



Sutter County Children & Families Commission
FLIP Program
2018-19 Annual Evaluation Report
by Duerr Evaluation Resources

PROGRAM OVERVIEW

The Families Learning in Play (FLIP) program provides two primary services: **Community Play Days/Summer Pop Ups** and the larger component, varied **Early Learning Groups**. Topics of the Early Learning Groups focus on families playing, exploring and creating together. Every group component focuses on parents and children learning to come together making progress and building a foundation for success in the home and in school. Each early learning group meets once weekly for six, eight or eighteen sessions. These opportunities include:

Individualized Attention Groups:

1. **Parent-Infant Play Guidance Groups.** Designed for parents with infants aged 0-14 months and guided by Resources for Infant Educators (RIE)-certified content, the group is led by a certified RIE Associate. The program encourages babies to be attentive, active, exploring, and aware of self and others, and for parents to be confident in their role in supporting their child. Topics include age-appropriate expectations; the importance of play in children's learning; balancing parents' and children's needs and wants; establishing clear, consistent, and appropriate limits; and adapting the home environment as the baby grows. Individual sessions were two hours long, once a week, across 18 sessions. Held at the Playzeum.
2. **The Parent-Toddler Play Groups.** These offer a safe, challenging and inviting space with other families with children aged 15-22 months. Conducted also by an RIE-certified associate and designed to encourage parent confidence. Sessions were two hours long, once a week, across 18 weeks. Held at the Playzeum.
3. **The Parent-Older Toddler Play Groups.** These groups, similar to those above, are for families with children aged 23-36 months. The groups are cognitively challenging and designed to encourage older toddlers to become attentive, active, ready for exploring, and aware of self and others. Conducted also by an RIE-certified associate. Sessions were two hours long, once a week, across 18 weeks. Held at the Playzeum.

School Readiness Groups

4. **Language and Literacy Groups** were designed to expand listening, speaking, interest in reading, and promoting literacy through print and writing. The Language and Literacy group, for children aged 2-5, was offered five times during the year at the Playzeum. Each offering was comprised of eight sessions held once weekly, with each session lasting two hours.
5. **Science and Health Groups** were built around experimentation, exploration, prediction, investigation, and problem solving with counting in science, health, and nutrition. This group, for children aged 2-5, was offered five times during the year at the Playzeum or in Live Oak. Each offering was comprised of six sessions held once weekly, with each session lasting two hours.
6. **Math and Numeracy Group** addressed sequencing, patterns, spatial relationships, shapes and measurement. The Math and Numeracy group, for children aged 2-5, was offered twice during the year at the Playzeum. Each offering was comprised of six sessions held once weekly, with each session lasting two hours.

Play-Based Learning Groups

7. **Movement Groups** focused on physical play, social and emotional understanding, and self-comforting skills. Presented by a Kidding Around Yoga instructor. The Movement group, for children aged 0-5, was offered four times during the year at the Playzeum or Maple Park in Live Oak. Each offering was comprised of eight sessions held once weekly, with each session lasting two hours.
8. **Music Groups** introduced children to music and sound, understanding concepts such as faster/slower, higher/lower, and others using voice and instruments. This group, for children aged 0-5, was offered three times during the year at the Playzeum or in Live Oak. Each offering was comprised of six sessions held once weekly, with each session lasting two hours.
9. **Visual Arts Groups** utilized various tools and materials for painting, drawing, and sculpting, while experimenting with color, shape, organization, and details. The Visual Arts group, for children aged 0-5, was offered four times during the year at the Playzeum. Each offering was comprised of eight sessions held once weekly, with each session lasting two hours.
10. **Performing Arts Groups** focused on music and rhythm, acting out roles, and using language to show emotions while acting out stories. The Performing Arts group, for children aged 0-5, was offered four times during the year at the Playzeum or at Maple Park in Live Oak. Each offering was comprised of eight sessions held once weekly, with each session lasting two hours.

11. **0-3 Music and Movement** focused on exploring rhythm, rhyme, singing, dancing and sensory experiences. Presented by a Kidding Around Yoga instructor. The 0-3 Music and Movement group, for children aged 0-3, was offered six times during the year at the Playzeum. Each offering was comprised of eight sessions held once weekly, with each session lasting two hours.

The project also provided or participated in 23 **Community Play Days/Summer Pop Ups**, engaging the whole family with play-based learning activities and recreational opportunities, providing Playzeum-on-the-go exhibits, focusing on early literacy, science, hands-on art, music and physical well-being. These were offered primarily during non-traditional working hours (evenings and weekends) throughout Sutter County at parks, community centers or events, museums and/or library branches.

EVALUATION COMPONENTS

The program is measured by the following evaluation components:

Family Intake Surveys

Each family that participates in any of the groups described in the Introduction completes a Family Intake Survey that records participants' demographics such as age, ethnicity, and languages spoken in the home. It also asks what community resources and the type of early education program the family currently accesses. In addition, it asks for the frequency of play dates and at-home activities such as singing, reading, and painting, as well as how much knowledge the parent had about children's developmental stages and/or milestones.

The intake information may be collected more than once per child. An abbreviated version of the form (primarily demographics) was used for Community Play Days.

Family Exit Surveys

Parents complete exit surveys at the completion of a group experience using a web-based survey tool. The surveys are customized for each group block of offerings, focusing on topics related to the instruction offered. Another component of the survey is common across blocks, and addresses information on parental resilience, social connections, knowledge of parenting and child development, and social and emotional competence of the child. In addition, some questions are identical to those on the Family Intake Form, allowing pre-to-post assessment of at-home activities such as singing, reading, and painting, as well as determining parent knowledge growth concerning children's developmental stages and milestones.

Program Attendance Report

Session attendance was recorded by FLIP staff and forwarded to the evaluator at the end of the year.

EVALUATION RESULTS

Child Enrollment in the Early Learning Groups

FLIP served children with 41 early learning groups offerings in 2018-19. Appendix Table A displays each group with the number of participants and average attendance, while Table 1 below summarizes attendance and average session attendance for each of the three primary group types described in detail on pages 1-3.

Table 1 Early Learning Group Participation Summary 2018-19		
Groups	Participants	Average Session Attendance
Individualized Attention (Participant Goal: 48)	68	5
School Readiness (Goal: 120)	256	16
Play-Based Early Learning (Goal: 240)	403	13
TOTAL (DUPLICATE ATTENDANCE)	727	12
UNDUPLICATED TOTAL	335	2*

"Participants" are defined as the number of children who attended two or more sessions of a group. Children who attended only one session are not counted.

**Average number of groups (not sessions) attended by participants*

These offerings served 335 unique (unduplicated) participants, each of who attended one or more groups. A participant is defined as a child who attended two or more sessions of a group (although a large majority of the children attended many sessions). About 13 percent of the children attend two groups, and 22 percent participated in three or more groups. On average, the groups had average daily attendance of **twelve** children per session, up from only **seven** last year.

For group attendance totals, children were counted separately for each group they attended, called a duplicate count. Using this participation accounting system, the program goal for the year was that 408 children would attend the groups. This year, the combined group total was 727 children, so the program vastly exceeded its overall attendance goal.

All three groups exceeded their attendance goals this year. The Play-Based Early Learning groups served 403; the School Readiness groups served 256; and the Individualized Attention groups served 68. Table 2 on the next pages provides an attendance summary across four years.

The following table is a four-year summary comparison of group goals and participation.

Table 2 Four-Year Comparison Early Learning Group Participation Summary 2015-19		
Group Name and Frequency	Participants*	Average Session Attendance
Individualized Attention		
2015-16; Attendance Goal 16	14	11
2016-17; Goal 32	41	11
2017-18; Goal 68	36	10
2018-19; Goal 48	68	5
School Readiness		
2015-16; Goal 120	102	4
2016-17; Goal 180	215	3
2017-18; Goal 180	135	6
2018-19; Goal 120	256	16
Play-Based Early Learning		
2015-16; Goal 160	141	4
2016-17; Goal 160	268	4
2017-18; Goal 240	245	6
2018-19; Goal 240	403	13
DUPLICATED ATTENDANCE BY YEAR		
2015-16; Goal 160	257	2.0**
2016-17; Goal 372	524	2.5**
2017-18; Goal 488	416	2.5**
2018-19; Goal 408	727	2.0**

*Duplicated attendance

**Average number of groups (not sessions) attended by participants

Over the four-year period, the overall attendance goal was 1,428 and actual attendance was 1,924, about 25 percent higher than requested. Note however that in the current year, the attendance goal was exceeded by about 75 percent. Over the past four years, children on average attended just over two groups each, per year.

Family Intake and Exit Survey Results

Families were asked a number of questions at program intake. One of these questions was, “How did you hear about the FLIP program?” Results are in Table 3 below.

Table 3 How Did You Hear About the FLIP Program? <i>From 454 Intake Forms with Responses</i>		
Source	Number	Percent
Friend or Family	206	45%
Playzeum Facebook Page	159	35%
A local event	26	6%
Resource Centers	10	2%
City of Yuba City Parks & Recreation	8	2%
Sutter County Children & Families Commission Website	7	2%
Maple Park	5	1%
YCUSD	4	1%
Bright Futures	3	1%
Preschool/Child Care Provider	3	1%
City of Live Oak Parks & Recreation	2	<1%
Radio Ad	2	<1%
Other	75	17%

Percent won't add up to 100% because participants could choose more than one option

The top two categories shown were by far the most effective marketing sources. These two categories have been the most effective each year since 2015/16.

Also at program intake, parents were asked to report how often in a typical month they had play dates with other parents and children with similarly aged children. One of the program goals was to encourage more of these interactive activities. The results are in the following table.

Table 4 Pre-Program Frequency of Play Dates with Other Parents with Similarly Aged Children		
Frequency	Number	Percent
Five or more times a month	150	36%
Four times a month	81	19%
Three times a month	0	0%
Twice a month	74	17%
Once a month	65	15%
Never	53	13%
Total	423	100%

Of the 423 who responded to the question, 45 percent of parents had pre-program frequencies of twice monthly or less, while the program offered four times a month frequency; so, the weekly opportunities provided by FLIP groups provided a significant increase in play date opportunities. The percentage of parents who had pre-program frequencies of twice monthly or less (45%) was about the same in the last three years: 53% in 2015/16 and 48% in 2016/17 and 54% in 2018/19.

Program Exit forms were completed by 335 families. One of the questions on both the Intake and Exit form was, “How much do you know about your child’s development stages and milestones?” The response scale was from the lowest “Very little” to the highest “A great deal.” These ratings were converted to a 100-point percentile scale. Table 5 shows the average for the intake and exit responses.

Table 5 Four-Year Comparison Parent Knowledge of Child Developmental Stages and/or Milestones		
Question	Intake Mean	Exit Mean
How much do you know about your child's developmental stages and/or milestones?		
2015/16	60%	80%
2016/17	57%	75%
2017/18	60%	81%
2018/19	71%	84%
Four-Year Average	62%	80%

These results indicate that before the groups, parents overall rated their knowledge of their child's developmental stages and/or milestones at 62 percent, on average over the four-year period. The end-of-group ratings rose to 80 percent, "extremely" statistically significant, illustrating that the sessions were successful in imparting knowledge to parents in this area. Note also that this year saw the highest exit scores.

At both intake and the exit, parents were also asked to report the frequency of at-home activities such as singing, reading, painting and playing number games. For the activities listed in Table 6, they could answer never, 1-2, 3-4, 5-6 times a week, or every day of the week. These answers have been transposed to indicate the number of days per week for each activity.

Table 6 Frequency of At Home Activities			
Activity	Days at Intake	Days at Exit	Change
Science, nature, weather or other science activities with your child	3.6	4.6	+1.0
Math, number games or other math activities with your child	3.8	4.8	+1.0
Read, look at books, tell stories with your child	5.8	6.3	+0.5
Paint, draw, color or do other art activities with your child	4.1	4.8	+0.7
Give your child your full attention	6.3	6.6	+0.3
Sing, listen or make music with your child	5.8	6.3	+0.5
Dance, yoga, or active activities with your child	4.6	5.7	+1.1
Total Mean	4.9	5.6	+0.7

Table 6 shows that after they attended the groups, parents reported doing activities at home with their child more often by an average of about three-quarters of a day. These changes overall were not statistically significant, although they were for Science and Math.

The Exit Surveys asked parents a variety of questions about social connections, the instructor’s knowledge about the topic and preparedness, the home extension activities, and class expectations. The following statements were rated on a scale of “strongly agree” (highest) to “strongly disagree” (lowest). These ratings were converted to a 100-point percentile scale in Table 7, where 100 is “strongly agree”.

Table 7 Ratings of Statements Regarding Social Connections and Instructors	
Statement	Percent
Social Connections Total	
<i>My child has met and built social connections with other children in the class.</i>	84%
<i>I have met and built social connections with other parents in the class.</i>	82%
<i>I have or plan to have play dates with other parents and children from this class.</i>	73%
Session Evaluation	
<i>The instructor was well prepared for the sessions.</i>	95%
<i>The instructor was knowledgeable about the session topic.</i>	94%
Average Percent	86%

Table 7 shows that, overall, parents rated the activities highly (86 on average on the 100-point scale). The sessions were rated very high for instructor knowledge (94%) and preparedness (95%). Overall, the Social Connections subscale was rated 80 percent, with children meeting and building social connections with other children in the class rated the highest (84%). Parents rated meeting for play dates with others from the class at 73 percent.

The next table is a four-year comparison of ratings of the statements regarding social connections and instructors. It shows that ratings for social connections have risen each year, from 73 percent to 80 percent. Instructors have consistently been rated high, at least 92 percent.

Table 8 Four-Year Comparison Ratings of Statements Regarding Social Connections and Instructors	
Statement Category	Average Percent
Social Connections	
2015/16	73%
2016/17	76%
2017/18	79%
2018/19	80%
Instructors	
2015/16	92%
2016/17	96%
2017/18	93%
2018/19	95%

Also on the Exit Surveys, customized questions (about five) were asked which were specific to each type of group. For example, the math group form asked if the parents observed an increase in their children’s interest in math activities and use of math concepts; if their children are better able to identify shapes and numbers in the environment; and if the parents have learned how to provide their children with math activities at home. Parents were provided a scale of “strongly agree” (highest rating) to “strongly disagree” (lowest rating). These ratings were converted to a 100-point percentile scale, and higher percentages indicate impactful group content outcomes for the children. The overall results, by type of group, follow.

Table 9 Group Content Outcome Ratings	
Group	Average Percent of Custom Questions
Individualized Attention	
Infants RIE (1 session)	96%
Young Toddler (2 sessions)	96%
Older Toddler (1 session)	83%
School Readiness	
Language and Literacy (5 sessions)	83%
Math (2 sessions)	89%
Science and Health (5 sessions)	82%
Play-Based Early Learning	
0-3 Music and Movement (5 sessions)	87%
Music (3 sessions)	86%
Visual Arts (4 sessions)	90%
Movement (4 sessions)	77%
Performing Arts (4 sessions)	62%
Total Percentile Score	85%

Table 9 shows that, overall, parents gave high ratings to the impact of the group content on both their children and themselves (some questions related to parents' implementing new activities/strategies or increasing the number and type of activities at home). By group, the Infants RIE and Young Toddler groups were rated the highest (96%), where high ratings were given for parents learning to adjust their expectations of their children's behavior based on their age; learning how to correctly intervene or not with their children in a playgroup using the techniques provided; and how their children interact/adjust with other children in playgroups. The Infants RIE and Young Toddler sessions were followed by Visual Arts (90%); Math (89%); 0-3 Music and Movement (87%); and Music (86%). Performing Arts was rated the lowest (62%).

The next table shows a four-year comparison of overall session content, where ratings were the highest in 2018/19.

Table 10 Four-Year Comparison Group Content Outcome Ratings	
Year	Total Percentile Score
2015/16	83%
2016/17	80%
2017/18	79%
2018/19	85%

The following question was common to four of the eight groups on the Exit Survey: “Looking at your child’s journal entries, how much growth do you see?” The response scale was from the lowest “Very little growth” to the highest “A great deal of growth”. These ratings were converted to a 100-point percentile scale, and higher percentages are better ratings. Overall, parents rated this question 64 percent, or equivalent to “reasonable growth.” These ratings were the highest in the past three years (58% in 2015/16 and 50% in 2016/17 and 54% in 2017/18). These data also show that the program has maintained a high level of quality over time.

Parents were asked about the home extension activities. When asked if they were useful, they rated them highly at 85 percent, about the same as in the past three years. They were also asked how often they used them over the course of the various groups. The results are shown in Table 11.

Table 11 Frequency of Use of Home Extension Activities		
Frequency	Number	Percent
5-6 times	141	43%
4-3 times	124	38%
2-1 time	45	14%
Zero times	18	5%
Total	328	100%

Of those who responded to the question, most parents (43%) reported using the home extension activities five or six times during the six-week duration of the group meetings. Almost 40 percent used them three or four times. These percentages are consistent with the previous three years.

Nearly all parents (98%) would recommend the sessions to other parents and nearly all (99%) planned to attend another FLIP class. These figures are consistent with the past three years. Nearly all (93%) considered the giveaways “excellent”, the highest over the last three years and about 20 percent higher than last year. When asked if the class met their expectations on a scale of “exceeded” (highest) to “missed” (lowest), they rated the sessions 89% after their ratings were converted to a 100-point percentile scale. This rating was consistent with the past three years.

Community Play Days/Summer Pop-ups

In Table 12 on the following page, the evaluator assumed an average of two individuals per family survey in showing attendance. The project provided or participated in 28 Community Play Days/Summer Pop Ups in Sutter County at various sites, exceeding the project goal of 18. Project staff reported they reached an estimated total of approximately 4,000 individuals during these events, over six times the goal of attracting 600 participants and far more than in previous years. The greatest attendance (1,500) was at the Touch A Truck.

Table 12 Dates and Estimated Attendance of Community Play Days/Summer Pop Ups	
Date	Location/Estimated Attendance
7/11/18	Summer Pop-Up/20
7/18/18	Summer Pop-Up/20
7/25/18	Summer Pop-Up/20
7/30/18	Art Night at Playzeum/79
8/1/18	Summer Pop-Up/20
8/8/18	Summer Pop-Up/20
8/15/18	Summer Pop-Up/20
8/27/18	Art Night at Playzeum/96
9/3/18	Nicolaus Labor Day Parade/45
9/15/18	Live Oak Harvest Festival/250
9/24/18	Art Night at Playzeum/103
10/26/18	Harvest Festival with Yuba City Parks and Rec/200
10/29/18	Art Night at Playzeum/71
11/26/18	Art Night at Playzeum/58
12/7/18	Live Oak's Small Town Holiday Celebration/155
12/8/18	Yuba City Christmas Stroll/350
1/28/19	Art Night at Playzeum/104
2/25/19	Art Night at Playzeum/94
3/25/19	Art Night at Playzeum/75
4/4/19	Open House Public Health/25
4/6/19	Touch A Truck/1500
4/13/19	Children's Fair/200
4/29/19	Art Night at Playzeum/75
5/4/19	Sutter Buttes Day/250
5/20/19	Art Night at Playzeum/17
5/23/19	Bright Futures/50
6/20/19	Concert in the Park/35
6/24/19	Art Night at Playzeum/109

In 2017, project staff reported they reached an estimated total of 561 during these events. In 2016, they reported 248 families (almost 500 individuals). In 2018, 1,290 people attended the events, with 300 at the Yuba City Christmas Stroll alone.

EVALUATION SUMMARY

- This year, FLIP had a goal of serving 408 children in the core program groups (excluding the single-day Community Play Days/Summer Pop-Ups) and served 727 children, far exceeding its goal. Additionally, the program far exceeded its overall attendance goal for the four-year contract period.
- About one-third of the 335 unique children attended more than one group: 13 percent attend two groups, and 22 percent participated in three or more groups.
- At the first session of the groups, parents overall rated their knowledge of their child's developmental stages and/or milestones at 71 percent. The end-of-groups percentage overall rose to 84 percent, illustrating that the FLIP groups were successful in addressing one of the project goals to increase parents/caregivers knowledge about children's development. While the increase from intake to exit wasn't as great as in previous years, more parents were more knowledgeable at intake than in previous years.
- As in past years, the FLIP group instructors were rated very highly for knowledge and preparedness (95%).
- Overall, social connections were rated 80 percent, supporting the success of another project goal to support families to build social connections. This rating is consistent with those in past years.
- Overall, parents gave high ratings to the impact of group content on both their children and themselves. Infants RIE and Young Toddler groups were rated the highest (96%). Last year, Visual Arts was rated the highest, and in the prior two years, the Infant/Toddler groups were rated the highest.
- After they attended the groups, parents overall reported doing activities at home with their child more often by an average of 0.7 (about three-quarters) day.
- Parents were asked about the home extension activities. When asked if they were useful, they rated them highly at 85 percent, consistent with past years.
- When parents were asked if the groups met their expectations on a scale of "exceeded" (highest) to "missed" (lowest), they rated the groups very close to the "exceeded" rating, consistent with past years.
- Nearly all parents would recommend the groups to other parents and planned to attend another FLIP group (99%). This was true in past years as well.
- The project provided or participated in 28 Community Play Days/Summer Pop Ups in Sutter County at various sites, exceeding the project goal of 18. Project staff reported they reached an estimated total of approximately 4,000 individuals during these events, more than six times the goal of attracting 600 participants and far more than in previous years.

APPENDIX

Appendix Table A
Community Early Learning Group Participation Summary
2018-19

Group Name and Frequency	Participants	Average Attendance
Individualized Attention (Attendance Goal 48)		
<i>Parent & Infant Play, Yuba City, Thursdays, 12:30-2:30 (fall)</i>	8	2.5
<i>Parent & Toddler Play, Yuba City, Thursdays, 9:30-11:30 (fall)</i>	8	3.6
<i>Parent & Toddler Play, Yuba City, Wednesdays, 9:30-11:30 (fall)</i>	9	6.1
<i>Parent & Toddler Play, Yuba City, Wednesdays, 1:30-3:30 (fall)</i>	8	2.8
<i>Young Toddler RIE, Yuba City, Wednesdays, 9:30-11:30 (spring)</i>	9	5.9
<i>Young Toddler RIE, Yuba City, Wednesdays, 1:30-3:30 (spring)</i>	8	4.4
<i>Older Toddler RIE, Yuba City, Thursdays, 9:30-11:30 (spring)</i>	10	6.0
<i>Infants RIE, Yuba City, Thursdays, 12:30-2:30 (spring)</i>	8	6.4
School Readiness (Goal 120)		
<i>Language & Literacy, Yuba City, Thursdays (summer-fall)</i>	23	19.1
<i>Language & Literacy, Yuba City, Tuesdays, 9:30-11:30 (fall)</i>	24	5.6
<i>Language & Literacy, Yuba City, Thursdays (winter)</i>	23	17.5
<i>Language & Literacy, Yuba City, Wednesdays (winter)</i>	20	17.0
<i>Language & Literacy, Yuba City, Thursdays, 5:30-7:30 (spring)</i>	14	10.7
<i>Science & Health, Yuba City, Wednesdays, 9:30-11:30 (fall)</i>	20	12.4
<i>Science & Health, Live Oak, Tuesdays (spring)</i>	17	12.0
<i>Science & Health, Yuba City, Thursdays, 5:30-7 (spring, Mar-Apr)</i>	13	10.8
<i>Science & Health, Yuba City, Thursdays (spring, Apr-Jun)</i>	25	20.3
<i>Science & Health, Yuba City, Wednesdays (spring)</i>	21	16.3
<i>Math, Yuba City, Wednesdays (summer-fall)</i>	17	14.3
<i>Math, Yuba City, Thursdays, Session 4 (spring)</i>	39	30.8
Play-Based Early Learning (Goal 240)		
<i>Movement, Yuba City, Tuesdays (spring)</i>	26	18.0
<i>Movement, Yuba City, Thursdays, 5:30-7:30 (fall)</i>	22	12.7
<i>Movement, Yuba City, Tuesdays (summer-fall)</i>	18	13.3
<i>Movement, Live Oak, Tuesdays (winter)</i>	15	11.5
<i>Music, Yuba City, Thursdays (summer-fall)</i>	10	7.4
<i>Music, Yuba City, Fridays (winter)</i>	18	13.0
<i>Music, Live Oak, Tuesdays (spring)</i>	21	18.7
<i>Performing Arts, Live Oak, Tuesdays (summer-fall)</i>	8	5.5
<i>Performing Arts, Yuba City, Fridays (summer-fall)</i>	21	14.3
<i>Performing Arts, Yuba City, Tuesdays (winter)</i>	22	16.3
<i>Performing Arts, Yuba City, Thursdays, 5:30-7 (winter)</i>	14	10.0
<i>Visual Arts, Yuba City, Thursdays, 9:30-11:30 (fall)</i>	23	16.3

**Appendix Table A (cont.)
Community Early Learning Group Participation Summary
2018-19**

Group Name and Frequency	Participants	Average Attendance
Play-Based Early Learning (Goal 240) (cont.)		
<i>Visual Arts, Live Oak, Tuesdays, 9:30-11:30 (fall)</i>	20	12.6
<i>Visual Arts, Yuba City, Wednesdays (spring)</i>	27	17.2
<i>Visual Arts, Yuba City, Thursdays (spring)</i>	22	18
<i>0-3 Music & Movement, Yuba City, Thursdays (summer-fall)</i>	12	10.5
<i>0-3 Music & Movement, Yuba City, Thursdays, 9:30-11:30 (fall)</i>	23	13.5
<i>0-3 Music & Movement, Yuba City, Thursdays (winter)</i>	12	3
<i>0-3 Music & Movement, Yuba City, Thursdays (winter)</i>	16	12.8
<i>0-3 Music & Movement, Yuba City, Tuesdays (spring)</i>	25	16.7
<i>0-3 Music & Movement, Yuba City, Thursdays (spring)</i>	28	20.7