



Our Children, Our Families Council



Training & Capacity Building Working Group

DRAFT NOTES

Wednesday, February 8, 2017

12:30 p.m. to 2:30 p.m.□

Human Services Agency

Born Auditorium, 170 Otis Street, San Francisco, CA 94103

Work group members in attendance:

Arturo Carillo, Barbara Johnck, Bruce Marcus, Dr. Angela Gallegos, Dr. E'Leva Gibson, Ingrid Mezquita, Julie Lenhardt, Juno Duenas, Kathleen White, Kevin Gogin, Mariana Chavez, Mary Hansell, Nicole Fricke-Pothier, Prasanthi Patel, Richard Whipple, Sean Kline, Veronica Garcia

Absent work group members:

Betty Pazmino, Chris Canelake, Davina Goldwasser, Eve Arbogast, Gena Castro Rodriguez, Joyce Dorado, Karina Henriquez, Kevin Truitt, Kimberly Smith, Libby Albert, Liz Jackson Simpson, Nik Kaestner, Reggie Daniels, Sandra Zuniga, Tamitrice Rice, Terri Ollie

Council staff in attendance:

Alecia Barillas, Angelica Pajar, Dr. Laurie Scolari, Luis M. Aroche, Simone Combs, Sonali Joshi

Tri-Chairs in attendance:

Jill Hoogendyk, Katie Albright, Ken Epstein

Members of the public:

None present.

1. Call to Order and Roll Call

- Tri-Chair Katie Albright called meeting to order and gave welcoming remarks.
- All attendees introduced themselves and answered two prompts:
 - Share one word on how you are feeling.
 - Share one to five words on what inspires you.
- Tri-Chair Katie Albright reviewed the meeting agenda

2. Update and review of Training & Capacity Building Working Group.

- Tri-Chair Katie Albright presented the working group objectives.
By May 2017, the working group will:
 - Analyze existing staff trainings in each of the OCOF Goal Areas

- Identify any gaps in terms of issues or populations
- Propose common definitions, standards and practices
- Recommend areas for potential collaboration
- The definition of training:
 - The council agreed on the term “training” instead of “professional development.”
 - It is for City, SFUSD, and Community Based Organization (CBO) workforces interacting with children and families.
 - There are many methods and modalities for delivering trainings (e.g., technology based, on the job, case studies, lectures).
 - This working group will focus on training content rather than delivery methods.
- Working group norms were revised during the last meeting:
 - Three new norms were added: Working group members will have a bias towards action, be fully engaged, and serve as OCOF ambassadors.

3. The Reason for Coordinated Training

- Tri-Chair Ken Epstein grounded the working group and introduced OCOF Family Support Navigator, Luis M. Aroche.
 - Honoring lived experiences is a working group norm and our field has been criticized for not incorporating the voices of those we want to help.
 - Regular reflection is also a working group norm therefore, therefore attendees should use the story as an opportunity to reflect on how we can better prepare the workforce to serve our diverse communities.
- Luis M. Aroche tells his story.
 - He rarely wears short sleeves because his tattoos represent a difficult past. The youngest of all boys, with a Puerto Rican father and an El Salvadorian mother in the Mission, Luis struggled to find his identity in a largely Mexican neighborhood. Being poor and being a first generation Latino, he was also rejected by third and fourth generation Latinos.
 - Policies and decisions of the Reagan administration negatively impacted Luis and his family. His mother fled to San Francisco to escape the war in El Salvador but once she arrived she was in perpetual fear of deportation. Coupled with the untreated trauma of the war she escaped, she eventually refused to leave the family’s house and fell victim to alcoholism. The Reagan administration’s war on drugs also exacerbated drug sales and violence in communities of color such as the Mission District.
 - Luis’ family received nearly all forms of public assistance and as a child attending an SFUSD elementary school, he experienced teachers who were on edge, afraid, and had little tolerance for children learning English like Luis. By the time he was in middle school, he had been fully exposed to gang culture.

- Teachers and other adults noticed that Luis' parents were not present at school events (his mother was paralyzed by fear of deportation and his father prioritized expanding his family), but no one ever asked him why. Teachers and other adults made presumptuous comments, telling Luis not to break into cars. He was placed in special education courses. However, no one asked why he fell behind in school in the first place.
- He eventually dropped out of school and earned a GED. Luis emphasized the negative impact of a biased and incomplete school curriculum. Depictions of his ancestors as passive and easily conquered reinforced a destructive perception that was further reinforced by the media's portrayal of young Latinos as poor and violent.
- Wanting to shed the label of being a poor, first generation immigrant, Luis joined a gang. Gang members accepted Luis and helped him create an identity for which he was respected. During this time, Luis lost friends and family members to gang violence and his mother's condition worsened.
- Transitioning out of gang life was nearly impossible. Typically, joining a gang requires a lifelong commitment that if broken, results in death. People who interact with gang involved students must understand the complexity and danger students face. Luis interacted with many different case managers and POs who all used different approaches while never coordinating with each other or asking how he was doing.
- Luis participated in workforce programs like MYEEP and eventually transitioned from gang life to being a case manager. In his new role, he began internalizing his client's traumatic experiences. He also struggled with how to manage his new income. He took to drinking to ease the difficulty of reliving his childhood traumas through his clients.
- He urged the group to think about what trainings do case managers need in order to cope in their fields?
- Tri-chair Ken Epstein thanked Mr. Aroche for sharing his experience and encouraged attendees to think about how the workforce could have been better equipped to serve Luis.

4. Developing a training program

- The group reflected on how to better align training for providers.
 - Trainings must be culturally relevant, use an asset-based approach, include mentorship, address implicit bias, and provide techniques for avoiding vicarious trauma exposure.
 - Trainings must equip professionals with the skills to identify students in need of support, as well as the competence and confidence to approach students in need (to ask if a student is okay, if they have eaten, if they slept). This includes having the right tools to help students and their families navigate the system and connect to services.

- Trainings should take into account the impact of social media, as well as that children, youth and families often interact with different programs and providers that do not communicate with each other.
- In addition to having technical skills, frontline staff should also possess emotional intelligence and cultural competency.
- Trainings tailored for CBOs versus teachers may be different. CBO trainings often include more community-based knowledge and assets that should be brought forward to teachers and other case managers.
- Leadership at schools and City institutions must include people who are diverse and have lived experiences.
- Tri-Chair Jill Hoogendyk presented options for achieving the group's objectives:
 - Option 1 – Start with the current training landscape to identify gaps and redundancies.
 - Option 2 – Start with a vision for a future in which all professionals have the skills and training they need to best serve our children and families.
- The recommendation is for the working group to leverage Option 2 in order to not be hindered by current reality and to enable potentially transformational vs. incremental change.
- Attendees then broke into groups by OCOF Goal Area and discussed the following questions:
 - Using the OCOF equity lenses, what understanding and skills do providers need to be able to serve our diverse populations?
 - What information should all providers have about your goal area to help families more holistically?
- Attendees reported out highlights from their discussions:
 - Teachers and case managers must know how to navigate public services and program systems.
 - Cultural and linguistic competence, as well as teaching providers to truly listen to their clients is key.
 - There are four key factors every student needs to thrive: an environment that is safe, positive, consistent, and predictable.
 - Changing the workforce requires a comprehensive understanding and analysis of the systemic oppression that people of color operate within.

5. Next Steps

- Tri-Chair Katie Albright noted that training frameworks and content is being gathered and OCOF staff who are already working with the Department of Public Health, Human Services Agency, and SFUSD. She encouraged other working group members to share any relevant resources they may have.
- A working group member noted that developing training content should be done in partnership with communities of color and communities making a difference.
- The working group meeting schedule was reviewed

6. Public Comment

- No public comment.

7. Adjournment

- Meeting was adjourned.