District 11 Summary of Key Themes

EXCELSIOR, OCEANVIEW, MERCED HEIGHTS, INGLESIDE, OUTER MISSION, CROCKER AMAZON
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D11 (EXCELSIOR, OCEANVIEW, MERCED HEIGHTS, INGLESDIE, OUTER MISSION, CROCKER AMAZON)

On October 12, 2019, DCYF convened a family summit to hear about the needs of children, youth, and their families. The goal of the summit was to gather feedback from the community in District 11 to learn about the lived experiences of families in the district, including the greatest pain points in their daily lives, what is working, what could work better, and how should the City of San Francisco improve their quality of life. The summit began with opening remarks from Supervisor Ahsha Safai and DCYF staff. Participants listened to a presentation about DCYF and the Community Needs Assessment process, then engaged in breakout table discussions, facilitated by Bright Research Group for approximately 50 minutes.

PARTICIPATION IN THE FAMILY SUMMIT

A total of 23 family members and 15 providers participated in breakout table discussions. Of the family members in attendance, 17 were caring for children. Participants were broken into four groups—two provider breakout groups and two family-member groups. All groups were facilitated in English.

*Data in figures includes all community members who registered at the summit. Some participants did not register. Some attendees did not participate in the breakout discussions. Registrants were asked to select all applicable race/ethnicity categories.

Bright Research Group analyzed data by key theme. DCYF made the decision to redact the names of community-based organizations named by family members and youth as sources of support, out of concern that organizations have different levels of capacity when it comes to organizing their participants to attend community events.
**A Day in the Life**
Participants were asked about the easy and difficult parts of a typical day in the life of their families. The morning time, including getting children out the door, was the most stressful time of day for family members with caregiving responsibilities. For many, transportation, family support, childcare, and after-care were identified as key factors impacting the ease or difficulty of their day-to-day lives. A stressor experienced by many involved getting their children to and from schools located in different parts of the city, as well as to classes and programs. This was especially challenging for parents with children who attend different schools. Improved public transportation and parking as well as more neighborhood-based options for school and after care would improve the quality of life of parents.

Relationships with loved ones and extended family—especially grandparents and elders—were identified as community strengths and supports, often easing the day-to-day stress of family life. When responsibilities were shared with partners, extended family, friends, and after-school providers, daily life felt manageable for many. Participants named schools, after-care programs, San Francisco State University, ethnic and neighborhood specific community-based organizations, after-care / childcare providers, and other community-based organizations as trusted community resources that were working well. When it comes to managing family life during the summer, one college student appreciated the break from school, whereas another parent found it hard to juggle their child’s different activities.

**Needs of Families**
Families focused their conversations on after-school and enrichment programs; many shared appreciations for the presence of high-quality after-school programs in their neighborhood, which enabled them to work. The factors important to parents when it comes to after care include culturally relevant programs and trust in the staff. Some felt that there were insufficient resources for aftercare programs, and one parent reported that out-of-school-time programs were limited for children with special needs. A parent with a young child had experienced significant challenges with finding an affordable preschool in the Excelsior and had resorted to taking their child to Gymboree once a week.
Other needs cited by parents included: support for single parents, support for undocumented youth and immigrants, positive youth development and leadership opportunities, as opposed to solely employment opportunities. Youth should have the opportunity to engage in community activism and infrastructure improvements to address parking issues in the Excelsior and to improve the Excelsior playground.

Parents had questions about the role of DCYF and how to find out about programs in their neighborhood. They emphasized that they primarily find out about resources through word of mouth and expressed a desire for more easily accessible information.

**KEY THEMES FROM PROVIDER BREAK-OUTS**

Providers concurred that there is a need for additional mental health supports and education for families, with a particular focus on Filipino youth. Multiple providers expressed concern about the statistics concerning suicidality, anxiety, and depression rates among Filipino youth. Providers expressed a number of barriers to providing mental health services to young people—funding/initiatives are not stable/lasting; stigma and a lack of funding make it difficult for CBOs, providers, families, and youth with respect to mental health needs; and the frontline staff lack training to support youth with mental health or behavioral issues or special needs. Providers emphasized the need to reach through trusted community sources and use culturally competent strategies to understand and address stigmas.

Providers are also concerned that the families and young people whom they serve in District 11 are finding San Francisco increasingly unaffordable. With development and gentrification, families and nonprofit staff alike are facing growing economic pressure and no longer see the city as a place for them. Providers would like to see young people have a pathway into living-wage jobs that enable them to stay in the city. Some providers found the “We Are the City” branding ironic, as youth and families of color are being pushed out of the city. Some providers noted the need for young people to see evidence in the physical environment that the city still belongs to them, as there is ample evidence with new development, that San Francisco is increasingly for people who do not look like them.

Providers expressed concern about the impact of gentrification on the nonprofit workforce; in the past, frontline workers came from the community. Nonprofits are having a hard time paying a living wage and facing high
turnover as their staff leave the sector or the city. Providers raised questions about how to continue to serve youth who belong to the city but no longer reside here because of displacement. Providers would like to see more jobs that pay a living wage within the community for youth—more opportunities in tech and more economic development in the neighborhood with youth in mind. Participants understand that DCYF cannot stop gentrification but argued that DCYF can advocate on behalf of the families served through DCYF investments.

Providers cited the diversity of families and a rich network of nonprofits and community-based organizations as the key strengths of District 11. They noted the importance of culturally relevant programming offered by ethnic-specific organizations.

Other needs identified by providers include after-school supports—there are inadequate resources and slots to meet the demand for after care; safety—a lack of traffic lights and safe crossings on major streets, the presence of intoxicated folks in public when youth are walking home; and, newcomer support.

**PARTICIPANT QUOTES**

“I am concerned that Filipino middle-schoolers have the highest suicide-ideation rate among adolescents. I asked my daughter about these statistics. She said, ‘Everyone in my friend group has.’”

—Parent/Provider, D11

“Children do not feel a need to communicate with parents and want to be independent. I would like to know more about how [my] children are doing at school and comparing [them] to other students.”

—Immigrant parent, D11