

First Steps Cal Learn Supervisor Workgroup Minutes

September 22, 2021

11:00am-12:00pm

Zoom

Present: Central–SAY San Diego: Alexis Armas; East–Home-Start: Carlee Gosser, Rana Dawood-Noaman; North–Palomar: Izabel Solis; South–SBCS: Brenda Durazo; AAP-CA3: Luis Lechuga, Kim Thomas, Shelby Smith

Developing a Satisfaction Survey for Cal Learn Clients

- AAP-CA3 shared with Supervisors that each site/contacter will need to administer a parent/customer satisfaction survey to every client twice a year.
- Many supervisors shared this is the first time they've heard about a satisfaction survey
- The survey shall include at minimum the following:
 - All major services provided;
 - A survey of current teens;
 - A survey of former teens leaving the program on the month prior to the survey month; and
 - A provision for comments in every survey.
- Upon completion, survey results are to be summarized and sent over to the County within 60 days. Due to this requirement, the previous contractor picked two days out of the year to send the survey to all clients, as opposed to basing the survey on how long they have been in the program. AAP-CA3 asked supervisors for their thoughts on this process
 - Supervisors agreed that setting 2 week to 1 month window, instead of a single date, would create more wiggle room to get more surveys from clients who are difficult to reach
 - AAP-CA3 asked supervisors to think about the 2 months out of the year to send these out
 - April and October might be best (when teens are settled in school, not on break)
- AAP-CA3 shared a copy of the previous survey and are working on revising it. There are already ideas to change the language to make it friendlier, but AAP asked supervisors for feedback as well:
- **Question 3:**
 - Teens may not complete the open-ended questions. Suggestion to adjust to select options (child development topics/knowledge, learning new parenting skills)
 - Some teens may feel offended by the term "better parent"?
 - Many teens don't realize their CLCM is trying to support them with parenting, not just with their schooling support
 - AAP-CA3 shared the idea of matching this question to a planned program goal like implementing Mothers and Babies Curriculum with CL families. Other ideas included "has your case worker helped you with mindfulness, finding pleasant activities, etc?"
- **Question 4:**
 - Suggestion to change "ISP" to Case Plan

- CL uses quarterly Case Plans, although some regions conduct them monthly. Goals are being documented within the case plans
- There was a question about if supervisors are required to write CL Family Progress notes in supervision notes? And should supervisors be separating their supervision notes between CL and CW on HFA form?
 - AAP-CA3 shared the requirements (per the contract). Documentation is needed to show that staff received clinical, administrative and reflective supervision in supervision form/notes
 - It was suggested to document CL supervision on the First Steps supervision forms. This could be especially helpful for staff dually funded. When using this approach, notes could apply to CL and CW conversations using the 3-part recipe. It was also suggested to minimize use of the term Cal Learn by name. This way, HFA reviewers will not be confused.
- **Question 5:**
 - Sensitive topics? – restraining orders and child custody – most CM’s don’t really talk about that with teens.
 - “Healthy relationships” is more appropriate. CL families should already have CalFresh and CalWORKS, so consider removing these or being more specific about helping with CalWORKS forms or requirements
- **Question 6:**
 - AAP-CA3 shared that the previous contractor would ask these follow-up questions and then be responsible for following up with the client. We can change these if needed.
 - There was a concern about if a client wrote something that is outside our ability to help with.
 - Also, there’s a need to consider where the follow up ends such that it becomes difficult to close a case.
 - Suggestion to narrow down “anything” to something more specific? “anything from the above list (question 5) that you need help with?”
- What questions, if any, would you add?
 - AAP-CA3 proposed “What can be improved about this program?”
 - There is a possibility to compile these answers as data of what the teens are asking for – and present to the county as things that need to change
 - AAP-CA3 proposed “what about this program has been most helpful to you?” – supervisors felt like good feedback would be shared here, what successes and benefits families are seeing. This can empower the teens to have a voice
 - Asking teens questions that are more generalized/ programmatic and less specific to their case manager would also be helpful
- AAP-CA3 is exploring alternative methods for delivering the survey. For example, some platforms offer surveys through text.
 - Allyson is checking into text-message based survey apps (Survey monkey has a feature), but also checking on confidentiality/privacy protection with these apps
 - Supervisors agreed that the teens might not respond to the text (even with an incentive) – suggestion to send text as the first attempt, then supervisor makes a call (not case manager) as a second attempt
 - South shared that attaching an incentive once its completed has been beneficial in the past
 - East region has struggled to find the funds for incentives

- North region shared that they have to be creative with finding funds; alternative to monetary incentives, staff put packages together of random items from office as well
- AAP-CA3 will take feedback and share a revised version with supervisors.
- There was a question about if these survey results would be compiled into CMEDS
 - Currently, only CL demographics are entered into CMEDS

Dual Enrollment

- The topic of dual enrollment has been discussed in regional CARM meetings. Group discussed to make sure everyone has received the same procedures for offering dual enrollment.
 - S-SS requests that home visiting be offered to youth in CalLearn (at or around the time of Orientation). If a youth declines, the offer can be made again later in services once rapport is built with the family.
 - The offer of home visiting to be documented in CalWIN as well as on Form CW2224 Home Visiting Opt-In form.
 - North and Central Supervisors shared that they know they have to offer services but had not seen the form. East received the form in June
 - This form is the same the FRCs are supposed to use when making CW referrals, so you may see this coming from an external partner as well as using it to refer from CL to CW internally.
 - The instructions guide includes a screen guide for entering this on CalWIN.
 - Will come back to this next meeting to share experiences so far.
 - Supervisors shared that their access to CalWIN has improved today.

Next Meeting: Friday, October 27th 10am-12pm

Action Item	Responsible	Due Date
Update CL Satisfaction Survey	AAP-CA3	9/30/2021
Send form CW2224 and Instruction Guide	AAP-CA3	9/24/2021

First Steps Cal-Learn Supervisor Workgroup Minutes

December 8, 2021
11:00am-12:00pm
Zoom

Present: East – Home-Start: Carlee Gosser; North – Palomar Health: Brenda Ansell, Izabel Solis; South – SBCS: Brenda Durazo, Ileana Avalos; AAP-CA3: Luis Lechuga, Allyson Cruz

Cal-Learn Satisfaction Survey

- AAP-CA3 and First 5 made edits to the original Cal-Learn Satisfaction Survey and modeled it after the First Steps Parent Satisfaction Survey.
- AAP-CA3 shared two versions of the updated Cal-Learn Satisfaction Survey:
 - Word Version – able to print and mail or send by email to families to complete
 - Electronic – scannable QR code that is on the Word version so that families can complete the survey on their phone or tablet
- The group reviewed the updated Cal-Learn Satisfaction Survey and provided the following feedback:
 - Categorize the questions into two areas:
 - Questions asking about how the services are provided by the Cal-Learn Case Manager i.e. “My case manager helps me turn my documents in on time,” “My case manager helps me navigate the Cal-Learn program”
 - Questions about the Cal-Learn program itself i.e. “I am satisfied with the Cal-Learn program.”
 - Shift the language used from the First Steps Parent Satisfaction Survey to be more specific, i.e. removing “I feel” statements. Examples:
 - “My case manager respects my beliefs/values”
 - “Materials were easy to understand”
 - Keep the “I feel” statement for question #1 “I feel comfortable speaking to my case manager”
 - Add clarification for question regarding materials since most materials are coming from CalWin (e.g., denials and notice of action) and out of CLCM control
 - The group shared there is not a lot of opportunity to use materials (i.e. curriculum) outside of CalWin
 - SBCS shared they have done a few PHQ-9s and ASQs but have not shared any other materials with the teens
 - Delete or reword question #7 “I would recommend this program to a friend” since the Cal-Learn program is mandatory this question may be confusing to the teen.
 - Possible rephrase could be “How did you feel after being notified of your enrollment into this program?”
 - Add a question about school options “My case manager helps me understand my school options (IEP, independent study, GED)

- The group liked the QR code and electronic version. One update would be to slow down the first few messages that show the directions so that teens can process the information.
 - **Action item: AC to follow-up with Survey Monkey to see if this is possible.**
 - **Action item: AAP-CA3 to revise survey based on feedback and email to supervisors by Friday, 12/10**

Dual Enrollment

- The group checked-in on families dually enrolling in First Steps and Cal-Learn
- The group shared that engagement has still been a challenge, and since teens are not engaging in Cal-Learn not many are dually enrolling in First Steps
- The group shared their plans and experience with dual enrollment
 - Home Start currently has one family dually enrolled, however, the client is difficult to engage. The same staff person is serving as CLCM and FSS, as their staff are dually funded.
 - Palomar Health has one family currently dually enrolled in CL and First Steps.
 - Palomar Health shared that they created a strict boundaries between CL and First Steps and have a CLCM working with the family to support them in CL and an FSS to support the family in First Steps.
 - Palomar Health shared that they have told the parent that any questions regarding CL needs to be directed to their CLCM, and questions regarding First Steps will need to be shared with their FSS. Their staff have defined roles and are trained to not cross lines of the programs. Staff let the family know that they need to discuss questions with the CLCM or FSS.
 - Teens are aware though that the CLCM and FSS may share information between them regarding the family's case.
 - SBCS does not have any current families dually enrolled and asked the group their experience with dual enrollment.
 - The group asked about FSS and CL roles, timeline and sharing of the PSCO, and administration of ASQ and PHQ-9 when a family dually enrolls.
 - AAP shared that timelines may vary based on when the family decides to dually enroll.
 - The group asked if a new assessment may be a possibility instead of the PSCO since some questions are not appropriate for this population i.e. "work experience"

PSCO

- At a recent CARM meeting S-SS shared that assessments were to be done by the 60th date of Orientation. S-SS also shared that the assessment could be done in parts i.e. 4

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parts at 4 different times, as long as the completed assessment is done by the 60th date from Orientation.

- AAP-CA3 checked-in with the group to share the information as some heard differently.

Next Meeting and Adjourn

- The group shared topics they would like to discuss at the next meeting:
 - Training
 - Performance measures (Q1 and Q2 are due January 21, 2022)
 - Simplified assessments to replace PSCO (recommendation – Adolescent PHQ-9)
 - Another group meeting separate from CL SWG to share ideas and experiences on how each region is doing CL work.

Next Meeting and Adjourn

- Next meeting is on January 27, 2022 from 10 AM-12PM and will include Alex and Noor from S-SS. The meeting will be to review the outcomes of the December review.
- Outlook calendar invites have been sent which lists all meetings for 2022.
 - **Action item:** If group members did not receive an invite, contact Allyson at acruz@aapca3.org

Action Item	Responsible	Due Date

First Steps Cal-Learn Supervisor Workgroup Minutes

February 10, 2022

11:00am-12:00pm

Zoom

Present: Central – Alexis Armas; East – Home-Start: Sara Spears; South – SBCS: Brenda Durazo, Ileana Avalos; AAP-CA3: Luis Lechuga, Allyson Cruz

Questions for S-SS

- The group asked what would happen to sanctions and bonuses if the teen's CL1 date was changed. The group would like to know if the teen was unduly sanctioned, is there a mechanism for issuing a refund?
 - **Action item:** AAP-CA3 will follow-up with S-SS.

Cal-Learn Satisfaction Survey

- AAP-CA3 made updates based on Supervisor and First 5 feedback and it is ready for sites to send out. There are two versions of the survey:
 - Word Version – able to print and mail or send by email to families to complete
 - Electronic – scannable QR code that is on the Word version so that families can complete the survey on their phone or tablet. Each region has a unique QR code so they will receive individualized results.
- AAP-CA3 is using their Survey Monkey account and will be able to send results of the electronic version to sites individually.
 - When sites begin sending the surveys, AAP-CA3 will check survey results weekly and send to the sites.
 - Sites to send to parents February/March and May/June
- **Action item: AAP-CA3 will discuss with First 5 how they would like to receive the results, if needed.**
- **Action item: sites to discuss with PMs on how to collect/send results.**
- **Action item: AC to send surveys to sites.**

Training Updates

- AAP-CA3 shared an update that trainings specific to First 5 First Steps tools, such as UISPP and HFPI, are optional for Cal-Learn Case Managers (CLCMs).
- CLCMs will still be required to take Healthy Families America (HFA) trainings as it supports staff skills in partnering with families.
 - CLCMs who are working with First 5/CalWORKs funded families will still need to take the tools specific trainings. Home Start and SBCS shared their CLCMs are dually funded, and SAY San Diego shared their CLCMs were not.

FROG

- The group discussed using the FROG as an assessment tool similar to in First Steps.

- Transitioning from the PSCO to the FROG can be slower if needed, as Cal Learn is not under the same transition to new standards and policies as HFA.
- In SAY, CLCMs have taken the FROG Hop Up training. Referrals have slowed down so to practice their skills, CLCMs are paired up with Family Support Specialists (FSS) to shadow or role play the FROG.
- SBCS shared they had experience in administering the PSCO on a CL client and it went well. Value in the PSCO was evident and supported in building rapport and trust. SBCS shared it is still hard to reach the parent on a consistent basis and keep them on the phone which made it difficult to complete the assessment within the 60 days time period.
 - The PSCO was done one week after ORE, a strategy SBCS shared was introducing ORE to parent as a meeting about Cal-Learn, and then preparing parents with letting them know the next meeting would be all about getting to know them.
- The group agreed that timing and engagement is a challenge and that keeping the parent on the phone for more than 15 minutes is difficult. Recommendations from the group were:
 - To divide the FROG based on specific domains because it is longer than PSCO
 - HFA's guidelines is that the FROG could be divided into 2 parts. After piloting, the group can come back to assess if more time is needed.
 - Regarding audits, S-SS only requires that the assessment is done within 60 days from orientation (ORE). This need is met through inputting assessment was done in case comments. The assessment is then kept in the parent's file and shared with S-SS only if needed for the audit.
 - Idea to create a condensed version of the FROG with specific questions to the teen's experience. Domains and questions, for example on rent and food security, did not apply to some teens if they were not the head of the assistance unit (AU).
 - Areas of the PSCO that were useful were: learning about the partner, relationships the parent has, and perception of baby.
 - Connecting the FROG domains to goals embedded in the Cal-Learn Case plan: education goal, health goal, relationships goal and mental health.
 - **Action item: AAP-CA3 to follow-up with S-SS on if there are specific county referrals required for mental health services like there are for housing.**
 - **Action item: group to share other areas of the FROG they would like to prioritize**
 - Focus on the narrative versus scoring since parents are already mandatorily participating in the Cal-Learn program and there would be no need to "score" teens in.

The group discussed use of other assessment tools.

- The PHQ-9 may be another form of assessment. The group added it would be helpful to include the partner in using it. Through the PSCO, CLCMs are able to discover the age of the teen's partner.
- The group shared that they thought that there would be more opportunities to do assessments like the PHQ-9 and ASQ with families.
 - SBCS has done 2-3 PHQ-9s
 - Many families come in with older children so PHQ-9 is not done
- The group also shared not being able to share curriculum because they haven't had the opportunity to do more than Cal-Learn requires.
- Many of these opportunities aren't present due to disengagement
 - One region sees about ¼ of their parents engage. Another is seeing almost half engage.
 - One region shared that although some parents answer they phone, they aren't engaged in conversation. Many of the topics of conversation are about: "how's my benefit, am I going to get my money?" Conversations do not include baby, and when asked, answers are short, for example questions like "how are you, how is baby anything exciting happen?" are answered with "Good" or "No."
 - Another region shared a similar experience
 - Most parents are 17-18 years old and have been transparent in not wanting to participate and are "waiting to age out"
 - Regions shared parents have said they are "not going to go to school, not interested, I'm turning 19 and will age out, and I know I'll get sanctioned."

Dual enrollment

- The group discussed experiences with dual enrollment.
 - SBCS shared that parents have not yet taken up the offer. Many of the teens and their parents ask "do we have to?" and are not open to the program. SBCS has started offering dual services at ORE after S-SS had shared at a CARM meeting, but 6 months after this practice, no new referrals have enrolled in First Steps. Some challenges were: getting the head of AU and the teen on board. One example shared was that the head of AU (teen's dad) did not want anyone in the home and teen "wasn't allowed" to say yes.
 - At SBCS, they plan to have one CLCM and one FSS.
 - Home Start has one dually enrolled family. Their plan was to do a visit for Cal-Learn topics, and plan for the next visit to be First Steps topics. They currently have a new referral that is starting and hoping to have them dually enrolled.
 - At Home Start, the FSS and CLCM is one person.
- The group contemplated if it would be different if someone other than the CLCM offered the program. **Action item: AAP-CA3 to follow up with S-SS.**

CLCMs at CARM meetings

- The group debriefed on including CLCMs at the most recent CARM meeting.

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- The group was open to inviting CLCMs to join at some of the Supervisor Workgroup sessions, and would also like to have some meetings be supervisors only.

Incentives

- The group shared topics they would like to discuss at the next meeting:
 - The group discussed how they would like to learn more about strategies to incentivize Cal-Learn. Since they can't use funds to incentivize it has been challenging to find ways to provide incentives that align with the Cal-Learn requirements. SBCS shared an example in which a parent was sanctioned and could not get her diapers for baby, so they used the diaper bank.
 - AAP-CA3 shared that there were cases where CLCMs would use free resources to the public as incentives, i.e. diaper banks and turkey drives

Next Meeting and Adjourn

- Next meeting is on March 23, 2022. We have on the calendar, a hold from 10 AM-12PM.
- **Action item: group to share if they prefer 10am -11am or 11am -12pm to meet.**
- Outlook calendar invites have been sent which lists all meetings for 2022.
 - **Action item:** If group members did not receive an invite, contact Allyson at acruz@aapca3.org

Action Item	Responsible	Due Date
AAP-CA3 will follow-up with S-SS on mechanism for reimbursements for unduly sanctions.	AAP-CA3	
AAP-CA3 will discuss with First 5 how they would like to receive the results, if needed.	AAP-CA3	
Sites to discuss with PMs on how to collect/send results.	Supervisors	
AC to send surveys to sites.	AAP-CA3	
AAP-CA3 follow-up with S-SS on if there are specific county referrals required for mental health services like there are for housing.	AAP-CA3	
Group to share other areas of the FROG they would like to prioritize	Supervisors	
Group to share preference of next month's meeting	Supervisors	

First Steps Cal-Learn Supervisor Workgroup

March 23, 2022
11:00am-12:00pm
Zoom

Welcome

- The group welcomed new East Cal-Learn Supervisor, Lisa Birdine
- East's CL QC, Sara Spears announced she will be leaving

Updates from last meeting

Questions for S-SS

- AAP-CA3 followed up with S-SS on the following questions from the previous workgroup meeting and S-SS shared that they will look into these scenarios:
 - The group asked what would happen to sanctions and bonuses if the teen's CL1 date was changed. The group would like to know if the teen was unduly sanctioned, is there a mechanism for issuing a refund?
 - AAP-CA3 to follow-up with S-SS on if there are specific county referrals required for mental health services like there are for housing.
 - AAP-CA3 will share via e-mail when answers are received.

Team General Updates

- Teams are waiting for their audit results and post-meeting from the January CARM meeting with S-SS
- The team discussed having a workgroup for FSS to be able to meet and connect outside of the CARM and Cal-Learn Supervisor Workgroups
 - FSS groups will be supportive in exchanging strategies and information across regions to improve services to families
 - AAP-CA3 will facilitate introduction meeting

CARM Updates

- Next CARM meeting – April 27 from 10am-12pm
 - Reminder: Program Directors and Supervisors are invited to CARM meetings.
 - Supervisors shared that it was helpful for FSS/CLCMs to join the CARM meetings and asked to continue extending the invite to staff moving forward.
 - **Action item: AAP-CA3 to connect with S-SS on CARM schedule**

Cal-Learn Satisfaction Survey

- Sites have shared that they have not yet released the Cal-Learn Parent Satisfaction Surveys
 - **Action item: AAP-CA3 will resend surveys to supervisors**
 - **Action item: Sites to send survey with parents and share results with AAP-CA3 by mid-April so that AAP-CA3 can compile results and send to First 5**

- After receiving the initial survey results, the team will share the second survey with parents in May to meet the June deadline.

Incentives

- The group revisited the topic of incentives from the previous workgroup
 - SAY is sharing incentives such as diapers and wipes from First Steps and creating self-care kits for teens with products specifically chosen that would be beneficial for the teen (i.e. menstrual products).
 - Palomar Health FSS has taken a new approach in introducing arts and crafts bags, which has been well received by clients and is boosting engagement with the families
 - The FSS has shifted their focus to find activities that are of interest to the family and is engaging teens by making the visits “about them”
 - SBCS is currently tabling and hosting outreach events to reach families
 - SBCS is looking into sharing resources like diaper bank information with families

Engagement

- Palomar Health has also found success in engaging teens through in-home and at school visits
- The team shared that initial contact was the most challenging as teens did not know who the the FSS was, however after rapport building and modifying talking points to match the strengths-based approach of First Steps and Healthy Families America (HFA) such as from the New Baby Questionnaire, the teens were more open to engage.
- Strategies used were:
 - Introducing staff as liasons to the county and that they were to provide family support and assistance in navigating Cal-Learn
 - Sending text messages with caring messages (e.g., “I’m here for you,” “I want to get to know you,” and “Just checking in”).
 - Providing concrete resources for housing, food and connection to schools
- Similarly, Home Start has found more success in engaging parents when they offer explanation that FSS make recommendations to the county and that the county is who decides sanctions and bonuses.

Dual Enrollment

- Sites shared that families are still turning down dual enrollment with First Steps
- Reasons for decline are:
 - Parents are too busy and can only commit to engaging in monthly visits, and at most bi-weekly visits
 - Parents are busy with:
 - Navigating housing
 - Helping parents
 - Some teens were unaware they have been enrolled in Cal-Learn and don’t understand the program and it’s goals.
- Some families have shared they were initially interested in First Steps, however getting the opt-in form signed has been a challenge for staff

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- The team reviewed the process for client assignments:
 - CalWINa automatically assigns a family to an FSS
 - The FSS then has five business days to contact the client
 - Regardless of if the FSS was able to connect with the client, CalWIN will automatically schedule Orientation (ORE) and will send sanctions if the teen does not show up
 - Sites shared a challenge in this system is that some teens learn about Cal-Learn once they are contacted by the FSS and did not know they were enrolled in the program from the start
 - CLCMs talk about other programs – CW (incentive)/FS

FROG

- The group will revisit FROG domains and prioritization at the next monthly meeting
- **Action item: group to share other areas of the FROG they would like to prioritize**

Next Meeting and Adjourn

- Next meeting is on April 23, 2022. We have on the calendar, a hold from 10 AM-12PM. This is the CARM meeting and leadership and CLCMs are invited.
- Outlook calendar invites have been sent which lists all meetings for 2022.
 - **Action item:** If group members did not receive an invite, contact Allyson at acruz@aapca3.org

Action Item	Responsible	Due Date
Connect with S-SS on CARM schedule	AAP-CA3	4/1/22
Resend surveys to supervisors	AAP-CA3	4/1/22
Send survey to parents and share results with AAP-CA3 by mid-April so that AAP-CA3 can compile results and send to First 5	Supervisors and/or CLCMs	4/13/22
Share other areas of the FROG they would like to prioritize	Supervisors	5/1/22

First Steps Cal-Learn Supervisor Workgroup

May 25, 2022
10:00am-11:00am
Zoom

Present: Central – Alexis Armas; East – Home-Start: Lisa Birdine; North – Brenda Ansell, Izabel Solis; South – SBCS: Brenda Durazo, Ileana Avalos; AAP-CA3: Allyson Cruz, Luis Lechuga

Welcome/Updates

- April CARM Meeting Minutes and PPT have been finalized by S-SS and will be shared with the group at the end of the meeting.
- S-SS, Alex Sandoval, is no longer with the Cal-Learn program. Noor Zoma will be the point of contact for all regions moving forward.

Review Satisfaction Survey for Cal Learn Clients

- AAP-CA3 shared highlights from the recent Cal-Learn Parent Satisfaction Survey
 - Countywide, received 12 surveys – 10 electronic and two paper
 - Per contract requirements of two surveys per fiscal year, the second survey will be sent on June 13 and collected by June 30.
 - **Action items: AAP-CA3 to add a question about parents' length of time in the program and share the updated survey with the group.**
- Some challenges in sharing the initial survey were staffing changes. Some sites were in the process of hiring staff and had a low engagement with families.
- The group shared strategies to share the survey with families
 - Receiving feedback was closely linked to the relationship between CLCM and the family and their level of engagement
 - Many teens are navigating more than school and need support with resources (i.e., homelessness), in meeting the family where they are at and offering other supports has helped strengthen their relationship with CLCMs.
 - The group proposed exploring and offering group workshops regionally and cross-regionally to discuss positive discipline, positive relationships, and other topics outside of school work to support families.
 - **Action item: AAP-CA3 to follow up with S-SS on the possibility of groups.**
 - One strategy in receiving surveys was sending both the physical copy via mail and the electronic via text or e-mail so that parents could access both and choose their preference.
- To increase engagement and build rapport, regions shared new strategies they have been implementing
 - SBCS has implemented a new practice of setting up orientation (ORE) during the first phone call and meeting in person.
 - Home Start has received permission to host group ORE of two to three families in person as a way for parents to meet other parents and share information about the different programs they offer.

Staff Morale

- AAP-CA3 shared that they will be hosting a Trouble-Shooting Session with Medical Director Dr. Pradeep Gidwani to support boosting staff morale.
 - There will be two sessions, one with supervisors and one for CLCMs.
 - Groups will be experiential and offer staff practical exercises and next steps that staff can practice outside of group sessions.
 - The group is looking into July dates for the meeting.
 - Potential conflicts:
 - SBCS – July 8 from 9-11 AM
 - Home Start – Every 2nd or 3rd Friday from 9-11 AM
 - SAY – Every other Friday from 9-11 AM
 - **Action item: AAP-CA3 to follow up with the group with a Doodle to schedule the group.**
- The group shared that it has been helpful working with Cara at S-SS and inquired about monthly workgroups to discuss navigating How-Tos and the Cal-Learn systems.
 - Staff shared that some How-Tos were incorrect and would like further explanation.
 - Workgroups would also be beneficial for CLCMs to see the process and be able to ask questions.
 - Other topics included support for the agency IT department in knowing programs and security measures required to access Cal-Learn systems.
 - **Action item: Supervisors to share topics they are interested in, and AAP-CA3 to follow up with Noor and Cara about potential groups.**

Next Meeting and Adjourn

- The June 22 meeting will be rescheduled.
 - **Action item: AAP-CA3 to send a Doodle and reschedule.**
- Outlook calendar invites have been sent, which list all meetings for 2022.
 - **Action item:** If group members did not receive an invite, contact Allyson at acruz@aapca3.org

Action Item	Responsible	Due Date
AAP-CA3 will add a question about parents' length of time in the program and share an updated survey with the group.	AAP-CA3	5/31/22
AAP-CA3 to follow up with S-SS on the possibility of groups.	AAP-CA3	6/30/22
AAP-CA3 to follow up with the group with a Doodle to schedule a group with Pradeep.	AAP-CA3	6/30/22
Supervisors to share topics they are interested in for workgroups with Cara and AAP-CA3 to follow up with S-SS	Supervisors/ AAP-CA3	6/30/22
AAP-CA3 to send a Doodle and reschedule June CLSWG	AAP-CA3	6/30/22