

Step Ahead at Age 3



*A Transition Guide for
Families*



Around his or her third birthday, your child who has a disability or developmental delay may **STEP AHEAD** from Kansas Infant-Toddler Services to Early Childhood Special Education Services (ECSE) and/or other community services. Under the Individuals with Disabilities Education Act (IDEA), these are different programs. IDEA guides some of the steps that must be taken in order for your child to transition successfully.

Transition simply means moving from one program to another. Families and service providers walk through this transition together, step-by-step. While there are many similarities between early intervention and early childhood special education programs, there are some important distinctions that may be helpful to know. Infant-Toddler Services are family-centered, while ECSE services are child-centered. This means that the Individualized Family Service Plan (IFSP) is based on the needs of the family to help them support their child. When a child transitions into special education services, the Individualized Education Program (IEP) focuses directly on the child's needs. Both programs are intended to serve the child in a very individualized way.

This guide is a tool to assist you and others invested in your child in planning together to make wise decisions for your child as they transition to ECSE services.



The Kansas Coordinating Council on Early Childhood Developmental Services is more commonly known as the State Interagency Coordinating Council (SICC). This council is responsible for advising and assisting the Kansas governor and legislature on matters that impact Kansas families with children ages birth to five, who have or are at risk for developmental delays. The Council's work is to discuss pertinent matters pertaining to young Kansans, including legislative updates that may require attention, new programs that agency members may be working on, and the work of SICC committees and task forces. By joining together, agencies that serve Early Childhood students can ensure a comprehensive system that supports both students and families. If you have an interest in SICC projects or serving as a member, you can call (785) 296-3953.

Local Interagency Coordinating Councils (LICC), are comprised of community members with a vested interest in an interagency system of service provision for children ages birth to five, and their families. LICCs are responsible for many things, including communication and collaboration among community partners on issues pertinent to the population they represent. LICCs can help with activities such as child find, public awareness, and professional development. They also advise the lead agency with matters of policy, resource development, and much more. LICCs include parent members. If you are interested in serving on the LICC, contact the council nearest you.

Families Together, Inc. serves as the Parent Training Information Center* and the Family to Family Health Information Center* for the state of Kansas. Our staff provide parents, families and transition age youth one-to-one assistance, training, resources and tools at no cost. Our mission is to encourage, educate, and empower families to be effective advocates for their children.

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Step 1: Planning Ahead

Successful transitions begin as people think about the future, plan ahead, and work together.

There are resources that may be helpful as you begin to think about the transition to ECSE:

- friends who have young children
- local parent organizations
- a family with a child slightly older than yours
- person-centered planning tools, and
- Families Together, Inc.

Always remember, you play a vital role in your child's transition process. You are the expert when it comes to your child. You know his or her strengths and struggles, likes and dislikes, and his or her history. As you start looking at transition, all of this information can be used to guide your questions for the team, help you reflect on what your dreams may be, and provide the team with a full picture of how best to meet your child's needs.

Some questions to consider

- What do we dream for our child?
- What are the things that our child loves?
- What does our child need right now to grow and develop?
- With whom do we want our child to play and learn?
- Where would our child be if he or she didn't have a developmental delay or disability?

Questions like these help to ensure that your child's plan reflects him or her as an individual. For an example of a person-centered planning tool, see page 18.

"I think parents have been searching for a road map to help us decipher 'the system.' The task is extremely complex."

Overland Park mother

Important Contact Information

Our Family Service Coordinator

Our Early Childhood Special Education Contact

Families Together, Inc.

- Topeka: 800-264-6343 or 785-233-4777
- Wichita: 888-815-6364 or 316-945-7747
- Garden City: 888-820-6364 or 620-276-6364
- En español: 800-499-9443

Planning Ahead Checklist

Family



- ☐ Talk about transition with our family service coordinator
- ☐ Decide if we want a friend or relative to participate in transition planning meetings
- ☐ Work with our Family Service Coordinator to write a transition outcome for our IFSP
- ☐ Consider talking with friends or other community resources to learn about transition
- ☐ Write down any questions we may have for the team
- ☐ Think of any training we would like to have that might be helpful
- ☐ Give written permission to Infant-Toddler Services to refer our child to Early Childhood Special Education



"I'm really excited about this transition. It will be so wonderful for Casey to make new friends. He's ready for some new challenges. This is an important time for us."

Wichita parent

Infant-Toddler Services



- ☐ Offer our family information about transition and related community resources
- ☐ Begin the transition planning process by including transition in our IFSP
- ☐ Seek permission from our family to refer our child to Early Childhood Special Education
- ☐ Schedule a transition planning meeting with our family and Early Childhood Special Education staff at least 90 days before our child's third birthday

Early Childhood Special Education



- ☐ Receive the referral from Infant-Toddler Services
- ☐ Work together with our family and Infant-Toddler Services staff on transition planning
- ☐ Prepare to share information with our family about the evaluation process, determination of eligibility for Early Childhood Special Education services, and placement opportunities

Step 2: Transition Meeting

The transition meeting is a time when you and your team from Infant-Toddler Services and Early Childhood Special Education (ECSE) meet to develop your child's transition plan. This plan outlines the steps that your family and the two service programs will follow to help make your child's transition successful. The transition meeting occurs at least three months before your child's third birthday. If the birthday is in the summer or September, the transition meeting may occur in the spring to allow time for plans to be in place before the school year begins.

Many families become very involved in the process: visiting possible preschools and Head Start, talking with teachers and therapists, asking questions to understand parental rights described in the laws, and observing and learning about the skills tested in the evaluation.

As the parent, you have the right to decide how much you will participate in your child's transition planning.

Who attends the transition meeting?

- Our family *
- Family Services Coordinator *
- Friends or relatives invited by the family
- Infant -Toddler Services staff
- Early Childhood Special Education staff *
- Your home visitor from Early Head Start or Parents As Teachers, preschool teacher, or your child care provider

*Legally required to attend

Tips for Preschool Visits

- Make an appointment. Visit only at the time scheduled.
- Upon arrival, check in at the office.
- Ask the teacher where to sit and whether to interact with the children.
- Write down questions to ask the teacher later.
- Try to picture your child as part of the class. Consider these questions:
 - ☐ Do the children seem to be happy?
 - ☐ If there are peer models, are they interacting with the other students in a positive way?
 - ☐ How is the classroom promoting inclusion?
 - ☐ Does this program appear to match the way my child learns?
 - ☐ How is communication encouraged?
 - ☐ Does this program appear to match our family's values and respect our ethnic traditions?
 - ☐ Would our child be in this preschool if they did not have a developmental delay or disability?
 - ☐ What is the ratio of adults to children in this program?
- Schedule a time to talk with the teacher at the end of your visit or at a later time.
- Things to ask:
 - ☐ The cost of the preschool.
 - ☐ If transportation is provided.
 - ☐ For suggestions from the teacher on how to help ease your child into school.

Checklist for the Transition Meeting

Family



- ☐ Attend the transition meeting
- ☐ Share our hopes for our child
- ☐ Review parental rights information
- ☐ Ask questions about anything that is unclear
- ☐ Sign consent for release of records from Infant-Toddler Services to the school district
- ☐ Agree to participate in the transition planning process
- ☐ Make sure the transition plan includes options that help realize our dreams for our child

Early Childhood Special Education



- ☐ Attend the transition meeting
- ☐ Receive written consent for release of records
- ☐ Explain parental rights in special education and answer questions about our rights
- ☐ Discuss possible services and places where they might be provided
- ☐ Consider our concerns about the transition
- ☐ Participate actively in transition planning

Infant-Toddler Services



- ☐ Host the transition meeting
- ☐ Share information as requested by our family
- ☐ Participate actively in transition planning
- ☐ Write the transition plan and timeline that are decided at the meeting



Some Questions To Ask at the Transition Meeting

- How will our child's eligibility for Early Childhood Special Education be determined?
- Will any additional testing will be done? If so, what testing?
- Who can we call if we have questions?
- What are the different ways services can be provided?
- If we choose for our child to attend preschool or Head Start, how will therapy and other services be provided?
- Who do we need to contact if we want to visit a program or classroom?
- When are good times for us to visit the classroom?
- When will we meet next to decide on the services?

Step 3: Evaluation

Every child has unique talents and needs. In order to provide an education that fits your child's needs, it is important for them to be evaluated. Information from the evaluation will be used to make decisions that will help your child receive individualized educational services.

You must receive prior written notice (PWN) and give consent for the evaluation. The PWN includes all of the actions the team is suggesting, including which areas will be assessed and which tests will be used. When you sign consent, you give permission for the evaluation to occur. The evaluation process can begin only after you sign this form. The evaluation process must be completed within 60 school days after written consent is given. Evaluation results will be used to determine if your child is eligible for special education services. If your child is eligible, information from the evaluation will also be used to develop educational goals.

The evaluation gathers information from several sources about your child's development in all areas of suspected delay or disability. Sources may include a review of records from Infant-Toddler Services, new formal assessments, informal assessments such as parent input or observation, natural play-like settings, or tests with required activities.

Each of the professionals who work together to do the evaluation specialize in a different aspect of child development. A "multidisciplinary team" is formed by you and the professionals.

Some Questions To Ask During the Evaluation

- What will be done and why?
- What information can the team expect to learn?
- What do you hope to learn about our child?
- Will you be testing the developmental areas we are concerned about?
- May a family member be present when our child is tested?
- How can we help?

Areas Included in the Comprehensive Evaluation

- Hearing and vision
- Health and medical history
- Developmental history
- Thinking and problem solving (cognitive behavior)
- Talking, listening and understanding (communication)
- Movement of small and large muscles (fine motor; gross motor)
- Self-care skills (adaptive behavior)
- Getting along with others (social-emotional behavior)

Members of the multidisciplinary team will work with you to schedule evaluation activities. These activities may take place in your home, at child care or at an early childhood center.

Checklist for the Evaluation Process

Family



- ☐ Share with the team what we feel is important about our child and family
- ☐ Share our concerns, and our child's strengths
- ☐ Try to schedule evaluation activities at our child's best time, perhaps mornings or after naps
- ☐ Ask questions about the evaluation
- ☐ Receive and sign Prior Written Notice, consent for evaluation

Infant-Toddler Services



- ☐ Share records and testing information on file
- ☐ Answer questions our family and the Early Childhood Special Education team may have

Early Childhood Special Education



- ☐ Explain and plan the evaluation with our family
- ☐ Locate and review records and testing information already on file
- ☐ Consider information provided by our family
- ☐ Determine what new information is needed
- ☐ Provide a team to evaluate our child
- ☐ Complete the evaluation within 60 school days from when consent was received
- ☐ Set up the eligibility meeting to go over results of the evaluation and make plans for the child's next steps within the 60 school day timeline

Important Evaluation Information

Date	Name	Area of Specialty	Contact Information

"My son didn't always do as well for new people as he did for his Infant-Toddler team. We shared our concern with the school, and they let us use video footage from therapy sessions as part of his evaluation. It was so nice to know they were seeing his full potential, and not just a bad test day."

Topeka mother

Step 4: Eligibility Meeting

After the evaluation is completed, and within the 60 school day timeline, the team will meet to discuss the results. This meeting is called an eligibility meeting. As a member of the team, you and others will be asked to add your signature to the summary of the evaluation if you agree with the results. If you do not agree with the evaluation results, you can request an independent educational evaluation (IEE). Results of the evaluation will be used to determine your child's eligibility for services.

If your child is eligible for Early Childhood Special Education services, information from the evaluation will be used to develop an Individualized Education Program (IEP). This also must be completed in the 60 school day timeline.

If your child is not eligible for Early Childhood Special Education, your family may be interested in participating in other early childhood services in the community. Many communities offer programs with enriching social and language experiences for your child. Members of the team will share information about programs in your community.



What options should we consider if our child is not eligible for special education services?

- Head Start
- Community preschools and child care centers
- Community recreation programs
- Library story hours
- Moms' morning out programs
- Cooperative play groups

If your child is not eligible for special education services, speak with your service providers about alternate placements. They can help your family find information about funding and scholarships.

A child will be eligible for special education services under one or more of the 13 IDEA categories. These categories are not "labels" and should not be used to determine the services provided to meet a child's individualized needs. Categories simply provide general descriptions of a child's potential needs.



"Although it sounds odd, it was a comfort that the center-based staff seemed nervous at times about my son's challenges. It was, however, their attention to detail and their willingness to ask my opinions or preferences that helped us all through our anxiety."

Harvey County mother

Checklist for the Eligibility Meeting

Family



- ☐ Attend the eligibility meeting
- ☐ Bring a friend or relative, if we choose
- ☐ Ask any questions we may have
- ☐ Participate in making decisions about eligibility and future steps
- ☐ Share our concerns and our child's needs
- ☐ Receive prior written notice

Early Childhood Special Education



- ☐ Schedule the eligibility meeting with our team and send written notice of the meeting at least 10 days before it is to occur
- ☐ Send written notice of meeting
- ☐ Share results of the evaluation
- ☐ Support our family during this transition
- ☐ Participate in making decisions about eligibility and future services
- ☐ Explain the transition process for eligible children

Infant-Toddler Services



- ☐ Support our family during this transition
- ☐ Participate in making decisions about eligibility and future programming
- ☐ Assist our family in finding community services if our child is not eligible for special education services

Step 5: Getting Ready for the IEP Meeting

Sometimes the IEP meeting is held immediately after the eligibility meeting. It can be held later, but the plan must be written and implemented within the 60 day evaluation timeline. This meeting will be a significant event for your child and family. Those who know your child best have an important role in developing the Individualized Education Program. Taking time to prepare for this meeting will make a difference in the educational services developed for your child.

The purpose of meeting is to develop an IEP for your child. All of the observations and assessments that have been conducted by the school team, with input from the family, will be discussed. Goals will be written to reflect what your child will learn in a school year. Activities and services (including therapies) to reach those goals will be also planned.

Decisions will be made about the services your child will receive and where they will be provided. Both you and the Infant-Toddler Services and Early Childhood Special Education staff contribute to these decisions. You are likely to be asked to describe your child's current development, along with what you wish for him or her to learn during the next year.



Preparation Checklist

Family



- ☐ Share information about our child
 - Strengths
 - Needs
 - Interests
 - Preferences
 - Triggers for behaviors
 - Best time of day
- ☐ Consider inviting a relative or friend to go to the IEP meeting with us
- ☐ Consider possible goals for the plan based on our dreams for our child and our priorities for the next year

Infant-Toddler Services



- ☐ Answer questions our family may have
- ☐ Consider possible goals for the plan
- ☐ Continue to share input on what has worked for our child, and what hasn't

Early Childhood Special Education



- ☐ Answer questions from our family
- ☐ Consider possible goals for the plan
- ☐ Choose a date for the IEP meeting that works for our family and provide written notice of the meeting at least 10 days in advance

What additional factors might we consider?

Health records and immunizations
Transportation
Special equipment
Medication
Special diet
Staff orientation and/or parent training

A Look at My Child's Development

Talk with relatives and friends about your hopes for your child and family. Imagine an "ideal" day for your child, and consider what steps should be taken to make it happen. Use this chart to brainstorm possible goals or areas of focus based on your child's current progress.

Area of development	→	Some things my child knows or already does in this area	→	Some things I would like my child to learn in this area
Play – sharing, taking turns, playing by self and with others	→		→	
Language – communicating needs, following directions, listening, concepts such as up, down, in, on	→		→	
Dressing – taking clothes off and on, zipping, buttoning	→		→	
Toileting – sitting on or standing at a potty, time scheduling, toilet training	→		→	
Reading – looking at pictures, listening to stories, favorite characters	→		→	
Meals – eating with utensils, eating variety of foods, table manners	→		→	
Thinking – cause and effect, colors, sorting, solving problems, counting	→		→	
Moving – walking, running, coloring, building with blocks, playing ball	→		→	

Step 6: IEP Team Meeting

The meeting will bring you and service providers together to put your child's goals for the school year into writing. Some of the faces will be very familiar to you, while others may be new. Family members are a very important part of the team. You will have an opportunity to share your child's current needs and your hopes for them in the coming year. The team will also ask you what goals you would like your child to work on during the next year (for example, zipping a jacket or playing with other children). You and the team will decide which goals will be written into the IEP.

Together, team members will decide:

- the goals with the highest priority
- what services, including transportation, are needed in order to reach those goals
- where the child's needs can be best met

When team members agree on these decisions, the plan will be put into writing to form your child's Individualized Education Program (IEP). Everyone present will sign the plan, you'll be given a copy, and then the plan can be carried out. Parents will be asked to sign for the initial provision of services (in order for special education services to begin the first time). Sign these documents only if you understand and agree with the proposed plan. Meetings can be delayed and rescheduled if you have questions or reservations about any of the services proposed.



"You have to have a very open mind about all of this. It can be hard to think about your child in special education. But the teachers really care. They will help you discover abilities that you didn't know your child had and what the next steps are and how you can get there. They will also help you appreciate abilities that you have as a parent that you don't recognize or appreciate about yourself!"

Salina mother

My Child's Team		
Name	Area of Specialty	Phone/Email

Checklist for the IEP Meeting

Family



- ☐ Attend the meeting
- ☐ Describe our child's strengths and needs and any areas of concern
- ☐ Share ideas for goals
- ☐ Discuss possibilities for services and placement
- ☐ After agreement is reached, sign the IEP
- ☐ Sign consent for the initial provision of services

Infant-Toddler Services



- ☐ Attend the meeting
- ☐ Share ideas for goals
- ☐ Discuss options for services and placement
- ☐ After agreement is reached, sign the IEP

Early Childhood Special Education



- ☐ Schedule and host the meeting
- ☐ Share ideas for goals
- ☐ Discuss options for services and placement
- ☐ As agreement is reached, put the IEP into writing
- ☐ Sign the IEP and prepare to carry it out

Early Childhood Special Education services can be provided to your child in a variety of places. Here are a few possibilities:

- Child care center
- Head Start
- Early Head Start
- Public or private preschool
- Family child care
- Even Start
- Child's home
- Hospital or clinic
- Babysitter's home
- Cooperative play group
- Title 1 preschool
- Therapeutic classroom

By law, your child's placement (where they will learn) must occur in the **least restrictive environment (LRE)**. Early Childhood Special

Education may need to provide some additional adult assistance, training for the staff, changes in surroundings or equipment, or specially chosen materials in order to help your child learn in the LRE. Placement must be based on your child's needs, and it must be a team decision. The time for making this decision is at the IEP meeting. Placement is the final decision made by the IEP team.

"Our son attended an inclusive classroom at our neighborhood school, and it was the perfect place for him! It helped him reach his full potential in a safe, engaging environment, and made our family feel like part of the community in ways we hadn't before. For the first time, I didn't worry about having to be his everything. I was just Luke's mom, and he was a Farley Fox, like every other student in that school."

Topeka mother

Step 7: Putting the Plan Into Action

Writing an IEP that meets your child's individual needs is an important accomplishment for you and the other members of the team. Now it's time to put the plan into action! This is an exciting time for your child and your family. As with anything new, many questions will arise and decisions will need to be made. It's important for you and other members of your child's IEP team to face these issues together, share information and make decisions that are in the best interest of your child.

Other issues may include planning for your child's first days in the new program and finding ways to make those transitional days successful. This may require trial visits to the new classroom, practice bus rides or bringing a familiar toy or book from home.

The key to assuring a good beginning is open communication among your family, Infant-Toddler Services and Early Childhood Special Education staff, and others your child sees regularly. As you talk together, you will think of many creative ideas to help your child enjoy the step ahead. If problems arise, they can be discussed in an atmosphere of openness and respect.

Questions Families May Ask About the New Program

- Can my child visit the new school with me?
- Are there toddler groups for entering 3-year-olds?
- Can we do a trial run on the school bus?
- What supplies will my child need?
- Which supplies do we need to provide?
- How are food and snacks handled?
- Does the teacher understand the times when my child needs special help?
- When and how does the teacher prefer to communicate with parents?
- What activities are there for families at the new program?

"I'm proud of my son and our family because we have survived the numerous transitions– from neonatal intensive care unit to home, early intervention to preschool and preschool to primary school. I realize that we have more transitions to go, but I'm confident that they will go well. I no longer feel intimidated by the process."

Johnson County parent

Checklist for putting the plan into action

Family



- ☐ Ask questions and be open to new ideas
- ☐ Help staff at the new program understand our child
- ☐ Communicate with our child's team about helping our child be happy and successful in the new program
- ☐ Help our child feel excited and confident about the transition

Infant-Toddler Services



- ☐ Ask questions and be open to new ideas
- ☐ Share information with our family and the new program's team
- ☐ Help our child get ready for the new program

Early Childhood Special Education



- ☐ Ask questions and be open to new ideas
- ☐ Arrange for the IEP to be carried out
- ☐ Consider our family's needs in making decisions
- ☐ Communicate with our family and our team from Infant-Toddler Services
- ☐ Welcome our child and family



At this point, you have worked through the transition process! Your child has stepped ahead from Infant-Toddler Services to Early Childhood Special Education services or another pre-kindergarten arrangement.

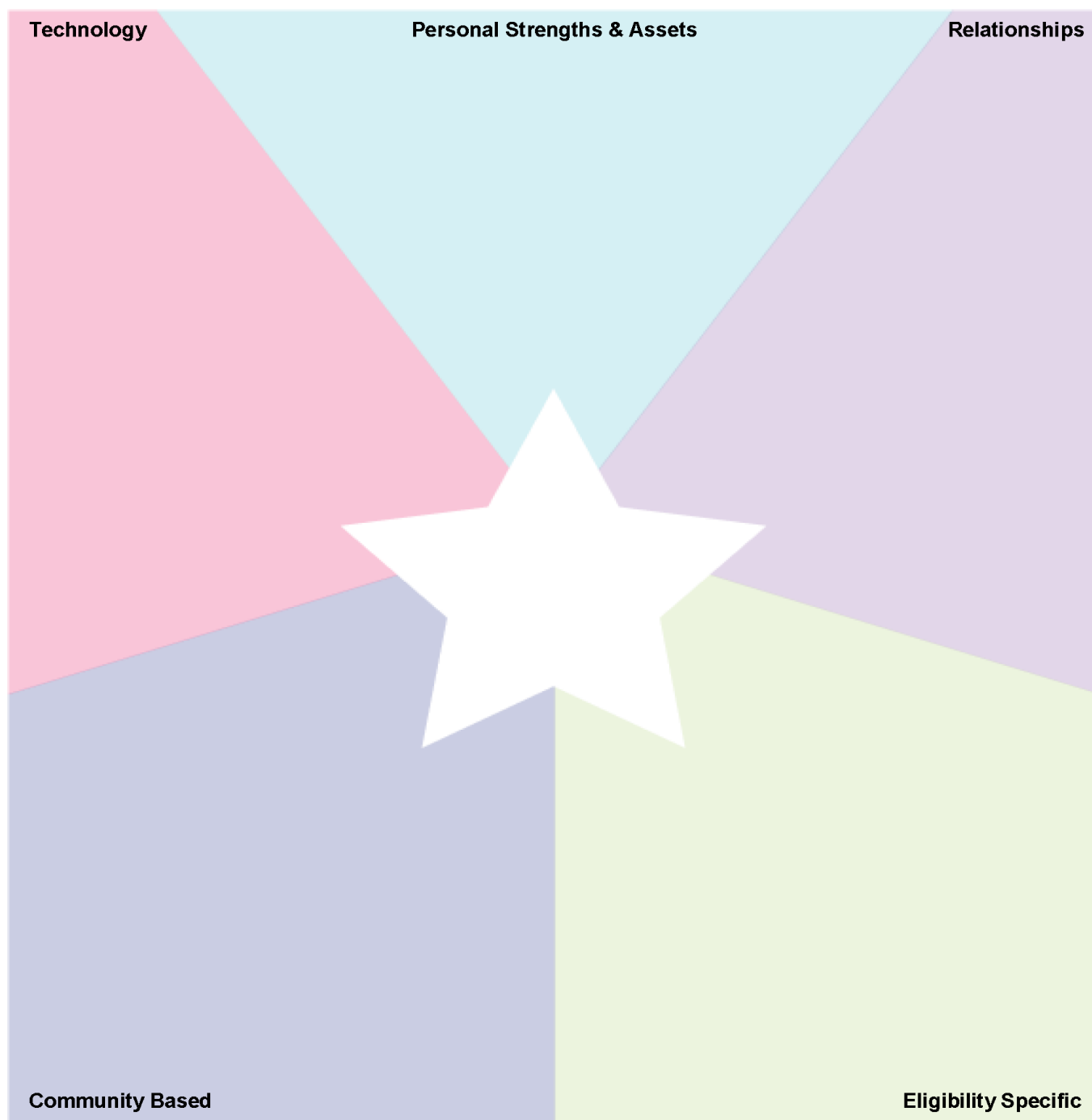
Person–Centered Planning Tools

Use this tool to provide an overview of your child’s life in their community. In the designated space, list those things currently available to them. When you’re done, what do you notice? Are there any areas that could use additional supports? Can any of your IEP team members think of resources in the community that may help?



Integrated Supports

People need supports to lead good lives. Using a combination of lots of different kinds of support helps to plot a trajectory toward an inclusive, quality, community life. This tool will help families and individuals think about how to work in partnership to support their vision for a good life.



Access the LifeCourse framework and tools at lifecoursetools.com

Developed by the UMKC Institute for Human Development, UCEDD. More tools and materials at lifecoursetools.com

MAY 2016

Words to Know

Assistive Technology (AT) Device - any item, piece of equipment, or product that is used to increase, maintain, or improve the functional capabilities of a child in any life activity.

Eligibility - the criteria used to determine if a child qualifies for early intervention or special education services.

Evaluation - the process used to determine eligibility for special education services.

Extended School Year (ESY) - special education and related services provided when school is not typically in session, usually during summer months.

Free Appropriate Public Education (FAPE) - a legal right guaranteed to children with disabilities who qualify for special education services. IDEA requires these services be provided by the school district at no cost to families.

Individualized Education Program (IEP) - a written education program to meet the individual special education and related services needs of a child with a disability.

Individualized Family Service Plan (IFSP) - a written plan that helps the family meet the developmental needs of their infant or toddler.

Least Restrictive Environment (LRE) - the requirement that children with disabilities are to be educated with children without disabilities to the maximum extent appropriate.

Local Interagency Coordinating Council (LICC) - a council comprised of community members and agencies with a vested interest in a comprehensive system of services for children age birth to five.

Local Educational Agency (LEA) - the local school district.

Prior Written Notice (PWN) - a written document the district must provide to parents or guardians if it proposes to or refuses to evaluate, reevaluate, change service, or any other special education action.

Procedural Safeguards - all special education rights that the Individuals with Disabilities Education Act guarantees to children with disabilities and their families.

Related Services - any specially designed service that enables a child to benefit from special education instruction (e.g., assistive technology, transportation, occupational or speech therapy).

State Interagency Coordinating Council (SICC) - a council comprised of agencies, parents and community members that advise and assist legislature in matters concerning children age birth to five.

Notes:

Parental Rights

The Individuals with Disabilities Education Act (IDEA) and Kansas regulations provide parents with certain rights related to services for a child with a developmental delay or disability. It is very important for parents or guardians to be fully aware of these rights. If at any point you are uncertain about your rights, ask questions of your school district. Other sources of information are listed below. Do not sign anything until you understand what it means for your child. In brief, your rights under IDEA-Part B (for children ages 3-21) include the following:

Written Consent - You must agree in writing before the school evaluates, provides special education services, and before a substantial change (25% or more) in material services and/or placement.

Parent Participation - You must be notified and included in any decision that is made about your child's special education. Meetings must be scheduled at mutually agreed upon times. Communication must be in your native language.

Educational Evaluation - There is no cost to you for the evaluation. Parents have a right to have an independent educational evaluation if they disagree with the school's evaluation.

Records - You may examine all your child's records. You must receive copies of the evaluation report and the written plan (IEP).

Confidentiality of Information - The information filed and used by the school district regarding your child must be kept confidential. Information may only be released to outside persons and/or agencies with your written consent.

Due Process - If you and the school district cannot agree on the evaluation, the identification, the placement, or the provision of a free and appropriate public education (FAPE) for your child, you have the right to dispute resolution including mediation and/or a due process hearing.

Sources of Information about Parental Rights

Special Education Director.....
State ICC.....
Local ICC.....
Families Together, Inc.(numbers below)
Kansas Department of Health and Environment (KDHE)1-785-296-6135
Kansas State Department of Education (KSDE)1-800-203-9462
Disability Rights Center of Kansas (DRC).....1-877-776-1541

Families Together Inc.
Topeka 800-264-6343 ♦ Wichita 888-815-6364 ♦ Garden City 888-820-6364
Statewide Spanish Parent Line 800-499-9443
www.familiestogetherinc.org