



Working Strategies

Helping families grow stronger.

Mapping the Adoption, Application, and Adherence to Family Support Principles

Carl J. Dunst, Ph.D.

Family support principles are statements of beliefs and values about how supports and resources ought to be made available to parents and other family members involved in parenting support and family resource programs and how staff should interact with and treat families (Dunst 1995). The nine principles developed by Family Support America are currently the most widely known and recognized examples of these types of belief statements.

The adoption of family support principles as guiding beliefs is what distinguishes family support programs from other, more traditional types of human services programs (Weissbourd 1990). But adoption of (as well as use of and adherence to) family support principles means a lot more than simply “hanging” a list of belief statements on the wall of a family resource center or “publishing” the principles in a program brochure. More than 20 years of work developing and evaluating parenting

and family support programs “tells us” that a lot more needs to be done if principles are used as belief statements for guiding the development and implementation of program practices (Dunst 1997, 2000). Lessons learned from these efforts have led me to develop a three-level process for facilitating the adoption, application and adherence (AAA) to family support principles.

Planning and Taking the Trip

Road Trip Planner

Adoption refers to the action taken to select principles, understand their meaning, and decide how they will be used to guide program practices and define expected staff behavior. The process of adopting principles as guiding beliefs and program standards is akin to planning a trip. The process “maps out” where you will be going and the roads you will take to get there. A first step is to decide which principles will be used by your program as belief and value statements. There are many

different lists of principles that can be reviewed to identify those most aligned with your program’s philosophy or mission (see, e.g., Dunst 1990). Or you may find that Family Support America’s principles nicely reflect your program’s philosophy, and decide to adopt these as guiding beliefs.

Selecting principles is a good start, but you have to go at least one step further. You have to come to a common understanding of the meaning and intent of the principles. This can be accomplished by program participants and staff engaging in discussions about the meaning and intent of the “values” embedded in each principle. It means taking key elements of each principle and coming to agreement about their meaning. For example, what does “respect” mean? What does it “look like” in practice? What behaviors would staff and families need to display to “demonstrate” respect? Terms such as these need to be

Continued from previous page.

defined to promote common understanding.

Motoring Along

Application means the use of the principles as benchmarks and standards against which day-to-day practices and decisions are judged. Principles are useful only to the extent that they are “modeled in all program activities” (Family Support America, Principle 9) and are used



as a guide for insuring you are traveling along the right road.

The day-to-day use of principles “shows up” in different ways. For example, you may be thinking about implementing a new parent education program. How do you decide if it is the best choice for your program? You can use your principles to assess the fit between the implicit or explicit assumptions of the parenting program and the belief statements adopted by your

program. If the parent education program fares poorly when checked against your principles, you probably want to think twice about taking a road that will likely get your program off course. If the program passes your road test, move ahead.

Experience tells us that better family support programs are ones that use their family support principles as “sound boards” for as many conversations as possible that involve program decisions and the assessment of staff practices. Experience also tells us that if programs don’t day-in and day-out use their principles as standards, slippage will occur, and old practices will slowly seep back into your programs, often without any recognition that this has occurred.

Reaching Your Destination

Adherence to adopted beliefs and practices refers to the extent to which program participants judge their experiences as being

consistent with family support principles. There is no other way to determine if you have reached this desired outcome than to obtain participant feedback and judgments about program practices.

I know someone is saying “But you can’t trust parents’ beliefs; they’re too subjective or biased.” Imagine buying a car where the car dealer promised you that it would “deliver” on any number of things you were expecting from the vehicle. Imagine further that you

had some six months experience driving the car. Are you going to go back to the car dealer and ask him or her to judge whether the car met your expectations (standards)? Of course not! You, the consumer, are the only person who can make that judgment. Family judgments about family support programs are no different, just more complicated. If your program has adopted and uses family support principles as “performance standards” and “behavioral promises,” you would expect that parents would say staff treat them and their families in ways consistent with the principles.

We have measured adherence in three ways. (There are others that you may already be using or could think of doing.) First, we have conducted individual interviews with program participants to obtain descriptions of their experiences, which in turn we have used as “sources of evidence” to independently rate the degree of program and staff adherence to principles (e.g., Dunst, Trivette, Starnes, Hamby, and Gordon 1993). Second, we have conducted focus groups with program participants and have used rating scales to assess the degree of adherence to principles from the parents’ descriptions of their experiences with a program and staff (e.g., Trivette and Dunst 1995). Third, we have developed surveys of family support principle indicators, and have asked parents to rate the extent to which each statement is true on a scale varying from “not at all true” to “always true” (e.g., Dunst and Trivette 2001).

What is an acceptable level of adherence to make the claim that a program operates (delivers) in ways that it purports (promises) to

Continued on page 8.

Office of Child Abuse Prevention

Hello FRC Staff!

Summer is over, school has begun, and many of us are challenged to think of new and creative ways to further help and support our families. The Fall season presents many opportunities to begin working with families in ways that will teach them how to interact with their children in a positive way.

We Are Here to Provide Support For Change

**We are here to listen
Not to work miracles**

**We are here to help people discover what they are
feeling
Not to make the feeling go away**

**We are here to help people identify their options
Not to decide for them what they should do**

**We are here to discuss steps with people
Not to take the steps for them**

**We are here to help people discover their own
strength
Not to rescue them and leave them still vulnerable**

**We are here to help people discover they can help
themselves.**

**Anonymous
And adapted by Fr. John Hardin OPM**


As you know, the work that all of you are doing is so instrumental in the success of families. The methods and approaches you use to teach and interact with parents affect how they, in turn, relate to their children. As we begin the new school year, parents should be mindful that every child is different, and that what parents say to their children, and how they say it, is crucial to their children's self-esteem, development, and success in school. Parents may need to be reminded that some children take longer than others to warm up to the new school year. Parents can take an interest in their children by working with them to develop positive homework habits and establish academics as an important value for families.

Some of you may already have a copy of "We Are Here to Provide Support For Change"; however, I wanted to include it in this newsletter because we need to be reminded what our role is in supporting families.

On another note, we at OCAP are pleased to announce that Gartia Bansah has joined the staff at the OCAP. Gartia's background includes time spent as a Licensing Program Analyst in Community Care Licensing and time as an Adoptions Specialist for the Department of Social

Services. She has also worked as a social worker in Child Protective Services for Sacramento County. Gartia brings a wealth of knowledge and experience to OCAP. Please join us in welcoming her.

Carolyn Carras, Program Consultant
CDSS, Office of Child Abuse Prevention



Department of Social Services
Office of Child Abuse Prevention (OCAP)
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Family Support Outcomes Accountability – California Style

“Outcomes Evaluation” is a phrase that raises the anxiety level of many Family Resource Center (FRC) program staff.

In response to the challenges of understanding and implementing comprehensive and relevant evaluation processes and protocols for FRC programs, the FRIENDS National Resource Center for Community-Based Family Resource

Services (CBFRS), based in Chapel Hill, North Carolina, developed the *Outcomes Accountability for Family Support Programs* with funding from the Federal Administration for Children and Families. These materials include two volumes, the first of which addresses the conceptual issues and background of outcome accountability, and a second volume that includes instructions and instruments for developing a logic model and evaluation plan, which are then



implemented and documented; utilized in reporting to staff, participants, funders, and the community; and applied in the revision of the program.

The FRIENDS National Resource Center is currently piloting these materials in six states, including California. A total of 27 organizations receiving CBFRS funding across the state are participating, including COPE Family Resource Center in Napa; Paradise Ridge FRC in Butte County; public agencies from

Butte, Napa, Sacramento, and Yolo Counties; and the crisis nurseries of Placer, Yolo, and Sacramento Counties.

For those taking part, two workshops were held to support understanding and practicing the application of the concepts, processes, and tools described or

provided with the written materials. In the first workshop, offered in January 2002, those who attended were able to practice developing a logic model and subsequent outcomes, while at the second workshop in May 2002, participants worked on refining their measurement tools and utilizing Excel for simple analytical tasks. The capacity for participating agencies to implement this process varied a great deal, and more intensive, individualized technical assistance was also made available to participating organizations that requested additional help with the process.

By this fall, the goals are that most participating programs (1) will have identified the outcomes they wish to measure, (2) will have their measurement tools in place, (3) will have collected some initial data, and (4) will have begun analyzing and preparing a report on their findings. Participant input and FRIENDS

observations regarding the use of the process and products will be incorporated into future editions, so others may benefit from the findings of this initial field test.



Region 1

Youth for Change, Paradise Ridge Family Resource Center

6249 Skyway Paradise, CA Phone: (530) 872-3896 Fax: (530) 872-4093 bgowan@youth4change.org

Counties Served: Alameda, Alpine, Amador, Butte, Calaveras, Colusa, Contra Costa, Del Norte, El Dorado, Glenn, Humboldt, Lake, Lassen, Marin, Mendocino, Modoc, Napa, Nevada, Placer, Plumas, Sacramento, San Francisco, San Joaquin, Shasta, Sierra, Siskiyou, Solano, Sonoma, Sutter, Tehama, Trinity, Yolo, Yuba

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CSUMB and Santa Cruz FRCs Evaluate Matrix

Human service agencies are now routinely required to account to funders, as well as their community and consumers, by reporting measurable outcomes of service delivery. The Family Development Matrix (FDM) is a tool currently used by many family support programs to collect family-level outcomes data. However, some programs were reluctant to fully utilize the FDM because its reliability had not been tested.



The Institute for Community Collaborative Studies (ICCS) at CSU Monterey Bay (CSUMB), under the leadership of Community Director Jerry Endres, has worked on developing and refining the FDM of the California Matrix Outcomes Model since the mid-1990s. ICCS convened a Matrix Design Group in 1997 in response to needs expressed by community-based users of the FDM, and in 1999 applied to the Organizational Effectiveness Program of the Packard Foundation to assess the reliability of the tool. In partnership with the Foundation, ICCS hired nationally known evaluation consultant Brad Richards and Mountain Community Resources Assistant Director Judi

Sherman to support the study's design and implementation.

The FDM is a matrix-based scaling tool that lists 13 life domains across the top (such as Shelter, Family Relations, and Children's Education and Development) and five status levels (from "in crisis" to "thriving") down the side. Status for one or more life domains is ascertained by family program participants and case management staff on a regular basis to provide a strength-based structure for planning, problem solving, and assessing family

progress. As a popular "grassroots" tool originally developed by the Federal Health and Human Services (HHS) Office of Community Services (OCS) in response to the Federal Government Performance and Results Act, the FDM now exists in many versions across the state and country. In the interest of efficient use of time and resources, the version of the FDM developed and utilized by the FRC Network of Santa Cruz County was the version evaluated in this study.

The project tested FDM intra- and inter-rater reliability by recruiting 25 family workers from Santa Cruz and Santa Clara County service providers to provide anonymous personal demographic information

and to score ten anonymous case histories according to the life domains and status levels of the FDM at two points in time two weeks apart. Analysis of the resulting data showed generally good reliability, while identifying some fine tuning needed in some of the life domains.

Since this study was conducted ICCS has:

1. Refined the current tool to address reliability inconsistencies;
2. Tested both reliability and validity in actual case management settings in over 70 programs; and
3. Developed the complementary Community Development Scale (CDS).

For more information on this project, the California Matrix Outcomes Model, and the work of ICCS, call Jerry Endres at (831) 582-3624 or visit the ICCS page of the CSUMB website at www.iccs.csUMB.edu/html/community/matrix.



Region 2

Interface Children Family Services

1305 Del Norte Rd., Ste. 130 Camarillo, CA 93010 Phone: (805) 485-6114 Fax: (805) 983-0789 amarcus@icfs.org

Counties Served: Fresno, Inyo, Kern, Kings, Madera, Mariposa, Merced, Monterey, Mono, San Benito, San Luis Obispo, San Mateo, Santa Barbara, Santa Clara, Santa Cruz, Stanislaus, Tulare, Tuolumne, Ventura

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School Achievement and Parental Involvement

Strengthening Connections Among Fathers, Teachers, and Children



Center for Education Statistics.)

What is discussed less in the literature, according to *INVOCA/Dignidad*, are barriers posed by educational systems. For example, the number of Latino teachers is not only significantly lower than that of European American teachers; it has also not changed significantly over the last ten years. While some non-Latino teachers may speak Spanish and be familiar with one or more Latino cultures, this experience often cannot support meaningful communication and partnership with Latino parents.

Secondly, it would help teachers to have more background regarding family support, particularly how to work with fathers.

School-based and community-based family resource centers can strengthen connections between fathers and schools, and help parents navigate an often unfamiliar and intimidating school system. Some

quick, simple, and proven ideas for outreach to fathers are:

- ♦ Assume fathers want to be involved!
- ♦ See fathers as part of the solution, not the problem.
- ♦ Ask fathers to give feedback about your programs, perhaps informally at first, and then progress to more formal venues such as focus groups.
- ♦ Offer services when fathers are able to participate, such as evenings and weekends.
- ♦ Be patient and allow a lot of time when developing a new father's program.
- ♦ Successful FRCs are family-centered, not just mother/children-centered.

In 2001, the proportion of Latino children who scored above the 50th percentile on the SAT-9 test – a test given in California to measure math and reading achievement – was significantly lower than the proportion of European American children who scored above the 50th percentile. This disparity is made more serious by the massive increase in the number and percentage of Latino youths enrolled in public schools. Recent projections indicate that by the year 2010, the majority of students enrolled in California public schools will be Latino. In some parts of the state the proportion is already much higher. For example, in Santa Ana the percentage of Latinos in the schools is currently over 91%, (National



Region 3

Children's Bureau of Southern California

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Building Bridges

Del Norte County Collaborative Puts Family Resource Center on the Road



With a population of 28,000 people spread over 1,000 square miles of forest and mountains, Del Norte County service providers face extreme challenges in reaching isolated communities and families. However, they are used to “thinking outside the box,” and have collaborated to bring family support to all parts of the County via the Wonderbus.

There are an estimated 2,000+ children from birth to five years of



age in Del Norte County, and the Wonderbus is designed to bring child development information, activities, and materials to them and their families. The Wonderbus pays regular visits to preschools; Head Starts; tribal Head Starts of the Yurok, Klamath, and Smith River sovereign nations; and family day care providers. Staff includes a bilingual, bicultural, Spanish-speaking group leader, so its visits are particularly welcome in the Latino communities of the county. When the Wonderbus comes to town, it means free and convenient access to books (in English and Spanish);

computers; literacy-supportive toys such as puppets and puzzles; craft and educational activities; and literacy, health, and parent education materials.

The Wonderbus links recent concerns regarding the school readiness of many children and the premise that the best way to support

healthy child development is by supporting their caretakers. Eight partners have banded together on the project – the County Public Library, Children and Families Commission, County of Del Norte, Del Norte Unified School and Healthcare Districts, Rural Human Services, Northcoast Children’s Services, and the Del Norte Child Care Council. Together they have



created the Wonderbus, which Children and Families Commission Executive Director Patty Vernelson calls “an FRC on wheels.”

Pictured: Kids on bus (above left); The collaborative (above), Enjoying the features of the bus (left).

Continued from page 2.

operate? Consumer loyalty research shows that the largest majority of indicators must receive the highest rating if the consumer judges the product or service of sufficient quality for him or her to become a “repeat customer.” If a program claims to be a family support program, and has adopted family support principles as guiding beliefs, then it seems to me that at least 90% to 95% of all family support principle indicators should receive the highest rating on a scale used to measure adherence. You, of course, need to establish your own level of desirability and acceptability.

New Roads Ahead

Two initiatives currently underway hold promise for providing further guidance about the approach to mapping the adoption, application, and adherence to family support principles described in this article. One is Family Support America’s Evidence Along the Way Initiative that involves, among other things, the development of an evaluation approach and set of procedures for measuring adoption and adherence to principles and how this influences “program offerings” and the ways in which supports and resources are made available to families. The other is the development of the *Parenting and Family Support Program Practices Scales* (Dunst 2002) that I am currently field-testing. The scales include measures of adoption, visibility, use, and adherence to family support principles (as well as measures of other aspects of program practices). There will be two versions of the scales. One is a self assessment tool for program staff to use to determine how well

they are doing and to identify areas for program improvement. The other is a research and evaluation tool for measuring program implementation fidelity and relating variations in program practices to variations in outcomes.

Continually striving to be the best and highest quality program possible is a goal all family resource and support programs should aspire to achieve. AAA is one way of mapping a new path in how we go about reaching this destination. Happy trails.



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- The reader is referred to www.wbpress.com for a complete list of references on family support programs, family-centered practices, and related materials written by Orelena Hawks Puckett Institute staff.

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Strategies Out and About

Strategies Provides Facilitative Leadership Training to Family Support Professionals

In June of this year, Strategies partnered with national training consultants Interaction

Associates (IA), to provide leadership training to 26 family support administrators from a variety of programs and organizations across the State. Gathering in Burbank, this group spent three days together working on developing the awareness, knowledge, and skills needed to be effective leaders with their colleagues, staffs, organizations, and communities.

Working on and through issues related to maximum appropriate involvement, facilitating agreement,

sharing an inspired vision, designing pathways to action, coaching for



performance, and celebrating accomplishment, participants were encouraged to view themselves as moving across the roles of coach, team leader, and change agent.

Facilitative leaders were identified as being collaborative, strategic, receptive, and flexible, and had plenty of opportunities to interact with each other and practice exploring these attributes and roles, and applying these practices with each other and the trainers.

Many of the participants have already reported that it has been helpful to take what they gained from this training back to their agencies. They will continue to network through Strategies-sponsored teleconferences and regional gatherings, and are already planning a reunion for next year!

Hot Off the Press! A Strategies Book Review

What Kids Need by Rima Shore is the latest of the Carnegie Corporation's efforts to provide those of us at the forefront of work with children and families with the most rigorous and up-to-date research and promising practices related to child development and early education. With a first chapter on what works for families, followed by sections on "Infants and Toddlers" and "The Preschool Years," then on to supporting communities and changing current policies, this volume balances the presentation of complex research findings and personal anecdotes of program staff and participants with

a perceptive and creative analysis of the current issues confronting the early childhood and family support fields. The conclusion of *What Kids Need* discusses six "Lessons from a Decade of Progress," that effectively summarize the conclusions of the book:

- ❖ The early years matter.
- ❖ A policy vision matters.
- ❖ Place matters.
- ❖ Parents matter – a great deal – and so do the resources they bring to the challenges of raising a family.
- ❖ Political will matters.
- ❖ Quality matters.

While these are lessons we have all learned, the exposition of them in this volume provides a succinct and substantive view of who, what, where, why, and how we have gotten this far and where we go from here.



Statewide Family Support Association Forming

At Strategies, we have found that the importance of developing strong networks for advocacy, shared information about policy changes, and best practices has emerged as a recurring theme in our work with Family Resource

Centers and family support programs in California. Thus we want to let you know about an exciting new possibility for ongoing networking support.

Over the past year, Family Resource Centers and other people interested in family support have been meeting to develop a statewide network or association. The Foundation Consortium for California's Children and Youth, which brings together

major foundations interested in investing in the future of California's children and families, has made a major commitment to this process. The Consortium has sponsored meetings, developed a Profile of Family Resource Centers (2001), and assigned Senior

Program Director Francesca Wright, to provide part-time start-up staffing to staff the project. Most recently, several of the foundations hosted a thought-provoking panel and discussion with Sid Gardner and other leading family support practitioners about Family Resource Centers

and Family Income Support which was attended by FRC staff from around the state.

Currently, a two-tiered process for developing this statewide association is underway with planning happening for Northern California and for Southern California. These planning processes are being brought together through a statewide council. Committees are forming for Advocacy and Learning Opportunities. For more information, contact Francesca Wright (916) 646-3646 ext. 3007.



LA County Funding Available

Notice of funding availability through the Los Angeles County Children and Families First - Proposition 10 Commission in strategic partnership with Community Partners®. The Community Developed Initiative (CDI) Small Grants aim to strengthen the overall capacity of smaller agencies that serve and support expectant parents, children ages 0-5, and their families in Los Angeles County. The Proposition 10 Commission has allocated \$10 million for grants of up to \$25,000 to non-profit or for-profit organizations with annual operating budgets of \$250,000 or less. Examples of eligible applicants include, but are not limited to, neighborhood and community-based agencies, local service agencies, collaboratives, neighborhood associations, and faith-based and civic agencies that serve expectant parents, children ages 0-5, and their families. For more information, please contact Community Partners® at (213) 439-9640 ext. 11 or visit our website at www.communitypartners.org.

Strategies Calendar 2002-2003 - Statewide Events

October 2002

Foundations of Family Support-Stockton-Oct. 2-3 (**Region 2**)

Helping Families Problem Solve-Napa-Oct. 4 (**Region 1**)

Peer Review Training-Oct. 8 (**Region 3**)

Making Supervision Work-Sacramento-Oct. 14 (**Region 1**)

Tapestry: Enhancing Multicultural Skills for Family Workers-Oxnard-Oct. 17 (**Region 2**)

Foundations of Family Support-Vallejo-Oct. 29-30 (**Region 2**)

November 2002

Sustainable Funding for FRCs-San Francisco-Nov. 7 (**Region 1**)

California Family Support Kit Premiere-Nov. 15 (**Region 3**)

Foundations of Family Support-Fresno-Nov. 20-21 (**Region 2**)

December 2002

Peer Review Follow-Up-Dec. 3 (**Region 3**)

Family Resource Center Core Training-San Diego-Dec. 3-5 (**Region 1**)

January 2003

Facilitative Leadership Follow-Up-Burbank-Jan. 14 (**Region 2**)

Teleconference: What is an FRC?-9:30-11am-Jan. 16 (**Region 3**)

Teleconference: Board Development-1-2:30pm-Jan. 16 (**Region 3**)

Peer Review Training-Jan. 28 (**Region 2**)

Foundations of Family Support-Crescent City-TBA (**Region 2**)

February 2003

Family Resource Center Core Training-Santa Barbara-Feb. 19-21 (**Region 1**)

Teleconference: Parent Involvement-9:30-11am-Feb. 20 (**Region 3**)

Teleconference: Budget-1-2:30pm-Feb. 20 (**Region 3**)

Core Training Enhancement Model: Supervision-Feb. 27 (**Region 2**)

March 2003

Facilitative Leadership-San Francisco-Mar. 5-7 (**Region 2**)

Teleconference: Community Development-9:30-11am-Mar. 20 (**Region 3**)

Teleconference: Human Resources-1-2:30pm-Mar. 20 (**Region 3**)

Peer Review Follow-Up-Mar. 25 (**Region 2**)

April 2003

Family Support Innovations Mini-Conference-Santa Cruz-Apr. 8 (**Region 2**)

Teleconference: Collaboration-9:30-11am-Apr. 17 (**Region 3**)

Teleconference: Outcomes-1-2:30pm-Apr. 17 (**Region 3**)

Core Training Enhancement Module: Supervision-Apr. 24 (**Region 3**)

Peer Review Training-Apr. 29 (**Region 1**)

May 2003

Family Resource Center Core Training-Crescent City-TBA (**Region 1**)

June 2003

Peer Review Follow-Up-Jun. 19 (**Region 1**)

Helping Families Problem Solve

Presented by Ann Corwin

Even the toughest parenting problems can be solved thanks to the innovative new S•O•L•V•E formula developed by expert parenting consultant Ann Corwin, Ph.D., M.Ed. Dr. Corwin will be on hand to present this formula to family support workers, therapists, parent educators, and others who work with families.

Date: October 4, 2002

Time: 8:30 AM – 3:00 PM

Location: Napa County Office of Education, 2121 Imola Avenue, Napa, California

Cost: \$35.00 per person, lunch included

Region 1

For more information on any of these events, please call the region listed with the event.

Region 1 (530) 872-3896

Region 2 (805) 485-6114

Region 3 (323) 644-3900 x 210

Sustainable Funding for FRCs

Presented by Hansine Fisher

This daylong workshop will explore government funding streams that support FRCs. Hansine Fisher will lead an in-depth exploration of TCM (Targeted Case Management) and MAA (Medi-Cal Administrative Activities) and be available to answer specific funding questions. The day will also include presentations by local funders or other experts on resource development for the geographic area where the workshop is offered.

November 7 in San Francisco
Spring 2003 in Eureka

Region 1

Family Resource Center Core Training

This three-day interactive workshop provides essential tools needed to operate a quality FRC. You will go home with many ideas and will have identified concrete steps to implement in your FRC. This workshop is designed for FRC teams and will be more valuable if you send about three people from your FRC. Administrators, specialists, child care staff, front-line staff, parents, board members, and community members, including AmeriCorps staff, are welcome.

December 3, 4, & 5, 2002
Doubletree Hotel San Diego
7450 Hazard Center Dr.
San Diego, CA 92108
(619) 297-5466

February 19, 20, & 21, 2003
Fess Parker's Doubletree Resort
633 East Cabrillo Blvd.
Santa Barbara, CA 93103
(805) 564-4333

To register, or for more information, call Jody Winget (530) 872-3896.



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

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Region 2 Marissa Mach (800) 556-6607 ext. 676

Region 3 Daphne Quick (323) 644-3900 ext. 208

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

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to promote a statewide network of community-based family resource centers*