



TREASURE ISLAND CHILDREN AND YOUTH NEEDS ASSESSMENT

PREPARED FOR THE TREASURE ISLAND
HOMELESS DEVELOPMENT INITIATIVE (TIHDI)
AND THE TREASURE ISLAND DEVELOPMENT
AUTHORITY (TIDA)

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INTRODUCTION

BACKGROUND

The Treasure Island Homeless Development Initiative (TIHDI) was formed in 1994 to develop the homeless component of the land use plan for redevelopment of Treasure Island under the Base Closure Community Redevelopment and Homeless Assistance Act of 1994. When Naval Station Treasure Island was selected for closure and disposition by the U.S. Government in 1993, the City and County of San Francisco was required to propose a plan for using Base resources to assist homeless persons, and enter into a legally binding agreement with representatives from the homeless services community. In 1996, TIHDI finalized an agreement with the Board of Supervisors to reuse existing housing units and create job opportunities through a 25% employment set aside for homeless and economically disadvantaged San Franciscans. In 1998, the Treasure Island Development Authority (TIDA) was created to replace the City and County of San Francisco as the Local Reuse Authority responsible for the redevelopment of Treasure Island after Base decommissioning.

Since 1998, TIDA and TIHDI have supported the development of numerous services for families living on Treasure Island. Many of these projects are still in existence today, and are highlighted in the 'Resources' section of this needs assessment report. In 2010, the terms to hand over Treasure Island from the U.S. Navy to the City of San Francisco were officially approved. Currently, the island is home to approximately 700 households, with a bus service running regularly to San Francisco, a small handful of restaurants, a simple island market, and minimal retail or entertainment available for residents.

In 2011, the San Francisco Board of Supervisors unanimously voted to approve the Treasure Island Development Project, with a Master Plan expected to cost \$1.6 billion over the next 20 years. Ultimately, the Development Project will produce a new San Francisco neighborhood of up to 8,000 homes, with extensive open spaces, hotels, restaurants, retail, and entertainment venues. It will feature a new ferry service, as well as an intermodal transit facility to increase transport between Treasure Island and mainland San Francisco as well as the East Bay.

Yet during this exciting time of development, TIDA and TIHDI have recognized the acute needs of families currently residing in the island, particularly those with children and youth under age 18. To that end, they

FAMILIES ON TREASURE ISLAND

A March 2016 survey of the five major housing and service providers identified a total of 397 children ages 0 – 18 living on Treasure Island.

Of these, 239 were girls and 196 were boys. Nearly 70% were African American or Latino/a.

have commissioned a Children and Youth Needs Assessment as well as the development of a 5-Year Services Plan to meet the needs of Treasure Island youth. These documents are intended to determine gaps and identify opportunities to strengthen the resources available to youth on the island over the next 5 years.

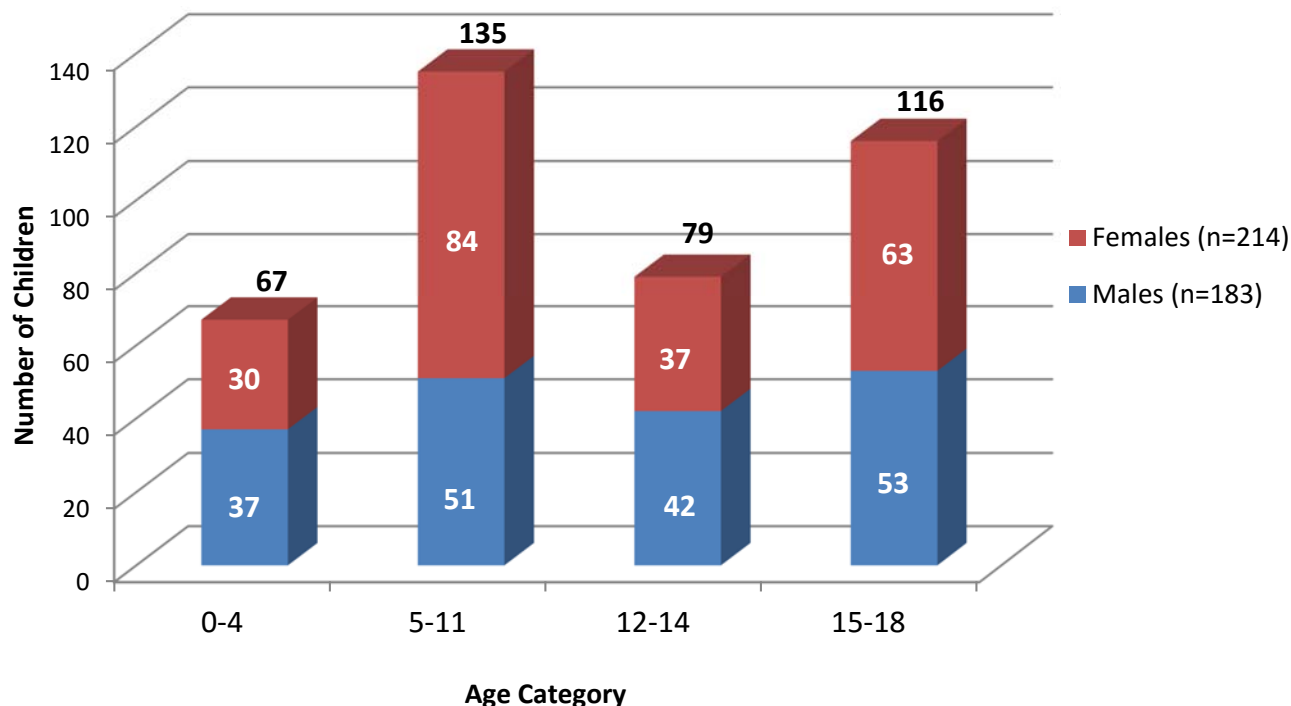
In December of 2015, the Bay Area public health consulting firm Facente Consulting was hired to conduct the needs assessment and facilitate the development of a concrete plan for services to address gaps and challenges. The 5-Year Services Plan is due to be released in July of 2016.

DEMOGRAPHICS

As part of the needs assessment, the 5 housing and service providers on Treasure Island were surveyed with regard to their member/client demographics: Catholic Charities, Community Housing Partnership, HealthRIGHT 360, Swords to Plowshares, and the John Stewart Company (Treasure Island's market rate housing provider).

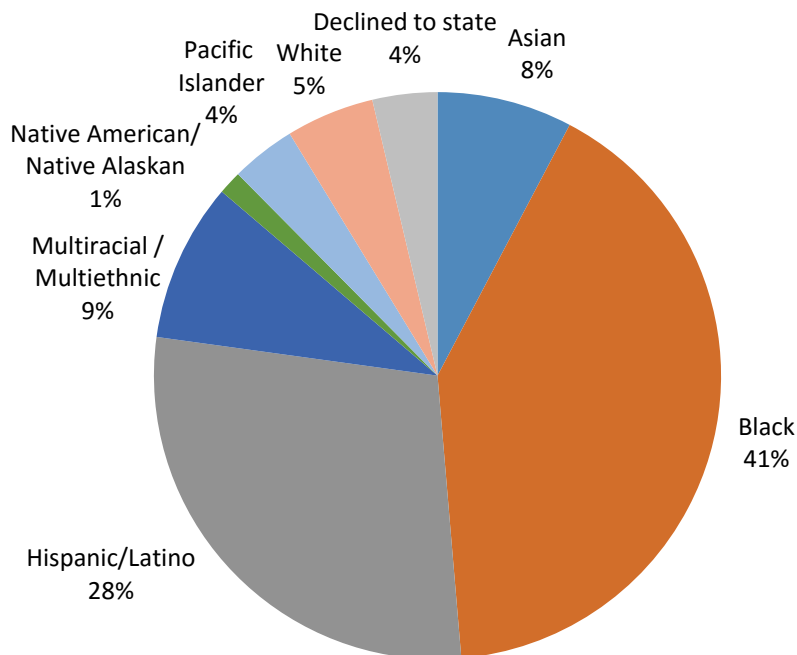
Among those agencies, a total of 397 youth ages 0-18 were identified as living on Treasure Island, with the age and gender breakdown found in the figure below.

Number of Children/Youth on Treasure Island
Calendar Year 2015
Total number = 397

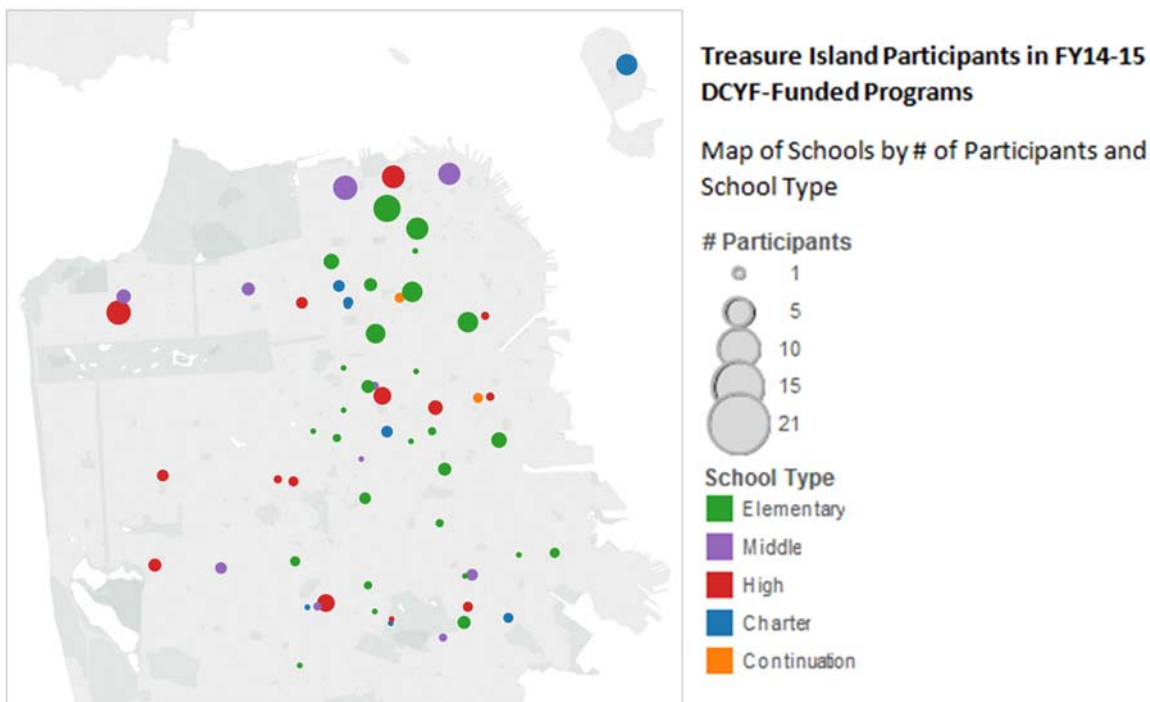


In the fall of 2015, the San Francisco Department of Children, Youth and Their Families (DCYF) tallied up the total number of youth being served through DCYF-funded programs on Treasure Island, and found that there were 303 youth ages 0 – 17 (note that unlike in our own count, youth age 18 were not included by DCYF). Their data offers an ethnic breakdown of the youth in their programs:

Race/Ethnicity of Youth Served in DCYF Programs, FY 14-15



During that same fiscal year, DCYF made available a map of schools in San Francisco by the number of Treasure Island participants, as – importantly – there is no public elementary or middle school on Treasure Island:



METHODS

To complete the needs assessment, consultants from Facente Consulting worked with staff of TIHDI and multiple service providers on the island to gather data in a number of ways, including:

1. Resident surveys. Open to any family on Treasure Island with a child age 18 or under, these 12-question surveys were available in English and Spanish, distributed both on paper and via surveymonkey (www.surveymonkey.com) to residents in each of the housing providers and community agencies on the island. Surveys were released on February 5, 2016, and the survey period closed on March 15, 2016. Residents were offered the opportunity to either complete the survey anonymously, or enter their first name and contact email/phone number in order to be entered into a drawing for a free Google Chromebook or one of two \$75 Target gift cards, as a thank you for their participation. During the survey period, a total of 62 surveys were collected; 58 were in English and 4 were in Spanish. Two of the 58 English surveys were discarded due to seemingly invalid/unbelievable data, and the remaining 60 surveys were entered into a Microsoft Access database for analysis.

2. Provider surveys. During the same timeframe as the resident surveys, a separate survey was sent out via surveymonkey to service providers who serve children and youth on Treasure Island. Eight providers took the survey, from 5 different service agencies. Results of both surveys are shared in the 'Findings' section, below.

3. Focus groups. In addition to surveys, four 90-minute focus groups were held on the island, with 6-10 participants in each focus group. One was for service providers, two were for adults with children age 0-18 (one in English and one in Spanish), and one was for middle and high-school aged youth. The adult focus groups were held at the Community Housing Partnership meeting room, and the youth focus group was held at the YMCA. During these focus groups, participants were asked to share information about their experiences related to children and youth on the island, including what opportunities they thought would be most useful and interesting to youth in the future.

4. Interviews. Interviews were also held with service providers and key stakeholders on the island, including representatives of TIHDI, TIDA, the YMCA, and the Treasure Island Sailing Center. Interviews ranged from 30 minutes to 75 minutes, and the information from these interviews was used to inform both the 'Findings' and 'Resources' section of this report.

OVERVIEW OF MAJOR THEMES

The major theme that resulted from this needs assessment is that there are, in fact, many resources on Treasure Island that are available for children and youth, but they are simply not being utilized. In fact, the perception of residents related to the availability of resources or the policies/logistics of organizations on Treasure Island frequently did not match the reality. There are four potential reasons for the underutilization of services that exist on the island:

1) **They are the wrong resources.** For example, sailing, Gaelic football, and rugby may not be the opportunities that Treasure Island youth are excited about. The playground may not have the type of equipment that parents feel is appropriate for their children to play on. The academic support at the YMCA may not be focusing on homework in a way that middle school youth need, despite other excellent offerings.

2) **There are logistical barriers.** For example, the fact that the YMCA closes at 6pm is clearly a challenge for Treasure Island youth, who don't arrive until long after the 3-hour program is already underway. The fact that the only community room open for use by residents for private activities is not open on evenings or weekends – or open to all residents – is a barrier to the sense of community.

3) **People don't feel welcomed when participating.** No matter how beneficial a resource, if people do not feel comfortable while participating they are unlikely to come back. Word of mouth is also an extremely powerful force in this regard. During focus groups, it was clear that there was tension and frustration on both sides between residents and service providers; cultivating mutual respect is critical to improving service utilization.

4) **People simply don't know what's available.** Even among service providers, there was significant confusion about the opportunities available for youth on the island. For example, the YMCA has significantly modified their programs in recent years in response to feedback from Treasure Island families and youth, but these efforts have not always been recognized or appreciated. Better coordination and communication about resources overall is a critical first step.

FROM HERE TO THE FUTURE

Improved utilization of current and future services will require resolving three key issues:

Communication:

Ensuring that residents know what's available and are provided services they want/need

Coordination:

Enabling participation through improved planning and logistics

Community:

Building mutual respect and a sense of shared community

COMMUNICATION

It was exceedingly clear throughout this needs assessment that communication of information to residents is a serious challenge. Despite the fact that information packets with available opportunities are placed *weekly* in resident mailboxes, there was a great degree of confusion and lack of awareness among parents and youth about resources and options. Passionate recreational program operators like the heads of the Treasure Island Sailing Center and the San Francisco Little League expressed a real desire to involve Treasure Island youth in their activities – and a willingness to work through any financial barriers that may exist – but simply had no idea how to promote their offerings or encourage residents to become involved.

Improvement of communication to residents and establishment of new mechanisms that are more effective at spreading the word about free opportunities for children and youth is one of the most critical tasks of the upcoming Services Plan.

COORDINATION

Beyond communication, there is an opportunity to improve the coordination of services on the island. This includes a thorough examination of the challenges posed by transportation and timing of services, and a willingness to make changes accordingly to the times and ways in which services are offered. It also means exploring the centralization of services, whether through the YMCA or another resource, to help minimize the number of people and agencies with which residents need to keep open communication. For example, if participation in activities at the Sailing Center, the Little League, or the Gaelic Football or Rugby Associations were coordinated through the YMCA, then residents would only need to build one strong relationship – with staff at the Y. Then they could feel confident that their children would be connected with the services that are right for them, because someone who knows about the available opportunities and will advocate for them, making the right connections.

SENSE OF SHARED COMMUNITY – ONE OF WHICH PEOPLE CAN BE PROUD!

A theme running through every focus group and interview with residents was the desire for community and belonging. Especially for a place that is as isolated as Treasure Island, feeling a sense of pride for their community is an imperative for residents! Building this sense of community and respect is likely to lead to great improvements in parental involvement, encouraging their children to be engaged in activities throughout the island.

In addition to creating and caring for shared community spaces, two relatively easy ways to boost a sense of community include holding more “whole family” events – building mutual respect between parents and service providers – and scheduling resource fairs, where residents can come and eat, socialize, and learn about opportunities for their families and their children. This would be a great way to invite staff of the Sailing Center, Little League, and similar to meet and connect with residents.

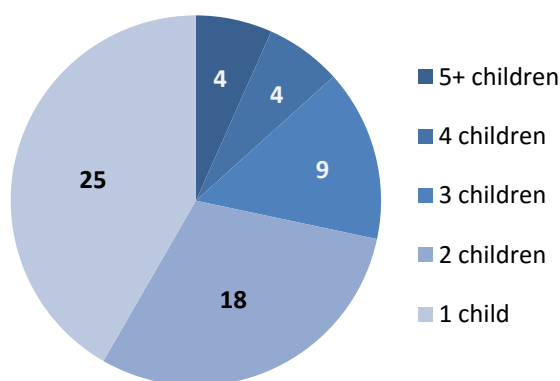
SURVEY FINDINGS

RESIDENTS

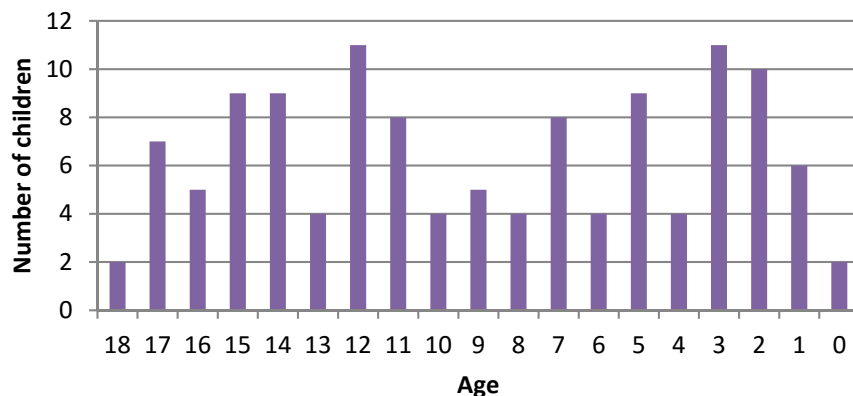
In addition to the 3 focus groups for residents, 60 families had a representative take the survey we released (25 of them online and another 35 on paper). Of those, 8 had lived on Treasure Island for less than a year, 13 had lived there for 1-5 years, 21 had lived there for 5-10 years, and 14 had lived there for more than 10 years. Before coming to Treasure Island, the majority (2/3) had lived in San Francisco, with the remainder moving to Treasure Island from another Bay Area city or outside the area entirely.

The number and ages of children that each respondent had ranged widely, summarized in the figures below:

Number of children, per respondent



Number of children of parents responding to the Children and Family Survey, by age



SURVEY AND FOCUS GROUP FINDINGS

Providers and families alike saw a need for additional youth services “on-island”, but noted significant barriers to participation, including:

Transportation: Youth often do not get back to the island until late

Safety: Ensuring the safety of youth with improved lighting, anti-bullying policies, etc.

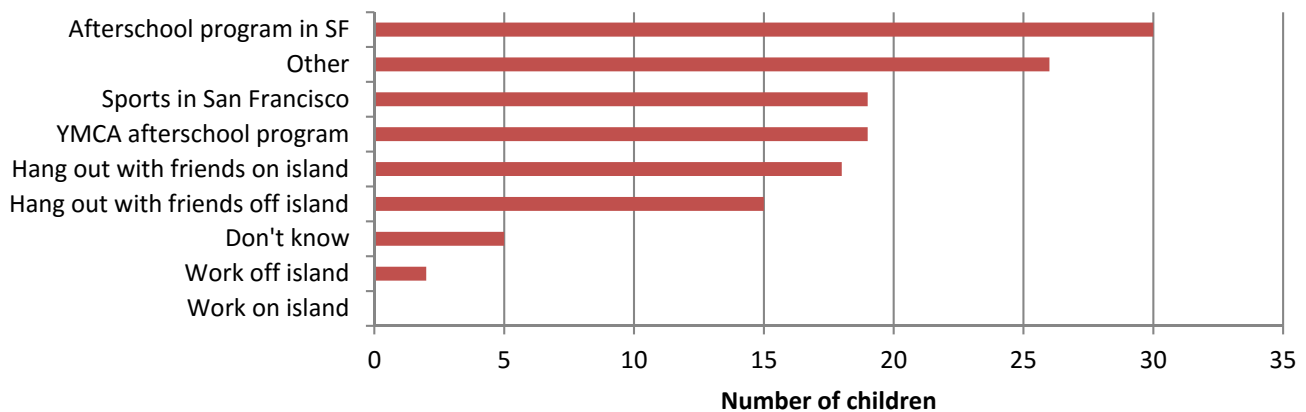
Parental involvement: Increased parental awareness of available services, parental encouragement of youth participation

Children under age 5

Though it was not a major focus of our needs assessment, we did ask parents with children under 5 what their children currently do during the day. 4 parents said their children go to preschool off the island, 6 are in in-home care on the island, 13 go to Day Care (the Child Development Center), and 15 stay at home with a parent.

Current activities for children ages 5-18

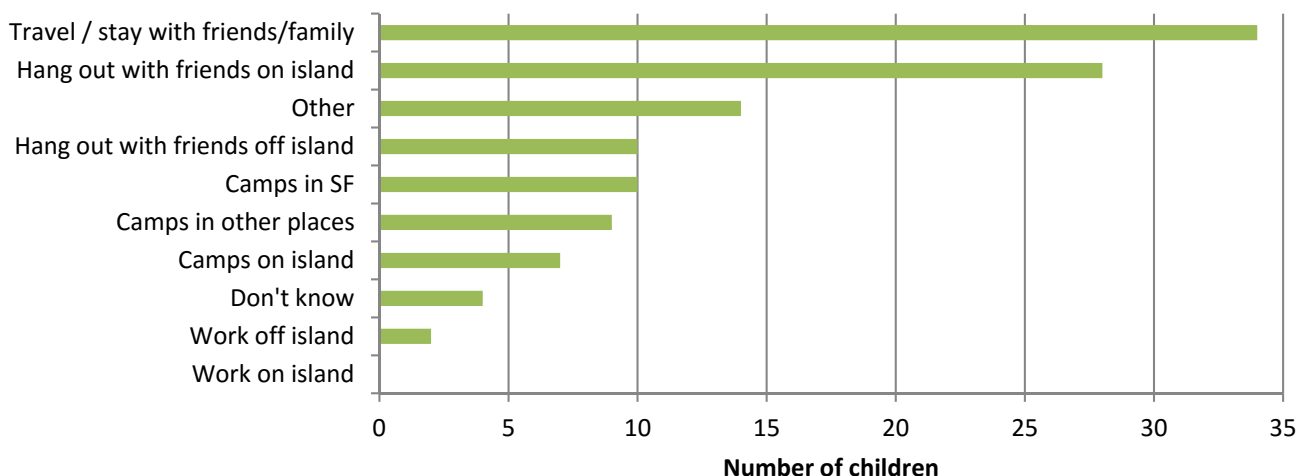
What do your children age 5-18 do after school?



For respondents who said other (n=26), 16 said their child comes home and stays there, either with siblings, doing homework, or spending time with family. The other 10 children did a variety of activities, including choir rehearsal, church, community service, park and rec activities, tutoring, therapy, and volunteering.

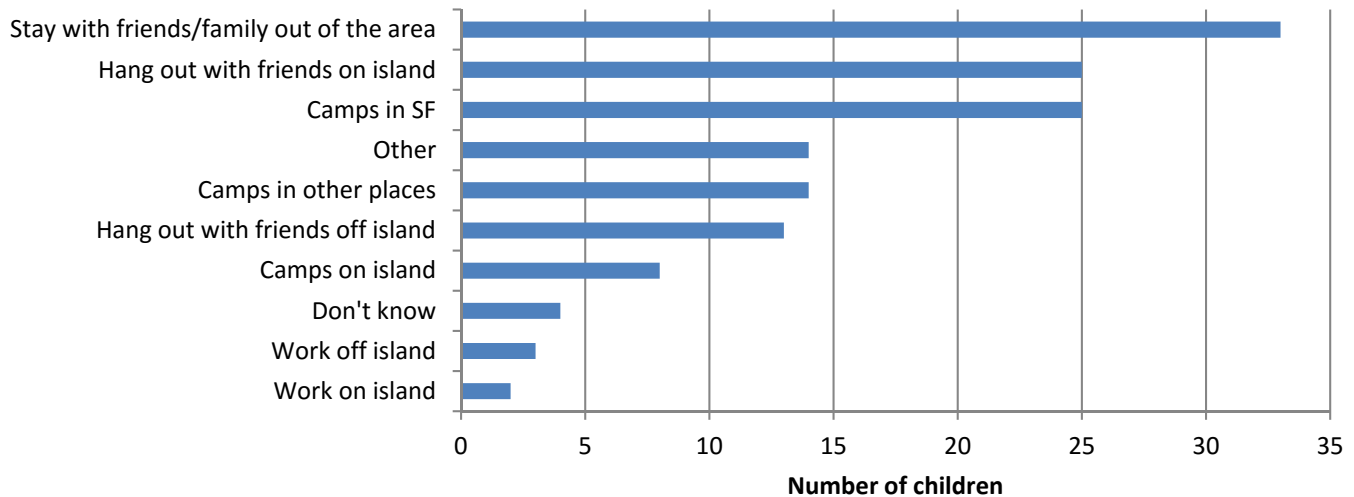
During school breaks, the dynamic changed somewhat; the majority of families either traveled or had kids stay off-island, or had kids who hung out with their friends on island. Those who answered "Other" said their kids stayed home (n=8), went to church (n=3), or did sports (n=3).

What do your children age 5-18 do during school breaks?



And finally, during summer vacation the responses were similar to those for school breaks, though there was more availability (and utilization) of camps in San Francisco, and more work on island.

What do your children age 5-18 do during summer vacation?



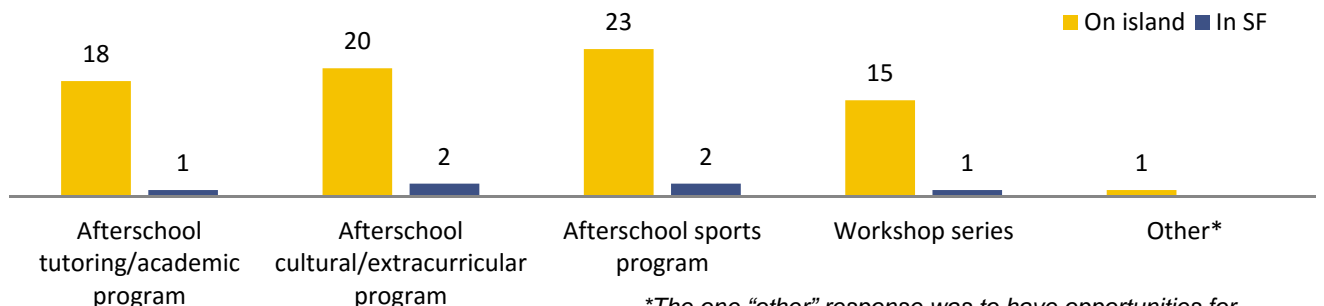
Again, for those who answered “Other” (n=24), a majority said their kids “stay home” (n=10), with another 7 saying their child did summer school or college prep, and the remainder citing activities including acting, music and theater clubs, book club, Spanish club, tutoring off-island, and finding summer work in other locations outside of the area.

Interest in other possible activities

In order to ask about the activities in which their children might be interested, if they were offered, we broke the questions down by age group.

First, 5-11 year olds (elementary school-aged children). As with all age groups, the overwhelming number of parents responding to the survey said they would prefer their children to participate in activities on Treasure Island, rather than in San Francisco. Of course, this requires that the activities be appropriately timed, given the transportation and time lag that exists for Treasure Island students to return from school in San Francisco and begin engaging in afterschool programs on-island.

What activities would your 5-11 year old(s) participate in, if offered?

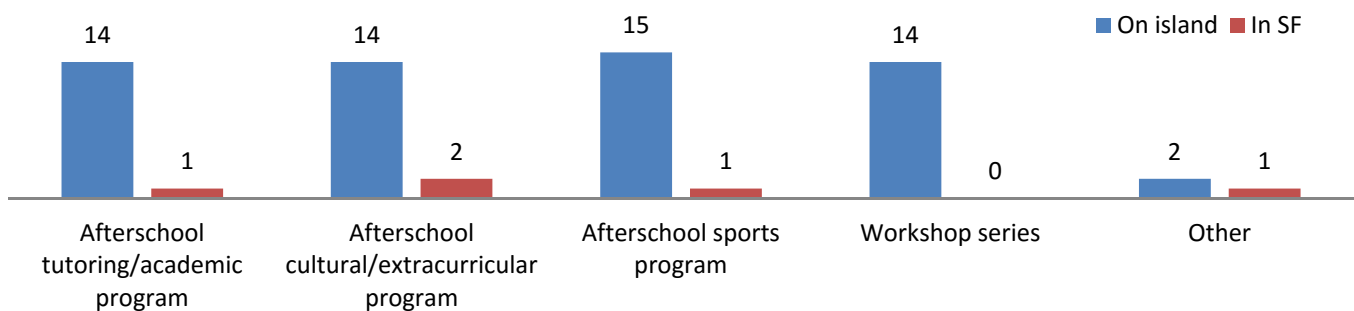


*The one “other” response was to have opportunities for community service / positive community relations with the police.

Specifically, parents of 5-11 year olds responded that they would like to see opportunities for baseball (n=2), basketball (n=2), soccer (n=2), dance (n=3), martial arts (n=1), and more classes focused on cultural diversity and/or technical education (n=2). 15 of the 33 respondents who had 5-11 year olds (45%) said they would be able to pay for these activities, with responses ranging from \$20 per kid to \$200 per kid – though only 6 respondents provided actual dollar amounts in their response.

The second group was 12-14 year olds (middle school-aged children). Again, the vast majority of respondents said they would prefer their children to participate in activities on-island.

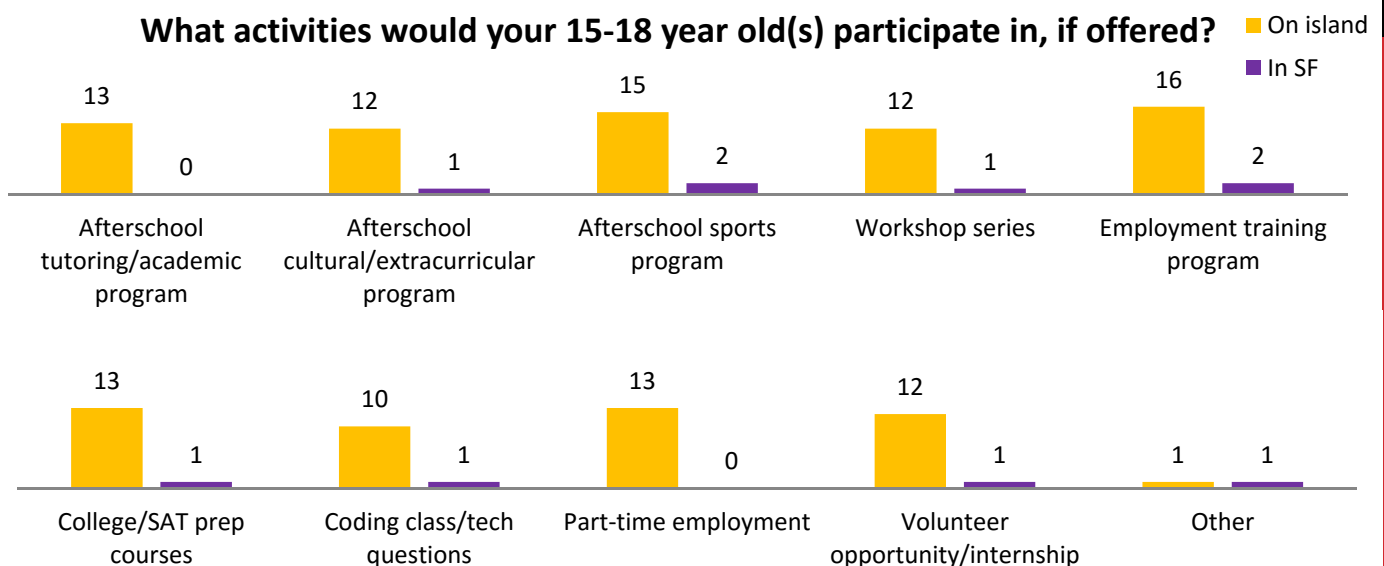
What activities would your 12-14 year old(s) participate in, if offered?



In this case, the three people who said “Other” mentioned girls’ self-defense programs, SPCA programs, and college prep programs for this age group. When asked to provide specifics on the opportunities they would like to see offered for their 12-14 year olds, 6 parents said sports including soccer, lacrosse, rugby, swimming, and football; 3 said academic activities such as study hall, college prep, and tutoring; and 2 suggested other activities such as group discussions on teen issues, library time, training on service dogs and money management, and low or no-cost music lessons. 7 of the 21 respondents who had 12-14 year olds (33%) said they would be able to pay for these activities, with only one person providing a dollar amount, of \$50 per child.

And finally, the third group was 15-18 year olds (high school-aged children). For this age group, we provided more options for activities:

What activities would your 15-18 year old(s) participate in, if offered?



When asked for more specifics, in this age group parents provided a long list of possible activities, including theater club, art classes, college expos, college prep classes, job fairs for youth, employment support services and resume writing, driver's education, music, cooking, or library classes, community service and opportunities to build positive community relations with the police, the "youth patrol team", and opportunities to work together to repair and clean up the island.

Of the 21 parents with 15-18 year olds, 8 (28%) said they would pay for these activities, though only two parents provided a dollar amount, with one saying they would be \$75 per kid, and the other saying they would be willing to pay something more than the \$10 they pay for the program at the YMCA.

Employment

Of the 21 parents with children age 15 and over, very few reported that their children had any kind of part-time employment. 2 parents reported that their children did physical labor jobs off-island, 1 said their child worked at a restaurant on the island, and 1 said their child worked in retail on the island. A fifth said their child worked at the Urban Youth Program.

When asked why their children over age 15 don't work, 3 parents said it was because they preferred their children didn't work. Only 1 said it was because their child had no interest in working; 4 said it was because there are not enough opportunities to work (they can't get a job). 5 parents said their children didn't work because of school, either because school was too intensive/their schedule was too limited, or because as the parent they wanted the focus to be on schooling at this time.

Parental reflections on current activities on-island

During the two parent focus groups, there was significant discussion about the activities in which their children participated, both during the school year and during school breaks and the summertime. In general, parents were happier with off-island programs than with on-island ones; this had to do with quality of programs as well as the logistics their children faced with timing and transportation back from school at the end of the day. Simply put, if their children stayed in San Francisco after school, there were a wealth of opportunities available to them right away. If their children came back to Treasure Island after school, there were only a few offerings, and many times they ended within an hour or two of their child's arrival by public transportation. Yet ultimately, they wished their children could get the resources they needed on-island, and be closer to home.

Specific complaints raised by parents about activities on-island were that the services at the YMCA ended at 6:00 which was too early, that it was dark and unsafe for their children to walk home especially in the winter months (as one said, "After the activity, it's dark at night. It would be good if there was security. My daughter doesn't like to participate in activities in the evenings because when it's done, it's not safe to get home." Another said, "The YMCA *will* walk them home, but sometimes the kids want to go off on their own, and I don't like that. It's not safe. So I don't like them to participate"), and that often when kids had help with their homework at the YMCA the answers were wrong and had to be redone with the parent at home. Concerns were also repeatedly raised about bullying, with questions about whether staff at the YMCA or other programs had the capacity to protect their children from being bullied.

In general, parent participants said that for activities at the YMCA to be useful and appropriate for their children, they needed to extend beyond 6pm, have quality homework support, and be safe for all kids.

The Sailing Club was raised a few times, as something that used to be coordinated through the Boys and Girls Club and was a great opportunity, but since the Boys and Girls Club left the island, most were confused about whether the Sailing Club was even open to Treasure Island residents anymore.

Other activities that parents said they would strongly support were:

- **Academic activities:** Parents were overwhelmingly in favor of more academic activities as long as they were of high quality – including tutoring programs and project help
- **Computer lab for youth:** Parents in both groups discussed the challenges of supporting their students with homework, especially if they did not have a computer or a printer in the home, which was a significant number of those in the focus groups. As one person explained, “If [my daughter] has to print something, I have to go to the City to get to a Kinkos. Imagine if we had a ‘kid’s lab’ at the Business Center? I mean, they have computers at the Ship Shape but my kid can’t access it in the hours that would really help, when it comes to homework.”
- **Music, cooking, and nature programs:** Multiple parents said that when the Boys and Girls Club was on the island, there were numerous opportunities for music or cooking workshops, partnering with the Exploratorium or the Sailing Center to help kids connect to the island where they live, and other similar opportunities they just didn’t think existed anymore.
- **Sports:** Especially football, soccer, basketball, swimming, and softball. Multiple parents remarked that cost was a major barrier to participation in sports off-island, because on top of participation fees there were often other requirements such as for uniforms and equipment, all of which is cost-prohibitive for many families on Treasure Island.
- **A local branch library:** This was mentioned numerous times in both the focus groups and the parent surveys, as something that would be a huge resource for youth on the island.
- **Opportunities for families to do things together:** This included “family strengthening” classes, financial responsibility classes, and fun activities that families could bond over. Parents expressed frustration that so many activities are geared toward a certain group of people and there are very few changes for families to do things as a unit.

Parents also spoke at length about the lack of community spaces; particularly that there are fancy fields throughout the island that are always locked, and only available to people who rent them and pay money. This was perceived as an exclusionary tactic, specifically to keep economically disadvantaged people from Treasure Island from using the nicer resources.

This was combined with a general frustration about poor communication, where residents recounted experiences where different service providers offered different information or simply didn’t know about resources that were available to the community. This highlighted the divide between “market-raters” and “below-market-raters,” who had different levels of access to resources, but were sometimes unclear about when these differences truly existed. A perceived lack of respect exacerbated this, as one resident explained (to the general agreement of others): “We get treated like we can’t be trusted and are going to steal stuff. I don’t feel like I’m part of this community, or like anyone cares about us.” Another said, “We are getting harassed a lot more. Bus drivers treat us different. Cops treat us different. You have people coming on to this island who are not part of this community, and then people are more concerned about protecting them from us than us from them!”

Words from Treasure Island teens

The 6 teens who participated in the youth focus group didn't participate in very many activities outside of school. Overall reasons for their lack of participation included work/school priorities, and that there is "nothing to do on the island," especially for older kids. Like the adults, numerous teens also described the challenges with transportation – both that they "don't know how to get to things that are offered in time" and that by the time they finally get home after school, they are exhausted and not up for activities. One participant also mentioned that there's not a lot of light at night, so "once it's dark it makes it hard to participate in things," and numerous teens in the room agreed with that idea.

When asked what activities they'd participate in if they were offered, however, the teens enthusiastically made a list, including sports (specifically swimming, football, basketball, dodge ball, kick ball, volleyball, and cheerleading) and art or nature activities. For sports, a few of the teens recommended having on-island tournaments, and other good natured aspects to the activities that would help make it fun to stay engaged. Two of the youth said they'd like to see more academic tutoring. Three said they'd like a cooking class, and three said they'd like a class in media and music. All 6 teens said they'd appreciate employment training opportunities, and college/SAT prep courses. Five said they'd like coding or technology classes available on-island, including all 3 female participants. 3 of the teens already worked, and the other 3 said they definitely would work if there was an opportunity to do something that paid decently and matched their skill set. All 6 youth said they'd appreciate having volunteer opportunities or internships on the island.

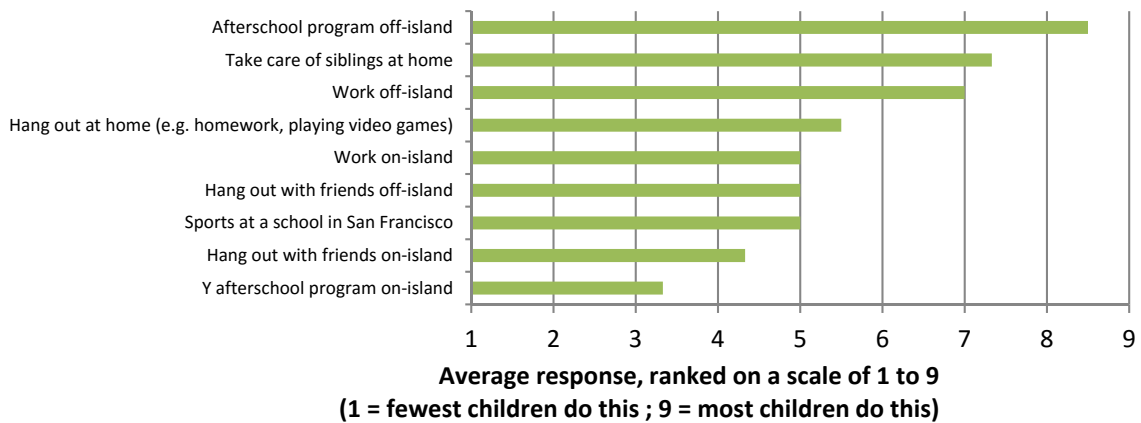
When asked whether activities would be better on-island or in San Francisco, many students felt mixed. One explained, "I'm kind of split. It's more convenient to be by my school, but I also think it's important to have things on-island." Another noted, "Life on the island can be boring, so I'd really like to have things here, even though I go to school in San Francisco."

Of the 6 teenage participants, 3 thought their parents actively encouraged them to participate in activities outside of school, and 3 thought their parents were neutral on the issue. None said their parents discouraged them from being involved. One participant said it didn't matter to him whether his parent tried to motivate him. Another said, "When my mom wants to see me do something, it influences me. It makes me feel like she believes in me, and expects me to do more, so it makes a difference," and another participant emphatically agreed with that statement. And lastly, another said, "If they are trying to encourage me to do something I don't want to do, won't matter. But if it's something I want to do, it's probably the push I need to get it done."

SERVICE PROVIDERS

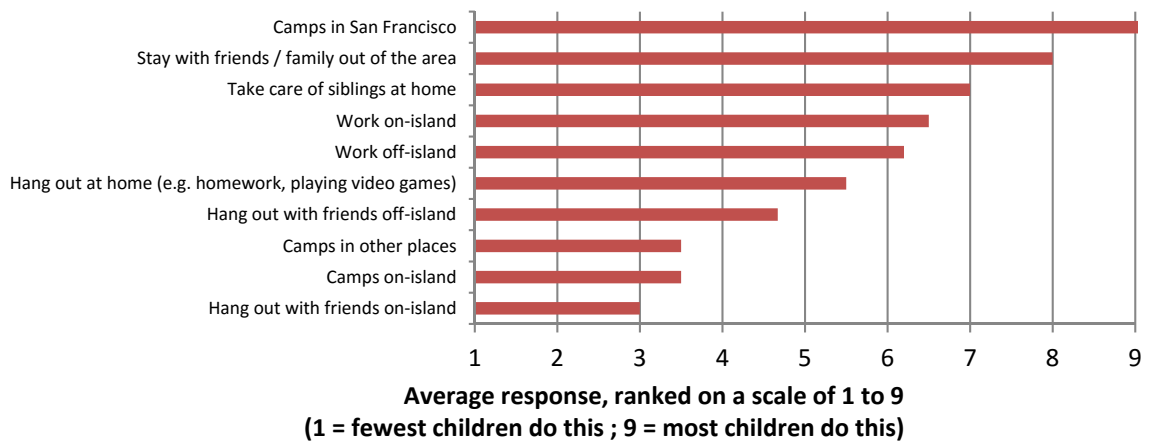
Of the 8 service providers who took the online survey, 2 identified themselves as being from Catholic Charities, 1 from Community Housing Partnership, 1 from the YMCA, and 4 did not specify. 3 out of 4 respondents thought they had a pretty good idea about how their clients' children ages 5-18 currently spend their time after school, during school breaks, and during summer vacation. Those who had a pretty good idea thought the afterschool activities broke down like this:

What kinds of things do you think many of your clients' children do after school?



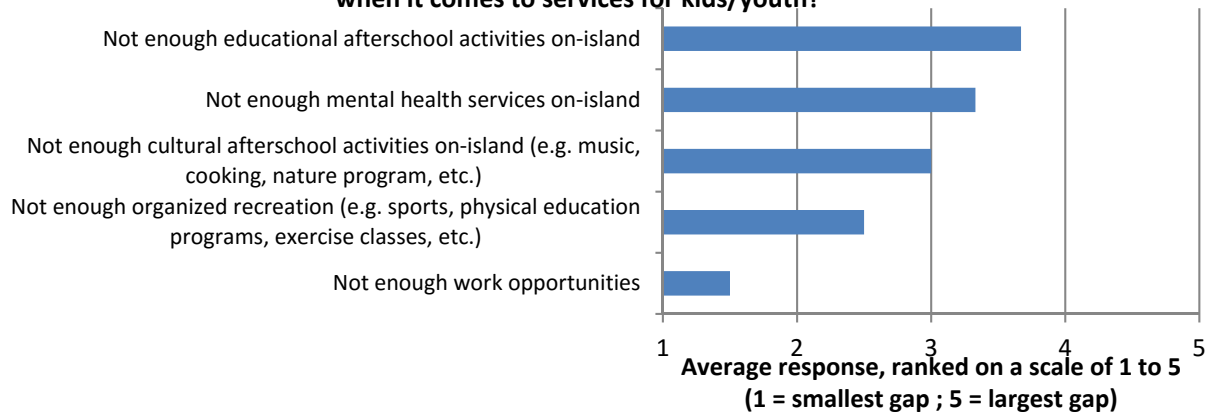
Although the categories were different, overall the responses were similar when it came to school breaks:

What kinds of things do you think many of your clients' children do during summer, spring, and winter breaks?



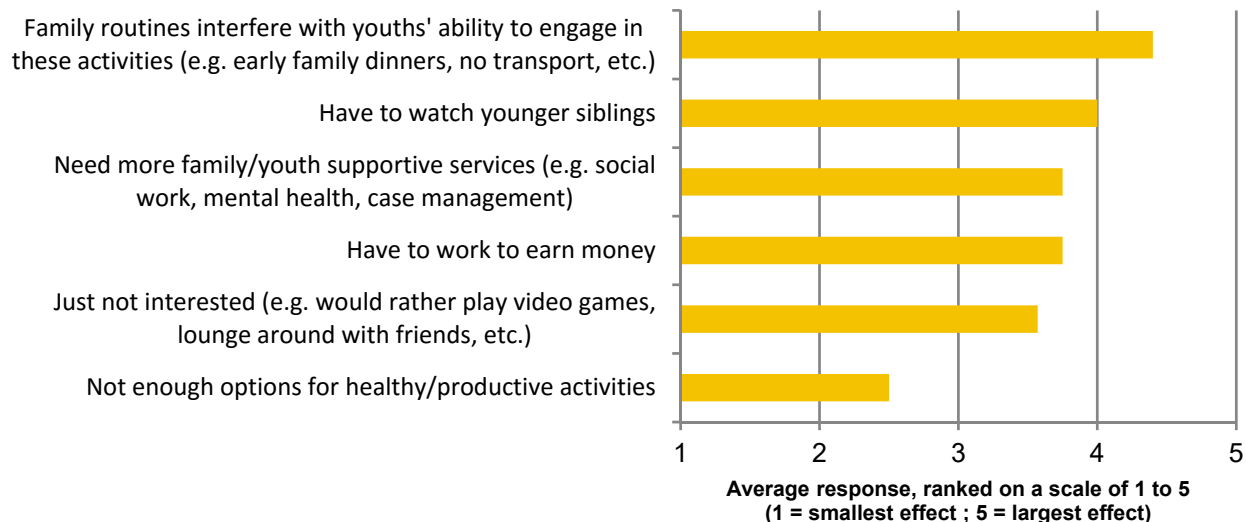
When asked what they thought were the biggest gaps for Treasure Island youth when it comes to services, they answered as follows:

What are the biggest gaps you see for Treasure Island when it comes to services for kids/youth?



Two providers also noted that additional gaps they recognized were guided group activities, home economics classes/workshops, and the availability of YMCA programs for the entire summer break.

What are the obstacles/barriers that you see preventing Treasure Island youth from engaging in healthy/productive activities after school?



In addition to these responses, one person additionally noted, “Many children and parents do not want to spend time on the island; they would like more exposure to a wider variety of healthy people. Also there is not enough variety in programming. The Y is not for everyone, and does not offer a wide variety of opportunities for various age groups. It does not encompass the entire family unit.”

The theme of parental involvement was a major one, in the provider survey, the provider focus group, and the interviews. When asked how involved parents on Treasure Island are in the afterschool / school break activities of their children on a scale of 1 – 5, with 1 being “not involved at all” and 5 being “extremely involved”, the average among the providers was a very underwhelming 1.86.

When asked whether the level of parental involvement is a barrier or facilitator of youth participation in activities, 3 providers said it was a barrier, 3 said it didn’t have much of an impact, and only 1 said it made youth more likely to participate.

However, when asked whether they had any suggestions about how to improve/address parental involvement, only one provider offered a suggestion – importantly, one that was echoed in the parent focus groups: offer programming that encompasses the entire family unit.

In the provider focus group, participants generally felt that parental involvement was a problem. Discussion around this issue highlighted a few reasons for this, including:

- Division within the parent community (an “us vs. them” sense of market-rate families and below-market-rate families),
- A need for better facilitation by providers — to make it much easier for parents (who might not know the advantages to participation) to encourage their kids,
- Lack of a sense of community – there is no real sense of ownership, trust is at a low, and people don’t feel heard, and
- Parents simply not knowing the available resources.

They then brainstormed ways that information sharing could be increased, including block parties where information/resources are included, a “women’s group” where women can socialize and information can be shared, and the offering of more incentives for participation. Focus group participants were split on this, as some providers thought it was a step backward to just pay people to participate, and others that that it was simply the way the world works.

Other suggestions that were made about ways to improve parental involvement centered on education of both parents and providers. As discussed above, providers thought it would help parents if they know how participation would benefit their kids. Some suggestions included the use of parent peers (parents who are trained and supported to spread the word about resources to their friends/neighbors), and including child or family goals as part of service plans.

Survey respondents universally believed that Treasure Island youth would benefit more from additional programs/services on-island, rather than just connecting them to existing programs in San Francisco. When asked which types of activities they thought youth would utilize if offered on-island, the most popular answer was “more afterschool tutoring / academic program offerings”, followed by “afterschool cultural / extracurricular activities such as music, cooking, nature, etc.”, then “workshops geared to various age groups as appropriate (e.g. anti-bullying, communication skills, etc.)”, with “afterschool sports programs” being least popular. This was in contrast to the information in the youth and parent focus groups and the resident surveys, which highlighted the need for sports opportunities on-island for Treasure Island youth.

In the provider focus group, providers also suggested the following programs would be important and highly utilized on-island:

- Financial literacy (include parents)
- Sex-positive teen education or clinics
- Mental health / behavioral counseling
- Sports, Art programs
 - Free or low cost (sliding scale)
 - Especially noted the Sailing Center as a good opportunity
- Internship or job training for youth under 18

They also noted that there is a lack of youth-centered or recreational space, especially for older (high-school aged) teens. While the YMCA was acknowledged as providing some services, they found those services to be somewhat limited and generally focused on younger (elementary and middle school) youth, and did not have the capacity and staffing to support all of the high-need kids (i.e. those with serious emotional or behavioral challenges) who might otherwise participate.

Though it was not highlighted in the provider survey, in the focus group providers stressed the major challenge of transportation – and this was echoed by parents in the parental focus groups as well. Put simply, there is too little transportation to/from and within the island; kids get home too late, and it is too dark on the island, so it’s not safe for youth to walk home afterward. This was strongly reiterated in the parental focus group, where safety was a major concern, both related to walking home from programs after dark, and taking the bus to and from San Francisco.

RESOURCES

YMCA

The YMCA on Treasure Island, part of the San Francisco YMCA, has generally functioned as the hub for youth activities on the island since the Boys and Girls Club left a few years ago. The YMCA offers afterschool programs and summer programs for youth ages K-8 on Treasure Island, free of charge to all residents.



The YMCA is funded by TIDA, and as such their programs are required to have 3 components: 1) recess/physical activity, 2) academic support, and 3) enrichment activities, which usually take the form of a monthly theme-related project. This presents an opportunity for a robust, well-rounded afterschool program for Treasure Island youth, but also poses a serious challenge: like all DCYF afterschool programs in San Francisco, the program at the YMCA runs from 3-6pm; however, most participants arrive anywhere from 3:45 to 4:10, with some not arriving until as late as 4:30, especially during inclement weather. This requires creativity for staff to condense their afterschool program, and means that none of the 3 program components can be explored in as much depth as everyone would like. The program emphasizes healthy eating, with snacks based around healthy food for all participants.

The Treasure Island YMCA is staffed by a Director, who oversees the entire facility – the youth program as well as the gym; an Afterschool

EXISTING RESOURCES

A number of resources for youth and families currently exist on Treasure Island, but many are underutilized. Many of the youth services are centered around the YMCA, but there is also a medical clinic, community center, sailing center, child development center, open spaces, and shared-use spaces available at low- to no-cost.

Improving utilization of these services could make a big difference in the quality of life of residents.

Program Psych Coordinator / Summer Unit Director, and 2 program staff, who are counselors of the programs and facilitate enrichment activities and academic support for youth. General YMCA convention states that there should be 1 staff person for every 20 kids; however, the youth participants at the Treasure Island YMCA often require more direct supervision and support than average, due to emotional or behavioral challenges. As a result, the YMCA currently operates at a 1:10 participant to staff ratio.



One of the main features of the YMCA is the gym, which is open 5 days a week, Tuesday through Saturday and is free to Treasure Island residents. However, youth under the age of 13 must be accompanied by an adult at least 18 years of age to enter the facility. In addition to use during regular hours, the YMCA is also looking to add “skate nights,” which used to be a main feature of the gym and a fun event well-attended by the community. At this point, lack

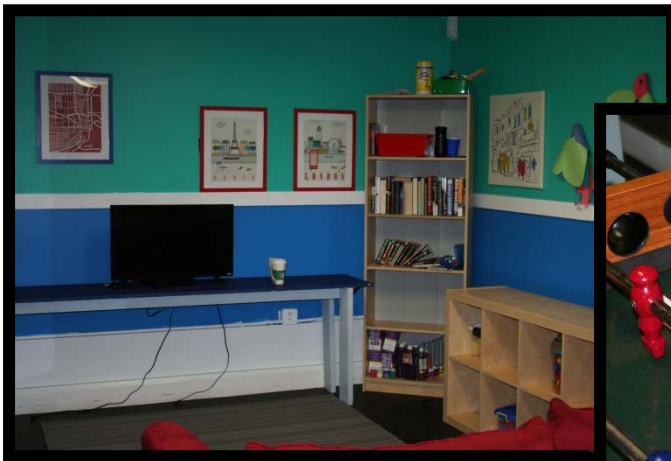
of skates is the only real barrier – the Y has approximately 20 pairs in different sizes, but not enough to support a community-wide skate event.

In addition to the gym, the YMCA features a classroom area, where enrichment classes take place and academic support is provided. There are 5 laptops and a printer, and these must be shared – which often requires time limits for usage and skilled management by staff.



Ultimately, the YMCA provides the 3 required program components and it is up to the youth

to manage their time accordingly; sometimes this can be challenging, as parents want their children to come home from the afterschool program with their homework completed, which is not always the case since the YMCA afterschool program is not designed as an academic program, primarily.



In addition to the classroom space there is also a game room, where participants can play board games, read, or watch documentaries or other educational videos.

Again, while program staff encourage healthy behaviors and good habits, it is ultimately the youth participants' responsibility to choose how they spend their time in the program.

In general, the YMCA is looking to add programs, including a bike club for youth, the skate night in the gym, and a number of holiday events (such as a Thanksgiving event or similar). This will be a great opportunity to invite whole families to the YMCA and build a greater sense of community.

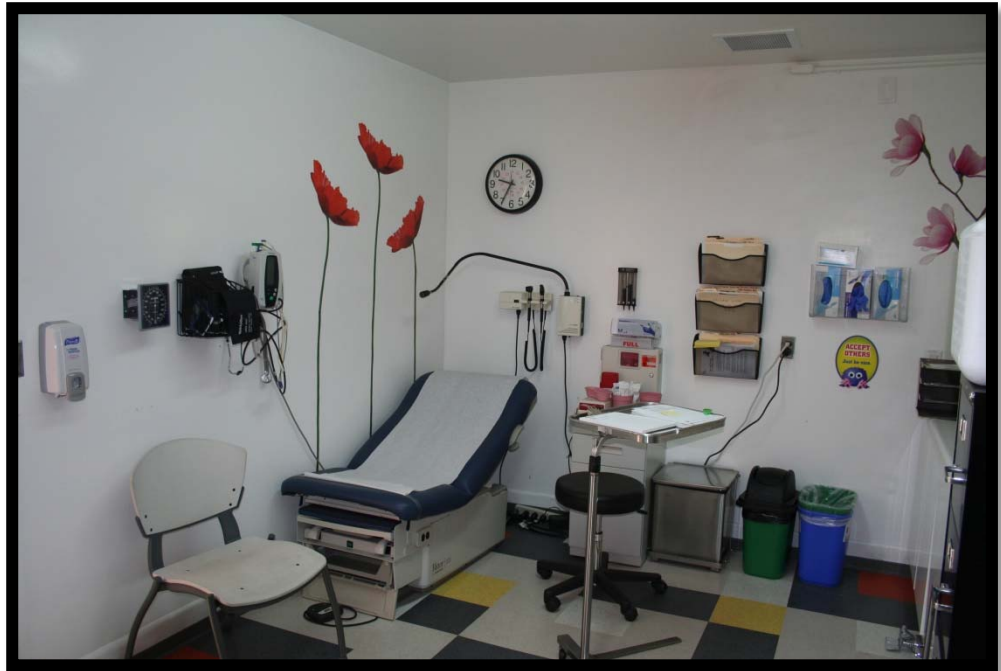
It is important to note that the YMCA does offer accompaniment home for youth participants after the program closes. They always encourage parents to come pick up their children from the program at 6pm. However, two staff members are always available to walk kids home if their parents do not pick them up – door-to-door service. In the event that no one is home when the staff person arrives with the youth participant, they will reach out to other adults via the contact information on the registration forms, etc. This is a staffing situation that frequently results in overtime for staff, as it can be a lengthy process to be sure that all participants are brought safely home. However, the YMCA does recognize the importance of ensuring the safety of all participants after the afterschool program ends.

Bullying is another critical topic that the YMCA deals with thoroughly. The current protocol is that when an incident of potential bullying is identified, staff reach out to both parties to get both sides of the story. Parents are immediately involved, and provided with updates on the entire situation. There is an investigation, then a group meeting, then a follow-up group meeting if needed. This type of formal approach to bullying is necessary, because the YMCA has a zero tolerance policy for bullying. Once an investigation has determined that bullying did in fact take place, all involved parties are put on a “behavior contract.” Breaking the contract usually results in suspension or expulsion from the program. In general, the YMCA uses a restorative practices approach, helping the youth to think critically of the reasons why this is happening, and what they can do to change the dynamics of bullying.

Currently, the Psych Coordinator has an anti-bullying presentation, which is delivered at the beginning of every new afterschool and summer program. However, they are also hoping to bring on a mental health specialist who will have improved skills to help youth manage the emotions that arise when a situation like this is escalating.

MEDICAL CLINIC

One of the rooms in the YMCA is occupied by the Treasure Island Nurse Intervention Clinic, which is a free clinic of the San Francisco Department of Public Health, open every Tuesday from 4pm-7pm. No appointments are necessary and no insurance or co-pays are required. Residents can get flu shots and other vaccinations, “on the spot” treatments for colds, viral infections,



aches and pains, asthma and allergies, rashes, lice, and more. Though pediatric or adolescent sexual health services are not expressly offered, the nurses who staff the clinic are able to make on-site, face-to-face consultations and provide advice and referrals to other clinics as appropriate. This clinic is currently severely underutilized – as a result, it recently stopped the Friday clinic previously offered.

SAILING CENTER

The Treasure Island Sailing Center is an excellent resource for youth located on the east side of the island, but currently it is utilized almost exclusively by people who live off the island. There are multiple ways that Treasure Island youth can use the Sailing Center – for free.



The Sailing Center engages kids in learning to sail and learning leadership and self-efficacy skills in 4 main ways:

1) Set Sail Learn, which is a STEM-based classroom education program intended for field trips for 4th graders. It is free to the SFUSD, and serves 1300 kids a year in 4-hour field trips that are spent half in the classroom and half in a sailboat.

2) Orientations, which provide a 3-hour “taste of sailing” experience. The Sailing

Center has the capacity to offer orientations to 15 kids a day, 4 days a week; they market this primarily to youth groups and according to the Executive Director, they have been trying to organize a series of Orientations for Treasure Island youth through the YMCA, but have not been successful in bringing this to fruition.

3) Explore Sailing, which is the summer camp. It is a 5-day program that costs \$350/week, but they offer income-based scholarships and no one is turned away. Simply, anyone whose household income is less than \$70,000 per year can come half-price, and people with household incomes under \$40,000 per year can come for free. Each day of summer camp, there are 11 full-time staff and 14 sailing instructors; the Sailing Center has room for 530 kids during the summer camp season but are currently running at only about half-capacity.

4) The Junior Program, which runs one day a week on Sundays or Saturdays in the spring and fall. The Junior Program is for children ages 6 – 18 years, and has a series of levels, from the “explore sailing” introductory level through “Level 3” sailing for older youth. Once youth have progressed through the Junior Program levels they can graduate to a 2-year Junior Leadership program, where they work in the morning shadowing a sailing instructor, then in the afternoon participate in an advanced team sailing program. The second year of the Junior Leadership program is more like an internship, where the youth learn motorboat skills and teaching skills. They are being trained to be a sailing instructor; at the same time, the Sailing Center will pay for them to get their U.S. Sailing Level 1 Certificate, which allows them to teach and be employed by the Sailing Center (or any sailing center), if they like.

The Sailing Center does not just teach sailing, but also teaches critical topics such as water safety, water comfort, environmental stewardship, leadership, team communication, decision-making, respect for equipment, and good judgment. Each of these factors are highlighted within the Sailing Center programs, which is very empowering for participants, even if they don't expect to sail for a living.

Executive Director Travis Lund has been at the Treasure Island Sailing Center since November of 2014. He spoke at length of his passion for helping kids learn leadership skills and comfort with the water, and a genuine desire to involve youth from Treasure Island in Sailing Center activities. Yet, he recognized that they had not done well with this in recent years, and said he felt very unsure of the best way to get the word out and communicate with island residents – a theme of many people offering good services for Treasure Island youth. This presents a good opportunity to rebuild community connections.

CHILD DEVELOPMENT CENTER

Run by Catholic Charities, the Child Development Center is a licensed childcare facility that provides family support and full-time childcare for infants, toddlers and preschoolers on Treasure Island.

An excellent resource for families with children under age 5, the Child Development Center offers enrichment programs with play-based experiential learning, and unique opportunities in expressive arts and natural sciences. In addition to bright, vivid classrooms with all sorts of play materials, the Center features a community garden out back.



OPEN OUTDOOR SPACES

In addition to the playing fields and other outdoor shared-use spaces that will be discussed in the next section, there are 4 locations on Treasure Island where outdoor spaces are open, free, and available to the entire community for use.



The first is the tennis courts, located toward the eastern edge of the island. The courts are free and open to use by any resident.



Near the other side of the island – near the Child Development Center – is the playground, which again is free and open for residents to use.



Finally, although residents complained about the lack of open fields for kids to kick a ball around, or families to hold social gatherings, there are two large fields that are open for residents anytime. Though the Great Lawn (below) can be rented out for very large events, it is rarely utilized in this way.

The park at the corner of 9th and Avenue of the Palms (above) is open and is never rented out; TIDA is in the process of constructing a dog park there, which will hopefully help with the problem of dog waste in the athletic fields, prompting them to be locked at times they are not in use by the recreational programs that own them (see following page).



SHARED USE SPACES

There are also a number of free spaces that have been converted to athletic fields, owned by 3 different non-profits that operate recreational programs – each of which are open to Treasure Island youth.

Little League. The San Francisco Little League operates 3 baseball diamonds on Treasure Island, each of which are part of their game rotation for kids who participate in Little League (ages 5 – 14). Most younger children (ages 6 – 8) have games in San Francisco, but for youth ages 9 – 14, many of the games are located on Treasure Island.



Any resident of Treasure Island is welcome to join the Little League; though it is a significant time commitment, the League is committed to ensuring that finances are not a barrier to participation. All fees can be waived, and uniforms and equipment provided for free if needed.

“We’re very good about making sure that if a kid wants to play baseball, they get access to baseball,” explained current president Joseph Deery. As is true with the MLB, the San Francisco Little League is very committed to bringing more baseball to lower-income communities and improved participation by ethnic minorities and those who are economically disadvantaged. Many games are located on Treasure Island and the fields in San Francisco are almost entirely located on public transportation lines.

The Little League has two programs, both of which are co-ed. The spring program is highly competitive and runs from the middle of March through the middle of May. In the fall, there is a developmental program, which only requires a one-day-a-week commitment (Sundays) from the second week of September through the first week of November. Practices happen the hour before the Sunday game. This program is not as high-pressure and is very good for kids who haven’t played baseball before.

Girls are welcomed to play baseball with the Little League; however, if they prefer they can also opt into the softball program. The majority of the softball games are played on Treasure Island!

For those who are interested in baseball but are not able to commit to a full season of practices and games, another option is to sign up to be an umpire. This is an option for youth ages 12 and up to be paid for their time, and have positive interactions with the Little League. No prior umpire experience is required, and anyone who wants to participate will be trained and provided with an umpire uniform for free. The training is usually held on Treasure Island and – more importantly – it is possible for youth umpires to sign up *only for Treasure Island games*, giving them an opportunity to build skills and make money without leaving the island. Youth who are interested should register via the Little League website at <http://www.sfl.org/page/show/58225-umpires>.

And finally, every Sunday at 2pm at Tepper Field on Treasure Island, the Little League hosts a “challenge division” game for youth that are living with emotional or physical disabilities. Whichever team finishes a “Majors” Little League game at 1:30 that day is asked to volunteer, and the SFPD and SFFD routinely come out and help. This is an amazing experience and the Little League is always looking for volunteers to help make it even better – a good opportunity for Treasure Island youth who want to get involved with a worthwhile activity close to home.

Like with the Sailing Center, the president of the Little League spoke of a genuine desire to involve more Treasure Island youth in their programs, but a lack of awareness about how to communicate with island residents and help them understand the opportunities within Little League. He volunteered to come and speak at a community event or otherwise schedule a talk to inspire kids to get involved.

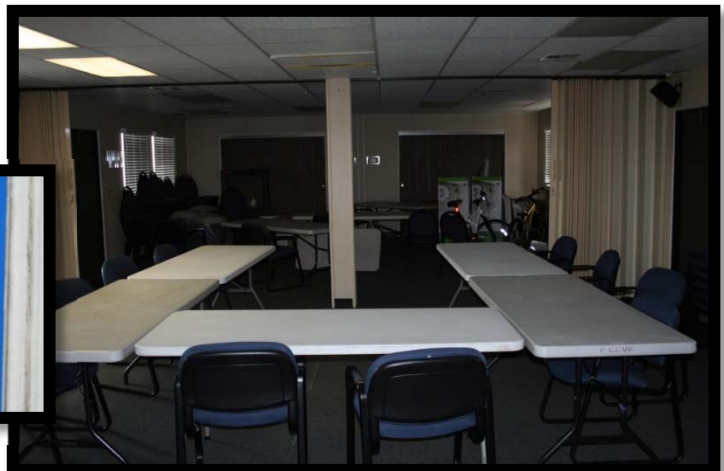
In addition to baseball, there is a large field operated by the San Francisco Golden Gate Rugby Association. Near the tennis courts, this field is kept locked except when rugby games are in progress; however, use of the field could likely be arranged in off-hours if motivated residents were to communicate with the leadership of the Rugby Association.



Similar to the Rugby Association, there are four large fields that are operated by the SF Gaelic Athletic Association. One is adjacent to the Rugby field, and the others are located near the playground on the other end of the island.

Like with the Rugby fields, these Gaelic football fields are kept locked when not in use for football games. However, the field can be used in off-hours through special agreement with residents.

And finally, there is a free community meeting space at Community Housing Partnership. This room can hold 40 – 50 people, but currently is only available during regular CHP hours; they don't have staffing to open the room on evenings and weekends. Of course, this limits its utility as a community space. Further, it was designed for use specifically by residents of Catholic Charities and CHP, and is not currently available for other residents (including those who rent from the John Stewart Company). However, if the staffing issues were solved it may be possible to open this space up to all Treasure Island residents, which would help to reduce divisions between "market-raters" and "below-market-raters" and further develop a sense of community belonging for everyone who lives on the island.



CONCLUSIONS

This report summarizes numerous hours of information sharing on the part of residents and service providers on Treasure Island. As participation in information collection was voluntary, the results presented are based on the opinions of a limited number of representatives. It is important to note that there were wide variations between individuals' responses, and, in some cases, a disconnect between people's perceptions of gaps and what actually exists.

All participants in this needs assessment share a common aim: the good of the youth on Treasure Island. While it is impossible to provide everything to everyone, improving the lives of Island youth is a very worthy goal, and certainly within reach.

IMPLICATIONS FOR FUTURE PLANNING

The success of any future plan to strengthen the resources available to youth will depend on coordination between providers and residents. This requires creating a true sense of teamwork between everyone involved, and barriers to communication are broken down. Keys to delivering the programs that will best serve Treasure Island youth include:

- Ensuring that families **know what services are available and how to access them**
- Ensuring that families feel **welcome and engaged in the planning process**, as well as in the activities presented
- **Making it possible for programs to succeed** by ensuring that the logistics to enable success are in place, including hours of operation, transportation, and safety.

Families on Treasure Island, especially those with children and youth under age 18, have acute needs, and both parents and providers want to meet these needs. Working together as a team, it is possible to make great strides in improving the opportunities and support available to the hundreds of children and youth who live on Treasure Island.

IN SUM:

Providers and parents share a common goal of improving the lives of youth on Treasure Island.

Working together as a team, this goal can be met. Priorities include:

Education: *Ensuring that families are aware of the resources that are available*

Engagement: *Providing services that families want and will use by engaging them in the process of designing new programs*

Enabling: *Where necessary, changing the systems to ensure that families are able to participate in the programs that best benefit their children*