



# ANNUAL EVALUATION REPORT 2022-23

First 5 Yuba County Children and Families Commission



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# Headline Findings 2022-23

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 well-being of children ages 0-5 years and their families. In 2022-23 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 2022-23 data, illustrating the First 5 Yuba’s reach and progress toward stated goals.

## Profile of Families Served

### Reach



- **First 5 Yuba continued to have broad reach across the county.** Services were provided to 11,000 children and 9,250 caregivers (duplicated across programs) — twice as many as last year. Dolly Parton Imagination Library reached the most (2,600 unduplicated) children, followed by MJUSD School Readiness (1,408 children, duplicated).
- **The population served by First 5 Yuba reflected efforts to close current equity gaps.** First 5 participants were overrepresented by Latino families (50%), compared to county’s 35% rate. The proportion of multiracial/non-White children, at 17% was double the 7% countywide. In comparison, just 31% of children served by First 5 Yuba programs were non-White, below the county prevalence of 46%.

## Child Health and Development

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

Countywide trends & First 5 Yuba families at intake

- Almost all (99%) First 5 children had a **family physician**, and 97% had been to the doctor for their well-child checks, compared to 54% for 0-15-months old and 59% for 15-30-month-old children countywide. Most children (88%) had a **dentist**, and 83% had an annual dental visit in the last six months, a 10% increase from the previous year. Of the 6% who identified as a smoker 88% wanted to be connected to cessation services.

Families increase use of prenatal, medical, and dental care

- **MJUSD Student Services and Peach Tree Health Mobile Dental Clinic** provided 1,016, or twice more **dental screenings and procedures** than last year, benefitting 151 children ages 0-5 years, of which 56% would not have received dental care if not for the Happy *ToothMobile* Clinic. Services included fluoride treatment or varnish (34%), dental exams, x-rays, teeth cleaning (63%), sealants or fillings (3%), care coordination (42%), and transportation (11%). MJUSD Student Services and Peach Tree Health also conducted over 40 educational events reaching 1,500 children and 300 caregivers (duplicated).

Children increase use of health and developmental screenings; meet developmental milestones

- **Help Me Grow (HMG) Yuba** provided 501 **developmental screenings and 64 referrals and care coordination**, nearly twice as many as last year. About a third of children screened (26%) had developmental concerns and at least 13% were referred to specialists due to developmental delays, emotional, or behavioral difficulties.
- **First 5 Yuba programs** (such as MJUSD School Readiness) conducted **353 health, vision, hearing, immunizations, developmental, and other screenings** of over 70 children. At least 30 screenings were conducted at eight Developmental Screenings in Yuba (DaiSY),

pop-up community events, which reached 35 children and 47 caregivers, and nearly 20 screenings were completed at ASQ Trainings.

Families increase use of early intervention services

- **Child Development Behavioral Consultation (CDBC)** program provided **assessments** and **early intervention services** to families with children struggling with difficult behavior and/or special needs, including 24 families who received **home visiting case management supports** and over 200 behavioral consultations. CDBC further helped caregivers adjust parenting approaches through **parent and provider education** by hosting 24 Positive Discipline classes; over 40 hours of community workshops; 20 workshops for Spanish-speaking and rural families; and eight bilingual Games for Growth educational videos. CDBC promoted child health through eight **Screening and Behavioral Pop-Up events**; **12 Bi-County provider meetings**, and numerous **community outreach** events.
- **First 5 Yuba programs** referred families to early intervention services, such as Alta Regional and MJUSD Speech Pathology Department, as well as to other First 5 Yuba-funded partner programs, including HMG, YCOE CDBC and FRC Mama Mia home visiting, BEST parenting classes at MJSUD, and more.

Families increase physical fitness and safety

- **YCOE Family Resource Center (FRC)** promoted physical and socio-emotional wellness of 66 families with 103 children through a range of **recreation and enrichment activities**, including **10 PALS developmental playgroups**, virtual workshops for families with children needing sensory and speech developmental supports, and **bilingual Story Time**. **Stepping with Baby** walking groups engaged 16 mothers in an outdoor physical activity and parent education. In terms of **material and transportation assistance**, the FRC provided families with 638 packs of diapers, 332 gas cards and vouchers, 137 gift cards, 130 books, and 15 essential baby supplies.
- **OPUD Aquatics Program** offered swimming classes to 126 children 0-5, serving 107 families. As a result, families increased time spent outdoors, water play and outdoor activities, and confidence in child safety around water. Families said that 82% would not have access to a water safety program if not for the OPUD Aquatics.
- Additionally, **First 5 Yuba** grantees, including **MJUSD School Readiness, Camptonville 1, 2, 3 Grow, YES Charter Academy, HMG, Yuba County Library**, and **YCOE FRC** hosted or took part in 14 **Health and Safety workshops**, 11 **nutrition workshops**, and several **field trips, events, and activities** that promoted physical health, fitness, and safety. They educated parents on the topics of safety around heat, water, fire, bicycles and vehicles, CPR, and more. Additionally, **MJUSD School Readiness** and the **Library** offered over 100 playgroups and story time that incorporated music, movement, nutrition, and fitness activities.
- **Community outreach events**, including seven Community Fairs, over 12 First 5 Outreach events, and 12 First 5 Fridays attracted over 1,300 children and 1,264 parents, who were linked to First 5 Yuba services and local assistance programs, such as WIC.

Families increase mental wellness and access to mental health resources

- **Maternal Mental Health Initiatives**, such as **Mindful Mamas** and **Stepping with Baby** walking group helped 28 mothers learn more about mental health, help seeking, and access to basic necessities and improved social support, coping skills, and parenting, confidence, while the **Blue Shift Conference** engaged 53 providers in learning how to identify and assist mothers affected by perinatal maternal anxiety and depression.

Families reduce tobacco use and exposure to 2<sup>nd</sup> and 3<sup>rd</sup> hand smoke

- **First 5 Yuba partners**, YES Charter Academy – ABC Sprout and MJUSD School Readiness hosted three **Tobacco Education** workshops for families, while **First 5 Yuba** distributed over 100 in-house and Kick It CA tobacco cessation materials and nicotine patch kits at 14 community outreach events.

- **Maternal Mental Health initiatives**, including Stepping with Baby, Mindful Mama, and Maternal Mental Health conferences provided tobacco education and distributed tobacco cessation materials to nearly 30 mothers and 53 providers.

## Resilient Families

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

Countywide trends and First 5 Yuba families at intake

- Half of First 5 Yuba families **lived in poverty**, compared to 30% countywide, and over half were not employed and not looking for work countywide, compared to just 11% of all Yuba families. The rates of **maltreatment substantiations** fell by half yet remained above the 2030 Healthy People Target.
- At intake, nearly half (45%) 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.

Families increased protective factors

- **Dads Night Out** monthly support groups engaged 30 fathers, who reported improved social networks, well-being, and ability to cope with stress, while **YCOE FRC** connected 66 families to concrete supports.
- **YES Charter Academy – ABC Sprout** held 102 School Readiness and 58 Social-Emotional **playgroup sessions**, while **Camptonville 1, 2, 3, Grow** engaged 11 parents and 22 children in four **parent-child outdoor activities**. These programs aimed to boost families’ **resilience** through nature-oriented activities such as gardening and taking nature walks.

Families have an increased understanding of child development

- **MJUSD School Readiness** held 24 **evidence-based parent education classes**, 32 **parenting workshops**, and 50 **literacy workshops**, as well as **100 school readiness playgroups**, attended by 94 caregivers and 145 children.
- **Camptonville 1, 2, 3, Grow** engaged 11 parents and 22 children in eight **parenting workshops**, whereas **YES Environmental Science Charter Academy – ABC Sprout** hosted nearly 20 **parent education workshops** attended by over 90 families. Participation in **parenting education** on child health and safety, development, and literacy and early learning increased caregiver parenting knowledge, confidence, and skills.

Families have increased positive parent-child interactions

- **Playzeum** hosted three cohorts of **HMG developmental playgroups**, for a total of 63 sessions, which attracted 55 parents and 67 children. Attendance of parent-child playgroups promoted **positive parent-child interaction**. Families showed increased engagement in fun, creative, and developmentally enriching activities.

## Quality Early Learning

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

First 5 Yuba families at intake

- Only 27% of First 5 Yuba children had **access to formal early learning** settings, compared to 40% of children enrolled in licensed ECE settings countywide. This is a considerable drop from 42% last year. 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 3+ times a week, somewhat increased from 63% last year to the current 69%.

Parents and caregivers read aloud with their children

- As part of the **literacy services**, **Yolo County Library** held virtual Story Time, viewed 410 times within 24 hours, as well as in-person bilingual Story Time and Craft sessions attended by 48 children, who received 150 books, and 35 parents. Over 270 families and 434 children (duplicated) took part in 17 parenting workshops. Nearly 1,100 families and 1,424 children attended over 20 **community workshops and events**.
- To promote reading, **Yolo County Library** hosted five **Every Child is Ready to Read** Workshops and a **Summer Reading Program**, which reached 50 children.
- **Dolly Parton Imagination Library** increased book access in the home by 2.5 times since last year, distributing over 50,160 books by mail to 2,600 children, representing 45% of all 0-5 county children. Over 140 more children were reached, in partnership with WIC.

Children have access to high-quality early care and education

- As part of the quality improvement initiative, **HMG** and the **Child Care Planning Council (CCPC)** offered **professional development** trainings to 136 providers and staff, including Family Child Care Homes, Family, Friend, and Neighbor providers, and providers from alternative settings. Community activities included 12 Caregiver Cafes, 11 Playgroups, and two parent and provider workshops.
- **CCPC Keys to Quality** engaged 149 (duplicated) local child care providers in professional development programs. This initiative helped increase the quality of care in 62 early care and education sites, including center-based, family child care and alternative settings.
- **First 5 Yuba** provided **mini grants** to 11 child care providers, helping improve early learning settings for 70 families and 80 children.

## Strong Systems

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

Increased engagement and reach

- **First 5 Yuba** and partners held over 12 **Outreach events**, attended by 870 children and 795 parents, who learned about First 5 Yuba services and received books, informational brochures, and smoking cessation materials while engaging in fun family activities.
- Seven local family-serving agencies received First 5 Yuba **Mini Grants**, which supported extension of service reach and improved access to a safe and enriching environment for 1,512 families and 2,624 children.

Increased policies supporting child health and development

- **Building Resilient Families Tobacco Grant** funded systems change efforts for tobacco users and those exposed to second-hand smoke. Progress made within **health care systems** reached over 30,000 patients and 187 medical staff across 12 clinics and administrative sites in four counties. Health care providers and administrators received training, 80 hours of technical support, and 500 educational pamphlets. The **family-serving agencies' systems change** included five strategic planning meetings held with six FRCs. Countywide, providers took six tobacco education **provider trainings**; four received tobacco treatment specialist certifications; and 21 took part in monthly coaching sessions. Finally, three bilingual **community education** sessions were hosted for families.

Increased partnerships, capacity, coordination, and service integration

- **Home Visitation Systems Coordination Grant** supported four HVC meetings attended by 37 members, which enabled discussions on bringing together home visitors and early educators to integrate home visiting into early learning programs.
- The grant also supported six **Professional Learning Communities** trainings, attended by 32 collaborative members on the topics of self-care, family supports, and tobacco prevention and cessation.

# 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 toward the achievement of First 5 Yuba’s goals in 2022-23 are outlined below:

### GOAL 1: CHILD HEALTH AND DEVELOPMENT

- MJUSD and Peach Tree Health Mobile Dental Clinic, and Smile, CA
- 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
- Maternal Mental Health Conference
- Stepping with Baby Walking Group
- Mindful Mama Weekly Support Group
- OPUD Aquatics Program

### GOAL 2: RESILIENT FAMILIES

- MJUSD School Readiness Parent-Child Classes
- Camptonville Community Partnership - 1, 2, 3 Grow Parent-Child Classes
- YES Environmental Science Charter Academy — ABC Sprout
- Playzeum Developmental Playgroups
- Dads Night Out – Child Abuse Prevention Council

### GOAL 3: QUALITY EARLY LEARNING

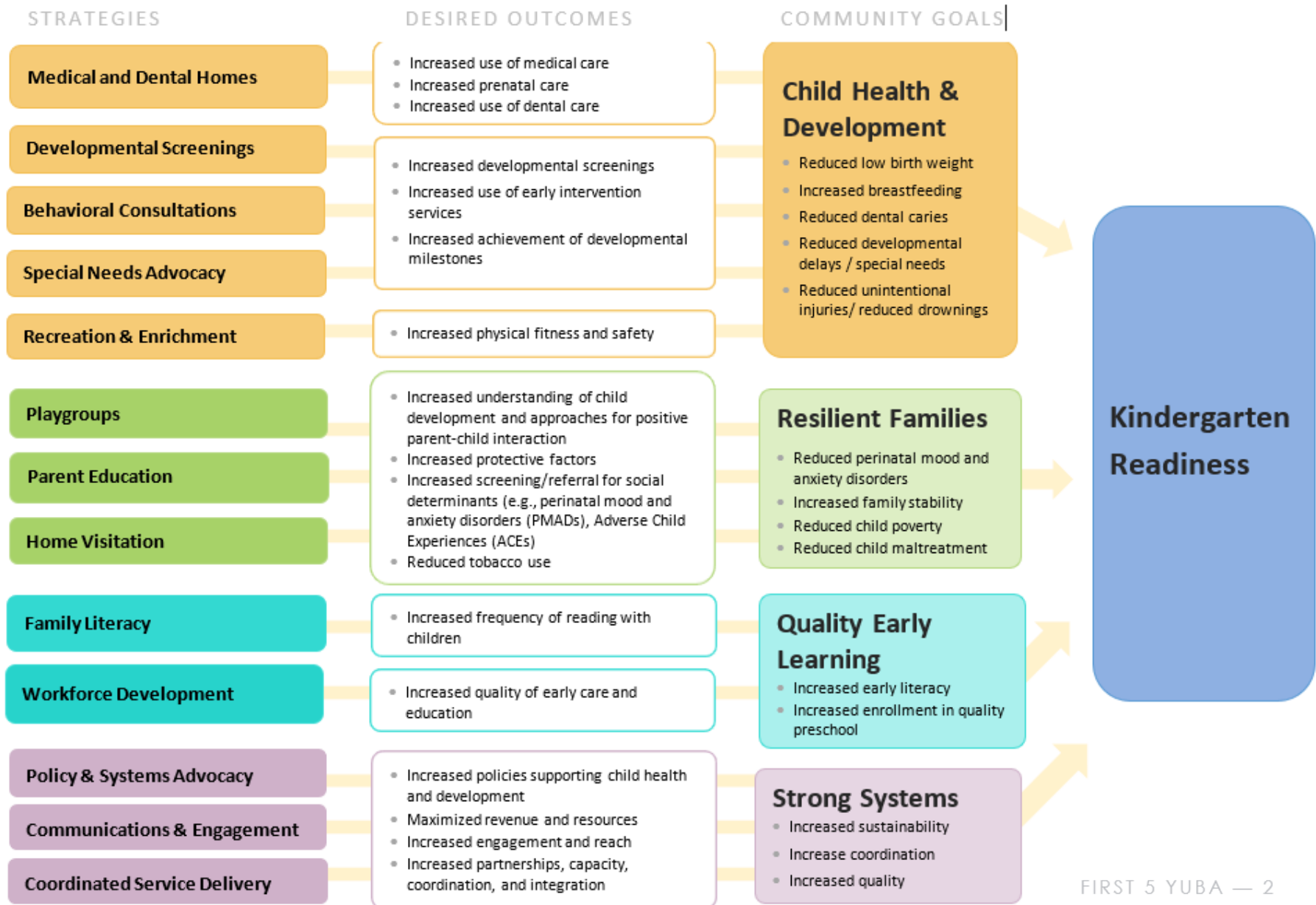
- Yuba County Library Programs
- Dolly Parton Imagination Library
- Local Child Care Planning Council: Keys to Quality
- Help Me Grow Child Care Provider and Community Supports (including Family, Friend, and Neighbor)
- First 5 Yuba Mini Grants Support for Child Care Providers

### GOAL 4: STRONG SYSTEMS

- First 5 Yuba Community Planning and Outreach
- First 5 Yuba Mini Grants Support for Local Community-Based Organizations
- Building Resilient Families Tobacco Grant
- Home Visitation Systems Coordination Grant and Professional Learning Communities



# Strategic Framework



# Profile of Children and Families Served

## ANNUAL AGGREGATE DATA

This section provides a demographic snapshot of First 5 Yuba participants for the 2022-23 fiscal year (FY). Almost 11,000 children, 9,250 caregivers, and 1,223 providers (duplicated across programs) engaged with First 5 programs\*.<sup>1</sup> and/ or community events, nearly doubling last year’s reach.

**Figure 1. First 5 Participant and Provider Counts, by Program**

	Program	Children	Parents	Providers
<b>CHILD HEALTH AND DEVELOPMENT</b>				
Help Me Grow *	Developmental Screenings/Referrals	527	98	69
MJUSD Student Services and Peach Tree*	Mobile Dental Clinic	1,630	439	168
Smile, CA*	Dental Ambassador	185	130	3
Yuba County Office of Education: CDBC*	Behavioral Consult and Parent Education	91	505	314
Yuba County Office of Education: FRC*	Story Time & Developmental Playgroups	692	913	62
First 5 Yuba County	Blue Shift Maternal Mental Health Conference	--	--	53
First 5 Yuba County	Mindful Mama Weekly Support Group	--	12	--
YCOE FRC & HMG	Stepping with Baby Walking Group	16	16	--
OPUD Aquatics Program	Summer Swim Lessons	126	107	--
<b>RESILIENT FAMILIES</b>				
MJUSD School Readiness*	Parent Education & Developmental Playgroups	1,408	1,270	143
Camptonville: 1, 2, 3 Grow*	Parent Education & Developmental Playgroups	98	119	--
Yes Charter: ABC Sprout*	Parent Education and Developmental Playgroups	113	111	18
Playzeum*	Developmental Playgroups	1,276	1,275	--
First 5 Yuba County	Dads Night Out - CAPC	--	30	--
<b>QUALITY EARLY LEARNING</b>				
YC Public Library*	Story Time	1,906	1,446	85
Dolly Parton Imagination Library	Book Delivery	2,600	2,600	--
Child Care Planning Council	Keys to Quality	--	--	149
HMG Child Care Provider & Community Supports*	ECE Quality Improvement (IMPACT Funds)	189	109	136
HMG Family, Friend, and Neighbor Support. <sup>2</sup>	ECE Quality Improvement (Home-Grown Funds)	--	--	12
First 5 Yuba County	Mini Grants to Child Care Providers	80	70	11
<b>Total</b>		<b>10,937</b>	<b>9,250</b>	<b>1,223</b>

Source: First 5 Yuba County Apricot 360 Database. FY 2022-23.

1 Note: \* denotes duplicated counts, most often for participants attending workshops, events, and other community activities held in a format inhibiting providers’ ability to supply unduplicated counts.

2 Summarized as part of the Help Me Grow Child Care Provider and Community Supports section.

## DEMOGRAPHICS OF PARTICIPATING CHILDREN

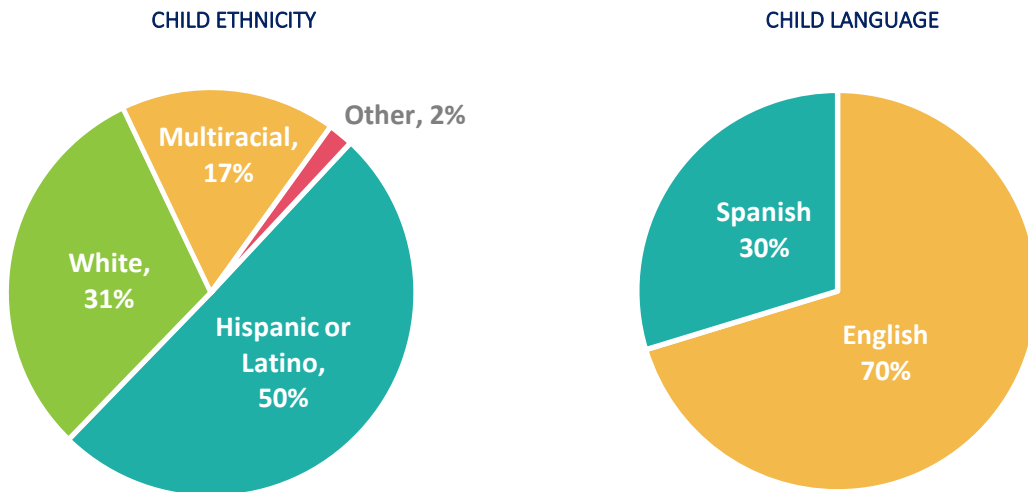
Demographic information was collected for 156 parents and 218 children ages 0-5 years, via the Family Information Form (FIF), completed at the time of enrollment into First 5 Yuba-sponsored programs. This is nearly twice the number of parents (a 76% increase) who provided information on the age, language, and ethnicity at intake, compared to last year.

Over half (58%) of the children served in FY 2022-23 were between the ages of 0-2 years, and the rest (42%) were ages 3-5 years; 54% were boys. Moreover, 15% of children had a diagnosed special need, according to their caregiver, a considerable decrease from the prior year (21%).



As seen in Figure 2, First 5 Yuba County continued to equalize access to family programs for historically underserved populations. Specifically, half of the children (50%) served through First 5 Yuba programs were Hispanic or Latino, whereas only 35% of the 7,184 children 0-5 residing in Yuba County in 2022.<sup>3</sup> represented this population subgroup. Similarly, First 5 Yuba County served 17% of Multiracial children, more than double the countywide proportion of 7%. In contrast, only 31% of children served through First 5 programs were White, compared to 46% countywide. However, only 2% of First 5 Yuba children identified with another race or ethnicity, compared to 12% of county children. Despite the considerable diversity in racial-ethnic background of families, the majority (70%) spoke English, whereas one in three (30%) preferred Spanish.

**Figure 2: Percent of Children Served in First 5 Yuba Programs, by Ethnicity and Language**



Source: Grantee demographic estimates, Apricot database: N = 193 for ethnicity; N = 206 for language.

<sup>3</sup> California Department of Finance. Demographic Research Unit. Report P-3: Population Projections. 2022.

# Goal 1 — Child Health and Development

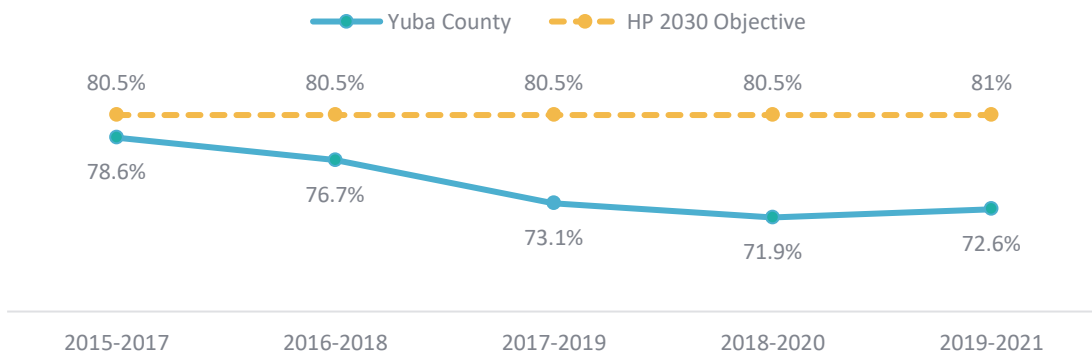
<b>GOAL</b>	<b>Promote each child’s physical, social, and emotional development.</b>
<b>OUTCOMES</b>	<ul style="list-style-type: none"> <li>• Increased use of medical, prenatal, and dental care</li> <li>• Increased health and developmental screenings</li> <li>• Increased achievement of developmental milestones</li> <li>• Increased use of early intervention services</li> <li>• Increased physical fitness and safety</li> <li>• Increased maternal mental wellness and access to mental health resources</li> <li>• Reduce tobacco use and exposure to 2nd and 3rd hand smoke</li> </ul>
<b>PROGRAMS</b>	<ul style="list-style-type: none"> <li>• MJUSD and Peach Tree Health Mobile Dental Clinic</li> <li>• Help Me Grow Developmental Screenings and Referrals</li> <li>• Yuba County Office of Education, Child Development Behavioral Consultation Program (CDBC)</li> <li>• Yuba County Office of Education, Family Resource Center (FRC)</li> <li>• OPUD Aquatics Program</li> <li>• Maternal Mental Health Initiatives (Conferences; Stepping with Baby; Mindful Mama)</li> </ul>

## COMMUNITY-WIDE TRENDS

Neonatal outcomes have somewhat improved over the past five years.

**Prenatal care.** The proportion of mothers who received adequate prenatal care in Yuba County slightly increased from 71.9% from 2018-2020 to 72.6% from 2019-2021. This is slightly lower than the California rate of 74% from 2019-2021, and still considerably below the HP 2030 objective of 81%.

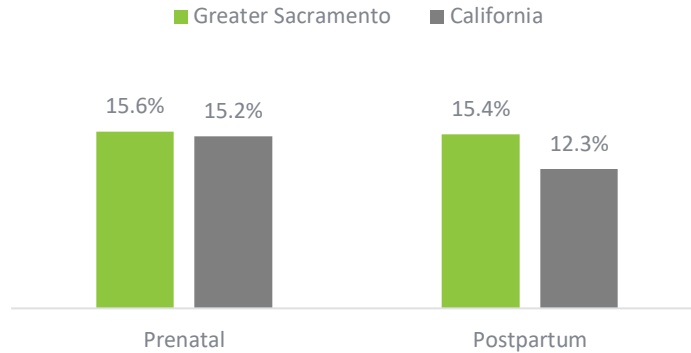
**Figure 3. Percent of Mothers Who Received Adequate or Adequate Plus Prenatal Care in Yuba County**



Source: CA Department of Public Health County Health Status Profiles 2023, 3-year averages for years 2015-2021. Table 29. Note: prenatal care begun by fourth month with 80%-109% of recommended visits received is categorized as “Adequate,” whereas 110% or more visits received is categorized as “Adequate Plus.”

**Prenatal and Postpartum Depression.** Depression interferes with parent-child bonding and secure attachment, exerting lasting negative effects on development, particularly during the sensitive period, from birth to age five years. Based on the 2022 Yuba County 1,114 births.<sup>4</sup> and the prevalence of prenatal (15%) and postpartum (12%) depression in the Greater Sacramento Region, perinatal mood disorders may affect as many as 170 county mothers and their children exceeded 15%, on par with the state averages. The rates of prenatal depressive symptoms were on par with the California rates, whereas the prevalence of postpartum depressive symptoms was considerably higher than statewide (see Figure 4).

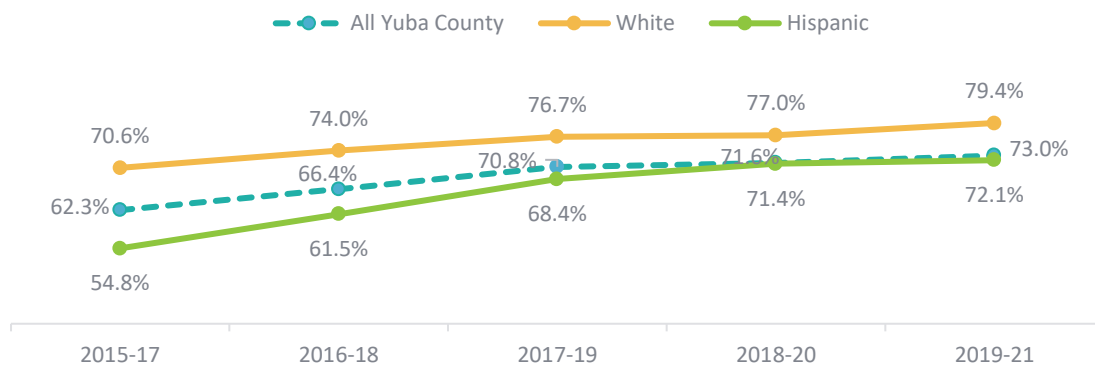
**Figure 4. Percent of Women Experiencing Prenatal and Postpartum Depressive Symptoms, 2016-18**



Source: California Department of Public Health, Maternal and Infant Health Assessment (MIHA) Survey County and Regional Data Snapshots for Subgroups, 2013-2015; 3-year averages. Note: Greater Sacramento Region includes El Dorado, Placer, Sacramento, Sutter, Yolo, and Yuba counties.

**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. However, the rate of breastfeeding in White mothers was 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 5. Rates For In-Hospital Exclusive Breastfeeding in Yuba County**

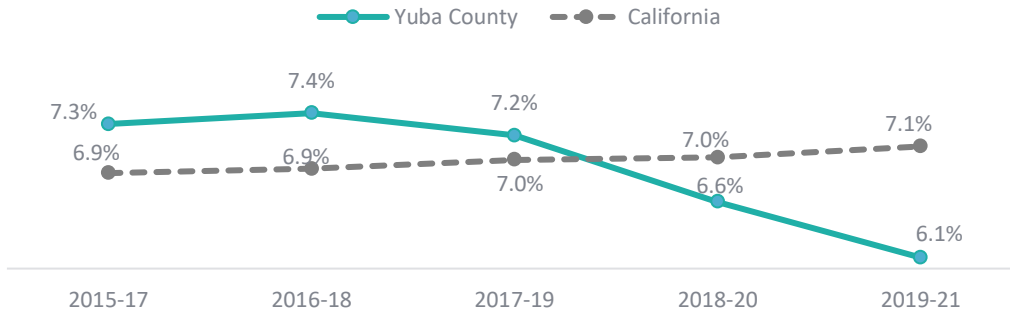


Source: California Department of Public Health. In-Hospital Breastfeeding Initiation Data. Years 2015-2021. In-Hospital Breastfeeding of Newborns Data Dashboard. Note: data for American Indian or Alaska Native, Pacific Islander or Hawaiian Native, and other races or ethnicities are not included due to very small estimates.

<sup>4</sup> [State of California. Department of Finance.](#) Complete P-3 race/ Ethnicity and Sex by Age for CA and Counties Dataset.

**Neonatal Health.** Low birth weight is linked to a host of negative health, cognitive, and behavioral outcomes. Historically, Yuba County had a higher proportion of low-birth-weight infants, compared to statewide rates. However, beginning in 2016-18, Yuba county prevalence began to decline, dropping below state averages in 2017-19 and continuing to decline, reaching a historical low of 6.1 in 2019-21, well below the 7.1 statewide rate.

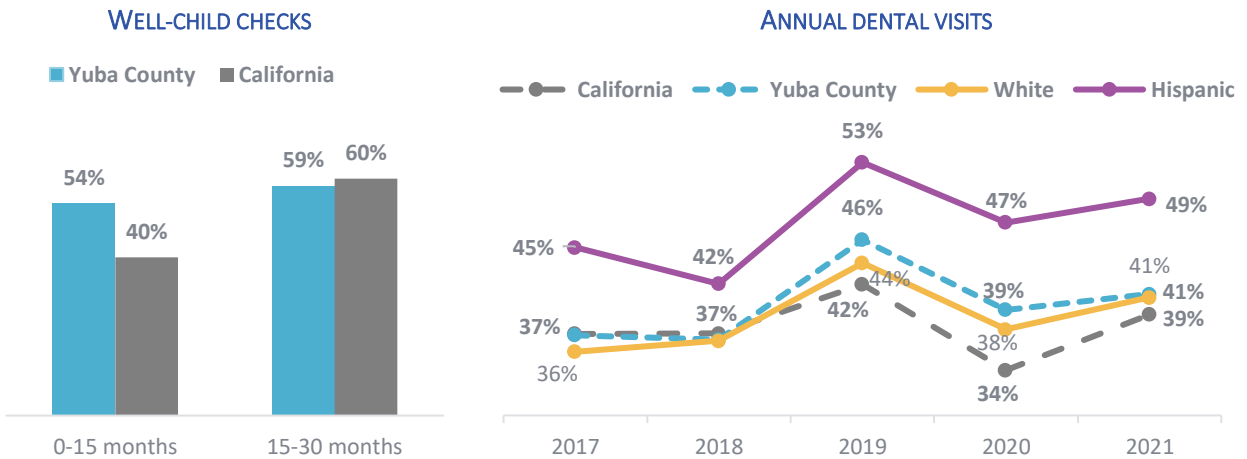
**Figure 6. Percent of Children Born Low Birth Weight**



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

**Preventive Health Services Utilization.** Yuba County infants ages 0-15-months received more preventive medical and dental services than their peers in the surrounding counties or the state overall<sup>5</sup>. Over half of these infants (54%) had a well-child visit in 2021, compared to 40% of California infants. The rates of well-child visits for toddlers ages 15-30 months was 59%, comparable to 60% statewide. The rate of annual dental visits was 8% greater among Hispanic than White children ages 0-5, with an overall annual increase from 39% to 41% by 2021.

**Figure 7. Percent of Children on Medi-Cal with Recommended Well-Child Checks and Annual Dental Visit**



Source (well-checks): CA Department of Health Care Services. 2021 Preventive Services Report (June 2022). Source (dental visits): CA Department of Health Care Services, Medi-Cal Dental Services Division/ Research Analytics Unit, Dental Utilization Measures and Sealant Data by County, Ethnicity, and Age. Years 2017-2021. Note: data for Alaska Native/ American Indian and other races or ethnicities are not shown due to small estimates.

<sup>5</sup> 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.

## FIRST 5 FAMILIES AT INTAKE

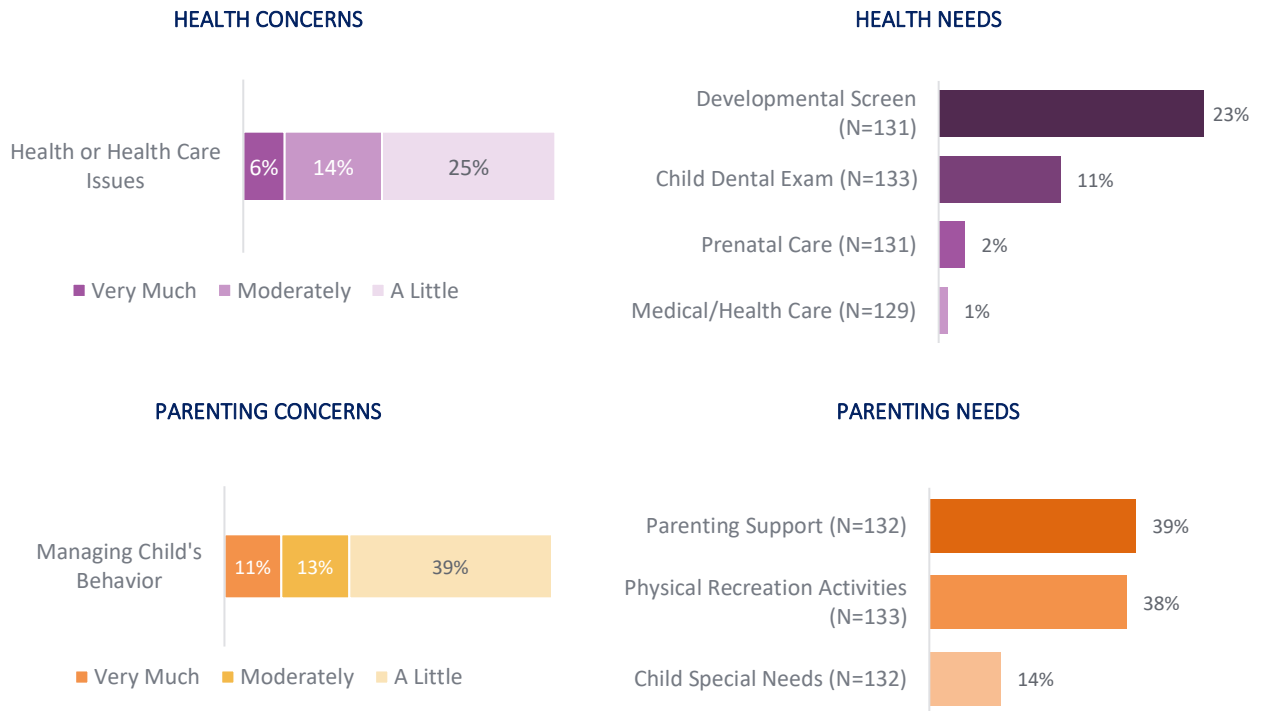
When caregivers signed up to First 5 Yuba sponsored programs, they were asked to complete a Family Information Form (FIF), which collected information on families’ demographics, current needs, type and intensity of concerns, strength of family protective factors, and child and caregiver activities. A summary of families’ needs and concerns related to health and wellness is presented in Figure 8. Additionally, 6% of families identified as smokers, of which 88% were interested in cessation services.



**Access to Health Care.** Around 12% of families were somewhat concerned with difficulties getting medical or dental services for themselves and their children and 20% had significant concerns about health or health care issues. Moreover, 23% of parents expressed the need for child developmental (ASQ) screening.

**Child Behavior Management.** Among First 5 Yuba parents, 15% of parents felt like they “did not understand”, or “understood little” about child development. Additionally, almost one-quarter (23%) of parents expressed at least moderate concern about their ability at *Managing child’s behavior*, 39% asked about available *Parenting Supports*, and 14% needed help with child *Special Needs*. In addition, over a third of all caregivers (38%) sought local resources about child *Physical Recreation Activities*.

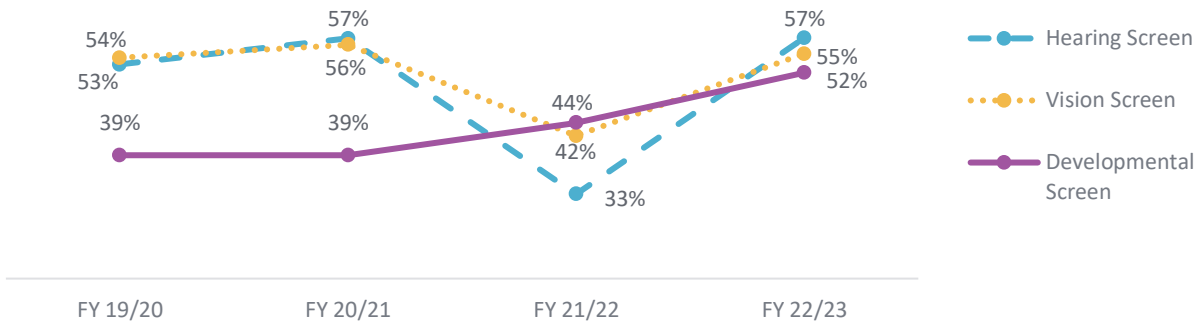
**Figure 8. The Prevalence of Caregivers' Needs and Concerns Related to Health and Wellness, at Intake**



Source: Family Intake Form. 2022-23. Caregiver Needs and Concerns. Percentages are based on the total number reported. N = 81-90.

**Health and Developmental Screening.** At program entry, caregivers were asked about their child’s access to medical and dental care, as well as health and developmental screenings. Responses indicated that over half of the children had at least one type of screening, and only 20% did not have any screenings. Compared to last year, the screening rates increased by over 20% for hearing and over 10% for vision and developmental screening. The First 5 Yuba programs contributions to the developmental screenings was particularly notable, with 52% of children having an ASQ-3/ SE screening in FY 2022-23, at nearly twice the 26% countywide rate or the 29% statewide rate.<sup>6</sup> This is a promising finding, underscoring the need for continued efforts in this direction.

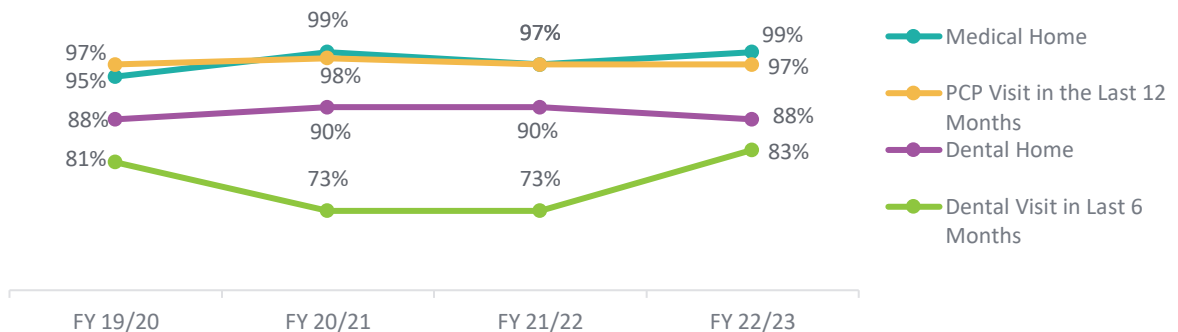
**Figure 9. The Rates of Child Health and Developmental Screenings, at Intake**



Source: Family Annual Survey, 2020-21, N=91; 2021-22, N=78; 2022-23, N=205.

**Health Care Access.** In FY 2022-23, children’s access to health care remained high — almost all children (99%) had an established medical home with a primary care physician (PCP), and 97% had a well-child visit in the past year. This is a much higher rate of preventive care utilization than the 54% rate, recorded for children ages 0-15 months, or the 59% of children ages 15-30 months residing in Yuba County.<sup>7</sup> Additionally, 88% of children had a regular dentist, and most children (83%) ages 12 months or older had been to the dentist in the past six months. This is a 10% increase from the previous year, when 73% had visited the dentist in the previous year.

**Figure 10. The Rates of Preventive Child Health and Dental Care Utilization, at Intake**



Source: Family Annual Survey, 2020-21, N=91; 2021-22, N=78; 2022-23, N=205.

<sup>6</sup> Medi-Cal Managed Care Quality Improvement Reports. Volume I: Main Report. June 2022. Data for Region 2 and California.

<sup>7</sup> California Department of Health Care Services. [2021 Preventive Services Report](#) (June 2022).



## IMPACT OF FIRST 5 YUBA PROGRAMS —

### MJUSD STUDENT SERVICES AND PEACH TREE HEALTH

MJUSD Student Services (SS) and Peach Tree Health (PTH) continued to provide dental care services to children, particularly those residing in remote or hard-to-reach locations, in accordance with the two main objectives:

- To increase the use of dental services for children 0-5 years
- To increase awareness of children and caregivers about the importance of oral health

These efforts cumulatively reached 1,630 children, 439 caregivers, and 168 providers.



**The Mobile Dental Clinic provided 1,016 dental procedures to 151 children 0-5 across 10 preschool and school sites.**



MJUSD SS and PTH offered dental screenings and services to children who might not otherwise receive dental care. The clinic pre-registered and scheduled appointments for 196 children from four school readiness programs and six preschool classes. A total of 151 children received screenings and services at the pop-up dental clinic. The *Happy ToothMobile* van reached children at the Yuba Feather School, Loma Rica School, Cedar Lane School, and other rural locations in Yuba County.

Registered children received treatment, as well as oral health supplies and prizes. Altogether, 151 children received 1,016 preventive oral health services — twice as many as the 512 procedures delivered during the previous fiscal year. These services included:

- 644 Dental exams/x-rays and teeth cleaning (63%)
- 189 Fluoride treatment (19%)
- 149 Dental screenings and varnish applications (15%)
- 32 Sealants and/or fillings (3%) and two Extractions or root canals (<1%)

56% of children would not have received dental care if not for the *Happy ToothMobile* Clinic.

Additionally, 64 children (42%) received **referrals and care coordination services**, and 52 (34%) came in for a **follow-up appointment**. Moreover, 17 children (11%) who at the time of the dental assessment had pain or whose dental issues required an immediate and more extensive procedures received a **referral to urgent care** treatment, and their families were provided with transportation.

**Nearly 1,500 children and 300 parents attended 54 oral health workshops or presentations and seven community events.**

Going beyond the provision of mobile dental services, MJUSD SS and PTH conducted community outreach and oral health education at preschools, transitional kindergarten, and kindergarten classrooms and playgrounds. In total, 1,479 children, 288 parents, and 168 providers were engaged in 54 workshops and presentations, such as “Story Time with Gleek!”, “Varnish Fun!”, “Circle Fun”, “Kindergarten Assembly”, and more.

Additionally, MJUSD SS and PTH conducted or collaborated with F5 Yuba and outside agencies to offer seven community events, including “Tooth Fairy Party”, “Loma Rica Dental Pop-Up”, and “Yuba Feather Dental Pop-Up”, among others. Additionally, three educational events featured **Smile, CA Dental Ambassadors**, who provided information and resources related to dental care to an additional 185 children and 130 parents.



**MJUSD SS and PTH expanded capacity and access in FY 2022-23:**

The positive impact on the community was achieved despite the ongoing challenges with staffing, shortages of supplies (due to high costs), and the unmet need for a secure storage space. The program expanded capacity by:

- Hiring several dental assistants and a new receptionist
- One of the dental assistants obtained their Registered Dental Assistant license
- Reaching more children in remote rural areas, with the help of the First 5 Yuba medical equipment purchased for the Pop-Up van last year

## Fluoride Varnish for the Win!



“This year, the *Happy ToothMobile* provided Fluoride varnish to 157 smiles at various community events, and applied fluoride, a complete dental exam, cleaning, and restorative treatments to 136 more 0-5 children at the *Happy ToothMobile* Dental Office and *Happy Tooth* Pop-Up events!



School-based varnish events are great for introducing young children to having someone look at their teeth and provide preventive treatment in a familiar and fun setting. An extra dose of confidence comes when surrounded by friends/classmates who are also participating in dental screenings and fluoride application. The toys, stickers, and new tooth-brushing supplies offered right after add even more of an incentive!



In a community where fluoride is not added to the water supply this is a valuable resource for families. Several parents remarked that their children were anxious and uncooperative in a traditional dental office setting. They were amazed and grateful when the same children were excited to visit the *Happy ToothMobile*!

When young children have early positive dental experiences, they are more likely to receive regular dental check-ups and preventive care going forward. Parents avoid taking kids to the dentist when they know it will be a fight, but when their child is excited to go, the parent is more likely to follow-through with regular dental care for the entire family.

We are so proud to have the opportunity to help build healthy smiles in Yuba County, and extremely grateful for the continued support from First 5 and community partners.”

## HELP ME GROW

Help Me Grow (HMG) is a national model of screening and early intervention services that was first implemented in Yuba County in 2016. Help Me Grow is a key partner in building a universal early screening system in Yuba County. The core components of the model include a centralized access point for families with young children to access information on local resources and services. During FY 2022-23, HMG staff aimed to increase screening rates through outreach events and collaborative capacity-building.

**HMG program hosted 17 workshops and community events and held 36 trainings for 69 providers, supplemented with one-on-one technical assistance support.**

**To increase program reach,** HMG engaged in provider training and outreach to families, health professionals, and child care staff and early educators. This FY, HMG staff set up screening booths and offered information and referrals to families at 13 outreach events, including six First 5 Fridays and seven Developmental Screenings in Yuba (DaiSY). HMG also participated in collaborative events, in coordination with First 5 Yuba and its partners, such as MJUSD and Peach Tree Health, 1 2 3 Grow, and others.

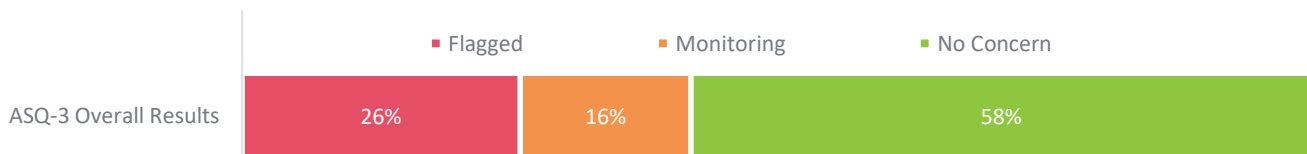


**To increase screening capacity,** HMG staff provided 55 hours of professional development on topics of temperament and ASQ-3/ASQ-SE screening, supplemented with over 60 hours of technical assistance (TA) services. Providers received one-on-one supports with administering and recording developmental screenings, navigation and care coordination, and linkage and referrals. Center-based staff, family, friend, and neighbor providers, medical providers, early educators, social services staff, home visitors, and other alternative setting representatives were among the providers who benefitted from hands-on TA. This expansion in capacity-building was made possible with the increased internal investments and committed staffing and resources to the HMG project.

**In 2022-23, Help Me Grow supported developmental screenings of 501 children; 58% scored in normal range.**

The strategy of investing in community outreach and provider training, as well as direct screening and care coordination efforts led to a 45% **increase in screenings**, compared to last year. In total, HMG supported 501 developmental (ASQ-3) and social-emotional (ASQ-SE) screenings (including re-screenings at follow-up) across all First 5 Yuba programs. The goal of screening is to alert families and providers to early warning signs that may indicate the need for developmental support and link families to early intervention services and other resources in the community. This year’s screening results are presented in Figure 11.

**Figure 11. ASQ-3 Screening Results**

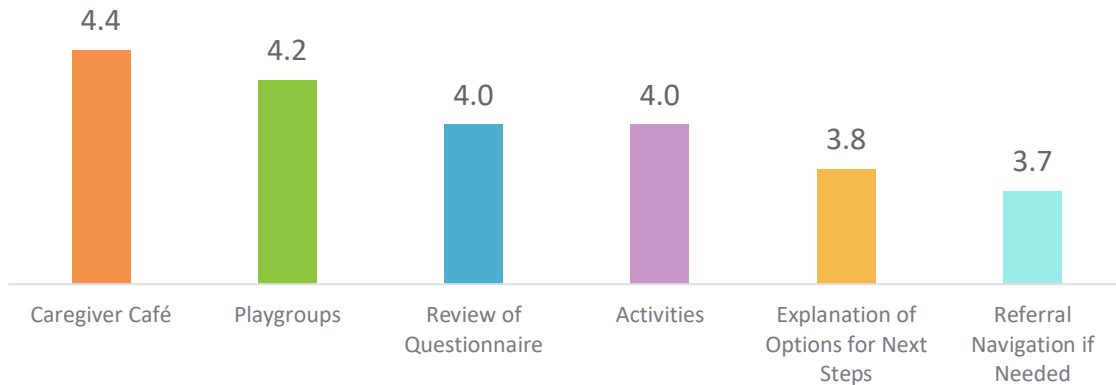


Source: ASQ-3 Aggregate Results. Apricot 360 Database. FY 2022-23. N=456.

Compared to last year, half as many children (16% this year vs. 35% last year) scored in the monitoring range (i.e., close to the clinical cut-off scores), whereas slightly more children (26% this year vs 18% last year) were flagged for possible developmental delays or behavioral and socioemotional difficulties. A total of 64 children (13%) were identified as needing referrals. These families received care coordination and referrals for early intervention services (e.g., Alta Regional or Speech Department) and/or First 5 Yuba programs (e.g., YCOE CDBD or FRC home visiting, etc.). All in all, there was a notable improvement in the developmental status of children, with 58% of county children meeting all developmental milestones, compared to 47% last year. This may be due to sample differences and/or ongoing efforts of First 5 Yuba programs to improve child health and development.

Following HMG services, caregivers were asked to complete a satisfaction survey, rating the services they've received from the HMG coordinator. As seen in Figure 12, caregivers gave the highest ratings (e.g., four or above on a scale of 0-5) to *Caregiver Cafes* and *Playgroups*; *Review of their child's ASQ scores*, and associated *Activities*. A somewhat lower score (three or above) was given to explanation of families' options based on their child's ASQ score and referral and navigation services. The latter included help with submitting an early intervention referral (seven families), resources and developmental tools (five families), and help accessing other agencies in the community (one family).

**Figure 12. Satisfaction with HMG services**



Source: HMG Support Survey. FY 2022-23. N=9.



## YCOE BEHAVIORAL CONSULTATION SERVICES

The Yuba County Office of Education’s (YCOE) Child Development Behavioral Consultation (CDBC) program provides brief intensive home-visiting consultation services to families struggling with child behavior management, and an evidence-based mental health curriculum for pregnant mothers. CDBC also offers several parent education series and community workshops in English and Spanish, on topics of positive discipline and child development. Lastly, CDBC facilitates Bi-County Early Access Support collaborative (BEAS) meetings for early childhood professionals and parents; and coordinates developmental and behavioral pop-up events.

### Nineteen families and 24 children received intensive behavioral consultation services through home visitation.

Nearly 20 families benefitted from over 200 behavioral consultation encounters, including 110 consultations held in-person (e.g., in-office, at the school, or at the home), and 99 virtual. The CDBS provider:

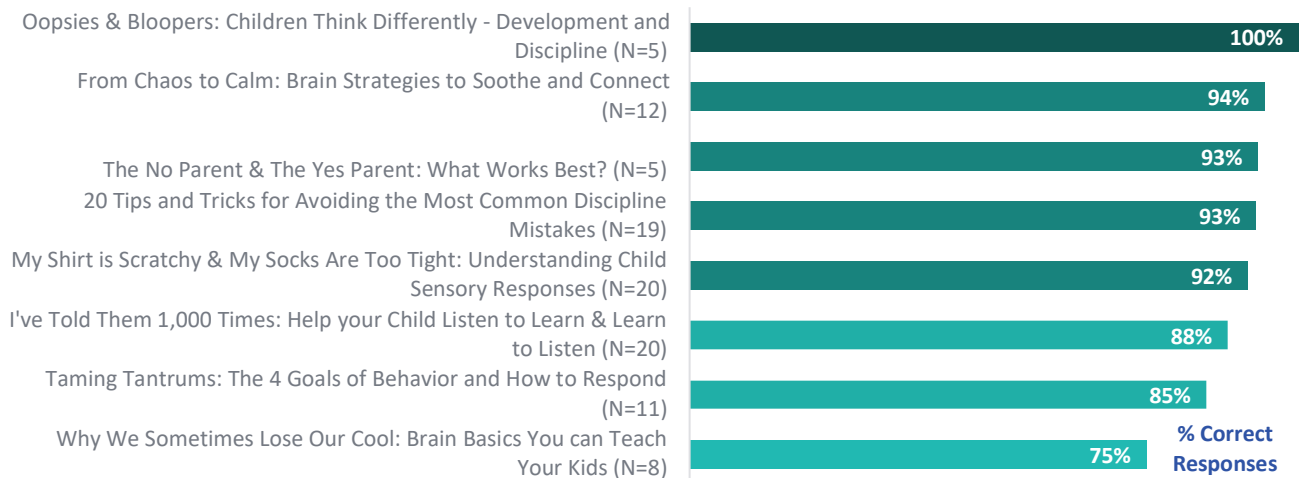
- Provided home visits and navigation/referral services for 16 families of 24 children
- Held 15 home visits, offering *Mama Mia* curriculum and referrals to four pregnant mothers
- Conducted observations of seven children and took part in four IEP meetings
- Completed nine sites visits, including preschool observation and coaching

“Thelma connected with my daughter, which is something that is not easy. She helped me find resources to help my daughter and help me. My daughter enjoyed her visits. Now she is in a special preschool and getting more help.”

### CDBC held three series of Positive Discipline, for a total of 24 classes. Caregivers who attended these parenting classes demonstrated high levels of knowledge about the topics covered.

There were 24 90-minute Positive Discipline classes offered, in which an average of 7-12 parents per class learned about child brain development and how it relates to behavior, as well as positive parenting strategies. At the end of each class, parents completed a short quiz, showing consistently high knowledge levels. As seen in Figure 13, parents averaged over 90% of correct responses across all classes.

**Figure 13. Parenting Knowledge, Following Positive Discipline Class Participation, by Topic**



Source: Positive Discipline Online Parenting Class Mini Surveys. FY 2022-23. Percent correct is an average of three questions per survey. N (unduplicated)=5-20; N (total responses) =100.

**CDBC offered over 40 hours of community classes and workshops for parents, teen parents, and providers, and over 20 workshops for hard-to-reach populations, including Spanish-speaking and those living in remote areas.**

Over the FY 2022-23, CDBC offered over 40 hours of parent and provider education through 20 community workshops. Between 11 and 27 providers attended CDBC presentations across four Conference Workshops, such as “Potty Training 101” or “VIPs of Behavior and Regulation,” while the two Kinship Care and Education Workshops were attended by five to six families each.

“I received phrases and approach ideas that will strengthen the skills I am working to impart to my students, and I felt supported and encouraged!”

Moreover, CDBC continued their ongoing partnership with YCOE Prevention Services to support their 2022 Proud Parenting Grant Program, which sought 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. As part of this work, the CDBC provider taught at two Behavioral Education for Successful Teens (BEST) Parenting Series, totaling 14 classes and attended by 9-10 participants, depending on the session.

“The BEST Parenting Workshop was informative, slow paced, inclusive, detailed, and made me feel confident in my parenting. I feel good knowing there is a place for young parents to learn new parenting skills hands on and for free. This class definitely picked my brain and taught me things about infants and children that I never saw on Google. When you thought you knew everything, Luke and Thelma were there to show you that there is always more.”

Finally, to reach families in remote areas, CDBC held eight two-hour Behavior and Development Workshops in the Foothills. These workshops included “Building your Child Up for Success,” “Tantrum Taming and Other Tricks,” and “Psycho-Social Development,” among others, and were attended by five to six families each. In addition, the CDBC consultant offered 11 Spanish Language Workshops “Fortaleza en Familia” at three school readiness sites, on average, attended by 8-11 families (depending on the school site).

In total, 68-90 families took part in 38 parenting classes and 25 parenting workshops and presentations with an average attendance of 6-10 caregivers per class. These classes and workshops were well received, as indicated by the positive feedback and consistent attendance.

Additionally, CDBS provider facilitated:

- Eight Developmental Screenings in Yuba (DaiSY) and Behavioral Consultation Pop-Up events, and participated in several community outreach events, such as First 5 Fridays, bringing together 505 families (duplicated)
- Held 12 Bi-County Early Access Support (BEAS) meetings, attended by over 40 engaged community partners. Each month, the list of resources compiled by these partners was posted to the Padlet for community use



**CDBS launched four Bilingual *Games 4 Growth* videos which garnered 245 views on YouTube. The accompanying activity kits were in high demand at the Yuba, Sutter, and Colusa County Libraries.**

In FY 2022-23, the CDBS program, with the support of the Help Me Grow consultant launched four “Friendship Series” Games 4 Growth videos, available in English and in Spanish, with the four accompanying activity kits made available to families through the Yuba County Toy Lending Library. Across all four videos, YouTube metrics counted 146 views for the English version, and 99 views for the Spanish version. A short survey indicated that approximately 40% of respondents watched all four videos, and 36% watched each video seven or more times.



The videos and activity kits were well received. All 10 parents who responded to a short survey said that they got “some” or “a lot” of new ideas on how to engage their children in play. Additionally, the survey showed that:

- 88% said that explanations in videos were “very easy” or “quite easy” to follow.
- 83% were “likely” or “very likely” to recommend Games 4 Growth materials to other parents.
- 71% were “likely” or “very likely” to use the tips covered in videos in the future.

“I learned how to play games and interact with my child in an exciting way from video examples.”

“The videos provided great tips and examples. They are really worth watching.”

“I learned how to apply patience and collaborative play to other games and outdoor activities with my children.”

Due to the exceedingly high demand for the activity kits at the Toy Lending library, CDBS and HMG collaborated with the Child Care Planning Council to expand the stock of the four activity kits beyond Yuba County. Currently, additional kits are offered through the Libraries of Sutter and Colusa Counties. Sixty kits were also sent to Family Child Care providers, Family, Friend, and Neighbor providers, FRCs and other community agencies.



## Child Development Behavioral Consultation Success Story

Two parents, who were working professionals, had ongoing concerns about their three-year-old child due to frequent tantrums and quirky behaviors. At times, the child seemed unhappy with no apparent cause. The parents completed developmental screening through another program, and the scores were in the typical range. The parents brought their concerns, not picked up by the screener, to their pediatrician, but were dismissed, following a limited observation. However, their child care provider noted similar concerning behaviors and referred them to the CDBC program. Family goals revolved around identifying their child's differences and learning how to engage and interact with their child in supportive ways. They also sought supportive services, as needed.

The family engaged in 18 weeks of services, which included observation of the child's interactions within and outside of home and interviews with both parents and the child care provider. CDBC consultant identified a need for a speech assessment, as the child had rich vocabulary, but experienced challenges with pragmatic speech and prosody, which the family found difficult to describe to others.

The parents were given guidance in how to communicate their observations from a developmental perspective, in order to request assessment services. Through the home visits and face to face interactions parents learned about developmental differences, the role of temperament vs. personality, stages of development, Parten's stages of play, and sensory differences. Moreover, as the parents enjoyed reading and showed interest in additional resources, they were given books on anxiety in young children and understanding children's sensory responses.

The CDBS provider connected the family to multiple systems of care, including their school district, and a private speech therapist. This connection with the local educational program was important, because the child was receiving private early care services and would not otherwise be connected with their district. The family also received information on home school programs that were accepting TK students and linked to a peer support connection through another parent with similar age children who had experience with home schooling. Finally, the parents were informed about the benefits of consulting a developmental pediatrician, and were referred to Shriners, as well as Family SOUP for additional assessment and supports.

Ultimately, CDBS provided tangible supports to this family by validating their concerns and dispelling self-doubt arising from being dismissed by other professionals, which kept the family from seeking additional services. Through observation and assessment CDBS provider pinpointed the issues and helped parents put their concerns into words. Previously, the family was unsure of what additional assessment to seek out and what professionals offered these services. Through our collaborative work we were able to identify appropriate referral agencies and specialists to address the family's unique concerns.

**“We are so happy to finally have a way to explain to others what we have both been seeing for so long. Thank you for hearing my concerns and taking the time to help me name them so we can get the help we need.” - Parent**



## YCOE FAMILY RESOURCE CENTER

The Family 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 66 families and 103 children.

The Yuba County Office of Education (YCOE) Family Resource Center (FRC) continued to offer a variety of critical one-on-one supports and group activities, promoting physical and socio-emotional wellness and a stimulating early learning environment for child growth and development via new and ongoing programs:

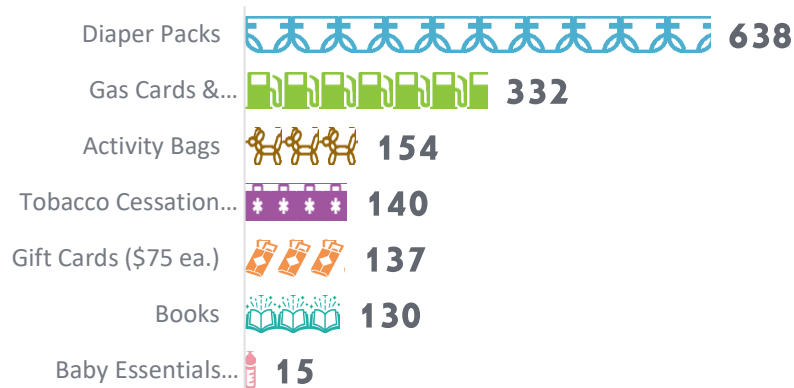
- 10 PALS Playgroup, to promote parent-to-parent support and parent-child connection.
- Two Adapted PE program sessions and three Garden Activities.
- Two Story Time sessions in Spanish (virtually and in-person at the Yuba County Library), to promote early learning, reading, bilingualism, and meaningful connections among families with shared cultural backgrounds.
- Four diaper closet distributions and deliveries, giving out 638 packs of diapers and other child necessities.
- Six gas cards distributions, totaling 332 gas cards and gas vouchers. Additionally, families were provided with Medi-Cal transportation program information.
- The FRC also secured an Occupational Therapist available after hours to host the Community Early Start Days group. This group is set to start early next FY and offer in-person sessions to support families with children’s sensory and speech development.
- The FRC engaged in community education through outreach and distribution of educational materials. In 2022-23, nearly 80 bags with gifts and educational information and resources were handed out to families during playgroups, and another 77 bags were handed out at outreach events.
- The FRC partnered with Help Me Grow and Resilient Families to launch a new Stepping with Baby program, described in the next section of this report.

“I liked meeting up with other families! Loved being outside; it was a great space.”

“I love the ability for my daughter to see in both English and Spanish.”

“I have a son with special needs and that comes with a lot of appointments and specialist. I don’t have to worry about if I can make all of them because of the support I received.”

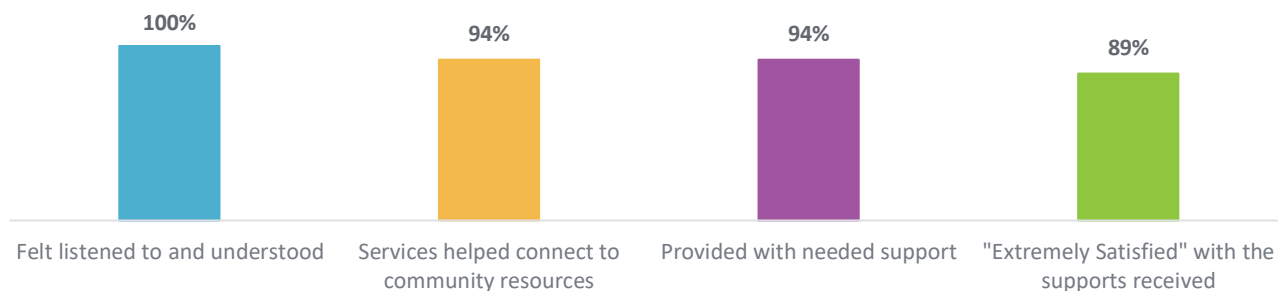
All in all, YCOE FRC provided local families in need with the following material supports, including child necessities and emergency supply distributions:



### All the families felt heard. All appreciated access to basic necessities they have received through the FRC.

The parents who received FRC services were asked about their experiences. As seen from Figure 14, all respondents felt listened to and understood, and over 90% said that the FRC services met their needs for support, including help with accessing critical resources in the community. Close to 90% felt “extremely satisfied” with the assistance they have received from the FRC staff.

**Figure 14. Percent of Caregivers Satisfied with YCOE FRC Services**



Source: FRC Parent Support Survey. FY 2022-23. N=23 (18 unduplicated participants).

“I like how they drop off the activity bags and in the bags are all sorts of awesome arts and crafts and sensory awesomeness for my kiddos 😊 The kids are always so excited when they see their bags out the door, ha-ha!”

“I’m happy whenever I see the diapers and wipes on my porch. I feel hopefully and happy to have help. The kids get excited.”

“I was able to make it to my daughter’s specialty appointments out of town. Not having to worry about how to pay for gas to get there and back was one less stress on my shoulders.”

### The FRC took part in 14 community fairs, outreach, and screening events, attended by 605 children and 856 families.

Aside from building community networks of support, the YCOE FRC partnered with the First 5 Yuba County and related programs to facilitate 14 community fairs and outreach events:

- Seven Developmental Screenings in Yuba (DaiSY) events
- Library Trick or Treat
- Winter Walkthrough
- The Bok Kai Festival
- Baby Fair
- Camptonville Country Fair
- Beale Air Force Base Child and Youth Services

These events attracted 605 children and 856 families, who received information about F5 Yuba programs and local resources, such as Resource Library and Toy Lending Library, activity kits, and tobacco cessation materials, and developmental screenings and supports.

### Family Resource Center Success Story

A local mother of a two-year-old boy was struggling to get out of her current living conditions. She reached out, seeking support due to domestic abuse. The parent was determined to earn enough money to find a suitable living environment for her and her son. She needed as much financial support, resources, and connection as possible.

The mother began attending our Stepping with Baby Walking Group, to build up her community. She attended during the time an incentive was offered. She was very thankful for receiving the gift cards, which allowed her to buy food and necessities for her son. Our program also connected her to a variety of housing resources and enrolled in the FRC diaper closet and the gas card program.

The family also enrolled in Playzeum's Help Me Grow playgroups. The mom loved that her son was beginning to have more social interactions. She also noticed that her son's speech started to improve, and referrals were made to strengthen his development further. The mom continued to come to the playgroups and support groups in the area for the benefit of connecting with other parents and for her son to continue to have the opportunity for social interactions.

The caregiver was very thankful for the program that helped her during her time of need. She expressed that she would not have made it as far as she did if she did not have the support of the parent group, our FRC, and all of the resources she was connected to. The parent went from working odd jobs to support her and her son to having a full-time job and child care and was advancing quickly in her new career. She began helping and supporting other moms by providing the helpful resources and phone numbers she used during her experiences and was happy that she was now in a position to support others.



## MATERNAL MENTAL HEALTH INITIATIVES

Life transitions, such as becoming a parent or adding a new child to the family require adaptation and support. Based on the latest available data<sup>8</sup>, approximately 16% of mothers in the Greater Sacramento Region experience prenatal depressive symptoms and over 15% report postpartum depressive symptoms. However, a lifetime prevalence affects as many as one in three women.<sup>9</sup> In turn, depression is a known risk factor for family stability and optimal child growth and development. To support local families through family transitions or life challenges, the First 5 Yuba County braided resources through the Home Visiting Collaborative Initiative and the Resilient Families Program, Help Me Grow, and investments from partners of Blue Shift Project of Yuba Sutter, to offer three new programs dedicated to maternal mental health:

- Maternal Mental Health conferences for medical and perinatal providers and other professionals in the field, facilitated by the First 5 Yuba County
- Stepping with Baby support groups, implemented through the partnership between the YCOE FRC, HMG, and Resilient Families program coordinators
- Mindful Mama support groups, implemented by First 5 Yuba County

## BLUE SHIFT MATERNAL MENTAL HEALTH CONFERENCE

The Blue Shift Project of Yuba Sutter is a local collaborative of cross sectors, spearheaded by First 5 Yuba County, the Sutter County Children and Families Commission and Sutter County Public Health with the goal of strengthening screening, diagnostic, and treatment of Perinatal Mood and Anxiety Disorders (PMAD).

The project brings together policymakers, the medical community, early care providers, family serving agencies, parents, and private and public sector representatives through advocacy, professional education, and other systems change efforts. As part of its mission, the project aims to identify gaps and deficits in the landscape of PMAD services and seeks strategies and funding for remediation. One of the priorities of the Blue Shift Project is to provide a centralized point of access to finding resources and supports for parents and providers.



As part of provider education, First 5 Yuba County organized and facilitated a Maternal Mental Health Conference under the Blue Shift Project umbrella.

<sup>8</sup> MIHA Data Snapshot, Greater Sacramento County by Race/Ethnicity. 2016-2018.

<sup>9</sup> Blue Shift Project of Yuba Sutter. <https://www.blueshiftprojectys.com/about-4>.

**Fifty-three providers attended the Blue Shift Maternal Mental Health Conference, where they learned about identifying and assisting mothers affected by perinatal maternal anxiety and depression.**

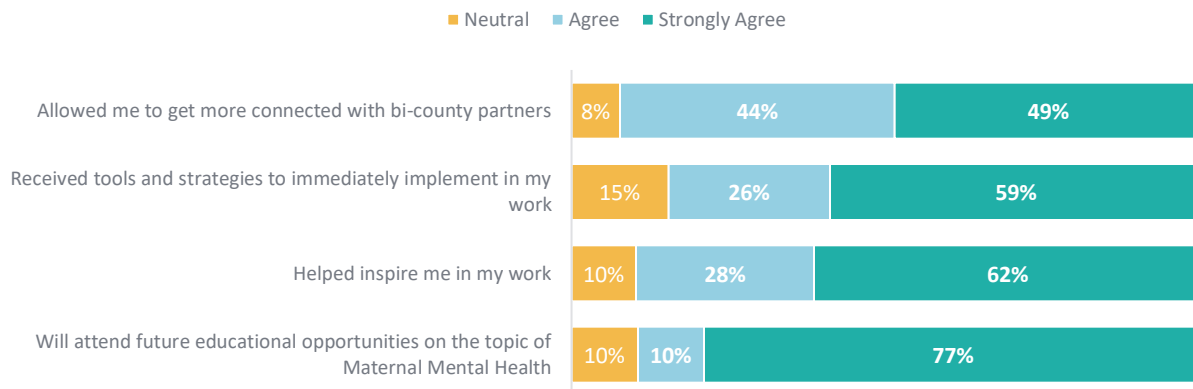
The Maternal Mental Health Conference was well attended, with 53 providers representing home visitors, mental health specialists, early education or child care providers, probation staff, family supports staff, clinical providers, community health workers, advocates, home visitors, case managers, and other professionals. It offered three sessions:

- The Real-World Screening and Referrals Presentation
- The Keynote Presentation
- The Collaborative Navigation Plan Workshop

**Participants found the information impactful and relevant to their work with families.**

Nearly 40 participants (74%) filled out a post-conference survey. As shown in Figure 15, participants had high satisfaction rates (i.e., “agreed” or “strongly agreed” with the survey statements), in terms of the opportunity to connect with other professionals in Yuba-Sutter counties (93%); finding inspiration for their work (90%); learning about new tools and strategies (85%), and future opportunities to learn about maternal mental health (87%).

**Figure 15. Percent of Providers Satisfied with Maternal Mental Health Conference**



Source: Maternal Mental Health Conference Post Survey, 22-23. N = 39.

“The collaborative workshop piece was incredibly helpful. It helped me learn about the various agencies and the variety of cross-sector collaborations available.”

## STEPPING WITH BABY WALKING GROUP

Sixteen new or expecting parents took part in 16 weekly Stepping with Baby Sessions.



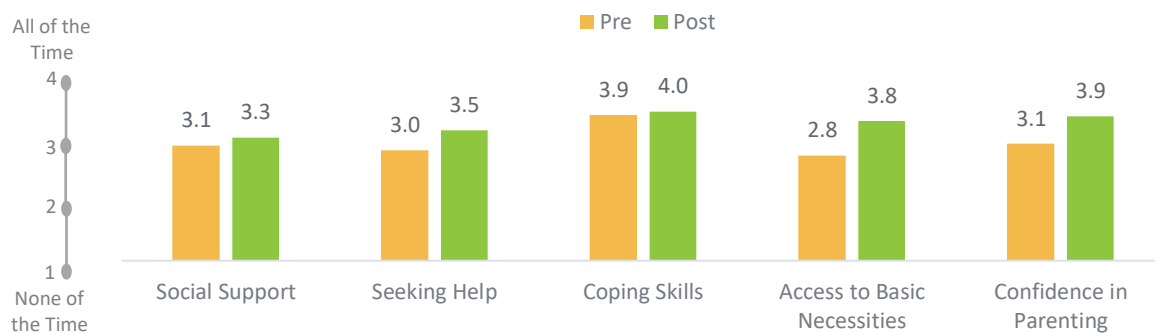
The weekly Stepping with Baby walking group, spearheaded by YCOE FRC and HMG coordinators, was available to pregnant mothers and parents of children 0-5 years. The group aimed to promote physical activity and access to available community resources while building social support through meaningful connection. Families received mental health and well-being education using an evidenced based curriculum. In addition, families learned about child health and development and received access to developmental screenings and referrals.

The group emphasized leadership and peer-to-peer connection by embracing the concept of Parent Ambassadors, chosen to lead the group every two weeks. Over the span of 16 weeks, at least 16 families joined the walks, with a total participant count nearing 90. Participants received 67 gift card incentives totaling \$3,505.

Following group participation mothers demonstrated increased parenting knowledge and skills in the areas of seeking help, coping, parenting confidence, and access to basic necessities.

Of the 16 participants, 11 completed a survey assessing their *Social Support* (5 items), *Seeking Help* (2 items), *Coping Skills* (2 items), *Access to Basic Necessities* (2 items), and *Confidence in Parenting* (2 items). Results show improvements across all five categories, with the greatest improvement in *Access to Basic Necessities* and *Confidence in Parenting*, followed *Seeking Help* and, to some extent, *Social Support* and *Coping Skills*.

**Figure 16. Knowledge and Skills Before and After the Stepping with Baby Group Participation**



Source: Stepping with Baby Pre-Post Survey. FY 2022-23. N (Pre)=11; N (Post)=4.

Following group participation, all four respondents who completed the post-survey indicated that they have learned “a lot” about strategies regarding self-care and mindfulness and about developmental screening and milestones. Moreover, to a large degree (i.e., 3 “a lot” and 1 “moderately”), participants felt that they had learned strategies to reduce exposure to second- and third-hand smoke, and that they felt supported in accessing community resources. Finally, to some extent (i.e., 3 “moderately” and 1 “a lot”) mothers felt like they had learned to identify and express their feelings.

## MINDFUL MAMAS WEEKLY SUPPORT GROUP

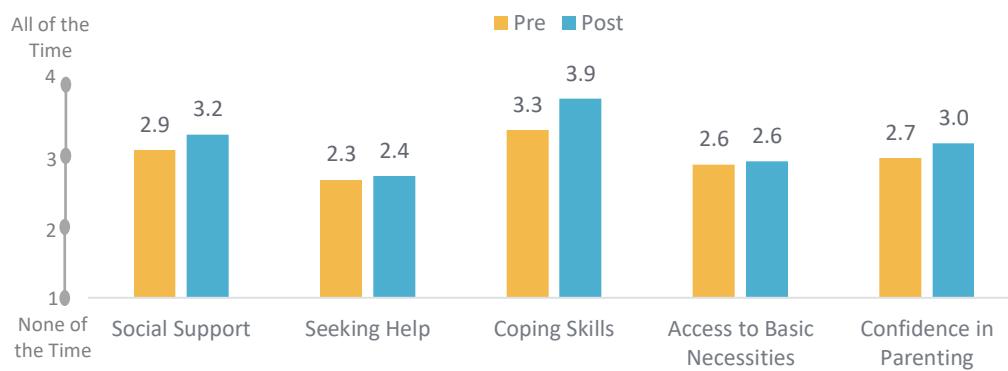
Another support group for new and expectant mothers engaged parents in discussions on various health and mental health topics and tobacco education activities, while fostering new connections with other mothers. The group was led by a Licensed Advanced Alcohol and Drug Counselor.



Twelve mothers attended eight Mindful Mamas weekly support groups. Group participation helped parents improve their social support, strengthen coping skills, become a more confident parent, and access resources.

Following program participation, mothers were asked to complete a program survey, to assess effectiveness and satisfaction with the support group experience. In alignment with the group’s aims, participants particularly improved in *Coping Skills*, and, to some degree, in *Social Support* and *Parenting Confidence*.

**Figure 17. Knowledge and Skills Before and After Mindful Mama Group Participation**



Source: Maternal Mental Health Pre-Post Survey 22-23. N = 12 (Pre) and 7 (Post).

In addition, all seven respondents felt like they have gained substantial tools surrounding self-care, mindfulness, and areas for growth, and that they have gained strategies to identify and express positive family and personal values. Mothers also felt like they’ve learned to identify and express their feelings (71% said “a lot”). In addition, 85% indicated that they gained strategies to identify dynamics of family systems (71% said “a lot”), and 58% identified with codependent traits (29% said “a lot”).

The group feedback was equally positive. All respondents felt like they could freely express themselves during group sessions and that they have developed a level of trust with other group members, with 71% and 86% of participants endorsing the highest ranking. All group members felt that the number of participants was just right.

“I loved the structure of the group and the environment. I felt very comfortable talking with the group and sharing my experiences.”

“This is the only group therapy I have ever been to that was specifically for moms and I really appreciated that aspect.”

## OPUD AQUATICS PROGRAM

In FY 2022-23, First 5 Yuba County partnered with the Yuba County Department of Public Health to bring free swimming lessons to local families with children at the Olivehurst Public Utility District (OPUD) Swimming Pool. The braided funding allowed to offer the full continuum of services, from families with children 0-5 years, supported through the First 5 Yuba, to families with older children, funded through Public Health. The program aimed to increase child and family safety around the County waterways and reservoirs, strengthen parent-child bonding, and increase physical activity. Consecutive two-week sessions ran through the summer, with classes held 4-5 days a week.



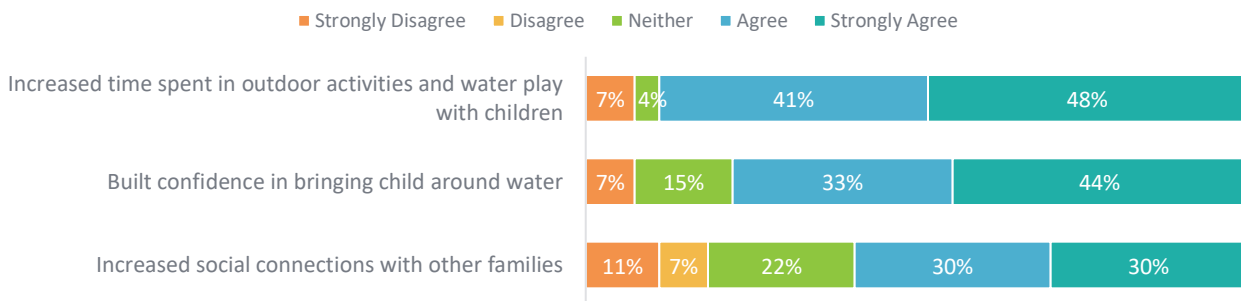
**A total of 107 families and 126 children 0-5 participated in the Summer Swim program, with positive benefits including increased time outdoor, greater water safety, and expanded social connections.**

Following the swim program, 28 parents completed a survey, to share their experiences with the program, as well as the program’s impact on the families’ attitudes and activities around water.

**82% of children would not have received water safety lessons elsewhere**

In line with the program’s goals, nearly nine out of 10 parents (88%) said that the program helped *Increase the time they have spent on outdoor play and activities with their children*. Swim lessons also helped the majority of parents *Build confidence in bringing their child around water* (77%). Finally, over half of the respondents (60%) indicated that the program *Increased social connections with other families in their area*.

**Figure 18. The Effects of Participation in the Summer Swim Program on Families and Children**



Source: OPUD Summer Swim Survey. FY 2022-23. N=28.

Furthermore, respondents were largely satisfied with the program: 93% of stated that they would like to sign up for a similar program in the future, and 85% said they would likely recommend the program to other families.

“I hope that this program can continue to help all children regardless of age. For 3 kids to take swimming lessons can become unaffordable for struggling families. Learning to swim is essential and can be lifesaving. Please continue to offer the free swim classes for children of all ages. Thank you.”



# Goal 2 — Resilient Families

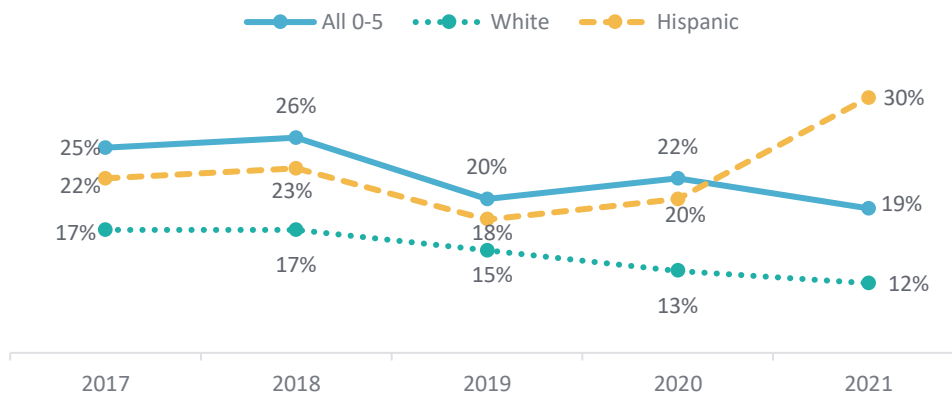
<b>GOAL</b>	Promote parental resilience, social connections, concrete support in times of crisis, and knowledge of parenting and child development.
<b>OUTCOMES</b>	<ul style="list-style-type: none"> <li>• Increased protective factors</li> <li>• Increased understanding of child development</li> <li>• Increased positive parent-child interactions</li> </ul>
<b>PROGRAMS</b>	<ul style="list-style-type: none"> <li>• MJUSD School Readiness Parent-Child Classes</li> <li>• Camptonville Community Partnership 1, 2, 3 Grow Parent-child classes</li> <li>• YES Environmental Science Charter Academy - ABC Sprout</li> <li>• Playzeum Developmental Playgroups</li> <li>• Dads Night Out – Child Abuse Prevention Council</li> </ul>

## COMMUNITY-WIDE TRENDS

Yuba County families continue to experience reduced economic opportunities, affecting most rural counties, underscoring the value of services and supports provided by First 5 Yuba and partners.

**Childhood Poverty.** The level of childhood poverty in Yuba County remained high. Approximately 30% of Yuba County children under the age of five years lived at or below the Federal Poverty level (FPL), which was \$29,678 for a family of two adults and two children in 2022 (based on the current Census Data Poverty Thresholds). A slight increase in childhood poverty over the preceding year was largely due to Hispanic/Latino households, for whom poverty rate increased by 10%. In contrast, poverty rate decreased for children ages 0-5 years living in White Non-Hispanic households.

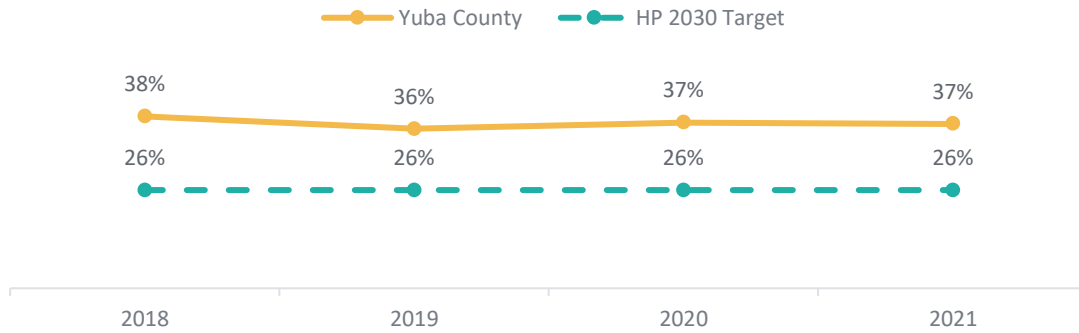
**Figure 19. Percent of Children 0-5 Living in Poverty in Yuba County**



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 the rate of housing insecurity over the last four years has remained steady, 37% of Yuba families were housing-insecure in 2021, significantly higher than the 26% Healthy People 2030.<sup>10</sup> objective.

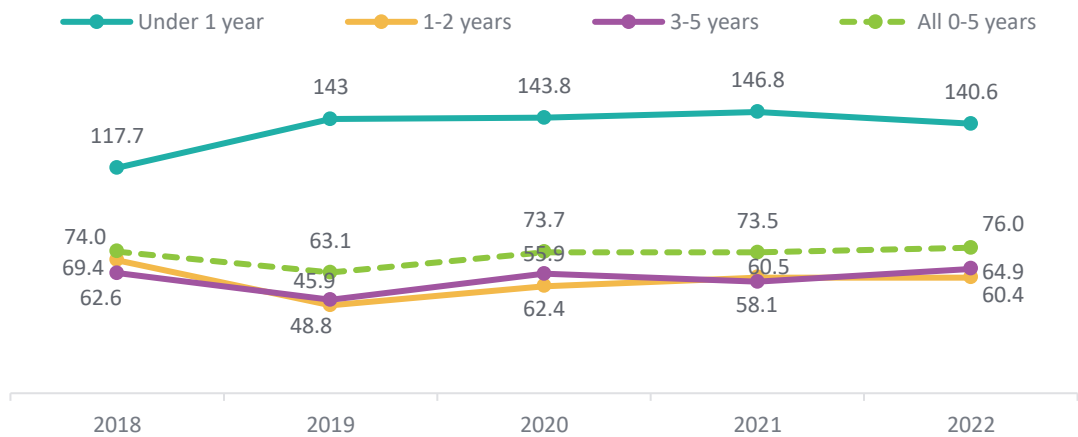
**Figure 20. Households Paying More Than 30% For Housing in Yuba County**



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

**Child Maltreatment.** In 2022, the Yuba County child abuse allegation rates for children 0-5 years slightly increased, compared to last year, from 74 to 76 children per 1,000. This increase can be attributed to the somewhat higher allegation rates for the 1-2 and 3-5 age groups. However, the allegation rate for children under age one, while remaining the highest of all age groups, showed some improvement, declining from nearly 147 to 141 per 1,000 children. Overall, the incidence rate of child abuse allegations in Yuba County exceeded statewide estimates by 65%.

**Figure 21. Incidence of Child Maltreatment Allegations in Yuba County (per 1,000 Children, Ages 0-5)**

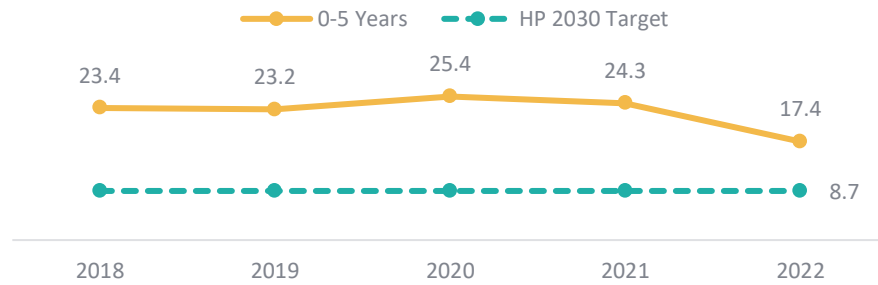


Source: California Child Welfare Indicators Project (CCWI). Child Maltreatment Allegation Rates Dashboard. Years: 2018-2022.

<sup>10</sup> U.S. Department of Health & Human Services. Secretary’s Advisory Committee on National Health Promotion & Disease Prevention Objectives for 2030.

Remarkably, the rate of substantiated child abuse cases has markedly declined, from 24 to 18 per 1,000 children. This progress accounts for nearly half of the decrease that was needed last year to be on par with the statewide rate.<sup>11</sup> and the Healthy People 2030 Objective<sup>12</sup> of nine children per 1,000. Between 37 and 42 children<sup>13</sup> ages 0-5 entered foster care in 2021-22.<sup>14</sup> 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 22. Incidence of Substantiated Allegations in Yuba County (per 1,000 Children Ages 0-5)**

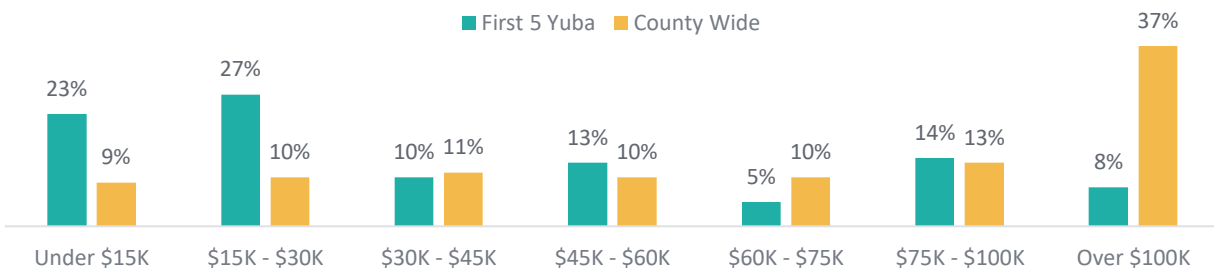


Source: California Child Welfare Indicators Project. Child Maltreatment Substantiation Rates Dashboard. 2018-22.

## FIRST 5 FAMILIES AT INTAKE

**Household Income.** Figure 23 shows that overall, the First 5 families’ income was lower than the countywide averages. Close to 75% of First 5 families made less than the County Median Income of \$65,052 in 2022.<sup>15</sup> About 50% of families served lived in poverty (e.g., below the California Poverty Thresholds, set in 2022 for a family of four at \$29,678)<sup>16</sup>, which was substantially higher than the 30.4% of county children under the age of five years.<sup>17</sup>

**Figure 23. Family Income, at Intake**



<sup>11</sup> California Child Welfare Indicators Project (CCWI). [Child Maltreatment Allegation Rates Dashboard](#). Years: 2018-2022.

<sup>12</sup> U.S. Department of Health & Human Services. Secretary’s Advisory Committee on National Health Promotion & Disease Prevention Objectives for 2030.

<sup>13</sup> Depending on the inclusion of masked averages for children ages 1-2 years and 3-5 years in calculated projections for Jan 2022-Dec 2022 for foster care entry among these age groups.

<sup>14</sup> California Child Welfare Indicators Project (CCWI). [Entry into Foster Care Rates Dashboard](#). Years: 2021-2022.

<sup>15</sup> U.S. Census. Table S1501. Income in the Past 12 Months. Median Family Income. 2022.

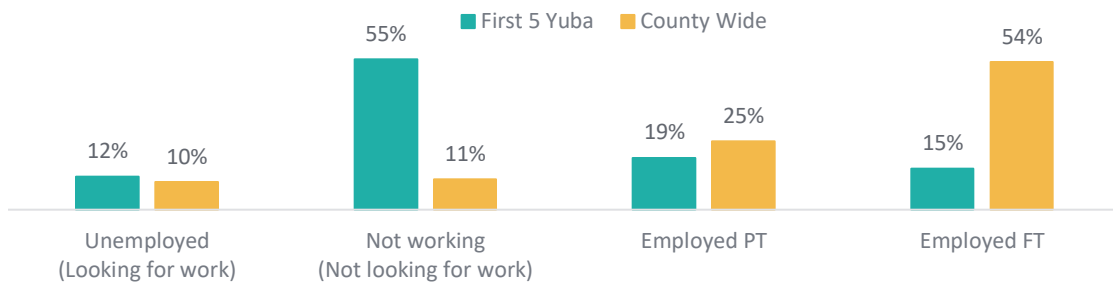
<sup>16</sup> U.S. Census Bureau. Poverty Thresholds. <https://www.census.gov/data/tables/time-series/demo/income-poverty/historical-poverty-thresholds.html>

<sup>17</sup> US Census, American Community Survey, Table S1701. Poverty Status in the Past 12 Months for households with children 0-5.

Source (county): US Census, American Community Survey, 2022, 1-year estimates. Income and earnings for Yuba County households. Source (Yuba First 5): Source (First 5 Yuba) Family Intake Form. FY 2022-23. N=125.

**Caregiver Employment.** Over half of First 5 Yuba caregivers were not employed and did not seek employment. At program enrollment, 30% of caregivers indicated that they were homemakers or stay-at-home parents. This is almost three times more than 11% of caregivers who were *Unemployed and Not looking for work* countywide. About 12% of First 5 Yuba parents were unemployed, which is above the 10% of unemployed looking for work families countywide<sup>18</sup> and slightly above the 8% official Yuba County annual unemployment rate<sup>19</sup>. Only 15% of First 5 Yuba families worked full time, compared to 54% countywide. Approximately 19% worked part time, which was below the countywide rate of 25% for part time employment.

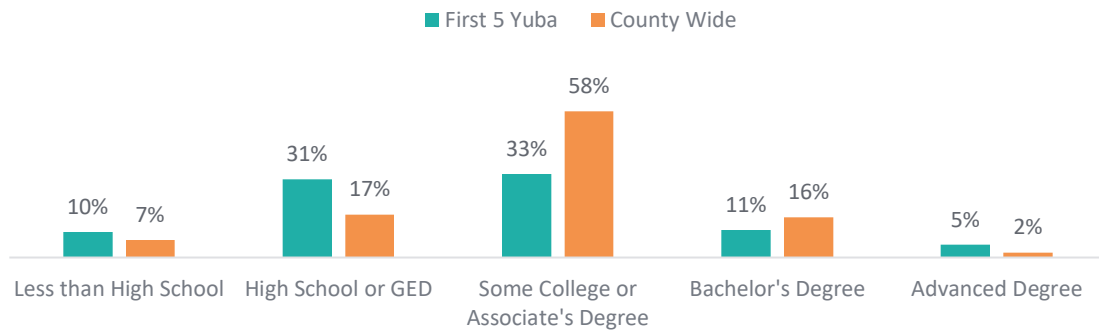
**Figure 24. Caregiver Employment Status, at Intake**



Source (county): US Census, American Community Survey, 2022, 1-year estimates. Source (First 5): Family Intake Form. 2022-23. N=92.

**Caregiver Education.** Education attainment levels of First 5 Yuba participants had a greater range than that of the county residents. Only 10% of families had a caregiver who did not have a High School Diploma or its equivalent; however, this is still higher than the 7% in the county. Although nearly one-third of the caregivers graduated from high school, compared to less than two in five in Yuba County, fewer had some college experience (33% of F5 families vs 58% in Yuba County), or a four-year degree (11% vs 16%, respectively).

**Figure 25. Caregiver Education Attainment, at Intake**



Source (County): U.S. Census Bureau, 2022. American Community Survey; 1-Year Estimates are for population over 24. Source (First 5): Family Intake Form. FY 2022-23. N= 142.

**Need for Services.** In addition to collecting information on families’ socioeconomic background, the Family Intake

<sup>18</sup> US. Census, American Community Survey, 2022, 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.

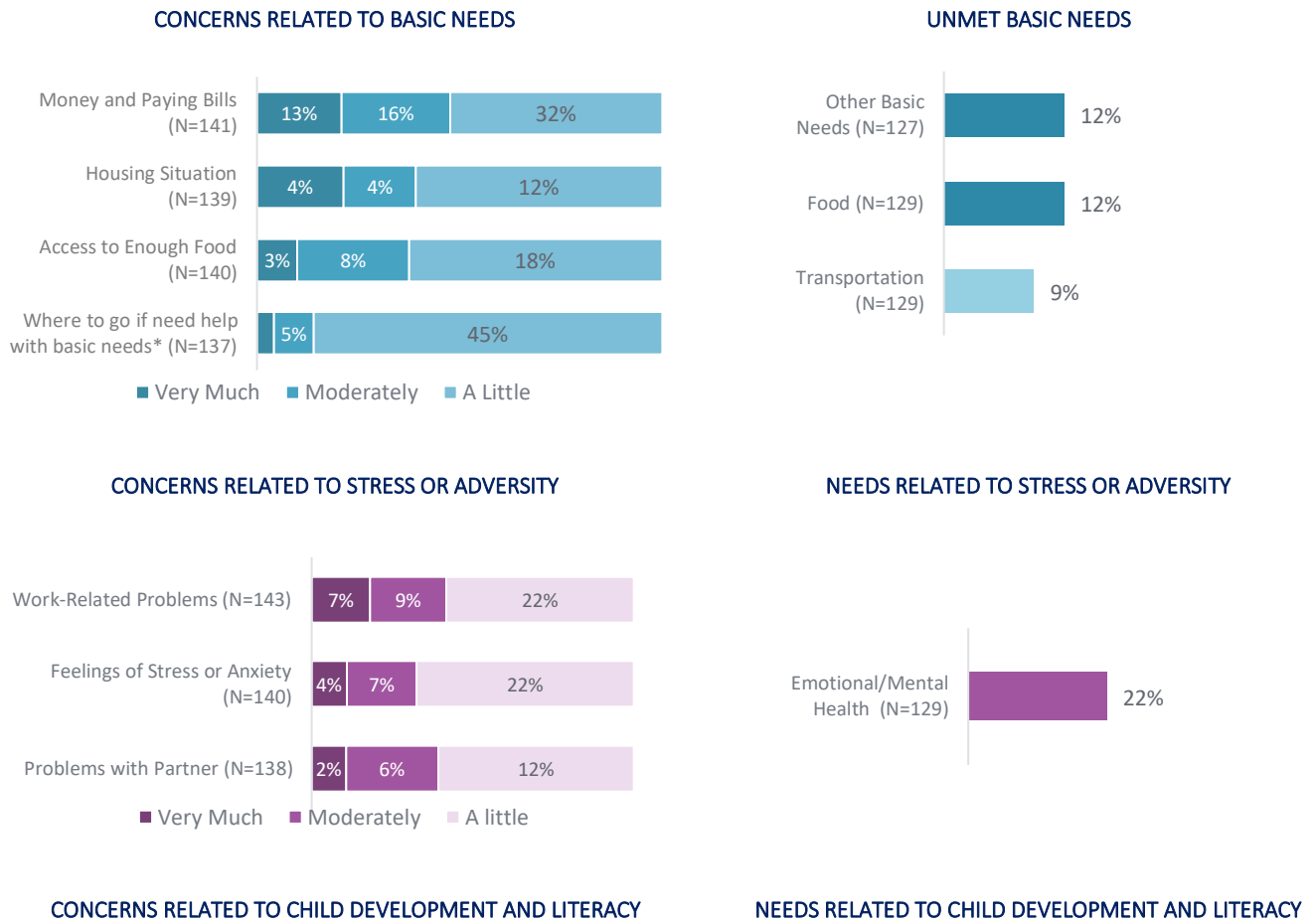
<sup>19</sup> [Employment Development Department for the State of California](#). Not Adjusted Not Preliminary Annual Unemployment Rate by County and Year.

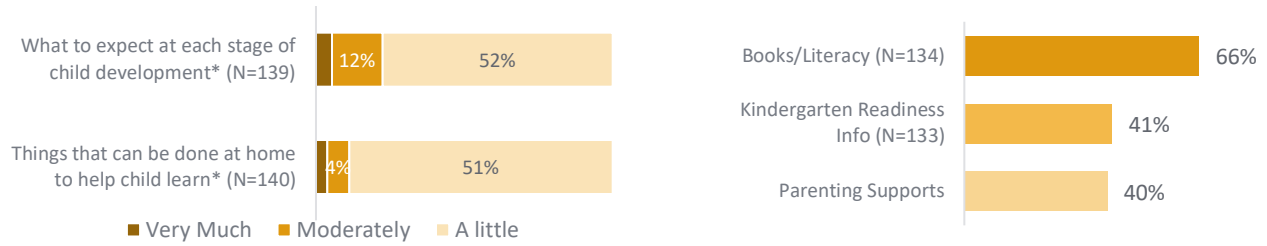
Form (FIF) asked primary caregivers to note their family’s concerns and service needs, which allowed providers to make referrals to the appropriate partner agencies in the community. This information is summarized below.

**Parents were mostly concerned about financial stability, work, and emotional well-being.**

As seen in Figure 26, at the time of the initial contact, financial stability, employment, and child-rearing were the leading sources of stress. Parents were “moderately concerned” or “very concerned” about *Money and paying bills* (29%), *Work-related problems* (16%), ability to find *Child care* (13%), and overall *Emotional/mental health* (11%).

**Figure 26. Caregivers' Needs and Concerns Related to Child and Family Resilience, at Intake**





Source: Family Intake Form. FY 2022-23. Percentages are based on the total number reported. Caregiver Needs and Concerns; \*Family Protective Factors (scale is reversed). N=160.

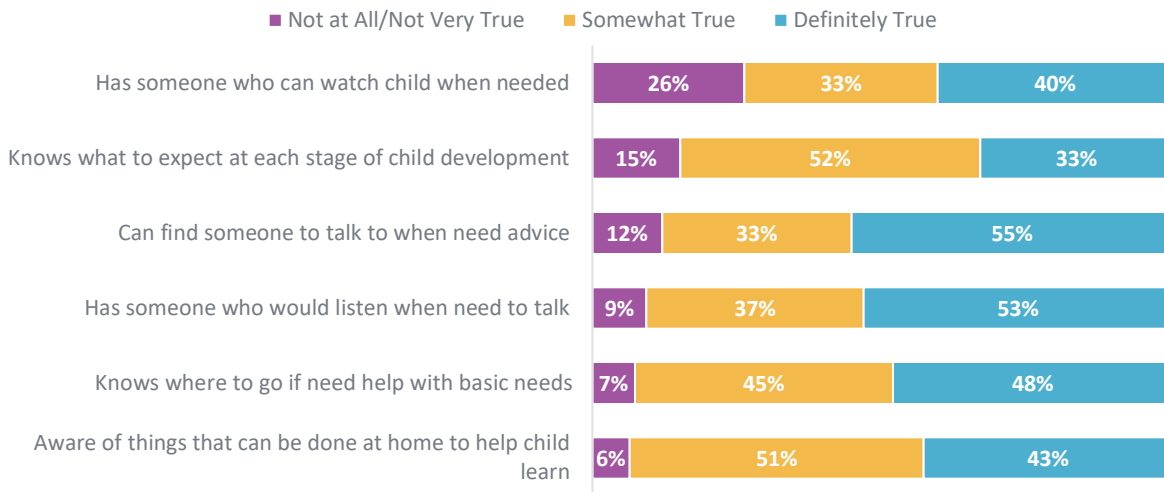
**Ability to Meet Basic Needs.** At intake, nearly 16% of families were moderately concerned and 13% were very concerned about money and ability to pay bills; 11% worried about food; 8% expressed uncertainty about their housing situation; and another 7% were unsure about their ability to meet other basic needs. Overall, 12% sought help accessing food and another 12% wanted assistance with other basic needs, whereas 9% asked for help with transportation.

**Exposure to Stress or Adversity.** In addition to the financial hardship and parenting concerns, 16% of caregivers experienced difficulties with work and 8% reported issues with their partners. Overall, 11% of First 5 Yuba families were at least somewhat concerned about feeling stressed, anxious, or depressed, and almost one quarter (22%) expressed a desire to connect with mental health services.

**Child Development and Literacy.** At least one in six families had moderate to strong concerns related to parenting and early school readiness, and 6% were unsure of how to help their children learn at home. In total, 66% of caregivers sought programs and resources to support child literacy; 41% were interested in information on kindergarten readiness, and 40% asked about parenting classes, programs, and resources.

**Family Resilience and Protective Factors.** 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. Nearly half (45%) of First 5 Yuba parents did not have strong protective factors at intake. As can be seen in Figure 27, over half (53%) were not sure where to get help with basic needs; 45% felt that they had little or no emotional support (i.e., someone to talk to or someone who would listen) Nearly 60% were somewhat or very sure that they had no instrumental support (i.e., someone to watch their child). Additionally, 67% had little or no knowledge of child development and parenting skills, important to supporting healthy growth, and 57% had little or no knowledge of how to promote early learning in the home.

**Figure 27. Caregivers' Protective Factors, at Intake**



Source: Family Intake Form. FY 2022-23. Percentages are based on the total number reported, N=137-141.

## IMPACT OF FIRST 5 YUBA —

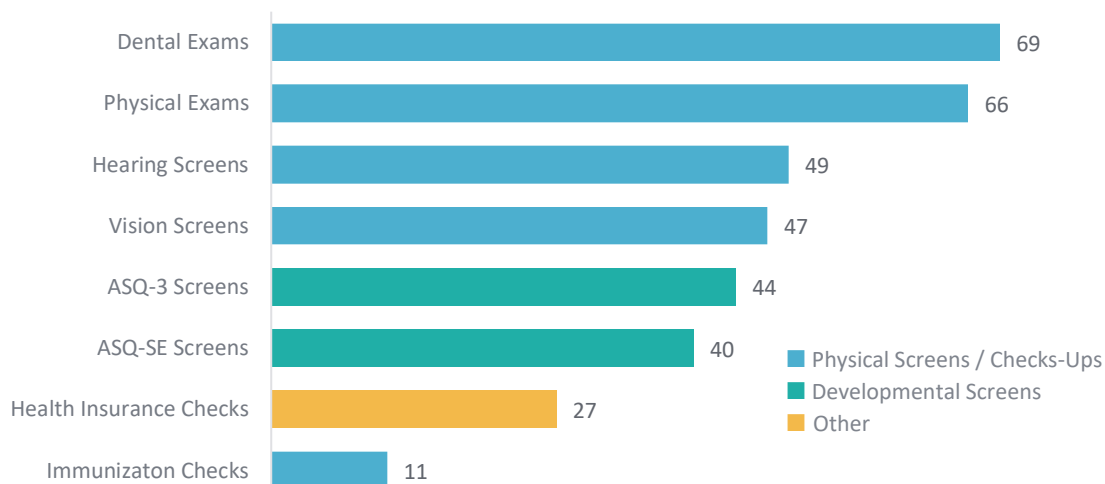
### MJUSD SCHOOL READINESS PARENT-CHILD CLASSES

MJUSD School Readiness program 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 offered health and developmental screening, parent education workshops, and free parent-child developmental playgroups designed to encourage positive one-on-one interactions and provide quality time for bonding and learning. This year, MJUSD school readiness provided parent education and parent-child activities to 94 caregivers and 145 children across 4 school readiness sites: Linda, Cedar Lane, Ella, and Johnson Park.

**During FY 2022-23, MJUSD conducted a total of 353 preventive health and developmental screenings and check-ups.**

As part of their school readiness programs, the MJUSD staff conducted 231 physical, dental, vision, and hearing screens and examinations of 73 MJUSD state preschool and school readiness students at three school readiness sites. Children were also screened to verify their immunizations were up to date, and as needed, referred to the appropriate services. As needed, families were also given information on how to access health insurance.

**Figure 28. Screenings and Health Checks Completed by the MJUSD School Readiness Program Staff, by Type**



Source: Apricot 360 Events/ Workshops Log, filtered for MJUSD School Readiness. FY 2022-23. N (students)=73; N (screenings)=342.

Moreover, MJUSD staff administered 84 developmental ASQ-3 and ASQ-SE screenings to 71 children, of which 52 (62%) scored in the range showing no developmental concerns; 14 (17%) were in the monitoring range, indicating minor concerns; and 18 (21%) were identified as needing referrals or care coordination services. All students needing referrals were linked to the appropriate programs, such as Child Development Behavioral Consultation, early intervention or special education services, and follow-up screening. Additionally, 38% received direct services.

**Home visiting services reached 12 families and pregnant mothers living in remote areas.**

Additionally, MJUSD School readiness provided home visits to 20 families living in remote areas. To support these families, home visitors helped register children to state preschool and home visiting program for children 0-3 years, as well as administered and reviewed developmental ASQ screenings. The program also provided



developmental toys and board games, distributed 144 books and signed up children under the age of five to the Dolly Parton’s Imagination Library. Three expecting mothers received intensive “Mama Mia” curriculum and pregnancy follow-up, as well as diapers and New Parent Kits.

**MJUSD held over 100 school readiness playgroups, 24 parent education classes, 20 parenting workshops, 32 monthly meetings, as well as 50 literacy workshops.**

Over the FY 2022-23, MJUSD School Readiness program held over **100 developmental parent-child playgroups**, engaged in positive and enriching activities, with the focus on movement and fitness, such as “Music & Movement”, “Eat & Play”, “Getting Fit & Healthy”, and “Happy Healthy Me”. During playgroup activities parents had an opportunity to learn more about school readiness topics of child development and early learning as well as positive behavior management strategies. Around the holiday season families were invited to celebrate together. The playgroups were well attended, averaging 8-17 children and 7-16 adults per session.

MJUSD School Readiness staff held **24 parent education classes**, such as “Nurtured Heart Approach” and “Positive Discipline” series, dedicated to various facets of school readiness, such as physical, cognitive, and social-emotional child development and positive discipline practices. Up to 17 parents of 27 children came to these classes, which here held in the mornings and early afternoons.



To reach families who may not be available during the first part of the day, the First Five Yuba county awarded a one-time grant to the United Way Born Learning Academy, which, in collaboration with the MJUSD School Readiness Program offered afternoon parenting sessions. A total of 31 families participated in the six-week program, with 16 families completing and receiving \$50 gift card incentives.



Furthermore, caregivers took part in nearly **20 parenting workshops** and **32 monthly parent meetings**. Over 10 nutrition-oriented sessions taught parents about healthy nutrition, including how to grow their own food and how to cook and to budget for healthy meals. At least six sessions were dedicated to other health and safety-related topics, from safety around motorways and vehicles to heat and water-safety, as well as reduction in tobacco and vaping use and exposure. Moreover, at these sessions, parents could connect with each other and learn about protective factors, bonding, and navigating the school system.

Finally, parents and children engaged in over **50 weekly literacy workshops**, such as “Book of the Month” or “Letter of the Month”. Parents learned about the strategies to promote early learning and the love of reading and writing at home and support development of early literacy skills at school.

Nearly 100 families benefitted from these early literacy activities. The program helped caregivers improve their ability to support child growth and foster early literacy skills and engage in more activities with their children.

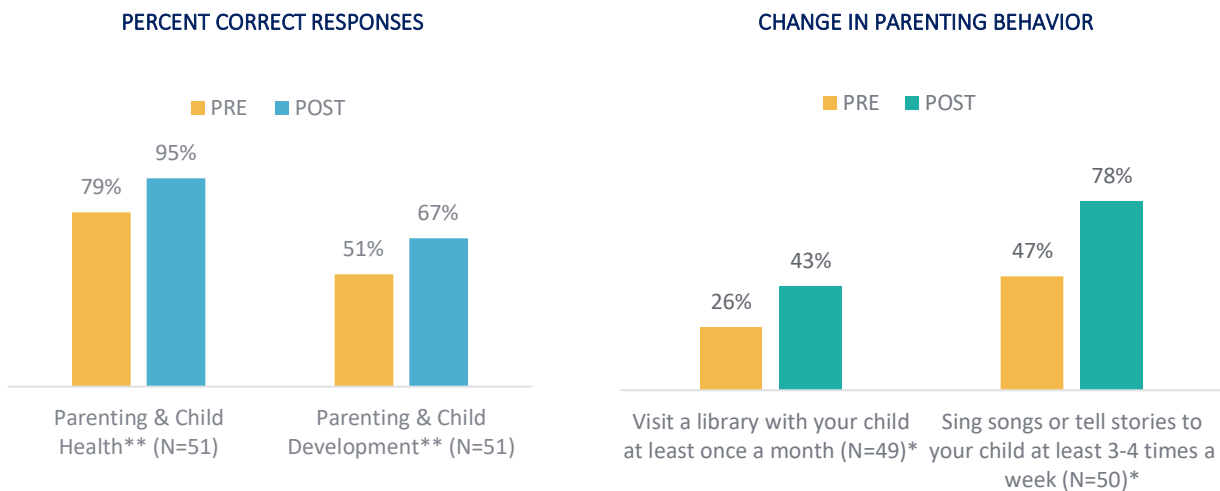
In total, 94 parents and 145 children benefited from these educational activities. As part of evaluating the effects of the school readiness program, 51 parents filled out a survey before and after they participated in school readiness and parent education activities.

First, participants were assessed on their knowledge of child development and parenting, such as brain development, nutrition, media exposure, dealing with emotional outbursts, and literacy. The increase in correct responses following the program suggests gains in actual knowledge of child development, and to a lesser extent, child health and well-being (see Figure 29, “Percent Correct Responses” chart).



Next, parents reported how often they engaged in stimulating parent-child interactions. Following program participation, nearly twice as many parents (43%) *Visited the library with your child at least once a month*, compared to just 26% before the program. Similarly, most parents (78%) *Sing songs or tell stories 3-4 times a week*, according to their post-survey, which is nearly one-third more (47%) than did so on pre-survey (Figure 29, “Change in Parenting Behavior” chart). In other words, most parents (45%) sang songs or told stories to their children 1-2 times a week at the start of the program, whereas by the end of the program, the majority (46%) increased these activities to 3-4 times a week.

**Figure 29. Percent Correct Responses and Change in Parenting Behavior After School Readiness Classes**

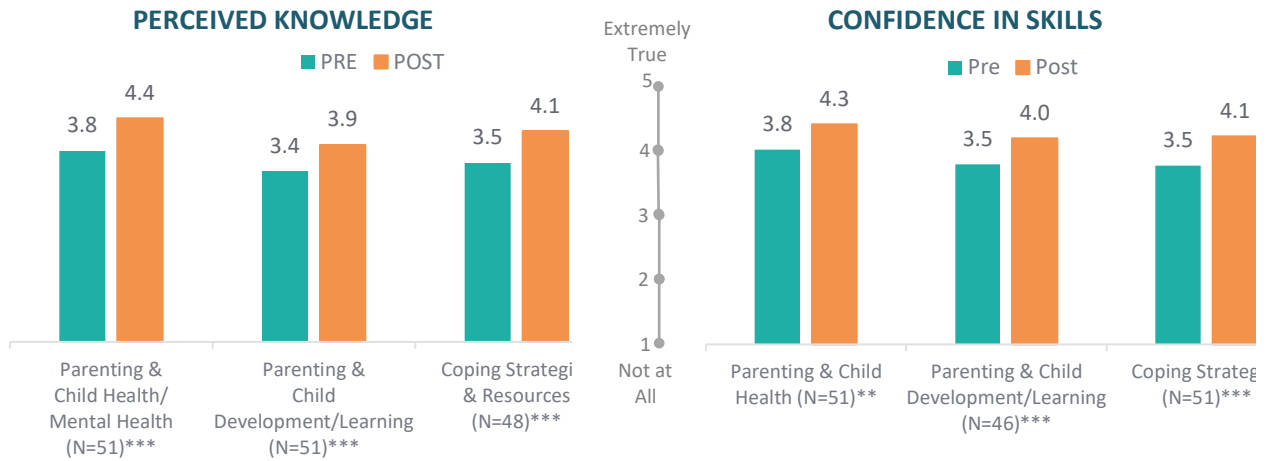


Source: MJUSD Parent Pre-Post Survey. FY 2022-23. For Correct Responses: N=51 matched pairs. Differences were significant at \*\*p < 0.01. Note: Parenting and Child Health is a composite of three items, whereas Child Development is a composite of 4 items. For Parenting Behavior: N=49-50 (matched pairs). \*Differences were significant at p\* < 0.05.

Moreover, parents were asked to estimate their parenting knowledge and confidence before and after the program. Results show that the program was successful, as after program completion caregivers reported

greater perceived knowledge of child development and early learning and their confidence in ability to support child’s health and social-emotional well-being, as well as their own coping skills.

**Figure 30. Parents' Perception on How Much They Learned From the MJUSD School Readiness Program**



Source: MJUSD Pre-Post Survey. FY 2022-23. N=46-51 matched pairs. Differences are significant at \* $p < 0.05$ , \*\* $p < 0.01$ , \*\*\* $p < 0.001$ . Note: Knowledge composites are averages of six child health/mental health items; eight child development/learning items; two coping strategies and resources items. Confidence composites are averages of one child health item; three child development/learning items; and one coping item.

In addition to hosting playgroups and classes, MJUSD collaborated with other First 5 Yuba programs and partners, including the *Happy ToothMobile* Clinic, to facilitate several outreach events, attended by 1,263 children and 1,176 parents (duplicated).



“I am so grateful to have a program in our community as well-rounded as school readiness is. Not only is my child learning all the skills needed for school and life, but so am I with the different workshops offered.”

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

**Camptonville 1,2,3 Grow engaged 22 children and 11 caregivers in early school readiness playgroups and activities.**

Camptonville Community Partnership offered 1, 2, 3, Grow parent education and child enrichment activities for families in the rural community of Camptonville. A total of 22 children and 11 caregivers participated in four **developmental playgroups** and parent education activities, which included the Ananda Kids field trip to the Zoo and a Life Cycle demonstration event “Meet the Chickens”, among others.

Parents also participated in 8 **Parenting Workshops**, including three Behavior, Health and Development; 2 Growing Up Wild; two Twilight School; and one Nutrition “Cooking with Kids” Workshop. The parent education component focused on school readiness topics, including physical, cognitive, and social emotional development. In addition, Camptonville 1, 2, 3 Grow staff engaged 76 children and 101 parents in **community events**, partnering with First 5 Yuba and affiliated partners to help raise awareness of program services and resources. Among these events were the Holiday Craft Fair, Plant Sale, *Happy ToothMobile*, and the Developmental Screening in Yuba (DaiSY), where 16 children received ASQ-3 and ASQ-SE screening.



To assess pre-to-post change in parenting knowledge, the plan was to administer a parent survey. However, only one parent completed a pre-survey, and none completed the post-survey. Low engagement was not unique to this program but may have particularly affected it due to a loss of instructor, followed by snow storms and loss of electricity during the following quarters. The low response rate precluded the evaluation of change in parenting knowledge and behavior as a result of program participation. Nonetheless, participants reflected positively on program activities, as seen in the Success Story below.

While the inclement weather deterred families from participating in some of the playgroups and activities, it brought in a greater number of people seeking to utilize one-on-one services and resources at the Camptonville Resource Center. Over the course of the year, 166 clients came in for “shelter and warmth,” as well as Covid Testing, to use office equipment, access internet services, connect to resources or receive assistance with taxes or First 5 Yuba and 1, 2, 3 Grow program registrations.

### 1, 2, 3, Grow Success Story

One of our clients is a grandmother caring for her four-year-old grandson. Grandson and Son reside with her. Mother is in the picture regularly, but not consistently. Grandfather passed earlier this year. Grandmother was referred to 1,2,3 Grow through community members who participated in the past. She enrolled her grandson earlier this year. At the end of the program, she expressed her gratitude to the program and staff.

*“To the Group at 1,2,3 Grow: 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. Thank you all.”*

*- Grandmother of a participating child*

## YES ENVIRONMENTAL SCIENCE CHARTER ACADEMY—ABC SPROUT

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.

**Twenty-three children and 18 parents attended 102 School Readiness and 58 Social-Emotional Playgroups.**

On average, 5-9 parents and 7-13 children attended each of the 58 **social-emotional playgroup** sessions and/ or 102 **school readiness playgroups**.

Playgroup sessions were offered for three hours a day, three days a week during the school year, and averaged seven children per session. Program activities included gardening, taking nature walks, and collecting natural materials for craft projects. To allow children natural exploration of mud, puddles, rain, and outdoors, YES Charter used a generous donation from Welton Realty to purchase 15 rain suits for children. Later in the year, a Zoo Box subscription was added to help children understand and explore nature via microscopes and binoculars.



**Over 90 parents participated in 20 parent education classes, workshops, and outreach events, increasing knowledge and confidence in areas of child health and well-being, as well as caregiver coping skills and access to resources.**

In addition to the playgroups, ABC Sprout partnered with professionals in the county and other First 5 Yuba programs to offer 20 parent education classes, workshops, and outreach events. Between one and seven parents participated throughout the year, totaling 93 caregivers of 90 children. Among the ABC Sprout workshops were:

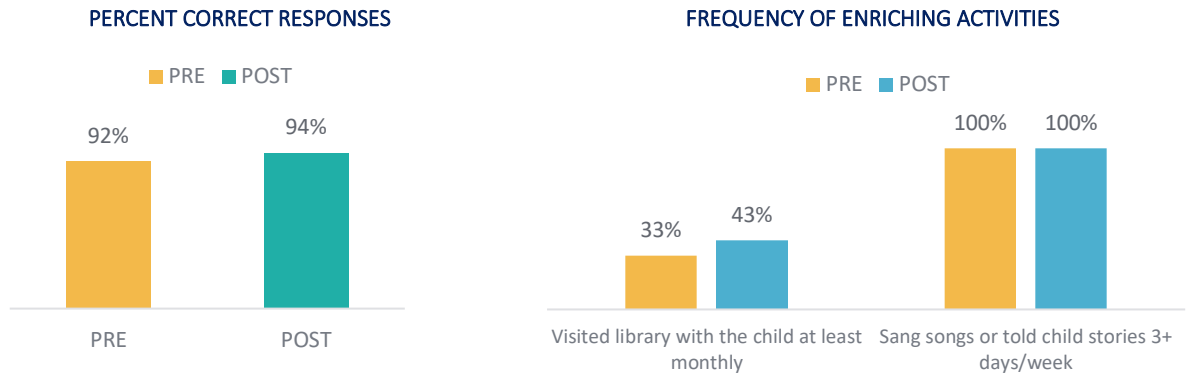
- 10 Parenting and Child Development (e.g., “Building your Child Up for Success”, “Growing Up Wild”, etc.)
- 5 Child Health and Safety (e.g., “Car Seat Safety”, “Water Safety”, “Fire Safety”, and “Tobacco education.”)
- 3 Community Workshops (e.g., “Self-Care”, and “ACEs Training”)
- 2 Developmental Screenings in Yuba (DaiSY) events

Following participation in the ABC Sprout parenting education classes, seven caregivers completed a parent survey, assessing actual knowledge and parenting behavior, as well as perceived knowledge and confidence in parenting skills.

The survey showed that most caregivers (92%) entered the program with a good understanding of how to advance their child’s health, socio-emotional skills, and early literacy, and nearly all caregivers (94%) showed such knowledge by the end of the program. Furthermore, all participants sang songs or told their children stories at least three days a week at the start of the program, leaving no room for improvement on this indicator. However, only one in ten caregivers visited the library with their child at least monthly prior to the program participation, and that number increased to four in ten, following program conclusion (see Figure 31).



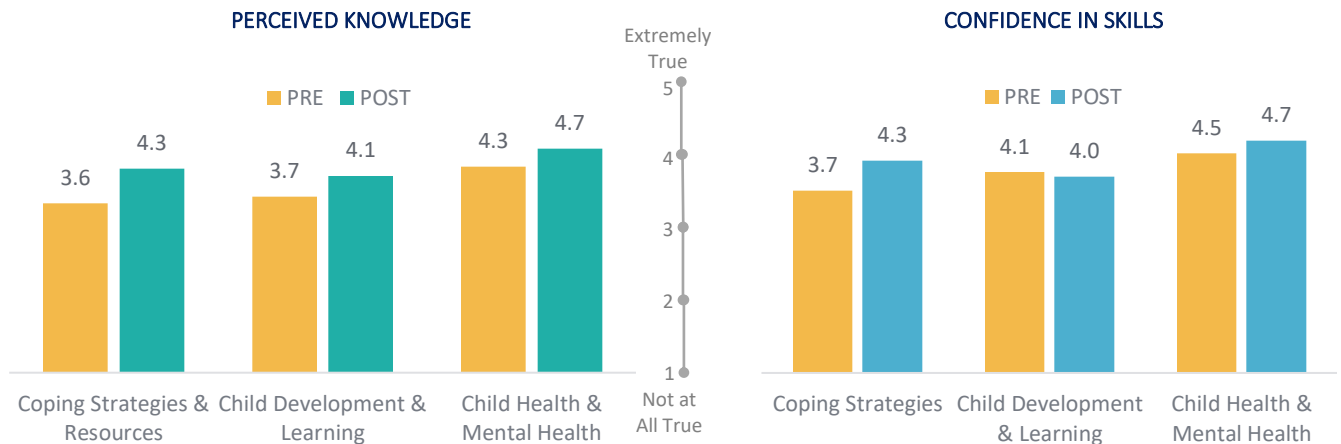
**Figure 31. Percent of Correct Responses and Frequency of Enriching Activities Following ABC Sprout**



Source: Yes Charter—ABC Sprout Parent Pre-Post Parent Survey. FY 2022-23. N (Pre)=9-10, N (Post)=7.

Parents felt that they improved in knowledge and confidence in their ability to support their child’s health and well-being. They felt slightly less increase in knowledge/confidence in their own coping skills, and the least improvement in knowledge and confidence in how to support child development and early literacy skills.

**Figure 32. Perceived Parental Knowledge and Confidence in Skills Following ABC Sprout**



Source: Yes Charter—ABC Sprout Pre-Post Parent Survey. 2022-23. N (Pre)=9-10; N (Post)=6-7. Note: Knowledge composites are averages of six items on child health and mental health; eight items on child development/learning; and two items on coping strategies. Confidence Skills composites represent the averages of one item on child health; three items on child development/learning; and one item on coping strategies.

**YES Charter Academy—ABC Sprout Success Story**

“My son had very little child interaction (his younger sister and older cousin) before being part of the program. Since this program he has more social interactions and experiences. He also has now had exposure to listening to other people, other than his parents. I will say that the classes helped myself and my son learn skills to cope during learning/ teaching times.”  
 - Grandmother of a participating child

## PLAYZEUM DEVELOPMENTAL PLAYGROUPS

Playzeum held 63 developmental playgroup sessions, attended by 67 children and 55 caregivers, some of which participated in more than one playgroup cohort. The program helped parents positively interact with their children, while improving their knowledge of child development and early school readiness activities.

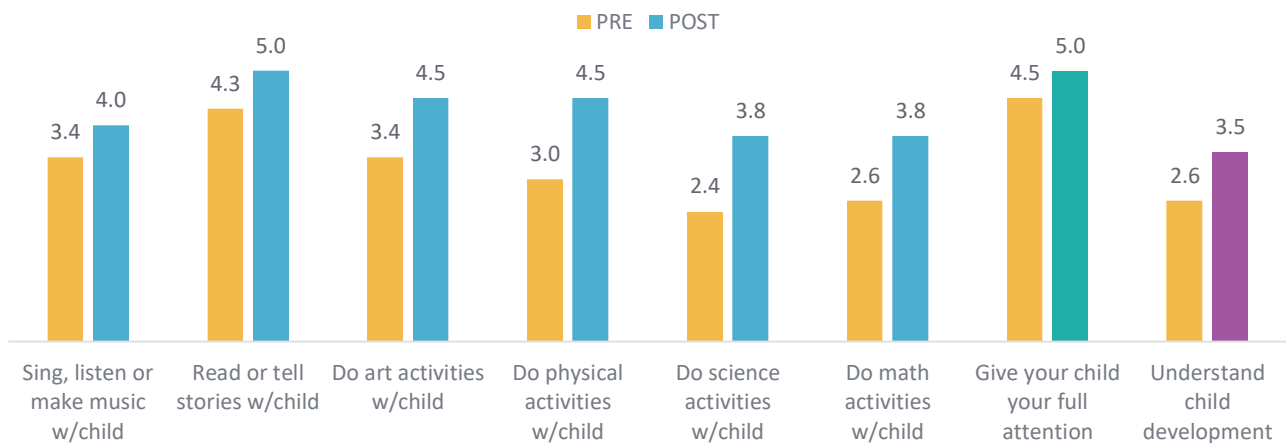
Help Me Grow developmental playgroups for children and their parents were hosted by Playzeum and provided in several locations throughout Yuba County. Cumulatively, 67 children and 55 caregivers attended one or more of Playzeum’s Help Me Grow playgroups and Creative Arts sessions in Wheatland, Marysville, and Plumas Lake/Linda Park. The goals of these playgroups were 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. Despite the necessity to combine two of the groups due to one of the facilitators going on maternity leave, playgroup attendance increased during the year, averaging nine parents and 10 children per session, with a total of about 74 sessions spreading across three cohorts.



*“It’s so much fun, easy to do activities and fun songs.”*

Thirteen caregivers attending the Playzeum playgroups completed a pre- and a post-program survey, implemented to assess knowledge gains on child development and parenting strategies in areas of managing child behavior and facilitating development of social-emotional skills, as well as the general satisfaction with the program. As demonstrated in Figure 33, by the end of the playgroups sessions parents engaged their children in fun and stimulating activities more often than they did before enrolling their children in Playzeum playgroups.

**Figure 33. Change in Parenting Behavior Before and After Participation in Playzeum Playgroups**



Source: Parenting Class Pre and Post Surveys. FY 2022-23. N (Pre)=12-13; N (Post)=4. Note: statistical significance testing was not done due to the small sample size. The graph reflects the average scores of all responses at intake, compared to all responses at exit.

At exit, all four respondents said that they have learned “a lot” about how their child interacts with other children and how to adjust their own expectations of child behavior to their child’s developmental stage. Moreover, two out of three parents said that they’d learned “a lot” about using selective intervention “sports-casting” technique and found home extension activities useful. However, only two out of four parents said that they’ve learned how not to intervene in their child’s interactions.

In response to the program satisfaction questions on the exit survey, all four caregivers “agreed” or “strongly agreed” that the class met their expectations, helped them become a more confident parent, and that they would recommend these playgroups to other families. In addition, 17 of the Playzeum participants responded to the General Parent Support Survey. Of these, 94% said they have received needed support, 88% connected to other parents, and 50% made plans to arrange a playdate outside of class with a family they’ve met during playgroups.



“Fun Playgroups! The facilitator was amazing!”

“The kids got to interact with other kids their age and they got to be creative.”

**To promote education and outreach, Playzeum participated in over 12 community events, reaching 1,173 children and 1,200 caregivers.**

Among the nine planned pop-up community outreach events, held in parks and youth or family centers were:

- The Day of the Child
- The Bok Kia Festival
- Developmental Screenings in Yuba (DaiSY)
- WIC Baby Fair
- WIC Dad Drive Through
- Food Truck Mania
- Kiwanis Fishing Derby
- Marysville Peach Festival
- Roll and Roll

Moreover, Playzeum supported the following community events:

- United Way Resource Fair
- Yuba City Summer Stroll
- Bounce into Summer
- Marysville Stampede

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. Additionally, in June of 2023 Playzeum held its Free Open Play at Playzeum event, in addition to becoming a vendor and a Playzeum class provider for four home school programs.



**WIC Baby Fair**





## DADS NIGHT OUT – CHILD ABUSE PREVENTION COUNCIL

A new initiative funded with braided resources (Yuba County Child Abuse Prevention Council, YCOE, Barclay Seed Grant, Youth For Change) and launched in FY 2022-23 provided monthly Dad’s Night Out groups to 30 fathers. The program aimed at promoting positive mental health and reducing mental health risk through parent-centered, strengths-based approaches.

The group met monthly, for a total of 12 times a year. Group participants were asked to complete a survey, to assess their satisfaction with the program. All three dads who completed the survey indicated that participation in the group helped improve their relationships with others through:

- Increasing social support networks
- Improving social interactions and activities with their children
- Supporting them in increasing their children’s interactions with other children

The group also helped these fathers to further with individual well-being through:

- Teaching effective management of daily stressors
- Increasing parenting confidence in raising their children

All in all, fathers stated that they would recommend the program to other fathers, and that the continuation of the program would be helpful to them and their children.



# Goal 3 — Quality Early Learning

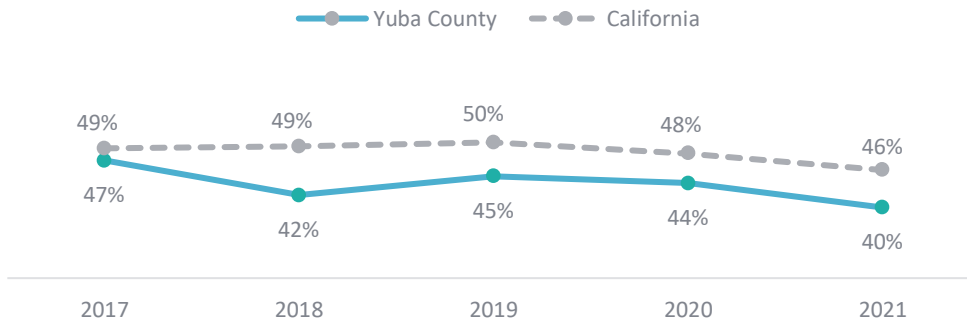
<b>GOAL</b>	<b>Enhance the ability of early care and education settings to nurture children’s health, socio-emotional, and cognitive development.</b>
<b>OUTCOMES</b>	<ul style="list-style-type: none"> <li>• Increased frequency of reading with children</li> <li>• Increased quality of early care and education</li> </ul>
<b>PROGRAMS</b>	<ul style="list-style-type: none"> <li>• Yuba County Library Programs</li> <li>• Dolly Parton Imagination Libra</li> <li>• Local Child Care Planning Council: Keys to Quality</li> <li>• Help Me Grow Provider and Community Supports</li> <li>• First 5 Yuba Mini Grants Support for Child Care Providers</li> </ul>

## 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. According to the latest available data, Yuba County 40% enrollment rate in licensed ECE in 2021 was just below last year’s 44% enrollment and the current statewide 46% averages (see Figure 34). However, there were slightly more three-year-old children attending a nursery school in Yuba County (6%) than statewide (5%).<sup>20</sup>

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

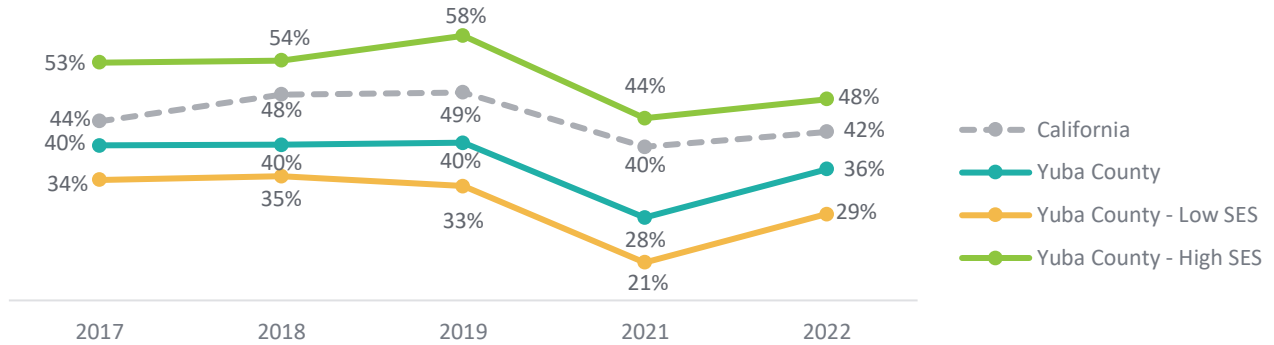


Source: US Census, American Community Survey, 5-year estimates. Year 2021.

<sup>20</sup> U.S. Census Bureau. [Table S1401. School Enrollment](#). Yuba County. Three-to-four year-olds enrolled in school and population three years and over enrolled in nursery school, preschool. Year 2021, 5-year estimates.

**Mastery of Early Literacy Skills.** Third grade reading proficiency, impacted by the pandemic gaps, was somewhat regained in 2022, yet did not quite reach the pre-pandemic level. Although the 36% achievement rate for Yuba County remained below the statewide rate of 42%, the 8% yearly rate of growth was greater for Yuba County students, compared to the 2% increase among California third graders. Standardized testing continued to show an achievement gap between low income Yuba students (29%) and their higher income peers (48%).<sup>21</sup>

**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. Year 2022.

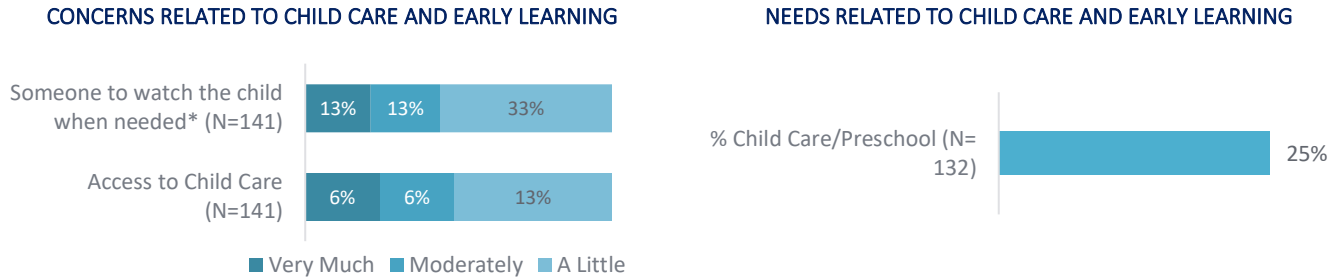
## FIRST 5 FAMILIES AT INTAKE

At intake, caregivers noted concerns about access to early childhood education in both formal (e.g., Head Start or State Preschool) and informal settings. Parents also reported on current child care arrangements and the frequency of enriching parent-child activities, such as reading books or going to the library (see Figure 36. Caregivers' Needs and Concerns Related to Child Care and Early Learning, at Intake).

**Child Care and Early Learning.** Access to child care was of concern for 12% of First 5 families. Furthermore, 26% of caregivers were “moderately” or “very much” concerned with not having a supportive person who could *Watch their child when needed*, and 25% asked for help with finding a *Child care or a preschool* for their child.

<sup>21</sup> 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.

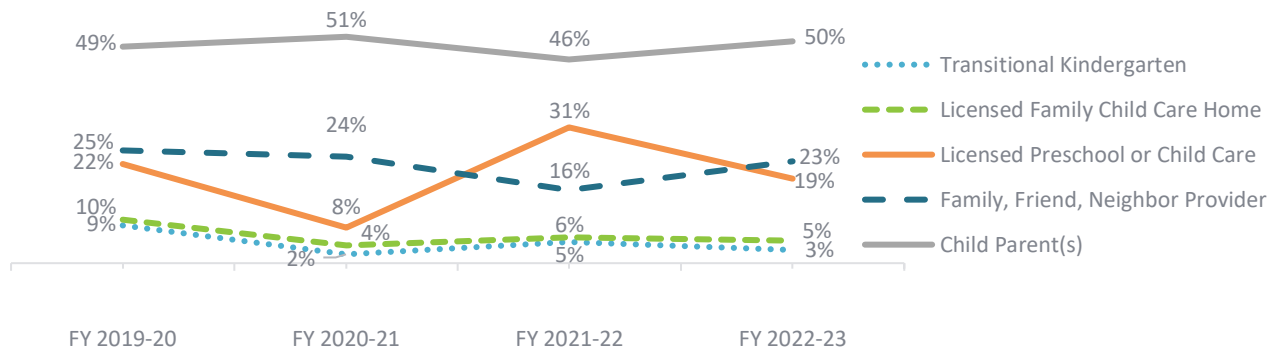
**Figure 36. Caregivers' Needs and Concerns Related to Child Care and Early Learning, at Intake**



Source: Family Intake Form. FY 2022-23. 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 = 175), caregivers' responses indicated a drop in the use of licensed child care from 42% last year to 27% this year. In contrast, more families relied on non-licensed, informal child care arrangements, such as *Family, Friend, and Neighbor (FFN) providers* — 23% in FY 2022-23, compared to 16% last year. Similarly, a full 50% of families were now caring for their children at home, compared to 46% last year. This shift toward informal settings and/or no child care at all may be linked to the overall worsening of the families' socio-economic situation, as this year up to 50% of Yuba county families were impoverished, compared to 34% last year. Utilization rates for other types of licensed care, including *Licensed Family Child Care Homes* and *Transitional Kindergarten* remained low, in the 3-5% range, which is consistent or slightly below last year's estimates. However, more children attended MJUSD School Readiness Programs at one of the three School Readiness sites (24 this year, compared to 19 last year). Additionally, one child was cared for in the nursing care and another relied on short-term respite services.

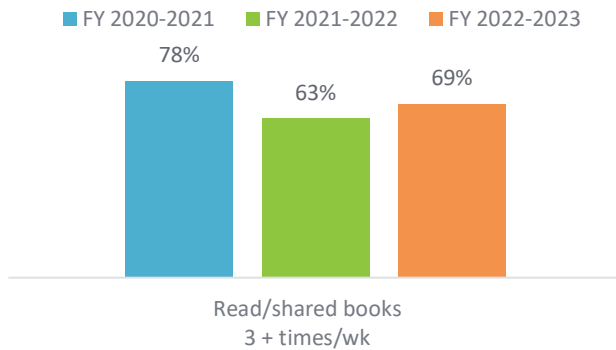
**Figure 37. Types of Early Child Care Education Experiences, at Intake**



Source: Family Intake Form. N=202 for FY 2019-20; N=98 for FY 2020-21; N=85 for FY 2021-22; N=149 for FY 2022-23.

**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. Although the reading rates continued to lag below pre-pandemic estimates, there was a positive trend, illustrated by a six-point increase from 63% last year to 69% this year in reading to children at least three times a week. Figure 38 illustrates this year-to-year comparison in the proportion of parents engaging their children with books during most days of the week.

**Figure 38. Percent of Families Reading with Their Child at Least Three Times in the Previous Week, at Intake**



Source: Family Information Forms. FY 2020-2021 (N=98); FY 2021-2022 (N=86); FY 2022-2023 (N=148).

## IMPACT OF FIRST 5 YUBA — YUBA COUNTY LIBRARY

Yuba County library continued to offer hybrid Story Time sessions, with over 400 virtual views in 24 hours and 48 children and 35 parents attending in person. Over 270 families and 430 children took part in 17 workshops, while the Summer Reading Program had 50 participants.

The Yuba County library continued to offer both virtual and in-person **Story Time**. In the first quarter of the year, Story Time continued to be offered virtually, with videos getting 410 views online in the first 24 hours of story time reels release. In the following quarters, the Story Time and Craft sessions were enjoyed by 48 children and 35 caregivers in person. In FY 2022-23, the library partnered with the Family SOUP program to incorporate *Music and Movement* sessions into Story Time, which received positive feedback from parents. Along with educational activities, children received 325 books.

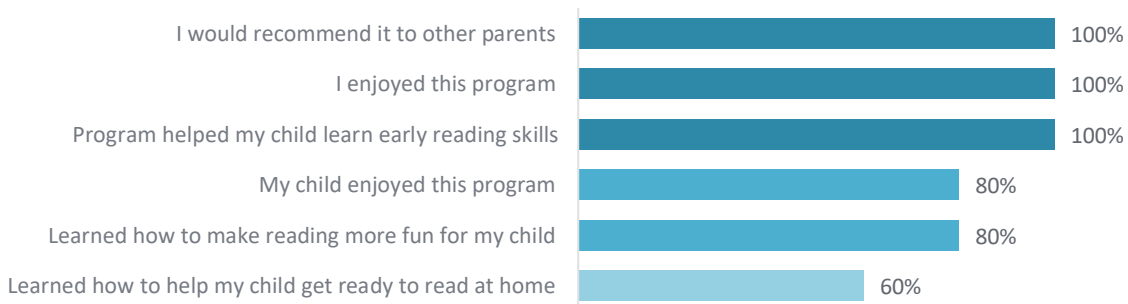
“Library staff helped me pick out age-appropriate books.”



To promote early literacy, Yuba County Library hosted a total of 17 **Literacy Activities**, such as “Book in a Bag”, “LEGO Club”, “Literacy is Key!”, and “World of Wonder Playgroup” among others. The library also hosted five new “Community Helper” series as part of story time at least once a month, where firefighters, police officers, and dentists came to read to children. Now both children and parents eagerly anticipate the next month’s guest. The Library continued to offer a total of four **Every Child Ready to Read Workshops**, attended by at least 16 parents and 28 children.

Additionally, 50 children took part in the **Summer Reading Program** and 200 children, and 125 parents came to the Summer Reading Program Party in the Parking Lot event. At the conclusion of the program, caregivers were asked to respond to a post-program survey. Based on five responses, all parents expressed satisfaction with the library services, endorsing statements related to program enjoyment and the valued role of the library in getting their children ready to read. Moreover, four out of five caregivers believed that their child enjoyed the program, and that the workshops taught them how to turn reading into a fun activity for their children. Finally, three out of five parents said that they’d learned strategies to support early learning and literacy skills at home.

**Figure 39. Parents’ Feedback on the “Every Child Ready to Read” Workshops**



Source: Summer Reading Program Survey, FY 2022-23, N=5. Note: Results are on a 5-point scale, from 1 = Strongly Disagree to 5 = Strongly Agree, here presented as percent “agree” and “strongly agree” choices.

In collaboration with the First 5 Yuba partners, the Library was represented at over 20 community outreach events.

As part of community education and promotion of parent-to-parent connection, Yuba County Library held two **health and safety workshops** on the topics of vehicle and bicycle safety, attended by over 20 families. Moreover, to expand community outreach and promote family engagement, Yuba County Library hosted or participated in more than a dozen **community events** and seasonal and holidays celebrations, including 11 “First 5 Fridays”, as well as:

- Halloween Trick or Treat in the Parking Lot
- Winter Walkthrough
- Bok Kai Party in the Parking Lot
- Touch-a-Truck
- Hidden Egg Hunt
- Hidden Heart Scavenger Hunt
- Hidden Shamrock Hunt
- Santa’s Mailbox
- Provider in the Park Party
- Art in the Parking Lot

These events attracted 1,093 families with 1,424 children (duplicated).



“I attended one of their events. I liked how she explained everything and gave me resources. She gave me a website that would help me with my grandchild. I love the resource library.”

## DOLLY PARTON IMAGINATION LIBRARY

Over 50,000 free books were provided to 2,600 children, representing 45% of all Yuba County children 0-5 years.

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.



In FY 2022-23, continued partnership between the Dolly Parton’s Foundation and the First 5 Yuba provided 50,162 books to 2,600 children through monthly mail delivery straight to their homes. This represents a 148% increase in access to age-appropriate, high-quality books, compared to the 20,200 books distributed last year. The books program successfully reached children from various geographies, including rural areas, such as Camptonville, Plumas Lake, Wheatland, Loma Rica, Brownsville, Beale Air Force Base, Oregon House, Arboga, Dobbins, Oakhurst, Rackerby, Hallwood, and West Linda.



### DPIL – WIC Collaboration



“This year, the program enrolled 143 children more than last year, which helped offset 504 children who aged out of the program this year upon reaching their fifth birthday. At least in part, this expansion may be linked to a new partnership between the First 5 Yuba County and the Women, Infants, and Children (WIC) nutrition program. In line with the new collaborative agreement, WIC offices now automatically enroll all children who are not yet registered participants into the DPIL program. Coupled with the outreach efforts of First 5 Yuba County, this new initiative helped increase the reach of the DPIL program from 34% of all 0–5-year-old county children in 2021 to 45% in 2022.

## CHILD CARE PLANNING COUNCIL: KEYS TO QUALITY

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.

Following last year’s feedback, the stipend program continued to operate primarily through virtual platforms. Virtual trainings held on weekday evenings enabled providers across the three county Keys to Quality consortia to attend in a manner that was convenient and accessible. CCPC staff continued to leverage regional, program, and web-based training resources to provide additional options for participants.



Participants could enroll to receive a stipend for completing six units of an AA or BA program each semester and/or use summer courses toward the fall stipend requirements. Additionally, participants not enrolled in coursework could choose to apply their stipend toward completing a Professional Development Pathway training. Moreover, MJUSD administration began offering open access to their Conscious Discipline virtual content to all stipend program participants.



Despite being understaffed, CCPC staff were able to provide the following professional development trainings:

- Trauma Responsive Caregiving
- Teaching Pyramid PreK
- Teaching Pyramid Infants and Toddlers
- Dual Language Learner Community of Practice
- Inclusion; Equity Community of Practice; Family Engagement
- Teaching Pyramid Community of Practice (year 2+ of program implementation)
- Conscious Discipline (option for MJUSD staff).



**Keys to Quality professional development program supported 149 Early Childhood Education (ECE) providers and 20 students. Based on the post-program satisfaction survey, participants continued to appreciate program content and supports for themselves and children in their care.**

In FY 2022-23, 149 local providers and 20 students (duplicated) from 62 sites participated in Keys to Quality Professional Development Program. ECE providers received over 300 hours of professional development training, completing 73 units toward an ECE, a Child Development, or related degree, or a higher-level Child-Development Permit. In total, 40 providers completed a Professional Development Pathway.

At the end of the fiscal year, 22 Keys to Quality participants completed a post-program survey. Half of the providers (50%) represented a State-Funded Preschool, including one Title I program; 45% were Family Child Care Homes providers; and 5% were in Early Head Start or Head Start programs. The majority (55%) cared for preschool-aged children, 36% worked with toddlers, and 9% tended to infants. Nearly half of participants (48%) had an associate degree or higher in the field of ECE<sup>22</sup>, and another 38% had some college experience, with only 10% of high school graduates and 5% of those who did not graduate high school.



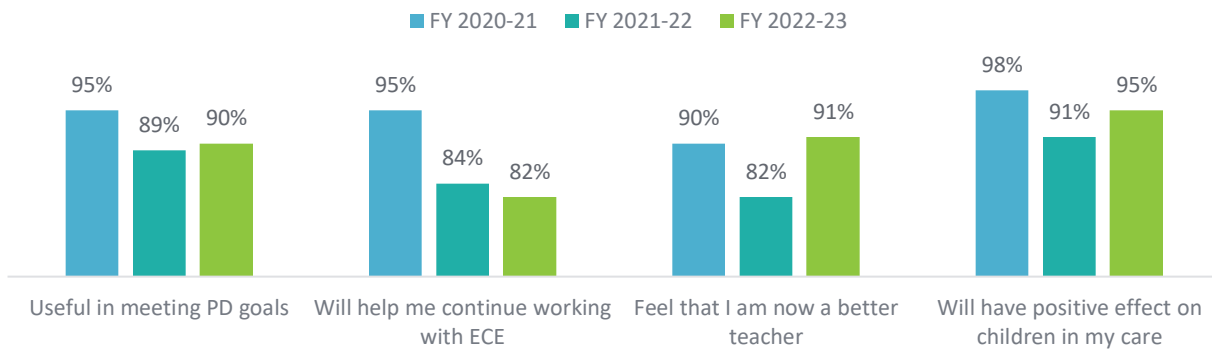
Prior to starting the program, 38% did not hold any permits. Those with permits were: Associate Teachers (19%), Assistant Teachers (10%), Teachers (14%), and Site Supervisors (19%). Over the course of training, at least two providers applied for a new permit, one receiving an Associate Teacher permit; one renewed their Site Supervisor permit, and two upgraded their permits. At the time of the survey, 82% of respondents completed all program requirements, 9% planned to complete by the end of June 2023, and another 9% gave no response.

<sup>22</sup> Note: ECE stands for Early Childhood Education.

**Participants named program stipend, online training resources, and access to an advisor among the most beneficial program resources and supports.**

The Keys to Quality Stipend Program responses continued to be very positive. Figure 40 illustrates that nine out of 10 providers felt that the program *Made them a better teacher* (91%, and a nearly 10% increase from last year); had a *Positive effect on the children in their care* (95%); and was *Useful in meeting their professional development goals* (90%)<sup>23</sup>. Eighty-two percent said the program *Will help them continue in the field of ECE*. This is 2% less than last year — a likely arbitrary difference<sup>24</sup> with a possible link to the planned rollout of the universal Transitional Kindergarten program, which is likely to affect preschool providers. Coupled with lingering compensation inequalities and post-pandemic workforce challenges, these factors may affect workforce retention.

**Figure 40. Percent of Participants Who Felt That Program Helped "Very Much"**



Source: Keys to Quality Stipend Program Survey. N=41 for FY 2020-21; N=43-44 for FY 2021-22; N=22 for FY 2022-23.

Participants also expressed appreciation for the supports in acquiring knowledge and applying it in their setting. When asked which type of program resources and supports were most beneficial, all four participants who qualified for support with academic coursework found it “strongly beneficial”. Moreover, the majority (94%) of providers appreciated program *Stipend* and access to *Online training resources*, while 84% valued *Access to an advisor*.

<sup>23</sup> Only one participant endorsed “not very beneficial,” and two participants endorsed “somewhat beneficial,” however, one of these responses was dropped due to participant not completing all required ECE credits.

<sup>24</sup> Note that no significant testing was done to establish whether there were any true year-to-year differences.

**Figure 41. Percent of Participants Finding Program Resources “Very Beneficial”**



Source: Keys to Quality Stipend Program Survey. 2022-23. N=22.

% indicating “Very Beneficial”

In addition to professional development pathways, Keys to Quality partnered to offer two **early learning conferences**, increasing options for providers to engage and connect to the Keys to Quality program. CCPC staff utilized additional state funding to host a PreK-TK/K Transition Project and event, support the distribution of FFN literacy/activity bags, and to implement the Books in a Bag program for FFN/FCC in the Colusa, Yuba, and Sutter libraries. These projects offer additional ways to connect and engage with providers who may then access the stipend program or enroll in other Keys to Quality programming.

*“I appreciate all the hard work that goes into helping us to stay abreast of the information in the Early Childhood Education field. It is ever changing, and I appreciate the opportunities provided by the Keys to Quality program, which allow me to learn and grow as a professional.”*

*“I learned a lot about children’s challenging behaviors.”*

*“Estuvo muy interesantes los entrenamientos y más en español”*

*“I like how the examples were based on real events, to be more clear what cues indicate a child experiencing difficulty in their environment.”*



## HMG PROVIDER AND COMMUNITY SUPPORTS

**This year, 136 providers received developmental ASQ screening and referral training and self-care workshops.**

Help Me Grow Yuba County (HMG) and the Child Care Planning Council (CCPC) continued to provide training and support to child care and early childhood education providers in Yuba County. These efforts were made possible through the First 5 California **Improve and Maximize Programs so All Children Thrive (IMPACT)** grant, which was awarded to both, First 5 and CCPC as part of the California Quality Counts Child Care Improvement Initiative.

**Capacity-Building and Provider Support.** In FY 2022-23, the IMPACT grant was used to provide over 50 hours of **continuing education** and nearly as many hours of **technical assistance** to support 136 providers, including eight Family Child Care Home providers, 36 Family, Friend, and Neighbor providers, and 116 non-traditional/alternative setting providers and staff from local agencies working with children and families. Among those were home visitors, social workers, community resource workers, child care providers, medical and other professional staff from local agencies, including Camptonville Family Resource Center, Youth for Change, Family SOUP, YCOE Family Resource Center, Yuba County Library, Yuba County Public Health, Tri Counties Community Center, Camptonville 1, 2, 3, Grow Program, ABC Sprout – YES Charter Academy, and others.



As part of this work, HMG and CCPC held a Calming Kit Workshop for Family Child Care providers and a Self-Care Workshop for Family, Friend, and Neighbor providers. Attendees received support and guidance, access to quality care materials, including 104 books, 14 calming kits, personal self-care kits, activity kits, and games for growth. The IMPACT funds also supported 12 ASQ trainings, in person and online, where providers learned how to use screening forms and ASQ Online tools, and how to discuss screening results with parents, as well as access resources for themselves and the families they serve. Following training, providers received support and technical assistance with screening implementation.

**Community Engagement Activities.** In addition to supporting child care and family service providers, the IMPACT grants were used to offer the following activities, attended by 189 children, 109 parents, and 60 providers:

- 12 Caregiver Cafés
- 11 Books, Balls, and Blocks Playgroups
- 2 “Growing Up Wild” trainings



Caregiver Cafe

## MINI GRANTS SUPPORT FOR CHILD CARE PROVIDERS

First 5 Yuba County awarded mini grants to 11 child care providers working with families with young children.

Eleven child care providers were among the recipients of \$10,000 in Mini Grants, including three serving Spanish-speaking families, compared to just four providers last year. These funds went to extending service reach and improving access to a safe and enriching environment for families with young children, reaching over 70 families and at least 80 children. Over 90% of providers were able to complete planned improvements as intended, whereas one provider was not able to complete their project due to a substantial increase in the price of materials.



Child care providers used Mini Grant funds to acquire the following items:

- Developmental toys for infants and toddlers to encourage open-ended imaginative play
- Storage for toys and play supplies, which helped children learn to take turns during play time, clean up after play, and keep their space neat, fostering independence and motivation
- Nap mattresses and covers to sleep comfortably and armchairs for children to use during reading or circle time, improving the quality of children's rest and learning
- A toddler table with chairs, to give toddlers their own space to create and explore safely and without being crowded out by older children; and aprons for children to use when painting or engaging in water activities outside without dirtying their clothes
- A well-rounded sleep area, as well as developmental toys and puzzles and high chairs; children were able to rest better, engage in social interactions with new games, better focus during meal times, and try new food when using high chairs
- A large white board for children to doodle on and encourage writing and art, a rocking chair to rock babies to sleep, a compact crib to improve nap time quality while saving more space for play time activities, and a table to streamline signing children in and out
- A wonder wagon, which allowed children of all ages to safely participate in daily walks
- A dining area to accommodate all children during meal times; upgraded the dramatic play area, allowing children to learn creative problem-solving and conflict resolution skills; and purchased an outside playhouse, to encourage pretend play and social interactions; as well as new sleeping mats, which improved the quality of children's nap time



“Están aprendiendo mejor en su desarrollo y los niños vienen más entusiasmados.”

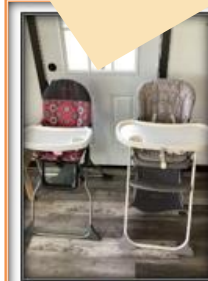


“Since we got the Wonder Wagon, everyone appreciates and enjoys the ability to get fresh air and enjoy trips to the neighborhood parks.”



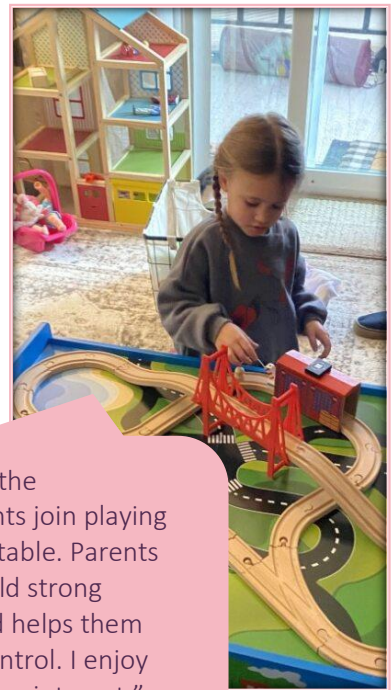
“The toddler table and chairs had a positive impact on the youngest children because they can now sit at a table like the older children and do art activities. They will not feel left out. The aprons allow children to enjoy art activities and water play outside without worrying about getting messy and wet.”

“This funding allowed each child to have a well-rounded sleep area. The children have a great time engaging with the new puzzles. It helped them become more social and interactive. We also noticed that highchairs help children better focus on eating all their food and snacks.”



“The families are all thankful for the funding. They have noticed that each child leaves happy and with a positive attitude.”

“The families are happy to see the improvement. I have had parents join playing with their children at the train table. Parents playing with the child helps build strong relationships. Playing with child helps them develop social skills and self-control. I enjoy watching the parent and children interact.”



# 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"> <li>• Increased engagement and reach</li> <li>• Increased policies supporting child health and development</li> <li>• Increased partnerships, capacity, coordination, and service integration</li> <li>• Maximized revenue and resources</li> </ul>
INITIATIVES	<ul style="list-style-type: none"> <li>• First 5 Yuba Community Planning and Outreach</li> <li>• First 5 Yuba Mini Grants Support for Local Community-Based Organizations</li> <li>• Building Resilient Families Tobacco Grant</li> <li>• Home Visitation Systems Coordination Grant</li> <li>• Professional Learning Communities</li> </ul>

## COMMUNITY PLANNING AND OUTREACH

First 5 Yuba County held 13 community outreach events, attended by 870 children and 795 parents.

In FY 2022-23, First 5 Yuba County continued to make efforts to increase the reach of First 5 programs through numerous **outreach events**. Over the course of the year, First 5 Yuba coordinated over a dozen of community outreach events, attended by 870 children and 795 parents, including:

- Blue Zone Yuba Sutter Kickoff Event
- End of Year Party
- Father's Day Event
- Dia de Los Niños 2023
- First 5 Thursdays (3)
- Fishing Derby
- Marysville Peach Festival
- Be Prepared Fair
- WIC Baby Fair
- World Breastfeeding Week
- Winter Wonderland 2022

During these events, children participated in fun activities, such as face painting and outdoor games, while families received informational brochures about First 5 programs, services, and events. Staff distributed First 5-branded merchandise, as well as 225 books, over 100 in-house and Kick it California tobacco cessation materials, such as nicotine patch kits, and other resources, including activity kits and new parent kits.



## MINI GRANTS SUPPORT FOR LOCAL COMMUNITY-BASED ORGANIZATIONS

First 5 Yuba County issued seven mini grants to support community-based agencies serving families with young children.

Seven local Community-Based Organizations (CBOs) received \$20,000 in Mini Grants, to enable implementation of positive changes in the built environment, to better accommodate an estimated 1,512 families and 2,624 children they serve. Funded projects expanded accessibility of parenting education and resources; helped upgrade safe access to outdoor child play equipment; and allowed to serve more families in need, while strengthening their social networks.



The Mini Grant funds supported the following projects:

- Ready4K program, delivered 232,159 messages to families, of which 113,135 were custom messages. These included trauma-informed tips, activities, and resources and events for local families.
- United Way Born Learning Academy coordinated with MJUSD two parent education sessions.
- North Yuba Little League updated playground equipment and added a full ADA ramp, allowing families with strollers and special needs to use playground, also adding benches for parents to sit and watch children play.
- Casa de Esperanza added age-appropriate outdoor play equipment for children, encouraging social interactions and healing during outdoor play.
- Beale Family Weekly Play Groups and Outdoor Activities, in collaboration with the Child & Youth Resource Center, the School Liaison Officer, the Family Child Care Coordination, and the Community Child Care Coordinator. Beale families, including home-schooling and military families, had a chance to socialize, learn about preschool and kindergarten, attend parenting workshops such as Toilet Training 101, schedule Respite Care, and receive information about Family Child Care.
- Yuba County Regional Emergency Shelter Team (REST), which served families with 22 children, including nine 0-5. REST helped connect families to resources at the MJUSD to ensure children attended school, providing a total of 124 nights of shelter during the winter and over 2,100 shelter beds, hot suppers, and breakfasts. REST helped 20 families transition to permanent housing following their stay at the shelter.





“The upgraded border gives the playground a modern, polished look, drawing more families and children to the play structure. The added full ADA ramp allows families with strollers to access play area and interact with their children. The added benches give parents a place to sit and watch the children at play. This results in better supervision and more parents spending time with their children.”

“Adding age-appropriate equipment for Children to play outdoors, essential for physical and mental health and development, was a significant achievement. It provides a safe and fun space for children and families to interact with each other. There is much work to be done in creating a healing outdoor playscape that supports families' and children's social, physical, and—most importantly—emotional needs. Smaller funded projects like this one are a significant contribution to making the ideal space Casa is working towards.”

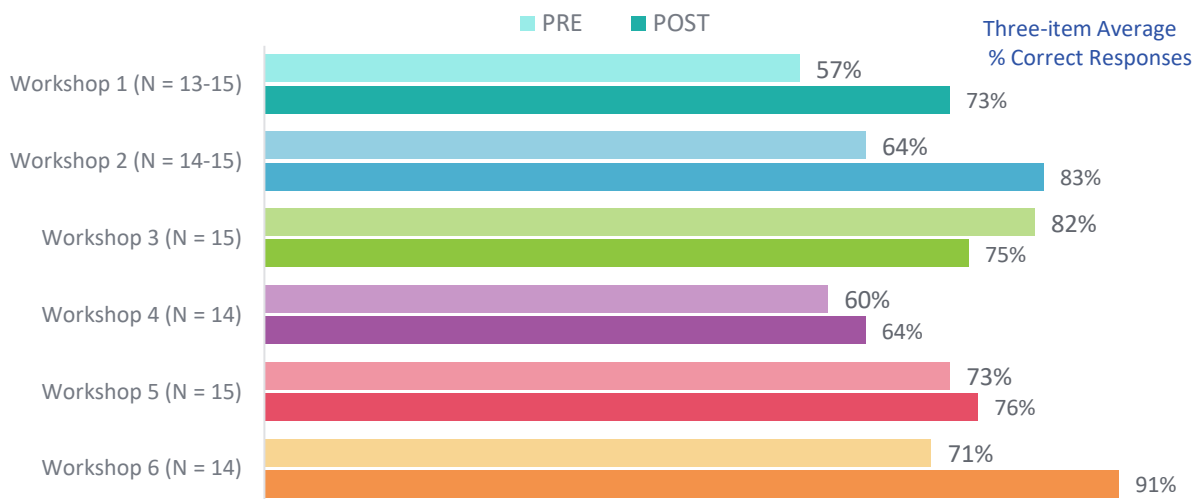




- Session 3: Ready to Read — Learn how play encourages literacy — Learn how to read with children during shared reading experiences — Building your child's language skills — Making reading fun — Connecting with songs and games.
- Session 4: Nutrition and Health — Learning how nutrition and health are tied to learning.
- Session 5: How Children Learn — Brain Development — Understanding your child’s feelings — Ages and Stages of child development.
- Session 6: Routines and Learning on the Go — Routines and learning on the go — Learning happens all around us: how to turn everyday moments into learning opportunities.

In total, 16 families completed the UWBL series, with nearly all participants (94%) attending four or more workshops, and 92% saying that they practiced ideas they learned in class at home. At the end of each class, parents completed a three-item quiz. Figure 42 shows that by the end of each class, parenting knowledge increased, except after the literacy workshop (#3), suggesting that content presentation or quiz items could be revised for clarity. The greatest improvement in knowledge was noted for the introductory topic (#1, 16% increase); building relationships (topic #2, 19% increase); and routines/ learning on the go (topic #6, 20% increase).

**Figure 42. Percent of Correct Responses Following UWBL Workshops**



Source: United Way Born Learning Workshops Survey. FY 2022-23. N=13-15.

“I love the examples of not saying something until you can make sure it's happening. Waiting for them to ask for more and using their own self-help skills. I like these ideas.”  
 – Parent participant

“Holding the first UWBL Academy in Yuba County was a significant achievement. The MJUSD is planning to continue sessions in 2023-24, and if First 5 Yuba funding is available, we will be applying.”  
 – UWBL staff

## 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 the goals of preventing the use of tobacco products, promoting tobacco cessation referrals and resources, and reducing the negative impact of the use of or exposure to 2<sup>nd</sup> and 3<sup>rd</sup> hand tobacco smoke in local communities through systems change activities. To address these goals, in FY 2022-23 First 5 Yuba made progress in the following areas: a) Health Care Systems Change; b) Health Care Provider Education and Administrative Support; c) Family-Serving Agencies Systems Change; d) Countywide Professional Development, Education, and Cessation Supports; and e) Family and Community Education and Support Initiatives.

**A.) Health Care Systems Change.** This FY, First 5 Yuba continued to work with the Peach Tree Health (PTH) Clinic. Tobacco-reduction policies, implemented in January 2023 were the highlight of the efforts toward implementing a Comprehensive Policy and Systems Change at PTH, which encompassed policy enhancement, implementation, and integration of referrals to Kick it California into the PTH Electronic Medical Records System. New tobacco-related policies aimed to ensure that a system of support was available to PTH patients and staff through a multi-tiered, person-centered care approach. These supports included:

- Enhanced tobacco-free campus signage
- Removal of smoking areas
- Education on the effects of tobacco use and 2nd and 3rd-hand smoke exposure
- Provision of Quit Kits and Nicotine Replacement Therapy to patients
- Electronic referrals of patients to Kick It California
- Linkages to Medically Assisted Treatment (MAT) programs for those with a history of prior unsuccessful attempts to quit tobacco products

Tobacco-free policies and supports reached over 30,000 of PTH patients and families, 187 staff, as well as campus vendors and guests across 12 locations (seven clinics, four alternative service sites, and one administrative office) in Yuba, Sutter, Butte, and Sacramento Counties.

"First 5 Yuba continues to be a wonderfully collaborative and effective partner in advocating for the health and wellness of our community. Not only is First 5 Yuba helping PTH create smoke-free campuses, we also collaborate on clinical cessation tools, patient education materials, Quitlines, and other supportive resources. Together we have implemented a comprehensive smoking cessation program that I am sure will produce healthy dividends for years to come."

-PTH CEO, G.S.

**B.) Health Care Provider Education and Administrative Support.** To assist with the implementation of new tobacco-related policies, First 5 Yuba provided over **80 hours of technical assistance** to PTH staff via one-to-one

phone calls, e-mails, and creation of personalized educational materials. Specifically, First 5 Yuba supported PTH with:

- Hands-on staff training (e.g., role-playing, supervisor engagement, virtual modules, and “Lunch & Learns”)
- Automation of tobacco screening and referral process via electronic health records (EHR)
- Reduction of barriers for staff wanting to quit smoking by ensuring the Employee Assistance Program offers cessation and supportive services for employees
- Creation of two new PTH-branded tobacco education pamphlets, to be used across PTH clinics
- Supplying PTH with over 500 pieces of educational materials for use with patients (educational pamphlets for patients, Quit Kits, and an electronic storage device with resources for providers)
- Collaboration and resource-sharing of tobacco-related policies and protocols with other public agencies

**C.) Family Serving Agencies Systems Change.** In FY 2022-23, First 5 Yuba facilitated five Strategic Planning / Asset Mapping sessions with the Yuba County Office of Education (YCOE) Family Resource Center (FRC) Network, which included six Yuba County FRCs. These efforts successfully supported integration of enhanced tobacco policies and protocols related to expanded tobacco screening, referrals to cessation services, and tobacco education for families into the FRC Network’s Strategic Plan. As part of these efforts, First 5 Yuba provided:

- Administrative support and provider education and training, which the FRC staff reported as critical to their ability to identify, educate, and link families to tobacco cessation services
- Collaboration and resource-sharing in areas of outreach around tobacco usage, engagement of families in tobacco education, and promotion of Kick It California services and other tobacco-cessation resources
- Support with the FRC employees’ utilization of a person-centered, multi-tiered approach to sharing information and resources on tobacco education and cessation services with families, which communicates understanding, acceptance, and respect for the tobacco user
- Subcontract with YCOE FRC to facilitate Stepping with Baby Walking Group, which reached at least 16 Yuba County families with pro-social, maternal mental health supports and tobacco education.

“I love the [training] content! It actually made me print out some of the free materials off of Kick Its website, and those materials actually grabbed the attention of a parent at [a] Library event. She was asking me about their services and her need to quit smoking. It was great. 😊”

-YCOE FRC Coordinator

“The partnership with First 5 Yuba was vital in implementing policy change, with assistance ranging from creating/selecting informational and educational training, supporting policy language in alignment with best practice standards of the California Tobacco Control Program, and designing and implementing data tracking and self-audit systems.” -PTH staff

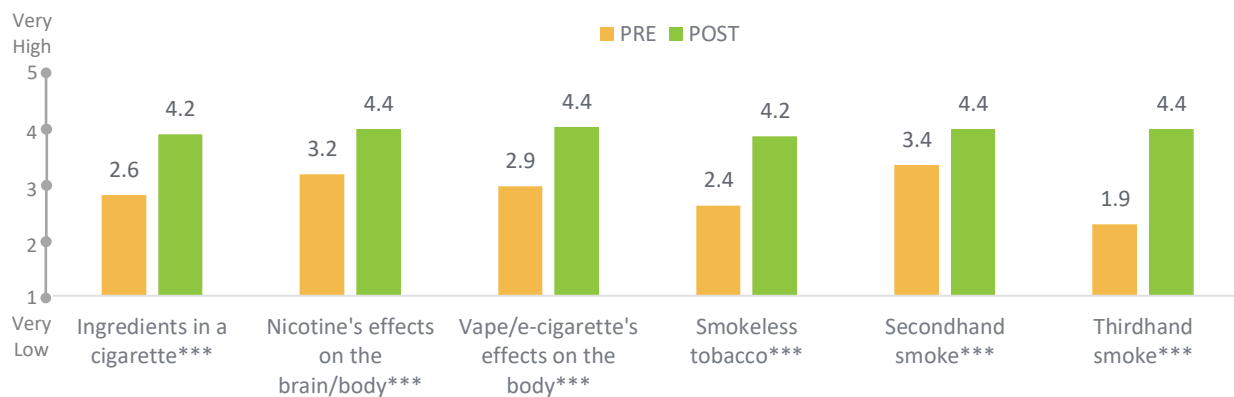
D.) **Countywide Professional Development, Education, and Cessation Supports.** First 5 Yuba County spearheaded several initiatives to increase professional capacity of staff working in the fields of health care and human services to improve identification of tobacco users and promote prevention and cessation of tobacco products use, as well as to minimize exposure to 2<sup>nd</sup> and 3<sup>rd</sup> hand smoke in local communities.

First, six professional development sessions were hosted by First 5 Yuba County, providing tobacco education to 30 professionals. Among them were medical providers, home visitors, probation staff, and employees of other local community-based organizations serving Yuba County children and families. Training sessions covered:

- History of Tobacco Training: A Little History to Set the Stage
- What’s in a Cigarette: Addiction and Health Effects of Smoking
- Prevention and Cessation: How to Ask, Advise, and Refer Clients
- Tobacco 101, with a guest speaker, Gary Tedeschi, Ph.D., the Clinical Director of Kick It California
- Motivational Interviewing Support Groups with a Licensed Advanced Alcohol and Drug Counselor / Master Addiction Counselor

Following these trainings, respondents showed increased knowledge across all domains of presented information. Specifically, participants had a better understanding of the harmful ingredients consumed during tobacco use and how various tobacco products affect brain and body, as well as the importance of recognizing and minimizing the negative impact of exposure to 2<sup>nd</sup> and 3<sup>rd</sup> hand smoke.

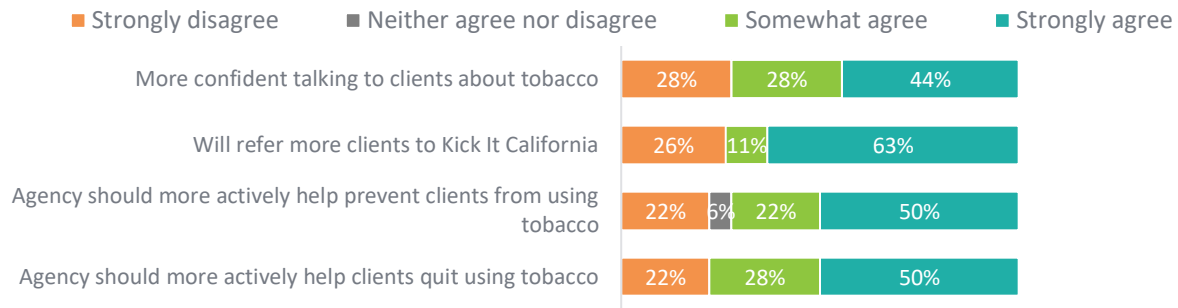
**Figure 43. Outcomes of Attending Tobacco Education Professional Development Workshops**



Source: Addiction and Health Effects of Smoking Pre-Post Survey Paired Sample t-tests N=16-17. \*\*\*p<.001.

Most participants also felt *Confident talking to clients about tobacco* (72%) and *Will refer more clients to Kick it California* (74%). The majority believed that their *Agency should more actively prevent clients from using tobacco* (72%) and *Should more actively help clients quit using tobacco* (78%).

**Figure 44. Satisfaction with the Tobacco-Related Professional Education Workshops**

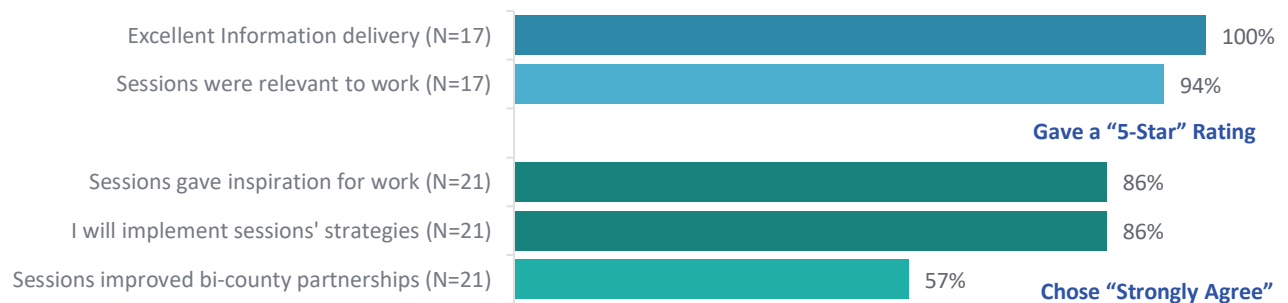


Source: Addiction and Health Effects of Smoking Pre-Post Survey Paired Sample t-tests N=16-17. \*\*\*p<.001.

**Second**, at the end of FY 2021-22, First 5 Yuba County hosted a **full-day conference**, “Courageous Conversations: on the Neuroscience of Asking More and Saying Less,” with Laurie Ellington. Nearly 70 professionals attended the conference, of which 36 were Yuba County providers, including probation staff, medical providers, home visitors, and staff from local community-based organizations. Following the conference, providers received hands-on support with the implementation of learned skills through four **monthly coaching sessions with Laurie Ellington**, held at the start of FY 2022-23. These sessions allowed providers to practice motivational interviewing and brain-based behavior modification and reinforcement skills as part of providing compassionate care for patients struggling with addiction and other challenges.

Post-sessions survey<sup>25</sup>, taken by 21 participants, indicated high satisfaction with the coaching sessions. All participants gave a 5-star rating for excellent information delivery and 94% underscored the high relevance of sessions content to their work. There was a strong agreement that the sessions were inspirational and that the learned strategies will be implemented at work among 86% of providers. The majority of providers (86%) believed that sessions helped them get to know their bi-county partners better, with 57% strongly agreeing with this statement. Finally, over 95% of participants said they are “very likely” to attend future PLC trainings.

**Figure 45. Outcomes of Attending Monthly Coaching Sessions with Laurie Ellington**



Source: Motivational Interviewing Coaching Sessions Post-Survey. FY 2022-23. N=21; N (Yuba)=9.

<sup>25</sup> Source: Motivational Interviewing Coaching Sessions Post-Survey. FY 2022-23. N=21; N (Yuba)=9.

“The role-playing group activity was great! Good combination of science and hands-on practice.”

“I liked that the information was presented in an easy-to-understand way by relating to our real-life problems.”

“It was useful to learn effective conversation skills and suggestions on phrasing questions.”

**Third**, in collaboration with the University of San Francisco Smoking Cessation Leadership Center (UCSF, SCLC), First 5 Yuba County expanded capacity and access to tobacco cessation supports for rural communities by provided the linkage to the **Tobacco Treatment Specialist Certification** training for four Yuba County serving staff:

- Harmony Health – One Alcohol and Drug Counselor
- Peach Tree Health – Two Community Health Workers
- Challenge Community Center— One Rural Health Advocate

Staff learned to identify and engage with patients who are smoking, vaping, or using other tobacco products.

**E.) Family and Community Education and Support Initiatives.** During the reporting period, First 5 Yuba County hosted **three bi-lingual educational sessions for families** with children ages 0-5, on the topics of Tobacco 101; 2<sup>nd</sup> and 3<sup>rd</sup> hand smoke; and cessation services at three School Readiness Sites throughout Yuba County. Additionally, First 5 Yuba continued to work with **the Yuba County Home Visiting Collaborative** to develop strategies to reach more families with tobacco education through local home visiting programs.

## HOME VISITATION SYSTEMS COORDINATION GRANT

**The grant continued to fund the Bi-County Home Visiting Collaborative, which met four times this year, as well as the Professional Learning Communities, which hosted six trainings. These initiatives engaged nearly 40 providers.**

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 maximize funding to serve more families. In 2021, the grant helped establish the **Bi-County Yuba-Sutter Home Visiting Collaborative (HVC)**.<sup>26</sup> Despite the funding gap on the First 5 California side and low-quality technical assistance support, the Collaborative continued to meet four times throughout FY 2022-23, engaging 37 providers. Building on the last year’s environmental scan, which provided data used to develop tools, identify gaps, and secure resources to support other initiatives, this year’s continued cooperation culminated in the following achievements:

- Relationships developed with new partners, across sectors and regions
- Continued discussions around creating a universal referral pathway, though limitations on information-sharing continued to be a challenge
- Continued monthly updates to the Online Padlet Resource Directory.<sup>27</sup>
- The Collaborative brought together home visitors and early educators with ideas to integrate early learning into their settings.

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

<sup>27</sup> First 5 Yuba County—Programs & Events. <https://padlet.com/First5Yuba/h4juwzpjokeeg6wi>.



In total, 148 families were supported by home visitors who were members of the Home Visiting Collaborative.

**Professional Learning Communities (PLC).** To foster collaboration between home visiting and family support programs, the collaborative continued to offer provider education through **Professional Learning Communities (PLC)**, established last year. This year, 32 local

Collaborative members attended six PLC trainings on the topics of self-care, family mealtime, motivational interviewing, and tobacco prevention and cessation. Moreover, following last year's Laurie Ellington Conference, PLC coordinated monthly coaching sessions, to support providers in implementing motivational interviewing skills and strategies for person-centered behavior modification strategies to assist with tobacco cessation.

Moving into the new fiscal year, the HVC members find it imperative to their work to have uninterrupted First 5 California funding, timely and knowledgeable in home-visiting technical assistance, and more opportunities to secure front-line workers for Professional Development.

"Many Early Educators have benefitted from learning about home visiting topics and techniques. Currently, three of our partners who run school readiness groups have been training and exploring doing home visits with parents or referring out to HV partners if family desires."

# Programmatic Challenges and Successes

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: understaffing, limited funding, space, and program participation. At the same time, the programs' continued investment in strengthening existing connections and building new partnerships acted as a buffer against barriers and challenges encountered during FY 2022-23. As a result of dedication, creative problem-solving, and collaborative spirit, all programs completed or exceeded the stated programmatic goals and service targets.

## 1) Understaffing continued to present challenges across First 5 grantee programs in FY 2022-23.

For instance, **Camptonville** lost an instructor, which caused a cascading effect on all areas of 1, 2, 3 Grow services. Personal leaves and illnesses also affected capacity and schedules of programs, such as **Playzeum** playgroups or events, like **DaiSY**. In the third quarter, **YES Charter** had to pause program activities to allow for staff training and adjustment of program scope. A wide scope of activities and/or unforeseen time expenditures led to schedule overload and stress, particularly for smaller programs. For example, the **FRC diaper delivery program** required more time to deliver diapers to families in rural areas than anticipated, limiting time spent in the office, to serve walk-in clients, answer the phones, follow up on linkage to services, or conduct home visits. Additionally, working with extremely vulnerable and traumatized populations increased the provider **risk for vicarious trauma**. Staff may benefit from regular and/or individualized supports from First 5 Yuba and training on self-care and secondary traumatization.

*The shortage of professionals required to run some programs contributed to lower participation.* For instance, **Stepping with Baby** had several families who spoke Farsi or Punjabi, and lack of an interpreter became a barrier to engagement. Difficulties in serving Spanish-speaking families persisted for the **YCOE FRC** due to limited interpreter availability. The FRC also struggled to launch **Community Early Start Days (CESD)** due to difficulties locating a Speech/ Language Pathologist or Occupational Therapist to host the group after hours. The **Adapted Physical Education (APE)** program also had a late start due to limited APE instructor availability. The **MJUSD Dental Services** experienced disruptions in patient flow, operating without a Registered Dental Assistant (RDA) for most of the year.

**Effective strategies and successes:** *To reduce staff loads, First 5 Yuba programs turned to restructuring their scopes of work and schedules, as well as training and streamlining programming processes.* **YES Charter** streamlined outlines and simplified the curriculum map, as well as encouraged instructors to work together, to increase self-sufficiency in lesson planning. Missed classes and events across programs were rescheduled to accommodate instructor availability, whereas **Playzeum** ran two groups at once, while the other coordinator was on leave. **YCOE FRC** partnered with agencies in rural areas to take over diaper delivery, allowing for more time to invest in other program services.

Several programs were able to fill their specialists' vacancies, often through collaborations with other agencies. Following the loss of the instructor, **1, 2, 3 Grow** was able to hire and train a new instructor and a permanent substitute/ classroom assistant. By the end of the FY, **MJUSD Dental Services** secured a receptionist and two dental assistants, one of whom earned the RDA licensure. The FRC succeeded in filling the position of an Occupational Therapist for the **CESD** and the YCOE Adapted PE teacher for the **APE program** for next FY. *Finally, professional development was noted as a strength by multiple programs*, from the YES Charter Coaching Companion trainings, CDBC-coordinated BEAS presentations of local experts and participation in the Blue Shift project and other Maternal Mental Health trainings, to MJUSD School Readiness staff development days, which included training on trauma-informed practices, inclusion, and other relevant topics.

"The biggest challenge for the facilitator was delivering diapers throughout Yuba County, as it took a lot of time away from being in the office and made the program very inconsistent. Home visiting was put on the back burner, as the facilitator's time was stretched thin. Looking back at this program year, our FRC will continue to deliver diapers to our foothill families and those with lack of transportation but will no longer deliver to families that live in city limits."

– FRC Program Coordinator

## 2) Space limitations and local regulations presented another common barrier for First 5 grantees.

The **YCOE Children's Garden and Outdoor Experience** was difficult to launch due to the unavailability of the designated space, following community input. The **APE program** also required space, which was difficult to arrange. The **CESD** parent-to-parent support groups were held virtually, due to difficulties in finding an appropriate community room for in-person meeting, which hampered program participation. Uncertainties were introduced to the continuity of the highly successful **Gas Card vouchers program**, following a change in ownership of the local AM/PM, disbursing the vouchers. Due to expansion of the Transitional Kindergarten, **MJUSD School Readiness** lost Johnson Park site and had to transfer preschool classrooms at the Linda Elementary School campus, wherein finding a room close to restrooms proved to be a challenge. The small space at Marymead restricted **Playzeum's** groups size, while **MJUSD Dental Services** were not able to secure a storage space for the pop-up dental equipment.

**Effective strategies and successes:** *Persistence and new partnerships helped some of the programs resolve space issues for next FY, while improvement to existing space increased participation.* For **YES Charter**, continuing improvement to indoor and outdoor classroom spaces benefited overall program performance and engagement. **YCOE FRC** worked with Sutter **Family SOUP** to secure two spaces in Yuba County to host **PAL playgroups**. **YCOE FRC** also secured space for next FY to host **CESD, APE, and Community Gardening programs** at the Tri-County Community Center. **MJUSD program** continued to serve families at Linda, Ella, and Cedar Lane. Johnson Park families were invited to receive school readiness classes at Ella site.

"This year we were not able to successfully start our **Community Early Start Days**. The virtual setting was not successful and was not the desired setting to offer parent-to-parent support. Finding an appropriate community room/setting was not found during this quarter. For our garden project, we learned during this quarter that the designated space we were in talks to utilize is no longer an option at this time due to construction and community input. We needed to find an appropriate space to have our garden and the Adapted Physical Education Program."

– FRC Program Coordinator

### 3) Funding challenges remained a steady theme among the First 5 Yuba providers. Budget shortages and limiting capacity to offer incentives affected programs participation.

For **Keys to Quality**, financial limitations impeded timely increase in stipends, to offset cost of living increases. The YCOE FRC **Stepping with Baby** co-facilitator noted lower attendance than last year when the program offered gift card participation incentives. *Additionally, programs struggled to cover operational costs.* For instance, the funds allocated for **MJUSD School Readiness** program did not cover the salaries of the Outreach Consultants and the Health Aid. **MJUSD Student Services** noted budget deficits due to unexpected maintenance expenses and the increased cost of goods and shipping.

**Effective strategies and successes:** *Programs turned to braided funding to reconcile this FY budget and planned revisions for the next FY budget.* **MJUSD School Readiness** staff began teaching parenting classes to preschool parents, to cover salaries and to purchase supplies. **MJUSD Dental** staff made a concerted effort to conserve supplies and sought outside donations to cover oral health materials. The **CCPC** used additional state funding to host a PreK-TK/K Transition Project/event, support distribution of FFN literacy/activity bags, and to implement the Books in a Bag program for FFN/FCC in the Colusa, Yuba, and Sutter libraries, to attract a wider audience to their **Keys to Quality** stipend program. **YCOE FRC** accepted donations from parents during **Stepping with Baby** walks, which increased distribution of clothes and formula to families in need. **Playzeum** revised scope of work and budget for next FY to reflect salary increases. **YES Charter** secured a private donation from Welton Realty, enabling them to purchase 15 rain suits for the children to enjoy mud, puddles, and rain. These funds also covered a subscription to the Zoo Box, handheld microscopes and binoculars, and the Wild Kratts, to help children explore worms, frogs, pollinators, and whatever else might pique their interest in nature.

“The cost of personnel planned for the 2022-23 school exceeds the amount awarded. Unable to fund all School Readiness with the grant amount. The budget has been the hardest part of this program when funding is not enough to cover the salaries of our Outreach Consultants and Health Aide. We had to move funding to another budget. Our Health Aid is being funded out of another budget. Our Child Development Program will fund 10% of the School Readiness out of the Child Development budget and will provide parenting classes to our families. Because the School Readiness program is such a benefit to our preschool and elementary program, we were able to cover the additional costs by providing parenting classes to our families.”

– MJUSD School Readiness Program Coordinator

### 4) Participation and engagement: Many programs, particularly those serving rural areas, reported low participation, linked to factors such as virtual format of services, inclement weather, insufficient staffing, and limited incentives.

*Due to post-pandemic regulations and/or lack of space,* some programs, including **home visiting**, **PAL playgroups**, **Story Time**, and **CESD** were fully or partially restricted to the virtual format, which did not work for all families. Some of the in-person program, such as **Camptonville 1, 2, 3 Grow**, **YES Charter Academy**, and others struggled to bring out families during the fire season and poor air quality, flu/cold season, and/or inclement weather, particularly in the Foothills, where winter storms led to loss of electricity, affecting in-person and virtual attendance. *Not having staff available after hours also hampered enrollment.* The **Spanish Story Time** and the **CESD** struggled to find dates and times when families and instructors were available. *The post-pandemic lull also continued to affect engagement.* For **Keys to Quality**, the residual lag in enrollment to institutions of higher

learning and staffing challenges among early learning and child care providers affected the rate of participation in Professional Development Pathways.

*Lower enrollment rates were also linked to challenges with surveys completion.* Low response rates for Family Intake Forms, pre-post surveys, and general satisfaction surveys were reported by the **Library, Playzeum, and YCOE FRC** staff for FRC events and **PAL playgroups**. Moving these forms online helped in some, but not all cases. FRC NICU surveys were not distributed out of respect and hospitality for families who were given comfort kits. FRC, largely working with disadvantaged families, also reported difficulty reaching some families and limited resources to continue attempts to connect.

**Effective strategies and successes:** *Programs tackled the issues of low attendance by expanding and improving outreach and communication, diversifying service languages, and restructuring activities to increase engagement.* **1, 2, 3 Grow** implemented weekly letters to parents, highlighting planned activities. **YES Charter** expanded advertisement sources beyond in-class notices, to make program information readily available. **YCOE FRC** sought a new translator to create flyers and make phone calls to Spanish-speaking families, with a long-term plan to translate **Stepping with Baby** materials to Farsi and Punjabi. Some programs, like the **FRCs Spanish Story Time**, were sunset, and the funds used to support programs in greater demand, like **Stepping with Baby**. Others, like **YES Charter Academy** were restructured. In the next FY, YES Charter plans to engage children in activities during some of the workshops, so parents and children can participate together, as well as adjust workshops schedule to a time that works better for families. Strengthening of the thematic curriculum and parent networking have been great assets, increasing student enrollment and parent participation. **MJUSD School Readiness** partnered with **United Way Born Learning** Academy to offer after-hours parenting classes.

*Some programs sought ways to incentivize participation and engagement.* **YCOE FRC** incentivized end-of-year survey completion with a raffle prize and would like to continue this practice in the next FY. They also explored reestablishing gift card incentives for **Stepping with Baby** participants. The \$50 gift card incentives were also effective in increasing attendance of **the United Way Born Learning** parenting education classes. **Keys to Quality** planned to increase stipends and coordinate stipend disbursement with the **MJUSD program**, which opened their in-house Conscious Discipline component for **Keys to Quality** provider participants free of charge.

*To increase survey completion rates, programs turned to incentives, electronic forms, and First 5 Yuba technical assistance and training.* In addition to incentivizing participation and survey completion, described above, programs like the **Library, Playzeum, MJUSD, and YCOE FRC** streamlined data collection practices by introducing electronic Intake Forms and Surveys, which improved engagement, at least for some programs. **First 5 Yuba** Program Specialist provided technical assistance and support with online forms, mass messages, and data entry into Apricot, as needed. Another strategy involved calling **FRC** families individually to complete surveys and follow up on linkage to services. Additionally, next FY programs anticipate an increase in survey completion rates, as **home visiting** and **PAL playgroups** transition from virtual to in-person format.

"Inclement weather and cold/flu seasonal illness is a real challenge with little remedy; 1,2,3 Grow staff is discussing options for a 'learn at home' support system that could be offered during these moments of closure. Similar to the seasonal closures, conversation and brainstorming, overall low enrollment is a topic for improvement in which our resources are limited. With an effort to bring the families in a 'learn at home' packet seemingly counterproductive, 1,2,3 Grow staff is working on strategies that encourage families to participate through greater communication and highlighting planned activities."

– 1, 2, 3 Grow Program Coordinator

**4) Partnerships and Collaborations.** Despite the multiple challenges faced by the First 5 Yuba grantees, these programs were successful in meeting their stated goals. In large part this was possible due to the exceptional level of collaboration, goodwill, and new partnerships achieved by First 5 Yuba grantees. Collaborative problem-solving helped resolve issues of understaffing, space, and funding limitations, as well as expand offered services.

For instance, YCOE FRC partnered with **Camptonville** and **Beale Air Force Base** to help with **diaper distributions** in remote areas and free up the coordinator to support other FRC services. FRC established a trusted relationship with the new AM/PM owners, ensuring continuation of the **gas vouchers program**. FRC worked with the **Tri-County Community Center** Program Director to secure space for the **CESD**, **Gardening**, and the **APE** programs. In turn, FRC landed support to their **Toddler Time** group by hosting, providing materials, and helping establish relationships with families. The FRC and the **Family SOUP** hosted 1 of the 10 PAL Playgroups in Sutter County, and will continue this practice next FY, also sharing financial responsibilities for the playgroup.

The **Library** also collaborated with **Family SOUP**, to bring **Music and Movement** activity to Story Time. The **Library** also coordinated a "Community Helper" series by inviting local professionals, like firefighters and police to be guest Story Time readers. **Playzeum**, among other First 5 Yuba programs, took part in additional community activities and events, and even became a Playzeum classes vendor for four **home school programs**.

**MJUSD Student Services** acquired new dental assistants with the help of **PTH**. The **MJUSD School Readiness** program developed a good relationship with the new Linda Elementary school **administrators**, who allocated a room on campus to continue the School Readiness program, and even upgrade the flooring and sinks for preschool students' use. **MJUSD** coordinators worked with the **school Outreach Consultants** to plan events and streamline family referral processes. The new **MJUSD-United Way** partnership, coupled with the First 5 Yuba grant expanded parent education classes, allowing parents to participate after working hours. **MJUSD** also granted free access to their Conscious Discipline course to the **Keys to Quality** participants. In turn, **CCPC Keys to Quality** partnered to offer two early learning conferences.

YCOE CDBC program helped YCOE FRC bring evidence-based **home visiting** curriculum to more families. CDBC collaborated with **HMG**, **First 5 Yuba**, **YCOE FRC**, **the Lions Club**, and other partners to bring 10 developmental and behavioral pop-ups to five rural/underserved locations (Camptonville, Loma Rica, Oregon House, Wheatland, and Beal Air Force Base), expanding **screening** and **referrals** to Alta Regional Center and Speech Department. CDBC continued collaboration with **YCOE Prevention Services** to support their 2022 Proud Parenting Grant and Teen Parent Program (TTP), planning to expand the BEST teen parent workshop series from five to eight weeks. **CDBD-MJUSD** partnership allowed for additional recruiting at the MJUSD School Readiness Fortaleza en La Familia workshops.

All programs expressed gratitude for the fruitful partnership and extensive technical assistance and support they have received from First 5 Yuba staff during the reporting period, enabling them to continue offering their services to the community despite the encountered obstacles.

"Continued sharing of resources, feedback, identified needs, and programming ideas between CCPC and First 5 Yuba is critical for relevant initiatives and leveraging of resources to meet the needs of the community's early learning providers, families, and children. Collaboration ensures that services build upon current successful strategies without duplication. CCPC appreciates the active partnership with First 5 Yuba and shared implementation of early learning supports."

– CCPC Program Coordinator

