



Summary of 2015-2016 Evaluation Findings



First 5 Tehama Strategic Plan

OBJECTIVE 1: Parents will receive support to increase their knowledge in child rearing, family relationships and community resources

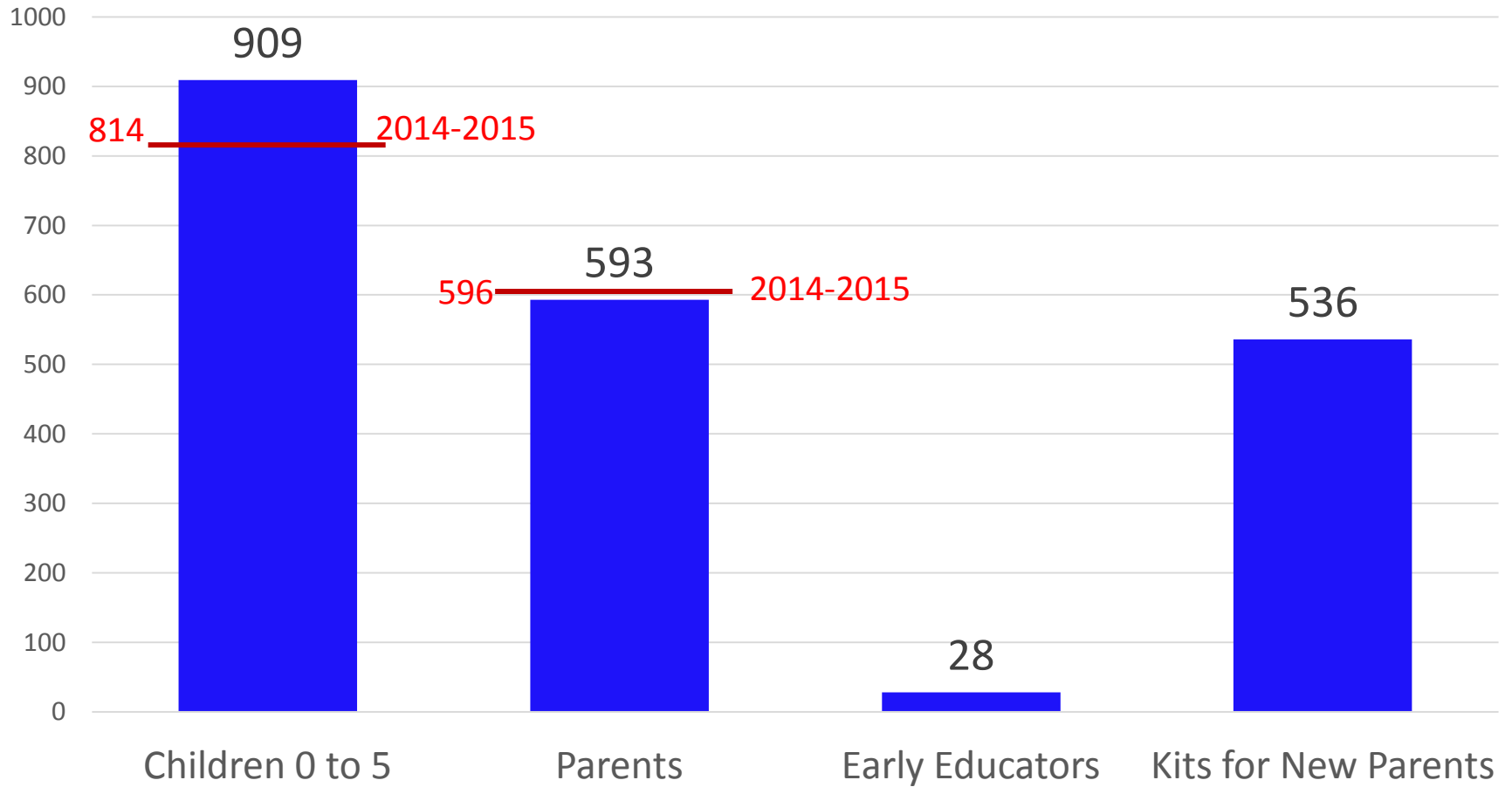
OBJECTIVE 2: Increase access to quality early care and education programs that integrate cognitive, social and emotional development for all three and four year old children

OBJECTIVE 3: Increase health access to prevention and primary health care services for pregnant women and children birth through age 5

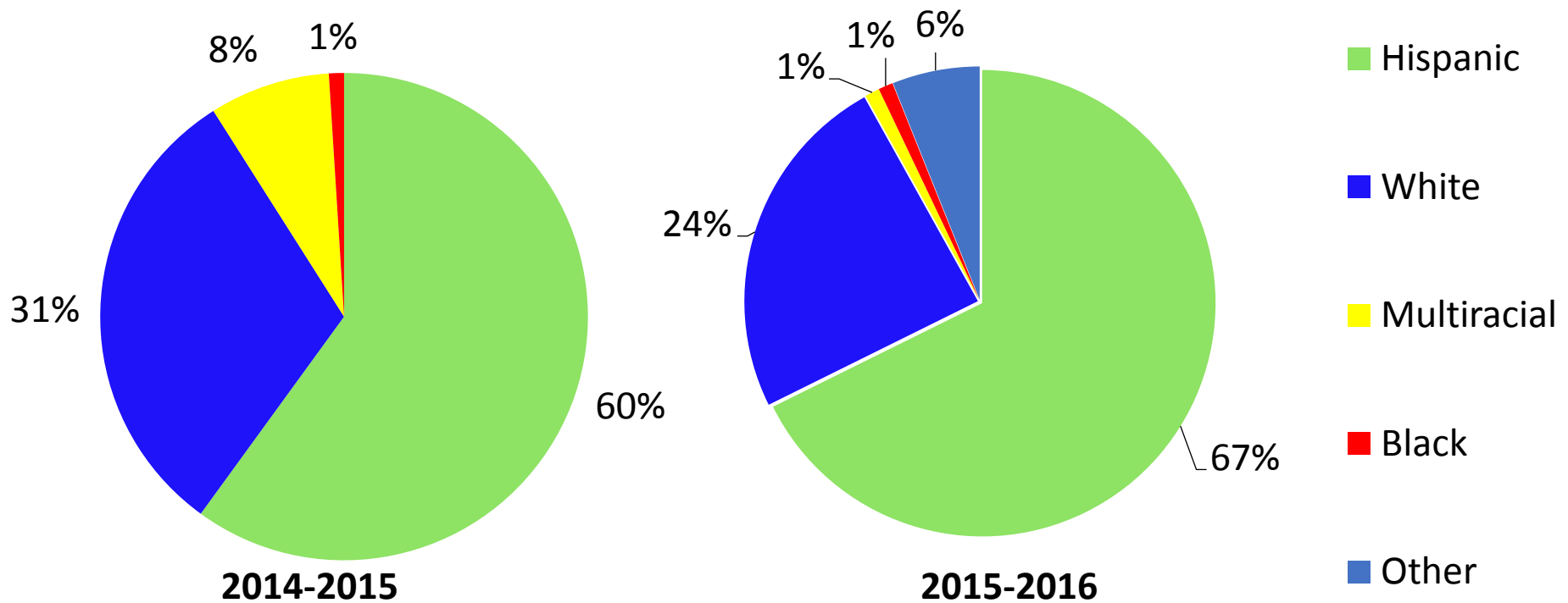
OBJECTIVE 4: Families from all cultural backgrounds are easily able to access services and resources through an integrated system.

OBJECTIVE 5: Strengthen administrative capacity and program sustainability

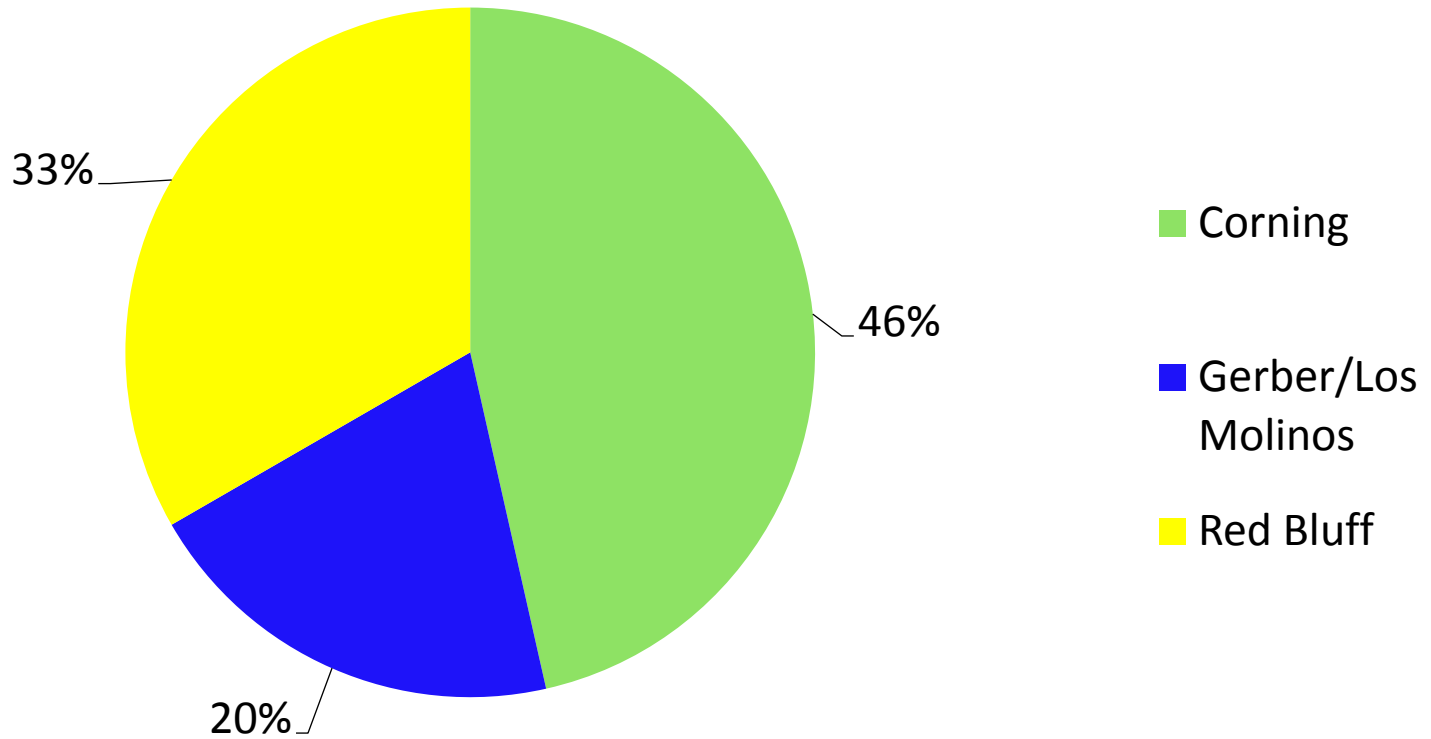
2015-2016 Services Provided



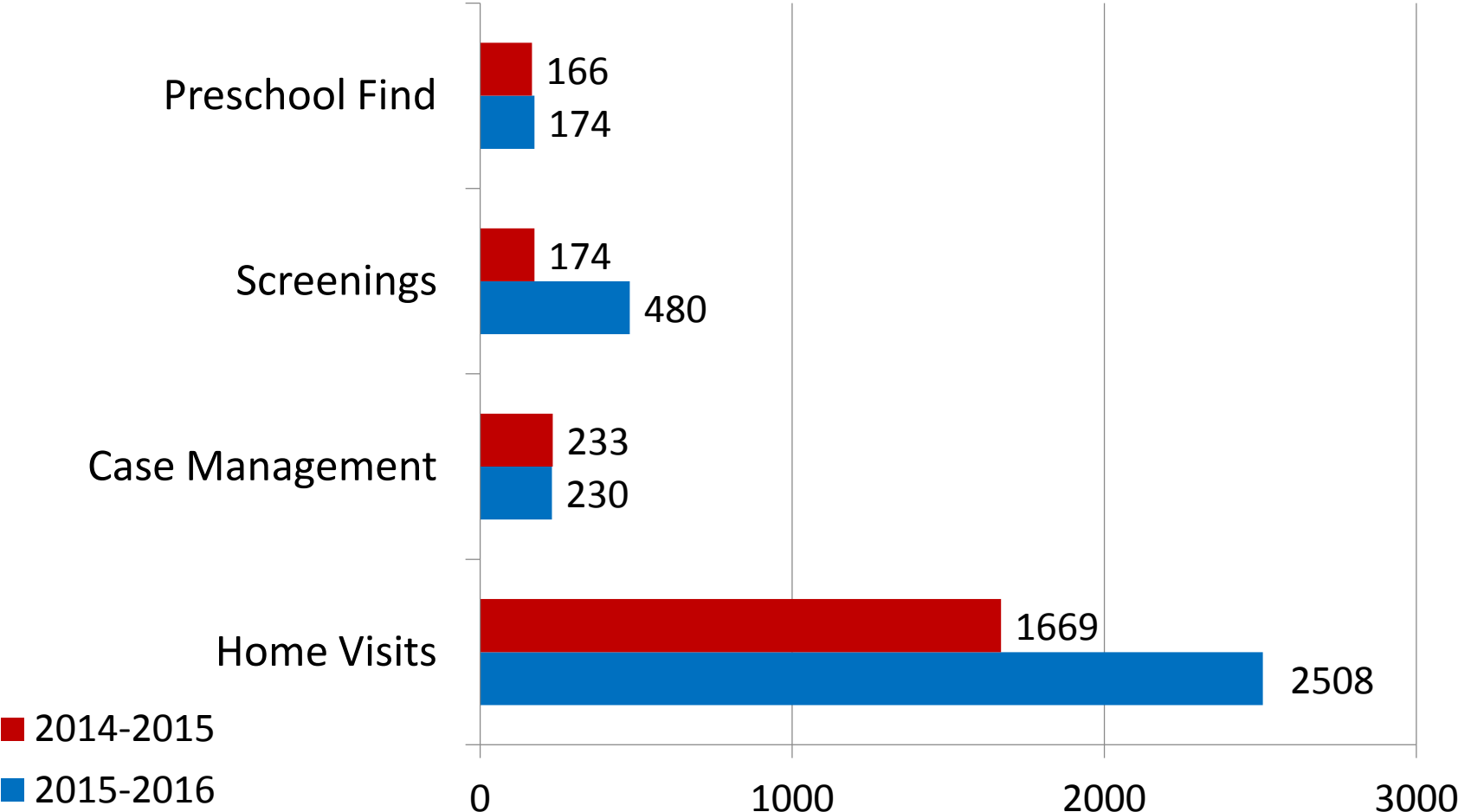
Ethnicity of Participating Families*



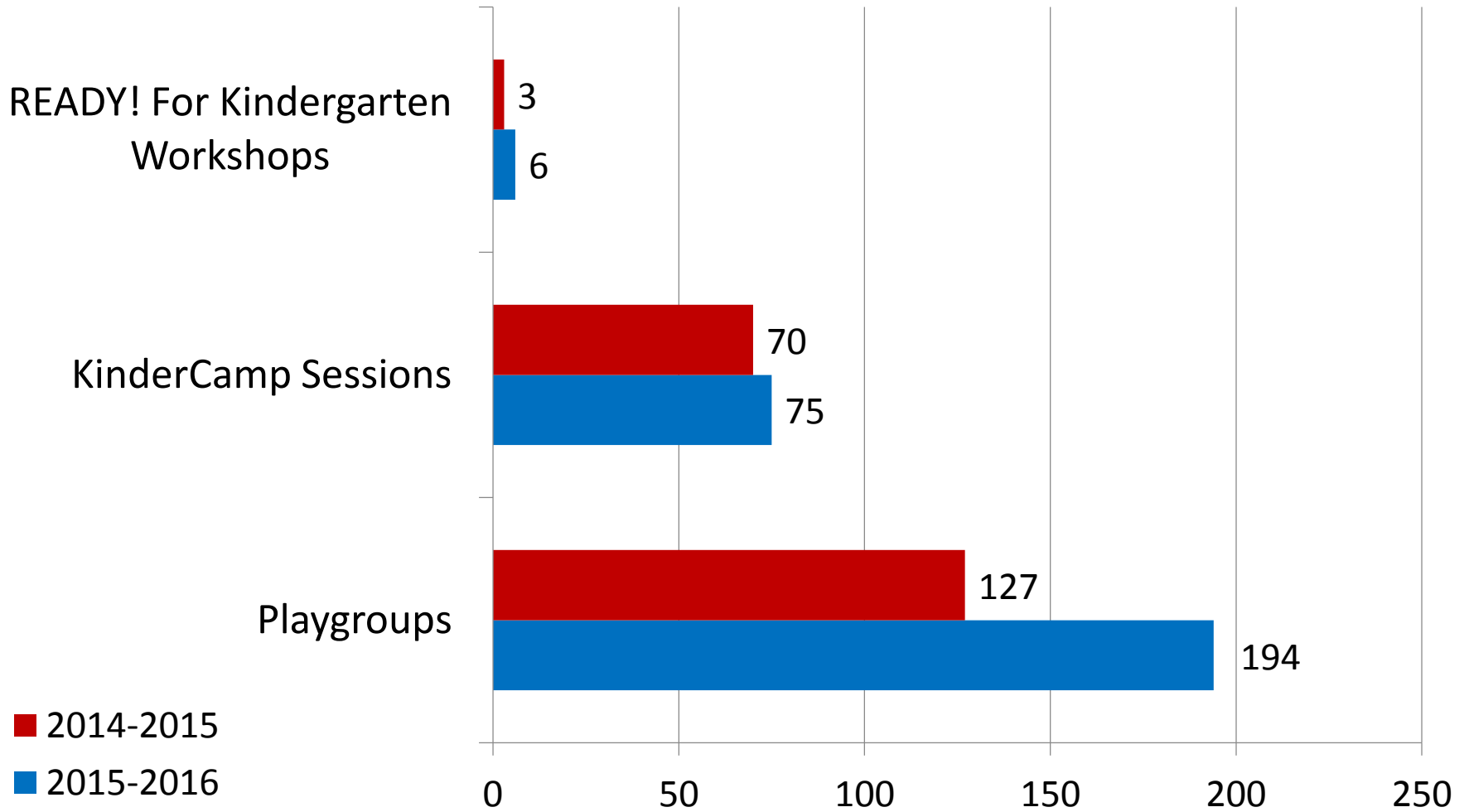
Locations of Families Served



Services Units Provided to Individuals



Services Units Provided to Groups



CARES Plus

Goal: To enhance overall quality in early care

Table 1: Program Type: Which best describes your child care program?

	Frequency	Valid Percent
Head Start/Early Head Start	12	42.9
State Preschool	9	32.1
CDE General Child Care	2	7.1
Private/non-subsidized	3	10.7
Migrant Head Start	1	3.6
Other (Corning School District)	1	3.6
Total	28	100.0

Table 2: How many times did you meet with your CARES Plus Advisor since September of 2015?

	Frequency	Valid Percent
2 Times	16	59.3
3 Times	10	37.0
4 Times	1	3.7
Total Number of Responses	27	100.0

CARES Plus

Barriers and Comments

“I need more time to meet my goals”

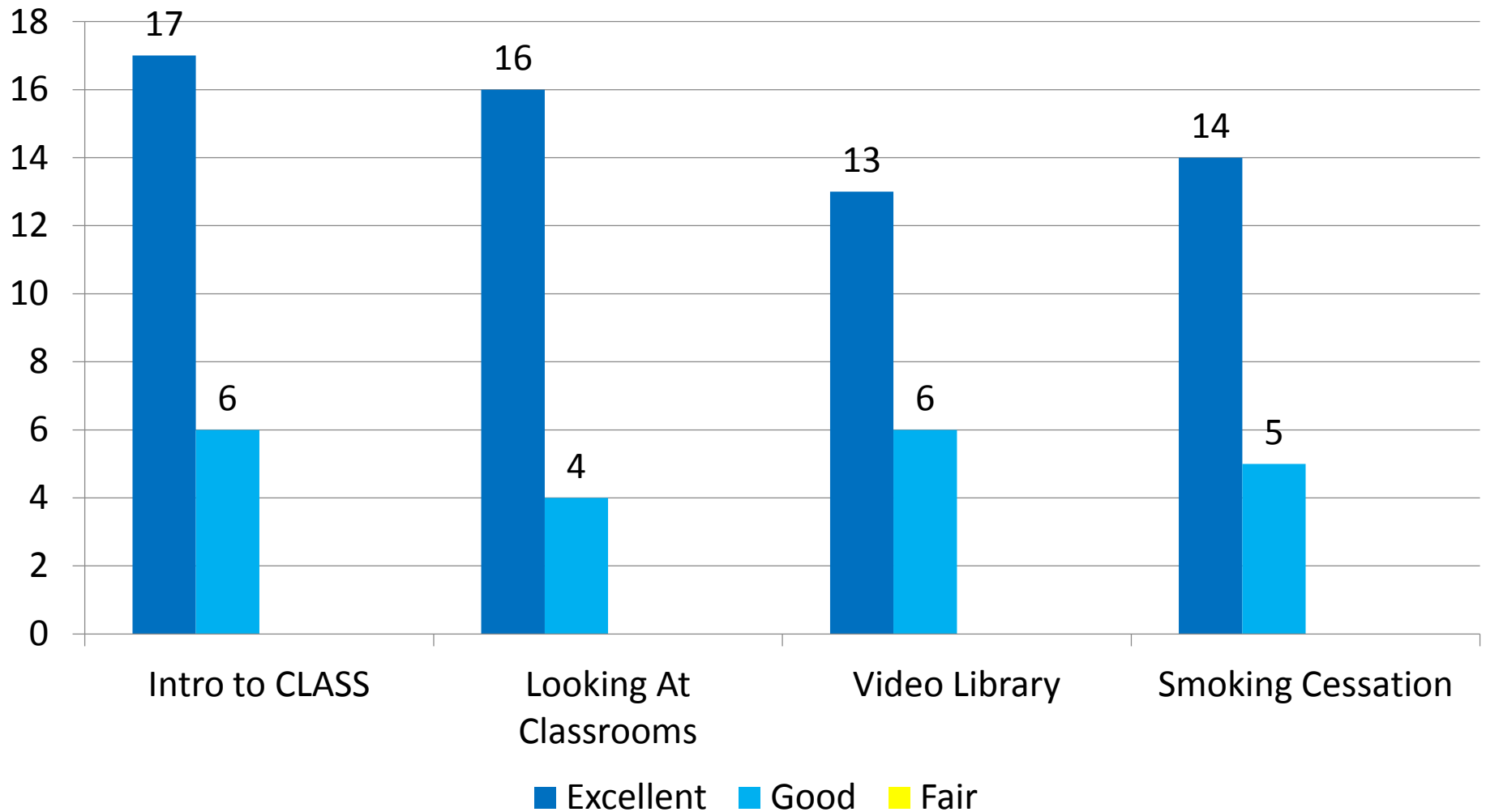
“Frustration with technology.” (six similar comments)

“CARES Plus was a great support for me. It helped educate me on how to be more effective at my job.”

“I enjoyed the opportunity to learn more about interacting with children. This was very helpful to me.”

CARES Plus

Ratings of Online Courses



Retrospective Protective Factor Survey

The Survey measures 12 protective factors related to the Strengthening Families Framework

Parental Resilience: Parent's ability to manage and "bounce back from the challenges of everyday family life (2 Item)

Social Connections: Family members, friends, and others provide a emotional support network, offer parenting advice, and provide assistance to parents (2 Item)

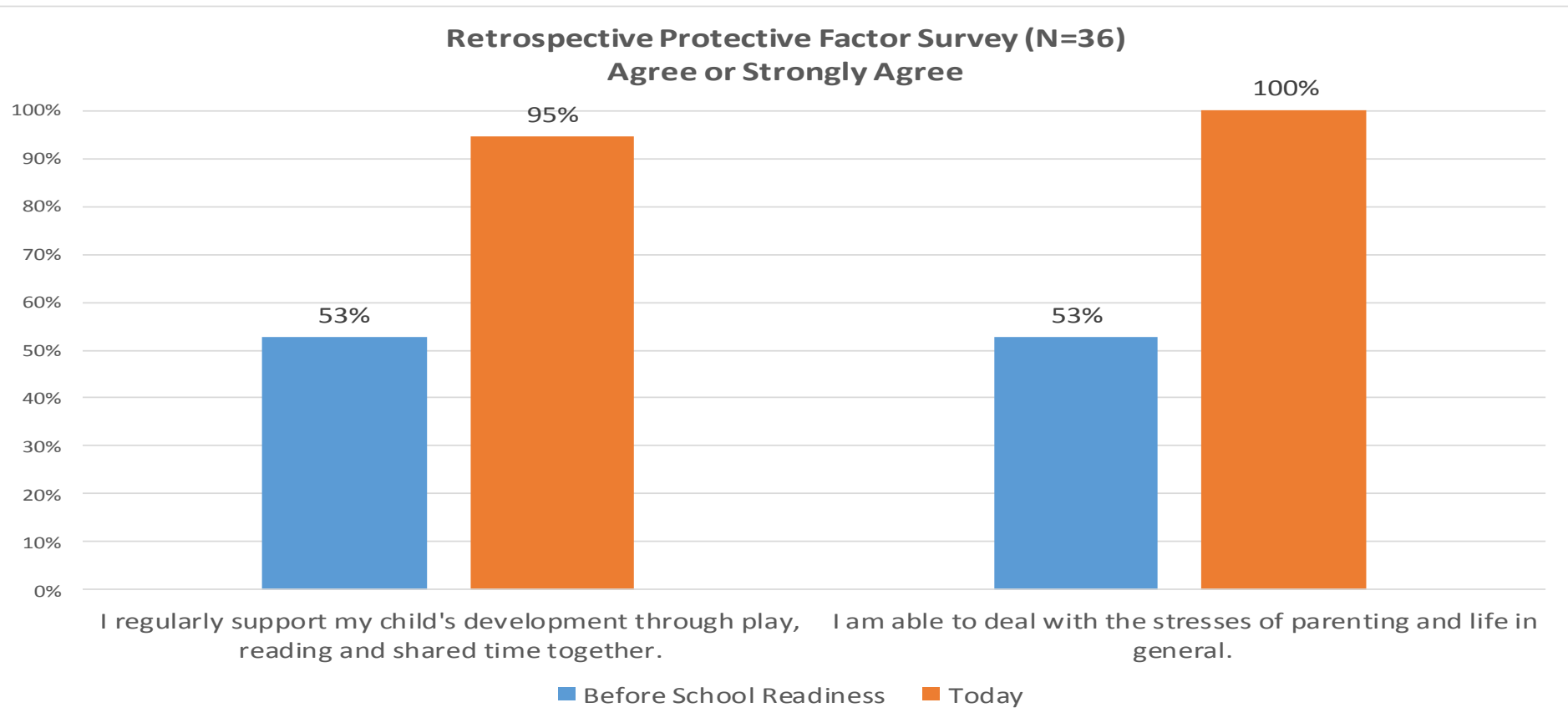
Concrete Support in the Times of Need: Families can meet basic economic needs and have the supports they need in times of crisis (1 Item)



Knowledge of Parenting and Child Development: Parents accurate information about child development and appropriate expectations for children's behavior at every age (5 Item)

Social and Emotional Competence of Children: A child or youth's ability to interact positively with others, self-regulate their behavior and effectively communicate their feelings has a positive impact on their relationships with their family, other adults, and peers (2 Item)

Protective Factor Survey











Summary Finding: An increase in all 12 protective factors measured















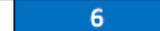
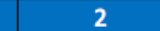



	Birth to 1 year
	1 to 2 years
	2 to 3 years
	Preschool class 3
	Preschool class 4

Gold Assessment










Objective 2d Establishes and sustains positive relationships - Makes friends

Not Yet	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9
		Seeks a preferred playmate; shows pleasure when seeing a friend		Plays with one or two preferred playmates		Establishes a special friendship with one other child, but the friendship might only last a short while		Maintains friendships for several months or more	
									
									
									
									
									

Objective 2d F5 Students Initial

Not Yet	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9
1	 1								
1	2	 4			1				
	2	10	 1						
		3	 1	 3					
		3	1	3	 6	 2			

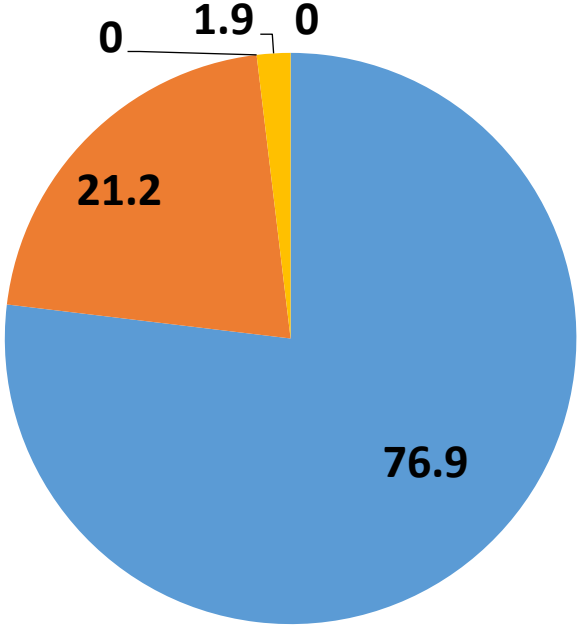
Objective 1a F5 Students 2nd

Not Yet	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9
	 1	 1							
1		 3	 1	 2	1				
		2	 2	 3	 5	1			
			 2	 3		 4			
			1	1	 2	 2	 8	 1	

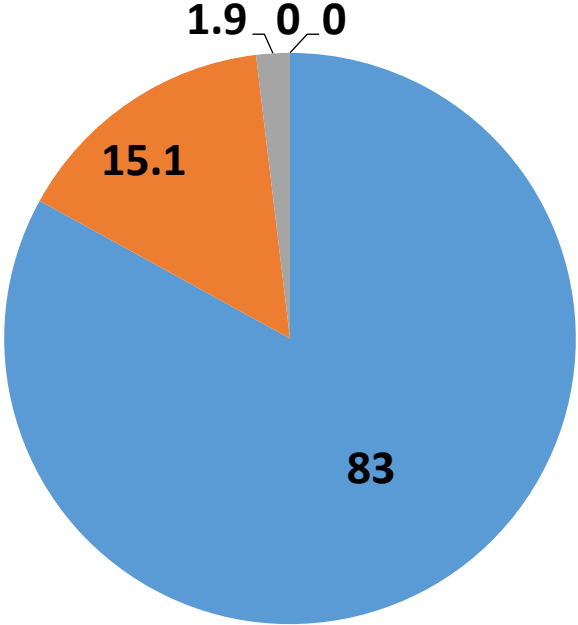
Parents As Teachers Satisfaction Survey

Goal of Survey: Measure parents opinion of PAT program impacts

This program motivates me to try new parenting strategies (n=52)

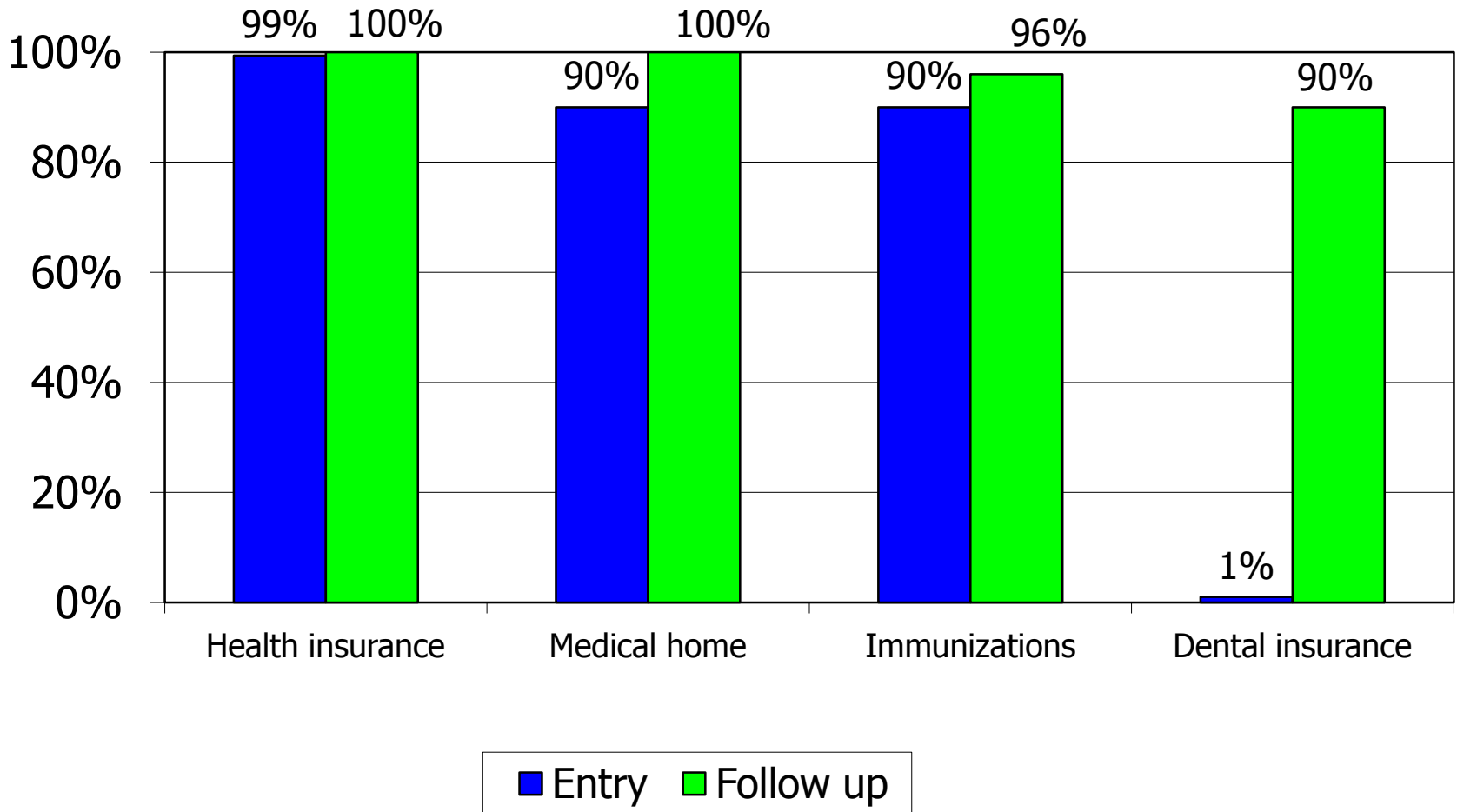


This program increases my understanding of my child's development. (n=53)

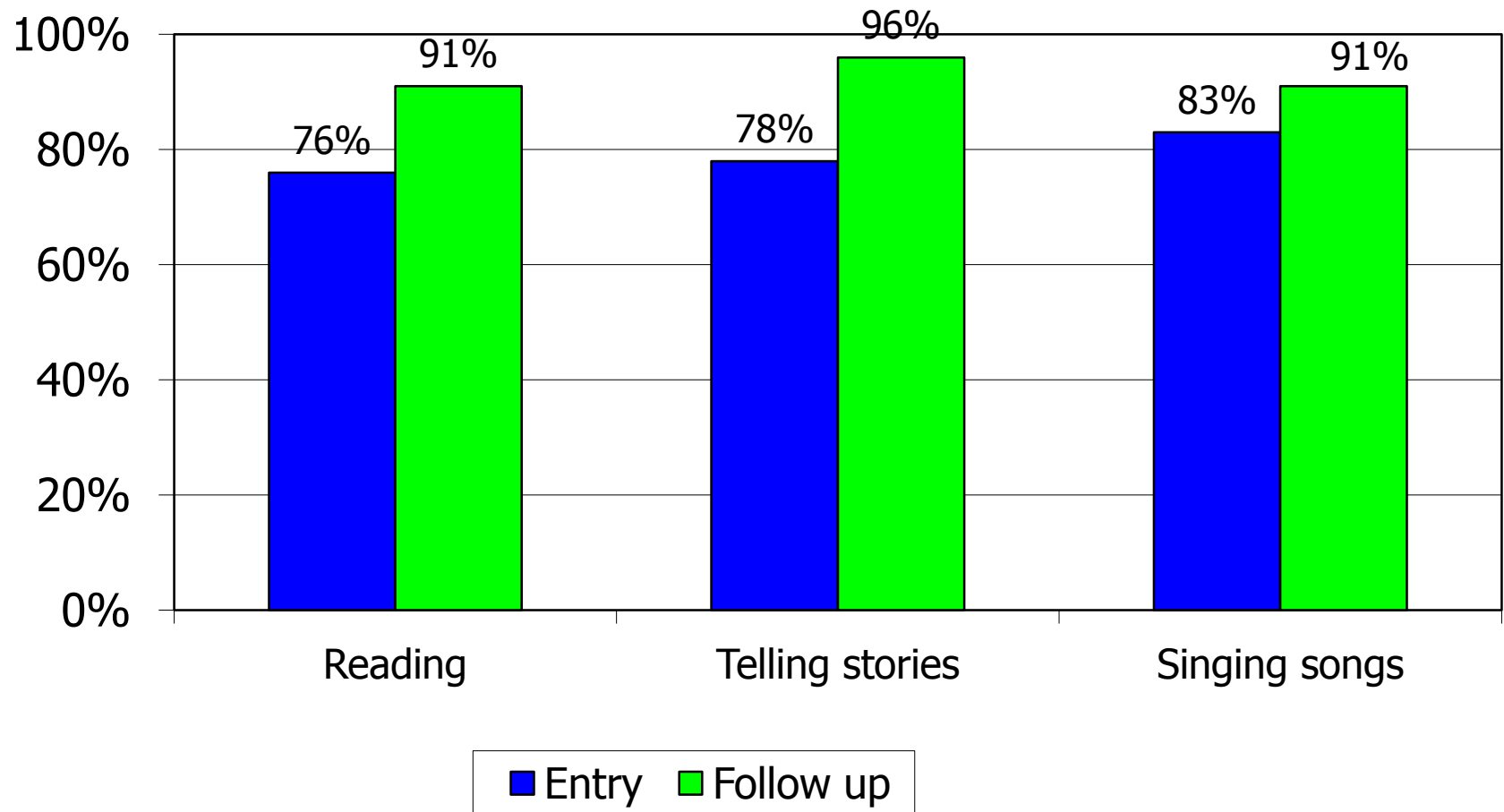


- Strongly Agree
- Agree
- Neither Agree or Disagree

Access to Health Care: School Readiness Clients At Entry and at Six Month Follow Up

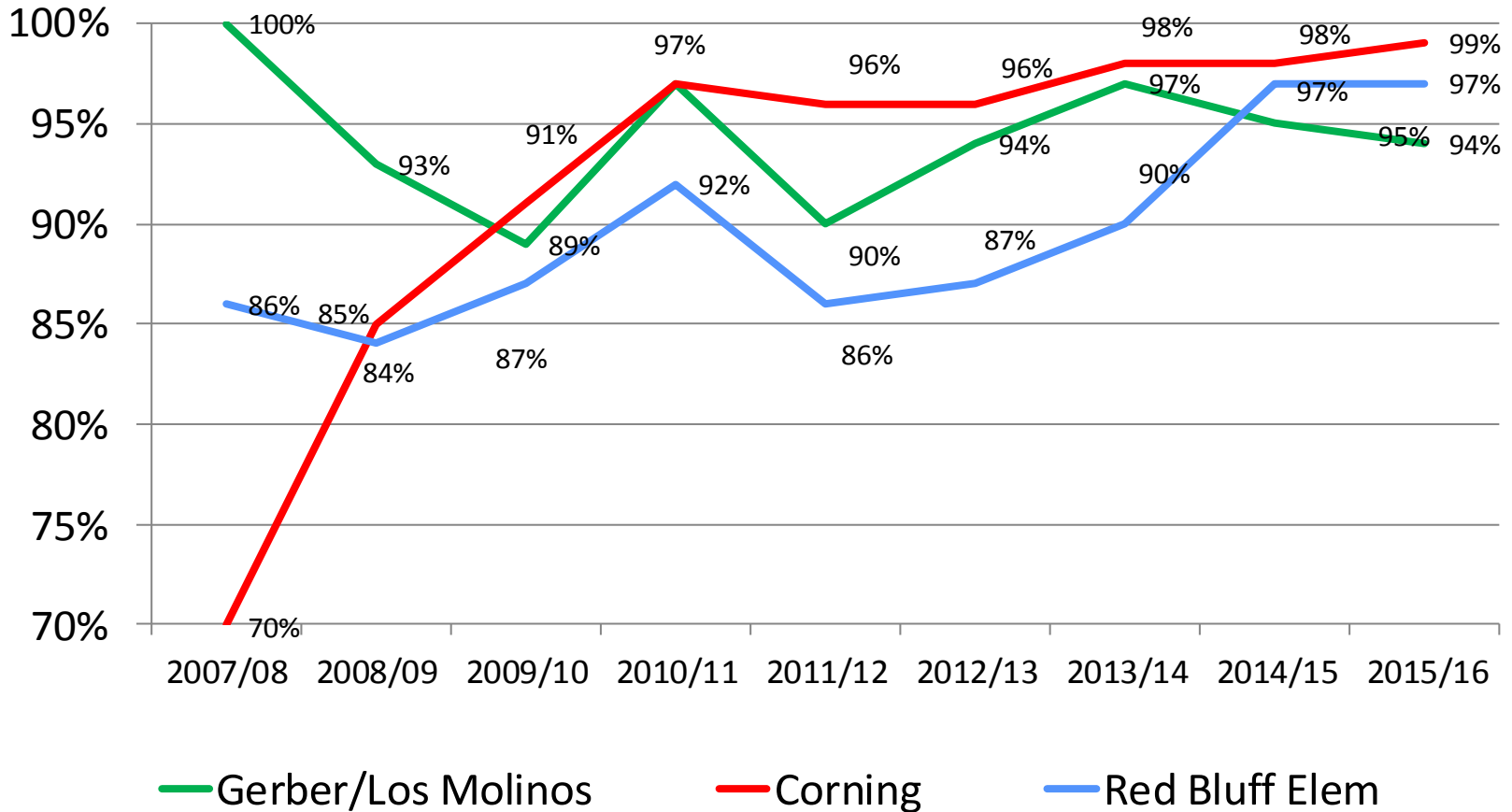


Family Literacy Practices 3 or more Times a Week School Readiness Clients At Entry and at Six Month Follow Up



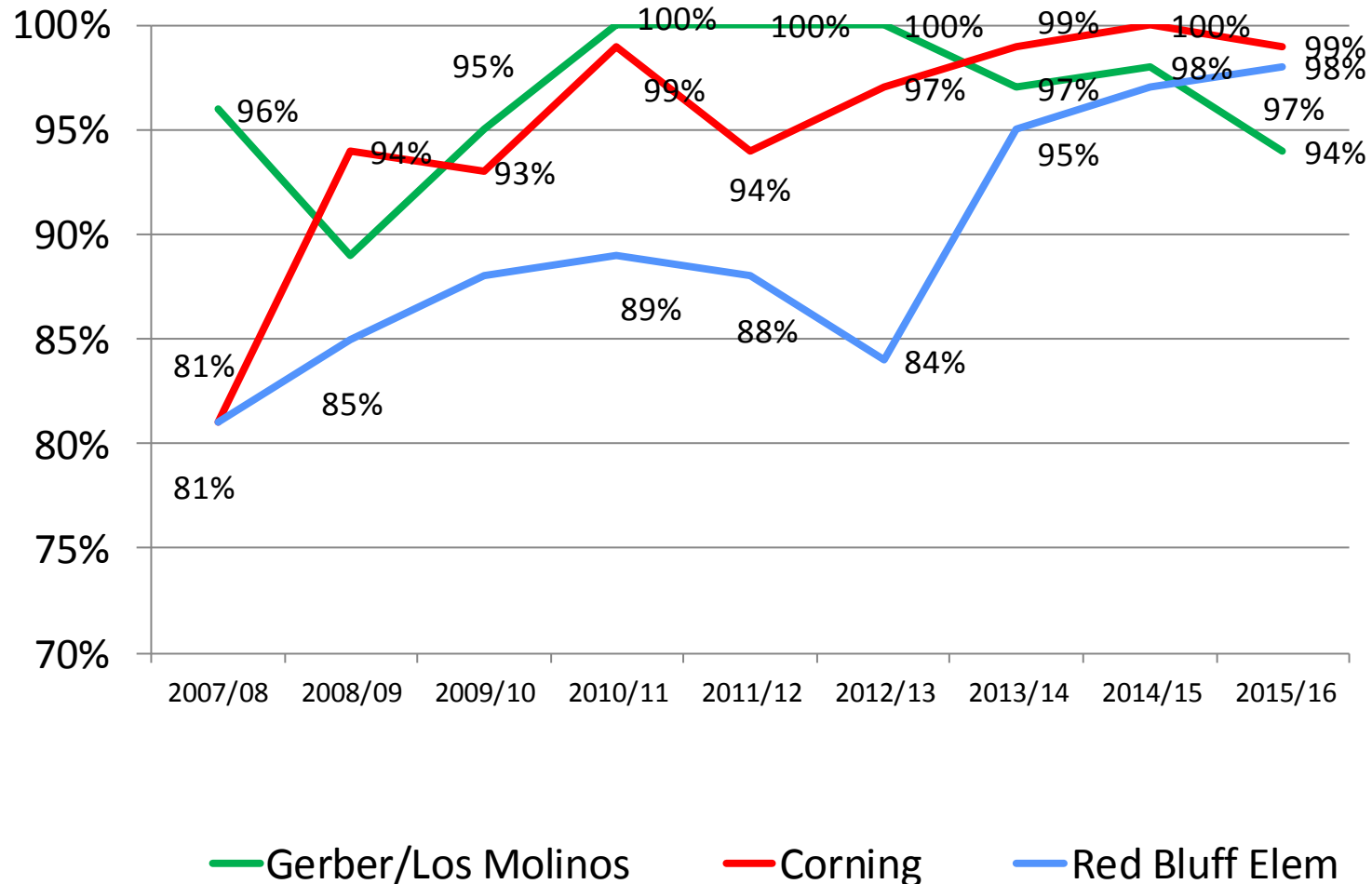
Longitudinal Analysis of Key Outcomes

Have Health Insurance Prior to Entry to Kindergarten

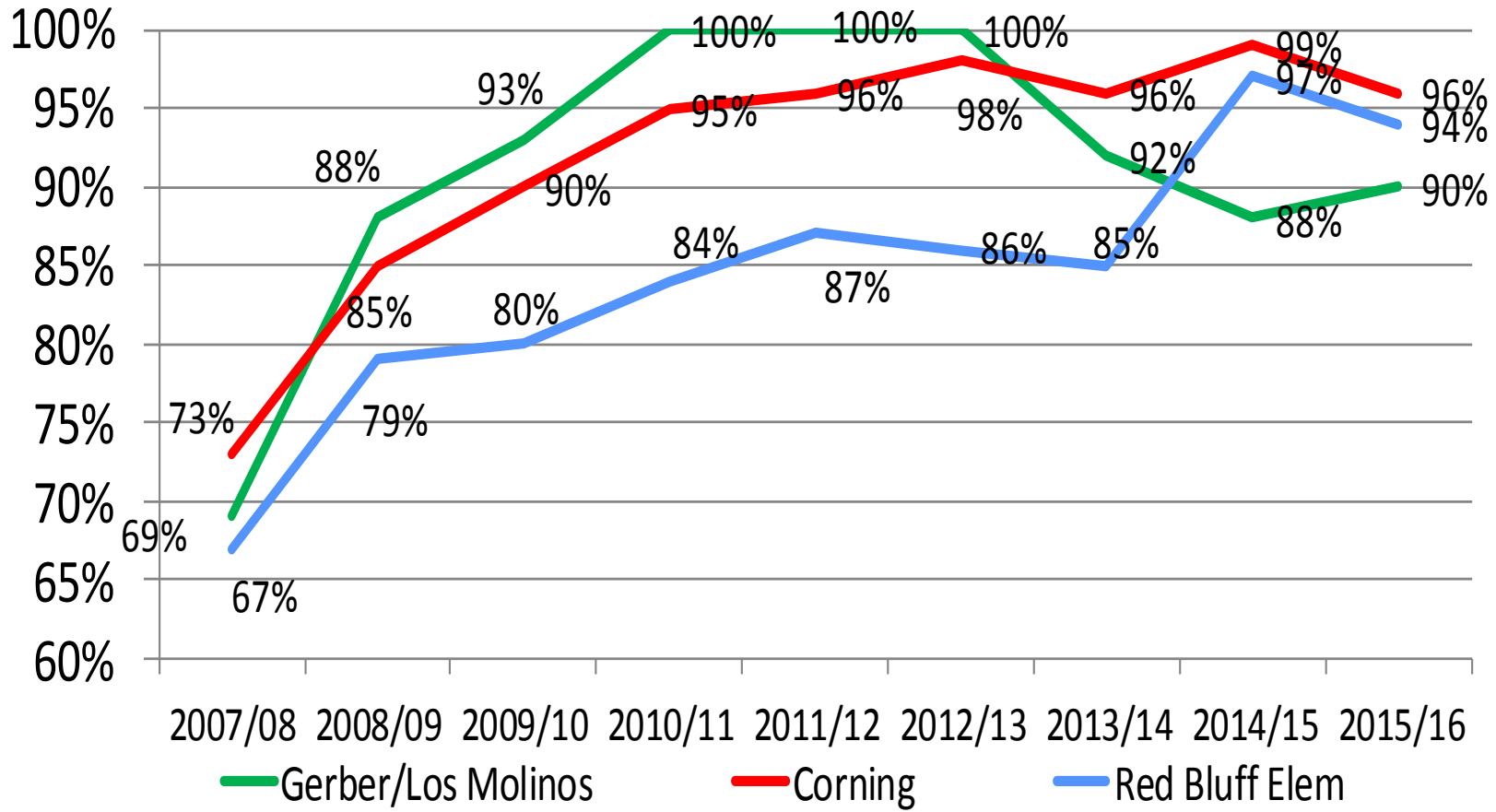


Longitudinal Analysis of Key Outcomes

Physical Exam Prior to Entry to Kindergarten

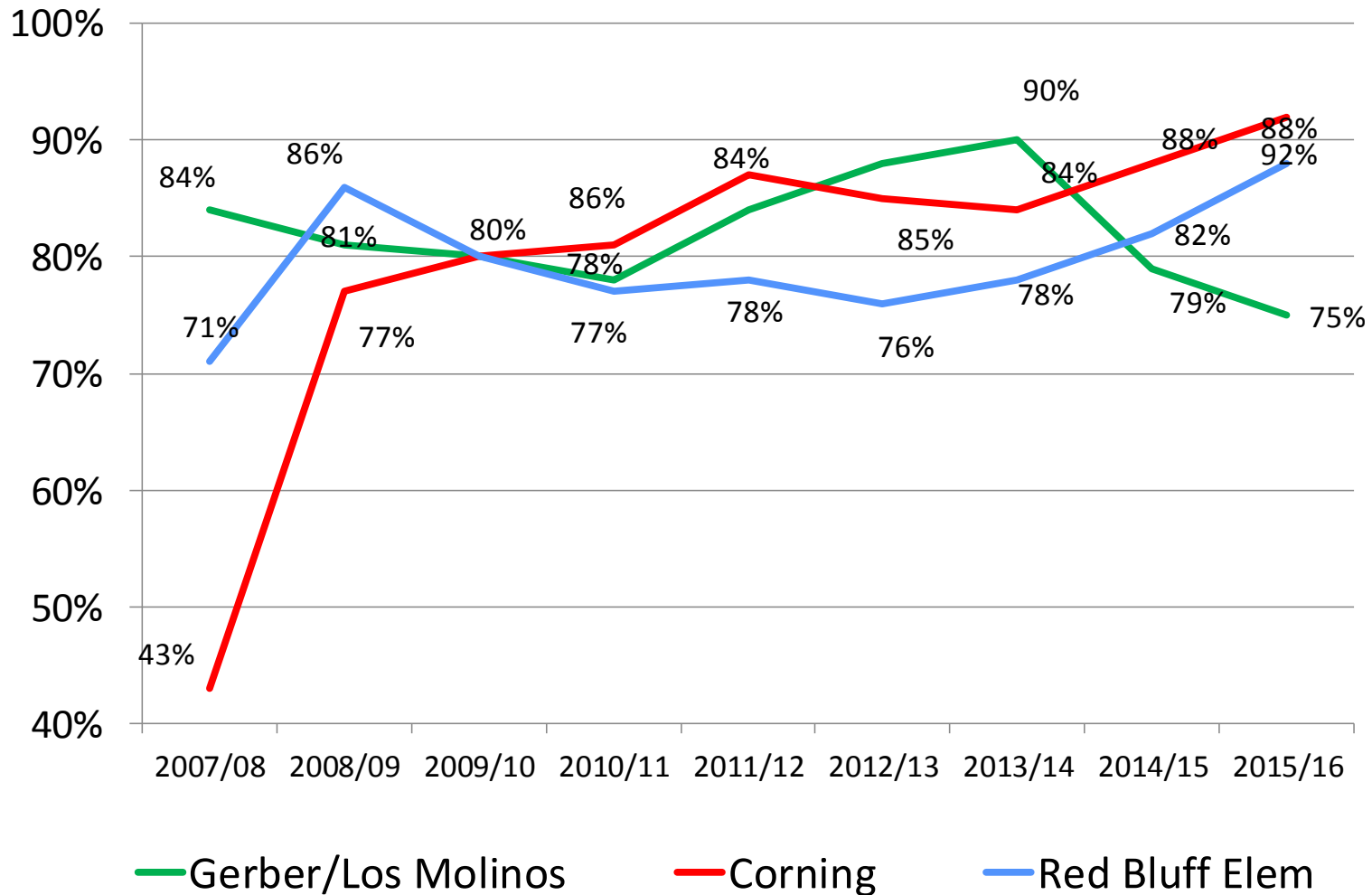


Longitudinal Analysis of Key Outcomes Oral Health Exam Prior to Entry to Kindergarten



Longitudinal Analysis of Key Outcomes

Participated in Head Start, State or Private Preschool



Home Visitors Focus Group

A focus group with the school readiness program's home visitors was facilitated on March 7, 2016 by the First 5 Program Evaluation Team.

- Some home visitors had gone through PAT training. Many home visitors would like more training.
- The 3-4 year-old PAT curricula focuses on more advanced skills. The home visitors working with preschool-age students try to get the parents engaged in the visit. The home visitors give the materials to the parents and have the parents do the activity with the child. “We empower parents”.
- Some home visitors feel children “fall through the cracks” Sometimes it is because parents don't follow through or state preschool doesn't make contacts.

Early Intervention Partnership Focus Group

A focus group with the Early Intervention Partnership participants was facilitated on July 14, 2016 by the First 5 Program Evaluation Team.

“...So it is really just nice to come and refresh and remember all the resources you do have because I think we all are really busy, busy people and we are all helping a ton of people and come and remember all the things that we have and see all the new things we have.”

“It's making a large impact. So many of our programs are not just to work with a child, but holistically, so it's nice here where it started out at my agency, we had several people coming and then it's narrowing it down a little bit to who really needs to be at this meeting, and I think that is what partnership has come to, a nice core.”

Summary of 2015-2016 Findings

OBJECTIVE 1: Parents will receive support to increase their knowledge in child rearing, family relationships and community resources

- 503 parents were served.
- Results from the Protective Factor Survey showed growth in all 12 protective factors that were measured.
- Satisfaction surveys showed increases in all items measuring parenting and parent-child interaction
- There were significant increases in family literacy practices from baseline to six-month follow-up.

OBJECTIVE 2: Increase access to quality early care and education programs that integrate cognitive, social and emotional development for all three and four year old children

- 506 children were served through home visits and 404 children participated in playgroups.
- 174 children were placed into an early learning program
- There were significant increase in the number of program services offered to individuals and to groups.
- Findings from the GOLD Assessment showed growth in all 28 targeted measures.

OBJECTIVE 3: Increase health access to prevention and primary health care services for pregnant women and children birth through age 5

- Over 95% of families had health insurance, a medical home, and their children were immunized.

OBJECTIVE 4: Families from all cultural backgrounds are easily able to access services and resources through an integrated system.

- 67% of families were Hispanic, and bilingual services were provided.

OBJECTIVE 5: Strengthen administrative capacity and program sustainability

- Participants in the Early Intervention Partnership find it beneficial to their work with children and families.
- CARES Plus provided training impacting to early learning providers – all educators who were assessed rated the program content as excellent or good.

Recommendations

Recommendation 1: The focus group with home visitors in the School Readiness Program revealed that they possess a range of experiences and competencies related to working with young children. Most home visitors receive some PAT training, but most home visitors still desire additional PAT training. The recommendation is that a long-term School Readiness staff member receive PAT “trainer of trainer” certification (if available) and provide ongoing training (at least one day a month) to home visitors as well as oversee at least two observations of each home visitor each year.

Recommendation 2: The focus group with home visitors in the School Readiness Program showed disparities among the home visitors in how they implement the PAT program (fidelity) and how much of the program is provided (dosage). The recommendation is that a School Readiness staff encourage and monitor the delivery of the PAT curricular program units.

Recommendation 3: Data have been inconsistently collected and maintained in the past as evidenced by an analysis of the previous and current data systems. The recommendation is that data are collected and inputted in the new data system in a timely fashion. Additionally, it is recommended that data be consistently maintained related to feeder school districts and the ethnicities and languages of the families served.