

Final Grant Report**Eden Health District**

Grantee Organization Name: Prevent Blindness Northern California

Program or Project Name: See Well to Learn (SWTL) - Comprehensive Early Vision Intervention for Low-income Underserved Hayward Preschoolers

Application Number and Grant Amount: 16-007, \$20,500

Organization Contact Person, Phone Number, and Email:

Seth Schalet, CEO

415-567-7500 ext 102

sschalet@eyeinfo.org

Date: December 21, 2017

Signature and title of the individual preparing the report



April Nakayoshi

VP Programs and Evaluation

415-567-7500 ext 103

anakayoshi@eyeinfo.org

1. Please list the objectives of your grant and describe the progress you have made toward meeting each one.

The overarching goal of the See Well to Learn (SWTL) program is to provide vision intervention to low-income preschoolers attending Hayward Unified School District preschools who don't see as well as they should. This vision enhancement will immediately improve engagement, behavior, and academic uptake. HUSD preschools have a high percentage of Hispanic students, usually over 80%, and these children are at higher risk for undetected vision problems as this ethnicity tends to have a higher rate of astigmatism than other ethnicities. Because of the important vision-dependent neural development taking place between three-to-five years old, SWTL's vision intervention seeks to achieve long-term impact on the academic and social development of preschoolers served.

2. What measurable outcomes did you achieve with this project? Please list the outcomes described in your proposal. Explain how you did or did not meet each of those, and explain any additional outcomes you may have achieved.

- Goal – Screening. ~550 students (allowing for absences among the 600-total student HUSD population)

Goal result - In the period January – December 2017, we screened **568** preschoolers in the Hayward Unified School District, exceeding our goal despite a 12% absent rate. **16% of children failed the screening (90)** and were referred for a complete eye exam on board the Eye Bus. This high referral rate is due in large part to the large percentage of Hispanic children screened. As mentioned above, research has shown that Hispanic children have a much higher rate of astigmatism than other ethnic backgrounds.

568 children received vision screening, 90 identified with possible vision problems (16%)

School	Screen Date	# Screened	# Failed Screenings	% Failed
Cherryland	15-Feb	41	8	20%
Fairview	15-Feb	40	4	10%
Palma CEIA	16-Feb	34	6	18%
Harder	16-Feb	36	3	8%
Shepherd/SIAC	17-Feb	40	5	13%
Helen Turner	21-Feb & 23-Feb	227	26	11%
John Muir	21-Aug	76	22	29%
Bowman	22-Aug	36	8	22%
Park	23-Aug	38	8	21%
Total		568	90	16%

- Goal - Follow-up Exams. Provide follow-up exams to at least 66 students (11% of all students, 70% of students who fail the test)
- Goal - No-cost Prescription Glasses. Provide no-cost prescription glasses to all students needing glasses (approximately \$150 value), estimated at 57 students. Children with high prescriptions will receive two free pairs of glasses: one for school and one for home.

Goal result - During the grant period **we provided follow-up exams to 74 (82%)** of the 90 children referred through the screening, exceeding our goal by 30%. **61 of the 74** children who had eye exams on the Eye Bus needed glasses to be able to see well (**82% of students receiving exams, and 11% of all children screened**). To ensure that children with high prescriptions are never without glasses, **4 of the children with severe refractive errors received two pairs of glasses** each, one to keep at home and one to keep at school. Also, we have **provided glasses to 6 students who provided a prescription from their own optometrist** (“Fit for Frames”). Finally, through our partnership with the Augie Foundation, we **provided replacement glasses to 5 children** who broke their glasses. **Total pairs of glasses provided as of this report: 76, much higher need than the 57 we anticipated as our goal.**

74 children given exams and 61 needed glasses – 11% of all children screened

School	# Exams	% Fails who received exams	# Needed Glasses	% needed glasses out of overall screened
Cherryland	6	75%	5	12%
Fairview	3	75%	3	8%
Palma CEIA	6	100%	6	18%
Harder	3	100%	2	6%
Shepherd/SIAC	4	80%	4	10%
Helen Turner	21	81%	18	8%
John Muir	18	82%	12	16%
Bowman	7	88%	6	17%
Park	6	75%	5	13%
Total	74	82%	61	11%

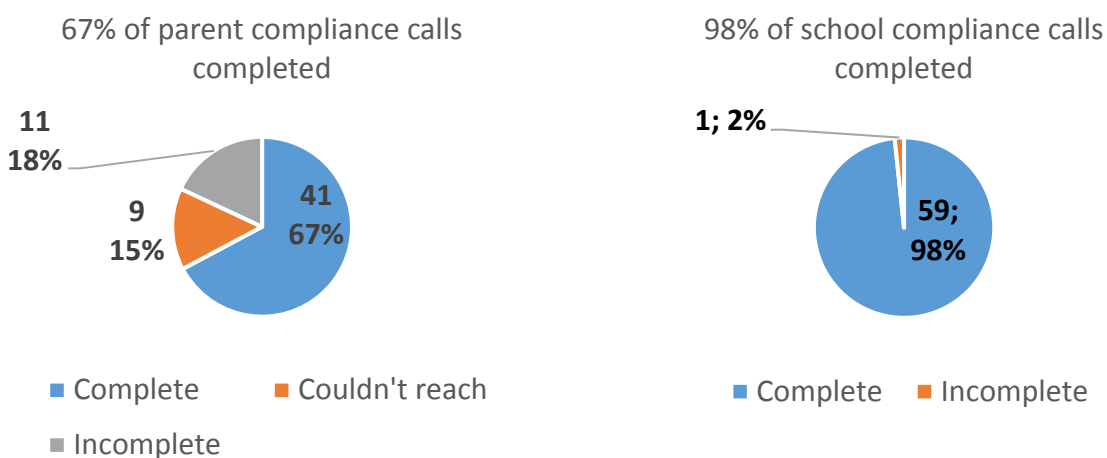
- Goal - Providing Follow-up Compliance calls to 90% of parents of students receiving glasses (calls will be made to all numbers, but based on historical experience, we anticipate reaching approximately 90% of families do to changed numbers, lack of response to messages, etc.)

Goal result - **We have successfully reached 41 families (67%) for compliance calls**, and are still in process of attempting to reach the other 11 families. It is often difficult to complete 100% of compliance calls due to changed phone numbers and lack of response after multiple calls. Our policy is to attempt at least 3 times to reach a parent. 85% of parents reported that child wears the glasses regularly, compared to a 27% national average.

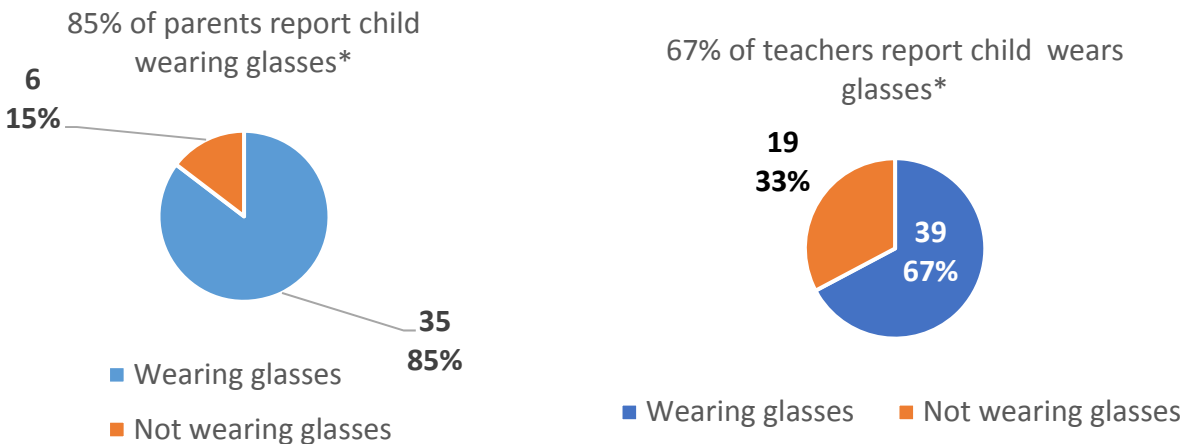
- Goal - Providing Follow-up School Compliance Calls– call schools for compliance information for 100% of students receiving glasses

Goal result - In addition to contacting parents to see if child is wearing the glasses as prescribed, we also check back with the teachers in the classroom. We completed compliance calls to all but one teacher of students prescribed glasses (59/60 calls - 98%). According to teacher report, 67% of children are wearing their glasses regularly at school. This is lower than the parent report for several reasons, for example, parents may be reluctant to send the glasses to school for fear they will be lost or broken, or may be reluctant to admit they are not utilizing the glasses.

Compliance Calls Completed to Parents and Schools



Compliance Reported by Parents and Schools



*According to research, on average only 27% of preschoolers wear their glasses as prescribed.

- Goal - Providing follow-up vision checks for the approximately 25% of students receiving glasses who present as possibly having more serious vision issues due to high refractive errors and low scores on their visual acuity tests during their Eye Bus exam. Follow-up checks assess if glasses have solved the problem and, if not, PBNC connects children and families to needed care.

Goal result - 13 children were identified as requiring follow-up testing (21% of students who have received glasses). We completed 10 follow-up vision checks among this cohort; one was not tested as

the parent has already taken her for ongoing follow-up; one has dropped from the program and the other was absent the day we were there to do the test.

Of the 10 students tested, 5 passed the visual acuity test, indicating that their vision with the glasses is now within normal range. The other 5 students failed the visual acuity test, and are likely to have amblyopia (lazy eye), requiring additional, ongoing treatment. We are working with the parents of children who did not pass the follow-up testing to assure that they have the necessary information for that follow-up.

- Goal - Facilitating connection to ongoing care for more severe cases for 100% of students who need it, estimated to be approximately 3% of students who fail the vision test.

Goal result - **3 children, 4 % of students who failed the vision test**, were referred from the Eye Bus for specialty care with a pediatric ophthalmologist because of more serious vision issues. With our assistance, **all are now under continued care of a pediatric ophthalmologist**. One child had a previously undetected cataract, another had a manifest strabismus (eye turn).

- Goal - At least 50% of parents who are on the bus for their child's exams will be surveyed to collect feedback to be used for program quality improvement.

Goal result - We conducted a phone survey of parents who had been seen on the eye bus, with a response rate of 30%, which, though below our goal, is a good response rate for a phone survey. Parents had very high levels of satisfaction with the program, and we received a lot of appreciative remarks, "highly satisfied," "10 out of 10." One parent complained that we were behind schedule and another mentioned that she didn't understand her child's prescription. In some cases, feedback varied by individual preference. For example, Question 3 - most felt it was the right amount of communication, some people said they would have appreciated even more contact and some expressed they wanted less.

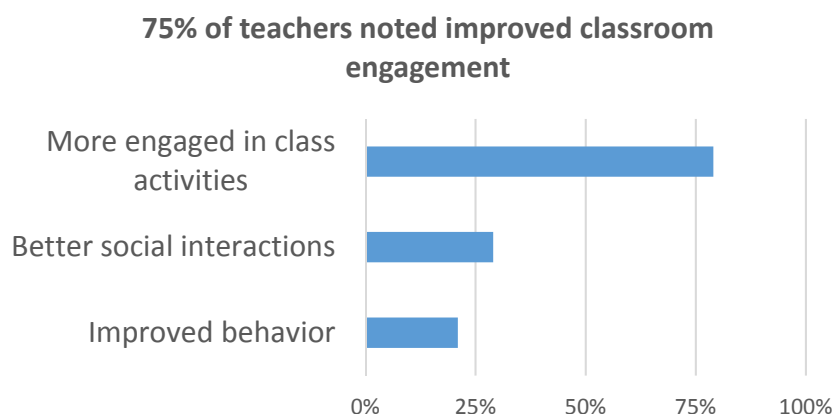
Question	Avg Score
1 How informed did you feel going into your child's exam appointment?	2.4/3
2 How clearly did SWTL staff/materials help you understand why your child needed glasses?	2.8/3
3 How satisfied were you with how STWL staff communicated with you throughout the entire process (before, during and after)? (Amount/level of communication)	2.4/3
4 How likely are you to contact SWTL program in the future if you have a question about your child's vision or need support with their glasses wear?	2.8/3
5 Overall, how satisfied with you with the services you received from the SWTL program?	2.8/3

- Goal - PBNC seeks to assess preschool teachers' perception of how SWTL's no-cost prescription glasses impact children's level of engagement, behavior, and academic progress. *The section below was also included in the interim report.*

Goal result - We found it difficult to survey teachers during a phone call, as they are usually in the classroom, so instead sent a survey monkey to ask teachers to assess the effects of glasses on children with previously undetected vision problems.

- ✓ 93% report that all or most of the children adjusted well to their new glasses

- ✓ 80% of the teachers reported that the children with previously undetected vision problems were more engaged in classroom activities since they started wearing their glasses, and participated more in classroom activities and circle time.
- ✓ 30% of teachers reported that the children had better social interactions after they began wearing glasses. Over 20% reported behavior improvement in the glasses wearers.



Survey comments from individual teachers:

“Those who got glasses are participating in circle time more than before. They can see the illustrations in the books better and it helps them connect to the stories.”

“A second child became more self-confident. He seemed to like the attention”

“[The children who got glasses] participate more in the activities, mostly requiring eye hand coordination.”

“Handwriting and spelling improvements.”

4. Describe any problems you encountered, any unexpected benefits you gained and lessons you learned during this project.

Communicating with multiple stakeholders to achieve desired outcomes is always a challenge. To ensure high follow-up rates and program efficiency, we coordinate with school administration, individual teachers, Optometrists, our field staff, and parents to schedule services. This was especially challenging earlier in the year when the Eye Bus required maintenance, necessitating scheduling changes.

To obtain the long-term outcomes we are working toward, we often need to overcome parents' resistance to having their child wear the glasses. This is what sets See Well to Learn apart from other vision intervention programs, and what makes us so effective. It's not just about giving free glasses, but also educating and convincing parents of the importance of having their preschooler wear the glasses as the doctor prescribed (usually full-time in this age group). In follow-up phone calls, our bi-lingual parent educator (Spanish/English) listens carefully to parent concerns, addressing misgivings and misinformation they may have about their child wearing glasses. The teachers at Hayward Unified school district have been terrific, updating us on every child prescribed glasses and encouraging full-time wear of glasses in the classroom. Support from teachers really increases the impact of the program by ensuring the glasses are worn at school so children can reap all the benefits of good vision.

5. Would you make any changes if you were to do this project again? Please explain.

In 2018, we will share our parent education videos, which introduce the program/topic to parents of preschoolers, before we start screening services at Helen Turner. In Oakland, where we piloted the videos, we found that schools that showed the video or had one of our parent workshops in advance of the screening, had much higher follow-up rates. This year we have noticed increased enrollment of immigrant families from the Middle East. In the future, we may consider developing materials in Arabic or Farsi to help reach these parents more effectively.

[Parent Education Video English](#)

[Parent Education Video Spanish](#)

6. What are your plans for continuing this project in the future?

As See Well to Learn has shown such positive impact in the HUSD preschools, we are looking for funding to continue providing these services to HUSD. Thanks to 2018 funding received from Eden Health District, we will provide full See Well to Learn services to over 250 preschoolers attending Helen Turner CDC, the largest preschool in the school district. HUSD also included See Well to Learn Services in an application for the Hayward Promise Neighborhood federal block grant which, if received, will allow us to serve an additional 200 preschoolers within the Eden Health Care District.

7. Is there anything else you would like the Eden Health District to know about your project?

This project is valued highly by HUSD and parents of children whose vision problems were undiagnosed. Embedding the program within the school supports the child wearing glasses, as it becomes part of the classroom experience, and children with glasses are even envied by their classmates! The successful partnership between Eden, See Well to Learn and the Hayward Unified School District Early Education Program is the subject of a video now featured prominently on Eden's website.

[Eden-HUSD-See Well to Learn Collaboration](#)

In children prescribed glasses, there was often improvement in behavior and social interactions, as expressed in the following quotes from parents of children detected with vision problems, and from an HUSD teacher.

"It means a lot to me and my family. Now she loves to read! She reads books and books and books up to about 8 or 9 o'clock at night! And she said, 'Mom, I can see the words now!'"

-Janice Bailey, parent of HUSD preschooler who needed glasses

"I had no idea my granddaughter couldn't see well. When she put on her glasses she went right up to her uncle and said, 'now I can see your face!' I felt really bad that I hadn't know how she was struggling."

-Kathy Ahkoi – grandparent of HUSD preschooler who needed glasses

"Anabelle before glasses was very shy, had no confidence. She never participated; she always stayed in a corner and wasn't socializing. Annabelle with glasses – a total change in her personality. So much confidence, she's in the group participating, speaking up more and making friends, enjoying everything she does. Her work has improved, she can read her name, it's been a beautiful transformation."

-Dana Morgan, HUSD Teacher

Prevent Blindness Northern California See Well to Learn (SWTL) Initiative
Budget vs Actual: January - December, 2017
Eden Health District/Hayward Unified School District (HUSD) Preschools

	Budget Jan- Dec 2017	Actual Jan- Dec 2017	Eden Health District Budget	Eden Health District Actual	Details
<u>REVENUE</u>					
Augie Fund (at UCSF)	\$ 2,625	\$1,680			Provides free replacement glasses for children who break or lose their glasses.
Eden Township Health Care District	\$20,500	\$20,500	\$20,500	\$20,500	Installment 1 received March 2017, 2nd check received August 2017
In Kind - Eyeglass lenses	\$3,500	\$3,750			- Essilor Foundation in kind donation - lenses
PBNC Reserves	\$18,675	\$21,056			
TOTAL REVENUE	\$ 45,300	\$45,306	\$20,500	\$20,500	
<u>EXPENSE</u>					
Personnel	\$26,500	\$ 26,504	\$12,000	\$12,000	SWTL Mgr, SWTL Pgrm Coordinator, SWTL Screeners, Eye Bus Operator, Optometrist, VP Program and Evaluation
Direct expenses	\$9,300	\$ 9,301	\$4,000	\$4,000	Eyeglass frames and straps, Autorefractor supplies, Labels, RX pads, toys for eyebus, Educational Materials, Replacment glasses
Vehicle Expenses/Travel	\$2,000	\$ 2,001	\$1,500	\$1,500	Screeener Travel Expenses and Eye Bus fuel & maintenance
TOTAL DIRECT COSTS	\$37,800	\$ 37,806	\$17,500	\$17,500	
Indirect costs salary	\$1,500	\$1,500	\$1,000	\$1,000	Office administrative support, including Spanish calls and translation
Indirect costs other	\$6,000	\$6,000	\$2,000	\$2,000	Database and telecommunications, rent, copier
TOTAL INDIRECT COSTS	\$7,500	\$7,500	\$3,000	\$3,000	
TOTAL Budget vs Actual	\$45,300	\$45,306	\$20,500	\$20,500	