



Evaluation Report

2020-2021



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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.

Guiding Principles

- 1. Child and Family Focus:** *First 5 Trinity places the needs of prenatal children through age 5 at the center of what we do and the work we engage in; we do so in culturally effective ways.*
- 2. Outcomes Driven:** *First 5 Trinity creates positive results that are measurable and uses monitoring and evaluation as a tool for continuous quality improvement.*
- 3. Collaboration:** *First 5 Trinity facilitates and participates in partnerships across all disciplines, all county commissions, stakeholder groups, and traditional silos.*
- 4. Financial Stewardship:** *First 5 Trinity looks for opportunities to leverage funds and increase impact; invest in specific areas to create lasting systemic change; make narrow and deep investments to achieve the greatest impact.*

Commission Investments & Evaluation Framework

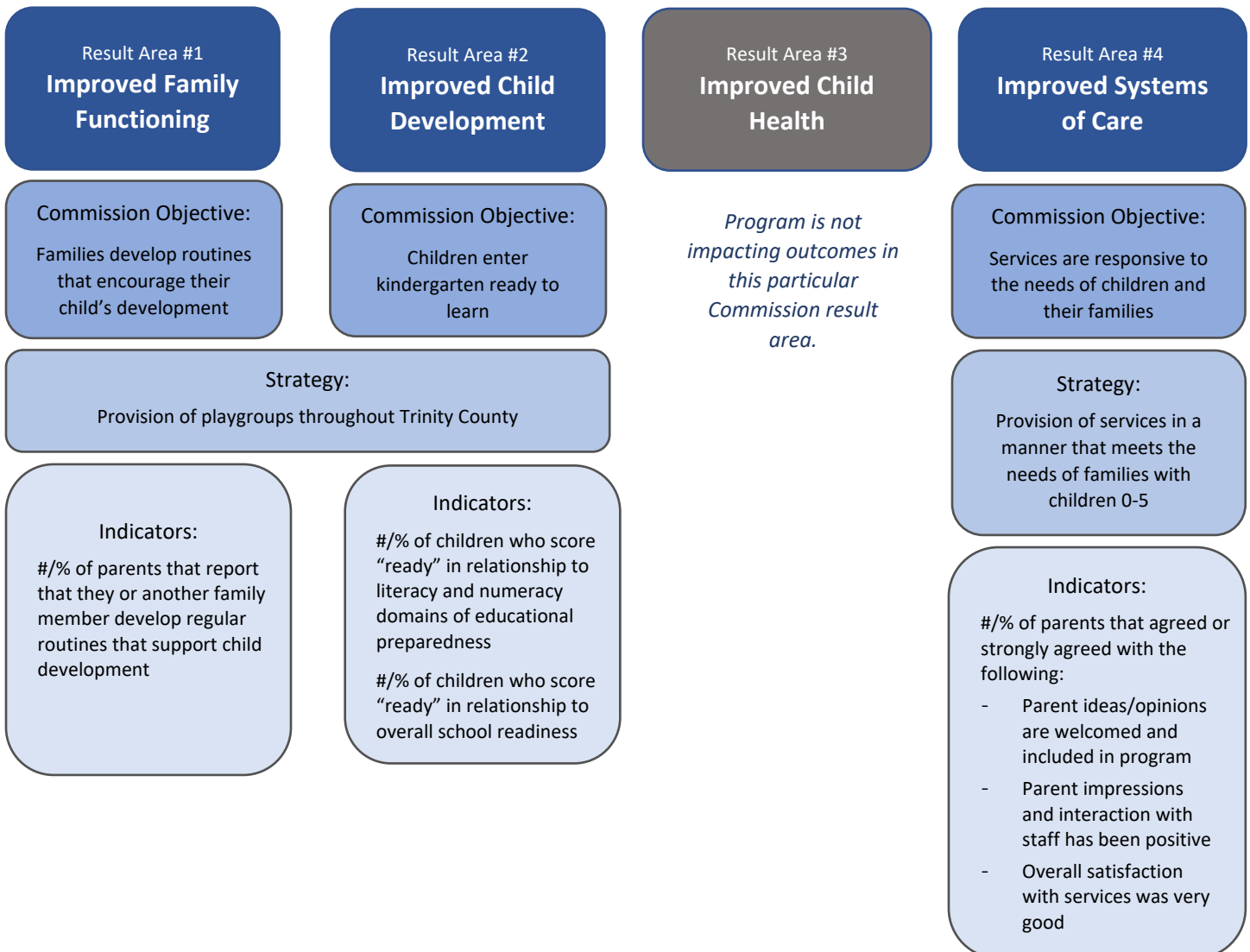
First 5 Trinity invests in community partners to realize its strategic plan. As a component of Prop 10 funding, First 5 Trinity is required to demonstrate results. The Results-Based Accountability model as adopted by the state First 5 Commission requires the collection and analysis of data and the reporting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

All investments over \$5,000 are evaluated and, as such, these programs with their corresponding evaluation framework are described on the following pages.

TCOE School Readiness Program

The Trinity County Office of Education (TCOE) provides 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.

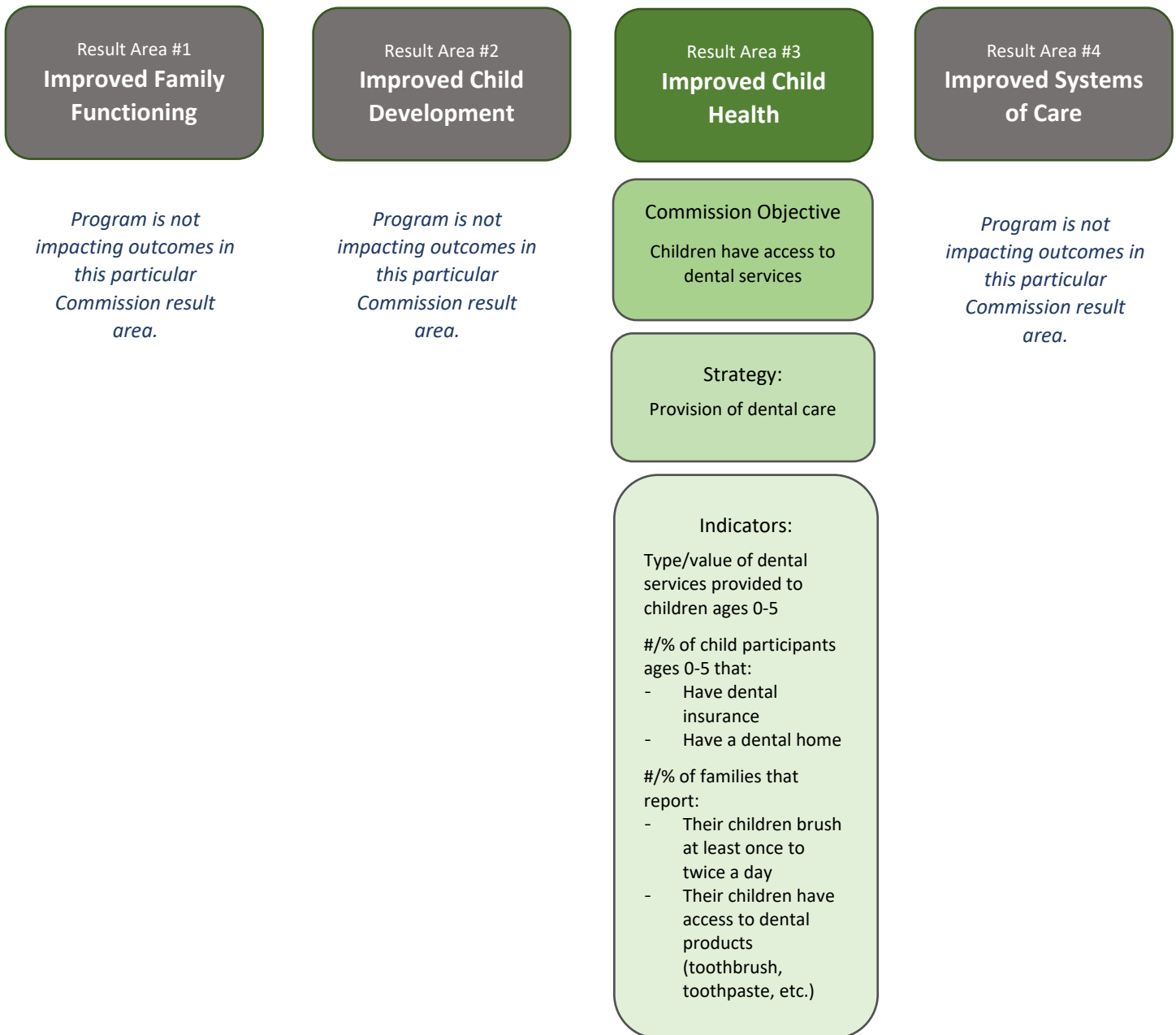
The graphic below demonstrates the evaluation framework for the TCOE School Readiness Program.



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.

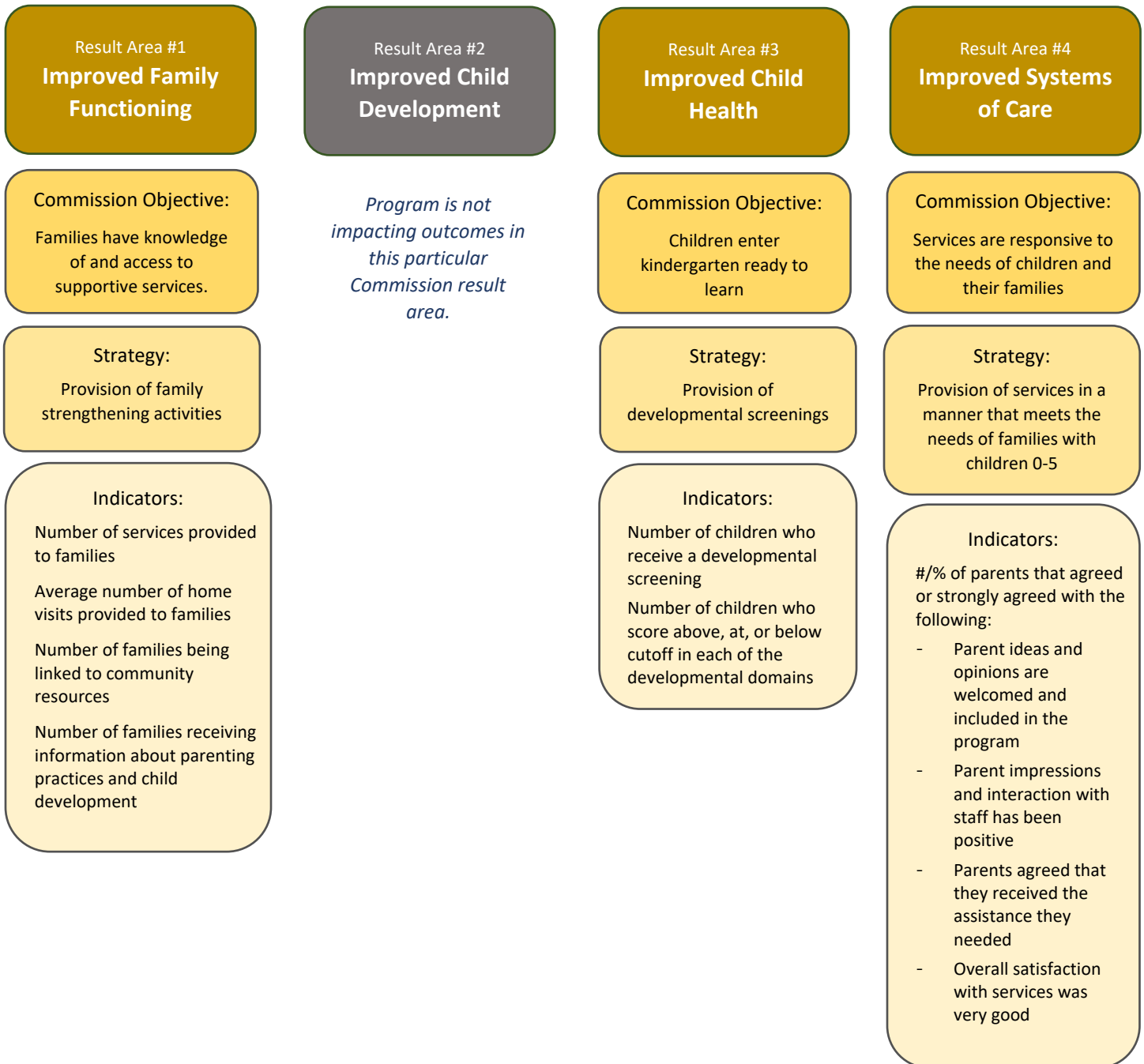
The graphic below demonstrates the evaluation framework for the Trinity Smiles Project.



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. 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.

The graphic below demonstrates the evaluation framework for the Welcome Baby Program.



Methods and Considerations

Target Population

The 2020-21 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, 2020, and June 30, 2021.

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 family habits that promote child development as well as access to dental care and dental products.
- **Kindergarten Readiness Snapshot:** The Kindergarten Readiness Snapshot (KRS) is a tool kindergarten teachers 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:** The Welcome Baby program uses 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 and Other Circumstances

The 2020 COVID-19 pandemic impacted both service delivery and data collection efforts within Trinity County. Overall, service numbers across programs offered through First 5 Trinity were partially impacted by the COVID-19 pandemic during the FY2019-20 program year. This impact continued to affect programming throughout the FY2020-21 program year as well.

While some programs were able to offer virtual options for their programming or offer alternate ways of providing materials to families, there were still issues of internet access and connectivity that presented a barrier to engaging all families in need of support during this program year. This impacted not only service delivery across the programs, but it also impacted the data collection efforts made by each program.

An additional factor that impacted programming during the FY20-21 program year were the wildfires in the area. These fires resulted in evacuations throughout the community, electricity blackouts, and delayed start to services at the beginning of the program year. For example, two school sites had to delay the start of School Readiness Playgroups due to the power outages. Furthermore, the impact of the wildfire smoke inhibited county residents from being able to play with their children outside or take them to convenings and services that could have been offered outside to comply with the COVID-19 pandemic social distancing guidelines.

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

- **TCOE School Readiness Program Playgroups:** School Readiness Playgroups were delayed at a few school sites for the FY20-21 program year due to restrictions related to the COVID-19 pandemic as well as wildfires in the area. While virtual distance learning was provided at the school sites, teachers continued to provide in-person playgroups as they were able and provided families with at-home activities and packets to complete with their children to support learning and development throughout the year.
- **Trinity Smiles:** Trinity Smiles continued to provide valuable dental services, packets, and education materials to children and their families throughout the county. The COVID-19 pandemic heavily impacted the programs operation and service delivery, as the dental van used to provide services was not able to operate in the county due to the pandemic. This impacted the number of children served, the number of services provided, and the value of those services.
- **Human Response Network (HRN) Welcome Baby Program:** HRN staff remained flexible to support families with young children and newborns throughout the program year. Participation in the Welcome Baby Program has declined over recent program years, and with the onset of COVID-19, staff experienced even more challenges engaging families. Some of the primary issues related to engaging families included high staff turnover within HRN, as well as the concern families had about risking exposure to COVID-19 through home visiting services, including options that were offered with “no-contact,” such as dropped off materials.



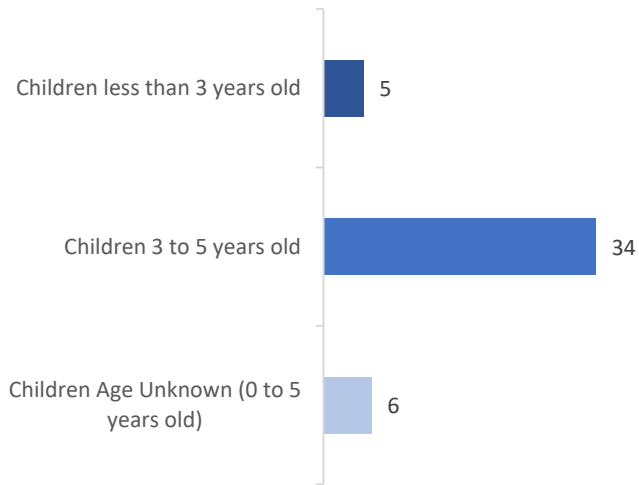
Results

Trinity County Office of Education School Readiness Program

Who was Served?

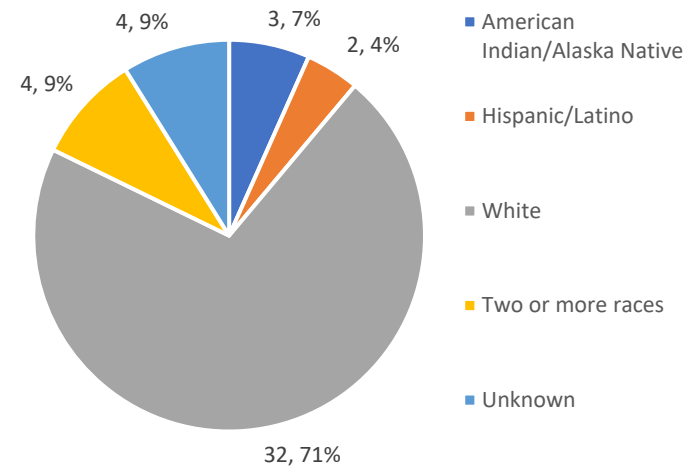
School Readiness program participants included children 0 through 5. Between July 1, 2020 and June 30, 2021, the TCOE school readiness program served a total of 45 children, the profile of which can be found in the graphics below.

What was the Age of Children Served? N=45



The majority of children served were between the ages of 3 through 5 (34 or 76% of all children served). Children less than 3 years old made up a smaller percentage of the total number served (5 or 11%).

What was the Profile of Children Served? N=45



The majority of the children served were White (32 or 71%). For the children for which language data was available, the majority of them spoke English (40 or 89%).

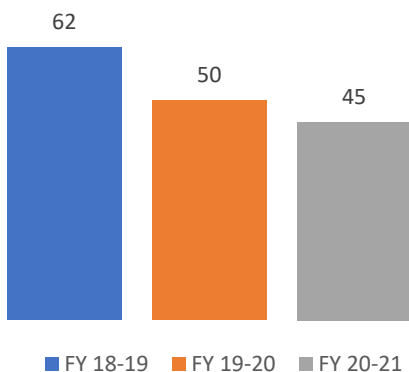
What Type of Services were Provided?

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.

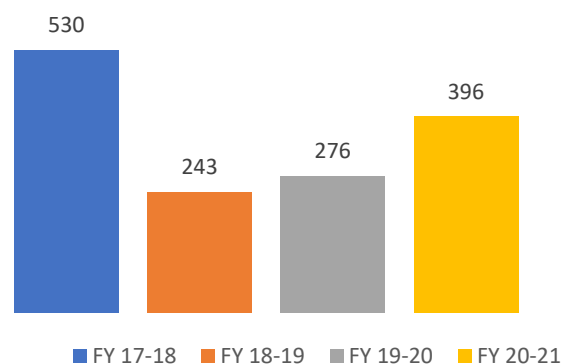
The following number of playgroup sessions were held between July 1, 2020 and June 30, 2021:



Number of Students Served Over Time



Number of Services Provided Over Time



Trinity County Office of Education School Readiness Program

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

The TCOE School Readiness program collects parent surveys at the beginning and end of the school year to assess the extent to which families develop routines that support a child's development. **A total of 33 families participated in the parent survey at both program entry and conclusion.**

Family Habits Before and After Participating in Playgroups

Reading Routines: *percent of participating families that report reading to their child at least 5-6 days per week.*



Before

70%

After

61%

Numeracy Activities: *percent of participating families that report practicing counting or activities that involve numbers at least 5-6 days per week.*



Before

73%

After

64%

Learning through Play: *percent of participating families that report playing with their child at least 5-6 days per week.*



Before

91%

After

79%

Physical & Motor Development: *percent of participating families that report taking their child outdoors to participate in physical activities at least 5-6 days per week.*



Before

85%

After

88%

Regular Routines: *percent of participating families that report following a regular routine at least 5-6 days per week.*



Before

82%

After

82%

Parent Support

Parents of children participating in playgroups were interviewed and asked what kind of supports they were offered through the school readiness program.

Supports identified included:

- Education was provided to parents around positive phrasing that parents and caregivers can use with their children, as well as information on child development.
- The Love and Logic program would be referred to for further learning about healthy relationships and parenting.

Parent Feedback

Parents were also asked to identify other resources that would be valuable to offer to families. Suggestions offered by multiple parents included:

- Parents would like to see more of an outline on how to engage children in both the academic activities of the program as well as social and developmental-related activities.

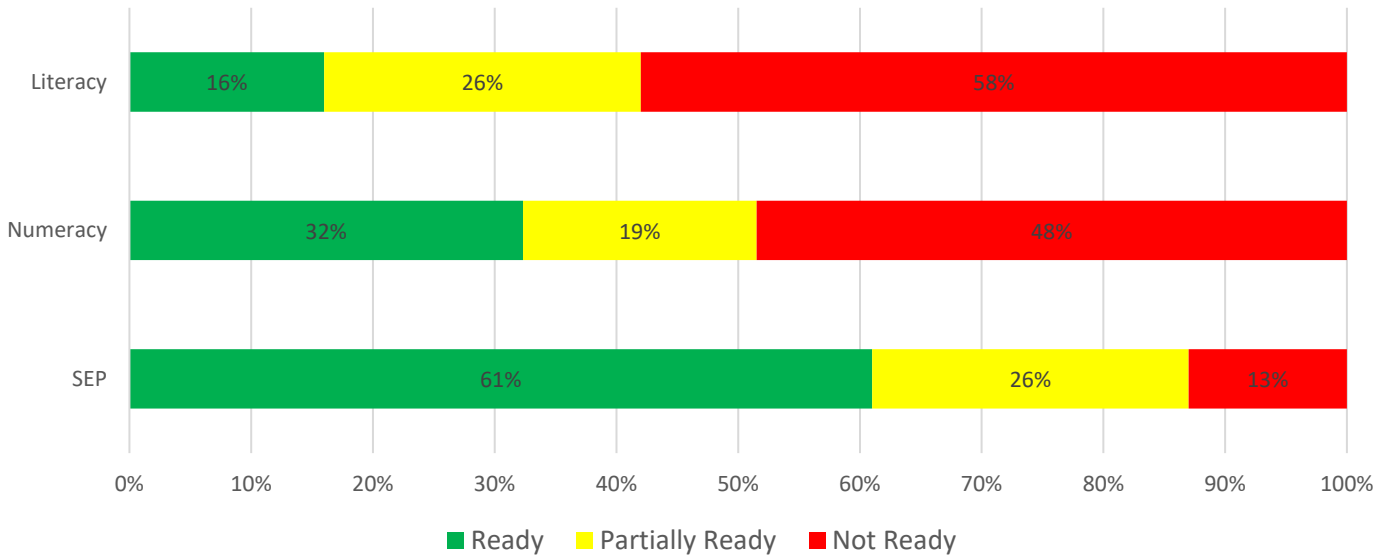
TRINITY COUNTY OFFICE OF EDUCATION SCHOOL READINESS PROGRAM

Are children entering kindergarten ready to learn?

Readiness at kindergarten entry is an important indicator for later success, being linked to third-grade reading scores and beyond. To measure “readiness” at kindergarten entry, many different systems have instituted Kindergarten Readiness Assessments (KRA).

The School Readiness Program uses a KRA (called the Kindergarten Readiness Snapshot (KRS) to assess whether children who have participated in the school readiness playgroups are ready for kindergarten in relationship to 1) literacy, 2) numeracy and 3) social, emotional, and physical readiness (SEP).

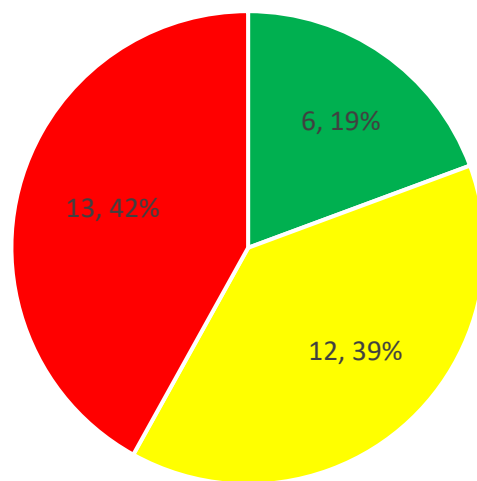
Kindergarten Readiness by Developmental Domain



The only domain in which a majority of children were assessed as “ready” was in the social, emotional and physical domains. Most children were only “partially ready” or “not ready” in regard to literacy and numeracy domains.

Overall Kindergarten Readiness

Overall, most children participating in the school readiness playgroups were not ready for kindergarten entry.



■ Ready ■ Partially Ready ■ Not Ready

TRINITY COUNTY OFFICE OF EDUCATION SCHOOL READINESS PROGRAM

Program Satisfaction

The TCOE School Readiness program collects parent satisfaction data at program conclusion to assess the extent that the program provided services that were responsive to the needs of young children. A total of 35 families participated in the parent satisfaction survey, the results of which are below. Please note that not all families responded to all satisfaction questions and therefore the total number of responses varies by question.

	Agree or Strongly Agree	Neutral	Disagree or Strongly Disagree
Helped to prepare my child for kindergarten	97% (34)	3% (1)	-
Promoted my child's learning	97% (34)	3% (1)	-
Meets the individual needs of my child	94% (33)	3% (1)	3% (1)
My family's needs were met through this program	97% (34)	3% (1)	-
My child is happy in this program	97% (34)	3% (1)	-
My child is safe in this program	100% (35)	-	-
Health and safety procedures in my child's program	100% (25)	-	-
Good balance between play and directed learning activities	94% (33)	6% (2)	-
Equipment and materials in my child's program	100% (35)	-	-
Materials and activities are culturally diverse in my child's program	94% (33)	6% (2)	-
Daily routine and activities in my child's program	94% (33)	6% (2)	-
Environment of the classroom in my child's program	100% (35)	-	-
Nutrition offered in my child's program	89% (31)	9% (3)	3% (1)
Days and times that my child's playgroup occurs	97% (34)	3% (1)	-
Location of my child's playgroup	97% (34)	3% (1)	-
Number of adults that work with my child in the program	100% (35)	-	-
Good interaction between staff and the children in the program	97% (34)	3% (1)	-
Background/experience of staff at my child's program	94% (33)	6% (2)	-
How staff communicate with me at my child's program	100% (35)	-	-
Impressions and interactions with staff have been positive	100% (35)	-	-
Ideas and opinions are welcomed and included in the program	100% (35)	-	-
Sufficient opportunities for me to be involved in my child's program	96% (24)	4% (1)	-
Impressions and interactions with other parents in the program have been positive	100% (35)	-	-
Overall satisfaction with services was very good	97% (34)	3% (1)	-

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 exams, hygiene education, cleanings, sealants, x-rays, and fillings.

Who was Served?

Program participants included children 0 through 5 as well as their family members. Between July 1, 2020 and June 30, 2021, the program served a total of:

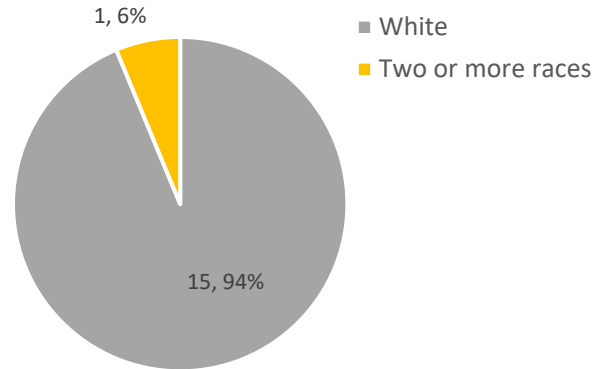
16 children ages 3 through 5
(compared to 87 children served in FY 2019-20)

85 other family members
(compared to 263 served in FY 2019-20)

Of the data available, most children served (94%) were White. Half of the children spoke English as their primary language (8, 50%), while language was unknown for the rest of the children served (8, 50%).

What was the Profile of Children Served?

N=16



What Type of Services Were Provided?

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

93

Dental Services Provided
(compared to 384 services in FY 2019-20)

\$7,834

Value of Services Provided
(compared to \$94,675 in FY 2019-20)

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.

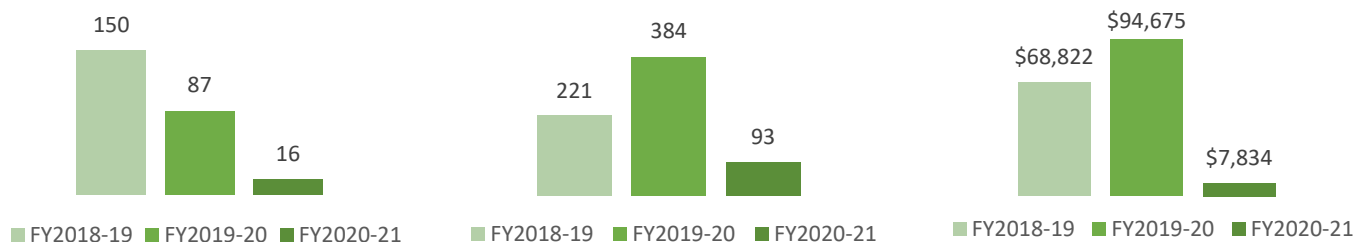
Dental Insurance	19%	<i>(3/16) of children served had dental insurance</i>
Dental Home	63%	<i>(10/16) of children served had a dental home</i>
Dental Habits	94%	<i>(15/16) of children served brush 1-2 times a day</i>
Dental Products	100%	<i>(16/16) of children served had access to dental supplies</i>

Historical Trends

Number of Students Served

Number of Services Provided

Value of Services Provided

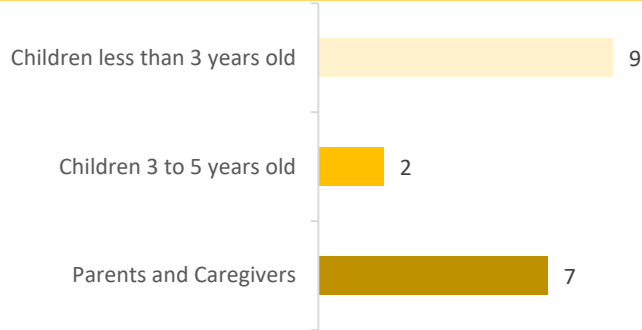


The number of students served, and services provided has steadily declined in the past three years. School closures due to the pandemic and wildfires left the program unable to operate at historical levels.

Human Response Network Welcome Baby Program

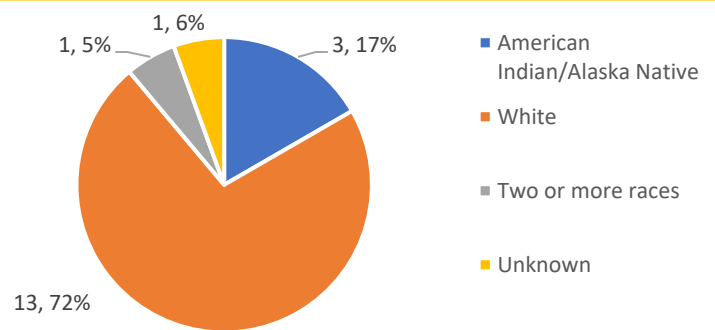
The Welcome Baby program participants included children 0 through 5 and their caregivers. Between July 1, 2020 and June 30, 2021, the HRN Welcome Baby program served a total of seven families, the profile of which is found below.

Who was Served? N=18



The majority of children served were less than 3 years old (9, or 82%).

What was the Profile of Individuals Served? N=18



The majority of individuals served were White (13 or 72%). For the individuals for which language data was available, the majority of individuals spoke English (17 or 94%).

Do families have access to family support services and resources?

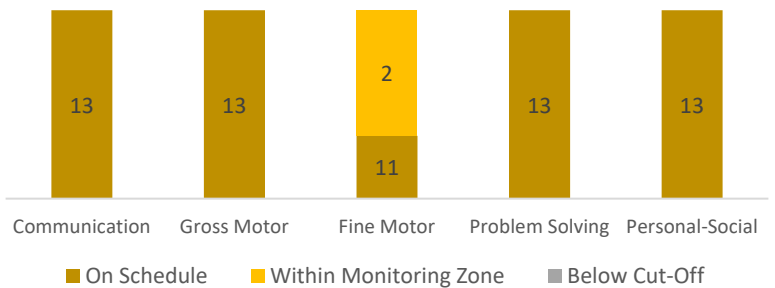
During home visits, a family advocate provides information about what to expect as a new parent, coaching about creating a safe home environment, and information about available community resources. **The following support services were provided during home visits:**



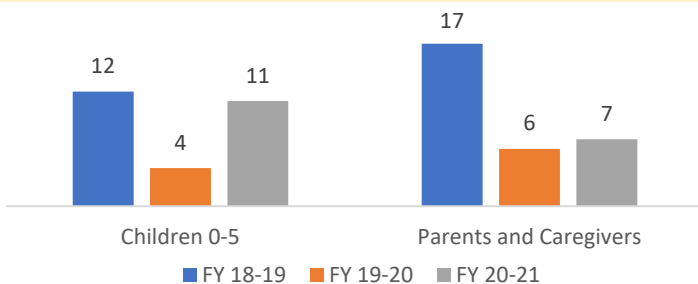
Are children receiving early screening for developmental delays and other special needs?

A total of 10 children were given 13 screenings for a developmental delay. As the chart to the right demonstrates, most children were not at risk for developmental delays.

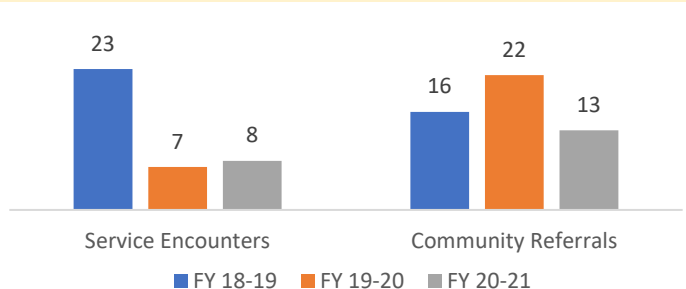
Additionally, one child received an ASQ:SE screening to assess social-emotional development. This child was assessed at the cutoff point between meeting the "On Schedule" threshold and the "Monitoring Zone" range.



Number of Individuals Served Over Time



Number of Services Over Time



The number of people served over time and the number of services has decreased over the last two years, when compared to FY 18-19 in which there were no programmatic disruptions.

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.

Conclusions

COVID-19 has significantly impacted the ability for families to access the services and supports they need. The global pandemic that began in March 2020 has continued to impact the ability of programs to offer services to families. All programs encountered barriers or restrictions that delayed, reduced, and in some instances halted all forms of service delivery for families. Whereas in a typical school year, a school readiness classroom may have as many as 109 class sessions (as reflected in FY 2017-2018 service counts), the most that was offered in the current term (FY 20-21) was 90 at the Coffee Creek location. Additionally, Trinity Smiles experienced a drastic reduction in the number of children served as well as the number of services provided. The dental van that was contracted by Trinity Smiles suspended all services and it is unclear whether they will be able to support services in the future. Lastly, the Welcome Baby program has continued to struggle to connect with families and noted that the pandemic only exacerbated the issue. Only seven families were served by the Welcome Baby program with an average of one service encounter per family.

Children are not adequately prepared for kindergarten entry. Evaluation results reveal that only 19% of child participants in the TCOE school readiness program who were assessed for kindergarten readiness were deemed "ready" to enter kindergarten. This is down from 42% of all incoming kindergartners in the 2020-2021 school year.¹ In examining readiness specific to each developmental domain, a mere 16% of participants were "ready" in relationship to literacy skills and only 32% were "ready" in numeracy skills. The area in which most kids were regarded as "ready" was in relationship to social, emotional, and physical health.

Families are not increasing routines that support their child's school readiness. Families that participated in school readiness programs experienced a decrease in many family habits that support their child's development such as reading, numeracy activities, and learning through play between the time their children entered the program and at the end of the school year. These results, combined with the data collected last year as a component of the Kindergarten Readiness Assessment Project, indicate that families may need additional education, resources, and/or support to make gains in these areas.

Recommendations

Strengthen efforts to equip parents as their child's first teacher. The behaviors and beliefs of a child's parents or caregivers influence a child's success. Parental interactions with children, including their stated and unstated expectations for their children's success and the way in which they converse with and teach their children, can support a child's development. Even a parent's responsiveness to a child's needs can support cognitive and emotional development. Two consecutive years' worth of data indicates that parents are not routinely reading to their children. This combined with the school readiness assessment results indicate that additional supports and resources, specifically in the area of literacy and numeracy could benefit children and families.

Identify an alternative approach to providing supports to families with infants and toddlers. First 5 has historically funded the Welcome Baby program in an effort to serve families with the youngest of children, however the program has had significant difficulty in reaching a substantial number of families. The Commission

¹ In FY 2019-2020, all children entering kindergarten were assessed for school readiness by Trinity Together Cradle to Career Partnership. Due to COVID 19 suspending services in March 2020, comparable data specific to school readiness program participants is not available.

may want to identify additional supports that are needed by families and a program approach that the community will respond to.

Continue to provide technical assistance and support for data collection efforts. Every year programs get better in providing a more complete dataset for evaluation purposes. Continuing to provide technical assistance and support for data collection efforts may best position the Commission to understand the full impact of services for families.