

First 5 Yuba Evaluation Report

2017-18



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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 2017-18, First 5 Yuba provided programs and services in support of these goals, which in turn, contribute to 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

- 294 children 0-5 received dental services from the Marysville Joint Unified School District (MJUSD) and Peach Tree Health dental van; nearly two-thirds of these children wouldn't otherwise have received dental care.
- 112 children 0-5 received swimming lessons and close to 500 children 0-5 participated in free open swim at Olivehurst Public Utility District Pool.
- Children with special needs who participated in Music Therapy at Family SOUP demonstrated improvement in a variety of areas, including their ability to participate in group activities.
- Parents in Yuba County Office of Education classes showed significant improvement from program intake to exit in their knowledge of parenting and child development.

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

- From program entry to program exit, parents in Camptonville Community Partnership 1, 2, 3 Grow classes increased the frequency with which they engaged in activities with their children, including singing songs and telling stories, exercising and playing sports, and visiting the library.
- Parents in school readiness classes offered by the MJUSD Child Development program showed significant improvement in their knowledge of child development and the importance of reading to their children every day.
- More families reported reading with their children on a daily basis after participating in Story Time at the library. Comments from parents suggested the program helped build literacy and social skills.
- Help Me Grow addressed developmental questions and concerns for 143 families, and over 100 Ages and Stages Questionnaire developmental screenings were conducted.
- Participants in Help Me Grow developmental playgroups at the Playzeum were significantly more likely to report knowing what to do when their child is upset or misbehaves after the intervention.

ALL CHILDREN ARE IN AN ENVIRONMENT CONDUCTIVE TO THEIR DEVELOPMENT

- Over 90% of early childhood education (ECE) participants in the Child Care Planning Council's Keys to Quality program said it helped them meet their professional development goals and will have a positive effect on children in their care.
- Children in the Fusion Kids co-op preschool showed improvement in their academic skills over the course of the program.

Introduction

In fiscal year 2017-18, First 5 Yuba supported community-based programs that contributed towards the achievement of the First 5 Yuba Commission's 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 illustrated in the strategic results framework on the following page, these programs are also in service of First 5 Yuba's overarching goal that all children enter school ready to learn.

The specific programs and services supporting First 5 Yuba's goals 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

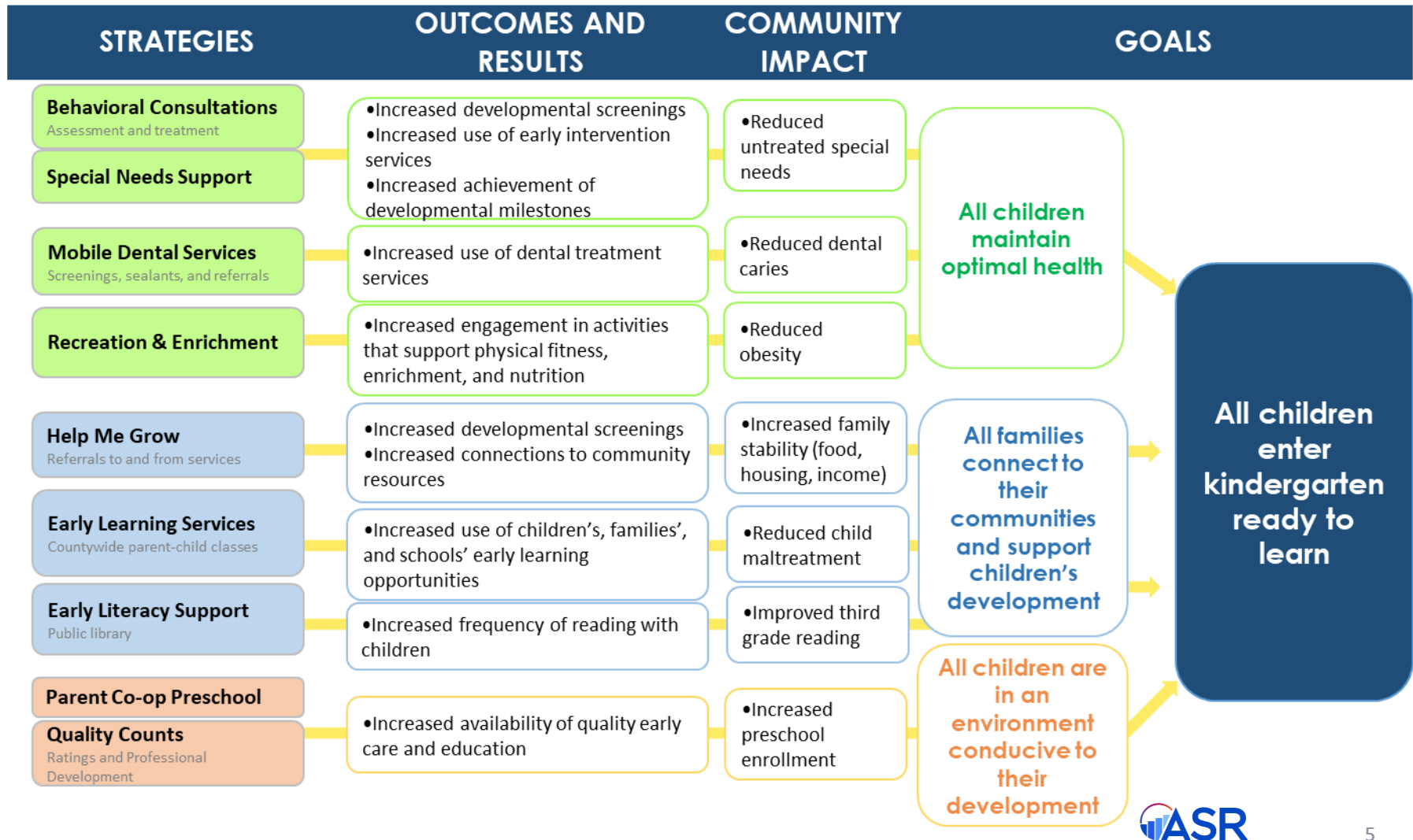
- Camptonville Community Partnership 1, 2, 3 Grow Program – Parent-child school readiness classes
- MJUSD Child Development Program – Parent-child school readiness classes
- Yuba County Library – Family literacy programs
- Playzeum/Help Me Grow – Developmental playgroups, developmental screenings, and 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
- Fusion Kids – Parent co-op preschool

This report describes activities and participant outcomes in the above community-based programs and services in the 2017-18 fiscal year. The first section summarizes the characteristics of children and families served, and the remainder of this report examines programmatic outcomes related to First 5 Yuba's goal areas.

Strategic Results Framework



Summary of First 5 Participants

This section summarizes the characteristics of participants in First 5 Yuba programs over the course of the 2017-18 fiscal year. A total of 1,637 children, 542 parents/caregivers, and 44 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	8	16	–
Yuba County Office of Education	Behavioral Consult./ Parent Education	74	97	–
MJUSD Student Services/Peach Tree Health	Dental Van	294	–	–
Olivehurst Public Utility District (OPUD)	Recreation	610	–	–
FAMILY FUNCTIONING PROGRAMS				
Camptonville Community Partnership	Parent Education	21	19	–
MJUSD Child Development Program	Parent Education	103	78	–
Yuba County Library	Story Time	145	101	–
Playzeum	Developmental Playgroups	116	77	–
Help Me Grow	Developmental Screenings/Referrals	251	143	–
CHILD DEVELOPMENT PROGRAMS				
Child Care Planning Council	ECE Quality Improvement	–	–	44
Fusion Kids	Preschool	15	11	–

Sources: First 5 Yuba Quarterly Progress Reports 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

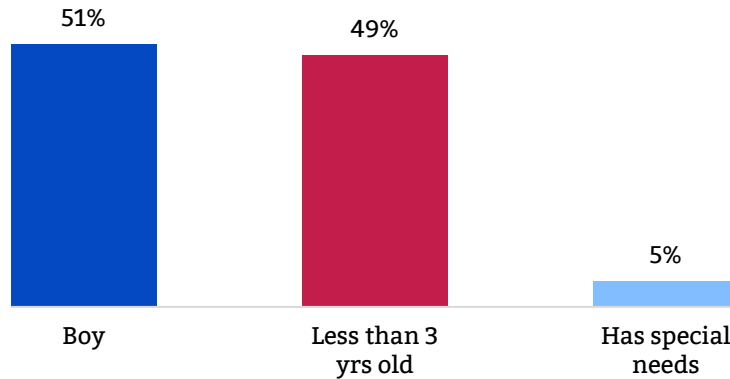
and socioeconomic information from families, along with baseline data on key parent and child outcomes, including the caregiver’s feelings of stress and support and the family’s engagement in activities to enrich their child’s health and development. The intake FIF also asked the caregiver to indicate 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.

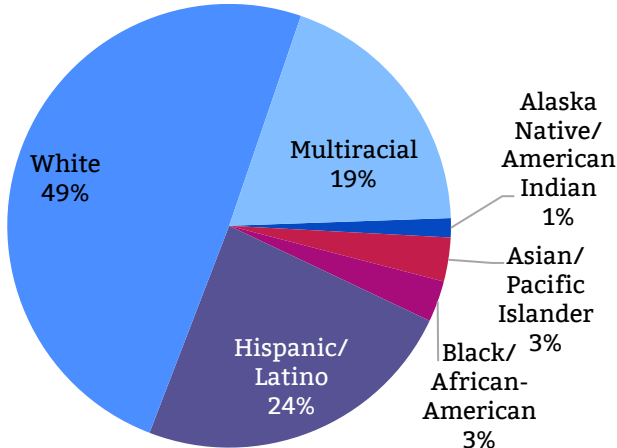
CHARACTERISTICS OF CHILDREN SERVED BY FIRST 5 PROGRAMS



Source: Family Information Form (Intake) 2017-18. Percentages are based on the total number reported. N=467 for gender; N=450 for age; N=437 for special needs.

Nearly half of children served were white (49%). About one-quarter (24%) were Hispanic/Latino, and 19% were multi-racial. All other respective racial/ethnic groups each comprised less than 5% of the population of children served.

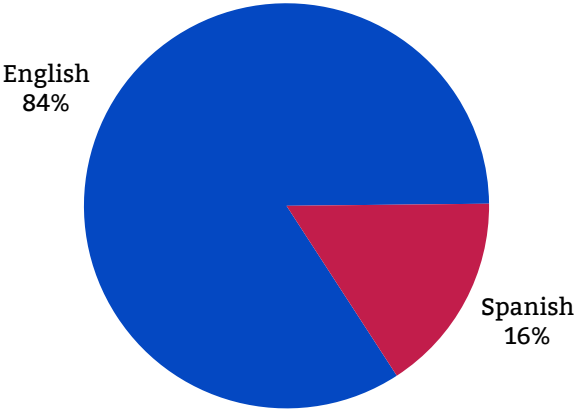
RACE/ETHNICITY OF CHILDREN SERVED BY FIRST 5 PROGRAMS



Source: Family Information Form (Intake) 2017-18. Percentages are based on the total number reported. N=437.

For most children served (84%), English was their preferred language, while 16% of children spoke Spanish as their preferred language.

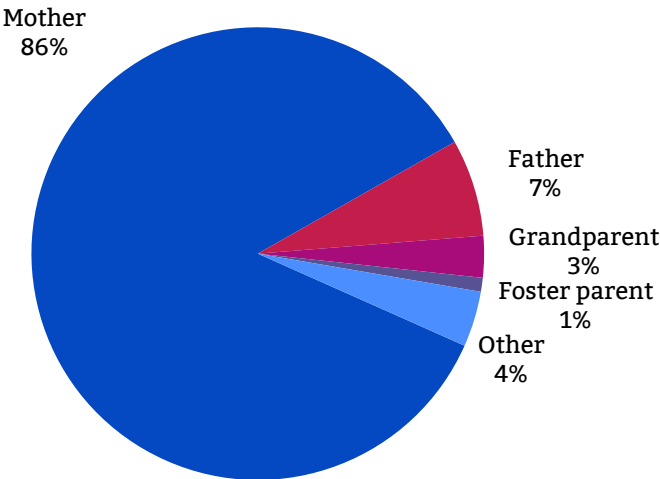
PREFERRED LANGUAGE OF CHILDREN SERVED BY FIRST 5 PROGRAMS



Source: Family Information Form (Intake) 2017-18. Percentages are based on the total number reported. N=456.

The caregivers also reported information about themselves on the intake survey. Most of the caregivers were the mothers of children served by First 5 (86%), followed in frequency by fathers (7%) and grandparents (3%). Eighty-two percent of the caregivers identified as female.

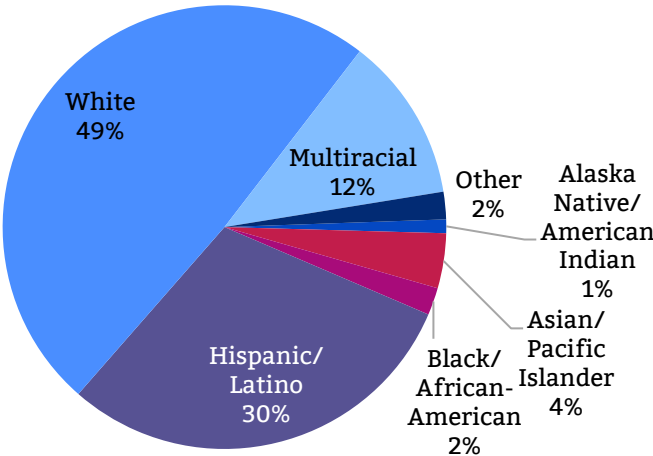
RELATIONSHIP OF CAREGIVERS TO CHILDREN SERVED BY FIRST 5 PROGRAMS



Source: Family Information Form (Intake) 2017-18. Percentages are based on the total number reported. N=344.

The race/ethnicity of the caregivers was similar to that of the children served in that nearly half of caregivers were white (49%); 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.

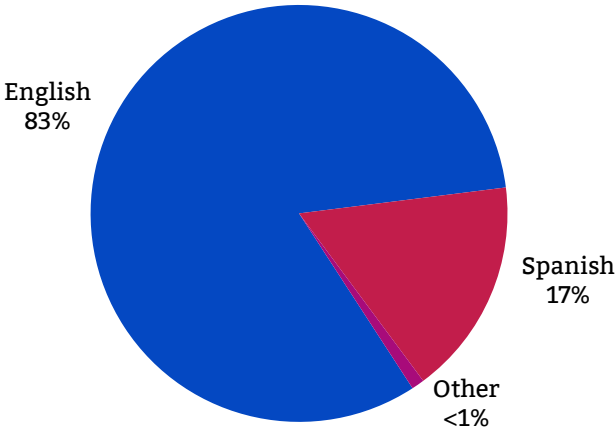
RACE/ETHNICITY OF CAREGIVERS SERVED BY FIRST 5 PROGRAMS



Source: Family Information Form (Intake) 2017-18. Percentages are based on the total number reported. N=341.

The preferred languages of caregivers were similar to those of the children served. Most (83%) preferred English, while 17% preferred Spanish.

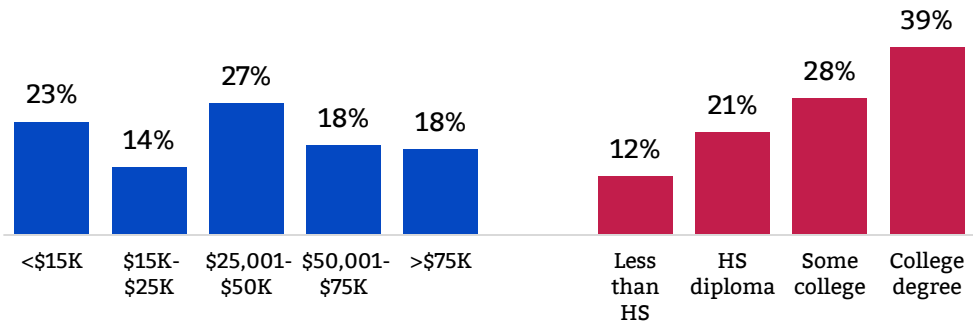
PREFERRED LANGUAGE OF CAREGIVERS SERVED BY FIRST 5 PROGRAMS



Source: Family Information Form (Intake) 2017-18. Percentages are based on the total number reported. N=339.

The FIF also asked parents questions about their socioeconomic status. Over one in five parents (23%) reported their household income was less than \$15,000 per year and another 14% of families earned between \$15,000 and \$25,000 annually. Twenty-seven percent had a household income of between \$25,000 and \$50,000, while the remaining 36% earned more than \$50,000. About one-third of mothers had no more than a high school education, while 28% of mothers had attended some college and 39% had a college degree.

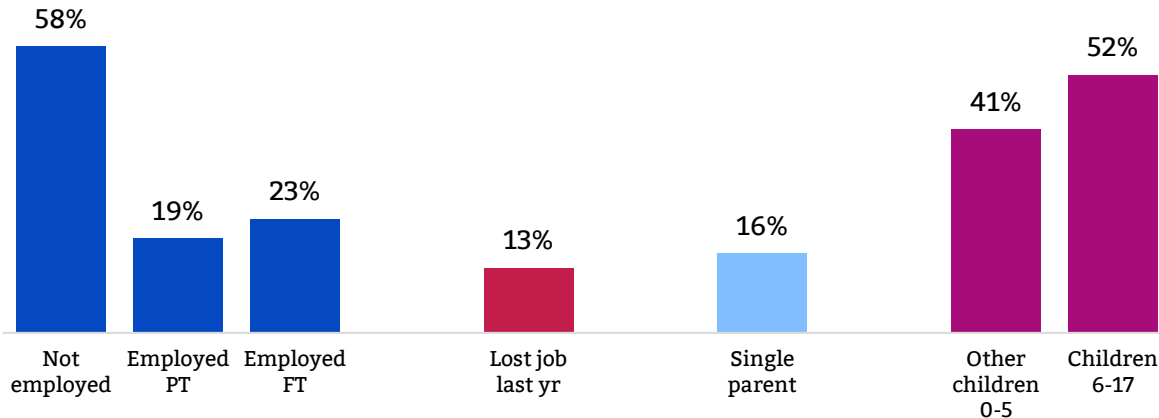
INCOME AND MATERNAL EDUCATION LEVEL OF FAMILIES SERVED BY FIRST 5 PROGRAMS



Source: Family Information Form (Intake) 2017-18. Percentages are based on the total number reported. N=267 for family income; N=321 for education.

Most caregivers (58%) were not employed. Thirteen 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 41% 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

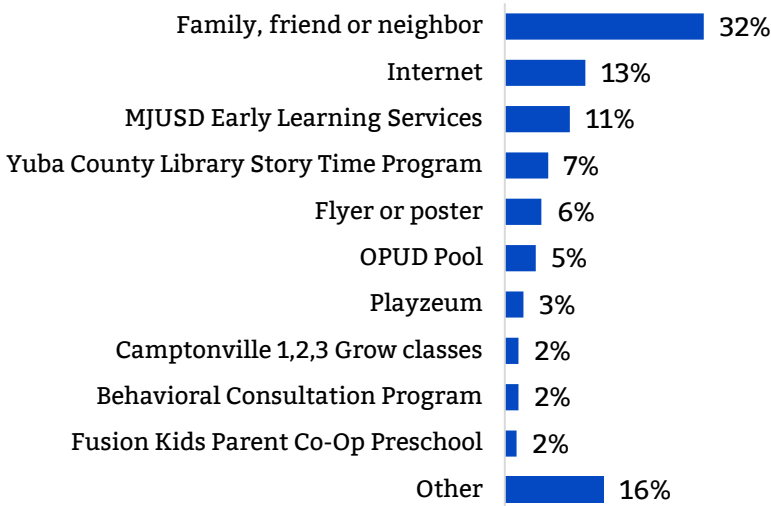


Source: Family Information Form (Intake) 2017-18. Percentages are based on the total number reported. N= 325 for employment status; N=321 for job loss status; N=340 for single parent status; N=344 for number of children in the home.

FAMILIES’ CONNECTION TO SERVICES IN THE COMMUNITY

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 (32%), followed by the Internet (13%) and MJUSD Early Learning Services (11%).

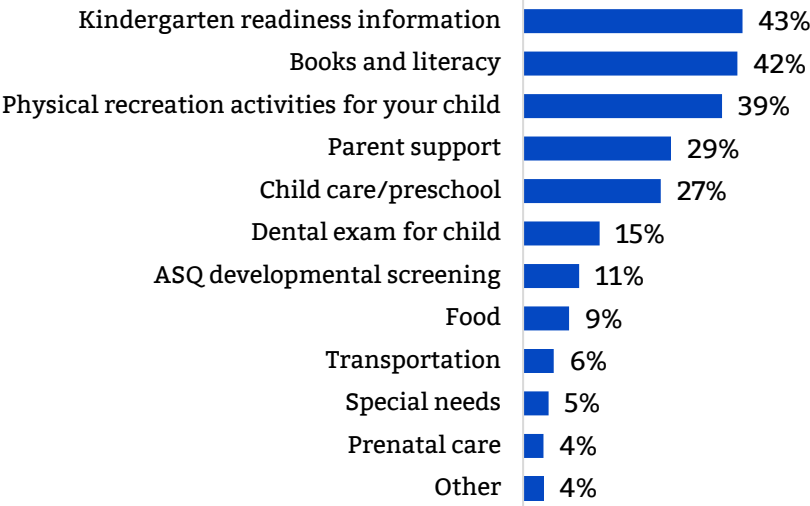
HOW FAMILIES HEARD ABOUT THEIR FIRST 5 PROGRAM



Source: Family Information Form (Intake) 2017-18. N=316.

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, 43% said they wanted kindergarten readiness information, 42% desired literacy resources, and 39% requested information about physical recreation opportunities for their children. Close to three in ten desired parent support services or childcare/preschool (29% and 27%, respectively), 15% requested a dental exam for their child, and 11% desired a developmental screening.

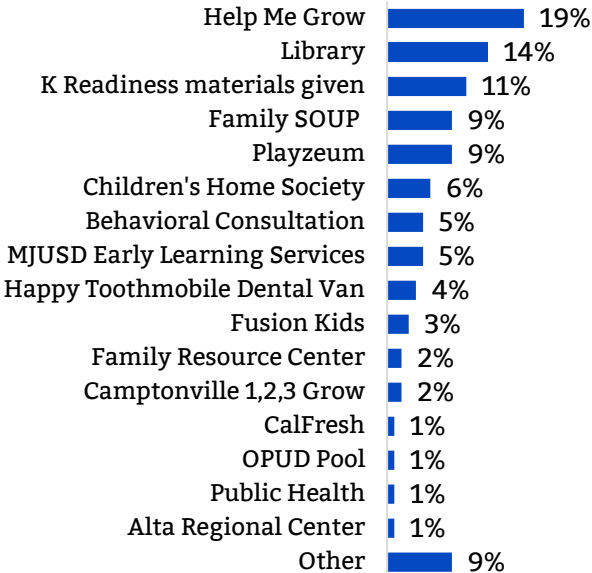
TYPES OF REFERRALS NEEDED BY FIRST 5 PROGRAM PARTICIPANTS



Source: Family Information Form (Intake) 2017-18. N=294-316.

Finally, First 5 providers reviewed the needs that families reported above and then made appropriate referrals. The most frequent referral was to Help Me Grow, given to 19% of participants. Referrals to the library were given to 14% of participants. Kindergarten readiness materials were given to 11% of families, and referrals to Family SOUP or the Playzeum were provided to 9% of families. Fewer families were given other referrals listed on the FIF.

PERCENT OF FIRST 5 PROGRAM PARTICIPANTS REFERRED TO DIFFERENT SERVICES



Source: Family Information Form (Intake) 2017-18. N=389.



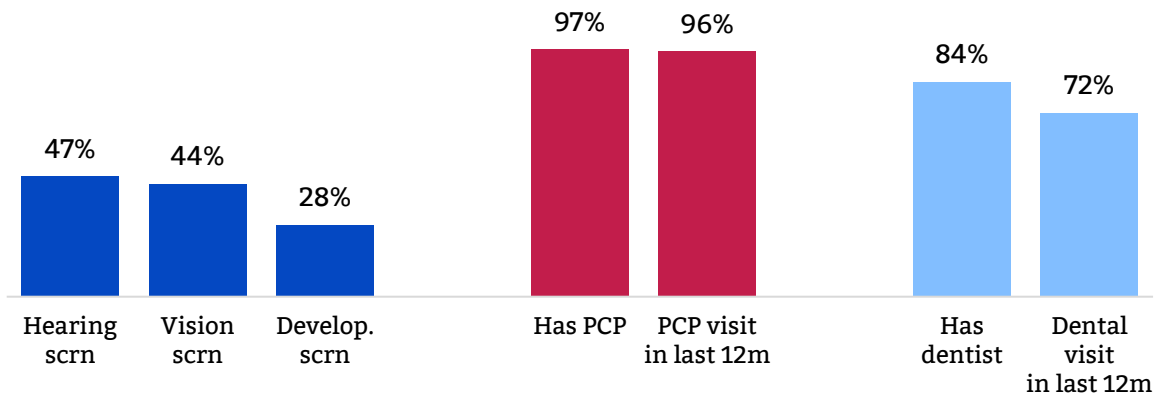
Strategic Goal 1: All children maintain optimal health

First 5 Yuba’s first strategic goal is improved child health. In 2017-18, First 5 Yuba supported four programs in service of this goal: Family SOUP, YCOE Behavioral Consultation, MJUSD Student Services and Peach Tree Health, and the OPUD Swimming Pool. This section describes the services provided and the outcomes achieved for each of these 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 care, dental care, and health and developmental screenings. Almost half of children (47%) had received a hearing screening, 44% had received a vision screening, and 28% had received a developmental screening. These figures represent an improvement from the prior fiscal year (2016-17), when approximately one-third of children had received a hearing or vision screening at intake, but only 19% 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. Somewhat fewer children (84% of participants) had a regular dentist (an improvement from 2016-17, when just over three-quarters of children had a regular dentist), and 72% of children aged 18 months or older had been to the dentist in the past six months (unchanged from the prior year).

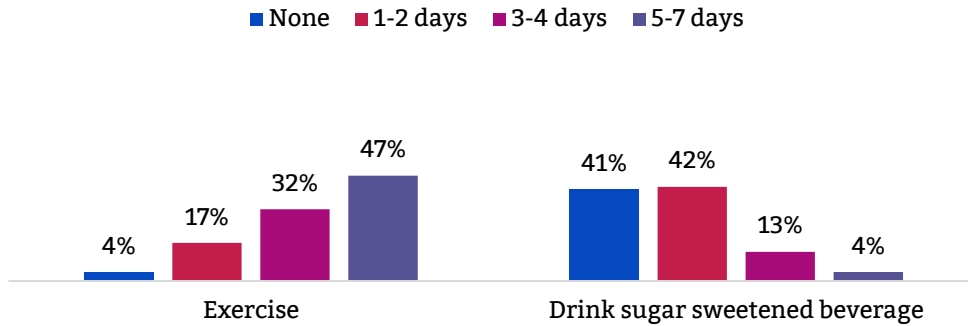
ACCESS TO HEALTH SERVICES FOR CHILDREN SERVED BY FIRST 5 PROGRAMS



Source: Family Information Form (Intake) 2017-18. N=290-317.

Parents were also asked about how frequently they exercise with their children and how often their children drink sugar sweetened beverages. The majority 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. This is similar to frequency of exercise reported by participants in 2016-17, though a somewhat greater proportion of children this year consumed sugary beverages at least one day a week (59% in 2017-18 versus 51% in 2016-17).

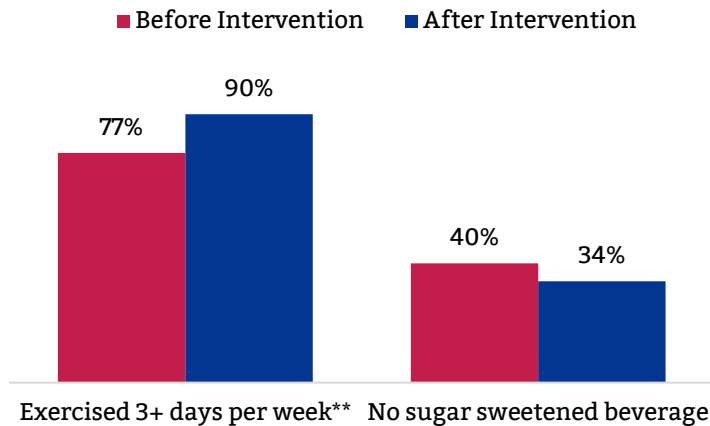
FREQUENCY OF EXERCISE AND SUGAR SWEETENED BEVERAGE CONSUMPTION FOR CHILDREN SERVED BY FIRST 5 PROGRAMS



Source: Family Information Form (Intake) 2017-18. N=311-316.

Some families also answered questions about exercise and sugar sweetened beverage consumption after their participation in First 5 services. Between intake and follow-up, there was a significant increase in the proportion of families who exercised with their children at least three days per week (from 77% to 90%). There was a small reduction in the percent who did not drink sugary beverages, but the change over time was not statistically significant.

PERCENTAGE 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=102-103 matched child 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 2017-18 fiscal year for the Happy Tooth Mobile dental van:

- 294 children 0-5 were served by the dental van.
- 696 procedures were provided for children 0-5. The most common procedures included the application of fluoride varnish, fillings, and x-rays.
- 71% of children 0-5 served had cavities, highlighting the need for oral health services like the dental van for this population.
- Among parents surveyed, approximately 66% said their child would not have received dental care if the dental van were not available.
- In addition to dental services, 44 oral health lessons, demonstrations, and activities were offered to children and parents in the community.

OLIVEHURST PUBLIC UTILITY DISTRICT

Another First 5 Yuba program contributing to improved child health in 2017-18 was the recreational swim program provided by the Olivehurst Public Utility District (OPUD). In July 2017, OPUD offered swimming lessons to 112 children 0-5 and free open swim to 498 children 0-5.

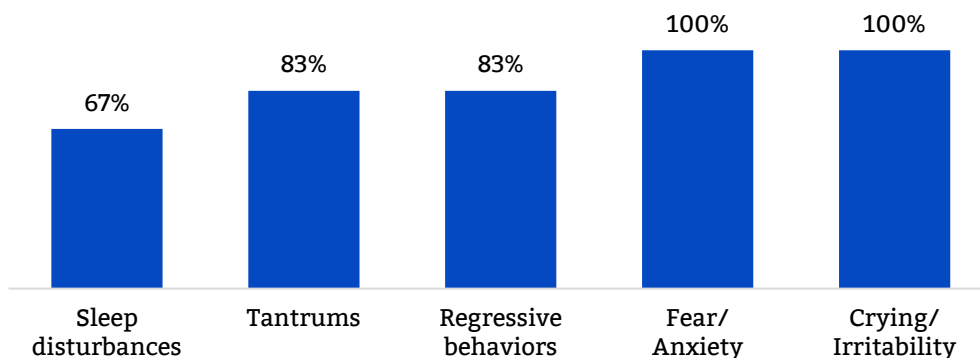
FAMILY SOUP

Family SOUP provides services and supports to children with special needs and their families. In 2017-18, children in Yuba County participated in Sandplay and Music Therapy, and their families received system navigation support. Family SOUP staff also conducted outreach at health fairs and other events in the community.

SANDPLAY THERAPY

At the beginning and the end of the Sandplay Therapy program, caregivers completed a survey assessing the frequency with which their child experienced various symptoms on a scale from 1 = Never to 5 = Almost Always. Due to challenges in data collection experienced this fiscal year, there were no matched surveys across time points, so the data below only reflect the results for children whose parents completed a post survey. After the intervention, the majority of parents said their child rarely or never experienced the symptoms listed.

PERCENTAGE OF CHILDREN WHO "RARELY" OR "NEVER" EXPERIENCED SYMPTOMS AFTER SANDPLAY THERAPY

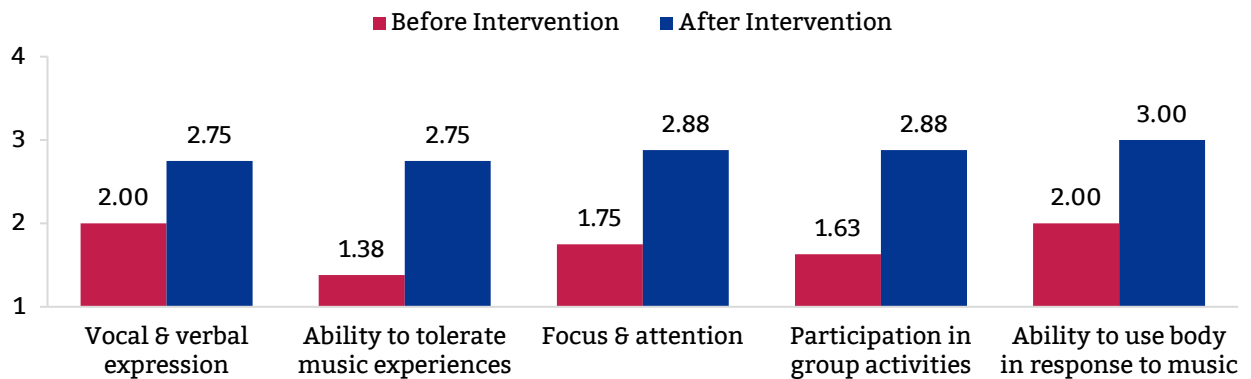


Source: Family SOUP Sandplay Therapy Post Surveys. N=6.

MUSIC THERAPY

The caregivers of children participating in Music Therapy also completed a survey prior to the intervention and at program exit, which rated children’s abilities in a variety of areas on a scale from 1 = Poor to 4 = Excellent. There were eight parents who completed both a pre and a post survey, too few to conduct statistical significance testing. Nevertheless, the data suggest children improved in their abilities over time, particularly in their participation in group activities.

CHILDREN’S ABILITIES BEFORE AND AFTER MUSIC THERAPY



Source: Family SOUP Music Therapy Pre and Post Surveys. N=8 matched pairs.

Caregivers generally rated the Music Therapy program as being “Good” or “Excellent”, including the comfort and location of the sessions; the instructor’s ability to engage the child; the instructor’s answers to the caregiver’s questions; the quality of the music therapy activities; and the informational handouts provided to build music experiences.

SYSTEM NAVIGATION

Finally, Yuba County parents and caregivers received system navigation support services through Family SOUP. However, due to challenges in data collection, an insufficient number of surveys were completed for this program and therefore the data are not presented here.

YUBA COUNTY OFFICE OF EDUCATION BEHAVIORAL SERVICES

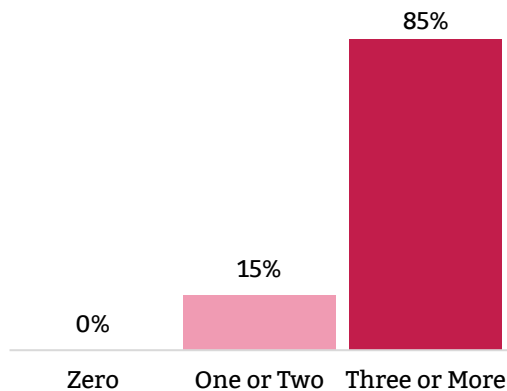
In 2017-18, the Yuba County Office of Education (YCOE) provided brief and intensive behavioral services in the Child Development Behavioral Consultation (CDBC) program, and two series of parent education classes on positive discipline and child development (Positive Discipline and BEST). YCOE also offered community workshops in English and in Spanish on several parenting and child development topics, including brain development, the impact of stress on the brain, children and grief, and positive parenting strategies. Below are data highlights from the workshops conducted:

- 17 workshops, averaging just over 2 hours each, were offered
- Workshops were offered at 7 different locations across the county
- 170 participants attended these workshops

BEHAVIORAL CONSULTATION

In the current fiscal year, 27 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, 15% received a score suggesting possible atypical development in the areas of behavior and self-regulation, and the remaining 85% received a score indicating that their development is likely atypical.

NUMBER OF BEHAVIORAL PROBLEMS PRESENT IN CHILDREN, OUT OF 15 POSSIBLE



Source: TABS Screener. N=27.

Brief intervention services were provided for 17 children demonstrating behavioral challenges and intensive intervention services were provided for 13 children with more significant needs. In addition, 362 consultations on behavioral concerns were provided by phone or email over the course of the year.

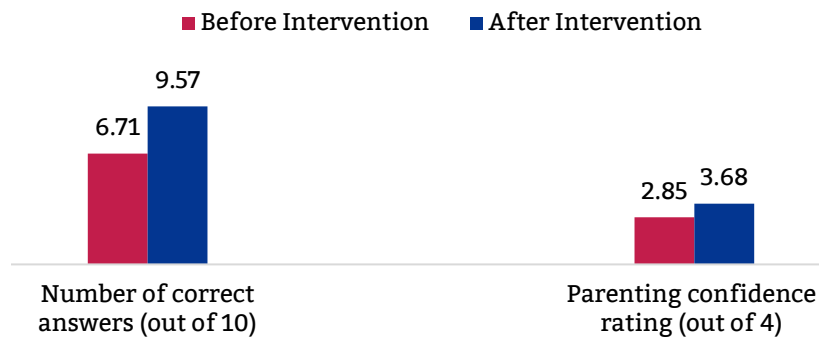
The positive impact of the program on one child's transition to kindergarten is summarized in comments from this child's caregiver:

- *I write to you with the utmost gratitude for hearing, seeing, and caring for our son and family with your service...Our son was struggling and so were we as a family trying to connect and partner with our school. Your guidance and expertise applied for our son and family has generated a pivot in our relationship with the school that supported our son's success in learning...(our son) received a Scholar Award last week and is confident and even more excited to learn.*

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. There were only 7 parents with both a pre and a post survey, too few to conduct statistical significance testing, but the result suggests parents improved in their knowledge. On average, parents answered 6.71 out of 10 knowledge questions correctly at the beginning of the education series, and 9.57 questions correctly at the end. On the same survey, 86% of parents demonstrated improvement in their parenting knowledge from the beginning to the end of the program. 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 2.85 before the intervention, and 3.68 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=7 matched child pairs.

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:

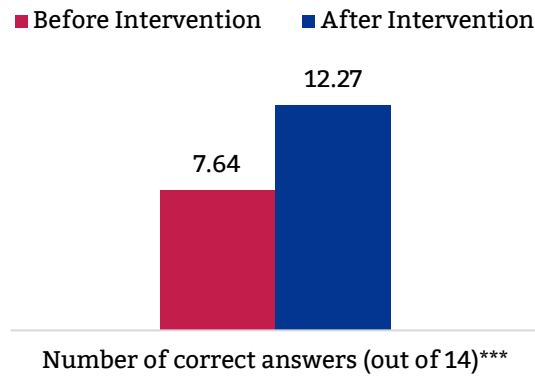
- *This class would be great for anyone with a young child. It will help so many people [to] have a better understanding of how a child's brain works!*
- *I plan to implement the material and remember that staying calm will continue to go a long way to help my son succeed in life.*
- *I got a better insight on how to be a better parent with my kids at different ages.*

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. Of the 10

participants who filled out both a pre and a post survey, there was a statistically significant improvement in their knowledge over time. Teen parents answered close to eight questions correctly at pre, but 13 questions correctly at post.

PARENTING KNOWLEDGE BEFORE AND AFTER BEST PARENTING CLASSES



Source: BEST Parenting Class Pre and Post Surveys. N=10 matched child pairs. ***Statistically significant, $p < .001$.

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

- *I really enjoyed this program; it got me ready for when my baby was born, helping me know how to take care of her and her learning.*
- *I really like how it shows us the do's and don'ts that go with parenting.*
- *I like how welcoming it is...[and that] teen dads can come.*

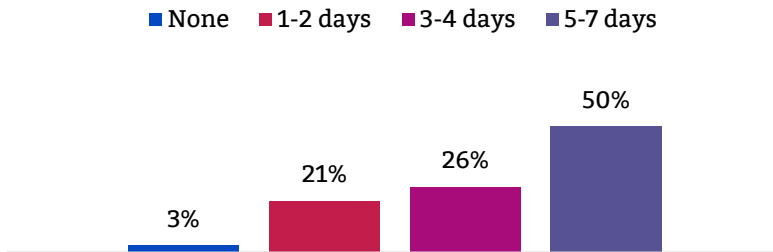


Strategic Goal 2: All families connect to their communities and support children's development

First 5 Yuba's second strategic goal is that all families connect to their communities and support their children's development. We first present data on changes over time in outcomes related to this goal for all First 5 participants, followed by specific outcomes for the four programs contributing to this strategic goal: Camptonville Community Partnership 1, 2, 3 Grow; MJUSD Child Development Program; Yuba County Library; and Help Me Grow and the Playzeum.

One of the questions 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 another 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 2016-17. However, compared to 2016-17, there were fewer families who said they did not have any regular reading time (3% in the current year versus 8% in 2016-17) and somewhat more who reported reading 1-2 days per week with their children (21% in the current year versus 17% in 2016-17).

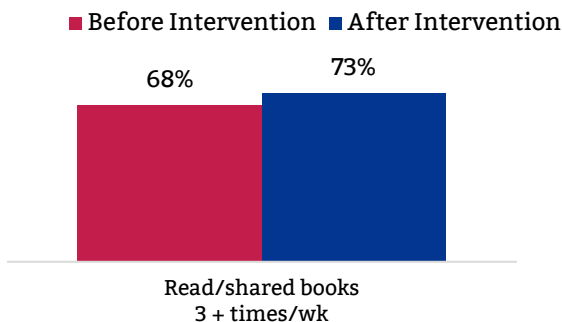
FREQUENCY OF READING FOR CHILDREN SERVED BY FIRST 5 PROGRAMS



Source: Family Information Form (Intake) 2017-18. N=320.

Among families who had both an intake and a follow-up survey, there was a slight increase over time in the percentage who read or shared books with their children at least three times per week, but the difference was not significant.

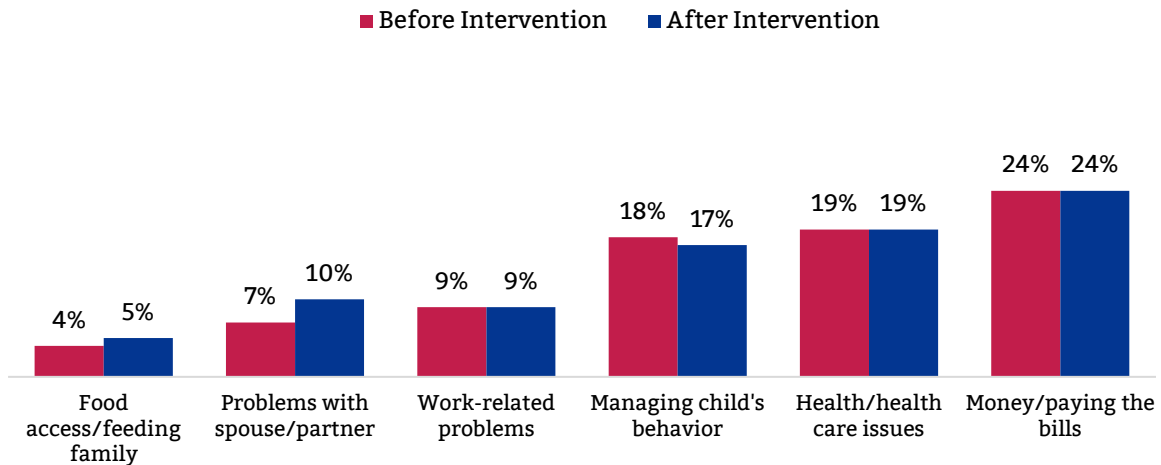
PERCENTAGE OF PARENTS WHO READ OR SHARED BOOKS AT LEAST THREE TIMES PER WEEK FROM INTAKE TO FOLLOW-UP



Source: Family Information Form Pre and Post Surveys. N=104 matched child pairs.

Additionally, changes in several caregiver outcomes were examined. As shown below, there was very little change over time in the percent of parents who reported feeling “Moderately” or “Very” concerned about various life stressors. The most common concern was about money or paying the bills, cited by nearly one-quarter of participants at both program entry and at follow-up. The percentage of parents with life concerns in 2017-18 was similar to the percentage of parents who reported such concerns in 2016-17.

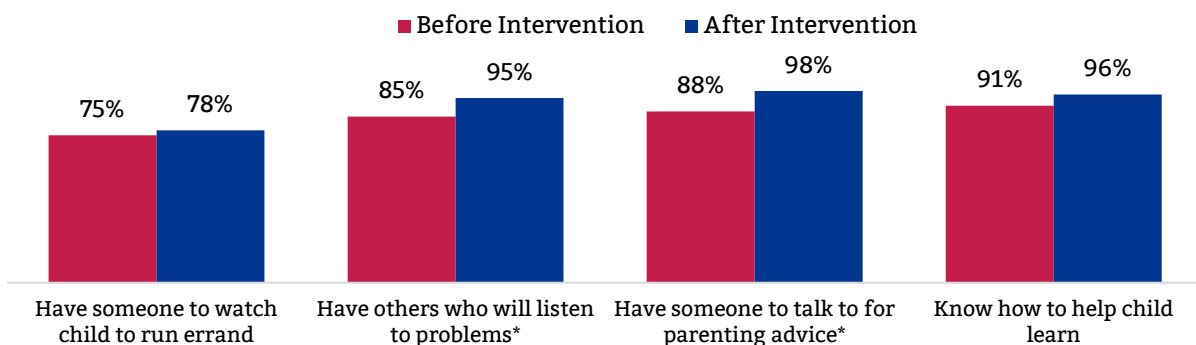
PERCENTAGE OF PARENTS REPORTING VARIOUS LIFE CONCERNS FROM INTAKE TO FOLLOW-UP



Source: Family Information Form Pre and Post Surveys. N=105-112 matched parent pairs.

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 percentage 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 intake. In particular, there was a significant increase in the percentage of parents who said they have others who will listen to their problems and who said they have someone to talk to for parenting advice.

PERCENTAGE OF PARENTS RATING VARIOUS CONNECTIONS AS “DEFINITELY TRUE” OR “SOMEWHAT TRUE” FROM INTAKE TO FOLLOW-UP



Source: Family Information Form Pre and Post Surveys. N=105-112 matched parent pairs. *Statistically significant, p<.05.

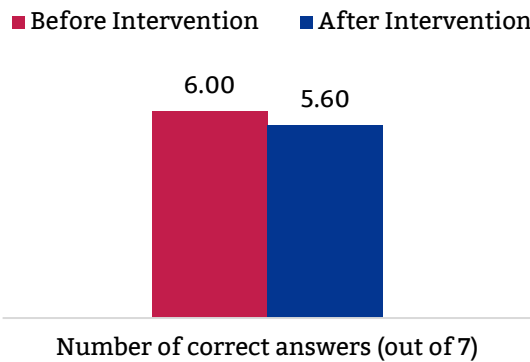
The remainder of this section describes services and outcomes for families in specific programs contributing to First 5 Yuba’s goal that all families connect to their communities and support their children’s development.

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 referral to services as needed.

Only four parents in the classes completed both a pre and a post survey on their knowledge of parenting and child development, so it is important to keep in mind 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 below, there was actually a very slight reduction over time in the number of questions parents answered correctly, from 6.0 at intake to 5.6 at exit.

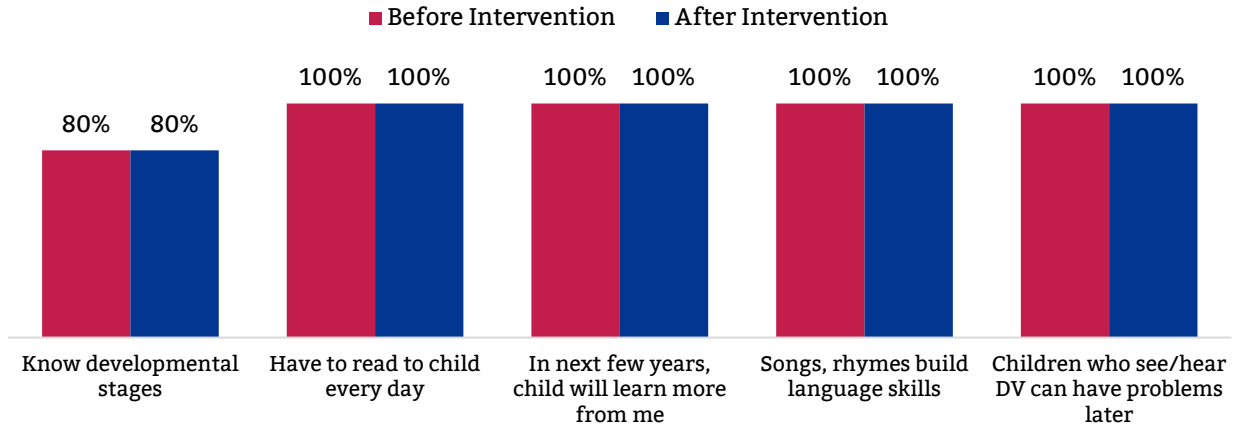
PARENTING KNOWLEDGE BEFORE AND AFTER 1, 2, 3 GROW PARENTING CLASSES



Source: Parenting Class Pre and Post Surveys. N=4 matched pairs.

Parents also indicated their beliefs around child development at program entry and exit. Across all items, there was no change in the percent of parents who “Agreed” or “Strongly Agreed” with the statement. All or nearly all parents and caregivers demonstrated knowledge and understanding of child development at both program intake and at follow-up.

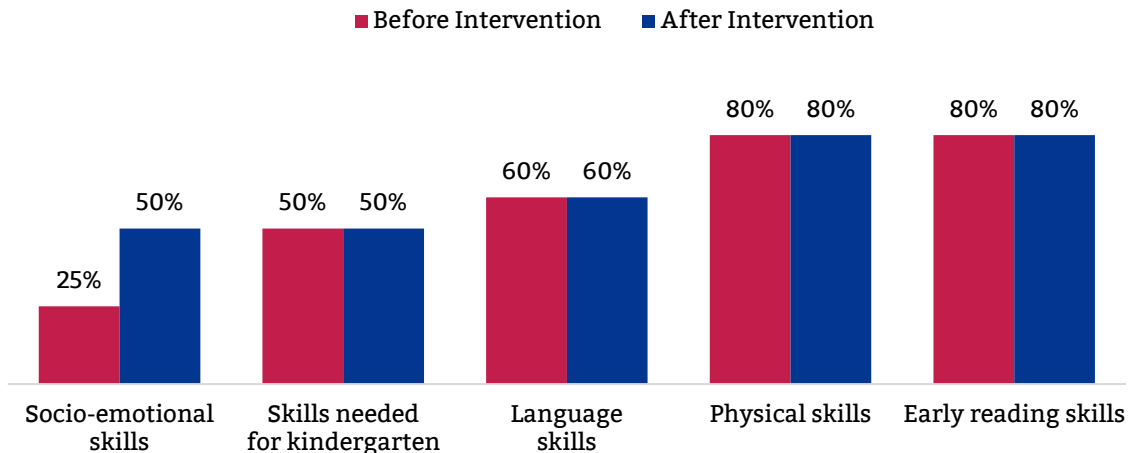
PERCENTAGE OF PARENTS WHO “AGREED” OR “STRONGLY AGREED” WITH VARIOUS BELIEFS ABOUT CHILD DEVELOPMENT BEFORE AND AFTER 1, 2, 3 GROW PARENTING CLASSES



Source: Parenting Program Pre and Post Surveys. N=4 matched parent pairs.

When asked about how confident they were that they could build their child’s skills in various developmental areas, the majority of parents at both pre and post felt very confident in their ability to build their child’s language skills, physical skills, and early literacy skills. Two of the four parents at both program intake and exit were confident they could build their child’s kindergarten readiness skills. Finally, one parent at intake and two parents at exit felt very confident in their ability to build their child’s social-emotional skills.

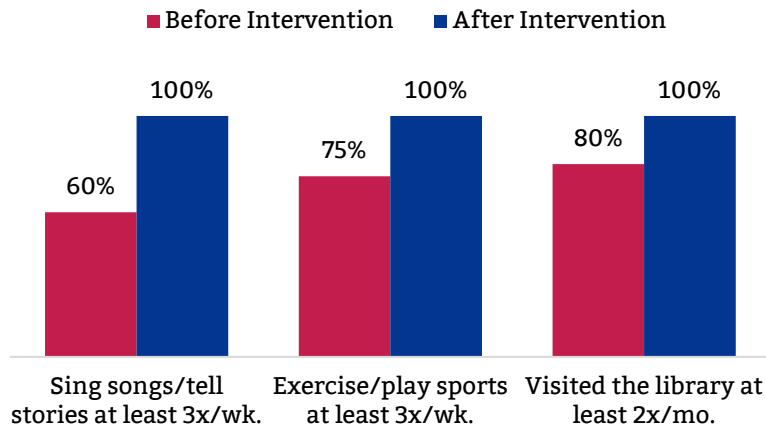
PERCENTAGE OF PARENTS WHO FEEL “VERY” CONFIDENT IN HELPING THEIR CHILD BEFORE AND AFTER 1, 2, 3 GROW PARENTING CLASSES



Source: Parenting Program Pre and Post Surveys. N=4 matched parent 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, exercising and playing sports, and visiting the library.

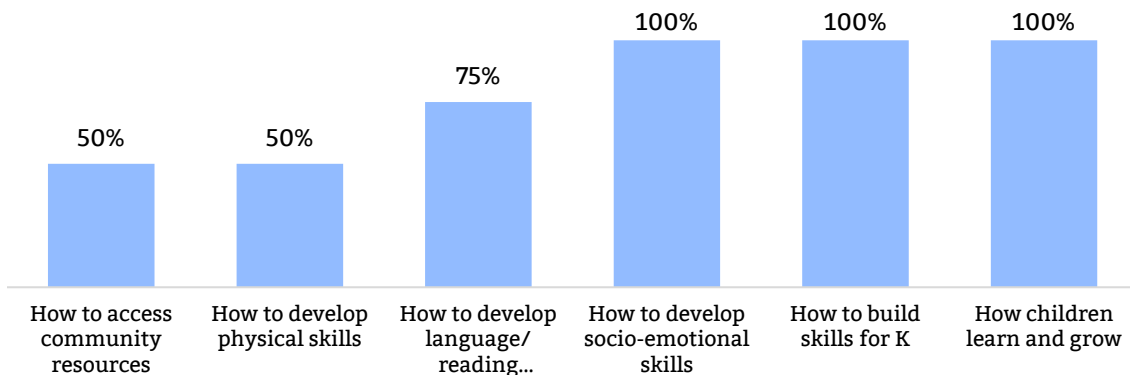
FREQUENCY OF ACTIVITIES WITH THE CHILD BEFORE AND AFTER 1, 2, 3 GROW PARENTING CLASSES



Source: Parenting Program Pre and Post Surveys. N=4 matched parent pairs.

At the end of services, nearly all parents said they learned a lot about child development from the classes, including how children learn and grow, how to develop the child’s school readiness skills, and how to develop the child’s social-emotional skills. Three of the four parents responding to the survey said they learned a lot about how to develop the child’s language and reading skills, and two of the four parents said they learned a lot about developing the child’s physical skills and how to access community resources.

PERCENTAGE OF PARENTS WHO LEARNED “A LOT” IN 1, 2, 3 GROW PARENTING CLASSES



Source: Parenting Program Pre and Post Surveys. N=4 parents.

All parents were “Satisfied” or “Very Satisfied” with the 1, 2, 3 Grow parenting classes. Some of their comments are provided here:

- *We started a new school session, and my son was so excited to get back in Yakshi’s class... So much growth since last year!*
- *Since my daughter has been going to 1, 2, 3 Grow, she has become more interested in singing songs and reading books. She sings all of her school songs at home and encourages*

Daddy and me to sing with her. She loves reading interactive books with us. As a parent, I have learned watching teacher Yakshi at 1, 2, 3 Grow how to get her more involved with reading to her. This program has helped our family spend quality time together while playing and learning.



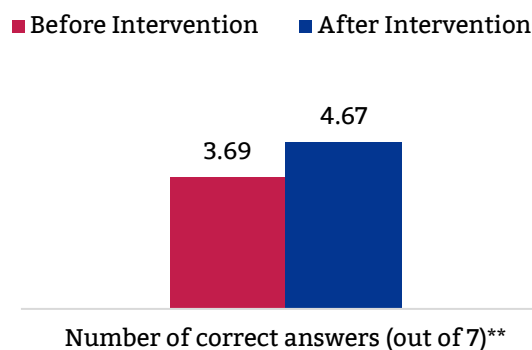
- *My two-year-old has made such huge strides so far this year! He is now comfortable with Mom or Dad dropping him off and leaving, whether it's at 1, 2, 3 Grow or to stay the night at his grandparents' house.*
- *My son is making progress counting and learning his letters. He's becoming more social.*
- *Yakshi's positive interaction with the children has helped me to use the same tactics at home with my children.*

MJUSD CHILD DEVELOPMENT

Parent-child early learning services were offered at four MJUSD school sites in 2017-18: 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.

Thirty-six 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. For example, by the end of the program, 91% of parents knew that the most rapid brain growth occurs during the first three years of life, and 83% knew to begin reading to their children at birth.

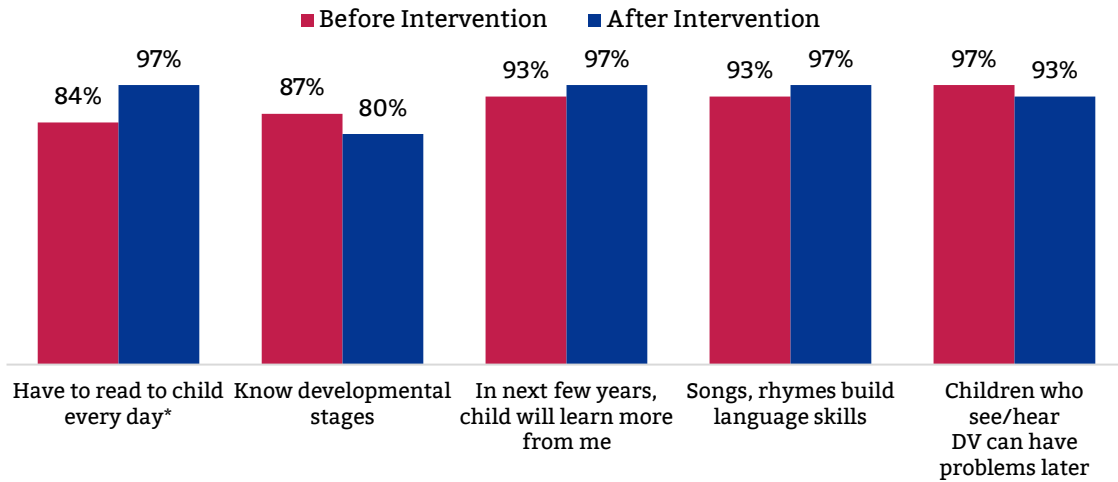
PARENTING KNOWLEDGE BEFORE AND AFTER MJUSD PARENTING CLASSES



Source: Parenting Class Pre and Post Surveys. N=36 matched pairs. **Statistically significant, $p < .01$.

Although there was some fluctuation in the percent of parents who indicated they had an understanding of child development and what affects development, the differences from pre to post were generally not significant (the chart below reflects the percent of parents who marked “Agree” or “Strongly Agree” with the statement). However, there was a significant increase in the proportion of parents who knew that they should read to their child every day.

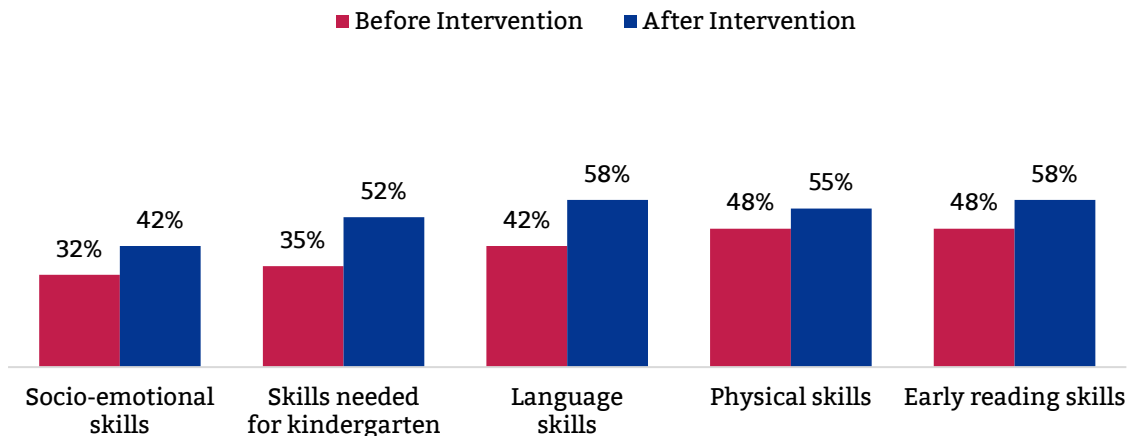
PERCENTAGE OF PARENTS WHO “AGREED” OR “STRONGLY AGREED” WITH VARIOUS BELIEFS ABOUT CHILD DEVELOPMENT BEFORE AND AFTER MJUSD PARENTING CLASSES



Source: Parenting Program Pre and Post Surveys. N=29-31 matched parent pairs. *Statistically significant, $p < .05$.

In addition, parents were asked about their confidence in building 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, although none of the changes from program entry to program exit were statistically significant.

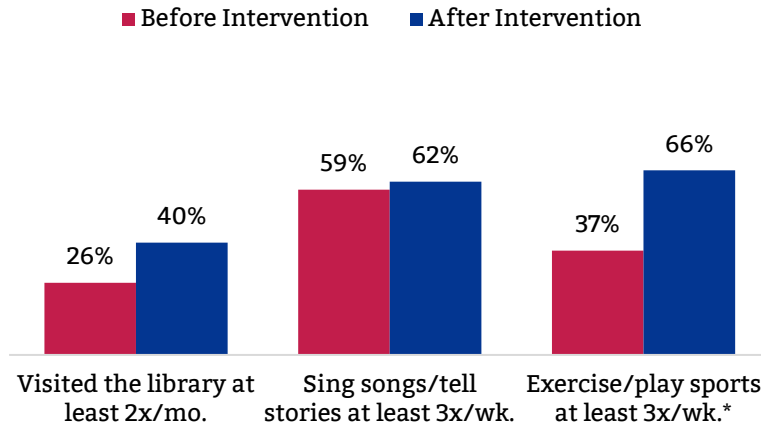
PERCENTAGE OF PARENTS WHO FEEL “VERY” CONFIDENT IN HELPING THEIR CHILD BEFORE AND AFTER MJUSD PARENTING CLASSES



Source: Parenting Program Pre and Post Surveys. N=31 matched parent pairs.

As shown in the chart below, parents demonstrated improvement over time in 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. In particular, there was a statistically significant improvement in the percentage of parents who reported playing sports or exercising with their child at least three times per week.

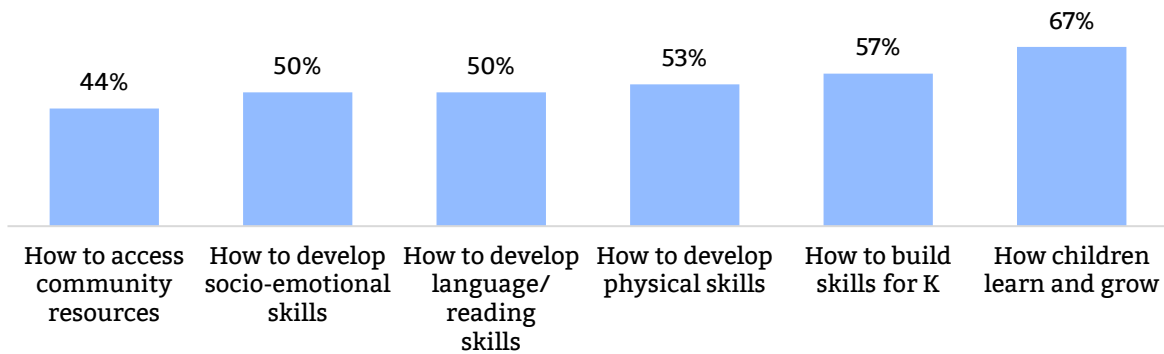
FREQUENCY OF ACTIVITIES WITH THE CHILD BEFORE AND AFTER MJUSD PARENTING CLASSES



Source: Parenting Program Pre and Post Surveys. N=35 matched parent pairs. *Statistically significant, p <.05.

At least half of parents said that they learned a lot in the classes about how to develop their children’s skills and how children learn and grow, but just under half (44%) felt they learned a lot about how to access community resources.

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



Source: Parenting Program Pre and Post Surveys. N=36 parents.

Nearly all parents (97%) were “Satisfied” or “Very Satisfied” with the parenting classes. Below are two “success stories” from the program as reported by program staff:

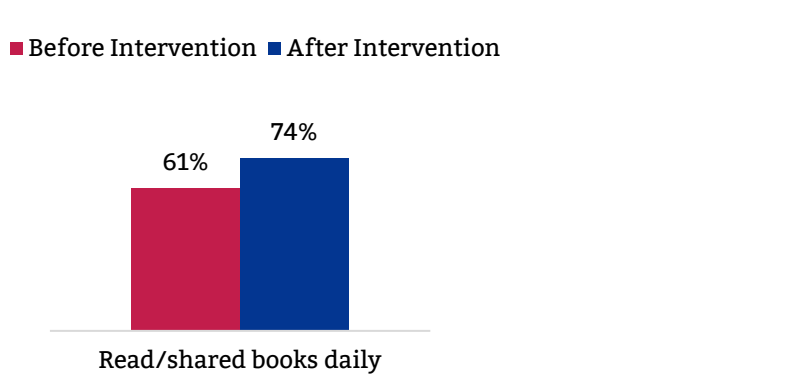
- *I have one child with speech and hearing challenges that made it difficult for him to attend to task and follow activity directions. Within a two-month period he was able to sit for Circle Time for about 5-10 minutes. This child also had emerging social skills, but now he says hello and goodbye to everyone, has started to play with another child in our program, and last week, started to give me hugs! Amazing improvement in such a short period of time!*
- *One of our youngest School Readiness participants who joined our program at the beginning of the year was very quiet and almost nonverbal. However, after her second year of active participation in our School Readiness Program, this child has flourished. She has developed verbal skills, knows letters of the alphabet, colors, and numbers, counts up to 300, and is reading pre-kinder level books...We are confident that this child will have a great start when she begins kindergarten.*

YUBA COUNTY LIBRARY

Story Time 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. About 145 children and parents participated in the library’s programs.

A sample of 18 parents participating in the library programs filled out the FIF at both intake and follow-up, indicating the frequency with which they read to their children. There was an increase from program entry to follow-up in the percentage of parents who reported that their child read or shared books on a daily basis, from 61% at pre to 74% at post

FAMILY READING BEFORE AND AFTER LIBRARY SERVICES



Source: Family Information Form Pre and Post Surveys. N=18 matched child pairs.

All parents rated the quality of services they received from the library as “Good” (18%) or “Excellent” (82%). Some of the benefits of the program are summarized in comments parents provided, including the following:

- *My daughter was not very social when we first started the program last year. Now she loves being around other children. She has also learned a lot from this program. I always knew reading was important but now I see it is extremely essential for a child’s growth.*

- *[I] learned ways to incorporate learning into everyday activities and different techniques to help my child be prepared to read in kindergarten.*
- *The class allows [my son] to play in a safe area and meet new friends. It gives him an opportunity to read.*
- *My child is learning to pay attention and becoming engaged in stories.*

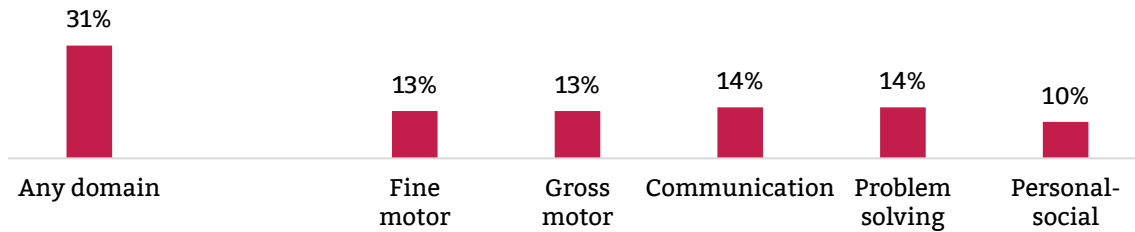
PLAYZEUM AND HELP ME GROW

HELP ME GROW CALL CENTER AND DEVELOPMENTAL SCREENINGS

Help Me Grow is a national model of screening and early intervention services that was 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 health professionals serving young children. Below are data highlights from the 2017-18 fiscal year:

- The Help Me Grow call center received calls concerning 143 children.
 - 44 callers had general questions about child development, 14 had concerns about communication and speech, another 14 had questions about behavior, and 10 had concerns about their child's development. Fifty-three callers had questions or concerns about other issues.
 - 35 referrals were made, including to the Alta California Regional Center (16), Family SOUP (5) and the Yuba County Office of Education (4).
 - 60 follow-up contacts were made over the course of the fiscal year, but the client was successfully reached for only 26 of these contacts.
 - ↳ Approximately 48% of these callers had attempted to access services.
 - ↳ Of those who attempted to access services, 50% were receiving services at the time of the call.
 - The majority of callers had heard about Help Me Grow through a developmental screening (30), a healthcare provider (18), Help Me Grow outreach (13) or a school (7).
- 108 Ages and Stages Questionnaire (ASQ) developmental screenings and 9 ASQ Social-Emotional screenings were conducted in 2017-18. About **31% of screenings met criteria suggesting the presence of developmental concerns**, on at least one domain. Between 10% and 13% were below the cut off indicating developmental concerns on each individual domain: Fine Motor Skills, Gross Motor Skills, Communication, Problem Solving, and Personal-Social.

PERCENT OF SCREENINGS BELOW ASQ CUT OFF, BY DOMAIN



Source: Ages and Stages Questionnaire Data. N=108.

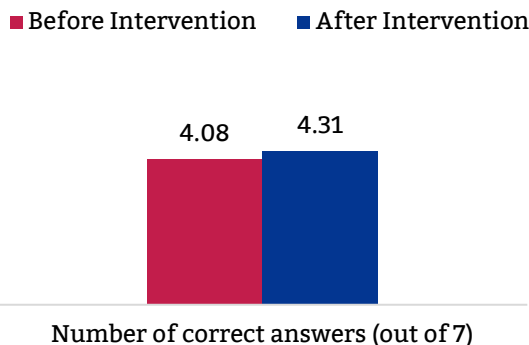
PLAYZEUM DEVELOPMENTAL PLAYGROUPS

In addition to the call center and developmental screenings, Help Me Grow playgroups were provided for 116 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 244 sessions were conducted – 82 for infants, 90 for toddlers, and 72 for preschoolers – each lasting approximately 1.5 hours.

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

Thirteen parents completed a survey both before and after receiving services. Parents showed some improvement over time in their knowledge of child development, but the difference in the average number of questions correctly answered on the survey was not statistically significant.

PARENTING KNOWLEDGE BEFORE AND AFTER PLAYZEUM PLAYGROUPS

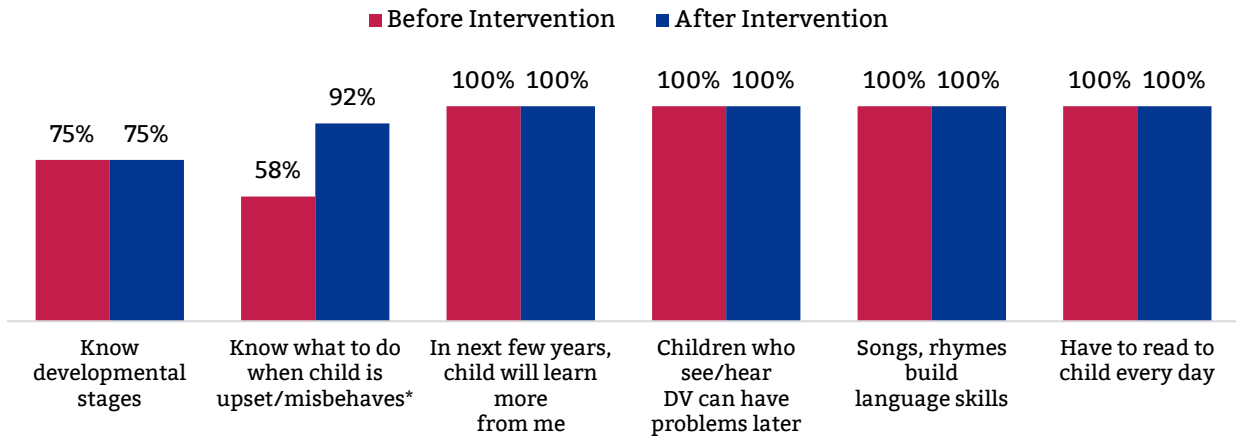


Source: Parenting Class Pre and Post Surveys. N=13 matched pairs.

The chart below represents the percent of parents who “Agreed” or “Strongly Agreed” with statements about child development. For several of the items, including knowing that they should read to their child every day and that songs and rhymes help children build language

skills, all parents demonstrated knowledge at both program intake and exit. There was also no change in the percentage of parents who said they know what children should be able to do at each age and stage of development (75%). We did observe statistically significant improvement for one of the items, however: parents were significantly more likely to know what to do when their child is upset or misbehaves after the intervention than they were at the beginning of the program.

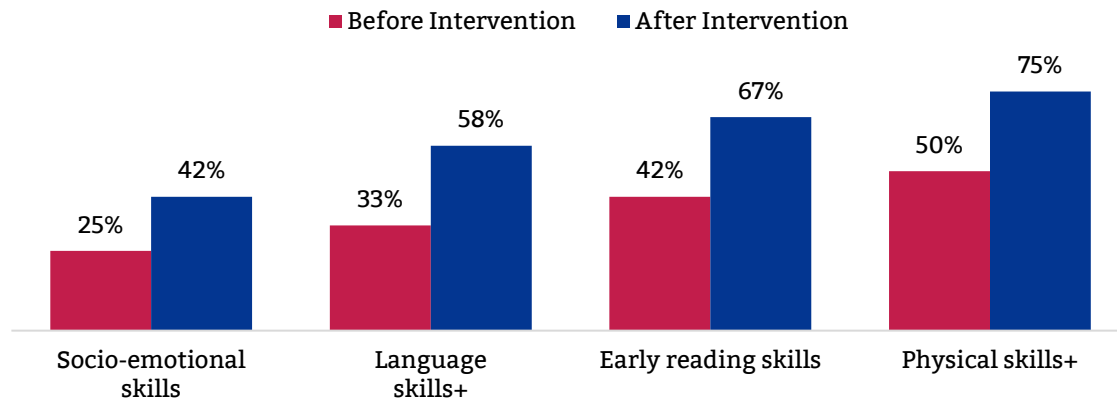
PERCENTAGE OF PARENTS WHO “AGREED” OR “STRONGLY AGREED” WITH VARIOUS BELIEFS ABOUT CHILD DEVELOPMENT BEFORE AND AFTER PLAYZEUM PLAYGROUPS



Source: Parenting Program Pre and Post Surveys. N=12 matched parent pairs. *Statistically significant, p<.05.

After the intervention, parents were more likely to report confidence in their ability to help their child build various skills. In particular, there was a marginally significant increase in the percentage of parents who felt very confident that they could help their child develop language and motor skills.

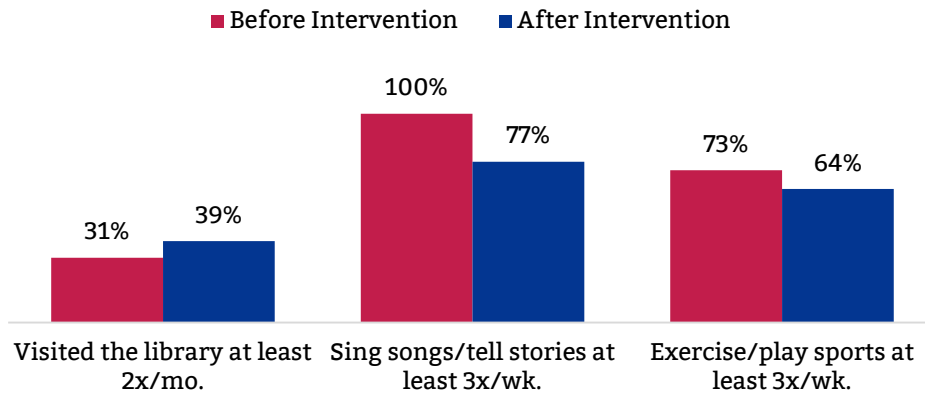
PERCENTAGE OF PARENTS WHO FEEL “VERY” CONFIDENT IN HELPING THEIR CHILD BEFORE AND AFTER PLAYZEUM PLAYGROUPS



Source: Parenting Program Pre and Post Surveys. N=12 matched parent pairs. +Marginally statistically significant, p<.10.

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

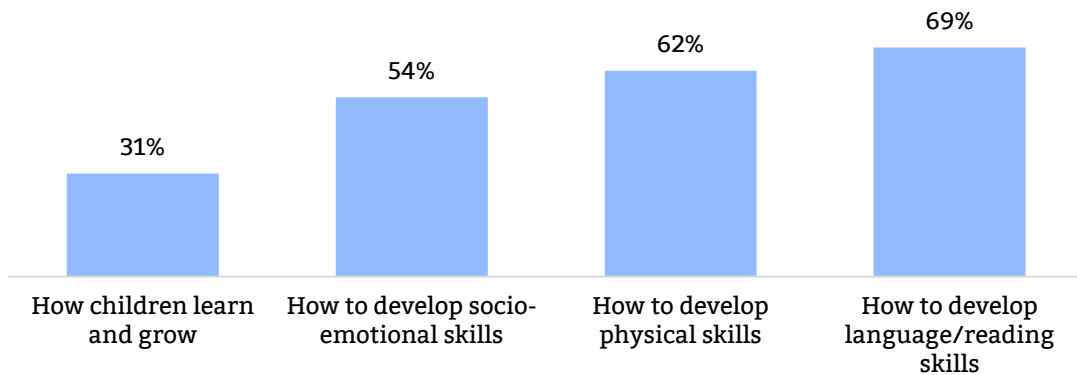
FREQUENCY OF ACTIVITIES WITH THE CHILD BEFORE AND AFTER PLAYZEUM PLAYGROUPS



Source: Parenting Program Pre and Post Surveys. N=11-13 matched parent pairs.

At program exit, least half of parents said that they learned a lot in the classes about how their child interacts with other children and about how to help build their children’s skills, but just 31% said that they learned a lot about how children develop.

PERCENTAGE 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 “Satisfied” or “Very Satisfied” with the program. Program staff indicated the playgroups have been a source of comfort and confidence building for all families, but for the following mom in particular:

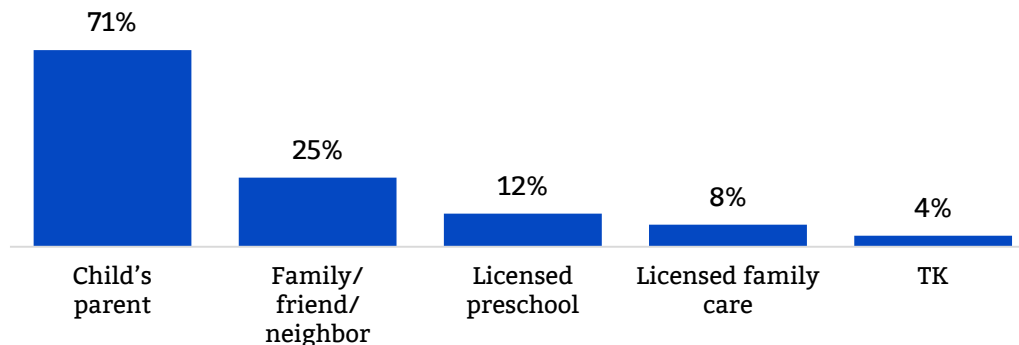
- *One mom in the playgroup program is pregnant with her second child and her daughter is 21 months old. She has made comments that she is worried about taking her daughter out in public because of scary things that have happened in the news, but she is so grateful to have the playgroup to be with other families. Our class practice of allowing the children to work out many of their interactions with help only when needed has allowed this mom to relax her vigilant corrections of her daughter's behavior. She is now past her due date and her daughter will be attending with an auntie next week, to give mom time to rest up, or to care for the new little brother!*



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

First 5 Yuba’s third strategic goal is that all children are in an environment conducive to their development. Agencies contributing to this goal in 2017-18 included the Child Care Planning Council and Fusion Kids. Prior to discussing outcomes for participants in these programs, we describe the child care arrangements of children in all First 5 Yuba programs. As in 2016-17, most children were cared for in an informal setting by the parent (71%) or a family member, friend, or neighbor (25%). Just 12% attended a licensed preschool, 8% attended licensed family child care, and 4% attended Transitional Kindergarten (TK). In 2016-17, a greater proportion had attended licensed preschool (17%), but a smaller proportion had attended licensed family care (6%) and TK (2%).

CHILD CARE ARRANGEMENTS FOR CHILDREN SERVED BY FIRST 5 PROGRAMS



Source: Family Information Form (Intake) 2017-18. Percentages are based on the total number reported. N=308.

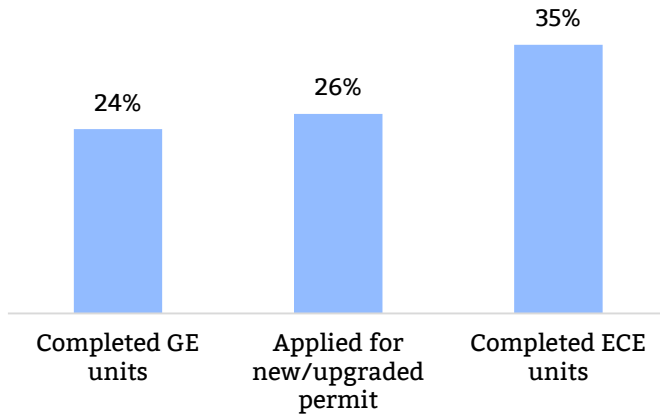
CHILD CARE PLANNING COUNCIL

The Child Care Planning Council offered professional development and quality improvement support to 44 ECE providers in Yuba County in 2017-18.

One of the programs provided by the Council, Keys to Quality, offered participants a stipend for training and professional development. At the end of the fiscal year, 34 participants in this program completed a survey about their experiences. Most of these providers were at a state-funded program (79%), with a small percentage working at a Head Start or Early Head Start program (6%), family child care program (6%), military program (6%), or private center-based program (3%), while 94% worked with preschool-aged children (the remainder worked with toddlers). Most providers had at least an associate’s degree (64%).

Among providers who completed a survey, 35% had completed ECE units, 24% had completed General Education units, and 26% had applied for a new or upgraded permit in the past year.

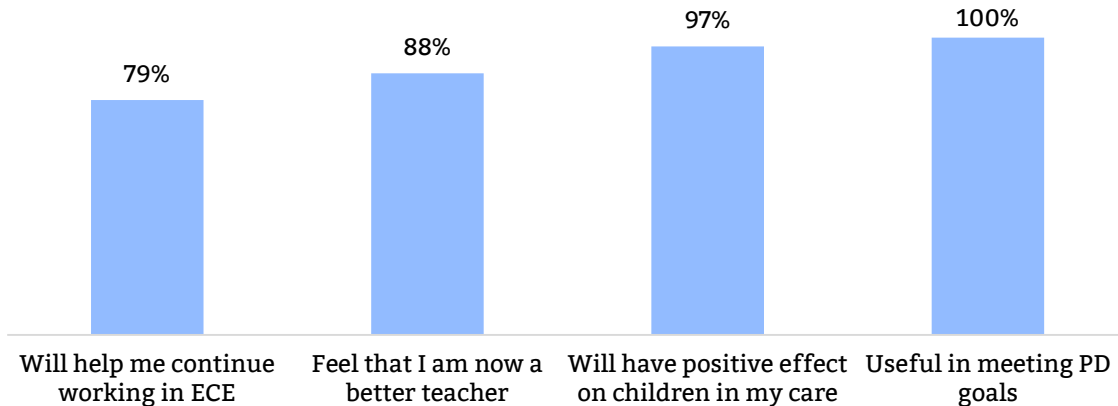
EDUCATION AND PERMIT APPLICATIONS COMPLETED BY KEYS TO QUALITY STIPEND PROGRAM PARTICIPANTS



Source: Keys to Quality Stipend Program Survey. N=34.

The chart below illustrates the proportion of providers who responded that the program benefited them “Very Much”. All or nearly all participants felt strongly that the program was useful to them in accomplishing their professional development goals and that it will have a positive effect on children in their care. Close to 9 in 10 also strongly believed they were a better teacher after having participated in the program, and 79% said that the program will help them continue working in the ECE field as opposed to another field.

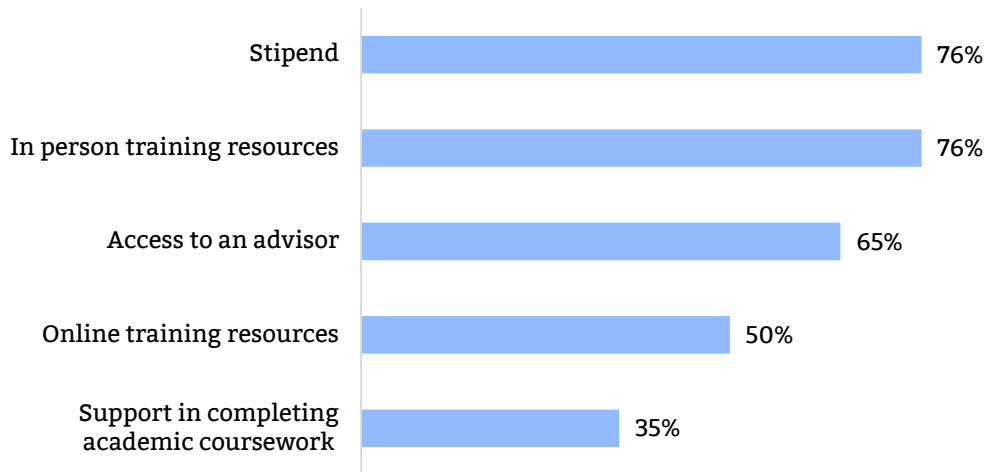
PERCENTAGE OF PARTICIPANTS WHO FELT THAT KEYS TO QUALITY STIPEND PROGRAM HELPED THEM “VERY MUCH”



Source: Keys to Quality Stipend Program Survey. N=34.

Participants were asked to indicate which program resources were beneficial for them. Respondents were particularly likely to say that they found the in-person training resources and the stipend to be beneficial (marked by 76% of respondents as beneficial). The majority of participants also said they benefited from access to an advisor who could help them develop a professional growth plan and plan for their career (cited by 65% of participants as beneficial).

KEYS TO QUALITY STIPEND PROGRAM RESOURCES PARTICIPANTS FOUND BENEFICIAL



Source: Keys to Quality Stipend Program Survey. N=34.

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

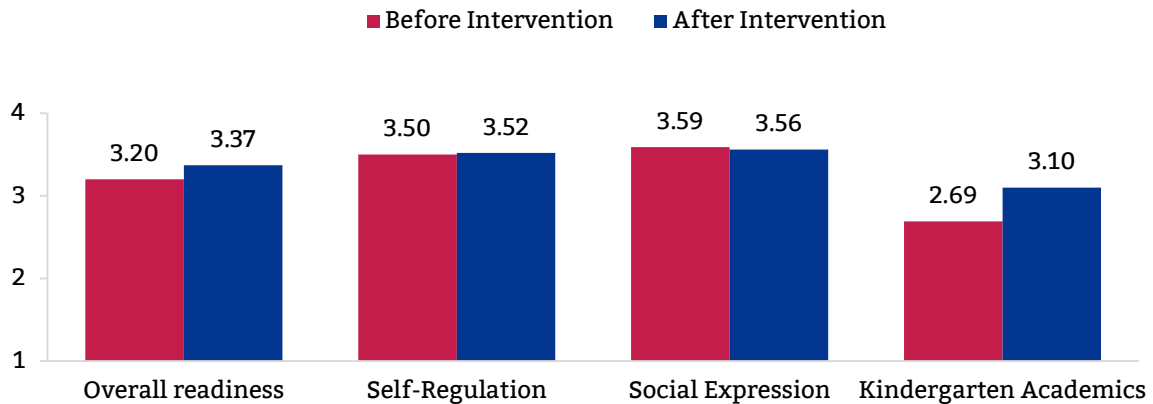
- *It is a wonderful program for people trying to pursue their degrees and also trying to improve their professional development.*
- *I am very grateful for my specialist – mentor! The amount of PD offerings is incredible and it helped me fine-tune some of my passions. Keep going with Trauma Informed Care, Five Protective Factors, Loose Parts, and ANYTHING outdoor!!!*
- *I love the Quorum (online training) program. It let me get the knowledge I need at home, and at no cost. I would not have been able to do this any other way.*
- *I have been in this program for many years and it [has helped] me be a better teacher in many aspects. I hope to continue for years to come.*

FUSION KIDS

Fusion Kids is a co-op preschool serving children in Olivehurst. Parents participate in the program by helping in the classroom, coordinating fundraising and community outreach, managing the facilities, and serving in other roles that support the operations of the program.

At the beginning of the program (Fall) and at program exit (Spring), the teacher assessed each child's skills in a variety of developmental domains, including self-regulation, social expression, and kindergarten academics, using the Pre-Kindergarten Observation Form. The teacher rated children's skills on 20 items on a scale from 1 = Not Yet to 4 = Proficient. As shown below, the children in the program demonstrated great progress in kindergarten academics skills (e.g., knowing their letters, counting, and rhyming) and in their overall readiness, but there was no significant change in their self-regulation and social expression skills.

AVEARGE KINDERGARTEN READINESS SCORES BEFORE AND AFTER FUSION KIDS



Source: Pre-Kindergarten Observation Form Pre and Post Surveys. N=8 matched pairs.

At the end of the program, all parents rated their experience as “Good” (29%) or “Excellent” (71%). In addition, the instructor described the progress she had observed for two of her students:

- *A student that has been here since the first year had been very emotional about handling simple problems. This year, however, she has really worked those issues out and is ready to start kindergarten.*
- *I had a two-year-old start at the beginning of the year who barely talked and had speech issues. She is now speaking so much more and can be understood.*



Conclusion

In the 2017-18 fiscal year, First 5 Yuba provided essential services and supports to the community. For example:

- Swimming lessons, free open swim, and dental services were offered to many children who would not otherwise have access to such recreational programs and oral health services;
- Children with special needs were also given the support they needed to build developmental skills and prepare for kindergarten;
- Parents and caregivers participating in parenting classes demonstrated improvement in their knowledge of child development and positive parenting practices;
- Participants in programs at the library increased their engagement in literacy activities with their children;
- First 5 programs such as Help Me Grow addressed caregivers' developmental questions and concerns and connected them to needed resources, and the Playzeum developmental playgroup helped caregivers understand how to appropriately respond to their child's emotions and behavior;
- First 5 supported the capacity of early childhood education providers to offer quality care through the Keys to Quality program; and
- First 5 contributed to the kindergarten readiness of children in the county by supporting the Fusion Kids co-op preschool program.

The results described in this report illustrate how First 5 Yuba programs make an important contribution to the health, well-being, and school readiness of Yuba County's youngest children.

