

**First 5 California Annual Report**

**PART 1**

**FY 2003-2004**

**YOLO COUNTY CHILDREN & FAMILIES COMMISSION  
NARRATIVE**

**September 30, 2004**

## 1. County Priorities.

- a. Describe the **major issues** and/or needs facing children and families in your county as identified in your strategic plan.

In FY02-03, a community-level, grassroots needs assessment effort revealed that two priority needs for children ages 0-5 in Yolo County were: 1) access to high quality child care and early education opportunities and 2) access to high quality health care services including dental health, mental health, prenatal, and well-baby care. In FY03-04, the Yolo County Children & Families Commission (YCCFC) began implementation of the Child Care and Early Education Initiative by funding three unique programs including: A countywide childcare collaborative focused on increasing childcare provider capacity and quality; a two year planning grant to begin a co-operative child care program in rural Knights Landing; and a universal early learning (kindergarten readiness) program targeting children ages 0-5 and their parents in isolated Esparto. Planning for the Access to Quality Health Care Initiative began in FY03-04, with details outlined later in this report. Additionally, providing school readiness services continued as a priority in FY03-04, as did the Commission's support of Community Engagement. Lastly, the third and final year of the YCCFC's first round funded grants concluded on June 30, 2004. These programs were in three priority areas: family functioning, child development, and child health.

- b. Describe the **funding priorities** in your strategic plan that have been focused on in the past fiscal year (July 1, 2003 - June 30, 2004).

YCCFC's funding priorities closely followed the service area needs outlined in the 2002 Strategic Plan and described above. Funding of \$500,000 per year for 5 years was committed to implement the Child Care and Early Education Initiative and an additional \$500,000 per year for 5 years was committed to plan and implement the Access to Quality Health Care Initiative. The Commission continued its 1:1 match of funds totaling nearly \$500,000 in FY03-04 for the School Readiness Program. The Commission backed its commitment to community engagement by supporting this program at \$89,500 in FY03-04, after the termination of its grant from the Civic Engagement Foundation concluded in January of 2004.

Additionally, YCCFC funded three other priority programs in FY03-04: Special Projects, Leveraging Fund Projects, and Mini-grants. Special Projects are one-time awards for innovative, promising programs that fall outside of the Commission's Initiatives (child care and health care). Approximately \$200,000 was awarded to a total of 8 agencies to carry out Special Projects which included: creation of a children's portfolio and coordination of a children's summit, development of a Preschool for All feasibility plan in West Sacramento, implementation of a countywide, web-based integrated case management system, development of a parent resource guide, and building of a playground in an isolated community. Leveraging Fund Projects, which require the applicant agency to leverage the Commission's funds with funds from outside source, totaled \$200,000. These projects included: implementation of a countywide immunization case registry system, implementation of a childcare provider incentive program, and creation of an emergency short-term respite care program at the Yolo Crisis Nursery. Mini-grants (up to \$3,500) totaled \$100,000 and were awarded to 23 community groups to implement grassroots events/activities in their local neighborhoods and to 30 child care providers to improve their facilities with developmentally appropriate toys, educational materials, and equipment.

**Primary Activities and Programs.** List briefly the most important activities or accomplishments of your County Commission in FY 2003-2004.

**a. School Readiness Initiative Activities/Programs**

To what extent is your County Commission involved in the School Readiness Initiative?

- We are fully operational (implementing all the proposed SR Initiative activities).

The School Readiness Programs in both Woodland and West Sacramento have accomplished the initial objectives and enjoyed a number of unexpected successes during the 03/04 Fiscal Year. YCCFC discovered new opportunities for collaboration, identified new training needs and constantly strived for continuous improvement in the School Readiness Initiative.

Utilizing School Readiness funding and the support of multiple collaborative partners, a number of important services were provided to the communities surrounding the qualifying schools. In addition to providing case organizing, resources and referrals to families, some of the services highlighted include:

- Parenting classes – 6 courses. Parenting classes were offered on elementary school campuses over a nine week period and simultaneously offered developmentally appropriate school readiness activities for children attending with their parents. The last nine week parenting series had an 88% completion rate with more than 75% of participants increasing their knowledge of parenting skills as measured by a pre/post assessment.
- Parent/Child Story Time – 24 sessions. Story time was offered in partnership with the Yolo County Library and was a very successful component of the program in West Sacramento. Over 256 children participated in Story time at one of the three qualifying elementary schools. We provided all participants with books, crayons, pencils, notebooks and stencils as incentives for participating in the program and to encourage continued school readiness activities within the home.
- Mobile Family Literacy Program – 2 courses. The mobile literacy bus is a family literacy program offered as part of the Woodland program in collaboration with the City of Woodland Library. Each course is eight weeks in length and requires that a parent or guardian attend with a child between the ages of 3 and 5. A themed curriculum was designed and utilized to encourage family literacy. The program offers an arts and crafts component, provides one new book per week and includes a school readiness backpack containing markers, crayons, paper, erasers, pencils, scissors, ruler and a glue stick. Each of the two courses operated at full capacity last year with a waiting list of families interested in participating. The unexpected level of interest in the literacy program prompted YCCFC to expand the offerings in FY 04/05 to a total of six courses.
- Kinder Camp – 4 classes. One Kindercamp class was provided at each of the four qualifying schools for children with little or no preschool experience. Eighty-two children registered and seventy children completed the four week program. Kindergarten teachers have provided anecdotal information suggesting that they have seen a noticeable difference among children who attended Kinder Camp as compared to those that did not. Additionally, kindergarten teachers reported that among those that attended Kinder Camp they had no “criers” and saw reduced levels of anxiety and behavior problems.

- Home Visiting – Home Visiting was not originally part of YCCFC's initial School Readiness plan but over the course of the 03/04 fiscal year, it became apparent that this approach may be the most effective in reaching many of our target families. Transportation was continually cited as the reason that many of our parents were unable to keep appointments with School Readiness staff. In the last quarter of year we began providing home visits and simultaneously collecting core participant data on families with a high degree of need. Staff completed approximately 15 visits with tremendous success. YCCFC decided to incorporate Parents as Teachers (PAT) home visiting curriculum and will be offering a number of trainings for staff in the new fiscal year.
- Heights and Weights Screenings – These screenings represent yet another unanticipated success for the program in West Sacramento. The idea for this component was developed in partnership with the Yolo County Health Department. School Readiness staff and Health Dept. personnel worked to screen more than 500 preschoolers as well as provided nutrition workshops, information and referrals to parents.

**b. Preschool for All Activities/Programs**

To what extent is your County Commission involved in Preschool for All?

- We have been holding planning and stakeholder meetings to develop local plans.

In the fall of 2003, the City of West Sacramento and the Washington Unified School District created a task force to explore the possibility of providing free, voluntary, preschool in West Sacramento for all 3 and 4 year olds. The Task Force is made up of representatives from WUSD, the City of West Sacramento, First 5 Yolo staff and Commissioners, Local Educators, West Sacramento Early Care and Education Providers, and Consumers. The initial project for the task force was the creation of a preliminary planning document which explored the following topics:

- Existing models and strategies used in other communities
- Definition of Quality including curriculum, adult/child ratio, and staff qualifications
- Possible resources and funding sources available to support PFA
- Inventory of existing Preschool programs and/or spaces in West Sacramento
- Potential demand for preschool programs
- Facilities development and Land use issues
- Availability of Wrap-around child care services

In April of 2004, the Task Force secured planning funds from a number of sources including First 5 California, First 5 Yolo, the City of West Sacramento, and the Washington Unified School District for the purposes of hiring a consultant to lead the planning process and develop a written 7 year plan for implementation.

Utilizing a consultant, the Task Force focused on efforts to engage the community through the use of parent surveys and focus groups. Simultaneously, the Task Force developed cost projections and analyzed supply and demand data. The Task Force anticipates that a written plan will be complete by February 2005.

Preschool for All has tremendous momentum within the community, but the Task Force continues to work diligently at building political will and engaging diverse groups in order to ensure that it will effectively meet the needs of children and families in West Sacramento.

**c. Health Access for All Children**

To what extent is your County Commission involved in Health Access for All Children?

- We have been holding planning and stakeholder meetings to develop local plans.

**Local Healthcare Initiative**

During FY03-04, YCCFC began exploring the feasibility of creating a county wide Children's Health Initiative. YCCFC has held stakeholder meetings with community providers to gain their input. The findings of those meetings are incorporated in the final recommendations that the Yolo County Children and Families Commission approved on November 12, 2003. Final Recommendations are as follows:

1. Make a long-term commitment to health care coverage for all children in Yolo County by continued allocation of Commission funds in the amount of \$500,000 per year.
2. Commit to the goal that all children 0 to 18, from 0 to 300% of poverty level, are covered for services that at a minimum include services covered under Healthy Families.
  - a. Use technical assistance provided by the Packard Foundation to facilitate involvement of all local key stakeholders to determine how this should be implemented. Include cost benefit analysis of funding options in planning process. Possible implementation methodologies.
    - i. Participation in regional plan.
    - ii. Increasing support for existing system.
    - iii. Developing additional local systems.
3. Commit long-term funds for health insurance outreach that includes approaches to maximize appropriate health care utilization and retention and educates families on the value and appropriate utilization of preventive and primary care services, leveraging all matching funds available, in order to maximize the number of children with health care coverage.
4. Commit funds for Health Care Initiative Program Director (hired in May 2004) to coordinate planning, facilitation, implementation, resource development, grant applications, research and coordination with regional planning. Additionally, seek financial support from other agencies and organizations for this position.
5. Commit to working with DESS, health insurance outreach providers, and others to streamline application process to include exploration of possible one-e-app at the regional or local level. Additionally, agree to advocate at the state level for a simplified application process.
6. Commit to an advocacy role, in partnership with the Yolo County Children's Alliance, other local Children & Families Commissions, local/regional businesses, the State Commission, and California Foundations, for adoption of a statewide plan for health insurance coverage for all children 0 to 18 in California.
7. Provide a leadership role in involving business participation in planning, implementation, and advocacy related to health care coverage.
8. Commit to an active leadership role in facilitating discussions to increase availability of mental health coverage for children, including development of a strategic plan to ensure financial viability for appropriate pediatric mental health care to provide services in Yolo County. Work to leverage resources with other agencies to bring this service to our community.
9. Work with key stakeholders and providers to improve access to pediatric dental care and prenatal care throughout Yolo County. Develop strategic plans for those health areas to increase provider capacity, acceptance of payment options, and outreach to clients.
10. Continue existing facilitation of coordination of efforts to secure ongoing funding for a

Universal Home Visitation Program for newborns.

**Regional Healthcare Initiative**

*Insuring Our Future, Achieving Universal Health Coverage for All Children in Six Northern California Counties*, is a study commissioned by the Sierra Sacramento Valley Medical Society (SSVMS) funded in part by the First 5 Children and Families Commissions of Colusa, El Dorado, Sacramento, Sutter, Yolo and Yuba counties. This report serves as an overview of the health systems on a regional level. As a result of the report, the above counties created the Sacramento Sierra Valley Children's Health Coverage Initiative Regional Project Charter in October 2003. The Regional Charter initial goals include:

- System coordination and change – 'One Open Door' for kids to enroll in Medi-Cal, Healthy Families or local 'Healthy Kids' product
- Create a gap coverage product for (1) children ineligible for public programs and (2) uninsured kids between 250% and 300% of the Federal poverty level

The Regional Committee has met once a month throughout FY03-04 and reviewed the initial goals of the regional initiative as outlined in the charter. Some issues that continue to be discussed include:

- How to best collaborate and develop an understanding of what's already working in some counties?
- How to approach linking within region across the counties local initiatives?
- What are the options for technology and information sharing?
- How to engage providers regionally, especially in regard to specialty care?

There is agreement among the various planning groups that participation in the region, as well as ensuring local flexibility to develop its children's health initiative, is what is optimal. Staff continues to update the regional planners of our progress in the local initiative and share the concerns of our Commissioners openly. Our hope, at both the regional and local level, is to encourage a policy change that would provide universal health coverage for children.

**d. Retention (and Training) Incentives for Early Learning Staff**

YCCFC applied for and received State Commission matching funds for the Retention Incentives for Early Learning Staff in July of 2003. The YCCFC opted to contract with the local Resource and Referral agency to administer the program on our behalf. Our program is known locally as Retention Incentive Opportunities (RIO) and is housed within the City of Davis administrative offices. During the second quarter of the year, the Resource and Referral agency hired staff and developed the RIO application as well as informational materials to inform providers about the program. In the third and fourth quarter of the year, RIO staff provided outreach and professional growth advising to interested providers as well as assistance with linking to Early Childhood Education courses available in Yolo County and surrounding communities. The stipends provided by the RIO program range from \$100 to \$1500 dollars per year. In FY 03/04 more than 140 applications for the program were received. YCCFC expects to pay out more than \$100,000 in stipends by the end of September 2004. It is anticipated that the number of applicants will double in the current fiscal year as we increase outreach activities and as word of the program continues to spread through the community.

**3. Promoting Equitable Access and Outcomes.**

- a. What communities in your county have been historically underserved?

Yolo County is a primarily rural county, with 4 larger cities and 11 smaller unincorporated cities. Many of the individuals living in these communities have traditionally been underserved due to the fact that Yolo County is made up of many isolated farming communities. Furthermore, transportation is a major challenge in the county and many times impedes residents from receiving much needed services, being that they have to travel outside of their communities to receive these services. Additionally, immigrants are attracted to work in Yolo County; creating linguistically and ethnically diverse communities. These groups include Hmong, Russian, Afghan, and other Middle Eastern ethnicities, as well as Spanish speaking families.

- b. What strategies has your County Commission used to reach each of the communities or groups mentioned above?

The Commission's strategy has been to implement community engagement throughout all of its priority program areas. The Commission's full-time Civic Engagement Coordinator has reached the county's underserved communities by going door to door, through word of mouth, or by providing incentives to community members for being part of the effort. Additionally, mini-grants from \$250 to \$3,500 are available to community members who coordinate projects or events that improve the lives of children ages 0-5 in their communities. The Civic Engagement Coordinator facilitates meetings in both isolated communities and suburban cities by focusing on the mini-grant project. Utilizing this approach, the Commission has successfully reached multiple audiences, captivating their interest and providing ongoing support through Community Action Teams (CATs). CATs are composed of groups of residents who many times fall within the underserved populations. These groups focus on prioritizing issues related to children ages 0-5 in their specific city/neighborhood and then acting on those issues in a variety of innovative ways.

- c. Have these strategies resulted in greater access to and quality of services for these communities or groups? If so, describe how.

Three communities that have benefited from the strategies implemented through the Civic Engagement Program have been the Dunnigan CAT (made up of mostly mono-lingual Spanish speaking residents), the West Sacramento Afghan CAT, and the Parents of Children with Special Needs CAT. The Dunnigan CAT has created a list of priorities which each month they revisit and work on a plan for each priority. Their first priority was petitioning the Board of Supervisors to build the first park ever in their community. The project is in the planning stages, the Board of Supervisors voted unanimously to spend \$50,000 on a new park. The West Sacramento Afghan CAT identified the need for a service directory in their own language (Farsi) to provide information on resources in their community. A resource guide was developed and translated into Farsi; 250 copies will be distributed at a community event (funded through a YCCFC mini-grant) to take place in FY04-05. Finally, the Parents of Children with Special Needs CAT met on a monthly basis and created a list of priorities. They highlighted access as the top priority issue in FY03-04 and will begin working on this issue in FY04-05.

4. **Systems Change Support Activities.** Systems change support activities are complex and can include such activities as bringing people from various agencies and backgrounds to the table, changing policies and practices, and systematically looking at information across programs.

In FY02-03, YCCFC funded a facilitator to bring together all home visitation programs focusing on children ages 0 to 5 and their families. In FY03-04, this group formed a collaborative case management triage team entitled YMART (Yolo Multi Agency Review Team). Over 25 agencies have developed and use shared referral, release of information, and confidentiality forms. Participation at bi-weekly case management meetings and quarterly collaborative management provider meetings is all through in-kind contribution of staff time on the part of agencies. This is being much talked about in the county as the biggest step toward true collaboration and sharing of resources that has been accomplished to date.

These providers also agreed to use common outcome tools for assessing reduced sense of parental isolation and reduced parental stress (leading indicators of potential abuse and neglect in Yolo County).

In addition, YCCFC worked toward increasing cultural competence through inclusion of the State Equity Principles in all contracts and provided mandated workshops on cultural competence and implementation of the Equity Principles. A workshop was conducted to ensure that policies and practices equitably provide children and families from diverse backgrounds and abilities with accessible, family-friendly, culturally competent, quality early childhood services. In FY04-05, a tool for assessing adherence to the Equity Principles will be developed and subsequently used as a guideline for offering further training.

5. **Program Highlights.** Describe **at least three** programs that your County Commission funded during FY 2003-2004 that you would highlight in your county profile in the annual report.

1. **School Readiness Program –Woodland Joint Unified School District**

The School Readiness Program is part of the statewide School Readiness Initiative and seeks to prepare Yolo County children to enter school ready to learn and succeed academically. The School Readiness Program was designed to be a school-based collaborative that includes partnerships between the YCCFC, community based organizations, counties agencies and local school districts. The program provides case organizing, resources and referrals and direct services to families with children age zero to five. The objective of School Readiness is to provide a seamless system of services to families that may include health and social services, parent/family support services, and early care and education. Additionally, the program seeks to improve the capacity of schools to accept children and to build an infrastructure within the school district for the continued support of the program. The School Readiness Program in Woodland focuses on three important results areas; each is described in turn below.

- Improved Child Health through Access

School Readiness program staff work to improve the health of young children by providing application assistance and/or referral for Medi-Cal, Healthy Families and the Yolo County Indigent Health Care program. Additionally, the program provides health

screenings including vision, dental, hearing, heights/weights and developmental assessments.

#### Improved Child Development through Access and Direct Services

School Readiness seeks to improve the development of our youngest citizens by linking families to quality early care and education programs within the county. Additionally, the program provides funding to support education and training for exempt providers offering childcare in the catchment area of the qualifying school. Finally, the program also offers a 4 week Kinder Camp for children with little or no preschool experience.

#### Improved Family Functioning through Access and Direct Services

The family unit is an important focus for the School Readiness program because we are keenly aware that we can not successfully prepare children to enter school ready to learn without the support and participation of their parents. The program provides case organizing services that include home visits and other specific supports as determined by the needs of the family. The program offers referrals to and follow-up support for mental health services, drug and alcohol counseling and domestic violence counseling. Additionally, the program funds parenting classes/workshops and family literacy programs provided on the school campus.

#### Special Populations

Woodland is demographically comprised of a large number of Latino families. Roughly half of the population is of Hispanic/Latino decent. Agriculture is the primary industry in Yolo County and, as a result, significant numbers of Latino families are drawn to the community because of the work opportunities that exist for them in the industry. Many parents are monolingual Spanish with very low levels of education. Cognizant of our target population, the School Readiness program in Woodland employs a bi-lingual, Spanish program manager as well as two bi-lingual outreach staff. Further, all informational materials developed for the program are provided in English and Spanish. Program staff are careful to consider cultural issues other than language, in the development of program components/offerings, materials and outreach techniques.

#### Program Outcomes/Positive Impacts

YCCFC collects data on numerous outcomes and interventions achieved by the program. The 03/04 fiscal year was the first full year of program implementation and we are proud of our accomplishments and look forward to an even more productive year in FY04-05. Some of the key results based outcomes and intervention data collected for the program include;

- Offer case organizing activities and home visits to families with multiple needs.

The program began offering home visits late in the fiscal year but found that this approach was extremely successful in reaching parents due to the fact that many families lack transportation.

- Provide mobile literacy programs to encourage family literacy.

The mobile literacy programs were extremely successful evidenced by the fact that both sessions were at full capacity and staff had to generate a waiting list of families interested in participating in future sessions. Based on this initial success YCCFC plans to double of number of sessions offered in FY04-05.

- Offer parenting classes/workshops.

The curriculum that the program utilized for parenting classes was 9 weeks in length and we found that many parents were unable or unwilling to commit to a class of that length. Despite some challenges, the classes still maintained a completion rate of over 75%. As a result of some lessons learned, staff has decided to offer more parent workshops that cover stand alone topics allowing parents to choose to attend only sessions they are interested in rather than committing to 9 weeks of class.

- Offer a 4-week Kinder Camp for children with little or no preschool experience.

Kinder Camp was a very successful component of the program as measured by parent/teacher feed back as well as a pre/post assessment of participating children. Twenty-two children registered for Kinder Camp and 17 completed the 4 week program. All participating children increased their skill level by 10% or greater in the core areas assessed.

- Provide a health assessment fair that includes multiple screenings.

The health assessment fair is an excellent way to make connections with families residing in the communities directly surrounding the qualifying school. The program staff provided concentrated outreach designed to inform families and encourage participation. More than 200 people attended and 52 full assessments (hearing, vision, dental, developmental, height/weight) were provided to children zero to five. These screening resulted in 58 referrals to various programs and services and more than 15 different collaborative agencies were present to provide additional information.

#### Staff Training/Professional Qualifications

School Readiness staff are provided with numerous trainings and professional development opportunities through a number of different sources. The program has a modest training budget allowing staff to identify training opportunities of interest that will also benefit the families we work with. Additionally, because of our close working relationship with the local school district, staff often avail themselves of the various school based trainings that may otherwise be cost prohibitive. The program has also utilized other county resources such as the Yolo Multi Agency Review Team (YMART). This group of practioners from various disciplines provides opportunity for the School Readiness Program to bring forth specific cases of families for group review and strategizing of possible services and resources. This unique team provides the program with an excellent professional level resource when working with families that may have particularly difficult or complicated circumstances.

## **2. The Universal Early Learning Center**

The Universal Early Learning Center, a program of RISE (Rural Innovations in Social Economics) Inc., is funded by YCCFC. The program supports children and families in Esparto, Madison, and the Capay Valley. This program was specifically designed to address issues in small, isolated, agriculturally-based communities where many children are not eligible for subsidized preschool programs. One elementary school supports the entire area.

The Center focuses on family engagement and targets stimulated learning, pre-kinder readiness, and health, nutrition, and parenting issues. The program works with children 0-5 and their families at all stages of kindergarten readiness. The services include the following groups for children and parents:

- Mommy & Me (infants under 1) - assists mothers in learning about the developmental stages of their children and incorporates activities to support the cognitive, gross motor, and language development
- Toddlers Too (children 1 - 3 yrs) - a play group for children that incorporates early learning activities to stimulate learning and also has a component for parent education
- Kinder Ready! (children 3 yrs - 5 yrs) - kindergarten readiness activities for children and their parents to support development and prepare children for kindergarten
- Mommy, Daddy & Me - group that gets the father involved in the process of kinder-readiness by providing support, parent education, and activities for parents and children
- Summer Kinder Readiness Module - supports the transition preparation and readiness for children starting kindergarten in the fall

Parents must accompany children to the groups, and parent participation is a key component of all of these services. Extended family members are also encouraged to participate when appropriate. The Center utilizes a simulated preschool classroom setting for the groups, which has an adjoining meeting room with a kitchen to support separate parent/child activities, as well as group activities.

Sixty-five percent (65%) of the families in the groups are Latino, and approximately one-half of those families are mono-lingual Spanish-speaking families. 35% of the families in the groups are Caucasian. These demographics closely reflect the demographics of the community-at-large. All activities are facilitated in English and Spanish.

Through its contract with YCCFC, the Center also coordinates a variety of community events that are held throughout the year, including:

- Kinder Round-Up - The culminating event for the Summer Kinder-Readiness Modules is open to the whole community. This is a family-oriented event that is a joint effort of the Center and the school district. Children receive health screenings, including dental and vision; meet the school staff and receive tips for a smooth first few weeks; get last minute school enrollment updates; and tours of the elementary school grounds are provided. Also, a bus ride is provided to assist children and parents in becoming familiar with the school bus routine, and a variety of additional activities are provided to help children and their parents orient to the school.
- Siblings Play Day - An event for siblings of entering kindergartners that occurs on the first day of school to give those younger siblings the opportunity to "go to school" on that day
- Talented Tech Touch - Children (3-5 yrs) utilize the Center's computers for 20-minute sessions of specialized computer learning

The Center also publishes *Focus on the Children* special editions of the *Valley Voice*, a free monthly community publication of RISE, Inc. The *Valley Voice* is distributed to all

residents through the mail, and also is available in well-trafficked areas of the community.

All of the Center's staff are residents of the community, bilingual (English/Spanish), and have a background in early childhood education. In addition, there has been no staff turnover in the program since its inception.

The Center uses parent evaluation tools to gather feedback from families to assess satisfaction and identify needs. The program also utilizes staff contacts with families to assess program strengths and areas for improvement. In addition, the program is just beginning to utilize the ECERS and the SPEED DIAL-3 tools to establish baseline data.

The Center has built on the strong sense of community in this area. The program reached out to the community early on to garner support by making presentations in the community about brain development in children 0-5. The Center is the only organization in the Capay Valley/Esparto area providing these specialized kinder-readiness services.

### **3. Steps Toward Active Recovery (STAR)**

The Steps Toward Active Recovery (STAR) program, part of CommuniCare Health Centers network of services, receives funding from YCCFC to help women with children and pregnant women find support and treatment for substance abuse.

The goals of STAR are:

- To reduce the risk of child abuse and neglect
- To reduce the risks of harm to pregnant women
- To reduce the level of denial about addiction
- To engage women with children and pregnant women in treatment

The program is a targeted outreach program that provides case management, home visiting, and support and works with women throughout Yolo County. In addition to identifying women in need of STAR services through CommuniCare's network of clinics which serve indigent families, STAR also does outreach in the jails and receives referrals in child welfare situations. The majority of STAR clients have their children living with them.

A team of 2 outreach workers staff the program and have varied educational backgrounds and an understanding of addiction. The staff works with women in the larger cities in the county and also in the rural, more remote areas of the county. In working in the rural areas, home visiting becomes a critical approach because of the limited resources available in these more isolated locations.

While moving clients into treatment is a goal of STAR, sometimes clients are not ready to take that step right away. To address this, the program works to make a connection with clients to ensure that STAR will be their resource for seeking treatment when they do become ready. The program has had a good amount of success in maintaining relationships with a population of clients that is very transient.

The program contacts clients for 6-month follow-ups to assess whether or not:

- Clients have continued to get prenatal care
- Children were born drug free
- Clients engaged in treatment

This follow-up can be challenging because of the unique population, but the program works to maintain or re-establish contact with clients whenever possible.

#### **4. Kindercamp- Woodland Joint Unified School District School Readiness**

The Woodland Joint Unified School District operates a School Readiness Program funded by the Yolo County Children and Families Commission. A component of the School Readiness Program is Kindercamp at Prairie Elementary School, a four-week summer program for children entering kindergarten in the fall.

Kindercamp sessions are held Monday through Thursday for 3-½ hours each day. Fridays are reserved for parent/teacher meetings to identify areas of skill development and success. The Kindercamp classes are facilitated by a bilingual teacher and bilingual instructional aides (English/Spanish). Instruction is provided in English with Spanish support.

87% of the families served through the Kindercamp are Spanish-speaking families, and the average age of parents is 24. The parent-participation component includes the parent/teacher meetings and classroom participation in activities and snack time.

Prairie Elementary School is a year-round school, so the Kindercamp session is held in May in order to ensure that all entering kindergartners have access to the program. Recruitment into Kindercamp occurs through a variety of strategies, including a health assessment fair that provides initial health screenings and kindergarten registration, outreach, kindergarten teachers' assessments, and referrals.

The curriculum for the program was developed by a district team, including the School Readiness staff and kindergarten teachers. Pre- and post-tests are utilized to assess social, emotional, fine motor, and gross motor skill development and identification of letters and colors. On average, the Kindercamp saw a 10% improvement in the post-tests in the most recent session. In addition, the feedback that the School Readiness staff has received from the kindergarten teachers is that the teachers can identify the children who have been in Kindercamp by the skills those children are exhibiting in kindergarten classrooms.

Kindercamp has not only impacted the children involved, but has also impacted their parents. The School Readiness staff has seen an increase in parents' willingness to participate in school-related and skill-development activities with their children. In addition, School Readiness staff report parents viewing the school more as a resource, and the Kindercamp being a vehicle to "build a bridge" between the parents and the school.

In addition, follow-up family visitation is provided by the School Readiness staff as a part of the Kindercamp program to continue to support kindergarten readiness prior to the start of the school session. Collaborative relationships with the State Preschool Program, the Health Department, volunteer nurses, and kindergarten teachers have been instrumental in the program's success and wrap-around approach to serving the children and families in the program.

6. **Child/Family/Provider Vignettes.** Stories of how programs and systems affect specific children and families can be powerful tools for demonstrating the effectiveness and importance of funding such activities.

**STAR Program Vignette**

“Sue”, a client who was struggling with an addiction to heroin, had 2 children who had been removed from her care. STAR first had contact with Sue during her incarceration. Sue was illiterate, had experienced abuse as a child, had been a sex worker, and had mental health issues.

Sue had cycled in and out of incarceration over a period of years. When she would be released, Sue would immediately go back to using and never make it to her first meeting with her parole officer. That would cause her to have her parole violated, and she would be incarcerated again.

Sue decided during one of her incarcerations that she was ready to stop using, and made a plan with STAR and her parole officer to be released and go directly into treatment. Getting Sue into treatment was challenging, and STAR and Sue had to overcome several obstacles to actually get her into treatment. STAR did, in fact, get Sue into residential treatment, and Sue completed her treatment program.

Since then, Sue has had another child who was her first to be born drug-free. Sue has been living independently for the past year in an apartment, and she is focused on raising her son, who is now a toddler. Moreover, Sue remains drug-free.

**Kindercamp School Readiness Vignette**

One of the children participating in Kindercamp was identified early on through home visitation activities. After assessing the child’s mother, the program staff referred the mom to parenting classes and other supportive services. She spoke both English and Spanish, and after time Program staff discovered that the mother was illiterate in both languages.

Staff found a way to support her unique challenge and encourage her participation in Kindercamp activities and in other services provided by the School Readiness program. In addition, staff gave her early literacy books in both English and Spanish to develop her skills and supported the mother and her child learning together through the Kindercamp experience. By the end of the Kindercamp session, she could write her first and last name, and her child could do the same.

While she was quite evasive at the beginning of the program, the four-week Kindercamp session had a profound impact on her. She has now developed trust in the School Readiness program, and she is still receiving support and parenting education.

7. **Photograph for County Commission Profile.** If you have a digital or scanned photograph of a child, family, or program that you would like incorporated into your County Commission profile, please submit it electronically with this form as a JPG file.

Two photos of children and families participating in YCCFC funded programs are electronically attached to this report. Hardcopies of the releases allowing publication of the photographs are attached to this report.

8. **County Commission Profile.** Please indicate below whether you would like SRI International to prepare your County Commission Profile or your County Commission has prepared its own draft profile. If your County Commission wants to prepare its own profile, please follow directions on the attached **Profile Guidelines**.

**Please mark who will prepare your County Commission's profile:**

**XX SRI International should prepare a draft of my County Commission's profile.**

My County Commission prepared and attached a draft of its own County Commission profile.

**How to Submit Part 1 of the Annual Report Form**

Please e-mail your completed Part 1 by October 15, 2004 to: [first5ar@sri.com](mailto:first5ar@sri.com). You should receive a reply within 5 days confirming receipt of any sent file(s). SRI International will provide First 5 California with a copy of all parts of the annual report form.

**County Commission Funding Priority Outcomes and Indicators**

**Directions:** Please check all the outcomes listed below that were local funding priorities in FY 2003-2004. The associated population-based and core participant indicators do not need to be marked.

Funding Priority Outcomes	Population-Based	Core Participants	
		Key Indicators	Elective Indicators
<input checked="" type="checkbox"/> Children are born healthy.	<ul style="list-style-type: none"> <li>• Infant survival rate</li> <li>• Number and percentage of births at low birth weight</li> <li>• Number and percentage of births at very low birth weight</li> <li>• Number and percentage of live births in which mothers received late or no prenatal care</li> </ul>	<ul style="list-style-type: none"> <li>• Number and percentage of births at low birth weight</li> <li>• Number and percentage of births at very low birth weight</li> <li>• Number and percentage of live births in which mothers received late or no prenatal care</li> </ul>	
<input checked="" type="checkbox"/> Children receive preventive and ongoing regular health care.	<ul style="list-style-type: none"> <li>• Number and percentage of children who receive the recommended vaccines for their age</li> <li>• Number and percentage of children with a regular medical home</li> <li>• Number and percentage of children who have health insurance</li> </ul>	<ul style="list-style-type: none"> <li>• Number and percentage of children who receive the recommended vaccines for their age</li> <li>• Number and percentage of children who receive the recommended number of well-baby and child checkups by age 2</li> <li>• Number and percentage of children with a regular medical home</li> <li>• Number and percentage of children who have health insurance</li> </ul>	

Funding Priority Outcomes	Population-Based	Core Participants	
		Key Indicators	Elective Indicators
<input checked="" type="checkbox"/> Children are in healthy and safe environments.	<ul style="list-style-type: none"> <li>Number and rate of nonfatal injuries to children ages 0 to 5 requiring medical advice or treatment</li> </ul>		
<input checked="" type="checkbox"/> Children are healthy and well nourished.	<ul style="list-style-type: none"> <li>Number and percentage of children whose parents rate them to be in very good or excellent health</li> <li>Number and percentage of women who are breastfeeding at time of hospital discharge/6 weeks or more/6 months or more</li> <li>Number and percentage of children 0 to 5 years of age who are in the expected range of weight for their age</li> </ul>	<ul style="list-style-type: none"> <li>Number and percentage of women who are breastfeeding at time of hospital discharge/6 weeks or more/6 months or more</li> </ul>	<ul style="list-style-type: none"> <li>Number and percentage of children whose parents rate them to be in very good or excellent health</li> <li>Number and percentage of children 0 to 5 years of age who are in the expected range of weight for their age</li> </ul>
<input checked="" type="checkbox"/> Children have good oral health.	<ul style="list-style-type: none"> <li>Number and percentage of children who have dental insurance</li> </ul>	<ul style="list-style-type: none"> <li>Number and percentage of children age 3 or older who receive annual dental exams</li> </ul>	<ul style="list-style-type: none"> <li>Number and percentage of children ages 0 to 5 years who have dental insurance</li> </ul>

Priority Outcomes	Population-Based	Core Participants	
		Key Indicators	Elective Indicators
<input type="checkbox"/> Children are free of smoking-related illnesses.		<ul style="list-style-type: none"> <li>Number and percentage of children who live in households where no adults smoke</li> <li>Number and percentage of women who did not smoke during pregnancy</li> </ul>	
<input checked="" type="checkbox"/> Children have access to high-quality early care and education.	<ul style="list-style-type: none"> <li>Number of licensed center childcare spaces per 100 children</li> <li>Number of licensed family childcare slots per 100 children</li> <li>Number of Head Start slots per 100 low-income children</li> <li>Number and percentage of licensed center childcare spaces for children with special needs</li> </ul>		
<input checked="" type="checkbox"/> Children participate in early childhood education programs.		<ul style="list-style-type: none"> <li>Number and percentage of children ages 0 to 5 who regularly attended a nursery school, prekindergarten, or Head Start program by the time of kindergarten entry</li> <li>Percentage of children with special needs who participate in early childhood care and education programs</li> </ul>	

Priority Outcomes	Population-Based	Core Participants	
		Key Indicators	Elective Indicators
<input checked="" type="checkbox"/> Children receive early screening/intervention for developmental delays, disabilities, and other special needs.	<ul style="list-style-type: none"> <li>Number and percentage of children identified as having special needs by the time of kindergarten entry</li> </ul>	<ul style="list-style-type: none"> <li>Number and percentage of children identified as having special needs by the time of kindergarten entry</li> </ul>	<ul style="list-style-type: none"> <li>Number and percentage of children under age 3 who receive a developmental screening from their primary care provider</li> <li>Number and percentage of children identified with disabilities who receive developmental services by the time of kindergarten entry</li> </ul>
<input checked="" type="checkbox"/> Children enter kindergarten “ready for school.”	<ul style="list-style-type: none"> <li>Number and percentage of children entering kindergarten ready for school as determined by assessments completed by teachers and parents that indicate the child is ready in the areas of cognitive, social, emotional, language, approaches to learning, and health/physical development</li> <li>Number and percentage of students retained a second year in kindergarten</li> <li>State standardized test scores for reading and math in second grade</li> </ul>		<ul style="list-style-type: none"> <li>Number and percentage of children who participate in school-linked transitional practices</li> </ul>
<input checked="" type="checkbox"/> Children live in home environments supportive of optimal cognitive development.	<ul style="list-style-type: none"> <li>Number and percentage of families who report reading or telling stories regularly to their children, 3 to 5 years of age</li> </ul>	<ul style="list-style-type: none"> <li>Number and percentage of families who report reading or telling stories regularly to their children, 3 to 5 years of age</li> </ul>	

Priority Outcomes	Population-Based	Core Participants	
		Key Indicators	Elective Indicators
<input checked="" type="checkbox"/> Children are safe from intentional injuries in their homes and communities.	<ul style="list-style-type: none"> <li>• Number and percentage of children with substantiated or confirmed (open) cases of child abuse</li> <li>• Number and percentage of child maltreatment in which there is a recurrence within a 6-month period</li> </ul>		
<input type="checkbox"/> Fewer teens have babies, and more parenting teens delay subsequent pregnancies.	<ul style="list-style-type: none"> <li>• Number and rate of births to young teenage mothers</li> </ul>		<ul style="list-style-type: none"> <li>• Number and rate of births to young teenage mothers</li> </ul>
<input checked="" type="checkbox"/> Families are self-sufficient.	<ul style="list-style-type: none"> <li>• Number and percentage of children living in poverty</li> <li>• Number and percentage of kindergarten children participating in free/reduced-price breakfast and lunch programs</li> </ul>		<ul style="list-style-type: none"> <li>• Number and percentage of children living in poverty</li> <li>• Number and percentage of children who move more than once in a year</li> <li>• Number and percentage of children participating in free/reduced price breakfast and lunch programs</li> <li>• Percentage of children whose mothers are unmarried</li> </ul>
<input type="checkbox"/> Parents provide nurturing and positive emotional support to their children.			<ul style="list-style-type: none"> <li>• Number and percentage of mothers screened for depression</li> </ul>

Priority Outcomes	Population-Based	Core Participants	
		Key Indicators	Elective Indicators
<input type="checkbox"/> Children achieve permanency.	<ul style="list-style-type: none"> <li>• Number and percentage of children 0 to 5 years of age who have lived in foster care within the past year</li> <li>• Number and percentage of children 0 to 5 years of age in foster care who are placed in a permanent home</li> </ul>		