

The following document outlines raw notes from Town Hall meetings held in each of the 11 districts.  
A final summary report will be available in late February.

#### At-a-Glance

**District 1:** Richmond District

**Supervisor:** Eric Mar

**Location:** Richmond Recreational Center, 251 18<sup>th</sup> Ave.

**Date:** Saturday, November 21, 2015

**Time:** 1:30pm – 3:30pm

**Total Participants:** 26

**Affiliation** (Participants could check all that apply):

- Parents – 14
- Youth – 5
- Community Organization – 5
- School – 5
- Other – 1

**Translation Services:**

- 0

**Group breakdown:**

- 0-15 – one group
- 6-13 – one group
- 14-17 – one group

**Facilitator/Notetaker:**

- 0-5 – Susan/Graham
- 6-13 – Monica/Michelle and Sandra
- 14-17 – Lamont/Jasmine and Erica

*In notes: number in parentheses indicates dot votes*

**Q1: What does success look like for our children and youth?**

- Getting into good neighborhood schools – near where they live, can walk to from home (6)
- Drop-in clinics – more flexibility with longer house for family access, e.g. evenings (3)
- High-quality and affordable-access to ECE at or near/on way to work (2)
- Access to ECE services – affordable and quality – need oversight of curriculum and content (2)
- Access to affordable health care (1)
- Healthy relationships with parents, teachers, peers
- Learn new things and achieve their goals
- Empathy – diverse population, understand each other’s feelings
- Safe places to play outside during the day
- Preschool/child care opportunities – learning environment
- Community of friends in neighborhood – growing up with
- Transportation = difficult with young children, stroller-friendly needed!
- Healthy relationships
- Need structure and curriculum
- Relationships – healthy families, between children and parents
- To find available ECE services – options for families close to home or near work
- Improve website to find ECE
- Preparation for kindergarten
- More social workers in school – individual attention in early years, prevention checks
- Early intervention
- Health care for all – even those without offered at work
- Opportunities for family houses to be expanded to accommodate children – difficult city processes

**Q2: What do children and families need to thrive that they are not getting enough of?**

- Free classes in libraries and rec/park – fill up very quickly. Need more!! (2)
- Drop-in child care in community centers on weekends/evenings (2)
- Co-op work space in Richmond – coworking (e.g. empty theatre) (1)
- Need for stronger push to get families involved – community outreach (1)
- One stop shop with all info for access to ECE services
- More families to access PFA – to benefit more children
- Free meal programs – should be able to use all available food – no leftover
- Lack of parks in some districts (sunset)
- Need for community opportunities; less community networks/councils – access provided to community resources through neighborhood networks
- Universal child care from 0-5
- Need more voices/more advocacy/more community involvement
- More opportunities for neighborhood to get together
- More connectivity/networks; people more on own here – access to more resources
- Family child care and ECE programs. Have but need more
- Access to transit
- Access to organic food
- Libraries – good thing
- Public parks – good thing

**3-5 Most Important Ideas**

- Getting into neighborhood schools close to home – can walk to
- Access to high quality and affordable early care and education
- Drop in clinics with longer house (evenings/weekends) for family access
- Drop in child care in community centers
- Free classes 0-5 at libraries and rec centers – need more!!

**Q1: What does success look like for our children and youth?**

- Opportunity for youth to reach academic potential (3)
- Communication/parenting tips – kid to kid, parent to kid, teacher to parent (2)
- Security in housing and jobs; family security and stability (2)
- School that is open to the community beyond the school day (1)
- Encourage more walking, biking, public transit for safety (1)
- Systemic approaches to support school attendance (e.g. incentives, etc.) (1)
- Sign of success is if students are respectful of others (1)
- Parent participation
- Physical activity and physical education
- Access to wellness, counselor, school nurse at school

**Q2: What do children and families need to thrive that they are not getting enough of?**

- Safety in neighborhood, including pedestrian safety, crossing guards, road safety features, law enforcement, defensive walking, bike safety/following laws (3)
- Interaction across schools/cross pollination (esp with common feeder pattern) for benefits such as racial/ethnic diversity (2)
- Physical education teachers at every elementary school (2)
- A range of housing options; increasing density; remove barriers to permit process/remodel (1)
- Access to school nurse (1)
- Local schools of transportation support (1)
- Russian language programs in schools – access to world language programs in elementary school
- Not enough street lightning
- More parking!
- Schools need to be more diverse – racial, economic, etc.
- Access to school counselors
- Support for individual students who may be falling behind but do not qualify for individual education plan
- Summer programming for low-income students (academic + enrichment)
- Afterschool programs with academic support
- Swimming classes in schools
- Nutrition – more encouragement and time to eat (how it is distributed in class)
- Instructional coaches for teachers at our schools
- Music and art teachers at school
- Math Olympiad program across schools
- Clubs within schools
- More recreational/extracurricular programs for ages 11-13
- Transportation – BART to the beach!
- All schools are high quality

**3-5 Most Important Ideas**

- Pedestrian safety
- Range of housing options – including easier permit process to add a house
- Access to world languages
- Summer programming for low-income students
- Interaction across schools
- Physical education teachers at every elementary school
- Transportation support/local schools

**Q1: What does success look like for our children and youth?**

- Able to manage stress effectively (4)
- Gain experiences to help with resumes (3)
- Financial stability (2)
- Knowledge of programs available to young people (2)
- Language capacity (in English); able to carry a conversation successfully (1)
- Parenting workshops for parents. Strategies for communicating with teens (1)
- Physically fit and able to balance exercise with academics and other responsibilities; gym memberships/resources for physical activities (1)
- Access to therapy/mental health services and programs, process for finding and accessing services clear to all – “positive mental health” (1)
- Confidence to reach out to and participate in programs
- Financial literacy (managing bank account, managing money, credit cards, loans, etc.)
- Academic support (MYEEP) (flexible schedules needed)
- Safe secure space (City-wide)
- Youth have work experience (like internships)
- Access to nutrition (and appetizing)

**Q2: What do children and families need to thrive that they are not getting enough of?**

- Career exploration that is realistic and exposes youth to a variety of possibilities, including careers that do not require college; ensure parent support as a component; create pathways to employment & potential careers (5)
- Support for youth doing job programs and small groups/smaller targeted efforts to provide better outcomes (4)
- Safe physical location for young people. Example: wellness centers, Richmond rec center (3)
- Midnight basketball. Move activities after hours (after 6:30pm). Free/drop in space with no restrictions (2)
- Well-trained, well-paid staff; consistency of services from retained staff who are supported (1)
- Citywide college support program (ex. Scholar Match) that is easy to access – support for application process, requirements, statements, etc. Or standard, on-site district-wide college support program, 1:1 support as component that is free of charge (1)
- Appropriate to neighborhood SFPD interventions; events & outreach from SFPD to residents to create rapport
- Feel comfortable and accepting place (LGBTQ). More resources and support (clinics), clinics needed in Richmond with afterschool hours
- College counselors/someone to talk to for application support
- Nurturing interactions with SFPD
- Programs that allow us to be creative; explore hobbies (e.g. dancing, photography)
- Not just office-type job opportunities
- Incentivize nonprofits to get creative about offering job opportunities (tangible skills and we know why we're there)

**3-5 Most Important Ideas**

- Career exploration that is realistic and exposes youth to a variety of possibilities, including careers that do not require college; ensure parent support as component of the program; create pathways to employment and potential careers
- Support for youth in job programs; support smaller groups and more targeted efforts to provide better outcomes
- Safe location for young people (examples: wellness centers, Richmond Rec Center); centers should be available into the evening (past 6:30pm), allow drop-ins, and be free of charge

## At-a-Glance

**District 2:** Presidio, Marina, Cow Hollow, Pacific Heights, Presidio Heights, Anza Vista, Laurel Heights, Jordan Park, the Lake Street corridor, Sea Cliff and parts of Russian Hill

**Supervisor:** Mark Farrell

**Location:** Roosevelt Middle School, 460 Arguello Boulevard

**Date:** Thursday, December 3, 2015

**Time:** 6:00-8:00pm

**Total Participants: 14**

**Affiliation** (Participants could check all that apply):

- Parents – 8
- Youth – 0
- Community Organization – 5
- School – 1
- Other – 0

**Translation Services:**

- 0

**Group breakdown:**

- 6-13 – one group
- 14-17 – one group

**Facilitator/Notetaker:**

- 6-13 – Laura M./Xavier and Jennifer
- 14-17 – Sergio/Emily F.

*In notes: number in parentheses indicates dot votes*

**Q1: What does success look like for our children and youth?**

- College to the forefront (it's attainable, it's for you) – especially in middle school (2)
- Apprenticeship programs for career exploration – early exposure, backwards planning (2)
- Being an advocate for yourself – self-advocacy (2)
- Ability to make healthy choices about food and other things (1)
- Having access to stimulating, safe opportunities on site and affordable quality options (1)
- Access to nature and field trips to explore environment, and safe pathways home (1)
- Knowledge that they are contributors to the future (both children and families have this knowledge) (1)
- Having creative confidence to speak about their creative accomplishments and the resilience and a growth mindset (1)
- Making information readily available and consistent (1)
- Access to tech skill-building
- Access to healthy foods, healthy exploration of emotions and foods; having the language to talk about their emotions
- For 0-5 year olds, being able to explore, express, and self-regulate. All ages!
- Surrounded by strong community, strong role models
- Tech savvy (not sneaky)
- Ability to resolve conflict, basic empathy, appreciating differences
- More creative learning in school curriculum, more arts, drama
- Being a steward of community and environment, having the awareness of being a steward
- Knowing they have a college savings account
- Having supports for youth in need, families in need
- Nature (garden as an opportunity to access nature)
- Prepping parent and student mindset for college – understanding options

**Q2: What do children and families need to thrive that they are not getting enough of?**

- Housing pressure/increasing rents impacting family flight (2)
- Tutoring needs to be free; not enough tutors to meet needs; need to be well-educated & well-versed in subject matters (2)
- Diversity in school models available throughout city (Montessori, STEM, etc.) (1)
- Affordable on-site before and afterschool programs (or low-cost transportation options to program) (1)
- More free enrichment programs for children and parents (e.g. knowing how to prepare for interviews) (1)
- Grants that accommodate the higher minimum wage and higher cost of living (1)
- Safe, well-lit neighborhoods (1)
- Lower rental permits for programs renting from district (1)
- School attendance support – schools don't have capacity to do home visits
- Support for homeless families (impact on attendance)
- Connecting kids to local companies for career exposure
- Parenting supports, knowing how to deal with consequences consistently
- Free transportation for students and special needs kids
- More extra help with homework that helps youth feel more confident
- Transportation that is accessible to tutoring and other homework supports
- More stipends for younger youth (middle school)
- Financial education to prepare them for future financial responsibilities (i.e. student loans)
- Summer programs (more free/low-cost) and school break programs
- Affordable education, growing tuition fees impacting parents
- More efficient translation support and more professional development for staff to provide translation
- More financial literacy for parents, especially young parents
- Programming at colleges that support parents in school - affordable childcare
- More resources in/at schools
- More on-on-one support for youth with IEPs
- Beacons NY – open till 9pm, safe place to drop-in, for example
- Partnerships with companies that benefit from the City that provide mentorships to SF youth
- More spaces for career exposure programs, more slots and wider variety for elementary, middle-school youth
- Care for parents going to school in the evenings
- Teacher trainings, continuing education for long-term teachers to fresh their knowledge of teaching approaches
- Support programs hard for non-English –speaking families to access, e.g. making enrollment process easier

**3-5 Most Important Ideas**

- More free tutoring by skilled staff

- The City doing more to address the lack of affordable housing in the City
- More affordable, afterschool, on-site programs that offer enrichment, and funding to fully support this
- Diversity in school models available throughout the City (Montessori, STEM, etc.)
- More teacher training for RTI and common core

### At-a-Glance

**District 3:** Barbary Coast, Chinatown, Embarcadero, Financial District, Fisherman's Wharf, Nob Hill, North Beach, Telegraph Hill, and Union Square  
**Supervisor:** Julie Christensen

**Location:** Francisco Middle School, 2190 Powell Street

**Date:** Tuesday, December 2, 2015

**Time:** 6:00-8:00pm

**Total Participants: 53**

**Affiliation** (Participants could check all that apply):

- Parents – 19
- Youth – 2
- Community Organization – 27
- School – 11
- Other – 1

**Translation Services:**

- 18 (Cantonese)

**Group breakdown:**

- 0-15 – one group
- 6-13 – one group
- 14-17 – one group
- Cantonese – one group

**Facilitator/Notetaker:**

- 0-5 – Michelle/Graham
- 6-13 – Brett/Laura M. and Tom
- 14-17 – Monica/Sergio, Jasmin, Emily F.
- Cantonese – Richard/Leo

*In notes: number in parentheses indicates dot votes*

**Q1: What does success look like for our children and youth?**

- Opportunities to develop love of learning and creativity (5)
- Being confident in school and in general (4)
- Children with special needs have access to inclusion services (2)
- Kindergarten-ready (2)
- Available affordable high quality child care and early education (2)
- Self-confident (2)
- Comprehensive services for children and families (2)
- Protective factors for families (1)
- Socio-economic diversity (1)
- Screening and referral for special needs supports (1)
- Able to express needs (1)
- Comfortable with self (1)
- Pre-natal care and good health care, including parent education – understanding child development (1)
- Able to express their needs
- Able to regulate themselves
- Parents are able to meet their needs
- Authentic experiences with diverse cultures
- Healthy attachments
- Safe housing
- Healthy brain development
- More funding to schools, including technology and equipment
- Competent caregivers
- Basic needs – health, safety, materials, clothes, toys
- Articulate
- Housing without fear of losing it
- Being able to take risks
- “Dangerous” playgrounds – element of risk, not cookie-cutter
- Agency in own learning process
- Individualized care
- Flexible care hours
- They can ask questions and find answers
- Ability to play and housing that allows for it
- Learn languages
- Has access to safe outside spaces and parks
- Learn about different cultures
- Strong relationships
- Lead free
- Limited playing (this is a problem. Even infants need to play)
- Caring caregivers
- Nutrition
- Children meet developmental milestones

**Q2: What do children and families need to thrive that they are not getting enough of?**

- More ECE teachers that are valued – paid (9)
- Comprehensive well-designed website – one site for all, including child care resources; Face-to-face one-stop shop; 311 for families – multiple languages (4)
- High quality child care – affordable for all (3)
- More transitional kindergarten – because it is limited. Teachers in TK with ECE education (3)
- Training and workshops for teachers and families (1)
- Free tuition for teachers (1)
- SF access to SF resources/zoo/museums/symphony, etc. preschool days, pre-k age programs (1)
- Someone to take responsibility that there is family and neighborhood connection strategy at SF events, e.g. Sunday Streets, block parties (1)
- Parenting free time – for sanity, respite
- Money for parents
- Home visits for healthcare and early education
- Care package for every child – birth kits



- Free access to internet
- Transportation – school buses to transport children to care. Taking children on the crowded busses is stressful
- Free clipper cards for parents with young children
- More block parties/community events so you can meet neighbors
- Jobs
- Nutrition information
- Opportunities for job development
- Housing – affordable, safe, with bathroom (e.g. potty-training) not SRO
- Not enough shelters for families that are safe (non-smoking)
- Set aside housing for teachers
- Easy to understand information for families
- Parenting tips/reminders
- Family/parent community
- Dental services
- More support systems – extended hours, back-up care
- SF teacher initiatives should include 0-5 teachers
- Support groups for families with special needs
- Mental health services
- Child care/ECE need based on needs of child alone not just family eligibility (e.g. work/school)
- Safe parks
- Developmental screenings
- Paid family leave
- Access to food and diapers
- Playgroups – beyond FRCs, SF Rec + Park, Observation groups
- Place for families to go and talk and get support
- Child care center in every new building development
- Family-friendly units – 3 bedrooms and up
- Arts programming for pre-K and their parents
- Access to more community enrichment classes – for parents and children
- Smoother pathway to school system for families
- Cleaner neighborhoods – needle-free
- Remodeled playgrounds with young children in mind
- Lactation (clean) spaces
- More space for pick up and drop off for families at programs – giving families more time to talk to teachers
- Access to free passes for families; more passes! E.g. Academy of Sciences
- More access to developmentally-appropriate materials – books, toys, for all income levels
- Data shared between Pre-Ks and SFUSD
- Access to quality medical care for children and adults

### 3-5 Most Important Ideas

- More ECE teachers – valued same as K-12 and paid accordingly so they can stay/live in SF
- More transitional kindergarten with teachers with ECE background, also in community-based settings
- Face to face “1 stop shop” and 1 comprehensive website for ECE resources, e.g. “311 for families”
- High quality ECE – affordable for all

**Q1: What does success look like for our children and youth?**

- A more affordable city for young teachers – reduces turnover/burn out (2)
- Kids from home with a smile, talking about what they learned (2)
- More non-academic enrichment, e.g. social-emotional learning, financial literacy in and out of school (1)
- Hard to access services in school district – eligibility requirements can be a barrier; district and Golden Gate Center do not align (1)
- Transition from ES to MS
- Bilingual education: language education available upon demand; child able to communicate in multiple languages
- Having successful teachers – high salary or affordable housing
- Counselors in schools
- Professional development for teachers over summer
- Culture of professional development
- Coordination and communication between teachers and afterschool staff
- Children with special needs get access to services without delay as a child moves from pre-school to elementary school
- Kids have safe environment to walk to school (e.g. needles and people with possible mental health issues)
- Smooth transition to elementary school from pre-school (parents also need help to support transition)
- Quality elementary school education – good academics, parents involvement, and safety; limited turnover in teaching and after-school staff
- Quality after care: can lead to successful day; smooth transition from day – extension of expectations from day; consistency of staff from day to afterschool

**Q2: What do children and families need to thrive that they are not getting enough of?**

- Affordable enrichment – recs/park coordination; e.g. karate, sports ,rec, art, music, woodshop, crafts, makers, chess (2)
- Community engagement: going to the families, parent advocacy, knowing times that work for parents, working with non-profits/spaces comfortable to parents (2)
- Ensuring kids are in school – to be successful kids have to be at school. More support needed to make sure kids get to school, e.g. counselors, nurses, social workers (2)
- Schools need strong PTAs = creates more volunteers and fundraising. Need to develop strong PTAs (1)
- Collaboration between schools – policies, PTAs
- Affordable/accessible enrichment
- Programs and parks for older youth
- Private school matriculation – promote public schools; understand parents' reasons for leaving
- Better outreach to caregivers; connect caregivers to school through school and PTA
- Clean and safe parks and outdoor spaces (need to address homelessness in parks to keep them safe). Parents need a safe space near homes where kids can play
- Sense of shared community can be fostered through gathering places like libraries, parks, off-the-grid food trucks, block parties
- More STEAM & coding enrichment
- Music programs in school with instruments (can also be after school)
- Programs that teach practical life skills, e.g. cooking and gardening
- Educating parent/caregiver about the importance of school attendance

**3-5 Most Important Ideas**

- Parent advocacy to educate parents about services and programs
- Develop PTAs
- Affordable enrichment opportunities
- Supports for children and families to transition for PreK to ES and ES to MS

**Q1: What does success look like for our children and youth?**

- More enrichment activities for youth – not just focused on education – helps support ongoing development (7)
- Internships (with government, business, school district) for all SF students (4)
- Successful transition into adulthood: a plan from high school into college, the workplace; transition supported by project-based hands-on learning (2.5)
- Support for youth not only to enter college but to be successful and graduate from college (2.5)
- Emotional health supported by mentorship (language accessible): adult allies, available when needed (2)
- Youth gain greater independence through life skills, e.g. bank account (financial literacy programs) (1)
- Youth have opportunities to make mistakes and build resiliency (1)
- Youth who graduate and enter post-secondary and/or job – a plan after graduation
- School-wide promotion + integration of school-based services
- People know their neighbors
- All basic needs are met – food, hot water, etc. at home and at school
- Positive self image: healthy lifestyle, health relationships (peers, families, self)
- Wraparound services that are inclusive, accessible, rapid, current, equitable; minimum standard of services available at all schools
- Intentional whole family bonding, via paid time off, on holidays from school

**Q2: What do children and families need to thrive that they are not getting enough of?**

- More affordable, high-quality enrichment activities (5)
- Affordable housing (re-evaluation/redefine for SF): low income, working-class, all; subsidized housing – equitable cost of living increases for income (S.S. DPH, etc.) (4.5)
- More opportunities for youth – enrichment, life skills, sports, art. Needs to be affordable (3.5)
- Opportunities to explore jobs relevant to current market (teachers, providers all need to know what's current. MYEEP is effective model + Enterprise; hands-on opportunities (3)
- Safety on muni – free from violence (2)
- College track = great model program to support college success + retention; ongoing support through college. No limit on length of programming – need to be able to work with youth for years, make smooth transitions, support youth development – CYC is another strong program but limits impeded success (2)
- Classes for parents: financial aid, career paths, life skills, college prep, technology (social media, computer skills) (1)
- Common Core state standards also need to be language accessible; because CCSS requires verbalization, disadvantages English language learners (1)
- More outdoor structures that cater to physical exercise for all ages (1)
- More intentional, long-term, compensated job training: year-up for high school students
- Safety moving through their neighborhood
- Access to technology (affordable)
- Higher compensation or subsidized resources for teachers
- More translation services at all schools, include more languages
- Access to higher education for all – making it more affordable
- Free transportation (MUNI) for all families – parents, not just youth
- ELD (English Language Development) – SFUSD doesn't currently count this towards ELA requirement – need to change this for English Learners to succeed

**3-5 Most Important Ideas**

- More high quality, affordable enrichment opportunities (e.g. life skills, sports, art)
- Affordable housing for all San Franciscans that is equitable to cost of living
- Opportunities to explore jobs relevant to the current market: hands on opportunities; MYEEP + Enterprise are effective models
- Classes for parents – financial aid, college + career paths, life skills, technology (social media + computer skills)
- Youth are safe on Muni – especially free from violence
- More outdoor structures that cater to physical exercise
- Support success and retention in college. College Track is a great example because of ongoing support through college. Good when youth can stay in programs/agency without limits (multiple years) – providing support through transitions
- Common Core standards and ELD to support English Language Learners

**Q1: What does success look like for our children and youth?**

- Childcare for dual working families (19)

- Financially supported (benefits for childcare) (15)
- Mentally healthy (4)
- Moral/ethics/values education (3)
- Play groups for kids not in preschool (3)
- Increase childcare hours (extend service hours) (1)
- Happy
- Physically healthy
- Safe
- Lower requirements to qualify for childcare services
- No penalty for 2 income families to qualify for childcare
- More positive programs for kids (e.g. music, arts, phys ed)
- More parenting classes/workshops
- Free afterschool programs
- When one parent works and one is in school, good grades are required to keep childcare. This policy is too strict. Parents are very busy and it is not always possible. For each hour of class there is three hours of homework.
- Widen pick-up window for afterschool
- Chinese class for very young kids
- Counseling services for youth
- Special ed – 1on 1 services

## Q2: What do children and families need to thrive that they are not getting enough of?

- Relax income requirements for affordable housing (11)
- Better benefits and teachers salary for 0-5 /caregivers (9)
- More \$ for family resource centers (9)
- Improve park restrooms' general cleanliness; playground facilities maintained/clean (2)
- More housing for families with kids – more new housing (2)
- Improve families' living conditions (1)
- Rental policies discriminate against families with kids
- More info about school selection needed as kids enter K
- Improve lower quality schools
- Affordable housing prioritized for families
- More crossing guards around schools, working longer hours
- Increase class time for school-aged kids
- Psychological counseling for preschool teachers (stressful work)
- Psychological services for 0-5 year olds
- Improve facilities – childcare
- Improve quality of childcare teachers; plans to train teachers
- Accountability measure where parents rate teachers/caregivers
- Promote FRCs for parents know about them
- Free health exams (annual physical) for kids
- Many Chinese parents don't know about services – more outreach: Chinese media – tv, newspaper

## 3-5 Most Important Ideas

- Affordable housing prioritized for families; relax income requirements for affordable housing
- Better benefits and salary for 0-5 teachers and caregivers
- More \$ for family resource centers

**Q1: What does success look like for our children and youth?**

- No suspensions from school – alternatives to suspension
- Ways for low-achieving students to be supported, to get ahead, opportunities to recover and succeed (1)
- Not passing students to next grade who are not prepared credit-wise
- Successful alternative schools
- Positive relationships between parents and school
- Parental support and classes
- Everyone goes to postsecondary path/college
- Alternatives to letter grades
- Opportunities for youth throughout high school
- All youth graduate from high school
- Integration of restorative justice and other therapeutic opportunities at school (2)
- Integration of mental health in school (health class, counselor, etc.)
- All students free from stigma especially in school, feeling supported by school staff
- All 14-17 year old youth having a community network of adults to support them, college mentors (1)
- Learning comprehensive cultural history: city, nation, world; curriculum that speaks to relevant holistic experience (1)
- Safety nets for kids who are at risk for gang involvement
- Positive relationships with adults
- Community at school
- Mentorship/role models
- Real life experience – career exploration; building those connections into the curriculum
- All youth getting to and from school safely
- Safe community
- Safe transportation
- All youth safe at home
- Safe person to speak to openly
- Community-based policing – local, part of community that that they police
- All police mentally stable, dealing with their own trauma effectively
- Safe and strong alternatives to police
- Positive, compassionate, community-involved police
- Police without weapons, without weapons used against kids

**Q2: What do children and families need to thrive that they are not getting enough of?**

- More compassionate, individualized support for young people by adults around them (1)
- More SFUSD accountability and transparency around decisions and standards (1)
- More work and internship opportunities (1)
- Businesses, museums, arts schools to open their doors and put on age-appropriate and teen-friendly activities (1)
- More job placements in City Departments (especially after internship or workforce program) – dedicated permanent and job placement percentage (1)
- Reserving a portion of job opportunities for local San Franciscans (1)
- Standardized access to language and AP classes and other electives
- Out of school time, community-based activity opportunities
- Need to be able to feel free to be a kid
- More outlets to express themselves, release stress
- Yelp-like feedback tracking system that allows youth to share their experiences within organizations, agencies, programs and businesses
- Support for more gang-involved youth for prevention and extraction
- More affordable housing for youth
- More affordable housing for program staff
- More regional (Bay Area-wide) support because so many youth are being pushed out
- Transitional support for youth who are leaving SF
- More age appropriate events for teenagers/access to events – movie nights, trivia nights, restaurants
- Subsidized access to community spaces (gym, restaurants, etc.)
- Need more involvements by big businesses
- Long-lasting, consistent and human commitment to youth of SF
- Cultural change from us vs them (future criminals vs techies) into a symbiotic relationship
- More tutoring for students/access to high quality SAT prep/ACT prep
- All SF students should have Clipper Cards
- Safe transportation at night for youth – specific for young people

- More ways for parents and schools to communicate, information dissemination
- Need to hold young people accountable for their choices while being supported
- Need to hold students to high expectations/standards
- More trauma-informed training for adults

### 3-5 Most Important Ideas

- More work and internship opportunities – City Departments and other large business to reserve portion of job opportunities for local San Francisco youth
- More SFUSD transparency and accountability around decisions and standards
- More compassionate, individualized support for young people by the adults around them
- Businesses, museums, art schools, movie theaters, restaurants, gyms, etc. to open their doors and put on subsidized, age-appropriate and teen-friendly activities

### At-a-Glance

**District 4:** Central Sunset, Outer Sunset, Parkside, Outer Parkside, and Pine Lake Park  
**Supervisor:** Katy Tang

**Location:** Lincoln High School, 2162 24<sup>th</sup> Ave.

**Date:** Tuesday, November 10, 2015

**Time:** 6:00pm – 8:00pm

**Total Participants: 14**

**Affiliation** (Participants could check all that apply):

- Parents – 2
- Youth – 3
- Community Organization – 6
- School – 1
- Other – 1

**Translation Services:**

- 2 marked Mandarin; translation services not used

**Group breakdown:**

- one group, all ages

**Facilitator:**

- Laurie

*In notes: number in parentheses indicates dot votes*

**Q1: What does success look like for our children and youth?**

- Opportunities targeted to youth trapped in our punitive systems (3)
- Education around the true cost of college and realities of other careers; teens need more options and education around other options – internships ,jobs career, not necessarily post-secondary education (2)
- Recognize that success looks different based on youths’ passions and interests – need to make sure there are alternatives (2)
- Specific populations receive more support (e.g. incarcerated youth) – change the approach: engage in mental health and assessing skills and abilities (1)
- Life skills and job readiness opportunities with that exposure at success (1)
- Culturally appropriate teaching within specific population (1)
- Safe and emotionally balanced students
- Confidence to take acceptable risks (value beyond test-taking)
- Being valued beyond test taking
- Supports for low points in life to get through those times
- Access to and from services → safe transportation
- Able to access health services
- Access to quality food
- School system – create school climate that makes it okay to seek services
- Restorative approach vs. hard discipline in schools
- Procedures to promote safety for teens
- Positive connection to law enforcement
- Identifying leadership opportunities and exposure to career paths as a general standard in schools
- Access to post-secondary options that are alternatives to college – promote certificate/trade skill program alternatives; multiple paths to success
- Remove stigma of a path outside the four-year college path
- Recognize that there are many interests and styles of learning and interests and having diverse programs
- K-12 system – recognizing and accommodating different learning styles
- Very early career exploration and financial planning
- Making curriculum relevant to lives of youth; connecting education to real world experiences
- Opportunity for community involvement
- Families having a community they feel ownership of and feeling rooted to community
- More access to safe places to go after school with providers they can connect with
- Consistent caregivers; procedures (e.g. check-in/out), rituals and routines for all age groups
- Summer Bridge programs to bridge HS to college

**0-5 specific prompt**

- Access to play-based opportunities
- Kindergarten students coming in ready to learn
- Parenting support in general
- TAY youth with children need parenting classes and supports to promote positive parenting
- Affordable child care – not having to choose work vs. paying a child care provider
- More opportunity for free play – we need play-based preschool

**Q2: What do children and families need to thrive that they are not getting enough of?**

- Jobs with a living wage (2)
- Access to tech companies – they need to give back to kids that programs work with. Push from City for Partnerships (2)
- More year-round schools; not enough full-time engaging activities for youth year-round (summer and breaks) (1)
- Too many programs that function as an extension of school day do not work for all youth (1)
- Loss of friends and families – need more access to counseling and supports as a response to traumatic events (1)
- Wellness: well-being in schools – places where young people can go to take care of spiritual healing, i.e. yoga, counselors, etc. (1)
- Culture: include those various healing practices and more – music, teaching methods, etc. Acknowledging and honoring the differences (1)
- Experiencing trauma as a city: more taxing – company success is not the peoples’ success. Spending more on incarceration than funding people to educate people about why they’re learning what they are (1)
- Affordable housing for families; pathways to affordable housing
- Assistance navigating the housing system that exists
- Education about resources that exist
- Changing the curriculum in SFUSD and better trainings for teachers
- More support for teachers, including housing – creates consistency for child when teachers can afford to stay in the City

- Teachers receiving livable wages; teachers need more financial support
- Access to resources – not needing to prove how poor or needy you are in order to obtain support
- If all teachers came together to advocate for positive change, may bring positive results – even in the classrooms with what students are learning
- Adequate supplies for teachers
- Hard to staff summer school because not enough pay, yet students need summer school – some classes have 60 students
- Not enough arts programs in schools – we are pushing STEM. Also need to expand garden programs
- Programs such as Makers Program. We emphasize computers but we don't create opportunities for youth to learn to create things
- We need more youth-led programs that don't mirror the school day
- Class size is too large. We need manageable class sizes
- Expand free MUNI to TAY; also ensuring youth are aware of MUNI programs
- Accessibility to info, i.e. all the resources Mayor's office has
- Marketing campaign about resources, e.g. website, billboard
- We have too many partnerships with strings attached – we need to protect integrity of school and communities
- Special education (i.e. SNIP) – gap in what can be/should be/is provided – ensuring access for all families
- Collaboration – learn to advocate for a cause and building/maintaining partnerships to obtain funding

### 3-5 Most Important Ideas

- Jobs with a living wage – connected to affordable housing
- Partnerships with technology
- Support for healing. Recognizing the trauma our communities are experiencing
- Rethinking how we are educating youth

### At-a-Glance

**District 5:** Fillmore/Western Addition, North of the Panhandle, Lower Haight, Haight-Ashbury, Cole Valley, Inner Sunset, Hayes Valley, JapanTown and Alamo Square

**Supervisor:** London Breed

**Location:** West Bay Conference Center, 1290 Fillmore Street

**Date:** Wednesday, December 3, 2015

**Time:** 6:00-8:00pm

**Total Participants: 44**

**Affiliation** (Participants could check all that apply):

- Parents – 7
- Youth – 14
- Community Organization – 20
- School – 2
- Other – 2

**Translation Services:**

- 0

**Group breakdown:**

- 0-15 – one group
- 6-13 – one group
- 14-17 – one group
- Cantonese – one group

**Facilitator/Notetaker**

- 6-13 – Greg/Matthew
- 14-17a – Laura M./Emily D., Allison
- 14-17b + 18-24 – Monica/Graham
- 14-17c – Laurie, Roxane, Emily F.

*In notes: number in parentheses indicates dot votes*



**Q1: What does success look like for our children and youth?**

- Stable households/families (6)
- More funding for public schools (3)
- Safety: safe streetscapes and roads; keeping the pedestrian bridge (2)
- Out of school time safe places (before and after and summer) (2)
- Kids have stable housing (2)
- Access to exceptional educational experiences (1)
- Opportunities in the arts (beyond STEM) (1)
- Reaching kids re: gender, race, sexism equity issues (1)
- Culturally competent teachers (1)
- Access to adult relationships (1)
- Access to mental health and social services (1)
- Promoting language accessibility & dual-language support (1)
- Access to afterschool clubs and programs promoting trades and skills (1)
- Happy children
- Healthy children
- Identifying and celebrating their culture
- Aspiring children
- Engaged in the community
- Positive outdoor experiences
- Supporting adults to identify/respond to crisis situations, i.e. mental health
- Opportunities in organizations outside schools (private)
- Understanding how to communicate with community members
- Promoting science and tech career pathways to girls/women
- Healthy meals & nutrition
- Secure schools
- Services for homeless families
- Opportunities for job growth
- Career path opportunities, like age-appropriate “internships”
- Making SFUSD great

**Q2: What do children and families need to thrive that they are not getting enough of?**

- More universal access, less income-qualified/means-testing (4)
- Free, accessible, high quality afterschool programs (3)
- Safer environments around schools, including homes and neighborhoods (3)
- Making all public schools high quality (2)
- Easier access to services for homeless and very low income families (2)
- Mentoring programs (1)
- Families to spend more time together (esp. working families) (1)
- Centralizing and streamlining services (1)
- Culturally competent communities (1)
- Truly affordable housing (1)
- More outreach for services in the community (1)
- Access to the arts (1)
- Services for grandparents raising children (1)
- Enrichment workshops for parents
- Time and availability to interact with neighbors and the broader community
- Schools as more hubs of community
- More responsibilities by students in daily school
- More children and families coming and staying – reversing family flight
- More services for families to gain economic sustainability
- More financial aid for youth/families
- Shifting attitudes about receiving services, i.e. reversing stigmas
- Better inter-agency collaboration (SFUSD ↔ City departments)
- More communication from 3-1-1

- Prioritize free MUNI
- Safe MUNI
- Expand and prioritize safe routes to school
- Encouraging bike/walk to school
- Translation and interpretation services
- Block parties
- Better relationships with primary teachers (between families and teachers)
- More opportunities for kids to showcase their achievements
- Free preschool
- Listen to students
- Higher wages for preschool teachers
- More training/resources/awareness around bullying
- More diverse staffing in schools
- 

### **3-5 Most Important Ideas**

- Free and accessible high-quality afterschool programs, including the arts
- More universal access: less income-qualified means testing; better outreach; easier access; stream-lined
- Making all public schools high quality
- Safe environments: homes, schools, streets/neighborhoods, public transit (important to qualify what “safe” means)

**Q1: What does success look like for our children and youth?**

- Confidence in themselves (3)
- Equitable assistance & resources (2)
- Vision of future (2)
- Feeling safe in school environment without policing, beyond punitive (1)
- Being part of something positive (e.g. team, organization) (1)
- Being received in classroom as student through lens of anti-racist teaching (1)
- Healthy – emotional intelligence, good nutrition, exercise, balance stress (1)
- Resources and support and feeling of validation for gender-fluid youth – gender neutral bathrooms, able to advocate for themselves (1)
- Opportunity to take pride in community they decide to be a part of (1)
- Basic needs met (1)
- Kids want to contribute to communities – giving back (1)
- Access to counselors in schools (smaller counselor::student ratio) (1)
- Not let setbacks get them down; learn from mistakes (1)
- Have mentors that aren't parents (1)
- No school-to-prison pipeline (1)
- Opportunities to stretch – take on new tasks and learn from them; confidence to take risks
- Well-rested; get enough sleep; not too early start times for school
- Good grades
- Supported by others
- Stress coping skills/abilities
- Young people have a place where they feel like they belong
- Employment opportunities
- Engaged in classroom
- Sense of post-high school path (college, etc.)
- Connection to support systems
- Culturally competent
- Knowing one's limits (in terms of what you can take on)
- Access to legal resources – emancipation
- Adequate resources for teachers and other service providers
- 

**Q2: What do children and families need to thrive that they are not getting enough of?**

- Early access to college and career planning – and equitable access (3)
- Opportunities for leadership (3)
- Expanding free access to public transportation (2)
- More resources/opportunities for long-term housing/shelters for families and youth (2)
- Success/effective wellness and resource centers to provide tool and resources for youth to be successful (1)
- More training for preschools and providers around reading readiness (1)
- Better school facilities – support from private sector for improvements (1)
- More shelter beds for youth under age 18 (1)
- Opportunity for modified/alternate school schedules and opportunities to earn school credit via non-traditional means (1)
- Access to tutors, individual support for school work (1)
- More opportunity for services to be brought to scale/to reach all young people who need that services (1)
- More non-traditional opportunities for youth to get a high school diploma/GED – additional options for students for credit recovery (1)
- Vocational training/support for youth who are not or not yet interested in college (1)
- More support for youth entering 9<sup>th</sup> grade: long-term plan for youth (1)
- “Summer Bridge” program from middle to high school specifically for students with truancy issues and low grades (1)
- Sleep
- Support from friends and family
- Access to more diverse learning/teaching styles
- More education about/understanding of rights
- Professional mental and emotional support – more counselors needed
- Knowledge of and ability to become successful
- “Parent University” – address needs of parents and teach them how to advocate for themselves and their families
- Work and internship opportunities to earn income and gain skills
- Training for service providers and teachers in racial & gender justice
- More opportunities for physical activity and exercise
- Education on consent – understanding no means no

- More language-accessible resources for parents and students
- More organized sports and extracurricular activities

### 3-5 Most Important Ideas

- Opportunities for leadership (developing skills and taking on leadership roles)
- Expand access to free public transportation
- Early and equitable access to college and career planning
- Better school facilities
- Work & internship opportunities that allow youth to earn an income and gain skills

## 14-17b + 18-24 | Facilitator/Notetaker: Monica/Graham

### Q1: What does success look like for our children and youth?

- Jobs that focus on youth gifts, passions and make it valuable – looks at the individual (3)
- Community leaders – outside of the program (2)
- Safe and security, particularly people of color and with police – not fearing the police (2)
- Minimal amounts of barriers that prevent youth from accessing resources outside of school – safety, safe passage (2)
- Including family in services (2)
- No stigma around accessing mental health services (1)
- Aware of what is going on and concerned about this – in their communities (1)
- Teachers and parents working together communicate about children (1)
- Teach basics on how to take care of yourself (1)
- Safe from bullying
- More incorporation of activities/services into school
- Teachers get more support
- Job opportunities – career oriented opportunities, hands on experiences, exploration
- Financial counseling and education – budgeting, bank account, money orders
- Feel empowered and confident
- Goal that they are working towards
- Emotional stability
- Support and opportunities to help with college – volunteer, leadership
- Expand curriculum around community issues – address issues in school
- Comfortable seeking help – no stigma, normalizing it, making it part of the ordinary

### Q2: What do children and families need to thrive that they are not getting enough of?

- Push for youth from community to take on leadership in CBO's (4)
- Target underserved youth (Calworks, ELL, etc.) (3)
- Access to healthier food options – [currently] limited availability, costly (2)
- Easy transition from programs 14-17 to services for 18-24 (2)
- More vocational training; schools too academically focused (2)
- More spaces to do their art and express themselves (1)
- Link college prep and access with youth workforce (1)
- Programs that engage youth as individuals (1)
- Intense training opportunities for providers (1)
- Programming to isolated communities: take them places, opportunities for isolated neighborhoods (identify where those neighborhoods are)
- Limited access or awareness of health care system – easier to navigate, workshop
- Learning how to cook
- Examples from community of people who are successful
- More respect for youth in the city
- Renovations for parks & rec – more safe spaces, convenient
- Make voting more welcoming
- More opportunities for youth-led movement building

### 3-5 Most Important Ideas

- Push for youth from communities to take on leadership in CBO's
- Link college prep and access with youth workforce

- Intense training opportunities for providers to create programs that engage youth as individuals
- Target underserved youth in isolated communities
- Access to healthier food options (affordable and available)
- Easy transition from programs (age 14-17) to services (age 18-24)
- More vocational training opportunities

**14-17c | Facilitator/Notetaker: Laurie, Roxane, Emily F.**

**Q1: What does success look like for our children and youth?**

- Easy access to safe spaces – destress from stress and trauma (3)
- Access to college/transition from high school to college: SAT prep, ability to pay to apply (2)
- Financial literacy/life skills classes (2)
- Safety on Muni/safety moving through the city for young people (especially at night) (2)
- Emotional and mental health, access to people/places where you can open up (2)
- Career exploration, support in selecting a major, more access to career centers (1)
- Financial information/outreach for college – different pathways; align scholarship opportunities/more access (1)
- Application fees/expenses covered (1)
- Exposure to different careers and support on how to get there/mentorship (1)
- Exposure to different/alternative career pathways with support (1)
- Expanded/additional pathways for academics
- Health class requirement freshman year
- More youth leadership groups
- Help kids get through trauma
- School based support groups
- More lenient requirements for internships, more internship programs
- No college and career center
- Being involved, leadership skills, access
- Rehabilitation, reentry for system involved youth, something to be proud of
- Welcoming environment at school
- Increased knowledge/access to college for parents: programs, cost, best fit
- Online system to access materials from other academies
- Access to vision, medical, and dental health services

**Q2: What do children and families need to thrive that they are not getting enough of?**

- Quality teachers: connection with students, engaging classroom experiences, energetic, passion, flexible teaching style, more thoughtful teaching methods (6)
- Monitoring pressures placed on families from college prep programs/making sure immigrant parents have accurate information on college prep/access (5)
- Need a centralized place for all college options/enrollment requirements – one stop shop (2)
- Centralized/school-based checklist of what needs to be done when (1)
- More career exploration (1)
- More security cameras around the neighborhood
- More internships
- More leadership programs
- More college pathway access
- Putting the right programs for academic achievement/college path in front of students
- Health/dental/vision care on high school campus
- Erasing stigma surrounding City College
- Exposing both parents and young people to different career opportunities
- Affordable housing for teachers
- More feedback from students to hold weight on teacher evaluation
- More welcoming classroom environments
- Safe place to live/crisis intervention shelters – more widely discussed/promoted so all students know about is and other programs like it
- More outreach to engage middle schoolers
- More space for community based organizations at schools
- Bring services to youth
- Bi-cultural education for parents and children on college process (team-decision making) - language access, culturally responsive
- More dual enrollment classes for broader access to different subject areas

- Affordable housing
- Discipline managed at schools, allow students to learn

### 3-5 Most Important Ideas

- Ensuring that parents and youth both have access to quality information about college and career options so they can make decisions together
- Quality teachers who: connect with students, engage students, have passion, have access to affordable housing, are flexible in their teaching style
- Centralized location for all college information

### At-a-Glance

**District 6:** Tenderloin, South of Market, Mid-Market/Civic Center, South Beach, Mission Bay, Rincon Hill, and Treasure Island/Yerba Buena Island  
**Supervisor:** Jane Kim

**Location:** Tenderloin Community School, 627 Turk Street

**Date:** Thursday, November 12, 2015

**Time:** 6:30pm – 8:30pm

**Total Participants:** 22

**Affiliation** (Participants could check all that apply):

- Parents – 8
- Youth – 3
- Community Organization – 8
- School – 2
- Other – 3

**Translation Services:**

- 2 Spanish

**Group breakdown:**

- 0-15 – one group
- 6-13 – one group
- 14-17 – one group

**Facilitator:**

- 0-5 – Erica
- 6-13 – Sandra
- 14-17 – Laura M.

*In notes: number in parentheses indicates dot votes*

**Q1: What does success look like for our children and youth?**

- Well-trained, high quality teachers who understand children (2)
- Well-rested and fed – not hungry (2)
- No expulsion/don't kick out or reject children in school (2)
- Treat children equally and support them when they are having difficulties (2)
- Safety (1)
- Equal access to early learning (1)
- Access to healthcare for all children (1)
- Support children to empathize with peers (1)
- Supportive families and teachers (1)
- Support for families – access to resources: legal services/career/immigration/parent education (1)
- Have good role models to learn from
- Happy and Learning
- EAT before going to school
- Mental health support, e.g. when exposed to violence
- Teach respectfulness, friendliness, and safety
- Equal access to nature/outdoors
- Public transportation
- Better future
- Getting homework done after school
- Wake up with energy
- School connection: what's going on with the child / communication with teachers
- Critical thinkers

**Share back: something that someone said that was surprising**

- A teacher suggested that we give more support for families – legal and immigration

**Q2: What do children and families need to thrive that they are not getting enough of?**

- Lack of or insufficient supports for families (e.g. support to get families to dental care, home staff to support families' needs that are shared) (2)
- Increase supports to help families how to speak with their children about reality of city/neighborhood living (e.g. visible drug use) that is age appropriate (2)
- High performance schools in every neighborhood (2)
- Middle income families can't afford programs (minimum wage = over income, no longer qualify) (2)
- School hours don't work for parents' work schedules. Needs to open earlier and stay open later; night and weekend care (alternate schedule); some parents have schedules that are not consistent or predictable (2)
- Immersion programs not offered in all neighborhoods/districts – not accessible (1)
- Dual language programs (1)
- Lack of knowledge about quality programs (1)
- Lack of affordable or free programs (1)
- Language capacity of health screening and other services – need for translators, i.e. Arabic and other language capacity – documents translated (1)
- Evening events/activities so parents can attend
- Affordable housing
- Fast passes for children
- Safety! Safety around schools
- Equal access for children with special needs – mental health and occupational therapy, physical therapy, special education
- More family advocates/family support
- Dental care – difficult to navigate and get care
- Early education
- Process to get into high -performing school not where families live – more difficult to get into
- Regular security patrols
- Health screening – dental, vision onsite so families don't have to travel
- Access to clean, safe, natural, playground, parks
- Transition to kindergarten – navigating from Pre-K to K
- Quality programs full
- Lack of early education programs in TL D6
- High pay for teachers so they will stay

- Lack of training for staff about transition of system

### 3-5 Most Important Ideas

- School hours – early, late, weekend for people with alternative schedules
- Support to help families speak with their children about realities of city/neighborhood living (e.g. visible drug use) – age-appropriately
- [Addressing] knowledge of lack of affordable quality care for low and middle income families
- Access to quality programs in all neighborhoods

### 6-13 | Facilitator: Sandra

#### Q1: What does success look like for our children and youth?

- Kids reading at or above grade level (particularly third grade) (three)
- Basic needs – food, housing, healthy food, clothes (2)
- Have a solid support system growing up – family and/or community (2)
- Kids should feel part of inclusive environment (2)
- Being physically active (1)
- Kids feel safe getting to and from school (1)
- Nutritious food – access is difficult in Tenderloin (1)
- Shouldn't have to worry about racism or bullying (1)
- Schools should be able to identify how kids learn differently and adapt (1)
- Autonomy – kids feel confident to choose what interest them; also exposure to diverse experiences
- Sense of belonging
- Kids should be able to tell their parents about what they learned
- Kids love learning
- Kids should not be exposed to trauma, i.e. seeing drugs, violent experiences, etc.; At the same time this is a reality – there should be mechanisms to help kids understand and become more educated about these experiences.
- More mental health services case managers; more hours provided for 6-13
- Kids are questioning everything
- Emotionally safe in school
- School has the resources to provide a quality education
- More structured academic environment; length of time in school
- Kids have fun in school

#### Share back: something that someone said that was surprising

- Kids reading at grade level at third grade
- The level of trauma in this district and the need it creates

#### Q2: What do children and families need to thrive that they are not getting enough of?

- Resources and trainings to help teachers work with kids with disabilities; also for providers (2)
- Lack of resources for schools & district (Carmichael) – funding for teachers, dedicated social worker, mental health specialist (2)
- Jobs and opportunity when kids get older – career paths, college, services for youth who may not be college-bound (1)
- Tutoring services for kids in school and afterschool programs with qualified tutors
- Safe transportation for youth
- More service for the homeless population
- More mental health services
- Access to safe open space and parks
- Access to opportunities...
  - ...to go to the beach, to get out of district
  - ...some opportunities require a lot of bureaucratic paperwork to be completed months in advance
- Books and materials for new common core curriculum
- Opportunities to learn more about tech
- Access to technology
- Parent and family supports – jobs for parents
- Middle school students need resources for navigating process to select high school
- Kids need safe spaces and times to just be kids
- Free MUNI has been great
- Not getting enough of basic life essentials – housing, food, healthcare
- Culturally competent mental health services



- Schools are reluctant to test kids with learning disabilities
- Folks don't think that there are families in Tenderloin District 6. There is a community here.

### 3-5 Most Important Ideas

- Resources for school and district – teachers, dedicated social worker, mental health specialist
- Resources and trainings to help teachers and providers work with kids with disabilities
- Career paths and opportunities for kids when they get older

### 14-17 | Facilitator: Laura M.

#### Q1: What does success look like for our children and youth?

- Youth employment with training (3)
- Space and ability to have vision for own future (2)
- Supported by a network of resources (2)
- Housing: affordable housing, stable housing (1)
- High school graduation, resources to pursue higher education (1)
- More effective counseling services and sense of a path to post-secondary, starting early (1)
- Resources for teen parents that ensure they are supported (1)
- Safety: safe neighborhoods, safe schools (1)
- Providers that are culturally similar to participants (1)
- Effective “soft-handoffs”/referrals to services (1)
- Participation in extracurricular activities that are meaningful and allow relationship building with adults
- Supported academically at all levels of ability
- Wellness center access without stigma
- Emotional wellness support that is easy to access
- Having tools to tell their own story
- Access to health care (physical)

#### Share back: something that someone said that was surprising

- Youth employment and training

#### Q2: What do children and families need to thrive that they are not getting enough of?

- More opportunity for “future visioning” for youth to determine a path for their future, with appropriate support to determine feasibility and how to achieve their goal; career exploration (2)
- Application (college) fee support for all public school youth (1)
- More city sites invested in youth employment programs in more neighborhoods (1)
- Counselor outreach to all youth in schools, not only on-track or in most need (1)
- “Real world” experiences in school (tax prep, workforce development, etc.) (1)
- Not enough funding/access to programs (after school, job training programs) (1)
- Literacy and writing support and skill building
- Support with filling out college applications
- More support for English Language Learners, youth and families, to learn English
- Intergenerational family therapy
- Relationship curriculum (interpersonal, romantic, etc.) in schools; conflict resolution – “life skills”
- Sex ed classes for parents (how to talk to youth), how to help kids with transitions, i.e. puberty
- Parent liaisons reach out to other parents
- Continuity of care of program participants over longer term
- Knowledge of job interviewing skills and other employment skills
- Referral system that is efficient, effective, trusted, and well established for mental and physical health services
- “One stop shop” to find out what services are available and where to help families and provider navigate

### 3-5 Most Important Ideas

- Programs to develop “real world” skills in school and in community-based programs
- Community liaisons to connect children, youth, and families with services
- Job readiness training, career exploration, jobs for youth – “future visioning” in general: “A space to dream bigger”
- Access for all youth to resources to fill out and pay for college applications

## At-a-Glance

**District 7:** Inner Parkside, Golden Gate Heights, Clarendon Heights, Twin Peaks, West Portal, Forest Knolls, Midtown Terrace, Forest Hill, Miraloma Park, Sunnyside, Sherwood Forest, Westwood Highlands, Westwood Park, St. Francis Wood, Monterey Heights, Mt. Davidson, Balboa Terrace, Ingleside Terrace, Stonestown, Lakeside, Lake Shore, Merced Manor, and Park Merced

**Supervisor:** Norman Yee

**Location:** Commodore Sloat Elementary School, 50 Darien Way

**Date:** Wednesday, November 18, 2015

**Time:** 6:00pm – 8:00pm

**Total Participants: 11**

**Affiliation** (Participants could check all that apply):

- Parents – 6
- Youth – 0
- Community Organization – 3
- School – 1
- Other – 2

**Translation Services:**

- 1 - Cantonese

**Group breakdown:**

- 0-15 – one group
- 6-17(elementary, middle, and high school) – one group

**Facilitator/Notetaker:**

- 0-5 – Laurel/Michelle
- 6-17 – Brett/Laura and Tom,Prishni/Monica

*In notes: number in parentheses indicates dot votes*

**Q1: What does success look like for our children and youth?**

- Safe and healthy – supports school attendance, social & emotional learning (3)
- Find their passion through experiences; broad exposure to art, science, culture, music, poetry, richness in City (2)
- Lack of financial affordability for middle income families (2)
- Helping parents to know about school readiness (1)
- Quality standards and parents know about it! (1)
- Finding the right schools (issues of school assignment system)
- After school – mix play and exposure based learning
- Make high quality ECE available
- Make high quality ECE affordable
- Differentiated learning, individual instruction. Use technology to customize!
- Accessibility – not long waiting lists
- Resolve issues of allergies (peanut/nut free schools)
- Safety of playgrounds (clean, free of strange people)
- See the richness of the City as their classroom

**Q2: What do children and families need to thrive that they are not getting enough of?**

- Access to high quality preschool (1)
- More Chinese language/cultural books for children 0-5 (1)
- Reducing spread of illness in schools, e.g. handwashing with supplies (towels) (1)
- Childcare is a big issue
- Non regular childcare; emergency childcare
- Parent awareness of existing services, e.g. FRC
- Support navigating SFUSD, more parents for public school
- Need good teachers, best teachers
- Focus on whole child not just academics
- Teach children about love
- More time for parents to spend with children
- Tips for parents to do things at home for children, i.e. make playdough
- Budget in schools for sanitation supplies for health/cleanliness
- Opportunities for families to visit SFUSD schools
- Improve school selection process
- Parents are paying for private schools as a backup while waiting for school assignment
- Out of school time availability
- More time to enroll in out of school time
- Triple up on what is working!
- Best practices on health policies in school, e.g. handwashing to reduce absenteeism
- More community programs for children 0-3 – playgroups, Gymboree before preschool that are affordable
- No coed bathrooms in schools
- Encouraging parent participation in schools, e.g. morning circle
- Parent/school/community partnerships
- Access & information for classes for parents

**3-5 Most Important Ideas**

- Reducing the spread of illness in schools (e.g. handwashing with supplies/towels)
- Access to high quality preschool
- Increase to Chinese language/cultural books for children 0-5
- Improve education of the enrollment process. Reduce waiting and planning for parents. The lottery system causes anxiety for families.

**Q1: What does success look like for our children and youth?**

- High quality public education for all children: differentiation (multiple levels of learning), class ratios, great teachers (3)
- Youth have vision for future: plan for after school, programs to bridge gap, Americorps (2)
- Skills to act independent – to figure out the answer to problems (2)
- Mental health services for all youth: consultants for CBOs/schools, access for all kids, services inside schools, trauma, family support (1)
- Parent participation in schools: schools listen to parents, district/school administrators listen, standardize policies across classrooms, learning as two-way experience (child/teacher) (1)
- Healthcare inside/outside of school: physical activity, combat obesity/diabetes (1)
- Opportunities to pursue interests
- Children have perseverance with problem solving skills
- Being able to envision a future for self (by high school age)
- Being able to search for resources they need (high school)
- Children have a chance to learn based on their learning style students' range of learning styles accommodated
- CBO's in YWD do not have capacity to serve all youth who want YWD opportunity
- Youth have connection to the outdoors to promote physical and mental health

**Q2: What do children and families need to thrive that they are not getting enough of?**

- Student council/body to increase youth voice and participation (1)
- High quality public education (1)
- Make SF an attractive city for teachers (1)
- Stronger literacy and math programs taught by credentialed teachers (1)
- More afterschool programming
- Equal access to high quality programming (youth who need to take busses vs. those who can get picked up)
- More academic support: universal, affordable support in programs
- Access to high quality summer programs
- More workforce pipelines with clear professional development pathways
- Mentoring programs: greater adult presence, positive relationships
- Easier access to resources, using technology or point person to streamline information about what's available
- Restorative practices/circles are working: can we take it to the next level?
- Strengthen connections to assets (museums, arts) across communities and cultures
- Different activities (e.g. arts that are accessible, low cost)
- Having focus groups, direct conversations with youth (middle school) about what they want to do
- Raising the bar, increase funding
- High quality, engaging, fun programming during breaks (in school)
- Opportunities for youth/TAY to be supported in their job ,career, school, financial endeavors
- More financial literacy
- Safe passageways, safe pedestrian walkways, roads (e.g. speedbumps)
- Ways for youth to connect across communities that are affordable
- Stronger communication between educators afterschool support administrators

**3-5 Most Important Ideas**

- Increase youth participation and youth voice via student councils/bodies in ES, MS, and HS
- Investing in high quality public education
- Make SF an attractive and affordable city for teachers including higher wages, smaller class sizes and opportunities for additional income in summer
- Opportunities for year-round learning and enrichment

**At-a-Glance**

**District 8:** the Castro, Eureka Valley, Upper Market, Noe Valley, Duboce Triangle, Diamond Heights, Glen Park, College Hill, Corona Heights, Buena Vista, Twin Peaks, Mission-Dolores, and parts of the Inner Mission

**Supervisor:** Scott Wiener

**Location:** Glen Park Elementary School, 151 Lippard Avenue

**Date:** Thursday, December 10, 2015

**Time:** 6:30-8:30pm

**Total Participants: 28**

**Affiliation** (Participants could check all that apply):

- Parents – 9
- Youth – 0
- Community Organization – 19
- School – 4
- Other – 4

**Translation Services:**

- 0

**Group breakdown:**

- 0-5 – one group
- 6-13 – one groups
- 14-24 – one group

**Facilitator/Notetaker:**

- 0-5 – Susan/Graham
- 6-13 – Brett/Wally and Jennifer
- 14-24 – Roxane/ Emily F. and Monica

*In notes: number in parentheses indicates dot votes*

**0-5 | Facilitator/Notetaker: Susan/Graham**

**Q1: What does success look like for our children and youth?**

- Teachers of 0-5 will be paid living wage – less turnover, stay in SF (2)
- Supports available for individual and special needs (1)
- Place where see themselves reflected in ECE setting – language, families, diversity (1)
- Families have housing and childcare support (1)
- Consistent nurturing environments and relationships with adults
- Children get what they need so they're ready for kindergarten
- Children self-regulation
- Safe environment at home – healthy food and in communities
- Parents not overly stressed
- Cultural understanding, language, etc.
- Children have safe environments to express themselves
- Families have access to quality preschool
- Comprehensive services for children + families
- Access to programs that offer diversity
- Place where children can explore, grow and thrive
- Access in natural environments, including outdoors
- Family engagement – involved in community and school
- Healthy food
- Access to assessments and health + development screenings
- Natural partnership between guardians and schools
- Able to express themselves – teachers have capacity to understand each child's individual needs – also families
- Continuity of care for 0-3, 3-5
- Allowing strollers on muni
- Pick up drop off zones
- Neighborhood support/community helping each other
- Work-life balance of families
- School district transition to kindergarten is stressful (SFUSD)
- Career of ECE teachers is severely underpaid
- Programs support family self-sufficiency
- Note always getting school K-12 in neighborhood where live
- More relationships between SFUSD + neighborhood 0-5 programs – visits, etc.

- Success = still have diversity of families, critical mass of 0-5 year olds
- Children succeed when programs have time built in for reflective practice + understand individual needs + group needs – team reflection
- Quality ECE environments that provide services during flexible hours so families can work/go to school

### Q2: What do children and families need to thrive that they are not getting enough of?

- More outreach from FRC's to families so they (families) know more of services (5)
- Community and regional-hubs – centered around playgrounds, parks, etc. supporting families, resources available (4)
- Increase outreach about ECE resources available to families (1)
- 'One stop shop' for resources (1)
- Families need to have better life-work balance
- Teachers with better pay scale that reflects prof/life experience
- Create ECE system for all with higher standards of quality
- Increase child care centers' "natural" connection with FRCs
- Home visiting services "come" to families pre-natal to 5
- Early outreach to families in the eligibility list (SF3C)
- Add more services for children with special needs who are not eligible for support through SFUSD
- Shorter work weeks without loss of pay – better work/life balance
- More child care subsidies + ability to keep them longer – no cliff
- Make accessing subsidies more streamlines for families – less punitive, less time-consuming
- Communities with diverse populations – less bifurcated
- More child development opportunities for families/parents – also peer support
- Wherever families are accessing services they should be offered a wide range
- ECE needs more highly qualified professionals with compensation to reflect that
- Social worker helps families navigate ECE/SFUSD systems – 'orientation to SF' for new families
- Outreach at farmer's markets, flea markets
- More preschool programs
- Supports for family friends and neighbors who care for subsidized children
- Early intervention
- Comprehensive counseling
- Need more O.T. support
- Students loan forgiveness program for ECE teachers
- App for all things ECE in San Francisco
- Attractive outdoor spaces all families want to go to across all socio-economic boundaries

### 3-5 Most Important Ideas

- Need more highly qualified ECE teachers with compensation that reflects that
- Community hubs centered around playgrounds, parks, community centers – offering family support and resources
- Shorter work week without loss of pay – improved life/work balance
- More child care subsidies
- Increased outreach about ECE resources – including 'one stop shop'
- Communities with diverse populations – less bifurcated

**Q1: What does success look like for our children and youth?**

- Being able to manage the different learning needs within classroom – including special needs (3)
- Parent involvement – all aspects, everything; communication with teachers, etc. (3)
- Social, physical, mental health (3)
- Enjoy time being young (not stressed out), being able to see friends/socialize, physically able to get around (back and forth from school – sense of safety and security) (3)
- Sense of belonging – safe, secure (2)
- Supportive teachers that love teaching (2)
- Empathy toward one another – understanding how others feel (1)
- Know themselves – what they want/need, can stand up for themselves (1)
- Connecting, contributing to community (1)
- Thought-provoking classroom environment (1)
- Have opportunity to go as far as they can (1)
- Being outdoors and active (1)
- A school district that embraces community partnership (1)
- Being able to socialize (comfortable communicating with others) – peers, adults, community (1)
- Ability to explore and to fail and to keep going – in learning and development within school and city (resiliency)
- 3 square meals/day
- Ambitious – interest they developed on their own – sense of themselves, what they want to be
- Prepared to succeed in school, career
- Connect and appreciate natural world
- Interested in what they're learning – interesting enough to capture attention and interest
- Well-supported teachers
- Have the ability to be recognized for their talents
- Adults and teachers able to read/understand the needs of children
- Youth are precocious, curious, ambitious
- Exposure to STEM, different opportunities
- Passion about interests
- Different kinds of learning
- Have healthy relationships with one another, school
- Knowing how to read and write at grade level
- Feeling comfortable and secure transitioning schools and grade levels
- Being creative and using imagination
- Comfortable in community that is diverse; the environment supports them
- Are allies to others in community

**Q2: What do children and families need to thrive that they are not getting enough of?**

- Cradle to career /Harlem Children's Zone approach – should come from the Mayor (Ed Lee) – parental advisory board to the mayor on family issues in the City; accountability to parent advisory board (2)
- Differentiation – teachers not well supported to implement plan; need more professional development (1)
- Holding systems accountable – SFUSD and City Departments; having a set of standards (1)
- Continue to have wellness centers at school – also expand (1)
- District should communicate with families about change in state law regarding vaccinations (1)
- Also honors system (1)
- Equality in resources across schools – schools should be equally high level (1)
- Students and youth able to know rights (1)
- Health classes available in middle school – safe relationships; healthy teachers; inconsistency in health ed (1)
- Play safely outside and be able to move around neighborhood safety on food – prioritize pedestrians and safe play areas (1)
- Transportation – accessible, reliable for kids to get to activities – buses on congested streets impact amount of time kids spend commuting – impacts homework time, activity time, etc.
- Availability of recreational resources (pools, etc.)
- Time and physical space – resource issue at schools
- Every child in SF should learn how to swim and ride a bike
- After school programs should align with careers, workforce needs
- Holistic family support
- Support for families – monetarily
- More staff support (smaller student teacher ratio)
- Space/forum for community input – ongoing dialogue with community

- CBOs as wellness centers for schools
- SF has a lot of resources – concentration of institutions, universities, companies – need to be more connections with these resources, expand upon resources that we have
- More slots for summer programs and activities
- Public safety shouldn't be about controlling youth – make open spaces about youth; keep open spaces open for youth including buses, streets
- Families need to be heard
- Equity is broad concept
- Trying to solve many problems within schools but only half of kids in public schools – need community focus; whole city family friendly, not just schools; libraries, CBOs – for example Harlem Children's Zone

### 3-5 Most Important Ideas

- Connectivity – e.g. Beacon and wellness centers example of district letting community in
- Space – quality (equitable distribution); safety, safe spaces; feeling safe
- Health – family health; broad definitions of health; healthy education
- Accountability – leaders and systems
- Fun!

### 14-24 | Facilitator/Notetaker: Roxane/Emily F. and Monica

#### Q1: What does success look like for our children and youth?

- More access to drug prevention services and treatment for TAY (3)
- More affordable housing for TAY in SF (2)
- Work and internships that are flexible and understand challenges in youths' lives and allows them to make mistakes (1)
- Easier access to services for homeless LGBT youth (1)
- Funded partnerships between schools and CBOs in order to support low-income communities of color – serve as service connection (1)
- Culturally competent services (1)
- Disconnected 18-24 have connection to a medical home; mental health assessment
- Coordination between organizations that work with youth – warm handoffs where needed
- Accessible mentorship programs for youth who are not connected to other programming – peer-based mentoring
- More room for LGBT families in school
- Training for teachers for interacting with LGBT families and using gender neutral language
- Gender neutral bathrooms across the city
- Opportunities for transitional living opportunities
- Shelter where I can be myself safely, i.e. Jazzie's Place for LGBT youth 16+
- The community model should be replicated, specifically in Title 1 schools
- Extensive training for staff who work in shelters around sensitivity – trauma informed and culturally competent
- The opportunity to reconnect to education at any point/age with sufficient resources and support
- School admin having capacity to support parents of LGBT youth
- Staff should be trained more (schools, direct service providers) in mental health care
- More access to paid internships at a wider variety of locations and skills training specifically for young people at different levels of "readiness (especially LGBT and gender non-conforming)
- H.S. level access to social and emotional health in addition to academic support
- (Within schools) training teachers in social/emotional curriculum: schools need more consistent mental health
- Access to teachers who are trained in restorative justice practices

#### Q2: What do children and families need to thrive that they are not getting enough of?

- Additional and more accessible drug prevention services especially for LGBT youth who need mental health support (3)
- Youth Empowerment Fund (YEF) available for 18-24 (2)
- Access to safe drop-in spaces especially for 18-24 disconnected TAY – showers, washing machines, robust services, etc. (2)
- Transitional living programs for LGBT TAY and families (1)
- Better connections between homeless, schools, health providers, youth providers, juvenile justice, foster care system – breaking down silos (1)
- More emergency shelters that are LGBT/culturally competent (1)
- More TAY specific mental health services and drug programs
- Extended sexual and reproductive education in high schools
- Programming that includes a warm trade off/smooth transition between services



- Ongoing dental services that are free and continue beyond a dental clinic pop-up
- Frontline worker and program manager meetings amongst providers work really well. Ask Alan from Lyric for more info – community partners for queer youth – program managers
- More TAY supportive housing for youth with mental health needs (LGBT)
- Access to comprehensive medical services (good relationship) for LGBT youth/TAY
- School and shelter staff need to be trained to support youth who have experienced trauma
- Earlier interventions for struggling students
- Better coordination between schools for transferring students – transfer of school files
- More youth workforce development for trans and gender nonconforming youth and more development for workforce placements to interact with gender nonconforming youth
- Linkage for TAY who are aging out of service eligibility – warm hand-offs between services for TAY and adult services, follow up from prior service providers
- Affordable housing for youth and LGBT providers
- Paid leadership opportunities for disconnected LGBT TAY to lead violence prevention work in the district and throughout the city
- Resources for 18+ to have programs
- Youth-led philanthropy/organization like Youth Empowerment Fund
- Extraordinary need to mental health services: more providers
- Subsidized public transportation for youth and providers
- Services provided in their language which means more staff and other support who are fluent in multiple languages (1)
- Access to professional clothing (free and low-cost), i.e. clothing drives

### 3-5 Most Important Ideas

- Basic needs: safe, culturally competent shelter, mental health, substance abuse and harm reduction services and a medical home for disconnected LGBT TAY youth
- Comparable funding for TAY leadership opportunities to existing youth funding services
- Drop-in spaces that are safe and linguistically accessible to disconnected TAY
- Culturally competent supportive employment services for disconnected LGBTQ TAY
- Language/support/staff in school and CBO's for multilingual youth

### At-a-Glance

**District 9:** the Mission, Bernal Heights, St. Mary's Park, and Portola  
**Supervisor:** David Campos

**Location:** Horace Mann School, 3351 23<sup>rd</sup> Street

**Date:** Monday, December 7, 2015

**Time:** 6:00-8:00pm

**Total Participants: 72**

**Affiliation** (Participants could check all that apply):

- Parents – 21
- Youth – 10
- Community Organization – 40
- School – 11
- Other – 3

**Translation Services:**

- 5 (Spanish)

**Group breakdown:**

- 0-5 – one group
- 6-13 – two groups
- 14-17 – two groups
- 18-24 – one group
- Spanish (all ages) – one group

**Facilitator/Notetaker:**

- 0-5 – Susan/Derik and Matthew
- 6-13a – Monica/Sherrice

- 6-13b – Jennifer/Wally
- 14-17a – Lamont/Jasmine
- 14-17b – Joanna/Roxane
- 18-24 – Sadie/Glenn
- Spanish – Sergio and Prishni/Daniella

*In notes: number in parentheses indicates dot votes*

## 0-5 | Facilitator/Notetaker: Susan/Derik and Matthew

### Q1: What does success look like for our children and youth?

- Strong relationships between children and families and community (re: protective factors, strength-based methods in programs) (4)
- Children feel safe, healthy and well-cared for (2)
- Child feel loved, safe, appreciated for individual strengths (not just academic) – have expectations (2)
- Art and music in programs (2)
- All children including special needs have access to high quality care and high quality learning environments that are inclusive (2)
- Children feel safe in community – not fear immigration issues impacting their family life (2)
- Curiosity to learn (2)
- Ensure basic needs are being met, including access to resources that support individual needs being met (2)
- Engaged families (2)
- Continuing services supporting child development (1)
- Curious and able to discover physical world, able to run around (1)
- Loving and caring caregivers/teachers/providers (1)
- Availability of work programs
- Healthy relationships
- Opportunities for age appropriate development
- Nurturing home and stable housing to support routines and stability
- Minimized transitions between programs
- Healthy physically and environments available
- Engaged with community – interested in school, community, parks, schools, museums, library
- Opportunity to play
- Strong relationships with care providers
- Family is part of child success and can't be separated
- Curious mind
- Child respects self and those around him
- Knows and proud of home language and heritage
- Play based and movement in programs
- Providers have training in trauma informed care
- Children have respect for and access to nature
- Understanding respect and consequences (and rewards) in actions
- Programs that include family support in their care model

### Q2: What do children and families need to thrive that they are not getting enough of?

- More affordable quality child care arrangements (5)
- Immigrant families not aware of resources for support (1)
- Mental health service availability – not therapy: educate about mental health issues, grow awareness (1)
- All providers know how to support families with mental health issues, e.g. trauma informed (1)
- Education, housing, health care, quality food to eat (1)
- Providers-agencies facing high rents (1)
- More speech and language specialists to sufficiently address need, especially re: dual language acquisition and special needs (1)
- More preschools in high-demand areas (1)
- Well-trained and prepared staff, especially in strength-based approaches to family support where what families bring is respected and built-upon – both systems and innovative teachers (1)
- Providers not always aware of issues immigrants face in their lives
- More slots available at all ages, where families want the care
- More services provided in home language
- Affordable housing
- More good ECE teachers who are paid well, so they can continue and stay – for all types of providers: ECE, etc.

- Working with providers who can navigate for families beyond the system they work in
- Systems treat families with dignity and respect – recognize strengths
- Address unemployment issue in the Mission: develop workforce – educated and non-educated workers, jobs, jobs for undocumented
- Families facing stressful economic condition
- More mental health capacity to address the needs providers encounter – issues on IEPs
- Play and movement based programs
- Mental health services for the community
- Well-coordinated and streamlined systems of care (strength-based) with better alignment and communication
- Support for families experiencing stress due to immigration status and related economic and access issues
- Support families to better communicate with schools and care providers (more engagement)
- More access to high-quality infant-toddler spaces in care arrangements
- More flexible eligibility requirements for subsidized care and preschool programs
- More on-site specialized services to minimize child transitions

### 3-5 Most Important Ideas

- More affordable high-quality childcare arrangements
- Strong relationships between children, families, and community: protective factors, strength-based programs, family support, family involvement
- Well-trained and prepared staff paid living wages: strength-based, trauma informed approach, mental health services

### 6-13a | Facilitator/Notetaker: Monica/Sherrice

#### Q1: What does success look like for our children and youth?

- Solid academic foundation (4)
- See themselves as staying in the community, feeling the investment, choosing their career path here in the community (2)
- Engagement (1)
- Creative expression (more opportunities) (1)
- Friendship (1)
- Resources (1)
- Stability in school (1)
- Access to a high quality school (1)
- Equity across schools and programming (1)
- Participation
- Confidence
- Self-awareness/identity
- Health conscious/eating healthy
- Community
- Happy child
- Having an adult they can confide in and trust
- Parent involvement
- Social/emotional awareness
- Access to outdoors
- Self-advocacy
- Making sure basic needs are met
- Balance of opinions and curiosity
- Cultural affirmation
- Resiliency to media/peer pressure/positive sexual knowledge
- Access to arts and music – FREE
- Transportation (to and from places)
- Courage to pursue their passion
- Reaffirming they can be leaders, sense of agency
- Critical thinking skills
- STREAM knowledge
- Accessing the economy
- Confident readers, confident in math
- Having time to play
- More training/education in common core
- Parents and services providers to support youth

- Culturally diverse community

### Q2: What do children and families need to thrive that they are not getting enough of?

- Solid and protective place to sleep (4)
- Basic needs for entire family need to be met (3)
- High-quality affordable after-school programs (2)
- Long-term affordable housing (1)
- Sex ed (1)
- Arts, music, and play FREE/low cost (1)
- Confidence to speak their needs (1)
- Creating on ramps (opportunities) to access the economy (1)
- Consistent social/emotional support
- More professional development for teachers
- Greener spaces at school (no trees, soccer field)
- More access to green spaces/nature (programs taking youth out)
- Safety (physically, emotionally, mentally)
- Free parking/public transit
- Higher pay for education and direct services providers (allowing programs to retain staff)
- Fun activities during summer break
- Cleaner sidewalks in neighborhoods
- The youth should feel like the city has their back
- Youth need to feel valued, safe and protected – this doesn't mean more police
- Events that promote positive youth/police relations
- Youth and families need to see that police have consequences when abusing power
- Centralize resources
- Emergency housing that's family-friendly, safe
- Transition housing
- Transportation (more shuttle buses, bikes) – all kids have bikes/skateboards and education about riding
- Every youth reading at grade level
- Healthy food and education for families – access to affordable healthy food
- Affordable healthcare
- Positive school environment: caring teachers, have resources to meet the needs
- Alternative academic programs/support
- Having sense of community parents & youth
- More consistent meetings with teacher, principal, and parents and providers – more communication
- Funding for cross org case conferencing
- Access to good job opportunities for parents
- Access to educational opportunities for parents

### 3-5 Most Important Ideas

- Basic needs being met for the entire family (solid/safe place to sleep, long term affordable housing, creating access to the economy)
- Free high-quality affordable after-school programs (arts, music, play)
- Confidence to speak their needs

### 6-13b | Facilitator/Notetaker: Jennifer/Wally

### Q1: What does success look like for our children and youth?

- Reading, math, etc. at grade level (5)
- Family, parent, and community support for children (5)
- Close the gaps – educational achievement, income (4)
- Enrichment programs and opportunities for youth at Buena Vista (3)
- Children are happy and excited to go to school (2)
- Children able to and have confidence to ask questions (2)
- Children have interests and can explore new opportunities and build skills (2)
- Quality academic, social, emotional support (1)
- Children living in safe community - children don't feel foreign in own neighborhood (1)

- Access to monolingual services (1)
- Children moving around – physical activity
- Children see doctor
- Organized sport opportunities

#### Q2: What do children and families need to thrive that they are not getting enough of?

- More staff for kids in school (currently too much pressure for after school programs) (4)
- Affordable housing and good jobs for youth, families/parents - ability to access; family-supporting wages (2)
- More community-based after school programs (accessible transportation options for kids) (2)
- In-school programs, extra staffing, specialized staff, assistant teachers (2)
- Access to support services (mental health, monolingual) – is community represented at the school? (1)
- One-on-one group counseling in school and after school, case management (1)
- More in-classroom staff (assistants, reading aids, extra help)
- Teachers that live in SF/community – means having living wages for teachers
- Opportunities for kids of diverse socioeconomic backgrounds to interact (cost factors)
- Outdoors, biking, gardens, arts, summer opportunities
- Outreach and communication about scholarships/activities available (City programs like parks and rec)
- More programming and additional slots
- Opportunities for field trips to zoo, museums, performances, sporting events
- After school programs to get up to grade level (academic and enrichment programs) – more staffing, technology
- Addressing community pressures that impact kids and their families
- Access to mental health services, etc. on site (at schools)
- Engagement with outside community and other schools

#### 3-5 Most Important Ideas

- More staff for kids in school (currently too much pressure for after school programs) (4)
- Access to support services (mental health, monolingual)
- More community-based after school programs (accessible transportation options for kids)
- In-school programs, extra staffing, specialized staff, assistant teachers
- Affordable housing and good jobs for youth, families, parents

#### 14-17a | Facilitator/Notetaker: Lamont/Jasmine

#### Q1: What does success look like for our children and youth?

- 100% graduation out of high school; access to secondary education, career pathways to succeed (4)
- Critical thinking skills increased/analysis (4)
- Youth have interest/ability to come back into community (2)
- College bound courses or having enough resources to get there (2)
- Equitable budgets for community, healthy schools, parks (1)
- Teach resilience (counseling training) to kids can do anything. Prepared for anything. Youth have the confidence to go to college and career (1)
- Access to tech resources – being able to do homework when you get home (1)
- Being in power to advocate for self and others (1)
- Kids graduate bilingual (everyone). Advantage in workforce to increase confidence in culture (1)
- People engaged in community and schools
- Access to educational resources, policies, and youth employment
- Success looks like youth are making money
- Increased attendance at school
- Kids are healthy
- Recognizing and avoiding what can bring youth down (drugs). Having resources to make proper choices
- Being an ally for other people
- Understanding of diverse cultures. Being well versed/read/traveled. Ability to experience different places. Access to different places/resources that people with wealth have
- Have music awareness; access to music and music programs like symphony, various types dance/theater – well-rounded culturally
- College and shadow tours
- Close community that stands up for you
- Access to instruments/drama, etc. in the schools

- Ability to pursue dreams (career)
- Culturally aware. Reality outside of here
- Give kids a chance to look at things in different ways (problem solving)
- Community must be successful/thriving. Fully funded community centers. Stable housing. Parents have to be successful. Parent engagement is important.
- Parent involvement; schools working together

### Q2: What do children and families need to thrive that they are not getting enough of?

- Scholarships for higher education. Choosing city because can't afford university
- Equal pay
- Real comprehensive services for undocumented youth and access to employment
- Gender specific programs (2)
- Giving families training and access to technology. Families that don't have email account to commute to schools. Students need access.
- Affordable housing (2)
- Services based on success/strength-based models
- Access to internships that lead to jobs – meaningful jobs/apprenticeships
- Schools need more consistent funding. Not just grant-funded. Consistent funding. Afterschool and support services. (1)
- Stable and safe community
- Culturally competent teachers, programs, and service providers
- Creating partnerships with corporations for college tours and tours of corporations. Give us google buses for families to get to school. Tour google
- Follow-up services. Free Muni access to services TAY services.
- Continuum of services – up to TAY. System of tracking services (2)
- Utilize time for youth at juvenile hall. Strength-based program inside of JH.
- Schools to have which teachers to keep... seniority and teacher consolidation
- Need comprehensive education
- Prevention education, so youth don't land in juvenile hall. Example: sex trafficking prevention. Teaching parents. Avoid sex trafficking and gangs. (3)
- Funding for afterschool programs
- Support for staff to live in SF
- Living wage for families and teachers across the board
- Revising formula for what it takes to support kids. Example: k-8 and VPI (DCYF) to make this match reality. (3)
- Program to teach youth to do day to day things (taxes, sew, etc.). life skills, hard skills. Autoshop (1)
- Create more opportunities for youth to get jobs in their community and help increase sense of ownership
- Expand YWD programs, e.g. MYEEP. More placement positions for youth. CBO's opportunities with own internship programs and hourly wages (2)
- Positive interaction with police and young people. Process of engagement. Intentional positive engagement.
- Internships within police department, ex. forensics lab.
- More input from youth and families on what gets funded
- More access to mental health counseling, creating spaces for youth to access at the schools.
- Support for private school students. After school support as well

### 3-5 Most Important Ideas

- Gender specific programs
- Affordable housing
- Continuum of services – up to TAY. System of tracking services
- Prevention education so youth don't land in juvenile hall. Example: sex trafficking prevention. Teaching parents. Avoid sex trafficking and gangs.
- Revising formula for what it takes to support kids. Example: k-8 and VPI (DCYF) make this match reality
- Program to teach youth to do day to day things (taxes, sew, etc.). life skills, hard skills. Autoshop
- Create more opportunities for youth to get jobs in their own community and help increase sense of ownership.
- Expand YWD programs, e.g MYEEP. More placement positions for youth. CBOs opportunities with own internship programs and hourly wages

**Q1: What does success look like for our children and youth?**

- Safe space to report sex harass and assault (5)
- Jobs programs for older youth 16-18 (4)
- Youth have skill sets for next level (school and job) – support for those skills – private sector role models, field trips (4)
- Access to art ed (2)
- After school – safe space – physical activity, specifically for young women (2)
- Attendance/engage in school and school don't give up (1)
- Safe passage to school (1)
- Set goals and some checking on them – short and long (1)
- Post-secondary plans in place at graduation
- Leadership opportunities
- Access to full spectrum of health – physical, mental
- Gender and monolingual specific services – access within CBOs
- Youth living outside of SF have access to services (especially Mission)
- Work opportunities in neighborhood and access to careers – respond to youth interest
- Access to mentors and internships on your interest
- More wellness/counselor – more staff, more availability, increase time
- Space – for orgs, schools, CBOs
- Youth voice matters, is heard and is important. Knowing their voice counts. Leadership opportunities
- More outreach for youth to speak – more youth at community meeting

**Q2: What do children and families need to thrive that they are not getting enough of?**

- Environment free from harassment: at school, more education for young men, girls not punished for male harassment, not talked about in school/class (4)
- Not enough work/program slots: with additional supports; high demand for tech jobs; diversity of what is offered (3)
- Youth not living in SF (2)
- More arts programs (2)
- Counselors helping support needs of students (2)
- No system for report harassment/rape in the schools (2)
- Engaged in school – more computers in schools. Teach coding, auto-shop (1)
- No gender specific exercise space – equal resource in sports (1)
- Parent involvement increased
- Housing – youth helping provide – lack of resources, multi-pronged approach needed
- Safe space to be active – but not competitive sports - & gender specific
- More access to technology
- More engage by private sector
- More vocational trainings
- Sense of “nothing will change”
- More appropriate assessment of teachers
- Meaningful youth leadership
- More investment from top down
- Youth jobs conflict with school – being responsive
- School isn't prioritized over work
- Having role models, meaningful incentives

**3-5 Most Important Ideas**

- More workforce opportunities: vocational training, program slots, diversity (arts and tech)
- Environment free from harassment – gender specific
- Increased engagement and involvement: private sector, parents, school administration, counselors

**Q1: What does success look like for our children and youth?**

- Access to housing (5)
- Transportation (free/reduced fares muni/bart) (3)
- Independence (1)
- How to manage budget (financial lit) (1)
- Fee/low cost legal access, TAY specific (1)
- Free/affordable higher edu (1)
- Knowing the impact of credit (1)
- Knowing your rights (1)
- A good job
- College/vocational degree
- Good credit
- HS diploma or GED
- Sense of career pathway
- Know how to access resources/systems and feel confident
- Transitioning out of high risk lives
- Services for undocumented youth
- Home
- Now being harassed/bullied
- Women's shelter for young women (instead of Larkin) (below 18)
- Help getting back to school
- Resources for young families (healthcare)
- Services for young fathers to bring families together versus separate – unified families
- Increase age to 30 for transition services
- Street outreach: case management, libraries, healthcare
- Services for TAY foster youth
- Less people in criminal justice system
- Fun/positive/safe/affordable activities
- Intervention to avoid justice system, delinquency prevention
- Access to help get driver's license
- More access to jobs: social security papers, right to work docs
- AB540/access to DACA and DREAM act
- Access to healthcare
- Access to childcare
- Access to mental health services
- Access to transportation
- Access to job readiness training
- Access to financial literacy
- Access to mentors
- Mental health support
- Being their own advocate
- Knowing how to access resources independently and confidently
- Healthy relationships including friendships with adults and peers
- Having an active lifestyle
- Sense of community
- Knowing how to give back
- Civic engagement

**Q2: What do children and families need to thrive that they are not getting enough of?**

- Housing: priority system instead of lottery, priority based on need, priority to SF natives for neighborhood preference (4)
- Access to your own bank accounts (instead of check cashing): bank accounts, less ID barriers to open, direct deposit (3)
- Colleges outreaching to SF residents (2)
- Access to scholarships: how to find/apply for undocumented folks (1)
- Access to support for TAY families (1)
- Good paying jobs (1)
- Access to health foods in all communities (1)
- Safe spaces for fun – sports (1)
- Knowledge of impact of credit (1)



- Wave/remove fees on criminal charges for TAY
- More city contracted jobs right after HS: opening up to less labor intensive medical/administrative positions in all city departments
- Leadership programs
- SF colleges more accessible
- Learning about how credit cards work, which to take
- Less pushing out into continuation HS
- More opportunities for student with low credit (school credit)
- Services through school district for 16-18 year olds (for dropout prevention)
- Health: access to mental healthcare, free counseling for TAY, accessing and knowledge of SF Healthy
- Know how to advocate for healthcare
- Independent from parents
- Reduced transportation costs
- Affordable housing
- Affordable housing while in school for SF students
- Knowledge of housing requirements (credit)
- Medical covered, but not vision or dental
- Gym access
- Nutrition knowledge
- Higher wages
- Access to services after criminal charge
- Easier/different court process – system for removal of charge
- Training for police force on how to work with and not be threatened by TAY

### 3-5 Most Important Ideas

- Priority systems for affordable housing to SF natives, priority based on need
- Banking access and financial literacy – credit!
- Educational access: scholarships, SF colleges – more outreach
- Health literacy and access: medical, dental, vision; preventative – nutrition, food, gyms
- Prioritizing TAY families: intentionally service whole family, higher paying jobs, safe spaces for families

### Monolingual Spanish Speakers | Facilitator: Sergio and Prishni

#### Q1: What does success look like for our children and youth?

- More resources during the first 5 years (2)
- Children and youth having good values (i.e. respect) (1)
- More aides for children with special needs. More enforcement of current laws. (1)
- All children and Youth having access to good careers
- Children having two parents and a strong family without deportation
- Not having families being separated because of immigration issues
- Access to resources to succeed at school
- Adequate personnel to take care and also prepare young people in terms of family issues and for work related issues
- Every child and young person has the right to learn in a safe space.
- Every child and young person should feel heard and respected
- Every teacher should have the capacity to deal with the challenges of their work
- Quicker response from the district and actually answer parent's demands
- More computer science teachers and more frequent classes
- More resources for schools and for teachers
- More resources for parents
- Gun control
- Immigration. Not separating families
- Better and more affordable after school programs in the Mission

#### Q2: What do children and families need to thrive that they are not getting enough of?

- More resources for after school programs (5)
- Help for children with special needs (3)
- Having more teachers and overall personal that can deal with bullying and conflict solution (3)

- More help with homework
- More and cheaper arts, sports and music programs
- More scholarship for a wide variety of families, make the requirements less strict
- More security in schools
- More psychologists available to students
- Better trained staff to support youth resolve conflict or intervene when there is conflict
- Better strained teachers and staff to appropriately work with children
- Small classes, more adults
- Teaching against drugs and gangs – for youth and parents
- More classes for parents
- More security for kids on buses – stop fights

### 3-5 Most Important Ideas

- More resources for after school programs
- More and better aide for children with special needs
- More and better capacity of teacher and other school personal to prevent and solve bullying. Making schools a safer space.

### At-a-Glance

**District 10:** Bayview Hunters Point, Potrero Hill, Dogpatch, and Visitacion Valley

**Supervisor:** Malia Cohen

**Location:** Southeast Community Facility, 1800 Oakdale

**Date:** Monday, November 16, 2015

**Time:** 6:00pm – 8:00pm

**Total Participants: 24**

**Affiliation** (Participants could check all that apply):

- Parents – 5
- Youth – 3
- Community Organization – 15
- School – 2
- Other – 5

**Translation Services:**

- 0

**Group breakdown:**

- 0-15 – one group
- 6-13 – one group
- 14-17 – one group
- 18-24 – one group

**Facilitator/Notetaker:**

- 0-5 – Barbara/Susan
- 6-13 – Sergio/Laura M.
- 14-17 – Monica/Tom
- 18-24 – Lyslynn/Laurie

*In notes: number in parentheses indicates dot votes*

0-5 | Facilitator/Notetaker: Barbara/Susan

**Q1: What does success look like for our children and youth?**

- Increase teacher/provider wages and reimbursements (3)
- Site-based supports (e.g. mental health) for parents/children (2)
- Build relationship early with families – easier to navigate (1)
- Less segregation/more integration for 0-5 year olds, especially pre-k; SFUSD could be an opportunities (racial/economic) (1)
- Access to open spaces for activities
- Access to PFA choices; knowledge of how to apply to PFA sites
- Resources in the neighborhood in different age group
- IEP services – knowledge in terms of early interaction and enrollment timeline for parents
- Seamless for families and providers
- Eliminate the waitlist for subsidies
- PFA to build “integrated” infrastructure
- Aligning funding/defining high quality ECE
- Easier access to child care for 0-5
- Professional development for teachers
- Professional development for child care providers
- Better ECE CCR&R services (too long a wait)
- Building teacher’s capacities and enrichment
- Access for infant service and full time services

**Q2: What do children and families need to thrive that they are not getting enough of?**

- Access to rec centers in neighborhood: travel across city to access, gathering places for families, weekend activities in D10 that work for families (1)
- Fresh produce in D10 (1)
- Access to health care limited in D10 (1)
- High cost of childcare and housing for medium-income families - sliding scale (1)
- Other city residents don’t visit D10 – lack of activities for families
- Inconsistent info about SFUSD enrollment
  - Parents and public schools – great resource but limited services
  - Navigating through SFUSD challenging
  - SFUSD enrollment fair chaotic and website not helpful or user-friendly
- Safety; children impacted by trauma/stress

**3-5 Most Important Ideas**

- Access to rec centers in neighborhood: travel across city to access, gathering places for families, weekend activities in D10 that work for families
- Fresh produce in D10
- Access to health care limited in D10
- High cost of childcare and housing for medium-income families - sliding scale

6-13 | Facilitator/Notetaker: Sergio/Laura M.

**Q1: What does success look like for our children and youth?**

- Youth and families have schools that serve as hub to community and city resources (2)
- When families are first and center in SF rather than in the background (2)
- Programs that use restorative justice to ensure all young can be retrained in programs regardless of behavior (1)
- City program do not reflect socioeconomic disparities (should mirror the socioeconomic makeup of the city) (1)
- Opportunities to visit other school – like an exchange program (1)
- Have emotional supports needed to thrive (1)
- Exposure to college and careers, normalize opportunity (1)
- Youth can identify and access spaces that are physically and emotionally safe and healthy (1)
- Children and youth can access all benefits the city has to offer regardless of resources, e.g. RPD
- Public schools were viewed as attractive to everybody
- All kids can attend their schools’ after school programs because they can get home safely, e.g. transportation – more than free student MUNI

- Sees a future for self in San Francisco
- Children and youth are in integrated communities regardless of socioeconomic background
- Kids attending school regularly and excelling academically
- Use firmer means to encourage successful behaviors in school in conjunction with restorative practices which does not work in more extreme cases. Example: in school suspensions. Stop viewing “suspension” as a bad word.

**Share back: something that someone said that was surprising**

- Integrated communities, including schools, regardless of socioeconomic background

**Q2: What do children and families need to thrive that they are not getting enough of?**

- DCYF-funded programs in all public housing (1)
- Add grades 5.5 and 8.5 for kids not ready to transition to MS or HS (1)
- Community schools to support families’ needs (1)
- Stronger partnerships with DCYF-SCUSD-DPH . Working smarter together (1)
- More gifted and talented programs in SFUSD
- More differentiation in teaching
- More adequate assessment of students to ensure they get support needed
- Not all kids who qualify for IEP receive one
- More sports teams for lower and middle income with no segregation, especially for girls
- Civic engagement around public education so all residents see education as a public resource
- Mixers – structured way for youth to connect and a way for youth to interact and get to know youth from other communities and groups
- Mandatory summer school for youth in ES that are falling behind grade level
- More “walking school buses”, e.g. Potrero
- Easier access to fruits and vegetables – weekly farmer’s markets?
- Counseling and therapy for families – easy to access before an incident. Needed to deal with persistent trauma
- When companies like salesforce offer assistance, Mayor needs to ask for financial incentives for teachers to stay in SF – whether it’s income hike or housing allowances
- Programs to support healing, e.g. family dinner, drumming circles, positive activities, medication, art, holistic health
- All programs are socially competent
- School staff that are trained to serve the population they work with – e.g. trauma informed
- Experienced teachers in high-need schools with financial incentives

**3-5 Most Important Ideas**

- Therapy and other programs to support healing for youth and families
- Stronger partnerships between SFUSD and other City departments, such as DCYF and DPA for youth and their families
- Public campaign on the importance of public education

**14-17 | Facilitator/Notetaker: Monica/Tom**

**Q1: What does success look like for our children and youth?**

- Help youth identify trauma and educate youth on trauma, help them overcome trauma; adequate resources to educate youth on trauma (4)
- Exposure to and building on resources in and outside community (2)
- Space to explore identity (2)
- Entering HS prepared (1)
- Young people with social and political consciousness (outside school) (1)
- Graduating HS
- Having a plan and resources to success after HS
- Confidence in identity
- Knowing when/how to seek help
- Youth voice is included in the planning process
- Positive youth-adult relationships (e.g. family)

**Share back: something that someone said that was surprising**

- Young peoples’ voices at the table

## Q2: What do children and families need to thrive that they are not getting enough of?

- Family support services and services to help youth become more independent (1)
- Removal of barriers for undocumented youth (1)
- Cross-cultural/multi-cultural programs that reflect the city's diversity (1)
- Security to ensure that program wages to not impact entitlements (1)
- Adequate housing
- Healthy food and education on how to eat healthy; easy access to healthy foods
- Behavioral health services in multiple languages with people from community
- Mentorship
- Making sure that parents have support and can help relieve young people from taking on adult responsibilities
- Education on life skills (financial, basic skills, etc.)
- After school tutoring
- Funding to locate resources in D10
- Transportation to/from programs
- CBO networking
- Resources fairs in communities

### 3-5 Most Important Ideas

- Family support services including services to help youth become more independent
- Security to ensure program wages to not impact entitlements (housing, g.a., etc.)
- Education on "life skills" (basic skills, financial literacy, etc.)
- Removal of barriers for undocumented youth (i.e. stipend cap)
- Cross-cultural/multi-cultural programs in multiple language with staff that reflect the participants (demographics/city diversity)

## 18-24 | Facilitator/Notetaker: Lyslynn/Laurie

### Q1: What does success look like for our children and youth?

- Job training programs need to be connected to actual employment (partnerships) unions, city jobs (5)
- Alternative programs – criminal justice system and not a life sentence. Allow for life mistakes and not life-long mistakes (2)
- Healing spaces – addressing trauma as a community (1)
- Opportunities for all students, specifically those that are not high achievers In school (1)
- MUNI bus program expand to age 24 (rides to work, school, sibling pick up, easier access to resources not in your district) (1)
- Being happy and enjoying their lives; can see past age 24 – visualize future
- Have a safe home, neighborhood in SF
- Spaces to gather, play
- Families have strong ties to SF but cannot afford to live here
- They need to know where their resources are (a sense of community with services)
- Feeling safe – in parks, community spaces
- Places that facilitate creativity, arts, music, showcase art
- Access to higher education – wrap around services (childcare, books, transportation, financial aid, housing)
- Allow 18-24 year olds to be creative and not be judged
- Healthcare – outreach for medical services (consider changes as they leave home)
- Young women – access to contraceptives
- They are engaged and contributing to their community
- Are able to be middle class (at least)
- Access to housing
- Helping them navigate the various social services
- Opportunity to build credit
- Providing skills to land jobs
- Mentors who will advocate for this group and them being mentees

#### Share back: something that someone said that was surprising

- There are a lot of job training programs but they are not necessarily connected to actual job opportunities; need to help navigate city job bureaucracy

## Q2: What do children and families need to thrive that they are not getting enough of?

- Affordable, safe housing (not just SRO's) – 30% is high given childcare needs and how to navigate system (2) Jobs that earn a living wage (full time to allow for benefits) (2)
- Childcare to allow them to work and travel (more slots in our neighborhood) – 10 hours (1)
- Job opportunities connected to job training program (immediate – first 3 months) (1)
- Job etiquette, professionalism (1)
- A safe way to build credit (1)
- Need people they can relate to and vice versa (every stop along the way – college, jobs, etc.) (1)
- Basic life skills connected to job training (change a diaper, write checks) (1)
- Mentor to help navigate corporate world – skills for upward mobility, goals, visioning, 5 year plan, mentor who is culturally competent
- Bring case managers into housing projects, bring the services to us
- Allow for a “dorm-like” space for TAY youth; build upon “taking it to the streets”
- Help navigating how to get real healthcare as a new adult
- Mental health services in the transition
- Mental health care at early stage – proactive
- How to re-connect with families after foster care, bringing families back together
- Healthy foods – affordable grocery stores in our district – improve foods co.
- College counselors need to have cultural competency (@CCSF, school district), personal connections at college
- Love!

### 3-5 Most Important Ideas

- Jobs: allow to earn a living wage in SF; full time to allow access to benefits
- Housing: affordable, safe, navigating the system
- Mentorships: help us navigate systems; folks we know and connect with; create a community of love; help with life skills/build credit

### At-a-Glance

**District 11:** Cayuga Terrace, Crocker Amazon, Excelsior, Mission Terrace, Outer Mission and Ocean View/Merced Heights/Ingleside (OMI)  
**Supervisor:** John Avalos

**Location:** Denman Middle School, 241 Oneida Ave.

**Date:** Tuesday, November 9, 2015

**Time:** 6:15pm – 8:15pm

**Total Participants:** 54

**Affiliation** (Participants could check all that apply):

- Parents – 20
- Youth – 2
- Community Organization – 17
- School – 8
- Other – 13

**Translation Services:**

- 2 Cantonese

**Group breakdown:**

- 0-5 – one group
- 6-13 – two groups
- 14-17 – two groups

**Facilitators:**

- 0-5 – Barbara
- 6-13a – Brett
- 6-13b – Laura M.
- 14-17a – Laurie

- 14-17b – Kevin

*In notes: number in parentheses indicates dot votes*

**Group: 0-5 | Facilitator: Barbara**

**Q1: What does success look like for our children and youth?**

- Access to affordable housing for families/providers with legal protections (8)
- Proper attachment/emotional health (4)
- Increase rate for providers (4)
- Access to open green spaces (3)
- Stable support for family (e.g. resources for families) (1)
- High quality education for providers – so they can provide high quality service to kids (1)
- Providers' paid vacation (1)
- More space for child care (1)
- Rental protection and rental subsidies for providers (1)
- Parent support
- Children are happy
- Healthy meals
- Sustainable FCC business
- Access to mental health services
- Language access
- More CC subsidies for families
- High-quality ECE = successful children
- Walking (safely) to school
- High quality children care and education
- Safe environment
- Doctor for younger child
- Access of medical service by using health insurance
- More resources for kids
- Public transportation for children

**Share back: What was something that came up during the discussion that you found surprising?**

- Access to affordable housing for families/providers with legal protections. Currently have absolutely no protections

**Q2: What do children and families need to thrive that they are not getting enough of?**

- Hotline: medical services (pediatrician) multi-lingual – extend (3)
- Insurance: health/mental health (bilingual) (2)
- Qualified mental health services (1)
- Access to community services for mental health, lower cost
- Lack of socio-economic diversity – desegregation, eliminate SFUSD lottery (2)
- Extend child care hours without copayment (1)
- Affordable housing (1)
- City College child observation classes to more locations
- Filipino/Tagalog immersion – SFUSD
- Rebate electrical/assisted bicycles
- Support for the families to get medical services – parents may not have time to take their child to see the doctor and leave the child
- Health/medical training for child care providers
- Lack of access for family resource center – business hours are same as parents work hours

**3-5 Most Important Ideas**

- Access to and financial help for multi-language health and mental health services
- Hotline for pediatric multi-language service for families and ECE providers
- Affordable housing
- Lack of socio-economic diversity → eliminate SFUSD lottery

**Q1: What does success look like for our children and youth?**

- Safe neighborhoods/public transit/walkable neighborhoods/school routes (5)
- Trauma support – early response! Averse Childhood Experience (ACE) trained support providers and screenings (5)
- Relationship building – peers, teachers, adults
- Parks and open spaces (2)
- Non-fatigued school administrators (2)
- Employability and getting a living wage job (2)
- Basic needs (1)
- Emotional wellness (1)
- Better response from MUNI to citizen concerns (1)
- Nutrition
- Academic success
- Family
- Special needs support
- Mentorship
- Access to good education
- Safe school environment
- Wellness support
- Accountability system that is unbiased and creates linkages between services

**Share back: What was something that came up during the discussion that you found surprising?**

- More ACS (Adverse Childhood Experiences) screening. If a child were to have two or more ACS screenings, they would have more supports

**Q2: What do children and families need to thrive that they are not getting enough of?**

- More staff at schools (faculty, after school, social workers) (5)
- Quality of afterschool programs needs to improve (use PQA – Program Quality Assessments) (2)
- Cultural competency training from early age; consideration to deal with intention (1)
- Schools as the center of communities (community events beyond students) (1)
- Summer programming for all – no more waitlists (1)
- Failing playgrounds, community center too small, maintenance of current community centers, access to and safe passage to centers (1)
- Gender balancing of students in classrooms (ratio of genders)
- Identify problems early
- Scholarships for summer programming and support for filling them out (applications)
- Equitable payments for those able to pay for services and those who can't
- Better rec & park programming, particularly for >5; access, variety, and quality need to improve: language programs, swim programs, recreation programs, field trips, STEM programs
- Opportunities to learn about different cultures
- Mindfulness and/or meditation training
- Network of people on corners after school (crossing guard or ambassadors)
- City beautification team/projects
- Roadmap for parents to follow when they need something (311 for families)
- Services for kids with special needs on institutional level; transparency of process
- Proactive vs. reactive responses by school staff
- Inclusiveness of community spaces needs to improve
- No anchor space in OMI

**3-5 Most Important Ideas**

- More staff at schools (faculty, afterschool personnel, social workers)
- Improve quality of afterschool programs & summer programs
- Safety
- Family 3-1-1

**Q1: What does success look like for our children and youth?**

- Opportunities available for all children in after school programs; no waiting list (4)



- Enough slots available to accommodate all children who want to participate (3)
- Kids feel safe to go out and play (2)
- Well-paid, supported staff (2)
- Financial support for infrastructure of CBOs (2)
- Developed persistent mindset (2)
- Smaller classes to provide enough support to each child; smaller student-to-teacher ratio (2)
- Environment that is caring, safe where their voices are heard (1)
- Kids get more academic support (1)
- Academics – success is a sign of things going well
- Increase access to technology, e.g. Makers lab
- More in-class support and tutoring for all kids
- Love learning

#### **Q2: What do children and families need to thrive that they are not getting enough of?**

- Transportation to rec centers with attendance accountability between center and school staff (2)
- Support for safety – from community, police – to free staff from environmental stressors (1)
- Availability of Afterschool programs; 2-6pm prime hours (1)
- Variety of Afterschool programs: science programs, projects, art programs, creativity, engaging opportunities that are age-appropriate (1)
- More targeted communication to immigrant community - support in access/navigation of systems (1)
- Cross-cultural interactions to break barriers (1)
- More opportunities in this district: programs, medical, basic needs info (1)
- Safe transportation home from Afterschool programs
- Full service community school
- Transportation for in-school field days
- Stability – housing
- Family support with basic needs, i.e. housing, immigration, legal services
- More connection with real-world opportunities and connections – expansion of MYEEP slots
- Career programs, shadowing – in this neighborhood and downtown: variety of industries and starting at middle school
- Nutrition – access to meals, instruction about...
- City and SFUSD systems that communicate
- More summer and winter camps
- Furlough days
- Scholarships for camps
- More awareness about available opportunities
- More funding for more slots
- More funding for better quality
- More programs at McLaren Park
- Special Education programs in the summer
- Expand Beacon’s capacity
- Fund/support access to interpretation, translation, adult language classes

#### **3-5 Most Important Ideas**

- Availability and variety of Afterschool programs
- Safe transportation from school to programs, program to home with accountability
- More opportunities for cross-cultural interactions
- More opportunities with more awareness to services that meet families’ basic needs

If this group could add additional priorities, they would also include:

- Career programs; shadowing opportunities
- Support for safety – from community, police – to free staff from environmental stressors

**Group: 14-17a | Facilitator: Laurie**

#### **Q1: What does success look like for our children and youth?**

- Curriculum is contextualized – bring more employers into schools, graduating with skills (3)
- Regular relationships (both youth and adult led) with law enforcement – not just trouble (3)
- City needs to put more resources into schools daily: tech, reserves behind trend, para professional, bilingual programs/people, increasing arts, career paths, no continuity (3)
- Support the adults who are supporting youth (3)

- Tech (and more) set aside real jobs, internships and more: local job partnerships (2)
- Growing up with responsibility to community (1)
- Access and tech & arts [STREAM] economic wages to stay in SF (1)
- Resilience – barriers and trying again (1)
- Schools (trade schools) in addition to SFUSD certificates schools offer- facilitated partnerships (e.g. CCSF) (1)
- Getting youth to and from programs – safe public transportation (1)
- ELL not enough support in schools – more bilingual adults across the board (1)
- Soft skills and ability to access resources independently
- Adult allies
- Access to healthcare – ability to navigate health system
- Imagine possibilities
- College only vs. trade schools; pushing four-year, also promote trade/certificate
- Social network (physical) family
- Safe and supportive environments city ensures in all locations they're in
- Online bullying → what is SFUSD doing?
- Homeless issues rising – hard for teens to express their feelings; what tools do they have/know about interfacing with homeless/mentally ill
- Pedestrian safety: stop signs/crosswalks
- SFUSD new comers need more resources
- Understand the “why” to education: purpose/connecting lesson two real world
- Students (11<sup>th</sup> and 12<sup>th</sup>) struggle with one subject and give up: how can we connect to real life → possible afterschool program or other non-traditional/hands-on opportunities
- More career counselors, experiences: youth need to know all options
- Rather than pay career ed → employer paid by cap
- Increased awareness of accessible resources → promoting certificate programs at CCSF
- SF not paying at median wage (direct service providers) → reduce turnover

## Q2: What do children and families need to thrive that they are not getting enough of?

- More present law enforcement with positive engagement (currently so much distrust) → fun, collaborative experiences and interactions – football, basketball, etc. (2)
- Engage more small businesses (United Way) to learn what they need to support young people: take on in their existing businesses (1)
- Why factor: they don't understand why they need to know what is being pushed on them; aren't given the proper understanding/info → youth need agency (1)
- Access to innovative programming, e.g. Makers Labs → how can CBOs gain access to the spaces that exist? Funded to create new ones? (1)
- Very few youth-friendly jobs in neighborhood; have to travel far (1)
- Mental health and well being
- Outdoors: activities, programming
- Exposure
- Access to internships: city organize itself better, notify about open slots
- Access to “teenspaces” (not called that) invite in: hang out, feel welcome
- Access to technology: computers, ipads, learn search engines: home or shared spaces
- Exposure sooner as soon as they get in to high school
- More in the “driver seat” of what's going on – bring voice and self-determination,, involved in design of spaces, curriculum, etc. give them tools and resources to create → adult-supported, not given
- General lack of resources: varies by neighborhood, inequities, need to create, systemize equity across city
- More resources
- Systems that support young people don't work with each other: siloed work
- Support – taking care of their parents; How to balance home life
- Reiterate “let us be our age”
- Access to workshops that help youth support families
- More community gardens spaces
- Urban farming or STEAM
- This neighborhood is fairly isolated yet ACTIVE community – OMICC, Excelsior collaborative: neighborhood collaboration works!
- Sustainability – not displacing but including young people in what exists here
- “Better neighborhood, SAME neighbors”
- Accessible mental health services: too many barriers (especially for addressing violence and trauma)
- Healthy foods: corner store make-overs, educating differently, and promotion
- Need to feel safe + loved: then you can imagine, learn, etc.
- Having caring adults: mentors, mentorship programs
- Increased incidences of youth-on-youth violence – why?! It's increasing at an alarming rate.

### 3-5 Most Important Ideas

- There are very few youth-friendly jobs in this neighborhood so we need sustainability: one solution could be engaging more local small businesses to learn what they need to take on youth (no displacement)
- Fun, collaborative experiences with law enforcement that promote genuine, positive engagement
- Young people have the right to know why they're taught/learning specific info/skills. Youth need agency
- Deserve access to innovative programming (such as Makers Labs)

### Group: 14-17b | Facilitator: Kevin

#### Q1: What does success look like for our children and youth?

- Happy, stress-free (4)
- Physically and emotionally healthy (3.5)
- Stable housing, basic support (3)
- Self-actualization (2)
- Hopeful (2)
- Access to higher education (2)
- Curious, confident and communication skills (1)
- Ability to self-reflect (1)
- All kinds of good opportunities (1)
- Open-minded about things that pop up (1)
- Mentorship and mentee (1)
- Passionate (1)
- Sense of control over own emotions and actions (1)
- Balance (1)
- Access to available health care (0.5)
- Friendships – human connections (0.5)
- Knowing what emotional health is (0.5)
- Learn about self-sustainability
- Safety
- Able to envision a future of themselves
- Informed. To process and use information
- Feeling that “you can” – empowered
- Being able to act your age, not grow up too fast
- Comfortable with themselves and other peoples’ backgrounds – tolerant
- Need perspective from different people
- Have goals – long term and short term
- Secure
- Excited about the future
- Awareness
- Eagerness to learn

#### Share back: What was something that came up during the discussion that you found surprising?

- Being able to act your age, having 14-17 not grow up too fast or have too many responsibilities at home

#### Q2: What do children and families need to thrive that they are not getting enough of?

- Make education more “real life” (tax info, resumes, financial management, public speaking) (2)
- Language education – different languages (2)
- Green skills training (2)
- Flexible school hours (1)
- \$ (1)
- Impassioned, well-qualified, well-paid teachers (1)
- Supportive friends and family (1)
- Daily routines
- Stable families
- Awareness/information of where programs are
- More translation services/language access

- Caring adults knowledgeable about youth development
- Human interaction
- Secure jobs
- Safe environments
- Services programs (community service) and training
- Understanding integrated systems
- Education through music, performance – different types of education and instruction
- Outdoor classrooms
- Better chairs
- Hands-on learning
- Better coached sports and free equipment
- Revolution food sucks
- More AP classes – redistribution across schools
- More diversity of teachers – know where to get support
- Opportunities to make grades better
- More compassion
- Entrepreneurship and small business
- Innovation
- Sustainable businesses
- Need to know what's out there before going after it
- Direction
- More safe spaces
- Healthy green environment
- Community and peer mentoring
- Less crowded housing
- More cultural spaces
- Learn about their culture and others
- Free access to mental health
- Positive reinforcement
- Nutritious food throughout day
- A standard for physical and emotional health
- Good role models
- Connections

### 3-5 Most Important Ideas

- Make education more real-life with integrated systems
- Friendships and human connections
- Teachers who are impassioned, well-qualified, well-paid, represent diversity of race/ethnicity and perspective and teach through varied modalities (music, arts performance)
- Safe, open, healthy green environments
- Can see the future and see themselves empowered to get there – get the direction and support to self-actualize