

FACT Meeting Minutes

June 1, 2020

9:30 a.m. – 11:30 a.m.

40 Douglas Drive, Martinez, CA

Conference Room 208 - teleconference



Call to Order – 9:33 am

Committee Member Attendance:

Richard Bell	Carol Carrillo – joined at 9:40	Joe DeLuca	Mary Flott	Marianne Gagen
Lisa Johnson	Olga Jones	Karin Kauzer	Mariana Valdez	Dr. Allyson Mayo
		Mujdah Rahim	Stephanie Williams-Rogers - absent	

Staff: Laura Malone, Jessica Wiseman, Jan Nelson (Elaine Burres was not in attendance)

1. Teleconference Committee Meeting Modifications

- Laura reviewed the modifications for the teleconference meeting
 - o Any items requiring a vote will be taken by roll call after a motion has been made and seconded.
 - o Please take turns when speaking for the sake of the minute taker, please announce your name prior to speaking, if you are not speaking make sure to mute your phone.
- Karin asked if we considered using Zoom; per Laura, this may be possible if virtual meetings continue.

2. Review and Accept the Minutes (March 2, 2020)

- Mariana would like the minutes to reflect that she also participated in the Crossroads site visit.
 - o Marianne Gagen motioned to accept the minutes with the modification, Mary Flott seconded. It passed unanimously; Yea: 10, Nay: 0; Abstained: Carol Carrillo

3. FACT Membership Update, Organization and Action Items

- *Committee membership renewals* – We will have 2 At-Large seats, 1 for District 5, and 1 for Early Childhood Development/Planning. Renewals were due by May 29, 2020. Once non-District seats are approved by the committee they still need to be sent to the Family and Human Services Committee and the Board of Supervisors for approval. Discussed posting a simple notice online for the 2 At-Large vacancies. Laura will work on having the information posted. We still need to vote at the next meeting regarding the pending advertisement for FACT members.
- Still waiting for renewal paperwork from Lisa Johnson and Stephanie Williams-Rogers (for the District 3 seat).

- Lisa Johnson is planning to send her renewal application this week. Vote will need to be completed at the next meeting.
- Olga Jones is not renewing her membership and has submitted her resignation effective September 30, 2020. This will create the second At-Large vacancy.
- Received membership application renewal from Karin Kauzer.
 - o Richard Bell motioned to renew Karin's membership, Mary Flott seconded. It passed unanimously; Yea: 9, Nay: 0; Abstained: Mariana Valdez
- Received membership application renewal from Mary Flott.
 - o Karin Kauzer motioned to renew Mary's membership, Marianne Gagen seconded. It passed unanimously; Yea: 9, Nay: 0; Abstained: Mariana Valdez

4. Site Visit Follow up

- *STAND!* (Marianne, Mary) – The organization provided their Site Visit Follow-Up Report with updated numbers and staffing. Document was provided to committee members for review and there were no comments.
 - o Marianne Gagen motioned to accept their response and renew the contract for Fiscal Year 20-21, Mary Flott seconded. It passed unanimously; Yea: 9, Nay: 0; Abstained: Carol Carrillo, Lisa Johnson was not available for the vote
- *Catholic Charities/Jewish Families* (Lisa, Marianne, Mujdah) – The Site Visit Follow-Up Report was reviewed and discussed at length. The committee feels that the response did not properly address the issues with the cultural insensitivity and implicit bias concerns observed during the original Site Visit. Committee would prefer training be offered to staff on an ongoing basis, and prefer that the training be provided by an outside party. Discussed that funding for this would need to come from the CBO as FACT funds are not set up to provide staff training. In light of COVID-19, the CBO, like others, is working on alternate ways to serve their community virtually. Specifics were unavailable at the meeting. Mary asked when the next set of reports are due for all agencies and Laura confirmed they are due 7/31/2020 for the annual end of year report. A suggestion was made to provide conditional renewal approval with a training and audit provision. The Committee acknowledged that the services provided to the community are not widely available from other organizations and support the need for funding. The Committee discussed the type of what kind of training to be requested. Are they allowed to choose or will FACT recommend specific training? Decision was that they would allow the CBO to identify their own suggested training.
 - o FACT response: Catholic Charities/Jewish Family and Community Services were non responsive to the original concerns based on the Site Visit Follow Up Report response received. There has been continued observation of implicit bias and cultural insensitivity from staff.
 - o FACT agrees to support renewal and funding provided a performance improvement plan for staff be submitted by 8/1/2020, must include:
 - Develop and implement a Staff Training plan to address cultural sensitivity and implicit bias that is ongoing and has sufficient oversight.
 - Provide a third party audit of the effectiveness of staff training.
 - Includes an additional FACT Committee Site Visit (face to face or virtual) in the Fall of 2020.
 - Joe DeLuca motioned to approve the FACT response, Marianne Gagen seconded. It passed unanimously; Yea: 10, Nay: 0; Abstained: Carol Carrillo

- Action Items: Laura will speak to County Counsel to determine feasibility of proceeding with renewal as of 7/1/2020 with contingencies as outlined in the renewal contract terms. Letter to be sent to Catholic Charities with renewal contingencies/offer.

5. Discussion/Announcements/Public Comment

- No July meeting. Next meeting scheduled for 8/3/2020

Adjourn – 11:36 am

PENDING ACTION ITEMS

Deliverable	Responsible Party	Assigned Date/Due Date	Confirmed Complete at Meeting	Movement if not Complete
BoS presentation	FACT Committee	03-04-19/no due date provided		
Welcome packet for new members	Mary Flott	04-01-19/no due date provided		
FACT Committee Self Evaluation	Julia Miner/FACT Committee	01-07-19/open		
2-3 educations sessions regarding available data to add to discussion	FACT Committee	09-09-19/ Due Jan/Feb 2020		
Needs Assessment to leverage County CSA	Laura Malone/Carol Carrillo	06-03-19/Due within 1 year		
Recruiting Verbiage for Membership Advertisement/Distribution	Stephanie Williams-Rogers/Mary Flott	11-04-19/Revisions expected 03-02-20		Moved to 08-03-20 meeting
FACT Charter Modifications	Laura Malone/per FACT feedback	12-02-19/moved to 03-02-20		Moved to 08-03-20 meeting
Catholic Charities Supplemental Request	Laura Malone/Jan Nelson	03-02-20/06-01-20		Reviewed – requires additional follow up
Stand Supplemental Review	Laura Malone/Jan Nelson	03-02-20/06-01-20	completed	
Change management facilitation	Dr. Allyson Mayo	01-06-20/05-04-20		Moved to 08-03-20 meeting
Review RFP Proposed timeline prior to next meeting/will bring to a vote	FACT Committee members	01-06-20/03-02-20		Moved to 08-03-20 meeting
Create FACT talking points	Mary Flott	02-03-20		
Resilience movie presentation	Carol Carrillo	03-02-20		
Create a list of all community issues observed during site visits	FACT Committee	03-02-20		

ADDITIONS FROM THIS MEETING

Deliverable	Responsible Party	Assigned Date/Due Date
Catholic Charities Supplemental Request	Laura Malone/Jan Nelson to request	06-01-20/Due date 08/01/20

Good Afternoon Rhonda,

Thank you for hosting members of the Family and Children's Trust (FACT) Committee for a site visit on February 6, 2020. Based upon the site visit report, discussions, and observations, the FACT Committee is requesting a report from STAND! addressing the following topics before making a determination about renewing the FACT contract (Contract # 20-276-0-0) for the period July 1, 2020 to June 30, 2021.

Please provide a report with a plan of action via e-mail by Friday, April 3rd to address the following topics:

1. **Increasing the number of clients served to meet the contracted service amount of at least 35 children and at least 16 parents served as well as addressing staffing vacancies.** The information reported to the FACT Committee to date is that a total of 9 clients have been served due to various issues including staffing vacancies. This is concerning given that the contract period ends on June 30, 2020.

The total number of new child clients served in STAND!'s child counseling program during the original reporting period (July – December 2019) totaled 35. These new child participants had been on our waitlist until we received the FACT funding. FACT funding allowed us to achieve the goal of clearing our child waitlist.

When we reported the number of 9 clients served during our site visit, it's important to note that those were new clients served by the specific therapist we were able to hire because of the new-to-us (FACT) funding, it was not the entire list of all new clients served during that period. We were at that time, able to take a literal view of counting those numbers because they were so clearly assigned to the newly hired "FACT" therapist and we filled her caseload immediately and monitored it closely. The balance (26) of those new 35 clients were served by other clinicians in the program – each funded by multiple sources, including FACT.

Regarding the low numbers our newly hired FACT-funded therapist achieved: 1) we experienced delays in hiring in the (then) low unemployment market despite increasing the salary twice during the recruitment process; 2) the Clinical Manager was on maternity leave for a portion of that time so hiring was further slowed AND her own client service number was understandably low – some of which were FACT clients from the waitlist.

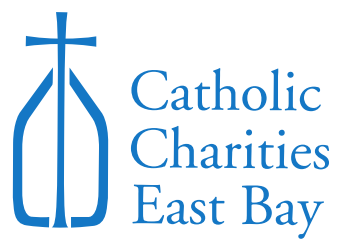
2. **Updated statistics on clients served from July 1, 2019- March 31, 2020.**

Between July 1, 2019 and March 31, 2020, our child counseling program has served 75 total individual child clients. 48 of these individuals are new (enrolled on or after 7/1/19), removing them from the waitlist. During this same reporting period, our child counseling program has provided 1,014 services to the children in our program. 136 of these services were collateral sessions, in which we provided direct support to the parents/caregivers to assist them in supporting their child(ren) in meeting their treatment goals.

During the shelter-in-place order, we are continuing to provide counseling services to the children already enrolled in our program AND perform new intakes as well.

Using telehealth techniques (telephone and Zoom) we are engaging in regular collateral conversations with parents to assist them in continuing to implement the strategies and coping tools that we have been building with their children.

With these new tele-intakes, we are finding the need to offer 2-3 weeks of collateral support with the parent/caregiver to help manage their child's symptoms & behaviors before engaging the child client. Staff are using the contact to also generate interest with our parenting curriculum (delivered individually) while not able to perform group work during the current shelter in place order.



April 3, 2020

Contra Costa County, EHSD
Children and Family Services Bureau
40 Douglas Drive
Martinez, CA 94553
Attn: Jan Nelson/Laura Malone

**Refugee & Immigrant Child Abuse Prevention (RICAP) Program
CCEB FACT Site Visit Follow-up Report**

Agency Name: Catholic Charities East Bay Family Literacy Program (FLP) in partnership with Jewish Family and Community Services East Bay (JFCS East Bay)

Contact Person: Christopher Martinez, (510) 823-7517, cmartinez@cceb.org

This is a report in response to the Family and Children's Trust (FACT) Committee members' findings from their site visit on February 27, 2020. We wish to thank the three Committee members who came to the Family Literacy Program site in North Richmond. It was a pleasure to meet them and share with them the amazing work that Marta Olivares, FLP Manager, and her team, as well as the JFCS East Bay team, are doing every day. Blythe Raphael, Director of Refugee Services, and Lisa Mulligan, Refugee Mental Health Coordinator, at JFCS East Bay are eager for the FACT Committee members to come to their site and meet their outstanding, multicultural team.

Based upon the site visit discussions and observations, the FACT Committee requested a report addressing two topics before making a determination about renewing the FACT contract. Our responses to topics raised are as follows:

1. **Implementing cultural sensitivity throughout the programs.** The observation of the site visit team was that there was a lack of cultural sensitivity towards the families and their parenting methods. During the site visit JFCS representatives repeatedly used negative, judgmental, and culturally insensitive comments to describe the clients' parenting methods used.

Response from Catholic Charities:

Serving the community through culturally sensitive programming is a top priority for Catholic Charities. For over 20 years, FLP has worked to address the complex, inter-related, and multigenerational impacts of poverty, neighborhood violence, trauma, and isolation on the mental health and well-being of immigrant families with young children (ages 6 months to 5 years during the school year, and up to 11 years old in the summer) living in unincorporated North Richmond. Our programming provides clients with access to a holistic range of services provided in a culturally and linguistically appropriate context. Those who have graduated the program regularly return to volunteer with current clients, staying connected to this community, and working to support others with similar life circumstances and goals.

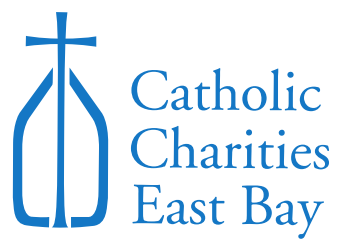
However, ensuring cultural sensitivity has to be balanced with ensuring a safe environment for our clients. For example, the observation from the FACT Committee members that "an infant in a car seat inside a crib as part of the childcare for the ESL workshop" as "unsafe" is a good example of how seriously we take cultural and individual preferences. It was not a car seat. It was a baby carryon that straps to the stroller. The parent walks to get to the program and had asked that we leave the baby in the carryon because he sleeps there. The parent insisted that if the child was taken out, they will cry and not sleep, and it was after lunch and the baby was asleep. There was a trained childcare staff standing next to the baby to take him out as soon as he woke up. Within a week of being at the program and learning to trust us, the parent allowed us to take the baby out of the carryon and let him sleep in the crib.

Nevertheless, our primary goal is safety and we will ensure our childcare program is fully compliant with all safety standards.

Response from JFCS East Bay:

The team sincerely apologizes if any comments came off as negatively judging the parenting styles of our clients, especially since it is not in the least an accurate reflection of how staff feel or perceive our clients. Our team strives to encourage positive parenting techniques that are already being used by our Afghan clients and encourage parenting-skills building for those that want to expand their parenting-skills techniques.

JFCS East Bay staff continuously respond to the current needs of new arrival Afghan families. Our Refugee Mental Health Coordinator mentioned the use of teaching "non-violent child discipline techniques" to Afghan parents. A verbal poll of parenting topic interests was taken at an Afghan women's workshop on December 13th, 2019. The number one request from Afghan mothers present was to learn about non-violent child discipline techniques. Given clients' feedback, our Refugee Mental Health Coordinator developed a non-violent child discipline techniques workshop that was implemented on February 28, 2002 based on the International Rescue Committee/USAID's evidence-based "[Parenting Skills Curriculum: Ages 6-11](#)" and using the curriculum version translated for Dari-speakers ([Dari-Version of Parenting Skills Curriculum: Ages 6-11](#)). This was mentioned during our site-visit as was the teaching of non-violent discipline techniques to Afghan clients. The request for non-violent child discipline techniques to be taught to our clients was also re-iterated by two of our Afghan case managers and asked of the Refugee Mental Health Coordinator in the late Fall of 2019.



As mentioned in the site-visit made to our partner agency, JFCS East Bay staff would also welcome the opportunity to have FACT Committee members visit our dynamic program in action. The program is anchored by seven Afghan case workers representing four distinct regions and cultures of Afghanistan. All staff speak both Dari and Farsi. In addition, staff also speaks Pashtu, Urdu, and Punjabi. Most staff entered under the federal government refugee resettlement program. Several are relatively new arrivals themselves.

In everything JFCS East Bay staff do, the team takes a strengths-based approach to our work. Our hope is that the Committee members can schedule time to visit our intensive program in action any time. Additionally, the JFCS East Bay team welcomes any further input on how staff can be more culturally sensitive to the new arrival Afghans that we are serving.

2. **Implementing an evidence based/strength-based training curriculum.** The observation of the site visit team was that the training curriculum for the parenting education and support classes is lacking in evidence based/strength-based curriculum.

Both agencies are committed to evidence based and strength-based curriculum for all parent trainings and support.

Since 1995, Catholic Charities' FLP at Verde Elementary School has served very low-income, limited English-speaking immigrant families in the North Richmond area, one of the most disadvantaged communities in the San Francisco Bay Area and a community plagued with multi-generational illiteracy. FLP has created programming guided in part by resources obtained through the California Evidence-Based Clearinghouse for Child Welfare (CEBC). Our program brings parents and their young children together to help entire families reach their full potential as learners, build a more sustainable future for themselves, and fully participate in and support their children's education and learning. The program is based on the foundational belief that *parents are their children's first and most significant teachers*.

The parenting curriculum used by JFCS East Bay is all strengths-based, evidence-based programming and stems from the International Rescue Committee/USAID's "[Parenting Skills Curriculum: Ages 6-11](#)" designed specifically for refugee parents. The Dari-version can be found here: "[Dari-Version of Parenting Skills Curriculum: Ages 6-11](#)." This parenting skills curriculum is based on "more than three decades of the effectiveness of parent training programs to improve child behavior, eliminate behavior problems and prevent and mediate child abuse and neglect." (See attached IRC, Parenting Skills Curriculum pg. 13.) Complete versions of these curricula can be provided to the FACT Committee upon request.

We hope that these responses address the topics raised by the Committee members. Please let us know if you have any other questions.

Sincerely,

A handwritten signature in blue ink that reads "C. Martinez" with a stylized flourish at the end.

Christopher Martinez
Chief Program Officer
Catholic Charities East Bay

Attachment

1. IRC, Parenting Skills Curriculum pg. 13

What is the evidence to support the Parenting Skills Intervention?

The Parenting Skills Intervention tools have been developed based on more than 3 decades of research on the effectiveness of parent training programs to improve child behavior, eliminate behavior problems and prevent and mediate child abuse and neglect. Specifically, the Parenting Skills Curricula draw on the following elements, found to be particularly effective in changing parenting behaviors and attitudes:

1. Teaching positive parent–child interaction skills.
2. Increasing emotional and empathetic communication skills.
3. Helping parents to support problem-solving skills and children’s healthy choices.
4. Teaching parents non-violent discipline strategies.¹
5. Psychosocial support for parents and children.

We will go into more detail about each of these elements below.

1. Teaching positive parent–child interaction skills: Teaching parents how to positively interact with their children is one of the most effective components of parenting programs. Researchers have found that teaching parents to practice child-directed play for school-age children, to praise desirable behaviors, and to provide positive attention to children and adolescents decreases aggression and other misbehaviors as well as parents’ self-efficacy.² The Parenting Skills Curriculum focuses on how parents can interact with their children in positive ways to support healthy parent–child relationships and mediate the effects of violence on children.

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1. Centers for Disease Control and Prevention. 2009. Parent Training Programs: Insight Practitioners.
 2. The Center on the Developing Child. 2007. *The science of early childhood development: Closing the gap between what we know and what we do*. Cambridge, MA, Harvard University. Retrieved from: <http://developingchild.harvard.edu/resources/the-science-of-early-childhood-development-closing-the-gap-between-what-we-know-and-what-we-do> [Accessed 27 March 2016]; ; Kaminski W.J., Valle, L.A., Filene, J.H., and Boyle, C. 2008. A meta-analytic review of components associated with parent training program effectiveness. *Journal of Abnormal Child Psychology*. 36:4. pp. 567–589.



- 2. Increasing emotional and empathetic communication skills:** This type of communication helps parents to listen actively and encourages children to regulate and express their emotions appropriately. Empathetic communication helps children feel valued, which can decrease misbehavior due to frustration and anger and increase problem-solving skills. In the Parenting Skills Curriculum, parents will learn how to sensitively respond to children's emotions. Parents will also learn to manage their own anger and frustration in order to communicate more effectively with each other and their children.
- 3. Helping parents to support problem-solving skills and guiding children's healthy choices:** Helping parents learn to be consistent as they follow through with developmentally-appropriate expectations and limitations is an effective component of parenting programs. When children understand what is expected of them at home, at school and in the community, they have a better chance of complying with rules and decreasing behavior problems.³ As children grow, they need support to make healthy choices. The Parenting Skills Curriculum for caregivers of children aged 6–11 years specifically focuses on helping parents set these expectations for their children and provides supportive guidance. There is also a Parenting Skills Curriculum for caregivers of adolescents, which focuses on their unique needs.
- 4. Teaching parents non-violent discipline strategies:** Research indicates that, when children are subjected to harsh physical and verbal punishments, it can have lasting negative effects on their social-emotional development and well-being – for example, causing poor school performance, poor physical health, depression, anxiety, poor impulse control and, ultimately, poor job performance and economic outcomes. The use of non-violent discipline strategies, including ignoring minor misbehavior, using logical consequences such as the loss of a privileges, and time-out to decrease annoying, aggressive and oppositional behaviors, can also increase responsible behaviors by teaching children how to manage difficult feelings

3. Barth, R. 2009. Preventing child abuse and neglect with parent training: Evidence and opportunities. *The Future of Children*. 19:2. p 95.



and safely solve problems.⁴ The Parenting Skills Curriculum provides explicit guidance for parents on how to use these strategies with their children.

- 5. Psychosocial support for parents and children:** Neuroscience research suggests that, in contexts where communities have experienced trauma, it is essential to focus on both the parent's and child's psychosocial needs to foster a healthy parent–child relationship. Drawing from this research, the Parenting Skills sessions in this curriculum teach parents relaxation techniques and ways to help their children cope with current issues and prepare for possible future difficulties. Children who have learned and practiced these types of techniques will be less likely to need specialist treatment services in the future.⁵

4. McGroder, S.M. and Hyra, A. 2009. Developmental and economic effects of parenting programs for expectant parents and parents of preschool-age children. *Partnership for America's Economic Success*. Paper #10.

5. Children and War Foundation. 2010. *Teaching recovery techniques*, Bergen, Norway. Retrieved from: <http://www.childrenandwar.org/resources/teaching-recovery-techniques-trt/>.

