



# ANNUAL REPORT

# 2022-23



Helping People Build Better Communities

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# 2022-23 Headline Findings

FY 2022-23 marked the start of a new strategic planning period. First 5 Tehama continued to focus services and support for families and providers in trauma-informed care, increasing protective factors and reducing stress, and prioritizing early literacy. Activities included direct services, information/resource sharing, outreach and community-building events, and professional development opportunities.

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

- ▶ All HMG home visiting children had **medical** insurance (100%) and most had a well-child visit in the past year (97%), were current on immunizations (89%), and up to date on **dental** visits (77%) (compared to 48% countywide and 52% statewide).
- ▶ More than 500 children received an ASQ **developmental screening** - 57% were on target in all domains, while 43% were flagged or monitoring in at least one domain.
- ▶ Triple P families significantly improved **HOPE** scores and four out of five HMG participants were “highly hopeful”, highlighting the role of community support to “open the door” to increased hope.
- ▶ First 5 Tehama hosted or supported a number of events and activities to support **social connections**, including nine HMG playgroups, library visits and story hours, the Triple P group parenting courses, and more.

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

- ▶ **Parent-Child interactions** significantly increased following HMG home visits in the four PICCOLO domains: *Affection, Responsiveness, Encouragement, and Teaching*, and Triple P participants significantly improved their Parenting Scale scores.
- ▶ Nine out of 10 providers attending the **Stressbuster Cafés** learned something new, including tools to support families in coping with stress and solving problems.
- ▶ **Multilingual Literacy Trainings** supported systems-level improvements in preparedness and confidence in educating multilingual learners.

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

- ▶ First 5 Tehama-funded programs served 2,237 individuals, including 953 children. The number of **individuals served** increased 56% compared with FY 2021-22.
- ▶ The Pregnancy to Preschool Partnership (P2P) successfully enrolled 58% of 149 referrals.
- ▶ **The Badges with Books** outreach program grew from five to nine local departments and inspired the launch of the new Business with Books program, engaging local businesses in early literacy opportunities.

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

- ▶ First 5 distributed 56 **Kits for New Parents**, which serve as a primary referral source to other programs, and the Help Me Grow 24-hour hotline (**2-1-1**) had 218 contacts with parents of children ages 0-5.
- ▶ The First 5 Tehama **Facebook** page reached more than doubled compared with FY 2021-22 and the Champions for NorCal Kids **podcast** received 189 listens on Spotify.
- ▶ The **Car Seat Coalition** is creating systems change to improve families’ timely access to car seat safety.



**IMPROVED FAMILY  
FUNCTIONING**



**IMPROVED CHILD  
HEALTH**



**IMPROVED CHILD  
DEVELOPMENT**



**IMPROVED  
SYSTEMS OF CARE**

# Introduction

Tehama County is located in northern California, with nearly 66,000 residents (about 22 residents per square mile).<sup>i</sup> In 2022, 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 current data estimates that 39% of children ages 3-4 can be served by available early care and education slots in the county.<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 through five years old.

First 5 Tehama’s vision and mission are as follows:

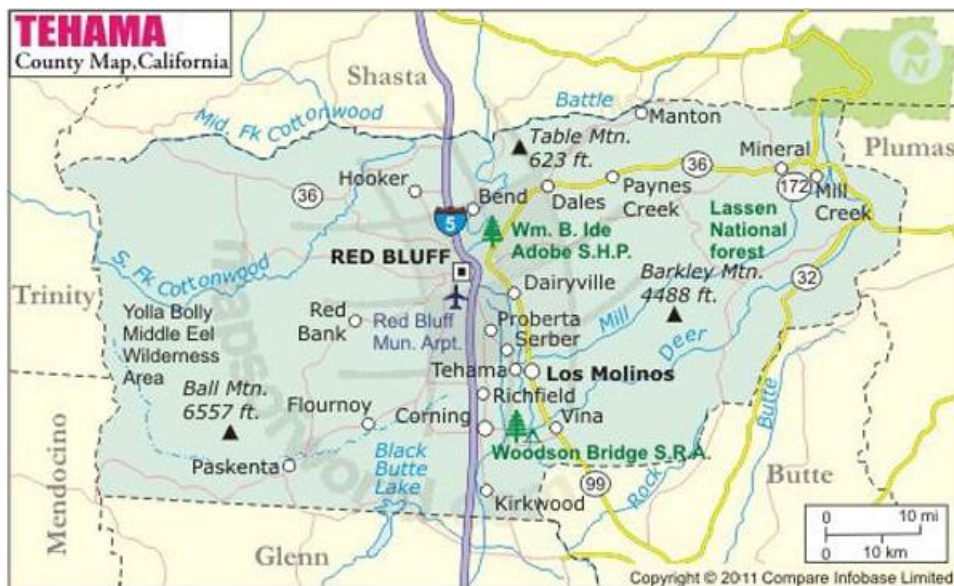


**VISION**

*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.*



# Tehama County Community Profile

## POVERTY

- Each year the proportion of **children under age six living in poverty** in Tehama County is greater than statewide. In 2021,<sup>1</sup> 26.0% of children ages 0-5 in Tehama County were living below poverty level, compared with 16.2% statewide. Tehama County rates decreased compared with 2019 (34.5%) and 2020 (26.8%) estimates.<sup>iii</sup>

## CHILD ABUSE

- In 2022, there were 407 **child abuse allegations** for Tehama County children ages 0-5, 75 of which were substantiated. Tehama County's child abuse allegation rate (87.2 per 1,000 children 0-5) and substantiated allegation rate (16.1 per 1,000) were each nearly double the statewide rates (46.4 per 1,000 children and 8.4 per 1,000 children, respectively).<sup>iv</sup> Additionally, substantiated maltreatment rates increased since 2020 (11.0) and 2021 (14.5), likely due to a return to more in-person activities with access to mandated reporters, following COVID-19 shelter-in-place orders during 2020. However, substantiated allegation rates were also higher than 2019 (13.6).

## HEALTH

- In 2022, 48.4% of infants in the region had six or more **well-child visits** in the first 15 months of life, compared to 40.2% statewide. Additionally, two-thirds of children (68.6%) ages 15 to 30 months had at least two well-child visits, compared to 60.3% statewide. Across the region, 44.4% of children and adolescents had well-care visits (ages 3-21),<sup>2</sup> compared with 47.5% statewide.<sup>v</sup>
- In 2021,<sup>3</sup> 47.5% of children ages 3-5 in Tehama County attended a **dental visit** in the last year – slightly lower than statewide (51.6%).<sup>vi</sup> Tehama County dental visits increased slightly since 2020 (44.6%), likely due to in-person services increasing following COVID-19 shelter-in-place orders.

## EDUCATION

- In 2021, 48.3% of Tehama County children ages 3-4 were enrolled in **preschool**, compared with 56.1% in 2020, and 45.6% statewide.<sup>vii</sup>
- In 2022-23, 25.0% of socioeconomically disadvantaged 3<sup>rd</sup> graders in Tehama County were reading **at or above their grade level** and about 26.8% were at or above their grade level in math. Tehama County rates were lower than statewide (31.0% of socioeconomically disadvantaged 3<sup>rd</sup> graders reading at or above grade level; 33.0% at or above grade level in math).<sup>viii</sup>

<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

# 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 for 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

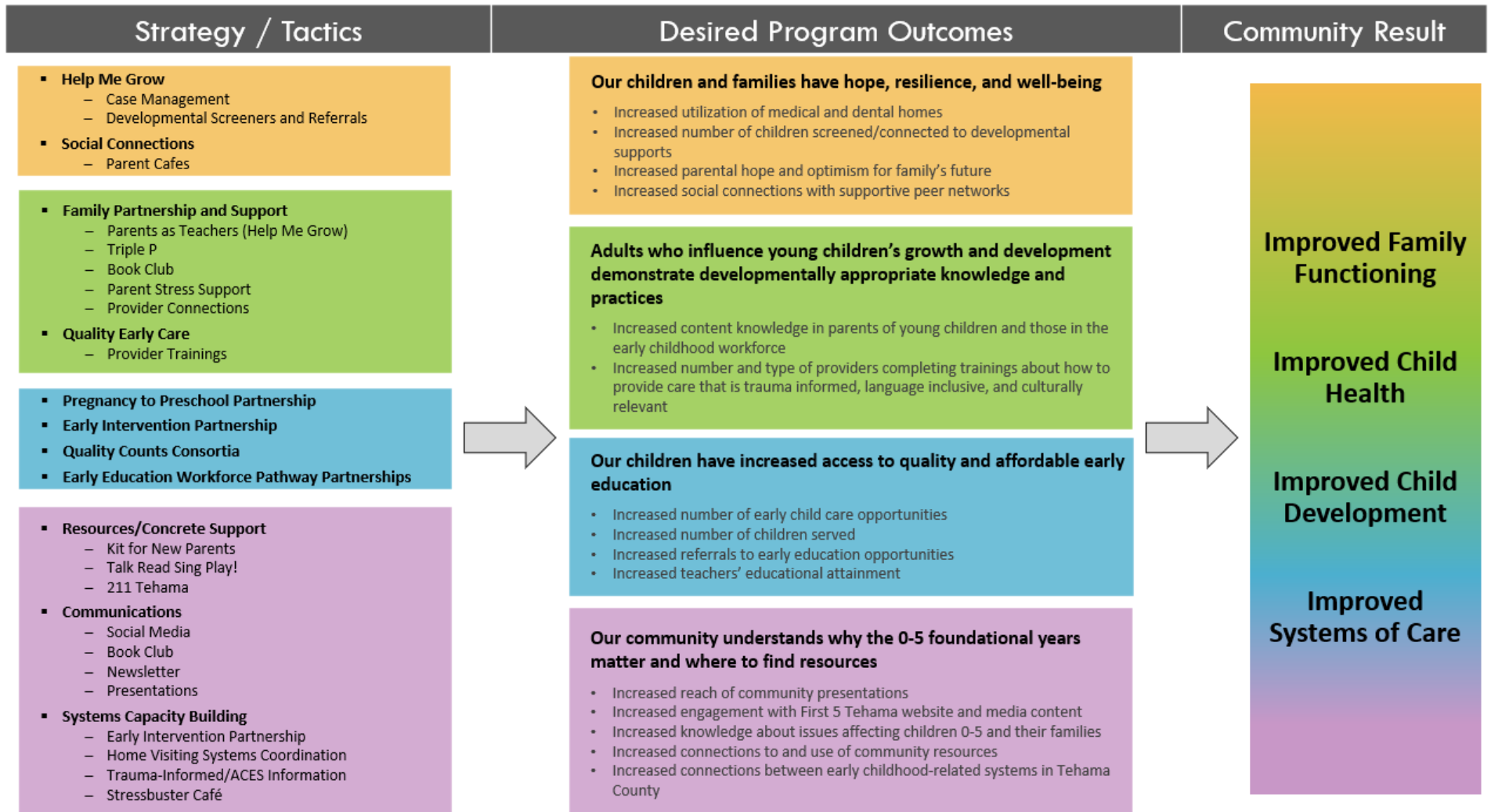
#### Improved Child Development

- 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



Note: Many strategies/tactics impact multiple outcome areas

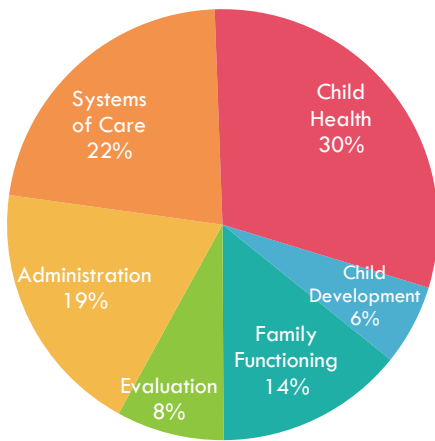


# Investments in Children, Families, and Communities

During FY 2022-23, First 5 invested nearly \$960,000 with the aim of improving the lives of families with young children across Tehama County. The figure below shows how funds were distributed across strategic result and administrative areas. The largest portion of funds went to the *Improved Child Health* domain (including Help Me Grow and intensive home visiting program) (30%).

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**



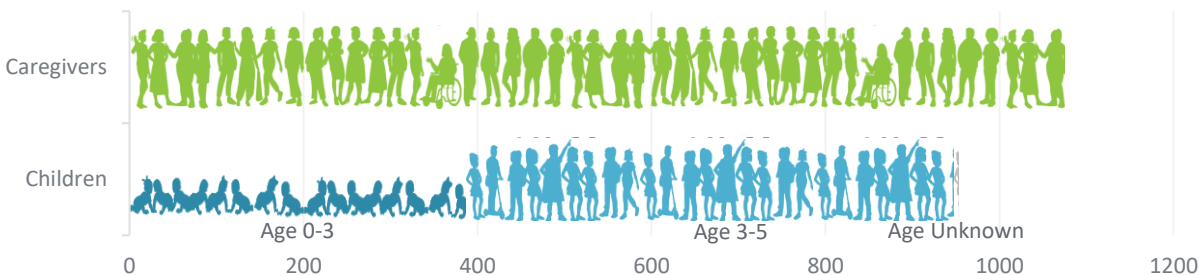
EXPENSE AREA	FY 2022-23
<b>Total Expenses</b>	<b>\$958,299</b>
Improved Child Health	\$284,674 (30%)
Improved Systems of Care	\$213,461 (22%)
Administration	\$184,963 (19%)
Improved Family Functioning	\$134,014 (14%)
Evaluation	\$81,019 (8%)
Improved Child Development	\$60,168 (6%)

Source: FY 2022-23 First 5 Tehama.

# Profile of Children and Families Served

In FY 2022-23, First 5 Tehama-funded programs served 2,237 individuals, including 953 children, 1,075 caregivers, and 209 providers. The total number of individuals served increased 56% compared with FY 2021-22 (1,436 individuals).

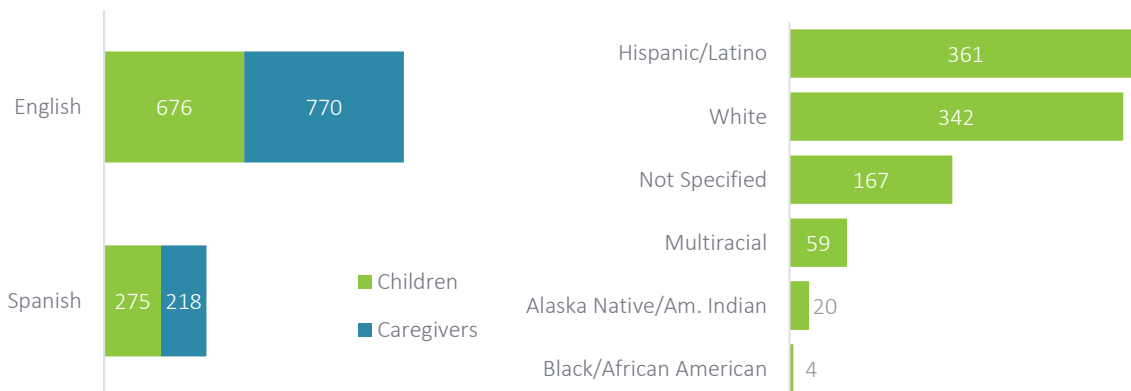
**Figure 2. Children (0-5) and Caregivers Served in FY 2022-23**



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

The majority of Tehama County children served by First 5 were Hispanic/Latino (38%) or White (36%). Nearly three-quarters (71%) spoke English as their primary language while 29% primarily spoke Spanish. The proportions of Hispanic/Latino and White children were similar to FY 2021-22 (40% and 33% respectively), although the race/ethnicity was unknown for nearly one in five children served (18%).

**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.

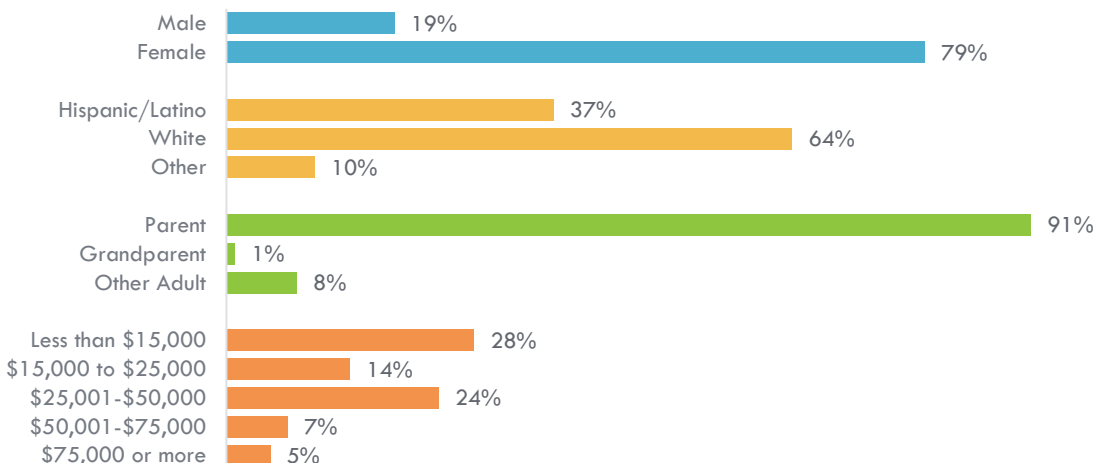
## CHARACTERISTICS OF FAMILIES SERVED

Participants engaging in First 5-funded programs (including Help Me Grow and Triple P parenting education) complete a Family Information Form (FIF) at program intake. Responses help identify needs and characteristics of the families served. In FY 2022-23, 85 parents and caregivers completed a FIF.<sup>4</sup> Participants primarily identified as White (64%) and/or Hispanic/Latino (37%),<sup>5</sup> and two-thirds (66%) reported a family income of \$50,000 or less. Most participants were parents (91%) and female (79%).

<sup>4</sup> 81 unduplicated individuals. Includes duplicates when families participated in multiple programs. Counts only include FIFs completed at intake, by program (first in FY).

<sup>5</sup> Percentages may exceed 100% as participants can select multiple race/ethnicity identifications.

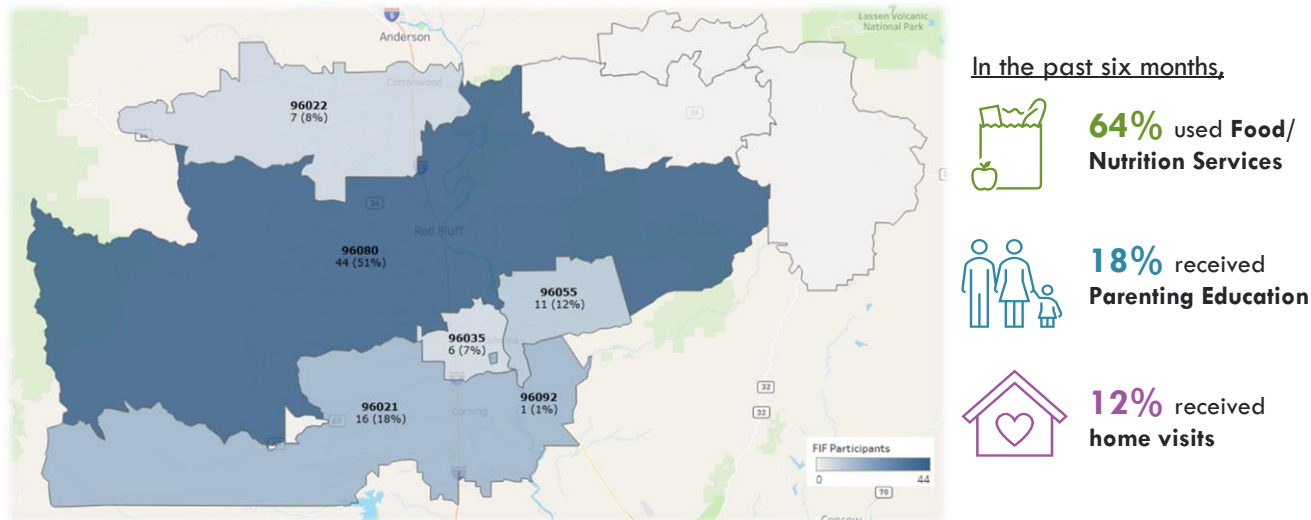
**Figure 4. Characteristics of Participants Completing a Family Information Form**



Source: FY 2022-23 Family Information Forms completed at intake (first in FY). N = 85. May include duplicate individuals if participating in multiple programs throughout the FY. Counts by category may not equal 100% due to missing data/non-response (less than 100%) or select all that apply options (exceed 100%).

Nearly two-thirds (64%) of FIF participants reported using food/nutrition services in the past six months, and about one in five (18%) received parenting education/support. More than half of participants (52%) were located in the 96080 zip code (Red Bluff), while about one in five (19%) were located in 96021 (Corning).

**Figure 5. FIF Participants by Zip Code**

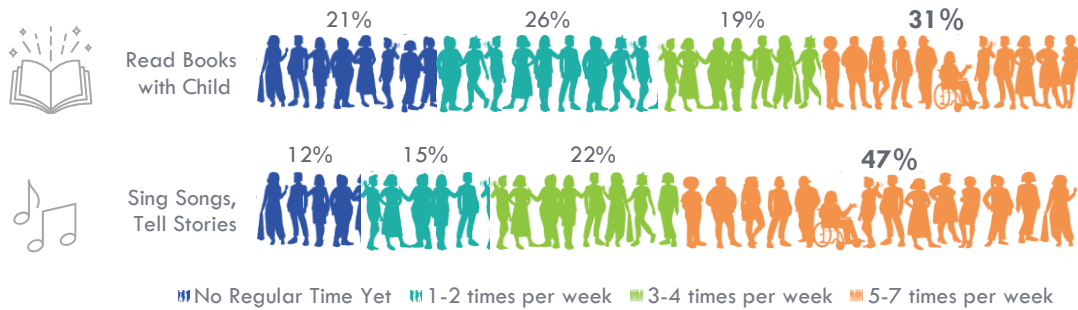


Source: FY 2022-23 Family Information Forms completed at intake (first in FY). N = 85. May include duplicate individuals if participating in multiple programs throughout the FY.

Most First 5 participants who completed a FIF **had high levels of social support**. Nearly two-thirds considered it “definitely true” that their family pulls together when things are stressful (65%) and that their families take time to listen to each other (61%). Similarly, more than half had someone to talk to when they need advice about how to raise their child (58% “definitely true”). On the other hand, only 34% reported that it was “definitely true” that they know what to expect at each age as their child grows and develops and 42% felt it was “definitely true” that they know what program to contact for help with basic needs, at intake. Additional details about social support by zip code are available in the Appendix.

Nearly half of the families reported singing songs or telling stories (47%) five to seven times a week, while only 31% reported reading books with their children five to seven times a week at intake. Responses highlight a **link between literacy activities and family stressors and needs**. Participants who reported infrequent (1-2 times per week) or no regular time spent reading books with their child (n = 40) were less likely to feel supported as a parent (18% “not at all true” or “not very true”) compared with those who read with their children five to seven days per week (8% “not very true”). Additionally, 15% did not know what to expect at each age as their child grows and develops.

**Figure 6. Frequency of Family Literacy Activities**



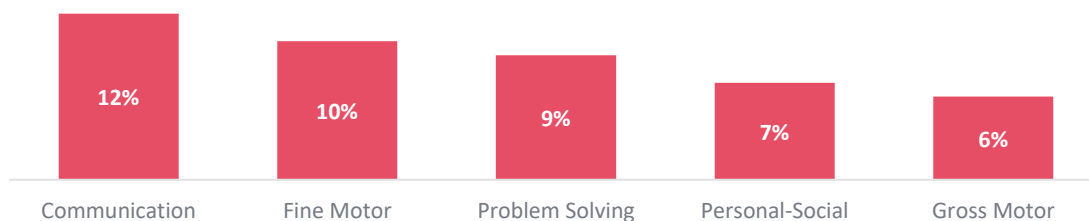
Source: FY 2022-23 Family Information Forms completed at intake (first in FY). N = 85. May include duplicate individuals if participating in multiple programs throughout the FY.

## Developmental Screenings

The Ages and Stages Questionnaire-3 (ASQ-3) developmental screener is available on the First 5 Tehama website for parents, healthcare providers, and educators to utilize. 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. First 5 Tehama partners including Help Me Grow (case management and home visiting), Corning Promise, NCCDI, Healthy Families Tehama, and State Preschool use this tool to help identify potential developmental needs and refer families to early intervention support specialists.

Across Tehama County, more than 500 children between the ages of 24 and 60 months of age received developmental screenings during FY 2022-23.<sup>6</sup> Among them, **57% were meeting targets in all domains**, and 43% were flagged or monitoring in at least one domain. The *Communication* domain (12%) and *Fine motor* domain (10%) had the highest proportion of children flagged (below cutoff). Nearly two-thirds of the children screened were four years old (331/511). Among them, 57% (188/331) were on target in all domains. On the other hand, only 31% (101/180) of children ages 2-3 were on target in all domains for their age group.

**Figure 7. Countywide ASQ-3 Results, Percent Flagged (Below Cutoff) by Domain**



Source: ASQ-3 Screening Data Request to TCDE, NCCDI, Corning Promise, Healthy Families Tehama, and Help Me Grow. N = 511

<sup>6</sup> N = 511, excludes children under the age of two (23 months or younger). Counts include 149 screened by TCDE, 142 screened by NCCDI, 148 screened by Corning Promise, 59 screened by Help Me Grow, and 13 screened by Healthy Families Tehama.

# Help Me Grow

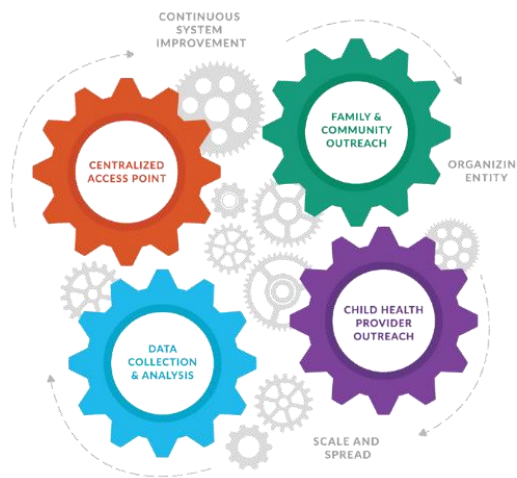
Help Me Grow (HMG) is four-part system led by *First 5 Tehama in partnership with United Way 211 NorCal, Tehama County Health Service Agency, and Tehama County Department of Education.* HMG is designed to increase family education, early identification, and resource linkages. First 5 Tehama funds the majority of 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 only a developmental screening, motivational interviews with parents/caregivers also identify “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

**Help Me Grow Tehama**

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



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

In FY 2022-23, Help Me Grow 2-1-1 Tehama 24-hour referral source for Help Me Grow Tehama provided essential resources and referrals for food/clothing, housing, transportation, child care, legal services, support groups, health care, senior services, drug and alcohol treatment, mental health services, and crisis hotlines. First 5 families receive information about the critical resources available through 2-1-1 Tehama. Anyone in Tehama County can call 2-1-1, visit [www.211tehama.org](http://www.211tehama.org), or text their zip code to 898211 to connect with a live person to direct them to services.

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



**Housing**



**Food/Meals**



**Utility Assistance**

In FY 2022-23, 2-1-1 Tehama had 293 contacts with residents who had children ages 0-8, including **218 people with children ages 0-5**. The reach to contacts with children ages 0-5 doubled compared with FY 2021-22 (109). Callers primarily spoke English (97%) and two-thirds of callers<sup>7</sup> (66%, 193/293) were under the age of 30. Consistent with previous fiscal years, housing, food/meals, and utility assistance remained the top needs expressed among all callers. More than half (55%) had a housing need, 27% had a food-related need, and 17% needed utility assistance.<sup>8</sup>

<sup>7</sup> Among those with children ages 0-8. Caller details are not available specific to callers with children ages 0-5.

<sup>8</sup> Percentages may exceed 100% as callers may have multiple needs.

## HELP ME GROW CHILD HEALTH PROVIDER AND COMMUNITY OUTREACH

In March 2023, First 5 held their second annual “Stressbuster Café,” a care coordinator training event to facilitate child health partner outreach. A total of 42 providers attended. Stressbuster Cafés provide opportunities for professionals to gain trust and insight into their community partners through hands-on engagement activities and learn about Tehama County’s shared “why” for working to increase family protective factors. Providers can also reflect and share their own experiences and knowledge and learn about community resources to which they can refer families. This year’s focus was on the importance of infant-parent attachment and the roles stress can play early in life.

Stressbuster Café participants highly valued **building relationships and learning about resources and tools to support families (including their own)**

Twenty-four attendees also completed a provider survey describing their knowledge of local resources and experiences at the training. Nine out of ten participants learned something new from the training, including the following **key learnings**:

- ▶ Understanding the types of stress and the role of stress as a motivator to solve problems
- ▶ Tools to cope with stress and work with families to understand children’s stress
- ▶ Relationship-building between partners and the importance of self-care in being able to help others

Participants also found that the training offered meaningful opportunities for relationship-building/connections, resource sharing, tools, tips (i.e., ACEs information, tools and techniques to use regarding stress), and self-care.

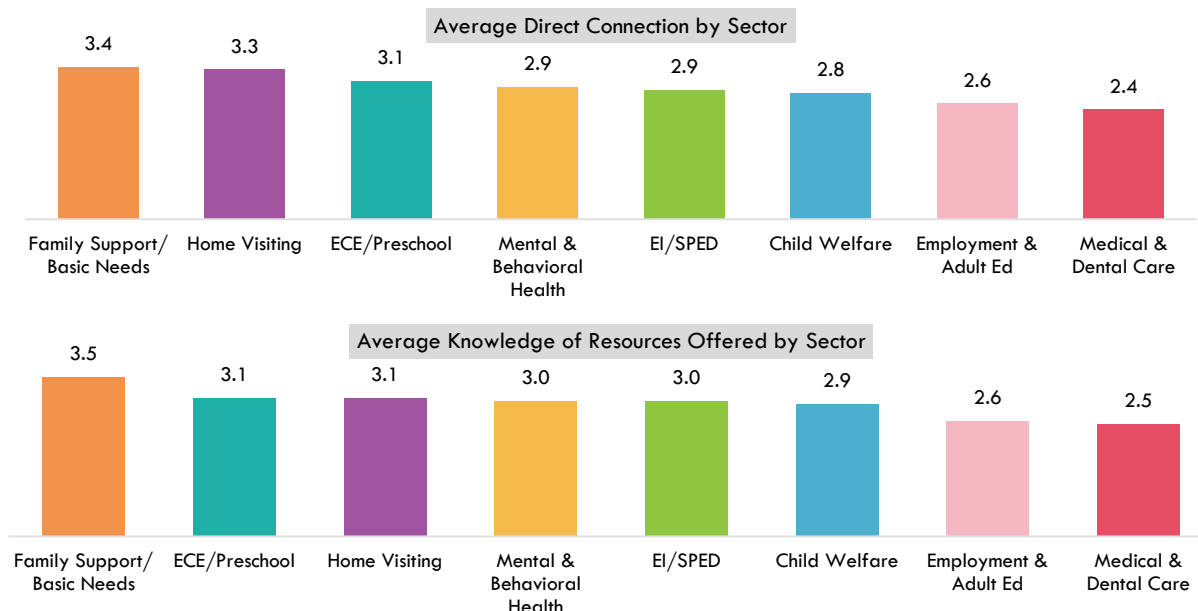
“Just being in person is such a treat. **Making valuable connections with other helpers** in the community was a blessing.”

Sixteen of the 24 participants described their connectivity to other community providers and knowledge of resources provided by other organizations. Participants rated their connection to other sectors including their level of agreement with the following statements, on a scale of 0 (“strongly disagree”) to 4 (“strongly agree”):

- a. I have a **direct connection** with one or more people at a Tehama organization [in each sector] that I can reach out to and ask a question.
- b. I understand **what resources are offered** by [each sector] organizations in Tehama County (e.g., knowing when to refer a family to this program).

On average, participants had the strongest direct connections with family support/basic needs, home visiting, and early child care/preschool organizations. Participants were least likely to agree that they had direct connections with medical/dental care and employment/adult education organizations. Additionally, participants typically agreed that they knew what resources were offered by family support/basic needs, early child care, and home visiting organizations (e.g., knowledge of when to refer a family to these services). Participants were least likely to be familiar with resources offered by medical and dental care and employment/adult education organizations.

**Figure 8. Average Direct Connections and Knowledge of Resources in other Sectors (Stressbuster Café Participants)**

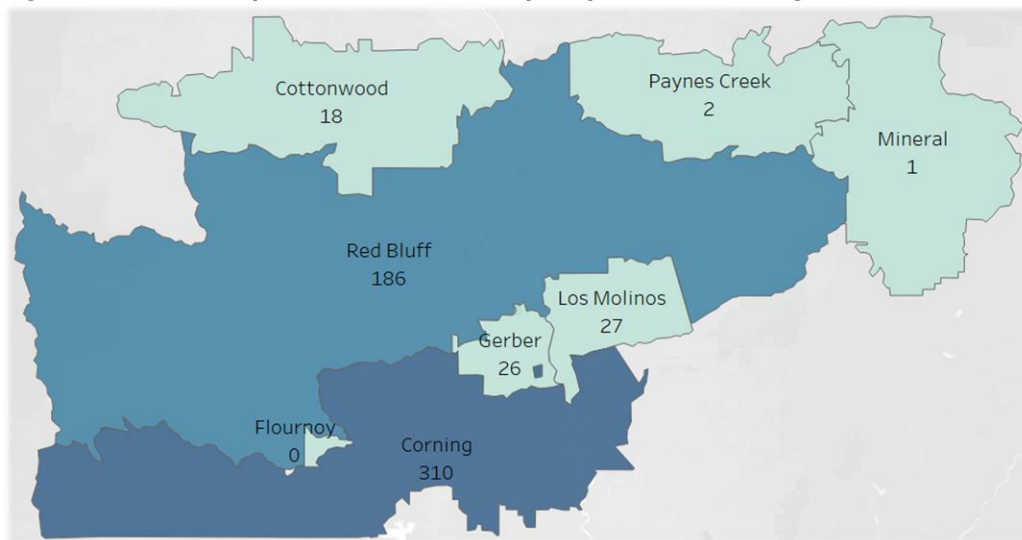


Source: FY 2022-23 EIP Survey. N = 10. Represents average responses to “I have a direct connection with one or more people at a Tehama organization [in each sector] that I can reach out to and ask a question.” And “I understand what resources are offered by [each sector] organizations in Tehama County.” Scores range from 0 “strongly disagree” to 4 “strongly agree”.

## HELP ME GROW DIRECT SERVICES TO FAMILIES

Help Me Grow Navigators served 574 children ages 0-5 and 578 parents/caregivers through case management and/or home visiting. More than half of the children served resided in Corning (54%) followed by Red Bluff (32%).

**Figure 9. Area Map of Children Served by Help Me Grow Navigators**



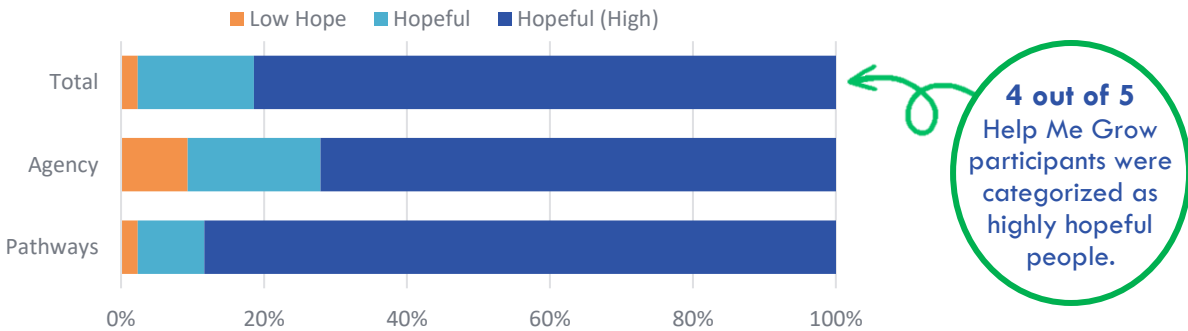
Source: FY 2022-23 Help Me Grow service records.

Help Me Grow participants completing a Family Information Form provided information about their **level of hope**, according to the Adult Hope Scale (AHS). The AHS measures *agency* or willpower, such as “I meet the goals that I set for myself” and *pathways* or waypower, such as “I can think of many ways to get the things in life that are important to me.” AHS scores range from 1 “definitely false” to 8 “definitely true.” In FY 2022-23, 43 Help Me Grow participants

completed an AHS. Total Hope scores ranged from 26 to 64 (the maximum score) with a group average of 54.1. Higher scores represented higher levels of hope. Total scores below 40 indicated low hope, while 40 or higher were considered hopeful. Further, scores of 48 or higher were considered people with high hope.<sup>ix</sup>

Overall, most participants were hopeful, with 81% (35/43) categorized with high hope. There were slightly more participants categorized with low hope in the Agency category (9%, 4/43) compared with the Pathways category (2%, 1/43). This highlights a connection between the availability of parenting resources as a way to “open the door” to increased hope, particularly among participants who are more likely to seek support within their community.

**Figure 10. Help Me Grow Participants Levels of Hope**

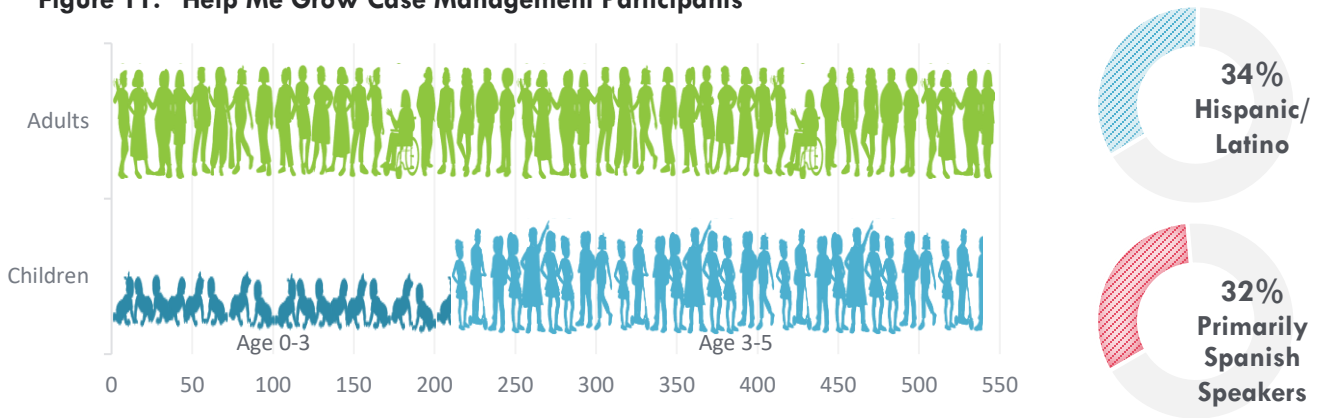


Source: FY 2022-23 Family Information Form (Help Me Grow participants). N = 43. Adult Hope Scale questions. Scoring categories established by Hope Rising authors Gwinn & Hellman.

## HELP ME GROW NAVIGATORS CASE MANAGEMENT

In FY 2022-23, First 5 Tehama funded Help Me Grow navigators through Tehama County Department of Education. Navigators provided case management to 547 caregivers and 539 children. Nearly two-thirds (61%) of the children served were between the ages of three and five. Additionally, one-third of the children served by HMG navigators (34%) were Hispanic/Latino and/or spoke Spanish as their primary language (32%).

**Figure 11. Help Me Grow Case Management Participants**





## HELP ME GROW OUTGOING REFERRALS

In FY 2022-23, Help Me Grow provided 222 outgoing referrals to other agencies. Among them, 127 were connected to services (57%) indicating a “closed loop” referral process. While closed loop referrals are not yet available by referral category, data show recreation and enrichment (e.g., the First 5 Tehama Book Club) and early care and education referrals were most common (each representing 30% of referrals).

**Figure 12. Help Me Grow Outgoing Referrals by Category**

REFERRAL CATEGORY	REFERRALS	CONNECTED TO SERVICES
<b>Total Outgoing Referrals</b>	<b>222</b>	<b>127 (57%)</b>
<b>Recreation &amp; Enrichment</b> (e.g., Book Club)	67	†
<b>Early Care and Education</b> (e.g., NCCDI, State Preschool, FCCHN)	66	
<b>Basic Essentials</b> (e.g., Salvation Army, WIC)	46	
<b>Special Education Needs/Advocacy</b> (e.g., SELPA, Rowell, Far Northern)	18	
<b>Mental Health and Wellness</b> (e.g., Family Counseling Center)	12	
<b>Physical Health</b> (e.g., Ampla, Public Health)	7	
<b>Relationships with Families and Friends</b> (e.g., Empower Tehama)	4	
<b>Education and Employment</b> (e.g., Migrant Ed, Tehama e-Learning Academy)	2	

Source: Help Me Grow Quarterly Performance Reports provided to First 5 Tehama. † “Closed loop” referral data not yet available by referral type but expected in future reports.

## Help Me Grow Home Visiting

In FY 2022-23, 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 **31 caregivers** and **35 children** (19 under age three; 16 ages 3-5). Nearly all children were Hispanic/Latino (94%) and more than half (54%) spoke Spanish as their primary language. The number of caregivers and children decreased by 55% compared with FY 2021-22 (67 caregivers, 78 children). This decrease was a direct result of the decrease in Proposition 10 funds provided to First 5 Tehama.



### 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.



PAT

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).

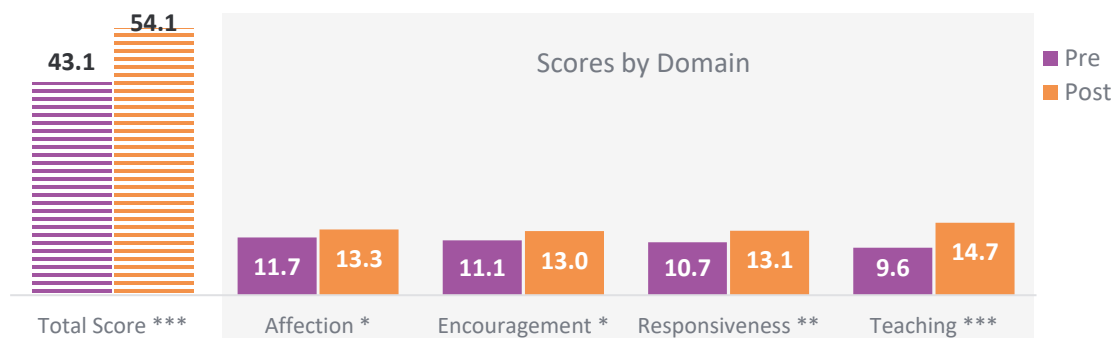
Fifteen children receiving home visiting completed both a pre- and post-assessment. This group had an average total initial PICCOLO score of 43.1, which increased to an average of 54.1 at follow-up, highlighting Changes showed **statistically significant improvements in total scores**.

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 actively supporting children’s exploration, effort, skills, initiative, curiosity, creativity, and play to promote social and cognitive skills. Lastly, early *Teaching* interactions include shared conversation and play, explanations, and questions for cognitive and language stimulation.

Changes between 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 9.6 and a post-test average of 14.7.

**Figure 13. Average Increases in PICCOLO Scores among Home Visiting Participants (Matched Pair)**



Source: School Readiness/Help Me Grow, 2022-23. Matched Pair N = 15. Statistical significance reported as \*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$ . However, significance should be interpreted with caution due to small sample size.

## PARENT SATISFACTION

Sixteen parents/caregivers also described their experiences with the home visiting program and their parent educator via a satisfaction survey. Participants highly rated the characteristics of the home visiting program.

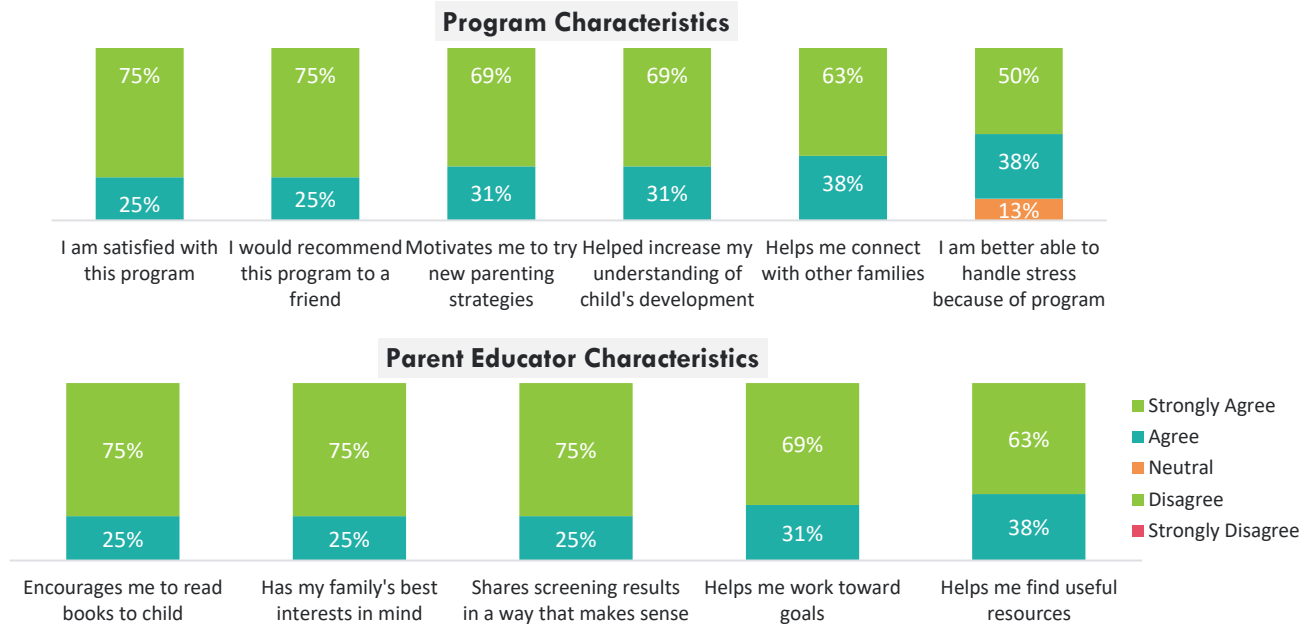
All participants “agreed” or “strongly agreed” that they were satisfied with the program and would recommend the program to a friend. Participants reported that the program helped their children with language, development, and behavior, as well as parenting advice and information. One participant said their child likes the program a lot and is happy for class: “*El le gusta mucho. Se pone feliz cuando sabe que van a tene su clase dice el.*”

*“[My home visitor] has been very helpful with answering all of my parenting questions since I am a first-time mom. She provides great information. I love attending playgroups as a way to connect with other moms.”*

– PAT Parent

Participants also consistently reported satisfaction with the PAT program characteristics and parent educator. For instance, participants were motivated to try new parenting strategies, received help understanding their child’s development and working toward goals, and made connections to other families. A small number remained neutral that they were better able to handle stress because of the program, which may, in part, indicate stressors which extend beyond the scope of the program’s capabilities.

**Figure 14. Home Visiting Parent Satisfaction Responses**

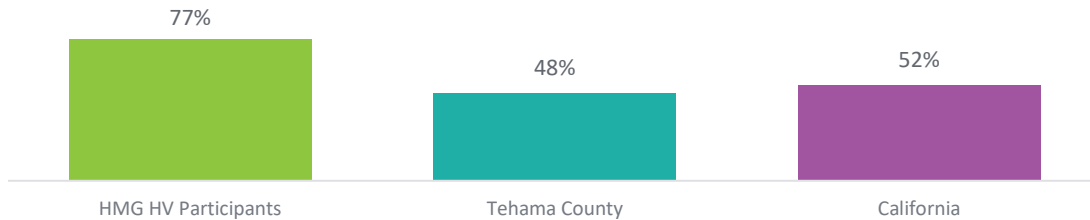


Source: PAT Satisfaction Survey, Parents as Teachers database (Penelope); N = 16.

## CHILD HEALTH

Of the families taking part in the intensive home visiting program, 100% of the 35 children had health insurance, most of which had public (Title XIX/XXI) insurance (94%, 33/35). Further, 34 of the 35 children (97%) had received a well-child visit during the program year, 89% (31/35) were current on immunizations, and more than three-quarters (77%) of HV participants ages 3-5 were up to date on dental visits.

**Figure 15. Percentage of Children 3-5 Years of Age Up to Date on Dental Visits**



Source: Parents as Teachers database (Penelope). N = 13 (age 3-5). Help Me Grow (HMG) percentages refer to the number of those with a “first or regular dentist appointment.” County and state level data current as of 2021 calendar year through CHHS - Dental Utilization Measures and Sealant Data by County and Age.

### Success Story: Help Me Grow Home Visiting

Samantha (fictional name) is a 39-year-old mother referred to Help Me Grow (HMG) by Tehama County's Substance Use Recovery program. When she first connected with HMG, she was due to have a C-Section to deliver her fifth child within a few days. However, she did not have any supplies for her unborn child, including a car seat, diapers, or clothing. She urgently needed housing as she was homeless, separated from her boyfriend, and was using her last bit of money to afford one more night in a hotel. Samantha also did not have custody of her four other children.

Samantha was 30 days sober at the time of her referral to HMG and had been attending drug and alcohol classes. HMG provided her a car seat and diapers. The home visitor also collected clothing and a baby swing through personal outreach. HMG connected Samantha to Empower Tehama for shelter until her scheduled C-section. Empower Tehama secured her a spot at the Sale House to stay after her release from the hospital. However, the baby was sent to NICU and Samantha had limited access to her child due to limited transportation. Her home visitor gave Samantha rides to visit her baby at the hospital.

Together with the help of Help Me Grow Tehama, Empower Tehama, Tehama County Health Services - Substance Use Recovery, Healthy Families Tehama, and her determination to thrive, Samantha was able to receive baby supplies, temporary housing, and has since transitioned from the shelter to an apartment of her own. She is continuing her drug and alcohol classes, sober, and thriving. She recently informed her home visitor that she is enrolled in classes to obtain a GED and aims to have a career counseling youth. She also enrolled in ongoing parenting education classes and was granted visitation to her other children after showing her judge the massive progress she has made through the education classes and ongoing community support.

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*“...My life has turned around for the good. I am no longer homeless. I was able to give birth to a healthy baby boy. He has no current complications. I have a place I can call home and raise my child and now allow my older children to visit me. **I am CLEAN!** The thought of using drugs has not crossed my mind. **I am happy!***

*I wish to share my journey with anyone who has gone through what I have gone through to let them know that there is help out there to better ourselves. **All it takes is just one phone call and the blessings come pouring in!** The day I made my phone call, I got my life back! I am so grateful for [my home visitor], Help Me Grow, and other programs like this that help people like me!”*

- “Samantha,” Help Me Grow Participant

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# Social Connections

## LIBRARY VISITS

During FY 2022-23, 12 participants attended two library visits organized by Help Me Grow.

Help Me Grow collaborated with the Los Molinos Library for a story hour. This was a great opportunity to invite parents into the community and help them get more familiar with their local library to take advantage of its amazing resources.

For instance, one mother who attended a story hour event was new to the area and did not know that there was a local library before attending. This participant primarily speaks Spanish with limited English and received translation support from HMG staff. At this event, she and her two-year-old participated in the reading and activities, got a library card, and checked out books. She also spoke with another mother and, despite limited shared language, they were able to converse and connect and now meet at the library regularly. After her first visit, she also went back to the library the same day for the afternoon story hour with her school-aged children and checked out more books.

“I love books and love to read to my children ... being new to the area, I didn’t know about the library here. I bring my children often to return the books, check out new ones, and attend the story hour whenever they have them. I’m so glad [Help Me Grow] invited me!”

– HMG Story Hour Participant

## PLAYGROUPS

In FY 2022-23, Help Me Grow held **nine playgroups** with a total of 39 participants. Each session included “free play” to allow parents time to connect and for the children to play together. Sessions also included a bilingual story time, parent-child interactions with choices of developmentally appropriate activities, a hand-out on a topic related to child development, and designated time for facilitators and parents to share and discuss about a given topic.

One playgroup session was held on Mexican Mother’s Day, celebrated annually May 10th so the playgroup’s theme was to celebrate and appreciate moms. At the end of that playgroup, Help Me Grow staff, Norma, invited all parents to come together and asked the moms to share the year they became a mom. Norma got the group started, which allowed space for each of the other moms to feel comfortable sharing and opening up about their own motherhood stories, including challenges and joys, and the group became very connected and open.

“I didn’t realize how much I needed to be with other moms and share these things. I’m so focused on my kids and family most of the time, but **it was good to be able to talk and open up in a safe and comfortable way**. I really do love coming to the playgroups, and I love the Help Me Grow home visitors. They are all so kind and caring!” – HMG Playgroup Participant



## KINDERGARTEN ROUND UP

Since 2020, First 5 Tehama and Help Me Grow's on-campus involvement in school districts' Kindergarten Round Ups has expanded. Help Me Grow now supports school districts as they partner with families to share information about children entering Kindergarten. This also serves as an opportunity for HMG to meet and engage with families who may also have younger children.

"It was easy to tell that the table with Help Me Grow Navigators were **focused on the families** [rather than] the paperwork!"

– Kindergarten Round Up Attendee

In the spring, HMG provided outreach support to eight school districts to encourage attendance at these events. First 5 received community feedback from attendees and identified lessons learned to improve the successful integration of the Ages and Stages Questionnaire at Kindergarten Round Ups. For instance, First 5 Tehama will consider options including providing a direct link to the ASQ screening site to share prior to Kindergarten Round Up events and strengthening partnerships with school districts to build staff capacity and support "ASQ Days" for screenings in the first weeks of school.

## Family Partnership and Support

### TRIPLE P PARENTING EDUCATION CLASSES

First 5 Tehama believes that parents are the most important models in a child's life. Parenting education initiatives are designed to facilitate strong family functioning, develop positive, educational, and affectionate relationships with children, form positive peer relationships, and decrease parental stress and challenges. Parenting education helps caregivers develop knowledge and understanding of age-appropriate behavior, expected developmental milestones, child behavior management techniques, and skills to identify additional community resources.



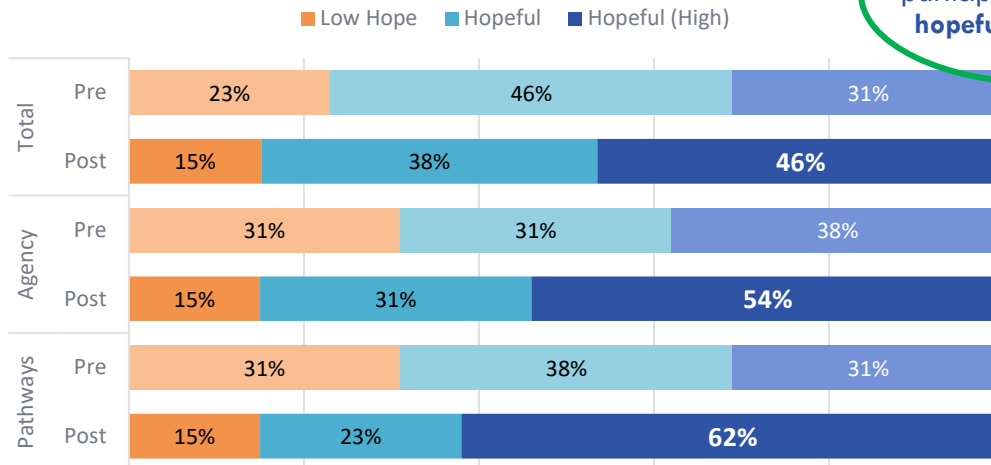
First 5-funded partners used the **Positive Parenting Program (Triple P)** curriculum for parenting education. Triple P helps parents develop simple and practical strategies to help them a) build strong, healthy relationships with their child, b) confidently manage their child's behavior, and c) prevent problems in development. Triple P utilizes multiple "levels" of intervention based on individualized needs. Level 4 interventions include a series of group parenting education sessions facilitated by a trained provider materials to engage parents and reinforce strategies.

In FY 2022-23, First 5 funded three Triple P course(s). A total of 28 parents/caregivers attended classes. Among those for whom demographic information was available, 80% (21/26) identified as White, 12% were Hispanic/Latino, and 8% were multiracial. All participants identified English as their primary language.

Triple P participants completing a Family Information Form provided information about their **level of hope**, according to the Adult Hope Scale (AHS). The AHS measures *agency* or willpower, such as "I meet the goals that I set for myself" and *pathways* or waypower, such as "I can think of many ways to get the things in life that are important to me." AHS scores range from 1 "definitely false" to 8 "definitely true." In FY 2022-23, 29 Triple P participants completed an AHS at the start of the parenting education course. Scores ranged from 5 to 56 with higher scores representing higher levels of hope (maximum score is 64). Scores below 40 indicate low hope, while 40 or higher are considered hopeful, and people with scores of 48 or higher are considered highly hopeful. <sup>ix</sup> At intake, the group average HOPE score was 41.6 with two-thirds (66%, 19/29) categorized with high hope.

Further, 13 Triple P participants completed a HOPE assessment at the intake and conclusion of the Triple P parenting education course. Among this group, the average HOPE score at intake was 40.4 which increased to 42.6 after course completion. The percentage of participants categorized as "low hope" decreased from 23% to 15% while the "highly hopeful" proportion increased from 31% to 46%. Additionally, **the proportion exhibiting high hope in the Pathways domain doubled** from 31% to 62%.

**Figure 16. Triple P Participants Levels of Hope**



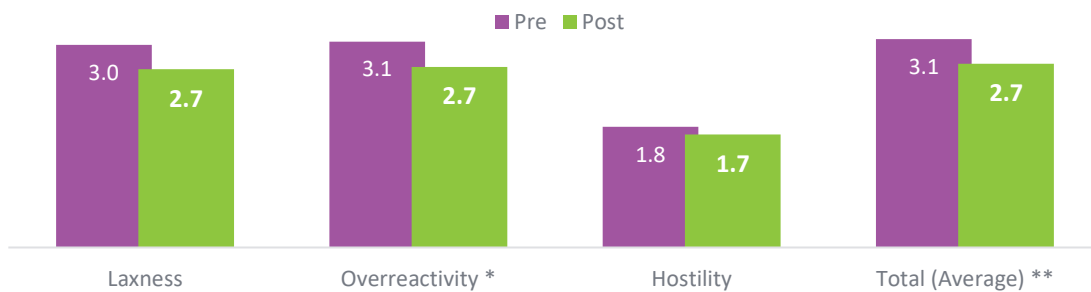
A larger proportion of participants were **highly hopeful** after Triple P.

Source: Family Information Form (Triple P participants matched set). N = 13. Adult Hope Scale questions. Scoring categories established by Hope Rising authors Gwinn & Hellman.

Triple P participants also completed the *Parenting Scale* assessment to track progress toward the curriculum’s goals. Each item is scored on a 7-point scale with low scores indicating good parenting and higher scores indicating dysfunctional parenting.<sup>9</sup> In addition to overall scores, certain measures are used to explore parenting *laxness*, *over-reactivity*, and *hostility*. Decreases in average scores by domain indicate improved parenting skills.

Out of 44 participants who completed at least one *Parenting Scale* assessment, 20 Triple P participants had a pre- and post-test. Among them, **85% (17/20) had improvements in at least one domain**. Additionally, the group’s overall average *Parenting Scale* score significantly decreased from 3.1 to 2.7. Changes in the over-reactivity domain were also statistically significant.<sup>10</sup>

**Figure 17. Triple P Parenting Scale Average Scores, by Domain (Matched Set)**



Source: Triple P Parenting Survey (N = 20, matched set). Scores range from 1 to 7 with lower scores indicating more positive parenting strategies. Statistical significance reported as \*  $p < .05$ , \*\*  $p < .01$ . Interpret significance with caution due to small sample size.

The Triple P curriculum has benefitted all types of families ranging from first time parents to experienced child care providers and teachers. As one preschool teacher described: “I taught preschool, I’ve taken ECE classes, and there was still plenty for me to learn in this class! We also felt supported and connected to the community by taking this class. We learned about so many resources and applied for my son to go to Head Start. Triple P is such an asset to the community, I can’t speak highly enough about it.”

<sup>9</sup> Several items are reverse coded. Scores adjusted prior to analysis.

<sup>10</sup> Due to small sample size (N = 20), interpret statistical significance with caution.

### Success Story: Triple P Parenting Classes

Sarah and James (fictional names) are a married couple with three children between the ages of two and six. They wanted to participate in Triple P parenting classes to “be on the same page more often” and they were eager to participate when they learned NCCDI was offering child care while parents attended the course.<sup>11</sup>

Sarah and James attended classes together and ready to learn. After the last class they shared one of the **main things they learned** was why some of their current strategies were not getting the results they wanted, and **how to modify strategies to be more effective**. Sarah and James noticed changes in their ability to implement new strategies. Their instructor also observed these new skills in practice during their individual sessions.

Sarah felt that Triple P classes not only supported her parenting but also social relationships. She built connections with other parents whose children enjoyed playing with hers during child care and deepened these connections through conversation facilitated by the class’s safe space for sharing celebrations *and* struggles. Sarah and James felt that it was powerful to learn but also help others through their own experience. As Sarah described, “we ... felt proud and helpful when something we were able to share helped another parent.”

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*“The way [our] 4-year-old beams when we encourage her good behavior is priceless. She’s so proud and parrots back our praise, [saying] ‘I did that without anyone asking me! I did a great job!’ Knowing that she’s gaining self-esteem and self-motivation is amazing.” - “Sarah,” Triple P Participant*

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<sup>11</sup> Child care funded by First 5 Tehama and Active 20-30 Club



## 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 Tehama Book Club provides local families with **early literacy and resiliency building resources**

- ▶ The First 5 Book Club had **340 children ages 0-5 registered** as of June 30, 2023.
- ▶ Most participants spoke English as their primary language, although one in five children (19%) were primarily Spanish-speaking.
- ▶ Participants were **economically diverse**. Reported incomes ranged from less than \$15,000 (25%) to more than \$100,000 (6%) indicating the diverse need for and interest in local 0-5 literacy and educational resources. Nearly three-quarters of families registered (71%) reported an annual income of \$50,000 or less.
- ▶ **More than one-half (52%) of caregivers reported using food/nutrition services in the six months prior to registration**. A small portion had recently engaged with parenting education (16%), home visiting (9%), or Help Me Grow Tehama (9%).

In FY 2022-23, the Book Club held three Book Bag Weeks. Fall bags (November 2022) focused on **music and movement**, motivated by the Dignity Health Assessment that identified physical activity and nutrition high needs, as well as a need for at home mental health strategies. Bags included resources from Adobe State Park and bilingual yoga books. Winter Book Bags (February 2023) focused on **oral health** via a partnership with the Tehama County Public Health Advisory Board Dental Committee, and included dental books, medical resources, and toothbrush kits. Spring Book Bags (May 2023) focused on **physical and mental health** including nutrition-based stories like “Potter the Otter’s Market Adventure,” suicide awareness strategies for parents, positive social behavior stories like “Tucker the Turtle Takes Time to Tuck and Think,” and repetitive refrain books to support positive connection between parents and their infants and toddlers. In total, more than 600 bags were distributed during the Book Bag Weeks.

“...thank you and First 5 for the book bags this quarter. My son has been eating veggie sandwiches ever since we read Potter the Otter...” – Chelsea F., Book Club



Additionally, 39 Book Club participants completed a follow-up survey. Participants shared that they enjoyed books and activities, as well as their involvement with the Book Club. In particular, parents reported that they appreciated the variety of reading material and the mix of English and Spanish materials. Further:

- **82%** *somewhat or strongly agreed* that the Book Club increased **how often they read** with their child(ren).
- **69%** *strongly agreed* that Book Club materials increased their **knowledge about community resources**.
- **64%** *strongly agreed* that Book Club materials increased **opportunities for something to do together**.
- **59%** *strongly agreed* that Book Club materials increased their **ideas of activities to do** with their child(ren).

“I appreciate when the book bags have a mix of English and Spanish materials as we are a bilingual household. Thank you!!!” – Book Club Participant

## COMMUNITY STORY HOURS

During FY 2022-23, First 5 saw an uptick in story hours and book events being offered from other community partners after co-hosting a grab and go story hour at Turn the Page Book Loft in downtown Red Bluff in FY 2021-22. Additionally, the library increased their open hours and began offering additional specialized “open” times at the Corning and Los Molinas branches. Further, the Local Child Care Planning Council initiated community literacy grants to provide funds to continue supporting access to these events across the County. As a result of these funds, a business in Cottonwood began offering Story Hours for the first time and Turn the Page was able to continue the grab and go story hours. These examples showcase a system-wide increase in valuing early family literacy.

**Story Hours** highlight a successful **systems-level impact** as more community partners embrace this light touch activity.

This widespread community support, collaboration, and engagement resulted in First 5 taking exclusively a partner-based role, rather than independently offering pop-up events, further highlighting the ongoing long-term systems impact of this light touch activity initiated by First 5. At each event, such as the “Happy Healthy Summer” and “Corning Tuesday Night Market,” First 5 contracted a bilingual outreach specialist to share the value of Talk Read Sing Play! including how it promotes positive social-emotional relationships. The outreach specialist shared resources and information about upcoming partner run story hours described above. First 5 saw great success in these community events, including participation from existing Book Club members as well as increased registration in Book Club membership.



## Resiliency Initiatives

First 5 Tehama employed a variety of family resiliency programming in FY 2022-23, 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 families. 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.

In FY 2021-22, 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. During FY 2022-23, Badges with Books expanded a literacy outreach program to engage families and encourage them to join other programs for families with children ages 0-5.



The **Badges with Books** program also grew from five to nine local department partners, including:

- ▶ Corning Police Department
- ▶ Red Bluff Police Department
- ▶ Tehama County Probation
- ▶ Tehama CalFire
- ▶ Tehama California Highway Patrol (CHP)
- ▶ Dignity Health EMT
- ▶ Red Bluff Fire Department
- ▶ DA Victim Witness
- ▶ Tehama County Sheriff Department

The success of Badges with Books inspired the launch of the new **Business with Books** program in FY 2022-23. In previous years, First 5 Tehama would partner with businesses to create literacy-focused online content. Increased in-person engagement across the community presented an opportunity to showcase local businesses’ support for families. In particular, First 5 Tehama’s Community Capacity Coordinator Angela Brinkman and local business owner Vici Miranda proposed that businesses could offer a dedicated reading space or a free book to take home, particularly in settings where families may spend a longer period of time, such as a real estate office.

Support for this idea rapidly spread to a total of 26 **Business with Books** partners within the first year. First 5 provides a box of books to partnering businesses, as well as information on registering for the First 5 Tehama Book Club. Some partnering businesses even started using their own resources to expand on the idea and increase family engagement.



## KIT FOR NEW PARENTS

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

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 2022-23, **First 5 Tehama distributed 56 kits** (all English). The number of kits distributed decreased compared with FY 2020-21 (126 kits) and FY 2021-22 (166 kits). However, counts are based on the number requested from First 5 California and may be underrepresented if there were leftover kits undistributed from previous years.

**Kits for New Parents continues to contribute to referrals to other Tehama County 0-5 programs** and resources through the Pregnancy to Preschool (P2P) Partnership. First 5 Tehama saw an emerging interest in Kits for New Parents and P2P trainings by medical offices, with each adapting their own way to incorporate resource sharing with families.

## 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 2022-23, First 5 Tehama implemented six email storytelling campaigns promoting 0-5 programs and resources to increase community engagement. Stories averaged about 1,144 successful deliveries which is double that of FY 2021-22 (567 successful deliveries, on average) and more than four times higher than FY 2020-21 (268 successful deliveries, on average.) The June 2023 "Waving Magic Wands" campaign had the highest open rate (51.8%) followed by the May 2023 campaign titled "Community Connections" (51.4%). Open rates and click rates increased throughout the fiscal year. **Each campaign's open rate exceeded the non-profit industry benchmark (25%)<sup>xi</sup>** and click rates for all but one campaign exceeded the industry benchmark (2.8%).<sup>xi</sup> Further, First 5 was able to expand the reach of the campaign beyond their own listserv by having links to the stories featured in other newsletters throughout the region, such as North State Together Newsletter and Northern ACEs Collaborative Newsletter.

### SOCIAL MEDIA/WEBSITE

First 5 Tehama social media pages share information on local resources for families with children 0-5 as well as evidence-based tips for families and early childhood providers. In FY 2022-23, the First 5 Tehama **Facebook** page reached a total of 26,604 users, including 111 new page likes. The total reach on Facebook more than doubled compared with FY 2021-22 (11,153 users). Additionally, First 5 Tehama's **Instagram** page (@first5tehamacounty) reached 3,434 users, including 120 new followers during the fiscal year.

First 5 Tehama also added a new **webpage** describing the Triple P Family Parenting Classes, including links to enroll in classes, participant testimony, and a link for individuals who wish to become a Triple P Trainer.

In FY 2022-23, First 5 Tehama and First 5 Shasta's executive directors launched 22 new episodes of the **Champions for NorCal Kids Podcast**, which earned 181 plays on Spotify. Topics included parenting resources, community resources, and regional partnerships. Listeners especially enjoyed the interview with Dr. Chan Hellman about hope.



Podcast Episode

**National #ChampionChat: Dr. Chan Hellman on the Science of Hope**  
Champions for NorCal Kids

# Early Intervention Partnership

First 5 Tehama continued to strengthen the Early Intervention Partnership (EIP), the prevention committee of the Blue-Ribbon Commission on Children, whose goal is to develop integrated services to 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 partnering agencies and with other community leaders (e.g., elected official stakeholders) to facilitate the use of this knowledge and implement change.

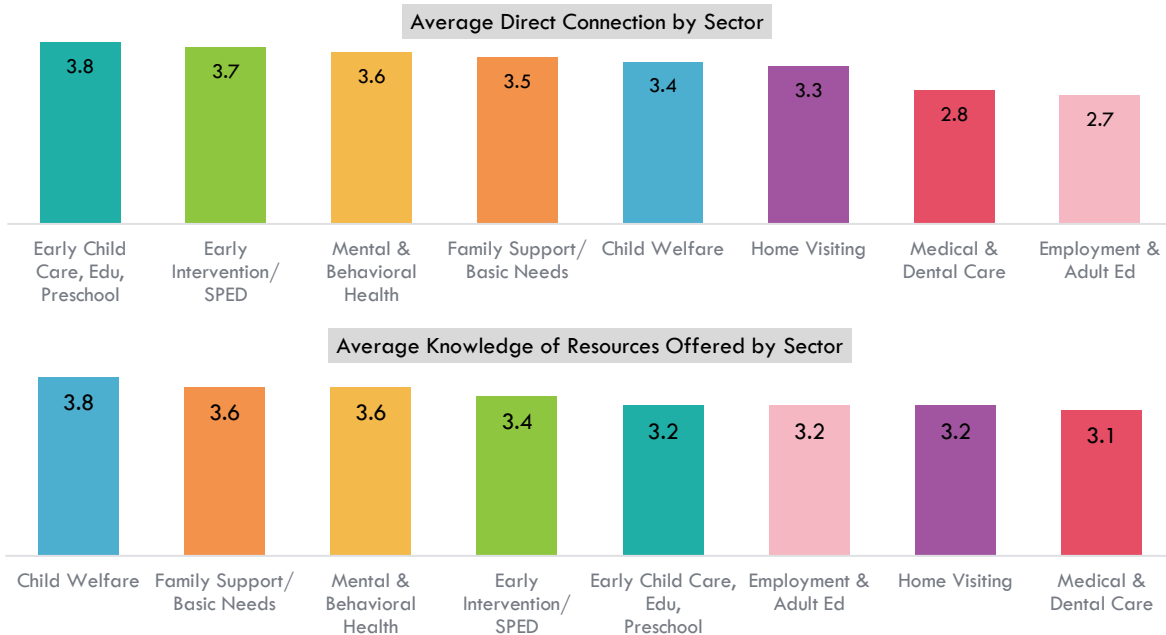
“... my knowledge of the community resources which support resiliency has increased through participating in the EIP meetings and ad-hoc committees.”  
 – EIP Member

First 5 surveyed ten EIP members to gain insights on their experiences, connectedness to other systems, and perceived impact of the EIP. **Participants identified networking and collaboration, resource sharing, and opportunities to learn and grow as the EIPs key values.** Additionally, EIP fostered community support through their interactions and collaborations. As one participant described: *“The resource emails... help keep me informed, which I love. The meetings are great too because it gives me a chance to network with other helping agencies.”*



In regard to connections to other sectors within Tehama County, EIP survey respondents had the strongest direct connections with early child care/preschool, early intervention/special education, and mental and behavioral health organizations (see figure below). Further, participants typically agreed that they knew what resources were offered by child welfare, family support/basic needs, and mental and behavioral health organizations.

**Figure 18. Average Direct Connections and Knowledge of Resources in other Sectors (EIP Participants)**

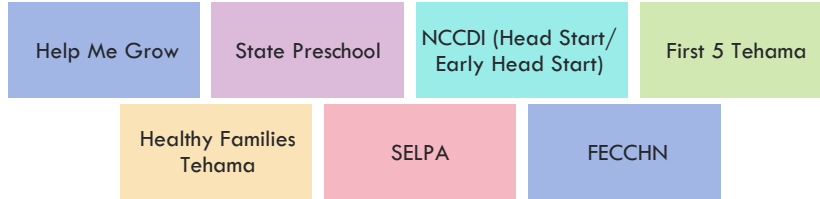


Source: FY 2022-23 EIP Survey. N = 10. Represents average responses to “I have a direct connection with one or more people at a Tehama organization [in each sector] that I can reach out to and ask a question.” And “I understand what resources are offered by [each sector] organizations in Tehama County.” Scores range from 0 Strongly Disagree to 4 Strongly Agree.

## 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:

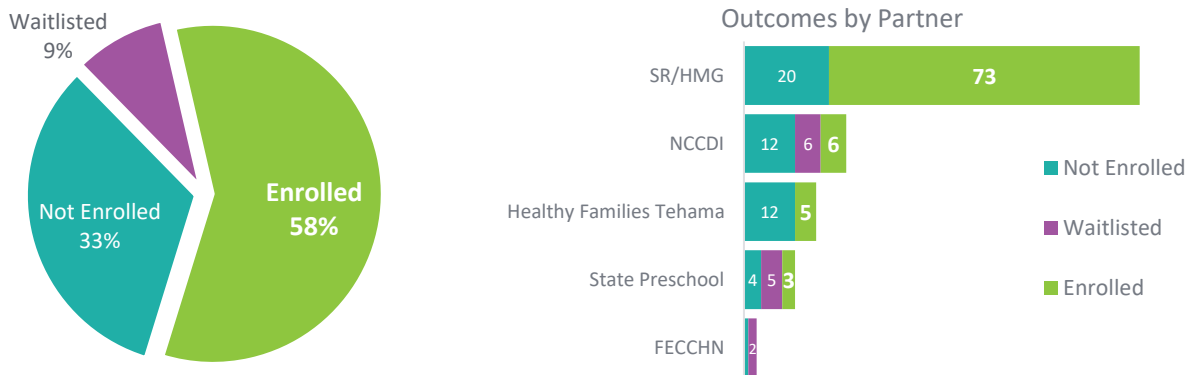


To achieve these goals, P2P utilize a shared online **referral tracking** database which allows P2P agencies to efficiently send referrals with relevant information and monitor outcomes. The P2P partners meet regularly for continuous improvement and strategies to ensure warm handoffs and closed-loop referrals. P2P has become a central unit for systems initiatives that focus on the health and well-being of children, families, and community.

Tracker highlights for the 2022-23 fiscal year include:

- **149 total referrals** for 106 parents and caregivers (some received multiple referrals). P2P partners sent 58 more referrals than FY 2021-22 (91).
- **74% of outgoing referrals came from First 5 Tehama** (110), followed by Help Me Grow (24), NCCDI (14), and SELPA (1).
- **Most P2P referrals were sent to Help Me Grow** (62%, 93), followed by NCCDI (24), and Healthy Families Tehama (17). State Preschool received 12 referrals and FECCHN received three.
- **More than half of all referrals (58%) resulted in program enrollment** (87). Of the referrals that did not enroll, one-quarter (24%) were resource requests only. At the end of the fiscal year, 13 referrals were on a waitlist (9%), including six for NCCDI, five for State Preschool, and two for FECCHN.

**Figure 19. Incoming and Outgoing P2P Referrals and Outcomes, by Organization**



Source: P2P Referral Tracker Data, FY 2022-23.

## TRIPLE P PROVIDER COMMUNITY OF PRACTICE

During FY 2022-23, the community of practice for Triple P providers convened three times to focus on providing community support, connecting, and sharing resources and tools for success. At the time of this writing, nine providers were trained/accredited in the Triple P curriculum. The number of providers tripled compared with FY 2021-22 (3). First 5 Tehama anticipates even larger growth during FY 2023-24 due to additional support through Promise Neighborhoods and CYBHI funding. The community of practice also helped identify **a countywide need to focus on bilingual, bicultural outreach which is now in its planning stages**, including a need for a fully Spanish course.

In fall 2023, six of the trained/accredited providers shared their experiences with the training process and Triple P facilitation. Four out of six (67%) participants strongly agreed that they would recommend the training/process to a friend or colleague. Most of the participants were motivated to attend the training via the encouragement of their employer, and 67% reported that they would not have considered participating without access to the scholarship. Four of the participants reported that their Triple P knowledge impacted their professional role in “helping parents” and/or in their own parenting. **All six participants reported that the Triple P Collaborative has had a moderate or major impact on families in Tehama County, as well as countywide systems of support.**

The accredited providers also shared insights into the importance of socialization and peer support within the Triple P curriculum. While some families attend for court-related reasons, many families are drawn to the socialization aspect of the group courses. Families have also benefitted from connections to other support services facilitated by their Triple P instructors, even if they were unable to finish the course due to other pressing needs/hardships.

“I think we all just feel very fortunate to be in the role that we’re in... being able to facilitate and make a difference in parents’ and families’ lives.” – Triple P Provider

## THE HOME VISITING COLLABORATIVE (HVC)

The Home Visiting Collaborative (HVC) offers provider-level collective impact and is comprised of staff from home visiting agencies which focus on 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 virtually and in-person in FY 2022-23.

In addition to HVC meetings, the three 0-5 home visiting agencies shared information on funding opportunities which resulted in future contracts for two of the three agencies and increased home visitors in Tehama County. These numbers will be represented in the 2023-24 annual report as Help Me Grow was one of the two partners receiving additional funding through new Home Visiting funding sources in California.

# Systems Change Spotlight: Car Seat Coalition

## WHY WAS THE SYSTEMS ACTIVITY NEEDED?

The Car Seat Coalition was created based on observations from EIP members that there was a high need for car seats and installation training among Tehama County families. Agencies previously able to fill this gap were no longer providing this service.

The Car Seat Coalition is creating **systems change** to improve families' timely access to car seat safety.

## WHO CAME TOGETHER?

Coalition partners included NCCDI, First 5 Tehama, Tehama County Health Services Agency, Help Me Grow, and the California Highway Patrol.

## WHAT DID THE COLLABORATIVE GROUP DO?

During FY 2022-23, the newly formed Coalition met twice and identified who was certified by the National Child Passenger Safety Certification locally. First 5 Tehama created and distributed a list of local certified car seat technicians. This list sparked further conversation about a need to strengthen the number of certified technicians as well as a more streamlined system for technicians to support families and ensure families have timely access to car seats in the correct size.

## WHAT CHANGES HAVE SHOWN SUCCESS?

The conversation about lags and challenges resulted in important systems change. The group successfully:

- Identified Help Me Grow as a central point to route families to partners based on need and availability.
- Identified temporary pathways to access car seats in the event of supply challenges. For instance, if NCCDI runs out of car seats but a family has a high need, Public Health will use MCAH funds to purchase one. This process is coordinated by Help Me Grow rather than placing the burden on families.
- Created a Car Seat Request form, which enables the Coalition to streamline requests, route them to the correct partner, and use data to track the types of car seats requested. Monthly data sharing of the forms will be implemented in FY 2023-24 to identify patterns in real time.

Additionally, Help Me Grow coordinated a local training and car seat drive-thru event in partnership with Butte County, could have their car seat properly installed and/or checked for accuracy as well as request a new car seat. Butte County partnership provided any car seats that Help Me Grow Tehama did not have. In addition to families being served this resulted in **eight more** technicians certified by National Child Passenger Safety Certification.

## WHAT IS NEXT?

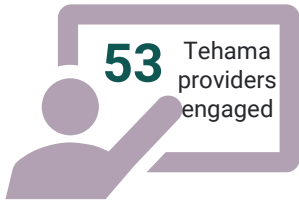
The Coalition is committed to continue to serve the community need through referrals and collaborative events such as back to school drive-thru events and LIFT. Additionally, the Coalition intends to gather countywide data to establish a unifying need and pursue sustainable funding. First 5 Tehama will provide the collaborative data access point as well as support advocacy locally and statewide to secure sustainable funding.





# 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 2022-23, 53 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.

### Multilingual Literacy Training

In September 2022 and March 2023, First 5 Tehama hosted the third and fourth Multilingual Literacy Trainings, following two trainings in the previous FY. These trainings aim to create capacity for Tehama County teachers (preschool through 3<sup>rd</sup> grade) to provide multilingual education and to expand QCC efforts to TK, grades 1-3, and other staff who influence bilingual and multilingual development. Partners included WestEd, Tehama County Department of Education, and Gerber Unified School District.

Following each event, participants rated their confidence and skills providing a range of services to support multilingual education via the Multilingual Learning Toolkit Reflection Tool. Results from the first training session were compared to the third (most recent) session<sup>12</sup> to identify systems-level impact via *group-level* changes in self-reported scores.

Tehama County educators **collectively increased confidence in teaching Multilingual Learners (MLs) across all domains and measures** in the Reflection Tool. In particular, for each measure, a much larger proportion of participants in the most recent session reported high levels of confidence (by indicating “very true”) for every reflection item. For instance, in the topic of Family Engagement, there was a 53-percentage point increase in the proportion of providers reporting the highest confidence “partnering with families to provide varied opportunities for them to come to the classroom to share their language and culture” (6% “very true” following the first session and 59% after the most recent session). Additionally, there was a 52-percentage point increase in English language development confidence using instructional tools (e.g., videos, graphic organizers) to develop language in context (24% “very true” after first session to 76% “very true” after the most recent session).

Training participants also described their perceived impact of the training including key learnings and tangible strategies that they can implement, such as:

- a) **The importance of home languages and bilingualism** including incorporating efforts into the classroom to support and maintain bilingualism, as well as passing learnings on to other family members.

Multilingual Literacy Trainings supported **systems-level improvements in preparedness/confidence in educating multilingual learners.**

<sup>12</sup> Time 1 (first session) N = 33 and Time 3 (most recent session) N = 39

- b) **The importance of inclusivity and cultural understanding**, including having a “more inviting environment that includes others' ideas and backgrounds besides one's own” and building stronger connections with students’ families.
- c) **Plans to focus on inclusivity and community building**, including looking at multilingual children in new ways which “understand and respect their home language and build trust,” being more intentional about including parents in lessons, adding more sign language and classroom labels in Spanish.
- d) **Strategies to be more intentional about language equality and bilingualism**. For example, making translations equal to the English version rather than in a smaller or different font and continued encouragement for all students to be bilingual and incorporation of multicultural experiences in class lessons. One participant even indicated their personal goal was to try to learn Spanish.

“This class reminded me of all the richness that comes with knowing multiple languages.”  
 – Multilingual Literacy Training Participant

### Rural Health Information Training

In partnership with CSU Chico State Library, CSU Chico State Office of Civic Engagements, First 5 Tehama provided trainings on an evidence-based National Library of Medicine free online tool, *Medline Plus*. The training aimed to improve rural access to medical information. On November 9, 2022, the team hosted two 3-hour training sessions (one in English and one in Spanish) for 14 attendees. The training was conducted by Ms. Stefania Acosta Ramirez, Engagement Specialist for Spanish-Speaking Communities at the Network of the National Library of Medicine (NNLM) *All of Us* Program Center.

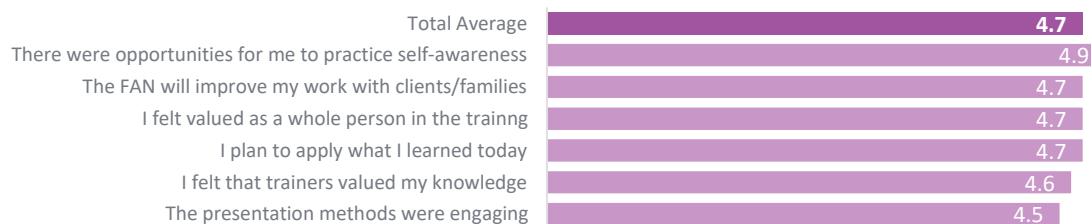
Participants reported that the hands-on training and *Medline Plus* fostered access to “**valid**” and “**legitimate**” medical knowledge and made their work “**easier**” and “**more efficient**” regarding health education, connecting families with medical professionals, and empowering families to learn more about their health conditions. Participants urged the importance of “**breaking down barriers**” for families and other community health navigators wanting to use *MedlinePlus*.



### Facilitating Attuned Interactions Training (FAN)

In June 2023, First 5 Tehama hosted a Facilitating Attuned Interactions (FAN) Level 1 training in partnership with University of CA San Francisco Pediatric (SAMSHA recipients) and local partners. Fourteen participants completed a feedback survey about the impact of the training, including increased knowledge of key FAN components and the quality of the training. Participants indicated an average knowledge of 4.5 or above on all key elements of FAN (range 0-5). Participants also described their “aha!” moments, highlighting mindset shifts for supporting clients after experiencing the training, such as “*how time and quiet can help families process and contribute to relationship building*” and “*why it's ok for clients to make their own decisions to find solutions to problems*”.

**Figure 20. Perceptions of FAN Components and Training Session (Group Averages)**



Source: FAN training session feedback survey. Recreation of table provided by First 5 Tehama. Scores range from 0 to 5.

## Current Successes and Goals for the Future

In FY 2022-23, First 5 Tehama embarked on new strategies and goals established in their 2022-2027 Strategic Plan, including efforts to expand the care-coordination and resource linkage, as well as parent-focused education efforts.

First 5 is proud that their community recognizes and values the need for parenting skills and social connections and provides support for the Positive Parenting Program (**Triple P**). The positive impact of this course has been incredibly clear through participant and provider testimony. Historically, community members have reported that Triple P was “too expensive” or was not “made for small rural counties.” In FY 2021-22, First 5 Tehama successfully dismantled this narrative, and supported five Triple P trainers, including three bicultural, bilingual providers to become accredited. During FY 2022-23, four more providers were trained and accredited due to scholarship funding by First 5 made possible through a Tehama County Department of Social Service partnership. First 5 Tehama has also secured future funding to expand the program for two years of annual classes in North and South County. Future efforts will include partnering with school districts as well as continuing to expand diversity and expertise of facilitators.

**Help Me Grow** demonstrated intense successes in increasing short-term case management and an expansion of families in search of one-time services through the 24-hour 2-1-1 hotline. Families experiencing high needs were able to become stable with the supports of Help Me Grow and were later able to access additional services. It is critical we continue to pursue programs and funding that enable individualized support for families.

Data provided by professionals engaged in the **Early Intervention Partnership**, as well as **Stressbusters Café** events, highlight the range of connectivity between systems sectors to create strong networks as well as future opportunities to strengthen knowledge between sectors to better serve families. For instance, leadership (EIP) and staff (Stressbusters Café) both reported limited direct connections or knowledge of resources offered by Employment and Adult Education organizations, as well as medical and dental care organizations. While Stressbusters Café participants reported higher direct connections with other sectors overall, the ranking order in the strength of relationships between staff and leadership highlight further opportunities for increased growth and collaboration.

First 5 Tehama aims to continue to utilizing feedback from families and providers engaged in First 5-funded activities to impact the County and make progress toward the **strategic plan goals**.



## Appendix: Social Support by Zip Code (FIF Participants)

	96021	96022	96035	96055	96080	TOTAL
<b>Total N</b>	<b>16</b>	<b>7</b>	<b>6</b>	<b>11</b>	<b>44</b>	<b>85</b>
<b>Services used in the six months prior to intake</b>						
Food/nutrition services	44%	86%	67%	82%	61%	<b>62%</b>
Parenting Education/Support	19%	29%	17%	-	20%	<b>18%</b>
Home visits from a nurse, community worker, or other provider	19%	57%	17%	-	5%	<b>12%</b>
Help Me Grow Tehama	31%	14%	-	9%	16%	<b>16%</b>
<b>I know what program to contact when I need help for basic needs</b>						
Not at all true	6%	-	-	27%	2%	<b>6%</b>
Not very true	6%	-	-	-	11%	<b>7%</b>
Somewhat true	38%	43%	67%	36%	45%	<b>44%</b>
Definitely True	50%	57%	33%	36%	41%	<b>43%</b>
<b>I have others who will listen when I need to talk about my problems</b>						
Not at all true	-	-	17%	-	2%	<b>2%</b>
Not very true	-	-	-	9%	7%	<b>5%</b>
Somewhat true	25%	29%	50%	27%	32%	<b>31%</b>
Definitely True	75%	71%	33%	64%	59%	<b>62%</b>
<b>I can find someone to talk to when I need advice about how to raise my child</b>						
Not at all true	-	-	17%	-	2%	<b>2%</b>
Not very true	6%	-	17%	-	11%	<b>8%</b>
Somewhat true	19%	43%	50%	27%	32%	<b>31%</b>
Definitely True	75%	57%	17%	73%	55%	<b>58%</b>
<b>I know what to expect at each stage of my child's development</b>						
Not at all true	-	-	-	9%	-	<b>1%</b>
Not very true	6%	-	17%	9%	11%	<b>10%</b>
Somewhat true	44%	86%	67%	36%	57%	<b>55%</b>
Definitely True	50%	14%	17%	45%	32%	<b>35%</b>
<b>I know how to meet my child's social and emotional needs</b>						
Not at all true	-	-	-	9%	2%	<b>2%</b>
Not very true	6%	-	17%	-	5%	<b>5%</b>
Somewhat true	25%	57%	67%	18%	59%	<b>48%</b>
Definitely True	69%	43%	17%	73%	34%	<b>45%</b>

	96021	96022	96035	96055	96080	TOTAL
<b>I feel supported as a parent</b>						
Not at all true	-	-	17%	9%	2%	<b>4%</b>
Not very true	6%	-	-	-	18%	<b>11%</b>
Somewhat true	31%	29%	67%	9%	36%	<b>33%</b>
Definitely True	63%	71%	17%	82%	43%	<b>52%</b>
<b>I am able to deal with the stresses of parenting and life in general</b>						
Not at all true	-	-	-	-	-	-
Not very true	6%	-	17%	-	7%	<b>6%</b>
Somewhat true	38%	43%	67%	36%	48%	<b>45%</b>
Definitely True	56%	57%	17%	64%	43%	<b>48%</b>
<b>In my family, we take time to listen to each other</b>						
Not at all true	-	-	-	-	-	-
Not very true	6%	-	17%	9%	7%	<b>7%</b>
Somewhat true	19%	29%	67%	18%	34%	<b>31%</b>
Definitely True	75%	71%	17%	73%	59%	<b>62%</b>
<b>My family pulls together when times are stressful</b>						
Not at all true	-	-	-	-	2%	<b>1%</b>
Not very true	-	-	-	9%	9%	<b>6%</b>
Somewhat true	19%	29%	83%	9%	27%	<b>27%</b>
Definitely True	81%	71%	17%	82%	61%	<b>65%</b>

Source: FY 2022-23 Family Information Form. N = 85. Responses not reported for participants in 96092 due to small sample size, to preserve anonymity in reporting. Responses may contain duplicate individuals if participating in multiple programs throughout the fiscal year. Due to large differences in participation, interpret comparisons between zip codes with caution.

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