

# Working the Webinar

- Move any electronic handheld devices away from your computer and speakers
- We recommend that you close all file sharing applications and streaming music or video
- Check your settings in the audio pane if you are experiencing audio problems
- During the presentation, you can send questions to the webinar organizer, but these will be held until the end
- Audience members will be muted until Q&A
- During Q&A, you can “raise your hand” if you would like to verbally ask a question
- If you are calling in over the phone, remember to enter your unique audio pin so we can un-mute your line

\*This webinar and the powerpoint will be available on the NWI website.





national  
wraparound  
initiative



National Wraparound Initiative 2010  
Webinar Series

# Webinar 3: Accountability and Quality Assurance in Wraparound

June 15, 2010

Eric Bruns and April Sather

Wraparound Evaluation and Research Team

University of Washington

<http://depts.washington.edu.wrapeval>

[www.wrapinfo.org](http://www.wrapinfo.org)

# Goals for this Webinar

1. Review key issues to consider in building accountability for a wraparound project
2. Review types of data that are typically collected in an accountable wraparound initiative
3. Review several wraparound-specific measurement instruments, including fidelity measures from the Wraparound Fidelity Assessment System
  1. Wraparound Fidelity Index
  2. Team Observation Measure
  3. Document Review Measure
  4. Community Supports for Wraparound Inventory
4. Provide time for interaction, including questions from webinar participants

# The NWI and its Resources

Throughout the webinar, we will point to online resources available from The ***National Wraparound Initiative***

- The NWI was founded as a collaborative effort to better specify the wraparound practice model, compile specific strategies and tools, and disseminate information about how to implement wraparound in a way that can achieve positive outcomes for youth and families.
  - [www.nwi.pdx.edu](http://www.nwi.pdx.edu)
- “The Resource Guide to Wraparound”
  - Available at [www.wrapinfo.org](http://www.wrapinfo.org)





*"The NWI works to promote understanding about the components and benefits of wraparound, and to provide the field with resources to facilitate high quality and consistent wraparound implementation."*

## the national wraparound initiative

In 2004, stakeholders—including families, youth, providers, researchers, trainers, administrators and others—came together in a collaborative effort to better specify the wraparound practice model, compile specific strategies and tools, and disseminate information about how to implement wraparound in a way that can achieve positive outcomes for youth and families. The NWI now supports youth, families, and communities through work that emphasizes four primary **functions**:



- **Supporting community-level planning and implementation**
- **Promoting professional development of wraparound staff**
- **Ensuring accountability**
- **Sustaining a vibrant and interactive national community of practice**

The NWI is membership supported. You can [join the NWI](#) to help continue this important work!!

### wraparound resources

The always-useful [Resource Guide to Wraparound](#)

**NEW! NWI webinar slides and recordings**

**NEW! Summary of evidence for wraparound**

### upcoming trainings & events

NWI presents at California Wraparound Institute - **June 7, 2010**

Webinar: Accountability and Quality Assurance in Wraparound - **June 15, 2010**

### top news & new research

KBCS radio featured a **story** on Washington State and the National Wraparound Initiative as the second feature of a two part series "Cruel Choices."

Wraparound Milwaukee in 2009 Visionaries **video**

### members & affiliates section

NWI members and affiliates can log in [here](#) to access job postings, bulletin boards, the NWI blog, members and providers directories, "beta" versions of new resources, archived materials, and more...

# Resources specific to Accountability

- Theory and research:
  - Resource Guide section at <http://www.nwi.pdx.edu/NWI-book/pgChapter3.shtml>
- Supporting Wraparound Implementation:
  - Resource Guide section with chapters on measuring wraparound implementation, MIS, and more at <http://www.nwi.pdx.edu/NWI-book/pgChapter5.shtml>
- Wraparound Fidelity: Go to the website of the ***Wraparound Evaluation and Research Team*** at [www.wrapinfo.org](http://www.wrapinfo.org) or [depts.washington.edu/wrapeval](http://depts.washington.edu/wrapeval)



# resource guide to wraparound

national wraparound initiative

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## Introduction

complete book and sections  
section 1 - introduction  
section 2 - wraparound principles  
section 3 - theory and research  
section 4 - wraparound practice  
section 5 - supporting implementation  
section 6 - appendix

[nwi main site](#)

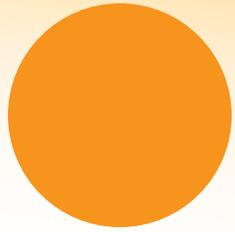
**Welcome** to the *Resource Guide to Wraparound*—a collection of articles, tools, and resources that represent the expertise, experience, and shared work of the members of the National Wraparound Initiative. In the *Resource Guide*, you will find a variety of different types of contributions, including:

- Central products from the National Wraparound Initiative, including descriptions of the wraparound principles and practice model;
- Examples of how different communities and programs have implemented wraparound and supported its implementation;
- Stories from youth, families, and communities;
- Review articles about the theory and effectiveness of wraparound; and
- Appendices containing tools and resources that can be used in everyday practice.

This *Guide* is a work in progress, and our intention is to update and expand the contents to reflect the ongoing evolution of thinking about wraparound's philosophy, practice, and implementation. If you have comments, or if you would like to offer materials to be included in future editions of the *Guide*, please contact us at

*“Youth and parents who have been involved with the wraparound process talk about wraparound as being different and providing them with real hope that life could be better on a daily basis.”*

From Andrew Debicki's  
*A Best Practice Model  
for a Community  
Mobilization Team*

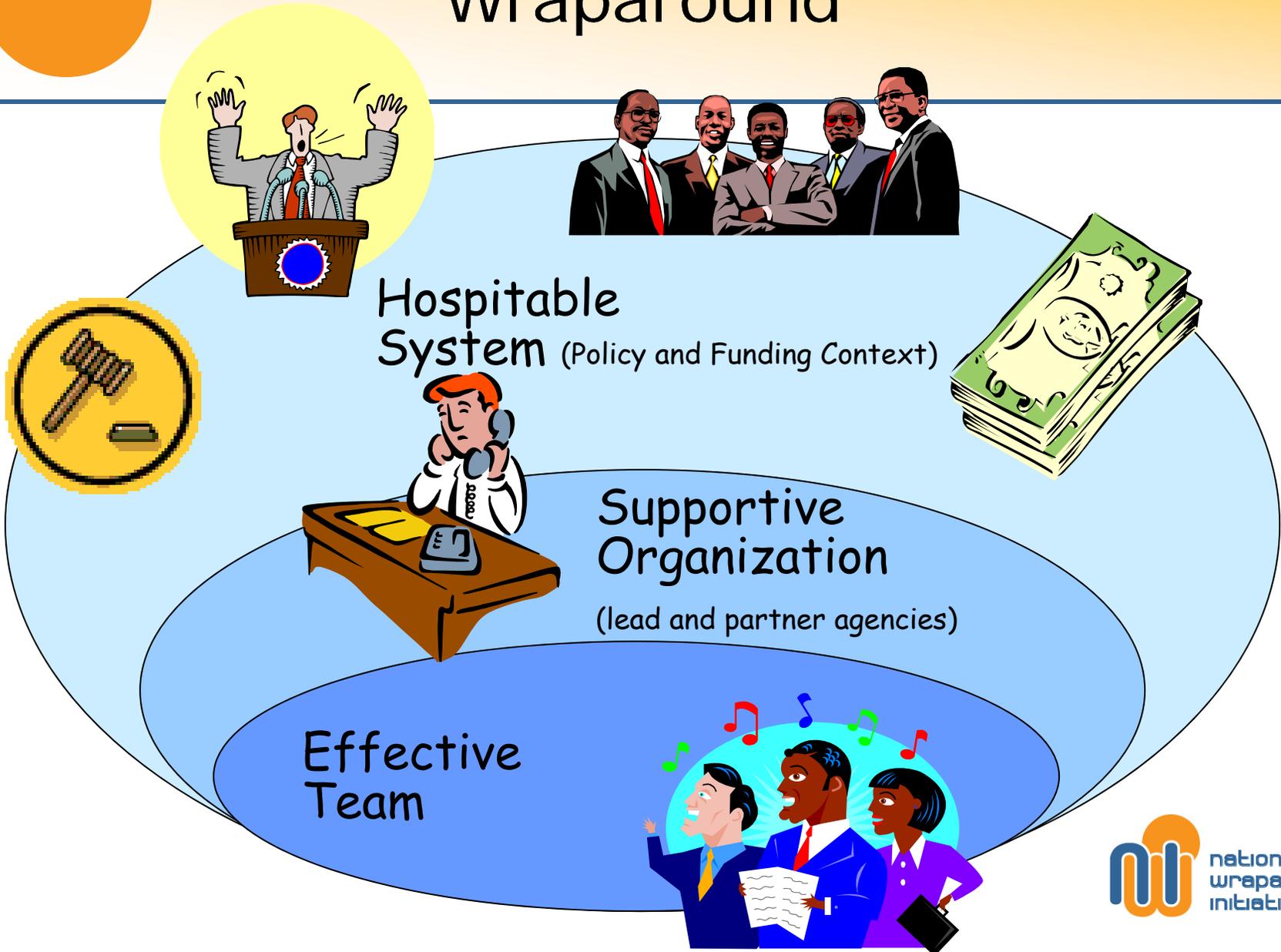


# Part 1: Building Accountability

# Research Shows...

- Wraparound is associated with positive outcomes for youth with complex behavioral health needs
  - Residential outcomes
  - Behavioral and Functional
  - Costs
    - See Resource Guide articles in Chapter 3 on “Theory and Research”
- HOWEVER...
  - Wraparound implementation quality must be high to achieve positive outcomes
    - At a family/team level
    - At a community level

# Three Levels Of Support For Wraparound



# Types of program and system support for Wraparound

1. **Community partnership:** *Do we have collaboration across our key systems and stakeholders?*
2. **Collaborative action:** *Do the stakeholders take concrete steps to translate the wraparound philosophy into concrete policies, practices and achievements?*
3. **Fiscal policies:** *Do we have the funding and fiscal strategies to meet the needs of children participating in wraparound?*
4. **Service array:** *Do teams have access to the services and supports they need to meet families' needs?*
5. **Human resource development:** *Do we have the right jobs, caseloads, and working conditions? Are people supported with coaching, training, and supervision?*
6. **Accountability:** *Do we use tools that help us make sure we're doing a good job?*

Key resource: Resource Guide section, 20 chapters:

[www.nwi.pdx.edu/NWI-book/pgChapter5.shtml](http://www.nwi.pdx.edu/NWI-book/pgChapter5.shtml)

Overview of implementation support:

<http://www.nwi.pdx.edu/overall.shtml>



# An accountable wraparound initiative

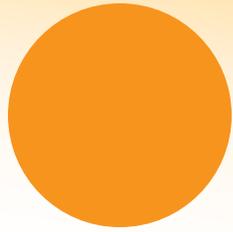
- When a wraparound initiative is fully supported in the area of Accountability...
  - *the community has implemented mechanisms to monitor wraparound fidelity, service quality, and outcomes, and to assess the quality and development of the overall wraparound effort.*

# Achieving Accountability: Four big ideas

- 1. Establish clear outcomes**
- 2. Define your process elements**
- 3. Gather satisfaction and other data directly from youths and families**
- 4. Monitor costs**

# What are the implementation steps?

- Determine how you will use your information before you begin to collect it
- Be critical in your methods
- Set reasonable goals for data collection
- Stay on the collaborative course



## Part 2: Types of Data

Implementation Data  
Outcomes Data  
Costs data

# What types of implementation data?

- **Measuring wraparound implementation can take many forms.**
- Data collection and feedback can be critical in the process of **supervising and coaching staff**
  - Key resources: *Resource Guide to Wraparound* chapter on [Wraparound Supervision and Management](#)
  - *Implementation Overview* on the NWI webpage (see <http://www.nwi.pdx.edu/NWI-book/Chapters/Bruns-5a.2-%28implementation-essentials%29.pdf>)
- **Wraparound fidelity evaluation tools**
  - Can be used in supervising wraparound staff
  - More frequently are used in aggregate form to provide feedback to the site and its stakeholders about how implementation is going overall.

# Types of implementation data: The basics

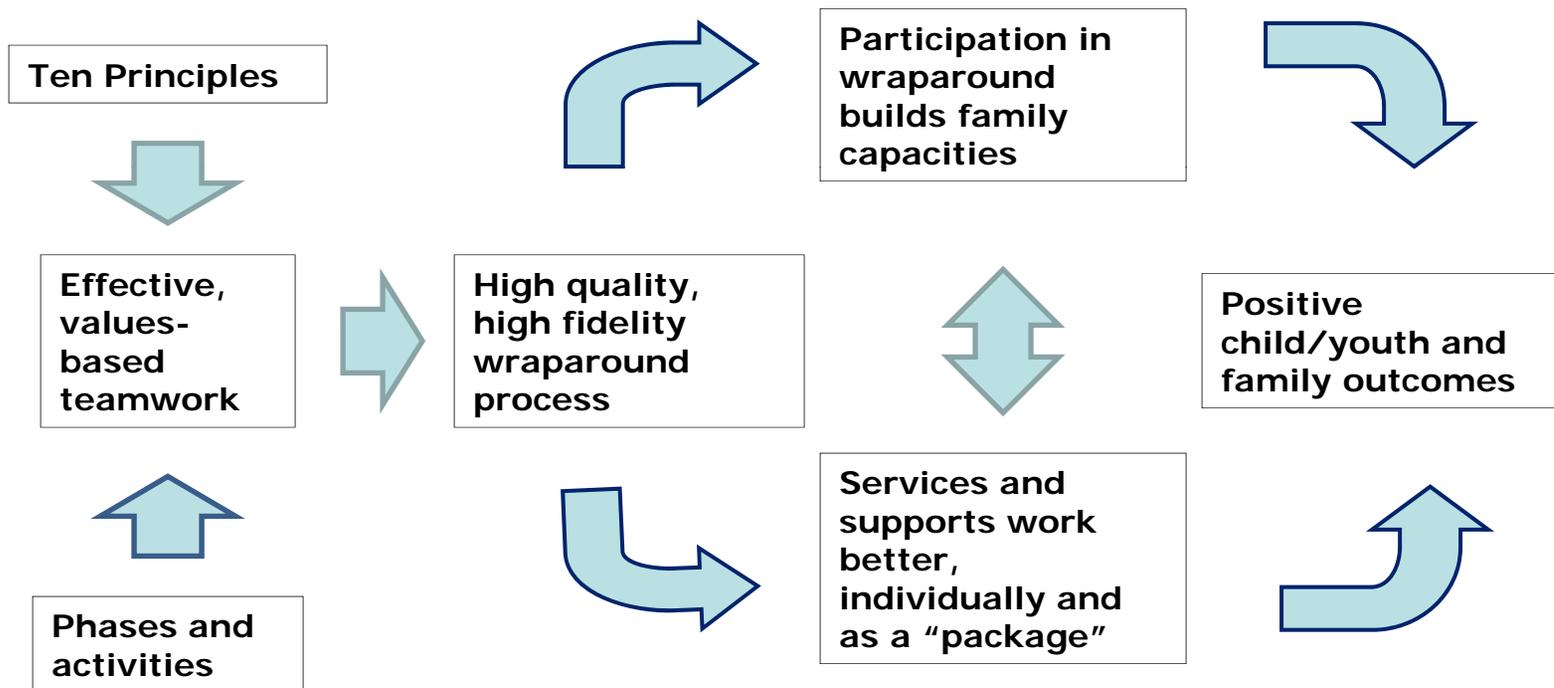
- Data on the quality of the wraparound process provided
  - Live observation, plan review, and feedback from youth and families.
- Types of services and supports included in wraparound plans
  - Including whether planned services and supports are provided, and
  - Whether or not the goals and needs that appear on wraparound plans are met.
- Satisfaction and buy-in among stakeholder groups, including youth and families, partner agencies and other stakeholders
- Barriers that prevent wraparound teams from doing their work and/or fully implementing their plans.

# What about outcomes data?

- **Wraparound projects may define success in many ways**
  - Thus, it is critical to convene a collaborative process to define what represents success in terms of ultimate outcomes.
  - Information on outcomes should be relevant to funding decisions, policy discussions, and strategic planning.
  - Outcomes that are chosen should be important to stakeholders as well as to families and reflect the values of wraparound
  - Choose data collection elements that relate to what we are actually trying to achieve – so we can see if it actually is happening...

# Choosing outcomes: Based on the theory of change for wraparound

## Theory of change: Outline



Key Resource: Wraparound Resource Guide article on the Theory of Change for Wraparound (in Section 3)

# Choosing outcomes: Based on the theory of change for wraparound

## **Skillful practice**

- Grounded in strengths
- Driven by needs
- Determined by Families
- Invested in **team** accountability and results

## **Participation in wraparound builds family capacities:**

- Positive coping
- Planning, collaboration and problem solving
- Positive reframing of family strengths and needs

## **Services and supports work better, individually and as a “package”:**

- Services/supports match needs
- Improved access, engagement, retention, commitment
- Focus on sustainable community and natural support

## **Process outcomes**

- Fidelity
- Optimism
- Engagement
- Focus on most important needs
- Creative, individualized strategies
- Focus on community and natural support
- Progress toward team-identified outcomes

Key Resource: Wraparound Resource Guide article on the Theory of Change for Wraparound (in Section 3)

# Choosing outcomes: Based on the theory of change for wraparound

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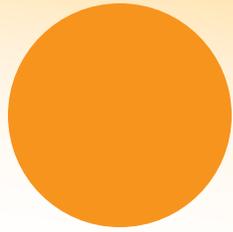
## **Longer-term outcomes**

- Increased self-efficacy
- Increased assets/ resilience
- Needs met/ outcomes achieved
- Improved quality of life
- Safe, stable, home-like living situation
- Improved functioning in school/ vocation, community

Key Resource: Wraparound Resource Guide article on the Theory of Change for Wraparound (in Section 3)

# Typical types of outcomes data

- Meeting needs or goals that are documented in youth/families' wraparound plans
- Increasing child and family assets and strengths and reduction of needs
- Improving caregiver well-being
- Increasing family and youth empowerment
- Keeping youth "at home, in school, and out of trouble"



# Part 3: Wraparound Implementation and Fidelity

# What leads to success in health care?

- **Knowledge** – Research and experience has provided us with information on “what works”
  - Evidence-based practice
  - Practice-based evidence
- **Competence** – Research and experience provide a solution, and we apply it correctly
  - Collecting and organizing information
  - Using information to make decisions

# Wraparound Knowledge

Major “routes” to outcomes and implications

- Effective team process means team is more likely to meet its goals
- Good, value-driven wraparound process leads to outcomes because
  - Services and supports work better
  - Family gains in self-efficacy, self-perceptions, and coping

# Wraparound Competence

## *Applying the Wraparound Principles*

1. Family voice and choice
2. Team-based
3. Natural supports
4. Collaboration
5. Community-based
6. Culturally competent
7. Individualized
8. Strengths based
9. Persistence
10. Outcome-based

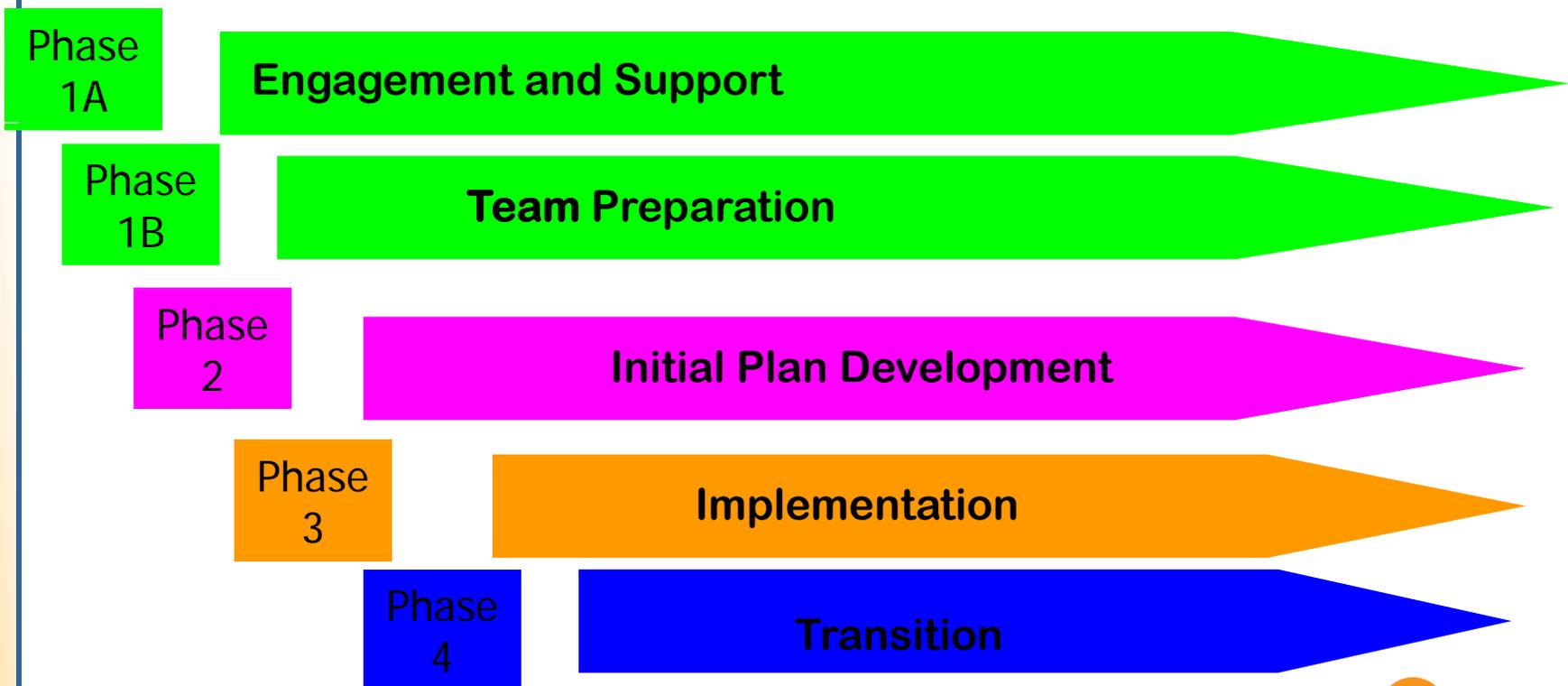
See “10 Principles of the Wraparound Process” in the  
*Resource Guide to Wraparound*



# Wraparound Competence

*Implementing the practice model:*

## The Four Phases of Wraparound



See “Phases and Activities of the Wraparound Process” in the *Resource Guide to Wraparound*

# How Do We Measure Competence in Other Health Care Fields?

- Example: Surgical Safety
  - 234 million operations each year
  - 44,000 deaths due to medical errors annually
    - More than auto accidents or breast cancer
  - Many surgery complications and deaths are preventable

# Checking provider behavior in Surgery

- Examples:
  - Before the induction of anesthesia, members of the team orally confirm that:
    - The patient has verified his identity, surgical site, procedure, and consent
    - The surgical site is marked if appropriate
  - Before incision, the entire team orally:
    - Confirms that all team members have been introduced by name and role
    - Confirms that all essential imaging results are displayed in the room
  - Before the patient leaves the operating room, the nurse reviews items aloud with the team:
    - That the needle, sponge, and instrument counts are complete
    - The team reviews aloud the key concerns for recovery and patient care

Haynes et al. (2009) *New England Journal of Medicine*

# Results

<b><u>Complications</u></b>	<b><u>Before</u></b>	<b><u>After</u></b>	<b><u>p value</u></b>
Surgical site infection	6.2	3.4	< .001
Death	1.5	0.8	< .01

Haynes et al. (2009) *New England Journal of Medicine*

# Implications

- What did the checklist accomplish?
  - Ensured similar information for all team members
  - Improved team communication
  - Improved consistency of care across teams

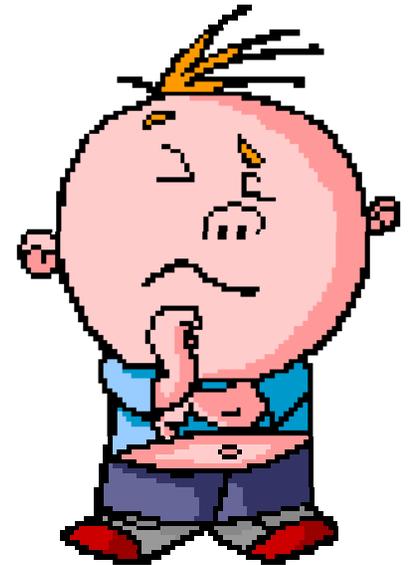
# Why do we need implementation quality checks in wraparound?

Studies indicate that Wraparound teams often fail to:

- Incorporate full complement of key individuals on the Wraparound team;
- Engage youth in community activities, things they do well, or activities to help develop friendships;
- Use family/community strengths to plan/implement services;
- Engage natural supports, such as extended family members and community members;
- Use flexible funds to help implement strategies; and
- Consistently assess outcomes and satisfaction.

# How might we measure implementation of wraparound???

- Have facilitators and team members fill out activity checklists
- Look at plans of care and meeting notes
- Sit in on and observe team meetings
- Interview the people who know—parents, youth, facilitators, program heads



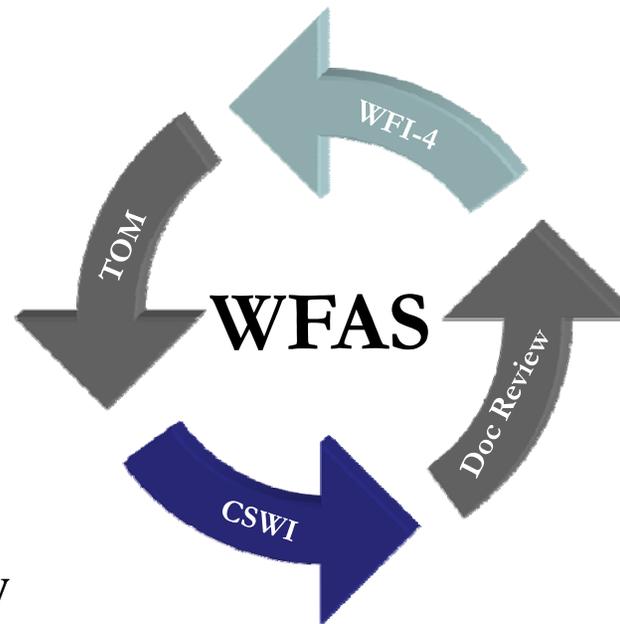
# Wraparound Fidelity Assessment System

[www.wrapinfo.org](http://www.wrapinfo.org) or

<http://depts.washington.edu/wrapeval>

**TOM** – Team  
Observation  
Measure

**WFI-4** –  
Wraparound  
Fidelity Index



**CSWI** – Community  
Supports for  
Wraparound  
Inventory

**DRM** - Document  
Review Measure



# The Wraparound Fidelity Index, version 4

- Assesses implementation of the wraparound process through brief interviews with multiple respondents
  - Caregivers
  - Youth
  - Wraparound Facilitators
  - Team Members
- Found to possess good psychometric characteristics
  - Test-retest reliability
  - Inter-rater agreement
  - Internal consistency
- Used in research on wraparound
- Even more widely as a quality assurance mechanism by wrap programs

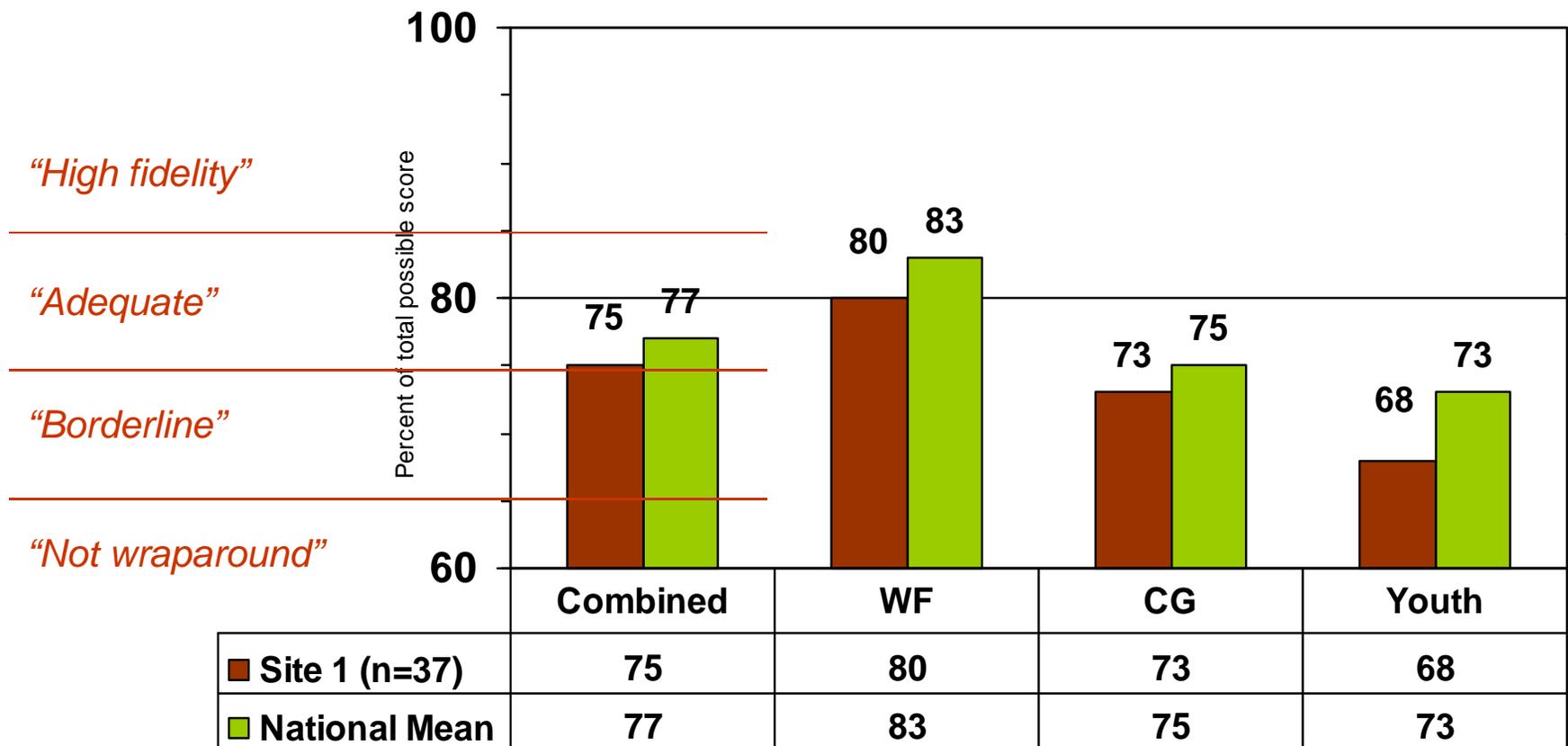
# Wraparound Fidelity Index, v.4

- Items on the principles and core activities, organized by the 4 phases of wraparound
  - **Engagement:** At the beginning of the wraparound process, did you have a chance to tell your wraparound facilitator what things have worked in the past for your child and family?
    - Principle = Strengths based
  - **Planning:** Does the plan include strategies for helping your child get involved with activities in the community?
    - Principle = Community based
  - **Implementation:** Does the team evaluate progress toward the goals of the plan at every team meeting?
    - Principle = Outcome based
  - **Transition:** Will some members of your team be there to support you when formal wraparound is complete?
    - Principle = Unconditional care

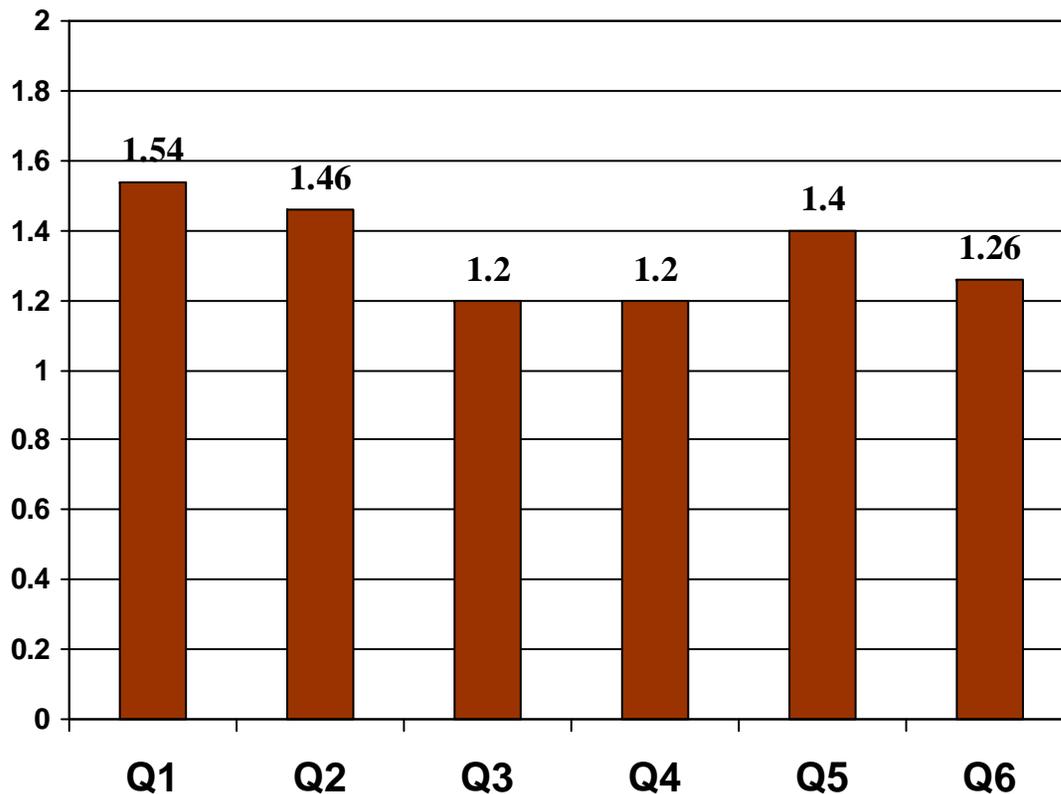
# WFI Items: Engagement and Team Preparation Phase

Phase 1: Engagement		Yes	Sometimes Somewhat	No
1. CC	When you first met your wraparound facilitator, were you given time to talk about your family's strengths, beliefs, and traditions? <i>Circle one: YES NO</i>	YES to both questions	YES to only the first question	NO to the first question
	Did this process help you appreciate what is special about your family? <i>Circle one: YES NO</i>	2	1	0
2. FVC	Before your first team meeting, did your wraparound facilitator fully explain the wraparound process and the choices you could make?	2	1	0
3. SB	At the beginning of the wraparound process, did you have a chance to tell your wraparound facilitator what things have worked in the past for your child and family?	2	1	0
4. TB	Did you select the people who would be on your wraparound team?	2	1	0
5. TB	Is it difficult to get agency representatives and other team members to attend team meetings when they are needed?	0	1	2
6. OB	Before your first wraparound team meeting, did you go through a process of identifying what leads to crises or dangerous situations for your child and your family?	2	1	0

# Sample Report: Total Scores



# Reports from the WFI: Individual items (Engagement phase)



Q1. Were you given time to talk about your family's strengths, beliefs, and traditions?

*True - 10 Partly True - 3 Not True - 2*

Q2. Did your facilitator fully explain wraparound & the choices you could make?

*True - 9 Partly True - 4 Not True - 2*

Q3. Did you have a chance to tell your wraparound facilitator what has worked in the past for your child and family?

*True - 7 Partly True - 4 Not True - 4*

Q4. Did you select the people who would be on your wraparound team?

*True - 7 Partly True - 4 Not True - 4*

Q5. Is it difficult to get team members to meetings when they are needed?

*True - 9 Partly True - 3 Not True - 3*

Q6. Did you go through a process of identifying what leads to crises for yr family?

*True - 8 Partly True - 3 Not True - 4*

# Team Observation Measure

- The Team Observation Measure (TOM) is employed by external evaluators to assess adherence to standards of high-quality wraparound during team meeting sessions.
- It consists of 20 items, with two items dedicated to each of the 10 principles of wraparound.
- Each item consists of 3-5 indicators of high-quality wraparound practice as expressed during a child and family team meeting.
- Internal consistency very good
- Inter-rater reliability found to be adequate (Average 79% agreement for all indicators)

# Sample TOM report:

*Most frequently observed TOM indicators*

#	Item	Pct.	SD
1a	Parent/caregiver is a team member and present at meeting	92%	.266
12e	Members of the team use language the family can understand	92%	.271
18d	Serious challenges are discussed in terms of finding solutions, not termination of services or sanctions.	91%	.288
3a	There is a written agenda or outline for the meeting, which provides an understanding of the overall purpose of meeting	89%	.320
11e	Talk is well distributed across team members and each team member makes an extended or important contribution	89%	.320
18e	There is a sense of openness and trust among team members	89%	.320

# Sample TOM report:

## *Least frequently observed TOM indicators*

#	Item	Pct	SD
8a	In designing strategies, team members consider and build on strengths of the youth and family	28%	.458
13b	The team assesses goals/strategies using measures of progress	26%	.446
5d	The facilitator leads a robust brainstorming process to develop multiple options to meet priority needs.	23%	.429
7c	Community team members and natural supports have a clear role on the team	23%	.429
14a	The team conducts a systematic review of members' progress on assigned action steps	23%	.429
8b	The plan of care represents a balance between formal services and informal supports	17%	.380
1c	Key natural supports for the family are team members and present	11%	.362

# Document Review Measure

- Consists of 20 items
- Each wraparound principle linked to 3 items
- Scale = 0-4, with criteria for each point on the scale
- Source material = documentation (electronic or paper) related to youth's wraparound process
  - Strengths, needs, culture discovery documentation
  - Wraparound plan of care
  - Crisis plan
  - Transition plan
  - Progress notes

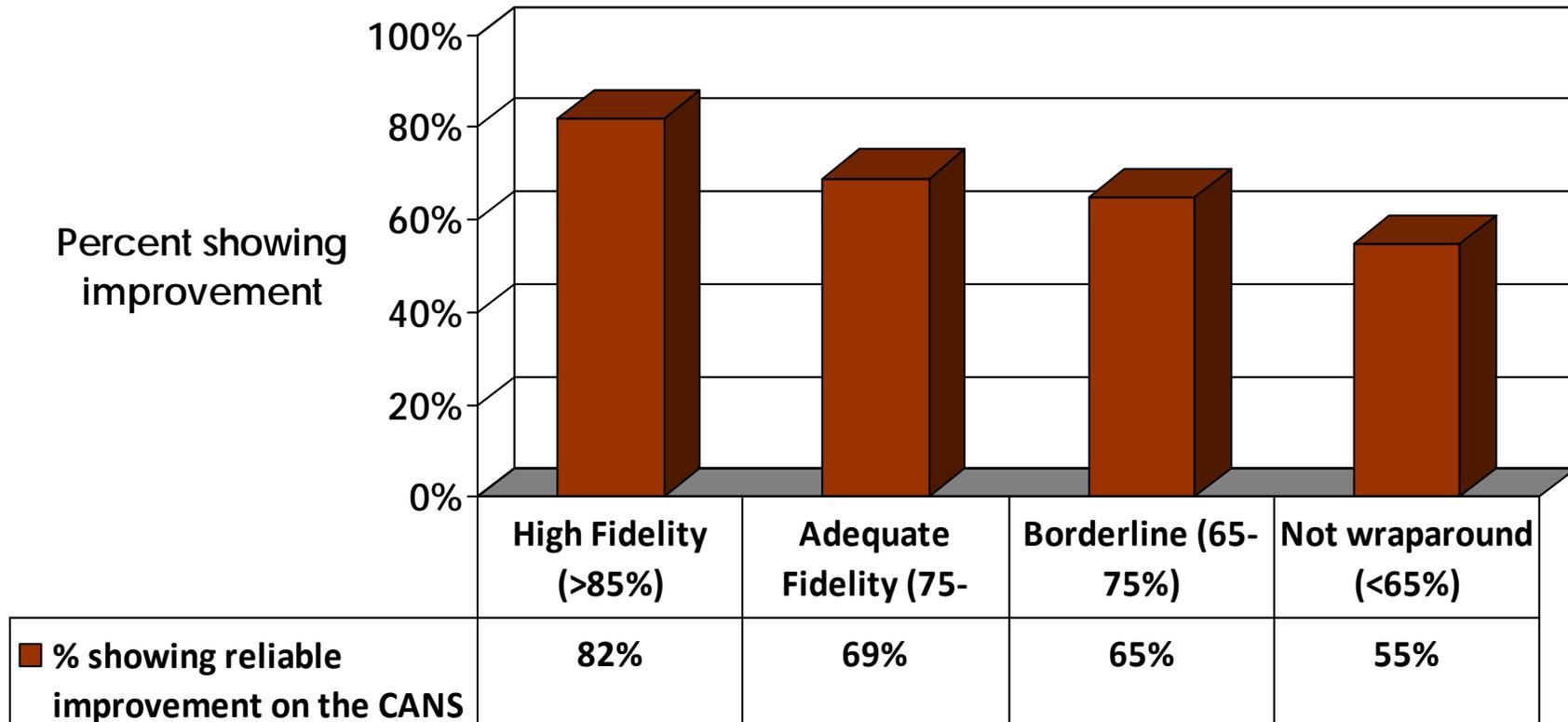
# What is the connection between fidelity and outcomes with wraparound?

- Families who experience better outcomes have staff who score higher on fidelity tools (Bruns, Rast et al., 2006; Effland, McIntyre, & Walton, 2010)



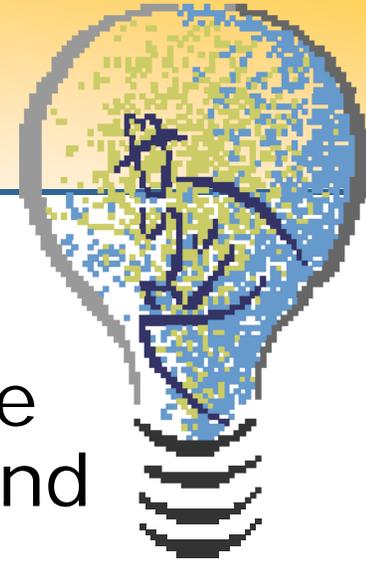
- Wraparound initiatives with positive fidelity assessments demonstrate more positive outcomes (Bruns, Leverentz-Brady, & Suter, 2008)

# Higher fidelity is associated with better child and youth outcomes



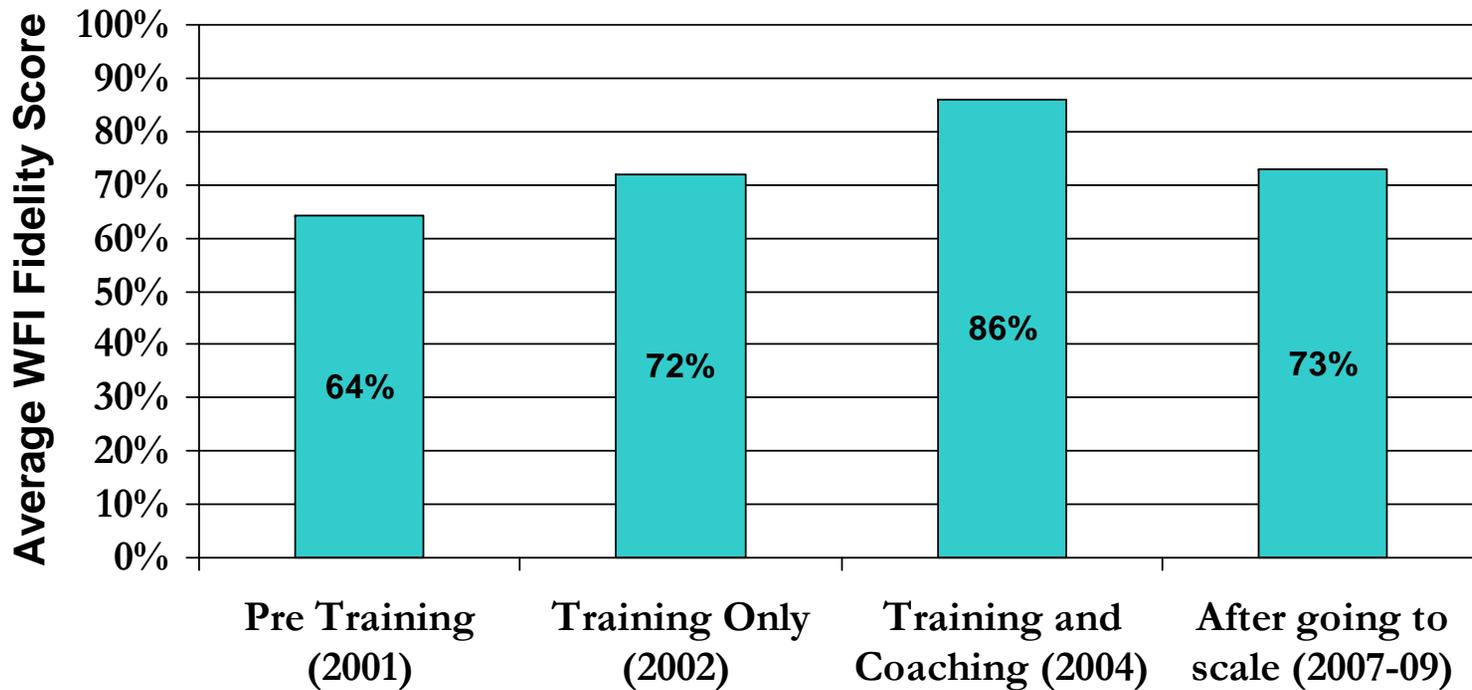
Effland, McIntyre, & Walton, 2010

# What does it take to get high fidelity scores?



- Training and coaching found to be associated with gains in fidelity and higher fidelity
- Communities with better developed supports for wraparound show higher fidelity scores

# Caregiver WFI Fidelity over time in NV

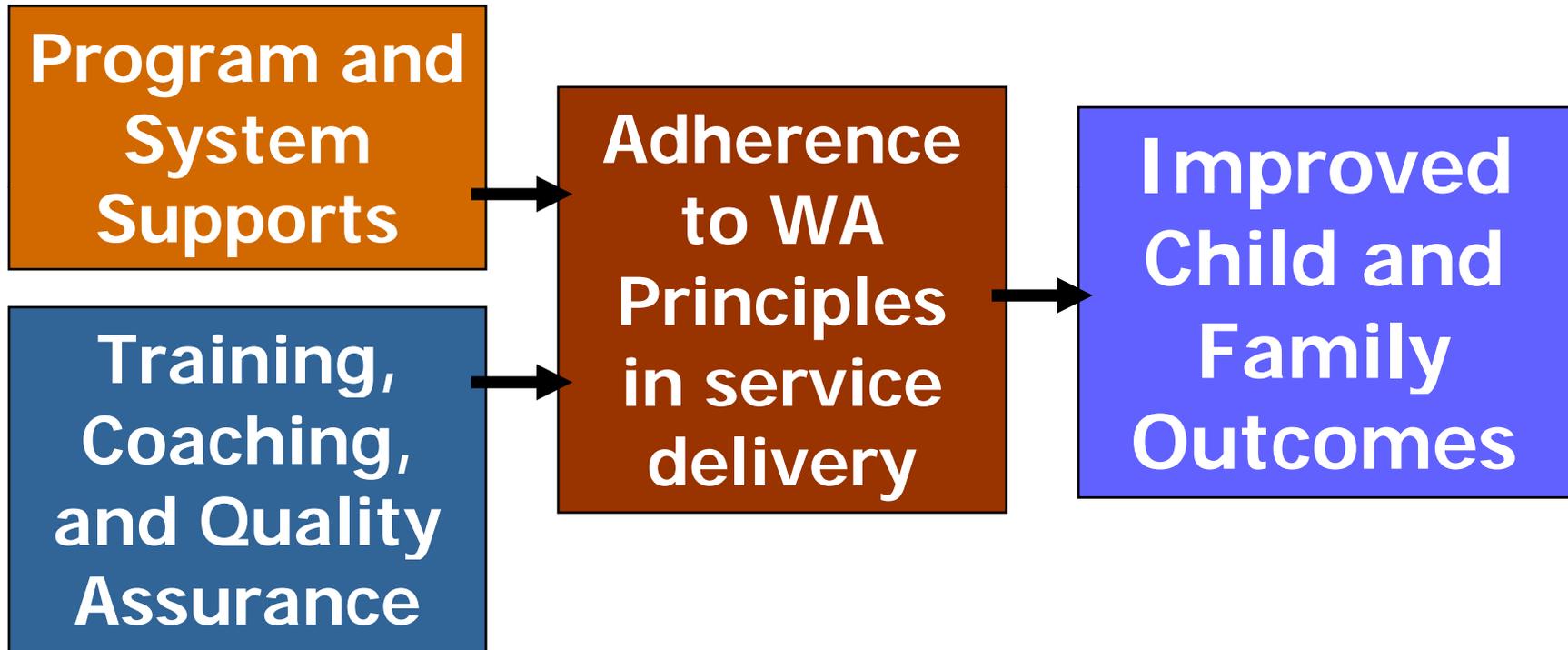


Bruns, Rast, Walker, Peterson, & Bosworth (2006).  
*American Journal of Community Psychology*.

# Types of program and system support for Wraparound

1. **Community partnership:** *Do we have collaboration across our key systems and stakeholders?*
2. **Collaborative action:** *Do the stakeholders take concrete steps to translate the wraparound philosophy into concrete policies, practices and achievements?*
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6. **Accountability:** *Do we use tools that help us make sure we're doing a good job?*

# Summary: What Leads To Outcomes?



# Core steps to accountability

- **Define what you want to know**
- **Define your data source(s): Do they already exist?**
- **Fill in the blanks: What do you need to collect?**
- **Establish a process for review**
- **Establish your protocol for decision making**
- **Use the data to inform action**

# Wraparound Evaluation and Research Team

*www.wrapinfo.org*

Wraparound Fidelity Assessment System - Windows Internet Explorer

http://depts.washington.edu/wrapeval/index.html

File Edit View Favorites Tools Help

WRAPAROUND FIDELITY INDEX



**Welcome**

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## Wraparound Evaluation and Research Team (WERT)

This website was created to facilitate dissemination of the measures of the Wraparound Fidelity Assessment System (WFAS), including the Wraparound Fidelity Index (WFI), Team Observation Measure (TOM), and Community Supports for Wraparound Inventory (CSWI). The site also aims to promote understanding within the service delivery evaluation field about the importance of maintaining fidelity to the wraparound process. This website contains descriptions of the measures of the WFAS, a brief description of the wraparound process, information on how to collaborate with our team and use the measures of the WFAS, relevant literature and presentations, and links to related projects and institutions.

For more information about the wraparound process, please visit the webpage of the [National Wraparound Initiative](#).

### Latest News

**May 2010**

The Wraparound Evaluation and Research Team is the accountability and evaluation wing of the National Wraparound Initiative. The NWI is launching its new website this month, as well as a new membership drive that will help connect individuals, organizations, and communities who are involved in wraparound implementation. Check out all the details at the new NWI website: [www.nwi.pdx.edu](http://www.nwi.pdx.edu).

**April 28, 2010 WFI PSYCHOMETRICS**

WERT is happy to present the latest results of our extensive analysis of the psychometric properties of the Wraparound Fidelity Index, version 4, facilitated by a

# WONDERS

- **Wraparound Online Data Entry and Reporting System**
- Allows users to enter data via a web portal
- Compiles data from WFI and TOM in one database
- Creates a range of reports from Demographics to Fidelity and Qualitative Reports.
- Allows export of all data variables for further analysis.

# WONDERS – www.wrapinfo.org

Logout

 **Wraparound Fidelity**

Manage Youth Files   View Reports   My Account   Export Data   Help

**Welcome:** Michelle Ramey  
**Business:** 400 UNLV - Clark County, NV

**My Account**

-  Manage Users
-  Change Password

nel  
around  
tive

# WONDERS – Data Entry

## Facilitator Form

Phase 1: Engagement

Phase 2: Planning

Phase 3: Implementation

Phase 4: Transition

Exit

1.1 CC

When you first met with the family, were they given ample time to talk about their strengths, beliefs, and traditions? At the first team meeting, were these strengths, beliefs, and traditions shared with all team members?

1-Yes to only first question

1.2 FVC

Before the first team meeting, did you fully explain the wraparound process and the choices the family could make?

2-Yes

1.3 SB

At the beginning of the wraparound process, was the family given an opportunity to tell you what things have worked in the past for the youth and family?

2-Yes

1.4 TB

Did the family members select the people who would be on their wraparound team?

0-No

# WONDERS - Reporting

## Reports



Report 1: Summary of Respondents



Report 2: Youth Information and Demographics (Demographic)



Report 2: Youth Information and Demographics (Wrap Facilitator/Caregiver)



Report 3: Wraparound Process Information



Report 4: Wraparound Plan Components



Report 5: Overall Fidelity



Report 6: Combined Fidelity Scores By Principle



Report 7: Fidelity Scores by Principle and Respondent



Report 8: Fidelity Scores by Phase



Report 9: Percent Agreement



Report 10: Individual Item Summaries



Report 11: Relative Strengths by WFI Item and Respondent



Report 12: Relative Weaknesses by WFI Item and Respondent



Report 13: Summary of Open-Ended Qualitative Comments

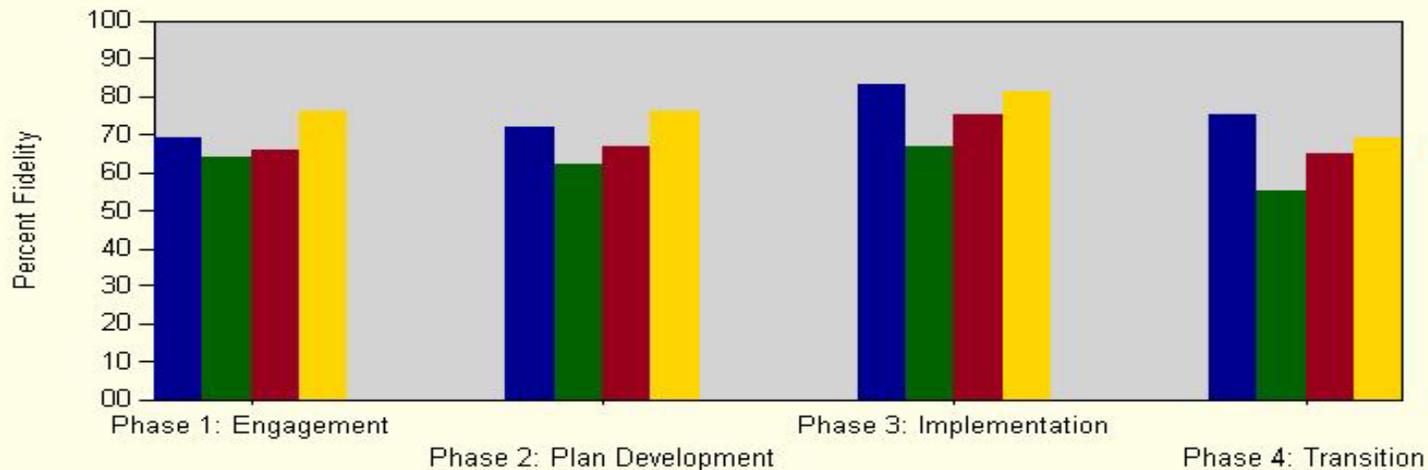
Exit

# WONDERS - Reporting

## Report 8: Fidelity Scores by Phase

Date of Report : Monday, March 30, 2009

Date Range of WFI-4 Data : - Till Date



	Phase 1: Engagement	Phase 2: Plan Development	Phase 3: Implementation	Phase 4: Transition
<b>Ingrid SaddlerWalker</b>	69	72	83	75
<b>Dee Booth</b>	64	62	67	55
<b>All</b>	66	67	75	65
<b>National Mean</b>	76	76	81	69

# Resources and Websites

- [www.wrapinfo.org](http://www.wrapinfo.org) – Portal to
  - *The Resource Guide to Wraparound*
  - Website of the National Wraparound Initiative (NWI)
  - Wraparound Evaluation and Research Team (WERT) – wraparound fidelity tools
- Other wraparound resources:
  - [www.Paperboat.org](http://www.Paperboat.org)
  - <http://www.milwaukeecounty.org/WraparoundMilwaukee7851.htm>
  - [www.tapartnership.org](http://www.tapartnership.org)
  - [www.systemsofcare.samhsa.gov](http://www.systemsofcare.samhsa.gov)



The **National Wraparound Initiative** is based in Portland, Oregon. For more information, visit our website:

[www.nwi.pdx.edu](http://www.nwi.pdx.edu)



The National Wraparound Initiative is funded by the Center for Mental Health Services, Substance Abuse and Mental Health Services Administration, United States Department of Health and Human Services.