



NWI NEWS!

Notes from the National Wraparound Initiative

August 21, 2006

Greetings everyone!

Given that it has been a month since our meeting in Orlando in July, it is definitely time for a report out from the National Wraparound Initiative. In this brief “issue” of NWI News, we will:

- Recap events from the meeting,
- Present some follow-up activities, and
- Let you know about some other things that are going on with the NWI and wraparound.

NWI Meeting in Orlando

The meeting was a smashing success. It is always good to get together, meet new people who are interested in the issue of wraparound implementation, and learn about what is going on. But the meeting this year went much further. After some initial recap of accomplishments, the morning was dedicated to small group discussions about what is needed nationally to support high-quality wraparound implementation. Then, after some post-lunch large group discussion, the 60-odd advisors in attendance got into small interest groups.

While in those interest groups, advisors brainstormed important goals for the future. And, in some instances, they even began to define specific action plans for accomplishing the goals.

The groups that met in the afternoon discussed six primary areas of need:

1. **Parent partners in wraparound:** Defining roles, skills, and typical activities
2. **Financing and sustainability:** Supporting local wraparound efforts
3. **Standards and accreditation:** Determining an agenda for ensuring standards for wraparound providers or programs
4. **Workforce development:** What do communities and wraparound host agencies need?
5. **Social marketing:** What would the field benefit from with respect to dissemination and information sharing?
6. **Evaluation, research, and accountability:** What are evaluation priorities and learning needs?

Notes from each of these interest groups are provided in the next pages (Attachment A). In addition, we attach a summary of all the feedback from the morning’s small groups. In

this section, we summarize what has been useful and helpful about the NWI, what more is needed, and what priorities for future work should be (Attachment B).

We will also post these notes on the NWI website. (www.rtc.pdx.edu/nwi) We hope you find these helpful!

Parent Partner Task Force

At its June 2006 meeting the National Wraparound Initiative Advisory Group Meeting identified defining the role of “parent partner” within the framework of the Wraparound Process was a high priority. Sixteen Advisors volunteered to work on this task and met together to design and approach to this task. Marlene Penn and Trina Osher volunteered to serve initially as Co-coordinators for the Task Force.

The group discussed various options for the title of this role and identified specific tasks to accomplish during the coming year. List of tasks was e-mailed to all members of the Parent Partner Task Force with a request that they indicate which tasks they were willing to work on and what title they would suggest for the role. As of this writing (8-18-06), ten members had responded. The list of tasks with the number of individuals interested in working on each of them follows.

1. Identify the characteristics of the role including both a description of the job responsibilities and the personal qualities and skills necessary to do the work. (8 responses)
2. Use the National Wraparound Initiative process to gather reactions, comments, and other feedback on the developed title and descriptive materials. (4 responses)
3. Collect existing material about this role such as a) job descriptions, b) skill sets, c) training programs, d) descriptions of how the role functions in a program or project, and e) how individuals are supervised. (5 responses)
4. Establish a review process for examples collected that is similar to the one used for all other tools posted to the National Wraparound Initiative Website. (3 responses)
5. Integrate the collected materials with the four phases of wraparound. (3 responses)
6. Describe strategies for linking individuals who serve in this role with family organizations to sustain and support the role in the community. (4 responses)
7. Develop tools to assess the quality with which individuals are performing this role as well as the outcomes from having this role in the community. (4 responses)
8. Develop a framework for developing salary schedules and defining of work environment and employment issues such as benefits, liability, and flexible working hours. (7 responses)
9. Establish a research agenda in conjunction with researchers. (2 responses)

Titles suggested for this role by the ten individuals who responded include Family Support Partner (mentioned by 2 responders), Family Support Coach, Wraparound Family Partner (mentioned by 3 responders), Family Partner, and Peer Family Guide.

Some titles were suggested by more than one individual and every responder did not indicate a title they would prefer.

By the end of the summer, the Parent Partner Task Force will have organized itself into smaller working groups according to their preference for the specific tasks. Each work group will then develop its own work plan and identify one member to take responsibility for communicating its progress to the Co-coordinators who will, in turn, take responsibility for communicating with the whole Task Force and the leaders of the National Wraparound Initiative and its Advisory Group.

The Parent Partner Task Force anticipates accomplishing its work primarily by conference call and e-mail. When several members of a work group are at the same locations (for a conference or other event) they will make an effort to meet together. The National Wraparound Initiative staff will provide some logistical and technical support such as arranging conference lines and using the National Wraparound Initiative website to post information and get feedback.]

You will find a draft work plan for this task force attached to these notes as Attachment C. If you would like to contribute your effort to this important task, contact Trina Osher at tosher3@comcast.net.

Family Guide to Wraparound

The first printing of *The Wraparound Process User's Guide: A Handbook for Families* by Pat Miles and the NWI is already gone! We have gotten a lot of positive feedback about the Guide, and so we decided to print many more copies and sell them through the NWI website at \$1.15 per copy (20 copies or more, please). You can also download a free PDF of the Handbook through the NWI website, or go directly to the Handbook at http://www.rtc.pdx.edu/PDF/pbWraparound_Family_Guide.pdf.

Community Supports for Wraparound Inventory

For those who reviewed the CSWI and gave feedback and ratings on its constituent items: Thanks! We are now in the process of revising it based on the feedback and will be making it available for communities to use in their research, evaluation, and development activities. If you want more information about the CSWI, or missed the chance to review it and provide formal feedback, please feel free to contact Eric at ebruns@u.washington.edu.

Wraparound Fidelity Index, version 4

The WFI-4 is a new version of the Wraparound Fidelity Index that will more directly assess the implementation of the phases and activities of wraparound that were specified by the NWI. It will be made available to pilot testing communities and programs very soon. For more information or to see a sample copy, you can go to the WFI website at <http://depts.washington.edu/wrapeval>.

That is all for now! We continue to send out updates about the activities of work groups such as the Parent Partner Task Force. The website

(www.rtc.pdx.edu/nwi) is also about to be revamped, so be sure to check it out periodically for new features and content.

-- Eric and Janet

Appendix A

Summary of Priority Goals and Activities for NWI Interest Groups

NWI Possible Future activities – Report Out

Family Partner Role

- Caveat: this is not *the role for families wherever they may be*
- Condition: what we do will go through a NWI process of vetting
- Tasks
 - Choose a title for this role
 - Define the role in terms of the work it does and the personal characteristics of the people who do it
 - Existing descriptions of this role and the skills, training, and supervision
 - Integrate role definition into phases and activities of wrap process
 - Figure out how to link this with family orgs to sustain it over time and expand it across community of wraparound
 - Need ways to assess quality of role and outcomes
 - Establish frameworks for salaries and other employment issues
 - Review process like tools or sub-component of tools for material collected about this role
 - Participate in developing research designs to study the role
 - List of people who want to participate. We will send notes and list of tasks by end of month and people will respond with their choice for title for this role and to sign up to work on at least one of these tasks.

Finance/Sustainability

- Many states have done different things could inform work of this group (Michigan, California, Arizona, NY) Connie, Jerry Doyle, Tyler Spangenberg, WA??)
- 1915C Waivers: NY, KA, VT, MI, IN
- Collaboration with attorneys to get materials
- Try to document what's been done re: accessing Medicaid & cautions (e.g., relying too much on MH, downside of watering down of wrap)

Standards and Accreditation

- What is the goal: helps with quality (agreed); reduce variation (not clear about this)
- Should probably split standards and certification for now, start with standards? Look at places that now have standards and crosswalk those with existing principles. CA has standards
- Did a list of what should be in the standards
- ID where standards or guidelines that exist and compare them– ask people what help or havoc they have caused
- This is for wraparound though some overlap with casework.
- Neil Brown and Gerry Rodriguez are volunteering...

Workforce development

- Vision: to create a diverse pool of dedicated, skilled, values driven workers to help families get what they need and deserve in life.
- Pre-professional education, professional re-education, retraining
- Goals: Put out a call for immediate workforce strategies– what are you doing that’s working? Ask successful folks what’s working. Look at strategies like Medicaid coverage for family partners. Have everyone in this group post on their website a call to find out who’s teaching wraparound, who’s developed curricula and at what levels– what’s already out there? Invite professional associations into this– we need you to get your practitioners up to speed on wraparound. Find out what’s out there in terms of opportunities for service learning at high school and college level to get young people exposed to this kind of work.
- Why do our kids not want to do this? Is it a baby-boom thing that the new generation doesn’t want to do this? Is there a set of things that work to retain new workers in particular?
- Are there studies telling us the real data around retention in this arena? Do we really know why people leave?
- Claudette-Daniel Fette and Michael Taylor have volunteered to lead this workgroup

Social Marketing

- Two different paths: getting buy-in, info for people receiving the service
- List of different audiences/systems/groups
- Target “what will I get out of this” for each group
- Use the family guide as a start to develop different versions for different groups. DVD with personal stories about wraparound.
- Link on NWI website to show what different states are doing or different communities
- Get a famous spokesperson!
- Create pages on the website for different audiences

Evaluation, research, accountability

- New review or compilation of research– not just published research but also evaluation reports and stories from different communities. Eric
- Need a description of the complexity of the independent variables and the dependent variables in wraparound (eg planning process as well as what services and supports are included and what quality they are)
- Move supports from the community measure CSWI forward
- How can we use our NWI community to do research– single subject research protocol, prospective and longitudinal
- Encourage NWI communities to have standards for evaluation and shared outcomes
- Create an evaluation consortium
- Can we have a process where outsiders do the fidelity or other tools and give feedback to communities, “take the temperature” of the community

Appendix B

National Wraparound Initiative Advisors Meeting Feedback from Groups

The numbers following the statements correspond to the group that reported that answer. For the last statements in each section, with no number, there was no group number listed on the sheet.

1. How has the NWI's work been most helpful?
 - Created national awareness of this body of work (1)
 - Gave structure/framework to what people should be doing (1)
 - Represents diverse individuals (1)
 - Avoided a fight between for-profit and non-profit (1)
 - It is a national entity (1)
 - Provides good training and coordinating the higher number of requests due to national structure (1)
 - Bringing people together to share information (3)
 - Materials are being used to present to state folks (3)
 - Good reference point for systems change, barriers, structures and programming to produce the best outcomes (3)
 - Necessary conditions bring credibility (research based info) (3)
 - Hopeful – creates a place for commonalities and to discuss differences (3)
 - Standards are being identified that can be used locally (3)
 - Producing information that can be readily used to share/sell Wraparound and for current training (3)
 - Tools – getting collaboration generic enough to provide consistency nationally, but allows for uniqueness of communities (4)
 - Multi-level massive system change efforts – learn from others how to manage this (4)
 - Providing forums to have rich discussions about what is happening elsewhere; struggles/challenges, solutions to learn from others (4)
 - Process of bringing people together, sharing email lists, networking (4)
 - Family guide and other tools (4)
 - To have a website and be able to reference it (4)
 - Tools – phases and having outcomes of those phases; provided guide to operationalize the concepts of wraparound (4)
 - Helpful for cultural competency (4)
 - LA County used NWI language on 4 phases of wraparound in their new contract (5)
 - NWI has helped with research, coordination, conversation between people (5)
 - Provides validity to the experience and many hours of training that we have received in the work that we do (7)
 - Access to non-proprietary information/documents (7)
 - More formalized and solid baseline (7)

- Provides support/data for the work (wraparound) (7)
- Clearinghouse for information and resources (7)
- Provides knowledge, hope, and empowerment (7)
- Tools for self-monitoring and self-assessment (7)
- Provides language for researchers, policy makers, authors, etc. (7)
- Provides credibility (7)
- At the practice level, NWI has provided streamlined tools to be used (7)
- Increased access to information (7)
- Articles and other written materials are very helpful, especially to those new to the field. 10 principles are very helpful (8)
- Website: tool, great resource for family members, wraparound facilitators, judges, senators, etc. (8)
- Gives legitimacy to the services (8)
- Having nationally agreed-upon standards to measure our work by is very helpful. Don't have to reinvent the wheel. (8)
- Concretizes the "how" part of how to do wraparound, offers clear structure and direction (8)
- Family guide – helpful in clarifying practice
- National standards securing funding
- Credibility
- Values
- Standardization
- Family organization – validation
- Assists in training process
- Phases and activities layed out
- Core not academic, legal, medical, etc. – helps keep intergenerational
- Family handbook – phases activities – helped bring together high fidelity wraparound; puts people on the same page
- Process helps keep us committed
- Broaden definitions to allow for individualization by staying true to process
- All can train in same framework
- Core defined

2. How could our products, our dissemination/outreach, or our "community of practice" be improved?
 - We are going to put a new cover on family guide and send to 3500 family members in the state (1)
 - Get it into everyone's hands, not just everyone who goes to the website
 - Alliance with National Mental Health, Depression Bipolar Association (1)
 - A larger amount of money is needed to go to the next level (1)
 - NIMH needs to support the research site (1)
 - Need to help people get their stories out (1)
 - Tools directed to state agencies regarding necessary conditions (3)
 - Political backing and dissemination needed (3)

- Needs to become parent of college curriculum so it is not a drastic system change transitioning into the work field (3)
- Involvement of youth in the NWI/community of practice (3)
- Regional sub-groups for more conversations to occur (3)
- Keep at it – address it on many levels from individual providers all the way up to the political climate (4)
- As things come out it bubbles up new thoughts/issues/perspectives (4)
- Identifying trends (4)
- Going deeper into managing and monitoring transitions (4)
- Gap between CMS thinking and SOC thinking; services have to fit Medicaid modalities (4)
- Medicaid is a deficit-based model and goes against the values and principles of wraparound (4)
- Getting private insurance on board and how to fund wraparound for low-income families that are not Medicaid eligible (4)
- EBP movement and how wraparound fits in and tools to help state funders understand how wraparound can still be used in conjunction with EBP. Both are essential/balance between clinical practice and family voice and choice. (4)
- How are we working collaboratively to contribute to the evidence base on wraparound (4)
- How to educate parents, agencies, legislators, etc. about limitations of EBP's and complexity the challenges faced by families with SED children (4)
- Ensuring families have a voice and choice (4)
- Broader dissemination of materials (5)
- Partner with other universities (5)
- Develop state structure for NWI (state WI); CA is trying this (5)
- Increase collaboration with national TA centers (7)
- Increase collaboration with agencies/organizations beyond SED groups (model at a national level collaboration across programs that is expected at local and state level) (7)
- Include partners that are outside of the funding stream (i.e., medical community, education, faith-based organizations) (7)
- Include education/partners with education (7)
- Facilitate or provide additional opportunities for face-to-face meetings or discussions about wraparound. Could piggyback onto other meetings (e.g. Federation for Families). Perhaps occasional regional (within driving distance) meeting. Phone teleconferencing. (8)
- Make efforts to encourage the diversity of systems and representatives to our work – go outside mental health to include juvenile justice, judges, schools, social services. Recognize the context of other systems. In some areas it appears social services is developing a parallel process. (8)
- Include participants' affiliation info to help with above (8)
- Tools that speak to people in these other systems (8)

- Targeted information and outreach efforts to other systems, most notably for probation/juvenile justice, schools, social services. (8)
- Add web linkages to and from other sites with the NWI sites (e.g. PBLs) (8)
- Increase cultural diversity (8)
- Increase, foster, and facilitate youth voice. Develop a place for youth at the table. (8)
- Standards for being able to rate tools
- Watered down tools?
- Train team members
- More “social marketing” strategies
- Implementation: credibility/trust; simple language format; training in how to deliver respectfully
- Products: local “contact us”; local person story in the book; multimedia documentation; connect to family support at local level; SAMHSA write info grants need for fidelity and evaluation; written into state plan – high fidelity; set of ethics – standards that are ensuring fidelity.

3. What additional materials or work would be most helpful?

- Need compendium of lawsuits (1)
- How to deal with system partners (1)
- Another national wraparound conference (1)
- A way to get concepts to people who are illiterate and language translation (1)
- Need an agency director manual, a finance manager guide, and a hiring guide (especially for parent partners) (1)
- Exemplary sites like Tulsa (1)
- Get some support money to better exemplary site (1)
- Work in prisons (1)
- Available in different languages (3)
- Adapting products to different cultures (3)
- Product development regarding different levels (administration, state agencies, parent partners) (3)
- Keep products short and easy to use (3)
- How to take and put into a manual for service model delivery (3)
- Including/being mindful of materials being very culturally competent (may be several versions of the same document/form) (3)
- More strategy on operationalizing phases and tools (i.e., strength-based transition) (4)
- Parent partner piece further developed, role, etc.; add stuff on website (4)
- What is the definition of true partnership and how to work within the framework of bureaucracy (i.e., not putting programs out to bid every three years) to create a sustainable movement and transformation (4)
- Shared outcome (4)
- Work on “systems phases” like the phases of wraparound (4)

- How to infuse values deeply such that all systems are doing business according to them – clinical practice holds family voice just as social work does (4)
- “How do you identify need” – handout/training (5)
- Training materials on the development of natural supports and resources on teams (stigma and shame are often obstacles) (5)
- Handbook for policy makers, university educators, systems people, and politicians (5)
- Wraparound self-assessment test that could be completed in less than three minutes that could tell a project where they are in the process implementation (7)
- Easily accessible tool kits for families (7)
- Easily accessible implementation tool kits for practitioners (7)
- Step-by-step guide for implementation based on developmental stage of family and/or practitioners in the wraparound process
- Tools/resources that operationalize culture and linguist (7)ic competence in service plans (7)
- A youth guide (7)
- Info on youth support partners (7)
- Info on balancing parent voice vs. youth voice on teams (7)
- Orientation packets for team members and self-assessment tests for team members (7)
- Step-by-step orientation guide for team members (7)
- Targeted info that speaks to people working in the other systems (e.g. educators) (8)
- Translating materials into other languages (e.g. new wraparound family handbook) (8)
- More attention to cultural diversity (8)
- Tools for “social marketing”
- Work with judges, clinicians, other team members
- DVD, CD’s, blogs, ADA compliant in various languages
- Media exposure
- Family organizations involved at ground level
- Develop standards and evaluation that support high fidelity
- Standards that are true to the process
- Coaching and training
- Careful of being too prescriptive
- Watch cost containment
- Product for the medical community
- Curriculum for high schools
- Translations into languages

4. What should the NWI’s priorities be for future work?

- International (1)
- Core materials in top 12 languages (1)
- Certification, credentialed issues (1)

- Younger generation are visual learners; need more visual prompts (1)
- Get funds for a dissemination center (1)
- Assist in training and coaching (1)
- Legitimacy/credibility – continue to work on credible empirical data (3)
- Adapting linguistic versions (3)
- Work force development in undergraduate and graduate programs (3)
- More definitions of roles of parent partners (3)
- Accountability – possibly needs some accreditation process and also self-evaluation (less formal) process to do own self study. Accreditation process might be beyond where NWI is right now today. (3)
- Assist in advocacy to push unified standards (3)
- Sustainability (4)
- System transformation (4)
- Community development – how to bring in other community leaders into the process (4)
- Look at role of individual providers all the way up to creating a political climate to sustain wraparound (4)
- How do we integrate EBP's into wraparound process? (4)
- How to provide ongoing community support around individual EBP's (4)
- Focus on strengths first (5)
- Development of parent partner/support component in wraparound (5)
- Use of parent partners for child protection investigations (5)
- Define and differentiate roles wraparound players in “Wrap process guide” (5)
- Change university reaction to define family support (5)
- Value parent expertise on their knowledge of their child (5)
- Define the differences between the wraparound process and interventions: what are the most effective interventions in a wraparound process; what are lessons learned about interventions (7)
- Identify minimum standards for fidelity (7)
- Bring more partners to NWI (7)
- Define differences in models (7)
- Define and address the roles and skill sets of a) wraparound facilitators, b) family partners, c) supervisors of both wrap facilitators and family partners (i.e., what should the ratio of supervisors to staff be?). (8)
- Pull together info/materials of the roles and trainings of family partners – there is a lot out there but not in one place, not in the available literature, etc. (8)
- Developing framework that speaks to Medicaid funding streams (8)
- Address cost, finance, and sustainability issues; need long-term cost-neutrality (?) outcome study. (8)
- Feds
- Payment
- Funding
- Accountability measures
- Establishing role of parent partner

- Standards
 - Media exposure
 - Develop cost estimate for sustainability
 - NWI “stamp” of approval
 - Diversity
 - Think tank to create curriculum
5. Are there any other points from your discussion that your group would like to emphasize?
- Support development of visual materials (1)
 - NWI could assess what is out there and what is needed (1)
 - Need compendium of training curriculum (1)
 - More toward CWL model (1)
 - CQI – need standards and ways to measure (1)
 - More focus on sustainability efforts and conditions supporting that (lends to credibility) (3)
 - How do we protect the fidelity in rural areas where higher education is not the norm? (3)
 - Strategies to teach about risks having what is a reasonable risk to take without finger pointing with other systems like juvenile justice and child welfare (4)
 - Funding streams for longevity and sustainability (4)
 - From a national perspective what will be the stance (unified?) (4)
 - How to fund research and outcome evaluation (4)
 - Practice challenge – give/prepare facilitators with tools to get information on natural supports (5)
 - Social services department breaking down (false) barriers and sharing resources so families can get what they need (5)
 - One plan/one child/one system to pool resources (5)
 - Social marketing of wraparound (5)
 - Almost no info available on supervision (8)
 - Justification for costs (8)
 - Outcomes not so much addressed in our discussion, but will be the bottom line for many (8)
 - Efficient way to find out what is going on in other states

Appendix C



National Wraparound Initiative

Parent Partner Task Force Responses and Work Plan

Place a check mark in the box next to the task you want to work on. You may check more than one task. Your participation is voluntary so make sure you really have the time to devote to any task(s) you select.

- | | |
|---|--|
| Jennifer Davis
Lisa Conlan
Lynette Toliver
Nicole Carroll
Pan Hawkins
Pat Mosby
Marlene Penn
Trina Osher | 1. Identify the characteristics of the role including both the description of the job responsibilities and the personal qualities and skills necessary to do the work. |
| Carol Schneider
Nicole Carroll
Eric Bruns
Marlene Penn | 2. Use the National Wraparound Initiative process to gather reactions, comments, and other feedback on the developed title and descriptive materials. |
| Jennifer Davis
Lisa Conlan
Lynette Toliver
Pat Mosby
Marlene Penn | 3. Collect existing material about this role such as: job descriptions, skill sets, training programs, descriptions of how the role functions in a program or project, and how individuals are supervised. |
| Pam Hawkins'
Marlene Penn
Trina Osher | 4. Establish a review process for examples collected that is similar to the one used for all other tools posted to the National Wraparound Initiative Website. |
| Nicole Carroll
Eric Bruns
Marlene Penn | 5. Integrate the collected materials with the four phases of wraparound. |
| Lisa Conlan
Nicole
Carroll
Pat Mosby
Marlene Penn | 6. Describe strategies for linking individuals who serve in this role with family organizations to sustain and support the role in the community. |
| Carol Schneider
Pam Hawkins
Marlene Penn
Trina Osher | 7. Develop tools to assess the quality with which individuals are performing this role as well as the outcomes from having this role in the community. |

Carol Schneider
Jennifer Davis
Lynette Toliver
Nicole Carroll
Pam Hawkins
Pat Mosby
Marlene Penn

8. Develop a framework for developing salary schedules and defining of work environment and employment issues such as benefits, liability, flexibly working hours.

Pam Hawkins
Marlene Penn

9. Work with others to establish a research agenda to study the implementation and impact of this role.

What name or title for this role do you prefer? Provide only one name on the line below.

Family Support Partner (2); Family Support Coach; Wraparound Family Partner; Family Partner (3); Peer Family Guide

Return this form by August 18th to: tosher3@comcast.net, fax (301)431-2984
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