

Target Populations Toolkit: Latinx Americans

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I. Historical and Current Issues Regarding Research Population

A. Contested Definitions

There is not one universally accepted term that refers to the population often described as Hispanic, Latino, or Latinx.

Since the 1970s, Hispanic has been the official US government term identifying people living in the country who are of Latin American and/or Spanish descent.¹ Latino is defined by Merriam-Webster as “a native or inhabitant of Latin American,” or “a person of Latin American origin living in the US;” the origins of the word are from the Spanish language.² Some writers point to the advantages of using Hispanic as a way to ensure continued access to government resources, and that using other terms would lead to confusion and restricted access.³ Other writers suggest that the term Latino is more appropriate because it has a more grassroots origin and because it unifies people of Latin American descent living in the United States, and has emerged from the community rather than being imposed from external sources.⁴ In the 2010 Census, the Census Bureau established greater flexibility in its definition, saying ““Hispanic or Latino” refers to a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin regardless of race.”⁵ A recent evolution of this term is the emergence of Latinx as a gender-neutral alternative.

All these terms, however, are oversimplifications. There are profound historic, socioeconomic, and identity differences between people whom the terms describe. For instance, people moving from Cuba to the United States in the late 1950s and early 1960s were often middle- to upper-class, fleeing the political revolution in that country, and were welcomed by the US government. Around the same time, the Chicano Movement was a grassroots push by Mexican-American, who were mostly low-income farm workers, already living in the US for economic and political rights.⁶ The differences between these groups illustrate the difficulty in grouping together people from vastly diverse backgrounds.

The differences have consequences not just for people’s identities, but also for the outcomes and health-seeking behaviors of each population. Overall data for mental health suggest that Latinx Americans use mental health services less frequently than non-Hispanic whites.⁷ However, when the data are separated by place of ancestry birth, Puerto Ricans and Latinx born in the US use mental health services at higher rates than Mexican-Americans and Latinx immigrants.⁸ An intervention to increase use of counseling services among all Latinx people would be inefficient if the goal is to reduce disparities; instead, such an intervention should focus on Mexican-Americans and immigrants.

Many individuals will refer to themselves as (country of origin)-American: Mexican-American, Columbian-American, etc. Still others will describe themselves just in terms of their or their family’s place of origin. This section is not intended to solve this debate, but rather, to highlight the varied definitions people use and the ways they identify themselves. The toolkit will use Latinx in most cases, except when discussing an article or source that uses different terminology (such as Hispanic or Cuban-American).

B. A Growing Presence in the United States

As defined by the Census, Hispanics already make up a sizable contingent of the US population. In 2014, the Census Bureau estimated there were 55 million Hispanics living in the country, comprising 17% of the total population and making this group the most populous minority. By 2016, the number is expected to top 119 million, with the share of the population growing to 29%.⁹ Research with the Latinx community will be critical to meeting this growing group’s needs.

C. Health and Other Disparities

The Latinx population faces many health and socioeconomic disparities. The top-level statistic of life expectancy for Hispanics appears good: compared with non-Hispanic Whites, higher life expectancies exist for both Hispanic men (79.1 years versus 76.5 years) and women (83.8 years versus 81.2 years). Beneath the surface, however, several worrying situations exist. In 2014, median household income for Hispanics was over \$20,000 lower than for non-Hispanic Whites, and a much greater proportion of Hispanics were below the poverty line (23.6%) than the national average (14.8%). Hispanic workers in agriculture and construction face an increased risk of heat-related death than their non-Hispanic White counterparts. Additionally, Hispanic youth aged 2-19 are more likely to be obese than non-Hispanic White youth (21.9% versus 14.7%). In 2012, the age-adjusted prevalence of diabetes was 14.8% for Puerto Ricans living in the US, 13.9% for Mexican-Americans, 9.3% for Cuban-Americans, and 8.5% for Central and South Americans; for non-Hispanic Whites, it was 7.6%.¹⁰

D. Multiple Sources of Identity

An individual's identity as Latinx or a related identity should be viewed in the context of multiple identities. In addition to ethnicity, their sexual orientation, gender identity, citizenship status, class, location, and many other aspects influence how they view themselves and their risk and resilience factors for health outcomes. Recognizing these dynamics is a critical step to building relationships with research participants.

E. Participatory Research

Traditional, researcher-led initiatives have often failed to address the needs of Latinx communities. Some researchers have come to Latinx communities, gathered data, and then left, with the community left in the dark about the findings, implications, and uses of the research. As a result, many Latinx people are hesitant to work with researchers.¹¹ A possible response to this situation is to use a community-based participatory approach to one's research. In participatory research, the population being studied is an active participant in the research, from problem identification through design, data collection, and analysis, to dissemination. In addition to the normal research goal of advancing knowledge, it adds an additional goal of making practical use of that knowledge. When community partnerships function well, the resulting action can be the spark to identify other problems, starting the cycle over again.¹² See Section V, Recruitment and Retention Best Practices, for further information.

¹ Oboler, S. (1995). *Ethnic Labels, Latino Lives: Identity and Politics of (Re)Presentation in the United States*. Minneapolis, MN: University of Minnesota Press, p. xiii.

² Latino: Definition of Latino by Merriam-Webster. (2018 January 29). Retrieved from <https://www.merriam-webster.com/dictionary/Latino>.

³ Oboler, p. 4.

⁴ Oboler, p. 4.

⁵ Humes, K.R., Jones, N.A., & Ramirez, R.R. (2011 March). *Overview of Race and Hispanic Origin: 2010*. Washington, DC: US Census Bureau. Retrieved from <https://www.census.gov/library/publications/2011/dec/c2010br-02.html>.

⁶ Oboler, pp. 10, 60.

⁷ Cabassa, L.J., Zayas, L.H., & Hansen, M.C. (2006 May). Latino Adults' Access to Mental Health Care: A Review of Epidemiological Studies. *Administration and Policy in Mental Health and Mental Health Services Research*, Vol. 33, No. 3, 316-330.

⁸ Alegria, M., Mulvaney-Day, N., Woo, M., Torres, M., Gao, S., Oddo, V. (2008). Correlates of past-year mental health service use among Latinos: results from the National Latino and Asian American Study. *American Journal of Public Health*. Vol. 97, No. 1, 76-83.

⁹ Colby, S.L. & Ortman, J.M. (2015 March). *Projections of the Size and Composition of the US Population: 2014 to 2060*. Washington, DC: US Census Bureau.

¹⁰ Velasco-Mondragon, E., Jimenez, A., Palladino-Davis, A.G., Davis, D., & Escamilla-Cejudo, J.A. (2016). Hispanic Health in the USA: a scoping review of the literature. *Public Health Reviews*, Vol 37. DOI: 10.1186/s40985-016-0043-2.

¹¹ Mora, J., & Diaz, D.R. Introduction – Participatory Action Research: A New Vision and Practice in Latino Communities. (2004). In Mora, J., & Diaz, D.R. (Eds.), *Latino Social Policy: A Participatory Research Model* (pp. 1-24). Binghamton, NY: The Hawthorn Press.

¹² Mora & Diaz, pp. 6-7.

II. Health and Research Practice

A. Best Practices and Interventions

[Characterization of the Hispanic or Latino Population in Health Research: A Systematic Review](#)

[Common Themes of Resilience Among Latino Immigrant Families: A Systematic Review of the Literature](#)

[Defining and measuring acculturation: A systematic review of public health studies with Hispanic populations in the United States](#)

[High-Impact HIV Prevention: CDC's Approach to Reducing HIV Infections in the United States](#)

[The Immigrant and Hispanic Paradoxes: A Systematic Review of Their Predictions and Effects](#)

[Interventions to Improve Quality of Life, Well-Being, and Care in Latino Cancer Survivors: A Systematic Literature Review](#)

[School-Wide Programs Aimed at Obesity Among Latino Youth in the United States: A Review of the Evidence](#)

[Sexual Health Behavior Interventions for U.S. Latino Adolescents: A Systematic Review of the Literature](#)

[A Systematic Review of Barriers and Facilitators to Mammography in Hispanic Women](#)

[A Systematic Review of Barriers and Facilitators to Minority Research Participation Among African Americans, Latinos, Asian Americans, and Pacific Islanders](#)

B. Databases and Other Searchable Resources:

[Healthy People 2030 Best Practice Research Search](#)

[CDC Wonder](#)

III. National and Local Data

A. General Data

[Centers for Disease Control and Prevention: Health of Hispanic or Latino Population](#)

Pew Research Center

- [Key facts about how the U.S. Hispanic population is changing](#)
- [Maps and Data about the Hispanic Population](#)
- [Statistical Portrait of Hispanics in the United States, 2014](#)
- [Office of Minority Health, Health and Human Services: Profile – Hispanic/Latino Americans](#)

US Census Bureau

- [Changes in Self-Employment: 2010 to 2011](#)
- [Disparities in STEM Employment by Sex, Race, and Hispanic Origin](#)
- [Educational Attainment in the United States: 2015](#)
- [Facts for Features: Hispanic Heritage Month 2017](#)
- [Poverty Rates for Selected Race & Hispanic Groups by State and Place: 2007-11](#)
- [School Enrollment in the United States: 2011](#)

B. State and Local Data

Chicago Metropolitan Agency for Planning

- [Demographic and Housing Trends in Latino Population](#)
- [Latino Population Growth Drives Metropolitan Chicago's Population Growth](#)
- [Race and ethnicity in the CMAP Region](#)
- [Latino Policy Forum: Tracking Latino Population Density and Voting Age Population in Illinois](#)
- [Pew Research Center: Demographic profile of Hispanics in Illinois, 2014](#)
- [Pew Research Center: Hispanic Population and Origin in Select U.S. Metropolitan Areas, 2014](#)
- [Rob Paral and Associates: Chicago Community Area Data](#)

US Census Bureau

- [Chicago Quick Facts](#)
- [Illinois Quick Facts](#)

IV. Ethical and Regulatory Issues

A. MSI and HSI Designation

UIC has been designated as a Minority Serving Institution (MSI) based on its full-time undergraduate enrollment. Furthermore, in 2015, it was granted Hispanic Serving Institution (HSI) status. UIC researchers focusing on Latinx populations may qualify for special grants and opportunities. See <https://research.uic.edu/research-development-2/resources-diversity-in-research> for more information.

B. Consent for Participants Who Do Not Read or Write English

When conducting research with Latinx populations, it is likely that investigators will encounter people who do not read or write English, or who prefer to communicate in another language, most often Spanish. A Pew Research Center suggests that, though English proficiency is increasing, 1 in 3 Latinx Americans do not speak English well.¹³ Federal regulations require that investigators must either provide an ethical and scientific justification for excluding non-English speakers, or include them in their research. When obtaining consent, researchers can use a translated copy of the consent form or a short form consent document stating that the elements of consent have been described to the participant. The IRB determines which approach should be used, but only the former approach can be used at the UIC College of Medicine. Even after written consent has been obtained, the research team should continue to ensure non-English speaking participants are voluntarily consenting to participate in the research. Additionally, other written materials, such as diagnostic tools and final reports to be shared with the community, should be translated into the participant's language. See <https://research.uic.edu/compliance/human-subjects-irbs/policies/guidance-for-investigators-informed-consent/> for further information.

C. Issues Related to Documentation Status

Documentation status may arise when working in Latinx communities. The Pew Research Center estimates that, as of 2014, there were approximately 8.2 million undocumented immigrants from Mexico, Central American, and South America living in the United States.¹⁴ In Illinois, there are over half a million undocumented residents, most of whom live in the northeast area – Chicago, suburban Cook County, and the collar counties.¹⁵ People without legal authorization to live in the country may be reluctant to participate in research, fearing their status will be revealed to immigration authorities. Researchers should take these concerns seriously. They should have in place data protections that reduce the risk of exposure. Documentation status should not be recorded unless it is truly necessary for their research, and then it should be stored separately from identifying information. Investigators who receive funding from the National Institutes of Health can also apply for a Certificate of Confidentiality, which provides an additional layer of protection for participants' data.¹⁶ These measures, and any threats to confidentiality, should be communicated to research participants.

UIC investigators are not required to inquire about documentation status for the purposes of providing compensation for participation in research. However, if payments exceed \$200 in a calendar year, the University of Illinois System's policy is that their tax information should be reported. If payments reach or exceed \$600 in a year, a tax form must be filled out. The tax form will depend on whether the participant is known to be undocumented or not. See <https://www.obfs.uillinois.edu/bfpp/section-8-payments-reimbursements/payments-human-subjects> for a more thorough explanation, including how to contact University Payroll and Benefits for further guidance.

¹³ Krogstad, J.M., Stepler, R., & Lopez, M.H. (2015 May 12). English Proficiency on the Rise Among Latinos. *Pew Research Center: Hispanic Trends*. <http://www.pewhispanic.org/2015/05/12/english-proficiency-on-the-rise-among-latinos/>.

¹⁴ (No Author). (2016 November 3). Unauthorized Immigrant Population Trends for States, Birth Countries, and Regions. *Pew Research Center: Hispanic Trends*. <http://www.pewhispanic.org/interactives/unauthorized-trends/>.

¹⁵ Tsao, F. (2014 February). Illinois' Undocumented Immigrant Population: A Summary of Recent Research by Rob Paral and Associates. *Illinois Coalition for Immigrant and Refugee Rights*. http://robparal.com/downloads/Illinois_undocumented_report_0.pdf.

¹⁶ See <https://humansubjects.nih.gov/coc/background> for more information.

V. Recruitment and Retention Best Practices

A. Community-Based Participatory Research in Latinx Communities

As mentioned in Section I, Community-Based Participatory Research (CBPR) is one method for addressing the hesitance some Latinx people have for participating in research. A major tenet is that community members (either on their own or through organizations) have a real voice in setting the research agenda, planning, implementing the plan, and realizing outcomes. Relatedly, the community should benefit from the process in addition to the generation of knowledge that benefits the researcher. A challenge is that, in order to obtain funding to do research, much of the agenda setting and planning must be done prior to submitting a proposal. One group found a funder who was willing to give substantial leeway within a broad framework.¹⁷ Another approach is to do the initial relationship building and planning before applying for a grant. Investigators can also begin discussions with community-based organizations and volunteer to fill a need or help with existing projects. Similarly, if you have funding for a small, short-term study, this can be a way to build the groundwork for a more substantial partnership.¹⁸ These approaches may require working longer hours but ultimately can result in a stronger partnership because community members see the researcher's commitment.

After the initial period of relationship building, a few key considerations can help the partnership transition into a robust engagement. Creating a community advisory board (CAB) is essential to the process. Potential members should be committed to the project and be willing to work with their contacts in the community to build further support for the project. Members should come from multiple organizations or places in the community to ensure continuity if one organization reduces its support of the project. Convening a CAB helps bring accountability to the project, but it also is a signal to others in the community that buy-in from there community is already there. Beyond convening the CAB, it is important for the researcher to attend community events outside the project, and to be physically present for meetings, to demonstrate commitment to the community.¹⁹

Researchers who embark on CBPR should have or develop certain qualities to make them stronger partners. A willingness to learn as well as to teach is key. They should have access to resources they can share with community partners, whether these are funds, access to facilities, other experts, etc. Additionally, they should be patient and understand that change and ambiguity often come with community work.²⁰ Developing these qualities can increase the chances of a successful project.

B. Considerations for Working in Latinx Communities

While acknowledging the diversity of Latinx communities, some characteristics are common and should be considered when doing research with Latinx Americans. Acculturation is a relevant process for many Latinx Americans. Several models try to explain this process. The unidimensional model sees cultural orientation as a trade-off: as someone becomes more oriented toward one culture, they must become less oriented toward another culture. The bidimensional model positions orientations to different cultures independently. Thus, people could be marginalized (identifying with neither culture), bicultural (identifying with both cultures), or somewhere in between. Complicating this situation is that, within one community, there are likely to be several generations who have spent varying numbers of years in the US and their country of origin (if they have ever been there, in the case of second or later generations).²¹ Understanding this relationship can be useful whether studying acculturation directly, as a component of other analyses, or simply as a way to gauge their interest in your research.

Another important consideration is where to recruit participants. Previous research has shown that racial and ethnic minorities are less likely to seek professional mental health support until their symptoms are severe, instead seeking support from a primary care clinic or informal sources.²² Additionally, Latinx Americans are the

racial/ethnic group least likely to have health insurance.²³ Thus, recruiting Latinx research participants from care settings is less likely to be successful; outreach must be done more broadly.

¹⁷ Dorrington, C., & Solis, B. Building Community, Research, and Policy: A Case of Community Health and Central Americans in Los Angeles. (2004). In Mora, J., & Diaz, D.R. (eds.). *Latino Social Policy: A Participatory Research Model* (pp. 89-118). Binghamton, NY: The Haworth Press.

¹⁸ D'Alonzo, K.T. (2010 July 11). Getting Started in CBPR: Lessons in Building Community Partnerships for New Researchers. *Nursing Inquiry*, Vol. 17, No. 4, pp. 282-288.

¹⁹ D'Alonzo, pp. 283-284.

²⁰ Mora, J. Expanding Latino Community Capacity for Sustainable Programs Through Researcher-Community Partnerships. (2004). In Mora, J., & Diaz, D.R. (eds.). *Latino Social Policy: A Participatory Research Model* (pp.245 - 257). Binghamton, NY: The Haworth Press.

²¹ Furman, R., Negi, N.J., Iwamoto, D.K., Rowan, D., Shukraft, A., & Gragg, J. (2009 April). Social Work Practice with Latinos: Key Issues for Social Workers. *Social Work*, Vol. 54, No. 2, pp. 167-174.

²² Furman et al.

²³ Centers for Disease Control and Prevention. (2015). Summary Health Statistics. *National Health Interview Survey*. https://ftp.cdc.gov/pub/Health_Statistics/NCHS/NHIS/SHS/2015_SHS_Table_P-11.pdf.

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VI. Recruitment Templates

[CCTS CEC Recruitment Templates Toolbox](#)

VII. Community Engagement Resources

A. Local Organizations

[Alivio Medical Center](#)

[Bickerdike Redevelopment Corporation](#)

[Casa Central](#)

[Centro Comunitario Juan Diego](#)

[Centro Romero](#)

[Chicago Hispanic Health Coalition](#)

[Christopher House](#)

[Community Health Partnership of Illinois](#)

[Corazón a Corazón NFP](#)

[El Valor](#)

[Enlace Chicago](#)

[Erie Neighborhood House](#)

[Healthcare Alternative Systems Inc.](#)

[Hermosa Community Organization](#)

[Illinois Coalition for Immigrant and Refugee Rights](#)

[Illinois Hispanic Chamber of Commerce](#)

[Institute for Latino Progress](#)

[La Casa Norte](#)

[Latino Policy Forum](#)

[Latinos Progresando](#)

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[Palenque LSNA](#)

[Pillars Community Services](#)

[The Pilsen Alliance](#)

[Puerto Rican Cultural Center](#)

[The Resurrection Project](#)

[Universidad Popular](#)

B. National Organizations

[National Latino Education Institute](#)

[National Museum of Mexican Art](#)

[Unidos US \(Formerly National Council of La Raza\)](#)

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VIII. Researchers at UIC and C3 Working on the Issue

Please note: This list is intended to be illustrative rather than exhaustive. Resources to find additional researchers include <https://projectreporter.nih.gov/reporter.cfm>, <https://clinicaltrials.gov/>, <https://www.researchgate.net/>, and <https://scholar.google.com/>.

A. UIC

[Xóchitl Bada, PhD](#)

Xóchitl Bada is an Associate Professor in the Latin American and Latino Studies Program of the University of Illinois at Chicago. She is the author of *Mexican Hometown Associations in Chicagoacán: From Local to Transnational Civic Engagement* (Rutgers University Press, 2014) and coauthor with Shannon Gleeson of *Scaling Migrant Worker Rights* (University of California Press, 2023). Her areas of specialization include migrant access to political and social rights, migrant organizing strategies, violence and displacement, and transnational labor advocacy mobilization in Mexico and the United States.

[Christopher Boyer, PhD](#)

Christopher Boyer, PhD is a professor and Chair of History and professor of Latin American & Latino Studies at the University of Illinois at Chicago. He teaches courses on modern Mexican history, environmental history, and Latin American and Latino Studies. His new book, *Political Landscapes: Forests, Conservation, and Community in Mexico* will be published in March. It builds on his previous work that deals with peasant identity during the land reform in Michoacán, Mexico, in the 1920s and 1930s, and a more recent edited volume explores Mexican environmental history.

[Ralph Cintrón, PhD](#)

Ralph Cintrón is Professor of English and Latin American and Latino Studies at the University of Illinois at Chicago. He is the author of *Angels' Town: Chero Ways, Gang Life, and Rhetorics of the Everyday* as well as *Democracy as Fetish*. He is also the co-editor of *Culture, Catastrophe + Rhetoric* and *Co-Pi of 60 Years of Migration: Puerto Ricans in Chicagoland*. He is currently writing with a philosopher *Volatilities and the End(s) of Sovereignty*, a text that contextualizes planetary heating inside modernity's political economy.

[Andreas Feldmann, PhD](#)

Andreas Feldmann, PhD, is a faculty member in the Latin American and Latino Studies Department at the University of Illinois at Chicago. His profile provides information about his research interests, publications, and expertise in the field of Latin American studies, with a focus on issues of migration, urbanization, and social movements.

[Lorena Garcia, PhD](#)

Lorena Garcia, PhD, is a faculty member in the Latin American and Latino Studies Department at the University of Illinois at Chicago. Her profile showcases her research interests, publications, and expertise in the areas of gender and sexuality studies, race and ethnicity, and social justice in Latin America and the Caribbean.

[Adam Goodman, PhD](#)

Adam Goodman, PhD, is a faculty member in the Latin American and Latino Studies Department at the University of Illinois at Chicago. His profile highlights his research, publications, and expertise in the field of

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immigration history, with a focus on the experiences of migrants from Mexico and Central America to the United States.

[Elena Rebeca Gutiérrez, PhD](#)

Elena Rebeca Gutiérrez, PhD, is a faculty member in the Latin American and Latino Studies Department at the University of Illinois at Chicago. Her profile provides an overview of her research interests, publications, and expertise in the areas of transnationalism, migration, and globalization, with a focus on Latinx communities in the United States.

[Patrisia Macias-Rojas, PhD](#)

Patrisia Macias-Rojas, PhD, is a faculty member in the Latin American and Latino Studies Department at the University of Illinois at Chicago. Her profile showcases her research interests, publications, and expertise in the areas of migration, law, and social movements, with a focus on the experiences of immigrant communities and the impact of immigration policies.

[Amalia Pallares, PhD](#)

Amalia Pallares, PhD, is a faculty member at the University of Illinois at Chicago with a profile featured on the university's Diversity website. Her profile highlights her expertise, research interests, and contributions to the fields of political science and Latin American studies. Dr. Pallares has a particular focus on topics such as immigration, citizenship, social movements, and political activism, with an emphasis on understanding the experiences and struggles of Latinx communities in the United States. Her work contributes to advancing knowledge and promoting social justice in the realms of immigration policy and Latinx political participation.

[María de Los Angeles Torres, PhD](#)

María de Los Angeles Torres, PhD, is a faculty member in the Latin American and Latino Studies Department at the University of Illinois at Chicago. Her profile provides insights into her research interests, publications, and expertise, which revolve around issues of gender, politics, migration, and social justice in Latin America and the United States. Dr. Torres's work contributes to understanding the complexities of social and political dynamics and their impact on marginalized communities.

B. Northwestern

[Frances R. Aparicio, PhD](#)

Frances R. Aparicio, PhD, is an emeritus faculty member in the Spanish and Portuguese Department at Northwestern University. Her profile showcases her research interests, publications, and expertise in the fields of Latinx literature, cultural studies, and the intersections of gender, race, and ethnicity. Dr. Aparicio's contributions have expanded our understanding of Latinx culture, literature, and identity.

[Héctor Carrillo, PhD](#)

Héctor Carrillo, PhD, is a core faculty member in the Department of Sociology at Northwestern University. His profile highlights his research interests, publications, and expertise in the areas of sexuality, social movements, and health. Dr. Carrillo's work explores the social and cultural dimensions of sexuality and how they intersect with issues of race, class, and gender.

[Henry Godinez, MFA](#)

Henry Godinez, MFA, is a faculty member in the Department of Communication at Northwestern University. His profile highlights his expertise and contributions to the field of theater arts, particularly in the realm of

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Latinx theater. As a theater artist and educator, Godinez has made significant contributions to promoting diversity, cultural understanding, and social engagement through the arts.

C. University of Chicago

[Micere Keels, PhD](#)

Micere Keels, PhD, is a faculty member in the Department of Comparative Human Development at the University of Chicago. Her profile showcases her research interests, publications, and expertise in the areas of racial and ethnic identity development, educational disparities, and socialization processes. Dr. Keels' work contributes to our understanding of the impacts of social and educational contexts on children and adolescents.

[Agnes Lugo-Ortiz](#)

Agnes Lugo-Ortiz is a faculty member in the Department of Romance Languages and Literatures at the University of Chicago. Her profile highlights her expertise and research interests in Latin American literature and culture, with a particular focus on Caribbean literature and postcolonial studies. Lugo-Ortiz's work explores themes of identity, race, gender, and power in the context of Caribbean societies and literature.

[Mauricio Tenorio](#)

Mauricio Tenorio is a faculty member in the Department of History at the University of Chicago. His profile showcases his research interests, publications, and expertise in Latin American history, with a focus on Mexico and the intellectual history of Latin America. Tenorio's work contributes to our understanding of political, cultural, and intellectual developments in Latin America, particularly during the 19th and 20th centuries.

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IX. Measuring Instruments

[Acculturation, Habits, and Interests Multicultural Scale for Adolescents](#)

[Acculturation Rating Scale for Mexican Americans-II](#)

[Adolescent Reports of Academic Support by Mothers, Fathers, Teachers, and Friends in Latino Immigrant Families](#)

[Adolescent Survey-Based Smoking-Related Cognitions Scale](#)

[The Bidimensional Acculturation Scale for Hispanics \(BAS\)](#)

[Brief Acculturation Scale for Hispanics](#)

[Brief Acculturation Rating Scale for Mexican Americans-II](#)

[Coping With Acculturative Stress in American Schools \(CASAS-A\) Scale](#)

[Diabetes Knowledge Scale for Low-Literate Hispanic/Latinos](#)

[Dimensionality and Validity of the Rosenberg Self-Esteem Scale for Use With Latino Adolescents](#)

[Electronic Health Literacy Scale \(For Older Hispanic Adults\)](#)

[Factor Structure and Psychometric Properties of English and Spanish Versions of the Edinburgh Postnatal Depression Scale Among Hispanic Women in a Primary Care Setting](#)

[Guide to Psychological Assessment with Hispanics](#)

[Hispanic Women's Social Stressor Scale](#)

[Immigrant Barriers to Health Care Scale: Hispanic Version](#)

[Measure to Assess Linguistic Self-Esteem in Adolescent Latino Bilinguals](#)

[Measurement Equivalence of the Center for Epidemiological Studies Depression Scale for Latino and Anglo Adolescents](#)

[Migrant Stress Inventory](#)

[Multi-Dimensional Measures of Race/Ethnicity on the Self-Reported Health Status of Latinos](#)

[Multidimensional Safety Climate Scale](#)

[Parenting Strategies for Eating and Physical Activity Scale-Diet \(PEAS-Diet\), Modified](#)

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[Parental Engagement of Families from Latino Backgrounds](#)

[Perceived Social Support for Undocumented Hispanic Immigrants](#)

[Personal Growth Initiative Scale-II](#)

[The Psychometric Properties of the Generalized Anxiety Disorder-7 Scale in Hispanic Americans with English or Spanish Language Preference](#)

[The Reliability and Validity of the Brief Sensation Seeking Scale \(BSSS-8\) with Young Adult Latino Workers: Implications for Tobacco and Alcohol Disparity Research](#)

[Revised 28-Item Racial and Ethnic Microaggressions Scale \(R28REMS\)](#)

[Social Support Among Spanish-Speaking Immigrant Latino Gay Men](#)

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X. Program Announcements for Grants

The grants programs below expire no earlier than 2019.

[The Commonwealth Fund](#)

National Institutes of Health: R21s are listed; links to related R01s can be found on each page.

- [Collaborative Minority Health and Health Disparities Research with Tribal Epidemiology Centers](#)
- [Health Promotion Among Racial and Ethnic Minority Males](#)
- [Health Services Research on Minority Health and Health Disparities](#)
- [Reducing Health Disparities Among Minority and Underserved Children](#)

[Patient-Centered Outcomes Research Institute](#)

[Tinker Foundation: Field Research Grants for Study in Latin America](#)

[William T Grant Foundation: Reducing Inequality Grants](#)

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XI. Community Stakeholder Involvement

A. Latinx Specific Resources

[UIC Chancellor's Committee on the Status of Latinos](#)

[UIC Latin American and Latino Studies Program](#)

[UIC Latin American Recruitment and Educational Services program \(LARES\)](#)

[UIC Latino Cultural Center](#)

[UIC Resources for Undocumented Students](#)

B. General Resources for Individuals

[National Institutes of Health – Clinical Research Trials & You](#)

[Research Fundamentals for Activists](#)

[Research Match \(search for clinical trials to join\)](#)

C. General Resources for Organizations

[Assessing your Organization's Research Environment and Capacity](#)

[Community-Based Participatory Research 101](#)

[Community-Engaged Research Funding & Grantwriting Tips and Strategies](#)

[Community Partner Resources](#)

[Considering and Developing Your Organization's Research Purpose](#)

[Introduction to Qualitative Research Methods](#)

[Introduction to Research Design](#)

[NIH Biosketch for Community Partner](#)

[Patient and Stakeholder Engagement \(PCORI\)](#)

[University 101](#)

[Center for Clinical and Translational Sciences](#)

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- [Recruitment, Retention, and Community Engagement Program](#)

[Clinical Trials Database](#)

[A Quick Start Guide to Conducting Community-Engaged Research Southern California Clinical and Translational Science Institute, Office of Community Engagement](#)

[UIC Office of Community Engaged Research and Implementation Science](#)

[UIC Office of Community Engagement and Neighborhood Health Partnerships](#)

XII. Team Readiness to Work with Special Populations

A. Cultural competency training

[Cultural Competence Assessment Instrument \(CCAI\)](#)

[Cultural Competence with LGBTQ Clients: Cultural Competence in HIV Care](#)

[National Research and Training Center \(NRTC\) Training and Education: Toolkit and Training on Assessing Cultural Competency in Peer-Run Mental Health Programs](#)

B. Team diversity representation

Making sure that the research team has some representation of the target special population group helps establish trust, understanding, and credibility. For example, having a person who identifies as LGBT when needing to recruit participants among the LBGT community, or having an African-American person on the research team when surveying other African-American individuals, can make for a more effective study.

C. Implicit-association test (IAT) – Offers a way to probe unconscious biases

[Implicit Association Test \(IAT\)](#)

[Look Different's Implicit Association Tests](#)

[Project Implicit](#)

D. Resources to Evaluate Attitudes and Train Skills Necessary for Working with Latinx Communities

[Recommendations for Working in Partnership with Latino Communities: A Guide for Public Agencies and Other Social Service Practitioners \(form on page 7\)](#)

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Citing the CCTS's Target Population Toolkit

The Latin American Target Population Toolkit was developed by the UIC Center for Clinical and Translational Science's Recruitment, Retention and Community Engagement Program.

The National Institutes of Health requires that investigators cite the CTSA grant if they used any CCTS services or resources to support their research. The CCTS relies on these citations as a critical performance measure when reporting annual productivity to NIH.

To cite the CCTS, the following text is recommended:

“The University of Illinois at Chicago Center for Clinical and Translational Science is supported by the National Center for Advancing Translational Sciences, National Institutes of Health, through Grant UL1TR002003. The content is solely the responsibility of the authors and does not necessarily represent the official views of the National Institutes of Health.”

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