

EL DORADO COMMUNITY



Community Hubs Impact Report

2020



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Social Entrepreneurs, Inc. (SEI), a company dedicated to improving the lives of people by helping organizations realize their potential developed this report on behalf of the First 5 El Dorado Children and Families Commission.

Background and Introduction

First 5 El Dorado Children and Families Commission has always taken a regional approach to planning and service delivery, recognizing that different areas in El Dorado County have unique resources and needs. Within this framework, the Commission has identified Community Hubs as a key strategy within its 2016-2021 strategic plan.

This Community Hubs Impact Report is intended to help each Community Hub understand the impact of Hub services on the population they serve, in an effort to support effective programming aimed at helping all children and families reach their full potential.

First 5 El Dorado

The First 5 El Dorado Children and Families Commission was formed following the passage of California Proposition 10 (Prop 10). The Prop 10 initiative added taxes on cigarettes and other tobacco products to fund programs promoting early childhood development for children birth through 5 and their families. First 5 El Dorado receives slightly less than \$1 million annually through revenues generated by Prop 10.

First 5 El Dorado works closely with county agencies and community-based partners, leveraging local resources to increase the value of its investments. The Commission directs resources to build a comprehensive early childhood service system based on research and best practice models that make a difference in the lives of young children.

Community Hubs

“Community Hubs” have been implemented in countries across the world. There is no single definition because Community Hubs are locally driven and vary in function and structure. However, most share common attributes that set them apart from other traditional models for service delivery and coordination. The attributes that most Community Hubs share include:

- **Collaborative:** Built into the concept of the Hub is community – people get together to work, learn, and grow through supportive relationships.
- **Relevantly Placed:** Examples of Community Hubs include schools, libraries, hospitals, and neighborhood centers. While less common, a Community Hub can also be virtual—lacking a physical space but providing an online network of people and resources
- **Reflective of the Community Served:** Language, culture, and circumstances should be considered in all aspects of planning and may influence the makeup of leadership, staffing, programming, space design, communications, and service strategy.
- **Responsive to Local Needs:** Hubs are local and consider the unique assets and needs of those being served
- **Person Centered:** People are at the heart of the Community Hub. Community Hubs differ from single services in that they foster more effective, accessible, and coordinated services and actively work to take down silos.
- **Adaptive:** Community Hubs must be able to continually address their own strengths and challenges

The table on the following page describes how each of these attributes are present in the model implemented in El Dorado County.

Collaborative

Community Hubs in El Dorado County rely upon the shared leadership of core human service providers to direct and lead Community Hub Services. During FY 2018-2019, Community Hub Leadership included representatives from the El Dorado County Office of Education, the El Dorado County Health and Human Services Agency, Public Health Nursing and the El Dorado County Library Department.

Hub Leadership understands that at the core of the Hub's success is the relationships that are built between one another, with other service providers and ultimately with community participants. It is this core belief that drives all Hub programming and advocacy.

Relevantly Placed

Community Hubs in El Dorado County are implemented through local libraries and schools as a mechanism to facilitate early childhood community services that align with the Strengthening Families Framework and its three key "levers for change." While libraries and schools are central places where Hub activities occur, **any place** where Community Hub partners serve families within a community is considered a Hub.

Reflective of the Community Served

Community Hubs in El Dorado County understand that all environments, interactions, and collateral materials should be established within a culturally competent framework. Hub partners have conducted outreach to support connection and trust specifically within Spanish speaking communities. They have also been intentional in hiring bilingual staff and providing services in Spanish to support increased participation among this targeted population.

Responsive to Local Needs

Through Community Health Needs Assessments, the Community Hubs Profile Report and the Annual Community Hubs Impact Reports, issues related to specific communities within El Dorado County are explored. As a result of this review, each Hub establishes a unique scope of work that is responsive to the community needs identified.

Person-Centered

Community Hubs in El Dorado County are structured to support access to a variety of services through a single access point. This is to support a person-centered approach to care where multiple needs are identified and teams are able to comprehensively serve families. In addition, all services are offered within a Strengthening Families framework.

Adaptive

El Dorado Community Hub partners are guided by a Charter which was adopted in January 2017 which outlines team membership, process, and decision-making protocols which are implemented during monthly Hub Leadership meetings. It is within these meetings that Hubs are raising and discussing issues such as successes and failures, data collection issues and discoveries.

As mentioned before, all Hub services are offered within a Strengthening Families framework. This framework was chosen specifically for its universal application within various service delivery approaches, offering the flexibility needed to adjust to changing community conditions.

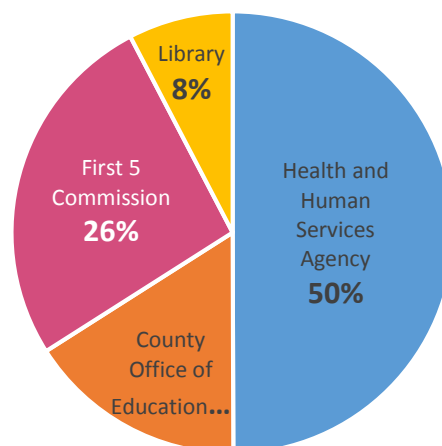
The focus for Community Hubs in El Dorado County is prevention—through early identification of developmental issues, targeted assistance, and efficient service delivery for expectant parents, children birth through 5, and their families.

First 5 El Dorado evaluation results indicate that since their inception, Community Hubs are making purposeful gains in establishing a more aligned, coordinated and family-centered system of care. This is demonstrated by the use of a strategic framework for implementation purposes, leveraging resources and partnerships to offer a broad array of services in each county community, and the establishment of an active and engaged Community Hub leadership team that is using data and experiences to drive programming and establish targeted outreach efforts.

Additionally, Community Hubs are supporting strong and resilient families, with most growth experienced within the “concrete support in times of need” domain within the protective factors framework (according to FY18-19 evaluation results). Over a quarter (28%) of families served in FY18-19 experienced growth within this construct, which is defined as “perceived access to tangible goods and services to help families cope with stress, particularly in times of crisis or intensified need.”

Funding Community Hubs

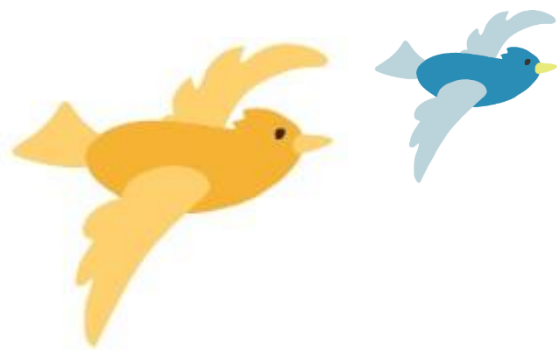
Implementation of Community Hubs in El Dorado County occurs across systems and with multiple service partners to include El Dorado County Health and Human Services, the El Dorado County Library, and the El Dorado County Office of Education. As such, the approach is supported by multiple funding streams. The pie chart to the right demonstrates how each agency has committed to funding Community Hubs over a five-year period of time.



First 5 El Dorado’s role in Community Hub implementation is to serve as the backbone organization, forming partnerships and linking with other stakeholders to provide prevention services for families with children birth through 5. Together, the Commission and other stakeholders are:



The El Dorado Community Hubs have established a universal vision and mission to guide their efforts.



What is Available through a Hub?

HEALTH

Families learn ways to strengthen their health by connecting with staff or participating in Hub activities. Health activities include finding insurance, doctors, dentists, classes, and events. Health staff are available to provide individual assessments, support, and assistance.

LITERACY

A parent is a child's first and most important teacher. At Hubs, parents can meet other families and support their child in building strong language skills. Early literacy activities at the Hub include storytimes, workshops, and play centers. Early Childhood Literacy Specialists are available to provide education and early literacy supports.

PARENTING

Community Hubs provide activities for parents so that they better understand and support their child's development. Services include playgroups, developmental screenings, parenting supports, and resources. Family Engagement Specialists are available to support families with the everyday challenges of raising children.

CHILD CARE

Young children who attend high-quality childcare are better prepared for school. Learning what to look for in a quality program includes visiting providers and carefully choosing a caregiver that best fits you and your child. A Referral Specialist with Choices for Children can assist you in finding a quality provider that works for your family.

Purpose and Objectives

This report is intended to help each Community Hub to understand the following:

- The reach they have had within each Community Hub service area.
- The impact that Hub services have had on the population served, according to the framework set forth by First 5 El Dorado County.
- Programming considerations based on recommendations offered.

Hub-specific information contained in the report includes a description of the families served, services provided and the impact upon families served.

Demographic and Socio-Economic Profile for each Community Hub Population Served

- Demographic information of Community Hub service recipients to include age, race/ethnicity, and primary language.
- Socio-economic information of Community Hub service recipients who completed the Family Survey to include family income, number/percent of families served who are living in poverty, and educational attainment.

Description of Services Provided through each Community Hub

- Number of people served/number of literacy services provided.
- Number of people served/number of raising a reader services provided.
- Number of people served/number of play and learn services provided.
- Number of people connected to medical care and the number of supports provided.
- Number of people connected to dental care.

Impact of Services Provided for Families Served by each Community Hub

Impact of Community Hub services fall within one of three categories: 1) improved family functioning, 2) improved child development, and 3) improved child health and well-being. Indicators for each area of exploration are described below.

IMPROVED FAMILY FUNCTIONING

The behaviors and beliefs of a child's parents or caregivers influence a child's success. Parental interactions with children, including their stated and unstated expectations for their children's success and the way in which they converse with and teach their children, can improve children's future achievement. Community Hubs utilize the research-based Strengthening Families Protective Factors framework as a theoretical approach to serving families as well as a system to measure outcomes.

The indicators used to measure impact in the area of improved family functioning include:

- Number/Percent of Community Hub service recipients who completed the Family Survey with improved scores within four protective factors to include children's social and emotional security, social connections, parental resilience, and concrete support in times of need.

Impact of Services Provided for Families Served by each Community Hub (Cont.)

IMPROVED CHILD DEVELOPMENT

Over the last several decades, research in neuroscience, economics, education, and other fields has illustrated the importance of the early years to the whole lifespan. The brain develops rapidly during the first 5 years, with critical pathways established for language, literacy, problem solving, social and emotional learning, physical development, and much more. By the age of 5 years, 85% of a person's brain wiring has already been established. Community Hubs provide a variety of services that support child development.

The indicators used to measure impact in the area of improved child development include:

- Number/Percent of Community Hub service recipients who completed the Family Survey that report **reading** to their children each day.
- Number/Percent of Community Hub service recipients who completed the Family Survey that report **practicing counting or doing activities that involve numbers** with children each day.
- Number/Percent of Community Hub service recipients who completed the Family Survey that report **playing** with their children each day.
- Number/Percent of Community Hub service recipients who completed the Family Survey that report providing their children with opportunities for **physical activities** every day.
- Number/Percent of Community Hub service recipients who completed the Family Survey that report following **regular routines** with their children each day.

IMPROVED CHILD HEALTH AND WELL-BEING

Timely medical and dental childcare is an important component of a child's health and well-being. Community Hubs provide supports which help to protect children against major illnesses and oral health decay by encouraging preventive medical and dental care, connecting children and families to a doctor/dentist, and sharing strategies for health promotion. In addition, Community Hubs promote developmental screenings in an effort to support parental knowledge of child development and get kids connected to early intervention when needed.

The indicators used to measure impact in the area of improved child health and well-being include:

- Number/Percent of Community Hub service recipients who completed the Family Survey reporting that their children received a **well-child exam** within the past 12 months.
- Number/Percent of Community Hub service recipients who completed the Family Survey reporting that their children received a regular **dental exam** within the past 6 months.
- Number/Percent of Community Hub service recipients' ages 0-5 that received a **developmental screening** and the number/percent that scored low within each domain scored within such screening.

In addition, to the data sets described above, the voices of Hub staff and parents are included to illustrate their experiences and help contextualize data provided.



Methods

A combination of qualitative and quantitative data was used in the development of this report, each of which is described below.

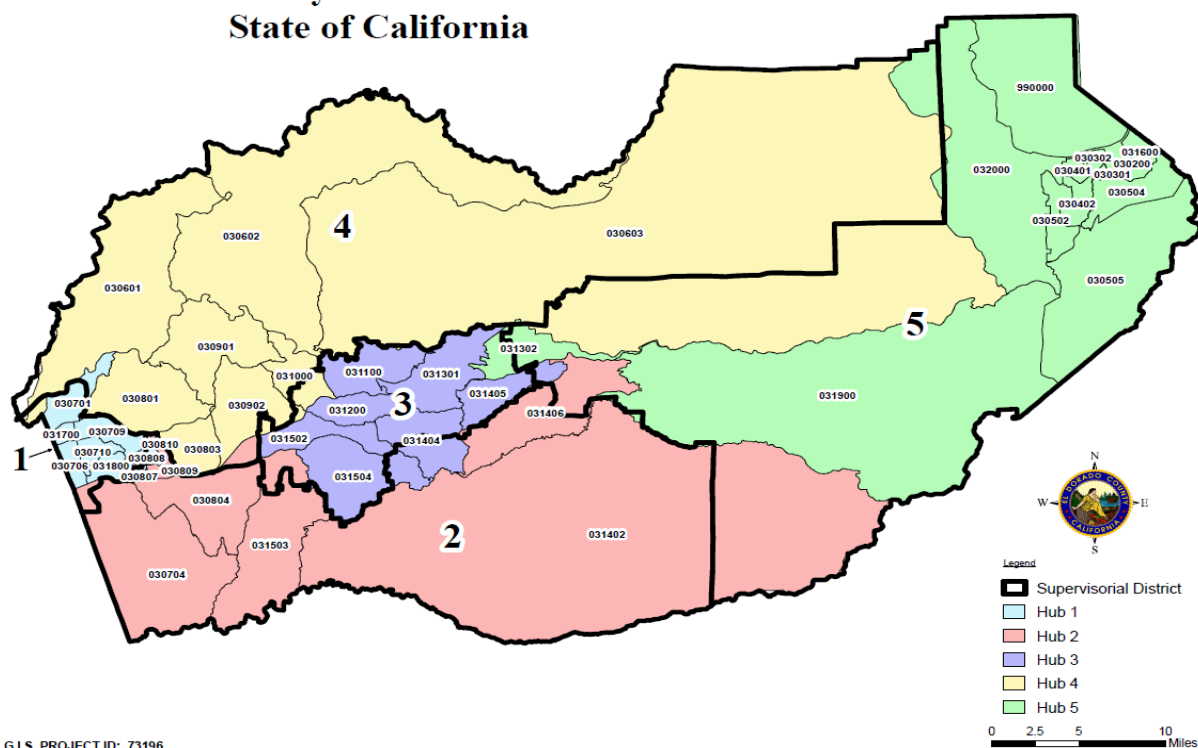
Data Sources

Publicly Available Data

Census Data

Census data was taken from https://factfinder.census.gov/faces/nav/jsf/pages/guided_search.xhtml by the El Dorado County Geographic Information Services (GIS) Department and separated by census tract to establish a demographic and socio-economic profile of each Community Hub. The following map demonstrates which census tracks were included in each Hub dataset.

HUB Designations by 2010 Census Tracts County of El Dorado State of California



The County GIS Department staff provided SEI with an excel spreadsheet of this data set which was used to compare the target population of each hub community to the population served between July 1, 2018, through June 30, 2019.

First 5 Data Collection Efforts

Pre-K Observation Forms

First 5 El Dorado partners with the El Dorado County Office of Education to collect population-level data using Pre-K observation forms. Parents and families of incoming transitional kindergarten (TK) and

kindergartners were asked to voluntarily complete Pre-K Observation Forms at enrollment, sharing information about family and health practices, reading routines with children, and other circumstances and experiences associated with resilient families. All forms were completed manually and then submitted to First 5 El Dorado for entry into an electronic data management tool (Survey Monkey).

A total of 1,105 Pre-K observation forms were collected between January and December 2019, out of a total participating school population of 1,970. This represents 56% of the participating school TK and kindergarten population. Not all schools in El Dorado County participated in the collection of Pre-K Observation forms.

It is important to note that while the Pre-K Observation data is used as a community level comparison, caution should be taken when directly comparing Pre-K with Family Survey data given the differences in scope. For example, Pre-K data pertains to families with children in the 4-5 year age range, while Family Survey data may come from families with younger children. The terms community level data and TK/Kindergarten data are used interchangeably when referring to the Pre-K Observation data.

Appendix A includes a master table that demonstrates the participating schools within each hub, the number of kindergarten and transitional kindergarten students at participating schools in each Hub, and the response rate for the Pre-K Observation forms.

Family Surveys (FS)

The Family Survey contains demographic information, parent experiences, and survey questions regarding family and health practices, reading routines and other habits that support school readiness with children, and the presence of protective factors within family units. The protective factors survey questions measure participant perceptions of change after receiving services within four areas identified within the research-based Strengthening Families Protective Factors framework.

Family Surveys were completed by families and collected by the Ready to Read at Your Local Library program, the Together We Grow program, and the Child Health program. Surveys were available in both English and Spanish. A breakdown of the number of family surveys collected by each hub and their associated margin of error are provided in the chart below.

	Hub 1	Hub 2	Hub 3	Hub 4	Hub 5
<i>Total Family Surveys Collected</i>	152	65	87	34	118
<i>Total Families Served</i>	690	325	621	377	454
Margin of Error¹	7%	11%	10%	16%	8%

Developmental Screening Tools

First 5 El Dorado programs utilize the Ages and Stages Questionnaire (ASQ). The ASQ is a general developmental screening tool which is used with and by parents to assess age-specific development in the following domains: communication, gross motor, fine motor, problem-solving, and personal adaptive skills. There is also a separate tool that is used to measure the social-emotional development of children called the ASQ:SE. Programs encourage parents to complete these screening tools online, and

¹ The following Sample Size Calculator was used to generate this table:
<https://www.surveymonkey.com/mp/margin-of-error-calculator/>, at a 95% confidence level.

results are tabulated within the Brookes Database. An export of that database is used to present information contained in this report.

Administrative Data

Three types of administrative data were collected for programmatic and evaluation purposes. First, populations-served reports submitted to First 5 by contractors provided data on the number and demographics of children and parents/caregivers receiving services. Second, contractors provided information regarding the number and type of services families received. Third, contractor progress reports were used to help inform issues impacting service delivery.

Parent Focus Groups

Focus groups were held with families and caregivers that participate in Hub services. The purpose of the focus groups was to gather parent perspectives about what families need, how people learn about the Hub, and their experience with the services available through the Hub. Focus groups were arranged at each community Hub and lasted approximately 45 minutes. The dates and the total number of focus group participants are provided in the chart below.

Hub Designation	Date/Time of Focus Group	Total Number of Participants
Hub 1: El Dorado Hills	January 28 th , 2020 @ 6:30 pm	10
Hub 2: Cameron Park	January 31 st , 2020 @ 11:30 am	7
Hub 3: Placerville	January 30 th , 2020 @ 11:30 am	5
Hub 4: Georgetown	January 29 th , 2020 @ 11:30 am	9
Hub 5: South Lake Tahoe	January 28 th , 2020 @ 11:00 am	5

Results of these focus groups were documented and considered in the establishment of this report. **Detailed results of each focus group held are included in Appendix B of this report.**

Hub Staff Input

A meeting was held on January 31st, 2020 in which Hub teams gathered to review and discuss the quantitative data included in this report. Following the presentation of the data framework, Hub teams gathered to discuss the successes and challenges related to data collection, outreach, and other circumstances that may have influenced the data presented in this report. Discussions were documented by a representative of each hub team and provided in written format for consideration in the development of this report.

Limitations

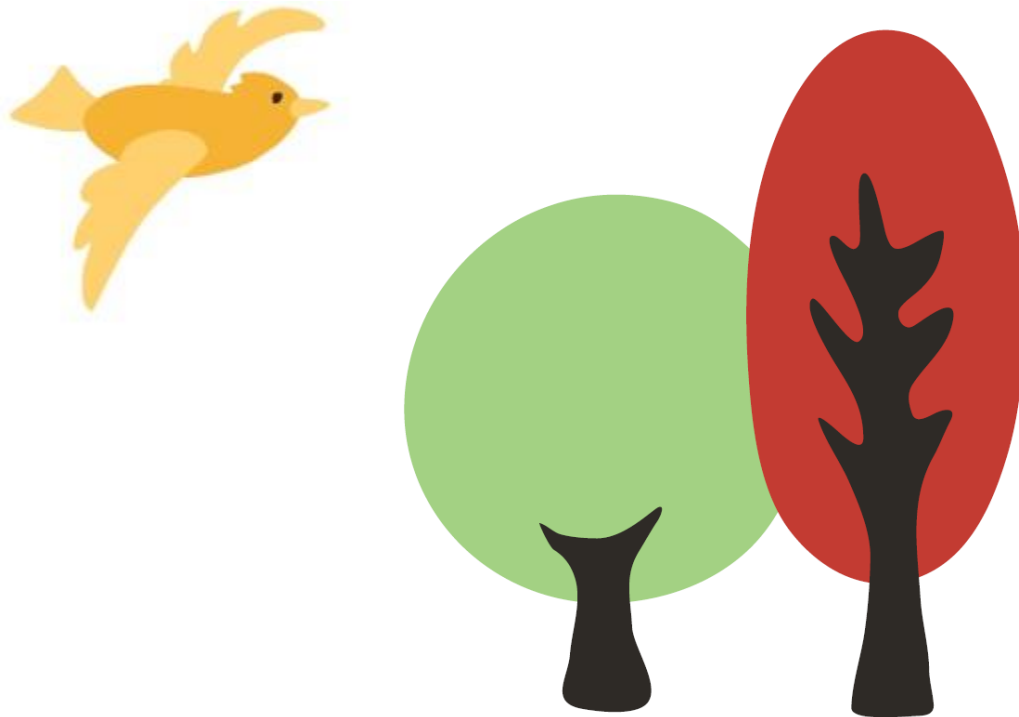
The data presented in this report should be considered with the following limitations in mind:

- Data gathered via the Family Survey had margins of errors ranging from 7% to 16% once the results were disaggregated by Hub. These rates are generally higher than is ideal for extrapolating sample results to a larger population. To accommodate for this circumstance, family survey data was triangulated with data collected from parent focus groups and Hub staff to understand the circumstances and impact of Hub services for families with young children.

- Parent input was collected via focus groups in January 2020, whereas the family survey data represents families served from July 1, 2018 – June 30, 2019. It is not known whether focus group recipients were served during the timeframe that this report represents or if input would have been different if collected closer to such timeframe.
- The methodology for disaggregating data by Hub differed by data source.
 - Family Survey responses were assigned to a Hub based on the library that was self-reported to be closest to the respondent's home.
 - Pre-K observation data was assigned to a Hub based on a list provided by First 5 El Dorado, and based on the geographic location of the school.
 - Developmental screening responses were assigned to a Hub based on the respondent's home address zip code. When zip codes span supervisorial districts, responses were assigned to the Hub that comprised the larger population number. Responses with zip codes outside the First 5 El Dorado service area were removed from the analysis.

Each individual response was assigned to only one Hub, using the methodology described above. It is therefore possible that respondents accessed services within Hubs for which their data was not included.

Additional considerations regarding data collection methodology and limitations can be found in Appendix B, as well as in the complementary **First 5 El Dorado Strategic Plan Evaluation Report 2018-2019**.



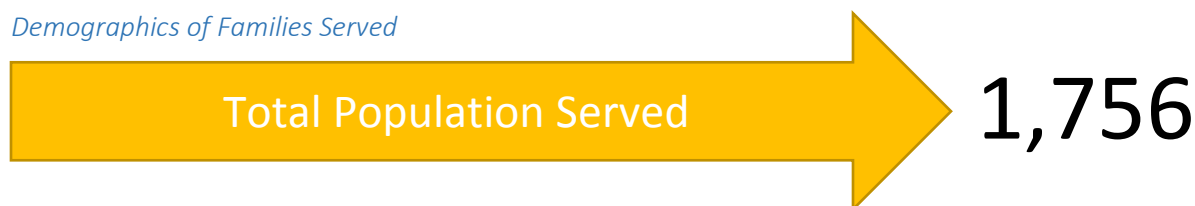
Results

Community Hub 1: El Dorado Hills

Community Hub 1 is within Supervisorial District 1 and includes the community of El Dorado Hills.

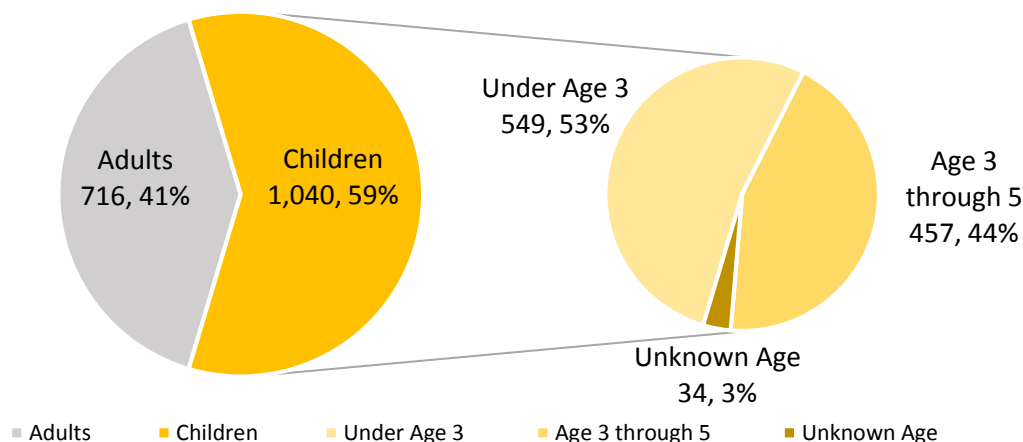
Who Was Served

Demographics of Families Served



Community Hub 1 has a total service population of 39,658. In FY 2018-2019, the Community Hub provided services to a total of 1,756 individuals made up of children ages 0-5, as well as their caregivers, other family members, and providers.

The majority of service recipients were children, with 1,040 children (59%) and 716 adults (41%) receiving services. Out of the total number of children served, 53% were between the ages of 0-3, as demonstrated in the pie charts below. The age was not known for 34 children.



The majority of the population served was white (1,084 or 62%) followed by unknown (13%) and multi-racial (11%). The race and ethnicity of the population served is depicted in the table below.

	White		Black		American Indian		Asian/ Pacific Islander		Multi-racial		Hispanic / Latino		Other		Unknown	
	#		#		#		#		#		#		#		#	
Other	450	62%	10	1%	3	1%	81	9%	35	11%	39	4%	0	<1%	98	13%
Children	634		1		5		79		150		35		3		133	

The majority of individuals served spoke English as their primary language (1,437 or 82%) followed by Spanish (<1%), Cantonese (<1%), Mandarin (<1%), and other (<1%). The primary language spoken for the remaining 17% of individuals served was unknown.

Families who have accessed services through the Community Hub are asked to complete a Family Survey. The Family Survey contains demographic information, parent experiences, and questions regarding the presence of protective factors within family units. A total of 152 Family Surveys were collected during the 2018-2019 fiscal year. This represents approximately 22% of the families served by Hub 1.

Socio-Economic Characteristics of Families Served

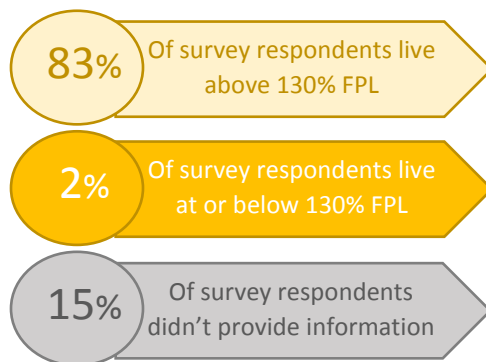
Characteristics help describe the families that are being served by the Hub. The socio-economic characteristics most important to Hubs for which data are available include household income, the percentage of families being served that are living in poverty, and educational attainment.



2% of survey respondents in Hub 1 live at or below 130% of the Federal Poverty Level

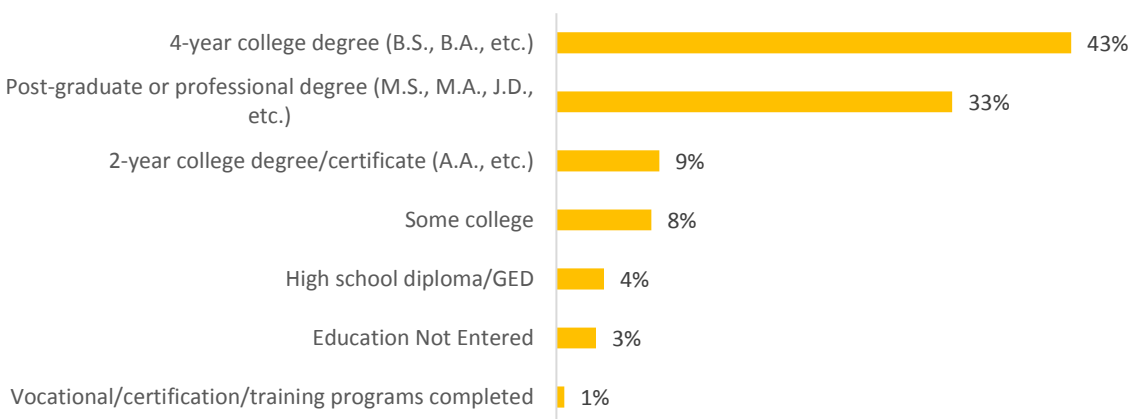
One useful gauge of socio-economic characteristics of a population is the percentage that live at or below 130% of the Federal Poverty Level (FPL). This is the standard used by the Head Start Program to qualify families for services based on income and household size.

Two percent of families (3 of 152 families) who completed the Family Survey in Hub 1 live at or below 130% of the Federal Poverty Level. Fifteen percent (or 23) of families who completed the survey did not provide enough information to determine their economic situation.








85% of survey respondents in Hub 1 have completed at least a two-year degree or more

The majority of individuals in Hub 1 who completed the Family Survey have attended or completed college, as demonstrated in the following chart.



Services Provided

Community Hubs provide a variety of services which are tailored to the local community and responsive to identified needs. Services provided between July 1, 2018 and June 30, 2019 are depicted below.

Type of Service Offered	Number of Families Served	Total Services (events) Provided
 Early Literacy Activities	1,146 individuals²	195 <i>Compared to 152 in FY17-18</i>
 Raising a Reader Activities	11	16 <i>Compared to 15 in FY17-18</i>
 Play and Learn Activities	93	32 <i>Compared to 19 in FY17-18</i>
 Connect Families to Medical and Dental Providers	6	25 <i>Compared to 10 in FY17-18³</i>
 Parenting Classes	6	6⁴

² Data for the Early Literacy Activity service was collected at the individual level.

³ FY17-18 data on services to Connect Families to Medical and Dental Providers includes only services offered to connect clients to Medical Providers; data on Dental Provider services was not available prior to FY18-19.

⁴ Parenting Classes are a new service as of FY18-19, therefore comparison data from previous years is unavailable.

Impact on Families

Impact indicators are driven by the First 5 El Dorado Strategic Plan and include an exploration of:

- **Improved Family Functioning** as measured by protective factors
- **Improved Child Development** as measured by family habits that promote child development
- **Improved Health and Well-Being** as measured by preventive care and developmental screenings

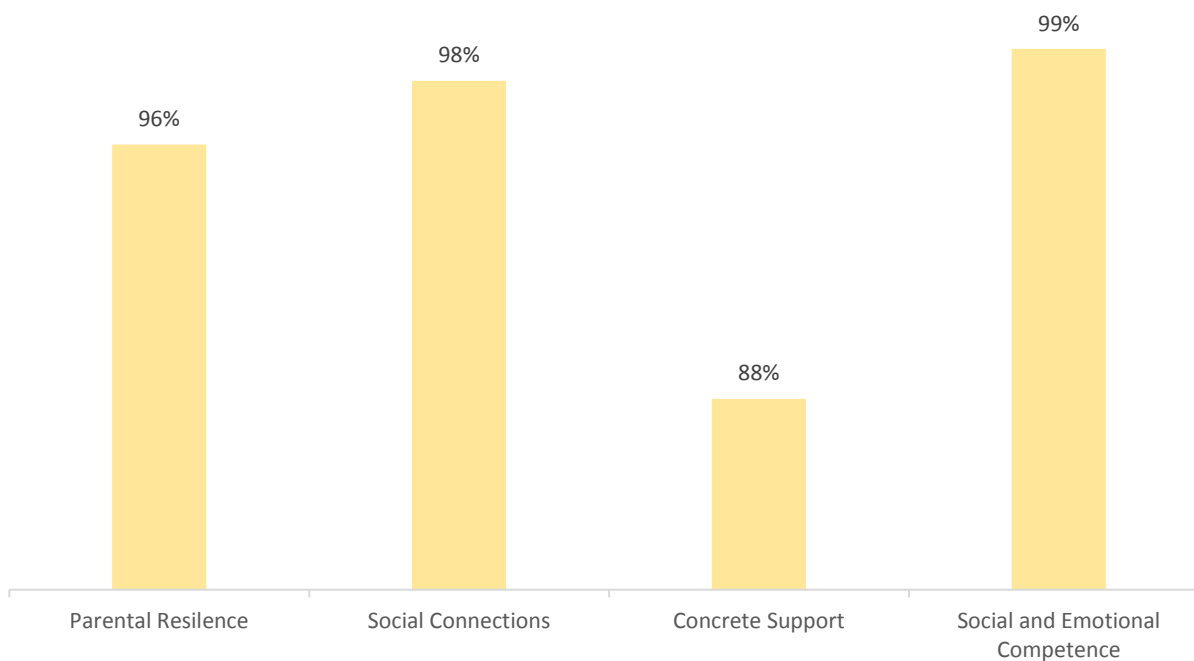
Data was collected from families participating in Hub 1 services as well as from families with children entering TK or kindergarten. The intent was to understand how protective factors were present in the community (from families with children entering TK or kindergarten) to help inform programming decisions for the Hub. Data collected from Hub 1 service recipients is used to help the Hub understand how services provided impacts families served. The margin of error using a 95% confidence level for both levels of impact data is provided in the chart below.

Type of Data	Number in Service Population	Surveys Collected	Margin of Error
Hub 1 Participant Data (families)	690	152	7%
Community Level Data (children)	713	437	3%

Protective Factors of TK/Kindergarten Student Families

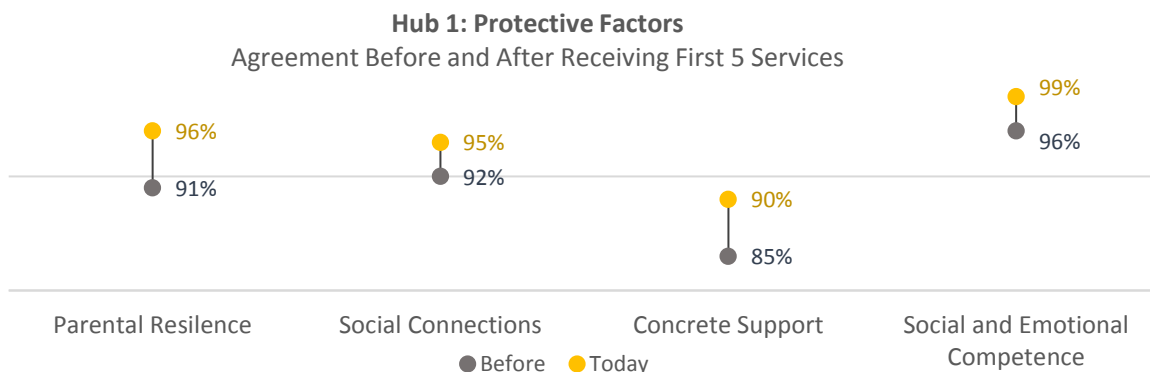
Protective factors data results for families that completed the Pre-K observation forms indicate that the area with the least amount of presence within these families has to do with concrete supports in times of need.

Families of TK/Kindergarten Students

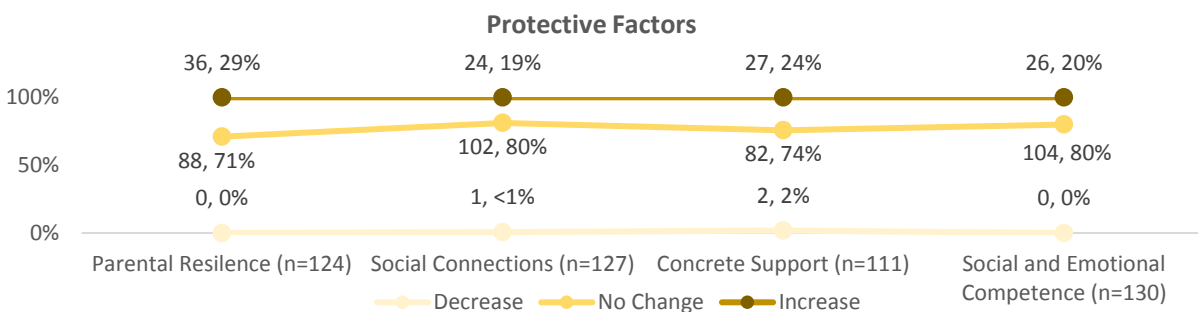


Protective Factors of Families Served

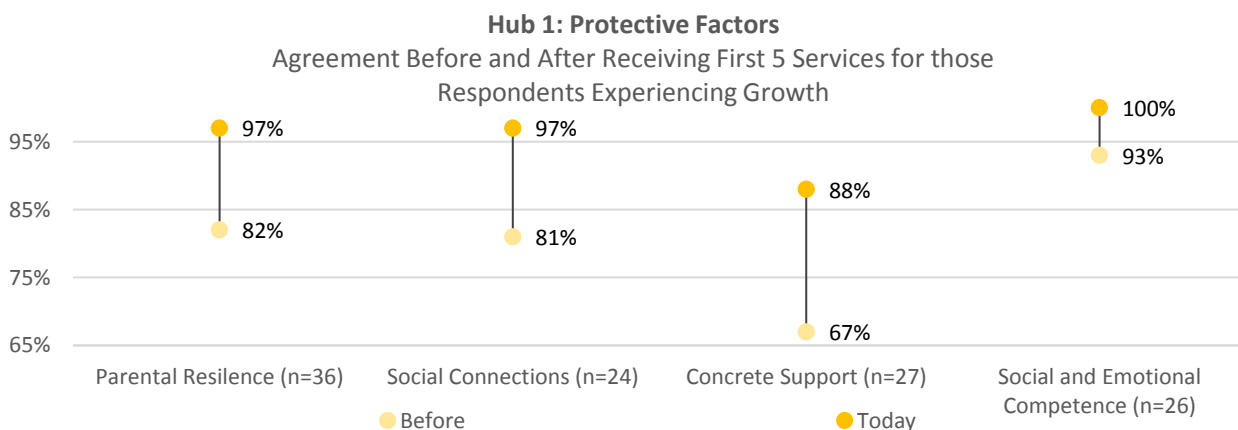
The Family Survey included questions that measure the presence of protective factors before and after participation in Hub services. There were 152 families who provided information regarding protective factors. As demonstrated in the table below, results indicate that families participating in Hub 1 services showed increases in all four protective factors after receiving First 5 services.



Beyond understanding improvement within individual protective factor domains, it is also important to know what percentage of the population served experienced growth. The chart below demonstrates that between 19% and 29% of families participating in Hub 1 services who completed the Family Survey experienced growth after receiving First 5 services.



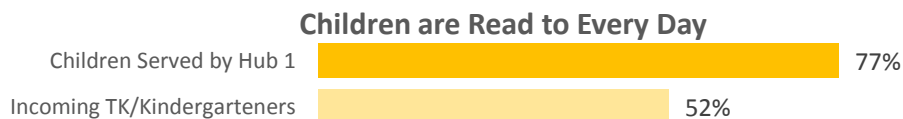
Further analysis was conducted to determine the average growth experienced by families that showed an increase in their protective factor scores (those represented by the top, brown, line in the figure above). The figure below illustrates that within the subset of families experiencing growth, the largest increases was seen in the Concrete Support domain.



Child Development Activities of Families Served

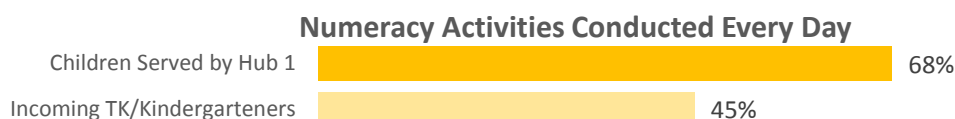
Community Hubs offer early care education and supports, with the goal of encouraging families to develop habits that support child development.

Reading Routines of Families Served



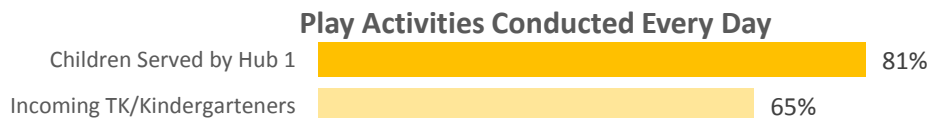
As the chart above demonstrates, the percentage of families that completed the family survey in Hub 1 that read to their children every day totaled 77%, while 52% of families with children entering TK or kindergarten reported reading to their children every day.

Numeracy Activities of Families Served



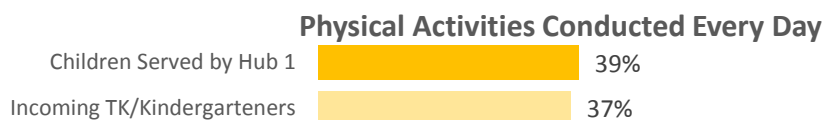
As the chart above demonstrates, the percentage of families that completed the family survey in Hub 1 that practiced counting or did activities that involved numbers every day totaled 68%, while 45% of families with children entering TK or kindergarten participating in numeracy activities every day.

Play Routines of Families Served



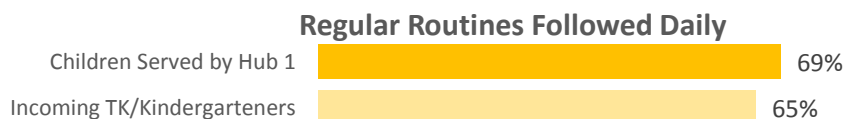
As the chart above demonstrates, the percentage of families that completed the family survey in Hub 1 that play with their children every day totaled 81%, while 65% of families with children entering TK or kindergarten reported playing every day.

Physical Activities of Families Served



As the chart above demonstrates, the percentage of families that completed the family survey in Hub 1 that provide their children with opportunities for outside physical activities every day totaled 39%, while 37% of families with children entering TK or kindergarten reported daily physical activities

Regular Routines of Families Served

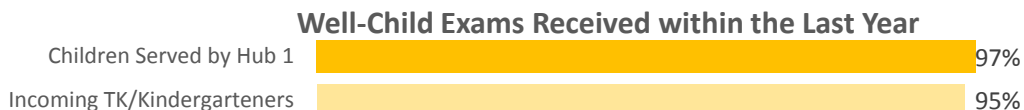


As the chart above demonstrates, the percentage of families that completed the family survey in Hub 1 follow regular routines with their children every day totaled 69%, while 65% of families with children entering TK or kindergarten reported regular routines daily.

Health and Well Being Efforts of Families Served

Community Hubs offer health and dental care education and supports, as well as developmental screenings with the goal of supporting the health and well-being of children.

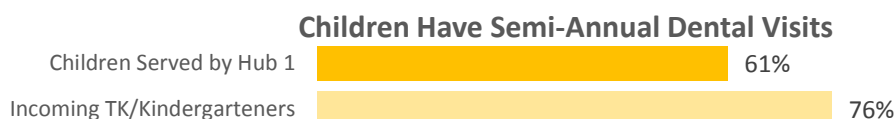
Accessing Preventive Medical Care



As the chart above demonstrates, the percentage of children participating in Hub 1 services (within families that completed the family survey) that received well-child care within the last year totaled 97%, while 95% of families with children entering TK or kindergarten reported their child had received well-child care within the last year.

Comparison between Hub participants and families of incoming TK and kindergartners should be considered in context. Whereas Hub participating families include children who are between the ages of 0-5, the TK and kindergarten population-level data only includes children who are between the ages of 3-5. Furthermore, the requirement that TK and kindergarten children have medical clearance prior to school entry may result in a higher achievement.

Accessing Preventive Dental Care



As the chart above demonstrates, the percentage of children participating in Hub 1 services (that were age 1 year or older and within families that completed the family survey) that received preventive dental care within the last six months totaled 61%, while 76% of families with children entering TK or kindergarten reported their child had preventive dental care within the last six months.

As stated before, the comparison between Hub participants and families of incoming TK and kindergartners should be considered in context. Whereas Hub participating families include children who are between the ages of 0-5, the TK and kindergarten population-level data only includes children who are between the ages of 3-5. Furthermore, the requirement that TK and kindergarten children have dental clearance prior to school entry may result in a higher achievement.

Developmental Screenings Conducted with Families Served

A total of 73 children (of 1,040 served by Hub 1) received ASQ developmental screenings. The majority of children screened had development that was on schedule. Fine Motor skills had the highest proportion of children outside the “Development on Schedule” zone.



Data was not collected from entering TK and kindergarten families regarding whether developmental screenings were obtained for their children.



Family Experiences

In January 2020, a focus group was conducted directly following an evening Storytime event at the El Dorado Hills Library. The purpose of the focus group was to understand family experiences in Hub 1. While there were a total of 10 participants in the focus group, only four completed a focus group questionnaire and stayed for the entire focus group session. The following results should not be interpreted as representation of comprehensive Hub participation, as the focus group respondents had only accessed early literacy activities through the Hub.

Benefits and Impacts of Early Literacy Activities

- Parents emphasized that Storytime provides the opportunity for them to **connect with and spend quality time with their children**. 100% of participants noted that Storytime helped them connect with their child.
- Storytime staff model ways for parents** to manage their child's behavior. From positive discipline to redirection, parents use what they learn in their own homes.
- Parents also **gather ideas for educational activities** to do with their children at home, including reading, arts and crafts, and singing.
- Staff connects personally with parents and establish a **welcoming and safe space** for both parents and children.
- Storytime helps parents ensure their **kids are reading every day**.

At home, we read every day, and I sing the "Reading Song" [from Storytime] to remind my kids to read.

Outreach Opportunities

- Parents learned about Storytime in a variety of ways**, including social media, web searches, local websites, signage and via participation in other events at the library.
- Parents suggested that the use of an **email Listserv or a hard copy mailer or newsletter** would be useful for sharing information about the broader range of services available through the Hub.
- They also noted that making staff available during Storytime to connect with parents about other services would be useful.

Potential Services and Supports

- Parents suggested offering **direct parent education during children's activities** about how to teach children skills like reading and math, how to communicate with kids, and how to manage parent-child interactions.
- One parent noted that programs could actively encourage **more parent connections**.
- Other suggestions included field trips, role playing activities, hosting activities during varied time slots so they are **accessible for working parents**, and facilitating **volunteering opportunities** for kids.

It's all positive! It's why we keep coming back!

Parent in Hub 1 Focus Group

Summary Snapshot

The following snapshot compares the socio-economic conditions of the Hub target population to the Hub populations served. It also ties the impact of services to direct service delivery types.

Total Hub Target Population		39,658		Race	Total Population	Service Population		
		FY17-18	FY18-19			FY17-18	FY18-19	
Total Served		1,482	1,756		White	82%	65%	62%
Surveys collected		110	152		Multiracial	5%	11%	11%
Age		FY17-18	FY18-19		Black	2%	<1%	1%
Adults	631 (43%)	716 (41%)		American Indian	<1%	<1%	1%	
Children	851 (57%)	1,040 (59%)		Asian/Pac Islander	10%	6%	9%	
Under 3	523 (61%)	549 (53%)		Hispanic	9%	4%	4%	
3 to 6	328 (39%)	457 (44%)		Other	-	5%	<1%	
Unknown	0	34 (3%)		Unknown	-	14%	13%	
Income		Total Population Mean Income	Service Population Living Below 130% FPL		Language	Total Population	Service Population	
			FY17-18	FY18-19			FY17-18	FY18-19
		\$154,631	6%	2%	Primary-English	-	86%	82%
Education		Total Population	Service Population		Primary-Spanish	-	1%	<1%
			FY17-18	FY18-19	Primary-other	-	2%	<1%
- HS Graduates	96%	92%	97%	Primary-unknown	-	11%	17%	
- Bachelor's Degree	52%	75%	76%					

Family Functioning**

Presence of Protective Factors	% of Population that Experienced Positive Change	Population Served	
		Pre-Service Score	Post Service Score
Parental Resilience	29%	91%	96%
Social Connections	19%	92%	95%
Concrete Support	24%	85%	90%
Social and Emotional Competence	20%	96%	99%

**Outcome data for Family Survey participants provided below has a 7% margin of error (first three columns), while TK/K Population data has a 3% margin of error.

Services Provided (**comparable data not available)

	Early Literacy Activities		Raising a Reader Activities		Play and Learn Activities		Connect Families to Medical and Dental Providers		Parenting Classes	
	FY17-18	FY18-19	FY17-18	FY18-19	FY17-18	FY18-19	FY17-18	FY18-19	FY17-18	FY18-19
Individuals or Families Served	**	1,146	**	11	**	93	**	6	**	6
Services/Events Provided	152	195	15	16	19	32	**	25	**	6

Child Development Activities (remaining percentages comprise answers of “Never”) Reading				
Reading Routines	FY18-19		FY17-18	
	Population Served	TK/K	Population Served	TK/K
Every day	77%	52%	81%	47%
5-6 Days	11%	23%		
3-4 Days	10%	19%		
1-2 Days	2%	6%		
Numeracy Activities	Population Served	TK/K		
Every day	68%	45%		
5-6 Days	14%	28%		
3-4 Days	11%	20%		
1-2 Days	6%	7%		
Play Routines	Population Served	TK/K		
Every day	81%	65%		
5-6 Days	9%	24%		
3-4 Days	8%	8%		
1-2 Days	1%	3%		
Physical Activities	Population Served	TK/K		
Every day	39%	37%		
5-6 Days	31%	29%		
3-4 Days	23%	26%		
1-2 Days	7%	8%		
Regular Routines	Population Served	TK/K		
Every day	69%	65%		
5-6 Days	22%	27%		
3-4 Days	7%	7%		
1-2 Days	1%	1%		
Health and Well-Being Efforts				
Well Child	FY18-19		FY17-18	
	Population Served	TK/K	Population Served	TK/K
Within past year	97%	95%	91%	95%
Between 1 and 2 years ago	1%	5%		
More than 2 years ago	1%	0%		
Never (only when child is sick)	1%	<1%		
Dental Care	FY18-19		FY17-18	
	Population Served	TK/K	Population Served	TK/K
6 months ago or less	61%	76%	58%	71%
6 months to 1 year ago	9%	11%		
Between 1 and 2 years ago	3%	6%		
More than 2 years ago	1%	1%		
Never (only when child is in pain)	25%	5%		
Developmental Screenings	FY18-19		FY17-18	
	Population Served		Population Served	
ASQ	73 (of 1,040 served)		61 (of 851 served)	
ASQ:SE	65		10	

Implementation Strengths and Considerations

The following strengths and considerations are being offered specifically for Community Hub 1 and take into consideration the quantitative data presented as well as the input received by both parent consumers and Hub team members.

Strengths

- **Hub 1 has increased the number of families/individuals served:** Hub 1 served 631 adults and 851 children in FY17-18 and 716 adults and 1,040 children in FY18-19. This represents an increase of 274 people served, including 189 additional children. Staff reports increasing outreach efforts and offering services after hours to support this increase.
- **Hub 1 promotes parental resilience and concrete support in times of need:** Among families who completed the Family Survey, there was an overall increase of 5% within these two protective factor domains. When segmenting the population that experienced growth, data reveals:
 - 24% of the service population (that completed a Family Survey) experienced growth in the “parental resilience” protective factors domain. Data reveals a 15% increase within this protective factor after receipt of Hub services.
 - 29% of the service population (that completed a Family Survey) experienced growth in the “concrete supports” protective factors domain. Data reveals a 21% increase within this protective factor after receipt of Hub services.

Programming for the “concrete support” domain may be particularly important, as community level data indicates that this protective factor has the least presence within families living in Hub 1 communities.

- **Hub 1 supports routines that promote child development and school readiness:** In all of the activity areas supporting child development and school readiness, families in Hub 1 completing the Family Survey outperform those in the TK/kindergarten population. Data reveals:
 - 77% of Hub 1 participating families report **reading** to their children every day, compared to 52% of families of entering TK or kindergarten students.
 - 68% of Hub 1 participating families report **counting or doing activities that involve numbers** with their children every day, compared to 45% of families of entering TK or kindergarten students.
 - 81% of Hub 1 participating families report **playing** with their children every day, compared to 65% of families of entering TK or kindergarten students.
 - 39% of Hub 1 participating families report providing their children with opportunities for **outside physical activities** every day, compared to 37% of families of entering TK or kindergarten students.
 - 69% of Hub 1 participating families report following **regular routines** with their children every day, compared to 65% of families of entering TK or kindergarten students.

Additionally, parents that participated in focus groups noted that Hub staff and the activities they promote help to ensure that kids are read to every day and that they are able to engage their children in play and other child development activities. If there were an area in which Hub

1 could consider focusing programming or efforts, it may be in supporting physical activity as it was the routine that occurred the least amongst Hub 1 families.

- **Hub 1 engages in continuous quality improvement:** Hub staff utilized data provided in the 2019 Hub Report to support continuous quality improvement. Efforts conducted are outlined in the table on the following page.

Considerations

- **Focus outreach on families that do not already access library services:** Participants in the Parent Focus Group indicated that the library and its staff are the primary avenue by which they learn about Hub services. Additionally, the results from the Protective Factors Survey, the demographics of those who responded to the Family Survey, and staff observations support the conclusion that Hub 1 may be serving primarily high-functioning families. While Hub staff noted outreach efforts in low-income housing developments, as well as changes to service hours, these efforts did not necessarily result in engaging families most at need for support. Hub 1 may want to evaluate its current outreach efforts and increase those that target at-risk families, as well as develop strategies to connect with families outside of the library.
- **Offer additional parent-to-parent connection opportunities:** Parents participating in the focus group noted that while Storytime helped them connect to their children, there could be more activities designed to support parent connections with one another. Doing so could further support growth in the protective factor domain of “social connections.”
- **Deepen supports for fine motor development into programming:** Of the 73 children who received developmental screens, 17 children (or 24%) scored outside the “development on schedule” zone for fine motor skills. The Hub may want to consider deepening its supports within its programming to address this particular area of child development.
- **Consider the impact of large groups on service delivery and data collection efforts:** Focus group participants report that at times, large group gatherings can negatively impact the quality of the learning experience for their children. Additionally, Hub staff report large groups can impact their ability to collect comprehensive data. The Hub may want to consider the impact of a large group and try to mitigate such risks, to the extent possible.
- **Continue to communicate the importance of the Family Survey and implement strategies to encourage completion:** Family Surveys are a critical component of understanding how Hub services impact families. Hub 1 collected 152 Family Surveys, representing a 7% margin of error, compared to the standard 5% typically sought when analyzing outcomes. This margin of error affects evaluation efforts and makes it challenging to provide meaningful recommendations that support optimal programming. Hub 1 should test, implement, and evaluate effective strategies to increase survey completion.



The following table summarizes progress made to date on recommendations included in the 2019 Hub 1 report.

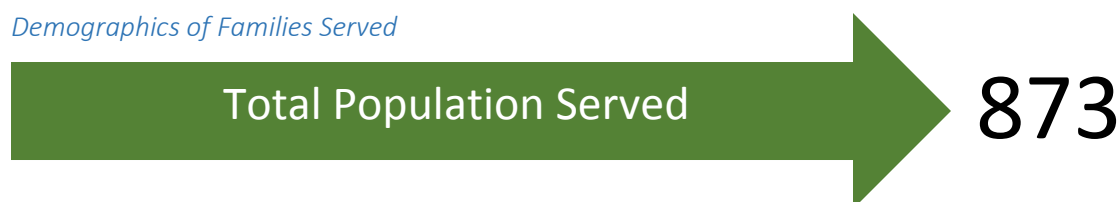
2019 Report Recommendations	Efforts Made to Address Recommendations	Results of Efforts Made
Data collection efforts could be strengthened	<ul style="list-style-type: none"> New coversheet established to communicate the importance of data collection Used incentives to promote survey completion Communicate importance of data collection completion 	Missing data (see summary snapshot) The Hub continues to have data fields in which data is unknown.
Increase outreach to at-risk families	<ul style="list-style-type: none"> Outreach to low-income housing developments Provision of after-hour services Promotion of basic needs resources during programming and outreach events 	Service Population Living Below 130% FPL: <ul style="list-style-type: none"> FY 17-18: 6% FY 18-19: 2%
		Service Population with BA Degree: <ul style="list-style-type: none"> FY 17-18: 75% FY 18-19: 76%
Prioritize messaging aimed at early dental care	<ul style="list-style-type: none"> Storytime specific to dental care Use of “ask Katie” conversation starters Outreach at dental clinics 	Semi-Annual Dental Visits: <ul style="list-style-type: none"> FY 17-18: 58% FY 18-19: 61%
Encourage completion of developmental screenings	<ul style="list-style-type: none"> Began to offer ASQ Storytime as a means to collect more screenings Outreach to home day care providers During “stay and play” conversations are happening and referrals made to FES 	Total ASQs completed: <ul style="list-style-type: none"> FY 17-18: 61 of 851 (or 7% of children served) FY 18-19: 73 of 1,040 (or 7% of children served)
Collect more family surveys	<ul style="list-style-type: none"> Used incentives to promote survey completion 	Total Family Surveys completed: <ul style="list-style-type: none"> FY 17-18: 110 of 631 (or 17% of families served) FY 18-19: 152 of 690 (or 22% of families served)

Community Hub 2: Cameron Park

Community Hub 2 is within Supervisorial District 2 and includes the communities of Cameron Park, Fairplay, Grizzly Flat, Latrobe, Mt. Aukum, Outingdale, Pleasant Valley, and Somerset.

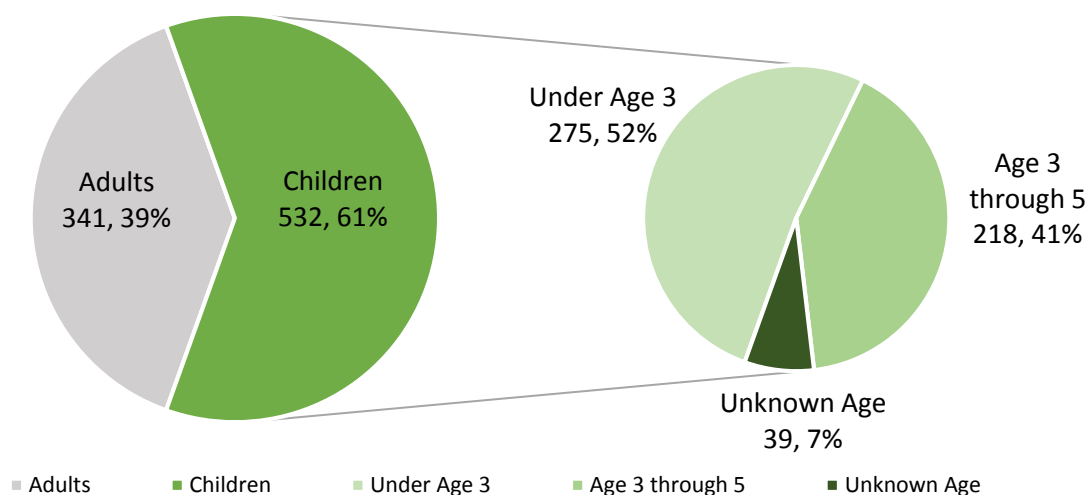
Who Was Served

Demographics of Families Served



Community Hub 2 has a total service population of 36,809. In FY 2018-2019, the Community Hub provided services to a total of 873 individuals made up of children ages 0-5, as well as their parents and caregivers.

The majority of service recipients were children, with 532 children (61%) and 341 adults (39%) receiving services. Out of the total number of children served, 52% were between the ages of 0-3, although only by a small margin, as demonstrated in the pie charts below. The age was not known for 39 children.



The majority of the population served was white (646 or 74%) followed by unknown (10%) and multi-racial (8%). The race and ethnicity of the population served is depicted in the table below.

	White		Black		American Indian		Asian/ Pacific Islander		Multi-racial		Hispanic / Latino		Other		Unknown	
	#		#		#		#		#		#		#		#	
Other	254	74%	1	1%	3	1%	1	<1%	15	8%	19	5%	1	<1%	47	10%
Children	392		7		2		3		57		29		2		40	

The majority of individuals served spoke English as their primary language (666 or 76%) followed by Spanish (2%). The primary language spoken for the remaining 22% of individuals served was unknown.

Families who have accessed services through the Community Hub are asked to complete a Family Survey. The Family Survey contains demographic information, parent experiences, and questions regarding the presence of protective factors within family units. A total of 65 Family Surveys were collected during the 2018-2019 fiscal year. This represents approximately 20% of the families served by Hub 2.

Socio-Economic Characteristics of Families Served

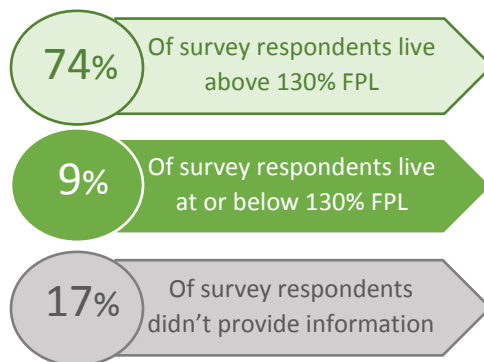
Characteristics help describe the families that are being served by the Hub. The socio-economic characteristics most important to Hubs for which data are available include household income, the percentage of families being served that are living in poverty, and educational attainment.



9% of survey respondents in Hub 2 live at or below 130% of the Federal Poverty Level

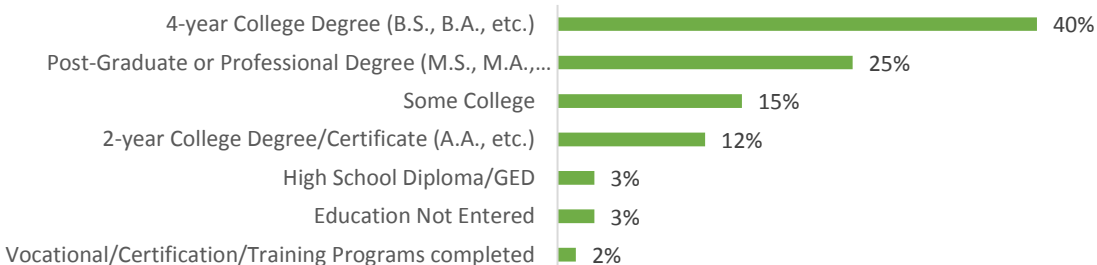
One useful gauge of socio-economic characteristics of a population is the percentage that live at or below 130% of the Federal Poverty Level (FPL). This is the standard used by the Head Start Program to qualify families for services based on income and household size.

Nine percent of families (6 of 65 families) who completed the Family Survey in Hub 2 live at or below 130% of the Federal Poverty Level. Seventeen percent (or 11) of families who completed the survey did not provide enough information to determine their economic situation.



77% of survey respondents in Hub 2 have completed at least a two-year degree or more

The majority of individuals in Hub 2 who completed the Family Survey have attended or completed college, as demonstrated in the following chart.



Services Provided

Community Hubs provide a variety of services which are tailored to the local community and responsive to identified needs. Services provided between July 1, 2018 and June 30, 2019 are depicted below.

Type of Service Offered	Number of Families Served	Total Services (events) Provided
 Early Literacy Activities	540 individuals ⁵	164 <i>Compared to 174 in FY17-18</i>
 Raising a Reader Activities	23	16 <i>Compared to 16 in FY17-18</i>
 Play and Learn Activities	35	37 <i>Compared to 11 in FY17-18</i>
 Connect Families to Medical and Dental Providers	2	51 <i>Compared to 33 in FY17-18⁶</i>
 Parenting Classes	2	6⁷

⁵ Data for the Early Literacy Activity service was collected at the individual level.

⁶ FY17-18 data on services to Connect Families to Medical and Dental Providers includes only services offered to connect clients to Medical Providers; data on Dental Provider services was not available prior to FY18-19.

⁷ Parenting Classes are a new service as of FY18-19, therefore comparison data from previous years is unavailable.

Impact on Families

Impact indicators are driven by the First 5 El Dorado Strategic Plan and include an exploration of:

- **Improved Family Functioning** as measured by protective factors
- **Improved Child Development** as measured by family habits that promote child development
- **Improved Health and Well-Being** as measured by preventive care and developmental screenings

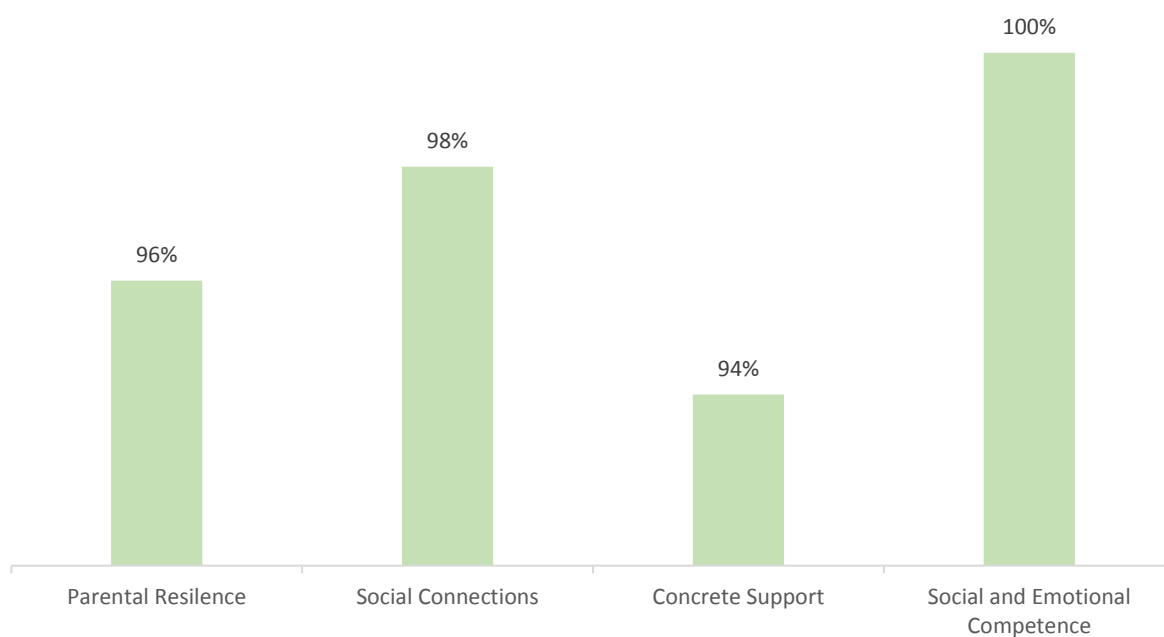
Data was collected from families participating in Hub 2 services as well as from families with children entering TK or kindergarten. The intent was to understand how protective factors were present in the community (from families with children entering TK or kindergarten) to help inform programming decisions for the Hub. Data collected from Hub 2 service recipients is used to help the Hub understand how services provided impacts families served. The margin of error using a 95% confidence level for both levels of impact data is provided in the chart below.

Type of Data	Number in Service Population	Surveys Collected	Margin of Error
Hub 2 Participant Data (families)	325	65	11%
Community Level Data (children)	129	86	6%

Protective Factors of TK/Kindergarten Student Families

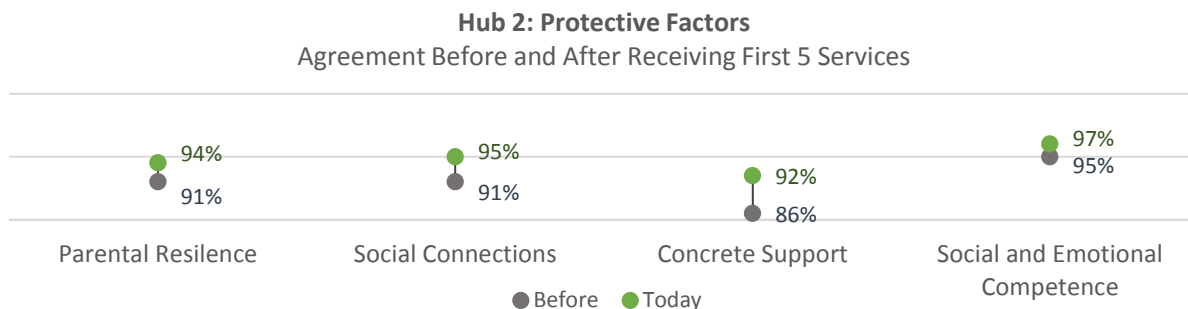
Protective factors data results for families that completed the Pre-K observation forms indicate that the area with the least amount of presence within these families has to do with concrete supports in times of need.

Families of TK/Kindergarten Students

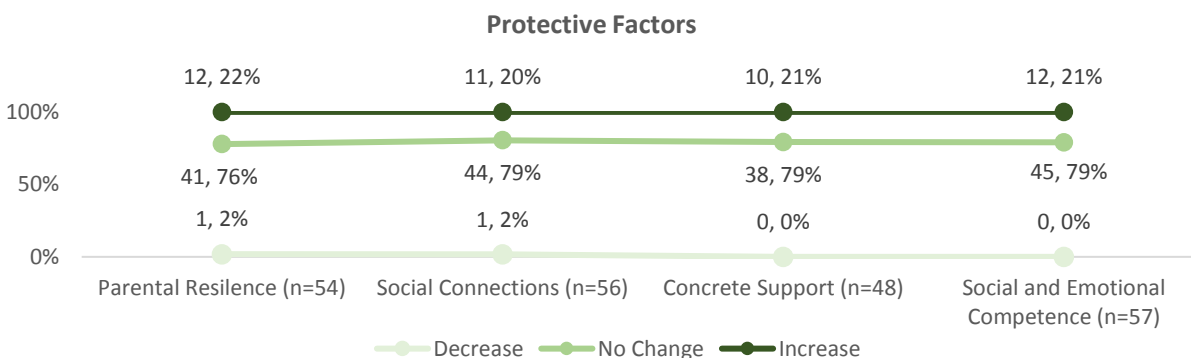


Protective Factors of Families Served

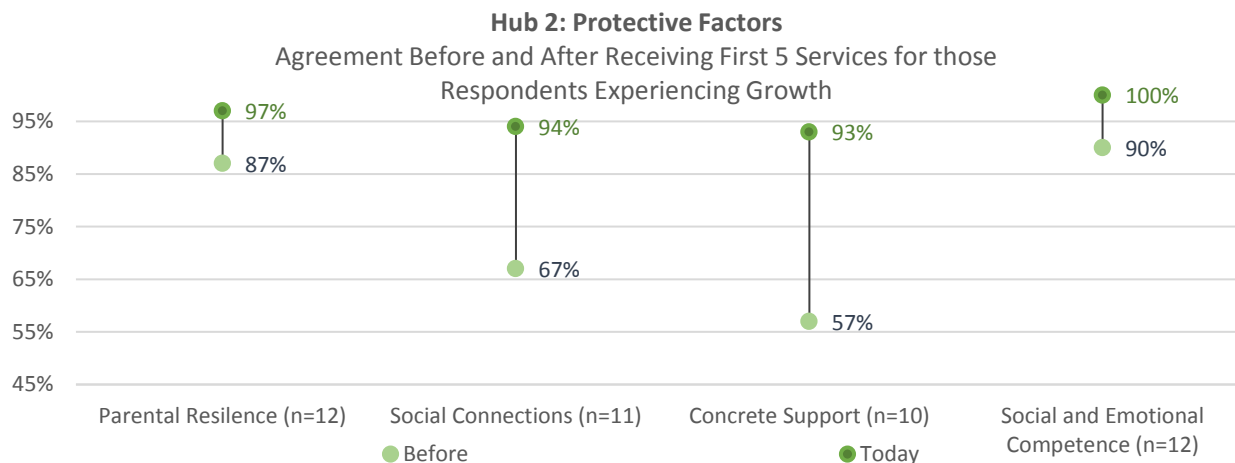
The Family Survey included questions that measure the presence of protective factors before and after participation in Hub services. There were 65 families that provided information regarding protective factors. As demonstrated in the table below, results indicate that families participating in Hub 2 services showed increases in all four protective factors after receiving First 5 services.



Beyond understanding improvement within individual protective factor domains, it is also important to know what percentage of the population served experienced growth. The chart below demonstrates that between 20% and 22% of families participating in Hub 2 services who completed the Family Survey experienced growth after receiving First 5 services.



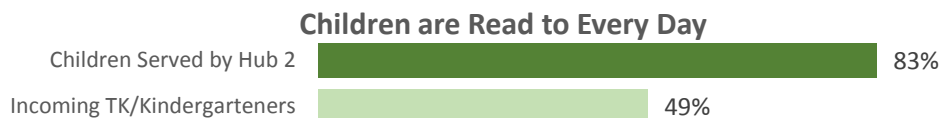
Further analysis was conducted to determine the average growth experienced by families that showed an increase in their protective factor scores (those represented by the top, dark green, line in the figure above). The figure below illustrates that within the subset of families experiencing growth, the largest increase was seen within the Concrete Support domain.



Child Development Activities of Families Served

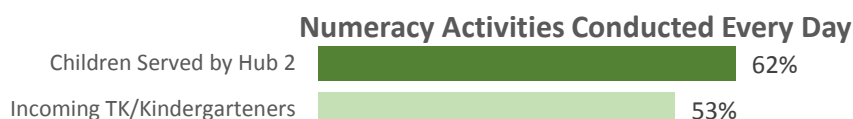
Community Hubs offer early care education and supports, with the goal of encouraging families to develop habits that support child development.

Reading Routines of Families Served



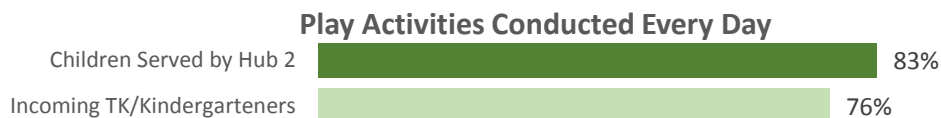
As the chart above demonstrates, the percentage of families that completed the family survey in Hub 2 that read to their children every day totaled 83%, while 49% of families with children entering TK or kindergarten reported reading to their children every day.

Numeracy Activities of Families Served



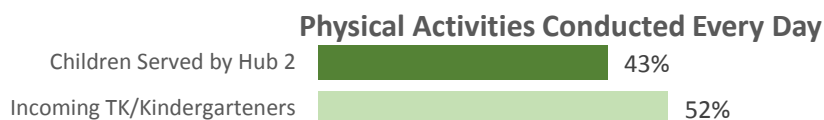
As the chart above demonstrates, the percentage of families that completed the family survey in Hub 2 that practiced counting or did activities that involved numbers every day totaled 62%, while 53% of families with children entering TK or kindergarten participating in numeracy activities every day.

Play Routines of Families Served



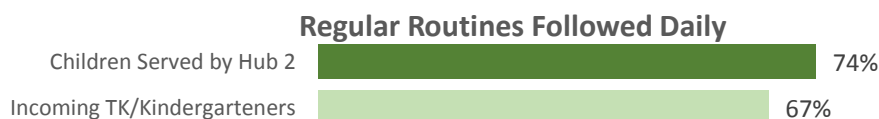
As the chart above demonstrates, the percentage of families that completed the family survey in Hub 2 that play with their children every day totaled 83%, while 76% of families with children entering TK or kindergarten reported playing every day.

Physical Activities of Families Served



As the chart above demonstrates, the percentage of families that completed the family survey in Hub 2 that provide their children with opportunities for outside physical activities every day totaled 43%, while 52% of families with children entering TK or kindergarten reported daily physical activities

Regular Routines of Families Served

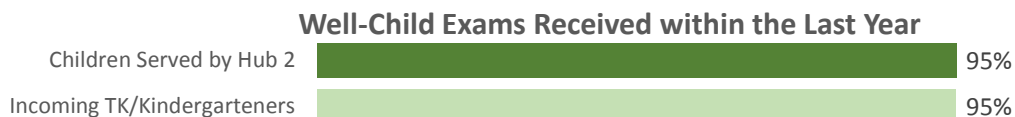


As the chart above demonstrates, the percentage of families that completed the family survey in Hub 2 follow regular routines with their children every day totaled 74%, while 67% of families with children entering TK or kindergarten reported regular routines daily.

Health and Well Being Efforts of Families Served

Community Hubs offer health and dental care education and supports, as well as developmental screenings with the goal of supporting the health and well-being of children.

Accessing Preventive Medical Care



As the chart above demonstrates, the percentage of children participating in Hub 2 services (within families that completed the family survey) that received well-child care within the last year totaled 95%, and 95% of families with children entering TK or kindergarten reported their child had received well-child care within the last year.

Comparison between Hub participants and families of incoming TK and kindergartners should be considered in context. Whereas Hub participating families include children who are between the ages of 0-5, the TK and kindergarten population-level data only includes children who are between the ages of 3-5. Furthermore, the requirement that TK and kindergarten children have medical clearance prior to school entry may result in a higher achievement.

Accessing Preventive Dental Care

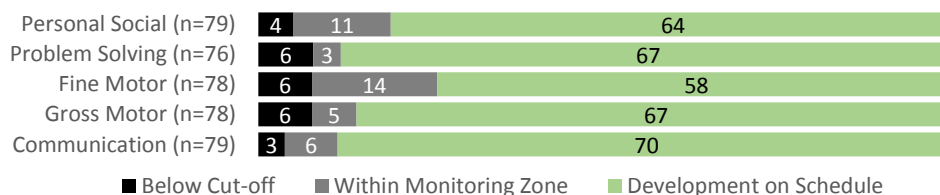


As the chart above demonstrates, the percentage of children participating in Hub 2 services (that were age 1 year or older and within families that completed the family survey) that received preventive dental care within the last six months totaled 59%, while 65% of families with children entering TK or kindergarten reported their child had preventive dental care within the last six months.

As stated before, the comparison between Hub participants and families of incoming TK and kindergartners should be considered in context. Whereas Hub participating families include children who are between the ages of 0-5, the TK and kindergarten population-level data only includes children who are between the ages of 3-5. Furthermore, the requirement that TK and kindergarten children have dental clearance prior to school entry may result in a higher achievement.

Developmental Screenings Conducted with Families Served

A total of 79 children (of 532 served by Hub 2) received ASQ developmental screenings. The majority of children screened had development that was on schedule. Fine Motor skills had the highest proportion of children outside the “Development on Schedule” zone.



Data was not collected from entering TK and kindergarten families regarding whether developmental screenings were obtained for their children.



Family Experiences

In January 2020, a focus group was conducted directly following a Storytime event at the Cameron Park Library. The purpose of the focus group was to understand family experiences in Hub 2. There was a total of seven participants in the focus group, six of whom had participated in early literacy and three of whom had participated in playgroups.

Benefits and Impacts of Early Literacy Activities and Playgroups

- Parents emphasized that Storytime provides the **opportunity for children to interact with each other and develop social skills**.
- Parents **gather ideas for activities** to do with their children at home, including singing specific songs learned during activities, interactive reading activities, and fun learning games.
- Parents noted that participation in Storytime helped them **promote the importance of reading daily**. It also is a **fun learning environment** for both children and their parents.
- Parents use the time to **connect with their children and with other parents**.

I have learned techniques to use while reading that have been helpful to promote my child's learning.

Parent in Hub 2 Focus Group

Outreach Opportunities

- Parents learned about Storytime **online and through the librarian**.
- Parents suggested that the **staff could provide a brief introduction or wrap-up during every activity explaining the broader range of services available through the Hub**.
- Parents also suggested that a **flyer or calendar** listing the full scope of Hub activities, advertisements or an app would be useful outreach strategies.

Potential Services and Supports

- Parents suggested offering more services and at different times, such as **during the weekend** to accommodate working parents.
- At least one parent requested **more opportunities for parents to provide input and feedback**, potentially through a suggestion box. It was noted that this may also offer parents the opportunity **request assistance in a more confidential manner**.
- One parent suggested **fitness classes for moms with kids**.

It is nice because we see the same parents and children at Storytime and are able to build connections.

Parent in Hub 2 Focus Group

Summary Snapshot

The following snapshot compares the socio-economic conditions of the Hub target population to the Hub populations served. It also ties the impact of services to direct service delivery types.

Total Hub Target Population		36,809		Race		Total Population	Service Population		
		FY17-18	FY18-19				FY17-18	FY18-19	
Total Served		633	873		White	90%	84%	74%	
Surveys collected		99	65		Multiracial	4%	1%	8%	
Age		FY17-18	FY18-19		Black	1%	<1%	1%	
Adults		229 (36%)	341 (39%)		American Indian	1%	<1%	1%	
Children		404 (64%)	532 (61%)		Asian/Pac Islander	3%	1%	<1%	
Under 3		199 (49%)	275 (52%)		Hispanic	11%	4%	5%	
3 to 6		202 (50%)	218 (41%)		Other	-	<1%	<1%	
Unknown		3 (1%)	39 (7%)		Unknown	-	8%	10%	
Income		Total Population Mean Income	Service Population Living Below 130% FPL		Language		Total Population	Service Population	
			FY17-18	FY18-19			FY17-18	FY18-19	
		\$103,615	18%	9%	Primary-English		-	91%	76%
Education		Total Population	Service Population		Primary-Spanish		-	<1%	2%
			FY17-18	FY18-19	Primary-other		-	0%	0%
- HS Graduates		93%	93%	95%	Primary-unknown		-	9%	22%
- Bachelor's Degree		31%	55%	65%					

Family Functioning**

Presence of Protective Factors	% of Population that Experienced Positive Change	Population Served	
		Pre-Service Score	Post Service Score
Parental Resilience	22%	91%	94%
Social Connections	20%	91%	95%
Concrete Support	21%	86%	92%
Social and Emotional Competence	21%	95%	97%

**Outcome data for Family Survey participants provided below has an 11% margin of error (first three columns), while TK/K Population data has a 6% margin of error.

Services Provided (**comparable data not available)

	Early Literacy Activities		Raising a Reader Activities		Play and Learn Activities		Connect Families to Medical and Dental Providers		Parenting Classes	
	FY17-18	FY18-19	FY17-18	FY18-19	FY17-18	FY18-19	FY17-18	FY18-19	FY17-18	FY18-19
Individuals or Families Served	**	540	**	23	**	35	**	2	**	2
Services/Events Provided	174	164	16	16	11	37	**	51	**	6

Child Development Activities (remaining percentages comprise answers of “Never”)				
Reading Routines	FY18-19		FY17-18	
	Population Served	TK/K	Population Served	TK/K
Every day	83%	49%	77%	59%
5-6 Days	8%	27%		
3-4 Days	8%	19%		
1-2 Days	2%	6%		
Numeracy Activities	Population Served	TK/K		
Every day	62%	53%		
5-6 Days	20%	24%		
3-4 Days	17%	15%		
1-2 Days	2%	7%		
Play Routines	Population Served	TK/K		
Every day	83%	76%		
5-6 Days	9%	12%		
3-4 Days	6%	12%		
1-2 Days	2%	1%		
Physical Activities	Population Served	TK/K		
Every day	43%	52%		
5-6 Days	31%	27%		
3-4 Days	20%	17%		
1-2 Days	6%	3%		
Regular Routines	Population Served	TK/K		
Every day	74%	67%		
5-6 Days	20%	21%		
3-4 Days	5%	9%		
1-2 Days	2%	2%		
Health and Well-Being Efforts				
Well Child	FY18-19		FY17-18	
	Population Served	TK/K	Population Served	TK/K
Within past year	95%	95%	88%	92%
Between 1 and 2 years ago	3%	2%		
More than 2 years ago	0%	0%		
Never (only when child is sick)	2%	2%		
Dental Care	FY18-19		FY17-18	
	Population Served	TK/K	Population Served	TK/K
6 months ago or less	59%	65%	38%	69%
6 months to 1 year ago	20%	25%		
Between 1 and 2 years ago	2%	2%		
More than 2 years ago	0%	0%		
Never (only when child is sick)	20%	8%		
Developmental Screenings	FY18-19		FY17-18	
	Population Served		Population Served	
ASQ	79 (of 532 served)		53 (of 404 served)	
ASQ:SE	75		3	

Implementation Strengths and Considerations

The following strengths and considerations are being offered specifically for Community Hub 2 and take into consideration the quantitative data presented as well as the input received by Hub team members.

Strengths

- **Hub 2 has increased the number of families/individuals served:** Hub 2 served 229 adults and 404 children in FY17-18 and 341 adults and 532 children in FY18-19. This represents an increase of 240 people served, including 128 additional children. Additionally, the Hub increased the number of play and learn activities (37 in FY18-19 compared to 11 in FY17-18) and services connecting families to medical and dental providers (51 in FY18-19 compared to 33 in FY17-18). Hub staff noted outreach activities to schools, apartments, and churches, which may have contributed to these increases.
- **Hub 2 promotes social connections and concrete supports in times of need:** Among families who completed the Family Survey, there was an overall increase of 3-6% within these two protective factors. When segmenting the population that experienced growth, data reveals:
 - 20% of the service population (that completed a Family Survey) experienced growth in the “social connections” protective factors domain. Data reveals a 27% increase within this protective factor after receipt of Hub services.
 - 21% of the service population (that completed a Family Survey) experienced growth in the “concrete supports” protective factors domain. Data reveals a 36% increase within this protective factor after receipt of Hub services.

Additionally, families participating in the focus group noted Storytime increased their connections to other parents.

- **Hub 2 supports routines that promote school readiness:** In most activity areas supporting child development and school readiness, families in Hub 2 completing the Family Survey outperformed those in the TK/kindergarten population. Data reveals:
 - 83% of Hub 2 participating families report **reading** to their children every day, compared to 49% of families of entering TK or kindergarten students.
 - 62% of Hub 2 participating families report **counting or doing activities that involve numbers** with their children every day, compared to 53% of families of entering TK or kindergarten students.
 - 83% of Hub 2 participating families report **playing** with their children every day, compared to 76% of families of entering TK or kindergarten students.
 - 74% of Hub 1 participating families report following **regular routines** with their children every day, compared to 67% of families of entering TK or kindergarten students.

Additionally, parents that participated in focus groups noted that Hub staff and the activities they promote help to ensure that kids are read to every day and that child development activities are occurring at home. If there were an area in which Hub 2 could consider focusing programming or efforts, it may be in supporting physical activity as it was the routine that occurred the least amongst Hub 2 families, and the area in which families with entering TK or

kindergarten students performed slightly better (52% compared to 43%) than Hub participating families.

- **Hub 2 promotes preventive medical and dental care:** 59% of families completing the Family Survey reported accessing dental care within the last 6 months, an increase from 38% in FY 17-18. This increase may also be related to enhanced outreach efforts on school sites, such as the use of the dental van. Additionally, 95% of families completing the Family Survey in FY18-19 reported a well-child visit within the past year, up from 88% in FY17-18.
- **Hub 2 engages in continuous quality improvement:** Hub staff utilized data provided in the 2019 Hub Report to support continuous quality improvement. Efforts conducted are outlined in the table on the following page.

Considerations

- **Focus outreach on families that do not already access library services:** Participants in the Parent Focus Group indicated that the library and its staff are the primary avenue by which they learn about Hub services. Additionally, the results from the Protective Factors Survey, the demographics of those who responded to the Family Survey, and staff observations support the conclusion that Hub 2 may be serving primarily high-functioning families. Hub 2 may want to evaluate its current outreach efforts and increase those that target at-risk families, as well as develop strategies to connect with families outside of the library.
- **Deepen supports for fine motor development into programming:** Of the 79 children who received developmental screens, 20 children (or 25%) scored outside the “development on schedule” zone for fine motor skills. The Hub may want to consider deepening its supports within its programming to address this particular area of child development.
- **Continue to communicate the importance of the Family Survey and implement strategies to encourage completion:** Family Surveys are a critical component in understanding how Hub services impact families. Hub 2 collected 65 Family Surveys, representing an 11% margin of error, compared to the standard 5% typically sought when analyzing outcomes. This margin of error affects evaluation efforts and makes it challenging to provide meaningful recommendations that support optimal programming. Hub 2 should test, implement, and evaluate effective strategies to increase survey completion.



The following table summarizes progress made to date on recommendations included in the 2019 Hub 2 report.

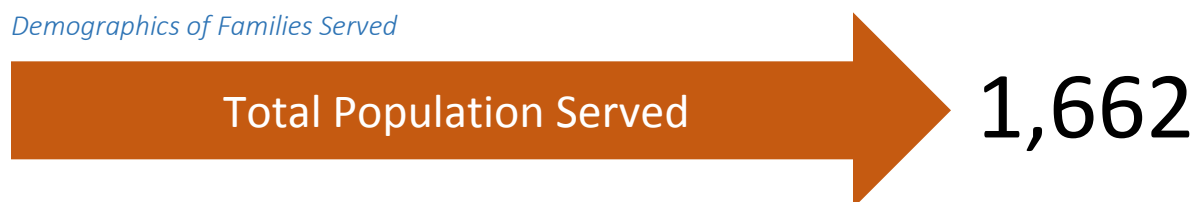
2019 Report Recommendations	Efforts Made to Address Recommendations	Results of Efforts Made
Increase outreach efforts to serve more families	<ul style="list-style-type: none"> Conducted additional outreach through: <ul style="list-style-type: none"> Schools Apartments Churches 	Number of Families/Individuals Served: <ul style="list-style-type: none"> FY 17-18: 229/633 FY 18-19: 325/873
		Service Population Living Below 130% FPL: <ul style="list-style-type: none"> FY 17-18: 18% FY 18-19: 9%
		Service Population with BA Degree: <ul style="list-style-type: none"> FY 17-18: 55% FY 18-19: 65%
Strategize around supports for routine dental care	<ul style="list-style-type: none"> Promotion of services available through school sites (like dental van) Information distributed via social media Dental flyer distributed through Library Individualized family support to remove barriers to accessing dental providers 	Semi-Annual Dental Visits: <ul style="list-style-type: none"> FY 17-18: 38% FY 18-19: 59%
Encourage completion of developmental screenings	<ul style="list-style-type: none"> Began to offer ASQ Storytime as a means to collect more screenings Marketed ASQ Kits during Storytime Public display of ASQ Kits to increase awareness 	Total ASQs completed: <ul style="list-style-type: none"> FY 17-18: 53 of 404 (or 13% of children served) FY 18-19: 79 of 532 (or 15% of children served)
Collect more family surveys	<ul style="list-style-type: none"> Used incentives to promote survey completion 	Total Family Surveys completed: <ul style="list-style-type: none"> FY 17-18: 99 of 229 (or 43% of families served) FY 18-19: 65 of 325 (or 20% of families served)

Community Hub 3: Placerville

Community Hub 3 is within Supervisorial District 3 and includes the communities of Camino, Diamond Springs, El Dorado, and Placerville.

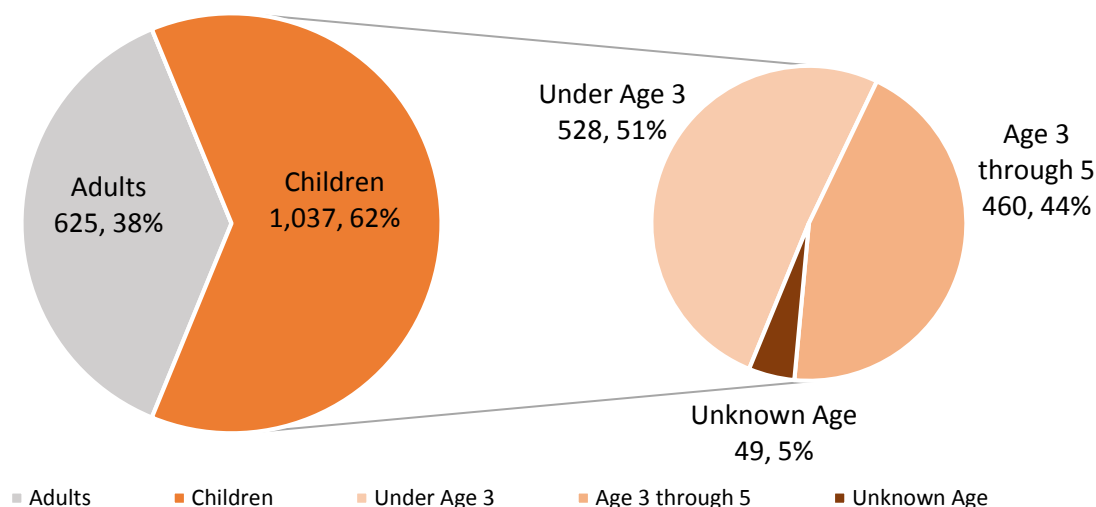
Who Was Served

Demographics of Families Served



Community Hub 3 has a total service population of 30,597. In FY 2018-2019, the Community Hub provided services to a total of 1,662 individuals made up of children ages 0-5, as well as their parents and caregivers.

The majority of service recipients were children, with 1,037 children (62%) and 625 adults (38%) receiving services. Out of the total number of children served, 51% were between the ages of 0-3, as demonstrated in the pie charts below. The age was not known for 49 children.



The majority of the population served was white (1,144 or 69%) followed by multi-racial (10%) and Hispanic/Latino (10%). The race and ethnicity of the population served is depicted in the table below.

	White		Black		American Indian		Asian/ Pacific Islander		Multi-racial		Hispanic / Latino		Other		Unknown	
	#		#		#		#		#		#		#		#	
Other	436	69%	3	1%	2	1%	8	1%	42	10%	79	10%	0	<1%	55	9%
Children	708		6		9		7		117		91		5		94	

The majority of individuals served spoke English as their primary language (1,293 or 78%) followed by Spanish (6%). The primary language spoken for the remaining 16% of individuals served was unknown.

Families who have accessed services through the Community Hub are asked to complete a Family Survey. The Family Survey contains demographic information, parent experiences, and questions regarding the presence of protective factors within family units. A total of 87 Family Surveys were collected during the 2018-2019 fiscal year. This represents approximately 14% of the families served by Hub 3.

Socio-Economic Characteristics of Families Served

Characteristics help describe the families that are being served by the Hub. The socio-economic characteristics most important to Hubs for which data are available include household income, the percentage of families being served that are living in poverty, and educational attainment.



11% of survey respondents in Hub 3 live at or below 130% of the Federal Poverty Level

One useful gauge of socio-economic characteristics of a population is the percentage that live at or below 130% of the Federal Poverty Level (FPL). This is the standard used by the Head Start Program to qualify families for services based on income and household size.

11% of families (10 of 87 families) who completed the Family Survey in Hub 3 live at or below 130% of the Federal Poverty Level. 13% (or 11) of families who completed the survey did not provide enough information to determine their economic situation.

76%

Of survey respondents live above 130% FPL

11%

Of survey respondents live at or below 130% FPL

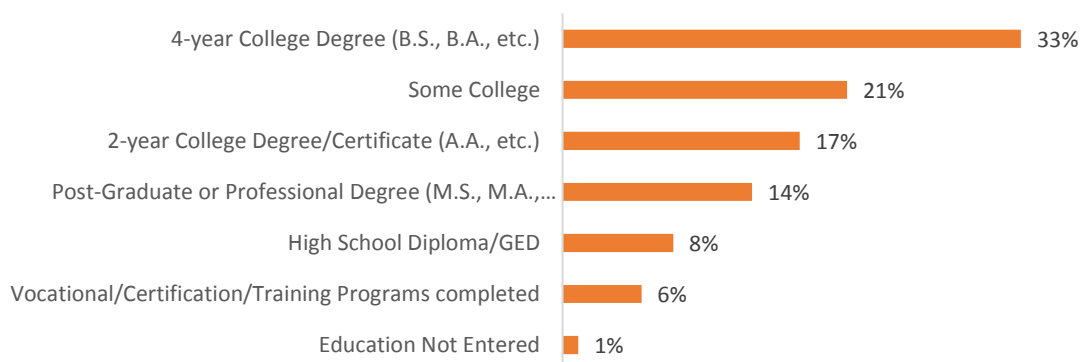
13%

Of survey respondents didn't provide information



64% of survey respondents in Hub 3 have completed at least a two-year degree or more

The majority of individuals in Hub 3 who completed the Family Survey have attended or completed college, as demonstrated in the following chart.



Services Provided

Community Hubs provide a variety of services which are tailored to the local community and responsive to identified needs. Services provided between July 1, 2018 and June 30, 2019 are depicted below.

Type of Service Offered	Number of Families Served	Total Services (events) Provided
 Early Literacy Activities	1,093 individuals⁸	225 <i>Compared to 204 in FY17-18</i>
 Raising a Reader Activities	12	15 <i>Compared to 16 in FY17-18</i>
 Play and Learn Activities	103	40 <i>Compared to 13 in FY17-18</i>
 Connect Families to Medical and Dental Providers	4	129 <i>Compared to 251 in FY17-18⁹</i>
 Parenting Classes	0	0¹⁰

⁸ Data for the Early Literacy Activity service was collected at the individual level.

⁹ FY17-18 data on services to Connect Families to Medical and Dental Providers includes only services offered to connect clients to Medical Providers; data on Dental Provider services was not available prior to FY18-19.

¹⁰ Parenting Classes are a new service as of FY18-19, therefore comparison data from previous years is unavailable.

Impact on Families

Impact indicators are driven by the First 5 El Dorado Strategic Plan and include an exploration of:

- Improved Family Functioning as measured by protective factors
- Improved Child Development as measured by family habits that promote child development
- Improved Health and Well-Being as measured by preventive care and developmental screenings

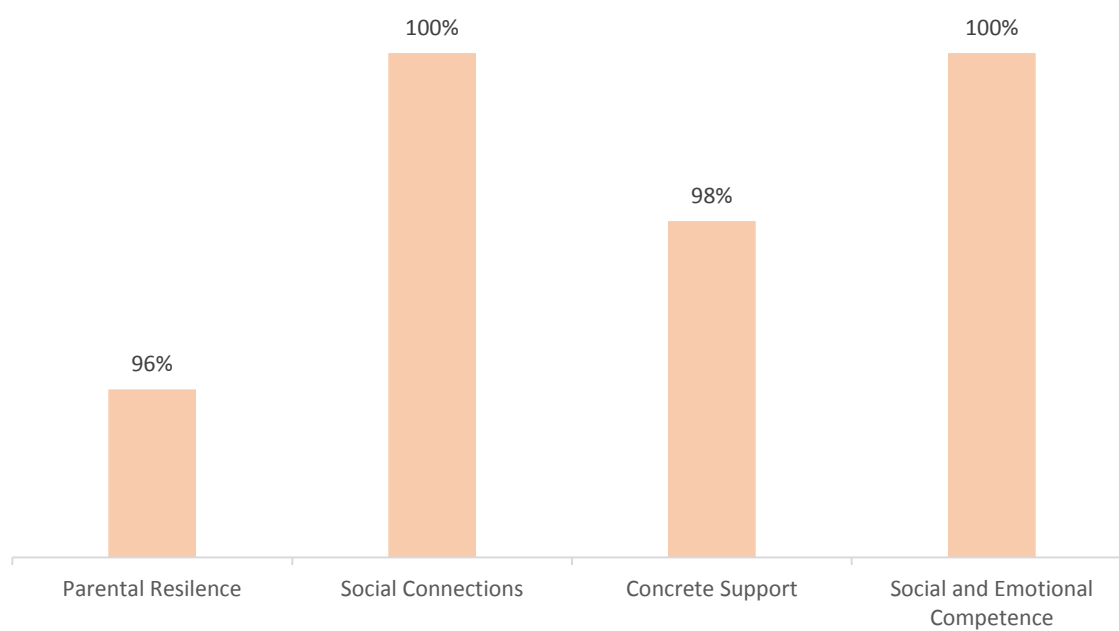
Data was collected from families participating in Hub 3 services as well as from families with children entering TK or kindergarten. The intent was to understand how protective factors were present in the community (from families with children entering TK or kindergarten) to help inform programming decisions for the Hub. Data collected from Hub 3 service recipients is used to help the Hub understand how services provided impacts families served. The margin of error using a 95% confidence level for both levels of impact data is provided in the chart below.

Type of Data	Number of Service Population	Surveys Collected	Margin of Error
Hub 3 Participant Data (families)	621	87	10%
Community Level Data (children)	111	56	9%

Protective Factors of TK/Kindergarten Student Families

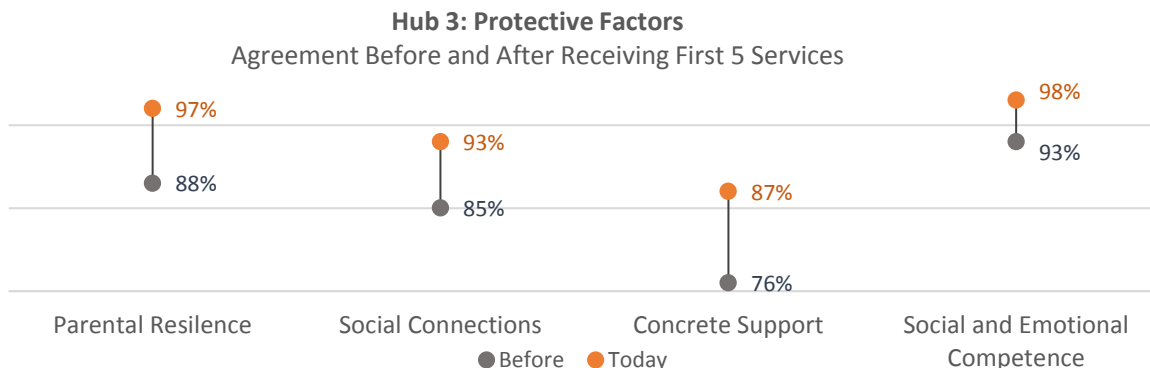
Protective factors data results for families that completed the Pre-K observation indicate that the area with the least amount of presence within these families has to do with concrete supports in times of need.

Families of TK/Kindergarten Students

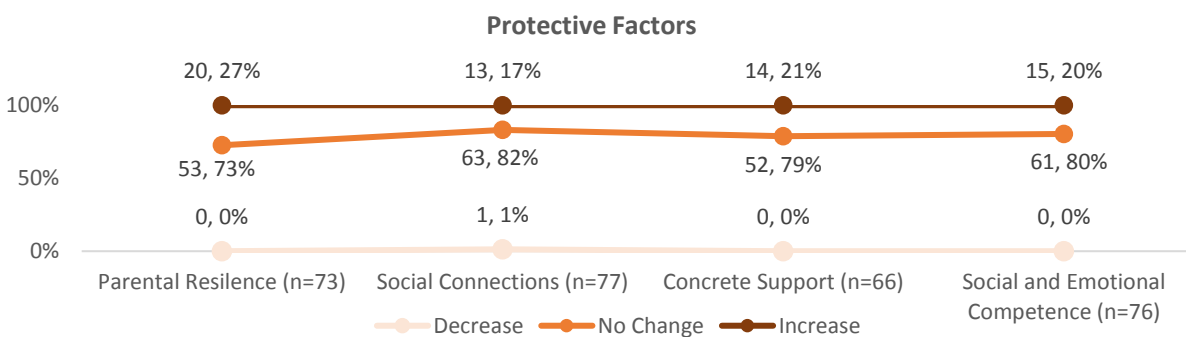


Protective Factors of Families Served

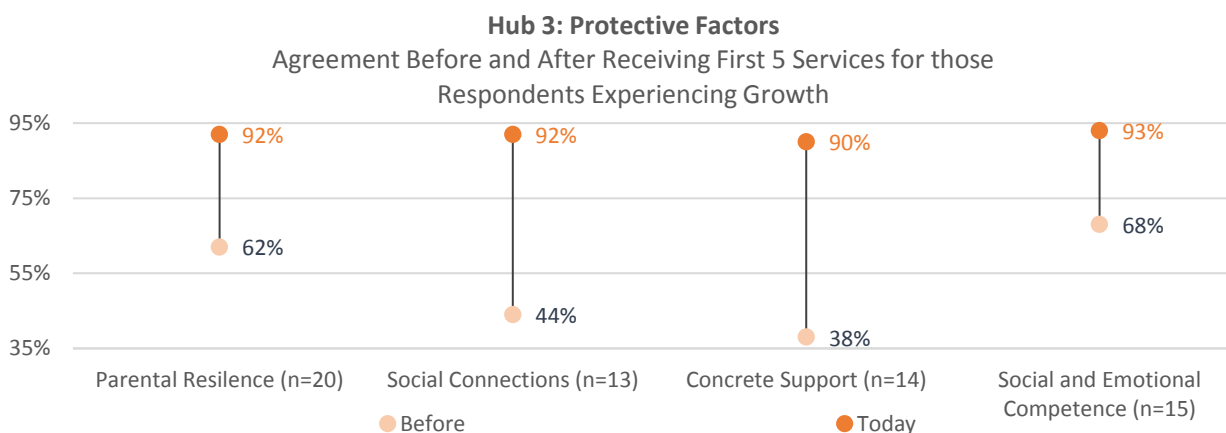
The Family Survey included questions that measure the presence of protective factors before and after participation in Hub services. There were 87 families that provided information regarding protective factors. As demonstrated in the table below, results indicate that families participating in Hub 3 services showed increases in all four protective factors after receiving First 5 services.



Beyond understanding improvement within individual protective factor domains, it is also important to know what percentage of the population served experienced growth. The chart below demonstrates that between 17% and 27% of families participating in Hub 3 services who completed the Family Survey experienced growth after receiving First 5 services.



Further analysis was conducted to determine the average growth experienced by families that showed an increase in their protective factor scores (those represented by the top, burnt orange, line in the figure above). The figure below illustrates that within the subset of families experiencing growth, the largest increases was seen in the Concrete Support domain.



Child Development Activities of Families Served

Community Hubs offer early care education and supports, with the goal of encouraging families to develop habits that support child development.

Reading Routines of Families Served



Children are Read to Every Day



As the chart above demonstrates, the percentage of families that completed the family survey in Hub 3 that read to their children every day totaled 75%, while 56% of families with children entering TK or kindergarten reported reading to their children every day.

Numeracy Activities of Families Served



Numeracy Activities Conducted Every Day



As the chart above demonstrates, the percentage of families that completed the family survey in Hub 3 that practiced counting or did activities that involved numbers every day totaled 56%, while 53% of families with children entering TK or kindergarten participating in numeracy activities every day.

Play Routines of Families Served



Play Activities Conducted Every Day



As the chart above demonstrates, the percentage of families that completed the family survey in Hub 3 that play with their children every day totaled 76%, while 75% of families with children entering TK or kindergarten reported playing every day.

Physical Activities of Families Served



Physical Activities Conducted Every Day



As the chart above demonstrates, the percentage of families that completed the family survey in Hub 3 that provide their children with opportunities for outside physical activities every day totaled 37%, while 55% of families with children entering TK or kindergarten reported daily physical activities

Regular Routines of Families Served



Regular Routines Followed Daily



As the chart above demonstrates, the percentage of families that completed the family survey in Hub 3 follow regular routines with their children every day totaled 62% while 65% of families with children entering TK or kindergarten reported regular routines daily.

Health and Well Being Efforts of Families Served

Community Hubs offer health and dental care education and supports, as well as developmental screenings with the goal of supporting the health and well-being of children.

Accessing Preventive Medical Care



Well-Child Exams Received within the Last Year



As the chart above demonstrates, the percentage of children participating in Hub 3 services (within families that completed the family survey) that received well-child care within the last year totaled 94%, and 94% of families with children entering TK or kindergarten reported their child had received well-child care within the last year.

Comparison between Hub participants and families of incoming TK and kindergartners should be considered in context. Whereas Hub participating families include children who are between the ages of 0-5, the TK and kindergarten population-level data only includes children who are between the ages of 3-5. Furthermore, the requirement that TK and kindergarten children have medical clearance prior to school entry may result in a higher achievement.

Accessing Preventive Dental Care



Children Have Semi-Annual Dental Visits

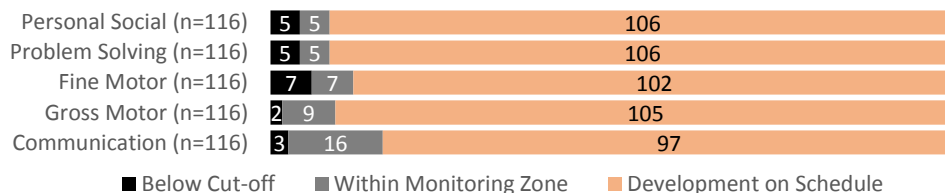


As the chart above demonstrates, the percentage of children participating in Hub 3 services (that were age 1 year or older and within families that completed the family survey) that received preventive dental care within the last six months totaled 63%, while 78% of families with children entering TK or kindergarten reported their child had preventive dental care within the last six months.

As stated before, the comparison between Hub participants and families of incoming TK and kindergartners should be considered in context. Whereas Hub participating families include children who are between the ages of 0-5, the TK and kindergarten population-level data only includes children who are between the ages of 3-5. Furthermore, the requirement that TK and kindergarten children have dental clearance prior to school entry may result in a higher achievement.

Developmental Screenings Conducted with Families Served

A total of 116 children (of 1,037 served by Hub 3) received ASQ developmental screenings. The majority of children screened had development that was on schedule. Communication skills had the highest proportion of children outside the "Development on Schedule" zone.



Data was not collected from entering TK and kindergarten families regarding whether developmental screenings were obtained for their children.



Family Experiences

In January 2020, a focus group was conducted directly following a Storytime event at the Placerville Library. The purpose of the focus group was to understand family experiences in Hub 3. There were a total of five participants in the focus group. All had participated in early literacy activities. Additionally, one had participated in playgroups, one in parenting groups, and one in developmental screenings. The following results should not be interpreted as representative of all families accessing services, as the participants had mostly accessed early literacy activities through the Hub.

Benefits and Impacts of Early Literacy Activities

- Parents emphasized that Storytime provides the opportunity for them to **bond with their children**.
- **Storytime staff offer guidance** for managing children's behavior. One parent specifically noted that staff guided her to use singing to soothe her child.
- Parents also find that their children frequently sing the songs that they learn during Storytime at home.
- Parents **connect** with other parents, caregivers, and grandparents and **support each other**.

The "Zoom, Zoom, Zoom" Song has become a staple in our home.

Parent in Hub 3 Focus Group

Outreach Opportunities

- **Parents learned about Storytime online and via word of mouth from other parents.**
- Parents suggested that the Hub **target outreach** to specific markets in the community.
- Participants suggested that there may be more opportunities to **engage fathers or men** in activities.

Potential Services and Supports

- Parents suggested offering **tips on common toddler and baby questions** to be printed and distributed at Storytime (e.g., easy to make toddler meals or activities for a rainy day).
- Parents suggested **offering more services at different times** to accommodate working families and diverse schedules.
- Another suggested service was to offer a **"parents' night out"** once a month.

The most important thing for me is watching my child grow and develop in an atmosphere that is not hectic or laden with distractions.

Parent in Hub 3 Focus Group

Summary Snapshot

The following snapshot compares the socio-economic conditions of the Hub target population to the Hub populations served. It also ties the impact of services to direct service delivery types.

Total Hub Target Population			30,597		Race		Total Population	Service Population	
	FY17-18	FY18-19						FY17-18	FY18-19
Total Served	751	1,662	White				90%	57%	69%
Surveys collected	110	87	Multiracial				3%	7%	10%
Age	FY17-18	FY18-19	Black				<1%	<1%	<1%
Adults	248 (33%)	625 (38%)	American Indian				2%	<1%	<1%
Children	503 (67%)	1,037 (62%)	Asian/Pac Islander				1%	<1%	1%
Under 3	258 (51%)	528 (51%)	Hispanic				11%	12%	10%
3 to 6	229 (46%)	460 (44%)	Other				-	4%	<1%
Unknown	16 (3%)	49 (5%)	Unknown				-	20%	9%
Income		Total Population Mean Income	Service Population Living Below 130% FPL		Language		Total Population	Service Population	
			FY17-18	FY18-19				FY17-18	FY18-19
		\$92,248	22%	11%	Primary-English		-	71%	78%
Education		Total Population	Service Population		Primary-Spanish		-	6%	6%
			FY17-18	FY18-19	Primary-other		-	0%	0%
- HS Graduates	91%	88%	93%		Primary-unknown		-	23%	16%
- Bachelor's Degree	23%	42%	54%						

Family Functioning**

Presence of Protective Factors	% of Population that Experienced Change	Population Served	
		Pre-Service Score	Post Service Score
Parental Resilience	27%	88%	97%
Social Connections	17%	85%	93%
Concrete Support	21%	76%	87%
Social and Emotional Competence	20%	93%	98%

**Outcome data for Family Survey participants provided below has an 10% margin of error (first three columns), while TK/K Population data has a 9% margin of error.

Services Provided (**comparable data not available)

	Early Literacy Activities		Raising a Reader Activities		Play and Learn Activities		Connect Families to Medical and Dental Providers		Parenting Classes	
	FY17-18	FY18-19	FY17-18	FY18-19	FY17-18	FY18-19	FY17-18	FY18-19	FY17-18	FY18-19
Individuals or Families Served	**	1,093	**	12	**	103	**	4	**	0
Services/Events Provided	204	225	16	15	13	40	**	129	**	0

Child Development Activities (remaining percentages comprise answers of “Never”)				
Reading Routines	FY18-19		FY17-18	
	Population Served	TK/K	Population Served	TK/K
Every day	75%	56%	77%	42%
5-6 Days	10%	18%		
3-4 Days	8%	11%		
1-2 Days	7%	15%		
Numeracy Activities	Population Served	TK/K		
Every day	56%	53%		
5-6 Days	24%	22%		
3-4 Days	9%	20%		
1-2 Days	9%	5%		
Play Routines	Population Served	TK/K		
Every day	76%	75%		
5-6 Days	15%	13%		
3-4 Days	6%	9%		
1-2 Days	3%	4%		
Physical Activities	Population Served	TK/K		
Every day	37%	55%		
5-6 Days	30%	22%		
3-4 Days	22%	22%		
1-2 Days	11%	2%		
Regular Routines	Population Served	TK/K		
Every day	62%	65%		
5-6 Days	30%	31%		
3-4 Days	6%	4%		
1-2 Days	1%	0%		
Health and Well-Being Efforts				
Well Child	FY18-19		FY17-18	
	Population Served	TK/K	Population Served	TK/K
Within past year	94%	94%	91%	92%
Between 1 and 2 years ago	2%	4%		
More than 2 years ago	0%	2%		
Never (only when child is sick)	4%	0%		
Dental Care	FY18-19		FY17-18	
	Population Served	TK/K	Population Served	TK/K
6 months ago or less	63%	78%	59%	59%
6 months to 1 year ago	20%	4%		
Between 1 and 2 years ago	0%	9%		
More than 2 years ago	0%	0%		
Never (only when child is sick)	17%	9%		
Developmental Screenings	FY18-19		FY17-18	
	Population Served		Population Served	
ASQ	116 (of 1,037 served)		107 (of 503 served)	
ASQ:SE	100		8	

Implementation Strengths and Considerations

The following strengths and considerations are being offered specifically for Community Hub 3 and take into consideration the quantitative data presented as well as the input received by both parent consumers and Hub team members.

Strengths

- **Hub 3 has increased the number of families/individuals served:** In Hub 3, there was a substantial increase in the number of people served from 751 total in FY17-18 to 1,662 in FY 18-19. Of special note is the number of children served, increasing from 503 to 1,037 --more than twice the number served the previous year. Hub staff reported offering off-site programming as one strategy to increase the number of families served. The total number of services provided also increased for nearly all service types except parenting classes (of which there is no comparison data.)
- **Hub 3 promotes protective factors in families:** Families completing the Family Survey experienced an increase in all protective factors after receiving First 5 Services. When segmenting the population that experienced growth, data reveals:
 - 27% of the service population (that completed a Family Survey) experienced growth in the “parental resilience” protective factors domain. Data reveals a 30% increase within this protective factor after receipt of Hub services.
 - 17% of the service population (that completed a Family Survey) experienced growth in the “social connections” protective factors domain. Data reveals a 48% increase within this protective factor after receipt of Hub services.
 - 21% of the service population (that completed a Family Survey) experienced growth in the “concrete supports” protective factors domain. Data reveals a 52% increase within this protective factor after receipt of Hub services.
 - 20% of the service population (that completed a Family Survey) experienced growth in the “social and emotional competence” protective factors domain. Data reveals a 25% increase within this protective factor after receipt of Hub services.

Parents participating in focus groups confirmed that Storytime services helps to support social connections.

- **Hub 3 supports families in reading to their children every day:** 75% of Hub 3 participating families report **reading** to their children every day, compared to 56% of families of entering TK or kindergarten students.



- **Hub 3 engages in continuous quality improvement:** Hub staff utilized data provided in the 2019 Hub Report to support continuous quality improvement. Efforts conducted are outlined in the table on the following page.

Considerations

- **Focus outreach on at-risk families:** While Hub 3 has greatly increased its service numbers, socioeconomic data on Family Surveys indicates that the Hub may be serving primarily high-functioning families. It is recommended that Hub 3 establish effective strategies to reach and engage targeted at-risk populations in order to ensure that the array of services offered by the Hub are accessed by families who could benefit the most from the supports offered.
- **Consider the impact of large groups on service delivery and data collection efforts:** Focus group participants report that at times, large group gatherings can negatively impact the quality of the learning experience for their children. Additionally, Hub staff report large groups can impact their ability to collect comprehensive data or support developmental screening completions. The Hub may want to consider the impact of a large group and try to mitigate such risks, to the extent possible.
- **Deepen supports for communication development into programming:** Of the 116 children who received developmental screens, 19 children (or 16%) scored outside the “development on schedule” zone for communication skills. The Hub may want to consider deepening its supports within its programming to address this particular area of child development.
- **Implement strategies to increase Family Survey completion:** Family Surveys are a critical component in understanding how Hub services impact families. Hub 3 collected 87 Family Surveys, representing a 10% margin of error, compared to the standard 5% typically sought when analyzing outcomes. This margin of error affects evaluation efforts and makes it challenging to provide meaningful recommendations that support optimal programming. Hub 3 should test, implement, and evaluate effective strategies to increase survey completion.



The following table summarizes progress made to date on recommendations included in the 2019 Hub 3 report.

2019 Report Recommendations	Efforts Made to Address Recommendations	Results of Efforts Made
Data collection efforts could be strengthened	<ul style="list-style-type: none"> Implementation of new STARS database system Offering time to parents to complete surveys after programming 	<p>Missing data (see summary snapshot) The Hub continues to have data fields in which data is unknown.</p>
Increase outreach to at-risk families	<ul style="list-style-type: none"> Creating a welcoming environment accepting of all types of families Support for CPS groups Off-site programming Outreach to Job Club/Welfare to Work program participants Outreach to mothers in residential treatment center 	<p>Service Population Living Below 130% FPL:</p> <ul style="list-style-type: none"> FY 17-18: 22% FY 18-19: 11%
		<p>Service Population with BA Degree:</p> <ul style="list-style-type: none"> FY 17-18: 42% FY 18-19: 54%
Encourage completion of developmental screenings	<ul style="list-style-type: none"> Began to offer ASQ Storytime as a means to collect more screenings Distribution of paper copies to parents to encourage completion 	<p>Total ASQs completed:</p> <ul style="list-style-type: none"> FY 17-18: 107 of 503 (or 21% of children served) FY 18-19: 116 of 1,037 (or 11% of children served)
Collect more family surveys	<ul style="list-style-type: none"> Used incentives to promote survey completion 	<p>Total Family Surveys completed:</p> <ul style="list-style-type: none"> FY 17-18: 110 of 248 (or 44% of families served) FY 18-19: 87 of 625 (or 14% of families served)

Community Hub 4: Georgetown

Community Hub 4 is within Supervisorial District 4 and includes the communities of Coloma, Cool, Garden Valley, Georgetown, Kelsey, Pilot Hill, Rescue, and Shingle Springs.

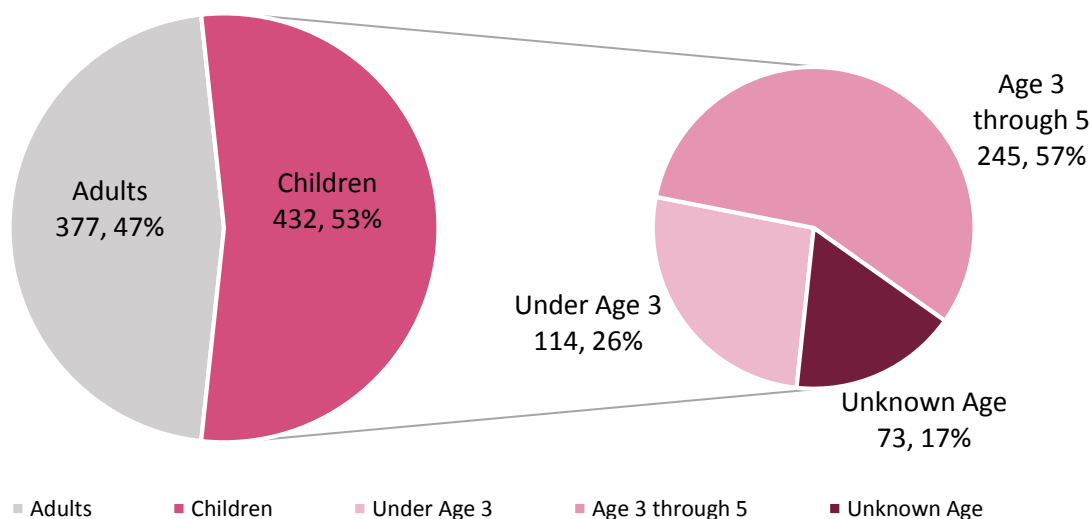
Who Was Served

Demographics of Families Served



Community Hub 4 has a total service population of 40,718. In FY 2018-2019, the Community Hub provided services to a total of 809 individuals made up of children ages 0-5, as well as their parents and caregivers.

The majority of service recipients were children, with 432 children (53%) and 377 adults (47%) receiving services. Out of the total number of children served, 57% were between the ages of 3-5, as demonstrated in the pie charts below. The age was not known for 73 children.



The majority of the population served was white (731 or 90%) followed by unknown (4%) and Hispanic/Latino (3%). The race and ethnicity of the population served is depicted in the table below.

	White		Black		American Indian		Asian/ Pacific Islander		Multi-racial		Hispanic / Latino		Other		Unknown	
	#		#		#		#		#		#		#		#	
Other	357	90%	1	<1%	1	<1%	2	1%	2	2%	8	3%	0	0%	6	4%
Children	374		1		0		6		12		14		0		25	

The majority of individuals served spoke English as their primary language (649 or 80%) followed by Spanish (<1%). The primary language spoken for the remaining 20% of individuals served was unknown.

Families who have accessed services through the Community Hub are asked to complete a Family Survey. The Family Survey contains demographic information, parent experiences, and questions regarding the presence of protective factors within family units. A total of 34 Family Surveys were collected during the 2018-2019 fiscal year. This represents approximately 9% of the families served by Hub 4.

Socio-Economic Characteristics of Families Served

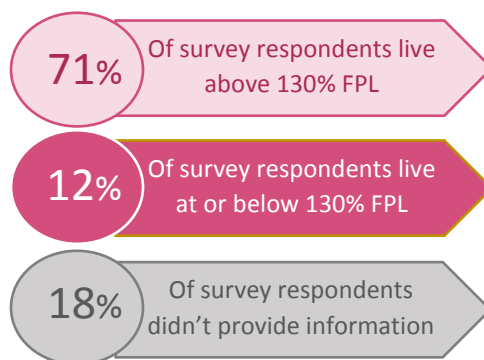
Characteristics help describe the families that are being served by the Hub. The socio-economic characteristics most important to Hubs for which data are available include household income, the percentage of families being served that are living in poverty, and educational attainment.



12% of survey respondents in Hub 4 live at or below 130% of the Federal Poverty Level

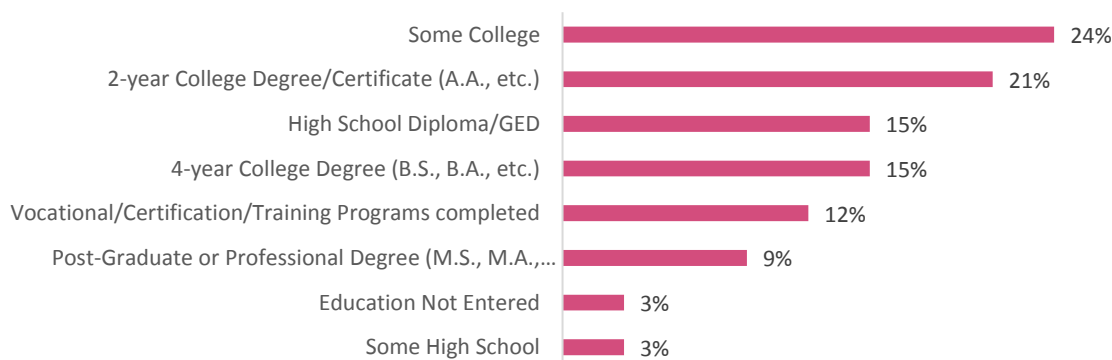
One useful gauge of socio-economic characteristics of a population is the percentage that live at or below 130% of the Federal Poverty Level (FPL). This is the standard used by the Head Start Program to qualify families for services based on income and household size.

Twelve percent of families (4 of 34 families) who completed the Family Survey in Hub 4 live at or below 130% of the Federal Poverty Level. Eighteen percent (or 6) of families who completed the survey did not provide enough information to determine their economic situation.








45% of survey respondents in Hub 4 have completed at least a two-year degree or more

The majority of individuals in Hub 4 who completed the Family Survey have attended or completed college, as demonstrated in the following chart.



Services Provided

Community Hubs provide a variety of services which are tailored to the local community and responsive to identified needs. Services provided between July 1, 2018 and June 30, 2019 are depicted below.

Type of Service Offered	Number of Families Served	Total Services (events) Provided
 Early Literacy Activities	195 individuals¹¹	70 <i>Compared to 75 in FY17-18</i>
 Raising a Reader Activities	24	16 <i>Compared to 18 in FY17-18</i>
 Play and Learn Activities	13	22 <i>Compared to 18 in FY17-18</i>
 Connect Families to Medical and Dental Providers	63	949 <i>Compared to 346 in FY17-18¹²</i>
 Parenting Classes	1	6¹³

¹¹ Data for the Early Literacy Activity service was collected at the individual level.

¹² FY17-18 data on services to Connect Families to Medical and Dental Providers includes only services offered to connect clients to Medical Providers; data on Dental Provider services was not available prior to FY18-19.

¹³ Parenting Classes are a new service as of FY18-19, therefore comparison data from previous years is unavailable.

Impact on Families

Impact indicators are driven by the First 5 El Dorado Strategic Plan and include an exploration of:

- **Improved Family Functioning** as measured by protective factors
- **Improved Child Development** as measured by family habits that promote child development
- **Improved Health and Well-Being** as measured by preventive care and developmental screenings

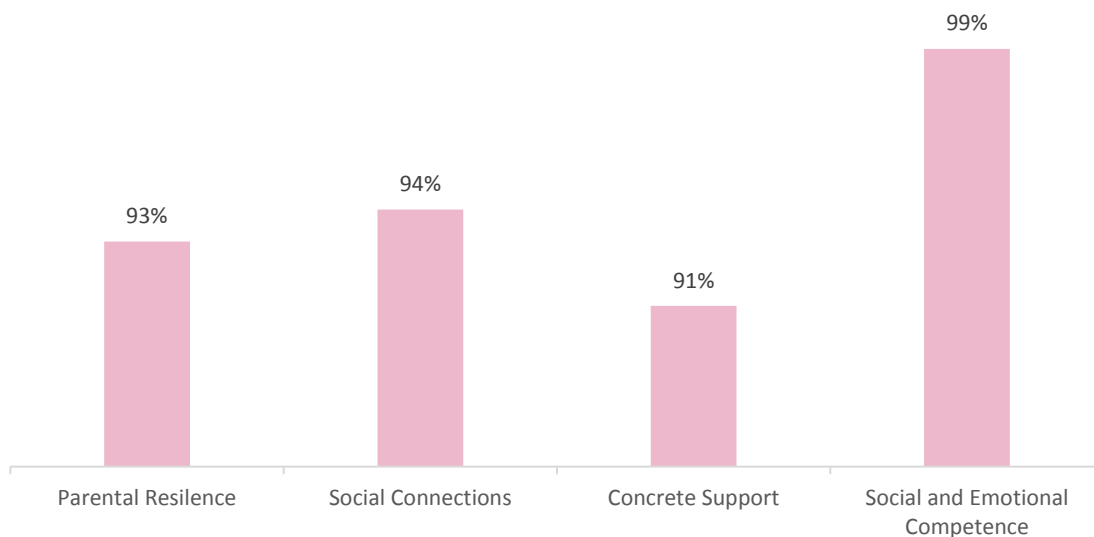
Data was collected from families participating in Hub 4 services as well as from families with children entering TK or kindergarten. The intent was to understand how protective factors were present in the community (from families with children entering TK or kindergarten) to help inform programming decisions for the Hub. Data collected from Hub 4 service recipients is used to help the Hub understand how services provided impacts families served. The margin of error using a 95% confidence level for both levels of impact data is provided in the chart below.

Type of Data	Number in Service Population	Surveys Collected	Margin of Error
Hub 4 Participant Data (families)	377	34	16%
Community Level Data (children)	549	274	4%

Protective Factors of TK/Kindergarten Student Families

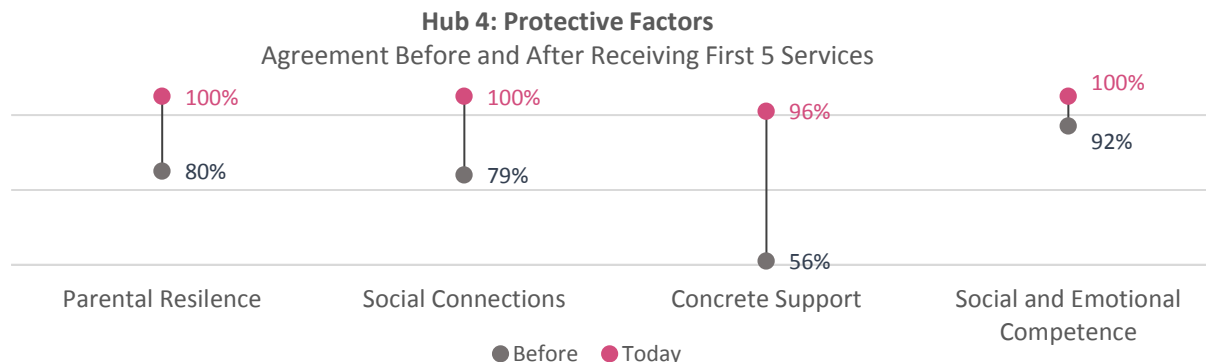
Protective factors data results for families that completed the Pre-K observation forms indicate that the area with the least amount of presence within these families has to do with concrete supports in times of need.

Families of TK/Kindergarten Students

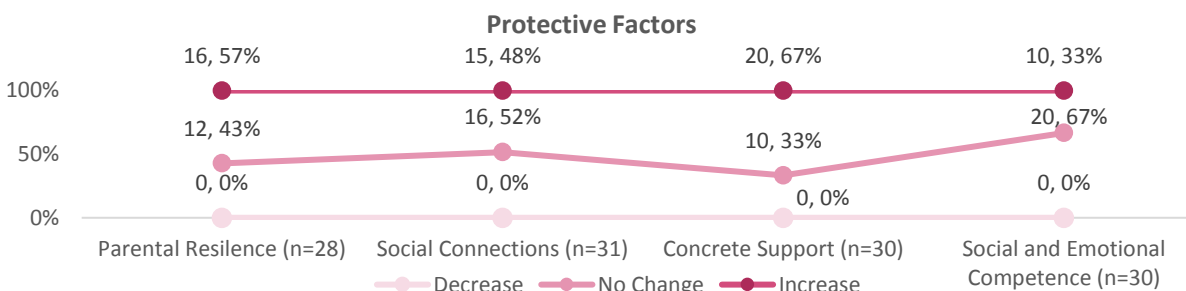


Protective Factors of Families Served

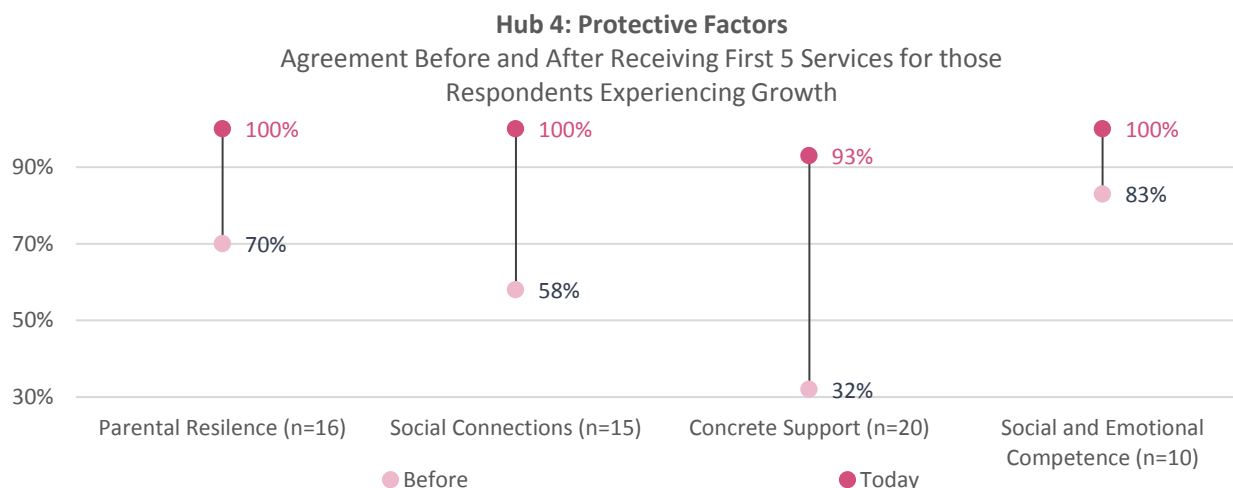
The Family Survey included questions that measure the presence of protective factors before and after participation in Hub services. There were 34 that families provided information regarding protective factors. Results, as demonstrated in the table below, indicate that families participating in Hub 4 services showed increases in all four protective factors after receiving First 5 services.



Beyond understanding improvement within individual protective factor domains, it is also important to know what percentage of the population served experienced growth. The chart below demonstrates that between 33% and 67% of families participating in Hub 4 services who completed the Family Survey experienced growth after receiving First 5 services.



Further analysis was conducted to determine the average growth experienced by families that showed an increase in their protective factor (those represented by the top, dark pink, line in the figure above). The figure below illustrates that within the subset of families experiencing growth, the largest increases were seen in the Concrete Support domain.



Child Development Activities of Families Served

Community Hubs offer early care education and supports, with the goal of encouraging families to develop habits that support child development.

Reading Routines of Families Served



As the chart above demonstrates, the percentage of families that completed the family survey in Hub 4 that read to their children every day totaled 79%, while 46% of families with children entering TK or kindergarten reported reading to their children every day.

Numeracy Activities of Families Served



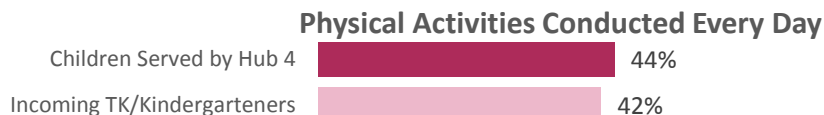
As the chart above demonstrates, the percentage of families that completed the family survey in Hub 4 that practiced counting or did activities that involved numbers every day totaled 65%, while 41% of families with children entering TK or kindergarten participating in numeracy activities every day.

Play Routines of Families Served



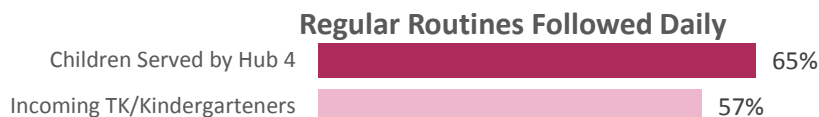
As the chart above demonstrates, the percentage of families that completed the family survey in Hub 4 that play with their children every day totaled 79%, while 61% of families with children entering TK or kindergarten reported playing every day.

Physical Activities of Families Served



As the chart above demonstrates, the percentage of families that completed the family survey in Hub 4 that provide their children with opportunities for outside physical activities every day totaled 44%, while 42% of families with children entering TK or kindergarten reported daily physical activities.

Regular Routines of Families Served

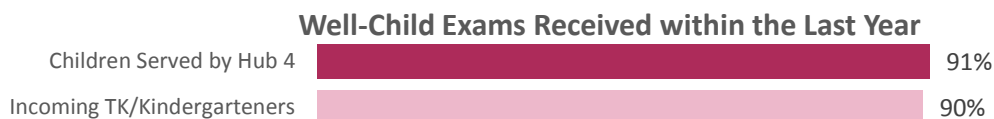


As the chart above demonstrates, the percentage of families that completed the family survey in Hub 4 follow regular routines with their children every day totaled 65%, while 57% of families with children entering TK or kindergarten reported regular routines daily.

Health and Well Being Efforts of Families Served

Community Hubs offer health and dental care education and supports, as well as developmental screenings with the goal of supporting the health and well-being of children.

Accessing Preventive Medical Care



As the chart above demonstrates, the percentage of children participating in Hub 4 services (within families that completed the family survey) that received well-child care within the last year totaled 91%, and 90% of families with children entering TK or kindergarten reported their child had received well-child care within the last year.

Comparison between Hub participants and families of incoming TK and kindergartners should be considered in context. Whereas Hub participating families include children who are between the ages of 0-5, the TK and kindergarten population-level data only includes children who are between the ages of 3-5. Furthermore, the requirement that TK and kindergarten children have medical clearance prior to school entry may result in a higher achievement.

Accessing Preventive Dental Care

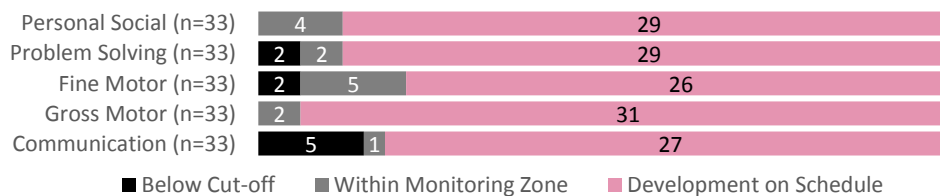


As the chart above demonstrates, the percentage of children participating in Hub 4 services (that were age 1 year or older and within families that completed the family survey) that received preventive dental care within the last six months totaled 69%, while 67% of families with children entering TK or kindergarten reported their child had preventive dental care within the last six months.

As stated before, the comparison between Hub participants and families of incoming TK and kindergartners should be considered in context. Whereas Hub participating families include children who are between the ages of 0-5, the TK and kindergarten population-level data only includes children who are between the ages of 3-5. Furthermore, the requirement that TK and kindergarten children have dental clearance prior to school entry may result in a higher achievement.

Developmental Screenings Conducted with Families Served

A total of 33 children (of 432 served by Hub 4) received ASQ developmental screenings. The majority of children screened had development that was on schedule. Fine Motor skills had the highest proportion of children outside the “Development on Schedule” zone.



Data was not collected from entering TK and kindergarten families regarding whether developmental screenings were obtained for their children.



Family Experiences

In January 2020, a focus group was conducted directly following a Storytime event at the Georgetown Library. The purpose of the focus group was to understand family experiences in Hub 4. There were a total of nine participants in the focus group, all of whom had participated in early literacy activities and five of whom had also participated in playgroups. Three had also accessed health services and developmental screenings.

Benefits and Impacts of Early Literacy Activities and Playgroups

- Parents emphasized that Hub staff serves as a **resource for information and coaching on child development**, as well as providing general support for families.
- The Hub creates a **community** for families, where both children and parents can connect with each other.
- Storytime **helps families encourage reading every day**, and parents **use literacy activities, songs, and teaching techniques modeled by Hub staff**. Additionally, parents appreciated the books provided to them during the holidays and other events.
- **Developmental screenings are appreciated**, and parents implement the provided suggestions for how to promote their child's development.

In a community as small as Georgetown, we don't have the same resources that other larger communities have. The Hub seeks out ways to bring fun experiences to families at the library.

Parent in Hub 4 Focus Group

Outreach Opportunities

- Parents learned about Hub activities **via the librarian, a calendar distributed by the library, word of mouth, and at school events**.
- Parents suggested that the Hub **could increase its social media and online presence, do outreach via other community activities (e.g. Mountain Kids)**, and strengthen its relationships with **local schools** to cross-promote programming.
- Parents also suggested that the Hub conduct **additional outreach** to promote services in other areas and target specific populations, including men.

Potential Services and Supports

- Parents suggested offering more services, more often at different times, such as **on Mondays or weekends**.
- It was also suggested that the Hub develop **an access phone number to get people connected to resources**, and that the Hub offer the opportunity to **schedule an appointment with staff via an online portal**.
- Parents noted that **mental health services** would be beneficial or that the Hub could create a stronger connection to this type of service.
- **Other services requested** included services for homeschoolers, more summer services, a healthy cooking class, Spanish language classes, multicultural activities, a kids computer station with developmentally appropriate programs, and a community garden.

Summary Snapshot

The following snapshot compares the socio-economic conditions of the Hub target population to the Hub populations served. It also ties the impact of services to direct service delivery types.

Total Hub Target Population		40,718	Race	Total Population	Service Population	
		FY17-18	FY18-19		FY17-18	FY18-19
Total Served	509	809	White	93%	64%	90%
Surveys collected	34	34	Multiracial	4%	2%	2%
Age	FY17-18	FY18-19	Black	<1%	<1%	<1%
Adults	209 (41%)	377 (47%)	American Indian	1%	2%	<1%
Children	300 (59%)	432 (53%)	Asian/Pac Islander	2%	<1%	1%
Under 3	121 (40%)	114 (26%)	Hispanic	8%	2%	3%
3 to 6	179 (60%)	245 (57%)	Other	-	<1%	0%
Unknown	0	73 (17%)	Unknown	-	30%	4%
Income	Total Population Mean Income	Service Population Living Below 130% FPL		Language	Total Population	Service Population
		FY17-18	FY18-19			FY17-18 FY18-19
	\$103,010	35%	12%	Primary-English	-	69% 80%
Education	Total Population	Service Population		Primary-Spanish	-	2% <1%
		FY17-18	FY18-19	Primary-other	-	0% 0%
- HS Graduates	94%	86%	84%	Primary-unknown	-	29% 20%
- Bachelor's Degree	29%	35%	24%			

Family Functioning**

Presence of Protective Factors	% of Population that Experienced Positive Change	Population Served	
		Pre-Service Score	Post Service Score
Parental Resilience	57%	80%	100%
Social Connections	48%	79%	100%
Concrete Support	67%	56%	96%
Social and Emotional Competence	33%	92%	100%

**Outcome data for Family Survey participants provided below has a 16% margin of error (first three columns), while TK/K Population data has a 4% margin of error.

Services Provided (**comparable data not available)

	Early Literacy Activities		Raising a Reader Activities		Play and Learn Activities		Connect Families to Medical and Dental Providers		Parenting Classes	
	FY17-18	FY18-19	FY17-18	FY18-19	FY17-18	FY18-19	FY17-18	FY18-19	FY17-18	FY18-19
Individuals or Families Served	**	195	**	24	**	13	**	63	**	1
Services/Events Provided	75	70	18	16	18	22	**	949	**	6

Child Development Activities (remaining percentages comprise answers of “Never”)				
Reading Routines	FY18-19		FY17-18	
	Population Served	TK/K	Population Served	TK/K
Every day	79%	46%	89%	42%
5-6 Days	18%	20%		
3-4 Days	3%	21%		
1-2 Days	0%	11%		
Numeracy Activities	Population Served	TK/K		
Every day	65%	41%		
5-6 Days	29%	26%		
3-4 Days	6%	24%		
1-2 Days	0%	8%		
Play Routines	Population Served	TK/K		
Every day	79%	61%		
5-6 Days	21%	21%		
3-4 Days	0%	14%		
1-2 Days	0%	4%		
Physical Activities	Population Served	TK/K		
Every day	44%	42%		
5-6 Days	38%	30%		
3-4 Days	15%	23%		
1-2 Days	3%	5%		
Regular Routines	Population Served	TK/K		
Every day	65%	57%		
5-6 Days	29%	33%		
3-4 Days	6%	8%		
1-2 Days	0%	1%		
Health and Well-Being Efforts				
Well Child	FY18-19		FY17-18	
	Population Served	TK/K	Population Served	TK/K
Within past year	91%	90%	94%	96%
Between 1 and 2 years ago	6%	8%		
More than 2 years ago	0%	1%		
Never (only when child is sick)	3%	1%		
Dental Care	FY18-19		FY17-18	
	Population Served	TK/K	Population Served	TK/K
6 months ago or less	69%	67%	63%	70%
6 months to 1 year ago	15%	15%		
Between 1 and 2 years ago	0%	5%		
More than 2 years ago	4%	1%		
Never (only when child is sick)	12%	12%		
Developmental Screenings	FY18-19		FY17-18	
	Population Served		Population Served	
ASQ	33 (of 432 served)		65 (of 300 served)	
ASQ:SE	105		66	

Implementation Strengths and Considerations

The following strengths and considerations are being offered specifically for Community Hub 4 and take into consideration the quantitative data presented as well as the input received by both parent consumers and Hub team members.

Strengths

- **Hub 4 has increased the number of families/individuals served:** In Hub 4, there was a substantial increase in the number of people served from 509 total in FY17-18 to 809 in FY 18-19. This represents an increase of 300 people served, including an additional 132 children. Hub staff reported offering services at a mobile home park and at an elementary school as strategies to increase the number of people served.
- **Hub 4 promotes protective factors in families:** Families completing the Family Survey experienced an increase in all protective factors after receiving First 5 Services. When segmenting the population that experienced growth, data reveals:
 - 57% of the service population (that completed a Family Survey) experienced growth in the “parental resilience” protective factors domain. Data reveals a 30% increase within this protective factor after receipt of Hub services.
 - 48% of the service population (that completed a Family Survey) experienced growth in the “social connections” protective factors domain. Data reveals a 42% increase within this protective factor after receipt of Hub services.
 - 67% of the service population (that completed a Family Survey) experienced growth in the “concrete supports” protective factors domain. Data reveals a 61% increase within this protective factor after receipt of Hub services.
 - 33% of the service population (that completed a Family Survey) experienced growth in the “social and emotional competence” protective factors domain. Data reveals a 17% increase within this protective factor after receipt of Hub services.

Parents participating in focus groups confirmed that Hub 4 creates a community, providing a great deal of support for families.

- **Hub 4 supports routines that promote child development and school readiness:** In all of the activity areas supporting child development and school readiness, families in Hub 4 completing the Family Survey outperform those in the TK/kindergarten population. Data reveals:
 - 79% of Hub 4 participating families report **reading** to their children every day, compared to 46% of families of entering TK or kindergarten students.
 - 65% of Hub 4 participating families report **counting or doing activities that involve numbers** with their children every day, compared to 41% of families of entering TK or kindergarten students.
 - 79% of Hub 4 participating families report **playing** with their children every day, compared to 61% of families of entering TK or kindergarten students.
 - 44% of Hub 4 participating families report providing their children with opportunities for **outside physical activities** every day, compared to 42% of families of entering TK or kindergarten students.

- 65% of Hub 4 participating families report following **regular routines** with their children every day, compared to 57% of families of entering TK or kindergarten students.

If there were an area in which Hub 4 could consider focusing programming or efforts, it may be in supporting physical activity as it was the routine that occurred the least amongst Hub 4 families.

- **Hub 4 promotes preventive medical and dental care:** Children served by Hub 4 whose families completed the Family Survey are accessing preventive medical and dental services. Additionally, a greater percentage of Hub 4 families are accessing these services than their TK/Kindergarten counterparts.
- **Hub 4 engages in continuous quality improvement:** Hub staff utilized data provided in the 2019 Hub Report to support continuous quality improvement. Efforts conducted are outlined in the table on the following page.

Considerations

- **Focus outreach on at-risk families:** While Hub 4 has greatly increased its service numbers, socioeconomic data on Family Surveys indicates that the Hub may be serving primarily high-functioning families. It is recommended that Hub 3 establish effective strategies to reach and engage targeted at-risk populations in order to ensure that the array of services offered by the Hub are accessed by families who could benefit the most from the supports offered.
- **Deepen supports for fine motor and communication development into programming:** Of the 33 children who received developmental screens, 7 children (or 21%) scored outside the “development on schedule” zone for fine motor skills, while 6 children (or 18%) scored outside the “development on schedule” zone for communication skills. The Hub may want to consider deepening its supports within its programming to address these particular areas of child development.
- **Consider the impact of large groups on service delivery and data collection efforts:** Focus group participants report that at times, large group gatherings can negatively impact the quality of the learning experience for their children. Additionally, Hub staff report large groups as a challenge and it may impact the ability of families to complete developmental screenings. The Hub may want to consider the impact of a large group and try to mitigate such risks, to the extent possible.
- **Continue to implement strategies to increase Family Survey completion:** Family Surveys are a critical component in understanding how Hub services impact families. Hub 4 collected 34 Family Surveys, representing a 16% margin of error, compared to the standard 5% typically sought when analyzing outcomes. This margin of error affects evaluation efforts and makes it challenging to provide meaningful recommendations that support optimal programming. Hub 4 should test, implement, and evaluate effective strategies to increase survey completion.



The following table summarizes progress made to date on recommendations included in the 2019 Hub 4 report.

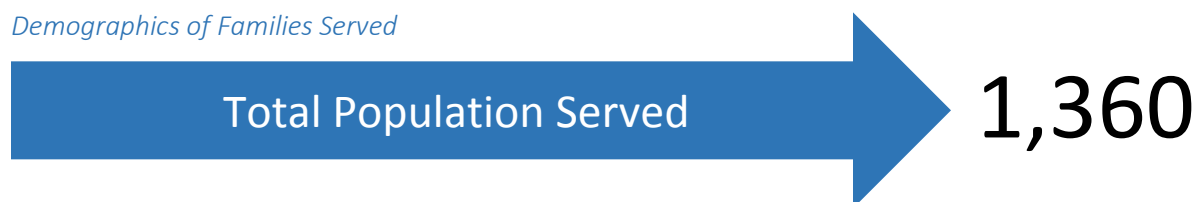
2019 Report Recommendations	Efforts Made to Address Recommendations	Results of Efforts Made
Prioritize collection of more family surveys	<ul style="list-style-type: none"> Communicate importance of data collection completion 	Total Family Surveys completed: <ul style="list-style-type: none"> FY 17-18: 34 of 209 (or 16% of families served) FY 18-19: 34 of 377 (or 9% of families served)
Data collection efforts could be strengthened	<ul style="list-style-type: none"> New cover sheet is being established for ASQ completion to address missing data fields Communicate importance of data collection completion 	Missing data (see summary snapshot) The Hub continues to have data fields in which data is unknown.
Explore alternative sites for service provision	<ul style="list-style-type: none"> Began offering services in Buckeye at mobile home park and at elementary school in Shingle Springs Relationship building exercises with local Boys and Girls Club 	Participation by location is not tracked, therefore no quantitative data exists to demonstrate impact of efforts.
Encourage completion of developmental screenings	<ul style="list-style-type: none"> Began to offer ASQ Storytime as a means to collect more screenings 	Total ASQs completed: <ul style="list-style-type: none"> FY 17-18: 65 of 300 (or 22% of children served) FY 18-19: 33 of 432 (or 8% of children served)

Community Hub 5: South Lake Tahoe

Community Hub 5 is within Supervisorial District 5 and includes the communities of Kyburz, Meyers, Pollock Pines, South Lake Tahoe, Tahoma, and Strawberry.

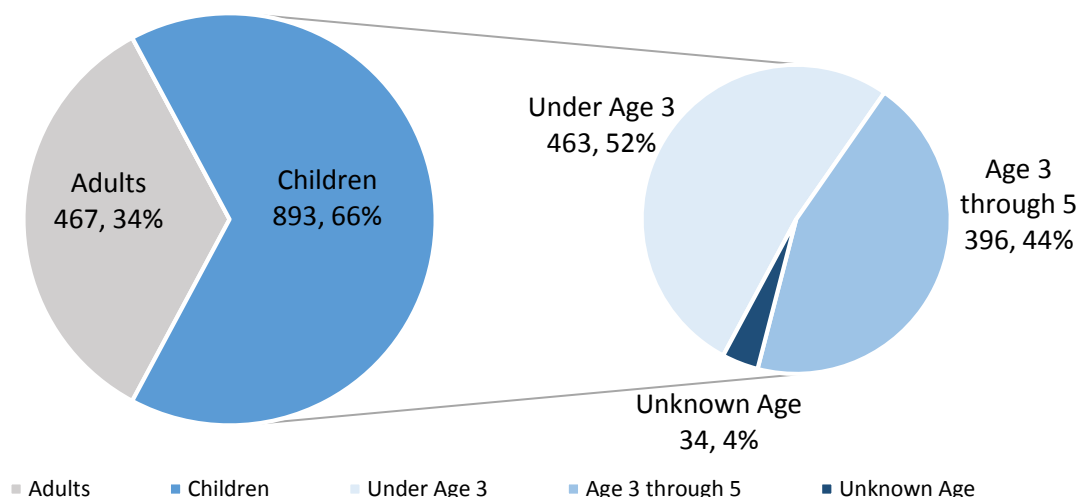
Who Was Served

Demographics of Families Served



Community Hub 5 has a total service population of 34,311. In FY 2018-2019, the Community Hub provided services to a total of 1,360 individuals made up of children ages 0-5, as well as their parents and caregivers.

The majority of service recipients were children, with 893 children (66%) and 467 adults (34%) receiving services. Out of the total number of children served, 52% were between the ages of 0-3, as demonstrated in the pie charts below. The age was not known for 34 children.



The majority of the population served was white (675 or 50%) followed by Hispanic/Latino (32%) and unknown (7%). The race and ethnicity of the population served is depicted in the table below.

	White		Black		American Indian		Asian/Pacific Islander		Multi-racial		Hispanic / Latino		Other		Unknown	
	#		#		#		#		#		#		#		#	
Other	209	50%	3	1%	3	<1%	21	3%	20	6%	188	32%	2	<1%	21	7%
Children	466		6		4		26		66		251		5		69	

The majority of individuals served spoke English as their primary language (658 or 48%) followed by Spanish (18%), and other (<1%). The primary language spoken for the remaining 33% of individuals served was unknown.

Families who have accessed services through the Community Hub are asked to complete a Family Survey. The Family Survey contains demographic information, parent experiences, and questions regarding the presence of protective factors within family units. A total of 118 Family Surveys were collected during the 2018-2019 fiscal year. This represents approximately 26% of the families served by Hub 5.

Socio-Economic Characteristics of Families Served

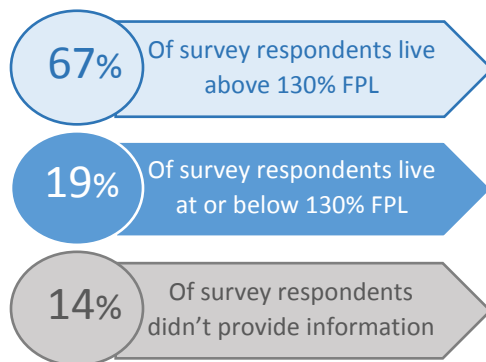
Characteristics help describe the families that are being served by the Hub. The socio-economic characteristics most important to Hubs for which data are available include household income, the percentage of families being served that are living in poverty, and educational attainment.



19% of survey respondents in Hub 5 live at or below 130% of the Federal Poverty Level

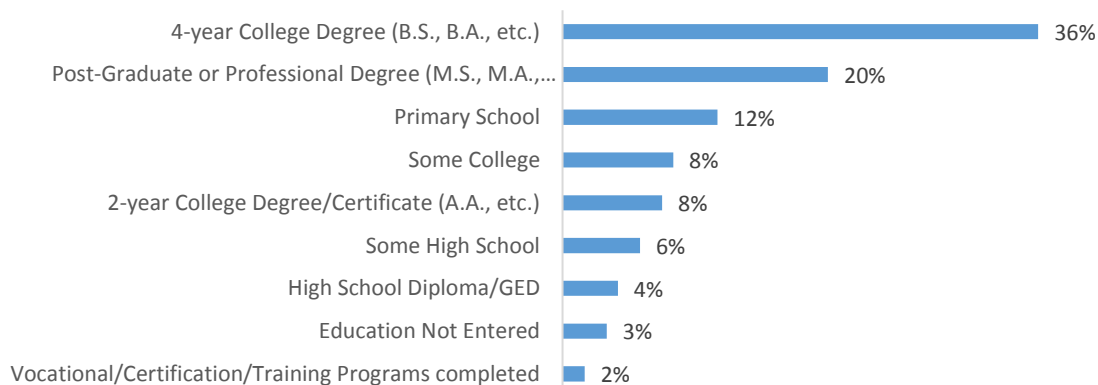
One useful gauge of socio-economic characteristics of a population is the percentage that live at or below 130% of the Federal Poverty Level (FPL). This is the standard used by the Head Start Program to qualify families for services based on income and household size.

19% of families (22 of 118 families) who completed the Family Survey in Hub 5 live at or below 130% of the Federal Poverty Level. 14% (or 17) of families who completed the survey did not provide enough information to determine their economic situation.








64% of survey respondents in Hub 5 have completed at least a two-year degree or more

The majority of families in Hub 5 who completed the Family Survey have attended or completed college, as demonstrated in the following chart.



Services Provided

Community Hubs provide a variety of services which are tailored to the local community and responsive to identified needs. Services provided between July 1, 2018 and June 30, 2019 are depicted below.

Type of Service Offered	Number of Families Served	Total Services (events) Provided
 Early Literacy Activities	627 individuals ¹⁴	235 <i>Compared to 270 in FY17-18</i>
 Raising a Reader Activities	19	8 <i>Compared to 31 in FY17-18</i>
 Play and Learn Activities	22	6 <i>Compared to 20 in FY17-18</i>
 Connect Families to Medical and Dental Providers	38	468 <i>Compared to 238 in FY17-18¹⁵</i>
 Parenting Classes	2	6¹⁶

¹⁴ Data for the Early Literacy Activity service was collected at the individual level.

¹⁵ FY17-18 data on services to Connect Families to Medical and Dental Providers includes only services offered to connect clients to Medical Providers; data on Dental Provider services was not available prior to FY18-19.

¹⁶ Parenting Classes are a new service as of FY18-19, therefore comparison data from previous years is unavailable.

Impact on Families

Impact indicators are driven by the First 5 El Dorado Strategic Plan and include an exploration of:

- **Improved Family Functioning** as measured by protective factors
- **Improved Child Development** as measured by family habits that promote child development
- **Improved Health and Well-Being** as measured by preventive care and developmental screenings

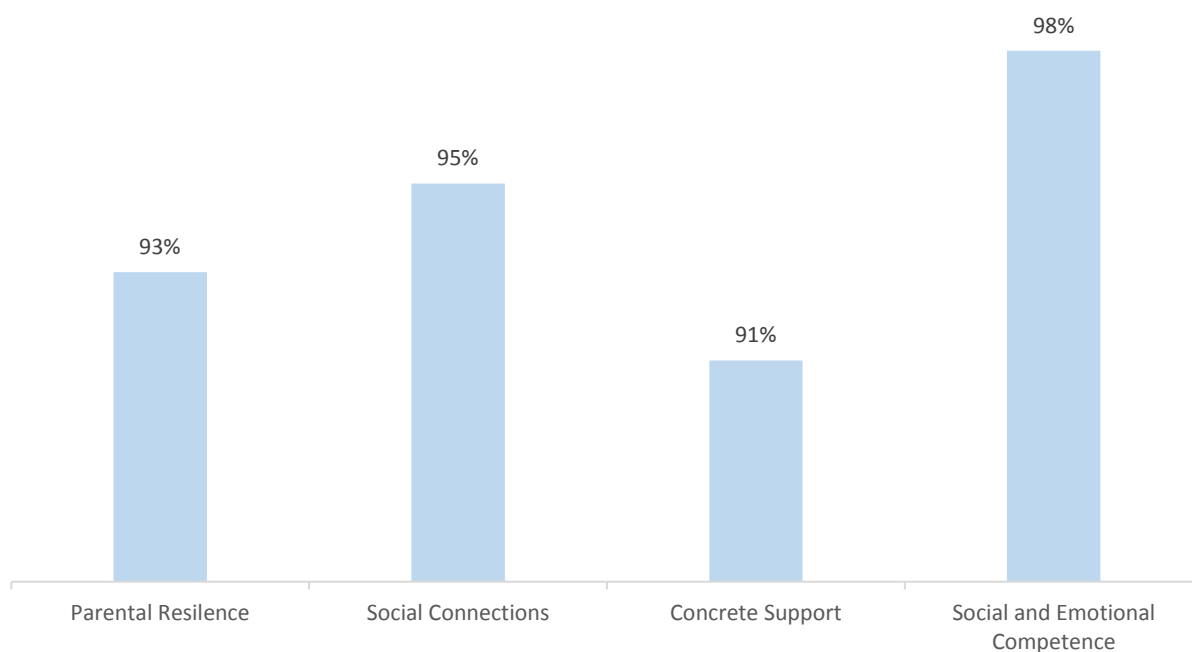
Data was collected from families participating in Hub 5 services as well as from families with children entering TK or kindergarten. The intent was to understand how protective factors were present in the community (from families with children entering TK or kindergarten) to help inform programming decisions for the Hub. Data collected from Hub 5 service recipients is used to help the Hub understand how services provided impacts families served. The margin of error using a 95% confidence level for both levels of impact data is provided in the chart below.

Type of Data	Number of Families in Service Population	Surveys Collected	Margin of Error
Hub 5 Participant Data (families)	454	118	8%
Community Level Data (children)	468	252	4%

Protective Factors of TK/Kindergarten Student Families

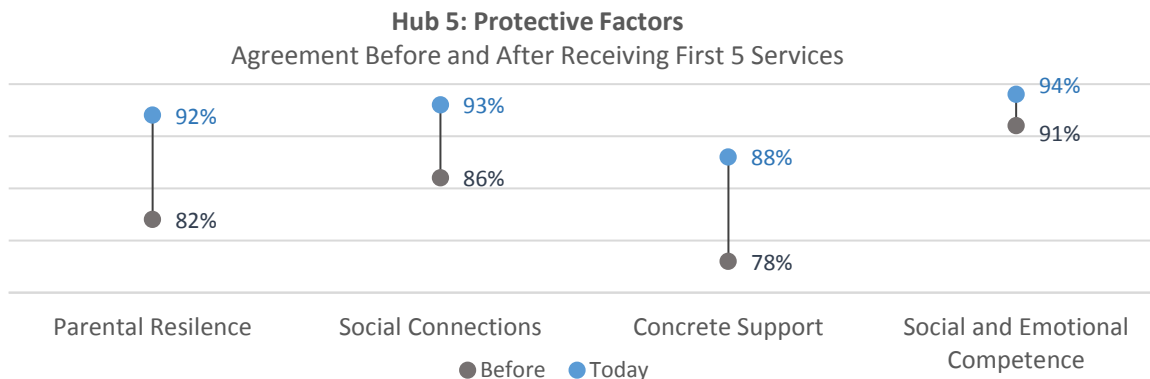
Protective factors data results for families that completed the Pre-K observation forms indicate that the area with the least amount of presence within these families has to do with concrete supports in times of need.

Families of TK/Kindergarten Students

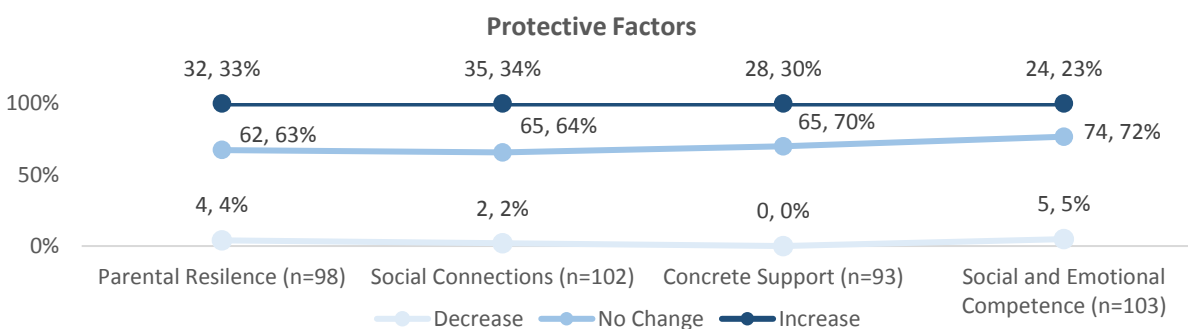


Protective Factors of Families Served

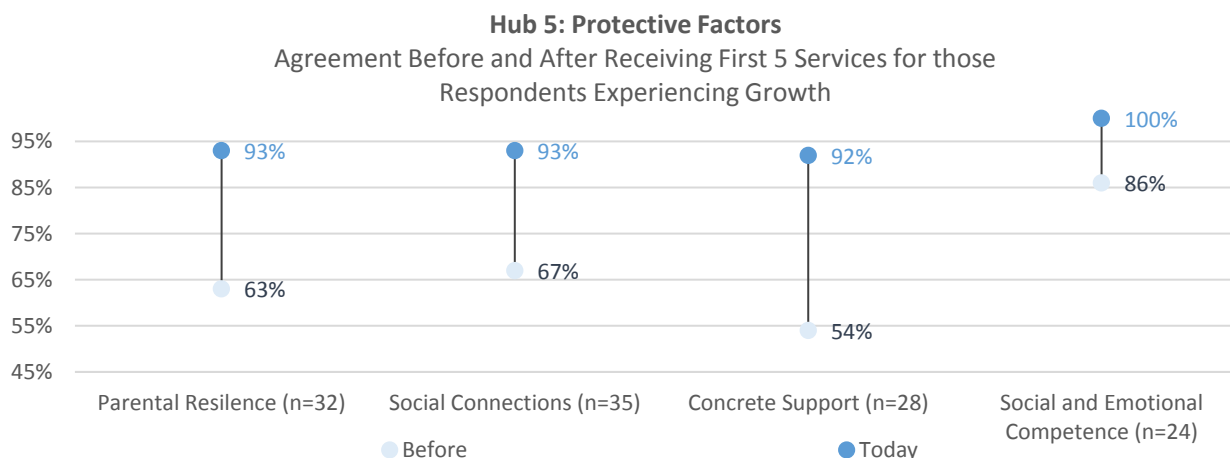
The Family Survey included questions that measure the presence of protective factors before and after participation in Hub services. There were 118 that families provided information regarding protective factors. Results, as demonstrated in the table below, indicate that families participating in Hub 5 services showed increases in all four protective factors after receiving First 5 services.



Beyond understanding improvement within individual protective factor domains, it is also important to know what percentage of the population served experienced growth. The chart below demonstrates that between 23% and 34% of families participating in Hub 5 services who completed the Family Survey experienced growth after receiving First 5 services.



Further analysis was conducted to determine the average growth experienced by families that showed an increase in their protective factor scores (those represented by the top, dark blue, line in the figure above). The figure below illustrates that within the subset of families experiencing growth, the largest increases was seen in the Concrete Support domain.



Child Development Activities of Families Served

Community Hubs offer early care education and supports, with the goal of encouraging families to develop habits that support child development.

Reading Routines of Families Served



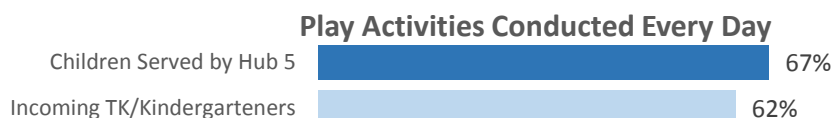
As the chart above demonstrates, the percentage of families that completed the family survey in Hub 5 that read to their children every day totaled 63%, while 42% of families with children entering TK or kindergarten reported reading to their children every day.

Numeracy Activities of Families Served



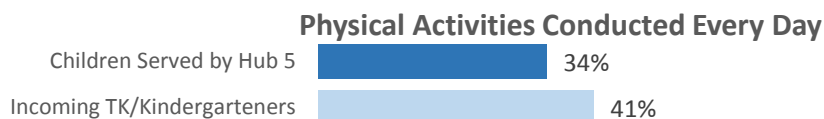
As the chart above demonstrates, the percentage of families that completed the family survey in Hub 5 that practiced counting or did activities that involved numbers every day totaled 54%, while 44% of families with children entering TK or kindergarten participating in numeracy activities every day.

Play Routines of Families Served



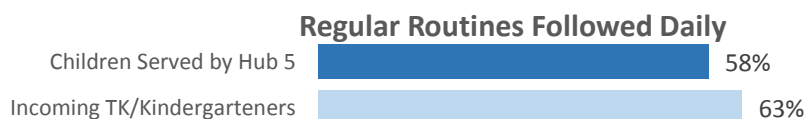
As the chart above demonstrates, the percentage of families that completed the family survey in Hub 5 that play with their children every day totaled 67%, while 62% of families with children entering TK or kindergarten reported playing every day.

Physical Activities of Families Served



As the chart above demonstrates, the percentage of families that completed the family survey in Hub 5 that provide their children with opportunities for outside physical activities every day totaled 34%, while 41% of families with children entering TK or kindergarten reported daily physical activities

Regular Routines of Families Served

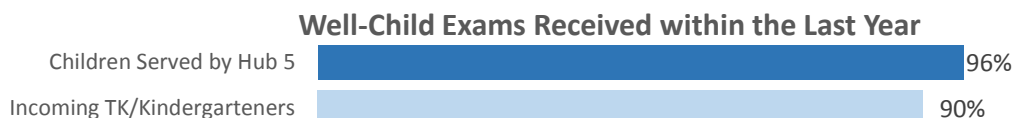


As the chart above demonstrates, the percentage of families that completed the family survey in Hub 5 follow regular routines with their children every day totaled 58%, while 63% of families with children entering TK or kindergarten reported regular routines daily.

Health and Well Being Efforts of Families Served

Community Hubs offer health and dental care education and supports, as well as developmental screenings with the goal of supporting the health and well-being of children.

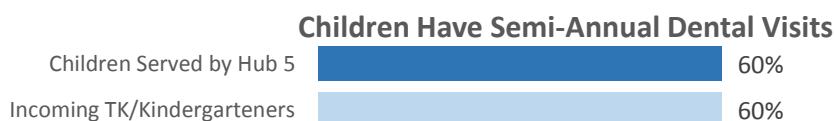
Accessing Preventive Medical Care



As the chart above demonstrates, the percentage of children participating in Hub 5 services (within families that completed the family survey) that received well-child care within the last year totaled 96%, while 90% of families with children entering TK or kindergarten reported their child had received well-child care within the last year.

Comparison between Hub participants and families of incoming TK and kindergartners should be considered in context. Whereas Hub participating families include children who are between the ages of 0-5, the TK and kindergarten population-level data only includes children who are between the ages of 3-5. Furthermore, the requirement that TK and kindergarten children have medical clearance prior to school entry may result in a higher achievement.

Accessing Preventive Dental Care

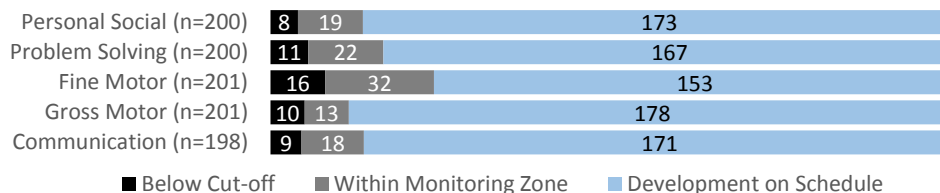


As the chart above demonstrates, the percentage of children participating in Hub 5 services (that were age 1 year or older and within families that completed the family survey) that received preventive dental care within the last six months totaled 60%, and 60% of families with children entering TK or kindergarten reported their child had preventive dental care within the last six months.

As stated before, the comparison between Hub participants and families of incoming TK and kindergartners should be considered in context. Whereas Hub participating families include children who are between the ages of 0-5, the TK and kindergarten population-level data only includes children who are between the ages of 3-5. Furthermore, the requirement that TK and kindergarten children have dental clearance prior to school entry may result in a higher achievement.

Developmental Screenings Conducted with Families Served

A total of 201 children (of 893 served by Hub 5) received ASQ developmental screenings. The majority of children screened had development that was on schedule. Fine Motor skills had the highest proportion of children out of the “Development on Schedule” zone.



Data was not collected from entering TK and kindergarten families regarding whether developmental screenings were obtained for their children.



Family Experiences

In January 2020, a focus group was conducted directly following a bilingual Storytime event at the South Lake Tahoe Library. The purpose of the focus group was to understand family experiences in Hub 5. There was a total of seven participants in the focus group, five of whom completed the questionnaire. Of those five, all had participated in early literacy activities, and two had also participated in playgroups and developmental screenings. The following results should not be interpreted as representative of all families accessing services, as few participants had accessed other services besides early literacy activities, and three were new to the Hub on the day of the focus group. This focus group was conducted in English and Spanish.

Benefits and Impacts of Early Literacy Activities

- Parents appreciated that the **staff works to build a personal connection** with them and have received valuable **parenting support and advice**.
- Parents have **learned to interact with and communicate better with their children**.
- Parents have **used activities and songs learned during Storytime at home**, and they appreciate that the objectives for activities are explained to them.
- Hub staff reminds parents to **focus on their children and read to them every day**.

For non-Spanish speaking parents, it is a way to give your child a Spanish experience. I remember when my daughter started singing at home a song in Spanish (that she learned here), it was very gratifying.

Parent in Hub 5 Focus Group

Outreach Opportunities

- Parents learned about activities **at the library, via the library's website, from friends, and from an Early Head Start program**.
- Parents suggested that the Hub **ask parents to conduct outreach on their behalf and send reminders about events and programs via text message or an email listserv**.

Potential Services and Supports

- Parents suggested offering **more services, more often, and at different times**, including over the summer and during school breaks.
- It was also suggested that the Hub might offer **transportation or consider offering services closer to the Meyers community** (e.g., at the magnet school).
- One parent suggested that the Hub offer **a dual-language immersion program**.

They get to know you and your child personally.

Parent in Hub 5 Focus Group

Summary Snapshot

The following snapshot compares the socio-economic conditions of the Hub target population to the Hub populations served. It also ties the impact of services to direct service delivery types.

Total Hub Target Population		34,311		Race	Total Population	Service Population	
		FY17-18	FY18-19			FY17-18	FY18-19
Total Served	874	1,360		White	80%	47%	50%
Surveys collected	127	118		Multiracial	3%	9%	6%
Age	FY17-18	FY18-19		Black	1%	0%	<1%
Adults	298 (34%)	467 (34%)		American Indian	<1%	<1%	<1%
Children	576 (66%)	893 (66%)		Asian/Pac Islander	5%	1%	3%
Under 3	302 (53%)	463 (52%)		Hispanic	24%	22%	32%
3 to 6	272 (47%)	396 (44%)		Other	-	2%	1%
Unknown	2 (0%)	34 (4%)		Unknown	-	17%	7%
Income	Total Population Mean Income	Service Population Living Below 130% FPL		Language	Total Population	Service Population	
		FY17-18	FY18-19			FY17-18	FY18-19
	\$72,670	22%	19%	Primary-English	-	62%	48%
Education	Total Population	Service Population		Primary-Spanish	-	13%	18%
		FY17-18	FY18-19	Primary-other	-	0%	<1%
- HS Graduates	88%	91%	76%	Primary-unknown	-	25%	33%
- Bachelor's Degree	25%	48%	56%				

Family Functioning				
Presence of Protective Factors	% of Population that Experienced Positive Change	Population Served		
		Pre-Service Score	Post Service Score	
	Parental Resilience	33%	82%	92%
	Social Connections	34%	86%	93%
	Concrete Support	30%	78%	88%
Social and Emotional Competence	23%	91%	94%	

***Outcome data for Family Survey participants provided below has an 8% margin of error (first three columns), while TK/K Population data has a 4% margin of error.*

Services Provided (**comparable data not available)										
	Early Literacy Activities		Raising a Reader Activities		Play and Learn Activities		Connect Families to Medical and Dental Providers		Parenting Classes	
	FY17-18	FY18-19	FY17-18	FY18-19	FY17-18	FY18-19	FY17-18	FY18-19	FY17-18	FY18-19
Individuals or Families Served	**	627	**	19	**	22	**	38	**	2
Services/Events Provided	270	235	31	8	20	6	**	468	**	6

Child Development Activities (remaining percentages comprise answers of “Never”)				
Reading Routines	FY18-19		FY17-18	
	Population Served	TK/K	Population Served	TK/K
Every day	63%	42%	74%	47%
5-6 Days	17%	19%		
3-4 Days	9%	22%		
1-2 Days	11%	15%		
Numeracy Activities	Population Served	TK/K		
Every day	54%	44%		
5-6 Days	20%	21%		
3-4 Days	13%	23%		
1-2 Days	11%	10%		
Play Routines	Population Served	TK/K		
Every day	67%	62%		
5-6 Days	15%	16%		
3-4 Days	12%	16%		
1-2 Days	6%	6%		
Physical Activities	Population Served	TK/K		
Every day	34%	41%		
5-6 Days	22%	28%		
3-4 Days	32%	22%		
1-2 Days	12%	8%		
Regular Routines	Population Served	TK/K		
Every day	58%	63%		
5-6 Days	29%	25%		
3-4 Days	12%	8%		
1-2 Days	1%	2%		
Health and Well-Being Efforts				
Well Child	FY18-19		FY17-18	
	Population Served	TK/K	Population Served	TK/K
Within past year	96%	90%	88%	90%
Between 1 and 2 years ago	3%	8%		
More than 2 years ago	0%	1%		
Never (only when child is sick)	2%	1%		
Dental Care	FY18-19		FY17-18	
	Population Served	TK/K	Population Served	TK/K
6 months ago or less	60%	60%	38%	61%
6 months to 1 year ago	15%	21%		
Between 1 and 2 years ago	1%	7%		
More than 2 years ago	0%	2%		
Never (only when child is sick)	24%	10%		
Developmental Screenings	FY18-19		FY17-18	
	Population Served		Population Served	
ASQ	201 (of 893 served)		196 (of 576 served)	
ASQ:SE	190		12	

Implementation Strengths and Considerations

The following strengths and considerations are being offered specifically for Community Hub 5 and take into consideration the quantitative data presented as well as the input received by parent consumers.

Strengths

- **Hub 5 has increased the number of families/individuals served:** Hub 5 served 298 adults and 576 children in FY17-18 and 467 adults and 893 children in FY18-19. This represents an increase of 486 people served, including 317 additional children. Staff reports expanding outreach efforts, community partnerships, and consistent messaging to support this increase. Additionally, Hub 5 increased connections to medical and dental providers for families in the Hub from 238 in FY17-18 to 468 in FY18-19.
- **Hub 5 promotes protective factors in families:** Families completing the Family Survey experienced an increase in all protective factors after receiving First 5 Services. When segmenting the population that experienced growth, data reveals:
 - 33% of the service population (that completed a Family Survey) experienced growth in the “parental resilience” protective factors domain. Data reveals a 30% increase within this protective factor after receipt of Hub services.
 - 34% of the service population (that completed a Family Survey) experienced growth in the “social connections” protective factors domain. Data reveals a 26% increase within this protective factor after receipt of Hub services.
 - 30% of the service population (that completed a Family Survey) experienced growth in the “concrete supports” protective factors domain. Data reveals a 38% increase within this protective factor after receipt of Hub services.
 - 23% of the service population (that completed a Family Survey) experienced growth in the “social and emotional competence” protective factors domain. Data reveals a 14% increase within this protective factor after receipt of Hub services.

Parents participating in focus groups confirmed that staff at Hub 5 builds a personal connection with their families and supports them in interactions and communication with their children, which lends to increased protective factors.

- **Hub 5 supports routines that promote school readiness:** In many activity areas supporting child development and school readiness, families in Hub 5 completing the Family Survey outperformed those in the TK/kindergarten population. Data reveals:
 - 63% of Hub 5 participating families report **reading** to their children every day, compared to 42% of families of entering TK or kindergarten students.
 - 54% of Hub 5 participating families report **counting or doing activities that involve numbers** with their children every day, compared to 44% of families of entering TK or kindergarten students.
 - 67% of Hub 5 participating families report **playing** with their children every day, compared to 62% of families of entering TK or kindergarten students.

The areas in which Hub 5 could consider focusing programming or efforts may be in relationship to supporting physical activity and developing regular routines, as these were the areas where families in Hub 5 have the lowest occurrence levels.

- **Hub 5 engages in continuous quality improvement:** Hub staff utilized data provided in the 2019 Hub Report to support continuous quality improvement. Efforts conducted are outlined in the table on the following page.

Considerations

- **Explore barriers to supporting daily school readiness activities with families:** Despite the fact that First 5 participating families are developing routines that support school readiness more often than the comparison group (families of entering TK or kindergarten students), there is still room to support increased occurrence levels. Hub 5 may want to explore with families the barriers to promoting efforts such as reading, counting, playing, providing outdoor activities and regular routines daily with families to identify what additional supports are needed and can be supported by the Hub.
- **Deepen supports for fine motor development into programming:** Of the 201 children who received developmental screens, 48 children (or 24%) scored outside the “development on schedule” zone for fine motor skills. The Hub may want to consider deepening its supports within its programming to address this particular area of child development.
- **Continue to communicate the importance of the Family Survey and implement strategies to encourage completion:** Family Surveys are a critical component in understanding how Hub services impact families. Hub 5 collected 118 Family Surveys, representing an 8% margin of error, compared to the standard 5% typically sought when analyzing outcomes. This margin of error affects evaluation efforts and makes it challenging to provide meaningful recommendations that support optimal programming. Hub 5 should test, implement, and evaluate effective strategies to increase survey completion.



The following table summarizes progress made to date on recommendations included in the 2019 Hub 5 report.

2019 Report Recommendations	Efforts Made to Address Recommendations	Results of Efforts Made
Data collection efforts could be strengthened	<ul style="list-style-type: none"> • Double check that all data fields are complete in paperwork • Communicate importance of data collection completion 	<p>Missing data (see summary snapshot) The Hub continues to have data fields in which data is unknown.</p>
Increase outreach to improve understanding of Hub services	<ul style="list-style-type: none"> • Collaborative Programming • Increased Outreach (individual and collaborative) • Clear and consistent messaging by all Hub partners • Increased Community Partnerships 	No quantitative data exists to demonstrate impact of efforts.
Encourage completion of developmental screenings	<ul style="list-style-type: none"> • Collaborative communication and collection of ASQ's • ASQ completion by Public Health Nurse • Provision of activity packets to encourage Spanish language family participation 	<p>Total ASQs completed:</p> <ul style="list-style-type: none"> • FY 17-18: 196 of 576 (or 34% of children served) • FY 18-19: 201 of 893 (or 23% of children served)

Conclusions and Recommendations

Based on an analysis of data collected to date regarding the Hub model of care, the following conclusions and recommendations are being offered for Commission consideration as they require decisions and action at a systems level. These conclusions and recommendations were developed based on the community context that Hubs are operating in, as well as trends that were identified across multiple Hub communities.

Continue to invest in the Community Hub model of care. Hubs continue to expand the base of individuals being served, indicating that the community values the services being offered. Additionally, protective factors data indicate that the protective factor for which Hubs are particularly good at impacting is within “concrete support in times of need.” This is the protective factor that community level data (Pre-K observation data) suggests is the area of most need amongst families. Hubs staff contribute to the growth in **reach** and **effectiveness** to improved teams at each Hub site, the integration of the Hub model of care into existing service systems, and the ongoing relationships built with each other, families, and providers. While issues such as infrastructure, communication, and data collection still need to be strengthened, the Hub model of care is showing significant promise and early success at building healthy and resilient families in El Dorado County.

Expand Hub partnerships to effectively implement model. Hubs were built with the vision of “*healthy and strong communities throughout El Dorado County.*” To achieve this vision, it will require additional partnerships and resources that extend beyond what is currently in place. Hub staff are responding to increased demand for services, leaving them unavailable to fully implement the following activities which are all essential to realizing the promise of the Hub model of care:

- **Outreach:** Data indicates that Hubs have been effective at reaching families already interested in or accessing Library services; however, it also reveals that families who may benefit most are not being served in large numbers. Conducting outreach to families most in need of support will require additional resources and customized approaches crafted for each community.
- **Service Navigation:** Ensuring families receive all the supports needed requires the identification of needs, knowledge of services to meet such needs, and a connection to care. Hub staff do not have the ability, based on existing staffing levels, to provide all three components of service navigation, with the exception of team members supporting health related services. That said, the health team member is not able to provide this level of support to all families accessing Hub services in any of the communities being served.
- **Service Expansion:** Parents describe the desire for more existing services as well as an expansion of new service options. Additionally, Hub teams describe service needs for families with children outside of the 0-5 age range. For Hubs to be responsive to such community needs, it will require partnerships that provide additional **financial contributions** to the model of care, **programming**, and **advocacy** for the model.

Data: Data is currently being collected at the individual program level and is only being analyzed for families with children 0-5. This limits the ability of the Hub to use data across service systems to understand needs and combined impact. Additionally, given that First 5 is the only funding partner to support evaluation activities, results don’t reflect all efforts made by service partners. To describe the comprehensive outcomes of the Hub model of care, data collection efforts need to be strengthened and evaluation should occur for all Hub participants.

Identify opportunities for parents to play a more substantial role in Hub service delivery: Parents are key to understanding the community and have expressed a desire to more deeply connect with other parents through Hubs. This dynamic presents the Commission and its Hub partners an opportunity to support parent-to-parent connections while potentially expanding service provision. The Commission and its partner agencies may want to brainstorm whether establishing a train-the-trainer model, where Hub staff partner to train parents to lead specific Storytime or Playgroup activities, is feasible. In doing so, it may allow Hubs to offer more services and create a stronger network among parent participants.

Address data deficiencies within various systems: Discussions between First 5 staff, Hub partners and the evaluation consultant have revealed that the various systems of collecting data do not always align with one another, leaving data gaps which have been highlighted throughout this report. It is recommended that a comprehensive review of each partner's data collection efforts take place with modifications made to ensure that the most comprehensive data is being collected for evaluation purposes.

The following recommendations, while offered in the 2019 report are still valid and worthy of continued consideration:

Develop an approach, strategy, or mechanism to increase knowledge of and access to Hub services.

Service data, supported by parent focus group input reveals that there is still a significant amount of families being served by a single service approach within the Hub (Storytime, Playtime, or Health Supports). Hubs are perfectly positioned to comprehensively support parents and families in dealing with challenging life situations. Each time a family accesses a single type of service, families should be informed of the other services and supports available to them through the Hub and its community partners. There should be a formal practice to ensure this occurs so that families understand the breadth of services they may access in a time of need.

In addition, there continues to be a general lack of understanding among program participants and the target population to be served about what a "Hub" is, what services it offers and how/when services occur. It is recommended that the Commission establish effective communication efforts to ensure people know what a "Hub" is and how to access services within the model.

Consider the use of a navigator within the Hub model of care. In the 2017-2018 Evaluation Report, and the 2019 Hub Evaluation Report, a recommendation was made for the Commission to consider establishing a Hub navigator that can serve as the entry point, assessment, and coordinator for all elements of service delivery at each Hub. This may serve to further impact service coordination, reach, universal developmental screenings, and comprehensive data collection. The data contained in this 2020 Hub report further confirms that the use of this model may help streamline various components of the service cycle.

Despite efforts to modify data collection processes, Hub staff still report that data collection efforts are time intensive and highly personal in nature. By adopting a process in which a navigator is positioned within each Hub, data collection can become an opportunity to deepen the relationship a community member has to the Hub and provide a venue for improved responsiveness to the comprehensive needs of each individual family.

Establish clear expectations around developmental screenings. Developmental screenings offer multiple benefits to families being served. First, they provide parents with critically important information about what is appropriate child development. Second, they offer the opportunity of early identification and intervention which has proven to be more effective and less costly than addressing a delay within the K-12 educational system. Third, the results of developmental screenings can help programs understand the areas of child development that families need the most supports for. Therefore the Commission should establish clear expectations around the extent to which developmental screenings occur for young children in El Dorado County to include the option of a universal screening approach.

Appendix A

Pre-K Observation Form Data Collection Summary¹⁷

Hub 1

Elementary School Site	Entering School Year 2019-2020			
	Total Number of TK & Kinder Students (n=713)	Number of Pre-K Observation Forms Completed (n=437)	Percentage of TK and Kinder Population for which a Pre-K Observation Form was Completed	Percentage of families that completed Pre-K Observation Form who indicated their child went to preschool
Green Valley School	87	69	79%	72%
Jackson School	78	38	49%	97%
Lake Forest School	88	66	75%	92%
Lakeview Elementary	116	83	72%	94%
Oak Meadow School	97	38	39%	97%
Silva Valley School	76	27	36%	96%
Valley View Charter	96	63	66%	89%
William Brooks School	75	53	71%	94%

Hub 2

Elementary School Site	Entering School Year 2019-2020			
	Total Number of TK & Kinder Students (n=129)	Number of Pre-K Observation Forms Completed (n=86)	Percentage of TK and Kinder Population in which a Pre-K Observation Form was Completed	Percentage of families that completed Pre-K Observation Form who indicated their child went to preschool
Blue Oak School	81	52	64%	88%
Latrobe	20	14	70%	86%
Pioneer School	24	18	71%	50%
Walt Tyler	4	2	50%	0%

Hub 3

Elementary School Site	Entering School Year 2019-2020			
	Total Number of TK & Kinder Students (n=111)	Number of Pre-K Observation Forms Completed (n=56)	Percentage of TK and Kinder Population in which a Pre-K Observation Form was Completed	Percentage of families that completed Pre-K Observation Form who indicated their child went to preschool
Camino Union School	51	22	43%	91%
Gold Oak School	60	34	34%	62%

¹⁷ Enrollment data was gathered from schools in December 2019 and are not meant to represent final enrollment information, which will be made publicly available after the publication of this report at:

<https://data1.cde.ca.gov/dataquest/page2.asp?level=County&subject=Enrollment&submit1=Submit>

Hub 4

Elementary School Site	Entering School Year 2019-2020			
	Total Number of TK & Kinder Students (n=549)	Number of Pre-K Observation Forms Completed (n=273) ¹⁸	Percentage of TK and Kinder Population in which a Pre-K Observation Form was Completed	Percentage of families that completed Pre-K Observation Form who indicated their child went to preschool
American River Charter	26	11	42%	45%
Buckeye School	84	1	1%	100%
Georgetown Elementary	49	37	76%	70%
Indian Creek School	144	118	82%	75%
Northside School	64	35	55%	71%
Rescue School	89	28	42%	89%
Sutter's Mill School	93	43	1%	95%

Hub 5

Elementary School Site	Entering School Year 2019-2020			
	Total Number of TK & Kinder Students (n=468)	Number of Pre-K Observation Forms Completed (n=252)	Percentage of TK and Kinder Population in which a Pre-K Observation Form was Completed	Percentage of families that completed Pre-K Observation Form who indicated their child went to preschool
Bijou School	70	46	66%	85%
Lake Tahoe Environment Science	68	38	56%	87%
Pinewood School	81	30	37%	80%
Sierra House	81	32	40%	84%
Tahoe Valley School	168	106	66%	71%

¹⁸ One survey could be attributed to Hub 4, but not to a specific school within the Hub. This accounts for the difference in totals presented in the Hub 4 narrative (274) and the total presented by schools in this table (273).

Appendix B

Data Considerations

In addition to those noted on pages 9-10, the findings in this report should be considered with the following methodological and data limitations in mind.

1. Voluntary participants within any of the First 5 direct service programs may by nature be more inclined to value child enrichment activities, hence their decision to volunteer for a program that is consistent with this value. This is also referred to as self-selection bias. Self-selection bias helps explain why so many evaluation subjects already possessed high scores within the protective factor domains at program entry.
2. This evaluation uses parent self-report surveys for data collection. The self-report method is vulnerable to social desirability bias whereby respondents or assessment raters answer questions in ways that they believe are pleasing to the person asking questions or to the persons who provided them with the survey.
3. The First 5 participant evaluation sample (Family Survey data) relies on a pre-test/post-test design, which does not allow for causal attributions to be made because it does not include a control group. Positive changes may correspond to the timing of program exposure, but that does not guarantee that the changes were caused by First 5 direct service programs.
4. The First 5 participant evaluation sample excludes those who did not reach “program saturation,” meaning attendance in services for at least six hours of service delivery; therefore, the study group is not representative of all First 5 direct service program participants.
5. Results and conclusions drawn from this study cannot be generalized to families with children who are not similar in demographic characteristics as the study participants.

Additionally, results within this report require consideration be given to the following circumstances:

A direct comparison between the First 5 participating families and community-level data (families of incoming TK and kindergartners) achievement in any of the Commission result areas needs to be understood in context. Whereas First 5 participating families include children who are between the ages 0-5, the Pre-K population-level data only includes children who are between the ages of 3-5. These age ranges may impact responses. For example, the Physical Activity indicator is based on responses to the question: “How often do you or another family member take your child outdoors to participate in activities like sports, bicycle riding, or playing at the park?” The nature of the activities included in this question may result in higher achievement being reported in families with older children (i.e. the TK/K population). Furthermore, the requirement that TK and kindergarten children have medical and dental clearance prior to school entry may result in a higher population achievement within these two areas of exploration for this group, as compared to the Family Survey group which may not be subject to this requirement.