



ANNUAL EVALUATION REPORT 2021-22

First 5 Yuba County Children and Families Commission

Contents

HEADLINE FINDINGS 2021-22.....	IV
INTRODUCTION	1
About First 5 Yuba County	1
PROFILE OF CHILDREN AND FAMILIES SERVED.....	3
Annual Aggregate Data	3
Demographics of Participating Children	4
GOAL 1 — CHILD HEALTH AND DEVELOPMENT	5
Community-Wide Trends.....	5
First 5 Families at Intake	7
Impact of First 5 Yuba	10
MJUSD Student Services and Peach Tree Health.....	10
Help Me Grow.....	11
YCOE Behavioral Consultation Services.....	12
YCOE Family Resource Center	15
GOAL 2 — RESILIENT FAMILIES	17
Community-Wide Trends.....	17
First 5 Families at Intake	20
Impact of First 5 Yuba	24
MJUSD School Readiness Parent-child Classes	24
Camptonville 1, 2, 3, Grow Parent-child Classes	28
YES Charter Academy—ABC Sprout	29
Developmental Playgroups Hosted by Playzeum	32
GOAL 3 — QUALITY EARLY LEARNING	35
Community-Wide Trends.....	35
First 5 Families at Intake	36
Impact of First 5 Yuba	38
Yuba County Library	38
Dolly Parton Imagination Library	40
Child Care Planning Council: Keys to Quality	41
Childcare Provider Outreach Programs.....	44
GOAL 4 - STRONG SYSTEMS.....	45
Mini Grant Support.....	45
Building Resilient Families TOBacco Grant.....	47
Home Visitation Systems Coordination Grant	49
PROGRAMMATIC CHALLENGES DURING FY 21-22	52

Table of Figures

Figure 1. Number of Participants served by First 5 Programs	3
Figure 2: Children’s Ethnicity and Language.....	4
Figure 3. Percent of Mothers Who Received Adequate or Adequate Plus Prenatal Care in Yuba County	5
Figure 4. Rates For In-Hospital Exclusive Breastfeeding in Yuba County	6
Figure 5. Percent of Children Born Low Birth Weight	6
Figure 6. Percent of Children on Medi-Cal with Recommended Well-Child Checks and Annual Dental Visit.....	7
Figure 7. Caregivers' Needs and Concerns Related to Health & Wellness.....	8
Figure 8. Health and Developmental Screening at Intake	9
Figure 9. Health Care Access for First 5 Yuba Children.....	9
Figure 10. ASQ-3 Screening Results.....	11
Figure 11. Parents' Knowledge Following Positive Discipline Classes.....	13
Figure 12. Percent of Caregivers Satisfied with YCOE FRC Services.....	16
Figure 13. Percent of Children 0-5 Living in Poverty in Yuba County	17
Figure 14. Households Paying More Than 30% For Housing in Yuba County	18
Figure 15. Percent of Women Experiencing Prenatal and Postpartum Depressive Symptoms, 2013-15.....	18
Figure 16. Incidence of Child Maltreatment Allegations in Yuba County (per 1,000 Children, Ages 0-5).....	19
Figure 17. Incidence of Substantiated Allegations in Yuba County (per 1,000 Children Ages 0-5).....	19
Figure 18. Family Income, at Intake	20
Figure 19. Caregiver Employment Status, at Intake	21
Figure 20. Caregiver Education Attainment, at Intake	21
Figure 21. Caregivers' Needs and Concerns Related to Child and Family Resilience, at Intake	22
Figure 22. Caregivers' Protective Factors, at Intake	23
Figure 23. Parents' Perception on How Much They Learned From the MJUSD School Readiness Program	25
Figure 24. Parental Knowledge and Confidence in Skills Before and After MJUSD School Readiness Program	26

Figure 25. Parents' Behaviors with Their Children Before and After MJUSD School Readiness Program.....	26
Figure 26. Percent of Parents who Learned A Lot in School Readiness Program	27
Figure 27. Percent of Children Ready for Kindergarten, by Building Block.....	28
Figure 28. Perceived Parental Knowledge and Confidence in Skills Following ABC Sprout	30
Figure 29. Percent Correct Responses and Frequency of Enriching Activities Following ABC Sprout	31
Figure 30. Percent of Parents who Learned A Fair Amount/Great Deal in ABC Sprout Program	31
Figure 31. Change in Parenting Behavior Before and After Participation in Playzeum Playgroups	32
Figure 32. Parental Perception on How Much They Learned From Playzeum Playgroups.....	33
Figure 33. Percent of Attendees Satisfied with Playzeum Pop Up Community Events	34
Figure 34. Percent Of 3-4-Year-Olds in Preschool in Yuba County	35
Figure 35. Percent of Children Meeting or Exceeding 3rd Grade ELA Standards In Yuba County	36
Figure 36. Caregivers' Needs and Concerns Related to Child Care & Early Learning, at Intake.....	37
Figure 37. Types of Early Childcare Education Experiences, at Intake.....	37
Figure 38. Percent of Families Reading with Their Child at Least Three Times per Week, at Intake	38
Figure 39. Parents' Feedback on the "Every Child Ready to Read" Workshops	39
Figure 40. Percent of Participants Who Felt That Keys to Quality Program Helped Them "Very Much"	42
Figure 41. Keys to Quality Stipend Program Resources Participants Found Very Beneficial	43
Figure 42. Change in Referrals for Tobacco Cessation Programs in Response to Media Campaigns	48
Figure 43. Percent of Participants Highly Satisfied with the Laurie Ellington Conference.....	51

Headline Findings 2021-22

First 5 Yuba has four strategic goals for children and families in Yuba County: *Child Health and Development*, *Resilient Families*, *Quality Early Learning*, and *Strong Systems*. These goals support the overarching mission of First 5 Yuba programs to strategically support the use of community resources and services to enhance the development and wellbeing of children ages 0-5 years and their families. In 2021-22 First 5 Yuba continued to deliver meaningful and engaging programs to families and children, to promote children's health and thriving in safe and nurturing family environments, so they can succeed in their educational experiences as well. The following Snapshot presents 2021-22 data, illustrating First 5 Yuba's reach and progress toward the stated goals.

Profile of Families Served

Reach



- **First 5 Yuba continued to have broad reach across the county.** Services were provided to nearly 6,000 children and 4,500 caregivers (duplicated across programs). This is an increase from 5,000 children and 3,500 caregivers last year (duplicated).
The program with the widest reach of children were Dolly Parton Imagination Library (2,457 children, unduplicated), followed by Playzeum Developmental Playgroups (1,762 children, duplicated).
- **The population served by First 5 Yuba reflects efforts to close current equity gaps.** First 5 programs participants were overrepresented by Latino families (44%), at twice the county's 20% rate. The proportion of multiracial/non-White children, at 19% was comparable to 18% countywide. In comparison, just 37% of children served by First 5 Yuba programs were non-White, representing just half of the county prevalence of 67%.

Child Health and Development

Promote each child's physical, social, and emotional development.

Families increase use of prenatal care, medical care, and dental care

- Almost all (97%) of First 5 children had a **family physician** and had been to the doctor for their well-child checks, compared to 44% for 0-to-15-months-olds and 66% for 15-to-30-month-old children countywide. Most children (90%) had a **dentist**, and 73% had an annual dental visit in the last six months, a drop from 81% in the previous year.
- **MJUSD Student Services & Peach Tree Health Mobile Dental Clinic** provided 512 **dental screening & procedures** to 187 children ages 0-5 years, including fluoride treatment or varnish (58%), dental exams, x-rays, and teeth cleaning (32%), and fillings or sealants (9%). Almost half (48%) of parents said their child had no access to dental care elsewhere. MJUSD Student Services & Peach Tree Health also conducted over 40 outreach and educational events reaching 968 children and 105 caregivers.

Children meet developmental milestones

- **Help Me Grow (HMG) Yuba** provided 345 children with **developmental screenings, referrals, & care coordination**. About a third of children screen (35%) had developmental concerns and 18% were referred to specialists due to developmental delays, emotional, or behavioral difficulties.

Families increase use of early intervention services

- **Child Development Behavioral Consultation (CDBC)** program provided **assessments** and **early intervention services** to children with difficult behavior and/or special needs and their families, including 25 families who received **case management supports** and 57

behavioral consultations. CDBC further helped caregivers adjust their parenting approaches through **parent & provider education** by hosting over 50 Positive Discipline workshops, 39 community workshops, 8 community events, and 11 provider workshops.

Families increase physical fitness and safety

- **YCOE Family Resource Center (FRC)** promoted physical and socio-emotional wellness of 122 families with 82 children through a range of **recreation and enrichment activities**, including PALS developmental playgroups, Stepping with Baby walking groups, virtual workshops for families with children needing sensory and speech developmental supports, and bilingual Story Time sessions. FRC also provided families with **transportation assistance**. To improve accessibility of health services, families received 8 gas cards and 71 vouchers and bus passes.

Resilient Families

Promote parental resilience, social connections, concrete support in times of crisis, and knowledge of parenting and child development.

Increased protective factors

- First 5 Yuba families had lower income than the California average, with 34% of families **living in poverty**, versus 29% of county families. A half of First 5 caregivers were not employed and not looking for work, compared to just 18% countywide. The rates of **child maltreatment** were 2-3 times greater than the 2030 Healthy People Target.
- At program enrollment, over half (58%) of First 5 families did not have strong **protective factors**, such as social support, ability to meet basic needs, and knowledge of child development and effective parenting strategies. Parents were concerned about financial stability, access to food and health care, and exposure to stress and adversity.
- **YES Environmental Science Charter Academy – ABC Sprout** held 111 **parent-child playgroup sessions**. Program activities aimed to boost families' **health** and **resilience** through nature-oriented activities such as gardening and taking nature walks.

Families have an increased understanding of child development and approaches for positive parent-child interaction

- **Evidence-based parent education** classes were offered by **MJUSD School Readiness**, attended by 60 caregivers and 64 children, as well as by **Camptonville 1, 2, 3, Grow**, engaging 11 parents and 22 children, and **YES Environmental Science Charter Academy – ABC Sprout**, which held 12 **parenting education workshops** on the topics of child development, parenting, and child health and safety, completed by 26 caregivers.
- These programs increased the level of caregiver knowledge of child development and helped build confidence and ability to use effective parenting strategies to support child development and improve early literacy skills.
- To promote **positive parent-child interaction**, **Playzeum** hosted 3 cohorts of **HMG developmental playgroups**, for a total of 50 sessions during the year. As a result of the playgroups, which attracted 53 parents and 65 children, families showed increased engagement in fun, creative, and developmentally enriching activities with their children.

Increased screening and referral for parent or child social determinants

- **Health & developmental screenings** were conducted for 78 children through the **MJUSD School Readiness Program**. In addition to 8 ASQ screenings, **Camptonville 1, 2, 3, Grow** also conducted **early school readiness assessment** of 4 children in their program.
- **Playzeum** also offered health and developmental screenings during 7 pop-up community events, which reached 1,700 children and 1,575 caregivers.
- **YES Charter Academy – ABC Sprout** hosted 2 developmental screening events (DaiSY).

Reduced tobacco use

- **YES Charter Academy – ABC Sprout** hosted 8 parenting education workshops on health and safety, including 2 **Tobacco Education** workshops.

Quality Early Learning

Enhance the ability of early care and education settings to nurture children’s health, socio-emotional, and cognitive development.

Access to quality early learning and engagement in literacy services and early learning practices

- Around 40% of First 5 Yuba children had **access to formal early learning** settings, compared to 44% of children enrolled in preschool and other ECE settings countywide. Access to child care and preschool was of concern to 17% of families, and 41% needed help finding a preschool for their child.
- **At home early literacy practices**, such as reading, had dropped from 78% to 63%, following lifting of the pandemic stay-at-home orders.

Parents and caregivers read aloud with their children

- As part of the **literacy services**, **Yolo County Library** held virtual Story Time, viewed 2,341 times within 24 hours, as well as in-person bilingual Story Time & Craft sessions attended by 105 children, with a total of 113 distributed Craft Kits. Additionally, 12 families and 22 children had an opportunity to engage in enriching activities during 9 World of Wonder bilingual Playgroup sessions, Caregiver Cafés, over a dozen community events and health and safety presentations.
- To promote reading, **Yolo County Library** also hosted 5 Every Child is Ready to Read Workshops, a STEM workshop, and a Summer Reading Program, which reached 73 families.
- **Dolly Parton Imagination Library (DPIL)** increased book access in the home by distributing over 20,200 books by mail to 2,457 children, representing 22% of all 0-5 county children.

Children have access to high-quality early care and education

- As part of the quality improvement initiative, **IMPACT/Quality Counts** provided professional development and training to 92 providers and staff from 18 Yuba county agencies.
- First 5’s partnership with the **Yuba Sutter Child Care Planning Council** provided **Keys to Quality** training to 254 local child care providers. This initiative helped increase the quality of care in 117 early care and education sites, including center-based, family child care and alternative settings.

Strong Systems

Strengthen local systems to meet the needs of all children and families in a high quality, sustainable manner.

Increased policies supporting child health and development

- **Building Resilient Families Tobacco Grant** funded efforts to implement a system of care for tobacco users and those exposed to second-hand smoke. Through inter-agency collaboration, the grant supports home visiting programs to conduct tobacco cessation assessments and linkage to services, to bring down exposure to tobacco in home and day care settings.

Increased partnerships, capacity, coordination and service integration

- **Home Visiting Systems Coordination Grant (HCSC Grant)** was used to support Professional Learning Communities, improving access to professional development among 85 providers and staff from various local agencies.

	<ul style="list-style-type: none"> To improve service coordination, the HCSC Grant established a Bi-County Home Visiting Collaborative between First 5 Yuba and SCCFC, creating a Pamphlet Directory for local Home Visiting programs and services, and an Online Resource Padlet, which serves as a single point of access for all First 5 Yuba-Sutter programs, services, and events. These resource libraries list service descriptions, schedules, eligibility, and contact information.
Increased engagement and reach	<ul style="list-style-type: none"> Local agencies and child care providers were among the 8 recipients of \$8,365 in Mini Grants. These funds went to extending service reach and improving access to a safe and enriching environment for families with young children, reaching over 120 children and at least 40 families. Funded projects improved accessibility to literacy (Little Library) and child care quality (evidence-based curricula), upgraded indoor and outdoor local child care and public spaces, and allowed to serve more families in need (e.g., military, unhoused, & children with special needs, served by Beagle Club and REST).

Introduction



ABOUT FIRST 5 YUBA COUNTY

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 four strategic goals – Child Health and Development, Resilient Families, Quality Early Learning, and Strong Systems – as well as the overarching goal that all children enter school ready to learn. The specific programs and services that contributed towards the achievement of First 5 Yuba’s goals in 2021-22 are outlined below:

GOAL 1: CHILD HEALTH AND DEVELOPMENT.

- Help Me Grow Developmental Screenings and Referrals
- MJUSD and Peach Tree Health Mobile Dental Clinic
- Yuba County Office of Education, Child Development Behavioral Consultation Program (CDBC)
- Yuba County Office of Education, Family Resource Center

GOAL 2: RESILIENT FAMILIES

- MJUSD School Readiness Parent-Child Classes
- Camptonville Community Partnership 1, 2, 3 Grow Parent-child Classes
- ABC Sprout - YES Environmental Science Charter Academy
- Developmental Playgroups hosted by Playzeum

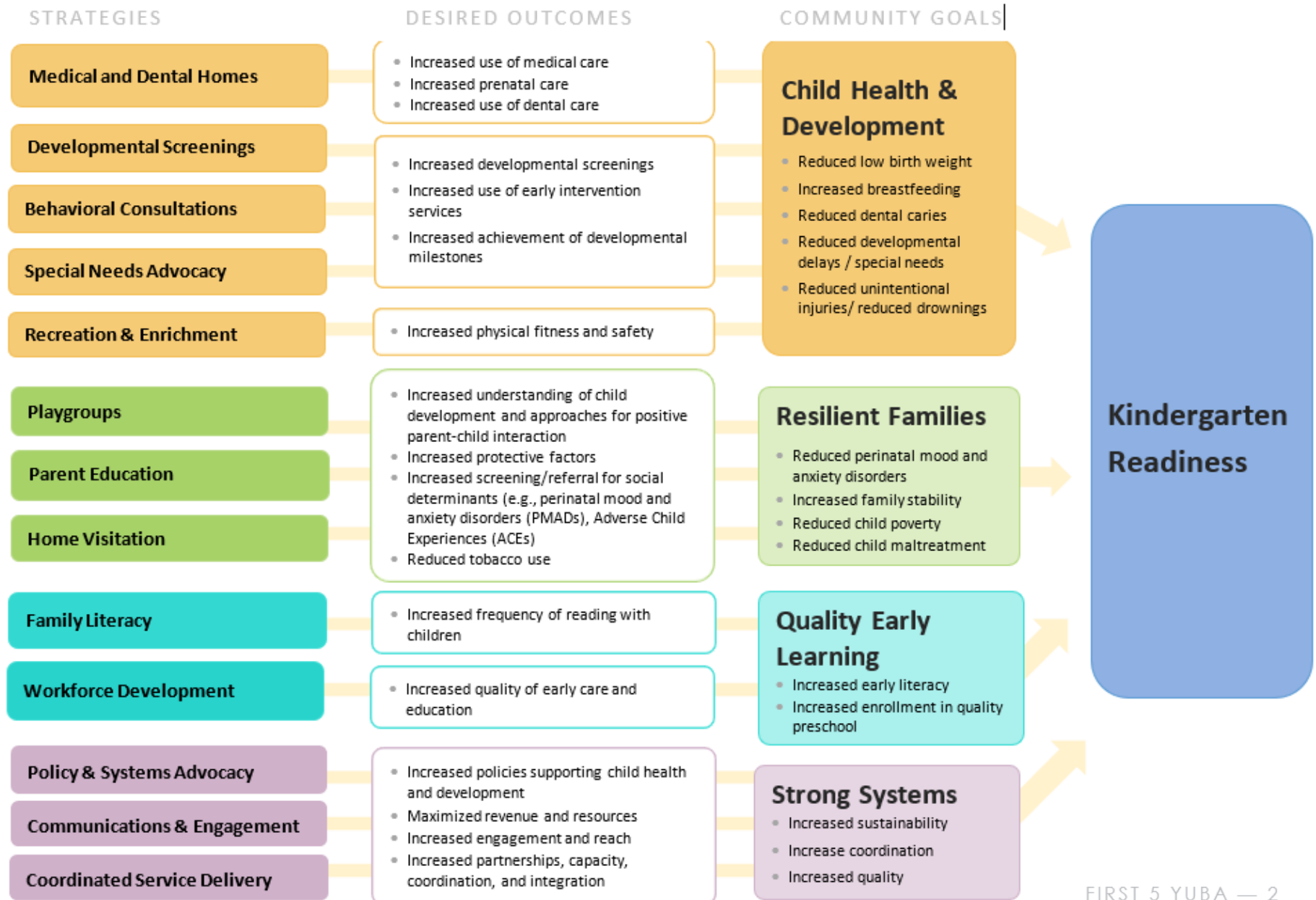
GOAL 3: QUALITY EARLY LEARNING

- Yuba County Library Programs
- Dolly Parton Imagination Library
- Local Child Care Planning Council
- IMPACT and Packard Grants

GOAL 4: STRONG SYSTEMS

- Building Resilient Families Tobacco grant
- Home Visitation System Coordination

Strategic Framework



Profile of Children and Families Served

ANNUAL AGGREGATE DATA

This section provides a demographic snapshot of First 5 Yuba programs participants for the 2021-22 fiscal year. Almost 6,000 children, 4,500 parents/caregivers, and about 450 providers were served by one or more First 5 programs¹, including those who participated in community outreach events. The total number of children and families served in FY 2021-22 surpasses the count of 5,107 children last year. Figure 1 summarizes the number of children, parents/caregivers, and providers served by each First 5 program.

Figure 1. Number of Participants served by First 5 Programs

	Program	Children	Caregivers	Providers
CHILD HEALTH AND DEVELOPMENT				
Help Me Grow	Developmental Screenings/Referrals	345	26	9
MJUSD Student Services and Peach Tree	Mobile Dental Clinic	968 ²	54	16
Yuba County Office of Education: CDBC	Behavioral Consult and Parent Education	25	158	69
Yuba County Office of Education: FRC	Story Time & Developmental Playgroups	82	122	--
RESILIENT FAMILIES				
MJUSD School Readiness	Parent Education	64	60	--
Camptonville: 1, 2, 3 Grow	Parent Education	22	11	--
Yes Charter: ABC Sprout	Parent Education and Developmental Playgroups	33	22	--
Playzeum	Developmental Playgroups	1762 ³	1625	--
QUALITY EARLY LEARNING				
YC Public Library	Story Time	171	88	--
Dolly Parton Imagination Library	Book delivery	2,457	2,457	--
Mini Grants	Emergency Disaster Relief	30	25	--
Child Care Planning Council	ECE Quality Improvement	--	--	225
IMPACT - FFN/Non-Traditional	ECE Quality Improvement	--	--	82
Packard - FFN Support	ECE Quality Improvement	--	--	55
Total		5,930	4,623	456

Sources: First 5 Yuba Quarterly Progress Reports, Events/Workshop Logs, and Family Information Forms 2021-22.

¹ Duplicated counts, excluding those reached through community events and outreach.

² A total of 968 children reached through outreach and educational events and have received oral health information and supplies. A smaller number of 187 children received mobile dental services.

³ A total of 1700 children and 1575 reached through community outreach events. A smaller number of 62 children and 50 parents participated in playgroup activities.

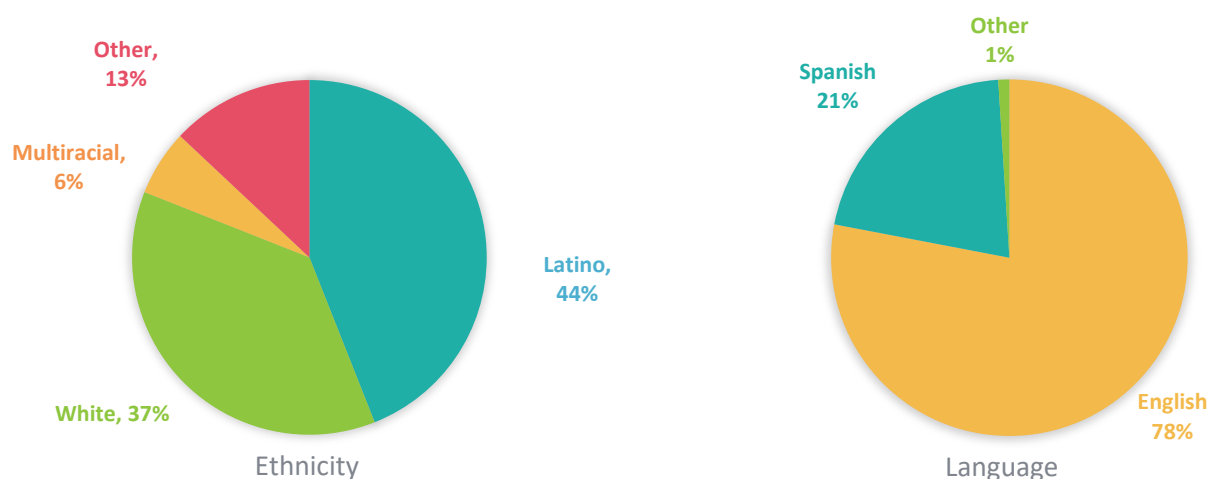
DEMOGRAPHICS OF PARTICIPATING CHILDREN

Demographic information was collected by a Family Information Form (FIF) that some parents/caregivers completed when they enrolled in one of First 5 Yuba's sponsored programs. One hundred and eleven caregivers completed the (FIF) and provided demographic information on 128 children. In addition, program providers offered estimates on the age, language, and ethnicity of the population they served program providers.

Over half (58%) of the children served were between the ages of 0 and 2, a slight increase from the prior year (52%). The rest of the children were between the ages of 3 and 5. About 40% of 128 children who participated in First 5 Yuba programs last year were boys and 60% were girls. Moreover, 21% of children had a diagnosed special need, according to their caregiver, a considerable increase from the prior year (8%).

As seen in Figure 2, the plurality of children served by First 5 Yuba programs were Latino (44%), followed by White (37%), with a smaller proportion of Multiracial children (6%) or other ethnicities (13%). In comparison, 2021 Yuba County census data shows that the majority of the 6,160 children ages 0-5 in the county were White (67%), followed by Latino (20%), Multiracial (6%), and other ethnicities (11%)⁴. The preferred language for one in five children (21%) was Spanish. English was preferred by 78%, and 1% preferred another language or noted no preference between English and Spanish.

Figure 2: Children's Ethnicity and Language



Source: Partners demographic estimates, Apricot database: N = 4,601 for age; N = 477 for ethnicity; N = 524 for language.

⁴ US Census Bureau. American Community Survey (ACS). Table DP05. 2021. 1-year estimates

Goal 1 — Child Health and Development

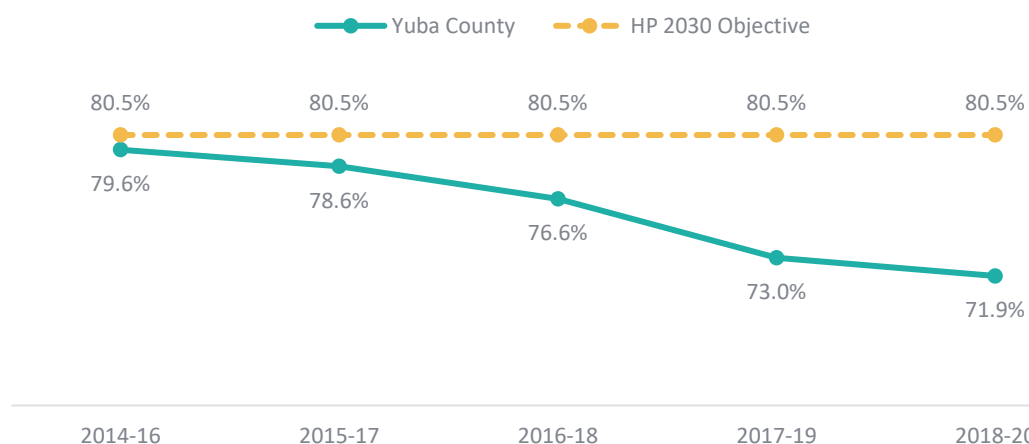
GOAL	Promote each child's physical, social, and emotional development.
OUTCOMES	<ul style="list-style-type: none"> Increased use of medical care Increased prenatal care Increased use of dental care Increased developmental screenings Increased use of early intervention services Increased achievement of developmental milestones Increased physical fitness and safety
PROGRAMS	<ul style="list-style-type: none"> MJUSD and Peach Tree Health Mobile Dental Clinic Help Me Grow Developmental Screenings and Referrals Yuba County Office of Education, Child Development Behavioral Consultation Program (CDBC) Yuba County Office of Education, Family Resource Center (FRC)

COMMUNITY-WIDE TRENDS

Neonatal outcomes have somewhat improved over the past five years.

Prenatal care. At the same time, the proportion of mothers who received adequate prenatal care in Yuba County have continuously declined, reaching a low of 72% in 2020, compared to a high of 80% in 2014-2016.

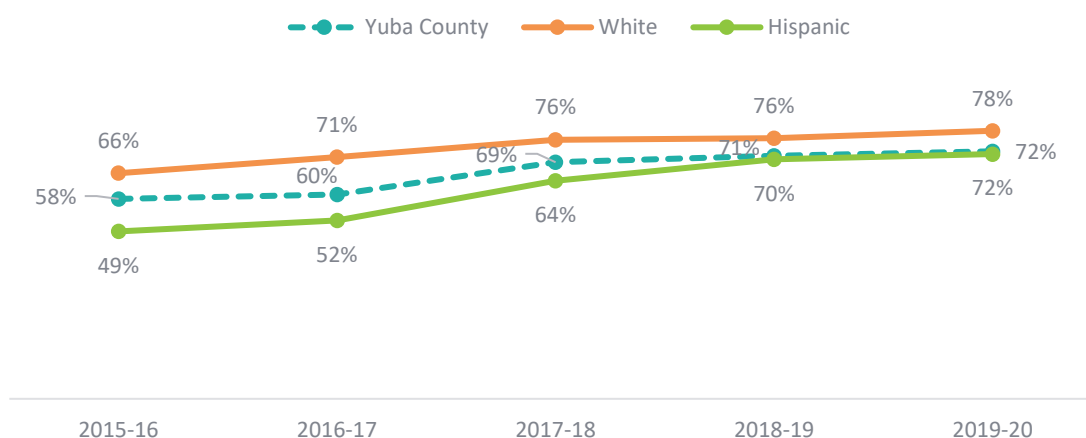
Figure 3. Percent of Mothers Who Received Adequate or Adequate Plus Prenatal Care in Yuba County



Source: Maternal, Child and Adolescent Health Division, 3-year averages for years 2014-2020. Note: Adequacy of Prenatal Care Utilization Index categorizes "Adequate" as prenatal care begun by fourth month with 80%-109% of recommended visits received. Adequate Plus is defined as prenatal care begun by the 4th month of pregnancy and 110% or more of recommended visits received.

Breastfeeding Rates. Breastfeeding is another protective factor for child health and development. **The rates of exclusive breastfeeding have been steadily increasing over the past five years.** All in all, between 70% and 80% of mothers exclusively breastfed their babies while in the hospital. The rates of breastfeeding in White mothers were consistently higher than in Hispanic mothers. Yet, over the past five years the rate of breastfeeding in Hispanic mothers increased two-fold, compared to white mothers.

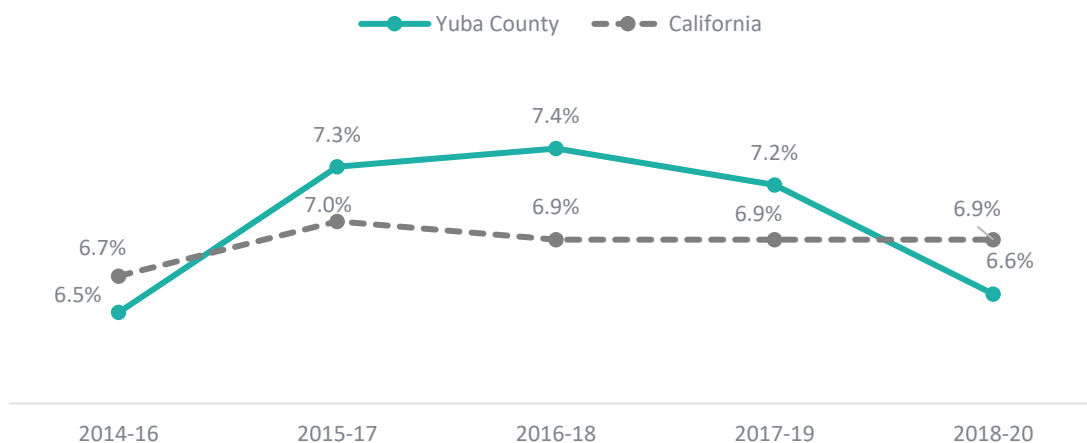
Figure 4. Rates For In-Hospital Exclusive Breastfeeding in Yuba County



Source: California Department of Public Health. In-Hospital Breastfeeding Initiation Data. Years 2015-2020. KidsData.org. In-Hospital Breastfeeding of Newborns Data Dashboard. Data for American Indian or Alaska Native, Pacific Islander or Hawaiian Native, and other races or ethnicities are not included due to very small estimates.

Neonatal Health. The prevalence of children born low weight have been decreasing. Historically, the proportion of infants born with low birth weight, which is linked to a host of negative health, cognitive, and behavioral outcomes, was higher in Yuba County, compared to statewide rates. However, starting in 2016-2018, the rates of low-weight births have been decreasing. By 2018-2020, Yuba County rates have dropped below California averages, for the first time since 2014-2016.

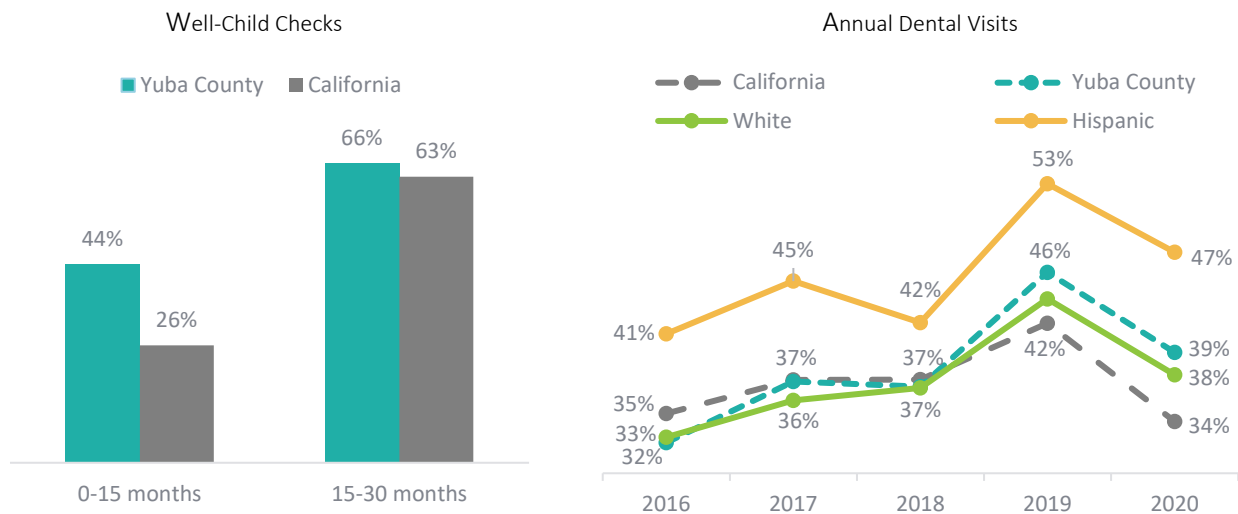
Figure 5. Percent of Children Born Low Birth Weight



Source: California Dept. of Public Health, County Health Status Profiles. Low Birth Weight, 3-year averages.

Preventive Health Services Utilization. Yuba County use of preventive medical and dental services was higher than statewide. Despite the pandemic, Yuba County had higher rates of preventive services use than the surrounding counties or the California state overall⁵. Close to a half of infants under 15 months of age (44%) and over 60% of toddlers between 15 and 30 months of age had a well-child visit in 2020, compared to 26% and 63% of California children, respectively. The use of preventive dental services utilization in this age group was comparable to the rates of well-child visits, despite a 7% drop between 2019 and 2020. Nearly 40% of county children ages 0-5 years had an annual dental visit in 2020. Importantly, the proportion of children with dental visits was nearly 10% higher in Hispanic, compared to White children.

Figure 6. Percent of Children on Medi-Cal with Recommended Well-Child Checks and Annual Dental Visit



Source (well-checks): California Department of Health Care Services. 2021 Preventive Services Report (June 2022). Source (dental visits): California Department of Health Care Services, Medi-Cal Dental Services Division/ Research Analytics Unit, Dental Utilization Measures and Sealant Data by County, Ethnicity, & Age Calendar Year 2016 to 2020. Note: Data for Alaska Native or American Indian and other races or ethnicities, including unknown, are not shown.

FIRST 5 FAMILIES AT INTAKE

When caregivers signed up to First 5 Yuba sponsored programs, they are asked to complete a Family Information Form (FIF), which collected information on families' demographics, current needs, type and intensity of concerns, strength of family protective factors, and child and caregiver activities. A summary of families' needs and concerns related to health and wellness is presented in Figure 7.

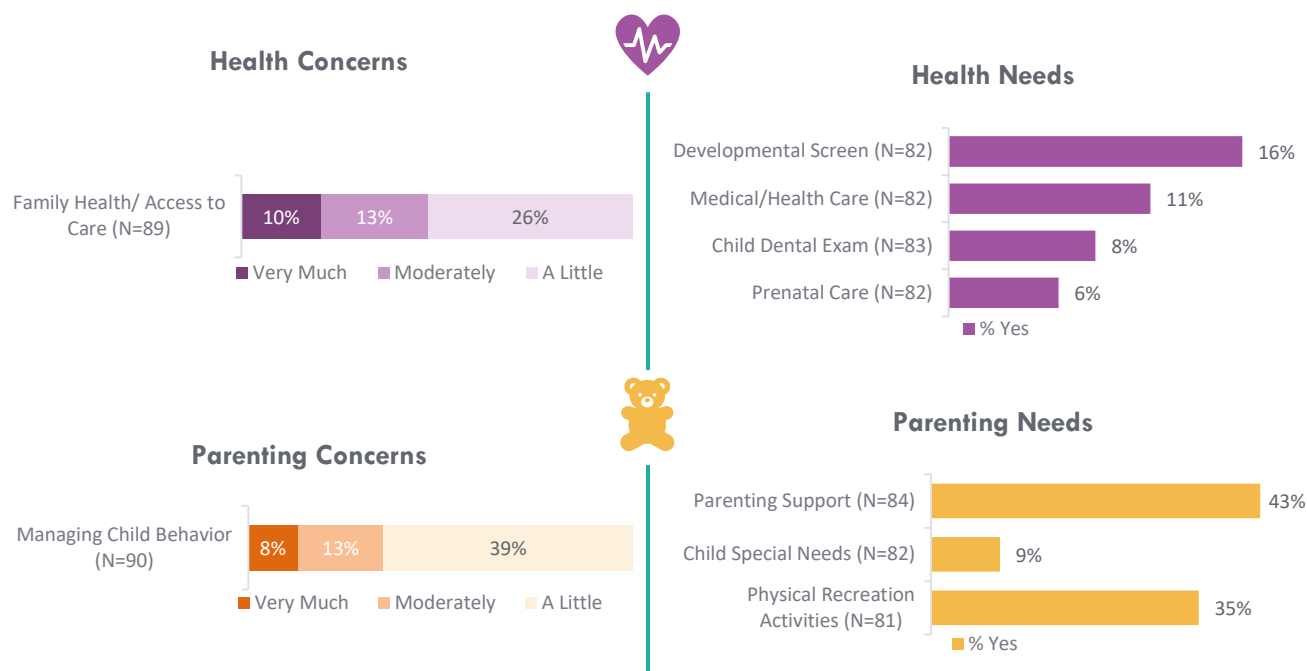
Access to Health Care. Around 26% of families were somewhat concerned with difficulties getting medical or dental services for themselves and their children and 24% had significant concerns. About 6% of families needed help getting prenatal care, 11% sought medical care and 8% asked for help getting a dental exam for their child. Additionally, 13% of parents lacked transportation, which served as a barrier to getting to health care

⁵ CA Department of Health Care Services. 2021 Preventive Services Report (June 2022) changed their data collection methodology from reporting on well-child check-ups for ages 0-6 years to reporting the rates for children 0-15 months and 15-30 months of age. Therefore, no time trends are available for the well-child visits. The data are reported for the year 2020.

appointments for some families. Moreover, 16% of parents expressed the need for child developmental (ASQ) screening.

Child Behavior Management. Among First 5 Yuba parents, 24% of parents felt like they ‘did not understand,’ or ‘understood little’ about child development⁶. Additionally, 39% were somewhat concerned and 21% were very concerned about their ability to manage child behavior, 43% asked about available parenting supports, and 9% needed help with child special needs. In addition, over a third of all caregivers (35%) sought local resources on child physical or recreational activities.

Figure 7. Caregivers' Needs and Concerns Related to Health & Wellness

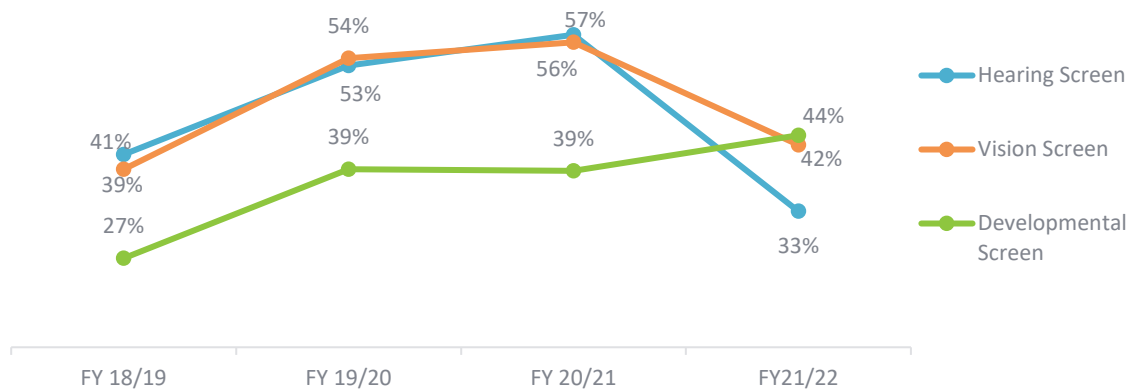


Source: Family Intake Form. 2021-22. Caregiver Needs and Concerns. Percentages are based on the total number reported. N=81-90.

Health & Developmental Screening. The rate of health screenings dropped while developmental screenings increased. At program entry, parents and caregivers were asked to indicate their child’s access to medical and dental care, and health and developmental screenings. As seen in the figure below, Vision and Hearing screening dropped considerably, from over 50% of children to just over 40%. In FY 2021-2022, 33% of First 5 Yuba children had a Hearing screen and 42% had a Vision screen. At the same time, developmental screening continued its upward trajectory, reaching 44% of children in 2021. However, given the mild-to-moderate parental concerns about lacking understanding of child development, the need for ASQ screenings expressed by some parents, a high proportion of children with special needs, and the fact that 33% of children did not receive any screenings in the past year, efforts should be made to further increase access and support for health and developmental screenings.

⁶ Family Intake Form. 2021-22. Family Protective Factors. Based on a total number of 92 responses about understanding child development.

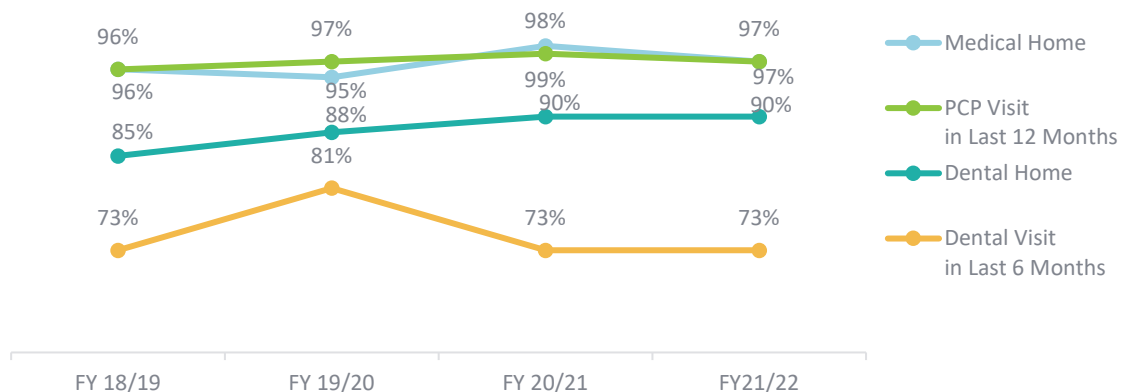
Figure 8. Health and Developmental Screening at Intake



Source: Family Annual Survey, 2020-21, N=91; 2021-22, N=78.

Health Care Access. Children’s health care access remained high, but less so for dental care. Almost all children (97%) had an established medical home with a primary care physician (PCP) and had their well-child checks, compared to an average of 43.7% for children 0-15-months-old and 66.0% for 15-30-months-old children who had all the recommended well-child visits in Yuba County⁷. Additionally, 90% of children had a regular dentist, and most children aged 18 months or older (73%) had been to the dentist in the past six months. Whereas the proportion of children with a medical home and/or with PCP visits remained steady or slightly increased, compared to previous years, the proportion of children with a dental home and/or dental visits remained at the pandemic levels. The pandemic particularly affected dental check-ups, which dropped from 81% in FY 2019-2020 to 73% in FY 2020-21 and remained at that level in FY 2021-22. This drop is likely the aftereffect of the pandemic that resulted in shortage in staff and fewer available appointments.

Figure 9. Health Care Access for First 5 Yuba Children



Source: Family Annual Survey, 2020-21, N= 2021-22, N=49 (matched pairs); 2021-22, N=87.

⁷ CA Department of Health Care Services. [2021 Preventive Services Report](#) (June 2022).

IMPACT OF FIRST 5 YUBA

MJUSD STUDENT SERVICES AND PEACH TREE HEALTH

The Mobile Dental Clinic provided 512 dental procedures to 187 children 0-5. In addition, MJUSD student services and Peach Tree Health conducted community outreach and oral health education, including 37 workshops and 8 presentations to 968 children and 105 caregivers in a variety of educational settings.

MJUSD student services and Peach Tree Health offered dental screenings and services to children who might not otherwise receive dental care. Screenings and services were conducted via pop-up dental clinics – The Happy Tooth Mobile – at the Yuba Feather School, Loma Rica School, Cedar Lane School, and other rural locations in Yuba County. The Happy Tooth Mobile offered all needed emergency and preventative services including extractions, fillings, root canal treatment, fluoride varnish, and sealants. The clinic sent out pre-registration forms and scheduled appointments. Registered children received treatment, as well as oral health supplies and prizes and follow-up appointments, as needed. The dentist on site was able to assess children who had dental pain and schedule urgent care treatment, for which families were provided transportation.

Below are a few highlights from the 2021-22 fiscal year:

- 187 children 0-5 were served by the Happy Mobile Dental Clinic.
- 512 procedures were provided for children 0-5. The most common procedures included dental screenings and application of fluoride treatment or varnish (58%), dental exams/x-rays and teeth cleaning (32%), and fillings or sealants (9%).
- 48% of parents surveyed said their child would not have received dental care if the Happy Mobile Dental Clinic services were not available.

"The students were enthusiastic about their dental appointments. Even kids who didn't register for dental care were excited to check it out, meet us, and ask questions at our Bubble Dance Party hosted at recess. Our hope is to increase access to dental treatment for families living in the foothills. We are very grateful for First 5's support to help bring our vision to life."

- School partner



In addition to providing mobile dental services to the children living in rural areas of the county, MJUSD student services and Peach Tree Health conducted community outreach and oral health education, including 37 workshops and 8 presentations at preschools, transitional kindergarten, and kindergarten classrooms and playgrounds. These events reached 968 children and 105 caregivers.

MJUSD Student Services and Peach Tree Health staff were able to persevere despite ongoing pandemic related setbacks and had a positive impact on the community. Among the setbacks were frequent and extended student absences which made it difficult to complete treatment of children at preschool and school sites

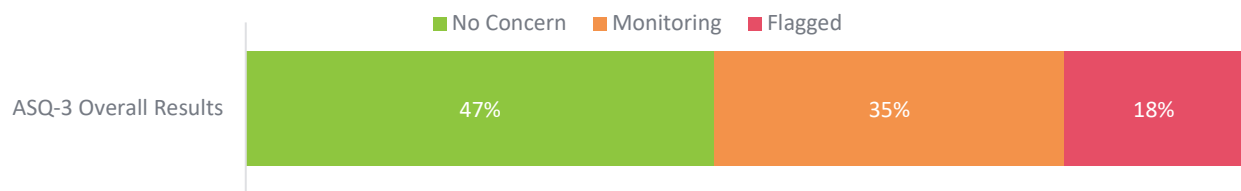
earlier in the year. Moreover, staffing and supply shortages delayed the launch of a planned portable dental station project which would have increased the capacity to serve more children. Another challenge related to hiring a Registered Dental Assistant, which limited the number of children served by the Happy Toothmobile Dental Clinic. To solve this problem, MJUSD student services started a partnership with the Dental ROP program to help recruit graduating seniors and train them as dental assistants, preparing them to enter the workforce once they graduate high school. In the meantime, MJUSD hired two Dental Assistants who were working toward their licensure to become registered.

HELP ME GROW

In 2021-22, Help Me Grow took part in 29 workshops and community events, supported the developmental screenings of 345 children, half of whom did not meet developmental milestones, and provided 156 hours of technical assistance and trainings to 79 providers and staff from 18 agencies.

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 for families with young children to access information on local resources and services. At the same time, Help Me Grow is a key partner in building a universal early screening system in Yuba County. During the 2021-22 fiscal year, a total of 345 developmental (ASQ-3) and social-emotional (ASQ-SE) screenings were conducted – a whopping 34% increase from the prior fiscal year. The screening results suggest that less than half of the children screened (47%) were meeting all developmental milestones (see Figure 10). Among the children with developmental concerns, 35% scored in the monitoring range (i.e., close to the clinical cut-off scores), and 18% were flagged as meeting or exceeding the recommended clinical cut-off scores for possible developmental delays or behavioral and socioemotional difficulties. Consequently, 70 children were identified as needing referrals and referred out, and 26 families received care coordination services.

Figure 10. ASQ-3 Screening Results



Source: 2021-22 ASQ-3 Aggregate Results. N = 345.

Aside from screening and referral services, care coordination, and linkage of families to resources in the community, Help Me Grow model also involves provider training and outreach to families, communities, caregivers and health professionals, serving young children. In 2021-22, Help Me Grow program provided 156 hours of professional development and ASQ-3/ASQ-SE training and technical assistance to 79 providers from 18 agencies, including child care providers, MediCal staff, home visitors and providers working in alternative settings. Moreover, Help Me Grow staff participated in 29 workshops and community events, including setting up screening booths with MJUSD & Peach Tree, 1 2 3 Grow, and at seven *First 5 Fridays* events.

YCOE BEHAVIORAL CONSULTATION SERVICES

The Child Development Behavioral Consultation program supported 25 families through intensive services, offered 57 one-on-one consultations, and held 51 Positive Discipline classes, 11 collaborative meetings for providers, 39 community workshops, and 8 community outreach developmental screening events. Caregivers who attended Positive Discipline classes consistently demonstrated high levels of knowledge about the topics covered.

The Yuba County Office of Education's (YCOE) Child Development Behavioral Consultation (CDBC) program provides brief and intensive behavioral services, and multiple series of parent education classes on positive discipline and child development (Positive Discipline and BEST). YCOE CDBC also offers community workshops in English and in Spanish on several parenting and child development topics, including child brain development and how it relates to behavior, understanding child behavior, and positive parenting strategies. Lastly, YCOE CDBC facilitates the Bi-County Early Access Support collaborative (BEAS) for early childhood professionals and parents.

Below are data highlights from the work conducted in 2021-22:

- 25 children demonstrating behavioral challenges and their families received intensive services.
- 57 consultations on behavioral concerns were provided by phone or at the office
- 39 community workshops were offered virtually, averaging approximately 1.5 hours each
- 11 Bi-County Early Access Support (BEAS) meetings were held with approximately 55 providers
- 8 Developmental Screening in Yuba (DaiSY) events were offered, where providers administered CBCL, ASQ-3, and ASQ-SE screenings and provided parent consultations.
- 51 Positive Discipline parenting classes were offered, with approximately 374 parents attending⁸

All in all, the CDBC program offered 108 workshops/events during the year and met or exceeded all of its annual services targets. In person services to children have resumed in the CDBC office and in the children's early care and education settings. Home-based observations and follow-up communication with the parent remained virtual. The behavioral consultant added a new assessment form (Conners Early Childhood), to her assessment protocol, as well as to all DaiSY events.

In addition to the ongoing activities as part of the CDBC program scope of work, the CDBC program had also started collaborating with YCOE Prevention Services to support their 2022 Proud Parenting Grant Program which seeks to expand services for adolescent parents. The CDBC provided guidance on educational program structure, materials and supplies, and a recommended budget for providing educational information services to adolescent teens who are expecting or parenting.

"Thank you for doing the PCC meeting at Feather Down on 8/26/21. The parents really enjoyed the presentation on Positive Discipline. We had 7 parents and 3 staff attended to the meeting. I hope to have you present in future meetings."

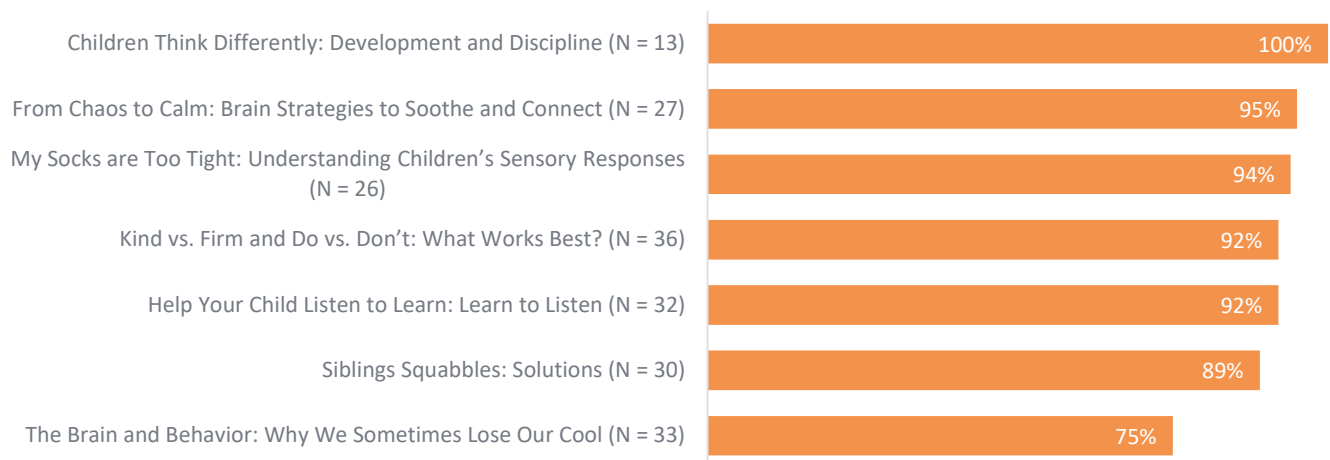
- e-center director

⁸ Numbers are duplicated. We estimate that 65 unduplicated parents from Yuba County participated throughout the year.

Thanks to an ongoing interest and requests from the Yuba community for more Positive Discipline class opportunities, the consultant added a series of eight Positive Discipline virtual workshops in the evenings. This series included the development of a new topic for the last session. The workshops were well received with positive feedback and consistent attendance throughout the series.

At the end of each class of the Positive Discipline series, participants completed a short quiz, assessing their knowledge on the topics covered during the workshop. As can be seen in Figure 11, parents consistently showed high knowledge scores, indicating that they mastered each topic. Averaging across multiple classes, parents answered 91% of the questions correctly.

Figure 11. Parents' Knowledge Following Positive Discipline Classes



Source: Positive Discipline Online Parenting Class Mini Surveys. 2021. Numbers represent average % of correct responses. Three quiz questions per survey; number of total (duplicated) responses = 197.



Child Development Behavioral Consultation Success Story

Betty is a 34-year-old single mother, by choice, to two children. She has a college degree and is a working professional who is employed full-time. She has family in the area and they provide support and socialization for her and the children. The parent came to be involved with the CDBC program in the winter of 21-22 due to concerns that her 18 months old child was experiencing multiple issues including separation anxiety, lack of appetite, and underdeveloped communication skills.

Things have been deteriorating for 6 months prior to getting help from the CDBC program. The parent was experiencing difficulty at work because she was being called away frequently to pick up her child from daycare. The childcare provider eventually refused to take care of the child, so a family member stepped in instead, but that increased family friction and resulted in worsening of the child's separation anxiety. The parent was self-referred to the CDBC program, after much frustration and a lack of response by her pediatrician.

The program consult conducted a well-rounded intake process which included assessments on the Child Behavior Checklist (CBCL), ASQ-SE, and temperament quiz, virtual home-based observation, and interviews with the care. Based on this process several goals were set that focused on helping the child expand her circle of those who can help her co-regulate, support her emerging ability to self-regulate, and identify and access services to support her nutritional health and communication. An additional goal was to help the parent to identify quality care that supports social-emotional needs.

The parent and child participated in weekly, 1-hour, in-person visits at the CDBC office. Visits were focused on: Teaching the parents how to support and soothe the child when she experienced social dysregulation; Model for the parent how to communicate confidence and consciously use social referencing as a tool to help increase her child's sense of felt safety; Identifying and correcting mixed messages to the child; Allowing the child to experience social success with parent support; And introducing basic structured tasks and directives.

The family's initial needs were met, and all goals were accomplished in the 7 months that the parent and child participated in the CDBC program. The child progressed to develop a healthy relationship with her infant program caregivers, as well as several peers. The parent's follow up responses on the CBCL showed a clear decrease in behavioral problems. All CBCL indicators had reduced from clinical or borderline to typical levels, including emotional reactivity, anxious/depressed, withdrawn, and attention problems. During the seven months of services the parent was connected to three community programs that supported her needs. The child qualified for Head Start and for Alta regional services (speech and language) with services offered at the child care site.

The parent has shared that they now have a new job and they are able to attend work regularly because their child is doing well in child care. On occasions when the child is sick, the family member provides backup care. The relationship with this family member has improved as the burden of childcare has reduced and they are able to enjoy their relationship again. The parent's social life has improved since her child can now relax in the presence of new people.

YCOE FAMILY RESOURCE CENTER

In 2021-22, Yuba County Office of Education Family and Community Resource Center provided referrals for health and behavioral services, facilitated access to resources to help families meet basic needs, and supported positive parent-child interactions among 122 families and 82 children.

The YCOE Family Resource Center (FRC) offered a variety of services promoting physical and socio-emotional wellness and a stimulating early learning environment for child growth and development via new and ongoing programs:

- PALS Playgroup: promoted parent-to-parent support and connection among over 100 children and 38 caregivers (duplicated counts)
- Stepping with Baby, a walking group for expecting families or families with infants: promoted physical activity and social support through meaningful connections with other families
- Community Early Start Days: offered virtual sessions to work on sensory and speech development
- Story Time, offered in Spanish virtually and in-person at the Yuba County Library: promoted early learning, reading, bilingualism, and meaningful connections among families with shared cultural backgrounds

"Well planned and very good presentation."

Following the global pandemic of 2020, YCOE FRC transitioned to virtual Community Early Start events and the Story Time. However, families did not find virtual offerings as appealing or accessible, which led to low engagement and participation. In March of 2021, the Story Time in Spanish, transitioned to in-person meetings at the Yuba County Library. However, bad weather and strict health guidelines prevented some families from attending. Similarly, Community Early Start Days encountered some challenges in sustaining families' interest, which was exacerbated by difficulties finding an occupational therapist and other professionals to facilitate Early Start Days workshops. Program staff and facilitators identified the need for more extensive outreach efforts, to ensure success of the new programs that were launched in the 2021-2022 fiscal year.

Aside from building community networks of support, YCOE FRC engaged in community education through outreach and distribution of educational materials. In 2021-22, nearly 80 bags with gifts and educational information and resources were handed out to families during playgroups. In partnership with First 5 Yuba County and the Child Behavioral Consultation Program, YCOE FRC conducted ASQ-3 and ASQ-SE screenings and referrals to programs and services, at Yes Charter Academy, Camptonville 1 2 3 Grow Program and during home visits. Additionally, FRC handed out information about local resources, such as Resource Library and Toy Lending Library, and distributed parenting kits for expecting families during the following community events:

"My child interacted with the provided activities"

- Developmental Screening in Yuba (DaiSY) Pop-Up event at Yes Charter Academy
- Beale AFB's Child & Youth Services
- Day of Child April event
- Baby Fair May event

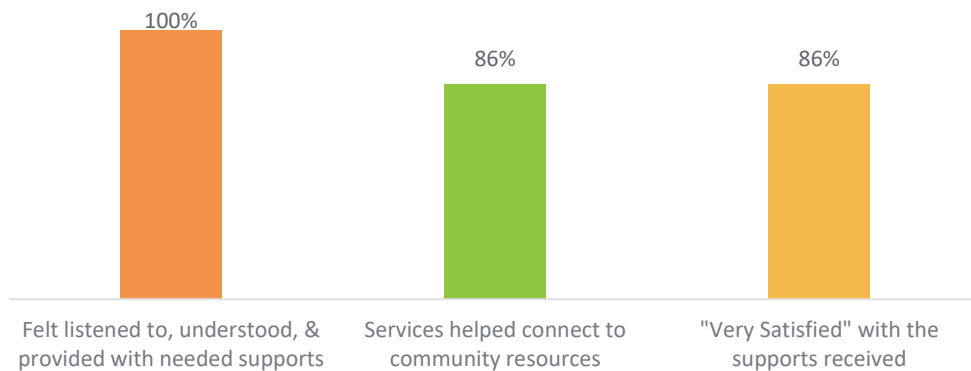
"Was able to take my daughter to multiple appointments out of town with help from the gas vouchers."

Finally, YCOE FRC provided local families in need with some necessities via emergency supply distributions. In 2021-22, YCOE FRC ran a Diaper Closet which distributed 26 packs of diapers, wipes, and other child supplies to eight families and four agencies working with vulnerable families. Moreover, YCOE FRC provided 8 gas cards and 71 vouchers and bus passes for a total of over \$1,000. Families used transportation assistance to get to prenatal and medical check up and for child medical appointments and hospital stays.

Despite some of the challenges described by YCOE FRC staff, 100% of families who completed the FRC Parent Support Survey felt satisfied with staff's ability to assist them and 86% said that these services helped them connect to community resources.

"I felt like they really wanted to help me and offer support"

Figure 12. Percent of Caregivers Satisfied with YCOE FRC Services



Source: FRC Parent Support Survey 21-22. N = 7.

Family Resource Center Success Story

Natalie is a new mother of baby boy born premature at 25 weeks. Natalie was referred to the FRC program by Sacramento Sutter Medical Center's Neonatal Intensive Care Unit for gas cards. Natalie received a NICU Kit which included: gas cards, journal and pen, water bottle, phone stand key chain, baby beanie, toothbrush and toothpaste, hand sanitizer, facial masks, Chapstick, lotion, and COVID-19 testing kits. These bags are provided to all NICU families referred to the FRC program. Mom was directed to the FRC's NICU Padlet page which has connections to local resources. This family was experiencing a lot of emotions during this time and unfortunately did not get to bring the baby home. FRC staff reached out to the family afterwards for support and mailed information about bereavement services in the area.

"The NICU family welcome bag was such a beautiful and delightful gift to receive. The items were so thoughtful during a difficult and traumatic time."

Goal 2 — Resilient Families

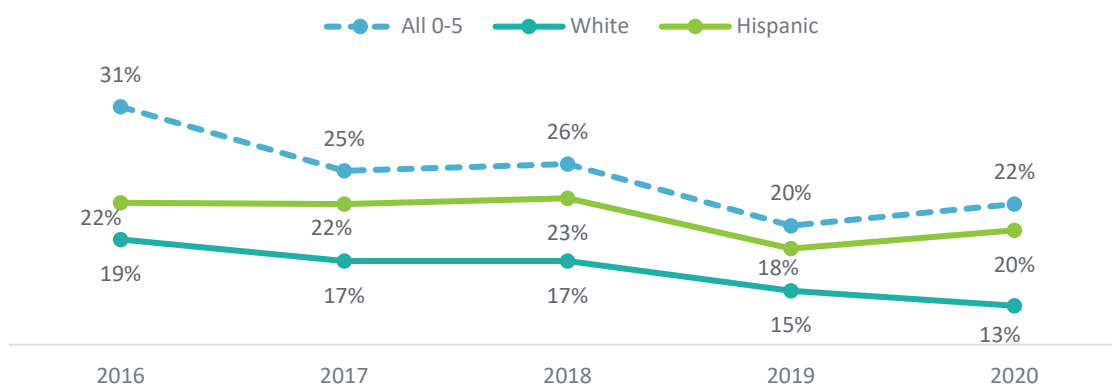
GOAL	Promote parental resilience, social connections, concrete support in times of crisis, and knowledge of parenting and child development.
OUTCOMES	<ul style="list-style-type: none"> Increased understanding of child development and approaches for positive parent-child interaction Increased protective factors Increased screening and referral for parent or child social determinants (e.g., perinatal mood and anxiety disorders (PMADs), Adverse Child Experiences ACEs) Reduced tobacco use
PROGRAMS	<ul style="list-style-type: none"> MJUSD School Readiness Parent-Child Classes Camptonville Community Partnership 1, 2, 3 Grow Parent-child Classes ABC Sprout - YES Environmental Science Charter Academy Developmental Playgroups hosted by Playzeum

COMMUNITY-WIDE TRENDS

Data about Yuba County families reflect the impact of reduced economic opportunity found in most rural counties, but they also point to ways that First 5 Yuba and partners can continue supporting families.

Childhood Poverty. The level of childhood poverty in Yuba County remained high. One in five Yuba County children under the age of 5 years lived at or below the Federal Poverty level (FPL), which was \$27,479 for a family of two adults and two children in 2021 (Based on Census Data. Poverty Thresholds. 2021). A slight increase in childhood poverty over the preceding year was largely due to Hispanic/Latino households, for whom poverty rate increased by 2%. In contrast, poverty rate decreased for children ages 0-5 years living in White Non-Hispanic households.

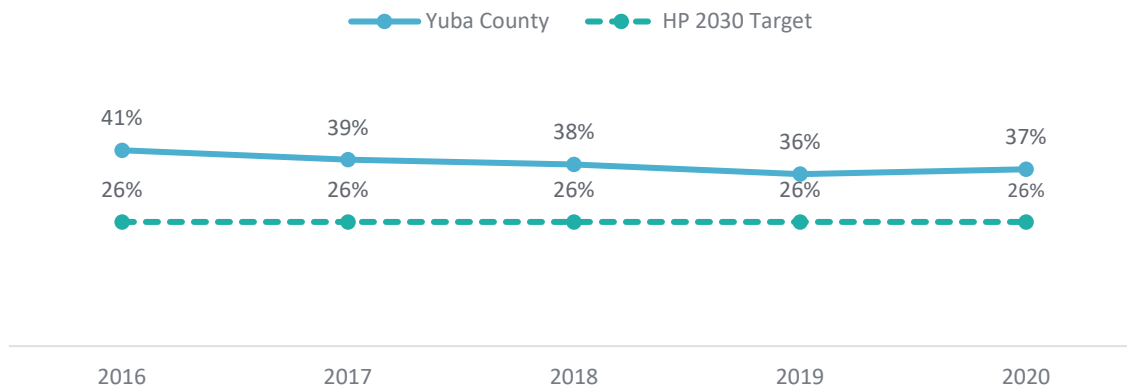
Figure 13. Percent of Children 0-5 Living in Poverty in Yuba County



Source: US Census, American Community Survey, 5-year estimates. Note: "Other" includes Black, American Indian, Asian, Native Hawaiian/Other Pacific Islander, Other race, and two or more races).

Housing Insecurity. In FY 2021-22, housing insecurity continued to be an issue. Affordable housing, defined as the cost of mortgage or rent at or below 30% of a monthly household income, was attainable for 63% of Yuba County families. Although a five-year trend showed a slow decline in housing insecurity, the proportion of families spending more than 30% of their monthly budget on housing increased over the pandemic period. In 2020, 37% of Yuba families were housing-insecure, significantly higher than the 26% Healthy People 2030⁹ objective.

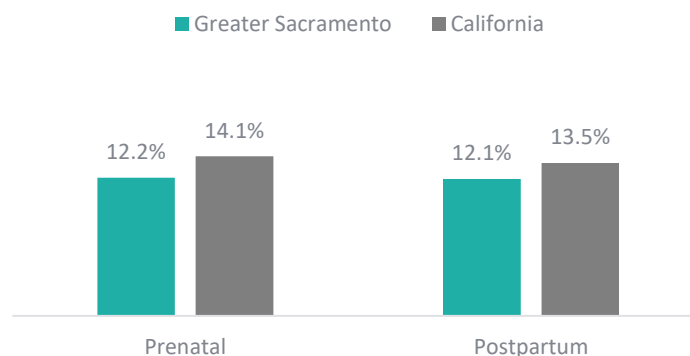
Figure 14. Households Paying More Than 30% For Housing in Yuba County



Source: US Census, American Community Survey, 5-year estimates.

Prenatal and Postpartum Depression. In 2021, there were 1,124 projected births in Yuba County, including 579 White Non-Hispanic infants and 328 Hispanic/Latino infants¹⁰. The most current prevalence of prenatal and postpartum depression, known to interfere with parent-child bonding and secure attachment, was approximately 2% lower for the Greater Sacramento area, which include Yuba County, than statewide averages.

Figure 15. Percent of Women Experiencing Prenatal and Postpartum Depressive Symptoms, 2013-15



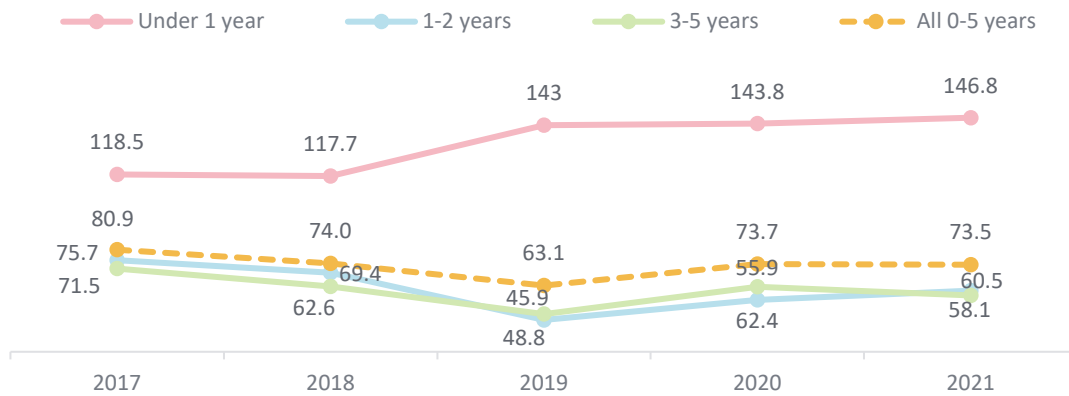
Source: California Department of Public Health, Maternal and Infant Health Assessment (MIHA) Survey County and Regional Data Snapshots for Subgroups, 2013-2015. Note: Greater Sacramento Region includes El Dorado, Placer, Sacramento, Sutter, Yolo, and Yuba counties. Three-year average.

⁹ U.S. Department of Health & Human Services. Secretary's Advisory Committee on National Health Promotion & Disease Prevention Objectives for 2030.

¹⁰ State of California. Department of Finance. [Complete State and County Projections Dataset. 2021.](#)

Child Maltreatment. Child Abuse allegations were highest for children under 1 year and are increasing over the years. In 2021, the rate of child abuse allegations for children 0-5 was 74 per 1,000 (503 children), compared to the state at 46 per 1,000.¹¹ Additionally, between 32 and 63 children¹² ages 0-5 entered foster care in 2020-21.¹³

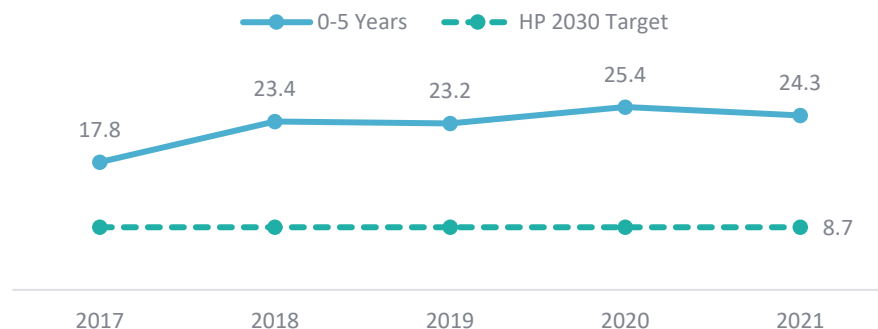
Figure 16. Incidence of Child Maltreatment Allegations in Yuba County (per 1,000 Children, Ages 0-5)



Source: California Child Welfare Indicators Project (CCWI). Child Maltreatment Allegation Rates Dashboard. Years: 2017-2021.

The rate of substantiations was somewhat lower in 2021 than 2020, although this may be because of the fewer encounters between Yuba County families and mandated reporters over the pandemic. The current rate of 24 per 1,000 children is substantially above the Healthy People 2030 Objective¹⁴ of 9 children per 1,000. Child maltreatment has many roots, including lack of understanding of child development and lack of effective parenting skills – topics that are covered by the school readiness and playgroup programs that First 5 Yuba sponsored programs offer.

Figure 17. Incidence of Substantiated Allegations in Yuba County (per 1,000 Children Ages 0-5)



Source: California Child Welfare Indicators Project (CCWI). Child Maltreatment Substantiation Rates Dashboard. 2017-21.

¹¹ California Child Welfare Indicators Project (CCWI). [Child Maltreatment Allegation Rates Dashboard](#). Years: 2017-2021.

¹² Depending on the inclusion of Jan 2020-Dec 2020 numbers for children ages 1-2 years and 3-5 years, as projections for masked values for Jan 2021-Dec 2021 for foster care entry among these age groups.

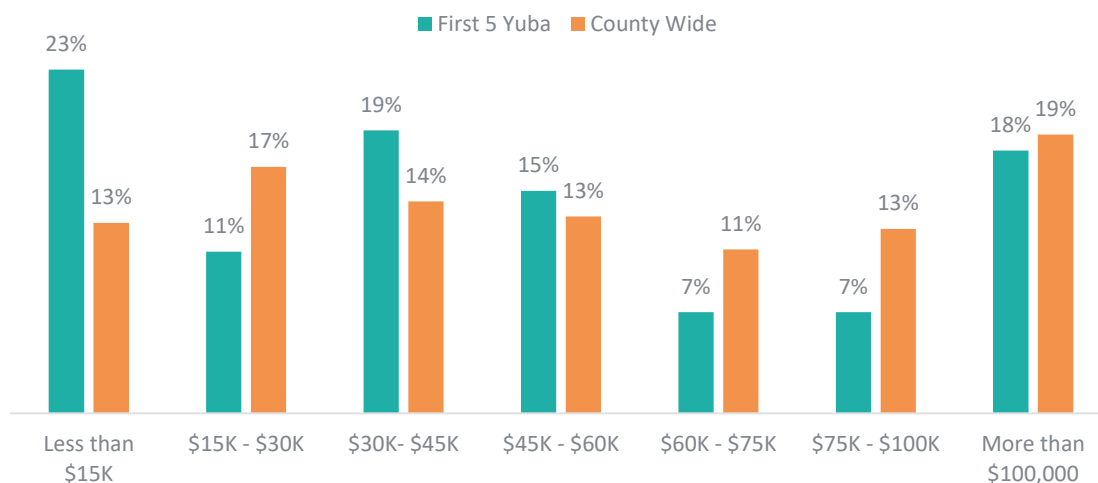
¹³ California Child Welfare Indicators Project (CCWI). [Entry into Foster Care Rates Dashboard](#). Years: 2020-2021.

¹⁴ 14 U.S. Department of Health & Human Services. Secretary's Advisory Committee on National Health Promotion & Disease Prevention Objectives for 2030.

FIRST 5 FAMILIES AT INTAKE

Household Income. First 5 Yuba participants had lower average income than the countywide population. Figure 18 shows the distribution of family income for those who participated in First 5 programs as well as for the countywide population. Overall, First 5 Yuba participants had a lower average income than the population countywide. Over two-thirds of First 5 families made less than the County Median Income, which was \$59,424¹⁵ in 2020. About 34% First 5 families lived in poverty, as defined by the California Poverty Guidelines¹⁶, which is higher than the 29% of county children under the age of five years¹⁷.

Figure 18. Family Income, at Intake



Source (county): US Census, American Community Survey, 2021, 1-year estimates. Income and earnings for Yuba County households. Source (Yuba First 5): Family Intake Form. 2021-22. Percentages based on the total number reported. N=73.

Caregiver Employment. Half of First 5 Yuba participant caregivers were not employed and did not seek employment. At program enrollment, about half of caregivers indicated that they were homemakers or stay-at-home parents. This is almost three times more than 18% of caregivers who were not employed and not looking for work countywide. About 9% of First 5 Yuba parents were unemployed, which is just below the 10% of unemployed looking for work families countywide¹⁸ and slightly above the 8% official Yuba County annual unemployment rate¹⁹. Only 20% of First 5 Yuba families worked full time, compared to 45% countywide. Just as many (22%) worked part time, which was below the countywide rate of 27% for part time employment.

¹⁵ Census. [Quick Facts. Yuba County.](#)

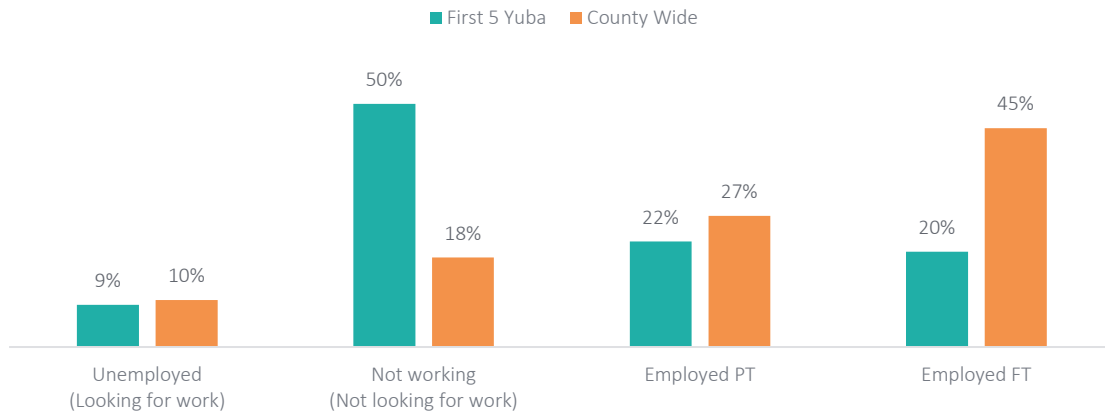
¹⁶ See <http://www.laalamnac.com/social/so24.php>

¹⁷ Poverty rate for households with 0-5 kids (Source: US Census, American Community Survey, 5-year estimates)

¹⁸ US. Census, American Community Survey, 2021, 1-year estimates. [Full-time, Year-Round Work Status in the Past 12 Months by Age for Population 16 years and Over](#); filtered for population ages 20-65 years.

¹⁹ [Employment Development Department for the State of California.](#) Not Adjusted Not Preliminary Annual Unemployment Rate by County and Year.

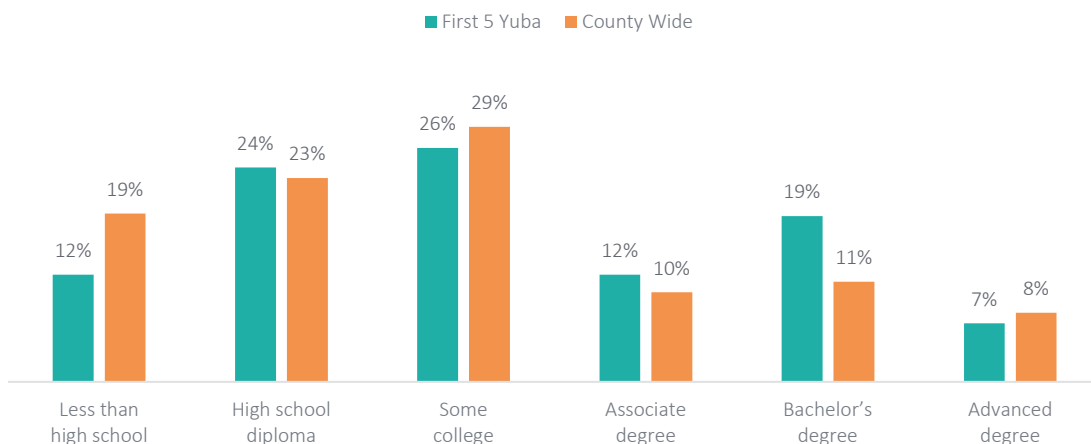
Figure 19. Caregiver Employment Status, at Intake



Source (county): US Census, American Community Survey, 2021, 1-year estimates. Full-Time, Year-Round Work Status in the Past 12 Months By Age for Population 16 years and Over. Filtered for Population ages 20 to 65 years. Source (Yuba First 5): Family Intake Form. 2021-22. Percentages based on the total number reported. N=92.

Caregiver Education. Education attainment levels of First 5 Yuba participants were similar or slightly above the countywide levels. Nearly two in five (38%) First 5 Yuba caregivers had a college degree (2-year, 4-year, graduate, professional), compared to 29% countywide. About half of those caregivers had a Bachelor's degree (19%), and another half had an Associate (12%) or an advanced (7%) degree. Only 12% of families had a caregiver who did not have a High School Diploma or its equivalent, which is lower than 19% countywide. The rest of the caregivers were nearly evenly split between those who completed high school (24%) and those who took some college courses (26%).

Figure 20. Caregiver Education Attainment, at Intake



Source (county): US Census, ACS, 2021, 1-year estimates. Countywide estimates for educational attainment are for population 25 and older; 'less than high school' includes estimates for individuals who attained 9th-12th grade, no diploma. Source (Yuba First 5): Family Intake Form. 2020-21. Percentages based on the total number reported. N= 75.

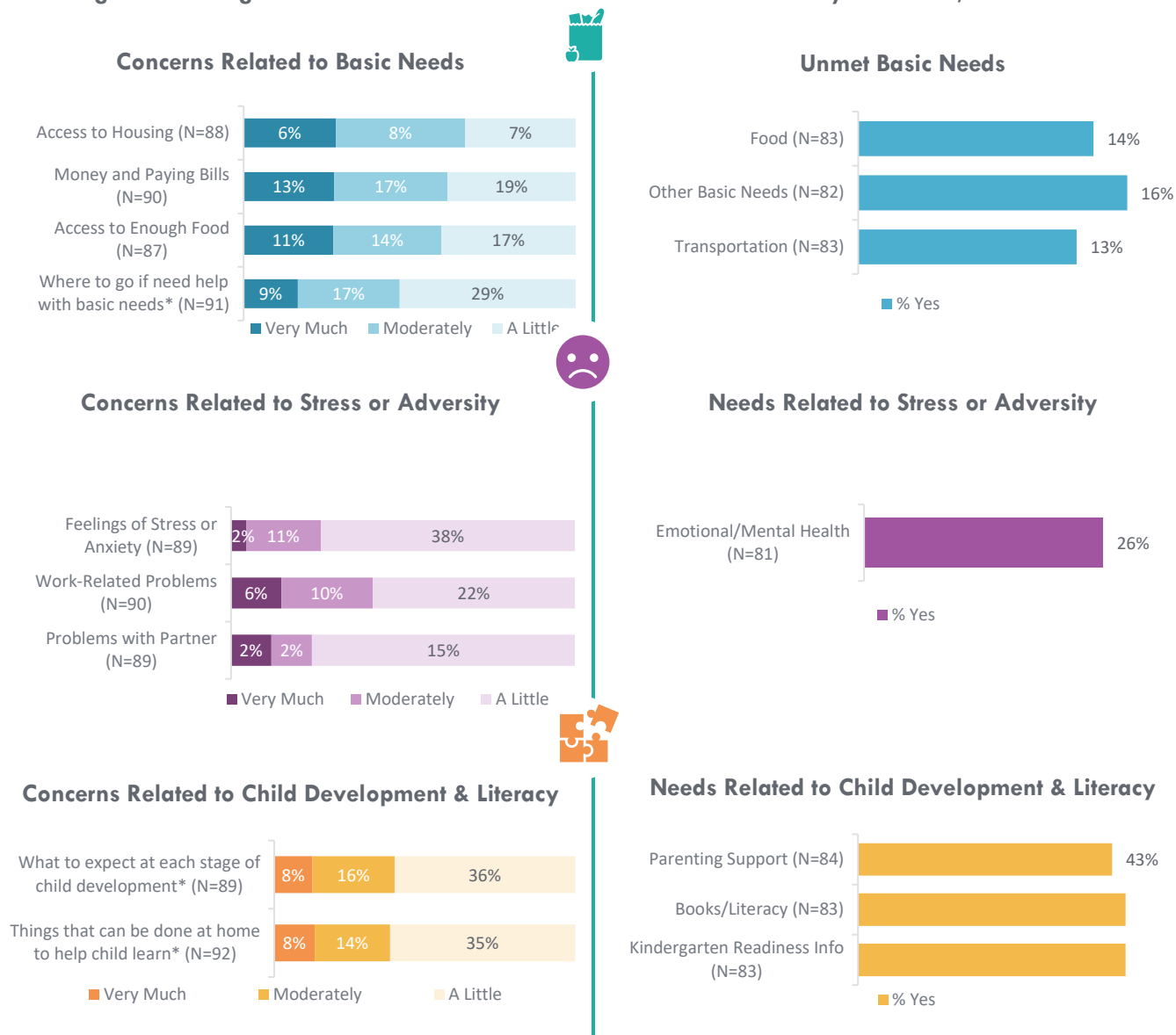
In addition to collecting information on families' socioeconomic background, Family Intake Form (FIF) asked primary caregivers to note their family's needs for services, which allowed program providers to make referrals

to the appropriate partner agencies in the community. Parents also reported on the presence of protective factors, such as caregiver ability to handle stress, social support, family engagement in activities to enrich their child's health and development. This information, collected at intake, is summarized below (see Figure 21).

Parents were mostly concerned about financial stability, access to food, and housing.

At the time of initial contact, caregivers indicated their primary areas of concern. Based on the responses of 90 families who completed the Family Information Form, the leading sources of stress related to financial stability, common family stressors, and child-rearing. Parents were “moderately concerned” or “very much concerned” about their ability to pay bills (30%), access food (25%), housing (14%), and child care (17%). See Figure 21.

Figure 21. Caregivers' Needs and Concerns Related to Child and Family Resilience, at Intake



Source: Family Intake Form, 2021-22. Percentages are based on the total number reported. Caregiver Needs and Concerns, N=81-90; *Family Protective Factors (scale is reversed), N=89-92.

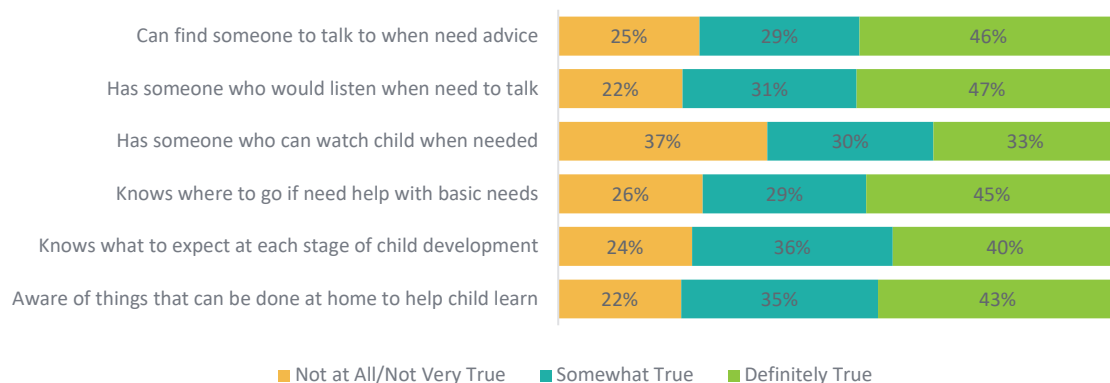
Ability to Meet Basic Needs. At intake, nearly 19% of families were somewhat concerned and 30% were considerably concerned about money and their ability to pay bills; 14% sought assistance with getting food, 13% needed help with transportation, and 16% needed help with some other basic needs.

Exposure to Stress or Adversity. In addition to the financial hardship and parenting concerns, 16% of caregivers experienced difficulties with work and 4% reported issues with their partners. All in all, nearly two out of five (38%) First 5 Yuba families were somewhat concerned and 13% were very concerned about feeling stressed, anxious, or depressed, and over a quarter (26%) needed help with mental health and coping.

Child Development and Literacy. Given the focus of First 5 programs on promoting child development and early literacy, many families had concerns related to parenting and early school readiness at program intake. Close to a quarter of the caregivers (24%) were worried about having only a limited or no understanding of child development, with 43% seeking parenting classes, programs, and resources. Nearly as many (22%) had little or no knowledge of strategies that could be implemented at home to help build foundational early literacy skills. More than half of the caregivers (51%) sought to connect their child with books or learn about early literacy and 60% asked for help accessing information on kindergarten readiness.

Family Resilience & Protective Factors. Over half of First 5 Yuba parents (58%) did not have strong protective factors at intake. Emotional and instrumental support, as well as ability to reach out for help are known to improve family outcomes and are often referred to as “protective factors.” S can be seen in Figure 22, among First 5 Yuba families, nearly a quarter felt that they had no emotional support, indexed by questions like *having someone to talk to* or *someone who would listen*. Close to 40% did not have access to instrumental support, like *someone to watch their child, if needed*. Moreover, a quarter of these families did not know *where to find help to meet basic needs*. Additionally, *parental knowledge of child development* and *parenting skills* are considered protective for childhood growth and development. Among the First 5 Yuba participants, over 20% of caregivers did not feel like they understood child development or knew how to promote learning. All in all, 26% of parents had very low protective factors (i.e., they answered “not at all” or “very little” on all six items). About 32% of caregivers had low-to-moderate levels of protective factors (i.e., selected “somewhat true” on all items).

Figure 22. Caregivers' Protective Factors, at Intake



Source: Family Intake Form. 2021-22. Percentages are based on the total number reported. N=89-92.

IMPACT OF FIRST 5 YUBA

MJUSD SCHOOL READINESS PARENT-CHILD CLASSES

MJUSD School Readiness program provided parent education and parent-child classes to 60 caregivers and 64 children. During the year staff offered 75 educational workshops for parents. Parents and children also had an opportunity to engage in nearly 200 literacy workshops. The program was successful in improving parent's knowledge of child development and helped build confidence in their ability to support child development and improve early literacy skills.

MJUSD continued to partner with First 5 Yuba and the Yuba County Office of Education to provide a school readiness program for all children under the age of five residing in Yuba County. The program provided health and developmental screening, parent education workshops, and free parent-child activities designed to encourage positive one-to-one interactions and provide quality time for bonding and learning.

The program is offered to families at four MJUSD school sites: Linda, Cedar Lane, Ella, and Johnson Park. A total of 60 caregivers and 64 children participated in the program. To support these families, the Yuba County Office of Education provided 35 gift cards for parents, for a total of \$2,625, as well as \$75 gift cards for families participating in parenting workshops, for a total of \$750. Twenty-nine activity bags were distributed among the participating families across the four school sites.

MJUSD School Readiness staff held 75 parent education workshops. Twenty sessions were dedicated to the topics of healthful nutrition, including how to grow their own food and how to cook and to budget for healthy meals. Nearly as many (17) sessions discussed other health-related topics, from family planning and women's reproductive health to child's safety, including environmental toxins and safety around vehicles. Close to 40 sessions were dedicated to strengthening families. At these sessions, parents could connect with each other and learn about protective factors, bonding, and navigating school system.

During the FY 2021-22, MJUSD hired a new health aide and subsequently conducted vision, hearing, and dental screenings of all MJUSD state preschool and school readiness students, adding up to approximately 390 children. Children were also screened to verify their immunizations are up to date and were referred to services if needed. Developmental ASQ-3 and ASQ-SE screenings were conducted for 78 children, of which 31 scored in the monitoring range, 10 were identified as needing referrals, 3 were referred and 3 families were offered case management services. Additionally, 13 state preschool students received Speech screenings.



"Just thank you very much for helping us learn more about the topics that are of utmost importance to us"

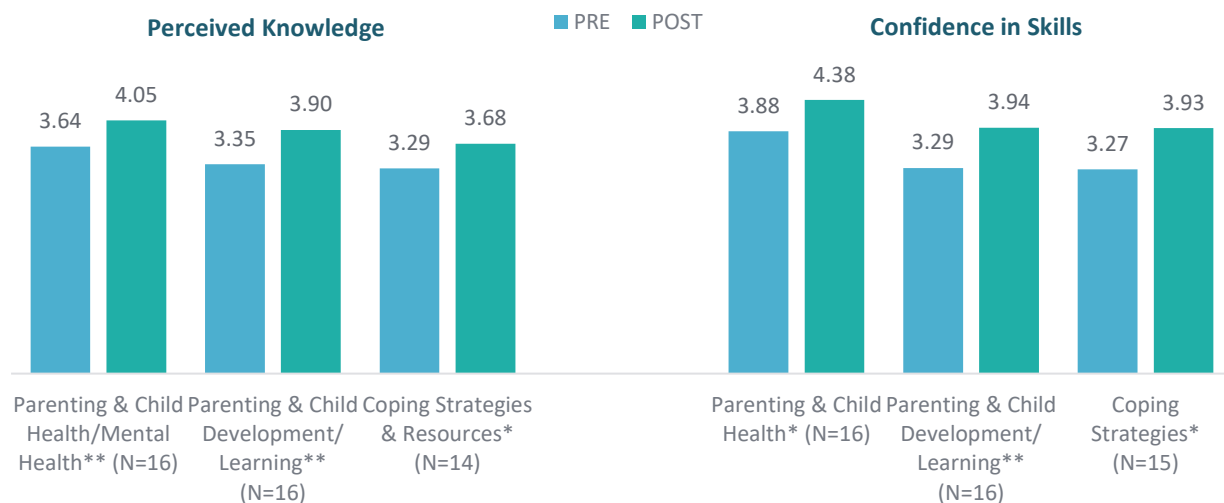
"This has been a great service provided to the community. Mrs. L. V. is a great educator and has a passion for promoting a learning and welcoming experience!"

MJUSD also held 195 parent-child groups, where families engaged in positive and enriching activities with their children, with the focus on movement and fitness, such as “Music & Movement”, “Eat & Play”, “Getting Fit & Healthy,” and “Happy Healthy Me.” Parents and children also had opportunities to engage in nearly 200 literacy workshops such as “Book of the Month” or “Letter of the Month.” Interested families attended five Parenting Workshops where they had an opportunity to learn about school readiness topics, including physical, cognitive, and social-emotional child development and positive discipline practices. Around the holiday season families were invited to celebrate together.

Finally, MJUSD held 27 staff coordination meetings and 11 staff training events, where providers and staff had an opportunity to learn or refresh their skills on administering ASQ developmental screenings and navigating the new online database, Apricot. To allow for more flexibility in attendance for families and staff, MJUSD held workshops and events in-person, offering a hybrid format (in-person and virtual), whenever possible. Parent education and staff training workshops were held virtually.

As part of evaluating the program, 16 parents filled out a survey before the program started and at its conclusion. Caregivers responded to 16 questions, assessing perceived change in parenting, child development, and coping knowledge and five questions assessing change in confidence in knowledge and skills. These items were rated on a 5-point scale, with 1= “Not Familiar/ Not At All Confident,” 2= “Slightly Familiar/ A Little Confident,” 3= “Moderately Familiar/ Somewhat Confident,” 4= “Familiar/ Confident,” 5= “Extremely Familiar/ Very Confident.” At program exit, parents showed significant increases in perceived knowledge and confidence in parenting knowledge of strategies to support child’s health and social-emotional wellbeing, as well as their own coping skills (see Figure 23).

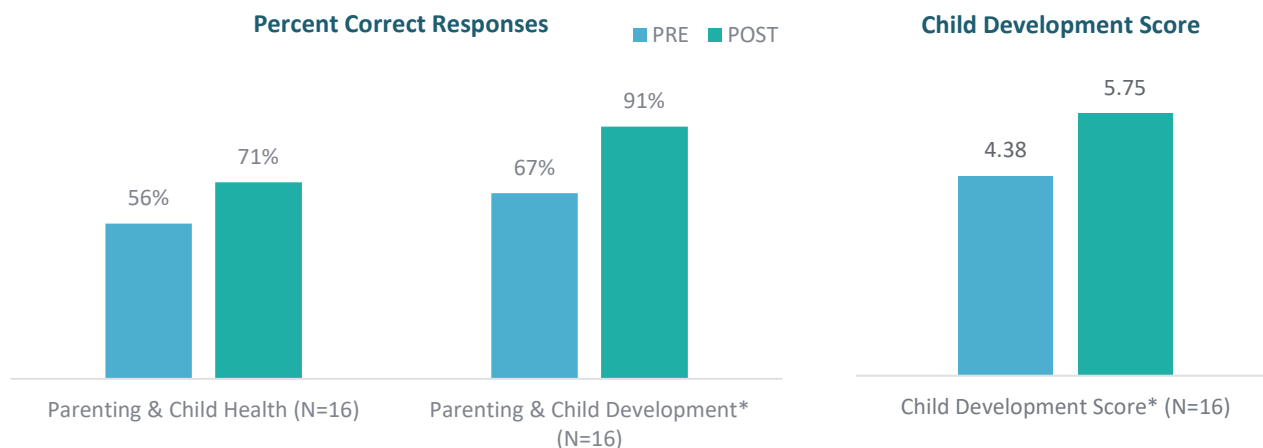
Figure 23. Parents' Perception on How Much They Learned From the MJUSD School Readiness Program



Source: MJUSD Pre-Post Survey. Results are shown on a 5-point scale: 1=Not Familiar/ Not At All Confident; 2=Slightly Familiar/ A Little Confident; 3=Moderately Familiar/ Somewhat Confident; 4=Familiar/ Confident; 5=Extremely Familiar/ Very Confident. N=16 matched pairs. Differences are significant at * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$. Note: For Knowledge composites: N items on parenting & child health & mental health=6; N items on parenting & child development/ learning=8; N items on coping strategies & resources=2. For Confidence composites: N items on parenting & child health=1; N items on parenting & child development/ learning=3; N items on coping strategies=1.

Program participants were also asked to respond to seven questions, aimed to assess their knowledge on topics related to child development, such as brain development, nutrition, media exposure, dealing with emotional outbursts, and literacy. Based on the percent of correct responses before and after the program, parents also improved their actual knowledge of child development, and to a lesser extent, child health and wellbeing (see Figure 24, left-hand-side graph). Moreover, children were assessed on their development, and the cumulative child development score also improved with the completion of the program (Figure 24, right-hand-side graph).

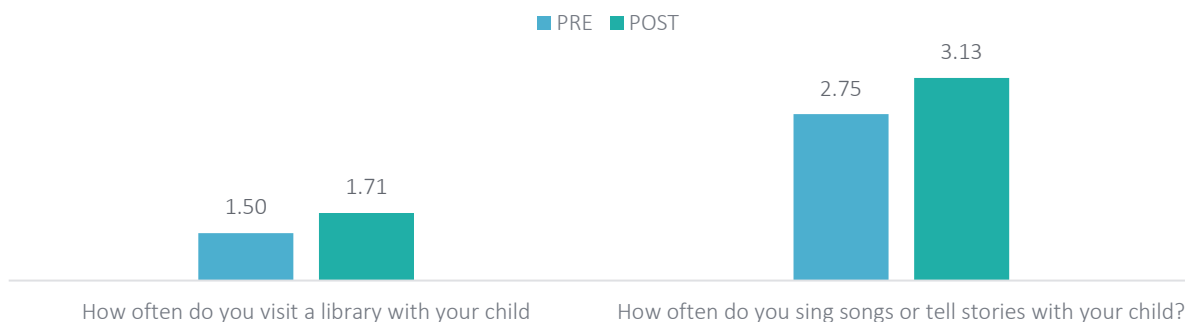
Figure 24. Parental Knowledge and Confidence in Skills Before and After MJUSD School Readiness Program



Source: MJUSD Pre-Post Survey. N=16 matched pairs. Differences are significant at * $p < 0.05$. Child development score is on a scale of 0 to 7. N learning=31. N satisfaction = 29. Note: For Percent Correct Responses composites: N items on parenting & child health=3; N items on parenting & child development=4.

Along with increases in parental knowledge of child development and confidence in parenting skills, parents also reported on frequency of stimulating parent-child interactions. Parents generally visited the library with their children once a month or less, and this behavior did not see much improvement post program completion. At the same time, most parents sang or told stories to their children 2-3 times a week at the start of the program, and 3-4 times a week by the end of the program, showing some improvement in engaging their children in enriching activities (see Figure 25).

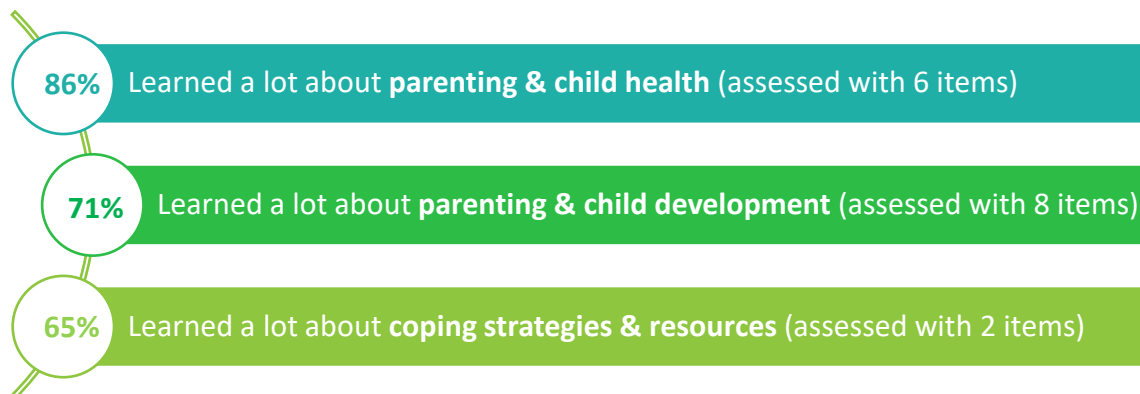
Figure 25. Parents' Behaviors with Their Children Before and After MJUSD School Readiness Program



Source: MJUSD Pre-Post Surveys. N=14 for library visits; N=16 for singing and stories (matched pairs). Differences were not significant, $p > 0.05$.

At program exit, the majority of parents reported that they have learned “A Lot” in school readiness classes. The classes helped them with regards to advancing their child’s literacy, physical, and socio-emotional skills.

Figure 26. Percent of Parents who Learned A Lot in School Readiness Program



Source: MJUSD Pre-Post Survey. N=16.

Some of the challenges experienced by the staff included minimal materials and supplies for hands-on activities at two classroom sites and low book supplies for the lending library. Despite these challenges, 90% of parents were satisfied or very satisfied with the program.

MJUSD School Readiness Success Story

Maria was referred to the School Readiness Program by her daughter's preschool teacher. Maria participated in the School Readiness Program 5 days a week, where she and her son attended literacy classes, workshops, and received ASQ screenings and other resources. The parent was referred to staff from First 5 Yuba after the results of the ASQs were back and was notified that her son needed speech therapy. Being home during the pandemic, Maria's son was lacking social skills and it was quite noticeable that his speech was delayed. Attending the School Readiness Program gave them the opportunity to interact with other children/families and learn those social skills. Now Maria's son is sharing, taking turns, and cleaning after himself – things that he didn't do at the beginning.

"For me, it was very good to find this group. I felt supported and listened to. For many of us, who leave everything to start a new life, it is a place where we can find people who live with the same struggles. I feel very grateful for all the workshops teachings on how to take better care of myself and my children. I feel lucky for the friendships I was able to make with some moms and to have a place to come to every morning, to share experiences with others. In addition, it is good to see other moms who have children with challenges similar to mine. It is good to know that we are not the only ones who have problems, and to be able to find ways to solve those for ourselves: to know what to do with challenging behaviors and to find necessary resources to help with developmental problems. In the case of my son, it was speech therapy. Special thanks to Ms. Lulu for encouraging us and for initiating conversations for our interest and benefit. With gratitude, Maria F."

CAMPTONVILLE 1, 2, 3, GROW PARENT-CHILD CLASSES

Camptonville 1,2,3 Grow engaged 11 parents and 22 children throughout 2021-22 fiscal year providing education sessions to parents and enriching activities for children. Pre-Kindergarten readiness assessment showed that 3 out of the 4 children that were old enough to be assessed were ready for school entry.

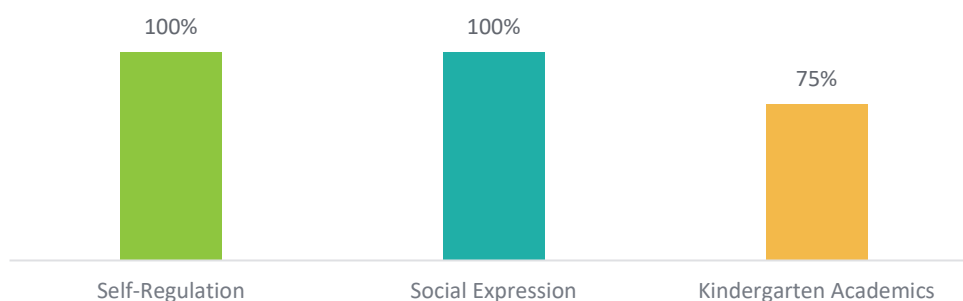
Camptonville Community Partnership offered 1, 2, 3, Grow parent education and child enrichment activities for families in the rural community of Camptonville. In 21-22 services were offered in person but attendance in classes was not consistent due to staff and family illnesses, COVID-19 health protocols, and difficulties reaching families. Communication between program coordinators and families continued to be a struggle due to limited internet services in the area. All in all, 22 children and 11 parents participated in the program. Eight of the children received ASQ-3 and ASQ-SE screening, of which four scored in the monitoring range. All children received vision, hearing, and dental screenings and were referred to services, as needed. Children participating in the 1, 2, 3 Grow program had an opportunity to engage in Kindermusik class, led by a volunteer, class Outings, which included the Earth Day Field Trip to Ananda Tulip Gardens.

The parent education component focused on school readiness topics, including physical, cognitive, and social emotional development. Moreover, Camptonville 1, 2, 3 Grow engaged in community events, partnering with First 5 Yuba County to help raise awareness of program services and resources. Community events had a considerable turnout and received positive feedback.

"Thank you for all that you have done to help [Grandson] be successful in a school setting. In just four days I have seen [Grandson] start to blossom and build on his confidence to be a kind and respectful little student."

Of the 22 children in the program, only four children were old enough to be assessed for school readiness in the spring. Results of the school readiness assessment, using Applied Survey Research validated Pre-K Observation Form (P-KOF), showed that all four assessed children were ready for kindergarten in the areas of self-regulation and social expression, and three out of four children demonstrated academic preparedness (see Figure 27).

Figure 27. Percent of Children Ready for Kindergarten, by Building Block



Source: Camptonville 1, 2, 3, Grow 2021-22 P-KOF Assessment. N=4.

To assess outcomes, the plan was to administer a parent survey assessing confidence and knowledge of child development topics at the beginning of the program and towards its end. Alas, given the challenges with families' engagement and participation, 1, 2, 3, Grow Parent survey was not administered at program exit, precluding evaluation of change in parenting knowledge and behavior as a result of program participation.

YES CHARTER ACADEMY—ABC SPROUT

YES Charter—ABC Sprout held 111 playgroup sessions and 22 workshops, engaging 26 participants. Results of post program parent survey suggest that participants had higher perceived knowledge and confidence in areas of child health and wellbeing rather than learning and development.

ABC Sprout - YES Environmental Science Charter Academy is a nature based educational program, that supports child development opportunities through play and outdoor learning experiences. The program aims to increase parent-child interaction and facilitate a nurturing environment for child growth and development through parent education and developmental parent-child playgroups.

Playgroup sessions were offered for 3 hours a day, three days a week during the school year, and averaged seven children per session. All in all, ABC Sprout hosted a total of 111 playgroup sessions during the year. Program activities included gardening, taking nature walks, and collecting natural materials for craft projects.



"The teachers are doing an amazing job and I have seen the quality of the program skyrocket in the time I have been there."

In addition to the playgroups, ABC Sprout partnered with professionals in the county and other First 5 Yuba programs to offer educational workshops for parents. Between one and seven parents, with an average of four parents, participated in each of the 20 workshops that were offered during the year. A total of 26 parents (unduplicated) attended these workshops. Topics covered were as follows.

12 workshops on Parenting & Child Development, covering the topics of:

- 1 Brain Development (Brain Strategies: Chaos to Calm)
- 1 Sensory Development (Supporting the 8 Senses)
- 1 Parent-Child Communication (Learn to Listen)
- 1 Sibling Relationships (Sibling Squabbles)
- 6 Positive Discipline (Nurtured Heart Approach)
- 2 Parent Education/Child Behavior Management

8 workshops on Child Health & Safety, covering the topics of

- 1 Child Passenger Safety
- 1 Oral health
- 2 Tobacco Education (Limiting Youth Access to Tobacco & Tobacco Education/Vaping)
- 2 Fire Safety
- 1 Childhood Lead Poisoning Prevention
- 1 Canines for Companion

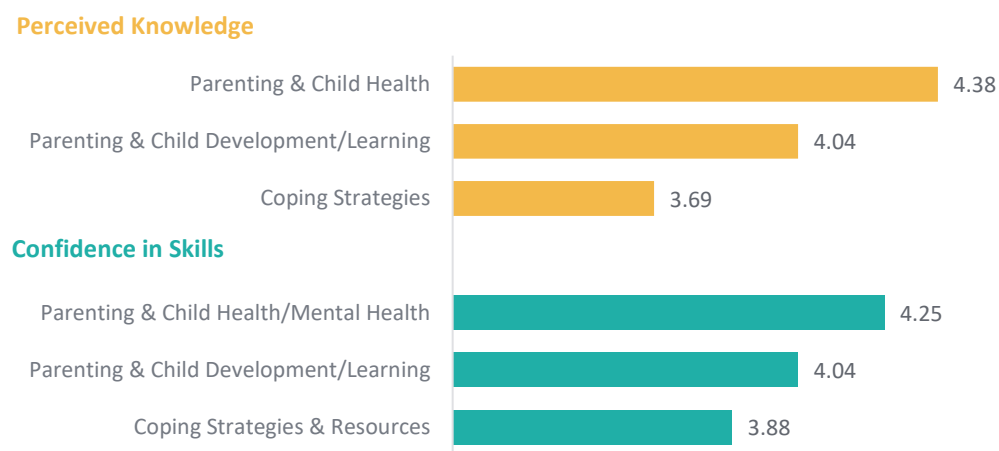
"Highly enjoyable and helpful."

"The sensory class and brain strategy classes were very helpful and interesting. Love the program and setting to now other families within the community."

Following completion of the ABC Sprout parenting education classes, nine caregivers completed a parent survey. The survey consisted of 16 items assessing perceived knowledge and five items assessing confidence in parenting skills on a 5-point scale: 1= “Not familiar/ Not at all confident,” 2= “Slightly familiar/ A little confident,” 3= “Moderately familiar/ Somewhat confident,” 4= “Familiar/ Confident,” 5= “Extremely familiar/ Very confident.” Additional questions asked parents how often they visited the library and sang or told stories to their children.

Results show that participating parents felt fairly knowledgeable and confident in their ability to support their child’s health, and slightly less knowledgeable/confident in their understanding of child development and strategies to promote early literacy skills. Parents felt least knowledgeable/confident when asked about their own coping skills and strategies (see Figure 28).

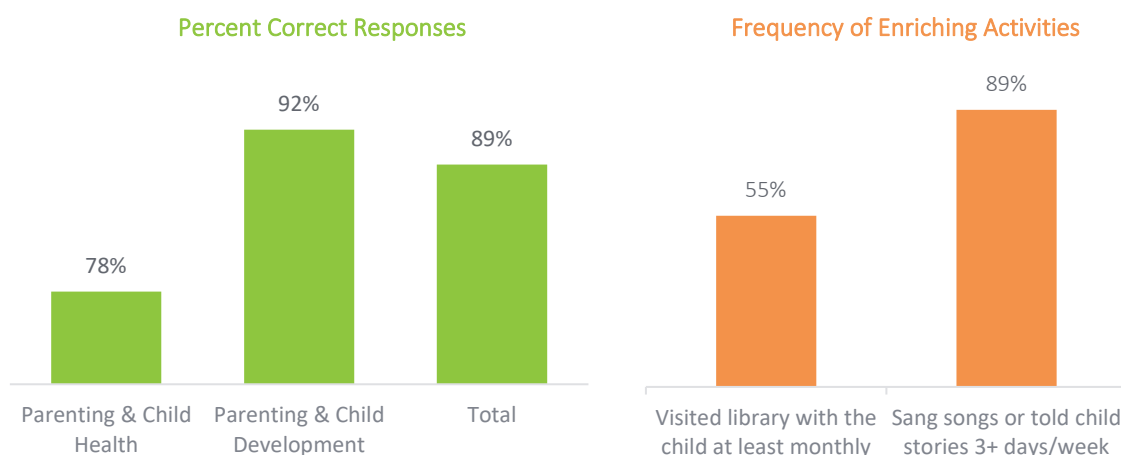
Figure 28. Perceived Parental Knowledge and Confidence in Skills Following ABC Sprout



Source: Yes Charter—ABC Sprout Parent Survey administered post-workshops. 2021-22. N=6-9. Results are shown on a 5-point scale: 1=Not Familiar/ Not At All Confident; 2=Slightly Familiar/ A Little Confident; 3=Moderately Familiar/ Somewhat Confident; 4=Familiar/ Confident; 5=Extremely Familiar/ Very Confident. Note: For Knowledge composites: N items on parenting & child health & mental health=6; N items on parenting & child development/ learning=8; N items on coping strategies and resources=2. For Confidence Skills composites: N items on parenting & child health=1; N items on parenting & child development/ learning=3; N items on coping strategies=1.

The survey also included seven items aimed to assess caregiver’s actual knowledge of how to advance their child’s health, socio-emotional skills, and early literacy (see Figure 29). Based on the high (92%) percent of correct responses, parents who participated in in the program had a good grasp on child development and early literacy topics. In comparison, the rate of correct responses on the topic of child health was lower, at 78%. However, it was assessed with just one question, asking parents to choose the appropriate amount of time that children should spend on electronic devices. Therefore, responses to this question do not reflect participants’ overall knowledge of how to support child’s health, yet, they provide an value insight on the importance of covering the topic of screen time management in parenting classes.

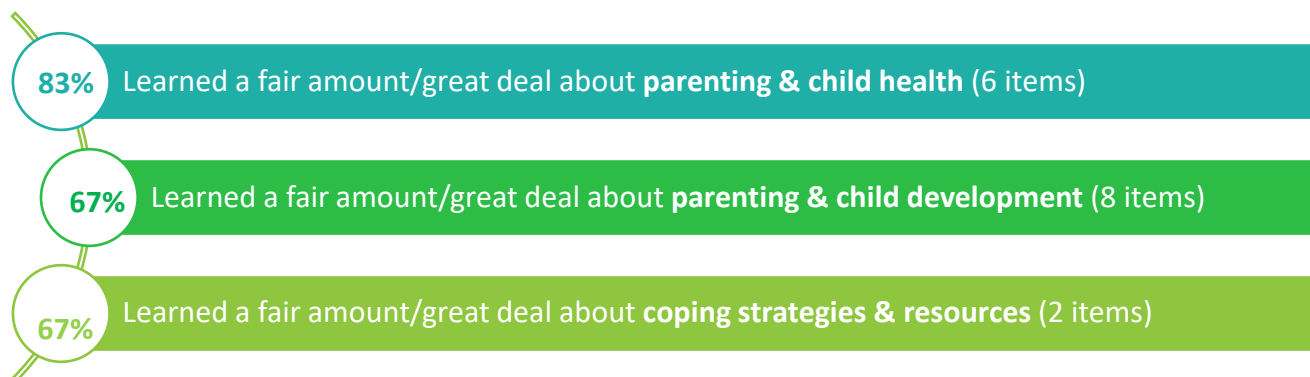
Figure 29. Percent Correct Responses and Frequency of Enriching Activities Following ABC Sprout



Source: Yes Charter—ABC Sprout Parent Survey administered post-workshops. 2021-22. N=9.

At the conclusion of the parenting workshops, parents were asked how much they’ve learned and how satisfied they were with the parenting class they attended. The majority of the caregivers (83%) said that they’ve learned “a fair amount” or “a great deal” about the topics of parenting and child development. Two-thirds of the parents (67%) also said that they’ve learned a lot about child’s health and wellbeing and about coping strategies and resources they could use to improve their own wellbeing.

Figure 30. Percent of Parents who Learned A Fair Amount/Great Deal in ABC Sprout Program



Source: Yes Charter—ABC Sprout Parent Survey administered post-workshops. 2021-22. N=9.

“I have seen children that didn’t talk begin to speak. I have seen parents that didn’t quite know what to do in “difficult” situations overcome them. Parents have now made new friends and meet up after hours to have play dates. Children and parents’ confidence have increased with many of the families. Many of the children and parents have made connections that will hopefully go beyond just the school year. Children have become more aware of their surroundings and the people in them. Because of this program some children are getting to experience things for the first time or have the opportunity to have more access to things they might not get to on a regular basis.”

-ABC Sprout Program Provider

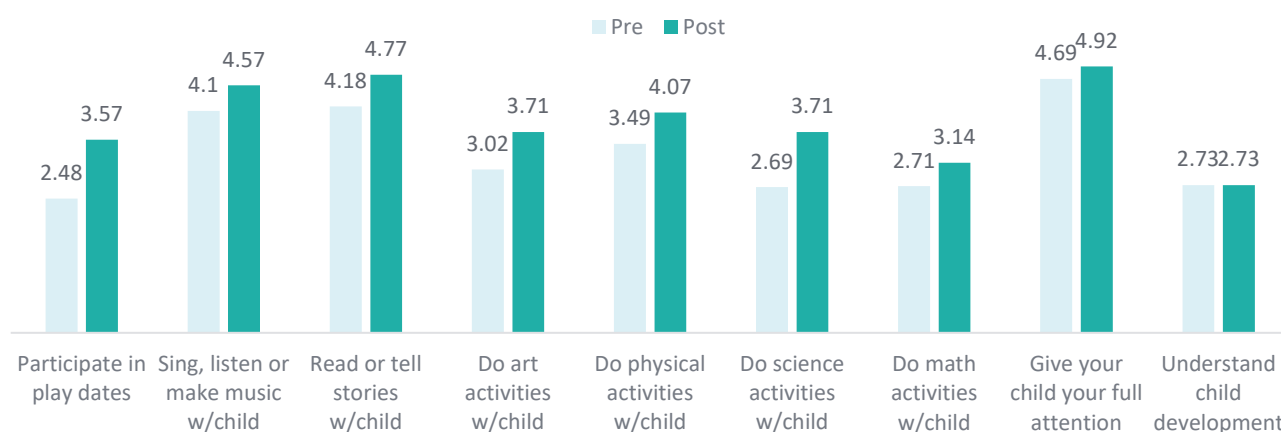
DEVELOPMENTAL PLAYGROUPS HOSTED BY PLAYZEUM

During FY 2021-22, Playzeum playgroups sessions were attended by 65 children and 53 caregivers. The program helped parents actively and positively interact with their children by engaging them in fun and stimulating activities. Parents felt like they had a moderate knowledge of child development. At program exit, 75% of parents said they learned “a lot” in Playzeum playgroups.

Help Me Grow developmental playgroups for children and their parents were hosted by Playzeum and provided in different locations in Yuba County. The goals of these playgroups are to foster positive parent-child interactions, provide opportunities for parents to discuss concerns, share ideas, and make new connections, as well as to receive information on child development, nutrition, and health care. Transitioning from virtual to in-person meetings has been challenging due to a search of an appropriate location to conduct the playgroups. At the start of the year, playgroup sessions convened at the Wheatland Community Center and the Youth for Change conference room, which was changed to the Olivehurst Public Utility District Youth Center later in the year due to limited time availability and other barriers to attendance. Financial concerns associated with the choice of a location persisted throughout the year, despite the expansion of fundraising and income-generating efforts. Even with these challenges, playgroup attendance increased during the year, averaging 18 parents and 22 children per session, with a total of about 50 sessions spreading across 3 cohorts (Fall, Winter, and Spring). All in all, 65 children and 53 caregivers participated in 21-22.

Parents and caregivers attending the Playzeum playgroups completed a survey prior to their participation and again at program exit. The surveys assessed the knowledge parents gained on child development and parenting strategies to manage child behavior and facilitate development of social-emotional skills, as well as the general satisfaction with the program. At intake, the parent survey garnered 51 responses, and at exit only 16 responses, with just 11 caregivers completing both surveys and only nine responding to all survey questions. As can be seen in Figure 31, parents showed better understanding of child development and greater engagement in positive parent-child activities, following program participation.

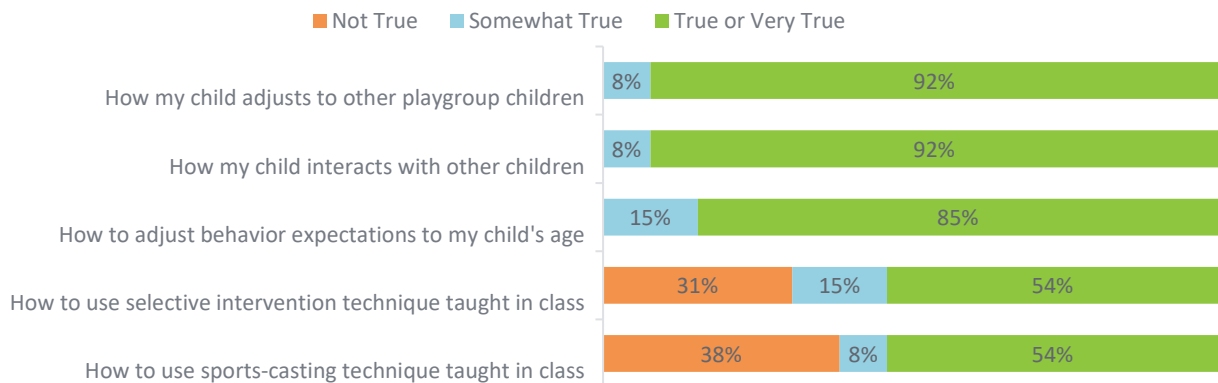
Figure 31. Change in Parenting Behavior Before and After Participation in Playzeum Playgroups



Source: Parenting Class Pre and Post Surveys. Note: statistical significance testing based on N=9-11 matched pairs was not done due to the small sample size. The graph reflects the average scores of all responses at intake (N=47-50), compared to all responses at exit (N=12-14).

Over 90% of parent participants felt that they gained a much better understanding of how their child interacts with other children, 82% learned to adjust their expectations to their child’s developmental stage, and over half of the parents learned to use behavior management techniques taught during playgroups (see Figure 32). Averaging between post-workshop questions, 75% of parents said that they’ve learned “a lot” during Playzeum playgroups.

Figure 32. Parental Perception on How Much They Learned From Playzeum Playgroups



Source: Playzeum Post Survey. N=13. Results are shown on a 4-point scale: 1= Not True At All; 2=Somewhat True; 3=True; 4=Very True.

In response to the program satisfaction questions on the exit survey, 92% of parents said that the class met their expectations & helped them be a more confident parent, and 100% said they would recommend these playgroups to other families.

“The class helped me develop a stronger emotional bond with my toddler.”

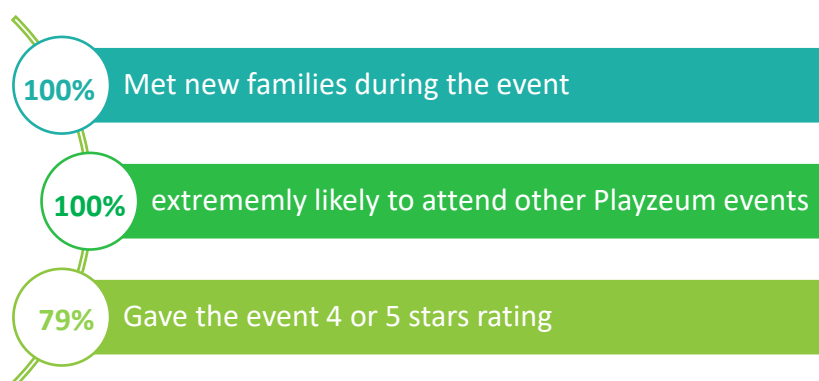
To promote education and outreach, Playzeum participated in seven pop-up community events, reaching 1,700 children and 1,575 caregivers. These events included:

- Day of the Child
- Taco Fest
- Fishing Derby
- WIC Baby Fair
- Plumas Lake Family, Friend, and Neighbor provider “book in a bag”
- Yuba-Sutter Fair
- Marysville Peach Festival & Marysville Stampede, where Playzeum provided a free family play area



During these events, parents received information about the program, child development tips, screenings, and other resources in the county. These events also provided opportunities for families to connect with others. Parents who responded to an Event Satisfaction Survey attested that they got connected with new families, received more info about the program and are likely to attend other events like that, and rated the event highly (79% gave 4 or 5 stars). See Figure 33.

Figure 33. Percent of Attendees Satisfied with Playzeum Pop Up Community Events



Source: Event Satisfaction Survey. N = 13.

Additionally, Playzeum Program Coordinator and staff expanded efforts for program sustainability. During the FY 2021-22, Playzeum held seven fundraising events, raising close to \$25,000, including \$7,000 in donations. Playzeum also extended the income-generating programs, such as summer camps, drop-off classes, birthday parties, while retaining membership fees and on-the-go services and field trips. The plan for the future is to complement these efforts with home school vendor services, cooperate grants, and a 50% increase in social media efforts for events and donations.



HMG Developmental Groups hosted by Playzeum Success Story

In the fall of 2021, a new young mom from Beale Air Force Base was having a really hard time and didn't feel like she knew what she was doing with her baby.

She came in to try the Creative Arts Playgroup activity. She quickly became a regular, coming every week. She made friends and soon they began to meet up outside of class.

Although she ended up being transferred, she did share with the class instructor, how happy she was to have the Creative Arts Playgroup.

She felt that the program really helped her and her baby. Most importantly she said, that it made her less afraid of making mistakes, and helped her build a stronger bond with her baby.

Goal 3 — Quality Early Learning

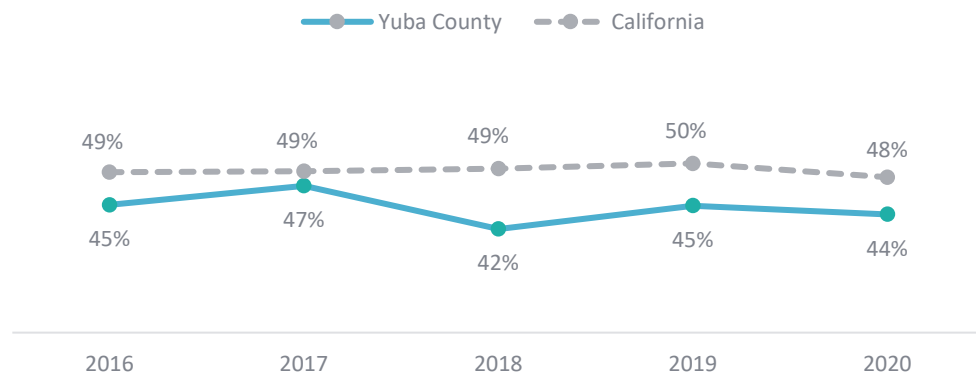
GOAL	Enhance the ability of early care and education settings to nurture children's health, socio-emotional, and cognitive development.
OUTCOMES	<ul style="list-style-type: none"> Increased frequency of reading with children Increased quality of early care and education
PROGRAMS	<ul style="list-style-type: none"> Yuba County Library Programs Dolly Parton Imagination Library Local Child Care Planning Council IMPACT and Packard Grants

COMMUNITY-WIDE TRENDS

Before providing program specific data in this section, we summarize data on early childcare education (ECE) enrollment in Yuba County.

Utilization of Formal Early Learning. All in all, preschool enrollment rates remained stable. As can be seen, Yuba County enrollment rate in licensed ECE in FY 2020-21 was similar to the enrollment rate registered in FY 2019-20. In 2021, only 44% of preschool-age children were enrolled in ECE settings in Yuba County, compared to 48% of 3-to-4-year-old children statewide (see Figure 34). However, there were slightly more 3-year-old children attending a nursery school in Yuba County (8%) than statewide (6%)²⁰.

Figure 34. Percent Of 3-4-Year-Olds in Preschool in Yuba County

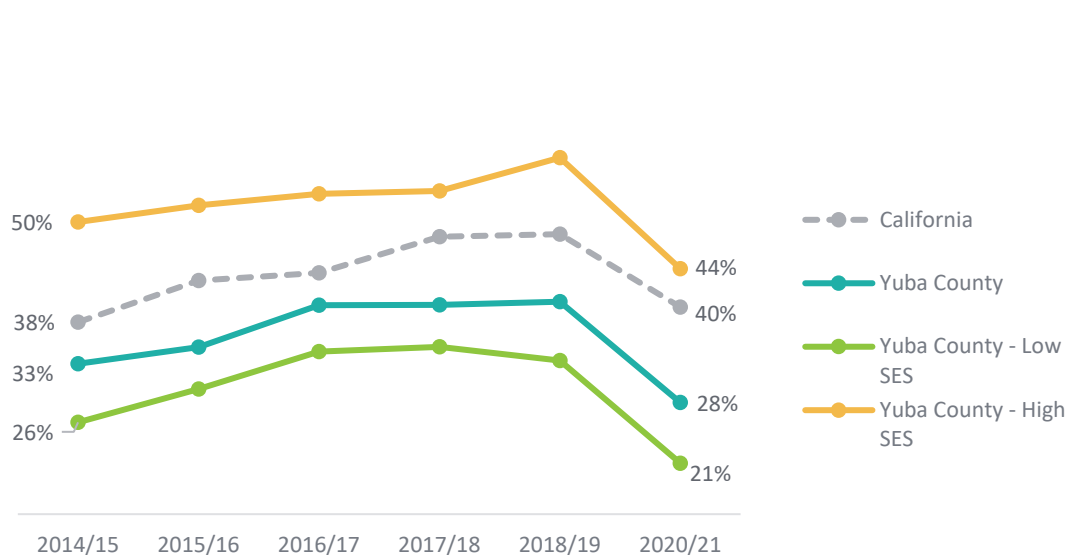


Source: US Census, American Community Survey, 5-year estimates.

²⁰ U.S. Census Bureau. [Table S1401. School Enrollment](#). Yuba County. 3-to-4-year-olds enrolled in school and population 3 years and over enrolled in nursery school, preschool. Year 2020, 5-year estimates.

Mastery of Early Literacy Skills. Third grade reading proficiency was impacted by the pandemic gaps. Standardized testing showed that 28% of Yuba County 3rd grade students met or exceeded standards for English Language Arts (ELA) in 2020, compared to 40% of students statewide. The achievement gap between low-income students and their higher income peers in the county has been persistent over the years²¹. The rate of meeting or exceeding ELA standards was twice as high (44%) for students from the economically secure households, compared to their economically disadvantaged peers (21%).

Figure 35. Percent of Children Meeting or Exceeding 3rd Grade ELA Standards In Yuba County



Source: California Dept of Education. CAASP English Language Arts/Literacy and Mathematics Dashboard. Detailed Test Results for County: Yuba. DataQuest. Note: Data for Filipino and Native Hawaiian or Pacific Islander suppressed due to small sample size. For 2020-2021 for Black and American Indian the estimates indicate meeting/exceeding standards for all ELA categories.

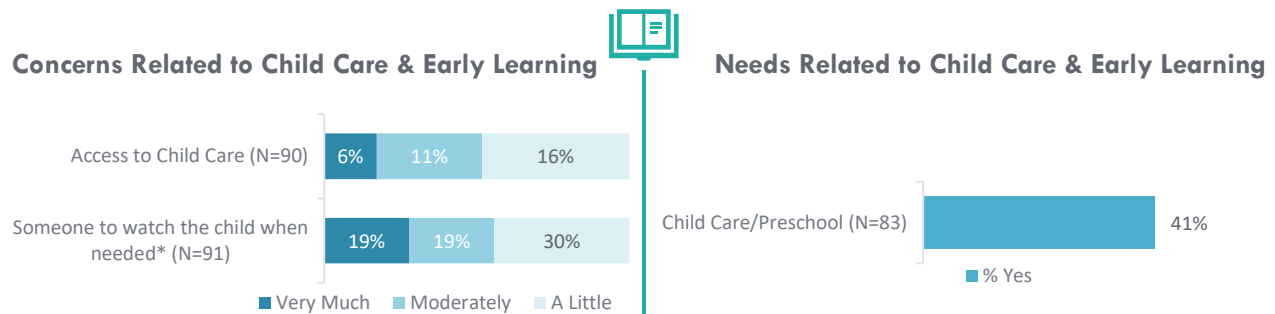
FIRST 5 FAMILIES AT INTAKE

At the time of initial contact, caregivers noted concerns about child care arrangements, access to early childhood education, such as Head Start, State Preschool, and other formal and informal settings. Parents also were asked to share their current child care arrangements and report on the frequency of enriching parent-child activities, such as reading books or going to the library (see Figure 36).

Child Care and Early Learning. Access to child care was of concern for 17% of First 5 families. Furthermore, 38% of caregivers were moderately or very much concerned with not having a supportive person who could watch their child in an emergency, and 41% asked for help with finding a child care or a preschool for their child.

²¹ Testing was suspended in school year 2019-20 due to the COVID-19 pandemic and resumed in 2020-21. These results are not included in Figure 35. Results reported for 2020-21 should be interpreted with caution due to varied test participation and other impacts of the COVID-19 pandemic.

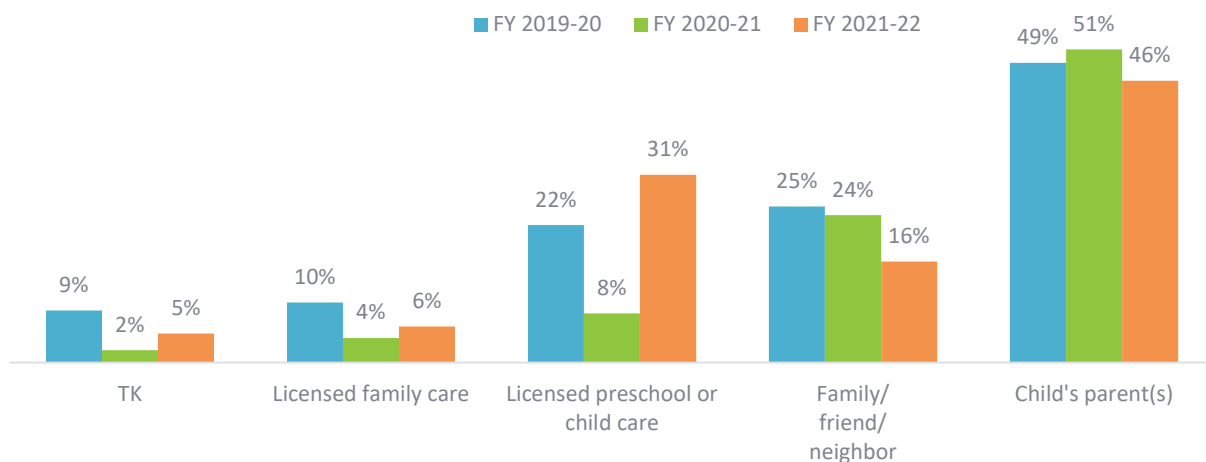
Figure 36. Caregivers' Needs and Concerns Related to Child Care & Early Learning, at Intake



Source: Family Intake Form, 2021-22. Percentages are based on the total number reported. Caregiver Needs and Concerns, N=83-90; *Family Protective Factors (reversed), N=91.

Families' Child Care Arrangements. When asked about their child care experiences in the past year (N=85), only 40% of families reportedly used a formal early education arrangement for their child, compared to 44% countywide²². In FY 2021-22, 31% reported their children were in a center-based setting, compared to just 14% of children last year, when the COVID-19 pandemic forced many families to withdraw their children from early child care settings. Among the First 5 Yuba children attending center-based care, 19% were in a Head Start or another low cost or sliding scale preschool program, 12% were in a licensed preschool or a child care center, and 6% were enrolled in another type of center-based care facility. Additionally, 5% of children attended a Transitional Kindergarten program, and 6% were enrolled in a licensed family child care home. One in six families (16%) used an informal arrangement, such as a family, friend, or neighbor provider (FFN). Close to a half of children (46%) were cared for at home by their parents or grandparents.

Figure 37. Types of Early Childcare Education Experiences, at Intake

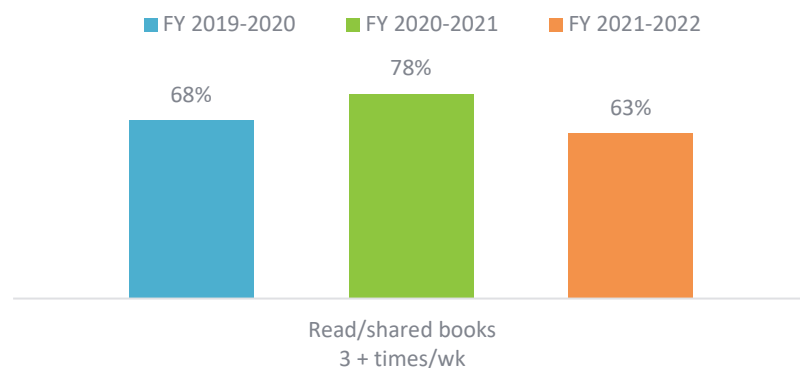


Source: FIF 2020-21. Percentages are based on the total number reported. N=202 for FY 2019-20; N=98 for FY 2020-21; N=85 for FY 2021-22.

²² See Figure 34.

At-Home Early Literacy Practices. Parents who filled out a Family Intake Form reported how often they engaged their children in reading or looking at books in a typical week. During the 2020 global pandemic the frequency of parents reading to their children at least 3 times a week increased by 10%, as families spent more time indoors due caregiver loss of work, school closures, and state and county stay-at-home regulations. In the FY 2021-22, following re-opening of schools and child care facilities, lifting of safer-at-home guidelines, and increase of workforce participation among caregivers, the rates of engagement in parent-child reading activities dropped to a low of 63%. Figure 38 illustrates the 15% decrease in the reading frequency reported in the past year.

Figure 38. Percent of Families Reading with Their Child at Least Three Times per Week, at Intake



Source: Family Information Forms 2019-2020 post survey (N = 77), 2020-2021 at intake (N = 98), and 2021-2022 at intake (N = 86).

IMPACT OF FIRST 5 YUBA

YUBA COUNTY LIBRARY

Yuba County library provided families with a hybrid of virtual and in person programs. Over 100 children participated in the in-person story time and the virtual version garnered almost 2,500 views. One hundred and twenty families with over 250 children participated in 18 community events and 73 families participated in the summer reading program. Parents were extremely satisfied with the library programs.

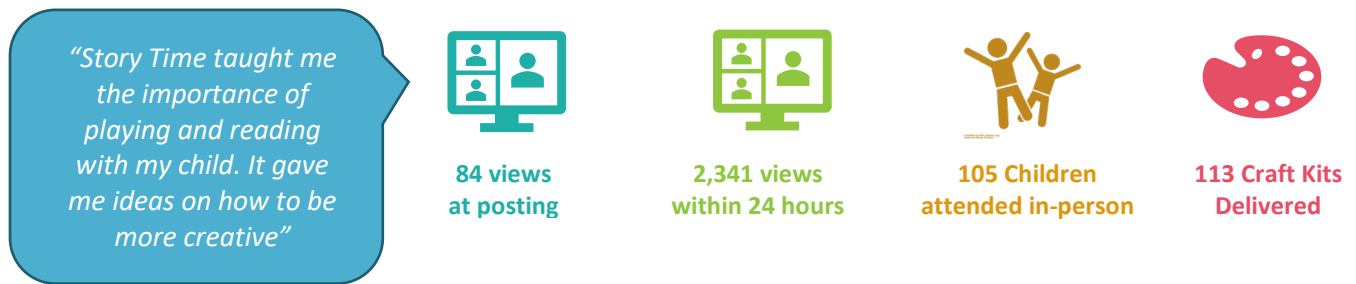
Since FY 2020-21, Yuba County library programs (Story Time, WOW Playgroups) and early literacy parent education workshops were offered virtually. The library opened to the public in the fall, but then had to shut down again and reopen in the spring, as the COVID-19 pandemic restrictions have been lifted, and in-person services could resume more consistently.

Virtual story time, one of the library's successful transitions to online service, was paused for a couple of months because of staff shortages but given the success of this program, it was resumed when a new staff member joined in the spring.

Although overall, transition from virtual to in-person services was a success, it was not without challenges. In the third quarter of FY 2021-22, families wishing to attend Story Time or Workshops in person were asked to pre-register and to wear a mask. Families who did not comply were turned away, leading to a drop in attendance.

"Attending Story Time at our local library has helped both children blossom and grow at their social skills as well as new knowledge that will help with school readiness"

This issue was somewhat remedied by the last quarter of the fiscal year, followed by an increase in Story Time from three to four days per week. The following is a summary of the Story Time accomplishment for the year.



To promote early literacy and foster curiosity about math and science, Yuba County Library hosted five **Every Child Ready to Read Workshops**, the **Summer Reading Program**, and a **Mad Science Lab** event:

- 8 parents and 13 children attended Every Child Ready to Read Workshops.
- 19 parents and 24 children attended the Mad Science Lab.
- 73 families registered for the summer reading program this year, compared to 52 families last year.

At the conclusion of the 'Every Child Ready to Read' workshops, caregivers were asked to respond to a series of questions, using a 5-point scale, where 5 = Strongly Agree and 1 = Strongly Disagree. As seen in the graph below, over 90% of parents who attended the workshops valued the role of the library in getting their children ready to read and in teaching the parents that children needed help to develop early literacy skills. All caregivers strongly agreed that the workshops taught them strategies to support development of early learning and literacy skills in their children. Moreover, parents were highly satisfied with the workshop, as all participants said that they have enjoyed the workshops, as did their children. Nine out of 10 parents said they would recommend the Yuba County Library workshops and programs to other parents.

Figure 39. Parents' Feedback on the "Every Child Ready to Read" Workshops



Source: Every Child Ready to Read Survey. 2021-22. Average scores expressed as percent of the maximum score. N=6.



As part of community education and promotion of parent-to-parent connection, Yuba County Library held a series of workshops and events for families and caregivers, including:

- 2 “Caregiver Café” workshops, offered in English and in Spanish
- A “Just for Dads” workshop
- A virtual “Child & Passenger Car Seat Safety” presentation, viewed 143 times
- A free “Car Seat Check-up” Event, attended by 13 families
- A “WIC World Breastfeeding Week” Drive -Thru, distributing 30 Help Me Grow informational packages.

Moreover, to expand community outreach and promote family engagement, Yuba County Library hosted or participated in more than a dozen community events and holidays celebrations, including: 9 “First 5 Friday” events, Halloween Trick or Treat in the Parking Lot, Winter Carnival, Bok kai Party in the Parking Lot, Bells & Sirens, Day of the Child, Yuba County Baby Fair, Touch-a-Truck, Hidden Heart Hunt, and Hidden Shamrock Hunt.

These events attracted over 120 families with over 250 children, not counting 25 children and seven of the Yuba County Library program staff, who attended *Provider in the Park Party*, hosted in appreciation of child care providers.

DOLLY PARTON IMAGINATION LIBRARY

In total, over 20,200 books were provided through First 5 Yuba to 2,457 children, representing a third of the population of children 0-5 years in the county.

The Dolly Parton Imagination Library (DPIL) is a nationwide book distribution and literacy promotion program. Findings from the body of Dolly Parton’s Imagination Library national research indicate the program is very popular in the communities where it is implemented and shows promise in promoting changes in home literacy environments, children’s attitudes toward reading, and early literacy skills. The positive impacts for the program were present regardless of the demographic characteristics of the community or its participants, and longer program participation often resulted in more positive academic outcomes.

The partnership between Dolly Parton’s Foundation and First 5 Yuba provides monthly books to children mailed straight to their home. In FY 2021-22, Dolly Parton’s Imagination Library increased book access in the home by distributing 20,202 books, which is an 18% increase, compared to 16,636 books in FY 2020-21. The reach of the program increased by 33%, from 1,655 children, representing 22% of all county children under the age of 5 years in 2020 to 2,457, or 34% of county population of children ages 0-5 years in 2021. The 33% rate of increase in enrollment exceeded the 16% rate of children aging out of the program at their 5th birthday (N=397).



CHILD CARE PLANNING COUNCIL: KEYS TO QUALITY

Keys to Quality professional development program supported 254 Early Childhood Education (ECE) providers in Yuba County in 2021-22. Based on the follow-up program satisfaction survey, participants continued to appreciate program content and supports for themselves and the children in their care. Participants named program stipend, online training resources, and access to an advisor among the most beneficial resources and supports.

The Child Care Planning Council (CCPC) of Yuba and Sutter continued to advance the Keys to Quality program, which falls under the umbrella of the California Quality Counts Child Care Improvement Initiative. As such, Keys to Quality offered professional development and quality improvement support to early childhood education (ECE) and child care providers in Yuba County. In FY 2021-22, 254 local providers participated in Keys to Quality, - a 24% increase, compared to last year. Participants included 220 licensed child care providers from 117 sites doing QRIS work, 15 individuals from alternative child care settings, nine Family, Friend, and Neighbor providers, and 10 students participating in professional development.

Participants received over 875 hours of professional development training, completing 150 units towards an ECE, a child development or related degree, or a higher-level Child-Development Permit. This year, six providers completed their degrees through participation in Keys to Quality program. Program funds provided through First 5 Yuba were matched by the Sutter County Children & Families Commission, with increased stipends for BA and AA students. Moreover, staff certifications and funding were resourced to support a CPIN dual language learner training series at no cost rather than fee for service. In FY 2022-23, Yuba and Sutter CCPC is seeking to leverage Universal Pre-Kindergarten (UPK) funding to create shared professional development with Pre-Kindergarten, Transitional Kindergarten, and Kindergarten staff. In addition, CCPC staff completed a train-the-trainer series for trauma responsive caregiving, which enriched the trauma pathway curriculum, offered this year. CCPC staff also expanded regional collaborations, to promote accessibility of all training pathways leading to stipend program participation. The Spanish Teaching Pyramid was the first regional training offered to a cohort of over 40 family child care home providers across five counties. All in all, 38 providers completed Professional Development Pathway program.

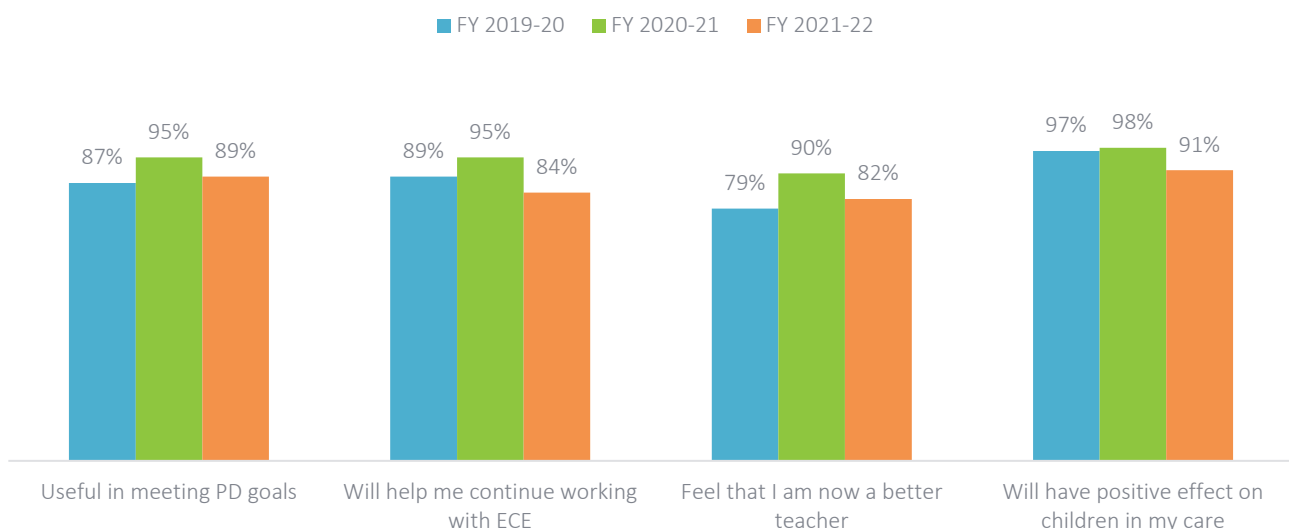


With the ongoing effects of the pandemic, staff continued to provide support and training primarily through virtual platforms, email, and phone, in synchronous and asynchronous formats, to allow for more flexibility for participants. Nonetheless, the loss of face-to-face connections and reliance on technology, particularly for providers whose primary language is not English, along with other pandemic-related stressors, such as added health, emotional, and financial stressors, negatively affected program engagement this year. To address these challenges, trainers and coaches implemented reflective practice sessions, aimed at strengthening relationships and professional connections between providers through shared knowledge and experience in implementing new content. In addition, CCPC staff worked with MJUSD to ensure that staff received Keys to Quality stipend program credit for completing state preschool's professional development workshops within their agencies.

At the end of the fiscal year, 44 participants in the Keys to Quality professional development and stipend program completed a survey about their experiences. Just over half of the providers (52%) represented a state-funded preschool program, 30% were family child care home providers, 5% were in Early Head Start or Head Start, 7% worked in private center-based programs and another 7% represented Title I preschool programs. Three participants worked in other child care settings, including First 5 Early Learning, military, and school-based programs. The majority (80%) of providers cared for preschool-aged children, 18% worked with toddlers and 2% tended to infants. About half of providers (51%) had an associate degree or higher.

Despite the slight drop in satisfaction compared with the previous year, likely related to technical and other challenges, described above, the FY 2021-22 responses to the 'Keys to Quality Stipend Program Survey' continue to be very positive. Figure 40 illustrates the percent of providers who stated that various aspects of the program benefited them "very much." Nearly nine out of ten providers found the Keys to Quality Stipend program useful in meeting their professional development goals, with 84% considering it critical to their decision to remain working in this field. Eight out of ten providers felt that the program had made them a better teacher, and nine out of ten showed strong agreement with the statement that the program will have a positive effect on the children in their care.

Figure 40. Percent of Participants Who Felt That Keys to Quality Program Helped Them "Very Much"

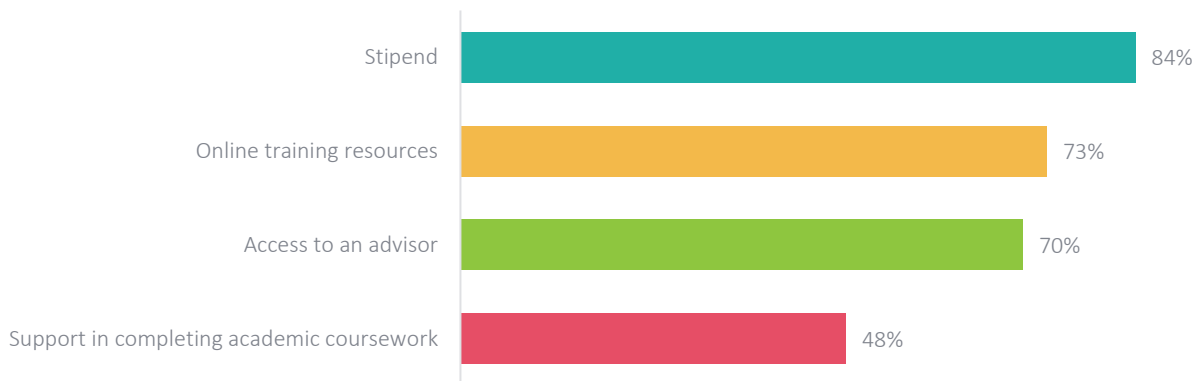


Source: Keys to Quality Stipend Program Survey. N=75 for FY 2019-20; N=41 for FY 2020-21; N=43-44 for FY 2021-22.

“It was a great class. I felt very supported in my goals to become a better teacher and to have a great learning environment for the children in my care. The homework portion where I got to take what I learned and use and evaluate it with my teacher and peers made this class better than I expected. Learning how to use CLASS and how to evaluate myself has already made me a much better teacher, and I know will continue to help me grow as a teacher and as a leader in the future.”

When asked to indicate which type of program resources and supports participants found most beneficial, 84% of respondents named program stipend, 73% chose online training resources, and 70% selected access to an advisor. Additionally, nearly half of the participants (48%) found the support in completing academic coursework to be very beneficial (see **Error! Reference source not found.**).

Figure 41. Keys to Quality Stipend Program Resources Participants Found Very Beneficial



Source: Keys to Quality Stipend Program Survey, FY 2021-22. N=42-43. Graph shows the percent of participant who chose 'Very Beneficial'

“Keys to Quality program has been empowering this year. Every session I was a part of I walked away motivated and incorporated many things in my classroom and with my teaching team.”

“After completing the training, I felt more confident and comfortable to do my job as a Paraeducator. It helped me better understand child needs and behaviors. It also helped me apply what I’ve learned at home with my children, and now we have a better relationship with them. I am looking forward to continuing my professional development in the coming school year. I’d like to thank each and every one of those made this possible.”

CHILDCARE PROVIDER OUTREACH PROGRAMS

This year, 92 providers and staff from 18 agencies and 6 child care settings received ASQ training, supported by IMPACT grant. The Lucile Packard Foundation and Home Grown Grants supported a total of 55 Family, Friend, and Neighbor providers this year.

IMPACT. The First 5 California Improve and Maximize Programs so All Children Thrive (IMPACT) grant was awarded to First 5 Yuba as part of the California Quality Counts Child Care Improvement Initiative. In FY 2021-22, the IMPACT grant was used to fund ASQ training for a total of 92 providers and staff from local agencies working with children and families. In comparison, last year just 22 (or 73% fewer) providers were trained to administer ASQ-3 and ASQ-SE developmental screenings as part of the training program.



Aside from learning how to use the paper and the online versions of the ASQ screening tools, including follow-up support and technical assistance services, providers and staff also received training and support to help them discuss screening results with parents, as well as access to resources for themselves and for the families they serve. Nine of the agencies enrolled in the Help Me Grow ASQ Online platform.

The majority (79 in total) were staff from 18 agencies, including Women, Infants, & Children Program, Youth for Change, Playzeum, Family SOUP, Foster Kinship, YCOE Family Resource Center, Camptonville Family Resource Center, First Steps, Yuba County Library, Yuba County Public Health Nursing, Marysville High School Early Childhood ROP Program, Yuba College Child Development Center, MJUSD School Readiness Program, Camptonville 1, 2, 3, Grow Program, Hand in Hand Program, and ABC Sprout – YES Environmental Charter Academy.

To promote universal developmental screening in child care and early learning settings, a part of the IMPACT grant was used to fund ASQ training for 13 child care providers, representing five family child care homes and one child care center.

Support of FFN Care Providers. In partnership with Child Care Planning Council of Yuba County, and with resources from the Packard Foundation/ Home Grown funds were also used to support Family, Friend, and Neighbor (FFN) provider outreach programs. This year staff engaged with a total of 55 FFN's, providing them with support and guidance, access to quality care materials, including personal self-care kits, activity kits, and games for growth, as well as capacity-building trainings, in person and online.

Goal 4 - Strong Systems

GOAL	Strengthen local systems to meet the needs of all children and families in a high quality, sustainable manner.
OUTCOMES	<ul style="list-style-type: none"> • Increased policies supporting child health and development • Maximized revenue and resources • Increased engagement and reach • Increased partnerships, capacity, coordination and service integration

MINI GRANT SUPPORT FOR LOCAL AGENCIES & PROVIDERS

First 5 Yuba responded to community needs and challenges compounded by the aftereffects of the COVID-19 pandemic with grants to support child care providers and local agencies working with families with young children.

Four local agencies and four child care providers were among the recipients of \$8,365 in Mini Grants. These funds went to extending service reach and improving access to a safe and enriching environment for families with young children, reaching over 120 children and at least 40 families. Funded projects improved accessibility to literacy (Little Library) and child care quality (evidence-based curricula), upgraded indoor and outdoor local child care and public spaces, allowed to serve more families in need (e.g., military, unhoused, & children with special needs, served by Beagle Club and REST), and strengthened families' social networks.

The Mini Grant funds supported the following projects:

- Little Library, benefitting 8 day care children and countless neighborhood children
- Yuba County Regional Emergency Shelter Team (REST), which served 8 families
- Marysville Youth and Civic Center, used for the Infant and Toddler Room project for 35 children
- LEAP Academy, used for the Whole Child Learning program curriculum and materials, serving 15 children
- Beale Family Support Booster Club - Exceptional Family Play Group, which held weekly Virtual Play Groups for an average of 18 parents and 28 children and hosted five community events, attended by nearly 300 caregivers and 530 children. The club promoted support and provided referrals and resources for families of children with special needs, military families, and families affected by material hardship
- City of Marysville, which used the grant moneys to upgrade Gavin Park with safe and stimulating play equipment for outdoor activities, to promote healthy growth and development in young children
- A child care provider, for an outdoor area upgrade, serving 14 children



This is what program staff was saying about the impact of the mini grants:

"This winter, REST provided shelter and meals to a single mother and her two children from Yuba County. REST provided referrals to housing and other resources for this family during their stay in the shelter. When two of the family members contracted COVID, REST coordinated with Yuba County Public Health to place the family in a hotel, so they had a safe place to isolate to quarantine. When they recovered, REST continued to work with family on housing and provided them with gift cards and bus passes, so the family could turn in housing applications and attend housing interviews. In addition to providing a safe place to sleep, REST also provided daily meals, as it did to all its guests. Because REST was able to leverage emergency funding to extend its shelter for an additional four weeks, this family was able to secure a stable housing situation during that time."

"The sense of community that we have been able to create for our Beale families has been a significant achievement. Many of our young families are far away from their extended families. Play Group has given them a chance to build a new support network for child care, social interaction, and assistance. The "First Five Grant" provided the opportunity to distribute resources and conduct events to raise awareness and better engage with the community."



"It's been a delight to see children's excitement when choosing a book to borrow and seeing people visit the library to donate books"



BUILDING RESILIENT FAMILIES TOBACCO GRANT

The tobacco grant program coordinator has expanded relationships with local FQHCs' administration to implement Tobacco cessation protocols through systems change activities, including work groups, trainings, and expert panel policy discussions.

The Tobacco grant awarded to First 5 Yuba has a goal of reducing the negative impact of the use or exposure to tobacco smoke in local communities through systems change activities.

The first grant objective is to implement a system of care for tobacco users or patients and children 0-5 exposed to secondhand and thirdhand smoke across at least 2 local Federally Qualified Health Care Centers (FQHCs) in Yuba, Sutter and surrounding counties by July 2025. Strategic planning focused on a) tobacco users' identification and referral protocol; b) cessation education and resources for patients; and c) training and support for providers.

To address this goal, last year, the program coordinator worked with a local FQHC, Peach Tree Health Care, interviewing clinic staff to assess tobacco policies, polling 88 patients, conducting three focus group patient needs assessments, and holding three trainings with post-training surveys for Medi-Cal patients and providers. This year, the program coordinator continued working towards the first grant objective by establishing a *Champions*

Workgroup, which aimed to implement a comprehensive system of care for tobacco users and patients at Peach Tree Health Care, as well as to promote tobacco-free campus policies. The group was comprised of seven members and met monthly. Grant funding was used to host *Tobacco 101* and *Motivational Interviewing* trainings for Medi-Cal provider and staff.

In addition, the program coordinator spearheaded statewide advocacy in non-traditional approaches to tobacco county policy and systems change work as a guest speaker and a panel members at two events: "Fighting Back Santa Maria Valley" Annual Conference, and "California Quits Statewide Champions Meeting at the University of California in Davis. Moreover, as part of the effort to educate legislators, she met with a state senate member and an assembly staff during the statewide Information & Education Day. During these meetings, the parties discussed tobacco's impact on local communities and the role of First 5 Yuba County in reducing second- and thirdhand smoke exposure for children ages 0-5.

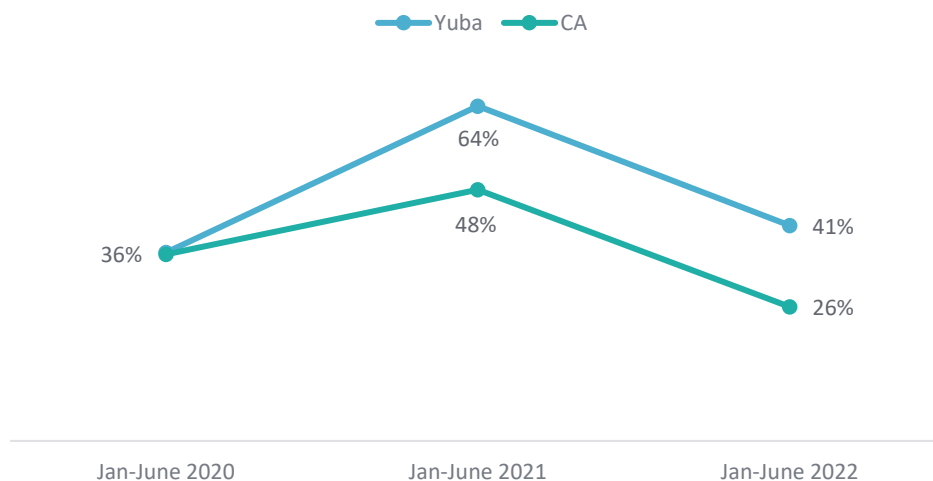
The second grant objective is a) to expand evidence-based home visiting services of at least two agencies to tobacco cessation assessment and referral of families with second- and thirdhand smoke exposure to cessation support services; and b) to reduce tobacco exposure in home and daycare settings. To this end, last year key informant interviews were held with nine home visitors, to assess existing policies for Tobacco use/exposure



screening and referrals, and a policy rating rubric was developed to assess potential of home visiting programs to offer tobacco screening and referral services.

During FY 2020-21, the main activity of the grant project coordinator was disseminating educational materials among the subcontractors and building relationships with the FHQCs. Over FY 2020-21, these initiatives focused on raising awareness of tobacco harm and cessation resources via media and other advertisement campaigns. Referrals from mass media campaigns as well as First 5 referrals were tracked via the **Kick It California Helpline** online database. As seen in Figure 42, media campaign efforts led to a nearly two-fold increase in referrals to tobacco cessation programs in Yuba County, from 36% to 64%, surpassing statewide rates by nearly 20%.

Figure 42. Change in Referrals for Tobacco Cessation Programs in Response to Media Campaigns



Source: Kick It California Tobacco Cessation Referral Database. 2020-2022.

However, in FY 2021-22, the media advertisement and awareness campaign efforts have somewhat subsided. Subsequently, referrals to **Kick It California**, previously driven by the media and advertisement efforts, decreased from 64% in 2021 to 41% in 2022. Nonetheless, the most recent rate of referrals in Yuba County was nearly double the rate of referrals for the state of California, standing at 24% in 2022.

Lastly, during FY 21-22 the tobacco grant program coordinator collaborated with the county Family Resource Center Network to ensure coordination of local services and referral processes.

First 5 Yuba also subcontracted the YCOE FRC and Help Me Grow staff to coordinate and implement maternal mental health support groups. During FY 2021-22, these support groups met on a weekly basis, serving over 30 local mothers.

HOME VISITATION SYSTEMS COORDINATION GRANT

This year, the grant continued to fund the Bi-County Home Visiting Collaborative, which helped create an Online Directory of home visiting services and an Online Resource Padlet, listing all First 5 Yuba programs in the area. As part of Professional Learning Communities, the collaborative hosted five professional development sessions, and a two-day workshop with four follow-up coaching sessions.




The Home Visitation Systems Coordination grant was initiated by First 5 California, to help counties create a sustainable, unified system of family supports through home visiting (HV) services and to maximize funding to serve more families. In 2021, the grant funded the establishment of the **Bi-County Home Visiting Collaborative (HVC)** between First 5 Yuba and the Sutter County Children and Families Commission (SCCFC). The Collaborative works to increase coordination of services through systems change activities, including²³:

- Increased cross-agency understanding of local population needs and readiness to collaborate on local home visiting services
- Efficient, coordinated, and sustainable local home visiting that serves more families more effectively
- Interconnected local early childhood systems with home visiting embedded as a vital component leading to strong family outcomes
- Networks of cross-county coordination and collaboration that promote shared learning and capacity-building, resource sharing, and expertise to strengthen local systems change efforts

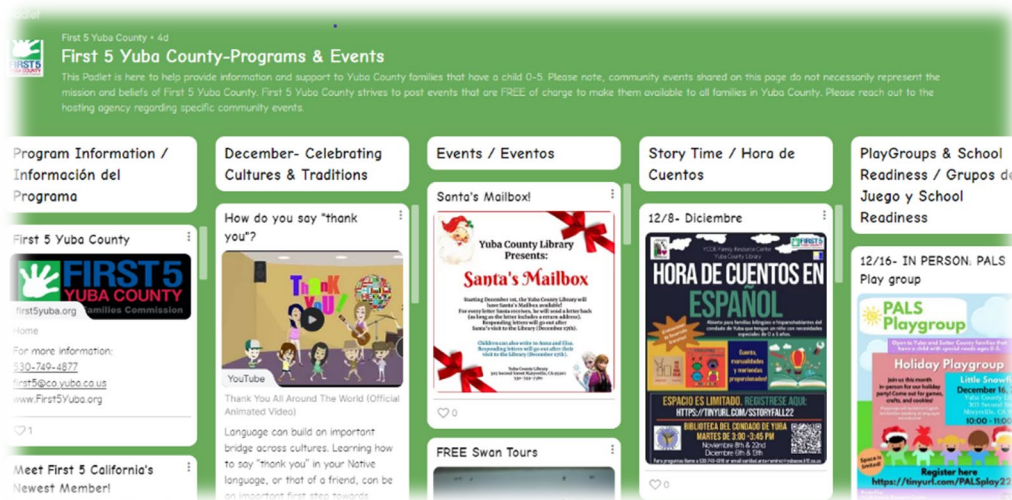
Last year, following a hire of a new program coordinator, HVC conducted a community needs environmental scan/ assessment via a parent survey, completed by 149 families, and a collaborative member survey, completed by 37 providers. The data provided insights on a) families' needs and experiences; as well as participation and feedback related to HV services; b) providers' perspectives on screening and referral processes and staff capacity; and c) participation barriers and service gaps. Assessment findings aligned with First 5 Yuba families' needs and concerns reported at intake. Families sought to strengthen family cohesion, improve parent-child interactions, gain access to basic necessities, such as child care, and get help with navigating assistance programs. Providers similarly acknowledged the gaps between families' needs and availability of housing and financial supports, as well as the shortage of specialists, such as behavioral therapists and bilingual providers. Home visitors and other Collaborative members stressed the need for a more efficient way to access local networks of care, including programs, locations, schedules, eligibility, and other information critical to their ability to connect families to services in the community in a time-sensitive manner.

²³ Yuba-Sutter Bi-County Home Visiting Collaborative. <https://www.first5yuba.org/home-visiting>.

To address these concerns, last year First 5 Yuba and SCCFC HVC created a pamphlet directory of local home visiting services. This easy-to-navigate resource listed all HV programs across Yuba and Sutter counties, their contact information, location, families served, and eligibility requirements, needed to qualify for services. The pamphlet was available to constituents in multiple outreach events, as well as online²⁴. Providers were invited to add their services to the home visiting matrix, available online.

Agency Information				Home Visiting Program	
Agency Name	Website	Phone Number	County Served	Populations Served	Eligibility Requirements
YOUTH FOR CHANGE CALWORKS HOME VISITING PROGRAM 	https://www.youth4change.org/	(530) 353-0364	Yuba	Pregnant women Teen moms Families with children 0 to 24 months Children who have a developmental delay or disability Low socioeconomic status Other family circumstances (domestic offenses, substance use)	Must be enrolled in CalWORKS
YUBA OFFICE OF EDUCATION - CHILD DEVELOPMENT BEHAVIOR CONSULTATION 	https://www.yubacoe.org/Page/343	(530) 749-4900	Yuba	Pregnant women Teen moms Families with children 0 to 5 years with behavior challenges Children who have a developmental delay or disability Low socioeconomic status Other family circumstances (domestic offenses, substance use)	Not enrolled in special ed or receiving prevention services by other agencies Cannot be on medications or receiving mental health services
SUTTER COUNTY CHILD DEVELOPMENT BEHAVIORAL SPECIALIST 	https://sutterkids.org/child-behavioral-services/	(530) 822-7505	Sutter	Families with children 0 to 5 years Children with social/emotional concerns and/or behavioral challenges	Child's atypical behavior is affecting the home environment and/or school environment

Moreover, in FY21-22, the Yuba-Sutter HVC designed and launched an Online Resource Padlet, serving as a single-point-of-access for child and family services, listing programs, workshops, and events offered through First 5 Yuba and SCCFC partnerships. The online Padlet provides at-a-glance event schedules, program eligibility requirements, and contact information, organized by service goals as outlined in the strategic planning²⁵.



Although the HVC primary goal is to support and coordinate HV services, Family Support programs are also encouraged to join the collaborative, as they constitute an essential part of the network of care²⁶. To foster collaboration between a wide range of HV and family support programs and to promote families' engagement in programs and services, the grant funds were used for provider education and training.

²⁴ Yuba-Sutter Bi-County Home Visiting Collaborative. <https://www.first5yuba.org/home-visiting>.

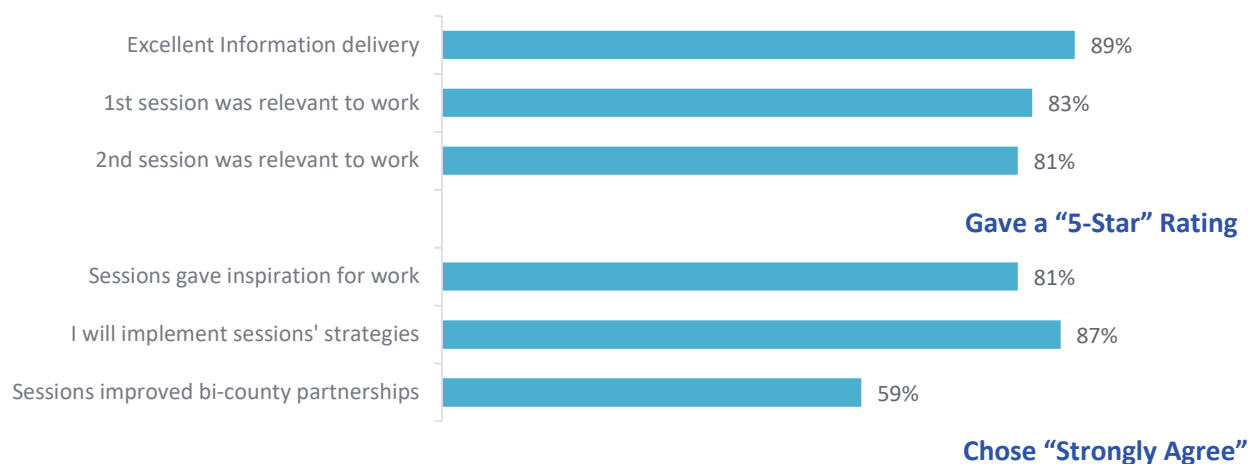
²⁵ First 5 Yuba County—Programs & Events. <https://padlet.com/First5Yuba/h4juwzpjokeeg6wi>.

²⁶ Yuba-Sutter Bi-County Home Visiting Collaborative. <https://www.first5yuba.org/home-visiting>.

This year, five **Professional Learning Communities (PLC)** offered professional development workshops, accessible to all Collaborative members. Moreover, the PLC coordinated a two-day professional development Laurie Ellington Conference. The first day was dedicated to the topic of the “Neuroscience of Engagement with Families”, attended by 85 providers and staff. The second day hosted four “Brain-Based Coaching Sessions,” aimed to support the implementation of skills learned during the conference. The sessions were attended by 11 participants from a cross sector of providers, educators, and family serving agencies.

At the end of the event, 64 providers completed a post-conference survey, half of which came from Yuba and the other half, from Sutter Counties. Based on the responses of 47 providers who attended “From Protection to Connection” session, and 33 providers who attended “The Vagus Nerve and the Mind-Body-Brain Connection” sessions, both sessions received 4- or 5-star ratings. Over 80% of participants agreed that the sessions’ content was relevant, and nearly 90% noted excellent information delivery to be. Between 80% and 90% of participants stated that the sessions inspired them to make improvements at work by implementing newly learnt strategies. Close to 60% felt that the conference improved connections between the Bi-County Collaborative partners. Finally, over 80% of participants said they are “very likely” to attend future PLC trainings.

Figure 43. Percent of Participants Highly Satisfied with the Laurie Ellington Conference



Source: Laurie Ellington Conference Post-Survey, 2021-22. N=64.

The overall feedback was very positive. Participants enjoyed presenters’ style, organization of information, audience engagement skills, and interactive activities. Participants stressed the importance of learning about the role of the nervous system in shaping health and relationships and strategies to utilize the mind-body connection in order to improve families’ outcomes.

“Facilitator was extremely knowledgeable, spoke in laymen and relevant terms and provided good examples relating to my work, engaged with audience, and was overall, nice.”

“...this was the best training I have ever attended. The information I learned has changed my life.”

“It was important to learn about utilizing the skills to acknowledge the neurological pathways with our clients.”

Programmatic Challenges During FY 21-22

In FY 2021-22, First 5 Yuba program providers continued to experience challenges associated with the aftereffects of the COVID-19 pandemic. Based on the narratives of the First 5 Yuba programs quarterly reports, some of the factors that continued to affect program implementation and effective reach and engagement of families this year included: Adjustment to changing pandemic-related regulations, transitioning from virtual to in-person or hybrid services, continuing challenges with staffing and supplies, and financial concerns.



I) Adjustment to Changing Pandemic-Related Regulations

Following a period of adjustment to the stay-at-home orders, program providers had to rethink their engagement strategies and program delivery methods. By the Spring of 2020, most of the First 5 Yuba programs were transitioned to virtual platforms, supplemented with pick-up or deliveries of informational and educational materials, child and family activity kits, books, and supplies. During 2021, the pandemic-related restrictions were gradually lifted through a series of changes to state and county regulations. These frequent changes have impacted program delivery throughout the 2021-22 fiscal year, placing an additional burden on program coordinators, staff, and participants. Program staff had to follow and implement changing health and safety protocols, while families wishing to participate in the programs had to comply with the changing program requirements, including COVID-19 testing and vaccination, masking, and pre-registration, which placed higher demands on their time and resources. As a result, some families with limited access to technology or health services and unable to follow health protocols were turned away, while others were hesitant to participate due to persistent concern about COVID-19 safety, leading to lower rates of engagement, compared to the pre-pandemic rates. These barriers affected attendance of continuing programs transitioning back to in-person services, such as Playzeum and Yuba County Library developmental playgroups and Story Time, and negatively impacted the launch of new playgroups, workshops, and events for families and youth, particularly those offered through new programs, the Family Resource Center, and the Yes Charter Academy ABC Sprout program.

"Program Facilitator time was stretched really thin this year. With the development of new programming and various grants, some areas on the SOW were overlooked and/or did not feel like we could put out the quality programming. This is especially true in the case of Community Early Start Days. This program never fully took off because ...the virtual format was something that just didn't feel right for this group. The group's focus is to make connections with other families, to bring parent-to-parent support and ... to develop new skills and techniques with speech, language, and occupational therapy."

– FRC Program Coordinator

2) Transitioning from Virtual To in-Person or Hybrid Services

As programs began to offer in-person services, providers encountered a unique set of problems. For instance, initial in-person sessions were limited in capacity, but as restrictions were lifted, there was a greater need for larger premises. Programs like ABC Sprout and the Family Resource Center (FRC) noted that finding a suitable option required time. Playzeum coordinators similarly struggled to find a suitable physical space, to transition to in-person playgroup sessions. As the year progressed, they had to change one of their designated playgroup meeting spaces, due to schedule conflicts and other concerns. Pandemic-related delays in external services presented another challenge. For example, the FRC program was not able to implement their garden project due to a pending approval for the use of the proposed space, leading to a search for a different location. Weather was another factor that deterred families from participation, particularly in programs meeting outdoors, such as ABC Sprout or outdoor events hosted by the FRC, Child Development Behavior Consultation (CDBC), and other programs. As a result of these barriers, some of the programs, like Keys to Quality, continued to provide largely virtual services, while others, like the Yuba County Library Story Time or the CDBC, offered a blend of in-person and virtual services. However, some of the program staff noted that their lack of technical knowledge posed challenges to creation and hosting of online resources.

We have experienced a few challenges this past quarter. We moved sites to the OPUD Youth Building. However, the lease agreement and partnership could be improved. Our staff are expected to clean before and after session, bring all cleaning and toiletry supplies and maybe undergo a \$200 monthly fee for utilities. At the City of Wheatland in the Community Center, we had some challenges with the agreement to leave equipment, which is much needed this past session, with so many infants and toddlers enrolled."

– Playzeum Program Coordinator

3) Continuing Challenges with Staffing and Supplies

The wider impact of the pandemic, including less reliable supply chains and limited availability of qualified professionals, continued to limit programs reach. For instance, the expansion of services projected for the Mobile Dental Clinic was hindered by the lack of Registered Dental Assistants (RDAs) and limited medical and dental supplies. Similarly, the FRC program continued their search for an occupational therapist and a speech pathologist for the Community Early Start Days events. Moreover, inconsistent attendance meant there was a smaller pool of children who could be screened or offered dental services while on school grounds. Under these circumstances, the pop-up events and other community outreach activities remained as the most effective way

"Peach Tree Health continuously searches for job applicants. There are simply not enough RDAs in the Yuba Sutter region. We are looking forward to partnering with the MJUSD Dental ROP program to help train and prepare dental assistants for entry into the work force after they graduate high school. While this is not an immediate solution, it will hopefully benefit the Yuba/Sutter Dental community in the long run.

– MJUSD Student Services Program Coordinator

this is not an immediate solution, it will hopefully benefit the Yuba/Sutter Dental community in the long run.

– MJUSD Student Services Program Coordinator

4) Financial Concerns

Post-pandemic increase in the cost of goods and services, coupled with lower participation of families in free and income-generating programs contributed to difficulties transitioning from virtual to in-person services. This year, Playzeum program staff had to problem-solve budget adjustments to afford insurance and rent of a community room for their playgroup sessions, which was offered to them at no-charge before the pandemic. Additionally, more funding was diverted to promote marketing and family engagement in outreach events, for example, by providing free play areas for attending families at local fairs. Some of the programs were able to navigate financial challenges by expanding their fundraising, donations, and income-generating programs, to reach their sustainability goals. At the same time, new programs, like the FRC, faced with low or inconsistent attendance, had to adjust their budget allocations to redistribute unspent funds from programs in low demand to areas that needed more financial support.

"A highlight this year was the expansion of income generating programs, include doubling our summer camps and drop off classes and birthday parties, while maintaining numbers for memberships and on-the-go services and field trips."

– Playzeum Program Coordinator

