

**Annual Report of  
Agencies Funded by the  
Child Abuse Council of Santa Clara County  
FY 2014-2015**



**Prepared by  
Christine Hagion Rzepka, MPH, CHES, PhDc  
Past Chair, Allocations Committee**

**Sept. 2015**

**Annual Report of  
Agencies Funded by the  
Child Abuse Council of Santa Clara County  
FY 2014-2015**



<b>Agency</b>	<b>Program Name</b>	<b>Page</b>
ALUM ROCK COUNSELING CENTER (ARCC)	Community Access for Prevention Activities (CAPA)	5
BILL WILSON CENTER	Parent Child Interaction Therapy (PCIT)	7
BILL WILSON CENTER	Transition Age Parenting Youth (TAPY)	9
CATHOLIC CHARITIES	Steps Ahead (Baby Steps)	11
CATHOLIC CHARITIES	Successful Families	14
COMMUNITY HEALTH AWARENESS COUNCIL (CHAC)	Child Abuse Prevention (CAP)	16
INTERNATIONAL CHILDREN'S ASSISTANCE NETWORK (ICAN)	Happy 5 program	19
PARENTS HELPING PARENTS (PHP)	Child Abuse Prevention	22
REBEKAH CHILDREN'S SERVICES (RCS)	Healthy Families Parenting program	24
SACRED HEART COMMUNITY SERVICES (SHCS)	Una Vida Mejor para mi Familia (A Better Life for My Family)	26
SAN JOSE GRAIL FAMILY SERVICES (GFS)	Birth & Beyond Family Empowerment Program	29
YMCA OF SILICON VALLEY	Project Cornerstone	32
YWCA OF SILICON VALLEY	Child Abuse Prevention Program	34

# Annual Report of Agencies Funded by the Child Abuse Council of Santa Clara County FY 2014-2015



## EXECUTIVE SUMMARY

### Background

The Child Abuse Council (CAC) is a commission appointed by the County Board of Supervisors. The mission of the Child Abuse Council of Santa Clara County is to protect children from abuse and neglect by their parents and caregivers, and from the systems designed to protect them. The CAC was established in 1980 to provide oversight and to support the needs of children in Santa Clara County who are at risk of abuse and neglect. The CAC also provides community outreach and raises awareness of community resources for intervention, prevention, and treatment; it also provides professional development at its annual Child Abuse Symposium.

Santa Clara County receives funds from the state, which the CAC uses to fund Child Abuse Prevention, Intervention, and Treatment programs throughout our community. The funds come from a number of funding streams. Funds from the state Office of Child Abuse Prevention (OCAP) include Child Abuse Prevention, Intervention, and Treatment (CAPIT) monies, which are 100% general fund dollars authorized by AB1733. In addition, the County's Children's Trust Fund (CTF), authorized by AB2994, accumulates funds from fees for certified copies of birth certificates, as well as sales of "Help Our Kids" special license plates (Kid's Plate), and donations (gifts and bequests). CAPIT and CTF/Kid's Plate funds are used to fund child abuse prevention, intervention and treatment services in coordination with the CAC. The CAC utilizes the County of Santa Clara Social Services Agency (SSA), as its fiscal agent. In addition, the CAC relies upon SSA to provide the technical expertise to negotiate and execute the contracts, with the approval of the Board of Supervisors.

The Allocations Committee of the CAC, partnering with SSA, meets monthly for contract oversight and monitoring, in addition to other activities. In 2014, The Allocations Committee hosted a Community Forum, and conducted an extensive Community Needs Assessment (available at [www.cacsc.org](http://www.cacsc.org)) in preparation for the release of the Request for Proposals (RFP). SSA staff and members of the Allocations Committee have also completed site visits for each of these programs in 2013-2015 as part of ongoing monitoring requirements to ensure that funded programs meet the goals specified in their contracts. In addition, SSA staff and the Allocations Committee also conduct an annual mandatory training for grantees.

### Funding Cycle for Child Abuse Prevention Programs

SSA's Office of Contract Management (OCM), in conjunction with The Allocations Committee, released an RFP for its three-year funding cycle for child abuse prevention, intervention, and treatment services.

When the proposals were submitted, OCM compiled those proposals that met the minimum requirements for review by the Grants Task Force (GTF), which is an independent body.

The Allocations Committee recruited members of the community to serve on the Grants Task Force. All GTF members were pre-screened to assure that there were no conflicts of interest. GTF members reviewed and scored the proposals received and determined which of these proposals to recommend for funding.

OCM prepared the transmittal and submitted it to the Board of Supervisors through the Children Seniors and Families Commission (CSFC). CSFC forwarded the recommendation to the Board of Supervisors. The Board of Supervisors approved the recommendations, and granted the SSA Director or designee delegated authority to negotiate and execute the contracts. This process was undertaken in 2011, with 13 programs approved for the three-year funding cycle for fiscal years 2012-2015.

### **Impact of Funding**

The programs were culturally-sensitive, community-based, and utilized a strengths-based approach to meet the needs of the individual child/family/caregiver. Services provided were to be based on research and promising practice models. Moreover, programs strategically reached all regions of the county, and services were provided in each of the three threshold languages: English, Spanish, and Vietnamese.

A number of program models were funded, including:

- Parent education (classes, support groups)
- Community outreach and education
- Individualized parent coaching
- Media outreach
- Home visiting
- Case management
- Family therapy
- Curriculum-based childcare (while parents are attending a parenting class or for respite)
- Child safety training

This report summarizes the performance of programs for FY2014-2015, selected in the previous funding cycle. The program descriptions in this report were taken directly from the contracts. Data on the number of clients served were provided by the agencies and verified by OCM staff. Client stories were submitted by the agencies. All names of participants have been changed to assure confidentiality, with exceptions noted.

The Child Abuse Council is proud to partner with these agencies, who provide innovative programs which are linguistically and culturally-sensitive to serve our community. Altogether, almost 7,000 clients were served in FY 2014-2015 by the prevention programs funded by the Child Abuse Council! Together, we are making lives safer for children living in Santa Clara County.

# ALUM ROCK COUNSELING CENTER (ARCC)

**PROGRAM NAME:** Community Access for Prevention Activities (CAPA)

**FUNDING STREAM:** CAPIT

**AMOUNT OF AWARD:** \$100,000

**PROGRAM DESCRIPTION:** The Alum Rock Counseling Center's CAPA program is a three-tier program offering prevention, secondary prevention, and early intervention services to high-risk families.

**PROGRAM ELEMENTS:** Outreach events, short-term parenting workshops, and parenting groups are provided in places where families gather, such as the San Jose Library System, other school sites, ARCC, and community centers.

**POPULATION(S) SERVED:** Monolingual Spanish-speaking; low-income population in East San Jose.

**PROGRAM MODEL:**

**Component 1:** Community Outreach

**Component 2:** Parent Workshops (2 hours each)

**Component 3:** Parenting Classes (10 weeks) in English & Spanish

**EVIDENCE-BASED CURRICULUM USED:** Triple P

**AGENCY WEBSITE:** [www.alumrockcc.org](http://www.alumrockcc.org)

## An ARCC Success Story:

Mr. Argawal\* is a 52-year-old male from India who attended 10 Parent Education and Support Groups at ARCC utilizing the Triple P curriculum. Mr. Argawal was referred to this group by a former client who attended these classes at ARCC. When Mr. Argawal first began attending classes, he asked for more individual help as he was concerned about his son's behaviors at home and at school. Mr. Argawal also reported a lack of support, as he was going through a separation from his wife of 20 years. The Parenting Specialist was able to offer more individual support and case management for Mr. Argawal. She was also able to provide him with resources for individual counseling and other community resources.

Mr. Argawal verbalized his frustration, confusion, and desperation when he first began attending these classes. Mr. Argawal spoke in the group about his worries about his son and how his troubled marriage had affected his son. Mr. Argawal's 13-year-old son was engaging in negative behaviors at school, wetting his bed during the night, and was also told conflicting messages by his parents. Mr. Argawal reported feeling disempowered and stated that his opinion did not matter in his home.

During the classes, Mr. Argawal appeared to become more confident and expressed a desire to create a more supportive environment for his son. Mr. Argawal was actively engaged in the classes and completed the “homework” assigned by the Parenting Specialist during the week. Mr. Argawal shared the steps that he decided to take in order to help his son be happier at home and succeed in school.

During the ten weeks Mr. Argawal attended classes, he made the decision to move into his own home and began to establish a routine for his son. Mr. Argawal expressed a desire to support his son in both completing his schoolwork and having time to engage in developmentally-appropriate activities. Mr. Argawal began to increase the amount of quality time he spent with his son and began taking him to engage in new activities, like spending time outdoors. Mr. Argawal began asking for his son’s opinion on various topics, and began encouraging his son to ask for the type of help he would like from his parents.

Mr. Argawal expressed his gratitude to the Parenting Specialist for providing the Parent Education and Support Groups and for the one-on-one help he received through Case Management. Mr. Argawal successfully completed the 10 Parent Education and Support groups and received a special mention from his peers for his brave decision to make changes in his life for himself and for his son.

*\* not his real name.*

*In FY 2014-2015, Alum Rock Counseling Center’s Community Access for Prevention Activities (CAPA) program served 1,417 clients, exceeding their annual goals:*

- *887 clients in Component 1 (Community Outreach),*
- *394 clients in Component 2 (2-hour parent workshops), and*
- *136 clients in Component 3 (10-week parenting classes)*

# BILL WILSON CENTER

**PROGRAM NAME:** Parent Child Interaction Therapy (PCIT)

**FUNDING STREAM:** CTF

**AMOUNT OF AWARD:** \$80,000

**PROGRAM DESCRIPTION:** The Bill Wilson Center's Parent Child Interaction Therapy (PCIT) serves families to meet goals of improved family functioning, reduced stress, and ability to positively encourage and manage their children's behavior using healthy disciplinary techniques, thereby preventing abuse.

**PROGRAM ELEMENTS:** Specialized therapy in 10 weekly sessions, using live coaching and treatment of both parent and child. (Children aged 0-12.) Therapists coach parents while they interact with their child (therapists watch interactions from a one-way mirrored observation room, and provide instruction via in-ear transmission).

**POPULATION(S) SERVED:** Parents who are in need of parenting support (self-identified). Primarily parents of foster and adoptive children who are disruptive in their current placements.

**PROGRAM MODEL:**

**Component 1:** Phase 1 PCIT: families receive 10 weekly 1 hour sessions of individualized PCIT instruction and coaching while parent/caregivers interact with their children.

**Component 2:** Phase 2 PCIT: families needing additional services receive 10 weekly 1 hour sessions of individualized PCIT instruction and coaching while parent/caregivers interact with their children.

**EVIDENCE-BASED CURRICULUM USED:** n/a. PCIT is recognized as a Best Practice model.

**AGENCY WEBSITE:** [www.billwilsoncenter.org](http://www.billwilsoncenter.org)

## PCIT Success Stories:

### PCIT Phase 1 Component

The first phase of PCIT is the Relationship Enhancement phase, and its goal is to strengthen the relationship between parent and child. Here is a success story that illustrates this.

Every parent wants a close relationship with their child, so when Teresa\* came into PCIT describing the difficulties she was having forming a relationship with her daughter, the PCIT therapist was glad to have a set of relationship-building skills to teach Teresa. Teresa believes the problems with her daughter began when Teresa suffered a prolonged post-partum depression and her daughter, now 5, was

primarily in the care of her grandmother. When the pair first came in to PCIT, the therapist observed that the daughter rejected Teresa's attempts to play and appeared determined not to have fun with her.

In PCIT, Teresa was taught specific skills on how to engage her daughter. She was then coached on these skills by the therapist, who watched through a one-way mirror as Teresa and her daughter played in another room. The therapist guided Teresa by communication through an earpiece providing moment-to-moment feedback. As Teresa gained familiarity with the skills, her daughter warmed up, and they began having fun playing together. By the end of this phase, the therapist observed the daughter laughing and smiling while she played with Teresa, and Teresa said their relationship had greatly improved.

*\* not her real name.*

### **PCIT Phase 2 Component**

The second phase of PCIT is the Discipline phase, where parents are taught how to improve their child's behavior with positive discipline techniques while at the same time, maintaining a warm relationship with their child. Here is a story that illustrates this.

Discipline had become a constant battle for Cheryl\* who described her 5-year-old son as out-of-control, physically aggressive, and bouncing off the walls. She felt unmatched to help him, despite having raised another child successfully. In fact, she felt pretty hopeless about being able to parent him at all. When they first came in, it was observed that her son used a lot of negative attention-seeking behaviors to engage Cheryl, and there was little positive interaction between them.

The first phase of PCIT was started which strengthened their relationship by helping Cheryl learn to attend to her son's positive behaviors, instead of only focusing on the negative ones. This helped Cheryl feel much better about her parenting. Then the second phase was started, which helped Cheryl learn positive discipline techniques to better manage her son's behavior. She was introduced to discipline skills in one-on-one teaching sessions and then coached by the therapist, who provided instantaneous feedback to Cheryl while observing their interactions from behind a one-way-mirror. During these sessions, Cheryl listened through an earpiece as she learned to give her son effective commands, and to follow through with limit-setting and enforcing consequences. By the end of PCIT, her son was more compliant, no longer physically aggressive, and rarely needed to go to time out. Many positive interactions were observed between them, and Cheryl said she couldn't believe she ever thought of giving up on her son.

*\* not her real name.*

*In FY 2014-2015, Bill Wilson Center's Parent-Child Interaction Therapy (PCIT) program served 76 clients, exceeding their annual goals:*

- *44 clients in Component 1 (PCIT)*
- *32 clients in Component 2 (Advanced PCIT)*



# BILL WILSON CENTER

**PROGRAM NAME:** Transition-Age Parenting Youth (TAPY)

**FUNDING STREAM:** CTF

**AMOUNT OF AWARD:** \$80,000

**PROGRAM DESCRIPTION:** The Bill Wilson Center's Transition-Age Parenting Youth Child Abuse Prevention (TAPY-CAP) program provides services to parenting youth in a transitional housing program, who are identified as having children at risk of abuse, with the goal of increasing the parent's skills and knowledge to become effective and nurturing parents.

**PROGRAM ELEMENTS:** Education in relationships and parenting, case management, home visits, family counseling, focusing on young parents, and family counseling/therapy.

**POPULATION(S) SERVED:** Young parents ages 18-24, who are pregnant or parenting; many are former foster youth and homeless youth (San Jose's "street kids").

## **PROGRAM MODEL:**

**Component 1:** Parent education and support (18 one-hour sessions of parenting, relationship building, education and training to increase effective/nurturing parenting skills within a 6-month period).

**Component 2:** Comprehensive case management and home visits: one-on-one guidance/support to assist in working toward goals of positive parenting and independent living preparation.

**Component 3:** Family counseling/case management; development of coping skills to manage common parenting stressors.

**EVIDENCE-BASED CURRICULUM USED:** The Incredible Years.

**AGENCY WEBSITE:** [www.billwilsoncenter.org](http://www.billwilsoncenter.org)

## **TAPY Success Stories:**

### **Parent Education Component**

A first-time mother, 18 years old, came into Bill Wilson Center's Transitional Housing Program with a 3-month-old infant. This mother was committed to breastfeeding and continues to breastfeed today and (her daughter is now 14 months old). She is described by her case manager and the parenting facilitator as patient with a strong healthy attachment to her daughter. She actively participates in the parenting group and is a model for the other mothers in the home. She has learned the importance of consistency as it relates to raising children, in both schedules and expectations.

### Home Visiting Component

A single mother entered Bill Wilson Center's program without her High School diploma or a job. During her time in the program, she actively participated in creating a case plan and making progress towards her goals. This youth has since graduated high school and is now employed full-time with a retail store. She has applied for scholarships and is also exploring a Summer internship Program through Kaiser. Her case manager has been a great resource connecting her various places in the community to enable her to be successful.

### Family Counseling Component

A single mother of twin girls participated in Bill Wilson Center's Family Counseling program. This mother had a history of substance use and mental health concerns; she also struggled with managing her parental role. She was connected to counseling services soon after moving into the Transitional Housing Program. This mother actively participated in her counseling services and through that support she was able to alleviate parental stress, as well as decrease her mental health symptoms and maintain her sobriety.

*In FY 2014-2015, Bill Wilson Center's Transition-Age Parenting Youth (TAPY) program served 175 clients, exceeding their annual goals:*

- *79 clients in Component 1 (parent education)*
- *81 clients in Component 2 (home visiting)*
- *15 clients in Component 3 (family counseling)*

# CATHOLIC CHARITIES

**PROGRAM NAME:** Steps Ahead Program (Baby Steps)

**FUNDING STREAM:** CAPIT

**AMOUNT OF AWARD:** \$100,000 total (\$800,000 CAPIT; \$20,000 CTF)

**PROGRAM DESCRIPTION:** The Catholic Charities of Santa Clara County (CCSCC) Steps Ahead—Baby Steps program will provide support and prevention to pregnant women and children birth through 3 years old.

**PROGRAM ELEMENTS:** Program focuses on parent-child attachment from pregnancy to age 3. Home visitation therapeutic support services and 10-week parent education groups. Services provided in collaboration with CCSCC's Washington United Youth Center.

**POPULATION(S) SERVED:** East San Jose/Mayfair, immigrant families; especially those that are medically high-risk, low income, or have immigration issues.

**PROGRAM MODEL:**

**Component 1:** home visitation (weekly hour-long home visits & case management support) for 6 months or as long as needed.

**Component 2.** 10-week Just Us parent/child attachment groups (“Touchpoints”) in collaboration with Catholic Charities’ Washington United Youth Center.

**EVIDENCE-BASED CURRICULUM USED:** “Just Us” best practice model

**AGENCY WEBSITE:** [www.catholiccharitiesscc.org](http://www.catholiccharitiesscc.org)

## **Baby Steps Success Stories:**

### **Home Visiting Component**

For a little over a year, Baby Steps worked closely with a family consisting of a disabled single mother, Sonia\* and her two children: one school-age son, Jose: and an infant son, Enrique.\*\* At the time, Sonia had sought out services, she just had Jose\*\* and was pregnant with Enrique. She wanted support with case management and prenatal guidance as she was experiencing significant anxiety and panic symptoms, as well as some depressive symptoms. Sonia had been hospitalized off-and-on during most of her first trimester of pregnancy, due to feeling physically ill.

Sonia is a blind woman whose sight was deteriorating since she was 16 years old. Now at the age of 37, Sonia's sight is 95% gone. Initially, Sonia's self-confidence and self-esteem were significantly impacted by her disability. Sonia feared to go outside of her home, to attend social gatherings or events, even family events. Sonia often questioned her ability to be a successful and effective parent and often gave herself negative messages. Sonia also struggled with panic attacks that she experienced whenever she thought of herself as incapable and feared it would lead to not being able to successfully raise her children.

The Baby Steps home visiting program provided extensive case management support, hands-on coaching and advocacy services to assist Sonia in identifying resources that would help her overcome issues of concern. As a result, Sonia was able to connect with the Blind Center to obtain support regarding her disability and to help her learn skills to be more mobile and independent. Sonia also applied for and received services through Outreach Transportation services, which assisted her in getting to her prenatal appointments and family outings. Sonia also obtained services through WIC, which provided her with prenatal nutritional advice and monitoring, as well with funding to purchase appropriate and healthy foods during and post-pregnancy. The Baby Steps program provided her with coaching support in building her self-confidence and self-esteem; all that played a tremendous role in order for Sonia to advocate for herself and to successfully utilize the resources she was awarded.

Sonia went from feeling extremely fearful of being in social places and getting out of her house, to accepting invitations from friends and families to go out; managing her anxiety, and giving herself positive and encouraging messages; and taking advantage of Outreach Transportation services and utilizing it not just for scheduled medical appointments, but to take her sons out to the park and do family outings. Additionally, she became more confident and comfortable with her ability to parent and began building a stronger relationship with her older son.

Lastly, the Baby Steps home visiting program provided parenting education, developmental screening and oversight of Sonia's newborn son, Enrique. After concluding services with Sonia, Enrique became a new client and received six months of services, all targeted to his developmental needs. Sonia did a magnificent job in caring for Enrique and demonstrated high skill level in meeting his basic needs despite her disability. Throughout this period, the program also provided advocacy support in navigating social services and healthcare entities in order to help Enrique obtain both financial and healthcare benefits. The family successfully achieved all service plan goals in the Baby Steps home visiting program, and now has the tools and supportive services to continue to be successful. Both Enrique and his older brother are thriving under the care of Sonia. Despite continued financial limitations, Sonia and her children are happy and healthy, and have what they need.

*\*not her real name.*

*\*\*not his real name.*

### **Just Us Parent/Child Attachment Component**

Gerard\* and his caregiver were self-referred, and received services from the Baby Steps program for about a year. Gerard's mother wanted to make sure Gerard was developing on target and thriving. At the time services began, Gerard was 18 months old.

Gerard and his caregiver participated in both home visitation services and the Just Us play group. Gerard and his mother attended almost all of the 10 sessions of Just Us, participating in hands-on activities such as arts & crafts, music & movement, reading, and much more. Yvonne,\*\* Gerard's mother, benefited from receiving different resources, as well as building relationships with other Just Us participants.

Home visitation services opened the door for building a good relationship with this family. We focused on Gerard's overall healthy development by providing him with age-appropriate activities to strengthen his fine/gross motor, cognitive, and social/emotional development. Any recommendations that were suggested were quickly put into practice. Gerard's parents were loving and caring toward their children. Yvonne was a dedicated mother who made it her priority to provide her children with the best care. Gerard had three older siblings who also provided him with lots of affection and stimulation. It was obvious that Gerard was thriving in such a positive environment!

In collaboration with Gerard's family, the Baby Steps Program was able to achieve all of the goals in Gerard's Family Service Plan. At that time, Yvonne had shared her concerns about her daughter Esther,\*\* and requested home visitation services for her, as well.

Baby Steps provided home visitation services for Esther, focusing on strengthening Esther's self-esteem to help her be successful at school. The home visitor worked closely with Esther's teacher, and together developed a strategic plan to help Esther feel more confident and assertive at school. Esther's progress was slow but steady. Yvonne was encouraged to schedule play dates outside of the school setting, and was reminded to praise Esther for all her achievements, both big and small. When the family ended her participation in Baby Steps Home Visitation Services, the family was encouraged to contact Catholic Charities should the need arise.

A year later, the family stopped by Baby Steps office, unannounced. It was such a happy surprise to receive a visit from them! It turned out that the family was having marital conflicts and were in need for marital counseling referrals. The family felt comfortable enough with program staff that even though it had been a year since receiving services, they decided to stop by to ask for help. Counseling referrals were provided for the family, and hugs were exchanged before they left. What a great feeling to know that the families served by the Baby Steps Program know where to come for help.

*\*not his real name.*

*\*\*not her real name.*

*In FY 2014-2015, Catholic Charities' Steps Ahead (Baby Steps) program served 99 clients, exceeding their annual goals:*

- 62 clients in Component 1 (home visiting)*
- 37 clients in Component 2 (parent/child attachment groups)*

# CATHOLIC CHARITIES

**PROGRAM NAME:** Successful Families

**FUNDING STREAM:** CAPIT & CTF

**AMOUNT OF AWARD:** \$75,000

**PROGRAM DESCRIPTION:** The Catholic Charities of Santa Clara County Successful Families Program (SFP) is a secondary prevention program.

**PROGRAM ELEMENTS:** Parent workshops in Vietnamese, Spanish, and Amharic (native language of Ethiopia). Parent/caregiver workshops; enhanced childcare provided for parent participants at the same time and location as the parent workshops.

**POPULATION(S) SERVED:** Recent immigrants: monolingual Vietnamese or Spanish-speaking, high-risk parents in East San Jose.

**PROGRAM MODEL:**

**Component 1:** seven 8-week parent workshop series; sessions were provided in Vietnamese, Spanish, and Amharic (the native language of Ethiopia).

**Component 2:** youth (children's) activities were provided for the parent/caregiver workshop participants at the same time and same location.

**EVIDENCE-BASED CURRICULUM USED:** Incredible Years (for parents); Dino Dinosaur (for young children); Life Skills Training (for grades 3-6).

**AGENCY WEBSITE:** [www.catholiccharitiesscc.org](http://www.catholiccharitiesscc.org)

## Successful Families Success Stories:

### Parenting class component

Rosa\* attended the Successful Families program at Catholic Charities from September 2014 to November 2014. After attending the first class, she invited her husband, Jose\*\* to come along. At first, Jose was reluctant to come to a class, and the program facilitator had to talk to him to engage him. When he understood that he was his child's first teacher and a role model, he started attending these classes.

Jose shared with the staff facilitating the Successful Families classes that he would reward his children for good behavior with unhealthy food, like hot Cheetos or burgers. His wife, who had been to nutrition classes before, didn't always agree with his approach or his "reward" but he continued to do so. Jose said his rewards were cheap and didn't cost him much, and his children enjoyed eating unhealthy food.

The facilitator explained to him that “rewards” don’t have to cost money at all; they can be as simple as an hour of reading with your child, going for a bike ride or playing ball. At every class, these approaches were repeated, and all participants shared their experiences.

After coming to few sessions, Jose shared that he re-thought his “reward” approach with his children. He started rewarding them by reading to them, taking them to a park, or just cooking healthy food for them at home. He shared how the LifeSkills class changed his approach to positive parenting, and now he thinks he is a better dad and good role model for his children.

*\*not her real name.*

*\*\*not his real name.*

### **Childcare component**

Mary\* is an immigrant mother. She came from Guadalajara, Mexico in 1992; she had just gotten married when she decided to move to the U.S. in a journey to provide a better future for her family. She now has 3 children, all boys; ages 14, 12, and 5 years old. She was referred to our program by a friend. She attended Successful Families program in November 2014.

When Mary started coming to our program, she brought her youngest child to our child care. The staff could see the child needed extra help, so they conducted an evaluation, utilizing ASQ and ASQ-SE [assessment tools to measure child development]. The child had scored very low on Gross and Fine Motor skills; and scored very low in Speech; referrals for additional services were needed. After talking to Mary about referring the child, she was hesitant, and it took some time to convince her that her child needed help. Mary decided to go ahead with the referral and after the referral was made, she found out that her child is autistic. It took a lot of resources and different agencies to be able to help this family, but he is now getting the help he needs for his growth. Mary learned how to become an advocate for her child and a parent leader in her community.

*\*not her real name.*

*In FY 2014-2015, Catholic Charities’ Successful Families program served 163 clients, exceeding their annual goals:*

- *84 clients in Component 1 (parent workshops)*
- *79 clients in Component 2 (child safety training)*

# COMMUNITY HEALTH AWARENESS COUNCIL (CHAC)

**PROGRAM NAME:** Child Abuse Prevention

**FUNDING STREAM:** CTF & Kids' Plate

**AMOUNT OF AWARD:** \$69,302 (for FY 2103-2014, \$25,290 came from Kid's Plate; \$37,712 from CAPIT.)

**PROGRAM DESCRIPTION:** The Community Health Awareness Council's Child Abuse Prevention (CAP) program will provide low-income and at-risk families with skilled counseling to get their lives back on track.

**PROGRAM ELEMENTS:** Short-term family therapy (five 2-hour sessions); parent education (eight 2-hour sessions); case management and support services.

**POPULATION(S) SERVED:** low-income Spanish-speaking families in North County (Mt. View/Sunnyvale area) at risk of child abuse.

**PROGRAM MODEL:**

**Component 1:** Family counseling/case management

**Component 2:** Parent education and support--Mt. View

**Component 3:** Parent education and support--Sunnyvale

**EVIDENCE-BASED CURRICULUM USED:** Systematic Training for Effective Parenting (STEP) with cultural modifications relevant to the Hispanic/Latino community; STEP is a best practice model.

**AGENCY WEBSITE:** [www.chacmv.org](http://www.chacmv.org)

## CHAC Success Stories:

### **Parent Education and Support Component**

In the class dynamics every week, the parents have homework and the homework requires practicing what they learned in class. Rosita was one of the parents who would complete her homework for every class. She would share her accomplishments with her children every week. Her enthusiasm was uplifting, and she was a positive influence to the rest of the parents present in the class.

Another required activity in the class is to read the lessons in advance. Rosita had just 3 years of elementary education and she was not able to read well; however, still she wanted to participate, and would always say, "I don't read very well, but you will help me, ok?" Her positive attitude motivated all the parents to participate more fully in the class.

During the last session, the students reviewed what they had learned in class. Rosita stood up and said that she "learned that before reacting and yelling at her children, she needed to breathe deeply, calm



herself down, and think about she was going to say.” She added that “Now I’m more patient with my children, with my husband, and I learned techniques to control myself.” According to Rosita, her husband and her kids told her: “You should continue attending those classes! We like it better the way you are now.”

*\*not her real name.*

### **Family Therapy Component**



CHAC believes in serving one family at a time to improve our community. CHAC has served the northern part of Santa Clara County for 41 years. Annually, CHAC serves more than 15,000 youth and adults at their clinic and on 33 school campuses.

Like many women who come to CHAC’s clinic, Laura,\* Maria,\* Olga,\* and Soila\* (from Mexico) and, Tereza\* (from El Salvador) were isolated and in need of a safe place where they could learn parenting skills. They met while attending the CAP parenting classes and became good friends. These five powerful women did not know back then about their power, or at least did not feel that way while carrying the burden of acculturation.

Eventually they all persuaded their children to attend and they all benefited from CHAC’s family therapy component. Some insisted that their partners join them in the parenting classes, family or couples therapy. It took each of them a long time to work on their family’s emotional well being, which they know now is a life-long process.

However, soon after their graduation, they decided to contribute to CHAC’s CAP services. Thus, they have been volunteering during the sessions by bringing food to our meetings and welcoming new members. At their insistence CHAC offered them an in-depth women’s therapy group for a year. Now, they insist on being CHAC volunteers. Therefore, CHAC developed a 6-month training on leadership to help them help their community. They are now in their 8<sup>th</sup> month of training; they recruited 5 more

women for their group. All of them are already volunteering in their community as advocates or political activists. They are all monolingual Spanish-speakers and live in poverty, experiencing difficulties with everyday financial challenges. This does not matter to them. They feel rich emotionally; one can tell by looking at their faces that they are happy women, willing to reach out for resources for others who are less fortunate in their community. And this may only be the beginning of their story.

*\*their real names; used with their permission.*

*In FY 2014-2015, Community Health Awareness Council's Child Abuse Prevention (CAP) program served 109 clients, exceeding their annual goals:*

- *33 clients in Component 1 (Family counseling/case management)*
- *40 clients in Component 2 (parent workshops - Mt. View)*
- *36 clients in Component 2 (parent workshops - Sunnyvale)*

# INTERNATIONAL CHILDREN'S ASSISTANCE NETWORK (ICAN)

**PROGRAM NAME:** Happy 5 Nuoi Day Tre Vui Manh (Vietnamese Early Childhood Education)

**FUNDING STREAM:** CAPIT

**AMOUNT OF AWARD:** \$81,000

**PROGRAM DESCRIPTION:** The International Children's Assistance Network's Happy 5 (Nuoi Day Tre Vui Manh H5) program is a culturally sensitive and multi-faceted public education program designed to help Vietnamese immigrant parents adapt to the new life in the new land in the realm of parenting. The program provides parenting education and parenting resources over radio broadcasts, and targets immigrant parents and grandparents. The program's 2 overarching goals are to 1) promote knowledge of child abuse-neglect prevention through the lens of child development; 2) help parents adopt more appropriate positive parenting skills.

**PROGRAM ELEMENTS:** Parenting workshops; home visiting; weekly Vietnamese radio program

**POPULATION(S) SERVED:** monolingual Vietnamese-speaking families (recent immigrants)

**PROGRAM MODEL:**

**Component 1:** Happy 5 parent workshops/home visiting

**Component 2:** Happy 5 radio broadcasts

**AGENCY WEBSITE:** [www.ican2.org](http://www.ican2.org)

**CURRICULUM USED:** Happy 5 Curriculum

## ICAN Success Stories:

### Parent Workshop Component

Many Vietnamese parents do not know much about brain/child development and positive parenting techniques. They love their children and want the best for them. Unfortunately, due to lack of knowledge, parents tend to resort back to the way they were raised and ended up doing harm to their children or inadvertently getting into trouble with the law.

Tina was very happy when her son was born. She loves him dearly, and spends a lot of time and effort in taking care of him, especially making sure that he eats. She and her husband work hard to have money to buy their son expensive toys.

Before attending ICAN's Happy 5 parenting workshop, Tina did not know how to play with her 2-year old son. She would be doing house chores while keeping an eye on her son who was left playing by himself on the floor. She believed that he was too small to understand what she told him. She disciplined her son by yelling, even threatening that the police or the monster would take him away if he did not eat or behave. She let him watch TV whenever and however long he wanted (since he was 11 months old). She did not know that yelling, threatening, and forced feeding are considered child abuse in the U.S.

After attending our Parenting Workshop Series, Tina now understands stages of child development and indicators of child abuse. She spends more quality time with her son, playing with him, reading and singing to him, and teaching him about colors. She tries to reason with her son instead of yelling, and is pleasantly surprised at his response. She no longer force-feeds him, and instead lets him decide if and how much he wants to eat. And she limits TV time to about 30 minutes per day. This takes a lot of discipline on the parents, as they themselves love to watch TV, but "seeing that they are closer to their son makes it all worth it."

### **Radio Show Component**

Ms. Tran has an eleven-year-old son. Like other children his age, her son spent most of his time at school. Being unaware of potential detrimental health effects on her son, Ms. Tran regularly gave him money to purchase foods from the school cafeteria and vending machines. Over time, he began to develop health problems that were confirmed when his doctor diagnosed her son as obese.

Worried and upset, Ms. Tran realized that her son has been gaining excessive calories and fat from ham and cheese. Ms. Tran expressed this concern to her friend, and learned that ICAN aired a radio program on Saturdays to discuss a variety of topics that benefit families and children, including nutrition. She said that ICAN's radio shows were so interesting and useful that whenever she started to listen, she could not leave her radio until the show ended. She paid a lot of attention to the nutrition shows and was very interested in a tip given by Ms. Nhu (ICAN's nutritionist). Ms. Nhu recommended that parents should prepare healthy lunches or snacks for their children to bring to school instead of giving them money to buy food from cafeterias or vending machines.

After hearing the radio show, Ms. Tran stopped giving money to her son and began to make sandwiches (her son's favorite food) from whole grain bread, lean meat, lettuce, and tomatoes for him to bring to school. In addition, she called in to ICAN's radio show to discuss with Ms. Nhu nutrition tips to prevent her son from being overweight and obese. She followed Ms. Nhu's advice by limiting his portion sizes, increasing his intake of vegetables, and avoiding fatty dressing, as well as educating him about food selection. After several months, she was so happy to inform Ms. Nhu again that her son is no longer considered obese, and more importantly, he could recognize and choose healthy foods on his own.

Ms. Tran finds ICAN's radio program to be a very trustworthy and knowledgeable resource for her family. Since then, she has become a loyal listener and has not skipped any of the radio shows.

*In FY 2014-2015, International Children's Assistance Network (ICAN)'s Happy 5 program served 2,528 clients, exceeding their annual goals:*

- *28 clients in Component 1 (parent workshops/home visiting)*
- *2500 clients in Component 2 (weekly radio broadcasts)*

# PARENTS HELPING PARENTS (PHP)

**PROGRAM NAME:** Child Abuse Prevention

**FUNDING STREAM:** CAPIT

**AMOUNT OF AWARD:** \$74,429

**PROGRAM DESCRIPTION:** The Parents Helping Parents' Child Abuse Prevention program will provide services to parents and their children who have special needs (any physical, intellectual, social, emotional or learning disability, or chronic or serious illness) including mentors, resources, and education for abuse prevention strategies for the child.

**PROGRAM ELEMENTS:** Family support services in English, Spanish, and Vietnamese for families of children age 3-18 with disabilities or any type of special needs. One-on-one parent mentoring matched to the specific type of disability (autism, ADD/ADHD, developmental disability) as the child; parent support group; abuse prevention workshops for child/parent dyad.

**POPULATION(S) SERVED:** High-risk, special needs children and their families.

## **PROGRAM MODEL:**

**Component 1:** Family support services (2-hour sessions on average) provided parents using mentor parent volunteers matched according to the child's disability and language of the family

**Component 2:** Parent Support Group (Sharing the Journey): six 2-hour workshops for parents and caregivers. Classes offered in English, Spanish, and Vietnamese.

**Component 3:** Child education classes (Social boundaries): six 1.5-hour workshops, for parent/child teams, to teach levels of Touch, Talk, and Trust as appropriate to situation). Each series is held quarterly.

**EVIDENCE-BASED CURRICULUM USED:** Circles curriculum for social boundaries class to increase knowledge of self protection skills t disabled children to enhance their ability to distinguish social distance and appropriate levels of intimacy with family, acquaintances, and strangers.

**AGENCY WEBSITE:** [www.php.com](http://www.php.com)

## **A PHP Success Story:**

The Social Boundaries class has had many success stories. Positive outcomes have been observed at the end of each session in children who have had negative experiences within relationships and the loneliness a child feels when he or she can't make friends. Social boundaries help contain the sense of self and protect it within interpersonal relationships.

Ryan, a 10-year-old with special needs, joined the class with his grandmother. Ryan came to class frustrated and angry; he expressed that he didn't have any friends and didn't know how to make friends. He has tried to engage, but didn't know what to do when he did not get a positive response. He was mostly laughed at or made fun of by children on the playground.

During the Social Boundaries class at PHP, he had the support of three other families. Ryan had the chance to make some changes in his own behavior, and also the possibility of making three friends in the class. His first engagement with one of the students was not a positive one. Ryan was yelling, "I want to be her friend," while he chased her around the classroom. Apparently Ryan had approached other children in this fashion.

Ryan's first lesson was learning the Purple Private Circle. Ryan was so proud when he stepped inside his Purple Circle, which was a hula hoop representing his own private space. He also learned that everyone gets to have their own Purple Private Circle. Ryan learned the concept of distance and space within the six-week course. Some lessons would allow each child to stand in front of the class and read. Everyone in the class had to give each child their undivided attention, along with a question-and-answer session at the end. Ryan loved to read in front of the class. He felt a sense of control, and having the audience listen to him enhanced his self-esteem. He began to like himself and was also well-liked by the others in the class.

Ryan's wish for friends came true, and he worked very hard at becoming a good friend. The class as a whole was a success. All the families exchanged phone numbers to plan play dates. Ryan finally felt included.

*In FY 2014-2015, Parents Helping Parents' Child Abuse Prevention program served 861 clients, exceeding their annual goals:*

- *746 clients in Component 1 (Family support services)*
- *70 clients in Component 2 (Sharing the Journey parent support group)*
- *45 clients in Component 3 (Social Boundaries classes)*

# REBEKAH CHILDREN'S SERVICES (RCS)

**PROGRAM NAME:** Healthy Families Parenting Program

**FUNDING STREAM:** CAPIT & CTF

**AMOUNT OF AWARD:** \$93,537

**PROGRAM DESCRIPTION:** The Rebekah Children's Services' Healthy Families Parenting Program (HFPP) workshops are evidence-based, primary prevention workshops that teach positive parenting skills. The Raising a Reader book program (ages 0-3) will be added to the Healthy Families Parenting Program.

**PROGRAM ELEMENTS:** 10-session parenting workshops in English & Spanish; RCS also offers a class just for fathers. Enhanced childcare (while parents are attending classes). Free, healthful dinners for the whole family (cooked on-site) offered to parents before class. Emphasis on promoting literacy; 4 books per week are loaned to each family to read to the children. Enhanced childcare services offered while the parents are in their classes.

**POPULATION(S) SERVED:** South County (Morgan Hill, Gilroy, San Martin); Latino whole families and Latino fathers; parents with multiple risk factors for child abuse and family violence.

## **PROGRAM MODEL:**

**Component 1:** Parent education (10-session classes). Three classes are offered in English, 3 in Spanish, 3 for fathers; one of each class is scheduled for the Fall, Spring, and Summer.

**Component 2:** Enhanced childcare services offered while caregivers are attending parenting classes

**EVIDENCE-BASED CURRICULUM USED:** Incredible Years (for parents); Dino Dinosaur (for children); Raising a Reader; Life Skills Training.

**AGENCY WEBSITE:** [www.rcskids.org](http://www.rcskids.org)

## **An RCS Success Story:**

As a young boy living in the most turbulent region of Mexico, Miguel\* was exposed to an overwhelming amount of violence. Not only was he exposed to it, he was encouraged to participate in it, following in the footsteps of others in the environment in which he lived. At the age of 10, when most boys received soccer balls and action figures as birthday gifts, Miguel received his first handgun. He had no choice but to fall into a life of violence.

As an adult now living in Gilroy, Miguel's life continued to be focused on violence—and, as a husband and father, it was his family that would suffer the most. One day, violence spilled out onto the front



yard of Miguel's home. He exploded with anger at his 7-year-old daughter, and began to beat her with his belt, very much like he was beaten as a young child. A neighbor witnessed what was occurring and stopped Miguel in his tracks. This neighbor happened to be an off-duty law enforcement officer, who referred Miguel to the Parenting Program at Rebekah Children's Services. This class focuses solely on fathers, and is funded by the Child Abuse Council. It offers training to struggling Latino fathers to help them engage their children in positive activities as simple as reading to them, which helps to foster the development of healthy bonding between father and child.

Miguel will admit that he only signed up for these classes because he did not want to get into further trouble with the law, but as he made his way through the 12-week course, he saw a remarkable change in himself. Once a reluctant reader, Miguel now actively reads and enjoys losing himself in the characters of the books he's reading—much to the excitement of his young daughter.

Not only did his daughter see a difference in her daddy, but his wife has watched her husband transform into a much gentler man. He is no longer handling his frustrations with verbal and physical abuse as he did in the past. She says he really enjoys the classes and has made very strong connections with his family.

Miguel's story is not unusual. There are many fathers who are struggling and in need of that extra support and guidance. Rebekah Children's Services—along with the Child Abuse Council—is here to help them and their families build a brighter future.

*\*not his real name.*

*In FY 2014-2015, Rebekah Children's Services' Healthy Families Parenting Program (HFPP) served 712 clients, exceeding their annual goals:*

- *302 clients in Component 1 (parenting classes)*
- *410 clients in Component 2 (enhanced childcare)*

# SACRED HEART COMMUNITY SERVICES (SHCS)

**PROGRAM NAME:** Una Vida Mejor para mi Familia (A Better Life for My Family)

**FUNDING STREAM:** CAPIT & CTF

**AMOUNT OF AWARD:** \$45,000

**PROGRAM DESCRIPTION:** Primary and secondary prevention services to help stem child abuse: education, resources, and support to raise their children in healthy homes that avoid abuse and neglect; there is an underlying Domestic violence component. Training enables them to advocate for themselves, their families, and their communities.

**PROGRAM ELEMENTS:** home visits, 10-week parent education classes, counseling, support group for parents of preschoolers, early childhood education (6 months-5 years).

**POPULATION(S) SERVED:** Downtown San Jose area; low-income Spanish-speaking immigrants; underlying unmet need is failure to become self-sufficient.

**PROGRAM MODEL:**

**Component 1:** 10-week parent education workshops; POPS education (parents of preschoolers); support groups; promotora training.

**Component 2:** Weekly case management sessions for parents for 10 weeks (to provide 1:1 support) to identify, discuss, and monitor progress toward goals.

**Component 3:** Early Childhood Education to provide child abuse prevention curriculum to pre-school age children.

**CURRICULUM USED:** Survival Skills for Healthy Families; Good Touch/Bad Touch curriculum for preschoolers.

**AGENCY WEBSITE:** [www.sacredheartcs.org](http://www.sacredheartcs.org)

## A Sacred Heart Success Story:

Family Court asked Sara\* to attend a parenting class as there was domestic violence at home in the form of emotional abuse and threats from her husband. They were in danger of losing their two small children; 2-year-old Sam and 1-year-old Katie.\* Sara had filed for divorce and obtained a restraining order against her husband; Sara's mother was helping her with the care of the children as they had been neglected during the time while Sara looked for a place and tried to keep them all safe.

Sara didn't know where to go to take the parenting class, but while she was at Sacred Heart with her friend she found out that they offered support and services. She asked to speak to someone from Sacred Heart's Family Support Program and was connected to a case manager. Sara was motivated to live a safe and healthy life with her children and eagerly signed for the next series of classes. She cried the first time she came to the meeting with her case manager, and she expressed that she felt overwhelmed and scared. She suffered from anxiety and said that she felt depressed because of everything that was happening. She talked about being able to live with her mom and setting goals to support her children without violence in their home. As a one-stop-shop, Sacred Heart was able to provide Sara and her family with food, clothing, and emotional support.

Sara was on time to all her classes and made sure to participate and share with the other families she met. She shared that she often felt she was a bad mother and felt isolated; she expressed that because of the classes she took, she realized that she wasn't a bad mother, but that she needed support and help with figuring out what she needed and what her children needed from her. She set goals for herself, and one of them was to spend time playing with her two small children. She learned about her children's developmental stages and in the class something clicked for her: she began to see that some of the things her children did, like whining and crying, were normal and that she could learn new techniques to address their needs without feeling so overwhelmed all the time. She completed her classes and continued to be involved with her case manager; the restraining order was changed to a peaceful contact order and so she and her husband could have contact and co-parent the children.

She suggested to her husband that he take the classes at Sacred Heart as well and when he signed up, she also signed up to attend with him. They are living separately, but because they both learning the same things and share what they learned, they are better able to support their children. Sara and her husband both shared that they wish they had known all the information they were learning in the classes beforehand. He said, "I know that I would have not behaved so irresponsibly towards my kids." They both admit that they do not regret having to go through such difficult times because they were able to learn from it, but they do feel very bad about their children having to suffer because of their mistakes.

During the last class they completed the "Head, Heart, Feet," evaluation tool which asked parents to tell us something they *learned* (head), something they *felt* (heart), and something they will *do differently* (feet). Sara said that she learned about her children's developmental stages, that she felt hopeful about her parenting and future, and that she would take a time out or ask for help when she felt overwhelmed. Her husband stated that he learned that violence does not solve anything at home. He also said he felt happy to learn so much about himself and his children, and that he would take a break if he felt like he was going to raise his voice. Sara lives with her mom and her children, and her husband visits with them on the weekends. The family has made a commitment to work together in support of their two young children.

*\*not her real name.*

*In FY 2014-2015, Sacred Heart Community Services' Una Vida Mejor para mi Familia program served 103 clients, exceeding their annual goals:*

- *39 clients in Component 1 (parenting classes)*
- *42 clients in Component 2 (counseling & case management)*
- *22 clients in Component 3 (child safety training)*

# SAN JOSE GRAIL FAMILY SERVICES (GFS)

**PROGRAM NAME:** Birth & Beyond Family Empowerment Program

**FUNDING STREAM:** CAPIT & CTF

**AMOUNT OF AWARD:** \$85,950

**PROGRAM DESCRIPTION:** The Birth & Beyond Family Empowerment Program recognizes the Primary Prevention efforts must begin at an early age and has the goals of developing in parents positive discipline techniques; increasing awareness of child development; promoting positive interactions between parents and children; and assisting parents in setting realistic family goals that impact the healthy development and school readiness of their children. There is an emphasis on the importance of reading opportunities.

**PROGRAM ELEMENTS:** Parenting workshops in East San Jose for eight weeks (2-hour sessions).

**POPULATION(S) SERVED:** Parents who are Spanish-speaking and low income, and children from birth to age 5. Focused on the Mayfair area of San Jose.

**PROGRAM MODEL:**

**Component 1:** Parent education

**Component 2:** Family counseling /case management

**Component 3:** 1 hour Child Safety workshops, implemented twice per year

**EVIDENCE-BASED CURRICULUM USED:** NuParent (for parents of infants 0-12 months); Good Touch/Bad Touch abuse prevention (for small children).

**AGENCY WEBSITE:** [www.gfsfamilyservices.org](http://www.gfsfamilyservices.org)

## San Jose GFS Success Stories:

### Parent Education Component

Maria,\* mother of 7- and 2-year-old daughters, participated in the NuParent Program at GFS along with her 4-month-old son, Bryan.\*\* At the beginning of the program, Maria expressed her initial feelings of stress and anxiety in regards to parenting. She presented that she had a strained relationship with her eldest daughter, and felt it was due to the lack of attention her daughter received when she was an infant and toddler.

Throughout the course of the NuParent program, Maria put more effort into building a positive, calm, and nurturing relationship with her 3-month-old son. She learned about how to establish positive communication and daily routines, guide positive and negative behaviors, and learned how temperament played a role in the development of her infant. Through participating in the program, Maria was able to learn how to strengthen her relationship with all of her children and reported feeling less stressed as a stay-at-home mother. At the end of the program, Maria shared that she enjoyed spending more quality time with each of her children individually, and that due to NuParent, she felt like she was intimately experiencing her son's growth.

*\*not her real name.*

*\*\*not his real name.*

### **Case Management Component**

Rosa,\* a mother of 3 children, participated in case management at GFS due to concerns around her daughter's aggressive behaviors, as well as a culture of yelling in the home. During sessions, the case manager worked closely to meet Rosa's goals of learning more positive discipline techniques to use with her children. After reviewing material from the Triple P program about causes of children's misbehavior, establishing positive relationships with children, and managing misbehavior, Rosa began making changes in her home. She established house rules, which included talking in a calm manner. After a few weeks of implementing the new house rules, she noticed a decline of the amount of yelling in the home. Rosa described that it was simpler to remind the children of the rules, have them explain what rule they broke, and ask them to try again. Rosa shared that due to these changes, she had also seen a decrease in her own volume and anger. Rosa shared that she had learned to set a positive example for her children, and to better manage her daughter's behaviors overall.

*\*not her real name.*

### **Child Safety Component**

Lisa, a 4-year-old girl, attended Grail Family Services' Children Enrichment Program and participated in the 911 Activity and Good Touch/Bad Touch Program. During the 911 activity, Lisa learned to identify several emergency situations, when to call 911, and how to call 911. After the program ended, Lisa's mother shared with Child Enrichment teachers that during a walk, Lisa had identified a situation that was not an emergency at the park. When Lisa's mother asked client what an emergency was, mother was impressed that Lisa had responded that an emergency was a fire, an earthquake, or when someone was hurt. Lisa's mother then asked her what she would do in that situation and Lisa responded with calling 911. Lisa's mother later thanked teachers for providing her daughter these skills in order to help her identify emergency situations in the future and ensure her safety.

*In FY 2014-2015, San Jose Grail Family Services' Birth & Beyond Family Empowerment program served 165 clients, exceeding their annual goals:*

- *69 clients in Component 1 (NuParent parenting classes)*
- *29 clients in Component 2 (Family counseling & Case Management)*
- *67 clients in Component 3 (child safety training)*

# YMCA OF SILICON VALLEY

**PROGRAM NAME:** Project Cornerstone/Los Dichos de la Casa

**FUNDING STREAM:** CTF

**AMOUNT OF AWARD:** \$75,530

**PROGRAM DESCRIPTION:** The YMCA of Silicon Valley (Project Cornerstone/Los Dichos de la Casa) will provide parent education workshops. Sessions will be focused on the developmental stages of children, from preschool to elementary school.

**PROGRAM ELEMENTS:** Parent education in English and Spanish (six weeks, 2-hour sessions)

**POPULATION(S) SERVED:** Latino families; services provided at school sites in Alum Rock, Berryessa, Campbell, Evergreen, Franklin-McKinley, Gilroy, Moreland, Morgan Hill, Oak Grove, SJUSD, Sunnyvale, and Rocketship Charter Schools.

**PROGRAM MODEL:** Parent Education (1 component only)

**CURRICULUM USED:** Developmental Assets

**AGENCY WEBSITE:** [www.projectcornerstone.org](http://www.projectcornerstone.org)

## Project Cornerstone Success Stories:

Carmen,\* a 32-year-old native Spanish speaker, took the parent workshop to learn parenting skills and meet other parents. She was surprised by what she gained from the class and how it has impacted her family. She gained confidence from the class and became a better decision maker. It also gave her the strength to challenge her husband's views about his role as a parent. She has gotten him to be an active partner with her in their child's education and together they are supporting their child in more positive ways.

*"It has been a positive learning experience for me because I didn't have the ability to make decisions and I learned to do this. Also, I have the skills to better communicate with other parents, teachers, and with my family."*

*\*not her real name.*

Li,\* a 42 year-old-immigrant from Hong Kong, took the workshop when his 2nd grade son started acting out in school. The class helps parents learn how to better support their children, and for Li, it was a true eye-opener. When the discussion turned towards the value of dinner table conversations, Li shared that in his culture, dinner was supposed to be more about eating than talking. A number of others in the class nodded in agreement. Li shared that he never really thought to communicate with his son unless



he was disciplining him. Li became a regular attendee, and weeks later, he happily reported how the workshop helped him begin to engage his son in real conversation. He now wants his wife to attend as well and is encouraging other dads to attend.

*“Before I came here, I didn’t know there was much to parenting,” said Li. “It seemed like a simple thing. Now I know that there is so much to think about.”*

*\*not his real name.*

*In FY 2014-2015, YMCA’s Project Cornerstone program served 518 clients in their parenting classes, exceeding their annual goals.*

# YWCA OF SILICON VALLEY

**PROGRAM NAME:** Child Abuse Prevention Program

**FUNDING STREAM:** CTF

**AMOUNT OF AWARD:** \$45,000

**PROGRAM DESCRIPTION:** The YWCA Child Abuse Prevention Program provides individual and group counseling for mothers and children who are at risk of abuse. Clients will participate in short-term, but intensive, counseling that includes group and individual therapy. Mothers at significant risk of child abuse will receive free childcare at the YWCA.

**PROGRAM ELEMENTS:** childcare, support services, respite care, counseling, anti-bullying program

**POPULATION(S) SERVED:** Women facing domestic violence situations and children (age 0-12) who have witnessed domestic violence; mothers at significant risk of child abuse due to stressful situations.

**PROGRAM MODEL:**

**Component 1.** Family counseling

**Component 2.** Parent educational support group

**Component 3.** Respite Daycare

**EVIDENCE-BASED CURRICULUM USED:** None stated.

**AGENCY WEBSITE:** [www.ywca-sv.org](http://www.ywca-sv.org)

## YWCA Silicon Valley Success Stories:

### Family Therapy Component

The YWCA Silicon Valley began seeing a mother recently from out of state with a 6-year-old daughter. She stated she left out of fear from her husband and needed help for herself and her daughter. Both began therapy with 2 of our interns; the child was having problems at school and at home and was at least a year behind in school (she was being tested for learning disabilities). The child was acting out by hitting and screaming and having many tantrums during the day; the mother was exhausted and struggling to handle her daughter. After developing a relationship with the little girl, it became clear that most of her problems were a result of trauma and she could not regulate her own emotions or tell anyone what was wrong. It seemed appropriate to have some sessions with mom and daughter

together and through these sessions, the mother learned how to see these behaviors differently; the daughter began to be able to connect to her feelings and tell her mom she was scared her dad was going to find them and kill them. The daughter had seen the dad hold a gun to her mom's head and had been afraid every time she was alone with her dad. Once the story came out and mom and daughter could talk, the child's behavior changed, both at home and at school. Just as she was making progress at school, her teacher left for maternity leave and the change triggered the child and she began acting out again. The girl's therapist was able to work with school personnel to understand that these behaviors are connected to trauma and developed a plan to help her when she gets triggered. Mom is now in a new healthy relationship and the daughter remains in therapy as she learns to manage change and transition in her life.

### **Day Care Component**

The YWCA Silicon Valley began seeing a mother for increased anxiety and stress which was affecting her relationships with her 2 children. Mom has two children, ages 5 and 8. She was finding it difficult to make her appointments on time, due to inability to secure child care. Through the CAC grant, the YWCA Silicon Valley was able to provide the client with child care at the YWCA Davidson Child Care Center. While mom was able to meet with her counselor on an individual basis, she could rest assured that her children were well taken care of at this licensed child care center, where her kids would engage in STEM (Science, Technology, Engineering, and Math) education-based curriculum. Mom successfully completed 10 sessions under the CAC grant, and she was able to reduce her overall stress as a parent and a caregiver and was able to use personal interventions such as positive self-talk and re-framing her thoughts.

*In FY 2014-2015, YWCA's Child Abuse Prevention Program served 34 clients, and did not meet their annual goals.*

- *20 clients in Component 1 (Family counseling)*
- *6 clients in Component 2 (Parent educational support group)*
- *8 clients in Component 3 (respite daycare)*

The Child Abuse Council is proud to partner with these outstanding agencies. Together, we are making our community a safer place for children and families in Santa Clara County.



Photo Courtesy Baby Steps Program