

First 5 San Benito

EVALUATION 2018-19



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Program Evaluation Highlights

This report describes the participants who engaged in First 5 San Benito’s programs in the 2018-19 fiscal year and the outcomes of these participants on five key “protective factors”.¹ These protective factors – Concrete Support, Family Functioning and Resiliency, Social Support, Knowledge of Parenting and Child Development, and Nurturing and Attachment – are defined as the conditions or attributes that are necessary to prevent or limit risk of child maltreatment and promote child and family health and well-being. In addition to participant outcomes related to these key protective factors, data are presented on child health and injury prevention programs, early childhood education (ECE) quality improvement, community outreach events, and systems of care. Highlights from the 2018-19 program evaluation are presented below.

Concrete Support

Access to basic needs, such as food, housing, and childcare

- 43 families participated in the Parents as Teachers (PAT) home visiting program. At program exit, 40 parents completed a survey about the presence of protective factors in their family, including access to concrete support. Most parents reported knowing where to go if they needed food or housing or needed help finding a job.

FAMILY FUNCTIONING/RESILIENCY

Family’s ability to cope with stress, communicate effectively, and emotionally support one another in times of need

- After the intervention, the majority of PAT parents (at least 80%) reported that their families were “always” able to solve their problems together and took time to listen to one other.
- 24 families participated in the Family Wellness Court (FWC) classes, and they showed improvement over time in family functioning for the majority of the items, including family members’ ability to express their needs and feelings to one another, listen and communicate clearly and positively, make decisions together, and handle changes well as a family.

SOCIAL SUPPORT

Informal support from family and friends that helps meet emotional needs

- Approximately 90% of PAT participants strongly agreed that they had others who would listen to them when they needed to talk about their problems or had others to talk to in times of crisis.

KNOWLEDGE OF PARENTING AND CHILD DEVELOPMENT

Understanding child development and use of effective parenting strategies

- 153 new parent kits were ordered and distributed in the county. Approximately half of the kits were provided in English and half were provided in Spanish.
- PAT parents reported improvement in their parenting knowledge and ability across a range of topics. The greatest improvement was observed for understanding their child’s development and its impact on their parenting responses.

¹ From the Protective Factors framework developed by the Center for the Study of Social Policy and FRIENDS National Center for Community-Based Child Abuse Prevention (CBCAP).

- By the end of their sessions, 95% of parents in FWC classes were able to describe healthy parenting strategies that they utilize.
- 69 families with 80 children participated in the Story Time at the Children’s Kingdom program. Nearly all parents reported that the library program benefited them. For example, 99% of families said it gave them ideas about how to make reading fun at home and the same proportion reported that the program provided ideas about other fun activities to do at home with their children.
- 388 children and their parents participated in the evidence-based Raising a Reader literacy program. Among a sample of 118 participants, there was an increase from program entry to program exit in the proportion of parents who observed positive literacy behaviors in their child.
- 11 parents participated in Mis Historias sessions, which were held over six weeks. In this program, Spanish-speaking families were introduced to English vocabulary through reading practice and writing their own family story in order to help them support their children’s literacy development.
- 66 families, with 71 children aged 0-2, participated in Power of Play (POP) play groups. Many more families reported having parenting knowledge and support after the program than before the program, and 100% said the program answered a question or concern they had about parenting.
- 23 families, with 38 children aged 3-5, participated in Wonders of the World (WOW) play groups. Participants described how the program benefited both parents and children.
- Six parents/caregivers and six children participated in Hola Bebé play groups for expectant parents and parents with newborns younger than six months. Parents in this program also described how they benefited from the program
- 73 children and 70 parents participated in Circle Time play groups and shared how it enriched their family activities.

NURTURING AND ATTACHMENT

The presence of a healthy, nurturing parent-child bond

- After their participation in the program, all PAT participants said they “always” felt close with their child and felt happy being with their child.
- At the end of Family Wellness Court classes, 100% of parents were able to describe several ways they show love to their children and spend time with their children.

CHILD HEALTH AND INJURY PREVENTION

- 30 car seats were checked, and 25 new car seats were fitted and installed to parents during the year.

EARLY CHILDHOOD EDUCATION QUALITY IMPROVEMENT

- 33 ECE providers participated in the Quality Rating and Improvement System (QRIS) program.
- 62 children from five ECE Quality Improvement/IMPACT sites were assessed on their kindergarten readiness skills using the Pre-Kindergarten Observation Form. Scores suggest that these students were “in progress” in their development of kindergarten readiness skills, with higher readiness in the area of *Self-Regulation* and lower scores in the *Kindergarten Academics* domain.
- 12 ECE providers attended California Preschool Instruction Network classes offered in the county.

COMMUNITY OUTREACH EVENTS

- 14 community outreach events were held, where First 5 San Benito provided over 4,000 families and participants with parenting information and resources.

IMPROVED SYSTEMS OF CARE

- First 5 San Benito has organized a multi-sector collaborative of local leaders to guide the development of a Children, Youth, & Families Impact Center, which aims to improve the health and well-being of children and families, influence policies and systems to create and sustain a trauma-informed service system, and leverage existing resources and attract additional investments in children and families in the community.
- First 5 San Benito has been an integral partner in the formation of a Tri-County Central Coast Early Childhood Advocacy Network. This Tri-County Network brings together early childhood stakeholders from Monterey, Santa Cruz, and San Benito Counties, to strengthen and advocate for policies and systems that benefit children 0-8 and their families.



Introduction

This report describes activities and outcomes of the parents, providers, and children who participated in First 5 San Benito’s programs in the 2018-19 fiscal year. Findings are organized around the five “protective factors” developed by the Center for the Study of Social Policy and FRIENDS National Center for Community-Based Child Abuse Prevention (CBCAP): Concrete Support, Family Functioning/Resiliency, Social Support, Knowledge of Parenting and Child Development, and Nurturing and Attachment. These protective factors are conditions or attributes that can prevent or alleviate challenges that lead to abuse or neglect and which promote family health and well-being. Data are presented on the First 5 San Benito programs that contribute to these protective factors, as well as on First 5 interventions that address child health, injury prevention, early childhood education (ECE) quality, community outreach, and improve systems of care.

Concrete Support

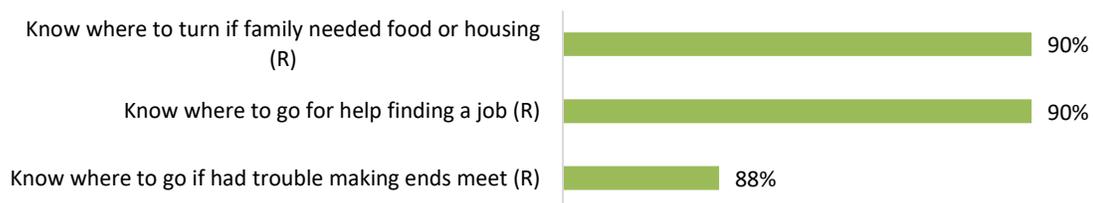
Concrete support refers to parents’ access to tangible goods and services, like food, housing, and income support, to help their families make ends meet and cope with challenges. Data on access to concrete support were available for families enrolled in the Parents as Teachers (PAT) program, an evidence-based home visiting program that educates and supports parents with young children.

PARENTS AS TEACHERS: CONCRETE SUPPORT

Forty-three families and 52 children were served in the PAT program in the 2018-19 fiscal year. The majority of the families served were Hispanic/Latino (77%) and most families spoke English (67%) as their primary language. Most of the children in the families served (62%) were under the age of three at the time they began the program.

At program exit, 40 parents completed the Protective Factors Survey (PFS)² which asked three questions assessing their perceptions of access to basic needs. On all PFS items, parents responded to statements on a scale from 1=Strongly Disagree/Never to 7=Strongly Agree/Always. As the chart below illustrates, most (90%) parents “strongly agreed” that they knew where to go if they needed food, housing, or help finding a job. Similarly, nearly 90% of the parents “strongly agreed” that they knew where to go if they had trouble making ends meet.

PERCENT OF PARENTS WHO “STRONGLY AGREED” THEY HAD KNOWLEDGE OF CONCRETE SUPPORTS AT EXIT



Source: Parents as Teachers Survey 2018-19. N=40. Data reflect percent who marked “Strongly Agree” regarding the statements about concrete support. (R) indicates wording of original questions was reversed.

² Developed by FRIENDS National Center for Community-Based Child Abuse Prevention (CBCAP).

Family Functioning/Resiliency

The second protective factor – Family Functioning and Resiliency – refers to the skills, strategies, and supports within families to cope with challenges and crises, communicate effectively, and solve problems together. The degree to which these factors were present was measured for participants in the First 5 San Benito PAT program and Family Wellness Court (FWC) classes. Parents in both programs were provided parent education and other support services to improve family functioning.

Parents as Teachers: Family Functioning/Resiliency

Family functioning and resiliency were measured among PAT participants at program exit using five questions from the PFS. About 8 in 10 said that family members “always” took time to listen to each other (83%) and were able to solve their problems (80%). Over 7 in 10 said their family “always” talked about their problems (78%) and pulled together when things became stressful (75%). Just under 7 in 10 said that when arguing, family members “always” listen to “both sides” of the story (68%).

PERCENT OF FAMILIES WHO “ALWAYS” DEMONSTRATED STRONG FAMILY FUNCTIONING/RESILIENCY AT EXIT



Source: Parents as Teachers Survey 2018-19. N=40. Data reflect percent who marked “Always” regarding the statements about family functioning.

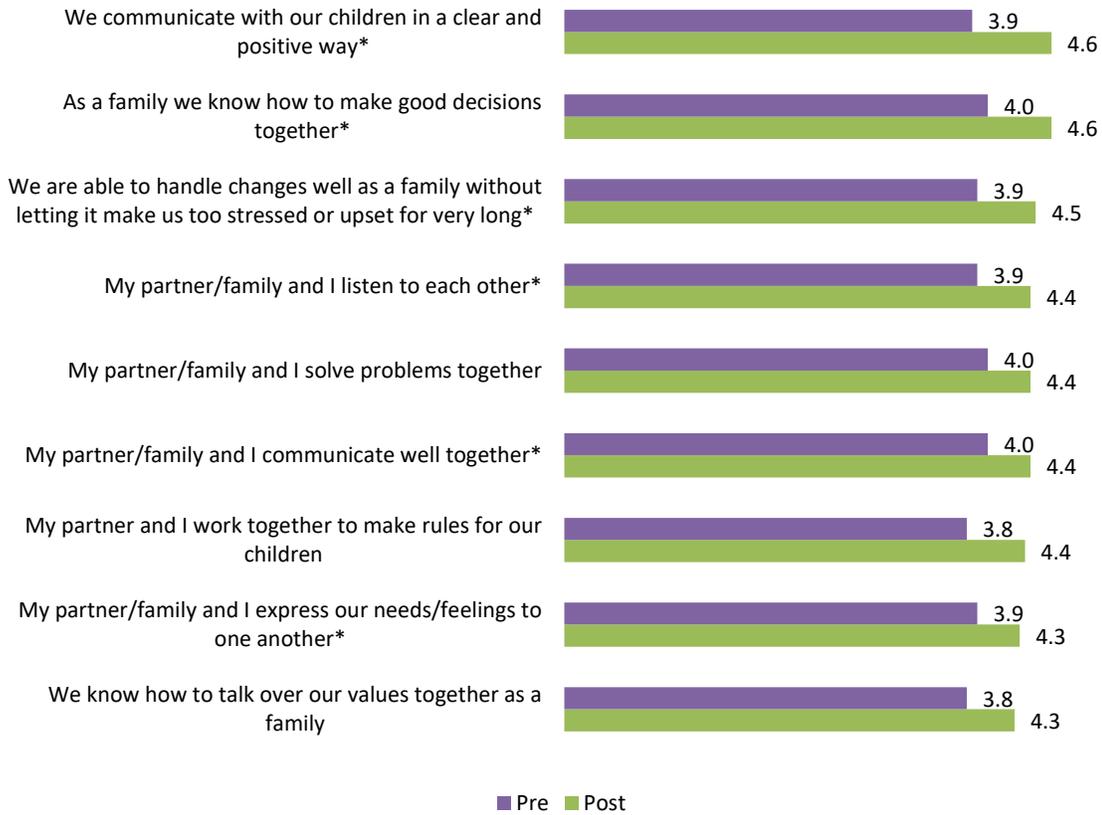
Family Wellness Court Classes: Family Functioning/Resiliency

In 2018-19, 24 families participated in the court-mandated “Survival Skills for Healthy Families” parenting class series offered by the Family Wellness Court (FWC), attending an average of seven sessions over the course of the year. Twenty of these parents filled out a survey at two time points (before and after their participation) about how their families communicate, solve problems, and make decisions together. As shown below, parents showed positive change across all the family functioning items from program intake (pre) to exit (post), but changes were statistically

FWC families showed significant improvement over time in their ability to communicate, solve problems, and make decisions as a family.

significant on six items, including family members’ ability to express their needs and feelings to one another, listen and communicate clearly and positively, make decisions together, and handle changes well as a family.

PARENT REPORT OF FAMILY FUNCTIONING/RESILIENCY



Source: Family Wellness Court Survey 2018-19. N=20 *Statistically significant, p<.05. Note: Questions asked whether parents agreed on a scale of 1=Disagree Strongly to 5=Agree Strongly.

After completing FWC classes, parents answered questions about possible ways in which the classes improved their family functioning, including helping them more effectively communicate, solve problems, handle frustrations, set rules and routines, and demonstrate love and affection. The table below shows the percent of parents who agreed that the parenting classes helped the family in these areas; the data suggest that the vast majority of participants felt the program improved their families’ functioning.

PERCENT OF PARENTS WHO AGREED CLASSES IMPROVED FAMILY FUNCTIONING

Parenting classes have helped the family to...	Percent
Communicate better	100%
Set better rules and routines that work for them	100%
Handle frustration better	100%
Solve problems better	95%
Show more love and affection for each other	85%

Source: Family Wellness Court Survey 2018-19. N=20. Questions asked whether parents agreed on a scale of 1=Disagree Strongly to 5=Agree Strongly. Data reflect percent who responded “Agree Some” or “Agree Strongly.”

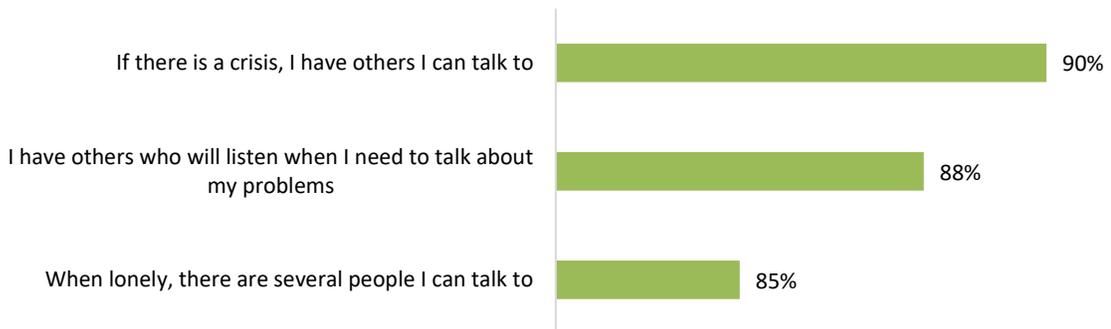
Social Support

The social support protective factor refers to the presence of family, friends, and neighbors, who provide for one’s emotional needs. Participants in the PAT program were asked about the social support they had in their lives.

PARENTS AS TEACHERS: SOCIAL SUPPORT

Social support was measured among PAT participants using three questions from the PFS. Approximately 9 in 10 parents “strongly agreed” that they have others who will listen when they need to talk about their problems and that there are people they can talk to when in a crisis. Eight-five percent said that they have several people they can talk to when they are lonely.

PERCENT OF PARENTS WHO “STRONGLY AGREED” THEY HAD SOCIAL SUPPORT AT EXIT



Source: Parents as Teachers Survey 2018-19. N=40. Data reflect percent who marked “Strongly Agree” regarding the statements about social support.

Knowledge of Parenting and Child Development

The First 5 San Benito programs offered in 2018-19 supported participants’ knowledge of parenting and child development, the fourth protective factor in the Protective Factors Framework. In addition to PAT and FWC, programs promoting parenting and child development knowledge included kits for new parents, play groups,

Story Time at the Children’s Kingdom, Raising a Reader, a literacy program designed to improve reading practices among parents and young children, and Mis Historias which introduced Spanish-speaking families to English through reading and writing their family stories.

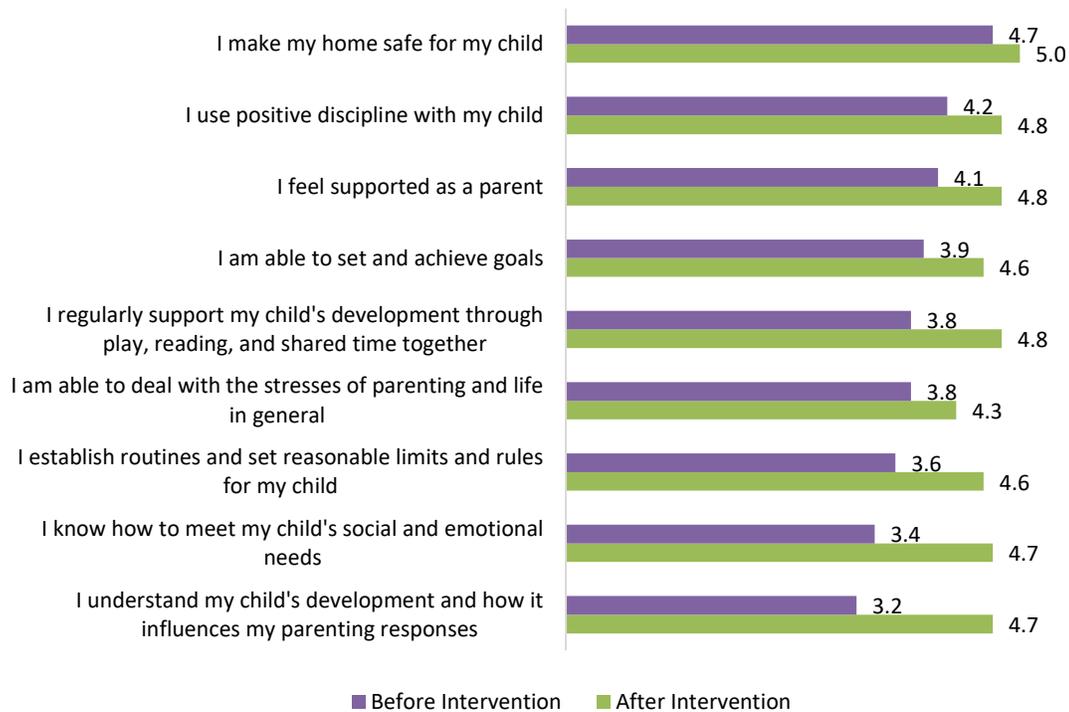
PARENT KITS

Each year, First 5 San Benito distributes kits for new parents, which provide information and resources on various topics, including health, brain development, literacy and learning, child safety, and childcare. There were 153 kits distributed in 2018-19; approximately half were in English (51%) and half in Spanish (49%).

PARENTS AS TEACHERS: PARENTING KNOWLEDGE AND PRACTICES

PAT participants were asked a set of questions about their knowledge and ability across a range of topics, including meeting their child’s needs, using positive discipline, establishing routines, understanding child development, and managing parenting stress. At program exit, parents rated their current level of knowledge and ability in these areas on a scale from 1 to 5 (with 5 representing higher knowledge or ability). They were then asked to reflect on their level of knowledge and ability prior to the intervention, using the same scale. On average, parents gave themselves an overall rating of 3.8 before the intervention and 4.7 after the intervention. As shown in the chart below, the greatest increase in knowledge or ability ratings was reported for the item “I understand my child’s development and how it influences my parenting responses,” for which parents gave themselves an average rating of 3.2 before the intervention and 4.7 after the intervention.

KNOWLEDGE AND ABILITY RATINGS OF PARENTS AS TEACHERS PARTICIPANTS

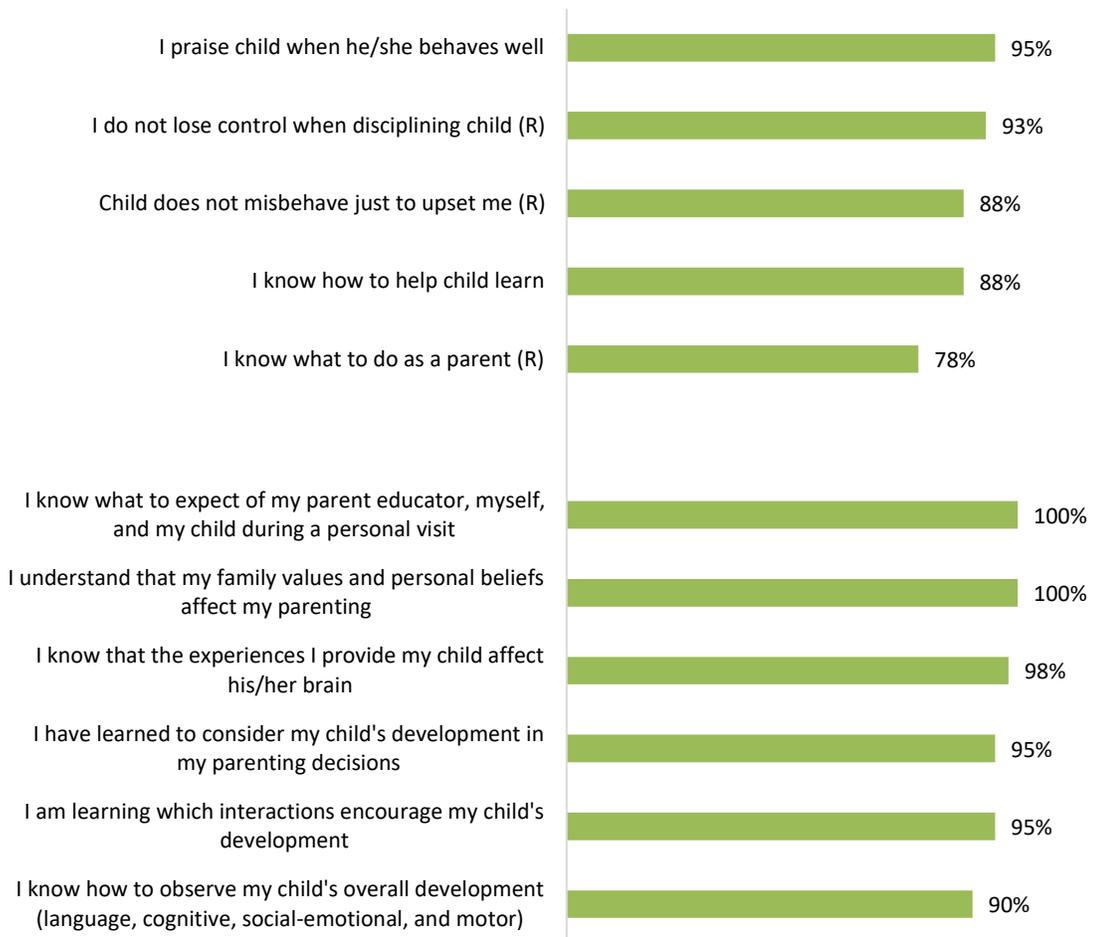


Source: Parents as Teachers Survey 2018-19. N=40. 1. Note: This assessment was not a true pre-post measure, because it was administered only at exit. Scale ranged from 1=Strongly Disagree to 5=Strongly Agree.

Parenting knowledge and practices among PAT participants were also assessed at program exit with five questions from the PFS. Almost all parents said they “strongly agree” that they praise their child when he/she behaves well (95%) and that they do not lose control when disciplining their child (93%). The vast majority (88%) also “strongly agree” that their child does not misbehave just to upset them (88%) and that they know how to help their child learn (88%), while nearly 80% “strongly agree” that they know what to do as a parent.

Beyond these PFS questions, parents were asked six additional questions about their parenting knowledge. All parents “agreed” that they know what to expect of their parent educator, themselves, and their child during home visits and that family values and personal beliefs affect their parenting. Nearly all parents “agree” that they know the experiences they provide as a parent will affect their child’s brain (98%); have learned to consider their child’s development in parenting decisions (95%); and that they are learning which interactions encourage their child’s development (95%). Nine in 10 parents agreed that they know how to observe their child’s overall development.

PERCENT OF PARENTS WHO DEMONSTRATED STRONG PARENTING KNOWLEDGE, SUPPORTS, AND PRACTICES AT EXIT

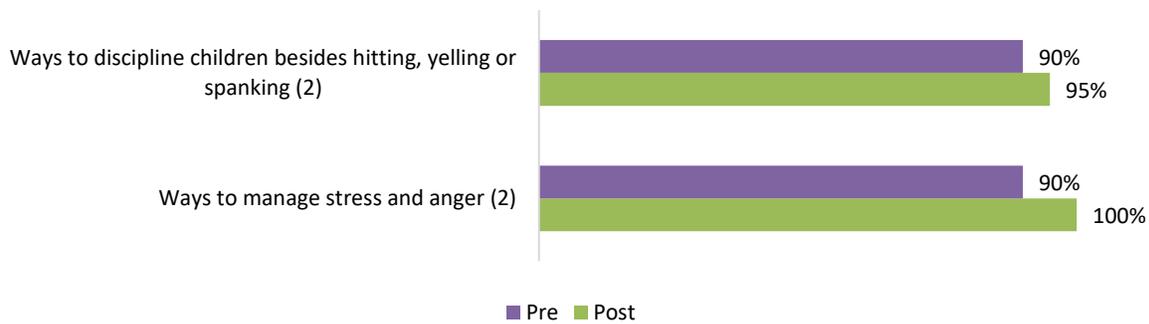


Source: Parents as Teachers Survey 2018-19. N=40. Note: The first five items in the chart are from the Protective Factors Survey. Data reflect percent who marked the highest rating for positively phrased items and lowest rating for negatively phrased items. (R) indicates wording of original questions was reversed.

FAMILY WELLNESS COURT CLASSES: PARENTING KNOWLEDGE AND PRACTICES

At the end of the intervention, parents participating in the FWC parenting class were asked two open-ended questions about positive parenting practices. Class instructors scored the survey items based on whether parents had written at least two appropriate responses when asked to describe ways to discipline their child without resorting to hitting, yelling, or spanking, and ways to manage parenting stress and anger. The vast majority of parents provided correct responses to these questions at both time points. As shown below, a greater proportion of parents were able to describe appropriate parenting practices at program exit compared to program entry, though the differences from pre to post were not statistically significant.

PERCENT OF PARENTS WITH KNOWLEDGE OF POSITIVE PARENTING STRATEGIES



Source: Family Wellness Court Survey 2018-19. N=19-20. Note: Number of required responses in parentheses.

STORY TIME PUBLIC LIBRARY PROGRAM

In the current year, 69 families and 80 children were served by the Story Time program at public libraries in the county. Parents participating in these programs completed a brief survey at the end of the session, which asked them to rate their agreement with a set of statements about the benefits of Story Time on a scale from 1=Not True to 4=Very True. Shown below are the percent who marked “True” or “Very True” in response to the statements. The vast majority of participants agreed that Story Time provided interaction opportunities for children and their parents and gave parents ideas about fun activities they can do at home to promote literacy.

PERCENT OF PARENTS AGREEING WITH STATEMENTS ABOUT THE BENEFITS OF STORY TIME

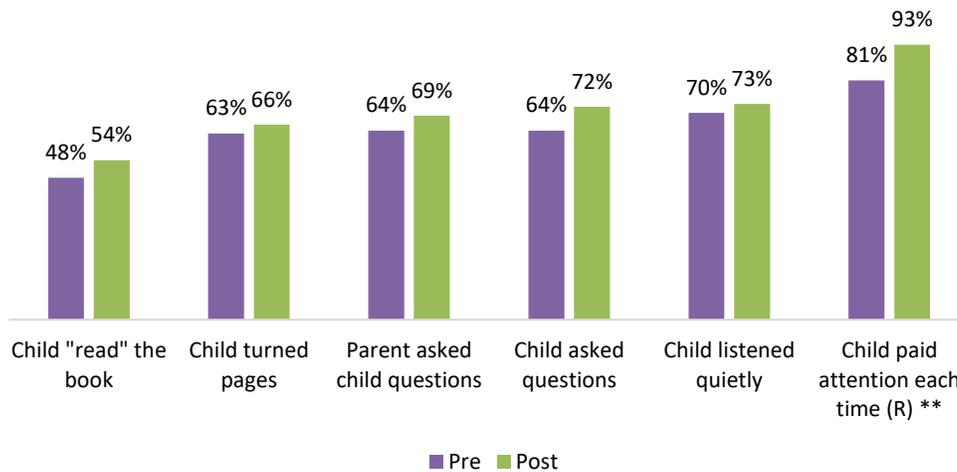
Statement	Percent
Child interacted with other children his/her age	93%
Parent met other parents that they can relate to	98%
Parent got ideas about making reading fun at home	99%
Parent got ideas about other fun things to do at home with kids	99%

Source: Story Time Survey 2018-19 N=185-186. Note: Data reflect percent who marked “True” or “Very True” for each statement.

RAISING A READER PROGRAM

The evidence-based Raising a Reader literacy program provided books and instruction on read aloud techniques to the parents of 388 children across the county. Among the parents who participated, 118 filled out a survey about their family’s reading habits and behaviors both prior to the intervention and after their participation. The chart below displays the percent of parents who reported that they and their children engaged in positive reading behaviors the last time they looked at books together. There were increases in several positive behaviors, with statistically significant increases in the percent of parents who reported that the child paid attention to the story.

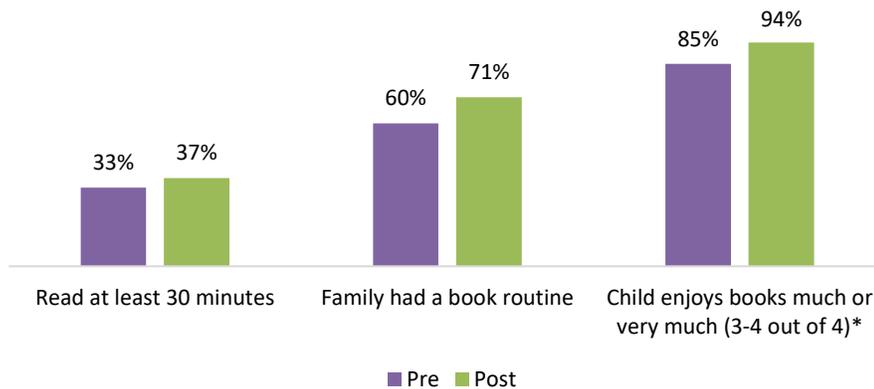
PERCENT OF PARENTS WHO REPORTED POSITIVE READING BEHAVIORS LAST TIME THEY LOOKED AT BOOKS



Source: Raising a Reader Survey 2018-19. N=118. **Statistically significant, p<.01. Note: (R) indicates wording of original question was reverse coded.

As shown in the chart below, there were smaller, nonsignificant changes over time in the percent of parents who reported that they read together for at least 30 minutes at each sitting and had a book routine at home. A statistically significant increase was found in the percent of parents at post who reported that their child enjoys books “much” or “very much”.

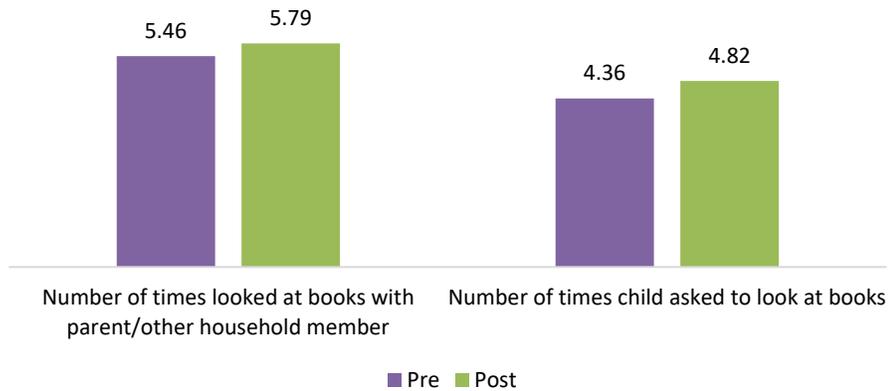
POSITIVE LITERACY ACTIVITIES AND CHILD ENJOYMENT OF BOOKS



Source: Raising a Reader Survey 2018-19. N=116 (routine); 117 (reading time); 118 (enjoyment). *Statistically significant, $p < .05$.

Finally, the Raising a Reader participants reported the number of times they or another member of their household looked at books in the last week with the child, as well as the number of times the child asked to look at books. The frequency of these reading activities did not significantly change from pre to post.

FREQUENCY OF READING ACTIVITIES IN THE LAST WEEK



Source: Raising a Reader Survey 2018-2019. N=117.

MIS HISTORIAS

Mis Historias was a six-week session, in which Spanish-speaking families were taught English vocabulary to help them support their children’s early literacy development. Families read books introducing them to the new vocabulary and created scrapbooks about their experience. Eleven families with 12 children participated in the program.

PLAY GROUPS

There were four play group series offered in the 2018-19 fiscal year: Power of Play (POP), Wonders of the World (WOW), Hola Bebé, and Circle Time. These groups gave families an opportunity to interact with one another, share parenting ideas, and receive educational materials.

Power of Play

The 66 families who participated in POP had 71 children aged 0-2. Of these families, 20 completed a survey at the beginning of participation and 15 completed the survey at the end of participation. There were large increases over time in the percentage of parents who reported that they “strongly agreed” with several parenting knowledge and support statements, with the greatest increase



in the proportion of parents who said that they are able to deal with the stresses of parenting and life in general.

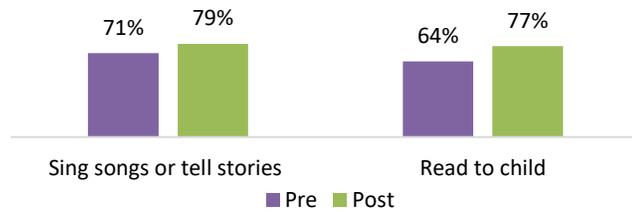
PERCENT OF PARENTS WHO STRONGLY AGREE THEY HAVE PARENTING KNOWLEDGE AND SUPPORT

Statement	Pre	Post
I know how to meet my child’s social and emotional needs	57%	71%
I feel supported as a parent	50%	100%
As my child’s first teacher, I know how to help my child learn	43%	71%
I am able to deal with the stresses of parenting and life in general	36%	86%

Source: Power of Play Survey 2018-19. N=14 pre-post matched pairs. Data reflect percent who marked “Strongly Agree.”

Parents were also asked about the frequency with which they read to their child and sing songs or tell stories with their child. As illustrated below, the percent of families who sing stories and read together at least five days per week increased from pre to post.

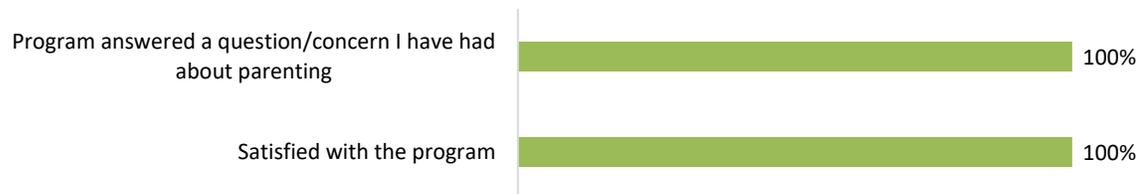
PERCENT OF PARENTS SINGING SONGS/TELLING STORIES OR READING 5-7 DAYS PER WEEK



Source: Power of Play Survey 2018-19. N=14.

Finally, at the end of the POP program, 100% of participants agreed or strongly agreed that the program answered a question or concern the parent had about parenting, and 100% reported that they were satisfied with their experience in the program (note that the data below reflect the responses of all 15 participants with a post survey, since this question was not asked at pre).

PERCENT OF PARENTS WHO SAID PROGRAM ANSWERED QUESTIONS/CONCERNS AND WERE SATISFIED



Source: Power of Play Survey 2018-19. N=15.

Participants in POP were asked to provide comments on their experiences. The excerpts provided below illustrate the ways in which parents felt that POP benefited them and their children:

- “[Participant name] and I have been coming to POP for the past 2 years and we love it. It has helped [participant name] come out of her shell and socialize with other kids her age. She loves all the crafts that she gets to do on a weekly basis. We both have made friends that we cherish, and we can’t wait until the programs start again in the fall.”
- “Monday’s program has been an introduction to what preschool will be like. I really enjoyed having the outside play area time. It was nice and beneficial having my girls interact with other children. It has helped their social skills and showed them to share.”
- “The programs provided by you guys are awesome my kids love to come to all the events put on. They have helped my kids in many ways, but especially in exploring, playing and social development...If the programs could extend to the summer that would be amazing. Thank you!”
- “Overall [participant name] and I enjoy the program. He enjoys the outside time and the reading time. I think the projects especially encouraged him to be creative. The stations at the tables provided him with the different experiences and the opportunity to experiment with new things. The social aspect is good, with separate age groups. The activities are age appropriate and engaging overall. I think the program is great for the kids in the community.”



Wonders of the World

There were 23 families who participated in the WOW play groups; these families had a total of 38 children aged 3-5. Participants in WOW were asked to provide comments on their experiences. The excerpts provided below illustrate the ways in which parents felt that WOW benefited them and their children:

- “I really liked the program; it has helped my daughter learn to play well with other kids and prepare her for preschool. It has also helped me be ok with her going to preschool. I know now that she is ready and will do just fine.”
- “Thank You! Absolutely loved the program. My son enjoyed every activity that he did; [he] especially loved snack time! There were many ideas that we took home to try out ourselves. Each week [was] as fun as the last one and we couldn’t wait to show up. This program really opened up my son's interaction with the other children. We got to see him open up and show his creativity with the art activities. We can’t wait to come next year. The staff is the best!! [They are] very kind and patient with the kids. Thank you all very much.”
- “My son really enjoyed coming to the program. Since he started coming to the program, he likes to sing more and also likes books. I wish you guys can extend the program Tuesdays and Thursdays to 3 hours. And the home visits to every week for 5 hours.”

“I really like the program; it has helped my daughter learn to play well with other kids and prepare her for preschool.”

– WOW playgroup participant

- “It’s an excellent program for children. My son gets along with other kids better and in a great way so that they maintain good friendships. My son is progressing in his speech and the learning he obtained through the program was good...I am deeply thankful for the work they did with my child and the other children as well. Thank you.”

Hola Bebé

Six parents/primary caregivers and six children participated in the Hola Bebé play group program. The program is designed for families that are expecting and/or have babies under 6 months of age. Information on newborn care, breastfeeding, baby behavior, safe sleep, crying, bonding and car-seat safety is presented to families. Newborn Behavioral Observations are conducted with families who have newborn babies.

Participants in Hola Bebé provided comments on their experiences. The excerpts provided below illustrate the ways in which parents felt that Hola Bebé benefited them and their children:

- “I like that we have the space for babies. It’s perfect [for children] from newborn to before walking. It was nice to just have free time, but some organized crafts would be good. Hola Bebé has helped keep me sane. I wish this was here when my son was a baby. Overall it’s a great start!”
- “Overall, I have really enjoyed bringing in my baby to Hola Bebé. I feel like it’s a good thing for mothers to have a safe space to interact with other moms and I definitely feel like it has helped to reduce my risk or chances of postpartum depression. It has helped for me to have a friend join me, although I do feel like it would be lonely if I didn’t have my friend with me. Thank you guys for providing this program and space. It truly has been a really enjoyable experience and I do recommend it to the new moms I meet.”

Circle Time

Seventy-three children and 70 parents/primary caregivers participated in the Circle Time program. Circle Time is a play group for all families that have children 0-5 years of age with activities that provide children with knowledge about their bodies, feelings, and emotions. Participants provided the following reflections on their experience with this play group:

- “Circle time has truly helped my girls. They have memorized the songs and they sing them at home and really enjoy it. It has also taught them to sit down for story time, although they still don’t sit for the whole time. It has also helped them with their social skills. Thank you guys for all that you do.”
- “We really love this activity. The stories and the different activities are fun. I like how sometimes they don’t have an art project and do yoga or a game instead. I think more games as a class would be fun for the kids to play together and share. Overall, I like the activities and think they help the kids learn as individuals and as a group.”
- “This program has helped my daughter feel more comfortable with other kids; her social skills have improved so much. She loves coming to school, as she says, to play with her friends. Thank you.”



- “This program is fabulous! We interact with kids of all ages. [The] teachers are helping parents to be involved in the open activities...Story time and yoga are our favorite. Thank you all of you for making this time very nice for both of us. See you next course!”
- “We loved having drop in option. The play area, toys, layout of class was great for my little one. We loved interacting with the teachers and other families. The art projects were fun too! Thank you for offering programs catered to young ones! We enjoyed this year!”

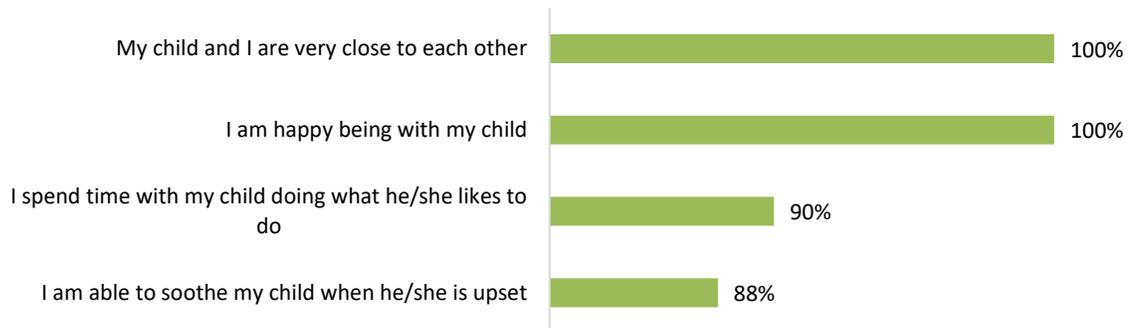
Nurturing and Attachment

Healthy emotional bonds between mother and child constitute yet another protective factor that supports child health and well-being. These connections were assessed among PAT and FWC participants.

PARENTS AS TEACHERS: NURTURING AND ATTACHMENT

Nurturing and attachment bonds between PAT participants and their children were assessed using four questions from the PFS. All parents said they were “always” happy being with their child and felt close to their child. Ninety percent of participants said that they “always” spend time with their child doing what he/she likes to do. Nearly 90% of participants said they were “always” able to soothe their child when he or she was upset.

PERCENT OF PARENTS WHO “ALWAYS” DEMONSTRATED STRONG NURTURING AND ATTACHMENT AT EXIT



Source: Parents as Teachers Survey 2018-19. N=40. Percentages represent parents who marked they “Always” felt they had positive connections with their child.

Parents reported learning a lot from the PAT program in 2018-19. A selection of their comments about the program are highlighted below:

- “The program has helped me be more confident as a parent. As a first-time parent, it has also helped me a lot through difficult times. I have learned a lot about my daughters’ development.”
- “We have really enjoyed the program. My family and I have learned a lot about development. I have noticed that my child has been developing in all areas of development thanks to the activities that we have received in the program.”
- “The program was great. The classes were very educational and entertaining. I really enjoyed the activities that the teacher brought to us. The teacher was very kind with my children.”

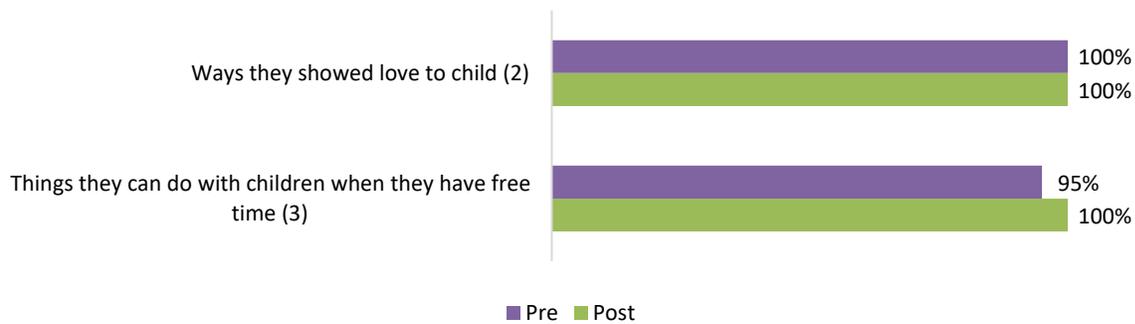
“The program has helped me be more confident as a parent. As a first-time parent, it has also helped me a lot through difficult times. I have learned a lot about my daughter's development.”
-PAT participant

- “[The PAT home visitor] has helped our family understand each other and understand the development of our premature daughter. It had been a challenge to be on the same page with [other] family members about the care we should provide for our baby. Now, we feel better and connected. We work as a team because we know it’s for the benefit of our baby. We are excited for this journey together and looking forward to the new information and support [the home visitor] shares with us as our baby grows. Excellent program and services.”
- “Awesome program, my kid loves it. The home teacher really helps [me understand] how one must read stories to little kids.”

FAMILY WELLNESS COURT CLASSES: NURTURING AND ATTACHMENT

At pre and post, parents participating in the FWC parenting class were asked to describe ways they show love to their child and activities they could do with their children in their free time. Class instructors reviewed these answers and indicated how many appropriate responses were provided. At both time points, all parents reported at least two ways they showed love to their child. All parents that post reported at least three things they can do with their child during free time, slightly more than the proportion who reported at least three things at pre (95%).

PERCENT OF PARENTS DESCRIBING POSITIVE PARENT-CHILD INTERACTIONS



Source: Family Wellness Court Survey 2018-19. N=20. Number of required responses in parentheses.

All parents attending FWC classes said at the end of their participation that they would recommend the class to friends, and 85% said they would attend again if they wanted help.

PERCENT WHO WOULD ATTEND AGAIN OR RECOMMEND TO FRIENDS



Source: Family Wellness Court Survey 2018-19. N=20.

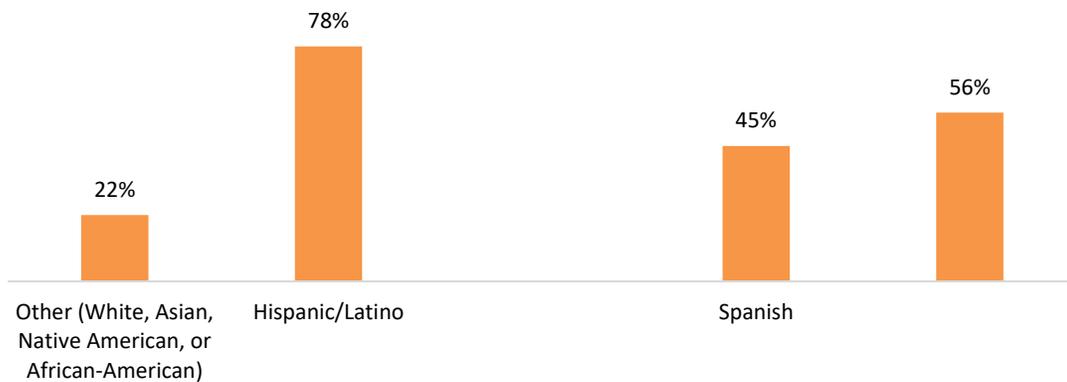
Child Health and Injury Prevention

In addition to data on the protective factors outlined in the previous sections, information was gathered on a car seat distribution program.

CAR SEAT DISTRIBUTION

First 5 San Benito addresses injury prevention by funding the inspection of car seats for safe and appropriate installation. In 2018-19, 25 children received new car seats and 30 car seats were inspected. The 18 parents receiving car seats collectively had 12 children aged 0-2 and 13 children aged 3-5. As shown below, the majority of families were Hispanic/Latino and spoke English as their primary language.

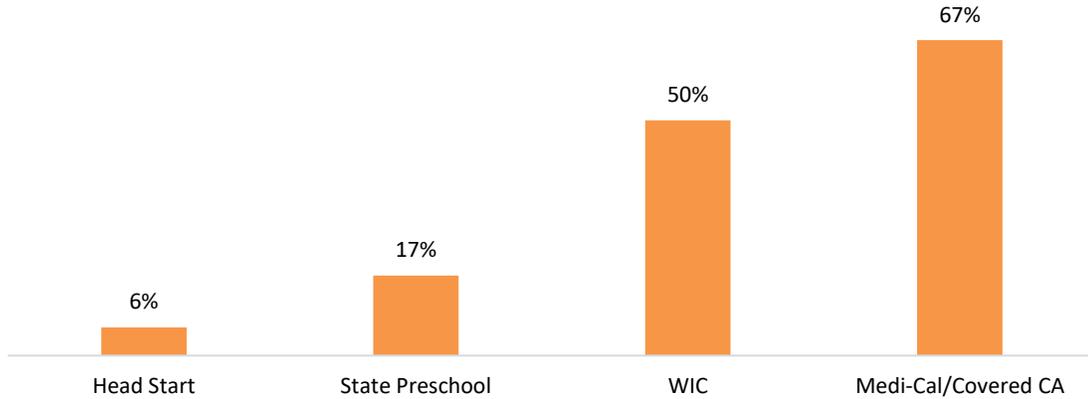
DEMOGRAPHICS OF FAMILIES PARTICIPATING IN CAR SEAT SAFETY EVENT



Source: Car Seat Program Administrative Data 2018-19. N=18.

Data were also collected on families' participation in WIC, Head Start, State Preschool, and Medi-Cal or Covered California. As shown below, 17% of parents who received a car seat had a child in State Preschool, while 6% had a child in Head Start. About 67% of parents were enrolled in Medi-Cal or Covered California, and 50% were enrolled in WIC.

PARTICIPATION IN PUBLIC PROGRAMS AMONG FAMILIES RECEIVING CAR SEATS



Source: Car Seat Program Administrative Data 2018-19. N=18.

Early Childhood Education Quality Improvement

QRIS QUALITY COUNTS/IMPACT

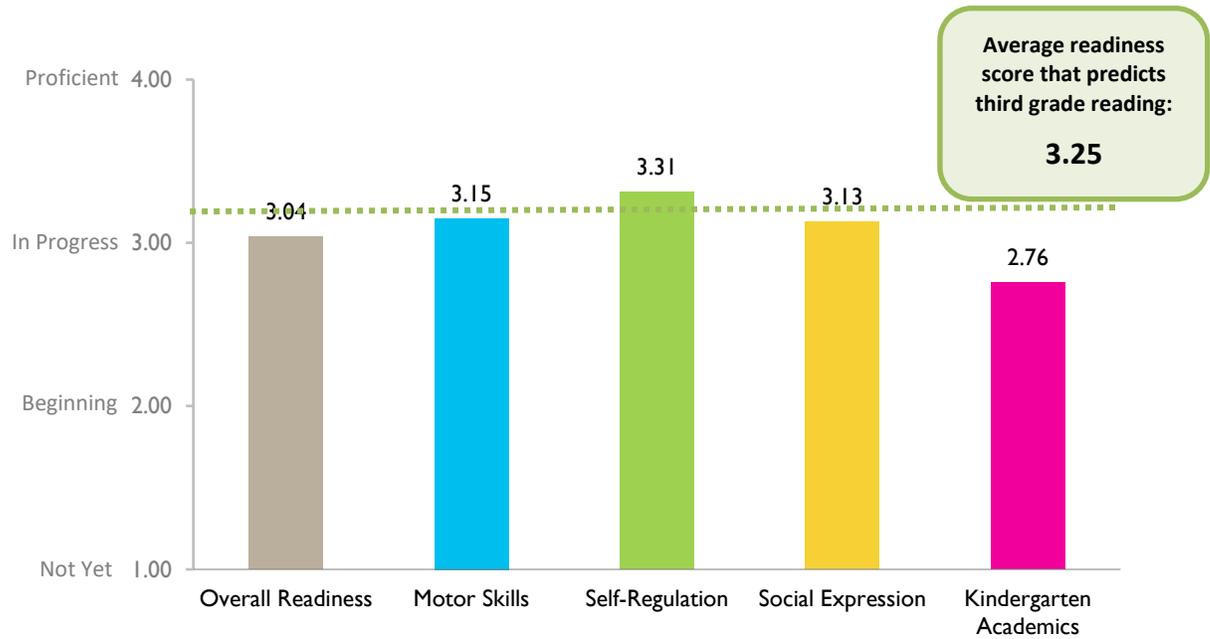
Early childhood education (ECE) providers participating in First 5 San Benito’s Quality Rating and Improvement System (QRIS) Quality Counts/IMPACT program were offered professional development opportunities and coaching to improve their program quality. In 2018-19, 33 providers enrolled in the program.

PRE-KINDERGARTEN OBSERVATION FORM

The Pre-Kindergarten Observation Form (P-KOF) was administered to assess the kindergarten school readiness levels of children’s physical, social-emotional, and academic readiness skills at five QRIS Quality Counts/IMPACT provider sites in May 2019. The P-KOF, a valid, psychometrically tested measure of readiness provides key data on children’s readiness on 20 school readiness skills that comprise the three *Basic Building Blocks of Readiness – Self-Regulation, Social Expression, and Kindergarten Academics*.

Students’ overall average scores on each of the *Building Block* dimensions were calculated (scores could range from 1 = *Not proficient/Not yet* to 4 = *Proficient*). Scores suggest that these students were “in progress” in their development of kindergarten readiness skills, with higher readiness in the area of *Self-Regulation* and lower scores in the *Kindergarten Academics* domain. Data from the 2019 P-KOF administration helped ECE providers better understand their children’s readiness for kindergarten and also guided their provision of support to help ensure all students are ready to be successful in kindergarten.

QUALITY COUNTS/IMPACT PARTICIPANT READINESS LEVELS, BY BUILDING BLOCK



Source: Pre-Kindergarten Observation Form (2019). N=62. Scale of 1=Not proficient/Not yet to 4=Proficient.

One of the sites participating in the P-KOF assessment included a special needs preschool, and the second figure below presents readiness levels broken out by special need. Children with special needs had significantly lower readiness scores than those without a special need, with the biggest differences seen for *Social Expression* items.

Children in Quality Counts/IMPACT ECE sites are on their way to being ready for kindergarten and demonstrated particularly strong development of their self-regulation skills.

QUALITY COUNTS/IMPACT PARTICIPANT READINESS LEVELS, BY STUDENT GROUP



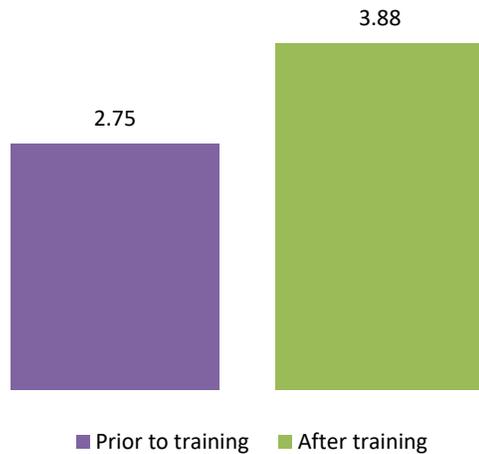
Source: Pre-Kindergarten Observation Form (2019). N=62. Scale of 1=Not proficient/Not yet to 4=Proficient.

CALIFORNIA PRESCHOOL INSTRUCTION NETWORK PROGRAM

Seven California Preschool Instruction Network (CPIN) workshops were offered for 12 preschool providers on topics ranging from math and reading to social and emotional development. Instructors collected evaluation surveys from participants at the end of each class. The survey asked participants to reflect on their knowledge before and after class, to rate the usefulness of the resources, and to rate the class overall, all on a scale from 1=Low to 4=High.

Eight participants who attended workshops completed the survey. On average, participants in 2018-19 rated their knowledge prior to the training at about 2.75 out of 4, and 3.88 out of 4 after the training.

CPIN PROGRAM WORKSHOPS: SELF-REPORTED KNOWLEDGE OF TOPICS



Source: CPIN Professional Development Evaluation 2018-19. N=8. Note: This assessment was not a true pre-post measure, because it was administered only at exit. Scale: 1=Low, 4=High.

All of the CPIN participants said that the training provided them with resources that they can use immediately and rated the classes highly overall.

Community Outreach Events

Over the course of the 2018-19 year, 14 community outreach events were held across San Benito county, at which First 5 staff provided parenting information and resources, including new parent kits, educational books, and information about First 5 San Benito programs. Participants also learned about activities they could do at home to promote their parent-child interaction. Collectively, these 14 outreach events reached approximately 4,000 children and over 4,000 community residents. The organized outreach took place across different community-building events, including at fairs (San Benito County Fair, Migrant Resource Fair); cultural festivities (Día de los Niños/Libros); public health outreach opportunities (Public Health event, Migrant Center Health Fair); parenting education events (Proud Parenting Presentation, Special Needs Parent Resource Fair); local celebrations (Kids Day at the Park, Family Feast); locally observed events (National Night Out, Dr. Seuss Day, Community Night San Andreas); and other First 5 activities (First 5 Carnival, Providers Brunch).

Improved Systems of Care

First 5 San Benito is also strengthening the early childhood system in the county through collaborative efforts and legislative activities, including the development of and participation in the multisector Family Impact Center collaborative and the Central Coast Early Childhood Advocacy Network.

FAMILY IMPACT CENTER COLLABORATIVE

To improve systems of care in San Benito County, First 5 San Benito has organized a multisector collaborative of local leaders to provide guidance on the development of a comprehensive Children, Youth, & Families Impact Center that will address various needs of county residents. Members of the Impact Center

Collaborative have been participating in strategic planning efforts to strengthen systems and networks to improve the outcomes of children and families. Over the course of 2018-19, First 5 San Benito has been meeting with these collaborative partners to establish the Impact Center, which aims to improve outcomes related to the health and well-being of children, families, and the communities; influence or change policies, systems, and public opinion to create and sustain investments in trauma-informed services; and leverage or change the way that service providers, funders, policymakers, and community members work together to utilize existing resources and attract additional investments in children and families. The Family Impact Center Collaborative is guided by the Neurorelational Framework,³ which uses brain science research to make the case for relationship-based therapy and interdisciplinary collaboration that breaks down barriers to integrated care for children and families. The collaborative aims to promote positive outcomes in the county through the following systems change approaches:

- Providing multiple entry points to the service system, warm handoffs and referrals, and a collaborative treatment approach to address fragmentation
- Promoting and valuing multiple sources of expertise to break down hierarchies
- Embracing complexity, identifying the multiple causes of problems, and breaking down silos to reduce isolation
- Providing and promoting shared language, tools, and approaches across disciplines to reduce specialization

CENTRAL COAST EARLY CHILDHOOD ADVOCACY NETWORK

In addition to the Family Impact Center Collaborative, First 5 San Benito has been an integral partner in the formation of a Tri-County Central Coast Early Childhood Advocacy Network. This Tri-County Network brings together early childhood stakeholders from Monterey, Santa Cruz, and San Benito Counties, to strengthen and advocate for policies and systems that benefit children 0-8 and their families. Activities of the Network include education on policy implementation, support for the development of dedicated Children’s Funds, and creating learning, networking, and capacity building opportunities for early childhood advocates. The Network will also track legislation, lead and coordinate district lobbying visits to build relationships with regional legislators, and advocate for passage of state legislation that aligns with its four priority impact domains (adapted from the First 5 Association of California 2018 Policy Agenda):

- **Strong families** – Expand access to effective, trauma-informed, and multicultural/multilingual family strengthening programs; support community hubs for integrative services and crisis supports; support parent engagement; protect and strengthen the social safety net to build family resiliency and promote self-sufficiency; and increase access to family supporting jobs.
- **Quality early care and learning** – Increase the supply of high quality early learning programs, including expanding opportunities for ECE career pathways and enhancing informal or unfunded care settings; embed high quality standards in all state funded early learning programs and support state and local efforts to meet them; and promote affordability of early learning programs, while ensuring fair workforce compensation.

³ Lillas, C. & Turnbull, J. (2009). *Infant/child mental health, early intervention, & relationship-based therapies: A neurorelational framework for interdisciplinary practice*. New York: W.W. Norton.

- **Health & well-being** – Ensure all families and caregivers supporting children 0-8 have affordable and comprehensive health insurance; protect and increase use of essential Medi-Cal services; increase coordination across systems of care to connect young children and caregivers to screening and early intervention; expand the availability of healthcare providers and professionals; and foster healthy lifestyles.
- **Effective & sustainable systems** – Build alternative revenue sources for children’s services; improve and integrate county data systems to track and evaluate outcomes; and mitigate public health risks that widely affect children’s health and well-being.

Below are highlights from activities the Network engaged in during the 2018-19 fiscal year:

- Convened district lobbying visits with State Senators Bill Monning and Anna Caballero and State Assemblymembers Mark Stone and Robert Rivas. Seventeen individuals attended one or more of these district visits.
- 33 individuals attended a lobbying and advocacy workshop
- 21 individuals attended a priority legislation convening
- 14 individuals attended an advocacy convening
- 117 individuals are members of the Network’s Google Group
- The Network’s priority legislation in 2019 included 12 early childhood initiatives regarding a range of issues, including paid family leave, ECE reimbursement rates, nutrition in child care programs, and prohibiting pesticides with dangerous chemicals.

Summary

The First 5 San Benito programs offered in 2018-19 supported and strengthened families’ protective factors within the Protective Factors Framework: Concrete Support, Family Functioning and Resiliency, Social Support, Knowledge of Parenting and Child Development, and Nurturing and Attachment. First 5 interventions, additionally, addressed child health and injury prevention and the quality of ECE programs. First 5 also conducted events that reached thousands of children throughout the county. This report summarized the outcomes for participants in each of these family strengthening areas, described program impacts and effectiveness, and illustrated the ways in which First 5 San Benito contributed to improvements in child health, family functioning, and early childhood systems in the county.

