BUILDING SYSTEMS OF CARE

PARTNERSHIP FOR A HEALTHY COMMUNITY
1.27.2020

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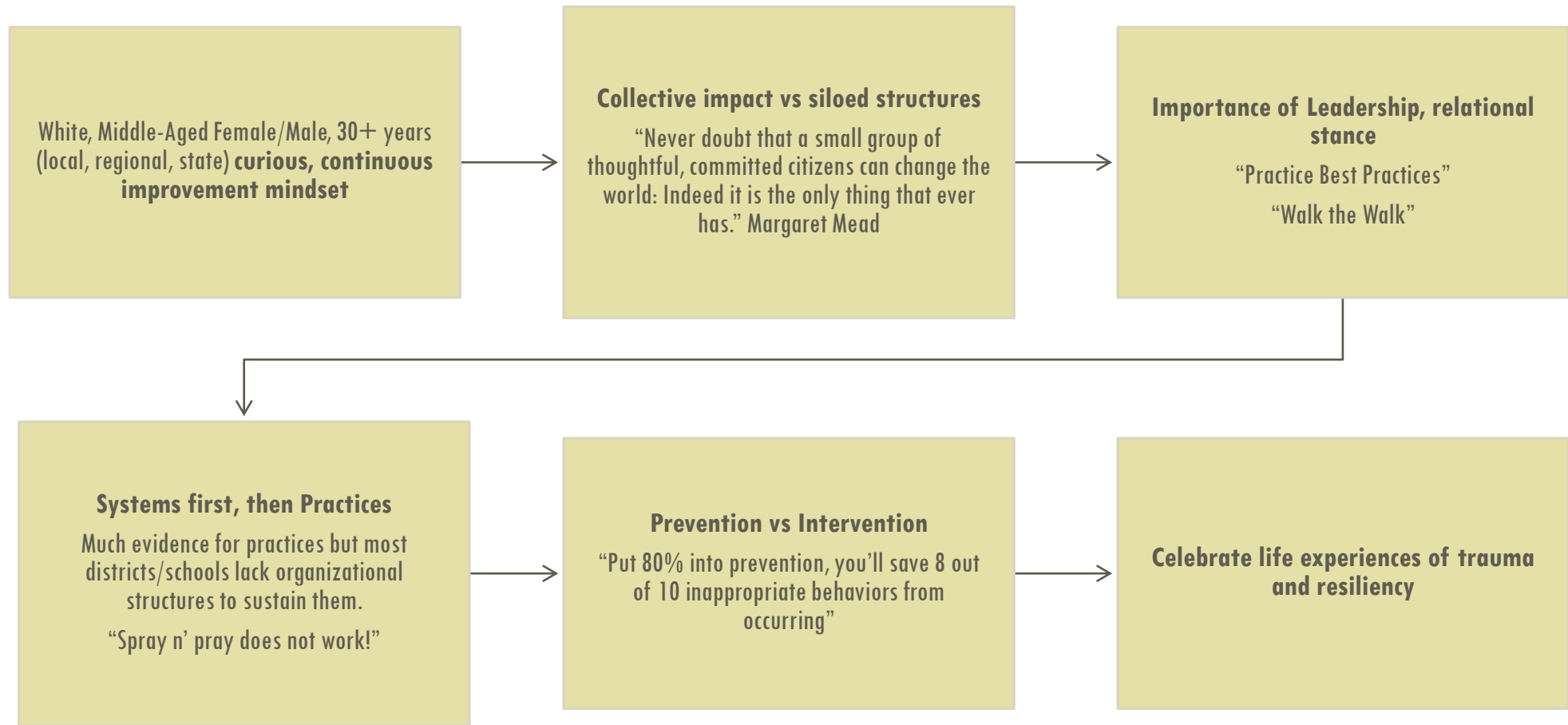Director of Culture & Climate Programs

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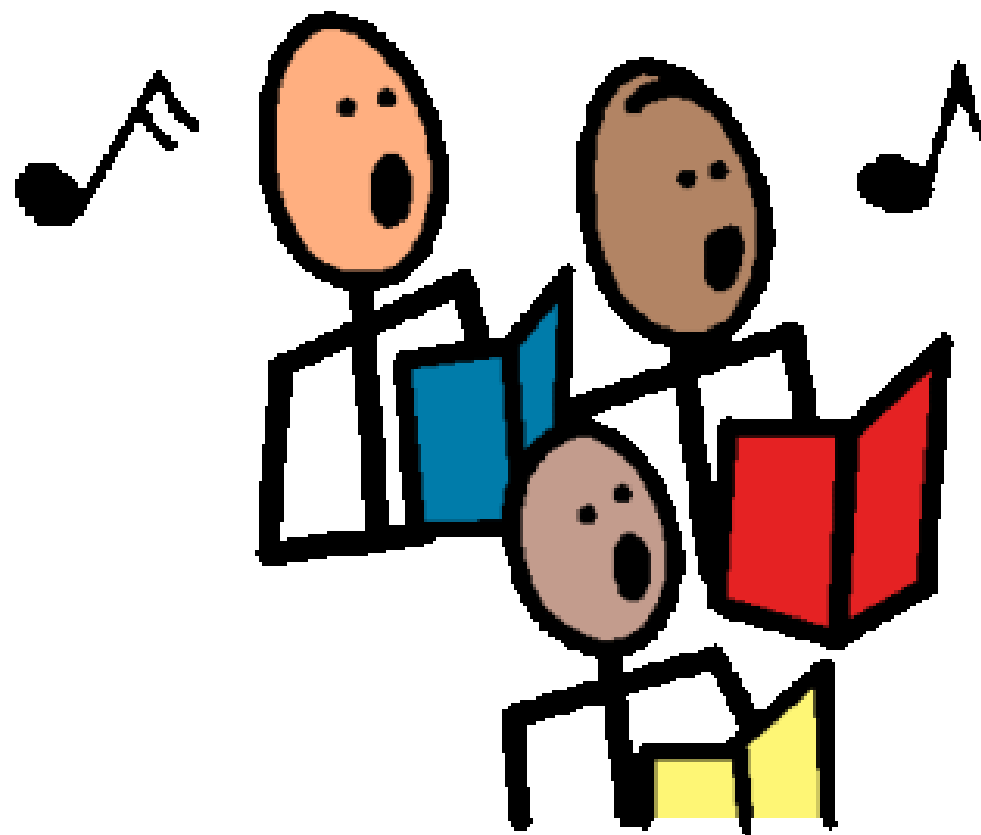mcarmichael@peoriaroe.org

GIVE CREDIT WHERE CREDIT IS DUE…

All materials adapted from information developed by Sheila Pires for Illinois System of Care State Agency Training

Building Systems of Care: *A Primer* by Sheila Pires, Human Services Collaborative, Washington, D.C.

White, Middle-Aged Female/Male, 30+ years (local, regional, state) **curious, continuous improvement mindset**

Collective impact vs siloed structures

"Never doubt that a small group of thoughtful, committed citizens can change the world: Indeed it is the only thing that ever has." Margaret Mead

Importance of Leadership, relational stance

"Practice Best Practices"

"Walk the Walk"

Systems first, then Practices

Much evidence for practices but most districts/schools lack organizational structures to sustain them.

"Spray n' pray does not work!"

Prevention vs Intervention

"Put 80% into prevention, you'll save 8 out of 10 inappropriate behaviors from occurring"

Celebrate life experiences of trauma and resiliency

SPACE WE COME FROM

AND I KNOW I'M SPEAKING TO THE CHOIR...

DEFINITION

A System of Care (SOC) :

- Incorporates **broad**, **flexible** array of **effective** services and supports for a defined population,

- Organized into a **coordinated network**,

- Integrates **care planning and management across multiple levels**,

- Is **culturally and linguistically competent**,

- Builds **meaningful partnerships** with families and youth at service delivery, management, and policy levels,

- Has **supportive** policy and management **infrastructure**, and

- Is **data-driven**.

A SYSTEM OF CARE IS...

First and foremost,
a set of values and principles that
provides a framework for system reform
on behalf of children, youth, and families.

SYSTEM OF CARE CONCEPT & PHILOSOPHY

Handout Discussion

- Family-driven and youth-guided
- Community-based
- Culturally and Linguistically competent

ISSUES IDENTIFIED THROUGH ILLINOIS CHILD & FAMILY SERVICE REVIEWS...

- Inconsistent services
- Inconsistent home-community-based services
- Inconsistent monitoring of families
- Insufficient safety or risk assessments
- Inconsistent concurrent planning efforts
- Adoption studies, court proceedings take too long
- Inconsistent match of services to needs
- Lack of support services to foster and relative caregivers
- Parents not involved in care planning
- Lack of Health and Mental Health assessments

TO ADDRESS THESE ISSUES…

Since 1982, various activities have occurred to bring us today.

SOC AND SYSTEM REFORM

From:	To:
Fragmented service delivery	Coordinated service delivery
Categorical programs/funding	Blended resources
Limited services	Comprehensive service array
Reactive, crisis-oriented	Focus on prevention/early intervention
Children/youth out-of-home	Children/youth within families
Centralized authority	Community-based ownership
Foster dependency	Build on strength & resiliency

# WORKFORCE PRACTICE SHIFTS

Controlled by professionals	Partnerships with families & youth
Only professional services	Partnership between natural & professional services & supports
Multiple case managers	One service coordinator
Multiple supports plans	Single, individualized child & family plan
Family/youth blaming	Family/youth partnerships
Deficit-focused	Strength-based
Mono-cultural	Cultural & linguistic competence

CATEGORICAL VS. NON-CATEGORICAL

Prevention
Mental Health
Child Welfare
Public Health
Public Safety
Juvenile Justice
Education

SYSTEM CHANGE/TRANSFORMATION FOCUS
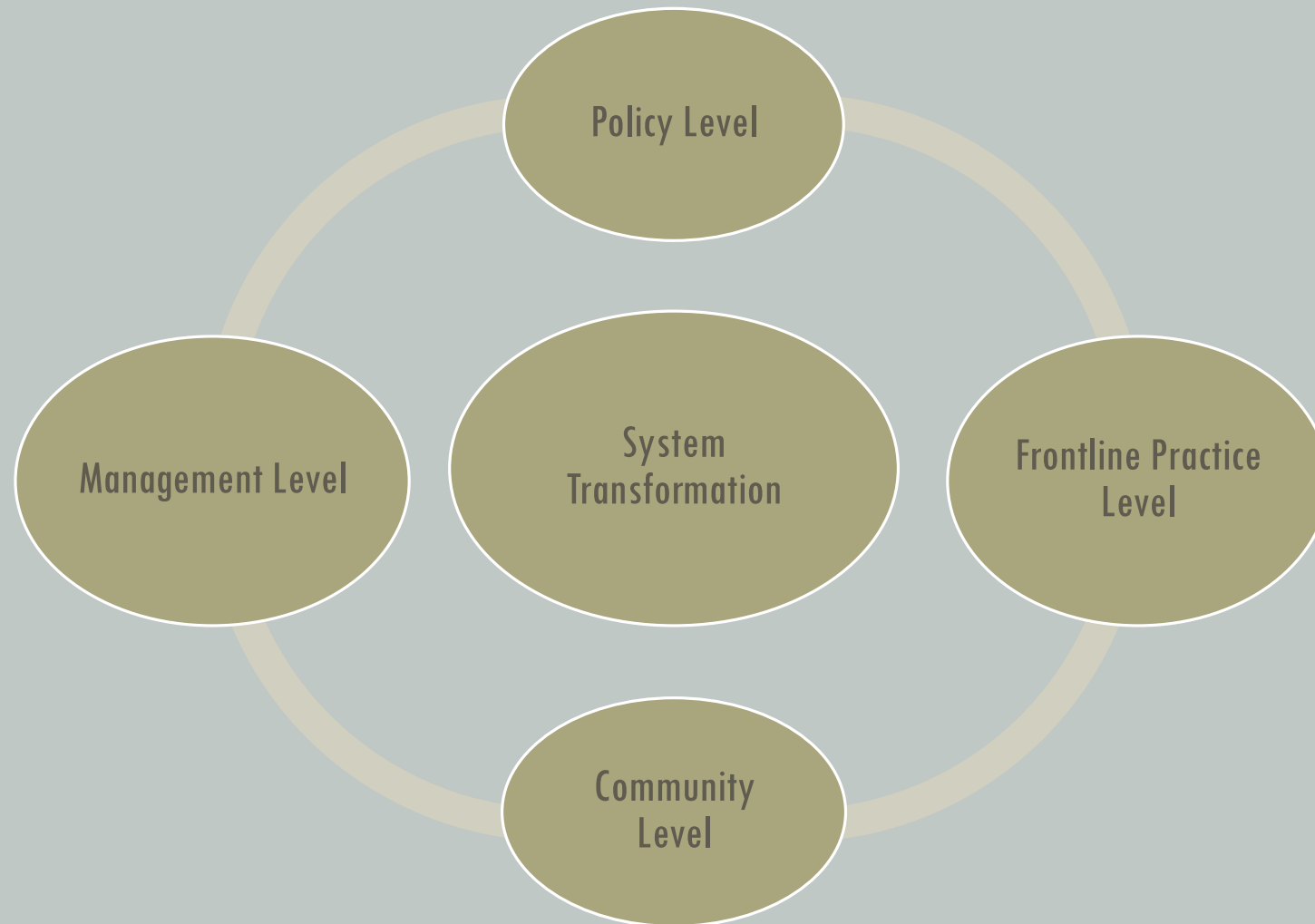
- Cross-agency Collaboration
- Cultural & Linguistic Competence
- Organized pathways
- Common Practice Model
- Care Coordination
- Intensive Individualized supports & services ("Wraparound")
- Broad, flexible array of supports & services
- Linkages

- Partnerships: families & youth
- Shared governance
- Child & family teams
- Single plan of supports & services
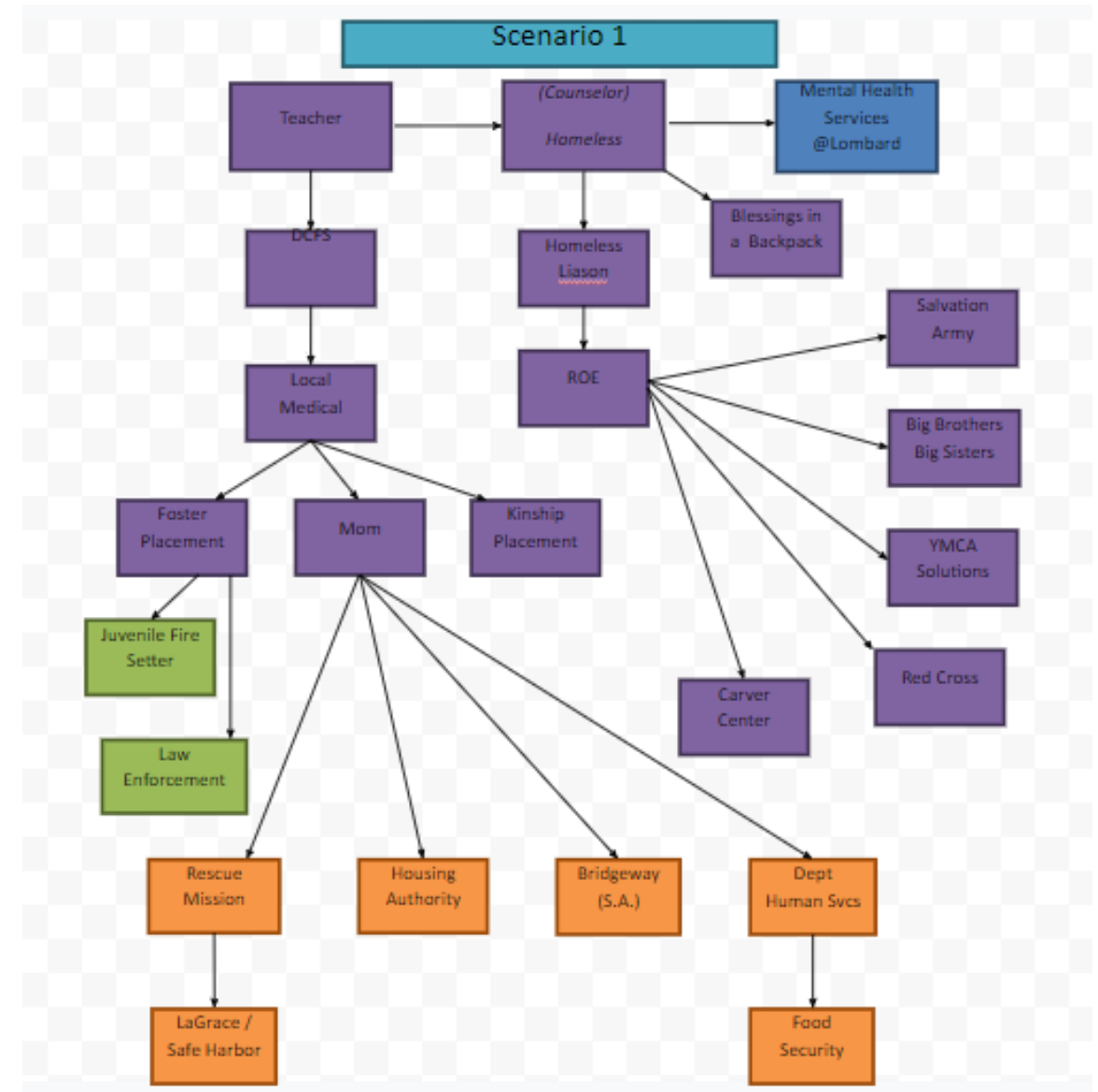- Prevention, Early Intervention
- Integration of EBPs & promising treatment approaches
- Integrated formal and natural services & supports
- Home & community-based focus

SOC OPERATIONS

EXAMPLE OF MULTIPLE SYSTEM INVOLVEMENT

FAMILY-DRIVEN AND YOUTH-GUIDED CULTURALLY & LINGUISTICALLY COMPETENT SOC

DEFINITION OF FAMILY-DRIVEN

- Families have primary decision-making role in the care of their own children as well as policies and procedures governing care for all children in their community. This includes:
  - Choosing culturally and linguistically competent supports, services, and providers
  - Setting goals
  - Designing, implementing, and evaluating programs
  - Monitoring outcomes
  - Partnering in funding decisions

DEFINITION OF YOUTH-GUIDED

To value youth as experts, respect their voice, and to treat them as equal partners in creating system change at the individual, local, state and national level.

www.youthmovenational.org

BARRIERS TO YOUTH PARTICIPATION

Adult Views:

Time

Funding

Staffing

Access

Lack of training for Providers

Racism

Youth Views:

Ageism/Adultism

Money

Racism, Sexism, Homophobia

Stereotyping by appearance

Time

Transportation

Language

Lack of access

Lack of motivation

Politz, B. (1996). *Barriers to youth participation*. Washington, DC: Academy for Educational Development. The Center for Youth Development.

FAMILY MEMBERS & YOUTH:

SHIFTS IN ROLES & EXPECTATIONS

Recipients of information

Unheard voice in program eval

Recipient of services

Uninvited key stakeholders in training initiatives

Anger, adversity, & resistance

Passive partners in service planning

Participate in program eval

Partners in planning & developing services

Participants in training initiatives

Self-advocacy

Service planning team leader

Partner (or independent) in developing & conducting program evaluation

Service providers

Partners & independent consultants

Advocacy & peer support

FAMILY & YOUTH ROLES IN SOC

Conlan, L. (2013) Primer Hands On, Human Service Collaborative: Washington, D.C.

ROLES	DESCRIPTIONS
Peer Support Services	• Info & referral • Parent/peer education • Family/youth mentors • Supervisor/Management
Service Delivery	• Peer navigators • Care coordinators • Family & youth support partners • Project directors
Outreach & Public Awareness	• Presentations • Testimony • Community resource fairs
Quality Assurance	• Evaluation interviews • Board representation
Training & Technical Assistance	• Curriculum development • Workshops • Co-trainers • Consultants • Certification

COMMON UNDERSTANDING AND AGREEMENT IN CARE PLANNING

Wraparound Principles, Practices, within Life Domains
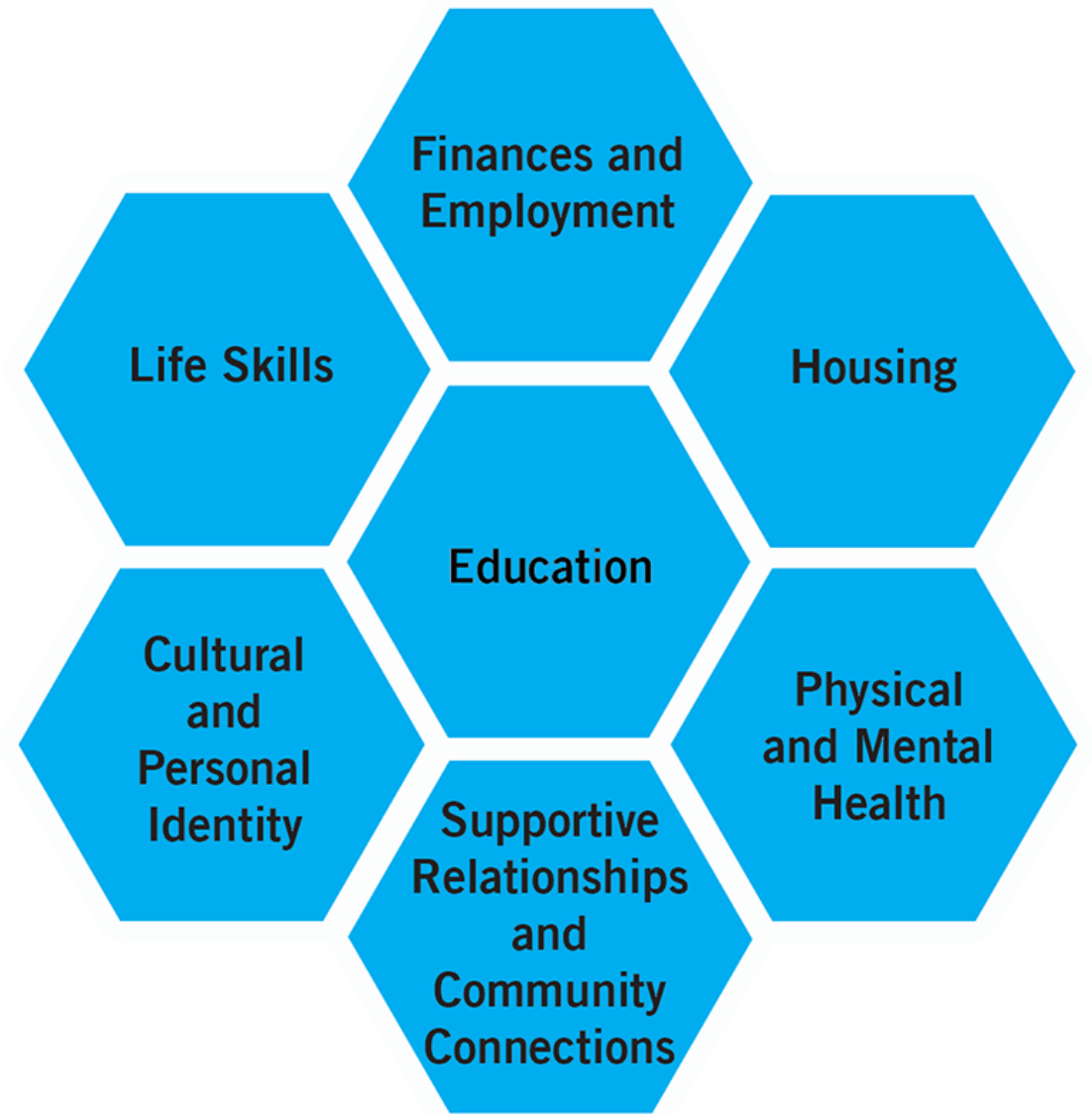
CULTURALLY & LINGUISTICALLY COMPETENT

National Culturally & Linguistically Appropriate Services (CLAS) Standards

Advance Health Equity

Eliminate Health Disparities

Improve Quality

Governance, Leadership, Workforce Development

Communication & Language Assistance

Continuous Quality Improvement & Accountability

CULTURE AFFECTS

Parent & child rearing

Coping strategies

Help-seeking, help-giving behaviors

Stigma

Expression of symptoms

Attitudes & beliefs about services, social support, kinship support, & what constitutes successful services

Utilization of services & supports

Appropriateness of services & supports (i.e., trauma-informed)

How we see the world

ACHIEVING HEALTH EQUITY THROUGH CULTURAL AND LINGUISTIC COMPETENCY

The ability to connect with people from various groups and backgrounds.

Services that respond to the unique needs of members of different cultural groups.

EQUALITY VERSUS EQUITY

In the first image, it is assumed that everyone will benefit from the same supports. They are being treated equally.

In the second image, individuals are given different supports to make it possible for them to have equal access to the game. They are being treated equitably.

In the third image, all three can see the game without any supports or accommodations because the cause of the inequity was addressed. The systemic barrier has been removed.

STRATEGIES FOR A CULTURALLY COMPETENT PLANNING PROCESS

Outreach to and involvement of diverse and disenfranchised stakeholders

Outreach to grassroots organizations that share goals (e.g., community-based organizations, refugee assistance programs, volunteer organizations)

Work with community brokers

Provide a welcoming environment (e.g., provide orientation, materials/glossaries/planning documents in diverse languages)

Be a partner at tables other than own (attend events/meetings hosted by other organizations and grassroot programs)

INITIAL STEPS PLANNING

Creating a common vision

Identifying committees

Setting norms

Common forms

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COMMITTEE STRUCTURE

Coordinating Team

Data Collection

Family Engagement

Youth Involvement

Informal Supports & Services

Workforce Development

Public Awareness & Education

Sustainability

MANAGING COMPLEX CHANGE

Vision	+	Skills	+	Incentive	+	Resources	+	Action Plan	=	Change
🚫	+	Skills	+	Incentive	+	Resources	+	Action Plan	=	Confusion
Vision	+	🚫	+	Incentive	+	Resources	+	Action Plan	=	Anxiety
Vision	+	Skills	+	🚫	+	Resources	+	Action Plan	=	Resistance
Vision	+	Skills	+	Incentive	+	🚫	+	Action Plan	=	Frustration
Vision	+	Skills	+	Incentive	+	Resources	+	🚫	=	False start

Ambrose 1987, Managing Complex Change

Q & A