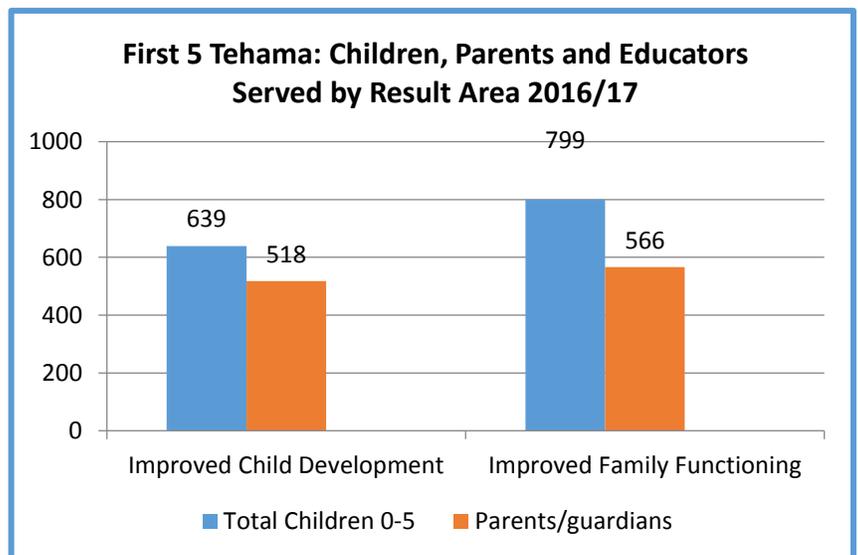


First 5 Tehama County has created and implemented a comprehensive, integrated, and coordinated system that addresses the needs of children prenatal through five years of age and their families. First 5's primary goal is to improve the lives of Tehama County's young children and their families through 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 2016-17.

- 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 2016-17 program year, programs funded by First 5 Tehama served 799 children ages 0 to 5, 566 parents, and provided 70 Kits for New Parents. Programs in the result area, Family Functioning, served the most children (799) and parents (566). Next in size were the programs designed to improve Child Development, which served 639 children and 518 parents.



Most First 5 services were provided directly to families. As the following table demonstrates, direct services to children and parents in 2016-17 included 1780 Home Visits, 221 Sessions, 152 Referrals, 244 Case Management, and 287 Developmental and Kindergarten Readiness Screenings.

First 5 Tehama Funded Programs 2016/17 Direct Services to Children and Parents					
	Home Visits	Sessions*	Referrals	Case Management	Screenings
School Readiness	1789	221	101	244	287
Corning Family Resource Center			51		

* Includes 66 Kinder Camp sessions and 155 playgroups

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. 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, Playgroups, and Kinder Camp Programs. Home visitors also provided support services including referrals to early learning and health programs. School Readiness home visitors used multiple assessments including: a) GOLD Child Assessment Portfolio instrument to measure early childhood development and learning through observation “checkpoints” over time; and b) Parents as Teachers surveys.

Improved Family Functioning included home visits, case management and developmental assessments that were implemented by the School Readiness Project countywide, targeting the Los Molinos, Gerber, Corning, Antelope 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

“It is helping reduce child abuse, increase the resiliency among children and families, and increase their ability to cope with the situations that have arisen in life.”

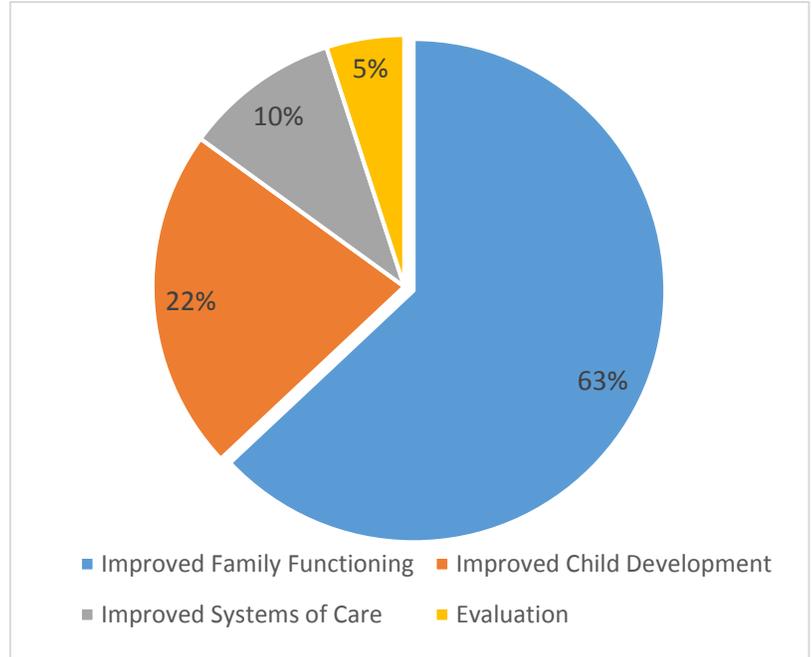
Early Intervention Partnership Member

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.

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 2016/17, First 5 Tehama distributed \$525,237 in project grant awards, service delivery and evaluation. The largest area of investment for First 5 Tehama was Improved Family Functioning, with 63% of the funds, followed by Improved Child Development, with 22% of the funds, Improved Systems of Care (10%) and Evaluation (5%).



Evaluation

Logic models were reviewed and are designed to measure the impacts of the services provided to children and their families. An integrated data collection system assisted in the process to synthesize the collection and analysis of information. A variety of evaluation instruments were employed to measure the components set forth in the First 5 Tehama logic models. Evaluation activities:

Evaluation Activities

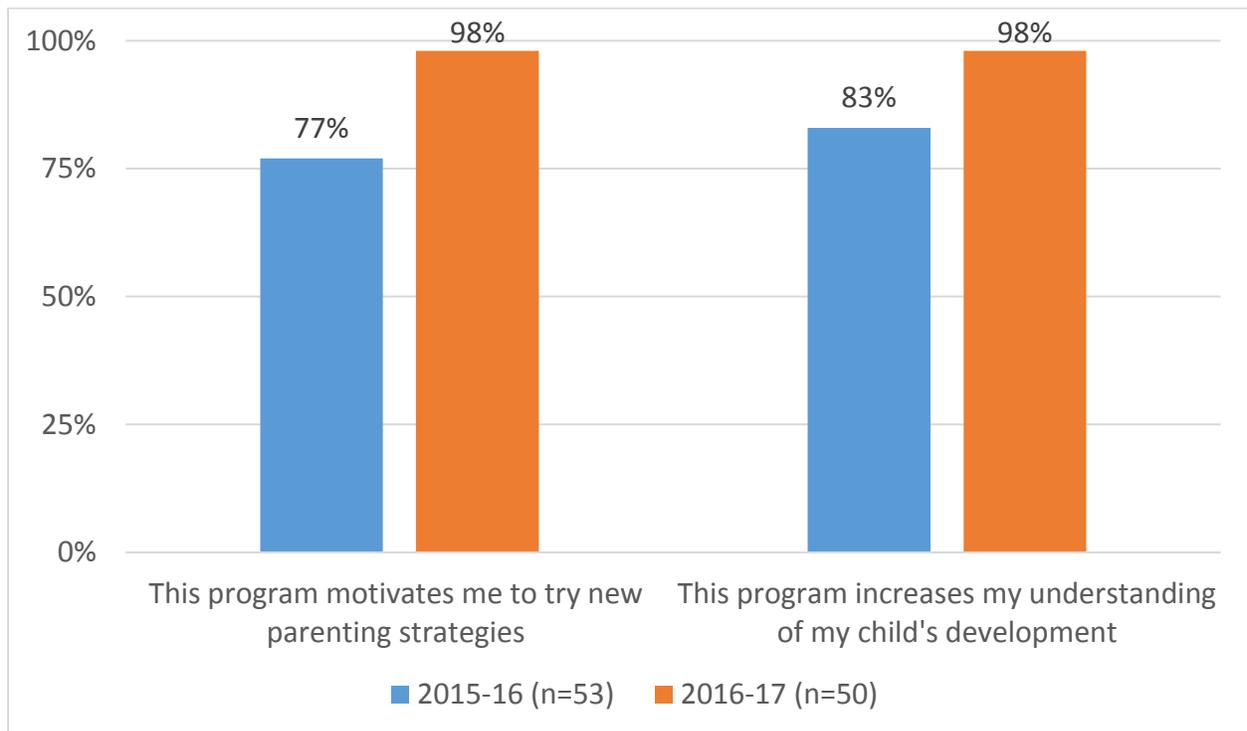
- ✓ First 5 California Annual Report
- ✓ Annual Executive Summary Report
- ✓ Program Highlights Report
- ✓ Teaching Strategies GOLD Child Assessment Portfolio analysis report
- ✓ Parents as Teachers Survey analysis and report

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, 98% of the core families had health insurance (compared to 95% at program entry) and 93% had a regular doctor (compared to 95% at program entry). Ninety-three percent of the children received preventive health care (compared to 98% at program entry), and 63% received oral health care, (compared to 36% at program entry). Eighty-five percent of the families receiving

home visits reported reading to their children at least 3 times a week, compared to 63% at program entry.

In the spring of 2017, parents who participated in a minimum of 20 hours of home visits were asked to complete a Parents as Teachers survey. In some cases, home visitors read the survey items to parents. Fifty parents completed the survey. The analysis revealed that there were positive increases in all 13 of the survey's 13 targets. The following graph shows two of the largest reported self-reported changes in comparison to the previous year's responses.



Each year School Readiness facilitates a kindergarten preparedness program during the summer for incoming kindergarten and transitional kindergarten students who did not attend preschool. This program, called “Kinder Camp,” is 4 to 6 weeks long and focuses on promoting the social emotional competence of students while mimicking school routines and transitions. Kinder Camp teachers guide students in learning basic skills such as holding a pencil and name writing, while also delivering a curriculum centered on early literacy, early numeracy, and science. During the summer of 2017, 69 students who had not had preschool were enrolled in Kinder Camp sessions held in Corning, Los Molinos, and Red Bluff. Out of those 69 students, 64 completed the entire 5-week program with an attendance rate of 80% or better.



Success Story from a School Readiness Kinder Camp Participant

During the summer of 2017, School Readiness received a Kinder Camp referral of a student who had had no prior early learning experience. When our parent educator went to meet with the parent to do the enrollment, the student's mother informed her that he was not toilet trained. A meeting was set up with the director to discuss this and create a plan to get him ready for school. During this meeting the student's mother informed the director that he was afraid of the bathroom and was also still wearing diapers regularly. This mom had made many attempts to encourage her son to use the "potty" and not wear diapers, but when he would get upset, she would give in and allow him to wear them. She really wanted her son to be ready for school, and although she did not understand his not being toilet trained was a red flag for his development, she did understand that it was going to be an issue when starting school. An Ages and Stages Questionnaire® (evidence based developmental screening tool) was completed with his scores being low in fine motor, gross motor and personal-social domains. The director and mother created a plan for her son that he would not wear diapers to school, mom would send him with several changes of clothes, and the classroom teachers would give lots of positive encouragement when he used the restroom. The director also purchased some small toys of a favorite character as a reward for when he used the restroom, and helped in the classroom for the first week.

The classroom teacher reported his daily progress to both the director and the parent. On the first day of Kinder Camp, this student cried for 15 minutes when his mom left, could not hold a

Executive Summary 2016-17 Annual Report

pencil or write his name, did not play with other children, did not run, jump or climb any structures, and did not participate during group time. He came to school without a diaper, but would not use the restroom and eventually had an accident that first day. Over the course of the 5-week program, he made steady progress. By the end of the program (he attended all sessions but one), he was able to hold a pencil and write his full first name and some of his last name. He was also playing on the outdoor structures, running, and interacting with other students and did not cry when his mother left in the morning. His favorite school activity was playing in the dramatic play area with other students. He also became fully toilet trained both at school and at home and left each day smiling with a positive attitude about school. He received token rewards during the first 2 weeks, but did not need any rewards beyond that. His story is a prime example of what Kinder Camp can do for incoming Kindergartners who have had not preschool or another early learning experience. He was truly one of our best Kinder Camp success stories!