

# **Plumas County Cycle 2 School Readiness Application**

## **1. Cycle 1 Background Information**

Plumas was one of the 13 county commissions included in the 'expanded school readiness program.' High priority schools included schools in deciles 1-5 of the 1999-2000 API. Based on the review of the data from all four of Plumas Unified School District's elementary schools, Greenville Elementary was identified as the 'high priority school' with an API of 4.

The 2003 School Readiness planning group decided that the emerging Latino population in Eastern Plumas County, served by C. Roy Carmichael Elementary (CRC) necessitated implementing 'special factors' school readiness services. Both communities and schools utilized a home visitation approach to target high risk families, children with special needs/disabilities, and culturally diverse families. These areas are 55 miles apart and accessible by only one major highway that often becomes snow covered and dangerous in the winter. The Plumas County School Readiness Cycle 1 Program was funded and fully operational by July 1, 2003.

As a minimum allocation county, First 5 Plumas realized that school readiness services could not be sustained solely by the Commission and additional funds needed to be leveraged. During the Plumas County planning phase for Proposition 10, the Commission built up a reserve in its trust fund. It was the intention of the School Readiness planning partners to apply for an Even Start grant through the school district to enhance and maintain school readiness services in the CRC school community. And the obligation of First 5 Plumas would then be a one-to-one match.

Even Start was awarded to Plumas Unified School District and opened its' doors in March 2004 to serve families through home visitation, early education services, family literacy/advocacy, and the Raising A Reader program. While Even Start served an average of 30 families, it could not meet the federal quota of 35 families and the program closed in February 2006. First 5 Plumas and its school readiness partners will continue to serve and leverage additional funds to serve the emerging Latino population in the Eastern portion of the county over the long term.

## **PROGRAM STRENGTHS**

### *Maintain Successful Programs in Cycle 2*

The School Readiness Program is now experienced and successful in implementing programs and has enhanced partnerships with high quality early childhood development, health and family service providers. Together with other services such as center-based early childhood education, joint parent-child activities, and parent groups, home visiting services are embedded in a system that employs multiple service strategies focused both on parents and children.

### *Adoption of Research Based Programs*

In 2004 and 2005, seven home visitors were certified as Parents As Teachers (PAT) parent educators for children 0-3. The Indian Valley Family Advocate was certified for children ages 0-3 and 3-5. PAT is a research-based curriculum that is used in the home visits conducted by the Family Advocate. Raising A Reader (RAR) program has been implemented in all four communities and is coordinated through New Born House Calls, funded through the Plumas County Public Health Agency.

The School Readiness Infant Massage Therapist and parent trainer is also PAT certified and uses this research based practice to enhance her group parent training series, as well as for private home visiting sessions with parents. Multiple research studies in the United a states and England have attested to the benefits of infant massage to reduce depression in mothers and enhance interaction between mothers and infants influencing the development of speech and early literacy.

### *Systems Change*

New Born House Calls (NBHC) facilitates and coordinates the Home Visitation Coalition. Through the coalition meetings and Parents as Teachers service coordination meetings, the NBHC home visitors and partnering home visitors are implementing the School Readiness program to provide services from the prenatal stage through kindergarten transition. The next four years will further develop an integrated delivery system of early care and education, health, and family support system.

In 2006 the ECE/Teacher Workgroup comprised of early childhood educators/providers, kindergarten teachers, the Local Planning Council's coordinator, the School District's Curriculum Director, and the First 5 Plumas executive director, developed an outcomes based Kindergarten Transition Plan (formally adopted by Plumas Unified School District's Board of Trustees 6-06), a district wide "Kindergarten Skills List", and a general release and exchange of confidential information between preschool programs and the schools.

Through the School Readiness Program, communication between early childhood educators/providers and kindergarten teachers has been enhanced and according to the outcomes adopted by the group, schools are more ready for children. The

group will continue to meet during Cycle 2 to coordinate and combine professional development efforts.

### Local and State Evaluation

In 2004, the local funded programs were trained by SRI and CS&O to input data into PEDS. Since 2001, the Commission has annually contracted with an evaluation consultant. Between 2002 and 2006 the Commission funded several local evaluation reports: CARES, Early Intervention, and Home Visitation. Programs and services have been adapted to reflect the evaluation outcomes. Commissioners, partners, parents and staff reviewed the evaluation reports and provided guidance for adaptations for quality service improvement. First 5 Plumas is positioned well to implement the new State Evaluation Framework.

The School Readiness outcomes support outcomes in the First 5 Plumas Strategic Plan. The School Readiness evaluation will continue to have the support of a local evaluation consultant to assist subcontractors in maintaining state and local evaluation goals and objectives.

## **PROGRAM CHALLENGES**

### Increasing Access to Services for Children Ages 3-5 and Their Families

According to the PEDS data and the quarterly program reports, the Family Advocates funded by a service agreement contract with Plumas Unified School District in Indian Valley and Portola provided fewer home visits than Early Intervention, New Born House Calls or Infant Massage. The family advocate provided services to the 'high priority' school community in Indian Valley and documented a total of 29 home visits from 2003-2006. All providers combined documented a total of 24 children ages 0-5 who were core clients. Of those core clients, 92% (22) were under the age of 3, and 8% (2) were ages 3-5. However, 26 children aged 3-5 were served with Raising A Reader program through collaboration with the Indian Valley State Preschool.

The Portola Family Advocate was a blended position with Even Start and that program is now defunct. Currently, New Born House Calls provides a bilingual home visitor for Portola's Latino community with School Readiness services. The Raising A Reader Program is reaching 30 preschool age children enrolled in Head Start in Portola.

Through parent surveys and advisory groups, families in Indian Valley have consistently expressed a desire for more parent/child group activities. The Parents As Teachers model adopted by the Plumas County School Readiness Program in 2005 supports an increase of parent/child group activities. There is limited financial support for the expansion of group activities so existing groups are leveraged to support the PAT services model.

Recruitment and Retention of Diverse Providers

The recruitment and retention of bilingual outreach workers is a challenge in Plumas County which is less ethnically diverse than the state as a whole. However, recruitment and retention has increased through a subcontract with the Plumas County Public Health Agency rather than contracting directly through the school district. The Roundhouse Council has had a consistent staff member who has been trained in PAT and Raising A Reader. This program serves approximately 25 American Indian families per year.

Cross-Program Collaboration

First 5 Plumas funded program project directors were interviewed in 2006 by the Commission’s evaluator for the Home Visitation Programs Evaluation Report. The project directors identified cross-program collaboration as a challenge. The interviews revealed that Healthy Touch and Early Intervention, both county wide programs, are working closely together. The other home visitation programs are less connected in their outreach, referral or provision of services. However, the Home Visitation Coalition provides an opportunity for networking, shared training and resources. More work is needed to integrate the diverse home visitation programs into a cohesive and seamless system for Plumas County.

**School Readiness Program Summary**

OUTCOME	SERVICES	NUMBERS SERVED & ETHNICITY	PARTNERS
<p><b>Result 1: Improved Family Functioning</b></p> <p>Children live in home environments supportive of cognitive development</p>	<p><u>Parents As Teachers (PAT) Model Home Visitation:</u></p> <p>Kit For New Parents Early Learning Kits Resource &amp; Referral Early Screening/Intervention Raising A Reader (160 families) Early Learning Playgroup (15 Am. Indian children)</p>	<p>Children 0-3 Children 3-5 Latino American Indian White Special Needs:</p>	<p>School District SR Elementary Schools Public Health Dep’t Roundhouse Council Head Start Indian Valley State Preschool Social Services Local Child Care Planning Council Portola/Indian Valley Resource Centers</p>
<p><b>Result 2: Improved Child Development</b></p> <p>Children participate in early education programs</p>	<p><u>PAT Home Visitation:</u></p> <p>Kit for New Parents Early Learning Kits Kindergarten Transition Activities Early Intervention Infant Massage</p>	<p>Children 0-3 Children 3-5 Latino American Indian</p>	<p>School District SR Elementary Schools Public Health Dep’t Roundhouse Council Head Start Indian Valley State Preschool Portola/Indian Valley</p>

Children enter kindergarten ready for school	Early Learning Playgroup (15 Am. Indian children) SR Newsletter (2000 Circulation)	White  Special Needs:	Resource Centers Child Care R & R Local Planning Council
<b>Result 3: Improved Child Health</b>  Children receive preventive and ongoing regular health care	<u>PAT Home Visitation:</u>  Resource & Referral Kit for New Parents Infant Massage Early Assessment/Intervention Kindergarten Round-up Child Health Assessments	Children 0-3  Children 3-5  Latino  American Indian  White  Special Needs:	School District Public Health Dep't SR Elementary Schools Roundhouse Council Head Start Local Planning Council Portola/Indian Valley Resource Centers Local Medical Providers
<b>Result 4: Improved Systems of Care</b>  Systems are ready for children and families	ECE/K Teacher Workgroup Joint planning and decision making with other agencies Home Visitors Coalition	Parents  Providers	School District Kindergarten teachers Public Health Dep't Head Start Local Planning Council Parents Feather River College

## 2. Cycle 2 Program Information

### Needs Assessment/Source and Collection Methods

School Readiness is the unifying goal of all the First 5 Plumas supported programs. The Cycle 2 Plumas County School Readiness Plan attempts to deepen our existing work by promoting more strategic integration across projects to advance the goal of school readiness. The planning phase for Cycle 2 was an effort to reflect on the progress made and renew relationships with community partners who will sustain this work with young children over the long term.

The Cycle 2 School Readiness Assessment process utilized the following sources: 1) funded program evaluation data, 2) quarterly narrative/fiscal reports, 3) First 5 Plumas annual reports, 4) local evaluation reports, 5) annual PEDS data reports, 6) results from the Modified Desired Results Developmental Profile Assessments conducted school district wide in 2004, 7) local statistics, 8) school data, 9) project director interviews, and 9) parent and stakeholder input.

In 2006 First 5 Plumas retained Minicucci Associates, an evaluation firm in Sacramento, to evaluate the School Readiness home visitation programs. The

study found promising signs of success, derived from evaluation information that was gathered from a variety of sources. In addition, the First 5 Plumas evaluation consultant conducted a cross-program survey of family literacy, which provided valuable information on outcomes for children's pre-literacy skills. A local evaluation consultant also conducted an in-depth study of the Early Intervention program, which indicated that the program achieved the desired outcomes.

#### Program Development/Improvement

In 2003 the School Readiness planning group chose home visitation as the primary service strategy to reach the socially and geographically isolated families living in Indian Valley and the emerging Latino population in the eastern portion of the county. Responding to feedback from parents who expressed a desire for more parent/child group activities (especially for preschool age children) and on-going program improvement, in 2005, the Commission approved the Parents As Teachers (PAT) home visitation model and the Raising a Reader program. The Plumas County School Readiness Program now combines the primary strategy of home visitation with both center based and home based early childhood education services.

#### Community/Parent Involvement

Through the Roundhouse Council parent advisory group, the Portola Head Start sites and Indian Valley state preschool parent groups, parents participate in school readiness planning and parent leadership activities. Through these existing parent meetings, the School Readiness program involves parents without creating unnecessary duplication of parent groups. Through these existing groups, parents have consistently identified the need to increase parent/child group activities, especially for children ages 3-5. Families participated in the assessment through pre and post Kindergarten Transition surveys and program feedback from parent advisory groups.

#### Elementary School Involvement

The ECE/Teacher Workgroup, comprised of kindergarten teachers, school district administrators, and early childhood educators focuses on "Schools Readiness for Children" and implements strategies to strengthen the linkages between early childhood programs, the elementary schools, and families.

This has led to standardized kindergarten transition activities and increased outreach to families with incoming kindergartners across all four of the school district's elementary schools. In 2005-2006 the workgroup developed a county-wide outcomes based Kindergarten Transition Plan, which was approved by the School Board of Trustees in June 2006. The ECE/Teacher Workgroup is committed to meeting quarterly during the next four years of Cycle 2 School Readiness programming.

## **Newly identified needs for Cycle 2**

Home visitation will remain the overarching service strategy in the next four years of Cycle 2 School Readiness programming. While home visitation has reached the School Readiness target population, according to parent satisfaction surveys and parent advisory groups, parents of 3-5 year olds desire more parent/child group activities. The Parents As Teachers Parent Education model and the children and families served by Raising a Reader currently being implemented in each school community will increase access to early childhood education services for children ages 3-5 and their families.

In addition to Parents As Teachers and Raising a Reader, home visitors will be trained to utilize the Ages and Stages developmental screening tools.

## **3. Cycle 2 - Program Description Narrative**

### **Maintenance of Effort - PART 1**

**Overview:** An extensive 2003 School Readiness Assessment and plan identified these major issues: 1) services available to families as early as possible; 2) inclusion of parents in planning; 3) partnership between ECE providers and school district; 4) service for children with disabilities and their families; 5) culturally competent services; 6) responsiveness to unique communities; 7) service coordination amongst existing organizations; and 8) School Readiness training for parents, providers, teachers, and communities.

To address these major issues, the Plumas County School Readiness Program continues to serve two population centers and schools: Indian Valley (including Greenville, Taylorsville, Crescent Mills and Genesee) and Eastern Plumas County (including Portola and surrounding areas). These two communities are home to Greenville Elementary School serving Indian Valley and C. Roy Carmichael serving Eastern Plumas County. Initially Greenville Elementary was the identified "High Priority School," with C. Roy Carmichael also being included due to special factors, such as an emerging Latino population that speaks primarily Spanish. These two schools are 55 miles apart with access by two-lane state highways that are intermittently impassable due to inclement mountain weather.

In both communities, the program uses a direct services strategy with home visitation, resource and referral, screening and group activities, with intensive services for high-risk families, children with special needs and culturally diverse families. The home visiting services and group activities leverage existing services such as the Portola and Indian Valley family resource centers, Head Start and existing public health services for families and children. Many of the funded School Readiness staff are trained Parents as Teachers certified parent educators, as well as having additional specialties and certifications. Additionally the School Readiness program provides the Raising A Reader program at two Head Start

sites, an Indian Education Center and a state preschool focusing on 3-5 year olds in the two School Readiness communities.

The School Readiness Program utilizes direct services to reduce geographic and transportation barriers and increase health access, parenting, early childhood education and early access to services for all children aged 0-5, including infants with special needs. Outcomes include improved health, early literacy, service integration and child abuse prevention. During Cycle 1, First 5 Plumas spent \$200,000 in local funds to match the \$100,000 CCFC School Readiness match funds.

***The School Readiness Consortium*** is implemented through two existing entities which include First 5 Plumas commissioners: Through the Home Visiting Coalition, which is facilitated by the School Readiness Coordinator, home visitors and partners meet quarterly to develop and improve standards, integrate services and receive training related to achievement of the School Readiness program outcomes. The coalition membership includes representatives from WIC, Social Services, Head Start, Health Department, Community Based Organizations, parents, and family resource centers. Its activities will continue to include provider training and focused planning for the School Readiness Program and services through quarterly meetings. The second entity, the Plumas County Child Development and Planning Council (LPC), is facilitated by PUSD, and plays a key role in providing advisement on the program through monthly meetings and committees on early childhood education and kindergarten transition activities. The membership of this organization includes preschool directors, school district staff including special education specialists, and family child care providers, as well as parent representatives.

***Coordination*** for the School Readiness Program is implemented through a Plumas County Public Health Agency health education coordinator and the First 5 Plumas executive director. The health education coordinator facilitates and coordinates the direct services, such as Parents as Teachers and Raising A Reader programs, across multiple organizations and individuals. Raising A Reader is implemented by Health Department Education staff in collaboration with Head Start, Indian Valley Preschool, Roundhouse Council, and the Special Day preschool in Quincy. The SR health education coordinator works closely with the School Readiness funded Parents as Teachers parent educators from the Plumas Unified School District (PUSD), Roundhouse Council Indian Education Center, Healthy Touch, and the Plumas County Public Health Agency; facilitates the Home Visiting Coalition; and publishes the School Readiness newsletter.

The First 5 Plumas executive director coordinates Kindergarten Transition, systems integration, evaluation, and fiscal and contract monitoring for the School Readiness Program.

***Parent Involvement:*** Parents are engaged through membership on the Local Planning Council, focus groups and ongoing evaluation and assessment activities. Through the Roundhouse Council parent advisory group, at the Portola Head Start sites and Indian Valley state preschool parent groups, parents participate in school readiness planning and parent leadership activities. Through these existing parent

meetings, the School Readiness program involves parents without creating unnecessary duplication of parent groups. Parents participate in early literacy and brain development training through the Raising A Reader program and Parents as Teachers programs. Parents with children in the Early Intervention home visiting component are also involved in Infant Family Plan (IFP) team meetings, and are provided with training in advocacy and opportunities for their children through the process.

***Kindergarten Transition:*** The program implements strategies to strengthen linkages between elementary schools and early childhood educators, and schools and parents. The focus of collaboration between kindergarten teachers and early childhood education teachers has led to standardized kindergarten preparation and combined efforts to coordinate outreach efforts for kindergarten roundup and transition activities. The “Early Childhood Education/Teacher” Workgroup meets at least quarterly to discuss, strategize and adopt standards and practices for transition from preschools to kindergarten, and early outreach to incoming kindergartners and their parents.

***Greenville:*** In the Greenville Elementary service area, the School Readiness services and outreach focus on American Indian children through Roundhouse Council’s Parents as Teachers Parent Educator who is a member of the local Maidu tribe; children with special needs or at risk for developmental delays receive intensive services through two PAT Parent educators, who are an Early Intervention specialist, and a infant massage therapist and trainer; and children not currently attending a preschool receive services through a PAT parent educator who is also a trained toddler specialist, birth educator and doula, and a school-based PAT Parent Educator. Children attending the Indian Valley State Preschool are also engaged in the Raising A Reader program which brings early literacy activities to 26 children aged 3-5, their parents and the preschool teaching staff. All of the funded staff for School readiness work closely together to integrate the components of Parents as Teachers.

***Eastern Plumas County,*** in the C. Roy Carmichael service area, a bilingual family advocate (community health outreach worker), who is also an experienced medical assistant, provides Latino parents and children with home –based early literacy activities and health outreach. The bilingual advocate provides a communication link to Latino families, so they can participate fully in school readiness services and parent advisory activities. Due to the closure of the Even Start program, the bilingual advocate position has been replaced by the New Born House Calls program school readiness component for 1 and 2 year olds and their families. Raising A Reader is fully implemented at the two Portola Head Start sites, providing early literacy activities for thirty 3-5 year-olds and their parents, and the preschool teaching staff. Through a partnership with the Plumas County Public Health Agency, the National Raising A Reader program and Sierra Cascade Family Opportunities Head Start, an additional nine Head Start classrooms in Sierra, Modoc and Lassen Counties will become Raising A Reader sites in 2006-2007.

## **Maintenance of Effort – PART 2**

**CARES:** Collaboration with CARES is realized through integration of School Readiness training for CARES enrolled exempt licensed providers. The CARES Coordinator works closely with the School Readiness staff to provide a home-based training in early literacy and brain development along a New Parent Kit, and/or the two Early Learning Kits. Also selected parents are encouraged to become child care providers by School Readiness home visitors and are referred to CARES and the Local Resource and Referral program for additional training and licensing assistance.

**New Parent Kit:** School Readiness programs receive many of their clients from the services that begin with distribution of the New Parent Kit (NPK) from their medical provider or the New Born House Calls (NBHC) program staff. After an expecting parent receives the NPK, a health outreach worker contacts parents and offers a prenatal home visit which includes a School Readiness family screening, a Snuggli front pack baby carrier, local resource guide and Baby's First Year journal for baby's development. After the child is born, another visit is offered that includes a School Readiness Screening and the outreach worker follows up at age 1 and 2 with additional visits and School Readiness Early Learning Kits, as well as additional parent education on early literacy and brain development. A SR family screening is performed by the health outreach worker at the annual visits. The NBHC Health Outreach Workers are currently Parents as Teachers Parent Educators and/or a bilingual medical assistant. Infants and parents identified with a need for more specialized services or case management are referred to a Health Department Perinatal Outreach registered Nurse, Early Intervention Services, Healthy Touch or other appropriate specialists. Seven of the SR funded programs staffs and partners are PAT parent educators working closely with NBHC. Through PAT, the Ages and Stages Questionnaire Screening tool is being integrated to visits for 1 and 2 year olds.

**Oral Health:** First 5 Plumas and First 5 Sierra developed the Healthy Smiles program with local commission funds and a grant from the California Endowment. Healthy Smiles is coordinated by the Plumas County Public Health Agency and provides dental hygiene materials for the Early Learning Kits and the New Parent Kits, and literature that support proper dental hygiene and parent education on this topic. School Readiness funded programs assist parents through referrals to Healthy Smiles, which provides case management and some dental treatment costs for children 0-5 with a need for urgent or early prevention dental care.

## **Maintenance of Effort – PART 3**

**Equity Principles:** In Plumas County, children with special needs have historically been under-identified, and have been 90 miles from the nearest regional program funded to identify and serve infants and toddlers with disabilities and special needs. As the tourism and recreation industry increasingly develops, so do the Hispanic/Latino communities within each of the four main population areas of the county. Another important, yet small and largely hidden population is the indigenous Maidu tribe clustered in Indian Valley, 22 miles from the county seat

of Quincy. Historically, the tribe's members, who are survivors of displacement and economic isolation, are developing their own service delivery systems through a federally-recognized tribe, and two federally-unrecognized tribes and a community based nonprofit agency- the Roundhouse Council. Both the Latino and American Indian populations are clustered in the two School Readiness program communities.

Maidu (Indigenous people of Plumas County), Latino and children with special needs and their families continue to be a major focus for the School Readiness Program.

The Early Intervention Program seeks to identify and serve children prior to their third birthday through intensive home visitation services. The program also provides parental support and education to increase the stability and resiliency of families raising children with disabilities or risks for delays. The Early Intervention Program and Healthy Touch program train other home visitors, and child care center staff at preschool programs to improve service quality and increase child care and preschool access for children with special needs. The Early Intervention Specialist is also the director of the Special Day preschool for 3- 5 year olds and is able to plan and implement smooth transitioning from home –based services into the preschool classroom.

The School Readiness Program provides School Readiness partners and grantees with a bilingual community health outreach worker and translated written materials. A contracted translator provides Spanish language translation for the brochures, newsletters, and Kindergarten Roundup flyers and radio ads. New Born House Calls (NBHC), a Plumas County Public Health Agency home visitation program, has provided Hispanic (about 10 percent of the total population) and American Indian families (3-4 percent of the total population) expanded access to the Kit for New Parents, and Early Learning Kits with School Readiness expansion funding.

The Roundhouse Council Indian Education Center staff also collaborates with NBHC, Healthy Touch and Early Intervention to provide outreach to American Indian families. This has increased early literacy opportunities, child abuse prevention and health education for this traditionally underserved and hard-to-reach population. American Indian families are also engaged in Parents as Teachers, and children 0-5 are offered new early childhood education activities, such as Raising A Reader through the support of the Plumas County School Readiness program. The program opened the door for other School Readiness providers, such as an infant massage therapist and parent trainer from the Healthy Touch program, who provided infant massage training for parents at Roundhouse Council Indian Education Center. Infant massage reduces high risk factors by increasing bonding and attachment, and defines and teaches appropriate touch for parents who have experienced physical or sexual child abuse as children themselves.

The Roundhouse Council family advocate attended Parents as Teachers Parent Education training and continues to access other School Readiness funded programs to reach the American Indian community. American Indian parents and community members meet at Roundhouse Council monthly as a Parent Advisory

Council to provide guidance on the implementation of the School Readiness program and other education activities in Indian Valley.

Prior to the School Readiness Program, the Roundhouse Council had no formal activities scheduled for children 0-5 and their parents that addressed early childhood education, developmental milestones, screenings, health prevention and parent education. The program has increased linkages with other home visitors, and specialists who augment parent and early childhood education activities, and helped socially isolated children prepare to enter preschool.

The linkage across School Readiness programs is instrumental in identifying children with disabilities in the Latino community of Eastern Plumas County. An autistic child was referred to the Early Intervention specialist by a trusted bilingual outreach worker funded by School Readiness. The parents enrolled the child in Head Start, which collaborated with the Early Intervention specialist and the bilingual health worker. The Intervention specialist provided training for the Head Start staff to create an inclusive environment for the child in the Head Start classroom. During the year the family developed enough trust to enroll their child in the Plumas Unified School District's Special Day Preschool where he received more specialized services, and where the staff ratio could provide a richer preschool experience for the child.

The Healthy Touch Infant Massage program provides training for parents. One parent of a child who had to undergo extensive probing and medical interventions thanked the therapist, stating "Your service was a huge reason he was able to handle the stress and handling. It was very evident in the hospital because of the massage he has learned about touch and communication. He never skipped a beat. There was no fluctuation in weight gain and without that knowledge we received from you, it would not have gone so well."

Maintaining the activities and practices that embody the spirit of the Equity Principles is the shining star of the School readiness program in Plumas County. In both communities, a universal outreach approach is used, but the Latino and American Indian parents and parents of children with special needs have had success in gaining access to appropriate services. That these services are in their homes and in many cases in their own linguistic and cultural comfort zones is an immense victory overcoming more than a century of isolation and institutionalized neglect.