



Annual Report

Fiscal Year 2019-20

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2019-20 Headline Findings

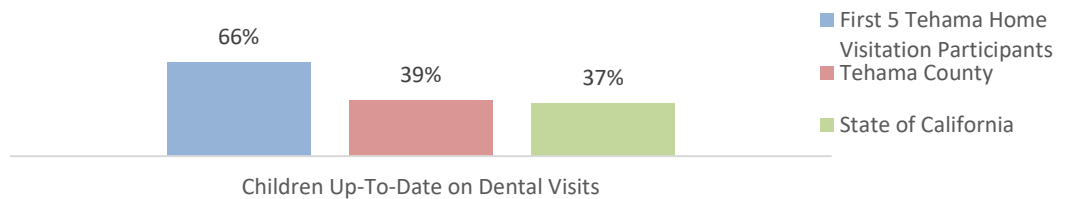
Noteworthy in 2019-2020 are the quickly and vastly changing needs for children, families, educators and leaders of the community due to Covid-19. First 5 Tehama observed, listened, partnered, pivoted, and remained flexible in program delivery and resource allocation in order to best serve the ebb and flow that COVID-19 created in both family and education systems.

Improved Family Functioning

- In FY 2019-20, First 5 Tehama employed a variety of programming with the goal of improving family functioning. Parent Cafés provided opportunities for 44 parents to meet and connect with other parents of young children, with at least 94% of parents reporting attending the Parent Cafés increased their social interactions, peer support, and improved interactions with their child. Additionally, four parenting classes were offered and a total of 92 one-time resource visits were conducted.

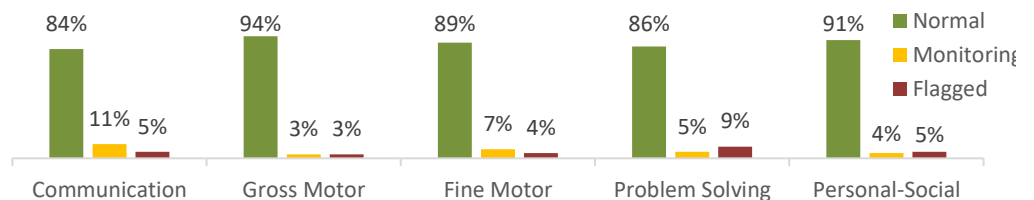
Improved Child Health

- To improve child health, First 5 Tehama utilized the Parents as Teachers (PAT) program in home visitation. PAT recognizes parents as being the most influential part of their young children’s lives and empowers them with information about child development and how to improve parenting practices.
- Of the families participating in the intensive home visiting program, 100% of children had medical insurance, 66% were up-to-date on dental visits, and 88% were current on immunizations. These successes are tied to the support parents receive in the home visiting program.



Improved Child Development

- Using the Parents as Teachers (PAT) model, home visitors were trained to administer a developmental screener (Ages and Stages Questionnaire-3; ASQ-3) to help identify potential problem areas. If problem areas were identified, the home visitor was prepared to provide referrals to early intervention support specialists. Early interventions have been shown to be critical in a young child with developmental delays and are positively related to later school readiness outcomes. A total of 21 children were referred for early support services, with 19 of them were eligible for services.



- Free, weekly playgroups were offered in four towns located in Tehama County: Corning, Evergreen, Los Molinos, and Red Bluff July 1, 2020 through March 13, 2020. Playgroups were virtual in March, due to the COVID-19 pandemic. In FY 2019-20, First 5 Tehama

provided playgroup sessions to 102 parents and their young children. In post-playgroup surveys, 97% of parents reported increases in their knowledge of child development.

Improved Systems of Care

- First 5 Tehama continued to spearhead the Early Intervention Partnership (EIP), the prevention committee of the Blue Ribbon Commission on Children whose goal is to develop integrated support services that promote the best outcomes for children and families. EIP strives to improve communication, coordination, and integrated service delivery. Efforts include: Pregnancy to Preschool Partnership (P2P), Strengthening Families Integration, Help Me Grow, Path 1 Referral System, and the Nurturing Parenting Program Collaborative.
 - Due to strong existing relationships among systems, in response to COVID-19, First 5 Tehama partnered with Tehama County Department of Education Local Child-care Planning Council, Shasta County Office of Education Child-care and Resource Education agency to provide necessary PPE to 30 family childcare homes and licenses centers who remained open during shelter in place to provide care for essential workers. PPE included items such as adults masks, child masks, diapers, and sanitizer; these items were not available in normal supply chains.
 - The executive director of First 5 Tehama serves on the advisory board of Expect More Tehama a zero-adult community collaborative to improve educational outcomes of children in the community. The participation of the executive director on various boards is extremely important to voice specific issues for young children and their families.
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Introduction

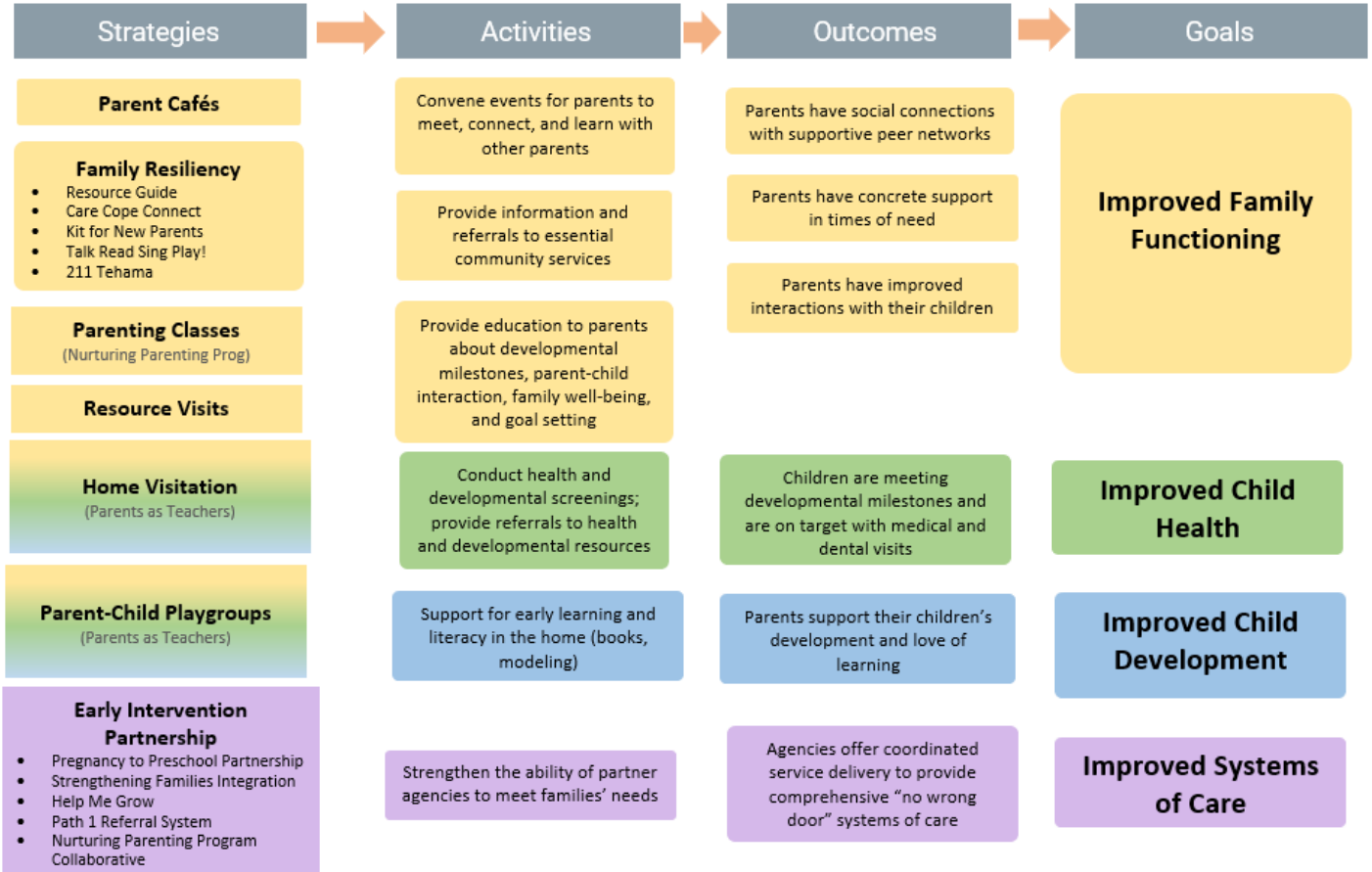
The First 5 Tehama County Children and Families Commission was established in 1998, along with 57 other First 5 County Commissions throughout California by Proposition 10. This voter-approved initiative created infrastructure and funding streams from tobacco tax dollars to support improved health, family functioning and child development for families with children prenatal to five years old.

First 5 Tehama’s vision is that *Tehama County children will be born healthy and thrive in safe, supportive, nurturing and loving environments; and will enter school cognitively prepared and be healthy, active, and socially appropriate learners.*

Furthermore, their mission is that *Tehama County children will thrive, be healthy and enter school ready to learn.*



First 5 Tehama's Strategic Framework

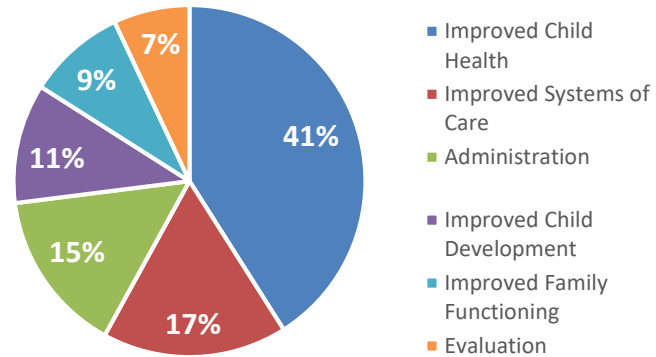


Investments in Children, Families, and Communities

During FY 2019-20, First 5 invested a total of \$823,346 dollars with the intent of improving the lives of families with young children across Tehama County. The figure below shows how funds were distributed across the different strategic result and administrative areas. The area that received the highest percentage of funding was improved child health (intensive home visiting program).

Figure 1. Expenses, by Content Area

Expense Area	FY 2019-20
Improved Child Health	41%
Improved Systems of Care	17%
Administration	15%
Improved Child Development	11%
Improved Family Functioning	9%
Evaluation	7%



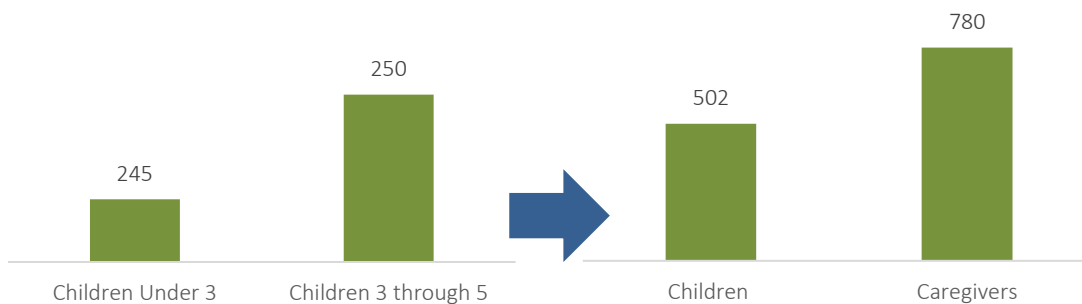
Source: FY 2019-20, First 5 Tehama.

Profile of Children and Families Served

Annual Aggregate Data

The following presents the number of children and parents served across First 5 Tehama efforts. In FY 2019-20, there were approximately 502 children served, or 16% of the estimated 3084 children ages 0-5 countywide. Additionally, 780 caregivers were served. These numbers are slightly less than the numbers served in FY 2018-19, 586 children and 1,240 caregivers.

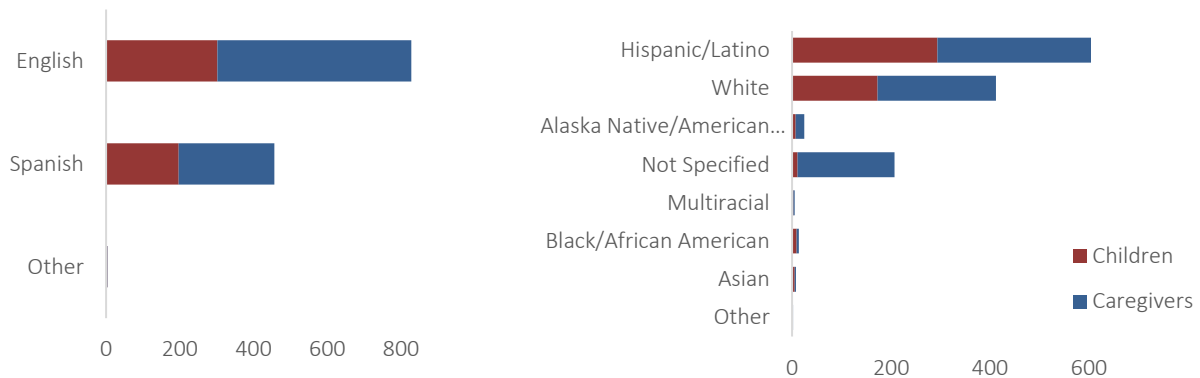
Figure 1 — Number of Children and Families Served per Year and Number of Children Served, By Age



Source: First 5 Tehama Annual Report data.

The majority of children served by First 5 in Tehama County were Hispanic/Latino (59%) and spoke English as their primary language at home (60%), followed by a smaller population of White children (34%) and Spanish as their primary language (39%). This follows a similar trend to the ethnicity and primary language served in FY 2018-19 (65% Hispanic/Latino and 45% speaking English as primary language).

Figure 2 — Ethnicity and Primary Language of First 5 Tehama Participants



Source: First 5 Tehama Annual Report data.

Goal 1 — Improved Family Functioning

Positive family functioning is essential to the lives and development of young children. Parents are the most important models in a young child’s life, so when parents are stressed because of factors such as a lack of basic needs, poor coping mechanisms, and lack of positive peer networks, they are less likely to have positive, educational, affectionate relationships with their children. The following strategies are aimed to increase family functioning overall, with the intent to reduce parental stress, familial poverty, and to increase positive child outcomes.

Desired Results

- Parents have social connections with supportive peer networks
- Parents have concrete support in times of need
- Parents have improved interactions with their children

State of Children in Tehama County

- Poverty. In 2018, 34.5% of children under 5 in Tehama County were living in poverty. In 2017, 34.3% of children under 5 in Tehama County were living in poverty. ¹

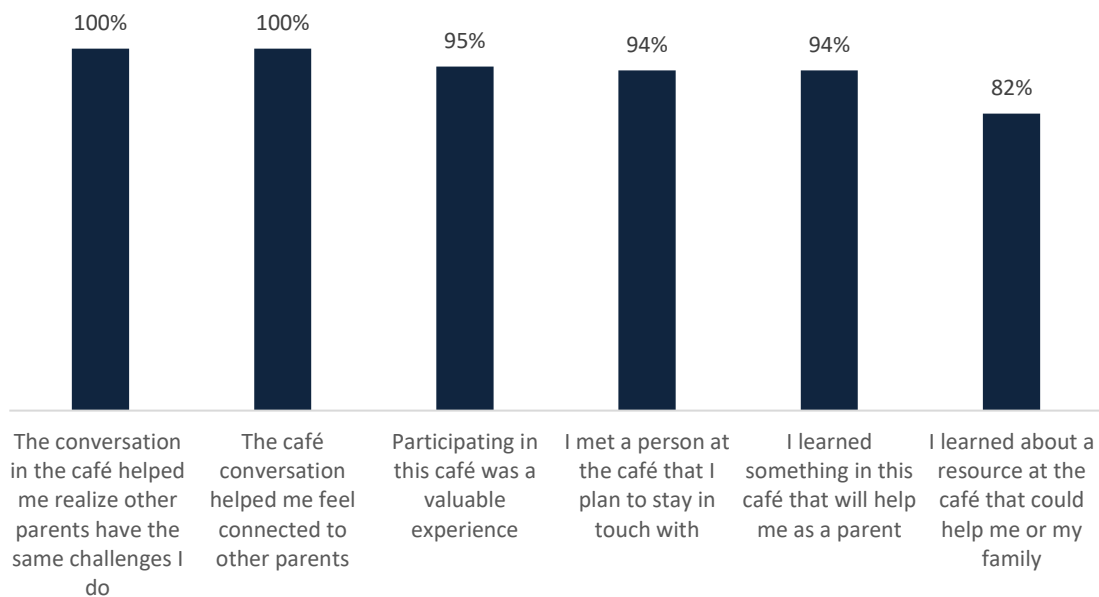
First 5 Tehama Initiatives

To improve family functioning in Tehama families with young children, First 5 Tehama employed a variety of programming in FY 2019-20. The programs included hosting parent cafes, hosting community trauma informed care webinars, and catalyzing children’s’ book and resource drive throughs. In each of these events/ experiences a multitude of references and services designed to increase family resiliency, knowledge of parenting and child development, and knowledge and connections to community resources were provided in English and Spanish.

Parent Cafés

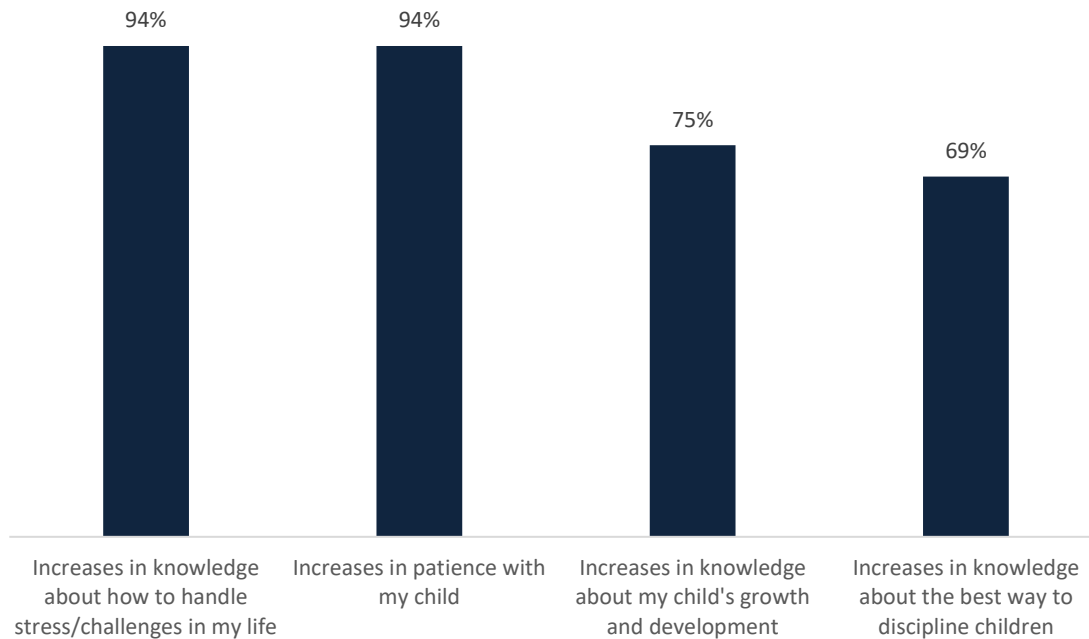
Parent Cafés provide a safe, non-judgmental opportunity for caregivers to build protective factors while engaging in conversations about what it means to keep their children safe and families strong, while also building parent leadership. There were a total number of 44 caregivers (95% parents; 5% other caregivers) in Tehama County who participated in Parent Cafés in FY 2019-20, almost half of whom were Hispanic (45%). Of the Parent Café adult attendees, 18 responded to a survey about their experiences. The first figure below details those who “agreed” or “strongly agreed” to the following statements about the café itself, while the second figure demonstrates changes in caregiver behavior after participation in the Parent Café.

Figure 3 — Parent Café Participants Responses to Survey Questions (% Strongly Agree or Agree)



Source: Parent Café Survey.

Figure 4 — Parent Café Participants Responses about Changes in Parenting based on Parent Café Participation (Large or Moderate Increase)



Source: Parent Café Survey.

Success Story

Amy is a 35 year-old mother to 6 children. She found out about Parent Cafes from a friend who had previously attended. Amy was looking for programming that would help prepare her children for preschool. Amy attended numerous Parent Cafés, where she was able to connect with other parents and talk about the challenges and stressors of parenting and share ideas. Amy expressed her satisfaction with Parent Cafés, saying “Attending the Parent Café brought me out of my comfort zone, and I was able to talk to new people.”

Family Resiliency

Resource Guide

Resource Guides provide a tool for service providers as well as resources to families that include many connections to different types of services for families with young children. These include family and community events, early care and education resources, family support resources, and health, dental, and medical contact information. A total of 256 resource Guides were provided in both English (200 guides) and Spanish (56 guides).

Care, Cope, Connect

Care, Cope, Connect, another tool for service providers and resource to help families tackle heightened community stress. This resource, created by Sesame Street in Communities, in collaboration with the First 5

Association of California, helps parents cope with stress and provide safety and security for their children. In FY 2019-20, 420 bilingual Care, Cope, Connect resources were distributed. This is a 282% increase from the resources distributed in FY 2018-19 (110).

Kit for New Parents

The Kit for New Parents is a free, comprehensive resource from First 5 California for new and expectant parents emphasizing the importance of a child’s early years. Kits include an educational DVD, a parents’ reference book, a touch-and-feel book for children, and resources for parents. In FY 2019-20, 123 English Kits and 48 Spanish Kits were distributed (171 total). This is a 69.2% decrease from the resources distributed in FY 2018-19 (556).

Talk Read Sing Play!

This county-wide public education campaign encourages parents to talk, read, sing, and play with their children every day. Through parent and community education about the importance of early language and literacy as well as practical application strategies for supporting early language and literacy, the Talk Read Sing Play! campaign supports the more critical years and developmental areas of child development.

- Talk Read Sing Play! magnets were distributed to 900 families, 200 of which were delivered to K-12 schools in partnership with the Safe Education and Recreation for Rural Families initiative provided through Tehama County Department of Education.

In response to an increased need for concrete reading materials, a lack of positive community events for families to attend, and a need for child development resources, First 5 Tehama collaborated with the Tehama County Library to host a drive through and virtual reading events.

- Over 360 books and 120 maracas (resilience tools) were provided to 120 children. The Tehama County Library provided lunch and snacks to 120 families.
- An online portal for virtual stories read by Tehama County community members was created.

with **Heidi Mendenhall**
from First 5 Tehama

LIVE VIRTUAL BOOK READING

Today on Facebook at 12pm &
Instagram at 12:30pm

@FIRST5TEHAMACOUNTY

FIRST5
TEHAMA



2-1-1 Tehama

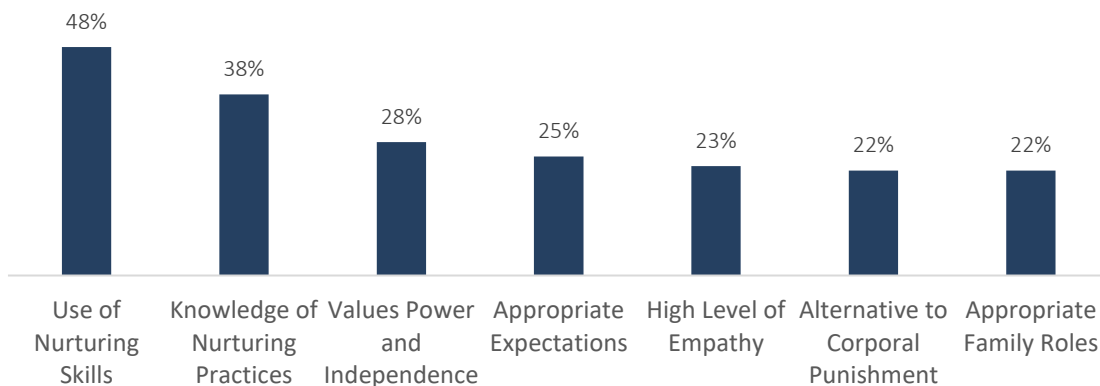
Families are provided information about the critical resources that 2-1-1 Tehama can provide in times of need. 2-1-1 Tehama provides essential resources and referrals for food/clothing, housing, transportation, child care, legal services, support groups, healthcare, senior services, drug & alcohol treatment, mental health services, and crisis hotlines. Anyone in Tehama County can call 2-1-1 and be connected with a live person to direct them to these services or visit www.211tehama.org or text their zip code to 898211. In FY 2019-20, 2-1-1 Tehama directly served 129 people with children under five years old (a 44.9% increase from FY 2018-19). The callers were primarily white (60%) and spoke English as their first language (96%).

Parenting Classes

Parent education programs help parents develop appropriate child behavior management techniques and gain knowledge and understanding of age-appropriate behavior and expected developmental milestones. The programs often contain a component to help parents learn the skills of identifying community resources that provide support to families. Nurturing Parenting Programs feature activities to foster positive parenting skills with nurturing behaviors, promote healthy physical and emotional development, and teach appropriate role and developmental expectations. Four Nurturing Parenting Program classes were conducted by Northern California Child Development, Incorporated (NCCDI) and were attended by 28 parents (down from 34 in attendance in FY 2018-19). These parents were largely economically disadvantaged, with 73% reporting a total household income of \$25,000 or less. Of these parents, 20% had some college experience, 55% had their high school diploma, and 25% did not graduate high school. The majority of participants were single (55%) and female (78%). Out of the 28 parents enrolled in parenting classes, 20 completed a full course. Please note that parenting classes moved to virtual outlets due to COVID-19 and this may have caused some parents to stop attending the classes.

There were marked increases in reported parenting (Adult-Adolescent Parenting Inventory; AAPI) and nurturing skills (Nurturing Skills Competency Scale; NSCS) after program completion. The areas that saw the largest levels of increase were use of nurturing skills and knowledge of nurturing practices. The increases were comparable to findings in FY 2018-19, especially finding that parents increased the most in their knowledge and use of nurturing skills from the parenting classes.

Figure 5 — Percentage Increases in Parenting and Nurturing Skills after Nurturing Parenting Program Classes



Source: Nurturing Parenting Program Adult-Adolescent Parenting Inventory and Nurturing Skills Competency Scale. N = 20.

Success Story

Shawna is a 27-year-old single mother of a one-year-old child with suspected autism. She lived with her boyfriend who was not her child's biological father. Shawna was referred to NPP parenting classes by Far Northern Regional Center. Shawna wanted to improve her parenting skills, due to her childhood including physical and mental abuse. Shawna completed a total of 16 NPP classes and claimed that she felt understood and supported from the group. She displayed positive growth in all categories of the parenting assessment and shared that she had increased positive feedback to her child and felt less frustrated. As she put it, "This class has taught me to not be my mom and dad. When I get angry, I have to take a break because I could easily behave like my dad did. I really think I am a better parent after taking this class."

Resource Visits

Resource visits are offered to families who might not be interested in intensive home visitation and therefore received partial service that includes resource and referral, developmental screenings, developmental referral and follow-up, health access, playgroup connection, and a parent activity. In all, 92 resource visits were conducted in FY 2019-20.

Goal 2 — Improved Child Health

The second overarching goal of First 5 Tehama's work is to improve child health. This work is focused primarily on ensuring that children are attending regular well-child medical and dental visits and receiving preventative care before health problems arise.

Desired Results

- Children are meeting developmental milestones and are on target with medical and dental visits

State of Children in Tehama County

- In 2019, 65.89% of children in Tehama County attended a well-child visit with their doctor, compared to a statewide percentage of 73.68.³
- In 2018 (most recent available data), 38.66% of children in Tehama County attended a dental visit in the last year, compared to a statewide percentage of 37.31.⁴

First 5 Tehama Initiatives

In FY 2019-20, First 5 Tehama utilized evidence-based home visiting and parent-child playgroups to improve child health in Tehama County.

Home Visitation

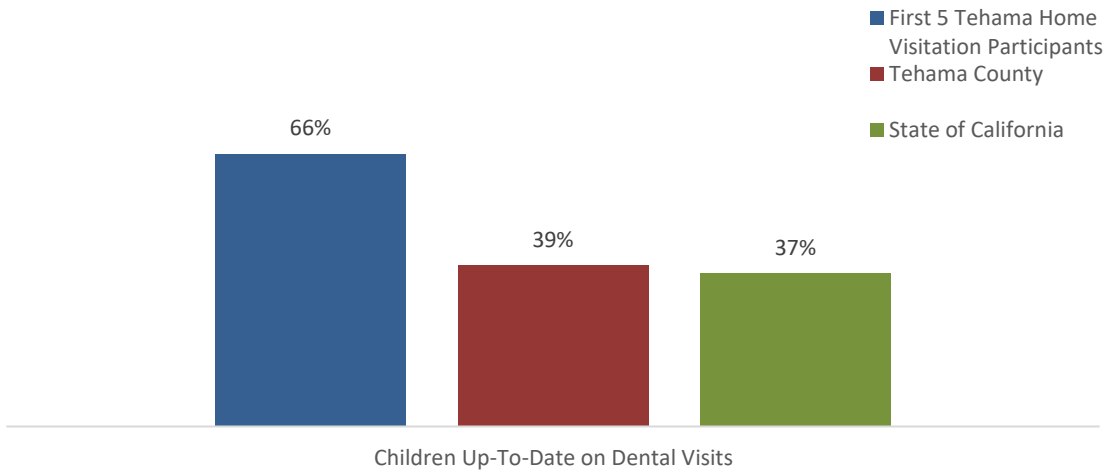
Home Visitors utilized the Parents as Teachers method to provide parents education as well as conduct health and developmental screeners. In total, 206 caregivers and 195 children (102 aged 0-3; 93 aged 3-5) were served. The majority of children were reported as Hispanic/Latino (67%) and about half spoke Spanish as their primary language (49%). Of the families participating in the intensive home visitation program, 100% of children had medical insurance, 66% were up-to-date on dental visits, and 88% were current on immunizations.



Parents as Teachers (PAT)

In home visitation, First 5 Tehama employed the Parents as Teachers program (PAT). PAT recognizes parents as being the most influential part of their young children’s lives and empowers them with information about child development and how to improve parenting practices. Additionally, PAT provides screeners that can increase early detection of developmental delays and health issues.

Figure 6 — Percentage of Children Up-To-Date on Dental Visits



Source: Parents as Teachers database (Penelope). N = 170.

Goal 3 — Improved Child Development

The third goal of First 5 Tehama is to increase children’s development and love of learning by supporting and educating parents about how to increase literacy in the home and by assessing children for developmental delays, so that they can receive early intervention if needed.

Desired Results

- Parents support their children’s development and love of learning.

State of Children in Tehama County

- In 2018, 50.4% of children ages 3-4 in Tehama County were enrolled in preschool, compared to 49% statewide.¹
- In 2018, 28.1% of economically disadvantaged 3rd graders in Tehama County were reading at or above their grade level, compared with 36.2% of economically disadvantaged 3rd graders statewide.⁵

First 5 Tehama Initiatives

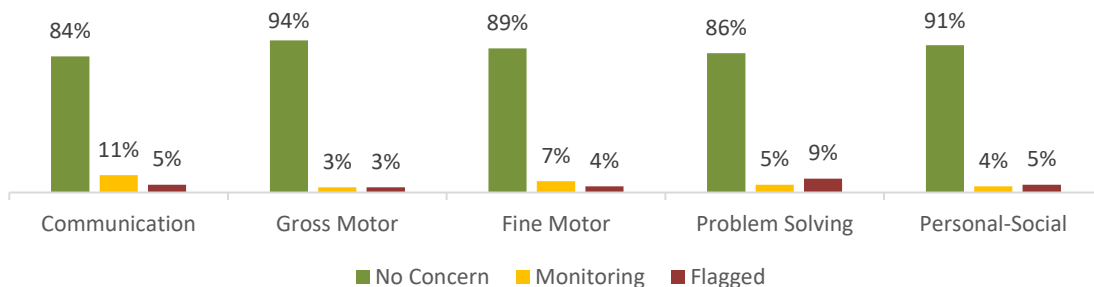
In FY 2019-20, First 5 Tehama utilized evidence-based home visiting and parent-child playgroups to improve child development in Tehama County.

Home Visitation

Home Visitors utilized the Parents as Teachers method to provide parents education as well as conduct health and developmental screeners. In total, 206 caregivers and 195 children were served (number of caregivers was 21.7% lower than in FY 2018-19, though number of children served was comparable). Using the PAT model, home visitors were trained to administer a developmental screener (Ages and Stages Questionnaire-3; ASQ-3) to help identify potential problem areas. If problem areas were identified, the home visitor provided referrals to early intervention support specialists. The ASQ-3 screens child development in five different areas: communication, gross motor, fine motor, problem solving, and personal-social. Children can receive a score of “normal” (no delays present), “monitoring” (they are on the borderline for delays), or “flagged” (there is a delay present) for each of the five domains. In FY 2019-20, 24 out of 187 children tested with the ASQ in Tehama County were identified with developmental concerns and referred to early intervention services. The number of children flagged with a concern was higher than the 13 that were flagged in FY 2018-19.

Of these 24, 21 received referrals for intervention and 19 were found to be eligible for services. Overall, 78% of children were meeting all of their developmental milestones, 10% were on the borderline in at least one domain, and 12% were flagged for a delay in one or more developmental domains.

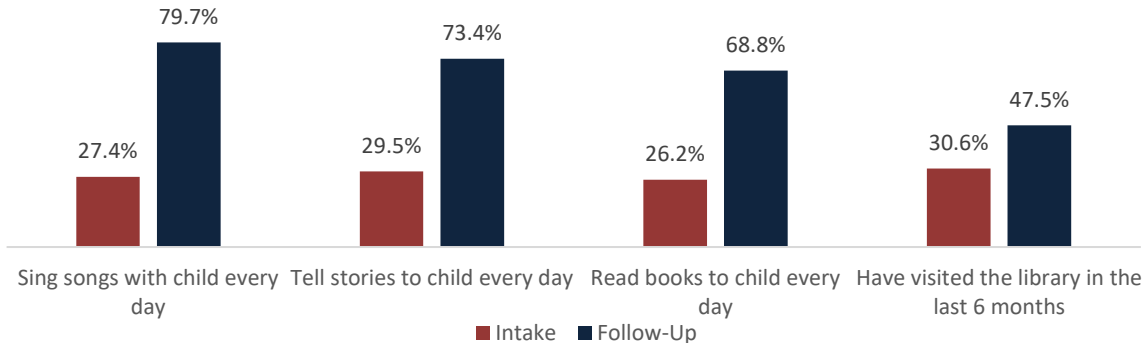
Figure 7 — ASQ Results, by Domain



Source: Parents as Teachers database (Penelope). N = 187.

In addition to developmental testing, parents were given questionnaires about their educational practices with their young children before and after participation in the home visiting program. Caregivers were asked about their library attendance, how often they read to their child, how often they tell stories to their child, and how often they sing songs with their child.

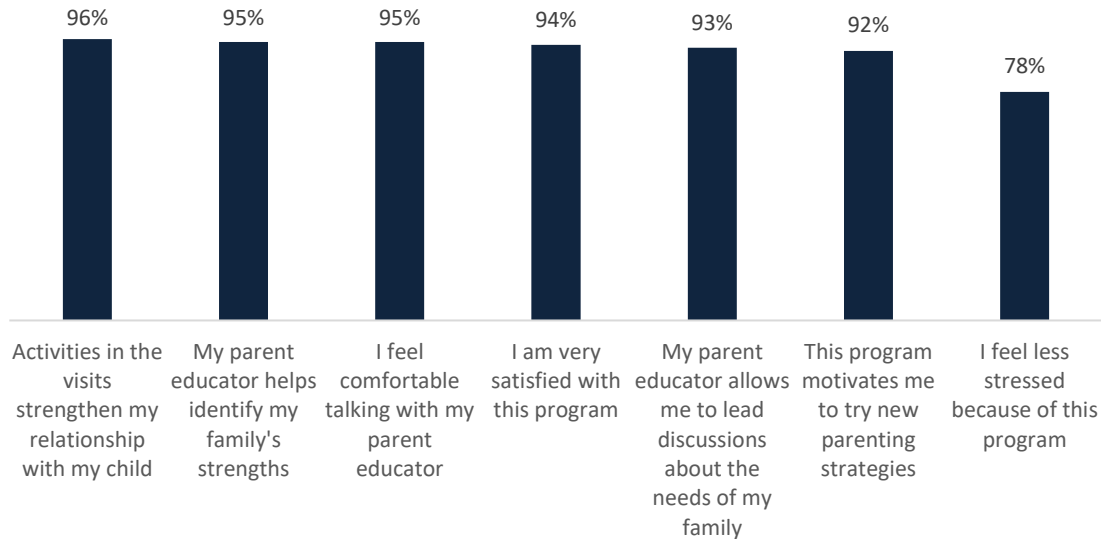
Percentage of Parents Responding Positively to Questions about their Educational Practices with their Young Children, Before and After Participation in the Home Visiting Program



Source: Intake and Follow-up Survey, Parents as Teachers database (Penelope); Intake N = 62; Follow-Up N = 64.

Home visitation was highly valued by the parent program participants, with the vast majority reporting positive opinions about the program (see figure below).

Figure 8 — Home Visiting Parent Satisfaction Responses



Source: PAT Satisfaction Survey, Parents as Teachers database (Penelope); N = 94.

Success Stories

Lupe is a stay-at-home mother of four children. She was referred to Home Visitation by another parent who was in the program. Lupe had an older child diagnosed with ADHD and was concerned that her youngest child would also have that diagnosis. She requested a referral to Far Northern Regional Center upon enrolling in the Home Visitation program. Lupe's child has received ASQ and health screenings from the Home Visitation program, in addition to receiving screenings from Far Northern Regional Center. Lupe feels that because of home visits, she has gained knowledge about child development and feels like she can now support her youngest child to reach developmental milestones. Before participation in the program, Lupe occasionally read to her children, but now reads to her children daily. She said that she learned about discipline, transitions, and the importance of reading every day to her child to help expand her child's vocabulary and improve communication skills. "It's important to know that everybody goes through similar problems in life and it's good to talk to someone that does not judge you." – Lupe



Lupe and her youngest child.

Parent-Child Playgroups

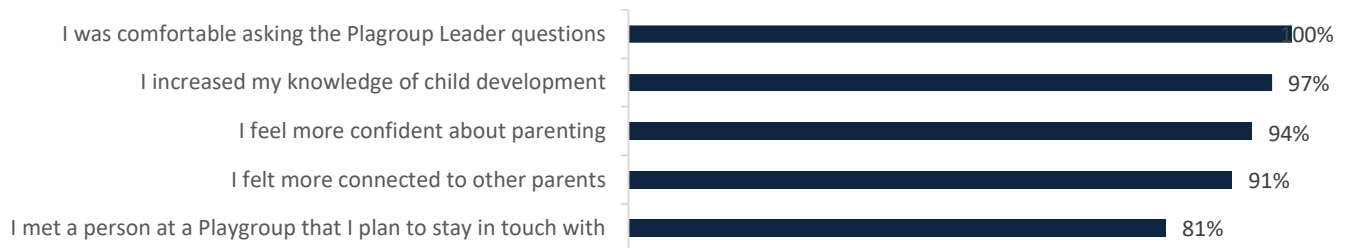
Playgroups provide an opportunity to enhance early learning skills, promote social development, increase school readiness, enhance parents' knowledge about the importance of play, and help parents find easy activities to do at home that support early learning. Playgroups offer a myriad of benefits for both parents and children including increasing social interactions, especially parent/child(ren) interactions through play, story time, and developmentally appropriate activities set in an inviting space. Free, weekly playgroups were offered in four towns located in Tehama County: Corning, Evergreen, Los Molinos, and Red Bluff. In FY 2019-20, First 5 Tehama provided 117 playgroup sessions to 102 adults and 129 children (down from 112 parents and 136 children in FY 2018-19). The majority of children served were Hispanic/Latino (56%) and English was their most common primary language (70%).



Gloria's two children who were supported by home visitation.

Parent-child playgroups were received by parents as promoting their own knowledge of child development, increasing positive social behaviors in their children, and providing a place to connect to other parents. In FY 2019-20, 100% of parents reported feeling comfortable going to the Playgroup leader with questions, 97% of parents reported increases in the knowledge of child development, and 94% reported increases in their confidence in parenting.

Figure 9 — Parent-Reported Outcomes After Attending Playgroups



Source: Parents as Teachers database (Penelope). N = 32.

Success Story

Miriam is a mother of a young son and two teenage daughters. She heard about the Playgroup program from a neighbor who had previously attended. When first attending a Playgroup, her son was very shy and did not want to come inside the room, let alone interact with the other children. He clung to Miriam the entire time. He seemed to struggle to express himself and would get very angry, cry, and scream when Miriam did not understand him or give him what he wanted. Miriam admitted that she would get very frustrated with his behavior and would often give him her cell phone to make him happy. An ASQ was conducted and showed an area of concern in communication. In addition to other services, Miriam continued to bring her son to Playgroups each week. Over time, her son became more comfortable and began exploring the center, playing on the playground, and interacting with other children. After a few months, he would be waiting by the window before the Playgroup began because he was so excited. Miriam's knowledge of child development began to increase, and she began to do more activities with her son in between Playgroups. These special moments took the place of the cell phone and eventually he had no interest in being on his mom's phone. His speech and communication improved, and in turn, his tantrums decreased. He calls the Playgroup his "school" and frequently asks Miriam when the "teacher" is coming to visit.

Goal 4 — Improved Systems of Care

The final goal of First 5 Tehama's work is to focus not only on individuals in the county, but to also increase coordination of different systems to improve collaboration and communication and to decrease gaps in services and service duplication in the community.

Desired Results

- Agencies offer coordinated service delivery to provide comprehensive "no wrong door" systems of care

First 5 Tehama Initiatives

First 5 Tehama continued to spearhead the Early Intervention Partnership (EIP), the prevention committee of the Blue Ribbon Commission on Children whose goal is to develop integrated support services that promote the best outcomes for children and families. EIP strives to improve communication, coordination, and integrated service delivery. Efforts include: Pregnancy to Preschool Partnership (P2P), Strengthening Families Integration, Help Me Grow, Path 1 Referral System, and the Nurturing Parenting Program Collaborative.

Early Intervention Partnership

Pregnancy to Preschool Partnership (P2P)

The P2P partnership is comprised of the following programs in Tehama County:

- ▶ School Readiness
- ▶ State Preschool
- ▶ Early Head Start
- ▶ Head Start
- ▶ Healthy Beginnings
- ▶ Healthy Families Tehama

Early childhood systems provide access to best-fit early-learning or home visitation programs through streamlined referrals. One goal of the P2P is to ease the referral process between families: share pertinent information among organizations, and increase support while families are waiting for program enrollment.

In FY 2019-20, P2P had the following accomplishment:

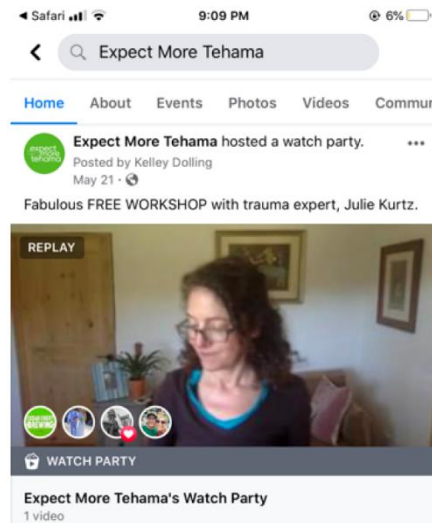
- ▶ Much of FY 19-20 was spent developing an online referral tracking system to connect all clients of P2P agencies. All members of P2P are able to create a profile about their client and send an electronic referral to another P2P agency. The agency who receives the referral is then able to update the status of that family (whether they were enrolled, waitlisted, or not enrolled and why). cc

Strengthening Families (SF) Integration

Strengthening Families Integration supports building strong families and healthy communities with the 5 Protective Factors by building agency capacity and expanding parent cafés along with promoting use of family resiliency resources and tools.

In FY 2019-20, SF Integration had the following accomplishments:

- In May, First 5 Tehama collaborated with Expect More Tehama to host three webinars dealing with trauma-informed care during COVID-19. Two were focused on leaders and direct service providers (attendance was 40 and 47, respectively). The third was featured as a Facebook live event for families, with 30 in attendance. All three events featured nationally recognized trauma expert Julie Kurtz. This is just one example of the ways that First 5 Tehama-funded programs were able to mobilize around this unprecedented pandemic and provide needed expertise to the community.



Help Me Grow (HMG) Tehama

An early identification and linkage system, Help Me Grow advances the use of developmental screenings to detect developmental and behavioral delays in children and successfully links them to appropriate interventions and services within their community.

In FY 2019-20, HMG Tehama had the following accomplishments:

- Partnered with First 5 Shasta and provided funding for data collection STAR system

Path 1 Referral System

The Path 1 Referral System links families who are considered “low-risk” by Child Protective Services (CPS) with appropriate community agency partners. The goal is to engage families in preventative programs and activities and assessment services for families to receive comprehensive support that will allow children to safely remain in their homes.

In FY 2019-20, Path 1 Referral System had the following accomplishments:

- Five Path 1 Community Agencies engaged that encompass 12 programs/divisions
- CPS leads quarterly reporting at EIP meetings
- First 5 Tehama and CPS commit to increasing evaluation on families that are involved with both systems, using funds to support systems collaboration

- ▶ First 5 Tehama partners with CPS and First 5 Northwest Region to produce Public Service Announcements to support a child abuse prevention campaign

Nurturing Parenting Program Collaborative

The purpose of the Nurturing Parenting Program Collaborative is to ensure Nurturing Parenting Programs are being maximized and community and program needs are being met with current resources. Collaborative members meet in order to ensure model fidelity, coordinate efforts to minimize duplication, maximize attendance, support one another, and to create an annual calendar of Nurturing Parenting Program offerings that may eventually become inclusive of all parenting education offerings.

In FY 2019-20, the Nurturing Parenting Program Collaborative had the following accomplishments:

- ▶ Behavioral Health Division of the Tehama County Health Services Agency and Northern California Child Development, Incorporated (NCCDI) are core facilitators
- ▶ Behavioral Health Division convenes Nurturing Parenting Program facilitator meetings for support and continuous quality improvement
- ▶ Consulted with NPP expert for guidance on developing virtual NPP services (direct COVID-19 response). A pilot virtual NPP program was funded by First 5 Tehama and implemented by NCCDI.

Current Successes and Goals for the Future

Fiscal year 2019-20 was unique for First 5 Tehama in that they said goodbye to their long-time executive director and welcomed a new executive director mid-year. Additionally, many programs were impacted by the COVID-19 pandemic and subsequent stay-at-home order. Despite this, First 5 Tehama made strong impacts across the county. Notably, First 5 Tehama, CCRE, and Tehama County Early Education representatives collaborated to provide materials to 30 family child care providers who did not cease services during the pandemic. Supplies included diapers, wipes, cleaning supplies, and masks and were all provided free of charge. Furthermore, many programs were able to pivot their regular programming and move to online services.

Additionally, much of the year was spent refining programs and policies, as well as planning for new initiatives based on the priorities of the new executive director. For example, the process for submitting success stories was standardized and streamlined so that all success stories follow the same outline and therefore are more detailed and impactful. Also, First 5 Tehama developed a standardized Family Information Form for all First 5 Tehama families. This will improve the accuracy of aggregate numbers by reducing duplication for families who participate in multiple First 5-funded programs. This new form will be put into place in FY 20-21.

Goals for the upcoming fiscal year and beyond include deepening understanding of the impact First 5 funding has in relation to the amount and cost of service and the subsequent outcomes for families. This can include exploring the differences in outcomes for families that receive differing levels of service (e.g., families who only receive School Readiness resource visits compared to those who receive intensive home visiting) and developing a system for exiting families that might include additional support that is less frequent and less intensive. It is also important to better understand the other systems that may involve First 5 Tehama families, e.g., Child Protective Services. First 5 Tehama plans to conduct a CPS look-up of home visiting families to better understand how their services may have positively impacted the family unit and prevented them from future contact with CPS. Another goal is to increase contact with families who have never engaged in First 5 services and may be at higher risk for poor outcomes. To do this, First 5 Tehama plans to engage families in book clubs that provide bilingual children's books, as well as resources from Tehama County and developmental literacy materials. Families will sign-up to participate and pick-up the materials at local libraries. This will allow First 5 Tehama to create a database of unengaged families that can be connected to P2P programs. This will also increase Talk, Read, Sing! work by encouraging families to read together. Finally, due to the COVID-19 pandemic, most programs have pivoted to virtual services. First 5 Tehama plans to increase their virtual online presence through intentional social media posts, including local resources, podcasts, information about child development, and First 5-created content.

First 5 Tehama is thrilled with its progress thus far and plans to continue to make positive changes to the lives of children and families living in Tehama County.

Appendix 1 – References & Endnotes

1. United States Census Bureau 2018.
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3. California Health and Human Services Agency, 2018.
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4. Dataquest, 2018.
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