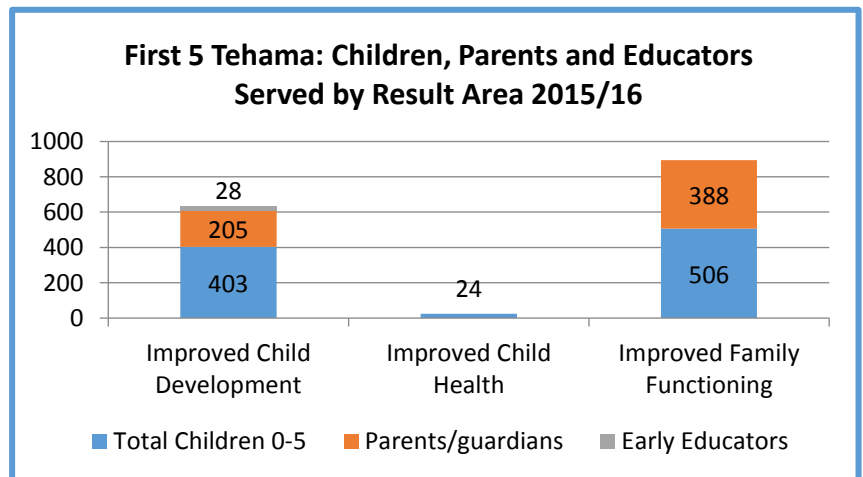


First 5 Tehama County has created and implemented a comprehensive, integrated, and coordinated system that addresses the needs of children prenatal through five years of age and their families. First 5's primary goal is to improve the lives of Tehama County's young children and their families through a comprehensive system of education, health services, childcare, and other programs. First 5's four core components are improved family functioning, improved child development, improved child health, and improved systems of care. Outcomes include: a) strengthened families; b) healthy children and pregnant women; c) children engaged in quality early learning experiences; d) increased preparedness of children for kindergarten; and e) an integrated, interagency system for children and families. The First 5 Tehama Strategic Plan identified four desired results and five objectives with services provided for children and parents in 2015-16.

- Family Functioning: The first desired result is *Strong Families* with the objective for parents to receive support that increases their knowledge of child rearing, family relationships and community resources.
- Child Development: The second desired result is *Children Learning and Ready for School* with the objective to increase access to quality early care and education programs that integrate cognitive, social and emotional development for all three and four-year-old children.
- Child Health: The third desired result is *Healthy Children* with the objective to increase health access to prevention and primary health care services for pregnant women and children.
- System Care for Families: The fourth desired result is *Improved Systems of Care for Families* with the objective for families from all cultural backgrounds to easily access multiple services and resources through an integrated system and the objective to increase administrative capability and project sustainability.

Program Services

During the 2015-16 program year, programs funded by First 5 Tehama served 909 children ages 0 to 5, 593 parents, 28 early educators and provided 536 Kits for New Parents. Programs in the result area, Family Functioning, served the most children (506) and parents (388). Next in size were the programs designed to improve Child Development, which served 403 children, 205 parents, and 28 Early Educators through professional development programs. In the result area of Improved Child Health, 24 children were provided mobile dental clinic services with First 5 Tehama funds.





Executive Summary 2015-16 Annual Report

Most First 5 services were provided directly to families. As the following table demonstrates, direct services to children and parents in 2015-16 included 2,508 Home Visits, 275 classes, 63 Mobile Dental Clinic Visits, 230 Case Management, and 480 Assessments.

| First 5 Tehama Funded Programs 2015/16 | | | | | |
|--|--------------------|-----------------|-------------------|------------------------|--------------------|
| Direct Services to Children and Parents | | | | | |
| | Home Visits | Classes* | MDC Visits | Case Management | Assessments |
| School Readiness | 2,508 | 275 | | 230 | 480 |
| Mobile Dental Clinic | | | 63 | | |

* Includes 75 KinderCamp sessions, 194 playgroups and 6 READY! For Kindergarten classes

Description of Services

First 5 Tehama’s desired results were addressed through services designed to improve child development, child health, and family functioning. The following is a description of each of these service areas:

Child Development included the School Readiness Project and CARES Plus. School Readiness’ services focused on parent engagement and education, highlighting parents’ role as their child’s first teacher. Primary services included the “Parents as Teachers” home visiting program, “READY! For Kindergarten” classes for parents, Playgroups, and KinderCamp Programs. Home visitors also provided support services including referrals to early learning and health programs. School readiness home visitors used multiple assessments including: a) retrospective protective factors survey; b) GOLD Child Assessment Portfolio instrument to measure early childhood development and learning through observation “checkpoints” over time; and c) Parents as Teachers surveys.

The California First 5 initiative, “CARES Plus”, provided professional development administered by First 5 Tehama staff to 28 early educators. The program 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 at least six units of Early Childhood Education or related field college classes.

Improved Child Health included the Mobile Dental Clinic (MDC) which served 24 children through 63 office visits. 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.

Improved Family Functioning included home visits, parenting classes, case management and developmental assessments which 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 Services, provided direct services as well as resource and referrals to children and families in the Corning Elementary School District attendance area.

System Care for Families: First 5 Tehama County gathers information on improved systems of care at three levels: a) at the individual level, programs co-serve families in joint case management; b) at the program level, agencies engage in shared planning, shared outreach, shared activities and leveraged funding; and c) 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.

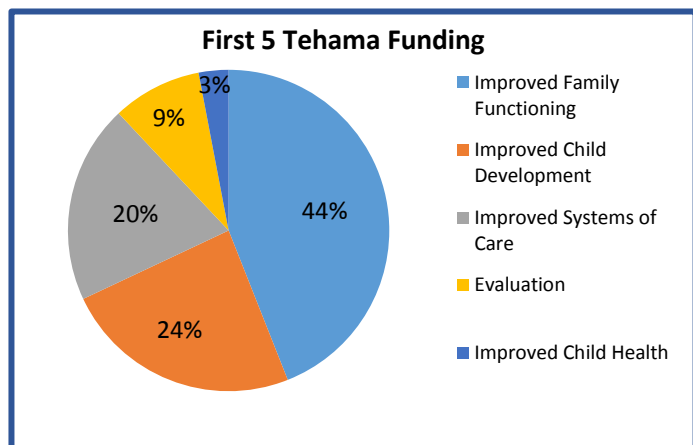
“It has a large impact. I have lived here my whole life, but I didn't know about all the of different available services. I'm new to my position and it's been awesome to find out what's out there, put faces to the names of colleagues, and be able to share about services because I think we're working with many of those same families.”

Early Intervention Partnership Member

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.

Funding

In 2015/16, First 5 Tehama distributed \$599,784 in project grant awards, service delivery and evaluation. The largest area of investment for First 5 Tehama was Improved Family Functioning, with 44% of the funds, followed by Improved Child Development, with 24% of the funds, Improved Systems of Care (20%), Evaluation (9%) and Improved Child Health (3%).



Evaluation

New logic models assisted in the development in a revised evaluation plan designed to measure the impacts of the services provided to children and their families. Local evaluation activities expanded considerably in 2015-16. A newly integrated data collection system assisted in the process to synthesize the collection and analysis of information. A variety of new and expanded evaluation instruments were employed to measure the components set forth in the updated First 5 Tehama logic models. The lists below are grouped by existing and new or expanded activities.

Existing Evaluation Activities

- ✓ First 5 California Annual Report
- ✓ Annual Executive Summary Report
- ✓ Program Highlights Report

New/Expanded Evaluation Activities

- ✓ Protective Factors survey analysis and report

- ✓ Teaching Strategies GOLD Child Assessment Portfolio analysis report
- ✓ Home Visitor focus group interview and report
- ✓ Early Intervention Partnership focus group interview and report
- ✓ CARES Plus analysis and report
- ✓ Parents as Teachers Survey analysis and report

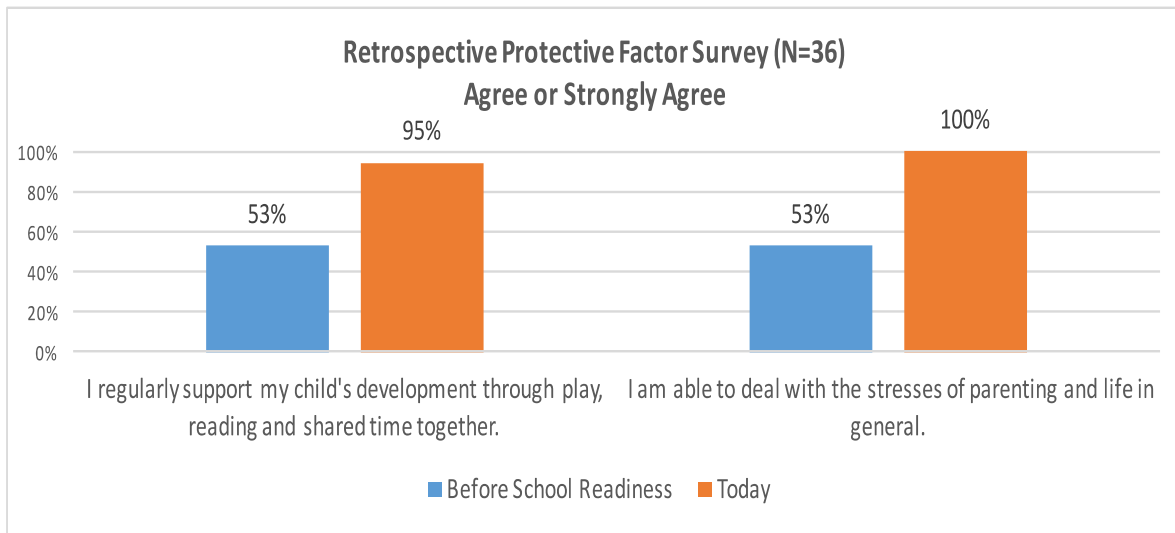
Outcomes

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, 100% of the core families had health insurance (compared to 96% at program entry) and 100% had a regular doctor (compared to 89% at program entry). Ninety-seven percent of the children received preventive health care (compared to 94% at program entry), and 95% received oral health care, (compared to 62% at program entry). Ninety-five percent of the families receiving home visits reported reading to their children at least 3 times a week, compared to 70% 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 2016 had greater access to health care, dental care and early childhood education programs than in previous years.

- In Corning between 2007/08 and 2015/16, the proportion of students entering kindergarten with health insurance grew from 70% to 99%, students with a physical exam grew from 81% to 99%, students with an oral health exam grew from 73% to 96%, and students who had formal early childhood education program experience grew from 43% to 92%.
- In Los Molinos and Gerber, 94% of entering Kindergarten students in the fall of 2016 had health insurance, 94% had a physical exam and 90% had an oral health exam. Access to oral health care increased from 69% to 90% of entering kindergarteners, however, students who had formal early childhood education experience dropped from 84% to 75%.
- In Red Bluff between 2007/08 and 2015/16, the Kindergarten students who had health insurance grew from 86% to 97%, students with a physical exam grew from 81% to 98%, students who had an oral health exam prior to entering kindergarten grew from 67% to 94%, and students who had formal early childhood education program experience grew from 71% to 88%.
- In the spring of 2016, parents who participated in a minimum of 20 hours of home visits were asked to rate retrospectively their parenting behaviors both prior to participating in the School Readiness Program and at the date they completed the survey. In some cases, the survey items were read by the home visitors to parents. Thirty-six parents completed the survey. The analysis grouped the “agree” and “strongly agree” responses and compared them between the “before school readiness” and “today” categories. The

analysis revealed that there were positive increases in all 12 of the 12 survey’s targeted behaviors. The following graph shows two of the largest reported self-reported changes.



- Feedback was very positive from CARES Plus participants in the fifth and final year of implementation of the program.
 - 84% said that the CLASS tool was extremely helpful in improving their knowledge of high quality teacher-child interaction
 - 88% rated their experience in applying the CLASS tool as extremely helpful, and
 - 100% rated the online classes as good or excellent.

Success Story from a CARES Plus Participant

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

“MTP has made a huge impact on my teaching. After 10 years of doing the same things year after year I was feeling a little less than excited. By doing MTP I was able to try so many new things with the children including activities and changing the way I would have presented them before. I am more engaged and aware resulting in them being more excited and ready to learn. . . Thank you CARES and MTP!”