

Roadmap to the Future for Yolo County Children and Youth Needs Assessment

July 2024

Prepared for the children and
youth of Yolo County.

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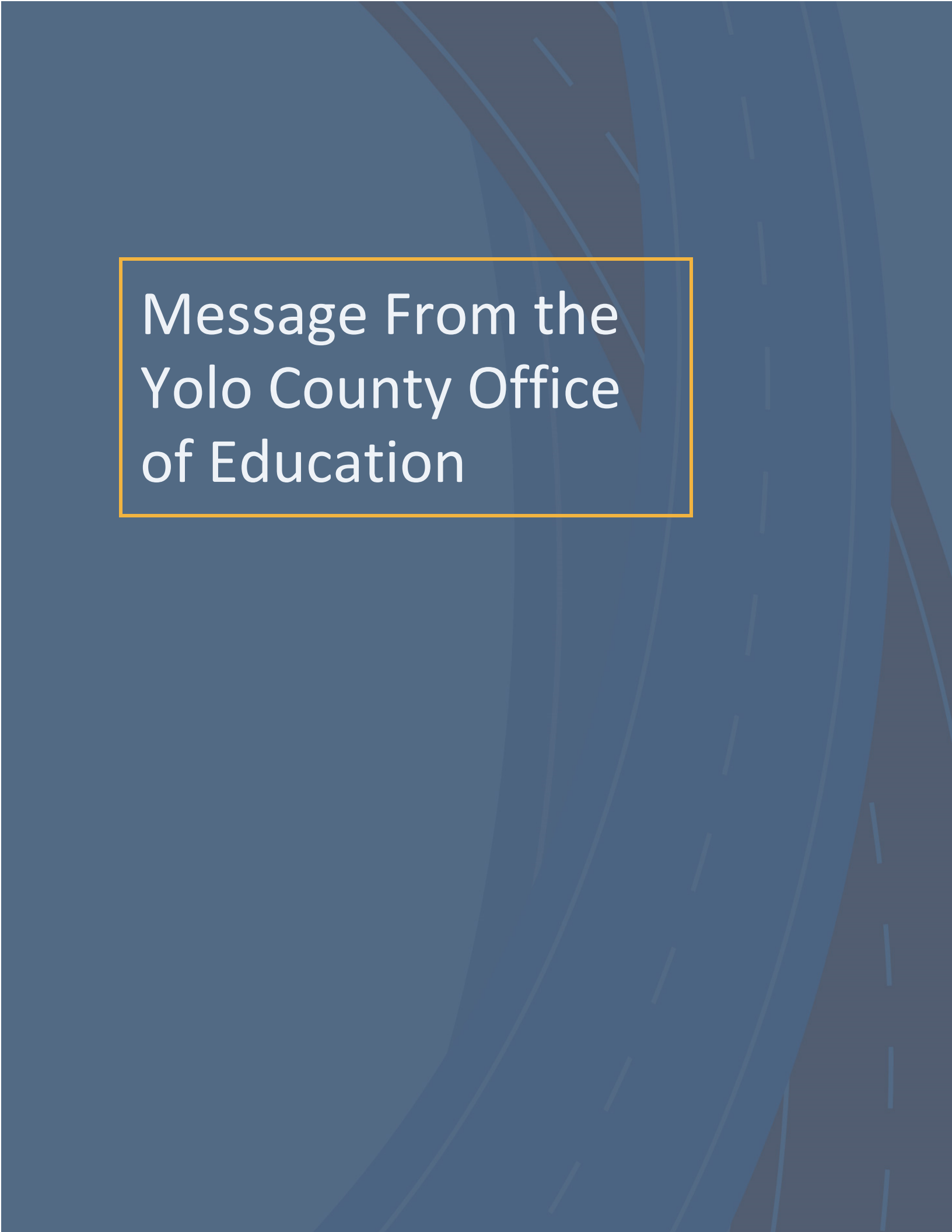
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Message From the
Yolo County Office
of Education

July 12, 2024

Dear Colleagues, Partners, and Community Members,

“What if simply being born in Yolo County becomes an advantage for every child?” This is a question that you may have heard our team ponder as we have spoken about the **Roadmap to the Future for Yolo County Children, Youth, and Families** since the initiative’s official launch in 2022. These words reflect our sincere acknowledgment that it is indeed possible for children, youth, and families to have a distinct advantage by simply being a part of a community that understands and prioritizes responding to their needs. The information contained in these pages reveals our community’s perspectives, recommendations, and aspirations for achieving such an advantage for all children and youth across Yolo County.

It is with great enthusiasm that our team presents this comprehensive needs assessment document, a foundational component of a communitywide effort to build on Yolo County’s history of collaborating to achieve important goals. This document is not just a collection of data and insights, it serves as a guide to ensure a future of thriving for children and youth.

Our vision for the Roadmap to the Future is bold and straightforward: Every child or youth born, cared for, or educated in Yolo County receives an advantage because of the community’s response to their educational and developmental needs.

How will this happen? This vision demands a deep understanding of the needs, challenges, and opportunities that exist within our community, which is precisely what this needs assessment aims to provide. Further, pursuing this vision requires active decision-making for the benefit of our children—creating an environment where every child and youth in Yolo County can realize their full potential.

This comprehensive analysis has been months in the making, involving meticulous research, community consultations, and a series of interactive community engagement sessions held in each community across the county. We are immensely grateful to the community leaders, educators, parents, and young people who contributed their time, perspectives, and expertise to this critical endeavor. Your insights have been invaluable in painting a detailed picture of the current landscape and how we can and will improve it.

This needs assessment is the next step in our continued journey. It not only outlines where we are today, but it also sets the stage for the transformative process we expect to commence soon. Our next steps involve setting specific, measurable goals based on the findings presented in this document. We will focus our efforts on filling gaps and allocating resources where they are needed most. We will continue to work in tandem with our community to achieve the vision of the Yolo County Roadmap to the Future.

For now, we encourage you to actively engage with this document. You should reflect on the findings, discuss them within your networks, and participate in any opportunities to shape the future of this work to live beyond the document. Your voice is crucial as we move forward together to turn the goals of the Roadmap to the Future into reality.

Thank you for your commitment to the children and youth of Yolo County. Together, we are building a future where every child has the support, tools, and opportunities to succeed.

Warm regards,



Garth Lewis

Garth Lewis,
County Superintendent of Schools
Roadmap Project Lead



Maria Arvizu-Espinoza

Maria Arvizu-Espinoza,
Deputy Superintendent
Roadmap Project Lead



Acknowledgments

Research and findings captured in this report reflect years of planning, community engagement, and writing of this comprehensive assessment of the needs of children, youth, and families in Yolo County. Various contributors provided support to assist in the development and completion of this needs assessment.

Roadmap to the Future Steering Team

The Yolo County Office of Education (YCOE) served as the lead agency for the Roadmap to the Future initiative. YCOE formed a steering team, led by County Superintendent Garth Lewis and Deputy Superintendent Maria Arvizu-Espinoza. The steering team also included Gayelynn Gerhart, Dr. Sonia Rambo, Anthony Volkar, Cat Vibert, and Le Taunya Westergaard.

Needs Assessment Contributors

Thank you to organizations and individuals who contributed to the completion of the countywide needs assessment. In partnership with YCOE, WestEd and Consero Solutions contributed to the authorship of the needs assessment report.

- WestEd
- Consero Solutions
- Needs Assessment Advisory Committee
- Valley Vision
- Concordia
- Terry Koehne Communications
- Yolo County Geographic Information Systems
- 211 Yolo
- Youth Development Network

Needs Assessment Funding

Funding was provided by the following public agencies, school districts, and organizations to support the completion of the needs assessment.

- County of Yolo
- City of Davis
- City of West Sacramento
- City of Winters
- City of Woodland
- Davis Joint Unified School District
- Esparto Unified School District
- Washington Unified School District
- Winters Joint Unified School District
- Woodland Joint Unified School District
- Yolo County Office of Education
- University of California, Berkeley

The Roadmap to the Future is a countywide initiative and would not have been possible without vision and leadership from the County of Yolo and the Board of Supervisors. Their decision to reserve \$5.5 million of the county’s American Rescue Plan funding for children, youth, and families was instrumental in funding this initiative.

Yolo County Board of Supervisors

- Lucas Frerichs, Chair, District 2
- Dr. Mary Vixie Sandy, Vice Chair, District 3
- Oscar Villegas, District 1
- Jim Provenza, District 4
- Angel Barajas, District 5

Yolo County Administration

- Gerardo Pinedo, County Administrator
- Mark Bryan, Deputy County Administrator
- Alexander Tengolics, Director of Strategic Operations

The Roadmap to the Future would not have been possible without overwhelming support from the community. In all, 10 engagement sessions were hosted for the community to become involved with the Roadmap to the Future initiative. Nearly 630 community members attended these sessions and provided over 1,400 points of collected data. Additionally, the initiative convened three community engagement sessions that involved leaders of over 90 organizations in Yolo County, known as “Champions.” More than 200 community members participated in the sessions, known as “Champions Sessions.” A special thank you to the youth that participated and provided feedback regarding their experiences, needs, and suggestions for actions.

In honor of the late Yolo County Supervisor Gary Sandy, we thank him for his public service and his support of this initiative. Gary's legacy encompassed decades of devoted public service, marked by his substantial contributions to the Yolo County community.

Executive Summary

The Roadmap to the Future for Yolo County Children and Youth is a countywide initiative to achieve the vision that each child born, cared for, and educated in Yolo County has an advantage because of the community’s response to their developmental needs. Conversations among local leaders in 2021 about the need to address child poverty and physical and mental health resulted in a commitment from cities, school districts, and the University of California at Berkeley to fund and complete the first-ever countywide assessment of the needs of children, youth, and families in Yolo County. The findings, needs, and actions resulting from this assessment will guide the development of a long-term strategic plan to fulfill the Roadmap to the Future’s mission, which is to develop, implement, and consistently evaluate a long-term plan to help effectively coordinate and improve the community assets and services that children, youth, and families in Yolo County need to thrive, as well as establish a shared framework to ensure their healthy development. The Roadmap to the Future’s work represents the first time an organization has identified and described countywide needs to support the healthy development of children, youth, and families in Yolo County, as well as specific needs for each Supervisorial District (District).

Needs Assessment Approach

Research Questions

Developed in collaboration with an Advisory Committee, the Needs Assessment report addresses four pivotal research questions through a mixed-methods approach, utilizing both qualitative and quantitative data. The research questions were as follows:

1. Which community assets and services are currently available in Yolo County to support children, youth, and families?
2. What are the children, youth, and family needs in Yolo County?
3. To what degree are community assets and services aligned to support children, youth, and families? In other words, what are the strengths of the system? Where do gaps exist?
4. What actions should the Yolo County community undertake to address needs consistent with identified gaps?

Five-Step Process

The Needs Assessment team used a five-step process to conduct the assessment and answer the research questions.

- **Step 1: Identify Existing Community Assets and Services, Organized by the Ten Aspects of Community¹ and by Supervisorial District.** The Roadmap to the Future team collected data on existing community assets and services in order to provide Yolo County leaders and the community with an overview of the current state of community assets and services for children, youth, and families in Yolo County. The Ten Aspects of Community include Basic Services; Cultural & Artistic; Economic; Civic and Political; Education & Information; Health & Human Services; Individual Development; Physical; Social & Associational; and Spiritual & Religious (see the “Needs Assessment Methodology” section of this report for an explanation of the Ten Aspects of Community).
- **Step 2: Identify Needs Across Yolo County and by Supervisorial District.** This involved analyzing needs in Districts 1 through 5 (see the “Needs Assessment Methodology” section of this report for an overview of the five Districts).
- **Step 3: Interview Key Informants and Describe Needs.** This step involved interviews with key informants, followed by the development of detailed countywide and District-specific needs statements, informed by community engagement and demographic data.
- **Step 4: Develop Recommendations and Strategic Actions.** This step involved filtering through the Guiding Principles—Youth and Family Voice, Access and Equity, Alignment and Coherence—and developing recommendations that align with the principles (see the “Actions to Address Needs of Children, Youth, and Families in Yolo County” section of this report for the recommendations).
- **Step 5: Achieve Desired Outcomes by Aligning Systems and Improving Services.** The desired outcomes are informed by the Roadmap to the Future’s Shared Priorities and the Youth Development Network’s Youth Development Practices (see the “Guiding Principles and Shared Priorities” section of this report for additional information).

Yolo County Children and Youth Characteristics

The needs assessment conducted for the Roadmap to the Future was tailored to address the unique circumstances of children and youth in Yolo County. Most young children in Yolo County reside in Woodland and West Sacramento, and the majority of teens and young adults reside in Davis as a result of the large student population at the University of California at Davis. The number of children and youth in Yolo County is declining overall, consistent with national

¹ The Forum for Youth Investment developed a report (Pittman et al., 2003, based on Pittman & Irby, 1996) that encapsulates essential concepts related to the approach to youth development. The report defines the Ten Aspects of Community.

trends, with a 16% decline in the population of children under 5 years old between 2018 and 2023, a 7% decline in children aged 5 through 14 years, and an 11% decline in children aged 15 through 19 years. Yolo County is diverse; over 30% of households speak a language other than English, and just over half of Yolo County residents identify as people of color—31.7% are Hispanic or Latino, 14.3% are Asian or Pacific Islander, 2.3% are Black, 0.4% are Native American, and 5.5% identify as another race. Based on the California Poverty Measure, which reflects both the cost of living and social safety net benefits, 16.6% of Yolo County’s children live in poverty. Ongoing collection of information about Yolo County children and youth will help inform the work to achieve the Roadmap to the Future’s vision. These insights are critical for shaping initiatives that address the needs of children and youth in Yolo County.

Countywide Needs

The Roadmap to the Future team identified eight countywide needs to help achieve the Roadmap to the Future’s vision, as well as needs specific to each Supervisorial District if the data supported the development of District-specific needs. Although the countywide needs and District-specific needs presented in this assessment rose to the top during the Roadmap to the Future process, future work may result in the emergence of additional needs or changes to these needs. The eight countywide needs are as follows:

Number	Countywide Need	Description
1	Increased Quality, Affordable, Reliable Childcare Options	Families need more quality, affordable, reliable childcare options across Yolo County.
2	Expanded Access to Mental Health Resources	Children, youth, and families need additional or expanded access to mental health resources, including expansion of the K–12 School Partnership Program for mental health services.
3	Improved Alternative Transportation Options	Children, youth, and families need improved transportation options to reach school, childcare sites, work, and other essential locations.
4	Expanded Learning, Engagement, and Leadership Development Opportunities	Children and youth need expanded learning, engagement, and leadership development opportunities, including integration of a youth development framework into all youth-serving organizations in Yolo County.
5	Increased Access to Affordable Housing	Children, youth, and families need diverse and affordable housing options.

Number	Countywide Need	Description
6	Expanded Access to Affordable, Healthy Food Options	Children, youth, and families need expanded access to affordable, healthy food options.
7	Improved College and Career Transitions	Children and youth in Yolo County need expanded access to college and career readiness training tailored to address geographic and demographic disparities.
8	Improved Access to Service Information and Outreach	Children, youth, and families need improved access to information about available community assets and services through additional support from 211 Yolo, expanded navigation support, and outreach.

Countywide And District-Specific Needs and Actions

An action is defined as a specific, concrete step an organization in Yolo County can implement, or apply for funding to implement, to address one or more identified needs. To develop the actions, the team engaged in community engagement sessions and interviews with key informants in Yolo County (see the “Needs Assessment Methodology” section of this report for information on the methodology). The proposed actions aim to make service information readily accessible, support families in navigating and affording services, bolster service delivery, foster inter-organizational service integration, and ensure the sustainability and maintenance of community assets. The actions presented in this section provide next steps to address the needs of children, youth, and families in Yolo County. The lack of actions for a specific District is not an indicator of that District’s need, but rather a function of the need to collect more information about that District.

Next Steps

The next steps are to develop a plan to inform investments in and improvements to community assets and services for the next 10 years. Yolo County leaders have not yet determined which agency or agencies will lead this phase, nor has funding been identified. This could involve setting specific, measurable goals based on the findings presented in this Needs Assessment and recommending further research. Future work is not the responsibility of any specific agency to complete—the Roadmap to the Future effort could identify a lead agency and additional funding to complete and implement the long-term plan. The long-term plan will further the investment in understanding and addressing these needs, with the goal of inspiring action to improve the community assets and services that children, youth, and families in Yolo County need to thrive. Leaders could focus their efforts on filling gaps and allocating resources where

they are needed most. They also could work collaboratively with the community to align with the Roadmap to the Future’s mission, which is to develop, implement, and consistently evaluate a long-term plan to help effectively coordinate and improve the community assets and services that children, youth, and families in Yolo County need to thrive, as well as establish a shared framework to ensure their healthy development.



Introduction

The Roadmap to the Future is a countywide effort to achieve the vision that each child born, cared for, and educated in Yolo County has an advantage because of the community's response to their developmental needs. Conversations among local leaders in 2021 about the need to address child poverty and physical and mental health resulted in a commitment from school districts and cities to fund and complete the first-ever countywide assessment of the needs of children, youth, and families in Yolo County. This report summarizes the results of the needs assessment and provides actions to guide the development of a long-term strategic plan to fulfill the Roadmap to the Future's mission, which is to develop, implement, and consistently evaluate a long-term plan to help effectively coordinate and improve the community assets and services children, youth, and families in Yolo County need to thrive, as well as establish a shared framework to ensure their healthy development.

Yolo County provides a rich network of community assets, and community services, that directly benefit children, youth and families. Some of these programs and services include affordable housing vouchers offered by local government agencies, as well as support groups organized by nonprofit organizations. Dedicated residents and local groups in Yolo County work steadfastly each day to support the needs of young people and families. These services are complemented by a substantial investment in community assets such as parks, homeless shelters, and community centers. The needs assessment underscores the depth and breadth of these existing community assets and services, as well as spotlights the need to sustain and expand this important support network. In addition to spotlighting the need to invest in services that already exist, the assessment revealed the necessity to create some focused new services to address identified needs.

Although existing community assets and services provide a foundation to achieve the Roadmap to the Future vision, children and youth experiencing homelessness, in foster care, who are socioeconomically disadvantaged, and who are of color require focused support to level the playing field with their peers in Yolo County who do not require extra support. This need is demonstrated not only by the voice of community members during the community engagement sessions and focus groups, but by high school graduation rates, suspension rates, and other data.

The assessment further revealed a significant need to invest in Yolo County's collaboration and engagement infrastructure, both to improve current information about existing community assets and services and to help residents access community assets and services. Access requires improved collaboration between local organizations to increase referrals as well as improved engagement to help children, youth, and families overcome language differences, cultural and economic barriers, and time constraints to understand and access services. In other words, Yolo County needs to invest not only in sustaining and expanding community assets and services, but also in maintaining a centralized, sophisticated database of community assets and services and, more important, a network of people trained to help children, youth, and families access services. These service providers, including teachers and frontline staff transitioning because of

the COVID-19 pandemic to provide services that support education (e.g., mental health services, food distribution, mentoring) through local schools, must have the training and support to implement systems focused on building trusting relationships and meeting the unique needs of an individual child, youth, or family. Since the focus of schools is academic achievement, schools also must have rigorous, integrated, and comprehensive assistance from service providers to further their changing role as a hub of community support for children and youth. Only with this type of deep and targeted investment will Yolo County realize the vision that each child born, cared for, and educated in Yolo County has an advantage because of the community's response to their academic and developmental needs.

Needs Assessment Team

The Yolo County Office of Education (YCOE), led by Superintendent Garth Lewis, initiated the Roadmap to the Future and convened a team to gather data and complete the needs assessment over two years from March 2022 through June 2024. Elected by Yolo County voters to serve as the Yolo County Superintendent of Schools in 2018 and reelected in 2022, Lewis developed the Roadmap to the Future vision in partnership with elected officials and staff from the County of Yolo, four cities, five school districts, and the YCOE. Funding was secured from each of these agencies and from the University of California at Berkeley to complete the needs assessment. Table 1 indicates the key Roadmap to the Future team members involved in the completion of the needs assessment.

Table 1. Roadmap to the Future Needs Assessment Team

Partner	Team Members
Yolo County Office of Education	Garth Lewis, County Superintendent of Schools Maria Arvizu-Espinoza, Deputy Superintendent Anthony Volkar, Public Information Officer Le Taunya Westergaard, Project Coordinator Gayelynn Gerhart, Director, Special Projects Sonia Rambo, Director, Prevention and Wellness
WestEd	Lupita Alcalá, Director, Education Policy and Outcomes Lisa Eisenberg, Project Director, Child and Youth Health Financing Marianne Justus, Project Director, Quality Schools and Districts Joanna Mathias, Senior Research Associate, Econometrics and School Policy Isiah Iniguez, Research Associate, Improvement Science Hope Harrington, Research Associate, Resource Planning
Consero Solutions	Petrea Marchand, President Danaka DeBow, Principal Consultant Natalie McDonald, Associate Consultant
Terry Koehne Communications	Terry Koehne, Owner

The YCOE provides leadership, fiscal support, and fiscal oversight for the Davis, Esparto, Washington, Woodland, and Winters school districts, serving approximately 30,000 students. Consero Solutions is a social impact consulting firm based in Northern California focused on empowering local organizations to enrich communities and protect the environment. Consero joined the team in June 2022. WestEd is a national, nonpartisan research, development, and service agency, working with education and other communities to promote excellence, achieve equity, and improve learning for children, youth, and adults. WestEd joined the team in January 2024.

Background

In June 2021, 21 local elected leaders in Yolo County co-authored an opinion editorial in local newspapers (*The Davis Enterprise*, *Winters Express*) entitled “Mapping the Future for Yolo County Youths.” The op-ed called for development of a long-term plan to confront the issues of poverty and physical and mental health facing Yolo County children and youth, which are exacerbated because of the COVID-19 pandemic. Following the op-ed, Yolo County Supervisor Jim Provenza, Yolo County Assessor, Clerk Recorder, and Chief Election Official Jesse Salinas, Yolo County Superintendent of Schools Garth Lewis, and Yolo County Supervisor Lucas Frerichs (then City of Davis Vice-Mayor) convened Yolo County leaders to determine next steps, which resulted in a request for funding from Yolo County, the Yolo County Office of Education (YCOE), the four cities in Yolo County, and the five school districts in Yolo County to develop a Roadmap to the Future (the Roadmap) for Yolo County children, youth, and families. The Roadmap consists of four phases:

Phase 0: YCOE led three virtual Children, Youth, and Family Convenings from August 2021 through February 2022 to develop principles and shared priorities (described in the “Guiding Principles and Shared Priorities” section) to guide the Roadmap. Over 50 elected officials and community leaders attended the virtual convenings.²

² A grant from the James B. McClatchy Foundation provided funding for the convenings.

Phase 1: Community Assets and Services Data Collection and Mapping: In 2023, the Roadmap to the Future team completed the first-ever countywide collection of community assets and services data to provide information about the existing system of support for children, youth, and families in Yolo County, including countywide services and non-place-based services. The team created community asset and service maps for the five Yolo County Supervisorial Districts; secured input on missing and incomplete community assets and services from the community during the 2023 All In! For Children and Youth community engagement sessions; incorporated community input into revised maps; and created a Geographic Information Systems dashboard of identified community assets and services.

Phase 2: Needs Assessment: The Roadmap to the Future team conducted this needs assessment to identify community assets and services in which the community should invest to help support children, youth, and families. The needs assessment provides a comprehensive understanding of the strengths and gaps in the current service delivery system for children, youth, and families and in community assets, such as parks, sports facilities, museums, and theaters. The assessment focuses on developing recommendations necessary to achieve the Roadmap's vision and mission.

Phase 3: Long-Term Plan: A plan will be developed to inform investments in and improvements to community assets and services for the next 10 years. Yolo County leaders have not yet determined which agency or agencies will lead this phase, nor has funding been identified for this phase.

Guiding Principles and Shared Priorities

The three guiding principles and four shared priorities developed during Phase 0 (Figure 1) informed the Roadmap to the Future team's work to develop the needs assessment. The team will continue to use these principles and shared priorities to guide the long-term strategic plan and associated efforts of the Roadmap to the Future initiative, as they are foundational to the approach to the needs assessment.

Figure 1. Roadmap to the Future Guiding Principles and Shared Priorities.



Source: Youth Development Network, 2023

Figure 1 is a diagram, A Focus on the Whole Child, is structured in part as three circles describing the Guiding Principles and divided into four shared priorities feeding into examples of each of the principles. The Guiding Principles are Access and Equity, Youth and Family Voice, and Alignment and Coherence. The four Shared Priorities are

1. Quality Childcare, Early Learning, and TK–12;
2. Mental Health and Wellness;
3. Welcoming Beacons of Community Life; and
4. Thriving in Young Adulthood.

Examples of shared priorities include Quality Childcare and Early Learning and TK–12: Childcare Networks and Expanded Learning Opportunities; Mental Health and Wellness: School-Based and Early Childhood Mental Health Services; Welcoming Beacons of Community Life: Full-Service Community Schools; and Thriving and Young Adulthood: Internships and First Generation Support.

Needs Assessment Overview

The Roadmap to the Future team conducted a needs assessment of community assets and services to benefit children, youth, and families in Yolo County and developed actions to address the needs that the assessment revealed. The needs assessment included the following key tasks:

- 1. Needs Assessment Plan:** The team drafted and refined a plan to complete the needs assessment, including input from the Roadmap to the Future Advisory Committee, to ensure a robust methodology for the needs assessment.
- 2. Interagency Coordination:** The team facilitated interagency meetings and interviews to ensure that the needs assessment would integrate information from concurrent needs assessments or other initiatives related to systems change and alignment in Yolo County.
- 3. Community Engagement:** The team conducted community engagement meetings in each Supervisorial District, key informant interviews, and youth focus groups. The team ensured that diverse voices provided input, fostering increased ownership of the needs assessment.
- 4. Needs Assessment:** The team identified needs and drafted actions to address the needs based on the extensive data collected for the assessment and compiled the information in this report.
- 5. Advisory Committee Review:** The Advisory Committee convened six times over six months in 2024 to review and inform development of the needs assessment.

More information about the team's efforts to secure community input to inform the needs assessment is provided below.

Interagency Coordination

To ensure alignment of this needs assessment with other system change efforts related to children, youth, and families in Yolo County, the team reviewed and analyzed 16 other regional needs assessments and strategic plans related to children, youth, and families from the following agencies: the Esparto Unified School District, the Washington Unified School District, Woodland Joint Unified/City of Woodland, Davis Joint Unified, the Davis Arts Center, Woodland

Memorial Hospital, Sutter Hospital, Woodland Community College, the University of California at Davis, the Yolo County Office of Education (YCOE), the Yolo County Health and Human Services Agency, the County of Yolo, YCOE Prevention and Wellness, the Local Child Care Planning Council, Head Start Community Assessment, and First 5 Yolo.

Following this review, on April 10, 2024, YCOE hosted an Interagency Coordination Working Session and invited representatives of the multiple organizations and agencies whose needs assessments and strategic plans the team reviewed. The meeting focused on ensuring that the Roadmap to the Future needs assessment integrated the work of other organizations and emphasized coordination between organizations across Yolo County. Participants at the meeting reviewed the identified themes and collectively recommended actions to address the themes. These actions are detailed in the section “Actions to Address Needs of Children, Youth, and Families in Yolo County.”. See Appendix C for a summary of the session and a list of the needs assessments the team reviewed.

Community Engagement

Over the course of the Roadmap to the Future collaboration, the team held multiple rounds of community engagement sessions with members of the community and sessions with over 90 organizations in Yolo County, the Champions. This community engagement work consisted of the following:

Round 1 Community Engagement Sessions. In 2022, the team conducted the first round of five community engagement sessions in four cities and one unincorporated community, encompassing all five Supervisorial Districts of Yolo County. The sessions, called ALL IN! for Children and Youth, were organized by the consulting firm Concordia. Community members from each Supervisorial District (District) gathered at the meetings to learn about the Roadmap to the Future’s vision, mission, and phases. Through roundtable exercises with detailed maps, surveys, and collective conversations, community members reviewed existing community assets and services, identified missing community assets and services, and identified needs to improve community assets and services for children, youth, and families in Yolo County. Throughout the five sessions, nearly 370 community members participated.

Round 2 Community Engagement Sessions. In early April 2023, the team worked with Valley Vision to host the second round of ALL IN! for Children and Youth sessions. The team disseminated the quantitative findings and preliminary insights during these sessions and collected additional input regarding needs. Each of the five Round 2 sessions incorporated dynamic elements, such as live interactive polling, moderated discussions at tables, and a post-event survey. During this round, Valley Vision also conducted focus groups with community leaders and youth. Throughout the five sessions, nearly 260 community members participated.

Champions Sessions. During spring 2023 and spring 2024, the team convened the Champions, leaders of Yolo County organizations serving children, youth, and families. There were three Champions Sessions, where over 200 community leaders came together to discuss countywide needs. The Champions provided additional insights on needs specific to Supervisorial Districts within the county and proposed recommendations and actions to address needs in Yolo County.

Key Informant Interviews. In May 2024, the team interviewed six subject area experts, or key informants, to provide additional context to countywide needs, District-specific needs, research recommendations, and actions. The key informants represented the Yolo Food Bank, Yolo Transportation District, Yolo Housing Authority, and Yolo County Health and Human Services Agency.

Valley Vision Interviews and Focus Groups: In 2023, the team coordinated with Valley Vision to conduct two youth focus groups and 14 interviews with community members and leaders of organizations focused on children, youth, and families.

Youth Commission Focus Group: In response to Advisory Committee feedback, the team conducted a youth focus group with members of the Yolo Youth Commission in 2024. The team presented youth with the top countywide needs in Yolo County and discussed how the needs manifest in their respective communities.

Advisory Committee

The team established an Advisory Committee to guide the completion of the needs assessment. The Advisory Committee met with the team six times during 2024 to help ensure the accurate identification of needs and actions. The key objectives of the Advisory Committee as described in the charter are as follows:³

- To facilitate a systematic and unbiased assessment of needs for community assets and services benefiting children, youth, and families in Yolo County
- To ensure alignment of needs assessment activities with Roadmap to the Future goals and priorities
- To promote cross-functional collaboration and information sharing
- To review and validate the findings of the needs assessment process
- To provide recommendations for decision-makers based on identified needs

The Advisory Committee was composed of 12 representatives from various government agencies and organizations with youth-related experience, ensuring diversity in perspectives and expertise. Table 2 lists the members.

Table 2. Advisory Committee Members

Committee Member	Title	Organization
Maria Arvizu-Espinoza, Chair	Deputy Superintendent	Yolo County Office of Education
Dr. Dawnté Early	President and CEO	United Way California Capital Region
Gina Daleiden	Executive Director	First 5 Yolo

³ The Advisory Committee Charter is included as Appendix B.

Committee Member	Title	Organization
Dr. Jacob Hibel	Director	University of California at Davis California Public Education Policy Analysis Lab
Jayne Williams	Executive Director	All Leaders Must Serve
Jesse Loren	Liaison and City Council Member	Winters Hispanic Advisory Committee
Karleen Jakowski	Assistant Director and Mental Health Director	Yolo County Health and Human Services Agency
Dr. Michal Kurlaender	Professor of Education Policy	University of California at Davis School of Education
Rachelle Gayton	Division Manager of Operations	Yolo County Probation
Dr. Rody Boonchouy	Superintendent	Winters Joint Unified School District
Susan Alves	Retired Educator and Trustee	Yuba Community College District
Sylvina Frausto	Community Leader	Community Leader for Woodland and rural Yolo County

Needs Assessment Methodology

The Roadmap to the Future needs assessment provides the Yolo County community, including agencies that deliver services and decision-makers, with a comprehensive overview of the needs of children, youth, and families in the county. It also details the existing community assets and services available to help meet those needs. The team developed the following methodology, including research questions, to inform the needs assessment as part of the needs assessment plan developed in coordination with the Advisory Committee

Research Questions

This section provides a detailed overview of the methodology used to address the research questions presented in this study. The approach involved a mixed-methods research design, leveraging both quantitative and qualitative data to gain a comprehensive understanding of the community assets, services, and needs in Yolo County. The team prioritized a systematic review and categorization of data to ensure a robust analysis to inform Yolo County leaders and community members.

The team developed the following four research questions to guide the needs assessment:

1. Which community assets and services are currently available in Yolo County to support children, youth, and families?
2. What are the children, youth, and family needs in Yolo County?
3. To what degree are community assets and services aligned to support children, youth, and families? In other words, what are the strengths of the system? Where do gaps exist?
4. What actions should the Yolo County community undertake to address needs consistent with identified gaps?

Approach to the Research Questions

Research Question 1 focused on identifying which community assets and services were available to children, youth, and families in Yolo County to provide leaders in Yolo County, including Yolo County Office of Education (YCOE) leaders, with an overview of the existing state of community assets and services. The team refined and categorized community assets and services for children, youth, and families in Yolo County according to the Ten Aspects of Community (Figure 3). Data were sourced from Concordia’s Asset Mapping and 211 Yolo’s databases to ensure a thorough collection.

Research Question 2 aimed to pinpoint the specific needs of children, youth, and families in Yolo County. The team compiled data on these needs from the initial two rounds of community engagement sessions and categorized them by distinct codes, such as expanded learning, mental health, and transportation. By tallying the frequency of these codes per Supervisorial District, the team identified the eight countywide needs that define this needs assessment. The team used additional data from other needs assessments, focus groups, interviews, and community discussions to further describe the needs. To delve deeper into District-specific needs, the team analyzed pertinent quantitative data and collected additional qualitative data, including from key informant interviews and a Champions Session, which harnessed the insights of local experts on District-specific needs.

Research Question 3 involved a detailed analysis of data from interviews, focus groups, community engagement sessions, and quantitative datasets to assess how well assets and services aligned with the community’s needs, with a focus on strengths and gaps in services and

community assets. The team examined disparities in the distribution of community assets and services across different Supervisorial Districts to address location-based inequities. The needs assessment also identified strengths within the community assets and services, providing insight into how policymakers can leverage these strengths to improve accessible services in Yolo County.

Research Question 4, which provides recommended actions, was informed by the team’s analysis of all collected data and by recommendations from local leaders through the community engagement sessions, key informant interviews, and a Champions Session. Recommendations were organized by Supervisorial District and the eight countywide needs developed as a result of the Research Question 2 analysis.

Data Sources

Throughout Phase 1 and Phase 2 of Roadmap to the Future, the team collected substantial data to inform the needs assessment. In 2024, the team reviewed and analyzed the data from the community engagement sessions, Champions sessions, and focus groups and validated these findings through a comparison with the outcomes from additional community engagement and interagency coordination. Below is an outline of some of the existing data sources the team utilized to answer the research questions.

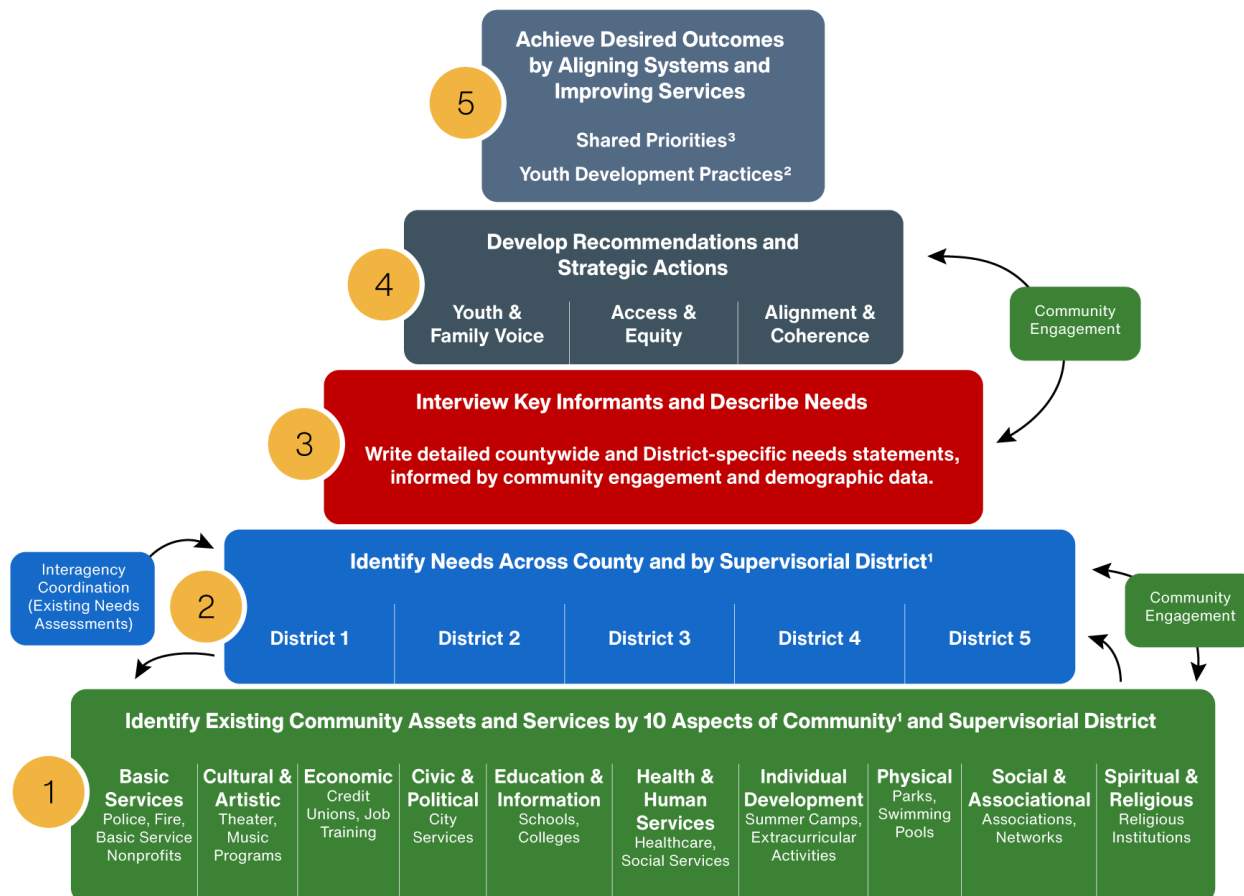
- **Concordia/211 Yolo – Yolo’s Community Assets and Services Data:** In early 2023, the team worked with Concordia to create a spreadsheet of existing community assets and services in Yolo County, which was reviewed during the community engagement sessions and revised in accordance with community member feedback. In late 2023, YCOE updated the spreadsheet with information from the database of 211 Yolo, a free, confidential information and referral service available 24 hours a day, seven days a week. These data were a useful starting point for identifying which existing community assets and services are available to children, youth, and families.
- **Yolo Geographic Information System – Yolo County Community Assets and Services:** The team collaborated with the County of Yolo Innovation and Technology Services to develop a Geographic Information System (GIS) map of assets and services in Yolo County by Aspect of Community and Supervisorial District. The list of assets and services came from Concordia’s and 211 Yolo’s community assets and services data.
- **Concordia’s Round 1 Community Engagement Summary and Raw Community Assets and Services Needs Data:** The team summarized the community engagement process and included the community member responses in an appendix to the summary, which captures input from community members on needs for community assets and services.

- **211 Yolo Needs Data:** 211 Yolo provided needs data from phone calls requesting services for children, youth, and families in Yolo County. The team reviewed the available data with 211 Yolo to determine whether the data would inform the research question.
- **Valley Vision’s Round 2 Community Engagement Raw Needs Data:** Like the Concordia data source, these data provide information on the needs of Yolo County children, youth, and families and include data from small-group discussions across the county.
- **Publicly Available Quantitative Data.** The team reviewed publicly available quantitative data to provide demographic and statistical context for Yolo County and each Supervisorial District. Please note, many publicly available data sources do not categorize data by Supervisorial District, including the U.S. Census County Divisions (CCDs), District surveys, and municipal statistics. Please see the map in Figure 4, Yolo County Supervisorial Districts, for reference.

Roadmap to the Future Five-Step Process

The team used the Roadmap Needs Assessment Five-Step Process (see Figure 2) to conduct the needs assessment. The five-step process encompasses all aspects of the methodology.

Figure 2. Roadmap Needs Assessment Five-Step Process



Source: Consero and YCOE, 2024

1. Johnson Pittman, et al. (2003). *Preventing Problems, Promoting Development, Encouraging Engagement*. The Forum for Youth Investment. 2. Youth Development Network. (2016). *Youth Development Framework for Practice*. Youth Development Network. 3. Roadmap to the Future, Yolo County Office of Education.

Figure 2 is a diagram that describes the Roadmap to the Future Needs Assessment Five-Step Process, which is structured as a pyramid divided into five steps. Each step feeds into the next, and community engagement and interagency coordination are essential components throughout the process.

Step 1: Identify Existing Community Assets and Services by the 10 Aspects of Community and Supervisorial District. These aspects include Basic Services (Police, Fire, Basic Service Nonprofits), Cultural & Artistic (Theater, Music Programs), Economic (Credit Unions, Job Training), Civic & Political (City Services), Education & Information (Schools, Colleges), Health & Human Services (Healthcare, Social Services), Individual Development (Summer Camps, Extracurricular Activities), Physical (Parks, Swimming Pools), Social & Associational (Associations, Networks), and Spiritual & Religious (Religious Institutions).

Step 2: Identify Needs Across Yolo County and by Supervisorial District. This involves analyzing needs in Districts 1 through 5.

Step 3: Interview Key Informants and Describe Needs. Write detailed countywide and District-specific needs statements, informed by community engagement and demographic data.

Step 4: Develop Recommendations and Strategic Actions. Filter through Guiding Principles—Youth & Family Voice, Access & Equity, Alignment & Coherence.

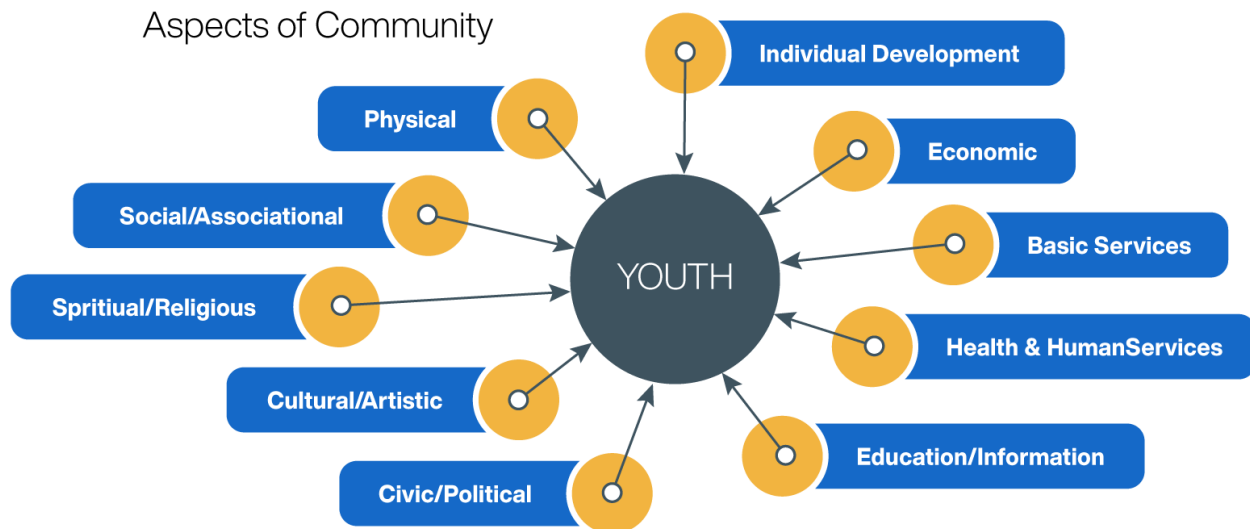
Step 5: Achieve Desired Outcomes by Aligning Systems and Improving Services. The Desired Outcomes are informed by the Roadmap to the Future’s Shared Priorities and the Youth Development Network’s Youth Development Practices.

Data Analysis and Reporting

The Forum for Youth Investment’s Ten Aspects of Community that Support Youth

The needs assessment categorizes existing community assets and services by the Ten Aspects of Community (Pittman et al., 2003; Pittman & Irby, 1996) and by Yolo County Supervisorial District. The Forum for Youth Investment developed a report (Pittman et al., 2003, based on Pittman & Irby, 1996) that encapsulates essential concepts related to the approach to youth development. The report defines Ten Aspects of Community (Figure 2): Basic Services; Cultural and Artistic; Economic; Civic and Political; Education and Information; Health and Human Services; Individual Development; Physical; Social and Associational; and Spiritual and Religious. The needs assessment utilized the Ten Aspects of Community to organize the community assets and services data.

Figure 3. Ten Community Assets that Support Youth



Source: Pittman et al., 2003, based on Pittman & Irby, 1996

Figure 3 shows ten aspects of community that directly affect youth:

1. **Individual Development:** Community Members' Competencies
2. **Economic:** Commercial Real Estate, Businesses, Employment, Financial Institutions
3. **Physical:** Housing, Parks, Playgrounds, Natural Environment
4. **Basic Services:** Public Transportation, Sanitation, Police, Fire, Telephone, Electricity
5. **Health & Human Services:** Health Care, Health Education, Prevention, Child & Elder Care
6. **Education / Information:** Schools, Colleges, Training, Adult Education, Libraries, Museums, Media
7. **Civic / Political:** Advocacy, Organizing, Governance, Decision Making
8. **Cultural / Artistic:** Theater, Museums, Music
9. **Spiritual / Religious:** The Faith Community
10. **Social / Associational:** Community Cohesion, Formal & Informal Networks, Associations, Relationships

Supervisory Districts

The team categorized needs and recommended actions by Yolo County Supervisorial District. (The team also categorized the existing community assets and services by Yolo County Supervisorial District.) According to the 2021 Yolo County Redistricting website page, the five Districts encompass a total population of 216,922 people, divided roughly equally among all five Districts. A brief description of each District follows (see Figure 3 for a map):

District 1: This District, home to 42,774 Yolo County residents, includes a portion of the City of West Sacramento, the unincorporated town of Clarksburg, and the unincorporated area known as the River Delta (a portion of the Yolo Bypass Wildlife Area and the Deep Water Ship Canal). Supervisor Oscar Villegas represents District 1 on the Yolo County Board of Supervisors.

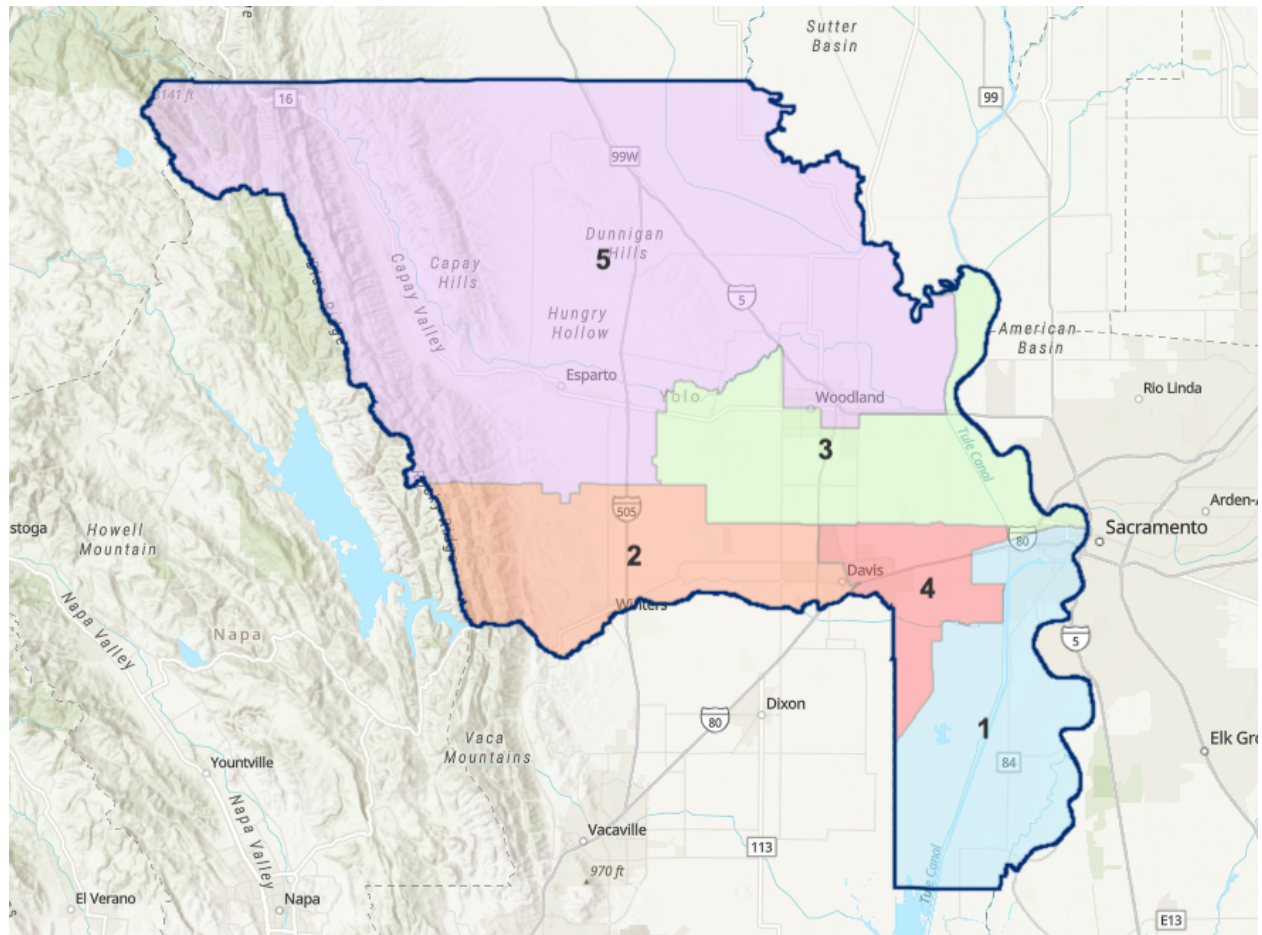
District 2: This District, home to 43,851 Yolo County residents, includes the City of Winters and the west side of the City of Davis. Supervisor Lucas Frerichs represents District 2 on the Yolo County Board of Supervisors.

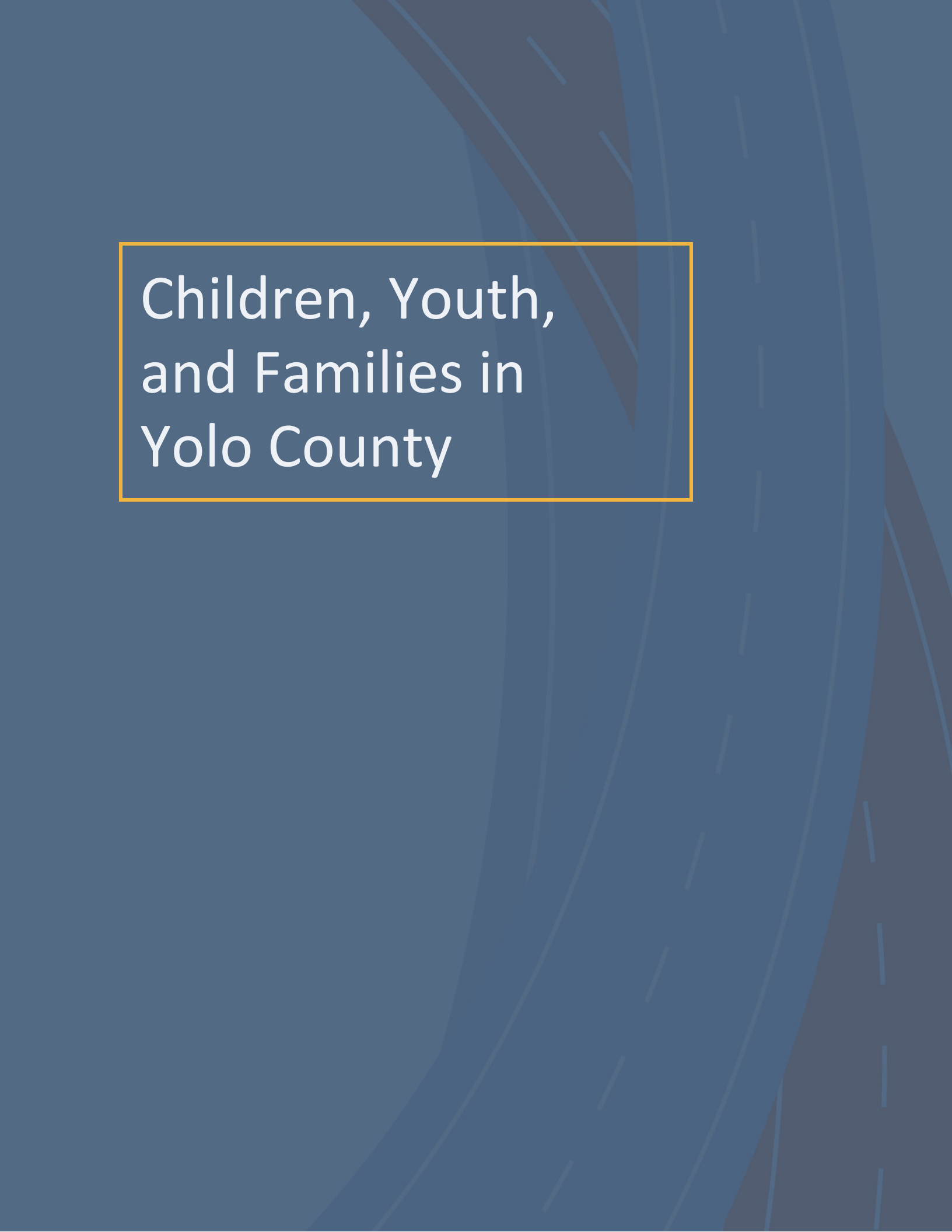
District 3: This District, home to 43,766 Yolo County residents, includes the southern part of the City of Woodland, the unincorporated areas of West Woodland, Monument Hills, and Elkhorn, and the northern part of the City of West Sacramento. Supervisor Mary Vixie Sandy represents District 3 on the Yolo County Board of Supervisors.

District 4: This District, home to 43,022 Yolo County residents, includes the eastern and southern portion of the City of Davis, the unincorporated towns of El Macero, East Davis, and a portion of the Yolo Bypass Wildlife Area. Supervisor Jim Provenza represents District 4 on the Yolo County Board of Supervisors.

District 5: This District, home to 43,509 Yolo County residents, includes the unincorporated towns of Brooks, Capay, Guinda, Rumsey, Zamora, Esparto, Madison, Knights Landing, Dunnigan, and Yolo as well as the northern side of the City of Woodland. Supervisor Angel Barajas represents District 5 on the Yolo County Board of Supervisors.

Figure 4. Yolo County's Supervisorial Districts



The background is a solid dark blue color with several lighter blue, curved, abstract shapes that create a sense of movement and depth. A thin, dashed white line runs vertically through the right side of the image.

Children, Youth, and Families in Yolo County

The following section describes demographic, economic, educational, and regional characteristics of children, youth, and families in Yolo County.

Geographic Areas

Data on the children, youth, and families in Yolo County are available by several different geographic areas. Data in this section are provided by CCDs and school districts. Figure 5 compares the boundaries of CCDs with the Supervisorial Districts. Table 3 lists the school districts by Supervisorial District, with the acknowledgment that the boundaries of CCDs and school districts do not align perfectly with the Supervisorial Districts.

Figure 5. County Census Districts (Left) and Supervisorial Districts (Right)

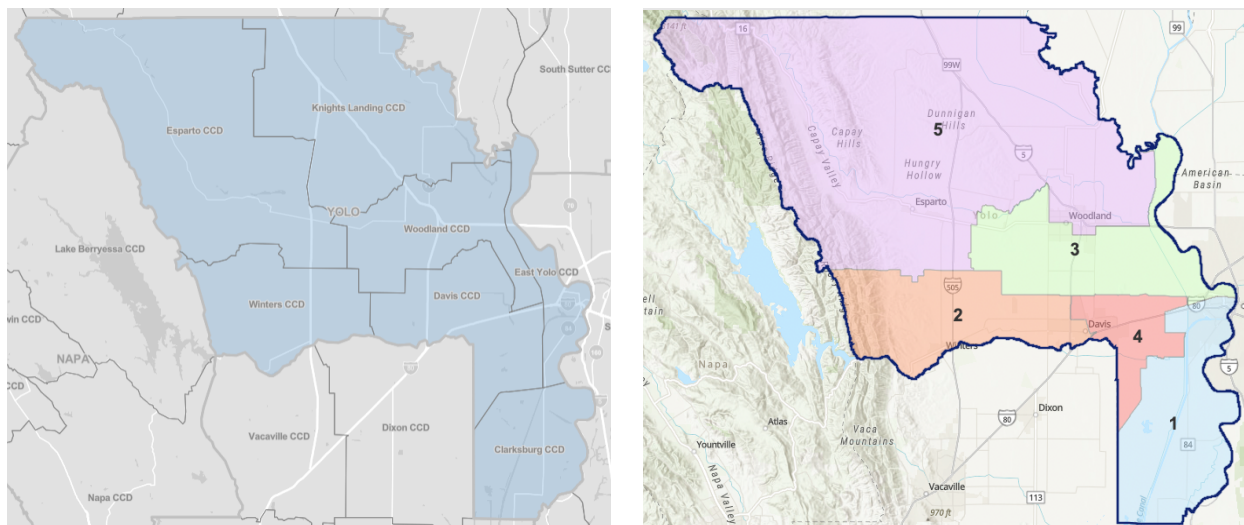


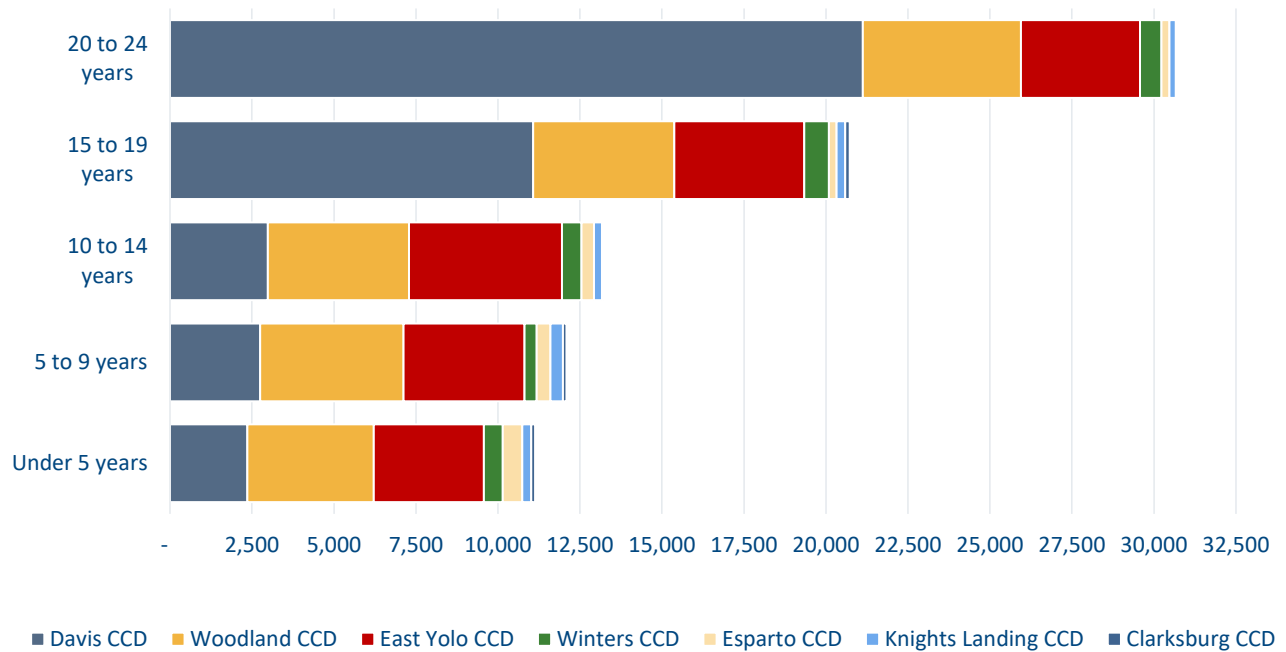
Table 3. Alignment of Regional Divisions by Supervisorial District for Needs Assessment Analysis

Supervisorial District	County Census District	School District
1	Clarksburg CCD, East Yolo CCD (Includes West Sacramento)	Washington Unified
2	Winters CCD	Winters Unified
3	Woodland CCD	Woodland Joint Unified
4	Davis CCD	Davis Joint Unified
5	Esparto CCD, Knights Landing CCD	Esparto Unified

Population by Age

Most of Yolo County’s young children live in Woodland and West Sacramento, whereas most teens and young adults live in Davis. Figure 6 below shows the distribution of residents by age across each of Yolo County’s seven CCDs. Residents aged 20 through 24 years make up the largest group, followed by residents aged 15 through 19 years, with the majority of that population living in Davis, which is driven by the large college campus in Davis. The largest number of residents under age 15 are in Woodland CCD and East Yolo CCD (West Sacramento), followed by Davis CCD.

Figure 6. Population Under 25 by County Census District, 2022



Note: See [Appendix E](#) for a table of data in this figure.

Source: U.S. Census Bureau, 2022a

Overall, the populations of children and young people in Yolo County declined between 2018 and 2023. There were substantial declines in the number of children under 5 years (16%) and 10 through 19 years (11%), and the population of children aged 5 through 9 declined 7 percent (Table 4). There was growth in the population of residents aged 20 through 24 (8%), which is the largest age group in the county (based on 5-year age brackets).

Table 4. Age Cohorts From 2018 Through 2023

Age Cohort	2018 Population	2023 Population	Change	% Change	2023 % of Population
Under 5 years	12,172	10,244	(1,928)	(16%)	4.7%
5–9 years	12,818	11,957	(861)	(7%)	5.5%
10–14 years	13,259	12,366	(893)	(7%)	5.7%
15–19 years	21,754	19,460	(2,294)	(11%)	8.9%

Age Cohort	2018 Population	2023 Population	Change	% Change	2023 % of Population
20–24 years	30,728	33,073	2,345	8%	15.1%

Source: Lightcast, 2024

Poverty and Family Income

Poverty is a widespread issue in Yolo County and, arguably, an underlying condition driving many of the negative outcomes identified as needs in this assessment. Based on the California Poverty Measure (CPM), which reflects both the cost of living and social safety net benefits, Yolo County had the highest overall poverty rate and one of the highest child poverty rates in California in the first quarter of 2023 (Public Policy Institute of California, 2023). Based on the CPM, 19.5% of Yolo County residents live in poverty, and 16.6% of the county’s children live in poverty.

Single mothers have very low income compared with the average for all family households. Table 5 shows the median incomes for single mothers and for all families for the CCDs where median income is reported for single mothers. In 2021, the living income needed for a one-adult, one-child household was \$82,533 (Massachusetts Institute of Technology, 2024). The median income for single-mother households is far below that of each CCD, with Winters and Woodland being the lowest.

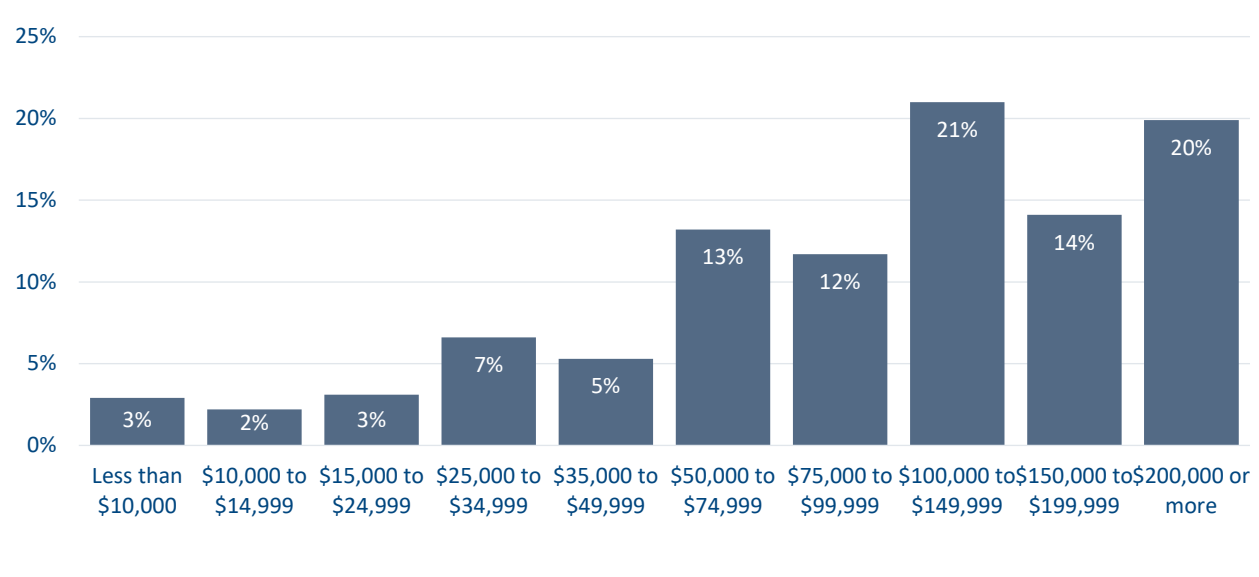
Table 5. Median Family Income, for Female Householder, No Spouse Present, With Children Under 18 Years, 2022

	Number of Households	Share of Population	Median Income for Single Mothers	Median Income for All Families
Davis CCD	941	7.1%	\$ 62,730	\$ 151,952
East Yolo CCD (Including West Sacramento)	1,635	12.3%	\$53,906	\$102,488
Winters CCD	142	6.6%	\$24,375	\$148,609
Woodland CCD	1,794	10.9%	\$39,022	\$96,002

Source: U.S. Census Bureau, 2022e

Figure 7 shows the distribution of household income for families in Yolo County. Although more than half (55%) of Yolo County families earn incomes above \$100,000 per year, 15% of families earn less than \$35,000 per year, which is below the poverty threshold (\$37,442) for a family of four based on the CPM (Public Policy Institute of California, 2023).

Figure 7. Household Income for Families in the Past 12 Months, Yolo County



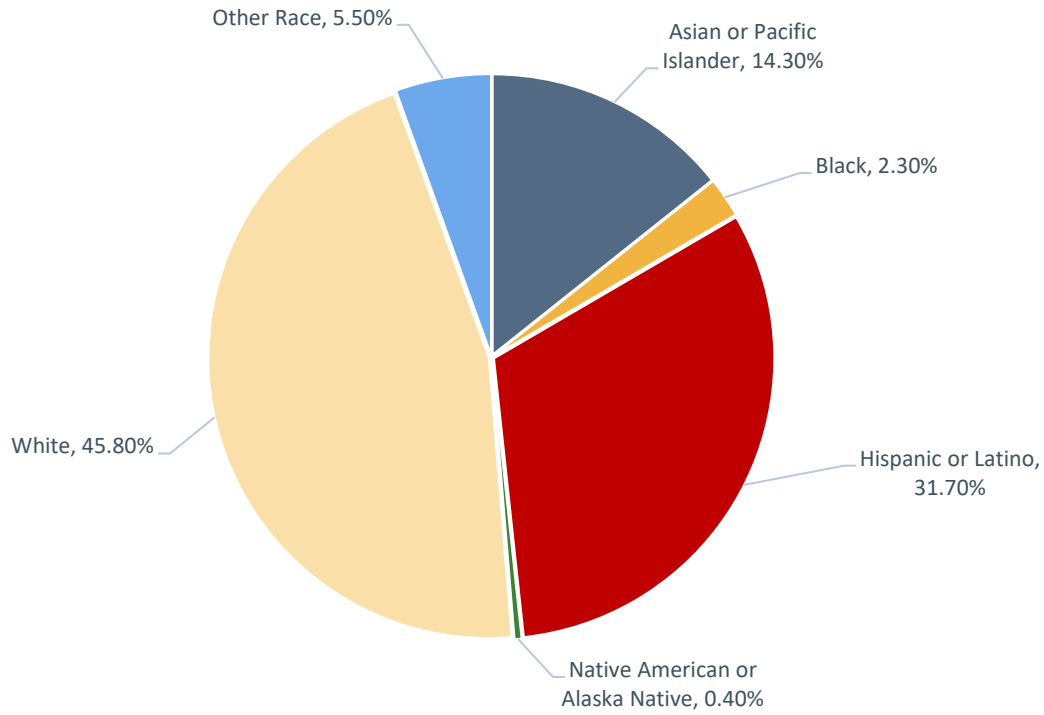
Note: See [Appendix E](#) for a table of data in this figure.

Source: U.S. Census Bureau, 2022e

Race, Ethnicity, and Language Spoken

Yolo County has a diverse population. Figure 8 provides the racial composition of the county, with Hispanic or Latino being inclusive. In Yolo County, 62% of households are English-only, 23% speak Spanish, and 6% speak an Asian or Pacific Island language (Table 6). It should be noted that there are portions of Yolo County where other languages are spoken, such as Russian in the City of West Sacramento. Yolo County is also home to migrant communities, especially in Davis and Esparto. Figure 9 shows the racial and ethnic composition of school districts in the county. A larger percentage of Esparto Unified’s and Woodland Joint Unified’s student population is Hispanic or Latino, at 76.1% and 69.1%, respectively, compared with the overall county breakdown of 47.9%. Davis Joint Unified, Winters Joint Unified, and YCOE have higher percentages of White students (45.4%, 37.7%, and 67.3%, respectively) compared with the overall county percentage of 29.8%. Davis Joint Unified and Washington Unified have higher percentages of Asian students, at 15.9% and 15.4%, respectively, compared with the countywide average of 10.8%.

Figure 8. Racial Breakdown, Yolo County



Note: See [Appendix E](#) for a table of data in this figure.

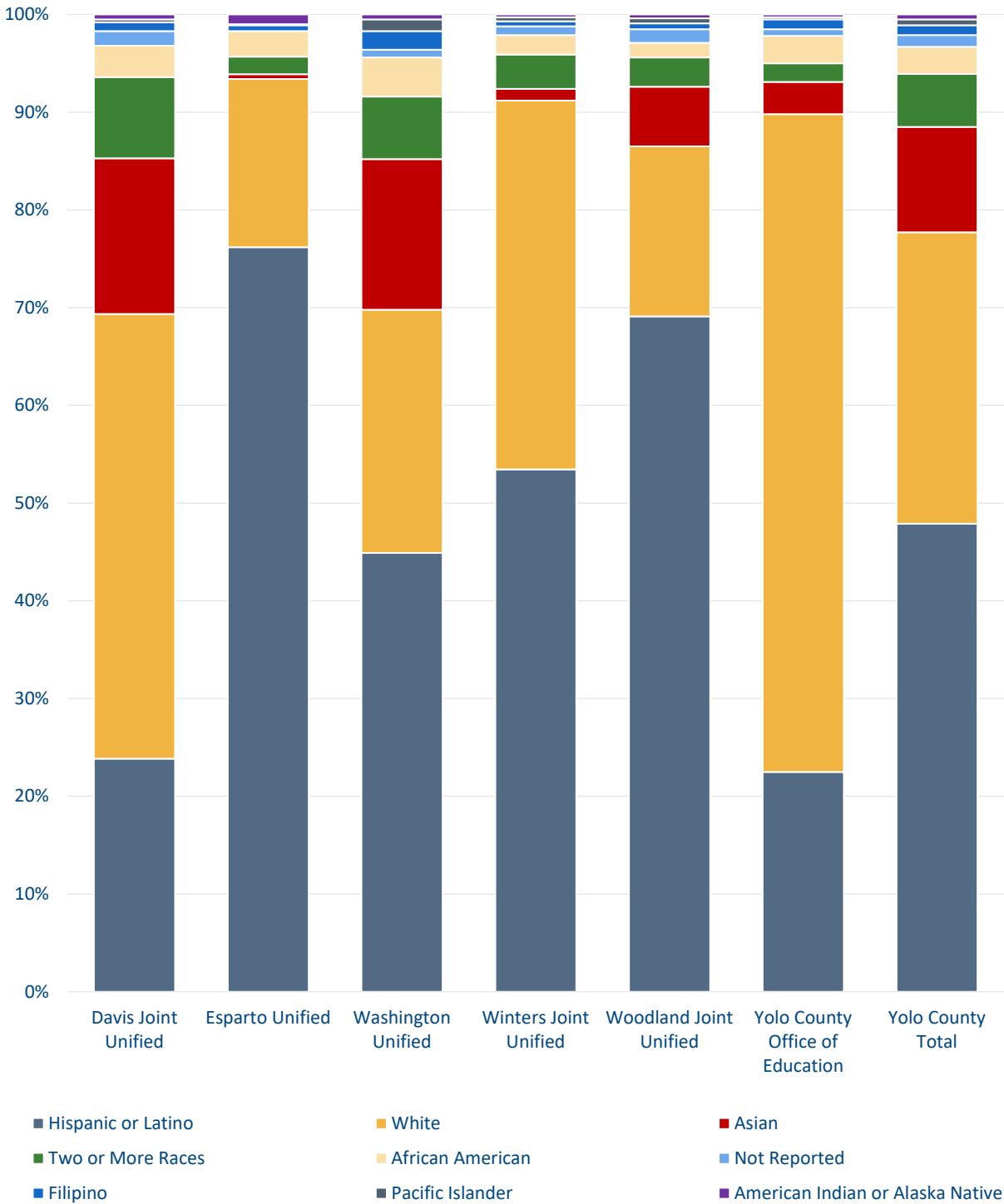
Source: U.S. Census Bureau, 2020

Table 6. Language Spoken at Home, Yolo County 2021 Estimates

English only	62%
Spanish	23%
Asian/Pacific Island language	6%
Another language	1%

Source: California Childcare Resource and Referral Network, 2023

Figure 9. Race/Ethnicity Composition by School District, School Year 2022/23



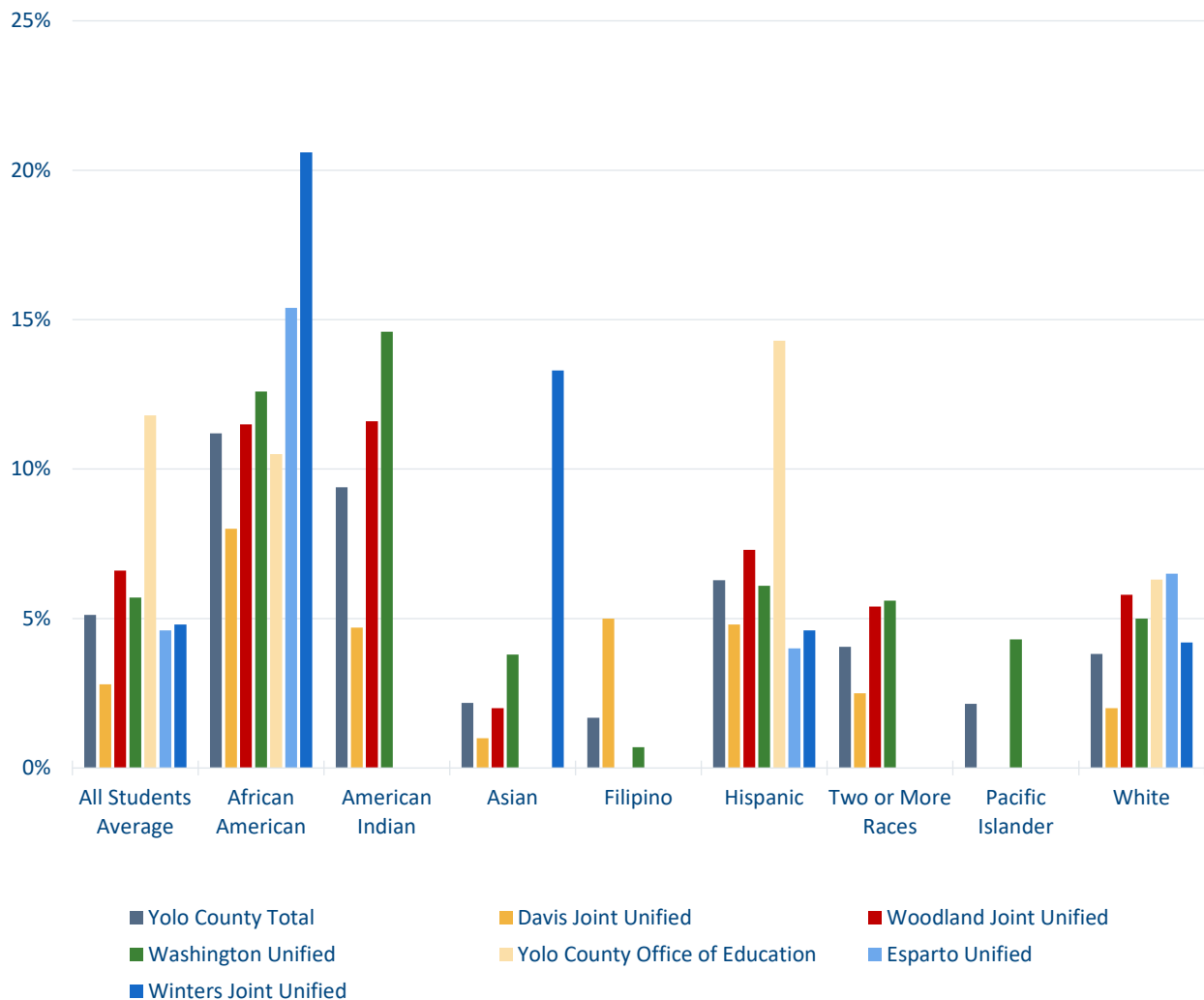
Note: See [Appendix E](#) for a table of data in this figure.

Source: California Department of Education, 2023e

Student Suspensions and Chronic Absenteeism

Student suspension rates are one of several key state indicators that schools report. There is increasing attention paid to schools' overall suspension rates, with the focus being not only on reducing suspension rates, but also on addressing persistent inequities in suspension rates. Figure 10 illustrates some of the differences in suspension rates by student race and ethnicity across Yolo County school districts. For example, Winters Joint Unified has much higher suspension rates for African American and Asian students compared with other school districts in Yolo County. Hispanic students have a much higher suspension rate in YCOE schools compared with other school districts in the county.

Figure 10. Suspensions by Student Race/Ethnicity and School District

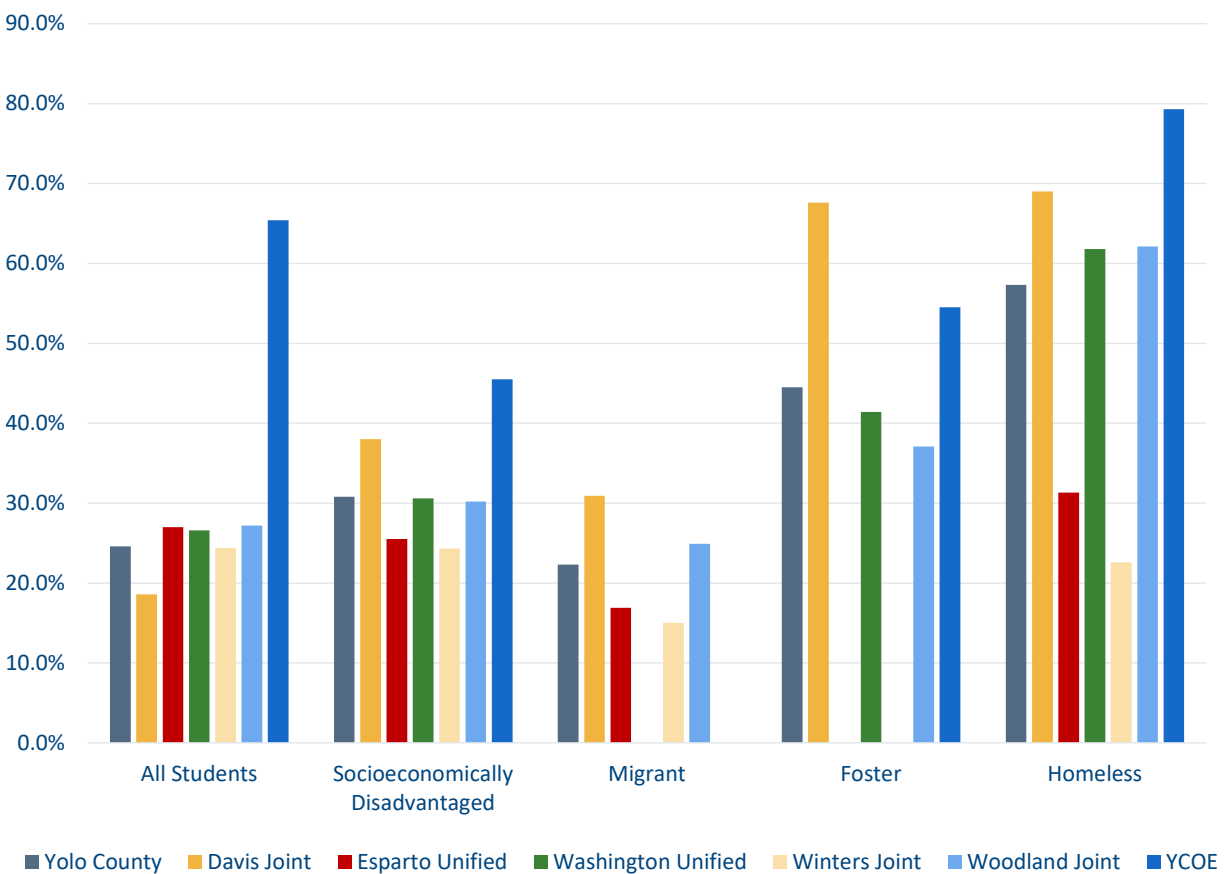


Note: See [Appendix E](#) for a table of data in this figure.

Source: California Department of Education, 2023f

Chronic absenteeism is another key statewide indicator that schools report. Chronic absenteeism, which means missing 10% or more of school days due to absence for any reason, can translate into students having difficulty learning to read by the 3rd grade, achieving in middle school, and graduating from high school (Attendance Works, n.d.). Figure 11 displays chronic absenteeism rates by school districts and certain student subgroups in Yolo County. Across all school districts, foster youth and youth experiencing homelessness have the highest chronic absenteeism rates. Esparto Unified and Winters Joint Unified have lower chronic absenteeism rates for certain student groups, specifically for migrant youth, socioeconomically disadvantaged youth, and youth experiencing homelessness. Davis Joint Unified has the lowest rate of chronic absenteeism for all students, but the highest or second highest chronic absenteeism rate for all the student subgroups combined—socioeconomically disadvantaged, migrant, foster, and homeless.

Figure 11. Chronic Absenteeism Rates by Student Group and School District, Yolo County



Note: See [Appendix E](#) for a table of data in this figure.

Source: California Department of Education, 2023d

Existing Community Assets and Services

This section responds to Research Question 1: *Which community assets and services are currently available in Yolo County to support children, youth, and families?* The Roadmap to the Future team collected data on existing community assets and services to provide Yolo County leaders and the community with an overview of the current state of community assets and services for children, youth, and families in Yolo County, as well as to inform the Roadmap to the Future needs assessment.⁴ As stated previously, one of the Roadmap to the Future’s guiding principles is access and equity, meaning that community assets and services necessary to ensure the healthy development of Yolo County children, youth, and families should be both accessible and equitable. This guiding principle suggests leaders should aspire (1) to provide current and comprehensive information about available community assets and services and to make that information accessible in the language and format that is most likely to help connect children, youth, and families to vital community assets and services and (2) to provide services equitably across Yolo County. The Roadmap to the Future therefore builds on existing efforts to identify community assets and services consistent with the access and equity guiding principle. The Roadmap to the Future developed a [publicly available dashboard](#) with information about community assets and services. Community assets and services are defined as follows:

Community assets: Stationary places, such as parks, that provide children, youth, and families with passive, direct benefits in one of the Ten Aspects of Community.

Services: Programs that provide children, youth, and families with active and direct benefits in one of the Ten Aspects of Community categories.

The team did not include for-profit businesses (e.g., gyms, law firms, grocery stores) or for-profit healthcare providers (e.g., dentists, doctors, orthodontists, optometrists, mental health therapists) in the community assets and services database. The team also did not include organizations and businesses without clear information or services.

The team categorized the community assets and services by Supervisorial District and also categorized selected community assets and services by the Ten Aspects of Community identified by the Forum for Youth Investment (Pittman et al., 2003; Pittman & Irby, 1996):

Basic Services: This category includes community assets and services such as public transportation, police, fire, and utilities. It also contains all charitable service organizations for food and basic needs, except for health resources, which fall in the Health and Human Services category. Examples of community assets and services in the Basic Services category include: the Fourth and Hope Emergency Shelter and the Yolo Transportation District’s Yolobus.

⁴ This information was summarized from Yolo County’s work with Concordia, a consulting firm with which Yolo County contracted to collect initial data for the needs assessment in fall 2021.

Civic and Political: This category includes community assets and services such as advocacy groups, governance organizations, and civic resources. Examples of community assets and services in the Civic and Political category include: the Shingle Springs Band of Miwok Indians Tribal Temporary Assistance for Needy Families Programs, the U.S. Social Security Administration Field Offices, and the Yolo County District Attorney.

Cultural and Artistic: This category includes community assets and services such as theaters, art classes, and concert halls. Some community assets and services in this category may share qualities with assets and services in Education and Information, Individual Development, and Social and Associational, but were categorized under Cultural and Artistic for their proximity to the arts and cultural significance to communities. Examples of community assets and services in the Cultural and Artistic category include: the West Sacramento Historical Society, the Woodland Opera House, and YoloArts.

Economic: This category includes community assets and services such as organizations that offer economic or financial support to community members and financial institutions. Examples of community assets and services in the Economic category include: the Yolo Federal Credit Union, YoloWorks!, and the Winters District Chamber of Commerce. As a reminder, the team did not include for-profit businesses in the database.

Education and Information: This category includes community assets and services such as schools, publications, and training centers. Examples of community assets and services in the Education and Information category include: all school districts, the City of Woodland Public Library, and the Shores of Hope Child Development Program.

Health and Human Services: This category includes community assets and services such as healthcare and childcare. Examples of community assets and services in the Health and Human Services category include: the Empower Yolo Family Resource Center, the Yolo County Children’s Alliance, and Rural Innovations in Social Economics Inc., commonly known as RISE.

Individual Development: This category includes community assets and services that help develop child, youth, and family competencies, including skills that enable a child, youth, or family member to do something successfully or efficiently. Some examples in this category may share qualities with Social and Associational, Education and Information, and Cultural and Artistic community assets and services, but were included in this category because they serve the primary purpose of supplementing skill development outside educational settings. Examples of community assets and services in the Individual Development category include: All Leaders Must Serve, the American Youth Soccer Organization (AYSO), and Woodland Little League.

Physical: This category includes community assets and services such as housing, parks, playgrounds, and the natural environment. The Roadmap to the Future is the first countywide effort to recognize the importance of physical community assets to support children, youth, and families in Yolo County. Examples of community assets and services in the Physical category include: Broderick Boat Ramp, Winters City Park, and Mutual Housing California.

Social and Associational: This category includes community assets and services that encourage community cohesion, formal and informal networks, associations, and relationships. Examples of community assets and services in the Social and Associational category include: the YMCA of Superior California – Woodland Branch, the Boy Scouts of America, and the Esparto Lions Club.

Spiritual and Religious: This category includes community assets and services such as places of worship and faith centers. Examples of community assets and services in the Spiritual and Religious category include: Bryte Church, the Islamic Center of Davis, and the Woodland Christian Center.

Limitations

The Roadmap to the Future database represents the first effort by local leaders to develop a list of community assets and services in Yolo County organized by Supervisorial District and the Ten Aspects of Community. The team notes that despite the effort, the database remains incomplete as some assets and services are missing from the database, plus some services may have changed while the team completed its work. The team believes more work is needed, both to create a comprehensive list of community assets and services and to continuously update the data and ensure that it is easily accessible to children, youth, and families. The team is recommending exploring a partnership with 211 Yolo to complete this work (see “Countywide Need #8: Improved Access to Service Information and Outreach” section of this report for a description of this need).

Process

The team worked with partners to create a list of local community assets and services. This list does not include services provided by the state or federal government. The team used the following four-step process to develop the list:

- **Step 1:** The team collected available GIS data on community assets and services from Yolo County and other publicly available sources. The team used this information to create a spreadsheet of community assets and services by Supervisorial District.
- **Step 2:** The team created maps using existing community assets and services and shared them with the community at five community engagement sessions (one in each Supervisorial District) attended by over 370 people. The team asked community

members to review compiled maps of existing community assets and services and provide revisions for accuracy and additions of missing community assets and services. Following the five community engagement sessions, the team sent out surveys to all service providers in attendance at the sessions and to Roadmap partners and key Champions to distribute to their networks. Service providers included individuals, agencies, and organizations that provide resources or services to the public or that serve children, youth, and families directly. The survey asked service providers for detailed information about their organization, including contact information, whom they serve, and the specific services they provide using a service category checklist. The team also conducted individual outreach, including meetings, to some community leaders to collect information about the services their organizations provide to children, youth, and families.

- **Step 3:** The team updated the list of community assets and services with the information from the community engagement sessions, resulting in a list of 1,207 community assets and services.
- **Step 4:** The team worked with 211 Yolo to add the collected community assets and services data into the 211 Yolo database with the goal of identifying additional services not included in the team’s database. 211 Yolo tagged the 211 Yolo existing data with the Ten Aspects of Community, using a taxonomy agreed upon with the team. The resulting database increased to 1,320 community assets and services. The team then adjusted the categorization of existing assets and services as needed to better reflect the Ten Aspects of Community using their best professional judgment. Since 211 Yolo does not categorize services as countywide, the database absorbed countywide services into Supervisorial Districts based on the addresses of the headquarters. The team recommends removing countywide community assets and services as part of future improvements to the database.

Countywide and Non-Place-Based Community Assets and Services

In addition to identifying community assets and services by Supervisorial District, the team also identified countywide and non-place-based community assets and services. Countywide services are available to children, youth, and families regardless of geographic location within Yolo County. Non-place-based services are delivered through visiting the homes of children, youth, and families anywhere in Yolo County. Although the team has an initial list of the countywide services and non-place-based community assets and services, these data are incomplete. These services are currently included in the database in individual Supervisorial Districts based on the headquarters’ addresses, but the team recommends removing these from Supervisorial Districts and creating a separate list as part of future Roadmap to the Future work.

The following tables provide examples of countywide and non-place-based assets and services currently included in the Supervisorial District data. The team recommends additional work to vet which community assets and services should remain in the countywide and non-place-based community assets and services category. The recommendation for further work to define countywide and non-place-based community assets and services is summarized in this report’s Actions to Address Needs of Children, Youth, and Families in Yolo County.

Table 7. Examples of Non-Place-Based Community Assets and Services

Aspect of Community	Assets and Services
Basic Services	Pacific Gas & Electric
Civic and Political	California Alliance of Caregivers, Downtown Streets Team, La Cooperativa Campesina de California, NorCal Resist, Resilient Yolo, TESE Foundation, Winters Downtown Business Association, Yolo Conflict Resolution Center, Mexican American Concilio of Yolo, Yolo Interfaith Immigration Network
Cultural and Artistic	Acme Theatre Company, Davis Shakespeare Festival, Redbud Resource Group, Wildflower Women’s Ensemble, Winters Open Mic, Winters Participation Gallery, Yolo County Fair Museum
Economic	CalGOLD, Do Good Shop, Governor’s Office of Economic Development, Mobile Farmers Market, New Season Community Development Corporation, Virtual One Stop Shop
Education and Information	211 Yolo, 6 O’clock Farm, All Leaders Must Serve, California Native Grasslands Association, California Raptor Center, Career Online High School, Center for Applied Research Solutions, Children’s Home Society of California, Creating Opportunities for Educational Development, Early Years, iDream – The Mac Give Back Project, Quality Counts, Sacramento Valley Small Business Development Center – NorCal Region Service, School Crisis Recovery and Renewal, Soroptimist International of Woodland, The People’s Vanguard of Davis, Tree Davis, University of California CalFresh Nutrition Education Program, University of California at Davis International and Academic English, University Farm Circle, Visit Yolo, Warmline Family Resource Center, Yolo County 4-H, Yolo Reads Library Literacy Services

Aspect of Community	Assets and Services
Health and Human Services	Alcoholics Anonymous Online Meetings, ASK – Teen/Runaway Line, Bright Heart Health, Catholic Charities of Yolo Solano, Children’s Home Society of California servicing Yolo County, Yolo County Court Appointed Special Advocates for Children, Yolo County Crisis and Recovery Enhancement Technical Assistance Center, Down Syndrome Information Alliance, Family Hui, First 5, Make It Happen for Yolo County, Mental Health Crisis & Access Line, Mental Health Technology Transfer Center, Music to Grow On, Nacional de Prevención del Suicidio, NAMI (National Alliance on Mental Illness), Yolo Message Line, National Human Trafficking Hotline, NorCal Boxer Clinic, Partnership HealthPlan of California, Purebreds Plus Cat Rescue, SAMHSA (Substance Abuse and Mental Health Services Administration), ShepHeroes, Short Term Emergency Aid Committee, Suicide Prevention 24/7, Unite Us, Yolo County Child Welfare Services, Yolo County Children’s Alliance, Yolo County Health and Human Services Agency (HHS) Phone Line, Yolo County HHS Nurse Home Visiting Program, Yolo County Mental Health Services, Yolo County Nurse Home Visiting Program, Yolo County SPCA, Yolo Food Bank, YoloCares
Individual Development	PRO Youth and Families, University of California at Davis Women’s Crew, Yolo County 4-H
Social and Associational	BRIGHT Children International, Cancer Champions, Capay Valley AYSO, Cool Davis , Davis Community Meals and Housing, Davis Phoenix Coalition, Elevate Queer Yolo, Empower Yolo, Fourth and Hope, Friends of 1883 Clarksburg Schoolhouse, Friends of Clarksburg Services and Recreation, Grace in Action Inc., Keep Playing Baseball, Make It Happen for Yolo County, Mercy Coalition of West Sacramento, Scouting Associates Inc., Short Term Emergency Aid Committee, Team Davis, Woodland Volunteer Bureau Food Closet, Yolo Community Foundation, Yolo County Search and Rescue Team, Yolo Crisis Nursery, Yolo Interfaith Immigration Network

Community Assets and Services by Supervisorial District

This section describes community assets and services within Yolo County’s five Supervisorial Districts, categorized by the Ten Aspects of Community. In this section, the team provides some District-specific insights by Aspect of Community and then provides the full list of community assets and services by District and Aspect of Community. A summary of the number of community assets and services by District and by Aspect of Community is provided in Table 8. Although this work results in some interesting insights about the distribution of existing community assets and services in Yolo County, the database is only a foundation for future work. As stated previously, the list of community assets and services is incomplete and is missing many individual services provided by local government agencies and nonprofit organizations. It includes some federal and state services and attributes countywide and non-placed-based community assets and services to Districts. Additional work is needed to refine this information about community assets and services, update it continuously, and ensure it is accessible to children, youth, and families, as recommended. Nevertheless, the data illuminates some differences among the Supervisorial Districts.

Table 8. Number of Community Assets and Services by District and Ten Aspects of Community

Aspect of Community	District 1	District 2	District 3	District 4	District 5	Total
Basic Services	40	50	45	38	78	251
Civic and Political	16	10	9	1	22	58
Cultural and Artistic	4	23	6	7	3	43
Economic	27	39	12	5	42	125
Education and Information	50	70	35	29	56	240
Health and Human Services	38	62	48	19	89	256
Individual Development	16	25	4	11	10	66
Physical	38	20	22	14	19	113
Social and Associational	12	19	15	7	12	65
Spiritual and Religious	16	27	32	4	22	101
Total	257	345	228	135	353	1318

Highlights

The following provides highlights of the community assets and services in each Supervisorial District by Aspect of Community.

Yolo County Supervisorial District 1

District 1 includes a portion of the City of West Sacramento, the unincorporated town of Clarksburg, and the unincorporated area known as the River Delta (including a portion of the Yolo Bypass Wildlife Area and the Deep Water Ship Channel). District 1 is home to 42,774 Yolo County residents.

Basic Services. District 1 hosts 40 basic services, similar to other Districts, including the police department, fire stations, post offices, and 211 Yolo.

Civic and Political. District 1 includes several civic and political organizations.

Cultural and Artistic. District 1 contains only four cultural and artistic community assets and services, which is fewer than half the cultural and artistic community assets and services of any other District.

Economic Assets. District 1 hosts 27 economic assets and services, including several banks and several farms, and has roughly the same amount of economic assets as Districts 2 and 5.

Education and Information. District 1 includes 50 educational assets and services, roughly comparable with Districts 2 and 5, including public schools, charter schools, libraries, and after-school programs.

Health and Human Services. District 1 includes 38 health and human assets and services.

Individual Development. District 1 includes 16 individual development assets and services, such as the River City Dance Academy and Midtown Stomp.

Physical. District 1 has 38 physical assets, the highest of all Districts, including parks, playgrounds, and wildlife areas.

Social and Associational. District 1 has 12 social and associational community assets and services. Examples include the Boy Scouts, the Collins Teen Center, and several assets associated with sailing and rowing.

Spiritual and Religious. District 1 has 16 spiritual and religious community assets and services. These assets and services provide diverse worship opportunities for residents. They include the City of the Dharma Realm, the Slavic Baptist Church, and the Iglesia Adventista del Séptimo Día.

Yolo County Supervisorial District 2

District 2 includes the City of Winters and the west side of the City of Davis, home to 43,851 residents.

Basic Services. District 2 includes 50 basic services, including the City of Winters Police Department and the City of Davis Fire Department Station 31.

Civic and Political. District 2 is home to 10 civic and political assets and services. Examples include the Yolo County Democratic Party and the Winters City Council.

Cultural and Artistic. District 2 has the highest number of cultural and artistic community assets, with 23 assets, more than three times as many as any other District, in part because of the presence of the University of California at Davis (UC Davis) located in this District. Cultural and artistic community assets and services in District 2 include several museums, theaters, and art galleries, such as the Jan Shrem and Maria Manetti Shrem Museum of Art, the UC Davis Mondavi Center for the Performing Arts, and the Winters Participation Gallery.

District 2 is home to the University of California at Davis.

UC Davis, which had a student population of over 40,848 students in fall 2023, has a variety of assets available to community members. It's important to note, many UC Davis students are not considered permanent Yolo County residents. The presence of UC Davis in District 2 sets it apart from other districts in the county due both to the unique supports and opportunities for student populations and to the significant number of assets provided by the University of California system. The assets available through UC Davis serve transitional-aged youth (18–24) and children of parents working at or attending the university. Additionally, assets through UC Davis fall into all Ten Aspects of Community.

Economic. District 2 has the second highest number of economic community assets and services in Yolo County, including several banks and CalWORKs Winters (a cash assistance program).

Education and Information. Additionally, District 2 has the highest number of education and information community assets and services, with a total of 70 community assets and services, including K–12 schools and university programs, several newspapers, and organizations such as the Historical Society of Winters.

Health and Human Services. District 2 has the second highest number of community assets and services related to health and human services, including Growing Healthy Children Therapy Services and the Perinatal Origins of Disparities Center at UC Davis.

Individual Development. District 2 has the highest number of individual development assets in the county, including Rocknasium, the local rock climbing gym.

Physical. The number of physical community assets and services is average for the Districts and includes several parks, swimming pools, and community centers.

Social and Associational. District 2 has the highest number of social and associational community assets and services of all the Districts. These community assets and services include Friends of Winters, Future Farmers of America, Rotary Club of Winters, and Boy Scouts Pack 0132.

Spiritual and Religious. District 2 has 27 spiritual and religious community assets and services, including several Christian churches, the Davis Shambhala Meditation Center, and the Islamic Center of Davis.

Yolo County Supervisorial District 3

District 3 includes the southern part of the City of Woodland, the unincorporated areas of West Woodland, Monument Hills, and Elkhorn, and the northern part of the City of West Sacramento. District 3 is home to 43,766 Yolo County residents. The data do not, however, represent the capacity or breadth of services, only the total count of community assets and services in the District.

Basic Services. District 3 has 45 basic services, including the Elkhorn Fire District, the Water Pollution Control Facility, and the Yolo County Superior Court. Some of these services are countywide services, which the team recommends removing as part of future work to refine the database.

Civic and Political. There are nine civic and political community assets and services in District 3, including the Hispanic Chamber of Commerce of Yolo County.

Cultural and Artistic. District 3 is home to six cultural and artistic community assets and services, such as Folklórico Latino de Woodland, Gable Mansion, and YoloArts.

Economic. District 3 has the second lowest number of economic community assets and services in Yolo County, with a total of 12 assets, including several banks.

Education and Information. District 3 has the second lowest number of education and information community assets and services in Yolo County, with 35, including Woodland Community College, Bryte Career and Training, and K–12 schools.

Health and Human Services. District 3 is home to 48 health and human services community assets and services and includes several pharmacies and health centers. Some of these community assets and services provide countywide services, and the team will consider removing them as part of future database work.

Individual Development. District 3 has the lowest number of individual development community assets and services compared with other districts, with a total of four. Examples of individual development assets include the Kuk Sool Won Martial Art Center and the nonprofit All Leaders Must Serve, which supports economically, socially, and emotionally disadvantaged youth with job readiness training and attainment of education.

Physical. District 3 has 22 physical community assets, including parks, the Sacramento Bypass Wildlife Area, and the Broderick Boat Ramp in West Sacramento.

Social and Associational. District 3 has 15 social and associational community assets and services, including the Woodland Host Lions Club and the Benevolent and Protective Order of Elks Woodland Elks Lodge.

Spiritual and Religious. District 3 is home to the most spiritual and religious community assets in all of Yolo County, with 32 total. Assets in this category include several Christian churches, the Iglesia Bautista El Faro, and the Bryte Russian Baptist Church.

Yolo County Supervisorial District 4

District 4 includes the eastern and southern portions of the City of Davis, the unincorporated towns of El Macero, East Davis, and a portion of the Yolo Bypass Wildlife Area. District 4 is home to 43,022 Yolo County residents. District 4 is also the smallest geographical District in Yolo County and does not contain any portion of a downtown or a city center.

Basic Services. District 4 has the least number of basic services in the county, with only 38 total assets. Such basic services include the Davis Cemetery District and Recology Davis, a waste management and recycling center.

Civic and Political. District 4 has the least number of civic and political assets in Yolo County, with only one identified asset: the California Department of Motor Vehicles.

Cultural and Artistic. District 4 has seven community assets and services for Yolo County, including the Explorit Science Center and the Pamela Trokanski Dance Theatre.

Economic. District 4 is home to the least number of economic community assets and services in the county, with only five total, including banks and the Cannery Farmers Market.

Education and Information. District 4 has the least number of education and information assets, 29 total, including several schools and daycare centers and the SISC Education Center.

Health and Human Services. District 4 has the least number of health and human services community assets and services in the county, with only 19 assets, including the Midtown Animal Clinic, the Short Term Emergency Aid Committee, and the Sutter Walk-In Urgent Care Center.

Individual Development. District 4 has 11 individual development community assets and services. Examples include Davis Diamond Gymnastics and the University of California 4-H Youth Development Program.

Physical. District 4 has the least number of physical community assets in the county, with only 14 assets, including Pine Tree Gardens East, a group home for adults living with mental illness, and two golf courses.

Social and Associational. District 4 is home to the least number of social and associational assets in the county, with only seven total assets, including three Boy Scouts organizations, one Girl Scouts organization, and the Kiwanis Club of Davis.

Spiritual and Religious. District 4 has by far the least amount of spiritual and religious assets in the county, with only four total assets, including the Davis Korean Church and the Friends Meeting of Davis.

Yolo County Supervisorial District 5

District 5 includes the unincorporated towns of Brooks, Capay, Guinda, Rumsey, Zamora, Esparto, Madison, Knights Landing, Dunnigan, and Yolo, as well as the northern side of the City of Woodland. District 5 is home to 43,509 Yolo County residents. It is the largest District geographically and the second-smallest District by population. As discussed previously, the number of community assets and services does not reflect the breadth of services in the District. The high number of community asset and services in District 5 is also potentially because District 5 encompasses a portion of the City of Woodland, which includes Yolo County departments that serve the entire county.

Basic Services. District 5 has the highest number of basic services in the county, with 78 total, including the Dunnigan Rural Fire Protection District and Esparto Broadband.

Civic and Political. District 5 is home to the highest number of civic and political community assets and services, 22 total, including the City of Woodland Community Development Department and the Yolo County Public Defender.

Cultural and Artistic. District 5 has the least number of cultural and artistic community assets and services, with only three assets, including the California Agriculture Museum and the Woodland Opera House.

Economic. District 5 has the highest number of economic community assets and services in Yolo County, with 42 assets (34% of the county total). Examples include several banks, CalWORKs Woodland (a cash assistance program), and the Yolo Federal Credit Union.

Education and Information. District 5 is home to 56 education and information community assets and services, including schools such as Cache Creek Continuation High School, the Kumon Math and Reading Center of Woodland, and the Madison Migrant Center Child Development Center.

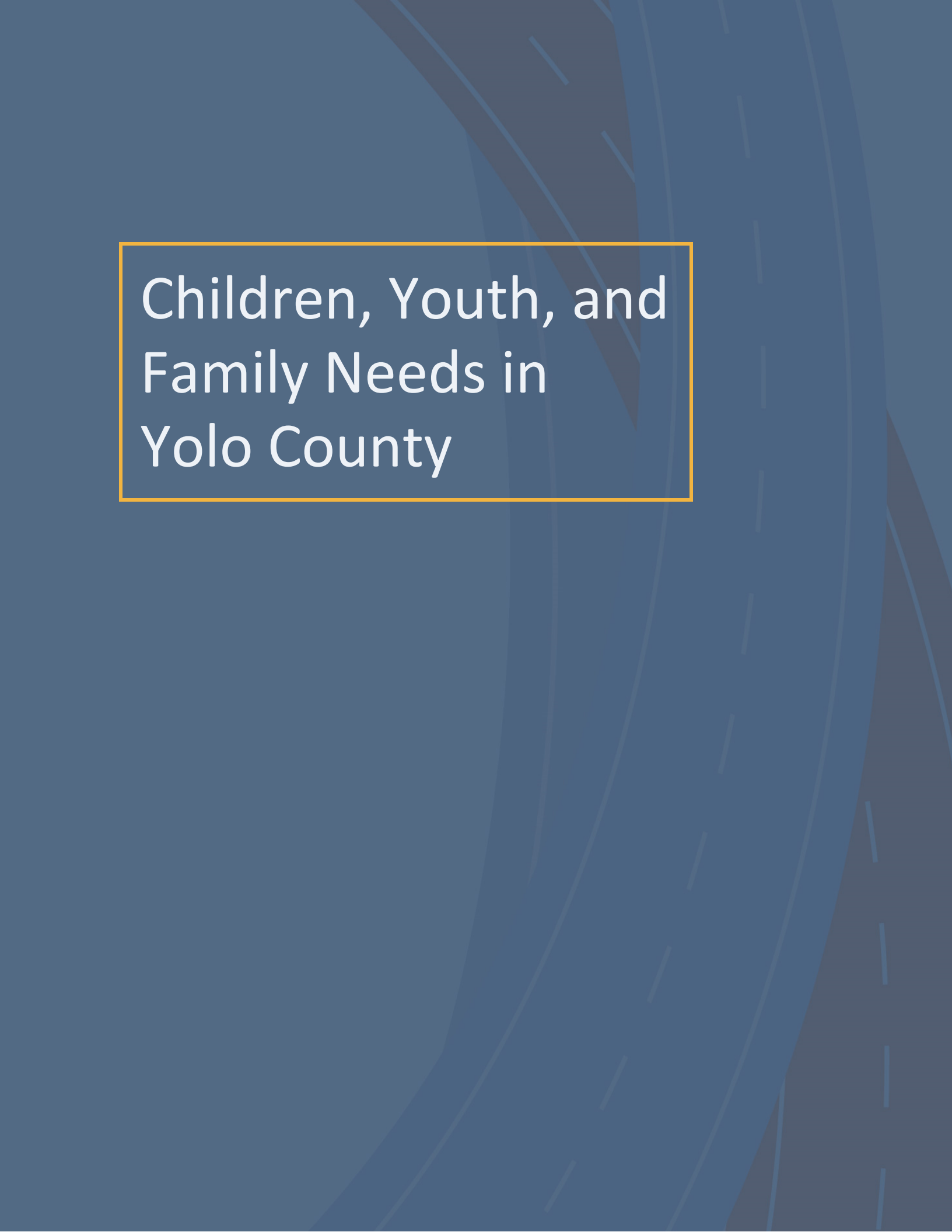
Health and Human Services. District 5 has the most health and human services community assets and services in all of Yolo County, with 89 total assets, more than four times as many as District 4. Examples include the Animal Care Clinic of Woodland, several Yolo County HHSA programs, and several programs affiliated with Communicare+OLE.

Individual Development. District 5 has 10 individual development community assets and services, including Esparto Little League and the Woodland Stallion Station.

Physical. District 5 has 19 physical community assets, including the Tony Lopes Memorial Park and the Esparto Community Center.

Social and Associational. District 5 has 12 social and associational community assets and services, including the Esparto Lions Club, Friends of Meals on Wheels, and the Yolo County Farm Bureau.

Spiritual and Religious. District 5 is home to 22 spiritual and religious community assets and services, including several churches, the New Life Christian Center, and the Victory Praise Tabernacle.



Children, Youth, and Family Needs in Yolo County

The cornerstone of the Roadmap to the Future’s work is understanding the needs of children, youth, and families in Yolo County to which the community must respond in order to achieve the Roadmap to the Future’s vision. This section responds to Research Question 2: What are the children, youth, and family needs in Yolo County? The needs presented in this section informed the actions described in the “Actions to Address Needs of Children, Youth, and Families in Yolo County.”

The Roadmap to the Future team defines needs as the clear, specific necessity or requirement essential for the well-being and functioning of individuals in a community.

The team identified eight countywide needs to help achieve the Roadmap to the Future’s vision after reviewing data on existing community assets and services, interviewing community leaders, synthesizing needs assessments crafted for other efforts, and consulting with the Advisory Committee. The team also developed needs specific to each Supervisorial District consistent with each countywide need if the data supported the development of District-specific needs. The team developed research recommendations as needed to help the community define future work to achieve the Roadmap to the Future’s mission to develop, implement, and consistently evaluate a long-term plan to help effectively coordinate and improve the community assets and services that children, youth, and families in Yolo County need to thrive, as well as establish a shared framework to ensure their healthy development. The eight countywide needs are as follows:

- 1. Increased Quality, Affordable, Reliable Childcare Options:** Families need more quality, affordable, reliable childcare options across Yolo County.
- 2. Expanded Access to Mental Health Resources:** Children, youth, and families need additional or expanded access to mental health resources, including expansion of the K–12 School Partnership Program for mental health services.
- 3. Improved Alternative Transportation Options:** Children, youth, and families need improved transportation options to reach school, childcare sites, work, and other essential locations.
- 4. Expanded Learning, Engagement, and Leadership Development Opportunities:** Children and youth need expanded learning, engagement, and leadership development opportunities, including integration of a youth development framework into all youth- serving organizations in Yolo County.

5. **Increased Access to Affordable Housing:** Children, youth, and families need diverse and affordable housing options.
6. **Expanded Access to Affordable, Healthy Food Options:** Children, youth, and families need expanded access to affordable, healthy food options.
7. **Improved College and Career Transitions:** Children and youth in Yolo County need expanded access to college and career readiness training tailored to address geographic and demographic disparities.
8. **Improved Access to Service Information and Outreach:** Children, youth, and families need improved access to information about available community assets and services through additional support from 211 Yolo, expanded navigation support, and outreach.

The Roadmap to the Future’s work represents the first time an organization has tried to identify and describe countywide needs to support the healthy development of children, youth, and families in Yolo County, as well as specific needs for each District. Although the countywide needs and District-specific needs presented in this assessment rose to the top during the Roadmap to the Future process, future work may result in the emergence of additional needs or changes to these needs. Future work guided by research recommendations is not the responsibility of any specific agency to complete—the Roadmap to the Future effort must identify a lead agency and additional funding both to complete and to implement the long-term plan. The long-term plan will further the investment in understanding and addressing these needs, with the goal of inspiring action to improve the community assets and services that children, youth, and families in Yolo County need to thrive.

Countywide Need #1: Increased Quality, Affordable, Reliable Childcare Options

Yolo County needs additional licensed childcare options to support children, youth, and families, as indicated by the statistic that only 34% of Yolo County children aged 0–12 with parents in the workforce have access to a spot in a licensed childcare facility (California Childcare Resource and Referral Network, 2023). To arrive at 100%, Yolo County would need to create approximately 10,000 additional spaces in licensed childcare facilities. In addition, the team identified the need to improve the affordability, quality, and reliability of childcare across Yolo County. This need is further supported by the voices of families in the community, who told the team during community engagement sessions and interviews that childcare was impacted by the pandemic (Public Policy Institute of California, 2023). The Yolo County Local Child Care Planning Council surveyed childcare providers in 2023 and found that childcare staffing was impacted by the pandemic (White, 2023). Families also said affordability varies by District and community in Yolo County. Families further cited the need for childcare for older children, pointing to the lack of after-school and summer programs that provide both enrichment opportunities and childcare. This section presents the Roadmap to the Future’s

definitions for improved childcare in Yolo County and provides District-specific needs and research recommendations.

Definitions

The Roadmap to the Future defines childcare availability, affordability, quality, and reliability as follows:

Availability: Adequate spaces for various age ranges of children (e.g., infant, preschool, and school-aged) that meet the needs of working parents

Affordability: Childcare options that are no more than 7% of income (U.S. Department of Health and Human Services, 2024)

Quality: Childcare options that are developmentally appropriate, staffed by experienced providers, and connected to services and resources to address the needs of families with young children

Reliability: Consistent care without major interruptions or absences

Background

The following provides additional background on childcare availability and affordability in Yolo County. Districts do not have the same boundaries as the U.S. Census County Divisions by which much of the childcare data are collected. As a result of this discrepancy, the analysis of childcare by District includes all CCDs that overlap each District. The analysis therefore only provides an approximate description of childcare conditions in each District.

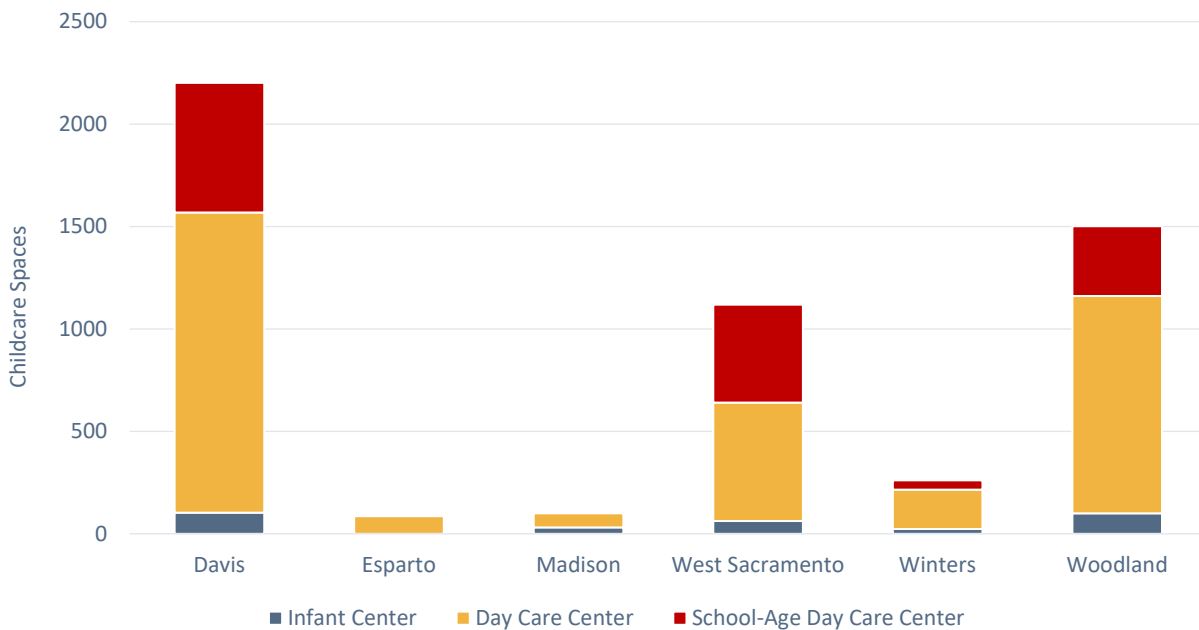
Availability

Although not all children with working parents need childcare outside the home, additional licensed childcare facilities rose as a prominent need during the Roadmap to the Future process. As is clear from Table 9, there are significantly more children in each city and unincorporated community than there are available spots in licensed childcare facilities. Figure 12 illustrates the number of licensed childcare spots available by city. Table 9 includes the number of children by CCD and age range.

Three of Yolo County's four incorporated cities—Davis, West Sacramento (East Yolo CCD), and Woodland—are similarly sized and have more children of childcare age than other regions of Yolo County. Davis CCD has 2,356 children under 5 years old and 1,568 licensed infant and daycare center spaces (roughly 66% of the need for licensed spaces). West Sacramento (East Yolo CCD) has 3,364 children under 5 years old and 641 licensed infant and daycare center spaces (roughly 19% of the need for licensed spaces). Woodland CCD has 3,855 children under 5 years old and 1,161 licensed infant and daycare center spaces (roughly 30% of the need for licensed spaces). The fourth incorporated city, Winters CCD, has 573 children under 5 years old

and 216 licensed infant and daycare center spaces (roughly 38% of the need). Esparto CCD has 594 children under 5 years old and 186 licensed daycare center spaces in the unincorporated communities of Esparto and Madison combined (roughly 31% of the need). More research is needed to understand childcare capacity aligned with the Knights Landing and Clarksburg CCDs. Although these data demonstrate the need for additional childcare in Yolo County, more research is needed to determine the specific number of additional available spots needed for each age group in each District or community.

Figure 12. Licensed Facility Capacity by City



Note: See [Appendix E](#) for a table of data in this figure.

Source: California Childcare Resource and Referral Network, 2023

Table 9. Population by Age Group and Census County Division

Population by Age Group	Davis CCD	Woodland CCD	East Yolo CCD (includes West Sacramento)	Winters CCD	Esparto CCD	Knights Landing CCD	Clarksburg CCD
Under 5 years	2,356	3,855	3,364	573	594	272	121
5–9 years	2,748	4,369	3,689	370	424	376	108
10–14 years	2,984	4,304	4,666	591	385	238	45
15–19 years	11,072	4,304	3,960	749	238	259	143
20–24 years	21,124	4,818	3,635	652	243	192	58

Source: U.S. Census Bureau, 2022a

Affordability

Childcare is often unaffordable for low- and middle-income families, costing as much as 17% of the median family income in Yolo County. Table 10 provides the average annual cost of childcare in Yolo County, and Table 11 provides those childcare options by the percent of low and median family incomes. In Yolo County, the average cost of childcare can be between 15% and 22% for low-income families and between 11% and 17% for median-income families. Table 11 provides the average childcare costs as a percent of median family incomes by CCD to illustrate regional variation.

Table 10. Average Annual Full-Time Childcare Cost in Yolo County

Center-based infant care (0–23 months)	\$16,212
Center-based preschool care (2–5 years)	\$11,184
Home-based infant care	\$11,484
Home-based preschool care	\$9,768

Source: California Childcare Resource and Referral Network, 2023

Table 11. Childcare Options as a Percent of Family Income in Yolo County

Childcare Type	Percent of Low Income (\$74,117)	Percent of Median Income (\$92,646)
Center-based infant care	22%	17%
Center-based preschool	15%	12%
Home-based infant care	15%	12%
Home-based preschool care	13%	11%

Sources: California Childcare Resource and Referral Network, 2023; U.S. Census Bureau, 2022e

Table 12. Childcare Options as a Percent of Median Income for Single-Female Households and All Families, by CCD

Region	Median Income for Single-Female-Parent Households in CCD	Percent of Childcare Costs	Median Income for All Households in CCD	Percent of Childcare Costs
Clarksburg CCD	NA	NA	\$146,875	7%–11%
Davis CCD	\$62,730	16%–23%	\$151,952	6%–11%
East Yolo CCD (includes West Sacramento)	\$53,906	18%–30%	\$102,488	10%–16%
Esparto CCD	NA	-	\$94,818	10%–17%
Knights Landing CCD	NA	-	\$87,222	11%–19%
Winters CCD	\$24,375	40%–67%	\$148,609	7%–11%
Woodland CCD	\$39,022	25%–42%	\$96,002	10%–17%

Sources: California Childcare Resource and Referral Network, 2023; U.S. Census Bureau, 2022e

As an example of the need for affordable childcare, Table 13 shows YCOE’s wait list for subsidized childcare programs for Head Start as of April 2024. YCOE operates Head Start and Early Head Start programs for low-income families in Yolo County. Here, the term low income refers to the federal poverty guidelines, which is \$31,000 for a family of four. Although there is, unfortunately, a significant demand for childcare services in Yolo County, the federal poverty guidelines remain exceptionally low, making YCOE’s Head Start program inaccessible to many families. During the 2022–2023 program year, YCOE served a combined total of 356 children in Head Start and Early Head Start programs, whereas “over 2,300 children birth to age five in Yolo County qualify for Head Start or Early Head Start services due to family income” (Yolo County Office of Education, n.d.). Regrettably, not all families complete the application process. In such cases, YCOE’s team makes every effort to engage with the family and facilitate a successful intake. This outreach may involve phone calls, text messages, emails, mailings, and even home visits.

Table 13. YCOE Head Start Waitlist

Region	Head Start	Early Head Start (Center-Based)	California State Preschool Program Only	Early Head Start (Home-Based)
West Sacramento	14	12	17	
Woodland	6	18	–	
Davis	16	5	–	
Esparto	6	–	–	
Winters	–	–	1	
Total:	42	35	18	11

Source: Yolo County Office of Education

Specific Countywide Needs

There are extensive availability and affordability challenges within the existing childcare landscape in Yolo County. The following are specific countywide needs:

- **Need 1.0.1:** Although some Districts have more licensed childcare spaces than others, no District has enough childcare spaces to address the needs of the early childhood (0–5) and school-aged (6–12) childcare needs. All Districts need more licensed childcare spaces.
- **Need 1.0.2:** Childcare programs need more support in addressing staffing shortages, through providing living wages and attracting providers (White, 2023).
- **Need 1.0.3:** Home-based care providers need support in providing quality early childhood education and preparing to become licensed. (Sources: Interagency Coordination Working Session; Community Engagement Session)

District-Specific Needs

The following are needs specific to individual Supervisorial Districts related to childcare.

Supervisorial District 1: Cities of West Sacramento and Clarksburg

“Universal TK/preschool is wonderful, but we need family childcare/private providers to be advertised and represented by the [school] district as a choice too.”
—Community Member

Although the areas in District 1 have a relatively higher number of childcare slots compared with the other Districts, available childcare options do not meet the existing need in the District given its relatively large population of children aged 0–5 (only 19% have a corresponding spot in a licensed childcare facility). Annual childcare costs range from 18% to 30% of the median income for single female–headed households in the East Yolo CCD, which includes portions of District 1 and District 2. Annual childcare costs range from 10% to 16% of the median income for all families in East Yolo CCD. Neither are considered “affordable” under the definition provided above. Community members in District 1 voiced support for helping unlicensed providers secure licenses, constructing childcare facilities in new neighborhoods as they develop, providing before- and after-school childcare, improving the quality of childcare options, and providing subsidies to families that need assistance.

District 1 Needs

The following describes initial childcare needs for District 1. These needs will change and evolve as the Roadmap to the Future team effort collects more information about District 1.

- **Need 1.1.1:** There is a need to incentivize construction of additional childcare facilities as new homes are built. The Roadmap to the Future identified the need for local governments to require or incentivize the construction of additional childcare facilities with the expansion of homes in the District. (Sources: Community Engagement Session, 2023; Champions Session, 2024)

Supervisorial District 2: City of Winters and Western and Northern Portions of the City of Davis

“[District 2 needs] subsidized childcare so that providers make a living wage while [childcare] is still affordable and highly local [i.e., accessible] for families.”

—Community Member

Only 32% of children aged 0–5 have an associated spot in a licensed childcare facility in Winters. Annual childcare costs range from 7% to 11% of the median income for all families in Winters CCD. However, for single female–headed households in the Winters CCD, annual childcare costs range from 40% to 67% of the median income. Many of these households would be income-eligible for Head Start and Early Head Start programs. In the Davis CCD, part of which is in District 2, childcare costs take up 16% to 23% of the median income for single female–headed households and 6% to 11% of the median income for all families.

During the community engagement sessions, multiple community members expressed a need for affordable childcare options. One community member spoke about the limited options for childcare in Winters, which is corroborated by Figure 12. Community members requested that all schools provide free before- and after-school childcare; affordable infant care and childcare; more after-school enrichment programs that also serve as childcare; city involvement in childcare provision through maintenance of a database of childcare providers and a city staff childcare coordinator; and childcare subsidies for families in need of assistance with children of all ages.

District 2 Needs

The following describes childcare needs for District 2. These needs will change and evolve as the Roadmap to the Future team collects more information about District 2.

- **Need 1.2.1:** There is a need for additional outreach and information to make the community aware of opportunities for childcare and infant care. (Source: Champions Session 2024)

Supervisorial District 3: City of Woodland and Northern Portion of the City of West Sacramento

“Ensure affordable childcare is of high quality.” —Community Member

Although the City of Woodland has one of the highest number of licensed childcare spaces, only 30% of children aged 0–5 have an associated spot in a licensed childcare facility. Additionally, annual childcare costs range from 25% to 42% of the median income for single female–headed households in the Woodland CCD. Annual childcare costs range from 10% to 17% of the median income for all families in Woodland CCD. In the Davis CCD, part of which is in District 2, childcare costs take up 16% to 23% of the median income for single female–headed households and 6% to 11% of the median income for all families. District 3 also includes portions of East Yolo CCD (West Sacramento), which are described in the District 1 summary.

Compared with other regional community engagement sessions, childcare was mentioned less in District 3 (likely because of the higher median income for families with children and the number of available licensed childcare spaces), although childcare still surfaced as one of the top needs for the area. Some community members shared that Woodland had limited city funding for addressing childcare needs and expressed the need to support unlicensed providers to secure licenses in West Sacramento. Although both West Sacramento and Woodland have more licensed facilities than other parts of Yolo County, they also have a higher population of youth and infants that would qualify for those facilities. In interviews with key informants, the need for dedicated transitional kindergarten facilities was mentioned.

District 3 Needs

The following describes initial quality, affordable, and reliable childcare options for District 3. These needs will change and evolve as the Roadmap to the Future team collects more information about District 3.

- **Need 1.3.1:** Additional resources are needed in order to expand, modernize, and enhance existing school facilities for transitional kindergarten classrooms. (Source: Key Informant Interview)

Supervisorial District 4: Eastern and Southern Portions of the City of Davis

“Free or low-cost childcare services. [The current childcare provider] is difficult to get into and has a fee which is a hurdle.” —Community Member

The City of Davis has the highest number of licensed childcare spaces compared with other regions in the county and the highest percentage of children aged 0–5 (66%) have an associated spot in a licensed childcare facility. Davis also has the lowest proportion of household median incomes that cover average childcare costs—16% to 23% for single female–headed households and 6% to 11% for all households. Given this regional difference compared with other Districts, participants in community engagement sessions did not identify childcare as a top need.

By comparison, participants expressed a need for more parenting support, such as parent community groups, parenting classes with childcare options, and trauma-informed/positive-parenting classes. Additionally, many participants named school-age and after-school childcare

needs as a high priority, including free or low-cost recreational activities (also captured in Countywide Need #4: Expanded Learning, Engagement, and Leadership Development Opportunities). Families also shared that much of a family's income is spent on housing, decreasing family funds for childcare. Community members named the following additional childcare needs in District 4: free or low-cost childcare (including preschool) for families who need assistance; more childcare in South Davis; childcare navigation support; before- and after-school childcare provided free for teachers; priority access to childcare for teachers and faculty of a school site; and increased after-school and youth enrichment activities.

District 4 Needs

The following describes childcare needs for District 4. These needs will change and evolve as the Roadmap to the Future team collects more information about District 4.

- **Need 1.4.1:** There is a need for affordable childcare and enhanced parenting support services, ensuring that families, particularly those with lower incomes, and school educators have access to quality childcare services and resources that support effective parenting. (Source: Community Engagement Session)

Supervisorial District 5: Brooks, Capay, Guinda, Rumsey, Zamora, Esparto, Madison, Knights Landing, Dunnigan, and Yolo and the Northern Portion of the City of Woodland

"[District 5] needs free childcare at the Woodland community center so that [parents/families] can use more of the activities provided there." —Parent

Only 31% of children in Esparto CCD aged 0–5 have an associated spot in a licensed childcare facility in Esparto and Madison. Per state data, there are no licensed childcare facilities in other unincorporated areas in District 5. There are 272 children aged 0–5 in the Knights Landing CCD without any corresponding spaces in a licensed childcare facility. Additionally, annual childcare costs range from 10% to 19% of the median income for all families in Esparto and Knights Landing CCD. Data for median incomes of single female-headed households are not available for Esparto and Knights Landing CCD.

During community engagement sessions, the need for more childcare options was the most frequently named need for District 5. A key informant specifically named affordable childcare as an acute need in District 5's rural communities during their interview. Participants also described the needs for childcare options at Woodland Community and Senior Center to enable community members to take advantage of facilities; more early childhood education and childcare options specifically for children aged 0–5; and more quality home-based childcare options. People shared that community members often relied on family, friends, and neighbors for childcare. Community members most frequently mentioned a specific need for infant and preschool childcare options. Additional specific needs named by community members include special-needs childcare that is available during non-school hours, school breaks, and after school and childcare options tailored for single mothers.

District 5 Needs

The following describes childcare needs for District 5. These needs will change and evolve as the Roadmap to the Future team collects more information about District 5.

- **Need 1.5.1:** The community expressed a desire for free childcare at community-oriented spaces, such as the Woodland Community Center, that would enable parents to engage more fully with the services offered. (Source: Community Engagement Session)
- **Need 1.5.2:** There is a need for childcare options that accommodate special needs outside school hours, during school breaks, and after school, as well as targeted support for single mothers seeking affordable childcare solutions. (Source: Community Engagement Session)

Countywide Need #2: Expanded Access To Mental Health Resources

The Roadmap to the Future team identified the need to improve access to mental health resources, including sustaining and expanding the K–12 School Partnership Program to provide mental health resources in schools throughout Yolo County. The term mental health is used in the Roadmap to the Future to refer to “mental health and substance use disorders, life stressors and crises, and stress-related systems” (American Medical Association, 2022). This need is also aligned with one of the four Roadmap to the Future’s shared priorities, Mental Health and Wellness.

Community members focused on the need to expand mental health services and the role of schools in facilitating connections to mental health resources during Roadmap to the Future community engagement sessions, focus groups with youth, key informant interviews with county leaders, and concurrent needs assessments. Community members commented on the need for improved access to mental health and substance use services; increased support to address a rise in mental health issues among LGBTQ+ youth and young children; improved responses to the increase in depression, anxiety, social-emotional distress, and trauma among children, youth, and families; improved coordination between schools and services providers, especially when schools are not in session (e.g., summer and holiday breaks); reduced stigma to encourage access for children, youth, and families to available mental health services; increased access to mental health services in languages other than English; and increased focus on postpartum mental health challenges and substance use among new parents.

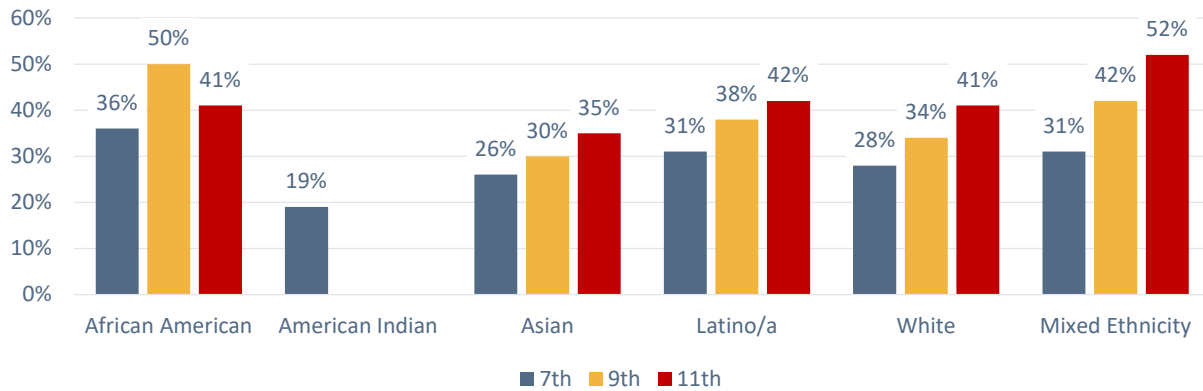
These needs are also consistent with the Yolo County Mental Health Services Act’s three-year plan, which identified that “young people in the community are suffering more intensely, especially with depression, anxiety, eating disorders, and substance use” and highlighted the following needs for youth: more access to services developed for their age and demographic groups; more counselors and social workers in schools; and a more “robust continuum of care” for substance use treatment for youth (Yolo County Health and Human Services Agency,

2023b). Additionally, many concurrent needs assessments and strategic plans reviewed as part of the Roadmap to the Future’s effort highlighted the mental health needs for children, youth, and families. Woodland Memorial Hospital’s Community Health Needs Assessment and Yolo County’s community health assessment both identified the need for increased access to mental and behavioral health and substance use services throughout the county (Dignity Health, 2023; Public Health Branch, 2022). In a community snapshot report, First 5 Yolo also noted that mental health and substance use in the general public and among new parents is a major concern and that rates in these areas are higher in Yolo County than statewide (Whipps et al., 2022).

Figure 13 provides countywide data from the period 2019–2021 (the most recent countywide data available) on students who report experiencing chronic sadness. All race/ethnicities see an increase in chronic sadness by 11th grade, with the exception of African American students, who have a much higher chronic sadness rate in 9th grade compared with other grade levels for that group as well as other demographic groups during 9th grade. African American students and students of two or more ethnicities have higher rates of chronic sadness by grade level compared with their peers. Figure 14 illustrates the same chronic sadness indicator in Yolo County, but by school district. The data shows that Esparto Unified has significantly higher rates of chronic sadness among 7th graders compared with other school districts. Washington Unified also has higher rates of chronic sadness across all grades, compared with other school districts in the county. Davis and Winters Joint Unified School District (JUSD) have the lowest rates of students experiencing chronic sadness in 7th and 9th grades.

Schools are an important ally and partner in addressing the mental and physical health needs of students and their families, from facilitating access to healthcare services to improving school climate and connections for students to intervening early when mental or physical health needs are identified. As a result, all five Districts, YCOE, and Yolo County partnered in 2022 to launch the Yolo County K–12 School Partnership Program to expand behavioral health services in schools. During the 2022/23 school year (SY), the K–12 School Partnership served 5,500 children.

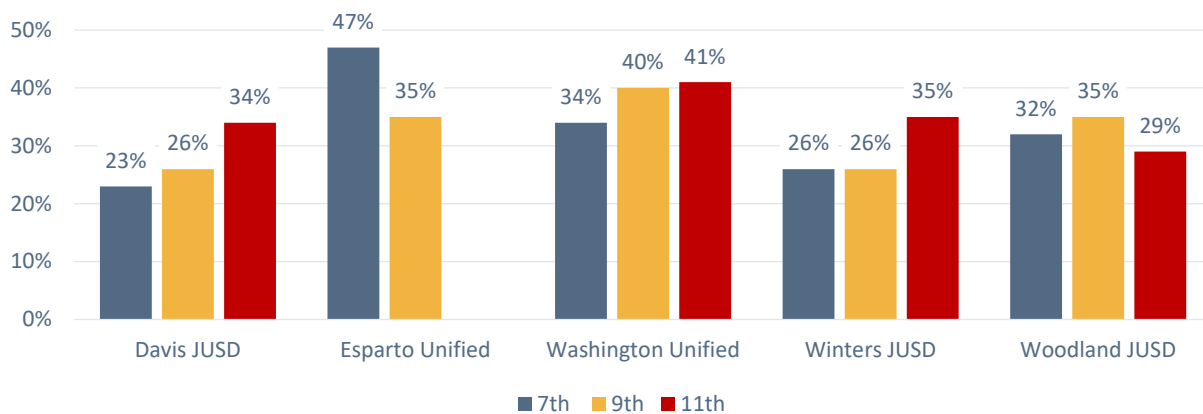
Figure 13. Percent of Students in Yolo County Experiencing Chronic Sadness, by Race/Ethnicity



Note: See [Appendix E](#) for a table of data in this figure.

Source: Yolo County California Healthy Kids Survey, 2019–2021

Figure 14. Percent of Students Experiencing Chronic Sadness, by School District



Note: See [Appendix E](#) for a table of data in this figure.

Source: Yolo County California Healthy Kids Survey, 2022–2023

Specific Countywide Needs

Given the efforts to expand school-based mental health services through the K–12 School Partnership Program, the concerns around ongoing sustainability of that program, and the extensive mental health needs of non-school-age populations, the following are specific countywide needs:

- **Need 2.0.1:** Yolo County Health and Human Services Agency (HHSA), YCOE, and school districts need a sustainability plan to continue funding the K–12 School Partnership Program after one-time grants are expended.
- **Need 2.0.2:** Schools and the community need more mental health and substance use services. This includes increasing access to practitioners that speak languages other than English; providing more school-based practitioners, including school counselors; and providing more screenings and services for children aged 0–5 and parents/guardians.

District-Specific Needs

The following are needs specific to individual Supervisorial Districts related to expanded access to mental health resources. These needs were developed based on feedback from key informants and collected during the Champions Session in May 2024.

Supervisorial District 1: City of West Sacramento and Clarksburg

“Equitable, accessible, and affordable program for children to help with their social-emotional growth, for them to become a productive member in the community.”

—Parent/Educator

Community members in District 1 noted the need for more mental health services; improved crisis response protocols, including options outside of police interventions; improved training for teachers and school staff; and more prevention and early intervention services. In an interview, one key informant specifically mentioned gaps in services for adolescents (aged 12–16 especially), given it’s a population reporting an increase in suicidal ideation. Washington Unified, which straddles District 1 and District 3, also noted the importance of whole-child health and safety supports and trauma-informed approaches in their schools (Washington Unified, 2022b).

District 1 Needs

The following describes initial expanded access to mental health resources needed for District 1. These needs will change and evolve as the Roadmap to the Future team collects more information about District 1. Additional research is needed to confirm and define each need.

- **Need 2.1.1:** Washington Unified needs interventions and treatment services to address student substance use. This includes services appropriate for younger students in areas where substance use begins earlier (i.e., 4th–6th grades). (Source: Key Informant)
- **Need 2.1.2:** Washington Unified needs training for staff to develop and implement restorative, non-punitive responses to students’ externalizing behaviors that may result from unmet mental health needs. (Source: Key Informant)

- **Need 2.1.3:** Washington Unified needs access to intensive services. Although many schools in this region are expanding access to Tier 1 and Tier 2 mental health services (e.g., schoolwide prevention, targeted interventions), more access to intensive services (e.g., Tier 3) is needed, particularly for certain student populations, such as undocumented, multilingual, and newcomer children, youth, and families. (Source: Champions Session 2024)

Supervisorial District 2: City of Winters and Western and Northern Portions of the City of Davis

“[It’s important to have] enough adult-to-student ratios at schools to provide students and families with supports that are needed.” —Community Member

One key informant explained that Winters JUSD and the community have experienced a lot of growth in recent years, so the school district may have resources analogous to a small district while facing mental health challenges similar to larger, more urban school districts. Figure 13 illustrates a significant jump from 9th to 11th grades in the percent of students experiencing chronic sadness. District 2 also includes portions of Davis JUSD, and a description of that district’s needs are included in District 4 needs below.

District 2 Needs

The following describes initial expanded access to mental health resources needed for District 2. These needs will change and evolve as the Roadmap to the Future collects more information about District 2.

- **Need 2.2.1:** Winters JUSD and the Winters Police Department need an improved crisis response protocol. This includes training staff to respond non-punitively as well as embedding a trained mental health clinician in the police department who can respond to mental health crises. (Source: Key Informant)

Supervisorial District 3: City of Woodland and Northern Portion of the City of West Sacramento

“Make counselors more approachable.” —Youth

Community members in District 3 identified mental health services as a top need during community engagement sessions, including the need for more mental health services for youth and families after school and over weekends and more mental health practitioners in school settings (both school counselors and community-based providers, such as interns from local colleges). Compared with other school districts of a similar size in Yolo County, a much smaller number of Woodland JUSD students are referred to services through the K–12 School Partnership Program. The Woodland Community Call to Action also identifies the need for more

mental health and well-being resources for children and youth, specifically for children aged 0–5 and parents/guardians (Woodland Joint Unified School District & City of Woodland, 2023).

District 3 Needs

The following describes initial expanded access to mental health resources needed for District 3. These needs will change and evolve as the Roadmap to the Future team collects more information about District 3.

- **Need 2.3.1:** There is a need to increase connections between schools and community settings, such as libraries, parks, and recreation departments, to address mental health needs and connect children, youth, and families to resources. (Source: Champions Session 2024)
- **Need 2.3.2:** Woodland JUSD needs to expand the identification and referral processes for students experiencing mental health needs. (Source: Key Informant)
- **Need 2.3.3:** Woodland JUSD needs training for staff to develop and implement restorative responses to students' externalizing behaviors that may result from unmet mental health needs. (Source: Key Informant)

Supervisorial District 4: Eastern and Southern Portions of the City of Davis

“Full time mental health counselors for school-age children.”
—Community Member

Participants in District 4 community engagement sessions raised the need for more mental health support, including affordable resources for families that address the unique needs of children and adolescents and that respond to an increase in suicidal ideation among children and youth in this area. Key informants interviewed also identified a unique challenge facing this area resulting from its relative affluence in Yolo County: high percentages of privately insured children, youth, and families make it more challenging for individuals to access covered mental health services compared with other Yolo County school districts. Not only is it sometimes difficult for privately insured children and youth to access services, but also the Davis JUSD has less per-student funding from the state than any other District, which may be cited as a reason for the lack of mental health resources for students.

As with other Districts, children, youth, and families of color and/or of lower socioeconomic status may experience family stigma over accessing mental health services. The mental health needs described in this section also pertain to the portion of the City of Davis included in District 2.

District 4 Needs

The following describes initial expanded access to mental health resources needed for District 4. These needs will change and evolve as the Roadmap to the Future team collects more information about District 4. Additional research is needed to confirm and define each need.

- **Need 2.4.1:** There is a need for more accessible and sustainable mental health services for privately insured children, youth, and families, including navigation support to identify available therapists who will take insurance. (Sources: Key Informant; Champions Session 2024)
- **Need 2.4.2:** Davis JUSD needs services that address increased anxiety and depression of students whose needs often go unnoticed because the students are high performing and exhibit fewer externalizing behaviors. (Source: Key Informant)

Supervisorial District 5: Brooks, Capay, Guinda, Rumsey, Zamora, Esparto, Madison, Knights Landing, Dunnigan, and Yolo and the Northern Portion of the City of Woodland

“We need more counselors and mental health resources for our youth and students. With proper guidance, the youth will improve our community.” —Parent

Participants in the community engagement sessions surfaced the need for more mental health services, more school-based services, services for parents and family members, and services accessible to Spanish speakers. Additionally, participants in the community engagement sessions raised the need for more and free access to mental health services for all children, regardless of insurance type. District 5 needs more classroom-based skills classes around understanding trauma and building coping mechanisms. Students participating in a focus group communicated the need to feel more welcomed and supported at school. Additionally, Esparto Unified highlighted the need for providing mental health supports, including more counselor availability, addressing bullying in schools, and providing connection to community resources (Youth Development Network, 2022).

District 5 Needs

The following describes initial expanded access to mental health resources needed for District 5. These needs will change and evolve as the Roadmap to the Future team collects more information about District 5. Additional research is needed to confirm and define each need.

- **Need 2.5.1:** This community and Esparto Unified need mental health resources specific to meeting the needs of migrant workers and their families. These students typically attend school only part of the school year and likely have needs that go unmet. (Source: Key Informant)
- **Need 2.5.2:** Esparto Unified and the unincorporated areas of Yolo County need services that promote an understanding of mental health, reduce mental health stigma, and promote LGBTQ+ inclusiveness. (Source: Key Informant)

- **Need 2.5.3:** Esparto Unified needs to expand its identification and referral processes for students experiencing mental health needs. (Source: Key Informant)
- **Need 2.5.4:** Families in rural communities need community navigators to connect them with resources and check in on their general well-being. (Source: Champions Session 2024)

Countywide Need #3: Improved Alternative Transportation Options

Yolo County jurisdictions have invested significantly in transportation options for children, youth, and families and can continue this work with additional investment to support and improve transportation. “Improved transportation” is defined as enhanced and more accessible transit services, including increased routes, extended hours, and affordable fares that enable children, youth, and families to reach educational facilities, childcare, workplaces, and other essential destinations safely and conveniently.

Based on a key informant interview, most of the significant alternative transportation–related needs are now in unincorporated communities, since Yolo County’s cities have made significant progress in expanding transportation options. U.S. Census American Community Survey (ACS) data from 2022 indicate that nearly 11% of Yolo County workers commuted using alternative transportation methods (i.e., not a car, truck, or van), which is higher than the California state average of 7%. In 2019, for example, the YoloBus average total daily ridership was approximately 3,786 on a weekday, 2,107 on Saturdays, and 1,211 on Sundays (Yolo County Transportation District, 2021). In addition, the Yolo County Transportation District and the City of West Sacramento have invested in low-cost micro transit programs for residents, known as BeeLine and Via. BeeLine services Winters, Woodland, and Knights Landing, and Via services West Sacramento.

The Yolo County Transportation District is developing a long-term strategic plan for countywide transportation improvements. Participants in the Yolo County Transportation District’s 2020 Comprehensive Operational Analysis advocated for transit service enhancements that included increased route frequency to essential destinations, direct links to major hubs, and more reliable peak period capacity. There were calls for transit-oriented development areas to have shorter wait times; for the integration of alternative mobility options to complement existing services; and for strategic management of parking demand at transit centers. The needs in the county span from sidewalk access to improvements on highways to increased bus routes. More information about transportation needs in Yolo County will emerge from this long-term strategic plan.

District-Specific Needs

The following are needs specific to individual Supervisorial Districts related to improved alternative transportation options.

Supervisorial District 1: City of West Sacramento and Clarksburg

“Yolo County needs to continue expanding public transportation.” —Parent

The City of West Sacramento is served by Yolobus and by Via, an on-demand rideshare program that provides rides anywhere in the city for a flat, affordable fee (discounted for seniors). In an interview with an agency leader in District 1, they echoed the concern shared by participants during the community engagement sessions that geographical access for community members in rural areas was a challenge. According to the U.S. Census ACS data from 2022, for example, the Clarksburg CCD has the highest mean travel time to work out of all the CCDs, at an average time of 39.7 minutes. The high costs of public transportation often may not justify providing the service in a sparsely populated rural area, especially in a community with a high median household income like Clarksburg.

District 1 Needs

The following describes an initial improved alternative transportation option need for District 1. These needs will change and evolve as the Roadmap to the Future team collects more information about District 1.

- **Need 3.1.1:** There is a need to expand public transportation services for both routes and services in rural areas. (Sources: Community Engagement Session; Interviews; Key Informant Interviews)

Supervisorial District 2: City of Winters and Western and Northern Portions of the City of Davis

“[District 2 needs] minibuses for kids who need transportation in Winters. There is no youth transportation in Winters.” —Community Member

The City of Davis is served by its own bus system, Unitrans, and has over 100 miles of bike lanes within the 11-square-mile area of the incorporated city to support pedestrian trips by foot or bike. In 2023, the Yolo County Transportation District announced the new BeeLine service in Winters, an on-demand affordable rideshare service for short trips. The Yolo County Transportation District announced the new BeeLine service during the Roadmap to the Future process at about the same time the team was interviewing Winters residents who requested minibuses for kids who need transportation in Winters and increased routes to destinations such as schools and medical care facilities.

District 2 Needs

The following describes initial improved alternative transportation option needs for District 2. These needs will change and evolve as the Roadmap to the Future team collects more information about District 2.

- **Need 3.2.1:** There is a need for a dedicated youth transportation solution, such as microbus services in Winters to provide reliable access to educational and community resources. (Source: Community Engagement Session; Interviews)
- **Need 3.2.2:** There is a need for more frequent and strategically distributed transit routes within District 2, including improved connections to regional hubs, to meet the diverse needs of the community, especially for seniors and college students. (Sources: Community Engagement Session; Interviews)

Supervisorial District 3: City of Woodland and Northern Portion of the City of West Sacramento

“Transportation is a significant barrier, as Woodland is small and has limited opportunities without transportation. More opportunities are available in Davis, but transportation can also prevent young people in Davis from getting to us.”

—Community Agency Leader

Across focus groups and interviews in District 3, youth and community leaders cited transportation issues (e.g., potholes) and the lack of transportation services available to them. People shared that current transportation routes exclude rural communities and that there is a lack of youth transportation options. People voiced the need for better routes and more urgency in communicating new projects, including the BeeLine and YoloBus.

During the recent community engagement sessions, participants mentioned a range of transportation needs that they believe should be addressed. These include providing transportation options for after sports activities, improving communication regarding YoloBus services, and enhancing safety measures for bike paths along Highway 16. Additionally, the community emphasized the importance of micro transit options for easier access to the city and various recreational activities. There was a consensus on the need for better transportation access in general, including the development of bike-friendly infrastructure. Furthermore, the attendees highlighted the necessity for local transportation services that would facilitate attendance at local classes and events.

District 3 Needs

The following describes initial improved options for alternative transportation needs for District 3. These needs will change and evolve as the Roadmap to the Future team collects more information about District 3. Additional research is needed to confirm and define each need.

- **Need 3.3.1:** There is a need to enhance transportation for after-school sports programs and expanded micro transit options for city and recreational access as well as increased local transportation to facilitate attendance at classes and community events. (Sources: Community Engagement Session; Interviews)
- **Need 3.3.2:** There is a need for heightened bike path safety along Highway 16 and other bike-friendly infrastructure. (Sources: Community Engagement Session; Interviews)

Supervisorial District 4: Eastern and Southern Portions of the City of Davis

“We need public transportation for DJUSD students and school transportation”

—Parent

The U.S. Census ACS data from 2022 indicates that 25% of the Davis CCD—which includes portions of Districts 1, 3, and 4—has workers commuting using alternative transportation methods (i.e., not a car, truck, or van). This is higher than the Yolo County average of 11%. Davis also had the highest percentage of workers who commute to work via bicycle, at 14.7%. These data underscore District 4’s reliance on alternative modes of transportation. Community members in District 4 shared the need for improved transportation options to reach schools and childcare sites. However, it should be noted that Unitrans, which is a UC Davis transportation system, also serves as a transportation system for students in the Davis JUSD.

District 4 Needs

The following describes initial improved options for alternative transportation needs for District 4. These needs will change and evolve as the Roadmap to the Future team collects more information about District 4. Additional research is needed to confirm and define each need.

- **Need 3.4.1:** There is a need for improved coordination among Associated Students of UC Davis, Unitrans, and neighboring school districts to address the transit requirements of children and youth more effectively in the areas serviced by Unitrans. (Source: Community Engagement Session)
- **Need 3.4.2:** There is a need for enhancing existing bus services, that is critical to providing more direct, affordable, and accessible routes that will benefit the entire community, particularly for those who rely on public transit for their daily commutes. (Source: Community Engagement Session)
- **Need 3.4.3:** There is a need to expand and improve safety on bike paths to continue to support the already high percentage of cyclists in the district. (Source: Community Engagement Session)

Supervisorial District 5: Brooks, Capay, Guinda, Rumsey, Zamora, Esparto, Madison, Knights Landing, Dunnigan, and Yolo and the Northern Portion of the City of Woodland

“District 5 needs transportation equity—bring services to small rural areas like Dunnigan and Zamora.” —Community Member

The U.S. Census ACS data from 2022 indicates that 7.3% of households had no vehicle available in the Knights Landing CCD. The Esparto and Knights Landings CCDs also had relatively high mean travel times to work, at 34.5 minutes and 28.1 minutes, respectively. These data underscore the importance of transportation in the lives of people in District 5. Community members indicated specific needs that relate to transportation access. In a focus group with students, they named limited transportation options for youth in Knights Landing.

During both of the community engagement sessions, participants shared transportation as the second highest need in the District, including: providing flexible transportation for high school students to and from Woodland, as there is no way to travel to and from Knights Landing, so that they can engage in healthy and safe after-school activities; expanding affordable micro transit resources (e.g. maintain the one dollar an hour rate); and creating additional transportation options in Esparto and other Capay Valley towns, Madison, Dunnigan, Zamora, Yolo, and rural areas. Residents in District 5 also named sidewalks and lighting as top needs in their community. Knights Landing has the highest percentage of residents who walk to their work locations out of all the CCDs in Yolo County, at 10.8%. The Roadmap to the Future team recognizes sidewalks and lighting as critical components of safe and accessible transportation. In addition, according to a focus group conducted in the District, youth voiced that there is poor infrastructure (e.g., roads, water, power) in their communities. This need was further supported by community members in Round 1 and Round 2 community engagement sessions, who asked for street lights and sidewalks in all of Esparto, more lighting in public spaces, sidewalk ramps, and lights for afternoon and night activities.

District 5 Needs

The following describes initial improved alternative transportation option needs for District 5. These needs will change and evolve as the Roadmap to the Future team collects more information about District 5. Additional research is needed to confirm and define each need.

- **Need 3.5.1:** There is a need to establish transportation solutions tailored to high school students, enabling safe and reliable access to after-school activities. (Source: Community Engagement Session; Interviews)
- **Need 3.5.2:** There is a need to expand and maintain the affordability of micro transit services like BeeLine to provide vital connections for residents of rural communities, from Yolo and Dunnigan to the broader district and beyond. (Source: Community Engagement Session)

- **Need 3.5.3:** There is a need for more infrastructure to support active transportation (e.g., bike paths, streetlights, sidewalks). (Source: Community Engagement Session; Interviews)

Countywide Need #4: Expanded Learning, Engagement, And Leadership Development Opportunities

Investment in actions to expand learning, engagement, and leadership development opportunities would help children and youth build positive relationships, train for careers, participate in civic activities, and develop community connections. The Child and Youth Development Framework provides a guide for linking early childhood engagement and skill development to positive youth and early adult outcomes. Actions to address the need for expanded learning, engagement, and leadership development should integrate the Child and Youth Development Framework to the extent possible.

Definitions

Expanded learning, engagement, and leadership development opportunities for youth are defined as follows:

Expanded Learning: The Roadmap to the Future defines expanded learning as “before-school, after-school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences” (California Department of Education, 2024). Examples of expanded learning opportunities include tutoring, extracurricular activities, mentorship programs, arts and music education, sports and recreation, science and technology workshops, cultural enrichment programs, and community service projects, all designed to complement K–12 programs and promote comprehensive youth development.

Engagement: The Roadmap to the Future defines engagement as the ways in which children and youth are actively involved, interested, and invested in learning and development activities. Such activities should be meaningful and relevant to the interests and needs of young people. Active and meaningful engagement can lead to better educational and developmental outcomes for children and youth.

Leadership Development: The Roadmap to the Future defines leadership development as providing opportunities that support children and youth in developing skills and confidence to take initiative, make decisions, and collaborate with peers to create positive change in their lives and communities. These opportunities could empower children and youth to enhance their communication, problem-solving, and critical thinking skills.

Specific Countywide Need

These data demonstrate the need for expanded learning, engagement, and leadership development across Yolo County. Although there are District-specific needs, the following need is evident across the county as a whole:

- **Need 4.0.1:** Yolo County needs additional before- and after-school programs for children of all ages. These programs could include arts education, peer tutoring, and sports. This includes the need to identify funding to support the programs, such as arts education funding from Proposition 28, After School Education and Safety and 21st Century Community Learning Centers. (Source: Community Engagement Session)

District-Specific Needs

The following are needs specific to individual Supervisorial Districts related to expanded learning, engagement, and leadership development.

Supervisorial District 1: West Sacramento and Clarksburg

“[Youth and children need] equitable, accessible, and affordable programs to help with their social-emotional growth and for them to become a productive member in the community.” —Parent

Community members in District 1 noted the desire for safe spaces where children and youth can gather, learn, and participate in a variety of enrichment activities outside regular school hours. They emphasized the importance of having access to resources to address not only the academic needs, but also the social, emotional, and physical needs of children and youth. Community members specifically cited the need for a youth center or youth gathering places, as well youth-focused programming. Community members also emphasized the importance of sports, with a specific focus on the need for coach development training and additional indoor and outdoor sports facilities for children and youth. Student focus groups conducted for the Washington Unified School District Local Control and Accountability Plan (LCAP) identified the need for a peer tutoring program so students could feel more connected to school and peers.

District 1 Needs

The following describes initial expanded learning, engagement, and leadership needs for District 1. These needs will change and evolve as the Roadmap to the Future team collects more information about District 1. Additional research is needed to confirm and define each need.

- **Need 4.1.1:** There is a need for additional dedicated youth development centers, including additional physical spaces for youth to gather and learn outside school and enrichment programs that support social-emotional growth and safe community engagement. These spaces should be accessible and affordable to ensure equitable opportunities. This is also a need in Districts 2 and 3. (Sources: Community Engagement Session; Interviews)
- **Need 4.1.2:** There is a need for an expansion of community schools. Community schools can provide students with access to holistic well-being programs, including after-school arts and sports programs. Community schools can also offer family support services, ensure that programs are inclusive, and respond to the needs of the District. (Source: Community Engagement Session)
- **Need 4.1.3:** There is a need to expand sports facilities and associated amenities, including additional fields and other sports amenities to support athletic and physical wellness activities. This is also a need in District 3. (Source: Community Engagement Session)

Supervisorial District 2: City of Winters and the Western and Northern Portions of the City of Davis

“[District 2 needs] services that provide support to our youth and children academically, including homework clubs, tutoring, etc.” —Educator

Community members in District 2 noted a need for youth centers in both the City of Davis and the City of Winters to provide spaces for youth programs. Community members also need additional after-school programs, such as art and music classes, tutoring, and homework clubs. Spanish-speaking community members in particular emphasized art and music classes. Community members also voiced a need for increased youth engagement.

District 2 Needs

The following describes initial expanded learning, engagement, and leadership needs for District 2. These needs will change and evolve as the Roadmap to the Future team collects more information about District 2. Additional research is needed to confirm and define each need.

- **Need 4.2.1:** There is a need for additional dedicated youth development centers, including physical spaces for youth to gather and learn outside school and enrichment programs that support social-emotional growth and safe community engagement. These spaces should be accessible and affordable to ensure equitable opportunities. This is also a need in Districts 1 and 3. (Source: Community Engagement Session)

Supervisorial District 3: City of Woodland and Northern Portion of the City of West Sacramento

“We should empower our youth as individuals by celebrating every ethnicity and teaching them about their history as well as the history of different cultures. ... History class is an excellent place to do this, but we can [also] do it through [extracurricular activities like] cooking classes.” —Community Organization Leader

Community members in District 3 voiced a clear need for additional recreational spaces geared toward youth, enhanced Internet connectivity, spaces for cultural and artistic enrichment, and broader opportunities for college and career readiness. Youth also shared the desire to feel connected with their community. Community members shared the need for a recreation center where youth and families could engage with one another and advocated for accessible youth enrichment and mentorship programs, along with after-school programs at every school in the school district. Community members also identified the need for summer programs for expanded learning. Lastly, community members shared the need for expanded learning activities, such as peer-to-peer mentoring.

District 3 Needs

The following describes initial expanded learning, engagement, and leadership needs for District 3. These needs will change and evolve as the Roadmap to the Future team collects more information about District 3. Additional research is needed to confirm and define each need.

- **Need 4.3.1:** There is a need to expand sports facilities, including additional fields and other sports amenities to support athletic and physical wellness activities. This is also a need in District 1. (Source: Community Engagement Session)
- **Need 4.3.2:** There is a need for additional youth development centers, including physical spaces for youth to gather and learn outside school and enrichment programs that support social-emotional growth and safe community engagement. These spaces should be accessible and affordable to ensure equitable opportunities. This is also a need in Districts 1 and 2. (Source: Community Engagement Session; Interviews)

Supervisorial District 4: Eastern and Southern Portions of the City of Davis

“[Existe la necesidad] ... de un centro donde los jóvenes puedan reunirse para socializar y convivir juntos.” —Padre

“[There is a need] ... for a center where young people can gather to socialize and spend time together.” —Parent

Community members in District 4 expressed the need for a youth development center, including before- and after-school programming. People further expressed the need for after-school programs connected to schools and emphasized the importance of making these

programs either low cost or free for low-income families. Community members also emphasized the need to engage marginalized groups, such as LGBTQ+ and lower socioeconomic status youth. Families also expressed the need for sports, including soccer and martial arts, and other activities, including ballet and other forms of dance. Members also shared the importance of supporting youth in developing positive social skills.

District 4 Needs

The following describes initial expanded learning, engagement, and leadership needs for District 4. These needs will change and evolve as the Roadmap to the Future team collects more information about District 4. Additional research is needed to confirm and define each need.

- **Need 4.4.1:** There is a need for more programs for youth to gather and learn outside school and enrichment programs that support social-emotional growth and safe community engagement. These opportunities should be accessible and affordable to ensure equitable opportunities, with a focus on providing inclusive access to underrepresented groups, such as students of color, foster youth, LGBTQ+ youth, and those experiencing homelessness, to close existing gaps and foster their development. (Sources: Community Engagement Session; Interviews)

Supervisorial District 5: Brooks, Capay, Guinda, Rumsey, Zamora, Esparto, Madison, Knights Landing, Dunnigan, and Yolo and the Northern Portion of the City of Woodland

“Knowing the history of the Roadmap and Yolo, we can do good things if we are all on the same page. A clear framework on how we view young people countywide, supports, and opportunities [so that] all players interacting with young people are speaking the same language. Community involvement—we need to see young people as a resource and [support their] skill building.”

—Community Organization Leader

Community members in District 5 highlighted the need for dedicated areas for youth to gather. In a focus group, the youth in District 5 conveyed a strong desire for the establishment of teen and youth centers, pointing out the current lack of safe and welcoming places for them. They also noted a lack of available after-school programs and support services, such as tutoring. An agency leader supported these concerns, emphasizing the community’s need for additional centers geared toward teens and younger children. Community members voiced a strong desire for a wider range of physical activities for children, including options such as ballet and gymnastics. People shared a need for activities that extend beyond typical working hours to provide children with enriching experiences that align with family schedules, as well as low-cost or free summer enrichment opportunities. Community members also advocated for mentorship programs to provide support and guidance to students. Youth in Knights Landing shared during a focus group that there are no support systems in Knights Landing and that they did not know how to access support.

District 5 Needs

The following describes initial expanded learning, engagement, and leadership needs for District 5. These needs will change and evolve as the Roadmap to the Future team collects more information about District 5.

- **Need 4.5.1:** There is a need for physical spaces for youth that provide safe and inclusive environments for social gatherings, after-school programs, and support services to address the community’s concern about the lack of dedicated areas where youth can engage in recreational and developmental activities. (Sources: Community Engagement Session; Interviews)

Countywide Need #5: Increased Access To Affordable Housing

“Affordable housing universally recognizes that housing is unaffordable for most people, and this is not a problem that can be solved locally. Housing is the number one commodity and wealth builder and that’s a problem!” —Agency Leader

Yolo County faces a shortage of affordable housing, reflecting a broader crisis that affects the entire state of California. As the cost of living continues to rise statewide and construction of new homes fails to meet demand, households with children struggle to secure stable and affordable homes. California’s overall housing shortage has placed pressure on local communities, such as Yolo County. These challenges not only undermine the healthy development of children and youth, but also impact educational outcomes and strain family stability. Addressing the affordable housing deficit is essential to fostering a supportive environment where all children, youth, and families in Yolo County can thrive.

Many organizations in Yolo County are working to provide diverse and affordable housing options for children, youth, and families in the county, defined as housing options to meet the varied needs of different family sizes, compositions, and income levels so they can have access to safe, quality, and cost-effective living spaces. Still, there are over 5,240 families on a waiting list for Section 8 housing in Yolo County, and half of these families have children (Yolo County Housing, 2024). The wait list has been closed for over six months as of May 2024, with no expectations of reopening. During Roadmap to the Future community engagement sessions, community members shared that people stay on affordable housing wait lists for two to three years. According to the California Housing Partnership, there are 9,030 low-income renter households in Yolo County who do not have access to an affordable home, and in 2022, there were only 692 beds available in the interim and permanent housing supply for persons experiencing homelessness. During SY 2022/23, school districts in Yolo County had over 600 students experiencing homelessness, as defined by the McKinney-Vento Act. Over 30% of the calls received by 211 Yolo from June 2022 through July 2023 were requests for housing assistance.

Most landlords or leasing agencies require renters to provide proof of monthly income that is two to three times the monthly rent. With an average monthly asking rent of \$1,774, the head of a single-income household in Yolo County needs to earn at least \$34.11 per hour, or \$70,949 annually, to afford the average monthly asking rent. As indicated in Table 6, the median incomes for families with children under 18 years of age in Knights Landing CCD, Esparto CCD, and Woodland CCD are marginally sufficient to afford Yolo County's average monthly asking rent, without factoring in any other costs of living, such as childcare.

Specific Countywide Needs

Although these data demonstrate the need for affordable housing in Yolo County, more research is necessary to fully develop District-specific needs. However, the following are countywide needs specific to diverse and affordable housing:

- **Need 5.0.1:** Yolo County Housing needs to update its data and files more frequently, including verifying its wait list yearly. (Source: Champions Session 2024)
- **Need 5.0.2:** School districts need to connect to students experiencing homelessness to better understand their needs and the resources they have access to. (Source: Champions Session 2024)
- **Need 5.0.3:** There is a need for new developments to include affordable housing options. (Sources: Champions Session 2024; Interviews)

Countywide Need #6: Expanded Access To Affordable, Healthy Food Options

According to the Yolo Food Bank's 2024 Yolo County Food Access Survey Report, nearly one in three families in Yolo County are food insecure, defined as having limited or uncertain availability of nutritionally adequate and safe foods or limited or uncertain ability to acquire acceptable foods in socially acceptable ways. This level of food insecurity is higher than both the state average and the national average. Furthermore, almost 40% of families with children experience food insecurity in Yolo County. Community members who are Black, who are Hispanic, and who identify with more than one race/ethnicity have higher food insecurity rates than other community members. The Yolo Food Bank also found that 52.9% of households with agricultural workers are food insecure (Yolo Food Bank, 2024). Children, youth, and families in Yolo County need expanded access to affordable, healthy food options, defined as the increased availability and ease of obtaining nutritious food at a low cost to support physical and mental health.

Although these data demonstrate the need for expanded access to affordable, healthy food options in Yolo County, more research is necessary to fully develop District-specific needs. However, the following is a countywide need specific to affordable, healthy food options:

- **Need 6.0.1:** There is a need for improved collaboration between schools across Yolo County and organizations providing food resources so that the county can effectively meet the needs of students in their communities. (Sources: Key Informant Interview; Champions Session 2024)

District-Specific Needs

The Yolo Food Bank’s Food Access Survey provides data by city, not Supervisorial District. The team nevertheless used this information to provide a foundation for further discussion about needs specific to individual Supervisorial Districts related to expanded access to affordable, healthy food options.

Supervisorial District 1: City of West Sacramento and Clarksburg

The Yolo Food Bank report found that 28.7% of people surveyed in West Sacramento were food insecure. According to the U.S. Census ACS, 6.1% of households in Clarksburg CCD participate in the Supplemental Nutrition Assistance Program (SNAP) (previously known as food stamps), with 100% of those households having children under the age of 18. (U.S. Census Bureau, 2022c). During the community engagement sessions, community members in District 1 advocated for farmers markets, additional grocery stores, family restaurants that were not franchises or chain restaurants, additional food options in schools, and increased availability of referrals for food access.

District 1 Needs

These needs will change and evolve as the Roadmap to the Future team collects more information about District 1. Additional research is needed to confirm and define each need.

- **Need 6.1.1:** There is a need for affordable grocery stores and diverse food outlets. Such entities could include ethnic grocery stores, healthy restaurants, farmers markets, and mobile food services for the housebound. This is also a need in Districts 3 and 5. (Source: Community Engagement Session)

Supervisorial District 2: City of Winters and Western and Northern Portions of the City of Davis

The Yolo Food Bank reports that 35.4% of those surveyed in the City of Winters and other unincorporated areas of Yolo County experience food insecurity. In Winters, 6.1% of households receive SNAP, and almost 37% of those households have children. Almost two-thirds of families receiving SNAP had no workers in the household. During community engagement sessions, participants emphasized a need for expanded access to healthy, affordable food options for both TK–12 students and students in higher education. One community member noted that there was a lack of access to food pantries in school settings.

District 2 Needs

- The need for expanded access to affordable, healthy, food options in District 2 is included in the countywide needs.

Supervisorial District 3: City of Woodland and the Northern Portion of the City of West Sacramento

The Yolo Food Bank reports that 33.3% of respondents in the City of Woodland and 28.7% of respondents in the City of West Sacramento experience food insecurity. In East Yolo CCD, which encompasses portions of District 3, 15% of households receive SNAP, and 52% of those households have children. During SY 2022/23, almost 74% of students in the Woodland JUSD qualified for free or reduced meals (EdData, n.d.(c)). During the community engagement sessions, community members in District 3 advocated for increased availability of food stores and restaurants in their communities, especially those accessible for families.

District 3 Needs

These needs will change and evolve as the Roadmap to the Future team collects more information about District 3. Additional research is needed to confirm and define each need.

- **Need 6.3.1:** There is a need for affordable grocery stores and diverse food outlets. Such entities could include ethnic grocery stores, healthy restaurants, farmers markets, and mobile food services for the housebound. This is also a need in Districts 1 and 5. (Source: Community Engagement Session)

Supervisorial District 4: Eastern and Southern Portions of the City of Davis

The Yolo Food Bank reports that 25.8% of respondents from the City of Davis experience food insecurity. In the Davis CCD, 7.5% of households receive SNAP, with almost 14% of those households having children. During SY 2022/23, 19.5% of students in the Davis JUSD qualified for free or reduced meals (EdData, n.d.(a)).

District 4 Needs

- The need for expanded access to affordable, healthy, food options in District 4 is included in the countywide needs.

Supervisorial District 5: Brooks, Capay, Guinda, Rumsey, Zamora, Esparto, Madison, Knights Landing, Dunnigan, and Yolo and the Northern Portion of the City of Woodland

“There is very limited food—almost no fresh vegetables or fruit except [during] weekly and monthly food giveaways.” —Community Member

Residents in District 5 highlighted various needs related to expanded access to affordable and healthy food options for the area’s child and youth population. In SY 2022/23, 76.8% of students in the Esparto Unified School District were eligible for free or reduced-price meals

(EdData, n.d.(b)). In addition, 16.2% of families qualified for SNAP in the Esparto CCD and 13% qualified in the Knights Landing CCD. Furthermore, in both CCDs, over half of the families receiving food assistance have children under the age of 18. During community engagement sessions, people expressed the need for local, affordable grocery stores with culturally relevant food and access to affordable, fresh produce through farmers markets, food banks/pantries, and home deliveries. During one of the sessions, a community member highlighted the need for nutrient-dense foods for children in TK–12 schools. Community members described District 5 as a region where food is produced abundantly through the agricultural economy, but that same food is not returning to the homes of children, youth, and families. District 5 is home to many agricultural workers, including migrant workers who face challenges in accessing food and services due to communication barriers. Participants at the third Champions Session expressed that multilingual outreach for food access services in rural areas can be challenging and expensive to complete.

District 5 Needs

The following describes initial food access needs for District 5. These needs will change and evolve as the Roadmap to the Future team collects more information about District 5's needs.

- **Need 6.5.1:** There is a need for affordable grocery stores and diverse food outlets. Such entities could include ethnic grocery stores, healthy restaurants, farmers markets, and mobile food services for the housebound. This is also a need in District 1 and 3. (Source: Community Engagement Session)
- **Need 6.5.2:** There is a need for food banks or pantries in schools. Schools would serve as convenient distribution points for food assistance, particularly for the 76.8% of Esparto Unified School District students who depend on free or reduced-price meals. (Source: Community Engagement Session)
- **Need 6.5.3:** There is a need for improved communication efforts about food distribution. This includes multilingual communication and outreach to agricultural workers. (Sources: Community Engagement Session; Yolo Food Bank, 2024)

Countywide Need #7: Improved College And Career Transitions

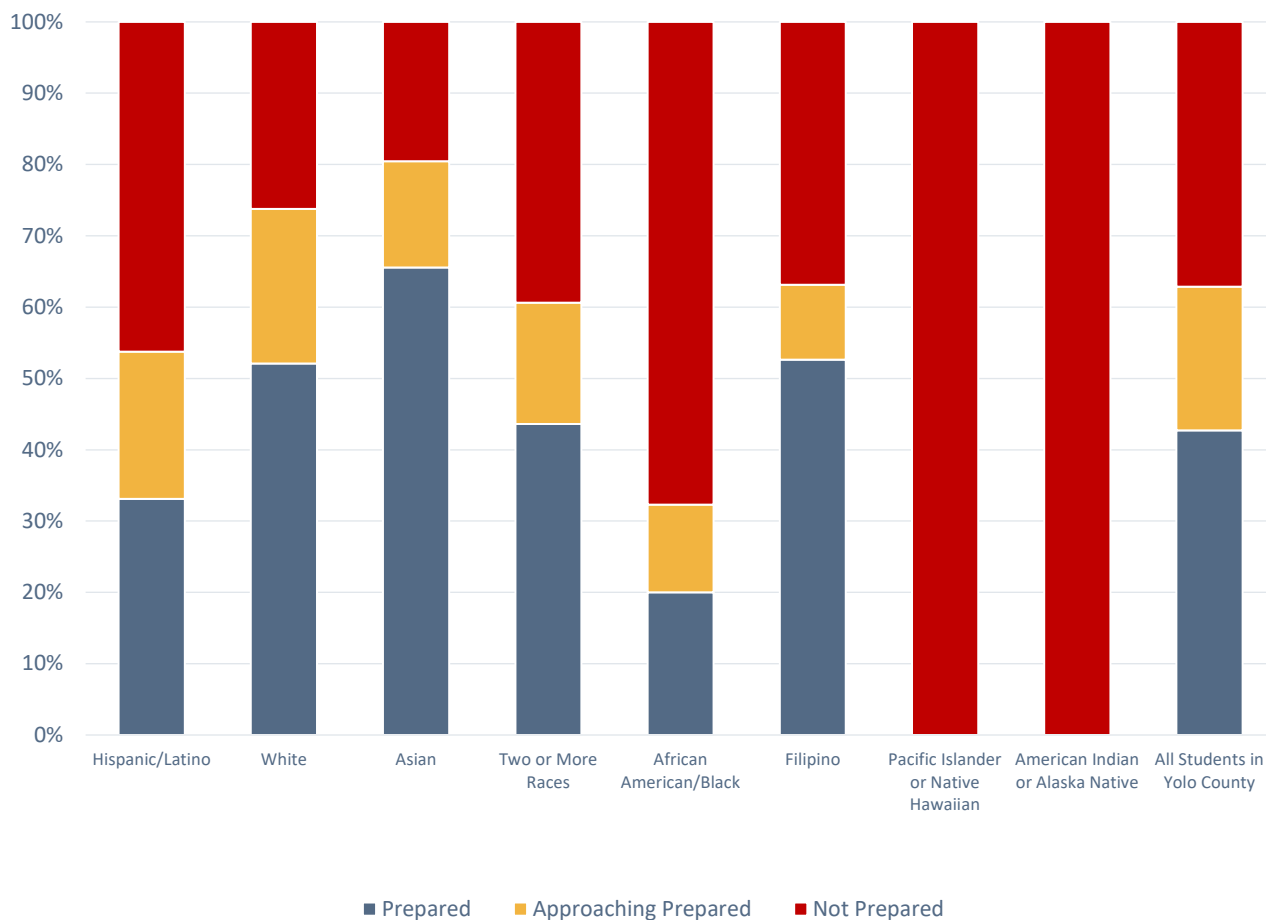
Children and youth in Yolo County need expanded access to college and career readiness opportunities tailored to address geographic and demographic disparities. Improved college and career transitions prepare youth and young adults for success. A review of publicly available data shows that significant disparities exist in Yolo County regarding college and career readiness. This need was also highlighted during the two youth focus groups and surfaced in the review of other concurrent needs assessment efforts. College and career readiness, a state indicator that schools report, represents the percentage of high school graduates who are prepared for college or a career. College readiness means completing rigorous coursework, passing challenging exams, or receiving a state seal (California

Department of Education [CDE], 2023a). Career readiness means completing rigorous coursework and engaging in learning experiences that are designed to prepare students for the workforce (CDE, 2023b). Many school districts' strategic plans and needs assessments also identified goals to address the needs around better preparing students for college and careers (Davis JUSD, 2023; Washington Unified, 2023a; Woodland Joint Unified, 2022).

Background

During two facilitated focus groups, a number of youth mentioned that although there is a focus on graduating and attending college, college-readiness resources are not accessible. One young person mentioned that even though college-readiness support is available after school, many youth in rural areas cannot take advantage of those resources because they rely on limited transportation options to return home. Another youth mentioned that although many of their peers complete high school, they do not attend college upon graduation. This perception is supported by the data on college and career readiness and college-going rates for Yolo County youth. Figure 15 and Figure 16 illustrate some of the disparities that exist in college and career readiness in Yolo County. African American/Black, Pacific Islander or Native Hawaiian, and American Indian youth are much less likely to be college and career ready than are their peers. Students with disabilities, English learner students, and students who are homeless or in the foster system are also less likely to be college and career ready than are their peers.

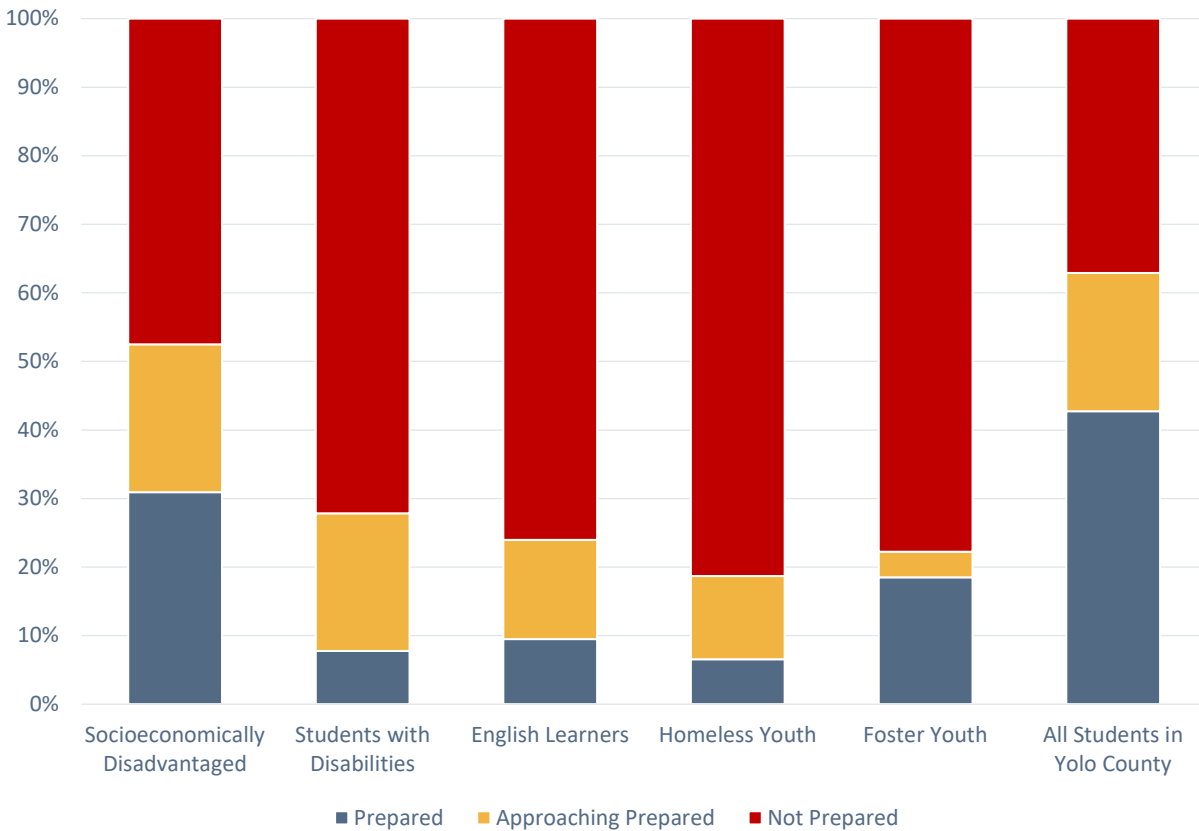
Figure 15. College and Career Readiness of Yolo County Students by Race/Ethnicity



Note: See [Appendix E](#) for a table of data in this figure.

Source: California Department of Education, 2023c

Figure 16. College and Career Readiness of Special Populations in Yolo County

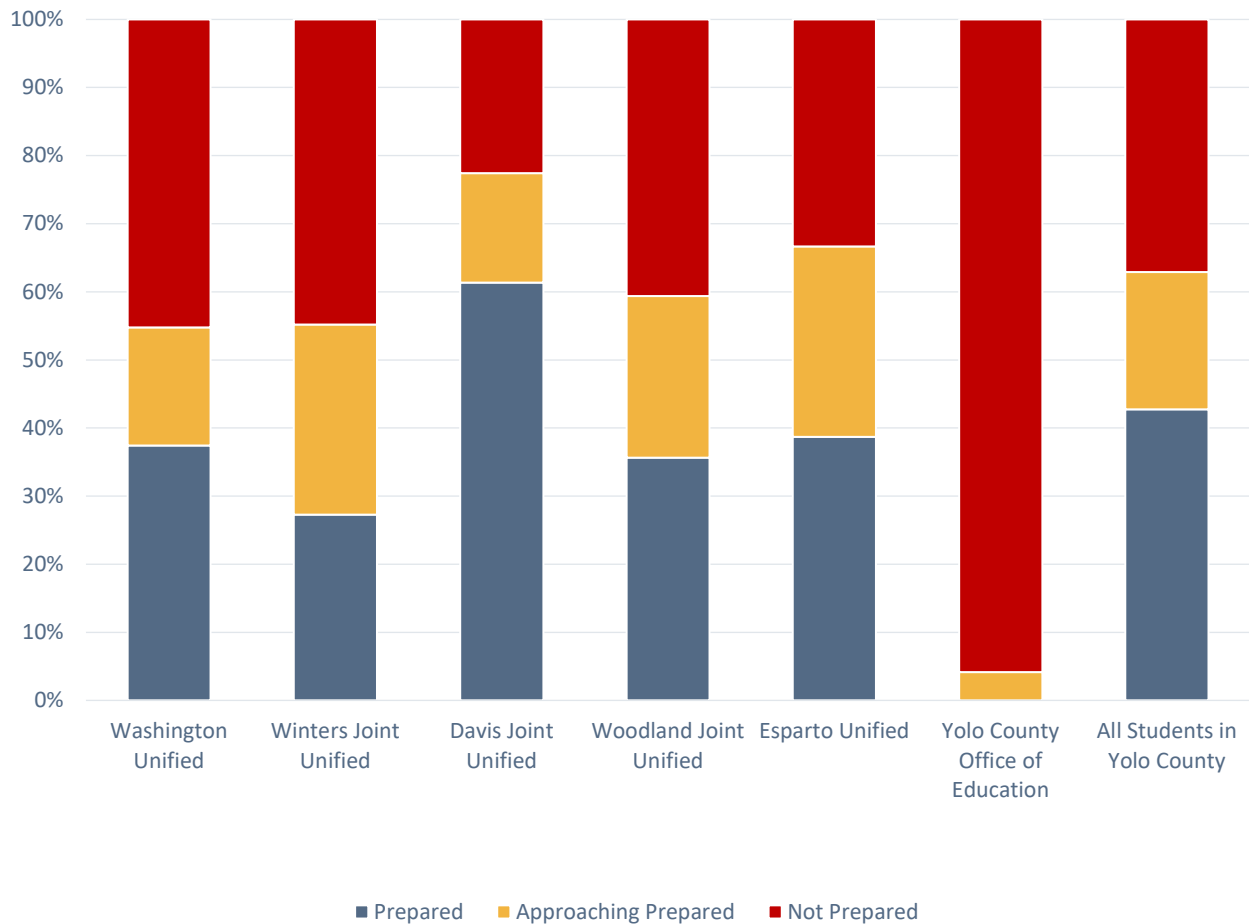


Note: See [Appendix E](#) for a table of data in this figure.

Source: California Department of Education, 2023c

Regional disparities also exist throughout Yolo County. Figure 17 illustrates college and career readiness rates by local educational agency (LEA). Davis JUSD has the highest rate of college and career readiness compared with all other LEAs in Yolo County.

Figure 17. College and Career Readiness by Local Education Agency in Yolo County

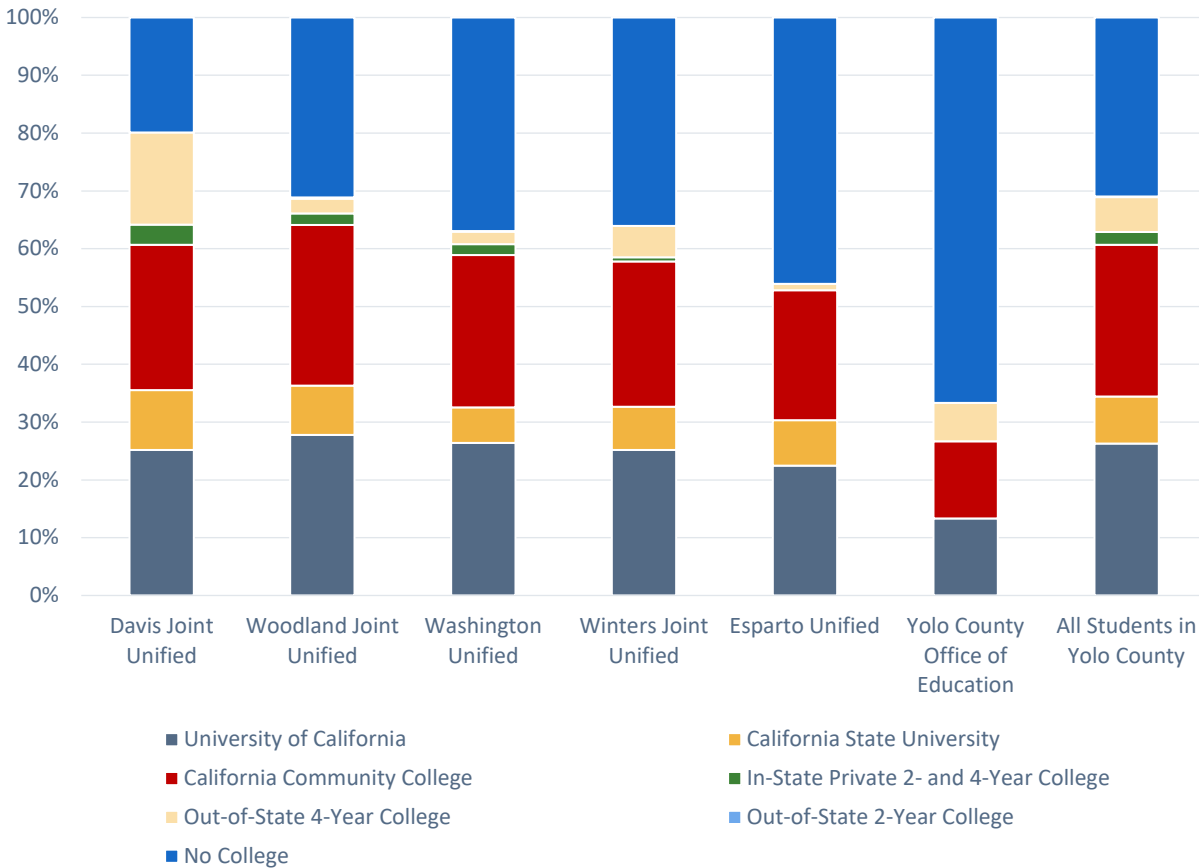


Note: See [Appendix E](#) for a table of data in this figure.

Source: California Department of Education, 2023c

Although some students may be prepared to enter post-secondary institutions, it is important to understand which students throughout Yolo County are attending colleges. Figure 18 displays the student college-going rates for different types of post-secondary institutions for LEAs within the county. Woodland JUSD, Washington Unified, and Winters JUSD have similar rates of students going to post-secondary sectors. Compared with Davis JUSD, students in these districts are twice as likely not to go to college compared with students graduating from Davis JUSD, and students that do go to college typically attend community colleges. Esparto Unified has a very high percentage of students that do not go to college, and the vast majority of those that do go attend a community college. Unsurprisingly, Davis JUSD has the largest share of students attending the University of California, at 22%; the next highest rate of UC-attending students is Woodland JUSD, at 6%. The section below details District-specific needs based on the available data.

Figure 18. College-Going Students by Local Education Agency in Yolo County



Note: See [Appendix E](#) for a table of data in this figure.

Source: California Department of Education, 2023c

Despite the need for improved college and career transitions experienced broadly across the county, the Roadmap to the Future’s work represents the first time an organization has tried to identify and describe specific needs for each Supervisorial District related to college and career transitions. For each District, the Roadmap to the Future provides District-specific needs based on the information collected during the needs assessment process.

District-Specific Needs

The following are needs specific to individual Supervisorial Districts related to college and career transitions.

Supervisorial District 1: City of West Sacramento and Clarksburg

“Students need extra support, such as additional learning time, tutoring, and intervention supports.” —School District LCAP

Of Washington Unified students, 37% are prepared for college or career, which is slightly lower than the countywide rate of 43%. An additional 17% are approaching prepared, and 45% are not prepared, the highest rate of not-prepared students compared with all other school districts in the county. Slightly more than half of Washington Unified graduates attend a post-secondary institution (see Figure 17), with a majority of those students attending a community college.

During community sessions, people shared a variety of comments relating to college and career transitions. People advocated for increased internship opportunities, workforce development, and college savings programs to support youth in their transition to young adulthood. Some community members also advocated for college and career readiness programs for specific student groups, such as students who are multilingual learners and students who are foster youth. In one interview, an agency leader in District 1 shared that often only 50% to 60% of Latino/Hispanic students complete their A-G courses (the series of high school classes that students are required to successfully complete for eligible admission to the California State University and University of California systems), indicating that different demographics of students are prepared in different ways. It is recommended that each Supervisorial District partner with its LEA(s) to further define each need.

District 1 Needs

The following describes initial college and career transition needs for District 1. These needs may change and evolve as the Roadmap to the Future team collects more information about District 1.

- **Need 7.1.1:** Washington Unified needs additional supports for specific student groups, such as English learner students and newcomer students, to prepare for college and career transitions. (Source: Champions Session 2024)
- **Need 7.1.2:** More services and supports are needed for students before high school, with an emphasis on starting early to support students in understanding and navigating college and career options. (Source: Champions Session 2024)
- **Need 7.1.3:** More resources and supports are needed for families to connect with school counselors, understand career and college pathways, and understand attendance policies. (Source: Champions Session 2024)
- **Need 7.1.4:** Schools need access to resources to improve school culture so that there is an emphasis on positive relationships between parents and the school and between adults in the school and students. (Source: Champions Session 2024)

Supervisorial District 2: City of Winters and the Western and Northern Portions of the City of Davis

"[We need] trade and career and technical education for students and young adults." —Community Member

Winters JUSD has the lowest rate of students prepared for college and career, at 27%, as well as one of the highest rates of students that are approaching prepared, at 28%. Just over half of Winters JUSD graduates attend a post-secondary institution (see Figure 18), with a majority of those students attending a community college. During the community engagement sessions, community members voiced a variety of needs related to college and career preparedness. People shared the need for additional counselors to support students during their academic trajectories. Some individuals voiced the need for college access, after-school counseling, and post-secondary college training for every student in the district.

District 2 Needs

The following describes initial college and career transitions for District 2. These needs may change and evolve as the Roadmap to the Future collects more information about District 2.

- **Need 7.2.1:** Winters JUSD needs to help students who are “approaching prepared” for college or career to become “fully prepared.” (Source: CDE, 2023c)
- **Need 7.2.2:** More opportunities are needed to bridge community college/university, industry/employer, and K–12 sectors to increase work-based learning skills and/or career-oriented programming. (Source: Champions Session 2024)
- **Need 7.2.3:** Students need more access to career and technical education (CTE) pathways that lead into work-based learning opportunities (e.g., internships and apprenticeships). (Source: Champions Session 2024)

Supervisorial District 3: City of Woodland and the Northern Portion of the City of West Sacramento

"More job readiness and college readiness resources." —Youth

Woodland JUSD has the second lowest rate of students prepared for college or career among the school districts in Yolo County, at 36%, and a rate of 23% for students that are approaching prepared. Of Woodland JUSD graduates, 60% attend a post-secondary institution (see Figure 18), with a majority of those students attending a community college. During the community engagement sessions, community members voiced the importance of establishing clear paths to trade schools as an alternative to college. In addition, parents voiced a need for summer programs that support college and career readiness. People also voiced the need for navigational support for students that is tailored to their unique needs.

District 3 Needs

The following describes initial college and career transitions for District 3. These needs may change and evolve as the Roadmap to the Future team collects more information about District 3.

- **Need 7.3.1:** There is a need to increase the number of career and college readiness programs within the Woodland JUSD, focusing on improving the percentage of students prepared for post-secondary education and career opportunities. (Source: CDE, 2023c)

Supervisorial District 4: Eastern and Southern Portions of the City of Davis

“[Youth need] job development. Getting training early is a huge tool.” —Youth

Students at Davis JUSD are much more likely to be college and/or career ready (61%) than their peers in other school districts. Davis JUSD also has the lowest percentage of students that do not attend any college (17% compared with 38% countywide) and, unsurprisingly, given the geographic proximity of UC Davis, the highest percentage of students attending UC institutions, at 22%. Davis JUSD also has the highest percentage of students that attend any type of post-secondary college. During the community engagement sessions, community members shared a need for job preparedness classes, work-skills training, and more programs for career preparation.

District 4 Needs

The following describes initial college and career transitions for District 4. These needs may change and evolve as the Roadmap to the Future team collects more information about District 4.

- **Need 7.4.1:** Davis JUSD needs more career preparation supports for the percentage of students who do not attend college after graduation. (Source: CDE, 2023c)

Supervisorial District 5: Brooks, Capay, Guinda, Rumsey, Zamora, Esparto, Madison, Knights Landing, Dunningan, and Yolo and the Northern Portion of the City of Woodland

“Kids want to graduate, but they don’t have the resources to make it. Our friends barely graduate high school and don’t make it to college.” —Youth

Of Esparto Unified students, 39% are prepared for college or career, which is slightly lower than the countywide rate of 43%; 28% are approaching prepared, one of the highest rates in Yolo County; and 59% attend no college, the second highest rate in the county. Like many graduates of other LEAs in the county, most Esparto Unified graduates who attend a post-secondary institution go to a community college. During the interviews with youth, one high school student shared the following: “I don’t take college readiness because we don’t have resources to get help. Some of the teachers say to come after school, but we don’t have rides for that.

Knights Landing kids are told to go to college, but are not given the support to succeed.” This statement indicates that students are also advocating for additional supports to make post-secondary education a feasible goal.

District 5 Needs

The following describes initial college and career transitions for District 5. These needs may change and evolve as the Roadmap to the Future team collects more information about District 5.

- **Need 7.5.1:** Students need access to college-readiness resources in addition to those provided after school. Many students lack the transportation resources needed to stay at school to access these options. (Source: Youth Focus Group)
- **Need 7.5.2:** The Esparto Unified School District needs more investment in career readiness and networking opportunities among community members, business owners, and students. (Source: Youth Development Network, 2022)
- **Need 7.5.3:** Esparto Unified needs to support students who are approaching prepared status for college/career readiness to become fully prepared. (Source: CDE, 2023c)
- **Need 7.5.4:** Families and youth need more information about navigating college options, especially first- and second-generation immigrant families and youth in foster care. (Source: Champions Session 2024)

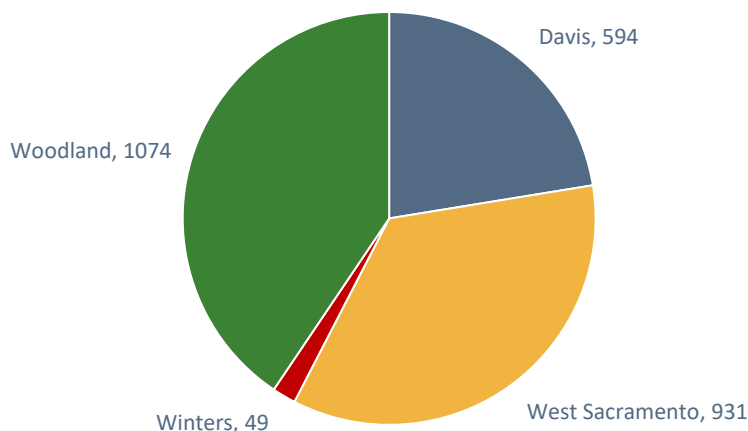
Countywide Need #8: Improved Access To Service Information And Outreach

Children, youth, and families need improved access to information about available community assets and services through additional support from 211 Yolo, navigation support, and expanded outreach. During the Roadmap to the Future Interagency Coordination Working Session, many community leaders highlighted the need to ensure that information about community assets and services is maintained in a central, accessible location and updated regularly. Community members and key informants also identified the need to improve communication from service providers to families; collaboration between school districts and Yolo County to connect youth to services; engagement and cooperation among agencies; and the sharing of resources among communities. In addition, almost every existing needs assessment the team reviewed identified the lack of coordination among organizations and agencies as a significant barrier to accessing community assets and services for children, youth, and families.

211 Yolo is a community information website for Yolo County residents and is the only comprehensive source of information about services for Yolo County residents. As described in the "Needs Assessment Contributors" section of this report, the team compiled community assets and services with the assistance of 211 Yolo. From July 2022 through June 2023, 211 Yolo

responded to 5,177 calls. Figure 19 illustrates the distribution of these calls in the four incorporated cities. According to 211 Yolo, the top requests for resources and referrals were about housing (33%), utility assistance (10%), income support (8%), and food assistance (8%).

Figure 19. 211 Yolo Calls From July 2022 Through June 2023 by City (5,177 Total Calls)



Note: See [Appendix E](#) for a table of data in this figure.

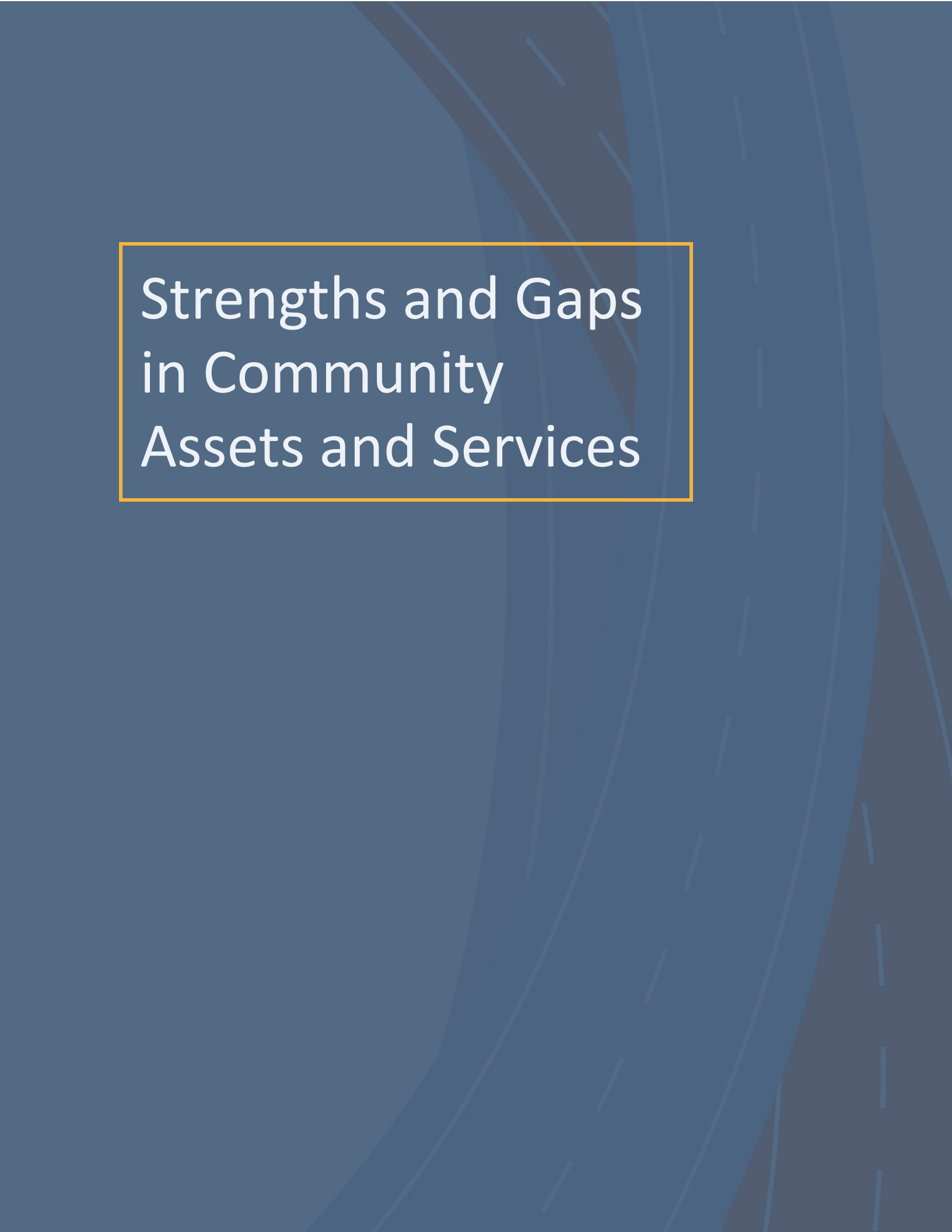
Source: 211 Yolo

Specific Countywide Needs

Although these data demonstrate the need for service information and outreach in Yolo County, more research is necessary to fully develop District-specific needs. However, the following are some related countywide needs.

- **Need 8.0.1:** Increased outreach and awareness are needed in rural areas of the county, including Esparto and Winters, and more resources are needed in the rural areas. (Source: Champions Session 2024)
- **Need 8.0.2:** More resources and assets need to be added to the 211 Yolo database to address inquiries for services from residents in rural areas. (Source: Champions Session 2024)
- **Need 8.0.3:** There needs to be more staff and case managers who are familiar with assets and resources in various communities and who can assist children, youth, and families with accessing appropriate resources. (Sources: Champions Session 2024; Interagency Coordination Working Session)
- **Need 8.0.4:** There is a need for more collaboration among agencies about student needs and well-being. (Source: Champions Session 2024)

The Roadmap to the Future has highlighted a significant need for enhanced access to information and outreach concerning available community assets and services, with a particular emphasis on supporting and expanding the capabilities of 211 Yolo. As Yolo County’s primary information hub, 211 Yolo needs to address the challenges county residents face, such as difficulty contacting agencies, ineligibility, and a lack of follow-through with referrals. By increasing outreach, especially in rural areas, enriching the database with more comprehensive resources, and employing knowledgeable staff and case managers to guide families through the process, the county can ensure that all residents can access the service they need.

The background is a solid dark blue color with several lighter blue, curved, abstract shapes that create a sense of movement and depth. A thin, dashed white line runs vertically through the right side of the image.

Strengths and Gaps in Community Assets and Services

The Roadmap to the Future team’s community engagement work illuminated the multitude of existing community assets and services in Yolo County to address the needs of children, youth, and families. This section responds to Research Question 3: To what degree are community assets and services aligned to support children, youth, and families? In other words, what are the strengths of the system? Where do gaps exist? A review of the existing community assets and services data collected through the Roadmap to the Future indicates that community assets and services are aligned to support the eight identified countywide needs. Although a rich network of community assets and services exists in Yolo County, needs persist because of the need to improve, integrate, and communicate community assets and services to children, youth, and families and the need to remove barriers to access. As discussed in the introduction to this needs assessment, collaboration and engagement are essential to address the needs of children, youth, and families. This section describes the strengths of the Yolo County system of assets and services and illuminates where gaps exist by the eight identified countywide needs.

Countywide Need #1: Increased Quality, Affordable, Reliable Childcare Options

Strengths: Many efforts in Yolo County have emerged to address the significant access and affordability barriers that face children, youth, and families in the county in response to childcare services and supports being deeply impacted by the COVID-19 pandemic. For example, Yolo County allocated approximately \$2.2 million in American Rescue Plan (ARP) funding to address childcare needs, including one-time grants distributed by First 5 Yolo to existing licensed childcare providers and to non-licensed providers seeking a new childcare license (Yolo County Administrator, n.d.; Yolo County Administrator, 2022). The Advisory Committee also noted a new childcare facility currently under construction that will provide 16 additional affordable spots to county residents in Woodland. And finally, there are many organizations and agencies already working together throughout the county to address the critical need for more affordable and quality childcare, including First 5 Yolo, the Yolo County Local Planning Council, and the five school districts implementing universal pre-kindergarten for all 4-year-olds as well as expanding learning opportunities.

Gaps: With 5,386 total licensed childcare spaces available (California Department of Social Services, 2022) for only 34% of children in working families (California Childcare Resource and Referral Network, 2023), Yolo County needs approximately 10,000 more licensed childcare spaces to meet the needs of children, youth, and families. Key informants interviewed noted the lack of facility space and workforce capacity, especially for transitional kindergarten and infant care, as significant gaps and barriers to meeting the needs of Yolo County. Additionally, more easily accessible comprehensive information is needed to fully understand and plan for childcare needs by District, community, or region, by age, and by type of care.

Countywide Need #2: Expanded Access to Mental Health Resources

Strengths: The K–12 School Partnership Program in Yolo County addresses the behavioral health needs of children and youth by aligning community-based providers and behavioral health interventions with the school districts’ Multi-Tiered System of Supports. Key informants noted that all five school districts actively participate in the Partnership and are deeply committed to student well-being. On many occasions, interview respondents also noted the strong network of community-based organizations providing mental health services, with many connected to and delivering services outside clinic settings, for example, in schools and childcare settings. Additionally, a new wellness center opened in Capay Valley in early 2024 to address the regional disparities in access to healthcare services for rural communities in Yolo County.

Gaps: Sustainable funding to provide ongoing support through the K–12 School Partnership Program is one of the largest gaps in the county’s ability to continue to address child and youth behavioral health. The Yolo County Health and Human Services Agency funds much of the program with short-term funding. Many key informants also mentioned the need for substance use prevention and early intervention services for youth and families, as well as behavioral health supports that address the needs of parents and guardians. Additionally, there’s a gap in accessible, affordable services, specifically mental health services, for privately insured residents. Access to in-network behavioral health services for privately insured children and youth is very challenging, and by default, schools become the primary providers of mental health supports for these students.

Countywide Need #3: Improved Alternative Transportation Options

Strengths: Over the past few years, Yolo County has seen notable developments in its transportation infrastructure. The Yolo Transportation District, for instance, has established a comprehensive process to better assess and meet the county’s transportation needs. Among their recent achievements are the Yolo Management Line projects in collaboration with Caltrans and the growth of the nonprofit Yolo Commute, which is a transportation demand organization dedicated to alleviating peak-hour traffic, offering incentives and programs, and championing the integration of transportation with land use planning. Additionally, the Yolo Transportation District is investigating the expansion of bike paths to enhance connectivity between communities, including those that are unincorporated. The Yolo Transportation District has actively sought input from community members to better understand their active transportation needs, such as sidewalks and bike lanes. Further enhancements in transportation offer new public transit routes, including the extension of micro transit services, and the advancement of Via, which utilizes TransitTech to provide more adaptable and convenient public transportation options while aiming to decrease dependency on private vehicles. These efforts reflect transportation-related organizations’ proactive approach to evolving their transportation services to meet the needs of Yolo County residents.

Gaps: Despite progress in addressing transportation needs, data reveal persistent disparities in the availability and accessibility of transportation services in Yolo County. Notably, there are significant service gaps for youth and individuals with disabilities. For instance, certain school districts lack school buses because of the high cost. School bus services have not been offered since 1978 when Proposition 13 passed in California, even though school buses are considered by community members to be the safest form of transit for young people. Community members indicate that employees of transportation services often do not have the training needed to provide safe experiences for children with disabilities. Additional concerns arise from fare increases for services like micro transit, which disproportionately affect those with limited financial resources. Moreover, the expansion of public transportation is hindered by inadequate infrastructure in rural and unincorporated areas, where logistical challenges, including small population sizes, make it difficult to meet community demands effectively. Transportation authorities also acknowledge the difficulty of a single agency or organization fully addressing the diverse transportation needs within the community. These findings highlight the ongoing challenge Yolo County faces in striving to provide equitable transportation access for all its residents amidst a landscape of varied needs and resources.

Countywide Need #4: Expanded Learning, Engagement, and Leadership Development Opportunities

Strengths: Yolo County boasts a range of programs that enhance learning opportunities and foster engagement and leadership among children and youth. These include supportive school staff and on-campus resources like those offered by Yolo Works. Community members have highlighted specialized programs tailored to LGBTQ+ youth and programs for other vulnerable populations. For example, Sacramento Area Youth Speaks offers enriching youth programs, and the Bridge Program engages first-generation college students to provide tutoring, after-school care, and mentorship, further enhancing the supportive ecosystem for youth development in the county. Districts across Yolo County have also been able to apply for ELOP (Expanded Learning Opportunities Program) grants, which provide funding for after-school and summer programs designed to complement the traditional school curriculum.

Gaps: Despite the strengths in programs for expanded learning, engagement, and leadership development in Yolo County, community feedback indicates that these programs often fall short in effectively reaching underserved groups; Black and other students of color; students in rural areas; special populations, including foster and homeless youth; and students from low-income backgrounds. Accessibility challenges are not limited to the demographics served—timing also poses a barrier, with a need for extended service hours that accommodate working parents' schedules and prevent them from having to choose between employment and childcare responsibilities. Additionally, transportation difficulties hinder access to services for rural youth, compounding the issue of service reach. Furthermore, although ELOP grants have provided valuable resources, some initiatives faced hurdles in implementation due to staffing shortages at school sites across the county.

Countywide Need #5: Increased Access to Affordable Housing

Strengths: Yolo County offers a range of programs and resources tailored to the needs of its most vulnerable groups. Notable assets and services, such as Empower Yolo’s Safe House and Davis Community Meals and Housing, provide critical support to distinct populations. Another initiative by a local agency seeks collaboration with various government entities, such as LEAs and city governments, to create new avenues for access to affordable housing. Additionally, a promising project in West Sacramento offers rent subsidies to single-parent families wherein the adult is pursuing higher education. Moreover, recent policy changes have significantly increased the permissible housing density, which has been a catalyst for the development of more affordable housing projects. These efforts collectively contribute to a growing infrastructure that addresses the diverse housing needs within the community.

Gaps: Although Yolo County offers services to aid in affordable housing, there is still a notable shortfall in meeting the demand, particularly for families with children. Data from the Housing Choice Voucher program shows that out of 5,054 applicants, 2,517 are families with children, representing nearly half of all applicants. Similarly, in public housing, children are part of over half of the 42,237 applicant households. These figures underscore the fact that a significant number of families may not obtain the housing support they need due to limited availability. In addition, there is an absence of a comprehensive countywide database on housing needs, with local experts often dependent on information from regional organizations, school districts, and elected officials to identify urgent housing requirements. The shortage of affordable housing is a complex issue and cannot be managed by a single organization alone, highlighting the critical need for cross-sector collaborations that bring together various organizations and experts to identify effective solutions.

Countywide Need #6: Expanded Access to Affordable, Healthy Food Options

Strengths: Yolo County boasts a wealth of assets and services dedicated to providing food throughout its communities, benefiting from its identity as an agricultural hub that facilitates access to fresh, healthy produce. A significant portion of food distributed by local programs is donated, reflecting a strong sense of community support. The Yolo Food Bank also has a robust database as it pertains to food access needs across the county. A key strength in Yolo County’s approach to food access, as highlighted by a local leader specializing in this area, is the strong network of partnerships encompassing over 80 nonprofit and faith-based organizations. This collaborative work extends to community leaders who are deeply engaged in food access initiatives and share a collective mission to support their community. Another highlight is the productive cooperation with school districts that adopt a community school approach. Notable examples of this are the recent collaboration between the Yolo Food Bank and Woodland Unified School District, which has resulted in the establishment of food pantries at every school, ensuring that no student goes hungry, and Yolo Food Bank’s Kids Farmers Market programs. This network of community support, partnership, and proactive initiatives underscores

organizational commitment to ensuring that all residents have the means to obtain healthy food.

Gaps: Although there are data on the food access needs of community members in Yolo County, there are gaps in the data that impact the available information as it relates to each specific ZIP code or Supervisorial District. Experts on food access within the county have identified particular challenges in reaching seniors, agricultural workers, and those living in rural or unincorporated areas. A significant concern is funding, especially with the anticipated ending of ARP funding, which exacerbates competition among the numerous organizations engaged in food distribution services. Another issue is the tendency for these organizations to operate in isolation, creating siloes rather than a cohesive network. The primary obstacle is not the scarcity of food or donations, but rather the logistics of community members being able to access the available services. For instance, the timing of food distribution often conflicts with the schedules of working families, and many partners do not offer distributions that are open to the public, further compounding access challenges. These insights into the data limitations and structural challenges reveal the complexities involved in ensuring food access for all of Yolo County's population, highlighting the intricate balance between resource availability and the practicalities of distribution.

Countywide Need #7: Improved College and Career Transitions

Strengths: More research is needed to understand the strengths and gaps in assets and services to address the needs of youth transitioning to and preparing for college and career. Some organizations exist that provide valuable support for Yolo County youth, including All Leaders Must Serve, which offers youth navigation around college and career options, and West Sacramento Home Run, which provides fee-free access to Sacramento area community colleges for graduates of Washington Unified High School. Additionally, the school districts in Yolo County play an important role in providing students with support in preparing for college or careers post-graduation. Yolo County also has regional post-secondary institutions, including UC Davis and Woodland Community College, as well as colleges in neighboring Sacramento and Solano counties.

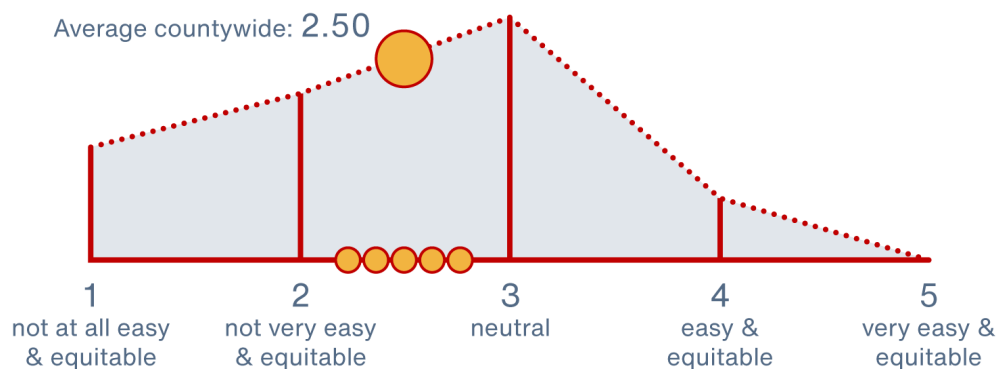
Gaps: More information is needed to understand which community assets and services gathered through the Roadmap to the Future community engagement sessions provide programming and support to youth transitioning into college and careers. For example, it would be helpful to understand the rates of persistence and degree attainment of students who enroll in college. This level of programmatic detail was not collected. Significant regional disparities exist between the percentage of students that are college ready, as discussed above. Additionally, there are gaps in student preparation for career readiness, as opposed to college readiness.

Countywide Need #8: Improved Access to Service Information and Outreach

Strengths: Throughout the Roadmap to the Future’s community engagement efforts, many providers, community members, and leaders noted that one of the county’s greatest strengths is the wealth of active, engaged, and caring agencies and organizations committed to providing effective services aligned with the needs of children, youth, and families. 211 Yolo is another strength of the community, providing access (via phone or online) to resources and referrals to services addressing the needs of children, youth, and families. Finally, the Roadmap to the Future effort also surfaced a comprehensive, community-driven, and defined list of community assets and services, cross-referenced with and in addition to the existing resources in the 211 Yolo database.

Gaps: One of the dominant themes that arose through the key informant interviews was the identification of the gap in coordination and collaboration across service organizations and community assets and services. Community members and Champions expressed that more needs to be done to close access and information gaps between community assets and services so that the resources for children, youth, and families, and especially for vulnerable populations, are easier to access and navigate. Additionally, there was an acknowledgment that a “knowledge gap” exists for children, youth, and families about resources that are available in the community. During the engagement sessions, community members were asked how easy and equitable it was to access services in their community, with 1 being not easy and equitable at all and 5 being very easy and equitable. Figure 20 shows the countywide average as 2.5, or not very easy and equitable. The scoring results for all regions were similar, from Winters at 2.3 to Davis at 2.7.

Figure 20. Responses Rating Services on Ease and Equity



Sources: Roadmap to the Future, 2023

211 Yolo is one resource through which community members can access information about available assets and services; however, there is a dearth of calls from the more rural communities in the county, which may be correlated to fewer resources being available in those areas. There is a gap in awareness and available resources between rural and suburban/urban areas of the county. Additionally, there is limited 211 Yolo staff capacity to update listings and promote accessibility to information in the database.

Actions to Address Needs of Children, Youth, and Families in Yolo County

This section responds to Research Question 4: What actions should the community undertake in Yolo County to address needs consistent with identified gaps and overlap? These actions are in response to needs identified that will help achieve the Roadmap to the Future’s vision that each child born, cared for, or educated in Yolo County has an advantage because of the community’s response to their educational and developmental needs. An action is defined as a specific, concrete step an organization in Yolo County can implement, or apply for funding to implement, to address one or more identified needs. The actions presented in this section provide next steps to address the needs of children, youth, and families in Yolo County. The lack of actions for a specific District is not an indicator of that District’s need, but rather a function of a need to collect more information about that District. The Roadmap to the Future long-term strategic plan will focus on the development of District-specific actions, so the District-specific actions presented here should be viewed as examples and not a complete list.

Based on the advice of Dr. Michal Kurlaender, a member of the Advisory Committee and professor at the UC Davis School of Education, the team identified the actions by countywide need and placed them in the following five categories:

- 1. Knowledge Expansion.** Children, youth, and families are more likely to access services if knowledge about services is easy to find, understand, and uptake if so desired.
- 2. Access Improvement.** Children, youth, and families need support navigating existing services and community assets, as well as paying for community assets and services. This work includes tailored assistance to individual children, youth, and families to help them understand available community assets and services and to connect children, youth, and families to services and subsidies, including addressing cultural and language barriers.
- 3. Implementation Improvement.** Service providers and managers of community assets are continuously working to expand and improve implementation of existing community assets and services, but they need additional support.
- 4. Integration Improvement.** Countywide efforts to help providers integrate services and reduce duplication will improve outcomes for children, youth, and families.
- 5. Sustainability.** Due to fluctuations in local, state, and federal funding and other factors, local agencies often cannot consistently maintain the needed level of services or adequately maintain community assets. Consistently provided services and well-maintained assets are more likely to support the achievement of positive outcomes.

Countywide Need #1: Increased Quality, Affordable, Reliable Childcare Options

Community members emphasized the need for increased quality, affordable, and reliable childcare options across community engagement sessions, a need also supported by available data on the current state of childcare in Yolo County. A significant discrepancy exists between available childcare slots in licensed facilities (approximately 5,386) and the number of children aged 0–12 with parents in the workforce (more than 15,000) in Yolo County. To address availability, the following actions focus on inventorying existing childcare options, understanding specific needs by age group and community, and implementing strategies to close the gap between what currently exists and these needs. In addition to limited availability, there is a disparity between childcare costs and what families can afford. The average cost of childcare in Yolo County represents 22% of the annual income for low-income families and may be cost-prohibitive for some families, such as those led by single mothers. Due to the high threshold to qualify for programs such as Head Start, many families are not eligible despite being unable to afford other options. To address affordability, these actions focus on expanding subsidies and programs for low-income families. Finally, the actions aim to improve the quality of childcare by creating career pathways for the childcare workforce and providing additional training and support for childcare providers and parents. Actions will need to respond to the unique opportunities, priorities, and constraints within each community across Yolo County.

Countywide Actions

Action 1.0.1. Support unlicensed childcare providers to secure licenses and develop sustainability plans (Implementation Improvement). According to the 2023 Yolo County Local Child Care Planning Council (LPC) needs assessment, it is imperative that childcare providers receive substantial assistance in strategic planning to ensure their viability. To address the significant number of childcare slots needed in Yolo County, local jurisdictions could partner with the LPC, the local resource and referral agency, and Children’s Home Society, to help unlicensed providers secure licenses and develop sustainability plans. This action should be coupled with developing a funding strategy to increase childcare subsidies. (Source: Champions Session 2024; White, 2023)

Action 1.0.2. Develop a funding strategy to increase childcare subsidies (Access Improvement and Integration Improvement). The data indicate that childcare is often unaffordable to families in Yolo County. The 2023 Child Care Planning Council needs assessment identified that childcare facilities are challenged by a difficult economic reality: families need affordable childcare while childcare workers need fair compensation. Yolo County could advocate for additional funds or coordinate a countywide strategy to provide subsidies for more affordable childcare. Subsidies could be provided directly to working families, based on an established affordability index, and/or to childcare providers to enable them to pay workers a higher salary while keeping costs to families low. (Source: Champions Session 2024; White, 2023)

Action 1.0.3. Create a Yolo County childcare database (Knowledge Expansion). Build on existing efforts to develop a countywide childcare database with aggregate information by childcare asset type (e.g., Family Friend and Neighbor, center-based, private preschool, LEA). To develop this database, encourage collaboration through development of data-sharing agreements between First 5 Yolo, YCOE, the Yolo County LPC, licensed and unlicensed providers, the five school districts, the Children’s Home Society, and other agencies working to increase childcare. (Source: Engagement Session; Key Informant Interview; Champions Session 2024)

Action 1.0.4. Identify childcare capacity needs by age group and community (Implementation Improvement). Although it is clear from the data that Yolo County has insufficient childcare capacity for families at all income levels, more work is needed to partner with the Children’s Home Society, cities, and nonprofit organizations working to expand childcare capacity and determine the capacity target for each Supervisorial District or community. This work may include developing an affordability index for childcare in each District or community. (Source: Engagement Session; Key Informant Interview; Champions Session 2024)

Action 1.0.5. Conduct a countywide survey on parenting support needs and develop recommendations (Knowledge Expansion, Implementation Improvement, and Access Improvement). The survey would determine interest in parenting support classes to complement childcare, such as parent community groups, parenting classes, and trauma-informed care training, and would inform recommendations to improve parenting support. Expansion of parenting support groups may also provide opportunities to disseminate information about available childcare and help children, youth, and families access other services. (Source: Community Engagement Session)

Action 1.0.6. Develop a countywide plan to create career pathways for childcare providers and transitional kindergarten workforce (Sustainability). Collaborate with TK–12 schools, post-secondary institutions, childcare providers, and childcare serving agencies to support and incentivize pathways for the childcare and TK workforce. This plan could include recommendations such as creating a designated pool of early learning and care professionals to be deployed to childcare facilities experiencing a shortage of staff; creating stronger partnerships with family childcare providers to increase childcare options for families; conducting workforce outreach and recruitment for childcare provider staff; facilitating partnerships between childcare agencies and providers with local high school students and colleges to develop childcare internship programs; and supporting family specialists to serve as liaisons and facilitate family resources, including providing home visits. (Source: White, 2023; Champions Session 2024)

Action 1.0.7. Create countywide incentives to construct new childcare facilities (Implementation Improvement). Childcare agencies should work together to identify and advocate for local governments to incentivize construction of childcare facilities as new

housing is built, especially low-income housing. (Source: Community Engagement Session; Champions 2024)

Action 1.0.8. Expand and improve coordination of countywide training and support programs for childcare providers (Implementation Improvement). Expand efforts to provide support and quality professional development, training, and licensure for home-based care providers. Ensure coordination across the county, including communication about these supports and opportunities for childcare providers. (Sources: Interagency Coordination Working Session; Community Engagement Session)

District-Specific Actions

District 3 Actions

Action 1.3.1. Research options for Measure R funds or other funds to provide childcare resources to the community (Implementation Improvement and Sustainability). Measure R funds and other resources could be directed to providing more childcare and enrichment activities for school-aged children and youth. (Source: Champions 2024)

Action 1.3.2. Identify funding and resources to expand, modernize, and enhance existing school facilities for transitional kindergarten classrooms (Sustainability). California began phasing in implementation of Universal TK access for all 4-year-olds beginning in SY 2022/23 and full implementation by SY 2025/26. Between SY 2021/22 and SY 2022/23, California provided \$1.2 billion in one-time funding to support facility improvements, planning, and workforce development for TK (Gallagher, 2023). Although the state provided one-time funding for facilities and to support the expansion of TK across all districts, more funding and resources are needed. (Source: Key Informant Interview)

Countywide Need #2: Expanded Access To Mental Health Resources

The countywide need for expanded access to mental health resources for children and youth was a resounding theme during all community engagements sessions in every Supervisorial District across the county. As children and youth experience increased anxiety, depression, eating disorders, and substance use, the need for mental health services becomes more urgent, particularly for services administered at school or other accessible locations. Key informants and Champions identified the need to sustain and expand the K–12 School Partnership Program as a key mechanism for providing mental health services to children and youth. The following actions focus on sustaining existing mental health services through the K-12 School Partnership Program and improving mental health outcomes through other strategies, such as streamlining patient care, increasing providers, providing crisis intervention training for law enforcement, and ensuring adequate suicide prevention resources in Yolo County. Actions will need to respond to the unique opportunities, priorities, and constraints within each community across the county.

Countywide Actions

Action 2.0.1. Develop a sustainability strategy to maintain and expand the K–12 School Partnership Program (Implementation Improvement, Integration Improvement, and Sustainability). The K-12 School Partnership is the first time that agencies have coordinated countywide to integrate and expand mental health services for children and youth using schools as the hub. The YCOE’s Student Behavioral Health Incentive Program needs assessment contains specific recommendations from youth focus groups for each school district. As with any new program started with grant funding, sustainability is key to improving outcomes. Options to secure funding to continue the program include accessing more Medi-Cal funding for school-based clinical services and implementing the Child and Youth Behavioral Health Initiative’s Multi-Payer Fee Schedule. The grant supporting the program expires in 2026. (Source: YCOE, 2022; Community Engagement Sessions; Champions Session 2024; Key Informant Interview)

Action 2.0.2. Implement the Child and Youth Behavioral Health Initiative’s Multi-Payer Fee Schedule (Sustainability). In 2023, the California Department of Health Care Services and the California Department of Managed Health Care authorized the development of a multi-payer, school-linked fee schedule for outpatient mental health or substance use disorder services for students aged 25 years or younger at or near a school site. The fee schedule requires commercial health plans and the Medi-Cal delivery system to reimburse school-linked providers at or above published rates. YCOE is one of 45 LEAs initially authorized to implement this fee schedule. Implementation of this fee schedule may support the sustainability of school-based mental health services for children and youth in Yolo County. The K-12 School Partnership Program has initiated a strategy to support school district readiness to implement the Multi-Payer Fee Schedule. (Source: Champions Session 2024)

Action 2.0.3. Continue to build on the success of the K–12 School Partnership Program by expanding collaborative practices and integrated mental health services in school settings (Implementation Improvement and Integration Improvement). School systems are often effective at providing universal support that promotes positive behaviors and wellness, but struggle to provide targeted and intensive support. Mental health providers can offer treatment for youth needing targeted support, but are often isolated from pre-existing schoolwide systems. The K–12 School Partnership initiated a strong, collaborative foundation to bridge these divisions by bringing together community-based mental health providers and school districts in Yolo County, all of whom are deeply committed to student well-being. Yolo County community members, leaders, youth, and families continue to call for additional strengthening of the supports, more collaboration, and services provided in school settings through the following service improvements. (Source: Champions Session 2024; Key Informant Interview)

- Expand services during the summer and holiday breaks and in after-school programs.
- Provide training for school staff on mental health first aid and strategies to respond to student mental health needs through de-escalation techniques and restorative justice practices. These strategies are centered on non-punitive approaches to student’s externalizing behaviors that may result from unmet mental health needs.
- Increase access to practitioners and support the mental health workforce in school settings by expanding the capacity of clinical staff and increasing counseling staff, such as social workers and wellness coaches, to supplement services provided by clinical practitioners.
- Develop a universal screening tool for students to detect the need for mental health programs or services.
- Support training and programs for student peer mentors.
- Expand successful social-emotional learning models so that all students have access to a core understanding about their own mental health responses.

Action 2.0.4. Leverage existing partnerships to expand mental health services in addition to those provided in school settings through the K–12 School Partnership Program

(Implementation Improvement and Integration Improvement). Although the K-12 School Partnership represents a significant step forward in expanding mental health services for children and youth, local agencies should explore coordinating additional mental health services to address the need for improved delivery of mental health services that occur outside school hours. Partners could identify collective goals, priorities, and sustainable funding to explore expanding services, including consideration of the following mental health service improvements. (Source: Round 1 and Round 2 Community Engagement Sessions; Champions Session 2024)

- Increase substance use prevention and early intervention programs and services for youth and families.
- Increase support for those experiencing postpartum mental health challenges.
- Increase support for addressing the rise in mental health issues among LGBTQ+ youth and young children.
- Expand support for addressing the increase in depression, anxiety, social-emotional distress, and trauma among children, youth, and families.
- Increase access to mental health services in languages other than English.
- Increase access to mental health services that are culturally responsive.
- Provide more screenings and services for children aged 0–5 and parents/guardians.

- Expand awareness about the importance and availability of mental health supports to reduce stigma.
- Increase access to mental health services for transitional-aged youth (18–24), with a particular focus on youth transitioning from foster care and homeless youth.
- Create a single referral system to provide streamlined access to mental health services through mobile clinics.
- Support mental health navigators in rural communities to connect families with resources and check their general well-being.

Action 2.0.5. Schools, community-based organizations, and police departments should explore best practices for police interventions related to mental health needs (Implementation Improvement and Sustainability). Although police departments in Yolo County have received crisis intervention training conducted by specially trained law enforcement officials, mental health professionals, and family advocates, consistent training is not always available. More work is also needed to identify additional best practices beyond crisis intervention training for law enforcement interventions specific to children and youth. (Source: Champions Session 2024)

Action 2.0.6. Establish data-sharing agreements compliant with the Family Educational Rights and Privacy Act, commonly known as FERPA, and the Health Insurance Portability and Accountability Act, commonly known as HIPAA, to better serve children, youth, and young adults (Implementation Improvement and Integration Improvement). Schools and mental health agencies and organizations should share data to coordinate service delivery for students and better understand student mental health needs. Information collected through culture and climate surveys (e.g., the California Healthy Kids Survey, the Youth Truth Family Survey) could help determine the need for mental health services and schoolwide programs and practices that prevent the escalation of mental health needs. (Sources: Key Informant Interview; Champions Session 2024)

Action 2.0.7. Research the need for additional suicide prevention and response services (Implementation Improvement). With the recent closure of Suicide Prevention of Yolo County and establishment of the 988 suicide and crisis lifeline, more research is needed to determine if existing support is adequate given the existing levels of suicide and suicidal ideation among children and youth. (Sources: Key Informant Interview; Community Engagement Session; Champions Session 2024)

Action 2.0.8. Research opportunities to increase the number of licensed therapists in Yolo County who will take private health insurance (Implementation Improvement). Many licensed therapists in Yolo County will not take private health insurance, increasing the burden on working families who are paying for housing, childcare, and other costs associated with child-rearing. More research is needed to understand opportunities to encourage therapists to

accept private insurance, such as training therapists in the billing process and helping to fund billing assistance. Implementation of the fee schedule recommended in Action 2.0.2. may encourage licensed therapists to provide services to children and youth with private insurance, but more research is needed to determine whether the rates will be sufficient to expand the number of therapists willing to provide services. (Source: Champions Session 2024)

District-Specific Actions

Mental healthcare needs for children and youth are countywide, but the community engagement sessions, Champion sessions, and interviews also revealed District-specific needs, which the actions below address. In many cases, the K–12 School Partnership Program may already be working to address these actions.

District 1 Actions

Action 2.1.1. Provide more intensive mental health services (Tier 3) at Washington Unified (Implementation and Integration improvement). Based on key informant interviews, the school district has embraced the K-12 School Partnership Program and expanded access in schools to preventive and targeted mental health supports for students. Similar to the countywide action to expand access to culturally responsive and linguistically appropriate mental health services, the school district could continue to work with community-based partners to provide mental health services, with a focus on specific populations, including undocumented, multilingual, and newcomer children, youth, and families. (Source: Champions Session 2024)

District 2 Actions

Action 2.2.1. Explore hiring or embedding a mental health clinician at police departments (Implementation Improvement). Yolo County Health and Human Services have embedded mental health social workers with Davis, West Sacramento, and Woodland police departments to work with law enforcement to co-respond to behavioral health crises, but there is no co-responder embedded within the Winters Police Department, which is the law enforcement agency that would respond to crises in the school district. There is only one co-responder embedded with the sheriff and probation departments, which also serves outlying areas such as Winters. (Sources: Key Informant Interview; Champions Session 2024)

District 4 Actions

Action 2.4.1. Support the identification of and increase services to address anxiety and depression in students who are high performing and do not typically exhibit externalizing behaviors (Implementation Improvement). A universal districtwide or countywide screening tool may be useful in assessing all students for mental health needs. (Sources: Key Informant Interview; Champions Session 2024)

District 5 Actions

Action 2.5.1. Support the development of mental health services and resources specific to meeting the needs of migrant workers and their families (Access Improvement). District 5 and the Esparto Unified School District are home to a significant population of seasonal and migrant laborers and their families. The school district could develop specific, culturally and linguistically appropriate mental health services to meet this community's needs. (Sources: Key Informant Interview; Champions Session 2024)

Action 2.5.2. Increase awareness and provide information and resources related to mental health to families in Esparto and unincorporated areas of Yolo County (Knowledge Expansion and Implementation Improvement). Raising awareness and increasing knowledge would promote an understanding of mental health, reduce mental health stigma, strengthen referral processes, and improve communication between rural school districts and providers, as well as focus on reaching underserved groups, such as LGBTQ+ youth and individuals. The 2022 Esparto Unified Focus Groups summary supports this action, as it identified a need for more access points for counseling services and support for teachers' mental health and well-being. (Source: Round 1 and Round 2 Community Engagement Sessions; 2022 Esparto Unified Focus Groups)

Countywide Need #3: Improved Alternative Transportation Options

Community members have conveyed a necessity to persist in efforts to improve alternative transportation options, including improved lighting, bike paths, and sidewalks, particularly in the rural areas of Yolo County. Children, youth, and families need improved transportation options to reach school, childcare sites, work, and other essential locations. The identified actions focus on concrete steps to reach this goal. The Yolo County Transportation District (YoloTD) is the coordinating agency for public transportation in Yolo County. It operates the countywide transit system YoloBus, and it recently launched the micro transit system BeeLine in Woodland and Winters. For those living in the unincorporated areas of the county, disparities in transportation still exist. YoloTD is currently working on a countywide strategic plan to inform future efforts. Actions will need to respond to the unique opportunities, priorities, and constraints within each community across Yolo County.

Countywide Actions

Action 3.0.1. Study existing micro transit usage and develop a sustainability/expansion strategy or otherwise fill transportation gaps to improve access to community assets and services (Access Improvement, Implementation Improvement, and Sustainability).

Community members expressed the need for affordable transportation options for short trips to enable youth and families to access Yolo County programs and services, including after-school expanded learning activities, sports activities, and college-readiness resources. An analysis of usage is needed to determine the sustainability of funding for BeeLine and Via and whether the community would benefit from expanded services. (BeeLine currently serves

Woodland, Winters, and Knights Landing, and Via serves West Sacramento.) The analysis should evaluate the need to extend public transportation service hours and routes to enable underserved groups to participate in expanded learning, sports, and youth programs. The underserved groups include children and youth of color, children and youth residing in rural areas, as well as children and youth experiencing homelessness and in foster care. The analysis also should include a funding sustainability strategy and should explore the need for additional subsidies to increase affordability for the populations in need. This action is also consistent with the Yolo County Strategic Plan’s goal to expand the community outreach events to bridge transportation gaps for Yolo County residents in cooperation with other departments. (Source: Champions Session 2024; Key Informant Interview; Yolo County Administrator, 2023)

Action 3.0.2. Create a partnership to support and incentivize training and career pathways for the transportation workforce (Sustainability). This effort involves forming strategic collaborations with key stakeholders committed to advancing educational and vocational opportunities in the transportation sector. Examples of partnership can include LEAs, adult education institutions, expanded learning providers, and community colleges to create and promote training and career pathways for the transportation workforce. (Source: Champions Session 2024)

District-Specific Actions

District 2 Actions

Action 3.2.1. Support expansion of transportation accessible to children and youth in Winters (Access Improvement and Implementation Improvement). Coordinate with YoloTD and evaluate whether the micro transit system BeeLine is addressing the community’s expressed need for additional transportation options or whether additional investment will help children, youth, and families access community assets and services. This analysis should include whether the timing of routes meets the residents’ needs to access community assets and services. (Sources: Community Engagement Session; Interviews; Champions Session 2024)

Action 3.2.2. Increase transit routes (Implementation Improvement). Unitrans and YoloBus should improve connections in District 2 to regional hubs and otherwise identify opportunities to meet the diverse needs of the community, especially for college students. (Source: Community Engagement Session; Interviews; Champions Session 2024)

District 3 Actions

Action 3.3.1. Improve local transportation for children and youth to reach sports activities, expanded learning opportunities, and other community assets and services (Access Improvement and Implementation Improvement). Increase transportation options for after-school sports, community events, classes, and access to parks and other community assets,

including potential expansion of micro transit options. (Sources: Community Engagement Session; Interviews)

Action 3.3.2. Support heightened bike path safety along Highway 16 and increase other bike-friendly infrastructure (Implementation Improvement). The City of Woodland and YoloTD should continue to collaborate on studying locations for bike path improvements and prioritize projects for funding. (Sources: Community Engagement Session; Interviews)

Action 3.3.3. Increase outreach and awareness about BeeLine and YoloBus (Knowledge Expansion and Sustainability). Since BeeLine is a new service, the City of Woodland and the Yolo County Transportation District should explore opportunities to expand public information campaigns related to this important new transportation option. Such public information campaigns could also include increasing the public information about YoloBus routes and hours of operations. Increasing ridership will benefit children, youth, and families and increase funding for the service and therefore sustainability. (Source: Champions Session 2024)

District 4 Actions

Action 3.4.1. Support enhancements of existing bus services (Access Improvement and Implementation Improvement). Enhanced bus service is critical in District 4, especially given the majority of the City of Davis's rich network of community assets and services are located in District 2 and are therefore harder to reach by foot or bike for District 4 residents. Expanded bus service is needed for more direct, affordable, and accessible routes, particularly for those who rely on public transit for their daily commute. (Source: Community Engagement Session)

Action 3.4.2. Support improved coordination between the Association of Students of UC Davis, Unitrans, and neighboring school districts (Access Improvement and Integration Improvement). Improved coordination is needed to address the transit requirements of children and youth more effectively in the areas serviced by Unitrans to ensure children and youth have adequate options to reach after-school activities, expanded learning opportunities, and other community assets and services. (Source: Community Engagement Session)

Action 3.4.3. Support bike path safety improvements (Implementation Improvement). The City of Davis and YoloTD should continue to collaborate on studying locations for bike path improvements and prioritize projects for funding. (Source: Community Engagement Session)

District 5 Actions

Action 3.5.1. Support the expansion and affordability of transportation options such as BeeLine to connect youth to community assets and services (Access Improvement and Implementation Improvement). To provide youth in rural areas with safe and reliable transportation to access after-school activities and other community assets and services, continue to fund and expand alternative transportation options such as BeeLine. Ensure equal

access to transportation options for all unincorporated communities. (Source: Community Engagement Session; Interviews)

Action 3.5.2. Support infrastructure development in unincorporated communities to encourage active transportation (Implementation Improvement). Residents of the unincorporated community of Esparto focused on the need for improved streetlights and sidewalks, as well as bike paths. Yolo County should continue to work with YoloTD to study the needs of all rural communities for such improvements to encourage active transportation and prioritize projects for funding. (Source: Community Engagement Session; Interviews)

Countywide Need #4: Expanded Learning, Engagement, And Leadership Development Opportunities

Community members across all five Supervisorial Districts requested improved accessibility to expanded learning, engagement, and leadership development opportunities for children and youth, including sports, arts classes, and tutoring, making the point that all children deserve equitable access to these supports and services. Although Yolo County as a whole has a number of community assets and services that provide expanded learning opportunities, additional work in this area would support the Roadmap vision. Further, community members across Yolo County noted the need for such programs to take place before and after school and at or near school campuses to reduce the need for transportation to participate in these opportunities. Expanding programs that offer arts education, sports, recreational activities, and leadership opportunities would also leverage co-benefits, such as before- and after-school childcare, mental health improvement, and workforce development. Actions will need to respond to the unique opportunities, priorities, and constraints within each community across Yolo County.

Countywide Actions

Action 4.0.1. Support for expanded learning, youth engagement, and leadership development opportunities in Yolo County for children of all ages, including programs for arts education, peer tutoring, and sports (Implementation Improvement). This work would include first developing partnerships and identifying priority expanded learning, youth engagement, and leadership opportunities in each Supervisorial District by age group. The study should include an evaluation of the feasibility of providing extended service hours to accommodate working parents. This recommendation may be contingent upon expanding transportation options as described in Countywide Need #3 consistent with Countywide Action 3.0.1 and District-specific transportation actions, as well as ensuring that each District has appropriate physical spaces for these expanded services. (Source: Round 1 and Round 2 Community Engagement Sessions; Champions Session 2024)

Action 4.0.2. Conduct a feasibility study for additional physical spaces in Yolo County for youth to gather and learn outside school (Implementation Improvement). Community members in Districts 1, 2, and 3 requested additional public facilities for youth to gather and learn outside school. These facilities could serve as a place to conduct expanded learning enrichment programs, leadership, and youth engagement activities. (Source: Round 1 and Round 2 Community Engagement Sessions; Interviews; Champions Session 2024)

Action 4.0.3. Explore integrating arts education programs and mental health services in expanded learning programs. (Implementation Improvement and Access Improvement). Consistent with the 2023 Davis Arts Center mental health and arts needs assessment funded with a grant from Yolo County, collaborate with the school districts to determine whether there are opportunities to integrate mental health services into existing arts education programs and emerging arts education programs funded by Proposition 28. In addition to providing direct benefits and expanded learning opportunities, such integration would provide an additional service option and may improve mental health service accessibility for children, youth, and families. (Source: Davis Arts Center, 2024)

Action 4.0.4. Expand opportunities for youth to participate in leadership and civic engagement activities and provide outreach regarding existing programs (Knowledge Expansion and Implementation Improvement). Schools, local government, and community-based organizations could collaborate to expand countywide leadership and civic engagement programs, including funding staff training at schools, partnering with teachers and community organizations to develop youth leadership activities, and including students and youth in the co-design of youth programs and services. For example, the City of West Sacramento has the Teen Heroes program, a summer mentoring program that offers participants hands-on volunteer experience with the city’s parks and recreation programs. This action is also consistent with the Yolo County Strategic Plan action to increase attendance at the annual Youth Empowerment Summit and launch the Yolo County Youth Civic Initiative to increase civic involvement among Yolo County’s youth. The action is further consistent with the 2022 Esparto Unified School District Focus Groups, which reported that students and their parents would like more opportunities for peer-to-peer mentoring and leadership development, as well as an intentional effort to utilize youth voice. Countywide coordination would support communication and outreach and would scale development of programs and training to center youth voice and develop youth leadership skills. (Sources: Champions Session 2024; Yolo County Administrator, 2023; 2022 Esparto Unified School District Focus Groups)

Action 4.0.5. Collaborate to identify and expand paid internship and education opportunities for youth in businesses and government agencies. Schools, community colleges, county agencies, cities, community-based organizations, nonprofits, and businesses could coordinate to expand paid internship and education opportunities. This action is consistent with the Yolo County 2024–2028 Strategic Plan goal to develop paid internships and educational opportunities at county departments and to provide tweens and teens with opportunities to

learn job-readiness skills through youth advisory, volunteering, and mentoring programs. The City of West Sacramento, for example, operates the West Sacramento Home Run Internship Program, which trains and places youth at internships with local businesses. Countywide coordination could expand internship opportunities more equitably across the county and reduce the costs of implementing separate programs. (Sources: Round 1 and Round 2 Community Engagement Sessions; Yolo County Administrator, 2023)

Action 4.0.6. Integrate the Child and Youth Development Framework into all youth-serving organizations in Yolo County. The Woodland Community Call to Action, adopted April 2023, was a Woodland Community collaborative effort to define youth needs by key age indicators or life stages and developmental outcomes based on the Youth Development Framework combined with a call to action, complete with assessment tools and a matrix for achieving program equity. As defined by the Woodland Community Call to Action report, “The Supports & Opportunities of Youth Development focus on creating physical, cultural, and emotional safety for young people, providing them with caring and consistent relationships, and opportunities for them to engage with leadership, be involved with the community, and develop relevant skills. Furthermore, these community supports and opportunities should prepare young people to, “Thrive in Formal Learning settings, allowing them to be ready for Work and Career opportunities, and be ready for the aspects of Life Outside of College and Career that include maintaining their physical health, connecting to their community, and leading through civic and community engagement.” Youth serving organizations in Yolo County should consider using the Youth Development Framework in the development of their programs and activities to guide positive youth outcomes. (Source: Woodland Joint Unified School District and City of Woodland, 2023; Champions 2024)

District-Specific Actions

District 1 Actions

Action 4.1.1. Conduct a feasibility study for additional physical spaces in Yolo County for youth to gather and learn outside school (Implementation Improvement). Community members requested additional public facilities for youth to gather and learn outside school. These facilities could also serve as a place to conduct expanded learning, leadership, and youth engagement activities. (Source: Round 1 and Round 2 Community Engagement Sessions; Interviews; Champions Session 2024)

Action 4.1.2. Support expansion of full-service community schools (Implementation Improvement). Full-service community schools provide comprehensive holistic programs and services, including family support services. This action recognizes needs beyond academic support for children and youth that may include physical, mental, and behavioral health; basic needs, such as food, housing, and transportation; job training; and other family supports and resources for children and youth to thrive. (Source: Community Engagement Session)

Action 4.1.3. Expand sports facilities and associated amenities to support athletic and physical wellness activities (Implementation Improvement). Community members expressed the need for additional sports facilities and associated amenities. More research is needed to determine the type of facilities needed. (Source: Community Engagement Session)

District 2 Actions

Action 4.2.1. Support a feasibility study of additional spaces for children and youth to gather and learn outside school in both the City of Davis and the City of Winters (Implementation Improvement). Community members in both cities expressed the need for additional spaces for children and youth to gather and learn outside school. These facilities would also serve as a place to conduct expanded learning, leadership, and youth engagement activities. (Source: Community Engagement Session)

District 3 Actions

Action 4.3.1. Conduct a feasibility study of the need for additional physical spaces or opportunities to use existing public facilities for expanded learning, leadership, and youth engagement programs for youth (Implementation Improvement). These spaces could provide enhanced Internet connectivity, spaces for cultural and artistic enrichment, broader opportunities for college and career readiness, mentorship programs, sports facilities, and athletic and physical wellness activities. Local Measure R funds could support development of affordable recreation and activity opportunities at these facilities (Source: Champions Session 2024).

District 4 Actions

Action 4.4.1. Support accessible and affordable places for youth to gather and learn outside school and enrichment programs that support social-emotional growth and safe community engagement (Implementation Improvement). These spaces also could provide inclusive access to underrepresented groups, such as students of color, foster youth, LGBTQ+ youth, and those experiencing homelessness, to close existing gaps and foster their development. (Source: Community Engagement Session; Interviews)

District 5 Actions

Action 4.5.1. Support dedicated safe and inclusive spaces for children and youth to gather socially and support after-school programs for youth to engage in recreational and developmental activities. Funding is especially needed for middle and secondary student youth enrichment programs (e.g., Pioneer). (Source: Community Engagement Session; Interviews; Champions Session 2024)

Countywide Need #5: Increased Access To Affordable Housing

Community members in all Supervisorial Districts identified affordable housing as a basic need that communities must address to improve outcomes for children and youth in Yolo County. The following actions focus on how Yolo County agencies can work to better understand the housing needs of families, support children and youth experiencing homelessness at a school level, and incentivize affordable housing when possible. Actions will need to respond to the unique opportunities, priorities, and constraints within each community across Yolo County.

Countywide Actions

Action 5.0.1. Identify collective Yolo County housing goals (Integration Improvement). Partner with Yolo County Housing, Yolo County, Sutter Health and other healthcare organizations, LEAs, and post-secondary institutions to collaboratively identify goals for affordable housing needed for children, youth, and families by Supervisorial District or by community, including the number of beds needed for overnight shelters. This work is consistent with the Yolo County 2024–2028 Strategic Plan to strengthen “the Yolo County Homeless Continuum of Care and achieve functional zero by 2027” and community benefits plans developed by healthcare organizations. This collaboration could include the development of new approaches to affordable housing (e.g., evaluation of qualifying conditions for access to housing), new systems for updating waiting lists on an annual basis, mechanisms for collecting housing need data on underrepresented populations (including Native Americans), and improved communication between agencies. (Source: Yolo County Administrator, 2023; Sutter Davis, 2022; Champions Session 2024)

Action 5.0.2. Create a Yolo County housing database, including space availability by Supervisorial District or by community (Knowledge Expansion and Integration Improvement). This work would include a collaborative effort between Yolo County Housing, the California Department of Social Services (e.g., CalWORKs), Yolo County, and LEAs to create data-sharing agreements to support the development of the database. (Source: Champions Session 2024)

Action 5.0.3. Explore countywide opportunities to support school district efforts to connect students experiencing homelessness with housing and relevant services (Integration Improvement and Implementation Improvement). Research best practices and potential countywide partnerships to support school district efforts to connect children and youth with temporary and permanent housing as well as with support and services. This effort could include coordination with nonprofits providing resources to address homelessness, such as SchoolHouse Connection, to develop innovative approaches to providing shelter for homeless children and youth in existing school facilities. School districts in San Francisco, for example, have opened school gyms for homeless families with a child enrolled in the district. (Source: Champions Session 2024)

Action 5.0.4. Collaborate to identify countywide best practices for requiring and incentivizing affordable housing as part of new development (Implementation Improvement and Sustainability). Local agencies with land use authority could collaborate to identify best practices to encourage new affordable housing, including partnering with private companies or nonprofits with relevant expertise. (Source: Champions Session 2024; Interviews)

Action 5.0.5. Expand partnerships to develop and sustain permanent supportive housing for children, youth, and families (Implementation Improvement and Sustainability). Yolo County, the City of West Sacramento, Sutter Health, Woodland Memorial Hospital, and other partners have collaborated in the past to fund permanent supportive housing, that is, housing with services to support people living with substance use disorders, mental illness, or other disabilities. These projects include 1801 West Capitol in West Sacramento (opened in 2022), Paul’s Place in Davis (opened in 2023), and the East Beamer Project in Woodland (opened in 2021). Sutter Health included Paul’s Place and 1801 West Capitol in its 2022–2024 community benefits plan, and Woodland Memorial Hospital included the East Beamer Project in its 2023 community benefits plan; both healthcare organizations provided millions of dollars to help construct the projects. More work is needed to ensure the long-term sustainability of permanent supportive housing projects, which provide housing for single adults and children, youth, and families, and continue to fund new projects. (Source: Sutter Davis, 2022; Dignity Health, 2023)

Action 5.0.6. Support affordable school district–specific housing for employees (Access Improvement). The high cost of housing in Yolo County has priced out many educators and school staff from affordable housing. This action aims to address this issue by developing housing solutions tailored to the financial means of school district employees. By fostering partnerships with local governments and housing authorities, this action seeks to ensure that new developments include affordable options and address urgent housing needs. (Source: Champions Session 2024)

Action 5.0.7. Review current and past legacy housing policies and how they affect families in Yolo County (Access Improvement and Implementation Improvement). This action would involve a thorough analysis of historical housing regulations to identify and amend any that exacerbate the housing affordability issue. Given the shortage of affordable housing in Yolo County, a close examination of systemic barriers is needed. By addressing these foundational issues, the county could align its efforts to update housing data, connect homeless students with resources, and include affordable options in new developments. Ultimately, this action aims to foster a more inclusive and equitable housing landscape in the county. (Source: Champions Session 2024)

Need #6: Expanded Access To Affordable, Healthy Food Options

Like housing and transportation, access to healthy, affordable food arose as a basic need. Children, youth, and families need access to affordable healthy food to thrive in Yolo County.

One third of Yolo County families are currently food insecure; the rates are higher for people of color and agricultural workers. Actions to address this issue focus on improving collaboration of agencies and organizations that provide food to children, youth, and families, including schools, and improving understanding of where food is needed most. Actions will need to respond to the unique opportunities, priorities, and constraints within each community across Yolo County.

Countywide Actions

Action 6.0.1. Identify collective goals to expand access to affordable, healthy food options (Integration Improvement). This work includes developing a local definition of food insecurity, improving access (e.g., popup food distributions, appropriate hours of distribution), increasing outreach to provide information to agricultural workers and those living in rural or unincorporated areas, and training small businesses, childcare workers, and food providers to help them meet licensing requirements and comply with regulations. (Source: Champions Session 2024)

Action 6.0.2. Evaluate duplication of services between nonprofits and agencies providing access to food services and recommend service improvements (Integration Improvement). The Yolo County Health and Human Services Agency and Yolo Food Bank could more effectively meet the needs of students and families in their communities by connecting them to programs and services, including CalFresh. (Sources: Key Informant Interview; Champions Session 2024)

Action 6.0.3. Collect data to inform food access needs by specific ZIP code or Supervisorial District (Implementation Improvement). The collection of additional data, including data on the needs of agricultural workers, will help refine the location of food access needs. The Yolo Food Bank collected data by city and is currently working on developing data by ZIP code. (Sources: Community Engagement Session; Yolo Food Bank, 2024)

Action 6.0.4. Research low use of SNAP benefits and other charitable food options (Implementation Improvement). Additional research is needed to determine why 18.9% of Yolo Food Bank’s Food Access Survey respondents report that they are not accessing SNAP/food stamp benefits or other charitable food options. This research could inform expanded outreach efforts. Additionally, 74% of students in the Woodland JUSD qualify for free or reduced-price meals, but only 15% of families are accessing SNAP/food stamp benefits. A better understanding of this gap in services could result in improved outreach, support for families, and coordination of services. (Source: Yolo Food Bank, 2024)

Action 6.0.5. Support the addition of accessible, culturally relevant food options (Access Improvement). These options could include ethnic grocery stores, healthy restaurants, farmers markets, and mobile food services. The Center for Land-Based Learning, for example, currently offers a mobile food bus, which could coordinate with the library “bookmobile” to visit communities. (Source: Champions Session 2024)

Action 6.0.6. Support nutrition classes and related resources for parents, students, and families (Access Improvement). These workshops could provide healthy cooking classes and lessons on good nutrition. Incentives to participate (e.g. grocery store gift cards) could be provided. (Source: Champions Session 2024)

Action 6.0.7. Support mobile markets, food pantries, and food banks at school sites (e.g., the Food Bank, the mobile market at Alyce Norman Education Center) (Access Improvement). By leveraging school sites for food distribution, this action aims to provide convenient and reliable access to nutritious food for the most vulnerable populations. In addressing critical needs such as affordable grocery stores, diverse food outlets, and enhanced communication about food services, the action strives to create a more equitable food landscape. These efforts would address immediate food needs and support the broader objective of expanding access to healthy, affordable food options across the county. (Source: Champions Session 2024)

Need #7: Improved College And Career Transitions

Community members across Yolo County support preparing youth to attend college and enter the workforce. However, data indicates that in all but one school district in Yolo County, less than half of students qualify as “prepared” for college or a career. Specific subgroups of students, including socioeconomically disadvantaged students, students with disabilities, multilingual learners, students experiencing homelessness, and foster youth need additional support to prepare them for college and careers. Youth in rural areas further voiced frustration around struggles to complete high school and an inability to prepare for college because of inaccessible programs and resources. Community leaders also voiced support for assisting families with navigating the college admissions and preparation process, as well as career pathways. To address these issues, the following actions focus on collaboration, coordination, and expansion of programs to youth and families to improve access to college and career transitions. Actions will need to respond to the unique opportunities, priorities, and constraints within each community across Yolo County.

Countywide Actions

Action 7.0.1. Develop countywide partnerships to provide support to youth transitioning into college and careers. Coordinate and support existing efforts of K–12 schools to address demographic, geographic, and special population disparities in college and career readiness (e.g., youth experiencing homelessness, youth in foster care, English learner students, students with disabilities), including providing countywide services to student and families, increasing funding to organizations providing existing services, and exploring incentives to encourage children, youth, and families to access services. LEAs also may wish to create a common definition of college and career readiness to guide collaborative efforts. Schools with the highest share of students not attending college, such as YCOE-run schools and Esparto Unified School District, may require additional programs, services, and navigation support. (Source: Champions Session 2024)

Action 7.0.2. Collaborate with community-based organizations to provide in-home visitation programs to support college and career readiness. This effort would prioritize in-home visits to families who require additional resources for building awareness and for navigating college applications, trade school applications, financial aid and/or other applications, including job applications. Organizations leading the effort could consider training trusted community members who represent the diversity and experience of students and families to offer career and college support, in addition to staff. (Source: Champions Session 2024)

Action 7.0.3. Collaborate to expand and coordinate programs that provide job readiness and other training to transitional-aged youth (Implementation Improvement). Schools, community colleges, local government, community-based organizations, nonprofits, and businesses and industry could help train and prepare youth for careers and post-secondary education opportunities. Expanding existing programs, such as the services provided by the local nonprofit organization All Leaders Must Serve, would help young adults aged 15–25 prepare for success in the workplace. Organizations may also wish to consider partnering with AmeriCorps and Job Corps. This action is also consistent with the Yolo County Strategic Plan’s focus on creating vocational training and growth development services for transitional-aged youth by developing paid internship and educational opportunities in county departments. (Source: Round 1 and Round 2 Community Engagement Sessions; Champions Session 2024; Yolo County Administrator, 2022).

Action 7.0.4. Collect countywide data about youth entering the workforce or attending college to improve programs, services and supports. Collection of additional countywide data will provide information about youth entering the workforce or attending college to identify and address opportunities and barriers in college and career readiness programs and services. (Source: CDE, 2023c; Champions Session 2024)

District-Specific Actions

District 1 Actions

Action 7.1.1. Increase college and career transitions support for Washington Unified students and families. Provide additional college and career transition programs, services, and supports for students, including additional learning time, tutoring, intervention support, and college and career readiness programs, such as Advancement Via Individual Determination (AVID), and community mentoring opportunities throughout a student’s academic career, with a focus on specific student subgroups, including newcomer students, foster youth, and multilingual learners to increase the percentage of students prepared for college and careers. (Source: Champions Session 2024)

Action 7.1.2. Increase college and career navigational support and resources. Provide early support and services to students and families to learn about college and career options and navigation, how to connect to resources, including counselors, and to better understand school policies (e.g., the importance of regular attendance). (Source: Champions Session 2024)

Action 7.1.3. Support a positive school culture through additional resources and training for staff, students, and families. LEAs could partner with culturally competent and linguistically diverse community-based organizations to offer relationship-building programs and/or parent university programs, as well as training in restorative justice and trauma-informed practices to strengthen relationships between parents and the school and between adults in the school and students. (Source: Champions Session 2024)

District 2 Actions

Action 7.2.1. Increase college and career transition support for Winters JUSD students and families. Provide additional college and career transition programs, services, and supports for students, including additional learning time, tutoring, intervention support, and college and career readiness programs, such as AVID and community mentoring opportunities, throughout a student's academic career to increase the percentage of students who are approaching college and career readiness to become fully prepared. (Source: CDE, 2023c; Champions Session 2024)

Action 7.2.2. Support collaborative partnerships to increase CTE pathways and work-based learning opportunities. Support opportunities to bridge community college/university, industry/employer, and K–12 sectors to increase work-based learning skills and career-oriented programs, including internships and apprenticeships. (Source: Champions Session 2024)

District 3 Actions

Action 7.3.1. Increase college and career transition support for Woodland JUSD students and families. Provide additional college and career transition programs, services, and supports (e.g., navigational support, a clear path to trade schools) for students, including additional learning time, tutoring, intervention support, and college and career readiness programs, such as AVID, summer college, and community mentoring opportunities, throughout a student's academic career to improve the percentage of students prepared for college and career opportunities. (Source: CDE, 2023c)

District 4 Actions

Action 7.4.1. Increase career preparation for Davis JUSD students not attending college/university. Approximately 80% of Davis JUSD students attend college; 20% do not. Additional career preparation support and resources (e.g., job preparedness classes, work skills training) are necessary to support students not attending college/university after high school graduation. (Source: CDE, 2023c)

District 5 Actions

Action 7.5.1. Increase access to college and career readiness resources. Support students' access to college and career readiness resources during the school day. Many students lack transportation resources to access college and career readiness programs and services afterschool. (Source: Youth Focus Group)

Action 7.5.2. Support collaborative partnerships to increase student career readiness and networking opportunities. Support opportunities, including internships and apprenticeships and networking opportunities, to bridge community college/university, industry/employer, and K–12 sectors to increase work-based learning skills and career-oriented programming. Support collaboration efforts among community members, business owners, and students for career readiness and networking opportunities. (Source: Youth Development Network, 2022)

Action 7.5.3. Increase college and career transition support for Esparto Unified students and families. Provide additional college and career transition programs, services, and supports for students, including additional learning time, tutoring, intervention support, and college and career readiness programs, such as AVID and community mentoring opportunities, throughout a student's academic career to increase the percentage of students who are approaching being prepared for college and career readiness to become fully prepared. (Source: CDE, 2023c; Champions Session 2024)

Action 7.5.4. Increase family college and career navigational support and resources. Provide early support and services to students and families to learn about college and career options and navigation and to learn how to connect to resources, including counselors, with particular attention to first- and second-generation immigrant families and youth in foster care. (Source: Champions Session 2024)

Countywide Need #8: Improved Access To Service Information And Outreach

Yolo County has a wealth of community assets and services. Community members primarily focused on the specific community assets and services they need most, with many community leaders highlighting the need for improved accessibility, alignment, and coordination of existing assets and services. Community leaders and Champions have a strong desire for increased collaboration across organizations to improve understanding of and access to existing community assets and services for children, youth, and families. Enhancing mechanisms to connect community members to resources may improve accessibility and awareness. The following actions focus on strategic planning and improving countywide information data sources and dissemination and county agency collaboration to improve access and outreach. Actions will need to respond to the unique opportunities, priorities, and constraints within each community across Yolo County.

Countywide Actions

Action 8.0.1. Develop a Roadmap to the Future Strategic Plan. The Roadmap to the Future Strategic Plan should build on the needs assessment and include goals, objectives, and phased actions to address the identified needs. Through the development of the strategic plan, agencies and individuals will commit to prioritize and implement actions and develop a strategy to identify and secure funding to implement priority actions. (Source: Champions Session 2024)

Action 8.0.2. Expand 211 Yolo to provide children, youth, and families with increased access to programs and services. Evaluate options to expand 211 Yolo, the only countywide, online database of services, to ensure it includes and continually updates all community assets and services for children, youth, and families identified by the Roadmap to the Future. 211 Yolo staff and community leaders reported that 211 Yolo would benefit from additional resources to improve its database to ensure accuracy, improve accessibility of information, and connect people to services. Potential improvements should rely on research regarding barriers and challenges facing Yolo County children, youth, and families in accessing services from 211 Yolo.⁵ (Source: Champions Session 2024)

Action 8.0.3. Increase coordination between agencies to help improve access to programs and services for children, youth, and families. To build awareness and improve access to programs and services, participants in the Champions session suggested development of a countywide calendar and development of a listserv for agencies. Such improvements will require an ongoing commitment of resources. (Source: Champions Session 2024)

Action 8.0.4. Support development of data-sharing and/or data-use agreements. Organizations across Yolo County, especially those in rural areas, need consistent access to reliable data, which requires agencies to develop data-sharing agreements. As an example, YCOE and other county agencies, including Health and Human Services Agency (HHS) and Probation, developed a memorandum of understanding (MOU) for the Trauma-Informed System of Care for Children and Youth, which includes a section on information- and data-sharing expectations. Notably, this MOU, required by all counties as part of AB 2083, is highlighted as an exceptional example by the California Health and Human Services Agency. Additionally, LEAs could establish data-sharing agreements with community-based mental health providers to clarify how students are referred and what follow-up is needed to better serve students and connect families to services. (Source: Champions Session 2024)

Action 8.0.5. Expand staff available to help children, youth, and families navigate services and increase training opportunities for existing staff. Support hiring new staff and training existing staff, such as case managers and social workers, to disseminate information and resources to

⁵ Based on data provided by 211 Yolo, in a post-call survey, the top three reasons people provided for not accessing services were that: (1) they were unable to contact the agency; (2) they had not tried to contact the agency; and (3) they believed they were ineligible. Additional research is needed to understand whether navigation support or other assistance would help people access services.

assist children, youth, and families with understanding and accessing community assets and services. CareSolace, part of the K–12 School Partnership Program, is an example of navigation assistance. (Source: Champions Session 2024; Interagency Coordination Working Session)

Action 8.0.6. Evaluate eligibility requirements for family support services (e.g., housing, food, health, transportation). In response to rising inflation and the increasing cost of living in Yolo County, determine specific intervals for assessing whether eligibility requirements align with actual salaries and reflect economic challenges faced by children, youth, and families in Yolo County communities. Many more families need basic services that do not currently qualify because of current eligibility requirements. Providing additional families with access to comprehensive programs and services would help support their well-being and success. (Source: Champions Session 2024)

Glossary of Terms

This glossary of terms provides shared definitions to facilitate understanding of the Roadmap to the Future needs assessment.

- **Community assets:** Stationary places, such as parks, that provide passive, direct benefits in one of the Ten Aspects of Community to children, youth, and families.
- **Services:** Programs that provide children, youth, and families with active and direct benefits in one of the Ten Aspects of Community.
- **Need:** In a community context, the clear, specific necessity or requirement essential for the well-being and functioning of individuals in a community.
- **Action:** A specific, concrete step that an organization can implement or for which an organization can apply for funding to implement an action or actions to address one or more needs.
- **Coherence:** The interconnectedness and cohesion of efforts across different sectors, agencies, organizations, and community members working toward common goals.

The following are definitions of the guiding principles for the Roadmap to the Future initiative:

- **Access:** The ability to obtain or utilize essential resources, services, opportunities, or information by removing physical, financial, availability, cultural, and social barriers that may affect the ability to utilize these resources effectively.
- **Equity:** Fair treatment, access, opportunity, and advancement for all people. This requires striving to identify and eliminate barriers that have prevented the full participation of some groups, the equitable distribution of resources, and an understanding of the root causes of inequity.
- **Youth and Family Voice:** The active participation, input, perspectives, and opinions of young people and their families in decision-making processes, policies, programs, and initiatives that affect their lives and well-being, including ensuring that their experiences and views are incorporated into the design, implementation, and evaluation of community assets and services.
- **Alignment:** The coordination, collaboration, and integration of various systems, resources, partners, and initiatives to achieve common goals, address shared needs, reduce redundancy, and maximize outcomes.

The following are definitions of the four shared priorities of the Roadmap to the Future initiative:

- **Quality Childcare, Early Learning, and TK–12:** Includes quality childcare and early learning and is focused on alignment with the TK–12 educational system.

- **Youth Mental Health and Wellness:** Focuses on providing support for the well-being and mental health of children and youth.
- **Welcoming Beacons of Community Life:** Focuses on the development of places where youth encounter a sense of community or belonging. This concept is based in the belief that youth need spaces where they can identify with and feel they belong in their community.
- **Thriving in Young Adulthood:** Focuses on providing support for transitional-aged youth (18–24) to support their transition into adulthood, including the development of workforce training, job skill training, financial literacy, programs for foster youth, arts education, and other resources that prepare this population for adulthood.

Appendices

Appendix A: Comprehensive Inventory of Community Assets and Services by Supervisorial District and Aspect of Community

The following lists provide each community asset and service currently in the Roadmap to the Future database for each Supervisorial District by Aspect of Community. As stated previously, this represents the first time an agency has attempted to gather countywide data on community assets and services that benefit children, youth, and families. More work is needed to collect additional data, vet existing data, and appropriately categorize the data.

District 1: West Sacramento, Clarksburg, River Delta

Aspect of Community	Assets and Services in District 1
Basic Services	City of West Sacramento, City of West Sacramento Community Development Department, Via, American Medical Response, Yolo County Integrated Waste Management Division, Yolo Food Bank, West Sacramento Chamber of Commerce, Margaret McDowell Manor, Center for Land-Based Learning, Yolo Healthy Aging Alliance, West Sacramento Baptist Church, Eskaton, Pacific Gas & Electric, Computers 4 Kids, Goodwill Industries of Sacramento Valley & Northern Nevada Inc., County of Yolo Probation Department, Clarksburg Fire Protection District, River Cities Funeral Chapel
Civic and Political	City of West Sacramento, City of West Sacramento Community Development Department, City of West Sacramento Parks and Recreation Department, Shingle Springs Band of Miwok Indians, Reclamation District 900, California Department of Motor Vehicles, Mercy Housing, West Sacramento Teachers Association, U.S. Department of State Bureau of Consular Affairs, Yolo County Supervisor, California Department of General Services
Cultural and Artistic	Black Box Theater, West Sacramento Historical Society, City of West Sacramento Parks and Recreation Department, California State Museum Resource Center
Economic	Empower Yolo, City of West Sacramento Community Development Department, First Northern Bank, West Sacramento Chamber of Commerce, U.S. Bank, Bank of America, Wells Fargo Bank, Lake Washington Farm, SAFE Credit Union, Yolo Federal Credit Union, Marathon Staffing Solutions, Killdeer Farm, Sacramento County Department of Human Assistance, Yolo County Health and Human Services Agency, Yolo County Health and Human Services Agency Child Youth and Family Services, YoloWorks!, Yolo County Children’s Alliance, California Department of General Services, Downtown Streets Team, Riverfront Farm

Aspect of Community	Assets and Services in District 1
Education and Information	<p>Washington Unified School District, Los Rios Community College District, River City Christian Academy, Yolo County Library, Hens and Chicks Early Learning, Martie Hernandez Daycare, Bridgeway Daycare (Aber Musallam), Mile IV Preschool, Rosa’s (Herrera) Child Care, Our Lady of Grace School, City of West Sacramento Parks and Recreation Department, Sacramento Valley Charter, Academy 4 Kids, Learning Jungle, Morales Daycare, Bright Beginnings Child Care & Preschool, Portside Montessori, Busy Little Hands Preschool, Empowering Possibilities International Charter School, Wonderland Preschool, Angie’s Daycare (Angelina Ramirez), Itsy Bitsy Preschool, Hive Academy, Pinkie’s Child Care, Tina’s Playhouse, Little Farmhouse Preschool, River Delta Unified School District, PJ’s Daycare, Learning Together Family Child Care, Gross Gaitan, Maritza Daycare, Mile I Preschool, Cloudy’s Daycare (Claudia Martinez), YoloWorks!, Yolo County Children’s Alliance, Pacific Charter Institute, James Marshall Parent Nursery School</p>
Health and Human Services	<p>Empower Yolo, City of West Sacramento Parks and Recreation Department, Yolo County Health and Human Services Agency Child Youth and Family Services, eTrueNorth, American Medical Response, Elica Health Centers, Sutter Health – Sacramento Sierra Region, City of West Sacramento, Free to Choose Program (Turning Point Community Programs), California Women, Infants & Children Program Association, Horizon Counseling Center, C.O.R.E. Medical Clinic, Sacramento County Department of Human Assistance, Yolo County Health and Human Services Agency, Yolo County Health and Human Services Agency Adult and Aging, Communicare, Yolo County Children’s Alliance, Covered California</p>
Individual Development	<p>City of West Sacramento Parks and Recreation Department, River City Dance Academy, Midtown Stomp, International Gymnastic Centre, Uplift Martial Arts, Le Five Indoor Soccer, West Sacramento Little League</p>
Physical	<p>City of West Sacramento Parks and Recreation Department, West Sacramento Little League 50/70 & Juniors Field, Yolo County General Services Department</p>
Social and Associational	<p>Lake Washington Sailing Club, West Sacramento Friends of the Library, Collings Teen Center, West Sacramento Rotary Club, Boy Scouts of America Pack 0049, Our Lady of Grace, River City Rowing Club, West Sacramento Kiwanis Club, Boy Scouts of America Troop 0083, Clarksburg Community Church, Friends of the Clarksburg Library, Service Employees International Union 2015, Boy Scouts of America Troop 0049, Veterans of Foreign Wars Post #8762</p>
Spiritual and Religious	<p>River City Apostolic Church, First Southern Baptist Church, City of the Dharma Realm, Center for Spiritual Awareness, United Methodist Church, First Baptist Church, Slavic Baptist Church, Iglesia Adventista del Séptimo Día, Gurdwara Sahib Sikh Temple West Sacramento, NC Tenrikyo Church, West Sacramento Seventh-day Adventist, Southport Community Church, Holy Virgin Mary Orthodox Church, Lighthouse Covenant Church, Full Gospel Assembly, Our Lady of Grace Catholic Church</p>

District 2: Winters and Davis

Aspect of Community	Assets and Services in District 2
Basic Services	Yolo Food Bank, Community Housing Opportunities Corporation, Davis Community Meals and Housing, Smith Funeral Home, City of Winters Public Works Department, City of Davis Fire Department, Yolo Healthy Aging Alliance, UC Davis, Davis Farmers Market Alliance, Winters District Chamber of Commerce, City of Winters Parks Department, Yolo Diaper Bank, Yolo County Integrated Waste Management Division, City of Davis, City of Davis Community Development and Sustainability Department, City of Davis Parks and Community Services, West Plainfield Fire Protection District, City of Winters Community Development Department, Winters Cemetery, RISE Inc., U.S. Department of Agriculture, Valley Clean Energy, Yolo County Housing, Short Term Emergency Aid Committee, City of Davis Senior Center, Yolo County Health and Human Services Agency, Greyhound Lines Inc., Winters Fire Protection District, City of Winters Police Department, Amtrak
Civic and Political	City of Davis, U.S. Department of State Bureau of Consular Affairs, City of Winters Parks Department, City of Winters City Manager’s Office, California State Assembly, Yolo County Democratic Party
Cultural and Artistic	Winters Participation Gallery, Davis Arts Center, Winters Theatre Company, Veterans Memorial Theatre, The Artery, Pence Gallery, Davis Community Chorale, City of Davis Parks and Community Services, Art 26, Davis Craft & Vintage, U.S. Bicycling Hall of Fame, ARC Guitar, Richard Brunelle Performance Hall, UC Davis Design Museum, Winters Collective, Regal Davis, Stone Photography, Bohart Museum of Entomology, John Natsoulas Gallery, Myron Stephens, UC Davis Mondavi Center for the Performing Arts, Davis School Arts Foundation, Davis Varsity Theatre
Economic	Bank of America, Yolo County Health and Human Services Agency, Yolo County Health and Human Services Agency Child Youth and Family Services, Yolo Federal Credit Union – Winters, BluPeak Credit Union, Winters District Chamber of Commerce, Paint Chip, River City Bank, Hay Kingdom, Rominger Brothers Farms, U.S. Bank, Warren’s OMRP Fruits, Chase Bank, Banner Bank, Wells Fargo Bank, Winters Fruit Tree, RISE Inc., First Northern Bank of Dixon, Empower Yolo, First Northern Bank, Yolo Federal Credit Union – Davis, Golden 1 Credit Union, Yolo County Children’s Alliance, Avid Reader, Pope Canyon Queens, Canyon Creek Resort

Aspect of Community	Assets and Services in District 2
<p>Education and Information</p>	<p>UC Davis, UC Davis Equestrian Center, Winters Joint Unified School District, Winters Robotics Inc., Hutchison Child Development Center, UC Davis One Health Institute, UC Davis Athletics, Catalyst Kids – Willett, Davis Joint Unified School District, St. James Elementary School, Catalyst Kids – Cesar Chavez, Historical Society of Winters, Sharma Family Daycare (Puspa Sharma), Applegate Nursery School, Gan Haverim Preschool, Los Rios Community College District, UC Davis Women’s Resources and Research Center, Tender Learning Care, My Second Home Daycare (Marisel Mesa Gomez), Winters State Preschool Center, Yolo County Office of Education, Winters Express, Winters Parent Nursery School, Catalyst Kids – Patwin, A2Z Evaluations LLC, Davis Vanguard, Center for Child and Family Studies, Redbud Montessori, Grace Valley Christian Center & Academy, Peregrine School Early Childhood Center, Bike Davis, Yolo County Library, Davis Enterprise, University of California Cooperative Extension Capitol Corridor, Tree House Children’s Center, Massage Therapy Institute, Davis Parent Nursery School, Resource Center for Family-Focused Practice, Davis Community Church Nursery School, Campus Child Care Inc., La Rue Childcare Development Center, Davis Farm to School, Davis Kids Klub, Winters Education Foundation, UC Davis Bee Haven</p>
<p>Health and Human Services</p>	<p>Associated Students University of California at Davis, Sutter Health – Sacramento Sierra Region, Yolo County Health and Human Services Agency, Yolo County Health and Human Services Agency Child Youth and Family Services, Davis Compounding Solutions Pharmacy, Purple Tree Café, Shasta Point Retirement Community, University Retirement Community at Davis, Winters Healthcare, Growing Healthy Children Therapy Services, City of Davis Public Works Department, City of Davis Parks and Community Services, Communicare, Yolo Pharmacy, Dignity Health, Yolo Community Care Continuum, Yolo Prostate Cancer Support Group, Yolo Neurodiverse Network, Campus Child Care Inc., Russell Park Child Development, RISE Inc., Empower Yolo, Al-Anon, Yolo Healthy Aging Alliance, City of Davis Senior Center, Rite Aid Pharmacy, Winters Joint Unified School District, Perinatal Origins of Disparities Center</p>
<p>Individual Development</p>	<p>Academic Improvement Center, Applegate Dance Studio, American Youth Soccer Organization, Barefoot Yoga, City of Davis Parks and Community Services, City of Winters Parks Department, Davis High School, Holmes Orchestra Booster, Elan Advising, Pine Trails Ranch, Rocknasium, Schaal Aquatics Center, Skydance Skydiving, Winters Junior Warriors (football)</p>
<p>Physical</p>	<p>City of Davis Parks and Community Services, City of Winters Parks Department, Davis Little League Park, Davis Municipal Golf Course, Pine Tree Gardens West, UC Davis Activities & Recreation Center, UC Davis Arboretum and Public Garden, UC Davis Rec Pool, UC Davis Stebbins Cold Canyon Natural Reserve, UC Davis West Quad</p>

Aspect of Community	Assets and Services in District 2
Social and Associational	Boy Scouts of America Pack 0132, Independent Order of Odd Fellows Davis Lodge 169, Boy Scouts of America Troop 0139, Rotary Club of Davis, Boy Scouts of America Troop 0466, Episcopal Church of Saint Martin, Boy Scouts of America Troop 1625, Davis Community Church, City of Davis Parks and Community Services, City of Winters Parks Department, Davis Flower Arrangers, Friends of the Davis Public Library, Friends of Winters Future Farmers of America, Rotary Club of Davis, Rotary Club of Winters, UC Davis Cal Aggie Alumni Association, Winters Community Corazón, Winters Farm to School, Winters Friends of the Library, Winters Future Farmers of America, Winters High School All Sports Booster Club, Winters Music Boosters, Yolo Sportsmen’s Association
Spiritual and Religious	Belfry Lutheran Episcopal, Calvary Chapel of Davis, Christ Church Davis, Church of Christ Davis, Church of Christ of Winters, Church of Latter-day Saints, Church of Latter-day Saints Winters Ward, Congregation Bet Haverim Davis, Davis Chinese Christian Church, Davis Community Church, Davis Lutheran Church ELCA, Davis Shambhala Meditation Center, Discovery Christian Church, First Baptist Church, First Baptist Church Winters, Islamic Center of Davis, Kingdom Hall of Jehovah’s Witnesses, Lutheran Church of the Incarnation, Newman Catholic Center, Pioneer Church, St. Anthony Parish, St. Martin’s Episcopal Church, Grand Prince Odeum, Unitarian Universalist Church, United Methodist Church, Unity Center of Davis, Word of Life Christian Center

District 3: Woodland and West Sacramento

Aspect of Community	Assets and Services in District 3
Basic Services	American Lutheran Church, Catholic Charities of Yolo-Solano, Church on the Rock, City of Davis Fire Department, City of West Sacramento, City of Woodland, Community Housing Opportunities Corporation, County of Yolo Probation Department, Elkhorn Fire District, Meals on Wheels Yolo County, McNary’s Chapel, Mutual Housing California, Project Linus, Shores of Hope, St. Joseph’s Cemetery, Bike Campaign, Center for Land-Based Learning, Willow Oak Fire Protection District, Woodland Cemetery, Woodland Volunteer Food Closet, Yolo County Health and Human Services Agency, Yolo County Housing, Yolo County Integrated Waste Management Division, Yolo County Sheriff’s Office, Yolo Food Bank
Civic and Political	City of Woodland Community Services Department, Hispanic Chamber of Commerce of Yolo County, U.S. Citizenship and Immigration Services, U.S. House of Representatives, U.S. Social Security Administration, Yolo County District Attorney, Yolo County Superior Court
Cultural and Artistic	Folklórico Latino de Woodland, Gable Mansion, Mosaic Children’s Museum, Woodland Train Depot, YoloArts

Aspect of Community	Assets and Services in District 3
Economic	Bank of the West, California Department of Forestry and Fire Protection, California Department of Rehabilitation, California Human Development, Chase Bank, Children’s Home Society of California, Kuchen Garden, RT 16 Produce, TriCounties Bank, Yolo County Children’s Alliance, Yolo County Health and Human Services Agency, Yolo Employment Services Inc.
Education and Information	Catalyst Kids – Tafoya, City of Woodland Senior Center Inc., Little Treasures Daycare, Lyubov Day Care, Northern California Construction Training, Shores of Hope, Bike Campaign, Tuleyome, Washington Unified School District, Woodland Community College, Woodland Joint Unified School District, Woodland Schools Foundation, Woodland TV, YMCA of Superior California, Yolo County Children’s Alliance, Yolo County Office of Education
Health and Human Services	Accustaff, Catholic Charities of Yolo-Solano, Communicare+OLE, Costco Pharmacy, CVS Pharmacy, Dignity Health, Empower Yolo, Gloria’s Country Care (GCC Acres), Highest Potential Therapy, Hope’s Anchor Inc., Northern California Children’s Therapy Center, Northern Valley Indian Health, Planned Parenthood Mar Monte, Premier Chiropractor & Pilates, Raley’s Pharmacy, Rite Aid Pharmacy, Shores of Hope, Target Pharmacy, Californian Assisted Living & Dementia Care, There’s No Place Like Home, Walmart Supercenter Pharmacy, West Sacramento Nursing and Rehabilitation Center, Woodland Clinic Pharmacy, Woodland Healthcare, Woodland Healthcare Foundation, Yolo County Court Appointed Special Advocates, Yolo County Children’s Alliance, Yolo County Flood Control and Water Conservation District, Yolo County Health and Human Services Agency, Yolo County Health and Human Services Agency Child Youth and Family Services, Yolo County Sheriff’s Office, Yolo Employment Services Inc., Yolo Prostate Cancer Support Group, City of Woodland Senior Center Inc.
Individual Development	All Leaders Must Serve, Kuk Sool Won Martial Art Center, Woodland Girls Fastpitch Softball Association
Physical	Cache Creek Conservancy, Cache Creek Parkway (to be built), City of West Sacramento Parks and Recreation Department, City of Woodland, Mutual Housing California, Sacramento Bypass Wildlife Area, Yolo County General Services Department
Social and Associational	Benevolent and Protective Order of Elks – Woodland Elks Lodge, Boy Scouts of America Pack 0166 & Troop 0464, Reveille Lions Troop, Boy Scouts of America Pack 1932, Woodland Host Lions, Boy Scouts of America Troop 0069, Woodland Lions Club, Boys & Girls Club – Woodland Branch, Bryte and Broderick Community Action Network, Conaway Preservation Group, Girl Scouts, Outa Sight Group of Woodland Inc., Woodland Host Lions Club, Woodland Recreation Foundation, Woodland Tennis Club, YMCA of Superior California, Yolo Community Foundation

Aspect of Community	Assets and Services in District 3
Spiritual and Religious	Anna Street Baptist Church, Bayside Church of Woodland, Bryte Russian Baptist Church, Calvary Baptist Church, Catalyst Church, Christian Church Woodland, Church of Jesus Christ of Latter-day Saints, Church of the Living Word, Apostolic Faith, Community Baptist Church West, First Baptist Church Woodland Christian School Matmor, Global Mission Church, GracePoint Pentecostal Church, Greater Second Baptist Church, Holy Cross Church, Holy Myrrhbearing Women Church, Holy Rosary Church, House of Prayer Mennonite Brethren Church, Iglesia Bautista El Faro, Joy Christian Ministries, Life Pointe Church, New Hope Community Development Corporation, New Life Community Church, St. John’s United Church of Christ, St. Luke’s Episcopal Church, St. Paul’s Lutheran Church, Dwelling Place, Victory Outreach Church of West Sacramento, West Valley Baptist Church, Woodland Bible Church, Woodland Christian Center, Woodland Church of Christ, Woodland Spanish Seventh-day Adventist Church

District 4: Davis

Aspect of Community	Assets and Services in District 4
Basic Services	City of Davis Police Department, City of Davis Fire Department, City of Davis Public Works Department, Community Housing Opportunities Corporation, Communicare+OLE, Davis Bike Collective, Davis Cemetery District, Davis Community Network, Goodwill Industries of Sacramento Valley & Northern Nevada Inc., Greyhound Lines Inc., Mutual Housing California, Pacific Gas & Electric, Pole Line Road Baptist Church, Recology Davis, Short Term Emergency Aid Committee, Summer House Inc., Bike Campaign, Yolo County Housing, Yolo County Integrated Waste Management Division, Yolo County SPCA, Yolo Food Bank, Yolo Healthy Aging Alliance
Civic and Political	California Department of Motor Vehicles
Cultural and Artistic	Davis Musical Theatre, Davis Musical Theatre Company, Davis School Arts Foundation, Explorit Science Center, Gallery 1855, Mirror Image Dance Company, Pamela Trokanski Dance Theatre
Economic	Cannery Farmers Market, Human Bees, Travis Credit Union – Davis Branch, Wells Fargo Bank
Education and Information	Campus Child Care Inc., Campus Child Care Inc. Montessori Country Day II, Catalyst Kids – Birch Lane, Catalyst Kids – Korematsu, Catalyst Kids – Montgomery, Catalyst Kids – Pioneer, Davis Community Network, Davis Forest School, Davis Joint Unified School District, Davis Migrant Children Center, Davis Parent Nursery School, Davis Waldorf School, Dee’s Wonderland Preschool, Kids on Cowell, Peregrine Elementary School, SISC Education Center, Soltani Childcare, Bike Campaign, University Covenant Nursery School Preschool, University of California Agriculture and Natural Resources, Valley Oak Elementary, Yolo County Library, Yolo County Office of Education

Aspect of Community	Assets and Services in District 4
Health and Human Services	Atria Covell Gardens Retirement Residence, Carlton Senior Living of Davis, City of Davis Public Works Department, Communicare+OLE, CVS Pharmacy, First 5 Yolo Children and Families Commission, Kaiser Permanente, Midtown Animal Clinic, Omnibus Mental Health Associates, Rite Aid Pharmacy, Sutter Health – Sacramento Sierra Region, Yolo Basin Foundation Inc., YoloCares, Yolo-Solano Air Quality Management District
Individual Development	American Youth Soccer Organization, City of Davis Parks and Community Services, Davis Diamond Gymnastics, Davis Fencing Academy, Davis Legacy Soccer Club, Inspire Martial Arts, Kumon Math and Reading Center, Mirror Image Dance Company, Swim America, University of California 4-H Youth Development Program
Physical	Atlantis Playground, American Youth Soccer Organization Fields, City of Davis Parks and Community Services, Davis Greenbelt, El Macero Golf Course, Mutual Housing California, Pine Tree Gardens East, Wildhorse Golf Course, Yolo County General Services Department
Social and Associational	Boy Scouts of America Crew 0066, Rotary Club of Davis, Boy Scouts of America Pack 0075, Kiwanis Club of Greater Davis, Boy Scouts of America Troop 0066, Rotary Club of Davis, El Macero Country Club, First 5 Yolo Children and Families Commission, Girl Scouts Youth Organization, Kiwanis Club of Davis
Spiritual and Religious	Davis Christian Assembly, Davis Korean Church, Friends Meeting of Davis, Gracepoint Davis Church

District 5: Esparto, Madison, Knights Landing, Dunnigan, and Yolo and the Northern Side of the City of Woodland

Aspect of Community	Assets and Services in District 5
Basic Services	California Highway Patrol, Capay Valley Fire Protection District, City of Winters Public Works Department, City of Woodland, City of Woodland Community Development Department, Community Housing Opportunities Corporation, County of Yolo Probation Department, Dunnigan Fire Protection District, Empower Yolo, Esparto Broadband, Esparto Fire Protection District, Fourth and Hope, Goodwill Industries of Sacramento Valley & Northern Nevada Inc., Knights Landing Fire Protection District, Madison Fire Protection District, Manna House Food Pantry, Meals on Wheels Yolo County, Mercy Housing California, North Coast Energy Services, Pregnancy Support Group of Woodland, RISE Inc., Salvation Army of Yolo County, Summer House Inc., University of California Cooperative Extension Capitol Corridor, Waste Management of Woodland, Woodland Area Chamber of Commerce, Yolo County Health and Human Services Agency, Yolo County Housing, Yolo County Integrated Waste Management Division, Yolo Fire Protection District, Yolo Food Bank, Yolo Healthy Aging Alliance, Yolo Transportation District, Zamora Fire Protection District
Civic and Political	California Department of Motor Vehicles, California Highway Patrol, City of Woodland, City of Woodland Community Development Department, County of Yolo Board of Supervisors, Yolo County Clerk Recorder, Yolo County Department of Financial Services, Yolo County District Attorney, Yolo County Elections Office, Yolo County General Services Department, Yolo County Public Defender, Yolo County Republican Party Central Committee
Cultural and Artistic	Folklórico Latino de Woodland, California Agriculture Museum, Woodland Opera House
Economic	Bank of America, California Human Development, City of Woodland Community Development Department, Dunnigan Farmers Market, Empower Yolo, Esparto Regional Chamber of Commerce, Express Employment Professionals, Farm Credit West, First Northern Bank, Golden 1 Credit Union, Goodwill, Pride Staff, River City Bank, Maria Rojas – State Farm Insurance, RISE Inc., Sacramento County Department of Human Assistance, Farm Stop, Travis Credit Union, Umpqua Bank, U.S. Bank, Wells Fargo Bank, Woodland Area Chamber of Commerce, Yolo County Administrator Office, Yolo County Agriculture Department, Yolo County Assessor, Yolo County Children’s Alliance, Yolo County Clerk Recorder, Yolo County Department of Financial Services, Yolo County Health and Human Services Agency, Yolo County Health and Human Services Agency Child Youth and Family Services, Yolo County Integrated Waste Management Division, Yolo County Office of Education, Yolo Federal Credit Union, YoloWorks!

Aspect of Community	Assets and Services in District 5
Education and Information	Adriana’s Daycare, Alphabet Soup Daycare, City of Woodland, E-Center, Empower Yolo, Esparto Unified School District, Little Sparks Child Care (JooDee Zuchowski), Madison Migrant Center, My Kids Day Care, Northern California Construction Training, Quintana Playcare Day Care, RISE Inc., Blakeman Homeschool, Daily Democrat, Twinkle Little Star, University of California Cooperative Extension Capitol Corridor, Woodland Adventist Christian School, Woodland Joint Unified School District, Woodland’s Edible Learning Garden, Yocha Dehe Wintun Academy, Yolo County Clerk Recorder, Yolo County Health and Human Services Agency Child Youth and Family Services, Yolo County Library, Yolo County Library Foundation, Yolo County Office of Education, YoloWorks!, Yuba Community College District Small Business Development Center
Health and Human Services	Alderson Convalescent Hospital, Alcoholics Anonymous, Alta California Regional Center, Animal Care Clinic of Woodland, Cache Creek Lodge Inc., Cache Creek Veterinary Service, California Breastfeeding Coalition, Center for Autism and Related Disorders, City of Woodland, Colusa Sutter Yolo Regional Child Support Agency, Comfort Keepers, Communicare+OLE, Community Medical Centers, Covered California, DaVita Yolo Dialysis, Dignity Health, Empower Yolo, Fourth and Hope, Home Instead Senior Care, Hope’s Anchor, Hygieia Biological Laboratories, Legal Services of Northern California, Northern Valley Indian Health, Palm Gardens Senior Living, Pregnancy Support Group of Woodland, Precious Hearts Transportation, City of Sacramento Yolo Mosquito and Vector Control District, Sacramento County Department of Human Assistance, Summer House Inc., Sutter Health – Sacramento Sierra Region, Sanctuary, University of California Cooperative Extension Capitol Corridor, Walgreens Pharmacy, Walmart Pharmacy, Winters Healthcare, Yolo Community Care Continuum, Yolo Community Care for Children, Yolo County Agriculture Department, Yolo County Health and Human Services Agency, Yolo County Health and Human Services Agency Adult and Aging, Yolo County Health and Human Services Agency Child, Youth, and Family Services
Individual Development	American Youth Soccer Organization, Esparto Junior Spartans, Esparto Little League, Kumon Math and Reading Center of Woodland, University of California Cooperative Extension Capitol Corridor, Velocity Island Park, Woodland Cal Ripken Youth Baseball League, Woodland Little League, Woodland Soccer Club, Woodland Stallion Station
Physical	American Youth Soccer Organization Field, Beamer Park, City of Woodland, Esparto Community Center, Fremont Weir Wildlife Area, Knights Landing Community Park (scheduled to open in 2024), Knights Landing Fishing Access, Prairie Park, Rumsey Town Hall, Tony Lopes Memorial Park, Woodland West Park, Yolo County Fairgrounds, Yolo County General Services Department, Yolo County Health and Human Services Agency Adult and Aging
Social and Associational	Bikers Against Child Abuse – Feather River Chapter, Capay Valley Vision, Esparto Lions Club, Friends of Meals on Wheels, Friends of the Esparto Regional Library, Friends of the Woodland Public Library, Friends of the Yolo County Archives, Retired Public Employees Association of California, Veterans of Foreign Wars Post #7143, Western Yolo Grange, Yolo County Farm Bureau, Yolo County Taxpayers Association

Aspect of Community	Assets and Services in District 5
Spiritual and Religious	<p>Calvary Chapel of Woodland, Calvary Church of Zamora, Community Methodist Church, Esparto Baptist Church, Family Worship Church of God, Home Church, Iglesia Pentecostal Apostólica, Jehovah’s Witnesses Kingdom Hall of Yolo, Living Hope Church, Muslim Mosque Islamic Center, New Life Christian Center, Outreach Church of Christ, Pathway Assembly of God, St. Paul’s Catholic Church, St. Martin’s Church, St. Agnes Catholic Church, Church of Jesus Christ of Latter-day Saints, Victory Praise Tabernacle, Woodland Celebration Nazarene Church, Woodland Church of God, Woodland Foursquare Church, Woodland Seventh-day Adventist</p>

Appendix B: The Advisory Committee Charter

The following Roadmap to the Future Needs Assessment Advisory Committee Charter was developed to define the composition, purpose and scope of the Advisory Committee role and responsibilities, objectives, and other administrative details in guiding the completion of the needs assessment.

**Roadmap to the Future
Needs Assessment Advisory Committee
CHARTER**
Updated February 7, 2024

1. Purpose and Scope

The Yolo County Office of Education (YCOE) established the Roadmap to the Future Needs Assessment Advisory Committee (Advisory Committee) to guide the completion of a comprehensive needs assessment to inform the Roadmap to the Future, a long-term plan to help effectively coordinate the services, supports, and opportunities children, youth, and families in Yolo County need to thrive, as well as establish a shared framework to ensure their healthy development. The Advisory Committee's primary purpose is to ensure the accurate identification, prioritization, and analysis of needs for community assets and services benefiting children, youth, and families in Yolo County. The scope of the committee's responsibilities encompasses all aspects of the needs assessment, including completion of a needs assessment plan, which includes needs assessment objectives, methodologies, and timelines, data collection and analysis, and development of recommendations for investment. YCOE will facilitate the Advisory Committee with the support of WestEd, the consulting organization hired by YCOE to complete the needs assessment.

2. Objectives

The key objectives of the Advisory Committee are as follows:

- A.** To facilitate a systematic and unbiased assessment of needs for community assets and services benefiting children, youth, and families in Yolo County
- B.** To ensure alignment of needs assessment activities with Roadmap to the Future goals and priorities.
- C.** To promote cross-functional collaboration and information sharing.
- D.** To review and validate the findings of the needs assessment process.
- E.** To provide recommendations for decision-makers based on identified needs.

3. Committee Composition

YCOE will invite members to serve on the Advisory Committee. The Advisory Committee shall be composed of 11 representatives from various government agencies and organizations with youth-related experience, ensuring diversity in perspectives and expertise. Members shall include, but are not limited to, representation from the following organizations and areas of experience:

- Yolo County Office of Education
- Yolo County Health and Human Services
- Early Learning and Childcare Organizations
- School Age Children
- Transition Age Youth
- Foster and Homeless Youth
- Black, Indigenous, and other People of Color (BIPOC) Youth
- Youth Mental Health
- Law Enforcement/Probation
- Religious and Faith-Based Community
- Rural Community Representatives
- Education Expert
- Determinants of Health

4. Responsibilities

The Advisory Committee shall be responsible for the following:

- A.** Review and recommend approval of the needs assessment plan to YCOE, including objectives and methodologies.
- B.** Review and offer feedback on previously collected data and data collection needs.
- C.** Provide guidance on the development of data collection tools, surveys, and interviews.
- D.** Provide guidance on data collection and analysis to ensure processes are rigorous, unbiased, and aligned with the goals of the Roadmap to the Future.
- E.** Review and confirm the findings derived from the needs assessment.
- F.** Collaborate with YCOE and WestEd to ensure timely completion of assessment activities.

- G. Make recommendations for resource allocation and strategic adjustments based on identified needs.
- H. Review draft needs assessment and recommend changes.
- I. Review final needs assessment and recommend approval to YCOE.

5. Meeting Frequency, Duration, and Reporting

The Advisory Committee shall convene monthly meetings beginning in February 2024 and extending through the culmination of the needs assessment in June 2024. Additional meetings may be required and will be determined based on progress. YCOE will prepare meeting agendas and minutes with WestEd support and follow up on action items.

6. Decision-Making and Dispute Resolution

As lead of the Roadmap to the Future project, YCOE is responsible for all decisions related to development of the needs assessment. YCOE will guide Advisory Committee discussions, including helping the Committee develop specific recommendations to inform the needs assessment. The Advisory Committee will decide upon recommendations through consensus. When consensus cannot be reached, the Advisory Committee may utilize the following avenues to resolve disagreements related to Advisory Committee discussions: 1) address the issue with a smaller meeting of members representing key perspectives and interests in the decision, including recommending solutions to the full Advisory Committee; 2) YCOE may facilitate discussions with the subset of members and help identify possible solutions; and 3) if funding exists and members determine impartial support is more likely to yield productive discussion, YCOE may recommend an outside facilitator or mediator to support development of solutions.

7. Compensation

YCOE will pilot a compensation offer for participation in Advisory Committee meetings. As members of the Advisory Committee, participants will be eligible for a \$150 stipend for each meeting they attend. In addition to attendance, members are expected to be prepared to actively participate in committee activities, discussions, and assigned tasks to be eligible for stipend disbursement. Members have the option to voluntarily opt out of receiving stipends via email when accepting their invitation to participate.

8. Amendments

This charter may be amended by a majority vote of the Advisory Committee members, provided the proposed amendments are circulated and reviewed in advance of the meeting.

Appendix C: Related Efforts and Needs Assessment Summary

The following table provides a summary of needs, actions, and strategies that emerged from the interagency coordination efforts. These needs and actions are categorized by Shared Priority. The research team used this table to inform the countywide needs.

Shared Priority: Quality Childcare, Early Learning, and TK–12

Category	Needs	Actions	Strategies
Education and Learning Supports	<ul style="list-style-type: none"> • Lack of accessible counselors throughout the day and in after-school programs for marginalized groups • Lack of bullying prevention supports • Low enrollment numbers for marginalized groups in community colleges • Digital fatigue and other barriers to online learning, especially for linguistically diverse students • Low levels of reading proficiency and grade-level literacy 	<ul style="list-style-type: none"> • Provide access to diverse learning materials for independent learning • Offer more training on the Youth Development Framework for staff and partners • Ensure learning by providing all students with the support needed to meet their education and career goals • Expand access to science, technology, engineering, the arts, and math programs, career exploration, and culturally relevant programming • Develop trainings for critical skills and financial literacy for older youth • Align career education programs with current and future labor market needs • Provide high-quality academic programs and pathways for students 	<ol style="list-style-type: none"> 1. Implement professional development that is accessible for parents and educators around early childhood development, shared language, and practice. 2. Implement universal screenings and increased awareness, shared data, shared policies, and best practices. 3. Provide universal home visiting and navigation for prenatal–12 months. 4. Create MOUs to bridge the gap between family childcare providers and districts/schools, including paying for professional development and training resources; think of family childcare providers as a pipeline for children into district schools. 5. Develop a cash transfer program for low-income

Category	Needs	Actions	Strategies
Childcare and Early Childhood Development	<ul style="list-style-type: none"> • Not enough quality childcare and preschool programs • Not enough supports for preschool-aged children with disabilities • Lack of screenings for developmental, behavioral, and social risks in early childhood • Not enough safe environments for nurturing the optimal developmental outcomes for children aged 0–5 • Insufficient number of evidence-based home visits for families with young children • Financial pressures that childcare providers are experiencing • Need for more strong and healthy child/family programs, including services for special needs children 	<ul style="list-style-type: none"> • Develop an early childhood system of care that is better coordinated along a continuum, with high-intensity and auxiliary services, including multiple points of entry and improved screening and assessment for better identification, access, and service • Create new linkages and navigation between early childcare settings and community supports • Intensify efforts to reach parents and children prenatally and in the earliest years, particularly highest-risk families, with high-intensity prevention and intervention programs 	<p>families during the first year of their children’s lives to offset costs and allow for extended parental leave.</p>

Shared Priority: Mental Health and Wellness

Category	Needs	Actions	Strategies
Mental Health and Wellness	<ul style="list-style-type: none"> • Lack of access to mental/behavioral health and substance use services • An increase in mental health issues among LGBTQ+ youth and young children • Insufficient support for depression, anxiety, social-emotional distress, and trauma response • Insufficient coordination between schools and service providers (especially when school is not in session) • Limited availability of services in languages other than English (also noted this need beyond mental health for other programs and services) • High number of postpartum mental health challenges • Increased substance use among new parents 	<ul style="list-style-type: none"> • Expand mental health services and resources • Normalize prioritizing mental health by integrating it into school culture • Improve coordination between mental health and education professionals • Increase availability of wellness activities on campuses and in communities • Provide universal health screenings and expand access to culturally appropriate home visiting programs 	<ol style="list-style-type: none"> 1. Create a tiered mapping of behavioral health services and providers and identify any remaining service gaps. 2. To improve navigation, develop a provider/healthcare network that organizes the array of services/providers and how providers will be referred or connected (e.g., flowchart, access point mapping). 3. Identify and implement a countywide, shared Electronic Health Record for (at a minimum) the Child and Youth Behavioral Health Initiative’s Multi-Payer Fee Schedule, but with the potential for expanded use. 4. Develop a countywide community of practice for TK–12 support providers to share best practices, align services, and develop a countywide mental health campaign supported through coordinated messaging and an annual summit. 5. Develop a funding model to sustain the K–12 School Partnership Program and other services by implementing the Child and Youth Behavioral Health Initiative’s Multi-Payer Fee Schedule and one-time grants or funding sources.

Shared Priority: Welcoming Beacons of Community Life

Category	Needs	Actions	Strategies
Basic Needs, Access to Services, and Community Safety	<ul style="list-style-type: none"> • Lack of access to basic needs such as housing, jobs, food, and dental care • Lack of access to injury and disease prevention and management • Lack of access to quality primary care health services and specialty care • Lack of support in systems navigation and poor coordination of social and healthcare services • Lack of accessible, evidence-based home visits for vulnerable families • Income inequality and poverty-related and homelessness challenges • Not enough trauma response and support services • Not enough gang prevention and coordination of care for at-risk youth • Not enough safe and violence-free environments 	<ul style="list-style-type: none"> • Establish regular community meetings to discuss community safety 	<ol style="list-style-type: none"> 1. Explore the potential for a universal basic income program (or pilot). Consider phasing in by starting with families with children aged 0–5. Gather best practices from other cities. Evaluate reallocating existing funding (e.g., reallocate from an underutilized program for families into a direct-cash program for families). 2. Promote access to existing resources compiled by 211 Yolo through data sharing or collaboration with child- and family-serving agencies and organizations. 3. Increase CalFresh signup through central, coordinated support.

Shared Priority: Thriving in Young Adulthood

Category	Needs	Actions	Strategies
Community Engagement and Empowerment	<ul style="list-style-type: none"> • Insufficient opportunities for youth engagement and participation in decision-making processes • Not enough positive and inclusive school communities • Insufficient opportunities to engage marginalized groups, including migrant students, foster care youth, and homeless children 	<ul style="list-style-type: none"> • Involve young people in decision-making processes through committees or boards • Encourage parent and community involvement in various program roles • Create more low-pressure opportunities for community trust-building 	<ol style="list-style-type: none"> 1. Develop a countywide framework and training for adults and organizations on how to engage youth and young adults in culturally affirming and asset-based ways. 2. Create engaging, ongoing opportunities for cross-agency collaboration around identified youth-driven priorities that center equity and diversity, represent the community, and involve youth participation.
Equity and Inclusion	<ul style="list-style-type: none"> • Racial inequity in educational outcomes • Insufficient LGBTQ+ supports and crisis services on campuses • Inequities in access to transportation and behavioral health services 	<ul style="list-style-type: none"> • Identify and reduce opportunity gaps among different student populations • Strengthen a culture of equity, diversity, inclusion, and social justice • Advocate for policies and practices that support child and youth health • Bridge gaps and address systemic inequities in public safety through prevention and intervention programs 	<ol style="list-style-type: none"> 3. Create opportunities for youth development and leadership by engaging with a backbone agency to identify opportunities and coordinate outreach and support. 4. Host community celebrations that are inclusive and reflective of the community. Include organizations in the planning to share what they do, with plenty of time for one-on-one conversations.

Across All Shared Priorities

Category	Needs	Actions	Strategies
Collaboration and Sustainability	<p>N/A (not explicitly included as a named need in concurrent assessments and strategic plan efforts)</p>	<ul style="list-style-type: none"> • Develop partnerships between arts and social services organizations • Develop partnerships for more culturally sensitive mental health services • Collaborate with community organizations for long-term sustainability and funding • Serve as a catalyst for blending and braiding funding streams for early childhood care 	<ul style="list-style-type: none"> • Celebrate and connect with existing resources by leveraging 211 Yolo. Learn about and practice accessing data in the 211 Yolo database. Promote outreach and collaboration with 211 Yolo. • Explore data sharing and collaborations across resources, with a common intake process. • Wrap up the universal basic income pilot. • Design affordable housing. • Focus on youth and young adults, particularly around violence and gang prevention.

Appendix D: Initial Needs Summary

The following tables provide summaries of the initial needs that were surfaced following the analysis and review of the existing data that YCOE collected. These needs were informed by the community engagement sessions and interviews conducted by Valley Vision. This was a starting point for identifying needs and answering Research Question 2.

Davis

Shared Priority	Category	Needs	Aspect of Community
Quality Childcare, Early Learning, and TK–12	Early Childhood Education and Care	<ul style="list-style-type: none"> • Availability of preschool, full-day kindergarten, and after-care programs • Funding for preschool quality improvement programs • Affordable childcare options for families • Mentorship, training, and resources for early childhood educators 	<ul style="list-style-type: none"> • Education/ Information • Economic
Quality Childcare, Early Learning, and TK–12 Thriving in Young Adulthood Mental Health and Wellness	Educational Support Services	<ul style="list-style-type: none"> • Academic tutoring and support for students facing challenges in school • Life skills education programs covering topics like resume building, financial literacy, and personal coaching • Professional development opportunities for educators and childcare providers • More social workers in all schools and community centers (especially for foster youth) • After-school programs offering recreational and educational activities • Support for programs focusing on quality improvement and inclusion, particularly for children with special needs • Inclusion efforts for diverse communities and individuals with special needs 	<ul style="list-style-type: none"> • Education/ Information • Social/ Associational

Shared Priority	Category	Needs	Aspect of Community
<p>Mental Health and Wellness</p> <p>Quality Childcare, Early Learning, and TK–12</p>	<p>Mental Health Services and Support</p>	<ul style="list-style-type: none"> • Mental health services, suicide prevention programs, and LGBTQ+ support initiatives • Training and education on foster care and mental health for community members and service providers • Accessible therapy services for youth, children, and families • Early intervention programs focusing on social-emotional development in children 	<ul style="list-style-type: none"> • Health and Human Services • Education/ Information
<p>Thriving in Young Adulthood</p> <p>Welcoming Beacons of Community Life</p>	<p>Community Infrastructure (Safety and Transportation)</p>	<ul style="list-style-type: none"> • Safe neighborhoods, bike paths, parks, and vibrant downtown areas for community engagement • Cultural stores and services to support diverse communities • Accessible public transportation, especially for students commuting to schools • Alternative transportation methods like community college dorms or non-car-related transit to educational institutions 	<ul style="list-style-type: none"> • Physical • Cultural/ Artistic • Basic Services
<p>Welcoming Beacons of Community Life</p>	<p>Housing Equity and Accessibility</p>	<ul style="list-style-type: none"> • Affordable housing solutions for transitional-aged youth and foster youth 	<ul style="list-style-type: none"> • Basic Services • Physical
<p>Mental Health and Wellness</p>	<p>Healthcare Accessibility and Services</p>	<ul style="list-style-type: none"> • Health and vision clinics for young children’s well-being • Access to urgent healthcare services and facilities • Visibility of low-income housing resources for Medi-Cal recipients • Free or low-cost healthcare services, including clinics and veterinary services 	<ul style="list-style-type: none"> • Health and Human Services

Esparto

Shared Priority	Category	Needs	Aspect of Community
Quality Childcare, Early Learning, and TK–12 Thriving in Young Adulthood	Educational Support Services	<ul style="list-style-type: none"> • Development and expansion of educational programs that focus on youth education, leadership development, and opportunities for personal and academic growth • More sports and recreational activities for children in elementary schools 	<ul style="list-style-type: none"> • Education/ Information • Cultural/ Artistic
Mental Health and Wellness	Healthcare Accessibility and Services	<ul style="list-style-type: none"> • Increased access to healthcare services 	<ul style="list-style-type: none"> • Health and Human Services
Mental Health and Wellness	Mental Health Services and Support	<ul style="list-style-type: none"> • Increased access to mental health services 	<ul style="list-style-type: none"> • Health and Human Services

West Sacramento

Shared Priority	Category	Needs	Aspect of Community
Quality Childcare, Early Learning, and TK–12	Early Childhood Education and Care	<ul style="list-style-type: none"> • Affordable before- and after-school childcare options • More childcare options for full-time working parents 	<ul style="list-style-type: none"> • Education/ Information
Quality Childcare, Early Learning, and TK–12	Educational Support Services	<ul style="list-style-type: none"> • Expansion of free tutoring services • Special education programs • Trauma training for teachers and staff • Early identification of children’s problems and needs 	<ul style="list-style-type: none"> • Education/ Information

Shared Priority	Category	Needs	Aspect of Community
<p>Welcoming Beacons of Community Life</p> <p>Thriving in Young Adulthood</p>	Support for Youth and Family Well-Being	<ul style="list-style-type: none"> • College savings programs and internship opportunities for youth • Recreational centers and activities for all age groups • Aging population activities and support services 	<ul style="list-style-type: none"> • Health and Human Services • Education/ Information
Mental Health and Wellness	Mental Health Services and Support	<ul style="list-style-type: none"> • Accessible mental health services • Emergency counseling services 	<ul style="list-style-type: none"> • Health and Human Services
Welcoming Beacons of Community Life	Community Infrastructure (Safety and Transportation)	<ul style="list-style-type: none"> • Expanded public transportation services • Access to affordable grocery stores, banking services, and healthy restaurants 	<ul style="list-style-type: none"> • Physical • Basic Services

Winters

Shared Priority	Category	Needs	Aspect of Community
Quality Childcare, Early Learning, and TK–12	Early Childhood Education and Care	<ul style="list-style-type: none"> • Subsidized childcare to support working families 	<ul style="list-style-type: none"> • Education/ Information

Shared Priority	Category	Needs	Aspect of Community
<p>Quality Childcare, Early Learning, and TK–12</p> <p>Thriving in Young Adulthood</p>	<p>Educational Support Services</p>	<ul style="list-style-type: none"> • Accessible homework clubs and tutoring for academic support • Increased access to college education for all residents • Expansion of post-secondary education and training opportunities • Language learning programs for cultural and linguistic diversity • Job opportunities for youth to promote economic stability • Diverse before- and after-school activities for children 	<ul style="list-style-type: none"> • Education/ Information
<p>Welcoming Beacons of Community Life</p>	<p>Support for Youth and Family Well-Being</p>	<ul style="list-style-type: none"> • Creation of safe spaces and youth centers for young people • Enhanced LGBTQ+ support and community services • Partnerships with developers to provide resources for youth • Provision of safe and enjoyable recreational activities for all age groups • Availability of after-school clubs and free gym facilities for children’s development • Establishment of gymnastic clubs and sports complexes for recreational development 	<ul style="list-style-type: none"> • Basic Services • Social/ Associational • Education/ Information

Shared Priority	Category	Needs	Aspect of Community
<p>Welcoming Beacons of Community Life</p>	<p>Community Engagement</p>	<ul style="list-style-type: none"> • Establishment of enrichment centers for community development • Addressing of transparency issues in community and District affairs • Increased Hispanic community participation in meetings for inclusive decision-making • Increased collaboration among agencies and nonprofits for efficient resource utilization • Supportive services for senior citizens, including transportation options 	<ul style="list-style-type: none"> • Physical • Civic/ Political
<p>Welcoming Beacons of Community Life</p>	<p>Community Infrastructure (Safety and Transportation)</p>	<ul style="list-style-type: none"> • Safe crosswalks in new housing developments for pedestrian safety and improved communication channels with city planning authorities • Improved community collaboration and coordination for effective service delivery 	<ul style="list-style-type: none"> • Physical • Civic/Political
<p>Welcoming Beacons of Community Life</p>	<p>Housing Equity and Accessibility</p>	<ul style="list-style-type: none"> • Equitable access to housing for all residents • Low-income affordable housing options • Implementation of self-help housing programs for community members 	<ul style="list-style-type: none"> • Basic Services • Physical

Shared Priority	Category	Needs	Aspect of Community
Mental Health and Wellness	Healthcare Accessibility and Services	<ul style="list-style-type: none"> Financial aid programs for medical services to alleviate financial burdens Improved access to healthcare services for all residents Affordable dental care options for families 	<ul style="list-style-type: none"> Health and Human Services Economic

Woodland

Shared Priority	Category	Needs	Aspect of Community
Quality Childcare, Early Learning, and TK–12	Early Childhood Education and Care	<ul style="list-style-type: none"> Access to affordable, high-quality childcare and preschool 	<ul style="list-style-type: none"> Education/Information
Quality Childcare, Early Learning, and TK–12 Thriving in Young Adulthood	Educational Support Services	<ul style="list-style-type: none"> Early intervention and inclusive education (including school programs) for children with special needs Vocational training opportunities and job readiness resources Expanded summer and recreational activities for children and teens 	<ul style="list-style-type: none"> Education/Information

Shared Priority	Category	Needs	Aspect of Community
Welcoming Beacons of Community Life	Support for Youth and Family Well-Being	<ul style="list-style-type: none"> Scholarships and awareness for youth sports and activities Parenting education and support for divorced families Youth mentoring programs and peer support initiatives Expanded summer and recreational activities for children and teens. Upgraded school transportation and after-school programs 	<ul style="list-style-type: none"> Education/ Information Social/ Associational Basic Services
Mental Health and Wellness	Mental Health Services and Support	<ul style="list-style-type: none"> Increased access to mental health services for children and teens Education and support for youth mental health issues Safe spaces and counselors in schools for mental well-being 	<ul style="list-style-type: none"> Health and Human Services
Welcoming Beacons of Community Life	Community Engagement	<ul style="list-style-type: none"> Strategic partnerships for sustainable programs and services 	<ul style="list-style-type: none"> Civic/ Political
Welcoming Beacons of Community Life	Community Infrastructure (Safety and Transportation)	<ul style="list-style-type: none"> Improved Internet accessibility and language-specific services Bike-friendly infrastructure, including more bike paths Public transportation for after-school programs and events 	<ul style="list-style-type: none"> Basic Services Physical
Welcoming Beacons of Community Life	Housing Equity and Accessibility	<ul style="list-style-type: none"> Access to housing equality for all residents Availability of low-income affordable housing options Implementation of self-help housing programs for community members 	<ul style="list-style-type: none"> Basic Services Physical

Shared Priority	Category	Needs	Aspect of Community
Mental Health and Wellness	Healthcare Accessibility and Services	<ul style="list-style-type: none">• Unbiased reproductive health information and resources	<ul style="list-style-type: none">• Health and Human Services

Appendix E: Data Tables for Figures

Figure 6E. Population Under 25 by County Census District, 2022

Population by Age Group	Clarksburg CCD	Davis CCD	East Yolo CCD	Esparto CCD	Knights Landing CCD	Winters CCD	Woodland CCD
Under 5 years	121	2,356	3,364	594	272	573	3,855
5 to 9 years	108	2,748	3,689	424	376	370	4,369
10 to 14 years	45	2,984	4,666	385	238	591	4,304
15 to 19 years	143	11,072	3,960	238	259	749	4,304
20 to 24 years	58	21,124	3,635	243	192	652	4,818

Note: This data corresponds with [Figure 6](#).
Source: U.S. Census Bureau, 2022a

Figure 7E. Household Income for Families in the Past 12 Months, Yolo County

Income Brackets	Families
Less than \$10,000	3%
\$10,000 to \$14,999	2%
\$15,000 to \$24,999	3%
\$25,000 to \$34,999	7%
\$35,000 to \$49,999	5%
\$50,000 to \$74,999	13%

Income Brackets	Families
\$75,000 to \$99,999	12%
\$100,000 to \$149,999	21%
\$150,000 to \$199,999	14%
\$200,000 or more	20%

Note: This data corresponds with [Figure 7](#).
Source: U.S. Census Bureau, 2022e

Figure 8E. Racial Breakdown, Yolo County

Race	Percent of Yolo County Population
Asian or Pacific Islander	14.3%
Black	2.3%
Hispanic or Latino	31.7%
Native American or Alaska Native	0.4%
White	45.8%
Other Race	5.5%

Note: This data corresponds with [Figure 8](#).
Source: U.S. Census Bureau, 2020

Figure 9E. Race/Ethnicity Composition by School District, School Year 2022/23

Race/ Ethnicity	Davis Joint Unified	Esparto Unified	Washington Unified	Winters Joint Unified	Woodland Joint Unified	Yolo County Office of Education	Yolo County Total
Hispanic or Latino	23.8%	76.1%	44.9%	53.4%	69.1%	22.5%	47.9%
White	45.4%	17.2%	24.9%	37.7%	17.4%	67.3%	29.8%
Asian	15.9%	0.5%	15.4%	1.2%	6.1%	3.3%	10.8%
Two or More Races	8.3%	1.8%	6.4%	3.5%	3.0%	1.9%	5.4%
African American	3.2%	2.6%	4.0%	2.0%	1.5%	2.8%	2.8%
Not Reported	1.5%	0.0%	0.8%	0.9%	1.4%	0.7%	1.2%
Filipino	0.9%	0.6%	1.9%	0.5%	0.6%	1.0%	1.0%
Pacific Islander	0.3%	0.1%	1.2%	0.4%	0.5%	0.2%	0.6%
American Indian or Alaska Native	0.5%	1.0%	0.5%	0.3%	0.4%	0.3%	0.5%

Note: This data corresponds with [Figure 9](#).
Source: California Department of Education, 2023e

Figure 10E. Suspensions by Student Race/Ethnicity and School District

Race/Ethnicity	Yolo County Total	Davis Joint Unified	Esparto Unified	Washington Unified	Winters Joint Unified	Woodland Joint Unified	Yolo County Office of Education
All Students Average	5%	3%	5%	6%	5%	7%	12%
African American	11%	8%	15%	13%	21%	12%	11%
American Indian	9%	5%	0%	15%		12%	0%
Asian	2%	1%		4%	13%	2%	
Filipino	2%	5%		1%		0%	0%
Hispanic	6%	5%	4%	6%	5%	7%	14%
Two or More Races	4%	3%	0%	6%	0%	5%	0%
Pacific Islander	2%	0%		4%		0%	
White	4%	2%	7%	5%	4%	6%	6%

Note: This data corresponds with [Figure 10](#).
Source: California Department of Education, 2023f

Figure 11E. Chronic Absenteeism Rates by Student Group and School District, Yolo County

Student Group	Yolo County	Davis Joint	Esparto Unified	Washington Unified	Winters Joint	Woodland Joint	YCOE
All Students	24.6%	18.6%	27.0%	26.6%	24.4%	27.2%	65.4%
Socioeconomically Disadvantaged	30.8%	38.0%	25.5%	30.6%	24.3%	30.2%	45.5%
Migrant	22.3%	30.9%	16.9%		15.0%	24.9%	
Foster	44.5%	67.6%		41.4%		37.1%	54.5%
Homeless	57.3%	69.0%	31.3%	61.8%	22.6%	62.1%	79.3%

Note: This data corresponds with [Figure 11](#).
Source: California Department of Education, 2023d

Figure 12E. Licensed Facility Capacity by City

City	Infant Center	Day Care Center	School-Age Day Care Center
Davis	103	1465	633
Esparto	0	86	0
Madison	32	68	0
West Sacramento	63	578	477
Winters	24	192	45
Woodland	100	1061	341

Note: This data corresponds with [Figure 12](#).
Source: California Childcare Resource and Referral Network, 2023

Figure 13E. Percent of Students in Yolo County Experiencing Chronic Sadness, by Race/Ethnicity

Race Ethnicity	7th Grade	9th Grade	11th Grade
African American	36%	50%	41%
American Indian	19%		
Asian	26%	30%	35%
Latino/a	31%	38%	42%
White	28%	34%	41%
Mixed Ethnicity	31%	42%	52%

Note: This data corresponds with [Figure 13](#).
Source: Yolo County California Healthy Kids Survey, 2019-2021

Figure 14E. Percent of Students Experiencing Chronic Sadness, by School District

School District	7th Grade	9th Grade	11th Grade
Davis JUSD	23%	26%	34%
Esparto Unified	47%	35%	
Washington Unified	34%	40%	41%
Winters JUSD	26%	26%	35%
Woodland JUSD	32%	35%	29%

Note: This data corresponds with [Figure 14](#).
Source: Yolo County California Healthy Kids Survey, 2022-23

Figure 15E. College and Career Readiness Indicator by Race/Ethnicity

Race/Ethnicity	Prepared	Approaching Prepared	Not Prepared
Hispanic/Latino	33%	21%	46%
White	52%	22%	26%
Asian	66%	15%	20%
Two or More Races	44%	17%	39%
African American/Black	20%	12%	68%
Filipino	53%	11%	37%
Pacific Islander or Native Hawaiian	0%	0%	100%
American Indian or Alaska Native	0%	0%	100%
All Students in Yolo County	43%	20%	37%

Note: This data corresponds with [Figure 15](#).
Source: California Department of Education, 2023c

Figure 16E. College and Career Readiness Indicator of Special Populations

Special Populations	Prepared	Approaching Prepared	Not Prepared
Socioeconomically Disadvantaged	31%	22%	48%
Students with Disabilities	8%	20%	72%
English Learners	10%	14%	76%
Homeless Youth	7%	12%	81%
Foster Youth	19%	4%	78%
All Students in Yolo County	43%	20%	37%

Note: This data corresponds with [Figure 16](#).
Source: California Department of Education, 2023c

Figure 17E. College and Career Readiness Indicator by Local Education Agency

Local Educational Agency	Prepared	Approaching Prepared	Not Prepared
Davis Joint Unified	61%	16%	23%
Esparto Unified	39%	28%	33%
Washington Unified	37%	17%	45%
Winters Joint Unified	27%	28%	45%
Woodland Joint Unified	36%	24%	41%
Yolo County Office of Education	0%	4%	96%
All Students in Yolo County	43%	20%	37%

Note: This data corresponds with [Figure 17](#).
Source: California Department of Education, 2023c

Figure 18E. College-Going Destinations for Students by Local Education Agency

Local Educational Agency	University of California	California State University	California Community College	In-State Private 2- and 4-Year College	Out-of-State 4-Year College	Out-of-State 2-Year College	No College
Davis Joint Unified	22%	11%	26%	4%	17%	0%	21%
Esparto Unified	1%	10%	29%	0%	1%	0%	59%
Washington Unified	6%	8%	34%	2%	3%	0%	47%
Winters Joint Unified	4%	10%	32%	1%	7%	0%	46%
Woodland Joint Unified	6%	11%	36%	3%	3%	0%	40%
Yolo County Office of Education	0%	0%	15%	0%	8%	0%	77%
All Students in Yolo County	11%	10%	32%	3%	7%	0%	38%

Note: This data corresponds with [Figure 18](#).
Source: California Department of Education, 2023c

Figure 19E. 211 Yolo Calls from July 2022 Through June 2023 by City

City	Number of Calls
Davis	594
West Sacramento	931

City	Number of Calls
Winters	49
Woodland	1074

Note: This data corresponds with [Figure 19](#).
Source: 211 Yolo

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