

# Annual Evaluation Report 2019-20



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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 support of the overarching goal that *all children enter school ready to learn*. To address specific challenges and needs caused by COVID-19, First 5 Yuba awarded over \$18,000 in responsive grants to providers to ensure children continued to have enriching experiences during stay-at-home orders. In addition, most First 5 Yuba grantees continued to provide modified services to young children and families in the community. Below are highlights from the evaluation of these grantees' services.

### ALL CHILDREN MAINTAIN OPTIMAL HEALTH

- 163 children ages 0-5 received dental services from the Marysville Joint Unified School District (MJUSD) and Peach Tree Health Mobile Dental Clinic.
- 108 children ages 0-5 received swimming lessons, and 501 children ages 0-5 participated in free open swim at Olivehurst Public Utility District Pool in June-August of 2019.
- 22 caregivers of children with special needs received system navigation support from Family SOUP; caregivers improved their knowledge of service options and comfort talking to professionals.
- The Yuba County Office of Education (YCOE) offered 26 workshops at 7 different locations across the county and via Zoom during COVID-19 and facilitated a multidisciplinary provider collaborative.
- The YCOE behavioral specialist provided intervention services to 17 children and delivered parenting classes. Parents in the classes showed significant improvement in their parenting knowledge.

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

- Prior to closing due to COVID-19, the Camptonville Community Partnership 1, 2, 3 Grow and MJUSD School Readiness programs offered school readiness classes to 113 parents/caregivers and children.
- The Yuba County Library offered Story Time to 183 children until it closed in March due to COVID-19. In May and June 2020, virtual Story Time was offered on Facebook, receiving 2,677 views.
- Help Me Grow (HMG) addressed developmental questions and concerns for 46 families, and additionally, 131 developmental screenings were conducted.
- The Playzeum held 89 HMG developmental playgroup sessions, 11 of which were virtual due to COVID-19 and distributed 75 activity kits during COVID-19.

### ALL CHILDREN ARE IN AN ENVIRONMENT CONDUCIVE TO THEIR DEVELOPMENT

- 18 child care providers participated in the Improve and Maximize Program so All Children Thrive (IMPACT) program, receiving training and technical assistance on developmental screenings.
- The Child Care Planning Council offered early childhood education (ECE) providers professional development opportunities, which were offered virtually during COVID-19. Almost all (97%) participants said that the program will have a positive effect on the 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 COVID-19 pandemic caused significant and unprecedented challenges in the community. First 5 Yuba awarded over \$18,000 in grants to address specific community needs resulting from COVID-19, and most First 5 Yuba grantees modified their services to continue to promote the health, development, and well-being of children 0-5 and their families. The specific programs and services that contributed towards the achievement of First 5 Yuba’s goals in 2019-20 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

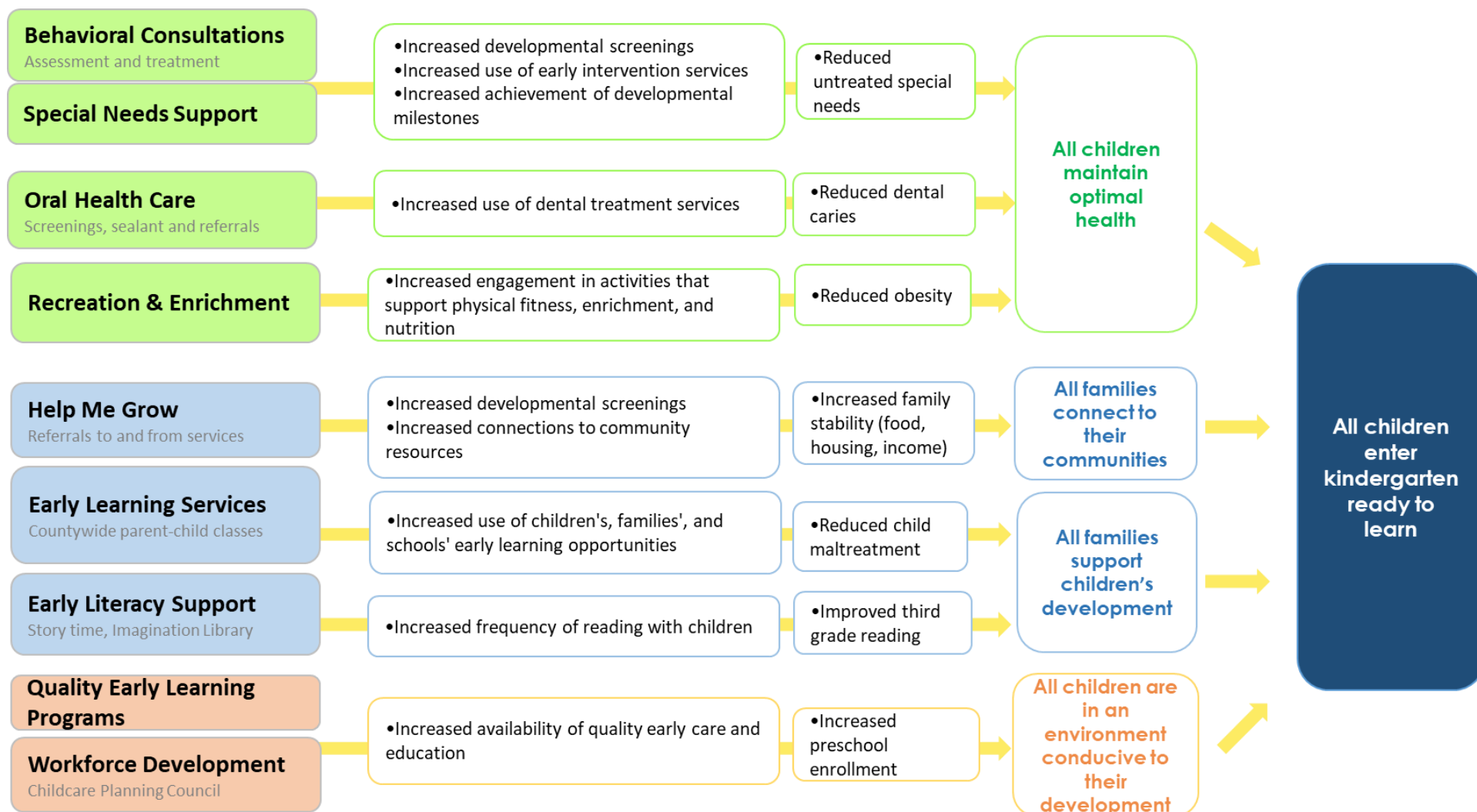
### GOAL 3: ALL CHILDREN ARE IN AN ENVIRONMENT CONDUCIVE TO THEIR DEVELOPMENT

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

This report describes the COVID-19 responsive grants awarded as well as the activities and participant outcomes in the above community-based programs and services in the 2019-20 fiscal year.



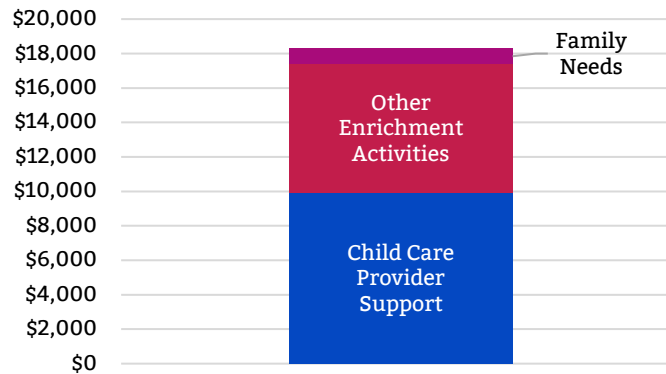
## STRATEGIC FRAMEWORK



## COVID-19 Responsive Grants

First 5 Yuba responded to community needs and challenges caused by COVID-19 with **\$18,294** in grants to support child care providers, other service providers offering enrichment activities, and families.

COVID-19 RESPONSIVE GRANTS 2019-20



Funds were used for a variety of purposes, including:

- Ready 4K! a text-based parenting curriculum with a focus on addressing trauma, for 200 children
- Financial support to help child care providers recover lost revenue; cover increased costs associated with providing care safely (e.g., for personal protective equipment, no touch thermometers, handwashing stations, and sanitation supplies); purchase additional educational toys and equipment; and expand outdoor play areas
- 20 virtual preschool slots
- Yoga, music, storytelling, and puppet shows shared on social media
- Short films on how families and caregivers can engage in safe recreational activities outside during COVID-19
- A mural painted by children in the community with a bulletin board to post information regarding COVID-19, parenting supports, and children’s activities

The grants provided support and enrichment for hundreds of Yuba County children 0-5 and their caregivers. One child care provider shared that she cared for the children of six essential workers, and that her home daycare was only able to successfully stay open with the funds from First 5. Similarly, another child care provider said “the parents I serve are very appreciative of what I have done to continue safety measures against COVID-19,” which the grants from First 5 made possible.

*“We were so happy to bring some fun and happiness to these families during the stressful time. All of the families were engaged and thankful.”*

-Responsive Grant recipient

In addition to the enrichment supports funded by these grants, First 5 Yuba grantees took measures to continue providing quality services to families during COVID-19. These efforts and the children and caregivers who benefited from them are discussed in the remainder of this report.

## Summary of First 5 Participants

This section summarizes the characteristics of participants in First 5 Yuba programs over the course of the 2019-20 fiscal year. More than 1,100 children, approximately 550 parents/caregivers, and 63 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 programs.

NUMBER OF PARTICIPANTS, BY FIRST 5 PROGRAM

	Program	Children	Caregivers	Providers
<b>CHILD HEALTH PROGRAMS</b>				
Family SOUP	Special Needs Therapy	69	46	–
Yuba County Office of Education	Behavioral Consult. / Parent Education	120	80	–
MJUSD/Peach Tree Health	Mobile Dental Clinic	163	–	–
Olivehurst Public Utility District	Recreation	609	–	–
<b>FAMILY FUNCTIONING PROGRAMS</b>				
Camptonville Community Partnership	Parent Education	21	33	–
MJUSD School Readiness Program	Parent Education	92	80	–
Yuba County Library	Story Time	183	139	–
Playzeum	Developmental Playgroups	122	78	–
Help Me Grow	Developmental Screenings/Referrals	131	131	–
<b>CHILD DEVELOPMENT PROGRAMS</b>				
IMPACT	ECE Quality Improvement	–	–	18
Child Care Planning Council	ECE Quality Improvement	–	–	45
<b>TOTAL</b>		<b>1,510</b>	<b>587</b>	<b>63</b>

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

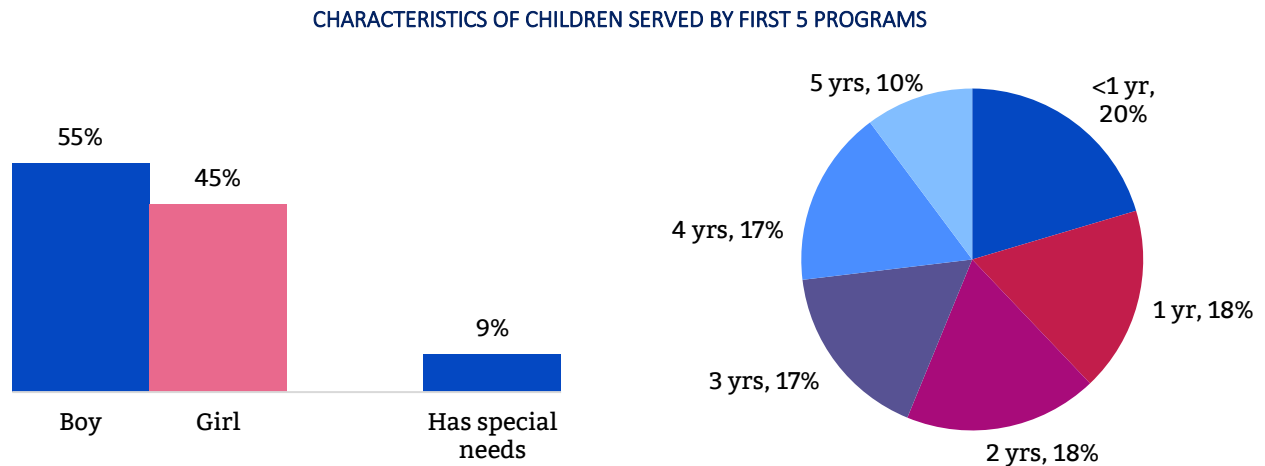
Most of these programs collected information from families and children using a Family Information Form (FIF) that was administered at intake and again at subsequent scheduled follow-ups. The intake FIF, completed by the child's primary caregiver, gathered demographic and socioeconomic information

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. Note that nearly all FIFs were collected before the COVID-19 outbreak.

## CHILDREN AND FAMILIES SERVED BY FIRST 5

Demographic and socioeconomic characteristics of the children and families served are shown in the following set of charts. Approximately half of the children were boys, and 60% of children were under 3 years old at time of intake. About 9% of children for whom data were available had a diagnosed special need according to the parent.

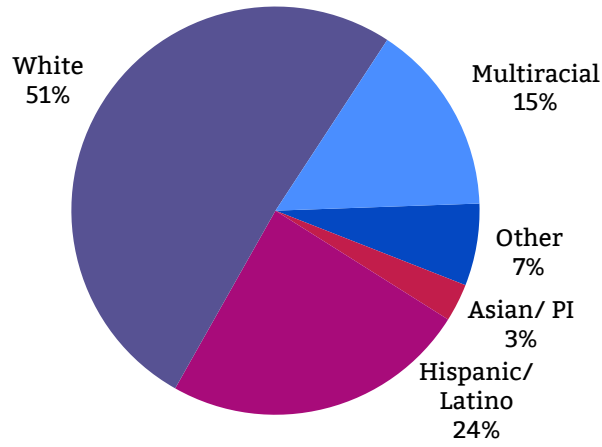


Source: Family Information Form (Intake) 2019-20. Percentages are based on the total number reported. N=454 for gender; N=372 for age; N=451 for special needs.



Nearly half of children served were white (51%). About a quarter (24%) were Hispanic/Latino, and 15% were multiracial. All other racial/ethnic groups comprised about 10% of the child population served.

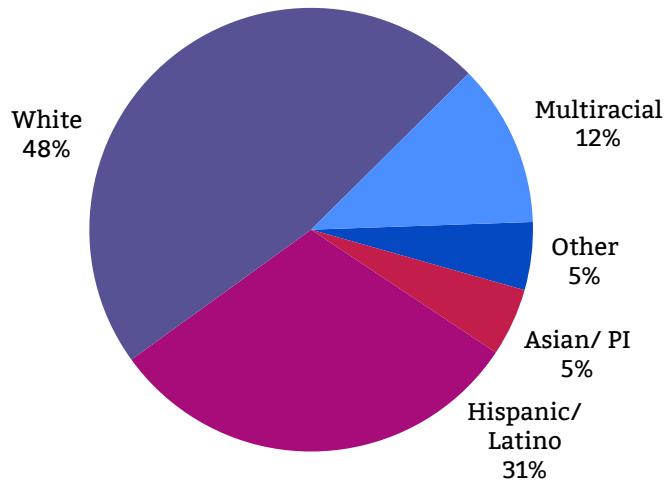
RACE/ETHNICITY OF CHILDREN SERVED BY FIRST 5 PROGRAMS



Source: Family Information Form (Intake) 2019-20. Percentages are based on the total number reported. N=360.

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.

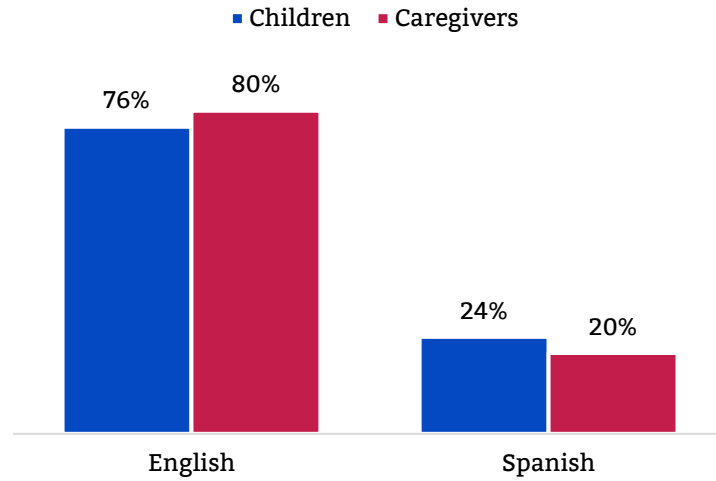
RACE/ETHNICITY OF CAREGIVERS SERVED BY FIRST 5 PROGRAMS



Source: Family Information Form (Intake) 2019-20. Percentages are based on the total number reported. N=238.

For most children served (76%), English was their preferred language, while 24% of children spoke Spanish as their preferred language. The preferred languages of caregivers were similar to those of the children served. Most (80%) preferred English, while 20% preferred Spanish.

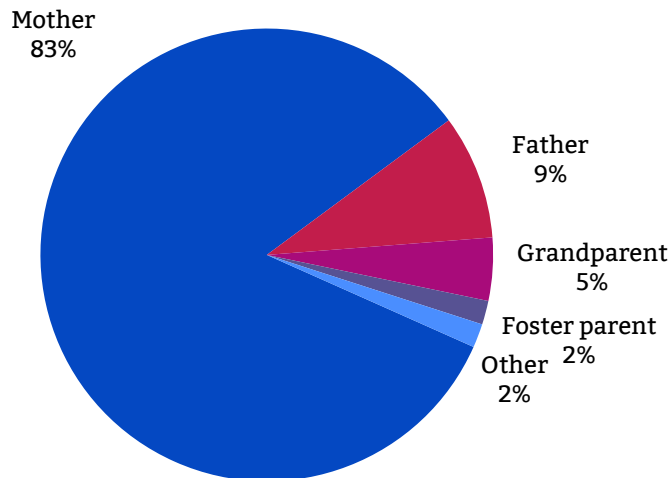
PREFERRED LANGUAGE OF CHILDREN AND CAREGIVERS SERVED BY FIRST 5 PROGRAMS



Source: Family Information Form (Intake) 2019-20. Percentages are based on the total number reported. N=433 for children; N=279 for caregivers.

Most of the caregivers were the mothers of children served by First 5 (83%), followed in frequency by fathers (9%) and grandparents (5%). Ninety-one percent of the caregivers identified as female.

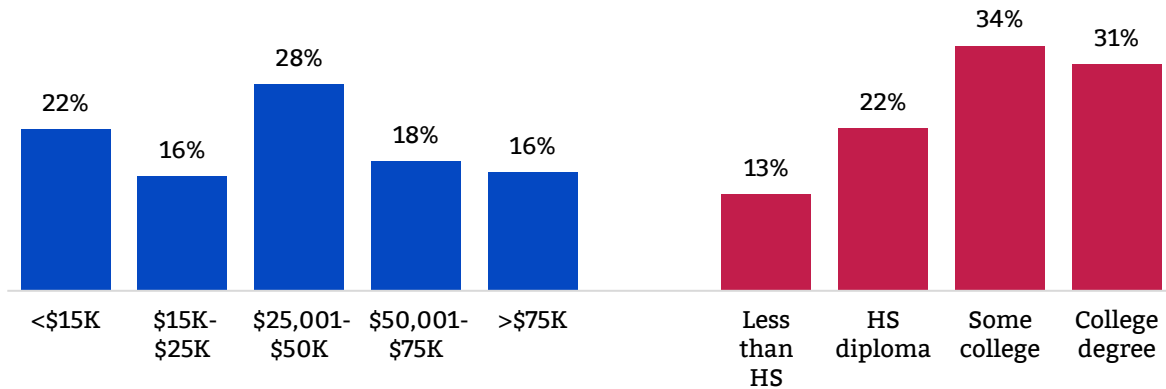
RELATIONSHIP OF CAREGIVERS TO CHILDREN SERVED BY FIRST 5 PROGRAMS



Source: Family Information Form (Intake) 2019-20. Percentages are based on the total number reported. N=292.

The FIF also asked parents questions about families’ socioeconomic status. Two-thirds of parents earned less than \$50,000 per year, with 18% earning between \$50,000 and \$75,000 and 16% earning more than \$75,000 per year. About one-third of parents had a high school education or less, while 34% had attended some college and 31% had a college degree.

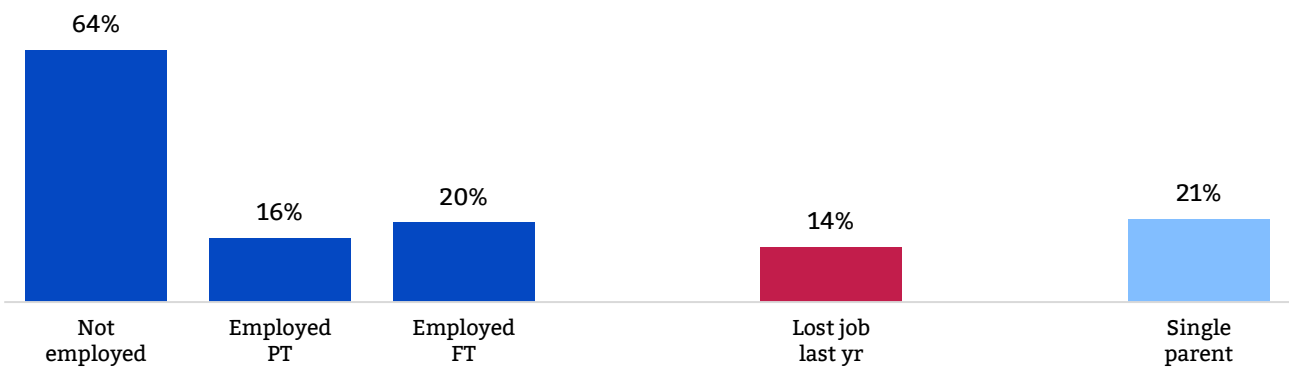
INCOME AND PARENT EDUCATION LEVEL OF FAMILIES SERVED BY FIRST 5 PROGRAMS



Source: Family Information Form (Intake) 2019-20. Percentages are based on the total number reported. N=198 for family income; N=265 for education.

Over six in ten caregivers (64%) were not employed. Fourteen percent said that a parent or primary caregiver lost a job in the previous year, and 21% considered themselves to be a single parent.

EMPLOYMENT AND FAMILY COMPOSITION OF FAMILIES SERVED BY FIRST 5 PROGRAMS

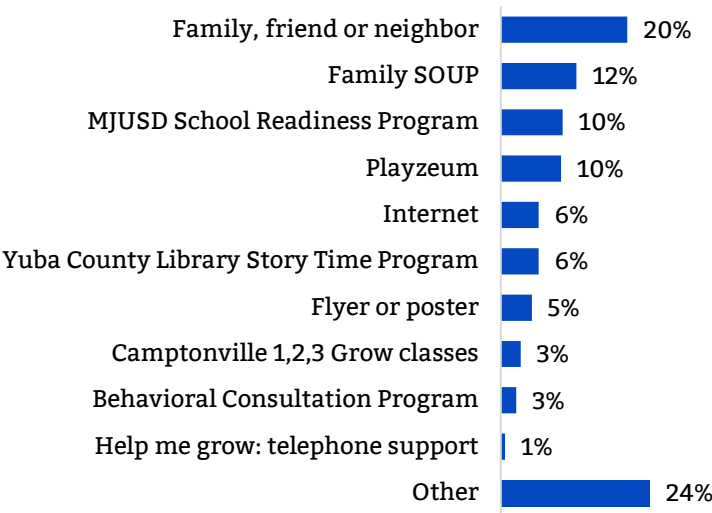


Source: Family Information Form (Intake) 2019-20. Percentages are based on the total number reported. N=278 for employment status; N=269 for job loss status; N=291 for single parent status.

## 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 (20%), followed by Family SOUP (12%), MJUSD School Readiness (10%), and the Playzeum (10%).

HOW FAMILIES HEARD ABOUT THEIR FIRST 5 PROGRAM



Source: Family Information Form (Intake) 2019-20. N=295.



## Strategic Goal 1: All children maintain optimal health

In 2019-20, four programs and services contributed towards First 5 Yuba's first strategic goal, that *all children maintain optimal health*:

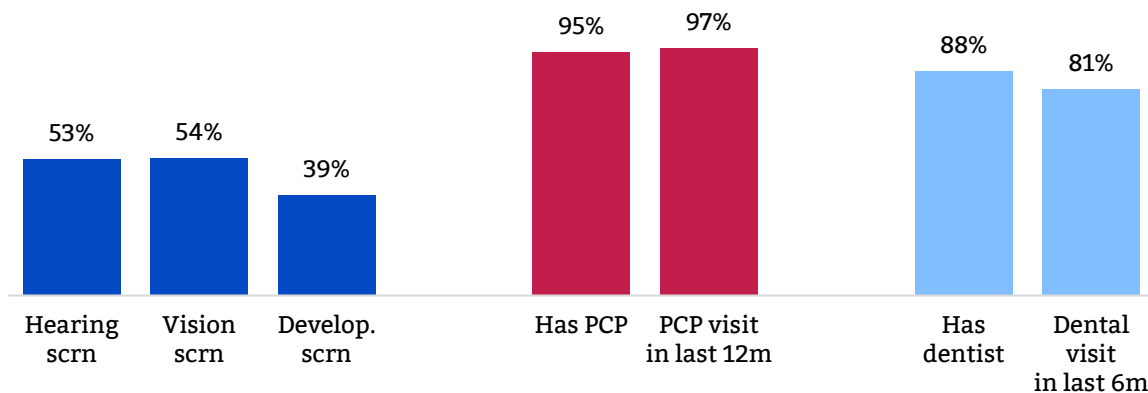
- Support for children with special needs and their families, provided by Family SOUP;
- Behavioral consultation and parenting classes from YCOE;
- MJUSD Student Services and Peach Tree Health oral health services; and
- OPUD swim lessons and open swim.

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. More than half of the children (53%) had received a hearing screening, more than half (54%) also had received a vision screening, and nearly four in ten (39%) children had received a developmental screening. These figures present an increase from the prior fiscal year (2018-19), when 41% of children had received a hearing screening, 39% had a vision screening, and 27% 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 those served in 2018-19, 88% of children had a regular dentist, and 81% of children aged 18 months or older had been to the dentist in the past 6 months.

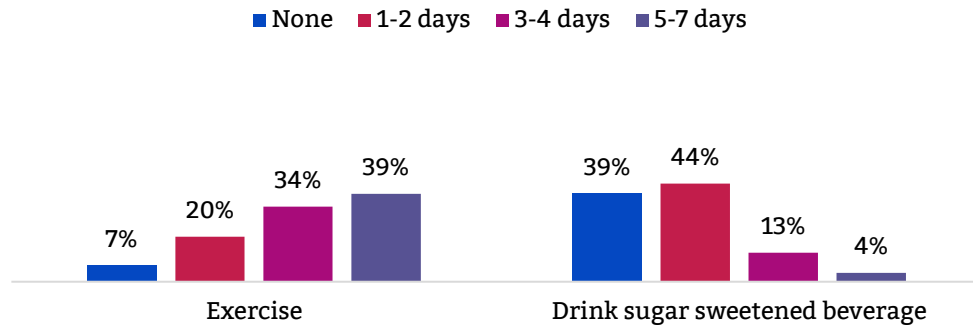
ACCESS TO HEALTH SERVICES FOR CHILDREN SERVED BY FIRST 5 PROGRAMS



Source: Family Information Form (Intake) 2019-20. N=251-280.

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 39% of children did not consume any sugar sweetened beverages. These are similar to the frequencies reported by participants in 2018-19.

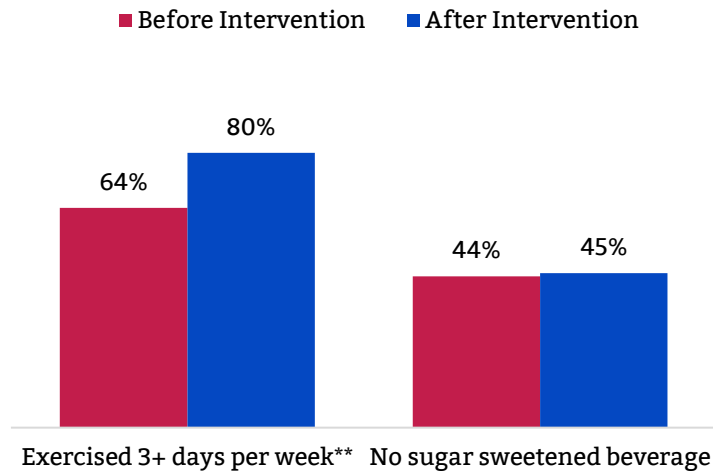
FREQUENCY OF EXERCISE AND SUGAR SWEETENED BEVERAGE CONSUMPTION FOR CHILDREN SERVED BY FIRST 5 PROGRAMS



Source: Family Information Form (Intake) 2019-20. N=272-278.

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 64% to 80%). There was a small increase 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=74-77 matched pairs. \*\*Statistically significant, p<.05.

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 2019-20 fiscal year for the Happy Toothmobile Dental Clinic:

- 163 children 0-5 were served by the Mobile Dental Clinic.
- 392 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 Mobile Dental Clinic for this population.
- 57% of parents surveyed said their child would not have received dental care if the Mobile Dental Clinic services were not available.
- 41 oral health lessons, demonstrations, and activities were offered to over 1,100 children and parents in the community.

In an effort to provide preventative services to families during the COVID-19 closures, the Happy Toothmobile staff offered a drive-thru fluoride varnish clinic. Dental staff made at least 120 phone calls to personally invite their highest risk patients. The festive atmosphere of the event was enhanced with bubbles, music, and a giant dancing Happy Tooth. In addition to fluoride varnish, families were given bags of oral health supplies, stickers, and prizes. The dentist on site was also able to assess children who had dental pain and urgent care treatment was scheduled.

### A Mobile Dental Clinic Service Highlight

*"We began handing out step stools for the littles so they can better reach the sink for tooth brushing and handwashing. The kids are so excited when they get to take the cool stool home with them to keep for their very own. Hopefully their enthusiasm results in better oral health habits."*

- Mobile Dental Clinic Staff Member

## OLIVEHURST PUBLIC UTILITY DISTRICT

Another First 5 Yuba program contributing to improved child health in 2019-20 was the recreational swim program provided by the Olivehurst Public Utility District (OPUD). From June to August 2019, OPUD offered swimming lessons to 108 children 0-5 and free open swim to 501 children 0-5. Due to COVID-19, the pool was closed in summer 2020.

## FAMILY SOUP

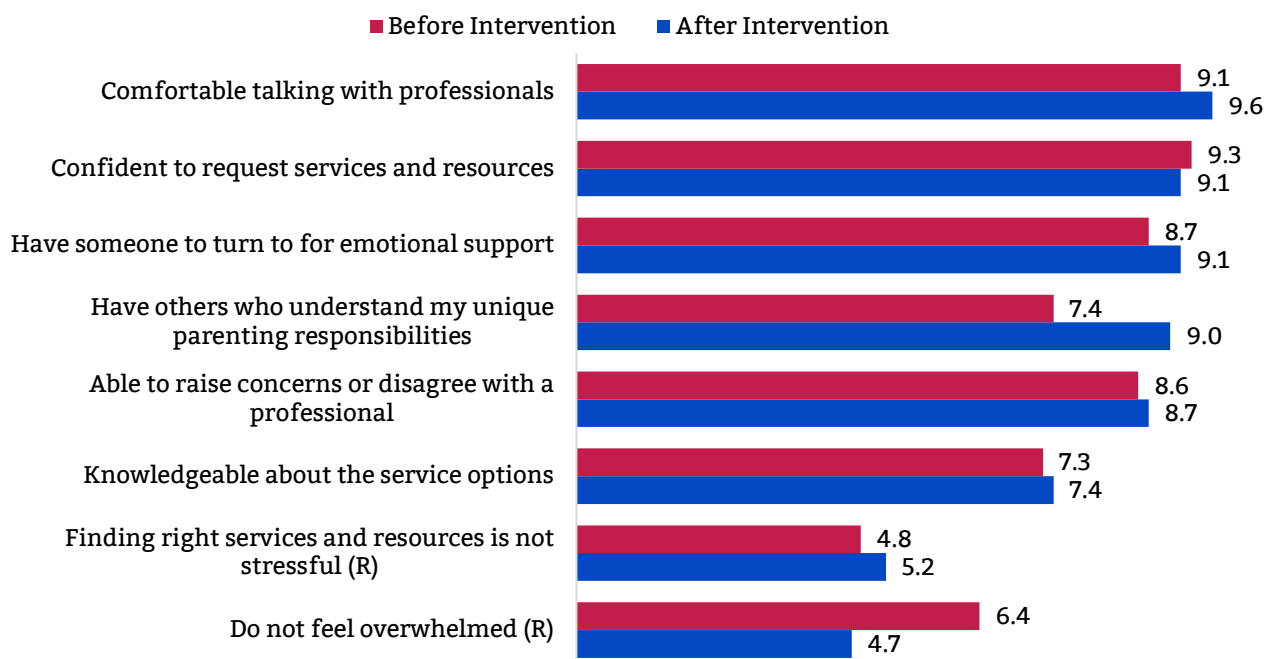
Family SOUP provides services and supports to children with special needs and their families. In 2019-20, Family SOUP offered system navigation support services to caregivers, and staff conducted workshops, trainings, support groups, and outreach at fairs and other events in the community. They also participated in multidisciplinary meetings with other professionals. In response to COVID-19, Family SOUP shifted how they provided services. System navigation, support groups, and workshops became virtual. There was also an uptick in Family SOUP's social media and website activity with its Facebook page receiving 22,257 visits and website receiving 2,186 visits.

## SYSTEM NAVIGATION

Twenty-two caregivers each received an average of 20 contacts (i.e., in-person visits prior to COVID-19, phone calls, emails, and mailings) from Family SOUP staff in 2019-20 to help them navigate the service system. Topics covered included in-home care needs and services, educational options, disability services, self-care, and the child's physical, social, recreational, and emotional health needs.

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 10 = Strongly agree. Among the seven participants who completed both a pre and a post survey, there was improvement in their knowledge of service options, comfort with talking to professionals, ability to raise concerns with professionals about their child's needs, having someone to turn to for emotional support, and having others who understand their unique parenting responsibilities and experiences. Their stress levels in finding the right services and resources for their children also decreased. However, caregivers felt somewhat more overwhelmed at exit than they did at intake. Due to the small sample size, statistical significance testing was not conducted.

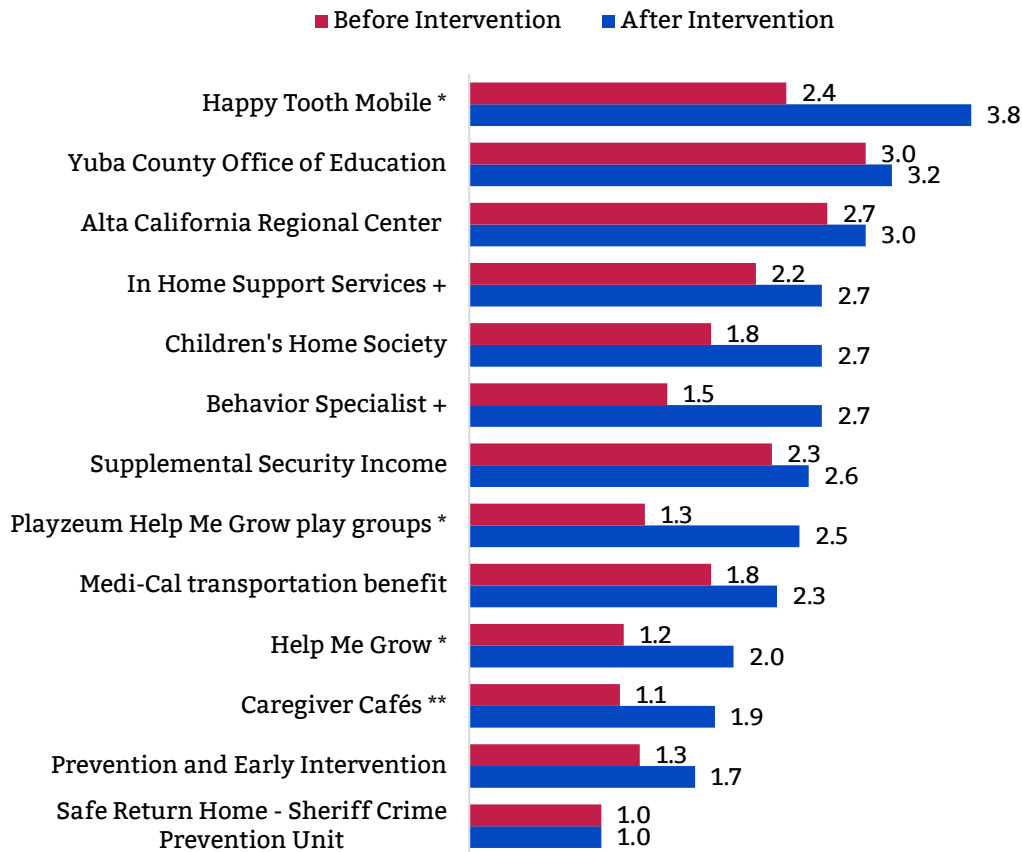
CAREGIVER'S SYSTEM NAVIGATION ABILITIES BEFORE AND AFTER INTERVENTION



Source: Family SOUP System Navigation Pre and Post Surveys. N=6-7 matched pairs. (R) Item was reverse coded

At program intake and exit, caregivers were asked to rate how familiar they were with community services and resources on a scale from 1 = Not at all to 4 = Very. Generally, caregivers reported improvement in their familiarity with the services after receiving System Navigation support, especially with the YCOE Behavior Specialist, Caregiver Cafés, Playzeum Help Me Grow playgroups, Happy Toothmobile, Help Me Grow, and In-Home Support Services.

CAREGIVER'S FAMILIARITY WITH COMMUNITY SERVICES AND RESOURCES



Source: Family SOUP System Navigation Pre and Post Surveys. N=6-7 matched pairs. Statistically significant, \*p<.05, \*\*p<.01, +marginally significant.

All caregivers 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 (100%); and staff’s ability to help get concerns or questions resolved (100%).

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

### A Family SOUP System Navigation Success Story

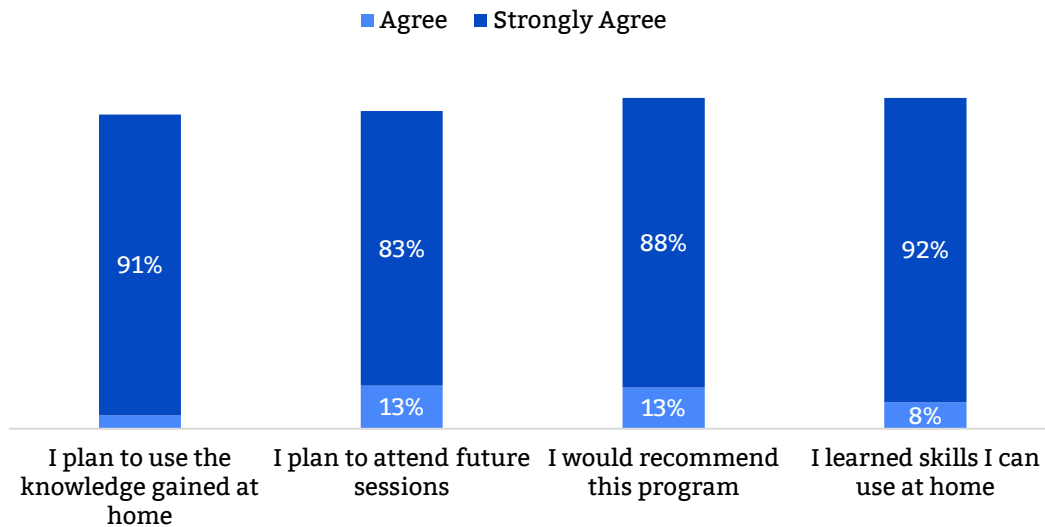
*A mother we served this year moved to the area a month prior to the onset of statewide COVID-19 stay-at-home orders, making things more difficult for her to find information that could help her and her son, who has autism. She was particularly concerned about navigating her son’s special needs services with the closure of schools, and reported her son was frustrated by distance learning. Family SOUP quickly connected her with the Yuba County Office of Education Child Development Behavioral Consultation program to receive behavioral services and helped her navigate the changes to school services and the challenges of distance learning. The mother was also connected with a resource parent who provided parent-to-parent support. She appreciated talking with another parent who understood her experiences, saying she no longer felt “lost” and felt “less isolated.”*

## PARENT SUPPORT GROUPS AND WORKSHOPS

Seven caregivers who participated in an online parent support group during COVID-19 completed a survey. Most of them indicated that the support group helped them manage problems and challenges in their lives (86%) and helped them feel less isolated (86%).

In a survey given at the end of PALS parent workshops, most caregivers provided positive feedback. Ninety-five percent of caregivers said that they plan to use knowledge gained in their session at home, 96% plan to attend future sessions, and all said they learned skills they can use at home and would recommend the program to other parents.

PERCENT OF PARENTS WHO “AGREED” OR “STRONGLY AGREED” WITH STATEMENTS ABOUT THE PALS SESSIONS

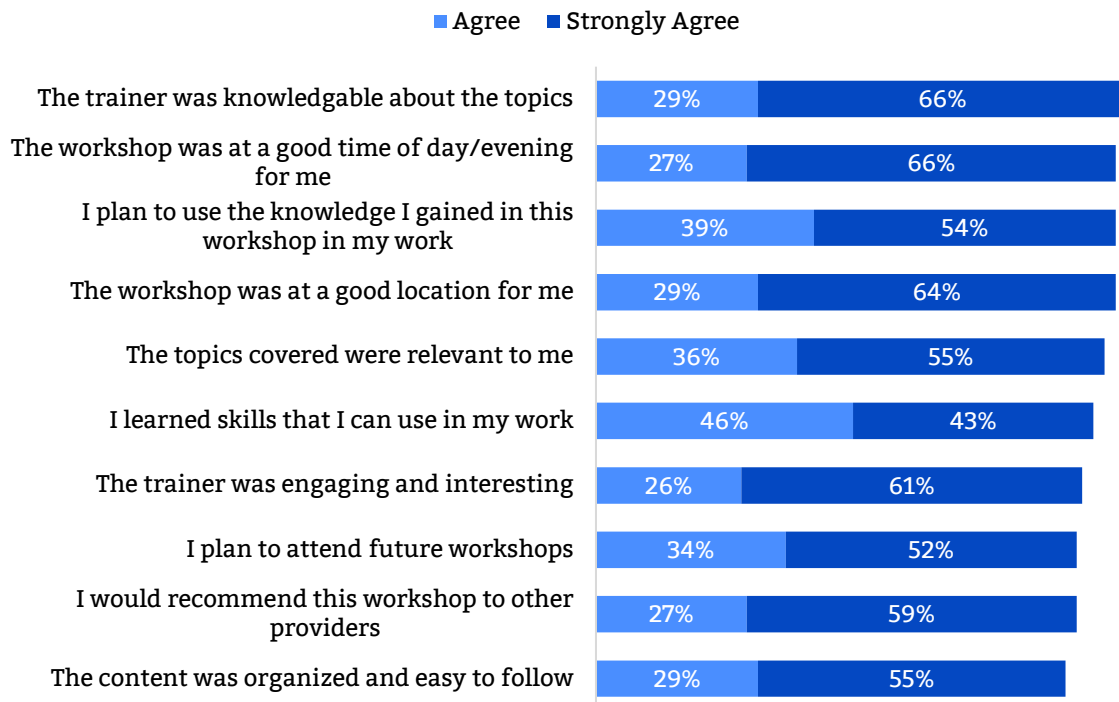


Source: PALS Survey, N=24.

## PROVIDER WORKSHOPS

Providers who participated in the Family SOUP provider workshops also offered positive feedback. Over 9 in 10 said the trainer was knowledgeable, the workshop was held at a good time and location, the participant planned to use the knowledge gained from the workshop in their work, and the topics were relevant to them.

PERCENT OF PROVIDERS WHO “AGREED” OR “STRONGLY AGREED” WITH STATEMENTS ABOUT PROVIDER WORKSHOPS



Source: Family SOUP Provider Survey, N=56.

## YUBA COUNTY OFFICE OF EDUCATION BEHAVIORAL SERVICES

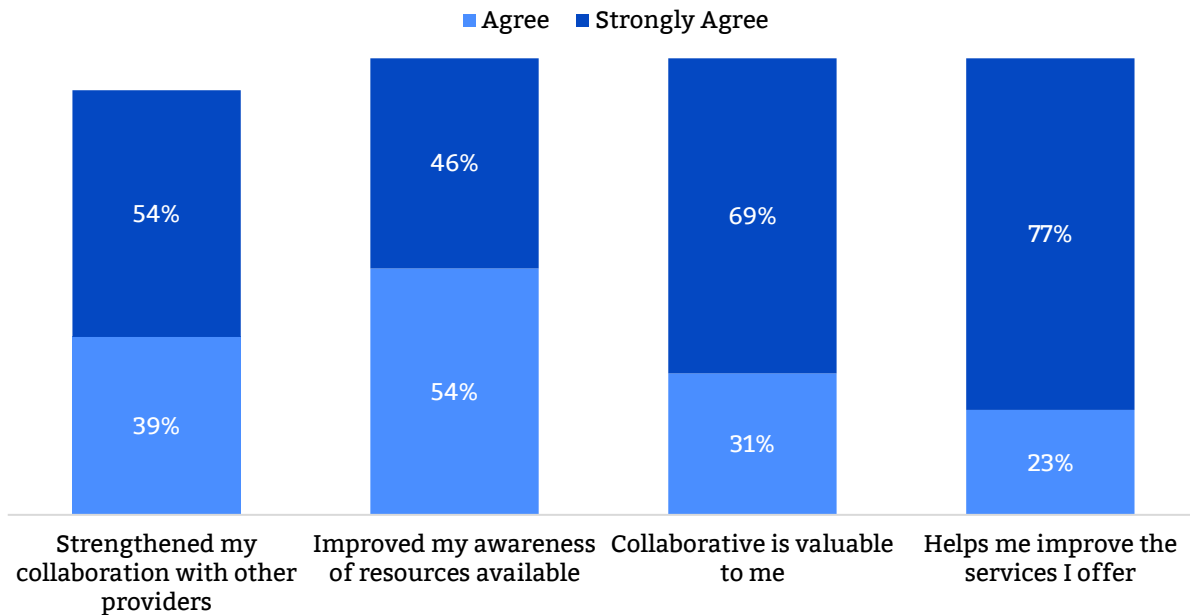
The Yuba County Office of Education (YCOE) provides brief and intensive behavioral services through its Child Development Behavioral Consultation (CDBC) program and multiple series of parent education classes on positive discipline and child development (Positive Discipline and BEST). YCOE also offers 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. Following the stay-at-home order for COVID-19, YCOE provided virtual programming to participants to allow for the continuation of learning for parents. Below are data highlights from the workshops conducted in 2019-20:

- 26 workshops, averaging approximately 2 hours each, were offered; CDBC held 2 Spanish-language and 24 English-language workshops.
- Workshops were offered at 7 different locations across the county and via Zoom during COVID-19.
- 238 participants attended these workshops.

## BI-COUNTY EARLY ACCESS SUPPORT

Yuba County Office of Education Behavioral Services facilitates the BEAS (Bi-County Early Access Support) collaborative provider group, which was held virtually during COVID-19. All providers felt the collaborative group improved their awareness of resources available in the community, that the collaborative is valuable to them, and that it helped them improve the services they offer. Just over 9 in 10 providers (93%) felt that the provider group strengthened their collaboration with other providers.

PERCENT OF PROVIDERS WHO “AGREED” OR “STRONGLY AGREED” WITH STATEMENTS ABOUT THE COLLABORATIVE PROVIDER GROUP



Source: BEAS Surveys. N=13.

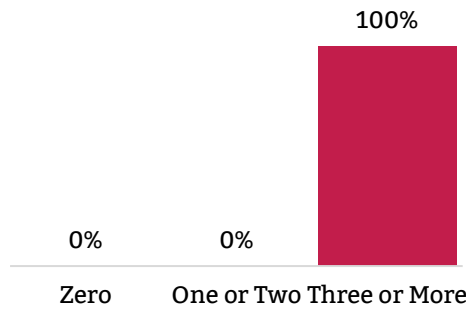
## BEHAVIORAL CONSULTATION

In the current fiscal year, the CDBS specialist conducted 24 behavioral screenings using the Temperament and Atypical Behavior Scale (TABS) screener. Children who received a score of 0 (no behavioral problems) 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. All children screened received a score of 4 or higher, suggesting that these children’s development is atypical.





NUMBER OF BEHAVIORAL PROBLEMS PRESENT IN CHILDREN



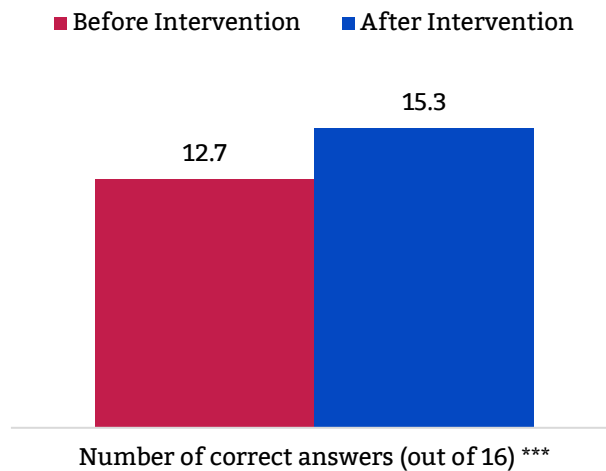
Source: TABS Screener. N=9 children.

Each quarter, between 8 and 12 children received intervention services from the CDBS provider. Over the course of the fiscal year, brief intervention services were provided for 10 children demonstrating behavioral challenges and intensive intervention services were provided for 7 children with more significant needs. In addition, 174 consultations on behavioral concerns were provided by phone or email. Due to safety precautions related to COVID-19 there were no face-to-face consultations in the fourth quarter. However, a significant number of phone support consultations were provided during this time.

POSITIVE DISCIPLINE AND BEST PARENTING CLASSES

YCOE also offered an education series called Positive Discipline that covered child development and positive parenting practices. Before COVID-19, the parenting classes were held in person and knowledge of participants was assessed using a survey administered at the beginning of the program and 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. On average, parents answered approximately 13 out of 16 knowledge questions correctly at the beginning of the education series, and 15 questions correctly at the end.

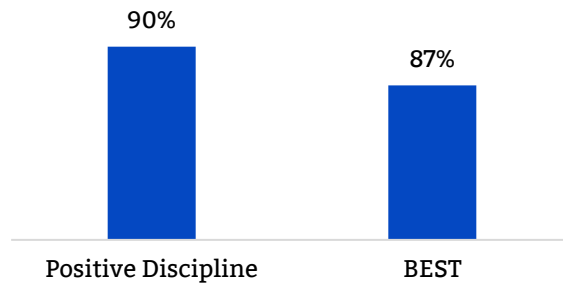
PARENTING KNOWLEDGE BEFORE AND AFTER POSITIVE DISCIPLINE PARENTING CLASSES



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

The BEST parenting class series targeted teen parents and, similar to the Positive Discipline series, taught participants about child development and positive parenting practices. Parents attending in-person BEST classes before COVID-19 also completed surveys at the beginning and end of the program, but there were too few surveys from the in-person series to conduct analyses. During COVID-19, both Positive Discipline and BEST parenting classes were offered online with brief surveys administered after each session. The brief post surveys tested participants’ knowledge of child development and positive parenting practices. Survey results showed that Positive Discipline participants answered 90% of the questions correctly, while BEST participants correctly answered 87% of the questions.

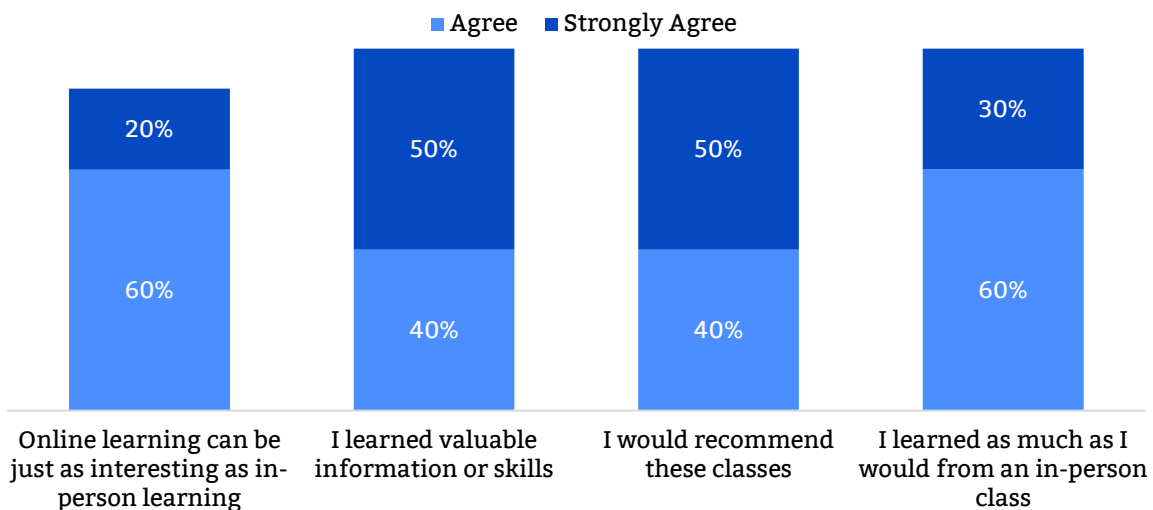
PERCENT OF QUESTIONS ANSWERED CORRECTLY AT THE END OF THE PARENTING CLASS SERIES



Source: Positive Discipline/BEST Online Parenting Class Mini Surveys. Total number of questions: 24; number of parents each week: 5-22.

Ten parents in the Positive Discipline online classes answered a survey administered at the end of the series (no surveys were received from BEST participants). Of those respondents, 9 out of 10 strongly agreed or agreed that they learned useful information or skills, would recommend the parenting classes, and learned as much from the online classes as in-person classes. Eighty percent of respondents said that online classes can be just as interesting as in-person classes.

PERCENT OF POSITIVE DISCIPLINE PARENTS WHO “AGREED” OR “STRONGLY AGREED” WITH STATEMENTS ABOUT THE ONLINE PARENTING CLASSES



Source: Positive Discipline and BEST Online Parenting Class Post Surveys, N=10.

A selection of participant comments about the Positive Discipline program is below:

- *“The information is vital to understanding and caring for children! Thanks for everything!”*
- *“I really liked the demonstration of don't vs. do. It has helped me reflect on my responses to my little one and I have been giving her more specific instructions.”*
- *“I believe every parent should have courses such as this one available and should be encouraged to take them.”*

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

#### **A YCOE Parent Education Success Story**

*When Rachel began attending BEST Parenting in the fall of 2014, she was 15 and pregnant with her first child. After her first semester in the program she wanted to take the class again because she had since given birth to her son and wanted more information, but the meeting times conflicted with her school schedule. She returned to the BEST Parenting program in the spring of 2018 and attended again in the spring of 2019, when she was 19 and pregnant with her third son. At this point in her life, Rachel said she had become more mature and found that with this third child, she was paying close attention to her baby's development and feeling very interested about her older children's growth. She said she remembered things from her BEST classes and now could apply them when she saw her children learning and growing. She decided that she was interested in education and the BEST instructor encouraged her to broaden her experiences and apply to be a preschool substitute. She applied and worked as a substitute for many months until she was hired permanently. Rachel now has 28 units in ECE, has also taken many general education classes, and is working on her associate's degree.*

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

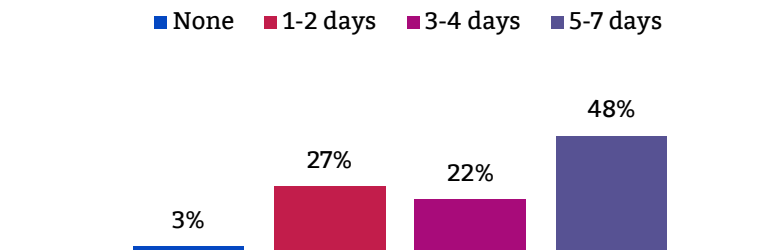
Four programs and services contributed to First 5 Yuba's second strategic goal that *all families connect to their communities and support their children's development*:

- 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. These proportions were nearly identical to those observed among First 5 participants in 2018-19.

FREQUENCY OF READING FOR CHILDREN SERVED BY FIRST 5 PROGRAMS

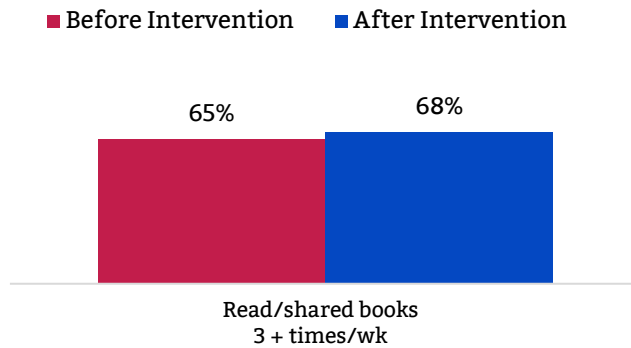


Source: Family Information Form (Intake) 2019-20. N=276.

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



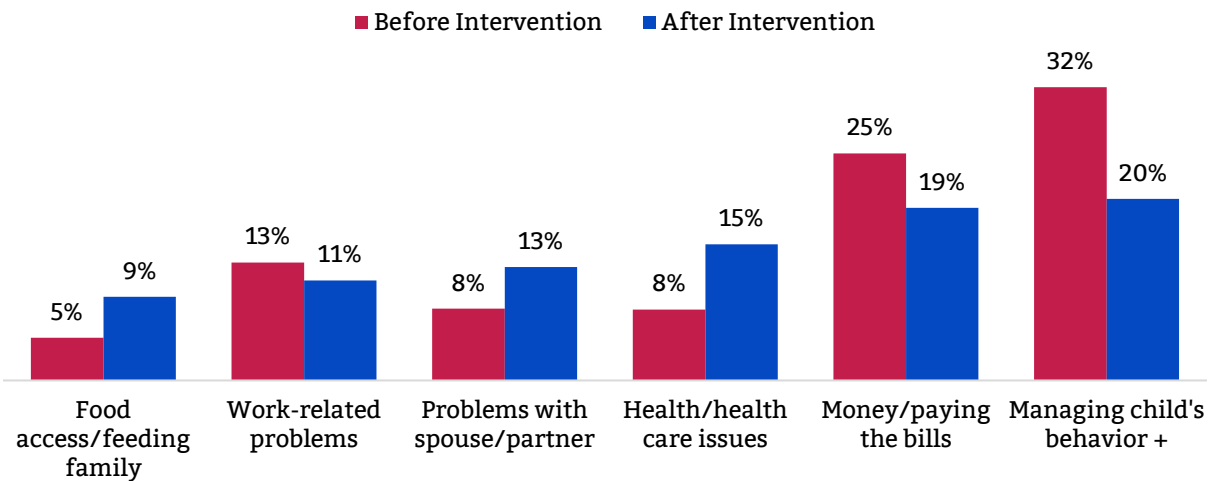
PERCENT OF PARENTS WHO READ OR SHARED BOOKS AT LEAST THREE TIMES PER WEEK FROM INTAKE TO FOLLOW-UP



Source: Family Information Form Pre and Post Surveys. N=77 matched pairs.

Additionally, changes in several caregiver outcomes were examined. As shown below, the percent of parents who reported feeling “moderately” or “very” concerned about problems with their spouse or partner, health or health care issues, 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 work-related problems, managing their child’s behavior, or paying the bills. In particular, there was a marginally significant decrease over time in the percent of parents who were concerned about managing their child’s behavior. It should be noted that nearly all FIFs were collected before the COVID-19 outbreak.

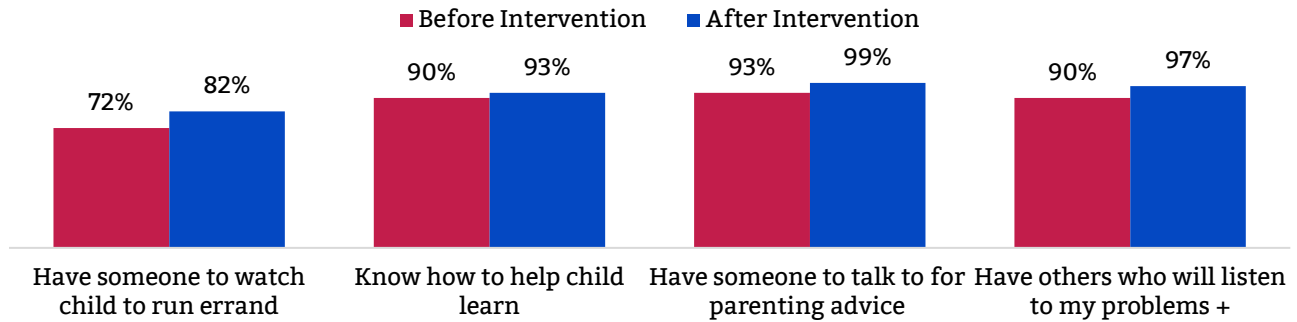
PERCENT OF PARENTS REPORTING LIFE CONCERNS FROM INTAKE TO FOLLOW-UP



Source: Family Information Form Pre and Post Surveys. N=62-67 matched pairs. \* Marginally significant, p<.1.

Caregivers were also asked to respond to 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 intake. Most increases were not significant, but there was a marginally significant increase in the percent of parents who said they have someone to talk to who will listen to their problems.

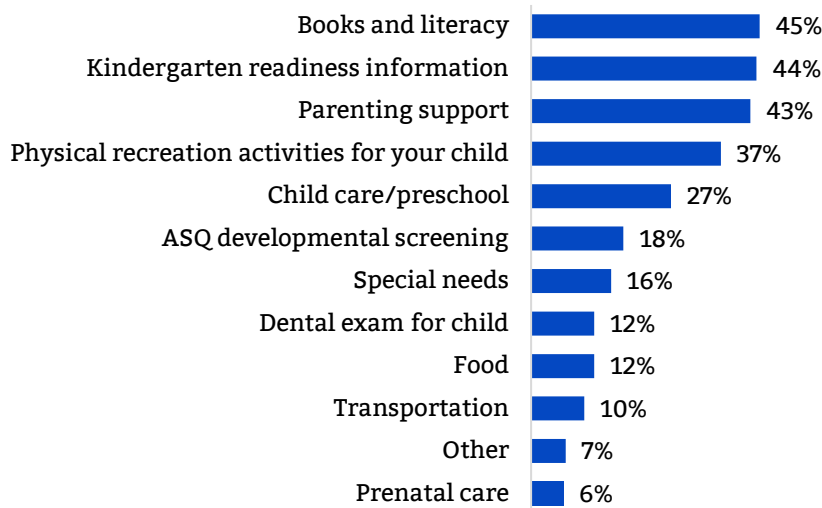
PERCENT OF PARENTS RATING VARIOUS CONNECTION TO SUPPORT AND PARENTING CONFIDENCE AS “DEFINITELY TRUE” OR “SOMEWHAT TRUE” FROM INTAKE TO FOLLOW-UP



Source: Family Information Form Pre and Post Surveys. N=67-69 matched pairs. +Marginally significant, p<.10.

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, 45% said they desired literacy resources, 44% wanted kindergarten readiness information, and 43% were interested in parenting support. Thirty-seven percent requested information about physical recreation opportunities for their children. Nearly three in ten (27%) needed child care/preschool referrals, 18% requested an ASQ developmental screening, and another 16% wanted special needs services. Other needs were less common.

TYPES OF REFERRALS NEEDED BY FIRST 5 PROGRAM PARTICIPANTS



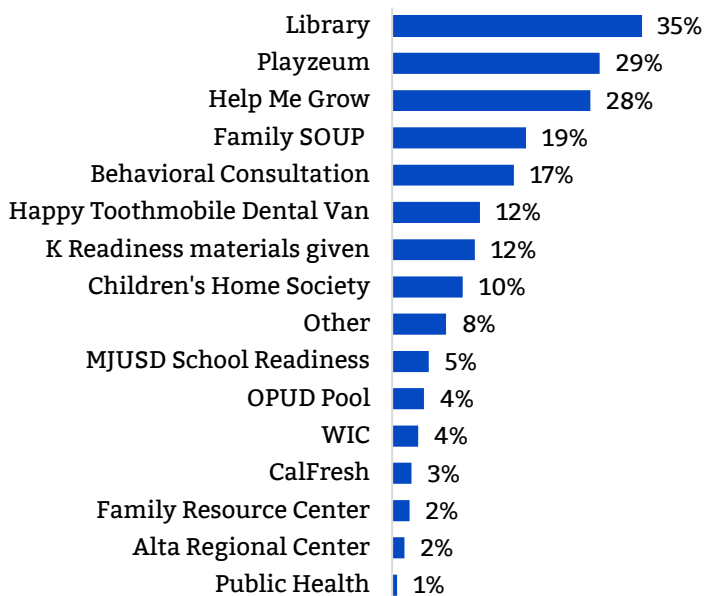
Source: Family Information Form (Intake) 2019-20. N=162-279.

Finally, First 5 Yuba providers reviewed the needs that families reported and then made appropriate referrals. The most frequent referrals were to library, the Playzeum, and Help Me Grow, provided to nearly or over 30% of participants across these programs. Referrals to the Family SOUP program were given to 19% of participants. Referrals to Behavioral Consultation were provided to 17% of families, and



12% of families received referrals to Happy Toothmobile Dental Clinic and received kindergarten readiness materials. Fewer families were offered other referrals.

PERCENT OF FIRST 5 PROGRAM PARTICIPANTS REFERRED TO DIFFERENT SERVICES



Source: Family Information Form (Intake) 2019-20. N=295.

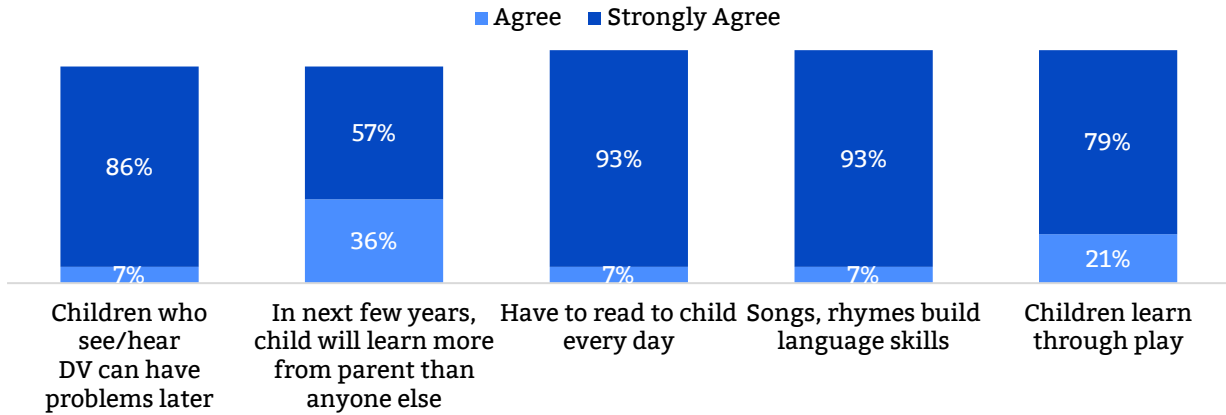
The remainder of this section describes services and outcomes for families in specific programs contributing to First 5 Yuba’s goal that *all families connect to their communities and support their children’s development*.

## 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. As it operates a school-based program, Camptonville Community Partnership was closed during the COVID-19 pandemic.

Parents completed a pre survey upon program intake (post surveys could not be collected due to COVID-19). On the survey, they indicated their beliefs around child development. All parents strongly agreed or agreed that songs and rhymes build language skills, children learn through play, and that they had to read to children every day. Ninety-three percent strongly agreed or agreed that they believe their children would learn more from them than anyone else in the first few years of life and that children who are exposed to domestic violence can have problems later in life.

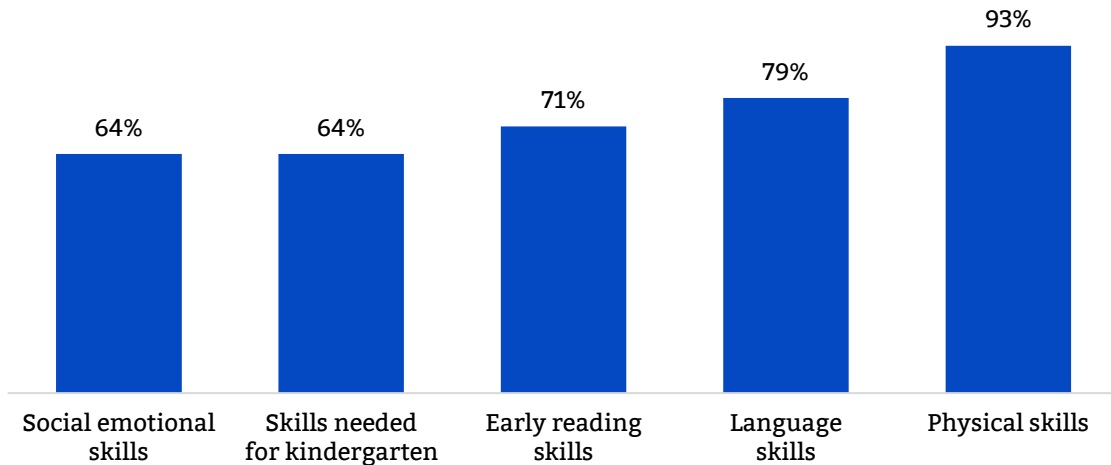
PERCENT OF PARENTS WHO “AGREED” OR “STRONGLY AGREED” WITH VARIOUS BELIEFS ABOUT CHILD DEVELOPMENT BEFORE 1, 2, 3 GROW PARENTING CLASSES



Source: Parenting Program Pre Surveys. N=14.

When asked about how confident parents were that they could build their child’s skills in various developmental areas, around two-thirds were very confident they could build children’s emotional skills and the skills needed for kindergarten. Just over 70% felt very confident in their ability to build early reading skills, and 79% were confident in their ability to build language skills. Over 90% reported they were very confident they could help their child develop physical skills.

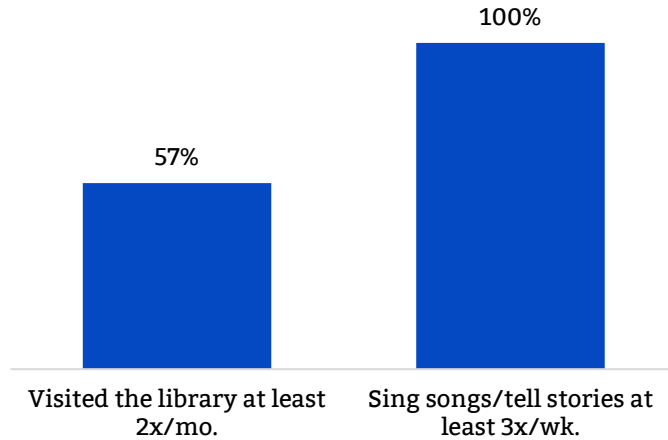
PERCENT OF PARENTS WHO FELT “VERY” CONFIDENT IN HELPING THEIR CHILD BEFORE 1, 2, 3 GROW PARENTING CLASSES



Source: Parenting Program Pre Surveys. N=14.

Before taking the parenting classes, all parents sang songs and told stories to their child at least three times per week, while only a little more than half parents visited the library at least two times per month.

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



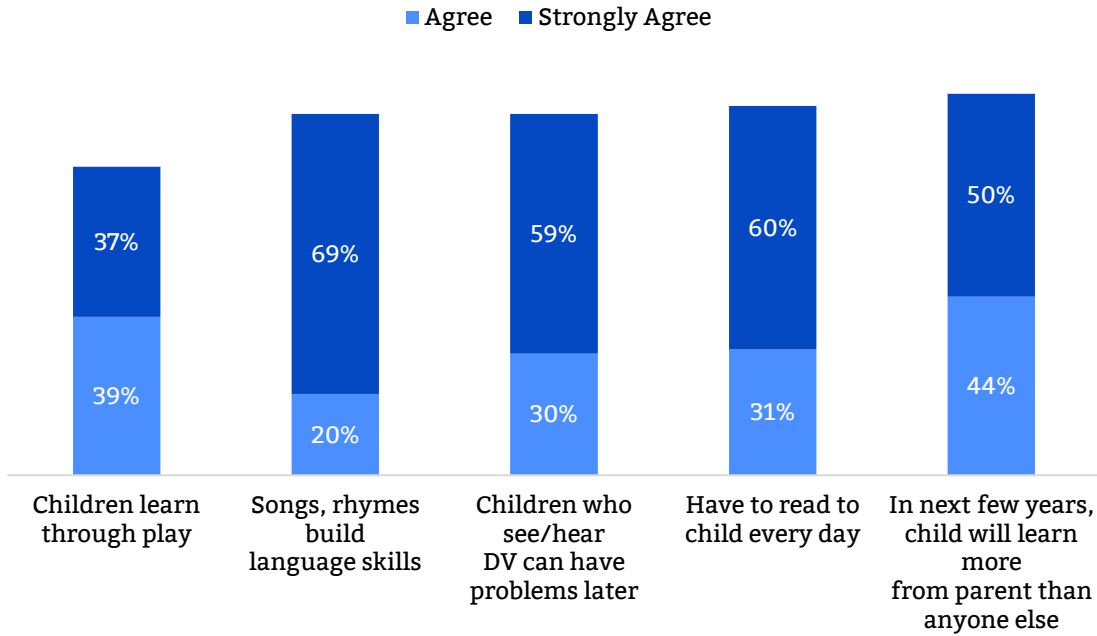
Source: Parenting Program Pre and Post Surveys. N=14.

## MJUSD SCHOOL READINESS

Parent-child school readiness services were offered at four MJUSD school sites in 2019-20: 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. As a school-based program, the MJUSD school readiness program also closed during the COVID-19 pandemic, and therefore only pre survey data were collected.

At intake, just 76% of parents strongly agreed or agreed that children learn through play, and 94% said that their child will learn more from them than anyone else in the next few years. Approximately 9 in 10 strongly agreed or agreed that children who are exposed to domestic violence can have problems later, that they have to read to their child every day, and that songs and rhymes can help build language skills.

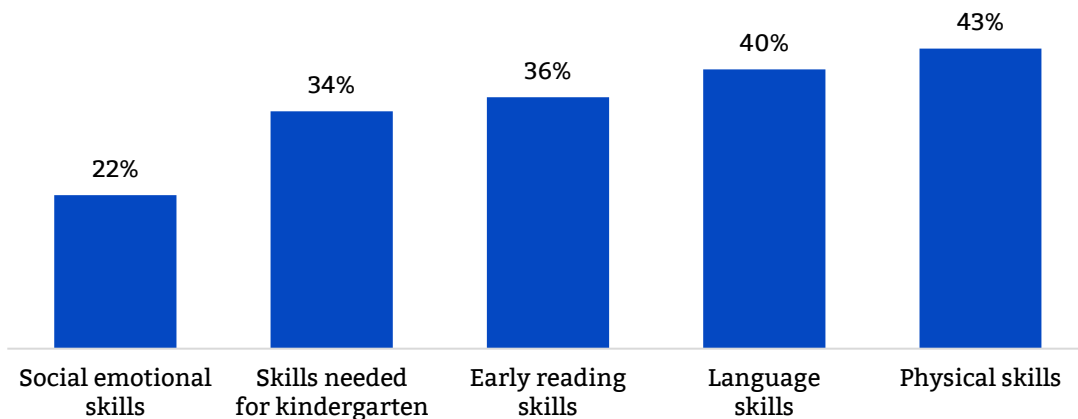
PERCENT OF PARENTS WHO “AGREED” OR “STRONGLY AGREED” WITH VARIOUS BELIEFS ABOUT CHILD DEVELOPMENT BEFORE MJUSD PARENTING CLASSES



Source: Parenting Program Pre-Surveys. N=52-54.

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. Only one in five parents felt very confident in their ability to build their child’s social and emotional skills, just over one-third felt very confident that they could build their children’s early reading skills and the skills needed for kindergarten, and around 40% were very confident in their ability to build language skills and physical skills in their children.

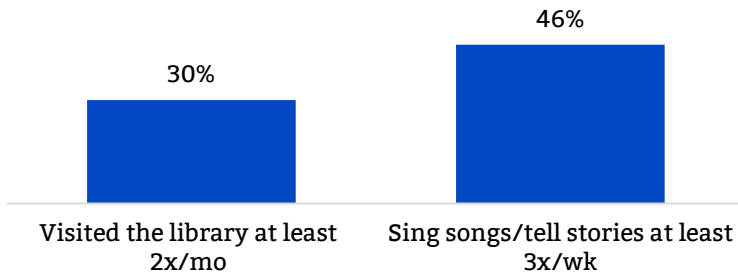
PERCENT OF PARENTS WHO FELT “VERY” CONFIDENT IN HELPING THEIR CHILD BEFORE MJUSD PARENTING CLASSES



Source: Parenting Program Pre Surveys. N=54.

Before taking the parenting classes, close to half of the parents sang songs and told stories to their child at least three times per week, while only 3 in 10 parents visited the library at least two times per month.

FREQUENCY OF ACTIVITIES WITH THE CHILD BEFORE MJUSD PARENTING CLASSES



Source: Parenting Program Pre-Surveys. N=55.

*“School Readiness has helped us become better parents and has given us better knowledge of the school system. We were never informed as parents or felt like we had a voice in our children’s school until we started participating in School Readiness. It has empowered us as parents and has taught us how to advocate for our children. We are grateful to be a part of School Readiness.”*

- MJUSD School Readiness Participant

## 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 300 children and parents participated in the library’s programs in the first three quarters of the fiscal year. The library was closed to the public in March 2020 due to COVID-19, but in May and June, virtual Story Time was offered on Facebook, receiving 2,677 views, and 47 craft kits were delivered to families. Participants in the Story Time and summer reading programs provided the following comments about their experience:

- *“I like the chance for my child to socialize with other kids, and the program reinforced the importance of reading to my child regularly.”*
- *“[The program] teaches my child to listen and interact with other people.”*
- *“[My child] is learning a lot and starts remember a lot of colors, shapes, etc.”*
- *“[The program] keeps me on top of reading with my child.”*

During COVID-19, the library’s virtual Story Time received

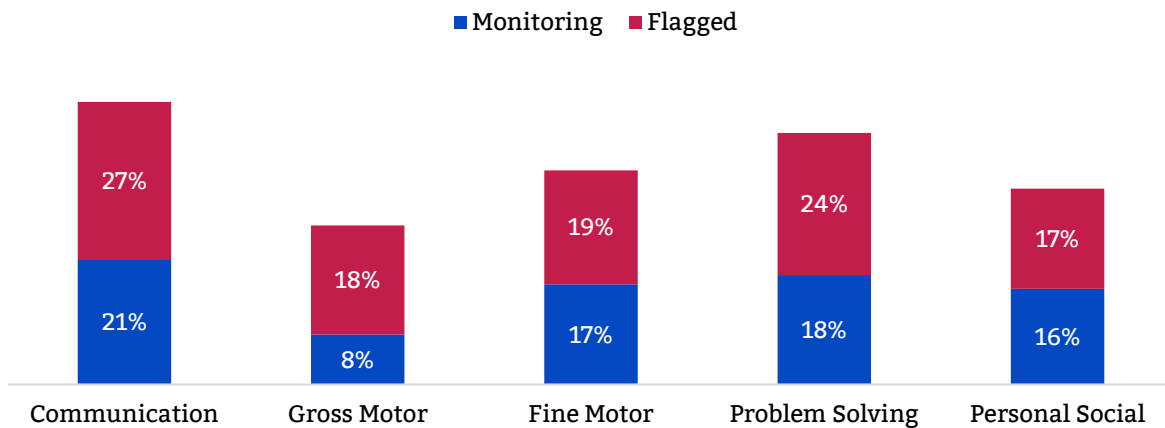
**2,677** views

## 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 2019-20 fiscal year:

- The Help Me Grow call center received calls concerning 46 children and provided callers referrals to needed services.
- In addition, 131 Ages and Stages Questionnaire (ASQ-3) and Ages and Stages Questionnaire Social-Emotional (ASQ-SE) screenings were conducted in 2019-20. Across the ASQ-3 domains, a higher proportion of children were monitored (21%) and flagged (27%) on Communication and on the Problem Solving domains (18% monitoring, 24% flagged).



Source: 19-20 ASQ-3 Aggregate Results, by Category. N= 131.

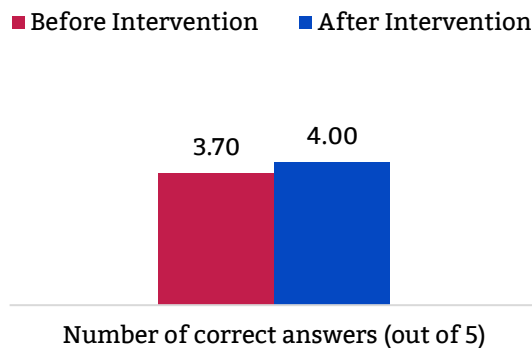
## PLAYZEUM DEVELOPMENTAL PLAYGROUPS

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 89 sessions were conducted (including 11 virtual sessions during COVID-19) – 26 for infants, 26 for toddlers, and 37 for preschoolers – each lasting approximately 1.5 hours. An average of 7 parents and 9 children attended each playgroup. Help Me Grow also distributed 75 activity kits during COVID-19 to parents and caregivers who attended the Playzeum playgroups.



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. Nine parents completed a survey both before and after receiving services (note that statistical significance testing was not done due to the small sample size). Parents showed slight improvement over time in their knowledge of child development, answering just under 4 of 5 questions correctly at pre and 4 questions correctly at post.

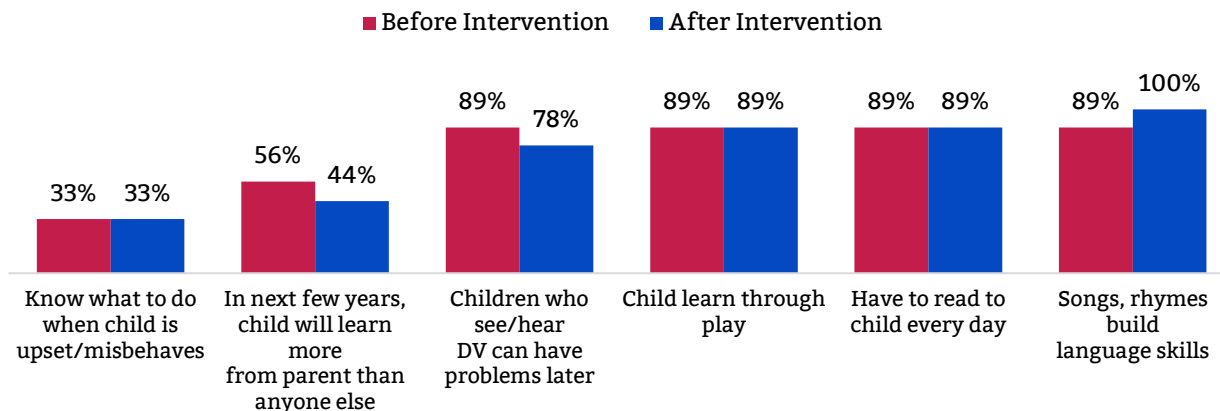
PARENTING KNOWLEDGE BEFORE AND AFTER PLAYZEUM PLAYGROUPS



Source: Parenting Class Pre and Post Surveys. N=9 matched pairs.

The chart below presents the percent of parents who “strongly agreed” with statements about child development. At both program entry and exit, the majority of parents strongly agreed that songs and rhymes build language skills, that children who are exposed to domestic violence can have problems later, that they should read to their child every day, and that children learn through play. However, fewer than half of parents at both time points believed they know what to do when their child is upset or misbehaves and that their child will learn more from them than from anyone else in the first few years of life. There was no change from intake to exit for most items, but an increase in the proportion of parents who strongly agreed that songs and rhymes build language skills. Yet, there was a decline over time in the proportion who said children who are exposed to domestic violence can have problems later in life and that in the next few years the child will learn more from the parent than anyone else.

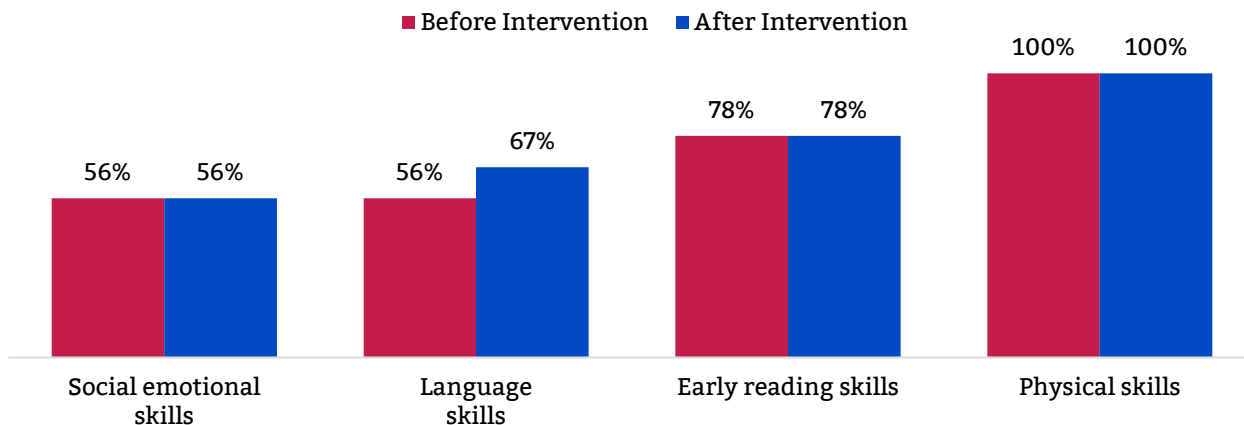
PERCENT OF PARENTS WHO “STRONGLY AGREED” WITH VARIOUS BELIEFS ABOUT CHILD DEVELOPMENT BEFORE AND AFTER PLAYZEUM PLAYGROUPS



Source: Parenting Program Pre and Post Surveys. N=9 matched pairs.

Just over half of parents felt very confident they could help build their child’s social emotional skills at both program entry and exit, while the percent of parents who felt very confident that they can help their child develop language skills increased from 56% to 67%. Parents did not demonstrate change in their efficacy around building early reading skills (78% at both time points) and physical skills (100% at both entry and exit).

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

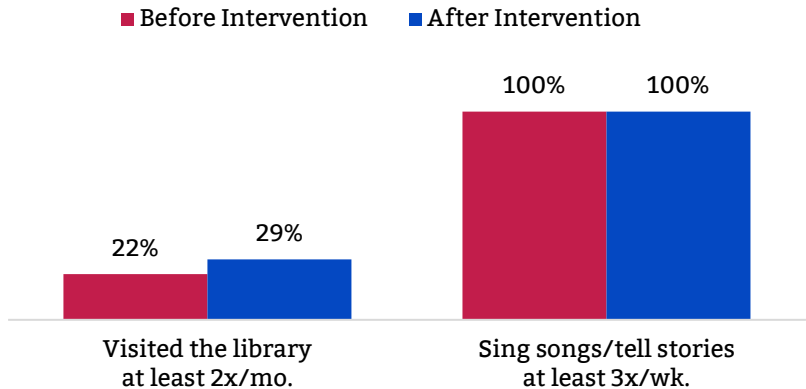


Source: Parenting Program Pre and Post Surveys. N=9 matched pairs.

At both program entry and exit, all parents reported they sang songs or told stories at least three times a week. The percent of parents who visited the library at least twice per month increased from 22% at intake to 29% at exit.

FREQUENCY OF ACTIVITIES WITH THE CHILD BEFORE AND AFTER PLAYZEUM PLAYGROUPS

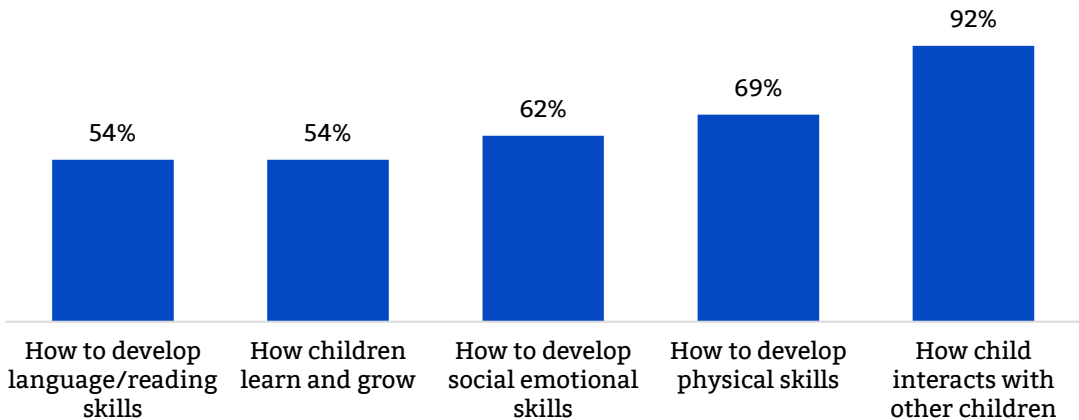




Source: Parenting Program Pre and Post Surveys. N=9 matched pairs.

At program exit, over half of parents said they learned a lot from the playgroups about how to develop language and literacy skills and how children develop, and 62% said they learned a lot about how to develop social emotional skills. Over two-thirds of parents in the program said that they learned “a lot” about how to help build their children’s physical skills, and 92% of 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=13 parents.

All parents participating in the Playzeum playgroups were “very satisfied” with the program. Program staff shared the following success story:

#### **A Playzeum Success Story**

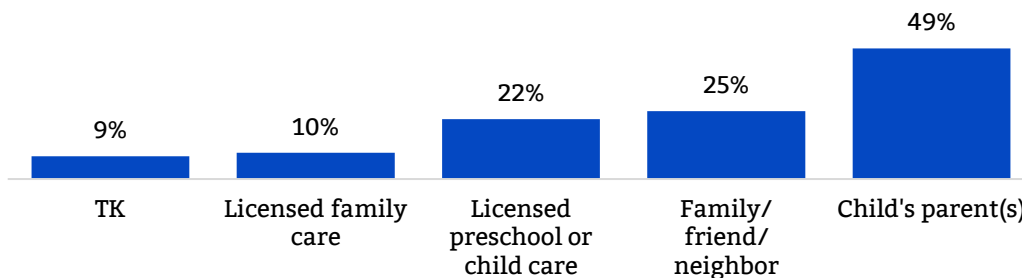
*Our biggest success story would be Zechariah. Zechariah is almost 5 years old and has noticeable speech and language delays. He does not make eye contact and has difficulties interacting with the other children in the class. As class progressed, Zechariah gained a great understanding and appreciation for the class routine and now knows when to sit and listen to our story and when it's time to transition to a different activity, including clean up times. I have noticed him using more speech, and his mom reported that he hums our “clean up song” when it's time to clean up at home. He has also shown more social interactions with the other children including taking turns appropriately. However, most significant are the changes that have happened for Zechariah's mom. She began by being very closed off to other parents in the group, and mostly kept to herself. She has now made a few friends in the group with whom she talks about parenting issues. She also has developed more trust in [the Playzeum staff] and has started to ask us questions about what is or isn't age-appropriate behavior for Zechariah. We believe this to be a huge first step towards being open to receive some of the resources that he may need. Most importantly, we think that she is realizing that she isn't alone in her desire for her son to succeed and finding value in a trusted support system.*

## 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 early childhood education (ECE) providers with professional development and financial support. Prior to discussing outcomes for these providers, we describe the child care arrangements of children in all First 5 Yuba programs.

Approximately half the children were cared for in an informal setting by the parent (49%), with one-quarter being cared for by a family member, friend, or neighbor. Just 22% attended a licensed preschool or child care, 10% attended licensed family child care, and 9% attended Transitional Kindergarten (TK), but these proportions are higher than those observed in 2018-19.

CHILD CARE ARRANGEMENTS FOR CHILDREN SERVED BY FIRST 5 PROGRAMS



Source: Family Information Form (Intake) 2019-20. Percentages are based on the total number reported. N=295.

### IMPACT

Through the First 5 California Improve and Maximize Programs so All Children Thrive (IMPACT) grant, 18 child care providers in both licensed and informal care settings (e.g., libraries, school readiness programs) received training on the ASQ-3 and ASQ-SE developmental screenings. Providers also received follow up support and technical assistance on the screening tools to assist them in using both the paper and online versions of the questionnaires, talking with parents about the results, and providing families links to other resources.

**18** child care providers received training on conducting developmental screenings

### CHILD CARE PLANNING COUNCIL

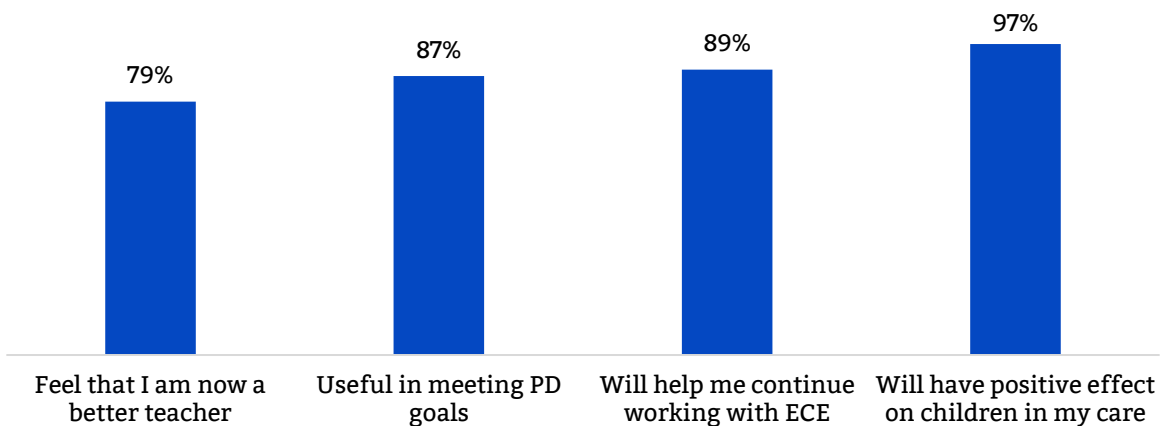
The Child Care Planning Council offered the Keys to Quality program, which involved professional development and quality improvement support to 93 ECE providers in Yuba County in 2019-20, including 45 who were directly supported by First 5 funds. The Council transitioned trainings and meetings to a virtual setting in response to COVID-19 to allow providers continued access to professional development opportunities. Participants received over 1,765 hours of professional development and completed 137

units towards an ECE, a child development or related degree, or a higher-level Child-Development Permit.

At the end of the fiscal year, 75 participants in the Keys to Quality professional development and stipend program completed a survey about their experiences. Sixty-one percent of these providers were affiliated with a state-funded program, with fewer working at a Head Start or Early Head Start program (15%), family child care program (15%), private center-based program (10%), or Title 1 preschool program (1%). Eighty percent worked with preschool-aged children, while 16% worked with toddlers and 4% worked with infants. Over half (59%) of providers had at least an associate degree, and 64% had a Child Development Permit.

The chart below illustrates the proportion of providers who responded that various aspects of the program benefited them “very much.” Almost all (97%) participants felt strongly that the program will have a positive effect on the children in their care. Nearly 9 in 10 said that it will help them continue working in the field, and that it will be useful in meeting their professional development goals. Seventy-nine percent said that the Keys to Quality Stipend program made them a better teacher.

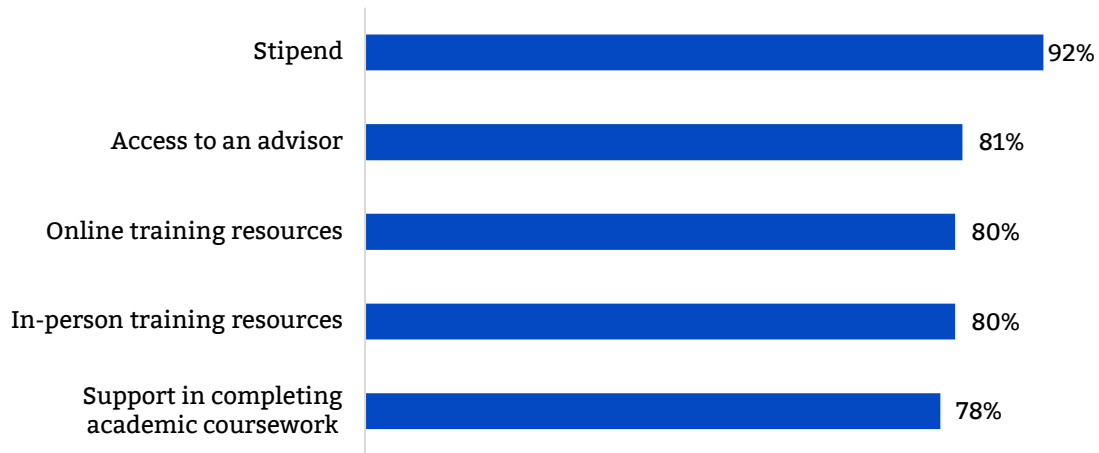
PERCENT OF PARTICIPANTS WHO FELT THAT KEYS TO QUALITY STIPEND PROGRAM HELPED THEM “VERY MUCH”



Source: Keys to Quality Stipend Program Survey. N=75.

Participants were asked to indicate which program resources were beneficial to them. Respondents were most likely to say that the stipend was beneficial (92%), followed by access to an advisor (81%), and online and in-person training resources (80%, respectively). Almost four in five participants found the support in completing academic coursework to be very beneficial.

KEYS TO QUALITY STIPEND PROGRAM RESOURCES PARTICIPANTS FOUND VERY BENEFICIAL



Source: Keys to Quality Stipend Program Survey. N=54-71. Does not include respondents who selected N/A.

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

- *“This was a great opportunity for me to stay current in best practices. It was encouraging to seek workshops/trainings and meet others in the field.”*
- *“I think this is one of the best things for people working in this field. We are isolated from others during our work hours and this helps to not feel so alone. The classes have been a tremendous help. I like learning but cannot always afford it. This program makes that possible. THANK YOU!”*
- *“I really enjoy the Keys to Quality program; I am able to learn and grow in my profession. I truly enjoy collaborating with other professionals in the field and sharing experiences with them. Thank you for the opportunity to participate in the program.”*
- *“I appreciate the training opportunities from [the online training platform] Quorum. I like how they are set up and interactive. This year I also took part in classes in person which I enjoyed.”*



## Conclusion

In the 2019-20 fiscal year, First 5 Yuba provided essential services and supports to children, their families, and early childhood care providers in the community prior to and throughout the COVID-19 pandemic to ameliorate the effects of COVID-19 and contribute to the achievement of First 5 Yuba's three strategic goals:

### ALL CHILDREN MAINTAIN OPTIMAL HEALTH

To support children's positive health outcomes, First 5 Yuba funded oral health services, swim lessons and free open swim, support for children with special needs and their families, and behavioral consultations and parenting classes. For example, the MJUSD and Peach Tree Health Mobile Dental Clinic served 163 children 0-5, many of whom said their child would not have received dental care if the Mobile Dental Clinic and its services were not available. OPUD offered swimming lessons to 108 children 0-5 and free open swim to 501 children 0-5. Family SOUP helped caregivers of children with special needs feel more comfortable with talking to professionals and more knowledgeable about available service options. Additionally, the YCOE provided 174 consultations on behavioral concerns; brief intervention services for 10 children demonstrating behavioral challenges; and intensive intervention services for seven children with more significant needs. Throughout the year, YCOE parenting classes were also offered, with classes taking place online during COVID-19.

### 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 helped them support their children's development. MJUSD and Camptonville 1,2,3 offered school readiness programs for 113 parents and caregivers until March 2020, when they had to close due to the COVID-19 pandemic. Other programs were able to shift their services to continue supporting families during COVID-19. The library offered virtual story time through Facebook and received 2,677 views. Help Me Grow provided developmental screenings to the families of 131 children, and additionally addressed developmental questions and concerns for 46 families. Finally, the Playzeum distributed 75 activity kits to parents and caregivers who attended their playgroups, which were offered virtually during COVID-19.

### 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 to ECE providers in Yuba County. A total of 45 ECE professionals were provided professional development opportunities and stipends through the Keys to Quality program. In collaboration with Keys to Quality, First 5 Yuba also supported the training of 18 child care providers in various settings on conducting developmental screenings through the IMPACT program. At the end of the Keys to Quality program, almost all the participants felt strongly that the program 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 addressing the effects of COVID-19 and making a significant, positive impact on the overall health and well-being of Yuba County's young children and their families.