Planning for Service Integration: A Multidisciplinary Team Approach
August 1, 2018: 2 PM ET

Integrated Services
Learning Community Group

The Promise of Community Action

Community Action changes people’s lives, embodies the spirit of hope, improves communities, and makes America a better place to live. We care about the entire community and we are dedicated to helping people help themselves and each other.
Agenda
August 1, 2018

• Learning Community Information
• Introductions
• Planning for Service Integration: Using a Multidisciplinary Team Approach
  – UC Davis Extension – Center for Human Services
• Question & Answer Session
  – type your questions in the chat box at anytime throughout the webinar!
• Meeting Schedule & Wrap Up

Purpose: The purpose of the LCRC is to analyze Community Action outcomes and identify effective, promising, and innovative practice models that alleviate the causes and conditions of poverty.

BUILD CAA CAPACITY TO FIGHT POVERTY!
The Learning Community

Open LCGs
- Health Intersections
- Decreasing Family Homelessness
- Results at the Community Level
- Cultivating Data Centered Organizations

Intensive LCGs
- Integrated Services to Improve Impact
- Financial Empowerment for Families
- Whole Family Approaches for Economic Mobility from Poverty 1.0

Communities of Practice
- Rural Integration Model for Parents and Children to Thrive (IMPACT)
- Whole Family Approaches for Economic Mobility from Poverty 2.0
SMALL ACTIONS X LOTS OF PEOPLE = BIG CHANGE!

THE LEARNING COMMUNITY

All 11 Regions - 33 States - 407 Counties
are Represented in the Learning Community

FIELD LEADERS

RURAL

URBAN

CULTURALLY DIVERSE

Total individuals served: 1,640,775
Planning for Service Integration: Using a Multidisciplinary Team Approach
LEARNING OBJECTIVES

• Understand the importance, intent of working collaboratively
• Identify who needs to be at the table
• Learn what collaboration can mean to families and communities
• roles and guiding mandates for professional team members
• Learn the skills and shared awareness toward working together
• Using the science of implementation to guide integration
• What collaborative tools may need to be developed

FILL IN THE BLANK

Sometimes families fail ______.

&

Sometimes Systems fail ______.
SYMPTOMS OF THE SYSTEM

THOUGHT PROCESS MOMENT

What are the symptoms driving the integration in your system?
COLLABORATION IS KEY

BARRIERS TO COLLABORATION AND INTEGRATION

Confidentiality

COMPETING PRIORITIES

Opposing Perspectives

Lack of time and resource

timelines and expectations

Age old silos
CONTINUUM OF CARE REFORM
ULTIMATE GOALS (AB 403)?

- Integrated system of care
- Services that are coordinated, integrated and seamless
- Active family and youth voice and choice
- Mutual accountability amongst all parts of the system and service providers

What is Continuum of care reform, CCR branch:

Sandbox Building: The Continuum of Collaboration
(Source: Horwath & Morrison, 2007)

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<th>Communication</th>
<th>Cooperation</th>
<th>Coordination</th>
<th>Coalition</th>
<th>Integration</th>
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<td><strong>Low Level Collaboration</strong></td>
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<td>• Limited or no formal agreement</td>
<td>• Agencies remain autonomous</td>
<td>• Work toward different goals &amp; targets</td>
<td>• Agency maintains control of resources &amp; funding</td>
<td>• Staff managed by individual service</td>
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<td><strong>High Level Collaboration</strong></td>
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<td>• Formal agreements</td>
<td>• Agencies sacrifice autonomy</td>
<td>• Work toward shared goals &amp; targets</td>
<td>• Joint responsibility for resources and funding</td>
<td>• Staff managed by partnership</td>
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Agency-Focused                                  Collaboration-Focused
“System” Integration Takes Different Forms

- **Functional**: Delivering services with others
- **Physical/Structural**: Multiple agencies, including private partners, are co-located in county or private service sites
- **Fiscal**: Money from various state, federal and local fonts is shared to the fullest extent allowable and community shares decision making

- **Functional**: Similar sandboxes and toys, but different boxes
- **Physical/Structural**: Same sand and toys in one large sandbox
- **Fiscal**: Sharing of toys from multiple nearby sandboxes

WORKING IN THE SAME SAND BOX

**SHARED SERVICE DELIVERY GOALS:**
WHAT IS CONTINUUM OF CARE REFORM

- All children live with a committed, permanent and nurturing family.
- Services and supports should be individualized and coordinated, so youth don’t change placement just to get services.
- When needed, congregate care is a short-term, high quality, intensive intervention that is just one part of a continuum of care available for children, youth and young adults.
- Authentic family engagement drives decision-making and creates healing environments.
MAJOR TOOLS

1. Interagency Memorandum Of Understanding
2. Child And Family Teams
3. The Integrated Core Practice Model
4. The Integrated Training Guide
5. Medi-Cal Documentation and Billing Guide

*Broadening service and delivery beyond
CA INTERAGENCY CHILD, YOUTH AND FAMILY SERVICES MEMORANDUM OF UNDERSTANDING

• Intended to support interagency collaboration and partnership by providing a county level, fully customizable template which can be edited at the discretion of youth and family serving agency partners to support local needs and processes. It may be used to define service delivery affecting only foster care involved youth, or may be applied in a broader manner to effectively integrate whatever youth serving partners are prepared to enter and abide by its content.

• Defining the collaboratively shared design, delivery and management of services to children, youth and families in ( ) County, is entered into by the following parties (“System Partners”):


CHILD AND FAMILY TEAM PROCESS

The CFT is a team of people comprised of the youth, family and all of the ancillary individuals who are working with and/or supporting the family toward achieving their goals and their successful transition out of the system.

Adapted from: Pathways to Mental Health Services Core Practice Model Guide
THE INTEGRATED CORE PRACTICE MODEL

The ICPM articulates the shared values, core components, and standards of practice reflecting findings of current research that demonstrate how collaborative and integrated family services work best in meeting the complex needs of children, youth, NMDs, and families involved with multiple, government-funded organizations. The ICPM replaces the existing Pathways to Mental Health Services Core Practice Model, and is informed by core values and principles, reflecting the CCR legislative enhancements expected from agencies serving California’s children, youth, NMDs, and families. It also reflects the continuing evolution of best practices in the field. Additionally, the ICPM provides the practical guidance and direction to support counties in the delivery of timely and effective services to children, youth, NMDs, and families.


WHAT IS A CORE PRACTICE MODEL?

“The Core Practice Model (CPM)...will provide a framework which will outline how services should be developed and delivered; support consistent implementation of practice statewide”

“It is intended to facilitate a common strategic and practical framework that integrates service planning, delivery, coordination and management among all those involved in working with children in multiple service systems.”

CPM, when practiced by partners, leads to System of Care!
Evolving to an Integrated Core Practice Model

- Pathways to Mental Health CPM (2011)
- California Child Welfare CPM (2016)
  - Specific and measurable Practices and Leadership Behaviors
- In 2016, Probation and Behavioral Health Specific Content was added
- California’s Integrated Core Practice Model Guide

A first in the nation, Integrated CPM guides care for all youth serving agencies

ICPM Theory of Change

<table>
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<tr>
<th>Inputs</th>
<th>Process Outcomes</th>
<th>Intermediate Outcomes</th>
<th>Longer-Term Outcomes</th>
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<tr>
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<td>High quality, high fidelity CFT process. Team members are:</td>
<td>Participation in the CFT builds the family assets.</td>
<td>Positive child/youth and family outcomes.</td>
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<td>Working from a shared strengths-based view of the family</td>
<td>Experience with proactive planning and coping</td>
<td>Team goals achieved, needs met</td>
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<td>Committed to team decisions and goals</td>
<td>Confidence in ability to solve problems, optimism about the future</td>
<td>Increased family assets</td>
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<td>Motivated to implement team decisions</td>
<td>Confirmation of family strengths and positive identity</td>
<td>Increased family empowerment, self-efficacy, positive self-regard</td>
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<td>Optimistic about achieving goals</td>
<td>Services and supports work better, individually and as a “package”:</td>
<td>Improved functioning: e.g., safety, behavioral health, education/ vocation, etc.</td>
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<td>Focused on goals/needs that are important for the family</td>
<td>Service/support strategies match needs</td>
<td>Increased social support and community integration</td>
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<td>Able to devise creative strategies</td>
<td>Strategies complement one another and fill the family context</td>
<td>Positive child/youth and family outcomes.</td>
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<td>Active in gathering and using data to monitor the plan</td>
<td>Plan includes formal and informal services and supports</td>
<td>Team goals achieved, needs met</td>
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Resource Center for Family-Focused Practice
ICPM

• VALUES & PRINCIPLES
• TEAMING
• PRACTICE BEHAVIORS

Family Voice and Choice
Natural Supports
Collaboration
Teaming
Community-Based
Culturally Competent
Individualized
Strength-Based
Persistence
Outcomes-Based

10 Core Principles
THOUGHT PROCESS MOMENT

• What are the communities shared Values and Principles?
• What are the current teaming initiatives?
• What are some of the shared agency practices that already exist to hold each other accountable?

TRANSITION TO AN INTEGRATED MODEL
Outlined in the ICPM

• Exploration Stage
• Installation Stage
• Initial Implementation Stage
• Full Implementation Stage
INTEGRATED TRAINING GUIDE

- Intended to provide direction, guidance and support to delivery of training and Technical Assistance in support of CCR and Katie A.
- Supports sharing of Training Resources across agencies.
- Model recommendations for inclusion of youth and parent voice in training
  
  If we implement a unified practice model, we should train in a unified ecology and methodology.


CULTIVATING INTEGRATED TEAMWORK

What works for youth and families, will work for organizations and the staff that comprise them!
FROM "GROUP" TO "TEAM" WORK

The Pursuit of Wisdom Invites Authentic Behaviors

- Embrace Not Knowing
- Suspend Judgement
- Seek First to Understand, then be Understood
- Invite Honest Feedback
- Hold Lightly to our Own Stories
- Express Appreciation First

TWO KINDS OF EXPERTS

- **Content Experts** are staff in your organization, service providers, and leaders with formal power who have formal knowledge, tools, and resources to address the issue
- **Context Experts** are people with lived experience of the situation, including children and youth. They are the people who experientially know about the strengths and challenges of the family and may have some of the attributes listed above

*Context experts include Youth, Parents, Extended Family Members*
IDENTIFYING TEAM MEMBERS

- Team adheres to practice model (structures, techniques, procedures)
- Team considers multiple alternatives before making decisions
- Team helps all members feel their input is valued

CONDITIONS ASSOCIATED WITH CULTIVATING INTEGRATED TEAMWORK

Walker, et al., 2003
CONDITIONS ASSOCIATED WITH CULTIVATING INTEGRATED TEAMWORK

- Team builds agreement despite differing views
- Team builds appreciation of strengths
- Team planning reflects cultural competence

CULTIVATING INTEGRATED TEAM
Building Team Think

- Do your “pre-homework”
- Create a safe environment
- Establish rapport and commonality
- Agree upon a common purpose
- Clarify roles
- Establish group agreements
- Reinforce TEAM at every step.
CULTIVATING INTEGRATED TEAMS:
Leveling the Power

• How you show up
• People first
• Level the power
• Remain strength-based
• Use needs-driven communication
• Remain culturally reflective, respectful and responsive.

CULTIVATING INTEGRATED TEAMS:
Maintaining Team

• Stay on (return to) common purpose
• Continue “engaging” throughout
• Balance process and product
• Remain needs-driven with everyone
• Stick to (and enhance) group agreements
• Stay faithful to effective communication
• Manage conflict
CULTIVATING INTEGRATED TEAMS: A Strength-Based Lens

Validates and expands each members’ perspective about themselves (e.g., positive self-regard, hope, optimism, and clarity of values, purpose and identity), their interpersonal assets (e.g., social competence and social connectedness), and their expertise, skill and knowledge.

Creates a foundation of competence and capability that supports lasting change.

Where strengths necessary for successful progress and accomplishment of goals are under development, plans and interventions should be focused on increasing aptitudes, talents and skills through education, skills training, exposure to new environments and other activities.

Implications for Working Together?

REVIEW MAJOR TOOLS

• 1. Interagency Memorandum of Understanding
• 2. Child and Family Teams
• 3. The integrated Core Practice Model
• 4. The Integrated Training Guide
• 5. Medi-Cal Documentation and Billing Guide
TIME FOR QUESTIONS

REVIEW

• Understand the importance, intent of working collaboratively
• Identify who needs to be at the table
• Learn what collaboration can mean to families and communities
• Roles and guiding mandates for professional team members
• Learn the skills and shared awareness toward working together
• Using the science of implementation to guide integration
• What collaborative tools may need to be developed
THANK YOU!

Planning for Service Integration: Using a Multidisciplinary Team Approach

Updated Tools & Resource Section on the Website!
Visit www.communityactionpartnership.com > Tools/Resources > Resource Library
CSBG TTA Resource Center

T/TA Submission
Submit a request for training or technical assistance. We will confidentially help you identify issues or areas of improvement, point to resources, and connect you with those that can help.

Consultant Bank
Search through a screened list of consultants who offer T/TA in the CSBG Network.

Discussion Forum
Connect with your peers to ask questions, share experiences, and get announcements.

Resource Bank
Search for resources such as evidence-based or informed programs and practices, toolkits and guidebooks, webinar recordings, and more.

Shared Calendar
View a calendar of events in the CSBG Network.

www.csbgtta.org

Webinar Wednesdays!


https://www.communityactionpartnership.com/menus/webinars.html
Collective Impact Series

• May 16th: Introduction to Collective Impact
• July 18th: Collective Impact Roles & Developing your Common Agenda
• August 15th: Evaluating Collective Impact
• September 26th: Community Engagement and Equity for Collective Impact

Stay Connected
Continue Learning

Join the online Community Action Academy!
Free, online learning hub for the Community Action Network

2. Once the account confirmation is complete (via email), login.
3. In the Course Categories box to the right of the screen, click Learning Communities.
4. Choose Open Learning Community Groups, then choose appropriate open group.

Engage through online discussion, accessing resources, and agency resource sharing!
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