



# BIENVENIDO

April 2005

## ***Northeastern Center Inc.***

### ***Bienvenido Acculturation Program Objectives***

- ***Present topics related to mental health to achieve a better adjustment to the community.***
- ***Provide life skill training to improve the new immigrant life transition.***
- ***Allow individuals to identify, vent, and process feelings related to a new life in another country.***

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## ***Bienvenido Acculturation Program News***

At the onset of program development of the Bienvenido Acculturation Program it was decided that Northeastern Center, Inc. (NEC), would collaborate with individuals and organizations to train them in the acculturation curriculum. The collaboration would result in a wide variety of individuals that would be focused on providing basic mental health education, education, and community based services to increase community empowerment within the Latino community. NEC would be dedicated to expanding and increasing the number of facilitators trained in the Bienvenido Acculturation curriculum and NEC would provide support for on-going mentoring for the Bienvenido Acculturation Facilitators.

In this newsletter we would like to highlight our first year accomplishments as well as areas that need improvement when we speak of the implementation process of the Bienvenido Acculturation Program. We will present the objectives, activities, results, student comments, and program evaluation results students complete after having participated in the Bienvenido Acculturation curriculum.

We will present a brief interview held with Ellen Krulewitch, Elkhart Community Schools and Lupita Zepeda, Bienvenido Acculturation Facilitator. Ellen and Lupita have worked hard at implementing the acculturation program in the school setting with Latino students. They bring excellent insight to what Latino students experience while in their school environment and provide us a window to how school officials, social workers, ENL staff, and others can work collaboratively with students.

We encourage you to read on! If after you have read the newsletter and would like further information, please feel free and contact us with your questions and comments.

***-Gilberto Pérez Jr., ACSW  
Team Leader***

## 2004-2005 Objectives

Three initial objectives were set forth at the beginning of the implementation process: obtain measureable data for justifiable program development, increase utilization of mental health services, and create a public awareness campaign. Below are a list of results and summary that outline the status of the Bienvenido Acculturation Program.

### Program Development -

**Results:** see Program Evaluation Table next page.

### Increase utilization of mental health services.

**34 participants** have completed the acculturation class at NEC, Elkhart Community Schools, and LEAP, Inc.

### Activities FY 04:

**A total of 13 activities were held throughout 2004-2005.** These included presentations at the following agencies: Center for Nonviolence, Fort Wayne, IN, Mexican Consulate and Indiana Minority Health Coalition, Eli Lilly Representatives, SUS AMIGOS – Warsaw, IN, Hispanic Leadership Council, South Bend, IN, Superior Sample, Ligonier, IN, NARMH Annual Conference; Boulder, CO, Transnational Mental Health Coalition, Chicago, IL, Mexican Consulate, Chicago, IL, Latino Resources Roundtable; Indianapolis, IN, City of Indianapolis Latino Outreach Coordinator, Interviewed on Univisión; Indianapolis, International Mental Health Conference; Chicago, IL.

### Facilitator Trainings Held FY 04

**April 23 and April 30, 2004** – Noble County Community Foundation, Ligonier, IN

**July 22-23, 2004** – YWCA, Fort Wayne, IN

**December 1-2, 2004** – Mental Health Association of Marion County, Indianapolis

### Community Partnerships

**(39) facilitators participated in the facilitator training program.**

**Agencies represented:** West Noble School Corporation, Goshen Community Schools, Elkhart Community Schools, LEAP, Inc., of Noble County, Celebrate Diversity Project, Ligonier, Center for Problem Resolution, Goshen, IN, Family Services of Elkhart, Mennonite Central Committee, IN & PA, Immigration & Naturalization Agency, Goshen Human Relations Commission, Communities in Schools, Waterford Mennonite, Youth Services Bureau, Center for Healing & Hope, Center for Nonviolence, Fort Wayne, IN, Mental Health Association of Marion County, Indianapolis, Cummins Behavioral Health Services, Inc., Indianapolis, Garden City Community Schools, Indianapolis, Indiana Association for Child Care & Resource Center, Indianapolis & South Bend, IN.

**Facilitators represented the following countries:** Brazil, Chile, Colombia, Costa Rica, El Salvador, Guatemala, México, Nicaragua, Puerto Rico, and the United States.

### Program Implementation

Elkhart Community Schools – Northside School and Pierre Moran Middle School, West Noble High School – English Department. LEAP, Inc. – monthly gathering with NEC personnel, and NEC.

## Public awareness campaign:

A promotional brochure was created.

Advertisement was done in local newspapers: Advanced Leader, News-Sun website. Local Spanish newspapers included El Puente, Excelsior, and El Rincón Latino.

An article on the Bienvenido Acculturation Program was published in the **National Association Rural Mental Health, Journal, Winter 05.**

## Summary

We had initially planned that six facilitator trainings be held in FY04 but only conducted four trainings. Also, we had hoped that 50 participants would have completed the Bienvenido Acculturation classes, however, only 34 participants completed the program. Our goal was to implement the program in three schools, three churches, and three community based organizations. We met the goal for schools, however, our goal for churches and community based organizations was not fully met. We were successful in implementing the program at LEAP, Inc., and Center for Nonviolence, Ft. Wayne, IN, plans to implement the program in April 2005. The facilitator program launched in April 2004 resulted in a positive response from community agencies. We felt supported in the initial effort of presenting a new program to the community. Many of the agencies who participated in the facilitator program have not implemented the curriculum and they have stated that up-start has been difficult due to their agency financial constraints.

NEC acknowledges that the implementation process of the Bienvenido Acculturation Program is not an easy task. It is important for facilitators to establish stronger relationships with key individuals or leaders in the community that can gain them access to the Latino community. Also, the creation of community needs assessments that accurately determine if the Bienvenido Acculturation Program is a good fit for the community needs to be taken into consideration before deciding to implement the program. Finally, garnering support from the community in the implementation process needs to be seen as a collaborative effort versus a specific agency implementing the program. We have seen success in Noble County by partnering with LEAP, Inc., by providing on-going monthly classes for adult literacy students. NEC and LEAP have experienced positive results due to the fact that Latino participants have seen two agencies partnering with one another.

The next section provides you with results from the evaluation form students complete at the end of their class lessons. Students responded favorably to the program and class exercises need to be reviewed in order to make them more simple.

**Program Evaluation Table**  
**Evaluación de programa/Program Evaluation**  
**Bienvenido Acculturation Program**  
**2004**

1. Entendí los temas presentados en las clases de aculturación. I understood the topics presented in the acculturation classes.	83% Agree
2. La materia presentada me ayudó a cambiar mi actitud sobre mi nueva vida en este país. The material presented helped me change my attitude toward my life in this country.	84% Agree
3. Los ejercicios individuales y grupales fueron útiles en mi comprensión de la materia. The individual and group exercises were helpful in my comprehension of the material.	92% Agree
4. Los ejercicios individuales y grupales fueron suficientemente sencillos. The individual and group exercises were simple.	58% Agree
5. He obtenido destrezas adicionales para lograr tener una mejor adaptación a este país. I have obtained additional skills in order to have a better adaptation to this country.	84% Agree
6. Las clases de aculturación fueron útiles, informativas, y valiosas. The acculturation classes were helpful, informative and beneficial.	100% Agree
7. Las clases de aculturación me ayudaron a establecer más contacto con personas de otro grupo étnico. The acculturation classes helped me establish contact with people from other ethnic groups.	83% Agree
8. Las clases de aculturación me ayudaron a ventilar y procesar mis sentimientos respecto a mi vida en este país. The acculturation classes helped vent and process my feelings regarding my life in this country.	83% Agree
9. El tamaño de mi clase fue apropiada. The size of the class was appropriate.	84% Agree
10. El facilitador tuvo buen conocimiento de la materia. The facilitator had good knowledge of the material.	100% Agree
11. El facilitador me ayudó a entender la materia. The facilitator helped me understand the material.	100% Agree
12. Volvería para retomar las clases de aculturación. Would I retake the acculturation classes.	75% Agree
13. El local donde se realizó la clase fue suficientemente seguro. The location where the classes were held was safe.	82% Agree

N = 34

Student evaluations from Elkhart Community Schools and Northeastern Center, Ligonier

## Student Comments, Evaluation 2004

The following comments were noted on the evaluation form completed by participants at Northeastern Center and Pierre Moran Middle School.

1. What did I like most about the acculturation classes?

- Helped me adapt and reflect on who I am and learn more how to associate with this country.
- That I used a lot of communication.
- The process of adaptation to another country.
- Being able to converse with other people.
- All of the subjects.
- When we talked about what we were going to be when we grow up.
- The teachers, the conversation and the food.
- The subjects covered in class.
- The effectiveness of the facilitators.
- That all of us had a chance to talk to the facilitators.
- I learned more about acculturation.

What were the weaknesses of the acculturation classes?

- I relived bad things from my past.
- None.
- That my facilitator didn't show up for class once.
- The time I had a headache.
- There were few students.
- I believe that nothing. All things were adaptable to this country.

What impact have the acculturation classes had on my personal life?

- Yes, it helped me on how to still believe I am Mexican and keep my culture alive.
- To be better integrated into society.
- How to better manage my temperament and better resolve my problems.
- I learned to better adjust to this country.
- It helped me to understand people from other cultures.
- Very little.
- It helped me think more about the problems in the world.
- It helped me better adapt to traditions of this country.
- It helped me a lot.
- It has helped me respect the laws more and respect myself more.

What changes do you recommend for the acculturation classes?

- Nothing. I think everything was good for my development in this country.
- Put a cafeteria and soda machines.
- Nothing, everything was okay.

## Interview Bienvenido Facilitators

An interview was conducted with two Bienvenido Facilitators as a way to learn from their experience in facilitating the Bienvenido curriculum. Ellen Krulewitch and Lupita Zepeda implemented the acculturation program at Pierre Moran Middle School and Northside School in Elkhart, IN. Interviewed by Gilberto Pérez, Jr.

### GP: What did you learn from teaching the Bienvenido Acculturation curriculum?

**EK, LZ:** How hard it is for people to leave their country. The fear and nervousness people experience in beginning a new life. We knew it was difficult but hearing it from young people changed my view.

### GP: What is the background of the students who participated in the acculturation program?

**EK, LZ:** Most of the students were from Mexico and they had been in the states for two years.

### GP: What were the stories you heard from students?

**EK, LZ:** One of the students said he didn't like the food they served at school. He only drank water. Others mentioned difficulty in learning English and missing their friends back in their country.

### GP: What strengths did the students identify in themselves?

**EK, LZ:** Determination to succeed, desire to attend college, obtain good jobs, the support they have received, and that the environment is more open to Latino students.

### GP: What motivated the students to want to share their experiences with you?

**EK, LZ:** Trust among the members of the group. We stressed confidentiality and this created openness.

### GP: Why should Latino students participate in an acculturation class?

**EK, LZ:** It is a growing experience for them and us. They began to see that they were not alone and many experienced the same feelings. They learn to share with adults in a small group setting. Finally, it's a first true experience where they are offered an opportunity to share what has happened in their migration experience.

### GP: What did students say they learned from taking an acculturation class?

**EK, LZ:** They learned they are not alone, a lot of people have gone through the same experiences, and students were able to move from separation to integration. Students and parents read the reflective readings in the student manual. This gave them an opportunity to interact.

### GP: Was the student manual helpful to the students?

**EK, LZ:** The manual was helpful and the exercises need to be explained. First we had students talk about their experiences and then we encouraged them to write in the manual.

### GP: What would you tell someone who works with Latino adolescents who have recently arrived in this country?

**EK:** Celebrate what the students have accomplished. Tell them different ethnic groups can work together. Lupita is Mexican and I am Jewish and we worked well together.