

# **Developing the Five Year Plan for the Prevention of Child Abuse, Neglect, and Abandonment 2005 - 2009**

***A Workbook for the Local Planning Process  
November 2004***

***Sponsored by:***  
**The Florida Department  
of Children and Families**



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**The TEAM Florida**  
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**Interprogram Task Force**



*Workbook for the Local Planning Process*  
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- Appendix A: Definitions
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## Creating Your Local Plan

This workbook is designed to help you develop your community's five-year plan for prevention of child abuse, abandonment, and neglect. It will cover five years, beginning **1 July 2005 and ending 30 June 2010**. The plan you develop will serve two major purposes: First, it will provide an integrated approach that will guide your community's efforts to create a better environment for its children. Second, your plan, along with all the other local five-year prevention plans from around the state, will form the basis for the statewide prevention plan being developed by the TEAM Florida Partnership Interprogram Task Force, which is due to the Governor and the Legislature on June 30, 2005.

So that the Task Force can incorporate information from all the local plans in the development of the statewide plan, your community's plan **must be submitted by February 28, 2005**. (See Appendix C for submission instructions).

The five-year plan will address the prevention continuum from primary prevention through tertiary prevention or intervention/treatment. Appendix A contains definitions of terms that are included in this workbook.

**A word to the wise:** *Section 20.19(6)(b), F.S., holds Community Alliances responsible for (among other things) "...joint planning for resource utilization in the community..., needs assessment and establishment of community priorities for service delivery, determining community outcome goals..., serving as a catalyst for community resource development."* *The plan your local prevention task force develops should relate directly to the local Community Alliance's plan regarding the community's need for services and allocation of service resources.*

A recommended outline for your plan has been developed for your use. This outline has been created to assist you in developing a local plan that will conform to state requirements described in section 39.001, F.S. It has been developed with the guidance of the TEAM Florida Partnership Interprogram Task Force. The outline below should serve as a useful tool:

### **Outline: Local Plans for Prevention of Child Abuse, Abandonment, and Neglect 2005-2009**

- I. The process used to develop the plan.
- II. The magnitude of child abuse in the community.
- III. Community protective factors and strengths.
- IV. Community challenges and risk factors.
- V. Prioritized community needs related to the prevention of child abuse, neglect and abandonment.
- VI. Goals, measurable objectives and strategies to achieve each objective.
- VII. Local and statewide action requests.

## Overview of the Workbook

This workbook breaks the planning process into eleven steps. These steps include:

- Step 1:** **Assemble Your Local Planning Team.** This step helps you organize your local planning team.
- Step 2:** **Define the Magnitude of Child Abuse.** This step will help you understand the data related to child abuse in your community as a basis for writing section II in the plan outline.
- Step 3:** **Analyze Strengths and Protective Factors.** This step will help you define community strengths that you can draw on in the development of your prevention plan. This information will help you write section III in the plan outline.
- Step 4:** **Analyze Challenges and Risk Factors.** This step will help you identify community challenges that will be addressed in your prevention plan and will provide the basis for section IV in the plan outline.
- Step 5:** **Develop Community Priorities.** This step will assist you in deciding the most important issues to be addressed in your prevention plan. It provides the basis for Step 6.
- Step 6:** **Rank Community Priorities.** This step helps you decide which priorities are the most important one to be addressed in your plan and forms the foundation for the goals, objectives and strategies that will be defined in Step 8. In addition, the information developed in this step will form the foundation for section V in the plan outline.
- Step 7:** **Describe Programs in Your Local Community.** This step allows you to identify existing local programs, their funding sources and funding levels. It allows you to consider the need for these programs based on the community priorities you identified in Step 6. Decisions you make in this step regarding continued needs for existing programs will help you formulate strategies in Step 8. The tables you develop in this step should be included as an appendix in your local plan.
- Step 8:** **Define Goals, Objective and Strategies.** This is the heart of your plan. These goals, objectives and strategies will serve as a basis for decisions about services provided in your community within the next five years and for section VI in the plan outline.
- Step 9:** **Request Local and Statewide Actions.** This step will allow you to make requests for infrastructure, policy, legislative and funding changes that will facilitate accomplishment of goals in your community. It will provide the information you need for section VII of your plan outline.
- Step 10:** **Describe the Planning Process.** This step helps you know what to include in a brief description of the process you used to create your community prevention plan. The description will be included in Section I of your plan outline.
- Step 11:** **Submit the Plan.** This section tells you how, when and to whom to submit your community prevention plan.

## Step 1: Assemble Your Local Planning Team

Section 39.001(7)(b)6., F.S., specifies that the Department of Children and Families' District Administrators will appoint the local planning team. Members of the team should be representative of those who can leave "turf and program" at the door and who will be willing to work together to develop a plan for prevention of child abuse, neglect and abandonment. At the very least, in order to comply with Section 39.001 of the Florida Statutes, the planning team should include representation from:

- Community mental health centers;
- Guardian ad litem programs (or circuit courts or law enforcement);
- School boards of the local school districts;
- Local advocacy councils;
- Programs with expertise in working with children who are sexually abused, physically abused, emotionally abused, abandoned, or neglected and with their families;
- Programs with expertise in maternal and infant healthcare;
- Multidisciplinary child protection teams;
- Child day care centers; and
- DCF district office personnel.

There are many more partners who can be instrumental with helping with the planning process. Don't limit your team membership to just those required in statute. Add to your team as is appropriate for the region for which you are planning. For example, consider adding representation from:

- Community Alliances;
- Community Based Care Organizations;
- Tribal representatives;
- Parents;
- County social service representatives; and
- Local government.

The local planning team needs to meet frequently enough to submit its plan to the TEAM Florida Partnership Interprogram Task Force **by February 28, 2005**.

## Step 2: Define the Magnitude of Child Abuse

This step will assist your team with completing Section II in the plan. In this step, you will use the *Florida's Children: Needs Assessment 2003/2004* to collect information about the magnitude of child abuse in the community.

Turn to Appendix D in *Florida's Children: Needs Assessment 2003/2004* (strengths/needs assessment). For each county in your community, complete the following table.

- Column 1: Write the name(s) of each county in your planning area.
- Column 2: Locate the section called Child Maltreatment on the county profile. Record the Child Maltreatment rate reported in Appendix D for each county in your planning area.
- Column 3: If there is a star next to the maltreatment rate in Column 2, write "Most risk" in Column 3. If there is a circle with a white star in Column 2 next to the maltreatment rate, write "Least risk" in Column 3.
- Column 4: Locate the section called Child Maltreatment on the county profile. Record the Percent of Children Re-abused rate reported in Appendix D for each county in your planning area.
- Column 5: If there is a star next to the re-abuse rate in Column 2, write "Most risk" in Column 5 below. If there is a circle with a white star in Column 2 next to the re-abuse rate, write "Least risk" in Column 5 below.

Data for the columns labeled "Least or most risk" are based on whether the county falls among the 17 counties with the least risk (stars with circles) or the 17 counties with the most risk (stars).

1. County	2. Child Maltreatment Rate (2001-2002)	3. Least or Most Risk Based	4. Percent of Children Re-abused Within Six Months (09/03-03/03)	5. Least or Most Risk

Develop an analysis, based on the data above and other data and information available, of the magnitude of the problem of child abuse in your community. Answer the questions: Is child abuse a problem? Is child abuse a potential problem? Why or why not? These data and your answers should comprise Section II of your plan.

## Introduction to Risk and Protective Factors

The *Florida's Children: Needs Assessment 2003/2004* is built upon the prevalence of risk and protective factors in place in each county. Protective factors are community, family or individual factors that have been associated with positive school and life outcomes and lower incidences of child abuse and neglect. Whereas risk factors are community, family or individual factors that have been associated with poor school and life outcomes and higher incidences of child abuse and neglect. Thus the goal of planning efforts would be to increase the prevalence of protective factors and decrease the prevalence of risk factors in our communities, and for Florida's families and children.

Appendix A in the strengths/needs assessment contains a list of risk and protective factors. It is summarized in the table below for your convenience:

Prenatal	Protective Factors	Risk Factors	Child	Protective Factors	Risk Factors
	<ul style="list-style-type: none"> <li>⊕ Good health</li> <li>⊕ Practice of risk reducing behaviors</li> <li>⊕ Adequate nutrition</li> <li>⊕ Neurodevelopmental intactness</li> <li>⊕ Normal fetal development</li> </ul>	<ul style="list-style-type: none"> <li>- Congenital anomalies</li> <li>- Respiratory disease</li> <li>- Poor nutrition</li> <li>- Prematurity</li> <li>- Perinatal conditions</li> <li>- Intrauterine drug use</li> <li>- Sexually transmitted disease</li> <li>- Low and very low birth weight</li> <li>- Poor maternal health</li> <li>- Maternal stress</li> <li>- Multiple births</li> </ul>		<ul style="list-style-type: none"> <li>⊕ Good health</li> <li>⊕ Outgoing or easy temperament</li> <li>⊕ Positive or secure attachment to mother or other caregiver</li> <li>⊕ Developmentally competent and independent</li> <li>⊕ Higher cognitive functioning/normal intelligence</li> <li>⊕ Self-confident/high self-esteem</li> <li>⊕ Gets along with children and adults/has a large number of friends</li> <li>⊕ Warm and open relationships with early childhood teachers</li> </ul>	<ul style="list-style-type: none"> <li>- Poor child health, medical disorder</li> <li>- Difficult temperament, behavior, or mood</li> <li>- Insecure parent-child attachment</li> <li>- Developmental delays or difficulties</li> <li>- Cognitive impairment/ low intellect</li> <li>- Low self-esteem</li> <li>- Difficulty getting along with others</li> </ul>
Family	Protective Factors	Risk Factors	Community	Protective Factors	Risk Factors
	<ul style="list-style-type: none"> <li>⊕ Economic security</li> <li>⊕ Employment consistency</li> <li>⊕ Residence with both parents</li> <li>⊕ Routines and consistency in family life</li> <li>⊕ Family cohesiveness – stable, organized, predictable</li> <li>⊕ Emotional support from alternative caregiver</li> <li>⊕ Parent available in times of stress</li> <li>⊕ Psychological well-being of parents</li> <li>⊕ Satisfaction in parenting role</li> <li>⊕ Parent has high self-esteem</li> <li>⊕ Parent provides positive role model</li> <li>⊕ Parent provides supervision of child</li> <li>⊕ Higher level of maternal education</li> <li>⊕ Emotional closeness with and support from extended family and friends</li> <li>⊕ Good social skills</li> <li>⊕ Knowledge of methods for optimal birth spacing</li> <li>⊕ Good health</li> <li>⊕ Health awareness</li> <li>⊕ Positive social networks</li> <li>⊕ Strong paternal role in child's early life</li> </ul>	<ul style="list-style-type: none"> <li>- Prolonged economic distress/low socioeconomic status</li> <li>- Employment stress or unemployment</li> <li>- Single parent/teen parent</li> <li>- Blended families</li> <li>- Rapid and stressful life changes</li> <li>- Threats of or actual separation/divorce</li> <li>- Marital/relationship discord</li> <li>- Lack of support from others (e.g., extended family, friends, faith community, support groups)</li> <li>- Lack of a positive adult role model</li> <li>- Parent(s) with mental disorder</li> <li>- Parent(s) with unrealistic expectations/ poor self-regulation</li> <li>- Parent(s) with poor reasoning or problem-solving</li> <li>- Parent(s) with antisocial behavior</li> <li>- Poor adult supervision</li> <li>- Low level of maternal education</li> <li>- Isolation</li> <li>- Use of harsh, inconsistent discipline</li> <li>- Large number of children</li> <li>- Chronic parental illness</li> <li>- Parental disability</li> <li>- Parent(s) with substance abuse</li> <li>- Homelessness/inadequate housing</li> <li>- Criminal behavior/</li> <li>- Incarceration</li> </ul>		<ul style="list-style-type: none"> <li>⊕ Safe neighborhoods</li> <li>⊕ Stable and cohesive neighborhood with strong informal networks of support</li> <li>⊕ Economic opportunities and supports</li> <li>⊕ Accessible services</li> <li>⊕ Accessible and affordable health care</li> <li>⊕ Health education and outreach</li> <li>⊕ Community resources for recreation and enrichment</li> <li>⊕ Quality, affordable child care</li> <li>⊕ Good transportation services</li> <li>⊕ Positive social networks and active neighborhood groups and organizations</li> <li>⊕ Effective prevention and early intervention services</li> </ul>	<ul style="list-style-type: none"> <li>- Immigrant or minority status/cultural isolation</li> <li>- Unsafe neighborhoods: crime, environmental hazards, transience</li> <li>- Social intolerance or discrimination</li> <li>- Neighborhood poverty</li> <li>- Lack of adequate housing</li> <li>- Lack of accessible and affordable health care</li> <li>- Lack of health education</li> <li>- Lack of recreational facilities and libraries</li> <li>- Lack of accessible and affordable child care</li> <li>- Lack of transportation</li> <li>- Lack of effective public education and information on services</li> <li>- Lack of services for young families</li> </ul>

For Sections III and IV of your local plan, complete Steps 3 and 4. If you want to understand the relationship between specific indicators and child abuse, please read pages 12 through 19 in *Florida's Children: Needs Assessment 2003/2004* (strengths/needs assessment). The strengths/needs assessment contains values for indicators of risk and protective factors (for which data are available) down to a county level. You can see how the counties in your community fit among other counties in the state by using Appendices C and D in the strengths/needs assessment.

### **Step 3: Analyze Strengths and Protective Factors**

Section III in the local plan will describe the protective factors, strengths and assets of your community. These are the community assets you can draw on in your local plan to create better outcomes.

- a. With your local planning team, brainstorm a list of community assets. Include both tangible assets including but not limited to: schools, parks, people, housing, community wealth levels, jobs, childcare, businesses, fire and police departments, faith-based organizations, recreation programs and centers, libraries, sources of funding, and local service providers; and intangible assets including but not limited to: skills available in the community, knowledge of funding sources, and willingness and ability to provide education and information.

***Community Assets and Strengths***

- b. Using *Florida's Children: Needs Assessment 2003/2004*, Appendix D, as a resource, complete the following protective factors table for each of the counties in your community: (Again the least risk is indicated by stars with circles and the most risk is indicated by stars). In Appendix D of the strengths/needs assessment all of the indicators are reported by county on each profile. To expand the options for analysis, the team may want to use the worksheet below to look at patterns for counties by each indicator.

<b>Protective Factor Indicator</b>	<b>County</b>	<b>County Indicator Value</b>	<b>Florida Value</b>	<b>Least or Most Risk</b>
Percent of homes that are owner occupied (2000)			71.0%	
			71.0%	
			71.0%	
			71.0%	
Rate of job growth (2002)			33.5%	
			33.5%	
			33.5%	
			33.5%	
Percent of kindergarten children ready to learn (2001-02)			84.0%	
			84.0%	
			84.0%	
			84.0%	
Graduation rate (2001-02)			67.9%	
			67.9%	
			67.9%	
			67.9%	
Health Insurance rate for children under 19 (2000)			88.7%	
			88.7%	
			88.7%	
			88.7%	
Percent of two-parent households (2000)			19.2%	
			19.2%	
			19.2%	
			19.2%	

Delve into the findings in the county profiles and the table above. For indicators with values in the high or low risk areas, were there any unusual circumstances in your

community for the time period covered for each indicator above that may have affected the measurement? Has anything happened since that date to change the finding? *(For example, the rate of job growth in “somewhere county” was 10% in 2002, and was marked as “most risk”. However, last year, two large employers moved into the county, which will help ameliorate this issue.)*

In Section III of the plan, describe the community protective factors (Step 3b) and describe the strengths (Step 3a) that can be used to increase protective factors and reduce risk factors in order to prevent child abuse, neglect or abandonment.

#### **Step 4: Analyze Challenges and Risk Factors**

Identify risk factors in your community for section IV in the local plan outline. These are factors in your community that would mitigate against creating a safe environment for the children in your community.

- a. With your local planning team, brainstorm a list of community risk factors. Include both tangible risks including but not limited to: poorly maintained schools and parks; disrepair of housing; community poverty levels; inadequate jobs, childcare, businesses, fire and police departments, recreation programs and centers, libraries, sources of funding, and local service providers; and intangible risk factors including but not limited to: gaps in skills available in the community, lack of knowledge of funding sources, and unwillingness or inability to provide education and information.

***Community Challenges and Risks***

- b. Using *Florida's Children: Needs Assessment 2003/2004*, Appendix D, as a resource, complete the following risk factors table for each of the counties in your community: (Again the least risk is indicated by stars with circles and the most risk is indicated by stars).

<b>Risk Factor Indicator</b>	<b>County</b>	<b>County Indicator Value</b>	<b>Florida Value</b>	<b>Least or Most Risk</b>
Percent of crowded houses (2002)			6.5%	
			6.5%	
			6.5%	
			6.5%	
Percent of population under age five (2002)			5.7%	
			5.7%	
			5.7%	
			5.7%	
Child poverty rate (1999)			18.5%	
			18.5%	
			18.5%	
			18.5%	
Percent of "D" and "F" elementary schools (2001-02)			10.3%	
			10.3%	
			10.3%	
			10.3%	
Percent of elementary school-aged children in special education (2001-02)			15.1%	
			15.1%	
			15.1%	
			15.1%	
Percent of students (K-12) with out-of-school suspensions (2002-03)			8.3%	
			8.3%	
			8.3%	
			8.3%	
Percent of children on waiting list for subsidized child care (2002-03)			4.7%	
			4.7%	
			4.7%	
			4.7%	

<b>Risk Factor Indicator</b>	<b>County</b>	<b>County Indicator Value</b>	<b>Florida Value</b>	<b>Least or Most Risk</b>
Birth spacing (2002)			36.3	
			36.3	
			36.3	
			36.3	
Rate of calls for domestic violence per 100,000 population (2002)			730.7	
			730.7	
			730.7	
			730.7	
Child death rate per 1,000 children ages 1-4 (2002)			1.9	
			1.9	
			1.9	
			1.9	
Infant mortality rate per 1,000 live births (2001)			7.3	
			7.3	
			7.3	
			7.3	
Low birth weight rate (2001)			8.2	
			8.2	
			8.2	
			8.2	
Percent of children in lowest 5 <sup>th</sup> percentile weight for height (2002)			6.0	
			6.0	
			6.0	
			6.0	
Percent of pregnant women who smoked (2002)			8.6%	
			8.6%	
			8.6%	
			8.6%	
Sexually transmitted disease rate (2001)			378.2	
			378.2	
			378.2	
			378.2	

<b>Risk Factor Indicator</b>	<b>County</b>	<b>County Indicator Value</b>	<b>Florida Value</b>	<b>Least or Most Risk</b>
Substance exposed newborns rate per 1,000 live births (1997)			13.5%	
			13.5%	
			13.5%	
			13.5%	
Percent of adults using alcohol (2002)			7.5%	
			7.5%	
			7.5%	
			7.5%	
Rate of serious mental illness per 1,000 adults (2002-03)			11.8%	
			11.8%	
			11.8%	
			11.8%	
Crude divorce rate (2002)			5.1%	
			5.1%	
			5.1%	
			5.1%	

Delve into the findings in the county profiles and the table above. For indicators with values in the high or low risk areas, were there any unusual circumstances in your community for the time period covered for each indicator above that may have affected the measurement? Has anything happened since that date to change the finding? *(For example, for the Percent of students (K-12) with out-of-school suspensions (2002-03) the percent in “somewhere county” was 15% in 2002-03, and was marked as “most risk”. However, during that timeframe, there was a temporary school superintendent who had a philosophy that out-of-school suspensions were the best way to keep order in the schools. The new, and permanent, superintendent realizes that out-of-school suspensions should be reserved only for extreme circumstances and you have data indicating that the results from the 2003-04 school year bring that county down to 5%.)*

In Section IV of the plan, describe the community risk factors (Step 4 b) and describe the challenges (Step 4 a) that can be addressed to increase protective factors and reduce risk factors in order to prevent child abuse, neglect or abandonment.

## Step 5: Develop Community Priorities

- a. Summarize the risks and protective factors in your community. This summary will help you develop the priorities that you will discuss in Section V of your prevention plan. The table below will assist you with developing a visual perspective of all of the counties in your planning area by indicator and whether or not they are in the most or least risk categories.

For the following sets of indicators, grouped by domain, list the counties in the appropriate column based upon the information collected in Steps 3 and 4.

Indicators	At "Least Risk" Counties	Neither Extreme Counties	At "Most Risk" Counties
<b>Economic</b>			
Percent of Homes that are Owner-Occupied			
Rate of Job Growth			
Percent of Crowded Houses			
Percent of Population Under Age Five			
Child Poverty Rate			
<b>Education</b>			
Percent of Kindergarten Children Ready to Learn			
Graduation Rate			
Percent of D and F (K-5 Grade) Elementary Schools			
Percent of Elementary School Aged Children in Special Education			

Indicators	At "Least Risk" Counties	Neither Extreme Counties	At "Most Risk" Counties
<b>Education (Cont.)</b>			
Percent of Students (K-12) with Out-of-School Suspensions			
Percent of Children on Waiting List for Subsidized Childcare			
<b>Health and Safety</b>			
Health Insurance Rate for Children Under 19			
Birth-spacing			
Rate of Calls to Police for Domestic Violence (per 100,000 Population)			
Child Death Rate (per 1,000 Children (1-4))			
Percent of Children Enrolled in Children's Medical Services (CMS)			
Infant Mortality Rate (per 1,000 Live Births)			
Low Birth weight Rate			
Percent of Children in Lowest 5th Percentile Weight for Height			
Percent of Pregnant Women who Smoked			
Sexually Transmitted Diseases Rate (per 100,000 Population)			

Indicators	At "Least Risk" Counties	Neither Extreme Counties	At "Most Risk" Counties
<b>Health and Safety (Cont.)</b>			
Substance Exposed Newborns Rate (per 1,000 Live Births)			
Percent of Adults Using Alcohol			
Rate of Serious Mental Illness (per 1,000 Adults)			
<b>Socio-emotional</b>			
Percent of Two- Parent Households			
Crude Divorce Rate (per 1,000 Population)			

Look for patterns among identified risk and protective factors in your community. Describe the patterns you found in this analysis.

- b. Based on the strengths identified in Step 3, and challenges identified in Step 4, and the analysis across risk and protective factors (Steps 3, 4 and 5.a.) make a list of community priorities that will be addressed in your prevention plan. The table below is provided as a tool for your use.

### **Community Priorities**

#### **Strengths to Build on to Prevent Abuse, Neglect and Abandonment:**

- 
- 
- 
- 
- 
- 
- 

#### **Challenges to Address in order to Prevent Abuse, Neglect and Abandonment:**

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- 
- 
- 
-

## Step 6: Rank Community Priorities

To complete section V of your local plan, identify and rank gaps in services that represent needs that must be met in your community.

- a. Rank the list of community priorities you have identified in Step 5, giving the rank of 1 to the most important priority factor to be addressed in your plan.
- b. To assist you in setting goals, defining objectives, and developing strategies for your community plan, complete Column 1 of the table below using one row for each priority.
- c. In Column 2 describe community strengths and services that might bear on the identified priority and extenuating community circumstances that might affect this priority. Such issues might be community events that contribute to the challenge or strength, vulnerable sub-populations, indications that a challenge is transient in nature.
- d. In Column 3 list people or organizations in your community that might have more information or be able to contribute to strategic solutions concerning the priority area.
- e. In Column 4, using the community strengths and challenges identified in Steps 3 and 4, develop and record strategies that might be used to address the community priority.

1. Community Priorities in Rank Order from Most to Least Important	2. Any issues?	3. Local Contact?	4. Strategies to Implement

## **Step 7: Describe Programs in Your Community**

Since community resources are limited, you will need to address which services are most important in your community, i.e., those that will address your community priorities. The planning process will require you to make difficult decisions about expanding, maintaining, reducing or eliminating existing services to best address your community's priorities, identified in Steps 5 and 6. This is especially true, if you decide that resources must be dedicated to new services not previously available in your community but essential in helping you reach your goals. To develop an awareness of available services and the resources dedicated to those services you will have to create an inventory of existing services.

Two resources are provided to assist with this step. Attached is a *Continuum of Services* (Appendix B of this document) that describes the kinds of services that have been used for the prevention of abuse, neglect and abandonment. This list spans from primary prevention through tertiary prevention or intervention/treatment.

The second resource can be used to generate a list of services available in each county or district in your planning area. The Asset Checklist on the TEAM Florida Partnership website can be used to produce a list of services at least partially funded by the Department of Children and Families. Use the link below to go directly to the Asset Checklist:

**(<http://teamcf.teamfla.org/Team/assets/assetssearch.cfm>).**

With that information, complete the two tables below (make as many copies of each table as you need to generate a complete list; these completed tables should be included as an appendix in your local plan):

- a. Describe programs in your community **currently serving** abused, abandoned, and neglected children and their families (make more copies of this page or, if completing the table electronically, add rows if necessary). For each program, indicate whether it should be maintained at its currently level (keep), reduced somewhat (reduce), or be expanded (increase).

Program	2003 Budget in Dollars/Source(s) of Funding	Number of Children/Families Served in 2003		Impact of Program		Does This Address a Community Priority? (Y or N)	Keep, Increase, or Reduce
		Children	Families	Protective factors increased	Risk factors decreased		

- b. Describe programs in your community for **the prevention** of child abuse, abandonment and neglect (make more copies of this page or, if completing the table electronically, add rows if necessary). For each program, indicate whether it should be maintained at its currently level (keep), reduced somewhat (reduce), or be expanded (increase).

Program	2003 Budget in Dollars/Source(s) of Funding	Number of Children/Families Served in 2003		Impact of Program		Does This Address a Community Priority? (Y or N)	Keep, Increase, or Reduce
		Children	Families	Protective factors increased	Risk factors decreased		

## Step 8: Define Goals, Objectives, and Strategies

To write the goals, objectives, and strategies section (section VI on the outline) of your local plan -- the heart of the plan:

- a. For each of the community priorities listed in the table from Step 6, develop a goal statement, one or more measurable objectives related to the goal, and several strategies that you will use to achieve each objective.
- b. The goal should be a broad statement of the change you would like to effect. Think of it as a headline you would like to see in your local newspaper at some future date. An example of a goal might be: *Create more employment opportunities.*
- c. For each goal, identify one or more **measurable objective(s)**. Objectives are **SMART**. They 1. are very **s**pecific, stating exactly what will happen, 2. are **m**easurable, stating exactly what value of a particular indicator will be used as a standard to measure progress towards the goal, 3. designate **a**ccountability, stating who will be responsible for achieving the objective, 4. are **r**ealistic, meaning they are attainable at least in an ideal world 5. are **t**ime-limited, specifying the date by which the objective will be reached. Some possible objectives related to the example goal might be: 1. *By June 30, 2005, a coalition including Enterprise Florida, the Workforce Development Board, and county governments will have contacted 10 businesses not currently located in the county about doing business in the region.* Or 2. *By June 2007, reduce the unemployment rate in the community from x to y.* Since objectives are measurable and you are looking for a change in the value of the measure, it is important to include some baseline value. For the first objective, you could use the number of businesses approached during the previous fiscal year as a baseline. For the second objective, you could use the average unemployment rate for a predetermined month for all the counties in your community as the baseline for the indicator. Monthly county unemployment statistics can be accessed at the Labor Market Information website: <http://www.labormarketinfo.com/library/laus.htm> . For other objectives, you may be able to use the indicators (and their values) that are listed in *Florida's Children: Needs Assessment 2003/2004*. Instructions on how to obtain values for each indicator in the future are contained in Appendices F and H of the strengths/needs assessment.
- d. For each objective, you need a plan of how you are going to facilitate the accomplishment of the objective. Generally, if current circumstances are related to poor outcomes, continuing to do the same things probably won't produce changes. These plans are called **strategies** and can take many forms. You can draw on some of the strategies you developed in the table from Step 6 above. Some strategies you may consider but are not limited to:
  - seeking funding to increase the number of people served by a particular service or

- developing a means to hold service providers accountable for outcomes or
- tying funding to customer satisfaction or
- creating ways to make better use of existing community assets or
- decreasing funding for one service so that others may be expanded or
- creating a multi-organization collaborations to create synergies and avoid duplication or
- offering new services.

The possibilities are limited only by your group's imagination (and your resources), but since your next step is to implement the plan you develop, select strategies that are reasonably attainable. Ordinarily, many strategies will be used to address each objective. Strategies should include pursuing appropriate funding. It is important to think about strategies that have been tried before and abandoned. Such experiences can be very helpful in developing this plan.

You can use copies of the attached work sheet to record goals, objectives and strategies.

**Priority:** \_\_\_\_\_

**Indicator (from the Strengths/needs Assessment)(if appropriate):**

**Goal Statement(s):**

**Measurable Objective(s):**

**Strategies:**

<b>What will be done?</b>	<b>Who will oversee?</b>	<b>Who will do it?</b>	<b>Start date:</b>	<b>Finish date:</b>

**Strategies tried previously and abandoned (include the reason for abandonment):**

## **Step 9: Request Local and Statewide Action**

To complete section VII of your local plan, take a look at your, goals, objectives and strategies. Some of them may be difficult or impossible to implement given policies of one or more state agency, budget or infrastructure limitations, and/or the provisions of statutes or rules. In this section, list requests for changes in agency policies or procedures, funding or infrastructure changes, and for statutory or rule changes that would make your goals easier to attain. Each requested change should be justified based on a documented negative impact on what you want to accomplish in your local plan.

## **Step 10: Describe the Planning Process**

To complete section I of your local plan, describe the process you used to develop it. Some ideas of what to include are:

- Who participated?
- Who lead the effort?
- When was the first meeting?
- How many meetings did you have?

To help make the planning effort easier next time, you may want to included suggestions about how the planning process and/or the workbook can be improved.

## **Step 11: Submit the Plan**

By February 28, 2005, complete the attached cover sheet (Appendix C of this document) and submit your local plan to:

Julie Helter  
Community Enhancement and Educational Development  
The Chiles Center  
1310 Cross Creek Circle, Suite A  
Tallahassee, FL 32301

## Appendix A

### Workbook Definitions

Indicators: Quantitative or numerical measures that show whether outcomes are improving, holding steady or worsening. Some examples of outcome indicators are: percent of entering class graduating from high school; percent of births that are low birth weight.

Needs: Gaps between current results and required or desired results. Also, gaps in services needed to produce required or desired results. Some examples of needs are: Lack of available and affordable health care; high juvenile delinquency rate with inadequate prevention services available in the community.

Outcomes: Changes (short- or long-term) in the person or the person's circumstances that occur as a result of services provided or delivered. Also, statements about desired conditions of well-being for children, adults, families or communities. Some examples of outcomes are: violent crime rate (an outcome that might be impacted with a program that increases law enforcement activities); truancy rate (an outcome that might be affected by a program enhancing communications between schools and parents).

Outputs: Products or units of service of a program's activities such as number of brochures distributed, number of children provided a service. Some examples of outputs are: number of expectant parents attending prenatal parenting classes; number of teenagers attending after school recreation programs.

Primary Prevention: With respect to prevention of child abuse and neglect, any intervention directed at the population at large and designed to prevent child abuse before it occurs. Some examples of primary prevention programs are: after school enrichment programs; pre-natal parent education offered to the population of all expectant parents.

Protective factors: Community, family or other factors that have been associated with positive school and life outcomes. Some examples of protective factors are: a high percentage of kindergarten children ready to learn; a high percentage of children covered by health insurance.

Risk factors: Community, family or other factors that have been associated with poor school and life outcomes. Some examples of risk factors are: a high rate of low birth weight babies; a high divorce rate.

Secondary Prevention: With respect to prevention of child abuse and neglect, any intervention directed at populations or persons identified as at risk for child abuse and designed to prevent child abuse before it occurs. Some examples of secondary preventions are: home visitation programs for targeted populations; prenatal programs for targeted populations.

Strengths or assets: Tangible and intangible strengths and capabilities. Tangible strengths include buildings, services and people. Intangible assets include skills, knowledge, contacts and individual capacities. Strengths or assets are similar to protective factors and include: parks and recreation facilities and the prevalence of exposure to higher education among residents.

Tertiary Prevention: With respect to prevention of child abuse and neglect, any intervention or service provided to families and children after an incident of neglect or abuse has occurred. The intervention is designed to prevent future incidents of abuse, neglect or abandonment. Some examples of tertiary prevention are: adoption recruitment; emergency shelters used after an abuse incident.

## Appendix B -Continuum of Services

<b><u>Primary Prevention</u></b>	<b><u>Secondary Prevention</u></b>	<b><u>Tertiary Prevention</u></b>
<i>Direct Services</i>	<i>Direct Services</i>	<i>Information or Education</i>
Developmental Screening/Evaluation	Child Care/Therapeutic Care	Adoption Promotion
Mentoring/Tutoring Services	Child Support Enforcement	Adoption Recruitment
Prenatal/Perinatal Services	Early Intervention Programs	Information and Referral
	Emergency Shelter	Neighborhood Partnership Referrals
<i>Information or Education:</i>	Food Stamps	Post-Adoptive Workshops
After School Enrichment/Recreation	Front Porch	
Child Care Services	Healthy Families	<i>Individual direct services</i>
Delinquency Prevention	Healthy Start	Adoption Support Services
HIV/AIDS Prevention and Education	Home Delivered Meals	Child Care/Therapeutic Care
Lead Poisoning Prevention Programs	Home Visiting Activities and Services	Crisis and Intervention Services
Neighborhood Partnership	Individual, Family or Group	Crisis/Respite Care
Community Activities	Counseling	Emergency Shelter
Parenting Education and Training	Job Services	Family Visitation Services (Services instead of Center)
Pre-Kindergarten Program	Kid Care	Family Conferencing/ICA
	Medicaid	Follow-Up Care to Families
<i>Programs for service providers:</i>	Mental Health Services	Foster Care
Public Awareness and Education	Mentoring/Tutoring Services	Independent Living
Activities	Parent Support Groups	Individual, Family or Group
Tobacco Prevention and Control	Prenatal/Perinatal Services	Counseling
Training/Technical Assistance	Respite Care	Intensive Family Preservation Services
Workshops/Seminars	School Lunch and Breakfast Programs	Juvenile Justice Residential Facilities
Planning tools	Self-Help Groups/Support Groups	Mental Health Services
Community Mapping/Development	Senior Activities and Services	Self-Help Groups/Support Groups
	TANF	Transportation
	Transportation	Treatment Services
	Treatment Services	Urgent/Emergency Services
	Urgent/Emergency Services	
	WIC	
		<i>Oversight functions</i>
		Case Management
		<i>Planning tools</i>
		Community Mapping/Development

**Appendix C**  
**Cover Sheet: Local Child Abuse Prevention Plan**

District \_\_\_\_\_

Counties included in plan \_\_\_\_\_

District Administrator \_\_\_\_\_

Contact person \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Phone: \_\_\_\_\_

e-mail: \_\_\_\_\_

List all members of your regional planning group and their affiliations (add more rows if necessary):

<b>Name</b>	<b>Organization(s) Represented</b>

**Due Date:** February 28, 2004

**Submit to:**

Julie Helter  
Community Enhancement and Educational Development  
The Chiles Center  
1310 Cross Creek Circle, Suite A  
Tallahassee, FL 32301

**Questions regarding the development of your Local Plan:** Can be addressed to:

Dwanna Gregory

Phone: 850-487-0989

e-mail: [Dgregor1@hsc.usf.edu](mailto:Dgregor1@hsc.usf.edu)

Bobbi Markiewicz

Phone: 850-488-9979

e-mail: [bmarkiew@hsc.usf.edu](mailto:bmarkiew@hsc.usf.edu)