance, and in-home supervision, the resettlement provider learned that the parents face significant transportation challenges. Both parents work the same shift, which ends after the children are dismissed from school, and they have a long commute. As a result, they are unable to pick their children up on time and don't arrive home until the evening. When the children aren't in school, the parents don't have childcare options and the children remain at home on their own. The parents share that they can't miss work or they won't be able to afford rent and groceries. They are unsure what alternative options may be available to them.

**In the chat, please answer the following questions:**

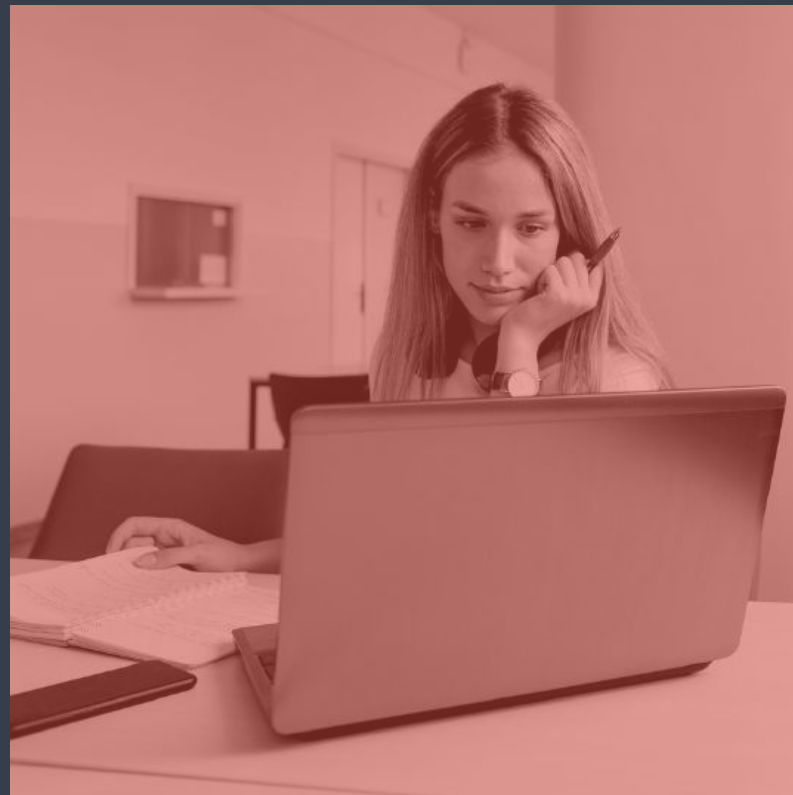
- **Based on the challenges this family is experiencing, what actions could be taken by the school, resettlement provider, and/or child welfare to provide support?**



# Defining Levels of Partnership

# LEVELS OF PARTNERSHIP

**Siloing**



**Networking**



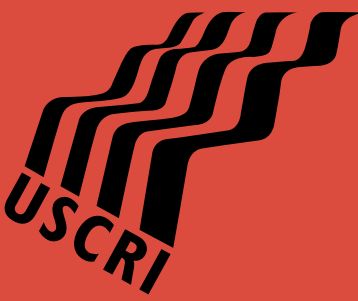
**Coordinating**



**Collaborating**

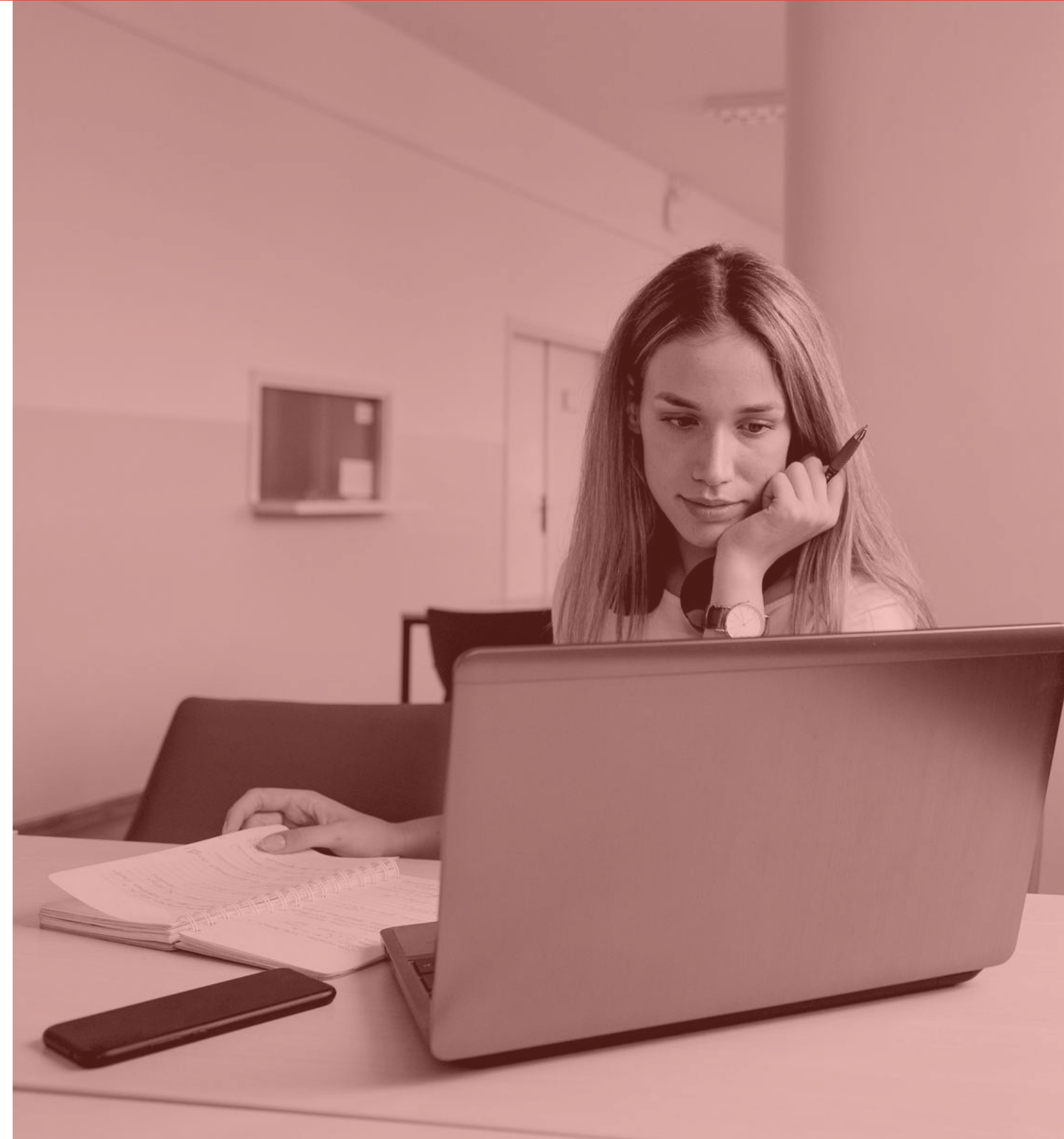


# SILOING



## Key Factors

- Knowledge of other organizations, but no intentional effort to connect
- Internal communication and decision-making only
- Lack of information-sharing and resource-sharing
- More frequent duplication of programs and services
- Decreased support for newcomer youth and families



# SILOING

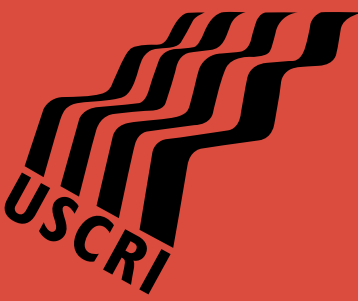
## What It Looks Like

- Stakeholders choose not to share information or resources

**A local school holds an information session for newcomer families on U.S. parenting expectations and preventing child abuse and neglect, but does not consult with child welfare or their local resettlement provider on cultural considerations.**



# SILOING



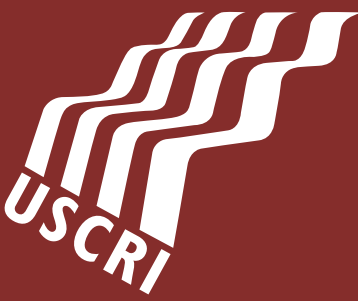
## What It Looks Like

- Stakeholders choose not to share information or resources
- Stakeholders develop and run programs, services, and activities on their own

**A resettlement provider develops a youth mentorship program for newcomers without soliciting input or feedback from their local school district, which also operates a youth mentorship program.**



# NETWORKING

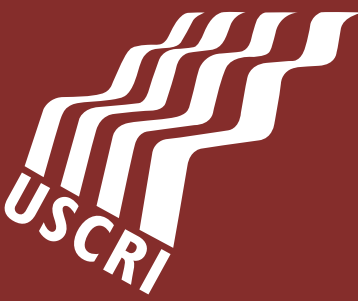


## Key Factors

- Knowledge of one other's organizations and intentional effort to connect
- Loosely defined roles and relationships
- Informal communication and resource-sharing
- Minimal shared decision-making



# NETWORKING



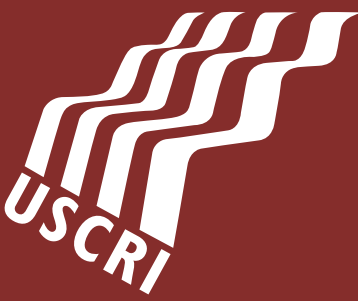
## What It Looks Like

- Stakeholders attend events, conferences, or activities organized by other organizations to learn and share about their programs

**A resettlement provider tables and shares information about their programs and services at a community-wide education conference.**



# NETWORKING



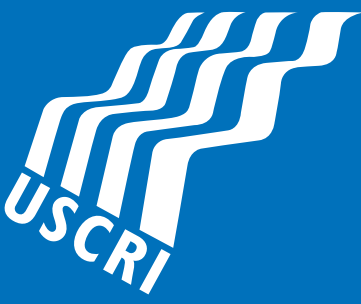
## What It Looks Like

- Stakeholders attend events, conferences, or activities organized by other organizations to learn and share about their programs
- Stakeholders discuss existing programs, services, and activities with one another

**Child welfare representatives attend a quarterly consultation meeting—run by a resettlement provider—and share trends, explain their services, and learn about other refugee serving organizations in their community.**



# COORDINATING

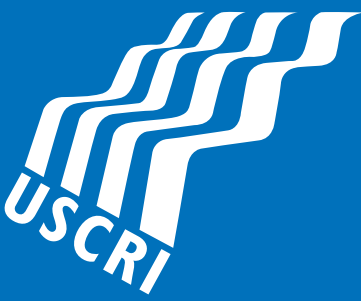


## Key Factors

- Partners retain autonomy while coordinating and supporting one another's work
- Somewhat defined roles
- More frequent communication
- Some shared decision-making around joint work
- Resource sharing



# COORDINATING



## What It Looks Like

- Partners publicize one another's programs and services

**A school features their local resettlement provider's activities in their monthly e-newsletter.**



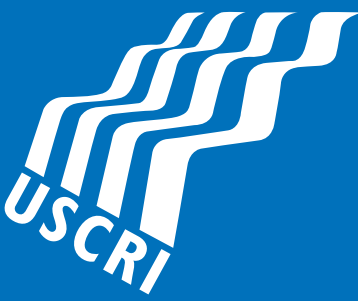
# COORDINATING

## What It Looks Like

- Partners publicize one another's programs and services
- Partners attend one another's meetings and/or events



# COORDINATING



## What It Looks Like

- Partners publicize one another's programs and services
- Partners attend one another's meetings and/or events
- Partners have established referral mechanisms between organizations

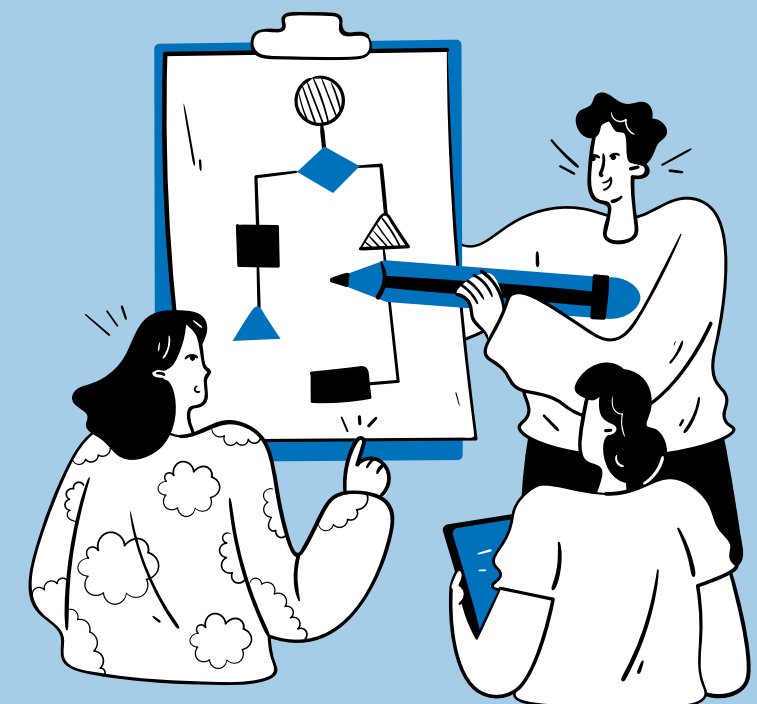
**A refugee resettlement provider regularly refers interested youth to an after-school leadership development program operated by the local public school district.**



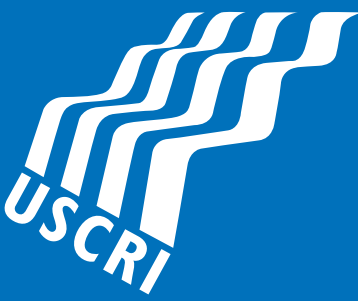
# COORDINATING

## What It Looks Like

- Partners publicize one another's programs and services
- Partners attend one another's meetings and/or events
- Partners have established referral mechanisms between organizations
- Partners serve together on committees, working groups, or advisory boards



# COORDINATING



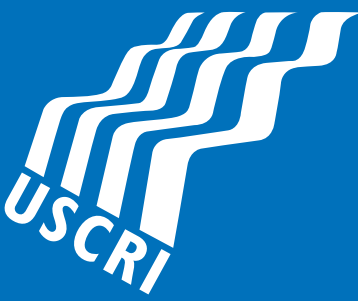
## What It Looks Like

- Partners publicize one another's programs and services
- Partners attend one another's meetings and/or events
- Partners have established referral mechanisms between organizations
- Partners serve together on committees, working groups, or advisory boards
- Partners implement program initiatives together

**A local child welfare agency and resettlement provider initiate a parenting class together for newcomer families, held at the resettlement provider monthly.**



# COORDINATING

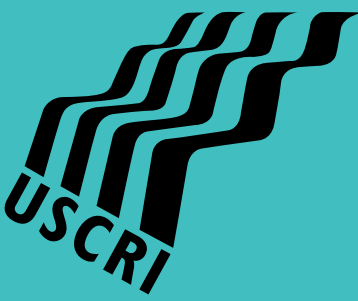


## What It Looks Like

- Partners publicize one another's programs and services
- Partners attend one another's meetings and/or events
- Partners have established referral mechanisms between organizations
- Partners serve together on committees, working groups, or advisory boards
- Partners implement program initiatives together
- Partners have a shared understanding of each other's work and exchange resources to benefit one another's work

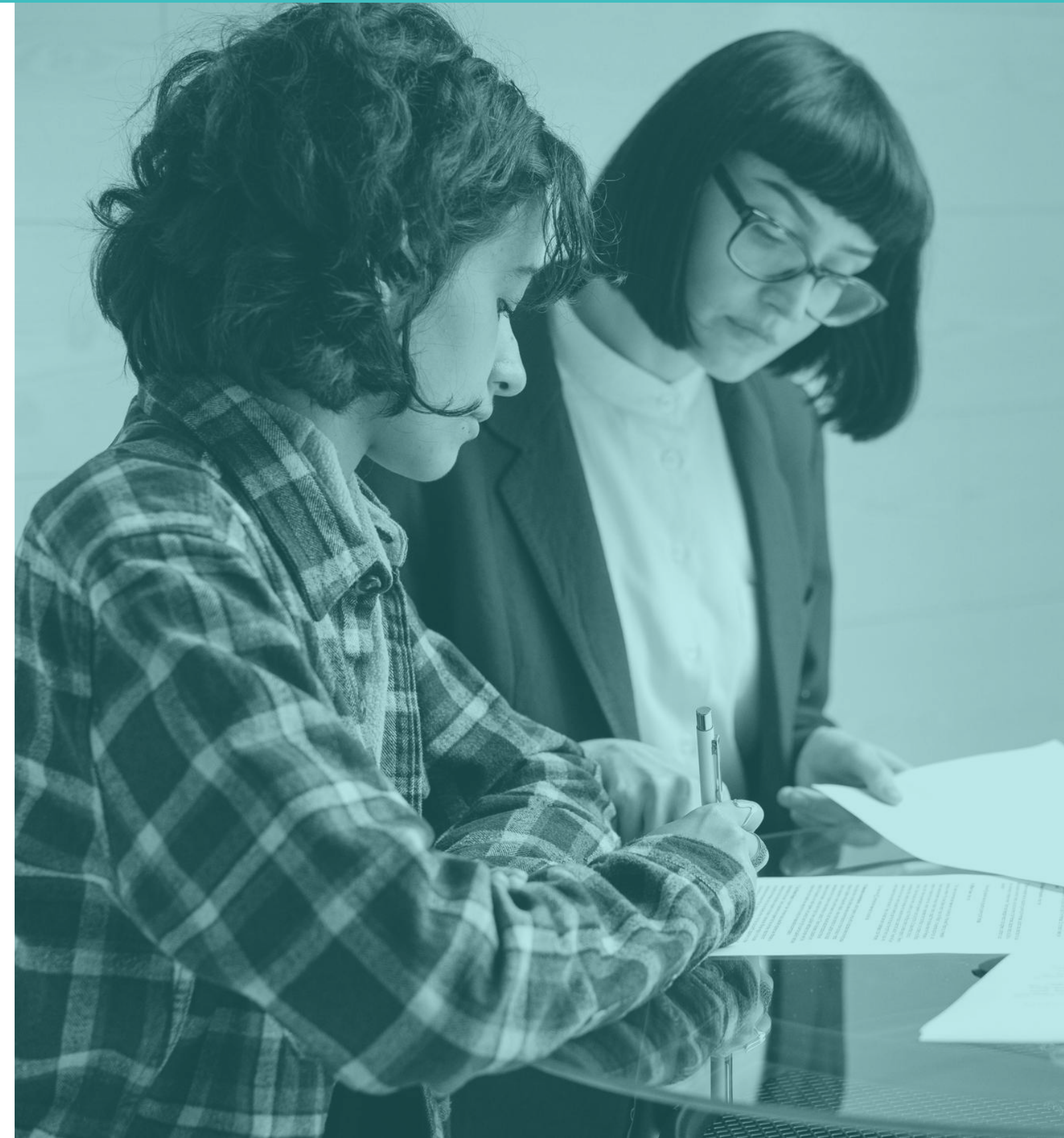


# COLLABORATING

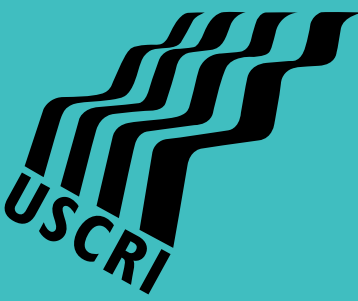


## Key Factors

- Formalized roles which are written in an agreement
- Frequent communication
- Equally shared ideas and decision-making
- Pooled resources
- Higher likelihood of improved outcomes for newcomer youth



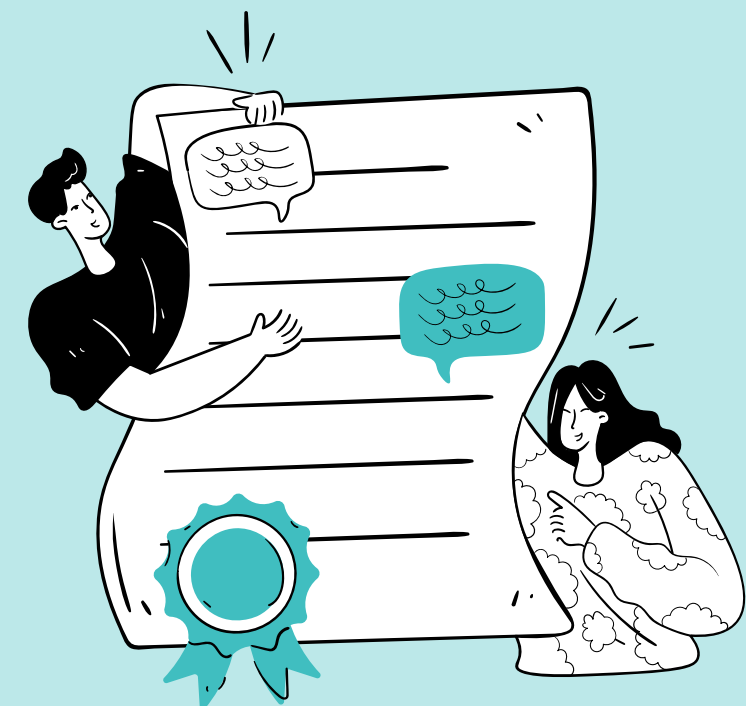
# COLLABORATING



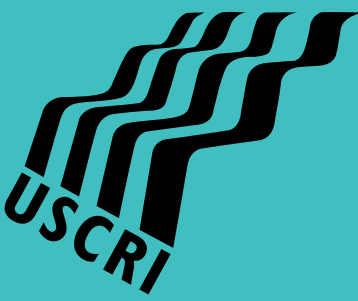
## What It Looks Like

- Partners sign a memorandum of understanding (MOU) with one another

**A public elementary school and a local resettlement provider sign an MOU for resettlement provider staff to lead a newcomer youth gardening program at the school.**



# COLLABORATING

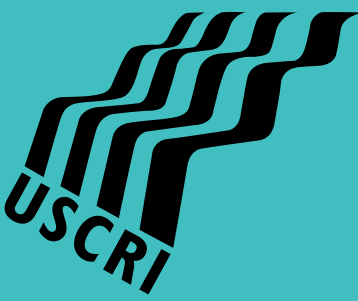


## What It Looks Like

- Partners sign a memorandum of understanding (MOU) with one another
- Partners develop common data collection systems



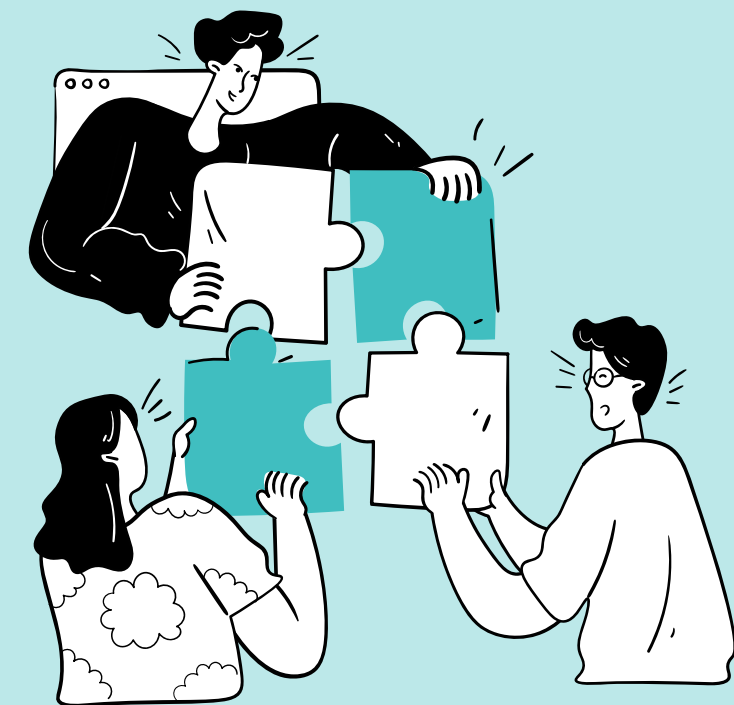
# COLLABORATING



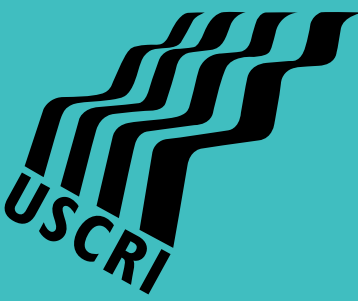
## What It Looks Like

- Partners sign a memorandum of understanding (MOU) with one another
- Partners develop common data collection systems
- Partners participate in joint programming and fundraising efforts

**A school district and local resettlement provider submit a state grant request together for funds that will allow them to administer a joint Refugee School Impact program.**



# COLLABORATING

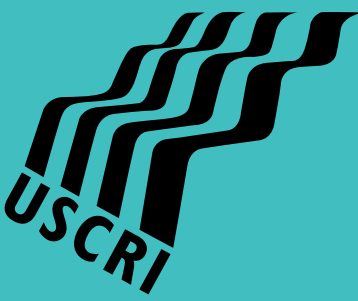


## What It Looks Like

- Partners sign a memorandum of understanding (MOU) with one another
- Partners develop common data collection systems
- Partners participate in joint programming and fundraising efforts
- Partners pool fiscal and human resources



# COLLABORATING



## What It Looks Like

- Partners sign a memorandum of understanding (MOU) with one another
- Partners develop common data collection systems
- Partners participate in joint programming and fundraising efforts
- Partners pool fiscal and human resources
- Partners develop training and capacity building mechanisms to mutually benefit one another's programs and work

**A school district, local child welfare agency, and resettlement provider work together to update mandated reporter training so families facing economic hardship are referred to community resource centers rather than the child welfare system.**



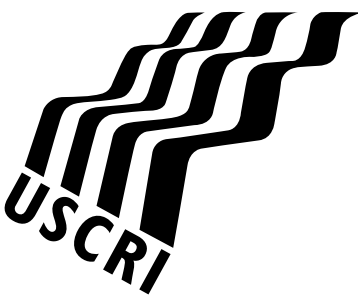
# INTERACTIVE DISCUSSION

**With each of the following examples, take a moment to decide whether it represents siloing, networking, coordinating, or collaborating.**

- Local resettlement providers invite school administrators and child welfare staff to attend quarterly community meetings.
- A local school district works with a resettlement provider to decide how to best manage newcomer student enrollment and increase parent engagement.
- A resettlement provider, school district, and child welfare all work separately without connecting or communicating with one another.
- A child welfare agency, resettlement provider, & public school district, sign an MOU outlining collaboration on a program to educate newcomer parents.



# Practical Strategies for Building and Strengthening Partnerships



# PRACTICAL STRATEGIES FOR DIRECT CARE STAFF

- Clearly explain your role and the limitations of your role
- Provide clear information about your agency's services and capacity
- Use simplified language to reduce division or a sense of exclusion across sectors when communicating
- Establish “warm handoffs” rather than referrals
- Include partners’ events, programs, and resources in your newsletters and email updates
- Invite key stakeholders to regularly participate in meetings and quarterly consultations
- Establish communities of practice (CoPs) to support information and resource sharing

# PRACTICAL STRATEGIES FOR LEADERSHIP STAFF

A black and white photograph of four business professionals in a meeting. A man in a suit is seated at a table on the left, holding a coffee cup. A man in a white sweater stands in the center, also holding a coffee cup and gesturing with his hand. A woman in a plaid shirt is seated in the foreground, looking towards the man in the sweater. Another woman in a blazer stands behind her, looking on. The background is a simple office setting with a whiteboard.

- Think of other stakeholders not as “competitors” but as “potential partners”
- Engage in networking and attend open events sponsored by key stakeholders
- Complete a community resource map and assess areas of potential partnership
- Brainstorm potential partnership ideas with leaders of key stakeholder agencies
- Develop a well-defined purpose, shared mission, and strategic plan
- Reimagine existing partnerships and be open to them morphing or shifting

# PRACTICAL STRATEGIES FOR LEADERSHIP STAFF

A black and white photograph of four business professionals in a meeting. A man in a suit sits at a table on the left, holding a coffee cup. A man in a white sweater stands in the center, also holding a coffee cup. A woman in a blazer stands to his right, looking at him. A woman in a plaid shirt is seated in the foreground, facing away from the camera, looking towards the other three people. They appear to be in a collaborative discussion.

- Define organizational responses to conflict before it occurs
- Sign a Memorandum of Understanding (MOUs) outlining official partnership agreements
- Invite staff from key stakeholders to be on advisory councils
- Convene interdisciplinary training sessions
- Ask key stakeholders to be a guest speaker at one of your events
- Provide positive feedback and encouragement to key stakeholders on their impact and work
- Garner feedback and evaluation from key stakeholders

# SCENARIO 2

A resettlement provider and a school have already established an effective system for referring newcomer youth for school enrollment. The school is now experiencing challenges with many of their newcomer students, describing behavioral and mental health concerns, in addition to challenges engaging with parents of their newcomer students. School administration staff would like to establish a deeper partnership with the resettlement provider, beyond school enrollment, to help them to better understand the needs of their newcomer families.

**In the chat, please answer the following questions:**

- **What actions or strategies would you recommend to strengthen this partnership beyond school enrollment?**

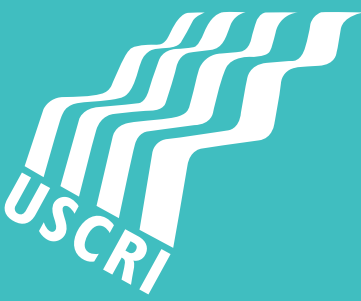
# SCENARIO 3

A local child welfare agency has received numerous referrals for refugee families due to suspected neglect. Of the cases referred, most were not found to meet the threshold for child abuse or neglect but the child welfare agency has noted the need for prevention services focusing on parenting and household management. The child welfare agency has also noted that their staff could benefit from learning about the experiences of newcomer youth and families and the role of resettlement providers.

**In the chat, please answer the following questions:**

- **What actions could these agencies take to build a shared understanding of one another's work to better support newcomer youth and families?**

# LEARNING FROM ONE ANOTHER



**In the chat:**

**Share an example of a successful collaboration or partnership in your community that helps support the well-being of newcomer children and youth?**



# COMMUNITY PARTNER ANALYSIS TOOLKIT

## Part 1

**COMMUNITY RESOURCE MAPPING**

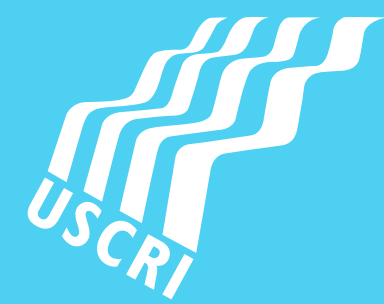


➤ Complete each circle with the names of organizations and programs in your community that support newcomer youth in the following areas:



 [refugee-youth.org](https://www.refugee-youth.org)

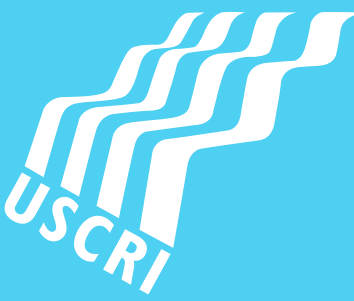
 U.S. COMMITTEE FOR REFUGEES AND IMMIGRANTS



# COMMUNITY PARTNER ANALYSIS TOOLKIT

## Part 2

### STRENGTHS, GAPS, & OPPORTUNITIES PARTNER ANALYSIS



➤ Identify the strengths, gaps, and opportunities for partnership with your local refugee resettlement providers, school or school district, and child welfare agency.

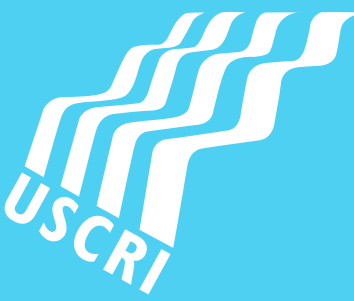
	Local Refugee Resettlement Provider	Local School/School District	Local Child Welfare Agency
<b>Strengths</b> What does the organization do well?			
<b>Gaps</b> What barriers are there to services or partnership?			
<b>Opportunities</b> Where is there a potential for enhanced partnership?			

Source:

# COMMUNITY PARTNER ANALYSIS TOOLKIT

## Part 3

### STRENGTHS, GAPS, & OPPORTUNITIES PARTNER ANALYSIS



➤ Select two organizations from the previous activity with whom you would like to strengthen your organization's partnership, and identify the strengths, gaps, and opportunities for collaboration with those organizations.

	Your Organization	Community Organization 1	Community Organization 2
<b>Strengths</b> What does the organization do well?			
<b>Gaps</b> What barriers are there to services or partnership?			
<b>Opportunities</b> Where is there a potential for enhanced partnership?			

Source:

# SCENARIO 4



The child is now five years old and, having lived with an English-speaking family,

# SCENARIO DISCUSSION

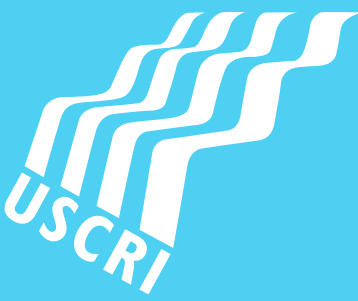


**Please answer the following questions using the chat feature.**

- What positive outcomes do we see because of partnership between the three agencies?



# CHILD WELFARE RESOURCES



## Understanding Child Welfare in the U.S. for Refugee Youth and Families

**What is child welfare?**

Child welfare is a range of services that help keep children safe and support families when there are concerns about a child's safety or care. Child welfare services include prevention services, child protective services, foster care, and adoption.

**The goals of child welfare are to:**

- Keep children safe
- Support parents and caregivers
- Help families stay together whenever it is safe
- Make sure children grow up in safe and stable homes

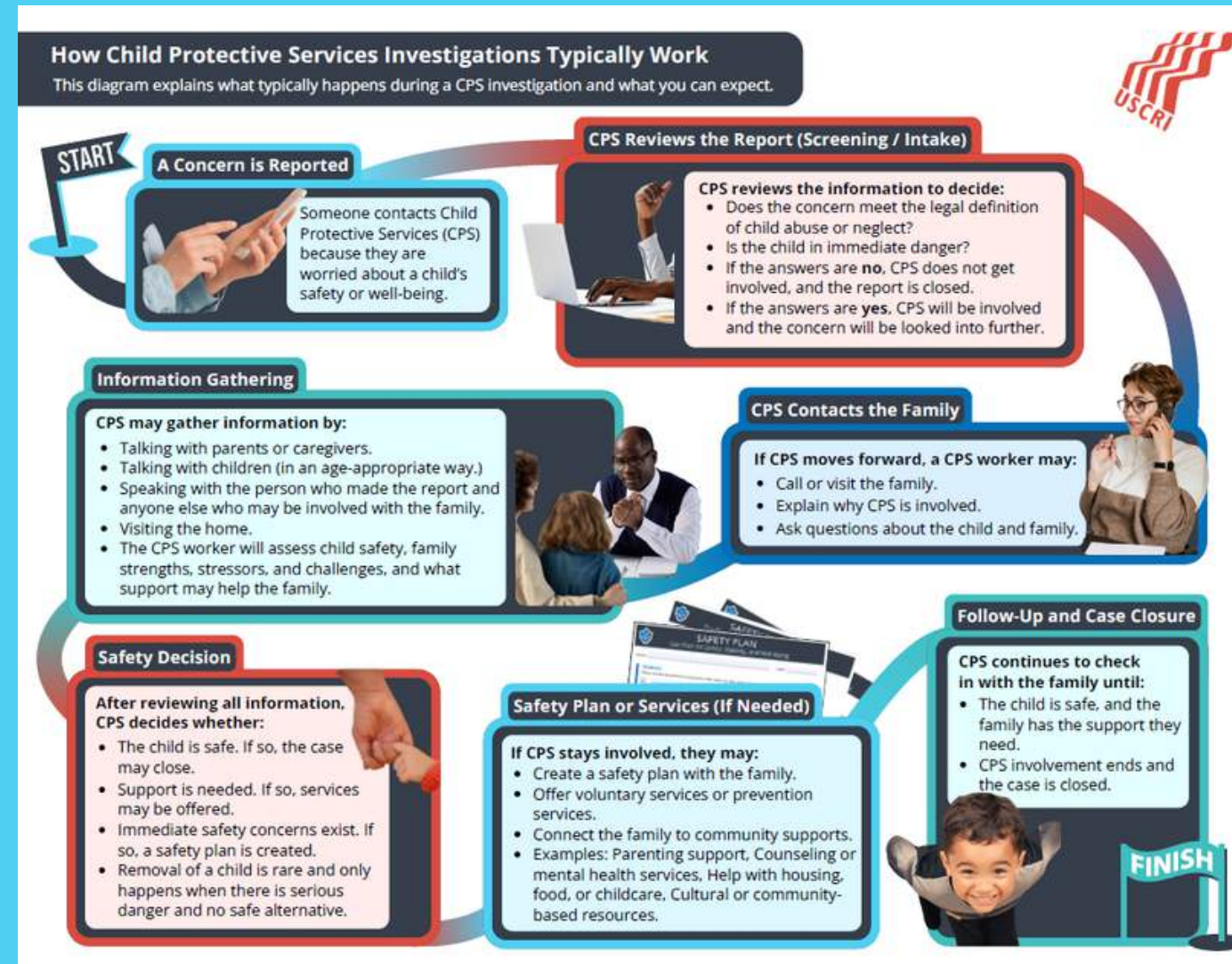
**How Child Welfare Can Support You**

Child welfare support is typically short-term and focused on helping families stabilize and remain safely together. In many cases, services can begin even before a crisis occurs, connecting families to community resources, providing case management, and coordinating with schools, doctors, and other trusted supports. Prevention programs are designed to address challenges early, strengthen families, and reduce the need for more intensive intervention.

These prevention services are usually voluntary and do not involve Child Protective Services (CPS). Child welfare is not intended to judge or punish parents, nor does it automatically result in children being removed from their homes. It is also not connected to immigration enforcement. For more information about prevention services available in your community, contact your case manager or your local child welfare agency.

pg. 1

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## Rights of Newcomer Families when Working With Child Welfare

**Rights of Parents & Caregivers**

Families have rights if child welfare becomes involved. These rights exist to protect your family and make sure you are treated fairly. You have the right to:

- Receive language access:** You have the right to an interpreter and translated information if you need it.
- Be treated with respect:** Your culture, beliefs, and family traditions should be respected.
- Understand what is happening:** You can ask questions and have things explained in clear language.
- Know the concerns:** You have the right to know why child welfare is involved with your family.
- Try to keep your children at home if it is safe:** The goal of child welfare is to support families, not separate them.
- Participate in decisions:** You can share your story and be part of planning for your family.
- Obtain a lawyer or legal help in court cases:** If the court is involved, you have the right to legal representation.
- Keep your information private:** Your information should be kept confidential and not shared with immigration or other organizations without your permission.

**Rights of Children & Youth**

Children and youth also have rights when child welfare is involved. Children and youth have the right to:

- Be safe**
- Have your needs, wants and preferences heard and included in decisions
- Receive services in your community that meet your needs
- Access education and health care.
- Receive respectful treatment.
- Maintain their culture, language, and traditions.
- Stay connected to parents, siblings, and relatives when possible.
- Have legal representation and advocacy.
- Keep your information private

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Available in Arabic, Dari, English, French, Haitian Creole, Kiswahili, Pashto, Spanish, and Ukrainian

Resources can be found at <https://www.refugee-youth.org/ryrc-training-library/>



# Conclusion & Resources

# PRESENTATION TAKEAWAYS



Greater awareness of the roles that resettlement providers, schools, and child welfare play in support of newcomer youth



Understanding of the four levels of partnership: siloing, networking, coordinating, and collaborating



Practical strategies for initiating and strengthening collaboration to better support newcomer youth



Tools and resources to help assess and identify strengths, gaps, and opportunities for partnership with local community organizations

# REFLECTION

Share one strategy or new piece of information that you are taking away from this training that you will implement to support newcomer youth and families in your community.



## REFUGEE YOUTH RESOURCE CENTER

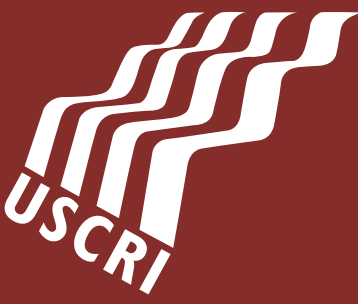


Improving outcomes for refugee children, youth, and their families through resources, education, and provider support

# ADDITIONAL RESOURCES

## Partnership

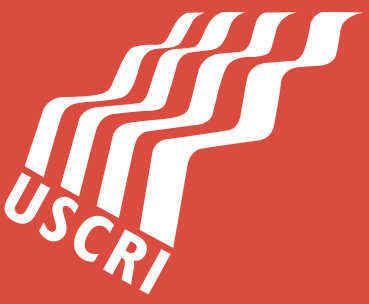
- Switchboard | [Building Community Partnerships Across the Resettlement Landscape: Tips for Getting Started](#) (blog)
- Switchboard | [Boosting Engagement: 10 Ways to Increase Newcomer Youth and Family Participation in Programs and Services](#) (written resource)
- Switchboard | [Identifying Strategic Local Partnerships: Guidance for ECBOs](#) (written resource)
- Switchboard | [Strengthening Refugee Integration through Community Resource Mapping](#) (recorded webinar)
- Switchboard | [Community Resource Mapping Templates](#) (written resource)
- Communities of Opportunity | [Community Collaboration Toolkit](#) (written resource)
- American Public Human Services Association & Chapin Hall | [Collaborating to Advance a Cross-Sector Approach for Child Welfare Transformation](#)
- Child Welfare Community Collaborations | [Approaches to Collaborative Partnerships in the Child Welfare Community Collaborations Initiative](#) (written resource)
- The Children's Bureau | [Building and Sustaining Child Welfare Partnerships](#) (written resource)
- Education First | [Limitless Possibilities: Leveraging Cross-Sector Partnerships to Design Equitable Postsecondary Transitions](#)



# ADDITIONAL RESOURCES

## Child Welfare

- USCRI Refugee Youth Resource Center | How Child Protective Services Investigations Typically Work (written resource)
- USCRI Refugee Youth Resource Center | Navigating Child Welfare with Refugee Families: A Toolkit for Providers (written resource)
- Child Welfare Information Gateway | [What is Child Welfare: A Guide for Behavioral and Mental Health Professionals](#) (written resource)
- BRYCS | [Refugee Families and the U.S. Child Welfare System](#) (written resource)
- Child Welfare Information Gateway | [Working With Immigrant and Refugee Families: A Guide for Child Welfare Agencies](#) (written resource)
- Child Welfare Information Gateway | [What Is Child Welfare? A Guide for Behavioral and Mental Health Professionals](#) (written resource)
- Center on Immigration and Child Welfare | [Culturally Competent Practice with Immigrant & Refugee Families](#) (written resource)



# Thank You!

**Contact Us:**

[refugeeyouthrc@refugees.org](mailto:refugeeyouthrc@refugees.org)

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The production of this material was supported by Grant #90RB0054 from the Administration for Children and Families (ACF). Its contents are solely the responsibility of the U.S. Committee for Refugees and Immigrants (USCRI) and do not necessarily represent the official views of ACF.