



**Our Children
Our Families
Council
San Francisco**



**Training & Capacity Building Working Group
March 22, 2017 at 12:30 PM**

Thurgood Marshall High School

iLab Room, 45 Conkling Street, San Francisco, CA 94124

Work group members in attendance:

Arturo Carillo
Bruce Marcus
Ingrid Mezquita
Julie Lenhardt

Kathleen White
Kevin Gogin
Kevin Truitt
Mariana Chavez

Mary Hansell
Nicole Fricke-Pothier
Sean Kline
Veronica Garcia

Absent work group members:

Angela Gallegos-Castillo
Barbara Johnck
Betty Pazmino
Chris Canelake
Davina Goldwasser
E'Leva Gibson

Eve Arbogast
Joyce Dorado
Karina Henriquez
Kimberly Smith
Libby Albert
Liz Jackson Simpson

Nik Kaestner
Prasanthi Patel
Reggie Daniels
Sandra Zuniga
Sylvia Deporto
Tamitrice Rice

Council staff in attendance:

Alecia Barillas
Angelica Pajar (Intern)
Laurie Scolari
Luis M. Aroche
Simone Combs

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:
 - What you're grateful for?
- Tri-Chair Katie Albright reviewed the meeting agenda and reminded the group that the meeting was being recorded in accordance to the Brown Act.

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

- Tri-Chair Katie Albright reviewed group norms and why are we here:
 - Effective meeting design, intentional facilitation, honor lived experiences, deepen relationships, regular reflection, bias toward action, be fully engaged and serve as ambassadors.
- Why Are We Here:
 - What are the key universal trainings, capacity building, coaching and metrics that constitute your goal area? What trainings should be mandatory for all those who interact with our youth and their families? What trainings are being provided, as a city, to help develop the workforce?
- Reminded the group that there's two remaining work group sessions:
 - Today, we'll brainstorm on training categories and begin developing priorities.
 - Next meetings include agreeing on categories and recommendations.

3. Our Goal Today

- Tri-Chair Ken Epstein grounded the working group and introduced OCOF Family Support Navigator, Luis M. Aroche.
 - Analyze case study/lived experience and identify three to five mandatory citywide training categories.
 - Asked members to use Alecia's life story as a guide to identify key training areas we think should be mandatory.

- a. What are the big categories that the workforce should be trained so that we are more effective, as a workforce, in terms of working with children, youth and families.
- Tri-Chair Ken Epstein introduce keynote speaker Alecia Barrillas.
- Alecia Barrillas tells his story.
 - My story is not unique and is the story of many. Born and raised in San Francisco, I was born to a Mexican mother and African American father. My father was incarcerated and left before I was born. My mother was pregnant with me at the age of 12 years old and luckily received prenatal care through medical.
 - My mother was in and out of many abusive relationships and spent a lot of time at St. Luke's Hospital. One day my brother's father beat my mother for at least one hour. We then went to St. Luke's hospital where my mother was treated and my brother's father was arrested. But no one asked me or my brother if we were okay or what had happened. My mother didn't access the many social services that was being offered to her and she would lie to the doctor when asked about her injuries.
 - I didn't feel safe in my neighborhood. I remembered shootings and drug dealings while living in the Alemany Projects. I spent most of my days inside due to the frequent crime. In terms of health, I did not receive regular health services. I later realized that I had asthma due to the decay/roaches in my house. At the age of 12, I saw the dentist for the first time and was diagnosed with gum disease. Regarding my education, I didn't feel connected or safe in school. I was always falling behind in math and english.
 - I had a 0.00 GPA and my school counselor would say, it was because I was careless and didn't make an effort. At the age of 16, I dropped out of school, received my GED and started working at Macy's. At age 20, I was out of work and school and unsure of what to do. But I soon realized that I needed to get my act together and hoped to pursue a City job. I saw that many of the City Jobs required a degree. So I enrolled in City College of San Francisco even though I was embarrassed because I had heard many negative things about the college.
 - At City College of San Francisco, I had a work-study job on campus and met mentors that guided and motivated me. At the age of 24, I

received my Associates Degree in Liberal Arts, at 26 I received my Bachelors of Art in Business Management and at 28, I obtained my Master's Degree in Public Administration. I will no longer living under the poverty line. I am now middle class citizen thanks to my education and the support I received from City College of San Francisco.

- Looking back, I wish that the school district, the police department and the public health system would have coordinated with each other.
- Tri-chair Ken Epstein thanked Alecia for sharing his experience and encouraged attendees to think about how the workforce could have been better equipped to serve Alecia.
- Tri-Chair Ken Epstein reminded the work group members to keep our work centered in equity.

4. Identifying Mandatory Training Categories for the Workforce

- Tri Chair Jill Hoogendyk led the group into the first facilitated activity.
 - Reflecting on the lived experiences, what could have the workforce in those agencies what type of training could they have that could have better help coordinate those services or help better help understand the circumstances of alecia and her family or better serve her mother?
 - Categories of training that would ideal for the workforce in our city to have (ex: everybody SFUSD, muni drivers, library, SFPD)
 - For example, the San Francisco Public Library has noticed a large number of people using drugs around the library. This culminated in finding a deceased person in the library. Librarians are considering the idea of getting training on the topic of substance abuse. This is out of the box for librarians. However this is the type of training the current library workforce needs to have to address the needs in the community. If library workers had a better understanding on what substance abuse looks like, could they learn ways to intervene early?
 - Tri-Chair Jill Hoogendyk instructed each member to individually reflect on their goal area and think about the categories of training

that would be helpful for the workforce to have. Write each category down and post it on your group poster paper.

- Chair Jill Hoogendyk, regroups members and ask them to share their ideas within their goal area and start to cluster those individual ideas into categories. Then write the larger categories onto larger post-its. Groups reports out on their broad categories:

Goal A

Family Violence

Child, relationship, elder abuse
Signs of maltreatment
How to recognize signs of neglect
Human/child trafficking

ATOD Harm Reduction

Motivation interviewing skills/harm reduction
Basic ATOD (Alcohol Tobacco and Other Drugs)
Sexual health → resources
Naloxone reverses the effects of heroin overdose
Harm reduction

Departmental Cooperation

How to partner across agencies (even if no database)
Three agencies (DPH, SFUSD, SFPD)
What trainings are in place? SFPD, DPH, SFUSD
City resources, system navigation, community engagement multicultural

Goal B

Job Skills

Job skills, coaching
Job skills

Navigating Public Benefits

Navigating benefits
Free tax prep
Housing access, support
CalFresh/ Calworks

Two-Generational Systems

How to think with two-generation family/framework lens

Trauma Informed Communication

Trauma informed training
Trauma informed care
Police communication
De-escalation
listening/communications (motivational)

Cultural Competency

Racial equity training
Basic LGBT education
Immigrant Rights
cultural/humility competency
Substance Abuse

Financial Literacy & Capability

Financial literacy (budgeting, saving, back-owing)
Financial capability (paying down debt, saving, building credit score)

Goal C

Implicit Bias and Racial/Cultural Humility Trauma and Stress

Impact of stress and trauma
Signs of abuse and trauma
Keeping students who have experienced trauma connected to school
Response to trauma

Family Health Strengths and Risks

Family life cycle
How to provide parent support in parenting at schools
Parenting
How to talk to children, youth, and parents
Strengths-based approach
Family strengthening model
Attachment, Child Development, Family Systems

Health and Coordination

Train medical providers- integration of oral health into primary care
Train teachers- integrate oral health
Access to essential health services at specific ages
Identified case managers and living coach
Running effective cross functional teams among cases
Post-referral inter-agency communication
Understand child development
Wellness

Goal D

Self Care

Self care (for staff)
Training in “self care” strategies for individuals and staff teams

How to Coordinate & Collaborate

Wrap around support for youth, including w/ internship applications
Cross-pollination meeting with departments

System of Care (Risk, Signs, Referral)

Recognizing signs that a child is at risk
Resource, services and support inventory
Recognizing child abuse
Signs of no access to health care
Recognizing IPU

Coordination

Free accessible parenting classes in multiple languages
Training in case management across department
Knowledge of family resource centers
How to collaborate and coordinate with other services

Trauma Informed

Trauma informed
 Trauma informed practices
 Training in vicarious trauma impact on service providers of “clients” traumatic experience
 Identifying trauma: understanding trauma faced by people you serve

Culture Competency

Cultural competency
 Humble inquiry
 education/exposure with difficult/sensitive topics as early as K
 Equity and racial equity
 Cultural competency/sensitivity training
 Reflective practice

Implicit Bias

Implicit bias

Goal E**Culturally/Relevant Equity**

Embed content in CCSF/RN classes (Fire, Police, Psych etc.)
 Child development/youth development training
 Equity & Implicit bias
 Culturally relevant pedagogy

Career Pathway Options

Shared pathway experience
 CTE workforce content @ CCSF
 CTE/certificate options (also with focus on high demand/high wage)
 Youth programming with job opportunities

SF Resources

Resources available in SF
 Counseling Services in community/in school
 Mentoring programs
 Community resources by service: tutoring, family services, housing, jobs

Misc

Early childhood services, e.g. preschool, SFUSD, children’s council
 Literary basics
 hunger/food scarcity
 domestic/child abuse
 vision/dental care

CCSF Enrollment Process & Viable Option

CCSF options & enrollment
 CCSF enrollment process
 Community College is a viable option
 High School dual enrollment pathways to careers in SF ensures deep knowledge
 If providers all enrolled in a CCSF class, they would know rds

Hiring-Lived Experiences

Hiring-lived experiences
 Who gets hired? Ensure an authentic voice

5. Next Steps

- Tri-Chair Katie Albright and Tri-Chair Ken Epstein then ask groups to identify five overall themes among the categories and define what they mean. Remember to think of categories that can be trained universally (bus driver, librarian, police officer, nurse)

6. Public Comment

- No public comment.

7. Adjournment

- Meeting was adjourned.