

First 5 San Benito

PROGRAM EVALUATION DATA

FY 2014.2015



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Key Program Highlights from 2014-15

Parents as Teachers

Families show strengths and assets at intake:

- Few have challenges with basic needs and most have immunizations (usually 3 or fewer).
- Most parents have understanding of child development and report strong self-efficacy and support.

Storks Nest Family Wellness Program for Parents with Children ages Prenatal to Three years

- 39 participants earned points in 6 of 10 categories for participating in wellness activities, such as obstetrical care, dental care, counseling, fitness, breastfeeding, school and/college, community education workshops, well baby visits, immunizations, and family planning.

San Benito County Health & Human Services Court Survival Skills for Healthy Families Classes

- Survey results show positive improvement in every question measured about aspects of communication and decision-making within families.
- Parents were mostly able to demonstrate their new knowledge by responding appropriately to open-ended answers.

First 5 San Benito Triple P Level 3 Classes

- Parent's perceptions of parenting is rewarding increased.
- Parents' perceptions of their partners improved, according to pre-post surveys.
- Parents were satisfied with workshops. While most said they would use parenting strategies, results varied by topic.

Triple P Level 3 Stepping Stones in partnership with Easter Seals

- Parents' perceptions of parenting improved between pre and post in 7 out of 8 categories.
- Parent perception that parenting is "depressing" increased.
- Parents' perceptions of their partners improved at post.
- Parents were satisfied with workshops. While most said they would use the parenting strategies taught, results were varied by parenting topic.

Fit For Kids

- Daily soda/juice consumption decreased by between 8% to 57% by site.
- Daily fruit/vegetable consumption increased by between 5% to 56% by site.
- Daily water consumption increased overall from 68% to 96%.

Story Time in partnership with San Benito County Libraries in San Juan Bautista and Hollister

- Parents reported high rates of library card use and book check outs, and strong agreement that Story Time provided benefits to them.
- All scores for Hollister participants were higher than San Juan Bautista participants.

Raising a Reader

- Increase from 49% to 62% of parents who reported having a routine for looking at books.
- Increase in child enjoyment of reading and positive behaviors while reading books.
- Increase in weekly library/bookmobile visits (6% to 20%).

Highlights by Strategic Framework Indicator

The data for this report was analyzed by Applied Survey Research and is organized according to the First 5 San Benito’s strategic indicators:

- Number of parents that have support to meet basic needs
- Number and percent with increased parental efficacy
- Percentage of children on track with health care

Parental Support to Meet Basic Needs

In FY 2014.2015, First 5 San Benito invested \$39,552 into the evidenced based home visiting program, Parents As Teachers (PAT) targeting low-income Spanish speaking migrant families living in the rural areas of San Benito County. Eight (8) families and fourteen children were served on a weekly basis in the PAT program between fall 2014 and spring 2015. Parents reported challenges (“somewhat” or a “big challenge”) with basic needs for an average of 1.9 out of 6 areas at intake and an average of 1.3 areas at follow-up.

NUMBER OF PARENTS REPORTING CHALLENGES WITH BASIC NEEDS

Type of basic need	Number reporting that the need was a challenge Intake	Number reporting that the need was a challenge Follow-Up	Movement ↑ = improving ↓ = worsening
MEDICAL CARE			↑
FOOD			↑
RENT & BILLS			no change
CHILD CARE			Unknown
HOUSING			Unknown
EDUCATION			Unknown

Source: Family Survey 2014-15. Question asks whether issues were “Not a challenge”, “Somewhat of a challenge” or a “Big challenge.” Purple figure indicates those who reported a challenge. Beige figure indicates the number that did not report a challenge. Grey figure indicates a missing response. N=7-8.

In FY 2016.2017, the evaluation committee will meet to look at how we can better measure growth of the families that have participated in the program for several years. Also, we will look at adding an ASQ questionnaire to the Parents As Teachers data.

Parental Efficacy

PARENTS AS TEACHERS (PAT) PROGRAM

The participants of the PAT program were interviewed using the Family Survey in the fall of 2014 and again in spring 2015. The Family Survey included questions about demographics, child development knowledge, challenges with basic needs, and child health care, and pre T literacy/reading routines with children.

Child Development Knowledge

PAT parents responded correctly to an average **3.6** child development questions out of 5 at intake, and **4.6** questions at follow-up, indicating that parents increased their knowledge of child development.

Number of parents providing correct response to questions regarding child development

Child Development Question (True/False)	Answer	Intake	Follow-Up	Movement ↑ = improving ↓ = worsening
Children’s brains continue to develop from birth to 3 years old	TRUE	3 parents	5 parents	↑
Caregivers don’t need to “talk to babies” until they are old enough to actually understand the words	FALSE	7 parents	8 parents	↑
If you respond to a 6 month old every time she/he cries, she/he won’t become independent	FALSE	7 parents	8 parents	↑
A two-year olds mood is affected by hearing their parents arguing	TRUE	7 parents	8 parents	↑
Two-year-olds are able to sooth themselves (stop themselves from crying when upset)	FALSE	5 parents	8 parents	↑

Source: Family Survey 2014-15. N=8.

Parent confidence

There appeared to be modest improvements in PAT parent confidence between the fall and spring.

NUMBER OF PARENTS REPORTING COPING AND CONFIDENCE

Parental Confidence Statements	Intake	Follow-Up	Movement ↑ = improving ↓ = worsening
Coping well with the day to day demands of parenting	7 parents	8 parents	↑

Reading Activities and Routines

At intake, parents looked at books an average of 19 minutes a week, which increased to 28 minutes at follow-up.

AVERAGE FREQUENCY PARENTS READ OR LOOK AT BOOKS WITH CHILD

Reading Practices	Intake	Follow-Up	Movement ↑ = improving ↓ = worsening
Average time spent reading or looking at books with child per sitting	19.38 min.	27.5 min.	↑
Number of families who “often” or “almost always or always” point to pictures and talk about them when reading	3 families	8 families	↑
Number of families who “often” or “almost always or always” ask children questions about book when reading	0 families	6 families	↑

PAT parents also appeared to have increased the frequency with which they engaged in other key activities with their children.

AVERAGE NUMBER OF DAYS PER WEEK THAT PARENTS ENGAGE IN ACTIVITIES WITH CHILDREN

How many days per week did you do these things with your child?	Intake Mean	Follow-Up Mean	Movement ↑=improving ↓=worsening
Tell stories or sing songs	4.63 days	6.00 days	↑
Do arts or crafts	4.25 days	6.13 days	↑
Play sports or exercise	3.88 days	5.13 days	↑

Source: Family Survey 2014-15. N=8.

FAMILY WELLNESS COURT-(FWC) MANDATED PARENTING CLASSES

In FY 2014.2015 First 5 San Benito partnered with San Benito County Health & Human Services to provide weekly parent education classes, *Survival Skills for Healthy Families* for 17 parents mandated through the court system. First 5 San Benito provided playgroups for the children attending the session with parents. In the initial phase of the partnership a data component was added to survey participants about how their families communicate, solve problems, and make decisions. Although a small number of the participants were surveyed, a comparison of Pre and Post data for the seven matched sets of surveys analyzed shows improvement.

PARENT REPORT OF FAMILY FUNCTIONING

Parent Functioning Statements	Initial Mean	Follow-Up Mean	Movement ↑= improving ↓= worsening
My partner/family and I communicate well together	4.00	4.29	↑
My partner/family and I solve problems together	4.00	4.57	↑
My partner/family and I listen to each other	3.86	4.29	↑
My partner/family and I express our needs/feelings to one another	4.43	4.14	↓
As a family we know how to make good decisions together	4.29	4.57	↑

Parent Functioning Statements	Initial Mean	Follow-Up Mean	Movement ↑ = improving ↓ = worsening
We are able to handle changes well as a family without letting it make us too stressed or upset for very long	3.71	4.00	↑
We know how to talk over our values together as a family	4.14	4.29	↑
My partner and I work together to make rules for our children	4.29	4.43	↑
We communicate with our children in a clear and positive way	4.29	4.71	↑

Source: *Survival Skills for Healthy Families Survey 2014-15. Question asks whether parents agreed on a scale of 1 (Disagree strongly) to 5 (Agree strongly). N=7 pre/post matches.*

Parents were asked at the last Survival Skills class to answer questions about whether the classes helped them with aspects of family functioning. Answers ranged from 3 (“Neither agree nor disagree”) to 5 (“Agree strongly”). The mean ranged from 4.29 to 4.71, indicating that most participants agreed that the class helped them at least “some or a bit.”

PARENT RATING OF HELPFULNESS OF SURVIVAL SKILLS FOR HEALTHY FAMILIES CLASSES

Parenting classes have helped the family to...	Mean
Communicate better	4.43
Solve problems better	4.71
Handle frustration better	4.71
Set better rules and routines that work for them	4.71
Show more love and affection for each other	4.29

Source: *Survival Skills for Healthy Families Survey 2014-15. Question asks whether parents agreed on a scale of 1 (Disagree strongly) to 5 (Agree strongly). N=7 pre/post matches.*

Additionally,

- 100% said that they would attend Survival Skills for Healthy Families again if they wanted help
- 100% said that they would recommend Survival Skills for Healthy Families to friends

Parents were asked the last Survival Skills class to write in answers to open-ended questions. Class instructors scored the surveys based on whether they had written the desired number of appropriate responses. Parents were *most* likely to write appropriate ways they show love and affection toward their children and how they learned to manage stress and anger. Parents were *less* likely to write appropriate ways they discipline their children. There was little change from pre and post because many parents answered appropriately at the intake survey. Additionally, due to the small number of parents who filled out both pre and post surveys, caution should be used when interpreting these results.

NUMBER OF PARENTS WITH KNOWLEDGE OF POSITIVE PARENTING STRATEGIES (FOLLOW-UP SURVEY)

Wrote appropriate responses regarding:	0 ways	1 way	2 ways	3 ways
Number of ways they learned to manage stress and anger			7	N/A
Number of ways to discipline children besides hitting, yelling or spanking	2	2	3	N/A
Number of ways they showed love to child			7	N/A
Number of things they can do with children when they have free time			1	6

Source: Survival Skills for Healthy Families Survey 2014-15. N=7 pre/post matches.

TRIPLE P LEVEL 3 CLASSES

First 5 partnered with San Benito County Public Health Department to provide monthly **Triple P Level 3** parent education classes to 223 participants in the spring of 2015. The classes were held at ten partnering sites in the communities of San Juan Bautista, Aromas, rural South County and Hollister. In 2015, a “Parent Café” was added to the program to strengthen the connection to families and allow parents to participate in the development of the program. The Parent Educator surveyed over 250 families in the community and worked with the Parent Café participants to develop a curriculum offering four topics, which include: Disobedience, Language, Meal-time Problems, and Fighting & Aggression. Pre and Post surveys were collected on 105 unique parents attending 1 or more of these classes. Language was the most popular class reported by Triple P participants.

The FY 2015.2016 Master Evaluation Plan will revise how it surveyed participants attending Triple P classes. Rather than collecting data across a three-month series to include only matched data sets from participants that attend all topics, pre and post surveys will be conducted for each class.

First 5 San Benito in partnership with Easter Seals provided a bi-lingual four-class series, “**Stepping Stones**,” to parents with children who have special needs. The topics for the series included: Disobedience, Whining & Tantrums, Interruptions, and Hurting & Aggression.

Instructors administered the Triple P Parent Experience Survey at the first class attended by the parent (the “Pre”) and at the last class of the program (the “Post”). In the Parent Experience Survey, parents were asked to rate their feelings about parenting, their feelings about their spouses/partners, and how happy their relationships were with their spouses/partners. A satisfaction survey was also distributed at the end of each class.

Easter Seals Stepping Stones Classes

Easter Seals Disability Services provided a **Triple P Level 3 Stepping Stones** class for parents with children who have special needs. Fourteen (14) participants completed the Parenting Experience Survey at pre and 12 at post. However, because identifying information about the participants was unavailable, ASR was unable to match surveys and analyze change over time, and thus data are presented here in aggregate form.

PARENT PERCEPTIONS OF PARENTING, EASTER SEALS TRIPLE P PROGRAM

Parenting Statements	Pre Average	Post Average	Movement ↑=improving ↓=worsening
Child’s behavior is <i>not</i> difficult	2.71	2.75	↑
Parenting is rewarding	4.33	4.56	↑
Parenting is not demanding	2.00	2.60	↑
Parenting is not stressful	2.45	3.00	↑
Parenting is fulfilling	4.54	4.83	↑
Parent feels confident about parent responsibilities	3.57	3.73	↑
Parent feels supported in role as a parent	3.29	3.42	↑
Overall average	3.41	3.60	↑

Source: Parent Experience Survey 2015. Pre N=11-14. Post N=9-12. Scale: 1=Not at all positive, 5=Extremely positive. All responses were coded so that higher scores reflected more positive perceptions of parenting (1=Not at all positive, 5= Extremely positive).

Parents were generally positive about parenting across domains, but they were particularly likely to report that parenting is rewarding and fulfilling.

STORY TIME PUBLIC LIBRARY PROGRAM

First 5 San Benito invested \$28,101 in funding to provide literacy programs, **Raising A Reader and Story Time**, in partnership with the San Benito County libraries in Hollister and San Juan Bautista. In FY 2015, 120 parent and 153 children (birth to three years) participated in weekly **Story Time**. Parent participants were asked to complete a brief survey at the end of the session. Survey results show that parents mostly agreed that **Story Time** provided interaction for children and their parents, and also gave parents ideas about fun activities they can do at home with their kids. Mean scores for Hollister were higher than those of San Juan Bautista for every question. In addition, more Hollister participants had library cards and checked out books from the library. All parents agreed that they would return to the library for **Story Time**.

PARENT AGREEMENT ABOUT THE BENEFITS OF STORY TIME

Statement	Hollister	San Juan Bautista	Overall
Child interacted with other children his/her age	3.87	3.52	3.70
Parent met other parents that they can relate to	3.87	3.30	3.60
Parent got ideas about making reading fun at home	3.84	3.63	3.74
Parent got ideas about other fun things to do at home with kids	3.87	3.70	3.79

Source: *Story Time Questionnaire FY14-15. N=105; 55 Hollister, 50 San Juan Bautista. Scale: 1=Not true, 4=Very true.*

PERCENT OF PARENTS UTILIZING LIBRARY SERVICES

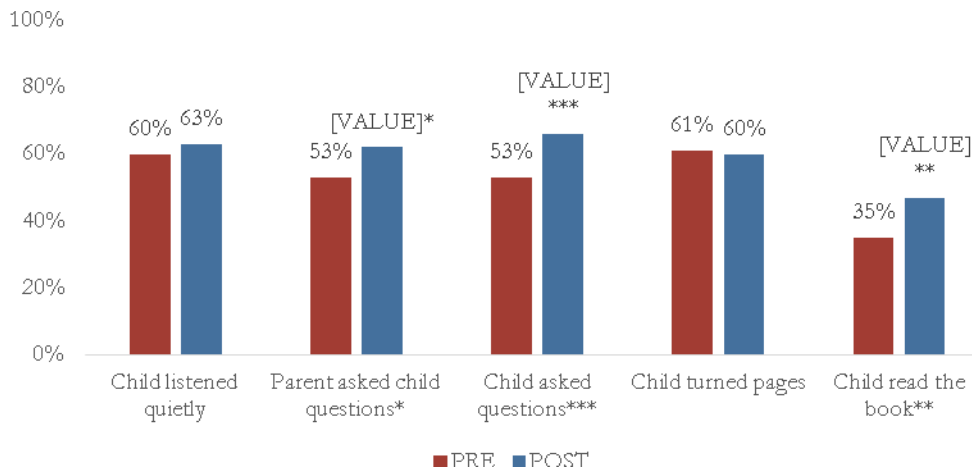
Responses	Hollister	San Juan Bautista	Overall
Has a library card	96%	70%	84%
Taking a library book to read with child	88%	40%	65%
Will return to the library for story time again	100%	100%	100%

Source: *Story Time Questionnaire FY14-15. N=105 responses (55 Hollister, 50 San Juan Bautista). Note: Individual responses N ranges from 100-105. N for "When you leave today are you taking a library book to read with your child?" = 100 (5 missing 2 SJB/3 Hollister).*

RAISING A READER (RAR) PROGRAM

During the academic years of 2014 and 2015, more than 850 families received books from the *Raising A Reading* book lending program. Results below describe changes between the responses of a sample group at “Pre” (fall) and the responses of a sample group at “Post” (spring.) All information is from the Raising a Reader Survey 2014-15 (Pre N=258, Post N=342). The chart below displays the percent of parents who reported whether five key behaviors occurred the last time they looked at books with their children. There was a statistically significant¹ improvement in the number of positive reading practices between the beginning of the program and the end (from an average of 2.81 key behaviors to 3.12 behaviors). Another favorable finding is the decrease in parents reporting that their child did not pay much attention from 17% to 13%, though this decrease was not statistically significant.

PERCENT OF PARENTS WHO REPORTED KEY BEHAVIORS DURING READ-ALoud WITH



CHILD

Source: *Raising a Reader Evaluation Survey 2014-15. Pre N=258, Post N=342.*

*Statistically significant at $p < .05$

**Statistically significant at $p < .01$,

***Statistically significant at $p < .001$

There were also increases in other at-home early literacy activities between the group at the beginning and end of the program. For example:

- Nearly half of parents (49%) reported having a routine for looking at books with their child in fall 2014, increasing to 62% in the spring 2015, a change that was statistically significant ($p = .001$).

¹ Statistically significant at $p < 0.01$.

- Children asked to look at books 4.3 times in the week prior to the survey in fall 2014, increasing to 4.5 times in spring 2015 (not a statistically significant increase).
- Parents reported an increase in the number of minutes they spent looking at books together from 20.3 minutes in the fall 2014, to 26.5 minutes in the spring (not a statistically significant increase).

FREQUENCY OF PRE-LITERACY ACTIVITIES

Pre-Literacy Activities	Pre Mean	Post Mean	Movement ↑=improving ↓=worsening
Number of times child looked at books with parent/other household member in the last week	4.5	4.8	↑
Number of times child asked to look at books with parent/other household member in the last week	4.3	4.5	↑
Child enjoyment of sharing books or stories with parent/other household member (scale 0-4)	3.2	3.5***	↑

Source: *Raising a Reader Evaluation Survey 2014-15. Looking at books: Pre N=251-256; Post N=334-338; Child asking to look at books: Pre N=255; Post N=338; Child enjoyment of books: Pre N=249, Post N=341.*

Note: Surveys were not matched by individual participant. Green indicates an improvement; red indicates worsening.

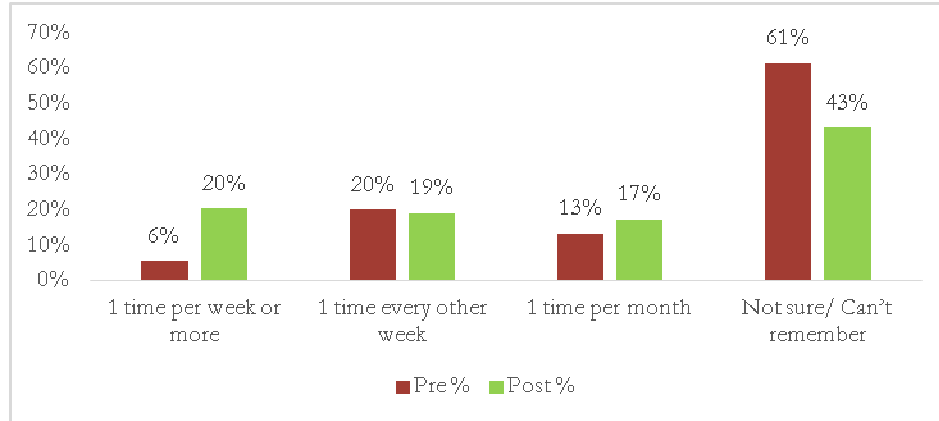
***= Statistically significant at $p=.001$

Additionally, *Raising a Reader* participants were significantly** more likely to visit the library or bookmobile, according to pre and post tests. For instance, at pre-test, less than 6% of parents visited weekly, and this increased to 20% at post-test. However, a large proportion was not sure how often they visited.

PERCENT OF PARENTS WHO VISITED LIBRARY OR BOOKMOBILE, BY FREQUENCY

Source: Raising a Reader Evaluation Survey 2014-15. Pre N=256, Post N=294.

**Statistically significant at $p < .01$.

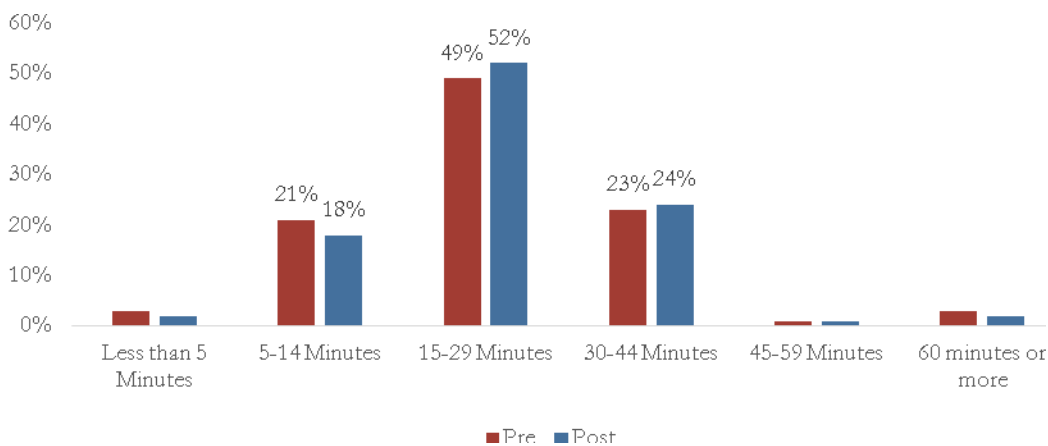


Source: Raising a Reader Evaluation Survey 2014-15. Pre N=256, Post N=294.

**Statistically significant at $p < .01$.

The **Raising a Reader** program encourages parents to read to their preschool children at least 15 minutes per session, and to their kindergarten children 30 minutes per session. Pre and post-tests did not reveal any change in parents' likelihood of reading to their kindergarten children for 30 minutes (27%). A slightly higher proportion of parents read to their preschool children for 15 minutes or more at Post-test (79%) than at Pre-test (76%). The mean number of minutes of read-aloud was slightly higher at post (26.5 minutes) than at Pre (20.3 minutes).

NUMBER OF MINUTES PARENTS USUALLY SPEND EACH TIME THEY LOOK AT BOOKS TOGETHER

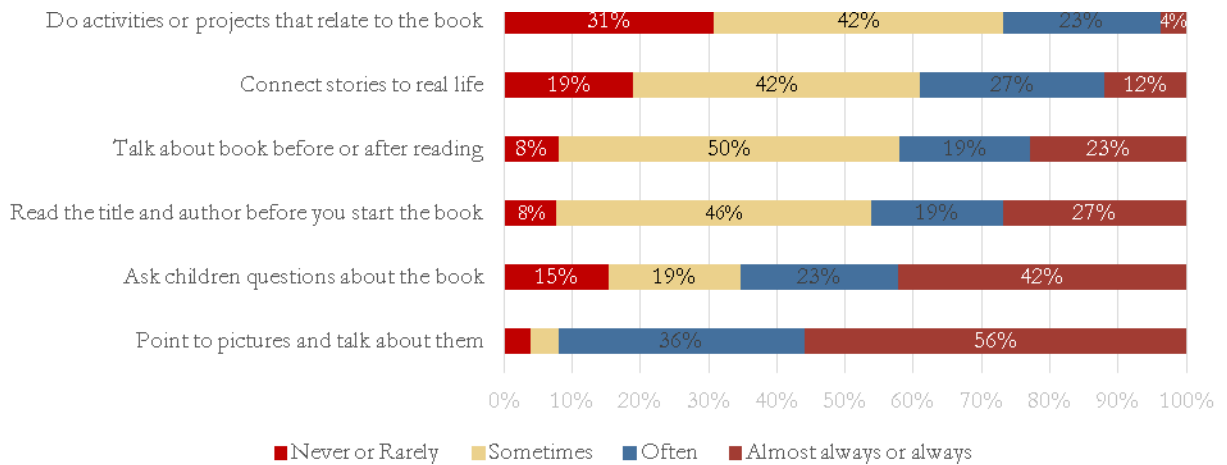


Source: Raising a Reader Survey 2014-15. Pre N=249, Post N=336.

LITERACY WORKSHOP

In the fall of 2014, the Family Wellness staff and public health contractor provided a literacy workshop at the ten partnering sites. In the initial year of the partnership with Public Health, a sampling of participants from a 90-minute literacy workshop filled out evaluation surveys. The most common literacy activity that parents reported doing was pointing to pictures and talking about them, with about half (56%) of parents saying that they did this “always or almost always” when they read with their child. About half (54%) said that they read the title and author before reading “often” or “always or almost always.” The chart below shows the answers to the questions about literacy activities in the home.

FREQUENCY OF HOME LITERACY ACTIVITIES



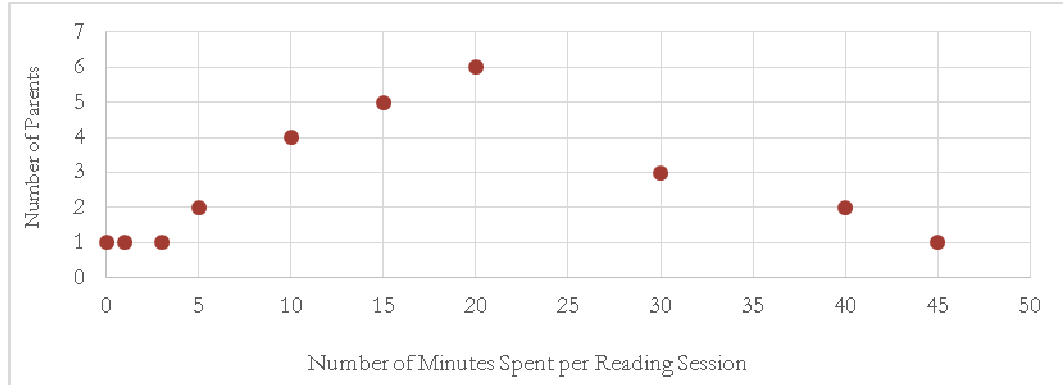
Source: Literacy Workshop 2014-15 Survey, N=25-26. Note: Percentages less than 5% are not labeled.

Before the literacy workshop, parents reported reading to their children an average of 3.4 times in the previous week. After the workshop, they said they would read an average of 5 times the next week, a statistically significant difference ($p < 0.05$). Other findings included:

- All parents reported that their children enjoyed read-aloud time: Fifty-five percent (55%) said they enjoyed it “very much” and 41% said that they “mostly enjoyed it.” Less than 5% said that they enjoyed it only “somewhat.” (N=22.)
- Overall, parents report looking forward to reading aloud with their children. On a scale of 1 to 4, with 1 being “I do not look forward to it” and 4 meaning “I look forward to it very much”, the mean score was 3.3. After class, the mean was 3.5 (not a statistically significant difference.)

- Parents report spending an average of 18 minutes each time they read with their child, responses ranged from 0 minutes to 45 minutes, most commonly 20 minutes.

LENGTH OF READING SESSIONS, IN MINUTES



Source: Literacy Workshop 2014-15 Survey, N=26.

Before and after the literacy workshop, all but one respondent agreed “somewhat” to “strongly” with the following statements. (Due to the small number of responses, caution should be used when interpreting these results.)

- Reading aloud is very important to a child’s future. (2 of 23 saying somewhat important. All 23 saying “very important” at end)
- Reading aloud helps children learn new words.
- Reading aloud helps create meaningful connections with children.
- Reading aloud helps children develop a love of reading.

Ninety-three percent (93%) of literacy workshop attendees said they “definitely will” use at least some of the read-aloud tips and techniques. The other 7% said they “probably will.” After class, a little over half of participants said they “know a lot” about fitting reading aloud into their daily schedules and about how to make reading aloud more fun. Another 36-44% said they knew “some things” and 1-2 parents said they knew “very little.”

PERCENT WITH FAMILY READING SKILLS KNOWLEDGE

Knowledge of Reading Skills	I know very little	I know some things	I know a lot	Total
How to fit reading aloud into your daily schedule	4% (1)	44% (11)	52% (13)	100%
How to make reading aloud more fun for you and your child	8% (2)	36% (9)	56% (14)	100%

Source: Literacy Workshop Survey, 2014-15. Post N=26.

NUTRITION WORKSHOP

As a newly formed partnership with public health and a newly added component of the Family Wellness Program – Injury Prevention component, only Fifteen (15) parents participated in a nutrition workshop and were asked to complete a survey at the beginning and end of the workshop. These surveys were not matched, but the difference between the overall group response is shown at the Pre and Post in the information below.

- There was an increase in the percentage of parents who correctly identified the correct portion of fruits and vegetables they should serve, the number of soda and juice children should drink, and the increased risk of diabetes among Latinos.
- The number of parents who attended a 90-minute Nutrition Workshop who correctly identified the number of vegetable servings kids 3-5 should eat decreased by one, from 5 to 4 out of 15.
- Forty percent (40%) of Nutrition Workshop participants correctly identified that children should drink four or more glasses of water per day (same as at post).

PERCENT WHO CORRECTLY ANSWERED QUESTIONS ABOUT NUTRITION

Nutritional Knowledge	Correct answer	Pre	Post	Movement ↑=improving
Half of an adult's plate should be covered with fruit vegetables	True	7 (47%)	11 (73%)	↑
Number of sodas or juice boxes children ages 3-5 old should drink	Zero	9 (60%)	11 (73%)	↑
Latinos have a higher risk of diabetes	True	11 (73%)	13 (87%)	↑

Source: Nutrition Workshop Survey 2014-15. Pre N=15, Post N=15.

FITNESS WORKSHOP

Nineteen (19) parents participated in a 90-minute fitness class and filled out a survey. The table below describes changes between the responses of the group at “Pre” (before class started) and the responses of the group at “Post” (after class ended).

- 79% of parents said that they participate in physical activity with their children
- A high proportion (95%) of parents could identify the appropriate amount of screen time for older children before class began
- Many parents appeared to have a different understanding of physical activity requirements. For instance, more than two-thirds correctly identified the right answer (1 hour) before class began, but only 42% got the answer right after class; nearly a third incorrectly indicated “2 hours” (32%) and about one quarter (26%) indicated “3 hours”

Based on the mixed results below, ASR plans to revise the Fitness Class Survey evaluation questions in FY15-16 to increase specificity. For example, the question about physical activity is multiple choice where the choices are “1 hour”, “2 hours” or “3 hours.” Based on curriculum for the class, this question should specifically ask about the minimum (or maximum) hours children should get, and be more specific about the age range. Also, the multiple choice format with “all of the above” as the correct answer may be confusing, as less than 75% of parents chose this option.

PERCENTAGE OF PARENTS WITH INCREASED FITNESS KNOWLEDGE

Fitness Knowledge	Correct Answer	Pre Number (Percent) Correct	Post Number (Percent) Correct	Movement ↑=improving ↓=worsening
Hours of physical activity for children under 5	1 hour	68%	42%	↓
Hours of screen time for older children	1-2 hours	95%	94%	Unknown (missing data)
Screen time risks	All of the above (See note)	63%	74%	↑
Physical activity benefits	All of the above (See note)	74%	74%	--

Source: Fitness Survey 2014. Pre N=19 Post N=18-19. Screen time risks were presented in multiple choice formats: obesity, irregular sleeps behavioral problems, violence, impaired academic performance; correct answer: “All of the above”. Physical activity benefits were presented in multiple choice format: self-esteem and feelings of well-being; builds endurance and muscle strength; lowers risk of heart disease, colon cancer and Type 2 diabetes; reduces feelings of depression and anxiety; correct answer: “All of the above”.

Note: These surveys were not matched by individual participant. Green arrows indicate an increase in knowledge. Red indicates a decrease in knowledge.

PARENT EDUCATION WORKSHOPS SATISFACTION SURVEYS

The majority of parents who attended parent education workshops rated them as “excellent” followed “very good” and a smaller proportion who rated them as simply “good.” Less than 1% rated the workshops as “poor” or “fair.”

How would you rate the quality of the workshop? (Number of responses)	Poor %	Fair %	Good %	Very Good %	Excellent %
Nutrition (15)	--	--		27%	73%
Family Fitness (19)	--	--	5%	47%	47%
Literacy (27)	--	--	26%	--	74%
Triple P (on a scale of 1-5)	(rated 1)	(rated 2)	(rated 3)	(rated 4)	(rated 5)
o F5SB direct (186)	--	--	1%	6%	93%
o Easter Seals (45)	--	4%	--	13%	82%

Source: 2014-15 Parent Workshop Surveys, Triple P Satisfaction Survey. Total N=292.

Children on Track with Health Care

PARENTS AS TEACHERS (PAT) PROGRAM

First 5 invested \$39,552 into the evidenced based **Parents as Teachers (PAT)** program. The program provides Spanish speaking migrant families living in the rural areas of San Benito County with early learning and parent education. Participants were asked questions in the First 5 San Benito Family Survey about the health screenings, medical and dental visits, and immunizations their children had received in the past year. All children served were at least 1 year old at the initial intake in fall 2014. Six out of eight were two years old or older.

- All 8 children had seen a primary care medical professional in the months preceding intake and follow-up.
- At intake, 3 out of 8 parents reported that their child had at least one dental check-up within the past year, compared with 5 out of 8 children at follow-up.
- Seven (7) out of 8 families reported that their child had all of the required immunizations at initial intake. At follow-up, all eight children had received their required immunizations.
- Four (4) of 8 children had received a **hearing screening** at intake, the same number at follow-up.
- Four (4) of 8 children had received a **vision screening** at intake, the same number at follow-up.
- No children had received a developmental screening at intake or follow-up.

STORK'S NEST PROGRAM

First 5 San Benito supported the Healthy Mothers, Healthy Babies coalition and invested \$31,136 to support parent education and program support for the **Stork's Nest**. The goal of the program is to improve the quality of the health of mothers and their child, age prenatal to age 2 years. In collaboration with the San Benito County Public Health Department, First 5 distributes a health passport to new parents referred by pediatricians. Using this passport, parents track a variety of activities related to health and education, such as well child visits and community parenting education. Parents are incentivized by earning points for these activities which can be used to “shop” at a First 5 “store day” for items such as car seats and baby clothes. In this initial year, there were 39 unique participants who participated between February and June, earning a total of 1,780 points (or an average of 46 points per participant). The most points earned were in the community education, obstetrical care and dental care categories.

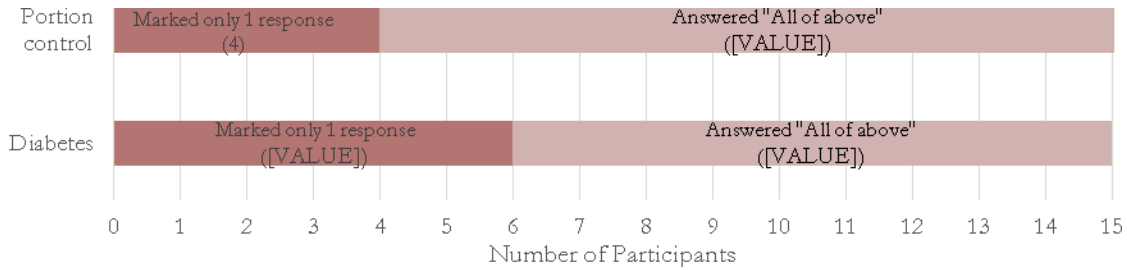
TYPE OF “SERVICE” POINTS EARNED BY STORK’S NEST PARTICIPANTS

Program Component	Possible Point Range	Total Points Earned	Percent of Points Earned	Total Unique Parents	Average points per Parent	Largest Number of Parents Served per Month
Community Education	5 to 25	730	41%	32	22.8	24
Obstetrical Care	5 to 30	410	23%	11	37.3	5
Dental Care	5 to 20	300	17%	7	42.9	4
Breastfeeding	5 to 50	175	10%	5	35.0	1
Well Baby Visits (2 weeks to 3 years)	5	150	8%	7	21.4	5
Immunizations (Newborn to 3 yrs)	5	15	<1%	1	15	1
Total		1,780	100%	39	45.6	24

Source: *Stork's Nest Data Spreadsheet 2014-15.*

Nutrition workshop participants were asked at the beginning and end of class two multiple choice questions about portion control and diabetes risk. All response choices were correct, but the best response was “All of the above.” Nine (9) of 15 participants correctly identified all of the diabetes risks at the end of class (the same number of students who answered correctly at the beginning).

NUMBER OF PARENTS WITH NUTRITION KNOWLEDGE



Source: Nutrition Class Survey 2014-15. N=15.

INJURY PREVENTION

Fit for Kids Program

First 5 invested \$9,000 to support the *Fit for Kids* program, which provides nutrition and fitness exercises to 397 children participants at thirteen San Benito County preschool and elementary school sites. Before and after the multi-month intervention, children are asked questions about their consumption of water, soda and juice, fruits and vegetables. Children are asked to raise hands to indicate their response, and the count is recorded. There was an overall increase from 63% to 93% in daily **fruit/vegetable consumption**. Results of individual sites vary between 5% change to 56% change. *(Due to the small number of responses by site, caution should be used when interpreting these results.)*

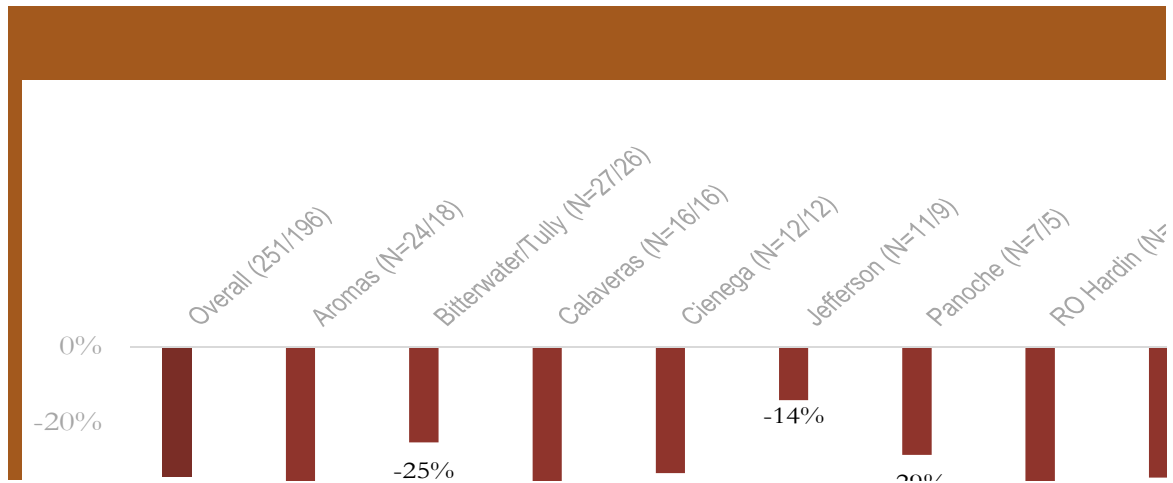
PERCENT OF CHILDREN CONSUMING FRUITS/VEGETABLES DAILY



Source: Fit for Kids 2014-15. Survey by count of hands. Note: Numbers in parenthesis = total students present at the day of the survey at program start/total students present at the day of the survey program end.

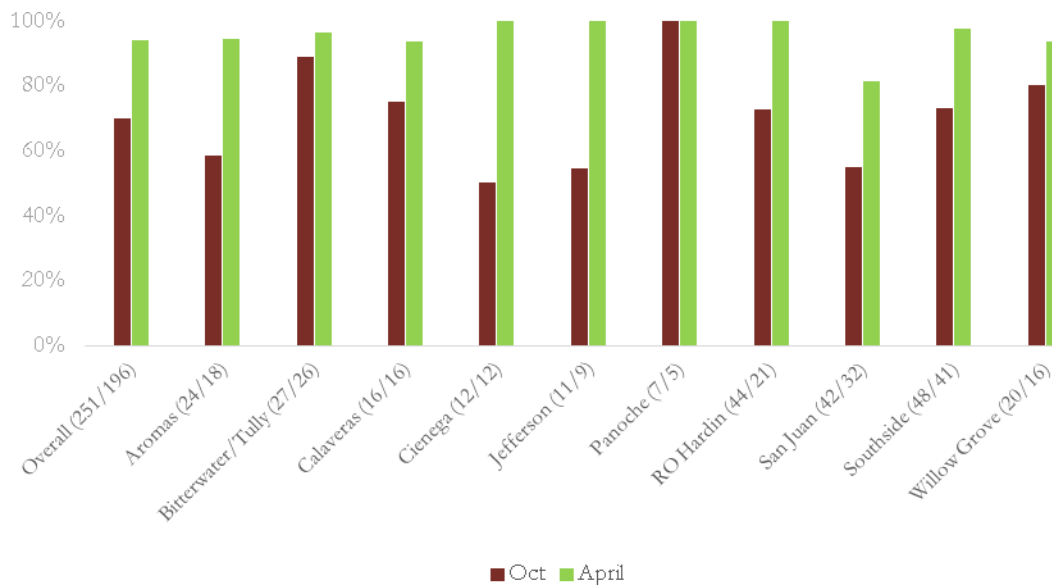
Prior to the intervention, 56% of *Fit for Kids* students reported **drinking soda or juice** every day, decreasing to 21% after the intervention. Conversely, 70% of students reported **drinking water** every day at the beginning, increasing to 94% after the intervention. (*Due to the small number of responses by site, caution should be used when interpreting these results.*)

PERCENT CHANGE IN CHILDRENS' DAILY SODA OR JUICE CONSUMPTION



Source: *Fit For Kids* 2014-15 surveys by count of hands. Overall pre N=251, Post N=196. Note: Numbers in parenthesis = number of total students present at the day of the survey at program start/ total students present at the day of the survey program end. Note: Results for sites with fewer than 20 participants should be interpreted with caution.

PERCENT CHANGE IN CHILDRENS' DAILY WATER CONSUMPTION



Source: *Fit for Kids* 2014-15. Survey by count of hands. Note: Numbers in parenthesis = total students present at the day of the survey at program start/ total students present at the day of the survey program end.

Car Seat Check Ups

First 5 invested \$8,500 by funding the inspection of car seats for safe and appropriate installation as part of the Injury Prevention component of the Family Wellness Program. In FY14-15, 162 car seats were inspected. This includes 34 new car seats (infants or boosters) which were distributed to 28 parents by First 5 directly. Of those 28 parents:

- Parents had 61 children under 18:
 - 23 children ages 0-2
 - 18 children ages 3-5
 - 20 children ages 6-17
- 100% of parents receive WIC
- 21% of parents (6) participate in Head Start or State Preschool
- Almost two-thirds of parents (64%) are enrolled in Medi-Cal/Healthy Families