

Johnson County Empowerment Area
Early Childhood Grants

Date of Application: March 31, 2008

Provider Name: The Arc of Southeast Iowa

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Program Name: Hispanic Parent Education and Support, *Manantial*

Amount of Funding Requested: \$7,163.00

Outcome Statement: The purpose of the self-titled *Manantial* is to promote secure and nurturing families through providing education and support to Hispanic parents who have a child with special needs ages birth to five. The Hispanic Education and Support Group will offer a setting for Hispanic parents of children with disabilities to learn about Johnson County services, share information, and offer each other emotional support.

Summary Table:

Program name and Funding requested	Target Audience; expected # to be served	Goals of Program	Scope of Services (specific activities to be performed)	Performance Measures and Specific Measurements to be reported
<p>Hispanic Parent Education and Support Group, <i>Manantial</i></p> <p>\$7,163</p>	<p>Hispanic families of children birth to five who have a diagnosed disability or developmental delays.</p> <p>Approximately 20 parents and families.</p>	<p>Provide education and support to Hispanic parents who have a child with a special need, ages birth to five, so they can learn about Johnson County services for children with special needs, share information, and offer each other emotional support.</p>	<p>Offer a 2-hour parent education/support group twice per month for 12 months. This would serve approximately 20 unduplicated parents.</p> <p>Funding addresses childcare, space, transportation, and snacks.</p>	<p>A. Reducing levels of stress related to having a child with a disability.</p> <p>B. Enhancing parent/child relationships.</p> <p>C. Educating parents about issues related to having a child with a disability.</p> <p>D. Increasing children’s social and emotional development.</p> <p>I. Number of sessions completed</p> <p>II. Duplicated and Unduplicated number of parent participation</p> <p>III. Results from Parent Education and Support survey evaluation materials.</p>

Proposal Narrative:

I. Need for the program

The birth or adoption of a child with a disability affects all the family members and both their internal and external relationships. Research documents that having a child with a disability can limit family opportunities, strain financial resources, require exceptional care-taking demands, and isolate the family from extended family, friends and the community. These issues often create stress and produce emotional distress for all family members and can lead to significant disruption in family relationships (Floyd and Gallagher, 2001). Some children with disabilities exhibit significant behavior problems, which creates additional stress in families (Gortmaker, Walker, Weitzman, & Sobol, 1990).

It is well accepted that the psychosocial climate of the home affects the social and cognitive adjustment for the child with a disability and may also ease the distress and disruption of other family members (Landesman, Jaccard, and Gunderson, 1989). Social support is one type of coping mechanism that has been found to buffer against stress (Bailey, Wolf, and Wolfe, 1994). Social support has differentiated high and low stressed mothers of children with autism, and mothers who perceive social support to be more accessible report fewer stress-related somatic problems and depressive symptoms (Gill & Harris, 1991). Gray and Holden (1992) found social support to be inversely related to depression and anxiety. Support within the marital relationship has been found to be related to better personal and marital adaptation in families with young developmentally disabled boys (Bristol, Gallagher, & Schopler, 1998) and to increase life satisfaction among parents of children with autism (Milgram and Atzil, 1988).

Some families establish a support system within the family. However, effective support from the family depends on the ability of parents to take on various parental roles, share decision-making, and recognize that all family members are important contributors to the family unit. Some studies have shown that the support of fathers appeared to protect mothers from stress, especially when fathers placed high value on child-rearing activities. In families where parental roles are not negotiable (e.g. single parent families) or where stress levels are exceptionally high (immigrant families), community supports such as parent support groups are needed. The value of parent support groups are recognized by professionals and parents alike. The literature demonstrates that support groups help parents by increasing their understanding of their child's disability and its impact on the family system. Parent support groups give parents an opportunity for information gathering and sharing with others who have "been there."

A parent education/ support group is of utmost importance for Hispanic parents as they have additional, numerous barriers to overcome. Studies by Hughes et al. (1999), Kelty (1997), and Paratore (1999) have explored reasons why some Hispanic parents have low self-esteem. Some feel that because of the language barrier, they are powerless to make a difference in their children's education. Lambourne and Zinn (1993) found some immigrant families go through psychological adaptations such as culture shock as they encounter a new (American) culture. Furthermore, Kelty (1997) found that because the Hispanic culture emphasizes obedience and respect for adult authority, many parents are more likely to communicate with their children in a

direct style. Some Hispanic families feel afraid to initiate services for their child because they are undocumented and worry about repercussions like BCIS (Bureau of Citizenship & Immigration) involvement.

Because the Hispanic population is growing in Iowa, more rapidly now than ever, it is especially important for our community to reach out to those in need. By creating an environment for Hispanic parents to learn and support each other, we will be promoting safe, stable, nurturing homes and communities for young, Hispanic, disabled children to grow and develop to their full potential.

II. Program Description

The Hispanic Education and Support Group, or *Manantial* as it is called by its participants, has been successfully administered by The Arc of Southeast Iowa, with Empowerment funding, since August of 2006. The development of the group was initiated by a Hispanic parent, Dayrin Lovan, who regularly attended the parent support group offered by The Arc of Southeast Iowa on Saturday mornings. Dayrin felt that there was a need in the community to have a support group that would be more accessible to Hispanic families. Dayrin has put, and continues to put, a great deal of effort into the Hispanic Education and Support Group. She facilitates and attends all meetings, which occur every-other Friday from 11AM-3PM for twelve months. She goes to added lengths to stay in close contact with her fellow support group members and offers rides to multiple families that would otherwise be without transportation. Prior to Empowerment funding, Dayrin did not receive reimbursement for the expenses she incurred providing transportation and snacks for the group, but she wanted other Hispanic mothers to have access to information on services and to have emotional support in a positive environment.

Manantial will offer education and support to families in the Hispanic community who have children with a disability. The group will meet twice a month for twelve months, on Friday afternoons from 11AM-1PM. This group is a branch off of an existing parent education and support group; however this original support group is general and does not focus on Hispanic parents—as the proposed group does. The Hispanic group meets every-other Friday to share information and offer one another support. There is an average of five to six parents at every meeting. Based on the current service, it is projected that over the course FY09 this program will serve twenty unduplicated Hispanic parents who have a child ages birth to five. Currently, over half of the participants have children under the age of five. I do not have verification of all the family incomes, however, those I do know are low income. The majority of them also live in low-income areas, such as mobile home parks. Furthermore, some rural families drive in for the group—from West Liberty and Wapello.

Addressing Community Plan Priorities and Local Indicators.

The Hispanic parent support group targets the Community Plan Priority of *Securing and nurturing families: encouraging safe, stable, nurturing home environments through enhanced parent-child relationships*. The proposed project will reduce child abuse and neglect, as well as encourage early intellectual stimulation of very young children and increase parent's involvement with their children. The parent education/ and support group activities will be designed to reduce parental stress, which has been shown to decrease incidence of child abuse and neglect. Parents will have the opportunity to share their feelings of joys and frustrations, finding comfort in the fact that 'they are not alone.' They will also have the opportunity to network resources and hear from professionals speak about pertinent subjects related to families with children who have disabilities. These services impacting stress reduction directly impact the local indicator to *Decrease the incidence of founded child abuse*. The theory being that if parents are less stressed and educated about their child, they will be trained to handle difficult situations.

Program incentives.

To make attendance easier for Hispanic parents, we are requesting funding for childcare, reimbursement for transportation, and snacks.

Materials and equipment to be purchased.

We are requesting some funding for public relations materials. We would modify our brochure from last year, print additional copies, and disseminate it where we would reach a Hispanic population—such as at the UIHC, the AEA, schools, etc.

Childcare and a light lunch are offered as incentives for support group attendees. The childcare services allow parents without other childcare options to attend, and meeting over the lunch hour allows the families to maintain their cultural ritual of eating while they visit. Dayrin also arranges for a guest speaker at one of the two monthly meetings. In the past year, highlight guest speakers have included: Teresa Stecker, a nurse and aide for local resource center; Liz Delsandro, Autism Consultant for Grant Wood AEA; Lindsay Stangland, Behavior Analyst for GWAEA; Susan Murty from the University of Iowa's School of Social Work; and a representative from Herbalife herbal supplements to speak on all-natural health products that may be pertinent to the parents and/or their children. The group has also gone on outings to observe and enjoy resources in the community such as visiting a local farm, sharing in a picnic, and visiting Uptown Bill's Small Mall, which is a local establishment that consists of a number of small businesses owned and operated by people with developmental disabilities. Dayrin also acts as an advocate for the larger Hispanic community, and group participants have responded with positive feedback about to group maintaining that we are breaking ground with Hispanic Support in Iowa. (We are well aware this would not be possible without Empowerment funding.) Other Hispanic communities are interested in replicating the efforts in other parts of the state. Dayrin remains in contact with families that are outside of Johnson County that are

interested in the group but unable to attend due to distance. She also goes out of her way to make sure Hispanic parents are informed and involved in their child's disability services. She helps numerous families fill out forms for disability, school, and other government applications in English. If parents have children in the hospital, Dayrin visits them. In March 2007, she attended a Wrights Law conference where she learned about advocating for children with disabilities within the school system. She has shared this training as well as other materials and information with other Hispanic families. Many of the group members have expressed that the group offers a tremendous amount of support to a population that may not have the natural supports of family close by and may face obstacles in becoming acclimated to a different culture and language.

III. Evaluation

The "Bottom Line" questions have been addressed in the previous program description. The description includes general feedback from current participants of *Manantial* and the positive role the group plays.

Next year, by offering the Hispanic Parent Education and Support Group we anticipate serving 20 unduplicated families. Our primary outcomes of interest include reducing levels of stress related to having a child with a disability, enhancing parent/ child relationships, educating parents about issues related to having a child with a disability and increasing children's social and emotional development. To evaluate these outcomes, all families who participate in the program will be asked to complete the Empowerment evaluation tools.

Empowerment Education and Support Participation Evaluation.

As part of our evaluation, our parent education and support program will utilize the Empowerment Education and Support Participant Evaluation. (The same, translated form as last year.) This evaluation form will provide information on the effectiveness of the parenting classes, as well as level of support parents receive from the group. The evaluation tool is short, user-friendly, and easy to compute. Upon funders request, additional data may be collected from the The Arc or the Hispanic Group and analysis conducted on the data.

As the Hispanic Parent Education and Support Group, *Manantial*, is an existing Empowerment funded program, current evaluation demonstrates the progress of the group and importance in maintaining its presence in the community as a valued resource. Upon complete analysis of the first half of the FY08, *Manantial* has met nine times thus far with the unduplicated count of parent participants at 11 and the duplicated count at 49. What follows are the results of the 26 "Empowerment Education and Support Participation Evaluation" surveys collected by The Arc of Southeast Iowa received during the second quarter, which serve as an example of the progress being made toward identified goals:

After attending the Support and Education Session respondents were asked to rate the below statements on a three-point scale: *Not at all, A little more, A lot more.*

96.15% of the survey respondents marked they were *a lot more* likely to, and 3.85% said they were *a little more* likely to: “Encourage their child to try new activities to increase his/ her skills.”

98.08% of the survey respondents marked they were *a lot more* likely to, and 1.92% said they were *a little more* likely to: “Understand more why their child does the things he/ she does.”

100% of the survey respondents marked they were *a lot more* likely to: “Feel more confident about their parenting skills.”

98.08% of the survey respondents marked they were *a lot more* likely to, and 1.92% said they were *a little more* likely to: “Have more activity ideas to use at home with their child.”

100% of the survey respondents marked they were *a lot more* likely to: “Discover new resources in the community to use.”

100% of the survey respondents marked they were *a lot more* likely to: “Have the chance to meet and talk with other parents.”

98.08% of the survey respondents marked they were *a lot more* likely to, and 1.92% said they were *not at all* likely to: “Feel less stressed in caring for their child.”

98.08% of the survey respondents marked they were *a lot more* likely to, and 1.92% said they were *a little more* likely to: “Understand how to take better care of themselves and their needs.”

For the following three questions respondents were asked to *disagree, agree*, or say they were *unsure* about the following statements:

100% of the survey respondents agreed: “The presenter talked at a level I could understand,” “The presenter was very knowledgeable” and “I felt comfortable asking the presenter any questions I had.”

IV. Provider Qualifications

The Arc of Southeast Iowa has been serving people with disabilities in Johnson County for fifty-one years, and we are confident of our abilities to oversee the Hispanic Parent Education and Support Group again this year. The Project Coordinator is a full-time staff member and facilitates three support groups at the agency. We have an onsite Business Manager who reviews all incoming and outgoing funds, including individual grants. Specific job duties are reviewed below:

Paraprofessional Educator. A Hispanic mother with a child with a disability will be the Hispanic group facilitator, with supervision from the project coordinator. Primary tasks will include implementing parent education and facilitating the support group, scheduling professional guest speakers, and recruiting and outreach to new families. This may include outreach to families through hosting a booth at various community events.

Project Coordinator. This position will be filled by a Spanish-speaking office staff member of The Arc of Southeast Iowa. This position requires previous experience working in social services and, more specifically, working with people who have disabilities. This person will have primary administrative responsibility. This includes collecting invoices and billing, collecting family data; offering ongoing resource and referral for parents in the group; obtaining program materials and supplies; developing and disseminating public relations materials; arranging meeting spaces and guest presenters; and helping coordinate volunteers and staff for child care.

Childcare Workers. Must be certified in First Aid, CPR, and Mandatory Child Abuse Training. Also, experience working with children who have special needs is necessary.

Business Manager. Reviews and manages incoming grant monies and documents expenditures.

Proposed Budget: *See attached Budget Form.*

Empowerment Budget Form

	Total Program Cost	Empowerment Request	Other Revenue (detail chart B)
Salaries & Personnel detail chart A			
Salaries	5,609	3849	1760
1. Salaries subtotal	5,609	3849	1760
Program Costs provide detail			
a. Advertisement	500	250	250
b. Postage	150	0	150
c. Handouts (paper & photocopying)	100	0	100
2. Program Costs subtotal	700	250	450
Participant Supports provide detail			
a. Childcare for 5 children 2 staff @ \$21 each X 24 + payroll taxes	564	564	0
b. Travel reimbursement (\$0.34/ mile)	300	300	0
c. snacks	600	600	0
d. holiday party	400	400	0
3. Participant Supports subtotal	1864	1864	0
Equipment provide detail			
a. Childcare equipment	500	0	500
4. Equipment subtotal	500	0	500
Other provide detail			
a. Support Group/ Childcare meeting rental space Childrens Center for Therapy @ \$100.00 X 24 sessions	2400	1200	1200
5. Other subtotal	2400	1200	1200
6. TOTAL DIRECT (total lines 1+2+3+4+5)	11,073	7,163	3,910
Other Indirect	0	0	0
7. TOTAL INDIRECT	0	0	0
8. TOTAL EXPENDITURES (total lines 6+7)	11,073	7,163	3,910

Detail Chart A: Salary Costs				
Job Title	% of FTE for project	Total Cost	Empowerment Request	Other Revenue
1. Paraprof	.10 FTE	4,160	2,400	1760
2. Project Co	.058 FTE	1,449	1,449	0
Totals		6,087	3,400	1,760

Above totals should be the same as budget line 1; if these two numbers aren't the same, check the arithmetic

Detail Chart B: Other Revenue

Source of Other Revenue	Total amount of other revenue from source
1. The Arc of southeast Iowa	2960
2. Other Grants - Equipment &	950
Total Other Revenue	3,910

Total should be the same as budget line 8 far right column; if these two numbers aren't the same, check the arithmetic