

A young girl with dark hair and bangs is shown in profile, looking upwards and to the right. Overlaid on her head is a glowing orange outline of a human brain. The background is a soft, light blue gradient.

**FIRST 5 TEHAMA COUNTY**  
**ANNUAL REPORT**  
**2021 - 2022**

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# 2021-22 Headline Findings

In FY 2021-22, First 5 Tehama continued to expand services and support to families and providers with a focus on trauma-informed care, increasing resilience through protective factors and reducing stress, and early literacy. Activities included direct services, information/resource sharing, outreach and community-building events, and professional development opportunities.



## Improved Family Functioning

- First 5 Tehama introduced the “Badges with Books” program, involving local law enforcement to engage in early literacy activities
- The signature program, First 5 Book Club, continued to support diverse community members committed to early literacy and reading activities. In FY 2021-22, 229 new children registered for the Book Club.
- First 5 distributed 166 Kits for New Parents, which serve as a primary referral source to other Tehama County 0-5 programs.
- First 5 Tehama also implemented the Triple P Parenting curriculum to help support family’s healthy relationships.



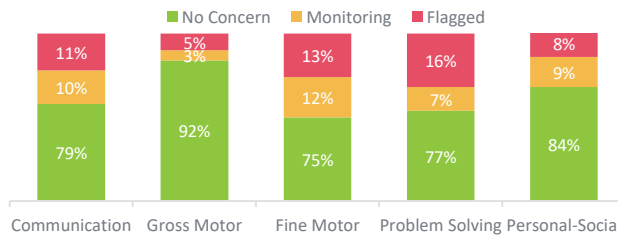
## Improved Child Health

- In FY 2021-22, 30% of First 5 Tehama’s investment went to Improving Child Health via Help Me Grow (HMG) and home visiting. All or most children served by HMG had medical insurance (100%), were current on immunizations (94%), and were more likely to be current on dental visits (63%) compared with Tehama County (45%).
- Parent-Child interactions significantly increased following home visits in the four PICCOLO domains: affection, responsiveness, encouragement, and teaching.



## Improved Child Development

- HMG navigators screened children with the Ages and Stages Questionnaire (ASQ). In FY 2021-22, 58% of children screened were meeting all milestones.



- Of the 54 children flagged with developmental concerns (20%), 21 received referrals to Far North Regional Center (FNRC) or Tehama County Special Education Local Plan Area (SELPA), and at least 16 (76%) received services.



## Improved Systems of Care

- First 5 Tehama continued Early Intervention Partnership (EIP) efforts including Strengthening Families, the Home Visiting Collaborative, and the Parenting Program Collaborative.
- Additionally, the Pregnancy to Preschool Partnership (P2P) participants shared 91 referrals with each other, and successfully enrolled 49% of all referrals.
- First 5 Tehama supported a wide range of provider training focused on trauma-informed care, resiliency, stressbusters, and expanding access to opportunities beyond early (0-5) educators. Trainings were offered in Spanish and English and brought together providers ranging from leadership to teachers and support staff such as cafeteria workers and bus drivers.

## Introduction

Tehama County is located in northern California, with nearly 66,000 residents (about 22 residents per square mile).<sup>i</sup> In 2021, 5.8% of Tehama residents were under five years of age. Tehama County estimates the number of infants will continue to rise within the next five years, and about 60% of children 0-5 are without child care.<sup>ii</sup> Common barriers to child care access include cost, transportation, and work schedules.

The First 5 Tehama County Children and Families Commission was established by Proposition 10 in 1998, along with 57 other First 5 County Commissions throughout California. 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 and mission are as follows:

### VISION

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

### 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.*

Although in-person activities became more prevalent during FY 2021-22, the impacts of **COVID-19** were still evident throughout the country and especially in rural Tehama County. First 5 Tehama and its partners were impacted by many factors, including workforce shortages. Despite increased need throughout the community, there were fewer people conducting the work. However, First 5 Tehama was able to continue to provide funding for high-quality services (including home visiting, parenting education, and the provision of necessary resources) throughout the community in spite of challenges with staffing.



# State of Children in Tehama County

## POVERTY

- In 2020,<sup>1</sup> 27.7% of children under five in Tehama County were living below poverty level – a lower proportion than the past two years of available data (34.5% in 2018 and 33.6% in 2019).<sup>iii</sup> However, the Tehama County poverty rate for children under five years is more than ten percentage points higher than statewide (17.0%).

## CHILD ABUSE

- In 2021, 68 of the 395 child abuse allegations among Tehama County children ages 0-5 were substantiated. Tehama County has a much higher rate of child abuse allegations (84.3 per 1,000 children) compared to statewide (45.8), and a higher rate of substantiated maltreatment (14.5) than the state (9.5).<sup>iv</sup> Additionally, substantiated maltreatment rates increased since 2020 (11.0), likely due to the impact of COVID-19 shelter-in-place orders during 2020 affecting children's access to mandated reporters.

## HEALTH

- In 2021, 41.6% of infants in Tehama County had six or more well-child visits in the first 15 months of life, compared to 37.7% statewide. Additionally, three-quarters (75.2%) of Tehama County children ages 15 to 30 months had at least two well-child visits, compared to 66.4% statewide. The rate of child and adolescent well-care visits (ages 3-21)<sup>2</sup> was 40.3% for Tehama County and 41.4% statewide.<sup>v</sup>
- In 2020,<sup>3</sup> 44.6% of children ages 3-5 in Tehama County attended a dental visit in the last year – similar to statewide rates (45.3%).<sup>vi</sup> Dental visits decreased compared to 2019 (52.1%) in Tehama County, likely due to the impact of COVID-19 shelter-in-place orders during 2020.

## EDUCATION

- In 2020, 56% of Tehama County children ages 3-4 were enrolled in preschool, compared with 48% in 2019, and 48% statewide.<sup>vii</sup>
- In 2020-21, 18.4% of economically disadvantaged 3<sup>rd</sup> graders in Tehama County were reading at or above their grade level and about 20.5% were at or above their grade level in math.<sup>4</sup> Tehama County rates are worse than statewide (23.9% of economically disadvantaged 3<sup>rd</sup> graders reading at or above grade level; 23.6% at or above grade level in math).<sup>viii</sup>

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<sup>1</sup> Most recent data available

<sup>2</sup> As of the 2021 reporting year, well-child visits in the third, fourth, fifth, and sixth years of life no longer measured by Medi-Cal Managed Care Quality Improvements Reports.

<sup>3</sup> Most recent data available

<sup>4</sup> PLEASE NOTE: Due to factors surrounding the novel coronavirus (COVID-19) pandemic, testing participation in 2020–21 varied. Please use caution when interpreting results.

# First 5 Tehama Goals

First 5 Tehama’s strategies and activities are centered around four major goals: to improve family functioning, child health, child development, and professional systems of care. Many of First 5 Tehama’s strategies overlap two or more goals, due to the interrelated nature of impact that these crucial services provide.

## GOAL 1 – IMPROVED FAMILY FUNCTIONING

Positive family functioning is vital to the lives and development of young children. Families are the most critical models in a young child’s life. Ensuring families have essential protective factors— basic needs, coping mechanisms, and positive peer networks— increases family functioning and reduces the likelihood that Adverse Childhood Experiences (ACEs) and toxic stress will occur for children. These strategies aim to increase family functioning overall, with the intent to reduce parental stress, familial poverty, and to increase positive child outcomes.

## GOAL 2 – IMPROVED CHILD HEALTH

The second overarching goal of First 5 Tehama’s work is to improve child health. Whole child health is critical to allow young children to thrive and reach their full potential. This work focuses on ensuring that children are attending regular well-child medical and dental visits and receiving preventative care before health problems arise. These strategies include ongoing health and development screenings, such as the Ages and Stages Questionnaire (ASQ).

## GOAL 3 – IMPROVED CHILD DEVELOPMENT

The third goal of First 5 Tehama is to increase children’s development and love of learning. Young children learn through play and language exposure in their family, community, and educational settings. These strategies include supporting families on how to increase literacy in the home and increase community-based literacy experiences, providing developmentally appropriate supports through assessing children for developmental delays, and increasing quality education opportunities available to young children.

## GOAL 4 – IMPROVED SYSTEMS OF CARE

The final goal of First 5 Tehama’s work is to increase the connectivity and coordination of seemingly separate systems to decrease gaps in services for families and children. These strategies include leading and convening collaboratives and sharing resources across systems and agencies.

### Desired Results

#### Improved Family Functioning

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

#### Improved Child Health

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

#### Improved Child Development

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

#### Improved Systems of Care

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

# First 5 Tehama's Strategic Framework



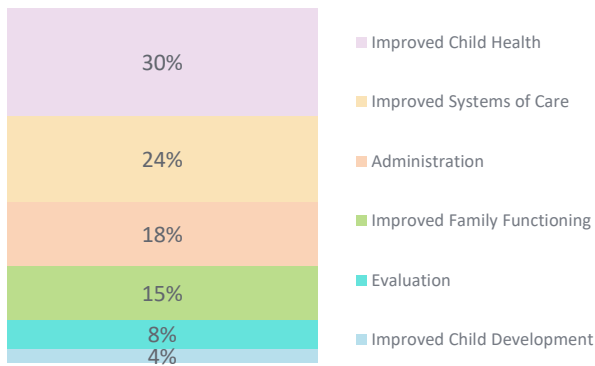


# First 5 Tehama Investments in Children, Families, and Communities

During FY 2021-22, First 5 invested a total of \$976,898 with the intention 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 (Help Me Grow and intensive home visiting program).

Please note that each area influences the others. While labeled under one main goal, **funds influence many goals**. For example, funds that support collaboration between 0-5 programs *Improve Systems of Care*, but also *Improve Child Development* as more children have access to quality programs.

**Figure 1. Expenses, by Content Area**



Source: FY 2021-22 First 5 Tehama.

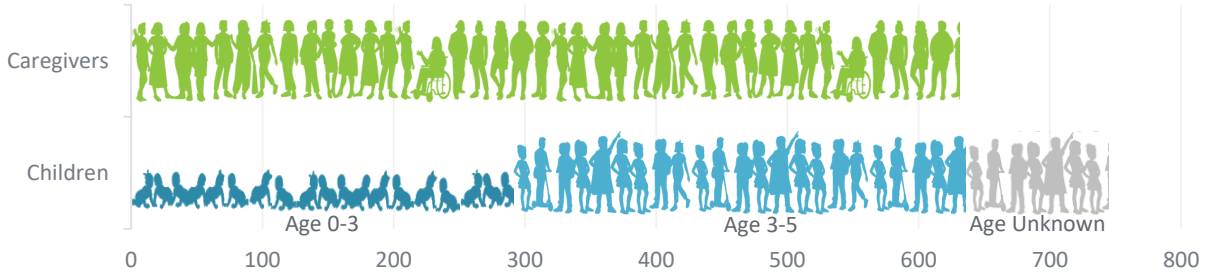
Expense Area	FY 2021-22
Improved Child Health	\$295,755 (30%)
Improved Systems of Care	\$236,483 (24%)
Administration	\$179,552 (18%)
Improved Family Functioning	\$141,936 (15%)
Evaluation	\$80,174 (8%)
Improved Child Development	\$42,998 (4%)

Source: FY 2021-22 First 5 Tehama.

# Profile of Children and Families Served

In FY 2021-22, First 5 Tehama-funded programs served 1,436 individuals, including 745 children, 631 caregivers, and 60 providers.

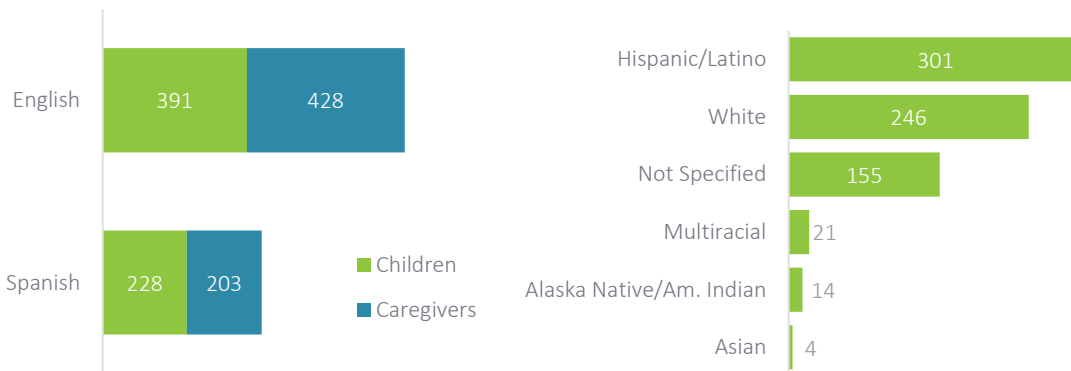
**Figure 2. Children (0-5) and Caregivers Served in FY 2021-22**



Source: First 5 Tehama Annual Report data. Note: Total children served includes 109 children whose age was unknown but under six years.

The majority of Tehama County children served by First 5 were Hispanic/Latino (40%) followed by white (33%). Most spoke English as their primary language (52%) while 31% primarily spoke Spanish. The proportion of Hispanic/Latino children decreased compared with FY 2020-21 (52%), although the proportion of white children also decreased since FY 2020-21 (42%) indicating a greater impact of those whose race/ethnicity was unknown. On the other hand, the proportion of primarily Spanish speaking children (31%) increased compared with FY 2020-21 (26%).

**Figure 3. Ethnicity and Primary Language of First 5 Tehama Participants**

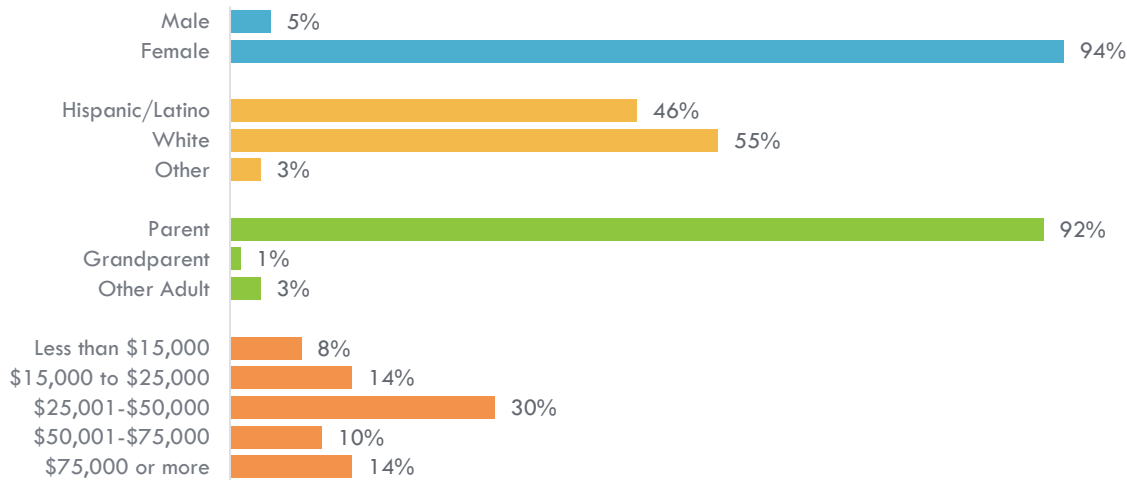


Source: First 5 California Annual Report data. Due to limited availability of ethnicity information for parents, only children’s ethnicity are reported here.

## CHARACTERISTICS OF FAMILIES SERVED

Participants engaging in First 5-funded programs complete a Family Information Form (FIF) at program intake. Responses help identify needs and characteristics of the families served. In FY 2021-22, 87 parents and caregivers completed a FIF. Participants were primarily White (55%) or Hispanic/Latino (46%), and more than half (52%) reported a family income of \$50,000 or less. Most participants were parents (92%) and female (94%).

**Figure 4. Characteristics of Participants Completing a Family Information Form**



Source: Family Information Form 2021-22. N = 87

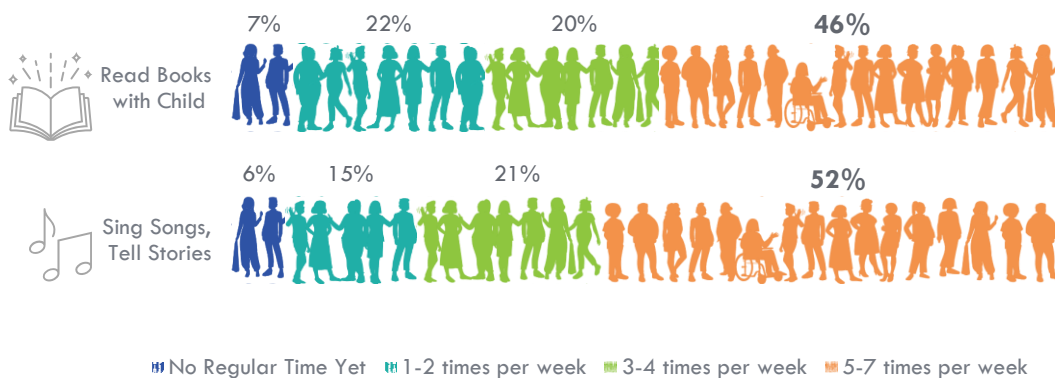
Among those who completed a Family Information Form (n = 87), nearly half (46%) reported using food/nutrition services in the past six months, and about one in five (21%) had received home visits from a nurse, community worker, or other provider.



Most First 5 participants completing a Family Information were **resilient and had high levels of social support**. For instance, 74% reported it was “definitely true” that their family pulls together when things are stressful. Similarly, 70% reported it was “definitely true” that they can find someone to talk to when they need advice about how to raise their child. On the other hand, only 41% reported that it was “definitely true” that they know what to expect at each age as their child grows and develops.



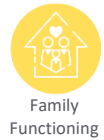
About half of the families reported singing songs or telling stories (52%) and/or reading books with their child (46%) five to seven times per week.



Source: Family Information Form 2021-22. N = 87

Participants who reported infrequent (1-2 times per week) or no regular time spent reading books with their child (n = 25) were less likely to report knowing what program to contact in their community when they need help for basic needs (32% “not at all true for me” or “not very true for me”). Additionally, about one-quarter (24%) of this group reported that they did not know what to expect at each age as their child grows and develops, and 16% reported they did not feel supported as a parent, did not have others who will listen when they need to talk about their problems, and/or did not have someone they could talk to when they need advice about how to raise their child. **These patterns highlight a link between family literacy activities and family stressors and needs.**

# Family Resiliency Initiatives

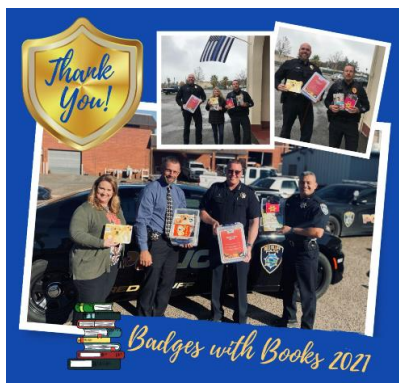


First 5 Tehama employed a variety of family resiliency programming in FY 2021-22, including providing resources to families (such as the Kit for New Parents), literacy events, and increasing community capacity to support family resiliency through activities like Badges with Books.

These events and resources (provided in English and Spanish) offered Tehama families a multitude of information and services designed to increase family resiliency, knowledge of parenting and child development, and build cohesiveness between agencies to better support the families engaged. First 5 leverages these “light touch” family resiliency initiatives as an onramp to connect families to additional community resources and programs (e.g., preschool).

## TALK READ SING PLAY!

This countywide 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.



First 5 Tehama implemented **Badges with Books**, an outreach program to engage families with literacy activities, encourage them to join other 0-5 programs in the county, and view police officers as positive role models for the value of books and literacy.

The **Badges with Books** program engaged five local departments:

- ▶ Corning Police Department
- ▶ Red Bluff Police Department
- ▶ Tehama County Probation
- ▶ Tehama CalFire
- ▶ Tehama California Highway Patrol (CHP)

## BOOK CLUB

Related to Talk Read Sing Play! is First 5’s signature program, the First 5 Tehama Book Club. This early literacy initiative provides members with developmentally appropriate books and information about local resources and child development. This initiative creates a **supportive space to encourage early literacy and provides a path for families’ further engagement with First 5 programs**. Book Club members also receive advance invitations to summer literacy events such as Grab and Go Science and Stories.

▶ The First 5 Book Club registered **229 children** ages 0-5 in FY 2021-22. Most participants spoke English as their primary language, while about 15% were primarily Spanish-speaking.

▶ Participants were **economically diverse**. Reported incomes ranged from less than \$15,000 (14%) to more than \$100,000 (10%) indicating the diverse need for and interest in local 0-5 literacy and educational resources. More than half (52%) of all registering families reported an annual income of \$50,000 or less.

▶ Among all registering families with children ages 0-5, **nearly one-half (49%) reported using food/nutrition services in the past six months**. A small portion of participants had previously engaged with parenting education (14%), home visiting (13%), Help Me Grow Tehama (4%), or some other resource (7%). However, more than one-quarter (28%) had not used any other resource before engaging with Book Club.

Book Club gives “kids something to look forward [to]” and children enjoy **“discovering new books and trying new activities”**  
- Book Club Participant

Families joining the Book Club were typically very committed to reading together, highlighting the potential long-term benefit of this new program providing additional reading resources and community connections. Upon joining the Book Club, 55% of parents reported typically reading books with their child five to seven times per week. Nearly one-third (31%) read with their child three to four times per week. About 10% read together once or twice a week and 3% did not yet have regular reading time with their child.

## “MIERCOLES MOVE” BOOK CLUB POP-UP

In June 2021, 16 families attended the “Miercoles Move” event. The event is an extension of the First 5 Book Club with a focus on reducing stress and improving group connections while spending time in nature within the county.

Participation allowed families to socialize and connect through a nature scavenger hunt. Families received information on nutritious drinks and received a pair of binoculars for the scavenger hunt.



*“I have walked the trails but didn’t know this garden was here for us to explore. I will definitely come back with my class.”*

– A mother of two and kindergarten teacher



## COMMUNITY STORY HOURS

In FY 2021-22, First 5 Tehama began co-hosting the a “Grab and Go Story Hour” at the Turn the Page Book Loft in downtown Red Bluff. After two months of co-hosting the event, this community-minded business began maintaining the Story Hours themselves. The Book Loft owner and genuine lover of everything reading, saw the benefit within these simple yet powerful gatherings. In addition to story hours, the Turn the Page Book Loft also serves as a fantastic resource for affordable children’s titles.

The shift from First 5 Tehama co-hosting the Story Hours event to an ongoing opportunity maintained independently by the partner organization serves as an exciting highlight of the long-term systems impact of this light touch First 5 events and the collaboration between community partners.

Additionally, First 5 Tehama continues to offer transportation for attendance at library events and provides materials including Book Bags, bilingual books, and information for parents and caregivers about community resources.



Turn the Page Book Loft Storytime Book and Activity

*“Being a part of a community that values literacy for children is so special ... A genuine love of storytelling and reading is something that stays with a child for life – the benefits are far-reaching.*

***I appreciate First 5 and their story hour as it draws parents, programs, and businesses together to help instill a love of reading in our community’s children.”***

– Riley Rose, Turn the Page Book Store Owner

## 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 2021-22, **First 5 Tehama distributed 166 kits**, including 125 English Kits and 41 Spanish Kits. The number of kits distributed increased 32% compared with FY 2020-21 (126 kits).

**The Kit for New Parents have contributed to a large increase in referrals to other Tehama County 0-5 programs** and resources through the Pregnancy to Preschool (P2P) Partnership. Additionally, First 5 Tehama shared the Kit for New Parents with Shasta County as a best practice to engage families in the Help Me Grow system.

The Kit for New Parents has been a **best practice** to engage families in the HMG system

## HELP ME GROW 24-HOUR HOTLINE (2-1-1 TEHAMA)

2-1-1 Tehama serves as a 24-hour referral source for Help Me Grow Tehama and provides essential resources and referrals for food/clothing, housing, transportation, child care, legal services, support groups, healthcare, senior services, drug and alcohol treatment, mental health services, and crisis hotlines. First 5 families receive information about the critical resources that 2-1-1 Tehama can provide in times of need. Anyone in Tehama County can call 2-1-1 and connect with a live person to direct them to these services or visit [www.211tehama.org](http://www.211tehama.org) or text their zip code to 898211.

### Top Needs of 2-1-1 Callers



**Housing**



**Food/Meals**



**Utility Assistance**

In FY 2021-22, 2-1-1 Tehama directly served **109 people with children under five** (a 17% increase from FY 2020-21). Callers were mostly White (54%) and primarily spoke English as their first language (92%). Notably, 27% of the 109 callers identified as Hispanic, while only nine callers (8%) identified Spanish as the primary language spoken in their home.


The top three needs expressed among all callers were housing, food/meals, and utility assistance, followed closely by mental health services and child care needs.

# Parenting Education/Support Initiatives




First 5 Tehama’s goals include the belief that parents are the most important models in a child’s life. Parenting education and support initiatives are designed to facilitate strong family functioning, the development of positive, educational, and affectionate relationships with children, form positive peer relationships, and decrease parental stress and challenges.

Parenting education programs help caregivers develop knowledge and understanding of age-appropriate behavior, expected developmental milestones, child behavior management techniques, and skills to identify additional community resources. First 5-funded partners used the Nurturing Parenting Program (NPP) and the Triple P curricula feature activities to foster positive parenting skills with nurturing behaviors, promote healthy physical and emotional development, and teach appropriate role and developmental expectations.



**The Nurturing Parenting Program (NPP)** is a family-centered, trauma informed initiative which aims to help caregivers build nurturing parenting skills as an alternative to parenting and child-rearing practices that are neglecting or abusive and stop the intergenerational cycle of child abuse by teaching positive parenting behaviors.

**Triple P**, the Positive Parenting Program, helps parents develop simple and practical strategies to help them a) build strong, healthy relationships with their child, b) confidently manage their child’s behavior, and c) prevent problems in development. Triple P utilizes multiple “levels” of intervention based on individualized needs.



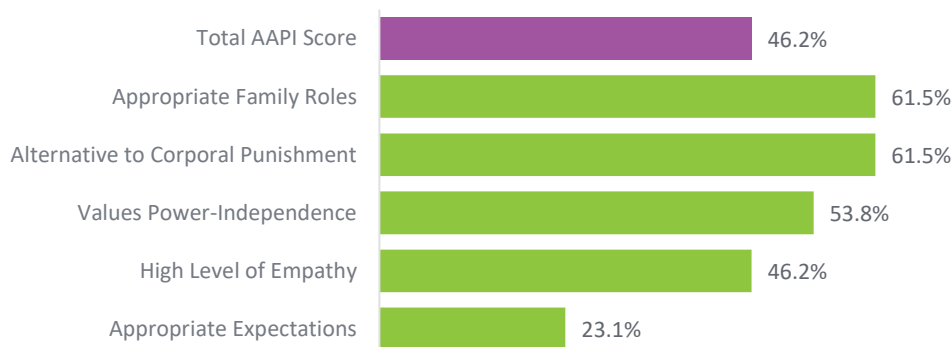
## PARENTING CLASSES

In FY 2021-22, First 5 funded one NPP and one Triple P course. Classes were attended by a total of 17 parents/caregivers. Among them, 71% (12/17) identified as white, 12% were multiracial, 12% were Hispanic, and 6% were Alaskan Native. All participants identified English as their primary language.

Parenting skills and behaviors were measured using the Adult-Adolescent Parenting Inventory (AAPI). The AAPI measures five parenting domains: *Expectations of Children, Parental Empathy Toward Children’s Needs, Use of Corporal Punishment, Parent-Child Role, and Children’s Power*. Each item is scored on a scale of 1 (high risk) to 10 (low risk), where higher scores indicate more positive/appropriate parenting techniques.

Of the 17 parents enrolled in parenting classes, 13 completed an AAPI at the start of the course and again upon completion. **Nearly all participants (92%, 12/13) had improved scores in at least one domain.** More than 60% of the participants demonstrated more appropriate family roles (e.g., taking ownership of behavior, allowing children to express developmental needs) and alternatives to corporal punishment. Similarly, more than half (54%) improved skills in valuing power-independence (e.g., placing high value on children’s ability to problem solve). About half (46%) showed improvements in their total AAPI score.

**Figure 5. Proportion of Caregivers whose Parenting Skills Increased after Parenting Classes**



Source: Nurturing Parenting Program and Triple P Adult-Adolescent Parenting Inventory. N = 13

### Success Story: Triple P Parenting Classes

Eleanor and her husband Lincoln<sup>5</sup> are in their early 40s and have two children, Matthew (age 3) and Emily (4 months). Eleanor was involved with the First 5 Book Club when she learned about the Triple P parenting education classes. She attended the 8-week parenting class to learn more about positive parenting and adjust to having two children in their household.

As Eleanor described, Matthew began “experiencing a lot of regression and difficulty adjusting, including challenges with bedtime” after Emily was born. “The Triple P program helped by teaching me age-appropriate expectations, discipline techniques, and gave me personalized tools for our specific challenges.” For instance, Matthew has really enjoyed the bedtime chart, which uses Velcro checkmarks to identify bedtime tasks. Since implementing the chart, Matthew has learned to read an analog clock and has become more consistent in his bedtime routine.

Eleanor explained that the Triple P parenting classes was a huge support in transitioning to a family of four. She learned a lot about what to expect based on her children’s ages, created a “Family Ground Rule,” and made friendships with other parents in the classes. Additionally, as a result of participating in Triple P, Eleanor was referred to apply for Head Start and also planned to apply for other state preschools in the area.

*“With all of the exhaustion of becoming a parent of two, I don’t know what I would have done without this class and its facilitator.”*



*“Matthew” with his Bedtime Chart*

### Success Story: Nurturing Parenting Program

James and Andrea are in their mid- to late-50s, raising their five-year-old granddaughter, Ariel. They heard about the Nurturing Parenting Program from a family friend as Ariel started displaying defiant, argumentative behaviors and they were seeking any parenting classes that could help.

Since participating in the 16-week NPP course, James and Andrea learned a lot and were able to start praising Ariel’s positive behaviors and began seeing improvements. Additionally, they were able to find more opportunities to spend time alone together as a couple and have since continued receiving services through Busy Bees for ongoing support with Ariel’s behavior.

*“I think we are at the end of her negative way.”*



*“James” and “Andrea” after completing NPP*

<sup>5</sup> Fictional names used



# Help Me Grow Tehama



Help Me Grow (HMG) is four-part system led by *First 5 Tehama, United Way 211 NorCal, Tehama County Health Service Agency, and Tehama County Department of Education*. HMG is designed to increase family education, early identification, and resource linkages. First 5 Tehama funds the four components of the HMG system which advances the use of relationships and developmental screenings to detect developmental and behavioral delays in children and successfully links them to interventions and services.

HMG Tehama functions as a family-centered hub, connecting families to resources and supporting cross-system collaboration with a goal of strengthening children and families to result in a community where children and families thrive with hope and resilience.

While families may connect with HMG Tehama for light touch services or developmental screening, motivational interviews with parents/caregivers also identify the “root causes” of stressors and route families to more long-term sustaining support services. HMG Tehama also serves as the bridge between family services and education within the district (i.e., TK, Kindergarten), and provides trainings to community partners and health care professionals increasing referral access and success.

In FY 2021-22, First 5 Tehama provided training on the Help Me Grow online screening and Pregnancy to Preschool Partnership referral system to at least ten agencies, including providers across the care continuum, such as:

- Tehama County Social Services (CPS and Employment)
- Tribal TANF
- Continuation high schools (i.e., Centennial, Salisbury)
- Medical Professionals (e.g., Women’s Health Clinic, School Nurse Partnership)
- Mental Health Services (i.e., Remi Vista, Victor, MHSSA)

**Help Me Grow Tehama**

- ✓ Developmental screenings & Early Identification
- ✓ Family Supports & Connections to Resources
- ✓ Community and health care outreach
- ✓ Cross-System Collaboration

## SYSTEM MODEL



## STRESSBUSTER CAFÉ

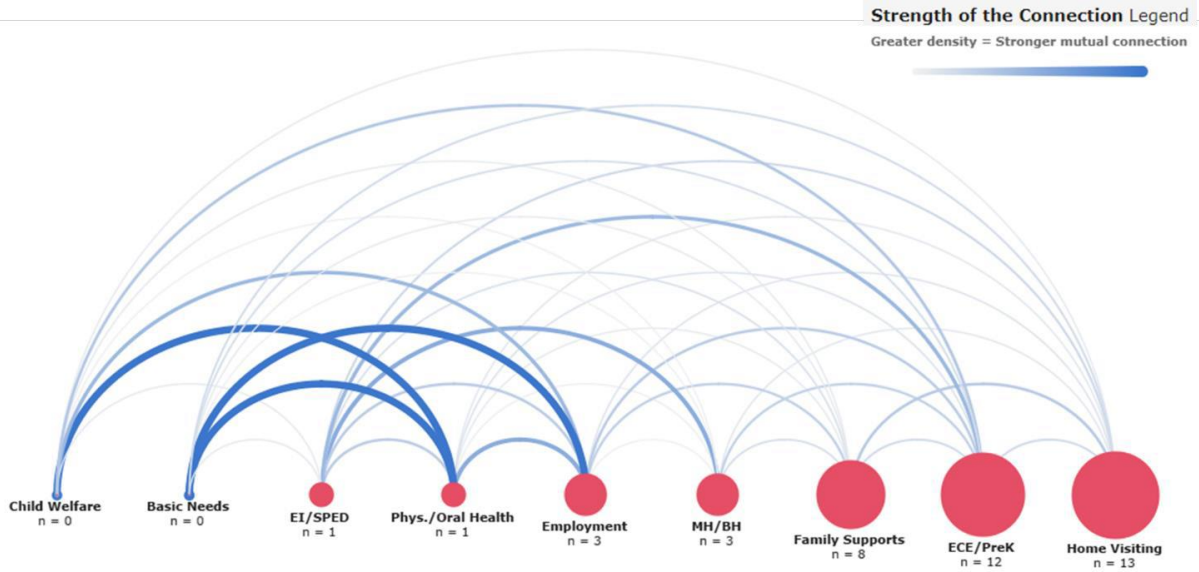
**68%** of Stressbuster Café participants improved knowledge of **resilience/protective factors**

As a function of **child health partner outreach**, First 5 Tehama held an in-person care coordinator event (called “Stressbuster Café”), with 60 providers in attendance. Before the event, many participants reported *no knowledge* or *minimal knowledge* about resilience/protective factors (55%) or ACEs (23%).

Forty-four of the attendees also completed a follow-up assessment after the Stressbuster Café. Among them, 47% (21/44) reported higher knowledge of ACEs compared with their registration assessment, and two-thirds (68%, 30/44) had more knowledge about resilience/protective factors compared with before the event.

The figure below represents the sectors represented at the event (size of the circle is reflective of the number of participants per system). At follow-up, 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 describes 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.

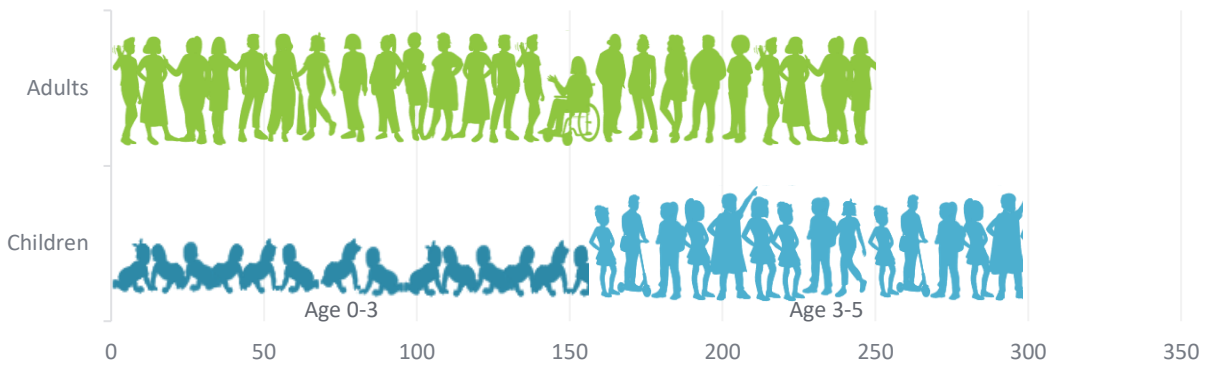
**Figure 6. Stressbuster Café Participants’ Mutually Perceived Conenctions, by Sector (n = 41)**



**FAMILIES SERVED THROUGH FAMILY COMMUNITY OUTREACH**

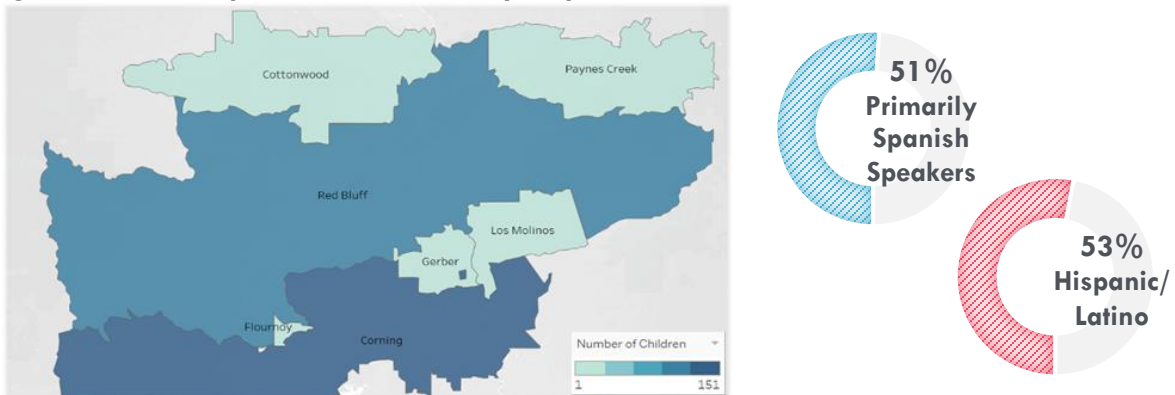
In FY 2021-22, First 5 Tehama funded Help Me Grow navigators through Tehama County Department of Education. Navigators served 250 caregivers and 290 children. About half of the children served (52%) were under three and 47% were ages three through five.

**Figure 7. Help Me Grow Participants**



Additionally, more than half of the children served were Hispanic/Latino (53%), and/or spoke Spanish as their primary language (51%). Most children receiving HMG services were in located in Corning (51%) or Red Bluff (34%).

**Figure 8. Area Map of Children Served by Help Me Grow**

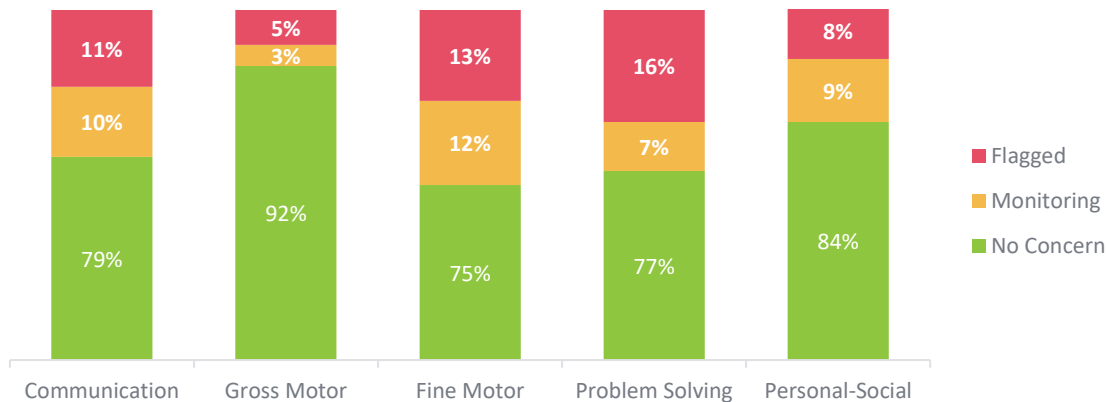


## DEVELOPMENTAL SCREENINGS

The Ages and Stages developmental screener is available on the First 5 Tehama website for parents, healthcare providers and educators to utilize. Help Me Grow navigators are trained to administer the Ages and Stages Questionnaire-3 (ASQ-3) screener to help identify potential developmental needs and refer families to early intervention support specialists. The ASQ-3 measures five different areas: *communication, gross motor, fine motor, problem solving, and personal-social*. Children can receive a score of “on schedule” (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 2021-22, 58% of children screened were meeting all milestones, whereas about one in five (22%) were on the borderline in at least one domain, and 54 (20%) children were flagged with developmental concerns to be referred to early intervention services.<sup>6</sup> There is growing evidence that shifts related to the COVID-19 pandemic have impacted children’s development.<sup>7, ix</sup> Of the 54 children flagged, 21 received referrals to Far North Regional Center (FNRC) or Tehama County Special Education Local Plan Area (SELPA), and at least 16 (76%) were receiving services.

**Figure 9. ASQ Results, by Domain**



Source: Parents as Teachers database (Penelope). N = 264

Across Tehama County, over 400 children ages 0-5 received developmental screenings.<sup>8</sup> Among them, 59% were meeting targets in all domains, and 41% were flagged or monitoring in at least one domain. The proportion flagged were highest for Problem Solving (12%), Fine Motor (11%), and Communication (9%) while Personal/Social (7%) and Gross Motor (4%) had the fewest children flagged or monitoring, countywide.

<sup>6</sup> Includes five children receiving assessments more than once. Total number of children screened equals 264.

<sup>7</sup> For instance, compared with infants born before the pandemic, infants born during the pandemic have lower average scores in gross motor, fine motor, and communication.

<sup>8</sup> N = 439, excludes children screened by Early Head Start (0-3) due to missing totals. Total includes the 264 screened by HMG discussed above.

# Help Me Grow Home Visiting



In FY 2021-22, School Readiness/Help Me Grow, funded by First 5 Tehama, utilized the evidence-based, Parents as Teachers (PAT) home visiting curriculum to improve family functioning, child health, and child development within Tehama County.

Home visitors served **67 caregivers** and **78 children** (41 ages 0-3; 37 ages 3-5). About 79% of children were Hispanic/Latino and more than half (55%) spoke Spanish as their primary language. The number of caregivers and children who participated in home visiting was about half of those served in FY 2020-21 (150 caregivers, 172 children).



## Parents as Teachers (PAT)

First 5 Tehama employed the Parents as Teachers home visiting 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.

## PARENT-CHILD INTERACTIONS

The *Parenting Interactions with Children: Checklist of Observations Linked to Outcomes* (PICCOLO) assessment tool includes brief observation of 29 measures in four major domains: affection, responsiveness, encouragement, and teaching. This tool provides insights into the effectiveness of the PAT curriculum, how well children are exhibiting age-appropriate development and/or school readiness skills, and whether parents and caregivers display increases in confidence, knowledge, and engagement.<sup>x</sup> Assessments are collected at two points in time to measure changes during the six months after beginning home visiting using the PAT curriculum.



Each PICCOLO domain has seven to eight behavior items, each scored using a scale of 0 (Absent – not observed), 1 (Barely – brief or emerging), or 2 (Clearly – definite, strong, or frequent behavior). The following data present the averages of the total PICCOLO score and the average of the combined score for each domain among School Readiness Home Visiting participants (see figure below).

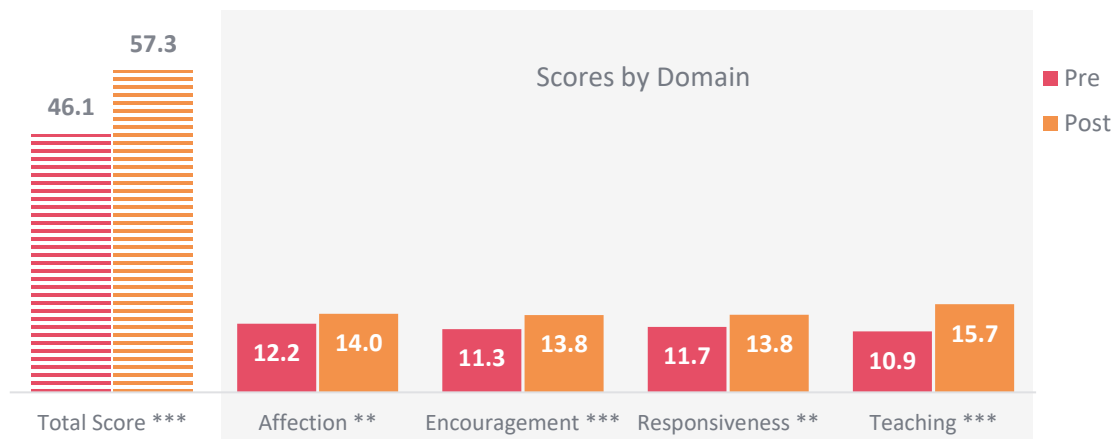
Eighteen home visiting participants completed at least two **PICCOLO** assessments. This group had an average pre-test score of 46.1, which increased to an average post-test score of 57.3. This change indicates **statistically significant improvements in overall assessment scores**.

The *affection* domain includes parenting behaviors which help children feel close and connected to parents, which help establish parent/child relationships and support children's development. The *responsiveness* domain refers to parents responding to children's cues, emotions, words, interests, and behaviors. This trait is an important foundation for social-emotional development.

The third domain, *encouragement*, considers parenting behaviors that actively support children's exploration, effort, skills, initiative, curiosity, creativity, and play which promotes social and cognitive skills. Lastly, parents' early *teaching* interactions include shared conversation and play, explanations, and questions to provide cognitive and language stimulation.

Changes between the pre- and post-tests were **statistically significant for all domains**, in addition to the overall PICCOLO scores. Teaching had the most *substantial* point increase of the four domains, with a pre-test average of 10.9 and a post-test average of 15.7.

**Figure 10. Average Increases in PICCOLO Scores among Home Visiting Participants (Matched Pair)**

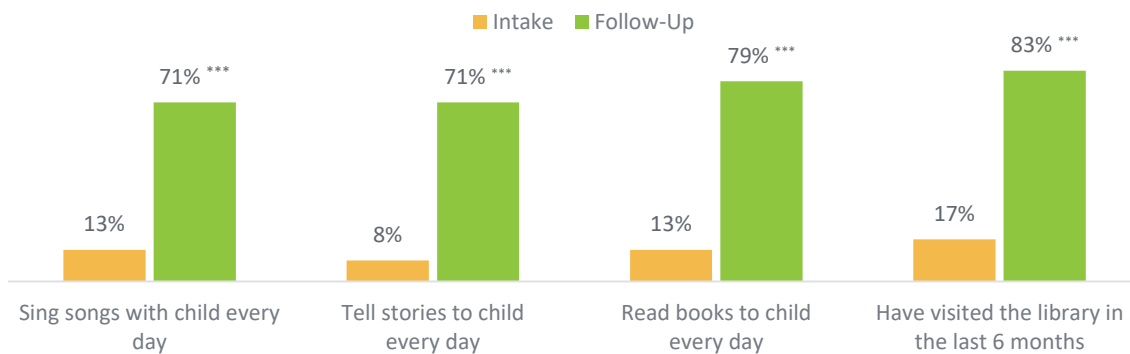


Source: School Readiness/Help Me Grow, 2022. Matched Pair N = 18.

\* Indicates  $p < .05$  statistical significance, \*\* indicates  $p < .01$ , \*\*\* indicates  $p < .001$  statistical significance

In addition to the PICCOLO assessment, parents were asked about specific **educational practices** with their young children before and after participation in home visiting. Caregivers were asked about library attendance, and how often they read to their child, tell stories, and sing songs with their child. In FY 2021-22, 24 home visiting participants completed both an intake and follow-up assessment. At follow-up, caregivers were substantially more likely to report singing songs (71%), telling stories (71%), and reading books (79%) with their children every day, compared to intake. At intake, less than one in five participants (17%) had visited the library in the past six months, compared with more than four out of five (83%) participants visiting the library at least once by follow-up. All changes were statistically significant.

**Figure 11. Percentage of Parents Engaging in Frequent Educational Practices with their Young Children, Before and After Home Visiting**



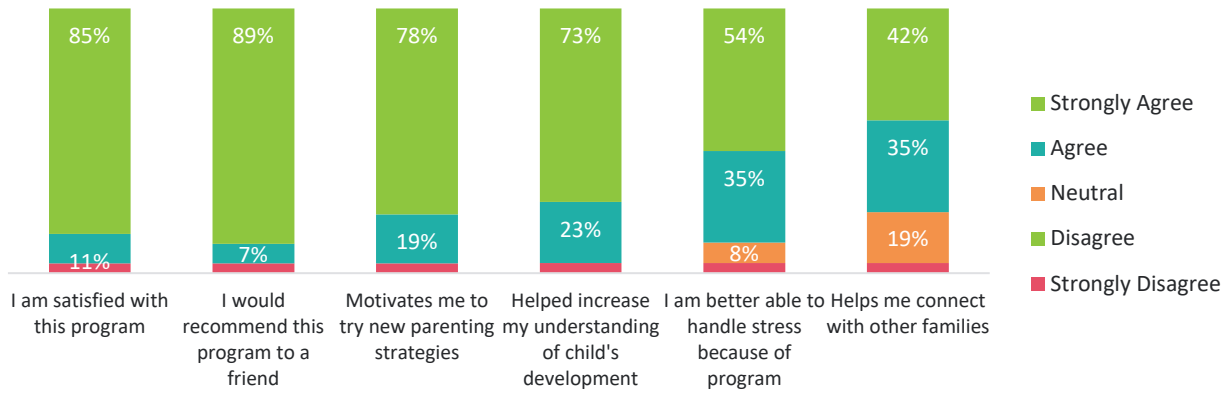
Source: Intake and Follow-up Survey, Parents as Teachers database (Penelope); N = 24. \*\*\* indicates  $p < .001$  statistical significance

Parents/caregivers also described their **experiences with the home visiting program** and their parent educator via a satisfaction survey. Among the participants who completed a satisfaction survey, 81% had received in-person home visits, 22% had received video call visits, and 11% received phone call visits.<sup>9</sup> Participants who used video and/or phone call visits expressed satisfaction with these options. As one parent described, “it was easy for us to continue with our everyday lives and still be able to contact our parent educator.”

All characteristics of the home visiting program were highly valued by the parent participants. Nearly all participants agreed or strongly agreed that they were satisfied with the program (96%) and would recommend the program to a friend (96%). Participants also noted that the program helped motivate them to try new parenting strategies (96% agree or strongly agree), encourages them to read books to their child (96%), and helps them find useful resources (96%) (see figures below).

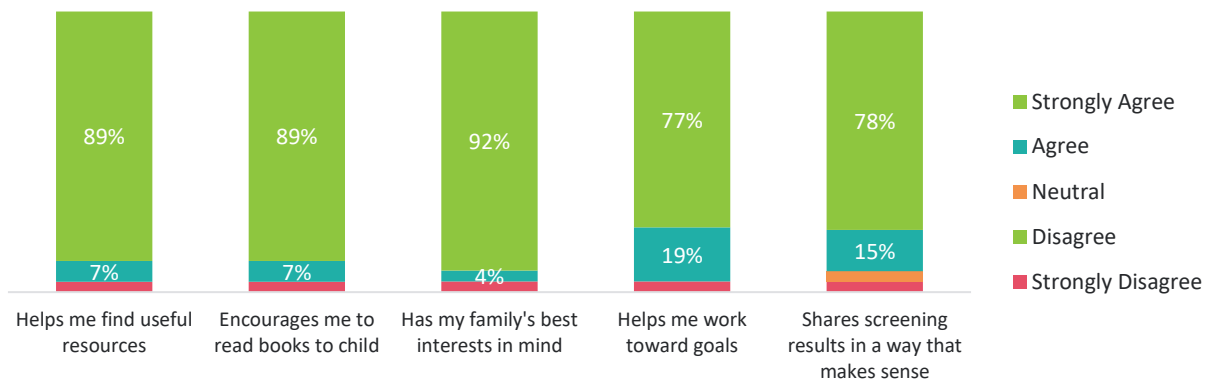
<sup>9</sup> Participants could engage in multiple visit types

**Figure 12. Home Visiting Parent Satisfaction Responses – Program Characteristics**



Source: PAT Satisfaction Survey, Parents as Teachers database (Penelope); N = 27.

**Figure 13. Home Visiting Parent Satisfaction Responses – Parent Educator Characteristics**



Source: PAT Satisfaction Survey, Parents as Teachers database (Penelope); N = 27.

Participants reported that the information and resources provided were helpful to them. They also saw improvements in their child’s ability to learn (such as numbers and the alphabet) and learned a lot about other programs to support their children’s needs. The only feedback provided to improve the program was a preference for *more* home visits (i.e., “Me gustaría más visitas”).

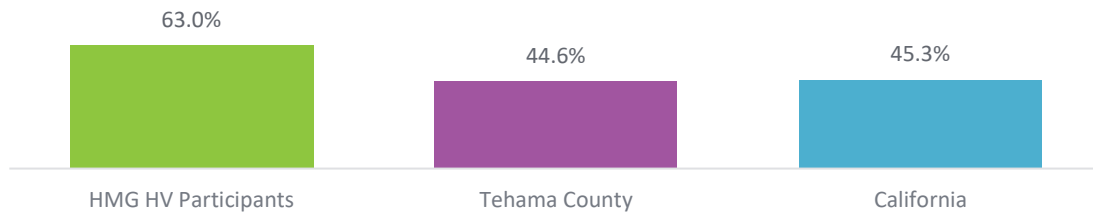
*“This is a wonderful program and [our parent educator] is so passionate and good at her job. She immediately established a good relationship with me and my son. She is very effective.”*

– Home Visiting Parent Satisfaction Survey Participant

## CHILD HEALTH

Of the families taking part in the intensive home visiting program, 100% of the 78 children with medical records had health insurance, most of which had public (Title XIX/XXI) insurance (87%). Among the 78 children, 67 (86%) had received a well-child visit during the program year. Additionally, 94% were current on immunizations, and 63% of HV participants ages 3-5 were up to date on dental visits.

**Figure 14. Percentage of Children 3-5 Years of Age Up to Date on Dental Visits**



Source: Parents as Teachers database (Penelope). N = 42 (age 3-5). Help Me Grow (HMG) percentages refer to the number of those with a "first or regular dentist appointment"

### Success Story: Help Me Grow Home Visiting

Laura<sup>10</sup> is a 27-year-old single parent of a one-year-old and a four-year-old. She and her children moved to Tehama County after escaping domestic violence in another state. Unfortunately, the family she moved in with were not supportive and Laura's situation became unstable once again.

Laura was contacted by Help Me Grow (HMG) outreach because she had requested more information about early childhood services when registered her child for kindergarten. Laura participated in a Help Me Grow resource visit and expressed that she needed support getting a job and stable housing and was interested in home visiting, assistance with other basic needs, and developmental screenings.

HMG connected Laura to resources such as social services, the First 5 Book club, food, diapers, car seats, subsidized child care, employment, and housing resources. Laura also started receiving PAT home visits and parent education.

Not long after Laura started HMG home visiting, she experienced a scary situation with the relatives she lived with and had to leave immediately. Her home visitor acted quickly, contacting programs for immediate support. As a result, NCCDI was able to enroll Laura in their home visiting and housing programs and pay for the cost of a longer-term motel rental. This hardship occurred just days before Christmas, but Laura's home visitor was also able to share a \$500 gift card with her to help with the holiday and other necessities.

Laura transitioned to the NCCDI home visiting program. With the support of the two home visiting programs, Laura has since obtained a full-time job, a new apartment, and is building a social support network through her new church community. Her children are also receiving full-time child care while she works and are very happy with their new school and child care.



"Laura" and her two sons

*"From the moment my Help Me Grow home visitor came into our lives, it's been a blessing! She helped me with everything I needed, from bringing diapers and wipes and providing learning activities ... to helping me find resources for counseling, employment, and housing. She went above and beyond! Now I have a job, a home, and new friends. ... I will always be grateful to HMG for giving me hope and helping me through such a difficult time in my life!"*

<sup>10</sup> Fictional names used

# Group Connections/Outreach



## PARENT CAFÉ

The Home Visiting Collaborative hosted one Parent Café in FY 2021-22 with 22 adults in attendance. Among them, 100% were parents, and nearly two-thirds (64%) were Hispanic/Latino, while the remaining third were either white (32%) or multiracial (5%).

Parent Cafés provide a safe, non-judgmental opportunities for caregivers to build protective factors and parent leadership skills while engaging in conversations about what it means to keep their children safe and their families strong. As the Early Head Start Program Director described:

"Sometimes [parents] are a bit timid, but as they engage in table conversations that share their struggles and ideas, they leave with new friends, contact information, and a restored sense of confidence. I truly love the transformation the Parent Cafe platform offers to those parents willing to be open, vulnerable, and brave."



Another beneficial outcome of the Parent Café is that local childcare planning council leaders attended to learn about the process and flow of the event. Since then, a group of leaders began working together to implement Parent Cafés in State Preschool. As a result, a Parent Café has been scheduled for the FY 2022-23 in State Preschool.



# Communications and Engagement



First 5 Tehama utilizes online communications and social media to engage with the Tehama community and leadership and provide tools and information about local 0-5 resources and trauma-informed practices.

## EMAIL CAMPAIGNS

In FY 2021-22, First 5 Tehama implemented five email storytelling campaigns promoting 0-5 programs and resources to increase community engagement. Stories averaged about 567 successful deliveries – a 111% increase compared with the FY 2020-21 storytelling campaigns (268 successful deliveries, on average). More than half of the recipients opened the story titled “A Look Back to Look Ahead: 2021 in Review” and 48% opened the video series spotlight. **Each open rate exceeded the non-profit industry benchmark (25%).<sup>xi</sup>**

Click rates on the Community Connections Summer Guide and Smartsheet (4.5%) and Unpacking the Importance of Literacy Book Club and P2P Brochure (6.3%) exceeded the average click rate for non-profit industry (2.8%).<sup>xi</sup>

## SOCIAL MEDIA/WEBSITE

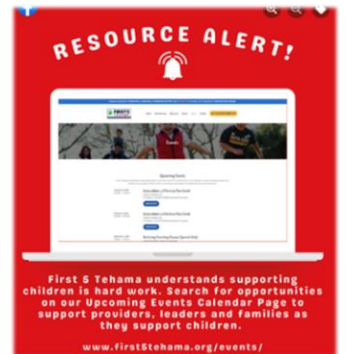
The First 5 Tehama **Facebook** page shares information on local resources for families with children 0-5 as well as evidence-based tips for families and early childhood providers. In FY 2021-22, the First 5 Tehama Facebook page reached a total of 11,153 users, including 108 new page likes. The Facebook page reached an average of 929 users per month.

In FY 2021-22, First 5 Tehama’s **Instagram** page continued to serve as an additional resource to expand communication and evidence-based tips with families and providers, specifically for those in younger age groups who may be more likely to utilize this platform. The @first5tehamacounty page reached a total of 3,471 users, including 70 new followers during the fiscal year.

First 5 Tehama also added a new **Events** page on their website to provide easy access for all families, providers, and leaders looking for professional development opportunities, community events, parenting classes, and more.

First 5 Tehama’s Executive Director continued to host the **NorCal Champions for Kids Podcast**, in partnership with First 5 Shasta. This year 30 episodes were launched, including a highly regarded series on fatherhood and a series on stress relief.

Lastly, First 5 Tehama released two new **YouTube** series. The first included **reading tips** for families. The second, released in partnership with Kids Dental Week and Local Dental Champions, featured short **dental tips** to help teeth clean, such as brushing and flossing before bed, avoiding sticky sweets or added sugar, and drinking plenty of water.

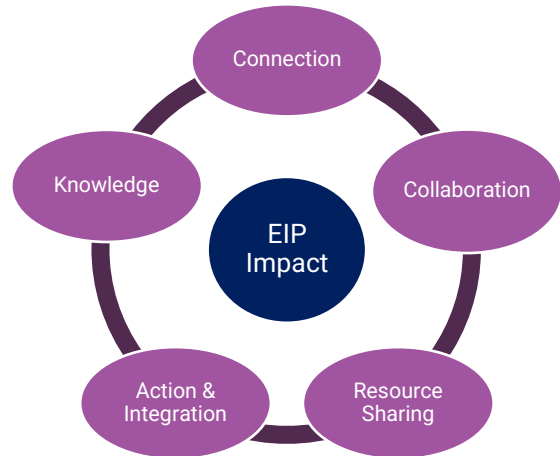


# Early Intervention Partnership



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 among systems. Information gleaned from EIP is actively shared within the partnering agencies and with other community leaders (e.g., elected official stakeholders) to facilitate the use of this knowledge and implement change.

First 5 surveyed EIP members to measure the impact of the EIP on Tehama County and member agencies and to ascertain their perceived levels of connectedness to other systems within EIP. Participants indicated that the EIP has provided value through fostering **connections** between programs, **collaborating**, **sharing resources**, and increasing **knowledge** about resources and the factors impacting children and families. Additionally, EIP helped partners integrate their services into the community and take more effective action in distributing resources to families.



In regards to connections to other sectors within Tehama County, EIP survey respondents had the strongest connections with basic needs/family supports, early childcare/preschool, and child welfare organizations (see table below).

**Figure 15. Average Direct Connections with Other Tehama Sectors**

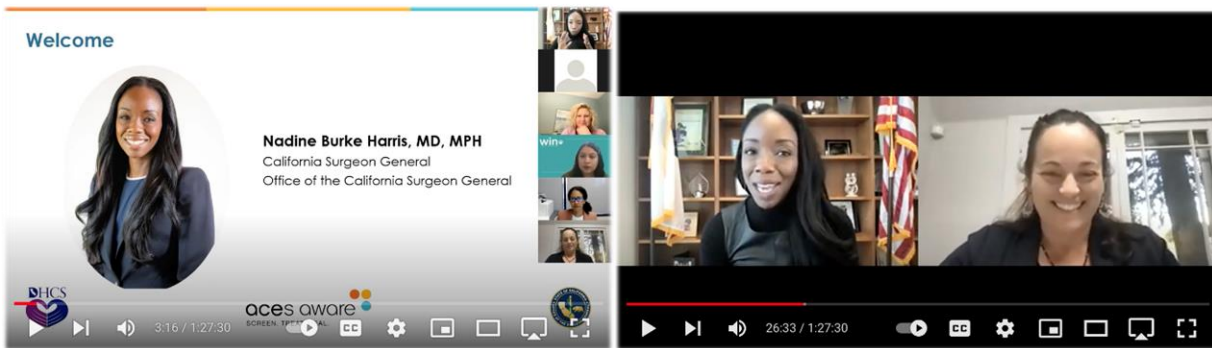
	Child Welfare	ECE	EI/ Sp Ed	Employ/ Adult Ed	Basic Needs	HV	MH/BH	Med/ Dental
<b>Child Welfare (n = 1)</b>	-	2.0	2.0	2.0	2.0	2.0	2.0	2.0
<b>Early Care &amp; Education/Preschool (n = 2)</b>	3.5	-	4.0	4.0	4.0	4.0	2.0	3.5
<b>Early Intervention/Special Education (n = 1)</b>	4.0	4.0	-	4.0	4.0	4.0	4.0	4.0
<b>Employment Training &amp; Adult Education (n = 1)</b>	4.0	4.0	1.0	-	4.0	4.0	4.0	4.0
<b>Family &amp; Social Supports/Basic Needs (n = 2)</b>	2.5	3.0	2.5	1.5	-	2.0	3.0	4.0
<b>Home Visiting (n = 2)</b>	3.5	3.5	3.5	3.5	3.5	-	3.5	3.5
<b>Mental &amp; Behavioral Health (n = 1)</b>	4.0	4.0	4.0	0.0	4.0	4.0	-	3.0
<b>Other (n = 2)</b>	3.0	4.0	3.5	3.5	3.0	4.0	2.0	2.5
<b>Total (n = 12)</b>	<b>3.4</b>	<b>3.5</b>	<b>3.1</b>	<b>2.8</b>	<b>3.5</b>	<b>3.3</b>	<b>2.8</b>	<b>3.3</b>

The importance of direct connections was also reflected in respondents’ **recommendations for EIP**. Nearly all who provided a response to this question recommended improving personal contact, continuing (or increasing) meetings, and in particular, maintaining in-person meetings. As one participant explained, *“I don’t normally say [we need more meetings,] but I feel like we have lost connections that we had before. I miss the one-on-one connections before and after a meeting starts.”* Another participant recommended that EIP meetings could include “more in-depth presentations from community partners or organizations on their services” to further expand information sharing, community context, and connections with areas of focus with which members are not actively interacting on a regular basis.

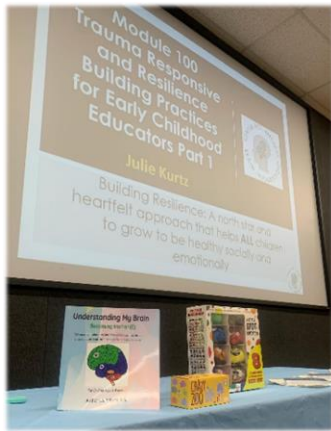
## ACES AWARE AND STRENGTHENING FAMILIES (SF) INTEGRATION

In FY 2020-21, First 5 Tehama utilized an **ACEs Aware** grant to increase awareness about adverse childhood experiences (ACEs), convening Tehama service providers and community leadership to connect, learn, and collaborate. This FY, First 5 Tehama’s Executive Director continued to attend meetings for a regional ACEs Aware Collaborative. In addition, to wrap up the ACEs Aware grant work in promoting strengthening families, First 5 Tehama

served as a spotlight county in a webinar with California Surgeon General, Dr. Nadine Burke Harris. First 5 Tehama was selected for this spotlight presentation to offer insights about planning a network of care, successes, and barriers, as one of the only rural planning groups. First 5 also offered a unique perspective as a community agency instead of a clinic.



First 5 Tehama also continued Strengthening Families efforts by hosting provider trainings which emphasized trauma-informed care and increasing resilience/protective factors.



A **Trauma Informed Training** series held in Spring 2022 included a partnership with QCC to expand access to trauma-informed knowledge beyond the 0-5 early educator workforce to include TK, grades 1-3, and any other provider who influences child development (e.g., social workers, counselors, nurses). Among the 37 participants in the Spring Trauma Training, about two-thirds reported minimal or moderate knowledge of ACEs at the time of their event registration and nearly 90% reported moderate (or less) knowledge in resilience/protective factors. Participants were invited to attend a 3-part series and had the opportunity to join a virtual community of practice to reflect with the training in-between sessions.

A subset of these participants completed a post-assessment on the impact of the training. Two-thirds (67%, 6/9) with both a registration and follow up improved their knowledge about ACEs and 55% (5/9) improved their knowledge about resilience.

As one participant described:

*“It has made me aware of the trauma that children and myself have gone through ... I do recommend this course to anyone who wants to learn or be aware of their own traumas. I have shared it with my friends and my family...”*

Eleven of the 37 participants completed a separate follow up survey. Among them, 100% (11/11) stated they would recommend this training to a friend and 100% (11/11) were interested in attending additional trainings.

First 5 also hosted a **resilience building** training series called *El Autocuidado y El Permiso Para Sentir*. Sharon Bisalara, a certified Mind and Body trainer, shared emotional literacy resilience building experiences for seven family, friend, and neighbors, family childcare providers, and parents in Spanish.



## PREGNANCY TO PRESCHOOL PARTNERSHIP (P2P)

The P2P partnership works to ease the process associated with referring families between programs, share pertinent information across partner organizations, build support while families are waiting for program enrollment, and increase number of families engaged in 0-5 systems.

The P2P partnership is made up of the following Tehama County programs:

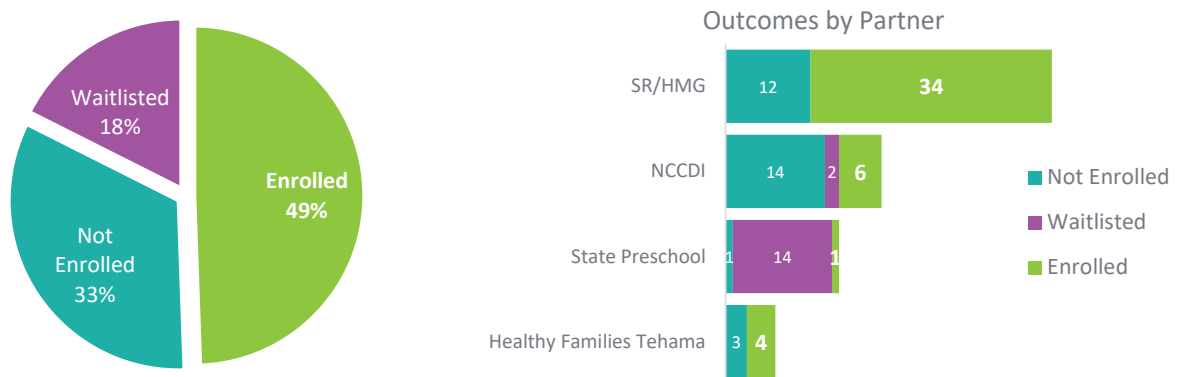


To achieve these goals, P2P created a shared referral process, using an online **referral tracking** system. This database allows P2P agencies to send referrals between one another quickly and easily, and includes referral outcome data (i.e., “closing the loop”). P2P has become a central unit for systems initiatives that focus on the health and well-being of children, families, and community. There are ongoing quality improvement efforts to increase use of the Tracker, ensure complete data entry, and streamline the process.

Tracker highlights for the 2021-22 fiscal year include:

- **91 total referrals** created for 75 parents and caregivers (some received multiple referrals).
- **44% of outgoing referrals came from School Readiness/Help Me Grow** (40), followed by 30 sent by First 5 Tehama. SELPA sent 13 referrals, State Preschool sent four and NCCDI and Healthy Families Tehama each sent two.
- **Half of all P2P referrals were sent to School Readiness/Help Me Grow** (46). NCCDI received 22 referrals, State Preschool received 16, and Healthy Families Tehama received seven.
- **49% of all referrals resulted in program enrollment** (44). Most of the referrals that were not enrolled (11 of 30) were resource requests only. At the end of the fiscal year, 16 referrals were on a waitlist, including 14 State Preschool referrals and two NCCDI referrals.

**Figure 16. Incoming and Outgoing P2P Referrals and Outcomes, by Organization**



Source: P2P Referral Tracker Data, FY 2021-22.

Also of note, First 5 Tehama was asked to provide a spotlight webinar for the First 5 California Home Visiting Coordination statewide community of practice to share the successes of the P2P referral system and shared accountability strategies.

## THE HOME VISITING COLLABORATIVE (HVC)

Home Visiting Collaborative (HVC) offers provider-level collective impact and includes home visiting agencies targeting families with children ages 0-5, as well as whole lifespan home visiting/service supports (i.e., TANF, Empower Tehama, Early Intervention/Special Education). The HVC continued to meet both virtually and in-person in FY 2021-22.

In addition to HVC meetings, the three 0-5 home visiting agencies hosted in-person Provider Learning Communities (PLCs) to share ideas about best practices. First 5 supported these meetings by supplying evidence-based materials, professional learning, and capacity building opportunities. Additionally, a focus group through Chico State resulted in an understanding of the HVC's impact/strengths as well as opportunities for improvement.

Five recipients received funding from HVC to re-certify and newly certify trainers in the **Be Strong Families** curriculum, which uses structured, small group conversations to facilitate transformation and healing within families (parent cafés). Participants who attended Be Strong Families collaborated with Help Me Grow to host the collaborative parent café previously discussed in this report.

## PARENTING PROGRAM COLLABORATIVE

Agencies and funders have seen a growing need for increased variety in parenting education curricula in the county. First 5 led the work to increase capacity of these efforts, including a Triple P scholarship and infrastructure support. Additional highlights from the year include:

- **Nurturing Parenting Program** continued to be offered by a variety of agencies.
- One behavioral health leader was certified to “train-the-trainers” in **Nurturing Families** curriculum.
- Funding from a Promise Neighborhoods contract allowed five practitioners to receive **Triple P** (level 4) Program Accreditation. Among the five practitioners, three were bilingual and two were trained in the Stepping Stones and Standard curriculum in addition to the group curriculum.
- The **Triple P** curriculum was added to offer a more global perspective in the parenting collaborative.

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*"I'm really looking forward to sharing Triple P strategies with our community. Everyone needs a cheerleader. Triple P focuses on strengths and EVERY PARENT needs someone to believe in them and help demonstrate that WE can get through the hard stuff TOGETHER!"*

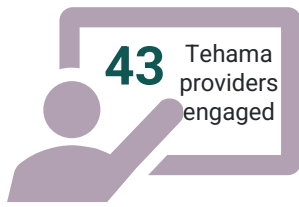
– A Triple P Trained Practitioner

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# Provider Strengthening



## QUALITY COUNTS NORTH STATE (QCNS)



Through Quality Counts North State providers can apply to participate, learn, and stay connected with efforts to increase the quality of early care and education within California's North State.<sup>xii</sup> QCNS provides programs with access to training, coaching/mentoring, materials, funding, and technical assistance. Six counties in California (Glenn, Lassen, Modoc, Shasta, Tehama, and Trinity) comprise the QCNS.

First 5 Tehama supports the expansion of providers' participation in QCNS, as well as the underlying philosophy of supporting quality in early care and education. In FY 2021-22, 43 providers engaged in QCNS in Tehama County.

## CRADLE TO CAREER PARTNERSHIP TRAININGS

The Cradle to Career Partnership Trainings are professional development opportunities which provide a bridge between agencies, age level support (e.g., Preschool, TK) and roles (i.e., social workers, educators, family support workers), due to the unique nature of brain development during ages 0-5.

### Multi-Lingual Literacy Training

One opportunity made possible by the New Venture Grant in partnership with Tehama County Department of Education and WestEd included two in-person **Multi-Lingual Literacy Training Sessions**. The goals of the Multi-Lingual Literacy trainings were two-fold: the primary goal was to create capacity in Tehama County among preschool through 3<sup>rd</sup> grade teachers to provide multilingual education; the second goal was to expand efforts of the QCC's work with 0-5 early educator workforce to include TK, grades 1-3, and all other staff who influence bilingual and multilingual development. Partners included WestEd, Tehama County Department of Education, and Gerber Unified School District. Sessions included two in-person trainings for program staff and four administrative-level bilingual collaborative meetings.

A total of 64 participants registered for one or both training sessions. Participants included teachers and staff, even involving bus drivers and cafeteria staff. Registration forms completed highlighted the importance of multi-lingual literacy training for educators and program staff. At registration, about one-third reported little knowledge of strategies to support Dual Language Learners/English Learners (31%) or the benefits of bilingual or multilingual education (33%). Additionally, more than half (59%) reported little knowledge of local resources to support families, children, and teachers in providing quality bilingual/multilingual education.<sup>11</sup>

Key takeaways after implementing the Multi-Lingual Literacy trainings included the importance of educating/training all individuals who work with young children and building relationships across the various programs in the county.



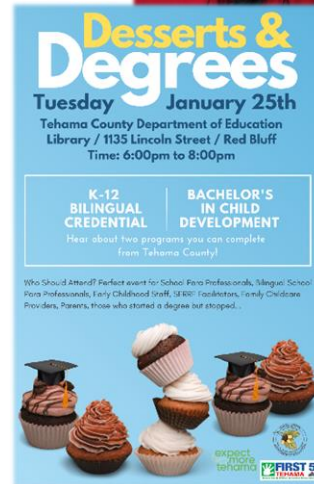
<sup>11</sup> Participants will be asked post training questions at the end of the two-year grant cycle.

## Desserts & Degrees

Another event was designed to support efforts to build the capacity and quantity of the early education workforce. First 5 Tehama co-hosted three **Desserts & Degrees** events with Expect More Tehama with a focus on building cohesive pathways for the 0-5 workforce into education jobs (e.g., preschool, bilingual TK teacher). The first event focused on education pathways and job opportunities, and two events focused on online and cohort style degree opportunities.

Some highlights from the Desserts & Degrees events include:

- ▶ A local TK para professional has enrolled in an online TK credential BCLAD program at a California state college.
- ▶ An Associate’s-level graduate was hired as a preschool teacher for a year, which led her to decide to apply to California State University. She was accepted into the Child Development Bachelor of Arts program with plans of becoming a preschool or TK teacher. While she is in school, this participant is also a substitute teacher and volunteers in First 5 Tehama outreach events.



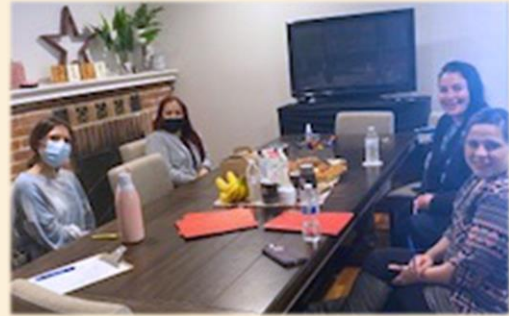
# Spotlight on Ongoing Systems Change: Triple P

## WHY WAS THE SYSTEMS ACTIVITY NEEDED?

Through informal and formal data collection, multiple agencies identified elevated parenting concerns as a result of pandemic-related school closures and the drastic increase in external stresses affecting family functioning. Systems leaders collectively acknowledged that while Tehama County has a strong foundation in Nurturing Parenting, additional supports were needed to provide a more varied and inclusive approach to parenting classes to meet the needs of all parents, rather than a one size fits all approach.

## WHO CAME TOGETHER?

Fueled by data from the environment scan, low attendance at Nurturing Parenting classes, and the drastically increasing request for stress supports, First 5 Tehama led multiple conversations with key agencies about what expanding parenting classes in Tehama County could look like, and what would be needed. These key agencies included: Corning Promise, Tehama County Social Service Agency, Tehama County Health Services Agency and Northern California Child Development Incorporated. Through this process, Corning Promise approached First 5 Tehama with funds to catalyze these efforts and establish initial Triple P capacity in Tehama County. First 5 Tehama hosted three information calls with diverse providers who serve families (e.g., special education professionals, mental health professionals, TK-12 teachers, social work professionals, early educators). After the information calls, four professionals committed to becoming certified and accredited.



## WHAT DID THE COLLABORATIVE GROUP DO?

Leaders agreed that sustainability of Triple P was key to supporting parents. First 5 ensured sustainability through a Memorandum of Understanding (MOU) with each potential Triple P provider confirming providers would 1) pass accreditation to receive the training scholarship 2) collect consistent data in the initial three-year period (2021-2024) 3) share de-identified data with First 5 (regardless of funding agent) and 4) provide a qualitative narrative sharing individual and/or program success stories related to Triple P.

To strengthen these asks, build community, and continue to learn from one another, First 5 Tehama hosted three community of practice (COP) meetings as trainers became certified and accredited, using knowledge gleaned from neighboring counties already utilizing Triple P. In one session, trainers identified a need to establish a lending library of Triple P resources. First 5 Tehama was then able to use funds from Corning Promise to establish a starter library.

## WHAT CHANGES HAVE SHOWN SUCCESS?

Tehama County has had success with Triple P group classes, individual classes, and program overviews. Data and narratives from parents have shown incredibly promising trends in registration, attendance, and lasting impact. As one parent described: "I took the Triple P class right after we became a family of four. My three-year-old son was experiencing a lot of regression and difficulty adjusting.... The Triple P program helped by teaching me age-appropriate expectations, discipline techniques, and gave me personalized tools for our specific challenges..."

## WHAT IS NEXT?

Early successes and positive feedback have led to commitment from multiple community partners to continue a system wide growth of Triple P. These commitments include: financial support for Triple P capacity through funding streams from 0-22 system of care partners (e.g., Tehama County Social Services); commitment from community organizations to sponsor an annual Triple P course (e.g., 20-30 club); and investments from individual 0-22 system of care partners to grow their own Triple P capacity and participate in COP. Additionally, First 5 Tehama's commitment includes: continued engagement with 0-22 system of care leaders to grow Triple P through an Interagency Leadership Team, Early Intervention Partnership, and Commission meetings; and continued allocation of time, talent, and dollars to grow the local training capacity and number of parents accessing Triple P curriculum.



## Current Successes and Goals for the Future

FY 2021-22 was pivotal for First 5 Tehama. Notably, not only was First 5 Tehama able to continue to supply funding for high-quality services (including home visiting, parenting education, and the provision of necessary resources), novel innovated and community responsive programs also extended the reach of First 5 Tehama. First 5 Tehama launched the final and fourth part of Help Me Grow, capitalizing on an existing home visiting contract with Tehama County Department of Education to double as Help Me Grow Navigators. Leveraging this established program to launch Help Me Grow navigation proved not only fruitful but timely. **Help Me Grow** provided short term care coordination and linkages to crucial resources at a time where families were having harder times committing to long-term home visiting.

First 5 Tehama secured external funding to launch the **Positive Parenting Program** (Triple P), an eight-week evidence-based parenting course. Historically, community members have reported that Triple P was “too expensive” or expressed that it “isn’t made for small rural counties.” First 5 Tehama successfully dismantled this narrative, and supported five Triple P trainers, including three bicultural, bilingual providers to become accredited. First 5 Tehama also offered the first Tehama Triple P eight-week parenting courses in FY 2021-22.

Implementing these two new programs (Help Me Grow and Triple P) demonstrate a remarkable feat considering that FY 2021-22 also corresponded with the consistent return of in-person education experiences, as well as the beginning of “the great resignation” workforce shortages that continue to impact all health systems that support 0-5 children in Tehama County.

Additionally, First 5 Tehama launched an inaugural annual training initiative aimed to create relationships across 0-5 system roles including Infant Toddler, PS, K-3 educators, family and social services, and mental and behavior health. The training also intended to increase developmentally appropriate knowledge, early literacy, and resilience. To support this work, First 5 Tehama applied for and acquired a Multi-Lingual grant, in partnership with Tehama County Department of Education. This fiscal year, First 5 Tehama also completed a new five-year strategic plan which will further extend this work into the next phase.

In the upcoming fiscal year, First 5 will be embarking on the new goals outlined in their strategic plan, expanding upon the care-coordination and resource linkage, as well as parent focused education efforts. First 5 Tehama aims to use these refocused strategic goals to build on the successes of FY 2021-22 and to increase engagement in early educational services throughout the county, increase connectivity and cohesiveness between systems that young children and families utilize, and increase awareness across the county in all arenas (community, education, and health) on the critical importance of evidence-based strategies to support young children develop and thrive.



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