



**FIRST 5**  
TUOLUMNE COUNTY

# ANNUAL REPORT 2022-2023



# MISSION

The First 5 Tuolumne County Commission promotes and supports the development of integrated resources that will:

- strengthen families and support safe home environments
- strengthen early care and education environments
- improve children's health

# VISION

Tuolumne County is child friendly, values families and respects and honors the diversity of its residents. Citizens of Tuolumne County recognize that home and child care settings are critical contexts for children's development in the early years.

All Tuolumne County children will thrive in supportive, nurturing and loving family and community environments, enter school healthy and ready to learn and become productive members of the community.

# VALUES

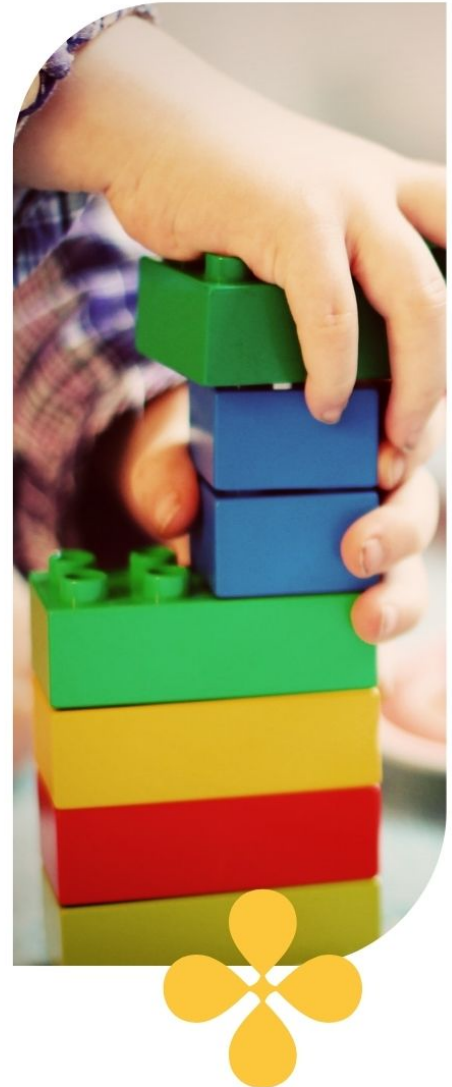
*Collaboration:* We work cooperatively with established systems, service, and the community on common goals to maximize effectiveness for children and families.

*Innovation:* We apply what has been proven to work elsewhere to find fresh solutions to the specific needs of our community.

*Excellence:* We seek to attain the highest quality outcomes, measured against established best practices and the most credible current research.

*Accountability:* We are responsible and results-driven with the resources and the public entrusts to us.

*Respect:* We embrace input and assistance from all facets of the community, so we can span all cultures and language to support every child and family.





# DESIRED OUTCOMES



1

**Primary Caregivers will have the supports and resources they need to break the cycle of generational poverty, substance abuse, trauma and dysfunction.**

Progress was measured by primary caregivers in:

1. Caregivers work toward financial stability (education/job training)
2. Expansion of supportive social connections
3. Linkages to community supports and resources
4. Engagement in support services following a child abuse report.

Funded programs: ATCAA Family Learning and Support Services and ICES Raising Healthy Families, Help Me Grow

2

**Primary Caregivers will have the supports and resources they need to be their child's first and best teacher.**

Progress was measured by primary caregivers in:

1. Education and skill building on early brain development & early literacy
2. Engagement in ASQ screening.
3. Education and skill building on positive parenting techniques

Funded programs: ATCAA Family Learning Center, ICES Raising Healthy Families, TCSOS Supporting Early Education and Development, Imagination Library, Help Me Grow

3

**Children will have the supports and resources they need to develop in a healthy fashion and to enter kindergarten ready to learn.**

Progress was measured by young children as follows:

1. Enrollment in a high-quality early learning program.
2. Appropriate and timely medical screenings, immunizations, and medical treatment.
3. Oral health education, screening and fluoride treatments and access to treatment.
4. Behavioral health referrals addressing significant social emotional developmental concerns
5. Developmental Screenings

Funded programs: ATCAA Family Learning and Support Services, ICES Raising Healthy Families, TCSOS Supporting Early Education and Development, and TCSOS Smile Keepers, Help Me Grow

4

**Early Childhood Educators will have the supports and resources they need to optimally engage children in quality early childhood learning, including children with difficult and challenging behaviors.**

Progress was measured by:

1. Completion of eligible professional development activities under Quality Counts.
2. Coaching for teachers, including a focus on promoting early social-emotional competencies.
3. Training in recognition of social-emotional delays and skill building for discussing issues with parents.
4. Engagement of the local QRIS Consortium and enrollment of sites.

Funded programs: TCSOS Supporting Early Education and Development, Quality Counts

**All First 5 Tuolumne Programs operated under 3 Best Practice frameworks:**

**1. *Strengthening Families 5 Protective Factors***

- a. *Parental Resilience;*
- b. *Social Connections;*
- c. *Concrete Supports in Time of Need;*
- d. *Knowledge of Parenting and Child Development; and*
- e. *Social & Emotional Competence in Children*

**2. *Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children (CSEFEL)***

**3. *Health Services – Professional Standards of Practice***



# MEASURING PROGRESS



Measuring progress is essential to understand the advancements made towards achieving our Goals. It provides valuable insights into the effectiveness of our efforts, identifies areas that require further attention, and informs decision-making for future actions. This section of the Report outlines the critical measurement approaches and indicators used to assess progress.

## Parental Resilience

28% of parents participating in ICES Raising Healthy Families met or made substantial progress on at least one of their annual goals. The most frequently met goals were linked to education, housing, financial literacy, and improved English language skills.  
131 parents attended parenting classes.  
21% were self-referred.  
37% referred by CWS  
36% referred by the courts

## Social Connections

33% of parents at the Family Learning Center participated in Family Literacy.

65% of parents served with ICES home visiting participated in social networking.  
52% expanded their social connections.

## Concrete Supports in Time of Need

Intensive parent support programs provided referrals and followed up on outcomes. Data from Raising Healthy Families shows that the following percentages of parents were referred to services, as follows:  
22% received food/nutrition services  
7% received educational or job skill training services  
14% received assistance in finding housing/utilities  
19% special needs services  
19% Medical/Dental/Behavioral Health  
4% Early Childhood Education  
7% received Legal/domestic violence assistance

Unite Us Data System is being implemented with 35 providers reached through outreach events.

## Knowledge of Parenting & Child Development

The highest-risk families receiving In-Home Parent Support through ICES increased their positive behaviors with their children.  
90 children were administered the Ages and Stages Questionnaire.  
60 Preschool and 30 infants/toddlers were enrolled in Ready Rosie, which is a digital family engagement and early learning resource.

Help Me Grow Tuolumne became a formal affiliate of Help Me Grow National.

## Social & Emotional Competence in Children

*Teachers received training and coaching on promoting early social-emotional competencies.*  
Teachers received training and coaching on promoting early social-emotional competencies.  
Teachers received 301 hours of coaching supports.  
9 children were identified as needing additional supports, through the online ASQ-SE and 6 through the ASQ-3.

# 29%

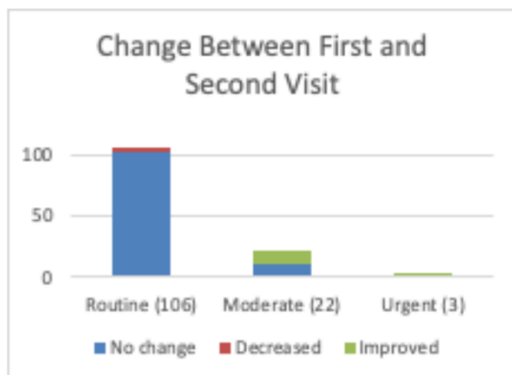
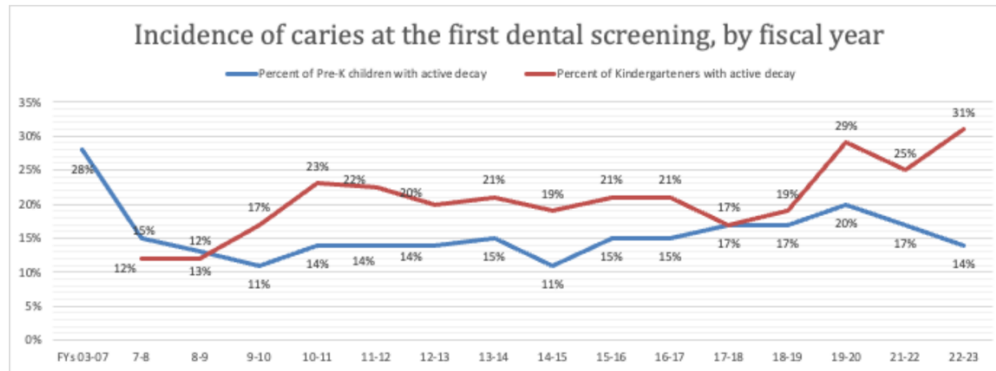
Of all Tuolumne County children under age 5 receive a book each month from the Imagination Library

# 33,479

Books mailed since 2018 through the Imagination Library

# Health Services

First 5 support increased access to dental health preventative treatment and strengthened community capacity for an effective comprehensive prevention approach.



20 years, suggests that the comprehensive prevention approach has sustained a reduction in the incidence of active caries (cavities) in the pre-K population.

Out of the 131 children 0-5 who had two visits, nearly all sustained good oral health or improved their oral health status.

## 100%

State Funded preschools in Tuolumne County engaged in Quality Improvement

## 2,627

Hours of professional development reported by ECE staff

# Quality Counts

Raising the Quality of Early Learning and Care

Quality Counts Tuolumne is part of a statewide effort to strengthen California's early learning and care system to support young children and their families.

- Prioritizing communities where we can make the greatest impact
- Providing access to tools and resources for quality partners, including Quality Improvement System administrators, coaches, trainers, and higher education faculty
- Linking early educators to resources and support to advance their commitment to quality early learning and care
- Informing parents and families about the importance of quality early learning and helping them identify quality early learning and care environments
- Offering information and research to help policymakers communicate the value and importance of quality early learning and care

QCC is funded by a collaboration between First 5 Tuolumne, First 5 California (F5CA), the California Department of Education (CDE), and the California Department of Social Services (CDSS).



# CONTINUOUS SYSTEM IMPROVEMENT

First 5 internal processes reflect the needs of our partners and community.



## **Strengthen Data Collection and Monitoring**

Enhance data collection methods and systems to ensure accurate and timely monitoring of progress toward Commission goals.



## **Foster Multi-stakeholder Collaboration**

Encourage collaboration among government, non-profit organizations, businesses, academia, and other stakeholders to address community needs.



## **Increase Community Awareness**

Work with partners to increase community knowledge of available programs and resources.

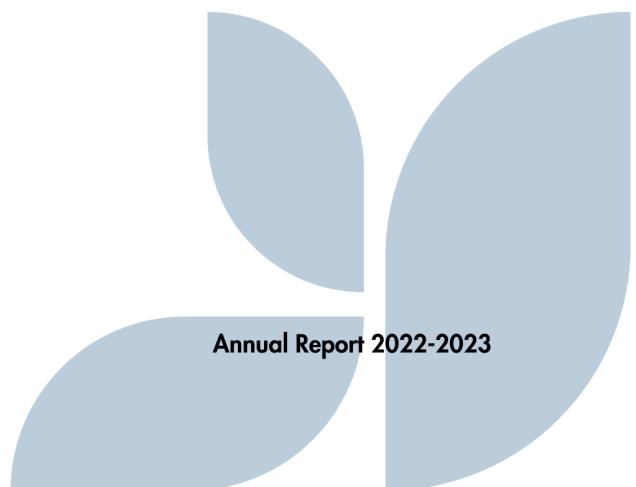


## **Long-Term Financial Stability**

Increase resource mobilization through effective grant writing, advocacy, and continued strategic spending.



First 5 Tuolumne



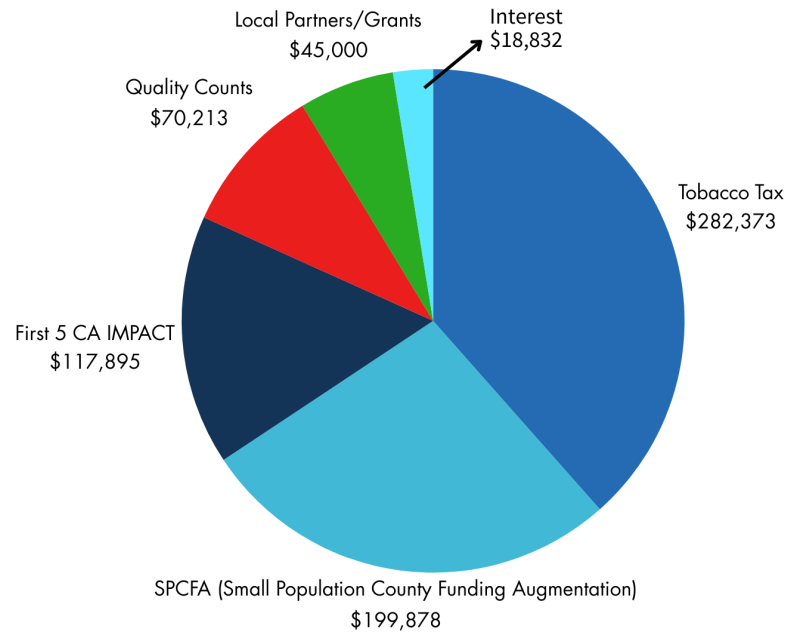
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**Conclusion:**

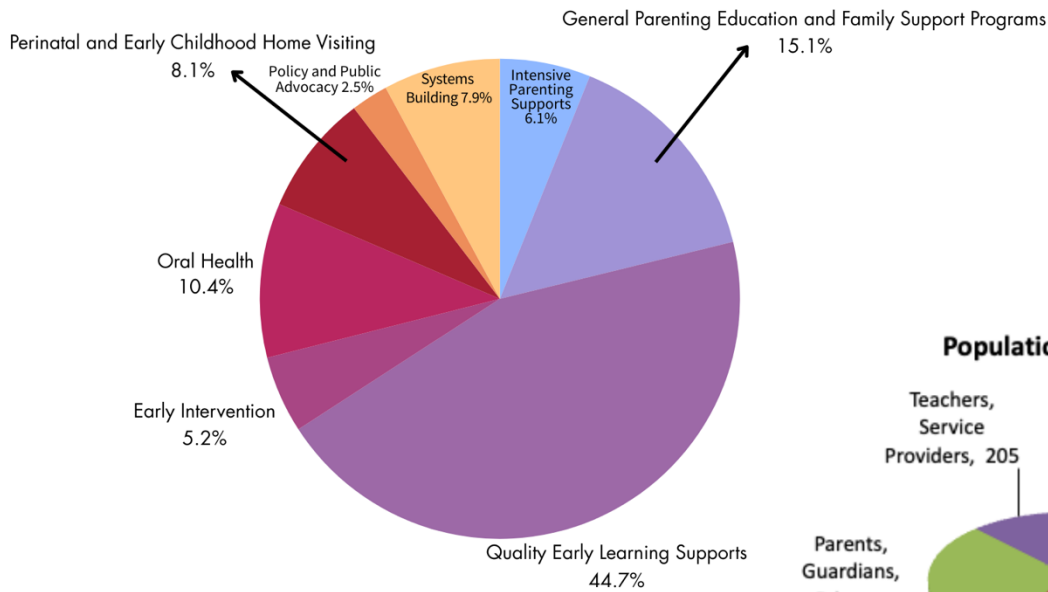
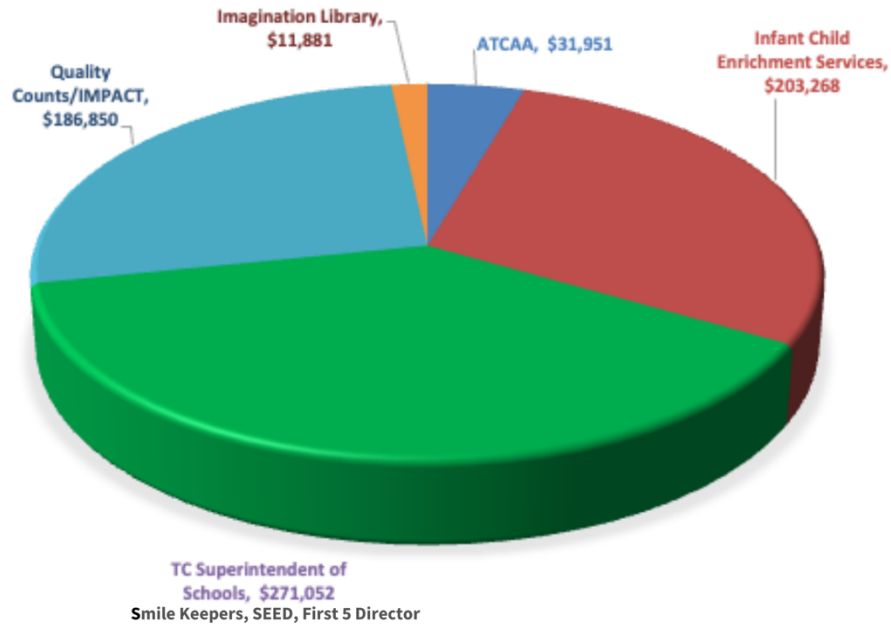
- First 5 funded programs in FY 22/23 were able to measure progress toward the Commission's desired outcomes. Children ages birth to five and their caregivers clearly benefitted from these funded programs.
- The programs used strategies consistent with the required best practice service frameworks.
- The programs continue to refer families to each other, and to strive to coordinate services to maximize family outcomes.
- First 5 funding continues to be a critical factor for the continuation of these services in the community. All programs operate with some degree of leveraged funding, but First 5 funding remains a required component for continued operations.



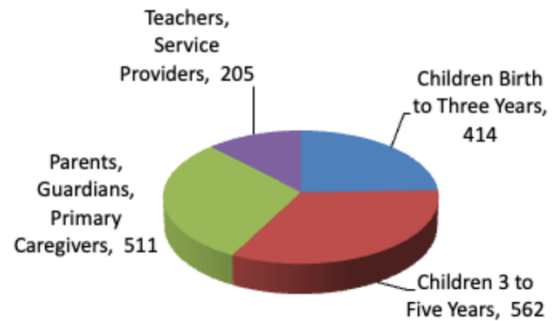
# FINANCIALS 2022-2023



# INVESTMENTS



## Population Served FY 22/23



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