



First 5 San Benito

PROGRAM EVALUATION 2017-18



*Helping People
Build Better Communities*

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Program Evaluation Highlights

This report describes the participants who engaged in First 5 San Benito's programs in the 2017-18 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 alleviate problems and promote the health and well-being of children and families. In addition to participant outcomes related to these factors, data are presented on child health and injury prevention programs, professional development programs for early childhood education (ECE) providers, and a countywide professional development program to promote trauma-informed care. Below are highlights from the 2017-18 evaluation.

Concrete Support

Access to basic needs, such as food, housing, and child care

- 20 families participated in the Parents as Teachers (PAT) home visiting program. At program exit, 16 of them filled out a survey about the presence of protective factors in their family, including concrete support. All of these parents said they knew where to go if they had trouble making ends meet 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, nearly all PAT parents (94%) said their families were "always" able to solve their problems together and that family members talk about their problems.
- 33 parents participated in the Family Wellness Court (FWC) classes and they showed improvement over time in family functioning, particularly in family members' ability to express their needs and feelings to one another.

SOCIAL SUPPORT

Informal support from family and friends that helps meet emotional needs

- Over 90% of PAT participants strongly agreed that they had others to talk to in times of crisis.

KNOWLEDGE OF PARENTING AND CHILD DEVELOPMENT

Understanding child development and use of effective parenting strategies

- 173 new parent kits were ordered and distributed in the county.
- PAT parents reported improvement in their parenting knowledge and ability across a range of topics. The greatest improvement was observed for knowing how to meet the child's social and emotional needs.
- By the end of their sessions, 94% of parents in FWC classes were able to describe healthy parenting strategies that they utilize.

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).

- 294 parents with 474 children participated in the public library Story Time 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 said they would return to the library for Story Time again.
- 461 children and their parents participated in the evidence-based Raising a Reader literacy program. Among a sample of 165 participants, there was an increase between program entry and program exit in the proportion of parents who observed positive literacy behaviors in their child.
- 7 Parent Cafés were held in the 2017-18 year at which parents socialized, shared parenting ideas, and learned about literacy and language development.
- 44 families, with 52 children aged 0-5, participated in Power of Play (POP) play groups. By the end of the program, all families said that they sing songs or tell stories with their child at least five times per week, and 80% said the program answered a question or concern they had about parenting.
- 24 families, with 33 children aged 0-5, participated in Wonders of the World (WOW) play groups. Participants described how the program benefited both parents and children.

NURTURING AND ATTACHMENT

The presence of a healthy, nurturing parent-child bond

- After their participation in the program, all PAT participants said they were “always” happy being with their child and felt close with their child.
- At the end of FWC 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

- 38 car seats were checked and 37 new car seats were distributed to parents during the year.
- 8 community health resource fairs were held, where First 5 San Benito provided over 2,000 participants with parenting information and resources.

EARLY CHILDHOOD EDUCATION QUALITY IMPROVEMENT

- 26 ECE providers participated in the Quality Rating and Improvement System (QRIS) program and created professional development plans.
- All 26 QRIS participants completed 30 hours of professional development and 45 coaching sessions were conducted.
- 18 ECE providers attended trainings on the Ages and Stages Questionnaire and Ages and Stages Questionnaire-Social Emotional developmental screenings.
- 8 ECE providers attended Classroom Assessment Scoring System (CLASS) trainings on improving teacher-child interactions.
- 28 providers participated in Roadmap to Kindergarten, a class to help them prepare children and families in their care for the transition to kindergarten. The participants showed significant improvement in self-reported knowledge about how they can get involved in their local elementary school, and 100% said that the class answered a question or concern they had about kindergarten.
- ECE providers attended 9 California Preschool Instruction Network classes offered in the county.

IMPROVED SYSTEMS OF CARE

- 17 service providers participated in a series of trainings focused on trauma, stress, and resilience, designed to promote trauma-informed care in the county. They showed statistically significant improvements in their knowledge of the topics covered, including stress and stress recovery and emotion regulation.



Introduction

This report describes activities and outcomes of the parents, providers, and children who participated in First 5 San Benito’s programs in the 2017-18 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 children and families experience and promote their 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, and early childhood education (ECE) quality, and systems improvement efforts to enhance the capacity of service providers to offer trauma-informed care.

Concrete Support

Concrete support refers to parents’ perceived access to tangible goods and services 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

Twenty families were served in the PAT program in the 2017-18 fiscal year. All of these families were Hispanic/Latino and the majority (80%) spoke Spanish as their primary language. Most of the children in the families served (65%) were under the age of three at the time they began the program. All children received a developmental screening (Ages and Stages Questionnaire) at two time points during the fiscal year.

At program exit, 16 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, all parents “strongly agreed” that they knew where to go if they needed food or housing or help finding a job. All but one parent “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 2017-18. N=16. 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).

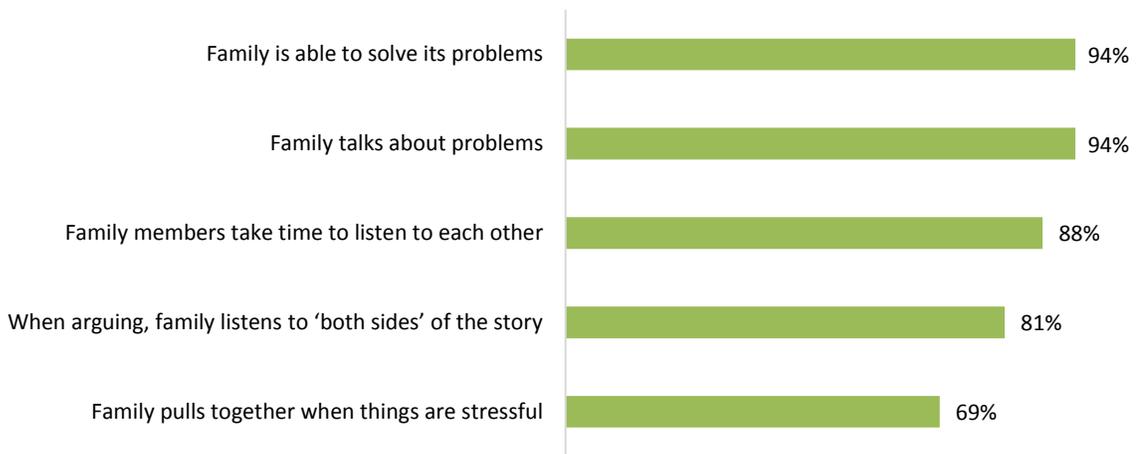
Family Functioning/Resiliency

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. Nearly all parents (94%) said their families were “always” able to solve problems and talk about their problems. Over 8 in 10 said that family members “always” take time to listen to each other (88%) and listen to “both sides” of the story when arguing (81%). Close to 7 in 10 said their family “always” pulls together when things are stressful (69%).

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



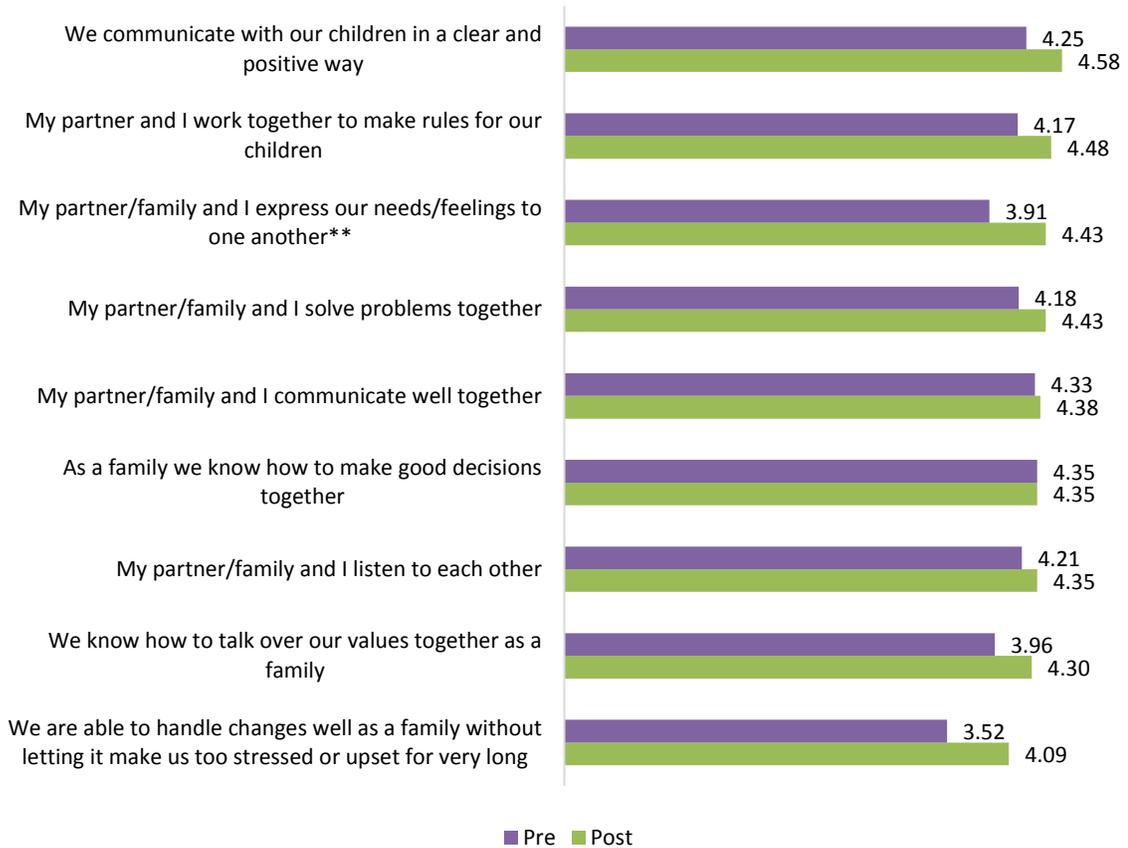
Source: Parents as Teachers Survey 2017-18. N=16. Data reflect percent who marked “Always” regarding the statements about family functioning.

Family Wellness Court Classes: Family Functioning/Resiliency

In 2017-18, 33 parents 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-four 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 some positive change across nearly all the family functioning items from program intake (pre) to exit (post), but particularly on family members’ ability to express their needs and feelings to one another, on which parents showed statistically significant improvement.

FWC families showed significant improvement in their ability to express their needs and feelings to one another.

PARENT REPORT OF FAMILY FUNCTIONING/RESILIENCY



Source: Family Wellness Court Survey 2017-18. N=23-24. **Statistically significant, $p < .01$. Note: Questions asked whether parents agreed on a scale of 1=Disagree Strongly to 5=Agree Strongly.

After the classes were over, 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 the 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% |
| Solve problems better | 100% |
| Handle frustration better | 100% |
| Set better rules and routines that work for them | 100% |
| Show more love and affection for each other | 92% |

Source: Family Wellness Court Survey 2017-18. N=24. 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.”

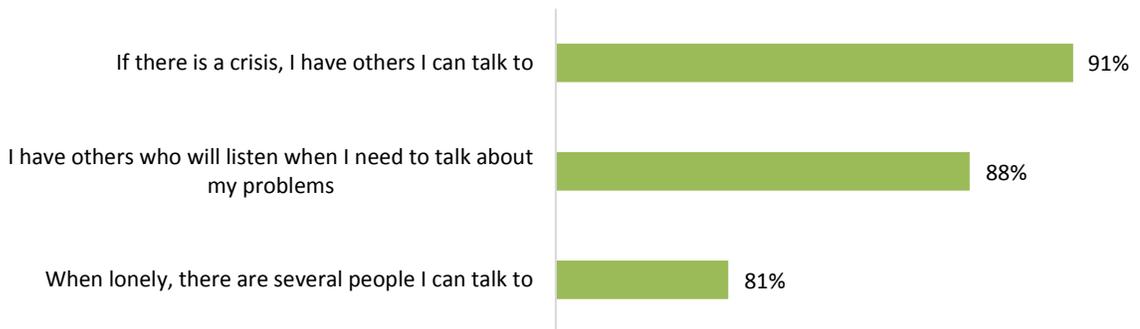
Social Support

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. Just over 80% 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 2017-18. N=16. 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 2017-18 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 public library, Raising a Reader, a literacy program designed to improve reading practices among parents and young children, and Parent Cafés, where parents could learn about parenting from a parent educator and from one another.

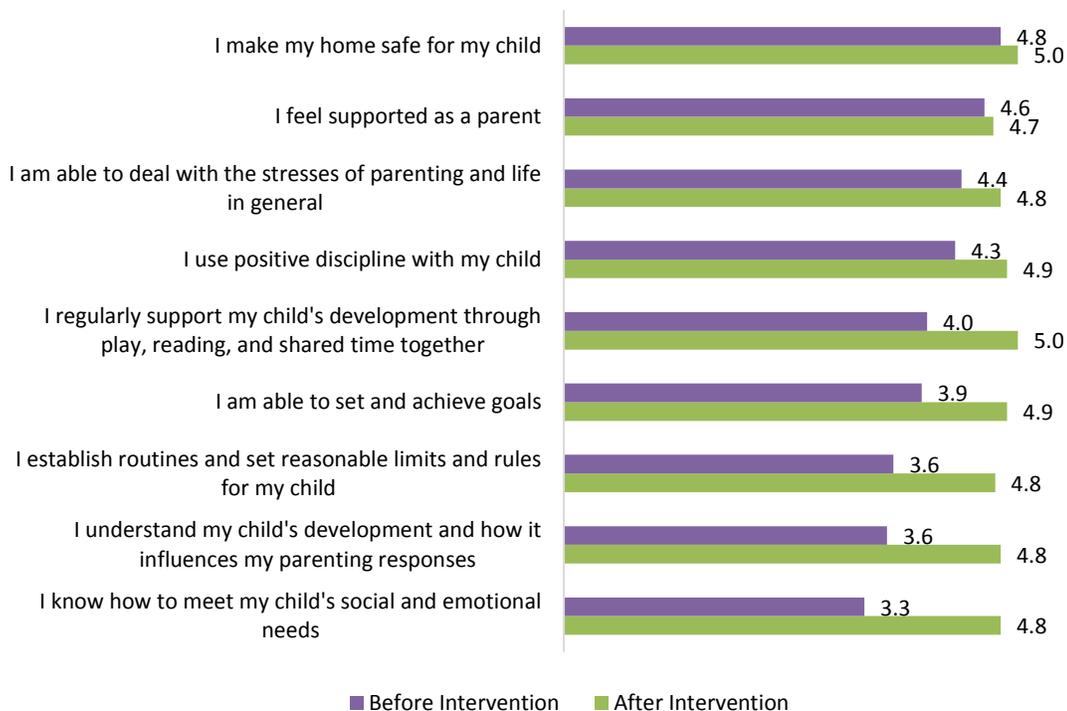
PARENT KITS

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 child care. There were 173 kits distributed in 2017-18; 81% of these were in English and the remaining 19% were in Spanish.

PARENTS AS TEACHERS: PARENTING KNOWLEDGE AND PRACTICES

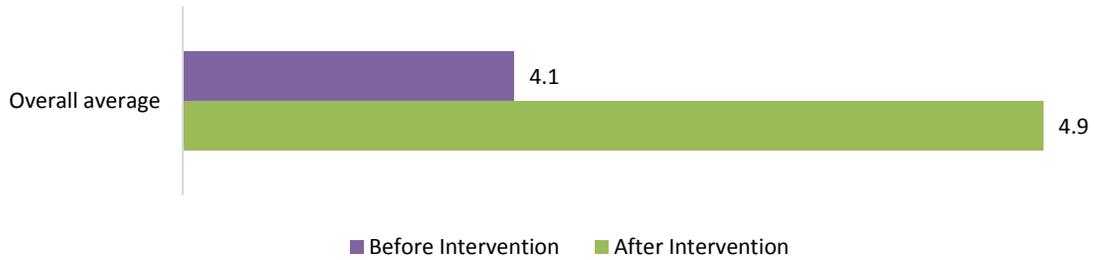
PAT participants were asked a set of questions about their knowledge and ability across a range of topics, including meeting their child’s needs, using positive discipline, establishing routines, understanding child development, and managing parenting stress. At program exit, parents rated their current 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 4.1 before the intervention and 4.9 after the intervention. As shown in the chart below, the greatest increase in knowledge or ability ratings was reported for the item “I know how to meet my child’s social and emotional needs.”

KNOWLEDGE AND ABILITY RATINGS OF PARENTS AS TEACHERS PARTICIPANTS



Source: Parents as Teachers Survey 2017-18. N=16. 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.

KNOWLEDGE AND ABILITY RATINGS OF PARENTS AS TEACHERS PARTICIPANTS



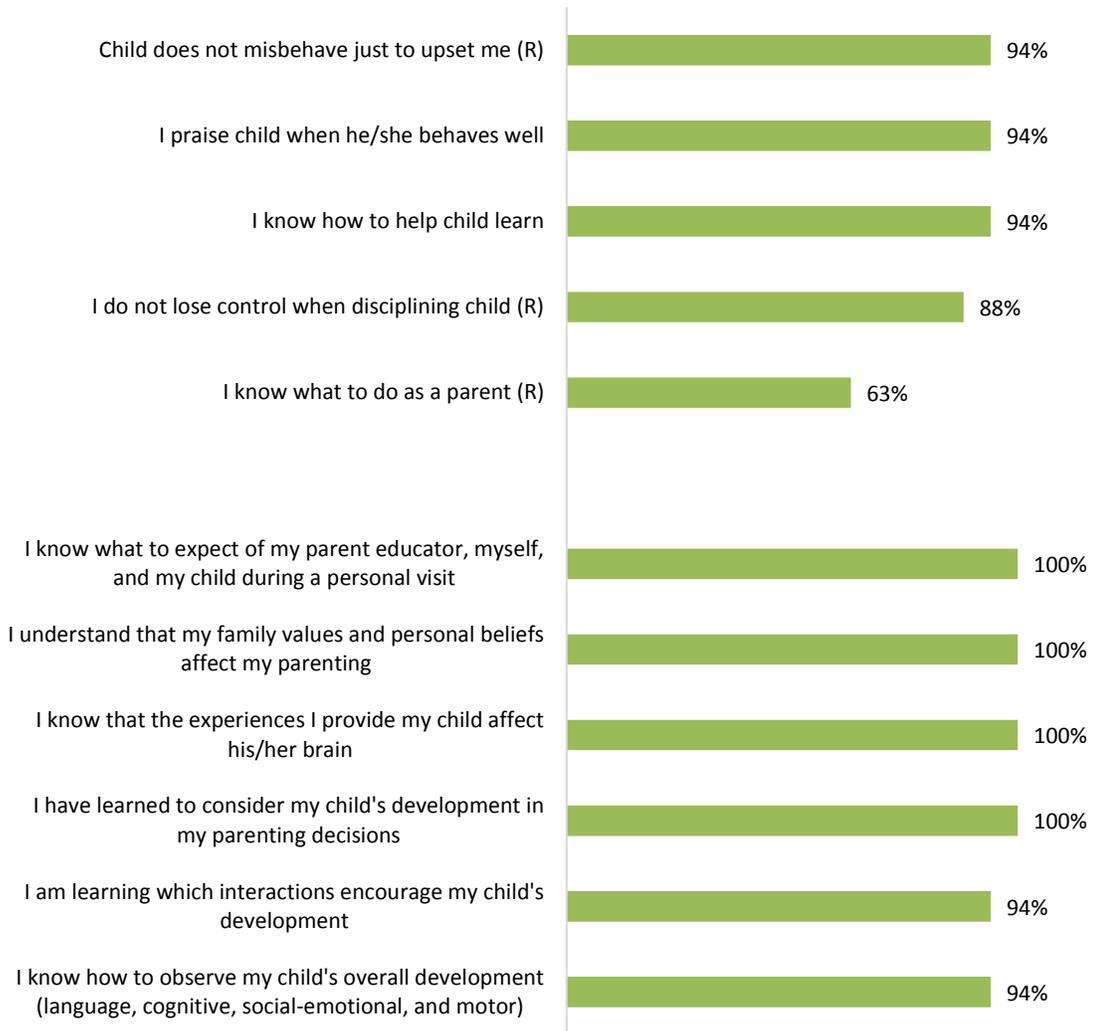
Source: Parents as Teachers Survey 2017-18. N=16. Note: This assessment was not a true pre-post measure, because it was administered only at exit. Parents responded to statements regarding knowledge and ability on a scale from 1=Strongly Disagree to 5=Strongly Agree.

Parenting knowledge and practices among PAT participants were also assessed at program exit with five questions from the PFS. Almost all parents (94%) said they “strongly agreed” that they know how to help their child learn, that they praise their child when he/she behaves well, and that their child does not misbehave just to upset them. The vast majority (88%) also “strongly agreed” that they do not lose control when disciplining, while just over 60% “strongly agreed” 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; have learned to consider the child’s development in parenting decisions; know the experiences they provide as a parent will affect the child’s brain; and that family values and personal beliefs affect their parenting. All but one parent agreed that they know how to observe their child’s overall development and are learning which interactions encourage their child’s development.



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

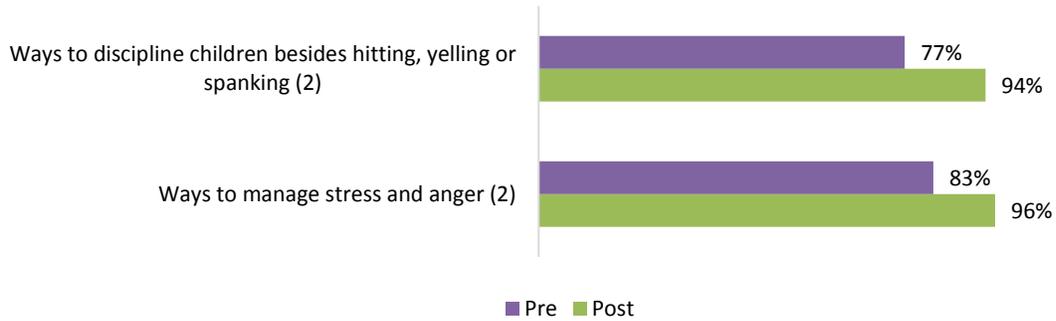


Source: Parents as Teachers Survey 2017-18. N=16. Note: The first five items in the chart are from the Protective Factors Survey. Data reflect percent who marked the highest rating for positively phrased items and lowest rating for negatively phrased items. (R) indicates wording of original questions 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 the child without resorting to hitting, yelling, or spanking, and ways to manage parenting stress and anger. 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 2017-18. N=24. Note: Number of required responses in parentheses.

STORY TIME PUBLIC LIBRARY PROGRAM

In the current year, 294 parents and 474 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 | 94% |
| Parent met other parents that they can relate to | 95% |
| 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 2017-18 N=233-294. Note: Data reflect percent who marked "True" or "Very True" for each statement.

Story Time participants were also asked about their engagement with the library. The majority of parents responded that they have a library card (86%) and nearly half said that they would be taking a library book home with them that day (47%). Nearly all parents said that they would return to the library for Story Time again.



PERCENT OF PARENTS UTILIZING LIBRARY SERVICES

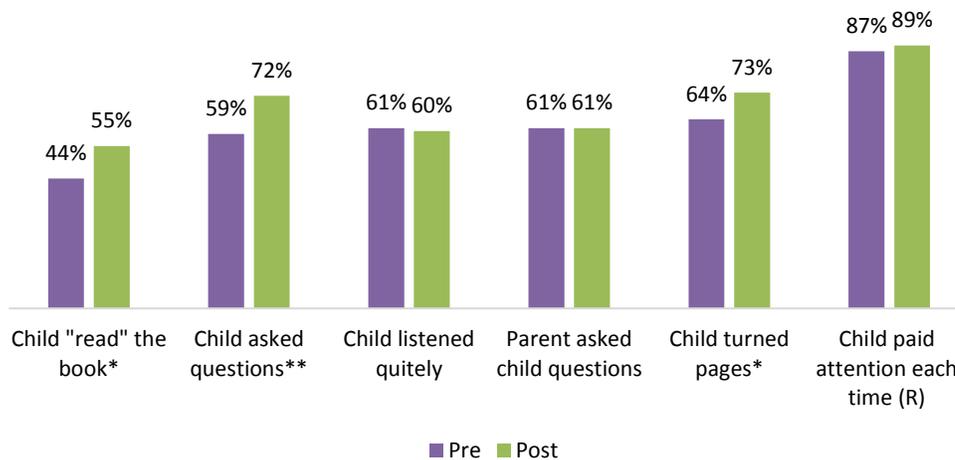
| Responses | Percent |
|---|---------|
| Has a library card | 86% |
| Taking a library book to read with child | 47% |
| Will return to the library for Story Time again | 99% |

Source: Story Time Survey 2017-18. N=234-266.

RAISING A READER PROGRAM

The evidence-based Raising a Reader literacy program provided books and instruction on read aloud techniques to the parents of 461 children at 25 preschools, child care centers, and elementary schools across the county. Among the parents who participated, 165 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 “read” the book, asked questions about the book, and turned the pages.

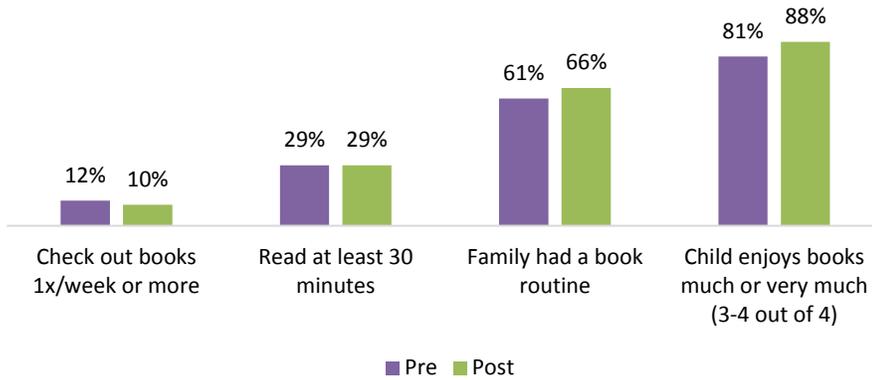
PERCENT OF PARENTS WHO REPORTED POSTIVE READING BEHAVIORS LAST TIME THEY LOOKED AT BOOKS



Source: Raising a Reader Survey 2017-18. N=165. *Statistically significant, p<.05; **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 checked out books from the library at least weekly, read together for at least 30 minutes at each sitting, and had a book routine at home. Also, a slightly higher proportion of parents at post reported that their child enjoys books “much” or “very much,” but this difference was not statistically significant.

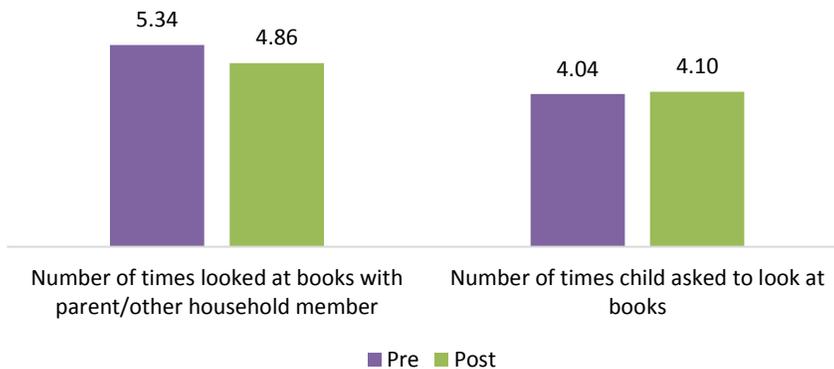
POSTIVE LITERACY ACTIVITIES AND CHILD ENJOYMENT OF BOOKS



Source: Raising a Reader Survey 2017-18. N=148 (checked out books), 161 (reading time), 157 (enjoyment/routine).

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 2017-18. N=160 (looked at books), 159 (child asked to look at books).

PARENT CAFÉS

Between October 2017 and May 2018, 7 Parent Cafés were held, each hosting up to seven parents. At these gatherings, parents learned about parenting, child development, and strategies for strengthening family relationships. The Cafés gave parents an opportunity to learn from and support one another.

PLAY GROUPS

There were two play group series offered in the 2017-18 fiscal year: Power of Play (POP) and Wonders of the World (WOW). These groups gave families an opportunity to interact with one another, share parenting ideas, and receive educational materials.

Power of Play

The 44 families who participated in POP had 52 children aged 0-5, including 44 children under 3 and eight children aged 3-5. Of these families, only six completed a survey at the beginning and at the end of participation, so the data presented here are for all families who completed a post survey. Although there were too few participants to conduct statistical significance testing, results suggests improvement in participants’ parenting knowledge and support between the beginning of the program and the end. The percent who “agreed” or “strongly agreed” that they had knowledge and support did not change over time, but these data should be interpreted with caution given the small sample size.

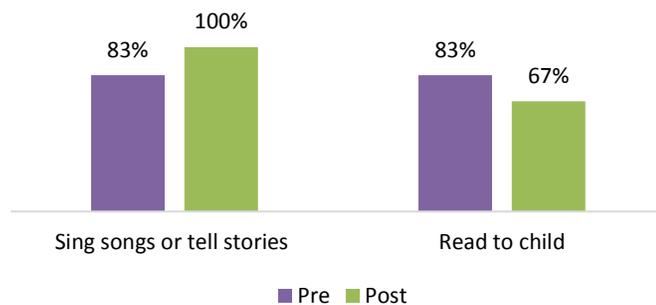
PERCENT OF PARENTS WHO AGREE THEY HAVE PARENTING KNOWLEDGE AND SUPPORT

| Statement | Pre | Post |
|--|-----|------|
| I am able to deal with the stresses of parenting and life in general | 67% | 67% |
| As my child’s first teacher, I know how to help my child learn | 83% | 83% |
| I know how to meet my child’s social and emotional needs | 83% | 83% |
| I feel supported as a parent | 83% | 83% |

Source: Power of Play Survey 2017-18. N=6. Data reflect percent who marked “Agree” or “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 read together at least five days per week declined from pre to post, but the percent who sing songs and told stories this often increased. Again, however, it should be kept in mind that the data only reflect the experiences of the six families who had both a pre survey and a post survey.

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



Source: Power of Play Survey 2017-18. N=6.

Finally, at the end of the POP program, 80% 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 13 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

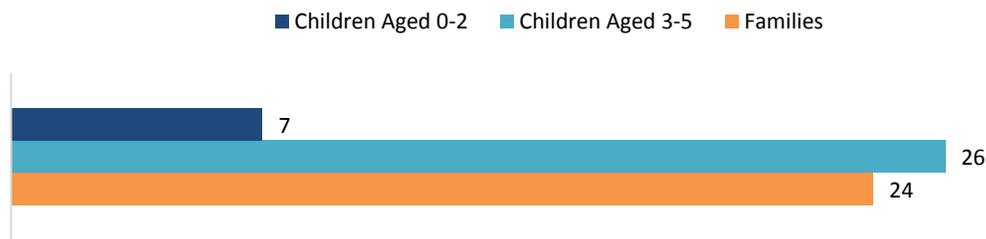


Source: Power of Play Survey 2017-18. N=13.

Wonders of the World

There were 24 families who participated in the WOW play groups; these families had a total of 7 children under 3 and 26 children aged 3-5.

NUMBER OF PARTICIPANTS IN WONDERS OF THE WORLD PLAY GROUPS



Source: Play Group Administrative Data 2017-18.

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:

- “We absolutely loved the activities at our first WOW! My daughter and nephew enjoyed all the stations. I really liked that the kids can decide their pace. It would be nice to be able to meet more often, possibly weekly. I also really liked that all the activities, even the snack, were intertwined. It will be really fun when my daughter can enjoy the group next year!”
- “We here love the WOW program because it is super creative and hands-on. Having a very unfocused and wiggly 4-year-old and a very independent and stubborn 2 ½-year-old, WOW has been perfect for them both...Thank you for having this program.”
- “The WOW program is awesome; both my kids love coming and fully enjoy themselves! They never want to leave. The activities are just perfect...It is really fun in here, even for the parents.”
- “WOW has been a very beneficial program for both children and their parents. My son looks forward to attending WOW because he enjoys interacting with children his age, learning by playing, and creating fantastic projects... As a mother, this is so important, since I get to socialize with other mothers and bounce off ideas about mothering.”

WOW has been a very beneficial program for both children and their parents. My son looks forward to attending WOW because he enjoys interacting with children his age, learning by playing, and creating fantastic projects.
-WOW participant

- “The First 5 program has been an amazing experience for me and my daughter. We have been coming to Story Time and the WOW programs for two years and have learned a lot and have met a lot of new friends. It’s a wonderful program to get your children into in their first few years before they get into school. The teachers have so many great ideas and activities to keep the kids engaged.”

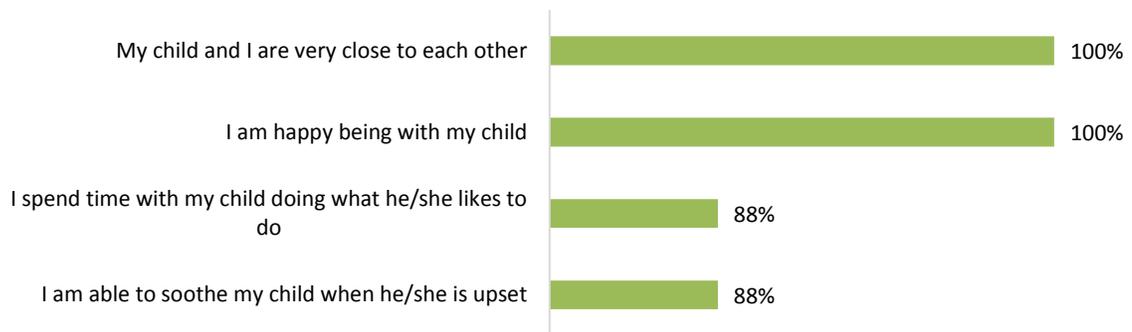
Nurturing and Attachment

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. Approximately 88% of participants said that they “always” are able to soothe the child when he or she is upset and spend time doing what their child likes to do.

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



Source: Parents as Teachers Survey 2017-18. N=16. 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 2017-18. A selection of their comments about the program are highlighted below:

- “I have learned a lot about literacy and the program has helped me a lot as a parent to better understand my child’s development.”
- “[The PAT home visitor] has been very helpful throughout this time. She is very knowledgeable with the Parents as Teachers curriculum. I feel less stressed with my children and learned about the development of my unborn child.”
- “I have learned a lot of things about positive discipline. The teacher has helped me a lot as a parent and I have learned about a lot of activities to do with my child.”
- “I would recommend home visits to other families because it has helped me a lot as a parent. My child has enjoyed the program very much. I have learned a lot from the activities we do during the visits.”

I feel less stressed with my children and learned about the development of my unborn child.
-PAT participant

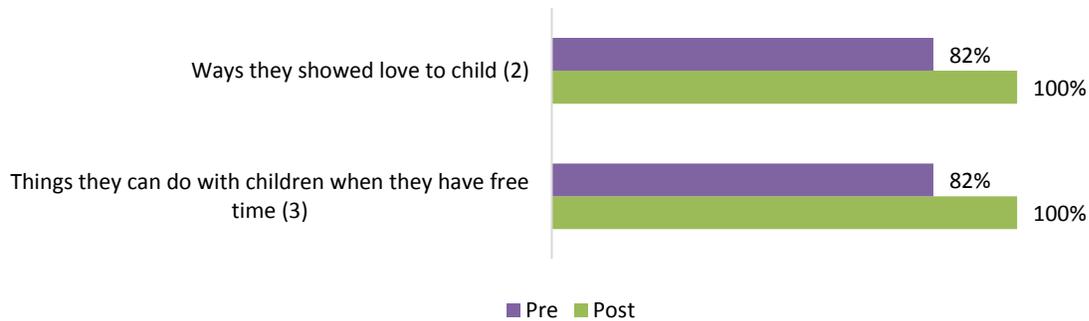
- I have also learned a lot as a parent. I have noticed my child enjoys the activities. Everything she learned on home visits is valuable.”

FAMILY WELLNESS COURT CLASSES: NURTURING AND ATTACHMENT

At the end of the intervention, parents participating in the FWC parenting class were asked to describe ways they show love to their child and activities they do with their children in their free time. Class instructors reviewed these answers and indicated how many appropriate responses were provided. All parents reported the required number of appropriate positive parent-child interactions at the end of classes, compared to 82% of parents who reported the required number at pre (although the differences were not statistically significant).



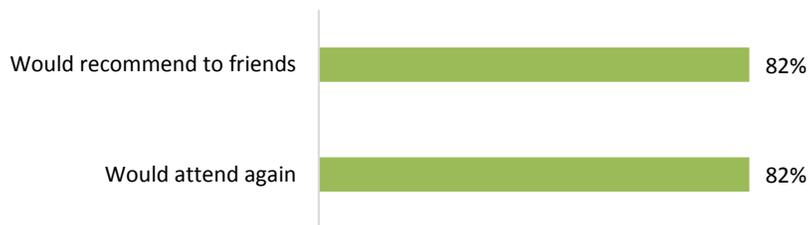
PERCENT OF PARENTS DESCRIBING POSITIVE PARENT-CHILD INTERACTIONS



Source: Family Wellness Court Survey 2017-18. N=17.

Over 80% of parents attending FWC classes said at the end of their participation that they would recommend the class to friends and that they would attend again if they wanted help.

PERCENT WHO WOULD ATTEND AGAIN OR RECOMMEND TO FRIENDS



Source: Family Wellness Court Survey 2017-18. N=24.

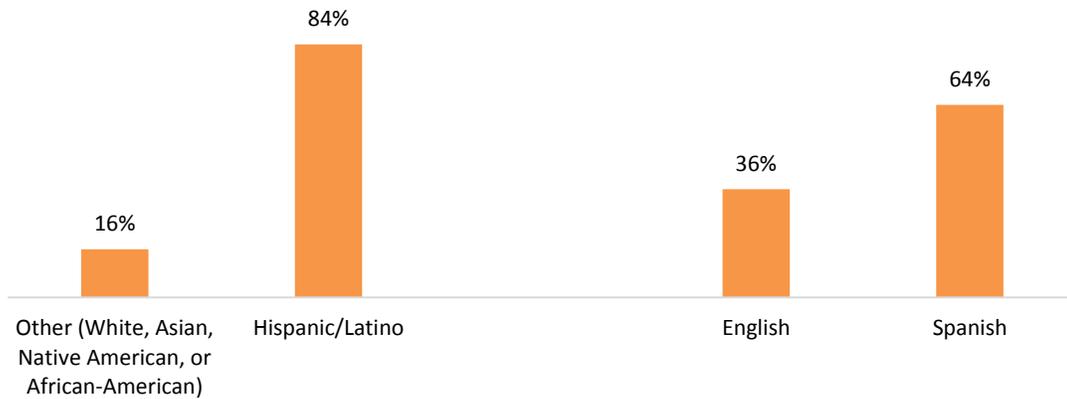
Child Health and Injury Prevention

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

CAR SEAT DISTRIBUTION

First 5 San Benito addresses injury prevention by funding the inspection of car seats for safe and appropriate installation. In 2017-18, 37 children received new car seats and 38 car seats were inspected. Among the parents responding, 16% were expectant parents, and collectively, they had 15 children aged 0-2 and 16 children aged 3-5. As shown below, the majority of families were Hispanic/Latino and spoke Spanish as their primary language.

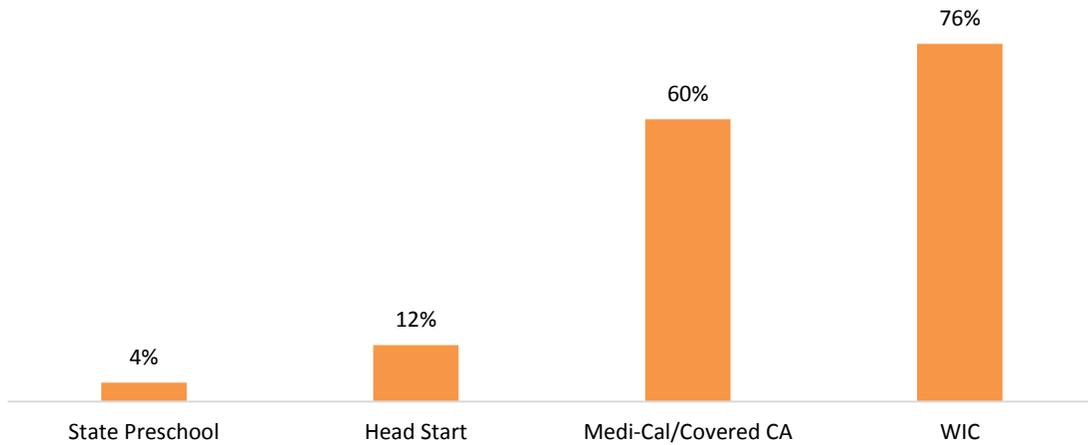
DEMOGRAPHICS OF FAMILIES RECEIVING CAR SEATS



Source: Car Seat Program Administrative Data 2017-18. N=25.

Data were also collected on families' participation in WIC, Head Start, State Preschool, and Medi-Cal or Covered California. As shown below, 4% of parents who received a car seat had a child in State Preschool, while 12% had a child in Head Start. About 60% of parents were enrolled in Medi-Cal or Covered California, and 76% were enrolled in WIC.

PARTICIPATION IN PUBLIC PROGRAMS AMONG FAMILIES RECEIVING CAR SEATS



Source: Car Seat Program Administrative Data 2017-18. N=25.

COMMUNITY HEALTH RESOURCE FAIR

Over the course of the 2017-18 year, 8 community health resource fairs were held in the county, at which First 5 staff provided parenting information and resources, including new parent kits, educational books, and information about First 5 programs. In addition, participants were offered information on activities they can do at home to promote parent-child interaction. Collectively, these events reached 2,085 community residents.

Early Childhood Education Quality Improvement

QRIS QUALITY COUNTS

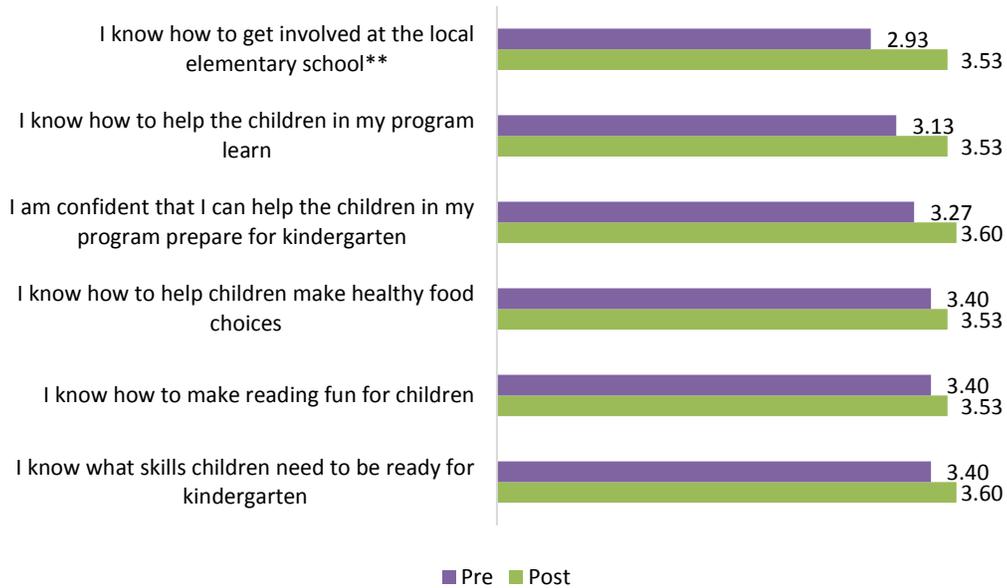
Early childhood education (ECE) providers participating in First 5 San Benito’s Quality Rating and Improvement System (QRIS) Quality Counts program were offered professional development opportunities and coaching to improve their program quality. In 2017-18, there were 26 participants, all of whom created professional development plans and completed 30 hours of professional development. These providers were offered 45 coaching sessions to help improve their teaching. In addition, between 7 and 18 providers attended classes on CLASS (a tool to assess and improve student-teacher relationships) and Ages and Stages Questionnaire (a developmental assessment tool).

Roadmap to Kindergarten

Twenty-eight ECE providers also participated in Roadmap to Kindergarten, a class to help them prepare children and families in their care for the transition to kindergarten. Both before and after the class, participants answered questions about their knowledge and ability to help their children get ready for school. They responded to each statement on a scale from 1=Strongly Disagree to 4=Strongly Agree. Participants showed improvement on all items, and the difference from pre to post was statistically significant for knowing how to get involved at the local elementary school.

26 ECE providers enrolled in a quality improvement program and created professional development plans

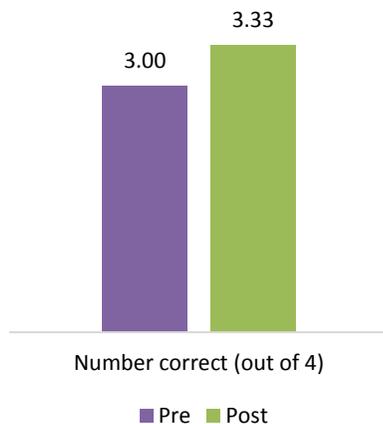
AVERAGE KNOWLEDGE AND ABILITY RATINGS



Source: Roadmap to Kindergarten Survey. N=15. **Statistically significant, $p < .01$. Note: Scale ranged from 1=Strongly Disagree to 4=Strongly Agree.

In addition, participants were given a four-question quiz on topics covered in the class, including child development and child safety. Participants answered 3 out of 4 questions correctly at pre and 3.33 out of 4 correctly at post, but this difference was not statistically significant.

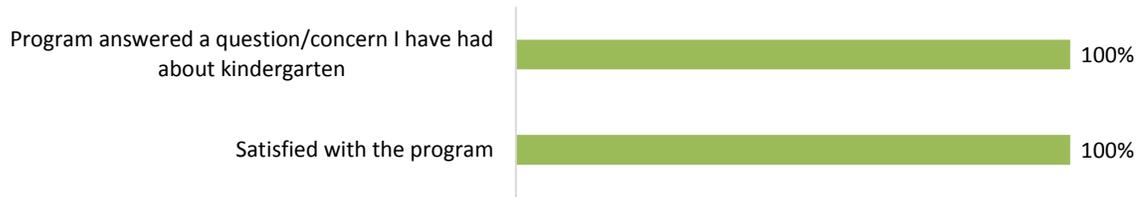
AVERAGE NUMBER OF QUESTIONS CORRECTLY ANSWERED



Source: Roadmap to Kindergarten Survey. N=15. Note: Quiz had 4 questions.

At the end of the class, participants rated their satisfaction and the degree to which the program answered a question or concern they had about kindergarten. All participants said that they were satisfied with the class and that it answered a question or concern they had.

PERCENT WHO SAID PROGRAM ANSWERED QUESTIONS/CONCERNS AND WERE SATISFIED



Source: Roadmap to Kindergarten Survey 2017-18. N=15.

Finally, participants were given an opportunity to provide additional comments on their experience in the class. Below are excerpts from some of the comments participants provided:

- “[This was a] very interesting class on the transition to kindergarten for children.”
- “I really like the information we received.”
- “Thank you for taking the time and educating me with information that will help improve my work.”

CALIFORNIA PRESCHOOL INSTRUCTION NETWORK PROGRAM

Between September 2017 and May 2018, nine California Preschool Instruction Network (CPIN) classes were held for ECE providers in the county. Topics covered in the workshops included an overview of the California Preschool Learning Foundations; the importance of music education and how to support children’s musical skills and knowledge; how to talk to parents when there is a concern about developmental delays or behavior problems; strategies for teaching children healthy habits and practices; creative ways to teach mathematical skills; how to build strong relationships with children and families; how to help children regulate their emotions; and cultural competency when working with families. Attendance at these workshops ranged from 1 to 8 providers.

Improved Systems of Care

NEURORELATIONAL FRAMEWORK TRAININGS

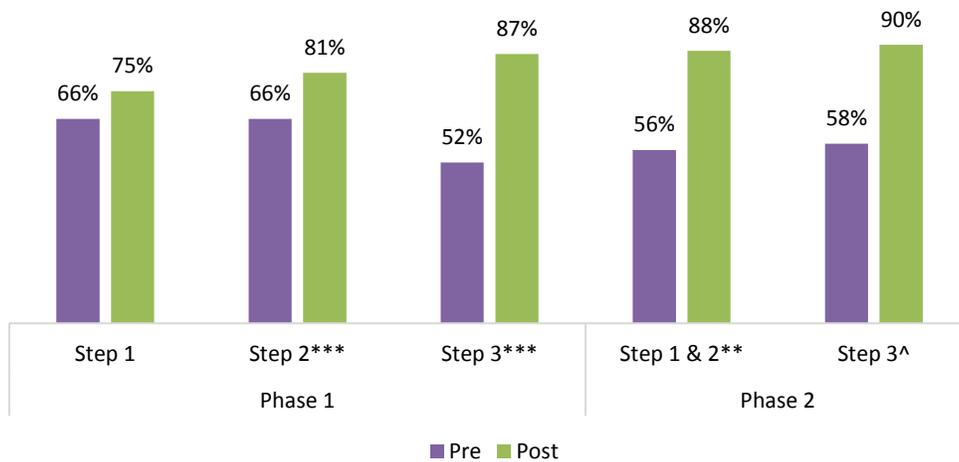
In January 2018, a series of trainings focused on trauma, stress, and resilience, was launched to help service providers in San Benito County better provide trauma-informed services to families in the community. The trainings were based on the Neurorelational Framework (NRF), developed by Dr. Connie Lillas, and the first two of four phases were delivered between January and June (a third and fourth phase are planned for future years). Within each phase, there were three “steps,” covering various NRF topics, and participants were tested on their knowledge before and after each step. After each training, they were also asked to complete a satisfaction survey. This section summarizes the results from the evaluation of Phases 1 and 2. As described in further detail below, over the course of the trainings, participants showed significant improvement in their knowledge about trauma, stress, and resilience, and participants reported high levels of satisfaction with the trainer and the training materials.

In Phase 1, participants learned about stress and stress recovery, the sleep-wake cycle, and toxic stress, among other topics. As shown below, at each step, participants demonstrated knowledge gains, answering a greater

number of questions correctly after the training compared to before the training (because each quiz had a different number of questions, the chart displays the percent of questions that were correctly answered by participants, on average). The pre to post improvements in performance on these knowledge tests were statistically significant for Steps 2 and 3.

Topics covered in Phase 2 included helping parents understand their children’s and their own stress response patterns and how to identify stress triggers; using the Rating Scale for the Levels of Engagement to assess social-emotional interactions between dyads; and more specific instructions on incorporating the skills they learned into intervention planning. Participants also demonstrated statistically significant improvements in their knowledge of these topics in Phase 2, Steps 1 and 2 (there were too few participants with both a pre and post survey in Step 3 to conduct statistical significance testing).

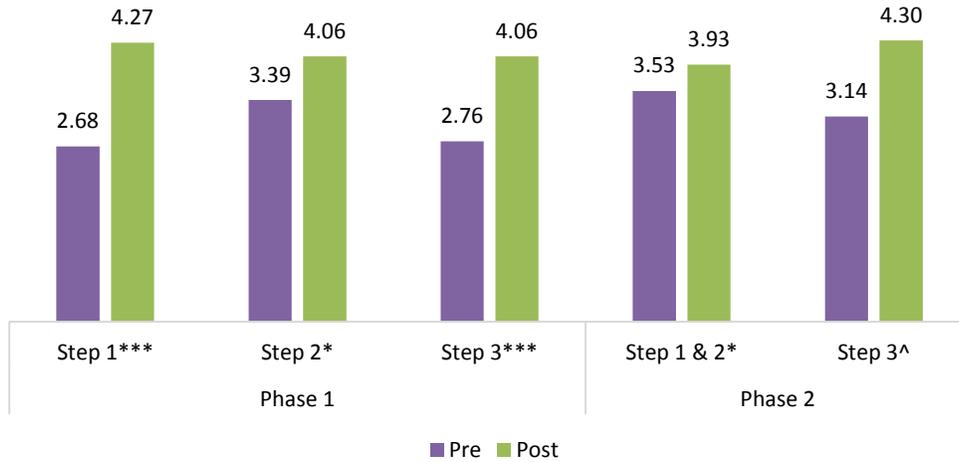
PERCENT OF QUESTIONS ANSWERED CORRECTLY ON AVERAGE



Source: NRF Survey. N=5-14. **Statistically significant, $p < .01$; ***statistically significant, $p < .001$; ^sample size not large enough to conduct statistical significance testing.

In addition, participants were asked to report how knowledgeable and skilled they felt by responding to a series of statements on a scale from 1 (“Strongly Disagree” that they have the knowledge and skill) to 5 (“Strongly Agree” that they possess the knowledge or skill). Participants showed significant improvement in their self-reported knowledge over the course of the trainings, particularly in Phase 1, Steps 1 and 3.

AVERAGE KNOWLEDGE AND ABILITY RATINGS



Source: NRF Survey. N=9-14. *Statistically significant, $p < .05$; ***statistically significant, $p < .001$; ^sample size not large enough to conduct statistical significance testing. Note: Scale ranged from 1=Strongly Disagree to 5=Strongly Agree.

Finally, at the end of each session, participants rated their satisfaction with various training components. The chart below indicates that nearly all participants were satisfied with all aspects of the trainings. All participants across all sessions agreed that the presenter responded well to participant questions, was knowledgeable on the topic, and made the presentation easy to follow.

PERCENT SATISFIED WITH TRAINING COMPONENTS



Source: NRF Training Evaluation Form. N=9-17 per session. Reflects percent marking "Agree" or "Strongly Agree" in response to the statement.

Following the trainings, participants also wrote about the various ways in which they could apply what they learned in their daily work or personal experiences. A selection of their responses is below:

I now better understand the parents and children that I work with.
-NRF training participant

- “I now better understand the parents and children that I work with.”
- “I really enjoyed learning about the stress triggers and recovery toolkit. I will be able to use what I learned today with the families I work with and with my own children.”
- “[The training helped me] understand my staff’s needs better and my own regulation history.”
- I’ll be happy to apply the listening/receiving skills with young families who live in conflict. The handout that tracks different types of triggers and coping tools will be invaluable in tracking parent/child interactions and intentions.
- “I can use what I learned today with the families I work with and with my close family.”

Summary

The First 5 San Benito programs offered in 2017-18 supported and strengthened families in all five protective factors: Concrete Support, Family Functioning and Resiliency, Social Support, Knowledge of Parenting and Child Development, and Nurturing and Attachment. Additionally, interventions addressed child health and injury prevention, early childhood education quality, and improved systems of care. This report summarized the outcomes for participants in each of these areas, illustrating the ways in which First 5 San Benito contributed to improvements in child health, family functioning, and early childhood systems in the county.

