



**STATE SYSTEMIC IMPROVEMENT PLAN  
MEETING FOR ADVISORY AND CONSTITUENCY  
GROUPS**

**MEETING MINUTES**

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Meeting Date: 11/7/2024

Meeting Location: Zoom

Approval:

Recorded By: WestEd Staff

## 1. ATTENDANCE

Name	Stakeholder Group Categories	Present/Absent
Ginger Elliott-Teague, PhD Senior Researcher and Technical Assistance Specialist, SRI International	Facilitator Federal technical assistance provider	Present
Anna Mark Researcher, SRI International	Facilitator Federal technical assistance provider	Present
Alberto Orellana, Education Programs Consultant; CDE Early Childhood Support Unit	State department	Present
Araceli Mendez, Area Supervisor Regional Center of Orange County	Regional Center	Present
Arushie Nugapitiya, San Andreas Regional Center	Regional Center	Present
Christina Nigrelli, Senior Director of Programs, Zero to Three	State Department	Present
Dana Kalek, Director of Operations for Child Development Institute	Service Provider	Present
Denise Godfrey-Pinn, PhD Psychology Consultant/Mental Health Liaison Harbor Regional Center	Regional Center	Present
Dulce Flores, Eastern Los Angeles Family Resource Center	Family Resource Center	Present
Gigi Ostrowsky, CDE	State Department	Present

Griselda Hernandez, South Central Los Angeles Regional Center	Regional Center	Present
Katie Hynes, Disability Rights California	Advocacy Organization	Present
Lauren Librero, DDS Autism Specialist	State department	Present
Laurie Jordan, Rainbow Connection Family Resource and Empowerment Center	Family Resource Center	Present
Marie Poulsen	Higher Education, ICC	Present
Michelle Oliver, Developmental Specialist and Part C Consultant	Regional Center, Technical Assistance, Service Provider	Present
Patty Salcedo, Training Director Desired Results Actional Project	Technical Assistance	Present
Robert Rochin, Family Resource Center Network of California	Family Resource Center	Present
Sarah Franco, San Diego Regional Center	Regional Center	Present
Kim Pierce, District Manager for Early Start in Monterrey County, San Andreas Regional Center	Regional Center	Present
Diana Maffei	Parent representative	Present
Catarina Fishman, Alta California Regional Center	Regional Center	Present

Rafael Hernandez-Perez, Case Management Supervisor, North Bay Regional Center	Regional Center	Present
Anna Nguyen, California Department of Social Services and SSML of the Early Childhood and Systems Integration	State Department	Present

DDS: Nathaniel Taleon, Jasmine Suo, Ashley Lambert, Anne De Medeiros, Maricris Acon, Cathy Schulze, Joni Hasselbring, Marcy Okada, Hope Beal, Ryan Digman, Reyna Ambriz, Lisa Gonzalez

WestEd: Rebecca Halpern, Angela McGuire

## 2. MEETING LOCATION

Online, Zoom

## 3. AGENDA

### ○ Welcome and Introductions

- Nate Taleon introduced the purpose of the meeting: to gather feedback on the SSIP. Nate provided context on the process and the advisory and constituency groups that are participating.
- Jasmine Suo provided housekeeping information for participating via Zoom and after the meeting.
- Ginger conducted a roll call via chat.
- Ginger defined the purpose of today's meeting: share DDS progress on the SSIP development and gather feedback on next steps to help improve California's child and family outcomes for infants and toddlers with disabilities.

### ○ SSIP in Program Context

- Ginger recapped the theory of change model and contextualized the SSIP process within the model.
- A complete SSIP includes:
  - Choosing an outcome as a focus of work.
  - Implementing and selecting one or more practices that have been shown to improve that outcome.
  - Implementing strategies to support practitioners' ability to use those practices.
  - Ensuring that the program infrastructure can support the plan.
- Impact has been defined as helping families help their children develop and learn.

### • Updates and Feedback

- Outcome selected: More families receiving early intervention will help their children develop and learn.

- Four practices were developed: family-directed assessments, develop high quality IFSPs, monitor progress validity, and implement family coaching universally.
- Early Start will improve conditions and incentives for providing high quality early intervention and build infrastructure to support high quality implementation and data analysis.
  - Standardize the IFSP and goal expectations
  - Provide TA, PD, and coaching
- Ginger asked for feedback from participants
  - Michelle Oliver emphasized that the expectation that ongoing PD and TA is available is priority for this implementation. Michelle proposed strategies for training and supporting managers to integrate uniform content into their local/agency training.
  - Arushie Nugapitiya: because turnover is so high, and that many new EI professionals are right out of school, RCs should have the opportunity to hire/use training specialists.
    - Ginger will follow-up on how to implement something like that statewide.
    - Michelle Oliver provided a short summary of her process working with SARC.
  - Robert Rochin encouraged thinking about how to provide training to vendors.
- **Planning Progress**
  - DDS is working on 3 things:
    - defining infrastructure opportunities and challenges
    - Identifying the state leadership teams
    - Selecting the family coaching model to promote
  - Upcoming work
    - Outlining the improvement plan with action steps
    - Designing the pilot site plan
    - Evaluation plan
    - Project management plan
  - Ginger asked group about where capacity already exists and what capacity needs to be developed?
    - Lisa Gonzales recommended DeafBlind Services and Lead-K involvement in implementing IFSP template.
    - Denise Godfrey-Pinn asked what constitutes a “family-directed” assessment? Would it replace periodic developmental assessments? Isn’t family-directed assessments part of the IFSP development process?
      - Ginger explained that these assessments augment developmental assessments, as required by IDEA.
      - Nate expanded that federal requirement is that assessment must be family-directed and identify family concerns and drive services. Denise continued to question this term, asking if it was an additional assessment.

Assessments should be family-directed so that they reflect the unique needs of that family. Angela McGuire expanded on Nate's input that it wasn't a separate assessment but a different way of describing family engagement in the assessment process.

- Michelle Oliver clarified that "standardization" refers to how intake staff and vendors are trained when conducting family-directed assessments.
- Laurie Jordan asked for further clarification on what standardization means – is every family asked the same questions, for example? Laurie cautioned the use of the word "family assessment" being a turn off to families who fear their parenting will be assessed. There is a concern that documentation and administrative requirements are interfering with family direction. Ginger answered that this process is still being discussed and decided on.
- Catarina Fishman echoed other comments that training for those who work directly with families is necessary to do these practices successfully.
- Diana Maffei recommended local FRC involvement to offer parental perspectives.
- Angela McGuire recommended using Early Start Online to provide uniform materials and opportunities for connection.
- Arushie recommended not necessarily using a standardized intake/assessment form, but rather standardizing an approach based on the "All About Me" page of the IFSP. Michelle agreed that it's not about the form, it's about how questions are asked, and cautioned on the need for ongoing training for providers and vendors.
- Michelle commented that providers must be given time and/or be paid to be trained.
- Ginger asked group for key considerations for the structure and membership of the state leadership team and shared various implementation TA resources such as NIRN and the Pyramid Model.
  - Arushie asked for the goals of the state leadership team? Ginger answered DDS isn't sure yet what it looks like.
  - Patty Salcedo recommended FRC representation.
  - Arushie would like to see WestEd, DDS, ICC, infant programs, and RCs on the leadership team.
  - Diana Maffei recommended people who are in the field doing the work and conducting assessments.
  - Michelle Oliver suggested ICC, as well as DDS and CDE, and a parent whose child is now out of Early Start and a parent whose child is still in Early Start, and people who are instructors or coaches for people in ECE and ECSE fields.
  - Dana Kalek suggested a child development specialist who understands development through a family-centered approach.
  - Catarina Fishman suggested RCs, schools, First 5, and CDSS.

- Angela McGuire suggested compensating everyone on the leadership team for their work, especially those who are not working professionally in early intervention. Angela would also like to see IHEs (institutions of higher education) be more involved.
- Marie Poulsen recommended relevant professional associations.
- Patty Salcedo would like to see more blending of preservice and in-service personnel.
- Denise Godfrey-Pinn recommended IDA (Infant Development Association), CalAIMH (California Association for Infant Mental Health), and ZTT (Zero to Three).
- Michelle Oliver shared concern about a group that explores and prepares rather than delivers.
- Ginger asked group for key considerations for family coaching approaches. To what extent should expectations around family coaching be documented?
  - Arushie recommended multiple approaches using items in the natural environment.
  - Denise recommended exploring the PAUSE framework.
  - Araceli Mendez recommended a routines-based approach. Dana Kalek seconded this recommendation.
  - Diana encouraged a model that is family friendly.
  - Patty Salcedo suggested Family Guided Routines Based Intervention and Practice-Based Coaching.
  - Marie suggested getting preservice education involved in the model.
  - Dana Kalek suggested the Developmental, Individual-differences, Relationship-based (DIR) approach as a strong parent coaching model.
  - Arushie encouraged a model that can be flexible to family situations and workplace requirements/workloads.
  - Marie encouraged the use of reflective practice groups to ensure quality coaching.
- Ginger shared the next steps of planning are to:
  - Outline improvement plan with action steps
  - Design pilot site plan
  - Evaluation plan
  - Project management plan

#### **4. Additional Conversation**

- What challenges and opportunities do group members see moving forward?
- How would group members like to stay involved in this process?
- Another meeting will be conducted in December or January.
  - Michelle Oliver stated that timing is important, a meeting later in the workday is better.

