



Evaluation Report

2018-2019



TABLE OF CONTENTS

First 5 Trinity County	1
Background.....	1
Commission Investments	2
Evaluation Efforts.....	3
Methods	5
Target Population.....	5
Types of Data Collection.....	5
Results	6
Weaverville Parent Nursery School	6
Trinity County Office of Education School Readiness Program.....	8
Human Response Network Welcome Baby Program	11
Children’s Garden Project.....	13
Trinity Smiles	14
School Readiness Assessment Project.....	15
Conclusions and Recommendations	16
Conclusions.....	16
Recommendations	16

First 5 Trinity County

Background

First 5 Trinity was formed following the passage of California Proposition 10 (Prop 10). The Prop 10 initiative added a 50-cent-per-pack tax on cigarette sales to fund programs promoting early childhood development for children ages 0 - 5 and their families. First 5 Trinity operates on an annual budget of approximately \$325,000 made up of Prop 10 funds. As a small county, First 5 Trinity is dependent on small county augmentation funds provided by First 5 California.

First 5 Trinity County Children and Families Commission makes a number of investments in community programs to support the healthy development of young children and their families. It has a strategic plan to guide its efforts and conducts regular evaluation to measure its impact.



Vision

Trinity County's children are born and raised in a safe, healthy and nurturing environment so that they grow up healthy, prepared to learn and eager to accept opportunities to reach their full potential.

Mission

First 5 Trinity County convenes, supports and partners with others to strengthen families, communities and systems of services and supports so that all Trinity County children are prepared for kindergarten and success in school and life.

Commission Investments

First 5 Trinity invests in community partners to realize its strategic plan. All investments over \$5,000 are evaluated and as such are described below.

Weaverville Parent Nursery School Program

The Parent Nursery School program is a co-operative preschool program for children ages 2.5 – 5 years of age. The program offers preschool education to young children to prepare them for successful kindergarten entry. Its focus is on developing children into happy, healthy and emotionally equipped individuals. The program partners with parents to provide engaging, fun, and interactive activities. It also provides support services such as parent workshops to support the whole family.

TCOE School Readiness Program

First 5 Trinity partners with the Trinity County Office of Education (TCOE) to provide pre-K programs at various locations throughout the county. The pre-K school readiness program offers structured playgroups using a nationally recognized curriculum aimed at preparing children for the academic, social, and emotional rigors of kindergarten. The school readiness program also provides health-related supports to ensure that children are healthy upon kindergarten entry. Lastly, the program offers parenting and family literacy activities to support parents and caregivers as their child's first teacher.

Human Response Network Welcome Baby Program

The Welcome Baby Program, as operated by the Human Response Network, offers new parents a lifeline to support, information and community resources needed to raise healthy and happy children. New parents are visited in their home and offered a New Baby Bag which is full of information and items needed by new parents. During home visits, a family advocate provides information about what to expect as a new parent, coaching about creating a safe home environment, and information about available community resources. In addition, a developmental screening is completed to identify whether the child is at risk for a developmental delay.

Children's Garden Project

The Children's Garden Project aims to teach young children age 5 and under the fundamentals of gardening as well as to provide basic guidance on healthy nutrition and an appreciation of where their food comes from. Through hands-on, interactive activities, both children and families learn about the life cycle of a plant, garden friends and pests, companion planting, and harvesting. The project partners with early care and education programs to provide services to its target population. It also hosts free weekly activities in Weaverville and Hayfork for families with young children.

Trinity Smiles

Trinity Smiles is a program that provides mobile and school-based dental services, with a focus on providing care to underserved children in the county. The program fills a critical gap in dental care as there is only one Denti-Cal provider in the entire county. Services include oral evaluations, extractions, cleanings, oral hygiene instruction, x-rays and fillings.

School Readiness Assessment Project

The Trinity Together Cradle to Career Partnership is a cross-sector partnership guided by the vision of local collective initiatives that invest in Cradle to College and Career Pathways. TTCCP is built on the foundation that prevention focused policies and interventions have long term impacts. The Kindergarten Readiness Assessment Project is aimed at determining the current effectiveness of and future improvements in kindergarten readiness programs.

Evaluation Efforts

As a component of Prop 10 funding, First 5 Trinity is required to demonstrate results. The Results-Based Accountability model as adopted by the state First 5 Commission requires the collection and analysis of data, and the reporting of findings in order to evaluate the effectiveness of programs.

First 5 Trinity has established questions to drive evaluation efforts. The questions fall within each of the three priority areas of the 2015-2020 strategic plan and are aligned to the First 5 California evaluation framework. The table below indicates which primary investments contribute to indicators associated with each evaluation question.

EVALUATION FRAMEWORK	Children's Garden	TCOE School Readiness Playgroups	Trinity Smiles	Weaverville PNS	Welcome Baby Program
EMPOWERED CHILDREN AND FAMILIES					
➤ Are families developing routines that support a child's development?					
- Number/Percent of parents that report regular activities such as reading, counting, and indoor/outdoor play.		✓		✓	
- Number/Percent of parents that report that they or another family establish a regular routine like getting up and going to bed at the same time for their child.		✓		✓	
- Number/Percent of families that report having a place in their home where the child can read, do arts and crafts, or play with their toys.		✓		✓	
➤ Do families have access to family support services and resources?					
- Number of families participating in family strengthening activities.					✓
- Number/Percent of families being linked to community resources.					✓
- Number/Percent of families that receive information about parenting practices and child development.					✓
- Number/Percent of families with improved knowledge about how to establish a safe home for their child.					✓
➤ Are families and children making healthy food choices?					
- Number of children and families participating in community gardening activities.	✓				
- Number/Percent of families who report that the community gardening activities have helped their family make healthy food choices.	✓				
- Number/percent of children who have an increased understanding of healthy food choices.	✓				

EVALUATION FRAMEWORK	Children's Garden	TCOE School Readiness Playgroups	Trinity Smiles	Weaverville PNS	Welcome Baby Program
EMPOWERED CHILDREN AND FAMILIES					
➤ Are children receiving preventive primary health and dental care?					
- Number/Percent of children with access to regular medical care.		✓			✓
- Number/Percent of children with access to regular dental care.		✓	✓		
- Number/Percent of children who received oral health education.			✓		
- Number/Percent of children with necessary health screenings for kindergarten entry.		Data Not Available			
➤ Are children receiving early screening for developmental delays and other special needs?					
- Number of children who received developmental screenings.					✓
EARLY CARE AND DEVELOPMENT					
➤ Are children entering kindergarten ready to learn?					
- Number of children participating in early care and education programs.		✓		✓	
- Number/Percent of children who are adequately prepared for kindergarten entry.		✓			
- Number/Percent of children that are assessed for school readiness.		✓			
SYSTEM OF CARE					
➤ Are services responsive to the needs of families with young children?					
- Number of parents reporting satisfaction with the content, quality and family-centeredness of services.		✓		✓	✓



Methods

Target Population

The 2018-19 evaluation focused on First 5 Trinity County service participants, who are children under six and their parents or caregivers, who participated in services between July 1, 2018, and June 30, 2019.

Types of Data Collection

The following types of data were collected to evaluate First 5 Trinity efforts:

- **Administrative Data:** There are three types of administrative data collected that are used for programmatic and evaluation purposes. First, demographic intake forms provide data on the number and demographics of children and parents receiving to First 5 Trinity services. Second, to track the number and type of services provided to families, service data entry forms and attendance records are collected. Third, quarterly reports submitted by each funded program are used to help understand the issues impacting service delivery.
- **Intake and Follow-up Assessment Data:** Intake (at program entry) and follow-up (intervals based on program approach) assessment data track changes in child and family circumstances which include access to health and dental care, family habits that promote school readiness, and knowledge of health and wellness routines.
- **Kindergarten Readiness Snapshot:** The Kindergarten Readiness Snapshot (KRS) is a tool kindergarten teachers use to assess and store information about incoming kindergarten students' kindergarten readiness levels. The "Snapshot" screens readiness in literacy, numeracy, and social-emotional/physical skills. Questions included in the Snapshot are based on questions from other validated or commonly used assessments (i.g., Desired Results Developmental Profile (DRDP), California Department of Education Preschool Learning Foundation's 60 month Goals).
- **Developmental Screenings:** Some programs utilize the Ages and Stages Questionnaire (ASQ). The ASQ is a general developmental screening tool that is used with parents to assess age-specific development in the following domains: communication, gross motor, fine motor, problem-solving, and personal-social skills.



Results

Weaverville Parent Nursery School

The Parent Nursery School program is a co-operative preschool program for children ages 2.5 – 5 years of age. The program offers preschool education to young children to prepare them for successful kindergarten entry. Its focus is on developing children into happy, healthy and emotionally equipped individuals. The program partners with parents to provide engaging, fun, and interactive activities. It also provides support services such as parent workshops to support the whole family.

Who was Served?

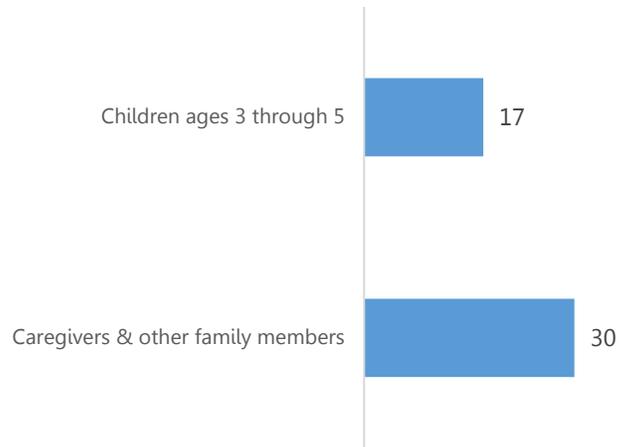
Program participants included children 0 - 5 as well as their family members.

Between July 1, 2018 and June 30, 2019 the program served a total of:

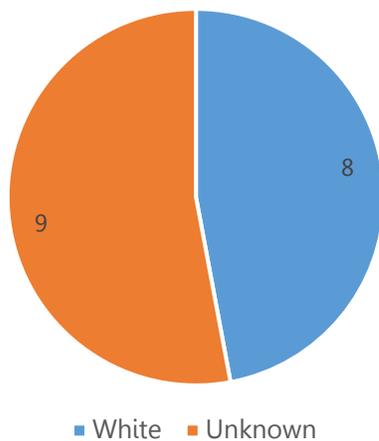
17 children ages 0 through 5

30 parents, caregivers, and other family members

As indicated in the chart to the right, all children served were between the ages of 3 through 5. In addition to the children served, a total of 30 parents, caregivers and other family members were served by the program.



What was the Profile of Children Served? N=17



All children served for which data was available were White.

All children served spoke English as their primary language.

What Type of Services Were Provided?



In addition to the preschool sessions, the Parent Nursery School also partners with the Weaverville kindergarten classroom to support transitions. Each Parent Nursery School student visits the kindergarten classroom four times per year, participates in the Halloween parade, a fire drill, and has lunch in the school cafeteria.

Weaverville Parent Nursery School

Are families developing routines that support a child's development?

The Parent Nursery School issues a family survey to parents which explores the extent to which their family habits support school readiness skills such as early literacy and numeracy, exploratory skills, physical exercise and well-being, and regular home routines. Seven participating families completed a parent survey at program conclusion. The following data demonstrates the results as assessed at program conclusion.

The parent survey used by the Parent Nursery School is a custom evaluation instrument which was developed based on a review of best practice tools and literature to include:

- Epstein's Framework of Six Types of Parent Involvement
- Family Involvement Questionnaire (FIQ)
- Parents as Teachers Survey of Parenting Practices
- Parent Appraisals of Children's Experiences 2.1 (PACE)

Reading Routines



71% of participating families read to their child at least 5-6 days per week.

Numeracy Activities



43% of participating families practice counting or activities that involve numbers at least 5-6 days per week.

Learning through Play



57% of participating families play with their child at least 5-6 days per week.

Physical & Motor Development



71% of participating families take their child outdoors to participate in physical activities at least 5-6 days per week.

Regular Routines



71% of participating families follow a regular routine at least 5-6 days per week.

Additionally, all families surveyed indicated that they have a place in their house where their child can read, do arts and crafts, and/or play with their toys.

Survey results indicate that many families enrolled in the Parent Nursery School participate in activities that support school readiness on a regular basis (5-6 days per week). The area where there is the largest opportunity for growth is in relationship to families counting and supporting learning through play.

Are services responsive to the needs of families with young children?

In addition to collecting data related to family habits, the family survey collects parent satisfaction data to assess the extent to which the program provided services that were responsive to the needs of families with young children.

Families who participated in services had positive impressions of the program as demonstrated in the results below.

This program has helped prepare my child for kindergarten.

My ideas and opinions are welcomed and included in the program.

My impressions and interactions with staff have been positive.

My overall satisfaction with services was very good.

Agree or Strongly Agree

Neutral

Disagree or Strongly Disagree

100% (7)

-

-

100% (7)

-

-

100% (7)

-

-

100% (7)

-

-

Parent survey results indicate that program has supported children's readiness for kindergarten and that services are responsive to the needs of families with young children.

Trinity County Office of Education School Readiness Program

First 5 Trinity partners with the Trinity County Office of Education (TCOE) to provide pre-K programs at various locations throughout the county. The pre-K school readiness program offers structured playgroups using a nationally recognized curriculum aimed at preparing kids for the academic, social, and emotional rigors of kindergarten. The school readiness program also provides health-related supports to ensure that kids are healthy upon kindergarten entry. Lastly, the program offers parenting and family literacy activities to support parents and caregivers as their child's first teacher.

Who was Served?

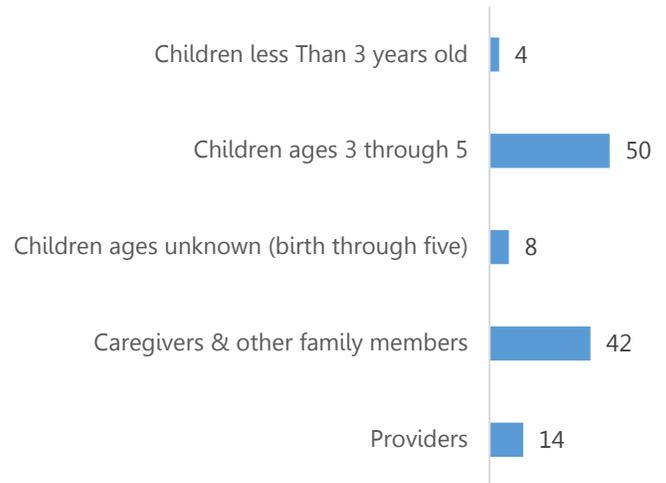
Program participants included children 0 - 5 as well as their family members.

Between July 1, 2018 and June 30, 2019 the program served a total of:

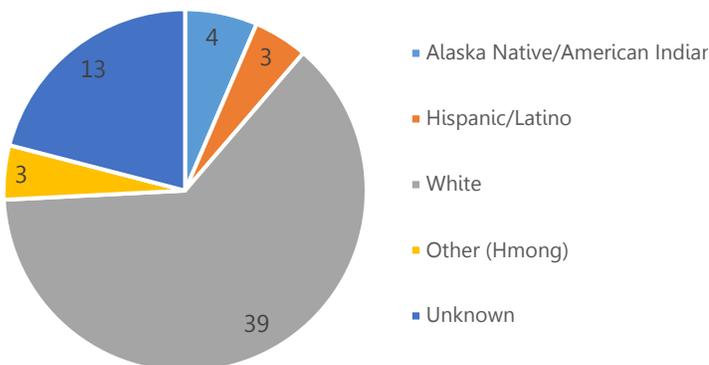
62 children ages 0 through 5

42 parents, caregivers, and other family members

As indicated in the chart to the right, the majority of children served were between the ages of 3 through 5 (51 or 82% of all children served. Children less than 3 years old made up a smaller percentage of the total number served (11 or 18%).



What was the Profile of Children Served? N=62



The majority of the children served were White (39 or 63%),

For the children for which we have language data, the majority of them spoke English (44 or 71%).

What Type of Services Were Provided?

Playgroups offer young children the opportunity to build their social, emotional, and language skills through active engagement such as play, snack, and story time with their peers.

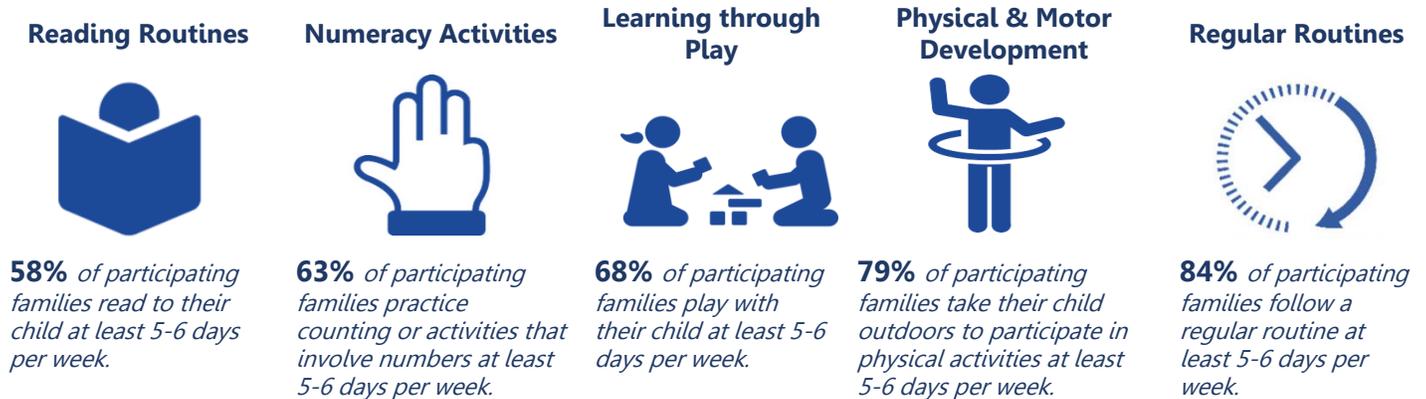
The following number of playgroup sessions were held between July 1, 2018, and June 30, 2019:



Trinity County Office of Education School Readiness Program

Are families developing routines that support a child's development?

The TCOE School Readiness program collects parent surveys at program conclusion to assess the extent to which families develop routines that support a child's development. **A total of 38 families participated in the parent survey at program conclusion.**



Additionally, almost all families (95%) indicated that they have a place in their house where their child can read, do arts and crafts, and/or play with their toys.

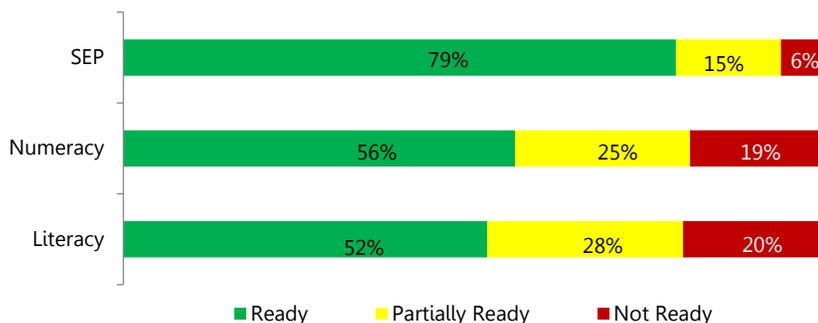
Survey results indicate the majority of families that access school readiness playgroups engage in activities that support school readiness on a regular basis (5-6 days per week). The area where there is the largest opportunity for growth is in relationship to families reading and counting with their child.

Are children entering kindergarten ready to learn?

Readiness at kindergarten entry is an important indicator for later success, being linked to third-grade reading scores and beyond. To measure "readiness" at kindergarten entry, many different systems have instituted Kindergarten Readiness Assessments (KRA).

The School Readiness Program uses a KRA (called the Kindergarten Readiness Snapshot (KRS)) to assess whether children who have participated in the school readiness playgroups are ready for kindergarten in relationship to 1) literacy, 2) numeracy and 3) social, emotional, and physical readiness (SEP). In addition, the KRS was used to assess 93 SY 18-19 T-K and Kinder students, as described on page 15 of this report. This information is presented here for comparison purposes below.

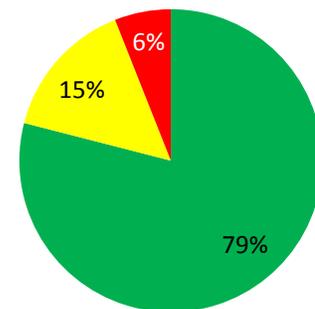
Kindergarten Readiness by Developmental Domain



Most children that participated in the school readiness playgroups were ready within each of the developmental domains. Children were most "ready" in regards to their social, emotional and physical readiness.

KRA results indicate that the majority of children participating in the school readiness playgroups were ready for kindergarten. The area where children struggled the most to enter kindergarten ready to learn is within the literacy domain.

Overall Kindergarten Readiness



79% of children in the school readiness playgroups were "ready" for Kindergarten, compared to 67% of the assessed SY18-19 T-K and Kinder population.

Trinity County Office of Education School Readiness Program

Are children receiving preventive primary health and dental care?

The TCOE School Readiness program collects parent surveys at program conclusion to assess the extent to which children are receiving primary health and dental care. **A total of 38 families participated in the parent survey at program conclusion.**



- 100%** of families (who answered this question) have health insurance for their child (n=37).
- 81%** of families (who answered this question) have a medical home for their child (n=37).
- 100%** of families (who answered this question) indicated that their children received at least one well-child check-up within the past year (n=36).



- 81%** of families (who answered this question) have dental insurance for their child (n=36).
- 80%** of families (who answered this question) have a dental home for their child (n=35).
- 73%** of families (who answered this question) indicated that their children received dental care within the past year (n=33).

Parent survey results indicate that the majority of children participating in the school readiness playgroups were accessing preventive primary health and dental care.

Are services responsive to the needs of families with young children?

The TCOE School Readiness program collects parent surveys at program conclusion to assess the extent that the program provided services that were responsive to the needs of families with young children. **A total of 38 families participated in the parent survey at program conclusion.**



- 97%** of parents either agreed or strongly agreed that the program helped them prepare their child for kindergarten (n=38).
- 100%** of parents either agreed or strongly agreed that the program has promoted their child's learning and development (n=38).
- 95%** of parents either agreed or strongly agreed that the program met the needs of their child (n=38).



- 97%** of parents either agreed or strongly agreed that their impression and interactions with program staff have been positive (n=38).
- 97%** of parents either agreed or strongly agreed that they were satisfied with how staff communicate with them in the program (n=38).
- 92%** of parents either agreed or strongly agreed that their ideas and opinions were welcomed and included in the program (n=38).
- 100%** of parents either agreed or strongly agreed that there have been sufficient opportunities for them to be involved in the program (n=38).
- 97%** of parents either agreed or strongly agreed that their overall satisfaction with services was very good (n=38).

Parent survey results indicate that program has supported children's readiness for kindergarten and that services are responsive to the needs of families with young children.

Human Response Network Welcome Baby Program

The Welcome Baby Program, as operated by the Human Response Network, offers new parents a lifeline to support, information and community resources needed to raise healthy and happy children. New parents are visited in their home and offered a New Baby Bag which is full of information and items needed by new parents. During home visits, a family advocate provides information about what to expect as a new parent, coaching about creating a safe home environment, and information about available community resources. In addition, a developmental screening is completed to identify whether the child is at risk for a developmental delay.

Who was Served?

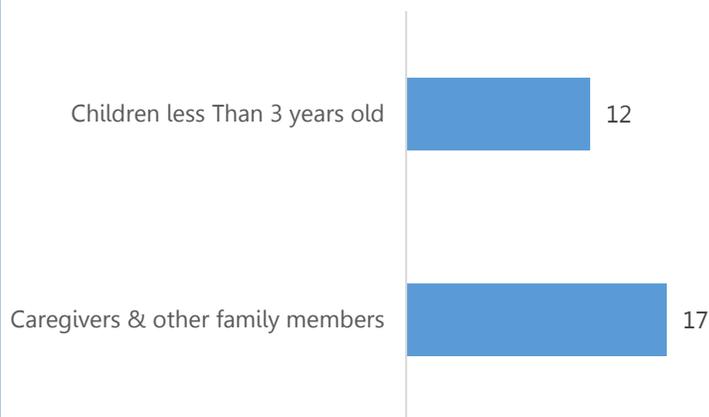
Program participants included children 0 - 5 as well as their family members.

Between July 1, 2018 and June 30, 2019 the program served a total of:

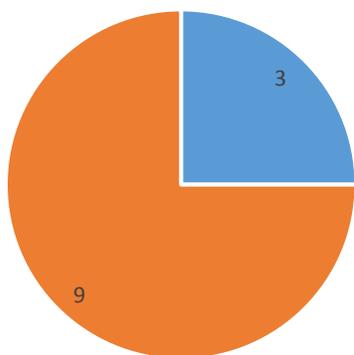
12 children ages 0 through 5

17 parents, caregivers, and other family members

As indicated in the chart to the right, all children served were under the age of three. In addition to the children served, a total of 17 parents, caregivers and other family members were served by the program.



What was the Profile of Children Served? N=12



■ Alaska Native/American Indian ■ White

The majority of the children served were white (9 or 75%), and the rest were Alaskan Native/American Indian (3 or 25%).

All children lived in households where English was the primary language.

What Type of Services Were Provided?

The following are highlights of services delivery that occurred between July 1, 2018 and June 30, 2019:



Human Response Network Welcome Baby Program

Do families have access to family support services and resources?

During home visits, a family advocate provides information about what to expect as a new parent, coaching about creating a safe home environment, and information about available community resources. **The following support services were provided during home visits:**



9 Safety & Prevention Education Services



10 Parenting Education Services



7 Child Development Activities



3 Healthcare Access Assistance



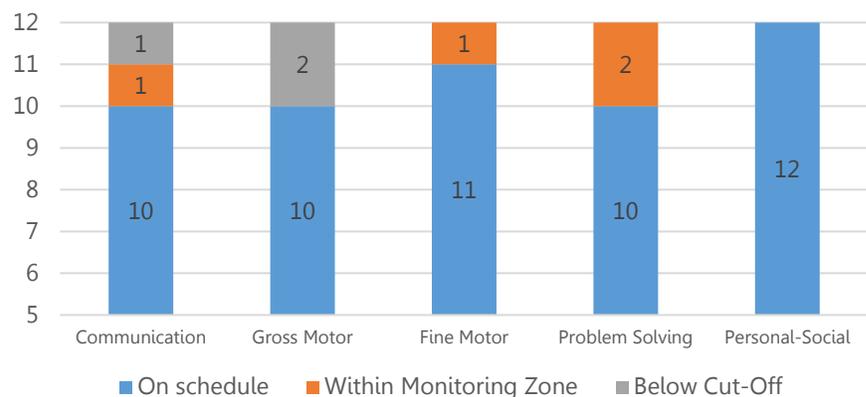
7 New Baby Feeding Supports

Service data results indicate that families have access to a wide range of family support services through the Welcome Baby program.

Are children receiving early screening for developmental delays and other special needs?

The Welcome Baby Program community partner utilizes the Ages and Stages Questionnaire (ASQ). The ASQ is a general developmental screening tool which is used with parents to assess age-specific development in the following domains: communication, gross motor, fine motor, problem-solving, and personal-social skills.

In FY 18-19, a total of **12** children were screened for a developmental delay.



ASQ results indicate that most children in the program are not at risk for developmental delays.

Are services responsive to the needs of families with young children?

In addition to collecting data related to family habits, the family survey collects parent satisfaction data to assess the extent that the program provided services that were responsive to the needs of families with young children.

Families who participated in services had positive impressions of the program as demonstrated in the results below.

I have a better understanding of home safety because of the services I received.

I received the assistance I needed from the program.

My impressions and interactions with staff have been positive.

My overall satisfaction with services was very good.

	Agree or Strongly Agree	Neutral/ Didn't Answer	Disagree or Strongly Disagree
I have a better understanding of home safety because of the services I received.	75% (9)	25% (9)	-
I received the assistance I needed from the program.	75% (9)	25% (9)	-
My impressions and interactions with staff have been positive.	75% (9)	25% (9)	-
My overall satisfaction with services was very good.	75% (9)	25% (9)	-

Parent survey results indicate that services are responsive to the needs of families with young children.

Children's Garden Project

The Children's Garden Project aims to teach young children age 5 and under the fundamentals of gardening as well as to provide basic guidance on healthy nutrition and an appreciation of where their food comes from. Through hands-on, interactive activities, both children and families learn about the life cycle of a plant, garden friends and pests, companion planting, and harvesting. The project partners with early care and education programs to provide services to its target population. It also hosts free weekly activities in Weaverville and Hayfork for families with young children.

Who was Served?

Program participants included children 0 - 5 as well as their family members.

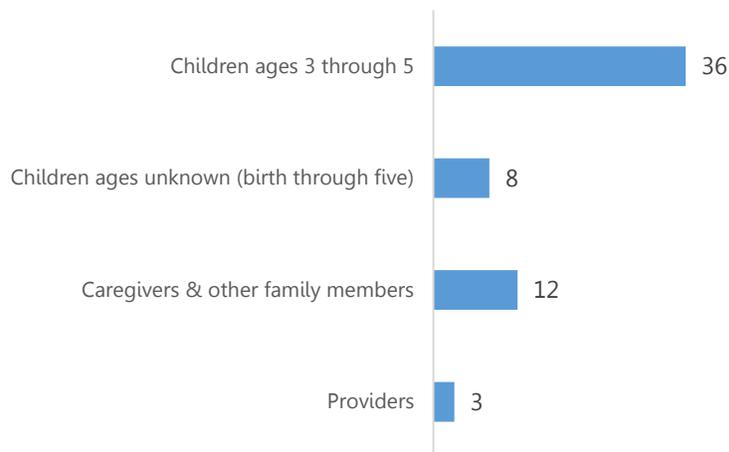
Between July 1, 2018 and June 30, 2019 the program served a total of:

44 children ages 0 through 5

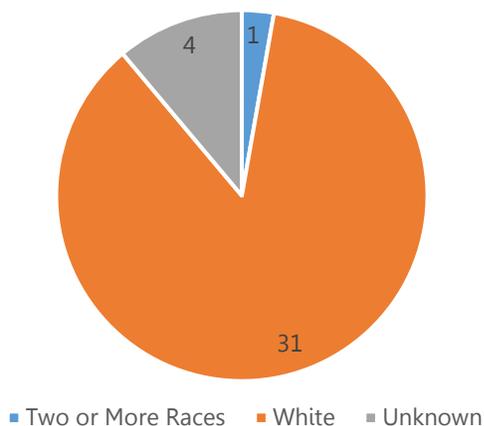
12 parents, caregivers, and other family members

3 providers

As indicated in the chart to the right, all children served for whom ages were known were between the ages of 3



What was the Profile of Children Served? N=36



The majority of the children served were white (31 or 86%), followed by two or more races (4 or 11%).

All children served spoke English as their primary language.

What Type of Services Were Provided?

The following number of gardening activities were held between July 1, 2018, and June 30, 2019:



22

Preschool Gardening Activities

13

Community Gardening Activities

Are families and children making healthy food choices?

Following participation in the preschool gardening program, teachers assess the children's ability to identify foods that are healthy, foods that are grown in the garden and foods they have tried because of the gardening activities.

74% of children could identify between 3-5 foods that are grown in a garden.

83% of children could identify the difference between healthy and unhealthy foods.

87% of children could describe foods they have tried because of participation in the program.

Teacher assessment results indicate that children participating in the preschool gardening activities are able to identify foods grown in a garden, as well as the difference between healthy and unhealthy foods.

Trinity Smiles

Trinity Smiles provides mobile and school-based dental services, with a focus on providing care to underserved children in the county. The program fills a critical gap in dental care as there is only one Denti-Cal provider in the entire county. Services include oral evaluations, extractions, cleanings, oral hygiene instruction, x-rays and fillings.

Who was Served?

Program participants included children 0 - 5 as well as their family members.

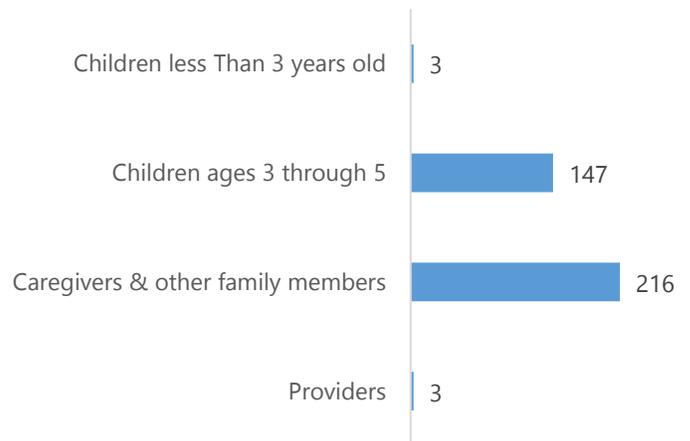
Between July 1, 2018 and June 30, 2019 the program served a total of:

150 children ages 0 through 5

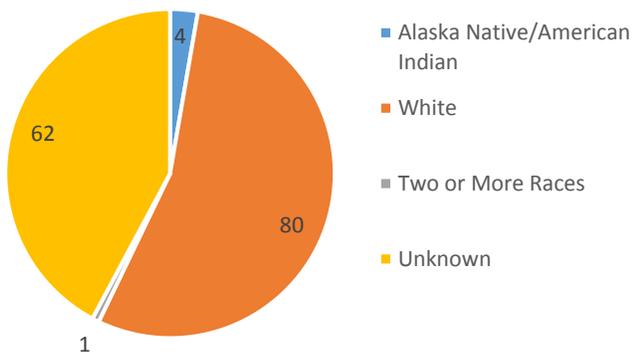
216 parents, caregivers, and other family members

3 providers

As indicated in the chart to the right, the majority of children served were between the ages of 3 through 5 (56 or 97% of all children served). Additionally, 79 other family members were also served by the program.



What was the Profile of Children Served? N=147



Of the data available, most children served were white. Most children served spoke English as their primary language (145 or 99%).

What Type of Services Were Provided?

The following number of dental services were provided between July 1, 2018, and June 30, 2019:



221

Dental Services Provided

\$68,822

Value of Services

Are children receiving preventive dental care?



Families complete an intake form which collects information about access to dental care and dental products as well as information about dental habits.

Dental Insurance	40%	<i>of children served had dental insurance</i>
Dental Home	53%	<i>of children served had a dental home</i>
Dental Habits	57%	<i>of children served brush 1-2 times a day</i>
Dental Products	89%	<i>of children served have access to dental supplies</i>

Parent intake forms indicate that most children do not have dental insurance and many don't have a dental home or brush 1-2 times per day. This data supports the need for Trinity Smiles services.

School Readiness Assessment Project

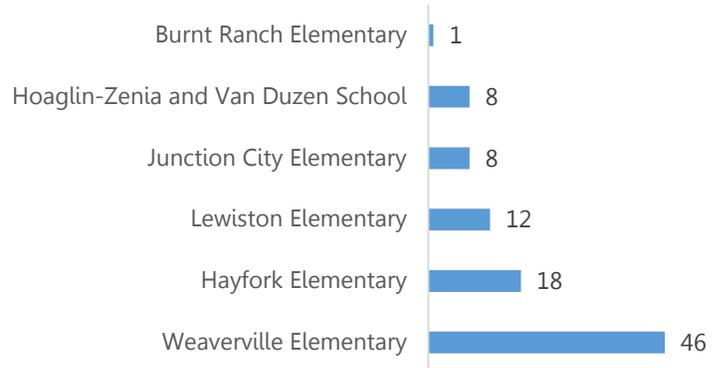
The Trinity Together Cradle to Career Partnership is a cross-sector partnership guided by the vision of local collective initiatives that invest in Cradle to College and Career Pathways. TTCCP is built on the foundation that prevention focused policies and interventions have long term impacts. The Kindergarten Readiness Assessment Project is aimed at determining the current effectiveness of and future improvements in kindergarten readiness programs.

Who was Assessed?

During the 18-19 School Year, a total of 93 Kindergarten (K) and Transitional Kindergarten (TK) students were assessed using the Kindergarten Readiness Snapshot (KRS) out of a total of 130 K and TK students throughout the county.

Over 70% of all K and TK students were assessed for school readiness.

As indicated in the chart to the right, the largest data set of students assessed came from Weaverville Elementary.



Are families developing routines that support a child's development?

In addition to the KRS, parents were asked to complete a survey to develop an understanding of how often families maintain routines that support a child's development.

Reading Routines



52% of K and TK families read to their child at least 5-6 days per week.

Numeracy Activities



53% of K and TK families practice counting or activities that involve numbers at least 5-6 days per week.

Learning through Play



58% of K and TK families play with their child at least 5-6 days per week.

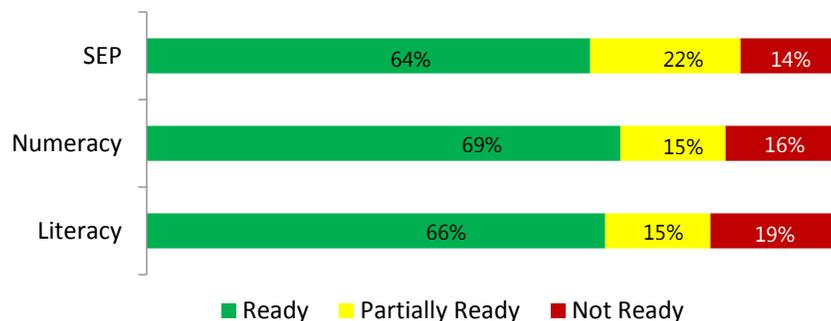
Physical & Motor Development



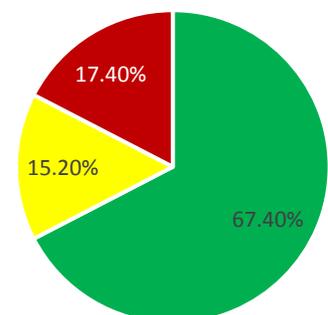
40% of K and TK families take their child outdoors to participate in physical activities at least 5-6 days per week.

Are children entering kindergarten ready to learn?

Kindergarten Readiness by Developmental Domain¹



Overall Kindergarten Readiness



Most children in K and TK were ready within each of the developmental domains. Children were most "ready" in regards to their numeracy skills.

67% of children in K and TK were "ready" for Kindergarten.

¹ Results provided represent 92 of the 93 students assessed as there was a technology glitch that didn't allow for the one student from Burnt Ranch to be included in the analysis.

Conclusions and Recommendations

The following conclusions and recommendations are being provided to help strengthen program services and the Commission's ability to support evaluation of efforts:

Conclusions

- **School Readiness playgroups are serving a substantial portion of preschool aged children in the county and are supporting school readiness.** TCOE's school readiness playgroups serves a majority of the preschool population throughout Trinity County, and most of those children are assessed as "ready" upon program completion.
- **Dental services provide critically needed dental care to young children in Trinity County.** With only one Denti-Cal provider in Trinity County, the Trinity Smiles program provides critical dental services to a population that struggle with dental access (as indicated by a low percentage of participants having dental insurance, or a dental home). A total of 58 children received services valued at \$68,822.
- **Gardening activities support children's knowledge of healthy foods.** Children participating in preschool supported gardening activities were able to identify foods grown in a garden, as well as the difference between health and unhealthy foods.
- **First 5 services are responsive to the needs of families with young children.** Family surveys indicate that programs are meeting the needs of families, that interaction with staff is positive, and that there is a high level of satisfaction with services.

Recommendations

- **Strengthen Data Collection Efforts:** First 5 Trinity programs have made some important first steps in establishing practices that support evaluation efforts. Programs are increasingly becoming clear on the data collection expectations and the proper way to manage and report data. That being said, there is a continuing need to strengthen data collection and reporting activities. Some programs did not collect comprehensive data per established evaluation plans, limiting the ability to fully evaluate efforts for this evaluation term. It is recommended that programs work with the evaluation consultant to ensure that all program personnel understand the program evaluation framework, data collection responsibilities and how to appropriately report progress towards goals through quarterly reports.
- **Revisit Evaluation Framework:** This evaluation report was developed based on achievement of the Commission's strategic plan, bundling program efforts under specified Commission focus areas. Through the course of report development, it became evident that some investment areas have very limited reach which hinders the ability to make broad declarations of outcomes achieved. It is recommended that the Commission consider either shifting its evaluation to program-specific achievement or establishing an evaluation approach that measures outcomes that can be shared across programs.
- **Strengthen Family Routines that Support School Readiness:** First 5 Trinity may want to support family literacy efforts to increase the regularity with which families read to their children. Only 52% of families with K and TK students and 58% of families participating in First 5 sponsored school readiness playgroups report reading to their children at least 5-6 times per week. Additionally, only 53% of families with K and TK students and 63% of families participating in First 5 sponsored school readiness playgroups report counting or doing activities that involve numbers at least 5-6 times per week. Lastly, and most significantly, only 40% of families with K and TK students report taking their child outdoors to participate in physical activities.