



# ANNUAL EVALUATION REPORT 2020-21

First 5 Yuba County Children and Families Commission



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# Headline Findings 2020-21

First 5 Yuba has three strategic goals for children and families in Yuba County: *All children maintain optimal health; All families connect to their communities and support children's development; and All children are in an environment conducive to their development.* These three goals support the overarching goal that *All children enter school ready to learn.* Despite the ongoing challenges imposed by the emergence of the COVID-19 pandemic, programs supported by First 5 Yuba continue to deliver meaningful and engaging programs, support families in their journeys and enrich the lives of many Yuba children and caretakers through modified programs and innovative approaches. Below are highlights from the evaluation of these grantees' services.

## Profile of Children and Families Served



- More than 5,000 children, approximately 3,500 parents/caregivers, and about 400 providers were served by one or more First 5 programs (duplicated count).
- Most children were between the ages of 0 and 4 (88%), with similar proportions of children in each age bracket. About half were females and half males.
- Over half of children (65%) were of Latino, a quarter were White, and the rest were identified as multiracial (8%), Black (1%) or Asian (1%).
- The preferred language for more than half of the children (53%) was Spanish. English was preferred by 42%, and 5% preferred another language.
- About 8% of children had a diagnosed special need according to their caregiver.
- Caregivers of First 5 participants had a lower average income than the countywide population, with 60% earning \$50,000 a year or less and 21% living in poverty.
- Many caregivers were not employed (53%), and did not seek employment. Six percent of caregivers were looking for a job – similar to the unemployment rate in Yuba County. Eleven percent reported losing their job in FY 2020-21.
- About 40% attended high school, 43% attended some college or received an Associate degree, and 17% completed a Bachelor's degree or higher.

## All Children Maintain Optimal Health



- The percentage of children with developmental screens rose in fiscal year 2019-2020 and kept steady in fiscal year 2020-2021, at 39%.
- Dental and medical screenings increased from the previous year, and most parents (~90%) reported having dental and medical care in place.
- Almost half (45%) of families reported that they had to delay medical or dental care because of COVID-19.
- The **Mobile Dental Clinic** provided 315 procedures to 202 children ages 0-5. Oral health supplies and prizes were distributed by mail, in schools, and in drive-through events to increase oral health awareness.
- **Family SOUP** provided helpful support services to 100 children with special needs and their families, and 18 families received system navigation support which improved their knowledge, confidence, and family functioning.
- YCOE's **Child Development Behavioral Consultation (CDBC)** program offered 54 virtual Positive Discipline classes to 229 parents, 13 meetings to providers, and 38 community workshops. Participation in the CDBC Positive Discipline parenting classes remained steady throughout the year, and parents showed mastery of the topics covered. Additionally, 106 families received one-on-one consultations from CDBC, and six families received individual intervention services.



## All Families Connect to Their Communities and Support Children's Development



- **MJUSD's school readiness classes** were offered virtually to 81 families. The program was successful in improving parent's knowledge of child development topics, confidence in their ability to help their children build skills, and frequency of engaging their children in early literacy and physical activities.
- **Camptonville 1,2,3 Grow** engaged 9 parents and 11 children, providing them with Distance Learning Packets during campus shut down. Camptonville parents reported that they learned a lot from the program, and all were very satisfied with it.
- **Help Me Grow** screened 226 children using the ASQ-3 developmental screening tool and provided care coordination to 28 children.
- **Playzeum** conducted 90 playgroups sessions in-person with 55 families during 2020-21. Of these, 75% were very satisfied with the program and many reported that they learned a lot from it.
- **Yuba County Public Library** provided two successful virtual programs to parents and their children. There were 6,357 views to the virtual Story Time, and parents spent over 15,000 minutes reading to their young children in the summer.
- The **Dolly Parton Imagination Library** mailed over 16,500 books to 1,655 children ages 0-5.
- Over \$19K in **mini-grants** were awarded to 6 community agencies to provide playgroups, enrichment activities.
- **Ready4K** provided developmental text messaging support to the parents of 1,030 children.

## All Children Are in an Environment Conducive to Their Development



- Even though most ECE facilities were closed during the pandemic, many (~95%) still delivered educational materials to families and provided virtual engagement.
- First 5 Yuba responded to community needs and challenges caused by COVID-19 with over \$67K in grants to support child care providers.
- Through the **IMPACT** grant, 22 FFN child care providers received training and ongoing technical support on conducting developmental screenings.
- The **Keys to Quality** program supported 221 ECE providers in Yuba County in 2020-21. The Childcare Planning Council continued to get great accolades from Keys to Quality program participants with the majority of participants found the resources beneficial, especially the stipend (98%) and access to an advisor (87%).

## Strong Systems



- As part of the **Building Resilient Families** grant for tobacco prevention, the Tobacco grant program coordinator has built relationships with local FQHC administrators and began systems changes. For instance, baseline assessments of current practices around tobacco screening and referrals to cessation resources has led the way for putting forth more standard procedures.
- As part of the **Home Visiting Systems Coordination** grant from First 5 California, a community needs assessment informed the Bi-County Home Visitation Collaborative on service gaps and access barriers, and knowledge of available programs and procedures. First 5 has been leading the Collaborative forward to expand services, increase accessibility and secure additional sustainability.
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# 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 three strategic goals – all children maintain optimal health, all families connect to their communities and support children’s development, and all children are in an environment conducive to their development – as well as the overarching goal that all children enter school ready to learn.

The specific programs and services that contributed towards the achievement of First 5 Yuba’s goals in 2019-20 are outlined below:

### GOAL 1: ALL CHILDREN MAINTAIN OPTIMAL HEALTH

- Marysville Joint Unified School District (MJUSD) Student Services and Peach Tree Health – Mobile oral health services
- 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

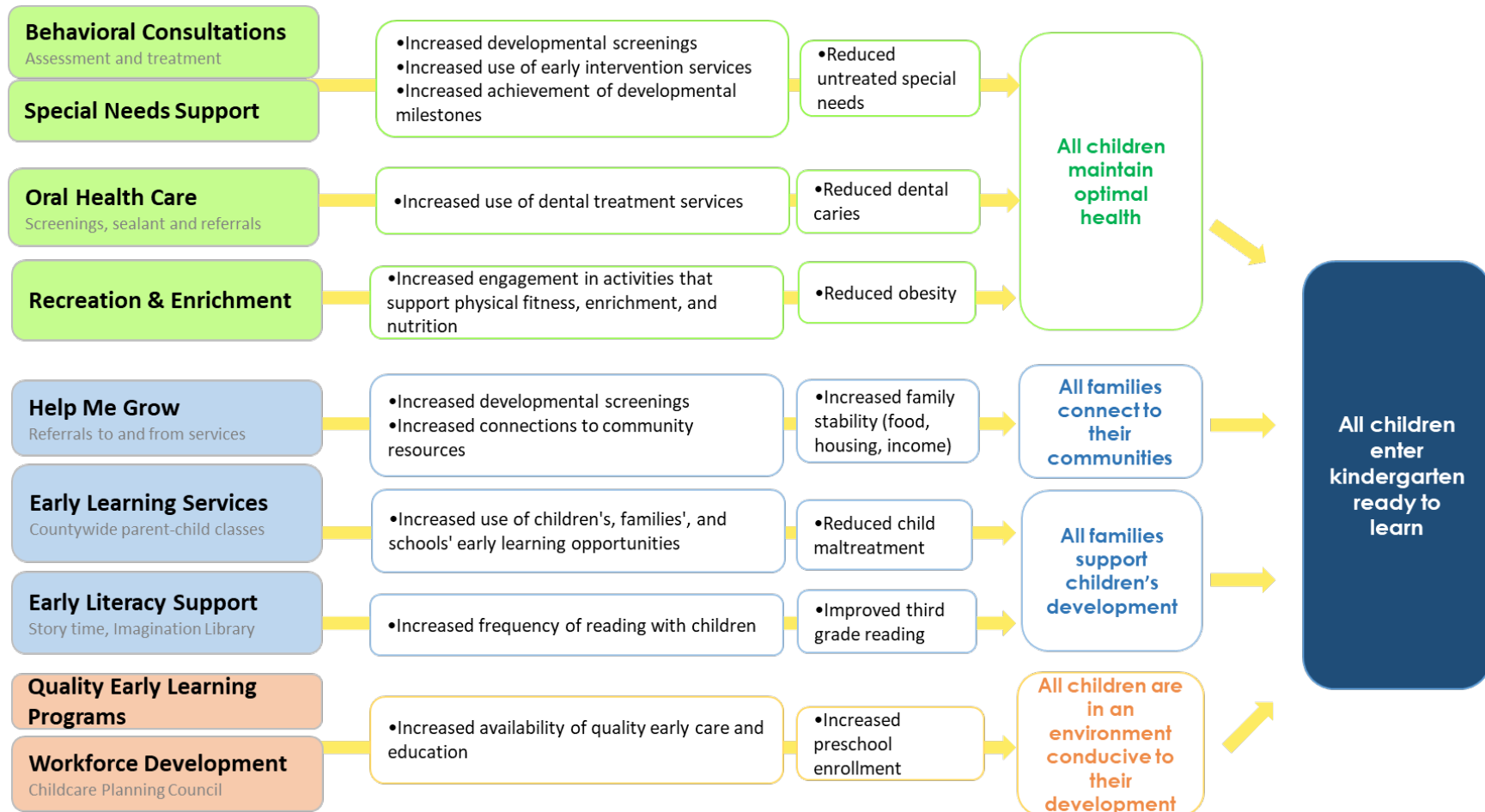
### GOAL 2: ALL FAMILIES CONNECT TO THEIR COMMUNITIES AND SUPPORT CHILDREN’S DEVELOPMENT

- MJUSD School Readiness Program – Parent-child school readiness classes
- Camptonville Community Partnership 1, 2, 3 Grow Program – Parent-child school readiness classes
- Help Me Grow – Developmental screenings, and community resources and referrals
- Playzeum – Developmental playgroups
- Yuba County Library – Family literacy programs
- Dolly Parton Imagination Library

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

- IMPACT grant – FFN support
- Child Care Planning Council – Keys to Quality early childhood education (ECE) provider professional development

# Strategic Framework



# Profile of Children and Families Served

## TOTAL POPULATION SERVED

This section summarizes the characteristics of participants in First 5 Yuba programs over the course of the 2020-21 fiscal year. More than 5,000 children, approximately 3,500 parents/caregivers, and about 400 providers were served by one or more First 5 programs (duplicated count). Figure 1 displays the number of children, parents/caregivers, and providers served by each First 5 programs.

**Figure 1: Number of Participants by First 5 Program**

	Program	Children	Caregivers	Providers
<b>CHILD HEALTH PROGRAMS</b>				
MJUSD Student Services and Peach Tree	Mobile Dental Clinic	202	--	--
Family SOUP	Special Needs Therapy	100	82	29
Yuba County Office of Education: CDBC	Behavioral Consult. / Parent Education	229	229	45
<b>FAMILY FUNCTIONING PROGRAMS</b>				
MJUSD School Readiness	Parent Education	81	58	--
Camptonville 1, 2, 3 Grow	Parent Education	11	9	--
Playzeum	Developmental Playgroups	55	55	--
Help Me Grow	Developmental Screenings/Referrals	226	28	--
YC Public Library	Story Time	366	366	--
Dolly Parton Imagination Library	Book delivery	1,655	1,655	--
Mini Grants	Emergency Disaster Relief	1033	35	
Kit for New Parents	Family Literacy	980	980	
<b>CHILD DEVELOPMENT PROGRAMS</b>				
Child Care Planning Council	ECE Quality Improvement	--	--	221
IMPACT - FFN/Non Traditional	ECE Quality Improvement	--	--	22
Packard - FFN Support	ECE Quality Improvement	--	--	32
CARES	ECE Quality Improvement	--	--	58
Mini Grants	Emergency Disaster Relief	169	2	4
<b>Total</b>		<b>5,107</b>	<b>3,499</b>	<b>411</b>

Sources: First 5 Yuba Quarterly Progress Reports, workshop logs, and Family Information Forms 2020-21.

Most of these programs collected information from families and children using a Family Information Form (FIF) that was administered at intake. 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.

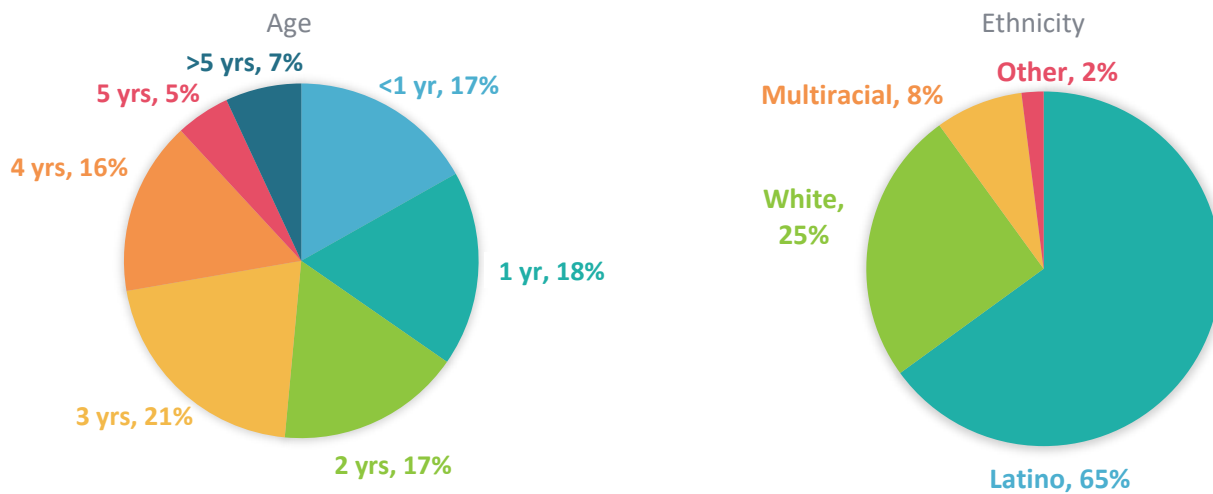


The remainder of this section describes the characteristics of the children and families served by First 5 Yuba programs, as reported on the FIF.

## DEMOGRAPHICS OF PARTICIPATING CHILDREN

Ninety-eight caregivers completed the Family Information Form (FIF) and provided demographic information on 138 children.<sup>1</sup> As seen in Figure 2, most children were between the ages of 0 and 4 (88%) with similar proportion of children in each age bracket. The majority of children (65%) were of Latino decent, a quarter were White, and the rest were identified as multiracial (8%) Black (1%) or Asian (1%).

Figure 2: Children's Age and Ethnicity



The distribution of children's gender was about even with 52% girls and 48% boys. About 8% of children for whom data were available had a diagnosed special need according to their caregiver. The preferred language for more than half of the children (53%) was Spanish. English was preferred by 42%, and 5% preferred another language or noted no preference between English and Spanish.

## FAMILIES' SOCIO-ECONOMIC STATUS

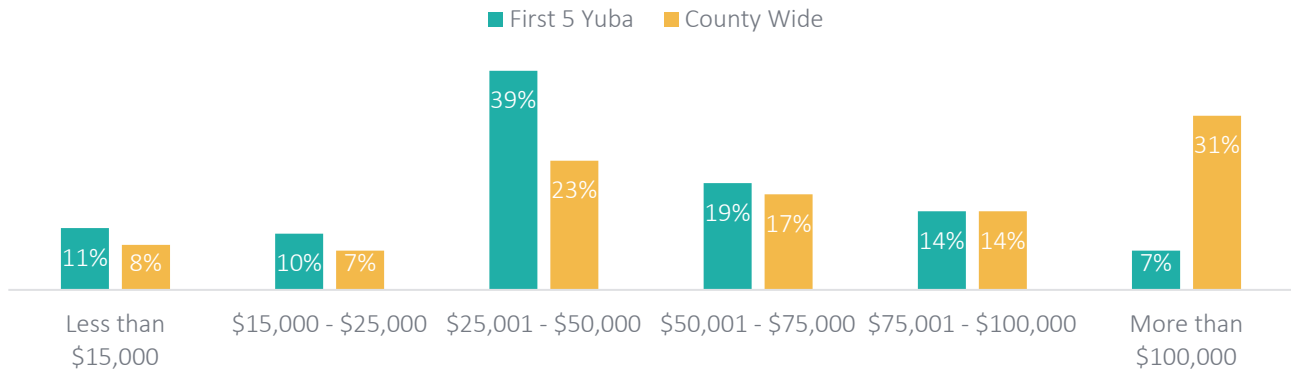
Figure 3 shows the distribution of family income for those who participated in First 5 programs as well as that of the countywide population. On the whole, caregivers of First 5 participants had a lower average income than the countywide population, with the majority (60%) earning \$50,000 a year or less. Based on the income data, as well as the household size (number of children plus number of caregivers), and in accordance with the California

<sup>1</sup> In FY 2020-21 there was a drop in the number of FIF collected because programs operated mostly virtually, and the return rate for online surveys is lower than that of in-person forms.

Poverty guidelines<sup>2</sup> helped us assess whether participating families lived in poverty. About a fifth of the First 5 families (21%) lived in poverty, a rate that is similar to the countywide poverty rate (20%<sup>3</sup>).

About a fifth of the children participating in First 5 programs (19%) are raised by single parents, compared to over a quarter (29%) of the children countywide.

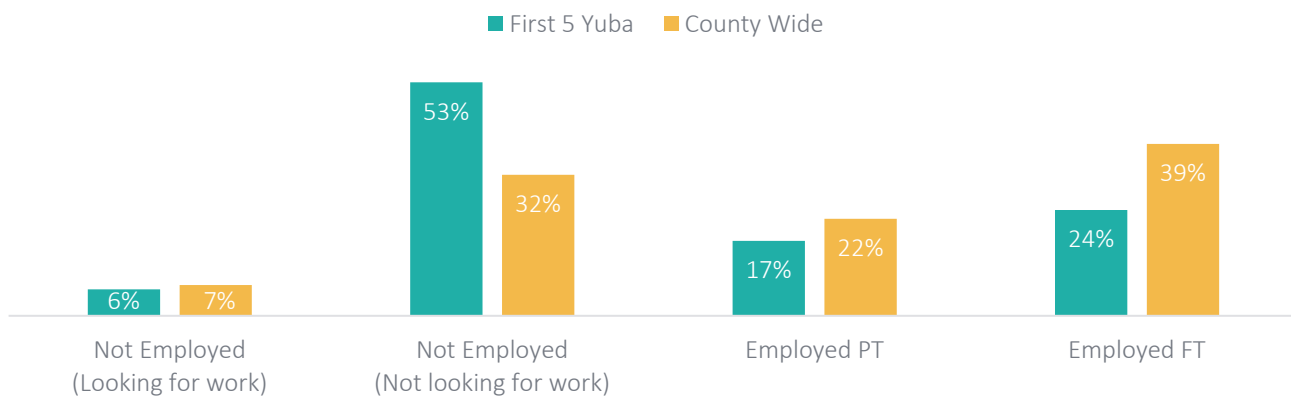
**Figure 3: Family Income**



Sources: FIF 2020-21. Percentages based on the total number reported. N=57. US Census, ACS, 2015-2019 5-year estimates.

As seen in Figure 4, many caregivers of First 5 participants were not employed (53%), and did not seek employment, as they were focusing on taking care of their young children. Six percent of the caregivers were looking for a job – similar to the unemployment rate in Yuba County. Eleven percent of those who worked in the prior year said they had lost their job.

**Figure 4: Employment Status**



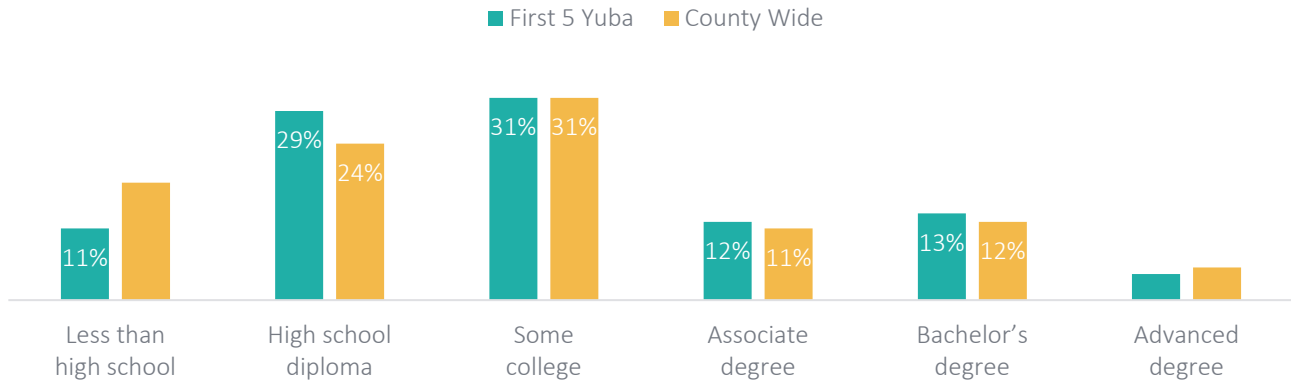
Source: FIF 2020-21. Percentages are based on the total number reported. N= 93; Employment figures for countywide data shows the population 16+ with full-time, year-round work status in past 12 months. (US Census, ACS, 2015-2019 5-year estimates). The 2020 annual unemployment rate for Yuba County is 7.3, not seasonally adjusted (U.S. Bureau of Labor Statistics).

<sup>2</sup> See <http://www.laalamnac.com/social/so24.php>

<sup>3</sup> Poverty rate for households with 0-5 kids (Source: US Census, American Community Survey, 5-year estimates.)

In terms of education attainment, First 5 participants were similar to families countywide (see Figure 5). About 40% attended high school, another 43% attended some college or received an Associate's degree, and a minority (17%) completed a Bachelor's degree or higher.

**Figure 5: Caregivers' Education Attainment**



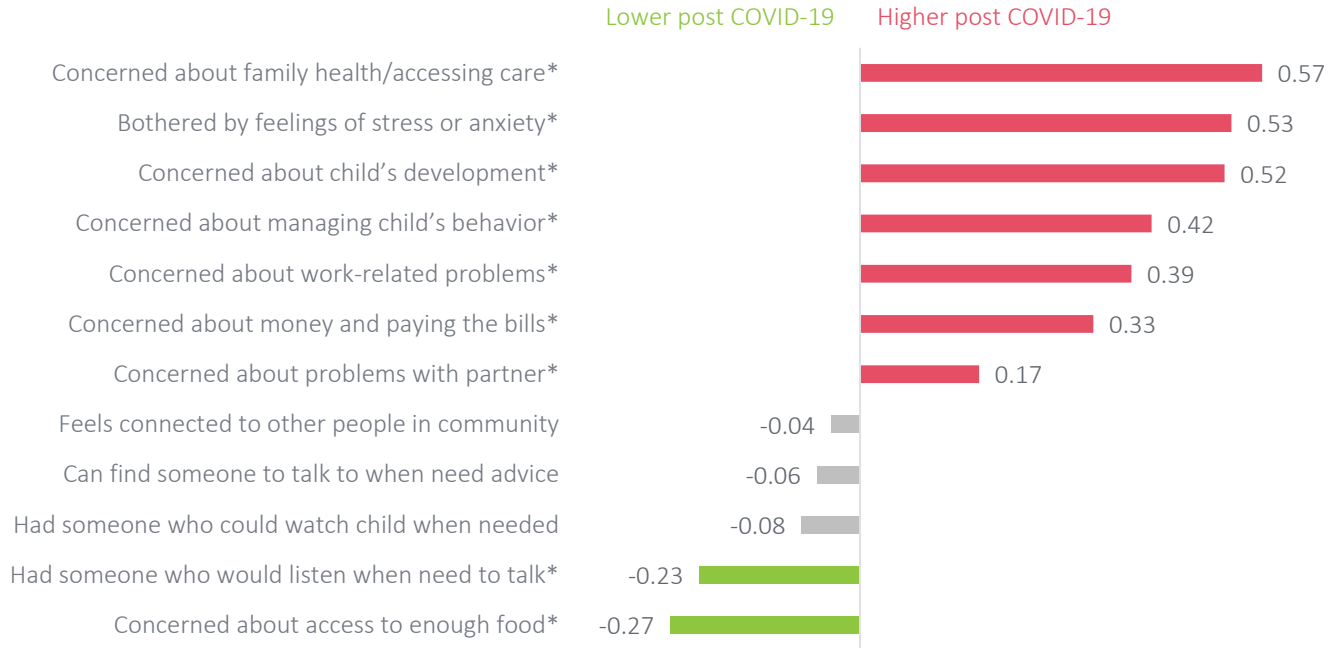
Sources: FIF 2020-21. Percentages based on the total number reported. N= 75; US Census, ACS, 2015-2019 5-year estimates. Countywide estimates for educational attainment are for population 25 and older; 'less than high school' includes estimates for individuals who attained 9th-12th grade, no diploma.

## Ongoing Effects of COVID-19

### EFFECTS ON PARTICIPATING FAMILIES

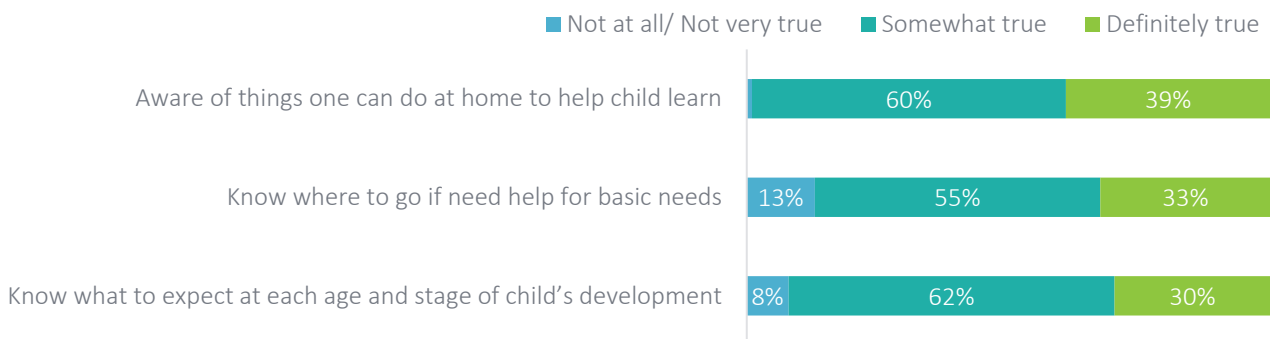
The emergence of the COVID-19 pandemic has shifted the lives of people globally, and families across the world have been experiencing a new range of stressors that threaten their health, safety, and economic well-being. To examine the effects of the ongoing pandemic on families in Yuba County, we added a question to the Family Information Form in FY 2020-21 that asks caregivers to reflect on their worries and concerns before the pandemic and following its onset (*"Please tell us how much you agree with the following statements, first thinking about the time before the COVID-19 outbreak and then the past month."*). Figure 6 shows the average difference in scores, where numbers significantly higher than '0' reflect a higher concern during the pandemic as compared to before its onset, and numbers significantly lower than '0' reflect a lower concern. As can be seen in the graph, most items show an increase in concerns following the start of the pandemic. Specifically, during the pandemic caregivers noted being more stressed and anxious and were more concerned about their family health and accessing care, their children's development and managing their behavior, losing their job or working reduced hours, paying the bills, and having problems with their partner.



**Figure 6: Caregivers' Concerns Before and After COVID-19**

Source: FIF 2020-21. Percentages are based on the total number reported. N=48 respondents who answered both pre- and post-COVID questions. A 4-point agreement scale was used, with 0=Strongly disagree, 1=Somewhat disagree, 2=Somewhat agree, 3=Strongly agree. Items marked with an asterisk (\*) are Statistically significant at  $p < .05$ .

Moreover, only about a third of the caregivers had a solid awareness of developmental stages, how to help their children learn, and where to look for help for their basic needs (see Figure 7). In fact, about half of the caregivers (47%) did not have any of these protective factors in place (i.e., they chose 'Not at all,' 'Not very true,' or 'Somewhat true' on all three of these items).

**Figure 7: Caregivers' Protective Factors**

Source: FIF 2020-21. Percentages are based on the total number reported. N=77.

## EFFECTS ON FIRST 5 PROGRAMS

Program providers had to rethink their engagement strategies and their program delivery methods in response to the COVID-19 pandemic. After a period of adjustment following the stay at home orders in Spring 2020, program providers started to find their stride, offering programs online and delivering supplemental materials and innovative activity kits to participants. Nevertheless, the uncertainty of the pandemic and the frequent changes to state and county regulations have impacted program delivery throughout the 2020-2021 fiscal year. Most programs never opened and instead maintained online delivery of services for the whole year. Some programs opened to provide limited capacity in-person sessions.

In their quarterly reports, providers describe the challenges they encountered during that period. From these narratives three main themes emerged:

### 1) Reduced Number of Participants

Providers report that enrollment and attendance numbers in programs that offered in-person services went down, compared to previous years. For example, given the school closure, staff of the Mobile Dental Clinic were not able to use their usual method of pulling children from their classes to provide screenings and dental services. They had to rely on somewhat successful virtual marketing events and a very limited number of outdoor community events that were offered during the year, when things started to open in the Spring of 2021. Normally, outreach events are used to market different programs to families, so they get to know the range of services and programs that is available in the county. But the marketing of programs suffered in 2020-21 because many outreach events did not happen, or were shifted to an online medium, especially in the earlier part of the year. Thus, families were not aware of the available options.

Even when families enrolled in a program, such as Playzeum playgroups, or had a scheduled appointment as in the Mobile Dental Clinic, their attendance was inconsistent. Providers explained that this happened because some families had to help their older children at home with distance learning, they were busy looking for a job, or they were worried about exposing themselves or their children to the virus.

Most workshops that were available online (such as the Positive Discipline workshops offered by the Child Development Behavior Consultation program) were successful in pulling many interested caretakers and providers.

However, workshops geared toward special populations such as teen moms (“BEST” parenting classes), parents of children with special needs (“Understanding the IEP” workshop by Family SOUP), or Spanish-language speakers had low attendance and were often canceled.



*"My biggest challenge has been keeping children engaged during Zoom due to the age difference among them, between 5 months to 5 years of age. Using more props, songs and dancing has been helpful."*

– MJUSD School readiness Specialist



## II) Procedural Adjustments

Programs that opened their doors to in-person services had to change their procedures and add more hygiene and sanitation practices (e.g., Camptonville 1,2,3 Grow, Playzeum), and/or contact tracing trainings for the staff (e.g., MJUSD School Readiness). The effort and time it took to learn these procedures as well as maintaining them put an extra workload and stress on program providers.

Providers also reported adjustment challenges for the participating families. Those who went back to providing in-person services noted that it took more time for children to find a routine again after so much time away from the classroom and that parents who were eager to socialize with other parents interrupted the flow of the program (e.g., Camptonville 1,2,3, Grow).

Providers that offered their program virtually reported other adjustment challenges. For example, MJUSD School Readiness program staff reported that it was quite difficult to get all parents to learn how to use Zoom. Family SOUP noted parents' growing frustration with the virtual program, especially since it was challenging for their children with special needs to participate and learn via the online medium.

## III) Operational Challenges

In addition to the aforementioned challenges, many providers described operational challenges that jeopardized the delivery of their programs. Many programs experienced staff turnovers and shortages (e.g., Camptonville, Mobile Dental Clinic, Yuba Library, Help Me Grow, CDBC). MJUSD School Readiness staff also noted that their resources were limited. Specifically, they needed new computers and they did not have enough materials to support the weekly individual Take Home Activity Bags that were distributed to families. Finally, Playzeum had an issue with finding a space to deliver the program in-person such that it would be accessible to as many families as possible but was not able to find a good location within the allocated budget until later in the year.

*"The work and resources that were needed to successfully convert this program to a virtual program were significant [...and] The need for behavioral support and skill building for typically developing children is greater than ever."*

*– CDBC specialist*

Despite the challenges, providers persevere and were able to deliver effective programs, engage children, and provide support to parents. As one provider summarized it:

*"This period has been filled with challenges, barriers, and unusual developments. It has also created life enriching opportunities for solutions, collaborations and proactive planning [...] Planning for future efforts are in the works and lessons learned from the COVID 19 pandemic have led to many positive outcomes and increased flexibility in service delivery methods."*

*– CDBC specialist*

And another provider added:

*"This whole school year was full of unusual challenges, barriers and developments but together with the parents and the school readiness team, we were able to overcome those obstacles. I modified activities based on each family/child need to assure the program-child success."*

*– MJUSD School readiness Specialist*

# Goal 1 — All Children Maintain Optimal Health

## DESIRED OUTCOMES AND RESULTS

- Increased developmental screening
- Increased use of early intervention services
- Increased achievement of developmental milestones
- Increased use of dental treatment services
- Increased engagement in activities that support physical fitness, enrichment and nutrition.

In 2020-2021, three programs and services contributed towards First 5 Yuba's first strategic goal, that all children maintain optimal health:

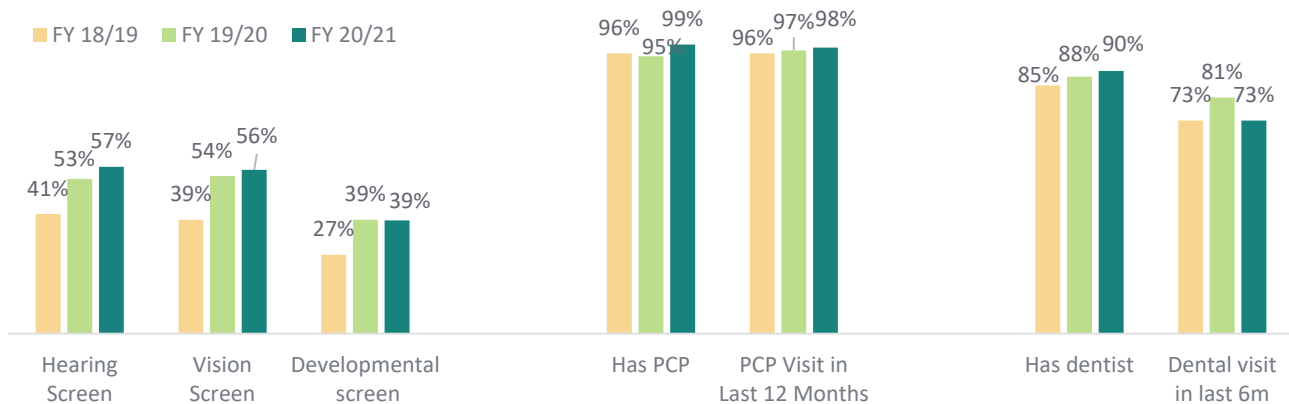
- MJUSD Student Services and Peach Tree Health oral health services;
- Support for children with special needs and their families, provided by Family SOUP; and
- Behavioral consultation and parenting classes from Yuba County Office of Education, Child Development Behavioral Consultation Program (CDBC).

This section describes the services provided and the outcomes achieved for each of these programs, as well as health outcomes for participants, across all First 5 Yuba programs.

Health-related data for all First 5 participants is summarized first to provide context for the program specific data in this section. At program entry, parents and caregivers were asked to indicate the child's access to medical and dental care, and health and developmental screenings. As can be seen in Figure 8, Vision and Hearing screening continue to gradually rise yearly and reached over half of the First 5 Yuba children in FY 2020-2021 (57% Hearing, 56% Vision). Developmental screenings rose in the prior year and stayed steady in FY 2020-2021 with over a third (39%) of the children receiving these screenings. Given the expressed concerns that some parents (15%) had about how the pandemic negatively affected their child's development and behavior, efforts should be made to further increase access and support for developmental screenings.

As in previous years, nearly all children had a primary care physician (PCP) and had been to the doctor in the past 12 months (99%, 98% respectively). Each year, an increasing proportion of children had a regular dentist (90%), and most children aged 18 months or older were seen by the dentist in the prior six months (73%). The drop in dental checkups from 81% in FY 2019-2020 to this year's 73% could be due to the ongoing pandemic that resulted in shortage in staff and fewer available appointments. Indeed, 45% of the First 5 Yuba parents reported that they had to delay their child's medical or dental care because of COVID-19.

Figure 8: Health Care Access for First 5 Yuba Children



Sources: FIF 2019-20 N=251-280; FIF 2020-21. N=91-98.

## MJUSD STUDENT SERVICES AND PEACH TREE HEALTH

**The Mobile Dental Clinic provided 315 procedures to 202 children 0-5. Oral health supplies and prizes were distributed by mail, in schools, and in drive-through events to increase oral health awareness.**

MJUSD and Peach Tree Health offer mobile dental services, including extractions, fillings, fluoride varnish, and sealants, to children who might not otherwise receive dental care. Below are a few highlights from the 2020-21 fiscal year for the Happy Toothmobile Dental Clinic:

- 202 children 0-5 were served by the Mobile Dental Clinic.
- 315 procedures were provided for children 0-5. The most common procedures included the application of fluoride varnish, fillings, and x-rays.
- 69% of children 0-5 served had cavities, highlighting the need for oral health services like the Mobile Dental Clinic for this population.
- 61% of parents surveyed said their child would not have received dental care if the Mobile Dental Clinic services were not available.

The main form of getting children's oral health checked before the pandemic was to retrieve them from their classes during school hours. Because of COVID-19 restrictions and school closures, the Toothmobile had to find other ways to get families engaged and children checked up. In the first half of the fiscal year, staff members sent out oral health kits through the mail, which included tooth brushing supplies, stickers, varnish information, a note from the Toothmobile staff urging them to come for their check up, and a golden ticket (redeemable for a special prize when they come for appt). In addition, in the



beginning of the school year the staff staged a fun ‘stationary parade’ in the drive-through lunch pick-up line at Cedar Lane School. The festive atmosphere of the event was enhanced with bubbles, music, and a giant dancing Happy Tooth. During this event 325 oral health bags were handed out. These engagement efforts yielded some results with 15% of the children who received oral health kit coming for their dental appointment within 4 weeks.

During the second half of the fiscal year Toothmobile staff created an oral health video and scheduled virtual oral health lessons with many school teachers to ensure continued learning and access to important dental health information. They also conducted a successful drive-thru fluoride varnish and dental screening event, called ‘Smiles for Miles.’ In addition to fluoride varnish and screening, families were given oral health bags. The dentist on site was also able to assess children who had dental pain and urgent care treatment was scheduled.

*“We’ve been having a little bit of a hard time finding a dentist through COVID, so it was a perfect opportunity because my little one has never been seen and my older one, she has a problem with dentists, so it’s been hard to find one she’s willing to work with”*

*- Parent who came to the ‘Smiles for Miles’ event*

## FAMILY SOUP: SPECIAL NEEDS SUPPORT

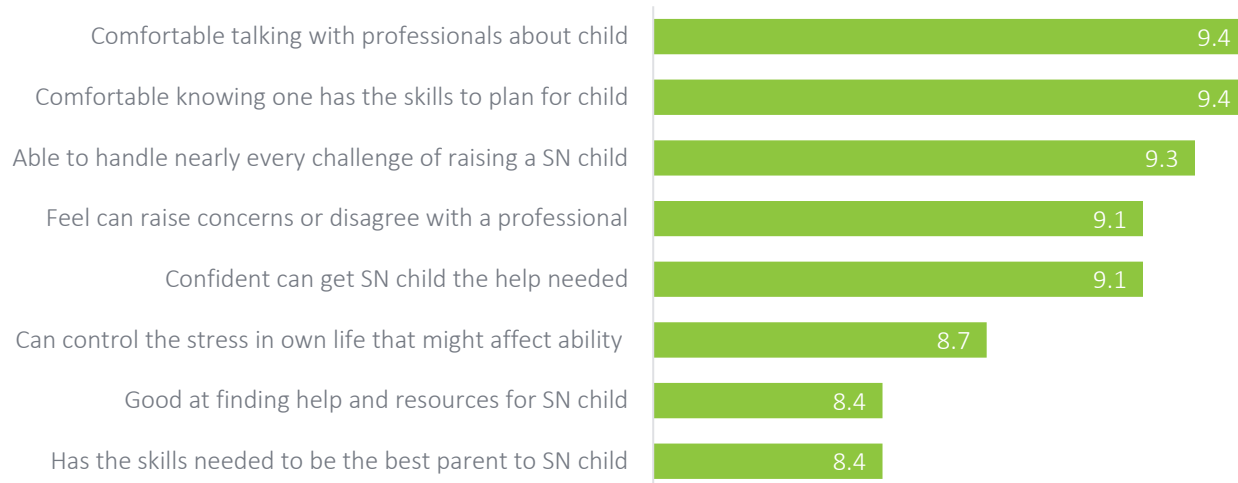
**Family SOUP provided helpful support services to 100 children with special needs and their families. Eighteen families received system navigation support which improved their knowledge, confidence and family functioning.**

First 5 Yuba contracted with Family SOUP to provide services and supports to children with special needs and their families. In 2020-21, Family SOUP offered navigation support services to caregivers, and staff conducted workshops, trainings, support groups, and transportation assistance. They also participated in multidisciplinary meetings with other professionals. In response to COVID-19, Family SOUP shifted how they provided services. System navigation, support groups, and workshops became virtual, and a new virtual monthly playgroup program was created, called “Sensory Play.” This latter program became a success and children really enjoyed getting together virtually and having an opportunity to play and engaging their senses. Participation in support groups have increased as well.

Eighteen caregivers received navigation support during the 2020-21 fiscal year. Each received an average of 10 contacts (i.e., phone calls, video calls, emails, and mailings) from Family SOUP staff during the year. Topics covered included in-home care needs and services, educational options, disability services, self-care, and the child’s physical, social, recreational, and emotional health needs.

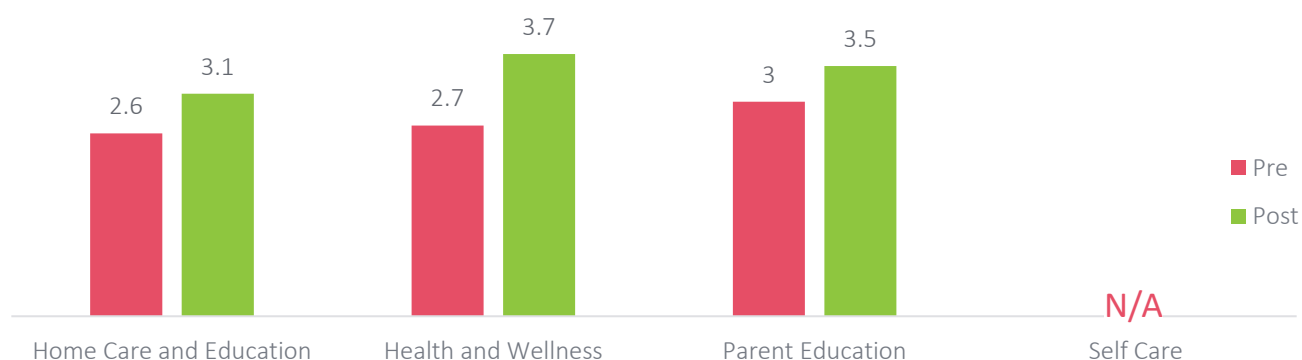
Several parents (N = 7) receiving navigation support responded to a parent survey, reflecting on the services they received and assessing their level of confidence in their abilities to handle the challenges of raising a child with special needs. Ratings of the items in the survey were high, demonstrating the impact Family SOUP services have on participating families even when services were provided virtually (see Figure 9).

Parents were also very satisfied with the staff and the overall services they provided with five out of the seven respondents selecting this top rating (on a 4-point scale.)

**Figure 9: Parent Self-Assessment of Skills Following Participation in Family SOUP**

Source: Family SOUP Parent Self-Assessment Survey. N=7; Numbers represent average responses on a 10-point scale (10=Absolutely).

Staff routinely assess family functioning when families first start receiving system navigation services, six months into providing services, at the one year mark, and when families exit the program (either the child aged out or they no longer need these services). The family functioning assessment includes 16 items covering 4 domains: Home Care and Education (e.g., *Provides appropriately for child's early education needs*), Health and Wellness (e.g., *Accesses known community resources to address child's needs, Knows how to apply for health insurance*), Parent Education (e.g., *Demonstrates good parenting skills*), Self Care (e.g., *Accesses available respite care when needed*). Each item is rated on a 6-point scale where: 5=Thriving, 4=Very Good, 3=Good, 2=Minimally Adequate, 1=Inadequate, 0=In Crisis. As can be seen in Figure 10, three families for whom data were available both at initial assessment and at a followup one showed improvement on three of the four domains.

**Figure 10: Staff's Family Functioning Assessment Pre and Post Navigation Services**

Source: Family SOUP Staff Client-Assessment; N=3 Matched pairs – significance test was not performed due to small sample size; Numbers represent average responses on a 6-point scale (5=Thriving, 4=Very Good, 3=Good, 2=Minimally Adequate, 1=Inadequate, 0=In Crisis).



### Family Soup Success Story

When Ms. Z first contacted Family SOUP she was not at all familiar with the services and supports available to her and the three grandchildren under her care. Finding Family SOUP has helped her navigate the complexity of the disability services system. She was able to connect with a family SOUP staff member that could provide her with Parent-to-Parent support. With the help of Family SOUP staff, all three children were assessed and referred to appropriate services in the county. Child 1 qualified for the 'In Home Supportive Services' (IHSS) program. Child 2 was initially qualified for Speech and Occupational Therapy (OT) Services through Alta California Regional Center (ACRC) but more recently it was recommended to place Child 2 in a preschool for social/emotional and behavior needs. Following an assessment, Child 3 was qualified for Speech services. Family SOUP attended all Individual Family Service Plan (IFSP) and Individual Education Plan (IEP) meetings.

Ms. Z knows she can contact Family SOUP at any time and is reassured that Family SOUP understands her challenges and that they are available to listen and offer her emotional support.

*"Family SOUP is amazing, wonderful and very knowledgeable. They have over the top helped me. I can't thank them enough."*

- Ms. Z



## YUBA COUNTY OFFICE OF EDUCATION BEHAVIORAL SERVICES

**The Child Development Behavioral Consultation program offered 54 virtual Positive Discipline classes to parents, 13 meetings to providers, and 38 community workshop. Participation in the virtual parenting classes remained steady throughout the year, and parents showed mastery of parenting topics covered. Six families received intervention services and 106 families received one-on-one consultations.**

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

At the onset of the COVID-19 pandemic, YCOE CDBC started providing virtual programming to participants to allow for the continuation of learning for parents. Below are data highlights from the work conducted in 2020-21:

- 38 community workshops were offered virtually, averaging approximately 1.5 hours each
- 13 BEAS meetings were held with approximately 45 providers (non-duplicated)
- Intervention services were provided for 6 children demonstrating behavioral challenges
- 106 consultations on behavioral concerns were provided by phone, Zoom, or email<sup>4</sup>.
- 54 Positive Discipline parenting classes were offered with approximately 686 parents<sup>5</sup>.

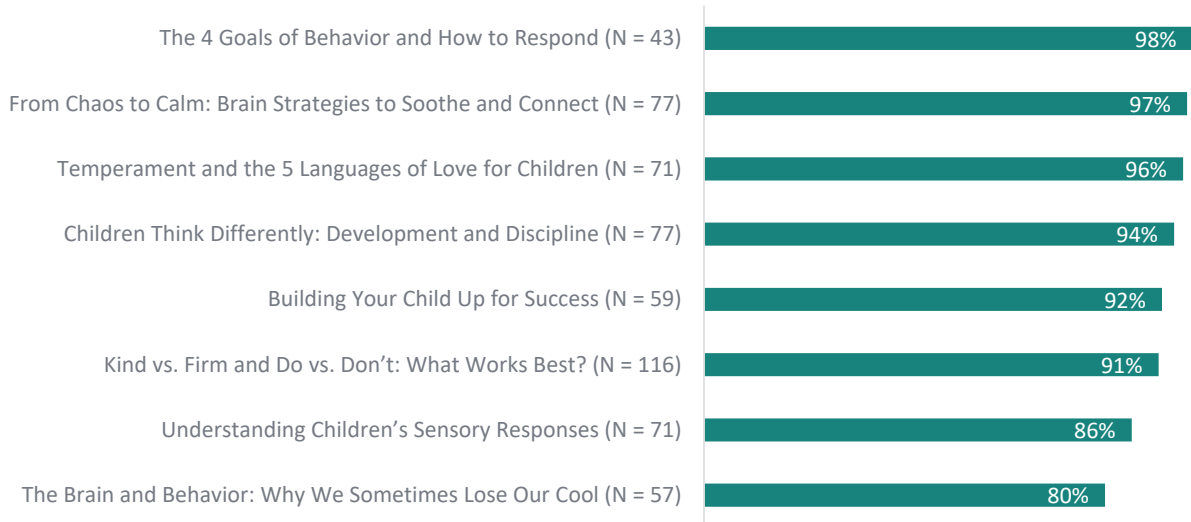


<sup>4</sup> Due to safety precautions related to COVID-19 there were no face-to-face consultations during the year.

<sup>5</sup> Numbers are duplicated and might represent participants living in Sutter County as well. We estimate that 65 unduplicated parents from Yuba County participated throughout the year.

Following each Positive Discipline parenting class, participants completed a short quiz assessing their knowledge on the topic covered. As can be seen in Figure 11, parents consistently showed high knowledge scores, indicating that they mastered each topic. Overall, across the different classes, parents answered 92% of the questions correctly.

**Figure 11: Parents' Knowledge Following Positive Discipline Classes**



Source: Positive Discipline Online Parenting Class Mini Surveys. Numbers represent average % of correct responses; Three quiz questions per survey; number of total (duplicated) responses = 571.

## Goal 2 — All Families Connect to Their Communities and Support Children's Development

### DESIRED OUTCOMES AND RESULTS

- Increased use of children's, families', and schools' early learning opportunities
- Increased developmental screening
- Increased connections to community resources
- Increased frequency of reading with children

In 2020-2021, six programs and services contributed towards First 5 Yuba's second strategic goal, that all families connect to their communities and support children's development:

- MJUSD School Readiness Parent-child Classes
- Camptonville Community Partnership 1, 2, 3 Grow Parent-child Classes
- Developmental Playgroups at Playzeum
- Help Me Grow Developmental Screenings and Referrals
- Yuba County Library Story Time
- Dolly Parton Imagination Library

In addition to these programs, First 5 Yuba provided mini grants totaling over \$19K to 6 community agencies that support family functioning. Funds were used to provide playgroups, enrichment activities, and developmental text messaging support (Ready4K) to 1030 children 0-5.

### MJUSD SCHOOL READINESS PARENT-CHILD CLASSES

**MJUSD virtual school readiness classes were offered to 81 families. The program was successful in improving parent's knowledge of child development topics, their confidence in their ability to help their children build skills, and frequency of engaging their children in early literacy and physical activities.**

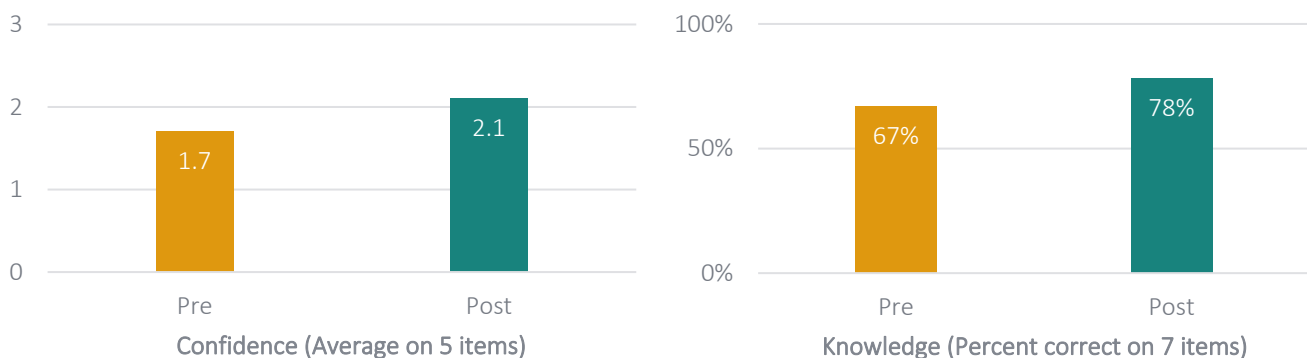
In FY 2020-21 parent-child school readiness services were offered virtually to 81 families through four MJUSD school sites: Linda, Cedar Lane, Ella, and Johnson Park. Parents were educated on school readiness topics, including physical, cognitive, and social emotional development, and children were screened to verify their immunizations are up to date and were referred to services if needed. Other health screenings were not completed this year because of limitation imposed by the distance learning. Towards the end of the fiscal year some class meetings were held in person, but for the most part classes were done over Zoom and children were provided with activity bags that parents picked up from the school site. Throughout the year staff regularly

communicated with parents via phone calls, emails, WhatsApp and Facebook messenger groups. A total of 58 parents and 81 children participated in the program.

As part of evaluating the program, parents filled out a survey before the program started and at its conclusion. Five items assessed parents' confidence in their ability to build their children's skills in a variety of domains, including social emotional skills, language and literacy skills, and physical skills. These items were rated on a 4-point scale with 0="Not at all," 1="A little," 2="Somewhat," 3="Very." The left of Figure 12 shows the average on the five confidence items before starting the program and following its completion. As can be seen, participating parents showed significant increases in confidence after participation in the MJUSD school readiness program.

In addition, parents were asked to choose the best answer on a series of seven items assessing their knowledge of child development topics related to brain development, nutrition, media exposure, dealing with emotional outbursts, and literacy. The percent of correct responses (out of the 7 item) increased following participation in the program (see the right of Figure 12).

**Figure 12: Parents' Confidence and Knowledge Before and After MJUSD School Readiness Program**

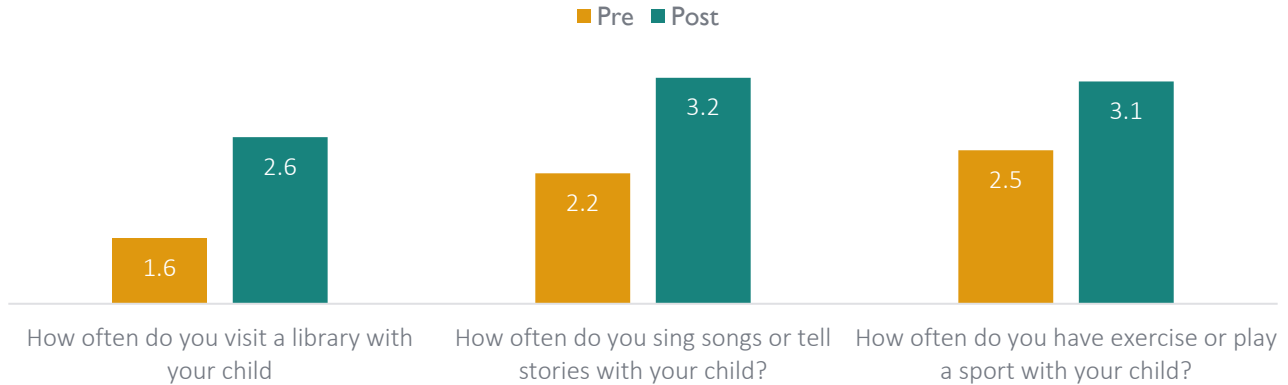


Source: MJUSD Pre-Post Surveys. N=33 matched pairs. Differences are significant at  $p < 0.01$ .

Not only did parents' confidence and knowledge increase, but also their behavior with their children changed for the better. Following participation in the program, parents visited the library and sang songs with their children more frequently, and engaged in physical exercise with them more frequently. (See Figure 13)

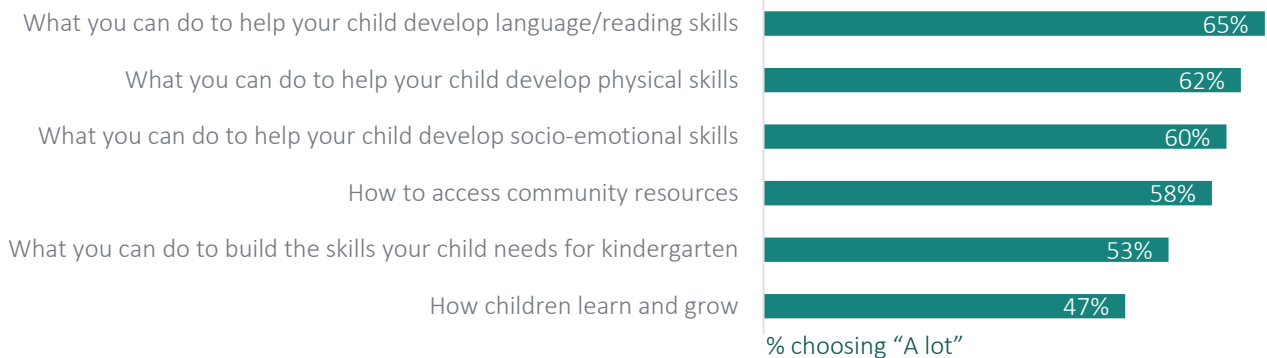




**Figure 13: Parents' Behaviors with Their Children Before and After MJUSD School Readiness Program**

Source: MJUSD Pre-Post Surveys. N=33 matched pairs. Differences are significant at  $p < 0.01$ .

Parents also reported that they learned a lot in the school readiness classes. The classes helped them with regards to advancing their child's literacy, physical, and socio-emotional skills. (See Figure 14).

**Figure 14: Parents' Perception on How Much They Learned From the MJUSD School Readiness Program**

Source: MJUSD Post Survey. N=53. Results on a 4-point scale where 0=Nothing, 1= A little, 2= Some, and 3=a lot.

*"With COVID it has been hard to keep all 3 of my children busy. Since COVID restrictions started, they have more time together and they fought a lot. When Ms. Lulu started the zoom classes, my other children also wanted to participate...it was a nice break from their regular classes.*

*M. likes to have the Zoom classes because he thinks he is all grown up like his siblings. I'm noticing M. is becoming more and more interested in having me read books to him, something he didn't show interest before. He is dancing and singing, the songs that Ms. Lulu does, with his siblings.*

*I can honestly say that School Readiness has help me with all 3 children. They don't fight as much because when I told Ms. Lulu about having a hard time with my 3 children at home, she started to send extra activities for my older kids too. The projects keep them busy. This is one less thing to worry about during this time. Thank you,"*

*- M.R., MJUSD School Readiness program participant*

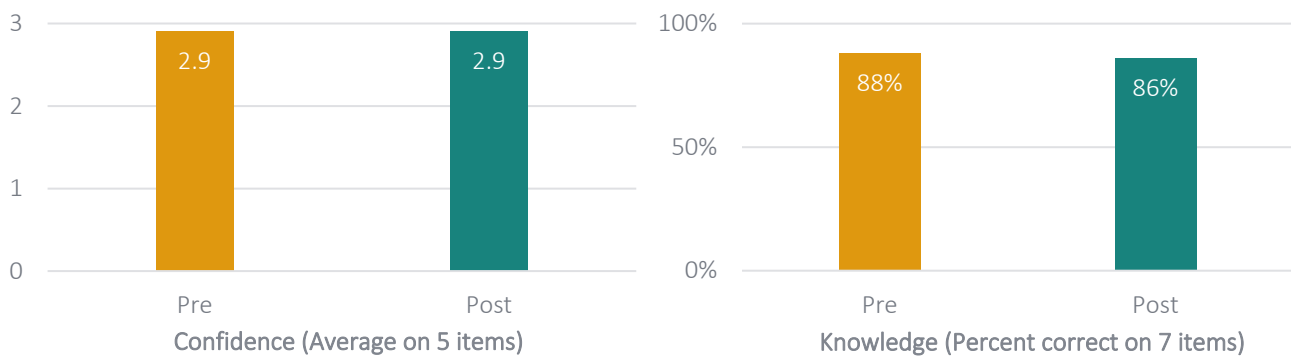
## CAMPTONVILLE 1, 2, 3 GROW PARENT-CHILD CLASSES

**Camptonville 1,2,3 Grow engaged 9 parents and 11 children throughout 2020-21 fiscal year and provided families with Distance Learning Packets during campus shut down. Parents reported that they learned a lot from the program and all were very satisfied with it. They also showed high confidence in preparing their children to kindergarten and high knowledge of child development.**

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 dental screenings and referrals to services as needed. After a short period of providing in-person services to a limited number of children and parents, school had to shut down. At that time, the staff shifted gears and began to offer Distance Learning. On a weekly basis, the staff created Distance Learning Packets for parents to pick up and use at home. Campus reopened again in the spring and in-person activities resumed.

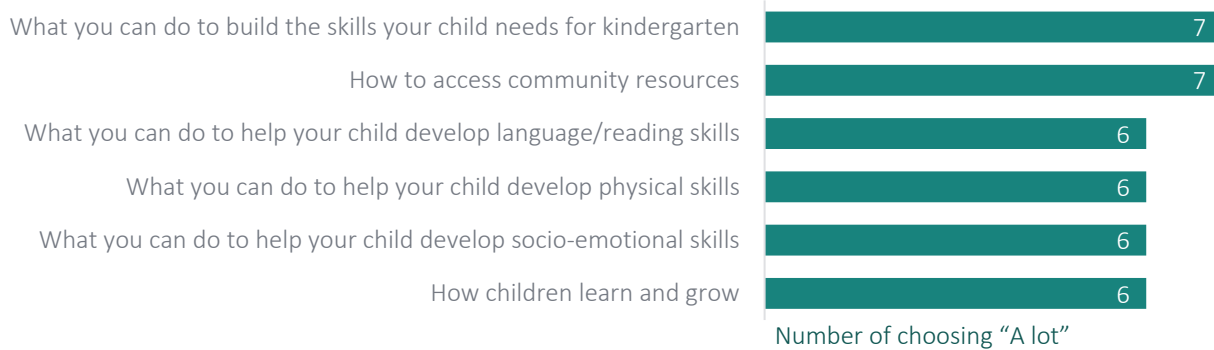
All in all, eleven children and nine parents participated in the program. Seven of the nine parents completed a survey before the program started and following its conclusion. The surveys assessed parents' knowledge of child development, confidence in their ability to help their children build skills, and the frequency of engaging in enriching activities with their children. Figure 15 shows the average confidence level on five items, before and after the program, rated on a 4 point scale (0="Not at all," 1="A little," 2="Somewhat," 3="Very"; see left portion of Figure 15). Knowledge was assessed as the percent of correct responses to seven questions before and after the program (see right of figure 15). As the figure demonstrates, parents showed high confidence and knowledge of child development both before and after participation.

**Figure 15: Parents' Confidence and Knowledge Before and After Camptonville 1,2,3 Grow Program**



Source: Camptonville Pre-Post Surveys. N=7 matched pairs.

Parents also reported that they learned a lot in school readiness class. Especially the class helped them with regards to advancing their child's literacy, physical, and socio-emotional skills. (See Figure 16). They also reported that they learned a lot about preparing their children for kindergarten, and about access to other community resources. Finally, all seven respondents were 'Very Satisfied' with the classes.

**Figure 16: Parents' Perception on How Much They Learned From the MJUSD School Readiness Program**

Source: Camptonville Post Survey. N=7. Results on a 4-point scale where 0=Nothing, 1= A little, 2= Some, and 3=a lot.

*"My son loves going to 1,2,3 Grow. Roughly half of my mornings I wake up to him asking if it's a day he gets to go to school. We don't have a huge number of other kids for him to play with in the area, and they've helped him so much with socializing, playing organized games, and fun craft projects I'd never have thought of. They're a valuable resource and I look forward to taking my son back when the school year starts up again. Thank you 1,2,3 Grow,"*

*- S.Y., Camptonville 1,2,3 Grow participant*

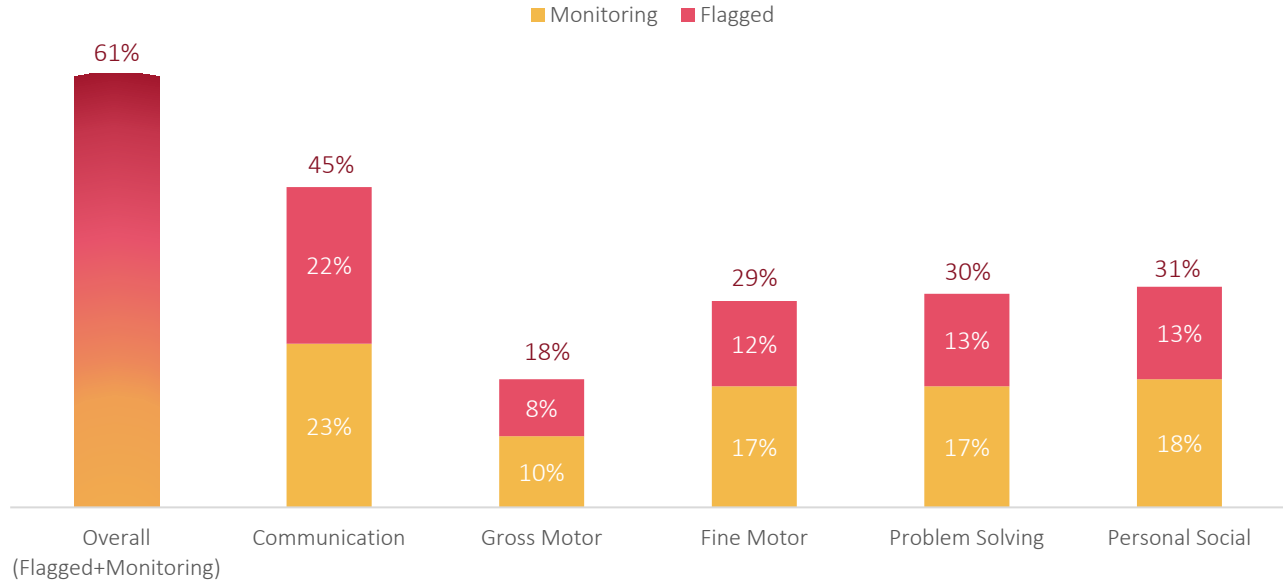
## HELP ME GROW

**The ASQ-3 developmental screening tool was used to screen 226 children, 61% of which were flagged for further assessment and followup, and Help Me Grow provided care coordination to 28 children whose caregivers contacted the call center.**

Help Me Grow is a national model of screening and early intervention services that was first implemented in Yuba County in 2016. The core components of the model include a centralized access point from which families with young children are connected to needed resources and services. In addition, Help Me Grow provides developmental screenings for young children and refers them to services if indicated by the screening outcome. The model also involves trainings and outreach to families, communities, caregivers and health professionals serving young children.

During the 2020-21 fiscal year, 226 Ages and Stages Questionnaire (ASQ-3) and Ages and Stages Questionnaire Social-Emotional (ASQ-SE) screenings were conducted (double than the year before) and captured in the ASQ Online database. As can be seen in Figure 17, across the ASQ-3 domains, a higher proportion of children were monitored (23%) and flagged (22%) on Communication. Overall, 61% of children screened raised concern on one or more of the five ASQ-3 domains and were referred to further assessments. Help Me Grow staff at First 5 provided care coordination and referral services for 28 children and their families.

Figure 17: Percent of Children with Developmental Concern on the ASQ-3



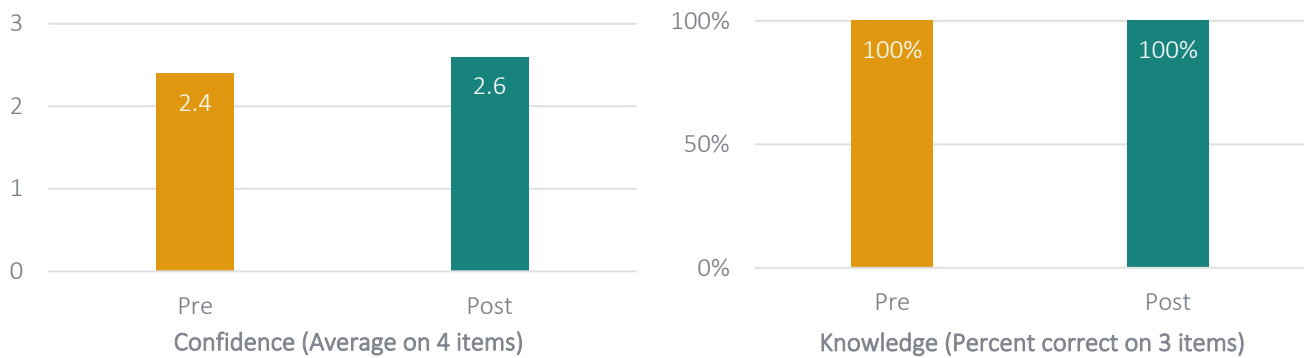
Source: 2020-21 ASQ-3 Aggregate Results, by Category. N=226.

## DEVELOPMENTAL PLAYGROUPS AT PLAYZEUM

**Ninety Playzeum playgroups sessions involving 55 families were conducted in-person during 2020-21. The majority of parents were very satisfied with the program and many reported that they learned a lot from it. Parents also showed a slight increase in their confidence to help their children build skills.**

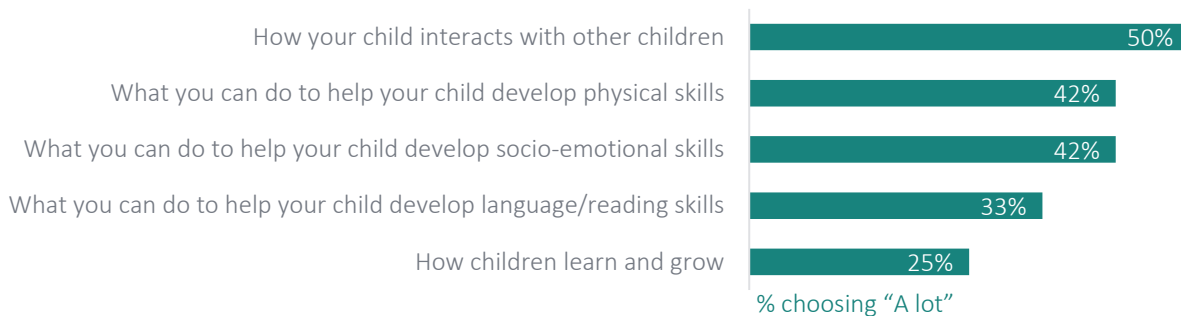
Playzeum provided Help Me Grow developmental playgroups for children and their parents. Playzeum playgroup sessions allowed parents and caregivers opportunities to discuss concerns, share ideas, and receive information on child development, nutrition, and health care. Families were offered the choice to meet in person at Playzeum or participate in a lending library and Zoom calls, but no families asked for zoom calls or the lending library. Still, because of the ongoing pandemic, sign up to each playgroup dropped as compared to last year and sessions had an average of three parents and four children attending (in the prior year an average of seven parents and nine children attended each session). Over the course of the fiscal year, a total of 55 families participated and a total of 90 sessions were conducted – 23 for infants, 27 for toddlers, and 40 for preschoolers – each lasting approximately 1.5 hours.

Parents and caregivers attending the Playzeum playgroups completed a survey prior to their participation and at program exit. The survey assessed their knowledge of parenting and child development, their confidence in their ability to help their children develop skills, and their general satisfaction with the program. Four parents completed the surveys both before and after receiving services (note that statistical significance testing was not done due to the small sample size). As can be seen in Figure 18, parents showed high knowledge development topics before and after participation, and slight improvement in confidence following the program.

**Figure 18: Parents' Confidence and Knowledge Before and After Participating in Playzeum Playgroups**

Source: Playzeum playgroups Pre and Post Surveys. N=20 Pre; N=12 Post; N=4 Matched pairs.

At program exit, half of the parents said they learned a lot about how their child interacts with other children, and 42% said they learned a lot about physical and socio-emotional skills development. A third of the parents said that they learned a lot about how to help build their children's reading skills, and a quarter said that they learned a lot about how children learn and grow. (See Figure 19).

**Figure 19: Parents' Perception on How Much They Learned From the Playzeum Playgroups**

Source: Playzeum Post Survey. N=12. Results on a 4-point scale where 0=Nothing, 1= A little, 2= Some, and 3=A lot.

Finally, the majority of parents participating (75%) indicated that they were "Very satisfied" with the program.

### Playzeum Playgroups Success Story

Christine, a mom to a 5-year-old and a 2-year, started joining the playgroups after moving back to the area. She suggested to the staff to implement an activity in which her family participated when they lived somewhere else.

The activity, Storywalk, has originated in Vermont in 2007. The goal is to encourage getting outside and exercising while also reading together. A local author's book is printed on boards and each page is staked to the ground in different locations. The family walks around to find the next page and read it together.

Christine talked to a local author and got his permission to display his book for free. The first Storywalk was displayed at the Yuba-Sutter Fair in June. Christine has continued to be an active volunteer with Playzeum.



## YUBA COUNTY LIBRARY

**Yuba County library provided two successful virtual programs to parents and their children. There were 6,357 views to the virtual Story Time, and parents spent over 15,000 minutes reading to their young children in the summer.**

In the 2020-21 fiscal year, Yuba County Library was closed to the public due to the COVID-19 pandemic, but Story Time and the Summer Reading Program were still offered virtually for children 0-5 and their parents to promote early literacy. The following are outreach data demonstrating the programs' successes:



- Overall, the Story Time sessions racked 366 views at live postings and a total of 6,357 views within 24 hours.
- Library staff delivered 376 craft kits to families.
- 52 families registered for the summer reading program and tallied the amount of time they spent reading to their children.
- 11 children (21%) completed the entire program and received a 'grand prize.'
- Over the program's six-week period, parents spent 15,609 minutes reading to their children.

## IMAGINATION LIBRARY

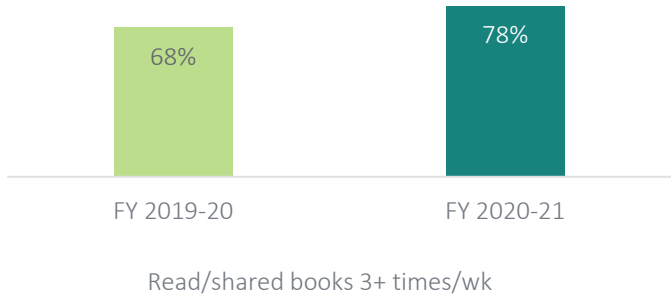
**In total, over 16,500 books were provided through First 5 Yuba to 1,655 children ages 0-5**

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: 1) changes in home literacy environments, 2) children's attitudes toward reading, and 3) early literacy skills. The positive impacts for the program were present regardless of the demographic characteristics of the community or its participants, and longer program participation often resulted in more positive academic outcomes. The partnership between Dolly Parton's Foundation and First 5 Yuba provides monthly books to children mailed straight to their home. In FY 2020-21, Dolly Parton's Imagination Library increased book access in the home by distributing 16,636 books to 1,655 participating children (representing roughly 22% of children ages 0-5 in Yuba County).



Parents who filled out a Family Intake Form in 2020-21 and 2019-20 reported on the frequency in which they engage in reading or sharing books with their children. In FY 2020-21, reading frequency increased by 10%, as can be seen in Figure 20.

Figure 20: Parents' Report on Reading Frequency



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



# Goal 3 — All Children Are in an Environment Conducive to Their Development

## DESIRED OUTCOMES AND RESULTS

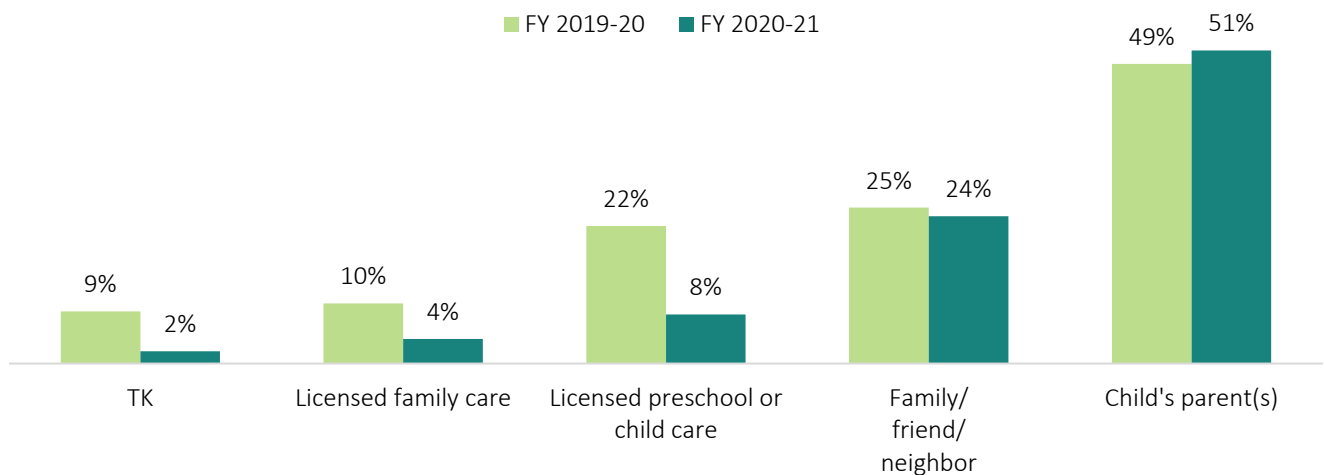
- Increased availability of quality early care and education

In 2020-2021, the following programs contributed towards First 5 Yuba's third strategic goal, that all children are in an environment conducive to their development:

- COVID 19 Childcare Provider Response Programs
- Improve and Maximize Programs so All Children Thrive (IMPACT) grant
- Local Child Care Planning Council ECE Quality Improvement: Keys to Quality

Before providing program specific data in this section, we summarize data on early childcare education enrollment in FY 2020-21 and illustrate the effect the pandemic had on childcare services in Yuba County. At program entry, parents and caregivers were asked to indicate the kinds of childcare experiences their young children had in the prior 12 months. Figure 21 shows these data as compared to the previous year. As can be seen, enrollment in licensed ECE has significantly dropped in FY 2020-21 as compared to FY 2019-20.

Figure 21: Types of Early Childcare Education Experiences



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

As a follow up question, parents were asked whether their children's childcare closed because of the pandemic. Indeed, the majority of parents of children who had attended childcare or preschool before the pandemic (89%) indicated that the ECE facility had closed. Almost all parents reported (96%) that the closed facilities offered educational materials and some virtual engagement, but only a third of the parents (34%) reported that the closed facilities offered online instruction.

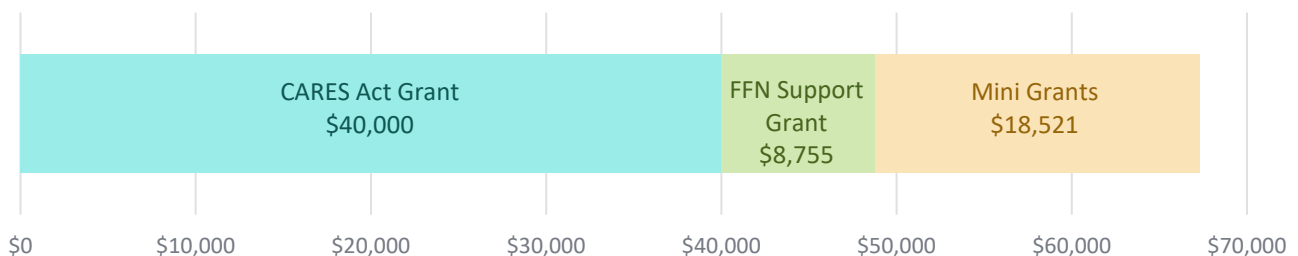
## COVID 19 CHILDCARE PROVIDER RESPONSE PROGRAMS

**First 5 Yuba responded to community needs and challenges caused by COVID-19 with over \$67K in grants to support child care providers.**

First 5 Yuba responded to community needs and challenges caused by COVID-19 with over \$67K in grants to support child care providers (See Figure 22). Funds were used for a variety of purposes, including:

- CARES Act: 58 local childcare providers (childcare centers, preschools, family childcare homes) received COVID relief stipends and, childcare expansion incentive grants, and were provided with digital tools, support, and training.<sup>6</sup>
- FFN Support: 31 Family, Friend or Neighbors caretakers were provided with digital tools, support, and training.
- Mini Grants to 7 childcare providers serving 162 children were provided to improve curriculum and outdoor learning spaces
- Distributing PPE supplies to childcare providers and caregivers during three separate community events.<sup>7</sup>

**Figure 22: COVID-19 Responsive Grants to Childcare Providers**



## IMPACT

### **Twenty two child care providers received training on conducting developmental screenings**

Through the First 5 California Improve and Maximize Programs so All Children Thrive (IMPACT) grant, 22 child care providers in both licensed and informal care settings (e.g., libraries, school readiness programs) received training on the ASQ-3 and ASQ-SE developmental screenings. Providers also received follow up support and technical assistance on the screening tools to assist them in using both the paper and online versions of the questionnaires, talking with parents about the results, and providing both child care providers and families links to other resources.

<sup>6</sup> Programs provided in partnership with Children's Home Society of CA and Childcare Planning Council of Yuba-Sutter

## CHILD CARE PLANNING COUNCIL: KEYS TO QUALITY

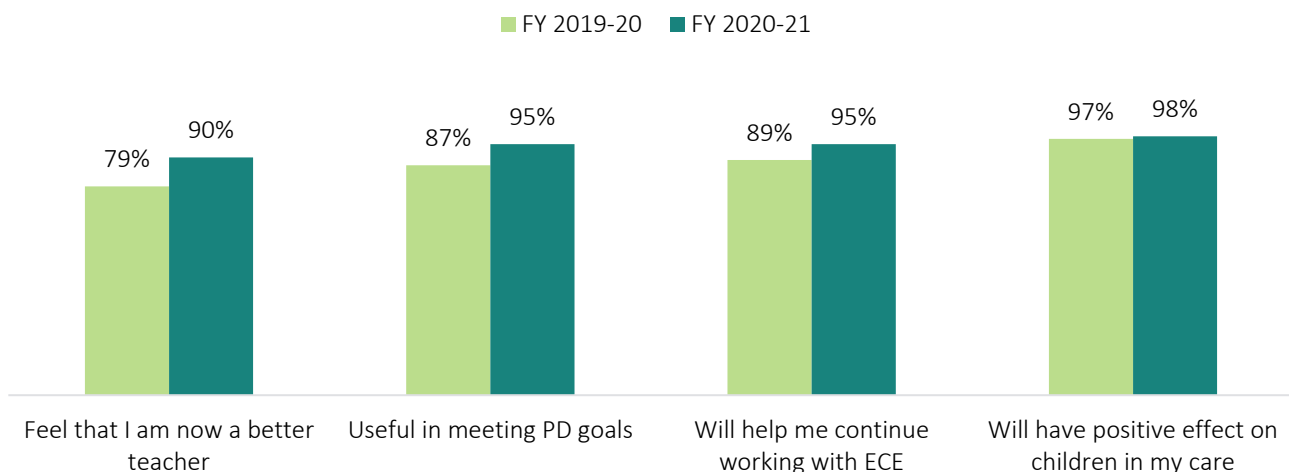
**Keys to Quality program supported 221 ECE providers in Yuba County in 2020-21. Participants greatly appreciate the program support and its benefits to themselves and the children in their care.**

The Child Care Planning Council offered the Keys to Quality program, which involved professional development and quality improvement support to 221 ECE providers in Yuba County in 2020-21, including 35 who were directly supported by First 5 funds. The Council transitioned trainings and meetings to a virtual setting in response to COVID-19 to allow providers continued access to professional development opportunities. Participants received over 570 hours of professional development and completed 143 units towards an ECE, a child development or related degree, or a higher-level Child-Development Permit.

At the end of the fiscal year, 41 participants in the Keys to Quality professional development and stipend program completed a survey about their experiences. Forty three percent of these providers were affiliated with a state-funded program, over a quarter (29%) worked in family child care programs. Fewer providers worked at a Head Start or Early Head Start program (15%), private center-based program (12%), or First 5 Early Learning program (2%). Seventy-eight percent worked with preschool-aged children, while 19% worked with toddlers and 2% worked with infants. About half of providers (54%) had at least an associate degree.

Responses to the 'Keys to Quality Stipend Program Survey' continue to be very positive in FY 2020-21. Figure 23 illustrates the percent of providers who responded that various aspects of the program benefited them "very much." Almost all (98%) participants felt strongly that the program will have a positive effect on the children in their care. Ninety-five percent said that it will help them continue working in the field, and that it will be useful in meeting their professional development goals. Nearly 9 in 10 said that the Keys to Quality Stipend program made them a better teacher.

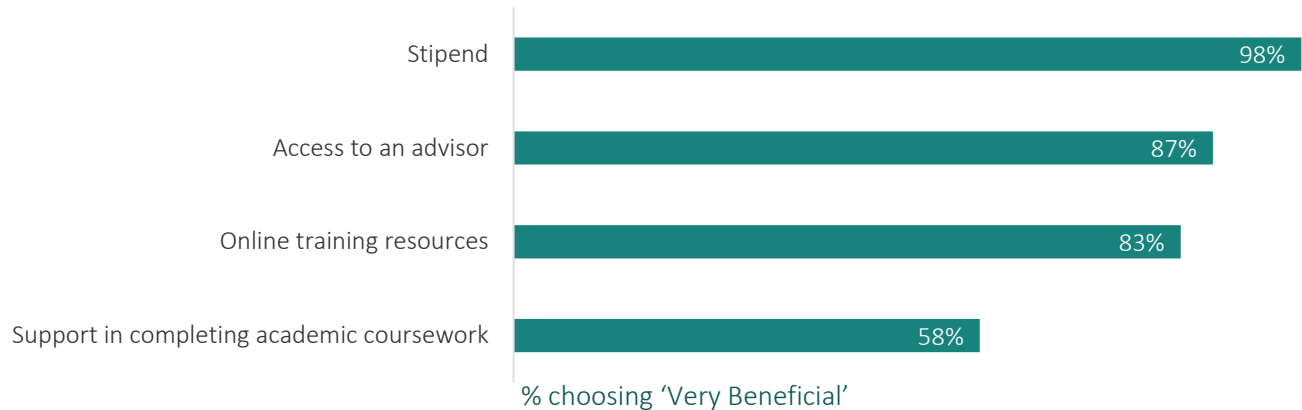
**Figure 23: Percent of Participants Who Felt That The Program Helped Them "Very Much"**



Source: Keys to Quality Stipend Program Survey. N=41 for FY 20-21; N=75 for FY 19-20.

Participants were also asked to indicate which program resources were beneficial to them. Respondents were most likely to say that the stipend was beneficial (98%), followed by access to an advisor (87%), and online training resources (83%). Over half of the participants (58%) found the support in completing academic coursework to be very beneficial. (See Figure 24).

**Figure 24: Keys to Quality Stipend Program Resources Participants Found Very Beneficial**



Source: Keys to Quality Stipend Program Survey. N=40-41.

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

- *"I have been in this program for many years and love the quality of professionalism that it has taught me. Hope to continue for years to come."*
- *"Tonya Byers has the best trainings and will look for the areas and answers for something that we don't know and want to use in a classroom or at home with our children."*
- *"Taking any kind of inclusion trainings is beneficial to all classrooms"*





## Strong Systems

In addition to the three aforementioned goals, First 5 Yuba also strives to improve and strengthen their local systems of care in an effort to meet the needs of all children and families in a coordinated, high quality, sustainable manner. To that end First 5 Yuba has secured two major grants:

- Building Resilient Families Tobacco Grant
- Home Visitation Systems Coordination Grant

The work on both grants started in the second half of the 2020-21 fiscal year. Below we summarize the main objectives of the grants and the accomplishments made during that period.

### BUILDING RESILIENT FAMILIES TOBACCO GRANT

**The tobacco grant program coordinator has built relationships with local FQHCs' administration and began systems changes. The discovery of baseline tendencies for tobacco screening and referrals to cessation resources has led the way for putting forth more standard procedures.**

The Tobacco grant has two objectives. The first objective is that “by June 30, 2025, a minimum of 2 local Federally Qualified Health Centers in Yuba, Sutter and surrounding Counties will adopt and implement a system of care for tobacco users or patients that are exposed to secondhand and thirdhand smoke that includes a tobacco user identification and referral protocol, cessation education and resources for patients, and training and support to providers.” To that end the newly hired program coordinator has accomplished the following activities:

- Collected baseline data on calls and referral sources from Kick It California helpline
- Held KII interviews with clinic managers and staff to assess policies
- Created 3 training presentations and post-training surveys for Medi-Cal patients and providers
- Collected intercept polling data on 88 patients
- Conducted 3 focus groups to address needs of Medi-Cal patients at Peachtree

The second objective states that “by June 30, 2025, a minimum of 2 agencies implementing evidence-based home visiting programs will adopt and implement a tobacco cessation assessment and referral protocol for proxies that have second- and thirdhand smoke exposure, link tobacco users from their homes to cessation support services and reduce tobacco exposure in the home and daycare setting.”

Two activities were accomplished to move forward on this objective:

- Key informant interviews were conducted with 9 home visitors working in Yuba and Sutter counties to assess existing policies for Tobacco use/exposure screening and referrals
- A policy rating rubric was developed to assess the state of Home Visiting programs related to Tobacco screening and referrals



## HOME VISITATION SYSTEMS COORDINATION GRANT

**Forming of the Bi-County Home Visitation Collaborative has increased knowledge of available programs and procedures. Community needs assessment informed the Collaborative on service gaps and access barriers.**

The Home Visitation Systems Coordination grant was initiated by First 5 California with the goal of helping counties “create a sustainable, unified system that supports families with the home visiting services they need and maximize available funding to serve more families.” The funding was awarded in the beginning of 2021 to First 5 Yuba to establish a coordinated system together with Sutter County Children and Families Commission (SCCFC). First 5 Yuba identified two local goals:

- “Build or strengthen the county-wide vision for how a coordinated local early childhood development and family support system, including home visiting, can address the needs of families impacted by COVID-19.”
- “Determine scope and effectiveness of existing home visiting programs and family support services designed to help families in crisis, and expand access, as needed, to help families recover from the effects of the COVID-19 pandemic.”

In the beginning of 2021, a program coordinator was hired. Together with the SCCFC’s representative, she worked on identifying and reaching out to local partners and key stakeholders with vested interest in home visiting coordination effort to solicit their interest in participation in the Bi-County Home Visitation Collaborative. Since then, the Collaborative has met regularly to establish a working relationship between members, to share procedures, insights, and knowledge of the different programs, and to plan the work ahead.

The main achievement of the Collaborative during the second half of the 2020-21 fiscal year was conducting an environmental scan to assess the current needs of the community. Data was collected using a parent survey (N=149), a Collaborative member survey (N=37), and key informant interviews with home visitors (n=9). The tools were used to measure 1) family needs, their experiences, and their participation in and assessment of HV services; 2) to map provider perspectives on screening and referrals, and to describe staff capacity and 3) to identify barriers to participation and service gaps.

Below are a few of the main findings of the environmental scan:

- Families’ needs generally included support for the parent-child interactions, support for basic needs, and help to navigate the process for accessing support.
- Time constraint was a common barrier for HV participation, for parents who participate in HV programs as well as for those who are not interested in these services.
- Childcare was one major shortage in the county, particularly the availability of preschools for infants/toddlers, reliable daycare, and quality childcare (including support for parents working non-traditional hours), and finding individuals experienced working with the 0-5 population.
- Providers also mentioned that there is a shortage of behavioral therapists, specifically those who can offer services in languages other than English. Finally, providers mentioned gaps in housing support, such as services to help unhoused families or support to pay rent and utilities.

- Home visitors said that in order to better advocate for parents and children and address family needs in the community, they needed a quicker way to get ahold of partners and agencies within the network of care and to know what is being offered, what supports are available that are time sensitive, and if these are affordable for families.
- Collaborative members expressed barriers related to internet connectivity, family eligibility, geography (i.e., time needed to travel to homes), cancellations, and lack of interest from families.
- The COVID-19 pandemic has impacted home visiting program delivery, accessibility, and referrals. Most interviewees reported that their connection with clients has not been as strong as they were before the COVID-19 pandemic when services were delivered in person.

