

## Section K-1. Acronyms and Definitions

**Accreditation:** In general, accreditation systems certify that certain standards are met. The National Association for the Education of Young Children and the National Association for Family Child Care operate voluntary accreditation systems for centers and family child care homes throughout the United States. These systems certify that participating centers and family child care homes comply with comprehensive standards.

**Ages & Stages Questionnaires (ASQ):** The American Academy of Pediatrics has endorsed ASQ as a low-cost, reliable way to screen infants and young children for developmental delays during the crucial first five years of life. ASQ consists of a series of 19 easy to administer, parent-completed questionnaires. Questionnaires are available in English, Spanish and Korean. Additional information is available at <http://www.brookespublishing.com/tools/asq/index.htm>

**Adult Involvement Scale (AIS):** The AIS is a method of coding adult involvement with children in child care settings. The scale includes seven levels; ignore, monitor, routine, minimal, simple, elaborated, and intense. For additional information on the AIS, see "Child's play with adults, toys, and peers: An examination of family and child care influences," by Howes and Stewart, *Developmental Psychology*, 23, 423-430.

**Alternative Payment (AP):** The AP programs provide child care subsidies for income eligible families using a variety of settings, including child care centers, family child care homes, and in-home care. Payments are often made directly to the child care provider or are issued to the parent as a "voucher". APs are administered by the following agencies:

- Center for Community and Family Services
- Child Care Information Services
- Child Care Resource Center
- Children's Home Society of California
- City of Norwalk
- Connections for Children
- Crystal Stairs, Inc.
- Department of Children and Family Services
- Drew Child Development Corporation
- International Institute of Los Angeles
- Mexican American Opportunity Foundation
- Options – A Child Care and Human Services Agency
- Pathways
- Pomona Unified School District Child Development

**California Education Code:** Child development programs that hold contracts with the California Department of Education/Child Development Division must meet certain requirements as a condition of their funding contract. Family Child Care Home Education Networks, operated by sponsoring agencies, are required to have staff trained in child development and provide training and support services to family child care providers in their Network and the families they serve.<sup>1</sup>

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<sup>1</sup> On the Capitol Doorstep. (2007). *California Early Care and Education Programs*.

**Child Development Permits:** Family child care providers are encouraged to hold permits issued by the California Commission on Teacher Credentialing (CCTC). There are six levels of Child Development Permits, including: Assistant, Associate Teacher, Teacher, Master Teacher, Site Supervisor, and Program Director. For additional information on Child Development Permits, please go to the CCTC Web site at <http://www.ctc.ca.gov/credentials/CREDS/child-dev-permits.html>.

**Community Care Licensing Regulations:** Child care programs in California are regulated by the Department of Social Services/Community Care Licensing Division. Child care center and family child care home regulations are included in the California Code of Regulations, Title 22, Division 12. Family child care regulations are included in Chapter 3.

Title 22 - Family Child Care Homes					
Small Family Child Care Homes – One caregiver			Large Family Child Care Home – Two caregivers		
Minimum # of school age children	Maximum # of infants (under 2 yrs)	Total # of children	Minimum # of school age children	Maximum # of infants (under 2 yrs)	Total # of children
0	4	4			
0	3	6	0	4	12
2	2	8	2	3	14

These regulations can be reviewed or downloaded from the internet at [http://www.dss.cahwnet.gov/ord/CCRTitle22\\_715.htm](http://www.dss.cahwnet.gov/ord/CCRTitle22_715.htm).

**Environment Rating Scales:** Three rating scales are commonly used by researchers to assess the quality of different types of child care settings, serving different age groups and by programs to determine areas where improvement is needed, including:

- Infant/Toddler Environment Rating Scale (ITERS) - This scale is designed to assess programs serving children from birth to 30 months and focuses on seven subscales: Space and Furnishings, Personal Care Routines, Listening and Talking, Activities, Interaction, Program Structure and Parents and Staff.
- Early Childhood Environment Rating Scale (ECERS) – This scale is designed to assess programs serving children between 30 months and five years of age and focuses on the following seven areas: Space and Furnishings, Personal Care Routines, Language-Reasoning, Activities, Interaction, Program Structure, and Parents and Staff.
- Family Child Care Environment Rating Scale (FCCERS) – This scale is designed for use in a family child care home and focuses on seven subscales: Space and Furnishings, Personal Care Routines, Listening and Talking, Activities, Interaction, Program Structure, and Parents and Providers.

Additional information on these Environment Rating Scales can be found at the Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill Web site <http://www.fpg.unc.edu/~ecers/>.

**Family Child Care Home Education Network:** Sponsoring agencies are funded by the California Department of Education/Child Development Division to support the educational goals of children enrolled in family child care homes that serve families eligible for child care subsidies. Family child care providers participating in a Network receive ongoing training and support on developmentally appropriate activities for children, parent education and involvement, nutrition, and ongoing assessments of the quality of their family child care home.

The following agencies sponsor Family Child Care Education Networks:

- California State University Northridge Children's Center
- Center for Community and Family Services
- Child Development Consortium of Los Angeles
- Child Care Resource Center
- Children's Home Society of California
- Children's Institute, Inc.
- City of Gardena Child Development
- City of Santa Fe Springs
- Claremont Unified School District
- Community Development Center
- Comprehensive Child Development, Inc.
- Estrada Courts
- Hope Street Family Center
- International Institute of Los Angeles
- Kids First Learning Center
- Little Tokyo Service Center Community Development
- Los Angeles Mission College
- Mexican American Opportunity Foundation
- Options – A Child Care and Human Services Agency
- Pathways
- Venice Family Clinic
- Vista del Mar/Home Safe
- Westside Children's Center

**Los Angeles Universal Preschool (LAUP):** LAUP is an independent public benefit corporation created in 2004 and funded by First 5 LA – the commission established by Proposition 10. LAUP's goal is to make voluntary, high-quality preschool available to every four year old child in Los Angeles County, regardless of their family's income, by 2014. Additional information is available at [www.laup.net](http://www.laup.net).

**National Association for the Education of Young Children (NAEYC):** The NAEYC is dedicated to improving the well-being of all young children, with particular focus on the quality of educational and developmental services for all children from birth through age eight. NAEYC is committed to becoming an increasingly high performing and inclusive organization.

The *NAEYC Academy for Early Childhood Program Accreditation* administers a national, voluntary accreditation system to help raise the quality of all types of preschools, kindergartens, and child care centers. Currently there are more than 10,000 NAEYC-accredited programs, serving nearly one million children and their families. Since the system began in 1985, NAEYC Accreditation has provided a powerful tool through which early childhood professionals, families, and others concerned about the quality of early childhood education can evaluate programs, compare them

with professional standards, strengthen the program and commit to ongoing evaluation and improvement. Additional information is available at [www.naeyc.org](http://www.naeyc.org).

**National Association for Family Child Care (NAFCC):** The NAFCC is a nonprofit organization dedicated to promoting quality child care by strengthening the profession of family child care. The goals of NAFCC are:

- To strengthen state and local associations as the primary support system for individual family child care providers.
- To promote a professional accreditation program which recognizes and encourages quality care for children.
- To represent family child care providers by advocating for their needs and collaborating with other organizations.
- To promote the diversity of the family child care profession through training, state and local associations, public education, and Board membership.
- To deliver effective programs through strong organizational management.

Additional information is available at [www.nafcc.org](http://www.nafcc.org).

**Parents Evaluation of Developmental Status (PEDS):** PEDS is a fast, accurate, inexpensive screening tool for developmental and behavioral problems in children from birth to age eight. PEDS meets the accuracy standards set by the American Academy of Pediatrics and, because the response forms are completed by parents, fosters a collaborative, family focused approach to care. Additional information can be found on PEDS at [www.pedstest.com](http://www.pedstest.com).

**Steps to Excellence Program (STEP):** STEP is a child care quality rating and support system developed by the County of Los Angeles Policy Roundtable for Child Care. STEP will be launched in July 2007 as a three year pilot project. Additional information can be found at [www.childcare.lacounty.gov](http://www.childcare.lacounty.gov).

**Title 5:** This is the section of the California Education Code which defines the staff ratios and teaching staff qualifications for programs funded by the California Department of Education. See California Education Code and Child Development Permit sections above.

**Title 22:** Child care center and family child care home regulations are included in the California Code of Regulations, Title 22 Division 12. See Community Care Licensing above.

## Section K-2. Resources for Regulatory Compliance

### Community Care Licensing Division Child Care Offices

- Los Angeles East Regional Office: (323) 981-3350  
1000 Corporate Center Drive, Suite 200B, MS: 29-15  
Monterey Park, CA 91754
- Los Angeles Northwest Regional Office: (310) 337-4333  
6167 Bristol Parkway, Suite 400, MS: 29-13  
Culver City, CA 90230

### Fire Department Contacts for Los Angeles County

County of Los Angeles Fire Department serves the unincorporated areas of the County and 45 cities contract with the County for fire protection services. Information is available on the Web site at: <http://www.fire.lacounty.gov/FirePrevention/FirePrevSchoolsInstitutions.asp>. In addition, you can contact one of the following Fire Prevention Division, Special Units between 8:00 a.m. – 5:00 p.m., Monday–Friday:

- Schools and Institutions Unit - South  
7733 Greenleaf Street  
Whittier, CA 90602-2195  
(310) 696-2034
- Fire Department Institutions Unit North  
14425 Olive View Drive  
Sylmar, CA 91342  
(818) 362-5472

<b>Inglewood</b>	See County of Los Angeles Fire Department
<b>Long Beach</b>	Long Beach Fire Department, Fire Prevention Bureau Phone: (562) 570-2560 Fax: (562) 570-2584 <a href="http://www.ci.long-beach.ca.us/fire/prevention/default.asp">http://www.ci.long-beach.ca.us/fire/prevention/default.asp</a>
<b>Palmdale</b>	See County of Los Angeles Fire Department
<b>Pasadena</b>	Pasadena Fire Department, Fire Prevention Division Phone: (626) 744-4655 <a href="http://www.ci.pasadena.ca.us/fire/">http://www.ci.pasadena.ca.us/fire/</a>
<b>Pomona</b>	See County of Los Angeles Fire Department
<b>Santa Monica</b>	Santa Monica Fire Department, Fire Prevention Division Phone: (310) 458-8915 <a href="http://www.santamonicafire.org/prevention/permits.htm">http://www.santamonicafire.org/prevention/permits.htm</a>
<b>Florence/Firestone</b>	See County of Los Angeles Fire Department
<b>Pacoima/Arleta</b>	Los Angeles City Fire Department, Schools and Churches Unit Valley Area – (818) 374-1110 <a href="http://www.lafd.org/index.htm">http://www.lafd.org/index.htm</a>
<b>Wilmington</b>	Los Angeles City Fire Department, Schools and Churches Unit Harbor Area – (213) 978-3660 <a href="http://www.lafd.org/index.htm">http://www.lafd.org/index.htm</a>

## Information and Support in Pilot Communities

### Inglewood

Child Care Resource and Referral Agency: Crystal Stairs  
(323) 299-8998  
5110 Goldleaf Circle, Suite 150  
Los Angeles, CA 90056  
<http://www.crystalstairs.org>

4305 Degnan Boulevard., Suite 102  
Los Angeles, CA 90008-4908

### Long Beach

Child Care Resource and Referral Agency: Children's Home Society of California  
(562) 256-7400  
330 Golden Shore Drive, Suite 10  
Long Beach, CA 90802

Child Care Coordinator: Tracy Colunga-Hollingsworth,  
City of Long Beach, DHHS  
(562) 570-4245  
[tracy\\_hollingsworth@longbeach.gov](mailto:tracy_hollingsworth@longbeach.gov)

Local Child Care Committee: Long Beach Early Care and Education  
Committee, a sub-committee of the Board  
of Health and Human Services  
Tracy Colunga-Hollingsworth,  
(562) 570-4245  
[tracy\\_hollingsworth@longbeach.gov](mailto:tracy_hollingsworth@longbeach.gov)

### Palmdale

Child Care Resource and Referral Agency: Child Care Resource Center (CCRC)  
Antelope Valley Office  
(661) 949-0615  
42281 10<sup>th</sup> Street W.  
Lancaster, CA 93534  
[www.ccrcla.org](http://www.ccrcla.org)

### Pasadena

Child Care Resource and Referral Agency: Child Care Information Service (CCIS)  
2465 East Walnut Street  
Pasadena, CA 91107  
(626) 449-8221  
[www.ccispasadena.org/](http://www.ccispasadena.org/)

City Child Care Coordinator Peggy Sisson  
City of Pasadena  
(626) 744-6939  
[psisson@ci.pasadena.ca.us](mailto:psisson@ci.pasadena.ca.us)

Child Care Directors Association Joint project of CCIS & City of Pasadena  
Peggy Sisson

(626)744-6939  
[psisson@ci.pasadena.ca.us](mailto:psisson@ci.pasadena.ca.us)

**Pomona**

Child Care Resource and Referral Agency: Pomona Unified School District  
Village @ Indian Hill  
1460 East Holt Avenue, Suite 130  
Pomona, CA 91767  
(909) 397-4740

**Santa Monica**

Child Care Resource and Referral Agency: Connections for Children  
2701 Ocean Park Boulevard., Suite 253  
Santa Monica, CA 90405  
(310) 452-3325  
[www.cfc-ca.org](http://www.cfc-ca.org)

Child Care Coordinator: Julie Taren  
City of Santa Monica  
(310) 458-8701  
1685 Main Street  
Santa Monica, CA 90807  
[Julie.Taren@smgov.net](mailto:Julie.Taren@smgov.net)

Child Care Committee: Santa Monica Child Care Task Force  
Julie Taren  
(310) 458-8701  
[Julie.Taren@smgov.net](mailto:Julie.Taren@smgov.net)

**Florence/Firestone**

Child Care Resource and Referral Agency: Crystal Stairs  
(323) 299-8998  
5110 Goldleaf Circle, Suite 150  
Los Angeles, CA 90056  
<http://www.crystalstairs.org>

**Pacoima/Arleta**

Child Care Resource and Referral Agency: Child Care Resource Center  
20001 Prairie Street  
Chatsworth, CA 91311  
(818) 717-1000  
[www.ccrcla.org](http://www.ccrcla.org)

**Wilmington**

Child Care Resource and Referral Agency: Children's Home Society of California  
(562) 256-7400  
330 Golden Shore Drive, Suite 10  
Long Beach, CA 90802

## Section K-3. Resources for Teacher/Child Relationships

- **Adult Involvement Scale**
- **Staff to Child Ratios: Title 22, Title 5 and NAFCC**

Howes, C. and Stewart, P. (1987) Child's play with adults, toys and peers: An examination of family and child care influences. *Developmental Psychology*, 23, 423-430.

The scale points for the adult involvement codes represent increasing complexity and reciprocity in adult-child interaction.

- (1) **Ignore:** The adult is apparently unaware of the children. She may be doing paperwork, talking to another adult, or physically out of the room.
- (2) **Monitor:** "Monitor" is coded if the caregiver is close to the children but does not engage in interaction with any child. However the caregiver is actively monitoring the classroom and the children's participation.
- (3) **Routine:** The caregiver touches the children for changing or other routine caregiving. She may ask or direct the class to do something, e.g. clean-up or come to snack or reads a book straight through without making any attempts to engage with the children.
- (4) **Minimal:** The caregiver touches the children only for necessary discipline or to move one child away from another. She answers direct requests for help or gives verbal directives with no reply encouraged.
- (5) **Simple:** The caregiver uses some warm or helpful physical contact (beyond the essential routine care) or verbally answers the children's verbal bids but does not elaborate. During whole group activities, the adult might respond to children with short sentences.
- (6) **Elaborated:** The caregiver is engaged with the children, is asking and answering complex questions, acknowledges children's statements, and soliciting active participation and extending knowledge.
- (7) **Intense:** The caregiver engages the children in conversation over play activities, plays interactively with children in a game-like manner, or sits and eats with the child in a social conversational atmosphere. In group situations, "intense" is coded if the caregiver is physically responsive and verbally to many members of the group, individualizing her responses to the children in order to restate and elaborate children's ideas, and engage them in conversation, and extend their learning.

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Center for Improving Child Care Quality  
Department of Education  
UCLA Box 951521  
Los Angeles, CA 90095-1521.

## Staff to Child Ratios

### Licensed Family Child Care Homes\*

The California Department of Social Services, Community Care Licensing Division administers the family care licensing process, using Title 22 of California Code of Regulations. Staff – child ratios are not differentiated across the Steps due to the relatively small groups and consistency of care in family child care homes.

<b>Title 22 - Family Child Care Homes</b>					
<b>Small Family Child Care Homes – 1 caregiver</b>			<b>Large Family Child Care Home – 2 caregivers</b>		
Minimum # of school age children	Maximum # of infants (under 2 yrs)	Total # of children	Minimum # of school age children	Maximum # of infants (under 2 yrs)	Total # of children
0	4	4			
0	3	6	0	4	12
2	2	8	2	3	14

### National Association for Family Child Care Accreditation Standards

Participation in accreditation is voluntary and accredited family child care providers are to comply with the highest standard required by local licensing entity. Staff – child ratios are not differentiated across the Steps due to the relatively small groups and consistency of care in family child care homes.<sup>2</sup>

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<sup>2</sup> On the Capitol Doorstep. (2001). *Child Care Staffing Ratios and Qualifications: Current Requirements and History*.

## Section K-4. Resources for Learning Environment

### Family Child Care Environment Rating Scale-R (FCCERS)

#### Development of the Family Child Care Environment Rating Scale-R

*This information is from the Frank Porter Graham, University of North Carolina Web site at [www.fpg.unc.edu/~ecers/](http://www.fpg.unc.edu/~ecers/).*

The Family Child Care Environment Rating Scale–Revised Edition (FCCERS–R) is a thorough revision of the original Family Day Care Rating Scale (FDCRS, 1989). It is one of a series of four scales that share the same format and scoring system but vary considerably in requirements, because each scale assesses a different age group and/or type of child care and education setting. The FCCERS–R retains the original broad definition of environment including organization of space, interaction, activities, schedule, and provisions for parents and provider. The 38 items are organized into seven subscales: Space and Furnishings, Personal Care Routines, Listening and Talking, Activities, Interaction, Program Structure, and Parents and Provider. Since family child care homes frequently enroll a wide age range of children, this scale is designed to assess programs serving children from birth through school-agers, up to 12 years of age, including the provider’s own children if present. Therefore, the FCCERS–R contains items to assess provision in the environment for a wide age range, to ensure protection of children’s health and safety, appropriate stimulation through language and activities, and warm, supportive interaction.

Family child care providers often tell us that their program is “good” because the children they care for are treated just as their own children would be. But this point does not necessarily ensure the positive development we want for every child. In fact, it is challenging for any parent to meet the developmental needs of even one child to maximize positive development. In family child care, where a provider must meet the needs of a group of similarly aged children, or of a group of children who differ substantially in ages and abilities, the challenges multiply exponentially. A comprehensive, reliable, and valid instrument that assesses process quality and quantifies what is observed to be happening in a family child care home, can play an important role in improving the quality of care and educational experiences received by the children.

In order to define and measure quality, the FCCERS–R draws from three main sources: research evidence from a number of relevant fields (health, development, and education), professional views of best practice, and the practical constraints of real life in a family child care setting. The requirements of the FCCERS–R are based on what these sources judge to be important conditions for positive outcomes in children both while they are in the program and long afterward. The guiding principle here, as in all of our environment rating scales, has been to focus on what we know to be good for children.

#### Process of Revision

The process of revision drew on four main sources of information: (1) research on development in the early and school years and findings related to the impact of child care environments on children’s health and development; (2) a content comparison of the original FDCRS with other assessment instruments designed for similar age groups and settings, and additional documents describing aspects of family child care program quality; (3) feedback from FDCRS users, solicited through a questionnaire that was circulated and also put on our website as well as suggestions given to us as we talked with the many people who use the FDCRS; and (4) intensive use over the years, and across states and countries, by the FCCERS-R co-authors and their team of associates at the Frank Porter Graham Child development Institute, University of North Carolina

at Chapel Hill. The data from studies of family child care program quality using the FDCRS gave us information about the range of scores on various items, the relative difficulty of items, and their validity. The content comparison helped us to identify items to consider for addition or deletion. By far the most helpful guidance for the revision was the feedback from direct use in the field. Colleagues from the US, Canada, and Europe who had used the FDCRS in research, monitoring, and program improvement gave us valuable suggestions based on their experience with the scale. Using input from focus groups that were convened during the revisions of the ECERS and ITERS, we were able to consider what was needed to make the revised FCCERS-R more sensitive to issues of inclusion and diversity.

## **Changes in the FCCERS-R**

While retaining the basic similarities in format and content that provide continuity between the FDCRS and FCCERS-R, the following changes were made to bring the scale in line with the other revised editions in the Environment Rating Scale (ERS) series:

1. The title of the scale was changed to represent the current term for this type of care. Instead of "family day care," the term *family child care* is used.
2. The indicators under each level of quality in an item were numbered so that they could be given a score of "Yes," "No," or "Not Applicable" (NA) on the scoresheet. This makes it possible to be more exact in reflecting observed strengths and weaknesses in an item.
3. Each item is printed on a separate page, followed by the Notes for Clarification.
4. Sample questions are included for indicators that are difficult to observe.
5. Negative indicators on the minimal level were removed and are now found only in the 1 (inadequate) level. In levels 3 (minimal), 5 (good), and 7 (excellent) only indicators of positive attributes are listed.
6. The Notes for Clarification have been expanded to give additional information to improve accuracy in scoring and to explain the intent of specific items and indicators.
7. Indicators and examples were added throughout the scale to make the items more inclusive. The subscale "FDCRS Supplementary Items: Provisions for Exceptional Children" was dropped. This follows the advice given to us by scale users to include indicators and examples in the scale instead of adding a separate subscale for children with disabilities.
8. Indicators and items were rewritten to be more culturally sensitive. The observer must note, however, that indicators for quality hold true across a diversity of cultures and individuals, although the ways in which they are expressed may differ. Whatever the personal styles of the provider being observed, the requirements of the indicators must be met, although there can be some variation in the way this is done.
9. Items that had two parts, "a" for infants/toddlers and "b" for older children were dropped, and new items were constructed to meet the needs of all age groups.

10. Items were added to or removed from all subscales including the following:

- Space and Furnishings: Item 1. Indoor space used for child care was added, and Item 6. Space for privacy replaced FDCRS Item 6 a and b. Space to be alone.
- Personal Care Routines: Item 11. Health practices was added, and FDCRS Item 11, Personal grooming was removed.
- Listening and Talking: Items 13. Helping children understand language, and 14. Helping children use language were completely revised. Item 15. Using books was added. FDCRS items removed included 14 a. & b. Informal use of language, and 17. Helping children reason (using concepts).
- Activities: Items 21. Math/number and 22. Nature/science were added.
- Interaction subscale replaced FDCRS Social Development subscale, with revised FDCRS item 26, now Item 27. Supervision of play and learning. The FDCRS Item 27. Tone was replaced with a revised Item 28. Provider-child interaction, and Item 30. Interactions among children.
- Program Structure subscale was added, and contains a revised FDCRS Item 25, now Item 31. Schedule and new Items 32. Free play and 33. Group time.
- Parents and Provider: New Item 38. Provisions for professional needs was added.

11. Many remaining FDCRS items were changed significantly, including Helping children use language, Art, Use of TV, video, and/or computer, Schedule, Adaptations for special needs, and Relationships with parents.

12. The scaling of some of the items in the subscale Personal Care Routines was made more gradual to better reflect varying levels of health practices in real life situations.

### **Overview of the Subscales and Items of the FCCERS-R 38 Items organized into 7 Subscales**

#### **Space and Furnishings**

1. Indoor space used for child care
2. Furniture for routine care, play, and learning
3. Provision for relaxation and comfort
4. Arrangement of indoor space for child care
5. Display for children
6. Space for Privacy

#### **Personal Care Routines**

7. Greeting/departing
8. Nap/rest
9. Meals/snacks
10. Diapering/toileting
11. Health practices
12. Safety practices

#### **Listening and Talking**

13. Helping children understand language
14. Helping children use language
15. Using books

#### **Activities**

16. Fine motor
17. Art
18. Music and movement

#### **19. Blocks**

20. Dramatic play
21. Math/number
22. Nature/science
23. Sand and water play
24. Promoting acceptance of diversity
25. Use of TV, video, and/or computer
26. Active physical play

#### **Interaction**

27. Supervision of play and learning
28. Provider-child interaction
29. Discipline
30. Interactions among children

#### **Program Structure**

31. Schedule
32. Free play
33. Group time
34. Provisions for children with disabilities

#### **Parents and Provider**

35. Provisions for parents
36. Balancing personal and caregiving responsibilities
37. Opportunities for professional growth
38. Provisions for professional

## **Section K-5. Identification/Inclusion of Children with Special Needs**

- Strategies for Identification and Inclusion of Children with Special Needs
- Developmental Screenings Tools
- Engaging Families in Screenings and Referrals
- Defining Inclusion Populations
- Helpful Resources
- Regional Centers in Los Angeles County
- School Districts of Los Angeles County
- Special Education Local Planning Areas (SELPAS)
- Special Needs Advisory Project (SNAP)
- Bibliography

The County of Los Angeles Child Care Planning Committee – Inclusion Work Group has developed strategies to serve as guides for programs working towards enhancing the quality of their program services to support the growth and development of all children, including children with special needs. The strategies are organized to match criteria for STEP levels 3, 4 and 5.

Standard: Step 3	Strategies	Materials, Staff, and/or Other
<i>Initial screening of all children</i>		
<p>Conducted on each child within 90 days of entering program.</p> <p>Steps to implementation:</p> <ol style="list-style-type: none"> <li>1. Provider establishes system for individualizing all children’s needs, implementing accommodations and modifications for each child, as appropriate, and providing referrals for further assessment, as needed.</li> <li>2. Parents receive information on developmental and mental health screening process at orientation to family child care home and at enrollment. Provider with specialized training addresses this component during orientation.</li> <li>3. Parent completes developmental screening tool. Provider facilitates completion of tool, including helping parents’ complete questionnaires, as needed.</li> <li>4. Provider scores questionnaires for each child.</li> <li>5. Results shared with parents by provider as integral part of parent/provider conference.</li> <li>6. Accommodations and modifications implemented, as needed, for each child.</li> <li>7. Parents provided with referrals, as needed.</li> </ol> <p>Recommended tools: Ages &amp; Stages Questionnaire (ASQ) plus Ages &amp; Stages Questionnaire: Social-Emotional (ASQ:SE) or Parents’ Evaluation of Developmental Status (PEDS) Tools.</p>		<p><u>Materials:</u></p> <ul style="list-style-type: none"> <li>▪ Screening tool administration and scoring guides</li> <li>▪ Screening tools/questionnaires</li> <li>▪ Scoring pads</li> <li>▪ Parent Handbook includes information on program’s process for early identification and intervention of children with special needs.</li> </ul> <p><u>Staff:</u> Provider</p> <p><u>Other:</u> If child has received a qualifying developmental screening from another entity, (i.e. as part of a CHDP [Child Health and Disability Prevention]) screening or already has an IFSP or IEP, efforts should be made to gain parent’s consent to obtain the results rather than conducting another screening.</p>
<i>Parent involvement; sharing results</i>		
<p>Parents may complete tool at home or at the family child care home (need quiet space that allows for privacy). Parents review the results with their child’s provider during parent/provider conference. Discussion encompasses the parents’ identification of their child’s strengths and concerns and discussing options for addressing concerns.</p>		<p><u>Staff:</u> Provider</p>
<i>Screenings are used to individualize all children’s needs and site level modifications and accommodations are implemented, as appropriate.</i>		
<p>Provider develops program activities to accommodate each child, as needed.</p>		

<i>Ability to refer families to appropriate services</i>	
<p>Provider establishes policy for providing referrals to families for children requiring further assessments and referrals to other social services.</p> <p>With parents, provider identifies appropriate referrals to address concerns, as needed, including information about eligibility and procedures for accessing services.</p>	<p><u>Materials:</u></p> <ul style="list-style-type: none"> <li>▪ Contact information for local regional center and the school district office that coordinates the process for the Individual Family Service Plan (IFSP) or Individual Education Plan (IEP).</li> <li>▪ Resources for other community-based organizations to address variety of needs, i.e. physical, dental, and mental health, human and social services, housing, legal, government benefits, etc.</li> </ul> <p><u>Staff:</u> Provider with specialized training</p>
<i>Activities, etc. structured to address IFSP or IEP</i>	
<p>Provider develops program activities to ensure full inclusion of child(ren) with IFSP/IEP.</p>	<p><u>Materials:</u> Adaptive play equipment as appropriate to serve children as needed.<sup>3</sup></p>
<i>Provider has training in working with children with special needs, including screening, and can assist other staff</i>	
<p>Provider has successfully earned college units and/or professional development in early childhood that has incorporated working with children with special needs into its curriculum.</p> <p>Provider with specialized training is trained on using the developmental screening tool.</p> <p>(Note: Existing classes that have incorporated into curriculum working with children with special needs include practicum, infant/toddler coursework, observation class, coursework on children with special needs, development theory class; California State University (CSU) Northridge and CSU Dominguez Hills offer early special ed credential.)</p>	<p><u>Staff:</u> Provider</p>

<sup>3</sup> When purchasing play equipment and other supplies, special consideration should be given to children with a range of special needs as well as the cultural and linguistic diversity of the communities in which families live. The Child Care Resource and Referral Agencies and Family Resource Centers support lending libraries that include adaptive play equipment, which may be borrowed at no cost.

Standard: Step 4	Strategies	Materials, Staff, and/or Other
<i>Annual screening of all children</i>		
<p>All children are screened annually.</p> <p>Steps to implementation:</p> <ol style="list-style-type: none"> <li>1. Provider establishes system for individualizing all children's needs, implementing accommodations and modifications for each child, as appropriate, and providing referrals for further assessment, as needed.</li> <li>2. Directory of resources for children with special needs and their families is developed and maintained.</li> <li>3. Parents receive information on developmental and mental health screening process at orientation to center and at enrollment. Provider with specialization addresses this component during orientation.</li> <li>4. Parent completes developmental screening tool. Provider facilitates completion of tool, including helping parents' complete questionnaires, as needed.</li> <li>5. Provider scores questionnaire for each child.</li> <li>6. Results shared with parents by provider as integral part of parent/provider conference.</li> <li>7. Accommodations and modifications implemented, as needed, for each child.</li> <li>8. Parents provided with referrals and provider serves as liaison between parent and agency, as needed.</li> <li>9. Provider communicates regularly and as needed with professionals responsible for implementing a child's IFSP/IEP.</li> </ol>	<p><u>Materials:</u></p> <ul style="list-style-type: none"> <li>▪ Screening tool administration and scoring guides</li> <li>▪ Screening tools/questionnaires</li> <li>▪ Scoring pads</li> <li>▪ Parent Handbook includes information on center's process for early identification and intervention of children with special needs.</li> </ul> <p><u>Staff:</u> Provider</p> <p><u>Other:</u> If child has received a qualifying developmental screening from another entity, (i.e. as part of a CHDP [Child Health and Disability Prevention) screening or already has an IFSP or IEP]), efforts should be made to gain parent's consent to obtain the results rather than conducting another screening.</p>	
<i>Screenings are used to individualize all children's needs and site level modifications and accommodations are implemented, as appropriate.</i>		
<p>Provider develops program activities to accommodate each child, as needed.</p>		
<i>Families are guided and supported during referral process</i>		
<ul style="list-style-type: none"> <li>▪ Provider establishes written policy for providing referrals to families for children requiring further assessments and referrals to other social services.</li> <li>▪ Results of screening are shared with parents as part of parent/provider conference.</li> <li>▪ Parents identify child's strengths and needs and how they have sought help to address needs.</li> <li>▪ Parents and provider identify potential resources and referrals are provided.</li> <li>▪ Provider is available to help family navigate access to referral source, as needed.</li> </ul>	<p><u>Materials:</u> Compilation of resources for health, social and early intervention services as well as Regional Center and local school district with contact information.</p> <p><u>Staff:</u> Provider with specialized training</p>	

<i>Maintain a directory of local early intervention and support services</i>	
<ul style="list-style-type: none"> <li>▪ Purchase comprehensive directory.</li> <li>▪ Research local health, social and early intervention services in community.</li> <li>▪ Attend collaborative and networking meetings to learn about local resources and develop list of contacts.</li> </ul> <p>The provider with specialized training, in the development of the system to address children with special needs, should devise strategies and division of duties to address this component.</p>	<p><u>Materials:</u> Directory of resources (may also include filing system to organize resources as staff learn about them) for health, social and early intervention services, including local regional center and school district. A comprehensive directory, such as Rainbow Referral Guide at a cost of \$80 (including tax and shipping) may serve as a starting point.</p> <p><u>Staff:</u> Provider Start up: May not entail cost in materials; rather the staff time it takes to research local resources.</p>
<i>Provider works with child's team of professionals to implement IFSP or IEP</i>	
<p>Provider with specialized training reviews child's IFSP/IEP and consults with other professionals responsible for implementing IFSP/IEP to ensure that routines and activities support the goals of the assessment.</p>	<p><u>Materials:</u> Copy of IFSP/IEP provided by the parents.</p> <p><u>Staff:</u> Provider</p> <p><u>Other:</u> Substitutes provide release time for provider to attend IFSP/IEP meetings. Estimate 1½ to 2 days per child.</p>
<i>Accommodations to ensure each child's full participation</i>	
<p>Provider attends training on use of the Family Child Care Environment Rating Scale (FCCERS).</p> <ol style="list-style-type: none"> <li>1. Conduct an assessment of the family child care home using the FCCERS.</li> <li>2. Develop and implement plan for program improvements based on results of developmental screening, FCCERS, and IFSP/IEP specifically in relationship to serving children with special needs.</li> </ol>	<p><u>Materials:</u> Physical space (may include rearranging the classroom and outdoor space to allow for child with special needs room to move around and participate in play and program activities). See Step 3 for information regarding adaptive play equipment.</p> <p><u>Staff:</u> Provider Conduct FCCERS: approximate time = 4-6 hours</p>

*Provider has specialized training*

Provider with specialized training is trained on using the developmental screening tool.

At least one teacher per classroom has successfully earned college units and/or professional development in early childhood that has incorporated working with children with special needs into its curriculum.

(Note: Existing classes that have incorporated into curriculum working with children with special needs include practicum, infant/toddler coursework, observation class, coursework on children with special needs, development theory class; CSUs Northridge and Dominguez Hills offer early special ed credential.)

Staff:

Start up: Provider participates in ½ day training on using developmental screening tool.

Other:

Substitute provides release time for provider to attend training, unless incorporated into in-service training date.

Standard: Step 5	Strategies	Materials, Staff, and/or Other
<i>Screenings done on all children within 45 days of enrollment and bi-annually thereafter</i>		
<p>All children are screened bi-annually.</p> <p>Steps to implementation:</p> <ol style="list-style-type: none"> <li>1. Provider and assistant establish system for individualizing all children's needs, implementing accommodations and modifications for each child, as appropriate, and providing referrals for further assessment, as needed.</li> <li>2. Directory of resources for children with special needs and their families is developed and maintained.</li> <li>3. Parents receive information on developmental and mental health screening process at orientation to center and at enrollment. Provider addresses this component during orientation.</li> <li>4. Parent completes developmental screening tool. Provider or assistant facilitate completion of tool, including helping parents' complete questionnaires, as needed.</li> <li>5. Provider or assistant scores questionnaire for each child.</li> <li>6. Results shared with parents by provider as integral part of parent/provider conference.</li> <li>7. Accommodations and modifications implemented, as needed, for each child.</li> <li>8. Parents provided with referrals and specialist serves as liaison between parent and agency, as needed.</li> <li>9. Provider communicates regularly and as needed with professionals responsible for implementing a child's IFSP/IEP.</li> </ol>	<p><u>Materials:</u></p> <ul style="list-style-type: none"> <li>▪ Screening tool administration and scoring guides</li> <li>▪ Screening tools/questionnaires</li> <li>▪ Scoring pads</li> <li>▪ Parent Handbook includes information on center's process for early identification and intervention of children with special needs.</li> </ul> <p><u>Staff:</u> Provider Assistant</p> <p><u>Other:</u> If child has received a qualifying developmental screening from another entity, (i.e. as part of a CHDP (Child Health and Disability Prevention) screening or already has an IFSP or IEP), efforts should be made to gain parent's consent to obtain the results rather than conducting another screening.</p>	
<i>Staff facilitate connections with resources</i>		
<p>Results of screening are shared with parents as integral part of parent/provider conference.</p> <ul style="list-style-type: none"> <li>▪ Parents identify child's strengths and needs and how they have sought to address needs.</li> <li>▪ Parents and provider identify potential resources and referrals are provided.</li> <li>▪ Provider is available to help family navigate access to referral source, as needed.</li> </ul>	<p><u>Materials:</u> Compilation of resources for health, social and early intervention services as well as Regional Center and local school district with contact information.</p> <p><u>Staff:</u> Provider Assistant</p> <p><u>Other:</u> Substitutes provide release time for provider to attend IFSP/IEP meetings. Estimate 1½ to 2 days per child per year.</p>	

*Sense of belonging is fostered through maximum integration of children with special needs; ongoing modifications to daily routine, curriculum, and environment are made as needed*

Teaching of social, emotional and friendship skills is explicit, deliberate and intentional for all children, families and adults in the program.

- Provider and assistant provide services in small groups for children with/without disabilities/special needs.
- Children with/without disabilities or other special needs arrive and depart at the same time and in the same manner.
- Materials in the environment reflect the diversity of all children and families in the program.
- All staff receive training and technical assistance on inclusive practice.
- Provider and assistant initiate activities that bring all of the children together by making adaptations to the curriculum and modifications to activities to meet individual needs.
- All children are admired and seen as competent.

Materials:  
Depends on the special needs of the children and their disabilities. Recommend that programs set aside a reserve of .5% of materials and training budget for materials. Costs may range from modest materials needed to adapt activities to more significant costs relating to modifications of the home depending on accommodations needed to meet needs of children.

Staff:  
All staff participates in trainings.

Provider and assistant work together to integrate IFSP/IEP goals into daily routine, curriculum and classroom/outdoor arrangements.

*The provider and assistant have college coursework or professional development related to working with children with special needs*

Provider and assistant are trained on using the developmental screening tool. Provider and assistant participate in comprehensive formal training.

Provider and assistant Most full-time staff have successfully earned college units or training in early childhood that has incorporated working with children with special needs into its curriculum.

(Note: Existing classes that have incorporated into curriculum working with children with special needs include practicum, infant/toddler coursework, observation class, coursework on children with special needs, development theory class; CSUs Northridge and Dominguez Hills offer early special ed credential.)

Staff:  
Start up: Provider and assistant participate in full-day training on using developmental screening tool.

Other:  
Substitutes provide release time for provider and assistant to attend training, unless incorporated into in-service training date.

*Accommodations to ensure child's full participation*

1. Provider is trained in use of the Family Child Care Environment Rating Scale (FCCERS).
2. Conduct an assessment of the family child care home using the FCCERS.
3. Develop and implement plan for program improvements based on results of developmental screening, FCCERS, and IFSP/IEP specifically in relationship to serving children with special needs.

Materials:  
Physical space (may include rearranging the classroom and outdoor space to allow for child with special needs room to move around and participate in play and program activities). See Step 3 for information regarding adaptive play equipment. Copy of IFSP/IEP provided by the parents.

Staff:  
Provider  
Assistant  
Train on FCCERS  
Conduct FCCERS: approximate time per classroom = 4-6 hours

*Provider and assistant have specialized training*

Provider and assistant are trained on using the developmental screening tool.

Provider and assistant have successfully earned college units and/or professional development in early childhood that has incorporated working with children with special needs into its curriculum.

(Note: Existing classes that have incorporated into curriculum working with children with special needs include practicum, infant/toddler coursework, observation class, coursework on children with special needs, development theory class; CSUs Northridge and Dominguez Hills offer early special ed credential.)

Staff:

Start up: Provider and assistant participate in ½ day training on using developmental screening tool.

Other:

Substitutes provide release time for provider and assistant to attend training, unless incorporated into in-service training date.

# Developmental Screening Tools

## High Quality Screening Tools

“High quality, research-based developmental screening tools” are those that have been demonstrated to be reliable, valid and accurate (that is, both sensitive and specific, correctly detecting children with and without delays) for children. In addition, high quality developmental screening tools have been rigorously peer-reviewed, including publication in a refereed professional journal, to assure that their reliability, validity, sensitivity, and specificity are accurately reported. Finally, high quality developmental screening tools have been demonstrated to work well with children from a wide range of racial, ethnic, linguistic, and cultural backgrounds.<sup>4</sup>

## Why Use Developmental Screening Tools

Using a developmental screening tool in combination with ongoing assessments and progress monitoring of all children helps early educators by:<sup>5</sup>

- Providing information on whether children are developing and learning as expected.
- Identifying children at risk of learning disabilities and needing additional support to develop and learn and prevent future learning difficulties.
- Determining interventions and curriculum modifications for targeted children to fully participate in classroom activities and routines.
- Identifying children needing referrals to their local Regional Center and/or school district for formal assessments of learning disabilities or other special needs.

## Recommended Screening Tools

American Academy of Pediatrics (AAP) and American Academy of Neurology recommend instruments considered being of high quality and that meet the above-referenced standards. In 2005, among the screening tools they recommend are:<sup>6</sup>

1. Ages & Stages Questionnaire (ASQ) and ASQ:SE (Social-Emotional)
2. Parents' Evaluation of Developmental Status (PEDS)

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<sup>4</sup> Pediatrics. (2006). *Identifying Infants and Young Children with Developmental Disorders in the Medical Home: An Algorithm for Developmental Surveillance and Screening*. Vol. 118(1). Retrieved May 17, 2007 from [www.pediatrics.org](http://www.pediatrics.org).

<sup>5</sup> Coleman, M.R., Buysse, V., & Neitzel, J. (2006) *Recognition and Response: An early intervening system for young children at-risk for learning disabilities. Full report*. Chapel Hill: The University of North Carolina at Chapel Hill, FPG Child Development Institute.

<sup>6</sup> Pediatrics. (2006). *Identifying Infants and Young Children with Developmental Disorders in the Medical Home: An Algorithm for Developmental Surveillance and Screening*. Vol. 118(1). Retrieved May 17, 2007 from [www.pediatrics.org](http://www.pediatrics.org).

Table 1 compares these two screening tools recommended for use by child care and development programs.

<b>Table 1</b>		
	<b>Ages &amp; Stages Questionnaire</b>	<b>Parents' Evaluation of Developmental Status (PEDS)</b>
Web site	<a href="http://www.brookespublishing.com/store/books/bricker-asg/index.htm">www.brookespublishing.com/store/books/bricker-asg/index.htm</a>	<a href="http://www.pedstest.com">www.pedstest.com</a>
Ages	Four months to 60 months	Birth to eight years
Criteria	Observation of skills at specific tasks (therefore also acts as teaching tool of what is appropriate at each age level)	Parent concerns
Areas considered	<ul style="list-style-type: none"> <li>▪ Communication</li> <li>▪ Gross motor</li> <li>▪ Fine motor</li> <li>▪ Problem-solving</li> <li>▪ Personal-social</li> </ul>	<ul style="list-style-type: none"> <li>▪ Global/cognitive</li> <li>▪ Expressive language, articulation, receptive language</li> <li>▪ Fine and gross motor</li> <li>▪ Behavior</li> <li>▪ Social-emotional</li> <li>▪ Self-help</li> <li>▪ School</li> </ul>
Time: Complete questionnaire	10-15 minutes	5 minutes
Score	1-5 minutes	2 minutes
Number of questions	25-35 minutes	10 questions
Languages	English, Spanish, French, Korean	English, Spanish, Vietnamese, Somali, Chinese
Results	Pass/fail score	Categorizes children as low, moderate or high risk for various kinds of disabilities and delays. Different pathways for each level of risk.
Comprehension level	3 <sup>rd</sup> to 12 <sup>th</sup> grade level	5 <sup>th</sup> grade level
Cost (start-up costs not included)	Less than \$1.00 per screening	Available online for \$9.95 \$.50 to \$1.00 each once PEDS online is licensed
On-line	Currently not online. In progress.	Online version includes M-CHAT for 18 months to four year olds.

## Engaging Families in Screenings and Referrals

Conducting screenings of all children helps to evaluate whether they are meeting their development milestones, to recognize early children who may be at risk of learning disabilities and would benefit from curriculum modifications that will facilitate their full participation in classroom activities and routines, and identify children needing a comprehensive assessment from a qualified professional to determine if they require early intervention services. Screening tools are created for parents to complete based on their knowledge and observations of their child. Therefore, it is important to engage parents in the assessment process and communicate the results of the screening with parents in a timely and sensitive manner. Family child care providers, given their relationship with the child and family, can facilitate the screening process.

The process includes:

1. Choose a screening tool that best matches your program's needs. The Parents' Evaluation of Developmental Status (PEDS) and Ages & Stages Questionnaire (ASQ) and ASQ: Social-Emotional (SE) are two examples of tools that can be used. Each tool has its strengths and weaknesses (see Table 1). For example, the ASQ and ASQ:SE is a great teaching tool for parents to learn about typical development while the PEDS is very quick for caregivers to complete. Other screening or assessment tools can be used that have good, published psychometric properties (validity and reliability) that meet the current criteria of the American Academy of Pediatrics (AAP). Choose the tool that best fits your program.
2. Create program policies that define how quickly and how often children are screened and integrate into parent handbooks.
3. Explain to parents that screenings are a routine part of the program and are conducted for all children. Screening tools offer parents an opportunity to note their child's developmental progress and to discuss any behavioral or developmental difficulties their children may be experiencing. Briefly review the tool including the different components and explain how to answer the questions. Ensure that the parents understand what they need to do. If they seem confused or the tool is not available in their home language, you can offer to complete the questions with them.
4. When the parent returns the completed screening form, offer them a timeframe when you will share the results with them.
5. Score the assessment, referring to the administration and scoring guide for each tool.
6. If the results indicate that the child is typically developing, ensure that these results are conveyed to the parents at either a parent conference or another appropriate time in a confidential manner. Use the information as a medium to discuss the child's overall development. If the parent continues to express concerns about their child's behavior or development, discuss these concerns and formulate an action plan.
7. If results indicate that the child is not learning as expected, yet does not fit the eligibility criteria for special education services, assess the overall quality of the learning experiences

for all children and make the appropriate modifications to the environment and curriculum to support the growth and learning and of the individual child.<sup>7</sup>

8. If the results indicate a need for further assessment, depending on the relationship with the parents, either
  - a. Invite the parents to a parent conference/meeting (at a time of their convenience); or
  - b. When the parents are at the program, ask if they have time to meet for 15-20 minutes;
  - c. If there is a parent conference already scheduled within the next two weeks, wait until that time.
9. Ensure the meeting is held in a comfortable and confidential area.
10. During the conversation, ensure:
  - Parent concerns are discussed.
  - Always emphasize the child's skills and strengths.
  - Provide examples of the concerns raised by the screening tool.
  - Use phrases such as "may be behind other children", "could be having difficulty learning" instead of diagnostic labels (i.e. ADHD).
  - Avoid terms such as "test" or "fail".
  - Emphasize that this is only a screening and thus cannot be used to determine if the child has a diagnosis of service needs.
  - If parents are willing, offer information about resources, including who to contact (agency and contact name), a telephone number and what to expect. If parents prefer, the provider can support them as they call their local Regional Center or School District and request an assessment. However, encourage parents to speak directly to the agency.
    - a. By law, the Regional Center must complete an assessment for any child under the age of three where there are concerns of the child being delayed.<sup>8</sup> They have 45 days in which to complete the assessment and have a meeting with the parents and professionals.<sup>9</sup> School Districts are also mandated to complete assessments for young children.<sup>10</sup>
    - b. Family Resource Centers (FRCs) are often useful for helping families advocate for an assessment, when needed.
  - Remind parents that you are available to assist them through the assessment process and that you would like to be kept informed of any developments that occur, including receiving a copy of their child's Individual Family Service Plan (IFSP) or Individual Education Plan (IEP) as it becomes available to make curriculum modifications, as needed.
11. Routinely enquire about the status of the assessment process and offer assistance as appropriate.

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<sup>7</sup> Coleman, M.R., Buysse, V., & Neitzel, J. (2006) *Recognition and Response: An early intervening system for young children at-risk for learning disabilities. Full report.* Chapel Hill: The University of North Carolina at Chapel Hill, FPG Child Development Institute.

<sup>8</sup> California Code of Regulations, Title 17, Division 2, Chapter 2, Subchapter 2, Article 1. (December 2006).

<sup>9</sup> California Code of Regulations, Title 17, Division 2, Chapter 2, Subchapter 2, Article 2. (December 2006).

<sup>10</sup> Individuals with Disabilities Education Improvement Act of 2004, Part C.

## Defining Inclusion Populations

Federal and state law establishes the range of services to be provided to children with disabilities or other special needs. To be eligible for special education services, children must meet the eligibility criteria as defined by law. The following is a summary of legal definitions that determine practices of inclusion of children with disabilities and other special needs:

**Children with Exceptional Needs:** “Children with exceptional needs” are defined as follows: 1) Infants and toddlers under three years of age who are determined eligible for early intervention services due to a developmental delay or established risk condition, or who is at high risk of having a substantial developmental disability;<sup>11</sup> and 2) Children ages three to 21 years determined eligible for special education and related services<sup>12</sup> due to mental retardation, hearing impairments (including deafness), speech or language impairments, visual impairments (including blindness), serious emotional disturbance (also referred to as emotional disturbance), orthopedic impairments, autism, traumatic brain injury, other health impairments, or specific learning disabilities.<sup>13</sup>

**Children with Disabilities:** Children with mental retardation, hearing (including deafness), speech or language, visual (including blindness) impairments, serious emotional disturbance, orthopedic impairments, autism, traumatic brain injury, other health impairments, or specific learning disabilities needing special education and related services.<sup>14</sup> The Americans with Disabilities Act (ADA) of 1990 includes in the criteria for determining disability when the individual has a physical or mental impairment that substantially limits one or more of his or her major life functions.

**Children with Disabilities Ages three through nine:** May include children experiencing developmental delays as measured by appropriate diagnostic instruments and procedures in one or more of the following areas: physical, cognitive, communication, social or emotional, or adaptive development and as such needs special education and related services.<sup>15</sup>

**Children with Special Health Care Needs:** “Have, or are at risk for, chronic physical, developmental, behavioral or emotional conditions that require services and supports beyond that required by children generally.”<sup>16</sup> Children with the following conditions are included: asthma, diabetes, birth defects, developmental disabilities such as autism, cerebral palsy, and mental illness.

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<sup>11</sup> California Early Intervention Services Act, Title 14, §§ 95000 -95004, 95014.

<sup>12</sup> California Code of Education, Title 5, § 56000-56338.

<sup>13</sup> 20 United States Code §1401, 3(A).

<sup>14</sup> Individuals with Disabilities Education Improvement Act (IDEA), Part A § 602(3)(A).

<sup>15</sup> Individuals with Disabilities Education Improvement Act of 2004, Part A § 602(3)(B).

<sup>16</sup> U.S. Department of Health and Human Services, Maternal and Child Health Bureau, 1998.

**Infants and Toddlers with Disabilities:** Children from birth through age two who need early intervention services due to developmental delays in one or more of the following areas of development: cognitive, physical (including vision and hearing), communication, social or emotional, adaptive development; have a diagnosed physical or mental condition that is highly likely to result in a developmental delay; at state's discretion, infants and toddlers at risk for substantial developmental delays if early intervention services are not provided.<sup>17</sup>

**Severely Disabled Children:** Children with exceptional needs from birth to 21 years of age, inclusive, who require intensive instruction and training in programs serving pupils with the following profound disabilities: autism, blindness, deafness, severe orthopedic impairments, serious emotional disturbances, or severe mental retardation. "Severely disabled children" also include those individuals who would have been eligible for enrollment in a developmental center for handicapped pupils.<sup>18</sup>

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<sup>17</sup> Individuals with Disabilities Education Improvement Act (IDEA), Part C, § 632(1) and (4)(C).

<sup>18</sup> California Code of Education, §8208(y).

## Helpful Resources

This section provides a list of resources relating to serving children with disabilities or other special needs. The resources range from direct services to children and their families to those that conduct research and/or policy advocacy. This list is not comprehensive nor is it a compilation of all the resources that may exist in your local community. However, it may serve as a starting point and, in some cases, direct you to your local affiliate or the listing of the local affiliates included in other sections of this tool. Concurrently, we encourage you to build upon this list by identifying and cultivating relationships with your local community resources for purposes of linking the children and families you serve.

**Ages & Stages Questionnaire (ASQ) and ASQ:SE (Social-Emotional):** Developmental screening tools used to identify infants and children with developmental delays during their first five years of life. ASQ consists of a series of easy to administer questionnaires to be completed by parents.

For additional information, visit their Web site at:  
[www.brookespublishing.com/tools/asq/index.htm](http://www.brookespublishing.com/tools/asq/index.htm).

**California Children's Services (CCS):** Arranges, directs and pays for medical care, equipment and rehabilitation when authorized. Services can be authorized for children and young adults under the age of 21 who have eligible medical conditions and whose families are unable to pay for all or part of their care.

For additional information, visit their Web site at [www.dhs.ca.gov/pcfh/cms/ccs](http://www.dhs.ca.gov/pcfh/cms/ccs).

**California Legislative Blue Ribbon Commission on Autism:** Established to have a direct impact on children and adults with autism spectrum disorders.

For additional information, visit their Web site at:  
[www.senweb03.senate.ca.gov/autism/index.html](http://www.senweb03.senate.ca.gov/autism/index.html).

**California Early Start:** Accessed through the Regional Centers, infants and toddlers from birth to 36 months may be eligible for early intervention services if they have a cognitive, communication, social or emotional, adaptive or physical or motor developmental delay, or are at risk for a delay in their development. Teams of coordinators, health care providers, early intervention specialists, therapists and parent resource specialists can evaluate and assess an infant and toddler and provide appropriate early intervention services to eligible children.

For additional information, visit the California Department of Developmental Services Web site at [www.dds.ca.gov](http://www.dds.ca.gov) or contact your local Regional Center (this section includes a listing of the Regional Centers located throughout Los Angeles County).

**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. Hosts comprehensive listing of inclusive child care resources, Web site links, and California information.

For additional information, visit their Web site at [www.CAInclusiveChildCare.org](http://www.CAInclusiveChildCare.org).

**Center for Disease Control and Prevention (CDC)/National Center on Birth Defects and Developmental Disabilities (NCBDDD) – “Learn the Signs. Act Early.”:** A Web-based resource with information on identifying the early signs of a delay in an infant's development, including autism.

For additional information, visit the CDC/NCBDDD Web site at:  
[www.cdc.gov/ncbddd/autism/ActEarly/default.htm](http://www.cdc.gov/ncbddd/autism/ActEarly/default.htm).

**Child Care Law Center:** A legal resource on child care issues in California, providing information and training to nonprofit child care centers, family child care providers and others. Issues addressed include children with disabilities, child care subsidies, facilities and supply of child care, and licensing and regulation of child care.

For additional information, visit their Web site at [www.childcarelaw.org](http://www.childcarelaw.org) or call their Information and Referral Line at (415) 394-7144 between 12 p.m. and 3 p.m. on Mondays and Thursdays.

**Child Health and Disability Prevention (CHDP):** A preventive health program serving California's low-income children and teens. Services include periodic health assessments, dental services, care coordination, and nutrition surveillance. Children with suspected problems are referred for diagnosis and treatment.

For additional information, visit [www.dhs.ca.gov/pcfh/cms/chdp/](http://www.dhs.ca.gov/pcfh/cms/chdp/) or contact your local health department:

- City of Long Beach at (562) 570-7980
- City of Pasadena at (626) 744-6015
- County of Los Angeles at 1-800-993-2437

**Council for Exceptional Children, Division for Early Childhood:** An international organization dedicated to working with or on behalf of children with special needs, birth through age eight, and their families. Focus is on promoting policies and practices that support families and enhance the optimal development of children.

For additional information, visit [www.dec-sped.org](http://www.dec-sped.org) or call (406) 543-0872.

**Family Resource Centers Network of California:** In collaboration with the local Regional Centers, Family Resource Centers provide parent-to-parent support to families with infants and toddlers at risk of or with developmental disabilities by helping them access information about early intervention services.

For additional information, visit their Web site at [www.frnca.org](http://www.frnca.org). Also see the Directory of Parent-to-Parent Resource Centers included in this section.

**Healthy Families:** A low-cost insurance program for children and teens not eligible for Medi-Cal, covering physical, dental, vision, and mental health.

For additional information, visit their Web site at [www.healthyfamilies.ca.gov](http://www.healthyfamilies.ca.gov) or call toll-free 1-800-880-5305.

**Individual Education Plan (IEP):** Developed by a team including parents, teachers, other school staff and the student, the IEP defines the education goals of a student identified as eligible for special education supports and services. The school district is responsible for ensuring that services are provided and the goals of the IEP are met. The IEP team meets at least annually to review the child's progress and the child must be re-evaluated at least every three years.

For additional information, visit:

[www.ed.gov/parents/needs/speced/iepguide/index.html#closer](http://www.ed.gov/parents/needs/speced/iepguide/index.html#closer).

**Individual Family Services Plan (IFSP):** Similar to the IEP, outlines a plan of action establishing how early intervention specialists will work with families of eligible infants and toddlers (birth to 36 months) at risk of or with developmental delays that address the child's needs, parents' concerns, and the resources needed to support the child's development.

For additional information, visit [www.dds.cahwnet.gov/earlystart/eshome.cfm](http://www.dds.cahwnet.gov/earlystart/eshome.cfm).

**Infant Development Association (IDA) of California:** A multi-disciplinary organization of parents and professionals committed to optimal developmental, social and emotional outcomes for infants, birth to three, with a broad range of special needs, and their families. Advocates for improved, effective prevention and early intervention services and provides information, education and training to parents, professionals, decision makers and others.

For additional information, visit their Web site at [www.idaofcal.org](http://www.idaofcal.org) or call (916) 453-8801.

**National Dissemination Center for Children with Disabilities (NICHCY):** A source of information on: disabilities in infants, toddlers, children and youth; Individuals with Disabilities Education Act (IDEA); No Child Left Behind as it relates to children with disabilities; and research-based information on effective educational practices.

For additional information, visit [www.nichcy.org](http://www.nichcy.org) or call 1-800-695-0285 v/tty.

**Parents' Evaluation of Developmental Status (PEDS):** An evidence-based screening tool for parents, and professionals to use to detect possible developmental and behavioral problems in children from birth to age eight.

For additional information, visit their Web site at [www.pedstest.com](http://www.pedstest.com) or call (615) 776-4121.

**Protection and Advocacy, Inc:** Provides legal counsel and advice for families with children with disabilities.

For additional information, visit their Web site at [www.pai-ca.org](http://www.pai-ca.org) or call toll-free at 1-800-776-5746 (TTY: 1-800-719-5798).

**Public Counsel Law Center:** A public interest law office providing free legal and social services to low-income people throughout Los Angeles County.

- **Child Care Law Project:** Provides free legal assistance to existing and prospective state licensed family child care providers and nonprofit child care centers.
- **Children's Rights Project:** Provides free legal and advocacy services on behalf of children and youth. Among their areas of focus, the Project assists families with children with disabilities navigate the services to which they are entitled.

For additional information, visit their Web site at [www.publiccounsel.org](http://www.publiccounsel.org) or call (213) 385-2977.

**Regional Centers:** Nonprofit corporations that contract with the California Department of Developmental Services (DDS) to provide or coordinate services and supports to individuals with developmental disabilities.

For additional information on DDS' services and supports for children and adults with developmental disabilities, visit their Web site at [www.dds.ca.gov](http://www.dds.ca.gov). See this section for a complete listing of the Regional Centers in Los Angeles County.

**Special Education Local Planning Areas (SELPA):** Each school district belongs to a Special Education Local Planning Area (SELPA), which is responsible for providing special education programs for children with disabilities and other special needs. Each SELPA has an infant program for children up to age three and provides special education for children from age three and up.

For additional information, see this section for a complete listing of the SELPAs in Los Angeles County.

**Special Needs Advisory Project (SNAP):** Provides education and resources for families and child care providers and strives to increase opportunities for children with disabilities and other special needs to access high quality early care and education programs.

For additional information, visit their Web site at [www.snapla.org](http://www.snapla.org) or contact your local Child Care Resource and Referral Agency (see this section for the listings).

**The Alliance for Children's Rights:** Provides direct legal services, community education and advocacy on behalf of children living in foster care, children with learning disabilities, children who need medical treatment or public benefits, and children in need of legal guardianship or adoption.

For more information, visit [www.kids-alliance.org](http://www.kids-alliance.org) or call (213)

**WestEd:** A nonprofit research, development and service agency dedicated to enhancing and increasing education and human development within schools, families and communities. Program areas include:

- Center for Prevention and Early Intervention (CPEI)
- Program for Infant/Toddler Care (PITC)

For additional information, visit their Web site at [www.wested.org](http://www.wested.org) or contact their headquarters toll-free at 1-877-493-7833.

**Zero to Three:** National nonprofit multidisciplinary organization that supports the healthy development and well-being of infants, toddlers and their families by informing, educating, and supporting the work of professionals and parents.

For additional information, visit their Web site at [www.zerotothree.org](http://www.zerotothree.org) or call their Western Office at (213) 481-7279.

Seven Regional Centers throughout Los Angeles County contract with the California Department of Developmental Services to provide or coordinate services to individuals with developmental disabilities. **Early Start** provides teams of service coordinators, health care providers, early intervention specialists, therapists and parent resource specialists to assess infants or toddlers and provide early intervention services to eligible children.

Regional Centers	Contact Information
<p><b>Eastern Los Angeles Regional Center</b>            1000 South Fremont Avenue            Alhambra, CA 91802-7916  <i>Areas served: Eastern Los Angeles county including the communities of Alhambra and Whittier</i></p>	<p>Telephone: (626) 299-4700  <a href="http://www.elarc.org">www.elarc.org</a></p>
<p><b>Frank Lanterman Regional Center</b>            3303 Wilshire Boulevard, Suite 700            Los Angeles, CA 90010  <i>Areas served: Central Los Angeles county including Burbank, Glendale, and Pasadena</i></p>	<p>Telephone: (213) 383-1300  <a href="http://www.lanterman.org">www.lanterman.org</a></p>
<p><b>Harbor Regional Center</b>            21231 Hawthorne Boulevard            Torrance, CA 90503  <i>Areas served: Southern Los Angeles county including Bellflower, Harbor, Long Beach, and Torrance</i></p>	<p>Telephone: (310) 540-1711  <a href="http://www.harborrc.com">www.harborrc.com</a></p>
<p><b>North Los Angeles County Regional Center</b>            15400 Sherman Way, Suite 170            Van Nuys, CA 91406-4211  <i>Areas served: Northern Los Angeles county including San Fernando and Antelope Valleys</i></p>	<p>Telephone: (818) 778-1900  <a href="http://www.nlacrc.org">www.nlacrc.org</a></p>
<p><b>San Gabriel/Pomona Regional Center</b>            761 Corporate Center Drive            Pomona, CA 91768  <i>Areas served: Eastern Los Angeles county including El Monte, Monrovia, Pomona, and Glendora</i></p>	<p>Telephone: (909) 620-7722  <a href="http://www.sgprc.org">www.sgprc.org</a></p>
<p><b>South Central Los Angeles Regional Center (SCLARC)</b>            650 West Adams Boulevard, Suite 200            Los Angeles, CA 90007-2545  <i>Areas served: Southern Los Angeles county including the communities of Compton and Gardena</i></p>	<p>Telephone: (209) 473-0951  <a href="http://www.sclarc.org">www.sclarc.org</a></p>
<p><b>Westside Regional Center</b>            5901 Green Valley Circle, Suite 320            Culver City, CA 90230-6953  <i>Areas served: Western Los Angeles county including the communities of Culver City, Inglewood, and Santa Monica</i></p>	<p>Telephone: (310) 258-4000  <a href="http://www.westsiderc.org">www.westsiderc.org</a></p>

## School Districts of Los Angeles County

School districts are required to provide special education services to three to five year old children with disabilities. In addition, school districts are responsible for providing services to children from birth to three years of age who are blind, deaf, or deaf-blind or have severe orthopedic impairment. To make a referral, contact your local school district and ask for the Director of Special Education.

School District	Telephone Number	Facsimile Number
ABC Unified School District	(562) 926-5566	(562) 926-5627
Acton-Agua Dulce Unified School District	(661) 269-5999	(661) 268-0209
Alhambra Unified School District	(626) 308-2200	(626) 308-2419
Antelope Valley Joint Union High School District	(661) 948-7655	(661) 949-6292
Arcadia Unified School District	(626) 821-8371 x 239	(626) 821-4696
Azusa Unified School District	(626) 967-6211	(626) 858-6514
Baldwin Park Unified School District	(626) 962-3311	(626) 856-4921
Bassett Unified School District	(626) 931-3000	(626) 917-7539
Bellflower Unified School District	(562) 866-9011	(562) 866-3287
Beverly Hills Unified School District	(310) 551-5100	(310) 277-6390
Bonita Unified School District	(909) 599-6787	(909) 394-9276
Burbank Unified School District	(818) 558-4600	(818) 729-4544
Castaic Union School District	(661) 257-4500	(661) 257-4507
Centinela Valley Union High School District	(310) 263-3200	(310) 263-3189
Charter Oak Unified School District	(626) 966-8331	(626) 967-9580
Claremont Unified School District	(909) 398-0606	(909) 399-0243
Compton Unified School District	(310) 639-4321	(310) 608-0213
Covina-Valley Unified School District	(626) 974-7000	(626) 974-7060
Culver City Unified School District	(310) 842-4220	(310) 842-4245
Downey Unified School District	(562) 904-3500	(562) 869-8390
Duarte Unified School District	(626) 358-1191	(626) 930-0348
East Whittier City School District	(562) 698-0351	(562) 907-9911
Eastside Union School District	(661) 946-2813	(661) 952-1221
El Monte City School District	(626) 453-3700	(626) 442-6347
El Monte Union High School District	(626) 444-9005	(626) 433-0116
El Rancho Unified School District	(562) 942-1500	(562) 801-5170
El Segundo Unified School District	(310) 615-2650	(310) 322-7939
Garvey School District	(626) 307-3400	(626) 307-3494
Glendale Unified School District	(818) 241-3111	(818) 548-7237
Glendora Unified School District	(616) 963-1611	(626) 852-4581
Gorman Joint School District	(661) 248-6441	(661) 248-0604
Hacienda La Puente Unified School District	(626) 933-1000	(626) 855-3598
Hawthorne School District	(310) 676-2276	(310) 644-9216
Hermosa Beach City School District	(310) 937-5877	(310) 376-4974
Hughes-Elizabeth Lakes Union School District	(661) 724-1234	(661) 724-1485
Inglewood Unified School District	(310) 419-2500	(310) 680-5137
Keppel Union School District	(661) 944-2372	(661) 944-3175
La Canada Unified School District	(818) 952-8300	(818) 952-8394
Lancaster School District Preschool	(661) 940-6672	(661) 945-4498
Las Virgenes Unified School District	(818) 880-4000	(818) 878-0601

<b>School District</b>	<b>Telephone Number</b>	<b>Facsimile Number</b>
Lawndale School District	(310) 973-1300	(310) 263-6496
Lennox School District	(310) 330-4950	(310) 671-1795
Little Lake City School District	(562) 868-8241	(562) 462-1871
Long Beach Unified School District	(562) 997-8000	(562) 422-7902
Los Angeles Unified School District (Infant/Preschool Division)	(213) 241-4713	(213) 241-8932
Los Nietos School District	(562) 692-0271	(562) 699-3395
Lowell Joint School District	(562) 943-0211	(562) 947-3620
Lynwood Unified School District	(310) 886-1600	(310) 639-6096
Manhattan Beach Unified School District	(310) 725-9050	(310) 303-3826
Monrovia Unified School District	(626) 471-2000	(626) 471-2076
Montebello Unified School District	(323) 887-7900	(323) 887-5889
Mountain View School District	(650) 940-4650	(650) 691-2492
Newhall School District	(661) 286-2200	(661) 286-2290
Norwalk-La Mirada Unified School District	(562) 868-0431	(562) 926-5627
Palmdale School District	(661) 274-0849	(661) 273-1135
Palos Verdes Peninsula Unified School District	(310) 378-9966	(310) 378-1971
Paramount Unified School District	(562) 602-6000	(562) 633-3744
Pasadena Unified School District	(626) 795-6981	(626) 405-9946
Pomona Unified School District	(909) 397-4800	(909) 623-6902
Redondo Beach Unified School District	(310) 379-5449	(310) 798-8689
Rosemead School District	(626) 312-2900	(626) 312-2913
Rowland Unified School District	(626) 965-2541	(626) 854-8574
San Gabriel Unified School District	(626) 451-5400	(626) 451-5494
San Marino Unified School District	(626) 299-7067	(626) 299-7077
Santa Monica-Malibu Unified School District	(310) 450-8338	(310) 396-6149
Saugus Union School District	(661) 294-7500	(661) 294-7526
South Pasadena Unified School District	(626) 441-5700	(626) 403-1679
South Whittier School District	(562) 944-6231	(562) 944-3651
Sulphur Springs Union School District	(661) 252-5131	(661) 252-6229
Temple City Unified School District	(626) 548-5000	(626) 548-5037
Torrance Unified School District	(310) 533-4200	(310) 972-6114
Valle Lindo School District	(626) 580-0610	(626) 575-1534
Walnut Valley Unified School District	(909) 595-1261	(909) 839-1230
West Covina Unified School District	(626) 939-4600	(626) 939-4819
Westside Union School District	(661) 722-0716	(661) 722-1046
Whittier City School District	(562) 789-3000	(562) 789-3009
Whittier Union High School District	(562) 698-8121	(562) 693-1568
William S. Hart Union High School District	(661) 259-0033	(661) 259-6951
Wilsona School District	(661) 264-1111	(661) 261-3259
Wiseburn School District	(310) 643-3025	(310) 643-7659

## Special Education Local Planning Areas (SELPA)

Each school district belongs to a Special Education Local Planning Area (SELPA), which is responsible for providing special education programs for children with disabilities and other special needs. Each SELPA has an infant program for children up to age three and provides special education for children from age three and up.

Special Education Local Planning Area (SELPA)	Contact Information
<p><b>ABC/Norwalk-La Mirada USD SELPA</b>            16700 Norwalk Boulevard            Cerritos, CA 90703</p> <p><i>Areas served: ABC and Norwalk-La Mirada Unified School Districts</i></p>	<p>Telephone: (562) 926-5566            x21189            Facsimile: (562) 926-5627</p>
<p><b>Antelope Valley SELPA</b>            39139 North 10<sup>th</sup> Street East            Palmdale, CA 93550</p> <p><i>Areas served: Acton-Agua Dulce USD, Antelope Valley Union HSD, Eastside Union SD, Gorman SD, Hughes-Elizabeth Lakes Union SD, Keppel Union SD, Lancaster SD, Palmdale SD, Westside Union SD, and Wilsona SD</i></p>	<p>Telephone: (661) 274-4136            Facsimile: (661) 274-0313</p>
<p><b>Downey/Montebello SELPA**</b>            1624 Paramount Boulevard, Suite E            Paramount, CA 90723</p> <p><i>Areas served: Downey and Montebello Unified School Districts</i></p>	<p>Telephone: (562) 531-2566            Facsimile: (562) 531-2880</p>
<p><b>East San Gabriel Valley SELPA*</b>            1400 Ranger Drive            Covina, CA 91722-2055</p> <p><i>Areas served: Azusa, Baldwin Park, Bassett, Bonita, Charter Oak, Claremont, Covina-Valley, Glendora, Pomona, Walnut Valley, and West Covina Unified School Districts</i></p>	<p>Telephone: (626) 966-1679            Facsimile: (626) 339-0027</p>
<p><b>Foothill SELPA</b>            College View School            1700 East Mountain Street            Glendale, CA 91206</p> <p><i>Areas served: Burbank, Glendale and La Canada Unified School Districts</i></p>	<p>Telephone: (818) 246-5378            Facsimile: (818) 246-3537</p>

\* Administered by the Los Angeles County Office of Education (LACOE).

Special Education Local Planning Area (SELPA)	Contact Information
<b>Long Beach Unified School District SELPA</b> 1515 Hughes Way Long Beach, CA 90810	Telephone: (562) 422-6868 Facsimile: (562) 997-8290
<b>Los Angeles County Office of Education SELPA</b> 12830 Clark Avenue Downey, CA 90242	Telephone: (562) 401-5737 Facsimile: (562) 922-8952
<b>Los Angeles Unified School District SELPA Infant and Preschool Support Services</b> 333 South Beaudry, 16 <sup>th</sup> Floor Los Angeles, CA 90017	Telephone: (213) 241-4713 Facsimile: (213) 241-8932
<b>Mid-Cities SELPA</b> 16240 Paramount Boulevard, Suite E Paramount, CA 90723  <i>Areas served: Bellflower, Compton, Lynwood, and Paramount Unified School Districts</i>	Telephone: (562) 531-2566 Facsimile: (562) 531-2880
<b>Pasadena Unified School District SELPA</b> 351 South Hudson Avenue Pasadena, CA 91109	Telephone: (626) 795-6981 Facsimile: (626) 405-9946
<b>Puente Hills SELPA</b> Rowland Unified School District 1830 Nogales Rowland Heights, CA 91748  <i>Areas served: Hacienda La Puente and Rowland Unified School Districts</i>	Telephone: (562) 833-8345 Facsimile: (562) 697-7427
<b>Santa Clarita SELPA*</b> 24930 Avenue Stanford Santa Clarita, CA 91355  <i>Areas served: Castaic Union, Newhall, Saugus Union, Sulphur Springs Union, and William S. Hart School Districts</i>	Telephone: (661) 294-5398 Facsimile: (661) 294-5399
<b>Southwest SELPA*</b> 1401 Inglewood Avenue Redondo Beach, CA 90278  <i>Areas served: Centinela Valley Union High School District, El Segundo Unified, Hawthorne, Hermosa Beach City, Inglewood Unified, Lawndale, Lennox, Manhattan Beach Unified, Palos Verdes Peninsula Unified, Redondo Beach Unified, Torrance Unified, and Wiseburn School Districts</i>	Telephone: (310) 798-2731 Facsimile: (310) 798-2978 Family Resource Center: (310) 921-2252

<b>Special Education Local Planning Area (SELPA)</b>	<b>Contact Information</b>
<p><b>Tri-City SELPA</b>            Tri-City Special Education Services Region            4034 Irving Place            Culver City, CA 90232</p> <p><i>Areas served: Beverly Hills, Culver City and Santa Monica-Malibu Unified School Districts</i></p>	<p>Telephone: (310) 842-4220            Facsimile: (310) 842-4245</p>
<p><b>West San Gabriel Valley SELPA*</b>            159 East Live Oak Avenue, Room 208            Arcadia, CA 91006</p> <p><i>Areas served: Alhambra City and High School, Arcadia Unified, Duarte Unified, El Monte City, El Monte Union High, Garvey, Monrovia Unified, Mount View, Rosemead, San Gabriel Unified, San Marino Unified, South Pasadena Unified, Temple City Unified, and Valle Lindo School Districts</i></p>	<p>Telephone: (626) 254-9406            Facsimile: (626) 254-9411</p>
<p><b>Whittier Area Cooperative SELPA</b>            8036 Ocean View Avenue            Whittier, CA 90602</p> <p><i>Areas served: East Whittier City, El Rancho Unified, Little Lake City, Los Nietos, South Whittier, Whittier City, and Whittier Union High School Districts</i></p>	<p>Telephone: (562) 945-6431            Facsimile: (562) 945-5855</p>

**S**NAP, hosted by the 10 Child Care Resource and Referral (R&R) Agencies in Los Angeles County, provides education and resources for families and child care providers and strives to increase opportunities for children with disabilities and other special needs to access high quality early care and education programs. Each R&R is staffed by an Inclusion Specialist to answer questions by child care programs on how to most effectively meet the needs of children with special needs and their families. In addition, SNAP staff help families locate child care and development programs with special expertise in serving children with special needs.

<b>Special Needs Advisory Project (SNAP)</b>	<b>Contact Information</b>
<p><b>Center for Community and Family Services</b> 649 Albertoni Street, Suite 200 Carson, CA 90745</p> <p><i>Areas served: Downey, Compton, Torrance, and Lynwood</i></p>	<p>Telephone: (310) 217-2935 <a href="http://www.ccafs.org">www.ccafs.org</a></p>
<p><b>Child Care Information Service (CCIS)</b> 2465 East Walnut Street Pasadena, CA 91107</p> <p><i>Areas served: Pasadena and Foothill communities</i></p>	<p>Telephone: (626) 204-3517 <a href="http://www.ccispasadena.org">www.ccispasadena.org</a></p>
<p><b>Child Care Resource Center (CCRC)</b> 20001 Prairie Street Chatsworth, CA 91311</p> <p>42281 10<sup>th</sup> Street Lancaster, CA 93544</p> <p><i>Areas served: San Fernando Valley, Santa Clarita, and Antelope Valley</i></p>	<p>Telephone: (818) 717-1000 <a href="http://www.ccrccla.org">www.ccrccla.org</a></p> <p><i>Antelope Valley:</i> (661) 949-2615</p>
<p><b>Children’s Home Society of California</b> 330 Golden Shore Drive, Suite 20 Long Beach, CA 90802</p> <p><i>Areas served: Bellflower, Cerritos, Lakewood, Long Beach, and Norwalk</i></p>	<p>Telephone: (562) 256-7400 X3298 <a href="http://www.chs-ca.org">www.chs-ca.org</a></p>
<p><b>Connections for Children</b> 2701 Ocean Park Boulevard, Suite 253 Santa Monica, CA 90405</p> <p><i>Areas served: Culver City, Santa Monica, South Bay, and West Los Angeles</i></p>	<p>Telephone: (310) 452-3202 <a href="http://www.cfc-ca.org">www.cfc-ca.org</a></p>
<p><b>Crystal Stairs</b> 5110 West Goldleaf Circle, Suite 150 Los Angeles, CA 90056</p>	<p>Telephone: (323) 421-1086 (Spanish) (323) 421-1028 (English)</p>

<b>Special Needs Advisory Project (SNAP)</b>	<b>Contact Information</b>
<p><i>Areas served: Gardena, Inglewood, South Central Los Angeles, Hawthorne, and Lawndale</i></p>	<p><a href="http://www.crystalstairs.org">www.crystalstairs.org</a></p>
<p><b>Mexican American Opportunity Foundation (MAOF)</b>            972 South Goodrich Boulevard            Los Angeles, CA 90022</p> <p><i>Areas served: East and Southeast Los Angeles and Montebello</i></p>	<p>Telephone: (323) 890-9600            x114  <a href="http://www.maof.org">www.maof.org</a></p>
<p><b>Options – A Child Care and Human Services Agency</b>            13100 Brooks Drive, Suite 100            Baldwin Park, CA 91706</p> <p><i>Areas served: San Gabriel Valley and Whittier</i></p>	<p>Telephone: (626) 856-5900            x294  <a href="http://www.optionscc.com">www.optionscc.com</a></p>
<p><b>Pathways</b>            3550 West Sixth Street, Suite 500            Los Angeles, CA 90020</p> <p><i>Areas served: Downtown Los Angeles, Highland Park, Hollywood, Mid-Wilshire, Silver Lake, and West Hollywood</i></p>	<p>Telephone: (213) 427-2700            x542</p>
<p><b>Pomona Unified School District – Child Development Program</b>            1450 East Holt Avenue            Pomona, CA 91767</p> <p><i>Areas served: Pomona and surrounding cities</i></p>	<p>Telephone: (909) 397-4740            x5263</p>

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## Section K-6. Resources for Qualifications and Working Conditions

- [California Commission on Teacher Credentialing](#)
- [California Early Childhood Mentor Program](#)
- [Child Development Training Consortium](#)
  - [Child Development Permit and Matrices](#)
- [Investing in Early Educators Stipend Program](#)

**California Commission on Teacher Credentialing:** Evaluates and issues teaching credentials, certificates and permits for public school teachers in the State of California. There are six levels of Child Development Permits: Assistant, Associate Teacher, Teacher, Master Teacher, Site Supervisor, and Program Director. Visit [www.ctc.ca.gov/credentials/CREDS/child-dev-permits.html](http://www.ctc.ca.gov/credentials/CREDS/child-dev-permits.html) for additional information on Child Development Permits. For technical assistance, see the Child Development Training Consortium also listed in this section.

**California Early Childhood Mentor Program:** Provides training to experienced child care professionals interested in becoming mentors to new practitioners. Interested candidates submit applications to a local Mentor Selection Committee, who reviews each candidate's professional qualifications and conducts a quality review of the candidate's classroom. Selected Mentors receive a paid stipend for continuing in-service training and supervision of student teachers assigned to the Mentors' classrooms. Candidates selected as Director Mentors are paid stipends for guiding and offering practical help to protégé directors or site supervisors.

For additional information about the Mentor Program and to locate community colleges that participate, visit [www.ecementor.org](http://www.ecementor.org).

**Child Development Training Consortium (CDTC):** Funded by the California Department of Education/Child Development Division, promotes high quality early education to children and families by providing financial and technical assistance to child development students and professionals. Services include:

- **Community College Program:** Funds specific education costs at specified community colleges for eligible students pursuing careers in child care/development.
- **Child Development Permit Stipends:** Pays application processing fees for first time, renewing, and upgrading on the six levels of the Child Development Permit Matrix. In addition, reimburses first-time permit applicants \$56 for the Live Scan fingerprinting processing fee.
- **Career Incentive Grants:** Reimburses eligible students pursuing careers in child care/development for the cost of tuition, books and other enrollment fees.

- **Professional Growth Advisors:** Provides training and support to new and previously training professional growth advisors and maintains a registry of advisors. To renew a Child Development Permit, a permit holder (except Association Teacher who must follow separate requirements) must follow five-year renewal cycle requirements per the California Commission on Teacher Credentialing's *The California Professional Growth Manual for Child Development Permits*.

For additional information on CDTC services, visit the Web site at [www.childdevelopment.org](http://www.childdevelopment.org) call (209) 572-6080. In addition, the Child Development Permit Matrices may be downloaded from [www.childdevelopment.org/cs/cdte/print/htdocs/services\\_permit.htm](http://www.childdevelopment.org/cs/cdte/print/htdocs/services_permit.htm).

**Investing in Early Educators Stipend Program (Stipend Program):** Funded by the California Department of Education/Child Development Division (CDE/CDD) and developed by the County of Los Angeles Child Care Planning Committee, the Stipend Program is designed to increase the retention of early educators working in child development programs – centers and family child care homes – serving low income children. In addition, the Stipend Program helps early educators move towards completing college courses that contribute towards holding or upgrading their child development permit and achieving an Associate, Bachelor, and/or Master degree in child development or a closely related field.

Detailed information regarding upcoming Stipend Cycles, eligibility, requirements for receiving a stipend, and the application process are available at [www.childcare.lacounty.gov](http://www.childcare.lacounty.gov) or by calling the Office of Child Care at (213) 974-4674.

## Section K-7. Resources for Family and Community

- **Center for the Study of Social Policy**
  - Strengthening Families Through Early Care and Education
- **Zero to Three**
- ***Strengthening Families: Community Strategies that Work, Beyond the Journal, Young Children on the Web, March 2007***
  - Provided with the permission of the National Association for the Education of Young Children.

**Center for the Study of Social Policy (CCSP):** Strives to help states and localities implement creative and effective strategies that strengthen disadvantaged communities and families and ensure that children grow up healthy, safe, successful in school, and ready for productive adulthood. Among CCSP's major community building initiatives is *Strengthening Families Through Early Care & Education*, which uses early childhood programs to build evidence-based protective factors for children and their families.

Strengthening Families uses a protective factors approach to help parents who might be at risk for abuse and neglect to find resources, supports or coping strategies that allow them to parent effectively, even under stress. The presence of the protective factors appears to reduce the likelihood of child mistreatment. Using a logic model for reducing child abuse and neglect through early care and education, the approach builds upon parent and child resiliency rather than reducing risk.

Protective factors related to adult family members include:

- Parental resilience
- Social connections
- Knowledge of parenting and child development
- Concrete support in times of need

The protective factor related to children is:

- Their healthy social and emotional development

For additional information on CCSP, the Strengthening Families approach, and their other initiatives, visit [www.ccsp.org](http://www.ccsp.org).

**Zero to Three:** A national nonprofit multidisciplinary organization that supports the healthy development and well-being of infants, toddlers and their families by informing, educating and supporting the work of professionals and parents.

For additional information, visit their Web site at [www.zerotothree.org](http://www.zerotothree.org) or call their Western Office at (213) 481-7279.