

HUB 1 DATA SNAPSHOT

| Type of Data | Number in Service Population | Surveys Collected | Margin of Error |
|--|---|-------------------|-----------------|
| Hub 1 Participant Data (families) | 548 duplicated 507 unduplicated (est.) | 84 | 10% |
| Community Level Data – TK/K (children) | 713 | 437 | 3% |

| Total Hub Target Population | | 39,658 | | Race | Total Population | Service Population | |
|---------------------------------|-------------------------------------|---|---------|--------------------|-------------------------|---------------------------|---------|
| | | FY18-19 | FY19-20 | | | FY18-19 | FY19-20 |
| Total Individuals Served | 1,756 | 1,288 | | White | 82% | 62% | 69% |
| Surveys collected | 152 | 84 | | Multiracial | 5% | 11% | 8% |
| Age | FY18-19 | FY19-20 | | Black | 2% | 1% | <1% |
| Individuals 6 and older | 716 (41%) | 579 (45%) | | American Indian | <1% | 1% | 1% |
| Children (under 6) | 1,040 (59%) | 709 (55%) | | Asian/Pac Islander | 10% | 9% | 9% |
| Under 3 | 549 (53%) | 377 (53%) | | Hispanic | 9% | 4% | 5% |
| 3 to 6 | 457 (44%) | 319 (45%) | | Other | - | <1% | 1% |
| Unknown | 34 (3%) | 13 (2%) | | Unknown | - | 13% | 6% |
| Income | Total Population Mean Income | Service Population Living At or Below 130% FPL | | Language | Total Population | Service Population | |
| | | FY18-19 | FY19-20 | | | FY18-19 | FY19-20 |
| | \$154,631 | 2% | 2% | Primary-English | - | 82% | 94% |
| Education | Total Population | Service Population | | Primary-Spanish | - | <1% | 1% |
| | | FY18-19 | FY19-20 | Primary-other | - | <1% | 3% |
| HS Graduates | 96% | 97% | 99% | Primary-unknown | - | 17% | 2% |
| Bachelor's Degree | 52% | 76% | 84% | | | | |

| Services Provided | | | | | | | | | | |
|--------------------------------|---------------------------|---------|---------------------------|---------|---------------------------|---------|---|---------|-------------------|---------|
| | Early Literacy Activities | | Raising Reader Activities | | Play and Learn Activities | | Connect Families to Medical and Dental Providers, Insurance, and Other Services | | Parenting Classes | |
| | FY18-19 | FY19-20 | FY18-19 | FY19-20 | FY18-19 | FY19-20 | FY18-19 | FY19-20 | FY18-19 | FY19-20 |
| Individuals or Families Served | 1,146 | 957 | 11 | 13 | 93 | 92 | 6 | 10 | 6 | 4 |
| Services/Events Provided | 195 | 190 | 16 | 5 | 32 | 21 | 25 | 132 | 6 | 15 |

| Family Functioning | | | |
|--------------------------------|--|---|--------------------|
| Presence of Protective Factors | % of Population that Experienced Positive Change | Population Served (average scores out of a possible total of 4) | |
| | | Pre-Service Score | Post Service Score |
| Family Functioning/Resilience | 29% | 3.47 | 3.68 |
| Nurturing and Attachment | 37% | 2.55 | 2.71 |
| Social Supports | 25% | 3.33 | 3.44 |

| Child Development Activities Reading <i>(remaining percentages comprise answers of "Never")</i> | | | |
|---|---|-------------------|--|
| Reading Routines | FY18-19 | FY19-20 | Children entering TK/K in AY19-20 |
| | Population Served | Population Served | TK/K |
| Every day | 77% | 82% | 52% |
| 5-6 Days | 11% | 9% | 23% |
| 3-4 Days | 10% | 5% | 19% |
| 1-2 Days | 2% | 4% | 6% |
| Numeracy Activities | Population Served | Population Served | TK/K |
| Every day | 68% | 68% | 45% |
| 5-6 Days | 14% | 21% | 28% |
| 3-4 Days | 11% | 11% | 20% |
| 1-2 Days | 6% | 0% | 7% |
| Play Routines | Population Served | Population Served | TK/K |
| Every day | 81% | 89% | 65% |
| 5-6 Days | 9% | 8% | 24% |
| 3-4 Days | 8% | 1% | 8% |
| 1-2 Days | 1% | 1% | 3% |
| Physical Activities | Population Served | Population Served | TK/K |
| Every day | 39% | 61% | 37% |
| 5-6 Days | 31% | 24% | 29% |
| 3-4 Days | 23% | 9% | 26% |
| 1-2 Days | 7% | 6% | 8% |
| Regular Routines | Population Served | Population Served | TK/K |
| Every day | 69% | 77% | 65% |
| 5-6 Days | 22% | 19% | 27% |
| 3-4 Days | 7% | 4% | 7% |
| 1-2 Days | 1% | 0% | 1% |
| Health and Well-Being Efforts | | | |
| Well Child | FY18-19 | FY19-20 | Children entering TK/K in AY19-20 |
| | Population Served | Population Served | TK/K |
| Within past year | 97% | 96% | 95% |
| Between 1 and 2 years ago | 1% | 2% | 5% |
| More than 2 years ago | 1% | 0% | 0% |
| Never (only when child is sick) | 1% | 1% | <1% |
| Dental Care | FY18-19 | FY19-20 | Children entering TK/K in AY19-20 |
| | Population Served | Population Served | TK/K |
| Less than 6 months ago | 61% | 55% | 76% |
| >6 months to <1 year ago | 9% | 20% | 11% |
| Between 1 and 2 years ago | 3% | 3% | 6% |
| More than 2 years ago | 1% | 2% | 1% |
| Never (only when child is in pain) | 25% | 20% | 5% |
| Developmental Screenings | FY19-20 | | FY18-19 |
| | Population Served | | Population Served |
| ASQ | 112 unduplicated (of 709 duplicated children served) | | 73 unduplicated (of 1,040 duplicated children served) |
| ASQ:SE | 73 unduplicated | | 65 unduplicated |



Family Insights & Experiences

Select families were interviewed to gain an understanding about their Hub experience. Additionally, Hub service partners provide information in their quarterly reporting that help to demonstrate the impact that Hub services have on families.

Knowledge of Hub Services

Based on interviews conducted with families, most people heard about Hub services from the library or a school site. Other ways people identified that Hub services may be advertised include:

- Newspaper
- Flyers posted in community spaces
- Facebook postings

Additionally, some families interviewed indicated either an unfamiliarity with or confusion regarding the concept of a Hub and others were not fully aware of the variety of services available.

Hub Strengths & Opportunities

Families identified the following strengths of Hub services:

- High-quality child development services
- Staff responsiveness to meeting family needs
- Relationships that are built between staff and families

Families also identified areas where the Hub could stretch:

- Offering services during non-traditional times
- Proactive well-being check-ups with families
- Do outreach so that more families know about services
- Direct instruction on how parents can lead learning activities at home

Hub Service Expansion

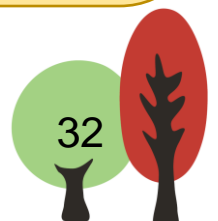
Families were asked what other kinds of services and supports Hubs could offer that could strengthen their family and improve their child's health and development. Opportunities identified included:

- Parent support groups
- Parent discussion forums on dental health, communication with children, health, and different learning abilities
- Big Brother Big Sister services
- Supports for parents with children who have special needs
- Transition to kindergarten supports
- Expanded exposure to healthy foods for children
- Expanded education on healthy dental practices

One Family's Story

The Public Health Nurse (PHN) in Hub 1 connected with a single mother of a toddler who was experiencing a high-risk pregnancy, was new to the area, and had a lack of resources/support. The PHN helped to connect the client to services, establishing a pediatrician for her toddler, getting their immunizations up to date, and accessing medical care that resulted in the delivery of a healthy infant. The client was later referred by the Public Health Nurse to the Community Health Advocate (CHA) when it was determined she was at risk of homelessness. The CHA was able to help the client secure temporary housing at a motel, and provided her with diapers, books, and a grocery store gift card.

At a time when this mother's support system needed a boost, the Community Hubs were able to step up and offer this client concrete support in a time of need.





Hub Adaptability to Pandemic

The COVID-19 pandemic has intensified existing challenges facing children and families. While all families are facing adversity, the impacts of the pandemic have not been evenly distributed and may have long-lasting consequences for the most vulnerable. Issues such as poverty, lack of childcare and access to basic needs such as food and housing are increasing for families while children are at amplified risk for suffering due to mental health concerns and the unequal access to technology needed for distance learning. Community Hubs have adapted their approach to services and the supports they provide to be responsive to this unprecedented circumstance.

Changing Needs of Families Since Pandemic

The changing needs of families since the pandemic was identified through family interviews as well as discussions held with Hub teams. Since the pandemic, families indicated needing more help with basic needs, unemployment navigation, financial resources, and childcare needs. In addition, families are experiencing stress, anxiety and isolation related to the pandemic. Families have indicated missing the socialization offered by Hubs for their children as well as the connection they had with other parents.



Hub 1 Adaptations to Pandemic Circumstances

In mid-March 2020, Hub services ceased to be offered in person. Hub service partners shifted to virtual service delivery where possible, hosting Zoom playgroups and Storytime via Facebook live. Service providers reached out to families to connect and mobilized to meet basic needs requests. Hub providers partnered with other community service providers to host drive-by diaper giveaways, food distributions, and activity packet and book distribution to families.

The [Hub staff] came by our house and dropped off a bag of art supplies and my kids just loved it. We did the diaper drive too, just to see the familiar face(s).

Hub 1 Family Participant

Opportunities to Strengthen Family Supports During Pandemic

It's hard for us to do the remote learning thing because the kids are so young. They are not interested in Zoom because they think it is TV.

Hub 1 Family Participant

Families indicated a desire to connect more with other families while the pandemic prevents in-person service delivery. Virtual parenting groups, discussion forums and other ways to stay connected were supports that were most often requested. In addition, families appreciated the books and art supplies that have been delivered to family homes so that children can still participate in new learning activities.