

Nothing About Us Without Us: Best Practices for Community-led Prevention

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Acknowledgment

Presented in 2023 by the National Hispanic and Latino Prevention Technology Transfer Center (PTTC), National Latino Behavioral Health Association (NLBHA) P.O. Box 1360, Pena Blanca, NM 87041. PTTCnetwork.org/hispaniclatino

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At the time of this publication, Miriam E. Delphin-Rittmon, Ph.D, served as Assistant Secretary for Mental Health and Substance Use in the U.S. Department of Health and Human Services and the Administrator of the Substance Abuse and Mental Health Services Administration.

The opinions expressed herein are the view of PTTC Network and do not reflect the official position of the Department of Health and Human Services (DHHS), SAMHSA. No official support or endorsement of DHHS, SAMHSA, for the opinions described in this document is intended or should be inferred.

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The use of affirming language inspires hope.

LANGUAGE MATTERS.

Words have power.

PEOPLE FIRST.

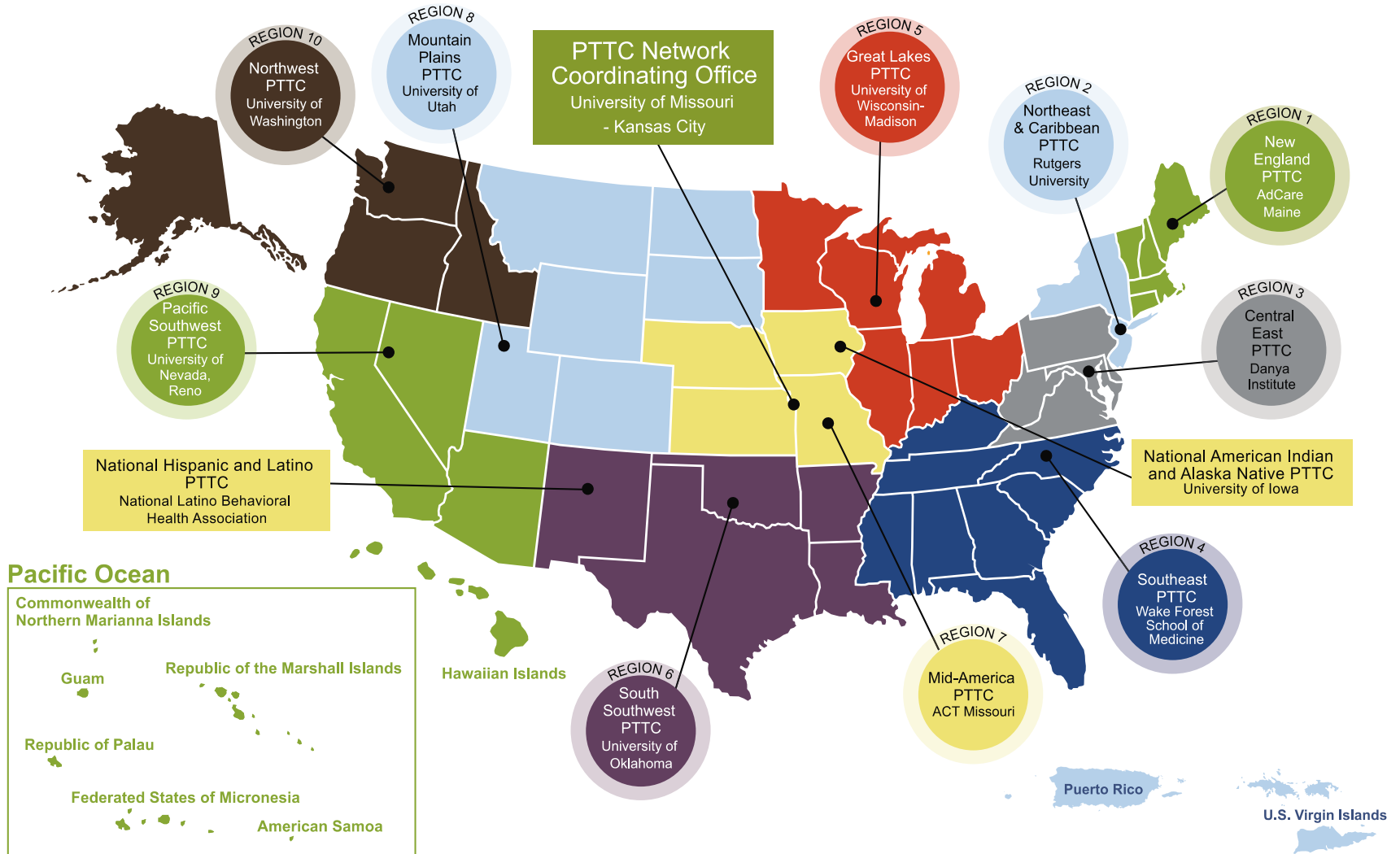
The PTTC Network uses affirming language to promote the application of evidence-based and culturally informed practices.



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NLBHA's Mission

The Mission and Goal of The National Latino Behavioral Health Association is to influence national behavioral health policy, eliminate disparities in funding and access to services, and improve the quality of services and treatment outcomes for Latino populations.



Fredrick Sandoval, MPA
Executive Director
NLBHA

NLBHA's Objectives

NLBHA's Objective is to provide national leadership on mental health and substance abuse concerns of the Latino community. NLBHA's Policy Priorities are:

1. Targeted capacity expansion of mental health services for Latinos
2. Latino behavioral health evidenced-based practices
3. Legislation to increase the number of counselors, therapists, and other behavioral health practitioners
4. Funding for co-occurring disorders of alcohol and substance abuse
5. Opioid crisis in the Latino community
6. Suicide prevention



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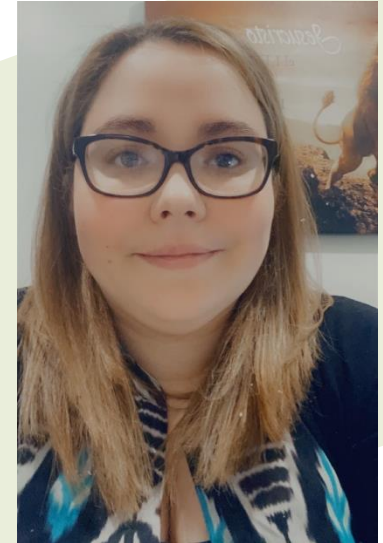
Agenda

- ❖ Welcome and Introduction
- ❖ Learning Objectives
- ❖ Background
- ❖ Latino-Led Community Engagement Framework
- ❖ Application in the Great Lakes Region
- ❖ Recommendations
- ❖ Q&A



A Little About Me

- Program Specialist for National Hispanic and Latino PTTC
- Current PhD student in Health Sciences: Trauma-Informed Care
- MPH in Health Promotion, Graduate Certificates in Epidemiology and Global Health
- Reside in New Bedford, Massachusetts; Previously lived and worked in Dominican Republic
- Previous experience in community-level Hispanic and Latino-focused opioid prevention program development, program evaluation, and data system development in a local health department





Learning Objectives

At the end of this webinar, participants will be able to:

1. Identify **principles** of community-led prevention that can be applied to a variety of communities and issues
2. Identify **solutions** to common barriers in community-led prevention



Background

- New Bedford, MA (Population: 100,309)
- Diverse City (23.1% Hispanic/Latino; 6.1% Black – officially)
- Large discrepancies between census and youth data (close to 50% Hispanic/Latino)
- Main industries: Production, construction, fishing
- Low income community: High concentrated poverty
- Significant SDOH disparities in Hispanic/Latino community



CAEL's Latino-led Community Engagement Framework

ASSESS

TRUST

ORGANIZE

IMPLEMENT

EVALUATE





Step 1: Assess



Get to know your community



How do you know what you think you know?



Diversify your data collection



Speak to non-traditional sources



Archival and Quantitative Data Sources

- Vital records (Birth and death records)
- Data from the Dept. of Elementary & Secondary Education
- Data from the Department of Public Health
- Data from the CDC's 500 Cities Project/City Health Dashboard
- YRBSS/BRFSS data
- Local survey data



Qualitative Data Sources

- Community Brokers
 - Pastors
 - Community Leaders
- Community-Based Organizations
- Coalition Leaders & Members
- Members of the community you are trying to reach
 - Youth
 - Hispanic/Latino
 - People with SUD and/or lived experience



Local Surveys: Things to Keep in Mind

- Length matters – Keep surveys to 20 minutes or less
- Use locally created surveys as a means to fill in data gaps left after archival, quantitative & qualitative data collection
- Keep wording to a THIRD GRADE reading level and have options for visually impaired, non-English speaking, and low literacy populations
- Do not create surveys in a silo – community involvement is key!



Step 2: Trust

1 - Start with community brokers

2 - Check your motivation(s)

3 - Listen intently

4 - Be realistic



Strategies for Building Trust

Remember!

What gets measured gets done. If you don't know what is happening in the community, you won't be able to work with the community to address it!

Personal meetings with traditional and non-traditional community leaders

Community listening sessions

Activities and trainings on topics of interest to the community

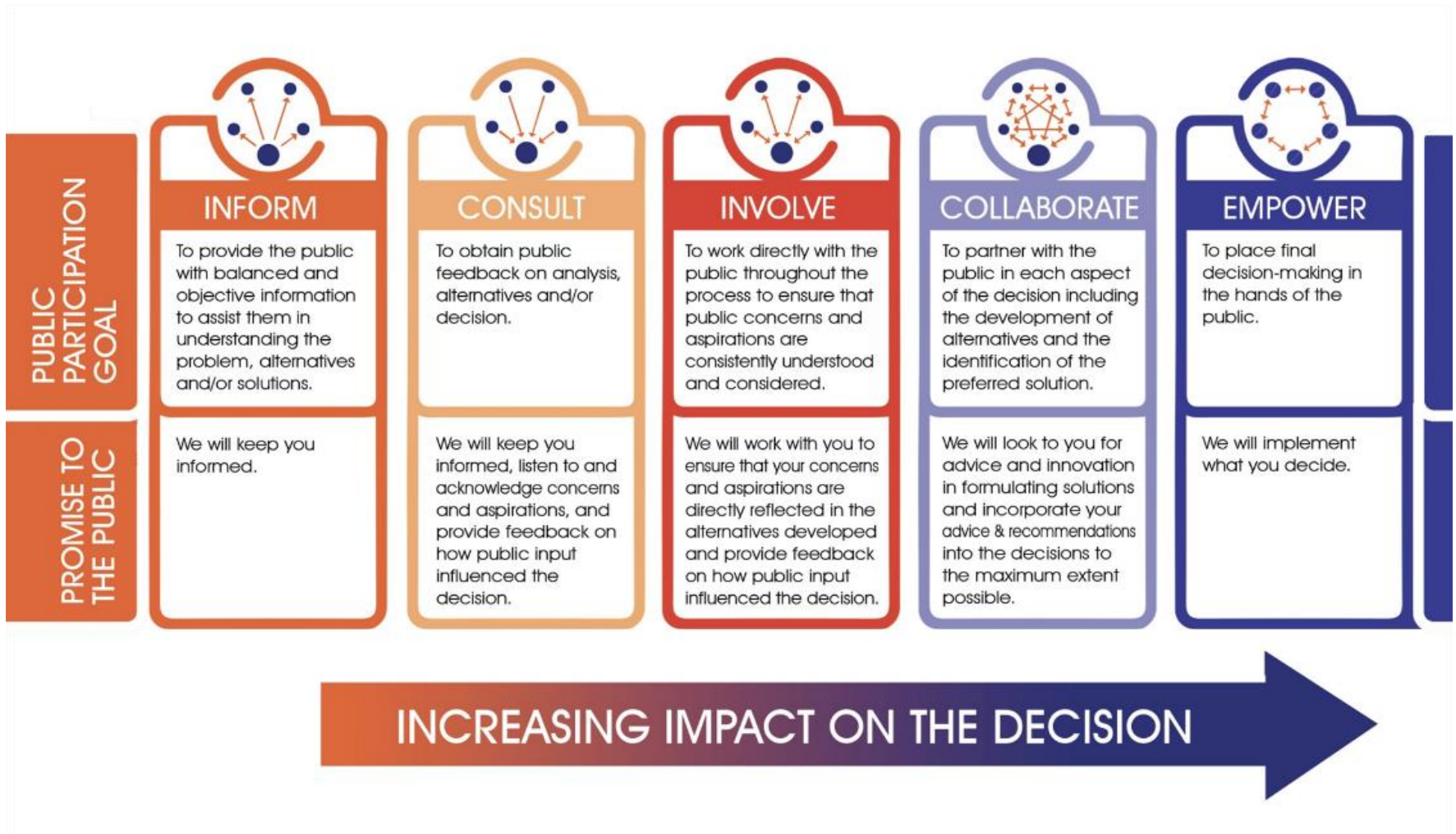


Step 3: Organize

Things to consider:

- Clear, common goal (SMARTIE)
- Community lead for greater success
- Collaborative work
- Link community members to other resources

Public Participation Spectrum





Step 4: Implement

- Decide as a group which strategies to implement
- Review programs for best fit
- Make cultural adaptations with developers



Step 5: Evaluate

Use non-traditional data categories

Prioritize quality improvement

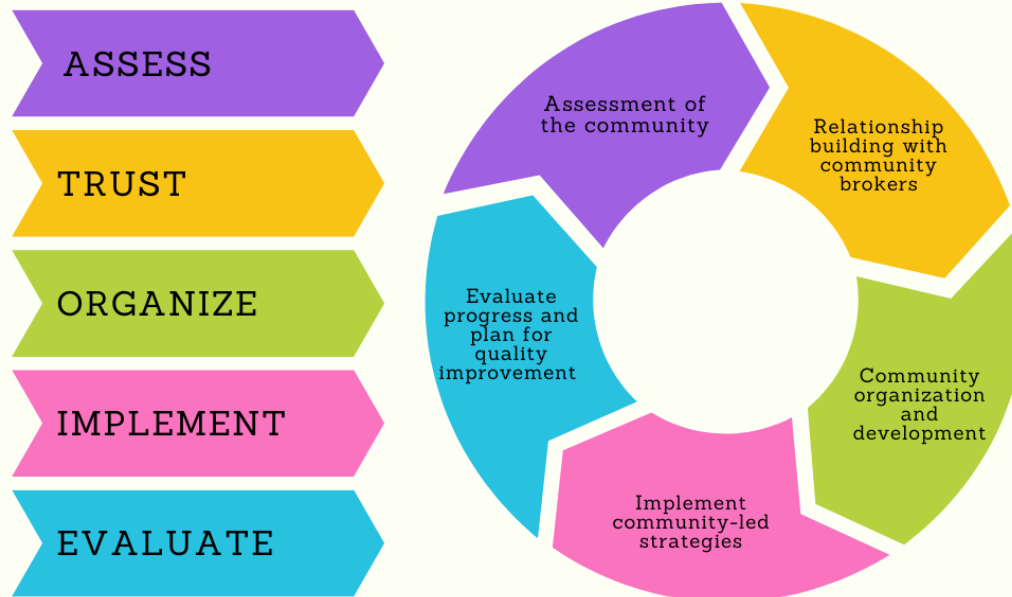
Identify disparities in sub-groups and implement targeted solutions

Plan for evaluation as a group



How do we apply this model to the Great Lakes region?

CAEL's Latino-led Community Engagement Framework





What does the data say about the Great Lakes region?

Race and Hispanic Origin	Indiana	Illinois	Michigan	Minn.	Ohio	Wisconsin
White alone, percent	84.20%	76.30%	79.00%	83.00%	81.20%	86.60%
Black or African American alone, percent(a)	10.20%	14.70%	14.10%	7.40%	13.20%	6.80%
American Indian and Alaska Native alone, percent(a)	0.40%	0.60%	0.70%	1.40%	0.30%	1.20%
Asian alone, percent(a)	2.70%	6.10%	3.40%	5.40%	2.70%	3.20%
Native Hawaiian and Other Pacific Islander alone, percent(a)	0.10%	0.10%	NA	0.10%	0.10%	0.10%
Two or More Races, percent	2.30%	2.20%	2.70%	2.80%	2.60%	2.20%
Hispanic or Latino, percent(b)	7.70%	18.00%	5.60%	5.80%	4.30%	7.50%
White alone, not Hispanic or Latino, percent	77.50%	60.00%	74.20%	78.10%	77.70%	80.20%
US Census Data, https://www.census.gov/quickfacts/fact/table/US/PST045221						



Needs Identified by the Great Lakes Prevention Workforce

- **Rural mistrust**
- Local data collection capacity
- **Overcoming resistance to school surveys**
- Data and evaluation capacity
- Overcoming stigma
- **Parent readiness & participation**
- **Increased community buy-in**
- **Increasing collaboration with schools**

Building Trust is the Key



Recommendations: How to Build Trust in Community-Level Prevention

- Go to where the people are -- don't expect them to come to you
- Ask the hard questions:
 - Why is there mistrust? What are their concerns?
 - Is there anything that can be done to put them at ease?
- Be transparent
- Provide opportunities for community conversations to occur



Recommendations: How to Build Trust in Community-Level Prevention (continued)

- Foster relationships with community allies
 - Trusted members of the community
 - Trusted community leaders
- Ask the community about their needs and concerns and work with them to identify solutions
 - Follow through on any promises made to the community
 - Keep them informed on progress



In Conclusion

- The elements of this framework can support community-led prevention in a variety of settings
- A person-first approach is crucial to success
- Let evidence guide the process





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1. Public Participation Spectrum

https://cdn.ymaws.com/www.iap2.org/resource/resmgr/pillars/Spectrum_8.5x11_Print.pdf

2. US Census Data

<https://www.census.gov/quickfacts/fact/table/US/PST045221>

3. Data provided by the Great Lakes PTTC



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**Thank you.
¡Gracias!
Obrigado.**