



FIRST5
TEHAMA

Tehama County Children & Families Commission



ANNUAL REPORT 2023-24



Helping People Build Better Communities

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2023-24 Headline Findings

First 5 Tehama believes **what we do for our children today will impact all of us tomorrow**. In FY 2023-24, First 5 Tehama provided opportunities for collaboration and connection—as well as advocacy and action—through which the children, caregivers, and professional providers that support them were bettered. The following are highlights related to First 5 Tehama’s 2022-2027 Strategic Plan desired program outcomes.

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

- ▶ 639 children countywide received an ASQ **developmental screening** - 26% of whom were “flagged” or “monitoring” in at least one domain.
- ▶ 63% of Help Me Grow (HMG) participants and 77% of Triple P participants were **“highly hopeful”** at follow-up. At least half of HMG and Triple P participants had higher “pathways” scores at follow-up, highlighting the role of community support to “open the door” to increased hope.
- ▶ First 5 supported 16 community providers from six agencies across three counties to become **Infant Massage Training Certified**.
- ▶ **First 5 supported 18 Triple P providers** from diverse agencies in Triple P COPs. Trained/accredited providers doubled compared with FY 2022-23 (9).

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

- ▶ First 5 Tehama-funded programs reached 1,058 caregivers, 826 children ages 0-5, and 63 providers, a 13% decrease compared with FY 2022-23 (2,237).
- ▶ As a group, **all or most** Triple P participants **improved** in all areas of measured **parenting skills** (Parenting Scale and/or Parenting Experience Survey).
- ▶ Tehama County implemented the **Dolly Parton Imagination Library** and enrolled more than 400 children within the first year. Nearly two-thirds (64%) of the children registered were ages 0-2, and 36% were ages 3-4.
- ▶ First 5 Tehama launched the **Family Champions** group. Seven parents met four times to increase knowledge of DAP and local resources. More than half (4/7, 57%) were “ready to share ideas” and three (43%) were “excited to learn something new.”

Our children have increased access to quality and affordable early education

- ▶ The **Pregnancy to Preschool Partnership (P2P)** successfully enrolled 36% of 156 referrals. More than one quarter (27%) of individuals who did not enroll were seeking (and received) resource documents only.
- ▶ 78 out of 131 individuals (59%) received at least one **successful connection** to services within the P2P network (enrolled or requested resources delivered).
- ▶ In FY 2023-24, First 5’s bilingual outreach sharing early education resources included **pop-up events in nine communities**.

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

- ▶ 94% of providers attending the **Stressbuster Café** learned something new, including the importance of self-care. Participants felt most knowledgeable about ACEs and least knowledgeable about kindergarten readiness.
- ▶ First 5 Tehama implemented a **Spanish-specific listserv** to share resources with families whose primary language was Spanish. First 5 also engaged in collaborative storytelling/blogs to promote its mission.



IMPROVED FAMILY
FUNCTIONING



IMPROVED CHILD
HEALTH



IMPROVED CHILD
DEVELOPMENT



IMPROVED
SYSTEMS OF CARE

Introduction

Tehama County is located in northern California, with more than 65,000 residents (about 22 residents per square mile). (United States Census Bureau, 2023). In 2023, 5.9% of Tehama residents were under the age of five.

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 First 5 California’s goals for improved health, family functioning, child development, and systems for families with children from 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

STABILITY & SAFETY

- ▶ **More than one-quarter of children under the age of six in Tehama County lived below the poverty level.** In 2022, 28.4% of Tehama County children ages 0-5 lived below poverty level, compared with 15.6% statewide. Tehama County rates increased compared with 2020 (26.8%), and 2021 (26.0%) (US Census American Community Survey, 2022).
- ▶ **Tehama County had higher rates of child maltreatment allegations than statewide.** In 2022, Tehama County child abuse and maltreatment allegation rates in Tehama County was 91.1 per 1,000 children ages 0-5, nearly double the statewide rate (46.1 per 1,000). Similarly, substantiated child maltreatment allegations for children ages 0-5 in Tehama County (12.0 per 1,000) were 1.5 times statewide (7.8 per 1,000) (UC Berkeley, 2024). Substantiated maltreatment rates in Tehama County were lower than 2021 (14.5) and 2022 (16.1).

HEALTH

- ▶ **North/Mountain region children had comparable, or higher, rates of well-child visits, compared to statewide.** In 2022, 50.1% of infants in the region had six or more well-child visits in the first 15 months of life, compared with 49.6% statewide. Additionally, 67.8% of children ages 15 to 30 months had at least two well-child visits, compared with 64.3% statewide (MediCal, 2024).
- ▶ **Help Me Grow participants had higher immunization rates than children regionally or statewide.** In 2022, 30.5% of children were up to date on immunizations in the North/Mountain region, compared with 34.7% statewide. Meanwhile, 96% of children served by HMG in FY 2023-24 were current on immunizations.¹
- ▶ **Less than half of children in the North/Mountain Region had developmental screening within the first three years of life.** In 2022, 37.8% of children in the North/Mountain Region received a developmental screening within the first three years of life. These rates were higher than statewide (32.3%).
- ▶ **In 2022, nearly half (47.8%) of Tehama County children ages 3-5 had recently attended a dental visit.** The proportion of Tehama County children ages 3-5 attending a dental visit was slightly lower than statewide (53.2%) (California Health and Human Services, 2024). Tehama County rates were similar to 2021 (47.5%) and higher than 2020 (44.6%), likely due to COVID-related reductions of in-person services.

EDUCATION

- ▶ **Three out of four socioeconomically disadvantaged 3rd graders were below grade level in reading and/or math.** In 2022-23, 25.0% of socioeconomically disadvantaged 3rd 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 3rd graders reading at or above grade level; 33.0% at or above grade level in math) (California Department of Education, 2024).
- ▶ **Only one of every 20 English Learner 3rd graders were at or above grade level in reading.** In 2022-23, 5.3% of Tehama County 3rd-grade English Learners were reading at or above their grade level, compared with 16.1% statewide. Additionally, 7.7% of 3rd-grade English Learners were at or above grade level in math, compared with 21.5% statewide.

¹ Interpret comparisons with caution due to substantial differences in population counts.

First 5 Tehama Community Results 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 improve family functioning overall, with the intention of reducing 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 attend regular well-child medical and dental visits and receive preventative care before health problems arise. These strategies include ongoing health and developmental screenings, such as the Ages and Stages Questionnaire (ASQ).



GOAL 3 IMPROVED CHILD DEVELOPMENT

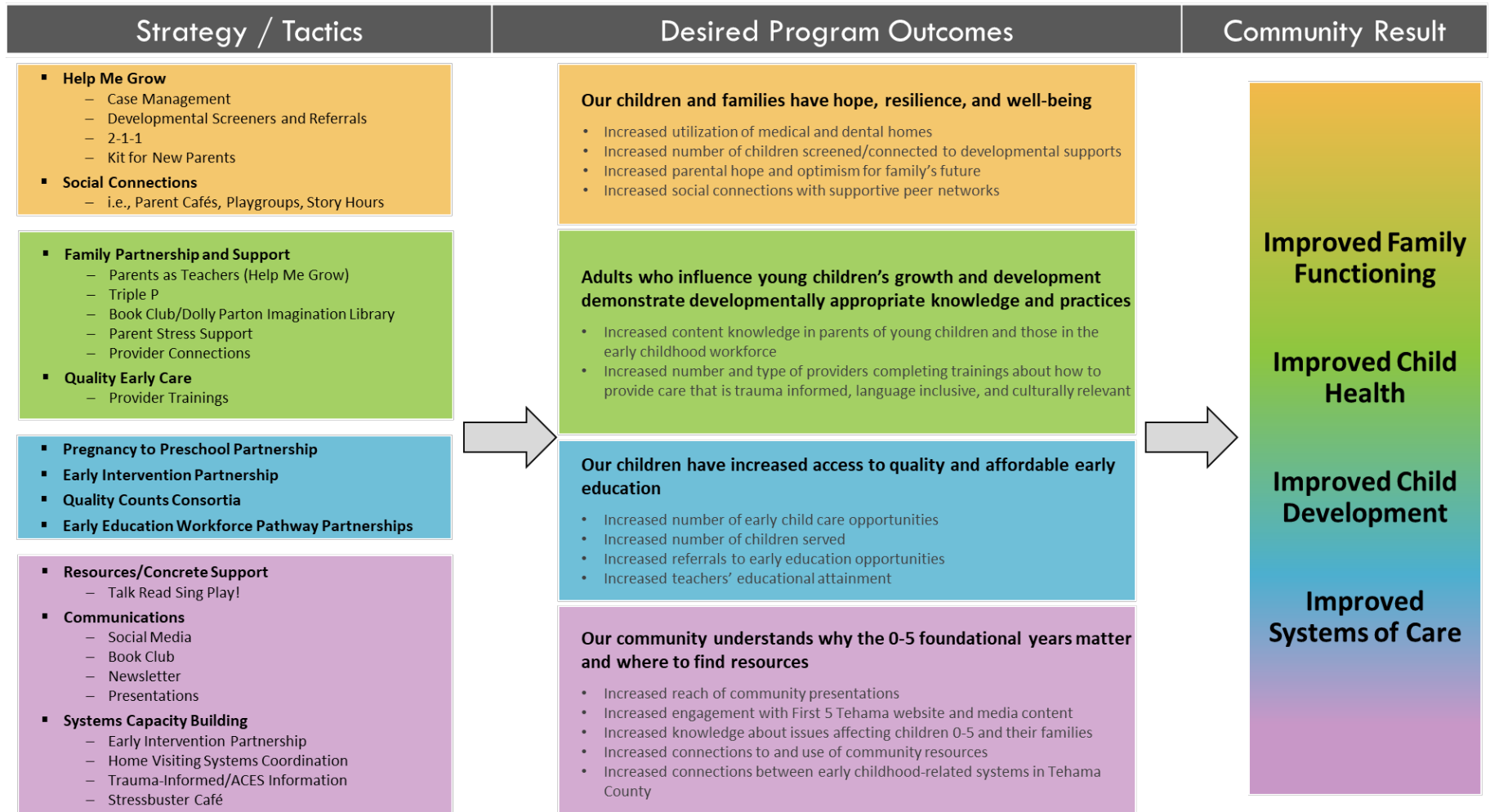
The third goal of First 5 Tehama is to increase children’s development and love of learning. Young children learn through play and language exposure in their family, community, and educational settings. These strategies include supporting families and care providers on how to increase literacy in the 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. In order to sustainably increase early literacy skills in young children, early attachment and social-emotional bonding must be in place for adults and their infants/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. Strategies aim to 1) have a positive impact on families’ and providers’ experiences within systems, and 2) increase understanding of brain development and foundational systems for families with children ages 0-5.

First 5 Tehama's Strategic Framework



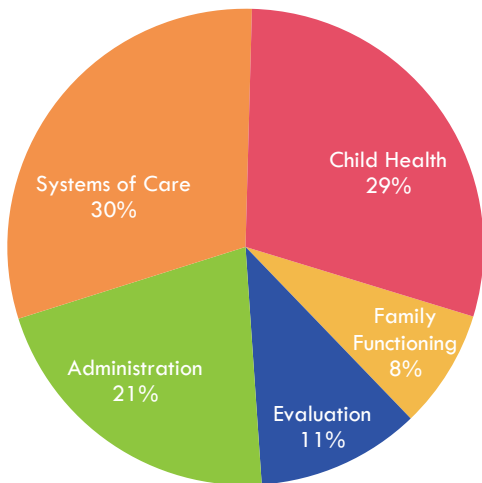
Note: Many strategies/tactics impact multiple outcome areas

Investments in Children, Families, and Communities

During FY 2023-24, First 5 invested more than \$980,000 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 Systems of Care* (30%), followed by *Improved Child Health* (29%).

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



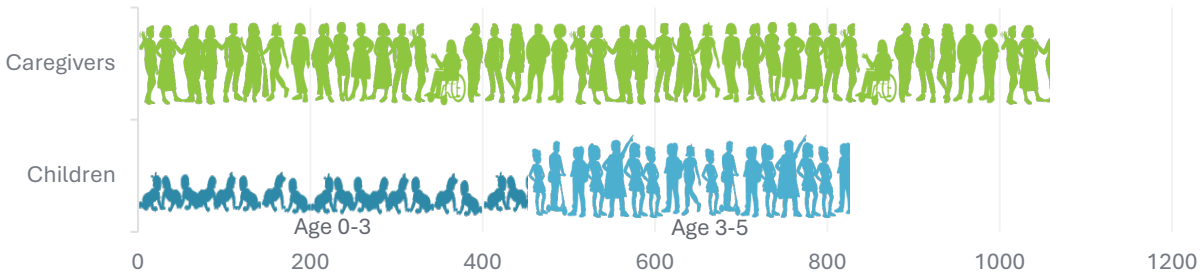
Expense Area	FY 2023-24
Total Expenses	\$80,998
Improved Systems of Care	\$294,960 (30%)
Improved Child Health	\$289,729 (29%)
Administration	\$208,733 (21%)
Evaluation	\$111,127 (11%)
Improved Family Functioning	\$79,779 (8%)
Improved Child Development	\$0 (0%)

Source: FY 2023-24 First 5 Tehama.

Profile of Children and Families Served

In FY 2023-24, First 5 Tehama-funded programs served 1,947 individuals, including 826 children, 1,058 caregivers, and 63 providers. The total number of individuals served decreased 13% compared with FY 2022-23 (2,237 individuals), likely due to the impact of decreased funding for direct services.

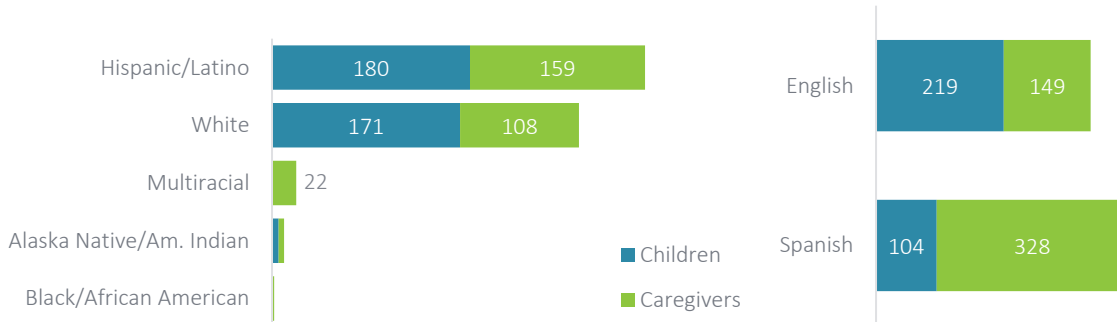
Figure 2. Children (0-5) and Caregivers Served in FY 2023-24



Source: First 5 Tehama Annual Report data compiled from program data.

The majority of Tehama County children served by First 5 (for whom ethnicity was known) were Hispanic/Latino (50%, 180/358) or White (48%, 171/358). More than two-thirds of children whose language was known (68%, 219/323) spoke English as their primary language while 32% primarily spoke Spanish.

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



Source: First 5 California Annual Report data. Language and Race/ethnicity provided only for participants for whom data are known. Demographic data not collected by all funded activities.

CHARACTERISTICS OF FAMILIES SERVED

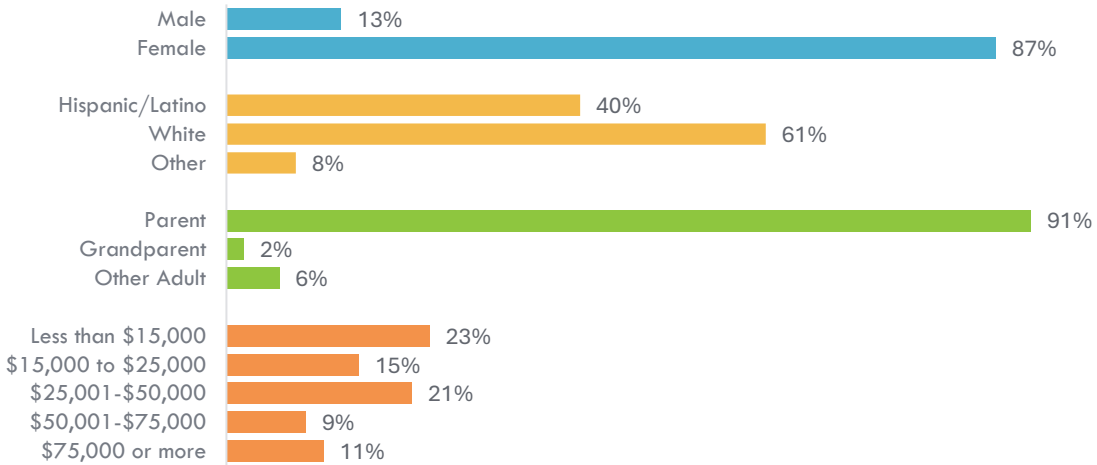
Participants engaging in First 5-funded programs complete a Family Information Form (FIF) at program intake.² Responses help identify needs and characteristics of the families served. In FY 2023-24, 204 caregivers completed a FIF.³ Most participants were parents (91%) and female (87%). Participants primarily identified as White (61%) and/or Hispanic/Latino (40%),⁴ and Spanish was the primary language for more than one-quarter (26%) of participants. Additionally, 38% reported a family income of \$25,000 or less.

² Primarily includes Triple P and Help Me Grow participants, although participants engaged in other light touch activities (e.g., car seat training) have the opportunity to complete a FIF as well.

³ Unduplicated individuals. Counts only include FIFs completed at intake, by program (first in FY).

⁴ Percentages may exceed 100% as participants can select multiple race/ethnicity identifications.

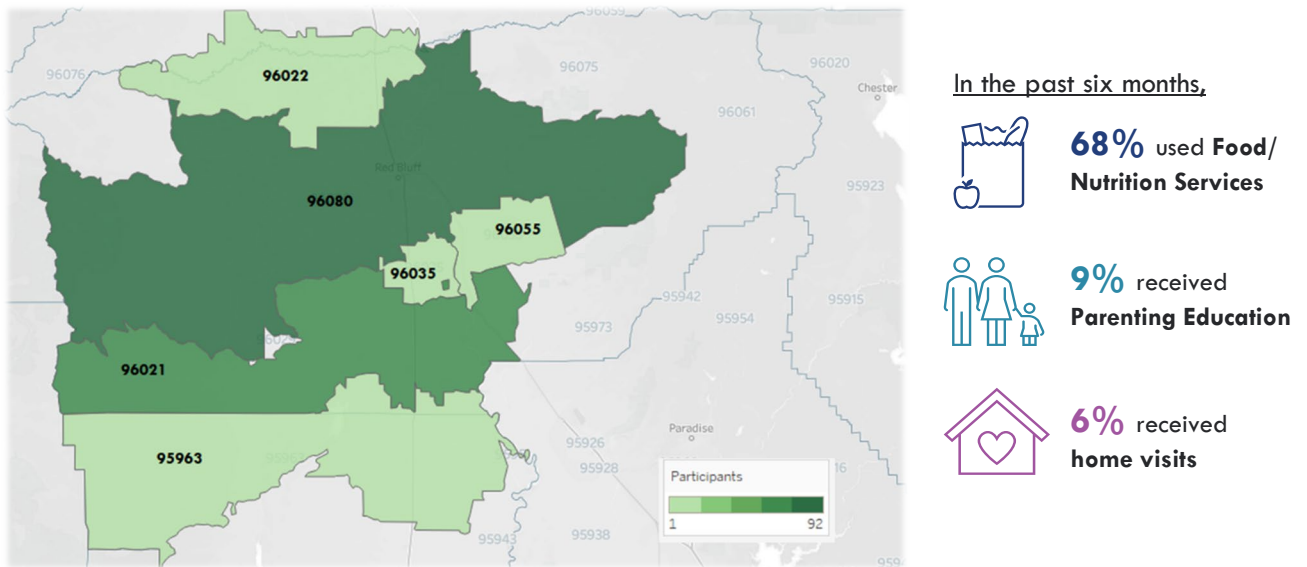
Figure 4. Characteristics of Participants Completing a Family Information Form



Source: FY 2023-24 Family Information Forms completed at intake (first in FY). N = 204. Counts by category may not equal 100% due to missing data/non-response (less than 100%) or select all that apply options (exceed 100%).

More than two-thirds (68%) of FIF participants used food/nutrition services in the past six months, and about one in ten (9%) received parenting education/support. Nearly half of participants (45%) were located in the 96080-zip code (Red Bluff), while one-third (33%) were located in 96021 (Corning).

Figure 5. FIF Participants by Zip Code

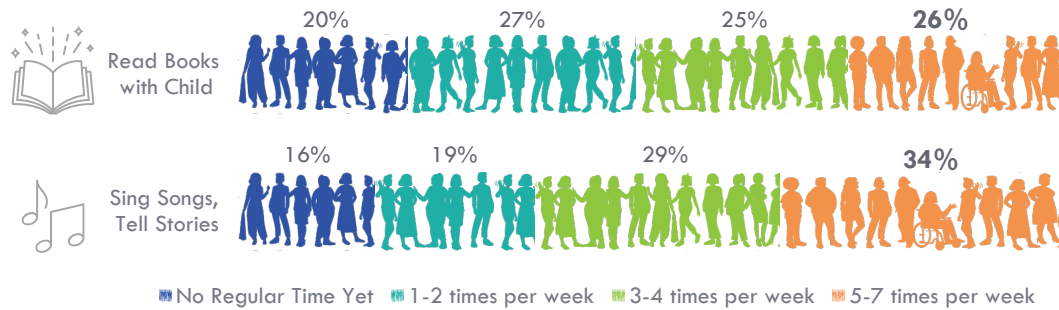


Source: FY 2023-24 Family Information Forms completed at intake (first in FY). N = 204.

A majority of participants reported they **had high levels of social support**. More than half considered it “definitely true” that they have others who will listen when they need to talk about their problems (56%), their family takes time to listen to each other (55%), their family pulls together when things are stressful (54%), and they can find someone to talk to when they need advice about raising their child (52%). On the other hand, participants were much less likely to agree that they knew what to expect at each stage of their child’s development (32% “definitely true”) or that they knew what program to contact for help with basic needs (40% “definitely true”), at intake. Additional details about social support by zip code are available in the Appendix.

One-third of the participants sang songs or told stories (34%) five to seven times a week, while only one-quarter (26%) read books with their children five to seven times a week at intake. Responses highlight a **link between literacy activities and family support needs**. Participants with infrequent (1-2 times per week) or no regular time spent reading with their child (n = 96) were less likely to know what to expect at each stage of their child’s development (23% “not at all” or “not very” true) or know how to meet their child’s emotional and social needs (20% “not at all” or “not very” true). Additionally, 21% reported it was “not at all” or “not very” true that they had someone to talk to when they need advice about raising their child.

Figure 6. Frequency of Family Literacy Activities (Intake)





Source: FY 2023-24 Family Information Forms completed at intake (first in FY). N = 204.


There were slight increases in the average frequency of singing, reading, and visiting the library reported by those who completed a follow-up Family Information Form at the end of the fiscal year or the end of their curriculum (n = 50). Forty percent of participants reported increased frequency in singing and/or visiting the library, and 42% reported reading more with their child (e.g., from 1-2 times per week to 3-4 times per week).

Figure 7. Frequency of Literacy Activities (Matched Set)

		Pre	Post
Reading	No Regular Time Yet (0)	26%	10%
	1-2 times a week (1)	22%	24%
	3-4 times a week (2)	30%	18%
	5-7 times a week (3)	22%	47%
	Group Average (Range 0-3)	1.5	2.0
Singing	No Regular Time Yet (0)	34%	16%
	1-2 times a week (1)	30%	28%
	3-4 times a week (2)	22%	36%
	5-7 times a week (3)	14%	20%
	Group Average (Range 0-3)	1.2	1.6
Library/Book Store	Less than once a year (1)	55%	39%
	1-2 times a year (2)	17%	10%
	3-4 times a year (3)	17%	20%
	Monthly (4)	6%	27%
	Weekly (5)	4%	4%
	Group Average (Range 1-5)	1.9	2.5

 **↑ 42%** reported more frequent **reading**

 **↑ 40%** reported more frequent **singing/storytelling**

 **↑ 40%** reported more frequent visits to **libraries/book stores**

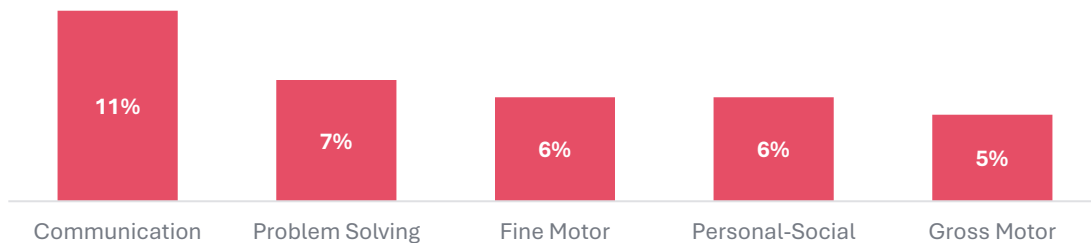
Source: FY 2023-24 Family Information Form, first in FY compared with follow-up from same service (e.g., matched to Help Me Grow follow-up or Family Information Form completed at completion of parenting education workshop). N = 50.

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, Northern California Child Development, Inc. (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 600 children ages 0-5 received developmental screenings in FY 2023-24.⁵ Among them, **74% were meeting targets in all domains**, and 26% were flagged or monitoring in at least one domain. The *Communication* domain (11%) had the highest proportion of children flagged (below cutoff). Among the children screened, 77% (285/369) of children ages 4-5 were on target in all domains, while 51% of children ages 0-3 (190/270) were on target in all domains for their age group.

Figure 8. Countywide ASQ-3 Results, Percent Flagged (Below Cutoff) by Domain



Source: ASQ-3 Screening Data provided by NCCDI, Corning Promise, Healthy Families Tehama, and Help Me Grow. N = 639

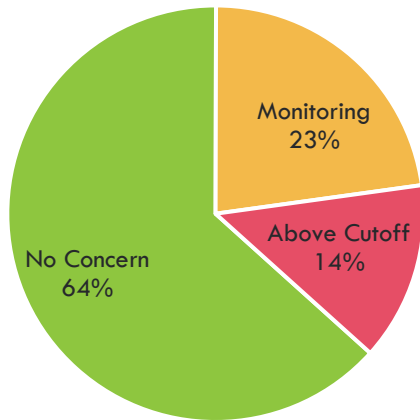
⁵ N = 511, excludes children under the age of two (23 months or younger). Counts include 149 screened by TCDE, 142 screened by NCCDI, 148 screened by Corning Promise, 59 screened by Help Me Grow, and 13 screened by Healthy Families Tehama.

Midway through FY 2023-24, Tehama County families who completed a community needs survey identified behavior supports and emotional health resources for children as a high priority. First 5 Tehama responded to this finding by implementing a unique approach to complete **Ages and Stages Questionnaire – Social-Emotional (ASQ-SE)** for children under five.

First 5 distributed communications highlighting the benefit of completing an ASQ SE, as well as options for completing the screening. For instance, participants enrolled in Help Me Grow (HMG) services received information about the benefits of an ASQ-SE screening and have the opportunity to complete the screening with their navigator and/or home visitor and receive follow-up support and case management. Otherwise, families could complete the questionnaire themselves and then receive follow-up contact from a HMG navigator to review the results and receive connections to community resources or strategies to support areas of growth. This outreach, paired with families’ prioritization of this topic, led to an increase in ASQ-SE screenings within Tehama County.

During the fiscal year, 44 children received ASQ-SE screenings, compared with 30 in FY 2022-23. Among those screened, 72% (32/44) were under the age of three, and seven screenings (16%) were completed in Spanish. Nearly two-thirds of the screenings (64%) were “below cutoff (no concern)” indicating the child’s social-emotional development appears to be on schedule. On the other hand, nearly one-quarter (23%) of the children were close to the cutoff, indicating further monitoring is needed. More than one in ten (14%) were above cutoff, indicating further assessment with a professional may be needed.

Figure 9. ASQ-SE Screening Results, FY 2023-24 Screenings



One-third of screenings resulted in “monitoring” or “above cutoff” scores. Completing this screening opened the door for these children to receive early intervention and resources.

Help Me Grow success stories offer a deeper understanding of the individual impact resulting from these insights

Source: First 5 Tehama data export, ASQ-SE Screenings completed in FY 2023-24 (N = 44).

Help Me Grow

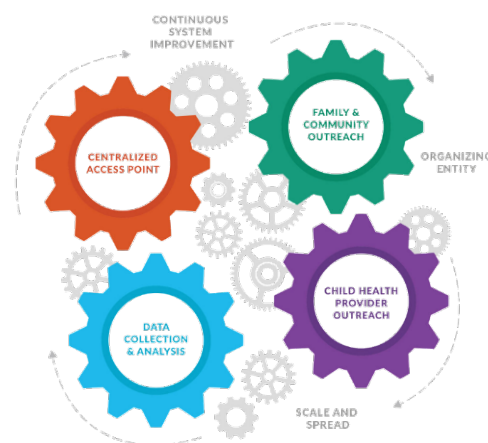
Help Me Grow (HMG) is a four-part system led by *First 5 Tehama* in partnership with *United Way 211 NorCal*, *Tehama County Health Service Agency*, and *Tehama County Department of Education*. First 5 Tehama funds the majority of the HMG system's four components, offering a trauma-informed, "whole family, whole child" approach. HMG provides resource linkages and navigation, informs families about developmental milestones, and provides screenings for early identification of developmental and behavioral delays. HMG successfully links families to interventions and services focused on families' core needs to foster a stable environment for children and access essential resources (i.e. housing, child care, food).

HMG Tehama functions as a family-centered hub, supporting cross-system collaboration. The goal is to strengthen children and families, resulting in a community where children and families thrive with hope and resilience.

While families may connect with HMG Tehama for information only or for a single 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 may also serve as the bridge between family or early education services and education within the district (i.e., TK, Kindergarten), as well as provide training 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)

The 2-1-1 Tehama 24-hour hotline serves as a referral source for Help Me Grow Tehama and provides connections and referrals for essential resources, such as 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 available through 2-1-1 Tehama. Anyone in Tehama County can call 2-1-1, visit www.211tehama.org, or text their zip code to 898211 to connect with a live person to direct them to services. Additionally, detailed resources are available by category of interest on the 2-1-1 website, allowing families to safely identify their needs and contact relevant resources, to reduce barriers to accessing information.



Top Needs of 2-1-1 Callers

- 55%** Housing
- 35%** Individual, Family, and Community Support
- 30%** Information Services

In FY 2023-24, 2-1-1 Tehama had 344 total contacts with residents whose children were ages 0-8, including 216 contacts whose children were 0-5. Callers primarily spoke English (93%) and 35% (122/344) of callers were under the age of 30, ⁶ a substantial decrease compared with FY 2022-23 (66%, 193/293). Consistent with previous fiscal years, housing was the top need expressed (55% of contacts). However, individual, family, and community support (35%) and information services (30%) emerged in the top three needs, compared with prior years where food/meals and utility assistance typically followed housing.⁷

HELP ME GROW CHILD HEALTH PROVIDER AND COMMUNITY OUTREACH

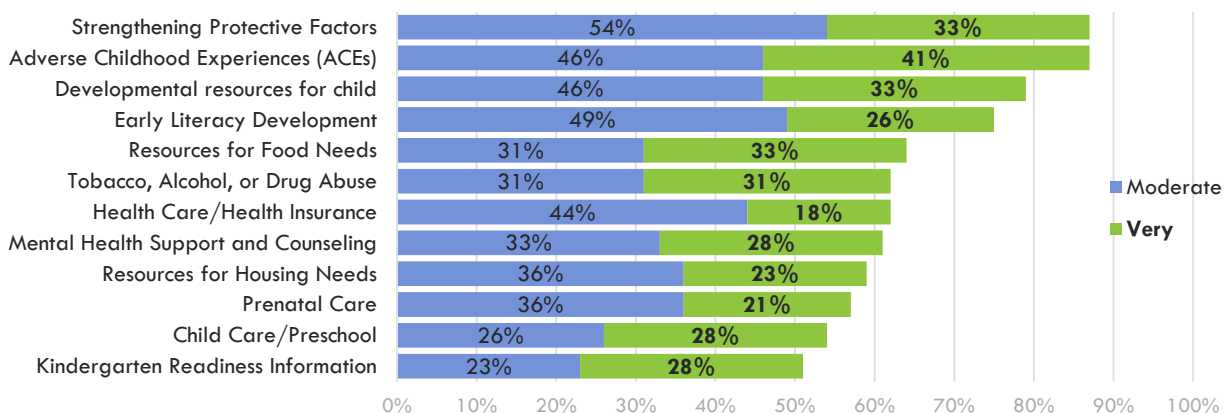
In March 2024, 59 providers attended First 5’s third annual “Stressbuster Café,” a care coordinator training event to facilitate child health partner outreach. Stressbuster Cafés provide opportunities for professionals to gain trust and insight into their community partners through hands-on engagement activities and learn about Tehama County’s shared “why” for working to increase family resilience through protective factors. Providers can also reflect and share their own experiences and knowledge and learn about community resources to which they can refer families. The 2024 Stressbuster Café focused on reflecting on personal relationships and communication practices while expanding views of culturally responsive self-care and resilience strategies for providers and families/clients.

Stressbuster Café participants highly valued the tips and resources for self-care as well as collaborative networking between agencies.

Following the event, 39 attendees also completed a provider survey describing their knowledge of local resources and experiences at the training. Nearly all participants agreed they learned something new (34/36, 94%) and 38 out of 38 participants who responded agreed that they would recommend the Stressbuster Café.

Participants were most knowledgeable about strengthening protective factors and Adverse Childhood Experiences, but least knowledgeable about child care/preschool and kindergarten readiness resources.

Figure 10. Percent of Stressbuster Participants who were “Moderately” or “Very” Knowledgeable



Source: FY 2023-24 Provider Information Form, Stressbuster Café March 2024 (N = 39).

⁶ Among those with children ages 0-8. Caller details are not available specific to callers with children ages 0-5.

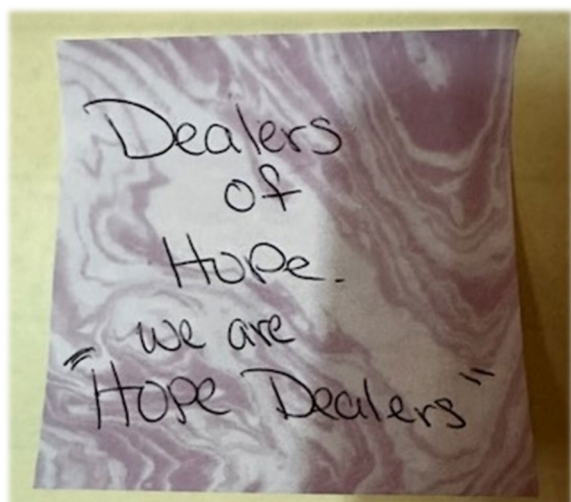
⁷ Percentages may exceed 100% as callers may have multiple needs.

“Today I learned it is okay for me to take care of myself and not feel selfish.”

– Stressbuster Café Participant

Participants’ **key learnings** included the importance of self-care, self-awareness (e.g., being aware of their body and needs), cultivating a pause, using the color zones (e.g., green zone, red zone) to regulate one’s emotions, and realizing that self-care looks different for everyone. As one participant highlighted, “I need to put my own oxygen mask on first in order to help others around me.”

Participants also described what they found **most meaningful** from the Stressbuster Café. Responses included the explanations/content, such as self-awareness, strategies for resilience, and mediation in addition to “getting time to reflect on self-care” and “tips to do better and to take care of myself.” Participants also highlighted teamwork and the ability to collaborate and network with other agencies as most meaningful. Further, as one provider stated, “I loved this topic. It was a breath of fresh air.”



Notably the Stressbuster Café is open to providers across the region. Multiple attendees came from agencies in neighboring counties to leverage shared knowledge, including those who operate regional programs which serve Tehama County residents (e.g., Rowell Empowerment of Far Northern), those who operate programs similar to those offered in Tehama County (e.g., Help Me Grow Butte), or those whose families served may have recently or currently receive other services in Tehama County. This regional collaboration demonstrates the value of both the Stressbuster Café as well as relationships with other rural providers across the region.

Provider Feedback: Future Training Opportunities

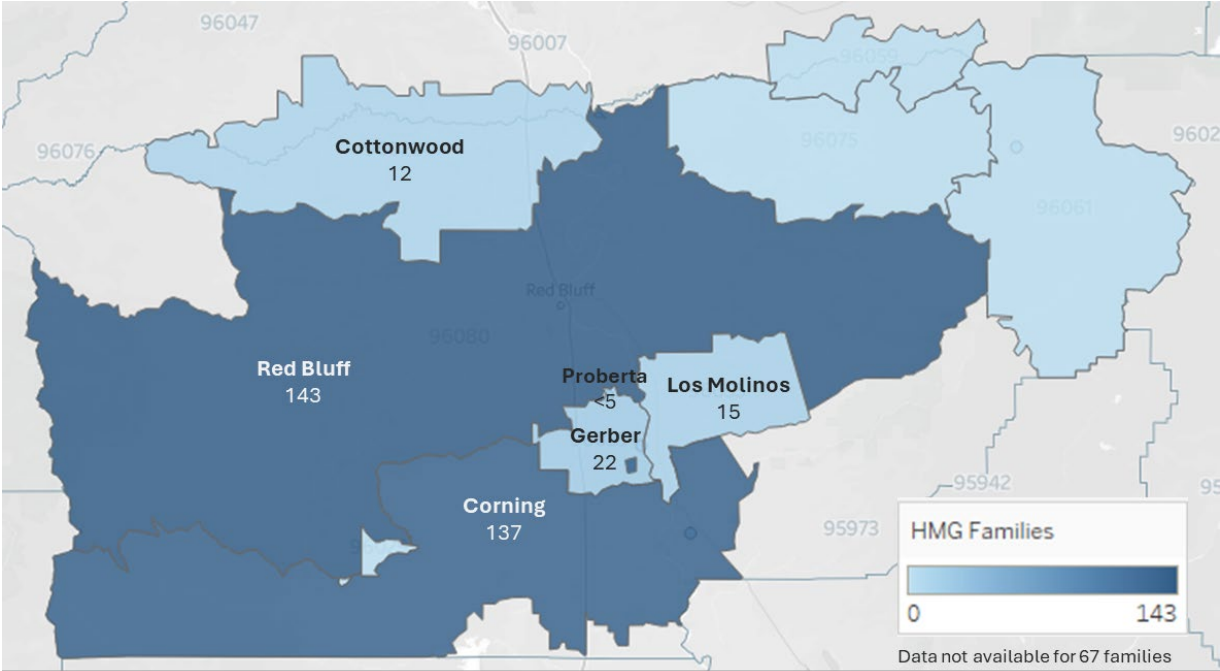
Stressbuster Café participants were asked what topics they would be interested in for future trainings. In FY 2023-24, participants stressed the importance of continuing opportunities to connect and network with other providers. Additional topics of interest included:

- ▶ **Trauma informed care**, ACEs, and extended protective factors work
- ▶ Supporting **family relationships**
- ▶ Strategies to help parents change **behaviors** (i.e., motivational interviewing, brain function)
- ▶ **Basic Needs** (i.e., medical, food, housing)
- ▶ Stress relief, **self-care**, and mental health
- ▶ **Child and teen** focused trainings (i.e., understanding youth perspectives, teaching teens empathy, learning new ways to connect with children)
- ▶ Specific needs of **vulnerable populations** specific needs (e.g., functional addiction)

HELP ME GROW FAMILIES

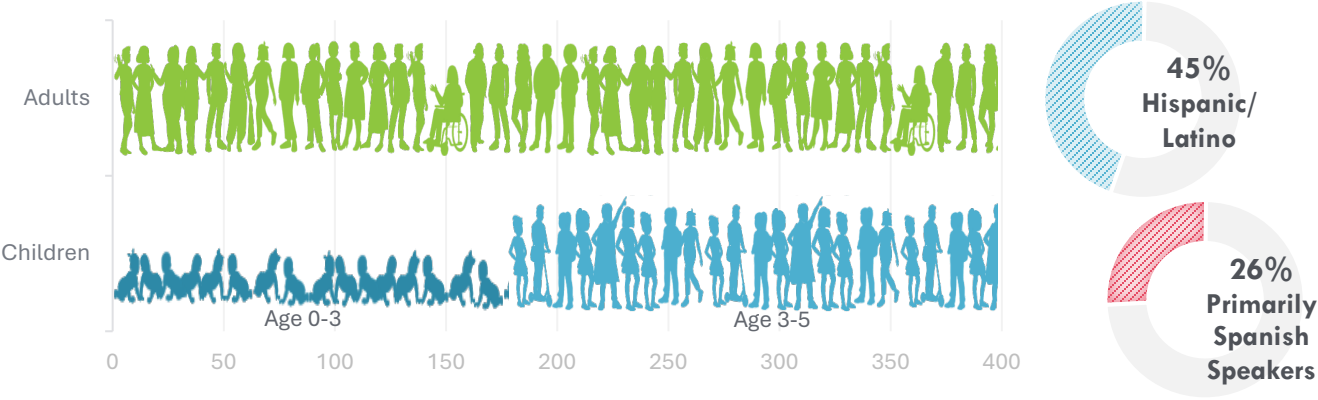
In FY 2023-24, 398 families received HMG case management/navigation.⁸ Among these families, 57% had a (focal) child ages 3-5, whereas 43% were children under the age of three. Additionally, 45% of the children were Hispanic/Latino and more than one-quarter (26%) spoke Spanish as their primary language. Seventy percent of the families lived in Red Bluff (36%) or Corning (34%).

Figure 11. Location of Help Me Grow Families



Source: FY 2023-24 Help Me Grow records (N = 338, zip code data not available for 67 families)


Figure 12. Help Me Grow Families (Case Management and/or Home Visiting Participants)



⁸ Includes counts of “cases” resulting in an estimated 398 children ages 0-5 and 398 caregivers. Counts may underrepresent the total number of caregivers and/or children reached. Among the 398 cases, 48 also received home visiting – discussed in the next section.

Help Me Grow (HMG) participants completing a Family Information Form (FIF) 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 2023-24, 42 participants completed an AHS at the beginning of their HMG services. Participants’ scores ranged from the minimum value (8) to the maximum value (64) with a group average of 46.6. 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 (Gwinn & Hellman, 2023).


↑ 50%
 had higher
pathways
 (waypower) scores


↑ 46%
 had higher
agency
 (willpower) scores

63%
 were “**highly hopeful**”
 at follow-up.
 ↑ *from 50% at intake*

Further, 24 participants completed a HOPE assessment at HMG intake *and* at the end of the fiscal year. Among this group, the average HOPE score at intake was 47.0 which increased to 49.1 at follow-up. As a group, 63% of participants were “highly hopeful” at follow-up. Individually, 10 out of 24 participants (46%) reported higher *agency* scores and 50% (12/24) had higher *pathways* scores at follow-up.

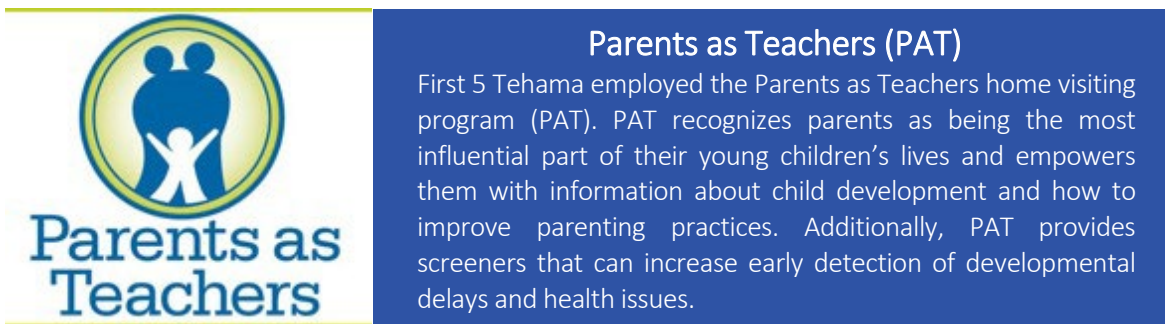


Help Me Grow Home Visiting

In FY 2023-24, Help Me Grow (HMG) utilized the evidence-based, Parents as Teachers (PAT) home visiting curriculum to improve family functioning, child health, and child development within Tehama County.

This FY, 48 families participated in home visiting (29 children under the age of three, 19 children ages 3-5). About half (51%) of the children were Hispanic/Latino them, and about two-thirds (65%) of the families considered Spanish their primary language.

HMG Home Visiting is implemented through the Department of Early Learning at Tehama County Department of Education through multiple funding streams, including but not limited to Corning Promise, Tehama County Public Health, and Proposition 10. First 5 fully funds 10 of these families, compared with 27 families in FY 2022-23 and 55 families in FY 2021-22. This ongoing decrease is a direct result of the decrease in Proposition 10 funds provided to First 5 Tehama.



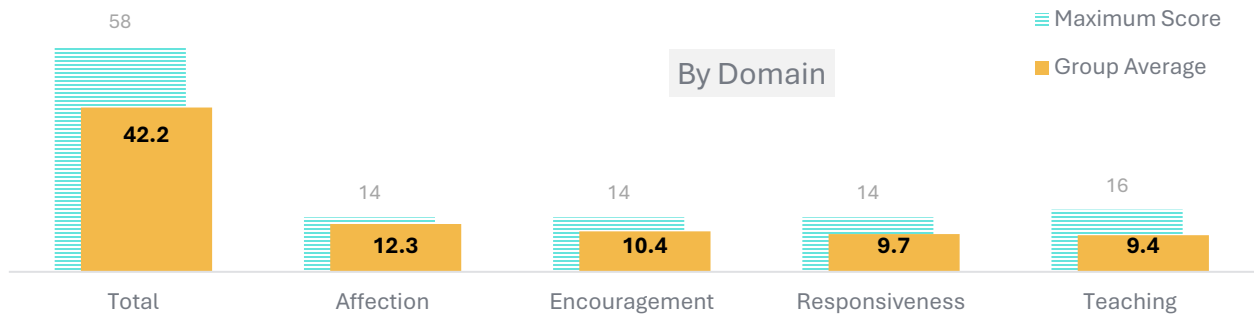
PARENT-CHILD INTERACTIONS

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 (Parent Possible, n.d.). Assessments are collected at two points in time to measure changes during the six months after beginning PAT home visiting.


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).

In FY 2023-24, 29 home visiting families received at least one PICCOLO assessment. Among them, the average total score was 42.2. This group had the highest average score in the *Affection* domain (12.3), followed by *Encouragement* (10.4), *Responsiveness* (9.7), and *Teaching* (9.4).

Figure 13. FY 2023-24 Average PICCOLO Scores (first in FY)



Source: Help Me Grow PICCOLO Parenting Outcomes, N = 29.

 **↑ 75%**
improved
total scores


Further, five families who had a PICCOLO assessment in FY 2023-24 had *two* assessments – which allowed for an exploration of improvements over time.⁹ Among them, 75% (3/4) improved their **total** PICCOLO score between the first and second assessment.¹⁰

 **↑ 60%**
improved
affection

The *Affection* domain includes parenting behaviors which help children feel close and connected to parents and help establish parent/child relationships and support children’s development. Three out of five participants (60%) improved their *Affection* scores.

 **↑ 75%**
improved
encouragement

The *Encouragement* domain considers parenting behaviors actively supporting children’s exploration, effort, skills, initiative, curiosity, creativity, and play to promote social and cognitive skills. Three out of four participants (75%) with an *Encouragement* domain score showed improvements.

 **↑ 80%**
improved
responsiveness

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. Four out of five participants (80%) showed improved *Responsiveness* scores.

 **↑ 80%**
improved
teaching

Lastly, early *Teaching* interactions include shared conversation and play, explanations, and questions for cognitive and language stimulation. Four out of five participants (80%) showed improved *Teaching* scores.

⁹ Total score and domain scores may not be available for all participants due to partial missing data. For instance, if a participant is missing scores for one or more “Encouragement” item, an “Encouragement” domain score is not calculated, which means a total score would not be calculated either.

¹⁰ Total score not available for one family with two assessments.

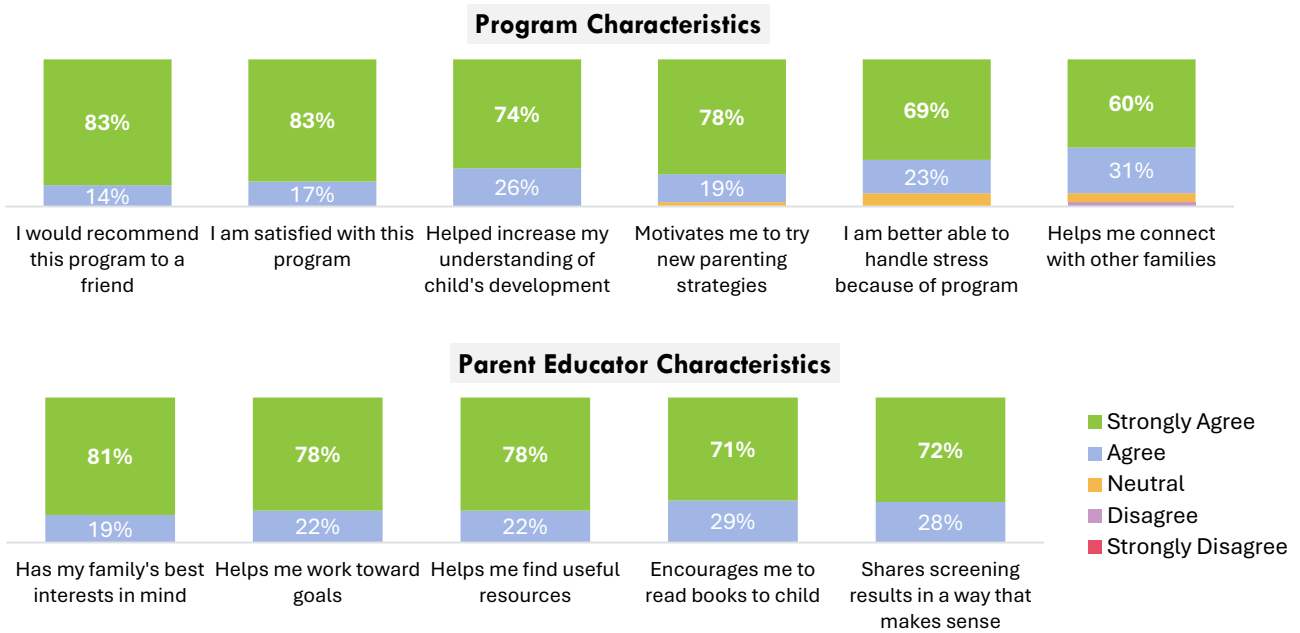
PARENT SATISFACTION

Thirty-six parents/caregivers also shared their satisfaction with the home visiting program and their parent educator. 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 highly rated the various characteristics of the program and their parent educators, such as receiving help increasing understanding of their child’s development. A small portion of participants were neutral or disagreed about help connecting them with other families, motivation to try new parenting strategies, and the program’s contribution to their ability to handles stress.

“This program has helped me a lot with my child because **I did not know the importance of reading and playing** and how to help him get ready for school ... I’m very thankful for the support I have received, **I recommend this program** to the families in the community”
 – PAT HV Parent

Figure 14. Home Visiting Parent Satisfaction Responses



Source: PAT Satisfaction Survey, Parents as Teachers database (Penelope); N = 37.

Community Feedback: Help Me Grow Home Visiting

Most home visiting participants felt there was nothing they would change about the program (78%). Two themes emerged from those providing feedback:

- ▶ **Longer or more frequent visits** (e.g., two-hour visits, weekly instead of biweekly)
- ▶ **More group activities** with other parents and children (e.g., playgroups)

Success Story: Help Me Grow Home Visiting

Avery (age 34) and her husband Julien (43) (fictional names) are parents of two sons, ages four and 10. Initially, the family was in contact with Northern California Child Development, Inc. (NCCDI) to enroll their four-year-old son into Head Start but there were no openings at the site they wanted. NCCDI referred the family to Help Me Grow for local resources and connections to other early childhood education programs.

When HMG staff reached out to Avery, she shared that she was concerned about her child's speech but was hesitant to schedule a resource visit. Avery considered herself a private person who had trouble trusting people or letting anyone into their home, especially strangers. The HMG parent educator continued talking with Avery and the two realized that they had previously lived in the same apartment complex years ago. Through this added acquaintance, Avery became more comfortable allowing HMG to do a resource visit.

During the resource visit, HMG discovered that the family had more presenting needs than initially requested, such as help with preschool and kindergarten enrollment, ASQ screenings, a referral to Special Education Local Plan Area (SELPA) for speech therapy, social interactions for the children, and other basic needs for low-income families. They also discussed, and agreed, that their family would benefit from the home visiting program until their child was able to enroll in Head Start.

After beginning speech therapy with SELPA, their speech therapist shared that the child would benefit from enrolling in preschool. This was a challenge for the family as they did not have a car and the closest preschool with an opening was about two miles away. The family considered their options and committed to a plan to walk their son to school for the rest of the school year, and within two weeks of enrolling he had started preschool to support his speech, social development, and early learning.

"You were very trusting and helpful. You helped us get [our son] into preschool, kindergarten, and speech therapy. You pushed me out of my comfort zone and encouraged me to explore new places and people. There is not anything I do not like about you."

— 'Avery,' PAT HV Parent

Help Me Grow also connected Avery and Julien to the Family Champions program. While the couple was very shy and quiet during the first visit, they quickly became active participants during the second visit sharing personal family barriers and triumphs. Their son is now fully enrolled in a State Preschool program and has been receiving Speech services.

Julien shared they are both advocates for developmental screening now and will share the screening with other families, saying "I will share with others the ASQ's. Because of this screening we were able to get my son speech therapy and help him with his speech."

Social Connections

PARENT-CHILD PLAY OPPORTUNITIES

During FY 2023-24, Help Me Grow collaborated with other community partners to support parent/child play opportunities and social connections. Activities included joint parent and child play times in partnership with the Healthy Families Tehama Home Visiting Program, as well as Tehama County Early Learning Programs “Fun Night,” education nights for families entering the Tehama County Department of Education (TCDE) Early Learning Program. These opportunities enhance the “play” experience for parents and their children, as they get to interact with families enrolled in other programs, as well as other community providers. Additionally, these activities support program staff as they have the opportunity to learn and share ideas for implementing playgroups.

There were four playgroups held in FY 2023-24, including one hosted by Help Me Grow and three others hosted by Healthy Families Tehama, but supported by HMG. Playgroups provide fun and safe engagement opportunities for families. One playgroup was held in Corning where families participated in a Valentines Day-themed craft activity. Families were very excited for the playgroup and reported that they wanted to see more playgroups occur in the future. Participating HMG staff also said that the event was lots of fun but recommended a bigger space for future events due to overall attendance at the event.



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 learn about and understand 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(ren), 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 and utilizes materials to engage parents and reinforce strategies.




In FY 2023-24, First 5 funded 12 Triple P course(s) including three teen-focused, one fully-Spanish course, one bilingual, and seven in English. Five of the classes took place in Corning, five were offered in evening hours, and six included child care for participants. A total of 55 parents/caregivers attended classes. Among those for whom demographic information was available, 73% (40/55) identified as White, 21% were Hispanic/Latino, and 11% identified as another race/ethnicity.¹¹ Additionally, 93% identified English as their primary language, while 7% primarily


spoke Spanish.

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 2023-24, 55 Triple P participants completed an AHS at the start of the parenting education course. Participants' scores ranged from the minimum (8) to the maximum score (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. At intake, the group average HOPE score was 47.7 with more than two-thirds (69%, 38/55) categorized with high hope.

Further, 30 Triple P participants completed a HOPE assessment at the intake *and* conclusion of their parenting education course. Among this group, the average HOPE score at intake was 48.5 which increased to 52.4 after course completion. The percentage of participants categorized as "low hope" decreased from 20% to 10% while the "highly hopeful" proportion increased from 70% to 77%.

¹¹ Percentages may exceed 100% as participants can report multiple race/ethnicities.

 **↑ 60%**
had higher
agency
(willpower) scores

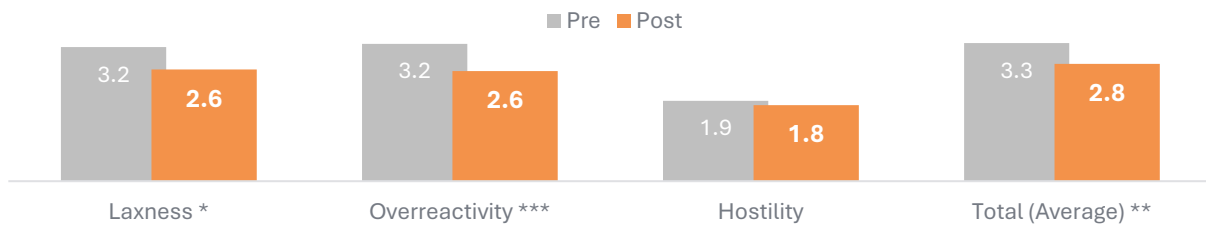
 **↑ 53%**
had higher
pathways
(waypower) scores

77%
were “highly hopeful”
at follow-up.
↑ from 70% at intake

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.¹² 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, 36 Triple P participants had a pre- and post-test. Among them, **86% (31/36) had improvements in at least one domain** (*Laxness*, *Over-reactivity*, and/or *Hostility*). The overall group average *Parenting Scale* score significantly decreased from 3.3 to 2.8, and improvements in the *Laxness* and *Over-reactivity* domains were statistically significant.¹³

Figure 15. Triple P Parenting Scale Average Scores, by Domain (Matched Set)



Source: Triple P Parenting Survey (N = 36, 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.

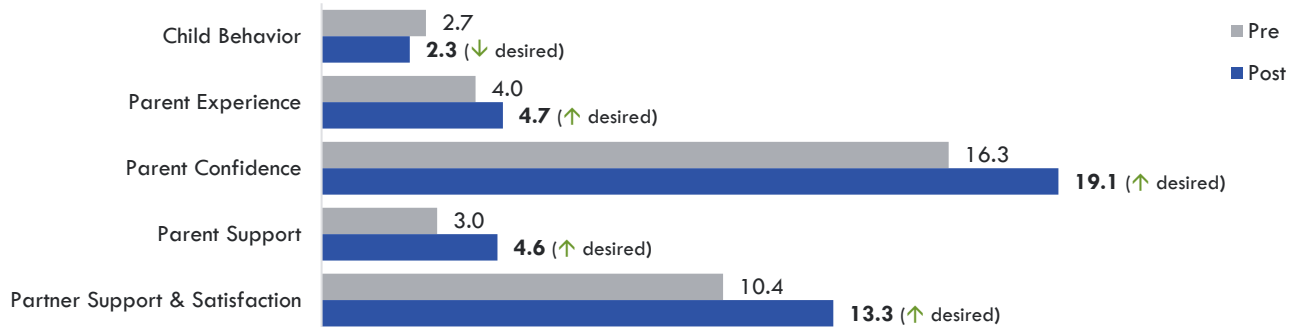
Beginning in FY 2024-25, First 5 will transition from using the *Parenting Scale* to the *Parenting Experience Scale* in order to reduce burden on participants, while continuing to continue measuring impact directly related to the curriculum goals. The Parenting Experience Survey explores five areas related to children’s behaviors and issues related to being a parent. Higher scores in the *Child Behaviors* domain indicate more difficult behaviors, while higher scores for *Parent Experience*, *Parent Confidence*, *Parent Support*, and *Partner Support and Satisfaction* indicate more positive experiences.

This tool was piloted with one Triple P cohort during FY 2023-24 (n = 7). All participants showed improvements in at least one domain. **As a group, participants improved in all five domains**, although statistical analyses were not completed due to small sample size in the pilot group.

¹² Descriptive terminology obtained from the tool scoring key. Several items are reverse coded and recoded for analysis.

¹³ Due to small sample size (N = 36), interpret statistical significance with caution.

Figure 16. Triple P Parenting Experience Survey Average Scores, by Domain (Matched Set, Pilot Cohort)



Source: Triple P Parenting Experience Survey, Pilot Group (N = 7, matched set). Score ranges vary by domain. *Child Behavior* (range 1-5, decrease desired); *Parent Experience* (range 5-25, increase desired); *Parent Confidence* (range 1-5, increase desired); *Parent Support* (range 1-5, increase desired); *Partner Support & Satisfaction* (range 2-16, increase desired). Statistical tests not completed due to small sample size.

Success Story: Triple P Parenting Classes

Alan and Sofia (fictional names) are a married couple with a three-year-old daughter. They participated in separate Triple P courses so that Alan could complete the English course while Sofia was able to participate in a fully-Spanish course. Alan mentioned they “were happy about that for it is easier for her to understand in her native language” and said it was “nice they offered that for her.”

Alan and Sofia described Triple P as “a great experience for us.” Alan is an older father and first-time parent, and felt he came out of the course “with a better understanding of how-to parent [our daughter].” While Sofia has other children from a previous marriage and years of experience with parenting, “she still learned new skills from the class.”

Alan said they learned how to have patience and look at different ways of dealing with their child, including staying calm, thinking on the child’s level and her understanding of things. They mentioned that they liked Triple P’s methods for discipline describing them as “simple and easy to use” (i.e., timeout, setting clear ground rules, “planned ignoring,” and giving clear and calm instructions). They also described the homework as easy and fun, and that their instructors made the learning easily accessible for them through videos and examples.

Alan and Sofia thanked their instructors for all their help and said they would recommend the class to anyone who wants to have a better experience parenting their children.



We loved the ‘planned ignoring’ for minor problems and ‘giving clear and calm instructions’. The homework was easy and fun, and our teachers ... made the learning easy for us. They showed us videos and talked about examples ... We would recommend the class to anyone who wants to have a better experience with parenting their children.

- Triple P Participant



Early Literacy

FY 2023-24 was First 5 Tehama’s fourth year implementing the First 5 Book Club, the third year of Badges with Books, and the second year of the Business with Books program. A desire for ongoing early literacy support, feedback about successes and limitations of the Book Club, and advocacy from within the local community also led to the launch of the Dolly Parton Imagination Library in Tehama County this FY.

The Dolly Parton Imagination Library and Book Club pop-up events provide families early literacy and resiliency resources

These “light touch” events and bilingual resources are designed to enhance early literacy, family resiliency, knowledge of parenting and child development. These early literacy activities also build cohesiveness between agencies to better support families and provide them with an onramp to other community programs (e.g., preschool). **A bilingual connection between First 5 and Tehama families offers a critical pathway to early literacy as well as engagement in aspects of all early learning.**

DOLLY PARTON IMAGINATION LIBRARY

In FY 2023-24, Tehama County launched the **Dolly Parton Imagination Library** (DPIL), a free-to-families program where a specially selected, high quality, and age-appropriate book is delivered to each child once a month, by mail. The DPIL aims to ensure that every child would have access to the magic of books, regardless of their family’s income. Tehama County families can sign up to receive books in English or bilingual (English and Spanish) for each child who has not yet had their fifth birthday.



Implementing the DPIL was made possible due to partnerships with the Education Foundation and the commitment of multiple Tehama County partners, such as the Tehama County Library, Rotary Club, Kiwanis, the 20-30 Club, and other independent donors. Additionally, contributions from the State of California budget resulted in a 50% reduced price for the program’s annual cost. Without the state contribution, continuation of the program may not be possible.

During FY 2023-24, **428 Tehama County children** were registered for the Dolly Parton Imagination Library.

- ▶ Nearly two-thirds (64%) of the children registered were ages 0-2, and 36% were ages 3-4.
- ▶ Half of the children lived in Red Bluff (52%, 96080) and 29% lived in Corning (96021), whereas one out of every five children (19%) lived in zip codes other than these two most commonly-reached areas, highlighting the ability of a “books by mail” program to reach families in the less populated areas of Tehama County.
- ▶ More than one in ten (12%) of children were receiving bilingual books. While this does not tell us the primary language spoken in the home, requests for bilingual books highlights the value of bilingual learning in the home.

After the first year of the DPIL 37 parents/caregivers completed a brief follow-up survey. Among them, more than two-thirds (68%) somewhat or strongly agreed that the DPIL increased how often they read with their child(ren).

When asked about their favorite part of the Dolly Parton Imagination Library, participants often mentioned:

- ▶ Appreciation for **free** books that might not otherwise be within their budget.
- ▶ The quality, novelty, and available **selection** of books, such as “having a new book so that my children are engaged at reading. New is fun for them.”

- ▶ Access to **bilingual** books
- ▶ The accessibility and **convenience** that comes with receiving free books by mail.
- ▶ The **special experience and quality time** spent reading. One participant said the program “makes the girls feel special.” Another mentioned “Pasar tiempo de calidad con mi niña” (*spending quality time with my daughter*).

Follow-up survey participants also had an opportunity to share feedback to help Tehama County improve the implementation of the program. Most participants indicated that the process has been “amazing,” “great”, or that they were “very grateful.” One participant even said that the program was “very efficient and well-advertised. It’s such an amazing asset to this community.” On the other hand, some participants provided tangible feedback that can inform Tehama County’s implementation, support, or recommendations to the Imagination Library program itself, including:

- ▶ Allow access to the program for **slightly older children** “that are learning to read, that way it helps them too.”
- ▶ More **clarification** on the process, especially by age. One participant had different experiences with their four year old compared with their infant and was unsure about how the program worked. Similarly, another participant said the enrollment process took about two months and “hasta me había olvidado” (I had even forgotten about it).
- ▶ One participant requested “mas variedades de libros” (more **variety** of books), and another suggested to engage parents and children more in the process by having two to three books at a time to choose from before it gets sent out.
- ▶ One participant suggested an “**interactive story time** where parents and children meet up at a local location ... to hear and talk about a book, where kids can listen to the story and ask questions and parents [can] interact with and meet other local parents.”

**“It’s a wonderful program.
Who doesn’t love a free book!
I’m very grateful for it.”**

– Dolly Parton Imagination Library
Participant

BOOK CLUB POP-UP OUTREACH

In FY 2023-24, First 5’s Book Club outreach included ongoing community engagement communications sharing literacy resources, advance invitations to literacy events (e.g., Adobe Park Story Walks, Library Play and Stay), and pop-up events/First 5 Tehama book give aways (e.g., Corning Night Markets; Tehama County Fair Makerspace). First 5 Tehama also hosted one Book Bag pick up event in November 2023.

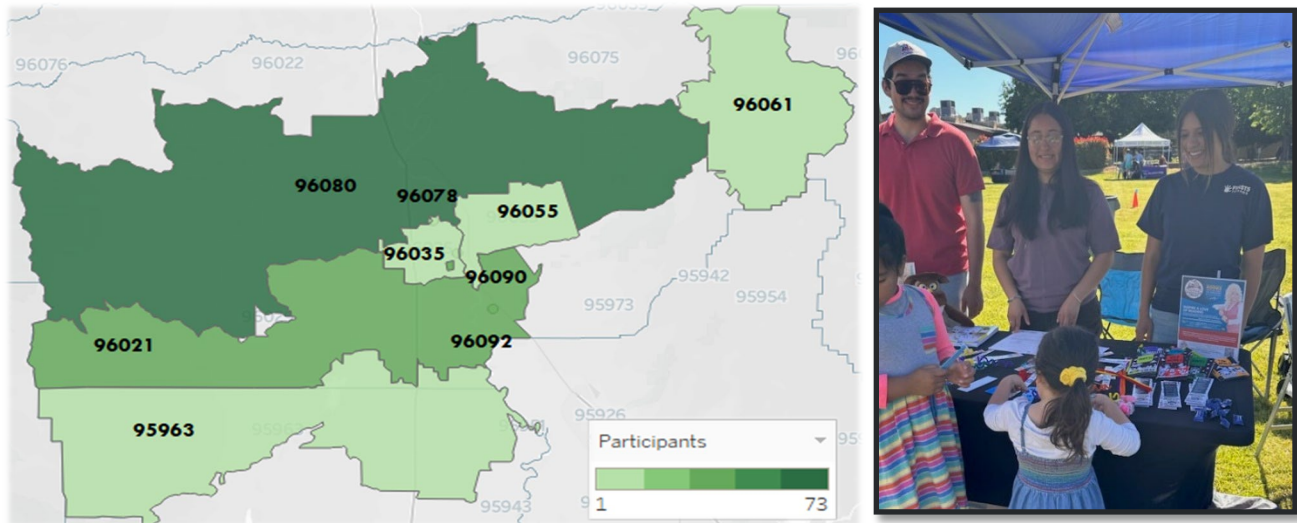
Book Club Pop-Up events offer a critical focus on connecting community members to other ongoing literacy supports for families with children ages 0-5. At each Book Club Pop-Up, multiple families receive a Pregnancy to Preschool Partnership (P2P) referral to be contacted by a home visiting and/or education program.¹⁴



¹⁴ In FY 2023-24, the number of P2P referrals ranged from two to six families.

This FY, First 5 Tehama registered **136** new parents/caregivers for the **Book Club**. Most of them learned about the Book Club through local organizations/staff (36%), followed by school events, teachers, or child care providers (26%), word of mouth (16%), or community events/activities (15%). More than half (56%) lived in Red Bluff (96080), followed by more than one-quarter (26%) in Corning (96021). Approximately one in five registered participants primarily spoke Spanish (21%). It is important to note that all participants eligible for Dolly Parton Imagination Library were invited to sign up for this service as well.

Figure 17. Geographical Reach of Book Club Outreach Activities



Source: Book Club Registration Form, registrations completed during FY 2023-24. May not reflect all families actively receiving Book Club correspondence/resources if registered in a prior fiscal year.

Early Literacy Community Feedback

Participants completing a Book Club Registration Form had the opportunity to describe the services or resources they wish were available in Tehama County. Responses included:

- ▶ **More recreational/play spaces and parks**, including safer and child-friendly spaces, more shaded areas, and indoor play spaces. Participants also suggested more recreational activities for children and adults (e.g., gymnastics, dance reading circles), and fitness/wellness activities (e.g., baby yoga, child wellness).
- ▶ **Access educational/literacy resources** including after-school programs/tutoring, libraries in walking distance, and more access to bilingual resources/activities and Hispanic cultural events.
- ▶ A general call for more **family-friendly events**, parent-child meetups, and parent support groups
- ▶ Improved **infrastructure and safety**, such as walking and biking trails, housing, and infrastructure to support community growth and engagement.
- ▶ Support for **special populations**, such as more services for children with ADD/ADHD (e.g., sensory activities), resources for foster and adoptive families, and improved mental health services for families and children.

BADGES WITH BOOKS

Since FY 2021-22, First 5 Tehama has utilized **Badges with Books** as 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. As of FY 2023-24, the nine local departments engaged in the Badges with Books program 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 Sherriff Department

BUSINESS WITH BOOKS

Last fiscal year, the success of the Badges with Books program paired with growing systems-wide focus on early literacy inspired the launch of the **Business with Books** where 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. First 5 provides a box of books to partnering businesses, as well as information on registering for the First 5 Tehama Book Club and the Dolly Parton Imagination Library. The 26 businesses who joined the Business with Books program in FY 2022-23 continued to be engaged and were restocked with new materials during FY 2023-24.

In FY 2023-24, First 5 collaborated with Tehama County Public Health to increase Business with Book partnerships during Dental Health Awareness Month. Together, First 5 Tehama staff and Tehama County Health Service health educators provided boxes of bilingual, dental-related children’s books to dentist offices throughout the County. This growth increased families’ access to developmentally-appropriate dental education and increased early literacy engagement within Tehama County health agencies.



Community Resiliency

PRENATAL AND PERINATAL SUPPORTS

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, a parents’ reference book, a touch-and-feel book for children, and resources for parents. In FY 2023-24, **First 5 Tehama distributed 275 kits**, more than one-third (95, 35%) of which were Spanish kits. First 5 distributed four times as many kits as in FY 2022-23 (56 kits), and 1.7 times more than in FY 2021-22 (166).

Birthing Classes

Hospital birthing classes resumed in-person sessions in January 2024. These classes were identified as a critical point of contact to support prenatal parents. As a result, a First 5 Tehama Bilingual Outreach Specialist attended three birthing classes to share information about local 0-5 resources. These included First 5 Tehama Book Club book bags and a demonstration on accessing online requests for the Kit for New Parents and connections to Pregnancy to Preschool Partnership programs. Families were incredibly receptive and shared positive feedback.

“We can’t wait to read and play with the puppets with our baby. We did not know we qualified for resources like these!”
- Birthing Class Participant

FAMILY CHAMPIONS (PILOT)

In FY 2023-24, nine parents/caregivers participated in First 5’s pilot “Family Champions” group. Participants were recruited from Help Me Grow and were primarily Spanish-speaking parents of young children ages 0-4, residing in both South and North County. First 5 facilitated quarterly Family Champions meetings, including opportunities to connect in a small group, and a pressure-free space to share feedback and experiences.

“I will share with others the ASQs. Because of this screening we were able to get my son speech therapy and help him with his speech.” – Family Champion



One goal of the Family Champions strategy is to **ensure a continued ripple effect of sharing information** and resources with other families. By the end of each meeting, Family Champions had one or more new resources that they were encouraged to share with their neighbors, families, and friends. Six of the eight participants completing the Family Champions follow-up survey said they shared the resources and information learned with family and friends, such as a sibling or their adult children who have children of their own.

A second goal of this strategy was to **create space to learn from and with the Family Champions** about community members’ experiences. For instance, during the second meeting, the Family Champions reviewed Maternal, Child, and Adolescent Health (MCAH) data, shared reactions, and discussed next steps. During this session, the First 5 facilitator shared information about youth suicide rates. One participant shared their personal experience where a young family member experienced intense bullying and suicidal thoughts. The family did not know who or where to go for help and felt that they were not being heard by their school district. The story highlighted the importance of the Community Schools movement to provide

suicidal thoughts. The family did not know who or where to go for help and felt that they were not being heard by their school district. The story highlighted the importance of the Community Schools movement to provide

trauma-informed resources and support to families. The story also resonated with several other participants who responded to the participant follow-up survey that the story was still on their heart.



I [became] more committed to share ... resources that First 5 and ... other organizations offer so that people can get the assistance they need for their children or their entire family. - Family Champion



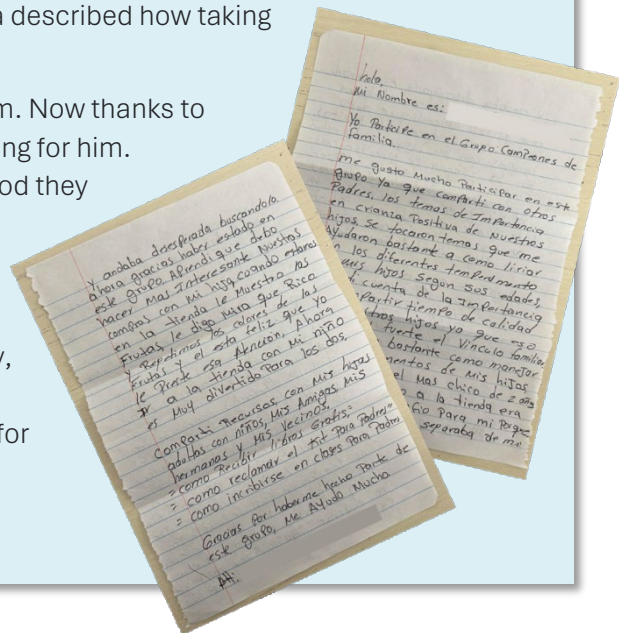
Additionally, at follow-up, all participants said they were “happy” about being a Family Champion. More than half (4/7, 57%) were “ready to share ideas,” three (43%) described themselves as “excited to learn something new” and two felt “interested.” One participant also said they felt “blessed.”

Success Story: Family Champions

Lucia (fictional name) was one of the Family Champions participants. She shared her appreciation for the group in a letter. In the letter, Lucia said she “really liked participating... because I shared with other parents the importance of positive parenting of our children....” She appreciated the topics covered, which helped her with “how to handle different temperaments of my children based on their age,” especially with her two-year-old child. For instance, Lucia described how taking her two year old to the store was “a huge challenge...”

“... he would separate from me and I was worried looking for him. Now thanks to this group, I learned that I should make shopping more interesting for him. When we are at the store I show him the fruits, I tell him how good they are, we repeat colors, and he is very happy and pays attention. Now going to the store with my son is very fun for both of us.”

Lucia also said that she shared information learned in the Family Champions group with her adult children, friends, family, and neighbors. For instance, sharing information about how to receive free books, the Kit for New Parents, and how to sign up for parenting classes.



Communications and Engagement

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

EMAIL CAMPAIGNS/WEBSITE

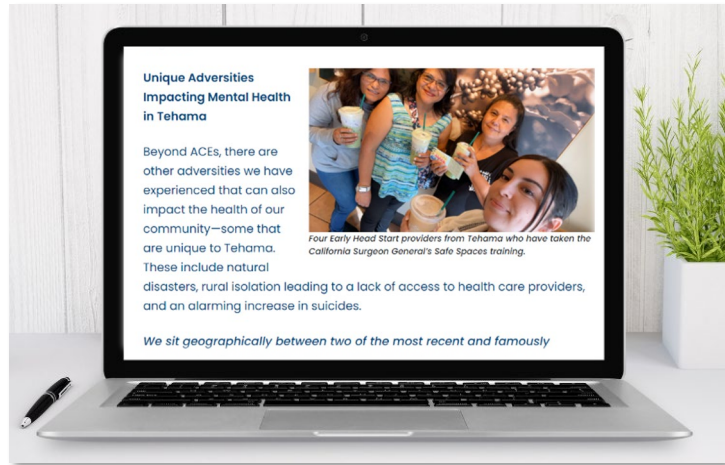
With the addition of the Dolly Parton Imagination Library in FY 2023-24, First 5 Book Club activities transitioned to online communication strategies focused on sharing early literacy resources and informing families about local events.



First 5 Tehama also implemented a new MailChimp **listserv** to share community resources in Spanish for families who identified Spanish as their preferred language. In FY 2023-24, the initial Spanish email campaign had 106 successful deliveries, with an open rate of 60.4% and a 6.3% click rate. The pen rate greatly **exceeded the nonprofit industry benchmark** (25% open rate, 2.8% click rate) (MailChimp, n.d.).

COLLABORATIVE STORY/BLOG WRITING

In FY 2023-24, First 5 Tehama collaborated on multiple stories/blogs to promote the mission of First 5 Tehama. In November 2023 First 5 collaborated on a story about the need to focus on the early education pathway. This story was shared with more than 300 Tehama County community leaders. In May 2024, a collaborative blog post with CYBHI highlighted the value and purpose of “[Creating ‘Safe Spaces’ in Tehama](#)” including flexible professional development opportunities for educators to promote resilience strategies.



SOCIAL MEDIA

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. This FY the First 5 Tehama **Facebook** page had nearly 3,000 page visits and reached about 24,000 users. The @first5tehamacounty **Instagram** page reached about 5,300 users, including 429 profile clicks.

The Facebook post with the largest reach (9,247 users) and interactions (168) was the announcement for the launch of the Dolly Parton Imagination Library. Other high-reach posts included those announcing the “Spooky Fall Festivities” and “Local Holiday to-dos” each reaching more than 3,000 users.

The value of social media:

A monolingual Spanish speaking mom saw a social media post about the First 5 Family Champions program. She completed an application and was accepted into the program. As a Family Champion, she then learned about Triple P parenting education and signed up for a course. This mom shared that she does not have an outside support system, so she was very grateful for getting connected to the group.



CHAMPIONS FOR NORCAL KIDS PODCAST

In FY 2023-24, First 5 Tehama and First 5 Shasta’s executive directors continued launching episodes of the **Champions for NorCal Kids Podcast**. Topics ranged from postpartum depression, physical activity, Quality Counts North State resources for providers, linking holiday activities to social emotional development, and the launch of a “Best Of” series, compiling prior podcast discussions on a shared topics (i.e., home visiting).



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.

“EIP provides a deeper perspective into the system serving early childhood and provides our agency a connection point to critical services.” – EIP Member

All participants agreed that the EIP increased their knowledge of local data about resilience and the five protective factors. Nine out of 10 participants considered themselves very knowledgeable about Adverse Childhood Experiences (ACEs), early literacy development, and strengthening protective factors, because of their participation in the EIP.

Participants described collaboration/professional connections, resources, learning, and systems impact as the EIP’s key values. *Collaboration* included connections between different agencies as well as individual partnerships. *Resources* and *Learning* included the resources shared to support the families served as well as the trainings and knowledge for staff, including self-care for professionals “so we can better serve our community.”



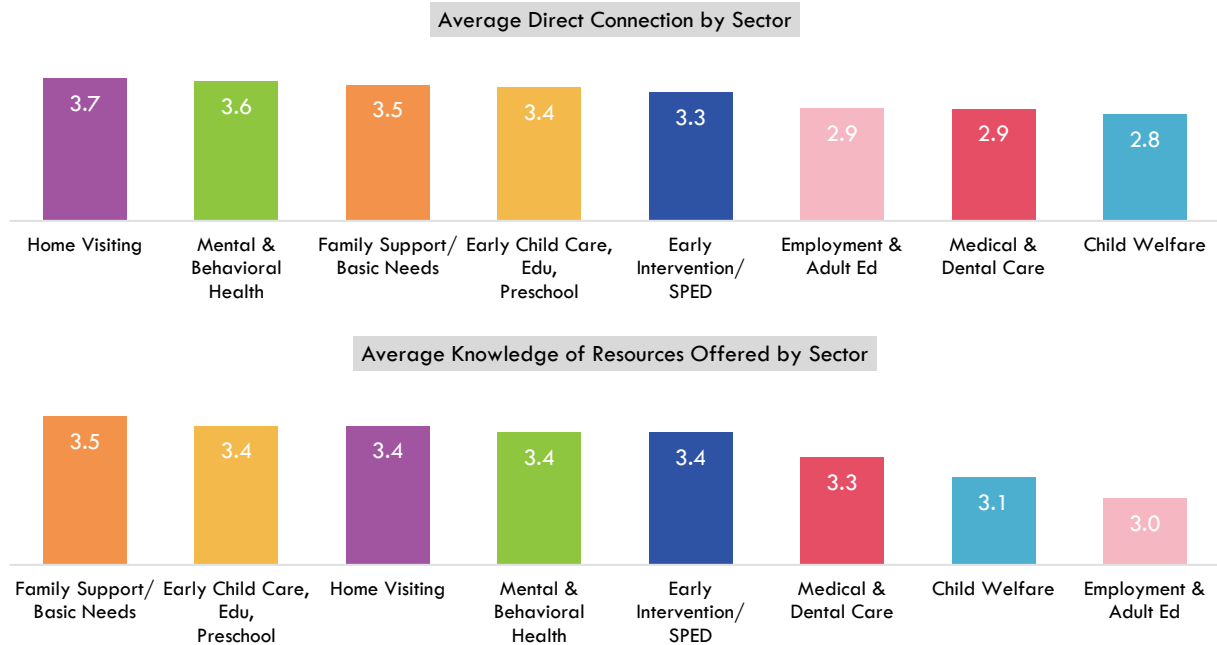
Additionally, participants described the value of the “deeper perspective into the system serving early childhood” with the EIP serving as a “connection point to critical services.” Participants also valued the sub-committees and the ad-hoc car seat collaborative for Tehama County programs.

“I appreciate the connections made to other professionals within the community that also work on behalf of children and families.” – EIP Member

In regard to connections to other sectors within Tehama County, EIP survey respondents had the strongest direct connections with home visiting, mental & behavioral health, and family support/basic needs organizations (see figure below). Further, 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). Despite minor variations, participants were least connected with and least knowledgeable of employment and

adult education, medical/dental, and child welfare organizations. Meanwhile, connections with mental/behavioral health organizations continue to strengthen.

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



Source: FY 2023-24 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:

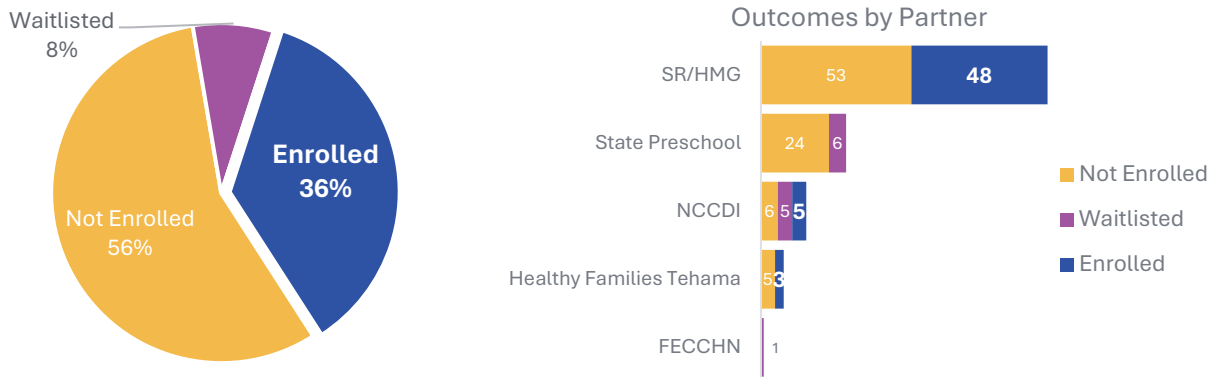


To achieve these goals, P2P uses a shared online **referral tracking** database which allows P2P agencies to efficiently send referrals with relevant information and monitor outcomes. P2P partners meet regularly for continuous improvement strategies to ensure warm handoffs and closed-loop referrals.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

Tracker highlights for the 2023-24 fiscal year include:

- ▶ **156 total referrals** for 131 parents and caregivers (some received multiple referrals). The total number of referrals sent were slightly higher than FY 2022-23 (149), although P2P partners reached 25 more parents/caregivers than in the previous fiscal year (106).
- ▶ **Most P2P referrals were sent to Help Me Grow** (65%, 101), followed by State Preschool (19%, 30) and Northern California Child Development, Inc. (NCCDI) (16, 10%).
- ▶ **More than one-third of all referrals (36%) resulted in program enrollment** (56), while more than half (53%) were not enrolled. Of those not enrolled, 27% were resource requests only (24/88). As of the end of the fiscal year, 12 referrals were waitlisted (8%).
- ▶ **78 out of 131 individuals (59%)** received at least one successful connection to services (enrolled or requested resources delivered).

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



Source: P2P Referral Tracker Data, FY 2023-24, N = 156 referrals. Outcomes are as of the end of FY 2023-24 and may not reflect ongoing communication with participants.

TRIPLE P PROVIDER COMMUNITY OF PRACTICE

During FY 2023-24, Triple P providers convened for a Community of Practice (COP) four times to share resources and tools for success, strengthen connections, and provide community support. At the time of this writing, **eighteen providers** were trained/accredited in the Triple P curriculum. **The number of trained/accredited providers doubled compared with FY 2022-23 (9).** This success was due to leveraging community-specific funds (Tehama County Social Services; Promise Neighborhoods) and partnering with other agencies such as school districts or CBOs to get a match scholarship (i.e., for each certification First 5 funds, the partner organization funds one certification). This practice not only leverages total dollars to support certifications in the community but it also provides opportunities for facilitators to go through the program with a “buddy” beyond the support provided by First 5 Tehama and existing COP members.



I really like that we can bring an idea to the group and have other experts ... to talk through it with. For example, I had considered what it would be like to host a virtual Triple P and we were able to talk through the pros, cons, and logistics. - Triple P Facilitator



Through the FY, the COP identified areas of focus to support one another, which informed the COP discussions. Examples of needs/focus areas which emerged in FY 2023-24 included:

- ▶ Increasing variety of the available *types* of Triple P certifications (i.e., “Baby,” “Steppingstones,” or “Teen” specialties) and *style* (i.e., 8-week group vs. 1-time seminars).
- ▶ Best practices for facilitators to regain focus when discussions go off-topic
- ▶ Curriculum examples more relevant to their local community than what the training materials offer.
- ▶ Opportunities for co-facilitation in order to learn from each other’s teaching styles and perspectives.

Insights from this group continue to inform improved strategies. For instance, in FY 2022-23, the COP identified a need for more direct bilingual, bicultural outreach. This led to two fully-Spanish courses offered during FY 2023-24, with even more Spanish courses anticipated in FY 2024-25 due to CYBHI funding. Additionally, First 5 has taken action to ensure Triple P facilitators have access to the specialized training types requested in FY 2024-25, due to funding from Promise Neighborhoods.

Triple P COP resources and discussions are shared with other providers/leaders and have directly informed First 5 Tehama efforts.

Another notable impact of the Triple P COP is that the resources created through the group's discussions are shared with other parenting education programs, community leaders, and the Early Intervention Partnership. First 5 also uses this group's insights to make decisions about programs offered in the community. For example, the Triple P COP had a discussion focused on the cultural responsiveness of the Triple P curriculum, with an emphasis on personal knowledge of family culture shared in groups, rather than "Big C" cultural norms or stereotypes based on ethnicity. This conversation was central to First 5's decision to focus the 2024 Stressbuster Café around the topic of Culturally Relevant Self Care and Resilience, in addition to the ongoing exploration of the topic emerging in FY 2024-25.

THE HOME VISITING COLLABORATIVE (HVC)

The Home Visiting Collaborative (HVC) offers provider-level collective impact and is comprised of staff from home visiting agencies serving children ages 0-5, as well as whole lifespan home visiting/service supports (i.e., TANF, Empower Tehama, Early Intervention/Special Education). In addition, other professionals can offer advisement about specific program models. The HVC also serves as the Community Advisory Board for Healthy Families Tehama. The HVC meets directly after EIP meetings to increase the feasibility of attendance.

In FY 2023-24, this group identified a need to focus on early infant attachment, postpartum screenings, and postpartum support. First 5 Tehama supported a response to each identified need, by:

- ▶ **Early Infant Attachment:** First 5 Tehama partnered with HVC leading partners Healthy Families Tehama to support home visitors' knowledge, suggesting tangible ways in which families can co-regulate with their infants through positive interactions such as Infant Massage (see more in Success Story below).
- ▶ **Postpartum Screenings and Postpartum Support:** A supervising nurse with leading partner Maternal and Child Adolescent Health (MCAH) began gathering information about who, when, and how many postpartum screenings were taking place in the community. All HVC partners that conducted screenings shared their data with the MCAH Nurse. As of the time of this writing, the HVC was working in collaboration with Partnership Health to summarize data and identify next steps for this focus area.

Systems Change Spotlight: Infant Massage Training

HOW DID THE SYSTEMS ACTIVITY COME TO BE?

As a member of the EIP and P2P, Healthy Families Tehama (HFT) approached First 5 with an opportunity to co-host a communitywide infant massage training, since HFT home visiting participants were showing interest in infant massage. First 5 was eager to support HFT and providers across the region in this task, grounded in data around Early Infant Mental Health supports necessary for parents and young children and recognizing this as a service deficit in Tehama County. The 4-day training included Infant Massage Teacher pre-certification skills with a focus on 0–2-year-old attachment/bonding and neurological development during the attachment process.

WHO CAME TOGETHER?

Sixteen community providers attended the training, representing Healthy Families Tehama, Help Me Grow, Early Head Start, other county programs (e.g., library services), and providers from the broader region (outside of Tehama County). Most participants were home visitors and two were bilingual providers. Participants cited personal and professional experience with infant massage and as a desire to share the benefits of infant massage to support Northern California families.

“ Thank you for this incredible opportunity!! It all begins with us! Can you imagine how our amazing community and even the world would benefit if all parents were trained in this and continued with their child as they grew up? ”

MOVING FORWARD, CREATING IMPACT

Within six months, the training has impacted Tehama County families, communities, and systems.

FAMILIES: At follow-up, participants said they planned to apply the information in individual parenting classes (75%, 9/12), group parenting classes (42%, 5/12), with family and friends (33%, 4/12), and in other settings, such as home visits or with the broader community. Further, since implementing infant massage, one provider’s clients all felt more relaxed after their session, and most have reported their babies sleeping longer at night. In one instance, a family reported that their physical therapist noticed leg muscle improvements for their infant with special needs after the family began practicing their infant massage activities (i.e., leg strokes).

COMMUNITY: Since the training, the Tehama County Library began offering community-wide opportunities. Additionally, attendees described their ideal infant massage opportunities. Responses included small group or one-on-one trainings with infants present, no-cost trainings at various times to accommodate different families’ needs, prenatal and postnatal trainings, and partnerships with organizations in which families interact (e.g., infant/postnatal programs, WIC, hospitals/pediatricians). When asked what support would help them move forward, participants most commonly named opportunities to practice in the community (50%, 6/12) and financial support for the materials needed (i.e., books, dolls) (50%, 6/12). In response to this feedback, First 5 utilized critical funding to provide lending materials including infant massage textbooks and the dolls necessary for the cohort to borrow from the library. First 5 is planning opportunities for the upcoming year for participants to practice and share learning with each other.

“ I did infant massage with my two youngest children (now teens) and it was enormously positive for our family. Being able to offer infant massage... aligns with our goals of strengthening families, building community, and getting people involved at the library so they are exposed to the benefits of literacy. ”

SYSTEM: Infant massage opportunities have been expanding with other organizations. For instance, Tehama County Social Services started trainings for licensed foster families who often care for infants, including those for whom calming and regulation may be particularly difficult, providing a unique opportunity to support co-regulation when their caregivers have these tools.

KEY TAKEAWAY

The success of the Infant Massage training is most evident in parent access and practices. Initial successes have also allowed First 5 to work within the same partnership and professional development system to expand opportunities for Early Infant Mental Health in FY 2024-25, in collaboration with the HVC.

“...all [of my practice clients] said they felt more relaxed after our session, and most have commented on how much longer their babies sleep at night. A parent in one of the sessions stated that their baby had been constipated for a few days. After I left a little while later, they texted that the baby had finally had a bowel movement. Another infant ... has Down syndrome. When I followed up with the parents about practicing the leg strokes in our first session, they stated that the physical therapist had noticed more muscle tone in their legs.”



CAR SEAT COALITION

After a successful launch in FY 2022-23, the Car Seat Coalition remained strong. Multiple partners independently applied for, and received, car seats and boosters from the Safe Kids Buckle Up program and the Department of Social Services (DSS). These resources were distributed to families via the Help Me Grow (HMG) referral pathway and community events. For instance, partner agencies hosted collaborative car seat events. Northern California Child Development, Inc. (NCCDI) and Public Health joined Help Me Grow's event held in October 2023 in Rancho Tehama, as well as the Tehama County Department for Education Early Learning Program's car seat event in April 2024.

The Car Seat Coalition continues to gain support, awareness, and tangible resources for Tehama County.

At each event, partners utilize the Pregnancy to Preschool **referral pathway** to provide efficient and effective follow-up support for families in need (e.g., families who arrive late or who do not have access to the car in which the car seat will be installed on the day of the event). Through this process, families get connected with HMG to coordinate services at a later date. This demonstrates the collaborative nature of the program, utilizing existing partnerships to meet families where they are and ensure they do not fall through the cracks.

The Car Seat Coalition's successes have also led to **broader support within the community**, recognizing that this need is worth uplifting. In May 2024, Kiwanis reached out because they wanted to write an internal Kiwanian grant to fund a car seat safety event. Additionally, the Tehama County CHP Public Information Officer became accredited for car seat training and his strong engagement in the Car Seat Coalition has been critical to ongoing community referrals. Other public safety officers across local police departments have also expressed interest in becoming car seat certified, which will further expand community support.



Provider Strengthening

QUALITY COUNTS NORTH STATE (QCNS)



Quality Counts, North State (QCNS) is part of Quality Counts California (QCC) statewide initiative. QCNS aims to improve child care quality in the North State region, including educating communities about the importance of quality early care and education (ECE). QCNS unites six counties in Northern California: Glenn, Lassen, Modoc, Shasta, Tehama, and Trinity (Quality Counts North State, 2024). QCNS provides a range of support and resources including funding for materials or professional development, tailored coaching from ECE experts, professional development/training opportunities, sponsorships to attend ECE conferences, and scholarships for tuition and books.

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 2023-24, 53 Tehama providers engaged in QCNS to support quality improvement in Tehama County.

CRADLE TO CAREER PARTNERSHIP PROFESSIONAL DEVELOPMENT

The Cradle to Career Partnership (C2C) includes professional development opportunities that provide a bridge between agencies, age-level support (e.g., Preschool, TK), and roles (i.e., social workers, educators, family support workers) in support of the unique nature of brain development during ages 0-5. During FY 2023-24, First 5 Tehama transitioned C2C activities to focus on systems-level supports rather than explicit training events.

Multilingual Literacy Training

Multilingual Literacy Trainings aim to create capacity for Tehama County teachers (preschool through 3rd grade) to provide multilingual education and to expand QCC efforts to TK, grades 1-3, and other staff who influence bilingual and multilingual development. FY 2023-24 marked the last year of a three-year grant that included partners WestEd, Tehama County Department of Education, and Gerber Unified School District.

Multilingual Literacy Trainings provide **systems-level support** for providers who influence **bilingual and multilingual development**.

This FY, 40 educators attended a webinar titled, *Rural Roots, Global Wings: A Blueprint for Cultivating Dual Immersion in California's Rural Schools*. The webinar was hosted by First 5 Tehama and WestEd and showcased lessons learned in the Tehama County Multilingual Grant journey. Panel members for the webinar included Jenny Montoya Liz Lurie, Vanessa Ortiz, and Joanna Campos.

COLLABORATIVE PROFESSIONAL LEARNING SPONSORSHIPS

Expect More Tehama Summit

First 5 Tehama also sponsored the Expect More Tehama annual summit, a convening where community partners can share ideas, inspire action, and celebrate programs and people. Because of this sponsorship, First 5's Executive Director was invited to share about First 5 Tehama at a Career Technical Education Coalition, signaling a stronger education and early education pipeline. Additionally, the sponsorship led to a Science of Hope article containing key information about resilience beyond the 0-5 audience, which is necessary for full collective impact.

Northern ACEs Collaborative

First 5 Tehama is an active member of the Northern ACEs Collaborative (NAC). First 5's Executive Director has served as the NAC Chair since 2022. The 2023-2024 NAC Summit was titled *Bridges to Belonging: Rural Innovations and Best Practices to Address Trauma and Build Resistance*, with a focus on sharing insights, discussing challenges, and collaboratively exploring innovative solutions to address trauma and fortify resilience in rural communities. Sixty-one of the 145 registered Summit attendees were Tehama County professionals.



Current Successes and Goals for the Future

In FY 2023-24, First 5 Tehama strengthened and scaled the new 2022-2027 Strategic Plan strategies established during the previous year. It expanded bilingual outreach, communication, program delivery, parent-focused education efforts via the expansion of the Positive Parenting Program (Triple P), and literacy-focused efforts.

First 5 is proud that their expanded education community recognizes and values the need for parenting skills and social connections and provides support for **Triple P parenting education**, not only in implementation but in a systemic capacity. Evidence of this systemic capacity includes Early Head Start and Head Start including Triple P in their Strategic Plan, Evergreen School District included Triple P in the Local Control Accountability Plan and CYBHI Round 1 Implementation-funding. This afforded fully bilingual and Spanish-speaking facilitators to provide Triple P services for families who chose to learn in Spanish.

This FY, **Help Me Grow (HMG)** demonstrated resiliency and commitment to servicing families in Tehama County, despite numerous changes in leadership and administration. The HMG team grew and expanded their skills to provide high-quality services and resources to the families in their caseloads. Through the growing Car Seat Coalition, Help Me Grow staff were trained to become certified car seat technicians to support families throughout the county. HMG staff also co-led the car seat giveaway event with the Tehama County Department of Education (TCDE) Early Learning Programs & Services to provide free car seats to Tehama County families. Additionally, HMG staff engaged in the Infant Massage Training to be able to provide infant massage resources to HMG families.

Professionals engaged in the **Early Intervention Partnership (EIP)** and **Stressbusters Café** events highlighted the range of connectivity between systems sectors, enabling First 5 to further foster strong networks and opportunities to strengthen knowledge between sectors. Strengthening relationships enables providers to better serve families, specifically those serving prenatal and perinatal families. For instance, in reviewing the Maternal Adolescence Child Health Data, EIP leadership identified a need for support related to postpartum and infant-related mental health services, including increased referrals after Postpartum Mood Disorders (PPMD) screenings, increased perinatal support groups, and increased Infant Mental Health clinicians. This recommendation will be addressed via a collaborative of agencies in the next fiscal year.

First 5 Tehama actively incorporates feedback from families and providers engaged in First 5-funded activities to positively impact the County and progress toward the strategic plan goals. A **recommendation report** was created for First 5 and the community using focus group data from Family Champions and Triple P facilitators as well as survey data from parents. Key areas for growth have been identified for First 5 Tehama as well as community-wide organizations including:

- Strengthening referral networks between community-based services and medical services, including physical and mental health services.
- Provide more on-ramps to social connections within, and in addition to, existing strategies.

With the continual decrease in Proposition 10 funding, First 5 Tehama is uniquely proud of the systemic impacts thus far. FY 2024-25 will demonstrate a continued increase toward systems efforts. This will have effective long-term impacts on 0-5 systems, maximizing the impact on families despite continued decreases in funding for direct service delivery.

Appendix: Social Support by Zip Code (FIF Participants)

	96021	96022	96035	96055	96080	Total
Total N	68	10	19	11	92	204
Services used in the six months prior to intake						
Food/nutrition services	72%	40%	79%	73%	65%	68%
Parenting Education/Support	4%	-	5%	9%	14%	9%
Home visits from a nurse, community worker, or other provider	4%	-	16%	9%	7%	6%
Help Me Grow Tehama	51%	40%	53%	27%	29%	41%
I know what program to contact when I need help for basic needs						
Not at all true	13%	-	16%	9%	5%	9%
Not very true	18%	-	32%	27%	5%	13%
Somewhat true	35%	40%	32%	27%	43%	38%
Definitely True	34%	50%	21%	36%	46%	40%
I have others who will listen when I need to talk about my problems						
Not at all true	3%	-	5%	-	3%	3%
Not very true	13%	-	5%	18%	8%	9%
Somewhat true	31%	40%	37%	18%	28%	30%
Definitely True	53%	50%	53%	64%	61%	56%
I can find someone to talk to when I need advice about how to raise my child						
Not at all true	1%	-	5%	-	4%	3%
Not very true	18%	10%	11%	18%	5%	11%
Somewhat true	29%	30%	37%	27%	36%	33%
Definitely True	51%	50%	47%	55%	54%	52%
I know what to expect at each stage of my child's development						
Not at all true	6%	-	-	-	3%	3%
Not very true	10%	10%	11%	36%	13%	10%
Somewhat true	49%	40%	53%	36%	53%	44%
Definitely True	34%	40%	37%	27%	29%	42%
I know how to meet my child's social and emotional needs						
Not at all true	4%	-	5%	-	2%	3%
Not very true	13%	-	11%	27%	7%	10%
Somewhat true	43%	40%	47%	27%	48%	44%
Definitely True	40%	50%	37%	45%	43%	42%
I feel supported as a parent						
Not at all true	3%	-	-	-	5%	3%
Not very true	6%	-	16%	-	8%	7%

Somewhat true	41%	50%	37%	45%	37%	39%
Definitely True	50%	40%	47%	55%	50%	50%
I am able to deal with the stresses of parenting and life in general						
Not at all true	3%	-	5%	-	2%	2%
Not very true	15%	10%	11%	18%	10%	12%
Somewhat true	50%	40%	47%	36%	42%	44%
Definitely True	32%	40%	32%	45%	46%	40%
In my family, we take time to listen to each other						
Not at all true	7%	-	-	-	1%	3%
Not very true	13%	-	11%	9%	4%	8%
Somewhat true	28%	40%	32%	18%	39%	33%
Definitely True	51%	50%	58%	73%	55%	55%
My family pulls together when times are stressful						
Not at all true	6%	-	11%	-	1%	3%
Not very true	9%	10%	5%	9%	3%	6%
Somewhat true	29%	40%	32%	45%	40%	35%
Definitely True	56%	40%	53%	45%	54%	54%

Source: FY 2023-24 Family Information Form. N = 204. Responses not reported for participants in 95963 due to small sample size, to preserve anonymity in reporting. Due to large differences in participation, interpret comparisons between zip codes with caution.

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