



How School-Connected Mental Health Programs for Immigrant and Refugee Children Are Including Parents – And Why It Matters

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Presenter Disclosure

Julia Graham Lear, MA, PhD

The following personal financial relationships with commercial interests relevant to this presentation existed during the past 12 months.

No relationships to disclose.

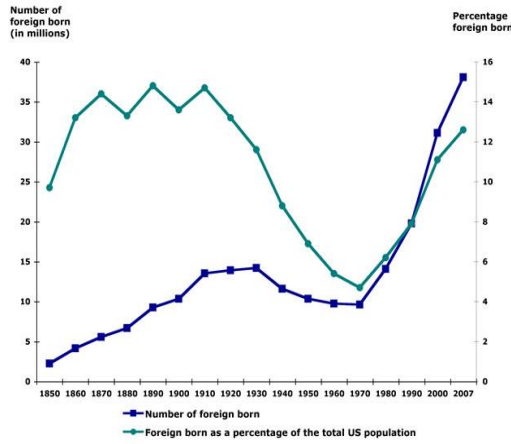


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Foreign Born Population and Foreign Born as % of Total US Population, 1850 - 2007

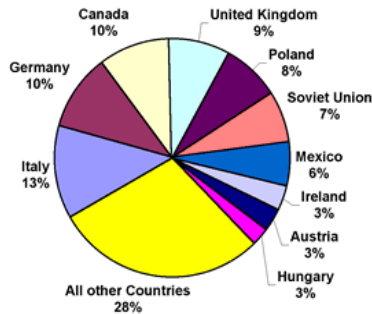


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10 Source Countries with Largest Populations in US as Percentages of Total Foreign-Born Pop 1960

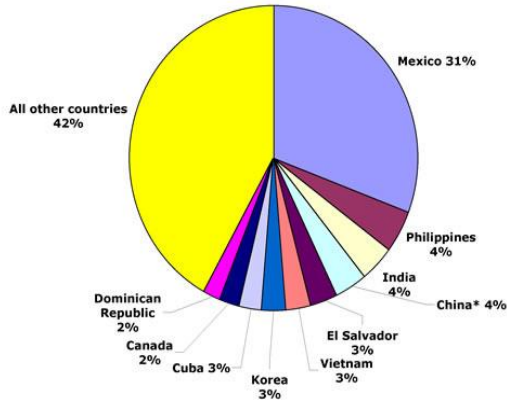
TEN SOURCE COUNTRIES WITH THE LARGEST POPULATIONS IN THE UNITED STATES AS PERCENTAGES OF THE TOTAL FOREIGN-BORN POPULATION: 1960



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10 Source Countries with Largest Populations in US as Percentages of



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States with Highest Percent Foreign Born, 2007

State	Total Pop Estimate	Foreign Born %	Rank Among States
California	36,553,215	27.4%	1
New York	19,297,729	21.8%	2
New Jersey	8,685,920	19.9%	3
Nevada	2,585,382	19.4%	4
Florida	18,251,243	18.9%	5
Hawaii	1,283,388	17.3%	6
Texas	23,904,380	16%	7



States with Fewest Percent Foreign Born, 2007

State	Estimated Population	Percent Foreign Born	Rank
West Virginia	1,812,035	1.3%	51
Montana	957,861	1.7%	50
Mississippi	2,918,785	1.7%	49
South Dakota	796,215	1.8%	48
North Dakota	639,715	2.4%	47
Kentucky	4,241,474	2.5%	46
Alabama	4,627,851	3.0%	45

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Children Age 17 and Under With At Least One Foreign Born Parent, 2007

	Number of all children under 18	Percent of children with at least one foreign born parent
United States	15,991,203	23%
California	4,454,499	50.6%
Nevada	614,365	37.7%
New York	1,418,964	34.0%
New Jersey	1,970,078	32.5%
Texas	6,212,359	32.4%
Arizona	1,564,752	31.8%

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Big Challenges

- Racial/ethnic distribution of RN workforce in 2000; language capacities unknown
 - 2% Hispanic
 - 3.5% Asian
 - 4.9% African American
 - 86.6% non-Hispanic white
- Racial/ethnic distribution of teacher work force similar

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Caring Across Communities, A grant program to support the emotional well-being of immigrant children and youth

- **Funded** by RWJF
- **Purpose:** support projects that address MH needs of underserved youth with a special emphasis on the MH and language needs of children from immigrant/ refugee families
- **Foundations:** partnerships among schools, mental health organizations, I/R organizations, health care; school-connected care
- **Grant basics:** 15 awards, up to \$100,000 a year for a period of up to 36 months. Grants awarded and programs launched March 2007

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Lessons from Caring Across Communities

- **History matters:** Strongest partnerships have the longest relationships
- **Regular meetings** -- a sure sign of partnership development; working partnerships meet monthly
- **When each partner values the others** and needs the contributions of other partners, then all the partners stay engaged
- **People move on;** each partner rep needs to keep others involved
- **Mutual respect** is the glue that keeps partners together, Eg NYU Child Guidance

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More Lessons: Challenges to Collaboration

- Schools & mental health professionals approach collaboration differently
- **Schools & mental health** professionals have **different rules for protecting confidentiality** and this affects trust and communications
- **Trust** -- Are you here to take my job? Are you here to take my kind?
- **Licensure & certification**
- **Key partners:** parents

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Factors that Influence Collaboration

- Who you worry about differs among educators & health professionals --
 - educators: all kids
 - health professionals: some kids who aren't doing well
- Educators worry that outside experts are ill informed on school policies & mandates
- Educators also aware of political agendas they confront; & don't want to take risks over issues they see as tangential
- Educators experience public scrutiny to a degree that health professionals may not experience