



**Latino Family Supports
Quarterly Report, FY08
April 1- June 30, 2008
Year-End 2007-2008**

**Submitted by:
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Summary Table

Contract Budget and Amount Spent Year To Date	Target Audience and Goals	Scope of Services	Performance Measures	YTD Outcomes (from Scope of Services and Performance Measures)
<p>NCJC (Diane Dingbaum)</p> <p>Support for Latino Families</p>	<p>Build stable, nurturing home environments and neighborhoods in three Latino communities in Johnson County through programs that include: adult education supports; parent education supports; and parent and child together programs for Latino families with children birth to three years</p>	<p>A. Adult Education Supports -outreach and class registration assistance -transportation to and from class sites -tutoring and homework assistance -on-site childcare at BNC</p> <p>B. Parent Education Supports -group workshops twice monthly</p> <p>C. Parent & Child Time (PACT) -twice monthly family events focused on literacy and school success</p> <p>D. -2 – 4 times monthly in-home support of literacy education using Partners For A Healthy Baby (15 families per month)</p>	<p>A. Adult Education Supports -outreach and class registration assistance -transportation to and from class sites -tutoring and homework assistance -on-site childcare at BNC</p> <p>B. Parent Education Supports -group workshops twice monthly</p> <p>C. Parent & Child Time (PACT) -twice monthly family events focused on literacy and school success</p> <p>D. -2 – 4 times monthly in-home support of literacy education using Partners For A Healthy Baby (15 families per month)</p>	<p>A. 31 of adults enrolled in ELL courses YTD 49 children enrolled in ELL childcare programming</p> <p>B. 31 adults participated in bi-weekly parent groups; 31 groups provided YTD. Family Support survey not completed.</p> <p>C. 26 adults and 37 children participating in PACT events; 27 events facilitated YTD. Family Support survey not completed.</p> <p>D. 49 families YTD participated; 382 visits completed; 28 adults increased 1 level on Parent Education Profile.</p>

1. Implementation

Activities during reporting period:

Outreach and class registration assistance to and from ELL classes offered through Kirkwood Community College.

In FY08, the Latino Family Support Staff outreached, enrolled, registered, and provided numerous support services so that area adults could successfully attend ELL classes through Kirkwood Community College. Staff offered transportation and childcare assistance to reduce barriers.

- ✓ *Received ELL class information: Q1-18; Q2-29; Q3-17, Q4-4*
- ✓ *YTD: 68 families received ELL information*
- ✓ *Registered for ELL classes: Q1-0; Q2-17; Q3-8; Q4-6*
- ✓ *YTD: 31 families registered for ELL classes*

Provide group workshops to parents.

6 parent group workshops were facilitated in April and May; 31 workshops were held in FY08. No parent group workshops were facilitated in June because of flooding (Forest View had limited access and many families left the area during that time). Primary topics this quarter included: summer fun family activities; literacy building over the summer months; end-of-school transitions; and parent-child behavior management. PEP (Parent Education Profile) packets were distributed to the participants.

- ✓ *Duplicated attendance: Q1-51; Q2-27; Q3-153; Q4-72*
- ✓ *YTD Duplicated attendance: 303*
- ✓ *YTD Unduplicated attendance: 31 adults*

Provide PACT activities to parents and children.

Throughout the quarter, 8 PACT activities were facilitated for families living in Forest View; 27 PACT activities were facilitated in FY08.

Q4 activities included:

- 4 Family Book Club events
- 2 visits to TOT Time at Scanlon Gym
- 1 visit to the Iowa City Public Library
- 1 Family Breakfast at the Broadway Center
- ✓ *Duplicated Attendance: Q1-61 adults and 52 children; Q2-22 adults and 28 children; Q3-44 adults and 56 children; Q4-48 adults and 59 children*
- ✓ *YTD Duplicated Attendance: 175 adults and 195 children*
- ✓ *YTD Unduplicated Attendance: 26 adults; 37 children 0-5 years of age.*

Provide home-based programming.

In Q4, a total of 120 home visits were completed with 22 families. All visits followed Empowerment Family Support goals, objectives, family plans, and paperwork. Please note that the number of 4-5 year old children is much higher in Q2 and Q4 than in the other two quarters—this is due to the high number of children at home over the Q2 holidays and the high number of children out of program in June (Q4).

- ✓ *Duplicated attendance/visits: Q1- 80 visits; Q2-89 visits; Q3-93 visits; Q4: 120 visits*
- ✓ *YTD Visits: 382 visits*
- ✓ *Unduplicated enrollment:*
 - *Q1-21 families; 26 children 0-3; 4 children 4-5*
 - *Q2-29 families; 34 children 0-3; 41 children 4-5*
 - *Q3-22 families; 31 children 0-3; 3 children 4-5*
 - *Q4-40 families; 38 children 0-3 years; 27 children 4-5 years of age.*
- ✓ *YTD Unduplicated enrollment: 49 families; 46 children 0-3 years; 41 children 4-5 years of age.*

Number of staff hours.

Full time staff hours. The Latino FSW resigned her position at the end of April. Two other FSWs, both Spanish speakers and active with Latino families and Empowerment, took ‘over’ the caseload so that families could maintain support and continue working on goals. A new Latino FSW will be in place for FY09.

Materials and/or curricula utilized.

The FSW utilized numerous resources this quarter, but the primary resources include ISU Extension, the Iowa City Public Library, Partners for a Healthy Baby, Healthy Families San Angelo, and Learning Games. For PACT activities, the FSW utilized the PBS Ready to Learn curriculum; For Parent Education screenings and activities, the FSW utilized the Parent Education Program (PEP).

Highlight successes.

Area Latino families continued to find success in the program this quarter. Families enrolled and attended classes, enrolled their children in childcare, and welcomed parenting home visits. As involvement increased, families began developing strong relationships with each other—this resulted in shared car-pooling, emergency babysitting, and other ‘community-type’ supports.

Through programming supports at Neighborhood Centers, area Latino families had access to computer skill groups, behavior management groups, and early intervention supports. The NCJC Early Interventionist, a special educator and play therapist, supported families enrolled in the program by working with the FSW to assess children and to design appropriate interventions to use in the home. Additionally, parents showed gains in all areas of the *Parent Education Profile*, a tool designed to assess the literacy support in home. 28 of the ELL parents of infants/toddlers completed a pre- and post- PEP and raised their score at least one level in each subscale.

Finally, each year, we like to review a family success. This year, we are highlighting a family that has been working with Neighborhood Center staff for a number of years in a number of programs. She is seen as a leader in the Forest View neighborhood—she has successfully completed English programming and GED programming and started out in the Forest View neighborhood. Here is her story:

A. and her son enrolled in Neighborhood Centers programming just over four years ago. She’s active in language classes, parenting groups and visits, child development programs, and most recently, high school completion work.

Upon enrollment, A. attended English classes regularly while her two year old son Juan attended child development classes regularly. Over time, both adjusted to their educational programs and slow and steady progress was made. Both became fluent English language learners and users;

both flourished in their educational environments. However, A. struggled to set educational goals for herself and, when asked about future plans, would always answer ‘to be a better mother.’

As A.’s confidence as an English student grew and her relationship with the Center staff became stronger, she began quietly sharing that she wanted to finish her GED so that her son could be proud and follow in her footsteps. Finally, she shared her story. As a young teen, A. dropped out of formal schooling at the 9th grade level so she could help with her younger siblings and help in the fields—the family was a migrant farm family and they had little time for formal education. A. never thought she would be able to ever finish high school and rarely spoke of the possibility.

As A. began to open up to about her dreams, staff encouraged, listened, pushed, and ‘held her hand,’ as she enrolled at Kirkwood Community College’s GED self-study program. Together, A. and staff found curriculums, tutors, and supports so that she could master the GED subjects.

After two years of daily studying, tutoring, and coaching, A. passed the GED exam. While she didn’t have the highest scores or the easiest time mastering the subject matter, she realized her dream. Her graduation photo is framed and sitting on her kitchen counter for all to see; she is most proud that her son sits at the counter every day looking at her accomplishment.

Describe obstacles encountered.

The flooding in June was difficult for families living in Forest View and other mobile home communities. While some families were actually flooded and had to leave, many other families left because they lost work and/or left during the evacuations and have not returned.

Additionally, the immigration raids in Postville, IA which occurred this quarter impacted programming. Adult participants were frightened to leave their children in childcare programming following the raids; some families left the program as a result. Many families moved out of state.

On-going obstacles continue to be health insurance issues and employment issues for families living in the Forest View and Regency communities. Families lack health insurance and have little access to affordable health care—they are often forced to chose between housing, food, or medical care. Numerous women do not seek medical care until the 7th month of pregnancy; mother’s struggle with basic first aid equipment at home. Employment issues also continue to dominate the communities. The work is so seasonal in nature that the entire family income is dependent on a light winter, a dry spring, etc. This lack of stability in income leaves the family in a near state of chaos.

2. Resource materials / Equipment

Itemize any resource materials and/or equipment purchased; discuss how the purchase(s) addresses grant objectives. Resources purchased this quarter funded the supplies utilized in parent workshops and PACT events. No major equipment was purchased this quarter.

3. Program evaluation.

Approximately 30 families will participate in programming.

YTD Unduplicated enrollment: 49 families; 46 children 0-3 years; 41 children 4-5 years of age.

There will be an increased number of Latino families participating in KCC adult education. Adult education participants will complete adult education classes.

This period, the Latino Family Support Staff outreached, enrolled, registered, and provided numerous support services so that area adults could successfully attend ELL classes through Kirkwood Community College. Because of transportation the FSW picked-up and dropped-off the children to childcare programming and the adults to classes all quarter.

- ✓ *Received ELL class information: Q1-18; Q2-29; Q3-17, Q4-4*
- ✓ *YTD: 68 families received ELL information*
- ✓ *Registered for ELL classes: Q1-0; Q2-17; Q3-8; Q4-6*
- ✓ *YTD: 31 families registered for ELL classes*

Workshop participants will report increased knowledge of early literacy and other topics.

Parent Education Profile: 28 participating adults completed a pre and post PEP. All 28 adults increased one level on each sub-scale. This shows an increased knowledge and in-home implementation of early literacy activities.

Process Evaluation

- Per family cost:
- Staff qualifications, specialized training or certifications: See qualifications, grant.
- Number of staff delivering the program: 1 FTE
- Resources used. Are they adequate or are there needs? Adequate at this time.

Outcome Evaluation

Please note that the number of 4-5 year old children is much higher in Q2 and Q4 than in the other two quarters—this is due to the high number of children at home over the Q2 holidays and the high number of children out of program in June (Q4). We did not complete screenings on children that we had less contact and/or were only involved in the program a short time.

Q1: 0 completed 30 children (birth to 5 years) enrolled.

Q2: 30 screenings on 75 children enrolled.

Q3: 0 screenings on 36 children enrolled.

Q4: 12 screenings 65 children enrolled.

Ages and Stages results are as follows:

- ✓ *Total A/S: 42 completed YTD on 87 enrolled children YTD*
- ✓ *Total referrals to GWAEA: 0 YTD*
- ✓ *Total referrals to Early Access: Q2-6; Q4-2*
- ✓ *Total IEP services offered: 0 YTD*
- ✓ *Total IFSP services offered: Q4-3*

Ages and Stages-SE results are as follows:

- ✓ *Total A/S-SE: 30 completed YTD on 49 enrolled children YTD*

- ✓ *Total referrals to GWAEA: 0 YTD*
- ✓ *Total referrals to Early Access: 0*
- ✓ *Total IEP services offered: 0 YTD*
- ✓ *Total IFSP services offered: 0*

Family Survey:

The FSW started the program in mid-October and planned to complete the family survey at the conclusion of the program year in May. However, the FSW left the program in April and did not complete any surveys prior to her departure.

4. Budget / Expenditure report.

Attached.

Appendix A - Reporting Sheet

	1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter	Total Year
<u>Overall</u>					
# of families unduplicated	21	29	22	40	49
# of families duplicated	80	89	93	120	382
# of children 0-5 unduplicated	30	75	36	65	87
# of children 0-5 duplicated (PACT and Home Visits)	132	117	149	179	577
<u>ASQ</u>					
# of ASQs completed	0	30	0	12	42
# of children receiving an ASQ	0	30	0	12	42
# of referrals as result of ASQ	0	6	0	2	8
# of referred children receiving services	0	0	0	3	3
<u>ASQ:SE</u>					
# of ASQ:SEs completed	0	30	0	12	42
# of children receiving an ASQ:SE	0	30	0	12	42
# of referrals as result of ASQ:SE	0	6	0	0	0
# of referred children receiving services	0	0	0	0	0

Empowerment Quarterly Budget Report (follow program proposal budget)				
Program Name: Support for Latino Families				
Reporting Period: Apr. 1, 2008 - June 30, 2008				
	Contracted budget amounts	Quarterly Empowerment Expenditures	Year-To-Date Empowerment Expenditures	Total Year-To- Date Expenditures
1. Salaries & Personnel	6,669.00	2,642.01	6,769.00	6,769.00
Program costs (provide detail)				
a.				
b.				
2. Program costs subtotal	-	-	-	-
Participant supports (provide detail)				
a. Food & Supplies for PACT activities	1,440.00	786.61	1,440.00	1,440.00
b. Transportation	1,248.00	233.92	653.12	653.12
c. Family Literacy Materials	2,250.00	837.66	1,091.71	1,091.71
3. Participant supports subtotal	4,938.00	1,858.19	3,184.83	3,184.83
Other (provide detail)				
a.				
b.				
4. Other subtotal	-	-	-	-
5. TOTAL DIRECT	11,607.00	4,500.20	9,953.83	9,953.83
Administration				
Other indirect				
6. TOTAL INDIRECT	-	-	-	-
7. TOTAL EXPENDITURES	11,607.00	4,500.20	9,953.83	9,953.83

Empowerment Final Budget Report (follow program proposal budget)				
Program Name: Support for Latino Families				
Reporting Period: July 1, 2007 - June 30, 2008				
	Contracted budget amounts	Total Empowerment Expenditures	Total Other Expenditures	Total Year-To-Date Expenditures
1. Salaries & Personnel	6,669.00	6,769.00		6,769.00
Program costs (provide detail)				
a.				-
b.				-
2. Program costs subtotal	-	-	-	-
Participant supports (provide detail)				
a. Food & Supplies for PACT activities	1,440.00	1,440.00		1,440.00
b. Transportation	1,248.00	653.12		653.12
c. Family Literacy Materials	2,250.00	1,091.71		1,091.71
3. Participant supports subtotal	4,938.00	3,184.83	-	3,184.83
Other (provide detail)				
a.				-
b.				-
4. Other subtotal	-	-	-	-
5. TOTAL DIRECT	11,607.00	9,953.83	-	9,953.83
Administration				-
Other indirect				-
6. TOTAL INDIRECT	-	-	-	-
7. TOTAL EXPENDITURES	11,607.00	9,953.83	-	9,953.83
Detail Chart A: Other Revenue				
Source of Other Revenue	Total amount of other revenue from source			
1				
2				
3				
Total Other Revenue	0			
Total should be the same as budget line 7 column D; if these two numbers aren't the same, check the arithmetic		0	0	

From: Laurie Nash [mailto:empower@jcempowerment.org]
Sent: Friday, August 01, 2008 1:19 PM
To: 'Sue Freeman'
Subject: RE: Latino report

Thanks again, Sue! Just a few questions:

1. We need to have budget info in the first column of the Summary Table.
2. Participants' responses to survey questions were to be reported this quarter in the Summary Table (not all responses, just a few that would correspond with each of the Performance Measures listed in the previous column)

Thanks!
Laurie

From: Sue Freeman [mailto:sue-freeman@ncjc.org]
Sent: Friday, August 01, 2008 12:08 PM
To: 'Laurie Nash'
Cc: 'Diane Dingbaum'
Subject: final reports

Laurie,

Attached are the year-end reports (including Q4) for Family Support, Latino Family Support, and the Empowerment Initiative. Also attached is the Parent Support Survey (two sheets). Budgets have already been sent.

Josh will be dropping off hard copies a bit later today.

Diane is away today; please let me know if something else is needed.

Stay cool!

Sue