Prepared by Child Trends for Alliance for Early Success

Engaging Black and Latino Families in their Children's Learning and Development:
Key Considerations and Engagement Strategies

Annotated Bibliography

The articles in this annotated bibliography represent a sample of the resources compiled for a forthcoming literature review on parental engagement of Blacks and Latinos in children's learning and development. The purpose of this literature review is to provide a better understanding of the cultural and contextual factors that affect the engagement of Black and Latino parents (both native and foreign-born) in a variety of programs and services designed to support healthy family functioning and positive child outcomes. This review will examine literature on parent education and training, health and mental health services, and early care and education programs to identify effective strategies for engaging Black and Latino parents with young children. The literature review will also explore how cultural adaptation of existing programs and practices may be a necessary, albeit nuanced, process when considering how best to engage parents of diverse racial/ethnic backgrounds.

The annotated bibliography is organized into the following sections:
- **(1) Parental Engagement: Blacks;**
- **(2) Parental Engagement: Latinos;**
- **(3) Parental Engagement: Others;**
- **(4) Cultural Adaptation of Programs and Interventions;** and
- **(5) Cultural Competence**

Recommendations for relevant research are welcomed and can be sent to smoodie@childtrends.org.

Parental Engagement: Blacks

The resources in this section examine the engagement of Black parents in programs designed to support positive family functioning and the healthy development of their children. It should be noted that not all of the articles listed below target parents of children ages 0-8.

Abdul-Adil, J. K., Farmer, Jr., Alvin, D. (2006). Inner-city African American parental involvement in elementary schools: Getting beyond urban legends of apathy. *School Psychology Quarterly,* *21(1),* **1-12.**

This paper provides a brief overview of the existing research on parent involvement, defined as the attitudes, behaviors, styles, or activities that occur within or outside the school setting to support

children's academic or behavioral success. It also highlights three strategies found to show promise in increasing the parental involvement of inner-city African-American parents: 1) empowerment, defined as approaches that offer parents training or skills that allow them to be more involved in their child's education; 2) outreach, defined as making services more accessible by programs designed to meet parents "where they are" in familiar and comfortable settings within their communities; and 3) indigenous resources, which refers to programs that use existing parent-oriented supports within the family and community settings (e.g., extended family, parent support groups, etc.). The authors recommend strengthening standards for the design and methodology of parental involvement programs by empirically validating definitions of parent involvement. The authors also recommend that interventions be tailored to the needs and obstacles of specific parent populations, including inner-city African Americans, by exploring the role of culture and context in designing contextually-relevant interventions.

Brody, G.H., McBride Murry, V. Gerrard, M., Gibbons, F.X., Molgaard, V., McNair, L., Brown, A.C., Wills, T.A., Spoth, R.L., Luo, Z., Chen, Y., & Neubaum-Carlan, E. (2004). The Strong African American Families Program: Translating research into prevention programming. *Child Development, 75*(*3*), 900-917.

The authors of this article present a study conducted to examine the efficacy of the Strong African American Families program (SAAF). SAAF, a "family-centered intervention program", was designed for African American families with pre-adolescent children living in low-income counties in rural Georgia. The study participants included 172 families who received the intervention training (SAAF), and 150 families who served as the control families. For families within the experimental group, SAAF provided training and support to both parents and their children based on the theory that "regulated, communicative home environments" could potentially help to prevent early alcohol use, early sexual activity and other antisocial behaviors among the adolescents. The researchers' findings were consistent with the hypothesis that parents who participated in SAAF were more likely to engage in regulated communication with their children, and the adolescents were less likely to engage in early alcohol use, sexual activity and other antisocial behaviors than families in the control condition.

Canning, S. S. and J. W. Fantuzzo (2000). Competent families, collaborative professionals. *Journal of Prevention & Intervention in the Community, 20(1-2),* 179-196.

This study compared two different parenting education strategies using a sample of predominantly African-American women with children enrolled in Head Start programs. The experimental group participated in an Empowered Parent Education course that allowed for significant participant input. Instructors provided more opportunities for parents to engage in dialogue with one another and to direct the curriculum of the course. The control group participated in a conventional parent education course that utilized many conventional models. Researchers used the Empowered Parent Education Scale (EPES) to determine parent perceptions of their own involvement with the curriculum. The study found that parents' EPES ratings of the empowered model were significantly higher than that of the control group. This means that they perceived the empowered model to be more relevant and useful

and their own contributions more valued by other parents and the instructor than did the control group participants. The authors suggest that parent education courses adopt a mastery-orientation to learning. This means adapting curriculum to the interests and desires of the participants as well as giving participants ample opportunity to demonstrate their own expertise through peer discussions and other collaborative activities.

Coard, S. I., Wallace, S. A., Stevenson, H. C., & Brotman, L. M. (2004). Towards culturally relevant preventive interventions: The consideration of racial socialization in parent training with African American families. *Journal of Child and Family Studies, 13*(3), 277-293.

The authors of this study examined the existing literature on parent training programs and found that program efficacy for minority populations could be magnified by considering the cultural context of the target group and designing the program around the group's values, deficiencies and influences. They performed a qualitative pilot study to gain information on the behaviors, views and values of African American families regarding racial socialization. Using in-depth interviews, the researchers examined the prevalence and rationale of racial socialization strategies among low-income parents residing in inner-city neighborhoods, the content of information African American parents communicate to their young children (ages five and six), and methods and modes of parental racial socialization. To analyze the data, the authors used a grounded theory approach and found that the parents communicated messages related to preparation for bias, racial equality, racial pride, and racial achievement. They also found the most common methods of communicating these messages are oral communication, modeling, role playing, and exposure.

Huang, G. H.-C., & Mason, K. L. (2008). Motivations of parental involvement in children's learning: Voices from urban African American families of preschoolers. *Multicultural Education*, 20-27.

This study examines the motivation for African American parents to get more involved in their children's education. In this study, parents of children attending Head Start Programs who had attended a family literacy program, Project LEAPS (Literacy Enrichment and Achievement for Preschool Success) were invited to a focus group. The focus group was semi-structured and was guided by two central questions: 1) What brought you to become involved in Project LEAPS? And 2) What is your view regarding your child's education? The findings indicate that parents' motivations to be involved in the family literacy program and in their children's learning consist of three types of needs: 1) parents' need to establish relationships with others, 2) acquiring strategies to influence their children's learning, and 3) finding educational opportunities to ensure their children's academic success. The authors of this study concluded that parents did not fit the negative portrayal and assumptions that African American parents are disinterested or uncaring. Conversely, the parents in this study considered themselves key "players" who were concerned and actively involved in their child's education.

Parental Engagement: Latinos[1]

The resources in this section examine the engagement of Latino parents in programs designed to support positive family functioning and the healthy development of their young children.

Calzada, E. J., Basil, S., Fernandez, Y. (2012) What Latina mothers think of evidence-based parenting practices: A qualitative study of treatment acceptability. *Cognitive and Behavioral Practice, 20,* **362-274.**

In this study, Latina mothers were interviewed to explore their opinions about child misbehavior and evidence-based parenting strategies. Participants were interviewed to identify important considerations for parent training programs targeting Latina mothers. The participants of this study included 39 English and Spanish-speaking mothers of 3- to 6-year-old children living in New York City. Five of the participants served as key informants, as they had children with behavior issues. The key informants participated in interviews, while the 34 remaining mothers participated in focus groups. All participants completed questionnaires, which included a battery three measures related to parenting and/or child behavior, before or after the focus group or interview. In general, participants found positive, evidence-based parenting strategies to be "acceptable" methods, specifically parent-child play and praise or privileges as reward. With regard to evidence-based disciplinary strategies, participants expressed mixed responses: a little under half agreed that "selective ignoring at home" or "in public" are acceptable discipline strategies and a little over half agreed with the strategies of "time-out" and "loss of privileges". No participants, however, agreed with eliminating spanking as a form of punishment for misbehavior. The authors posit that it is important to consider all of these findings, in particular the universal disagreement with spanking elimination, in order to develop cultural adaptations for parent training programs.

Maldonado-Molina, M. M., N. A. Reyes, et al. (2006). Prevention research and Latino families: Resources for researchers and practitioners. *Family Relations, 55,* **403-414.**

This literature review aims to describe strategies that researchers and practitioners can use when working with various Latino populations. The authors stress that culture and ethnicity are highly complex, multidimensional constructs, and, as such, there are many barriers to understanding how they apply to large populations. Because "Latino" is an identity that encompasses many national origins, languages, and ethnic groups, the authors advocate for a within-group research design to evaluate culturally relevant programs. Ultimately, the article recommends a hybrid approach to modifying prevention programs that utilizes both research-based, empirically proven interventions and practical knowledge to create optimum results with target populations.

McCabe, K. M., M. Yeh, et al. (2005). The GANA program: A tailoring approach to adapting Parent Child Interaction Therapy for Mexican Americans. *Education and Treatment of Children, 28(2),* **111-129.**

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[1] In the literature, the terms "Latino" and "Hispanic" are both used. While we prefer to use the term Latino in this literature review, the annotated bibliographies reflect the terminology of the authors of the papers we are summarizing.

This article describes the process by which Parent Child Interaction Therapy (PCIT) was adapted to better serve Mexican American families. PCIT is an intervention that targets children with behavioral problems. It seeks to involve the whole family to help correct the child's behaviors. The modification process involved a period of research in which existing literature, experts, and members of the target population were consulted (focus groups and individual interviews were used to gather data from Mexican American families with children with behavior disorders who had participated in PCIT). The resulting program, GANA (Guiando a Ninos Activos or Guiding Active Children), was implemented and further reviewed by participants. The authors addressed several important cultural differences by framing aspects of GANA differently. For instance, GANA is framed in a more positive light as a series of educational classes rather than as a treatment for behavior disorders. The therapist is referred to as the GANA teacher rather than in more clinical terms. An initial survey to gather family attitudes towards discipline and other aspects of the program is vital to the success of the program. Discipline practices, for instance, are framed as more strict for families who tend towards authoritative parenting styles. Additionally, the GANA program is constantly reviewed by participants, as practitioners encourage parents to express their doubts and concerns over the course of treatment.

McWayne, C. M., G. Melzi, et al. (2013). Defining family engagement among Latino Head Start parents: A mixed-methods measurement development study. *Early Childhood Research Quarterly, 28,* **593- 607.**

The authors address the lack of culturally relevant measures with which to quantify Latino parent involvement in their children's preschools in this two-tiered study. In the first study, the authors conducted seventeen focus groups with parents of children enrolled in Head Start programs in New York City. Using parent responses in both English and Spanish, the authors developed four main factors that help categorize parental involvement: foundational education, supplemental education, school participation, and future-oriented teaching. With these factors, the authors developed the Parental Engagement of Families from Latino Backgrounds, a bilingual measure. The measure was then administered to 650 caregivers of children in similar Head Start programs in New York City. The authors were able to provide quantitative evidence to support the common claim that Latino parents view parental engagement as complex and multidimensional. They found that Latino parents place great emphasis on home-based involvement, including behavioral and social development. The study urges early childhood programs that serve Latino populations, particularly programs that serve recent immigrants, to investigate and support parent home-based involvement strategies.

Quiocho, A. M. L. and Daoud, A. M. (2006). Dispelling myths about Latino parent participation in schools. *The Educational Forum, 70,* **255-267.**

This qualitative study was conducted to discuss and dispel myths about Latino parent involvement in their child's education. Researchers analyzed parent, teacher, and staff surveys from two K-5 elementary schools in southern California. It was found that despite negative perceptions of Latino parents held by staff and teachers, Latino parents care about and are supportive of their children's academic progress. There was also a desire to be more involved in their child's education, but Latino parents felt excluded from the school community. It is recommended that for increased parent engagement there is greater

school-parent communication. Parents made three main suggestions to do this: 1) hire a community liaison to make parents feel more comfortable coming into the school knowing with whom to speak; 2) ensure that there is always at least one Spanish-speaking employee in the front office; 3) translate all materials that are sent home. It was also suggested that the location of the meetings may change levels of participation, schools were recommended to periodically hold meetings within local community buildings.

Parental Engagement: Other
This section includes articles that address parental engagement with racial/ethnic minority populations more broadly, with mixed samples of Black and Latino participants, or with immigrant populations.

Brotman, L. M., E. Calzada, et al. (2011). Promoting effective parenting practices and preventing child behavior problems in school among ethnically diverse families from underserved, urban communities. *Child Development, 82*(1), 258-276.

Using randomized, controlled trials, this study evaluates the efficacy of *ParentCorps,* a preventive family intervention designed to improve effective parenting practices. The intervention consisted of 13 2-hour weekly group sessions for primary caregivers. The group sessions were conducted in eight public schools in New York City serving mostly minority populations. Parents and children were assessed throughout the study in several ways including video taped home visits to observe parent-child interactions, parent interviews, teacher questionnaires, and tests of school readiness skills. The authors measured effective parenting practices, child behavior problems, predictors of academic achievement, demographic characteristics, and parent engagement in the intervention. The authors found that the *ParentCorps* had an effect on effective parenting practices and child behavior problems. Parents who showed poor parenting practices at baseline had a higher impact in this area. Single-parent status and low education predicted low attendance in the sessions. The authors also found Black parents were more engaged in the intervention than Latino parents.

Coatsworth, J. D., Duncan, L., G, Pantin, H., & Szapocznik, J. (2006). Differential predictors of African American and Hispanic parent retention in a family-focused preventive intervention. *Family Relations, 55*, 240-251.

This study examined the similarities and differences in sociodemographic, child, and family-level predictors of retention and attendance in family-focused preventive intervention among African American and Hispanic families. The authors used data from the Familias Unidas/SEPI intervention that provides mental health counseling to improve self-sufficiency and wellness in the Latino community. They measured program retention, sociodemographic variables, child-level variables (social competence, child aggression, academic competence, and adolescent disability), family-level variables (barriers to participation, parental intention and motivation to participate, perceived family stress, family opposition, family organization, and whether multiple caregivers attended sessions). Based on their analyses, the authors found that sociodemographics, family processes and child functioning predicted program retention. They also found that child disability and child aggression increased

attendance for Hispanic families and for African American families to a lesser extent. While sociodemographic and child functioning variables were found to be strong predictors of program retention for Hispanic families (especially families of high socioeconomic status), they did not predict retention for African American families. The finding with the largest effect in this study was that family-level variables were the most powerful predictors of program retention for both groups. In light of their findings, the researchers recommend giving disorganized families homework tasks that will help with structure and organization. They also recognize the importance of engaging fathers in addition to mothers.

Crosnoe, R. (2010). Two-generation strategies and involving immigrant parents in children's education. *The Urban Institute*: Washington D.C.

This literature review describes and compares two-generation approaches to involving Latin American and Asian American immigrant parents in children's education. The author finds that Latin American immigrants are less likely to engage in involvement behaviors that American schools expect. This can be attributed to socioeconomic status, language barriers, and cultural differences between parents and school personnel. In order to reduce these differences, the author looks to direct parent involvement and indirect parent involvement that would target the socioeconomic and language barriers influencing these parents. In practice, the six programs targeting direct parental involvement listed in the paper had mixed results. In contrast, the two-generation, indirect approach, such as Head Start, looks promising in theory but effects were not examined in this article. The paper lists some preliminary evaluations testing whether programmatic interventions could boost maternal schooling in disadvantaged populations, and evaluations of Even Start programs that have yielded unsuccessful results.

Dumas, J. E., Nissley-Tsiopinis, & Moreland, A. D. (2006). From intent to enrollment, attendance, and participation in preventive parenting groups. *Journal of Child and Family Studies, 16(1),* 1-26.

This study tested the extent to which several factors, including sociodemographic characteristics, child adjustment, and obstacles to engagement predict intent-to-enroll, enrollment, attendance, and quality of participation in the Parenting our Children to Excellence (PACE) program. PACE assesses the preventive impact of a structured group parenting program on parenting and child outcomes, with particular emphasis on the process of engagement and its relation to those outcomes. The researchers hypothesized that, 1) limited obstacles would predict stated intent to enroll in the program, 2) intent to enroll, elevated levels of child behavior problems, and limited obstacles would predict actual enrollment and attendance at sessions and 3) more frequent attendance would predict higher quality of participation in sessions (measured by group leader report of participants' level of attendance using a Likert scale). The authors found that the program appeals more to young families with low household incomes. They also found that attendance predicted quality of participation, but only in one of the two centers. Marital status and education level also predicted quality of participation.

Dumas, J. E., Moreland, A. D., Gitter, A. H., Pearl, A. M., & Nordstrom, A. H. (2008). Engaging parents in preventive parenting groups: Do ethnic, socioeconomic, and belief match between parents and group leaders matter? *Health Education & Behavior, 35*(5), 619-633.

The purpose of this study was to determine whether ethnic, socioeconomic status, and belief match between the parents and group leaders of the Parenting our Children to Excellence (PACE) intervention would affect engagement in the program. PACE assesses the preventive impact of a structured group parenting program on parenting and child outcomes, with particular emphasis on the process of engagement and its relation to those outcomes. This study was conducted at daycares in Indianapolis and Harrisburg, Indiana with economically and ethnically diverse families. The sessions were offered weekly for 2 hours per session and served between five to 15 parents. The authors measured ethnic match, socioeconomic status match, and belief match between the parents attending and the leaders of the group intervention at the daycare and examined whether those predictor variables would predict attendance, point of dropout, or quality of participation. The results indicated that ethnic match and socioeconomic match were significantly related to program engagement with socioeconomic status being a more significant predictor of engagement. The authors acknowledged that socioeconomic status match was more likely for higher income families leading them to believe that engagement may also be related to income rather than match. The authors recommend that programs explicitly ask their parents what they look for in a group leader as this may have an effect on engagement and retention in programs. They also note that because ethnic match was a strong predictor of engagement, this is something to consider for future research and practice.

Fraenkel, P. (2006). Engaging families as experts: Collaborative family program development. *Family Process, 45*(2), 237-257.

This article introduces a model called the Collaborative Family Program Development Model (CFPD) which is a ten-step approach to developing community-based programs for families. The author posits that families, particularly those from marginalized communities, may be more engaged in programs when they have some control over its structure and content. The CFPD model includes significant input from the community, a pilot program, revision of the program based on feedback, self-evaluation and dissemination or adaption to other settings. The model could be used independently or in conjunction with Doherty and Beaton's (2006) five-level classification for therapist community involvement. It has proven to be successful in two variations of the program adapted to homeless families transitioning from welfare to work and with homeless families with teens although the evaluations of these adaptations were not included in the article.

Gross, D., Julion, W., & Fogg, L. (2001). What motivates participation and dropout among low-income urban families of color in a prevention intervention? *Family Relations, 50*, 246-254.

This study examined the source of motivation for low-income parents' participation in a health promotion intervention and parent training program intended for low-income, minority families with children ages 2 to 3. In this program, parents meet weekly for two hours over 12 weeks. Parents complete homework assignments that help them work on the discipline strategies they use with their children. Parents were interviewed when they enrolled in the program about their motivation to participate and their expectations for the group. Both the parents who completed the program and the parents who dropped out were contacted for another interview after the program ended regarding their motivation to complete the program or the reasons for dropping out. The authors found that the most

common reasons for choosing to participate in the program were to learn about typical child behavior at this age, to share experiences with other parents, and to get help in dealing with their children's difficult behaviors. Very few parents stated that they attended the sessions only for the financial incentive. The most common reasons that parents chose to drop out of the program were lack of time, changes in schedules, and the inability to commit to the parent group due to stress.

Gross, D., Garvey, C., Julion, W., Fogg, L., Tucker, S., & Mokros, H. (2008). Efficacy of the Chicago Parent Program with low-income African American and Latino parents of young children. *Prevention Science, 10*, 54-65.

This study tests the efficacy of the Chicago Parenting Program (CPP), a program designed to promote positive parenting and reduce behavior problems in 2- to 4-year-old children in day care centers serving low-income African American and Latino families. CPP was designed to help parents become positive role models for their children, to reinforce parent behavior that leads to desired child behavior, and to reducing harsh and inconsistent parental responses to difficult child behavior. CPP consists of 11 weekly sessions and a booster session two months after the last session. The 11 sessions cover child centered time, the importance of family routines and traditions, the value of praise and encouragement, the role of rewards for reducing challenging behavior, the importance of setting clear limits and of following through on limit setting, the need to establish consequences in response to misbehavior parents want stopped, stress management, problem –solving skills, and the use of specific parenting strategies such as ignore, distract, and time out. The study involved an initial examination of CPP as well as a 3-, 6- and 12-month post-intervention. At each interval, parents completed a questionnaire and a video-taped session. Gross et al. assessed parent outcomes including parenting self-efficacy using the Toddler Care Questionnaire, parent discipline strategies using the Parenting Questionnaire, parent behavior using the Dyadic Parent-Child Interactive Coding System-Revised, and child behavior problems using observational coding of aversive child behavior using the Eyberg Child Behavior Inventory and parent report. CPP proved effective in reducing parent reliance on corporal punishment, number of commands, and observed child behavior problems through the 12-month post-intervention. While parent attendance rates were low, those who attended more than half of the sessions experienced increased parenting self-efficacy, increased consistency in discipline and greater warmth toward their children. The researchers also found a correlation between the degree to which a child exhibits challenging behaviors, and the number of sessions his/her parents attends.

Harry, B. (2008). Collaboration with culturally and linguistically diverse families: Ideal versus reality. *Exceptional Children, 74*(3), 372-388.

This literature review identifies research-based definitions of ideal relationships between culturally and linguistically diverse (CLD) families and service providers in special education. It also identifies key requirements for collaborative relationships between professionals and CLD families, including communication that is positive, understandable, and respectful; commitment to the child and family; equal power in service implementation; competence in implementing and achieving goals; mutual trust, and mutual respect. The author also examines the nature of collaboration with CLD families of children with disabilities, and suggests that without proper training in multicultural practice, service providers

could be inadvertently limiting the information they give to parents and effectively discriminating against them. The author also provides recommendations for improving collaboration between service providers and families, including requiring providers to complete internships in diverse communities to build effective communication skills with CLD families.

Ingoldsby, E. M. (2010). Review of interventions to improve family engagement and retention in parent and child mental health programs. *Journal of Child and Family Studies , 19,* **629-645.**

This study demonstrates the importance of actively engaging families in mental health interventions and preventative measures. The author notes that individuals who are at greater risk for poor health outcomes are more likely to discontinue mental health services. In an effort to determine effective strategies to combat this issue, the author conducted a systematic review of literature published after 1980 that demonstrates effective engagement strategies. The author only selected randomized-controlled trials. Seventeen studies were analyzed and the results were broken down into key engagement strategies. Among these strategies are appointment reminders, acquainting practitioners and participants prior to beginning treatment, changing the delivery method of the program, and monetary incentives. The results demonstrated that these strategies work in varying degrees; some, like acquainting the providers and participants before treatment, worked to recruit families initially, but were inconclusive over a longer period of time. Appointment reminders, for example, were helpful for engaging families with children who had severe conduct problems, but were not effective strategies for recruiting families with children with better behavior.

Matthews, H. & Ewen, D. (2010). *Early education programs and children of immigrants: Learning each other's language.* **Paper presented at the Young Children in Immigrant Families and the Path to Educational Success roundtable meeting, The Urban Institute.**

This paper presents the logistical aspects of many early childhood opportunities that serve immigrant families, particularly English Language Learners, on the state and federal level. The article addresses federal opportunities like Child Care and Development Block Grant, Temporary Assistance to Needy Families, and Elementary and Secondary Education Act, and makes direct recommendations as to how these programs should be changed and modified to better serve immigrant and ELL communities. These strategies fall into three categories: addressing awareness and barriers that hinder people who could use these programs from knowing about them; addressing accessibility of these programs and interventions; and addressing responsiveness to the needs to immigrant and ELL communities. The authors recommend that programs like Head Start continue to receive federal funding and that policymakers make every effort to be responsive to the needs of ELL communities. This means working to minimize practical barriers that prevent immigrant families from receiving services, including making eligibility requirements more explicit.

Mendez, J. L. (2010). How can parents get involved in preschool? Barriers and engagement in education by ethnic minority parents of children attending Head Start. *Cultural Diversity and Ethnic Minority Psychology, 16(1),***26-36.**

This paper discusses a curriculum piloted in Head Start programs in a small southern city. The curriculum, The Companion Curriculum, is a preventative intervention that places teachers at the center of parent involvement. The curriculum involves four main parts. First, teachers learn strategies to promote parent engagement. Second, parent corners are implemented at the childcare centers where adults and children are encouraged to work together. Third, educational activities are provided at the childcare centers aimed at including whole families. Finally, a Parent Excellence series is provided to support parents on a monthly basis. These meetings are family-friendly and focus on ways to support the child's learning at home. The author hypothesized that the population receiving the TCC intervention would exhibit greater parental involvement when compared with the control population. The author also hypothesized that parent-teacher relationships would serve as an indicator for student's school readiness. The author encountered many barriers to parent involvement, but overwhelmingly parents seemed to appreciate the program. More than 90% of parents would recommend the program to other Head Start parents, for instance. Additionally, parent participation in the parent workshops provided tended to indicate a higher performance on the child assessments given to students at the beginning and end of the year.

Sobel, A. & Kugler, E. G. (2007). Building partnerships with immigrant parents. *Educational Leadership*, *64*, 62-66.

This article provides an overview of the Parent Leadership Initiative, which began in 2004, as a focused effort to engage immigrant parents and nurture two-way partnerships with them. The Parent Leadership Program began in Annandale, Virginia in a high school. The following considerations are offered to facilitate partnerships with immigrant parents: 1) immigrant parents have high expectations for their children to succeed academically and pursue higher education however they have limited knowledge of how to support their children in those endeavors; 2) due to cultural differences, immigrant parents may not understand that they are encouraged to be involved in their child's school-life; and 3) service providers should ensure that any communication barriers are actively addressed. To address key considerations, several engagement strategies were proffered for future programs that serve immigrant parents: 1) hold parent leadership classes in multiple languages to empower parents to become leaders; 2) offer programs outreach for parents that is culturally specific; 3) utilize parent peer networks to break down communication barriers; 4) open a parent resource center, and; 5) guide teachers in action research to increase their understanding of parents from other cultures and to increase their skill in developing partnerships with parents.

Turney, K., & Kao, G. (2009). Barriers to school involvement: Are immigrant parents disadvantaged? *The Journal of Educational Research, 102(4),* 257-271.

This article examines race and immigrant differences in barriers to parental involvement and parents' current involvement at their children's schools, specifically in early childhood settings. Data from the Early Childhood Longitudinal Study- Kindergarten cohort 1998-1999 was used as a nationally representative sample of children. A total of 12,954 parents of kindergarteners participated in the first, second, and fourth waves of data collection. The focus of this study was on the fall-transitions into kindergarten as it marks the beginning of parental interaction with schools. Barriers examined include:

inconvenient meeting times, no child care, problems with safety going to school, not feeling welcomed by school, problems with transportation, problems because they speak a language other than English and meetings are conducted only in English, not hearing about interesting things, and family members not getting time off from work. The authors found that nearly all minority immigrant groups reportedly faced more barriers to involvement than their White counterparts. Additionally, foreign-born Hispanics and Asians and native-born Black parents were more likely to feel unwelcome at their child's school. Immigrant parents faced substantial barriers to involvement in their children's kindergarten classrooms and schools. Black, Hispanic, and Asian foreign-born parents faced substantially higher levels of barriers than their White native-born counterparts. Of the native-born parents, only Blacks faced more barriers than their White counterparts. Hispanic and Asian native-born parents faced amounts of barriers similar to those of White native-born. Parents whose primary language was not English also encountered more barriers than parents whose native language was English. It is suggested that schools take steps to make all parents feel more welcome while simultaneously decreasing the communication barrier and decreasing logistical barriers.

Wong, S. W., & Hughes, J. N. (2006). Ethnicity and language contributions to dimensions of parent involvement. *School Psychology Review, 35*(4), 645-662.

This study examined ethnic and language group differences on dimensions of parent-rated and teacher-rated parent involvement through questionnaires sent home to parents and teachers of children in the first grade. White parents reported a significantly higher level of parent-teacher shared responsibility than Black and Hispanic parents. Black parents reported higher levels of communication and parent-teacher shared responsibility than Hispanic parents. English-speaking Hispanic parents reported a significantly higher level of parent-teacher shared responsibility than Spanish-speaking Hispanic parents. Teachers assigned White parents higher ratings of general involvement than Black and Hispanic parents. Hispanic parents received higher levels of alliance and general parent involvement than Black parents. It is suggested that in order to increase involvement and communication for all parents, school psychologists should play a crucial role. School psychologists should help teachers connect with minority parents by providing professional development programs to enhance teacher and staff knowledge and skill for parent involvement.

Cultural Adaptation of Programs and Interventions

The articles in this section address the cultural adaptation of evidence-based programs and interventions in order to effectively serve target populations, including Blacks and Latinos. The resources presented below apply to contexts outside of early care and education (ECE), but are also applicable to discussions of how to design programs for families with children 0-8 that effectively engage racially and ethnically diverse participants.

Barrera, M. Jr., & González Castro, F. (2006). A heuristic framework for the cultural adaptation of interventions. *Clinical Psychology: Science and Practice, 13(4),* 311-316.

This literature review briefly summarizes literature, theory and current recommendations surrounding cultural adaptation of intervention programs, with particular emphasis on the work of Anna S. Lau (2006). The authors developed a "heuristic framework", which includes tests to determine whether or not an intervention is in need of cultural adaptation, as well as recommended procedures for adaptation to an intervention. This sequence includes: Information Gathering, or determining the target changes that could potentially improve the cultural competency of the intervention; Preliminary Adaptation Design (to include determined changes); Preliminary Adaptation Test, to test the determined changes and find if they are effective; and Adaptation Refinement, or refining the determined changes based on findings from the adaptation tests. The authors note limitations that could potentially emerge, even with the use of this sequence, including whether or not using different research studies for different populations captures the true cultural adaptations needed to engage these populations and reach the desired outcomes; and, that there are varying degrees of standardization across interventions, which in some cases leaves much of the efficacy of an intervention dependent on the cultural competence of therapists using these models.

Cardona, J. P., Holtrop, K., Cordova, D., Jr., Escobar-Chew, A.R., Horsford, S., Tama, L., Villarruel, F. A., Villaloboa, G., Dates, B. Anthony, J.C., & Fitzgerald, H. E. (2009). "Queremos Aprender": Latino immigrants' call to integrate cultural adaptation with best practice knowledge in a parenting intervention. *Family Process, 48*(2) 211 - 231.

This article presents a study in which Latino parents were asked to participate in focus group interviews to discuss their opinions about developing cultural adaptations to evidence-based parenting intervention programs. The participants consisted of 83 Latino immigrant parents from two different counties in the Midwest, 64 of whom were female and 19 of whom were male. Overall, the participants had a strong interest in participating in parenting intervention programs; however, they also shared common barriers which prevent them from participating. The authors suggested that these experiences and anticipated barriers can inform potential adaptations to interventions, to ensure that they are "culturally relevant, respectful, and responsive to (the populations') life experiences." Some of these adaptations include awareness that Latino parenting is shared with extended family members, and incorporating common values of Latino parenting, such as mutual parent-child respect, or *respeto*, and close family relationships, *familismo*. The authors also underscore the equal importance of preserving the core aspects of the intervention, while ensuring that it is culturally relevant for the target population.

Castro, F. G., Berrera Jr., M., & Martinez Jr., C. R. (2004). The cultural adaptation of prevention interventions: Resolving tensions between fidelity and fit. *Prevention Science, 5*(1), 41-45.

This article aims to explore the balance between the scientific/theoretical basis of an intervention and the community-based implementation of the intervention. The noted struggle is between the need for fidelity and universality of the program, and cultural sensitivity to the target population. The researchers point out several programs that fall victim to the "mismatch effect" in which a program might be implemented with very high fidelity but would not fit with the targeted group's culture or abilities. The researchers noted the largest sources of mismatch are group characteristics, program delivery staff, and

administration or community factors. To mediate this, a 12-step approach to program adaptation called "Finding the Balance" by Backer (2001) is recommended by the researchers. Overall, the researchers maintain that to build the most effective intervention, one must perform a cultural adaptation, which modifies the program to fit with the group's traditional views. They highlight the importance of using a sound conceptual framework that will effectively guide the program through instances of "non-fit" between program implementation and the target group's values.

Griner, D., & Smith, T. B. (2006). Culturally adapted mental health interventions: A meta-analytic review. *Psychotherapy: Theory, Research, Practice, Training, 43*(4), 531-548.

This meta-analysis gathered and synthesized literature related to outcomes associated with culturally adapted mental health interventions. The results of the author's analyses indicated that overall, culturally adapted mental health interventions demonstrated positive effects. Interventions conducted with groups of same-race participants were four times more effective than those with mixed-race participants. The authors also found that older participants and Hispanic participants tend to have more success in culturally adapted interventions. The researchers attribute this effect to 1) older participants being less acculturated, and 2) Hispanics being less likely to speak English, resulting in these two groups being in greater need of an adapted intervention. In contrast with previous studies that found little effect of cultural match between the participant and the therapist, this review found that interventions with this match were twice as effective as interventions without a cultural match.

Kumpfer, K. L., M. Pinyuchon, et al. (2008). Cultural adaptation process for international dissemination of the Strengthening Families Program. *Evaluation & the Health Professions, 31*, 226-236.

The Strengthening Families Program (SFP) is an evidence based program (EBP) designed to address youth who are at-risk for substance abuse. The program targets children of substance abusers and incorporates the whole family in a 14-session skills training program. This program has been successfully adapted over the past 20 years for implementation in seventeen countries and across many racial and ethnic backgrounds. This article describes the process by which SFP was culturally adapted and suggests that other programs may be modified using similar processes. To begin, the cultural context must be analyzed and the target population must be identified. Ideally, this step involves using pre-existing survey data. Then, experts determine the most adequate program and make minor changes for cultural context, given the data collected. Next, the proposed program is reviewed with local families and experts. Highly trained staff is vital in the proper implementation of such programs. Additionally, the program should be in a constant state of revision, relying heavily upon frequent feedback sessions with staff and program participants.

Lau, A. S. (2006). Making the case for selective and directed cultural adaptations of evidence-based treatments: Examples from parent training. *Clinical Psychology: Science and Practice, 13(4),* 295-310.

The author notes that existing evidence based treatments (EBTs) for children have been developed in research settings and that there has been little real-world application and testing of these programs

with diverse samples of children. This paper proposes a selective and direct methodology for the systematic review and modification of existing EBTs for cultural minorities. The author suggests that, in order to maximize the effects of program adaptation, the factors that present problems are the ones that should be modified. Therefore, it is necessary to identify these factors using a systematic approach that relies heavily upon empirical evidence. The two most important means of adaptation identified involve content and engagement. Content of existing EBTs must be altered according to cultural context. New components may be added or existing components may be modified to best serve the target population. Additionally, modified EBTs must seek to enhance engagement and must have social validity. As an example, this paper describes how evidence based treatments from two parenting programs (i.e*., Guiando a Ninos Activos* and *Black Parenting Strength & Strategies*) were culturally adapted; these examples demonstrate how content and engagement strategies were modified to increase program success. The author recommends taking an individual approach to treatment, utilizing individualized assessments at the onset of treatment, to determine how best to tailor programs to participants.

Parra Cardona, J. R., M. Domenech-Rodriguez, Forgatch, M., Sullivan, C., Bybee, D., Holtrop, K., Esibar-Chew, A.R., Tama, L., Dates, B., & Bernal, G. (2012). Culturally adapting an evidence-based parenting intervention for Latino immigrants: The need to integrate fidelity and cultural relevance. *Family Process , 51(1),* 56-72.

This mixed-method study compares two parenting strategy courses that have been culturally adapted for Latino families living in the United States. The original intervention, *Parent management training— the Oregon mode* (PMTO-Original), is aimed at helping families develop communication strategies. Goals include: decreasing deviant behavior in children, helping parents develop strategies for heightened engagement with children, and helping families develop problem-solving skills. This intervention was partially translated partially (omitting units related to problem-solving), and administered to Latino families as *Raising Children with Love, Promoting Harmony, and Self-Improvement* (CAPAS-Original). Later, it was further modified to incorporate all material from PMTO-Original and include new, culturally-specific modules (CAPAS-Enhanced). This study compares the outcomes of families who participated in both CAPAS-Original and CAPAS-Enhanced in Detroit, Michigan. The results showed that families who participated in both interventions were highly satisfied with their experiences. Parents were receptive to modules such as "giving good directions," "managing emotion regulation," and "monitoring and supervision". Parents also expressed that they found discussing their biculturalism and immigration experiences with others a helpful exercise. The authors recommend employing staff who share similar backgrounds to study participants. Limitations of the study include a very small sample size, such that results cannot be generalized for other populations.

Reese, L. R. E., & E. M. Vera (2007). Culturally relevant prevention: The scientific and practical considerations of community-based programs. *The Counseling Psychologist, 35(6),* 763-778.

This literature review describes the current state of culturally-relevant prevention programs that target racial and ethnic minority populations. These community-based programs are meant to affect the health, education, and familial outcomes of participants. Racial and ethnic minorities, according to the

Office of the Surgeon General, are less likely to receive mental health services and are more likely to receive poor quality care. In order to address these disparities, the authors suggest 1) modifying programs and services offered so that they are more easily accessible, 2) combating real and perceived barriers that prevent people from receiving services, and 3) addressing the factors that cause racial and ethnic minorities to need mental health services in the first place. The authors note the importance of deep-structural change in existing programs, or ensuring that content of programs meets the needs and wants of target populations. They advocate for direct input of participants in program design and content.

Cultural Competence
The articles in this section highlight the importance of cultural competence when addressing the needs of racial/ethnic minority populations. Examples from health care and social work are included as the focus of the forthcoming literature review is on parental engagement in multiple types of programs that support children's learning and development, including health/mental health, social work, and education.

Betancourt, J.R., Green, A.R., Carrillo, J.E., & Ananeh-Firempong, O. (2003). Defining cultural competence: a practical framework for addressing racial/ethnic disparities in health and health care. *Public Health Reports, 118,* 293-302.

The authors of this literature review found that health and health care differences continue to exist between different ethnic and racial populations, particularly among minority populations, including African Americans and Hispanics. These populations were more likely to experience an array of socio-economic, environmental and occupational factors that cause a higher risk for health issues. Additionally, within the health care system, greater percentages of minorities tended to be uninsured and even those who were insured tended to experience language and cultural barriers while being treated. These, and other critical issues, have led to the development of "cultural competence" within the field of health care. The authors found that while "cultural competence" has been widely recognized as a critical component for improving care for all patients, there have been inconsistencies in the way that it has been defined. With the intention of developing a comprehensive and universally-applicable definition, the authors present their framework for "cultural competency," which includes "organizational cultural competence interventions," "structural cultural competence interventions," and "clinical cultural competence interventions." These components address the diversity among the staff and leadership, structural accessibility to health care and health information materials, and cultural knowledge and awareness of clinicians, respectively. The authors posit that these three components of cultural competence are essential in developing a health care system that provides equal care to all patients.

Foltz, J. L., May, A. L., Belay, B., Nihiser, A. J., Dooyema, C. A., & Blanck, H. M. (2012). Population-level intervention strategies and examples for obesity prevention in children. *Annual Review of Nutrition, 32*, 391-415.

This literature review summarizes the strategies used to support health behaviors in children through population-level interventions and includes examples of how these strategies have improved behaviors in certain settings. The review provides a brief overview of childhood obesity in America, including current obesity rates, some immediate causes and potential consequences of this health issue. The authors suggest that obesity intervention programs that are more successful addressed multiple prevention factors including nutrition, activity level, exercise training and parental involvement. The authors also found that the most effective approach to childhood obesity is a multiple-setting intervention that links with community partners, community health workers, families and institutions to convey a consistent message to children about health behaviors.

Horevitz, E., Lawson, J., & Chow, J. C. C. (2013). Examining cultural competence in health care: Implications for social workers. *National Association of Social Workers, 38(3)*, **135-145.**

This article describes the emergence of cultural competence in the health and social work fields. According to the authors, there is a need for increased cultural competency within these fields due to a cultural mismatch between social workers/health care providers and the populations they serve. However, the authors suggest, there is not a consistent definition of cultural competency within these fields. Multiple models of cultural competence are introduced, including, Provider level Cultural Competence (i.e., cognitive, affective, behavioral, and environmental) and Agency level Cultural Competence (i.e., culturally neutral, culturally sensitive, culturally innovative, culturally transformative). Collectively, these models suggest that cultural competence involves a combination of cognitive, affective, behavioral, and environmental processes.

Klingner, J. K., & P. A. Edwards (2006). Cultural considerations with response to intervention models. *Reading Research Quarterly, 41(1),* **108-117.**

This literature review addresses the issue of disproportionate representation of culturally and linguistically diverse populations in special education classes. The authors demonstrate that, frequently, students in these populations are placed incorrectly in special education classes simply because their learning styles and needs differ from those of other students. The authors begin by addressing the importance of using instructional practices that are proven effective, and go on to stress that research is needed to determine what these effective practices look like in different populations. The authors support a four-tiered approach to response to intervention (RTI) models, differing from the traditional three-tiered RTI model in the intermediate level of intervention. The first tier involves good quality classroom instruction with regular progress monitoring. The second tier allows for interventions for students who are not regularly meeting benchmarks. The authors stress the need for culturally sensitive teaching methods and on-going professional development to help teachers hone their skills, noting the populations in their individual classrooms. The third tier, which can overlap in time with the second, begins with a team of specialists (including the classroom teacher and other relevant specialists at the school) called a Teacher Assistance Team (TAT) or a Child Study Team. These individuals brainstorm collectively to determine how best to support the learner, based on his or her background and educational style. The fourth and final tier is traditional special education, developed to meet the individual's specific needs. In reconfiguring RTI models, the authors highlight the importance of bringing

together specialists from diverse backgrounds and compiling new research that addresses learning in culturally and linguistically diverse populations.