

**Westside / Auburn Event
Lessons Learned
April 24, 2012**

1. Infuse SOC Values in all system elements for children, youth and families

- ICM
- Current challenge to connect with juvenile justice in some counties
 - Educate judges
- **A need to educate families on their choices, opportunities, advocacy, etc.**
- Cultural change (education for both facilities and systems)
- A challenge to engage CPS – engagement built slowly on a case by case basis
- **Ensure youth and family voice is invited, heard, shared back and reflected in plans, documents, etc. and evaluation**
- Teaching youth and families to be their own Wraparound facilitators
- **Find ways to integrate more non-traditional supports/services into the system (i.e. yoga, equine therapy, wrap training, non-violent communication)**
- **Make trainings for professionals open to youth and families (trained together)**
- Connecting with counselors and principals are key for successful SOC educator engagement
- IEP doesn't get done due to school placement changes
 - Should be school mandate
- Top down effort – leaders who are champions of SOC
- Booster shots of fidelity
- Positive engagement of youth is an EBP
- **Fund family and youth advocates as part of SOC, independent of agencies**
- Youth and parents can teach providers
- **User/family friendly language**
 - **Culturally competent**
 - **Too many acronyms**
- Funding everyone to come to the table
- Legislative strategies
- Partnership/active communication and process for state to community and vice versa
- The right people, in the right place, at the right time: all members of a person's team are needed
- Respectfully inform each other of our system mandates, drives, cultures
 - "see both sides"
 - Support for individual community values to identify and implement SOC
- Understand reluctance among systems, listen, and TRUST
- Considering SOC values during the hiring process for all systems
- Shared training in values and SOC work
- Implement SOC values in policy development and policy change
- Identify role-personal or professional?
- Need system buy-in – what's in it for them? (cost, savings, work savings, energy savings)

- Be proactive – no “ready, fire, aim” approach
- **Develop good communication structures between families, youth and all systems**
- **Infuse values at legislative level**

2. Ensure services are seamless for children and youth who are the population of focus (13-18)

- Persistence is important
- You have to know what questions to ask
- Sometimes you have to get aggressive (assertive advocacy)
- Can't depend on funding streams
- Bundling is helpful/vital
- Need to know and serve coexisting condition
- We need to ensure the hand off happens effectively
- Information/data needs to be available across systems (appropriately)
 - Access to PPUSM?
- A variety of services need to be available
- Information needs to be provided at a 5th grade level
- **Services need to be truly culturally competent**
- **Services need to support youth through the transition to adulthood (18 and beyond) More than on paper – mentoring, etc.**
- You shouldn't have to be falling apart to qualify for services
- Expectations and changes are publicized in a timely manner
- **Where are the seams? Geography, age, silos, etc.**
- **Support for collaboration (financial too!)**

- **Strong relationships between partners is key**
- Mechanisms to stay connected/align meetings (call-in/video/tete-recorded)
- Everyone increase openness, be open to adapt, change, to give
- If a family does not show up – it is a message that it's not working for them
- Mind the age – why not over 18 too or below 13?
 - Do not forget those who are in transition
- Increase opportunities for flexibility/support for more alternative schools
 - Currently (online/tutoring/etc.) is not enough – not working – based on relationships and starting with support at home + school + advocate
- Ensure schools can be on the same page (share records/transfer/etc.)
- **A need for inter-county networks**
 - **Uniformity across regions – states**
- Flex hours so participants from all system elements can come to meetings
- 60 days may not be enough time to get new team on board with kids coming out of CUP.
- Age 18-24 year olds fall thru the cracks – need a bridge to target young adults
- Who decides criteria for crisis stabilization? Families don't have access
- Parents in crisis should always be linked to the parent organizations

- Involving schools (decision makers/directors) in SOC trainings
- Training/information fades from memory when not used
- **Memorandum of understanding by executives at the top of system elements to support collaborative care**
- Prepare youth in transition for life skills BEFORE age 18
- **Formal peer/parent support that can be accessed outside of a specific system**
- Prepare for any transitions – i.e. hospital-home, home-jail, jail-home
- **Single plan of care**
- Central way to access referral, information, resources across systems
- Youth need mechanism to be informed of cross system rights
- Professionals must be aware and protect youth rights
 - Plan for access
 - Availability

3. Build Access and Availability of Home and Community Based Services

Aka How to help people get more basic services

- **Having more youth partners to connect kids to kids (youth to youth)**
- Family and youth friendly paperwork and language
- **Methods/plans for transportation to support access to services, including especially rural communities**
- Newsletter/information given out about available programs, supports, resources
- Community team that brings all partners together to identify needs
 - Schools can serve as a “hub” for all services
- **Case aides/supportive services in the home are invaluable – not always funded without criteria that are injurious to family**
- **Central repository of services that are easily accessible (phone, internet)**
- All providers are responsible for informing families of all services
- **Flex funds available for teams to decide how to use**

4. Develop and Strengthen Workforce that Operationalizes SOC Values

- Workforce Development in teach DSHS System – shared, central training academy
- Planning for sustainability within systems- not just training, but a plan for what is next. Available internal coaches
- Availability of opportunities for practice once training is complete
- **Monitoring of effective practice**
- A 36-hour day
- **Use of trauma-informed approach – from clerical to clinicians**
- **Address existing barriers – licensing, certification, etc.**
- **Evaluations for workforce include SOC**
- Consistent question – how many other systems, partners are you working with?
- **Youth, adult, parent partner, kin, and ALL need to be connected with + involved in the design + delivery of community-wide training circle (at the peer support level)**
 - **Hired and trained**
- **Free trainings**
 - **Training academy for parents/providers**
 - **Whole weekend trainings change lives**
- Fully fund all initiatives for DBHR
- **Parent & youth support specialists are hired, paid and considered part of the work force**
- More opportunities to meet across systems & families to share information

5. Build Strong Data Management Systems to Inform Decision Making and Ensure Outcomes

- **Parent + Youth Forums (regularly) hosted by parent + youth to RSN to local**
 - **Best practices**
 - **Measure barriers and when barriers are lifted**
 - **What's working**
 - **What they value**
 - **Access experience**
 - **Needs**
- Monthly activity reports
- Surveys
- Management at all levels
 - Executive
 - Management
 - Down to families
- System of Care philosophies/language embedded into all documents/forms
- Regional statistics
- Agreements to share information
- Both qualitative and quantitative data
- Shared definition of terms
- Data management strategies in each domain of SOC principles
- **Family + youth be part of design an delivery of evaluation methods**
- **Family + youth friendly language/strengths-based**
- Equal balance between people + process
 - Remember data is part of a person's life
- **Employ youth + family members to conduct evaluations/monitor contracts**

- Web-based access to reports/local + state
- **Measurement of system + team experiences with SOC and effectiveness**
- **Value experience as much as evidence base (collective experiences)**
- Data needs to be shared across systems (and available)
- Evaluate youth and families in non-clinical setting – i.e. at FY SPRTs, focus groups, etc.
- Ensure that data collected informs practice
- Standardized data system
- Collection needs to be as simple as possible
- A strength is that UW is monitoring data of the pilot – it would be good to have this at the state level
- **All use same tools + systems for reporting data + increase access**
- How can youth, family, partners inform, review + learn from data?
- Person centered – not “we and them”
- Strength-based language (Wrap + around)
- **All data collected focused on direct benefit for youth + families**