

National Task Force on Early Childhood Education for Hispanics

Para Nuestros Niños Annotated Bibliography

Theme: *Families, health, and early education*

Barbarin, O., McCandies, T., Early, D., Bryant, D. & Clifford, R. (in press). *Parental Conceptions of school readiness: Are families of children in public pre-k falling behind?* University of North Carolina: National Center for Early Development and Learning. This study explores whether parental views of readiness reflect an emerging emphasis on language and inferential thinking and whether readiness views vary by race and poverty. Parents of 316 children from public pre-k classrooms in 5 states responded to open ended questions about readiness.

Bean, F. & Leach, M. (2004). *The strength of Latino Families: Cultural myth or social capital asset?* Partial draft of TRPI Workshop 2004, Newport Beach, CA. The article seeks to ascertain the importance of family among the major Latino groups in the country viewed in relation to whites and blacks. Also, authors attempt to assess how much difference the Latino family makes for other phenomena like marriage and divorce, patterns of co-residence, and schooling and earnings.

Bean, D., Swicegood, G., & Berg, R. (2000). Mexican origin fertility: New patterns and interpretations. *Social Science Quarterly*, 81, 404-417. This paper examines how fertility levels of Mexican-origin women vary across generational groups and how these levels compare with those of majority non-Hispanic whites. The data for this study were obtained by pooling the individual records of women of childbearing age from the June 1986 and June 1988 Current Population Surveys (CPS). On balance, the findings show a picture of fertility behavior among Mexican-origin women that is not the consequence of self-identification or emigration selectivity and only partially the consequence of the operation of assimilation processes.

Brooks-Gunn, J., Fuller, B., Halfon, N., & Regalado, M. (2004). Preschool and home influences on development trajectories of Mexican-American children. Unpublished draft. This study aimed to describe the developmental trajectories of 4- to 6- year-old Mexican-American children; describe the preschool and home environments of diverse Mexican-American children; estimate the dynamic effects of preschool and home environments on Mexican-American children's development trajectories; and describe the degree of continuity or discontinuity between preschool and home, and estimate how continuity levels mediate the preschool's main effects. To meet these scientific goals, researchers conducted a longitudinal cohort study of 1,560 4-year-old Mexican-American children attending preschool and a matched case comparison sample of 300 children not attending preschool.

Child Mental Health Foundations and Agencies Network, The (). *A good beginning: Sending America's children to school with the social and emotional competence they need to succeed*. FL: The Child Mental Health Foundations and Agencies (FAN).

A monograph based on two commissioned papers by Huffman, Mehlinger, and Kerivan and Cavanaugh, Lippitt, and Moyo. This piece seeks to raise the level of awareness that children who do not begin kindergarten socially and emotionally competent are often not successful in the early years of school. Likewise, this monograph examines the current state of research in this area and summarizes selected federal policies that treat these concerns.

Cohen E. (1998). Child-rearing values of low-income, urban Puerto Rican mothers of preschool children. *Professional Psychology: Research and Practice*, 29(4), 377-382.

To enhance clinicians' understanding of the child-rearing values Puerto Rican mothers consider important in parenting preschool-age children, the authors conducted focus groups, interviewed cultural consultants, and searched the literature. Eighty low-income, urban mainland Puerto Rican mothers with young children ranked in order of importance to them 13 child-rearing values that were presented. Mothers rankings are given and compared to that of Anglo preschool mothers.

Collins, R., & Ribeiro R. (2004). Toward an Early Care and Education Agenda of Hispanic Children, *Early Childhood Research and Practice* (Vol. 6).

Following a discussion of the demographic trends involving Latino children and families, this paper discusses the child care and early education needs of Latinos, including workforce issues, immigration, educational challenges, and English-language learners. The paper then discusses how Latinos are served in early care and education programs, including Head Start, prekindergarten, and childcare, concluding that Latinos are underserved. The last section addresses possible actions that might be taken to improve early care and education services for Latinos.

Conchas, G. (2001). Structuring failure and success: Understanding the variability in Latino school engagement. *Harvard Educational Review*, 71(3), 475-504.

In this article the author describes the results of a study that examined how school programs construct school failure and success among low-income immigrants and U.S. born Latino students.

Delgado, C. (1986). Teacher attitudes on diversity affecting student socioacademic responses: An ethnographic view. *Journal of Adolescent Research*, 103-144.

A theoretical model of socialization in the home and school is presented that uses ethnographic data from a research project conducted in Colorado. Patterns of interactions between Chicano and non-Chicano populations were observed. These data illustrate the interplay between teachers' intolerance or cultural diversity and students' social, emotional and academic responses.

- Delgado, C. (1988). The value of conformity learning to stay in school, *Anthropology and Education Quarterly*, 19(4), 354-381.
The article looked at 12 high school Chicano students and their families in Colorado to attain an understanding of the social conditions that assist some students to stay in school while others feel compelled to leave. Identified common denominators among these students included their residential tenure in the US, language, socioeconomic status and residential location at the time of the study. Findings show that the students that remained in school differed on their ability to conform to the school's regulations.
- Delgado, C. (1992). School Matters in the Mexican-American home Socializing children to education, *American Educational Research Journal*, 29 (3), 495-513.
The article looked at six Mexican-American families and describes family interactions that depict home socialization around education. It showed that social linkages outside the home facilitated an exchange of information about children's schooling issues. Parents provided children with the emotional support that encouraged them to value education.
- Delgado, C. (1993). Parenting in two generations of Mexican American families. *International Journal of Behavioral Development*, 16(3), 409-427.

The article looked at the differences in childrearing practices between immigrant families and first generation families. It found that Spanish was lost a lot more in 1st generation family and that bilingualism was found more acceptable within the immigrant families.
- Delgado, C. (1994). Consejos: The power of cultural narratives. *Anthropology-and-Education Quarterly*, 25(3), 298-316.
Consejos serve as critical tools to instruct their children in schooling matters in Carpintería. This cultural practice identifies the family's force and unity in support of one another while challenging the schools' notions of learning.
- Denton-Flanagan, K., & Park, J. (2005). *American Indian children and Alaska native children: Findings from the Base Year of the Early Childhood Longitudinal Study, Birth Cohort (ECLS-B)*. National Center for Education Statistics, U.S. Department of Education.
This report provides descriptive information about American Indian and Alaska Native (AIAN) children born in the United States in 2001. It presents information on characteristics of their families, on children's mental and physical skills, on children's first experiences in childcare, on the fathers of these children, and on their prenatal care. The report profiles data from a nationally representative sample of children at about 9 months of age both overall, and for various subgroups (i.e., male and female, AIAN children living in different types of families, AIAN children living in poverty).
- Diamond, K., Reagan, A., & Bandyk, J. (2000). Parents' conceptions of kindergarten readiness: relationships with race, ethnicity, and development. *The Journal of Educational Research*, 94(2), 93-100.

Used data from the National Household Education Survey to examine parents' conceptions of kindergarten readiness and home learning, noting relationships with race and ethnicity. Racial/ethnic differences existed in parents' attitudes about readiness. Parents considered several academic and behavioral skills important for kindergarten success. Parents' concerns about kindergarten readiness were unrelated to learning activities and educational television viewing at home.

Fisher, C., Hoagwood, K., Boyce, C., Duster, T., Frank, D., Grisso, T., Levine, R., Macklin, R., Spencer, M., Takanishi, R., Trimble, J., & Zayas, L. (2002). Research ethics for mental health science involving ethnic minority children and youths. *American Psychologist*, 57(12), 1024-1040.

Summarizes key recommendations resulting from a meeting of national leaders in bioethics, multicultural research, and ethnic minority mental health. The recommendations focus on applying a cultural perspective to the evaluation of research risks and benefits; developing and implementing respectful informed consent procedures; developing and implementing culturally sensitive confidentiality and disclosure policies; and community and participant consultation.

Flores, G., Fuentes-Afflick, E., Barbot, O., Carter-Pokras, O., Claudio, L., Lara, M., McLaurin, J., Pachter, L., Gomez, F., Mendoza, F., Valdez, R., Villarruel, A., Zambrana, R., Greenberg, R., & Weitzman, M. (2002). The health of Latino children: Urgent priorities, unanswered questions, and a research agenda. *Journal of the American Medical Association*, 288(1), 82-90.

The Latino Consortium of the American Academy of Pediatrics Center for Child Health Research identified the most urgent priorities and answered questions on Latino child health. Discusses research and methodologic issues, disproportionate disease burden and associated risk factors, cultural and linguistic considerations, workforce issues, and health care access and quality.

Fulgini, A., & Hardway, C. (2004). Preparing diverse adolescents for transition to adulthood. In R. Behrman (Ed.), *The Future of Children*, 14(2), USA: Princeton University and the Brookings Institution.

This article focuses on the extent to which diverse adolescents are prepared for adulthood according to three critical developmental outcomes. It finds that, in general, adolescents from Latino and African American backgrounds appear to be less prepared to become healthy, productive, and successful adults than their peers.

Head Start Bureau (2002). *Human Capital: Investing in parents to facilitate positive outcomes in young children*. Presented at Head Start's Sixth National Research Conference, June 26-29, 2002, Washington D.C.

Discussion and dialogue at the opening session of Head Start's Sixth National Research Conference. Contributors include John Hagen, Joan Ohl, Faith Lamb-Parker, James Heckman (keynote speaker), and Ann Crittenton. Keynote speaker, in this session,

addresses work that he has his colleagues did to try to integrate postsecondary education research into a larger framework of skill formation in a modern economy.

Laosa, L. (1999). Intercultural transitions in human development and education. *Journal of Applied Developmental Psychology*, 20(3), 355-406.

This paper focuses on the life events that children (and the adults in their lives) may face in bridging cultures, the options they are given, the choices they make (or that adults make for them), the circumstances and experiences that accompany these choices, and their consequences. The paper identifies and discusses issues in need of research concerning ways to foster scholastic success and socioemotional well-being in populations that contemporary policies and practices may be putting at risk for school failure and for other forms of marginality. A better understanding of these issues can contribute to the improvement of intergroup relations, and it can be used to enhance the educational development and life chances of individuals from all ethnocultural and linguistic backgrounds.

Laosa, L. M. (1982). Psychometric characteristics of Chicano and non-Hispanic White children's. *Journal of Applied Developmental Psychology*, 3(3), 217-245.

Two studies examined the psychometric characteristics of children's performance on the cooperative preschool inventory—revised. Comparisons were made by ethnic group, sex, and age level with regard to item characteristics. Results provide evidence of the CPI's psychometric strengths and demonstrate that the examined psychometric characteristics of the CPI are as exemplary when the test is administered to Mexican American children as they are when they are administered to children of other ethnic backgrounds.

Lareau, A., (1989). *Home advantage: Social class and parental intervention in elementary education*. London: Falmer Press.

This book uses the case study method to compare family-school relationships in a working-class elementary school with those in an upper middle-class school, focusing on one first grade class in each school, and within the two schools, on 12 families, over the course of their children's first and second grade school year.

Lin, Q., & Yan, W. (2004). *School effects on minority kindergarteners' parental involvement*.

Paper presented at the American Educational Research Association annual conference, April 12-16, 2004, San Diego, CA.

Using the ECLS-K database, this study examines the school effects on minority parents' involvement during the kindergarten year. The relationship between school characteristics, school parent involvement practices, and minority parents' involvement in their child's education were analyzed using OLS.

Pérez, S. (2004). Shaping new possibilities for Latino children and the nation's future. In R. Behrman (Ed.), *The Future of Children*, 14(2), USA: Princeton University and the Brookings Institution.

This discussion highlights three areas that are key to promoting the future productivity and well-being of the growing Latino segment of America's population of children: education, health, and economic status.

Pew Hispanic Center. (2004). *National survey of Latinos: Education*. Pew Hispanic Center & The Henry J. Kaiser Foundation.

Explores Latinos' attitudes towards public schools and education issues; based on 2003 telephone survey of 3,421 adults.

Pompa, D. & Santiago, D. (2004). *Focus on higher expectations for Hispanic students*. Presented at Higher Expectations: Increasing Opportunity and Achievement for Hispanic Students, February 19-20, 2004, in Washington D.C.

This overview is a selected portrait of the current educational status of Hispanic students from early childhood through higher education and identifies critical educational policy issues. This document was prepared for Latino policy makers and educational grantmakers attending this conference.

Ramirez, A. Y. F. (2003). Dismay and disappointment: Parental involvement of Latino immigrant parents. *The Urban Review*, 35(2), 93-110.

Interviewed Latino immigrant parents within a predominantly Latino California community regarding involvement in their children's schools. Parents desired to be a part of their children's education but felt the schools did not listen to their needs. Forces within the schools prevented them from becoming involved. There was no language support for Spanish speakers. Parents felt abandoned and helpless while trying to gain information regarding their children's education.

Rodriguez, B., & Olswang, L. (2003). Mexican-American and Anglo-American mothers' beliefs and values about child rearing, education, and language impairment. *American Journal of Speech-Language Pathology*, 12, 452-462.

This study investigated the cross-cultural and intra-cultural diversity of mothers' beliefs and values regarding child rearing, education, and the causes of language impairment. Thirty Mexican-American and 30 Anglo-American mothers of children with language impairments completed two questionnaires, and 10 randomly selected mothers from each group participated in interviews.

Sanchez, S. (1999). Learning from the stories of culturally and linguistically diverse families and communities. *Remedial and Special Education*, 20, (6): 351-359.

This article explores the literature that supports the use of family stories to help special educators better understand the sociohistorical reality and ways of thinking of diverse families and communities. Also developed in this article is the idea that for practitioners working with families from disenfranchised communities, the gathering of family and community stories may be the only vehicle to give them an insider's perspective and give voice to the unheard stories of voiceless communities.

- Scheffner Hammer, C. (1998). Toward a “thick description” of families: Using ethnography to overcome the obstacles to providing the family-centered early intervention services. *American Journal of Speech-Language Pathology*, 7, 5-22.
Analyzing the status and situation of family-centered services and how to implement them; the purpose of this article is to address what has prevented services from becoming fully family-centered, what speech-pathologists can do to tailor services to individual families, and how the ethnographer’s research perspective can facilitate this realization.
- Scheffner Hammer, C., & Miccio, A. (2004). Home literacy experiences of Latino families. In B.H. Wasik’s (Ed.), *Handbook of family literacy*. Mahwah, NJ: Lawrence Erlbaum Associates.
This chapter discusses factors that influence children’s literacy development and the results of two investigations of the home literacy practices of Puerto Rican families living in poverty in central Pennsylvania.
- Sternberg, R. (2004). Culture and intelligence. *American Psychologist*, 59(5), 325-338.
This study is built on the premise that intelligence cannot be fully or even meaningfully understood outside its cultural context. Hence, this article explores the relevance of culture to intelligence, along with its investigation, assessment, and development. The author describes some studies that show the importance of culture in understanding intelligence and concludes that intelligence must be understood in such context.
- U.S. Department of Education (2002). *Infants and toddlers served under IDEA*. Washington, D.C.: U.S. Government Printing Office.
This module of the *Student Characteristics* report presents state reported data about the number of infants and toddlers with disabilities receiving services under IDEA in 2000-2001 and the racial/ethnic distribution of this population. It also presents 1999-2000 data on the environments in which services were provided and the percentage of infants and toddlers served who transitioned to Part B services.
- U.S. Department of Education (2002). *Preschoolers served under IDEA*. Washington, D.C.: U.S. Government Printing Office.
This module of the *Student Characteristics* report presents state reported data on preschoolers with disabilities receiving services under IDEA in 2000-2001 and the racial/ethnic distribution of this population. It also includes 1disabilit category and educational environment data for preschoolers served under IDEA during the 1999-2000 school year.
- U.S. Department of Education (2002). *Students ages 6 through 21 served under IDEA*. Washington, D.C.: U.S. Government Printing Office.
This module describes the characteristics of students ages 6-21 with disabilities served during the 2000-2001 school year and discusses changes in the number of students

served, their distribution across disability categories, and their distribution across age groups since 1991-1992.

U.S. Department of Education (2002). *A changing population: Individual and household characteristics of high school students with disabilities*. Washington, D.C.: U.S. Government Printing Office.

The population of students with disabilities in high school in the U.S. reflects the general high school demographic changes that have occurred over the past few decades. In this module of the student IDEA report, two studies (NLTS and NLTS2) were analyzed to highlight changes in students and their households between 1987 and 2001, including aspects of students' disability profiles and student and household demographic characteristics.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS). DATA - *Racial/Ethnic composition of students ages 3-5 & 6-21 served under IDEA, part B by disability, during the 2000-2001 school year*.

Raw data from all 50 states, D.C., P.R., and 5 territories that reveal the number and percentages of children ages 3-21 that are served under IDEA. Information is broken down by race-ethnicity and specific disabilities.

Zambrana, R., Carter-Pokras, O., Nuñez, N., Valdez, R., & Villarruel, A. (2004). *Working effectively with Latino families: A guide for health and family support practitioners*. Chicago, IL: Family Support America

This book presents social, economic, and health information for pediatricians and public health providers to Latino families in the U.S. in order to more effectively promote health and support disease prevention activities among Latino families. Book provides a number of charts, data, and guidelines practitioners in serving and advising Latino parents.

Zambrana, R., & Zoppi, I. (2002). Latina students: Translating cultural wealth into social capital to improve academic success. *Journal of Ethnic and Cultural Diversity in Social Work*, 11(1/2), 33-53.

Latina students have the highest high school dropout rate of all racial and ethnic groups. This article has three objectives: provide a brief overview of educational trends for Latina students, discuss factors associated with their educational trajectory, and suggest strategies for change based on best practice wisdom.

Zayas, L. H., & Solari, F. (1994). Early childhood socialization in Hispanic families: Context, culture, and practice implications. *Professional Psychology: Research and Practice*, 25(3), 200-206.

The influence of context and culture on child rearing is shown through a review of conceptual frameworks for understanding child socialization in both minority and nonminority families and research on infant-mother attachment and parental beliefs about young children's behavior. This review indicates that parent and child behaviors are a

result of different socialization processes that encompass specific cultural values. Implications for professional practice are drawn for child assessment and psychotherapy, family therapy, and parenting skills programs conducted with Hispanics.