



## Strengthening Families Learning Community

April 25, 2012 ▪ 1:00 to 3:00 p.m.

Casey Family Programs

1255 Corporate Center Drive, Suite 100

Monterey Park, CA

### MEETING AGENDA

1:00 I. **Welcome and Introductions**

A. Meeting Goals

1. Connect Strengthening Families Framework to the County Strategic Plan
2. Reinforce a common understanding of the Protective Factors and how they relate to the work of each department

**Trish Ploehn**  
Chief Executive Office

1:05 II. **Where does Strengthening Families fit in the County's new Strategic Plan?**

- Integrated Service Delivery

**Trish Ploehn**  
Chief Executive Office

1:10 III. **Protective Factors**

- Implementing and Sustaining Strengthening Families in our County

**Judy Langford**  
Center for the Study  
of Social Policy

1:30 IV. **Worksheet – Protective Factors and Department Activities**

- Which of the protective factors has your department already integrated into your daily work?
- What do the protective factors mean to you and your work?
- How will your department ensure integration of all five of the protective factors in your work, across units, with CBO's and communities?
- Which Protective Factors could be strengthened by collaborating with:
  - Other County departments?
  - Community agencies?
- How could the Strengthening Families Language be incorporated into your department's materials, training and practice?
- ***What do you need to ensure integration of the five Protective Factors in your work?***

**Terry Ogawa**  
Center for the Study  
of Social Policy

2:30 V. Takeaway Message

2:50 VI. Schedule for Upcoming Learning Community Meetings

- July 18, 2012
- October 24, 2012

3:00 VII. Adjourn

## Resources

Training Update: Bringing the Protective Factors to Life in Your Work – A Resource for Action

- Available in April – Developed by the National Alliance of Children’s Trust and Prevention Funds
- Free online curriculum – seven two-hour modules  
<http://learner.ctfalliance.org>

2012 Resource Guide – Preventing Child Maltreatment and Promoting Well-Being

[www.childwelfare.gov/preventing/preventionmonth/guide2012/index.cfm](http://www.childwelfare.gov/preventing/preventionmonth/guide2012/index.cfm)

Strengthening Families Learning Community web pages are hosted at the Office of Child Care website at [www.childcare.lacounty.gov](http://www.childcare.lacounty.gov). Click on “Strengthening Families Learning Community” from the menu.

**Los Angeles County Strengthening Families Learning Community**  
**How is your department doing?**

The five Protective Factors are the foundation of the Strengthening Families Approach. Research has shown that when the Protective Factors are robust – families are better able to support the healthy development of their children. The reach of each Protective Factor is broad – frequently beyond the traditional boundaries of individual departments. Tell us which Protective Factors are in evidence in your department and where collaboration could increase the impact of the Protective Factor.

<b>Protective Factors</b>	Does your department incorporate the Protective Factors into their practice? Is it done department wide or through a particular project? <b>Briefly provide <u>examples</u> of your department's efforts to address each protective factor.</b>	Could/ <b>Has</b> collaboration with another county department or CBO deepen/ <b>deepened</b> the impact of this Protective Factor?
<i>Parental Resilience</i> The ability to cope and bounce back from all types of challenges	<input type="checkbox"/> Department wide <input type="checkbox"/> Specific Project	
<i>Social Connections</i> Friends, family members, neighbors and other members of a community who provide emotional support and concrete assistance to parents	<input type="checkbox"/> Department wide <input type="checkbox"/> Specific Project	
<i>Knowledge of Parenting &amp; Child Development</i> Accurate information about raising young children and appropriate expectations for their behavior	<input type="checkbox"/> Department wide <input type="checkbox"/> Specific Project	
<i>Concrete Support in Times of Need</i> Financial security to cover day-to-day expenses and occasional unexpected costs, access to formal supports like CalWORKs and MediCal, and informal support from social networks	<input type="checkbox"/> Department wide <input type="checkbox"/> Specific Project	
<i>Children's Social and Emotional Development</i> A child's ability to interact positively with others and communicate his or her emotions effectively	<input type="checkbox"/> Department wide <input type="checkbox"/> Specific Project	

This page intentionally blank

# Strategic Plan



## ◆ County Mission ◆

To enrich lives through effective and caring service

## ◆ County Values ◆

Our philosophy of teamwork and collaboration is anchored in our shared values:

- **Accountability** – We accept responsibility for the decisions we make and the actions we take.
- **Can-Do Attitude** – We approach each challenge believing that, together, a solution can be achieved.
- **Compassion** – We treat those we serve and each other in a kind and caring manner.
- **Customer Orientation** – We place the highest priority on meeting our customers' needs with accessible, responsive quality services, and treating them with respect and dignity.
- **Integrity** – We act consistent with our values and the highest ethical standards.
- **Leadership** – We engage, motivate and inspire others to collaboratively achieve common goals through example, vision and commitment.
- **Professionalism** – We perform to a high standard of excellence. We take pride in our employees and invest in their job satisfaction and development.
- **Respect for Diversity** – We value the uniqueness of every individual and their perspective.
- **Responsiveness** – We take the action needed in a timely manner.

## ◆ Strategic Plan Goals ◆

### Countywide Goals

1. **Operational Effectiveness:** Maximize the effectiveness of process, structure, and operations to support timely delivery of customer-oriented and efficient public service.

### Programmatic Goals

2. **Fiscal Sustainability:** Strengthen and enhance the County's capacity to sustain essential County services through proactive and prudent fiscal policies and stewardship.
3. **Integrated Services Delivery:** Maximize opportunities to measurably improve client and community outcomes and leverage resources through the continuous integration of health, community, and public safety services.

# Summary of County of Los Angeles Strategic Plan

*Approved by the Board of Supervisors March 20, 2012*

## **Goal 1: Operational Effectiveness**

Maximize the effectiveness of processes, structures, and operations to support timely delivery of customer-oriented and efficient public services.

Strategic Initiatives:

1. Human Resources Management
2. Risk Management
3. Budget Management
4. Communications

## **Goal 2: Fiscal Sustainability**

Strengthen and enhance the County's capacity to sustain essential County services through proactive and prudent fiscal policies and stewardship.

Strategic Initiatives:

1. Probation's Balanced Budget
2. Title IV-E Wavier Implementation and Renewal
3. California's Section 1115 Medicaid Waiver and Health Care Reform
4. County Fiscal and Information Technology Management and Cost Efficiencies
5. Collective Bargaining/Employee Benefits and Related Costs

## **Goal 3: Integrated Services Delivery**

Maximize opportunities to measurably improve client and community outcomes and leverage resources through the continuous integration of health, community and public safety services.

Strategic Initiatives:

1. Katie A. Exit Conditions
2. Youth Self-Sufficiency
3. U.S. Department of Justice Memorandum of Agreement with the Probation Department
4. AB 109/Public Safety Realignment
5. Capital Projects Coordination

CENTER FOR THE STUDY  
OF SOCIAL POLICY'S

# strengthening families™

A PROTECTIVE FACTORS FRAMEWORK

## Los Angeles County Learning Community:

### Integrating Protective Factors Across Agencies

*April 2012*

Center  
for the  
Study  
of  
Social  
Policy

CENTER FOR THE STUDY  
OF SOCIAL POLICY'S

# strengthening families™

A PROTECTIVE FACTORS FRAMEWORK

What we know: Families gain what they need to be successful when key *protective factors* are robust in their lives and communities

# ***FIVE PROTECTIVE FACTORS***

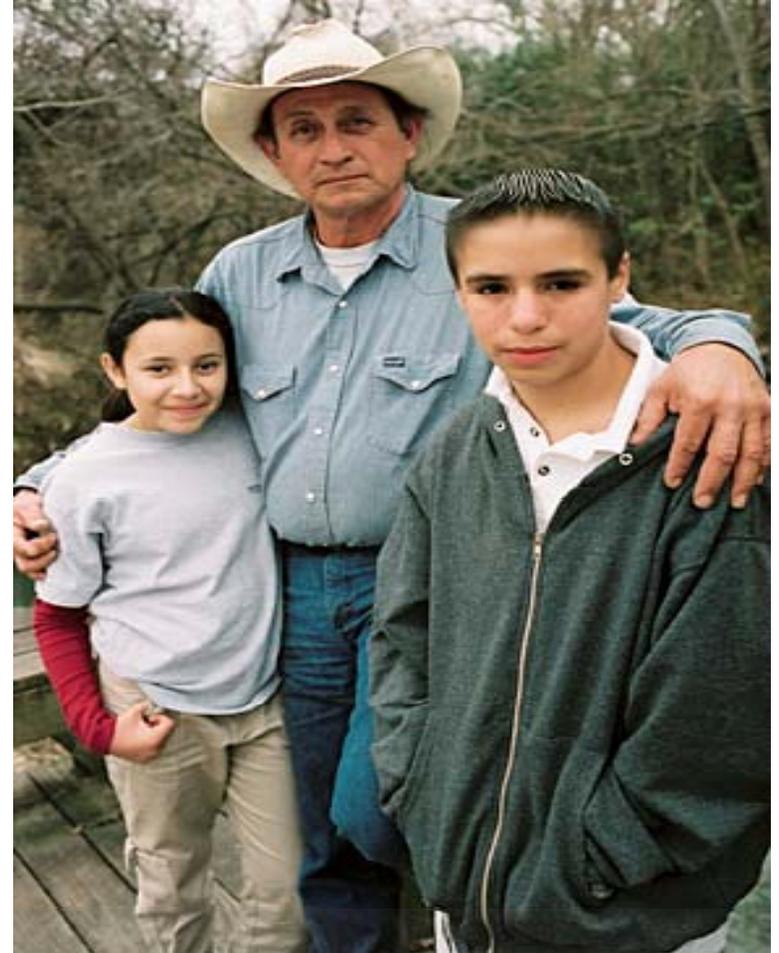
PARENTAL RESILIENCE

SOCIAL CONNECTIONS

KNOWLEDGE of PARENTING  
and CHILD DEVELOPMENT

CONCRETE SUPPORT in  
TIMES of NEED

SOCIAL and EMOTIONAL  
COMPETENCE of CHILDREN



CENTER FOR THE STUDY  
OF SOCIAL POLICY'S

**strengthening families™**  
A PROTECTIVE FACTORS FRAMEWORK

CENTER FOR THE STUDY  
OF SOCIAL POLICY'S

# strengthening families™

A PROTECTIVE FACTORS FRAMEWORK

What we know: Families gain what they need to be successful when key *protective factors* are robust in their lives and communities

CENTER FOR THE STUDY  
OF SOCIAL POLICY'S

# strengthening families™

A PROTECTIVE FACTORS FRAMEWORK

Mobilizing partners,  
communities and families to  
build family strengths, promote  
optimal development and reduce  
child abuse and neglect

Center  
for the  
Study  
of  
Social  
Policy

## *PRAGMATIC STARTING POINTS*

- Start with what ALL families need to be successful.
- Outline what ALL kinds of programs and services should be building with families.
- Look for clues to success where families already have comfortable relationships, e.g. child care, family resource programs
- Build a new perspective into existing programs and strategies; don't invent a new model

# *FEDERAL PARTNERSHIPS*

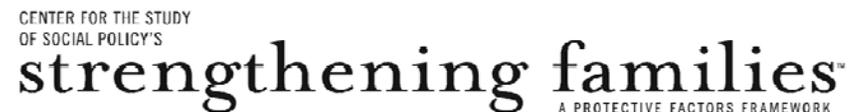
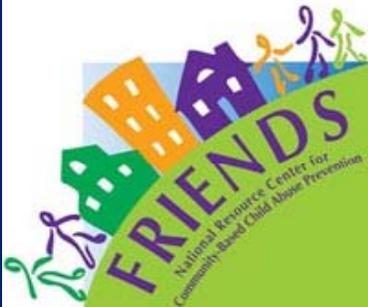
Administration for Children, Youth and Families:  
Children's Bureau, Office on Child Abuse and Neglect

Administration on Children and Families, Office of  
Child Care and Office of Head Start

Maternal and Child Health Bureau (ECCS)

Substance Abuse and Mental Health Services  
Administration (SAMHSA), local Project Launch sites

Department of Defense, New Parents Program and  
Family Advocacy Program



# *STRENGTHENING FAMILIES NATIONAL NETWORK*



Parents as Teachers



ZERO  
TO  
THREE®

National Center for Infants, Toddlers, and Families



The **FINANCE** PROJECT

CENTER FOR THE STUDY  
OF SOCIAL POLICY'S

strengthening families™  
A PROTECTIVE FACTORS FRAMEWORK

# *LOS ANGELES: STRENGTHENING FAMILIES ACROSS SYSTEMS AND COMMUNITIES*

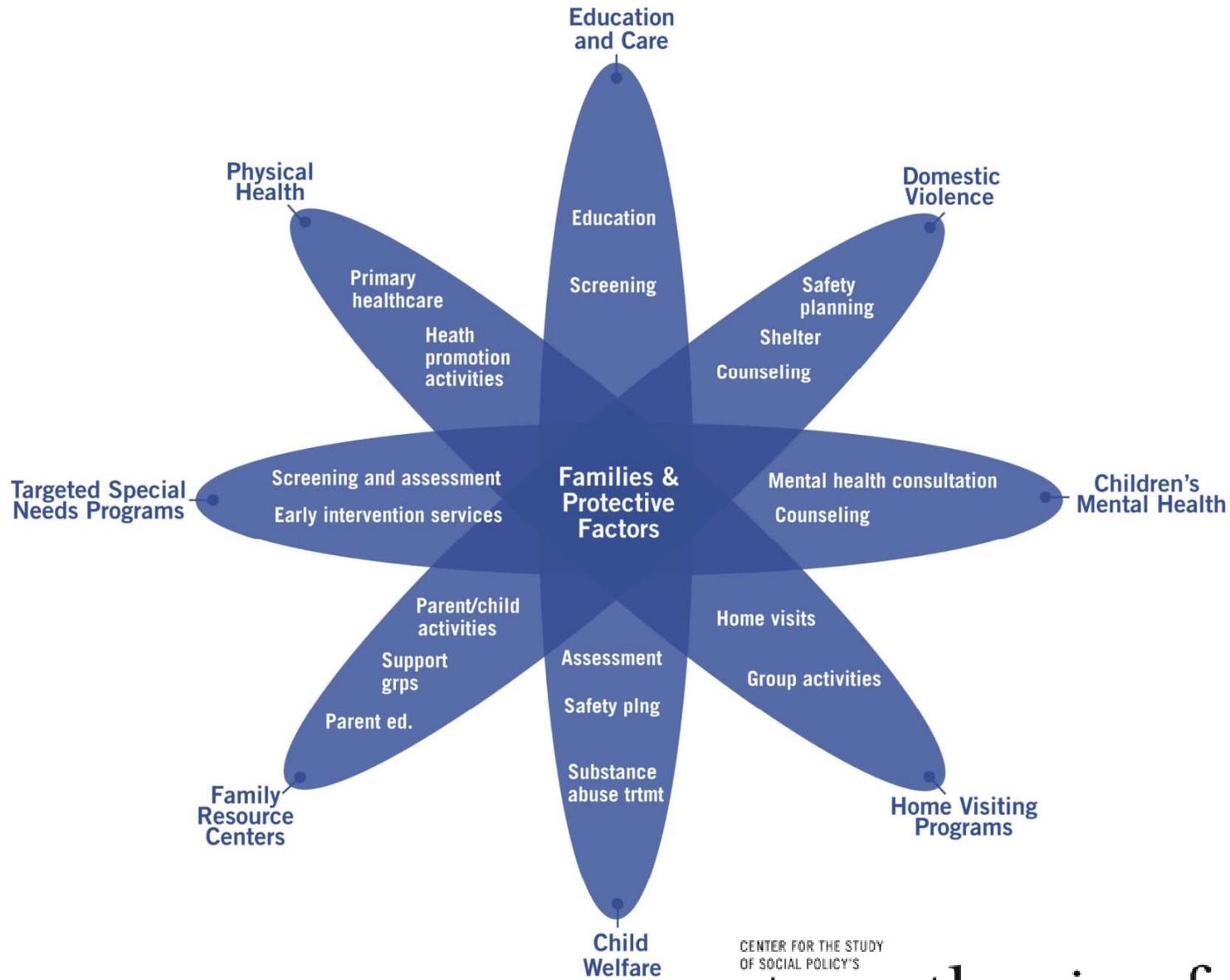
- LA County Board of Supervisors: SF Learning Community Across Departments serving young children and their families
- LA Department of Children and Family Services: Adopted as part of Strategic plan, Practice Model (along with Probation and Mental Health), integrated into community contracts for PSSF/CAPIT
- Early Childhood Funding Partnership
- Los Angeles Unified School District Head Start
- Magnolia Place Community
- First Five LA Best Start Community Planning



CENTER FOR THE STUDY  
OF SOCIAL POLICY'S

strengthening families™  
A PROTECTIVE FACTORS FRAMEWORK

# ALIGNING RESULTS FOR FAMILIES



CENTER FOR THE STUDY  
OF SOCIAL POLICY'S

strengthening families™  
A PROTECTIVE FACTORS FRAMEWORK

# *BUILDING BRIDGES ACROSS SYSTEMS*

- Initiated by early multidisciplinary leadership teams, public and private
- Language “makes sense” across disciplines

SF as a platform for collaboration

Integrated planning for young children: health, mental health, early care and education, family support

Linking home visitation across multiple models

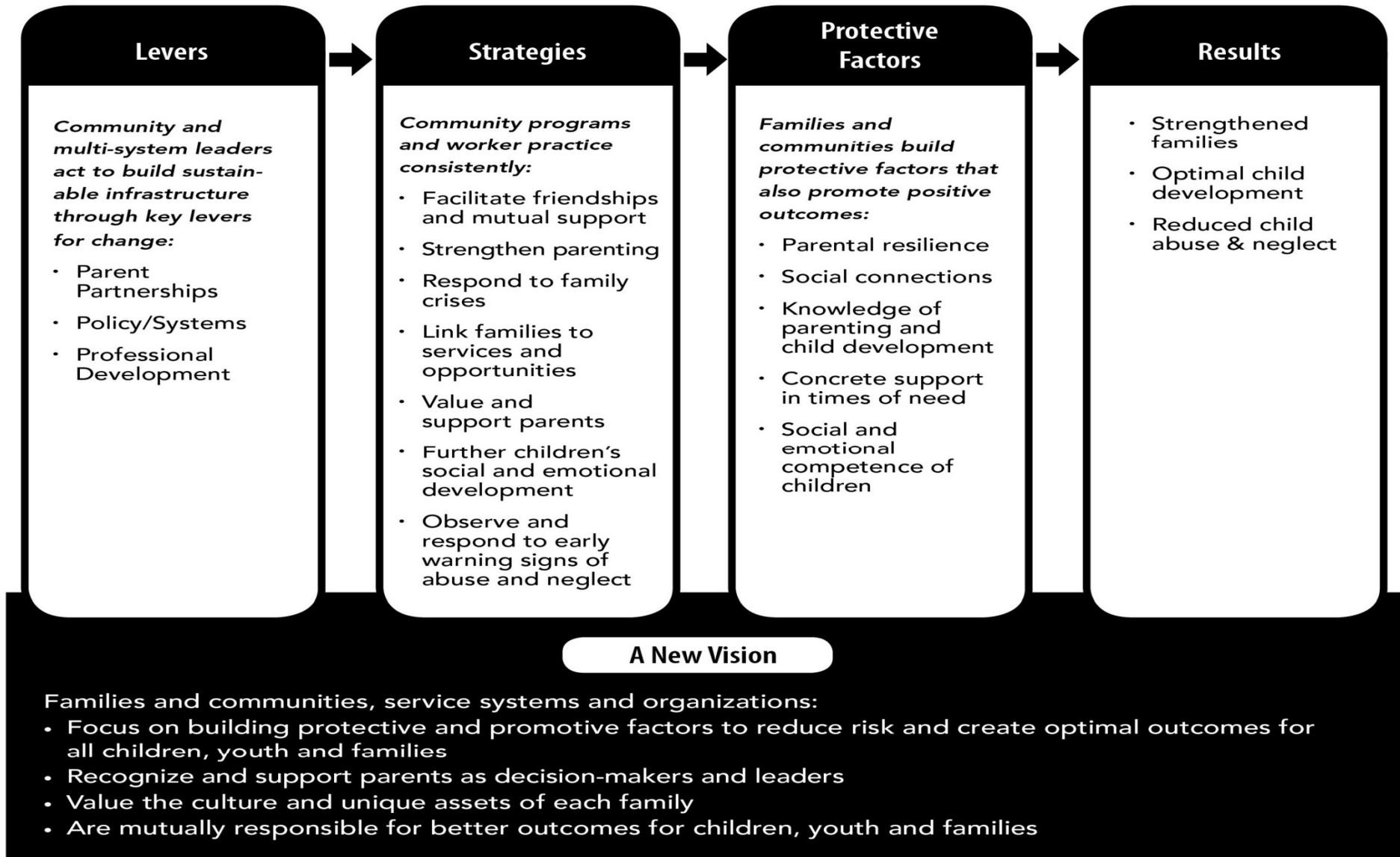
Child welfare and early care and education partnerships

Libraries, parks and recreation as places for building protective factors

CENTER FOR THE STUDY  
OF SOCIAL POLICY'S

strengthening families™  
A PROTECTIVE FACTORS FRAMEWORK

# Strengthening Families: Creating a New Vision



# *THE STRENGTHENING FAMILIES APPROACH*

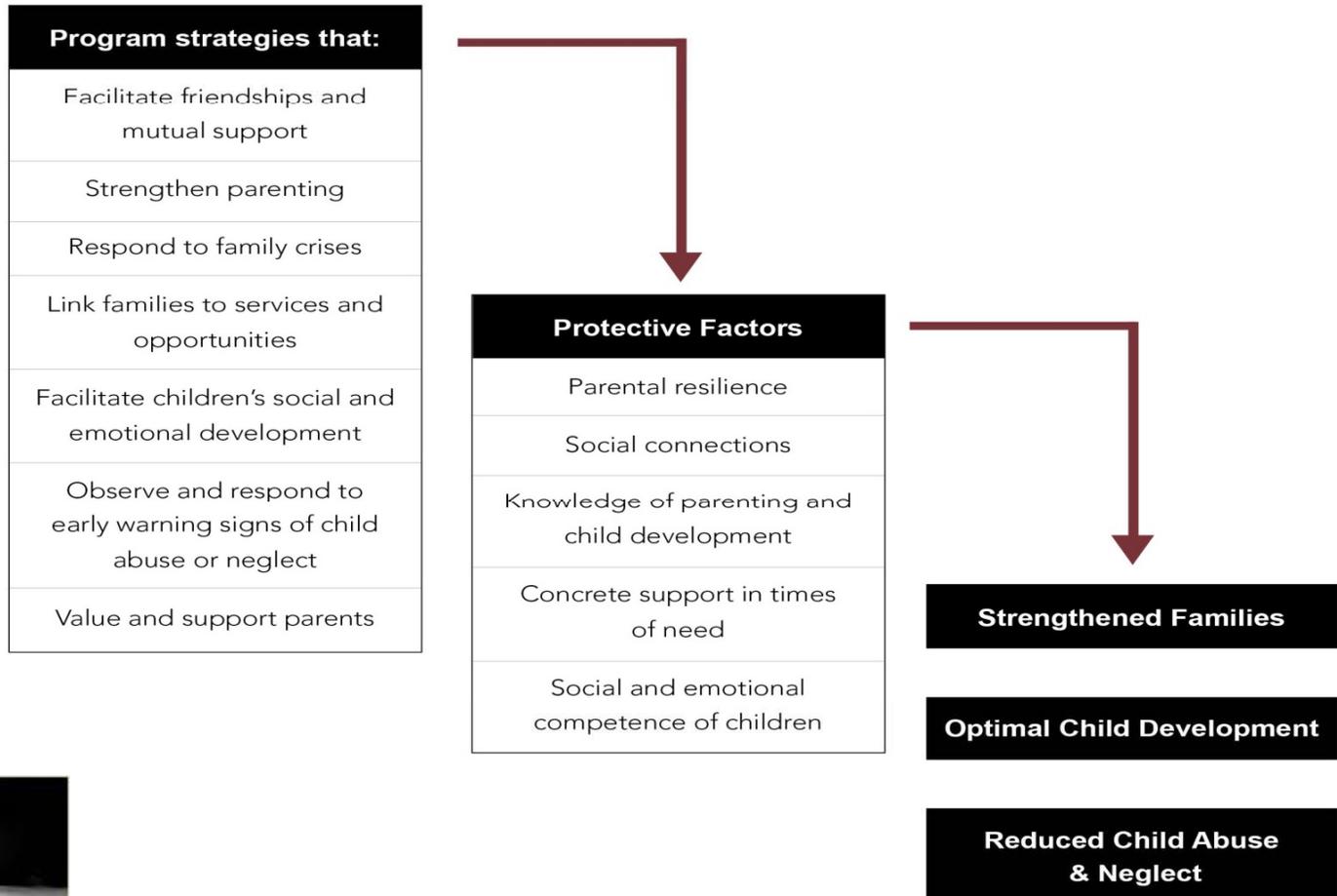
- **5 Protective Factors:** Grounded in research, practice and implementation knowledge from several fields; provides links across multiple disciplines and service sectors
- **7 Program Strategies:** Through small but significant changes in everyday practice, the SF approach builds on family strengths, buffers risk, and promotes better outcomes.
- **3 Levers for Change:** Building on existing strategies and systems, with powerful connections to communities and families.

# *THE STRENGTHENING FAMILIES APPROACH*

- **5 Protective Factors:** Grounded in research, practice and implementation knowledge from several fields; provides links across multiple disciplines and service sectors
- **7 Program Strategies:** Through small but significant changes in everyday practice, the SF approach builds on family strengths, buffers risk, and promotes better outcomes.
- **3 Levers for Change:** Building on existing strategies and systems, with powerful connections to communities and families.

# How programs help strengthen families, promote optimal child development and prevent child abuse and neglect

Small but significant changes



CENTER FOR THE STUDY  
OF SOCIAL POLICY'S

**strengthening families**  
A PROTECTIVE FACTORS FRAMEWORK

# *THE STRENGTHENING FAMILIES APPROACH*

- **5 Protective Factors:** Grounded in research, practice and implementation knowledge from several fields; provides links across multiple disciplines and service sectors
- **7 Program Strategies:** Through small but significant changes in everyday practice, the SF approach builds on family strengths, buffers risk, and promotes better outcomes.
- **3 Levers for Change:** Building on existing strategies and systems, with powerful connections to communities and families.

CENTER FOR THE STUDY  
OF SOCIAL POLICY'S

# strengthening families™

A PROTECTIVE FACTORS FRAMEWORK

## *Three Key Levers for Change:*

*Policies and System Practices  
that Support Integration*

*Professional Development Across  
Systems*

*Parent Participation and  
Leadership*

CENTER FOR THE STUDY  
OF SOCIAL POLICY'S

# strengthening families™

A PROTECTIVE FACTORS FRAMEWORK

*Seeking ways to integrating protective factors into individual system's policies and practices significantly expands the use of common language and common framework across agencies with different missions and practices.*

CENTER FOR THE STUDY  
OF SOCIAL POLICY'S

# strengthening families™

A PROTECTIVE FACTORS FRAMEWORK

*Integrating protective factors into training and professional development can significantly support the use of common language and common framework across agencies with different missions and practices.*

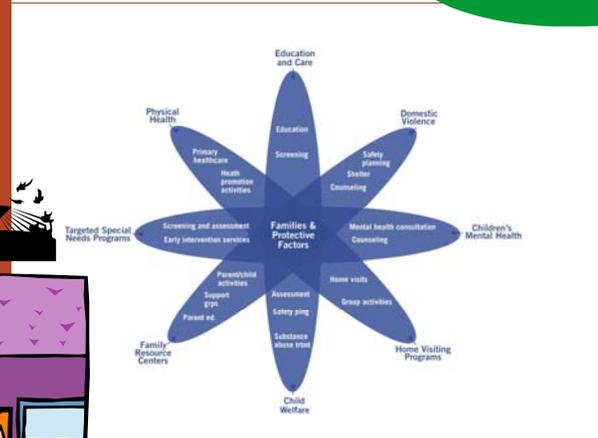
CENTER FOR THE STUDY  
OF SOCIAL POLICY'S

# strengthening families™

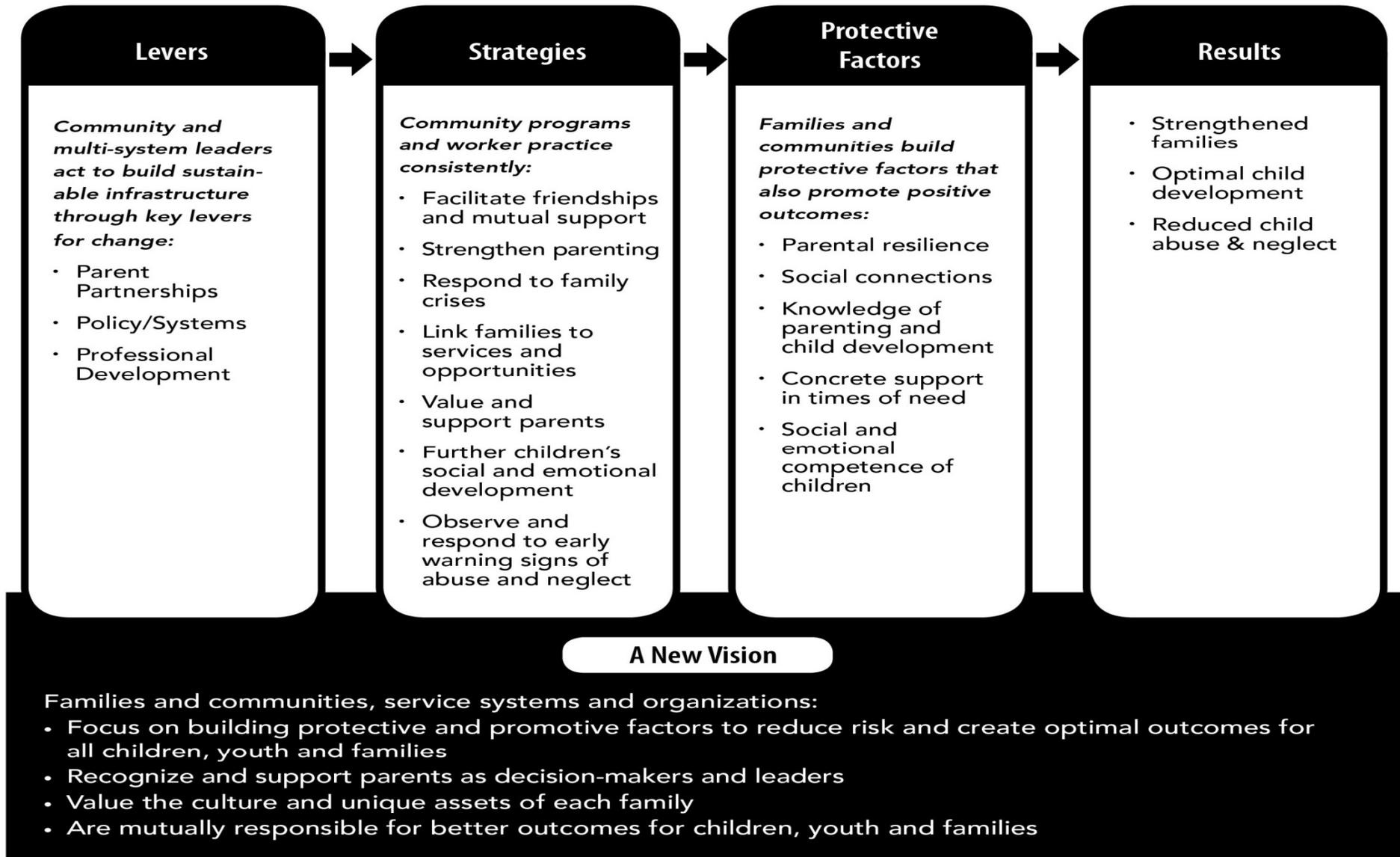
A PROTECTIVE FACTORS FRAMEWORK

*Parent leaders help create a platform for community linkages across service systems and for linkages with informal opportunities for family support.*

# Communities



# Strengthening Families: Creating a New Vision



CENTER FOR THE STUDY  
OF SOCIAL POLICY'S

# strengthening families™

A PROTECTIVE FACTORS FRAMEWORK

[www.strengtheningfamilies.net](http://www.strengtheningfamilies.net)

Judy Langford  
Center for the Study of Social Policy  
[judy.langford@cssp.org](mailto:judy.langford@cssp.org)

Center  
for the  
Study  
of  
Social  
Policy

**What We Know: Families thrive when protective factors are robust in their lives and communities.**

Using the Strengthening Families Approach, more than 30 states are shifting policy, funding and training to help programs working with children and families build protective factors with families. Many states and counties also use the Protective Factors Framework to align services for children and families, strengthen families in the child welfare system and work in partnership with families and communities to build protective factors. For more information and many tools and options for implementation, visit [www.strengtheningfamilies.net](http://www.strengtheningfamilies.net).

Nationally, Strengthening Families is coordinated by the Center for the Study of Social Policy (CSSP) and supported by national partner organizations including:

- Child Welfare Information Gateway
- The Finance Project
- FRIENDS National Resource Center
- The National Alliance of Children's Trust and Prevention Funds
- Parents As Teachers
- United Way Worldwide
- ZERO TO THREE

## The Protective Factors Framework

Five Protective Factors are the foundation of the Strengthening Families Approach: parental resilience, social connections, concrete support in times of need, knowledge of parenting and child development, and social and emotional competence of children. Research studies support the common-sense notion that when these Protective Factors are well established in a family, the likelihood of child abuse and neglect diminishes. Research shows that these protective factors are also "promotive" factors that build family strengths and a family environment that promotes optimal child and youth development.

### Parental Resilience

No one can eliminate stress from parenting, but a parent's capacity for resilience can affect how a parent deals with stress. Resilience is the ability to manage and bounce back from all types of challenges that emerge in every family's life. It means finding ways to solve problems, building and sustaining trusting relationships including relationships with your own child, and knowing how to seek help when necessary.

### Social Connections

Friends, family members, neighbors and community members provide emotional support, help solve problems, offer parenting advice and give concrete assistance to parents. Networks of support are essential to parents and also offer opportunities for people to "give back", an important part of self-esteem as well as a benefit for the community. Isolated families may need extra help in reaching out to build positive relationships.

### Concrete Support in Times of Need

Meeting basic economic needs like food, shelter, clothing and health care is essential for families to thrive. Likewise, when families encounter a crisis such as domestic violence, mental illness or substance abuse, adequate services and supports need to be in place to provide stability, treatment and help for family members to get through the crisis.

### Knowledge of Parenting and Child Development

Accurate information about child development and appropriate expectations for children's behavior at every age help parents see their children and youth in a positive light and promote their healthy development. Information can come from many sources, including family members as well as parent education classes and surfing the internet. Studies show information is most effective when it comes at the precise time parents need it to understand their own children. Parents who experienced harsh discipline or other negative childhood experiences may need extra help to change the parenting patterns they learned as children.

### Social and Emotional Competence of Children

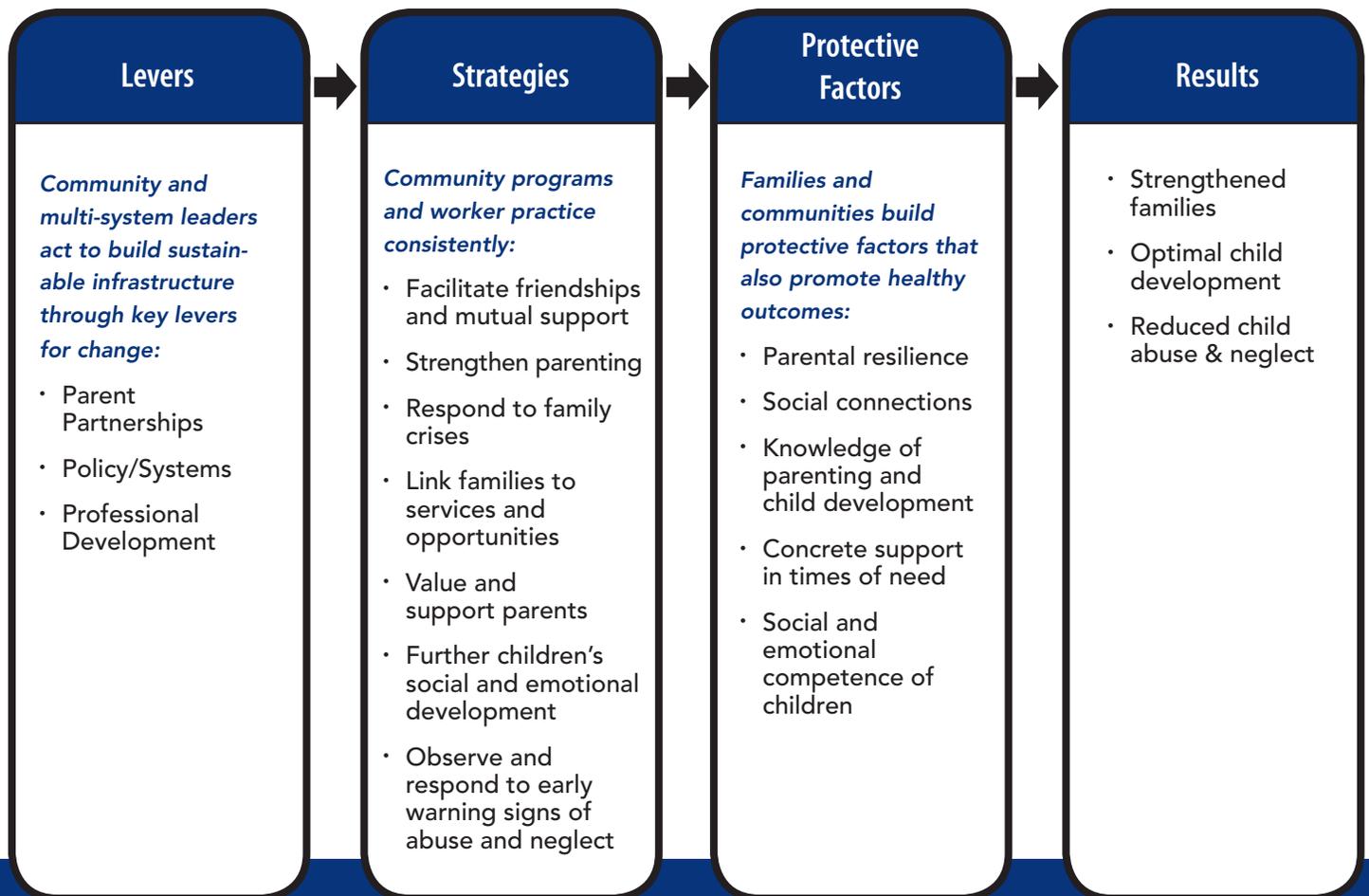
A child or youth's ability to interact positively with others, self-regulate their behavior and effectively communicate their feelings has a positive impact on their relationships with their family, other adults, and peers. Challenging behaviors or delayed development create extra stress for families, so early identification and assistance for both parents and children can head off negative results and keep development on track.

Mobilizing partners, communities and families  
to build family strengths, promote optimal  
development and reduce child abuse and neglect

## Strengthening Families: Creating a New Normal

### The Strengthening Families Approach:

- Benefits ALL families
- Builds on family strengths, buffers risk, and promotes better outcomes
- Can be implemented through small but significant changes in everyday actions
- Builds on and can become a part of existing programs, strategies, systems and community opportunities
- Is grounded in research, practice and implementation knowledge



### A New Normal

Families and communities, service systems and organizations:

- Focus on building protective and promotive factors to reduce risk and create optimal outcomes for children, youth and families
- Recognize and support parents as decision makers and leaders
- Value the culture and unique assets of each family
- Are mutually responsible for better outcomes for children, youth and families

# Strengthening Families as a Platform for Collaboration

Collaboration across multiple service systems is central to the Strengthening Families approach. State and local leadership teams for Strengthening Families are made up of multiple agencies and partners, including community and parent leaders. Each represent a unique part of the systems of support that families need. Partnerships have developed because each partner can see a benefit of the Protective Factors to their own work with families, so they are willing to align resources and share leadership for planning and results. These leadership teams have demonstrated that Strengthening Families can be a powerful tool for helping separate elements of support join together as an effective system to achieve outcomes for children and families.

As a comprehensive approach to working with families and not a model program, Strengthening Families is intended to be adapted to different contexts, programs and service systems. This allows each partner to apply the Protective Factors Framework within the context of their own work with children and families – whether that is domestic violence services, family child care, services for children with special needs or others. In addition, because Strengthening Families does not require new funding and can be implemented through low-cost and no-cost innovations, it has helped agencies shape existing resources around common goals. States with no new dollars to spend have built the Protective Factors Framework into existing contracts, requests for proposals, trainings or other vehicles already in place to shape and support collaborative practices.

Strengthening Families also supports family leadership, an arena that has often been a challenge for formal service systems. The Protective Factors Framework applies to all families and focuses on building strengths, which offers a positive starting point for family engagement. Program strategies built on the framework are intended to be adapted to the cultures, traditions and values of participating families, since Protective Factors are built and expressed differently in different contexts. Many tools and concrete examples for building parent leadership and engaging families as partners have been developed through Strengthening Families initiatives around the country.

The Strengthening Families approach to collaboration, using the common language of research-based Protective Factors to describe results for families across systems, has led to:

- Better understanding of the role that each service system – both administrators and practitioners – plays in supporting families
- More effective partnerships among agencies and among individual workers
- A professional development system that fosters collaboration by creating a common language and common approach across disciplines
- Greater appreciation for the significant role that non-governmental community resources like informal networks, churches, social groups and cultural practices play in building protective factors with families
- Consistent, positive messages about building on strengths that encourage family engagement and partnerships
- Greater cumulative impact on results for both children and their families across systems

## Strengthening Families as a Platform for Collaboration

State leadership teams have used the Strengthening Families framework to show how all parts of a system are linked through efforts to build protective factors with families.

Diverse agencies and programs are responsible for specialized parts of the system, but all of them focus some aspect of their work on families. Their goals intersect in the need to create a strong partnership with families and to support the family's role in promoting their children's development.

The Protective Factors Framework combines familiar research findings that already guide policies and practices into a comprehensive approach to supporting families. The framework offers a common language to describe what all families need regardless of which part of the system they touch:

- Parental Resilience
- Social Connections
- Knowledge of Parenting and Child Development
- Concrete Support in Times of Need
- Social and Emotional Competence of Children



# Levers for Change: Implementing and Sustaining Strengthening Families in States and Counties

Implementing Strengthening Families at a state, county or local level requires engaging the programs and services that already provide support for children and families as partners. States participating in the Strengthening Families National Network have found three key “levers for change” are critical for fully realizing the promise of Strengthening Families.

Using very small investments, these levers can create incentives, capacity and significant momentum to encourage local programs and service systems to use the Protective Factors Framework. The levers create a systemic, scalable and sustainable opportunity to implement the Protective Factors.

The three levers for change are:   ▪ Parent partnerships   ▪ Professional development   ▪ Policy and systems

## Parent Partnerships

Leadership from parents at every level ensures that program and practice strategies (a) are responsive and relevant to all kinds of family needs and choices (b) model the relationships among families, service providers, and community resources that can promote the best possible partnership to support children’s development and (c) engage parents as active partners. Partnerships work best when many parents are consistently involved as decision-makers in program planning, implementation and assessment.

Starting points for implementing successful parent partnerships:

- Reach out and partner with existing parent organizations
- Create and maintain prominent leadership roles for parents
- Continually assess what motivates parents to engage in program leadership
- Provide leadership training and support for parent leaders to participate
- Create opportunities for parents to engage with other parents in understanding and using the protective factors in their own families
- Designate specific resources for parent engagement, participation and leadership

## Professional Development

Infusing the Protective Factors Framework into training for all people who work with children and families helps build a workforce across disciplines with common knowledge, goals and language. Professionals at every level, from frontline workers to supervisors and administrators, should get training tailored to their roles with a consistent message focused on Strengthening Families.

Starting points for using professional development to implement Strengthening Families:

- Provide orientation and training on Strengthening Families at professional conferences and meetings
- Offer the Protective Factors Framework to current training providers to leverage existing training capacity

- Integrate Strengthening Families research and Protective Factors Framework into university, college, continuing education and certificate programs
- Incorporate Strengthening Families concepts into new worker training
- Develop online training and distance learning opportunities
- Reinforce training with follow-up support, such as reflective supervision and ongoing mentoring

## Policies and Systems

Strengthening Families can serve as a platform for coordination across diverse initiatives since it’s based on research used by different disciplines and focuses on goals held in common by several departments and agencies. The Protective Factors Framework provides a bridge for promoting optimal child development AND preventing child abuse and neglect. Regulations and procedures that govern everyday practice are one avenue for creating and reinforcing linkages across agencies using Strengthening Families as a basis for their work.

Policy and systems strategies for building collaboration:

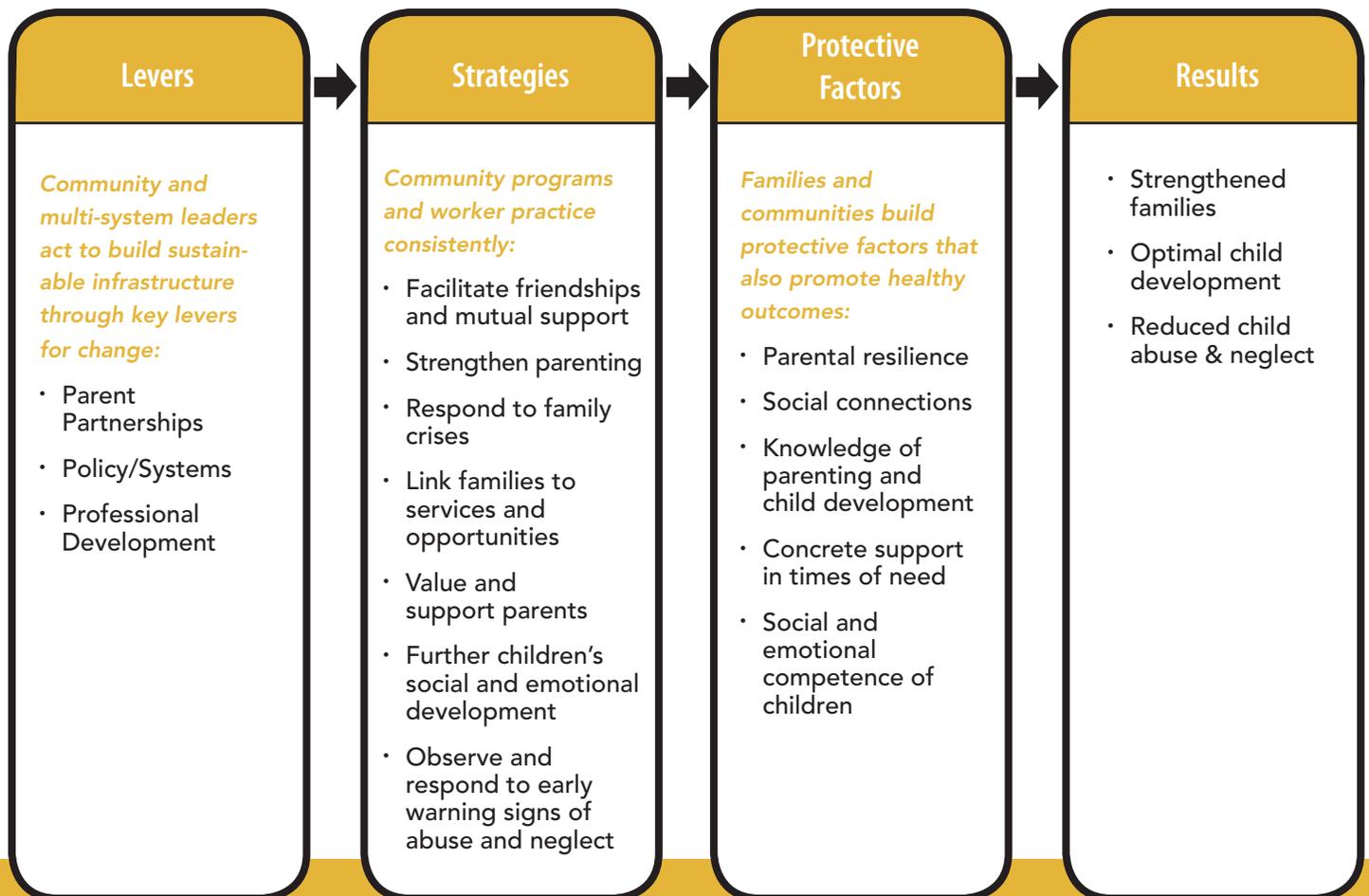
- Engage multidisciplinary partners responsible for improving child outcomes and preventing maltreatment in Strengthening Families state leadership
- Use the Protective Factors Framework to define a shared set of desired outcomes for families across systems and disciplines
- Link Strengthening Families to cross-systems planning efforts as a way to implement common language and common goals
- Adapt contracting methods for funding and assessing programs to include a focus on Protective Factors
- Revise job requirements, performance reviews and performance contracts to reflect the Strengthening Families approach to working with children and families

Mobilizing partners, communities and families  
to build family strengths, promote optimal  
development and reduce child abuse and neglect

## Strengthening Families: Creating a New Normal

### The Strengthening Families Approach:

- Benefits ALL families
- Builds on family strengths, buffers risk, and promotes better outcomes
- Can be implemented through small but significant changes in everyday actions
- Builds on and can become a part of existing programs, strategies, systems and community opportunities
- Is grounded in research, practice and implementation knowledge



### A New Normal

Families and communities, service systems and organizations:

- Focus on building protective and promotive factors to reduce risk and create optimal outcomes for children, youth and families
- Recognize and support parents as decision makers and leaders
- Value the culture and unique assets of each family
- Are mutually responsible for better outcomes for children, youth and families

5

Ways to Promote  
Children's Optimal  
Development

1

Enhance Parental  
Resilience

2

Develop Social  
Connections

3

Build Knowledge of  
Parenting and Child  
Development

4

Offer Concrete Support in  
Times of Need

5

Foster the Social and  
Emotional Competence of  
Children

## Our Commitment to Families

Every child development program aims to provide a safe and caring environment in which children can learn, grow, and develop their potential. Centers and family child care homes participating in the Steps to Excellence Program (STEP) do that and more! We pledge to:

1. Welcome and respect you and your ideas, talents and values.
2. Appreciate the important role you play in your child's life.
3. Help your child communicate feelings and get along with other children and adults.
4. Give you and your child opportunities to learn and have fun.
5. Introduce you to other parents for friendships and support.
6. Use our experience to help you deal with tough issues.
7. Connect you to community resources when you need them.
8. Help you be the best parent you can be.
9. Be a smiling face, a friendly place, and a partner you can trust

This page intentionally blank

5

Ways to Reduce Child Abuse and Neglect

1

Enhance Parental Resilience

2

Develop Social Connections

3

Build Knowledge of Parenting and Child Development

4

Offer Concrete Support in Times of Need

5

Foster the Social and Emotional Competence of Children

## Ten Great Reasons to Partner with Child Development Programs

*For DCFS Children's Social Workers*

For Children's Social Workers (CSWs), building relationships with staff of quality child development programs makes sense. The teachers and other staff with whom young children spend their days make a positive difference for kids and families who are in the child welfare system or at risk of entering it. By working with CSWs – including them in our processes and decisions and vice versa – we can maximize that positive effect. The staff of quality child development programs can be an invaluable resource in:

### 1. Keeping an eye on our kids

*Child development staff are mandated reporters of child abuse and neglect. They see children every day and monitor their physical and emotional well being formally and informally. When child welfare and child development staff have good relationships, child development staff can be an "early warning system" for possible abuse and neglect, as well as monitoring kids already in the system and giving CSWs feedback on them. And that keeps our kids safer.*

### 2. Getting kids ready for school

*Getting our kids ready for kindergarten needs to be at the center of our strategy for keeping young children safe. Doing well in school is critical to success in life, and many of our kids start out behind and never catch up. Quality child development program staff are experts in preparing children for school. When we work with them and are aware of what our kids are learning in child development programs, we can help foster and biological parents reinforce these lessons.*

### 3. Providing families with resources and support

*Foster and biological families get crucial support from quality child development programs. Child development program staff care for their children and partner with them to address challenging behavioral issues. Many also provide family support services, supervised visits, and therapies on-site. CSWs and child development program staff need to work together to plan and provide supports that promote permanency plans (including family preservation efforts) and keep foster care placements stable.*

### 4. Making informed decisions

*For any given child in a quality child development program, at least one teacher and numerous other staff know all about that child and his or her family and community. Talking with them can help CSWs better understand and best meet the needs of a child and his or her family. When CSWs ask, staff of quality child development programs are usually willing to share their perspectives, opinions, and advice, because they care about our kids.*

7  
Elements of a High  
Quality Child  
Development Program

1  
History of compliance  
with licensing

2  
Positive adult-child  
interactions

3  
Guides learning  
through play

4  
Supports growth and  
development of all  
children

5  
Employs qualified staff  
and supports professional  
growth opportunities

6  
Partners with families in  
their children's  
educational growth and  
learning

7  
Connect families to  
community resources as  
needed

Source: Steps to Excellence  
Project (STEP), a project of  
the Los Angeles County Policy  
Roundtable for Child Care

## 5. Keeping kids stable

*Children can participate in child development programs for many hours a day, and they form friendships with other children and strong, caring relationships with their teachers.* When a child's life is in turmoil and he or she is removed from home, going to a familiar place and having these consistent relationships can be a buffer against trauma. When a child is moved, it can take some effort to keep him or her in the same quality child development. Having a relationship with the staff of the child development center creates a team of caring adults who can work together to make that happen.

## 6. Reducing stress

*Being involved with the child welfare system is stressful for everyone involved.* Broken lines of communication between child development program staff and CSWs can add to that stress, hampering efforts to keep kids safe and families strong. But when communication channels are open among families, child development program staff and CSWs, stress is decreased, everyone can do their jobs more successfully, and keep the focus on the kids.

## 7. Building a team of allies around the child

*The fact that child development program staff have close relationships with families is well known.* But these staff are also great collaborators and allies with CSWs and other experts involved in keeping the child safe. Because they are devoted to the best interests of the children enrolled at their centers, child development program staff go beyond neutrality and objectivity: they are truly on everybody's side and are committed to resolving problems to benefit the child.

## 8. Building bridges to families

*Quality child development program staff generally have good, trusting relationships with the parents of the children enrolled at their centers whereas families often react to the staff of child welfare agencies with fear and anger.* Having quality child development program staff bridge the gap between CSWs and biological parents can be especially helpful in intact family cases or when a report of abuse or neglect has been reported but a determination has not yet been made.

## 9. Making good educational placements

*Different child development programs offer different services.* A CSW who knows the staff of quality child development programs and understands what each program offers can make better recommendations for educational placements.

## 10. Keeping kids safe!

*Children benefit when all of the caring adults in their lives collaborate to keep them happy and healthy.* Taken together, all of the above amount to keeping kids safe from abuse and neglect, while providing families with the supports that they need.

Adapted from a document by Strengthening Families Illinois  
by the Los Angeles County Office of Child Care - November 2011

6  
Ways to  
Keep Your Family  
Strong

1  
Be strong *and* flexible

2  
Parents need friends

3  
Being a parent is part  
natural *and* part learned

4  
Parents all need help  
sometimes

5  
Help your child  
communicate

6  
Give your child  
love and respect

## Resources for Parents with Young Children

Many parents with young children are interested in participating in early learning programs that help strengthen their bond with their child, provide information on typical child development, offer opportunities to meet and socialize with other families, and prepare their children for school and life. The following is a list of programs and other resources that are available to parents who may be staying home with their children during the day, yet looking for programs in which they can engage with their children.

### Early Head Start

- **Free** comprehensive early education program for low-income pregnant women, infants and toddlers from birth to three years old, including young children with disabilities.
- Provides comprehensive services, including helping families get health, nutrition, and social services.
- Encourages parent involvement.

### Head Start

- **Free** comprehensive child development program for low-income children from three to five years old, including children with disabilities, living in the local community.
- Provides comprehensive services, including helping connect families with health social services, mental health, disability and nutrition services.
- Encourages parent involvement.

*For referrals to Early Head Start and Head Start programs, call the Los Angeles County Office of Education toll-free at 1-877-773-5543 or visit [www.PreKKid.com](http://www.PreKKid.com). The Child Care Resource and Referral (R&R) Agencies also provide families with referrals; call the L.A. County R&R Consumer Education Line at 1-888-922-4453 to be connected to your local R&R.*

### California State Preschool Programs (CSPPs)

- Free part-day comprehensive child development programs for three to four year old children from low-income families living in the community.
- Provides free snacks, offers parent education and encourages parent participation.
- Some programs have a Pre-kindergarten and Family Literacy component that promotes family literacy, encouraging parents to work on literacy activities with their children in the classroom and at home.

*For referrals to CSPPs, call the L.A. County R&R Consumer Education Line at 1-888-922-4453 to be connected to your local R&R. Be sure to ask for referrals to “State Preschool” programs.*

5  
Activities you to do with  
your child

1  
Sing and dance

2  
Play at the park

3  
Visit the library

4  
Search for bugs

5  
Share mealtimes

### **Los Angeles Universal Preschool (LAUP)**

- Part-day child development programs for four year old children .
- Operates in existing child development programs, including Head Start, CSPPs, private centers, faith-based programs, and family child care homes.

*For referrals, call toll-free 1-866-581-5287 or visit [www.laup.net](http://www.laup.net). The R&Rs also provide families with referrals; call the L.A. County R&R Consumer Education Line at 1-888-922-4453 to be connected to your local R&R. Be sure to ask for referrals to "LAUP" programs.*

### **First 5 LA's School Readiness Programs**

- Provides a range of services to help children from birth to five years old prepare for school.
- Offers parenting/family supports and health and social services.
- Located in 42 communities throughout Los Angeles County.

*To find a School Readiness Program near you, call First 5 LA at 213-482-5902 or visit their website at [www.first5la.org/Programs/School-Readiness](http://www.first5la.org/Programs/School-Readiness).*

### **School Readiness Language Development Program (SRLDP)/Los Angeles Unified School District (LAUSD)**

- Free program for students who will be four years old on or before December 2<sup>nd</sup> of their year of enrollment for kindergarten.
- Pre-kindergarten program taught by an experienced teacher with an early childhood education background.
- Parent involvement and education included to help parents positively influence their child's developmental potential and school readiness.

*Call 213-241-8172 for more information and to learn how to enroll.*

### **Local Libraries**

Most neighborhood libraries (city and county) have a children's section often staffed by youth librarians or have librarians available who are willing to answer questions and offer suggestions for books appropriate to young children. Lists of recommended books by children's age groups are also usually available for free. In addition, many libraries host a variety of programs targeted to children from birth on up and their families.

### **Local Parks**

Community programs, classes and activities are often available to families with young children at local County and city parks, beaches and/or recreation facilities. Check with your local park and recreation department to learn about their offering of classes and programs for parents with their young children. Some cities offer financial assistance on a sliding scale for low- and moderate-income families.

6  
Ways to  
Keep Your Family  
Strong

1  
Be strong *and* flexible

2  
Parents need friends

3  
Being a parent is part  
natural *and* part learned

4  
Parents all need help  
sometimes

5  
Help your child  
communicate

6  
Give your child  
love and respect

## Child Care and Development Resources for Pregnant and Parenting Teens

Finding a child care and development program that meets the needs of your child and family is a very important responsibility. As a parent, while you are going to school or working, you want to trust that the person or program you choose to care for your child is keeping her/him safe and healthy and nurturing your child's growth and development. In addition, you want to share information about your child's progress with your child's provider or program staff and discuss ways that both of you can help your child grow and learn.

This paper provides a brief overview of child care and development programs that may be available to support you while you are attending school or working and contribute to your child's healthy growth and development. More detailed information about the programs and how to seek for and select the program that is the best fit for you and your family are available in the booklet, *For Pregnant and Parenting Teens: A Guide to Child Care and Development Programs* (the *Guide*). You may download a copy of the booklet from the Office of Child Care website at [www.childcare.lacounty.gov](http://www.childcare.lacounty.gov) or call the Office of Child Care at 213.974.5187 to request a copy be sent to you by U.S. mail.

### California School Age Families Education (Cal-SAFE) Programs

Supports the academic success of pregnant and parenting teens, increases the availability of support services for enrolled students, and provides child care and development services to their children. Sixteen school districts throughout Los Angeles County offer Cal-SAFE programs.

*See page 13 of the Guide for information on contacting the programs.*

### Early Head Start

**Free** comprehensive early education program for low-income pregnant women, infants and toddlers from birth to three years old, including young children with disabilities. Provides comprehensive services, including helping families get health, nutrition, and social services, and encourages parent involvement.

### Head Start

**Free** comprehensive child development program for low-income children from three to five years old, including children with disabilities, living in the local community. Provides comprehensive services, including helping connect families with health, social, mental health, disability and nutrition services. Encourages parent involvement.

*For referrals to Early Head Start and Head Start programs, call the Los Angeles County Office of Education toll-free at 1-877-773-5543 or visit [www.PreKKid.com](http://www.PreKKid.com). The Child Care Resource and Referral (R&R) Agencies also provide families with referrals; call the L.A. County R&R Consumer Education Line at 1-888-922-4453 to be connected to your local R&R. Be sure to ask for referrals to Early Head Start or Head Start programs.*

6  
Activities to do with  
your child

1  
Sing and dance

2  
Play at the park

3  
Visit the library

4  
Look at and read books  
together

5  
Search for bugs

6  
Share mealtimes

### State Subsidized Child Care and Development Programs

The California Department of Education/Child Development Division (CDE/CDD) contracts with schools and organizations to provide child care and development services to children from low-income families in one of the following program types:

- Child Care and Development Centers – Comprehensive programs for low-income infants and toddlers (birth to three years old) and school age children (up to 10 or 12 years old).
- State Preschool – Part-day (**free**) or full-day comprehensive child development programs for three to four year old children from low-income families living in the community.
- Family Child Care Home Education Networks – Groups of family child care homes that receive training and support from a sponsoring organization.
- Alternative Payment Programs – Child care subsidies for services provided primarily in private centers, family child care homes, or by a family, friend or neighbor to children from birth to 12 years old.

*For referrals, call the L.A. County R&R Consumer Education Line at 1-888-922-4453 to be connected to your local R&R. Be sure to ask for referrals to state subsidized child care and development programs. In addition, see the Office of Child Care website at [www.childcare.lacounty.gov](http://www.childcare.lacounty.gov) for a complete listing of the subsidy programs; click on “Navigating Child Care & Development System and Subsidy Programs”, then scroll down to the link for the zip code or alphabetical listing of the subsidized programs.*

### Los Angeles Universal Preschool (LAUP)

Part-day child development programs for four year old children. **Free** to families receiving services and/or under the supervision of the Department of Children and Family Services (DCFS) and the Probation Department.

*For referrals, call toll-free 1-866-581-5287 or visit [www.laup.net](http://www.laup.net). The R&Rs also provide families with referrals; call the L.A. County R&R Consumer Education Line at 1-888-922-4453 to be connected to your local R&R. Be sure to ask for referrals to “LAUP” programs.*

### Los Angeles County Child Care Resource and Referral (R&R) Agencies

There are ten R&Rs throughout Los Angeles County that provide families with referrals to child care and development programs. In addition, the R&Rs offer written materials on a variety of topics, such as how to select a quality program as well as brochures on child development issues like separation, toilet training, discipline, and more. Call toll-free 1-888-922-4453 to be connected to your local R&R. Be prepared to provide information about your family and your need for services. The *Guide* offers a list of items you may want and need to discuss with the R&R Resource Specialist.

*Adapted from For Pregnant and Parenting Teens: A Guide to Child Care and Development Programs (Revised: June 2011) published by the Los Angeles County Office of Child Care*

*Prepared by the Los Angeles County Office of Child Care/SIB/CEO - November 2011*



# SERVICE & REFERRAL FORM

## Formulario de Referencia y Servicios

**Contacts ONLY**

(Any interaction with participants that may include providing Brochures, assistance via phone call or in person)

Consent Form signed?  
¿Formulario de consentimiento firmado?

- Yes/Sí  
 No

Date signed ~ Fecha de la firma :

Referral Date ~ Fecha de la Referencia: \_\_\_\_\_

How did you hear about MPC?I?

**Mark each that applies as a REFERRAL (R) or SERVICE PROVIDED (P)**  
*Marque cada uno que aplica como una referencia (R) o servicio proporcionado (P)*

### CONCRETE SUPPORTS ~ APOYOS CONCRETOS

**Basic Needs ~ Necesidades básicas**

- Food Assistance, WIC, Food Bank  
*Asistencia Alimentaria, WIC, Banco de Alimentos*
- Clothing ~ Ropa
- Housing Assistance (Supportive, Perm, Emergency)  
*Asistencia para la Vivienda (de apoyo, permanente, de emergencia)*
- Transportation ~ Transporte

**Child Care & Early Education**

**Cuidado Infantil y Educación Temprana**

- Child Care ~ Cuidado Infantil  PT  FT
- Preschool ~ Preescolar  PT  FT

**Education & Job Training**

**Educación y Capacitación Laboral**

- Job Training ~ Capacitación laboral
- Job Resources/Assistance  
*Recursos de Empleo y asistencia*
- Adult Literacy, ESL, Education  
*Alfabetización de Adultos, ESL, Educación*
- High School Diploma/GED programs  
*Diploma de Escuela Secundaria/programas de GED*
- Child Tutoring/Homework Assistance  
*Tutoría para niños/Asistencia con las tareas*
- Preschool Adult Tutoring Assistance  
*Asistencia de Tutoría Preescolar para Adultos*

**Financial Assistance ~ Asistencia Financiera**

- Child Support ~ *Manutención de Niños*
- CalFresh (Food Stamps ~ *Estampillas para comida*)
- Income Assistance ~ *Asistencia a los ingresos* (CalWORKs, SSI, SSDI, GR, EDD)
- Money Management/Banking/Credit Counseling  
*Administración del Dinero/Banca/Asesoría de Crédito*
- Tax Preparation Assistance  
*Asistencia en la Preparación de Impuestos*
- Consumer Support/Protection  
*Apoyo y Protección al Consumidor*
- Rental Assistance ~ *Asistencia para el alquiler*

**Health and Wellness ~ Salud y bienestar**

- Medical Home ~ *Centro de cuidado médico*
- Dental Services ~ *Servicios Dentales*
- Medi-Cal/Health Insurance  
*Medi-Cal/Seguro de Salud*
- Pregnancy/Prenatal Support  
*Embarazo / Apoyo Prenatal*
- Breastfeeding/Lactation Support  
*Lactancia materna y apoyo a la lactancia*
- Health Education  
*Educación para la Salud*
- Developmental Screenings/Services  
*Examen y Servicios en Desarrollo*

### SOCIAL/EMOTIONAL WELL BEING BIENESTAR SOCIAL Y EMOCIONAL

**Family Support ~ Apoyo de Familia**

- Counseling ~ *Asesoramiento*
  - CHILD ~ *NIÑOS*
  - ADULT ~ *ADULTOS*
- Domestic Violence Support  
*Apoyo a la Violencia Doméstica*
- Gang Intervention Services  
*Servicios de Intervención de Pandillas*
- Legal Services/Immigration  
*Servicios Legales y de Inmigración*
- Legal Services/Custody &/or Vistitation  
*Servicios Legales y de Custodia y/o Visita*
- Parent Support ~ *Apoyo a los Padres*
- Parent Education  
*Educación para Padres*
- Senior Services/IHSS  
*Servicios para personas de la tercera edad/IHSS*
- Substance Abuse Treatment  
*Tratamiento de Abuso de Sustancias*
- Translation Services  
*Servicios de Traducción*

### COMMUNITY / SOCIAL CONNECTIONS COMUNIDAD / RELACIONES SOCIALES

- Neighborhood/Community groups  
*Grupo vecinal y de la Comunidad*
- Library ~ *Biblioteca*
- Faith-Based group  
*Grupo Religioso*
- Volunteer Opportunities  
*Oportunidades para Voluntarios*
- Recreational/Physical Activities  
*Actividades Recreativas y Físicas*

### SPECIALIZED PROGRAMS PROGRAMAS ESPECIALIZADOS

- NFP (Nurse Family Partnership)  
*Asociación de Enfermeras de la Familia*
- Regional Centers  
*Centros Regionales*
- Consumer/Patient Advocacy  
*Protección del Consumidor/paciente*
- Low Cost Insurance  
*Seguro de Bajo Costo*
- Integrated Case Conference Services~*Servicios Integrados de Conferencia del Caso*
- IEP (Individual Educational Plan)  
*Plan Individual de Educación*
- Family Source~*Fuentes de Familia*

**OTHER SERVICE OR REFERRAL:**

1. First Name ~ Nombre	2. Middle Initial Inicial del Segundo	3. Last Name (please indicate if Jr., Sr., etc.) Apellido (Indique si es Jr., Sr., etc.)	4. (Area Code) + Phone Number (Código de Area) + Número de Teléfono
5. Home Address (Number and Street) ~ Domicilio (calle y número)		6. City ~ Ciudad	7. Zip Code ~ Código Postal

<b>8. Date of Birth</b> Fecha de Nacimiento mm/dd/yyyy / /	<b>9. Gender/Sexo</b> <input type="checkbox"/> Female/Femenino <input type="checkbox"/> Male/Masculino <input type="checkbox"/> Transgender/Transgénero	<b>10. What language do you feel most comfortable using? (Adults)</b> <i>¿En qué idioma se siente más cómodo usar? (Adultos)</i> <input type="checkbox"/> Armenian/Armenio <input type="checkbox"/> Cantonese/Cantones <input type="checkbox"/> Cambodian/Camboyno <input type="checkbox"/> English/Inglés <input type="checkbox"/> Korean/Coreano <input type="checkbox"/> Mandarin/Mandarín <input type="checkbox"/> Spanish/Español <input type="checkbox"/> Vietnamese/Vietnamita (especificar) _____ <input type="checkbox"/> Other/otro (specify): _____
<b>11. Race/Ethnicity:</b> <input type="checkbox"/> African American/Afroamericano <input type="checkbox"/> Asian/Pacific Islander/Asiático/islas del Pacífico <input type="checkbox"/> Hispanic/Hispano <input type="checkbox"/> Native American/Indio Americano <input type="checkbox"/> White/Caucásico <b>Raza/Etnicidad:</b> <input type="checkbox"/> Other (specify) ~ Otros (especificar): _____		

**12. Number of Family Members in your home including yourself ~ Número de miembros de la familia en su hogar, incluyéndose a usted mismo:**  
 \_\_\_\_\_ (if more than 6, please use additional Service and Referral Form ~ si hay más de 6, por favor, use adicional de Servicios y el Formulario de Referencia)

Name: _____					
a. Age~Edad: _____	b. Age~Edad: _____	c. Age~Edad: _____	d. Age~Edad: _____	e. Age~Edad: _____	f. Age~Edad: _____
<input type="checkbox"/> Female/Femenino <input type="checkbox"/> Male/Masculino <input type="checkbox"/> Transgender/Transgénero					

<b>13. Referred by: (Name) ~ Referido por (Nombre)</b>	<b>14. Referring Agency ~ Agencia</b>	<b>15. Referring Agency Phone Number ~ Agencia telefono:</b>
--	---------------------------------------	--

**Agency 1 ~ Agencia 1**

<b>Agency Name: ~Nombre de la Agencia</b>	<b>Agency Address ~ Dirección de la Agencia</b>	
<b>Agency Contact ~ Contacto de la Agencia:</b>	<b>Agency Telephone Number Número de Teléfono de la Agencia</b>	<b>Agency Days Open ~ Días de Atención</b> _____ <b>Agency Hours Open ~ Horas de Atención</b> _____

<b>Follow-Up Section for Parents Sección de Seguimiento para los Padres</b>	<b>Notes ~ Notas:</b>	
I spoke with: Yo hablé con:		
My appointment Date/Time is: La Fecha y Hora de mi cita es:		
I asked what documents are required. Le pregunté qué documentos son necesarios <input type="checkbox"/> Yes/Sí <input type="checkbox"/> No		I collected all the documents needed. He juntado todos los documentos necesarios. <input type="checkbox"/> Yes/Sí <input type="checkbox"/> No
I confirmed the address of the agency. ~ He confirmado la dirección de la agencia. <input type="checkbox"/> Yes/Sí <input type="checkbox"/> No		

**Agency 2 ~ Agencia 2**

<b>Agency Name: ~Nombre de la Agencia</b>	<b>Agency Address ~ Dirección de la Agencia</b>	
<b>Agency Contact ~ Contacto de la Agencia:</b>	<b>Agency Telephone Number Número de Teléfono de la Agencia</b>	<b>Agency Days Open ~ Días de Atención</b> _____ <b>Agency Hours Open ~ Horas de Atención</b> _____

<b>Follow-Up Section for Parents Sección de Seguimiento para los Padres</b>	<b>Notes ~ Notas:</b>	
I spoke with: Yo hablé con:		
My appointment Date/Time is: La Fecha y Hora de mi cita es:		
I asked what documents are required. Le pregunté qué documentos son necesarios <input type="checkbox"/> Yes/Sí <input type="checkbox"/> No		I collected all the documents needed. He juntado todos los documentos necesarios. <input type="checkbox"/> Yes/Sí <input type="checkbox"/> No
I confirmed the address of the agency. ~ He confirmado la dirección de la agencia. <input type="checkbox"/> Yes/Sí <input type="checkbox"/> No		

# CONNECTING FAMILIES WITH COMMUNITY RESOURCES

## A CASE MANAGEMENT APPROACH

### Research Resources

#### Welfare

- Cash aid (CalWORKs)
- Food Stamps

#### Health

- Health insurance
- Medical home
- Physical, dental, vision, mental health

#### Developmental Delays/Disabilities

- Early Start/Regional Center
- SELPA/School District
- Other

#### Enrichment/Recreation

- Public Library
- Local Parks

#### Family Support

- Counseling
- Parent Education
- Substance Abuse
- Domestic Violence
- Legal Services

### Identify Needs

**Basic Needs**, i.e. food, clothing, housing, transportation, financial

**Health**, i.e. medical, dental, vision

**Special Needs**, i.e. developmental screening/assessment, treatment

**Family Life**, i.e. recreation and enrichment, parent education

**Family Support**, i.e. counseling, domestic violence, legal, parent education, substance abuse

### Navigate Systems

Establish liaisons with local CBOs, school districts, Regional Centers and more

Consult with liaison as needed on potential child/family needs

Provide family with step by step instructions on how to request services, document their efforts, maintain important documents (birth certificates, social security cards, legal documents, school records, etc.)

Support family as navigate resource(s)

### Provide Ongoing Support and Linkages

Help family build portfolio of important records

Check in with family on progress accessing service

Ensure family replies to requests for information in timely manner, has documentation needed, and is prepared for the appointment with questions

Support family through process, provide ongoing encouragement in their participation with the program, and ensure they are linked to services



# CONNECTING FAMILIES WITH COMMUNITY RESOURCES

## A CASE MANAGEMENT APPROACH – SPECIAL NEEDS

### Research Resources

Brochures/fact sheets on brain development, child development, developmental milestones

- Local Early Start/ Regional Centers
- Local SELPA/ School District

Local orgs serving children with low incidence disabilities (hearing, vision, orthopedic), special education

Local/countywide public interest law offices

- California Children's Services
- Child Health and Disability Prevention Providers

- Family Resource Centers
- FAPE
- TASK

### Identify Needs

Information on child development/ developmental milestones

At risk for developmental delay, disability or other special need

Early intervention services

Legal/advocacy assistance to help access/navigate services

Medical and/or mental health services

Parent/family supports

### Navigate Systems

Establish liaisons with local CBOs, school districts, Regional Centers and more

Consult with liaisons as needed on potential child/family needs

Provide family with step by step instructions on how to request services, document their efforts, maintain important documents (birth certificates, social security cards, legal documents, school records, etc.)

Support family as navigate resource(s)

### Provide Ongoing Support and Linkages

Help family build portfolio of important records

Check in with family on progress accessing service

Ensure family replies to requests for information in timely manner, has documentation needed, and is prepared for the appointment with questions

Support family through process, provide ongoing encouragement in their participation with the program, and ensure linkages to services



**CONNECTING FAMILIES WITH COMMUNITY RESOURCES**  
**Identifying Need for Concrete Supports**

**Purpose:** Staff of child care and development programs build trusting relationships with the families of the children enrolled in their programs. As a result, they are often in a unique position to identify when a family's needs require helping them make meaningful connections with community resources. This form is intended as a tool for identifying the needs of each enrolled child and family as appropriate and maintained in the child's file. This form also serves as documentation for Area 6, Section D of STEP.

**Section 1. Family Information**

<b>Child's Last Name</b>	<b>Child's First Name</b>	<b>Child's Middle Initial</b>
<b>Mother's Last Name</b>	<b>Mother's First Name</b>	<b>Mother's Middle Initial</b>
<b>Father's Last Name</b>	<b>Father's First Name</b>	<b>Father's Middle Initial</b>

**Section 2. Identifying Needs for Concrete Supports**

<b>Basic Needs</b> <input type="checkbox"/> Food <input type="checkbox"/> Housing <input type="checkbox"/> Clothing <input type="checkbox"/> Transportation	<b>Health Care</b> <input type="checkbox"/> Health Insurance (Children) <input type="checkbox"/> Health Insurance (Adults) <input type="checkbox"/> Physical Health <input type="checkbox"/> Pregnancy/Prenatal Care <input type="checkbox"/> Dental <input type="checkbox"/> Vision <input type="checkbox"/> Mental Health	<b>Prevention and Early Intervention – Disabilities and Other Special Needs</b> <input type="checkbox"/> Developmental Screenings and Assessments <input type="checkbox"/> Assessment for Individual Family Service Plan (IFSP) - birth to 36 months old <input type="checkbox"/> Assessment for Individual Education Plan (IEP) – three years old and up
<b>Financial Assistance</b> <input type="checkbox"/> Cash Aid (CalWORKs, etc.) <input type="checkbox"/> Food Assistance (CalFresh, WIC, etc.) <input type="checkbox"/> Rental Assistance <input type="checkbox"/> Child Support <input type="checkbox"/> Tax Preparation	<b>Family Supports</b> <input type="checkbox"/> Family/Individual Counseling <input type="checkbox"/> Domestic Violence Support <input type="checkbox"/> Substance Abuse Treatment <input type="checkbox"/> Child Abuse Prevention	<b>Education/Job Training</b> <input type="checkbox"/> English as a Second Language (ESL) <input type="checkbox"/> Vocational Training <input type="checkbox"/> High School Diploma/GED <input type="checkbox"/> Tutoring/Homework Assistance
<b>Recreation/Enrichment</b> <input type="checkbox"/> Library <input type="checkbox"/> Local Park <input type="checkbox"/> Parent and Me <input type="checkbox"/> School Age Programs <input type="checkbox"/> Volunteer Opportunities	<b>Other Services</b> <input type="checkbox"/> Legal Services/Advocacy <input type="checkbox"/> Legal Services/Immigration <input type="checkbox"/> Legal Services/Other <input type="checkbox"/> Translation Services	<b>Parenting</b> <input type="checkbox"/> Parent Support <input type="checkbox"/> Parent Education <input type="checkbox"/> Lactation/Breastfeeding
<b>Notes</b>		<b>Other</b> <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____

This page intentionally blank

- Original to family
- Copy to child's file

**CONNECTING FAMILIES WITH COMMUNITY RESOURCES**  
**Referral Form**

**Section 1. Family Background**

<b>Child's Last Name</b>		<b>Child's First Name</b>		<b>Child's Middle Initial</b>	
<b>Mother's Last Name</b>		<b>Mother's First Name</b>		<b>Mother's Middle Initial</b>	
<b>Father's Last Name</b>		<b>Father's First Name</b>		<b>Father's Middle Initial</b>	
<b>Child's Primary Home Street Address or P.O. Box</b>			<b>Apt. #</b>	<b>City</b>	<b>Zip Code</b>
<b>Home Telephone Number</b> (      )	<b>Work Telephone Number</b> (      )	<b>Cell Telephone Number</b> (      )		<b>E-mail Address</b>	

**Child Lives with:**     Mother only     Father only     Both Parents     Other \_\_\_\_\_

**Number of Family Members in the Home:**

1. Age: _____ <input type="checkbox"/> Male <input type="checkbox"/> Female	2. Age: _____ <input type="checkbox"/> Male <input type="checkbox"/> Female	3. Age: _____ <input type="checkbox"/> Male <input type="checkbox"/> Female	4. Age: _____ <input type="checkbox"/> Male <input type="checkbox"/> Female	5. Age: _____ <input type="checkbox"/> Male <input type="checkbox"/> Female	6. Age: _____ <input type="checkbox"/> Male <input type="checkbox"/> Female
---	---	---	---	---	---

**Primary Language:**

- |                                    |  |                                     |
|------------------------------------|--|-------------------------------------|
| <input type="checkbox"/> Armenian  | <input type="checkbox"/> Khmer (Cambodian) | <input type="checkbox"/> Russian    |
| <input type="checkbox"/> Cantonese | <input type="checkbox"/> Korean            | <input type="checkbox"/> Spanish    |
| <input type="checkbox"/> English   | <input type="checkbox"/> Mandarin          | <input type="checkbox"/> Vietnamese |

**Section 2. Referral**

<b>Name of Agency</b>	<b>Agency Address</b>
<b>Agency Contact</b>	<b>Agency Hours</b>
<b>Telephone Number (      )</b>	

**Appointment Date and Time**

**Nearest Cross Streets**

**Reason for the Appointment**

**Documents Required for Appointment**

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Copies of Birth Certificates                                   | <input type="checkbox"/> Employment Verification                              | <input type="checkbox"/> Income Verification - Other Sources (i.e. Social Security Income (SSI), Workers Compensation, Child Support, etc.) |
| <input type="checkbox"/> Copies of Immunization Records                                 | <input type="checkbox"/> Proof of Income from Employment (i.e. payroll stubs) |   |
| <input type="checkbox"/> Social Security Numbers  | <input type="checkbox"/> Employer Contact Information                         |   |
| <input type="checkbox"/> Current Address Verification (i.e. utility bill, rent receipt) | <input type="checkbox"/> Emergency Contact Information                        |   |



**Section 3. Referring Organization**

<b>Name of Agency</b>	<b>Agency Address</b>
-----------------------	-----------------------

<b>Agency Contact</b>	<b>E-mail address</b>
-----------------------	-----------------------

<b>Telephone Number (      )</b>
----------------------------------

**Section 4. Parents Notes**

<b>I spoke with</b>	<b>My appointment date/time</b>	<b>Documents needed</b>
---------------------	---------------------------------	-------------------------

**Telephone number**

**Additional Notes:**

**Section 5. Follow-up and Next Steps**

Briefly describe the outcome of the referral and list next steps.

- Family kept appointment.
- Family cancelled appointment; rescheduled for a later date and time.
- Family did not keep appointment and did not reschedule.
- Family has a follow up appointment: \_\_\_\_\_  
Date Time

Briefly describe whether the child/family will receive services and the scope of the services the child/family will receive. List next steps (add additional pages as needed).

**Additional Notes:**

## CONNECTING FAMILIES WITH COMMUNITY RESOURCES

*The following is a brief list of organizations that provide information and referral to an array of resources that assist families with a variety of needs. This list is intended only as a beginning point to help guide you to additional resources. Ultimately, you are encouraged to cultivate relationships with local organizations (even better, individual staff members) that provide assistance to families, such as regional centers, schools, libraries, health clinics, legal service organizations, and more and provide ongoing support to families as they attempt to navigate these systems. With your support and guidance, families are more likely to follow-up with referrals and successfully access the resources they need.*

**211 LA County:** Dedicated to providing guidance, advocacy, and 24 hour seven days per week access to a range of human services to the people of Los Angeles County. For more information or to access their services, visit [www.infoline-la.org](http://www.infoline-la.org) or call 211.

**California Map to Inclusive Child Care:** Funded by the California Department of Education, Child Development Division and administered by the WestEd Center for Child and Family Studies, committed to improving the delivery of quality child care services to children with disabilities and other special needs in inclusive settings. The website hosts a comprehensive listing of inclusive child care resources, website links, and California information. For additional information, visit [www.CAInclusiveChildCare.org](http://www.CAInclusiveChildCare.org)

**First 5 LA Parent Helpline:** Provides information, support and assistance to expectant parents and parents/caregivers of children up to age five with questions and concerns about health, education and safety. Call 1-888-First5LA (1-888-347-7855).

**LACountyHelps!:** An easy-to-use website that confidentially can tell families whether they are able to get help from health and human services programs: CalWORKs, Cash Assistance Program for Immigrants (CAPI), Child Health and Disability Prevention Program (CHDP), Child Support Services, Community and Senior Services, Family Preservation Program, Food Stamps, General Relief, In-home Supportive Services (IHSS), Medi-Cal, Healthy Families and Healthy Kids, Supplemental Security Income, Women, Infants, and Children Services (WIC), and more. Visit [www.LACountyHelps.org](http://www.LACountyHelps.org).

**Los Angeles Coalition to End Hunger and Homelessness:** Publishes *The People's Guide to Welfare, Health and Other Services*, which provides practical information about how to get food, money and other help from government programs and community services. *The People's Guide* also gives advice on what to do if treated unfairly or services to which the person is entitled by law are denied. To access The People's Guide, visit [www.lacehh.org/the-people-s-guide.html](http://www.lacehh.org/the-people-s-guide.html).

**Office of Child Care Web Site:** The Los Angeles County Office of Child Care – within the Service Integration Branch of the Chief Executive Office – maintains a website that contains information on and links to an array of resources for children and families and the organizations that serve them. Visit [www.childcare.lacounty](http://www.childcare.lacounty) and from the menu on the left of the page, click on "Children with Special Needs", "Helpful Links and Resources" or any of the other topic buttons. Call (213) 974-5187 if help is needed navigating the website.