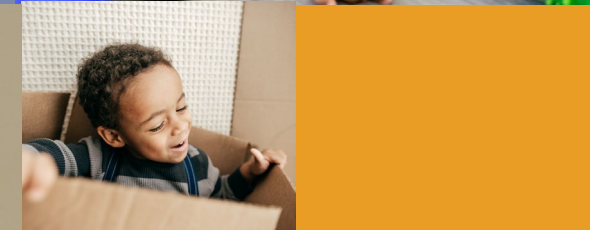


Interagency Coordinating Council (ICC) on Early Intervention Meeting

July 20, 2023



Housekeeping



Interpretación en español: haga clic en el globo blanco en la parte inferior de la pantalla con la etiqueta "Interpretation." Luego haga clic en "Spanish" y seleccione "Mute original audio."



ASL interpreters have been "Spotlighted" and live closed captioning is active



This meeting is being recorded

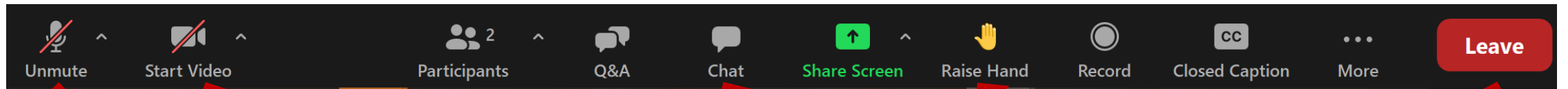


Materials are available at: <https://www.dds.ca.gov/services/early-start/state-icc-on-early-intervention-overview/>



Submit written comments via email to: earlystart@dds.ca.gov

Zoom Tips



Unmute mic only when it's your turn to speak



Turn your webcam on/off

All attendees can type questions/comments in the Q&A

Chat is available for Workgroup members only

Workgroup members can raise your hand when you want to speak

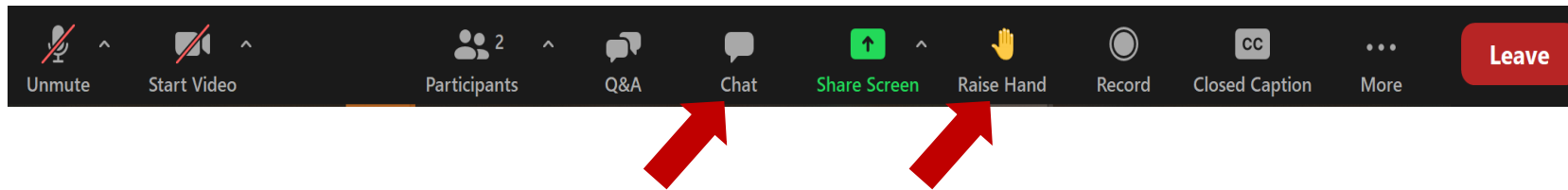
Leave the webinar at the end of the meeting



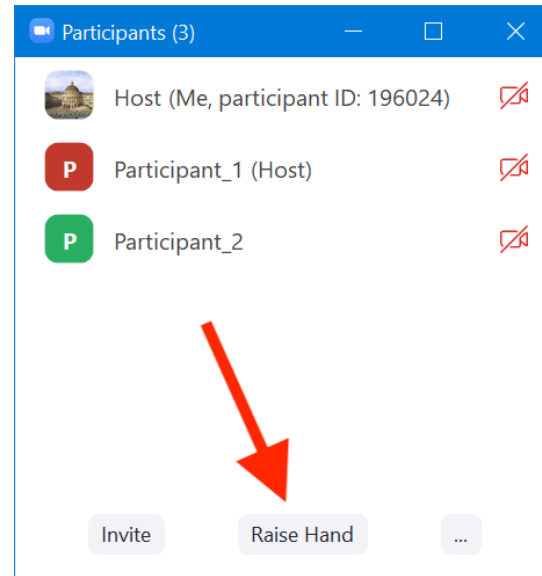
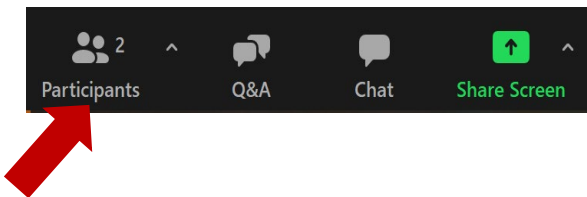
- For attendees, your video and microphone will not be available
- You will only see/hear workgroup members, DDS staff and presenters on screen
- Features will vary based on the version of Zoom and device you are using
- Some Zoom features are not available for telephone-only participants

Providing Comments - Appointed Members

Appointed Members: Please use the “Chat” or “Raise Hand” to comment



You may need to click on “Participants” and a new window will open where you can “Raise Hand”



Agenda

- I. Opening: Welcome and Roll Call
- II. Approval of Minutes
- III. Review ICC Mission and Purpose
- IV. Part C Literacy Article and Introduction of Meeting Theme
- V. DDS Updates and Information
- VI. Voices from the Field

Break

- VII. DDS Updates and Information Continue
- VIII. Presentation: Family Outcomes Overview - Kathleen Hebbeler
- VIII. Presentation: Family Outcomes Overview - Robert Rochin and Yvette Baptiste (FRCNCA)
- IX. Public Input

Lunch

- XI. ARPA Initiative Updates
- XII. Announcement of Committee Composition and Goals
- XIII. Committee Meetings

ICC MISSION AND PURPOSE

To promote and enhance a coordinated family service system for infants and toddlers, ages birth to three years, who have, or are at risk for having a developmental delay or disability, and their families, by utilizing and encouraging a family-centered approach, family-professional partnerships, and interagency collaboration



Part C Literacy Article

“Maternal Depression Can Undermine the Development of Young Children”

Authors

National Scientific Council on the Developing Child
National Forum on Early Childhood Policy and Programs

DDS Updates and Information

Maricris Acon, DDS
Alina Rahman and Sara Grijalva, DDS
Ernie Cruz, DDS

Service Access & Equity Efforts in Early Start

Alina Rahman, Analyst and Lead for the Community Navigator Program

**Sara Grijalva, Analyst, Lead for the Language Access & Cultural
Competency Program**

July 20, 2023



Service Access & Equity Grant Program

- ▶ \$11M Annual Funding ([WIC 4519.5](#))
- ▶ 22-23 included one-time additional \$11M
- ▶ Annual Guidelines developed with stakeholder input
 - ▶ 22-23 priorities included improving access to Early Start services, resources, and education for our diverse, underserved and marginalized communities
- ▶ 450+ [grants since 2016](#)
- ▶ Monthly CBO and RC Cultural Specialist Meetings



Navigating Early Start services for black infants exiting NICUs through grassroots and trauma-informed care approaches



First statewide Native American navigator program on tribal land at Pala Band of Mission Indians



First-of-its-kind navigator & support program for Deaf+



Empowering diverse emerging self-advocate leaders and mental health ambassadors with skill development through education and training



Connect Chinese and Vietnamese self-advocates and their aging caregivers with community partnerships and supports for future planning and advocacy training



Build a more culturally and linguistically responsive workforce of clinicians and behavior therapists from the African American and Hispanic communities

22-23 Early Start & Early Intervention Projects (1 to 8)

Organization	Population Focus	Grant Focus
Access Nonprofit Center	African American	Increase early intervention services & supports for black babies in NICU & clinical settings
Acorns to Oak Trees	Native American	Native American early intervention navigation project with culturally competent outreach for Tribal families
Alpha Resource Center	Hispanic, Native American	Hispanic & Native American Early Start focused connector program
Amigo Baby Inc	Hispanic	Expand access to virtual early intervention training & educational resources with application
Autism Society Inland Empire	Hispanic, Native American	Early Start support for marginalized families
Baby Builders	Hispanic	Spanish-speaking therapist recruitment to serve East Bay Hispanic communities
Board of Trustees of the Leland Stanford Junior University	African American, Chinese, Filipino, Hispanic, Indian, Japanese, Korean, Native American, Pacific Islander, Slavic, Vietnamese	A.F.E.C.T. Autism Family Empowerment Coaching and Training project to empower families of newly diagnosed children with autism
Center of Autism & Neurodevelopmental Disorders, UC Irvine	African American and Hispanic	Provide culturally competent developmental screenings & parent training for multi-racial & unhoused families

22-23 Early Start & Early Intervention Grant Projects (9 to 16)

Organization	Population Focus	Grant Focus
Chasing 7 Dreams	African American, Cambodian, Chinese, Filipino, Hispanic, Indian, Japanese, Korean, Native American, Pacific Islander, Vietnamese	Empower BIPOC parents and caregivers by increasing early intervention awareness and knowledge of healthy child development
Children's Hospital Los Angeles	African American, Cambodian, Chinese, Filipino, Hispanic, Hmong, Indian, Japanese, Korean, Mien, Native American, Pacific Islander, Slavic, Vietnamese	Pediatric navigator project for Native American and multi-racial families
Early Years Therapy	Hispanic, Native American	Increase awareness and trust in Early Start services by utilizing a culturally and linguistically competent approach
Family Support Network	African American, Cambodian, Chinese, Hispanic, Japanese, Korean, Vietnamese	Developmental screenings for underserved communities
Far Northern Regional Center	Native American	Connecting Tribal families with Early Start services
Fostering Early Learning Institute	African American, Hispanic, Native American	Establish early start community learning circles and developmental screenings
Special Needs Network	African American, Hispanic	Apprenticeship program to train and mentor culturally diverse ABA service providers for African American and Hispanic children
Wayfinder Family Services	African American, Chinese, Filipino, Hispanic, Native American, Pacific Islander	Early Intervention NICU navigators applying trauma informed approach in Los Angeles and Ventura counties

Community Navigator Program

Family Resource Center Network with community partners implement the statewide navigator program

- Navigators with lived experience who have linguistic and cultural competency awareness
- Program prioritizes accessibility and flexibility
- 21 programs with measurable outcomes

Program Updates:

- 71 navigators statewide
- 1,157 Individuals/Families received services
- 3,040 follow-up contacts made with families



Language Access & Cultural Competency

To improve consumer & family experience and to facilitate more consistent access to information & services for multi-lingual, monolingual & diverse cultural groups

RC Language Access & Cultural Competency Plan implementation includes:

- Conducting assessments
- Engaging with diverse communities
- Hosting listening sessions
- Developing linguistically competent resources
- Measuring outcomes & progress

**Approved RC plans are posted on each RCs website*

Tribal Outreach & Engagement

Connecting with Tribal Communities to improve awareness of Early Start & early intervention programs

- ▶ CTFC partnership with RCs: San Diego, Kern & Far Northern
- ▶ Focus: Outreach and training, development of a Tribal Engagement Guide & culturally competent resources
 - September 21 - *2nd Annual American Indian Developmental Disability Symposium* to be hosted by Wilton Rancheria in Elk Grove, CA
 - Family listening Sessions
 - Active Tribal Database available on website
 - RC Tribal Engagement & Cultural Competency Trainings



**CALIFORNIA
TRIBAL FAMILIES
COALITION**

Implicit Bias Training

April 2023 - DDS contracted with EquitiFy to implement statewide training to raise awareness of unconscious biases to decrease barriers to access to services

Scope of Work

- ▶ Survey RCs and develop a training curriculum with input from self-advocates, families, community partners, & RCs
- ▶ Intake and clinicians to be a focus of training
- ▶ Multiple training formats: in-person, hybrid and virtual
- ▶ Pre and post training surveys to be completed

Engaging Diverse Communities

Building trust with diverse communities has been at the heart of DDS' equity related initiatives

- African American Focus Group
- Hispanic/Latino Focus Group
- Tribal Engagement
- Community-Based Organization Meetings
- RC Cultural Specialist Meetings
- Family Resource Center Leadership Meetings



Thank you, Gracias, تشكر

- www.dds.ca.gov
- SAEGrantprogram@dds.ca.gov



Voices from the Field Updates

Fran Chasen - Infant Development Association of CA

Jordan Lindsey - The Arc

Marty Omoto - California Disability Community Action Network

Robert Rochin - FRCNCA

BREAK

DDS Updates and Information

Maricris Acon, DDS

RATE REFORM IMPLEMENTATION UPDATE

July 2023



BACKGROUND

Rate study recommended establishment of a standardized fee schedule

- Vendors providing the same service in the same catchment receive the same rate
- Rate schedules vary by regional center to account for costs
- Rates vary based on service details such as staffing qualifications

Consistent with ABX2-1 direction, the rate study included recommendations beyond rates

- Standardization of service requirements
- Simplification of service codes
- Changes to billing units
- Bundling costs

[Link](#) to 2019 Rate Study Report

[Link](#) to 2020 DDS Response to Public Comment

AB 136 RATE REFORM AND SB188 ACCELERATION

AB 136 RATE ADJUSTMENT TIMELINE is as follows:

April 1, 2022 (completed)

- 25 percent of difference between March 31, 2022 and applicable rate model

January 1, 2023 (completed)

- 50 percent of difference between March 31, 2022 rate and applicable rate model

July 1, 2024

- Full Implementation of rate models with two payment components
 - Base rate equaling 90 percent of the rate model
 - Quality incentive program component of up to 10 percent of the rate model

DEVELOPING / UPDATING SERVICE STANDARDS

- Final phase of implementation in July 2024 requires rate study recommendations to be defined and communicated
- Review all current state statutes and regulations
 - Document changes to existing service requirements
 - Establish new service requirements (miscellaneous service codes, existing services being 'divided' into separate services)
 - Determine effective dates (i.e., when new standards go into effect)
- Consider administrative impacts of these changes
- Publish guidance, reference materials to assist RCs and providers

KEY RATE MODEL ASSUMPTIONS – EARLY START

Infant Development Program and Early Start Specialized Therapeutic Services rates vary by:

- Regional Center
- Home and Center based settings
- 1:1 to 1:3 Ratios
- Rates vary by discipline
 - For example, licensed professionals, specialists with a bachelor's degree, paraprofessionals

COMMUNICATING CHANGES

- Working with RCs and providers on operational changes needed to implement full rate models on July 1, 2024
- DDS continues to explore options to address provider feedback
- DDS will host webinars by provider type
 - Rate model assumptions
 - Highlight changes by service
 - Operational changes

QUESTIONS?

Questions about Rate Model
Implementation may be directed to DDS
at ratesquestions@dds.ca.gov

Presentation

Family Outcomes Overview

Kathleen Hebbeler



Indicator C4: Family Indicator, the Data, the Challenges

Kathy Hebbeler

Presentation to California's Interagency Coordinating Council, July 20, 2023

Why Collect the Family Indicator Data?

The Office of Special Education Programs (OSEP) requires it.

Requirement

Early Start is funded with public dollars. The public has a right to know that these dollars are well spent.

Public Accountability

Infants, toddlers and their families are entitled to effective services. Outcomes data provide a window into whether they are getting them.

Accountability to children and families

Outcomes data show which programs need to improve and whether program improvements are working.

Program Improvement

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Background Information

California reports family data every year in the Annual Performance Report (APR)

11 Indicators
for Part C

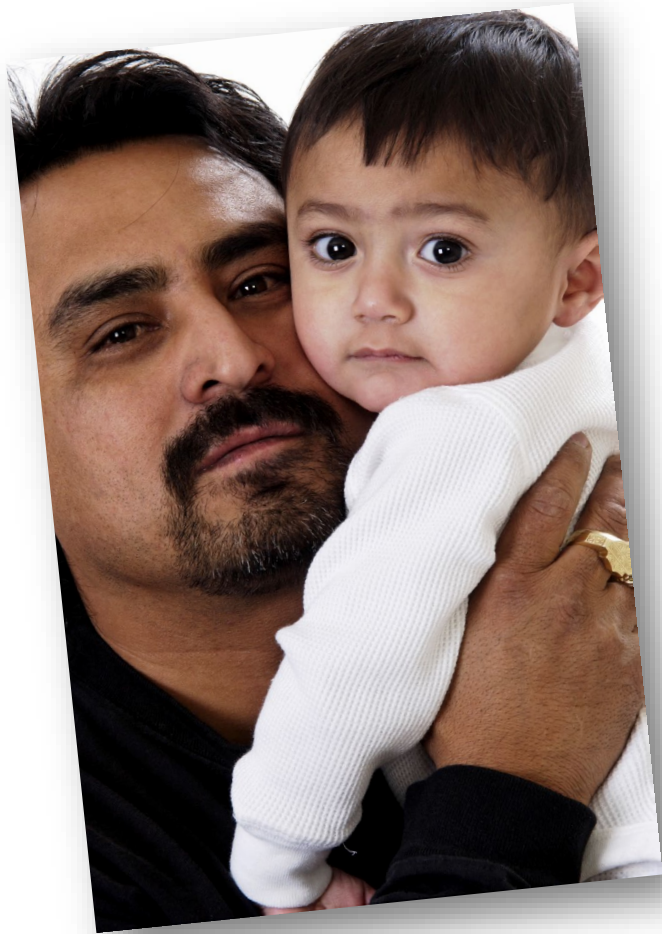
State sets
targets for
each indicator

Family
Indicator is
C4 (A,B,C)

9 Compliance
2 Results

State reports
data and
whether target
was met

C4. Family Indicator



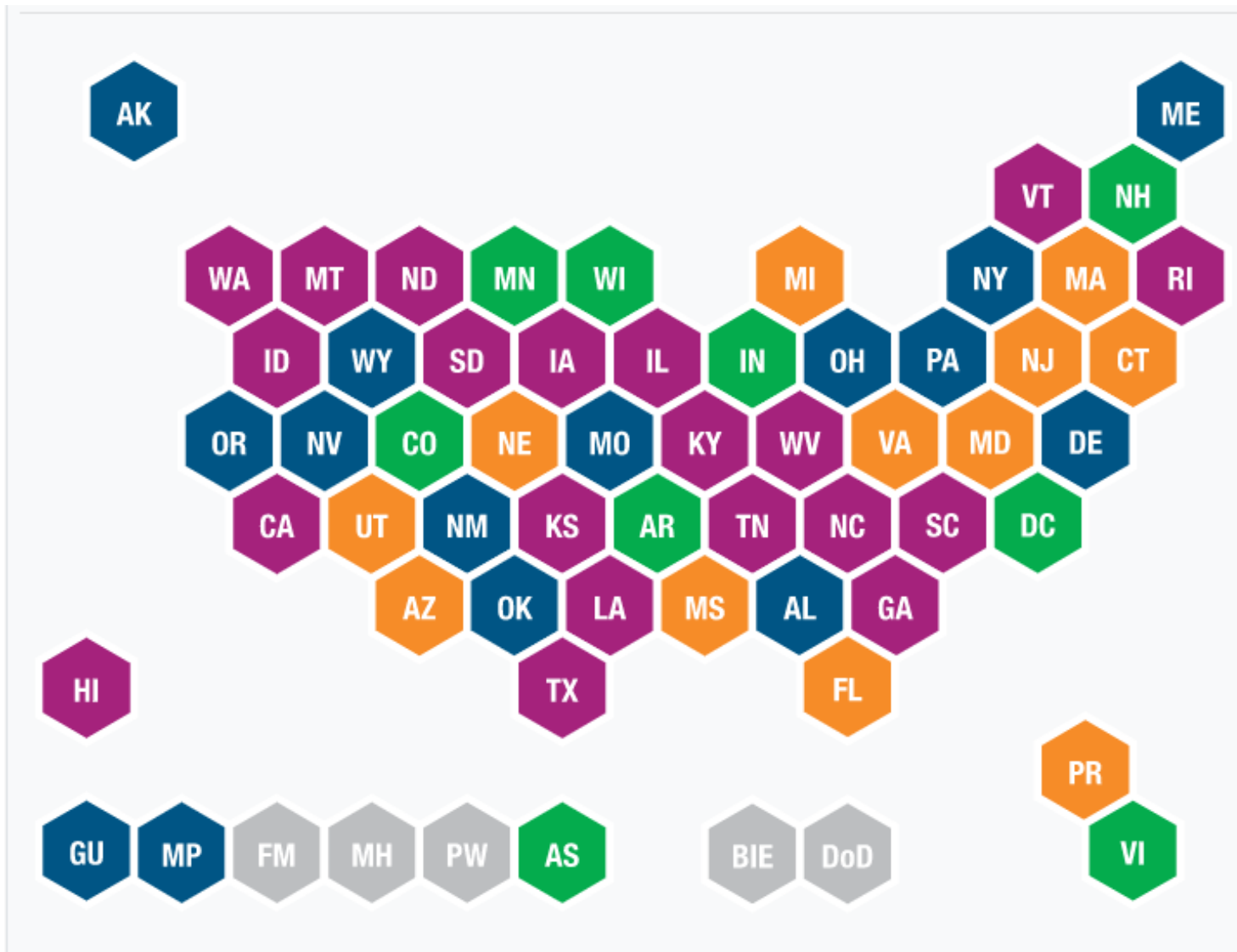
Percent of families participating in Part C who report that early intervention services have helped the family:

- A. Know their rights;
- B. Effectively communicate their children's needs; and
- C. Help their children develop and learn.

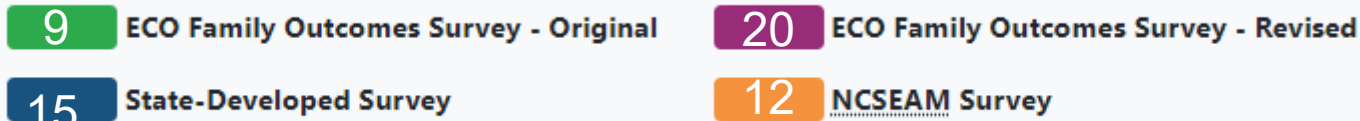
Reporting Details

- OSEP allows states to sample
- States can collect data by survey
- States can select 1 of 3 surveys or develop their own
- States can choose who gets the survey
 - E.g.s., all families; all families with 3 months of service; families who exit

Surveys used by States for the Family Indicator



Source:
<https://ectacenter.org/eco/pages/familyoutcomes.asp>



Knowing your rights

How helpful has early intervention been in...

- | | | | | | |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. giving you useful information about services and supports for you and your child? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. giving you useful information about your rights related to your child's special needs? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. giving you useful information about who to contact when you have questions or concerns? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. giving you useful information about available options when your child leaves the program? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. explaining your rights in ways that are easy for you to understand? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Communicating your child's needs

How helpful has early intervention been in...

- | | | | | | |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 6. giving you useful information about your child's delays or needs? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. listening to you and respecting your choices? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. connecting you with other services or people who can help your child and family? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9. talking with you about your child and family's strengths and needs? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10. talking with you about what you think is important for your child and family? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 11. developing a good relationship with you and your family? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Helping your child develop and learn

How helpful has early intervention been in...

- | | | | | | |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 12. giving you useful information about how to help your child get along with others? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 13. giving you useful information about how to help your child learn new skills? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 14. giving you useful information about how to help your child take care of his/her needs? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 15. identifying things you do that help your child learn and grow? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 16. sharing ideas on how to include your child in daily activities? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 17. working with you to know when your child is making progress? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Answer Choices:

Not at all helpful
A little helpful
Somewhat helpful
Very helpful
Extremely helpful

Survey is on the Early Start web site: https://www.dds.ca.gov/wp-content/uploads/2022/11/FamilySurvey_English-2022.pdf

CA Survey Process

- DDS selects a sample of families
- Sampled families are mailed survey in English and Spanish.
 - Families also can complete the survey in Chinese, Tagalog, Hmong, Korean, Farsi, and Vietnamese.
- Families given option to complete the survey online.
- Can mail completed survey or scan it and email it.
- Families sent a reminder postcard.
- Other strategies used to get families to complete the survey (e.g., FRCs provide reminders)

Reporting Details

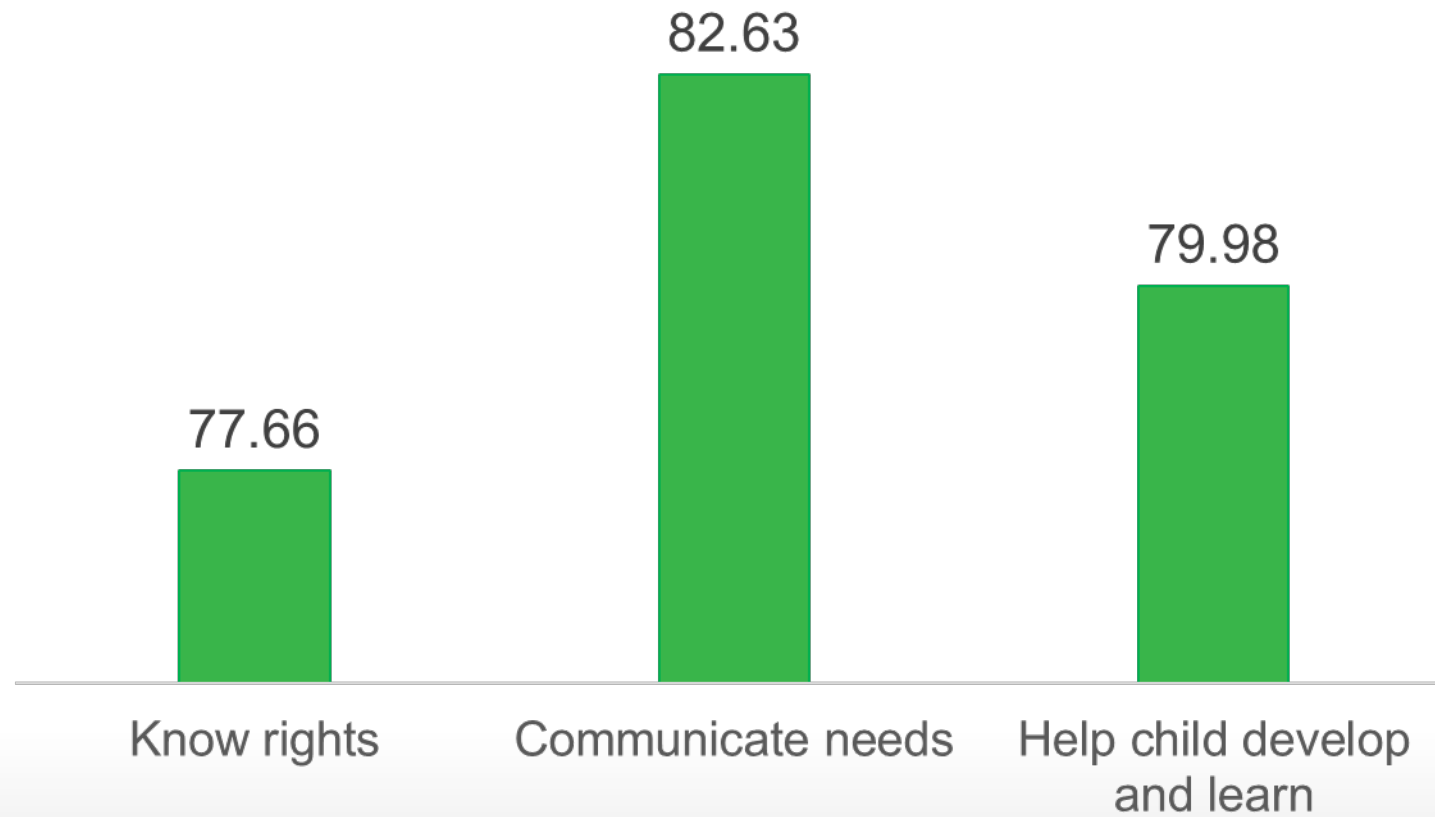
- Response rate. States must:
 - Report response rate (number of families who returned surveys divided by number who received surveys)
 - Compare current response rate to previous response rate
 - Analyze response data to identify potential nonresponse bias
 - Are the respondents' demographics (e.g., race/ethnicity, age of child, geographic location) representative of the families served?

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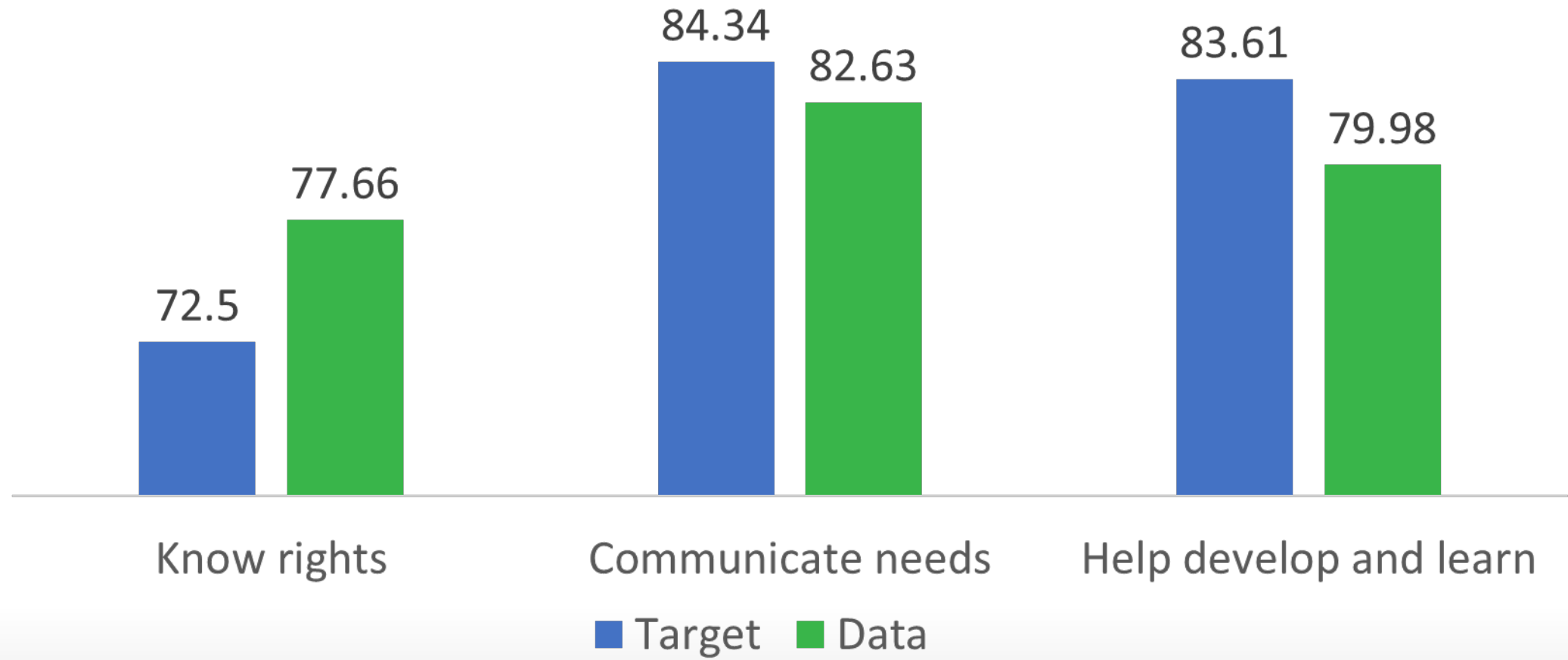
The Data

Family Indicator is C4 (A,B,C)



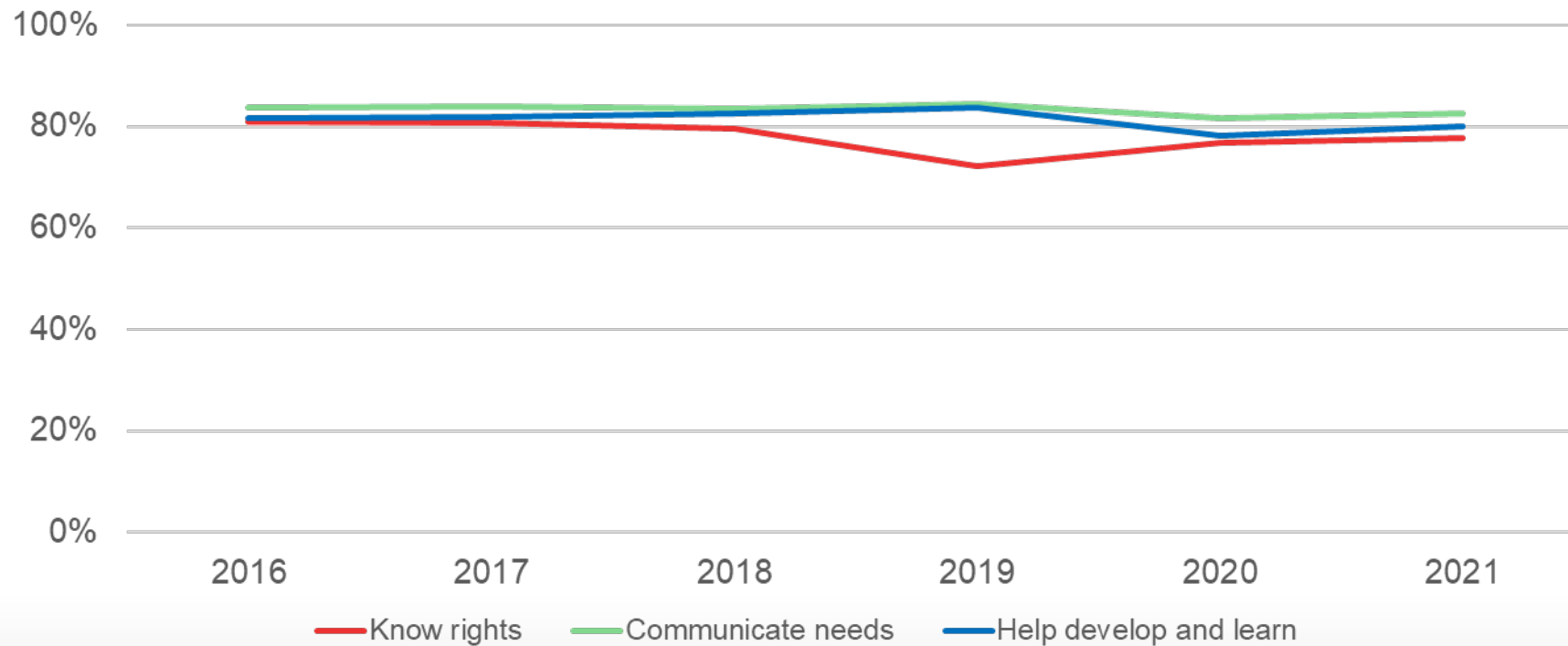
CA Family Indicator (C4) for 2021

Percent of families who indicated that early intervention helped their family...



Changes over time in the CA Family Indicator (C4): 2016 to 2021

Percent of families who indicated that early intervention helped their family...

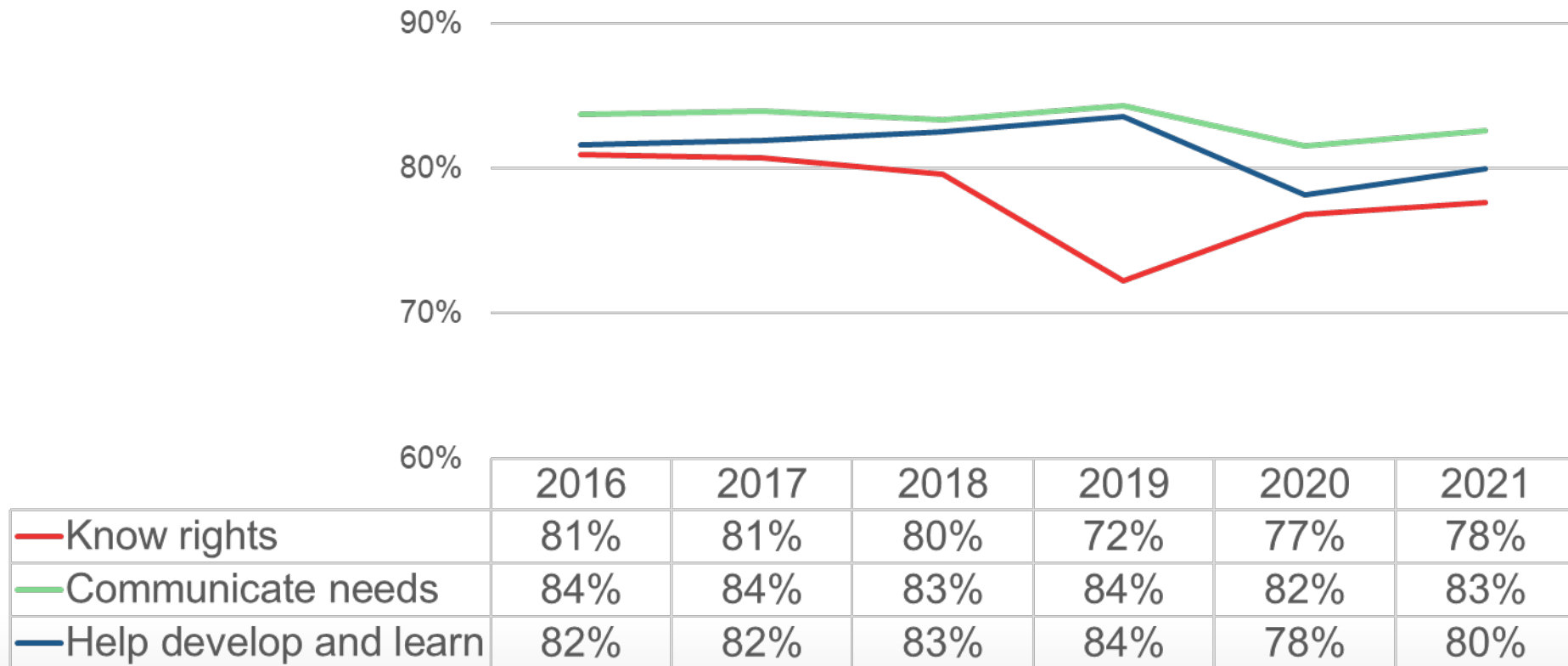


The results have been fairly similar from year to year.

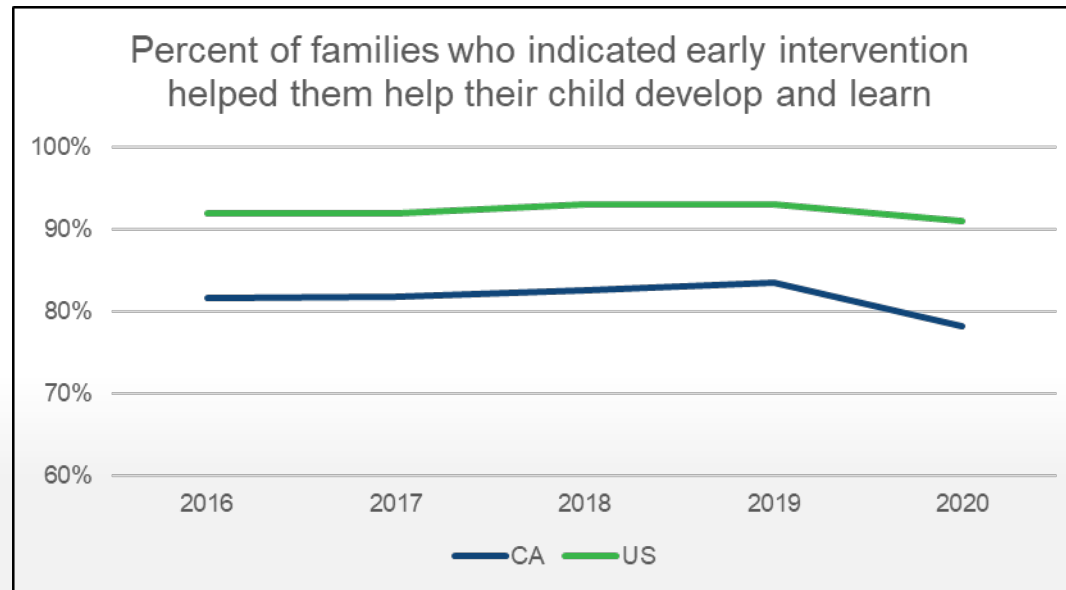
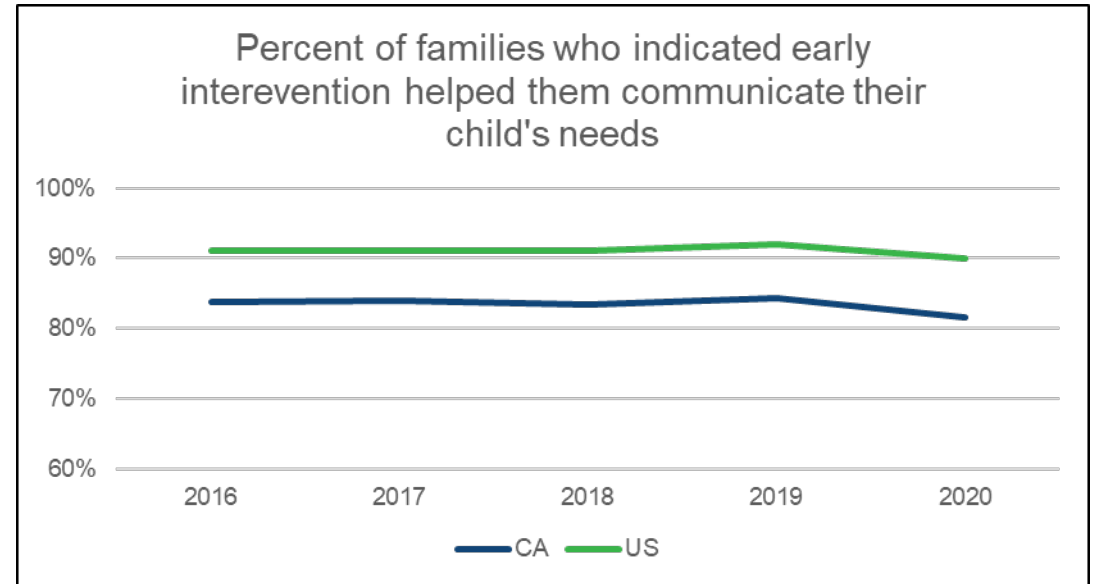
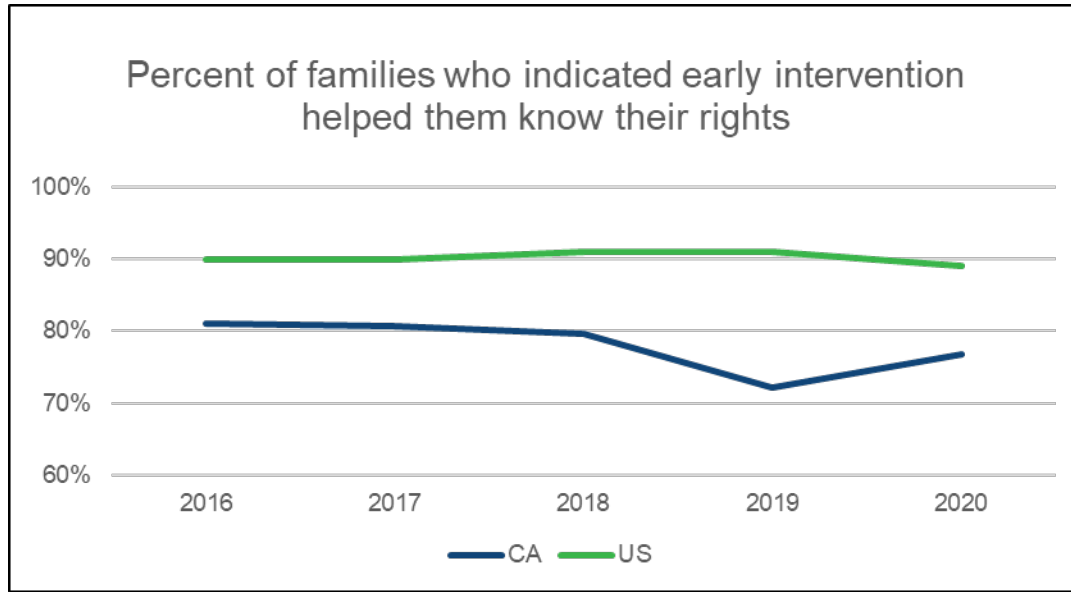
2019 was unusual for “Know rights”

CA Family Indicator: 2016 to 2021

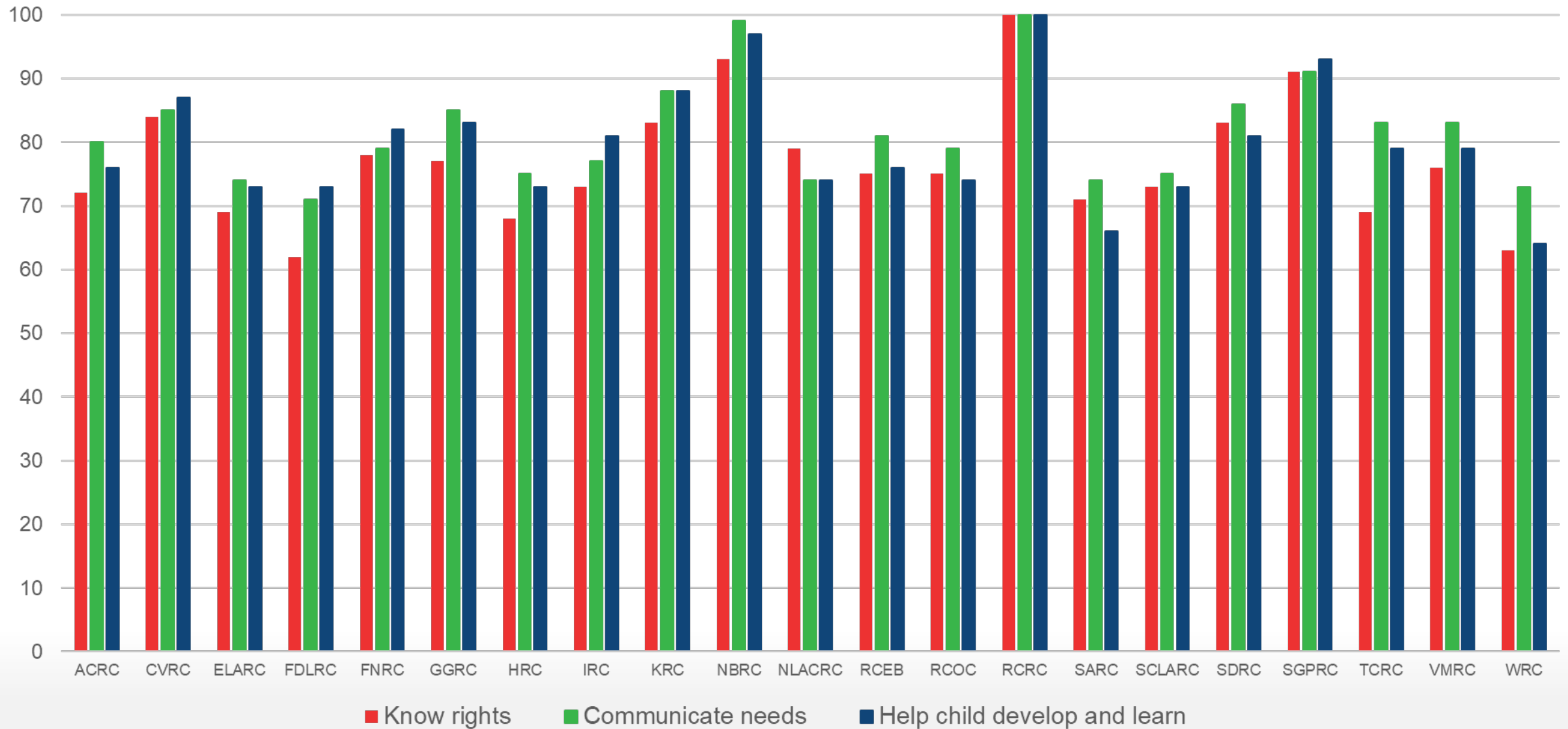
Percent of families who indicated that early intervention helped their family...



CA and US Family Indicator (C4) Data: 2016 to 2020



CA Family Indicator (C4) for Each Regional Center, 2021



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The Quality of the Data

Data from families are critical
for accountability and
program improvement



Program improvement
requires using the data

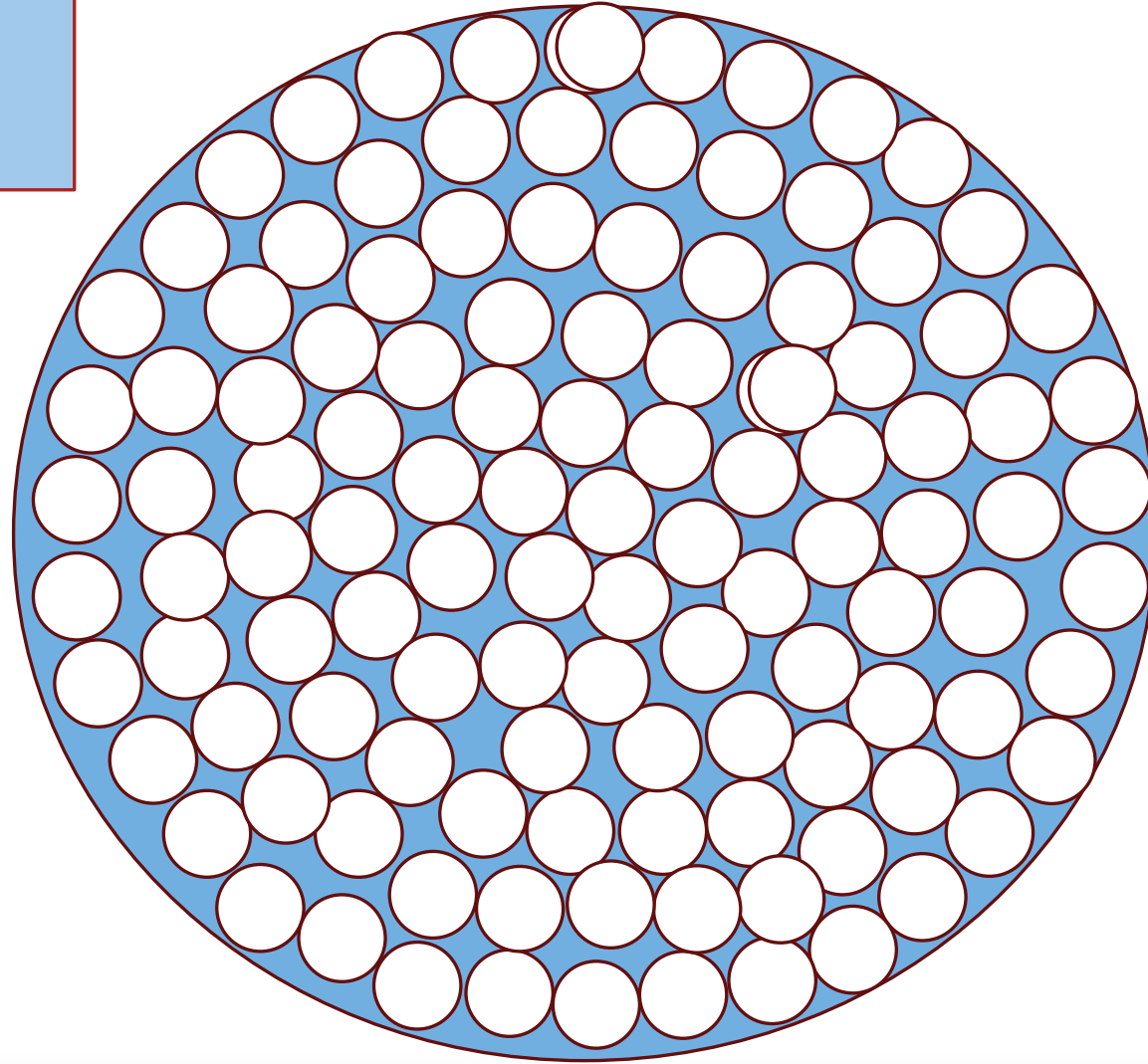
BUT

Data are only useful if they
can be trusted

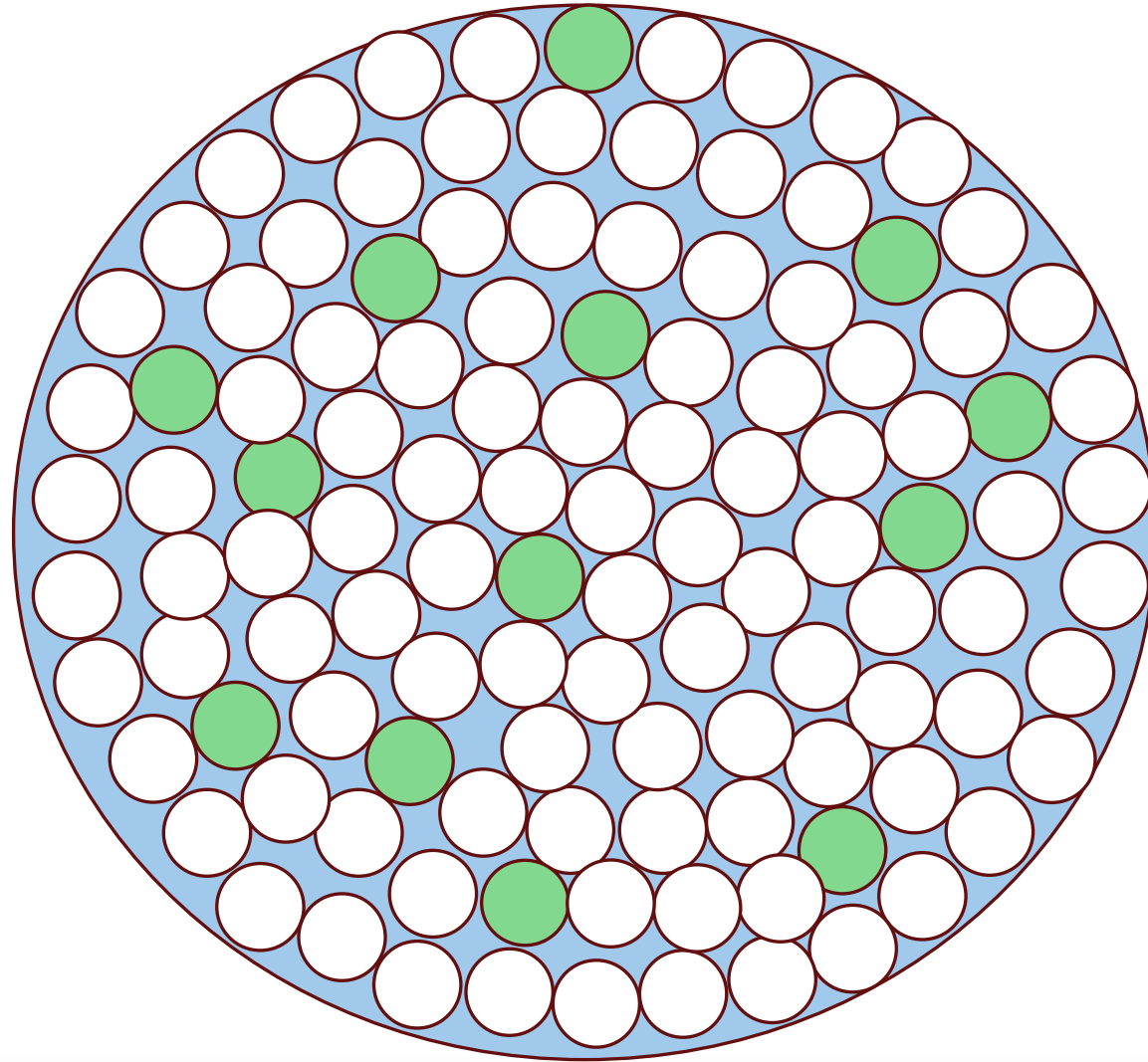
BUT

Data quality only improves
when the data get used

Can you trust the
Family Indicator
data?

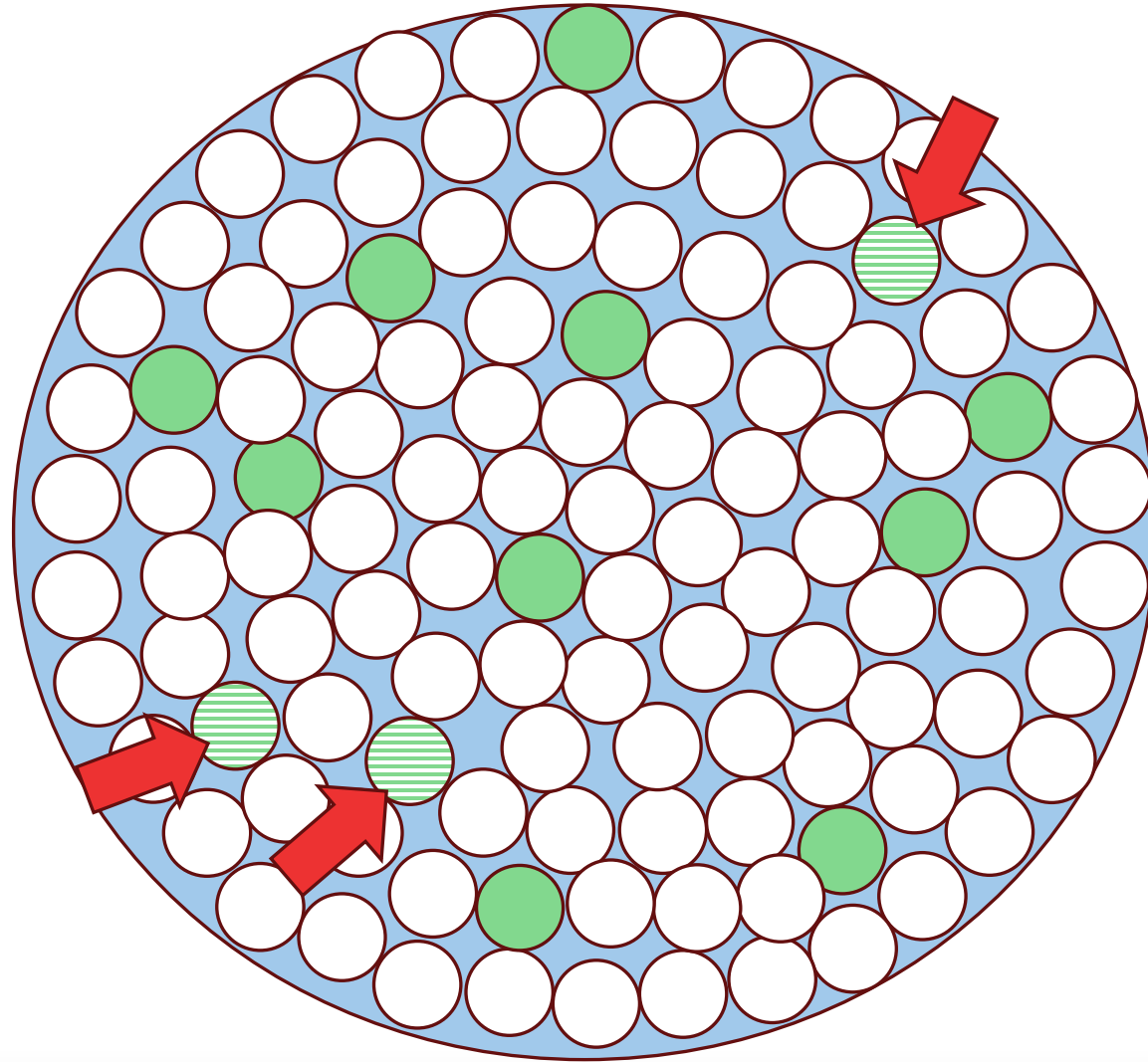


The white dots
represent all the
families in the
program



The white dots represent all the families in the program.

The green dots are the families who are in the sample and receive a survey.



The white dots represent all the families in the program.

The green dots are the families who are in the sample and receive a survey.

The dots with green lines are families who returned the survey.

Response Rate for Family Surveys (2021)

Surveys
Sent

7,954

Surveys
Returned

933

Response
Rate

12%



More about response rate

- 40% of families are served by LA Regional Centers
 - Response rate for LA RCs was 9.9%
- Substantial variation in response rate by race/ethnicity

Race/ethnicity	Response rate
Asian	26.3
White	25.3
Hispanic	20.0
More than one race	15.5
Black or African American	8.3
Native American or Native Alaskan	1.3

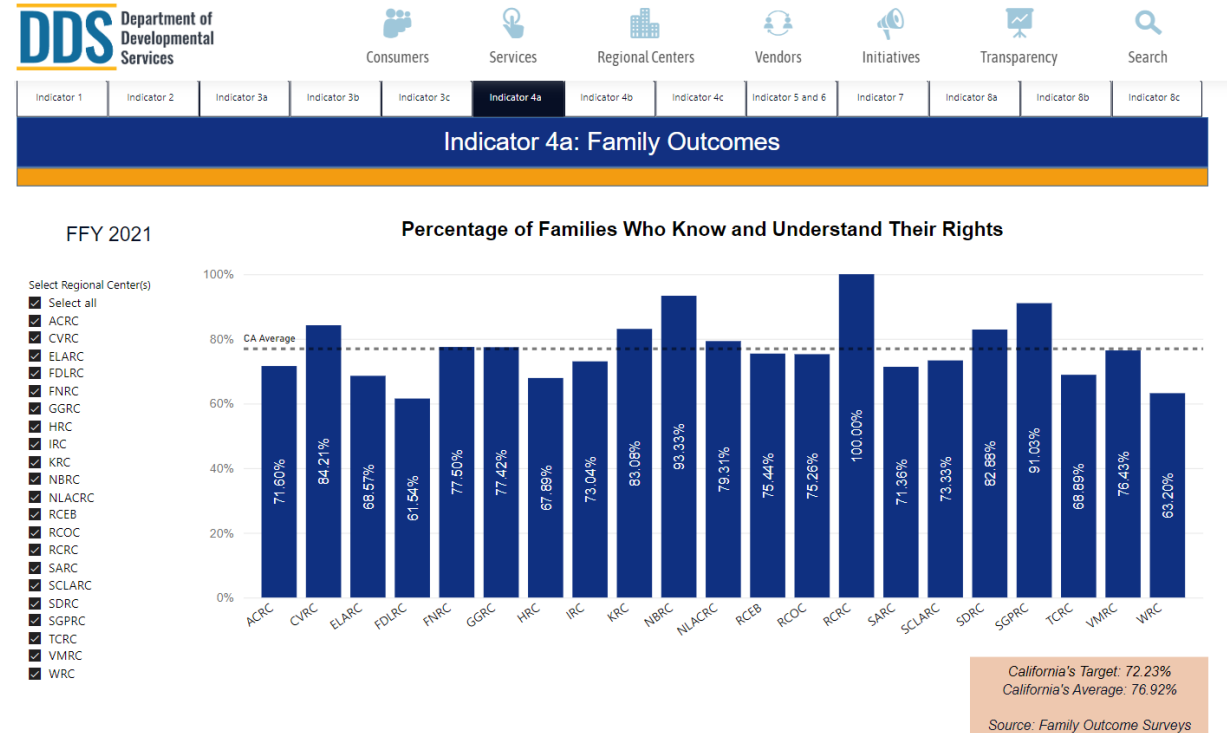
Implications of low response rate

- Results in larger **confidence intervals** around the findings
 - Percent of families who reported early intervention helped them know their rights
 - Data reported → 77.7%
 - Way to think about the data → between 74.5 and 80.9%
 - How similar in their opinions about early intervention are the people who responded and the people who did not???
 - Are the data accurate?



Public Reporting by Regional Center

- Sample size and response rate for each regional center must be large enough to support public reporting for the RC data to be useful.



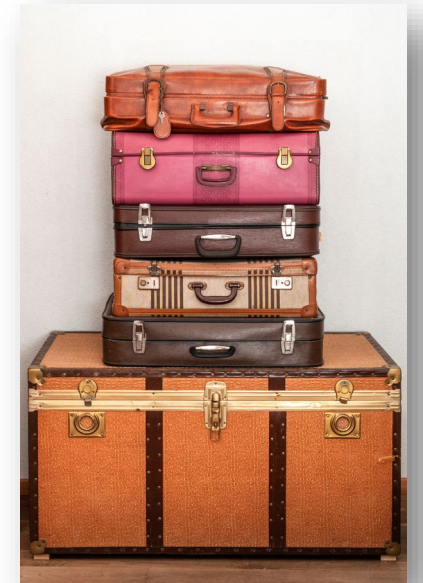
Next steps



- DDS is conducting additional analyses to understand who is and is not returning the surveys
- DDS is looking at ways to increase response rate
 - Working with the national technical assistance centers
- And then ...using the data to improve programs

Take Aways

- The family indicator data for California has been relatively unchanged for many years.
- The family indicator data for California has been consistently lower than the national data.
- There is substantial variation across the Regional Centers.
- Only a small percentage of the families who receive the survey complete it.
 - This casts doubt on the trustworthiness of the findings.



Find out more at dasycenter.org
and ectacenter.org

The contents of this document were developed under a grant, #H373Z190002, and a cooperative agreement, #H326P170001, from the Office of Special Education Programs, U.S. Department of Education. However, the content does not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government.

DaSy Center Project Officers: Meredith Miceli and Amy Bae

ECTA Center Project Officer: Julia Martin Eile



Office of Special Education Programs
U.S. Department of Education

Presentation

Family Outcomes Overview

Robert Rochin
Yvette Baptiste



Family Outcomes

FRC Support Services

Family Outcomes Survey (Revised)

Section A: Family Outcomes

Focuses on the ways that parents support their child's needs

Section B: Helpfulness of Early Intervention

Focuses on helpfulness

Section B most likely focuses on the helpfulness or even system satisfaction for example helping to know your rights, communicating your needs, and helping your child learn. Part A is most connected to the direct work of FRCs.

Parents supporting their child's needs using information, referrals and resources



Understanding Your child's strength, needs, and abilities

Knowing your rights and advocating for your child

Helping your child develop and learn

Having support systems

Accessing the community



*Let me show you
how we do it!*

[Video Link Here](#)

Supporting Families

Thank You!

gracias

谢谢



PUBLIC INPUT

Public Input Guidelines

- **COMMENTS CAN BE IN WRITING OR SPOKEN**
All comments are published as part of the public record and provided to ICC members
- **EACH PERSON HAS 2 MINUTES TO COMMENT**
We want to make sure there's time to hear from everyone. Longer comments? Submit them in writing to ensure your full message is shared
- **COMMENTING ON BEHALF OF OTHERS**
One person is welcome to share input from others, please just be mindful of time, summarize key points and turn in any written statements
- **IF YOU WANT TO SPEAK, SIGN IN**
Signing in allows us to call on you when it is time for public comment
- **PLEASE BE SPECIFIC**
A clear statement-including specific suggestions for addressing any concerns you may have- is most helpful
- **WANT TO SHARE A POWERPOINT OR VIDEOS AS PART OF YOUR PUBLIC COMMENT?**
Email EarlyStart@dds.ca.gov at least 14 days in advance with any audio/visual needs

LUNCH

ARPA Initiative Updates

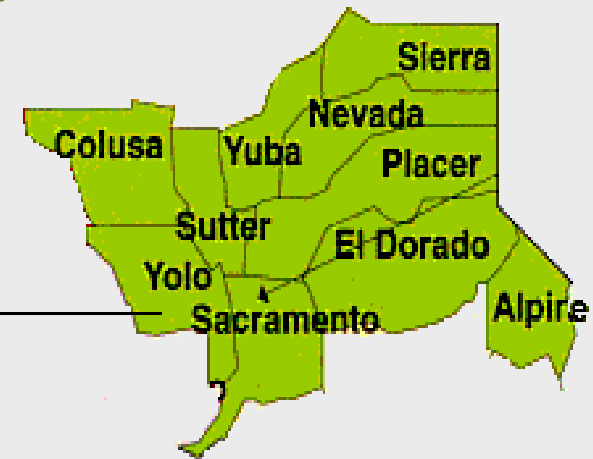
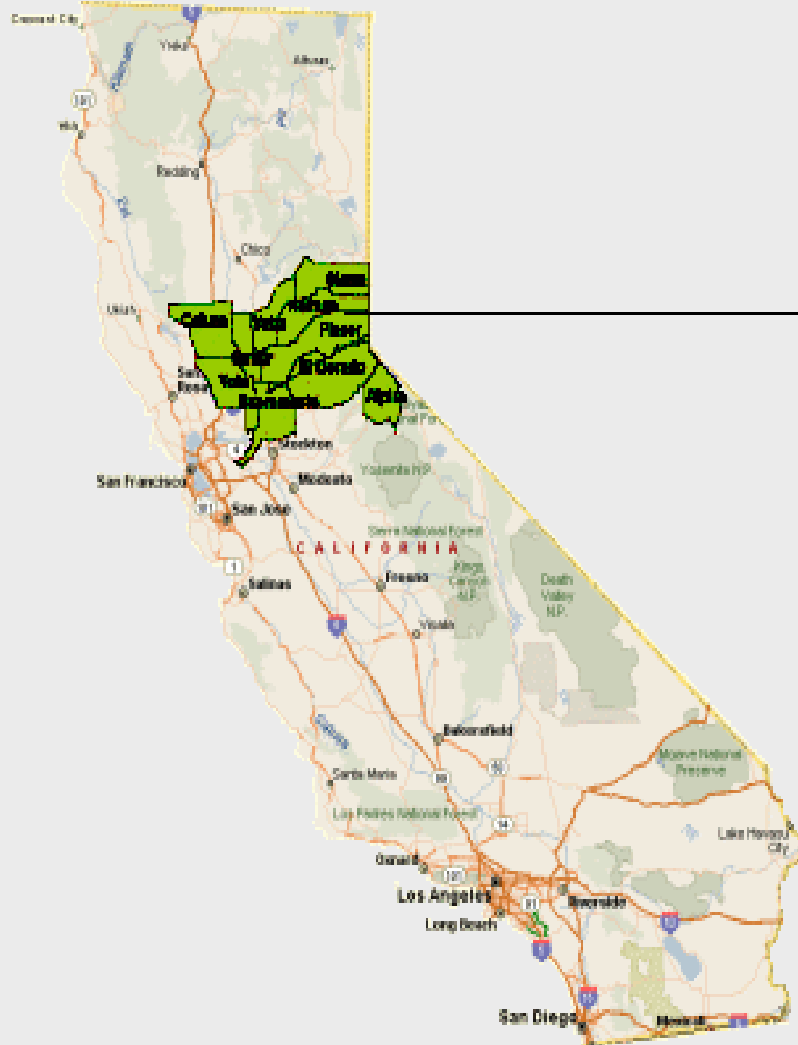
Culturally & Linguistically Sensitive Services Pilot
Alta California Regional Center

Family Wellness Pilot
Far Northern Regional Center

American Rescue Plan Act (ARPA)
Part C Initiative for Early Start:
*Develop Culturally & Linguistically
Sensitive Services*

Interagency Coordinating Council on Early Intervention

ACRC serves over 29,000 clients



**Alta California
Regional Center**

Goals

- Support families' unique needs in accessing critical services for their young children.
- Increase the availability of a provider network that reflects the cultural and linguistic diversity of the community.
- Expand provider capacity to serve more children.



Outreach:

- To address the shortage of Early Start providers.
- To introduce the Early Start profession to those who may not be familiar.
- To attract students to choose internships and eventual careers in Early Start.

Cultural and Linguistic Diversity

We have incentivized our vendors to serve our culturally and linguistically diverse families by providing new hire stipends to those who hire therapists who are proficient in our families' cultures and languages.



Expansion of Service Delivery



- Nonworking Hours (early morning, evenings, weekends, & holidays)
- In languages other than English
- Remote and Underserved Areas
- Provided in-person

Family Outcomes

Family Centered Practices

- Respect families' schedules and be responsive to their circumstances by being flexible with service delivery times/dates.

Capacity Building

- Provide services in person in family's preferred language.
- Increase capacity to serve other cultures and languages.

Family and Professional Collaboration

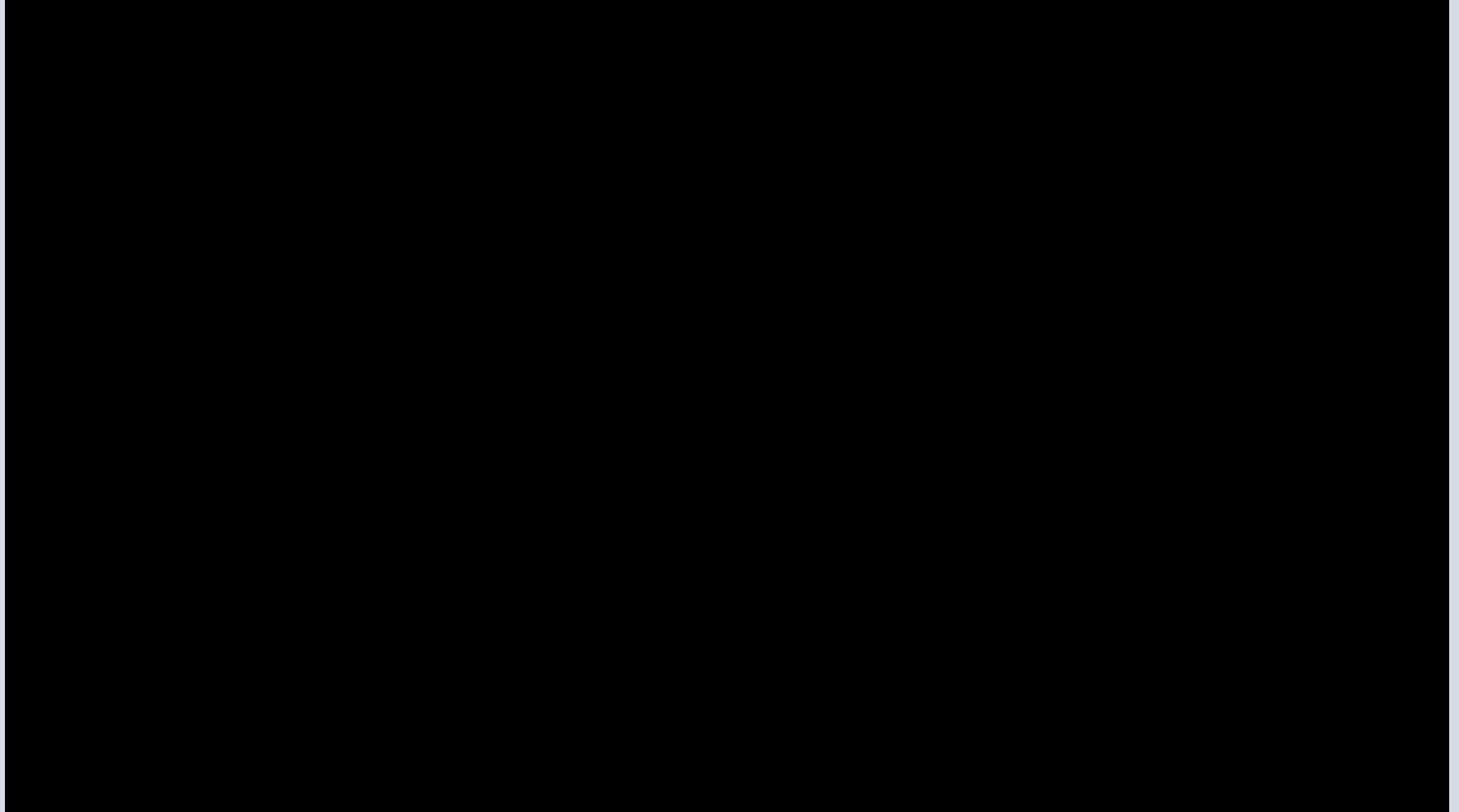
- Face to face interaction enhances the families' capacity to access services.
- Increase in comfort level leads to increased capacity for understanding and engagement.





Family Wellness Pilot Program

[Video Link Here](#)



FNRC Philosophy

Far Northern Regional Center will provide services and supports that allows persons with developmental disabilities to live productive lives as welcomed members of their community.

Our goal is to provide the families we serve with the support they need, to ensure wellness of their family.



Family Wellness-Plan

- Program Offerings:

- Family Support Group/Counseling

- 12 week sessions for families of children age 0-5 with a recent diagnosis or at risk
 - Address stressors and develop supports for families
 - Topics for discussion include:
 - Family Dynamics, Early Start Part C & B Services, Generic Resource Supports, Grief Counseling, Developmental Milestones, Celebrating Accomplishments
 - Sessions held in Shasta, & Butte counties
 - Spanish and ASL translation offered upon request

- Family Counseling

- Up to 5 private counseling sessions
 - Address stressors and develop supports for families



Family Wellness - Plan

Addressing Barriers:

- Childcare for siblings, including homework assistance
- Transportation
- Dinner provided to families
- \$15 gas card provided to families each night of attendance



Socialization Training Program



Family Style Dinner in Redding



Dinner served by local food truck in Chico!



Family Wellness-Implementation Strategy

Family Counseling

- Provided by a Licensed Clinical Social Worker (SCOE & NVCSS)
- Initial counseling to focus on diagnosis and how it may impact the families
- Parents, immediate family, siblings and those that provide support (grandparents) will be eligible
- If intensive counseling services are indicated, a referral will be coordinated with a community provider



Family Wellness Collaborations

Shasta County Office of Education, Chico Unified School District and FNRC have collaborated to develop the Family Wellness Pilot Program out of Redding and Chico

- Family Support Group/Counseling
 - Redding: Shasta County Office of Education, Licensed Clinical Social Worker
 - Chico: Northern Valley Catholic Social Services & Family First (2-5 year olds)
- Family Counseling
 - Redding: Shasta County Office of Education, Licensed Clinical Social Worker
 - Chico: Northern Valley Catholic Social Services



Family Wellness- Twelve Week Itinerary

- **Shasta County:**

- June 13th - Introduction, orientation, and what are you hoping for?
- June 20th - Positive Social Connection
- June 27th - Parent Resilience
- July 11th - Grief
- July 18th - History of Lanterman and Future
- July 25th - Social Emotional Competence
- Aug 1st - Knowledge of Child Development
- Aug 8th - Concrete Support in Times of need
- Aug 15th - Veteran Parent/Nurturing Father's
- Aug 29th – Rowell & Center On Me Mains'l
- Sept. 5th - Parent Networking & Collaboration



Redding Parent Counseling Group



Family Wellness - Twelve Week Itinerary

- Butte County (Spanish Speaking Only):

- June 29th - Welcome/Get to Know You/What to Expect
- July 6th - HX of Lanterman/Regional Center Services/Future
- July 13th - Knowledge of Parenting and Child Development - ages and stages
- July 20th - ABA
- July 27th - Grief
- Aug 3rd - ACEs/Social Emotional Competence
- Aug 10th - Positive Social Connection
- Aug 17th - Veteran Parent/Parent Resiliency
- Aug 24th - Concrete Support in Time of Need
- Aug 31st - Adult Client
- Sept 7th - Rowel-IEP Training
- Sept 14th - Center On Me Mains'l/Closing Celebration/Successes



Chico Parent Counseling Group



Attendance

- Shasta County:

- 97 Families Referred
- 28 Families Participated
- 10 Families Currently Attending
- 26 Families Waitlisted for Next Session
- 6 Families referred for Individual Counseling

- Butte County:

- 60 Families Referred
- 36 Families Participated
- 12 Families Currently Attending SSO
- 18 Families Waitlisted for Next Session
- 11 Families referred for Individual Counseling

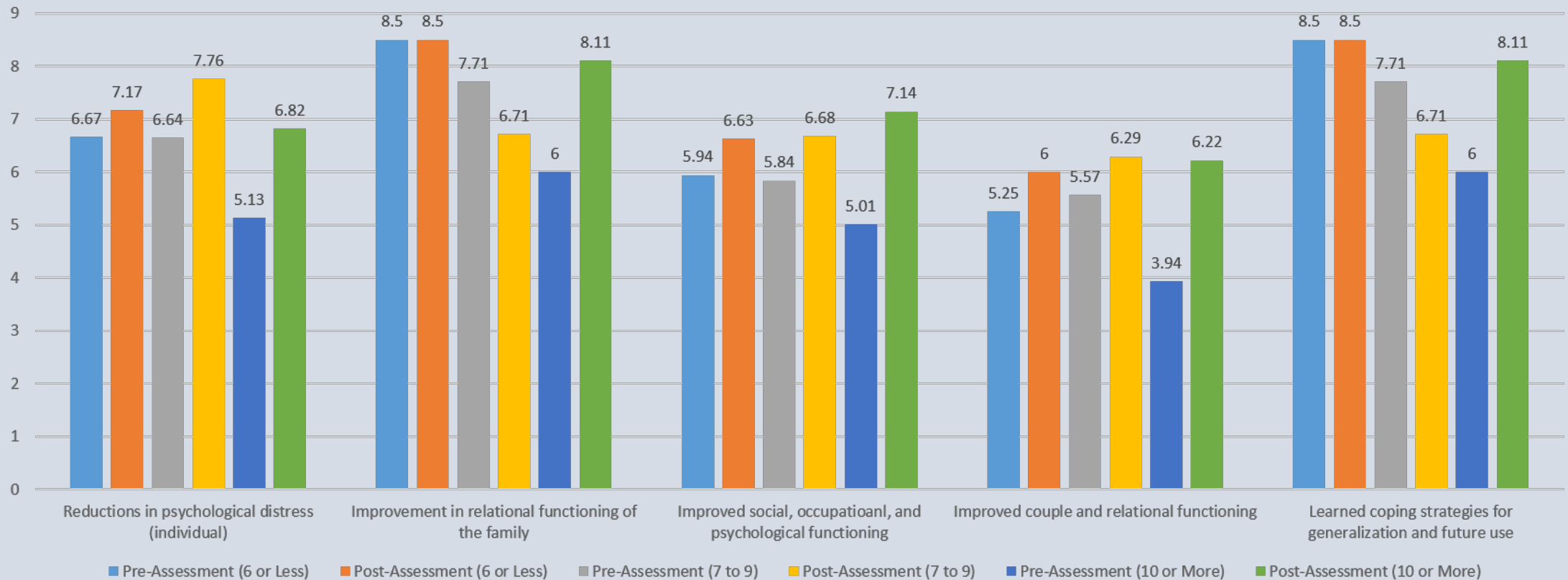


- 157 Total Families Referred!



Statistical Analysis of Data Collected

Outcome by Attendance



Statistical Analysis of Outcomes

Outcomes and Attendance:

1. Reductions in psychological distress (individual)
 2. Improvement in relational functioning of the family
 3. Improved social, occupational and psychological functioning
 4. Improved couple and relational functioning
 5. Learned coping strategies for generalizations and future use
- All areas showed improvement overall based on an increase in frequency of attendance.
 - Participants who attended ten (10) or more sessions showed a 39.57% increase in all five (5) areas.

What's Next?

- Shasta County Fourth Session:
 - Tuesday nights, Sept. 12th- Dec. 26th
 - 5:15pm-5:45pm Dinner
 - 6:00pm-8:00pm Parent Support Group/Socialization Training & Child Care
- Butte County Fourth Session:
 - Thursday nights, Sept. 21st- Dec. 14th
 - 5:15pm-5:45pm Dinner
 - 6:00pm-8:00pm Parent Support Group/Socialization Training & Child Care



Committee Composition and Goals

DJ Tomko, DDS

ICC Committee Meetings

Improving State Systems Committee
Communications Committee