

Designing Programs for Results for Your Family Resource Center

Imagine your client setting off on a trip in a foreign land (which is not an unrealistic analogy for our social services and family support systems) and you are giving them directions. They don't know the rules here, do not speak the language, and don't know where they are going. Where do they start? When do they turn right or left? What landmarks will they see along the way? When should they stop and rest and when should they move on? How will they know when they are getting close? How will they know when they have gotten there? The more detail you give them the more likely they are to reach their destination with ease and comfort.

As with directions you might give your client, your program design should represent a detailed map of how a participant moves through the program. What are the essential steps that must occur in order for the program's goals to be achieved? The following are seven key steps to consider in your program design.

How will participants be identified and referred?

What are your plans for outreach to notify the community, target population and potential referral sources about your new program? How will your outreach approach differ for these different populations?

What is the process for referral? Must participants make the first contact or will you receive both self-referrals and referrals from other agencies? Will they be handled the same or differently? Who receives referral calls? Is there a referral form? Is there a screening process to determine that referrals meet target population criteria? Who completes these forms? How will potential referral sources be trained about the criteria, screening and referral process?

How will participants be engaged and assessed?

Who will make initial contact with the participant? Where will this occur – in the office, on the phone, in a community setting such as a school, or in the participant's home? How will this contact be managed so as to engage the participant in your

program? Will you use any incentives for participation? How will participants be introduced and oriented to the program? What language or cultural issues need to be considered?

What type of assessment and service planning process will you use? Are there particular forms or instruments? When and how will they be introduced and administered? Who will do the assessment? What role will the participant play in the assessment and service planning process?

What services will you provide?

This is where many people start their program design; however, as you can see, there are many important steps to be taken delivering services.

Here you will describe in detail each component or service you will be providing. For example, individual or family counseling, skill building groups, mentoring, after-school tutoring, "on the job" skills training, etc. How will the activities be structured? Where will they occur? What will be the content? What will be the process?

Think of yourself as a new employee. What would you want to know in order to do your job? The more detailed you can be in your design, the more useful it will be as a problem solving tool for staff and managers. Or, think about it in another way. If someone wanted to replicate your program, could they do it with what you have written?

What is your program capacity?

Program capacity refers to the numbers of people you are able to serve. This may vary by the type of service if your program offers more than one service. For example, how many families will be seen through in-home counseling, how many children will receive tutoring, how many mentor/mentee matches will be made, how many parents will participate in parent support groups?

Program capacity also includes how many cycles of a class you would provide in a year, how many participants per group, and if appropriate, how many cases per worker.

What is the intensity and duration of your program?

This refers to how long participants remain in the program and how often they have contact with the program. Is it a 3 month, 6 month or one year program? Are participants seen weekly, a certain number of hours a week, monthly, etc? Does the intensity change over time?

Example: Families receive one home visit per week lastly 1 ½ hours and attend one support group per week lasting 2 hours. Families remain in the program for six months at which time they are re-assessed for progress. They may be discharged at that time or continue in the program for another six months based on re-assessment and a family conference.

What follow-up or after-care services will you offer?

Often follow-up or after-care services are limited based on lack of funding for such activities. If you have the funding to provide follow-up or after-care services you should describe what those entail. At what intervals will there be contact? What will the services consist of? Who will provide them? How will contact be initiated? What will distinguish after-care services from regular program service?

If you do not have funding for follow-up or aftercare services, you still need to think about what you can offer a participant who finishes a program. Will you be available in an emergency? Will you be available to provide information or support by phone should a participant call? Will you attempt to link participants with other services upon discharge from your program? If so, how will you do this? Do you basically have an open door policy for participants? If so, why and if not, why not?

What is your theory?

Your program approach should flow logically from your problem statement, your understanding of the target population and your goals. Underlying your whole program design is your theory that explains why you have designed the program as you have. You need to be able to articulate this theory. How can you justify your criteria for referral? Why are you using the approach to assessment that you have? Why have you selected and included the service approaches you have? Why have you chosen the intensity and duration of involvement that you have? Why are you using the type of staff that you have identified.

Once you have determined what you want to do and why, you need to explain what you need in terms of RESOURCES to implement your program.

RESOURCES

Staffing

How many staff will you need to achieve your goals?

Based on the number of people you plan to serve, caseload size, intensity and other tasks that need to occur, you need to decide how many staff you need. This includes direct service

staff (counselors, social workers, family advocates, child care providers), support staff (clerical, data entry), and supervisory staff.

What qualifications must they have?

What education, skills, abilities do your different staff positions need? What oral and written language abilities are required?

Keep in mind the connection between staffing and budget. If the majority of your staff positions require qualifications that draw high salaries (i.e., licensed professionals), you may make your program difficult to fund.

In your staffing plan, you also need to consider the availability of staff you want. For example, you may want a licensed therapist who speaks Laotian to best serve your population; however, there may be few, if any, Laotian speaking therapists in your community. You may need to make compromises and be creative in your staffing plan while still providing a quality service.

What is your plan for training and supervision?

What is your initial orientation and training plan for staff? What is your on-going training and supervision plan? How often will training and supervision occur? Will there be group or individual supervision or both? What key issues will be included in your training plan?

What will the roles and responsibilities of staff be?

Your program design should include job descriptions for each position. These should include, at a minimum, a general statement of role, qualifications, specific duties and expectations, and to whom the position reports.

Setting

Where will services occur?

Describe the place where services will occur. Is privacy and confidentiality a concern and if so how is this being addressed in the setting? How are you creating a comfortable environment for your participants? What diversity issues do you need to consider? Why are you selecting to see participants in an office? In their own homes? In a community site like a school?

What materials do you need?

Describe any special equipment or materials you may need to implement the program. For example, therapeutic games, arts and crafts supplies, books in particular languages, audio-visual equipment, etc. These are materials specific and unique to the delivery of program services, not general office supplies.

Who do you need to succeed?

What partnerships in the community do you need to assure success? Whose support do you need to assure a flow of referrals? Who do you need to assist with after-care services? Who needs to know about your program? Who else touches your target population who may be key to your success in working with your participants? Who within your organization needs to be supportive? Think about both formal and informal

lines of authority and sources of power (i.e., the receptionist may be key to making your participants feel welcome).

Evaluation

While it is outside the scope of this article to describe evaluation approaches, it is a critical feature of a program design. You don't need to be an evaluation researcher to develop an evaluation plan for your program. You do need to be able to think critically about how you will know and document the positive impact your program has had on the lives of the people served.

This process essentially starts with having very clear goals and measurable, meaningful objectives. Then you need to develop systems for measuring your objectives as you have written them, collecting the measurement data and analyzing the findings on some routine basis. While the purpose for program evaluation is often couched in a discussion about funding, the primary reason for evaluating a program is to learn about what works and what doesn't, and to make changes accordingly.

CONCLUSION

Now you have a solid roadmap to help you, your staff, your funders, and your clients understand what you are doing and why. The program design product should be a living document, referred to when solving program problems. It should be revisited routinely to assure that it is still accurate and reflects best practices and current knowledge. Sometimes during program implementation, practices drift from the original design. This can be a problem or it can be a positive response to a change in the environment. Re-visiting the program design can help determine what action needs to be taken: a return to the original design or a modification of the design based on new information. Your program design is a living document; use it and achieve success.

Figuring Program Costs

Become familiar with the terms "space-based" and "salary-based" allocations. Use them when prescribing certain overall costs to a grantor or a program.

Spaced-based Allocation

If one of your programs occupies 500 sq.ft. in a 2,000 sq.ft. center that houses all of your programs, that program should be allocated or charged 25% of your total rental cost, if you are using a space-based allocation of costs. Because 500 is 25% of 2,000 ($500/2000 = .25 = 25\%$), so, this program should provide one-fourth of your total rental costs.

Programs or the grants funding them do not always provide their fair share of costs. When this happens, the agency's "general fund" provides whatever funds are lacking. Your financial manager will no doubt still attribute that 25% fair share of cost to the program in the accounting office. And, he or she will merely show it as a deficit of funds coming in for the program and that it is being covered by your general fund. Of course your general fund is made up of dollars not reserved, restricted, specified or designated for a particular use.

Salary-based Allocation

If you have a total agency personnel budget costs of \$100,000, and the two staff people working in this program are paid a total of \$40,000, then this program's salary-based allocation of certain agency costs is 40% of the budget costs that are impacted by staff. ($\$40,000/\$100,00 = .40 = 40\%$). For example: if your general supply bill for the entire agency for the month of May came to \$90, then this program could rightly be charged, or asked to contribute 40% of the \$90 (\$36). It would not be right to ask this program, with only 40% of the personnel cost to contribute \$50 or \$80 of this \$90 supply bill. This program should also be asked to contribute 40% of the cost of staff liability insurance.

If a particular program performs an activity that causes it to purchase a specific amount of particular supplies for an activity, then they should also pay their 40% plus pay for these added special supplies for their program out of their budget. For example, if this program put on a conference and ordered specific supplies for it.

Auditors and grantors will be expecting you to use one or both of these types of standards (space-based or salary-based) for allocating costs to programs and/or projects. Use these standards as you prepare justified budgets in your proposals.

Office of Child Abuse Prevention



Office of Child Abuse
Prevention
(OCAP)

Department of Social
Services
744 P Street, MS 19-82
Sacramento, CA 95814
916-445-2771

Bureau Chief
Frank Ingram

Unit Chief
Eileen Carroll

Program Consultant
Linda Hockman
Sue Erlich

Dear FRC Partners:

Time marches on and so do our Strategy Teams! And, as we move into the next 12 months, it is OCAP's pleasure to provide funding for an additional year to continue our support for the outstanding training and technical assistance services of our Regional Strategies Projects. OCAP's vision is to move the neighborhood FRC to the forefront of the state's child abuse prevention efforts. To strengthen and enhance Family Resource Centers, we are embarking on a very ambitious Strategies Program to be implemented throughout the state. Highlights of this Program are:

- * A Standardized Peer Review Process for FRCs
- * Extended Support for Parent Directed Family Resource Centers, serving parents with special needs children
- * An FRC training track at the "Within Our Reach" Conference April 2000
- * Broadening our web site communications
- * Producing a statewide directory of FRCs
- * Supporting Parent Leadership Training
- * Answers Benefiting Children FRC Core Training and
- * Continuation of workshops, conferences and on-site assistance to FRCs

To accomplish these goals, OCAP has reconfigured the regional boundaries for Strategies. For more information about this change or the services available to your FRC, please contact your Regional Center. We look forward to another exciting year as we continue to protect and nurture California's families and children.

Sincerely,

Linda Hockman
Program Consultant
OCAP

Linda Allan
Program Consultant
OCAP

Region 1

Parent Education Network

Strengthening Families In Our Communities



The Modoc Family Resource Center: A Model for Family-Community Integration

The Modoc Family Resource Center in Alturas, California is the heart of a community that cares deeply about the present and future of young children and families in this county of about 10,000 residents in the far northeastern corner of the state. The "Family Center," as it is commonly known, is a division of TEACH, Inc., a local non-profit community-based organization. The Family Center brings together many unique educational, child-care and family support programs to respond to the spoken needs of Modoc County's families as well as serving as the site for family enrichment activities.

The focus of the Family Center's programs is enhancing the well being of children and families. Modoc Child Care Resource and Referral is one of the key programs that is housed at the Family Center and offers a wide range of services to parents, children and child care providers:

- o Referrals to licensed family child care homes and centers in Modoc County;
- o Information for parents on how to select quality child care
- o Child care provider recruitment, training in day care licensing requirements, CPR and early childhood development;
- o Subsidized child care for income-eligible families;
- o Car seat sales and infant seat loans;
- o Resource library for parents and providers;
- o Mobile, county-wide toy lending library;
- o The Modoc Child Development Advisory Committee, Modoc's local Child Care Planning Council; and
- o The Modoc Messages newsletter.

Resource and Referral's location in the Family Center alongside many other family support programs doubles its value to families. Parents not only have access to important information about child care but they and their children can take advantage of the other qualified professionals on site to meet their health and support needs as well.

In addition to the ChildCare Resource and Referral, the Family Center operates several family support-oriented programs administered by TEACH and the Modoc County Office of Education. Babies and children aged birth to five may receive special educational assessments and services from MCOE's infant/Preschool Program. New mothers and their babies are contacted soon after birth by a nurse from the Welcome Baby program who offers support

and referrals during the sensitive Post-partum period. Families with children under three years old may qualify for Early Head Start, a comprehensive early childhood development program that offers weekly educational home visits, family group activities, health and developmental screening and parent involvement in program decision-making to income-eligible families across Modoc County. Even child care and home visiting to families in which parents have not completed high school and have children under eight years old. Finally, New Beginnings Family Home Network provides information, toys and equipment to parents and child care providers on early childhood development so that child care and home settings can provide the best environment for children to learn and grow behaviorally, cognitively and socially.

Woven into this network of family support programs are numerous family and community events that the Modoc Family Resource Center hosts. Parents and their infants and toddlers enjoy weekly playgroups at the Family Center's developmentally appropriate playroom, sponsored by the Families Matter community involvement program, Welcome Baby and the Infant/Preschool Education program. Women recovering from alcohol and drug abuse have a confidential place to hold their weekly New Dawn recovery meetings with the benefit of on-site childcare. The multi-agency Modoc Breastfeeding Coalition also meets at the Family Center monthly, as does the Modoc Joint Unified School District's Migrant Education Parent Committee. The Family Center is a favorite spot for collaborative meetings, TEACH board meetings, family potlucks, Dad's Night Out, Mom's Night Out and many other community happenings.

Thanks to the programs that call the Family Center "home" and the family-oriented activities that enjoy the use of the facility, as well as the support and investment of the community, the Modoc Family Resource Center has grown into a symbol of family and community collaboration that has ripple effects throughout the county.

*Laurie Pearce-Brown, Even Start Director,
TEACH, Inc.
Alturas, CA*



Region 1
Parent Education Network
2592 Notre Dame Blvd.,
Suite B
Chico, CA 95928
530-893-0391
530-893-4075 fax
www.parented.org
email:
penadm@maxinet.com

Counties Served

Alpine
Amador
Butte
Colusa
Del Norte
El Dorado
Glenn
Humboldt
Lake
Lassen
Mendocino
Modoc
Napa
Nevada
Placer
Plumas
Sacramento
Shasta
Sierra
Siskiyou
Solano
Sutter
Tehama
Trinity
Tuolumne
Yolo
Yuba

Staff

Rick Kropp
Executive Director

Betsy Gowan
Project Director

Sharon Williams
Project Specialist



Region 2 Parents Helping Parents

meeting children's special needs through parents helping parents

Sickle Cell Community Network Expands to Create Community Family Resource Centers



Region 2

Parents Helping Parents
3041 Olcott St
Santa Clara, CA 95054-3222
408/727-5775
408/727-2928 fax
www.php.com/frchelp.htm
frchelp@php.com

Counties Served

Sonoma
Marin
Contra Costa
San Francisco
Alameda
San Mateo
Santa Clara
Santa Cruz

Staff

Ida Berk
Director, Satellite Services
Project Director

Wayne Jasper
Publications &
Technology Specialist

Judy Bower
Training & Technical
Assistance Associate

The Sickle Cell Community Health Network of Northern California has been working extensively with Parents Helping Parents and *stratjejjies* to take the required steps needed to create several Community Family Resource Centers (CFRCs) to serve the Sickle Cell Community. The collaborative partners are a dynamic group of committed individuals from a variety of organizations and families whose mission is to ensure “that no child or adult affected by sickle cell or related hemoglobin diseases falls through the cracks.” Sickle Cell is often referred to as the “neglected disease” and the Network was developed with several goals in mind: to put sickle cell and related disorders on the public agenda, and to get immediate assistance for those individuals affected by such diseases.

Extensive work has been done on developing an organizational infrastructure and to get offices established in communities in Northern California where the majority of the affected and at-risk population lives. Community Family Resource Centers are planned to open in January of 2000 in Oakland, Stockton, San Jose, San Francisco and Sacramento. Each CFRC will be staffed initially by a Project Director and Administrative Assistant along with a league of Volunteers who can provide information and referral, support services, self-help and advocacy, and community outreach and education.

Diana Lee, current Executive Director of the Network has been involved since 1995 after a

community forum was held in Berkeley that brought local stakeholders together to discuss the challenges facing families affected by blood disorders. That group identified a critical need to establish a network that could work long term to serve families and individuals by creating local support systems that were culturally competent and user friendly. That’s when the network went to work to organize and execute a plan that included Community Family Resource Centers. *stratjejjies* has worked with the Network now for almost two years to help provide training and technical assistance. Members of the Network attended PHP’s annual Symposium to get a crash course in non-profit management. They officially became a non-profit entity in July of 1998 and have partnered with other local agencies to share office space, equipment and supplies. The Network operates a regional office in Richmond and a toll free number (877-726-2372).

Although the task initially appeared Herculean, a strong strategic plan was developed and maintained to move this dream forward. With only a few months left to go before the CFRCs become reality, the Network believes they will stay on track.

To get more information about the Sickle Cell Network and its efforts please, contact Diana Lee at the toll free number (877-726-2372).

- o Sickle Cell Community Partners
- o Sickle Cell Anemia Support Organization (Oakland)
- o Sickle Cell Anemia Self-Help Group (San Francisco)
- o South Bay Sickle Cell Program (San Jose)
- o African Americans United Against Sickle Cell Disease, American Red Cross (Oakland)
- o Judie Davis Marrow Donor Recruitment Program (Oakland)
- o Northern California Sickle Cell Summer Camp (Richmond, El Cerrito)
- o Health For All (Sacramento)
- o Sickle Cell, Inc. (Sacramento)
- o Gemini (Stockton)
- o Boys&Girls (Stockton)
- o Health Plan of San Joaquin (Stockton)

Region 3 Interface Children Family Services

Helping to make a better Ventura County - one relationship at a time



Second Annual Regional Conference

On May 21, 1999, we held our Second Annual Regional Conference. This year's theme was In-Home Visitation and we were very fortunate to have held our conference at the Rio Bravo Resort in Bakersfield, CA. The resort grounds were beautiful and gave our conference guests the opportunity to enjoy the outdoors and learn some new concepts. We would like to express our sincere gratitude to each of you who made the effort to attend our conference. We hope that you enjoyed attending as much as we enjoyed hosting.



General session.



Conference attendees and general session.



Facilitator Sandy Sladen's workshop "Collaboration Making It Work."



Samuel Martinez (left) and Alexandro Moreno, Region 4, facilitators for the "Involving Fathers" workshop.



Glenn Chee presenting "Using the Matrix as a Family Development Tool."



Dr. Tamsen Stevenson delivering the keynote address.



Region 3
Interface Children
Family Services
1305 Del Norte Rd,
Suite 130
Camarillo, CA 93010
805-485-6114
805-983-0789 fax
email: strategies@icfs.org

Counties Served

- Fresno
- Kern
- Kings
- Madera
- Mariposa
- Merced
- Monterey
- San Benito
- San Joaquin
- San Luis Obispo
- Santa Barbara
- Stanislaus
- Tulare
- Ventura

Staff

- Chuck Watson
President
- Tam Stevenson
Division Director
- Sandra Rodriguez
Training & Technical
Assistance Specialist
- Annette Marcus
Training & Technical
Assistance Specialist
- Cindi Love
Administrative Assistant



Region 4

Children's Bureau of Southern California

a leader in child abuse prevention and treatment

Family Support - The Soul Purpose of Our Community



Region 4

Children's Bureau of
Southern California
3910 Oakwood Avenue
Los Angeles, CA 90004
213-644-3900 x 208
213-644-3907 fax

Counties Served
Los Angeles

Staff

Tony Guillean
Project Director

Contact

Daphne Quick
Program Specialist

Since the beginning of time, history has shown by example the lessons learned through apparent struggles encountered when communities have attempted to create a harmonious environment. This is a lesson we are still learning...

It is the *soul* of an individual which seeks to bring about joy, compassion, and harmony. It is that same *soul* within a community which seeks to create trust, caring and unity. It has been said that we should not leave this earth (our community) without making some meaningful contribution. Therefore, are we – as individuals, as groups and as organizations – supporting that same *soul* (that creates so much) by our contribution to the cultivation of harmonious, caring and productive communities?

With this question in mind and keeping our focus on the needs of Family Resource Centers (FRCs), the Children's Bureau of Southern California Strategies Training and Technical Assistance Center put on an extraordinary day-long conference on September 17th at the Westin Long Beach Hotel. The staff members of Regions 4 & 5 brought together a talented team of individuals who educated, motivated, and provided insight on how to blend and operationalize the key components essential to the success and harmony of Family Resource Centers.

The creation of this conference was based, in part, on 2 years of feedback from participants who attended Strategies training. While our training has been viewed by the participants as very practical, a positive learning experience and a great opportunity for networking, we at Children's Bureau wanted to create a special conference that would address those critical issues relating specifically to family resource centers.

The purpose of the conference was to enhance the growth and development of family support agencies, while providing a forum for

networking. The conference theme: "Family Support ~ The Soul Purpose of Our Community" is what we emphasized throughout the day-long conference.

Jerry Tello, a nationally recognized specialist in the development of prevention programs that focus on children, family and community strengthening delivered a motivating keynote address. Mr. Tello using creative storytelling talents was able to integrate the important concept of family with our commitment to the communities in which we live and work. Jerry Tello truly touched the souls of those who embraced his message.

The workshops were well attended by family resource centers from Ventura County to the southern part of Imperial Valley. The participants included parents, FRC coordinators, administrators, FRC staff and community members. Workshops topics included: "*Working with Collaboratives – Successes and Struggles*"; "*Effective Outcome Evaluations*"; "*Recognizing Diversity*"; "*Establishing a Family Resource Centers*"; "*Parents ~ the Essential Strength of Our Community*"; and "*Community Economic Development ~ Putting It Together*". Each presenter did a great job in addressing critical issues and facilitating the process of developing components essential to the success of family resource centers.

During the luncheon period, a powerful panel of Elders maintained that spirit which was clearly present at the conference by sharing their diverse perspectives based on experience, knowledge and wisdom in relations to family and community. The unique and talented panel included: Sister M. Carmen Sarati, CSJ Community Outreach Coordinator at Santa Marta Hospital. Kamau Daa'ood, a performance poet, educator and community art activist and a native of Los Angeles. Jose Montoya, a multidisciplinary artist: poet, writer and musician, born by the Manzano

Region 5

Children's Bureau of Southern California

a leader in child abuse prevention and treatment



Mountains in Escoboza, New Mexico.

In describing this unique panel of elders, we offer the following excerpts from *The Huehuetlatoli*, words of the ancient – a Mexica book of wisdom, which serves as reminder that our elders provide a significant resource for us: “Elders have a special place in our psyche, our mythology and therefore in our lives. They are the keepers of knowledge, the ones who know.” “They can make others know what has happened on and to our land,” and “they can make others people’s faces wise.”

If you had the privilege of attending this years conference “The Soul Purpose of Our Community,” we thank you for helping to make the event a success. We hope you can join us next year as we equip our communities for the millennium in the conference 2000.

*Daphne Quick, Program Specialist
Conference Chair*

Special Thanks:

The State Office of Child Abuse Prevention
Children's Bureau of Southern California
Strategies Statewide Partners
Strategies Staff:

Anthony M. Guillean, Alexandro Moreno,
Ann Edgerton, Lisa Edmunds,
Daphne Quick – Conference Chair,
Laura Chávez – Co-Chair
Gloria DeLaTorre-Wycoff, Consultant

Volunteers:

Nata Lee Johnson, Jennifer Nichols,
Mlouise Quick, Sandra Gutierrez-Rodriguez,
Nancy Stary, Tahanna Whittaker,
Vonda Whittaker
L.A.U.S.D. Parent Community Service Center
Juan Perez & Faye Banton



Region 5
Children's Bureau of
Southern California
50 S. Anaheim Blvd., Suite 241
Anaheim, CA 92805-2908
714-517-1900 x 211
714-517-1911 fax

Counties Served

Imperial
Orange
Riverside
San Bernardino
San Diego

Staff

Tony Guillean
Project Director

Contact

Gloria DeLaTorre-Wycoff
Alexandro Moreno
Program Specialists



From Our Shelves to Yours & Hints, Tips, Ideas & Strategies



The Parent's Tao Te Ching: A New Interpretation

Take That Break!

Are you guilty of always working through lunch or your breaks when you have got an important or complicated job to do? You could be sabotaging your well-intentioned efforts to produce quality work. Consider this advice:

"Every now and then, go away, take a little relaxation, because when you come back to your work, your judgment will be surer. To remain constantly at work will cause your lose power of judgment. Go some distance away, because then the work appears smaller, and more of it can be taken in at a glance, and a lack of harmony and proportion is more readily seen."

Still think taking your breaks will slow you down, hamper your productivity? Well, the author of this advice was Leonardo da Vinci—and no one could ever accuse him of being an underachiever!

"It's a rare thing when someone is able to improve on a classic—not only improve it but wrap it in ribbons and offer it as a gift to the modern world. It requires a man of rare wisdom, insight, and heart. Bill Martin is such a man and *The Parent's Tao Te Ching* is such a book. Not since *The Tao of Pooh* has Taoist wisdom transmogrified into something so practical, gentle, and good." From the foreword by Dan Millman, Author of *Way of the Peaceful Warrior*.

Lao Tzu's *Tao Te Ching* is the most widely published book in the world next to the Bible, revered for its philosophical depth and practical wisdom. Now, William Martin has distilled the essence of each of the Tao's 81 chapters and freshly re-interpreted them to speak directly and clearly to the most difficult of modern tasks—parenting. With its combination of free verse and judicious, psychologically discerning advice, *The Parent's Tao Te Ching* addresses the great themes that permeate the Tao and that underscore loving parent-child relationships: responding without judgment, emulating natural processes, and balancing between doing and being. An invigorating alternative to advice books that admonish parents with countless "shoulds" and "oughts," *The Parent's Tao Te Ching* has the hallmarks of a classic.

The Chico Family Center recently hosted Bill Martin as a evening speaker. The meeting well attended by and introduced the Family Center to a wide variety of parents who attended. Parents commented on how refreshing it was to get in touch with the reason for parenting and the spirit of parenting and not just focussing on the do's and don'ts. If you would like Bill Martin as a speaker at your Family Center, contact him at 530-898-0715.



Author William Martin

"This book is pure gold. It comes as close to teaching the unteachable as anything I have ever read. If you are a parent, you have no choice--you must keep this book within reach at all times."

--Hugh Prather, parent, minister, author of Notes to Myself, and co-author, with Gayle Prather, of Spritual Parenting: A guide to Understanding and Nurturing the Heart of Your Child.

Answers Benefiting Children



Congratulations + Appreciation goes out to all the ABC Grantees for their continued efforts in implementing the ABC initiative all grantees have been working hard to keep up with their implementation timelines.

In July ABC grantees gathered in both Sacramento and Anaheim for management training. In August an FRC core training was held in Sacramento. The core training included well-received breakout groups, which featured experts in FRC's from across California. The next FRC core training is scheduled for November in Sacramento. If you are interested call your ABC consultant to register.



Do you know your OCAP consultant? ABC OCAP Program Consultants

- Linda Allan, 916-323-0471
- Sharon Croswell, 916-322-8342
- Conrad DeCastro, 916-445,2873
- Sue Erlich, 916-445-0455
- Linda Hockman, 916-322-8336
- George Shaw, 916-323-9711

| ABC County | Consultant |
|---------------|-----------------|
| El Dorado | Sharon Croswell |
| Kern | Sharon Croswell |
| Lake | Sue Erlich |
| Merced | George Shaw |
| Napa | Linda Hockman |
| Orange | Conrad DeCastro |
| Placer | Linda Allan |
| Sacramento | Linda Hockman |
| San Benito | Linda Hockman |
| San Diego | Sue Erlich |
| San Mateo | George Shaw |
| Santa Barbara | Conrad DeCastro |
| Santa Cruz | Conrad DeCastro |
| Shasta | Linda Allan |
| Solano | George Shaw |
| Yolo | Sharon Croswell |
| Yuba | Linda Hockman |

For information about trainings, workshops,
conferences and more, contact your region:

Region 1: Sharon Williams
530-893-0391

Region 2: Judy Bower
408-727-5775 x147

Region 3: Sandra Rodriguez
800-339-9597 x676

Region 4: Lisa Edmunds
714-517-1900 x21

Region 5: Lisa Edmunds
714-517-1900 x21

Parent Education Network
Working Strategies
2592 Notre Dame Blvd., Suite B
Chico, CA 95928

Nonprofit Organization
U.S. Postage
PAID
Chico, CA 95928
Permit #583

We are continually
updating our mailing
list. If you no longer
want to receive this
newsletter, please let
us know.

Thank You!