

Panel 4:

Recruiting and Retaining Latinos/as in Community Research and Service Programs



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Projected Percentages Ethnic Groups in U.S. Population



GENERAL POPULATION	1999	2020	2050
Non-Hispanic White	72%	64%	53%
African-Americans	12%	13%	12%
Hispanics	12%	17%	24%
Asians	4%	6%	9%
First Peoples	1%	1%	1%

Riche (2000)

Barriers to Service Delivery in the Mental Health System(s)

- What is the nature of “mental health” and “mental illness”?
 - Is it medical? Do I need a *real* doctor?
 - Are you crazy if you seek help?
 - What has happened to people I know?

 - Who can help me?
 - What will they look like?
 - What do they know about me, my life, my culture, my history, my family, my roots?

Mental Health Professional Demographics



Socio-demographic characteristics	Psychiatry 2000		Psychology 2002		Social Work 2000		Psychiatric Nursing 2000		Counseling 2000		MFT 2000		School Psychology 2000		Pastoral Counseling 2001		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
Gender																	
Native-Born	0.1	0.1	0.3	0.3	0.0	0.2		0.5	0.5	0.5	1.3	0.7	0.2	0.3	0.2	0.1	
Asian/Pacific Islander	8.4	13.2	1.3	1.8	1.5	1.1		0.0	0.7	0.8	1.6	0.8	0.6	0.7	1.5	0.8	
Hispanic	4.5	4.4	2.1	2.9	4.3	2.6		1.5	1.9	2.1	1.8	2.1	1.6	1.8	0.4	0.6	
Black (not Hispanic)	1.9	4.0	1.5	2.6	6.4	4.2		4.7	3.8	4.2	1.3	0.2	1.3	2.1	2.0	2.0	
White (not Hispanic)	75.7	73.6	94.7	92.3	85.1	89.3		90.2	80.0	82.6	91.5	93.8	95.1	94.3	83.8	83.8	
Not specified	9.4	4.7	0.0	0.0	2.7	2.5		3.0	13.1	9.8	0.8	2.9	1.2	0.8	12.1	12.7	



Other Barriers

- What happens in the family, stays in the family, don't involve outsiders
- We are more likely to be working in jobs where we are not able to leave work for services in an office during “normal” times
- We are more likely to have limited funds and less likely to have insurance that would cover services
- Frankly, we have had enough experience with discrimination that we are not eager to see an Anglo or enter another service

A Few Statistics

- Town of 200,000 in West Texas
- Latino/a families concentrated in the northeastern quadrant
- 6,286 Latino/a households in 13 census tracts
- 66% have incomes under \$35,000 (42%-85%)
- 38% have incomes under \$20,000 (20%-55%)
- Federal poverty level for family of 4, \$21,200
- Service and research programs tied together

Juvenile Residential Program

- **60% Latino/a, 35% African American**
- **36 long term beds, 3 clusters of 12 (9 months)**
- Therapists assigned to lead groups in clusters
- Therapists met with family and resident weekly
- Therapists met with resident individually
- **24 short term beds, 2 clusters of 12**
- Therapist engaged each group of 12 in directed art work or activities
- Therapist often called on to deal with resident in crisis

What I Learned

- Most families were willing to visit and try out therapy (80%)
- Kids had great power to bring in their family
- Cokes are great reinforcers when you are locked up
- Seeing younger siblings is huge reinforcer
- Sometimes, “family” means something else
- We could provide services in a paranoid environment as “outsiders” who could follow the rules (written and unwritten) for 9 years
- One of our graduates could get a contract to do the same thing with our therapists for 7 more years
- Two of our graduates became the program director in the residential program
- One of our graduates became the lead therapist in the short-term units

What I Learned

- Don't let the kids have magic markers
- Don't forget to lock up the spray paint
- Don't forget that the kids really are kids
- Adolescent males will cry when alone
- Adolescent males will not cry in a group
- Adolescent females will cry!

Parent Empowerment Program-I

- Grant from state--innovative program grant (largely Latino/a)
- Modeled on Oregon Social Learning Center's Parent Management Training
- In-home family therapy services to adolescents and their parent(s) and siblings
- Teams-marriage and family therapist and juvenile probation officer
- Preliminary assessment of parent and child

What I Learned

- Year 1-too many therapists, random officers
 - Could not coordinate pairings
- Years 2 & 3-two therapists, each matched with probation officer
 - Probation officers had to be trained to let parents handle kids in session
 - Team with Latino probation officer most successful (most flexible and most committed)
 - Team with Anglo probation officer—call off the evening
- Year 4-two therapists, one probation officer
 - Make sure administration agrees not to hire the Anglo again before you try to get rid of her
 - Be prepared to deal with jealous districts and have funding cut off

Parent Education Program

- Funding for high juvenile crime area (zipcode)
- Recruiting and training 35 Parent Educators drawn from zipcode 79415 (32 hrs.)
 - Groups of 4-6
 - Paid \$10/hour
 - 90% Latino/a
 - Single mothers
 - Couples
 - Range of occupations
- Parent Educators leading 8 hour parent education groups for 206 parents drawn from the same zipcode
 - Parent Educators paid \$100 for each group
 - Parent Educators responsible for recruiting
 - Participating parents given \$25 gift certificate at WalMart*
 - 90% Latino/a

What I Learned

- The best attended groups are around Thanksgiving and Easter
- Parent Educators were competent group leaders from the first group
- Some Parent Educators were better at recruiting than others
- State agencies have very interesting ideas about Latino/a families, many are just not true
- “The door is always open, why don’t *they* come?” has an answer

Parent Empowerment Program II

- Identified promising Latinas from the Parent Educators (1 school secretary, 2 Title I liaisons, 1 community involved) and 1 whose promise was not fulfilled (attendance clerk)
- Each—raised in community, attended school in the community, involved in church located in community (Catholic, non-denominational), each had children, 2 single moms, 2 married, 35-45 years old, high school graduates
- Paired with therapist (Mexican, Mexican American, Indian, Korean, Japanese, Anglo, African American)

Strategy

- Advertised in community (Saturdays at the grocery), through schools, walked the neighborhood, churches, Boys and Girls Club, juvenile probation
- Parent Educator-first contact to seek agreement for treatment
- Therapist-after Parent Educator had established agreement, accompanied Parent Educator to sessions in homes or went to school alone

What I Learned

- 12 sessions is not enough, you have to lie sometimes
- In-school sessions work well, but, eventually, you have to convince the child/adolescent that it is safe to meet at home
- Parents will sometimes come to school or McDonalds if they are uncomfortable with visitors
- Parent Educators are critical to the program success because of their community ties, commitment to community, and trustworthiness

What Else I Learned

- Parents will call the Parent Educators first
- Therapists need to have the experience of going into homes before they decide that clients are not cooperative
- Some therapists will not ever be comfortable with poor clients, whether they are of color or not
- Even when the money runs out, one of the therapists will get a position of authority, get money, and hire the Parent Educators to deal with adolescents in the juvenile justice system

Parenting Through Change

- Parenting program for single mothers, originally tested with largely Anglo sample
- Step 1
 - Advertise to interview Latino mothers “parenting alone” along with a 6-11 year old child
 - “single parents” did not attract participants
 - \$25 for interview about parenting/\$25 for the child as well
 - Provided meal if interview after 5 PM
 - 65 mothers interviewed

Parenting Through Change

- Step 2
 - Invite mothers to participate in a parenting group
 - Offer \$10 for each of 14 sessions with a bonus for attending all 14
 - 40 of 65 interviewed accepted (62%)
- Step 3
 - Organize groups of 5-8 mothers
 - Provide child care and snacks for children
 - Provide snacks and small prizes for mothers
 - Select teachers from Parent Educators and Latina therapists
 - 26 of 40 completed at least 8 sessions (65%)

Parenting Through Change

- Step 4
 - 6-12 months after groups are completed
 - Repeat interviews (21 mothers and children)
- Predicting Dropout
 - A high level of psychological distress was the only predictor of refusal to join a parenting group or dropping out in the first two sessions
 - Dropout after Session 2 was because of job changes or transportation problems (rural Texas)

What I Learned

- “High” Spanish is not the same language as is spoken in Texas by Mexican Americans, nor is the same as Spanglish
- Having fluent group leaders is important because they are able to clarify some of the English terms that have a different meaning if directly translated
- Having child care workers is critical for single mothers for multiple reasons
- Identifying potential participants who are experiencing considerable psychological distress is important, because you need to intervene before they start a group, not because you need to exclude them

What Else I Learned

- Not all funding has to be Federal (**\$1,900,000**)
- Ties into the community are critical for recruiting, providing services, and conducting research
- Taking services into the community reaches families who would never show up in an office
- It is possible to include research elements in service programs that go beyond program evaluation
- *respeto* and *personalismo* go hand-in-hand—
“data vampires” have neither