

# First 5 Yuba Evaluation Report

Fiscal Year 2016-17



Prepared by Applied Survey Research

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## Evaluation Highlights

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First 5 Yuba offered programs and services in 2016-17 that contributed to progress on three strategic goals: All children maintain optimal health; all families connect to their communities and support children's development; and all children are in an environment conducive to their development. In all, 1,615 children, 423 parents, and 69 child care providers were served by these programs in 2016-17, and their outcomes are summarized below.

### All children maintain optimal health

- 373 children received dental services from the Marysville Joint Unified School District (MJUSD) and Peach Tree Health dental van; nearly 2/3 of these children wouldn't otherwise receive care, according to their parents
- 70 children received swimming lessons and over 800 children participated in free open swim at Olivehurst Public Utility District Pool
- 31 children with behavioral challenges received brief or intensive home visiting services from Yuba County Office of Education (YCOE) Child Development Behavioral Consultation Program
- Parents in YCOE classes showed significant improvement from program intake to exit in their knowledge of parenting and child development
- Children with special needs served by Family SOUP showed a reduction in symptoms and improvement in their attention and socialization skills

### All families connect to their communities and support children's development

- Parents in school readiness classes from MJUSD and Camptonville Community Partnership showed improvement in their knowledge of child development and their understanding of the importance of reading to the child every day
- Comments from parents at the library indicated Story Time helped their children with literacy, communication, and socialization skills
- Help Me Grow conducted 16 outreach visits to medical providers, 5 provider trainings on developmental screenings, and 35 developmental screenings for children 0-5

### All children are in an environment conducive to their development

- Over 90% of early care and education (ECE) participants in the Child Care Planning Council's Keys to Quality program said it helped them meet their professional development goals and will help them continue working in the ECE field
- Children in the Fusion Kids co-op preschool showed significant improvement in their academic skills over the course of the program

# Introduction

First 5 Yuba’s overarching goal is that children in Yuba County enter kindergarten ready to learn, meaning that they achieve optimal health and development, their families access needed resources in the community, and they are exposed to environments conducive to their development. The strategic results framework on the following page provides a visual summary of First 5’s strategies to achieve these goals during the 2016-17 year. For example, to ensure all children maintain optimal health, First 5 Yuba supports assessment and treatment for special needs, mobile dental services, and recreation opportunities in the community. To help families connect to their communities and support their children’s development, First 5 Yuba offers Help Me Grow (HMG; a program that conducts developmental screenings and provides referrals to needed resources in the community), early learning services (parent-child classes), and early literacy services. Finally, First 5 Yuba programs that increase children’s exposure to enriching environments include a parent co-op preschool and early care and education (ECE) provider professional development. Indicators that these efforts have been successful at the program level and at the community level are also listed in the diagram.

The specific programs and services supporting First 5 Yuba’s goals and results in the 2016-17 fiscal year are outlined in the table below:

## Goal 1: All children maintain optimal health

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

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

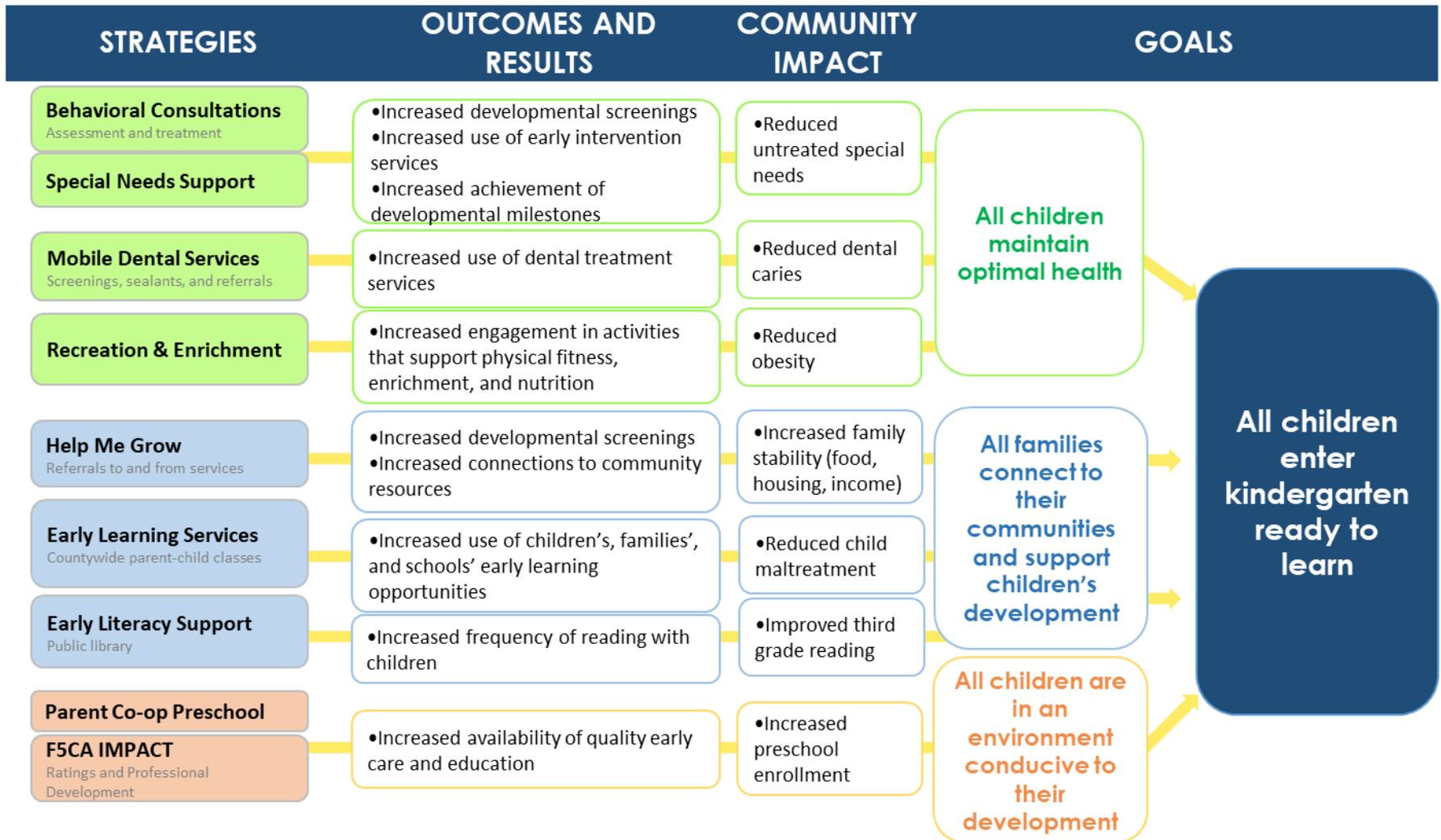
- Camptonville Community Partnership 1, 2, 3 Grow Program – Parent-child school readiness classes
- MJUSD Child Development Program – Parent-child school readiness classes
- Yuba County Library – Family literacy programs
- Help Me Grow – Developmental screenings and community resource and referral

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

- Child Care Planning Council – ECE provider professional development
- Fusion Kids – Parent co-op preschool

This report describes activities and outcomes of the participants in the above programs and services in the 2016-17 fiscal year. The first section summarizes the characteristics of children and families served, and the remainder of the report examines programmatic outcomes related to First 5 Yuba’s goal areas.

# Strategic Results Framework



## Summary of First 5 Participants

This section summarizes the characteristics of participants in First 5 Yuba programs over the course of the 2016-17 fiscal year. A total of 1,615 children and 423 parents were served by one or more First 5 programs. The table that follows displays the number of children, parents/caregivers, and providers served by each First 5 program.

NUMBER OF PARTICIPANTS, BY FIRST 5 PROGRAM

	Program	Children	Caregivers	Providers
<b>Child Health Programs</b>				
Family SOUP	Special Needs Therapy	39	39	–
Yuba County Office of Education	Behavioral Consult./ Parent Education	75	75	–
MJUSD Student Services/ Peach Tree Health	Dental Van	373	–	–
Olivehurst Public Utility District	Recreation	805	–	–
<b>Family Functioning Programs</b>				
Camptonville Community Partnership	Parent Education	27	26	–
MJUSD Child Development Program	Parent Education	60	50	–
Yuba County Library	Story Time	159	150	–
Help Me Grow	Developmental Screenings/ Referrals	65	59	–
<b>Child Development Programs</b>				
Child Care Planning Council	ECE Quality Improvement	–	–	69
Fusion Kids	Preschool	12	24	–

Sources: First 5 Yuba Quarterly Progress Reports and Family Information Forms.

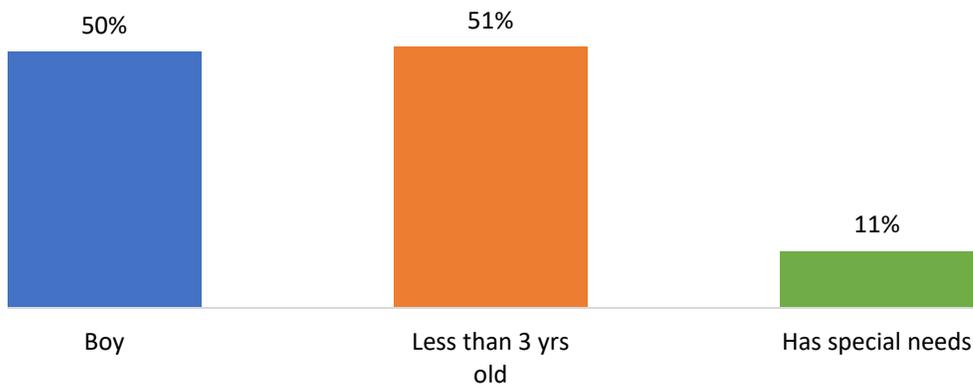
A subset of these programs (Family SOUP, Yuba County Office of Education, Camptonville Community Partnership, MJUSD Child Development Program, Yuba County Library, and Fusion Kids) collected information from families and children using a Family Information Form (FIF) that was administered at intake and again at subsequent scheduled follow-ups. The intake FIF, completed by the child's primary caregiver, gathered demographic and socioeconomic information from families, along with baseline data on key parent and child outcomes, including the caregiver's feelings of stress and support and the family's engagement in activities to enrich their child's health and development. The intake FIF also asked the caregiver to indicate whether there were other community services they needed. This section of the FIF was given to the program provider, who then made appropriate referrals to additional services. The follow-up FIF, also completed by the primary caregiver, measured progress on the key parent and child outcomes captured at intake.

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

## CHILDREN AND FAMILIES SERVED BY FIRST 5

Demographic and socioeconomic characteristics of the children served are shown in the following set of charts. Among the children for whom data were available, there were an equal number of boys and girls served, and children were almost equally likely to be younger than three years old as they were to be three years or older (the average age was three years old). About one in ten children served by First 5 Yuba (11%) had identified special needs, and 86% of these children had received professional help for their disability.

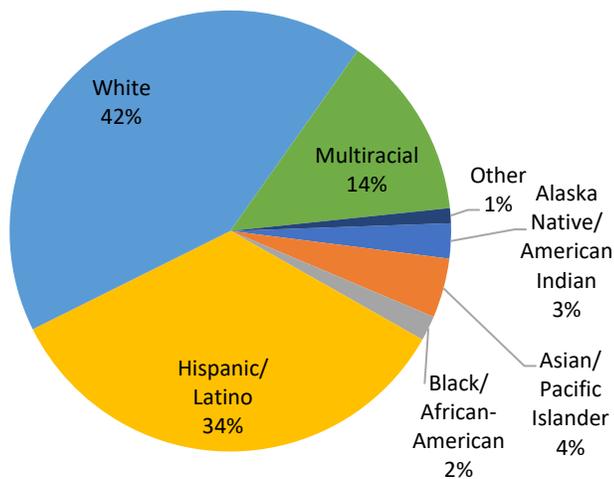
CHARACTERISTICS OF CHILDREN SERVED BY FIRST 5 PROGRAMS



Source: Family Information Form (Intake) 2016-17. Percentages are based on the total number reported. N=258 for gender (28 not reported); N=258 for age (28 not reported); N=264 special need status (22 not reported).

The largest percentage of children served were White (42%). About one in three (34%) were Hispanic/Latino, and 14% were multi-racial. All other racial/ethnic groups comprised less than 5% of the population of children served.

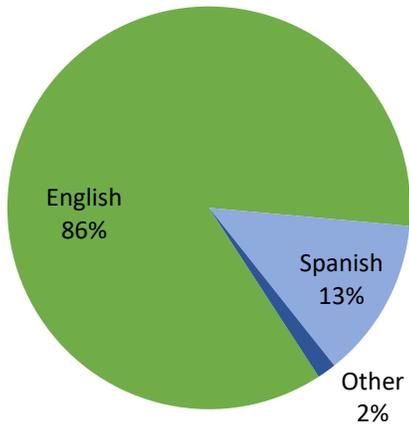
RACE/ETHNICITY OF CHILDREN SERVED BY FIRST 5 PROGRAMS



Source: Family Information Form (Intake) 2016-17. Percentages are based on the total number reported. N=273 (13 not reported).

For most children served (86%), English was their preferred language, while 13% of children spoke Spanish as their preferred language.

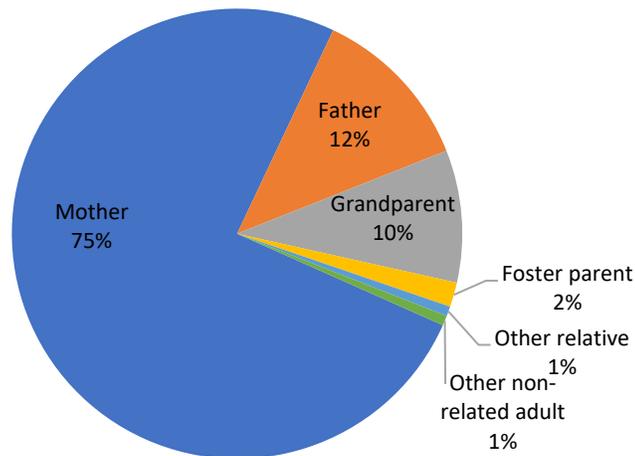
**PREFERRED LANGUAGE OF CHILDREN SERVED BY FIRST 5 PROGRAMS**



Source: Family Information Form (Intake) 2016-17. Percentages are based on the total number reported. N=264 (22 not reported).

The caregivers also reported information about themselves on the intake survey. Three-fourths of the caregivers were the mothers of children served by First 5, followed in frequency by fathers (12%) and grandparents (10%). Eighty-eight percent of the caregivers were women.

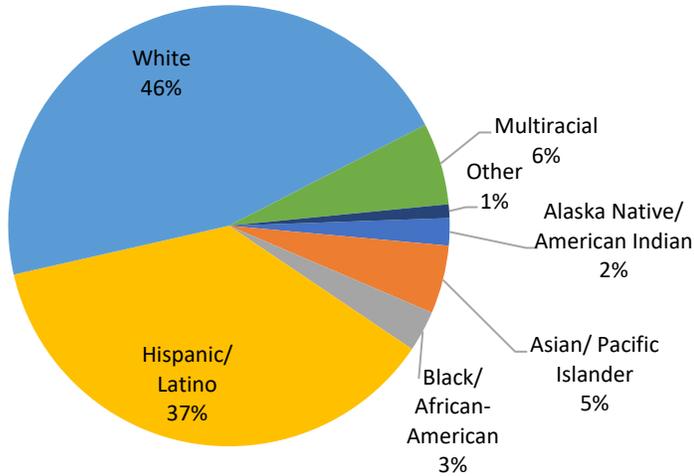
**RELATIONSHIP OF CAREGIVERS TO CHILDREN SERVED BY FIRST 5 PROGRAMS**



Source: Family Information Form (Intake) 2016-17. Percentages are based on the total number reported. N=284 (6 not reported).

The race/ethnicity of the caregivers was similar to that of the children served; however, compared to the children served by First 5, caregivers were less likely to be multiracial, and they were slightly more likely to be White or Hispanic/Latino.

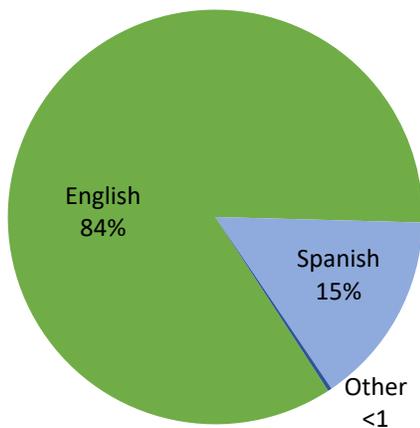
RACE/ETHNICITY OF CAREGIVERS SERVED BY FIRST 5 PROGRAMS



Source: Family Information Form (Intake) 2016-17. Percentages are based on the total number reported. N=290 (0 not reported).

The preferred languages of caregivers were similar to those of the children served. Most (84%) preferred English, while 15% preferred Spanish.

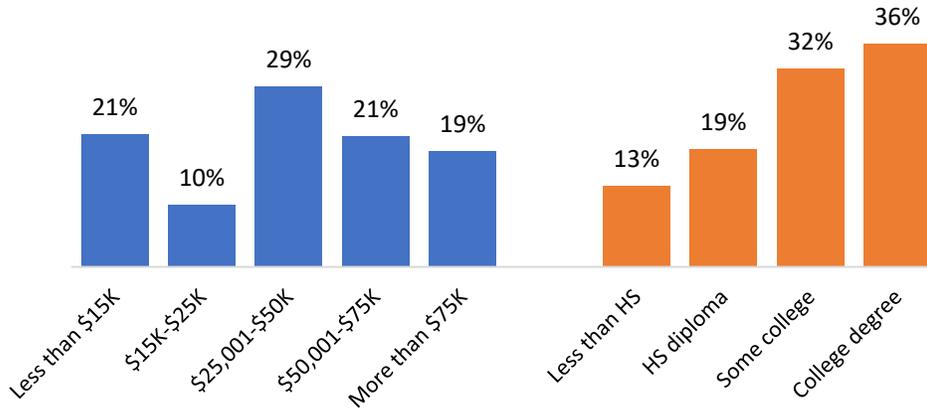
PREFERRED LANGUAGE OF CAREGIVERS SERVED BY FIRST 5 PROGRAMS



Source: Family Information Form (Intake) 2016-17. Percentages are based on the total number reported. N=287 (3 not reported).

The FIF also asked parents questions about their socioeconomic status. Almost one-third of families (31%) earned \$25,000 or less, and 32% of children had mothers whose highest level of education was high school or less.

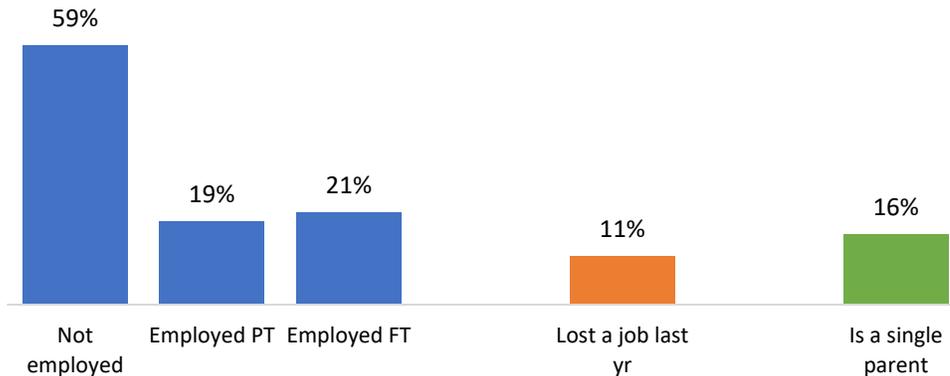
INCOME AND MATERNAL EDUCATION LEVEL OF FAMILIES SERVED BY FIRST 5 PROGRAMS



Source: Family Information Form (Intake) 2016-17. Percentages are based on the total number reported. N=210 for family income (76 not reported); N=269 for education (17 not reported).

Most caregivers (59%) were not employed. Eleven percent had lost a job in the past year, and 16% considered themselves to be a single parent.

EMPLOYMENT AND FAMILY COMPOSITION OF FAMILIES SERVED BY FIRST 5 PROGRAMS



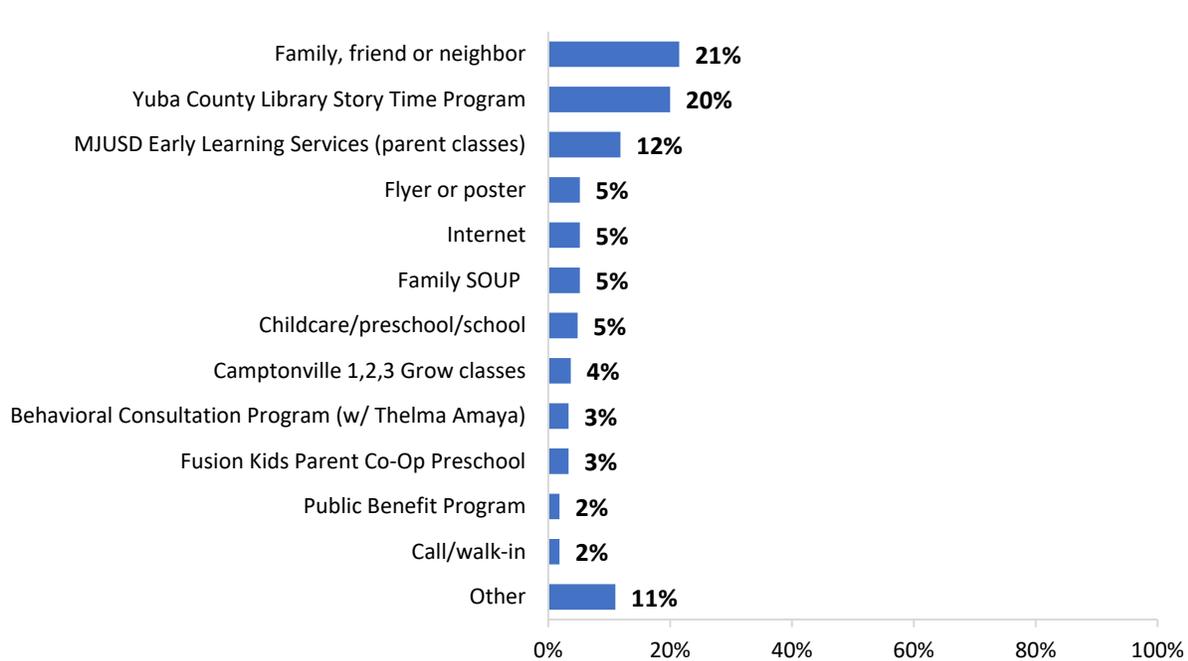
Source: Family Information Form (Intake) 2016-17. Percentages are based on the total number reported. N=271 for employment status (19 not reported); N=265 for job loss status (25 not reported); N=278 for single parent status (12 not reported).

## FAMILIES' CONNECTION TO SERVICES IN THE COMMUNITY

Families reported connecting to First 5 services in a variety of ways. The most common way that families learned about their First 5 program was from people they knew (21%), followed by the Yuba County Library Story Time Program (20%) or MJUSD Early Learning Services parent classes (12%). Somewhat less

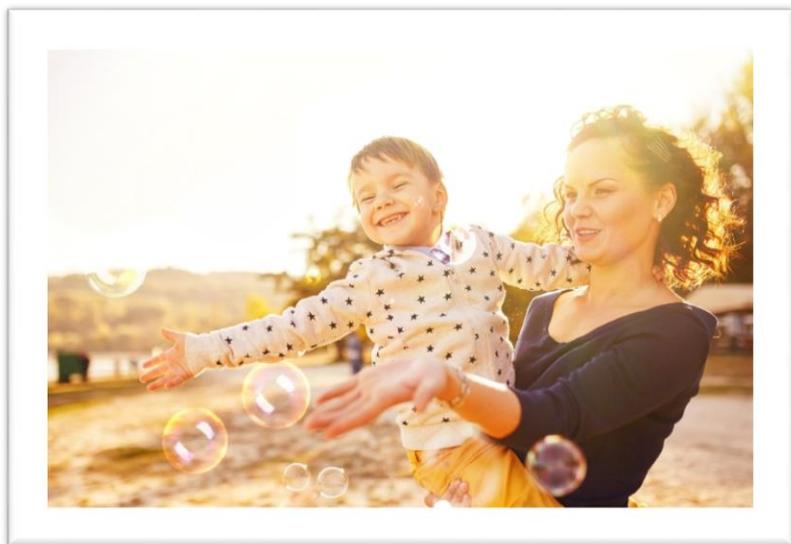
common referral sources included flyers or posters, the Internet, child care or preschool, and other First 5 or County programs.

**HOW FAMILIES HEARD ABOUT THEIR FIRST 5 PROGRAM**

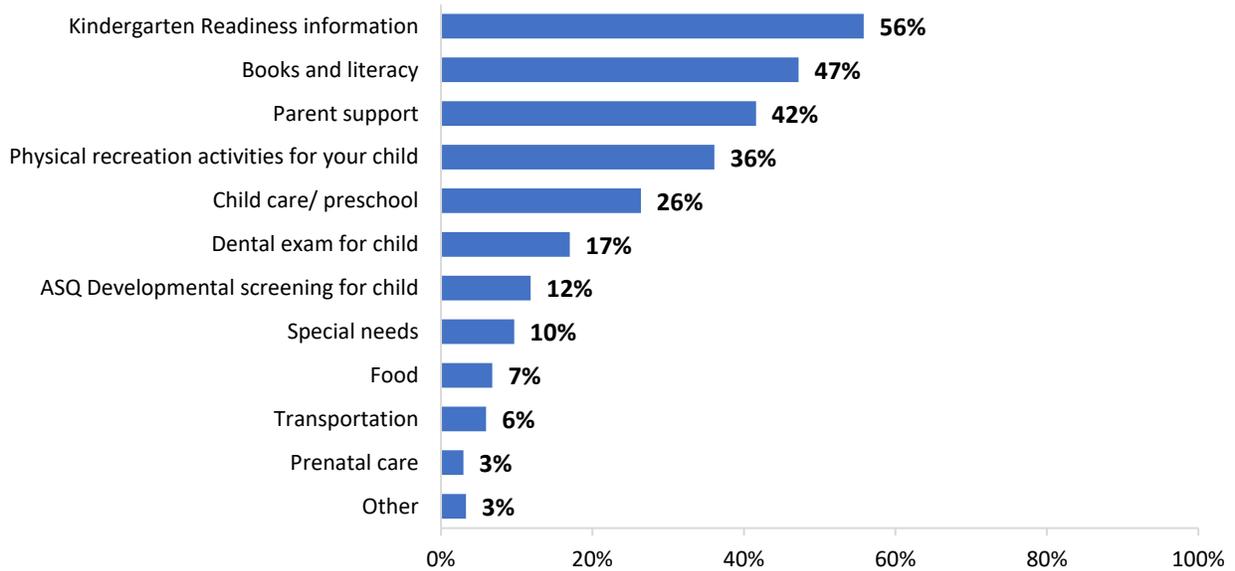


Source: Family Information Form (Intake) 2016-17. N=270.

A series of FIF intake questions also asked families what other information and services they were interested in receiving. As the following table shows, caregivers' most commonly cited needs related to improving their children's development – specifically, kindergarten readiness information (56%) and services related to books and literacy (47%). A large percentage of caregivers also indicated interest in receiving services related to parent support (42%) and physical recreation activities for their children (36%). On average, caregivers expressed an interest in 2.46 of the 12 services in the list. Slightly more than one in five (22%) of those responding to these questions reported that they were not interested in any of the listed services.



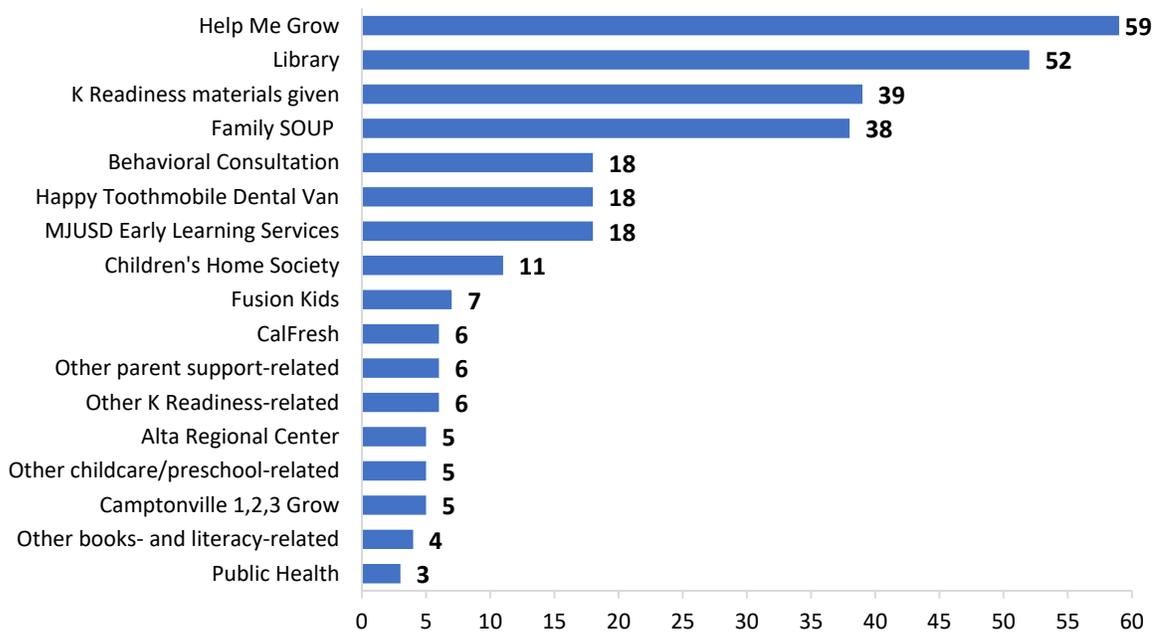
TYPES OF REFERRALS NEEDED BY FIRST 5 PROGRAM PARTICIPANTS



Source: Family Information Form (Intake) 2016-17. N=252.

First 5 providers reviewed families’ needs and then made appropriate referrals. The chart below shows that providers made 59 referrals to Help Me Grow and 52 referrals to the library. Referrals were also frequently made to Family SOUP (38), and kindergarten readiness materials were given out to 39 families.

TOTAL NUMBER OF FIRST 5 PROGRAM PARTICIPANTS REFERRED TO DIFFERENT SERVICES



Source: Family Information Form (Intake) 2016-17. N=294.

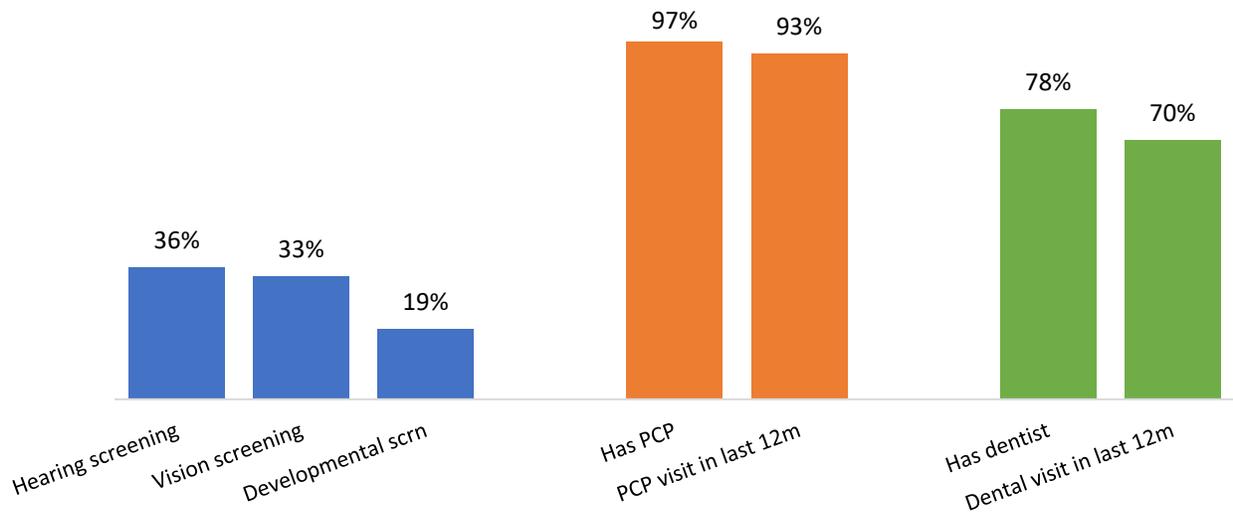
# Strategic Goal 1:

## All children maintain optimal health

Improved child health is one of three core strategic goals for First 5 Yuba. In 2016-17, four programs provided services supporting this goal: Family SOUP, YCOE Behavioral Consultation, MJUSD Student Services and Peach Tree Health, and OPUD Swimming Pool. This section describes the services provided and the outcomes achieved for each of these programs.

To provide context for these programmatic outcomes, health care access for all FIRST 5 participants is illustrated in the chart below. More specifically, caregivers were asked at program entry to indicate the child’s access to medical care, dental care, and health and developmental screenings. Approximately one-third of children had received a hearing or vision screening at intake, but only 19% had received a developmental screening. Nearly all children had a primary care physician (PCP) and 93% had been to the doctor in the past 12 months. In contrast, just over three-quarters of children had a regular dentist and 70% of children aged 18 months or older had been to the dentist in the past six months.

ACCESS TO HEALTH SERVICES FOR CHILDREN SERVED BY FIRST 5 PROGRAMS



Source: Family Information Form (Intake) 2016-17. Percentages are based on the total number reported. N=266 (20 not reported).

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

## MJUSD STUDENT SERVICES AND PEACH TREE HEALTH

MJUSD and Peach Tree Health offer mobile dental services, including extractions, fillings, fluoride varnish, and sealants, to children who might not otherwise receive dental care. The Happy Tooth Mobile dental van served 373 children 0-5 over the course of fiscal year 2016-17. Among parents surveyed, 65% said their child would not have received dental care if the dental van was not available. In addition to dental services, 51 oral health lessons, demonstrations, and activities were offered to children and parents in the community.

One family's positive experience with the program is described below:

*At Linda School, a six year old boy had been suffering a tooth ache for weeks. His teacher was concerned that he wasn't eating because of the painful tooth. His exam revealed the need for a pulpotomy (baby tooth root canal), as well as some fillings. Though he was in pain, he was stoic, and anxious for Dr. Ghuman to fix his "boo-boo toof". The following day, he said it was all better. He was able to eat breakfast, but he was most excited to report that now he can whistle again, without it hurting.*

## OLIVEHURST PUBLIC UTILITY DISTRICT

Another First 5 Yuba program contributing to improved child health in 2016-17 was the recreational swim program provided by the Olivehurst Public Utility District (OPUD). In June 2017, OPUD offered swimming lessons to 70 children 0-5 and free open swim to 805 children 0-5.

The following success story summarizes the impact of the program on one family:

*A father thanked the pool for the "top notch" swim lessons he received for his daughter. She went from not knowing how to swim to swimming over the course of the lessons, and the father feels relieved that she is much safer now that she knows how to swim.*

## FAMILY SOUP

Family SOUP provides services and supports to children with special needs and their families. In 2016-17, the program offered Sandplay and Music Therapy for the children and system navigation support and counseling for their families. Family SOUP staff also conducted outreach at health fairs, back-to-school nights, and other First 5 events in the community

Thirty-nine children participated in Family SOUP during the fiscal year. Of these participants, 49% had a diagnosed special need at intake. Most of the diagnosed special needs were related to a speech or language impairment. All but one of the children with a diagnosed special need had received professional help prior to intake.

SPECIAL NEEDS STATUS OF CHILDREN SERVED BY FAMILY SOUP

Program	Number	Percent of total
Overall number served	39	100%
Child has diagnosed special need(s)		
No	17	44%
Yes	19	49%
Unknown/not reported	3	8%
Type of special need(s) among those diagnosed		
Speech or language impairment	14	74%
Autism	3	16%
Specific learning disabilities	3	16%
Emotional/behavioral disorder	3	16%
Intellectual/developmental disabilities	2	11%
ADD or ADHD	2	11%
Other	6	32%
Professional help received for diagnosed special needs		
No	1	5%
Yes	18	95%

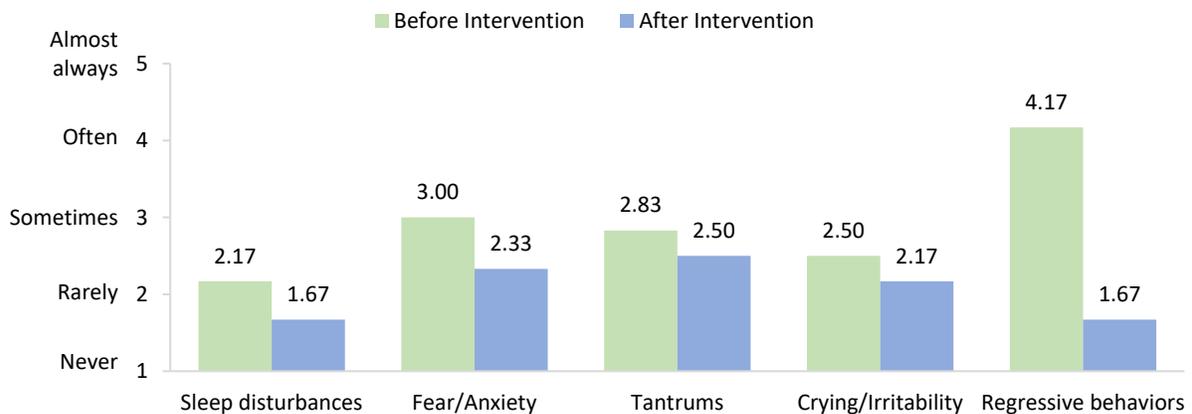
Source: Family Information Form (Intake) 2016-17. N=39 children. Type of special need sums to more than 100% because more than one special need could be chosen.

### Sandplay Therapy

At the beginning and the end of the Sandplay Therapy program, caregivers completed a survey assessing the frequency with which their child experienced various symptoms. Six parents completed both a pre and a post survey.

Results show across-the-board reductions in the frequency of children’s symptoms. There were too few participants to conduct statistical significance tests, but the largest change was observed for regressive behaviors (defined as the child appearing to be return to an earlier level of development).

FREQUENCY OF CHILDREN’S SYMPTOMS BEFORE AND AFTER SANDPLAY THERAPY



Source: Family SOUP Sandplay Therapy Pre and Post Surveys. N=6 matched pairs.

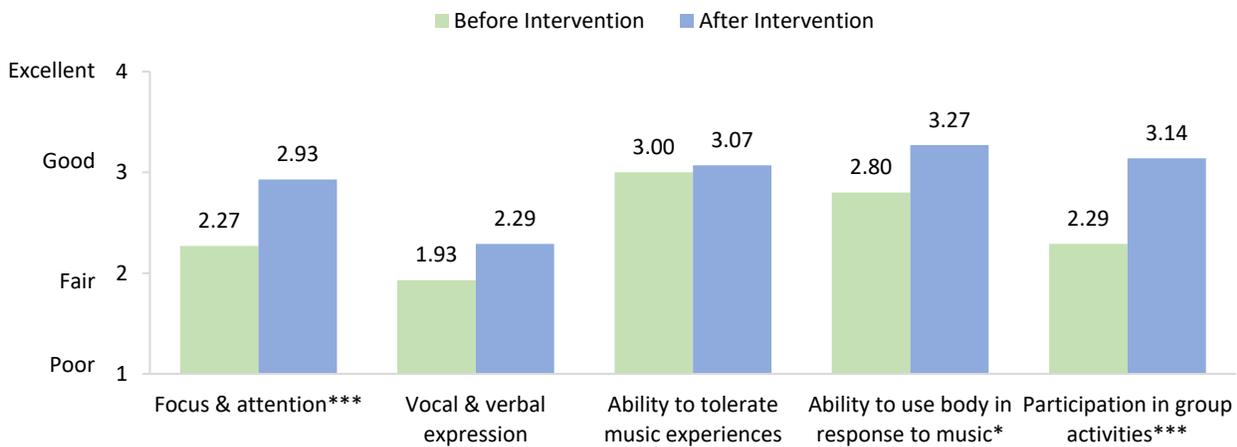
Families rated the Sandplay program highly. Most families felt that the location and comfort of the office were excellent, and all families reported satisfaction with the therapist’s promptness in setting up appointments and returning calls.

## Music Therapy

Music Therapy was another program offered to children in Family SOUP. Caregivers of 15 program participants completed both a pre- and a post-program survey that measured several child outcomes.

Changes observed among participating children are shown in the following chart. During participation in Music Therapy, children significantly improved in their focus and attention, their ability to use their body in response to music, and their participation in group activities.

CHILDREN’S ABILITIES BEFORE AND AFTER MUSIC THERAPY



Source: Family SOUP Music Therapy Pre and Post Surveys. N=14-15 matched pairs. \*Statistically significant,  $p < .05$ ; \*\*\* Statistically significant,  $p < .001$ .

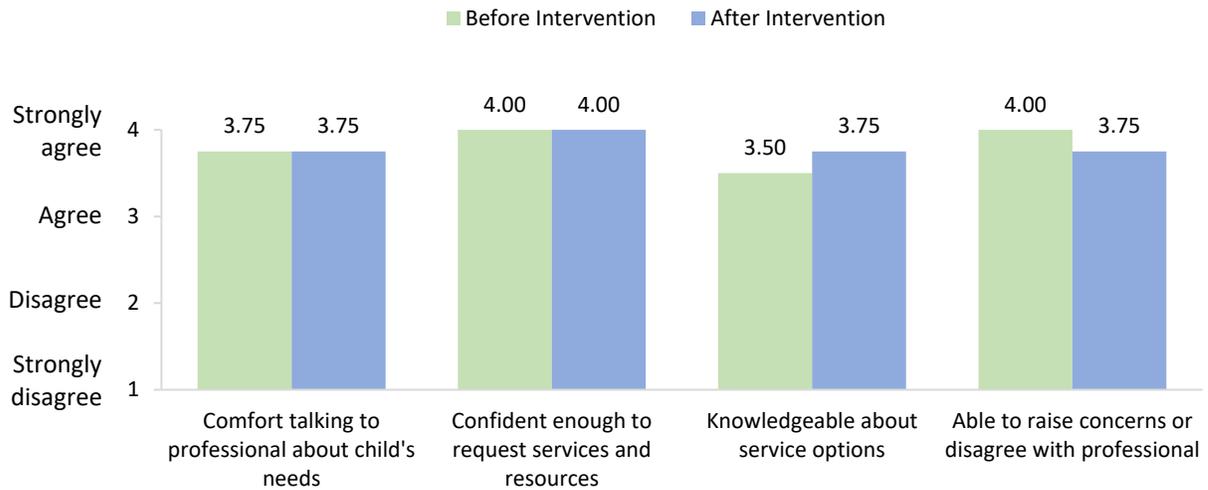
Caregivers generally rated the program as being good or excellent in most domains. The highest ratings were given for a handout provided for home activities and the quality of the music therapy session activities.

## System Navigation

One of the caregiver-focused services provided by Family SOUP was System Navigation. Four caregivers with a child younger than six years old completed a full set of pre- and post-program surveys.

The figure below shows that most caregivers felt their skills in system navigation were high even before they began the program, and they remained high at the end of it.

CAREGIVER SKILLS AND CONFIDENCE BEFORE AND AFTER SYSTEM NAVIGATION SUPPORT



Source: Family SOUP System Navigation Pre and Post Surveys. N=4 matched pairs.

The positive results for Family SOUP participants described above were further supported by comments from parents like the one below:

*When we were first referred to Family SOUP, my twin girls were 4 years old. There were lots of changes happening in our lives, moving states, adjusting to a new home, starting preschool, and adapting to having hearing aids. Many fears and phobias began popping up in both girls. It was a tough time for our family. We decided to try Sandplay Therapy to help with some of our children's new fears... After 10 weeks of therapy, there were vast improvements in our children's anxiety levels and many of their fears had subsided. My daughters had the greatest time playing and talking during Therapy... I am very happy that we found Family SOUP...My twins have made many new friends, and our family now has a supportive community full of wonderful resources and people to help us through future challenges.*

**YUBA COUNTY OFFICE OF EDUCATION BEHAVIORAL SERVICES**

The Yuba County Office of Education (YCOE) provides services for children demonstrating behavioral challenges, as well as education programs for parents. A home visitor provided brief and intensive behavioral services in the Child Development Behavioral Consultation (CDBC) program, and two series of parent education classes were offered on positive discipline and child development (Positive Discipline and BEST). YCOE also provided community workshops in English and in Spanish on brain development, positive parenting strategies, and the relationship between brain states and behavior.

There were 67 children served by YCOE, 9% of whom had a diagnosed special need. Of those with special needs, half had received prior professional help at program intake.

SPECIAL NEEDS STATUS OF CHILDREN SERVED BY YCOE BEHAVIORAL SERVICES IN 2016-17

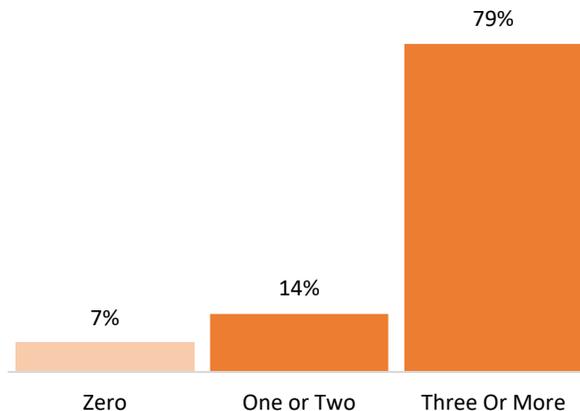
Program	Number	Percent of total
Overall number served	67	
Child has diagnosed special need(s)		
No	51	76%
Yes	6	9%
Unknown/not reported	10	15%
Type of special need(s) among those diagnosed		
Speech or language impairment	5	83%
Autism	1	17%
Specific learning disabilities	0	0%
Emotional/behavioral disorder	0	0%
Intellectual/developmental disabilities	0	0%
ADD or ADHD	1	17%
Other	0	0%
Professional help received for diagnosed special needs		
No	2	33%
Yes	3	50%
Unknown/not reported	1	17%

Source: Family Information Form (Intake) 2016-17. N=67 children.

### Behavioral Consultation

There were 28 children in the CDBC program with the data from the TABS screener, which is used to identify behavioral problems. Children who received a score of 0 on the TABS are likely typically developing, children who received a score of 1-2 may be at risk for atypical development, and children who received a score of 3 or higher likely have atypical behavioral development. At program entry, seven of the children in the program received a score within normal limits on the TABS (7%), 14% received a score suggesting possible atypical development and the remaining 79% received a score indicating that their development is likely atypical.

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



Source: TABS Screener. N=28.

Brief intervention services were provided for 22 children demonstrating behavioral challenges and intensive intervention services provided for nine children with were significant needs. In addition, 453 consultations on behavioral concerns were made by phone or email over the course of the year.

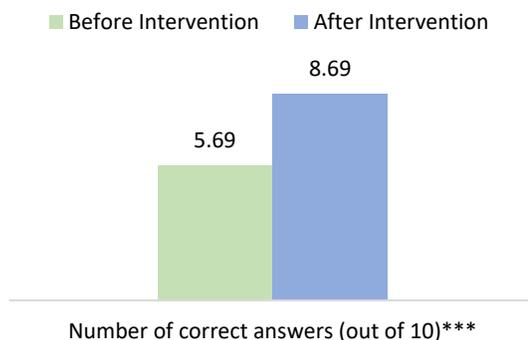
The positive impact of the program for one child is summarized below:

*“Jessie” was enrolled in the CDBC program by the child’s primary caregiver. At the time, Jessie was enrolled in a private preschool program where staff was unsure of how to respond to increasingly challenging behavior and responded by sending Jessie out of the classroom when the child became dysregulated. The family worked closely with the CDBC program to understand developmentally appropriate abilities and set goals based on the child’s current stage of developmental need and modified their interactions to better support Jessie. While engaging in regular weekly visits with this family, the CDBC initiated referrals to multiple agencies including: YCOE Speech Department, MJUSD State Preschool Program, Family SOUP-Music Therapy Program, Sutter Yuba Mental Health, Peach Tree Clinic, Yuba College Foster Kinship Care and Education program, and others. The CDBC program is unique in that it was able to provide customized in home intervention visits to support Jessie and Jessie’s family at a time of educational and emotional crisis.*

### Positive Discipline Parenting Classes

YCOE also offered a Positive Discipline education series on child development and healthy parenting practices. Parents in the parenting classes filled out a survey at the beginning of the program and at the end of the program, which asked questions assessing their parenting knowledge. There were 16 parents with both a pre and a post survey. These parents demonstrated a statistically significant improvement in their knowledge of child development and positive parenting. At the beginning of services, parents correctly answered an average of 5.7 out of 10 knowledge questions. At the end of services, parents correctly answered 8.7 out of 10 questions. On the same survey, 94% of parents demonstrated improvement in their parenting knowledge from the beginning to the end of the program.

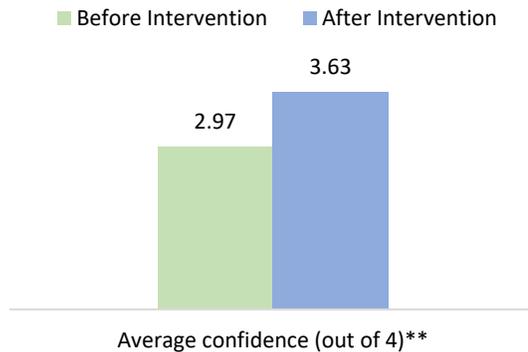
CHANGES IN POSITIVE DISCIPLINE KNOWLEDGE BEFORE AND AFTER POSITIVE DISCIPLINE PARENTING CLASSES



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

The parents in the Positive Discipline program also demonstrated significant improvement in their confidence around implementing positive parenting practices. At the beginning of the program, parents rated their parenting confidence level at 2.97 on average on a scale from 1 = *Not at all confident* to 4 = *Extremely confident*. At the end of the program, parents' average confidence rating had increased to 3.63.

#### CHANGES IN PARENTING CONFIDENCE BEFORE AND AFTER POSITIVE DISCIPLINE PARENTING CLASSES



Source: Positive Discipline Parenting Class Pre and Post Surveys. N=15 matched child pairs. \*\*Statistically significant,  $p < .01$ .

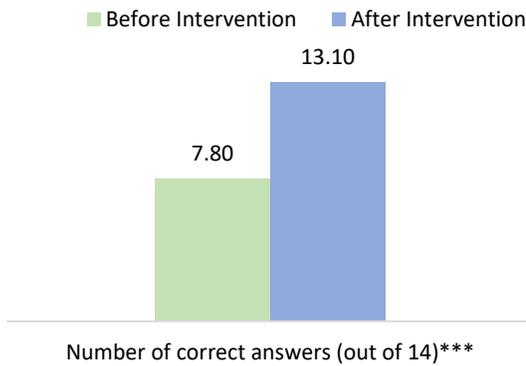
The majority of parents in Positive Discipline said that the topics were relevant to them and the content was organized and easy to follow. All participants said they would recommend the class to another parent and said they were very satisfied with their experience. A selection of their comments is below:

- *Very informative on what children are capable of and how to adjust my parenting style to be most successful for both parent and child.*
- *It is eye-opening to know how kids don't develop certain brain functions/stages until they are a bit older and different ages. So, it's a great class because they send you home with a lot of information on how to approach the children when they misbehave or how to help them to cope with changes in their little life.*
- *It helped me learn valuable skills to raise my son.*

### BEST Parenting Classes

The BEST parenting class series targeted teen parents and, like the Positive Discipline series, covered child development and positive parenting practices. Participants in this class also filled out a survey at the beginning and at the end of their participation, which assessed their knowledge of child development and parenting. Of the 10 participants who filled out both a pre and a post survey, there was a statistically significant improvement in their knowledge over time. Teens answered close to eight questions correctly at pre, but 13 questions correctly at post.

CHANGES IN PARENTING KNOWLEDGE BEFORE AND AFTER BEST PARENTING CLASSES



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

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

- *I respond to my daughter a lot quicker than I used to and I read and sing to her every chance I get.*
- *(I) pay more attention to the new things my child does.*
- *It helped me and it can help other teens that have children and don't know how to be a parent.*
- *BEST parenting is very helpful with teaching us how our babies learn, develop, and play.*



## Strategic Goal 2:

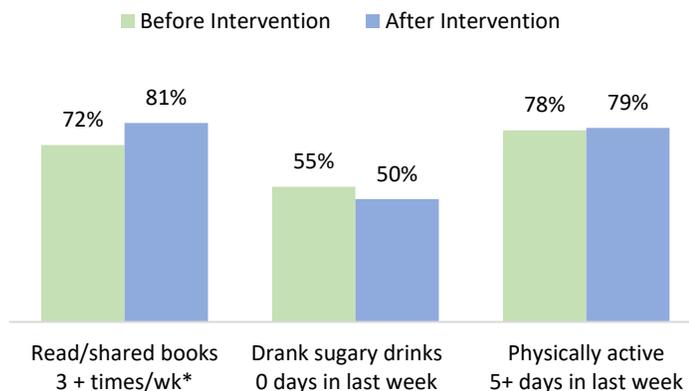
### All families connect to their communities and support children’s development

First 5 Yuba’s second strategic goal is to see all families connecting to their communities and supporting their children’s development. This section begins with an analysis of changes over time in key child and family outcomes related to this goal, based on parent responses to the FIF at intake and at follow-up. These results are followed by an exploration of specific outcomes for the four programs contributing to this strategic goal: Camptonville Community Partnership 1, 2, 3 Grow, MJUSD Child Development Program, Yuba County Library, and Help Me Grow.

#### CHILD AND FAMILY OUTCOMES ACROSS FIRST 5 PROGRAMS

The chart below shows changes over time in three behaviors related to children’s health and development across all First 5 participants. Between intake and follow-up, there was a statistically significant increase in the percentage of families who had read or shared books with their child three or more times per week. However, there was no statistically meaningful change from intake to follow-up in the percentage of children who had had sugary drinks in the past week, nor was there a change in the percentage of children who had been active for at least one hour five or more days in the previous week.

CHANGES IN CHILD OUTCOMES BEFORE AND AFTER FIRST 5 PROGRAMS



Source: Family Information Form Pre and Post Surveys. N=101, 100, and 97 matched child pairs, respectively.

\*Statistically significant,  $p < .05$ .

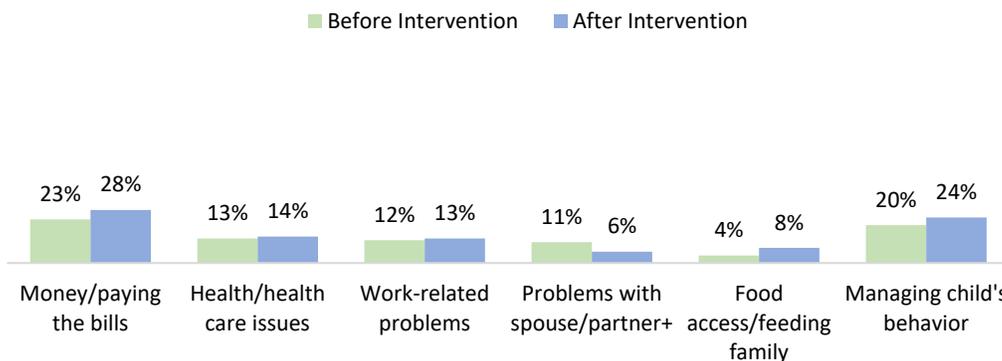
Additionally, changes in several caregiver outcomes were examined, including:

- Caregivers’ level of concern about different aspects of their lives;
- Caregivers’ perceptions of the amount of parenting support they have; and

- Caregivers’ parenting attitudes and level of stress.

The following chart shows the percentage of caregivers who reported feeling “moderately” or “very” concerned at intake and follow-up for a variety of life stressors. The chart indicates that levels of concern about these issues were low for most First 5 participants. The most common areas of worry, experienced by over one-quarter of the sample at exit, include money and paying the bills and managing the child’s behavior. Although there was some non-significant fluctuation in the concerns of families over time, there was only one area – problems with spouse or partner – where there was a marginally statistically significant change between intake and follow-up. The data suggest improvement over time in caregivers’ relationships with their spouses or partners.

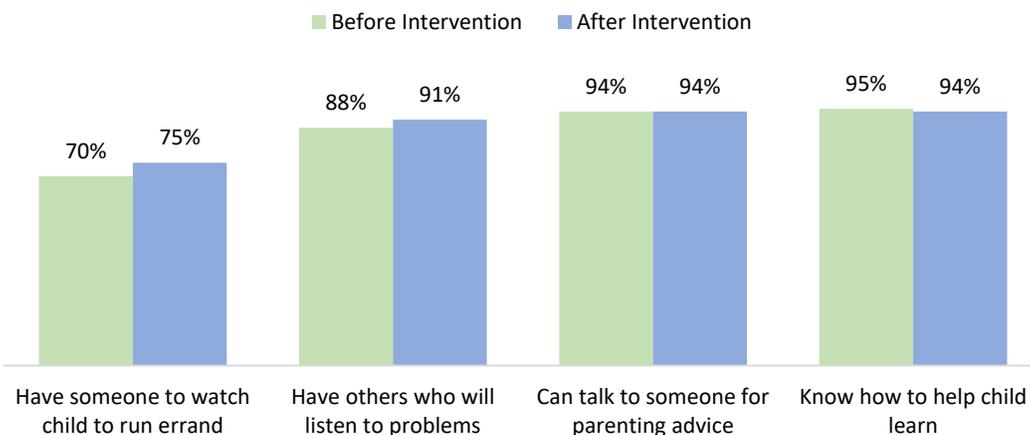
CHANGES IN LIFE CONCERNS: PERCENTAGE OF PARENTS CONCERNED BEFORE AND AFTER FIRST 5 PROGRAMS



Source: Family Information Form Pre and Post Surveys. N=98-102 matched parent pairs. + Marginal statistical significance, p<.10.

Even at intake, most caregivers reported that they felt they had parenting support and knowledge. These levels of support did not change significantly over time. At both intake and follow-up, caregivers’ greatest parenting need was for someone to watch their child if they had an errand to run.

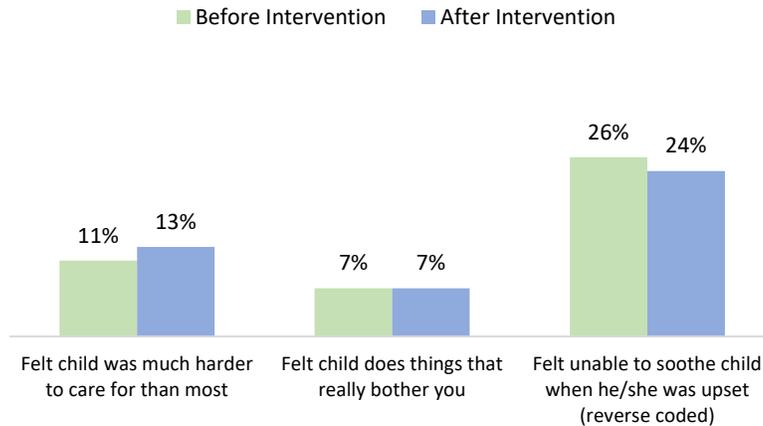
CHANGES IN PARENT SUPPORT: PERCENTAGE OF PARENTS WITH SUPPORT BEFORE AND AFTER FIRST 5 PROGRAMS



Source: Family Information Form Pre and Post Surveys. N=100-104 matched parent pairs.

The following chart shows the percentage of caregivers who reported feelings of parenting stress “often” or “almost always”. As with other family outcomes, caregivers reported generally low levels of parenting stress at both intake and follow-up in these areas, although about one in four parents at both time points reported that they had difficulty soothing the child when he or she was upset.

**CHANGES IN PARENTING ATTITUDES: PERCENTAGE OF PARENTS WHO FELT PARENTING-RELATED STRESS BEFORE AND AFTER FIRST 5 PROGRAMS**



Source: Family Information Form Pre and Post Surveys. N=97-99 matched parent pairs.

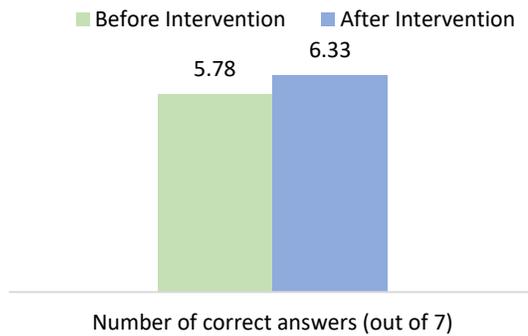
The remainder of this section describes services and outcomes for families in specific programs contributing to First 5 Yuba’s goal that all families connect to their communities and support their children’s development.

### **CAMPTONVILLE COMMUNITY PARTNERSHIP 1, 2, 3 GROW**

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

Nine parents in the classes completed both a pre and a post survey on their knowledge of parenting and child development. There were too few participants to conduct statistical significance testing, but the result suggests some improvement in knowledge over time, with parents answering 5.78 out of 7 questions correctly at program entry and 6.33 questions correctly at exit.

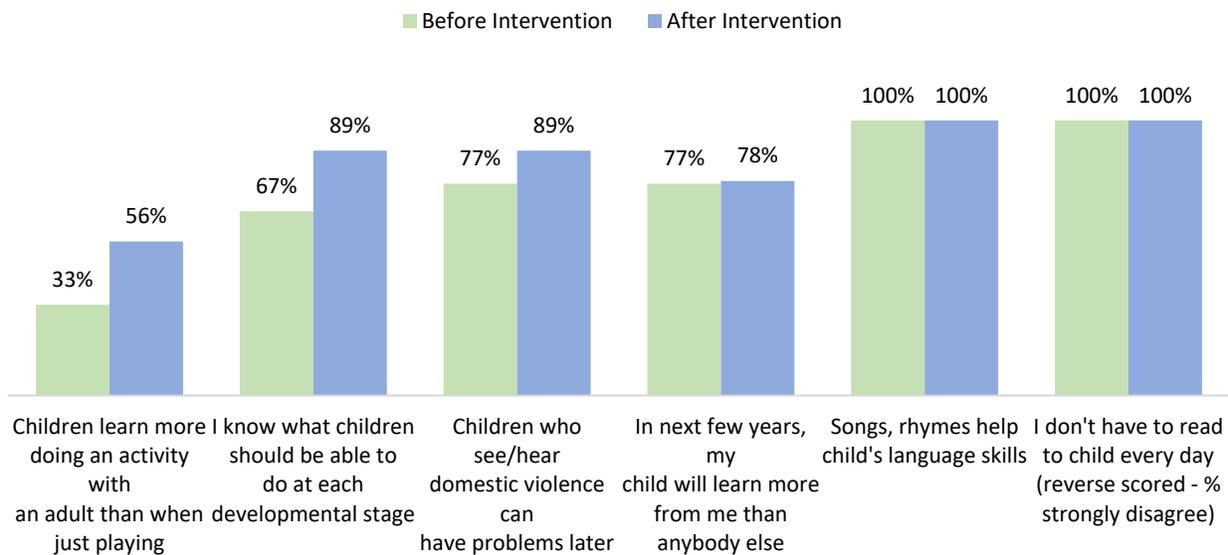
**CHANGES IN PARENTING KNOWLEDGE BEFORE AND AFTER 1, 2, 3 GROW PARENTING CLASSES**



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

Parents also indicated their beliefs around child development at program entry and exit. A greater percentage of parents at exit compared to entry agreed that children learn more doing activity with an adult than just playing alone, that they know what children should be able to do at each developmental stage, and that children who see or hear domestic violence can have problems later.

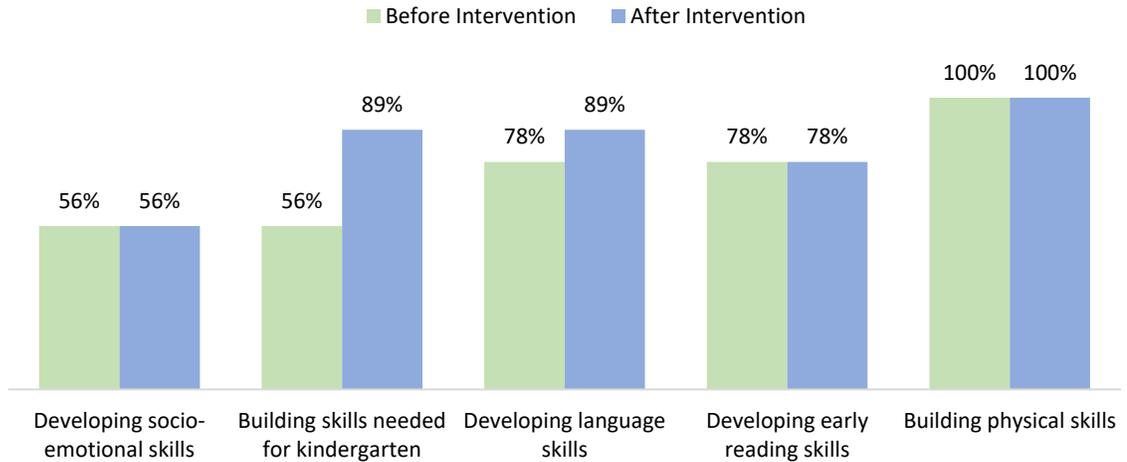
**BELIEFS ABOUT CHILD DEVELOPMENT: PERCENTAGE OF PARENTS WHO “AGREE” OR “STRONGLY AGREE” BEFORE AND AFTER 1, 2, 3 GROW PARENTING CLASSES**



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

Parents were also asked about their confidence in building their child’s skills in various developmental areas. Parents demonstrated some improvement from pre to post in their confidence around developing language skills and the skills needed for kindergarten. There was no change in their confidence in other areas. However in one area – helping the child build physical skills – all nine parents were already very confident in their abilities at intake.

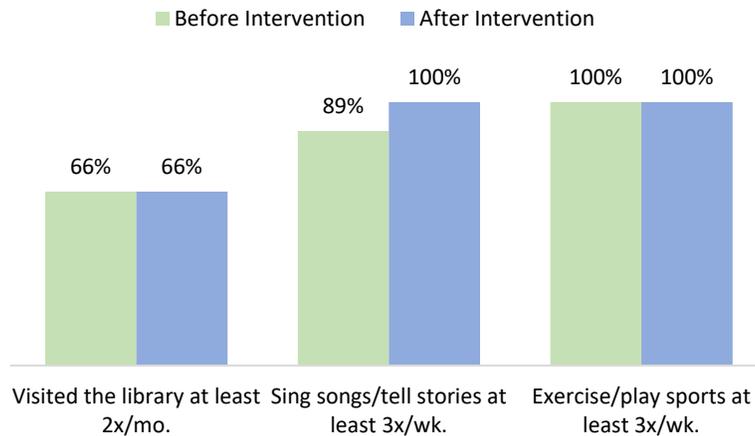
**PARENT CONFIDENCE IN BUILDING THEIR CHILD’S SKILLS: PERCENTAGE OF PARENTS WHO FEEL “VERY” CONFIDENT IN HELPING THEIR CHILD BEFORE AND AFTER 1, 2, 3 GROW PARENTING CLASSES**



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

Parents in the program also demonstrated some improvement in the frequency with which they sang songs or told stories to their child each week, but there was no change in how often they visited the library or played sports or exercised with the child (however, already at intake, all nine parents were physically active with their child at least three days per week).

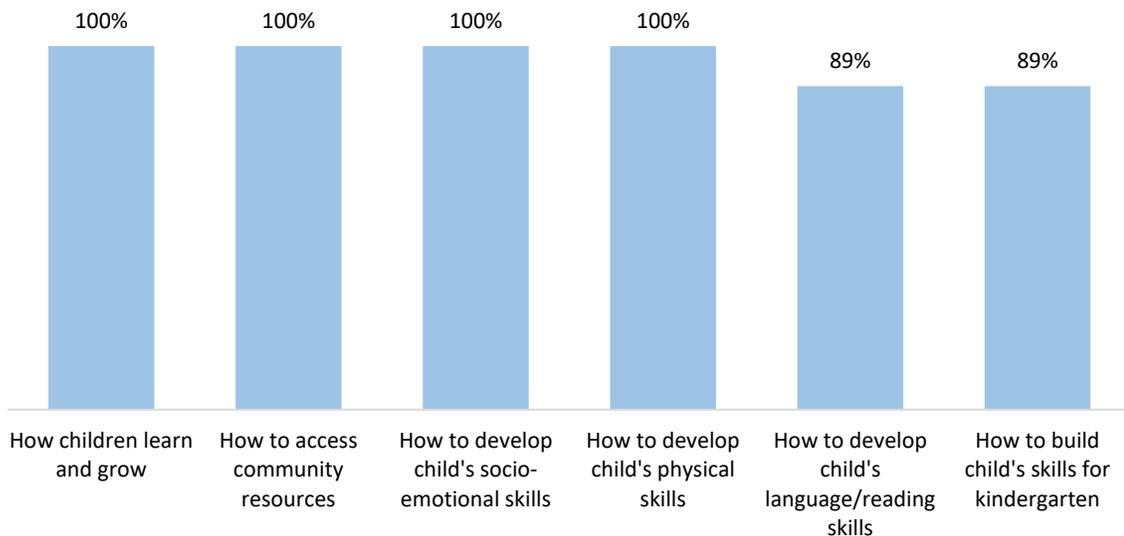
**FREQUENCY OF ENRICHMENT ACTIVITIES WITH THE CHILD BEFORE AND AFTER 1, 2, 3 GROW PARENTING CLASSES**



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

At the end of services, nearly all parents said they learned a lot about child development from the classes, including how children learn and grow, how to access community resources, and how to develop the child’s school readiness skills.

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



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

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

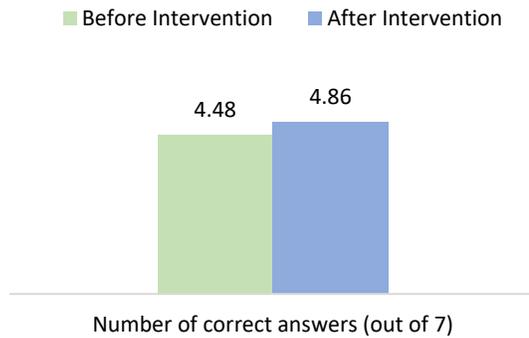
- *1, 2, 3 Grow has been great for my son and me, providing many social experiences, including a gentle introduction to teacher/student dynamics and a relaxed introduction to the school framework. For me it is also a nice way to meet other local families.*
- *My 4 year old, who has participated in 1, 2, 3 Grow since she was born, graduated from the program this year. She is more than ready to head to kindergarten this fall. As a child whose fall birthday makes her a transitional kindergartner, 1, 2, 3 Grow was so important for our family as a preparation for the next stage of her education. She knows her letters, her numbers, a song for every action, and most importantly, she has the best social skills to continue on to her next classroom of friends and learning opportunities.*
- *1, 2, 3 Grow has helped my child prepare for kindergarten. She is confident and excited to start school knowing she has writing and counting skills to begin with. For my 1-year-old son, the Bye-Bye Song is like a magic charm that makes the transition of leave taking, a positive and manageable experience.*

## MJUSD CHILD DEVELOPMENT

Parent-child early learning services were offered at four MJUSD school sites in 2016-17: Linda, Cedar Lane, Ella, and Johnson Park. Parents were educated on school readiness topics, including physical, cognitive, and social-emotional development, and children received health screenings and referrals to services if needed. Community workshops were also held at each school site.

There were 21 parents who filled out a survey assessing their knowledge of parenting and child development at the beginning of services and at the end of services. There was a slight increase in the number of questions correctly answered at post (4.86 out of 7) compared to pre (4.48 out of 7), but the difference was not significant.

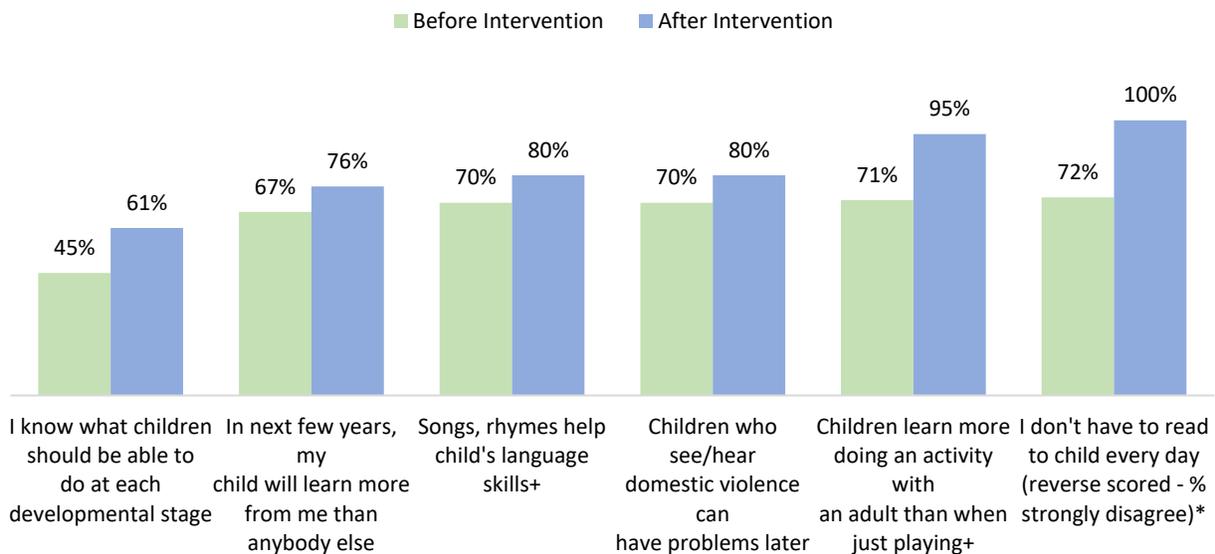
**CHANGES IN PARENTING KNOWLEDGE BEFORE AND AFTER MJUSD PARENTING CLASSES**



Source: Parenting Class Pre and Post Surveys. N=21 matched pairs.

Parents demonstrated across-the-board improvement in their beliefs about child development from program entry to program exit. They particularly showed improvement in their understanding that children should be read to every day and that children learn more doing activity with an adult than when just playing on their own.

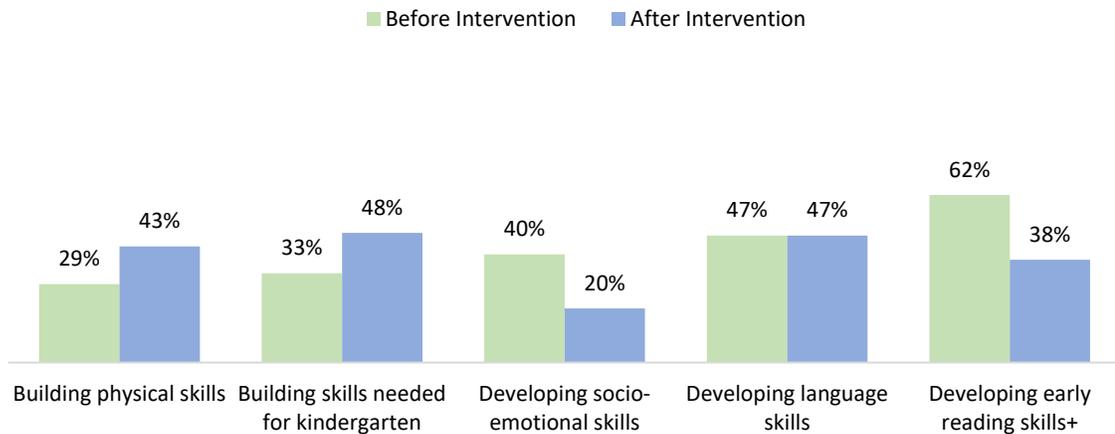
**BELIEFS ABOUT CHILD DEVELOPMENT: PERCENTAGE OF PARENTS WHO "AGREE" OR "STRONGLY AGREE" BEFORE AND AFTER MJUSD PARENTING CLASSES**



Source: Parenting Program Pre and Post Surveys. N=20-21 matched parent pairs. + Marginal statistical significance, p<.10; \*Statistically significant, p<.05.

In addition, parents were asked about their confidence in building children’s skills in a variety of domains. They showed some improvement in their confidence in building physical skills and the skills needed for kindergarten, but a drop in their confidence around building emotional skills and literacy skills. However, none of the changes from program entry to program exit were statistically significant (although, the decline in parents’ confidence to develop literacy skills was marginally significant).

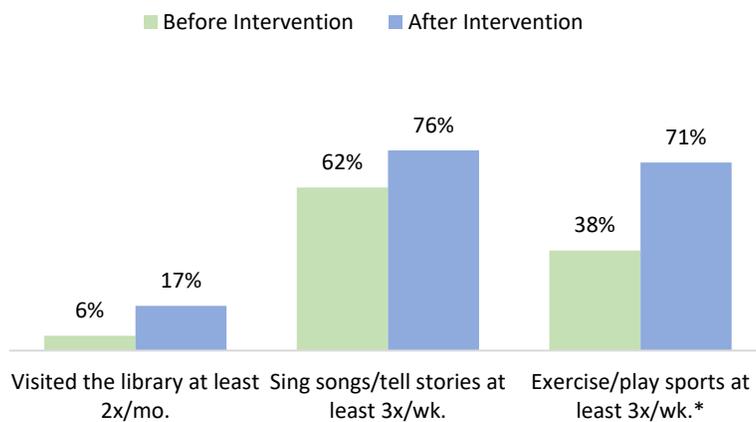
**PARENT CONFIDENCE IN BUILDING THEIR CHILD’S SKILLS: PERCENTAGE OF PARENTS WHO FEEL “VERY” CONFIDENT IN HELPING THEIR CHILD BEFORE AND AFTER MJUSD PARENTING CLASSES**



Source: Parenting Program Pre and Post Surveys. N=19-21 matched parent pairs. + Marginal statistical significance, p<.10.

As shown in the chart below, parents demonstrated improvement over time in the frequency with which they engaged in a variety of enrichment activities with their children, including visiting the library, singing songs or telling stories, and playing sports or exercising with the child. The improvement from pre to post was statistically significant for playing sports or exercising.

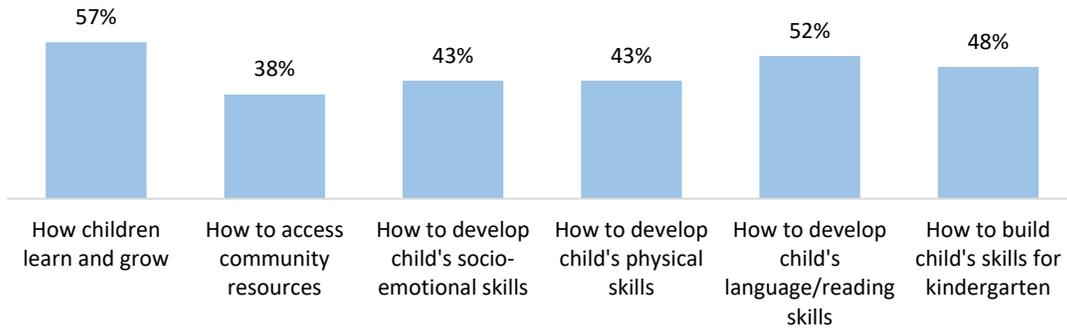
**FREQUENCY OF ENRICHMENT ACTIVITIES WITH THE CHILD BEFORE AND AFTER MJUSD PARENTING CLASSES**



Source: Parenting Program Pre and Post Surveys. N=18-21 matched parent pairs. \*Statistically significant, p <.05.

Over half of parents said they learned a lot in the classes about how to develop the child’s literacy skills and how children learn and grow, but less than half felt they learned a lot about developing other skills in their children and about how to access community resources.

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



Source: Parenting Program Pre and Post Surveys. N=21 parents.

Sixteen out of nineteen parents (84%) were “satisfied” or “very satisfied” with the parenting classes. An example of one family’s experience in the program is provided below:

*E.Z. came to the program at eight months old and is now two years old. E.Z.’s mother was concerned that he might have speech problems. The child wasn’t very social and was afraid of other people who came to the classes. Since participating in the program, E.Z. is more regularly able to socialize with other children his age and is more focused and his attention span has expanded. The child is beginning to learn his letters and numbers and now knows his colors in both English and Spanish.*

## YUBA COUNTY LIBRARY

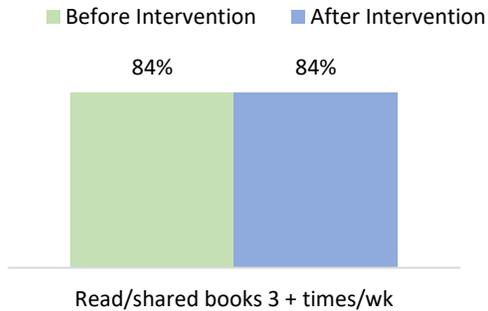
The Yuba County Library offered Story Time programs 4-5 days per week for children 0-5 and their parents- to promote early literacy. In addition, quarterly workshops were held for parents on how to support their children’s literacy skill development. Over 150 children and parents participated in the library’s programs.

A sample of 25 parents participating in the library programs filled out the family information form (FIF) at both intake and follow-up. According to responses on the FIF there was no change in the percentage of parents who read with their child’s at least three times per week, but the percentage who read this frequently was already fairly high at intake



(86%). Also, it should be noted that these results represent the responses of a small sample of the total number of participants at the library.

#### CHANGES IN FAMILY READING BEFORE AND AFTER LIBRARY SERVICES



Source: Family Information Form Pre and Post Surveys. N=25 matched child pairs.

All parents rated the quality of services they received from the library as “good” (43%) or “excellent” (57%). Some of the positive comments parents provided about the program include the following:

- *(The program) helped my children learn and grow in fun ways.*
- *The Story Time program has helped provide a sense of community and stability for my child.*
- *The library programs help my child’s readiness for school. They have helped her reading skills, communication skills, and socialization.*
- *Story Time and library time provided a safe environment for my child to learn and socialize with other kids and sparked a learning interest in books and enhanced my child’s imagination.*

## HELP ME GROW

Help Me Grow is a national model of screening and early intervention services that was implemented in Yuba County in 2016. The core components of the model include a centralized access point from which families with young children are connected to needed resources and services. The model also involves trainings and outreach to families and communities and health professionals serving young children. Below are data highlights from the 2016-17 fiscal year:

- Help Me Grow conducted 16 outreach visits to medical providers and trained 5 providers on the Ages and Stages Questionnaire (ASQ), an evidence-based developmental screening tool.
- 35 children were screened using the ASQ.
- 13 children screened were identified as needing services. Over two-thirds (69%) of these children were successfully connected to services or were awaiting their appointment for services.

Help Me Grow plans to expand on these early successes in the 2017-18 year, reaching more children, parents, and providers.

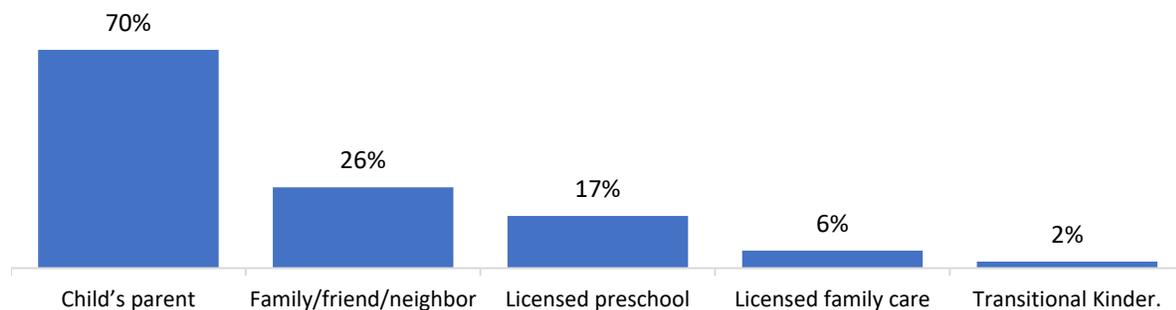
## Strategic Goal 3:

### All children are in an environment conducive to their development

Support for children’s development is First 5 Yuba’s third strategic goal. Agencies contributing to this goal in 2016-17 included the Child Care Planning Council and Fusion Kids. Outcomes for participants in these programs are summarized in this section.

Information on the child’s early care and education (ECE) experience was also collected at program intake, and the results provide important context for the programmatic results described later in this section. Caregivers indicated on the FIF intake all of the child care arrangements they had for their child. Most children were cared for in an informal setting by the parent or a family member, friend, or neighbor. Just 17% attended a licensed preschool, 6% attended licensed family child care, and 2% attended Transitional Kindergarten in the prior year, suggesting the majority of children had no formal ECE experience.

CHILD CARE ARRANGEMENTS FOR CHILDREN SERVED BY FIRST 5 PROGRAMS

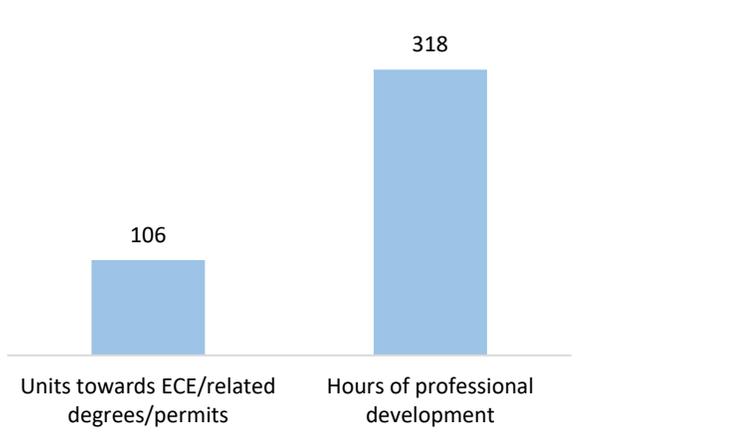


Source: Family Information Form (Intake) 2016-17. Percentages are based on the total number reported. N=286.

#### CHILD CARE PLANNING COUNCIL

The Child Care Planning Council offered professional development and quality improvement support to ECE providers in Yuba County. In the 2016-17 fiscal year, 30 ECE sites and 69 providers enrolled in the county’s quality improvement program. In addition, providers completed 318 hours of professional development and 106 units towards ECE or related degrees or permits.

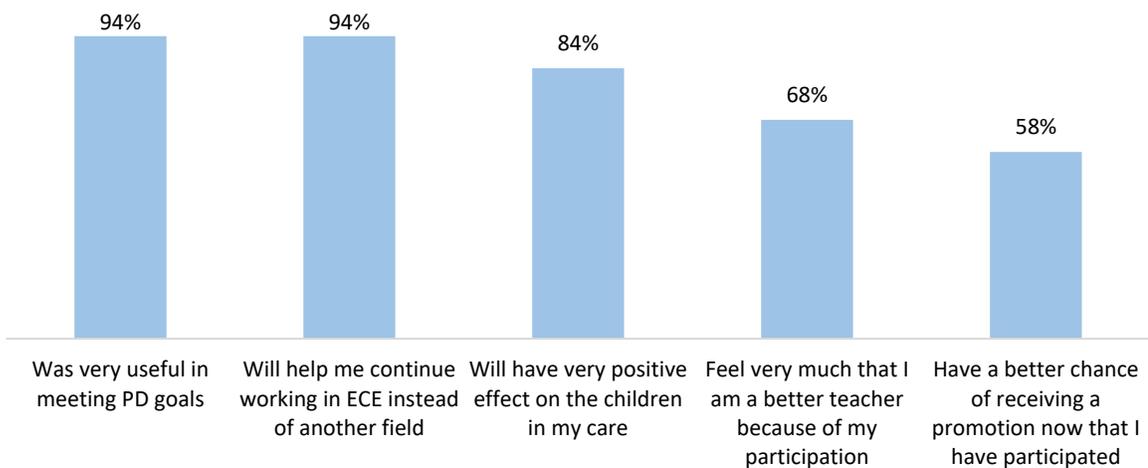
PROFESSIONAL DEVELOPMENT AND EDUCATION COMPLETED BY ECE PROVIDERS



Source: First 5 Yuba Quarterly Progress Reports.

The Keys to Quality stipend program offered ECE providers a stipend for pursuing professional coursework or trainings. Nineteen of the providers in the program filled out a survey on their experiences. Most participants felt the program contributed to various positive changes in their teaching and professional opportunities. They most strongly believed that the program was useful in helping them meet their professional development goals and that it will help them continue working in the ECE field instead of another field.

KEYS TO QUALITY STIPEND PROGRAM SURVEY OUTCOMES



Source: Keys to Quality Stipend Program Survey. N=18-19.

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

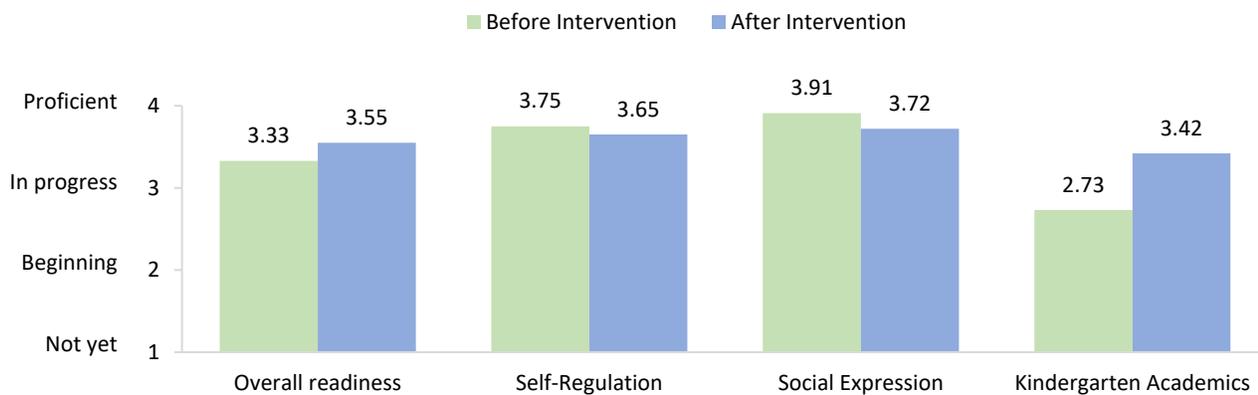
- *You all are great mentors to the field. Your kindness, patience and understanding is priceless. Thank you for making me feel important and special. I look forward to seeing you all more. Thank you for helping me grow! My progress will reflect in the classroom and personal life.*
- *Great program! Definitely going to recommend to others.*
- *I believe there should be some ideas of how to share this amazing program.*

## FUSION KIDS

Fusion Kids is a co-op preschool serving children in Olivehurst, offering classes 3.5 hours a day, three days a week. Parents participate in the program by helping in the classroom, coordinating fundraising and community outreach, managing the facilities, and serving in other roles that support the operations of the program.

At the beginning of the program (Fall) and at program exit (Spring), the teacher assessed each child’s skills in a variety of developmental domains, including self-regulation, social expression, and kindergarten academics, using the Pre-Kindergarten Observation Form. The teacher rated children’s skills on 20 items on a scale from 1 = *Not Yet* to 4 = *Proficient*. As shown below, the children in the program demonstrated great progress in kindergarten academics (e.g., knowing their letters, counting, and rhyming), but there was no significant change in their self-regulation and social expression skills. Nevertheless, seven of eight students (88%) showed at least some improvement in their overall skills from program entry to program exit.

KINDERGARTEN READINESS SKILLS BEFORE AND AFTER FUSION KIDS



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

All parents of children in the Fusion Kids co-op preschool rated the program as “good” or “excellent”.

## Conclusion

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Over the course of 2016-17, First 5 Yuba provided parents, caregivers, and children with services and supports that addressed three strategic goals: All children maintain optimal health; All families connect to their communities and support children’s development; and All children are in an environment conducive to their development. Through a range of interventions, including parenting classes, targeted interventions for children with special needs, dental services, recreational programs, ECE provider quality improvement efforts, and early learning and literacy programs, First 5 enhanced the community’s capacity to support the health and development of children aged 0-5. The quantitative and qualitative data summarized in this report suggest these efforts were greatly beneficial to many of the county’s children and families. Participants improved in their knowledge, development, and access to needed services, and parents and providers expressed appreciation for the services First 5 Yuba makes possible.

