

First 5 Yuba Evaluation Report

2018-19



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Evaluation Highlights

First 5 Yuba has three strategic goals for children and families in Yuba County: *all children maintain optimal health; all families connect to their communities and support children's development; and all children are in an environment conducive to their development.* In 2018-19, First 5 Yuba provided programs and services in support of these goals, which in turn, contributed to furthering First 5 Yuba's overarching goal that all children enter school ready to learn. Below are highlights from the evaluation of these First 5 Yuba programs and services.

ALL CHILDREN MAINTAIN OPTIMAL HEALTH

- 241 children 0-5 received dental services from the Marysville Joint Unified School District (MJUSD) and Peach Tree Health dental van; two-thirds of these children would not have otherwise received dental care, according to their parents.
- 220 children 0-5 received swimming lessons and 526 children 0-5 participated in free open swim at Olivehurst Public Utility District Pool.
- Caregivers receiving system navigation support from Family SOUP reported increases in their knowledge of service options and comfort with talking to professionals.
- Parents in Yuba County Office of Education classes showed significant improvement from program intake to exit in their parenting confidence and knowledge of child development.

ALL FAMILIES CONNECT TO THEIR COMMUNITIES AND SUPPORT CHILDREN'S DEVELOPMENT

- From program entry to exit, parents in Camptonville Community Partnership 1, 2, 3 Grow classes reported increases in their confidence around helping their child develop kindergarten readiness skills and the frequency with which they visited the library with their child.
- Parents in school readiness classes offered by the MJUSD Child Development program showed significant improvement in their knowledge of child development and parenting.
- At the end of the Summer Library Reading Program, all parents read to their children on a daily basis, and about nine in 10 said they learned how to make reading more fun and about things they can do at home to help their child get ready to read.
- Help Me Grow addressed developmental questions and concerns for 33 families, and 71 Ages and Stages Questionnaire developmental screenings were conducted.
- After the intervention, participants in Help Me Grow developmental playgroups at the Playzeum were more likely to report knowing what children should be able to do at each developmental stage.

ALL CHILDREN ARE IN AN ENVIRONMENT CONDUCTIVE TO THEIR DEVELOPMENT

- Just over nine in 10 of early childhood education (ECE) participants in the Child Care Planning Council's Keys to Quality program said the program will have a positive effect on children in their care.

Introduction

First 5 Yuba supports programs and services in Yuba County that promote the health, development, and well-being of children 0-5 and their families. As depicted in the strategic framework on the following page, these programs and services aim to improve outcomes for Yuba County children and families in service of three strategic goals – *all children maintain optimal health, all families connect to their communities and support children’s development, and all children are in an environment conducive to their development* – as well as the overarching goal that all children enter school ready to learn. The specific programs and services that contributed towards the achievement of First 5 Yuba’s goals in 2018-19 are outlined in the table below:

GOAL 1: ALL CHILDREN MAINTAIN OPTIMAL HEALTH

- Marysville Joint Unified School District (MJUSD) Student Services and Peach Tree Health – Mobile oral health services
- Olivehurst Public Utility District (OPUD) Pool – Swimming lessons and open swim
- Family SOUP – Interventions for children with special needs and support for their families
- Yuba County Office of Education (YCOE) Behavioral Consultation Program – Interventions for children with special needs and parent education

GOAL 2: ALL FAMILIES CONNECT TO THEIR COMMUNITIES AND SUPPORT CHILDREN’S DEVELOPMENT

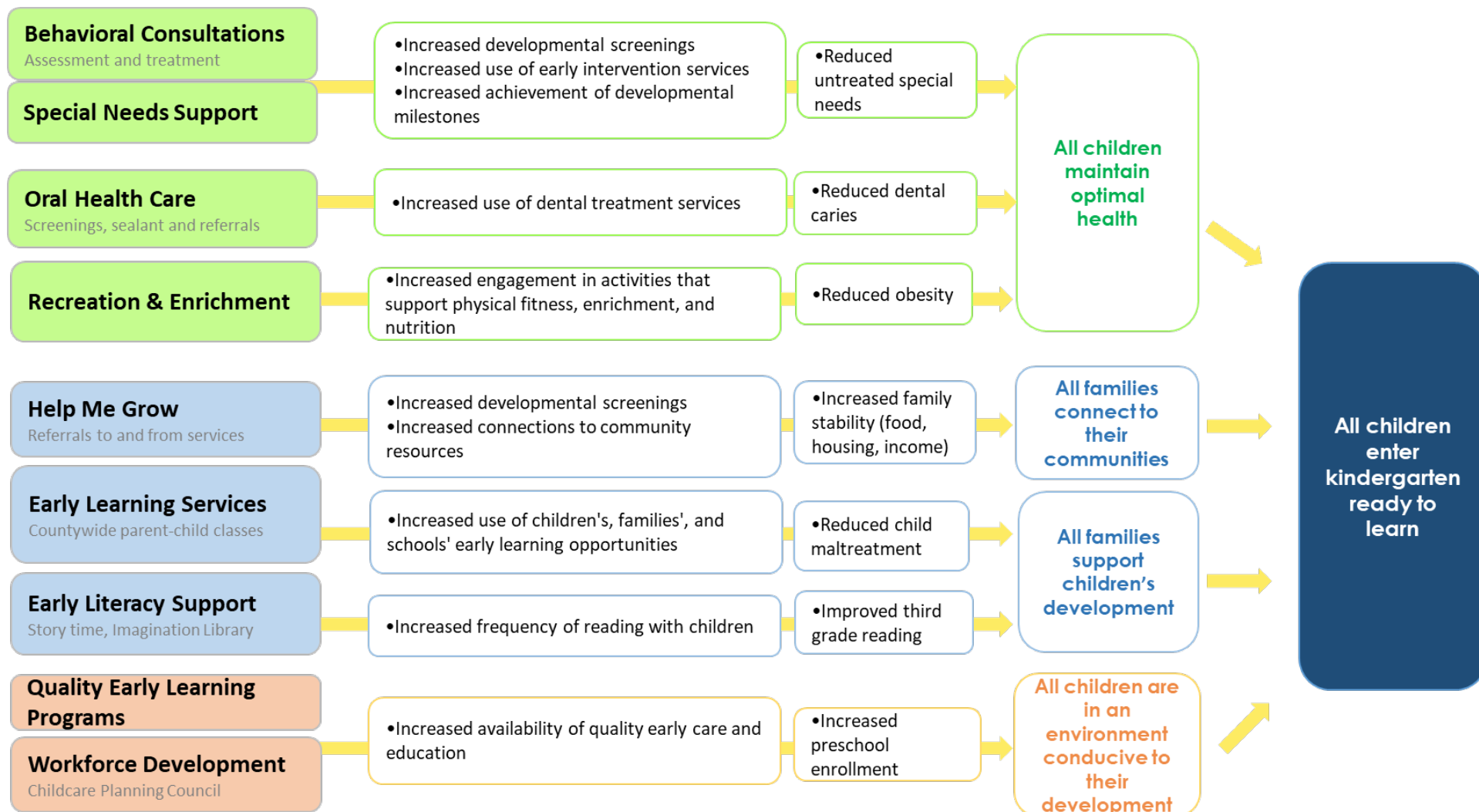
- Camptonville Community Partnership 1, 2, 3 Grow Program – Parent-child school readiness classes
- MJUSD School Readiness Program – Parent-child school readiness classes
- Yuba County Library – Family literacy programs
- Playzeum/Help Me Grow – Developmental playgroups, developmental screenings, and community resources and referrals

GOAL 3: ALL CHILDREN ARE IN AN ENVIRONMENT CONDUCIVE TO THEIR DEVELOPMENT

- Child Care Planning Council – Early childhood education (ECE) provider professional development

This report describes activities and participant outcomes in the above community-based programs and services in the 2018-19 fiscal year. It begins by summarizing the characteristics of children and families in First 5 Yuba programs before discussing outcomes achieved within First 5 Yuba’s goal areas.

STRATEGIC FRAMEWORK



Summary of First 5 Participants

This section summarizes the characteristics of participants in First 5 Yuba programs over the course of the 2018-19 fiscal year. Close to 1,600 children, approximately 500 parents/caregivers, and 60 providers were served by one or more First 5 programs. The table that follows displays the number of children, parents/caregivers, and providers served by each First 5 program.

NUMBER OF PARTICIPANTS, BY FIRST 5 PROGRAM

	Program	Children	Caregivers	Providers
CHILD HEALTH PROGRAMS				
Family SOUP	Special Needs Therapy	42	31	–
Yuba County Office of Education	Behavioral Consult./ Parent Education	85	73	–
MJUSD/Peach Tree Health	Dental Van	241	–	–
Olivehurst Public Utility District	Recreation	746	–	–
FAMILY FUNCTIONING PROGRAMS				
Camptonville Community Partnership	Parent Education	38	34	–
MJUSD School Readiness Program	Parent Education	103	86	–
Yuba County Library	Story Time	104	73	–
Playzeum	Developmental Playgroups	152	117	–
Help Me Grow	Developmental Screenings/Referrals	71	33	1
CHILD DEVELOPMENT PROGRAMS				
Child Care Planning Council	ECE Quality Improvement	–	–	59
TOTAL		1,582	447	60

Sources: First 5 Yuba Quarterly Progress Reports, workshop logs, and Family Information Forms

Most of these programs collected information from families and children using a Family Information Form (FIF) that was administered at intake and again at subsequent scheduled follow-ups. The intake FIF, completed by the child's primary caregiver, gathered demographic and socioeconomic information from families, along with baseline data on key parent and child outcomes, including the caregiver's feelings of stress and support and the family's engagement

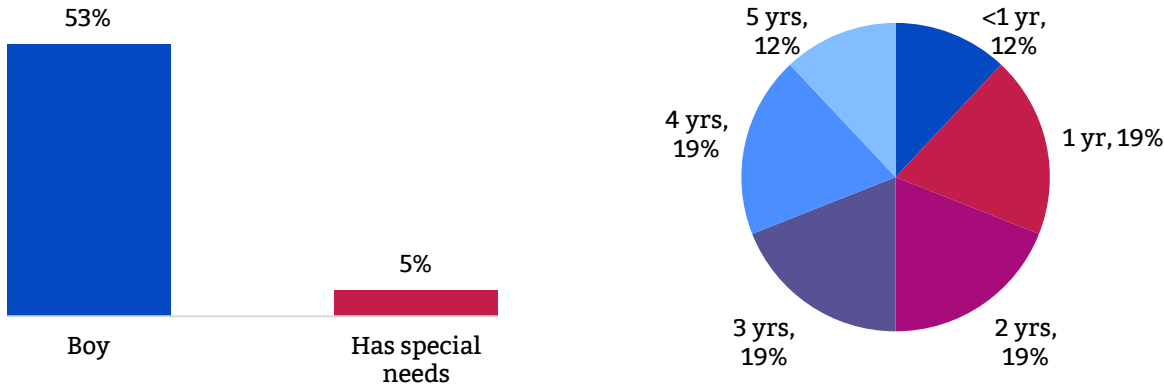
in activities to enrich their child’s health and development. The intake FIF also asked the caregiver to indicate whether there were other community services they needed. This section of the FIF was given to the program provider, who then made appropriate referrals to additional services. The follow-up FIF, also completed by the primary caregiver, measured progress on the key parent and child outcomes captured at intake.

The remainder of this section describes the characteristics of the children and families served by First 5 Yuba programs.

CHILDREN AND FAMILIES SERVED BY FIRST 5

Demographic and socioeconomic characteristics of the children served are shown in the following set of charts. Approximately half of the children were boys and under 3 years old at time of intake. About 5% of children for whom data were available had a diagnosed special need according to the parent.

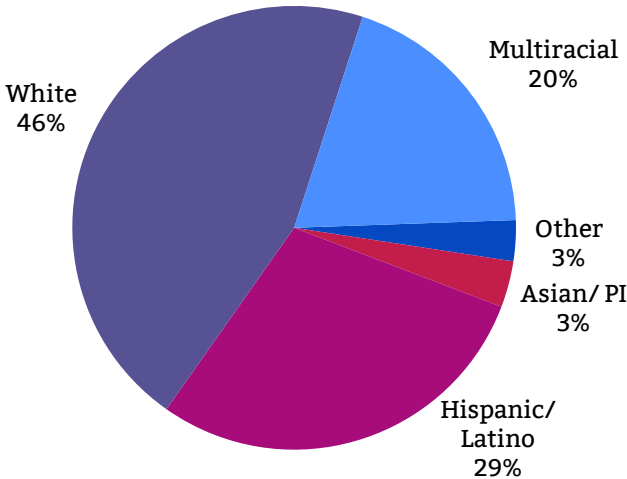
CHARACTERISTICS OF CHILDREN SERVED BY FIRST 5 PROGRAMS



Source: Family Information Form (Intake) 2018-19. Percentages are based on the total number reported. N=618 for gender; N=580 for age; N=621 for special needs.

Nearly half of children served were white (46%). About three out of ten (29%) were Hispanic/Latino, and 20% were multiracial. All other racial/ethnic groups comprised about 6% of the child population served.

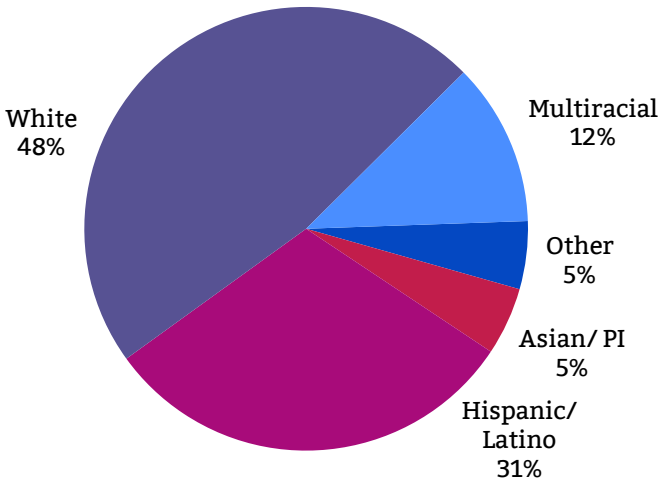
RACE/ETHNICITY OF CHILDREN SERVED BY FIRST 5 PROGRAMS



Source: Family Information Form (Intake) 2018-19. Percentages are based on the total number reported. N=596.

The race/ethnicity of the caregivers was similar to that of the children served in that nearly half of caregivers were white (48%); however, compared to the children served by First 5, caregivers were less likely to be multiracial, and they were more likely to be Hispanic/Latino.

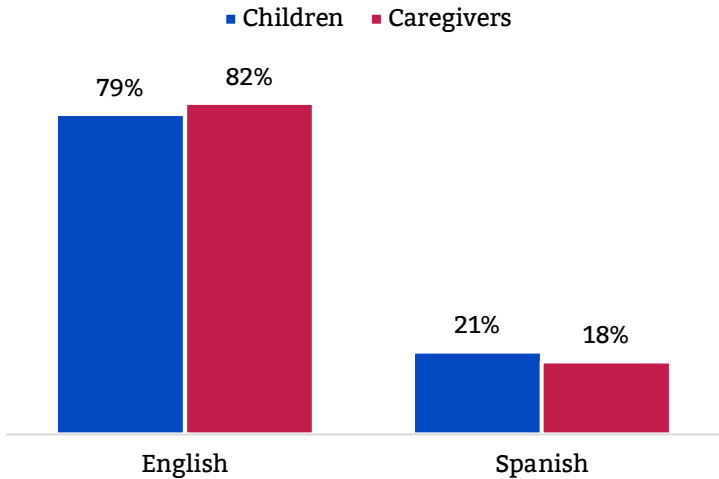
RACE/ETHNICITY OF CAREGIVERS SERVED BY FIRST 5 PROGRAMS



Source: Family Information Form (Intake) 2018-19. Percentages are based on the total number reported. N=484.

For most children served (79%), English was their preferred language, while 21% of children spoke Spanish as their preferred language. The preferred languages of caregivers were similar to those of the children served. Most (82%) preferred English, while 18% preferred Spanish.

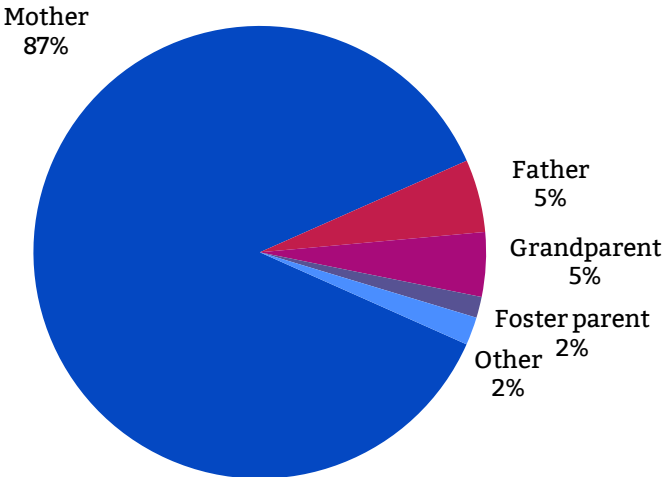
PREFERRED LANGUAGE OF CHILDREN AND CAREGIVERS SERVED BY FIRST 5 PROGRAMS



Source: Family Information Form (Intake) 2018-19. Percentages are based on the total number reported. N=595 for children; N=477 for caregivers.

Most of the caregivers were the mothers of children served by First 5 (87%), followed in frequency by fathers (5%) and grandparents (5%). Ninety-two percent of the caregivers identified as female.

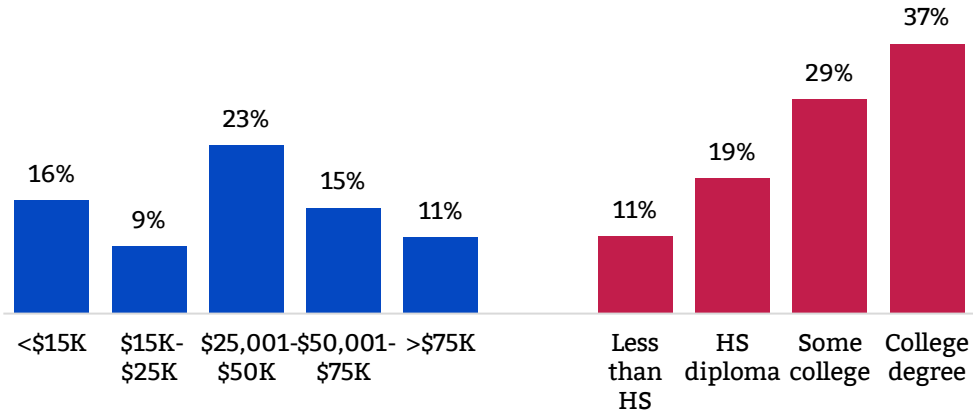
RELATIONSHIP OF CAREGIVERS TO CHILDREN SERVED BY FIRST 5 PROGRAMS



Source: Family Information Form (Intake) 2018-19. Percentages are based on the total number reported. N=482.

The FIF also asked parents questions about families’ socioeconomic status. Nearly half of parents earned less than \$50,000 per year, with 15% earning between \$50,000 and \$75,000 and 11% earning more than \$75,000 per year. About one-third of parents had a high school education or less, while 29% had attended some college and 37% had a college degree.

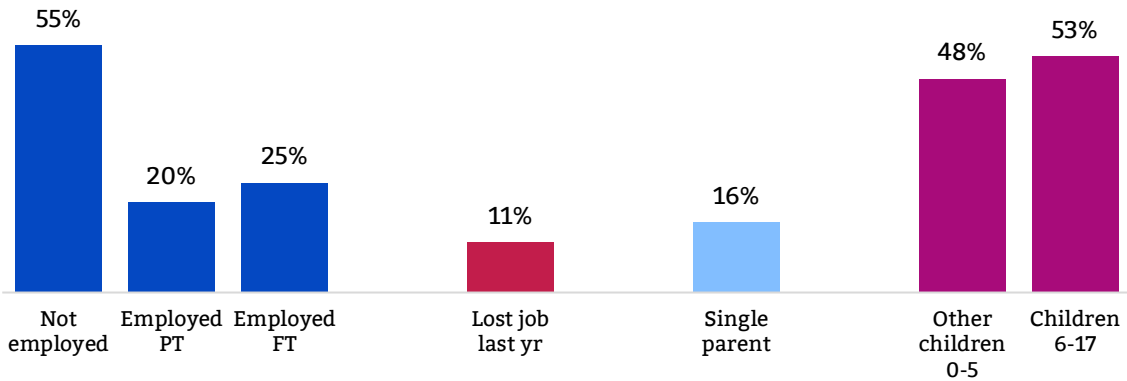
INCOME AND PARENT EDUCATION LEVEL OF FAMILIES SERVED BY FIRST 5 PROGRAMS



Source: Family Information Form (Intake) 2018-19. Percentages are based on the total number reported. N=477 for family income; N=483 for education.

Over half of caregivers (55%) were not employed. Eleven percent said that a parent or primary caregiver lost a job in the previous year, and 16% considered themselves to be a single parent. About 48% of families had multiple children aged 0-5, and over half also had children aged 6-17.

EMPLOYMENT AND FAMILY COMPOSITION OF FAMILIES SERVED BY FIRST 5 PROGRAMS

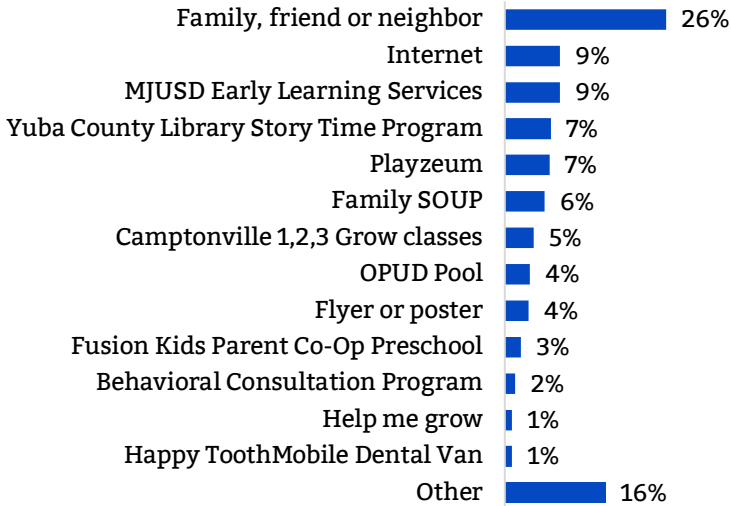


Source: Family Information Form (Intake) 2018-19. Percentages are based on the total number reported. N=445 for employment status; N=459 for job loss status; N=471 for single parent status; N=489 for number of children in the home.

FAMILIES' CONNECTION TO FIRST 5 SERVICES

Families reported connecting to First 5 services in a variety of ways. The most common way that families learned about their First 5 program was from family, friends, or neighbors (26%), followed by the Internet (9%) and MJUSD School Readiness Services (9%).

HOW FAMILIES HEARD ABOUT THEIR FIRST 5 PROGRAM



Source: Family Information Form (Intake) 2018-19. N=470.



Strategic Goal 1: All children maintain optimal health

In 2018-19, four programs and services contributed towards First 5 Yuba’s first strategic goal, that *all children maintain optimal health*:

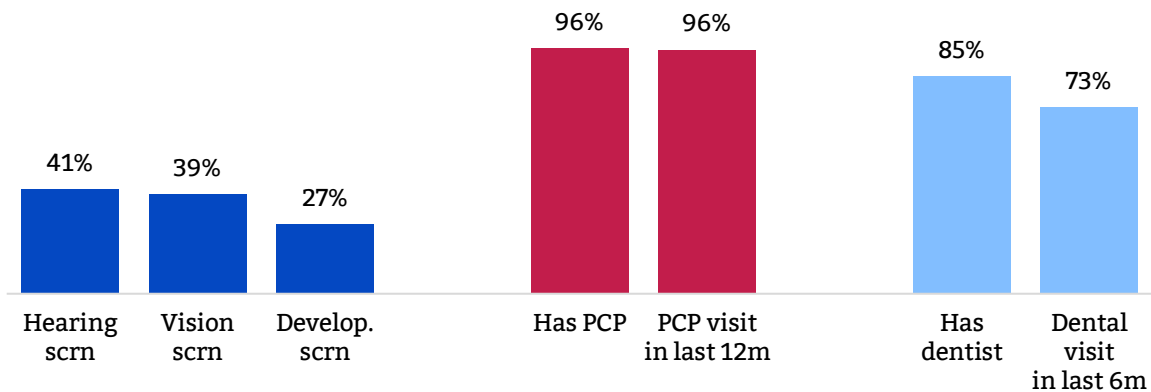
- Support for children with special needs and their families, provided by Family SOUP;
- Behavioral consultation and parenting classes from YCOE;
- MJUSD Student Services and Peach Tree Health oral health services; and
- OPUD swim lessons and open swim.

This section describes the services provided and the outcomes achieved for each of these programs, as well as health outcomes for participants across all First 5 Yuba programs.

Health related data for all First 5 participants is summarized first to provide context for the program specific data in this section. At program entry, parents and caregivers were asked to indicate the child’s access to medical and dental care, and health and developmental screenings. About four of ten children (41%) had received a hearing screening, 39% had received a vision screening, and 27% had received a developmental screening. These figures present a slight decrease from the prior fiscal year (2017-18), when 47% of children had received a hearing screening, 44% had vision screening and 28% had received a developmental screening.

As in the prior fiscal year, nearly all children had a primary care physician (PCP) and had been to the doctor in the past 12 months. Similar to prior year, 85% of children had a regular dentist, and 73% of children aged 18 months or older had been to the dentist in the past 6 months.

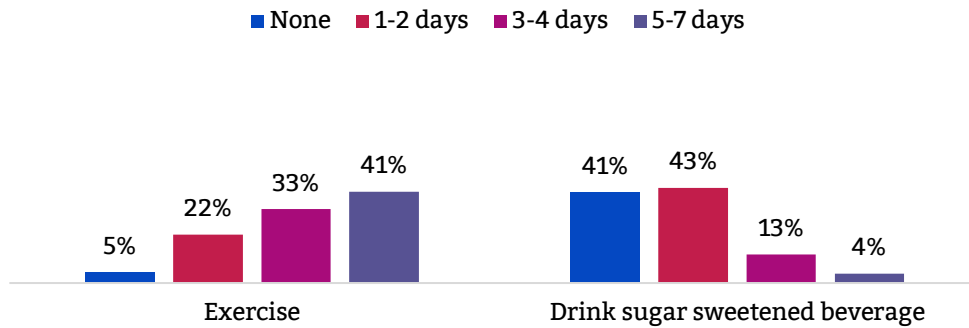
ACCESS TO HEALTH SERVICES FOR CHILDREN SERVED BY FIRST 5 PROGRAMS



Source: Family Information Form (Intake) 2018-19. N=419-488.

Parents were also asked about how frequently they exercise with their children and how often their children consume sugar sweetened beverages. Close to three-quarters of families were physically active with their children at least three days per week, and 41% of children did not consume any sugar sweetened beverages. These are similar to the frequencies reported by participants in 2017-18.

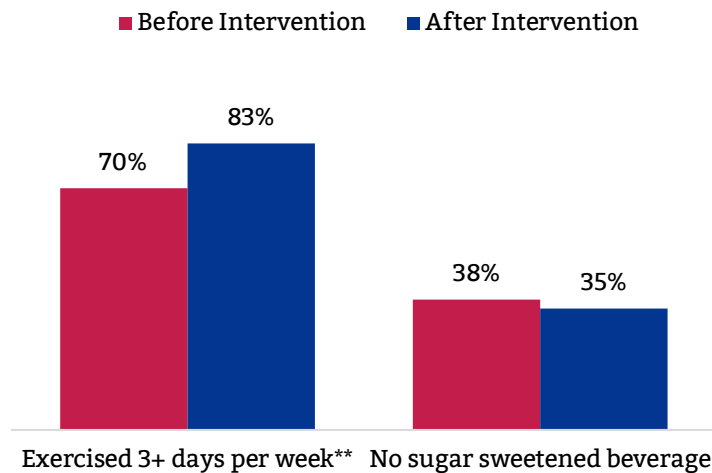
FREQUENCY OF EXERCISE AND SUGAR SWEETENED BEVERAGE CONSUMPTION FOR CHILDREN SERVED BY FIRST 5 PROGRAMS



Source: Family Information Form (Intake) 2018-19. N=447-450.

Some families also answered questions about exercise and sugar sweetened beverage consumption after their participation in First 5 services. From intake to follow-up, there was a significant increase in the proportion of families who exercised with their children at least three days per week (from 70% to 83%). There was a small reduction in the percent of children who did not drink sugary beverages, but the change over time was not statistically significant.

PERCENT OF PARENTS REPORTING THEIR CHILDREN'S EXERCISE AND SUGARY BEVERAGE CONSUMPTION FROM INTAKE TO FOLLOW-UP



Source: Family Information Form Pre and Post Surveys. N=79-85 matched pairs. **Statistically significant, p<.01.

The remainder of this section reviews results from First 5 Yuba programs contributing to health outcomes.

MJUSD STUDENT SERVICES AND PEACH TREE HEALTH

MJUSD and Peach Tree Health offer mobile dental services, including extractions, fillings, fluoride varnish, and sealants, to children who might not otherwise receive dental care. Below are a few highlights from the 2018-19 fiscal year for the Happy Tooth Mobile dental van:

- 241 children 0-5 were served by the dental van.
- 505 procedures were provided for children 0-5. The most common procedures included the application of fluoride varnish, fillings, and x-rays.
- 69% of children 0-5 served had cavities, highlighting the need for oral health services like the dental van for this population.
- 66% of parents surveyed said their child would not have received dental care if the dental van services were not available.
- 41 oral health lessons, demonstrations, and activities were offered to over 1,700 children and parents in the community.

Several MJUSD preschool and elementary school teachers shared their appreciation for the Happy Tooth Mobile program:

- *I look forward to your presentation every year. I LOVE IT! You have put a lot of time and energy to create a presentation that reaches even my TK students. The kids have a great time while learning about how to care for their teeth.*
- *Your program and dedication to community outreach has been superb! Not only do our students get the education about toothbrushing, materials to toothbrush properly (floss, paste, timer, etc.), I believe the experiences through your circle time presentation (incredible job) and the Tooth Mobile tours have helped ease the fears a young child might have about going to the dentist!!!*
- *I have had the pleasure of working with Ronda Bowers and the Happy Tooth presentation for over 10 years. Ronda and her program are huge asset to our area as many students in this community lack basic oral health knowledge. Every year, her team consistently delivers a unique and memorable presentation about important foundational information while making it fun for our kids... I look forward to seeing Ronda and her Happy Tooth presentation each year!*

OLIVEHURST PUBLIC UTILITY DISTRICT

Another First 5 Yuba program contributing to improved child health in 2018-19 was the recreational swim program provided by the Olivehurst Public Utility District (OPUD). In July-September 2018 and June 2019, OPUD offered swimming lessons to 220 children 0-5 and free open swim to 526 children 0-5.

OPUD provided the following success story:

We had a family of 6 (4 children and 2 adults) that could not swim. The entire family took swim lessons. At the end of the lessons, all of the family could confidently swim and felt better in the water. Without this program, the family could never afford to pay for so many children to have swim lessons.

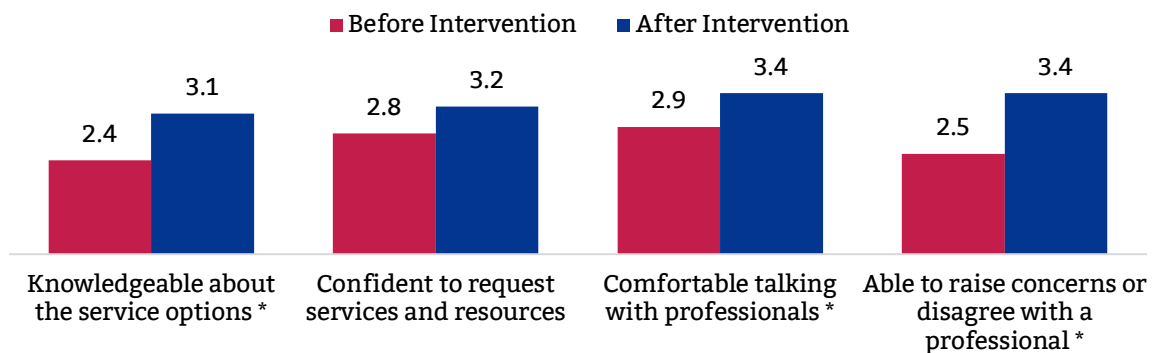


FAMILY SOUP

Family SOUP provides services and supports to children with special needs and their families. In 2018-19, Family SOUP offered system navigation support services to caregivers, and staff conducted workshops, trainings, support groups, and outreach at fairs and other events in the community. They also participated in multidisciplinary meetings with other professionals.

Caregivers receiving system navigation support completed a survey prior to the intervention and at program exit in which they rated their knowledge and confidence in seeking services and resources for their children on a scale from 1 = Strongly disagree to 4 = Strongly agree. Among the ten participants who completed both a pre and a post survey, there was statistically significant improvement in their knowledge of service options, comfort with talking to professionals, and ability to raise concerns with professionals about their child's needs.

CAREGIVER'S SYSTEM NAVIGATION ABILITIES BEFORE AND AFTER INTERVENTION



Source: Family SOUP System Navigation Pre and Post Surveys. N=10 matched pairs. *Statistically significant, $p < .05$.

Caregivers generally rated the System Navigation program as being “good” or “excellent”, including the staff’s promptness of setting up appointments and/or returning phone calls (100%); staff’s ability to help clarify concerns or questions (93%); and staff’s ability to help get concerns or questions resolved (100%).

Staff also provided a success story, an excerpt of which is below:

A Spanish speaking family with a child who has significant medical problems recently reached out to Family SOUP because it was time to enroll their child in kindergarten. The child’s mom enrolled her in the neighborhood school, but she wondered how to inform the school of her child’s disability. Family SOUP assisted the parent in finding resources and supports to address her child’s education and behavior needs and attended numerous school meetings to help the parent express her academic, behavior, and safety concerns. The child’s parent told Family SOUP that she was losing trust in the school and was ready to pull her child out. Family SOUP was able to listen, support, and relate to her concern, but also motivate the parent to not lose faith in the school system. The school team agreed to do a psychoeducational assessment to determine Special Education eligibility. Family SOUP will continue to support this family through the process and the parent has been sincerely appreciative of Family SOUP’s efforts, support, and guidance.

YUBA COUNTY OFFICE OF EDUCATION BEHAVIORAL SERVICES

The Yuba County Office of Education (YCOE) provides brief and intensive behavioral services through its Child Development Behavioral Consultation (CDBC) program and two series of parent education classes on positive discipline and child development (Positive Discipline and BEST). YCOE also offers community workshops in English and in Spanish on several parenting and child development topics, including understanding and responding to child behavior, child brain development and how it relates to behavior, and parenting strategies. Below are data highlights from the workshops conducted in 2018-19:

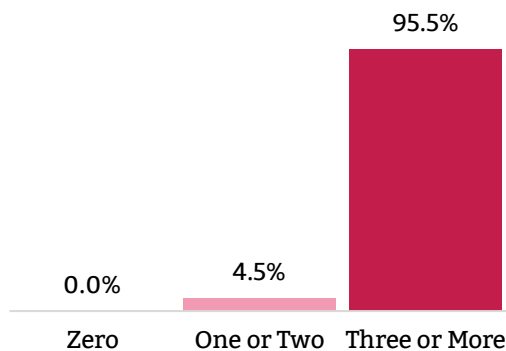
- 19 workshops, averaging approximately 2 hours each, were offered; CDBC held 8 Spanish-language and 11 English-language workshops.
- Workshops were offered at 10 different locations across the county
- 162 participants attended these workshops

In addition to these workshops, the CDBC provider attended several multidisciplinary meetings with other ECE professionals in the county.

BEHAVIORAL CONSULTATION

In the current fiscal year, 24 behavioral screenings were conducted using the Temperament and Atypical Behavior Scale (TABS) screener. Children who received a score of 0 on the TABS are likely typically developing, children who received a score of 1-2 may be at risk for atypical behavioral development, and children who received a score of 3 or higher likely have developmental problems in the areas of behavior and self-regulation. None of the children had a score of 0. In 5% of the screenings, the score suggested possible atypical development in the areas of behavior and self-regulation, and the remaining screens had a score indicating that the child's development is likely atypical.

NUMBER OF BEHAVIORAL PROBLEMS PRESENT IN CHILDREN



Source: TABS Screener. N=17 children (5 children had multiple screens).

Each quarter, between 9 and 11 children received intervention services from the CDBS provider. Over the course of the fiscal year, brief intervention services were provided for 15 children demonstrating behavioral challenges and intensive intervention services were provided for 8

children with more significant needs. In addition, 279 consultations on behavioral concerns were provided by phone or email.

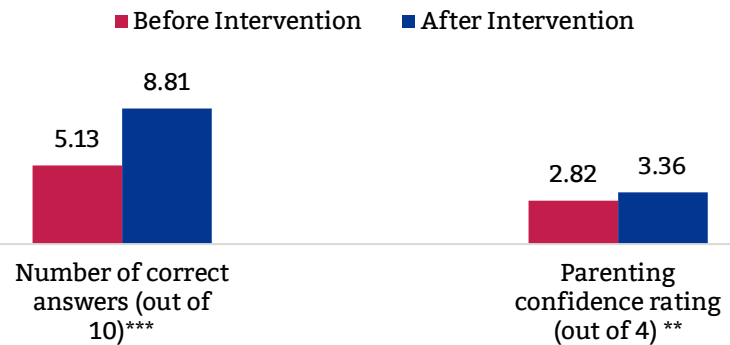
The positive impact of the program on one family is summarized in the following success story excerpt:

The parents of a four-year-old had been referred to the CDBC program by the child’s speech therapist. After several months of working with the child, the speech therapist was concerned that she was unable to engage the child in structured play activities or art. The intervention focused on helping the family understand the brain’s response to perceived threat and the importance of consciously fostering self-regulation and balance, as well as on understanding and working with the child’s unique temperament traits. In addition, CDBS referred the child to state preschool and the mother to Positive Discipline parenting classes. Weekly visits, involving regular practice and coaching, led to great strides in the child’s ability to engage in structured games and activities. This success story is especially meaningful because it involves a collaboration between YCOE speech therapy, MJUSD state preschool, the behavioral consultation program intensive services, and Positive Discipline program. Through this partnership, this child and his family have gained skills and confidence to continue to succeed socially and academically.

POSITIVE DISCIPLINE PARENTING CLASSES

YCOE also offered an education series called Positive Discipline that covered child development and positive parenting practices. The parenting knowledge of participants was assessed using a survey administered at the beginning of the program and then again at the end of the program. Sixteen parents completed both a pre and a post survey. The results suggest parents significantly improved their parenting knowledge and confidence levels. On average, parents answered approximately 5 out of 10 knowledge questions correctly at the beginning of the education series, and close to 9 questions correctly at the end. Likewise, parents demonstrated improved confidence in their ability to implement positive parenting practices. On a scale from 1 = Not at all confident to 4 = Extremely confident, parents gave themselves a rating of 2.82 before the intervention, and 3.36 after the intervention.

POSITIVE DISCIPLINE KNOWLEDGE AND PARENTING CONFIDENCE BEFORE AND AFTER POSITIVE DISCIPLINE PARENTING CLASSES



Source: Positive Discipline Parenting Class Pre and Post Surveys. N=16 matched pairs. Statistically significant, **p<.01, ***p<.001.

All parents participating in Positive Discipline said that the topics were relevant to them and the content was organized and easy to follow. Additionally, all participants said they would recommend the class to another parent, and they reported feeling satisfied with their experience. A selection of participant comments about the program is below:

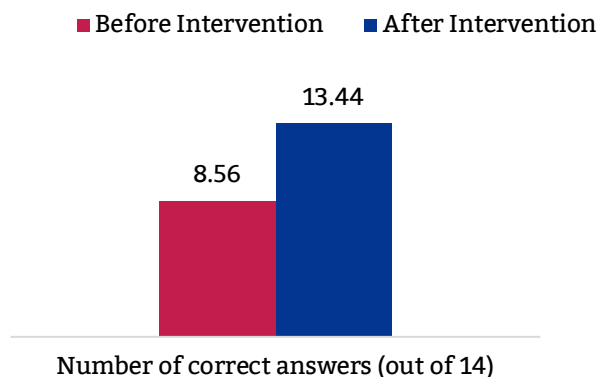


- *Every parent has room to grow and learn, I've learned a lot of great tactics to use and feel a lot of parents could benefit from this information.*
- *I feel so much more secure in my knowledge/abilities as a parent than I did before.*
- *Everyone should have to attend this class. We all think we know certain stuff but when it's said differently you see it in a new way...Always best to know early on before you are at a loss of what to do and have to backtrack. If someone were to take this class early on, both kids and parent would benefit and have better relationships, communication, etc.*

BEST PARENTING CLASSES

The BEST parenting class series targeted teen parents and, similar to the Positive Discipline series, taught participants about child development and positive parenting practices. Participants in this class also completed a survey at the beginning and at the end of their participation, which assessed their knowledge of child development and parenting. Among the participants who filled out both a pre and a post survey, parent knowledge improved over time. Parents answered close to 9 of 14 questions correctly at pre, but approximately 13 correctly at post.

PARENTING KNOWLEDGE BEFORE AND AFTER BEST PARENTING CLASSES



Source: BEST Parenting Class Pre and Post Surveys. N=9 matched pairs. Statistical significance testing not conducted due to small sample size.

Three-quarters of parents in the class said they were very satisfied with the experience. A selection of their comments is below:

- *I appreciate this class because there isn't much in town for young parents, like myself. I recently just moved to the area so this class was a great opportunity to meet new people, especially that I can relate to. I loved this group, how they helped first time parents and future parents.*
- *Thank you for having this available for all teen parents, for mothers and fathers. Really appreciate it.*

Strategic Goal 2: All families connect to their communities and support children's development

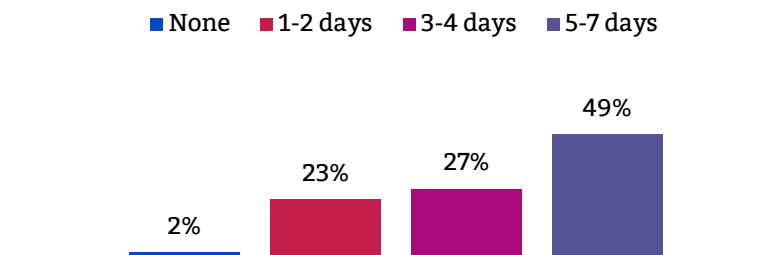
Four programs and services contributed to First 5 Yuba's second strategic goal that *all families connect to their communities and support their children's development*:

- Camptonville Community Partnership 1, 2, 3 Grow parent-child classes;
- MJUSD School Readiness Program parent-child classes;
- Yuba County Library Story Time; and
- Help Me Grow and the Playzeum developmental screenings and playgroups.

Data on these programs is presented in this section, along with data for all First 5 Yuba families related to the goal area.

One question on the FIF asked families to indicate how frequently they read or shared books with their children. At program intake, approximately half of families said that they read with their children on a daily basis, and more than one-quarter of families said that they read with their children 3-4 days per week. These proportions were nearly identical to those observed among First 5 participants in 2017-18.

FREQUENCY OF READING FOR CHILDREN SERVED BY FIRST 5 PROGRAMS

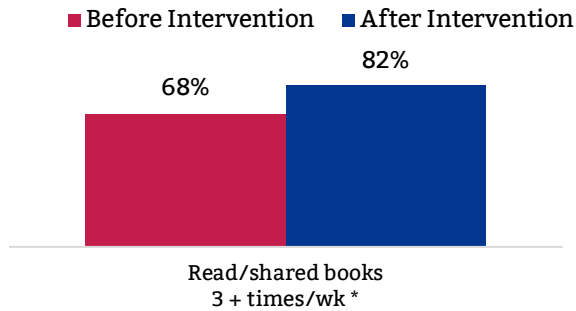


Source: Family Information Form (Intake) 2018-19. N=450.

Among families who completed both an intake and a follow-up survey, there was a significant increase over time in the percent who read or shared books with their children at least three times per week.



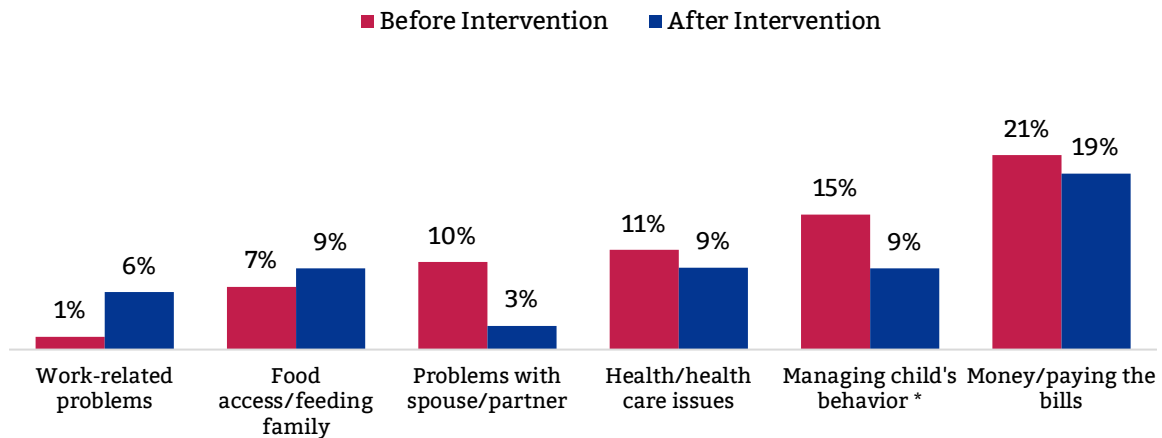
PERCENT OF PARENTS WHO READ OR SHARED BOOKS AT LEAST THREE TIMES PER WEEK FROM INTAKE TO FOLLOW-UP



Source: Family Information Form Pre and Post Surveys. N=78 matched pairs. *Statistically significant, p<.05.

Additionally, changes in several caregiver outcomes were examined. As shown below, the percent of parents who reported feeling “moderately” or “very” concerned about work-related problems and access to food or ability to feed their family increased slightly over time, but at both time points, relatively few parents were concerned about these issues. On the other hand, there was a decline over time in parent concerns about problems with their spouse or partner, health or health care issues, managing their child’s behavior, or paying the bills. In particular, there was a significant decrease over time in the percent of parents who were concerned about managing their child’s behavior.

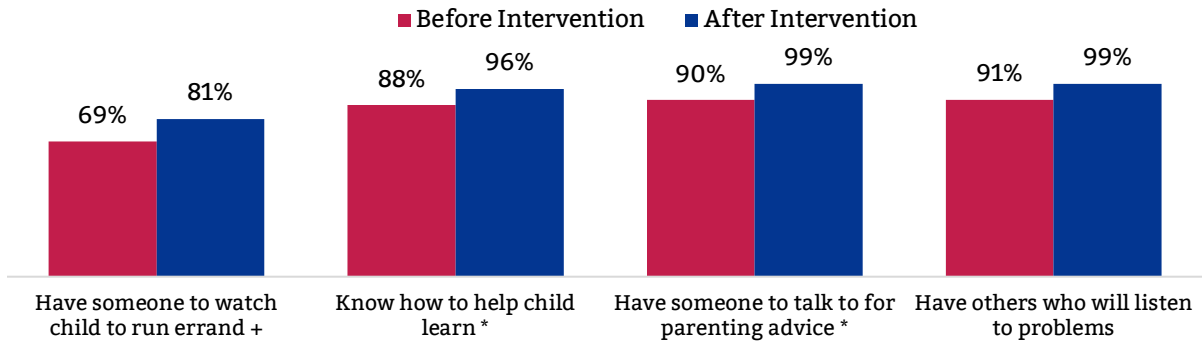
PERCENT OF PARENTS REPORTING LIFE CONCERNS FROM INTAKE TO FOLLOW-UP



Source: Family Information Form Pre and Post Surveys. N=71-72 matched pairs. *Statistically significant, p<.05.

Caregivers were also asked a series of statements about the level of parenting and social support they had, as well as how confident they felt in their ability to help their child learn. The chart below illustrates the percent of parents who marked these statements as “definitely true” or “somewhat true” for them and indicates that caregivers were more likely to report having support and confidence after accessing First 5 services compared to that at intake. There was a significant increase in the percent of parents who said they knew how to help their child learn and who said they have someone to talk to for parenting advice.

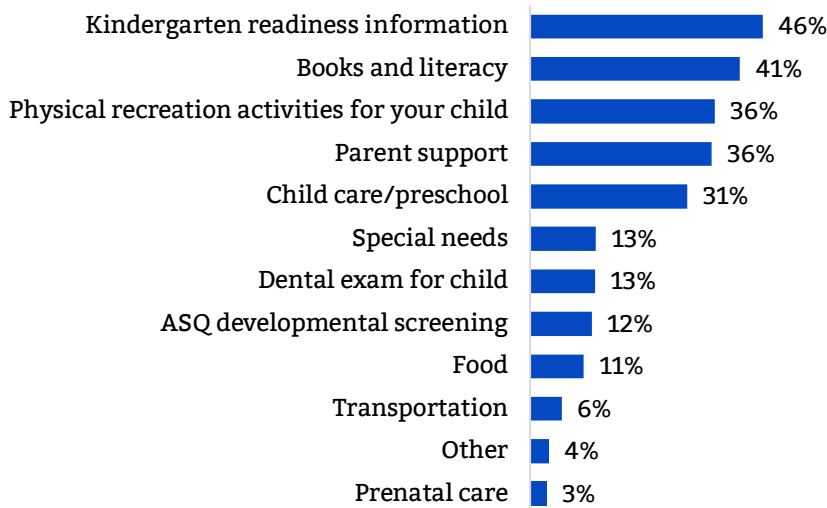
PERCENT OF PARENTS RATING VARIOUS CONNECTION TO SUPPORT AND PARENTING CONFIDENCE AS “DEFINITELY TRUE” OR “SOMEWHAT TRUE” FROM INTAKE TO FOLLOW-UP



Source: Family Information Form Pre and Post Surveys. N=71-72 matched pairs. +Marginally significant, p<.10, *Statistically significant, p<.05.

A series of FIF intake questions also asked families what other information and services they were interested in receiving. The greatest number of families said that they desired resources to support their children’s cognitive and physical development. More specifically, 46% said they wanted kindergarten readiness information, 41% desired literacy resources, and 36% requested information about physical recreation opportunities for their children. Thirty-six percent also said they desired parenting support. About three in ten (31%) needed child care/preschool referrals, 13% requested special needs services, and another 13% wanted a dental exam for their children. Other referral needs were less common.

TYPES OF REFERRALS NEEDED BY FIRST 5 PROGRAM PARTICIPANTS

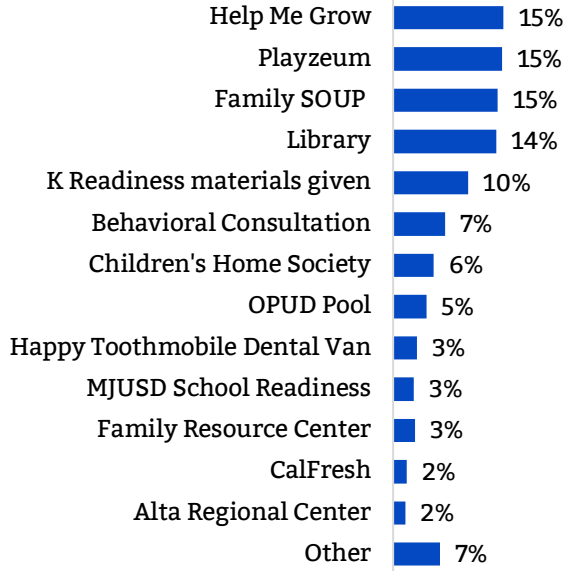


Source: Family Information Form (Intake) 2018-19. N=439.

Finally, First 5 Yuba providers reviewed the needs that families reported and then made appropriate referrals. The most frequent referrals were to Help Me Grow, the Playzeum, and Family SOUP, provided to 15% of participants across these programs. Referrals to the library were given to 14% of participants. Kindergarten readiness materials were given to 10% of

families, and referrals to Behavioral Consultation and the Children’s Home Society were provided to 7% and 6% of families, respectively. Fewer families were offered other referrals.

PERCENT OF FIRST 5 PROGRAM PARTICIPANTS REFERRED TO DIFFERENT SERVICES



Source: Family Information Form (Intake) 2018-19. N=489.

The remainder of this section describes services and outcomes for families in specific programs contributing to First 5 Yuba’s goal that *all families connect to their communities and support their children’s development*.

CAMPTONVILLE COMMUNITY PARTNERSHIP 1, 2, 3 GROW

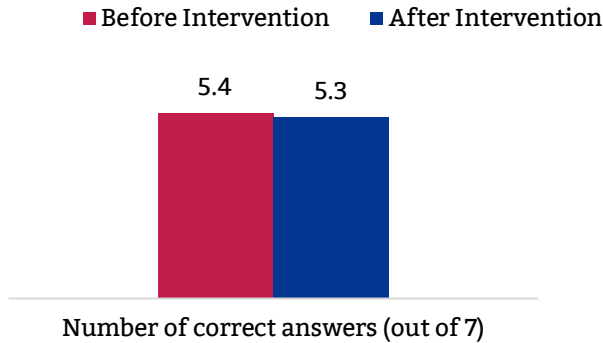
Camptonville Community Partnership offered 1, 2, 3 Grow parent education and child enrichment activities for families in the rural community of Camptonville. The parent education component focused on school readiness topics, including physical, cognitive, and social emotional development. In addition, all children received health screenings and referrals to services as needed.

Due to data collection challenges,¹ only eight participants in the classes completed both a pre and a post survey on their knowledge of parenting and child development, so it is important to note that the data in this section may not reflect the outcomes for all participants. There also were too few participants to conduct statistical significance testing. As shown in the following,

¹ One set of post surveys was lost in the mail.

there was little change over time in the number of parenting knowledge questions parents answered correctly, from 5.4 at intake to 5.3 at exit.

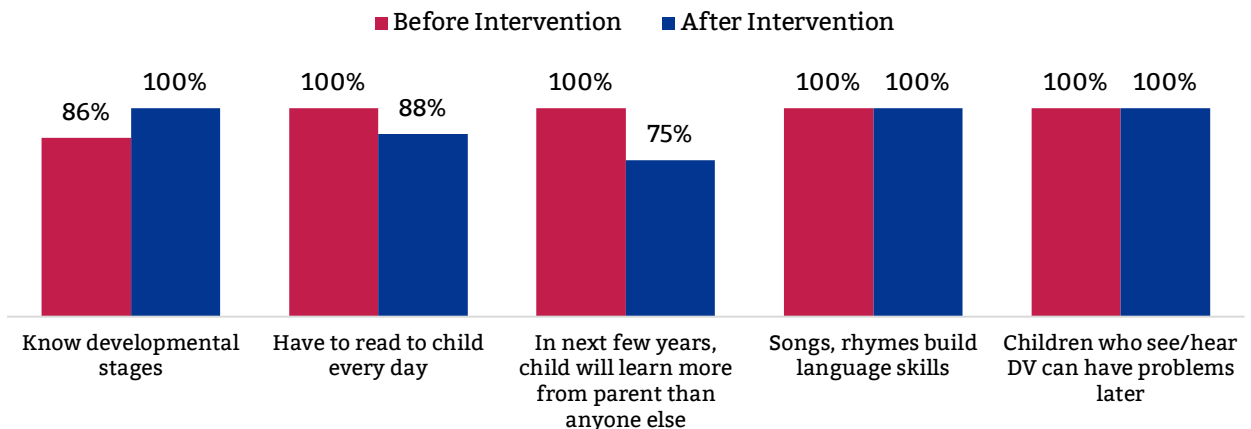
PARENTING KNOWLEDGE BEFORE AND AFTER 1, 2, 3 GROW PARENTING CLASSES



Source: Parenting Class Pre and Post Surveys. N=8 matched pairs.

Parents also indicated their beliefs around child development at program entry and exit. All parents at both intake and exit knew that songs and rhymes build language skills and that children who see and hear domestic violence can have problems later. There was an increase over time in the percent who said they knew what children should be able to do at each developmental stage, but there was a slight decrease in the percent who said they have to read to their child every day and that their child will learn more from them than anyone else.

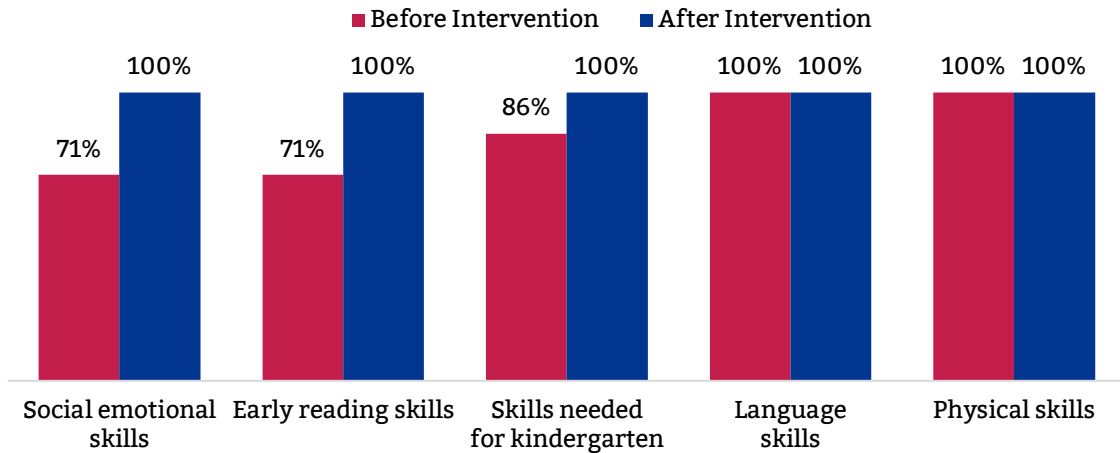
PERCENT OF PARENTS WHO “AGREED” OR “STRONGLY AGREED” WITH VARIOUS BELIEFS ABOUT CHILD DEVELOPMENT BEFORE AND AFTER 1, 2, 3 GROW PARENTING CLASSES



Source: Parenting Program Pre and Post Surveys. N=7-8 matched pairs.

When asked about how confident they were that they could build their child’s skills in various developmental areas, all parents at both pre and post reported feeling “very” confident in their ability to support their child’s language skills and physical skills. However, there was an increase from intake to exit in the proportion of parents who felt confident in their ability to promote the development of social emotional, early literacy, and kindergarten readiness skills.

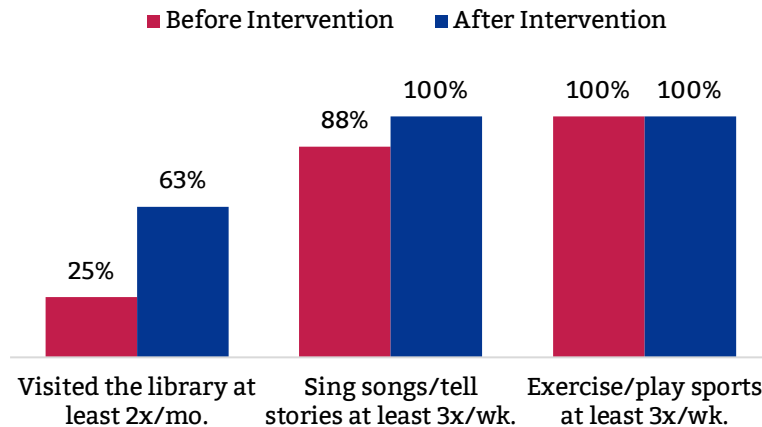
PERCENT OF PARENTS WHO FEEL “VERY” CONFIDENT IN HELPING THEIR CHILD BEFORE AND AFTER 1, 2, 3 GROW PARENTING CLASSES



Source: Parenting Program Pre and Post Surveys. N=7-8 matched pairs.

From program entry to program exit, parents in the program increased the frequency with which they engaged in activities with their children, including singing songs and telling stories, and visiting the library. For example, only 25% of parents visited the library at least twice monthly at program intake, but 63% visited the library this often at program exit.

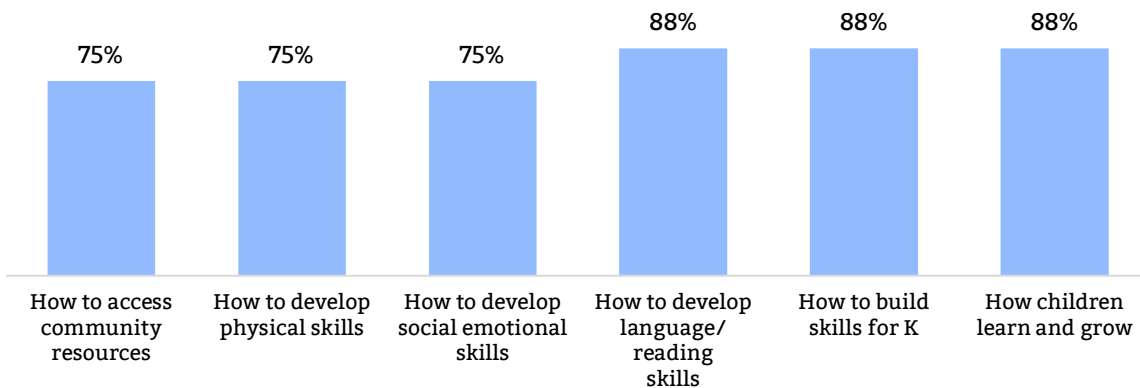
FREQUENCY OF ACTIVITIES WITH THE CHILD BEFORE AND AFTER 1, 2, 3 GROW PARENTING CLASSES



Source: Parenting Program Pre and Post Surveys. N=8 matched pairs.

At the end of services, close to nine in 10 parents said they learned “a lot” from the classes about how children develop and how they can help their child build literacy and school readiness skills. Three-quarters of parents also said they learned a lot about how to access community resources, build physical skills, and build social emotional skills.

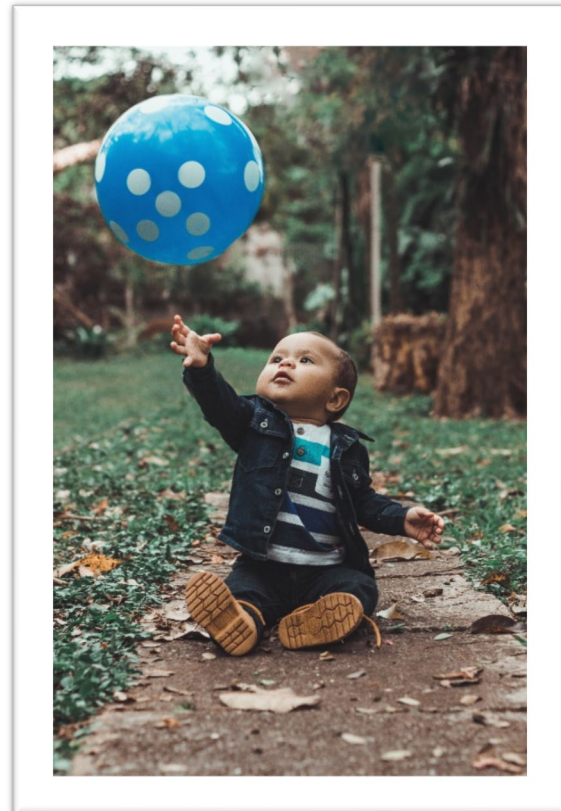
PERCENT OF PARENTS WHO LEARNED "A LOT" IN 1, 2, 3 GROW PARENTING CLASSES



Source: Parenting Program Pre and Post Surveys. N=8 parents.

Nearly all parents (88%) were "satisfied" or "very satisfied" with the 1, 2, 3 Grow parenting classes. Some of their comments are provided here:

- *I love the story writes that you do with the children every week and then read with them in front of the class. It is so fun to see what our older daughter is going to come up with for her story. Our younger one is also very social at school, whereas at other playgroups she is usually shy. She is very comfortable with you and Teacher Christina and she plays with all the kids. It's great to see her interact with everyone.*
- *Recently the dentist visited our class. My son now uses floss for his teeth a lot more often. He learned a lot from the visit about his teeth. He was so proud of himself; he had let the dentist look in to his mouth and was not frightened.*
- *Our toddler has only recently joined 1, 2, 3 Grow and already is becoming more social. He's learning how to share and likes coloring.*
- *Since we started attending 1, 2, 3 Grow my 2 1/2 year old has shown such change. Her vocabulary has exploded, her imagination broadened and her communication skills sharpened. My 15 month old has developed such important social skills and even begun to use new words and names. The routine and structure of*



the program give them something to anticipate and get excited about.

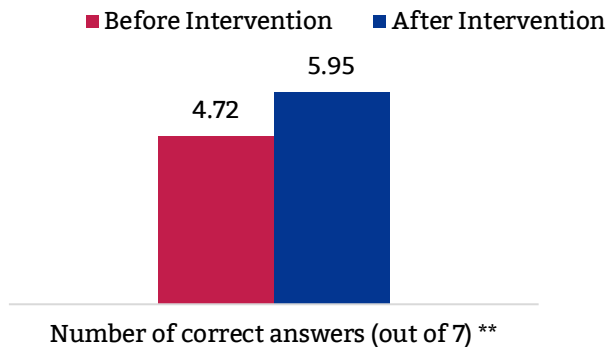
- *My son just started 1, 2, 3 Grow, but I feel like it has already improved his (and my) confidence in a school-like environment. The food group plate has given me an easy-to-remember framework for offering healthy meals. Now when he sees school buses on the road he tells me they are going to see Yakshi (1, 2, 3 Grow teacher).*

MJUSD SCHOOL READINESS

Parent-child early learning services were offered at four MJUSD school sites in 2018-19: Linda, Cedar Lane, Ella, and Johnson Park. Parents were educated on school readiness topics, including physical, cognitive, and social emotional development, and children received health screenings and referrals to services if needed. Community workshops were also held at each school site.

Sixty parents filled out a survey assessing their knowledge of parenting and child development at the beginning of services and at the end of services. Participants demonstrated significant improvement in their parenting knowledge from program entry to exit. Improvements were particularly notable for knowing the ages during which children's brains grow the most rapidly and the age at which parents should begin to read to their children.

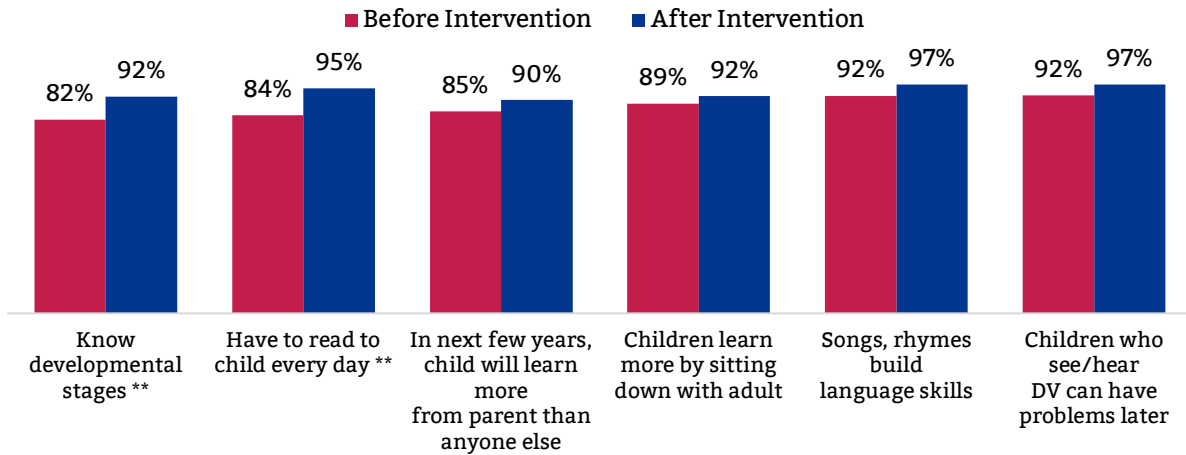
PARENTING KNOWLEDGE BEFORE AND AFTER MJUSD PARENTING CLASSES



Source: Parenting Class Pre and Post Surveys. N=60 matched pairs. **Statistically significant, $p < .01$.

Parents' beliefs about child development also improved from pre to post, with significant changes seen in parents' self-reported knowledge of the developmental stages and that they should read to their child every day.

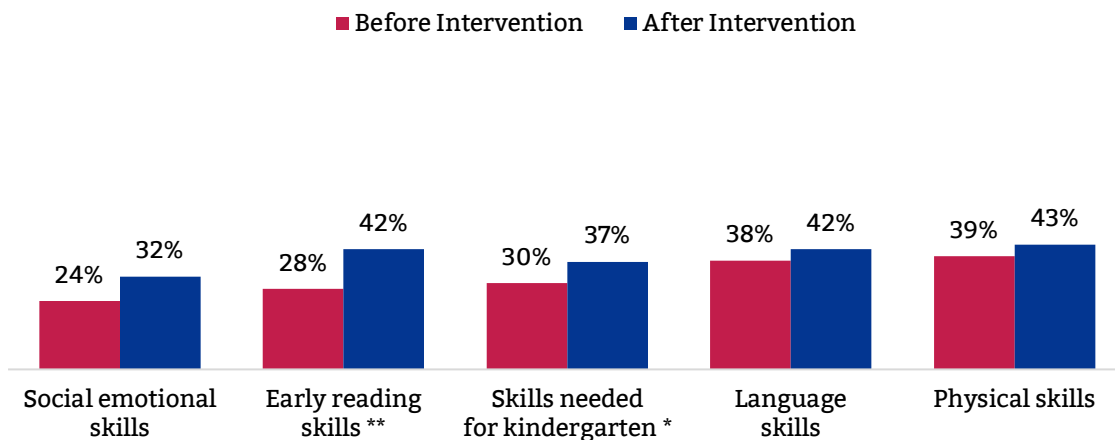
PERCENT OF PARENTS WHO “AGREED” OR “STRONGLY AGREED” WITH VARIOUS BELIEFS ABOUT CHILD DEVELOPMENT BEFORE AND AFTER MJUSD PARENTING CLASSES



Source: Parenting Program Pre and Post Surveys. N=58-60 matched pairs. **Statistically significant, $p < .01$.

In addition, parents were asked about their confidence in their ability to build children’s skills in a variety of domains, including social emotional skills, language and literacy skills, and physical skills. They showed some improvement in their confidence around building all of the skills listed, with significant improvement in their ability to promote the development of early literacy skills and skills needed for kindergarten. However, across items and time points, no more than half of parents felt “very” confident in their abilities.

PERCENT OF PARENTS WHO FEEL “VERY” CONFIDENT IN HELPING THEIR CHILD BEFORE AND AFTER MJUSD PARENTING CLASSES

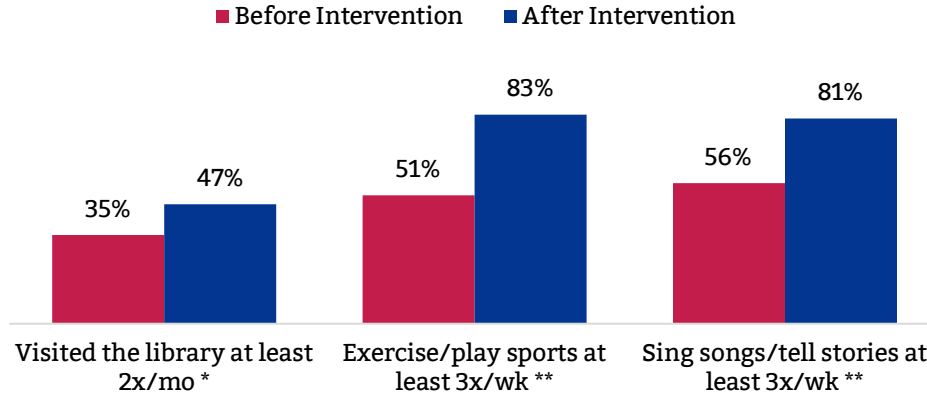


Source: Parenting Program Pre and Post Surveys. N=57-60 matched pairs. Statistically significant, * $p < .05$, ** $p < .01$.

As shown in the chart below, parents increased the frequency with which they engaged in a variety of enrichment activities with their children, including visiting the library, singing songs or telling stories, and playing sports or exercising with the child. For instance, just 56% of parents sang songs and told stories to their child at least three times per week at program intake, but

over eight in 10 sang songs and told stories this often at program exit. All improvements in parent-child activity engagement were statistically significant.

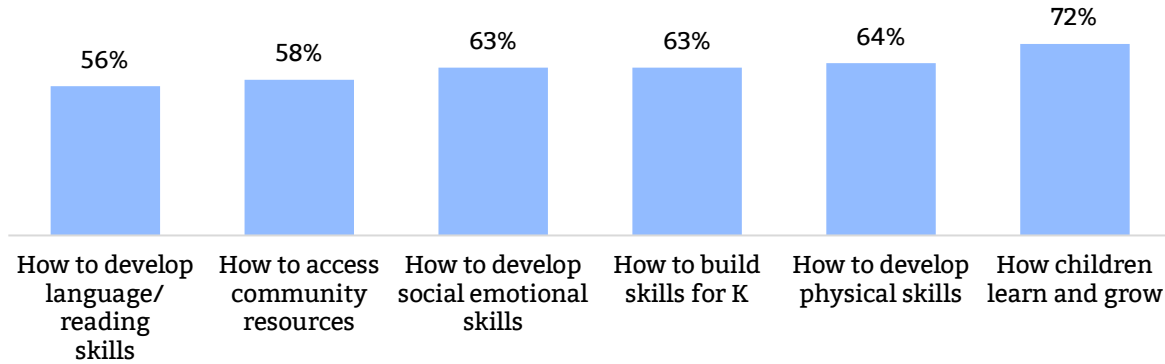
FREQUENCY OF ACTIVITIES WITH THE CHILD BEFORE AND AFTER MJUSD PARENTING CLASSES



Source: Parenting Program Pre and Post Surveys. N=55-59 matched pairs. Statistically significant, *p<.05, **p<.01.

More than half of parents said that they learned “a lot” in the classes about various topics on child development and community resource access, with the greatest proportion of parents (72%) saying they learned “a lot” about how children learn and grow.

PERCENT OF PARENTS WHO LEARNED “A LOT” IN MJUSD PARENTING CLASSES



Source: Parenting Program Pre and Post Surveys. N=60 parents.

Nearly all parents (98%) were “satisfied” or “very satisfied” with the parenting classes. A couple of their comments are provided below:

- *My son is two years old. When we started coming to School Readiness, he would cry and wanted to leave. I have seen and observed a big change in him. He gets along and socializes with the rest of the children. He is more calm and he participates with the rest of*

the children. He understands and knows more letters, colors, numbers, and the days we don’t go to the class, he invites me to read a book.

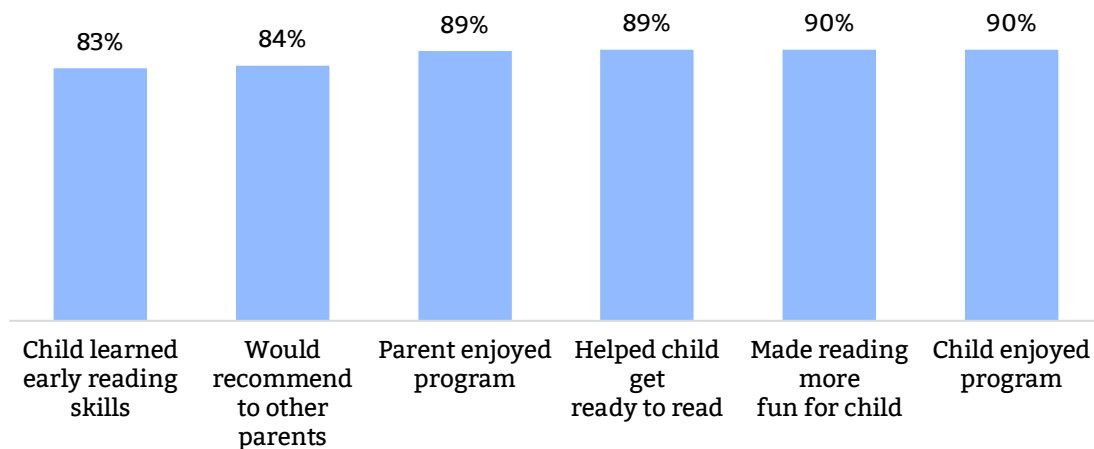
- *The program [has] helped me understand and helped my son who had a speech delay and social anxiety. His progress is undeniable. He no longer has speech intervention and even though he acts a bit shy around strangers, he participates at circle time, is answering questions, and started to play with the other kids in the program. I will forever be grateful to Ms. Lulu (his teacher) for all she has done for my child and me.*

YUBA COUNTY LIBRARY

Story Time and summer reading programs were offered at the Yuba County Library for children 0-5 and their parents to promote early literacy. In addition, the library held quarterly workshops on how parents can support their children’s literacy skill development. Over 100 children and parents participated in the library’s programs.

A sample of 19 parents participating in the Summer Library Reading Program completed a survey indicating the frequency and length with which they read with their children. All parents read to their children on a daily basis and almost 90% of the parents read with their child 20 minutes or longer in each sitting. Nine in 10 parents also said that they learned how to make reading more fun and about different things they can do at home to help their child get ready to read. Most of the parents also believed that the reading program helped their child learn early reading skills, and they “agreed” or “strongly agreed” that both they and their child enjoyed the program.

PERCENT OF PARENTS WHO “AGREED” OR “STRONGLY AGREED” WITH THE BENEFITS OF THE LIBRARY SUMMER READING PROGRAM



Source: Yuba County Library Reading Program Survey. N=18-19 parents.

All parents rated the quality of services they received from the library as “good” (36%) or “excellent” (64%). Some of the benefits of the program are summarized in comments parents provided, including the following:

- *My child's literacy is more advanced since I started this program. (It) encourages me to read more.*
- *It helped us get into a better reading routine with our son.*
- *We are now reading a larger variety of books.*

PLAYZEUM AND HELP ME GROW

HELP ME GROW CALL CENTER AND DEVELOPMENTAL SCREENINGS

Help Me Grow is a national model of screening and early intervention services that was first implemented in Yuba County in 2016. The core components of the model include a centralized access point from which families with young children are connected to needed resources and services. In addition, Help Me Grow provides developmental screenings for young children and refers them to services if indicated by the screening outcome. The model also involves trainings and outreach to families and communities and to health professionals serving young children. Below are data highlights from the 2018-19 fiscal year:

- Help Me Grow staff conducted 24 healthcare provider outreach visits and one provider training.
- 71 Ages and Stages Questionnaire (ASQ) developmental screenings and ASQ Social-Emotional (ASQ-SE) screenings were conducted in 2018-19. Across these screenings, **39 (55%) had an outcome that suggested the presence of developmental concerns on at least one developmental domain.**
- The Help Me Grow call center received calls concerning 33 children, all of whom were referred to the program for developmental concerns.
 - 30 referrals were made, including to the Alta California Regional Center (28) and to the Yuba County Office of Education Behavioral Consultation Program (2).
 - 29 callers agreed to case coordination. Of these, 55% were successfully accessing services at the time of follow-up while services were pending for 45%.

PLAYZEUM DEVELOPMENTAL PLAYGROUPS

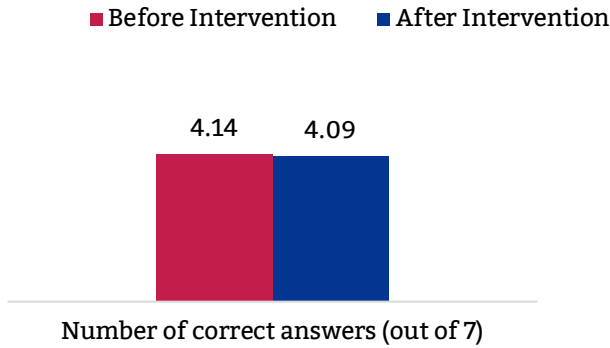
In addition to the call center and developmental screenings, Help Me Grow provided developmental playgroups for children and their parents at the Playzeum. These sessions allowed parents and caregivers opportunities to discuss concerns, share ideas, and receive information on child development, nutrition, and health care. Over the course of the fiscal year, a total of 112 sessions were conducted – 36 for infants, 36 for toddlers, and 40 for preschoolers – each lasting approximately 1.5 hours. An average of 12 parents and 18 children attended each playgroup.

Parents and caregivers attending the Playzeum playgroups completed a survey prior to their participation and at



program exit. The survey assessed their knowledge of parenting and child development, their confidence in their ability to help their children develop skills, and their general satisfaction with the program. Twenty-two parents completed a survey both before and after receiving services. Parents showed no significant change over time in their knowledge of child development, answering about 4 of 7 questions correctly at each time point.

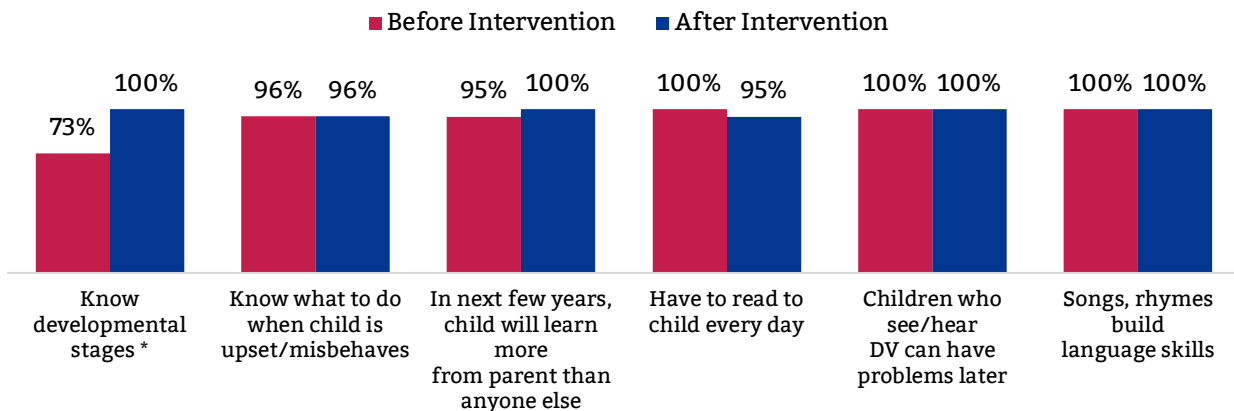
PARENTING KNOWLEDGE BEFORE AND AFTER PLAYZEUM PLAYGROUPS



Source: Parenting Class Pre and Post Surveys. N=22 matched pairs.

The chart below presents the percent of parents who “agreed” or “strongly agreed” with statements about child development. At both program entry and exit, all parents knew that songs and rhymes build language skills and that children who are exposed to domestic violence can have problems later. Likewise, nearly all parents at both time points knew that they should read to their child every day, that their child will learn more from them than anyone else, and what to do when the child is upset or misbehaves. However, there was an increase in the percent of parents who knew what children should be able to do at each developmental stage (from 73% at pre to 100% at post).

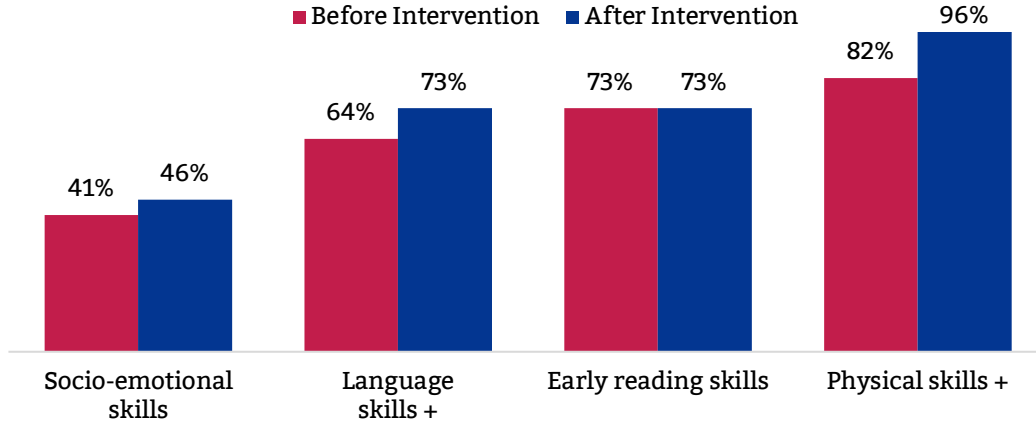
PERCENT OF PARENTS WHO “AGREED” OR “STRONGLY AGREED” WITH VARIOUS BELIEFS ABOUT CHILD DEVELOPMENT BEFORE AND AFTER PLAYZEUM PLAYGROUPS



Source: Parenting Program Pre and Post Surveys. N=22 matched pairs. *Statistically significant, p<.05

After the intervention, parents were more likely to report increased confidence in their ability to help their child build various skills, but the changes were not statistically significant.

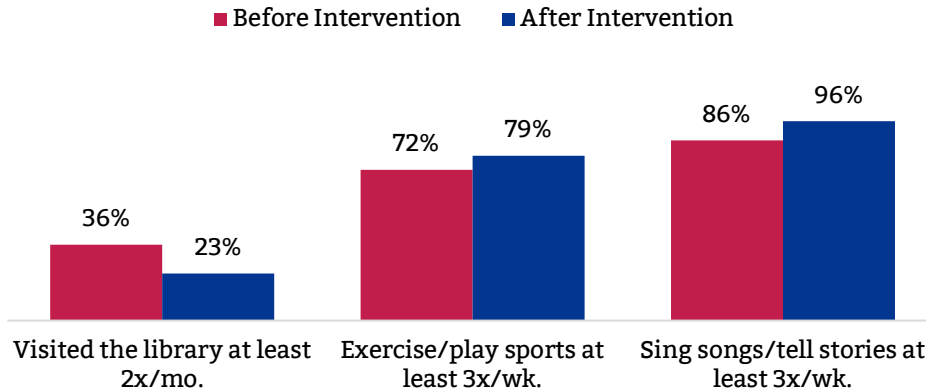
PERCENT OF PARENTS WHO FEEL “VERY” CONFIDENT IN HELPING THEIR CHILD BEFORE AND AFTER PLAYZEUM PLAYGROUPS



Source: Parenting Program Pre and Post Surveys. N=22 matched pairs. +Marginally significant, p<.10.

Although the percent of parents who visited the library with their child at least twice per month decreased slightly from pre to post, the percent who sang songs or told stories and exercised or played sports with their child at least three times per week increased over time. However, none of these differences were statistically significant.

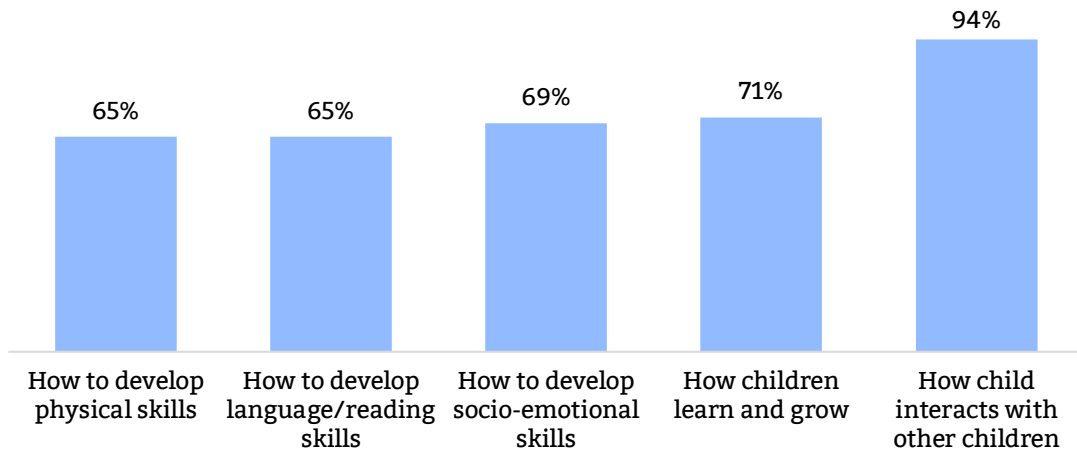
FREQUENCY OF ACTIVITIES WITH THE CHILD BEFORE AND AFTER PLAYZEUM PLAYGROUPS



Source: Parenting Program Pre and Post Surveys. N=22 matched pairs.

At program exit, about two-thirds of parents said that they learned “a lot” in the parent education classes about how to help build their children’s skills, and nearly all parents said that they learned “a lot” about how their child interacts with other children.

PERCENT OF PARENTS WHO LEARNED "A LOT" IN PLAYZEUM PLAYGROUPS



Source: Parenting Program Pre and Post Surveys. N=17 parents.

All parents participating in the Playzeum playgroups were "very satisfied" with the program. Program staff shared the following success stories:

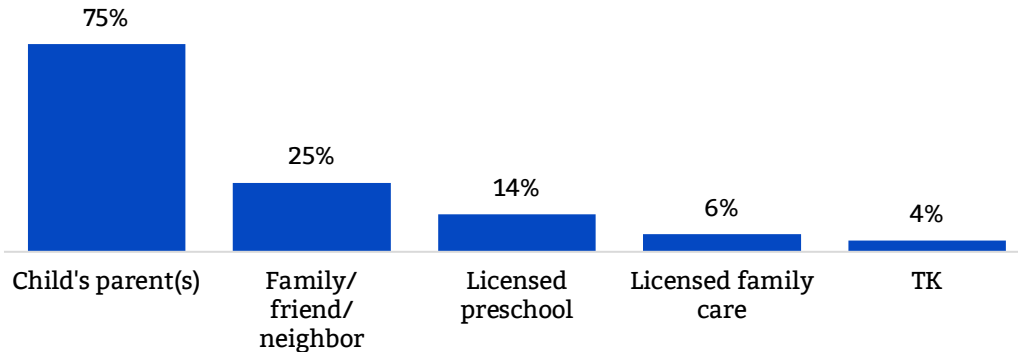
- *One teen mom said how glad she is to have found this program. She said she doesn't have the support of her family and this class really helped her by giving her a place to meet other parents, hear about child development and get ideas to offer activities to her daughter.*
- *One working parent said how grateful she is for the class being available on the day when she works from home. She has enjoyed bringing her son to the group, stating that he doesn't have any friends his own age. She was brought to tears as other children hugged him when he arrived at class one day. Mom said even though her son has older siblings, they are teenagers, and the same age peer group has been a great experience for him.*
- *A family thanked us for having the program! They moved from the Bay Area and did not have any friends or families. They were having a hard time finding a school to enroll their daughter into because of the time they moved. They told us they really enjoy the class for their daughter who is making and meeting new friends, and they are meeting new people and finding new resources!*

Strategic Goal 3: All children are in an environment conducive to their development

In service of First 5 Yuba's third strategic goal, that *all children are in an environment conducive to their development*, First 5 Yuba supports the Child Care Planning Council, with professional development and financial support for early childhood education (ECE) providers. Prior to discussing outcomes for these providers, we describe the child care arrangements of children in all First 5 Yuba programs.

Most children were cared for in an informal setting by the parent (75%) or a family member, friend, or neighbor (25%). Just 14% attended a licensed preschool, 6% attended licensed family child care, and 4% attended Transitional Kindergarten (TK).² These proportions are similar to those observed in 2017-18.

CHILD CARE ARRANGEMENTS FOR CHILDREN SERVED BY FIRST 5 PROGRAMS



Source: Family Information Form (Intake) 2018-19. Percentages are based on the total number reported. N=446.

CHILD CARE PLANNING COUNCIL

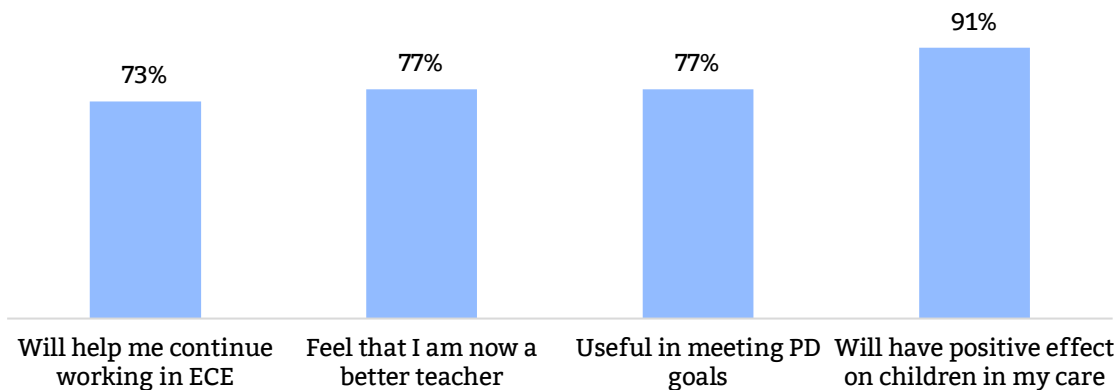
The Child Care Planning Council offered professional development and quality improvement support to 59 ECE providers in Yuba County in 2018-19. Participants received over 2,000 hours of professional development and completed 182 units towards an ECE, a child development or related degree, or a higher level Child Development Permit.

² When the sample is limited to children 3-5 years old, the proportion attending licensed preschool or TK is slightly higher: 20% attended licensed preschool and 6% attended TK. Children this age were slightly less likely to be in licensed family care (5%) or cared for at home by the parent (71%) compared to children 0-2, but just as likely as younger children to be cared for by a family/friend/neighbor (25%).

At the end of the fiscal year, 22 participants in the Keys to Quality professional development and stipend program completed a survey about their experiences. Sixty-eight percent of these providers were affiliated with a state-funded program, with fewer working at a Head Start or Early Head Start program (18%) or family child care program (14%), military program (6%), or private center-based program (3%). Eighty-seven percent worked with preschool-aged children, while 9% worked with toddlers and 5% worked with infants. Over two-thirds (68%) of providers had at least an associate’s degree and 64% had a Child Development Permit.

The chart below illustrates the proportion of providers who responded that the program benefited them “very much”. Over nine in 10 participants felt strongly that the program will have a positive effect on the children in their care. Approximately three-quarters said that it will help them continue working in the field, that it made them a better teacher, and that it will be useful in meeting their professional development goals.

PERCENT OF PARTICIPANTS WHO FELT THAT KEYS TO QUALITY STIPEND PROGRAM HELPED THEM “VERY MUCH”

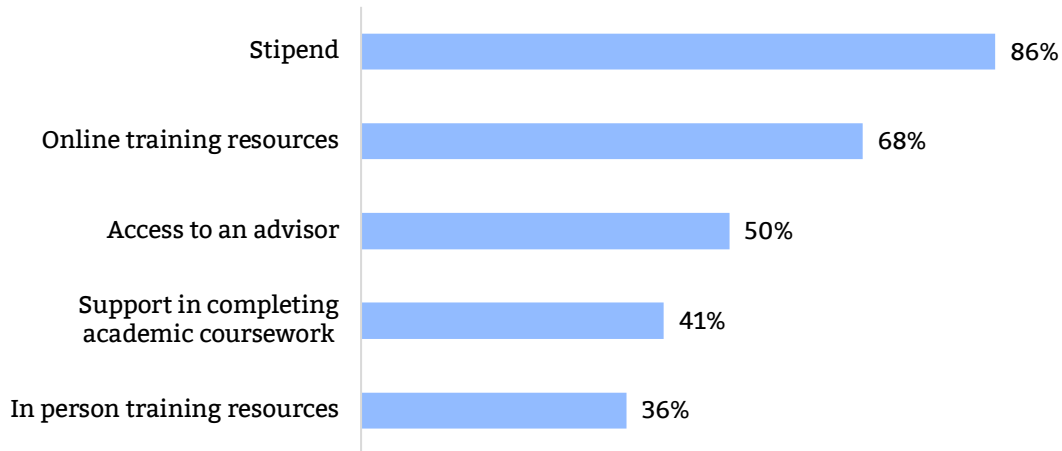


Source: Keys to Quality Stipend Program Survey. N=22.

Participants were asked to indicate which program resources were beneficial to them. Respondents were most likely to say that the stipend was beneficial, followed by the online training resources. About half of participants felt that it was beneficial to have access to an advisor for professional development growth and career planning, but fewer than half of participants found the support in completing academic coursework and in-person training resources to be beneficial.³

³ This result is likely due to the fact that not all participants in Keys to Quality were pursuing academic coursework and attending the in-person trainings.

KEYS TO QUALITY STIPEND PROGRAM RESOURCES PARTICIPANTS FOUND BENEFICIAL



Source: Keys to Quality Stipend Program Survey. N=22.

Some of the participants shared additional comments about their experiences, a sampling of which is below:

- *The Program is great! We get to learn more by attending workshops and interacting with other teachers and care child providers. Stipend is a very stimulating reward at the end of the school year. Thanks!*
- *Working with a coach was very helpful, she helped us to rearrange our classrooms and that made a big difference in the way that the children utilize the environment.*
- *One of the most useful aspects this year was having the opportunity to establish a stronger professional bond with trainers and mentors, thus establishing a higher level of trust as well as deeper understanding of what is imperative in my work with young children.*
- *I find the trainings very helpful. The monthly meetings allow us to discuss things that are relevant to our classroom environment.*
- *I love the online webinar. It makes it easy and convenient for working people. Thank you!*

- *Without this program I would not continue to work on bettering myself and learning beyond opportunities provided by my district.*



Conclusion

In the 2018-19 fiscal year, First 5 Yuba provided essential services and supports to children, their families, and early childhood care providers in the community that contributed to achieving First 5 Yuba's three strategic goals:

ALL CHILDREN MAINTAIN OPTIMAL HEALTH

To support children's positive health outcomes, First 5 Yuba funded support for children with special needs and their families, behavioral consultation, oral health services, and swim lessons and free open swim. For example, Family SOUP supported the ability of caregivers to navigate the early intervention system; over time, there was statistically significant improvement in caregivers' reported knowledge of available service options. Additionally, the YCOE provided brief and intensive therapeutic services for 23 children demonstrating behavioral challenges, and parents in the YCOE parenting classes showed significant improvement from program intake to exit in their knowledge of parenting and child development. The MJUSD and Peach Tree Health dental van served 241 children 0-5; among parents surveyed, 66% said their child would not have received dental care if the dental van and its services were not available. Finally, OPUD offered swimming lessons and free open swim to 746 children 0-5.

ALL FAMILIES CONNECT TO THEIR COMMUNITIES AND SUPPORT CHILDREN'S DEVELOPMENT

Library literacy programs, parenting classes, developmental screenings and referrals, and developmental playgroups connected families to their communities and improved children's development. A sample of 19 parents participating in the Summer Library Reading Program completed a survey at the end of their participation, and the findings showed that all parents said they read to their children on a daily basis, and nine in 10 said that they learned how to make reading fun. Parents in Camptonville 1, 2, 3 Grow parenting classes showed improvement over time in their parenting self-efficacy. Similarly, participants in the MJUSD School Readiness parenting classes showed statistically significant improvement in their parenting knowledge from program entry to exit. In addition, Help Me Grow provided developmental screenings and referrals to the families of 71 children to help address developmental concerns. Finally, parents in the Playzeum's developmental playgroup program demonstrated improvement in their reported knowledge of children's developmental stages.

ALL CHILDREN ARE IN AN ENVIRONMENT CONDUCIVE TO THEIR DEVELOPMENT

First 5 Yuba supported children's development by funding professional development and quality improvement support offered by the Child Care Planning Council to 59 ECE providers in Yuba County. At the end of the program, nine in 10 participants felt strongly that it will have a positive effect on the children in their care.

As evidenced by the evaluation data collected and presented in this report, First 5 Yuba is making significant, positive impacts on the overall health and well-being of Yuba County's young children and their families.