

## Renewal Proposals – Pregnancy & Parenting Supports, Education Grantees

**ASU is requesting \$35,604.** In year 1, ASU's project is to help raise awareness of best practices, policies, and support models for parents and prospective parents with disabilities amongst social services providers in Arizona, including social workers and other social service professionals. During this past year, ASU completed an extensive literature review, convened an expert panel of 12 individuals with diverse backgrounds who provided detailed input into the guide and researched existing models supporting parents with disabilities. In this last quarter, they completed the user-friendly guide, and they are currently in the process of finalizing their four training sessions (Tucson, Yuma, and Flagstaff each in person), and a hybrid training in Phoenix so that social workers and other social service professionals from across the state can participate.

**Additional information on the user-friendly guide.** The guide succinctly introduces eight underlying concepts helpful for working with parents with disabilities and prospective parents with disabilities (i.e. parental supports; parental risk factors do not cause child endangerment; the good enough parenting standard; presumption of unfitness bias; universal design, disability rights framework, social model of disability, and disability justice framework) and explaining these concepts as they relate to working with parents and prospective parents with disabilities.

The guide includes best practice tips for social workers and social service providers when working with parents with disabilities that align with practice concepts common in social work, such as the strengths-perspective and self-determination. It also introduces six promising models that social workers, other social service workers, and community advocates could use as models for establishing services or supports in their own agencies or communities, or as aspirations for state-level policy change. These six promising models complement the individual-based, behavioral approaches that have been developed and tested that focus on training and educating parents, as well as informal family and peer support.

The user-friendly guide includes a brief historical overview of treatment of parents with disabilities, a brief overview of relevant federal and state policies, links to state and national resources for more information, links to model programs, and seminal readings about services and support for parents with disabilities. English and Spanish language versions of the user-friendly guide are currently in production with the user-design consultant, and will be available and disseminated by June 30, 2024.

ASU has proposed the following activities in Year 2 if funded:

- Expand the outreach and training sessions to eight new audiences that may include paraprofessionals, psychology students, two tribal colleges and the LEND program at UA. The project director will also conduct a minimum of four training sessions to larger conferences, such as the Arizona Rural Health Conference, the Summer Institute for Behavior Health in Flagstaff, The National Association of Social Workers AZ Chapter's

Annual Conference in Phoenix, and the Conference for Behavioral Health Providers in Tucson.

- Enhance or maintain materials, such as creating simple videos of their training, making them available on ASU School of Social Work YouTube Channel. Feedback from the training participants will be used to share with their expert panel and to update their training materials.
- ASU will enhance their communication plan to draw more attention to the user-friendly guide and to the training videos that are created. The project director will work with ASU News to create at least one media story on this project that will be published online at ASU and shared with other media sources. Also, the project director will conduct media outreach in Tucson, Yuma, and Phoenix for potential stories to share, and to publish an article in *The Conversation* which is aimed for lay audiences.
- Their evaluation process will capture who attends training, feedback on the satisfaction/usefulness and effectiveness of the user-friendly guide and training, demographics of participants, metrics such tracking the number of downloads of the user-friendly guide, including number of downloads of the guide in English and Spanish, and analytics of any video posted on YouTube and ASU media sources.

**NAU is requesting \$75,046.** NAU's PATHS project or Providing Accessible Training and Home Support for Parents with Intellectual Disabilities (ID) is a comprehensive project that aims to improve access to high-quality parenting supports for parents with ID by increasing the capacity of home visitors to meet the needs of families. Evidence-based home visiting programs (EBHVP) such as Healthy Families, Parents as Teachers, Nurse-Family Partnership, and Health Start are national programs that utilize specific curricula to provide parenting support to families with children ages 0-5. PATHS will continue to provide training to home visitors (HVs) with these programs operating in Arizona to further increase their capacity to meet the needs of parents with ID while offering universal enhancements to the curricula used by each HV.

The project completed the following activities:

- Literature review, interviews with home visitors (a total of 15 will be completed) and feedback from training sessions was gathered. Information was gathered about the EBHVPs and curricula currently being used to serve families in Arizona.
- They designed and provided training sessions to home visitors from Arizona on how to best serve and meet the needs of parents with ID. A total of 3 training sessions will be completed by June 30<sup>th</sup> (April 22, May 6, May 20).
- PATHS is guided by a participatory approach supported by two advisory research teams (ARTs), one comprising parents with ID and one comprising representatives of home visiting programs. Each ART (a) provides input to inform project activities, (b) assists in the interpretation of research findings, and (c) provides feedback on the trainings and the materials associated with the enhancement to each EBHVP and its curriculum.

With continued funding, PATHS will continue to focus on delivering training to and sharing research findings from the first year of the project with Arizona home visitors to better serve parents with ID.

Collaborators include multiple home visiting programs in Arizona. These programs include those that are funded through the (a) Maternal Infant and Early Childhood Home Visiting (MIECHV) grants, (b) First Things First grants, and (c) Department of Child Safety (DCS) grants. Specific programs and curricula include Arizona Health Start, Early Head Start, Healthy Families Arizona, Nurse-Family Partnership, Parents as Teachers, and Baby Talk: Family Engagement Model.

The first training on April 22, 2024, had 26 participants. This served as an introduction to intellectual disability by describing common myths related to parents with ID, identifying common challenges for parents with ID, and providing considerations for home visitors when working with parents with ID. The second and third training sessions took place on May 6 and May 20, 2024. These trainings built upon the information shared in the first training and are meant to enhance the content of the EBHVP curricula used by the training participants. The second training will offer information about individualized care for parents with ID. The third will share formal resources and tools to improve home visiting services for parents with ID. The trainings will be available to view free of charge on the NAU/IHD webpage for PATHS (<https://nau.edu/ihd/paths>).

NAU has proposed the following activities in Year 2 if funded:

- Finalize the analysis of the home interviews with HV's that occurred in the last quarter of Year 1 and submit the findings for publication.
- Enhance the training by developing 3 additional trainings. These include the following subjects, Co-Regulating your Child; Developmental Milestone, and Child Welfare Services. The original training sessions will still be offered to home visitor supervisors.
- The PATHs team will connect with home visiting programs on the Navajo Nation to discuss PATHs and the trainings that currently offered. The programs will include Parents as Teachers, Family Spirit, and Navajo Head Start. Representatives from the Navajo tribe will be invited to participate on the home visitor advisory research team (ART).
- The PATHs team will work with each ART team to create materials and infographics and other resources that will help home visitors better understand and meet the needs of parents with ID.

Evaluation methods include conducting and monitoring evaluation activities on a regular (at least monthly) basis. Process evaluation will track the project's progress to ensure that the project activities are being implemented as intended. Data involved in the evaluation will include meeting agendas, literature review and interview findings, ART participation in project team meetings, post-training survey results, and ART post-meeting wrap-up questions. ART wrap-up questions will provide advisory group member perceptions of whether their voices are being valued and incorporated into the project processes. Evaluation outputs that will be tracked include number of participants in trainings, schedule and number of meetings held, meeting artifacts, number of interviews held, and number of post-training survey responses. The evaluator will also assess open-ended feedback from the post-training surveys. Evaluation outcomes will include validation of ART

perspectives being acknowledged, alignment of reported results with data sources, and verification that research bias is not present.

**UA**

Still waiting for final updated proposal and budget