



ANNUAL EVALUATION REPORT 2022-23

Sutter County Children & Families Commission



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Headline Findings 2022-23

Sutter County Children and Families Commission (SCCFC) has four strategic goals for children and families in Sutter County: *Improved Family Functioning, Improved Child Development, Healthy Children and Families, and Improved Systems of Care*. These four goals support the vision of SCCFC that “All children in Sutter County will have optimal health, be nurtured, and prepared to succeed.” This year, the evidence-based and innovative programs supported by SCCFC continued to deliver meaningful and engaging services, supporting families in their journeys, and enriching the lives of many Sutter County children. The highlights from the evaluation of these services’ performances are presented below, organized by the four goals and tied to each goal’s direct outcomes.

Profile of Families Served

Reach



- **The SCCFC continued to have broad reach across the county.** Services were provided to 16,394 children and over 16,412 caregivers (duplicated across programs). This is an increase from 7,450 children and 7,670 caregivers served in the prior year (duplicated). One-third (58%) were ages 0-2 years, and the rest were ages 3-5 years.
The program with the widest reach of children was Ready4K (2,356 children), followed by Dolly Patron Imagination Library (1,735 children), both counts unduplicated.

Improved Family Functioning

Countywide trends

- In 2021, 17% of Sutter County children ages 0-5 years lived in **poverty**, which is just above the California estimate of 16%, although the prevalence of housing insecurity, at 35%, was above the 2030 Healthy People target of 26%.
- The rates of **child maltreatment**, at six per 1,000 children, were below the 2030 Healthy People target of eight per 1,000 children, although allegation rate increased to 50 per 1,000 children, surpassing the statewide rate of 46 per 1,000 children.

Families strengthen protective factors and resilience

- **The Newcomer Program** served 168 individuals from 26 families, who received 26 care-coordination services and 76 referrals.
- **Blue Shift Conference** engaged 53 providers in learning how to identify and assist mothers affected by perinatal maternal anxiety and depression.
- **CalINSPIRE Provider Outreach and Education** efforts brought 18 presentations and technical assistance services to five clinics to assist them with screening and referrals.

Families of children with behavioral and other special needs are supported

- **Child Development Behavioral Specialist (CDBS)** program provided **assessments** and **early intervention and case management services** to 22 families with children with difficult behavior and/or special needs. CDBS further helped caregivers adjust their parenting approaches through **parent and provider education** by hosting 41 Positive Discipline workshops attended by over 100 parents and created 10 library instructional videos that received 3,280 views.
- **Family SOUP** provided support services to 77 families, with duplicated counts showing 341 children and 559 caregivers engaged in 31 sensory playgroups, 12 community support groups, and two community education workshops. Additionally, 75 children and

72 families received individualized system navigation supports, while 30 children and 29 families received intensive case management services.

Parents have access to knowledge and resources to meet their child’s health and developmental needs

- **Kits for New Parents** were distributed to 3,706 new and expecting Sutter County parents. **Essential supplies** like formula and diapers were given out to 500 families.
- **Dolly Patron’s Imagination Library** increased book access in the home by distributing nearly 23,331 books by mail to 2,583 children ages 0-5 years, representing 33% of all county children in this age group.

Families’ social networks of support and sense of community are strengthened

- **Ready4K** provided text messaging support to parents of 2,987 children ages 0-5 years. Parents received a total of 249,352 trauma-informed care Ready4K Curriculum and Community Support Stream texts over the past year.
- **Potter the Otter: A Healthy Adventure** interactive exhibit attracted nearly 2,000 children and over 1,000 families who engaged in educational activities at the Sutter County Museum.

Improved Child Development

Countywide trends

- Fewer county children (41%) had **access to child care and early learning** settings, compared to 46% of children statewide. Similarly, fewer Sutter County children (39%) showed English Language Arts literacy than statewide (42%).

Children have access to high quality early care and education

- **Keys to Quality Program** supported 88 ECE providers from 53 Sutter County sites. This initiative helped increase the quality of care in local early care and education sites by delivering 877 hours of professional education, with access to advisors, online resources, academic, and stipend supports.
- IMPACT funds supported 27 **Stay and Play groups** to support FFN caregivers brought in 207 caregivers and 389 children.

Parents facilitate learning, so children can enter school with skills and resources needed to learn

- **SMART START Summer Bridge Program** improved kindergarten readiness skills of 102 children with no formal preschool experience.

Parents gain knowledge to meet child health and developmental needs, while strengthening social networks and sense of community

- **Families Learning in Play (FLIP) Playzeum Program** attracted 240 parents and 254 children. During 105 RIE® Guidance™, 60 School Readiness, and 54 Creative Arts classes, families engaged in fun, creative, and developmentally enriching activities with their children. Following classes, parents played, sang, and did math and science activities with their children more often and felt like they learned a lot about child development.
- **United Way Born Learning Academy** provided parenting education classes to 77 parents, while at least 20-45 families enjoyed the **Born Learning Trail** activities.

Healthy Children and Families

Countywide trends

- In 2021, 73.4% of mothers received **adequate (+) prenatal care**, falling short of the 80.5% Healthy People 2030 target. The prevalence of low-birth weight remained at around 7%, comparable to statewide rates. Similarly, the county rate of in-hospital **exclusive breastfeeding** (69.8%) was comparable to the statewide rate (69.2%).



<p>Babies are born healthy, and mothers are provided perinatal/breastfeeding support</p>	<ul style="list-style-type: none"> • Healthy Families Home Visitation Program conducted 91 home visits with 38 mothers and 32 children who received 97 screens for maternal depression and child development. The program distributed safe baby educational materials to 847 new parents through 10 community outreach events and the birthing center rounds.
<p>Children’s physical and oral health needs are identified and addressed through parent education and access to resources and early intervention services</p>	<ul style="list-style-type: none"> • Sutter County children were more likely to have the recommended well-child checks (73-88%) than statewide (26-63%). Similarly, Sutter County showed better performance on the use of preventive oral health services, with 44% of county children having annual dental visits, compared to 34% statewide. The SCCFC Oral Health Services administered oral health assessments to 175 children while at least 177 parents accessed oral health education.
<p>Children’s developmental needs are identified and addressed through early intervention</p>	<ul style="list-style-type: none"> • Help Me Grow (HMG) Sutter provided 323 children with 990 developmental screenings and referrals. Over half of the children met all developmental milestones. Additionally, 180 families referred to HMG received care coordination services.
<p>Children and families have access to safe, healthy recreational activities</p>	<ul style="list-style-type: none"> • Mindful Youth Adventures transitioned from educational videos (139 views) to in-person activities, which were enjoyed by 192 parents and 601 children. Families learned about mindfulness and strengthened their social networks.
<p>Children are kept safe and injury free</p>	<ul style="list-style-type: none"> • South Sutter Recreation Area Swim Safety Program engaged 71 infants and toddlers and 63 parents in swimming classes. The curriculum promoted wellness, health, and public safety through water safety education for parents. It included practical skills like floating, submerging, and kicking skills for children in preparation for advanced swim lessons. • SCCFC Safety and Injury Prevention programs included four life vest loaner stations and the Child Passenger Safety Program, which provided free car seats and installation, traffic safety education, and training to 302 children, 819 parents, and 74 providers.

Improved Systems of Care

<p>Families have the information and support they need to access the early childhood system of care</p>	<ul style="list-style-type: none"> • To provide families with the information and resources needed to support family resilience and child access to services, SCCFC partnered with multiple agencies, holding nearly 40 community outreach events, attended by over 2,000 families. • The SCCFC media outreach campaigns reached over 110,000 families. These activities aimed to support family and community engagement, facilitate health and development of children, and increase professional development opportunities for providers.
<p>Early childhood systems are strengthened, integrated, and sustained</p>	<ul style="list-style-type: none"> • The Network of Care Collaborative continued to develop the new community crisis response program, Handle of Care. The program was initiated to help children of parents involved with law enforcement to buffer toxic stress response. The collaborative signed the MOU and began implementing the new FOCUS app for First Responders. • An online referral platform FindHelp gained traction as the website’s use more than doubled since last year, with 1,399 users, 2,660 searches, and 180 referrals.
<p>Early childhood resources, services, and supports are sustained with legislation and policy</p>	<ul style="list-style-type: none"> • Home Visiting Systems Coordination efforts continued to support the Bi-County Home Visitation Collaborative and the Professional Learning Communities, which offered six trainings and monthly coaching sessions to 32 bi-county providers. The Commission also continued engagement in the Regional Collaborative, completing the implementation plan for Sonoma County.

Introduction

SUTTER COUNTY CHILDREN AND FAMILIES COMMISSION

The Sutter County Children and Families Commission (“SCCFC”) was established in 1999, along with 57 other First 5 County Commissions throughout California funded by Proposition 10. This voter-approved initiative created infrastructure and funding streams from tobacco tax dollars to support improved health, family functioning, and child development for families with children prenatal to five years old. Since 90% of a child’s brain is developed by age five, the purpose of SCCFC is to invest in the future of the young children and their families that live in Sutter County. For further information, visit our website at <https://sutterkids.org>.

VISION, MISSION, AND PRINCIPLES

The work of the SCCFC is guided by its Vision, Mission, and Strategic Principles, presented below. SCCFC’s vision statement describes the desired outcomes and conditions for young children in Sutter County. Its mission statement describes the way in which SCCFC will work toward this vision.

<p>Vision</p> <p>All children in Sutter County will have optimal health, be nurtured, and prepared to succeed.</p>	<p>Mission</p> <p>In partnership with the community, Sutter County Children and Families Commission coordinates services that support families to ensure that each child enters school healthy and ready to learn.</p>
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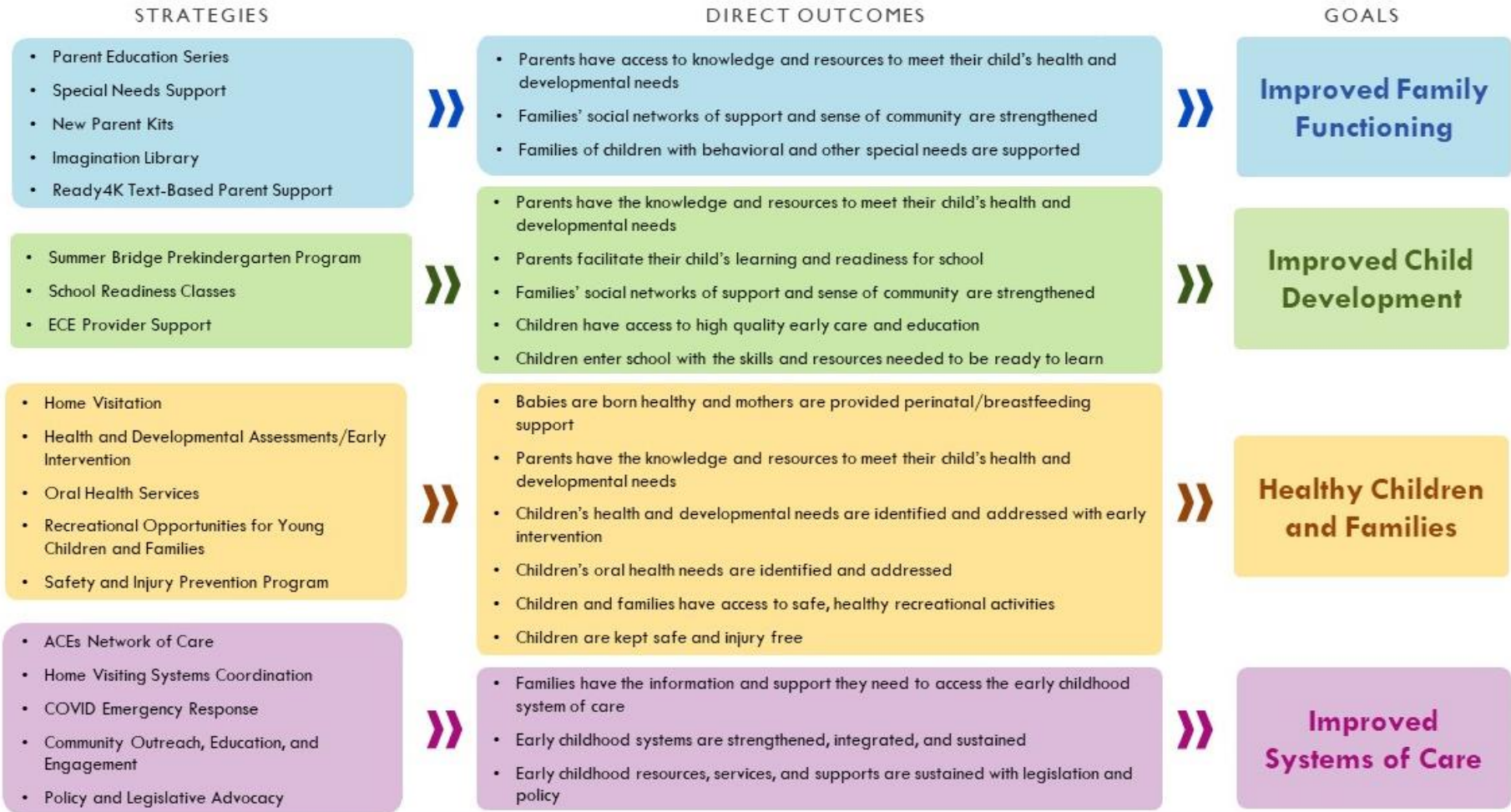
The following SCCFC’s strategic principles describe the ways in which SCCFC commits to implementing its work:

- Programs and services should be designed to benefit all Sutter County children ages 0-5 and their families.
- The proposed programs and services should avoid duplicating existing community efforts.
- All services should provide for the maximum amount of integration possible between existing programs and newly-established community services.
- All services should focus on delivery at the earliest possible point of intervention.
- All services should provide a significant impact on the lives of children and families served.
- All services will be rigorously evaluated to measure the outcomes of the services that Sutter County children and families receive.

STRATEGIC FRAMEWORK

The Strategic Framework on the following page illustrates the strategies selected for the 2020-2025 strategic plan and their contribution to the SCCFC’s desired results and goals.

Strategic Framework



Profile of Children and Families Served

TOTAL POPULATION SERVED

In FY 2022-23, SCCFC served a total of 16,394* children and approximately 16,412 caregivers*¹, engaging 578* providers, and more than doubling last year’s program reach. Figure 1 displays the number of children, caregivers, and providers served in each of the SCCFC programmatic areas.



FIGURE 1. NUMBER OF PARTICIPANTS² BY SCCFC PROGRAM

SCCFC Program	Program Area	Children	Caregivers	Providers
FAMILY FUNCTIONING PROGRAMS				
Child Development Behavioral Specialist	Behavioral Specialist / Parent Education	27	132	--
Family SOUP*	Special Needs Therapy	341	559	--
Newcomer Program	Intensive Immigrant Family Support	19	56	
Blue Shift Project Mental Health Conference	Provider Outreach and Education	--	--	74
CalINSPIRE Outreach and Education	Provider Outreach and Education	--	--	74
Ready4K	Family Literacy and Book Programs	2,987	2,987	--
Potter the Otter: A Healthy Adventure*	Family Literacy and Book Programs	1,994	1,090	44
Dolly Parton’s Imagination Library	Family Literacy and Book Programs	2,583	2,583	--
SCCFC Essential Supplies	General Family Support	725	--	--
Kit for New Parents	Family Literacy and Book Programs	3,706	3,706	--
CHILD DEVELOPMENT PROGRAMS				
YCUSD Smart Start School Readiness	Summer Bridge Program	102	102	--
Playzeum FLIP School Readiness*	School Readiness Classes	254	240	--
United Way — Born Learning Academy	Early Learning Program	102	95	--
Stay and Play (IMPACT)	Quality Early Learning Support	389	207	65
Keys to Quality (Child Care Planning Council)	Quality Early Learning Support	--	--	53
HEALTHY CHILDREN & FAMILIES PROGRAMS				
Help Me Grow*	Developmental Screenings /Referrals	558	532	--
Healthy Families Home Visitation*	Home Visiting and Education	58	971	--
South Sutter Recreation Area Swim Safety	Summer Swim Lessons	65	63	--
Mindful Youth Adventures*	General Health Education & Promotion	601	192	--
Safety and Injury Prevention Program*	General Health Education & Promotion	368	819	74
SCCFC Oral Health Services*	Oral Health Education and Treatment	175	177	--
SCCFC Community Events*	General Health Education & Promotion	2,065	1,901	172
Total		16,394	16,412	578

Source: SCCFC Quarterly Progress Reports and Persimmony workshop logs 2022-23.

¹ Note: * denotes duplicated counts, most often for participants attending workshops, events, and other community activities held in a format inhibiting providers’ ability to supply unduplicated counts.

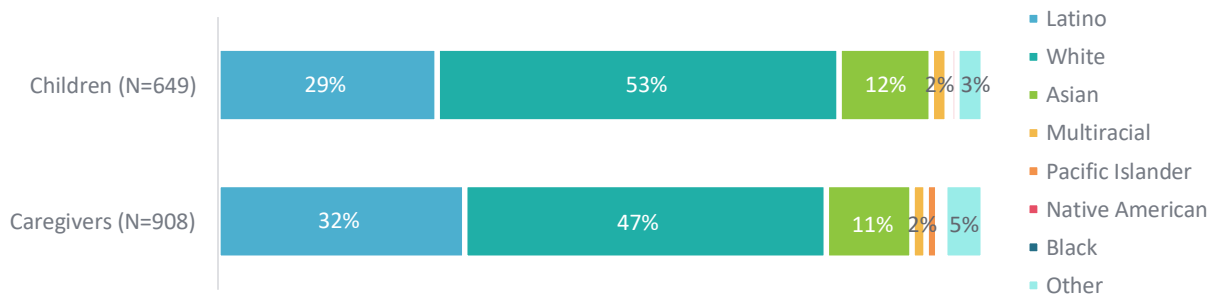
² Summary includes both OTS Car Seat Safety and Life Jackets Grants.

DEMOGRAPHICS OF PARTICIPATING FAMILIES

To the extent possible, SCCFC grantees collected basic demographic data on their participants. Of the 1,877 children for whom age was known, 34% were ages 0-2 years and 66% were ages 3-5 years. As far as language preferences, nearly 80% of 1,050 children and 71% of 1,659 caregivers for whom language data were available spoke English, whereas 9% of children and 8% of parents spoke Spanish. Other languages were preferred by 11% of children and 21% of caregivers.

The ethnicity was known for 649 children and 908 parents. As presented in Figure 2, most children and parents identified as White (47% of parents, 53% of children); followed by Hispanic or Latino (32% of parents, 29% of children), and Asian (11% of parents and 12% of children). Additionally, a minority of SCCFC families were Multiracial (2% of parents and children); Native American or Alaska Native (1% of children and parents); or other (5% of parents and 3% of children). Finally, three caregivers identified as Black, and another three caregivers and three children represented Native Hawaiian or Pacific Islander group.

FIGURE 2. PERCENT OF CHILDREN AND PARENTS BY ETHNICITY



Source: SCCFC Quarterly Progress Reports and workshop logs 2022-23.

Note: percent Native American, Black, and other ethnicities are not shown due to very small values of 1% or less.



Goal 1 — Improved Family Functioning

OUTCOMES	<ul style="list-style-type: none"> Families’ social networks of support and sense of community are strengthened. Families of children with behavioral and other special needs are supported. Parents have access to knowledge and resources to meet their child’s health and developmental needs.
PROGRAMS	<ul style="list-style-type: none"> Child Development Behavioral Specialist Family SOUP (Special Needs Support) SCCFC Essential Supplies and Kits for New Parents Newcomer Program (New Immigrant Family Support) Blue Shift Maternal Mental Health Conference MCAH Provider Outreach and Education Ready4K Text Messaging App Potter the Otter: A Healthy Adventure Family Literacy Event Resources Provided to Families Dolly Parton’s Imagination Library Kit for New Parents and Essential Supplies

COMMUNITY-WIDE TRENDS

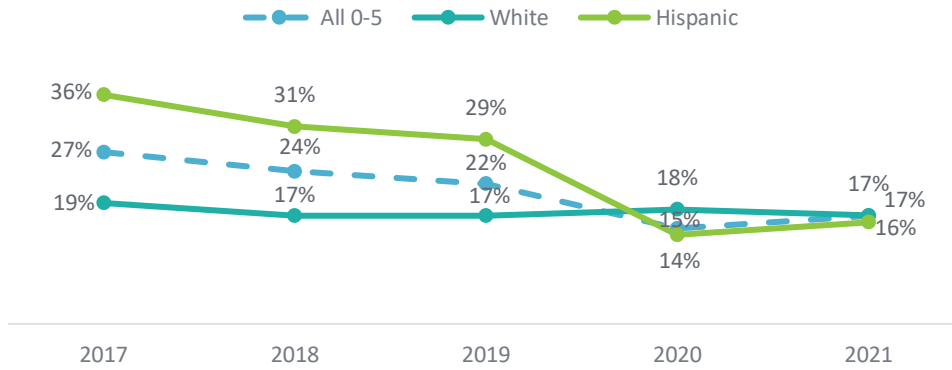
Data about Sutter County families reflect the generally positive trends in families’ economic security and child safety and well-being, while also highlighting the ways that SCCFC and partners can continue supporting families.

Childhood Poverty. As of 2021, 17% of Sutter County children under the age of five years lived below the Federal Poverty level (FPL), which was \$27,479 for a family of two adults and two children (based on Census Data. Poverty Thresholds, 2021). This is a two percent increase compared to the previous year. The prevalence of poverty in Hispanic children also increased by two percent, from 14% in 2020 to 16% in 2021 (7%; see Figure 3). Overall, Sutter County’s poverty rate of 17% for children 0-5 years of age was slightly higher than the 16% CA prevalence rate³.

³ US Census Bureau. American Community Survey (ACS). Tables B17020. Poverty Status in the Past 12 Months by Age. 2021. Five-year estimates.



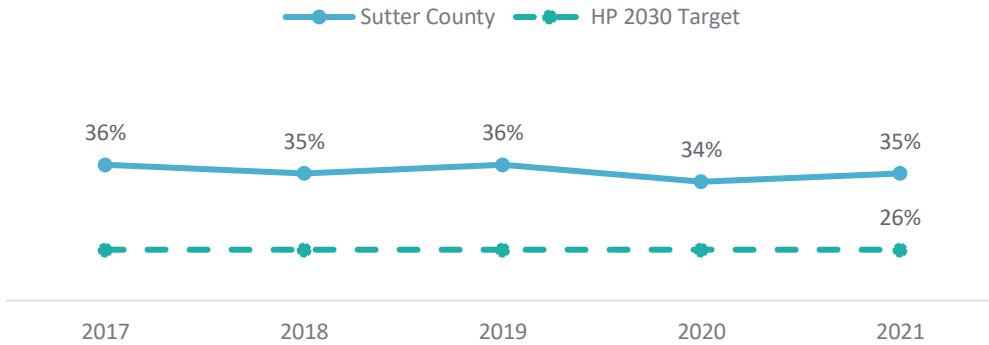
FIGURE 3. PERCENT OF CHILDREN 0-5 LIVING IN POVERTY IN SUTTER COUNTY



Source: US Census, American Community Survey, five-year estimates.

Housing Insecurity. In 2022, housing insecurity continued to be an issue. The proportion of families spending more than 30% of their monthly budget on housing remained between 34% and 36% over the last five years (see Figure 4). Affordable housing, defined as the cost of mortgage or rent at or below 30% of a monthly household income, was attainable for 65% of Sutter County families; 35% of Sutter families were housing-insecure, significantly higher than the 26% Healthy People 2030⁴ objective.

FIGURE 4. PERCENT OF HOUSEHOLDS PAYING MORE THAN 30% FOR HOUSING IN SUTTER COUNTY



Source: US Census, American Community Survey, five-year estimates.

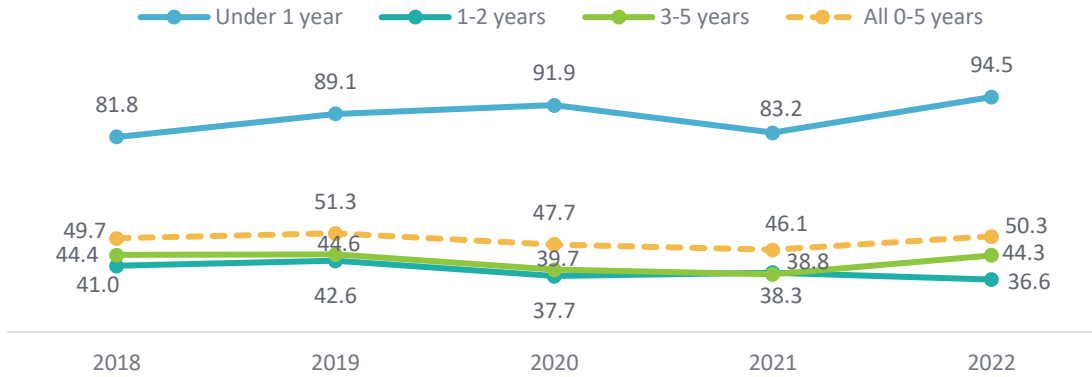
Child Maltreatment. Child abuse **allegations** increased the most (from 83 to 94 per 1,000) in the historically highest age group of children under age one year. Other age groups showed little or no change. For the 0-5 age group, the rate of child abuse allegations slightly increased, from 46 to 50 per 1,000 children, in total affecting 389 Sutter County children. The 2022 estimates surpassed statewide rate, which remained at 46 per 1,000



⁴ U.S. Department of Health & Human Services. Secretary’s Advisory Committee on National Health Promotion & Disease Prevention Objectives for 2030.

children⁵. Additionally, between 23 and 28 children⁶ ages 0-5 entered foster care in 2020-21, doubling the entry rate of 12-17 for the previous year⁷.

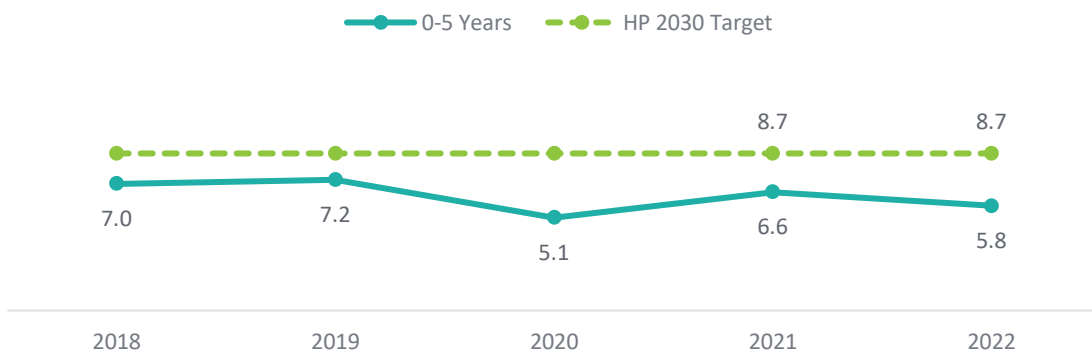
FIGURE 5. INCIDENCE OF CHILD MALTREATMENT ALLEGATIONS IN SUTTER COUNTY (PER 1,000 CHILDREN, AGES 0-5)



Source: California Child Welfare Indicators Project (CCWI). Child Maltreatment Allegation Rates Dashboard. Years: 2018-2022.

The rate of **substantiations** was lower in 2022 than 2021. The current rate of six per 1,000 children is below the Healthy People 2030 Objective⁸ of nine children per 1,000. It is also the lowest prevalence rate across the past five years, not counting the pandemic year (2020), when low rate of substantiations was likely tied to low contact between children and providers serving as mandated reporters. Child maltreatment has many roots, including lack of understanding of child development and lack of effective parenting skills – topics that are covered by the Child Development Behavior Specialist, Ready4K, and other developmental and early literacy programs supported by the SCCFC.

FIGURE 6. INCIDENCE OF SUBSTANTIATED ALLEGATIONS IN SUTTER COUNTY (PER 1,000 CHILDREN AGES 0-5 YEARS)



Source: California Child Welfare Indicators Project (CCWI). Child Maltreatment Substantiation Rates Dashboard. Years: 2018-2022.

⁵ California Child Welfare Indicators Project (CCWI). Child Maltreatment Allegation Rates Dashboard. Years: 2017-2021.

⁶ Depending on the inclusion of Jan 2020-Dec 2020 numbers for children ages 1-2 years and 3-5 years, as projections for masked values for Jan 2021-Dec 2021 for foster care entry among these age groups.

⁷ California Child Welfare Indicators Project (CCWI). Entry into Foster Care Rates Dashboard. Years: 2020-2021.

⁸ U.S. Department of Health & Human Services. Secretary’s Advisory Committee on National Health Promotion & Disease Prevention Objectives for 2030.



IMPACT OF THE SCCFC PROGRAMS

CHILD DEVELOPMENT BEHAVIORAL SPECIALIST

The Sutter County Children and Families commissions' Child Development Behavioral Specialist provided brief intensive home visiting for families with children who were exhibiting challenging behaviors that impacted or may have impacted the child's ability to succeed at school/home. The Child Development Behavioral Specialist (CDBS) also offered other community services to support and improve family functioning, such as conducting parenting education workshops for Child Welfare-referred clients; a parenting class for teen parents, - Sutter Teens excelling in Parenthood (STEP); and Positive Discipline workshop series for parents and providers. Moreover, CDBS offered professional development opportunities for early educators and lastly, co-facilitated the Bi-County Early Access Support collaborative (BEAS) meetings for multidisciplinary agency members serving children 0-5 years. As part of those meetings, the Sutter County CDBS provider and their Yuba county co-facilitator worked to compile monthly resources shared by BEAS members during each meeting in order to meeting members in order to update the Online Resource Padlet⁹.

In FY 2022-23, Child Development Behavioral Specialist reached 22 families through home-visiting and intensive case management services. Children showed improvement in difficult behaviors and anxious-depressive symptoms.

Intensive Case Management: One of the main services provided by the child development behavioral specialist was a home-based intervention for families of children ages 0-5 with complex behavioral issues that were inhibiting healthy development. This was a structured service that offered information on healthy development, understanding child behavior as a means of communication, and an array of effective parenting tools. The program relied on evidence-based assessment and intervention tools to improve child behavior and parent behavior management skills.



Of the 22 families with 27 children referred to CDBS home visiting services by CWS, preschools, Sutter County Public Health, or through self-referral, all lacked a community support system and needed help accessing basic necessities. Moreover, 77% lacked knowledge of community resources; 9% needed developmental evaluations; 5% had educational needs, and 9% social-emotional needs.

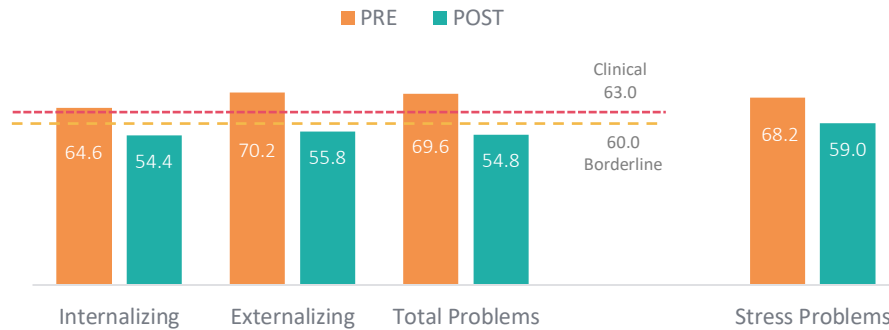
Over the FY 2022-23, these families received 58 home visits with intensive parenting education curriculum and referral services. Based on individual families' needs, providers also conducted some child observations, plan development, and assessments. Specifically, five children were assessed on the Child Behavior Checklist (CBCL) 1.5-5, and six were assessed on the Temperament and Atypical Behavior Scale (TABS) indicators.

As seen in the Figure 7 below, following program participation children moved from clinical range for *Externalizing* and *Total Problems* and from borderline scores for *Internalizing* and *Stress Problems* to scores within normal range. On TABS indicators, a total of six parents endorsed five out of 15 problem behaviors (34% "yes")

⁹ Bi-County Early Access Support Collaborative. [The Padlet Online Resource Directory](#).

they were asked about. Only one child was assessed twice, with the problem score dropping from 12 (80% “yes”) at the first assessment to five (or 33% “yes”) at the second assessment.

FIGURE 7. CHANGE IN CHILD INTERNALIZING, EXTERNALIZING, AND STRESS PROBLEMS BEFORE AND AFTER HOME VISITATIONS



Source: Child Behavior Checklist (CBCL) 1.5-5. N = 5 matched pairs. Note: For Stress Problems, Borderline score=65; Clinical=68.

Moreover, families were provided with referrals to SCCFC Parenting education and parent-child programs, such as Positive Discipline, Dolly Parton’s Imagination Library, FLIP Playzeum, Yuba F5 and Yuba City Mom Group, Potter the Otter: A Healthy Adventure event, Ready4K, Stay and Play, and Story Time. Moreover, based on individual needs, some families were referred to outside organizations, including Sutter Yuba Behavioral Health and other programs. Finally, all families received information on literacy, Transitional Kindergarten program, preschool enrollment, sensory regulation information, and other resources. By the end of the FY 2022-23, 13 families graduated from home visiting services because their goals were successfully met.

“I received a call from a mother who was upset and crying because she didn't have a car seat for her child. She expressed to me the stress that she has been under while being a single mom. I was available to lend her an ear and just listen. I let her know about the SCCFC car seat program and reached out to Pam Basi Heath Program Specialist for SCCFC and let her know about the situation. She contacted the mother and successfully installed a car seat for the child the very next day. The mother was so grateful!”

Over 60 parents participated in 39 parenting classes, showing a high level knowledge of the class topics and high satisfaction rates.

Parenting Classes: In addition to providing direct services to individual families, CDBS program also offered eight parenting series, attended by 61 (196 duplicated) CWS- and community-referred caregivers and teen parents.

Specifically, this FY CDBS held 39 classes and workshops:

- Three *Positive Discipline* series (for a total of 18 classes, attended by 41 parents; averaging 6-8 per class)
- Five *Nurturing Early Learning Program (NELP)* and *Sutter Teens Excelling in Parenthood (STEP)* series (for a total of 21 classes, attended by 20 parents; averaging 3-4 per class).

Positive Discipline parenting series of eight classes were offered to all Sutter County parents, guardians, and other family members and non-licensed caregivers. Families learned how to adjust their expectations to child’s developmental age, how to validate their child’s feelings and help regulate their emotions, how to avoid power struggles and deal with temper tantrums, and other parenting and child development topics. Following each Positive Discipline parenting class, participants completed a short quiz assessing their knowledge of the topic covered. A total of 26 parents took Positive Discipline quizzes in order to get a certificate of completion. Participants got 100% of quiz questions correct across six out of eight classes. The remaining two classes had an 83% and 67% correct rate¹⁰.

“I’m definitely going to look at meltdowns as well as any other behaviors (even my own) through a sensory lens. I’m also looking forward to the potty-training workshop that was mentioned!”



The Nurturing Early Learning Program (NELP) and Sutter Teens Excelling in Parenthood (STEP) series of six classes were offered to CWS-referred parents and parenting youth in a group format or one-on-one, as part of the home visiting curriculum. Parents learned how to build a positive attachment with their child and how their child’s temperament affects interactions, while gaining positive discipline tools and strategies to support child social-emotional competence. In the process, parents improved their understanding of child development and the effects of toxic stress on their child’s developing brain. Finally, to help their child thrive, parents were familiarized with the resources available to them and their children in Sutter County.

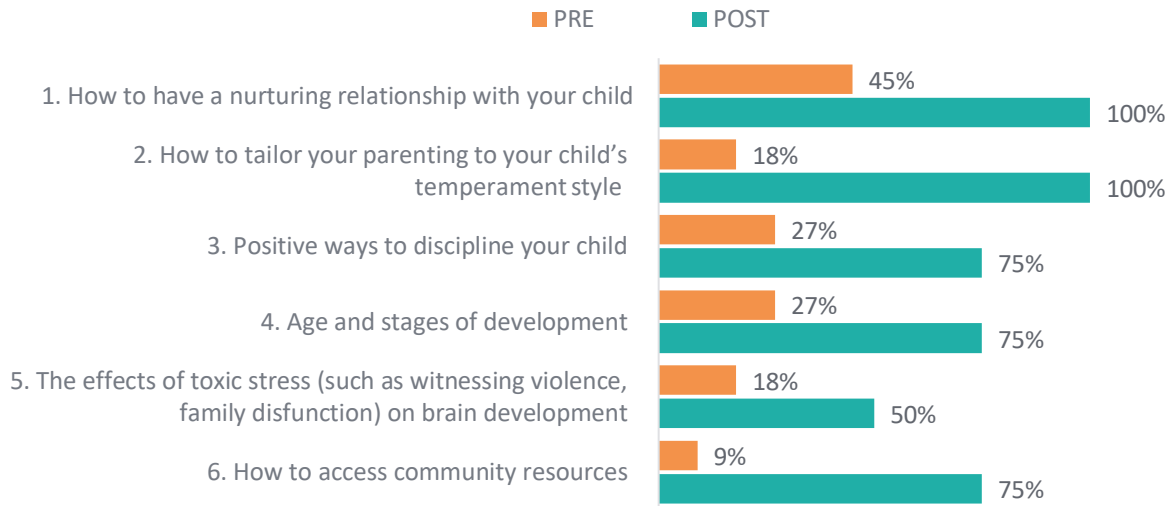
Participants mandated to attend by CWS or dependency court were required to complete post-class quizzes in order to receive a certificate of completion. Six participants received a certificate of completion, following an exceptionally high (95% average) correct response rate across 28 quizzes for six NELP classes. Additionally, 11 participants completed a Pre-Post Parenting Survey. Responses showed that prior to starting NELP classes, 24% of respondents felt like they knew “a fair bit” or “a lot” about class topics, whereas by the end of class series this proportion rose to 79%. Moreover, 88% parents said that they’ve learned “a fair bit” or “a lot” about each topic.



The most helpful thing I learned was exactly how much toxic stress a child takes on. The facilitator was SO MUCH HELP!

¹⁰ Only 1-2 participants completed quizzes for these two sessions, which led to a greater decrease in percentage of correct responses for each incorrect response, compared to sessions that had more participants who completed these quizzes.

FIGURE 8. NURTURING PROGRAM PRE-POST PARENTING SURVEY RESPONSES



Source: NELP Pre-Post Parenting Survey. FY 2022-23. N (Pre) = 11; N (Post) = 8.

Ten parenting education videos were added to the virtual library, garnering 3,280 views.

Community Education and Outreach:



To provide community education and linkage to resources, the specialist updated the library instructional videos (“Wednesday Wisdom with Jen”) with 10 new videos. These videos supported parents in learning how to help their child adjust to a new sibling, suggested appropriate holiday activities for parents and their children, taught strategies to promote child socio-emotional development, including kindness and gratitude, and shared knowledge and information about positive behavior management techniques. The videos garnered a total of 3,280 views and interactions across Facebook

and Instagram posts. Moreover, to increase program reach, CDBS continued to distribute parenting education flyers via phone, emails, and flyers. CDBS providers also attended Help Me Grow and other collaborative community outreach events, sharing information about the CDBS intensive case management program and making behavioral referrals for the attending families.

“I loved the videos about the Spider-Man, the cup, and the ball. I also liked learning about the stages of block play. I will incorporate both of these into the knowledge that I share with parents.”

Forty early childhood educators attended 10 CDBS professional development trainings.

Professional Development: Another component of CDBS program involved giving workshops about behavior to providers who work with young children, such as early childhood educators, Teachers, and school staff. In FY 2022-23, 40 providers attended 10 trainings held by CDBS, including:

- One *Positive Discipline* series for providers (for a total of eight classes); and
- Two *Parenting Workshops* delivered at the *Early Childhood Educators (ECE) Conference*.

Moreover, CDBS provider attended 14 professional development trainings and activities, such as the *Brain-Based Coaching Sessions* with Laurie Ellington, as well as trainings on the topics of home visiting, family navigation, and mandated reporting, among others. CDBS staff also attended 137 collaborative meetings, including the co-facilitated *Bi-County Early Access Services*, public policy, child welfare, child planning council, steering committees, and other professional engagements.



Finally, the specialist was endorsed and submitted an application for the *Transdisciplinary Infant-Family and Early Childhood Mental Health Practitioner (IFECMH)*. According to their materials, “this endorsement communicates to parents, employers, and other professionals that the holder of this endorsement not only has advanced knowledge but has also participated in ongoing reflective support in the application of birth to age five service delivery.” Once approved, the CDBS specialist will be the only one with the IFECMH endorsement in the Yuba-Sutter area.

CDBS SUCCESS STORY

“This quarter I started home visiting with a child who was enrolled in TK at a local elementary school, but was exhibiting challenging behaviors, such as running out of the classroom, hitting staff, and refusing directed tasks. Unfortunately, the parents disenrolled him before I started working with him. After a few weeks of home visiting with the child, I encouraged the parents to re-enroll him in TK, as I felt that he was ready to return after working on social-emotional skills.

I also reached out to the Elementary school in hopes to give them resources about the CDBS program and ensure that they know about our services, so that they can refer students with challenging behaviors and families in need of support to us. The CDBS also met with the principal and the school secretary to explain SCCFC services for children 0-5, including the CDBS home visiting program services and eligibility. I also let them know that I provide parenting classes and can speak at parent nights. I showed the staff how to refer children through the FindHelp website and gave them information about Sutter Counties Help Me Grow program, which they have heard about.

During this meeting, they let me know about the changes that they saw in the TK student I was working with and said that the child was doing very well. The last time I talked with the family about scheduling a home visit they said: *‘[Child] has very much improved thanks to all your efforts. We’ve adored having you over, I don’t want to take too much of your time. I’m sure you have plenty of kids to visit and families to help as much as you helped us. Please keep us in the loop to other community events you and your coworkers see.’*

Following the school meeting, I have also received many referrals from them through FindHelp and was able to further support the school by doing classroom observations in two kindergarten classes, providing detailed feedback and resources on what teachers could do to manage challenging behaviors. We have also arranged for me to attend two parent nights at the school.”

FAMILY SOUP – SPECIAL NEEDS SUPPORT PROGRAM

SCCFC contracted with the **Family SOUP** to provide services and supports to families lacking access to essential services and supplies, children with special needs and/or disabled caregivers. In 2022-23, Family SOUP offered:



- Case Management, Navigation, and Transportation supports, serving 30 children and 29 parents;
- General Community Resources and Referrals, supporting 75 children and 72 parents;
- Community Programs (parent-child playgroups, community support groups, and presentations) attended by 77 families; and
- Professional Development workshops for providers.

This year, based on the feedback received from families, underscoring the convenience and reach of virtual services, Family SOUP continued to offer their services primarily via Zoom, with the exception of a few in-person outdoor programs. In total, Family SOUP has served 341 children and 559 caregivers (duplicated counts).

Individual (one-on-one) Services: In FY 2022-23, Family SOUP had 1,668 service contacts via phone calls, video calls, emails, mailings, and in-person meetings with 105 children and 101 parents. In total, 2,680 individualized services were provided to families with children 0-5 years, of whom 78% had a diagnosed special need¹¹. Families received one-on-one intensive case management, system navigation, home care and education, self-care, health, IEP support meetings, and referrals and resources. Finally, Family SOUP fundraising efforts benefited 13 families who received 42 \$25 gas cards in medical transportation assistance, totaling \$1,050. Most families were in services for over a year and up to five years for case-managed, and seven years for non-case-managed clients.

Specifically, 75 children and 72 parents received non-case-management services, while 30 children and 29 parents received case-management services. Case-managed families received 37% of service contacts (625, or an average of 22 per family) and 43% of services (1,150, or an average of 40 per family). The table below shows that non-case-managed families received about twice as many community resources, while case-managed families attended more individual clinics and in-person IEP support meetings and received more referrals.

FIGURE 9. NUMBER OF CHILDREN AND PARENTS WHO RECEIVED INDIVIDUALIZED SERVICES FROM FAMILY SOUP

INDIVIDUAL SERVICES SUMMARY			INDIVIDUAL CLINICS	COMMUNITY RESOURCES	PARENT-TO-PARENT SUPPORT	REFERRALS	SUPPORT MEETINGS
Non-Case Managed 1,043 service contacts 1,530 services	75	72	57 3 per person	961 14 per person	483 7 per person	43 1 per person	2 1 per person
Case Managed 625 service contacts 1,150 services	30	29	152 7 per person	442 15 per person	449 15 per person	113 4 per person	15 2 per person
Total	105	101	209	1,403	932	1,500	17

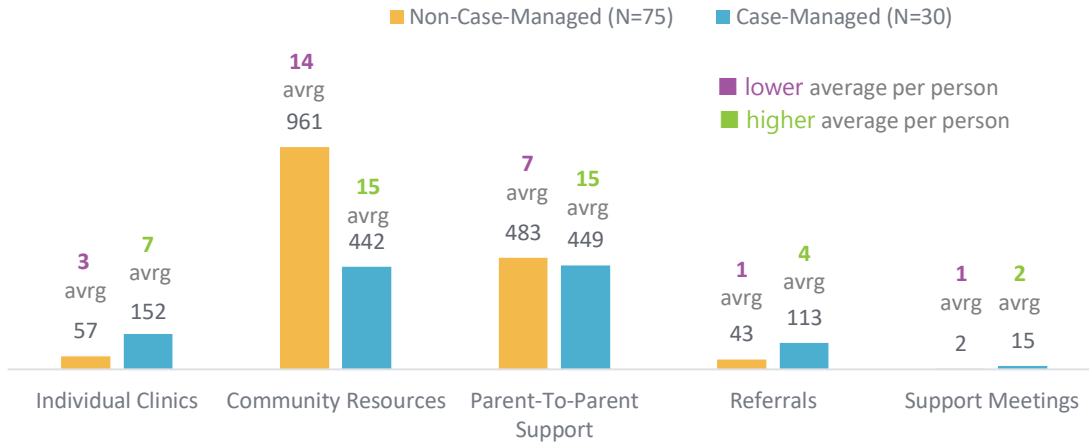
¹¹ Children with known special needs status.



Source: Persimmony First 5 Suite. Family SOUP. FY 2022-23. Note: duplicated CM counts were 172 parents and children and duplicated NCM counts were 230 parents and 242 children. Total services=2,696. Total contacts=1,668.

However, as seen in Figure 10, there were about half as many case-managed as non-case-managed families, translating to a higher average count of services per family across all service categories. This was particularly true in terms of individual clinics, referrals, and parent-to-parent support and self-care strategies.

FIGURE 10. NUMBER OF INDIVIDUAL SERVICES PROVIDED TO FAMILY SOUP PARTICIPANTS



Source: Persimmony First 5 Suite. Family SOUP. FY 2022-23. Note: duplicated CM counts were 172 parents and children and duplicated NCM counts were 230 parents and 242 children.

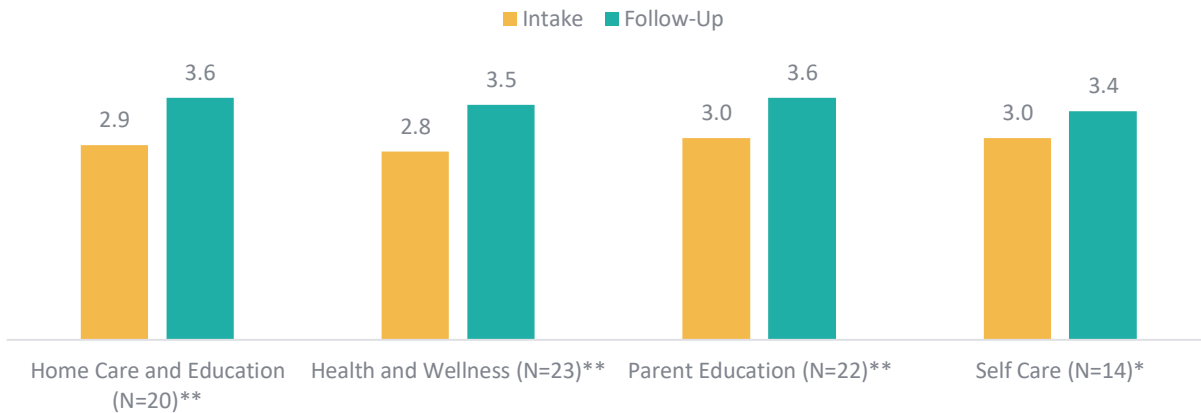
Families who received system navigation support improved their knowledge, confidence, and family functioning.

Staff routinely assessed family functioning among families receiving one-on-one services using the *Parent Self-Survey* and the *Staff Client Assessment Form*. Families were assessed at the start of system navigation services; after six months in services; at the one-year mark; and finally, at program exit (either because the child aged out or because the family met their service goals and exited the program or transitioned to non-case-management services).

Staff Client Assessments for 23 case-managed families were completed at least twice (at intake and at follow-up), and at least one assessment was completed in the current FY. The graph in Figure 11 illustrates significant improvements that families accomplished during their time in the program across all four domains: *Home Care and Education* (e.g., *Provides appropriately for child’s early education needs [three items]*); *Health and Wellness* (e.g., *Accesses known community resources to address child’s needs, Knows how to apply for health insurance [six items]*); *Parent Education* (e.g., *Demonstrates good parenting skills [four items]*); and *Self Care* (e.g., *Accesses available respite care when needed [three items]*). The majority of parents improved their assessment scores between intake and follow up. Specifically, 60.0% improved in *Home Care and Education*; 69.6% in *Health and Wellness*; 63.6% in *Parent Education*; 67.1% in *Self-Care*, and 73.9% overall.



FIGURE 11. STAFF'S FAMILY FUNCTIONING ASSESSMENT, PRE- AND POST-NAVIGATION SERVICES



Source: Family SOUP Staff Client-Assessment. FY 2022-23. N = 14-23 Matched pairs. Statistically significant at *p < 0.05 or **p<.01 based on non-parametric test. Numbers represent average responses on a six-point scale (5=Thriving, 4=Very Good, 3=Good, 2=Minimally Adequate, 1=Inadequate, 0=In Crisis). A total of 16 items; nine families filled out the Intake assessment in FY 2020-21; two families in FY 2021-22; 12 families in FY 2022-23.

Families were also asked to report on their own progress by completing the **Parent Self-Survey**, which asked them eight questions about their skills and confidence in their ability to raise a special needs child. Topics included: raising concerns and advocating for the child’s best interests with the professionals, being able to get support from professionals and resources in the community to benefit their child, and in general, being able to plan ahead, accommodate special needs, navigate parenting challenges, and control their own stress levels. However, only five Parent Self-Survey assessments were completed this FY, with only one client completing this assessment at two points in time, one completing it at intake, and three completing a follow-up assessment with no intake data available. Therefore, over time progress could not be assessed. However, across all assessments, parents’ responses to the above questions typically ranked in the 8-10 range on a scale from one (“not at all”) to 10 (“absolutely”). All four parents who completed a follow-up assessment said they were very satisfied with the services they had received and the Family SOUP program in general.

All in all, this year 14 non-case-managed families and seven case-managed families with 10 children graduated from the program. Additionally, four case-managed families moved to non-case-management services. Of the 28 families with individualized case plans, all completed at least one goal; 54% completed two goals; and 29% completed all three goals. At least 10 families attended meetings, playgroups, workshops, and support groups.

"Me han brindado mucha información para practicar con mis hijas, ejemplo: tengo menos stress, y me brindan materiales para las niñas para el desarrollo sensorial"
 [EN: *"They have given me a lot of useful information to practice with my daughters, for example: I have less stress, and they give me materials for the girls for sensory development."*]

"Family SOUP connected me with Kelsey Handcock CRA with DRC; advocating to help with the kids schools and getting my kids into the UCD clinic."

"Creo que es una buena programa y su personal es educado y profesional."
 [EN: *"This is a good program. The staff is polite and professional."*]

Community Education and Parent-Child Programs: In addition to the one-on-one intensive services and supports for parents of children with special needs, Family SOUP also held parent-child play groups, community support groups, and parent and provider educational presentations open to families and children of all ages. This year, Family SOUP offered over 80 activities for families, including:

- 44 **Playgroups and outdoor activities**, including 17 *Sensory Parent-Child Playgroups* (four sessions), four *PALS Playgroups*, 17 *Lego Club* sessions, and six *Mornings in the Garden*, cumulatively attended by 111 families, including 54 with children 0-5 years.
- 30 **Community support groups**, represented by 13 *Scrapbooking Support* groups, 16 *Sibling Support* groups (four sessions, led by a *SibShop* program-certified instructor), and one *Dad Support* group, with 115 participants, of which 14 had children 0-5 years.
- Six **Educational workshops and presentations**, attended by 21 families, of which nine had children 0-5 years by the Sutter County Student Support and Outreach Social Emotional Learning Coordinator, the Yuba City Police Department, and the Disability Rights of California on the topics of supporting student attendance success, at-risk citizens, IEP processes, school-based mental health services, and adult transition services.
- One **Family Socialization activity**, which this year was a Family Hike at Gray Lodge Nature Reserve, in which three families took part, although none had children 0-5 years.

Format: Most parent-child activities were held once a month over Zoom, except one in-person *Sibling Support* session (a total of four groups) and all *Mornings in the Garden* activities. The latter utilized physical space equipped with three stations to facilitate hands-on activities for all ages, and a fourth station to create a simple, healthy snack. Additionally, one *Lego Club* summer session was offered as a hybrid.

Complementary Activity Kits: Families registered for the parent-child activities received free activity kits. *Sensory Playgroups* providers distributed 52 SCCFC-funded backpacks with school supplies, First 5 CA Talk Read Sing kits, Sutter County Public Health Kits for New Parents, and SOUP-funded educational activities. Children enrolled in *Lego Club* were given 257 zipper pouches with assorted Legos, a Lego baseplate, and supplies specific to each session, divided into separate “Top Secret” manilla envelopes for each session. Families and children participating in the support groups received free kits, themed to the session topic. For instance, 102 *Scrapbooking Support* kits varied by season of the year, while *Sibling Support* families received 117 Oreo-making or craft-making kits.

Approx. 77 families with children 0-5 years took part in 45 activities, including 31 play groups, 12 community support groups, and two educational workshops on the topics of special needs supports.

Duplicated counts show that 360 children and 452 parents took part in Family SOUP activities, including 77 new families, who attended 31 playgroups and 12 community support groups. Children 0-5 years enjoyed:

- Nine *Sensory Parent-Child Playgroups*, attracting 43 families (13 were new), with 4-10 families per group.
- Four *PALS Playgroups*, attended by 11 families (three of which were new), with 2-3 families per group.
- 12 *Lego Club* groups, serving 39 children (22 were new), with an average of 3-6 participants per group.
- Six *Morning in the Garden*, attended by 24 families (16 were new), with 4-6 families attending each group.
- Three *Sibling Support Groups*, accommodating 10 families (two were new), with 2-6 attending each group.

Staff received positive feedback from families and the community about the variety of programs they offer, such as Lego Club, Scrapbooking Support Group, PALS Play Groups, and Mornings in the Garden.

"I have been so blown away by the thoughtfulness and attention to detail that goes into this activity. I am truly touched to have such an awesome team of people who care about my children individually. My children have struggled with sensory issues, and I really feel like this activity helped them in their journey."

"My child loved being able to share with the group his Lego creations. The facilitator was great at acknowledging every child and their accomplishments in building."

Outreach and Collaborations. To reach more families in the community, Family SOUP participated in 12 collaborative outreach events, including:

- Five musical presentations/ Storytime sessions at preschools, with FLIP, Child Care Planning Council, and Stay and Play;
- Four community events (Richland Housing Center National Night Out; Park Ave. Open House; United Way Born Learning Resource Fair; and Colin's Corner Opening Celebration);
- Two presentations (Children's Home Society and Foster/Kinship Care Education); and
- One in-kind service activity with the Alta Regional Center, Yuba County Office.

In addition, Family SOUP participated in Help Me Grow events and took part in over 50 multidisciplinary professional meetings, such as Bi-County Early Access; Tri-County Steering Committee, Yuba College Early Childhood Committee, State Council for Developmental Disabilities, and Child Care Planning Council meetings.

Family SOUP Success Story

A Spanish-speaking mother with a two-year-old son diagnosed with Autism and receiving services from Alta California Regional Center (ACRC) reached out to Family SOUP requesting support with gas cards, CalFresh Food Stamps, and classes for English Second Language Learners. Family SOUP provided mom with requested resources and informed her about various internal program activities and information on local organizations that could further assist with her family's needs.

Mom was grateful for the Family SOUP resources. She mentioned that it was often difficult for them to be in social settings due to her son's special-needs-related behavior, and it meant a lot to her to have a safe space to turn to. By the end of the year, mom shared that she was having trouble communicating with her ACRC service coordinator due to her limited English. Family SOUP provided her with parent-friendly information on the differences between an IFSP and IEP and invited her to participate in the State Council on Developmental Disabilities (SDCC) presentation on this topic. Family SOUP also helped mom contact the local ACRC office to request a service coordinator to assist her with language / translation.

Family SOUP also referred the family to the Sutter County Children and Families Commission Behavioral Program. After the family shared their plans to move to Marysville, Family SOUP made phone calls and emails to the new county district, to support the child's preschool transition, which was a long process. Ten months later, the family was established in Yuba County. Family SOUP connected them with available local resources. Today, the child attends a SDC class and receives the appropriate services from his school and local agencies. Mom stated that she was impressed with the support and the information that she was provided by the Sutter County agencies, school district, and local organizations, and she hoped to continue receiving the same kind of parent-to-parent support in Yuba County.

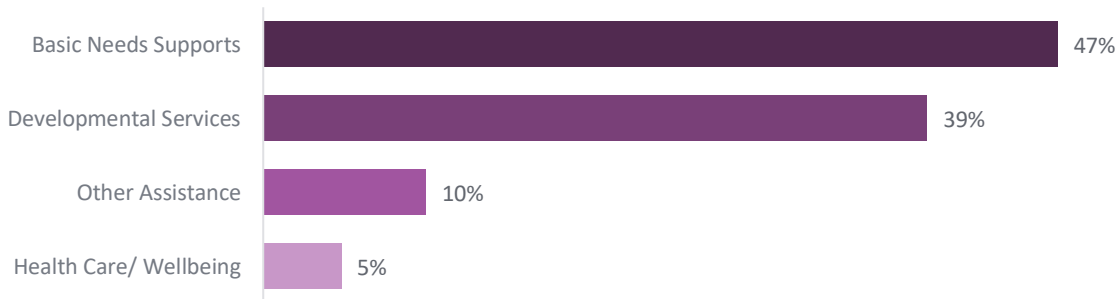
THE NEWCOMER PROGRAM

Two case managers served 168 household members across 26 families, who received 260 care coordination services and 76 referrals.

This FY, the SCCFC received a new grant to provide care coordination and supports to new refugee families. In 2022-23, two bilingual SCCFC case managers served 168 individuals across 26 families, including 33 children ages 0-5 years and four pregnant mothers. The new immigrant families were largely from Afghanistan (97%), speaking Farsi (70%) and Dari (25%). The remaining families were from Turkey and spoke Turkish and Kurdish languages (3%). Families were provided with an array of services. Over 260 care coordination contacts and 76 referrals were made on behalf of these households. As seen in Figure 12, most families had acute basic needs, whereas families with young children needed developmental information, assessments, and services.



FIGURE 12. IMMIGRANT FAMILIES’ NEEDS



Source: The Newcomer Report. FY 2022-23. N = 168.

Basic Needs Supports: The program linked 122 individuals (including four pregnant women and 33 children under the age of six years) to basic needs assistance and supports. Referrals to WIC and A Women’s Friends were made for a pregnant parent to receive services and resources on nutrition education, prenatal and breastfeeding support. Families who were in need of home goods especially beds, tables, and chairs were referred to St. Vincent de Paul, a community-based organization that provides assistance with household goods, furniture, and clothing.

Developmental Services: Additionally, 102 parents and children (including three pregnant mothers and 20 young children) received navigation services. Help Me Grow information was provided to the families to attend and receive a free health and development screening for their children ages 0-5. Case managers used FindHelp to link families to Alta Regional, the SCCFC programs, such as Family SOUP, and other resources. Some families were also referred to School Counselors, where they were able to access support with school enrollment, receive materials for new students, and get assistance with integration into the school system.

Other Assistance (e.g., accessing financial literacy, obtaining a driver license, etc.): Some 25 families benefited from other types of supports, including five caregivers who were linked to employment assistance and three pregnant women and 16 young children who received free car seats and strollers.

Health Care and Well-being: Finally, 12 individuals, three of whom were children ages 0-5 years, received services for health care and well-being. Nearly all (11 out of 12) caregivers received a referral to establish a medical and a dental home, and two families were linked to Medi-Cal services.

All in all, the program was effective in helping families achieve their goals. By the end of the FY, 15 families accessed assistance programs to help them meet basic needs; nine families established a primary care or a medical home; two families enrolled their children in Medi-Cal, and 11 families received car seats and strollers.

KIT FOR NEW PARENTS AND SUPPLIES FOR FAMILIES

This year, the SCCFC programs distributed 3,706 Kits for New Parents, to welcome local families into parenthood.



The **Kit for New Parents** was a free, comprehensive resource from First 5 California for new and expectant parents, emphasizing the importance of a child’s early years. During FY 2022-23, 3,706 Kits for New Parents, allocated by First 5 California, were distributed to over 500 families. ***This is 23 times more than last year.*** The Kits were available in several languages and were given out to parents in multiple locations throughout the county, including schools, hospitals, clinics, Family Resource Centers, Federally Qualified Health Centers, as well as through home visitation programs and during community events. In addition, 20 parents ordered the Kits directly from the First 5 California website.

In addition to the New Parent Kits, approximately 500 families received basic necessities, such as baby formula, diaper packs, baby chairs, strollers, and other essential baby supplies, as well as 225 books.

DOLLY PARTON’S IMAGINATION LIBRARY

In total, 23,331 books were provided through SCCFC to 2,583 children ages 0-5.

The Dolly Parton’s Imagination Library (DPIIL) was a nationwide book distribution and literacy promotion program. Findings from the body of Dolly Parton’s Imagination Library national research indicate that the program was very popular in the communities where it was implemented. The program showed promise in promoting: 1) changes in home literacy environments, 2) children’s attitudes toward reading, and 3) early literacy skills. The positive impact of the program extended across participants’ demographic characteristics, and longer program participation often resulted in more positive academic outcomes.



In partnership with the SCCFC and Friends of the Sutter County Library, Dolly Parton’s Foundation provided books to children younger than five years of age, mailing them directly to their homes on a monthly basis. In FY 2022-23, DPIL increased home book access among the Sutter County children by 49%, including 196 families living in rural areas. In total 2,583 children, representing 33%¹² of all Sutter County children ages 0-5 received 23,331 books (834 books more than last year). Of these, 1,767 books went to rural zip codes.

READY4K

Ready4K provided trauma-informed care text messaging support to the parents of 2,987 children ages 0-12, with over 249,352 bilingual educational text messages sent during the year. Parents appreciated the support provided through text messages.

Ready4K was an evidence-based family engagement curriculum delivered via text messages. Families received three weekly messages with fun facts and tips on how to promote their child’s development and resiliency by building on existing family routines. This FY, families of 2,987 children ages 0-12 received 249,352 Ready4K Curriculum texts with the information on social-emotional learning (40%), math (20%), literacy (20%), and parental self-care (20%).



The Ready4K system conducted its own yearly family engagement survey, which was completed by 348 Sutter County parents. On average, families completed seven Whole Family Whole Child curriculum units. The majority of respondents appreciated information and resources delivered to them via the text messages. Specifically:

- 100% of parents used Ready4K strategies and activities at least once a week to support their children’s growth and learning.
- 91% of parents said that Ready4K helped them make learning a part of their child’s everyday routines.
- 90% of parents felt that Ready4K texts had been helpful.

“[The messages give me] ideas to teach my granddaughter about objects, colors and numbers.”

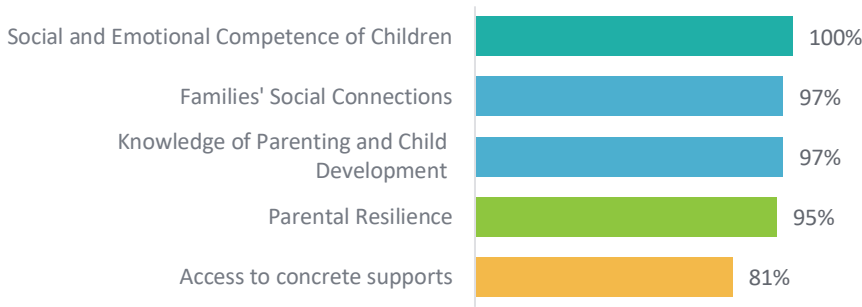
Additionally, 676 parents accessed 72 community resources through the Ready4K Community Support Stream messages. The most popular parenting resource accessed by families were the four free, in-person “Love & Logic Parenting Program” sessions. Additionally, parents used the online CONNECT system to access the Smart Start summer school readiness program to help prepare their children for kindergarten. Finally, CONNECT was also used to access books and online resources at the local library, to foster their children’s love of reading.

In terms of community support, parents’ most accessed resources included health care, food, housing, and other essential support programs.

“Muchas gracias por este programa saludos y bendiciones para todos ustedes [Thank you very much for this program greetings and blessings to all of you.]”

¹² KidsData. Demographics Report. Sutter County. FY 2022-23.

FIGURE 13. PERCENT OF PARENTS ENROLLED IN READY4K PROGRAM IN 2022-23, SATISFIED WITH PROGRAM MESSAGES



"[The Ready4K messages] let me know I'm not alone [and give me] ways to help me be a better parent."

Source: Sutter County Children & Families Commission. Ready4K End of Year Survey. 2022-23. N = 348.

SCCFC COMMUNITY EXHIBITS

In FY 2022-23, the SCCFC brought the Interactive Potter the Otter: A Healthy Adventure Exhibit to the Sutter County Museum, attracting nearly 2,000 children and over 1,000 families.



This FY, the SCCFC collaborated with the Children’s Discovery Museum of San Jose to bring a fully hands-on exhibit designed for children and families to the Sutter County Museum. This new experience provided an excellent opportunity to attract a new audience of children ages 0-5 years who previously had no interactive opportunities through exhibits at the Museum. Over the course of the exhibit, approximately 1,994 children and 1,090 families came to see **Potter the Otter: A Healthy Adventure**. The exhibit engaged 727 public programs and events; involved at



least 50 school groups and 313 other preschool or school tours; and engaged 44 providers. In total, the museum was visited 3,128 times over the duration of the exhibit.

During this time, several related events took place at the museum, ranging from 18 to 224 visitors, and an average of 85 attendees each:

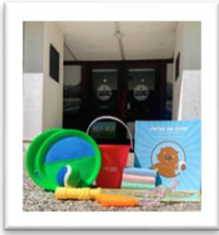
- Potter the Otter: A Healthy Adventure Community Kick-Off Celebration
- An Evening with the Otter
- Fun Fridays in the Garden
- Help Me Grow (Special Summer Event at the Museum)
- Storytime with Mrs. J & Potter the Otter
- Healthy Habits with Potter the Otter (Be Well Sutter County Employee Event)

"Great kids play area that's also educational. Took my granddaughters! They had a blast!"

"Whaaaat! These are the fun things you'll remember about when he was little. So cute for the kids!"

During these events, at least 1,500 Potter the Otter books were given out to children.

"What an awesome local gem. Got kids? This place is designed for kids to interact. The displays were informative and laid out well. Make the visit!"



Moreover, the SCCFC partners ensured that families had access to:

- Developmental ASQ-3 and ASQ-SE screenings
- Oral Health information
- Information about the SCCFC programs and services



Potter the Otter Interactive Museum Exhibit Highlights

“We have never hosted a fully hands-on exhibit like this, designed especially for kids and families. This was a new experience for us and a chance to attract a new audience of kids 0-5 who previously have not had interactive opportunities through exhibits (just programs) at the Museum. We collaborated with the Children’s Discovery Museum of San Jose to bring the exhibit to the Sutter County Museum. This initiative has rekindled the partnership between the Museum and the SCCFC post-pandemic. We really loved working with their staff and have already been discussing opportunities to partner on programming and (hopefully!) exhibits in the future. Julie was a great point of contact and was a key reason that this exhibit was as successful as it was.

People especially loved the market and kitchen area. Repeat visitors would start to notice some of the small details like the sounds and smells of fruits and vegetables. The Goose boats and the crawlers’ garden were also extremely popular. In quieter periods, people would read the books and spend a longer time enjoying the garden space. The water bottle pin screen was another huge favorite for the kids! The way it was coated really helped us keep it safe and sanitary compared to other pin screens we’ve seen.

The water infographic area and listening to the story that played were nice elements to add sound to the exhibit. It made everything more lively!

Ultimately, Potter the Otter was a great example of how important and impactful it is to collaborate on an exhibit like this to serve the community! This also impacted a lot more than attendance — more donations in the donation box, great sales months for the Gift Shop, over 1,500 new ‘Likes’ on our FB page, and dozens of people signing up for our email list.”

-The Sutter County Museum Staff

BLUE SHIFT PROJECT MATERNAL MENTAL HEALTH CONFERENCE

The **Blue Shift Initiative** was launched through a collaborative effort by the Sutter County Children and Families Commission, Sutter County Maternal, Child, and Adolescent Health (MCAH) Program, and Sutter-Yuba Behavioral Health. The primary aim was to enhance the processes for screening, diagnosing, and treating Perinatal Mood and Anxiety Disorders (PMAD). Over a span of seven years, this initiative has blossomed into a bi-county cooperative involving a diverse range of sectors, now comprising over 34 partner agencies.

Fifty-three providers attended the Blue Shift Maternal Mental Health Conference, where they learned about identifying and assisting mothers affected by perinatal maternal anxiety and depression.



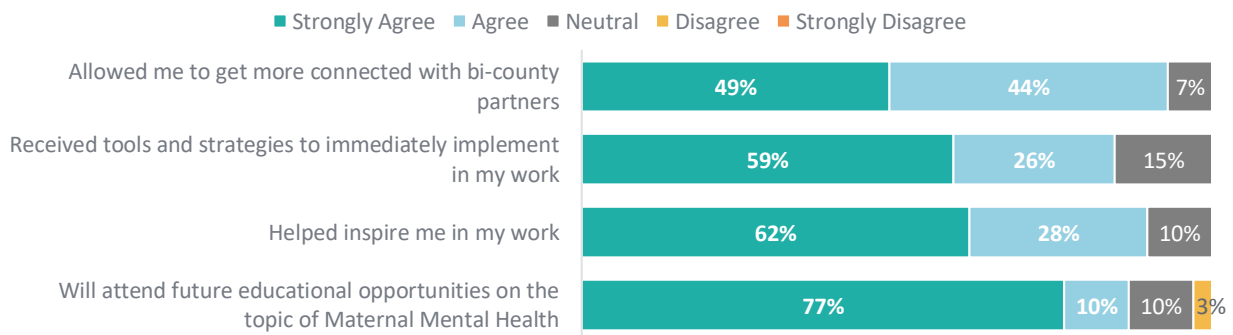
The Maternal Mental Health Conference was well attended, with 53 bi-county providers representing home visitors, mental health specialists, early education or child care providers, probation staff, family supports staff, clinical providers, community health workers, advocates, home visitors, case managers, and other professionals. It offered three sessions:

- The Real-World Screening and Referrals Presentation
- The Keynote Presentation
- The Collaborative Navigation Plan Workshop

Participants found the information impactful and relevant to their work with families.

Nearly 40 participants (74%) filled out a post-conference survey. As shown in Figure 14, participants had high satisfaction rates (i.e., “agreed” or “strongly agreed” with the survey statements), in terms of the opportunity to connect with other professionals in Yuba-Sutter counties (93%); finding inspiration for their work (90%); learning about new tools and strategies (85%), and future opportunities to learn about maternal mental health (87%).

FIGURE 14. PERCENT OF PROVIDERS SATISFIED WITH MATERNAL MENTAL HEALTH CONFERENCE



Source: Maternal Mental Health Conference Post Survey. FY 2022-23. N = 39.

“The collaborative workshop piece was incredibly helpful. It helped me learn about the various agencies and the variety of cross-sector collaborations available.”

CALINSPIRE PROVIDER OUTREACH AND EDUCATION

The SCCFC program staff, supported through the CallINSPIRE grant, in partnership with Public Health, aimed to:

- Build a network of medical, family, and perinatal clinics and increase maternal mental health awareness and relevant grant services;
- Increase the rates of screening and referrals of children, families, and perinatal patients in the clinical settings; and
- Increase provider education on Perinatal Mood and Anxiety Disorders (PMAD).

The SCCFC staff conducted 18 presentations, trainings, and technical assistance meetings.

To develop new relationships and build a network of PMAD-knowledgeable providers, staff networked with five clinics, of which 60% served children, youth, and families; 20% worked with expecting and new parents, and 20% saw both types of clients. As part of relationship-building, CallINSPIRE staff made 66 contacts with 16 providers, including seven family doctors, nine pediatricians, and six perinatal providers. Including clinics' staff, a total of 38 providers were engaged in 18 presentations, trainings, technical assistance, and information-sharing sessions.

The service contacts initiated by the CallINSPIRE-funded SCCFC outreach provider were made to:

- Coordinate meetings (53%), educate and provide technical assistance (30%), and collaborate (17%).
- Discuss topics, such as HMG and ASQ screening (46%), FindHelp (11%), ACEs, MMH, and other screenings (12%), and partner needs and supports (31%).
- Distribute outreach and education materials, including MMH and postpartum parental stress resources, DPIL outreach materials, and HMG parenting activities and events.
- Network by attending collaborative activities, such as four Blue Dot and the Ampla Health Ribbon-Cutting event.

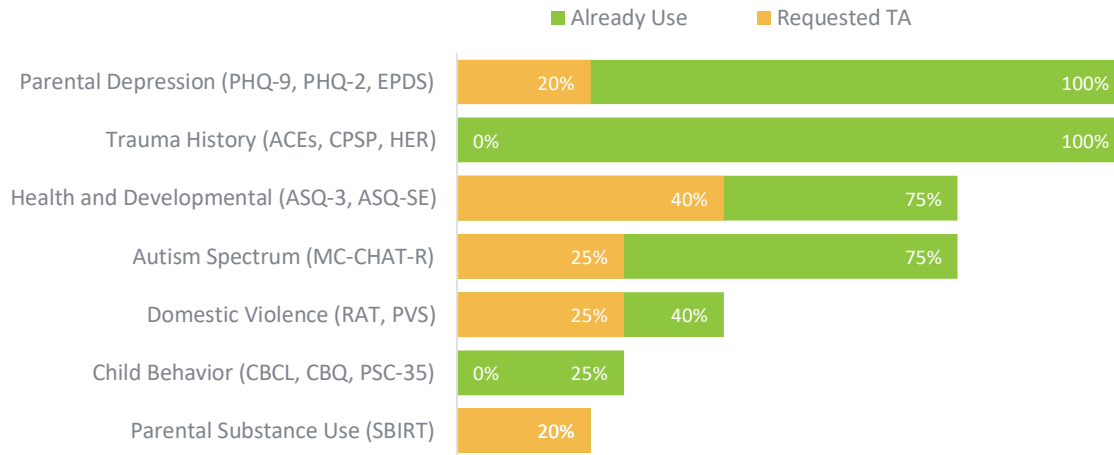
To increase the rates of preventive screenings and referrals, staff set out to evaluate the needs and provide technical assistance and training to clinical providers. In total, five providers completed the Partner Survey.



Screening Needs: Results showed that all five providers already screened for *Parental Depression* and *Trauma History*. Most (75%) providers also used some *Developmental* and *Autism Spectrum Disorder* screeners, while 40% screened for *Domestic Violence* and 20% for *Parental Substance Use*. Finally, 25% of providers screener for *Child Behavior Problems*.

All in all, 60% of providers requested some type of training or technical assistance. Four out of five providers sought assistance with domestic violence screening, while a quarter (25%) requested training or other supports with developmental ASQ-3/ ASQ-SE or MC-CHAT-R Autism screeners. One in four providers were interested in technical assistance for parental depression and substance use screening.

FIGURE 15. CLINICAL PROVIDERS SCREENING SUPPORT NEEDS, BY TYPE



Source: Partner Survey. FY 2022-23. N = 10 (duplicated).

Referral Needs: All providers referred families to outside agencies, including Public Health, Domestic Violence Support agencies, and Essential Needs programs.



Moreover:

- 90% referred to Behavioral Health and 40% for PMAD
- 60% referred to Public Health and Support Groups
- 80% referred to Programs for Domestic Violence Victims
- 70% referred to essential supports programs, such as FRCs and food banks

In total, 40% of providers requested support with their referral processes. A third (30%) would like to implement referrals to Public Health; 20% sought help with referrals to Behavioral and Mental Health and Domestic Violence assistance programs, and 10% wished to initiate referrals to FRCs, Food Banks and support groups.

Goal 2 — Improved Child Development

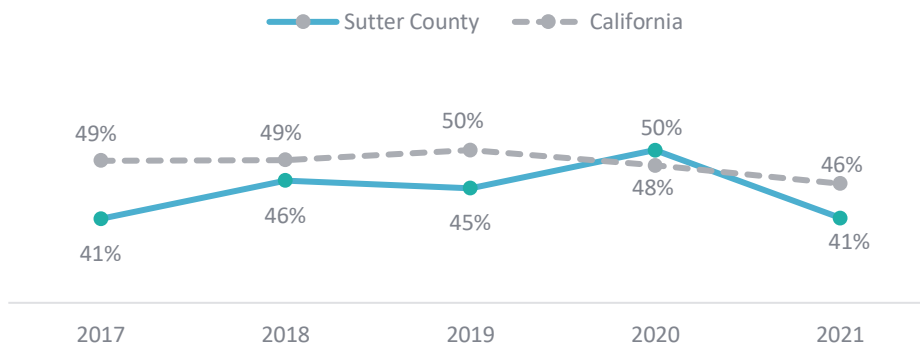
OUTCOMES	<ul style="list-style-type: none"> • Parents have knowledge and resources to meet their child’s health and developmental needs. • Parents facilitate their child’s learning and readiness for school. • Families’ social networks of support and sense of community are strengthened. • Children have access to high quality early care and education. • Children enter school with the skills and resources needed to be ready to learn.
PROGRAMS	<ul style="list-style-type: none"> • Smart Start Summer School Readiness Bridge program • Families Learning in Play (FLIP) – School Readiness classes • United Way Born Learning Academy • Stay and Play (IMPACT) Play Groups • Local Child Care Planning Council ECE Quality Improvement: Keys to Quality

COMMUNITY-WIDE TRENDS

Before providing program specific data in this section, we summarize data on early childhood education (ECE) enrollment in Sutter County.

Utilization of Formal Early Learning. While the overall trend for preschool utilization in Sutter County remained stable, with some year-to-year fluctuations, the rate of enrollment dropped by almost 10% between 2020 (50%) and 2021 (41%; see Figure 16). The current countywide rate of 41% was lower than the statewide rate of 46%. At the same time, the proportion of three-year-old children attending a nursery school in Sutter County was comparable to the statewide rate of 5%¹³.

FIGURE 16. PERCENT OF 3-4 YEAR OLDS IN PRESCHOOL IN SUTTER COUNTY



Source: US Census, American Community Survey, five-year estimates.

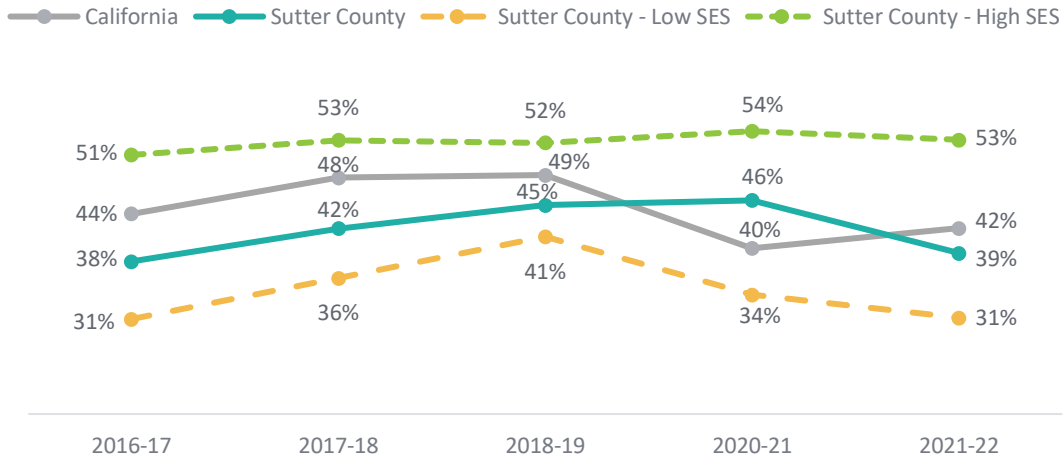
Mastery of Early Literacy Skills. The overall five-year trend for children meeting or exceeding standards for English Language Arts (ELA) was steady, hovering between the low of 38% and the high of 46%. In 2022, standardized testing showed that 39% of Sutter County third grade students met or exceeded ELA standards, a decrease from

¹³ U.S. Census Bureau. Table S1401. School Enrollment. Sutter County. 3-to-4-year-olds enrolled in school and population three years and over enrolled in nursery school, preschool. Year 2020, five-year estimates.



46% in 2020-21. This recent decline brought the county rate of 39% below the statewide rate of 42%. There remained a large gap in reading proficiency between the 53% rate for county children from income-secure households and the 31% rate for children in low-income households.

FIGURE 17. PERCENT OF CHILDREN MEETING OR EXCEEDING 3RD GRADE ELA STANDARDS IN SUTTER COUNTY



Source: California Dept of Education. CAASP English Language Arts/Literacy and Mathematics Dashboard, by Socioeconomic Status. DataQuest. Note: estimates for 2019/20 were not available due to the suspension of testing during the 2020 pandemic.



IMPACT OF THE SCCFC PROGRAMS

SMART START SUMMER BRIDGE PROGRAM

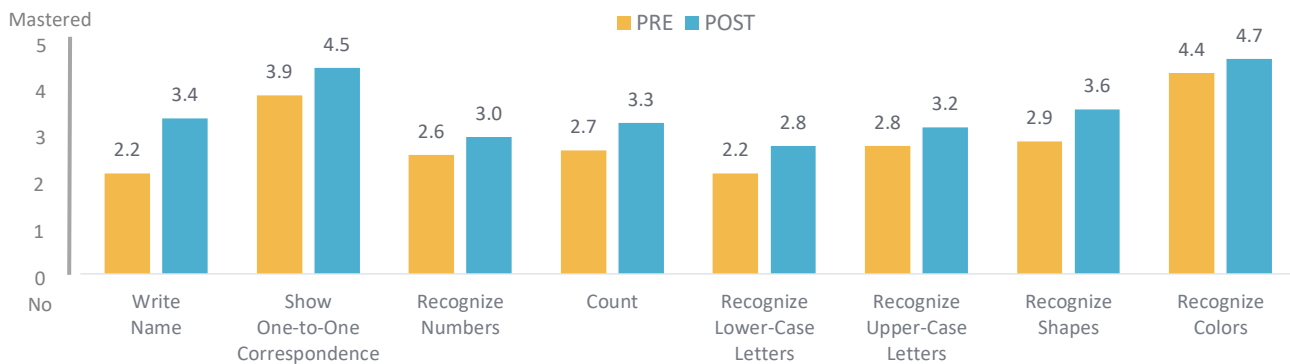
Smart Start Summer Bridge program showed remarkable success in improving school readiness-related skills of 102 children and preparing them for kindergarten.

Smart Start, a month-long summer school readiness program, was launched in 2001, marking the 22-year legacy of providing a preschool experience to children who had little or no preparation for kindergarten. The program aimed to promote academic readiness, socialization, self-help skills, physical development, and enrichment among pre-kindergarten students. In addition, the program provided other services, such as health and dental assessments, immunizations, and referrals. Families were also offered literacy support services, parenting skills classes, and information on community resources.

This year, 102 children and their parents took part in the Smart Start summer program, where children learned school readiness skills and received assessments and a total of 543 books. Nearly half (48) of the Smart Start parents attended the Help Me Grow developmental screening event with their children. Following the ASQ-3 screenings, three children were referred to Help Me Grow and seven were linked to speech services. Moreover, at the start and the conclusion of the program, all children were assessed on school readiness and early literacy skills, such as recognizing shapes and writing their names, to support their transition to kindergarten. As seen in Figure 18, children significantly improved across all eight academic skills.



FIGURE 18. PRE-TO-POST AVERAGE CHANGES IN PRESCHOOL SKILLS



Source: Smart Start Pre- and Post-program Assessments. FY 2022-23. N = 84 Matched pairs. Note: All differences are statistically significant at $p < 0.01$.

After over two decades of the program’s trailblazing efforts to bring early childhood education to all preschool children in Sutter County, Smart Start is sunsetting, to make way for the new comprehensive Transitional Kindergarten (TK) program. The highlights of the successful Smart Start journey, which set a path for the future trajectory for TK-12 education in Sutter County, are presented below. Refer to Appendix A for additional programmatic and evaluation data.



A Celebration of Smart Start And the Sutter County's Trailblazing Role in Early Learning

Longevity Report

Introduction: Since its inception, the Sutter County Children and Families Commission (SCCFC) has been a forerunner in advocating for early learning reforms in California. This report celebrates Sutter County's pioneering efforts in early childhood education through their multi-year support of the **Smart Start** program. Among the many program achievements, this summary showcases the effectiveness of the program's multi-prong Whole Child Whole Family approach to enhance kindergarten readiness, nurture child health and development, and educate and connect county families to local resources.

Celebrating Sutter County's Leadership in Early Education

Background: The Smart Start program, a beacon of kindergarten readiness for over two decades, exemplifies Sutter County's innovative approach to early childhood education. Conceived in 2001 with a group of concerned educators and parents who wanted to provide children with an academic head start, Smart Start played a pivotal role in changing the educational landscape of children in Sutter County. The program's vision and potential were recognized by the SCCFC early on, marking the start of an enduring multi-system partnership. With the generous investment of the Commission, incorporating the program into an array of the SCCFC-supported child and family early learning services, and in partnership with the Yuba City Unified School District, who administered the program, the FY 2022-23 marked Smart Start's 22nd year of operations.

Impact: The Commission's foresight and dedication to recognizing and addressing the critical need for early learning opportunities long before the introduction of the state-level reforms helped prepare 3,791 4-5-year-old children for kindergarten. Historically, over half of these students had no preschool experience, linked to a well-documented gap in kindergarten performance and later academic outcomes. Between 60 and 250 students across 15 Sutter County schools engaged in classes four hours a day, 20 days during the summers of 2001-2023. During this time, the program focused on:

- ✓ Exposing pre-kindergarten students to a range of activities focused on academic readiness, socialization, self-help skills, physical development, and enrichment.
- ✓ Embracing the Whole Child approach by extending preventive health and dental assessments, immunizations, and referral services to all children enrolled in the program.
- ✓ Educating and supporting families through literacy services, parenting skills classes, and information on community resources.

Outcomes: For the duration of the program implementation, students enrolled in Smart Start consistently showed improvement in preschool readiness. As an example, Figure 19 below showcases significantly greater kindergarten readiness scores following program participation across 2016-2023. Students improved in:

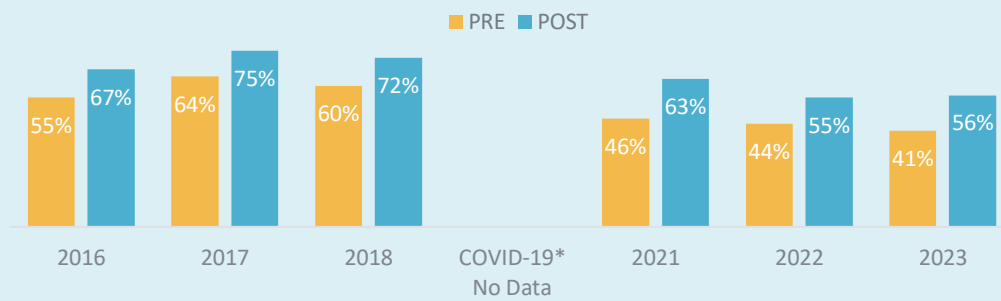
- ✓ Number recognition and count
- ✓ One-to-one correspondence
- ✓ Color and shape recognition
- ✓ Writing their names
- ✓ Letter recognition (uppercase and lowercase)

Students also steadily showed increases in phonological awareness, such as rhyming, pronunciation, and understanding the concept of a word, while caregivers participating in parent education workshops showed high levels of satisfaction.

"A student with autism was attending one of the Smart Start sites. Initially, he was unwilling to separate from his mother and she was unwilling to leave him; he stayed for only a few minutes the first few days. An instructional assistant trained in working with children with autism was hired to support the classroom he was attending. By the end of the second week, he was willingly separating from his mother, engaging in all of the Smart Start classroom activities, and staying for the full four hours each day."

- Smart Start Program Provider

FIGURE 19. PERCENT OF STUDENTS WITH SKILLS MASTERY LEVEL MODERATE OR ABOVE



Source: Smart Start Pre-Post Assessments. N (2016) = 185; N (2017) = 166; N (2018) = 123; N (2021) = 106; N (2022) = 107; N (2023) = 102. All pre-post differences in averages were significant at $p < .05$ level.

Advocacy for Early Learning System Changes

SCCFC's advocacy has been instrumental in shaping early education at the state level. The ongoing support and promotion of Smart Start reflects a deep commitment to expanding educational opportunities to enrich the TK-12 system. The Commission's advocacy, coupled with the high demand and continued success of the Smart Start program made an excellent case for the statewide implementation of Transitional Kindergarten (TK) program.

Transitioning from Smart Start to a Broader TK-12 Educational Vision

Recently, with the passing of a bill providing TK in the state of California, Smart Start has been integrated robustly into the more extensive education system in the state. Specifically, the Mixed Delivery Systems and other TK implementation grants are made available to support counties' education systems transition, with the focus shifting to an expanded version of priorities, first pioneered through Smart Start:

- ✓ **Awareness Campaigns:** Ensuring that families are fully informed about the early learning opportunities available through the TK program.
- ✓ **Teacher Training and Professional Development:** Investing in comprehensive training and professional development for TK teachers to educate four-year-olds effectively. This initiative aims to bridge the gap between preschool and kindergarten, ensuring a seamless educational progression.
- ✓ **Expanding the Educational Horizon:** Broadening the traditional K-12 system to encompass TK-12 creates a more inclusive and holistic educational framework.

With the long-coveted TK expansion taking over the critical role fulfilled by Smart Start since 2001, the program is being sunset, allowing the SCCFC to strategically redirect its resources to support other critical programs and advocacy efforts that benefit Sutter County families. However, the conclusion of the Smart Start program is not an end, but a transformation. It marks the successful culmination of its salient mission in early childhood education and the beginning of a new journey in expanding and enriching the TK-12 educational system. [For more programmatic and evaluation data see Appendix A.](#)

Conclusion: A New Chapter in Early Education

The outstanding results of the long-running Smart Start program forecast the promising future of the successful statewide TK program implementation. As Smart Start comes to a close and the SCCFC transitions to fostering a robust TK-12 system, this report stands as a tribute to the impactful journey of Smart Start. It underscores the importance of the monumental shift in early education in Sutter County, and above all, celebrates the visionary SCCFC leadership, community collaboration, and the unwavering commitment of Sutter County to its youngest learners.

"Thank you very much for your help with our kids. Smart Start is a great program. My child has learned so much!"
- Smart Start Program Parent

FAMILIES LEARNING IN PLAY (FLIP)

The FLIP program provided a variety of early learning classes tailored for infants, toddlers, and preschoolers as well as their caregivers. The program engaged and educated caregivers about the importance of children learning through play. Families were able to attend one of three FLIP classes. The **RIE® Parent-Infant, -Toddler, or -Older Toddler Guidance™** classes offered individualized attention to both parents and infants/ toddlers in a safe, nurturing, and cognitively challenging yet age-appropriate environment designed to encourage very young children to learn to pay attention and develop awareness of self and others through active exploration and play. In turn, the **School Readiness** and the **Creative Arts** classes focused on strengthening family protective factors while teaching children school readiness skills, with an emphasis on playing, exploring, and creating together.

Specifically, during FY 2022-23, FLIP held 219 classes, including:

- Six RIE® Parent-Infant/ Toddler/ Older Toddler Guidance™ sessions, once or twice a week, 1.5 hours a day, lasting 12-18 weeks. A total of 116 families attended 105 classes, with an average enrollment of 22 families per session.
- Two School Readiness sessions for ages 2-5 years, twice a week, two hours a day, over 12-18 weeks. A total of 230 families attended 60 classes, with an average enrollment of 34 families per session.
- Three Creative Arts and one Science Creative Arts sessions for ages 0-3 and 0-5, once or twice a week, 1.5-2 hours a day over the course of 6-18 weeks. A total of 148 families attended 54 classes, with an average enrollment of 17 families per class.
- FLIP Playzeum also held open play hours for families, three days a week, six hours a day.

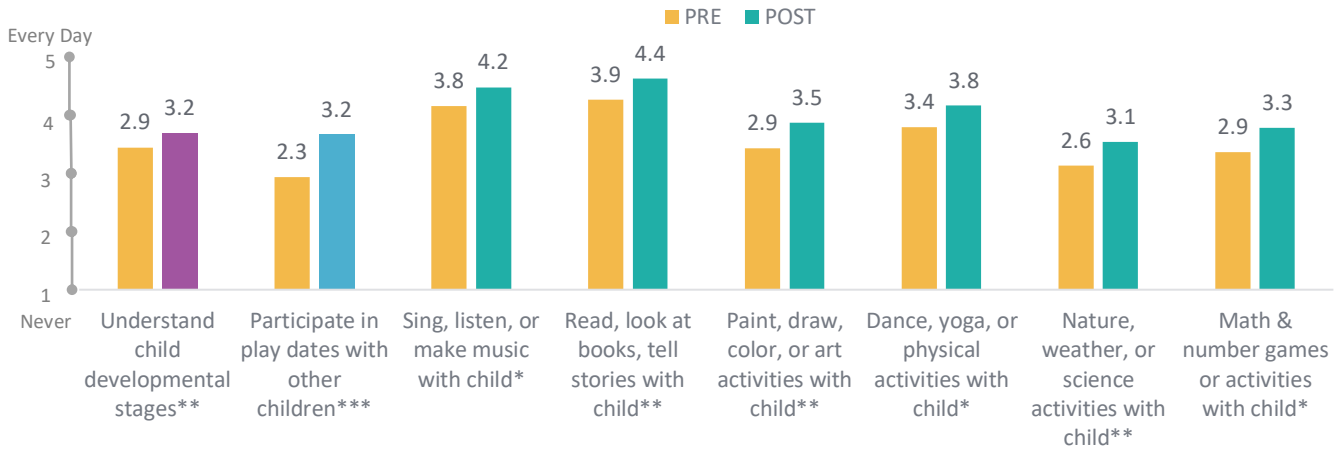


Moreover, Playzeum Program Specialist coordinated and maintained a library of educational materials and exhibits at Playzeum's space that were accessible to FLIP participants.

During FY 2022-23, 254 children and 240 caregivers participated in FLIP classes. Families who took part in FLIP classes engaged their children in activities promoting school readiness more often than they did prior to classes.

A total of 254 children and 240 caregivers participated in FLIP school readiness classes. Parents and caregivers attending the FLIP program completed a survey at intake and again, at program exit. The survey assessed the frequency of engaging in different activities that promote parent-child relationship and school readiness skills. The exit survey also asked about families' connection to other families they may have met during the sessions, and their general satisfaction with the program. The intake survey was completed by 154 caregivers; 68 caregivers completed the follow-up survey at program exit.

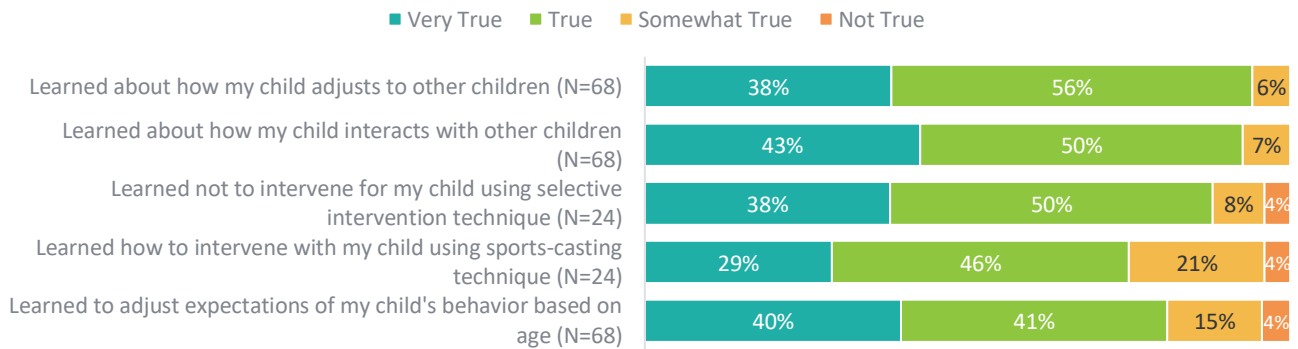
FIGURE 20. CHANGE IN PARENTING BEHAVIOR BEFORE AND AFTER PARTICIPATION IN PLAYZEUM SCHOOL READINESS CLASSES



Source: FLIP Enrollment and Post Surveys. FY 2022-23. N (Pre) = 135-154; N (Post) = 64-68. Note: differences are significant at *p<.05, **p<.01, ***p<.001.

As can be seen in Figure 21, most respondents felt that they learned a lot about understanding child development and gained positive parent-child interaction skills. Counting “very true” and “true” responses, nine out of 10 parents learned about how their *Child Interacts with other children*; eight out of 10 learned to *Adjust expectations of child’s behavior based on age*; and between seven and eight out of ten parents learned how to guide child interactions.

FIGURE 21. UNDERSTANDING OF CHILD DEVELOPMENT AND PARENT-CHILD INTERACTION SKILLS FOLLOWING FLIP CLASSES

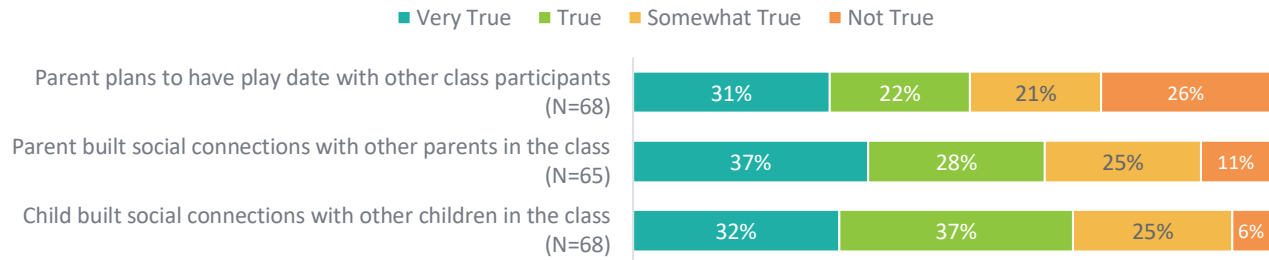


Source: FLIP Enrollment and Post Surveys. FY 2022-23. N (Pre) = 135-154; N (Post) = 64-68. Note: differences are significant at *p<.05, **p<.01, ***p<.001.

Moreover, 48% of parents used home extension activities at least three times a week and another 39% used them at least once a week. Most of these parents (94%) found these activities at least somewhat useful, and over half (58%) said that extension activities were “extremely” or “very” useful.

The program also helped parents build social connections among children and families. Counting “very true” and “true” responses, 69% of parents said that their children met friendly peers and *Built social connections* with them, and over half of the parents (53%) *Planned to have playdates with other children they met in class* (see Figure 22). Additionally, approximately two-thirds of parents (65%) said they had met and *Built social connections with other parents in the class* offered through FLIP.

FIGURE 22. PARENTAL REPORTS ON BUILDING SOCIAL CONNECTIONS IN FLIP CLASSES



Source: FLIP Post Survey. 2022-23. N = 27, 65-68.

At the conclusion of the classes, 97% of the surveyed parents agreed that the FLIP instructors were knowledgeable about the topics and 95% of parents said instructors were well-prepared for the sessions. Four out of five parents (81%) planned to attend future FLIP classes and 85% indicated that they would recommend the program to other families. All in all, 92% of parents said that the class met their expectations and 82% felt like it helped them become more confident as a parent.

In addition, FLIP Playzeum conducted marketing and outreach efforts at the following community events:

- Marysville Peach Festival
- Marysville Stampede
- HMG screening event
- United Way Resource Fair
- Touch a Truck at Playzeum
- Summer Stroll
- Egg Hunt at Riverbend School
- Sutter County Child Abuse Prevention Awareness Day

“We love Flip classes and the Playzeum staff is amazing! At Playzeum, we feel community and have fun together with other families. Thank you for the opportunities!”

Our experience at the Playzeum is always phenomenal! The things we’ve learned and the relationships we’ve built are things I’ll treasure forever.



UNITED WAY BORN LEARNING ACADEMY

Yuba-Sutter-Colusa United Way offered the **United Way Born Learning Academy** series of six free workshops that provided families with young children with tools and resources to turn everyday activities into early learning moments. The workshops were held in the evening in local schools, with food and child care provided. In Sutter County, these parenting series were made possible through a grant from the SCCFC and the support from the Yuba City Unified School District. In addition to parenting classes, United Way offered families fun outdoor educational activities through their Born Learning Trail, serving a total of 102 children and 95 parents this year.

Seventy-seven parents who attended Born Learning Academy increased their parenting knowledge and how often they engaged children in early learning activities, while 20-45 families enjoyed the Born Learning Trail activities.

United Way Born Learning Parent Education Series. The United Way Born Learning (UWBL) Academy provided 75 primarily Spanish-speaking parents with the tools they needed to prepare their children for a successful start to life through early education. Between 30 and 46 parents attended each class. Child care and meals were provided at nominal cost to 77 children for the duration of the parenting classes.

The six-week course covered the following topics:

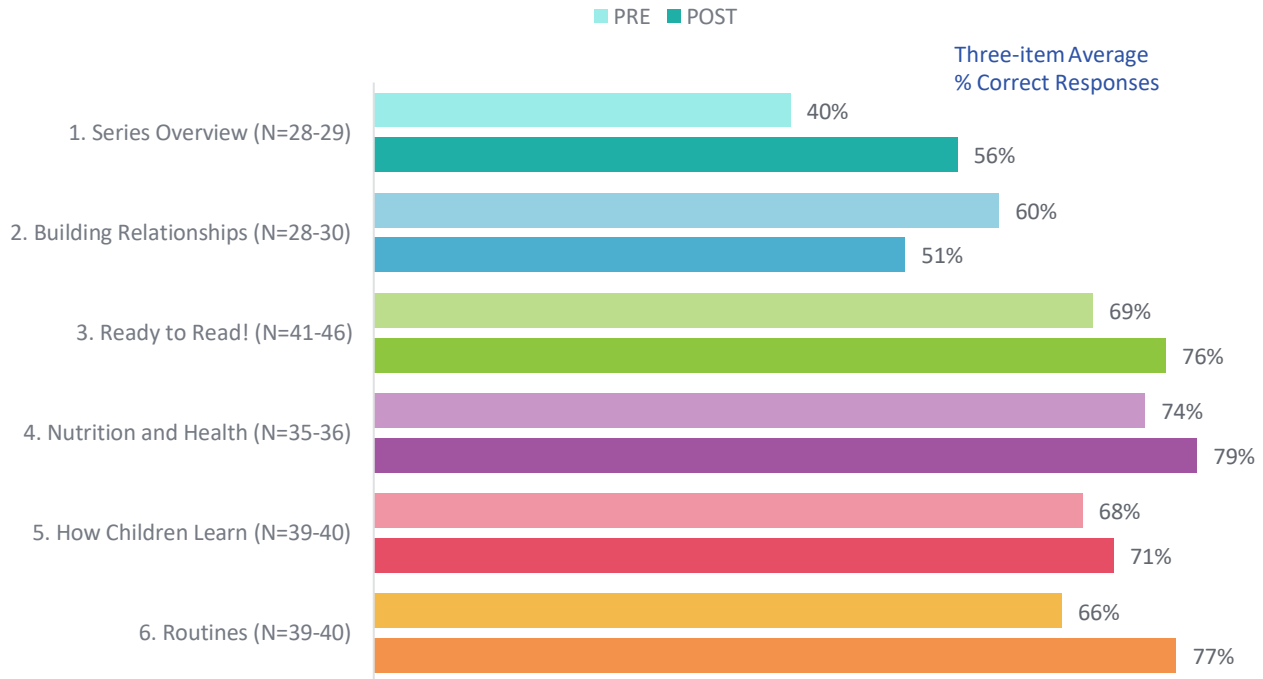
- *Session 1: Series Overview* — What Born Learning is all about — Learning how to enhance a child's learning.
- *Session 2: Building Relationships* — Learning why building relationships with adults helps children learn — Learning ways to connect with children to promote social-emotional development.
- *Session 3: Ready to Read* — Learn how play encourages literacy — Learn how to read with children during shared reading experiences — Building your child's language skills — Making reading fun — Connecting with songs and games.
- *Session 4: Nutrition and Health* — Learning how nutrition and health are tied to learning.
- *Session 5: How Children Learn* — Brain Development — Understanding your child's feelings — Ages and Stages of child development.
- *Session 6: Routines and Learning on the Go* — Routines and learning on the go — Learning happens all around us: how to turn everyday moments into learning opportunities.

At the end of each class, parents completed a three-item quiz. Nearly all respondents (93%) attended five or more workshops, and 84% said that they practiced ideas they learned in class at home. Figure 23 shows that by the end of each class, parenting knowledge increased, except for the *Building Relationships* workshop (#2), suggesting that content presentation or quiz items could be revised for clarity. The greatest improvement in knowledge was noted for the *How Children Learn* (#5, 20% increase); *Ready to Read!* (topic #3, 14% increase); and the *Series Overview* (topic #1, 10% increase).

"I have learned to communicate with my daughter. I have enjoyed every session and have learned so much."

"This workshop was great. It reinforced things I already implement at home with my kids. I love and I will stick with: 'BE THE CALM IN THEIR STORM.'"

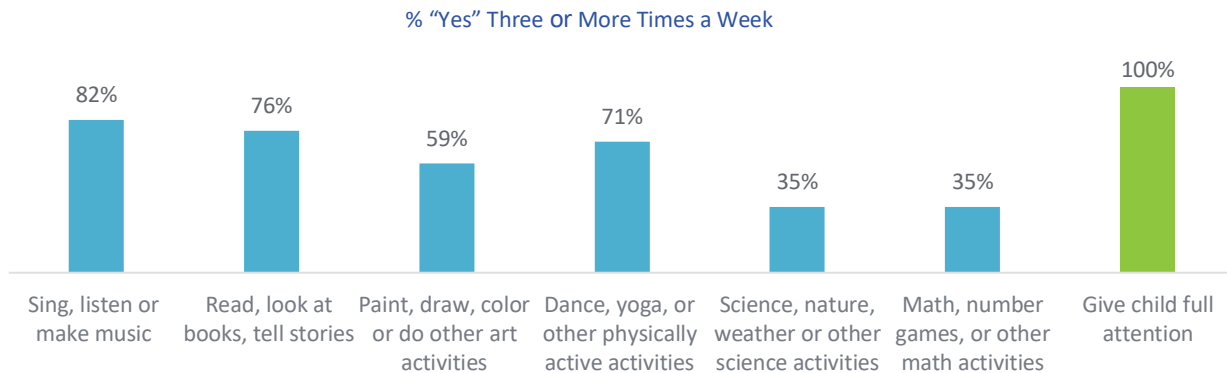
FIGURE 23. PERCENT OF CORRECT RESPONSES TO POST-WORKSHOP QUIZZES

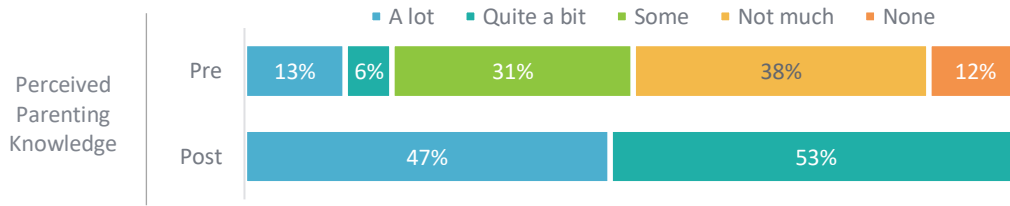


Source: United Way Born Learning Pre-Post Workshops Assessments. FY 2022-23. N = 28-46.

One month after the conclusion of the parenting series, participants were asked to complete a follow-up survey. Of the 17 respondents, 88% attended all six classes and the rest attended five classes. As the graph below illustrates, one month after completing the classes, 70-80% of parents continued to engage children in early literacy activities, like reading or singing, at least three times a week, and 35% involved their children in science and math activities. All respondents said that following class participation they gave their children full attention during parent-child interactions. Participants’ knowledge in retrospective before-and-after program comparisons reflected significant program impact, as prior to these classes only 19% of respondents believed they knew “a lot” or “quite a bit” about class topics, compared to 100% of respondents after the class completion.

FIGURE 24. PERCENT OF RESPONDENTS WHO ENGAGED CHILDREN IN EACH ACTIVITY AT LEAST THREE TIMES A WEEK





"I've been more patient, always stay positive, interact through physical activity as kids learn best through play in my experience."

Source: United Way Born Learning One-Month Follow-Up Survey. FY 2022-23. N = 17.

Families who completed the follow-up survey shared highly positive reviews of the program. Nine out of 10 participants said that the program changed the way they interacted with children (94%) and that following the classes, they engaged in more parent-child activities (92%). Ninety-four percent of participants were "likely" or "very likely" to recommend this class to other parents.

United Way Born Learning Trail. This FY, with the support of the SCCFC, the Yuba-Sutter-Colusa United Way, and the City of Yuba City Parks and Recreation Department, Born Learning Academy held a ribbon-cutting ceremony for their first Born Learning Trail event at the Northridge Park. The Trail featured 10 stations along the park's walkway, each with an interactive sign suggesting a list of activities for parents and children. Some stations included letters, shapes, and numbers painted on the concrete walkway, to engage children in learning. At least 25 to 45 children and families, as well as the city officials were present at the ribbon-cutting event, where dinner was provided to all attendees.



Following event participation, 10 families completed the *Born Learning Trail* survey. Results suggested that this type of activity was welcomed among the local residents. Specifically, all families said that they had learned from this event, with 70% learning "a lot." Nine in 10 parents enjoyed all the activities they had tried with their children, and wished to do trail activities again in the future, with half of the participants being "extremely Likely" to do so. All parents said they would recommend the Born Learning Trail to others, with 80% saying they were "extremely likely" to share their positive experiences with other families.



"The children are learning and at the same time, having fun. I really love this the new "Born Learning Trail" — very educational!"
- A parent



"This project is exactly what we've been looking for to serve the interests of families with young children."
- City officials attending the Trail event

STAY AND PLAY (IMPACT)

In total, 207 caregivers and 389 children took part in 27 Stay and Play sessions at the Sutter County Library.

In FY 2022-23, the SCCFC offered local families 27 **Stay and Play** sessions, supported through the First 5 California IMPACT grant, to enhance the quality of early learning and care systems. The weekly in-person sessions, held at the Sutter County Library over the course of eight weeks, aimed to support the needs of informal Family, Friend, and Neighbor (FFN) child care providers. Stay and Play sessions offered meaningful opportunities to engage children in play and Story Time activities. Children were also provided with snacks, while the caregivers were invited to discuss child development topics with community experts and learn about local resources. In total, 207 caregivers and FFN providers and 389 children (duplicate) engaged in these activities, averaging 14 children and eight caregivers, with up to 25 children in attendance per session.



CHILD CARE PLANNING COUNCIL: KEYS TO QUALITY PROGRAM

The Child Care Planning Council (CCPC) of Yuba and Sutter continued to advance the **Keys to Quality** program, which falls under the umbrella of the California Quality Counts Child Care Improvement Initiative. As such, Keys to Quality offered professional development and quality improvement support to early childhood education (ECE) and child care providers in Sutter County. Following last year’s feedback, the stipend program continued to operate primarily through virtual platforms. Virtual trainings held on weekday evenings enabled providers across the three-county *Keys to Quality Consortia* to attend in a manner that was convenient and accessible. LCCPC staff continued to leverage regional, program, and web-based training resources to provide additional options for providers.



Participants could enroll to receive a stipend for completing six units of an AA or BA program each semester and/or use summer courses toward the fall stipend requirements. Additionally, participants not enrolled in coursework could choose to apply their stipend toward completing a Professional Development Pathway training.

This FY, the LCCPC program offered the following professional development trainings:

- Trauma Responsive Caregiving
- Teaching Pyramid PreK
- Teaching Pyramid Infants and Toddlers
- Dual Language Learner Community of Practice
- Inclusion; Equity Community of Practice; Family Engagement
- Teaching Pyramid Community of Practice (two or more years of program implementation)



Keys to Quality professional development program supported 88 Sutter County Early Childhood Education (ECE) providers. Based on the post-program satisfaction survey, participants continued to appreciate program content and supports for themselves and children in their care.

In FY 2022-23, 88 local providers from 53 sites participated in **Keys to Quality** Professional Development Program. ECE providers received 877 hours of professional development training, completing 54 units toward an ECE, Child Development or related degree, or a higher-level Child-Development Permit. At least 50% of staff completed at least the required 21 hours of annual professional development at 13 Sutter County sites, of which 12 were Family Child Care Homes (FCCH) and one was the California State Preschool Program (CSPP). At least one site increased their quality rating.

At the end of FY, 35 Sutter County participants of the Keys to Quality professional development and stipend program completed a survey about their experiences. Nearly half of the providers (43%) represented a state-funded preschool; 34% were family child care homes providers; and 26% were in Early Head Start or Head Start programs, including E-Center. The majority (69%) cared for preschool-aged children, 20% worked with toddlers, and 11% tended to infants. Nearly one-third of participants (29%) had an associate degree or higher in the field of ECE, and another 35% had a degree in an unrelated field. One in five (21%) had some college experience, with only 9% of high school graduates and 6% of those who did not graduate high school.



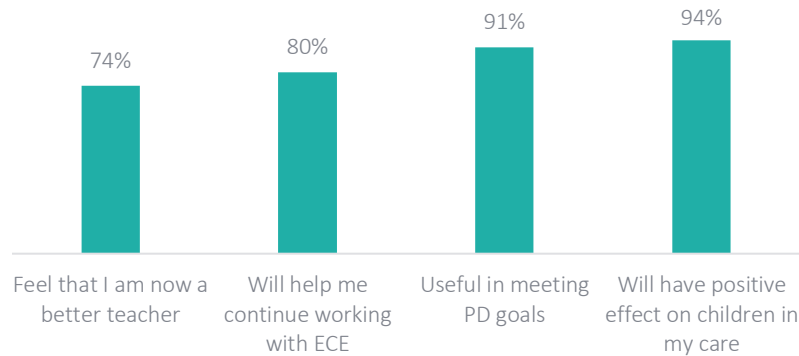
In total, 23 participants took a Professional Development Pathway, five enrolled in a BA component, and seven enrolled in an AA component. At the time of the survey, 91% of respondents completed all program requirements, 3% planned to complete by the end of FY, and another 6% gave no response. Prior to starting the program, 41% did not hold any permits. Those with permits were: Associate Teachers (9%), Assistant Teachers (9%), Teachers (21%), Master Teachers (3%), and Site Supervisors (18%). Over the course of training, at least four providers applied for a

new permit; two renewed their permits, and three upgraded their permits.

Nine out of 10 participants felt that the program benefited them and the children in their care. Providers also appreciated program stipend, online training resources, and access to an advisor.

Responses to the *Keys to Quality Stipend Program Survey* continued to be highly positive. Figure 25 illustrates that nine out of 10 of participants felt strongly that the program will have a *Positive effect on the children in their care* (94%); and was *Useful in meeting professional development goals* (91%). Eighty percent felt that the information they learned in the program *Will help them continue working in the field*, and almost three-quarters (74%) believed that program participation *Made them a better teacher*.

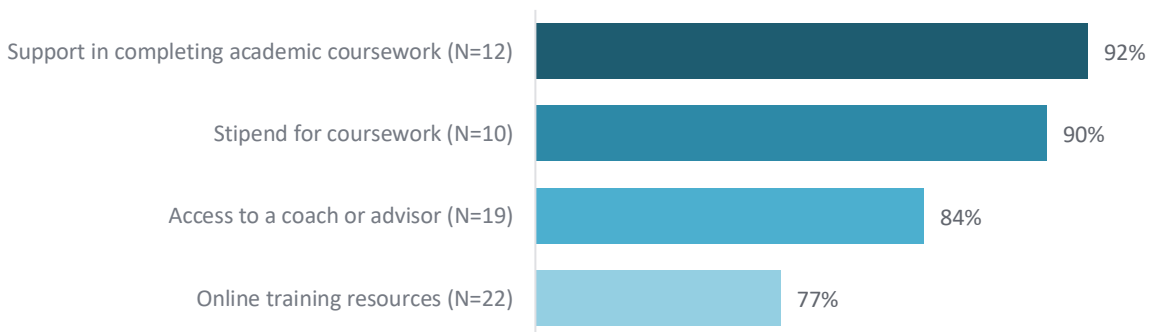
FIGURE 25. PERCENT OF PARTICIPANTS WHO FELT THE PROGRAM HELPED THEM “VERY MUCH”



Source: *Keys to Quality Stipend Program Survey*. FY 2022-23. N = 35.

Participants were also asked to indicate which program resources were most beneficial to them. Ninety-two percent of respondents appreciated the *Academic coursework support*; 90% valued the *Stipend* they received to cover the cost of the coursework; 84% felt that having *Access to a coach or advisor* was “strongly beneficial”; and 77% appreciated having access to *Online training resources*.

FIGURE 26. PERCENT OF PARTICIPANTS WHO FOUND PROGRAM RESOURCES “VERY BENEFICIAL”, BY TYPE



Source: *Keys to Quality Stipend Program Survey*. FY 2022-23.

Great program. The staff is amazing!”

Gracias por ayudarme a mejorar el cuidado infantil. Gracias! EN: [Thank you for helping me improve how I care for the infants. Thank you!]”

Goal 3 — Healthy Children and Families

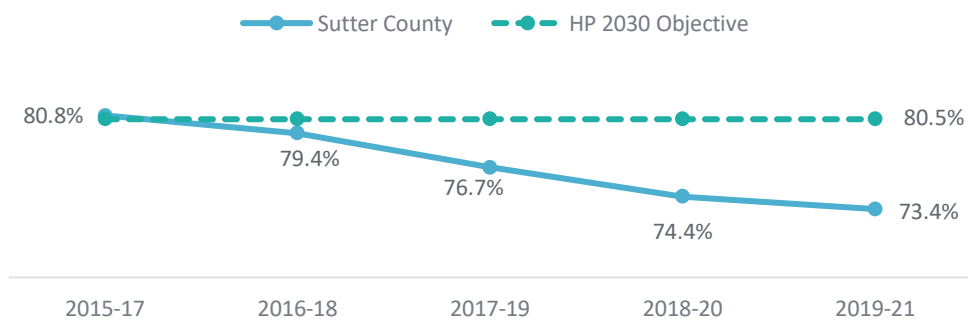
OUTCOMES	<ul style="list-style-type: none"> Babies are born healthy, and mothers are provided perinatal/breastfeeding support. Parents have the knowledge and resources to meet their child’s health and developmental needs. Children’s health and developmental needs are identified and addressed with early intervention. Children’s oral health needs are identified and addressed. Children and families have access to safe, healthy recreational activities. Children are kept safe and injury free.
PROGRAMS	<ul style="list-style-type: none"> Help Me Grow Healthy Families Sutter County Home Visitation South Sutter Swim Mindful Youth Adventures Safety and Injury Prevention Programs Oral Health Services

COMMUNITY-WIDE TRENDS

Neonatal outcomes have fluctuated over the past five years.

Prenatal care. The proportion of mothers who received adequate prenatal care in Sutter County had continuously declined, reaching a low of 73.4% in 2019-2021, compared to 80.8% in 2015-2017. The current access rate to adequate (plus) prenatal care was approximately 6% lower than the Healthy People Objective of 80.5% set for 2030.

FIGURE 27. PERCENT OF MOTHERS WHO RECEIVED ADEQUATE OR ADEQUATE PLUS PRENATAL CARE IN SUTTER COUNTY



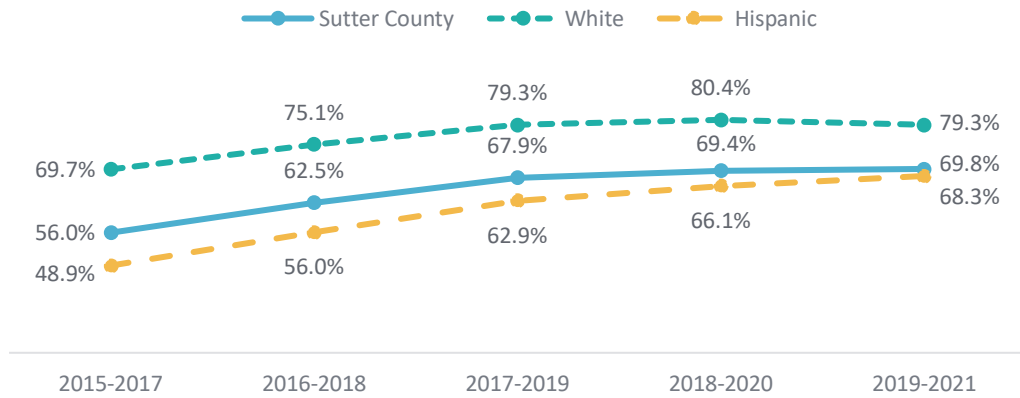
Source: Maternal, Child and Adolescent Health Division, three-year averages for years 2015-2021. Note: Adequacy of Prenatal Care Utilization Index categorizes “Adequate” as prenatal care begun by fourth month with 80%-109% of recommended visits received. “Adequate Plus” is defined as prenatal care begun by the fourth month of pregnancy and 110% or more of recommended visits received.

Breastfeeding Rates. Breastfeeding is another protective factor for child health and development. The rates of exclusive breastfeeding steadily increased over the past five years. Approximately seven out of 10 Sutter County mothers (69.8%; see Figure 28) exclusively breastfed their babies while in the hospital, which was comparable to the 69.2% statewide rate. The rate of exclusive breastfeeding among White mothers dropped by 1% over the past



year, while increasing by 2% among Hispanic mothers over the same time period. Nonetheless, there remained a gap in breastfeeding prevalence of Hispanic (68.3%) and White (79.3%) mothers.

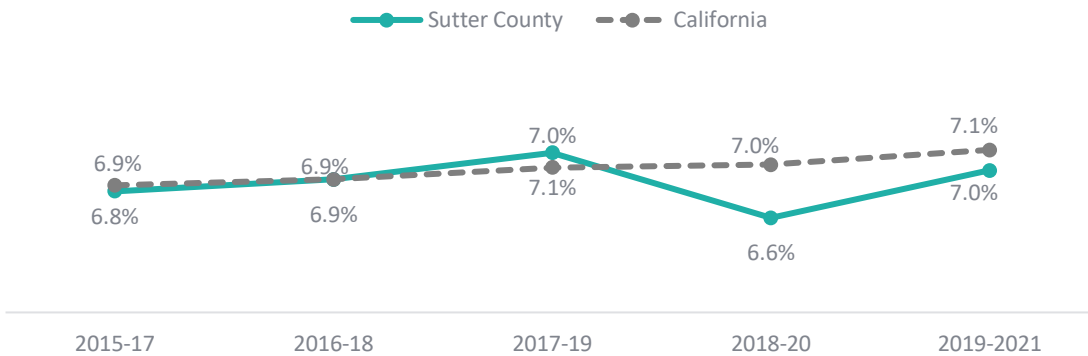
FIGURE 28. RATES FOR IN-HOSPITAL EXCLUSIVE BREASTFEEDING IN SUTTER COUNTY



Source: California Department of Public Health. In-Hospital Breastfeeding Initiation Data. Years 2017-2021. KidsData.org. In-Hospital Breastfeeding of Newborns Data Dashboard. Data for American Indian or Alaska Native, Pacific Islander or Hawaiian Native, and other races or ethnicities are not included due to very small estimates.

Neonatal Health. Low birth weight is linked to a host of negative health, cognitive, and behavioral outcomes. Historically, the proportion of Sutter County infants with low birth weight was slightly below the statewide rates, which held at around 7% over the last five years. The prevalence rates of newborns with low birth weight in Sutter County marginally increased from 6.6% in 2018-20 to 7.0% in 2019-21 (see Figure 29).

FIGURE 29. PERCENT OF CHILDREN BORN WITH LOW BIRTH WEIGHT



Source: California Dept. of Public Health, County Health Status Profiles. Low Birth Weight, three-year averages. Years 2017-2021.

Preventive Health Services Utilization. Sutter County use of preventive medical and dental services was higher than statewide. For **well-child checks**, Sutter County was one of just three California counties that reported the rates of preventive services use above the 46% national averages for children ages 0-15 months¹⁴. Similarly, Sutter County was one of the 12 counties with the most favorable rates, where the use of preventive services exceeded 44%. On average, 48% of infants 15 months of age or younger had all the recommended well-child

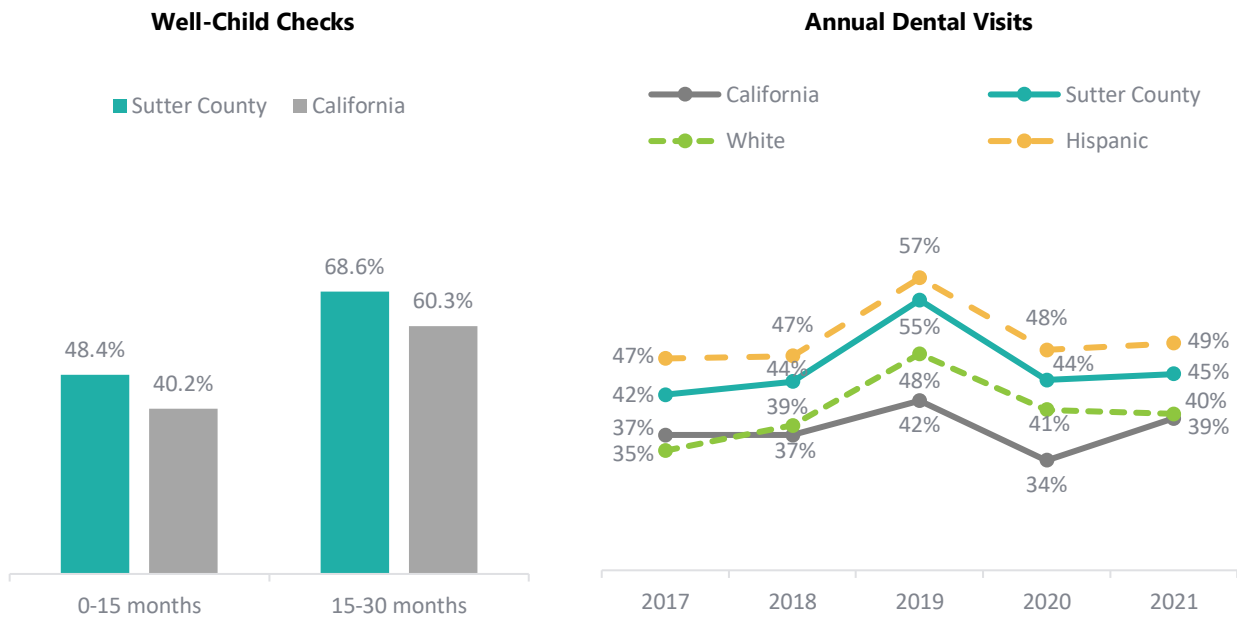
¹⁴ CA Department of Health Care Services. 2022 Preventive Services Report (June 2023) changed their data collection methodology from reporting on well-child check-ups for ages 0-6 years to reporting the rates for children 0-15 months and 15-30 months of age. Therefore, no time trends are available for the well-child visits. The data are reported for the year 2021.



visits, compared to 40% of California infants. For toddlers under 30 months of age the county rate was 69%¹⁵, compared to the statewide rate of 60%.

The 45% rate of **preventive dental service** use in Sutter County children ages 0-5 years was similar to last year's. Although this was somewhat lower than the county rates of well-child visits, the prevalence of annual dental examinations was still higher for the county children, compared to the statewide rate of 39%. The overall time trend was positive, although the proportion of children with dental visits was almost 10% higher among Hispanic, compared to White children.

FIGURE 30. PERCENT OF CHILDREN ON MEDI-CAL WITH RECOMMENDED WELL-CHILD CHECKS AND ANNUAL DENTAL VISITS



Source (well-checks): California Department of Health Care Services. 2022 Preventive Services Report (June 2023). Source (dental visits): California Department of Health Care Services, Medi-Cal Dental Services Division / Research Analytics Unit, Dental Utilization Measures and Sealant Data by County, Ethnicity, and Age Calendar Year 2017 to 2021.

¹⁵ Sutter was among the eight counties with the proportion of the Asian population of at least 10%. Statewide averages show a 4% higher rate for Asians, compared to aggregate rates. On the county level, all eight states with the greater proportion of the Asian population had most favorable or second most favorable rates in 2021.



IMPACT OF THE SCCFC PROGRAMS

HELP ME GROW

In 2016, SCCFC became an affiliate of Help Me Grow (HMG). HMG is a national model of screening and early intervention services. The core components of the model included community screening events and family navigation and case management services, as well as the Centralized Access Point (CAP), from which families with young children may be connected to resources and prevention and early intervention services. In total, 558 children and 532 parents were served through individual HMG activities, and over 2,000 families and children took part in HMG events.

HMG program attended 35 outreach community events, reaching over 2,000 families with 11 on-site ASQ and dental screenings. This FY, 323 children received 990 developmental screenings. Over half of all children met the expected developmental milestones and over two-thirds had no social-emotional concerns.

To increase program reach, HMG held 11 monthly on-site **health and developmental screening events**. HMG staff



set up screening booths and offered information and referrals to families at six collaborative Health and Community Fairs; two Dental Health Month events; seven school-related events; three library events; and 15 community celebrations and activities, including Potter the Otter events. Moreover, HMG staff took part in professional development events, such as the *Spring ECE Conference Resource Table* and the *Blue Zones Project Community Kick-Off* event. Cumulatively, the duplicated participant count at these events reached 2,239 children, 1,858 parents, and 243 providers. Moreover, as summarized in the CalINSPIRE Provider Outreach and Education section of this report, one of the HMG coordinators, supported through braided SCCFC and CalINSPIRE funds, conducted targeted outreach to child health care providers through office-based education. They provided the health care staff with flyers, referral forms, technical assistance, and training about ASQ Online, FindHelp, and other related topics.

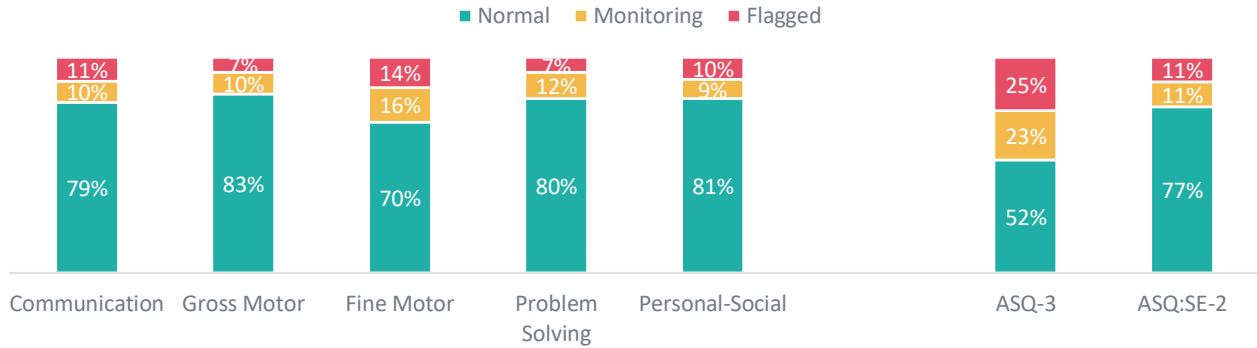
In FY 2022-23, 323 Sutter County children received initial and follow-up **screenings**, captured in the ASQ online database. In total, there were ASQ 641 developmental ASQ-3 screenings and 349 social-emotional ASQ-SE screenings, of which 92% were in English and the rest were in Spanish.

As seen in Figure 31, over half (52%) of all ASQ-3 and 77% of all ASQ-SE results indicated that children met the expected developmental milestones. In terms of developmental concerns, about a quarter of screens suggested the need for monitoring and follow-up screenings, and another quarter marked possible developmental delays or social-emotional difficulties, warranting a referral to early intervention services. Across the five ASQ-3 domains, a higher proportion of children were monitored (16%) or flagged (14%) on *Fine Motor Skills* development, followed by difficulties in *Communication* (10% monitored,



11% flagged), and *Problem-Solving* skills (12% monitored, 7% flagged). For *Social-Emotional* screenings, 11% of children scored in the monitoring zone, and another 11% were flagged for possible concerns.

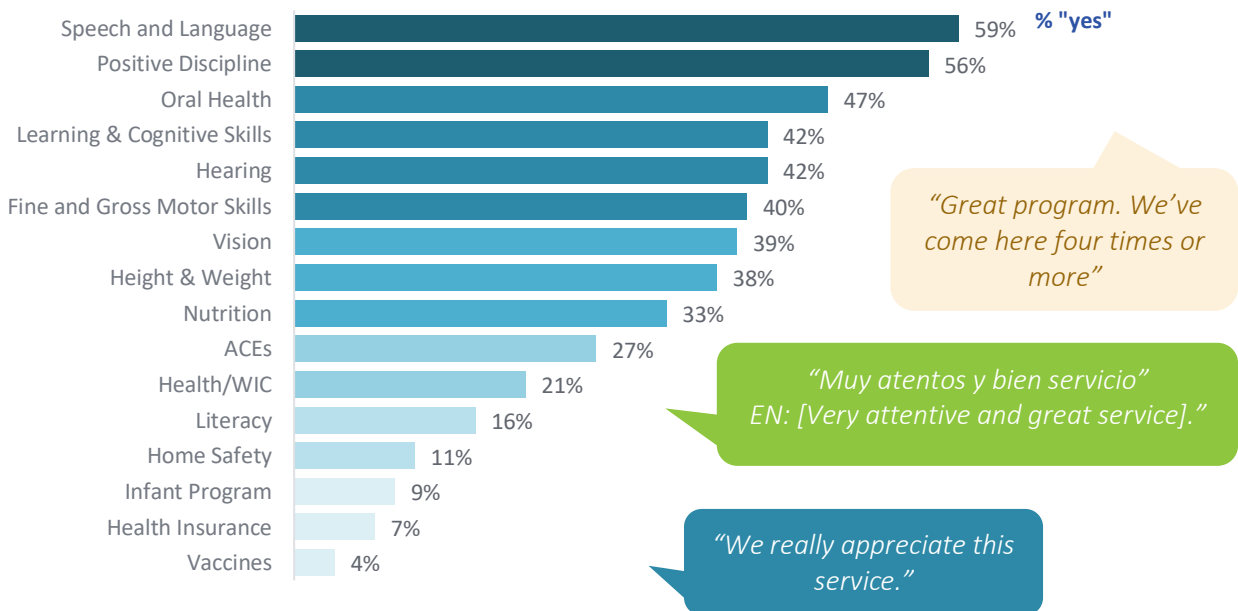
FIGURE 31. PERCENT OF CHILDREN WITH DEVELOPMENTAL CONCERNS ON THE ASQ-3



Source: 2022-23 ASQ-3 Online Aggregate Results, by Category. N (ASQ-3) = 639; N (ASQ-SE) = 349. Note: results for two ASQ-3 screens are not presented because one of the domain scores were missing.

As part of the follow-up with these families, children received additional assessments and/or were referred to the appropriate services and programs by the HMG staff. After families received information or screening, they were asked to complete a Parent Survey. Of the 112 respondents, 81% were attending a HMG event for the first time. Survey results showed that 95% of respondents found child screenings to be “helpful”, and 71% “very helpful.” Among the three most useful benefits of Help Me Grow screening stations were access to new information about *Positive Discipline*, *Speech and Language*, and *Oral Health* (see Figure 32). Moreover, 99% agreed (with 70% showing strong agreement) that the information they learned from the HMG screening event made them a better parent, and 87% of parents agreed that HMG staff was able to answer some or all of their questions about child development.

FIGURE 32. SCREENING OR INFORMATION STATIONS MOST HELPFUL TO PARENTS



Source: Help Me Grow Parent Survey. FY 2022-23. N = 112.

Over 180 families referred to HMG received case management services, including 185 assessments and 176 referrals.

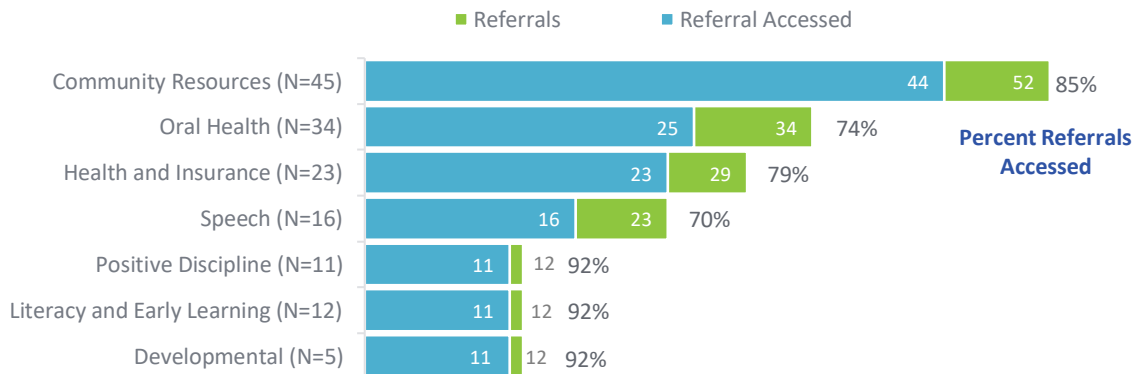
Along with developmental screenings, HMG continued to offer **Parent Navigation** and **Case Management** services. All in all, two bilingual HMG coordinators served 181 families, of which 72% enrolled in HMG case management and family navigation services this year. For families with the known referral source, nearly half (49%) were self-referred, and the rest referred by local programs, including Child Welfare Services (3%), County Public Health (5%), Peach Tree Health (1%), WIC Nutritionist or Lactation Consultants (5%), and preschools (36%).



Most families qualified for low-income health coverage. Approximately two-thirds of families (77%) had Full Scope Medi-Cal (50% through Anthem and 27% through CH&W), and an additional 4% had Medi-Cal or Medi-Care¹⁶. Only 18% of participants had private insurance, whereas less than 2% had no health coverage. Families were supported through a total of 221 service encounters, of which 59% were intake appointments, 12% were in-person follow-ups, and 28% were phone check-ins. The majority of contacts (84%) involved assessments, 11% were dedicated to plan development, and 5% were follow-up or monitoring visits.

Families had a variety of needs at intake, with the top three being *Community Resources* (30%); *Oral Health / Need for a Dental Assessment* (19%); *Speech* (13%); and *Positive Discipline* (7%). Families also needed support with *Health, Parenting Education, Literacy, and Child Developmental Supports*. More than half of the families (54%) received 176 referrals for their needs.

FIGURE 33. PERCENT OF TOTAL REFERRALS INITIATED VS. REFERRALS RESULTING IN LINKAGE TO SERVICES, BY TYPE



N=Number of Families with

Source: ECM Persimmony Database. Case Management Reports. FY 2022-23. N (families referred) = 97; N (referrals) = 176; N (Referrals Accessed) = 137. Note: Health and Insurance included for Medi-Cal, to establish a medical home, or vision and hearing evaluation; Literacy and Early Learning referrals included referrals and resources for early education needs and child care or preschool; Developmental referrals included referrals for developmental ASQ, ACEs, motor skills, and learning skills evaluation.

As seen in the graph above, nearly half of families were linked to community resources, such as SCCFC essential assistance programs, including the Newcomer Program, as well as public assistance to address basic needs. About

¹⁶ Specifically, 90 clients had Full Scope Medi-Cal (Anthem); 48 had Full Scope Medi-C al (CH&W); eight had Medi-Cal or Medi-Care; 32 had private coverage, and three had no insurance at the time of intake.



a third of families were put in touch with the oral health and health programs, to access insurance, establish a medical and dental home, and receive services. Parents were directed to positive discipline parenting classes and provided with early literacy resources and enrollment information for preschools, county library, and DPIL. Finally, children received numerous developmental supports, including speech evaluation and services through referrals to Alta Regional, Preschool Intervention Program, and the SCCFC programs, such as Family SOUP. As seen in Figure 33 between 70% and 92% of referrals resulted in families accessing services.

By the end of the FY 2022-23, 94% of families exited the program, of which 94% accomplished their goals, 2% moved out of the area, and only 4% declined further services.

HEALTHY FAMILIES SUTTER COUNTY HOME VISITATION



Sutter County Public Health is an accredited Health Families America (HFA) affiliate, providing evidence-based home visiting services to low-income, high-risk Sutter County families. The program focused on expectant parents and parents to newborns and provided needed education, resources, and materials to promote parent-child attachment, child development, and early literacy. Additionally, the program conducted outreach at hospitals and community events, providing safe sleep education and materials.

The program provided home visiting services to 38 mothers and 32 children, offering education and resources to promote parent-child interaction and early literacy. Families received a total of 97 child and maternal screenings.

During FY 2022-23, **Sutter County Public Health** home visitors conducted 91 home visits. Thirty-eight mothers and 32 children received evidence-based Healthy Families America (HFA) home visiting curriculum. Seven parents and six children were new to the program. At the start of the year, providers continued to conduct most of the home visits virtually, in accordance with the National HFA guidelines, until in-person home visits resumed later in the year. In addition to home-visiting services, families received supplies that reinforced the topics and activities covered during the visits.



Child participants received 26 ASQ-3 and 21 ASQ-SE screenings, while mothers received 27 depression screenings and 23 CHEERS assessments, evaluating nurturing parenting and the quality of parent-child relationships.

Eight parents completed a satisfaction survey following completion of Healthy Families Sutter services. The results were very positive, as all respondents indicated that the program positively affected them in all areas of life.

- Retention and Engagement:** Seventy-five percent of respondents were engaged in services for more than a year and the remaining 25% were engaged in services for 6-12 months. All parents noted that their home visitor showed respect and understanding of their family background, culture, and parenting style and that program materials and communication were inclusive of their language and race/ethnicity. All parents also felt that the information and materials were presented in a way that allowed them to determine what was best for their child. These are positive indicators of program potential for family engagement and retention.

“The home visitor provided me with support and referrals and really helped me solve my problems.”



- Program Fidelity:** All parents attested that their home visitor spent enough time with them, helped them set goals, and discussed the topics of parenting and child health and development at most visits. Families received education and resources to improve coping skills, set up home routines, learn about activities, strategies, and external programs to help their children learn and meet developmental milestones. Seven of the eight parents noted that the home visitor brought parent-child activities to most visits and shared that they received referrals or resources for themselves or their children. For instance, parents were linked to financial assistance programs to support their family and services for children, such as Alta Regional, Head Start, and Child Health Services. Parents also worked toward practical goals, such as accessing resources to learn English or staying organized in the home. These indicators point toward fidelity in delivery of the home visiting curriculum.
- Program Effectiveness:** All parents noted that the program strengthened their protective factors, such as understanding of child development, building a stronger support system, and improving relationships with partner and child. Maternal coping skills improved as well, including ability to solve problems and control their temper. Mothers also shared that the program improved their parenting, as they had more patience and appreciation of their children and were better able to read their child’s cues. Three-quarters of participating families volunteered additional feedback, which highlighted the positive, supportive, and helpful role that the home visitors played in their lives.

“The program helped me get a facility for my child.”

Public Health Safe Sleep program distributed educational materials to 847 new parents at 10 community outreach events and through direct contact with the birthing center.



In addition to home visiting services, the Public Health department took part in ten Health Fairs and community outreach events, to increase new parents’ awareness and educate them on safe sleep practices to reduce instances of the sudden infant death syndrome (SIDS). A total of 847 new parents received safe sleep materials at the collaborative outreach events or during the Adventist Health Birthing Center Rideout Rounds.

To promote the use of infant cribs, the program distributed flyers advertising SCCFC’s free crib program. As a result, 38 families benefitted by receiving free Pack and Play cribs. Moreover, 64 families received in-person education; 52 received gift bags with safe sleep, maternal mental health, and breastfeeding materials, as well as the *Sleep Baby Safe and Snug* books. An additional 198 books were distributed to families at events.

SOUTH SUTTER SWIM

To promote public safety and parent-child physical fitness, the SCCFC continued to sponsor the **South Sutter Learn to Swim** program, which offered free water safety education classes. During the summer, two sessions were held at the South Sutter Recreation Association pool. The program offered the following classes:



- Parent and Tot, for children ages 0-3 years
- Tiny Tot I, for children ages 3-5 years
- Tiny Tot II, for children ages 3-5 years
- Level 1, for children ages 5 years
- Level 2, for older children

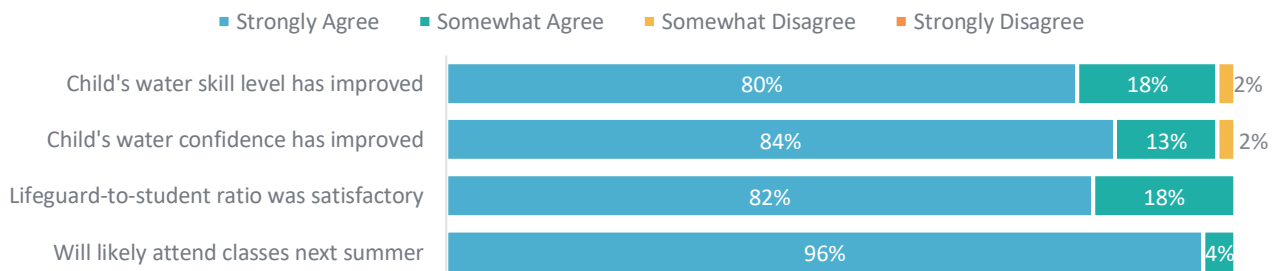
Families with infants and toddlers ages six months to three years enrolled in the Parent-and-Tot classes, designed to introduce children to safe water activities and build their confidence in being submerged under water and floating on water. Families with children ages 3-5 participated in the Tiny Tot program. They were taught without their parent present, to build on their floating, submerging, kicking, and rhythmic breathing skills and to prepare them for more advanced swimming lessons.

Swim Lessons for infants and toddlers were very successful this summer, enrolling 71 children and 63 parents. Nearly all parents (98%) noted improvement in child water skills and confidence, following class participation.

During the summer of 2023, the program experienced an overflow of interest from parents of young children. Based on the class capacity, 13 children and their parents were accepted into the Parent-and-Tot program, and 58 children were enrolled in the Tiny Tot program. On average, 6-7 children attended each class. In total, 71 children and 63 parents took part in the South Sutter Swim lessons, with 97% parents and 75% children completing the two-week course, and, whenever possible, continuing to the next session.

Based on the 45 responses to a follow-up survey, the plurality of children (42%) practiced water skills once or twice outside of class, 38% engaged in more frequent practicing (three or more times), and 20% did not practice newly learned skills outside of class. Figure 34 shows the impact of the lessons reported by the parents. The majority of families “strongly agreed” that their *Child’s water confidence improved* (84%) and that their *Child’s water skill level improved* (80%). Families also indicated high overall satisfaction with the program. Four out of five parents (82%) “agreed” that the *Teacher/ lifeguard-to-student ratio was highly satisfactory*. Nearly all parents (96%) indicated that they were very *Likely to attend swim classes next summer*.

FIGURE 34. CHILD OUTCOMES FOLLOWING PARTICIPATION IN “LEARN TO SWIM” CLASSES



Source: Sutter Swim Post Program Survey Summer 2023. N = 45 families (42 unique; three attended multiple sessions).

MINDFUL YOUTH ADVENTURES

Mindful Youth Adventures (MYA) was a program designed to engage parents and their young children in the practice of mindfulness. Through a multitude of child-friendly activities such as yoga, play, book club and story time, dance, craft, and field trips, parents and children learned to control emotional outbursts, verbally express their feelings, and listen to others. The program aimed to enhance parental resilience and positive social connections and enable children to grow social and emotional competence.



Parents and children attending the *Mindful Mentor and Me* classes and the *Growing Up Mindful* sessions at three Sutter County Library locations were given punch-cards and giveaways, which served as a positive reinforcement for continued attendance. MYA also partnered with Sutter County Library to provide a free keep or swap rotating lending library. Additionally, MYA collaborated with the Regional Emergency Shelter Team (REST) to offer their families weekly evening Transitional Yoga classes and mindfulness-based activities for children ages 0-5 years. After temporarily shifting to online video format due to the COVID-19 pandemic during FY 2021-22, the program transitioned back to in-person sessions at the Sutter County Library in FY 2022-23.

In FY 2022-23, 601 children and 192 parents engaged in practicing mindfulness through the Mindful Youth Adventures program. Participating families showed increased mindfulness knowledge and high program satisfaction.

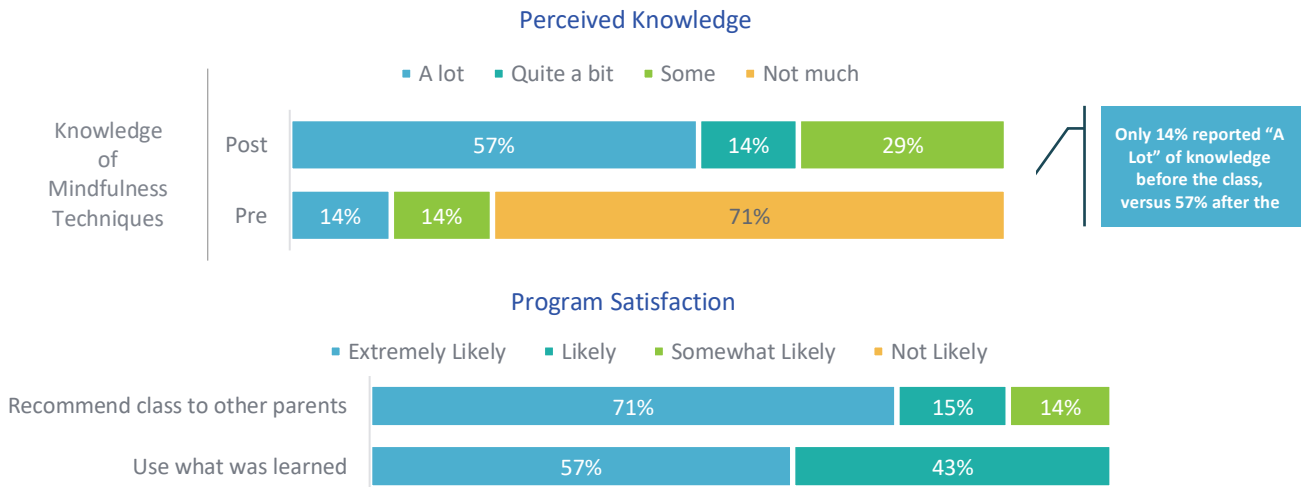
In total, 301 Sutter County children took part in the *Mindful Mentor and Me* groups and activities, and another 300 children and 192 parents participated following a referral from the seasonal REST program. Parents attending these classes with their children completed a follow up-survey. All seven respondents reported noticeable changes in their children as a result of this program. Specifically, five out of seven parents noticed improvement in their child's ability to form positive social connections, recognize emotions, and communicate their needs. Children learned to use breathing techniques in times of stress and movement as a method to refocus, which led to the overall increase in mindfulness and their capacity to be focused on the current moment. As seen in Figure 35

Figure 35, parents also reported an increased *Knowledge of Mindfulness Techniques*, especially how to control emotions, express feelings productively, and foster positive social connections. Furthermore, 86% of participants indicated that they would be “extremely likely” or “likely” to recommend the class to other parents, and all participants stated that they would *Use what was learned in class*.

“I liked the upbeat positive demeanor of the instructor.”

“I liked that it’s not pressured. My child is learning to recognize feelings and react to them in a positive way through breathing and mindfulness.”

FIGURE 35. PARENTAL KNOWLEDGE OF MINDFULNESS STRATEGIES AND PROGRAM SATISFACTION



Source: Mindful Youth Adventure Post-Event Feedback Survey, FY 2022-23. N = 7.

In addition to providing in-person activities for families with young children, the MYA program continued to produce and distribute free digital online “Mindful Moments” videos. This modality was first piloted during the COVID-19 pandemic, as a way to replace in-person groups, and continued as a hybrid approach after the in-person activities were resumed. The short, easy-to-follow monthly class videos aimed to support mental well-being of children by assisting them in building a toolbox of effective mindfulness and coping skills. These recordings were distributed via the MYA and the SCCFC social media pages, as well as YouTube channel. This year, the videos garnered 114 views, just 18% less than last year, when only the virtual modality was available to children. This finding suggests that there remained a persistent demand for the hybrid format, with the video component offering unique benefits to families engaged in the MYA program.

SCCFC SAFETY AND INJURY PREVENTION PROGRAMS

Another way that the SCCFC promoted safety and injury prevention was through the Loaner Life Jackets program and the California Office of Traffic Safety Program.

In FY 2022-23, hundreds of children were able to borrow life vests; while 302 children, 819 parents, and 74 providers received child passenger safety education and training as well as free car seats and installation assistance.

Life Jackets Loaner Program. The SCCFC continued to partner with the non-profit Sea Tow Foundation to support the infant and toddler life jacket loaner program in Sutter County. This year, the grant covered 36 new infant and child life vests, bringing the total number of life jackets available for public use to 148. These vests were restocked at the four life jacket loaner stations by the SCCFC and the Sutter County Sherriff’s Department Boat Patrol, as needed. Three of the stations were established through a partnership with the Sutter County Deputy Sheriff’s Association, and the fourth was added through a partnership with Yuba



City. As a result of these collaborative efforts, the SCCFC increased water safety for hundreds of Sutter County children ages 0-5 years.

“With area rivers running high and swift, our Commission and valued partners like the Sea Tow Foundation, recognize the opportunity to improve the safety of Sutter County’s youngest residents during warm Summer months.”

The California Office of Traffic Safety (OTS) Child Passenger Safety Program. During the FY 2022-23, the SCFC secured funding from the California Office of Traffic Safety through the National Highway Safety Administration (NHTSA) to offer Sutter County families car seat safety education and resources through two NHTSA-certified child passenger safety technicians.



This program provided child passenger safety education to parents, offered the NHTSA training and certification to providers working with expecting families and families with young children, and held individual consultations and car seat check-up events, where families in addition to safety education received assistance with car seats inspections and installation and/or received new car seats free of charge. The community was informed and engaged through various platforms, including social media, radio, local transit ads and in-person events.

In total, over the FY 2022-23, 302 children, 819 parents, and 74 providers were served through this program:

- 302 families received free car seats and/or inspection and installation assistance:
 - 250 free car seats along with car seat installation assistance, of which 111 were procured by the SCCFC in addition to the OTS-funded car seats
 - At least 52 pre-owned car seats were inspected and installed, as needed.
- 212 families received car seat safety education:
 - 104 families were educated during group or event activities
 - 108 families received car seat safety information during individual appointments
- 690 families attended 17 events, including:
 - 14 traffic safety events throughout the community
 - 3 car seat check-up events
- 74 providers received car safety training and education, including professionals from Rideout Adventist Health, Child Welfare Services, E Center Head Start, EA Family Services, Casa De Esperanza, Interagency Council and other agencies working and or transporting families and young children:

- 15 providers earned NHTSA-child passenger safety technician certification
- 4 roll call trainings were conducted at the Yuba City Police Department. During the trainings they talked to patrol officers about the law seat laws, vehicle codes, the different types of car seats and visual signs of a car seat incorrectly installed. They gave out ticket book cards that officers can keep with them in their patrol cars as well as push cards for families who are in need of a car seat and how they can reach out for assistance.

SCCFC ORAL HEALTH SERVICES

This FY, 175 children received dental exams and fluoride treatments and 177 parents accessed oral health education.

SCCFC provided oral health assessments for children who attended Help Me Grow (HMG) community outreach events. This year, 175 children received dental exams, as well as an oral health kit with a toothbrush and other goodies. During 12 HMG health screening events, which included six Health Fairs and two HMG and Oral Health events, 177 parents received oral health information and educational materials.



Over the past two years, SCCFC HMG providers distributed 1,296 logoed toothbrushes and 240 toothbrush kits, given out to children at the HMG dental screening stations.

Goal 4 — Improved Systems of Care

OUTCOMES	<ul style="list-style-type: none"> Families have the information and support they need to access the early childhood system of care. Early childhood systems are strengthened, integrated, and sustained. Early childhood resources, services, and supports are sustained with legislation and policy.
PROGRAMS	<ul style="list-style-type: none"> SCCFC Community Outreach Handle with Care FindHelp Referral Platform Home Visiting Systems Coordination Grant

The SCCFC strived to improve and strengthen local systems of care, in an effort to meet the needs of all children and families in a coordinated, high quality, sustainable manner. To that end, the SCCFC invested in community outreach events to support family and community involvement, health and development of children, and professional development of local providers. Moreover, to improve local systems of care, the SCCFC engaged in social media campaigns to promote awareness of the negative impact of traumatization on health and well-being, and inform families of the local resources. The SCCFC also continued to develop the following initiatives:

- Handle with Care Community crisis response initiative
- FindHelp Bidirectional referral program
- Home Visitation Systems Coordination

The summary of these efforts is presented below.

COMMUNITY OUTREACH

To promote community education and outreach, SCCFC held nearly 40 community events, engaging over 2,000 families, as well as posting daily social media campaigns, reaching over 110,000 families this FY.

Throughout the year, SCCFC expanded and strengthened its partnerships with multiple agencies in Sutter and Yuba Counties, through Network of Care, community outreach, and social media campaigns aimed to raise awareness of the SCCFC goals, strategies, and services.

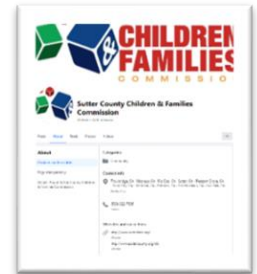
In FY 2022-23, SCCFC sponsored nearly **40 community outreach events**, reaching a total of 2,065 children and 1,901 parents, and engaging 172 providers. These efforts included:





- 10 *Family and Community Involvement* activities, such as National Night Out or Trunk or Treat*¹⁷
- Seven *Health and Development* fairs, including four Health and Resource Fairs and two Dental Health events
- Eight *Early Literacy and Learning* activities, such as Library Castle Warming Party and Dr. Seuss Family Night
- Six *Family Resiliency Events*, like Recovery Happens and Family Walking Group
- Three *Professional Development and Support* outreach activities, e.g., Spring ECE Conference Resource Table and Blue Zones Project Community Kick-Off.

At the same time, SCCFC expanded their **social media education and outreach campaigns**, held in English and Spanish, to maximize information reach. This year, 110,359 families were reached through Facebook and 386 through Instagram posts. This is 214% and 89% more, respectively, than last year. Moreover, the commission’s Facebook page visits reached 4,932, which is 204% more than last year, while the Instagram page was visited 227 times, or 83% more than last year. Additionally, these interactions garnered 264 new likes and followers.



All in all, SCCFC’s **Community Events** promoted community involvement in Sutter County events, programs, and services, provided additional enrichment opportunities for children, and sponsored much-needed workshops and events. These programs helped strengthen the professional expertise of county staff and providers working with families and children.

HANDLE WITH CARE



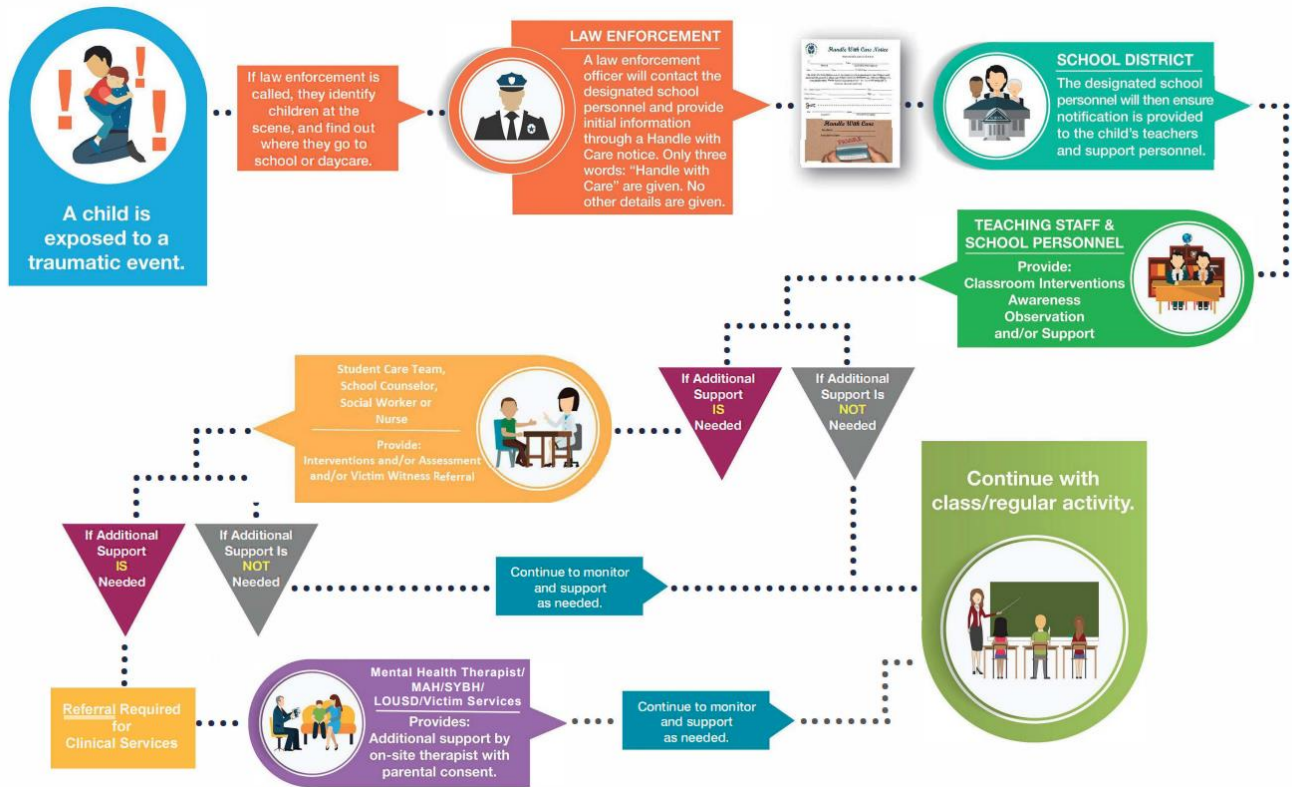
As part of County efforts to prevent and/or to counter the effects of Toxic Stress, SCCFC collaborated with multiple agencies to develop a community crisis response program, “Handle with Care.”

In 2022-23, Sutter County Children and Families Commission (SCCFC) continued to be a key organization in the “**Handle with Care**” initiative. Last year, the Commission brought together local community partners, including law enforcement, educators, and mental health providers, to lay the groundwork for a trauma-informed community crisis response initiative. “Handle with Care” is a comprehensive approach to interrupt the toxic stress response in children exposed to traumatic events requiring police involvement. It aims to ensure cross-context continuity of care through real-time police-school communication and staff training.

This objective is the extension of the goals formulated by the Network of Care (NoC), which was spearheaded by the SCCFC in 2021 under the “ACEs Aware Initiative” grant funding. As part of the NoC efforts to build upon the knowledge of principles and strategies for trauma-informed care in local communities, SCCFC educated over 100 first responders, health care providers, and the school sector on trauma-informed care.

¹⁷ Not counting six Potter the Otter Community Exhibit Events reported above.

In FY 2022-23, the SCCFC developed a Memorandum of Understanding (MOU), approved by the Board of Supervisors and signed by nine partner agencies, including Yuba-Sutter Behavioral Health, Health and Human Services, Victim Services and Child Abuse Prevention Council, and other community-based organizations, like the school district and the local law enforcement entities. Additionally, the SCCFC established working relationships with two new community partners, expected to sign MOU next year: the Sutter County Fire Department and the Trauma Intervention Team (TIP).



The SCCFC in partnership with the Sutter County Superintendent’s Office worked with the Stanislaus County Department of Education to complete development of the FOCUS app, which will be the primary means of communication for First Responders in instances where traumatized children are present. The program is currently piloted at Luther Elementary School and the Live Oak School. Following the rollout of the app, the Superintendent’s Office is planning to provide training and technical assistance to first responders to enhance utilization of the app. During this process, the Commission was acting as the liaison between the Board of Supervisors and the County Office for school system.

FINDHELP ONLINE RESOURCE AND REFERRAL



The use of the FindHelp unified referral system more than doubled since last year, with 1,399 users, 2,660 searches, and 180 referrals.

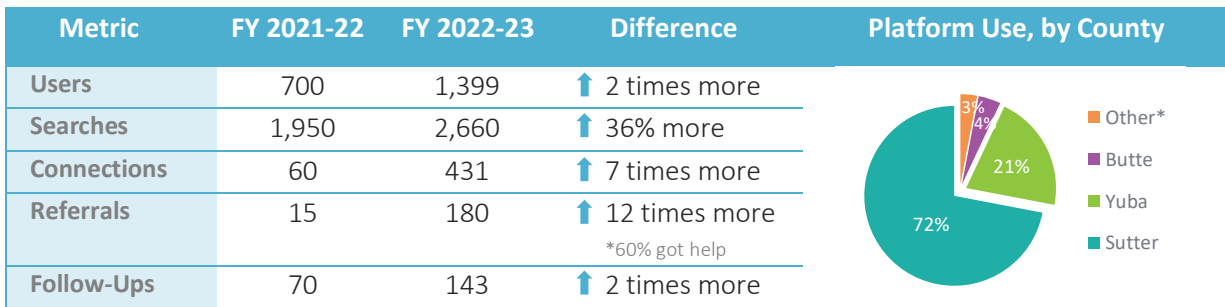
Last year, the Network of Care identified the need for a unified referral system, which led to the launch of **FindHelp**, the Sutter County online resource and referral platform. This online system



featured a bidirectional community screening, a referral portal, and an internal SCCFC site for analytics and staff training. This year, 140 Sutter County site programs were claimed, and nine new programs added.

The SCCFC continued to educate local providers on the use of FindHelp, holding nine provider and community training workshops, attended by 172 providers. These efforts were successful, as based on the two-year metrics comparisons, the site gained traction, doubling the number of users, with over 30% more searches. These interactions led to seven times more connections and 12 times more referrals (180 total). Of the total 126 referred families 60% received services.

FIGURE 36. INCREASE IN THE USE OF FINDHELP, COMPARED TO LAST YEAR, AND PLATFORM USE BY COUNTY



Source: Sutter County FindHelp. FY 2022-23. Note: *Other Counties include: Sacramento, Santa Barbara, Orange, Yolo, Los Angeles, Placer, Out of County.



Seven out of 10 users were from Sutter County; two out of 10 were from Yuba County, and the rest were from Butte and other surrounding counties. Families sought food (19%), housing (23%), child care (14%), health (13%), goods (10%) and financial (8%) assistance, education (5%), transit (4%), employment (2%) and legal services (1%). The most frequently searched SCCFC programs were the *Child Safety Seat Education*, the *Child Development Behavioral Specialist*, *Help Me Grow*, *Personal Safety Supplies*, and *Playzeum FLIP*. In terms of external agencies, the most engaged programs were *E Center [Early] Head Start*, the *Alta Regional Center Early Start* program, the *Yuba City Unified School District*, the *California LifeLine* discounted phone services, *Women, Infants, and Children*, and the *Salvation Army*.

In sum, Sutter County Children and Families Commission and its Network of Care partners have made substantial progress in the implementation of a system of care that will decrease the intergenerational cycle of Adverse Childhood Experiences (ACEs) traumatization, increase families’ resilience, and help Sutter County children to learn and thrive.

HOME VISITING SYSTEMS COORDINATION GRANT

This year, the SCCFC continued to invest in the Bi-County and the Regional Home Visiting Collaborative work. The Collaborative continued to offer professional development opportunities through Professional Learning Communities.

The Home Visitation Systems Coordination grant was initiated by First 5 California to help counties create a sustainable, unified system of family supports through home visiting (HV) services, while maximizing funding to

serve more families. In 2021, the grant funded the establishment of the **Bi-County Home Visiting Collaborative (HVC)** between First 5 Yuba and the SCCFC. The Collaborative continued to meet four times throughout FY 2022-23, engaging 37 bi-county providers. Building on last year’s environmental scan, which provided data used to develop tools, identify gaps, and secure resources to support other initiatives, the Collaborative worked to increase coordination of services through systems change activities.

Among the **bi-county collaborative** achievements made possible through continuous cooperation were:

- Relationships developed with new partners, across sectors and regions.
- Continued discussions around creating a universal referral pathway, though limitations on information-sharing continued to be a challenge.
- Continued monthly updates to the Online Padlet Resource Directory¹⁸.
- The Collaborative brought together home visitors and early educators with ideas to integrate early learning into their settings.

Professional Learning Communities (PLC). To foster collaboration between home visiting and family support programs, the collaborative continued to offer provider education through **Professional Learning Communities (PLC)**, established last year. This year, 32 local Collaborative members attended six PLC trainings on the topics of self-care, family mealtime, motivational interviewing, and tobacco prevention and cessation. Moreover, following last year’s Laurie Ellington Conference, PLC coordinated monthly coaching sessions, to support providers in implementing the skills learned during the conference. These sessions were attended by 11 Sutter County participants from a cross sector of providers, educators, and family-serving agencies.

The “Post-Sessions Survey,” taken by 21 bi-county participants, indicated high satisfaction with the coaching sessions. All participants gave a five-star rating for excellent information delivery and 94% underscored the high relevance of sessions content to their work. There was a strong agreement that the sessions were inspirational and that the learned strategies will be implemented at work among 86% of providers. The majority of providers (86%) believed that sessions helped them get to know their bi-county partners better, with 57% strongly agreeing with this statement. Finally, over 95% of participants said they were “very likely” to attend future PLC trainings.

FIGURE 37. OUTCOMES OF ATTENDING MONTHLY COACHING SESSIONS WITH LAURIE ELLINGTON



Source: Motivational Interviewing Coaching Sessions Post-Survey. FY 2022-23. N = 21; N (Sutter) = 11.

“It was useful to learn effective conversation skills and suggestions on phrasing questions.”

“The role-playing group activity was great! Good combination of science and hands-on practice.”

“I liked that the information was presented in an easy-to-understand way by relating to our real-life problems.”

¹⁸ Online Padlet Resource Director can be found here: <https://padlet.com/First5Yuba/h4juwzpjokeeg6wi>.



Programmatic Challenges and Successes

Based on the narratives of the First 5 Sutter programs quarterly reports, some of the factors that continued to affect program implementation and effective reach and engagement of families this year included: understaffing and limited space, as well as program participation. At the same time, the program staff's continued dedication to families and belief in the program objectives, all programs completed or exceeded the stated programmatic goals and service targets.

1. Understaffing and limited space continued to present challenges across the SCCFC grantee programs in FY 2022-23.

Some of these directly affected service delivery. For instance, in the first half of the year, the **Public Health Home Visiting** program reported not having enough staff to conduct in-person outreach to Adventist Health Rideout Birthing Center. At **FLIP Playzeum**, one staff member went on maternity leave, and the unavailability of a substitute facilitator led to the cancellation of five weeks of classes. At the **Learn to Swim** program, it led to some families being turned away because the classes offered this summer filled up quickly, and the staff shortage precluded the program from adding more classes to accommodate the high level of interest from families. Similarly, **Mindful Youth Adventures** received repeated requests to add more classes at different times, but lack of available free locations prevented them from expanding their class offerings.

Effective Strategies and Successes: Some programs were able to overcome staffing challenges. By the end of the year, the **Public Health** program was able to increase their Home Visiting staff capacity, which allowed them to provide more in-person safe sleep information to new parents through the Adventist Health Birthing Center Rideout Rounds. At **FLIP Playzeum**, classes resumed their regular schedule in the first week of April, when the substitute was available to restart the previously cancelled classes. Families who were enrolled in the cancelled classes were offered a 10-visit punch card pass to Playzeum's open play hours.

2. Lower than expected program participation and attendance continued to be an issue for some grantees.

Providers encountered barriers with program scheduling, recruitment, and referral processes, which contributed to lower engagement and participation. Some programs noted challenges with anticipating and/or being able to meet the diverse needs of the potential participants. For example, **Smart Start** encountered difficulties in their efforts to broadcast information about their program, specifically to recruit children with no preschool experience. **FLIP Playzeum** had low attendance for their afternoon classes, despite explicit requests from parents to schedule classes during those times. Afternoon class attendance was also low for the **Born Learning Academy**, as well as **Family SOUP**, which had to cancel their November workshop due to low enrollment.

Effective Strategies and Successes: *The engaged and proactive staff facilitated program success.* Staff were invested in programming and took the initiative to promote program success, whether in their own professional development or in program-related decision-making. For example, **Family SOUP** staff reported that the gradual shift back to in-person programming, following the lifting of the earlier COVID-19-mandated online protocols helped them gain insight into how to better serve families. For example, in-person meetings facilitated more connections among parents and children than online meetings. However, the overwhelming feedback from families appreciative of the flexibility of the online classes suggested that the virtual format continued to be critical for many families. Therefore, the choice to continue to offer online or hybrid services allowed the program

to reach families that had difficulty attending in-person due to various concerns, ranging from child care challenges to accessibility and cost of travel. Based on this information, **Family SOUP** will continue offering both in-person and online classes and will continuously check in with parents to ensure they maintain the balance between the two modalities.

“The challenge and opportunity in all of this, is finding a good balance between online and in-person events to ensure that we are meeting the needs of all of the families within our care. To address this challenge, we have sought intentionality as we have planned a mix of both in-person and virtual programs to cater to both needs.” – *Family SOUP staff*

To increase service quality and attract more families, the **Sibling Support Group** facilitator became certified as a *SibShop program instructor* and incorporated new techniques into the Sibling Support Group. In turn, the **CDBS** provider applied for the California endorsement to become the first *Transdisciplinary Infant-Family and Early Childhood Mental Health Practitioner* in the area. In the **Lego Club**, staff combined material from all four sessions into one kit, which simplified the kit distribution process. **Mindful Youth Adventures** incorporated additional giveaways to promote program attendance.

3. Flourishing Partnerships and Collaborations was another consistent topic among providers’ narratives.

Collaboration among grantees and within the community facilitated the successes of many SCCFC-supported programs. Programs referred families internally, which helped provide wholistic family supports. For example, the **CDBS** provider successfully connected a distressed mother with the SCCFC’s Health Program Specialist to obtain and install a free car seat. In another instance, **CDBS** worked with **Smart Start** to better serve the needs of a child enrolled in both programs. The programs also collaborated internally and with outside agencies to overcome barriers and expand services. For instance, the **CDBS** developed a working relationship with Luther Elementary, while advocating for one of the children in the program. This connection led to increased referrals from school through FindHelp and new school observations and parenting education requests. **CDBS** also reached out to **Playzeum** for a space to hold child welfare classes, while the **Sutter County Library** provided space for **Mindful Youth Adventures** classes. The **United Way Born Learning Academy** was able to reduce the costs of meals for their child care and nutrition services by partnering with the Tri-County ROP culinary arts program. The Sutter County Schools nutrition program also contributed to this success by providing two of the meals at a low cost. A partnership between **Mindful Youth Adventures** and the **Regional Emergency Shelter** program (REST) brought mindfulness and yoga classes to families in crisis.

Collaborations with the **City of Yuba City** entities were also fruitful for several programs. When the **United Way Born Learning Academy** was not able to hold all six of the planned sessions, they worked with the **Yuba City Unified School District Child Development** staff to improve session-planning for the upcoming fiscal year. The City of Yuba City Parks and Recreation Department was critical to the installation and oversight of the Born Learning Trail signs and activities in one of the city parks. When the issue arose surrounding the sharp trail signs edges that could potentially injure trail participants, the Parks and Recreation staff immediately added rubber edging at their cost. After an incident of vandalism that damaged some of the signs, the City of Yuba City removed the signs to prevent bending, with the plan to remount them in the near future. Finally, the **SCCFC** developed strong partnerships with **the Yuba Sutter California Highway Patrol, the Sutter County Sheriff's Office, and the Yuba City Police Department** as part of their **Child Passenger Safety Program**.

The SCCFC efforts to find additional ways to support partner programs were noted by several providers. For example, Family SOUP and Smart Start found the SCCFC-funded backpacks giveaways to be a positive and fun way to engage families in their programs.

“All our students benefitted from a "Help Me Grow" backpack provided by the Sutter County Children and Families Commission. The materials and activities that are included in the backpack help reinforce the basic skills TK and K students need to be successful in school — from counting to letter recognition.”

- Smart Start staff

4. Providers across all SCCFC programs reported positive outcomes for families receiving their services.

Despite this year’s challenges, the SCCFC programs received positive feedback from families regarding the utility of skills they gained. For example, **Mindful Youth Adventures** parent participants shared that at home their children were practicing the strategies they learned in class. One staff member shared a story of a former student who was grateful to learn mindfulness techniques taught in the Mindful Mentor & Me classes to calm themselves down when they were overwhelmed. Parents at the **United Way Born Learning Academy** thanked facilitators for giving them the tools to incorporate teaching moments in daily routines and these strategies helped them engage their children. **Smart Start** staff reported that by the end of the program their students were more engaged and gained confidence and independence.

These positive outcomes extend beyond the new skills learned by caregivers and children, as families develop stronger support networks, critical to individual and family well-being. At **Family SOUP**, staff reported observing parents and youth build connections and make friends in both virtual and online classes. Children attending the Sibling Support Group found their own welcoming peer community. At the **United Way Born Learning Academy**, parents enjoyed having the opportunity to meet and interact with other parents and watch children make new connections with each other. Similarly, many of the Playzeum families scheduled playdates for their children with other families they met in **FLIP** classes.

“Participating in sibling support group really helped my child feel independent and like she has something special for herself. It allowed her to be who she is, without feeling afraid.”

- Family SOUP Sibling Support Group Participant



Appendix A – Smart Start Longevity Report

For additional historical Smart Start evaluation information and resources please refer the report and documentation linked [here](#) and/or the SCCFC annual reports at the Suttercounty.org webpage.

FIGURE 38. NUMBER OF CHILDREN AND SCHOOLS PARTICIPATING IN SMART START FROM 2001 TO 2023

Year	# Students	# Schools	# Classrooms
2001	60	2	3
2002	66	3	3
2003	70	3	3
2004	183	7	8
2005	181	7	8
2006	205	8	9
2007	239	8	10
2008	241	9	10
2009	250	9	10
2010	245	9	10
2011	185	9	9
2012	223	9	9
2013	203	9	9
2014	186	8	8
2015	131	7	7
2016	185	9	9
2017	166	8	8
2018	123	6	6
2019	144	6	6
2020	N/A due to COVID-19 closures Sent 190* Scholastic School Readiness Kits		
2021	106	5	5
2022	107	5	5
2023	102	4	4
Total	3,601 in person *3,791 (with Kits)	15	17

Note: * denotes the number of classrooms