

NARRATIVE - FORM 3

1. PROGRAM DESCRIPTION

- a. *Overview of the School Readiness Program including communities to be served and the process used by the County Commission to develop, review, and select this School Readiness Program.*

Overview and highlights

The *Plumas County School Readiness Program* will target two communities and schools: Indian Valley (including Greenville, Taylorsville, and Crescent Mills) and Eastern Plumas County (including Portola and surrounding areas). Greenville Elementary, the “high priority” school in the county, serves Indian Valley while special factors, namely the existence of an emerging Latino population in Eastern Plumas County, served by C. Roy Carmichael Elementary, necessitate increasing school readiness services. These areas are 55 miles apart and accessible by only one major highway that often becomes snow covered and dangerous in the winters.

The Plumas County Commission adopted the Equity Principles in 2002 and the *Plumas County School Readiness Program* embraces and has integrated these principles into all aspects of the plan to ensure an inclusive governance and participation approach.

Both communities and schools will utilize a home visitation approach to target high-risk families, children with special needs/disabilities, and culturally diverse families. The school readiness program will be fully integrated and coordinated with existing resources to maximize access to and effectiveness of services. The Indian Valley program will be coordinated through the Indian Valley Healthy Start Family Resource Center and an active Parent Advisory Council. Working through the existing Home Visiting Task Group, the program will add a school readiness, child development and health component to existing home visiting services. The program will focus on children who are not currently attending preschool, Native American children and their families, and children with special needs/disabilities.

The Eastern Plumas School Readiness Program will be coordinated through C. Roy Carmichael School, utilizing a bi-lingual outreach/family advocate who will be hired by the school district to provide case management/advocacy, coordinate parent education, provide access to countywide services, and provide the communication link between families and schools, agencies and community activities. The outreach/family advocate will ensure that Latino parents are represented and can participate fully in school and community Parent Advisory Council; communicate K-Standards and child development milestones to parents; and provide activities for Latino parents through cultural events, which are family centered and located on the school site.

Two .50 FTE local School Readiness Coordinators will provide oversight of both the Greenville and Portola School Readiness projects. The First 5 Plumas Executive Director and Commission staff will provide coordination between the two projects, monitor compliance of all the service agreement contracts, and oversight of the School Readiness Consortium.

The *Plumas County School Readiness Program* will implement strategies that strengthen linkages between the elementary schools and early childhood educators, and between schools and parents. Ongoing collaboration between elementary school teachers and early childhood educators will focus on greater understanding of kindergarten standards and curriculum, combined training, utilization of developmental assessments, and shared information. Both elementary schools will expand their outreach to parents of children who are not in kindergarten through home visits, open houses, communication with early childhood educators, kindergarten roundup, an annual school health faire, and a summer transition program.

Each school community will implement a Parent Involvement Plan and establish Parent Advisory Councils that assist parents in developing the leadership skills necessary to fully participate in and advocate for the education of their children. Parent Advisory Councils will provide direct input into the School Readiness Program and make recommendations for changes and improvements. Parent Advisory Councils will participate in the countywide School Readiness Consortium.

Planning Process

The *Plumas County School Readiness Planning Group* engaged in a five-month intensive planning process to design its School Readiness Program. The School Readiness Planning Group included parents and community members from the targeted school communities, the principals of the targeted schools, kindergarten teachers, PUSD school superintendent, Plumas County Office of Education SELPA Director, PUSD-Bilingual Coordinator, PUSD Special Needs Preschool teacher, Feather River College Early Childhood Education Program Instructor, Head Start, State Preschools, Child Care Development Planning Council, Plumas County Literacy Program, staff from county agencies, public health nurse, community-based organizations serving children and families with special needs and cultural diversity. The School Readiness Planning Group included the leadership of three Plumas County Children and Families Commissioners. The Planning Group set the stage for the planning process by creating a parent involvement and a teacher involvement workgroup in order to get input into the planning process; developing a vision and guiding principles, reviewing existing best practices and model school readiness strategies, and identifying current assets, resources and programs in each community for each essential element. A subset of the Planning Group synthesized the information obtained from all surveys, focus groups, research tools, and existing Plumas County data and made recommendations for strategies and desired outcomes. The planning group reviewed and approved a “draft” of the School Readiness proposal, which was presented to the Plumas County Commission, and approved on March 12, 2003.

The *Parent Involvement Workgroup* developed a Parent Involvement Plan and parent survey to obtain input about strengths and needs as well as recommendations for school readiness strategies. The workgroup facilitated the implementation of the survey through resource centers, libraries, schools, preschools, and parent groups. Members of the workgroup also conducted focus groups of parents in the targeted communities. With input from parents and community members, the workgroup made recommendations to establish a Parent Advisory Council for each targeted school community to provide ongoing input and feedback for the School Readiness Program.

The *Teacher Involvement Workgroup* included representatives of the school district, principals of the elementary schools, kindergarten teachers, special education staff, special needs preschool, Head Start, State Preschool, and the community colleges early childhood education lead instructor. The workgroup developed a focus group questionnaire to obtain input from kindergarten teachers regarding strengths and needs of schools, children, parents, and communities. The workgroup agreed to use the Kindergarten Teacher Survey adapted from the San Mateo 2001 School Readiness Assessment Pilot Initiative to obtain input about the overall preparedness of children entering kindergarten. Additional input was obtained from the Head Start staff about skills, strengths and needs. The Teacher Involvement Workgroup discussed the need for common assessments and guidelines and agreed to continue to work together to adopt and utilize the Desired Results and/or Desired Results Plus for the school readiness programs and to develop a kindergarten transition model for the county. The workgroup reviewed the results of the surveys and focus groups to develop results, strategies and recommendations for the school readiness program.

Plumas County and its Communities

Plumas County is a sparsely populated area in the northern Sierra Nevada. Only 20,824 (2000 Census) people live in Plumas County, an area encompassing 2,600 square miles with elevations ranging from 1,800 to 8,372 feet. The county has been designated as one of the fifteen “frontier counties” of California because of its small population, self-sufficient pioneer attitudes, and geographical isolation. Five communities comprise the key population centers, each within a valley and/or lake basin. Quincy (American Valley) the county seat has 6,500 people. Portola (Sierra Valley), the only incorporated city has 2,300 people. Graeagle (Mohawk Valley), Greenville (Indian Valley), and Chester (Almanor Basin) have 2-4,000 people each. Four district hospitals serve the county. Larger medical centers are located in Truckee, Reno and Chico, each a 1 ½ to 2 hour drive.

Over 75% of Plumas County is publicly owned and is administered by the Plumas National Forest. The economy in Plumas County has traditionally been based on timber, mining, and ranching. These industries continue to decline due to changes in markets and federal lands policies. Logging and mill work are still a significant sector of the economy (mills are located in Chester and Quincy) although remaining jobs continue to appear tenuous. Other employers include retail stores, hospitals in each community, the U.S. Forest Service, schools, and county agencies. High seasonal unemployment rates are not unusual, ranging from 4.5 to 14.5 in 2001.

The population of Plumas County is less ethnically diverse than the state as a whole. The county’s population is 92% white, 5.7% Hispanic, 2.5% Native American, 1.1% Asian/Pacific Islander, and .6% African American. Diversity is higher in the targeted areas. Indian Valley is 80% white with a Native American and Latino population of 6% each. Eastern Plumas is 90% white with a Latino population of 8% and Native American population of 2%. The Latino population in the Portola area increased 57% between 1990 and 2000.

A total of 1,188 children birth through age five (2000 Census) live in the county. Twenty percent of children five and under in the county live in poverty but the percentage is higher in the targeted communities. There are 213 children birth through age five in Indian Valley and 385 in Eastern Plumas County. In Indian Valley, 35% of all children under five live in poverty

including 64% of Native children. In Portola, 30% of children under five live in poverty including 62% of Latinos.

Median household income in Plumas County was \$36,351 (2000 Census). Indian Valley, however, was 60% of the state average in 1999 at \$28,800. Median income in Portola was 67% of the state average, at \$32,100. For Latinos in Portola median household income was only \$20,500, 43% of the state average.

Low educational attainment is a barrier to individuals and families' abilities to escape poverty. 25% of Greenville adults over 25 had no high school degree in 2000, and only 11% have completed a four-year degree. This compares to 27% statewide. No native adult had a two or four year degree. Educational attainment is also low for Latino residents in Portola, many of whom are being attracted to new low skill service and construction jobs. Of Latino adults over 25 in the year 2000, 29% had no high school degree.

Plumas County has made some progress on risk factors over the past few years and has a lot to accomplish on others. Teen birth rates are generally much lower in Plumas County at 25 per 1000 in the year 2000, compared to 52 per 1000 statewide. The percentage of births to teen mothers has declined from 15.9% in 1998 to 11.3 % in 2000. Only 19% of children were born to mothers with less than 12 years of education, compared to 30% statewide. (However, this is an increase from 16% in 1998). Babies born with low birth weights have declined from 5.1% in 1998 to 3.9% in 2000. However, the rate of reports for child abuse and neglect is nearly twice as high in the county at 102 reports per 1000 compared to the state rate of 57 per 1000.

Plumas County Schools

Plumas Unified School District offers K-12 education for 3,365 students in Chester, Greenville, Portola, and Quincy. Students are 81% white, 9% Latino, 6% Native American, and 1% African American. 3% are classified as English Learners and 34% qualify for the free and reduced lunch program. PUSD operates six elementary schools, one middle school and one high school, three junior-senior high schools, and four continuation schools. Of these, 58% met their API target in 2002, 8% had an increase but did not meet the target, and 33% had a stagnant or declining API. No schools were in the first or second decile for performance.

Indian Valley: A total of 222 children attend Kindergarten through 6th grade elementary schools in Indian Valley, including 153 at Greenville and 69 at Taylorsville Elementary schools. Over 51% of Greenville and 57% of Taylorsville Elementary students qualified for the free and reduced lunch program in the 2001-2002 school year. 23% of students are Native American and only 4% are English learners. The most recent Plumas Unified School Districts' poverty rates from October 2002 showed a 12% increase at both schools for students who qualified for the free and reduced lunch program.

API scores have increased at the priority school, Greenville Elementary, in the last few years. The school achieved an API score of 745 in 2002, up from 708 the year before (small school results). The API score for the socio-economically disadvantaged subgroup (the Native American subgroup is too small for reporting figures), also grew from 705 to 720.

Eastern Plumas: A total of 436 children attend Kindergarten through 5th grade in Portola and Eastern Plumas County and attend C. Roy Carmichael Elementary School. Over 45% of these students qualified for the free and reduced lunch program in the 2001-2002 school year. Currently 16% of the students are Latino, and 10% are classified as English Learners.

The school achieved an API score of 735 in 2002, up from 728 the year before. The API score for the socio-economically disadvantaged subgroup (the Latino subgroup is too small for reporting figures), also grew from 624 to 658.

C. Roy Carmichael Elementary School is not currently prepared to serve the emerging Latino population of Eastern Plumas County in a culturally or linguistically appropriate way. The school has only one full-time bilingual aid to work with Latino students. School materials including the school newsletter and letters to parents are not available in Spanish. Latino parents have not historically participated as school volunteers.

The school's Single Plan for Student Achievement concludes that the school's English Learners are lagging behind the non-English learners. According to STAR results, only 18% of Latino students in the 2nd grade tested at or above the 50th percentile in reading compared to 61% of the white non-Hispanic students in 2001. Concentrated efforts to provide instructional intervention and cultural acceptance might help to improve achievement for these students. The principal of C. Roy Carmichael School is very committed to improving the schools readiness to meet the needs of Latino children.

b. Strengths and needs of the families and communities served by the targeted schools

Description and results of assessment process

An assessment of community, family, student and school strengths and needs was conducted countywide using surveys, focus groups, and interviews. Parent surveys and focus groups, in English and Spanish, were conducted in the targeted communities. Teacher questionnaires and focus groups were implemented. Plumas Commission staff conducted interviews with key stakeholders and held brainstorming sessions with the school readiness-planning group.

These assessments are complementary in their results. Teachers and parents agreed that young children need more help to be ready for success in school. They also agreed on basic strategies including expanding access to pre-schools, increasing connections between home and schools, educating parents about the skills needed for school success, providing support for teachers and parents who have children with behavior problems, and greater access to enrichment opportunities, to name a few.

Parent Survey: A survey was distributed to parents countywide through elementary schools, day care centers, day care homes, preschools, libraries, local agencies and non-profits, and the Portola Literacy Programs' English as a Second Language class. Parents, representing about 7% of households with children 0-8 in the county, returned a total of 185 surveys. Spanish monolingual speakers completed 23 surveys in the eastern portion of the county representing 1/3 of all the Latino families with children 0-8.

Parents throughout the county agreed that the greatest assets of their communities were:

- The small town atmosphere where people know each other
- The relative safety and lack of urban crime problems
- Access to nature and outdoor activities
- Small schools that can give more personalized attention to students

Parents felt their children needed the most help with school readiness by

- learning behaviors like sitting still and following directions
- knowing colors, numbers, letters, shapes
- social skills to get along well with others
- having an adequate attention span
- Parents in the Portola area also responded that children needed help speaking and understanding English

Parents faced some difficulties in helping their children prepare for school including

- not knowing what skills were needed for school
- not knowing how to teach needed skills
- not having enough time with their children
- Parents in the Portola area also said they faced difficulties with speaking and understanding English

To help them better prepare their children

- parents requested more information on what children need to know before starting school
- more programs to help parents prepare children for school
- more information on how elementary schools work
- Parents in Indian Valley also requested parent classes in child growth and development
- more pre-schools and child care options, play-groups
- after school activities.
- parent education
- better health and dental services.

The number one barrier parents cited to accessing services countywide and in the targeted communities was

- not being aware of services that existed
- long waiting lists
- lack of childcare
- rules that excluded many families

Parents were also asked what could be done to improve the lives of children and families in their community. The number one response in every community was to increase the activities available to children and families. Also important were parent education about school standards, child development and parenting, and improvements in schools and preschools. Specific requests were for increased pre-school slots in Indian Valley and help for Spanish speaking children and students in Portola.

Indian Valley Focus group: A focus group was held with 8 parents of young children in Indian Valley to get input on possible school readiness strategies. The parents requested:

- Expansion of pre-schools because not enough slots are available for middle income parents of Indian Valley children
- Development of an early learning center/club for pre-schoolers.
- Development of a kindergarten transition program in the summer
- Increased activities for young children and families
- Increased information for parents on school readiness
- Opportunities to assess children for school readiness before kindergarten
- Access to specialists like child psychologists and early childhood education specialists to give parents advice

Teacher Survey: Kindergarten teachers in each community were interviewed to gain insights on skills of children entering their schools. Indian Valley teachers rated the readiness of entering students the lowest, at 40% entering unprepared for school success. Specific areas of concern were lack of pre-academic skills, small motor skills, attention span and hygiene. Teachers in Portola generally rated readiness of their entering students much higher. They rated almost 60% of incoming students as adequately prepared. However, they had concerns about hygiene, behavioral, and social skills.

Teachers were asked what they thought schools were doing well to prepare students. They listed:

- Kindergarten Roundup to help students register and update immunizations
- Open house/classroom visitation for prospective students and parents
- Communicate with pre-schools about students and share informal assessments
- Coordinate standards or content delivery with pre-schools (Indian Valley only)
- School readiness information shared with parents
- Summer kindergarten program (Piloted in 2002 Portola only)

Teachers were asked how schools could improve their efforts to prepare children for success in Kindergarten. Teachers suggested:

- Increasing interaction with pre-schools
- Screening pre-school children before entrance to kindergarten
- Establishing a kindergarten transition program
- Increasing parent education about kindergarten standards and school readiness
- Increasing interaction with parents
- Increasing parent participation at school

Their greatest concerns about students are that:

- Children are unprepared academically
- Children are unprepared developmentally especially boys with late birthdays
- There are discrepancies between what is being taught in preschool vs. kindergarten:
- Children's family situations are not always conducive to learning

Teachers identified family instability, a lack of family skills, and a lack of adult involvement in children's lives as having a significant influence in children's lack of preparedness. Teacher's felt families would benefit most from:

- Information for parents about new more rigorous kindergarten standards
- Information on how to support student learning:
- Information on nutrition to be able to pack student lunches that facilitate learning:
- Parenting skills such as setting limits, establishing schedules and limiting TV watching
- Increase the school to home connection through home visiting

Interviews with key stakeholders and members of the planning committee

In meetings with the planning committee and interviews with key stakeholders (two elementary school principals, Head Start, Children's System of Care, Mental Health, Health Department, Alcohol and Drug, Social Services, Roundhouse Council, and the state preschool in Indian Valley, plus others), the following needs were identified.

Child and Family Needs Greenville

- Childhood obesity, nutrition, and diabetes are problems especially for the Native American population
- Some Native American families have an alcohol dependence problem and do not typically go outside of their group to obtain treatment
- No dentist, pediatric, prenatal, or OB care
- Children lack enrichment opportunities and exposure to books, life experiences, etc
- High poverty and unemployment, no jobs
- Undereducated workforce and no employment and training assistance
- Young, single, undereducated mothers who are relatively isolated

Child and Family Needs Portola

- Growing Latino population in Portola who are relatively isolated
- Latino families are not enrolled in health care- limited access to health services, high utilization of ER, lacking basic needs – food, clothing, housing, utilities
- Limited access to dental care for children 0-5

School and Early Child Care Needs Greenville and Portola

- Children entering kindergarten have a lot of behavior and social/emotional problems
- Availability of preschool for middle income families, 0-3 care for all incomes, evening and weekend child care, and after school care
- Communication with early childhood educators
- Staff development and training
- ESL (Portola)

Child Care Capacity was determined by gathering information from the local Child Care and Development Planning Council and Plumas Rural Services' Child Care Resource and Referral Agency.

Licensed Child Care Centers/Pre-schools Total Countywide Slots = 496

- Greenville (Indian Valley) has a State Preschool that serves 24 children 3-5 and one private licensed preschool
- Portola (Eastern Plumas County) has 6-licensed childcare centers with a total capacity of 134. The ages served are 0-12 years. (One center is licensed to serve 7 infants) Head Start operates two centers and state preschools in Portola with a capacity of 33 children.

Family Child Care Homes Total countywide slots = 318

- Greenville has 5 with a total capacity of 52. The ages served are 0-12 years. There are currently 11 openings.
- Portola/Vinton has 5 with a total capacity of 64. The ages served are 0- 12 years. There are currently 15 openings.

c. Results expected for children and families

Plumas County school readiness planning group adopted the following **vision** for their School Readiness Initiative: *All Children will enter kindergarten healthy, ready to learn, and emotionally well developed. Parents and other caregivers, schools, organizations, and communities will have the tools to help children have a successful school experience.*

Desired results and implementation strategies developed were guided by the following **principles and values:**

- Building a partnership between the early childhood development providers/educators, kindergarten teachers, and the school district.
- Involving parents/caregivers in the planning process, as they are essential to their child's school success.
- Providing services to families as early as possible, to mothers who are pregnant and with children 0 through age five.
- Providing services for children with disabilities/special needs and support/include their families
- Providing culturally competent services and adopting the "Equity Principles" developed by the CCFC and adopted by the First 5 Plumas.
- Designing a process that is tailored to each unique community, that addresses the target school in Greenville, Portola's growing Latino population, and expanding SR countywide services.
- Coordinating services provided by existing organizations
- Provide ongoing training for parents, providers, teachers, and community in early childhood development and school readiness

The following table lists the short and long term desired results for each essential element, including possible strategies and indicators of success.

Strategies and Results

1. Essential Element Early Care and Education

Results to be Achieved	Strategies	Indicators
<p>Early childhood educators increase their knowledge, understanding, and practice of providing quality education and care</p> <p>Children receive culturally and linguistically appropriate quality early childcare and education</p> <p>Children with disabilities and special needs have access to quality early childcare education options</p> <p>Long Term results: All children have access to quality, culturally appropriate early childcare and education provided in a variety of settings</p> <p>Children enter kindergarten ready for school</p>	<p><u>Training</u></p> <ul style="list-style-type: none"> • Provide training for early childhood educators and teachers in child development milestones, Pre-K guidelines, K- standards; caring for children with special needs/disabilities, behavior problems, mental health issues, providing culturally appropriate programs and activities • Conduct a School Readiness Conference in collaboration with Child Care and Development Planning Council • Provide incentives to early childhood educators to increase retention and education • Work with Head Start to investigate feasibility of developing Head Start home based program in Indian Valley Y 04/05 • Implement Raising a Reader Program in Greenville and Portola <p><u>Access</u> Enroll children in preschools and licensed family day care through the Child Care Resource & Referral Agency</p> <p><u>Cultural Relevance</u></p> <ul style="list-style-type: none"> • Provide early childcare education to Native American children 3-5 in Greenville by hiring Native American staff with child development specialty • Recruit bilingual childcare providers through the R&R and the Retention/Incentive Child Care Project • Hire a bilingual outreach/family advocate to work with Latino parents and teachers • Provide translation/interpreter services to monolingual Latino parents • Work with schools and ECE providers to provide culturally/linguistically materials to parents <p><u>Disabilities and Special Needs</u></p> <ul style="list-style-type: none"> • Provide outreach and early identification to families of children with disabilities and special needs 	<ul style="list-style-type: none"> • # of child care providers and teachers trained • # of providers trained in emerging literacy • Increase retention rate • # of Native American children receiving early childcare education • Increase in number of providers who can serve children with Spanish speaking parents • # of children identified and served with special needs <p>Long Term:</p> <ul style="list-style-type: none"> • School readiness skills are provided in all early care and education settings • Improved school readiness indicators • Decrease in percentage of kindergartners retained • Fewer children in special education

2. Essential Element Parenting/Family Support Services

Results to be Achieved	Strategies	Indicators
<p>Parents have access to culturally appropriate parent education, information and support</p> <p>Parents provide developmentally appropriate activities that enhance their children’s readiness for school</p> <p>Native American and Latino families will participate in the planning and participate in community bi-cultural events</p> <p>Long Term Results Parents have the knowledge and skills to help their children succeed in school and understand the impact of early years on child’s development and education</p> <p>Cultural and linguistic differences will be appreciated and valued by the whole community.</p> <p>Latino and Native American families will participate as full members of their community.</p>	<p><u>Home Visitation</u></p> <ul style="list-style-type: none"> • New Born House Calls for children ages 0-3 • Public Health Nurse Home Visits • Indian Valley Healthy Start Family Advocates/ coordinated case management (Healthy Start Model) • Bilingual Family Advocate - Families have access to bilingual outreach/family advocate, home visitation and case management services <p><u>Cultural relevance</u></p> <ul style="list-style-type: none"> • Provide services to Native American children and families through Roundhouse Council, home visits, and parent education • Plan and implement Native American cultural events within the community coordinated by the Round House Council • Expand Literacy Program • Family Fiesta dinners and multicultural festivals planned by families and coordinated by bilingual family advocate, schools, and community • Apply for Even Start in May 2003 - Parent/child literacy activities, parent education. <p><u>Outreach and education</u></p> <ul style="list-style-type: none"> • Provide parent education classes • Outreach and education to Parents – use mailers, through preschools, schools, flyers/SR information posted on community bulletin boards, R&R newsletter, SR Media/Marketing Plan to include coordinated newspaper/radio adds, public education campaign, SR newsletter 	<ul style="list-style-type: none"> • Increase # of families receiving home visits • Increase # of Native American families and Latino families receiving home visits • Increased participation by Latino and Native American families in school and community activities • Increase # of families receiving parent education <p>Long Term</p> <ul style="list-style-type: none"> • More parents read to their children • Increase number of children entering kindergarten with appropriate academic and social-emotional skills, behavior • Increase in multicultural integrated activities in schools and communities • Children entering Kindergarten will receive Pre-K Assessment

3. Essential Element Health & Social Services

Results to be Achieved	Strategies	Indicators
<p>Children have access to health assessments, immunizations and health, mental health and dental services</p> <p>Parents have access to prenatal and new parent classes</p> <p>Families who have children with developmental delays/disabilities have support and reduced barriers to services</p> <p>Families have access to health, mental health, employment services and job training</p> <p>Long term results All children enter school physically and emotionally healthy and supported by parents who have the knowledge of and access to appropriate health care/social services</p>	<p><u>Health Assessments</u></p> <ul style="list-style-type: none"> • Assessments through Head Start – CHDP, vision, hearing, speech • Will apply for Early Head Start in Fall 2003 to serve 30 children and families in the Indian Valley area • Toddler Health Faire to reach out to parents with children 2- 3 years of age so parents know what will be needed for immunizations and kindergarten requirements • K-roundup – see School Capacity <p><u>Home Visitation</u></p> <ul style="list-style-type: none"> • Newborn House Calls utilizing public health nurse • Breastfeeding information and support • Early Intervention Services for children at risk for developmental delays, infant stimulation and infant massage • Health education (nutrition, oral health, hygiene) • Child development assessments <p><u>Healthy Start Resource Centers</u></p> <ul style="list-style-type: none"> • Support services, outreach, education, case management • Medi-Cal/Healthy Families Insurance Assistance <p><u>Counseling</u></p> <ul style="list-style-type: none"> • Substance Abuse counseling • Job skills/employment services through AFWD • Peri-natal outreach services through Drug & Alcohol and Public Health Agency 	<ul style="list-style-type: none"> • Increase # children receiving health care and on-time immunizations prior to kindergarten • Increase number of children receiving early dental care • Increase number of families enrolled in health insurance • Families with children identified with developmental delays have support and services • Increased number of mothers initiating and sustaining breastfeeding • Increase number of parents attending prenatal and new parent classes <p>Long term</p> <ul style="list-style-type: none"> • Children with special needs, developmental delays, and health conditions are treated early and enter kindergarten optimally developed • Rate of childhood obesity declines • Children are healthy when they enter kindergarten

4. Essential Element School Capacity

Results to be Achieved	Strategies	Indicators
<p>Parents have better understanding of kindergarten standards</p> <p>Children develop skills and experiences needed for a successful transition to kindergarten</p> <p>Parents and children have better understanding of what happens in a kindergarten classroom and increased comfort with school activities</p> <p>All parents are involved in their child’s education and school</p> <p>Strong collaboration between early child education and public schools</p> <p>Develop systematic way of assessing children before entering kindergarten</p> <p>Children enter school with fewer emotional, behavioral problems</p> <p>Long Term Results Parents are involved in classrooms</p> <p>Children enter kindergarten ready for school and go through school productive, contributing, and happy</p> <p>Teachers are able to teach children with fewer social, emotional, or academic problems</p> <p>Schools are welcoming to children and parents</p> <p>Children have a seamless transition between preschool and elementary school</p>	<p><u>K- roundup</u></p> <ul style="list-style-type: none"> • Health/developmental assessments and immunizations • Teachers conduct K-readiness assessment and target children to summer transition program <p><u>Kindergarten Transition Program</u></p> <ul style="list-style-type: none"> • 4-week summer program at elementary schools <p><u>Outreach</u></p> <ul style="list-style-type: none"> • Teachers do home visits as release time, reassignment or extra duty • Work with preschool teachers to get to know children and parents • “Off to School Night” for entering K students/families including activities and informal assessment, parent discussion and information • Kindergarten Open House-for any parent to visit a kindergarten classroom • Parents receive training and mentoring to become school advocates and classroom volunteers • Linkages between school and Latino families will be developed by bilingual Family Advocate <p><u>Elementary School/ ECE Collaboration</u></p> <ul style="list-style-type: none"> • Communicate Kindergarten standards and Pre-kindergarten Learning Guidelines • Build rapport, respect, understanding • Identify and coordinate training • Coordinate assessments using Desired Results • Share child and family information, assessments, and knowledge <p><u>Diversity</u></p> <ul style="list-style-type: none"> • Training to increase the capacity of schools to serve Latino children/families • Identify/implement best practice strategies to serve culturally diverse and special needs/disabilities children/families 	<ul style="list-style-type: none"> • Increase number of children attending, receiving assessments • # of children identified for summer transition • # of children ready for kindergarten • Number of teacher home visits • # of children and families attending school events • Parents of young children attend open house • Increase number of parent/teacher mentors and training • Increase # of ECE and teacher participants in combined activities • Increase in shared assessments and child records <p>Long Term</p> <ul style="list-style-type: none"> • Increase # parents volunteer in classroom • Reduced retention • Change in ECE and kindergarten programs that meet children and family needs • Change in school programs that meet the needs of diverse children/families

5. Essential Element Infrastructure, Administration, Evaluation

Results to be Achieved	Strategies	Indicators
<p>Services provided to children and families will be integrated in order to achieve positive outcomes for children</p> <p>Parents, teachers, community members, and organizations will have greater involvement in and commitment to helping children succeed in school</p> <p>The Consortium will have knowledge of outcomes and effectiveness in order to improve services</p> <p>School readiness services will have long term sustainable funding</p> <p>Parents will develop the leadership skills necessary to fully participate in the education of their children</p> <p>Long term results Plumas County parents, schools, organizations, agencies, and elected officials have the tools and resources to help children be successful in school</p>	<p><u>Coordination</u></p> <ul style="list-style-type: none"> Local SR coordinators will administer school readiness activities in each community First 5 Plumas Executive Director/staff will provide coordination between the two projects <p><u>Governance</u></p> <ul style="list-style-type: none"> Implement the Parent Involvement Plan to ensure inclusive governance and participation Develop local school readiness Parent Advisory Councils in Greenville and Portola through the local School Readiness Coordinators Representatives of the Parent Advisory Councils will be included in the School Readiness Consortium Develop Countywide Governance through a School Readiness Consortium Design and implement an early childhood development/ education awareness campaign Plumas Co. Commission/staff will provide administrative/fiscal oversight of the SR Initiative <p><u>Evaluation</u></p> <ul style="list-style-type: none"> Conduct a local evaluation of the School Readiness Initiative in partnership with the CCFC and their contracted evaluators <p><u>Sustainability</u></p> <ul style="list-style-type: none"> Develop SR Sustainability Committee 	<ul style="list-style-type: none"> Increased planning efforts Increased parent participation in collaboration and consortium Increased information and media coverage of school readiness More organizations working together Increased services in each community Increase parent involvement in school and community activities <p>Long Term</p> <ul style="list-style-type: none"> Funding available for ongoing services and support Increased community and family support for school readiness Decreased need for summer transition programs

2. SERVICES AND PARTNERS

a. *Current strategies and partners in place that address the 5 “Essential Elements”*

1. *Early Care and Education -current*

Plumas Rural Services is the largest non-profit agency in the county and operates several programs that relate to children ages 0-5. Services are provided countywide

- Child Care Resource and Referral offers childcare information and support to parents and child care providers. Services include: free referrals to parents needing childcare, assistance to providers in the licensing process and in program operation, workshops, and free newsletter
- Plumas County Child Care Compensation/Retention Project (CARES)- Provides stipends and professional development to early childhood educators in licensed homes and centers.
- Family Child Care Network provides subsidized child care and development services to qualifying children, age’s birth through five, in participating Licensed Family Child Care Homes.
- Child Care Food Program provides nutrition education and reimbursement to family child care homes for serving healthy meals and snacks to children
- Toy Lending Library and Van that provides educational toys and enrichment materials on loan.
- Subsidized Child Care Program administers alternative payment program for FCCN, GAPP, FAPP, and CalWORKS stages 1,2,3.

Feather River Community College

- Early Childhood Education Courses leading to permits, certificates and degree program in Quincy and Portola
- Early Steps to Reading Success, Pre-K Guidelines course - Courses and availability of stipends for ESRS students and literacy materials for parents. Courses will continue but funding for stipends and materials for ESRS ends this year.
- Child Development Training Consortium- Provides reimbursement for tuition for students who are working in the field. Pays fees for child development permits.
- Project TEACH/AmeriCorps program – accelerated teacher training program. AmeriCorps members have work placement in childcare centers and classrooms
- California Early Childhood Mentor Program - Provides mentors to ECE students and professional growth opportunities/stipends to mentors in ECE programs
- Child Development Center – 43 preschool children

Mountain Valley Child Development State Preschool – Located in Indian Valley serving 24 children ages 3-5

Private Child Care Operators – include child care centers and family day care homes with limited slots available for infants, weekends, and evenings

Plumas County Library Story Hour - One morning per week, librarian led storybook reading for preschoolers at the public library.

Sierra Cascade Family Opportunity, Inc. - The Head Start program delivers comprehensive Early Childhood Education services designed to foster healthy development in low-income children. Head Start grantee and delegate agencies provide individualized services in education and early childhood development; medical, dental, and mental health; nutrition; and parent involvement. Head Start operates two centers in Portola serving **43** children.

Plumas Unified School District

- Special Day School provides individual services in speech therapy, occupational therapy, physical therapy, deaf and blind services, psychological services, nursing and educational services. The purpose is to attempt to bring the child's particular disability closer to within normal limits.
- Early Intervention Program (EIP) for children with special needs is funded by PCCFC to help identify children with special needs through outreach, home visitation, referrals, and infant stimulation. The program, in collaboration with the Far Northern Regional Center, transitions children at 2 years 11 months into the Special Day Preschool (when appropriate)
- Speech and language services for children with special needs
- ESL for preschool children in Portola. Staff from the Literacy program works with preschool children in the library when their parents attend EL class.

Plumas County Office of Education - Those Who Can...Will Teach. Mentoring to child development students and students working toward teaching credential. Reimbursements are available to students for educational expenses, as well as stipends to mentors.

Plumas County Child Care and Development Planning Council - Administered through the Plumas County Office of Education. Assessment of current child care needs, comprehensive countywide plan, marketing and promotional campaigns, foster partnerships to meet local child care needs, coordinate child care programs, training, focus on children with special needs, leverage resources related to child care.

2. Parenting/Family Support -*current*

Indian Valley Healthy Start administered by Plumas Unified School District serving school age children and community members. Provides family advocacy and referrals to services, health education and prevention, expanded recreational opportunities, health screenings in collaboration with local agencies, providers, and organizations. Limited case management, resource and referral for basic needs of housing, food, and clothing is also available

Roundhouse Council Indian Education Center – provides educational programs and support to Native American children and families, including tutoring, family nights, educational workshops, cultural events, summer camp, and a computer technology center.

Family Fun Nights are offered in the park in both communities, sponsored by the Healthy Start resource centers and the Plumas County Arts Commission. These are very well attended 200-400 people in Portola and 100-150 in Indian Valley. They sponsor local musicians and also have multicultural events such as Family Fiesta Night and a Multi Cultural Festival.

Portola Healthy Start resource center provides basic needs assistance, fax/telephone, home visitation by family advocate, administers Salvation Army services that provides funds for emergency shelter, food and gas vouchers. There is a women's support group and playgroup for children 0-4 facilitated by Family Focus Network. The resource center also runs the community computer center located across the street. The Literacy Program's English Language class utilizes the computer center. The center also offers free computer classes to the community. Volunteers staff it and community volunteers offer classes.

Plumas Rural Services:

- PRS: Family Focus Network - Home visiting family maintenance program to prevent child abuse. Family educators offer counseling and education on effective parenting skills, child discipline, household management, and crisis /stress management. Playgroups for children with parent participation. Women's support groups held throughout Plumas County.
- PRS Family Empowerment Center (FEC)- FEC provides information, training, support and advocacy for parents and guardians of special needs or disabled children. Serves school age children.
- In-Home Respite Services - Respite services for families of children with developmental delays/disabilities through Far Northern Regional Center

Plumas/Sierra Literacy Program administered by the Plumas County Library. Program activities are implemented through trained volunteers. The program was awarded under the State Commission's CBO program to disperse state information and education materials in Eastern Plumas and Sierra County.

- Adult Reading - English-speaking adults (age 16+) are evaluated and matched with a tutor who teaches basic skills and helps meet individual needs and goals.
- Families for Literacy - Adults enrolled in Plumas County Literacy Program who have preschool children can attend monthly meetings for games, crafts and stories, and receive a free children's book.
- GED Tutoring program - Tutors coach each student through the five areas of the GED exam.
- Simply English -For English Language Learners: classes or small-group tutoring for adults with limited English proficiency.
- English Language Learner Intensive -School age children work with a parent (or tutor) and both are coached in using English and improving study skills.
- Youth Plus- School Age children (5-17) receive tutoring in after school program to bring reading, writing, computation, and comprehension skills up to school grade level.

Plumas Crisis Intervention and Resource Center: advocacy; homeless services and housing; food bank; medical gas vouchers; peer counseling; rent and utility assistance; and support groups

- 24 hour Crisis Intervention Hotline
- Parenting education and support groups

The Alliance for Workforce Development, Inc. provides employment services, education, training programs, and serves as a common point of access for job seekers and employers. The "common access" point is located in Quincy 30 miles from Greenville and 30 mi. from Portola.

Healthy Touch Infant Massage- Touch communication for parents of newborns, infant massage, parent training, home visits, parent education classes, breastfeeding support. This program is currently funded by the Commission to promote parent/child bonding and decrease the incidence of child abuse.

Plumas Children’s Network (PCN)- Provides countywide coordination of 4 Family Resource Centers in Portola, Quincy, Chester and Greenville

- Family advocates help families access services, basic needs assistance, and case management
- Prenatal/New Parent classes - focus on prenatal and newborn care, health and immunization.
- Coordination of home existing visitation programs through the Home Visitation Task Group

Newborn House Calls (NBHC) - Home visits to parents of newborn infants. Distribution of Kits for New Parents, prenatal education, parent education classes, referral and follow-up, Outreach to engage fathers in parenting and prenatal classes. NBHC is currently funded by the Commission and coordinated through Plumas Children’s Network.

Home Visiting Task Group (HVTG)- Coordination of home visiting programs: PCPHA nurses and Health Educator; Healthy Touch Infant Massage; PUSD Infant Stimulation Program; Family Focus Network; and CPS. The HVTG is coordinated through the NBHC program.

3. Health and Social Services -current

District Hospitals in Plumas County in each of the four communities: Indian Valley (Greenville), Eastern Plumas (Portola), Seneca (Chester), and Plumas District Hospital (Quincy) (only OB services).

Community Health Rancheria Tribal Health Program – Greenville. Non-emergency medical and dental care. Accept Medi-Cal/Denti-Cal. Enrolled members of California native tribes eligible for free services.

Plumas County Alcohol and Drug - Support groups and counseling for court mandated offenders in Greenville and Portola once per week. No services specific to children ages 0-5 other than the Peri-natal Outreach Program.

Children’s System of Care – intensive case management, counseling and support to high-risk children and their families. No services specific to children ages 0-5. The program’s services have been greatly reduced due to the current state budget cuts.

Plumas County Mental Health – provides counseling services at Greenville Elementary School with no capacity to enhance services due to the current/future state budget cuts. Has limited services specific to children ages 0-5.

Far Northern Regional Center Services for developmentally delayed infants and children. Head quartered in Redding with a field office in Chico (2 hours away).

The Department of Social Services has one caseworker that is available at least three days per week in Greenville and Portola. The Child Protective Services (CPS) worker collaborates closely with the schools, the Healthy Family Resource Center, and Family Focus Network, a program that provides a home visitation family maintenance program. Families receive Medi-Cal and Healthy Families assistance through the resource centers and the schools.

Plumas County Public Health Agency:

- Vaccine for Children (VFC) -Immunizations for uninsured/underinsured children
- WIC-Height, weight, and hemoglobin screening for children enrolled in WIC
- Nursing Clinic services- Family Planning, Pregnancy Tests, STD testing, HIV testing, TB tests
- Maternal, Child and Adolescent Health (MCAH)- Education and Outreach to child bearing age women and their families. Case management of high-risk pregnant and/or parenting mothers and their families. Home visiting providing parenting education, medical, Drug/Alcohol, Mental Health, Social Services and other community resources and referrals given.
- Adolescent and Family Life Program -Case management of pregnant and or parenting teens. Home visiting providing parenting education, medical, Drug/Alcohol, Mental Health, Social Services and other community resources and referrals given.
- California Children's Services (CCS) - case management of medically eligible children.
- Child Health & Disability Prevention (CHDP)- physical exams and follow-up care is provided. PHN case manages transportation, scheduling and referrals.
- Tobacco Education Program- Tobacco health education classes in K-12 schools
- Safe Kids - Low or no cost infant/child car seats and bicycle helmets, safety education.

Plumas Rural Services

- Women, Infant, and Children Program - WIC provides supplemental foods and nutrition education for low/moderate income families. Serves pregnant, postpartum and breastfeeding women, and children from birth to age 5. Breastfeeding support and assistance with Healthy Families/Medi-Cal applications are also offered. Referrals for family health care and immunization.
- CHAT - Provides case management legal assistance, advocacy and mental Health/counseling services for children who are victims of abuse. Does not serve children 0-5

Sierra Cascade Family Opportunities, Inc. Head Start –Health and dental screening, nutrition education, case management. Two Head Start centers are located in Portola.

4. School Capacity -*current*

Greenville Elementary School Parent Liaison- helps teachers and parents coordinate volunteer time, and informs parents about upcoming activities. Funding is suspended for the remainder of 02-03, but will be available in 03-04. These services are provided to K-6 students only.

Kindergarten Round up- County health providers donates services to provide free child exams – CDHP, vision, hearing, immunization for children entering kindergarten in fall at all elementary schools.

School speech, hearing, language, screening- Speech and language services are provided to targeted preschool children.

Special Academic Support- a wide range of supplemental literacy programs is built into the K-12 curriculum. These address phonemic awareness, phonics, decoding, fluency, and comprehension needs.

Kindergarten Readiness Transition Pilot Program in Portola - This program was first implemented in the summer of 2002 for incoming kindergarten students to help them transition into the regular kindergarten program. It was designed to prepare children for the expectations of the conventional classroom. Children were taught basics such as how to: be good listeners, behave in a group, line up with a group, cooperate with peers, write their own names, utilize and care for materials, identify sounds, letters, and numbers. Kindergarten Readiness was scheduled from 8:30 – 10:30 a.m., Monday through Friday, for three weeks at the end of the summer.

Latino Parent Volunteers at Portola Elementary School – outreach and training for Latino parents to come into the classroom and read (in Spanish) to students. Although a curriculum and training component was developed, 2 parents received the training. The program is currently on-hold. The school site plan also has a Spanish cultural activity as the one strategy to engage Latino parents. No funds were allocated and there is no date or specific plan developed.

5. School Readiness Program Infrastructure and Administration-current

Plumas County has a number of collaborations that include parent and community representatives in order to increase the capacity of parents to take leadership roles in their community and provide input to the services received.

- Plumas Children’s Network
- Healthy Start Community Collaboratives
- School Site Councils
- Indian Valley Forum
- Child Care and Development Planning Council

These collaborations have been consulted to obtain community input to the planning process and will continue to be involved in the implementation of school readiness through Parent Advisory Councils.

First Five Plumas is the lead in the coordination of the School Readiness Program, including the executive director, office assistant, a contract evaluation consultant, and a planning consultant. First Five Plumas is administered through the Plumas County Public Health Agency, which has a history and commitment to community collaborations and parent involvement.

Feather River College provides comprehensive classes and instruction in child development, early care and education, pre-kindergarten guidelines, Early Steps to Reading Success, a training consortium, stipends, incentives, and mentors for ECE students. (See Essential Element Early Care and Education)

b. New or expanded strategies and partners that will be implemented to further address or expand/enhance the 5 “Essential Elements”.

The Plumas County School Readiness Program will provide quality early care and education services to all children (**213**) ages 0-5 and their families in the priority school Greenville Elementary School serving the Indian Valley community. Of these children ages 0-5, **135** have been identified as socioeconomically disadvantaged, **48** have been identified as Native American, and **23** children ages 3-5 are not attending any early care and education programs. The School Readiness Planning group investigated the feasibility of creating a new pre-school to increase the number of pre-school slots for middle income families, but due to the small number of children (**23**), the successful implementation or sustainability of a new program was doubtful. Therefore, home visitation was seen as a more effective SR strategy.

The Plumas County School Readiness Program will also provide quality early care and education to children in C. Roy Carmichael Elementary School in Eastern Plumas County because they are challenged by “special factors” associated with an emerging Latino population that historically lags behind in school performance. The School Readiness Program will target the **60** Latino children ages 0-5 and, **162** children ages 0-5 identified as socioeconomically disadvantaged (as limited SR funds will allow) prior to kindergarten entry.

The total number of children to be served in both projects will be **435**

NOTE: In year 2 an additional **753** children will be served through the countywide dissemination of kindergarten standards/expectations and through a coordinated School Readiness Media/Marketing Education Campaign.

1. Early Care and Education –new or expanded

ECE/Teacher Workgroup will identify additional training needs to enhance the quality of education provided by early childhood educators and teachers related to school readiness. The workgroup will also develop Kindergarten Transition Model.

Training through Feather River College will be expanded to serve ECE and kindergarten teachers in Greenville and Portola, including Early Steps to Reading Success, Raising a Reader Program, Pre-K Guidelines, and other classes for ECE units or continuing education credits.

Management of Challenging Behavior training for ECE providers, K-3 teachers, and center providers will be provided countywide. Training will be planned by the ECE/Teacher Workgroup in collaboration with the Mental Health Department and include strategies to assist providers in managing behaviors in a classroom or center-based settings. SR funds will be provided FY 03/04 to provide countywide Mental Health Training.

Inclusion of Children with Special Needs/Disabilities -Training will be provided to home-based and center based providers on the inclusion of children with special needs/disabilities into their programs. The training will be funded through school readiness and planned by the Special

Needs/Disabilities Workgroup. This strategy will increase the capacity of providers to offer quality ECE to children with special needs/disabilities.

School Readiness Conference: The Plumas County Child Care and Development Planning Council planned to co-host a two-day conference in Plumas County October 2003. A planning committee specific to the conference was formed and began meeting in December of 2002. The Plumas County Child Abuse and Prevention Council planned to sponsor Dr. Charles Smith, an expert on early brain development. A CAEYC representative was to be the keynote speaker. The conference was to target elementary school teachers (primarily kindergarten and first grade), child development center staff, family childcare providers, exempt providers, early childhood development students, parents, and agency staff. Due to the uncertainty of the state budget and realignment of childcare programs, the conference has been delayed for one year.

The “Kick Off” for the School Readiness Program: The School Readiness Program will be introduced to the school community through a presentation by key School Readiness Planning Partners to the PUSD 2 day Staff Development Institute in August 2003. School Readiness information will also be provided through the Family Fun Nights sponsored through the Plumas County Arts Commission and the Healthy Start Family Resource Centers in Greenville and Portola during the summer of 2003.

One of the First Five Commissioners is the Special Education teacher in charge of the **Special Day Preschool in Quincy** and the **Early Intervention Program** administered through Plumas Unified School District. First Five Plumas will continue to fund the Early Intervention Program, which identifies infants who are at risk for developmental delays and provides case management and an Infant Stimulation Program. Services are provided to the infant and parents through home visits as well as referrals to the Far Northern Regional Center. The program, in collaboration with the Far Northern Regional Center for additional direct services, transitions children at 2 years 11 months into the Special Day Preschool when appropriate. The Plumas County School Readiness Coordinator will integrate the existing early intervention program with Far Northern Regional Center, Plumas County Early Start Planning Team, Plumas County Office of Education SELPA, Head Start, Special Day Pre-School, and the Family Empowerment Center to ensure that children with special needs/disabilities and their families are included in all aspects of the School Readiness program. **This program currently serves 13 families who have children with developmental delays/disabilities.**

A Bilingual Family Advocate will be funded to provide outreach, home visitation (when transportation is a barrier), coordination, translation, training, and access to appropriate early childcare and education. The Bilingual Family Advocate will be employed by Plumas Unified School District, housed at C. Roy Carmichael Elementary School and will help Latino children and families access and participate in the Literacy Program, Early Intervention Program if needed, multicultural activities and events at the school, and Kindergarten Roundup, Head Start, Family Focus Network’s playgroup, preschools, and family day care homes. The bilingual Family Advocate will help Latino parents understand kindergarten standards, how schools operate, and how to be better advocates for their children. The Outreach Worker will help organize playgroups and teach parents developmental milestones. The Outreach Worker will also provide training for ECE providers-schools on cultural/linguistic programs (with the guidance of

the ECE/Teacher Workgroup and SR Coordinator). **60 Latino children will be served by this new staff position.**

Native American children in Greenville will be provided early care and education through the Roundhouse Education Center. School Readiness will fund a Native American staff (.20 FTE) hired by the Center, with a child development background to provide early care and education services to children ages 3-5 identified as at risk for kindergarten readiness. Services will be coordinated with the Roundhouse Council director to provide culturally appropriate methods and materials. Roundhouse Council would coordinate with the case manager at Healthy Start as a member of the family service team when Native American children and families are served. **3-5 Native American children and their families will be served by this new staff position.**

2. Parenting/Family Support –new or expanded

The School Readiness Planning Committee selected **Home Visitation** as an effective strategy that will meet the needs of families in all essential elements by having a family advocate develop long lasting relationships with families, provide a variety of services to children and families, reach children who are not involved in preschool, work with at-risk families, role model effective parenting and school readiness activities, ensure access to health and social services, and broaden children and families' experiences and community connections. The School Readiness Program will expand and enhance existing home visiting programs and implement new models (see attachment Home Visitation Service Delivery).

Home Visitation will be provided by expanding New Born House Calls, including a public health nurse in the team of home visitors, expand the Greenville Healthy Start Family Advocate services to include children 0-5 and their families, implement bilingual outreach, and make referrals of high risk families to Family Focus Network. The Home Visitation Task Group will coordinate home visitation. A Family Service Team consisting of the service providers and the Healthy Start Family Advocate will develop a Family Service Plan, modeled after the Healthy Start family service team model. Other agencies would join the Family Service Team on an as needed basis. Information sharing protocols and a case management assessment tools are already developed and in place between Healthy Start, the school district, and the partner agencies for referral and service information. The existing protocols and assessment tool would be modified and expanded to include children 0-5 and their families/caregivers. **Currently Healthy Start case manages 15 families in Greenville, the expanded program is expected to case manage 15 children ages 0-5 and their families/caregivers).**

New Born House Calls (NBHC) will be expanded to provide home visitation to children ages 2 through 3. The home visits would include the **40** children ages 2-3 in Greenville and approximately **20** at risk families in Portola. Home visits will include child development and health assessments, nutrition, parenting, and school readiness activities such as Raising a Reader Program. NBHC Health Educator will coordinate with the Healthy Start Resource Center Family Advocate/Case Manager and partner as a service team member when appropriate. **213 children ages 0-5 in Greenville and 60 Latino children in Portola will be served. The health education component will serve an additional 100 children in Portola (total 373).**

Public Health Nurse Home Visiting. The PCPHA director of nurses will provide the administrative and nursing oversight to this program as an in-kind contribution to the SR program. A public health nurse will visit low-income pregnant women in collaboration with Newborn House Calls. The Public Health Nursing Model has proven success in promoting healthy maternal and child functioning early in life, effective and responsible care of children, improved health behaviors, helping parents plan future pregnancies, complete their education, and find work, and reducing the likelihood that children eventually will develop serious antisocial behavior.

Bilingual Family Advocate will be hired by Plumas Unified School District, supervised by C. Roy Carmichael School Principal as an in-kind contribution and will provide the initial home visitation through New Born House Calls and distribute the Kits for New Parents. If any subsequent visits were needed i.e.: breastfeeding support, the outreach worker will coordinate the service and provide translation. The outreach worker will coordinate services with the Early Intervention program when necessary, parent education, school cultural events, provide case management/advocacy, work with Healthy Start Family Advocate to access community services and provide activities for parents through cultural events, which are family centered and located on the school site. The Bilingual Family Advocate will be the liaison between the families and the schools and ensure that Latino parents are represented and can participate fully in school and Parent Advisory Council. **This new staff position will serve 60 children ages 0-5.**

The Literacy Program services/programs will be expanded by providing additional hours for an interpreter (4 hours per/wk) and a Literacy Coach (6 hrs. per/wk). Family cultural/literacy events will occur twice per month. Raising a Reader Program will be provided to Latino families. Health, nutrition, hygiene, and parenting classes will be provided to parents at the library. Latino families are also served through Head Start, service coordination will be provided between Literacy, Head Start and the schools. Head Start will assist with health screenings/assessments at the library and the school. The Literacy Program serves 30 Latino children ages 0-5 and their families. 75% of the children served are Latino and 25% are Native American. Services to Latinos have increased 10% per year over the last 5 years. **The expanded program will serve an additional 70 children (total 100).**

Parenting needs and classes will be identified by the Parent Advisory Councils, including appropriate incentives and methods of instruction. The local SR Coordinator will work with existing organizations to provide parent education related to school readiness and health, including Public Health Dept., the County Literacy Program, New Born House calls, Plumas Crisis Resource and Intervention Center, Head Start, Healthy Start, and Plumas Rural Services. The Parent Advisory Councils will represent all parents with children 0-5 in each community.

The Family Empowerment Center provides advocacy to parents with school age children with special needs/disabilities in the schools. The program will be expanded as an in-kind donation to serve children ages 0-5, their parents, caregivers, and providers. **The program will serve 15 children ages 0-5 who have been currently identified as having special needs/disabilities.**

Apply for Even Start in May 2003 The Greenville Healthy Start, Plumas Unified School District, Feather River College and the Literacy Program Coordinator will work together to plan

and develop the Even Start program- literacy and language development for children 0- 3rd grade and work force skills for adults. Joint parent/child literacy activities **Parent Education and Adult Literacy Services will serve 30 families in Indian Valley. NOTE: FY 2004/05 the SR Project in Eastern Plumas County will also apply for the Even Start grant.**

Family Fun Nights and Multicultural Family Activities Family Fiesta dinners will be implemented at the elementary schools. The bilingual family advocate, Head Start staff, literacy staff, and school staff will recruit parents and assist them in planning these activities making them feel welcome and valuing their contribution. The Round House Council will work with the Native American community to plan and implement cultural activities that can be integrated into the school and the broader community. **These expanded community/school events will include all 598 families and children ages 0-5 in each community.**

3. Health and Social Services –new or expanded

The Dept. of Social Services has agreed to provide mandated reporter training to early childhood education programs and early care providers through an MOU agreement at no cost to the SR program in both targeted school communities.

The Alliance for Workforce Development that administers the Workforce Investment Act. (WIA) and receives CalWORKS funding has agreed to provide a .50 FTE staff in both targeted school communities to provide job related assistance and training to families through an MOU agreement at no cost to the SR program. **It is estimated that AFWD will serve a total of 40 families per year.**

Alcohol and Drug Department will provide services in each community when the need is identified within the abilities of their resources. The Healthy Start Resource Centers and Roundhouse Council will refer families needing drug or alcohol intervention or peri-natal outreach services with a focus on prenatal education. Alcohol and Drug Department will work with the Roundhouse Council to provide education for parents on the effects of drugs and alcohol on children and family dynamics. An existing Native American staff will be trained to provide outreach and referral to encourage treatment intervention. SR funding is not sufficient to hire a Native American treatment clinician through the Drug and Alcohol Department. **The total number of families served will be 40.**

Toddler Health Faire will be held at the elementary schools to reach out to parents with children 2- 3 years of age so parents will know what will be needed for immunizations and kindergarten requirements. This will be collaboration between the Parent Advisory Council, local health care providers, schools, Head Start, Healthy Start, health department, preschools, and home day care providers. **This event will serve a total of 250 children ages 2 through 3.**

Home Visitation Strategies will address prenatal care, immunizations, mental health and other health issues. See Parenting Support

Oral Health The Plumas County Commission will fund and develop a local Oral Health Initiative FY 04/05, provider training will be provided in April 2003 through the Four County Regional Oral Health Project. An oral health foundation-funding proposal is currently under development through the Eastern Slope Oral Health Alliance. Oral health parent/provider education, assessments, and screenings, as well as future oral health initiatives will be integrated into the Plumas County School Readiness programs/services. **Oral Health education will be provided to 598 children.**

4. School Capacity –new or expanded

Kindergarten Transition Program at each school site will provide a 4-week Summer Transition Program serving 20 children at each site. The program is modeled after the San Mateo Kindergarten Transition program utilizing kindergarten teachers as lead teachers and will focus on children who have had no previous pre-school experience. The San Mateo program's evaluation showed a 26% increase in the child's interest in books and a 23% increase in appropriate expression of needs and thoughts. A bilingual English Learner classroom aid will be provided to assist the Latino students and their parents attending the K Transition Program in Portola. A classroom aid will be provided in the Greenville program to assist with small group and individual student assistance. Both school principals have agreed to provide supplemental hourly program funds through the California State Department of Education. The Kindergarten Transition Program is designed to provide a smooth transition from home to kindergarten and to prepare children and parents for the expectations of the conventional classroom. AmeriCorps workers will supplement program in 2003-07 (if funded). **A total of 40 students will be served through this new program.**

“Raising a Reader” will be implemented into each transition program. Program materials will be available in English and Spanish. Raising a Reader has good outcomes, according to the results from the School Readiness Assessment Pilot Initiative in San Mateo County. “Children who had participated in the program had a higher average readiness score (3.20) than children who did not (3.03). The difference between these two cohorts is statistically significant”. **A total of 270 children will be served through this new program.**

Kindergarten Roundup will be conducted in early spring in each community so teachers have time to conduct an informal K-readiness assessment and target children to summer transition program, and meet with parents. **A total of 80 children are served through K Round up.**

Outreach to Parents. Teachers in collaboration with PUSD school nurses will conduct home visits as release time, reassignment or extra duty. Teachers will communicate regularly with preschool teachers to get to know children and parents. School will hold “Off to School Night” for entering kindergarten students/families including activities and informal assessment, parent discussion and information. Kindergarten Open House will encourage parents to visit a kindergarten classroom. Parents will receive training and mentoring to become school advocates and classroom volunteers. **Teachers will be offering a home visit to all children entering kindergarten in Greenville-total is 25.**

Elementary School/ ECE Collaboration will be a continuation of the workgroup that met during the planning of the School Readiness Program. Elementary school teachers and early child hood educators will come together to build rapport, respect, and mutual understanding. This group will continue to develop ways to conduct and utilize assessment tools, specifically Desired Results and Desired Results plus and develop a kindergarten transition model. They will develop greater understanding of Kindergarten Standards and Pre-kindergarten Learning Guidelines. They will identify and coordinate training and most importantly share child and family information and knowledge in order to assist children and families in making a seamless transition to kindergarten and having success in school.

5. School Readiness Program Infrastructure and Administration –new

Plumas County School Readiness Program will create a collaborative governance structure consisting of the School Readiness Consortium, Community Collaborations and Parent Advisory Councils. The Consortium will include the Commission’s executive director, coordinators of the School Readiness programs in Greenville and Portola, members of the Parent Advisory Councils in each community, school principals, and representatives of the workgroups, including the Teacher/ECE Workgroup, Home Visitation Workgroup, Sustainability Workgroup, Special Needs/Disability Workgroup, and Education and Marketing Workgroup. The SR Consortium will have culturally diverse representation as well as parents of children with special needs/disabilities.

The Commission under the fiscal management of Plumas County Public Health Agency will administer the Plumas County School Readiness Program. The Commission will contract with SR Coordinators for each of the communities, education/marketing consultant and expand the existing contract with the evaluation consultant.

Each community will create **School Readiness Parent Advisory Council** as a subset of their Healthy Start Community Collaborative. The Parent Advisory Council will work on refining and implementing the Parent Involvement Plan, identifying parent education needs, and working on issues that are challenges in implementing school readiness, such as transportation, access to preschools and other activities. The Collaboration will develop opportunities for parents to identify problems, discuss issues and take leadership roles in developing solutions. The local SR coordinators and the bilingual family advocate will coordinate all community activities and work with the Commission’s executive director to develop and implement programs and services that impact both communities and countywide issues.

c. Roles and commitments provided by the participating schools

The Plumas School Readiness Initiative includes the priority school Greenville Elementary and C. Roy Carmichael School selected because of special factors that impact school readiness. Plumas Unified School District approved the development of a School Readiness Plan in spring 2002. The principals of the two schools have participated in the School Readiness Planning Group and Teacher Involvement Workgroup. They have worked with their teachers to document the strengths and needs of their schools, children and families. Each has pledged matching funds, space, staff, as well as their own time to help advance the school readiness goal. Each principal

has committed to serving on the new school readiness collaborative governance structure, including participation in the Teacher/ECE collaboration.

Plumas Unified School District (PUSD) school superintendent and several school district employees have participated in the planning process, including PUSD School Nurse, Quincy Day School Teacher and Developmental Specialist, PUSD Bilingual Coordinator and Kindergarten teachers. The school Superintendent will serve on the School Readiness Consortium and participate in the governance, planning, and evaluation oversight. PUSD will participate in sustainability efforts to seek additional funding to sustain and expand the programs/services in Greenville and Portola. The Director of Special Projects under Plumas County Office of Education provides administrative oversight of the Greenville and Portola Healthy Start Resource Centers, which will expand support and services to children ages 0-5 and their families. Each school will fund a Summer K-Transition Program through supplemental hourly program funds.

Greenville Elementary School Principal will provide direct supervision to the Healthy Start Coordinator who has responsibilities for coordinating the Greenville School Readiness Program. The Healthy Start Family Resource Center will be the hub of school readiness activities in Greenville. In-kind support includes, Teacher/ECE workgroup participation, training, and other related School Readiness activities. The computer center and school facilities will be available for parents. The school will co-sponsor cultural activities and other family nights, open the school for parents to visit kindergarten classes and have increased outreach to parents regarding school readiness.

C. Roy Carmichael School will be the hub of school readiness activities with use of facilities, including use of a classroom, office, and multipurpose room when needed. Work space for outreach worker, including utilities, use of copy machine/paper phone, custodian), and direct supervision of the bilingual family advocate will be provided as an in-kind contribution to the program. School principal and one kindergarten teacher will participate on SR Consortium. Kindergarten staff will meet with the pre-school staff at the two Head Start centers in Portola to plan for the smooth transition of the children entering kindergarten. Staff will help plan for family cultural activities on the school site to make the school a comfortable and welcoming place for Latino families and children. Kindergarten teachers will attend Kindergarten Roundup to assess children entering kindergarten and answer any questions parents may have.

d. Coordination/integration of current and new services and resources

First 5 Plumas has made an important contribution to the growing awareness of the interconnectedness between early childhood education, healthy families, and school success. School Readiness was adopted by the Commission as the overarching goal in its' 2002 Strategic Plan, laying the foundation for "a comprehensive and integrated system of delivering healthcare, childcare, parent education, and prevention services to children age 0-5 and their families." The Commission has worked diligently to support programs in Plumas County that provide these services to children and families, including Newborn House Calls, Child Care Compensation Retention/Incentive Program, Early Intervention/Infant Stimulation, and a School Readiness Pilot Project utilizing Desired Results.

Planning for the School Readiness Initiative for the past five months has already brought increased awareness of the necessity of integrating services and systems of care, support and education in order to achieve a successful school experience for young children. For the most part, and typical of many communities, systems act independently and services are provided categorically. Bringing professionals from different fields together with parents in the SR Planning Group brought a greater understanding of the need for a continuum of services to achieve school readiness and success. Creating a Teacher/ECE workgroup resulted in the awareness that much information was lost, many services were being duplicated, and that much could be done to create an effective and seamless entry to kindergarten. Therefore, the continuation of this workgroup will ensure greater communication, understanding, and interaction between early childhood educators, teachers, and school administrators. This workgroup will look at common assessment tools, training needs, sharing of information, and coordinating services during kindergarten transition, as well as developing a Plumas County School Readiness Transition Model

Coordination of services will take place on several levels: school, community, and countywide. The Greenville SR program will be co-located and coordinated at the Healthy Start Family Resource Center, which is the gateway for many services for families in Greenville, working collaboratively with the Roundhouse Council Indian Education Center (both are located within 1 block of the elementary school). The Portola SR Program will be co-located at the elementary school, working together with the Healthy Start program, which is looking for a new facility to house their family resource center. While the Portola Healthy Start program serves families/children of all ages, currently their Health Start grant serves the middle and high school. Currently they do not have the staff capacity to serve Latino children and families.

The Plumas County School Readiness Program employs a key strategy, Home Visitation, to ensure that the children and families with the highest need will be identified and assessed for services, and to the extent possible all families receive direct services and support in their own community. Each community will employ a family advocate who will conduct assessments and provide culturally and linguistically appropriate services. Information sharing protocols and a case management assessment tools are already developed and in place between Healthy Start, the school district, and the partner agencies. The existing protocols and assessment tool would be modified and expanded to include children 0-5 and their families/caregivers. The School Readiness Program will utilize and enhance existing services or implement new ones based upon the needs of each community as determined through the planning process. The School Readiness Planning Process was designed to ensure that there is a clear distinction between previously funded services and those to be newly established or expanded.

The School Readiness Consortium will further ensure the coordination of services and the development of new programs as needs become established. The SR Consortium, composed of several workgroups, will monitor and evaluate program effectiveness. The Commission will expand the contract of their independent evaluator to assess the effectiveness of school readiness programs as well as child outcomes. Ongoing feedback from parents, early childhood providers/educators, schools, and community organization will enable the Commission to improve school readiness strategies.

3. OPERATIONS

a. Collaborative planning and decision making process

The school readiness planning process described in Section 1 was very inclusive and will be extended and incorporated in the proposed governance structure for the Plumas County School Readiness Program. The **School Readiness Consortium** will be a countywide collaborative structure, and will include the following members:

- County Office of Education/Plumas Unified School District Superintendent of Schools
- Principals of the two schools
- First 5 Plumas Commissioners who sit on workgroups
- First 5 Plumas Executive Director
- School Readiness Community Coordinators
- Coordinator of the Child Care Resource and Referral Agency
- Local Child Care Planning Council
- Special Education Local Plan representative
- Bilingual, bicultural family advocates
- Feather River Community College
- Preschool and other teachers
- Families (including Native American and Spanish-speaking parents, whose participation was facilitated by a bilingual consultant, and parents of special need children)
- Representatives of health and social services
- Representatives of the community collaboratives

The SR Consortium will be composed of workgroups, including, Teacher/ECE, Education & Marketing, Sustainability, Home Visiting, Special Needs, Cultural Diversity, and others as appropriate. Following is a description of two specialized workgroups.

Teacher/ECE Workgroup will include: kindergarten, special day school, early care and education, Head Start, and state preschool teachers; the director of early childhood education at Feather River Community College; Local Planning Council, and PRS- Family Child Care Network. The purpose of the workgroup is to increase communication among members and develop greater understanding of the roles and activities of each sector; develop ways to utilize Desired Results and other assessments; recommend procedures to prevent multiple, duplicative screenings of the same child, and to allow the sharing of assessment results across early childhood centers and schools; recommend common training and development for ECE and Kindergarten teachers; develop a kindergarten transition model, work with Feather River Community College to implement ESRS; work with the Child Care Retention/Incentive Project (funding will be continued by First 5 Plumas) to recommend incentives and training in order to increase the numbers of providers receiving ECE unit based training; overseeing the planning and implementation of the School Readiness Conference and the SR Kick-Off Events to promote partnerships between kindergarten and early care and education teachers.

Education and Marketing Workgroup, staffed by the First 5 Executive Director, will contract with a media and education consultant to expand the Commission's educational campaign to include school readiness. Educational materials will be developed for different subgroups and communities, including parents, teachers, and childcare providers, community organizations, agency providers and the general public. The campaign will include information about school

readiness, child development, healthy families, and school readiness activities, such as the health faire and kindergarten open houses.

The SR Program places a great deal of emphasis on parent and community involvement through community collaboratives and parent advisory councils.

Community Collaboratives in Greenville and Portola, staffed by the SR Community Coordinator, will be an extension of the existing Healthy Start Collaboratives. Members will include community members and businesses, school staff, ECE, preschools, Head Start, organizations and agencies that provide services in each community. Each community collaborative will have a Parent Advisory Council.

Parent Advisory Council composed of families with children enrolled in school readiness programs including a special effort to ensure that the council continues to include Native American parents, Spanish-speaking parents and those with children who have disabilities or other special needs. The Parent Advisory Councils will implement the Parent Involvement Plan, provide input about parent needs, ongoing feedback about the impact of the School Readiness Program, and recommendations for improvement. Meetings will be held at a time when the parents can attend, childcare and/or activities for children will be provided, refreshments will be served, and stipends will be provided to the families for volunteering their time.

b. Staffing and professional development that supports the results and strategies for the 5 “Essential and Coordinated Elements” for the children and families to be served?

Plumas County School Readiness will include the following staff and consultants:

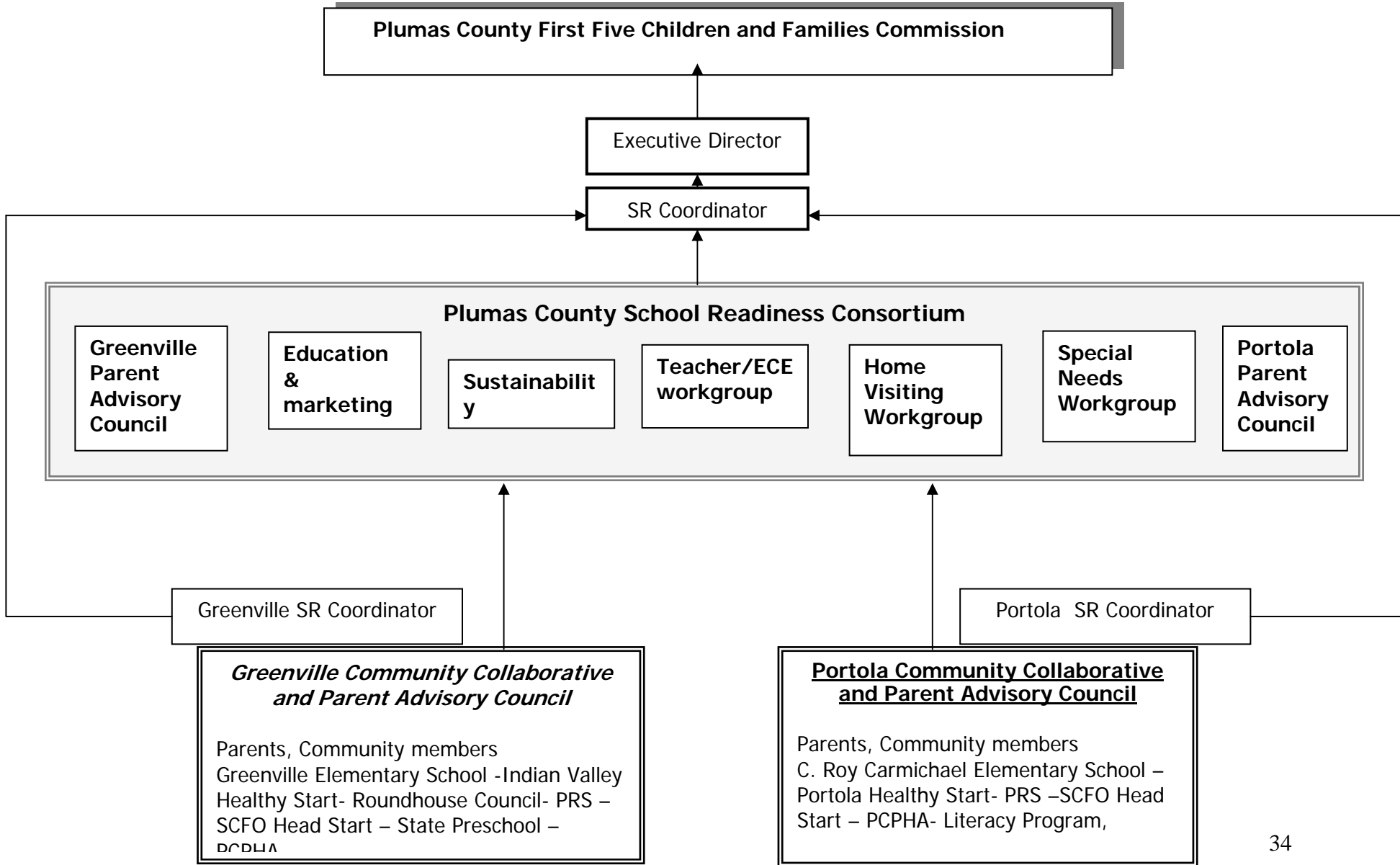
- **First Five Executive Director:** Responsible for overall administration of the SR Program reporting directly to the Commission
- **The Commission’s staff** also includes a full time office assistant and a .20 FTE grant compliance officer.
- **Greenville SR Coordinator** – will be the Coordinator of the Greenville Healthy Start. The .5 FTE coordinators position will be enhanced an additional .5 FTE through SR funds. This position is hired by County Office of Education and supervised by the Greenville Elementary School Principal. The resource center is school linked and will require the half time coordination.
- **Portola SR Coordinator** - will be a .25 FTE position through a service agreement/contract. A “Request for Qualifications (RFQ)” will be released through the First 5 Plumas Commission. The Portola SR Coordinator will be in place for the 2003/04 school year. The position will only require a .25 FTE position in Portola due to the additional supervision provided by the principal of C. Roy Carmichael School and the bilingual Family Advocate.
- **Greenville Family Advocate** (.50 FTE) will work under the direction of the Greenville School Readiness Coordinator/Healthy Start Coordinator. The Family Advocate will be

responsible for conducting the initial family intake and assessment. Families requiring multiple services and support will be referred to the Home Visiting Task Group, which will determine the level of intensity and appropriateness of home visits and direct the case to New born House Calls, Family Focus Network, Public Health Nursing, Roundhouse Council, or Healthy Start. The Family Advocate will be the central point of contact for families in the Greenville Area.

- **Portola Bilingual Family Advocate** (.5 FTE) will work directly with Latino families in Portola under the supervision of the Principal of C. Roy Carmichael Elementary School. The bilingual family advocate will ensure access to appropriate services for Latino families, targeting Spanish speaking parents with children ages 0-5.
- **Education/Marketing Consultant** will work with the Consortium and various workgroups to develop a SR Media/Marketing Plan that includes, education materials and information//media campaign for parents, teachers, day care providers, organizations and the community.
- **Evaluation Consultant** will conduct an evaluation of program implementation, child and family outcomes and children's readiness for kindergarten. The Commission's Executive Director and the Evaluation Consultant will conduct all SR evaluation activities in partnership with the CCFC statewide evaluation requirements.

Training and professional development will be planned and coordinated by the Teacher/ECE Workgroup. Cultural and linguistically appropriate services are ensured through the staffing of a bilingual Family Advocate and subcontracts with the Roundhouse Council Indian Education Center. Inclusion of programs and organizations for children with disabilities and special needs will provide assistance to teachers and ECE and service providers. SR funds will be budgeted for on-going training during the four years of the School Readiness Program.

Organizational Chart **Plumas County School Readiness Initiative**



c. Budget narrative

Appropriate costs and a cost-effective use of funds for children birth to 5 and their families;
Reflects both current and new local resources (e.g., funds, services, facilities, personnel)
Integration of County Commission, education, and other partnership funding.