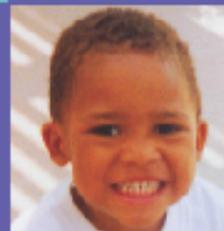


# Steps To Excellence Project

Resource Guide for  
Family Child Care Homes



**Steps To Excellence Project**  
*Promoting Quality Child Care*

# Steps To Excellence Project Resource Guide for Family Child Care Homes

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Revised: September 2009



# Policy Roundtable for Child Care

## 2009-2010

The Policy Roundtable for Child Care developed the Steps To Excellence Project. The Roundtable is comprised of members appointed by the County of Los Angeles board of Supervisors. The group's mission is to serve as the official County body on all matters relating to child care, working in collaboration with the Child Care Planning Committee and the Children's Planning Council, to build and strengthen the child care system and infrastructure in the County by providing policy recommendations to the Board of Supervisors.

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# The Los Angeles County Steps To Excellence Project Resource Guide

## Introduction: Your New STEP Resource Guide

Welcome to the Steps To Excellence Project (STEP)! The Los Angeles County Office of Child Care thanks your child care program for enrolling in STEP and demonstrating a commitment to providing quality child care to the children and families in your community.

STEP is a new quality rating and improvement system for licensed child care programs. It will evaluate the following six components of your child care program:

- 1) Regulatory Compliance
- 2) Teacher-Child Relationships
- 3) Learning Environment
- 4) Early Identification and Inclusion of Children with Special Needs
- 5) Staff Qualifications and Working Conditions
- 6) Family and Community Connections

The STEP Resource Guide is divided into six corresponding sections and is designed to offer additional information about each component evaluated by the STEP quality rating system. Research and/or best practices have shown that these six components of a child care program significantly impact child outcomes.

Child care programs enrolled in STEP can use this Resource Guide as a trusted source of information as they plan quality improvements to their program and prepare for their STEP quality assessment site visit. A STEP Quality Reviewer will eventually come visit your child care program to evaluate each of the six components listed above and will issue a STEP rating based on her findings. If you would like more information about the STEP' quality rating criteria, refer

to your copy of the STEP Matrix. The Matrix accompanied the STEP application you received. A copy is also posted on the Office of Child Care website: [www.childcare.lacounty.gov](http://www.childcare.lacounty.gov)

## Additional Quality Improvement Supports

Before rating the quality of your child care program, STEP offers quality improvement trainings and supports to help your child care program make quality happen. **All trainings and support services are offered free of charge** and are open to all child care professionals.

In addition to reviewing this guide, we encourage you to view a list of currently scheduled STEP trainings posted on the Office of Child Care website ([www.childcare.lacounty.gov](http://www.childcare.lacounty.gov)). Our office will also email you a **STEP Training Catalogue** every quarter (if you do not have email, we will send it via U.S. mail). The catalogue describes currently offered trainings, locations and dates. Most STEP trainings are repeated on a quarterly basis. Please note that you must complete a **training registration form** to participate in any STEP quality improvement training. Training registration forms are included as the last page of the STEP Training Catalogue and are also available online.

## What To Do If You Have Additional Questions

If you have a question about any of the information found in this resource guide or about the quality improvement trainings mentioned above, please contact the Office of Child Care at (213) 974-4103 and ask to speak with STEP Training Coordinator Doris Monterroso or STEP Project Manager Helen Chavez. We look forward to working in partnership with you to help improve child care quality in Los Angeles County.

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Getting Started:

**Useful**

**Acronyms and Definitions**

Los Angeles County Office of Child Care

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## 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>

**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.

<b>Small FCCH</b>	<b>Large FCCH</b>
1:4 infants* -or- 1:6 children* (including no more than 3 infants) -or- 1:8 children* if all the following conditions are met: 1. At least 1 child is enrolled and attending kindergarten or elementary and a second child is at least 6 years old; 2. No more than 2 infants are cared for when caring for more than 6 children; 3. Licensee notifies all parents; and 4. Licensee obtains written consent from property owner	2:12 children* (with no more than 4 infants) -or- 2:14 children* if all the following conditions are met: 1. At least 1 child is enrolled and attending kindergarten or elementary and a second child is at least 6 years old; 2. No more than 3 infants are cared for when caring for more than 12 children; 3. Licensee notifies all parents; and 4. Licensee obtains written consent from property owner

*\*Provider's own children under the age of 10 must be included in the ratio*

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).

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

**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
- 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

- City of Santa Fe Springs
- Claremont Unified School District
- Community Development Center
- Comprehensive Child Development, Inc.
- Pathways
- Venice Family Clinic
- Vista del Mar/Home Safe
- Westside Children's Center

**Individuals with Disabilities Education Act (IDEA):** A federal law that sets forth requirements for States and local educational agencies (school districts) in providing special education and related services to children with disabilities, ages 3 through 21. Additional information about IDEA is available online through the Child Care Law Center at <http://www.childcarelaw.org/docs/qanda-ideapreschoolparents.pdf>

**Individualized Education Program (IEP):** A written education program that begins at age three for a child with special needs. An IEP is developed by a team of professionals (e.g. therapists, teachers, etc.) and the child's parents. It is reviewed and updated yearly and describes how the child is doing, what the child's learning needs are, and what services the child will need. For children from birth to three years of age, the IFSP is used.

**Individualized Family Service Plan (IFSP):** A written document stating a family's resources, concerns and priorities related to enhancing the development of a child (birth to three years of age). It includes specific statements about outcomes, criteria and timelines regarding progress; provisions for case management; and specific services and dates for initiation, duration, frequency, providers, locations and reevaluation of service. The IFSP shall be reviewed every six months (or more frequently if service needs change). An annual meeting shall be held to document the infant's or toddler's progress.

**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. 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. 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 was 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.

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**Section 1:**

Resources for

**Regulatory Compliance**

Los Angeles County Office of Child Care

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## Resources for Regulatory Compliance

### Community Care Licensing Division Child Care Offices

To apply for a child care licensing or to obtain information about your existing child care license, contact either of the two Community Care Licensing Division offices located in Los Angeles County.

- 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 Safety Clearance

Large family child care homes are subject to specific standards adopted by the state Fire Marshal, which have been designed to promote the fire and life safety of the children in these homes. The Los Angeles County Fire Department inspects prospective large family child care homes in 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  
(562) 696-2034
- Fire Department Institutions Unit North  
14425 Olive View Drive  
Sylmar, CA 91342  
(818) 362-5472

The following page lists fire safety clearance municipal contacts for each STEP pilot community:

Table 1: Fire safety clearance contact list per STEP pilot community:

<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>



## **Section 2:**

# Resources for **Teacher-Child Relationships**

Los Angeles County Office of Child Care

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## Resources for Teacher/Child Relationships

### Adult Involvement Scale

STEP rates the quality of teacher-child relationships by using the **Adult Involvement Scale** (AIS). The AIS is a research tool that assesses teacher's behavior in response to children. It assigns points according to the type of observed teacher interaction, which are recorded during specific time intervals. The AIS uses the following seven adult involvement codes to represent and code increasing complexity and reciprocity in adult-child interactions:

- (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.

The AIS is more thoroughly discussed in the following publication:

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.

To read a summary of research findings relevant to teacher-child interactions, visit the UCLA's Center for Improving Child Care Quality website at <http://www.gseis.ucla.edu/~ciccg> and click on the *Publications* link.

## **T**rainning and Technical Assistance

STEP offers a free training titled *Building Positive Relationships with Children* to help early childhood educators increase the overall quality of their teacher-child interactions. Training topics include:

- How teacher-child relationships and interactions are assessed by STEP
- An introduction to the Adult Involvement Scale
- How to make objective and reflective observations about teacher-child relationships through the use of videos

To view a current schedule of this and other STEP trainings, visit [www.childcare.lacounty.gov](http://www.childcare.lacounty.gov) and download a copy of the **STEP Training Catalogue**. Each child care program enrolled in STEP will receive a catalogue via email or mail every four months. For additional questions about STEP trainings, contact Doris Monterroso, STEP Training Coordinator, at (213) 974-9526 or via email at [dmonterroso@ceo.lacounty.gov](mailto:dmonterroso@ceo.lacounty.gov)



## **Section 3:**

# Resources for the **Learning Environment**

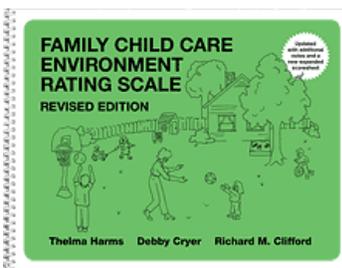
Los Angeles County Office of Child Care

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## Resources for Learning Environment

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

STEP rates the learning environment in a family child care home by using the **Family Child Care Environment Rating Scale-R (FCCERS)**. The FCCERS is a tool that has been used extensively by researchers to assess quality and by programs as a self-assessment tool. STEP provides a FCCERS to each enrolled child care program. The following is an illustration of the FCCERS' front cover:



The following information about the FCCERS is from the Frank Porter Graham, University of North Carolina website (<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.*

**Table 2: 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

## **T**rainning and Technical Assistance

STEP offers a free training titled *Creating a Quality Learning Environment* to help family child care home providers design and implement a high quality learning environment based upon criteria found in the Family Child Care Environment Rating Scale (FCCERS). Training topics include:

- How to select quality toys and other learning materials for your family child care home
- Developing developmentally appropriate activities for young children
- How to make objective and reflective observations about your learning environment

To view a current schedule of this and other STEP trainings, visit [www.childcare.lacounty.gov](http://www.childcare.lacounty.gov) and download a copy of the **STEP Training Catalogue**. Each child care program enrolled in STEP will receive a catalogue via email or mail every four months. For additional questions about STEP trainings, contact Doris Monterroso, STEP Training Coordinator, at (213) 974-9526 or via email at [dmonterroso@ceo.lacounty.gov](mailto:dmonterroso@ceo.lacounty.gov)

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## **Section 4:**

# **Resources for the Early Identification and Inclusion of Children with Special Needs**

Los Angeles County Office of Child Care

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# Identification and Inclusion of Children with Special Needs

## 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>2</sup> and 2) Children ages three to 21 years determined eligible for special education and related services<sup>3</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>4</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>5</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>6</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>7</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>2</sup> California Early Intervention Services Act, Title 14, §§ 95000 -95004, 95014.

<sup>3</sup> California Code of Education, Title 5, § 56000-56338.

<sup>4</sup> 20 United States Code §1401, 3(A).

<sup>5</sup> Individuals with Disabilities Education Improvement Act (IDEA), Part A § 602(3)(A).

<sup>6</sup> Individuals with Disabilities Education Improvement Act of 2004, Part A § 602(3)(B).

<sup>7</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>8</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>9</sup>

## **H**elpful Resources for Inclusion of Children with Special Needs

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.

***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

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<sup>8</sup> Individuals with Disabilities Education Improvement Act (IDEA), Part C, § 632(1) and (4)(C).

<sup>9</sup> California Code of Education, §8208(y).

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 list of Family Resource Centers listed in Section 6 of this guide.

**Individualized Education Program (IEP):** Developed by a team including parents, teachers, other school staff and the student, the IEP defines the education goals of a child (4 years and older) 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).

**Individualized 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.

**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.

**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). Refer to page 34 of this Resource Guide 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. Refer to page 37 of this Resource Guide for a complete listing of the Regional Centers 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 page 40 of this Resource Guide for 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)

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

## Developmental Screening Tools

### What is a Developmental Screening Tool?

High quality, research-based developmental screening tools for young children are those that have been demonstrated to be reliable, valid and accurate (sensitive, specific, and correctly detecting children with and without delays). 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>10</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>11</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.

### How to Select a Developmental Screening Tool for Your Child Care Program

#### ***Step 1: Define purpose***

Before selecting a screening instrument, it is important to consider the primary purpose of the use of a developmental screening tool in your early childhood program. For example, is the use of a screening tool to enhance developmental observation, identify general developmental problems, or recognize specific developmental delays?

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<sup>10</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>11</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.

### ***Step 2: Evaluate the tool***

When choosing a screening tool consider the following STEP evaluation criteria:

1. Is there available data on the tool's scientific validity (is it research based)?
2. What is the quality of the tool's validity? (Tip: Review descriptions provided in the instrument's manual or web site).
3. Can it accommodate ethnically and culturally diverse children and families?
4. Is it available in languages other than English?
5. Can it be administered within a reasonable timeframe?
6. Is it useful for children birth to five years of age?
7. Does it screen children comprehensively in all their developmental areas (e.g. Physical/gross motor, social/emotional, language, cognitive)?
8. Does it engage families throughout the screening process?
9. Is the tool's interpretation, scoring and reporting family-friendly?
10. Does the tool's findings facilitate curricular and/or environmental adaptations?

### ***Step 3: Evaluate cost***

Screening tool kits vary in price. Some authors/publisher companies may offer reproducible checklist and scoring sheets.

### **Examples of Developmental Screening Tools**

Any of the developmental screening tools listed below in Table 1 are accepted by the Steps To Excellence Project (STEP).

**Table 1: List of Developmental Screening Tools Accepted by STEP.**

<b>Developmental Screening Tool Name</b>	<b>Age Range of Children That Can Be Screened by the Tool</b>	<b>Time Needed to Administer Tool</b>	<b>Languages Available</b>
Ages & Stages Questionnaire	0-5 years	15-20 minutes	English, Spanish, French and Korean
Batelle Developmental Inventory	0-8 years	15-60 minutes	English

Denver II Developmental Screening Test	0-6 years	10-20 minutes	English and Spanish
Developmental Observation Checklist System	0-7 years	30 minutes	English
Infant Toddler Symptom Checklist	7 – 30 months	20 minutes	English
Parents' Evaluation of Developmental Status (PEDS)	0-8 years	10 minutes	English, Spanish and Vietnamese
Nippising District Developmental Screen	0-6 years	Not determined	English, French, Spanish, Chinese and Vietnamese

If your child care program uses a screening tool that is not listed in the preceding table but meets STEP evaluation criteria (refer to Step 2 on the prior page), contact the Los Angeles county Office of Child Care and request that we review, approve and add it to our list. Send a copy of the tool via mail, email or fax to:

Los Angeles County Office of Child Care  
Attention: Doris Monterroso  
222 South Hill Street, 5<sup>th</sup> Floor, Los Angeles, CA 90012  
Fax: (213) 687-1152  
Email: [dmonterroso@ceo.lacounty.gov](mailto:dmonterroso@ceo.lacounty.gov)

### Where to Buy Developmental Screening Tools

California child care providers can purchase either of the two developmental screening tools at a special discount price.

	<b>Ages &amp; Stages Questionnaire (ASQ)</b>	<b>Parents' Evaluation of Developmental Status (PEDS)</b>
Description	<b>ASQ-3 Starter Kit</b> (Questionnaires, scoring sheets, CD-ROM with printable PDF questionnaires, ASQ-3 Quick Start Guide and carry box)	<b>PEDS:DM Starter Kit</b> (Questionnaire Family Books, Growth Chart, Professionals' Manual)
Special Price for California Child Care Programs	\$199.96 <i>Use discount List Code PK0901 to receive discount</i>	\$247.50
Ordering Information	Phone: (800) 638-3775 Online: <a href="http://www.agesandstages.com">www.agesandstages.com</a>	Phone: (615) 776-4121 Online: <a href="http://www.pedstest.com">www.pedstest.com</a>

## **E**ngaging 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>12</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

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<sup>12</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.

- delayed.<sup>13</sup> They have 45 days in which to complete the assessment and have a meeting with the parents and professionals.<sup>14</sup> School Districts are also mandated to complete assessments for young children.<sup>15</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.

Routinely enquire about the status of the assessment process and offer assistance as appropriate.

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<sup>13</sup> California Code of Regulations, Title 17, Division 2, Chapter 2, Subchapter 2, Article 1. (December 2006).

<sup>14</sup> California Code of Regulations, Title 17, Division 2, Chapter 2, Subchapter 2, Article 2. (December 2006).

<sup>15</sup> Individuals with Disabilities Education Improvement Act of 2004, Part C.

## More Information about Regional Centers

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: West Los Angeles county( including Culver City, Inglewood, &amp; 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

School District	Telephone Number	Facsimile Number
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
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
<p><b>Long Beach Unified School District SELPA</b> 1515 Hughes Way Long Beach, CA 90810</p>	<p>Telephone: (562) 422-6868 Facsimile: (562) 997-8290</p>
<p><b>Los Angeles County Office of Education SELPA</b> 12830 Clark Avenue Downey, CA 90242</p>	<p>Telephone: (562) 401-5737 Facsimile: (562) 922-8952</p>
<p><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</p>	<p>Telephone: (213) 241-4713 Facsimile: (213) 241-8932</p>
<p><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></p>	<p>Telephone: (562) 531-2566 Facsimile: (562) 531-2880</p>
<p><b>Pasadena Unified School District SELPA</b> 351 South Hudson Avenue Pasadena, CA 91109</p>	<p>Telephone: (626) 795-6981 Facsimile: (626) 405-9946</p>
<p><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></p>	<p>Telephone: (562) 833-8345 Facsimile: (562) 697-7427</p>
<p><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></p>	<p>Telephone: (661) 294-5398 Facsimile: (661) 294-5399</p>
<p><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</i></p>	<p>Telephone: (310) 798-2731 Facsimile: (310) 798-2978 Family Resource Center: (310) 921-2252</p>

<b>Special Education Local Planning Area (SELPA)</b>	<b>Contact Information</b>
<p><i>Beach City, Inglewood Unified, Lawndale, Lennox, Manhattan Beach Unified, Palos Verdes Peninsula Unified, Redondo Beach Unified, Torrance Unified, and Wiseburn School Districts</i></p>	
<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>

## Training and Technical Assistance

**Special Needs Advisory Project (SNAP):** Hosted by the Child Care Resource and Referral (R&R) Agencies in Los Angeles County, 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. 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 helps 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  <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  <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            -and-            42281 10<sup>th</sup> Street            Lancaster, CA 93544  <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>   <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  <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  <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  <i>Areas served: Gardena, Inglewood, South Central Los Angeles, Hawthorne, and Lawndale</i></p>	<p>Telephone:            (323) 421-1086 (Spanish)            (323) 421-1028 (English)  <a href="http://www.crystalstairs.org">www.crystalstairs.org</a></p>

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

**STEP Inclusion Training:** STEP offers a free training titled *Inclusion of Children with Special Needs* to help child care programs make practical accommodations and modifications to the curriculum and environment to facilitate the inclusion of children with special needs. Training topics include:

- Implementing strategies to engage and support parents of children with special needs
- Understanding the purpose and goals of the Individualized Educational Program (IEP) and/or the Individualized Family Services Plan (IFSP)
- How to integrate materials and activities that reflect the diverse needs of children

To view a current schedule of this and other STEP trainings, visit [www.childcare.lacounty.gov](http://www.childcare.lacounty.gov) and download a copy of the **STEP Training Catalogue**. Each child care program enrolled in STEP will receive a catalogue via email or mail every four months. For additional questions about STEP trainings, contact Doris Monterroso, STEP Training Coordinator, at (213) 974-9526 or via email at [dmonterroso@ceo.lacounty.gov](mailto:dmonterroso@ceo.lacounty.gov)

## Strategies for Identification and Inclusion of Children with Special Needs

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 required to achieve a STEP rating of 3, 4 and 5.



### STEP 3 Criteria

Strategies	Materials, Staff, and/or Other
<b><i>Topic 3A: Conducting an initial developmental screening of all children</i></b>	
<p>Conducted on each child within 90 days of entering program.</p> <p><u>Steps to implementation:</u></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>
<b><i>Topic 3B: Involving parents in the developmental screening process and sharing screening results with parents</i></b>	
<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</p>	<p><u>Staff:</u> Provider</p>

Strategies	Materials, Staff, and/or Other
during parent/provider conference. Discussion encompasses the parents' identification of their child's strengths and concerns and discussing options for addressing concerns.	
<b><i>Topic3C: Using developmental screening results to individualize program to meet children's needs and to make modifications and accommodations</i></b>	
Provider develops program activities to accommodate each child, as needed.	
<b><i>Topic3D: Being able to refer families to appropriate support services</i></b>	
<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>
<b><i>Topic3E: Structuring Activities to address IFSP or IEP Goals</i></b>	
Provider develops program activities to ensure full inclusion of child(ren) with IFSP/IEP.	<p><u>Materials:</u> Adaptive play equipment as appropriate to serve children as needed.<sup>16</sup></p>
<b><i>Topic 3F: Provider has training in working with children with special needs, including screening, and can assist other staff</i></b>	
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><u>Staff:</u> Provider</p>

<sup>16</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.

Strategies	Materials, Staff, and/or Other
<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>	



### STEP 4 Criteria

Strategies	Materials, Staff, and/or Other
<b>Topic 4A: Conducting on-going developmental screening of all children</b>	
<p>All children are screened within 90 days of enrolling in the child care program and annually thereafter.</p> <p><u>Steps to implementation:</u></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>

Strategies	Materials, Staff, and/or Other
<b><i>Topic 4B: Using developmental screening results to individualize program to meet children's needs and to make modifications and accommodations</i></b>	
<ul style="list-style-type: none"> <li>▪ Provider develops program activities to accommodate each child, as needed.</li> </ul>	
<b><i>Topic 4C: Supporting and guiding families during the referral process</i></b>	
<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>
<b><i>Topic 4D: Maintaining a directory of early intervention/support services</i></b>	
<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><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 Note: 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>Start up Costs:</u> May not entail cost in materials; rather the staff time it takes to research local resources.</p>

Strategies	Materials, Staff, and/or Other
<b>Topic 4E: Provider works with child's team of professionals to implement and/or support IFSP or IEP Goals</b>	
<ul style="list-style-type: none"> <li>▪ 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.</li> </ul>	<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>
<b>Topic 4F: Making accommodations to ensure each child's full participation</b>	
<ul style="list-style-type: none"> <li>▪ Provider attends training on use of the Family Child Care Environment Rating Scale (FCCERS).</li> <li>▪ Conduct an assessment of the family child care home using the FCCERS.</li> <li>▪ 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> </ul>	<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>
<b>Topic 4G: Provider has specialized training</b>	
<ul style="list-style-type: none"> <li>▪ Provider is trained on how to use a developmental screening tool.</li> <li>▪ 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.</li> </ul> <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; CSUs Northridge and Dominguez Hills offer early special ed credential.)</p>	<p><u>Staff:</u> Provider participates in ½ day training on using developmental screening tool.</p> <p><u>Other:</u> Substitute provides release time for provider to attend training, unless incorporated into in-service training date.</p>



## STEP 5 Criteria

Strategies	Materials, Staff, and/or Other
<b><i>Topic 5A: Conducting developmental screenings on all children within 45 days of enrollment and twice a year thereafter</i></b>	
<p>All children are screened upon 45 days of enrollment in the child care program and twice a year thereafter.</p> <p><u>Steps to implementation:</u></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>
<b><i>Topic 5B: Staff facilitate families’ connections with special needs resources</i></b>	
<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 special need resources/support services; 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></p>

Strategies	Materials, Staff, and/or Other
	Substitutes provide release time for provider to attend IFSP/IEP meetings. Estimate 1½ to 2 days per child per year.
<b><i>Topic 5C: 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</i></b>	
<p>Teaching of social, emotional and friendship skills is explicit, deliberate and intentional for all children, families and adults in the program.</p> <ul style="list-style-type: none"> <li>▪ Provider and assistant provide services in small groups for children with/without disabilities/special needs.</li> <li>▪ Children with/without disabilities or other special needs arrive and depart at the same time and in the same manner.</li> <li>▪ Materials in the environment reflect the diversity of all children and families in the program.</li> <li>▪ All staff receive training and technical assistance on inclusive practice.</li> <li>▪ 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.</li> <li>▪ All children are admired and seen as competent.</li> </ul>	<p><u>Materials:</u> 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.</p> <p><u>Staff:</u> All staff participates in trainings.</p> <p>Provider and assistant work together to integrate IFSP/IEP goals into daily routine, curriculum and classroom/outdoor arrangements.</p>
<b><i>Topic 5D: Making accommodations to ensure each child's full participation</i></b>	
<ol style="list-style-type: none"> <li>1. Provider is trained in use of the Family Child Care Environment Rating Scale (FCCERS).</li> <li>2. Conduct an assessment of the family child care home using the FCCERS.</li> <li>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.</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. Copy of IFSP/IEP provided by the parents.</p>

Strategies	Materials, Staff, and/or Other
	<u>Staff:</u> Provider Assistant Train on FCCERS Conduct FCCERS: approximate time per classroom = 4-6 hours
<b>Topic 5E: Provider and assistant have specialized training</b>	
<p>Provider and assistant are trained on using the developmental screening tool.</p> <p>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.</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; CSUs Northridge and Dominguez Hills offer early special ed credential.)</p>	<u>Staff:</u> Provider and assistant participate in ½ day training on using developmental screening tool.
	<u>Other:</u> Substitutes provide release time for provider and assistant to attend training, unless incorporated into in-service training date.

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**Section 5:**

Resources for

**Staff Qualifications  
and Working Conditions**

Los Angeles County Office of Child Care

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## Resources for Qualifications and Working Conditions

### Information on Child Development Teacher Permits

The STEP rating system assesses whether family child care providers and assistants hold or have applied for a Child Development Permit based on the number of completed child development units from a community college, university or other accredited higher education institution.

In California, the Commission on Teacher Credentialing (CCTC) offers six levels of the Child Development Permit, each with its own set of issuance requirements and each authorizing the holder to perform different levels of service in child development programs. The levels are:

1. Assistant
2. Associate Teacher
3. Teacher
4. Master Teacher
5. Site Supervisor
6. Program Director

If you do not have a permit, download a copy of the Child Development Permit Matrix to determine if you qualify for permit, based on the number of child development units you have completed. The Matrix is available both in English and Spanish online at:

[http://www.childdevelopment.org/cs/cdtc/print/htdocs/services\\_permit.htm](http://www.childdevelopment.org/cs/cdtc/print/htdocs/services_permit.htm)

### Supports and Resources Available to Help You Improve Your Staff Qualifications

***California Early Childhood Mentor Program:*** Trains experienced child care professionals interested in becoming mentors to new child care 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 or family child care home. Selected Mentors receive a paid stipend for continuing in-service training and supervision of student teachers assigned to the Mentors' classrooms/family child care home. 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).

**Community Colleges:** Child development classes are offered in twenty-one community colleges located throughout Los Angeles County. To improve your qualifications and continue your professional development, consider enrolling in any of the following community colleges.

**Table 2: Community Colleges in Los Angeles County**

<p><b>Antelope Valley College</b> 3041 West Avenue K Lancaster, CA 93536-5426 (661) 722-6300 <a href="http://www.avc.edu">www.avc.edu</a></p>	<p><b>Los Angeles Mission College</b> 13356 Eldridge Avenue Sylmar CA 91342-3200 (818) 364-7600 <a href="http://www.lamission.edu">www.lamission.edu</a></p>
<p><b>Cerritos College</b> 11110 Alondra Boulevard Norwalk, CA 90650-6269 (562) 860-2451 <a href="http://www.cerritos.edu">www.cerritos.edu</a></p>	<p><b>Los Angeles Pierce College</b> 6201 Winnetka Avenue Woodland Hills CA 91371-0001 (818) 719-6401 <a href="http://www.piercecollege.edu">www.piercecollege.edu</a></p>
<p><b>Citrus College</b> 1000 West Foothill Boulevard Glenora, CA 91741-1899 (626) 963-0323 <a href="http://www.citruscollege.edu">www.citruscollege.edu</a></p>	<p><b>Los Angeles Southwest College</b> 1600 West Imperial Highway Los Angeles CA 90047-4899 (323) 241-5225 <a href="http://www.lasc.edu">www.lasc.edu</a></p>
<p><b>El Camino College</b> 16007 Crenshaw Boulevard Torrance, CA 90506-0002 (310) 532-3670 <a href="http://www.elcamino.edu">www.elcamino.edu</a></p>	<p><b>Los Angeles Trade-Tech College</b> 400 West Washington Boulevard Los Angeles CA 90015-4108 (213) 763-7000 <a href="http://www.lattc.edu">www.lattc.edu</a></p>
<p><b>Compton Community Educational Center</b> 1111 East Artesia Boulevard Compton, CA 90221-5393 (310) 900-1600 <a href="http://www.compton.edu">www.compton.edu</a></p>	<p><b>Los Angeles Valley College</b> 5800 Fulton Avenue Van Nuys CA 91401-4096 (818) 947-2600 <a href="http://www.lavc.edu">www.lavc.edu</a></p>
<p><b>Glendale Community College</b> 1500 North Verdugo Road Glendale CA 91208-2894 (818) 240-1000 <a href="http://www.glendale.edu">www.glendale.edu</a></p>	<p><b>West Los Angeles College</b> 9000 Overland Avenue Culver City CA 90230 (310) 287-4200 <a href="http://www.wlac.edu">www.wlac.edu</a></p>
<p><b>Long Beach City College</b></p>	<p><b>Mt. San Antonio College</b></p>

<p>4901 East Carson Street  Long Beach CA 90808-1706  (562) 938-4353  <a href="http://www.lbcc.edu">www.lbcc.edu</a></p>	<p>1100 North Grand Avenue  Walnut CA 91789-1399  (909) 594-5611  <a href="http://www.mtsac.edu">www.mtsac.edu</a></p>
<p><b>East Los Angeles College</b>  1301 Avenida Cesar Chavez  Monterey Park CA 91754-6099  (323) 265-8650  <a href="http://www.elac.edu">www.elac.edu</a></p>	<p><b>Pasadena City College</b>  1570 East Colorado Boulevard  Pasadena CA 91106-2003  (626) 585-7123  <a href="http://www.pasadena.edu">www.pasadena.edu</a></p>
<p><b>Los Angeles City College</b>  855 North Vermont Avenue  Los Angeles CA 90029-3590  (323) 953-4000  <a href="http://www.lacitycollege.edu">www.lacitycollege.edu</a></p>	<p><b>Rio Hondo College</b>  3600 Workman Mill Road  Whittier CA 90601-1699  (562) 692-0921  <a href="http://www.riohondo.edu">www.riohondo.edu</a></p>
<p><b>Los Angeles Harbor College</b>  1111 Figueroa Place  Wilmington CA 90744-2397  (310) 233-4000  <a href="http://www.lahc.edu">www.lahc.edu</a></p>	<p><b>College of the Canyons</b>  26455 N. Rockwell Canyon Road  Santa Clarita CA 91355-1899  (661) 259-7800  <a href="http://www.canyons.edu">www.canyons.edu</a></p>
	<p><b>Santa Monica College</b>  1900 Pico Boulevard  Santa Monica CA 90405-1628  (310) 434-4000  <a href="http://www.smc.edu">www.smc.edu</a></p>

## Funding to Help You Improve Your Staff Qualifications

***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. CDTC 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 their website at [www.childdevelopment.org](http://www.childdevelopment.org) or call (209) 572-6080.

***Investing in Early Educators Stipend Program (Stipend Program):*** The Stipend Program helps early educators working in child development programs serving low income children 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.

Family child care providers and assistants must meet the following eligibility criteria to apply for a stipend:

- Participate in a CDE/CDD-contracted Family Child Care Home Education Network; **OR**
- Work in a licensed center or family child care home in which the majority (51% or more) of the children receive a child care subsidy from the CDE/CDD at the time the application is submitted; **AND**
- Work directly teaching children on a consistent basis at least 15 to 20 hours per week in a family child care home that has been licensed and operating in Los Angeles County.

Stipends will be awarded based on the following criteria:

- Completion of at least three semester units (4.5 quarter units); **OR**
- Completion of six (6) semester units (9 quarter units) maximum.

Teachers earning an Associate, Bachelor or Master Degree in child development may qualify for an additional stipend if the participant graduates during the Stipend Program cycle.

For applicants who do not have a degree in Child Development, eligible coursework must lead to a degree in child development at an accredited community college,

college, or university and be completed during the Stipend Program cycle - generally between the months of July and March (summer, fall and winter semesters). All applicants must pass their class(es) with a grade of "C" or better.

More information regarding Stipend eligibility, requirements, 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.

**LAUP Stipend Program:** The purpose of the Los Angeles Universal Preschool (LAUP) Stipend Program is to encourage teachers, teacher assistants and family child care providers that work in LAUP-funded preschool programs to complete the requirements for a Child Development Permit up to and including the Master Teacher level and continue on to complete AA/AS and BA/BA degrees in Child Development or a very closely related field. The program will provide a stipend in June 2010 to those eligible participants who have successfully met the requirements. Stipends will be offered in various amounts and the exact amount will be determined in June 2010. For more information about LAUP stipends visit [http://www.laup.net/index.php?option=com\\_content&view=article&id=96&Itemid=86](http://www.laup.net/index.php?option=com_content&view=article&id=96&Itemid=86)

## How to Find Trainings and Workshops for Early Childhood Professionals

**Gateways for Early Educators Training Calendar for Los Angeles County:** The Child Care Alliance of Los Angeles has created an interactive and user friendly training calendar for early educators and child care providers throughout Los Angeles County. This provides information on training and workshops offered by Child Care Resource and Referral and Alternative Payment Agencies in L.A. County. View the calendar by visiting:

<http://edu-portal.sharepointspace.com/default.aspx>

**LAUP ECE Training Calendar:** The Workforce and Professional Development Department at Los Angeles Universal Preschool (LAUP) maintains a current listing of early care and education trainings occurring throughout Los Angeles County. The ECE Trainings listed fall into two categories: LAUP-sponsored trainings available to LAUP-funded family child care homes and centers, and Los Angeles County ECE trainings offered by other organizations and available to both LAUP and non-LAUP Providers and teachers. To view the LAUP ECE Training Calendar visit:

[http://www.laup.net/index.php?option=com\\_content&view=article&id=15&Itemid=51](http://www.laup.net/index.php?option=com_content&view=article&id=15&Itemid=51)

## Resources for Qualifications and Working Conditions

### **W**hat is a Professional Growth Plan?

A Professional Growth Plan is a written document that states your professional goals and objectives relevant to competencies of the early childhood field. This plan should build on past experiences, skills, academic achievements and expectations for college education. It is a tool that helps you plan and direct your professional growth and development.

### **D**o You Have a Professional Growth Plan Already?

Early childhood educators that have a Child Development Permit from the California Commission on Teacher Credentialing (CTC) have a Professional Growth Plan in place already. To view a sample CTC Professional Growth Plan visit [http://www.ctc.ca.gov/credentials/manuals-handbooks/PG\\_Manual\\_ChildDev.pdf](http://www.ctc.ca.gov/credentials/manuals-handbooks/PG_Manual_ChildDev.pdf).

If you do not have a Professional Growth Plan, you may use complete the following *STEP Professional Growth Plan*. File a copy of it (or your CTC Professional Growth Plan) in your STEP Portfolio in Section 5. The STEP quality rating system assigns a higher rating to family child care providers that can have a completed Professional Growth Plan in place.

### **A**dditional Tips To Help You Write Your Professional Growth Plan

The following is a list of ideas and sample activities that you may choose to incorporate into your Professional Growth Plan:

1. Complete one or more community college (or university) courses in child development or another area of interest
2. Attend conferences, workshops, institutes, or staff development programs
3. Provide service in a leadership role in a professional organization
4. Serve as a professional growth advisor for holders of a Child Development Permit
5. Attend trainings to improve basic skills such writing, communication and computer skills



## Professional Growth Plan

Your Name: \_\_\_\_\_ Date Completed: \_\_\_\_\_

### Step 1: Self-Assessment of Strengths and Needs

**Directions:** Identify your strengths and needs. Use a  to identify the skills that are true to you and a  to identify those you would like to work on.

- |  |  |
|--|--|
| Curriculum development _____           | Give presentations: coworkers _____        |
| Curriculum implementation _____        | families _____                             |
| Perform assessments _____              | Interpret/translate another language _____ |
| Screen children _____                  | Establish policy and/or procedures _____   |
| Hire people _____                      | Leadership skills _____                    |
| Instruct others _____                  | Write reports _____                        |
| Coordinate services _____              | Verbal communication skills _____          |
| Computer skills _____                  | Mentor others _____                        |
| Written communication skills _____     | Use multimedia equipment _____             |
| Design flyers, newsletters, etc. _____ | Other _____                                |

### Step 2: Self-Assessment of Academic Background

**Directions:** Identify your current academic status and formal education. Use a  to identify the permits and/or degrees that you have.

- |   |  |
|---|--|
| <input type="checkbox"/> Assistant Teacher Permit | <input type="checkbox"/> Child Development Certificate |
| <input type="checkbox"/> Associate Teacher Permit | <input type="checkbox"/> Associate of Arts Degree      |
| <input type="checkbox"/> Teacher Permit           | <input type="checkbox"/> Bachelor of Arts Degree       |
| <input type="checkbox"/> Master Teacher Permit    | <input type="checkbox"/> Master of Arts Degree         |
| <input type="checkbox"/> Site Supervisor Permit   | <input type="checkbox"/> Other _____                   |
| <input type="checkbox"/> Program Director Permit  |  |



### Step 3: Writing the Plan

**Directions:** Take time to reflect upon your career. Create one or two goals based on the assessment of your strengths and professional growth needs. In the space provided below, write 2 long term goals that you would like to achieve and think of the steps you will need to achieve those goals. Those steps will become your plan of action.

Long Term Goal 1:

Long Term Goal 2:

### Step 4: Developing Your Professional Growth Action Plan

**Directions:** Write the specific steps you will take in order to obtain your identified goals

**Timeline** (When do you expect to complete your goal?):

**Activity** (What are you going to do?):

**Resources needed** (what do you need to successfully achieve your goals?):



## **Section 6:**

# **Resources for Family and Community Connections**

Los Angeles County Office of Child Care

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## Resources for Family and Community

**Child Care Resource and Referral Agencies:** Offer trainings and technical assistance on the following elements assessed by the STEP rating system:

Training Topic	Corresponding number from STEP Matrix Section 6: Family and Community Strategies
Family orientations	A1
Parent handbooks	A2
Written materials in home languages of families	A3
Written developmental reports documenting children's progress	A5
Information and coaching about healthy child growth and development	C3
Child-specific , home-based activity ideas to families based on child's talents and opportunities for growth	C5

Refer to page 63 of this guide for a list of Resource and Referral agencies located in STEP pilot communities or visit <http://www.rnetwork.org/resources-and-links/counties.html> to find one near you.

### **Information, Resources and Support for Parents to Develop their Advocacy Skills (C7 from STEP Matrix Section 6: Family and Community Strategies)**

**Family Resource Centers:** Offer information, education, referrals and parent-to-parent support to families raising a child with a disability or who are "at risk" of developing a disability.

Family Resource Center Name	Contact Information	Areas Served
<b>Carolyn Kordich Family Resource Center</b>	1135 W. 257th Street Harbor City, CA 90710 Phone: 310/325-7288 Fax: 310/325-7288 <a href="mailto:ckfrc@worldnet.att.net">ckfrc@worldnet.att.net</a>	<i>Carson Harbor City Harbor Gateway Lomita San Pedro Wilmington</i>
<b>Harbor Regional Center: The Resource Center</b>	21231 Hawthorne Boulevard Torrance, CA 90503 Phone: 310/543-0691 Fax: 310/540-8471 E-mail: <a href="mailto:frc-library@hddf.com">frc-library@hddf.com</a>	<i>Hermosa Beach Manhattan Beach Palos Verdes Peninsula Cities Redondo Beach</i>

	Website: <a href="http://www.harborrc.org">www.harborrc.org</a>	<i>Santa Catalina Island, Torrance and all other Harbor Regional Center service areas</i>
<b>Westside Family Resource Center</b>	5901 Green Valley Circle, #320 Culver City, CA 90230 Phone: 310/258-4099 Fax: 310/338-9664 E-mail: <a href="mailto:lspencer@westsiderc.org">lspencer@westsiderc.org</a>	<i>Beverly Hills Brentwood Culver City El Segundo Gardena Hawthorne Inglewood Lawndale Lennox Malibu Mar Vista Pacific Palisades Playa Del Rey Santa Monica Venice Westchester West Los Angeles</i>
<b>South West SELPA Family Resource Center</b>	15901 Hawthorne Boulevard. #400 Lawndale, CA 90260 Phone: 310/921-2252 Fax: 310/921-3242 E-mail: <a href="mailto:sw_frc@lacoed.edu">sw_frc@lacoed.edu</a>	<i>Centinela Valley Union HSD, El Segundo USD Hawthorne SD Hermosa Beach City SD Inglewood USD Lawndale SD Lennox SD Manhattan Beach USD Palos Verde Peninsula USD Redondo Beach USD Torrance USD Wiseburn SD Los Angeles County Office of Education Infant/Toddler Programs.</i>
<b>Koch/Young Family Resource Center</b>	3303 Wilshire Boulevard, #700 Los Angeles, CA 90010 Phone: 800/546-3676 Fax: 213/639-1157 E-mail: <a href="mailto:olivia.hinojosa@lanterman.org">olivia.hinojosa@lanterman.org</a> Website: <a href="http://www.lanterman.org">www.lanterman.org</a>	<i>Burbano Central Los Angeles Eagle Rock Glendale Hollywood/Wilshire La Canada La Crescenta Los Feliz Pasadena.</i>

<b>SCLARC Family Resource Center</b>	650 West Adams Boulevard, Suite 200 Los Angeles, CA 90007 Phone: 213-744-8804 Fax: 213/744-8888 E-mail: <a href="mailto:paquitav@sclarc.org">paquitav@sclarc.org</a>	<i>Bell Gardens, Bell, Carson, Compton, Cudahy, Dominguez Hills, Downey, Firestone, Florence, Gardena, Huntington Park, Lynwood, Maywood, Paramount, San Antonio, South Central Los Angeles, Southeast Los Angeles, Southwest Los Angeles and South Gate.</i>
<b>Loving Your Disabled Child Family Resource Center</b>	4528 Crenshaw Boulevard Los Angeles, CA 90043 Voice - 323/299-2925 FAX - 323/299-4373 E-mail: <a href="mailto:tcooper@lydc.org">tcooper@lydc.org</a> <a href="mailto:info@lydc.org">info@lydc.org</a> Website: <a href="http://www.lydc.org">www.lydc.org</a>	<i>Bell Gardens, Bell, Carson, Compton, Cudahy, Dominguez Hills, Downey, Firestone, Florence, Gardena, Huntington Park, Lynwood, Maywood, Paramount, San Antonio, South Central Los Angeles, Southeast Los Angeles, Southwest Los Angeles and South Gate</i>
<b>Family Focus Resource Center</b>	18111 Nordhoff Street Northridge, CA 91330-8265 Voice - 818/677-2540 Warmline - 818/677-5575 FAX - 818/677-5574 E-mail: <a href="mailto:family.focus@csun.edu">family.focus@csun.edu</a> Website: <a href="http://www.csun.edu/~ffrc">www.csun.edu/~ffrc</a>	<i>San Fernando Valley</i>
<b>Family Focus Resource Center</b>	Santa Clarita Valley Canyon Springs Elementary School 19059 Vicci Street, #27 Canyon Country, CA 91351 Voice - 661/299-4572 Warmline - 661/299-4572 FAX - 661/299-4498	<i>Santa Clarita Valley</i>
<b>Families Caring for Families</b>	113 W. Pillsbury Street, Suite A1 Lancaster, CA 93534 Voice - 661/949-1746 Warmline - 661/949-1746 (Spanish & English) FAX - 661/948-7266 E-mail: <a href="mailto:fcf2001@aol.com">fcf2001@aol.com</a>	<i>Antelope Valley, and neighboring communities of Kern, San Bernardino, and Ventura Counties.</i>

<b>The Parents' Place Family Resource Center</b>	1500 West Covina Parkway, Suite 207 West Covina, CA 91790 Voice - 626/856-8861 Warmline - 800/422-2022 FAX - 626/337-2736 E-mail: <a href="mailto:empower@gte.net">empower@gte.net</a>	<i>Altadena, Arcadia, Azusa, Baldwin Park, Bradbury, City of Industry, Claremont, Covina, Diamond Bar, Duarte, El Monte, Glendora, Hacienda Heights, La Puente, La Verne, Monrovia, Pomona, Rowland Heights, San Dimas, Sierra Madre, South El Monte, Temple City, Valinda, Walnut, and West Covina, part of Pasadena and part of Whittier.</i>
<b>Partnership in Early Intervention Family Resource Center</b>	1000 S. Fremont Avenue, Unit 35, Suite 6050 Alhambra, CA 91803 Voice - 626/300-9171 Warmline - 626/300-9171 FAX - 626/300-9164 E-mail: General - <a href="mailto:info@elafrc.org">info@elafrc.org</a> Website: <a href="http://www.elafrc.org">www.elafrc.org</a>	<i>Alhambra, Boyle Heights, City of Commerce, City Terrace, East Los Angeles, East Pasadena, El Sereno, Highland Park, Mt. Washington, Lincoln Heights, Monterey Park, Rosemead, San Gabriel, San Marino, South Pasadena and Temple City.</i>

## Additional Resources

**Rainbow Resource Guide:** A comprehensive directory that helps you find local shelters, places for food, health clinics, and many more types of support services in Los Angeles County. Available for purchase online at <http://www.resourcedirectory.com> or by calling (800) 440-4780. Obtaining a copy of this guide or another community resource guide that identifies local resources will satisfy element D2 from STEP Matrix Section 6: Family and Community Resources.

**211 LA County:** Provides an easy-to-use, caring, and professional source of guidance for a comprehensive range of human services for all residents of Los Angeles County. Operates 24 hours a day, 7 days per week. For more information, visit [www.211la.org](http://www.211la.org). To obtain free literature to distribute to parents, visit or contact Jennifer Leech at (626) 350-1841 ex. 2110 or via e-mail at [PRMaterials@211LA.org](mailto:PRMaterials@211LA.org).

## Conclusion: Where to Get More Information and Support

If your child care program would like to obtain additional information or resources to support quality improvement efforts, the following organizations and individuals may be of service.

### 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>

### 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/Altadena

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)

**Pasadena/Altadena (continued)**

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., Ste. 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)

**San Pedro/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  
[www.chs-ca.org](http://www.chs-ca.org)



**Los Angeles County Office of Child Care**

222 South Hill Street, 5<sup>th</sup> Floor  
Los Angeles, CA 90012  
Telephone: (213) 974-4103  
Fax: (213) 687-1152  
[www.childcare.lacounty.gov](http://www.childcare.lacounty.gov)