

# Legacy for Children™ (Legacy) Report

## What is Legacy for Children™ (Legacy)?

A parent-focused group intervention to improve infant and child outcomes among low-income families.

## What are the goals for Legacy?

Support sensitive, responsive mother-child relationships, build maternal self-efficacy, and foster peer networks of support.

## How are the Legacy goals achieved?

Through parent and parent/child group meetings, one-on-one sessions to reinforce content, and participation in community events.



*“Because I am going to Legacy, I am learning many things I did not know [before]. No [child] is born with a book telling us what we need to do, how to speak, how to explain things, or to have more patience. [Legacy] is changing me – I am changing.”*

*-Legacy Mother*

## What is the Legacy Tulsa Program?

The Centers for Disease Control and Prevention’s Legacy for Children™ program was implemented and evaluated in Tulsa in a variety of settings: primary care, child care, and through a community-based organization. The Tulsa site was the first implementation and evaluation of the Spanish language adaptation of Legacy (*Legado*).

**3** year parenting curriculum

**5** implementation groups

**6** Legacy group leaders trained

**13** publications/conference presentations

**54** families served

**57** students/fellows participated in Legacy Tulsa

**214** children in Legacy families

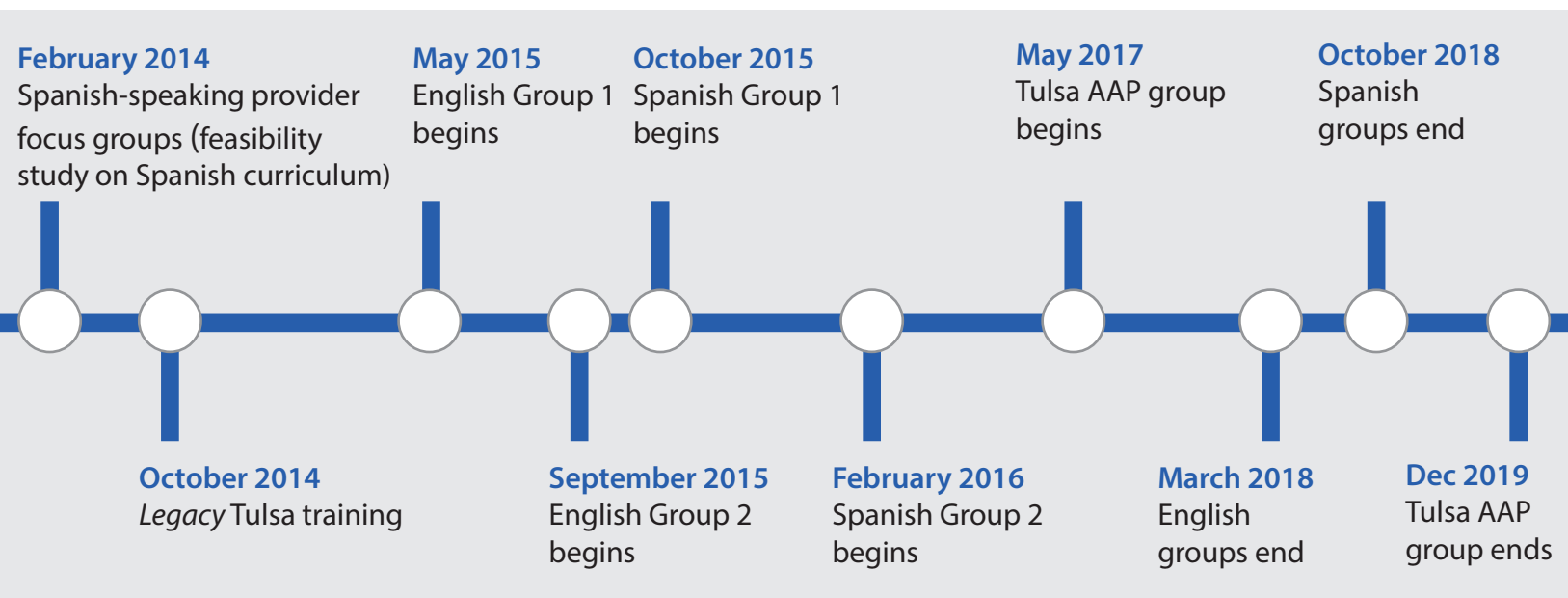
**\$189,440** in-kind implementation costs\*

\*materials, training, and technical assistance/consultations; grants excluded

## Who were the *Legacy* Tulsa partners?

George Kaiser Family Foundation, Oklahoma State University, American Academy of Pediatrics (AAP), University of Oklahoma Health Sciences Center, Association of University Centers on Disabilities, Educare, Catholic Charities of Eastern Oklahoma, and Centers for Disease Control and Prevention.

## What was the *Legacy* Tulsa timeline?



## How was *Legacy* Tulsa evaluated?

- *Legacy* English-speaking and Spanish-speaking participants were compared, respectively, to English and Spanish-speaking community participants
- Qualitative and quantitative data (parent and group leader report) and observational data were collected during and after every 10 weeks of curriculum sessions, inclusive of focus groups as well
- Evaluation measures examined child development, parenting and parent-child relationship, group connections, family risk, resilience, and cultural congruency



## Lessons learned?

- Spanish-speaking Legacy mothers appeared to value the program as it provided them an opportunity to build social connections.
- Spanish-speaking Legacy mothers shared that sustained engagement in the parenting program was influenced by: support from other Latina mothers in the program, perceived program benefits, childcare, incentives, logistical features, and group leader qualities and actions.
- Parent attendance was hard to consistently sustain over the 3 year period as parents left and returned to *Legacy* during the program time period.
- Barriers, such as transportation and childcare, may need to be addressed to enhance parent participation.
- *Legacy* embedded into existing community programs could help address some of the participant engagement barriers such as on-site child care.

## What is next?

Conversations are ongoing regarding the program sustainability of *Legacy* Tulsa. Additionally, program evaluation outcome data are being analyzed to determine the impact of the program on participants.

## Relevant publications and presentations

Beasley, LO, King, C, Esparza, I, Harnden, A, Robinson, LR, So, M, Morris, AS, Silovsky, J. (conditional acceptance). Understanding Initial and Sustained Engagement of Spanish-Speaking Latina Mothers in the Legacy for Children Program™: A Qualitative Examination of a Group-Based Parenting Program. *Early Childhood Research Quarterly*.

Beasley, LO, Silovsky, J, Espeleta, H, Robinson, LR, Hartwig, SA, Morris, AS, Esparza, I. (April 2017). A qualitative study of cultural congruency of Legacy for Children™ for Spanish-speaking mothers. Paper presented at the biennial meeting of the Society for Research in Child Development, Austin, TX.

Beasley, LO, Silovsky, J, Espeleta, H., Robinson, LR, Hartwig, SA, Morris, AS, Esparza, I. (2017). Legacy for Children™: A qualitative study of cultural congruence for Spanish-speaking mothers. *Child and Youth Services Review*, 79, 299-308. <https://doi.org/10.1016/j.childev.2017.06.022>

Jespersen, JE, Zapata, M, Titchener, K, Treat, AE, Branch, M, Robinson, LR, Singh, R, Silovsky, J, Beasley, LO, Morris, AS. (March 2019). Similarities and differences between Spanish-speaking and English-speaking mothers on measures of well-being and parenting skills. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Baltimore, MD.

Morris, AS, Robinson, LR, Grudo, JH, Claussen, A, Treat, A, Hartwig, S. (2017). Targeting Parenting in Early Childhood: A Public Health Approach to Improving Outcomes for Children Living in Poverty. *Child Development*, 88, 388-397. <https://doi.org/10.1111/cdev.12743>

Robinson, LR. (October 2019). CDC's Legacy for Children™ Model Comes of Age: What we have learned about promoting resilience from 18 years of implementing a public health parenting intervention. *Adversity and Resilience Science Conference*.

Robinson, LR. (May 2016). Tulsa Implementation and Evaluation of CDC's Legacy for Children™ Model. *Building our Future: Supporting Community-Based Early Childhood Initiatives Conference*.

So, M, Almeida Rojo, A, Robinson, LR, Hartwig, S, Lee, A, Silovsky, J, Beasley, LO, Morris, AS, Roblyer, M, Titchener, K. (in press). Comparing Parent Engagement Across the Legacy for Children™ Parenting Program English and Spanish Language Adapted Curriculum Versions. *Infant Mental Health Journal*.

So, M, Hartwig, SA, Robinson, LR, Forbes, L, Silovsky, J, Morris, AS, Beasley, LO, Roblyer, MA, Titchener, KS, Vasi, A. (April 2017).

Adapting Legacy for Children™ for Spanish-speaking mothers: Investigating parent engagement barriers, facilitators, and outcomes. Paper presented at the biennial meeting of the Society for Research in Child Development, Austin, TX.

Treat, A, Morris, AS, Hays-Grudo, J, Williamson, AC. (in press). How Parenting Behaviors and Maternal Depression Affect the Quality of the Home Language Environment. *Journal of Child Language*.

Treat, A, Morris, AS, Hays-Grudo, J, Williamson, AC, Jespersen, J, Singh, R. (March 2019) ACEs, parenting, and child social and emotional problems: The role of depression and parenting self-efficacy. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Baltimore, MD.

Treat, A, Morris, AS, Williamson, AC, Hays-Grudo, J. (in press). Adverse Childhood Experiences and Young Children's Social and Emotional Development: The Role of Maternal Depression, Self-Efficacy, and Social Support. *Early Child Development and Care*.

Treat, A, Morris, AS, Williamson, AC, Hays-Grudo, J. (May 2018). Using Language Acquisition Devices to inform parents about talking to babies. Poster presented at the 16th World Congress of the World Association for Infant Mental Health, Rome, Italy.

For more detailed information on Legacy for Children™ and recent publications on the intervention, please visit <https://www.cdc.gov/ncbddd/childdevelopment/legacy.html>

