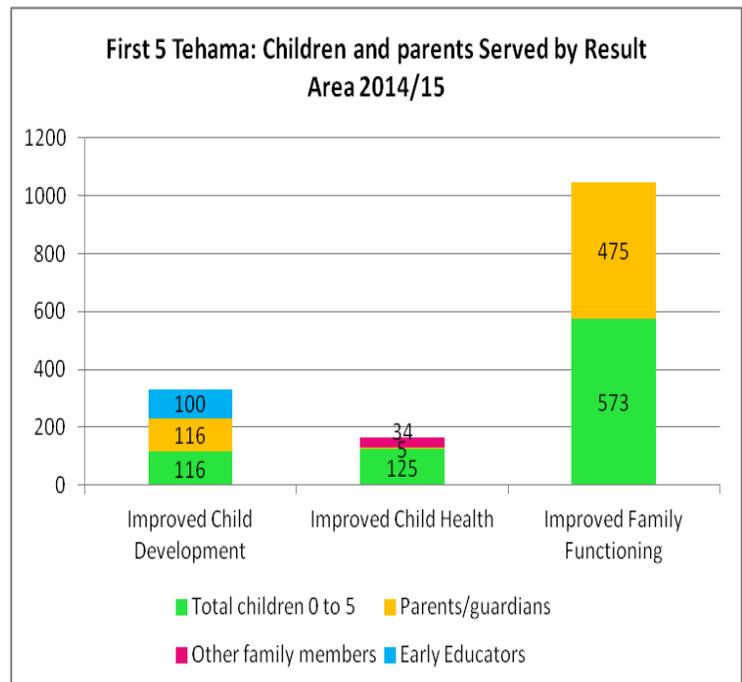


The First 5 Tehama Strategic Plan has four desired results and five objectives:

1. Strong families:
 - Parents will receive support to increase their knowledge of child rearing, family relationships and community resources.
2. Children learning and ready for school:
 - Increase access to quality early care and education programs that integrate cognitive, social and emotional development for all three and four year old children.
3. Healthy children:
 - Increase health access to prevention and primary health care services for pregnant women and children.
4. Improved systems of care for families:
 - Families from all cultural backgrounds are easily able to access multiple services and resources through an integrated system;
 - Increase administrative capability and project sustainability.

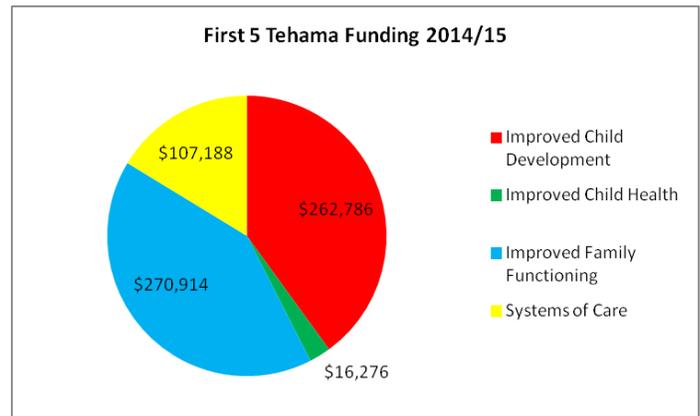
Children and Parents Served

In 2014/15, programs funded by First 5 Tehama served: 814 children ages 0 to 5, 596 parents, and 100 early educators. Programs in the result area Improved Family Functioning served the most children (573) and parents (475). Next in size were the programs designed to Improve Child Development, which served 116 children, 116 parents and 100 Early Educators. In the result area of Improved Child Health, a funded program provided services to 125 children, 5 pregnant women and 34 other family members.



Funding

In 2014/15, First 5 Tehama distributed \$657,164 in project grant awards. The largest area of investment for First 5 Tehama in 2014/15 was Improved Family Functioning, with 41% of the funds, followed by Improved Child Development, with 40% of the funds, Improved Systems of Care (16%) and Healthy Children (2%).



Services

Programs funded in the area of Improved Child Development included the School Readiness Project, CARES Plus and the Child Signature Program #2. School Readiness implemented the “READY! for Kindergarten” program, KinderCamp programs for children with no prior early learning experience, play groups, and developmental assessments.

In 2014/15, First 5 Tehama participated in a California First 5 initiative to provide professional development to early educators. The program, called CARES Plus involved participants meeting with a Professional Growth Advisor and a College Counselor, taking online classes on the Classroom Assessment Scoring System (CLASS) instrument for improving the effectiveness of teacher-child interactions, and/or enroll in six units of Early Childhood Education college classes. First 5 Tehama staff administered the program. Twenty-five participants met all the requirements for the program and were awarded a stipend.

First 5 Tehama participated in First 5 California’s Child Signature Program #2 in 2014/15. First 5 Tehama contracted with the Tehama County Department of Education to implement the program. The goal of the Child Signature Program #2 is to enhance the quality of preschool programs through systematic assessment of the classroom environment, support from Early Learning Systems Specialists, and online classes in the CLASS assessment tool. In 2014/15, 75 early care educators working in 34 classrooms in State Preschools, Head Start programs and Early Head Start programs, participated in the quality enhancement project.

In the result area of Improved Child Health, The Mobile Dental Clinic (MDC) served 125 children in 489 office visits. The MDC provided prevention services, including 180 exams and 359 x-rays, 137 cleanings, 65 sealants, 141 fluoride varnish treatments. The MDC provided oral health treatment, including 214 fillings, 3 extractions, and 3 root canals. MDC staff provided oral hygiene instruction in 146 sessions and made 15 referrals to a hospital or a higher level of oral health care. The Mobile Dental Clinic is a partnership with Northern Valley Indian Health, First 5 Glenn, Northern California Child Development, Inc. and E Center. The clinic bills insurance plans (including MediCal) and also treats children without insurance.

In the result area of Improved Family Functioning, home visits, parenting classes, case management and developmental assessments were implemented by the School Readiness Project in Los Molinos, Gerber, Corning and Red Bluff School Districts. The Corning Family Resource Center implemented by Northern Valley Catholic Social Service provided direct services as well as resource and referrals to children and families in the Corning Elementary attendance area.

**First 5 Tehama Funded Programs 2014/15
Direct Services to Children and Parents**

	Home Visits	Classes*	In person services	Case management	Assessments
School Readiness	1669	228		233	392
Mobile Dental Clinic			1,275		

* includes 28 Nurturing Parenting classes, 70 KinderCamp sessions, 127 playgroups and 3 READY! for Kindergarten workshops

First 5 Tehama County gathers information on improved systems of care at three levels: at the individual level, programs co-serve families in joint case management; at the program level, agencies engage in shared planning, shared outreach, shared activities and leveraged funding. At the county level, the Commission encourages strong linkages with other organizations that serve children in the county to ensure a countywide system of care for children 0 to 5. First 5 Tehama spearheads the Early Intervention Partnership among public agencies and nonprofit organizations that serve children 0 to 8 and their families. The Partnership strives to improve communication, coordination and integrated service delivery between participating agencies by identifying and filling gaps in services and systems.

Outcomes

Families receiving home visits from the School Readiness Project reported improved access to health care and increased time reading to their children. After six months in the home visiting program, 98% of the core families had health insurance (compared to 91% at program entry) and 99% had a regular doctor (compared to 95% at program entry). Ninety-eight percent of the children received preventive health care (compared to 85% at program entry) and 93% received oral health care, (compared to 58% at program entry). Ninety-six percent of the families receiving home visits reported reading to their children at least 3 times a week, compared to 82% at program entry.

According to surveys of parents registering their children for kindergarten in the target area of the School Readiness Project, overall, children entering kindergarten in the fall of 2015 had greater access to health care, dental care and early childhood education programs than in previous years.

- In Corning, between 2007/08 and 2014/15, the proportion of entering kindergarten students with health insurance grew from 70% to 98%, students with a physical exam grew from 81% to 100%, and students with an oral health exam grew from 73% to 99%.
- In Los Molinos and Gerber, 95% of entering Kindergarten students in the fall of 2015 had health insurance, 98% had a physical exam and 88% had an oral health exam. Access to oral health care increased from 69% to 88% of entering kindergarteners.
- In Red Bluff, 97% of entering kindergarten students had health insurance (compared to 86% in 2007/08), 97% had a physical exam (compared to 81% in 2007/08), and 97% had an oral health exam prior to entering kindergarten (compared to 69% in 2007/08). This reflects steady progress in Red Bluff elementary schools served in the School Readiness Project.
- Also, 79% of entering Kindergarten students in Los Molinos and Gerber in 2015 had formal Early Childhood Education program experience before entering school while 9% had no prior early learning experience. In Corning, 88% of entering Kindergarten students in 2015 had formal Early Childhood Education program experience while 4% had no prior early learning experience.

Feedback was very positive from CARES Plus participants in the fourth year of implementation of the program:

- 100% rated the online classes as good or excellent.
- 79% said that CLASS was extremely helpful in improving their knowledge of high quality teacher-child interaction, and
- 72% stated they applied what they learned in CLASS to improve their child care program.

Success Story from a CARES Plus Participant

Comment on “Using Open-Ended Questions to Explore Children’s Ideas” CLASS online video for early educators:

“This video probably had the biggest influence on me, than any other video in this program. I loved how the teacher engaged the children in the story by asking them questions and then later on, in another video, referring back to the story. I use just about every story to engage the children in a discussion now. The kids are more enthusiastic about listening and they are thinking more about the stories and the concepts covered in the story. . . The kids are more engaged, retaining more of the information that we are reading and they are modeling sophisticated language and thinking more.”