



# STRATEGIC PLAN

## FY 2022-2027



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# Strategic Plan 2022-27 At A Glance



First 5 Tehama promotes the optimal development of children ages 0-5 by focusing investments in four outcome areas: Resilient Families, Knowledgeable Parents and Caregivers, Quality Early Learning, and Strong Community Connections. The 2022-27 Strategic Plan will inform how First 5 Tehama can make the best possible use of its investments across these outcome areas. First 5 Tehama will employ and support direct service and systems-strengthening approaches to impact these outcomes.

	OUTCOME 1:	OUTCOME 2:	OUTCOME 3:	OUTCOME 4:
OUTCOME	<b>Our children and families have hope, resilience, and well-being</b>	<b>Adults who influence young children’s growth and development demonstrate developmentally appropriate knowledge and practices</b>	<b>Our children have increased access to quality and affordable early education</b>	<b>Our community understands why the 0 to 5 foundational years matter and where to find resources</b>
INDICATORS	<ul style="list-style-type: none"> <li>Increased utilization of medical and dental homes</li> <li>Increased number of children screened/ connected to developmental supports</li> <li>Increased parental hope and optimism for family’s future</li> <li>Increased social connections with supportive peer networks</li> </ul>	<ul style="list-style-type: none"> <li>Increased content knowledge in parents of young children and those in the early childhood workforce</li> <li>Increased number and type of providers completing trainings about how to provide care that is trauma informed, language inclusive, and culturally relevant</li> </ul>	<ul style="list-style-type: none"> <li>Increased number of early child care opportunities</li> <li>Increased number of children served (enrollment)</li> <li>Increased referrals to early education opportunities</li> <li>Increased education attainment of teachers</li> </ul>	<ul style="list-style-type: none"> <li>Increased reach of community presentations</li> <li>Increased engagement with First 5 Tehama website and media content</li> <li>Increased knowledge about issues affecting children 0-5 and their families</li> <li>Increased connections to and use of community connection resources</li> <li>Increased connections between early childhood-related systems in Tehama County</li> </ul>
STRATEGIES	<ul style="list-style-type: none"> <li>Home Visiting</li> <li>Case Management</li> <li>Resource Navigation</li> <li>Developmental Screeners and Referrals</li> <li>Social Connections</li> </ul>	<ul style="list-style-type: none"> <li>Family Partnership and Support (including parenting education)</li> <li>Quality Early Care</li> </ul>	<ul style="list-style-type: none"> <li>Pregnancy to Preschool Partnership</li> <li>Early Intervention Partnership</li> <li>Quality Counts Consortia</li> <li>Higher Education Partnerships</li> </ul>	<ul style="list-style-type: none"> <li>Resources/Concrete Support</li> <li>Communications</li> <li>Systems Capacity Building</li> </ul>

# Introduction

## ABOUT FIRST 5 TEHAMA

The First 5 Tehama County Children and Families Commission was established after the approval of Proposition 10 in 1998, along with 57 other First 5 County Commissions throughout California. Proposition 10 enacted a 50 cent per pack tax on cigarette sales. Since 90% of a child’s brain is developed by age five, 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.

In FY 2020-21, First 5 Tehama invested nearly \$1 million on key initiatives promoting literacy, school readiness, access to primary medical and dental care, quality early care, and community connections. Additionally, First 5 Tehama placed a major emphasis on systems work including building a strong referral and support network between agencies. In FY 2020-21, First 5 Tehama directly served approximately 670 children (14% of Tehama County children 0-5) and 1,147 caregivers.

## PURPOSE OF THE 2022-27 STRATEGIC PLAN

First 5 Tehama’s Strategic Plan is a guiding document that describes First 5 Tehama’s approach to meet the holistic needs of children ages 0-5, their families, and the systems providers with whom the families interact. The purpose of the 2022-27 Strategic Plan is to:

- Review and update the vision, mission, and strategic principles
- Concretize the measurable outcomes of First 5 Tehama
- Review the needs of children and families in Tehama County
- Identify strategies to meet the needs and build the strengths of children and families in Tehama County

## STRATEGIC PLANNING PROCESS

This strategic plan is the result of an eight-month planning process with First 5 Tehama staff and Commission. Starting with the findings from the Home Visiting Environment Scan conducted by Applied Survey Research (ASR) in Fall 2020-Winter 2021, First 5 Staff and ASR undertook the following planning steps:

- Gathered community indicators and trends to identify key focus areas.
- Launched an online survey in English and Spanish to understand families’ concerns and priority needs.
- Assessed network “connectivity” between community partners
- Strengthened the First 5 Mission, Vision, and defined four Outcome Areas that can be *directly impacted* by First 5 Tehama-funded programs
- Data were shared with the Commission and community partners to solidify strategy focus areas

Based on the information gathered, themes emerged in terms of needs in the community, the ways in which First 5 Tehama’s work has been effective, as well as tactical adjustments that can be made to address service gaps or needs, provide the greatest return on investment, and avoid duplication of existing services. This Strategic Plan presents a summary of community needs and opportunities, and proposed strategies within each of First 5 Tehama’s four outcome areas. After the Strategic Plan is adopted by the First 5 Tehama Commission in Summer 2022, First 5 Tehama will fund grantees who serve young children and families in accordance with the four outcome areas, with special attention to areas of concern or gaps in service that have arisen during the strategic planning process.

# Strategic Framework: Vision, Mission, Goals, and Outcomes

A vision describes the desired result of our collective efforts. First 5 Tehama’s vision for the county’s children ages 0-5 and their families is:

**VISION**  
Tehama County is a community where families and young children are hopeful, resilient, healthy, and thriving.

The mission describes with way in which First 5 Tehama contributes to its vision. First 5 Tehama’s mission is:

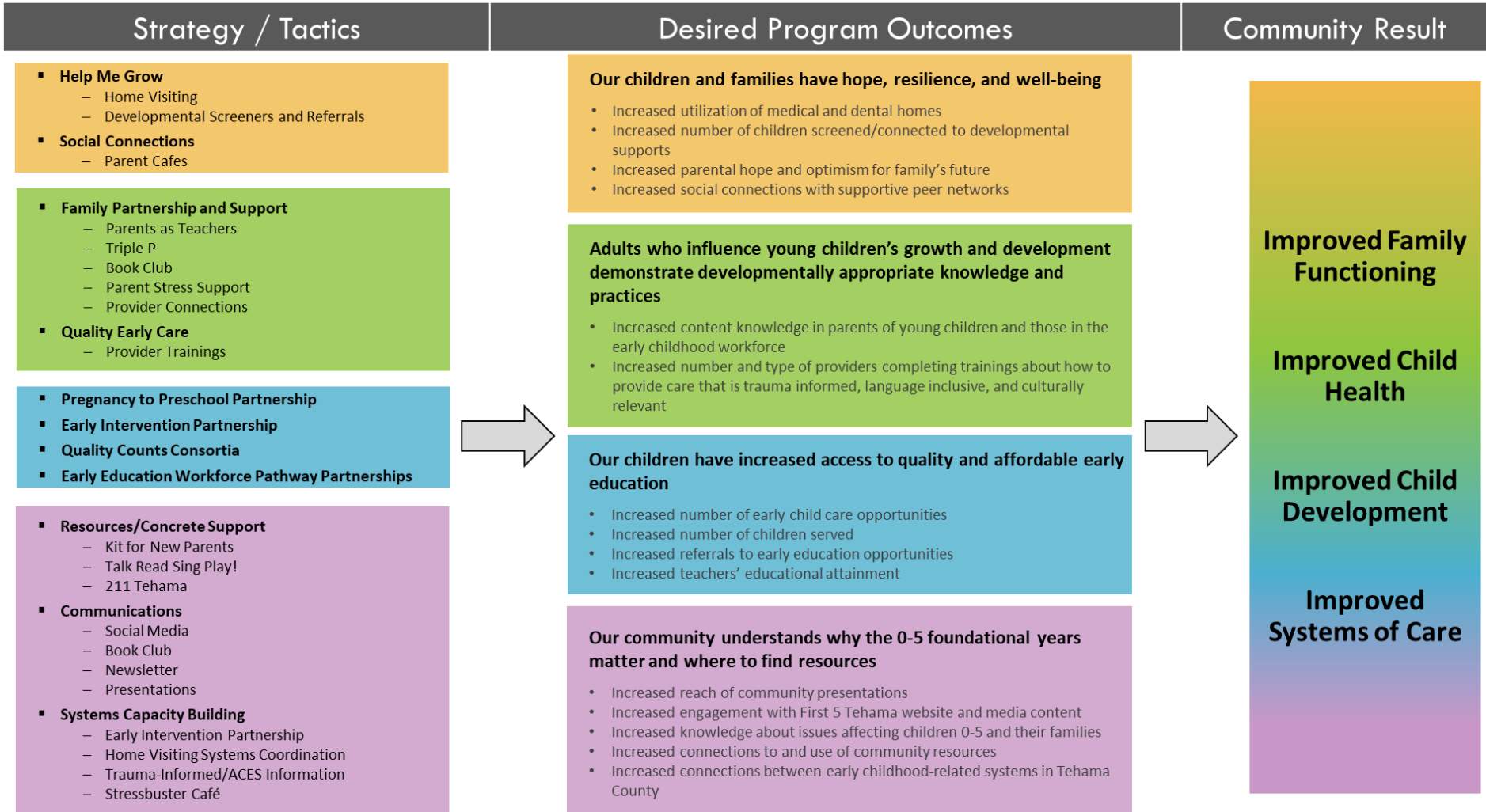
**MISSION**  
Through partnerships and innovative leadership First 5 Tehama promotes, facilitates and supports 0-5 systems that improve inclusive access to high-quality early education, health and family support resources.

First 5 Tehama’s investments are organized around four program outcome areas in which we feel we can have direct, measurable impact: Resilient Families, Knowledgeable Parents/Caregivers, Quality Early Learning, and Strong Community Connections:

OUTCOME 1:	OUTCOME 2:	OUTCOME 3:	OUTCOME 4:
<p style="text-align: center;"><b>RESILIENT FAMILIES</b></p> <p>Our children and families have hope, resilience, and well-being.</p>	<p style="text-align: center;"><b>KNOWLEDGE</b></p> <p>Adults who influence young children’s growth and development demonstrate developmentally appropriate knowledge and practices.</p>	<p style="text-align: center;"><b>QUALITY EARLY LEARNING</b></p> <p>Our children have increased access to quality and affordable early education.</p>	<p style="text-align: center;"><b>STRONG COMMUNITY CONNECTIONS</b></p> <p>Our community understands why the 0-5 foundational years matter and where to find resources.</p>

# First 5 Tehama Strategic Framework

The figure below describes First 5 Tehama’s strategic framework, highlighting the proposed strategies to achieve First 5’s program outcomes, which in turn contribute to community goals for children in Tehama County.



Note: Many strategies/tactics impact multiple outcome areas





# Tehama County Community Profile

Tehama County is located in northern California and is comprised of approximately 65,000 residents, with 21.5 residents per square mile.<sup>i</sup> About 6% of Tehama residents are under five years of age. The county’s children are increasingly diverse; more than two-thirds of Head Start and Early Head Start children are dual language learners (69.5%).<sup>ii</sup> In 2020, the Red Bluff Head Start & Early Head Start programs saw an 11% increase in Spanish-speaking families.<sup>ii</sup>

In terms of socio-economics, the median income in Tehama County is \$44,514.<sup>i</sup> One-third of Tehama County’s 0-5-year-old children were living in poverty in 2021.<sup>i</sup> Gerber, Corning, and Rancho Tehama cities have the highest rates of poverty in Tehama County. Overall, nearly two-thirds (62.7%) of students in Tehama County are considered “high need,” meaning that they are eligible for free or reduced-price school meals, are English learners, or are foster youth.<sup>ii</sup>

Economic barriers impact families’ ability to meet basic needs. For instance, nearly one-quarter (23.2%) of Tehama County children live in food insecure homes.<sup>i</sup> In 2019, about one in five families served by Head Start programs were receiving housing assistance (12%), and 63 families were experiencing homelessness in 2020.<sup>ii</sup>

About 60% of Tehama County children 0-5 are without child care,<sup>ii</sup> while the county estimates the number of infants will continue to rise within the next five years. Commonly reported barriers to child care include cost, transportation, and managing work schedules.<sup>ii</sup>

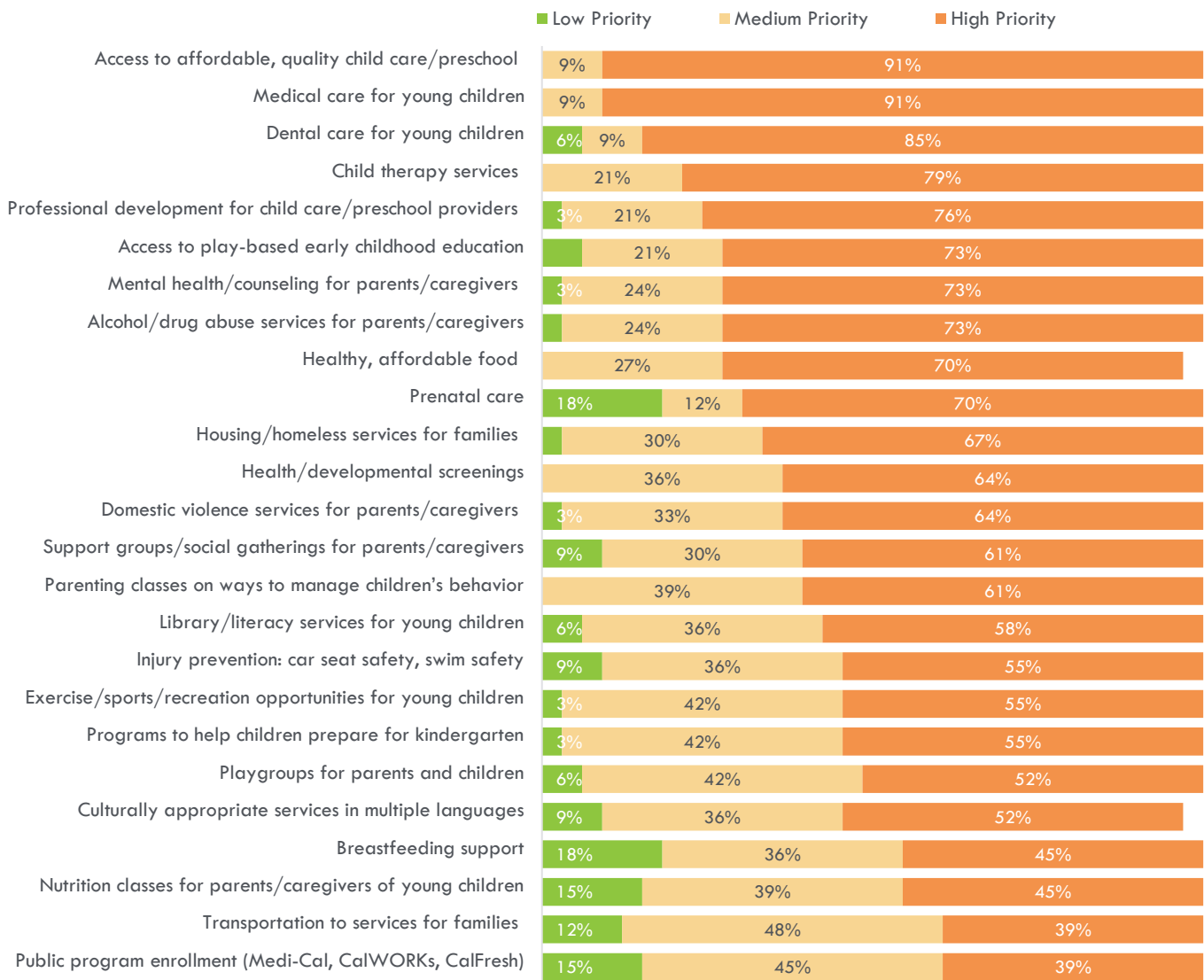
<p><b>Socio-economic</b></p> 	<p><b>\$44,515</b> median income</p> <p><b>63%</b> of children are considered high need</p>
<p><b>Diversity</b></p> 	<p><b>11%</b> increase in Spanish-speaking families in Head Start/Early Head Start</p> <p><b>30%</b> of the Tehama preschool age students enrolled in a State or Federally subsidized program reported a home language other than English.</p>
<p><b>Child Care</b></p> 	<p><b>60%</b> of children 0-5 without child care</p> <p><b>53%</b> of survey respondents listed affordable child care as THE MOST important thing Tehama County needs to help children reach their fullest potential</p>
<p><b>Literacy</b></p> 	<p><b>41.7%</b> of Tehama County third grade students met or exceeded the standard for English/Language Arts</p> <p><b>35%</b> of Tehama’s economically disadvantaged third graders met or exceeded the English Language Arts standard</p>

## COMMUNITY SURVEY

In March 2020, First 5 Tehama distributed a community survey online and received 42 responses from parents/caregivers and providers/community leaders. Most respondents identified as a parent or guardian for a child 0-5 years old (69%), were between the ages of 35 and 44 (45%) and were White (74%).

Thirty-three participants provided responses to the question, “How much of a priority are the following service needs for young children (ages 0-5) and families in Tehama County?” As shown in the figure below, community members indicated **access to affordable, quality child care/preschool, medical care for young children, and dental care for young children** as high priorities. More than three quarters of the participants also indicated that **child therapy services and professional development for child care/preschool providers** were also high priorities.

### Community Survey Results – Priorities



Source: First 5 Tehama Community Survey (n = 33). Proportions may not equal 100% due to missing data.

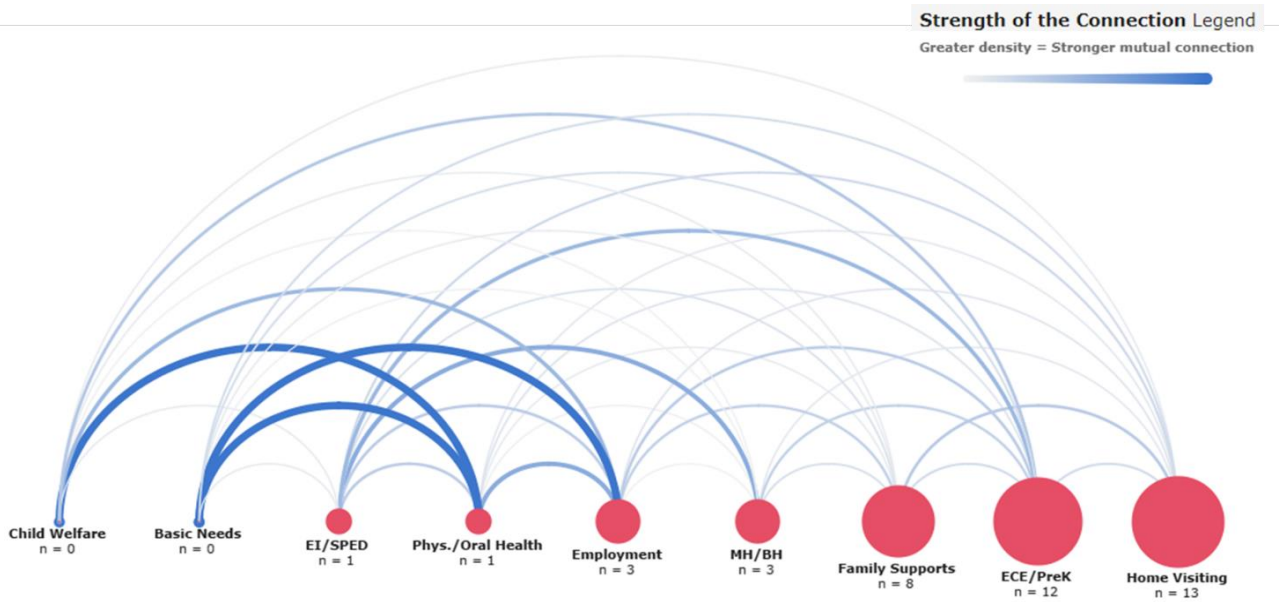


## NETWORK MAPPING OF SYSTEMS CONNECTIONS

The environmental scan conducted in 2021 found that parents and caregivers in Tehama County are commonly connected to other resources in the county by services that they are currently receiving (e.g., their home visitor might make referrals to mental health resources). This finding highlights the importance of strengthening connections between systems in Tehama County (e.g., a home visitor cannot easily make a meaningful referral to mental health if they do not have a relationship with that system). Additionally, COVID-19 has created an increased burden in systems connections.

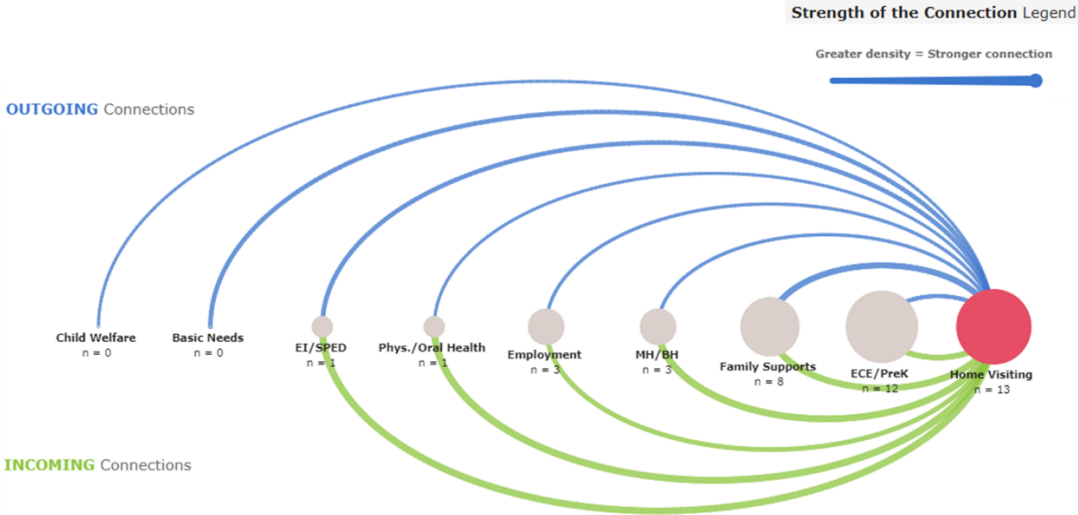
In order to strengthen connections between systems that serve young children and families, First 5 Tehama held an in-person pilot event (called “Stressbuster Café”). The figure below represents the sectors that were represented at the event (size of the circle is reflective of the number of participants per system). Participants were asked about their perceived connections to other systems in the County before and after participating in the networking event. The scale ranged from 0 (no connection) to 4 (strong connection). It is important to note that representatives from the child welfare and basic needs systems were not in attendance at the event, although attendees were asked to rate their relationship with those systems.

The figure below represents the mutually perceived connections between systems (average of reported connections from both sectors). This displays the overall connectedness of early childhood-related systems in Tehama County.

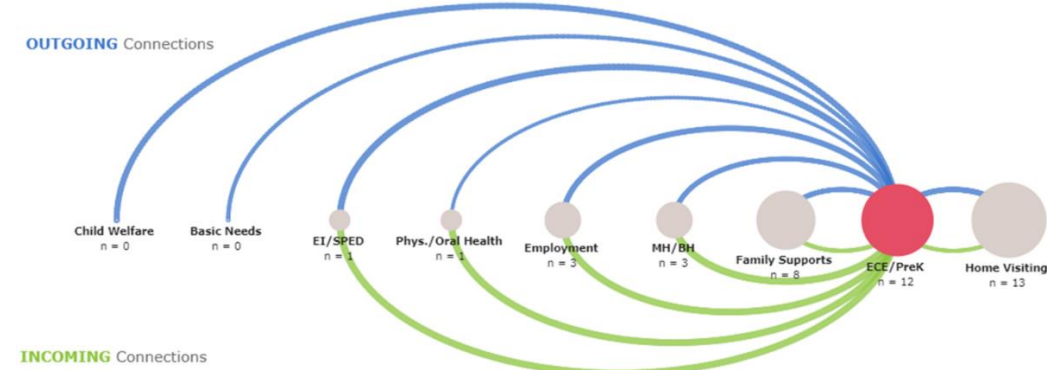


The figures below display reported incoming and outgoing connections, by sector. The node in red is the sector of focus, the blue lines represent the reported connections from the sector in focus (“outgoing connections”), the green lines represent the reported connections from all other sectors about the sector in focus (“incoming connections”). The density/thickness of the lines represents the level of reported connection. For sake of brevity, three main sectors are displayed here (home visiting, early childhood education/pre-kindergarten, and family supports). To view the entire network map, please click [here](#). The survey data used to create these graphics is displayed in Appendix 2.

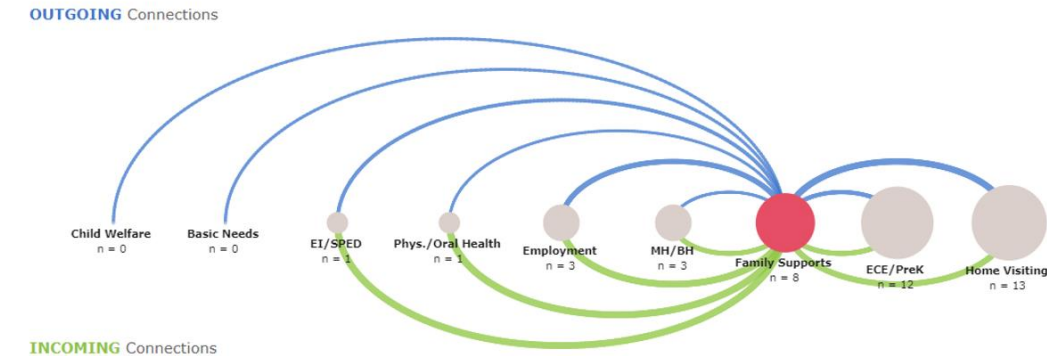
### Home Visiting



### Early Childhood Education and Pre-Kindergarten



### Family Supports



# Outcome 1:

## Our children and families have hope, resilience, and well-being

### OUTCOME INDICATORS

- Increased utilization of medical and dental homes
- Increased number of children screened/connected to developmental supports
- Increased parental hope and optimism for family's future
- Increased social connections with supportive peer networks

### WHAT ARE THE NEEDS IN OUR COMMUNITY?

#### ■ Poverty

- According to Northern California Child Development Incorporated (NCCDI), the median income in Tehama County is \$44,514. Additionally, about 34% of children between the ages of 0 and 5 were living in poverty in 2021. Relatedly, 23% of Tehama County children live in food insecure homes and 72% of students in Tehama County are eligible for free/reduced lunch.<sup>ii</sup>
- 38% of all Hispanic children living in poverty are enrolled in Tehama County's Head Start or Early Head Start Programs.<sup>ii</sup>

#### ■ Mental Health and Well-Being

- NCCDI reports that Tehama County residents experience an average of 4 poor mental health days per month and that 13% of Tehama adults experience at least 14 days of mental distress per month.<sup>ii</sup>
- Over one quarter of Tehama adults whose children are enrolled in Early Head Start or Head Start received mental health services in 2019. However, Tehama County has only one mental health provider for every 630 adults in the county.<sup>ii</sup>
- Mothers in the region<sup>1</sup> display higher levels of prenatal and postpartum depressive symptoms compared to the state of California.<sup>iii</sup>
- In the 2021 Family Information Form administered by First 5 Tehama-funded programs, 48% stated that it was "definitely true" that they were able to deal with the stresses of parenting and life in general (compared with 52% for whom this was "somewhat true"). Relatedly, 76% reported it was "definitely true" that their family pulls together when things are stressful, 18% stated it was "somewhat true," and 6% reported that it was either "not very true" or "not at all true."<sup>iv</sup>

#### ■ Adverse Childhood Experiences (ACEs)

- Nearly one in four children (22%) under 18 in the Northern California region<sup>1</sup> have experienced two or more ACEs, compared with 15% statewide.<sup>v</sup> In 2020-21, Tehama County Head Start children had even higher rates (37%) of experiencing two or more ACEs.<sup>ii</sup> Small rural regions in California have a higher prevalence of the following ACEs: divorced/separated parents (27.8%), living with anyone with a substance abuse problem (11.5%), and witnessing parental violence (8.5%), compared with large rural or urban areas.<sup>ii</sup>

<sup>1</sup> Includes Tehama, Calusa, Glenn, and Trinity Counties

### ■ **Child Maltreatment:**

- Tehama County children ages 0-5 have higher rates of child maltreatment allegations (79.9 per 1,000) compared with statewide rates (44.8 per 1,000).<sup>vi</sup> In Tehama County, children under 12 months have the highest rates of maltreatment allegations (95.4 per 1,000).<sup>vi</sup> Substantiated maltreatment rates are higher in Tehama County (11.0 per 1,000 children ages 0-5), compared to statewide (10.0 per 1,000).
- There are stark racial disparities in maltreatment allegations for children ages 0 to 17, with Black/African Americans having the highest rate (284.1 per 1,000) and Hispanic/Latinos having the lowest rate (56.7 per 1,000).<sup>vi</sup>

### ■ **Developmental Concerns**

- In FY 2020-21, 10% of children screened in Tehama County using the Ages and Stages Questionnaire (ASQ) were flagged for developmental concerns. Children were most likely to be flagged for fine motor (11%) concerns.<sup>iv</sup>

### ■ **Community Voice**

- One common theme in the Community Survey distributed by First 5 Tehama was the need for more services for children with disabilities (including speech delays, behavioral issues, and autism).<sup>vii</sup> In fact, 79% of respondents ranked child therapy as a high priority service need for young children.

## HOW CAN WE MAKE A DIFFERENCE?

Strategies that First 5 Tehama can employ to make a difference include:

### ■ **Resources and Connections**

- Continue to provide resources for parents of young children that emphasize the importance of a child's early years, encourage parents to talk, read, sing, and play with children every day, and increase knowledge of early literacy skills.
- Promote services that connect families with young children to resources including basic needs (e.g., food and housing), financial resources, counseling/therapy (e.g., low-cost/medical-billing agencies), and domestic violence shelters/assistance.
- Increase partnerships with medical and insurance providers, especially regarding telehealth opportunities and usage (e.g., First 5 Center initiatives).
- Advocate for new innovative resources through regional, state, and national relationships (e.g., First 5 Association, California Association for the Education of Young Children, California Family Rights Act).

### ■ **Parent Engagement/Education**

- Connect parents with parenting classes (e.g., Triple P, Nurturing Parenting Program), home visiting services, and relevant trainings designed to inform, educate, and engage parents of young children.

### ■ **Social Connections**

- Host opportunities for parents of young children to connect with one another with the goal of decreasing stress, increasing protective factors, building parent leadership and confidence, and increasing knowledge about how to keep children safe and families strong (e.g., parent cafes).

### ■ **Developmental and Behavioral Support**

- Continue to support programs that use developmental screenings to detect developmental and behavioral delays in children (e.g., Help Me Grow, Home Visiting Collaborative) and provide families with tangible support and linkages to appropriate interventions and services.

## Outcome 2:

# Adults who influence young children’s growth and development demonstrate developmentally appropriate knowledge and practices

### OUTCOME INDICATORS

- Increased content knowledge in parents of young children and those in the early childhood workforce
- Increased number and type of providers completing trainings about how to provide care that is trauma informed, language inclusive, and culturally relevant

### WHAT ARE THE NEEDS IN OUR COMMUNITY?

#### ■ Provider Knowledge of Early Childhood Resources

- In 2021, providers engaging with First 5 Tehama reported they were most knowledgeable about resources for basic needs (e.g., food, housing, transportation; 65% extremely/very knowledgeable).<sup>viii</sup>
- More than one-quarter (26%) of providers reported minimal knowledge about health care/health insurance resources in Tehama County.<sup>viii</sup>

#### ■ Caregiver Knowledge of Child Development

- In 2021, families that engaged with First 5 Tehama programs were most knowledgeable about how to meet their child’s social/emotional needs (52% reported “definitely true”) and moderate amounts of knowledge about what to expect at each age as their child grows and develops (45% reported “definitely true”).<sup>iv</sup>

#### ■ Community Voice

- In the community survey distributed by First 5 Tehama, 76% of respondents ranked professional development for child care/preschool providers as a high priority service need and 61% ranked parenting classes on ways to manage children’s behavior as a high priority service need.

### HOW CAN WE MAKE A DIFFERENCE?

Strategies that First 5 Tehama can employ to make a difference include:

#### ■ Communications

- Utilize email, social media, and other forms of media to provide parents, providers, and the community with information about child development (e.g., current data, strategies), pertinent resources, and parental narratives in easily accessible formats.
- Engage providers who are not currently receiving developmentally appropriate training opportunities (e.g., non-QCC engaged educators).

#### ■ Quality Early Care

- Continue to support programs that provide parents and early childhood educators with trainings and efforts to increase the quality of early care and education.
- Provide opportunities for connections among organizations that impact early childhood, to increase networks and knowledge of resources in the county (e.g., Stressbuster cafés, convenings, trainings).

## Outcome 3:

# Our children have increased access to quality and affordable early education

### OUTCOME INDICATORS

- Increased number of early child care opportunities
- Increased number of children served
- Increased referrals to early education opportunities
- Increased teachers' educational attainment

### WHAT ARE THE NEEDS IN OUR COMMUNITY?

- Nearly three quarters (72%) of Tehama County students are considered “high need,” meaning that they are eligible for free or reduced-price school meals, are English language learners, or are foster youth.<sup>ii</sup>
- Of those who responded to the First 5 Tehama Book Club Survey in 2021, 36% replied that they were interested in learning about preschool, home-visiting, and other resources.
- **Early Childhood Education**
  - 60% of Tehama County children between the ages of 0 and 5 are without child care. Barriers to child care include cost of care, transportation, and managing work schedules. Among families seeking child care, 95% cited employment reasons, 5% of parents were in school or training programs, and 3% were seeking employment.<sup>ix</sup>
  - In 2019, annual full-time preschool care (licensed child care centers, licensed family care child homes) costs were about 20% of the Tehama County median income. Annual full-time infant care costs were 20% of the median income for licensed family child care homes, and about 27% of the median income for licensed child care centers.<sup>ix</sup>
  - In 2019, there were 1,500 licensed child care spaces available (a 5% increase from 2017). Sixty-four percent of spaces available were in licensed child care centers. About 31% of children in Tehama, Colusa, Glenn, and Trinity counties were accommodated in the child care spaces available.<sup>ix</sup>
  - In 2019, 48% of Tehama County’s 3-to-4-year-olds were enrolled in preschool.<sup>x</sup>
  - Between 2017 and 2021, parents reporting their children were not enrolled in preschool most commonly explained that there was no availability or they were waitlisted (33%), followed by lack of transportation (17%), affordability (13%), and not qualified for care (13%).<sup>xi</sup>
  - In the Community Survey conducted by First 5 Tehama, 53.1% (17/32) of respondents listed affordable early childcare opportunities as the MOST important thing that Tehama County needs to help children reach their fullest potential.<sup>vii</sup>
- **Dual Language Learners**
  - Almost 70% of Head Start and Early Head Start children are dual language learners. Red Bluff Head Start and Early Head Start services have seen an 11% increase in Spanish speaking families in 2020. Tehama County Head Start or Early Head Start programs serve 38% of Hispanic children living in poverty.<sup>ii</sup>
  - As of 2019 in Tehama County, 72% of staff at early learning centers and 50% of staff at family childcare homes spoke Spanish in addition to English.<sup>ix</sup>

### ■ **Third Grade Reading Proficiency**

- In 2019, 41.7% of Tehama County third grade students met or exceeded the standard for English/Language Arts, compared to 48.5% of California third grade students who met or exceeded this standard.<sup>xii</sup>
- Of Tehama third graders who were economically disadvantaged, only 35% of children met or exceeded the ELA standard, compared to 56% of non-economically disadvantaged children who met or exceeded the standard.<sup>xii</sup>

### ■ **Community Voice**

- In the community survey distributed by First 5 Tehama, 91% of respondents ranked access to affordable, quality child care/preschool as a high priority service need.

## HOW CAN WE MAKE A DIFFERENCE?

Strategies that First 5 Tehama can employ to make a difference include:

### ■ **Early Childhood Education and Family Literacy**

- Continue to support programs that provide play-based education, with the goal of increasing social-emotional and cognitive readiness for kindergarten and influencing third grade reading proficiency.
- Encourage partnerships to expand funding opportunities to increase child care slots (both public and fee-based) and future sustainability.
- Continue to promote post-secondary education opportunities (e.g., Associate’s Degrees, Bachelor’s Degrees, Bilingual, and 0-8 Credentials) among early childhood educators, including preschool, transitional kindergarten, and kindergarten teachers locally, regionally, and statewide.
- Lead programs to promote innovative early childhood education resources through regional, state, and national opportunities/relationships.

### ■ **Dual Language Learner Support**

- Encourage funded programs to provide additional support for dual language learners and to employ staff that match the cultural and language backgrounds of its population.
- Advocate for, elevate, and facilitate pathways for bilingual staff to earn degrees, credentials, and certificates.

## Outcome 4:

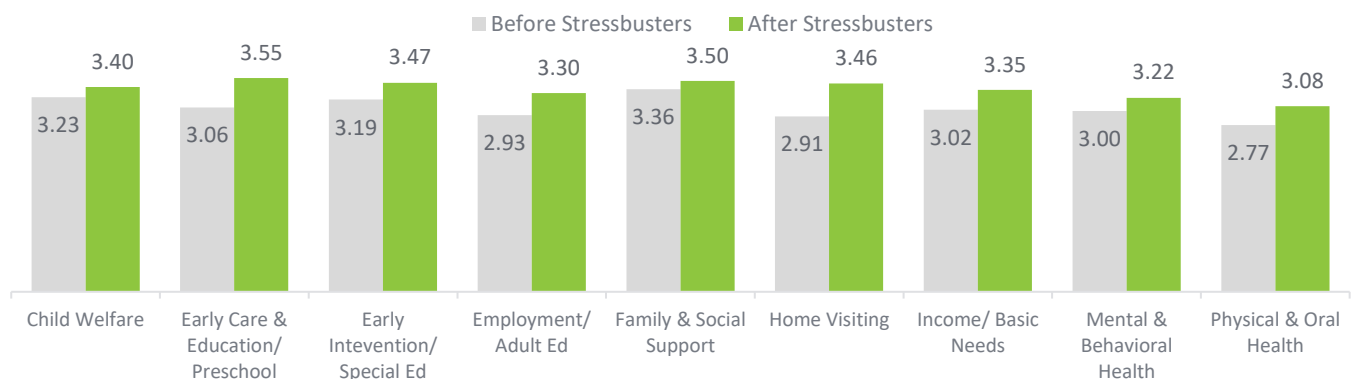
# Our community understands why the 0 to 5 foundational years matter and where to find resources

<p><b>OUTCOME INDICATORS</b></p>	<ul style="list-style-type: none"> <li>● Increased reach of community presentations</li> <li>● Increased engagement with First 5 Tehama website and media content</li> <li>● Increased knowledge about issues affecting children 0-5 and their families</li> <li>● Increased connections to and use of community resources</li> <li>● Increased connections between early childhood-related systems in Tehama County</li> </ul>
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### WHAT ARE THE NEEDS IN OUR COMMUNITY?

- **2-1-1**
  - In FY 2020-21, 2-1-1 Tehama reached 93 parents/caregivers with children ages 0-5. Ten percent of 2-1-1 Tehama callers primarily spoke Spanish. The top three reasons for calling 2-1-1 Tehama including housing needs (62 callers), food needs (46 callers), and utility support (29 callers).
- **Help Me Grow National Mini Assessment 2022**
  - From September 2021 to March 2022, 128 children received Ages and Stages (ASQ) screenings. Of these, 71 received information on child development and education and 57 others were provided care coordination and were connected to one or more service (e.g., mental health, preschool).
- **Networking**
  - In FY 2021-22, First 5 Tehama conducted a systems-building Stressbuster Café. Pre- and post-surveys were administered during the pilot event to measure connections between each system (see figure below; 0-4 point scale). Results show increases in knowledge of services provided by *all* measured sectors, providing evidence to the strength of these connection-building events.

**Knowledge of Partner Services, Before and After Community Café (Stressbusters)**





## HOW CAN WE MAKE A DIFFERENCE?

Strategies that First 5 Tehama can employ to make a difference include:

### ■ Resource and Referral

- Promote programs that provide resources and referrals to parents with young children (e.g., P2P), especially those programs that have resources in both English and Spanish.

### ■ Systems Capacity Building

- Continue to foster local and regional partnerships to create an integrated approach to serving children and families using cross-program referrals, collaborative opportunities, and networking events (e.g., Stressbuster Cafés, trainings, P2P referral system trainings, Help Me Grow system trainings).
- Convene meetings for partnerships that emphasize communication and collaboration among organizations that serve families with young children (e.g., Early Intervention Partnership convenings).

### ■ Communication

- Utilize email, social media, and other forms of media to provide 0-5 system leaders and providers, and the local government and business community with information about child development impact and 0-5 champions/relevant programs in easily accessible formats.

### ■ Leadership and Relationships

- Serve in a variety of leadership roles and capacity (e.g., boards, collaboratives, service clubs) in 0-5 system, local government, business, K-12 education to provide child development value and relevant program information in accessible formats.

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**“I think the County has lots of resources available to all, [it’s] just a matter of accessing them. I just wish it was easier to navigate.”**

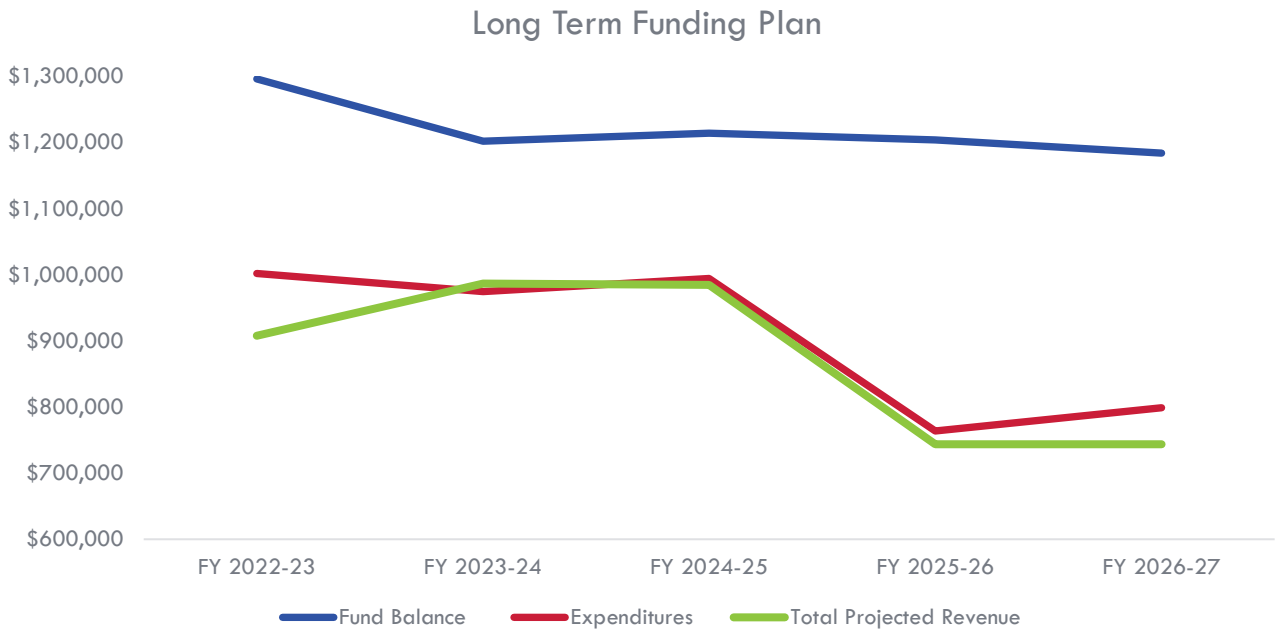
– Tehama County  
Parent/Caregiver; Environmental  
Scan Family Survey 2021

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# Long-Range Financial Plan

In addition to Strategic Planning to ascertain goals and funding strategies, First 5 Tehama also has a long-range financial plan, which details their total fund balance, expenditures, and total projected revenue through FY 2026-27 (see figures below).



<b>Fund Balance Reporting</b>	<b>FY 22-23</b>	<b>FY 23-24</b>	<b>FY 24-25</b>	<b>FY 25-26</b>	<b>FY 26-27</b>
Beginning of Year Fund Balance	\$1,219,007.8	\$1,201,908.20,	\$1,213,891.50	\$1,203,925.82	\$1,183,851.77
Total Projected Revenue	-	-	-	-	-
Commission Budget	\$1,001,825.00	\$974,624.46	\$994,393.74	\$763,698.61	\$799,029.17
<b>End of Year Fund Balance</b>	<b>\$1,201,908.20</b>	<b>\$1,213,891.50</b>	<b>\$1,203,925.82</b>	<b>\$1,183,851.77</b>	<b>\$1,128,447.16</b>
	(\$94,099.60)	\$11,983.30	\$(9,965.68)	\$(20,074.05)	\$(55,404.61)

<b>Expenditures</b>	<b>FY 22-23</b>	<b>FY 23-24</b>	<b>FY 24-25</b>	<b>FY 25-26</b>	<b>FY 26-27</b>
<b>Programs</b>					
Administration	\$461,681.00	\$480,680.46	\$500,449.74	\$522,804.61	\$548,135.17
Program Investment	\$510,144.00	\$463,944.00	\$463,944.00	\$210,894.00	\$210,894.00
Evaluation	\$30,000.00	\$30,000.00	\$30,000.00	\$30,000.00	\$40,000.00
<b>Total Commission Funding</b>	<b>\$1,001,825.00</b>	<b>\$974,624.46</b>	<b>\$994,393.74</b>	<b>\$763,698.61</b>	<b>\$799,029.17</b>

# Acknowledgements

First 5 Tehama would like to acknowledge the collaborative work that has gone into this Strategic Plan and would like to thank the following contributors:

## FIRST 5 TEHAMA COMMISSIONERS

- Richard DuVarney – Tehama County Department of Education, County Superintendent of Schools
- Laura Hawkins – Tehama County Department of Social Services, Director
- Candy Carlson – Tehama County Board of Supervisors Representative
- Jayme Botke – Tehama County Health Agency, Executive Director
- Sr. Pat Manoli – Public-At-Large Commission Member, St. Elizabeth Community Hospital, Senior Director Community Health Services
- Jennifer Torres – Public-At-Large Commission Member, NCCDI, Enrollment Manager
- Michelle Kinner – Public-At-Large Commission Member, Antelope Elementary, Program Specialist
- Delcie Strahan – Mercy Community Foundation, Manager of Philanthropy

## FIRST 5 TEHAMA STAFF

- Heidi Mendenhall, Executive Director
- Angela Brinkman, Community Capacity Coordinator
- Katie O’Shea, Contracts and Finance Manager

## APPLIED SURVEY RESEARCH

- Lisa Colvig-Niclai, Vice President of Evaluation
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## ADDITIONAL CONTRIBUTORS

- Alyssa McCombs, Tehama County Department of Education
- Sara Smith, Tehama County Department of Education
- Kathy Garcia, Expect More Tehama
- Yulianna Moreno, Tobacco Use Prevention and Education
- Attendees of Early Intervention Partnership May 2022: Jeb Hall, Remi Vista; Rosie Flores-Wilfong, NCCDI; Michelle Schmidt, THCSA; Tara Loucks-Shepherd TCSS; Angelica Hernandez, Shasta County Office of Education; Holly Rhoades, Tehama County Department of Education; Margaret Crawford, Rowell Family Empowerment; Lorena Santana, Tehama SELPA

First 5 Tehama would also like to acknowledge and thank the parents, caregivers, and providers that participated in the Environmental Scan and the community surveys without whom this work would not be possible.



# Appendix 1 – Summary Evaluation Plan

Community Results	Program Outcomes	Indicators	Strategies/Tactics	Data Sources/Measures
<b>Improved Family Functioning</b>	Our children and families have hope, resilience, and well-being	<ul style="list-style-type: none"> <li>▶ Increased utilization of medical and dental homes</li> <li>▶ Increased number of children screened/connected to developmental supports</li> <li>▶ Increased parental hope and optimism for family’s future</li> <li>▶ Increased social connections with supportive peer networks</li> </ul>	<ul style="list-style-type: none"> <li>▶ Help Me Grow                             <ul style="list-style-type: none"> <li>○ Home Visiting</li> <li>○ Developmental Screeners and Referrals</li> </ul> </li> <li>▶ Social Connections                             <ul style="list-style-type: none"> <li>○ Parent Cafés</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▶ STAR</li> <li>▶ Penelope</li> <li>▶ # of connections to Help Me Grow</li> <li>▶ FIF</li> <li>▶ Pre-Post surveys</li> <li>▶ ASQ Screenings and Referrals</li> <li>▶ HOPE Scale</li> </ul>
	Adults who influence young children’s growth and development demonstrate developmentally appropriate knowledge and practices	<ul style="list-style-type: none"> <li>▶ Increased content knowledge in parents of young children and those in the early childhood workforce</li> <li>▶ Increased number and type of providers completing trainings about how to provide care that is trauma informed, language inclusive, and culturally relevant</li> </ul>	<ul style="list-style-type: none"> <li>▶ Family Partnership and Support                             <ul style="list-style-type: none"> <li>○ Parents as Teachers</li> <li>○ Triple P</li> <li>○ NPP</li> <li>○ Mind and Body (CMBM)</li> <li>○ Parent Academies</li> </ul> </li> <li>▶ Quality Care                             <ul style="list-style-type: none"> <li>○ Provider Trainings</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▶ PIF</li> <li>▶ FIF</li> <li>▶ HOPE Scale</li> <li>▶ Parenting Scales</li> </ul>
<b>Improved Child Health</b>	Our children have increased access to quality and affordable early education	<ul style="list-style-type: none"> <li>▶ Increased number of early child care opportunities</li> <li>▶ Increased number of children served</li> <li>▶ Increased referrals to early education opportunities</li> <li>▶ Increased teachers’ educational attainment</li> </ul>	<ul style="list-style-type: none"> <li>▶ Pregnancy to Preschool Partnership</li> <li>▶ Early Intervention Partnership</li> <li>▶ Quality Counts Consortia</li> </ul>	<ul style="list-style-type: none"> <li>▶ QCC Participation</li> <li>▶ National Mini Assessment/ STAR</li> <li>▶ FIF</li> </ul>
	Our community understands why the 0-5 foundational years matter and where to find resources	<ul style="list-style-type: none"> <li>▶ Increased reach of community presentations</li> <li>▶ Increased engagement with First 5 Tehama website and media content</li> <li>▶ Increased knowledge about issues affecting children 0-5 and their families</li> <li>▶ Increased connections to and use of community resources</li> <li>▶ Increased connections between early childhood-related systems in Tehama County</li> </ul>	<ul style="list-style-type: none"> <li>▶ Resources/Concrete Support                             <ul style="list-style-type: none"> <li>○ Kit for New Parents</li> <li>○ Talk Read Sing Play!</li> <li>○ Book Club</li> <li>○ 2-1-1 Tehama</li> </ul> </li> <li>▶ Communications                             <ul style="list-style-type: none"> <li>○ Social Media</li> <li>○ Book Club</li> <li>○ Newsletter</li> <li>○ Presentations</li> </ul> </li> <li>▶ Systems Capacity Building                             <ul style="list-style-type: none"> <li>○ Early Intervention Partnership</li> <li>○ Home Visiting Systems Coordination</li> <li>○ ACEs Aware Work</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▶ # of calls to 2-1-1</li> <li>▶ # concrete support resources distributed</li> <li>▶ # of views on First 5 Tehama website</li> <li>▶ # of views on social media related to families</li> <li>▶ #, topic, and audience of community presentations given</li> <li>▶ Knowledge change after participation in programs or presentations</li> <li>▶ Pre-Post surveys</li> </ul>
<b>Improved Child Development</b>				
<b>Improved Systems of Care</b>				

# Appendix 2 – Systems Connections Data

## MUTUAL CONNECTIONS

Systems	n =	Basic Needs	Child Welfare	ECE/PreK	EI/SPED	Employment	Family Supports	Home Visiting	MH/BH	Phys./Oral Health
Basic Needs	0			3.27	3.00	4.00	3.00	3.31	2.67	4.00
Child Welfare	0			3.55	3.00	3.67	3.00	3.00	2.67	4.00
ECE/PreK	12	3.27	3.55		3.67	3.50	3.32	3.32	3.44	3.17
EI/SPED	1	3.00	3.00	3.67		3.50	3.22	3.36	3.75	3.50
Employment	3	4.00	3.67	3.50	3.50		3.45	3.13	2.67	3.75
Family Supports	8	3.00	3.00	3.32	3.22	3.45		3.52	3.25	3.00
Home Visiting	13	3.31	3.00	3.32	3.36	3.13	3.52		3.07	3.07
MH/BH	3	2.67	2.67	3.44	3.75	2.67	3.25	3.07		2.75
Phys./Oral Health	1	4.00	4.00	3.17	3.50	3.75	3.00	3.07	2.75	

## DIRECT CONNECTIONS

INCOMING Connections

↓

System	n =	Basic Needs	Child Welfare	ECE/PreK	EI/SPED	Employment	Family Supports	Home Visiting	MH/BH	Phys./Oral Health
ECE/PreK	12	3.27	3.55		3.64	3.45	3.36	3.42	3.36	3.09
EI/SPED	1	3.00	3.00	4.00		3.00	4.00	4.00	3.00	3.00
Employment	3	4.00	3.67	3.67	3.67		3.67	3.33	4.00	3.67
Family Supports	8	3.00	3.00	3.25	3.13	3.38		3.63	2.88	2.88
Home Visiting	13	3.31	3.00	3.23	3.31	3.08	3.46		3.08	3.00
MH/BH	3	2.67	2.67	4.00	4.00	2.67	3.33	3.67		2.33
Phys./Oral Health	1	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	

OUTGOING Connections →

# Endnotes

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<sup>i</sup> United States Census Bureau Quick Facts. 2019.

<https://www.census.gov/quickfacts/fact/table/tehamacountycalifornia/PST045219>

<sup>ii</sup> Northern California Child Development, Inc. 2021. Community Assessment Update.

[https://www.nccdi.com/uploads/4/1/8/2/41820821/2021\\_community\\_assessment\\_update.pdf](https://www.nccdi.com/uploads/4/1/8/2/41820821/2021_community_assessment_update.pdf)

<sup>iii</sup> MIHA Reporting year 2013-2015.

<sup>iv</sup> First 5 Tehama Family Information Form (FIF), 2021, n = 35.

<sup>v</sup> KidsData.org National Survey of Children's Health and the American Community Survey, 2021.

<sup>vi</sup> UC Berkeley CCWIP, 2020.

<sup>vii</sup> First 5 Tehama Community Survey, 2022, n = 33.

<sup>viii</sup> First 5 Tehama Provider Intake Form (PIF), 2021, n = 23.

<sup>ix</sup> Child Care Portfolio, 2019

<sup>x</sup> US Census Bureau, 5 year estimates,

[https://data.census.gov/cedsci/table?q=school&g=0400000US06\\_0500000US06103&tid=ACSST5Y2019.S1401&moe=false](https://data.census.gov/cedsci/table?q=school&g=0400000US06_0500000US06103&tid=ACSST5Y2019.S1401&moe=false)

<sup>xi</sup> Kindergarten Transition Survey, 2017-2021.

<sup>xii</sup> CA Department of Education, 2019, <https://caaspp->

[elpac.cde.ca.gov/caaspp/DashViewReport?ps=true&lstTestYear=2015&lstTestType=B&lstGroup=3&lstSubGroup=111&lstGrade=3&lstSchoolType=A&lstCounty=52&lstDistrict=00000&lstSchool=0000000&lstFocus=a](https://caaspp-elpac.cde.ca.gov/caaspp/DashViewReport?ps=true&lstTestYear=2015&lstTestType=B&lstGroup=3&lstSubGroup=111&lstGrade=3&lstSchoolType=A&lstCounty=52&lstDistrict=00000&lstSchool=0000000&lstFocus=a)

