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## Acknowledgements

The 2016-2021 Strategic Plan for First 5 Yuba was created through a partnership between First 5 Yuba staff and commissioners, community experts or key informants, and Applied Survey Research, a non-profit social research firm with offices in the greater Bay Area and Sacramento regions. The following table lists the people who contributed to the development of this plan.

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| Ad-Hoc strategic planning subcommittee | Jim Arnold, Chief Probation Officer, Yuba County Probation Department  
|                            | Josh Harris, County Superintendent of Schools, Yuba County Office of Education |
| First 5 Yuba Advisory Committee | DeAnna Borjesson (Parent)  
|                            | Tracy Bryan (County Human Services)  
|                            | Leslie Cena (County Office of Education)  
|                            | Cindy Chandler (Community Resource Center)  
|                            | Jim Evans (Area School District)  
|                            | John Floe (Mental Health Services)  
|                            | Hope Jensen (Area School District ECE)  
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|                            | Lennie Tate (Area School District)  
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|                            | Tonya Byers, Child Care Coordination, Child Care Planning Council of Yuba & Sutter Counties  
|                            | Nichole Quick, Public Health Officer; Lynne Olsen, Director of Nurses; Del York, Supervising Health Nurse; Ann Soliday, Public Health Nurse; Yuba County Health and Human Services  
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## Introduction

### PURPOSE OF THE STRATEGIC PLAN

In a climate of declining resources, the need for strategic planning is more important than ever. As First 5s across the state face budget cuts due to declining revenue from the Proposition 10 tobacco tax, it is essential to strategically invest in areas of highest priority. This plan will guide the investments to be made by First 5 Yuba over the next 5 years.

### VISION, MISSION, GOALS AND DESIRED RESULTS

First 5 Yuba’s vision for the county is that:

> All Yuba County children are healthy and thriving in safe and nurturing family environments and ready to succeed in their educational experiences.

To promote that vision, First 5 Yuba’s mission is the following:

> First 5 Yuba will strategically support the use of community resources and services to enhance the development and well-being of children 0 through 5 and their families.

First 5 Yuba’s strategic goals and results are organized around three broad areas: Health, Early Education and Family Support. First 5 Yuba’s overarching goal is to for all children in Yuba County enter kindergarten ready to learn, in that they are healthy, participate in quality early care and education, and their families have the resources to help them be fully prepared for school. In service of kindergarten readiness, there are five sub-goals and ten desired results or outcomes that indicate progress toward the goal. This framework guides First 5’s investment by clearly outlining the results we seek for children in Yuba County.

<table>
<thead>
<tr>
<th>Overarching Goal:</th>
<th>All children enter kindergarten ready to learn</th>
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</thead>
<tbody>
<tr>
<td>All children are born healthy</td>
<td>• Increased access to prenatal care</td>
</tr>
<tr>
<td>All children maintain optimal health</td>
<td>• Increased use of health, dental, and vision services</td>
</tr>
<tr>
<td></td>
<td>• Increased frequency of physical activity and healthy nutrition</td>
</tr>
<tr>
<td></td>
<td>• Increased developmental screenings</td>
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<td></td>
<td>• Increased use of early intervention services</td>
</tr>
<tr>
<td>All children are in an environment conducive to their development</td>
<td>• Increased availability of quality early care and education</td>
</tr>
<tr>
<td>All families connect to their communities</td>
<td>• Increased connections to community resources</td>
</tr>
<tr>
<td>All families support children’s development</td>
<td>• Increased frequency of reading with children</td>
</tr>
<tr>
<td></td>
<td>• Increased use of children’s, families’, and schools’ early learning opportunities</td>
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<tr>
<td></td>
<td>• Increased access to effective parenting programs</td>
</tr>
</tbody>
</table>
In order to inform First 5’s investment priorities, a scan of the community was conducted. For each goal and related results, information about the county was gathered from federal, state, and local data sources, a community survey conducted in 2015, as well as interviews with Yuba County service providers and community leaders in the areas of health, mental health, early childhood education, child welfare, and other social services. (A full summary of these findings can be found in the report *First 5 Community Scan 2016*, obtainable from First 5 Yuba.)

Taken together, the data and information gathered suggest four primary service needs that First 5 might prioritize in coming years:

- **Family education and outreach about available resources.** Many key informants indicated that the primary problem in the county is not lack of services, but knowledge about services. First 5 could help inform families about services by:
  - Referring families to the Department of Public Health’s prenatal services and home visiting for prenatal women.
  - Reaching out to families to let them know about free parenting classes offered by Yuba Health and Human Services and County Office of Education.

- **Access to services.** In addition to lack of knowledge about services, accessing health care and other needed services is a challenge, particularly in the foothills. First 5 could help improve access by:
  - Providing transportation assistance to medical or dental appointments
  - Supporting parent-child classes that teach families about nutrition.
  - Supporting the dental van, which provides dental hygiene presentations, classroom trainings, and dental exams and cleanings, and advertise its services more widely.
  - Supporting home and center-based services for children with diagnosed special needs and those at risk of developmental delay or behavioral problems.
  - Encouraging widespread utilization of the Ages and Stages Questionnaire (an evidence-based developmental screening tool) online in the county, which could help with expanding screenings and streamlining data collection and management.
  - Supporting Help Me Grow, a national model of screening, referral, and care coordination for young children. This model includes follow-ups to help families navigate support systems and ensure they are connected to the services they need.

- **Reading among families.** Given the low literacy levels among parents in the county and the lack of books in families’ homes, key informants said it was essential that providers in the community help support reading among young children. First 5 might do this by:
  - Supporting library literacy programs, such as Reach Out and Read or the Dolly Parton Imagination Library.
  - Providing bags of books to entering kindergartners.

- **Quality early learning experiences.** Very few children in the county attend licensed child care or preschool. In order to improve the quality of early learning experiences for young children, First 5 might:
- Support parent-child classes that improve parent engagement and knowledge of child development.
- Support co-op preschools that offer both parent and child quality learning experiences.
- Support provider training, including incentives for professional development.

In addition to the above direct service activities, key informants suggested that First 5 might further address community needs at the systems level, by partnering with other agencies to align programs and pursue funding opportunities. Given its limited resources, it is critical that First 5 Yuba strategically targets its investments, such that we invest where its most needed and do not duplicate existing services.

**STRATEGIC OPPORTUNITIES WITHIN EACH GOAL**

In this next section of the Strategic Plan, each of First 5 Yuba’s goals and results are profiled according to 1) the needs in the community, 2) remaining service gaps, and 3) proposed strategies to achieve our desired results. Each page also lists indicators that could measure First 5’s progress towards achieving these results.

Strategies and programs were proposed based on whether they met a set of selection criteria established by the Commission:

- Responds to a significant community need
- Uses or can use an evidence-based model or approach
- Has ability to sustain (has another source of funding, can leverage, is supported by or part of another public agency system)
  - Or, can be a seed investment, but develops a sustainability strategy within a certain amount of time
- Has qualified staff to carry out its services
- Has the capacity to collect data
- Works collaboratively with others (is linked and coordinated with others)
Goal 1: All Children are Born Healthy

<table>
<thead>
<tr>
<th>RESULT</th>
<th>KEY INDICATOR TO IMPACT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased access to prenatal care</td>
<td>Increased referrals to prenatal care</td>
</tr>
</tbody>
</table>

**COMMUNITY NEEDS**
A scan of community needs in Yuba County revealed the following challenges:

- The percentage of babies born pre-term (9% in 2013) and low birthweight (7%) in Yuba is increasing, and is higher than most comparison counties.¹
- Although the percentage of mothers accessing prenatal care within the first trimester (70% in 2013) has remained steady in the last several years, it is also lower than in comparison counties.²

**SERVICE GAPS**
In addition to the community needs listed above, there are gaps in services to attain the result in this goal area, including:

- **Barriers to accessing early prenatal care.** There is only one prenatal clinic in the county and there are not enough obstetrics providers (none of the OBs serving Yuba are based in the county).
- **Challenges in accessing healthcare in the foothills.** There are no prenatal providers in the foothills and transportation to and from this region is a challenge.

**POTENTIAL FIRST 5 STRATEGIES**
In order to achieve the desired result in this goal area, strategies may include:

- Referring families to the Department of Public Health’s prenatal services and home visiting for prenatal women.
Goal 2: All Children Maintain Optimal Health

<table>
<thead>
<tr>
<th>RESULT</th>
<th>KEY INDICATORS TO IMPACT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased use of health, dental, and vision services</td>
<td>Increased number of families attending medical appointments</td>
</tr>
<tr>
<td></td>
<td>Increased number served by dental van</td>
</tr>
<tr>
<td></td>
<td>Increased number receiving dental treatment, if needed</td>
</tr>
<tr>
<td>Increased frequency of physical activity and healthy nutrition</td>
<td>Improved knowledge of nutrition</td>
</tr>
<tr>
<td></td>
<td>Increased number days per week children are physically active</td>
</tr>
<tr>
<td>Increased developmental screenings</td>
<td>Increased number of children with a developmental screening</td>
</tr>
<tr>
<td>Increased use of early intervention services</td>
<td>Increased access to developmental services</td>
</tr>
<tr>
<td></td>
<td>Improved developmental progress (where possible)</td>
</tr>
</tbody>
</table>

Community Needs

A scan of community needs in Yuba County revealed the following challenges:

- Over 90% of young children had health insurance in 2013, but this rate is still lower than most comparison counties.iii
- There are no reliable community-wide data for very young children on nutrition or physical activity, but key informants believed poor nutrition and a lack of activity are problematic in the county. They also said there are not enough safe recreational opportunities available for children.
- Similarly, there are no reliable community-wide data on dental care for young children, but dental screenings were among the most popular services community survey respondents said they would use (84% would use them if they were free or low-cost).iv
- A high percentage of young children have developmental and mental health needs in the county, compared to neighboring counties (over 9% of children entered kindergarten in 2014 with a special need).v
- Most parents do not get their children needed early intervention services. Parents of children with special needs often delay getting care; this may be due to a lack of English proficiency, drug use, mental illness, or the parents’ own special needs.
- The rate of hospitalization for injuries among young children (308 per 100,000 children 0-4) is also relatively high compared to other counties. Most of these hospitalizations are for unintentional falls and poisoning.vi

Service Gaps

In addition to the community needs listed above, there are gaps in services to attain the results in this goal area, including:

- Lack of health care and transportation. Based on responses to the community survey, lacking health care and transportation are the two biggest barriers to getting care. Likewise, a lack of transportation to services was named by most key informants as a problem.
- **County needs a universal screening and referral system.** Some providers offer screenings and referrals to families, but the system is not universal nor coordinated.
- **Lack of mental health specialists.** The lack of specialists results in long waiting lists for care.

### Potential First 5 Strategies

In order to achieve the desired results in this goal area, strategies may include:

- Supporting the **dental van**, which provides dental hygiene presentations, classroom trainings, and dental exams and cleanings, and advertise its services more widely.
- Supporting home and center-based services for children with diagnosed special needs and those at risk of developmental delay or behavioral problems.
- Supporting the implementation of a universal screening and referral system, such as **Help Me Grow**.
- Encouraging the utilization of the **Ages and Stages Questionnaire** (an evidence-based developmental screening tool) online in the county, which could help with expanding screenings and streamlining data collection and management.
- Providing **transportation** assistance to medical or dental appointments
- Supporting parent-child classes that teach families about **nutrition**.
Goal 3: All Children are in an Environment Conducive to their Development

<table>
<thead>
<tr>
<th>RESULT</th>
<th>KEY INDICATORS TO IMPACT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased availability of quality early care and education</td>
<td>Increased number of teachers and sites participating in professional development</td>
</tr>
<tr>
<td></td>
<td>Increased number of children attending preschool and other early education opportunities</td>
</tr>
</tbody>
</table>

COMMUNITY NEEDS

A scan of community needs in Yuba County revealed the following challenges:

- About half (51%) of children under 6 with two working parents or with a single parent who works did not have a licensed child care slot in 2014. This proportion is slightly better than it was in 2012 and is similar to the proportions in most neighboring counties, but much lower than in Colusa. In contrast, most children (70%) who qualify for subsidized care and need care because their parent(s) work were served in a subsidized care setting.

- According to the US Census, just 40% of children 3-4 years old in the county in 2014 were enrolled in preschool, lower than in Butte and Nevada.

- There were about 138 teachers in the county that had a child development permit in 2014, which translates to about nine credentialed teachers per 1,000 children aged 0-12, a rate lower than in neighboring counties.

- Since many choose to put their children in informal care settings, key informants said there is a need to assess and improve the quality of this care.

SERVICE GAPS

In addition to the community needs listed above, there are gaps in services to attain the result in this goal area, including:

- Child care is expensive and availability is limited. Community survey respondents were most likely to cite the cost of care (44%) as the primary barrier to child care. If it were free or low-cost, 82% of respondents said they would use preschool for their children.

- Lack of licensed care slots. There are only enough slots to accommodate about half the children who need care. Therefore, key informants said families turn to informal care to get their needs met (i.e., friends, family, and neighbors). Furthermore, 28% of community survey respondents indicated that a lack of openings was a primary barrier to getting care.

- Lack of full-day and after-hours care. There is a need for more full-day and after-hours care that would cover the needs of working parents.

- Lack of family involvement in care. Subsidized settings engage parents, but many other settings do not.
- **Lack of public-private partnerships in child care.** For example, the business community could do more to support child care opportunities in the community.

- **Incentives to improve quality are low.** Training and higher education degrees typically do not translate into higher pay for child care providers. Consequently, many providers do not see the financial benefit of pursuing more education. In addition, key informants stated that coursework is not always offered at convenient times for students.

### POTENTIAL FIRST 5 STRATEGIES

In order to achieve the desired result in this goal area, strategies may include:

- Supporting **parent-child classes** that improve parent engagement and knowledge of child development.
- Supporting **co-op preschools** that offer both parent and child quality learning experiences.
- Supporting **provider training**, including incentives for professional development.
Goal 4: All Families Connect to their Communities

<table>
<thead>
<tr>
<th>RESULT</th>
<th>KEY INDICATORS TO IMPACT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased connections to community resources</td>
<td>Increased calls in to Help Me Grow</td>
</tr>
<tr>
<td></td>
<td>Increased referrals for child care, food, shelter, employment, transportation assistance</td>
</tr>
<tr>
<td></td>
<td>Increased number of families successfully connected to at least one service</td>
</tr>
</tbody>
</table>

Community Needs

A scan of community needs in Yuba County revealed the following challenges:

- Children in Yuba County are improving in most basic needs areas, but they still suffer from higher poverty (26% among children 0-4 in 2013) and food-insecurity (31% among children 0-18 in 2013). Adults in Yuba County also have a higher unemployment rate (11% in 2014) relative to other counties.

- Relatively few public school children (2% in 2014) in the county are homeless, when homelessness is self-reported by families and defined as living in a shelter or hotel, doubling or tripling up with family and friends, or living without shelter. On the other hand, the child homelessness rate in Yuba and Sutter (3.9 per 1,000 children under 18 in 2015) is higher than in Colusa, Butte, Glenn, and Nevada.

Service Gaps

In addition to the community needs listed above, there are gaps in services to attain the result in this goal area, including:

- County needs a centralized information and referral system. Many providers offer referrals to families, but not in a coordinated manner.

- Transportation to services is a challenge. Many families lack access to services and resources due to transportation barriers.

- Lack of information and services in the foothills. Informants said families in the foothills have limited options; they need better access to basic needs, parenting, reading, and other community resources. Getting information to these families is also difficult.

- Lack of affordable housing. One of the biggest service gaps mentioned was the lack of affordable housing in the community and lack of funding for affordable housing.

- Lack of outreach about available services. Many families are simply unaware of the services that are available in the community.

Potential First 5 Strategies

In order to achieve the desired result in this goal area, strategies may include:

- Supporting Help Me Grow, a national model of screening, referral, and care coordination for young children. This model includes follow-ups to help families navigate support systems and ensure they are connected to the services they need.
Goal 5: All Families Support Children’s Development

<table>
<thead>
<tr>
<th>RESULT</th>
<th>KEY INDICATORS TO IMPACT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased frequency of reading with children</td>
<td>Increased frequency of reading with child</td>
</tr>
<tr>
<td>Increased use of children’s, families’, and schools’ early learning opportunities</td>
<td>Increased parent knowledge of child development</td>
</tr>
<tr>
<td>Increased access to effective parenting programs</td>
<td>Increased parent knowledge of appropriate discipline</td>
</tr>
</tbody>
</table>

**Community Needs**

A scan of community needs in Yuba County revealed the following challenges:

- The substantiated child maltreatment rate (19 per 1,000 children 0-5) has declined somewhat in the last year, but it is still higher in Yuba than in Colusa and Nevada (and is similar to rates in Butte and Glenn). On the other hand, the substantiated maltreatment recurrence rate is low in the county (3%) and has improved in the last year.\[xii\]

**Service Gaps**

In addition to the community needs listed above, there are gaps in services to attain the results in this goal area, including:

- Many parents need parenting support and education. Key informants mentioned that many parents in the community have their own mental health and special needs issues, and therefore need substantial parenting support. In addition, about three quarters of the community survey respondents wanted parent education on parent-child interaction.

- Lack of services in the foothills. Informants said families have limited options in the foothills and these families need better access to parenting and reading resources.

- Literacy levels are low. Families do not have books at home nor do many parents read to their children (often due to their own literacy or English abilities).

- Libraries need more support. One informant said the libraries provide essential literacy support services, but are struggling financially.

**Potential First 5 Strategies**

In order to achieve the desired results in this goal area, strategies may include:

- Supporting the library’s literacy programs, which can provide books to families, and support parents in reading to their children.

- Reaching out to families to let them know about free parenting classes offered by Yuba Health and Human Services and County Office of Education.
Conclusion

The needs in Yuba County are great. Many families with young children are in poverty and facing challenges ranging from low literacy levels to mental illness and drug abuse. Nevertheless, there are many services available to support these families; First 5’s role should be to supplement and compliment, rather than duplicate existing services. Key informants offered many different suggestions for investments First 5 could make, but when asked to describe the most important or strategic ways First 5 could make a difference in the community, their recommendations coalesced around four primary areas.

Considering the needs in the community and the existing services available, First 5 might make the best use of their limited resources by:

- Helping educate families in the community about available services;
- Supporting access to services via transportation support, mobile services, home visiting services, and developmental screening and referral;
- Increasing reading among families by supporting the library literacy programs and providing books directly to young children and families; and
- Improving the quality of early learning experiences by supporting the training and education of caregivers (including friends, family, and neighbors) and co-op preschools.

In addition, key informants suggested First 5 partner with other agencies to align programs and pursue funding opportunities. While the needs are great in the county, First 5 can make important contributions to meeting these needs by partnering with local agencies and targeting its limited resources toward the most critical service gaps.
Strategic Portfolio of Integrated Investments 2016-2021

**Help Me Grow**

- Oral Health Care
  - Screenings, sealant, and referrals
- Behavioral Consultations
  - Assessment, support, and treatment
- Special Needs Support
  - System navigation & therapy
- Recreation & Enrichment
  - Access to parks, pools, & social community activities
- Quality Early Learning Programs
- Workforce Development
  - Quality ratings & improvement
- Early Literacy Program
  - Story time & books
- Child Development Program
  - Parent-child class on school readiness
Strategic Results Framework — Logic Model of Funded Investments

- Behavioral Consultations (Yuba County Office of Education)
  - Increased developmental screenings
  - Increased use of early intervention services
  - Increased achievement of developmental milestones
  - Reduced untreated special needs

- Special Needs Support
  - Increased use of dental treatment services
  - Reduced dental caries
  - Increased engagement in activities that support physical fitness, enrichment, and nutrition
  - Reduced obesity

- Oral Health Care (MJUSD & Peach Tree Health)
  - Increased use of dental treatment services
  - Reduced dental caries

- Recreation & Enrichment (OPUD Public Pool)
  - Increased engagement in activities that support physical fitness, enrichment, and nutrition
  - Reduced obesity

- Help Me Grow (Public Health)
  - Increased developmental screenings
  - Increased connections to community resources
  - Increased family stability (food, housing, income)

- Child Development Programs (MJUSD & Camptonville Community)
  - Increased use of children's, families', and schools' early learning opportunities
  - Reduced child maltreatment

- Early Literacy Support (Public Library, Imagination Library)
  - Increased frequency of reading with children
  - Improved third grade reading

- Quality Early Learning Programs
  - Increased availability of quality early care and education
  - Increased preschool enrollment

- Workforce Development (Childcare Planning Council)
  - Increased availability of quality early care and education
  - Increased preschool enrollment

All children maintain optimal health

All children connect to their communities

All children support children's development

All children enter kindergarten ready to learn

All children are in an environment conducive to their development
## Strategic Results Framework – Evaluation Plan

*Updated - 2019 Revision*

<table>
<thead>
<tr>
<th>GOAL</th>
<th>COMMUNITY INDICATORS</th>
<th>DESIRED RESULT</th>
<th>PROGRAM</th>
<th>PROGRAM INDICATORS</th>
<th>POTENTIAL DATA SOURCE</th>
</tr>
</thead>
</table>
| All children are born healthy | - % with prenatal care  
- % low birth weight  
- % pre-term births | Increased access to prenatal care | - Help Me Grow | - Increased referrals to prenatal care | - HMG database |
| All children are healthy and maintain optimal health | - % with health insurance  
- % with well-child checks  
- % with dental disease  
- % obese (high BMI) | Increased use of health, dental, and vision services | - Potential Investment Opportunity/ Collaborative  
- Happy Toothmobile | - Increased number of families attending medical appointments  
- Increased number served by dental van  
- Increased number receiving dental treatment, if needed  
- Improved knowledge of nutrition  
- Increased number days/ wk children are physically active | - Parent surveys  
- Intake forms  
- Parent surveys |
| All children are in an early learning environment conducive to their | - # of screenings  
- % rate of special needs  
- % of children meeting developmental milestones  
- % of children participating in quality early learning program  
- % of sites that are of high quality | Increased developmental screenings  
Increased use of early intervention services  
Increased availability of quality early care and education | - Help Me Grow  
- Behavioral Consultation Program  
- Support services for families with children who have special needs  
- IMPACT/QRIS  
- Potential Investment Opportunity/ Collaborative | - Increased number of children with a developmental screening  
- Increased access to developmental services  
- Improved developmental progress  
- Increased number of teachers and sites participating in professional development  
- Increased number of children attending preschool and other early education opportunities | - HMG database  
- Intake forms  
- Developmental screenings  
- QRIS database  
- Intake forms |
<table>
<thead>
<tr>
<th>GOAL</th>
<th>COMMUNITY INDICATORS</th>
<th>DESIRED RESULT</th>
<th>PROGRAM</th>
<th>PROGRAM INDICATORS</th>
<th>POTENTIAL DATA SOURCE</th>
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<tbody>
<tr>
<td>development</td>
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</tbody>
</table>
| All families are connected to their communities | - % employed                                                                         | Increased connections to community resources             | Help Me Grow                 | - Increased calls in to HMG  
- Increased referrals for child care, food, shelter, employment, transportation assistance  
- Increased number of families successfully connected to at least one service                                                      | HMG database          |
|                                                                 | - % with adequate food                                                                |                                                          |                              |                                                                                                                                                                                                                         |                       |
|                                                                 | - % with adequate transportation                                                     |                                                          |                              |                                                                                                                                                                                                                         |                       |
|                                                                 | - % with stable housing                                                               |                                                          |                              |                                                                                                                                                                                                                         |                       |
| All families support children’s development | - % reading at grade level by third grade                                            | Increased frequency of reading with children             | Early Literacy Program       | - Increased frequency of reading with child  
- Parent surveys                                                                                                                                                                                                          | Parent surveys         |
|                                                                 | - % of children meeting developmental milestones                                      | Increased use of children’s, families’, and schools’ early learning opportunities | 1,2,3 Grow  
- School Readiness Program  
- Playgroups | - Increased parent knowledge of child development  
- Parent surveys                                                                                                                                       | Parent surveys         |
|                                                                 | - Rate of substantiated child abuse                                                  | Increased access to effective parenting programs         | Behavioral Consultation Program | - Increased parent knowledge of appropriate discipline  
- HMG database                                                                                                                                             | HMG database          |
Long Range Financial Plan

Updated - 2019 Revision
5 Year Graph
<table>
<thead>
<tr>
<th></th>
<th>GY 16-17</th>
<th>GY 17-18</th>
<th>GY 18-19</th>
<th>GY 19-20</th>
<th>GY 20-21</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>End of Year Fund Balance</strong></td>
<td>$2,367,133</td>
<td>$2,359,758</td>
<td>$2,328,818</td>
<td>$2,274,664</td>
<td>$2,197,618</td>
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<tr>
<td><strong>Total Projected Revenues</strong></td>
<td>$807,095</td>
<td>$787,102</td>
<td>$764,423</td>
<td>$711,894</td>
<td>$691,801</td>
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<tr>
<td><strong>Total Commission Funding</strong></td>
<td>$803,166</td>
<td>$794,778</td>
<td>$795,363</td>
<td>$796,048</td>
<td>$796,847</td>
</tr>
</tbody>
</table>
Endnotes

i Source: CDC WONDER
ii Ibid.
iii Source: US Census, American Community Survey
iv Source: 2015 First 5 Yuba Community Survey
v Source: California Department of Education
vi Source: California Department of Public Health
vii Sources: Resource and Referral Network Child Care Portfolios; US Census, American Community Survey; Yuba County Local Planning Council
viii US Census, American Community Survey
ix California Commission on Teacher Credentialing
x Sources: US Census, American Community Survey; Feeding America; California Employment Development Department
xi Sources: CA Department of Education Homeless Education Program; US Department of Housing and Urban Development
xii Source: California Child Welfare Indicators Project