Evidence Based and Promising Practices with Latino Children and Families
Annotated Bibliography

Cultural Mediator Programs

Cultural Brokers


This article describes the evolution of the theory of culture brokering. The theory was generated by conducting a concept analysis that yielded 12 attributes of the concept of culture brokering. The article reviews the history of the term “cultural broker” and reviews the literature that was used to develop the theory. The theory is grounded in the experiences of nurses attempting conflict resolution in the context of health care interactions.


This report presents the results of a community-based participatory research study conducted in Fresno County to examine the salient features of and challenges associated with the cultural broker approach; any effects of cultural brokers on the quality of families’ experiences and services resulting from working with cultural brokers; and any differences in safety, permanence and well-being outcomes in families working cultural brokers. This study led to the development of the Cultural Brokers training curriculum listed below (Siegel et al., 2011).


This publication describes the Cultural Broker Project, developed by the National Center for Cultural Competence, to encourage the use of cultural brokering as an approach to increasing access to, and enhancing the delivery of, culturally competent care in health care settings. The guide is designed to assist health care organizations in planning, implementing, and sustaining cultural broker programs. In addition to describing the cultural broker approach, the guide describes the knowledge, values, and skills required of cultural brokers and provides guidance.
Evidence Based and Promising Practices with Latino Families – Annotated Bibliography

for establishing a cultural broker program that is tailored to the needs of the communities served.


This empirically-based curriculum presents the cultural broker model as a method of addressing the disproportionate overrepresentation of African American children in the child welfare system. The curriculum is based on findings from a community-based participatory research project that examines the historical evolution and prominent features of the cultural broker approach to promote engagement and partnership with the African American community and the Fresno county child welfare agency. The curriculum includes content on (1) the history of cultural racism and oppression in child welfare, (2) the prevalence of racial disparities and disproportionality in child welfare, (3) the role of community partnership and collaboration with African American families in child welfare service delivery, (4) the cultural broker approach to community engagement in child welfare practice, and (5) key considerations for improved child welfare partnerships with African American communities. Although initially applied to practice with African American families, it has since been expanded within Fresno County to practice with Latino families, and is currently being pilot tested in Orange County with Latino families.

Promotoras Programs


This article describes issues and challenges in addressing the health of the Latino population and presents a framework for Latino health promotion through improved communication using promotoras. Select research on outcomes of promotoras programs is included. Other communication approaches with the Latino population are considered that address country/culture of origin, socioeconomic status, history of migration, perceived racism/discrimination, cultural values, and gender and age issues.


This report presents the findings of a national study of community health advisors (i.e., promotoras) funded by the Annie E. Casey Foundation. The study identifies the core roles of community health advisors and provides recommendations for the development and evaluation of promotora programs.

Resources:
Promotoras: Promoting Health in Our Community
This brief post provides a summary of the Promotoras Program used in Placer County.

**Birth Parent Mentors**


This article presents the outcomes of the Parent Partner Program in Contra Costa County. Results show that children whose parents were involved in the Parent Partner program were more likely to reunify within 12 months than children whose parents were not involved in the program. Specifically, 58.9% of children whose parents were involved in the Parent Partner program reunified, compared to 25.5% of children whose parents were not involved in the program.


This article describes the Parent Partner program in Contra Costa County, including the theoretical justification of the program, roles, and expected outcomes and benefits. The organizational factors thought to be required for such programs are also described, drawing on the available literature and the practice experience of the county child welfare agency.


This review explores barriers and proactive strategies to engaging birth parents with child welfare services, developing connections between birth parents and foster parents, utilizing birth parents as agency partners that mentor and train other parents, and drawing on birth parent experience in an advisory capacity. Parent mentor programs in Contra Costa County, Washington State, and Kentucky are reviewed.


This report provides a brief overview of four parent engagement/mentoring models currently being implemented in Washington State. The four models summarized are: 1) the icebreaker meeting, a facilitated meeting held shortly after a child is removed so birth and foster parents can meet each other and share information about the needs of the child; 2) the Parent to
Evidence-Based Parent Training Programs

Parent Training Programs Tested with Child Welfare Outcomes

Parent-Child Interaction Therapy (PCIT)


This study involves a randomized trial to test the efficacy and sufficiency of PCIT in preventing re-reports of physical abuse among abusive parents. Parents and children involved in the study participated in either (a) PCIT, (b) PCIT plus enhanced individualized services targeting issues such as depression, substance abuse, or domestic violence, or (c) a standard community-based parenting group. At the follow-up period of 850 days, 19% of parents who received PCIT had a re-report for physical abuse compared to 49% of parents who received the standard community-based parenting group. Greater reduction in negative parent-child interactions was noted among those receiving PCIT.


This study examines how PCIT was adapted for Puerto Rican parents of children aged 4-6 with hyperactivity and other behavior problems. The adaptation process involved in-depth interviews with parents and psychologists from Puerto Rico who provided feedback on the treatment process and components. Parents reported a high level of satisfaction with the adapted program, a significant reduction in children’s externalizing behavior problems, and reduction of parenting stress and improvement in their parenting practices. The paper provides a thorough review of the processes used to adapt the model to ensure cultural responsiveness.

This manuscript describes the process of developing the GANA program, a version of PCIT that has been culturally adapted for Mexican American families. The adaptation process involved combining information from 1) clinical literature on Mexican American families, 2) literature on barriers to treatment access and effectiveness, and 3) qualitative interviews with Mexican American mothers, fathers, and therapists that gathered information on how PCIT could be modified to be more culturally responsive. The resulting culturally adapted program is described.


This paper reports the results of an evaluation of the GANA program, examining treatment effects over a 6 to 24 month period after participating in the program. Parents and children participated in either (a) the GANA program, (b) standard PCIT, or (c) standard therapy at a community mental health clinic. Results indicated that both GANA and standard PCIT resulted in improvements in children’s behavior problems over time. This suggests that the culturally adapted version of PCIT maintained its effectiveness in yielding positive outcomes for Mexican American families.

Resources:

Main site on PCIT at the University of Florida, Department of Clinical and Health Psychology: http://safecare.publichealth.gsu.edu

Safe Care


This study examined recidivism outcomes of neglect for parents involved in the Oklahoma CPS system between parents who received services through a home-based SafeCare model and parents who received standard home-based services. The results demonstrated significant maltreatment recidivism reduction in families who received services from the SafeCare model, compared to those families who received traditional services.


This paper presents the results of an evaluation of Project SafeCare, a 4-year, in-home, research and intervention program that provided parent training to families of children at-risk for maltreatment, and families of children who were victims of maltreatment. Parents were
trained in treating children’s illnesses and maximizing their own healthcare skills, positive and effective parent–child interaction skills, and maintaining low-hazard homes. The effectiveness of these training components was evaluated as the change in the parents’ scores on role-play situations for child health problems, hazards present in the home, and the frequency and quality of parent–child interactions during activities of daily living. Statistically significant improvements were seen in child health care, home safety, and parent–child interactions.


This study examined the types of cultural adaptations that have been made to the SafeCare model by providers working with families in CPS systems to improve the model’s cultural responsiveness. Eleven SafeCare providers across six states participated in individual interviews to gather this information. Overall, the providers did not recommend systemic adaptations to the model, but provided information about specific elements of the model that require adaptation on a case-by-case basis. The most common recommendation was to adapt the materials to be more user-friendly, including lowering literacy levels and including more pictures. Participants also noted that the Spanish translations were too literal or formal to make sense to many families. Several providers also indicated the importance of considering the level of acculturation of families participating in the program. Other recommendations included adding more information about cultural competency to SafeCare home visitor training.

Resources:

National SafeCare Training and Research Center: [http://safecare.publichealth.gsu.edu](http://safecare.publichealth.gsu.edu)

**Triple P – Positive Parenting Program**


This study examines the cultural acceptability of Triple-P program materials, preferences for delivery methods, and perceived barriers to the use of the program among a diverse sample of parents (although only 5% were Latino). Results revealed that parents found the strategies highly acceptable, highly useful, and were very likely to use the strategies. They also rated the program materials as very culturally appropriate and identified group, seminar, television, and individual as the most preferred delivery methods. Parents identified location and timing of services, financial cost, and competing work commitments as the most frequently cited barriers to accessing a parenting intervention.


This article presents a synthesis of studies evaluating the impact of the Triple P-Positive Parenting Program. The results across studies demonstrate that Triple P results in positive changes in parenting skills, child problem behaviors, and parental well-being.


This population-based trial randomly assigned entire communities to the Triple P intervention to assess the effects of Triple P on substantiated cases of child abuse and neglect, out of home placements, and child maltreatment injury. The study was conducted on families with children below 8 years of age, and was the first trial of Triple P to take place in the United States. The authors randomly assigned 18 counties in a southeastern state to treatment or control conditions. The authors examined the difference in the pre-post change across communities and found reductions in substantiated maltreatment, out of home placements, and child injuries in those communities who participated in the Triple P intervention.

Resources:

Triple P-Positive Parenting Program: [http://www.triplep-america.com](http://www.triplep-america.com)

**Parent Training Programs NOT Tested with Child Welfare Outcomes**

**Familias Unidas**


This paper reports on the effectiveness of Familias Unidas, a Hispanic-specific, ecologically focused, parent-centered preventive intervention, in promoting protection against and reducing risk for adolescent behavior problems. The intervention was designed to foster parental investment, reduce adolescent behavior problems, and promote adolescent school bonding/academic achievement, all protective factors against drug abuse and delinquency. Results indicated that Familias Unidas was effective in increasing parental investment and decreasing adolescent behavior problems, but that it did not significantly impact adolescent school bonding/academic achievement.

**Parent Management Training (PMT)**

This paper reports the results of a randomized experimental test of the efficacy of a culturally adapted Parent Management Training intervention for Spanish-speaking Latino parents with middle-school-aged youth at risk for problem behaviors. The intervention produced benefits in parenting outcomes (i.e., general parenting, skill encouragement, overall effective parenting) and youth outcomes (i.e., aggression, externalizing, likelihood of smoking and use of alcohol, marijuana, and other drugs).

**Los Niños Bien Educados (LNBE)**


This paper reports the results of an evaluation of the Los Niños Bien Educados program. Between 2001 and 2004, LNBE was delivered throughout the Los Angeles area to parents of young children who were in some form of out-of-home care. In total, 1418 parents participated in LNBE classes and seminars. Each class and seminar was evaluated by having parents complete a Parental Effectiveness Questionnaire before and after each class. These questionnaires tested parents on the effective parenting concepts, skills, and strategies taught in the LNBE program. Results showed improvement in parents’ knowledge and awareness of parenting skills, and parent self-reports indicated satisfaction with the training content. However, no behavioral outcomes have been tested.

Resources:

Description of CICC’s Los Niños Bien Educados Program:  

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**Evidence-Based Child Welfare Practice Models**

**Family Group Decision Making (FGDM)**


These guidelines were developed by American Humane Association’s National Center on Family Group Decision Making, established in 1999. The mission of the National Center is to build
community capacity to implement high quality, effective FGDM processes that are philosophically congruent with the central values and beliefs of this approach. The guidelines address FGDM as a critical practice within child welfare agencies and community-based agencies that work with public child welfare systems. Guidelines include the role of the FGDM Coordinator, the referral process, preparation, family meetings, follow-up activities, and administrative support. The guidelines are based on the core values of the FGDM model.


This short paper examines the use of Family Group Decision Making as a culturally congruent approach to practice with immigrant families involved in the child welfare system, in particular families in which members traverse national borders. A case example from San Diego County is used as an example of how FGDM can be used to facilitate communication across borders in order to promote family reunification.


This evaluation of the FGDM program in the Texas child welfare system reports positive outcomes of satisfaction with FGDM as compared to standard services among parents and relatives, particularly in feelings of empowerment. Importantly, this is one of the few studies of FGDM to compare outcomes by race/ethnicity. Findings indicate that 40% of Latino families who participated in FGDM were reunified, compared to only 13% of families who did not participate in FGDM.

Resources:

National Center on Family Group Decision Making: http://www.ucdenver.edu/academics/colleges/medicalschool/departments/pediatrics/subs/can/FGDM/Pages/FGDM.aspx


Family to Family


This article summarizes the findings of the national evaluation of the Family to Family initiative, which is described in greater detail in the report below.


This evaluation assesses the impact of changes in child welfare policy and practice undertaken in 11 urban areas (5 of which were California counties) participating in the Family to Family child welfare reform initiative sponsored by the Annie E. Casey Foundation. The evaluation found inconsistent, though generally positive results. The most consistent positive findings were in keeping siblings together, placing children with kinship caregivers, and placing children within their own neighborhoods. Outcomes for Latino families showed that Latino children with high exposure to the Family to Family model were 29% more likely to exit foster care within 12 months than children with no exposure to the model. The report also provides a historical perspective of Family to Family and describes the theory of change that helped shape the work done by the anchor sites.

Resources:

Profiles of each of the anchor sites including Alameda County, Fresno County, Los Angeles County, Orange County, and San Francisco County are available at the Family to Family Evaluation Site hosted by the University of North Carolina School of Social Work: [http://www.unc.edu/~lynnu/f2feval.htm](http://www.unc.edu/~lynnu/f2feval.htm)

Differential Response


This issue brief examines the ways in which a differential response-organized CPS system might help to mitigate disparate outcomes in child welfare while highlighting current gaps in knowledge and indicating areas for further research. The brief describes the relevant issues related to disproportionality and disparities in current child welfare practice and examines how reforming the front end of the CPS system may result in different opportunities for families, particularly those of color.

This special issue of the *Protecting Children* journal presents nine articles addressing current research and practice innovations concerning differential response by leading experts from multiple states and child welfare jurisdictions.


This comprehensive review provides a synthesis of the existing literature on differential response. Issues covered include the history of differential response, implementation of differential response, outcomes of differential response evaluations, and a summary of what is known and remaining gaps.

Resources:

Quality Improvement Center on Differential Response: [http://www.ucdenver.edu/academics/colleges/medicalschool/departments/pediatrics/subs/can/QIC-DR/Pages/QIC-DR.aspx](http://www.ucdenver.edu/academics/colleges/medicalschool/departments/pediatrics/subs/can/QIC-DR/Pages/QIC-DR.aspx)

Differential Response Initiative at the Kempe Center for the Prevention and Treatment of Child Abuse and Neglect: [http://www.ucdenver.edu/academics/colleges/medicalschool/departments/pediatrics/subs/can/DR/Pages/DiffResp.aspx](http://www.ucdenver.edu/academics/colleges/medicalschool/departments/pediatrics/subs/can/DR/Pages/DiffResp.aspx)

**Family Finding**


This summary report presents the results of the cross-site evaluation of the Family Connection Discretionary Grants awarded in 2009. The evaluation examines the effectiveness of 24 grants with funds authorized by the Fostering Connections to Success and Increasing Adoptions Act of 2008. These grants supported demonstration projects to help reconnect family members with children who are in or at risk of entering care. Grantees implemented programs in four areas: 1) kinship navigator, 2) family-finding, 3) family group decision-making (FGDM), and 4) residential family treatment. Nearly half of children served through family-finding were reunified, adopted, or placed in a pre-adoptive setting, placed with relatives, or had a transfer of guardianship. The ability of grantees to place children with relatives and/or move them to permanency was more difficult for grantees that served children in care for an extended amount of time. While two grantees found improved placement outcomes for treatment
versus control group children, two other grantees found no statistical differences in placement outcomes (e.g., living with relatives, adoptive/pre-adoptive setting, less likely to age out of foster care) for treatment children. Findings regarding average length of time in care were inconclusive as to whether family finding reduced the length of stay. Qualitative evidence from one grantee indicated that family-finding services may divert placement into care. Approximately three-fourths of the children served experienced increased family connections or had kin-focused permanency plans developed.


This report presents the results of an evaluation of the Family Finding model in San Francisco County (28% of study participants were Latino). The evaluation sought to investigate how Family Finding services impact the likelihood of achieving reunification. Overall, the likelihood of reunification did not differ significantly between those receiving Family Finding services and those who did not, though a larger, but not statistically significant, percentage of the Family Finding group was reunified during the study period (57% compared with 47%). Children in the Family Finding group were significantly more likely to have a goal of reunification (than a goal of adoption) but they also were more likely to return to care after being reunified. The report also includes an implementation study that examined how each of the main components of the Family Finding model was implemented.

Resources:

Family Finding at the National Institute for Permanent Family Connectedness:
http://familyfinding.org

Safety Organized Practice/Signs of Safety


This study gathered information from parents and caregivers in five Minnesota counties implementing the Signs of Safety approach. The purpose of this evaluation was to understand how parents and caregivers experience child welfare services, determine whether elements of the Signs of Safety model could be discerned from parents’ description of their experience, and assess the extent to which the worker’s application of the Signs of Safety approach lead to a positive overall experience. Findings indicate that parents perceive their experiences positively, with parents reporting that their caseworker took time to get to know them, clearly described why they had become involved with their family, heard and listed to their views, and had given them hope. Additional research on outcomes is planned.

This report presents the results of a study of the Signs of Safety training initiative offered in Minnesota. The primary goals of this study were (1) to assess levels of Signs of Safety implementation among child welfare organizations participating in the training initiative, and (2) to determine benchmarks of implementation for Signs of Safety work in child welfare organizations. Early indicators of implementation demonstrated worker confidence in Signs of Safety, worker buy-in, supervisor buy-in, administrative leadership buy-in, practice sharing, parallel process in supervision, and involving and educating other partners. At the time of this evaluation, agencies had been exposed to the Signs of Safety model for approximately 2 years. Additional evaluation is planned when agencies are exposed to the model for three to five years.


This chapter summarizes the international research on Signs of Safety. Main findings indicate that Signs of Safety increases workers’ morale, increases practitioner clarity and decision-making, improves and focuses relationships between practitioners and families, improves collaboration between CPS and other professionals, reduces rates of child removal, and reduces the duration cases are open in the child welfare agency.

Resources:


Signs of Safety information and resources: http://www.signsofsafety.net

Practice Innovations with Latino Families

These practices include those that have not been specifically tested for their outcomes but have shown promise in facilitating engagement with Latino children and families and in addressing their unique needs.

Specialized Positions and/or Units

These resources provide descriptions of specialized positions and/or units being used in California counties:
Role of the Immigrant Child and Family Liaison in Fresno County:  
http://www.co.fresno.ca.us/uploadedFiles/Departments/DSS/Admin/PPGs/Child_Welfare/Ch._01/PPG%203-1-7%20Immigrant%20Children%20and%20Family%20Program.doc

Role of the International Liaison in San Diego County:  
http://research.jacsw.uic.edu/icwnn/files/2013/03/SD-Role-of-International-Liaison.pdf

Procedural Guide regarding the Special Immigrant Status Unit in Los Angeles County:  
http://file.lacounty.gov/dcfs/cms1_174922.pdf

**Workforce Development Strategies**


This data brief was compiled to describe the existing and newly hired public child welfare workforce in terms of Latino ancestry/affiliation and language ability. Using a variety of data sources, it outlines the characteristics of the existing and upcoming child welfare workforce with respect to Spanish-speaking abilities, Latino cultural identification, educational levels, and Title IV-E Stipend Program participation. Key findings indicate that the Latino workforce in California is increasing, is becoming better educated, and increasingly participates in specialized child welfare training through the Title-IVE stipend program.


This article provides details of a federally-funded training initiative designed to teach child welfare caseworkers to provide culturally competent, community-based services to Latino children and families utilizing a Systems of Care framework. Results indicated that the training program increased participants’ knowledge of Latino culture and understanding of the value of culture in the assessment process. However, only 40% of participants were able to fully implement the model due to high workloads, staff turnover, and time constraints. The full curriculum of this training model is available at the LPAC website.


This manuscript describes a competency-based training program designed to enhance the effectiveness of child welfare practice with Latino families. A key feature of the training was a simulation to raise awareness and learning readiness through an experiential approach to learning. The simulation is the first component of a multi-faceted training curriculum aimed at
the integration of culturally responsive practices in child welfare practice. The training was part of a 3-year demonstration project funded by the Children’s Bureau. The manuscript provides a description of the simulation model and results of the program evaluation. Results indicate that participants demonstrated increases in their knowledge, attitudes, and skills concerning culturally competent practice with Latino families.

Resources:

Latino child welfare workforce data at the California Social Work Education Center: http://calswec.berkeley.edu/latino-child-welfare-workforce-growing

This brief summarizes the strategies being used by New Mexico State University to recruit Hispanic students into the child welfare workforce.

This brief summarizes the strategies being used by Yeshiva University in New York to recruit bilingual and bicultural Hispanic students into the child welfare workforce.

Partnerships with Community Organizations


This report addresses the need for increased support of Latino community-based organizations by child welfare agencies, using the context of New York City. The report addresses the value of Latino community-based organizations in meeting families’ needs, and provides recommendations for child welfare agencies in building stronger relationships with Latino CBOs.


This manuscript suggests guidelines for developing collaborations between child welfare agencies and Latino communities. Guidelines address organizational and administrative adaptations, identification of community resources, and relationship building within the context of Latino cultural values.

Linguistically Responsive Services

This article discusses access to linguistically appropriate services, not just as a culturally competent practice, but also as a civil rights issue. The author argues that Spanish speakers have protection from discrimination in federally funded human services under Title VI of the Civil Rights Law of 1964. The article discusses implications for all aspects of private and public child welfare, including investigations, foster care, family preservation, adoption, and quality assurance.

Resources:

Glossary of Child Welfare Terms in Spanish and English
English to Spanish: [https://www.childwelfare.gov/glossary/terms_english_spanish.pdf](https://www.childwelfare.gov/glossary/terms_english_spanish.pdf)
Spanish to English: [https://www.childwelfare.gov/glossary/terms_spanish_english.pdf](https://www.childwelfare.gov/glossary/terms_spanish_english.pdf)

In order to better serve Spanish-speaking families and professionals who work with them, the Child Welfare Information Gateway developed this glossary to ensure consistency and cultural relevance in their publications. By making the document available to others, they hope to support organizations that are striving to improve their communications and to promote, where possible, consistency throughout the child welfare field.

**Adoptive/Foster Parent Recruitment Programs**


This manuscript addresses issues of culture, language, and social policy that need to be considered when recruiting Hispanic foster parents. The article presents a model for Hispanic foster parent recruitment developed by New Jersey Foster and Adoptive Family Services to improve Hispanic foster parent recruitment and retention along with lessons learned from implementation of this model.


This Cultural Guide was developed for adoptive and foster parent recruiters, trainers, and caseworkers to promote more effective work with the Latino population. The Guide provides background information on Latino family and cultural values to increase the understanding of Latinos in the United States, and offers workers in the child welfare field specific tips and techniques for overcoming challenges and increasing effectiveness in working with potential foster or adoptive parents of Latino heritage. The authors draw on the experiences and suggestions of Latino foster and adoptive parents, Latino youth who are in foster care or who have been adopted, and bicultural, bilingual child welfare professionals.

In this brief report, the Director of the Latino Family Institute (LFI), a federally and state funded adoption and foster care agency in Southern California, addresses the barriers that keep Latino families from pursuing formal adoption, and identifies procedures that neutralize barriers for Latino families, foster trust in agencies, and empower families. The report addresses both organizational and cultural barriers, along with strategies to address those barriers.

**Data Collection**

AFCARS Fact Sheet – Race and Hispanic Origin
[http://www.nrccwdt.org/resources/fact_sheets/docs/facts_race_hispanic.pdf](http://www.nrccwdt.org/resources/fact_sheets/docs/facts_race_hispanic.pdf)

This brief report provides examples of errors identified in AFCARS data regarding the collection of racial and ethnic information and provides guidance on questions caseworkers can ask to appropriately identify information on clients’ race and ethnicity.