



**Our Children
Our Families
Council
San Francisco**



Training & Capacity Working Group

May 10, 2017 at 12:30 PM

San Francisco Unified School District

555 Franklin St, Boardroom, San Francisco, CA 94102

Member attendees:

Angela Gallegos Castillo
Arturo Carrillo
Barbara Johnck
Bruce Marcus
E'Leva Gibson

Ingrid Mezita
Julie Lenhardt
Kevin Gogin
Kevin Truitt
Marina Chavez

Mary Hansell
Sean Kline
Richard Whipple

Absent Members:

Betty Pazmino
Kathleen White
Nicole Fricke- Pothier
Nik Kaestner
Prasanthi Patel
Veronica Garcia

Tri Chairs

Katie Albright
Ken Epstein
Jill Hoogendyk

OCOF Staf

Laurie Scolari
Simone Combs
Luis Aroche
Alecia Barillas
Angelica Pajar

Members of the public:

1. Call to Order

- Chair Katie Albright opens meeting, reviews meeting agenda.
- Asks if there are any public comments for items not on the agenda. No comments.
- Reminds everybody that the meeting is being recorded in accordance with the Brown Act.
- Chair Katie Albright then asks each work group member to introduce themselves and share something they are hopeful for.

2. Overview on Why We Are Here and Our Goals for Today

- Katie reviews “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 our workforce?
- Katie goes over “What Is Our Goal Today?”
 - Review and reflect on the survey results, provide additional feedback, and recommend ways to strengthen definitions as needed.
 - Tells members that the survey results got them to 90% completion and the goal for today is to finish the last 10% to strengthen the definitions in order to make recommendations to the council.
- Chair Katie Albright reminds members to keep their work grounded in equity
 - Notes that when we when we think about definitions, training, and our ultimate goals we want to think about the equity in the people we are serving. We heard lived/shared experiences and we had our own experiences.

3. Overview of Five-Year Plan and Survey Results

- Chair Katie Albright introduces Chair Ken Epstein.
- Chair Ken Epstein reviews the Five-Year Plan and where the workgroup currently at in Year 1

- He tells the work group members that they have taken a very important first step in developing a training curriculum and have come up with five critical training categories.
- He states that he cannot think of anything more important than adults being able to learn and behave differently with the children and youth and families. We listened to lived experiences and we heard over and over again "if somebody only said, ask, noticed."
- Chair Ken Epstein reviews the survey results. Notes that some definitions for the categories are better than others, but we are on the right track.
 - The consensus is that some word-smithing/rewriting is needed for all of the definitions, and there have been no vetoes to the actual categories.
- Ken then tells members that they are going to review the survey results again and generate additional feedback and ideas.
 - The OCOF staff and tri-chairs will take notes from your feedback to make final revisions and edits to prepare and present to the council.
- Chair Jill Hoogendyk reminds members the work does not need to be perfect right now we just need enough to move forward.

4. Gallery Walk and Group Discussion

- Jill leads the members into the Gallery Walk, she ask members to walk around and read the posters of the training categories definitions on the wall. Is there anything else we need to add? Additional feedback? Strengthen definition?
 - She ask the members to remember that the training is focused for the workforce so the definition should be focused towards the workforce.
- Chair Jill Hoogendyk regroupes the work group, and facilitates the group discussion. She encourages the members to focus on big content/idea pieces and knows that there is some wordsmithing that needs to happen.
- **Discussion on Healthy Families & Two Generational System**
 - I think it is great definition, I added there should be some specific language/words about identifying child abuse in there.
 - We should include language that speaks to institutional and systemic trauma for families that have gone through the system. We have two to three generations of families that have horrible experiences in schools and navigating services. Lets balance that language with individual experiences,
 - Start the definition with the second sentence, "A city that is." I like the affirming notion like "A City that is" it will be a much more powerful and clear statement.
 - The definitions should have a similar structure to each other. ex: bullets?
 - We should include rationale on why this training category is important, try to balance the why with the aspiration.
 - There a lense of unconscious bias from which we are writing this definition that brings about certain constructs that we do not want to

perpetuate. How do we make sure there is not any coded language? The word "educate" in some context feels very coded.

- I don't know if the term family and what that might mean fits in this definition, but it needs to be addressed somewhere. My definitions of family maybe different from somebody else's definition of family. If we start with the premise "it takes a village" it makes more sense of the complexities of services and realities.
- I like "it takes a village" it speaks to me because it is everybody's responsibility, not just one individual. It includes the system and us. The notion of education and coded ness, I think it is seen as institution to individual experience, not a community educating system. We need to build the capacity of the institution and educate the system people. Institutions in the US have been built on racist ideas and policies. Even our public health system has been utilized as tools for white supremacy and oppression. So do our staff and providers understand that concept and what is our own part in fixing it in our little world? Systems are built by people and people have philosophies, culture, and values. Sp how do we get to that level of self reflection.
- Is what is happening a result of the system that didn't allow the family to thrive or is it because of the families doing? Or is it the system itself not being in a position to elevate the family so they have no other recourse than to not thrive? A little bit of the chicken and the egg
- When talking about access, there are many youths of color that do not have access because they cannot leave the block. There are conflicting villages in the community and in the school system. When we talk about it takes a village we have to know that the villages aren't perfect and they need help not just at the school but also at the home and the surrounding community.
- What excites me about these categories is that when we talk about workforce, we aren't only talking about frontline staff but also the decision makers (chief, executives, supervisors, mayor's senior staff) and then ask the question how would these trainings change the landscape in our conversations? We should also look at these definitions and make sure it looks attractive to the board of supervisors, chiefs, and directors. If I was a director, I want the language to be compelling enough for me to say "I belong in this definition and I see myself having these trainings and how should apply this when I am hiring and defining my organizations.
- I think that is a vote for the glossary idea. Which I think is going to be true across the other work groups, because the notion of bringing organizations together we going to have to get clear on the language.

- **Discussion on Promoting Post Secondary Opportunities**

- One thing I wanted to make sure we mention is the price-benefit of post-secondary education and high school completion. And ingrain it all the way back to pre-school. We need to have more kids finish high school and think about opportunities after high school.
- I've been working on the idea of cradle to career. Each of those milestones in a child's development and educational attainment are critical to personal development and lifelong earnings. One piece that concerns me, is that post-secondary is under tremendous scrutiny/challenges because of a question of the nature of work. We should be mindful of equipping youth to succeed in a world that is changing. We need to be open to what is going on and help people succeed, thrive, and look where we are going not where we are now.
- I think we need to create an inventory of what is already there that can help us look at what gaps are there so we are being proactive and not just assessing what the system is and what they offer.
- I think we need to be mindful of our demographics and how we are developing post sec educational opportunities for reentry for black and brown young men because of the rate of incarceration due to policy. We have to be mindful that we have that population to think about. People are three times more likely to be incarcerated if kids do not finish HS, lets get kids to finish school.
- In my mind post sec opportunity is beyond a community college, if that is the expectation we have then we already lowered the bar for our AA/Latino population. It is a pathway because we have root causes, and AP coursework is not available in all the schools. If the vision is creating opportunities, for me it is not a certificate or City College. Going to CC or getting a certificate does not increase wages for a livable wage in SF. So I am conflicted with this statement.
- I agree that we can expand post sec pathways but i wouldn't exclude CC. I think it is a pathway and opportunity to open doors, many students attended CC open doors. Sometimes for a student it is an entry point to see themselves as a college student, which they first might pursue a certificate, then get excited and then pursue to transfer.
- It felt awkward to me to have that in the definition when we were calling out to specific pathways. For that reason we should reflect on that statement to make sure it reflects the wide variety of pathways so it is not exclusive to one pathway.
- I agree with the group and that it is a lifetime of learning. What struck me is the skills building and understanding that children in privilege families get exposed to all the information for what they should do to get themselves ready for post-sec throughout their lives. If we have to break down those inequities we have to start very young.

- **Discussion on Implicit Bias**

- What do adults bias, privilege, and racist institutional structure tell our black and brown youth about their pathways and opportunities. We need to change what we are telling them. That is something we do as a system that holds people down and keeps privilege and white supremacy in tact
- I think we need to address what are the components of each of these categories and how should they be structured relative to an aspiration.
- I think it is great, the content around attitudes, stereotypes, the systems, and policies. I also think there is explicit bias, people just have horrible opinions and attitudes. There needs to be a compliance discussion around SF being a sanctuary city and having a language access law. You need to get with the program or you should not be an educator. I really value and appreciate the theory of implicit bias because I think it is so critical. Because implicit bias drives a lot of those behaviors but I think it should be coupled around hard policy discussion and trainings going over what policies exist and that is just how it is.
- One of the things we have been talking in SFUSD is including bias in our professional developments. Bias should not be separated as a stand alone training. I want to see bias in everything training we do, we see bias when we take attendance, discipline strategies, academic achievement, post sec success. Every single experience with professional development needs to be seasoned with bias. It has to be part of everything, it can not exist on its own. When you go to a training on post-sec success a discussion on bias in post-sec success should be included.
- Implicit bias is also around meritocracy and it needs to be called out within any of these systems. Because if you're told "if you're able to, if only you could/would" then that again puts the onus on the individual and not on the institutional/structural part.
- With a lot of explicit bias going on, I think we need a different title. Something that balances the institutional with the individual. When we talk about implicit bias, we need self reflection where we talk about our own attitudes and ideas.

- **Discussion on Coordinated System of Care**

- I think beyond coordination is alignment and i think that's what we are moving towards. I recommend the title "aligned system of care" because we are all trying to line up with the same north star.
- Within these agencies I think it is always important for people to know their roles and responsibilities and know what lane am I in? For example everyone is colliding with each other and tripping over each other when trying to stop a fight. How do we work together and take a step back and provide that aligned coordinated care

- We need to realize that there are a lot of policies that we are going to be rubbing against. So how do we integrate the voice of the unions and the partnerships? I know this is more down the line but I think we should start thinking about these conversations.
 - Collaboration and coordination needs responsibility and how do we impact it? How do train our staff to not push aside or transfer the responsibility for that person to somebody else so they are relieved of that responsibility. If we are going to be successful we need to break that pattern so that starts with our training.
 - I was just trying to think of a way to flip implicit bias to a more strength based approach. One of things that comes to mind to me is 'welcoming'. Welcoming can mean being strength based and directly talk about implicit bias and racism. I like the idea of a welcoming city.
- **Discussion on Trauma Sensitive City**
 - We do not like the title we need a more strength based title.
 - I agree with the strength based title, but I also think there is some value to also acknowledge trauma. The reality is if we want people to operate in their work across the city with families and children, in a way that acknowledges people that experienced trauma in various ways. These people are going to have a different experience than us. I think we need to call that it, trauma is an important word for me.
 - I want to acknowledge that people go through things, but we all have been through something and we keep living. This idea is distancing ourself and becoming a saint almost. That bothers me and reminds me of Chicago and Trump saying he is going to impose martial law. I don't like naming ourselves that, we all experience trauma. Maybe call ourselves a humane city?
 - My concern is that there are so many labels and adjectives that are placed on communities that are struggling. We need to call out trauma. Communities of colors, activists, and scholars have been talking about racism and oppression forever, it is not new to us. We should not see individuals as the problem but seeing the institution and system and how the impacted families. My concern is that the word trauma becomes another label.
 - Move towards trauma educated/informed, trauma sensitive sounds like I have a virus or rash. Trauma is a reality and it is happening to us. I agree with avoiding labeling families but trauma itself is impacting a lot of people.
 - To me trauma is a social determinant that has intersectionality with education, economic, etc. Trauma is not on its own it is within the ecosystem of oppression.

- I think trauma is a glossary issue. Because I think it is linked to the system of oppression and the institutional nature of what we are grappling with in addition to traumatic event. There is difference between traumatic event (child abuse, violence) versus historical trauma that is intergenerational, that is based on white supremacy and racism. I'm trying to call out the distinction to make sure we cover both.

5. **Announcements**

- Chair Jill Hoogendyk reviews the Next Steps for this working group.
 - The tri-chairs will present the training categories to the OCOF council on June 1st. All working group members are welcome to attend.
 - This work group will continue to meet- starting again in the fall and will be focused on creating the standards and competencies for each training category.

6. **Public Comment**

- Chair Jill Hoogendyk ask for public comment. No public comment.

7. **Adjournment**

- Meeting is adjourned.