

numbers of children/families we served in fiscal year 2012-2013

- **310 children** experiencing trauma were provided at total of **7,173 hours** of treatment through our children's counseling programs
- **1,122 high risk parents** were provided a total of **4,865 home visits** through our parent support services programs
- **986 parents** attended parenting classes
- **1,529 supervised visits** with **83 parents**
- **270 elementary school students** were served through our school-based programs
- Americore Volunteers worked over **3,200 hours**
- Volunteers worked over **4,200 hours** providing services to children and families
- **52 children** were served through our collaborative autism training and support program
- **30 children** attended New Directions school

accomplishments

- CPI merged with New Directions, a non-public school that provides special education services with counseling support.
- CPI broke ground on 4,600 sq.ft. for their new Parent Education Center to allow services to more families.

contributors and funders

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|---|-----------------------------------|
| American River Bank | Jean Schulz |
| Autodesk | Kaiser Permanente |
| Axia Architects | Kirby Construction |
| North Bay Business Journal | Luther Burbank Savings |
| Clover Stormetta | Miller Foundation |
| Coddling Foundation | Morgan Stanley |
| Collaborative Council of the Redwood Empire | Mountain Mikes |
| Design Blitz | Moss Adams LLP |
| Environment Control North Bay, Inc. | Santa Rosa Rebuilding Together |
| Exchange Bank | SELPA |
| Firma Design Group | Shear Builders Inc. |
| First 5 Sonoma County | Signs Now |
| First Community Bank | Sonoma County Health Services |
| First Tech Federal Credit Union | SoCo Human Services Department |
| Friedmans Home Improvement | Smith Dollar PC |
| Gene Gaffney Insurance Services | St. Josephs |
| George Petersen Insurance Agency | Summit State Bank |
| HR Matrix | United Forest Products, Inc |
| Impact100 Sonoma | Weeks Drilling |
| Innovative Business Solutions (IBS) | Wells Fargo |
| Janice March Fund | Zyromski Konicek Attorneys at Law |

real stories
annual report
2012-2013



california parenting institute

Our mission is to end child abuse and strengthen the health of children, parents, and families.



agency principles

- We have a **strength-based philosophy** and use both proven evidence-based and innovative practices to help and heal children, educate and support parents, and enhance parent competency.
- We **embrace and respect all families** as our clients and believe that interventions should empower both parents and children.
- We believe that **seeking support or information is how change and growth occurs** and we view this as a family strength, not a deficit.
- Adverse childhood experiences impact lifelong health outcomes. Thus, **we assess the needs** of each individual, family, and professional and offer them a coordinated menu of prevention, intervention, and advocacy services to improve the well-being of children and families.
- We **make referrals and coordinate** with other health and social service providers.

The cornerstone of our agency is the commitment to design services that are community-focused, strength-based, culturally-sensitive and merited as “best-practice.” CPI is committed to utilizing programs that are evidence-based and offer measureable performance outcomes. CPI has demonstrated the ability to “think out of the box” as our community’s needs have dramatically increased and our resources have become scarcer.

key strategy

A key strategy which is integrated into all of our programs is the “Strengthening Families – Five Protective Factors”. The protective factors include:

1. Parental resilience
2. Social connections
3. Knowledge of parenting and child development
4. Concrete support in times of need
5. Children’s social and emotional development

These five protective factors have proven effective in the prevention of child abuse and neglect.



overview of services

parent education and support: CPI provides a wide range of parent education and support services designed to meet the changing needs of the community. Families may just be looking for a new strategy or may be facing a multitude of psychosocial stressors, including substance abuse, domestic violence, gang involvement and poverty. Services include parenting classes at our Family Resource Center and within the community at other sites; home visitation services; supervised visitation services for children and their parents providing a neutral third-party as well as programs for children and families going through divorce.

children’s counseling services: CPI provides children’s counseling services funded by Medi-Cal and California Office of Emergency Services (OES). We serve child and adolescent victims of abuse, neglect, domestic violence, school violence, community violence, abduction or endangering home environments such as parental substance abuse. Over 70% of the children we saw this past year were impacted by domestic violence in addition to other trauma, abuse and neglect.

new directions: our non-public school serves youth ages 11 – 22 in need of special education services with intensive education and counseling support. Individual tools are provided for each student to help them realize their full potential, with the goal of re-integration into district classrooms.

collaborative autism training and support (CATS): this program helps to enrich the lives of children with autism spectrum disorders and their families by providing direct care, family education, training service providers and raising local awareness of autism. CATS is a partnership between CPI and Sonoma State University.

advocacy: CPI coordinates the local child abuse council, Prevent Child Abuse–Sonoma County, which strategically leads the community’s efforts to prevent child abuse in Sonoma County.

With this broad range of services, CPI touches the lives of many families in Sonoma County, providing essential support, education and treatment to children and families struggling with significant challenges.

Parents and children: our nation's most valuable natural resource

Overall in our work we see a growing trend towards more severe, entrenched forms of trauma and abuse. Some of the families we work with are undocumented and therefore fearful of legal involvement leading to

Children's Counseling Center

Trauma Recovery

A 7-year-old boy began treatment due to disruptive behaviors at home and school, secondary to prenatal drug exposure, chronic health problems including multiple surgeries, and early exposure to domestic violence. This boy, whom we'll call "Henry," was adopted at age 3 after being removed from the home due to domestic violence between his biological parents. Henry had his first surgery at only 2 days old, including a colonoscopy, difficulty breathing, and heart problems, which resulted in a 10-day hospital stay. At four months old, he had surgery to repair a hole in his heart; and again at 8 months old, he had surgery to create a sphincter/anus, which he was born without. Henry has also been hard of hearing since birth. In therapy, Henry used play to act out his early medical and family trauma. With his therapist, Henry would pretend he was sick as an infant and seek the care of his therapist "doctor." He also pretended to have heart problems during play and required shock therapy to be brought back to life. As therapy progressed, he completed his trauma narrative by acting out his adoption story, being rescued by a caring family and having a new start to a healthier childhood. Henry clearly had a lot of confusion and anger about his early history. By gently re-creating his experience, he was able to gain understanding and move past his trauma with the guidance of a trusted therapist and adoptive parents that love him.



under-use of victim-related services. Many more are suffering from multi-generational trauma and require extensive treatment to heal. There are, however, signs of hope and recovery in many of our clients, and we would like to share a few examples of these.

Parent Education and Support

Fine Tuning Parenting Skills

Parents often attend our classes because they want to "fine tune" their parenting. They have many parenting strategies that work well for them, but there may be a few issues that cause frustration. Amy, a recently divorced mother of two small children, was having trouble setting bedtime routines and her toddler was throwing tantrums that



she found difficult to control. As she learned some strategies to help her with these problems she began to feel more relaxed and confident as a parent. She said this helped her deal better with the stress of the divorce. One day she found herself demanding that her toddler pick up a toy he had broken, he refused and she became frustrated. "Then I took a breath and remembered what I had learned, went down to his eye level, and asked him to help me pick it up. He said yes and did it!"

Returning to School

An adolescent girl did not attend school for over a year due to her emotional difficulties. She was afraid to leave her home and interact with other peers. The school teacher and counselor worked with the family and classroom to gradually re-introduce her to the classroom environment through short visits to the school. Gradually, over the next couple months, she was able to slowly build back to a full day program and begin initiating conversations with other students. As she became more comfortable, she began to enjoy socially interacting with her peers. Her concentration in the classroom and her attendance dramatically improved and she was able to once again successfully pursue her academic credits towards a high school diploma. A little over a year later, she made up all her lost credits, completed her diploma requirements, and walked across the stage with her graduating class.



New Directions

Students Work with Autism Children



Our Collaborative Autism Training and Support program pairs a child with Autism Spectrum Disorder with a student from Sonoma State University who is studying how to work with these children.

It is a win-win situation for everyone. The child gets extra attention and the student gets real world experience. Parents also benefit, because often a child is more receptive to learning new behaviors when someone else is suggesting it. Kevin was one of these children. The student spent 50 hours with him over the semester, helping him with homework and social skills. At the end of the school year he received a Super Learner award at his school. The award said he was a model for classroom behavior. His mother wrote to us and said, "This is HUGE! This is not the same child that entered your program; the CATS program has been an integral part of Kevin receiving this award."

CATS