Evaluation Report

2019-2020

FIRST 5
TRINITY COUNTY

TABLE OF CONTENTS

First 5 Trinity County

Background

First 5 Trinity was formed following the passage of California Proposition 10 (Prop 10). The Prop 10 initiative added a 50-cent-per-pack tax on cigarette sales to fund programs promoting early childhood development for children ages zero through five and their families. First 5 Trinity operates on an annual budget of approximately $325,000 made up entirely of Prop 10 funds. As a small county, First 5 Trinity is dependent on small county augmentation funds provided by First 5 California.

The First 5 Trinity County Children and Families Commission makes a number of investments in community programs to support the healthy development of young children and their families. It has a strategic plan to guide its efforts and conducts an annual evaluation to measure its impact.

Vision

Trinity County's children are born and raised in a safe, healthy, and nurturing environment so that they grow up healthy, prepared to learn and eager to accept opportunities to reach their full potential.

Mission

First 5 Trinity County convenes, supports and partners with others to strengthen families, communities and systems of services and supports so that all Trinity County children are prepared for kindergarten and success in school and life.

Commission Investments

First 5 Trinity invests in community partners to realize its strategic plan. All investments over $5,000 are evaluated and as such are described below.

TCOE School Readiness Program

The Trinity County Office of Education (TCOE) provides pre-kindergarten (pre-K) programs at various locations throughout the county. The pre-K school readiness program offers structured playgroups using a nationally recognized curriculum aimed at preparing children for the academic, social, and emotional rigors of kindergarten. The school readiness program also provides health-related supports to ensure that children are healthy upon kindergarten entry. Lastly, the program offers parenting and family literacy activities to support parents and caregivers as their child's first teacher.

Human Response Network Welcome Baby Program

The Welcome Baby Program, as operated by the Human Response Network, offers new parents a lifeline to support, information and community resources needed to raise healthy and happy children. New parents are visited in their home and offered a New Baby Bag that is full of information and items new parents need. During home visits, a family advocate provides information about what to expect as a new parent, coaching about creating a safe home environment, and information about available community resources. In addition, a developmental screening is completed to identify whether the child is at risk for a developmental delay.

Children's Garden Project

The Children's Garden Project aims to teach young children age 5 and under the fundamentals of gardening as well as to provide basic guidance on healthy nutrition and an appreciation of where their food comes from. Through hands-on, interactive activities, both children and families learn about the life cycle of a plant, garden friends and pests, companion planting, and harvesting. The project partners with early care and education programs to provide services to its target population. It also hosts free weekly activities in Weaverville and Hayfork for families with young children.

Trinity Smiles

Trinity Smiles is a program that provides mobile and school-based dental services, with a focus on providing care to underserved children in the county. The program fills a critical gap in dental care as there is only one Denti-Cal provider in the entire county. Services include oral evaluations, extractions, cleanings, oral hygiene instruction, x-rays, and fillings.

Trinity Infant Passenger Safety (TIPS) Program

Trinity County Health and Human Services promotes car seat safety for families of young children throughout Trinity County. It does this by offering car seat education, installation instruction and car seat distribution. It also provides outreach information to the community at large.

Kindergarten Readiness Assessment Project

The Trinity Together Cradle to Career Partnership (TTCCP) is a cross-sector partnership guided by the vision of local collective initiatives that invest in Cradle to College and Career Pathways. TTCCP is built on the foundation that prevention focused policies and interventions have long term impacts. The Kindergarten Readiness Assessment Project, which is part of the TTCP, is aimed at determining the current effectiveness of and future improvements in kindergarten readiness programs.

Evaluation Efforts

As a component of Prop 10 funding, First 5 Trinity is required to demonstrate results. The Results-Based Accountability model as adopted by the state First 5 Commission requires the collection and analysis of data, and the reporting of findings in order to evaluate the effectiveness of programs.

First 5 Trinity has established questions to drive evaluation efforts. The questions fall within each of the three priority areas of the 2015-2020 strategic plan and are aligned to the First 5 California evaluation framework. The table below indicates which primary investments contribute to indicators associated with each evaluation question.

EVALUATION FRAMEWORK	TCOE School Readiness Playgroups	Welcome Baby Program	Children's Garden	Trinity Smiles	Trinity Infant Passenger Safety	Kindergarten Readiness Assessment Project
EMPOWERED CHILDREN AND FAMILIES						
➢ **Are families developing routines that support a child's development?**						
- Number/Percent of parents that report regular activities such as reading, counting, and indoor/outdoor play.	Data Not Available					
- Number/Percent of parents that report that they or another family member has established a regular routine like getting up and going to bed at the same time for their child.	Data Not Available					
- Number/Percent of families that report having a place in their home where their child can read, do arts and crafts, or play with their toys.	Data Not Available					
➢ **Do families have access to family support services and resources?**						
- Number of families participating in family strengthening activities.		✓				
- Number/Percent of families being linked to community resources.		✓				
- Number/Percent of families that receive information about parenting practices and child development.		✓				
- Number/Percent of families with improved knowledge about how to establish a safe home for their child.		Data Not Available				
- Number/Percent of families that received a car seat and car seat safety instruction.					✓	
➢ **Are families and children making healthy food choices?**						
- Number of children and families participating in gardening activities.			✓			
- Number/percent of children who have an increased understanding of healthy food choices.			✓			

EVALUATION FRAMEWORK	TCOE School Readiness Playgroups	Welcome Baby Program	Children's Garden	Trinity Smiles	Trinity Infant Passenger Safety	Kindergarten Readiness Assessment Project
EMPOWERED CHILDREN AND FAMILIES						
➢ **Are children receiving preventive primary health and dental care?**						
- Number/Percent of children with access to regular medical care.	Data Not Available	✓				
- Number/Percent of children with access to regular dental care.	Data Not Available			✓		
- Number/Percent of children who received oral health education.				✓		
- Number/Percent of children with necessary health screenings for kindergarten entry.	Data Not Available					
➢ **Are children receiving early screening for developmental delays and other special needs?**						
- Number of children who received developmental screenings.		✓				
EARLY CARE AND DEVELOPMENT						
➢ **Are children entering kindergarten ready to learn?**						
- Number of children participating in early care and education programs.	✓					
- Number/Percent of children who are adequately prepared for kindergarten entry.	Data Not Available					
- Number/Percent of children that are assessed for school readiness.	✓					✓
SYSTEM OF CARE						
➢ ➢ **Are services responsive to the needs of families with young children?**						
- Number of parents reporting satisfaction with the content, quality, and family-centeredness of services.	✓	✓				

Methods and Considerations

Target Population

The 2019-20 evaluation focused on First 5 Trinity program participants, who are children under six and their parents or caregivers, who participated in services between July 1, 2019, and June 30, 2020.

Types of Data Collection

The following types of data were collected to evaluate First 5 Trinity efforts:

- **Administrative Data:** Three types of administrative data are collected and used for programmatic and evaluation purposes. First, demographic intake forms provide data on the number and demographics of children and parents receiving services from First 5 Trinity funded programs. Second, to track the number and type of services provided to families, service data entry forms and attendance records are collected. Third, quarterly reports submitted by each funded program are used to help understand the issues impacting service delivery.
- **Intake and Follow-up Assessment Data:** Intake (at program entry) and follow-up (intervals based on program approach) assessment data track changes in child and family circumstances which include access to health and dental care, family habits that promote school readiness, and knowledge of health and wellness routines.
- **Kindergarten Readiness Snapshot:** The Kindergarten Readiness Snapshot (KRS) is a tool kindergarten teacher use to assess and store information about incoming kindergarten students' readiness levels. The "Snapshot" screens readiness in literacy, numeracy, and social-emotional/physical skills. Questions included in the Snapshot are based on questions from other validated or commonly used assessments (e.g.., Desired Results Developmental Profile (DRDP), California Department of Education Preschool Learning Foundation's 60-month Goals).
- **Developmental Screenings:** Some programs use the Ages and Stages Questionnaire (ASQ). The ASQ is a general developmental screening tool that is administered in partnership with parents to assess children's age-specific development in the following domains: communication, gross motor, fine motor, problem-solving, and personal-social skills.

COVID-19

The 2020 COVID-19 pandemic impacted both service delivery and data collection efforts within Trinity County. Beginning in March 2020, with the state mandated shelter in place order enacted, most services ceased to be offered in person. Likewise, data collection efforts that relied on in-person service delivery, observational assessments, or hard copy form completion could not take place.

This circumstance impacted the ability of the following programs to collect data:

- TCOE School Readiness Program Playgroups: This program relies on school readiness assessments and family surveys that are typically completed in the final quarter of the contract term. Because services were not being offered during this time, no outcomes data was available.
- Human Response Network Welcome Baby Program: This program relies on in-person service delivery to collect outcomes data during every home visit. Because services were not being offered from March-June, it impacted the number of people served. The amount of data collected for people participating in programs was too small to report in a manner that protected client confidentiality.
- Children's Garden Project: The Children's Garden Project's primary service population is children attending preschool, as services are offered within that setting. While the program was able to collect data for services that concluded in the fall growing season, there were no services or data collected for the spring growing season.

Results

Trinity County Office of Education School Readiness Program

First 5 Trinity partners with the Trinity County Office of Education (TCOE) to provide pre-kindergarten (pre-K)programs at various locations throughout the county. The pre-K school readiness program offers structured playgroups using a nationally recognized curriculum aimed at preparing kids for the academic, social, and emotional rigors of kindergarten. The school readiness program also provides health-related supports to ensure that kids are healthy upon kindergarten entry. Lastly, the program offers parenting and family literacy activities to support parents and caregivers as their child's first teacher.
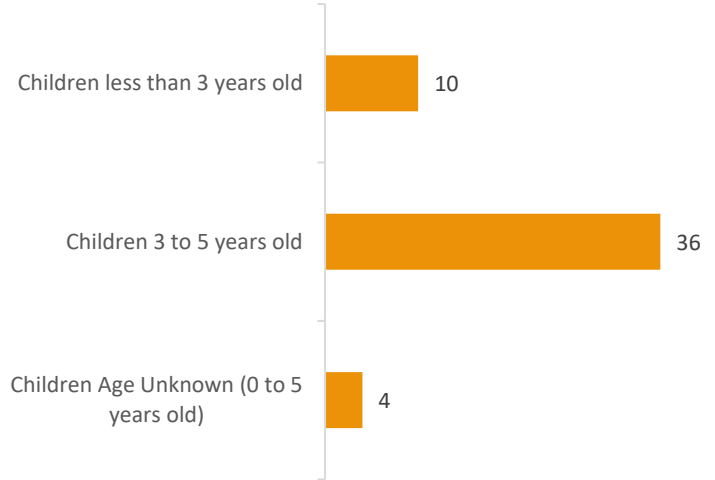
Who was Served?

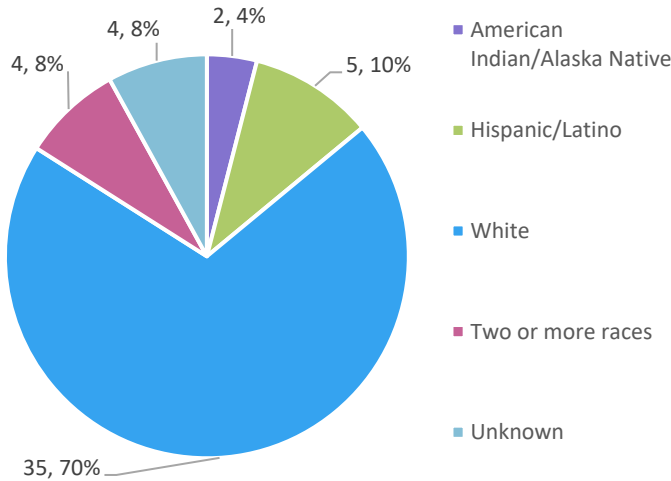Program participants included children 0 through 5 as well as their family members.

Between July 1, 2019 and June 30, 2020, the program served a total of:

50 children ages 0 through 5
(compared to 62 children served in FY 2018-19)

As indicated in the chart to the right, the majority of children served were between the ages of 3 through 5 (36 or 72% of all children served). Children less than 3 years old made up a smaller percentage of the total number served (10 or 20%).

Children less than 3 years old — 10

Children 3 to 5 years old — 36

Children Age Unknown (0 to 5 years old) — 4

What was the Profile of Children Served? N=50

- American Indian/Alaska Native — 2, 4%
- Hispanic/Latino — 5, 10%
- White — 35, 70%
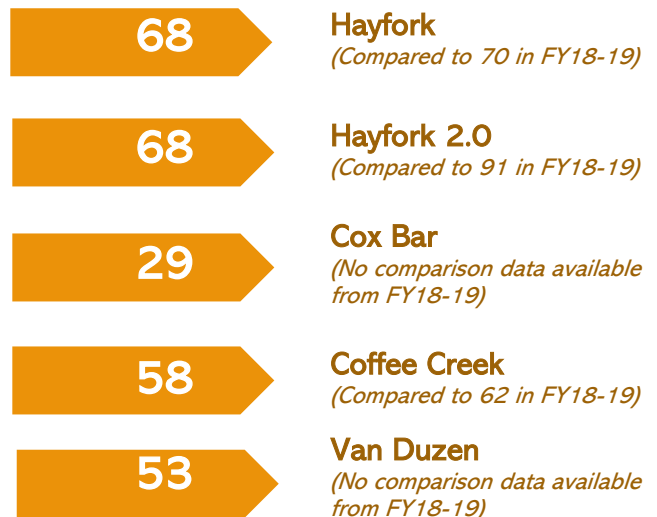- Two or more races — 4, 8%
- Unknown — 4, 8%

The majority of the children served were White (35 or 70%).

For the children for which language data was available, the majority of them spoke English (44 or 88%).

What Type of Services Were Provided?

Playgroups offer young children the opportunity to build their social, emotional, and language skills through active engagement such as play, mealtimes, and story time with their peers.

The following number of playgroup sessions were held between July 1, 2019 and June 30, 2020:

68 — **Hayfork** *(Compared to 70 in FY18-19)*

68 — **Hayfork 2.0** *(Compared to 91 in FY18-19)*

29 — **Cox Bar** *(No comparison data available from FY18-19)*

58 — **Coffee Creek** *(Compared to 62 in FY18-19)*

53 — **Van Duzen** *(No comparison data available from FY18-19)*

Human Response Network Welcome Baby Program

The Welcome Baby Program, as operated by the Human Response Network, offers new parents a lifeline to support, information and community resources needed to raise healthy and happy children. New parents are visited in their home and offered a New Baby Bag that is full of information and items new parents need. During home visits, a family advocate provides information about what to expect as a new parent, coaching about creating a safe home environment, and information about available community resources. In addition, a developmental screening is completed to identify whether the child is at risk for a developmental delay.

Who was Served?

Program participants included children 0 through 5 as well as their family members.

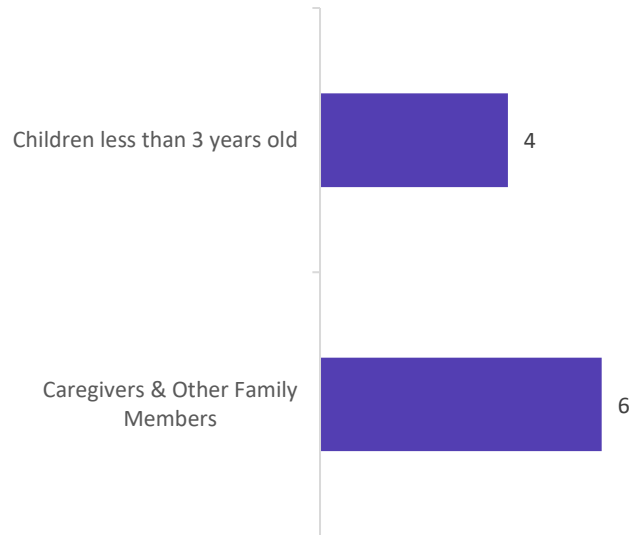Between July 1, 2019 and June 30, 2020, the program served a total of:

4 children ages 0 through 5
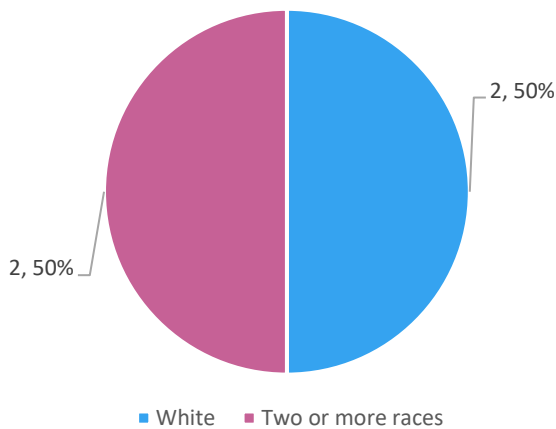*(compared to 12 children served in FY 2018-19)*

6 parents, caregivers, and other family members
(compared to 17 served in FY 2018-19)

As indicated in the chart to the right, all children served were under the age of three. In addition to the children served, a total of six parents, caregivers and other family members were served by the program.

Children less than 3 years old — 4

Caregivers & Other Family Members — 6

What was the Profile of Children Served? N=4

2, 50%

2, 50%

■ White ■ Two or more races

Half of the children served were White (2 or 50%), and the rest were two or more races (2 or 50%).

All children lived in households where English was the primary language.

What Type of Services Were Provided?

The following are highlights of service delivery that occurred between July 1, 2019,and June 30, 2020:

4 Families Served

7 Home Visits

22 Community Referrals Made

Human Response Network Welcome Baby Program

Do families have access to family support services and resources?

During home visits, a family advocate provides information about what to expect as a new parent, coaching about creating a safe home environment, and information about available community resources. **The following support services were provided during home visits:**

3 *Safety & Prevention Education Services*

3 *Parenting Education Services*

4 *Child Development Activities*
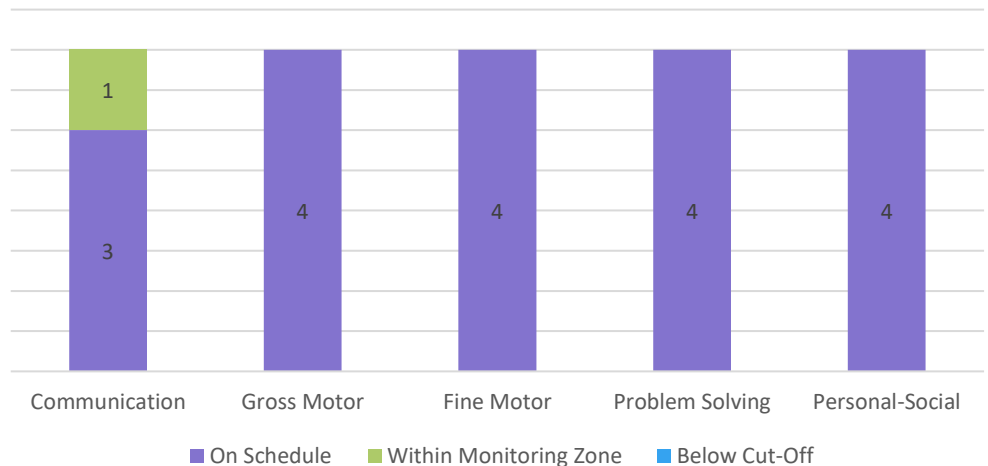
3 *Healthcare Access Assistance*

3 *New Baby Feeding Supports*

Service data results indicate that families served have access to a wide range of family support services through the Welcome Baby program.

Are children receiving early screening for developmental delays and other special needs?

The Welcome Baby Program community partner utilizes the Ages and Stages Questionnaire (ASQ). The ASQ is a general developmental screening tool which is administered in partnership with parents to assess children's age-specific development in the following domains: communication, gross motor, fine motor, problem-solving, and personal-social skills.

In FY 19-20, a total of **4** children were screened for a developmental delay at program entry.

	Communication	Gross Motor	Fine Motor	Problem Solving	Personal-Social
Within Monitoring Zone	1				
On Schedule	3	4	4	4	4

■ On Schedule ■ Within Monitoring Zone ■ Below Cut-Off

ASQ results indicate that children served by the program are not at risk for developmental delays.

Are services responsive to the needs of families with young children?

In addition to collecting data related to family habits, the family survey collects parent satisfaction data to assess the extent that the program provided services that were responsive to the needs of families with young children.

Families who participated in services had positive impressions of the program as demonstrated in the results below.

	Agree or Strongly Agree	Neutral/ Didn't Answer	Disagree or Strongly Disagree
I have a better understanding of home safety because of the services I received.	100% (n=3)	-	-
I received the assistance I needed from the program.	100% (n=3)	-	-
My impressions and interactions with staff have been positive.	100% (n=3)	-	-
My overall satisfaction with services was very good.	100% (n=3)	-	-

Parent survey results indicate that services provided to the four families served were responsive to needs.

Children's Garden Project

The Children's Garden Project aims to teach young children age 5 and under the fundamentals of gardening as well as to provide basic guidance on healthy nutrition and an appreciation of where their food comes from. Through hands-on, interactive activities, both children and families learn about the life cycle of a plant, garden friends and pests, companion planting, and harvesting. The project partners with early care and education programs to provide services to its target population. It also hosts free weekly activities in Weaverville and Hayfork for families with young children.
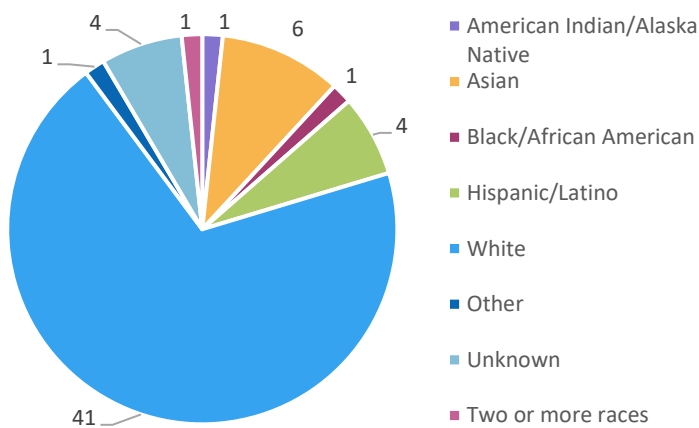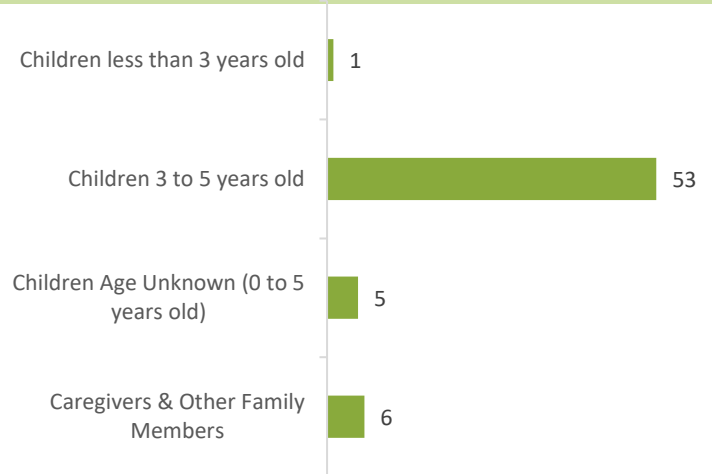
Who was Served?

Program participants included children 0 through 5 as well as their family members.

Between July 1, 2019 and June 30, 2020, the program served a total of:

59 children ages 0 through 5
(compared to 44 children served in FY 2018-19)

6 parents, caregivers, and other family members
(compared to 12 served in FY 2018-19)

As indicated in the chart to the right, the majority of the children served were between the ages of 3 through 5 (53 or 90% of all children served).

Category	Value
Children less than 3 years old	1
Children 3 to 5 years old	53
Children Age Unknown (0 to 5 years old)	5
Caregivers & Other Family Members	6

Legend:
- American Indian/Alaska Native — 1
- Asian — 6
- Black/African American — 1
- Hispanic/Latino — 4
- White — 41
- Other — 1
- Unknown — 4
- Two or more races — 1

The majority of the children served were White (41 or 69%), followed by Asian (6 or 10%). All children served spoke English as their primary language.

What Type of Services Were Provided?

The following number of gardening activities were held between July 1, 2019 and June 30, 2020:

16 Preschool Gardening Activities

4 Community Gardening Activities

Are families and children making healthy food choices?

Following participation in the preschool gardening program, teachers assess the children's ability to identify foods that are healthy, foods that are grown in the garden and foods they have tried because of the gardening activities.

90% *of children could identify between 3-5 foods that are grown in a garden. (n=21)*

90% *of children could identify the difference between healthy and unhealthy foods. (n=21)*

62% *of children could describe foods they have tried because of participation in the program. (n=21)*

Teacher assessment results indicate that children participating in the preschool gardening activities were able to identify foods grown in a garden, as well as the difference between healthy and unhealthy foods which are key aspects of the program.

Trinity Smiles

Trinity Smiles provides mobile and school-based dental services, with a focus on providing care to underserved children in the county. The program fills a critical gap in dental care as there is only one Denti-Cal provider in the entire county. Services include oral evaluations, extractions, cleanings, oral hygiene instruction, x-rays, and fillings.

Who was Served?

Program participants included children 0 through 5 as well as their family members.
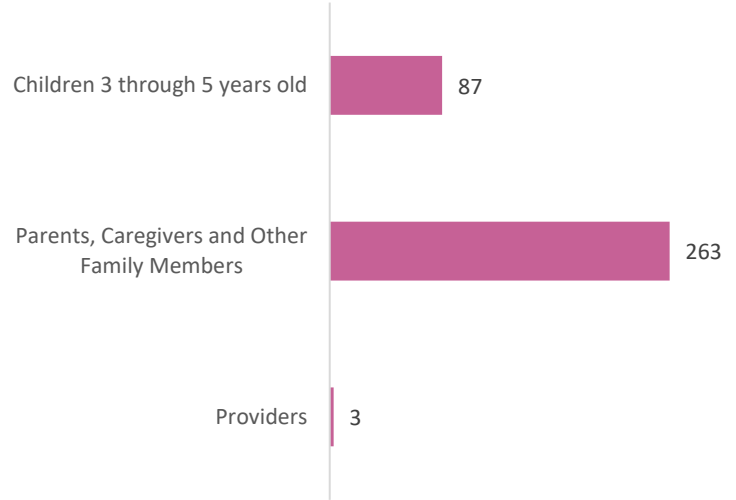
Between July 1, 2019 and June 30, 2020, the program served a total of:

87 children ages 3 through 5
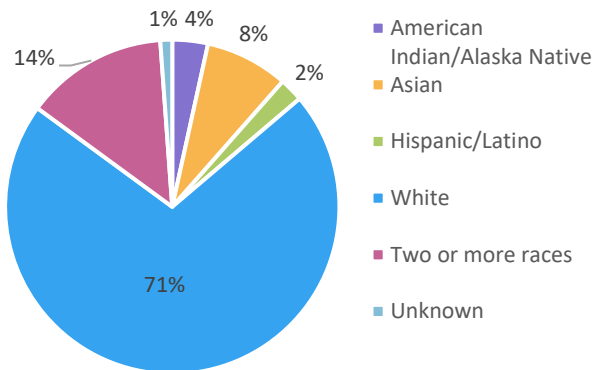*(compared to 150 children served in FY 2018-19)*

263 parents, caregivers, and other family members
(compared to 216 served in FY 2018-19)

3 providers

As indicated in the chart to the right, all children served for whom ages were known were between the ages of 3 through 5. Additionally, 263 other family members were also served by the program.

Children 3 through 5 years old — 87
Parents, Caregivers and Other Family Members — 263
Providers — 3

What was the Profile of Children Served? N=87

- American Indian/Alaska Native
- Asian
- Hispanic/Latino
- White
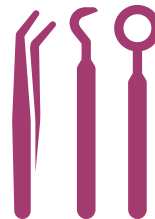- Two or more races
- Unknown

1% 4% 8% 2% 14% 71%

Of the data available, most children served were white.

Most children served spoke English as their primary language (84 or 97%).

What Type of Services Were Provided?

The following number of dental services were provided between July 1, 2019 and June 30, 2020:

384 Dental Services Provided

$94,675 Value of Services

Are children receiving preventive dental care?

Families complete an intake form which collects information about access to dental care and dental products as well as information about dental habits.

Dental Insurance **33%** *of children served had dental insurance*

Dental Home **23%** *of children served had a dental home*

Dental Habits **54%** *of children served brush 1-2 times a day*

Dental Products **61%** *of children served have access to dental supplies*

Parent intake forms indicate that most children do not have a dental home or dental insurance, and many do not brush 1-2 times per day. This data supports the need for Trinity Smiles services.

Trinity Infant Passenger Safety (TIPS) Program

Trinity County Health and Human Services promotes car seat safety for families of young children throughout Trinity County. It does this by offering car seat education, installation instruction and car seat distribution. It also provides outreach information to the community at large.

Who was Served?

Program participants included children 0 through 5 as well as their family members.
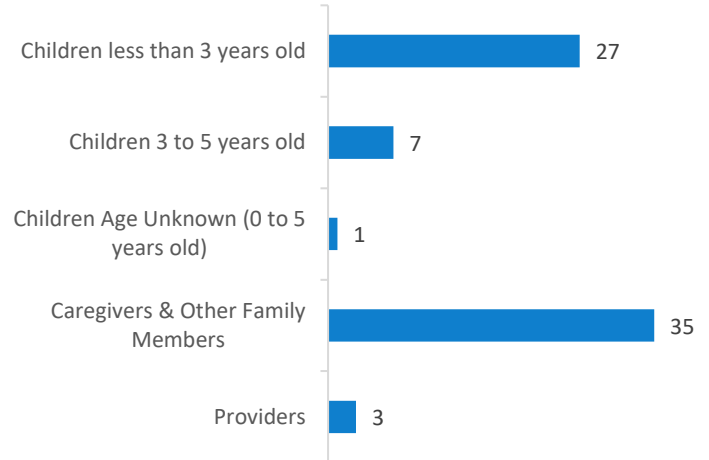
Between July 1, 2019 and June 30, 2020, the program served a total of:
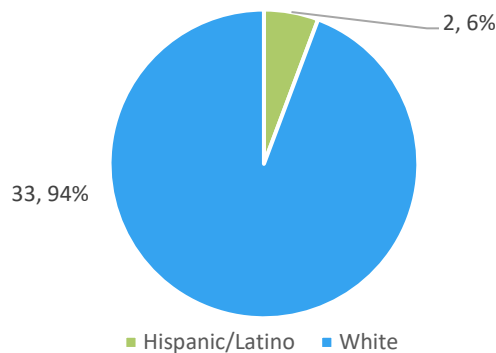
35 children ages 0 through 5

35 parents, caregivers, and other family members

3 providers

As indicated in the chart to the right, the majority of children served were less than 3 years old (27 or 77% of all children served). Additionally, 35 other family members were also served by the program.

Children less than 3 years old	27
Children 3 to 5 years old	7
Children Age Unknown (0 to 5 years old)	1
Caregivers & Other Family Members	35
Providers	3

What was the Profile of Children Served? N=35
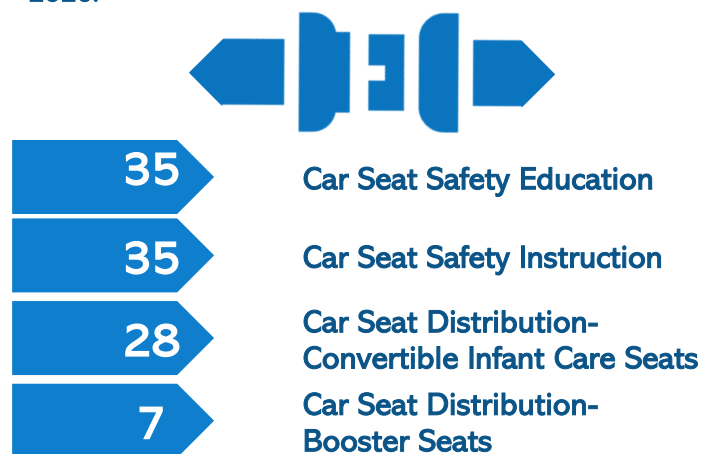
2, 6%

33, 94%

■ Hispanic/Latino ■ White

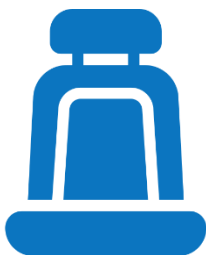Of the data available, most children served were white (33 or 94%).

Most children served spoke English as their primary language (34 or 97%).

What Type of Services Were Provided?

The following number of families were provided with car seat safety support services between July 1, 2019 and June 30, 2020:

35 Car Seat Safety Education

35 Car Seat Safety Instruction

28 Car Seat Distribution-Convertible Infant Care Seats

7 Car Seat Distribution-Booster Seats

Are families more informed about car seat safety as a result of services received?

Families complete a pre and post service survey to identify whether they have a better understanding of how to effectively use a safety seat for their young children.

100% *of families indicated they had the information needed to ensure their child is properly restrained in their vehicle.*

96% *of families indicated they understood what type of child passenger safety seat to use to restrain their child.*

100% *of families indicated they had the information needed to properly install a child car seat in their vehicle.*

Parent surveys indicate that families participating in the TIPS program are able to safely and effectively restrain their child in a vehicle.
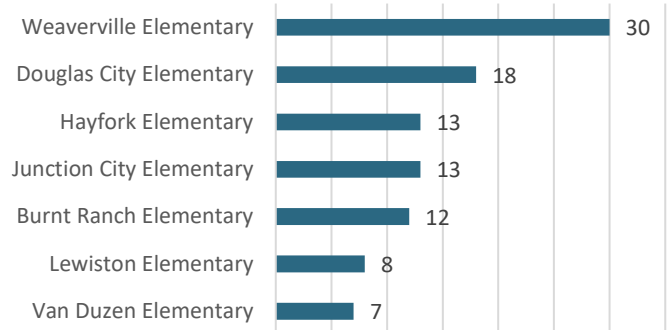
Kindergarten Readiness Assessment Project

The Trinity Together Cradle to Career Partnership (TTCCP) is a cross-sector partnership guided by the vision of local collective initiatives that invest in Cradle to College and Career Pathways. TTCCP is built on the foundation that prevention focused policies and interventions have long term impacts. The Kindergarten Readiness Assessment Project, which is part of the TTCP, is aimed at determining the current effectiveness of and future improvements in kindergarten readiness programs.

Who was Assessed?

During the 19-20 School Year, a total of 101 Kindergarten (K) and Transitional Kindergarten (TK) students were assessed using the Kindergarten Readiness Snapshot (KRS) out of a total of 144 K and TK students throughout the county.

Over 65% of all K and TK students were assessed for school readiness.

As indicated in the chart to the right, the largest data set of students assessed came from Weaverville Elementary.

School	Count
Weaverville Elementary	30
Douglas City Elementary	18
Hayfork Elementary	13
Junction City Elementary	13
Burnt Ranch Elementary	12
Lewiston Elementary	8
Van Duzen Elementary	7

Are families developing routines that support a child's development?

In addition to the Kindergarten Readiness Snapshot, parents were asked to complete a survey to develop an understanding of how often families maintain routines that support a child's development.

Reading Routines

61% (20 of 33) *of K and TK families read to their child at least 5-6 days per week.*

(compared to 52% in FY 18-19)

Numeracy Activities

59% (19 of 32) *of K and TK families practice counting or activities that involve numbers at least 5-6 days per week.*

(compared to 53% in FY 18-19)

Learning through Play

79% (26 of 33) *of K and TK families play with their child at least 5-6 days per week.*

(compared to 58% in FY 18-19)
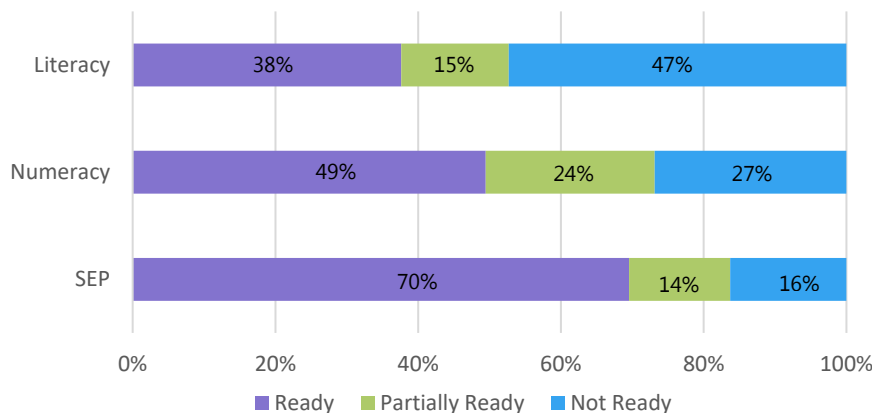
Physical & Motor Development

75% (24 of 32) *of K and TK families take their child outdoors to participate in physical activities at least 5-6 days per week.*
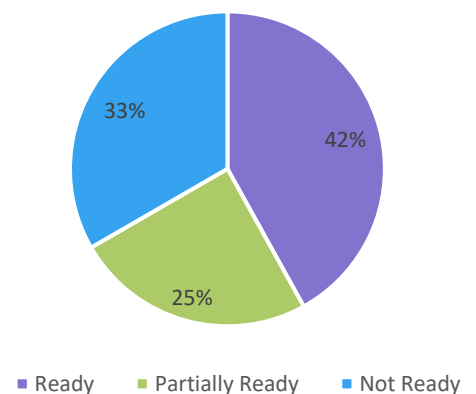
(compared to 40% in FY 18-19)

Are children entering kindergarten ready to learn?

Kindergarten Readiness by Developmental Domain (n=93)

Domain	Ready	Partially Ready	Not Ready
Literacy	38%	15%	47%
Numeracy	49%	24%	27%
SEP	70%	14%	16%

Overall Kindergarten Readiness

- Ready: 42%
- Partially Ready: 25%
- Not Ready: 33%

Children in K and TK were most "ready" in relationship to their social, emotional, and physical development skills, followed by their numeracy skills. Almost half of the children assessed for literacy skills were identified as "not ready."

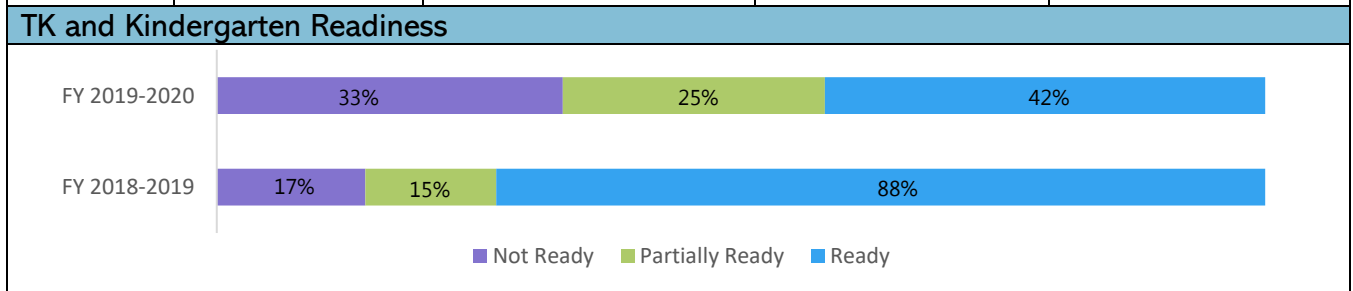Only **42%** of children in K and TK were "ready" for Kindergarten.

(compared to 67% in FY 18-19)

Conclusions and Recommendations

The following conclusions and recommendations are being provided to help strengthen program services and the Commission's ability to support evaluation of efforts:

- **Reimagine the Welcome Baby Program.** The Welcome Baby program is the only First 5 investment that targets the youngest children (newborns and infants) of Trinity County, and yet the program has struggled year after year to enroll families and to provide consistent programming. It may be time to identify what families of very young children need most and how the program can reinvent itself to serve such needs and reach more families with younger children.

- **Gardening activities continue to support children's knowledge of healthy foods.** Preschool participants that participated in gardening activities were overwhelmingly able to identify foods grown in a garden, as well as the difference between health and unhealthy foods.

- **Trinity Smiles continues to fill a critical gap in dental care for young children and their families.** Despite the COVID-19 pandemic, the dental program provided more services to families this year than in the previous term. Additionally, families being served are some of the neediest in the county as demonstrated by the fact that 33% of children served have no dental insurance and only 23% of children served have a dental home. The program may want to consider additional education and messaging around the benefits of good oral hygiene, as only 54% of families surveyed indicated that the children in their home brush two times a day.

- **Enhance school readiness supports.** While the school readiness assessments indicate that families are establishing habits that support school readiness (singing, counting, learning through play and supporting physical activities for their children) more often than they reported last year, less children were found to be "ready" for TK and Kindergarten entry.

Family Habits that Support School Readiness				
	Reading Routines	**Numeracy Activities**	**Learning through Play**	**Physical & Motor Development**
	(percent of families that read to their children 5-6 days per week)	(percent of families that practice counting or activities that involve numbers 5-6 days per week)	(percent of families play with their child 5-6 days per week)	(percent of families that read to their children 5-6 days per week)
FY 18-19	52%	53%	58%	40%
FY 19-20	61%	59%	79%	75%

TK and Kindergarten Readiness

FY 2019-2020: Not Ready 33% | Partially Ready 25% | Ready 42%

FY 2018-2019: Not Ready 17% | Partially Ready 15% | Ready 88%

Legend: ■ Not Ready ■ Partially Ready ■ Ready

Finally, programs will need to be flexible and adaptive to continue to provide services to children and families given the restrictions and limitations as a result of the COVID-19 pandemic. This includes modifying programming and data collection.