



Scope of Work for July 1, 2018-June 30, 2019 - Year 4

Project Name: FLIP (Families Learning in Play)

<p>Objective: 1 By June 30, 2019 at least 48 children ages zero to three and their parent or caregiver will participate in an 18 weekly program, meeting once a week for two hours. Parent and child will participate in RIE® Certified Parent and Child guidance classes offering individualized attention to both parents and infants/toddlers in a safe, nurturing, cognitively challenging and age-appropriate environment designed to encourage infants/toddlers to become attentive, active, ready for exploring, and aware of self and others.</p>			
Activities	Activity Start & End Periods	Performance Measure or Tracking	Responsible Staff
Coordination/Collaboration Activities			
Coordination with Playzeum and Patty Ryan, RIE® Certified Parent and Child Educator to schedule sessions and enrollment process.	7/1/2018 to 6/30/2019	<ul style="list-style-type: none"> - Calendar of schedule and enrollment process. - <u>Program Coordination Report</u> - A tracking tool recording in kind giving and type of coordination of services. 	Playzeum ED
Q1 – Schedule is set and enrollment are in process.			
Q2 - Enrollment was ongoing for infant class and all toddler classes were full during Q2.			
Q3 – Enrollment was complete for the Winter/Spring session, all classes are full.			
Q4 - Enrollment was complete for the Winter/Spring session, all classes are full.			
Community Education Activities			
Two (18 week) sessions for infant and two (18 week) sixteen sessions with toddlers, two (18 week) sessions for older toddler, meeting once a week for two hours at the Playzeum.	7/1/2018 to 6/30/2019	<ul style="list-style-type: none"> - <u>Program Attendance Report</u> – through session sign-in sheets and data on percentage of returning families - <u>Family Intake Survey</u> - Record of participants' demographics such as: age, ethnicity, languages spoken in the home, relation to child and home community 	Patty Ryan, RIE® Certified Parent and Child Educator And

		<p>location, use of community services, breastfeeding practices and use and type early education programs currently accessing.</p> <ul style="list-style-type: none"> - <u>Ages and Stages Questionnaire</u> – pre and post to assess child's development progress. - <u>Family Survey</u> - Pre and post survey to gather strengthening families protective factor in parental resilience, social connections, knowledge of parenting and child development, concrete support and social and emotional competence of child. As well as on availability and type of educational materials in the home and use of education materials given. 	<p>Playzeum Program Specialist</p>
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Q1- Attendance information for current sessions.

Parent-Infant Play Sessions
 Thursdays, Aug 16 to Dec 20 from 12:30pm to 2:30pm at Playzeum Yuba-Sutter Age: 3-14 months Current Enrollment - 7

Parent-Toddler Play Sessions
 Wednesdays, Aug 9th Dec 13th from 9:30 to 11:30pm at Playzeum Yuba Sutter Ages:15-22 months Current Enrollment - 9
 Wednesday, Aug 10th Dec 14th from 1:30 to 3:30am at Playzeum Yuba Sutter Ages: 15-22 months Current Enrollment - 11

Parent-Older Toddler Play Sessions
 Tuesdays, Aug 8th to Dec 12th from 9:30am to 11:30am at Playzeum Yuba-Sutter Age: 23-36 months Current Enrollment - 5

Q2 – All 18 sessions for infants and the three toddler sessions were completed. Total attendance 7 infants, 9 in young toddler am, 11 in the young toddler pm and 5 in older toddlers, average attendance rate was 6 for the young toddler pm session, 12 for the young toddler am session, 13 for the older toddler sessions and 8 for the infant session.

Q3 – Attendance information for current sessions.

Parent-Infant Play Sessions
 Thursdays, Jan 17 to May 23 from 12:30pm to 2:30pm at Playzeum Yuba-Sutter Age: 3-14 months Current Enrollment - 8

Parent-Toddler Play Sessions

Wednesdays, Jan 16 to May 22 from 9:30 to 11:30pm at Playzeum Yuba Sutter Ages:15-22 months. Current Enrollment - 8
 Wednesday, Jan 16 to May 22 from 1::30 to 1330am at Playzeum Yuba Sutter Ages: 15-22 months. Current Enrollment – 6

Parent-Older Toddler Play Sessions

Tuesdays, Jan 17 to May 23 from 9:30am to 11:30am at Playzeum Yuba-Sutter Age: 23-36 months. Current Enrollment - 7

Q4 - Parent-Toddler Play Sessions

Wednesdays, Jan 16 to May 22 from 9:30 to 11:30pm at Playzeum Yuba Sutter Ages:15-22 months. Current Enrollment - 8
 Wednesday, Jan 16 to May 22 from 1:30 to 1330am at Playzeum Yuba Sutter Ages: 15-22 months. Current Enrollment – 8

Parent-Older Toddler Play Sessions

Thursday, Jan 17 to May 23 from 9:30am to 11:30am at Playzeum Yuba-Sutter Age: 23-36 months. Current Enrollment - 10

Parent-Infant Play Sessions

Thursdays, Jan 17 to May 23 from 12:30pm to 2:30pm at Playzeum Yuba-Sutter Age: 3-14 months Current Enrollment - 8

Education Materials Development

Provide participating families with educational resource.	7/1/2018 to 6/30/2019	– Record of educational materials provided.	Playzeum ED
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Q1- Ordering of materials in process.

Q2 - Examples of some of educational materials provided are parenting books, trains, baby dolls, children's board books, family activity game cards Parenting books were, Dear Parent: Caring for Infants with Respect by Magda Gerber and No Bad Kids, Toddler Discipline without Shame.

Q3- Ordering of materials in process.

Q4 - Examples of some of educational materials provided are parenting books, children's board books, family activity game cards and floor chairs.

Media Activities

Development and execution of a marketing and outreach plan to families with infants and toddlers, through websites, social media, radio and print materials.	7/1/2018 to 6/30/2019	– <u>Outreach List</u> - Amount, date, to whom and sample of marketing strategies used (print material, website, social media and email), noted when other languages used.	Playzeum ED
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Q1- Marketing strategies executed are:

- Program brochure given out at Bright Futures, Playzeum, Marysville Peach Festival, Live Oak Festival, Nicolaus Labor Day Parade and Yuba Sutter Fair.
- Facebook postings
- Website postings
- Email to all FLIP program partners
- Email to all SCCFC list serve
- Email to all past FLIP families
- Flyer left at doors of all Mercy Housing families in Live Oak

Q2 - Marketing strategies executed are:

- Program brochure give out at Bright Futures, Playzeum, Christmas Stroll, Pumpkin Drop, Live Oak Christmas Stroll
- Facebook postings
- Website postings
- Email to all FLIP program partners
- Email to all SCCFC list serve
- Email to all past FLIP families

Q3 - Marketing strategies executed are:

- Program brochure given out at Bright Futures and Playzeum.
- Facebook postings
- Website postings
- Email to all FLIP program partners
- Email to all SCCFC list serve
- Email to all past FLIP families
- Flyer left at doors of all Mercy Housing families in Live Oak

Q4 - Marketing strategies executed are:

- Program brochure given out at Bright Futures, Children's Fair, Sutter Buttes Days, Walk and Roll and Touch A Truck.
- Facebook postings
- Website postings
- Email to all FLIP program partners
- Email to all SCCFC list serve
- Email to all past FLIP families

Objective: 2 By June 30, 2019 at least 120 children, ages three to five and their parent or caregiver will participate in a school readiness session. These weekly sessions will meet once a week for two hours, participating in a facilitated family play-based early learning group and providing parent education focusing on language and literacy, social-emotional, numeracy, health and science. This will integrate, at no cost, Fusion Early Learning's home base curriculum to support parents in being their child's first teacher.

Activities	Activity Start & End Periods	Performance Measure or Tracking	Responsible Staff
Coordination/Collaboration Activities			
Coordination with Playzeum and Fusion Early Learning to select session locations, schedule and enrollment process.	7/1/2018 to 6/30/2019	<ul style="list-style-type: none"> - Calendar of schedule, locations and enrollment process. - <u>Program Coordination Report</u> - A tracking tool recording in kind giving and type of coordination of services. 	Playzeum ED
Q1 - Schedule is set for Fall 2018, enrollment completed for session one and two.			
Q2 - Schedule is set for Winer 2019, enrollment completed for session three.			
Q3 – Schedule is set for Winter 2019, enrollment completed for session four.			
Q4 – Sessions were completed.			
Community Education Activities			
A total of 68 two hours classes facilitated family play-based early learning group focusing on language and literacy, social-emotional, numeracy and science.	7/1/2018 to 6/30/2019	<ul style="list-style-type: none"> - <u>Program Attendance Report</u> – through session sign-in sheets and data on percentage of returning families - <u>Family Intake Survey</u> - Record of participants' demographics such as: age, ethnicity, languages spoken in the home, relation to child and home community location, use of community services, breastfeeding practices and use and type early education programs currently accessing. - <u>Ages and Stages Questionnaire</u> - to assess child's development level. - <u>Family Survey</u> - Pre and post survey to gather strengthening families protective factor in parental resilience, social connections, knowledge of parenting and child development, concrete support and 	Fusion Early Learning And Playzeum Program Specialist

		social and emotional competence of child. As well as on availability and type of educational materials in the home and use of education materials given.	
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Q1- Current schedule –
Language and Literacy –

Thursdays, Aug 23rd to Oct 11th from 9:30 to 11:30am at Playzeum Yuba Sutter Ages: 2 to 5 years. Current Enrollment - 20
Tuesdays, Oct 16th to Dec 11th from 9:30 to 11:30am at Playzeum Yuba Sutter Ages: 2 to 5 years Current Enrollment - 25

Science and Health

Wednesdays, Oct 17h to Dec 12th from 9:30 to 11:30am at Playzeum Yuba Sutter Ages: 2 to 5 years Current Enrollment -25

Completed

One literacy sessions has been completed. Literacy at Playzeum on Thursdays had 24 children enrolled, 16 were ages 3 to 5 years and 8 were under 3. On average children attended 6 of the 8 sessions.

One Math session has been completed. Math at Playzeum on Wednesdays had 25 children enrolled, 16 were ages 3 to 5 years and 9 were under 3. On average children attended 5 of the 8 sessions.

Q2 - Completed

One literacy session had been completed. Literacy at Playzeum on Tuesdays had 25 children enrolled, 13 were ages 3 to 5 years and 12 were under 3. On average children attended 6 of the 8 sessions.

One science session has been completed. Science at Playzeum on Wednesdays had 23 children enrolled, 17 were ages 3 to 5 years and 6 were under 3. On average children attended 5 of the 8 sessions.

Q3 - Completed

Two literacy session had been completed.

Literacy at Playzeum on Wednesdays had 26 children enrolled, 16 were ages 3 to 5 years and 10 were under 3. On average children attended 4 of the 6 sessions.

Literacy at Playzeum on Thursdays had 28 children enrolled, 16 were ages 3 to 5 years and 12 were under 3. On average children attended 4 of the 6 sessions.

One math session has been completed. Math at Playzeum on Thursdays had 42 children enrolled, 30 were ages 3 to 5 years and 12 were under 3. On average children attended 4 of the 6 sessions.

Two science session has been completed.

Science at Playzeum on Thursdays evenings had 22 children enrolled, 14 were ages 3 to 5 years and 8 were under 3. On average children attended 3 of the 6 sessions.

Science at Maple Park in Live Oak on Tuesdays had 23 children enrolled, 9 were ages 3 to 5 years and 14 were under 3. On average children attended 3 of the 6 sessions.

Total sessions to date completed are – 62.

Q4 -

One literacy session had been completed.

Literacy at Playzeum on Thursdays evenings had 24 children enrolled, 13 were ages 3 to 5 years and 11 were under 3. On average children attended 4 of the 6 sessions.

Two science session has been completed.

Science at Playzeum on Wednesday had 25 children enrolled, 19 were ages 3 to 5 years and 6 were under 3. On average children attended 4 of the 6 sessions.

Science at Playzeum on Thursday had 28 children enrolled, 15 were ages 3 to 5 years and 13 were under 3. On average children attended 4 of the 6 sessions.

Total sessions to date completed are – 80

Education Materials Development

Provide 120 participating families with educational resource.

7/1/2018
to
6/30/2019

– Record of educational resources provided.

Playzeum ED

Q1- Examples of some of educational materials provided are -

Language and Literacy:

Children's books

Pencils and sharpener

Whiteboards and dry erase marker

Playdough and ABC cards

Pack of Wix Sticks
Child's journal
Take home activity book

Math

Children's books
Ruler
Measuring tape
Shape tiles
Giant dice
Geo board
Whiteboards and dry erase marker
Child's journal
Take home activity book

Q2 - Language and Literacy:

Children's books
Whiteboards and dry erase marker
Child's journal
Puppets
Sensory beads
Story figures

Q3 - Science

Children's books
Food Coloring
Test Tube
Eye Dropper
Vinegar
Baking Soda

Q4 – No change in resource that were provided over the pass quarters.

Design, develop and construct and maintain learning materials and exhibits at the Playzeum space used for the school readiness sessions.	10/1/2015 to 3/30/2017	– Design plan and pre and post photos.	Playzeum ED
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Q1- Design, development and construction was completed for a toddler outdoor loose parts play area and a tire play exhibit. See attached photos.

Q2 – Exhibit development was completed with adding props to the medical office and café exhibits.

Q3 – Exhibit development was complete with adding literacy labels to café and medical exhibits. Also Bee-Bot robotic was an add activity designed for use by young children. This colorful, easy-to-operate, and friendly little robots are a perfect tool for teaching counting, sequencing, estimation, and problem-solving.

Q4 - Exhibit development was complete with a camping/outdoor theme pretend play area, a maker's space in the art area, a new life/nature science exhibit spaces with a butterfly house and a little lending library corner.

Media Activities

Development and execution of a marketing and outreach plan to families with preschool children through websites, social media, radio and print materials.	7/1/2018 to 6/30/2019	– <u>Outreach List</u> - Amount, date, to whom and sample of marketing strategies used (print material, website, social media and email), noted when other languages used	Playzeum ED
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Q1- Marketing strategies executed are:

- Program brochure give out at Bright Futures, Playzeum, Marysville Peach Festival, Live Oak Festival, Nicolaus Labor Day and Yuba Sutter Fair.
- Facebook postings
- Website postings
- Email to all FLIP program partners
- Email to all SCCFC list serve
- Email to all past FLIP families
- Flyer left at doors of all Mercy Housing families in Live Oak

Q2 - Marketing strategies executed are:

- Program brochure give out at Bright Futures, Playzeum, Christmas Stroll, Pumpkin Drop, Live Oak Christmas Stroll
- Facebook postings
- Website postings
- Email to all FLIP program partners
- Email to all SCCFC list serve
- Email to all past FLIP families

Q3 - Marketing strategies executed are:

- Program brochure given out at Bright Futures, Playzeum,
- Facebook postings
- Website postings
- Email to all FLIP program partners
- Email to all SCCFC list serve
- Email to all past FLIP families
- Flyer left at doors of all Mercy Housing families in Live Oak

Q4 - Marketing strategies executed are:

- Program brochure given out at Bright Futures, Children's Fair, Sutter Buttes Days, Walk and Roll and Touch A Truck.

- Facebook postings
- Website postings
- Email to all FLIP program partners
- Email to all SCCFC list serve
- Email to all past FLIP families

Objective: 3 By June 30, 2018 at least 240 children ages zero to five and their parent or caregiver will participate in weekly sessions, meeting once a week for two hours, participating in a facilitated family play-based early learning group and providing parent education focusing on visual and performing arts, social and emotional competence, fine and large motor development and physical wellbeing.

Activities	Activity Start & End Periods	Performance Measure or Tracking	Responsible Staff
Coordination/Collaboration Activities			
Coordination with Playzeum and sub-contractors to select session locations, schedule and enrollment process.	7/1/2018 to 6/30/2019	<ul style="list-style-type: none"> – Calendar of schedule, locations and enrollment process. – <u>Program Coordination Report</u> - A tracking tool recording in kind giving and type of coordination of services. 	Playzeum ED
Q1- Schedule is set for Fall 2018, enrollment completed for session one and two.			
Q1- Schedule is set for Winter 2019, enrollment completed for session three.			
Q3 - Schedule is set for Spring 2019, enrollment completed for session four.			
Q4 – Enrollment was completed for the year.			
Community Education Activities			
A total of 176, at two hours once a week, facilitated family play-base early learning groups education focusing on visual and performing arts, social and emotional competence, fine and large motor development and physical wellbeing.	7/1/2018 to 6/30/2019	<ul style="list-style-type: none"> – <u>Program Attendance Report</u> – through session sign-in sheets and data on percentage of returning families – <u>Family Intake Survey</u> - Record of participants' demographics such as: age, ethnicity, languages spoken in the home, relation to child and home community location, use of community services, breastfeeding practices and use and type 	Sub-Contractors And Playzeum Program Specialist

		<p>early education programs currently accessing.</p> <ul style="list-style-type: none"> - <u>Ages and Stages Questionnaire</u> - to assess child's development level. - <u>Family Survey</u> - Pre and post survey to gather strengthening families protective factor in parental resilience, social connections, knowledge of parenting and child development, concrete support and social and emotional competence of child. As well as on availability and type of educational materials in the home and use of education materials given. 	
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Q1 – Current schedule:

Visual Arts

Tuesdays, Oct 16th to Dec 12th from 9:30 to 11:30am at Maple Park in Live Oak Ages: 0 to 5 years – Current Enrollment - 19

Thursdays, Oct 18th to Dec 13th from 5:30 to 7:30pm at Playzeum Yuba Sutter Ages: 0 to 5 years - Current Enrollment – 20

Music

Thursdays, Oct 18th to Dec 13th from 9:30 to 11:30am at Playzeum Yuba Sutter Ages: 0 to 3 years - Current Enrollment – 22

Movement

Thursdays, Oct 18th to Dec 13th from 5:30 to 7:30 pm at Playzeum Yuba Sutter Ages: 0 to 5 years - Current Enrollment – 29

Dance and Drama

None at this time

Completed a total of one movement, two music, and two dance and drama.

Music

Thursdays, Aug 23rd to Oct 11th from 5:30pm to 7:30pm at Playzeum Yuba Sutter for ages 0 to 5 years . Had 11 children enrolled, 7 children were ages 3 to 5 years and 4 were under 3. On average children attended 5 of the 8 sessions.

Thursdays, Aug 23rd to Oct 11th from 9:30am to 11:30pm at Playzeum Yuba Sutter for ages 0 to 3 years . Had 12 children enrolled. On average children attended 6 of the 8 sessions.

Movement

Tuesdays, Aug 21st to Oct 9th from 9:30am to 11:30am at Playzeum Yuba Sutter for ages 0 to 5 years. Had 23 children enrolled, 13 were ages 3 to 5 years and 10 were under 3. On average children attended 5 of the 8 sessions.

Dance and Drama

Tuesdays, Aug 21st to Oct 9th from 9:30am to 11:30am at Maple Park in Live Oak for ages 0-5 years. Had 9 children enrolled, 7 were ages 3 to 5 years and 2 were under 3. On average children attended 5 of the 8 sessions.

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ridays, Aug 24st to Oct 12th from 9:30am to 11:30am at Playzeum Yuba Sutter for ages 0-5 years . Had 25 children enrolled, 20 were ages 3 to 5 years and 5 were under 3. On average children attended 5 of the 8 sessions.

Q2 - Completed a total of one movement, one music, and two visual art.

Art in Live Oak had 24 children enrolled, twelve were ages 3 to 5 years and twelve were under 3. Average attendance was 6 sessions out of 8.

Art at Playzeum had 21 children enrolled, 10 were ages 3 to 5 years and 11 were under 3. Average attendance was 5 sessions out of 8.

Music had 24 children enrolled, all were under 3. Average attendance was 5 sessions out of 8.

Movement had 23 children enrolled, 11 were ages 3 to 5 years and 12 were under 3. Average attendance was 4 sessions out of 8.

Total sessions to date completed are – 72.

Q3 - Completed a total of two movement, three music, and two performing art.

Performing Arts at Playzeum on Tuesdays had 27 children enrolled, 18 were ages 3 to 5 years and 9 were under 3. Average attendance was 4 sessions out of 6.

Performing Arts at Playzeum on Thursdays in the evening had 19 children enrolled, 8 were ages 3 to 5 years and 11 were under 3. Average attendance was 3 sessions out of 6.

Music at Playzeum on Fridays for ages 0-5 had 28 children enrolled 14 were ages 3 to 5 years and 14 were under 3. Average attendance was 3 sessions out of 6.

Music at Playzeum on Thursdays for ages 0-3 had 35 children enrolled 4 were ages 3 to 5 years and 31 were under 3. Average attendance was 3 sessions out of 6.

Music at Playzeum on Thursdays for ages 0-3 had 26 children enrolled 3 were ages 3 to 5 years and 23 were under 3. Average attendance was 3 sessions out of 6.

Movement at Maple Park in Live Oak on Tuesdays had 22 children enrolled, 8 were ages 3 to 5 years and 13 were under 3. Average attendance was 3 sessions out of 6.

Movement at Playzeum on Tuesdays had 37 children enrolled, 22 were ages 3 to 5 years and 15 were under 3. Average attendance was 3 sessions out of 6.

Total sessions to date completed are – 114

Q4 – Completed a total of one movement, one music, and one art.

Music in Live Oak had 28 children enrolled, 17 were ages 3 to 5 years and 11 were under 3. Average attendance was 4 sessions out of 6.

Music at Playzeum on Tuesdays for ages 0-3 had 36 children enrolled 4 were ages 3 to 5 years and 32 were under 3. Average attendance was 3 sessions out of 6.

Art at Community Garden had 24 children enrolled, 16 were ages 3 to 5 years and 8 were under 3. Average attendance was 5 sessions out of 6.

Education Materials Development

Provide 240 participating families with educational resources.

7/1/2018
to
6/30/2019

– Record of educational resources provided.

Playzeum
ED

Q1- Examples

Visual Art
Watercolor set
Glue

Scissors

Bingo marker bottles

Children's books

Child's journal

Take home activity book

Movement

Hula Hoop

Ball

Children's books

Child's journal

Take home activity book

Music

Egg shakers

Drum

Dancing scarf

Music CD

Child's journal

Take home activity book

Dance and Drama

Loose part play tray

Children's books

Child's journal

Take home activity book

Q2 - Same materials as the past quarter.

Q3 - Same type of materials as the past quarter.

Q4 -

Music

Egg shakers

Drum

Dancing scarf

Music CD

Child's journal

Take home activity book

Visual Art
 Watercolor set
 paint markers
 Scissors
 Bingo marker bottles
 Children's books
 Child's journal
 Take home activity book

Media Activities

Execution of a marketing and outreach plan to families with preschool children through websites, social media, radio and print materials.	7/1/2018 to 6/30/2019	– <u>Outreach List</u> - Amount, date, to whom and sample of marketing strategies used (print material, website, social media and email), noted when other languages used.	Playzeum ED
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Q1- Marketing strategies executed are:

- Program brochure give out at Bright Futures, Playzeum, Marysville Peach Festival, Live Oak Festival, Nicolaus Labor Day Parade and Yuba Sutter Fair.
- Facebook postings
- Website postings
- Email to all FLIP program partners
- Email to all SCCFC list serve
- Email to all past FLIP families
- Flyer left at doors of all Mercy Housing families in Live Oak

Q2 - Marketing strategies executed are:

- Program brochure give out at Bright Futures, Playzeum, Christmas Stroll, Pumpkin Drop, Live Oak Christmas Stroll
- Facebook postings
- Website postings
- Email to all FLIP program partners
- Email to all SCCFC list serve
- Email to all past FLIP families

Q3 - Marketing strategies executed are:

- Program brochure given out at Bright Futures, Playzeum,
- Facebook postings
- Website postings
- Email to all FLIP program partners
- Email to all SCCFC list serve

- Email to all past FLIP families
- Flyer left at doors of all Mercy Housing families in Live Oak

Q4 - Marketing strategies executed are:

- Program brochure given out at Bright Futures, Children's Fair, Sutter Buttes Days, Walk and Roll and Touch A Truck.
- Facebook postings
- Website postings
- Email to all FLIP program partners
- Email to all SCCFC list serve
- Email to all past FLIP families

Objective: 4 By June 30, 2018 at least 600 families with children ages zero to five will participate in eighteen four hour play days, engaging the whole family with play-based learning activities and recreational opportunities, proving Playzeum-on-the-go exhibits, focusing on early literacy, science, hands-on art, music and physical well-being, during non-traditional working hours (evenings and weekends) throughout Sutter County at parks, community centers and/or library branches.

Activities	Activity Start & End Periods	Performance Measure or Tracking	Responsible Staff
Coordination/Collaboration Activities			
Coordination with Playzeum and sub-contractors to select play day community locations and schedule.	7/1/2018 to 6/30/2019	<ul style="list-style-type: none"> - Calendar of locations and schedule. - <u>Program Coordination Report</u> - A tracking tool recording in kind giving and type of coordination of services. 	Playzeum ED
<p>Q1- Completed eleven Community Play Days – FLIP Summer Play Days at Playzeum July 11, 18, 25 and Aug 1, 8, 15 Monday, July 30th 3pm to 7pm Art Night at Playzeum Monday, Aug 27th 3pm to 7pm Art Night at Playzeum Mon, Sept 3rd 10am to 2pm Nicolaus Labor Day Parade Sat, Sept 15th 11am - 3pm Live Oak Harvest Festival Mon, Sept 24th 3pm - 7pm Art Night at Playzeum</p>			
<p>Q2 – Completed five Community Play Days – Friday, Oct 26th 4 to 8pm Harvest Festival with Yuba City Parks and Rec Monday, Oct 29th 3pm to 7pm Art Night at Playzeum Monday, Nov 26th 3pm to 7pm Art Night at Playzeum Friday, Dec 7th 4:30pm to 8:30pm Live Oak's Small Town Holiday Celebration</p>			

Saturday, Dec 8 th	2pm to 9pm	Yuba City Christmas Stroll
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Q3 – Completed three Community Play Days -

Monday, Jan 28 th	3pm to 7pm	Art Night at Playzeum
Monday, Feb 25 th	3pm to 7pm	Art Night at Playzeum
Monday, Mar 25 th	3pm to 7pm	Art Night at Playzeum

Q4 – Completed nine Community Play Days

Thursday, April, 4 th	2pm to 6pm	Open House Public Health
Saturday, April 6 th	11am to 3pm	Touch A Truck
Saturday, April 13 th	9am to 12pm	Children's Faire
Saturday, May 4 th	11am to 3pm	Sutter Buttes Day
Thursday, May 23 rd	10am to 1pm	Bright Future
Monday, Apr 29 th	3pm to 7pm	Art Night at Playzeum
Monday, May 20 th	3pm to 7pm	Art Night at Playzeum
Thursday, June 20 th	3pm to 7pm	Concert in the Park
Monday, June 24 th	3pm to 7pm	Art Night at Playzeum

Attendance information of Art Nights at Playzeum

1/28/2019- 40 adults, 52 children, 12 infants
2/25/2019 35 adults, 53 children. 6 infants
3/25/2019 32 Adults. 34 Children, 9 Infants
4/29/2019 26 Adults, 21 children, 8 Infants
5/20/2019 6 Adults, 8 children, 3 infants
6/24/2019 Adults 25, Children 47, Infants 8

Attendance information for Summer FLIP Pop Up Days

6/4 Adults 12 Children 11, infants- 5
6/6 Adults-35, Children- 24, Infants- 7
6/11 Adults 11, Children 11, Infants 6
6/13 Adults- 21, Children 15, infants 13
6/18- Adults- 6 Children-8, infants- 1
6/20 Adults- 27, Children-26 Infants-15
6/25- Adults 8, Children 9, Infants- 1
6/27 Adults-33, Children- 24, infants-16

Attend all Bright Future events, providing information about the FLIP program.	7/1/2018 to 6/30/2019	– <u>Program Coordination Report</u> - A tracking tool recording in kind giving and type of coordination of services.	Playzeum Ed or Program Specialist
Q1- Attended 3 Bright Future events.			
Q2 – Attended 2 Bright Future events.			
Q3 – Attended 3 Bright Future events.			
Q4 - Attended 2 Bright Future events.			
Eighteen community play days (4 hours), engaging the whole family with play-based learning activities and recreational opportunities, proving Playzeum-on-the-go exhibits, focusing on early literacy, science, hands-on art, music and physical well-being.	7/1/2018 to 6/30/2019	– <u>Program Attendance</u> – Track families attending and data on percentage of returning families. – <u>Family Feedback</u> - Random online family post survey to gather event satisfaction feedback. – Record participants' demographics such as: age, ethnicity, languages spoken in the home and home community location.	Playzeum Program Specialist And Sub-contractors
Q1- Completed Community Play Days – Monday, July 30 th 3pm to 7pm Art Night at Playzeum Monday, Aug 27 th 3pm to 7pm Art Night at Playzeum Mon, Sept 3 rd 10am to 2pm Nicolaus Labor Day Parade Sat, Sept 15 th 11am - 3pm Live Oak Harvest Festival Mon, Sept 24 th 3pm - 7pm Art Night at Playzeum			
Q2 – Completed Community Play Days – Friday, Oct 26 th 4 to 8pm Harvest Festival with Yuba City Parks and Rec Monday, Oct 29 th 3pm to 7pm Art Night at Playzeum Monday, Nov 26 th 3pm to 7pm Art Night at Playzeum Friday, Dec 7 th 4:30pm to 8:30pm Live Oak's Small Town Holiday Celebration Saturday, Dec 8 th 2pm to 9pm Yuba City Christmas Stroll			
Q3 - Completed three Community Play Days - Monday, Jan 28 th 3pm to 7pm Art Night at Playzeum Monday, Feb 25 th 3pm to 7pm Art Night at Playzeum Monday, Mar 25 th 3pm to 7pm Art Night at Playzeum			
Q4 – Completed nine Community Play Days Thursday, April, 4 th 2pm to 6pm Open House Public Health			

Saturday, April 6 th	11am to 3pm	Touch A Truck
Saturday, April 13 th	9am to 12pm	Children's Faire
Saturday, May 4 th	11am to 3pm	Sutter Buttes Day
Thursday, May 23 rd	10am to 1pm	Bright Future
Monday, Apr 29 th	3pm to 7pm	Art Night at Playzeum
Monday, May 20 th	3pm to 7pm	Art Night at Playzeum
Thursday, June 20 th	3pm to 7pm	Concert in the Park
Monday, June 24 th	3pm to 7pm	Art Night at Playzeum

Education Materials Development

Provide attending families with educational resource.	7/1/2018 to 6/30/2019	– Record of educational materials given to families.	Playzeum ED
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Q1- Some examples are music and art make and take activities.

Q2 – Some examples are letters to Santa and art make and take activities.

Q3 – Only free art nights this past quarter.

Q4 – We give away logo beach balls at all community play days this last quarter.

Media Activities

Execution of a marketing and outreach plan to families with children ages zero to five, through websites, social media, radio and print materials.	7/1/2018 to 6/30/2019	– <u>Outreach List</u> - Amount, date, to whom and sample of marketing strategies used (print material, website, social media and email), noted when other languages used.	Playzeum ED
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Q1- Marketing strategies executed are:

- Program brochure give out at Bright Futures, Playzeum, Marysville Peach Festival, Live Oak Festival, Nicolaus Labor Day Parade and Yuba Sutter Fair.
- Facebook postings
- Website postings
- Email to all FLIP program partners
- Email to all SCCFC list serve
- Email to all past FLIP families
- Flyer left at doors of all Mercy Housing families in Live Oak

Q2 - Marketing strategies executed are:

- Program brochure give out at Bright Futures, Playzeum, Christmas Stroll, Pumpkin Drop, Live Oak Christmas Stroll

- Facebook postings
- Website postings
- Email to all FLIP program partners
- Email to all SCCFC list serve
- Email to all past FLIP families

Q3 - Marketing strategies executed are:

- Program brochure given out at Bright Futures, Playzeum,
- Facebook postings
- Website postings
- Email to all FLIP program partners
- Email to all SCCFC list serve
- Email to all past FLIP families
- Flyer left at doors of all Mercy Housing families in Live Oak

Q4 - Marketing strategies executed are:

- Program brochure given out at Bright Futures, Children's Fair, Sutter Buttes Days, Walk and Roll and Touch A Truck.
- Facebook postings
- Website postings
- Email to all FLIP program partners
- Email to all SCCFC list serve
- Email to all past FLIP families
- In the Nor Cal Shopper as ad of the community play days

Training/Technical Assistance Activities

Playzeum program and services responsible staff to attend professional development opportunities such as; association of children's museums annual conference.	7/1/2018 to 6/30/2019	– Record of when, what and who attended.	Playzeum ED
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Q1- None during this quarter.

Q2 - None during this quarter.

Q3 - None during this quarter. Will be attending the Research for Infant Educators in April and the Ass. For Children's Museum conference in May.

Q4 – This past quarter we attended the Research for Infant Educators in April and the Ass. For Children's Museum conference in May.



Scope of Work for April 1, 2019- June 30, 2019 – Year 5

Quarterly Report #4

Project Name: Child Development Behavioral Specialist Program

Objective 1: Provide direct services to families of children between the ages of 0-5 in Sutter County regarding healthy development, parenting tools, and understanding behavior as communication.			
Activities	Activity Start & End Periods	Performance Measure or Tracking	Responsible Staff
1.1 Coordination/Collaboration Activities			
1.1.1 Phone consultations with preschool/daycare staff will be held to obtain information regarding a child's behavior in that setting.	July 1, 2018 – June 30, 2019	All data will be tracked in the CDBS Database managed by Duerr Evaluations.	Jennifer Ybarra
Q1 – There were 3 phone consultations with preschool/daycare staff.			
Q2 – There were 3 phone consultations with preschool/daycare staff.			
Q3 – There were 5 phone consultations with preschool/daycare staff.			
Q4 – There were 6 phone consultations with preschool/daycare staff.			
<i>1.1.2 In-person consultations with preschool/daycare staff will be completed to obtain information regarding the child's behavior in that setting.</i>	July 1, 2018 – June 30, 2019	All data will be tracked in the CDBS Database managed by Duerr Evaluations.	Jennifer Ybarra
Q1 – There were 0 in-person consultation services with preschool/daycare staff.			
Q2 – There were 0 in-person consultation services with preschool/daycare staff.			
Q3 – There were 2 in-person consultation services with preschool/daycare staff.			
Q4 – There were 3 in-person consultation services with preschool/daycare staff.			
1.1.3 Case planning with other agencies will occur regarding collaborative work with the family.	July 1, 2018 – June 30, 2019	All data will be tracked in the CDBS Database managed by Duerr Evaluations.	Jennifer Ybarra

Q1 – There were 3 coordination/collaboration activity with Family SOUP.			
Q2 – There were 0 coordination/collaboration activities.			
Q3 – There were 0 coordination/collaboration activities.			
Q4 – There were 2 coordination/collaboration activities (BEST Parenting).			
1.2 Community Education Activities			
<p>1.2.1 The CDBS will provide direct services to families of children ages 0-5 who have complex behavioral issues that inhibit healthy development. This is a structured service using evidence-based assessment and interventions to improve childhood behavioral issues and may include:</p> <ul style="list-style-type: none"> • Phone consultations with the CDBS will be available for clients and non-clients to ask questions and discuss their child’s behavior. • In-person consultations between the CDBS and clients or non-clients will be used to gather information and determine future plans. • Home visits will be made once a family is determined eligible for the program and are where the majority of training and coaching will occur. • Behavior Observations may be done in the child’s preschool, kindergarten, or childcare setting to gather information regarding the child’s behavior in a variety of settings, as appropriate. • Behavior Intervention follow-ups are when the Behavior Specialist periodically calls parents to see how the intervention is progressing and to determine if the parents are practicing the skills they were taught by the Behavior Specialist. Parents can also call the Behavior Specialist with 	<p>July 1, 2018 – June 30, 2019</p>	<p>All data will be tracked in the CDBS Database managed by Duerr Evaluations.</p> <p>The TABS Screener and CBCL 1.5-5 will be used pre and post services to assess the child’s behavior and track any changes that occurred.</p> <p>Parent Evaluations of parents’ skills completed by the CDBS will be completed pre and post services to determine the effectiveness of the interventions made.</p> <p>Parents Surveys will be completed by parents who utilized the CDBS services at the end of the program to gather information from parents regarding their opinion of the program and any changes they would like to see.</p>	<p>Jennifer Ybarra</p>

questions and concerns while they are integrating the new skills into their daily life.			
Q1 – 27 home visits; 1 in-person consultation; 2 Behavior Observations (1 at school; 1 at home); 14 phone consultations (8 with clients; 6 with non-client parents); 0 Behavior Interventions			
Q2 – 1 home visits; 1 in-person consultation; 6 Behavior Observations (2 at school; 4 at home); 3 phone consultations; 0 Behavior Interventions			
Q3 – 11 home visits; 2 in-person consultation; 4 Behavior Observations (2 at school; 2 at home); 5 phone consultations; 3 Behavior Interventions			
Q4 – 28 home visits; 3 in-person consultations; 3 Behavior Observations (2 at school; 1 at home); 7 phone consultations (6 with clients; 1 with non-client parent); 0 Behavior Interventions			
<p>1.2.2 The CDBS will provide Direct services to families of children 0-3 using the Growing Great Kids Home Visiting Curriculum (GGK), which offers Parenting & Child Development modules, aimed at enhancing understanding of the needs and development of young children, while growing parenting skills for interacting with their children in ways that build self esteem, self regulation and other developmental foundations for school success. The GGK home visiting program is ongoing and may take several visits to complete depending on the family and child’s needs.</p> <p>Requirements for the GGK Program may include:</p> <ul style="list-style-type: none"> • Pregnant or less than 6 weeks postpartum • First time parent or second time parent with first child under age 3 • Under age 20 or have risk factors (i.e. lack of support system, history of depression) 	July 1, 2018 – June 30, 2019	<p>All data will be tracked in the CDBS Database managed by Duerr Evaluations.</p> <p>Parent Evaluations of parents’ skills completed by the CDBS will be completed pre and post services to determine the effectiveness of the interventions made.</p> <p>Parents Surveys will be completed by parents who utilized the CDBS services at the end of the program to gather information from parents regarding their opinion of the program and any changes they would like to see.</p>	Jennifer Ybarra
Q1 – Not started			
Q2 – Not started (2 training workshops)			
Q3 – 8 Home Visits			
Q4 – 4 Home visits			

1.2.3 The CDBS will make referrals to appropriate community resources such as Bright Futures, the Pre-School Intervention Program (YCUSD), the Infant Toddler Program through Sutter County Office of Education, Sutter-Yuba Mental Health, ALTA Regional Center, Family Soup, Head Start, State Preschool and CPS.	July 1, 2018 – June 30, 2019	All Data will be tracked in the CDBS Database and Bright Futures Database managed by Duerr Evaluations.	Jennifer Ybarra
Q1 – 4 referrals were made to agencies/resources			
Q2 – 7 referrals were made to agencies/resources (5 families)			
Q3 – 8 referrals were made to agencies/resources (5 families)			
Q4 – 7 referrals were made to agencies/resources (5 families)			
1.3 Education Materials Development			
1.3.1 The CDBS will develop an information sheet to provide to families who access services with detailed expectations and program specifics.	July 1, 2018 – June 30, 2019	This sheet will be completed and ready for use by December 31, 2015.	Jennifer Ybarra
Q1 – Completed			
Q2 – Completed			
Q3 – Completed			
Q4 – Completed			
1.4 Media Activities			
1.4.1 The CDBS will maintain the Child Development Behavioral Specialist page on the Sutter County Children and Families Commission’s website (www.sutterkids.org) and the Sutter County Public Health Division’s page (http://www.suttercounty.org/doc/government/depts/hs/ph/hs_public_health/) to keep them current with events and program information.	July 1, 2018 – June 30, 2019	The website will remain current.	Jennifer Ybarra
Q1 – Up to Date			
Q2 – Up to Date			
Q3 – Up to Date			
Q4 – Up to Date			
1.5 Training/Technical Assistance Activities			

1.5.1 One-on-one training of families on positive discipline techniques will occur during home visits.	July 1, 2015 – June 30, 2018	All data will be tracked in the CDBS Database managed by Duerr Evaluations. The TABS Screener, CBCL 1.5-5, Parent Evaluations (of parents' skills done by CDBS), and Parents Surveys will all be completed pre and post services to determine the effectiveness of the interventions made.	Jennifer Ybarra
Q1 – 27 home visits were completed to provide families training with Positive Discipline Techniques			
Q2 – 1 home visit was completed to provide families training with Positive Discipline Techniques			
Q3 – 11 home visits were completed to provide families training with Positive Discipline Techniques			
Q4 – 28 home visits were completed to provide families training with Positive Discipline Techniques			
Objective 2: Workshops and classes will be offered to parents and guardians of children ages 0-5 in Sutter County to increase the skills and/or knowledge of participants on positive discipline, child development, and other relevant topics.			
Q1 – 9/12/18 Positive Discipline Workshop @ River Valley HS (58 Participants) 9/26/18 Positive Discipline Week 1 @ CCPC (10 participants)			
Q2 – 10/3/18 Positive Discipline Week 2 @ CCPC (7 Participants) 10/10/18 Positive Discipline Week 3 @ CCPC (5 participants) 10/17/18 Positive Discipline Week 4 @ CCPC (4 participants) 10/24/18 Positive Discipline Week 5 @ CCPC (4 participants) 11/7/18 Positive Discipline Week 6 @ CCPC (4 participants) 11/14/18 Positive Discipline Week 7 @ CCPC (3 participants)			
Q3 – Positive Discipline was not held this quarter			
Q4 – 4/17/19 Positive Discipline Week 1 @ CCPC (21 Participants) 4/24/19 Positive Discipline Week 2 @ CCPC (26 participants) 5/1/19 Positive Discipline Week 3 @ CCPC (21 participants) 5/8/19 Positive Discipline Week 4 @ CCPC (17 participants) 5/15/19 Positive Discipline Week 5 @ CCPC (18 participants) 5/22/19 Positive Discipline Week 6 @ CCPC (19 participants) 5/29/19 Positive Discipline Week 7 @ CCPC (16 participants)			

Activities	Activity Start & End Periods	Performance Measure or Tracking	Responsible Staff
2.1 Coordination/Collaboration Activities			
2.1.1 Occasionally the CDBS will collaborate with other community agencies to facilitate workshops and classes for Sutter County families of children ages 0-5.	July 1, 2018 – June 30, 2019	<p>All data will be tracked in the CDBS Database managed by Duerr Evaluations.</p> <p>Sign-in sheets will be used to determine how many parents attended each workshop or class.</p> <p>Evaluation forms will be filled out by participants to measure an increase in skill and/or knowledge based on the content of the class or workshop.</p>	Jennifer Ybarra
Q1 – 3 collaboration with other community agencies to facilitate workshops/classes			
Q2 – 2 collaboration with other community agencies to facilitate workshops/classes			
<p>Q3 – 9 collaboration with other community agencies to facilitate workshops/classes</p> <p>2/07/19 BEST Parenting week 1@CCPC (5 Participants)</p> <p>2/14/19 BEST Parenting week 2@CCPC (5 Participants)</p> <p>2/21/19 BEST Parenting week 3@CCPC (4 Participants)</p> <p>2/28/19 BEST Parenting week 4@CCPC (4 Participants)</p> <p>3/07/19 BEST Parenting week 5@CCPC (4 Participants)</p> <p>3/14/19 BEST Parenting week 6@CCPC (4 Participants)</p> <p>3/21/19 BEST Parenting week 7@CCPC (4 Participants)</p> <p>3/28/19 BEST Parenting week 8@CCPC (4 Participants)</p>			
<p>Q4 – 4/11/19 BEST Parenting week 9 @CCPC (2 Participants)</p> <p>4/18/19 BEST Parenting week 10 @CCPC (4 Participants)</p>			
2.2 Community Education Activities			

<p>2.2.1 Positive Discipline 7-week Class will be held twice a year in the fall and the spring. Spanish and/or Punjabi translation will be available upon request.</p>	<p>July 1, 2018 – June 30, 2019</p>	<p>All data will be tracked in the CDBS Database managed by Duerr Evaluations.</p> <p>Sign-in sheets will be used to determine how many parents attended each workshop or class.</p> <p>Evaluation forms will be filled out by participants to measure an increase in skill and/or knowledge based on the content of the class or workshop.</p>	<p>Jennifer Ybarra</p>
<p>Q1 – 9/12/18 Positive Discipline Workshop @ River Valley HS (58 Participants) 9/26/18 Positive Discipline Week 1 @ CCPC (10 participants)</p>			
<p>Q2 – 10/3/18 Positive Discipline Week 2 @ CCPC (7 Participants) 10/10/18 Positive Discipline Week 3 @ CCPC (5 participants) 10/17/18 Positive Discipline Week 4 @ CCPC (4 participants) 10/24/18 Positive Discipline Week 5 @ CCPC (4 participants) 11/7/18 Positive Discipline Week 6 @ CCPC (4 participants) 11/14/18 Positive Discipline Week 7 @ CCPC (3 participants)</p>			
<p>Q3 – Positive Discipline was not held this quarter</p>			
<p>Q4 – 4/17/19 Positive Discipline Week 1 @ CCPC (21 Participants) 4/24/19 Positive Discipline Week 2 @ CCPC (26 participants) 5/1/19 Positive Discipline Week 3 @ CCPC (21 participants) 5/8/19 Positive Discipline Week 4 @ CCPC (17 participants) 5/15/19 Positive Discipline Week 5 @ CCPC (18 participants) 5/22/19 Positive Discipline Week 6 @ CCPC (19 participants) 5/29/19 Positive Discipline Week 7 @ CCPC (16 participants)</p>			
<p>2.3 Education Materials Development</p>			
<p>2.3.1 The CDBS will design handouts for each workshop and class to help participants retain the information being taught and to assist in the implementation process.</p>	<p>July 1, 2018 – June 30, 2019</p>	<p>The usefulness of the handouts is evaluated on the forms filled out by participants at the end of each workshop or class.</p>	<p>Jennifer Ybarra</p>
<p>Q1 – Completed</p>			
<p>Q2 – Completed</p>			
<p>Q3 – Completed</p>			

Q4 – Completed			
2.4 Media Activities			
2.4.1 The CDBS will maintain the Child Development Behavioral Specialist page on the Sutter County Children and Families Commission’s website (www.sutterkids.org) and the Sutter County Public Health Division’s page (http://www.suttercounty.org/doc/government/depts/hs/ph/hs_public_health/) to keep them current with events and program information.	July 1, 2018 – June 30, 2019	Flyers will be seen by the community and their effectiveness will be seen in the amount of people who attend.	Jennifer Ybarra
Q1 – Up to Date			
Q2 – Up to Date			
Q3 – Up to Date			
Q4 – Up to Date			

2.5 Training/Technical Assistance Activities			
2.5.1 The CDBS will attend relevant workshops and trainings to learn new ways to teach Positive Discipline and remain current on evidence-based practices.	July 1, 2018 – June 30, 2019	All data will be tracked in the CDBS Database managed by Duerr Evaluations.	Jennifer Ybarra
Q1 – 2 trainings were attended to teach Positive Discipline and remain current on evidence-based practices (Nurtured Heart Approach; coaches meeting)			
Q2 – 6 trainings were attended to teach Positive Discipline and remain current on evidence-based practices			
Q3 – 14 Trainings were attended to teach Positive Discipline and remain current on evidence-based practices			
Q4 – 13 trainings were attended (9 Napa Fellowship Program; 2 CSEFEL Leadership; 2 Building Trauma Sensitive Classrooms and Schools) and 7 Positive Discipline Workshops			
Objective 3: Train professionals in Sutter County who work with children ages 0-5 and their families on child development, current and evidence-based discipline techniques, and understanding behavior as communication.			
Activities	Activity Start & End Periods	Performance Measure or Tracking	Responsible Staff
3.1 Coordination/Collaboration Activities			
3.1.1 The CDBS will participate in the Early Childhood Education Training Collaborative to plan and facilitate an ECE conference put on by the Childcare Planning Council of Yuba and Sutter counties for childcare professionals in our area.	July 1, 2018 – June 30, 2019	All data will be tracked in the CDBS Database managed by Duerr Evaluations. Sign-in sheets will be used to determine how many participants attended each workshop or class. Evaluation forms will be filled out by participants to measure an increase in skill and/or knowledge based on the content of the class or workshop	Jennifer Ybarra
Q1 – ECE Conference not held this Quarter			
Q2 – 1 ECE Conference was attended this Quarter			
Q3 – ECE conference was not held this Quarter			
Q4 – ECE conference was not held this Quarter			

3.2 Community Education Activities			
3.2.1 Any workshops and/or classes offered by the CDBS will also be available to childcare professionals who work with children ages 0-5 in Sutter County.	July 1, 2018 – June 30, 2019	All data will be tracked in the CDBS Database managed by Duerr Evaluations. Sign-in sheets will be used to determine how many participants attended each workshop or class. Evaluation forms will be filled out by participants to measure an increase in skill and/or knowledge based on the content of the class or workshop	Jennifer Ybarra
Q1 – 9/12/18 Positive Discipline Workshop @ River Valley HS (58 Participants) 9/26/18 Positive Discipline Week 1 @ CCPC (10 participants)			
Q2 – 10/3/18 Positive Discipline Week 2 @ CCPC (7 Participants) 10/10/18 Positive Discipline Week 3 @ CCPC (5 participants) 10/17/18 Positive Discipline Week 4 @ CCPC (4 participants) 10/24/18 Positive Discipline Week 5 @ CCPC (4 participants) 11/7/18 Positive Discipline Week 6 @ CCPC (4 participants) 11/14/18 Positive Discipline Week 7 @ CCPC (3 participants)			
Q3 – Positive Discipline was not held this quarter.			
Q4 – 4/17/19 Positive Discipline Week 1 @ CCPC (21 Participants) 4/24/19 Positive Discipline Week 2 @ CCPC (26 participants) 5/1/19 Positive Discipline Week 3 @ CCPC (21 participants) 5/8/19 Positive Discipline Week 4 @ CCPC (17 participants) 5/15/19 Positive Discipline Week 5 @ CCPC (18 participants) 5/22/19 Positive Discipline Week 6 @ CCPC (19 participants) 5/29/19 Positive Discipline Week 7 @ CCPC (16 participants)			
3.3 Education Materials Development			
3.3.1 The CDBS will select, design, or adapt handouts for each workshop and training to help participants retain the information being taught and to assist in the implementation process.	July 1, 2018 – June 30, 2019	The usefulness of the handouts is evaluated on the forms filled out by participants at the end of each workshop or class.	Jennifer Ybarra
Q1 – Completed			

Q2 – Completed
Q3 – Completed
Q4 – Completed

3.4 Training/Technical Assistance Activities			
3.4.1 Topical workshops and trainings will be offered to child care providers and preschool teachers throughout each year at various locations.	July 1, 2018 – June 30, 2019	All data will be tracked in the CDBS Database managed by Duerr Evaluations. Sign-in sheets will be used to determine how many participants attended each workshop or class. Evaluation forms will be filled out by participants to measure an increase in skill and/or knowledge based on the content of the class or workshop	Jennifer Ybarra
Q1 – 0 workshops/trainings were held for child care providers/preschool teachers			
Q2 – 2 workshops/trainings were held for child care providers/preschool teachers			
Q3 – 1 workshops/trainings were held for child care providers/preschool teachers			
Q1 – 0 workshops/trainings were held for child care providers/preschool teachers			
Objective 4: Participate in community outreach activities to promote the Child Development Behavioral Specialist Program and offer assistance to families of children ages 0-5 in Sutter County.			
Activities	Activity Start & End Periods	Performance Measure or Tracking	Responsible Staff
4.1 Coordination/Collaboration Activities			
4.1.1 The CDBS will attend Bright Futures monthly and provide families with resources related to child development and parenting as well as be available for brief consultations and referrals.	July 1, 2018 – June 30, 2019	All data will be tracked in the CDBS Database and Bright Futures Database managed by Duerr Evaluations	Jennifer Ybarra
Q1 – 4 Bright Futures events were attended			
Q2 – 2 Bright Futures events were attended			
Q3 – 3 Bright Futures events were attended; serving 42 Parents			
Q4 – 2 Bright Futures events were attended			

4.2 Community Education Activities			
4.2.1 At Bright Futures and other community health fairs, the CDBS will disseminate educational pamphlets, brochures, and flyers related to parenting, child development, and behavior.	July 1, 2018 – June 30, 2019	Participant attendance and evaluations of each Bright Futures event are tracked in the Bright Futures database managed by Duerr Evaluations.	Jennifer Ybarra
Q1 – Completed			
Q2 – Completed			
Q3 – Completed			
Q4 – Completed			
4.3 Education Materials Development			
4.3.1 For each season the CDBS creates a flyer for participants who attend Bright Futures with relevant information on positive discipline and CDBS program information.	July 1, 2018 – June 30, 2019	Participant attendance and evaluations of each Bright Futures event are tracked in the Bright Futures database managed by Duerr Evaluations.	Jennifer Ybarra
Q1 – Completed			
Q2 – Completed			
Q3 – Completed			
Q4 – Completed			
Objective 5: Collaborate and participate in committees with other community agencies related to the 0-5 population in Sutter County.			
Activities	Activity Start & End Periods	Performance Measure or Tracking	Responsible Staff
5.1 Coordination/Collaboration Activities			
5.1.1 The CDBS will participate in relevant committees in Sutter County such as the Head Start Health Advisory Committee, the Bi-County Early Access Support (BEAS)	July 1, 2018 – June 30, 2019	All data will be tracked in the CDBS Database managed by Duerr Evaluations	Jennifer Ybarra

Collaborative, Early Childhood Education (ECE) Training Collaborative, and the Childcare Planning Council.			
Q1 – CDBS participated in 3 committee events (1 Child Care Planning Council; 3 BEAS; 1 Teen Parent Collaborative)			
Q1 – CDBS participated in 4 committee events (1 BEAS meeting; 1 Teen Parent Collaborative, 1 Regional Coaches meeting, and 1 Bright Futures Luncheon)			
Q3 – CDBS participated in 17 committee events (1 CSEFEL Teaching Pyramid; 3 BEAS, 1 CSEFEL Training, 9 Infant-Parent Mental Health Fellowship, and 3 Napa Infant-Parent Mental Health Fellowship)			
Q4 – CDBS participated in 3 committee events (3 BEAS)			
5.2 Community Education Activities			
5.2.1 The CDBS will work with these various organizations to educate the community on relevant information for the 0-5 population in Sutter County.	July 1, 2018 – June 30, 2019	The CDBS attendance will be tracked in meeting minutes and sign-in sheets when available.	Jennifer Ybarra
Q1 – CDBS participated in 0 community events			
Q2 – CDBS participated in 2 community events			
Q3 – CDBS participated in 0 community events			
Q4 – CDBS participated in 3 community events			
5.3 Policy Activities			
5.3.1 The CDBS will participate in committees related to children ages 0-5 in Sutter County to discuss, from a behavioral and developmental viewpoint, issues in this population.	July 1, 2018 – June 30, 2019	All data will be tracked in the CDBS Database managed by Duerr Evaluations The CDBS attendance will be tracked in meeting minutes and sign-in sheets when available.	Jennifer Ybarra
Q1 – CDBS participated in 1 policy activity (QICB meeting)			
Q2 – CDBS participated in 5 policy activity (QICB meeting, 2 SCCFC meetings, and 2 ECE Policy Council)			
Q3 – CDBS participated in 5 policy activities (QICB meeting, 2 SCCFC meetings, and 2 ECE Policy Council)			
Q4 – CDBS participated in 4 policy activities (1 QICB meeting and 3 SCCFC meetings)			

5.4 Training/Technical Assistance Activities

5.4.1 The CDBS will participate in the Early Childhood Education Training Collaborative to put on an ECE conference to educate and train childcare professionals who work with children ages 0-5 in our area.	July 1, 2018 – June 30, 2019	All data will be tracked in the CDBS Database managed by Duerr Evaluations. Sign-in sheets will be used to determine how many participants attended each workshop or class. Evaluation forms will be filled out by participants to measure an increase in skill and/or knowledge based on the content of the class or workshop	Jennifer Ybarra
Q1 – ECE Conference Not Held this Quarter			
Q2 – 1 ECE Conference Held this Quarter			
Q3 – ECE Conference Not Held this Quarter			
Q4 – ECE Conference Not Held this Quarter			

Project Name: Family SOUP Special Needs

Activities	Activity Start & End Periods	Performance Measure or Tracking	Evaluation Activity
<p>Objective 1: To provide specialized support to families as they seek to obtain services and manage the complexity that can accompany parenting a special needs child. Services include individual counseling, Sandplay therapy, parent education, Spanish language resource parent services (interpretation and translation services), and support services (referrals, case management, transportation, etc.) Which services the family receives is dependent on their individual circumstances.</p>			
<p>1.1 Services To Be Delivered</p>			
<p>1.1.1 Annually, case-managed parents will show increased self-sufficiency in overcoming the obstacles of addressing the care of their special needs child. Approximately 70 percent (plus or minus 10%) of parents will increase their overall score on the Parent Survey.</p> <p>18-19, 4th; all Parent Survey forms submitted to Duerr, 4 case studies submitted to Duerr.</p>	<p>July 1, 2018 – June 30, 2019</p>	<p>Parent Survey</p>	<ul style="list-style-type: none"> • Family SOUP staff will ask parents to complete the Parent Survey at the beginning of services and as needed until services have ended or when the case status has changed from case managed to non-case managed. • Family SOUP Staff will submit the forms on a periodic basis to DER during the contract year. • Family SOUP staff will provide DER with four Case Studies of case managed families to demonstrate the types of families seen by staff and the array of services and support they receive. Case Studies should be submitted in June of each year. • DER will enter, analyze, and include results of the above data in annual evaluation report.

<p>1.1.2 Annually, 70 percent of case-managed families will successfully complete some goals, and 50 percent will successfully complete all of the goals.</p> <p>18-19, 4th; database is completed for 18-19 year</p>	<p>July 1, 2018 – June 30, 2019</p>	<p>Family SOUP online database</p>	<ul style="list-style-type: none"> Family SOUP staff will track the number of goals parents complete in the Family SOUP online database. DER will review and summarize results in annual evaluation report.
<p>1.1.3 Annually, provide case managed services to between 20-30 families.</p> <p>Annually, provide non-case managed services 95 to 105 families each year.</p> <p>18-19, 4th; database is completed for 18-19 year 57 Case Managed Families. 73 Non Case Managed Families.</p>	<p>July 1, 2018 – June 30, 2019</p>	<p>Family SOUP online database</p>	<ul style="list-style-type: none"> Family SOUP staff will track which families receive non-cased and case-managed services in the Family SOUP online database. DER will review and summarize results in annual evaluation report.
<p>1.1.4 Annually, case managed families will acquire skills that will increase their parental resilience, social connectedness, and knowledge of parenting and child development. Approximately 70 percent (plus or minus 10%) of parents will increase their overall knowledge based on the Family SOUP Parent Assessment which is completed by staff.</p> <p>18-19, 4th: Parent Assessment scores added to database.</p>	<p>July 1, 2018 – June 30, 2019</p>	<p>Family SOUP Parent Assessment</p>	<ul style="list-style-type: none"> Family SOUP staff will assess each case managed family's progress using the Family SOUP Parent Assessment. The Assessment will be completed at the beginning of services and annually until services have ended or when the case status has changed from case managed to non-case managed. Family SOUP Staff will submit the forms on a periodic basis to DER during the contract year. DER will enter, analyze, and include results in annual evaluation report.
<p>1.2 Coordination/Collaboration Activities</p>			
<p>1.2.1 Family SOUP will attend 12 Bright Futures events per year to assist with child development screening and referrals for assessment services and other resources.</p>	<p>July 1, 2018 – June 30, 2019</p>	<p>Family SOUP database</p>	<ul style="list-style-type: none"> Family SOUP staff will track their attendance at Bright Futures in the Activities Tracking section of Family SOUP online database. DER will report attendance in annual evaluation report.
<p>18-19, 4th: Family SOUP attended 2 BF events.</p> <p>1.2.2 Family SOUP will attend six Bi-County Early Access Support Collaborative meetings to share resources and improve access to services for families of children ages 0-5 in Sutter and Yuba counties.</p>	<p>July 1, 2018 – June 30, 2019</p>	<p>Family SOUP database</p>	<ul style="list-style-type: none"> Family SOUP staff will track their attendance at Early Access Support Collaborative meetings in the Activities Tracking section of Family SOUP online database. DER will report attendance in annual evaluation report.

<p>18-19, 4th: Family SOUP attend 3 BEAS meetings, 1 Tri-County 0-3 Steering Committee meeting, 1 Head Start Health Advisory Committee mtg., 2 PALS Planning Mtgs., 2 Interagency Coordinating Council mtgs. & 1 ADR Cadre meetings.</p>			
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<p>1.2.3 Family SOUP will attend 10-20 Child Care Planning Council meetings to improve the quality of and access to early education and care for children ages 0-5 in Sutter, Yuba, and Colusa counties. 18-19, 4th: Family SOUP attended 2 CCPC meetings this quarter.</p>	<p>July 1, 2018 – June 30, 2019</p>	<p>Family SOUP database</p>	<ul style="list-style-type: none"> Family SOUP staff will track their attendance at Child Care Planning Council meetings in the Activities Tracking section of Family SOUP online database. DER will report attendance in annual evaluation report.
<p>1.3 Community Education Activities</p>			
<p>1.3.1 Family SOUP will attend 2-3 community health fairs per year to inform the community about programs and services. 18-19, 4th: Family SOUP attended 2 community fairs (CCPC Children’s Fair & Park Ave. Elementary Open House)</p>	<p>July 1, 2018 – June 30, 2019</p>	<p>Family SOUP database</p>	<ul style="list-style-type: none"> Family SOUP staff will track their attendance at community health fairs in the Activities Tracking section of Family SOUP online database. DER will report attendance in annual evaluation report.
<p>1.3.2: Family SOUP will provide 2 IEP trainings to parents and 2 trainings to educators in collaboration with the ADR Cadre 18-19, 4th: None were provided this quarter.</p>	<p>July 1, 2018 – June 30, 2019</p>	<p>Family SOUP database</p>	<ul style="list-style-type: none"> Family SOUP staff will track their attendance at the IEP trainings in the Activities Tracking section of Family SOUP online database. DER will report attendance in annual evaluation report.
<p>1.4 Media Activities</p>			
<p>1.4.1 Family SOUP will maintain a website and Facebook page to promote programs, services, information, and resources for families of children with special needs. 18-19, 4th: Facebook reached: 26,315 Website views: 3010</p>	<p>July 1, 2018 – June 30, 2019</p>	<p>Family SOUP will track number of hits to website page and friends on Facebook page.</p>	<p>Family SOUP Staff</p>
<p>1.5 Policy Activities</p>			

<p>1.5.1 Family SOUP will attend policy meetings that pertain to families of children ages 0-5 with special needs 12 times per year.</p> <p>18-19, 4th: Family SOUP attended 12 policy meetings; 1 Tri-County 0-3 Steering Committee meeting, 1 ADR Cadre, 2 CCPC, 1 Sutter County CAC, 1 Medi-Cal Collaborative, 1 Family Empowerment Disability Council, 1 Regional Advisory Council, 1 Health Department Needs Assessment, 1 SCCFC mtg., 1 SCCFC Focus Group meeting & 1 CAPTAIN mtg.</p>	<p>July 1, 2018 – June 30, 2019</p>	<p>Family SOUP database</p>	<ul style="list-style-type: none"> • Family SOUP staff will track their attendance at policy meetings in the Activities Tracking section of Family SOUP online database. • DER will report attendance in annual evaluation report.
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Project Name: Family SOUP Special Needs Project

Objective 2: To provide group assistance to families to augment their individualized services by providing support, skill building, and increased knowledge as they relate to boosting the confidence and support to the families with children with special needs.			
Activities	Activity Start & End Periods	Performance Measure or Tracking	Responsible Staff
Services To Be Delivered			

<p>2.1.1: Sibling Support/Activity Family SOUP will offer two, four-session support and activity groups per year to siblings of children with special needs to provide emotional support, build friendships, and process the challenges of having a sibling with special needs.</p> <p>2018-2019 4th - 4 sessions</p>	July 1, 2018-June 30, 2019	Sibling Support/Activity groups will be tracked in the online Family SOUP database.	<ul style="list-style-type: none"> Family SOUP staff will track attendance at the Sibling Support/Activity group in the Activities Tracking section of Family SOUP online database. DER will report attendance in annual evaluation report.
<p>2.1.2: Autism Support/Information Family SOUP will offer ongoing support and information groups to caregivers of children with Autism to provide emotional support, information, and resources to increase coping skills. Groups meet once a month for 9-10 months per year.</p> <p>2018-2019 4th- 3 meetings</p>	July 1, 2018-June 30, 2019	Autism Support/Information groups will be tracked in the online Family SOUP database.	<ul style="list-style-type: none"> Family SOUP staff will track attendance at the AD/HD Support group in the Activities Tracking section of Family SOUP online database. DER will report attendance in annual evaluation report.
<p>2.2 Activities for Young Children with Special Needs and Their Families</p>			

<p>2.2.1: Special Movie Showings Family SOUP will arrange for special movie showing at local theater for children with special needs which includes lower volume, dim lighting, no previews or commercials, and freedom to make noise and move around as needed. One to two times per year; arranged by Family SOUP staff.</p> <p>2018-2019 4th– 1 movie showing Toy Story 4 – 54 individuals</p>	<p>July 1, 2018-June 30, 2019</p>	<p>Activities for Young Children will be tracked in the online Family SOUP database.</p>	<ul style="list-style-type: none"> Family SOUP staff will track attendance at Special Movie Showings in the Activities Tracking section of Family SOUP online database. DER will report attendance in annual evaluation report.
<p>2.2.2: Music Classes Family SOUP will offer music classes to young children with special needs to improve focus, expand communication, build responses to sensory experiences, promote movement, and increase participation in group activities. Two, six-session series per year; arranged by Family SOUP staff.</p> <p>2018-2019 4th– 5 classes from the first session</p>	<p>July 1, 2018-June 30, 2019</p>	<p>Activities for Young Children will be tracked in the online Family SOUP database</p>	<ul style="list-style-type: none"> Family SOUP staff will track attendance at Music Therapy in the Activities Tracking section of Family SOUP online database. DER will report attendance in annual evaluation report.
<p>2.2.3: Lego Club Family SOUP will offer children with their parents' opportunities to play with Legos in a group setting to promote parent-child relationships in a stress-free environment. No cell phone usage allowed. Four days in the summer; arranged by Family SOUP staff.</p> <p>2018-2019 4th - 4 meetings</p>	<p>July 1, 2018-June 30, 2019</p>	<p>Activities for Young Children will be tracked in the online Family SOUP database.</p>	<ul style="list-style-type: none"> Family SOUP staff will track attendance at the Lego Club in the Activities Tracking section of Family SOUP online database. DER will report attendance in annual evaluation report.
<p>2.3 Coordination/Collaboration Activities</p>			
<p>2.3.1: Family SOUP will collaborate with Yuba College Foster Kinship Care Education to offer Autism support/information groups once a month for 9-10 months.</p> <p>2018-2019 4th– 3 meetings</p>	<p>July 1, 2018-June 30, 2019</p>	<p>Activities for Young Children will be tracked in the online Family SOUP database.</p>	<ul style="list-style-type: none"> Family SOUP staff will track attendance at the Autism Support/ Information groups in the Activities Tracking section of Family SOUP online database.

<p>2.3.2: Family SOUP will collaborate with Salvation Army to provide ASQ-SE by appointment at the Depot for 0-5</p> <p>2018-2019 4th- none</p>	<p>July 1, 2018-June 30 2019</p>	<p>Activities for Young Children will be tracked in the online Family SOUP database.</p>	<ul style="list-style-type: none"> • DER will report attendance in annual evaluation report. • Family SOUP staff will track numbers of ASQ-SE's completed in the Activities Tracking section of Family SOUP online database. • DER will report attendance in annual evaluation report.
<p>2.3.3: Family SOUP will collaborate with Yuba College Foster Kinship Care Education to offer Lego Club once a year in the summer.</p> <p>2018-2019 4th- 4 meetings</p>	<p>July 1, 2018-June 30, 2019</p>	<p>Activities for Young Children will be tracked in the online Family SOUP database.</p>	<ul style="list-style-type: none"> • Family SOUP staff will track attendance at the Lego Club in the Activities Tracking section of Family SOUP online database. • DER will report attendance in annual evaluation report.
<p>2.3.4: Family SOUP will collaborate as a member of the Alternative Dispute Resolution Cadre to promote stronger relations, understanding, and agreeable solutions, while building trust among all individuals with disabilities in Sutter County</p> <p>2018-2019 4th— 1 ADR Cadre meetings</p>	<p>July 1, 2018-June 30, 2019</p>	<p>Activities of the Cadre will be tracked in the online Family SOUP database.</p>	<ul style="list-style-type: none"> • Family SOUP staff will track attendance at ADR Cadre activities for parents in the Activities Tracking section of Family SOUP online database. • DER will report attendance in annual evaluation report.

2.4 Media Activities

2.4.1: Family SOUP will maintain a website and Facebook page to promote programs, services, information, and resources for families of children with special needs. **2018-2019, 4th ; Facebook 26,315 reached, Website views 3,010**

July 1, 2018-June 30, 2019

The number of "hits" on the website and the number of individuals "friending" the Facebook site will be report once a year in the evaluation report.

- Family SOUP staff will track the number of "hits" on the website.
- DER will report the number of "hits" in annual evaluation report.

Vignette English no name

Family was referred to FS (Family SOUP) by ACRC (Alta California Regional Center) July 2016 (mail only client). At this time the Child was 2.8 years old and had a diagnosis of Speech Delay and some delays in other developmental domains. When the child turned 3, FS contacted the Early Intervention Service Coordinator with ACRC and the child was no longer eligible for ACRC services but did qualify for Special Education Services.

Parent contacted FS March of 2018 and shared that her child was attending a blended preschool program (some of the preschoolers have a disability and the rest do not) through their school district and had an educational diagnosis of Autism. The family was very pleased with the blended program and felt their child had made great progress.

In the fall of 2018 the student started attending a SDC (Special Day Class) TK (Transitional Kindergarten) Program within their district that also included other students that were in TK through the 3rd grade. Parent contacted FS at the end of November and shared that her child refused to go to the bathroom at school, was starting to hit and kick. Parent was also very concerned about the age and grade differences as well as the varying needs and behaviors of the other students and felt her child was not making academic progress. Parent felt mainstreaming in a General Education TK class would be the most appropriate placement. IEP (Individual Education Program) team met January 2019 and agreed that the student would attend General Ed TK for 10 minutes a day with an aide.

At the beginning of March 2019 the IEP team met to discuss students mainstreaming. Student in eight weeks went from standing at the door to 10 minutes a day in the classroom. Parent expressed that she wanted her child to be mainstreamed the whole day in TK with an aide. The team agreed that the student needs to be in one place and to the change of placement. The Program Specialist let the parent know that it would take up to a week to hire an aide. The supports for the student also included a behaviorist, speech therapist and occupational therapist.

The team met in June 2019 to determine placement for Kindergarten. It was decided that the student would be mainstreamed in General Ed Kindergarten and to continue with an aide. Student, teacher and aide will receive support from the behaviorist as well as speech and occupational therapy services. Learning Center teacher will provide push in services 30 minutes each day for Math and ELA. The team will meet for a 30 day review to discuss placement and supplemental aides and instruction.

Family was interested in ABA (Applied behavior Analysis) services for their child but the child needed a medical diagnosis of Autism in order for their insurance to cover the cost. Parent contacted FS July of 2018 and shared that their insurance will not pay for ABA services since the insurance company is out of New York. FS shared that ACRC has a Medical Waiver available and if they qualify for ACRC services they can request this waiver and their child will qualify for Medi-Cal which will cover ABA services. Gave ACRC intake number to parent. Parent contacted FS at the end September of 2018 and shared her frustration with the intake process at ACRC. FS had parent sign exchange of information form and FS contacted the supervisor of intake at ACRC. The Supervisor at ACRC let FS know that they are waiting for an opening with a psychologist and unfortunately there was nothing he could do to speed up the process and suggested the parent contact intake frequently to check on things. Parent contacted FS the next day and shared that ACRC intake contacted them and that they are scheduled to see a psychologist with ACRC middle of October. November 2018 Child did qualify for ACRC and the Medical Waiver.

Vignette – English No name

Youngest child in family is 15 months old. Parent called to request help for her 7 year old daughter with up-coming school meeting to evaluate her daughter for Section 504 evaluation and possible accommodations. Family SOUP provided an intake and agreed to support the family in the school setting.

To qualify for Section 504 the student has to have a disability and in this case child had been diagnosed with autism by the MIND Institute as a toddler.

The 504 team reviewed the special educational record from 3 previous schools. As a preschooler at school A the student received extensive special education services for speech and language, gross and fine motor, and adaptive physical education. Before transitioning to kindergarten a full evaluation was provided to determine if the student still qualified for special education services. The IEP team determined the child did not qualify for special education under the autism criteria using a single assessment called the CARS – Childhood Autism Rating Scale. Low cognition scores did not appear to qualify the student under intellectual disability or learning disability. The student was exited from special education by school A.

Subsequently student attended school B and school C without special education supports or identification as a student with exceptional needs.

School D where the student is currently enrolled was observed to lack attention and focus during class time. Was not able to make adequate progress in intervention programs due to excessive school absences. Student is displaying multiple behaviors related to autism and anxiety. Due the student's medical diagnosis of autism the student qualified for Section 504; however Family SOUP advocated for a full assessment to determine if absences from school or processing deficits such as attention, auditory or visual processing or behaviors related to autism were adversely affecting academic achievement and how to best address any deficits based on the testing results.

School D team agreed to assess the student in the fall of 2019. Parent agreed. With Family SOUP help parent will submit a letter to the school district requesting full assessment because assessments are approved at the district level.

To address the multiple absences due to illnesses the family will be considering dietary changes that may be affecting the immune system as there is a history of auto-immune system diseases in the family.

The Autism Support Group was offered as a resource. Follow-up will include quarterly contacts, Family SOUP mailings such as the NOISE! newsletter, MCHAT (Modified Checklist for Autism in Toddlers) screener for the younger child, and attendance at school meetings.

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Spanish speaking family

In October 2018 Family SOUP received a referral from an Early Intervention service coordinator for a thirty month old child whose Spanish speaking parents needed guidance and preparation for her transition from an Individual Family Support Plan (IFSP) to an Individualized Education Program (IEP).

It took a couple calls until finally I was able to connect with mom. Mom was surprisingly very open to sharing about her child's services; speech & language, occupational therapy & child development home visits. This parent also shared her struggle to get her child assessed. Mom has 3 kids, so she knew that some her child's behaviors were atypical. She tried numerous times to get her child referred for assessments, but the child's pediatrician kept telling mom "don't worry, it's normal". He never listened to her concerns. It wasn't until mom enrolled child in migrant early head start, that teachers began to notice the child's delays. This program referred mom to Early Start. At that time, the child only had 8 words and did not socialize or play with others. I talked to her about the transition from an Individual IFSP to an IEP. I told her about the timelines and that in either Dec. or January, assessments by the Preschool Intervention Program (PIP) would start and an initial IEP would happen before her child turned 3 years old. I offered to help through this process and attend the upcoming meetings.

In mid- December, mom invited me to her child's IFSP. It was a home visit with other professionals to review the assessment process through PIP & Alta California Regional Center (ACRC). Mom's greatest concerns were speech and language delays, an autism diagnosis & school placement. I explained to mom that an initial IEP should be taking place before child turned three, to review the report and then determine child's placement.

An initial IEP was held in early March and child was referred to the County Program. I advised mom to visit the program before agreeing to the IEP and I also explained another meeting would take place in 30 days after starting school. Mom wants child to attend both Head Start & the Special Day Class (SDC). Mom invited me to visit the school with her, because she felt comfortable having Family SOUP by her side and mentioned we gave her confidence to ask questions. Mom was hesitant to put child on the school bus, because of the child's young age. I took this opportunity to share my story when my boys were three years old in a SDC and had to ride the school bus. My story helped ease mom's concerns.

By the end of April, we had the child's 30 day review. Mom was very pleased with the County SDC placement and felt her child had adapted very well to the school routine.

In early May, I assisted parent connect with E Center Head Start. She tried to connect with them first, but was getting nowhere. When I followed-up, I was informed the child had been accepted and was told parent needed to provide a copy of the IEP. I gave mom the good news about E Center. During this time, mom also invited me to the initial Individual Program Plan (IPP) at ACRC.

Mom is very involved with her child's education and is eager to learn about her child's disability. She borrowed two books from our lending library to help her get started. I also directed her to websites about autism. Mom is very pleased with child's current school placement. Her child's behaviors are improving and is learning how the family can best support the child's progress.

Vignette – English No name

Youngest child in family is 3 years old. Grandparent called to request help for her 11 year old granddaughter to have her assess for special needs. Grandparent is legally raising her granddaughters since mother is incarcerated and children have a no contact with mom. Grandmother stated that her 11 year old has been on school intervention but nothing has seem to help and her behavior was only getting worse. Family SOUP provided an intake and agreed to support the family. While conducting the intake it was evident that the youngest child also needed help with behaviors at home and grandparents also need help with her. Grandparent agreed to have the youngest grandchild participate in Sandplay therapy.

To qualify for special education services or a 504 Plan, Family SOUP helped grandmother write a letter of request and she submitted it to the school psychologist. A meeting was held were Family SOUP attending to support grandmother and an assessment plan was offered and signed.

Student has attended school without special education supports or identified as a student with exceptional needs, but have had multiple SST meetings throughout her educational years.

For the youngest child; she has continue on weekly Sandplay therapy to help her with her impulsiveness, defiant behaviors, and emotional sensitivity. Child enjoys and is a willing participant to the therapy.

Family SOUP continues to work with this family for both grandchildren.

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July 11, 2019
Fiscal Year 2019-2020

	July 11	Fiscal Year to Date
Total Number of Children Screened	11	11
# of walk in participants	10	10
# of no shows	0	0
# of scheduled children	1	1
# of Butte County children	0	0
# of Yuba County children	0	0
Referrals	5	5
School Readiness	0	0
Dental	2	2
Speech	2	2
Positive Discipline	0	0
Hearing	0	0
Health	0	0
Learning Skills	1	1
Motor Skills	0	0
Vision	0	0
Nutrition	0	0



July 18, 2019
Fiscal Year 2019-2020

	July 18	Fiscal Year to Date
Total Number of Children Screened	65	76
# of walk in participants	65	75
# of no shows	0	0
# of scheduled children	0	1
# of Butte County children	0	0
# of Yuba County children	0	0
Referrals	25	30
School Readiness	0	0
Dental	4	6
Speech	2	4
Positive Discipline	4	4
Hearing	0	0
Health	0	0
Learning Skills	4	5
Motor Skills	1	1
Vision	10	10
Nutrition	0	0



**August 22, 2019
Fiscal Year 2019-2020**

	August 22	Fiscal Year to Date
Total Number of Children Screened	7	83
# of walk in participants	6	81
# of no shows	0	0
# of scheduled children	1	2
# of Butte County children	0	0
# of Yuba County children	1	1
Referrals	4	34
School Readiness	0	0
Dental	0	6
Speech	4	8
Positive Discipline	0	4
Hearing	0	0
Health	0	0
Learning Skills	2	7
Motor Skills	0	1
Vision	0	10
Nutrition	0	0