

Improving Access to Justice for Immigrant Crime Victims and Children: Effects of and Needs for Judicial Training and Peer Support

By: Joshua E. Garcia, LMSW and Leslye E. Orloff¹
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Immigrant Victims in State Courts

Throughout the United States, immigrant communities have grown rapidly and are estimated to continue to grow by 1 million immigrants annually (Camarota and Zeigleron, 2021). As immigrants settle in communities throughout the United States, judges are seeing greater numbers of immigrant families and crime victims turning to the courts for help. Courts are often the first government agency immigrants turn to in order to access justice and receive help with domestic violence, protection orders, guardianship, child support, and divorce issues and for Special Immigrant Juvenile Status findings and U and T visa certifications. (Rodrigues et al., 2018a). However, unlike U.S. citizens, when immigrants learn about and apply for forms of immigration relief designed to help immigrant victims of crime and abuse, immigrant survivors are more likely to seek help from the courts. (Szabo et al., 2014; Rodrigues et al., 2018b). The forms of immigration relief available to help immigrant victims of domestic violence, child abuse and neglect, human trafficking, sexual assault, and stalking include Violence Against Women Act self-petitions, U visas, T visas and Special Immigrant Juvenile Status (SIJS).(DHS 2017). Congress created a formal role for state court judges in signing U and T visa certifications (Sheng, 2021; Orloff, 2021) and issuing SIJS findings (Orloff and Rodrigues, 2018). Additionally, judges play a critical role in ensuring access to justice in protection order proceedings for immigrants (Ivie et al., 2018; Ammar, 2020).

The Violence Against Women Act Self-Petition is a form of immigration relief designed to protect immigrant spouses, children and stepchildren abused by their U.S. citizen or lawful permanent resident spouses, parents or stepparents and to protect parents abused by their over 21 year old citizen children. (Fisher Praeda, 2014). The U Visa is a four-year temporary visa which was created to protect victims of certain crimes who have come forward to report the crime that has been committed against them and, in doing so, assist in the detection, investigation, and/or prosecution of crime (Haas et al., 2013). The T Visa is a form of immigration relief available to victims of severe forms of human trafficking (including sex or labor trafficking) who are currently in the U.S., or at a port of entry due to trafficking (Sloan, 2018). Special Immigrant Juvenile Status was developed to offer immigration protection to immigrant children who were abused, abandoned or neglected by one of both of their parents (Orloff and Rodrigues, 2018).

¹ This Qualitative Survey of Judges and Judicial Education Staff for the Judicial Training Network was led by Courtney Veneri, Dean's Fellow, NIWAP who contributed to the drafting of the survey questions used for the interviews, conducted all of the interviews with survey participants, and who organized and entered the qualitative data into NVivo. Courtney Veneri and Leslye E. Orloff developed and implemented this survey. Joshua E. Garcia, LMSW, conducted the data analysis of the survey data collected in NVivo and was the primary author of this report. The authors also wish to thank Rafaela Rodrigues, Immigrant Women Law and Policy Fellow, NIWAP, American University, Washington College of Law.

National Immigrant Women's Advocacy Project (NIWAP, pronounced *new-app*)
American University, Washington College of Law
4300 Nebraska Avenue, N.W., N100B, Washington, D.C. 20016

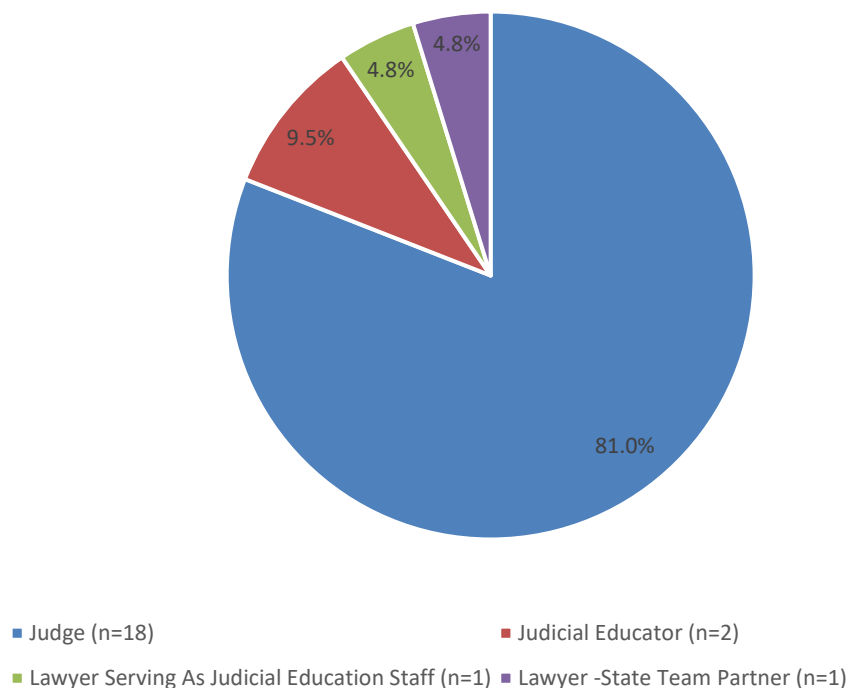
(o) 202.274.4457 · niwap@wcl.american.edu · wcl.american.edu/niwap · <http://library.niwap.org/>

Findings from 2020 Survey Participants

Judicial Training Network Survey Participants

In 2020, the National Immigrant Women’s Advocacy Project (NIWAP) conducted twenty-one interviews with 81% (n=18) were state court judges, 9.5% (n=2) were working for their state’s courts as judicial educators, 4.5% (n=1) was an attorney appointed by the State Supreme Court to staff the state’s team of judges participating in the National Judicial Training Network (JTN) Project, and 4.5% (n=1) was an attorney serving as a partner on the state judges team participating in the JTN. (*See Table 1*). The motivation for selecting these participants to interview was to gain feedback on the effectiveness of the JTN Project and the overall quality of the training provided.

Table 1: Judicial Training Network Interview Participants
(n=21)



Twenty-one participants that had participated in the JTN Project were selected to partake in these interviews. The participants had different legal backgrounds. The judges participating in the interviews included both judges with specialized calendars and judges who were general jurisdiction judges hearing cases in a wide range of legal matters. Most regularly heard family, juvenile, child welfare, and domestic violence cases and a smaller number heard criminal court cases. Survey participants interviewed came from 11 different states (*See Table 2*) and regions (*See Table 3*) of the United States with representation from Mid-western states (47.6% n=10), Southern states (28.6%, n= 6), Western states (19%, n=4) and Eastern states (4.8%, n=1).

Table 2: Interview Participant's States (n=21)

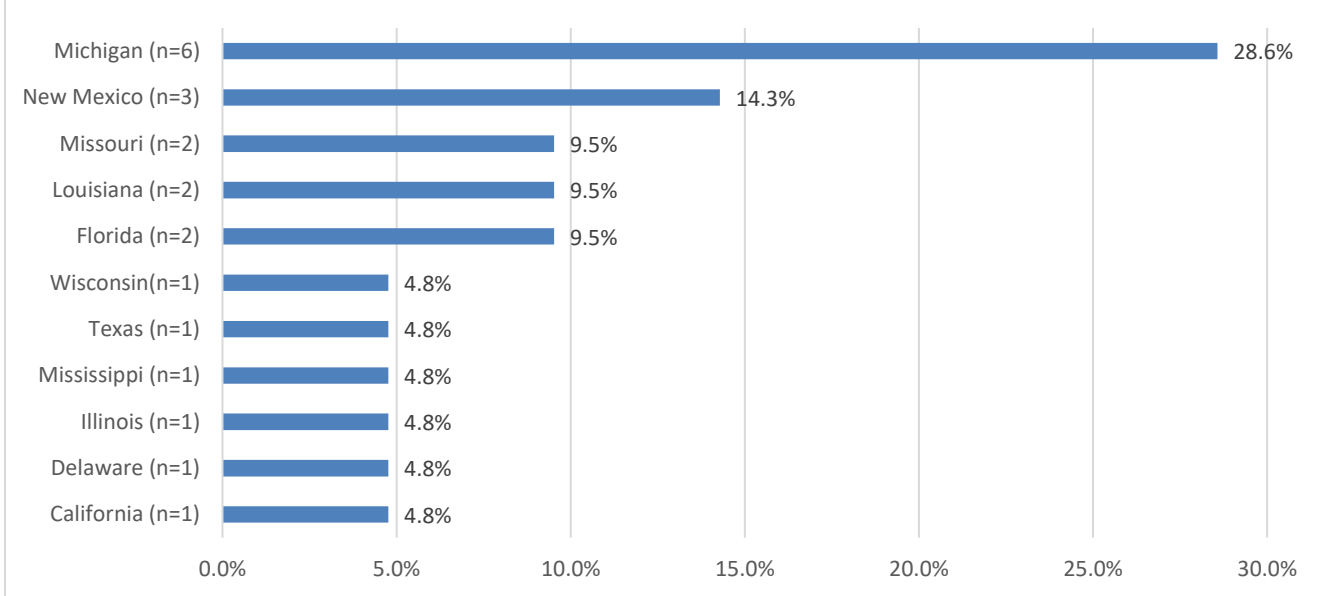
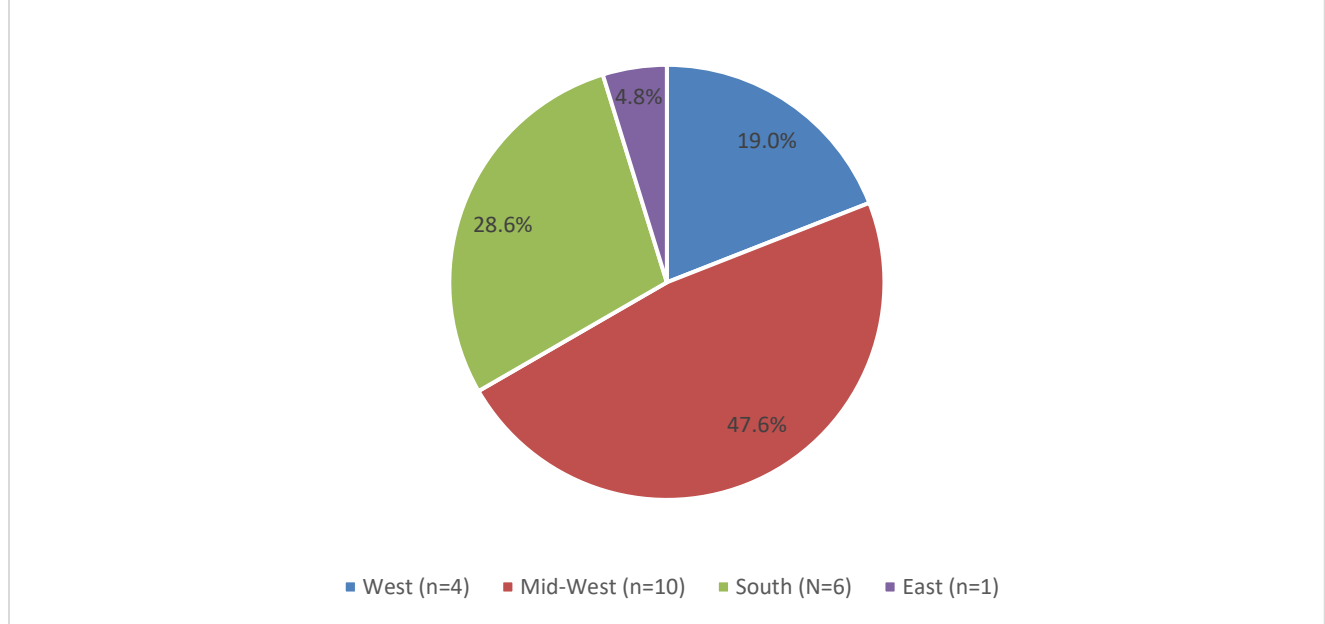


Table 3: Interview Participant's Regions (n=21)



Participants were asked for their consent to utilize this information for research purposes. Each participant interviewed was asked over twenty in-depth questions inquiring about their perspective on the training provided during their participation in the National Judicial Training Network which presented trainings in several states over the course of 2.5 years (2017-2019). The questions covered, the in-person and web-based trainings, the training materials provided, and what they learned about immigration relief available to crime victims and children. Participants were asked to provide anecdotal examples about how what they learned impacted their work.

Qualitative Data Analysis of the Interviews Conducted

The interviews with each of the judges, judicial educators, and project partners who were survey participants in were conducted NIWAP’s by Dean’s Fellow Courtney Veneri using the Judicial Interview Guide developed for this project. (See Appendix A). The interviews were voice-recorded and then transcribed to ensure accuracy of the information provided. The principal researcher also entered the transcribed interviews into NVivo. Once transcribed, the interviews were then analyzed using qualitative software, NVivo, to conclude a thematic analysis of the training provided by the JTN. The method for thematic analysis was followed as directed by researchers Braun and Clarke (2006) to analyze and interpret the data provided. Using this method, codes were identified in the data to reach a thematic analysis. Various codes (or nodes) were generated from addressing themes that included: immigration relief, training materials, technical assistance, applying knowledge, and things that still need to be changed in the judicial system. (See Table 4).

Table 4: Codebook

Code Name	Description	Files	References
Applying knowledge	How state courts are implementing the knowledge gained through trainings and training materials	21	103
Change in number of certifications	How U visa and T visa certifications were impacted by the training	14	17
Future Trainings	What do participants recommend moving forward	21	56
Immigration relief certifications	Forms of immigration relief available to immigrant survivors of crime and abuse and the court’s role in VAWA, T and U visa, and SIJS cases	15	37
Orders and rulings	Findings required in SIJS cases and how to craft court orders that make findings that can impact (help or harm) an immigrant’s immigration case	11	19
State teams	The role that the state judicial leadership teams play in their states	20	38
Technical Assistance	The forms of technical assistance related to cases and development of policies and procedures that were useful to judicial participants	21	58
Trafficking	What did they know about human trafficking prior to and post training	19	61
Training Materials	How effective the materials were to participants	21	89
Trainings	Perspectives on the trainings provided	21	64
Quality	How effective/efficient was the training provided	20	20
What still needs to be changed	Practices that can be improved in the state court system	19	42

Building off of these codes, the information collected was reviewed to search for any possible themes that emerged from the participants' responses (Braun and Clarke, 2006). The goal was to analyze the effectiveness of the training provided to participants. The analysis of interviews produced three different themes. (See Tables 5 and 6). Samples of the interviews were chosen and are discussed below to help illustrate the various themes identified (Braun and Clarke, 2006).

Table 5: PERCENTAGE OF CODED RESPONSES INTO THEMES

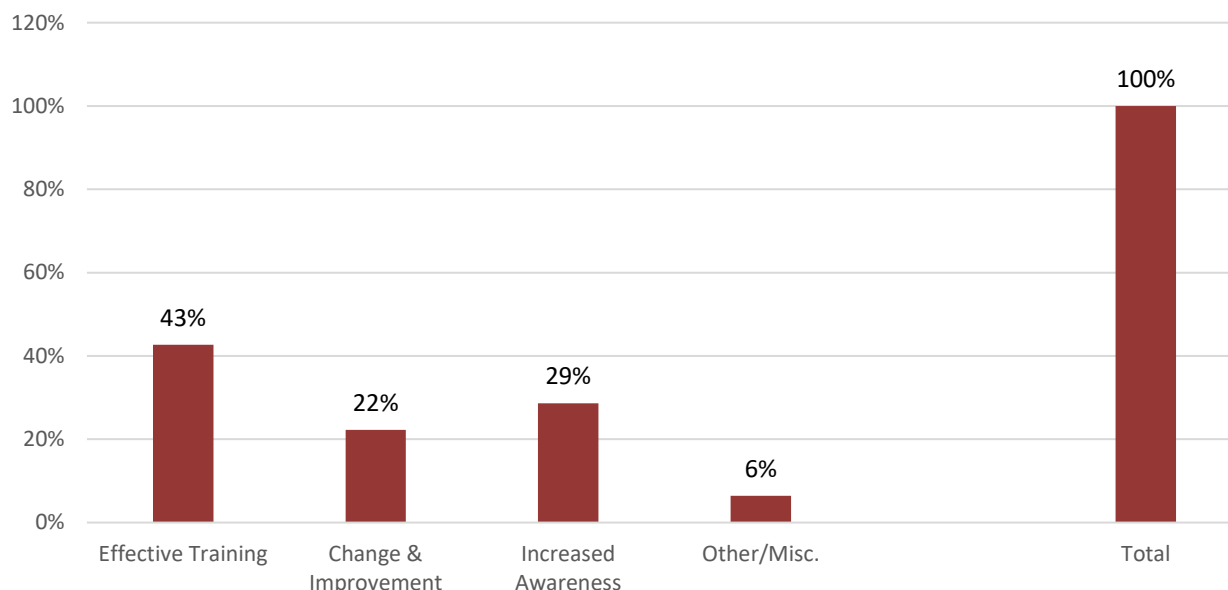


Table 6: THEMES	TOTAL NUMBER OF CODED RESPONSES	PERCENTAGE OF CODED RESPONSES
<i>Effective Training</i>	73	43%
<i>Change & Improvement</i>	38	22%
<i>Increased Awareness</i>	49	29%
<i>Other/Misc.</i>	11	6%
Total	171	100%

*43% of the coded responses described the participants' perspective on the effectiveness/ quality of the training. The next coded response at 29% described an increase in awareness regarding immigrant issues that arise in state court proceedings post-training. The next coded response at 22% described the participants' viewpoint on change and improvement in the state court system.

Analysis of the Qualitative Data Collected

This section of the report begins with a discussion of the three main themes that emerged in the qualitative data analysis of the judicial and judicial education staff interviews conducted. This section of the report includes quotes from some of the judicial interview that illustrate the theme being discussed. This section is followed by a discussion that presents an analysis points most commonly raised by interviewees that are presented through a Sunburst Graphic and a Word Cloud Graphic.

1. Effective Training

This theme is defined by participants' experience in the trainings offered by the Judicial Training Network. The JTN offered in-person trainings at state-wide judicial education events planned by the State Supreme Court, the Office of the State Court Administrator, The State Judicial College, or The State Judicial Training Institute or Judicial Education Center. The JTN also offered two multi-state convenings that were two day long training events that were attended by judges from each of the states participating in the JTN.² Appendix B contains the training agenda for one of the multi-state trainings which provides an overview of the menu of topics covered by the trainings offered by the JTN. These trainings were supplemented by webinars delivered for state-wide, multi-state, and national audiences. Many of the participants described the training as exemplary, excellent, and outstanding when asked about the effectiveness of JTN. Participants also described having learned something new regarding immigration relief. The training provided involved different workshops in which participants would break out into smaller groups and engage with others through role-plays, and other interactive activities. Participants indicated that these types of training were impactful in which they were allowed to role-play through scenarios reflecting the experiences that immigrant victims/survivors have had in the court system. Participants also indicated that the training provided them with a perspective outside of their field of expertise (e.g., family law, criminal, juvenile).

A: I would say it was excellent. I would say that the experience for me was very impactful in a couple of ways. One, there was an exercise where we took on different roles in domestic violence exercises. I think that for me I just learned a lot more about the whole U visa, T visa. I wasn't very well versed in the T visa itself you know, really seeing the importance that us judges can have in making sure that not only are we aware of them and addressing them but making sure that people feel welcome and figuring out different ways that people know that they can come to us and that we can help, is something that I came away with after this experience.

The evidence presented here indicates that various participants were unaware of certain forms of immigration relief available to immigrant victims of crime and abuse. This is legally correct information about immigration law and the impact it does or does not have as applied to particular court cases. Hass et al., (2014) reports that in the many jurisdictions where law enforcement officials have not been trained and/or have not implemented U visa certification practices and/or protocols in their agencies, immigrants appearing in courts as victims and witnesses do not know about the immigration relief available to them. In jurisdictions where police and prosecutors are not following

² The webinars developed and delivered by the Judicial Training Network are included in the on-line judicial webinars available for viewing by judges that are currently being distributed by NIWAP under its State Justice Institute Grant. <https://niwaplibrary.wcl.american.edu/sji-njn-materials>.

best practices (IACP, 2018) and using the U and T visa programs as the effective crime fighting tool visa immigrant victims turn to the courts in greater numbers for U visa certifications and T visa declarations. The above sample transcription provides evidence about how judged participating in JTN trainings learned about U Visa and T Visa immigration relief and the role they can play in helping immigrant victims of domestic violence, child abuse, sexual assault, stalking, human trafficking and other crimes obtain certifications victims need to file for these important forms of immigration relief moving forward. A separate participant reported:

A: I thought that the training was done very well. I received a great deal of information. It could be because this is a subject area that is new to me, but I was very impressed. I thought that the exercise that they had us do where it was, we were physically split into groups and we had [play roles] some were immigrants, you know, we were given money so basically, we were put in the shoes of somebody who was in this country and were stopped from being able to do things. I don't know what the exercise was called but it was an actual like enactment type of thing where the judges were put in the position of the individual and I- maybe that's the type of learning that I do best with but I felt that was so impactful, in fact, I have thought about that often even when I'm just dealing with my cases that have nothing to do with people with immigration problems but people who struggle within the system. I think every judge should have to go through this to realize how hard it is for the people who appear in front of us to navigate things. It was just a fantastic exercise. I guess I just never encountered that before and thought oh that's a great teaching tool.

In addition, as seen in the interview transcriptions above and below, the participants indicated that the topic of immigration was a new topic to have learned about. Although judges participating in the JTN were seeing immigrants in their courtrooms in various types of proceedings having an opportunity to learn about how to access legally accurate information about immigration law, so that when issues arise in court cases, judges can know how to find this information when they need it was new to them. Despite having expertise in family law, juvenile or criminal law, it is evident that the training provided by JTN had an impact on *all* participants. It is fair to say that, despite having been unfamiliar with this topic, they viewed the trainings to be outstanding and well organized. By the end of training, they were able to identify key immigration issues in state courts. A separate participant indicated:

A: I thought it was an excellent training, and this is coming from someone who really didn't have a lot of knowledge regarding the subject matter. So, I thought that it was very well [done]. I think it definitely covered different areas for someone like myself who's a novice to that field. It was not too much information or not too much detail so I was lost in it. So that's one thing I liked about it, and then I had other people who were judges and other members on my team who may have had more experience in that area, and it was appropriate for them also.

This theme demonstrates the participants' understanding of the material provided to them during the training. The evidence suggests the information was interpreted to be outstanding, excellent, well organized, accessible, and applicable to judges with different levels of experience with the subject matter. There were few suggestions in the transcriptions of the interviews in which participants

indicated that they wished certain workshops were facilitated differently or participants had more opportunity to engage with each other. However, most of the interview transcriptions indicated that participants praised the training and found that it provided them suggested improvements in their field of work. A thorough review and analysis of the interviews demonstrates the participants viewed these trainings as effective. This leads to the next theme that is described in the analysis.

2. Increased Awareness

The analysis describes this theme as participants' awareness of immigration issues post-training. When the interviewer inquired on how the judges participating in the JTN had applied the knowledge they gained about immigration law to their state court cases, many indicated that their awareness and sensitivity had increased when engaging with state court cases involving immigrant who appeared before the courts. Certain elements of this theme are described throughout the previous themes listed above. More aspects of this theme are highlighted in the interviewee's comments here:

A: I think I'm much more aware in even my regular domestic violence cases of how to interact, what questions to ask, I think it's heightened my abilities and increased compassion if that makes sense.

A: I guess this training made me much more aware of these issues and the implications of immigration status and the necessity- where it has helped me- the necessity of making a specific record of domestic violence when there are immigration issues involved. If that's the finding that was made, make those specific findings about domestic violence to assist somebody in the immigration matter on the back end.

A: I learned things that I watched for. For example, in family law I didn't realize that there was an issue that could potentially have an impact on spousal support or even child support. I learned that at the training. And I gave that material to my friend at the court and made sure that they were aware to be looking for that because they did the preliminary hearings for this issue. So I don't know that any of us were able to change anything as a result, but it increased our awareness- which went from zero to aware. We really didn't know about this.

The above samples from the survey transcriptions specifically indicate that their awareness has increased about immigrant victims experiences within domestic violence cases. Naughton et al., (2015) reports that oftentimes judges' own personal values will influence how they approach their family law cases and how they view domestic violence cases involving children and women. It is critical that judges and lawyers continue to receive training that is designed to increase their own awareness of the issues that affect immigrant communities.

A: I'm just more aware and maybe a little more sensitive to the issues and the plight of those in that situation. So I don't know if I can really quantify that.

A: I can identify immigration issues in cases that I had before the training that I was unaware of, but they haven't come forward since then. As an example, I mentioned those kids that are gone. They were children

here that their father, was Mexican, it was never clear if the children were Mexican or American, but they had been brought to my county by a guardian. The mother had died and there were other family members who wanted to take the kids to California, and I needed some information from the father. The father had gotten kicked out of the United States, it was clearly an immigration issue, but I needed contact with him and, actually, was able to obtain some of that. Had I been to that training beforehand, first of all, I would have known a whole bunch of people's names to call and ask questions, that would have been much more helpful. Just kind of struggled through it, got it done but I don't know that I got it done properly and probably could have helped the children a lot more.

What participants learned from the trainings helped them to maximize their awareness of the immigrant experience. Certain elements of open mindedness and mindfulness are evident in this theme of change and the improvement it helped bring about in the state court system.

A: I think what jumps out to me the most is this exercise that we did when there's very little that's being done to assist someone when they come to get an order of protection and when someone doesn't speak the language. We take some time trying to make our forms user friendly and trying to do our best to make sure that folks- you know we're not required by state law to have anyone help them fill out these forms, we're trying to get advocates to assist folks when they speak not only Spanish, but many times another language that is prevalent in our communities. We're more mindful in giving someone a form that is their language, but also making sure we have people help them understand it. You know, making sure that folks have that extra assistance.

For example, when referencing domestic violence cases, many police departments and courts oftentimes will only interview the batterer, who spoke English, and did not interview the victim or used inappropriate persons (e.g., the abuser or family members) to interpret for a limited English proficient (LEP) victims (Hass et al., 2013). The analysis above indicates that state courts with training, access to legally accurate training materials, and technical assistance which includes knowing who to call to who can guide them to the legally correct information they need when they need it greatly benefit from these resources. The training increases awareness about the legal rights of immigrants under immigration, family, public benefits and language access laws and helps ensure that courts are using qualified interpreters needed to improve accuracy of court records and court proceedings and also improve access to translations of court forms and court orders.

3. Change and Improvement

The evidence presented in the analysis would suggest that participants felt optimistic and open-minded to change, improvement, and cultural competency in their own state courts. For example, participants described the need for these types of trainings to be shared with their colleagues in their respective states and the expansion of understanding immigrant issues.

A: I think there needs to be more training on these issues, and I think that there needs to be training on not just how to handle the legal issues but from basic cultural competency issues on what the immigrant experience is.

Tusan and Obialo (2010) describe cultural competence as a system of elements that involve awareness of one's own cultural worldview, attitude towards cultural differences, knowledge of different practices, and cross-cultural communication. It is critical that our legal advocates, lawyers, and judges educate themselves about others' cultural differences when they surface in cases to maximize the preparedness of handling cases involving immigrant litigants (Tusan and Obialo, 2010). The analysis in the interview transcriptions indicate that the participants have an awareness of needing cultural competency training to improve their understanding when working with cases involving immigrants as parents, children, victims, defendants, or other litigants. With cultural competency, state courts will be able to address language barriers and ensure that documentation is provided in various languages and interpretation services are also provided. This would thus help to increase the confidence in our state court system. Tusan and Obialo (2010) state, "The goal should be to cultivate greater confidence in our legal system. Targeting certain underserved groups through community outreach by judges and court personnel to provide direct communication about court rules, procedures and available resources is the most effective approach to educating and preparing these persons for navigating [the] halls of justice".

A: I don't think immigration issues are clearly understood by the bench. We have attorney referees who handle refugee minor cases, and they know what they're doing. They're better trained than we are, but I think immigration issues need to be woven into the state court administrator training modules, it routinely needs to be included.

A: Empathy. More education. The more education we do on this, you know, most people are good people, most people are not bigots, and most people are receptive to the education. So, I think that's the only answer.

These interviews demonstrate interview participants' awareness of the need to increase their knowledge and the knowledge of other judges and court staff with regard to cultural competency and their awareness surrounding the need for *change* in the state court system. Ortiz-Miskimen (2021) reiterates the importance of learning-theories, in which human beings often will learn through exposure and adjusting their own personal views on issues. In discussing learning-theories, it is safe to say that empathy is essentially learning about someone else's view or perspective (Glynn and Sen, 2015). This theory implies that judges participating in trainings benefit from exposure to trainings on immigration relief, culture, and the legal rights of immigrants under U.S. immigration laws and state family laws including protection orders, custody, divorce, child support, child welfare, and public benefits laws that could essentially provoke change and improvement in the state court system. Participants were exposed to trainings and role-plays that allowed them to expand their knowledge and seek ways of improving their handling of the cases they hear and their state court system.

The following Sunburst Graphic to demonstrates the outcome of the coding in the qualitative data. The inner circle corresponds to the themes produced in the analysis. The outer circles correspond to the codes/nodes that were pulled from the transcriptions. Taking all of the interviews of the judges and judicial educators who participated in the survey together (*Table 7*) summarizes the themes that are identified in the qualitative data collected. These same themes emerge in Word Cloud Graphic that

follows in *Table 8* that illustrate word frequency in the interviews amongst all codes. Themes highlighted in *Tables 7 and 8*:

Judges identified key elements of *effective training* which involved:

- The quality of the training itself including the important role that interactive activities and adult learning best practices play in the training's effectiveness;
- The relevance, quality, effectiveness and importance of the training materials in meeting participant's needs; and
- The effectiveness of the training is promoted by the technical assistance that is provided during and as a follow up to the training by providing opportunities for judges to consult with experts and with other judges with experience on immigrant victim's issues when issues and questions arise as judges implement the knowledge they learned at the training.

A second theme emerged in which survey participant judges identified the need for *increased awareness* among judges and court system staff about the needs and legal rights of immigrants and limited English proficient litigants. This theme identified the need for:

- Increased awareness about human trafficking and about immigration options for immigrant victims of crime and about including children
- More trainings on culture designed to increase understanding, sensitivity, and empathy for immigrants and victims
- Training that includes strategies for applying knowledge gained both immediately in the cases before them and over time to improve access to justice at their courts for immigrants
- Creating more training opportunities where they can implement additional trainings where they as judges, other judges in their courts, and court staff can learn more

Survey participant judges and judicial educators also identified factors that contribute to *change and improvement* and the lessons learned at the training are implemented in judges' courtrooms and courts over time. Important elements of change and improvement included:

- The need to continue and expand future trainings on these topics
- The role played by state team judges assisting other judges in the state with information learned
- Judges can take the information they learned and use it to issue U visa certifications, T visa endorsements and special immigrant juvenile status findings in the cases they hear now and in the future and measure change in the numbers of certifications their court issues
- Judges can also use the information learned to write more thorough and complete court findings and orders that include specific findings about domestic violence, child abuse, family relationships, and the details of abuse, abandonment, neglect and/or crime victimization suffered that creates a record that can be helpful to victims and children in their immigration cases
- Judges who have received this training and training materials can play a leadership role in their courts identifying areas for improvement and opportunities to create policies in their state court system and make recommendations for changes going forward

Table 7: Sunburst Graphic -Themes Discussed By Interview Participants



3. Increase training on cultural competency for judges and state courts with particular emphasis on raising awareness of immigrants and non-English speaking;
4. Ensure that immigrant populations, who come before the court, have access to interpreter services in their native language and are made aware of their legal rights as immigrants;
 - a. Know your rights information, court forms, and court orders should be translated in the major languages spoken the court's jurisdiction;
5. Courts should distribute know your rights information covering VAWA, T Visa, U Visa and Special Immigrant Juvenile Status forms of immigration relief using Department of Homeland Security produced brochures;
 - a. The court should secure translations in additional languages needed in the court's jurisdiction and share additional translations procured with other courts;
6. Complete and implement policy protocols in state courts on U and T visa certification and handling of Special Immigrant Juvenile Status findings;
7. Increase training to broader population of legal advocates, attorneys, and judges in the state to ensure all have access to legally correct information on the legal rights of immigrant (including immigrant victims of crime and abuse and immigrant children) under immigration, family, public benefits, and language access laws;
8. Conduct community outreach to assist courts and judges in better understanding and serving the unique needs of the immigrant and LEP populations living in community the court serves. These outreach efforts will also help community members from immigrant and LEP communities learn more about and build trust in the courts;
9. Advocate for including funding for trainings like the ones offered by the JTN and funding for policy reforms needed to better serve immigrant and LEP populations in state court system and state government budgets; and
10. Maintain and implement these recommendations as part of a strategy for increasing immigrant communities' confidence in the state court system.

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Appendix A

Sample Interview Guide for State Team Judges and Judicial Education Staff

- 1) Taken as a whole, how would you describe the overall quality of the trainings you received?
- 2) Taken as a whole, how would you describe the overall quality of the training materials you received?
- 3) Taken as a whole, how would you describe the overall quality of the technical assistance that you received?
- 4) Do you have any suggestions about how the delivery format of tools and/or the training could be improved or changed? For example, do you want materials such as bench cards and quick reference guides, or would you prefer more visual materials, like a chart?
- 5) What information would you or would judges in your state like to see more of in future trainings?
- 6) What additional training tools and information would you or would judges in your state like to receive? On what topics? With what types of tools?
- 7) What additional types of technical assistance would you or judges in your state like to receive?
- 8) Since your involvement with the Judicial Training Network project, has there been a change in the number of immigration relief related certifications, findings and/or orders you or judges in your state have signed (T, U, SIJS)?
- 9) If you signed certifications/issued findings before participating in the Judicial Training Network, have the trainings or materials changed how you handle certifications/findings? How?
- 10) Have you been able to apply any of the knowledge you gained since becoming involved in the Judicial Training Network project? Please describe how you have applied this knowledge.
- 11) Have you been able to identify immigration issues in your cases that you may not have been able to identify before the training? If so, could you share an example?
- 12) Has your handling of cases involving immigrants or the handling of cases by the judges in your state involving immigrants changed since you and/or your state became involved in the Judicial Training Network project? How?

13) Since becoming involved in the Judicial Training Network project, has your ability and/or the ability of judges in your state to hold offenders accountable improved? If yes, in what ways?

14) Has the knowledge you gained during the Judicial Training Network project helped you and/or judges in your state issue better orders or rulings? If yes, how?

15) What have your efforts been to share what you learned:

Locally —

Statewide —

Nationally —

Do you know if others have applied the knowledge that you shared with them?

16) How have things changed in your court and/or in the courts of judges who have received training and technical assistance as a result of the Judicial Training Network project?

What still needs to be changed?

How difficult do you anticipate that change will be?

What would be helpful to support your state's work toward accomplishing that change?

17) From your role as a judicial trainer, a resource for judges in your state, and as judicial leadership in your state or nationally, can you provide an example of how the information provided by the Judicial Leadership Network's training, materials, and/or technical assistance impacted or made a difference for a judge or judges you know or have worked with?

18) Since Kellogg funding ended in April of 2019, how have your state team judges and judicial education staff continued to work together and/or implement and build upon the work started through the Judicial Training Network?

19) Would you be interested in NIWAP continuing to contact you and/or your state team for continued feedback and input into NIWAP's continued judicial training and education work? What about for materials on the intersection between state laws, family, child welfare, juvenile courts, and federal immigration laws?

20) Would you be interested in NIWAP contacting you for input on developing training materials for courts? For invitations to future trainings? To provide future trainings in your state? To provide technical assistance to you and judges in your state?

21) In addition to participating in this interview about the Judicial Training Network Project would you be willing to write one page providing feedback or highlighting something particularly important or helpful about the project?

22) Can you think of a story in which the applicant for a T or U visa was crucial to a successful prosecution? If yes, I will reach out to set up a time for another call to collect that story.

23) NIWAP has been awarded a new curriculum adaptation grant from the State Justice Institute on victims of human trafficking in state courts. This grant will allow us to develop trainings and tools for state court judges on best practices they can employ in terms of court rulings, court ordered assistance, and other steps courts can take once they identify a party or a person involved in a family, juvenile, civil, or criminal case as a victim of human trafficking.

- 1) What trainings or materials on trafficking do you feel you or the judges in your state need to support their work with human trafficking victims?
- 2) What gaps in knowledge do you or judges in your state have in relation to trafficking issues in state courts or T visas?
- 3) Would you and/or your state team be interested in assisting NIWAP under this grant? We will be looking for state court teams to advise us on tools that are needed, the various scenarios in which courts may encounter human trafficking victims, and what judges would like covered in the training we develop.
- 4) Would you be interested in participating in a monthly call with judges from across the country to discuss the court's response, best practices and tools needed for judges on help that courts can offer human trafficking victims in state courts?
- 5) We will also be looking for jurisdictions in which to pilot the training module on human trafficking and state courts that we develop under this grant. If we brought a pilot training to your state we could design a training that would cover human trafficking and any other topics regarding the court's work with immigrant survivors of human trafficking, domestic violence, sexual assault, child/elder abuse and immigrant children choosing from the range of substantive topics on which we have developed trainings. If you or your state might be interested, please let us know and we set up at time to discuss training dates.



Appendix B

Judicial Training Network
Multi-State Training
New Orleans, Louisiana
April 4- 6, 2019

April 4, 2019

Faculty Meeting
1:00 pm to 5 pm

1 pm to 3 pm *Batch*
3 pm to 7 pm *Board room*

Day One April 5, 2019

8:00 a.m. -8:50 a.m.

Registration & Breakfast

(Orleans Foyer)

8:30 – 8:50 a.m.

Opening and Introductions (*Leslye Orloff, Judge Ramona Gonzalez, and David Thronson*)

(*Orleans A and B*)

8:50 – 9:10 a.m.

Evaluation Process (*Amanda Couture Carron*)

(*Orleans A and B*)

9:10 – 10:10 a.m.

U Visa Certification by Judges (*Judge Susan Breall, Judge Rosemary Collins, and Investigator Michael LaRiviere*)

(*Orleans A and B*)

10:10 – 10:25 a.m.

Break

(Orleans Foyer)

10:25 – 11:30 a.m.

Special Immigrant Juvenile Status (*Judge Mary Weir, Veronica Thronson, David Thronson*)

(*Orleans A and B*)

11:30 – 12:15 p.m.

VAWA Confidentiality and Courthouse Immigration Enforcement (*Leslye Orloff, Judge Susan Breall, Commissioner Loretta Young, Investigator Michael LaRiviere*)

- (Orleans A and B)*
- 12:15 – 1:15 p.m.** **Lunch**
(Garden Courtyard)
- 1:15 – 1:45 p.m. Jeopardy – NIWAP Materials (*Judge Rosemary Collins and Leslye Orloff*)
(Orleans A and B)
- 1:45 – 2:45 p.m. Custody and Immigrant Victims (*Judge Rosemary Collins, Judge Ramona Gonzalez, Sujata Warriar*)
(Orleans A and B)
- 2:45 – 3:00 p.m.** **Break**
- 3:00 – 4:00 p.m. *(Orleans Foyer)*
Civil Protection Orders and Immigrant Victims
(*Commissioner Loretta Young, Judge Mary Weir, Veronica Thronson*)
- 4:00 – 4:45 p.m. *(Orleans A and B)*
VAWA Confidentiality and State Court Discovery
(*Leslye Orloff, Judge Lora Livingston, Judge Susan Breall*)
- 4:45 – 5:00 p.m. *(Orleans A and B)*
Day 2 – Overview and Plans (*Leslye Orloff*)
- Day One April 5, 2019 NIWAP Hosted Reception**
- 5:00 – 6:30 p.m. Appetizer and Cash Bar
Staff, Faculty, State Team Social Hour
(Batch)
- Day Two April 6, 2019**
- 8:00 a.m. State Teams Arrive Together and Check In Together for
Second Day Opening Exercise

(Orleans Foyer)

8:00 – 9:00 am Day Two Opening Exercise and Breakfast (*All faculty*)
(*Orleans A and B – Special Set*)

8:15 to 9:15 *Breakfast*
(*Lafitte A and B*)

9:00 – 9:15 a.m. Break

9:15 – 10:00 a.m. Access to Public Benefits and Publically Funded Services
for Immigrant Victims and Immigrant Children (*Leslye Orloff, Judge Lora Livingston, Judge Mary Weir*)
(*Lafitte A and B*)

10:00 – 11:00 p.m. Affidavits of Support and Divorce Cases (*Commissioner Loretta Young, Judge Ramona Gonzalez, Veronica Thronson*)
(*Lafitte A and B*)

11:00 – 11:15 a.m. Break (Lafitte Foyer)

11:15 -- 12:00 p.m. Negative Consequences of Not Providing Language
Access – Child Welfare case Example (*Judge Lora Livingston, Judge Rosemary Collins, Investigator Michael LaRiviere, Sujata Warriar*)
(*Lafitte A and B*)

12:00 – 12:45 p.m. Lunch
(*Lafitte A and B*)

12:45 – 2:00 p.m. Judicial Leadership, State Teams and Next Steps (*Leslye Orloff, David Thronson*)
(*Lafitte A and B*)

2:00 –2:30 p.m. Evaluation and Closing (*Leslye Orloff and Amanda Couture Carron*) (*Lafitte A and B*)