

# **Wraparound Oregon System Development Full Report January 2007**

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## **Introduction**

This report describes the findings from a process that was undertaken in November and December of 2006 to seek feedback from key stakeholders about the *system level* development that is taking place as a part of the Wraparound Oregon project. One of the central goals of the Wraparound Oregon project is to create a *system of care* (Stroul, 2002; Stroul & Friedman, 1986) to serve the needs of children in Multnomah county and their families. In this first stage of system development, the goal is to develop a system of care for the children with the highest levels of mental healthcare needs and their families. Building a system of care requires extensive collaboration and coordination among child- and family-serving agencies and between these agencies and other stakeholder groups in the community. The purpose of the ongoing system evaluation component of the Wraparound Oregon Project is to assess the extent to which the necessary collaboration and coordination is occurring, and the extent to which the structures, policies, and activities that support collaboration are being systematically institutionalized.

## **Method**

Feedback from key stakeholders was sought via a questionnaire that was circulated by email. The questionnaire requested feedback about system development in a series of topic areas grouped into six themes (see figure 1). The content of the topic areas and themes is based on the structure of the Community Supports for Wraparound Index (CSWI), a survey tool for gathering data about the extent to which local communities have developed the system-level conditions that are necessary to support wraparound. The CSWI is derived from research that examined the implementation context for wraparound, and outlined a series of “necessary conditions” that were required at the organization and system levels in order for wraparound to be successful (Walker,

Koroloff, & Schutte, 2003). Individual items for the CSWI were refined and further developed through the work of the National Wraparound Initiative (Walker & Bruns, 2006a, 2006b).

In contrast to the CSWI, which requires respondents to select ratings for a series of items representing the topics within each theme, the feedback questionnaire that was used in the current study asked respondents to select topic areas that they wished to comment on, and then allowed them to comment in an open-ended manner within the selected topic area.

Respondents were provided with an outline of the main themes and topic areas from the CSWI. In the first portion of the questionnaire respondents were asked to choose from a pull-down menu up to three topic areas that represented the successes that Wraparound Oregon had achieved to date. For each topic area chosen, respondents were also asked to provide a brief description of the rationale for citing the topic area as a strength. In the next section of the questionnaire, respondents were asked to cite up to three topic areas of priority work for system development for the project over the next year to eighteen months. Respondents were asked to provide a brief description describing exactly what work, within the topic area, should be prioritized. Finally, respondents were asked to write down any important “lessons learned” that they felt should inform Wraparound Oregon’s future work. While the questionnaire was formatted for written feedback, respondents were offered the opportunity to provide their feedback verbally to a member of the evaluation team.

Potential respondents were chosen from the Wraparound Oregon roster. Questionnaires were emailed to anyone who had had a role within Wraparound Oregon that had lasted for at least six months and that had included some form of participation beyond attendance at Community Management Team (CMT) meetings. Thus, questionnaires were sent to members of each of the various committees within the Wraparound Oregon management/governance structure, as well as to everyone who provided contracted services to or was actually employed by the project. In an effort to include a greater diversity of stakeholder perspectives—particularly those of community organizations that worked with ethnic/cultural/racial minorities and immigrants—several other potential participants were also chosen from among people on the Wraparound Oregon roster. In total, 31 stakeholders were invited to participate.

It should be recognized that this report disproportionately focuses on the school-age project within Wraparound Oregon, with less attention to the early childhood project. This is in part due to the fact that relatively few people—and particularly few staff—have been involved in the early childhood project for more than a few months. Future reports on system development will include more of a balance of perspectives from the two projects.

The initial email requested that responses be returned within three weeks; however, the deadline was extended several times to encourage a higher rate of participation. Ultimately, responses were collected over a period of about eight weeks. Potential respondents were asked to inform the evaluation team if they would not be able to

provide feedback. Potential respondents who did not choose this option—and who did not provide feedback—were periodically reminded about the opportunity to participate. At intervals of seven to fourteen days, potential participants were re-emailed the questionnaire and supporting materials and/or given reminders by telephone.

In order to ensure that the perspectives of the facilitation team (facilitators, parent partner, supervisor) were adequately represented, members of the evaluation team attended a facilitation team meeting and conducted an informal focus group using the format of the questionnaire to provide the prompts. Several members of the facilitation team also responded to the questionnaire providing written feedback on the questionnaire form.

By the final deadline, 22 of the 31 stakeholders who were invited to participate had done so. Among these, one person responded verbally through a structured interview and seven participated in the facilitation team group interview. Among those who participated in the group interview, four also returned written responses.

Numbers of responses per topic area were tabulated. Responses from the three members of the facilitation team who did not also provide written feedback were added to the tabulation based on their remarks in the group session as recorded in notes from the meeting. Comments were separated by topic area for analysis. Some respondents provided only topic areas for successes and priorities but no descriptions of why the topic areas were chosen.

## Results

Respondents nominated a total of 56 topic areas for successes and 80 topic areas for priority work.<sup>1</sup> The most frequently nominated topic area of success was *adequate training, coaching, and supervision* (5B, 12 nominations), followed by *formalized decision-making structure* (1A, 10 nominations), and *plan to turn vision into reality* (2A, 8 nominations). The most frequently nominated topic area for priority work during the next year to 18 months was *ready access to supports and services* (4A, 15 nominations), followed by *sufficient, flexible funding* (3C, 9 nominations), and *appropriate participation in the partnership* and *developing new supports and services* (1B and 4B, 8 nominations each).

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<sup>1</sup> The total number of nominations for priority work (80) represents an average of more than three nominated topic areas per person. Several factors contributed to this “excess” of nominations. First, several respondents nominated more than three priority topic areas, appending additional comments to the open ended section of the survey. Second, there was a tendency for some respondents to provide lengthy open-ended responses that spanned more than one topic area. Portions of these responses were re-categorized within the topic area(s) that more closely matched the content. Finally, several respondents in the facilitation team focus group provided information about priorities for work in more than three topic areas. Thus, the number of responses for successes and priorities in a given topic area cannot be translated into an absolute ranking of priorities across responding stakeholders.

A number of themes reappeared across topic areas and lessons learned. In general, respondents' comments showed much greater agreement about successes than about priorities for work. This makes sense, given that successes are based on what has already been accomplished, whereas any area could be prioritized for future work.

Within successes, the central repeating theme was that a good foundation had been laid, providing the groundwork for a transformation—in funding structures, policies, activities, and so on—that had largely yet to take place. There was a sense of cautious optimism from the comments that, while recognizing the commitment and momentum that had been built thus far, also expressed fear that the momentum would dissipate if bigger and deeper changes were not soon achieved.

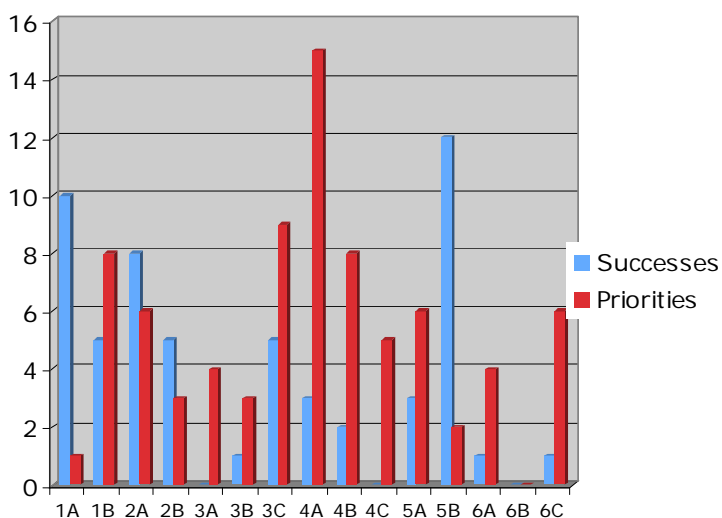
In terms of priorities, there was less apparent agreement among respondents, with many topic areas receiving at least a handful of nominations. However, there were several themes that recurred across topics with some regularity. These themes were as follows:

- A number of respondents perceived a lack of clarity and/or transparency about how important decisions about the project are being made and about how input from stakeholders is to be gathered and weighed before decisions are made. Respondents recognized that decisions during the start-up phases of the project had to be made before structures and processes had been defined. Moving to a more clearly defined process for decision making was perceived as a high priority.
- Several respondents noted that the current atmosphere within the project does not always encourage open communication, and that important voices were not being heard in discussion and decision making.
- Respondents were concerned about whether or not the school-age and early childhood projects were going to be able to create shared goals and engage in coordinated activities. Respondents perceived a need to build a shared framework across projects for moving forward in a unified and coordinated manner.
- Respondents were also concerned about the difficulty of providing the kind of support that would make it possible to carry out a high quality wraparound process. Wraparound team planning within the project takes place in an extremely complex context, within which there is uncertainty and arbitrariness about the availability, accessibility, and flexibility of needed services, supports, and resources. Additionally, there is often overlap and even competition between service plans and support plans—and crisis plans—that are created by different providers for a single child and family. Respondents placed a high priority on addressing these complexities so that “real” wraparound could be practiced.

## Successes and Priorities

The table below presents the raw counts of the number of times each topic area was nominated by respondents as a success or a priority. A synthesis of comments about specific successes and priorities, as well as a summary of lessons learned, is presented in the full version of the report

Wraparound Oregon: System  
Development Feedback November  
2006



### 1 Community Partnership

- 1A Formalized decision making structure
- 1B Appropriate participation in the partnership

### 2 Collaborative Activity

- 2A Plan to turn vision into reality
- 2B Joint action steps taken

### 3 Fiscal Tracking and Policies

- 3A Access to information about costs
- 3B Shared fiscal responsibility
- 3C Sufficient, flexible funding

### 4 Access to Supports and Services

- 4A Ready access to supports and services
- 4B Developing new supports and services
- 4C Adequate crisis response

### 5 Human Resource Development and Support

- 5A Appropriate case loads
- 5B Adequate training, coaching, and supervision

### 6 Accountability

- 6A Outcome data
- 6B Wraparound quality data
- 6C Identifying and addressing grievances and barriers

**1: Community Partnership/Structures for Collaboration** Key stakeholder groups join together in a collaborative partnership to jointly plan and implement wraparound.

**1A:** There is a formalized structure for joint planning and decision-making that brings key stakeholders together.

**Successes** (10 responses)

This topic area was seen as one of the major areas of success. Respondents were consistent in pointing to the development of the governance/operational structures as the specific success within this area. Typical of the responses were these comments:

- Both the larger community team and the executive team appear to be functioning well. Both meetings are well attended by representatives of the appropriate organizations and have done excellent planning.
- The work of the strategic planning committee to set up an oversight structure has been important as a first step in getting the necessary partners to the table.
- Wraparound OR developed community team for problem solving, feedback, and oversight. There is a fairly strong sense of “ownership.” There is good movement toward establishing stronger, and more clearly defined authority over services.

**Priorities** (1 response)

The single respondent in this area pointed to the need to further develop the governance/operational structures, especially in terms of clarifying the relationships between and consistencies across the two sub-projects (school age and early childhood).

**1B:** The right people are participating in this collaboration. Key stakeholder groups have the appropriate amount of influence over decisions.

**Successes** (5 responses)

Respondents believed that most of the key stakeholders were participating in the collaborative effort:

- Key stakeholders are invited to the “table” and progress is being made in getting across systems cooperation. We’re not to the collaboration stage yet but its potential is there.
- The recent restructuring of the Wraparound Oregon Executive Committee to the Coordinating Council was a positive move, bringing together the policy and decision-making authority that is critically needed to make this systems change possible. Since this group is just in the process of forming,

it is hard to determine what kind of effectiveness it will have on the overall governance and planning of Wraparound Oregon activities.

### **Priorities** (8 responses)

In talking about priority work within this topic area, respondents focused on three related themes: 1) that there is insufficient representation and influence of families and people of color within the collaborative, 2) that the collaborative as a whole lacks authority to make decisions and follow through on them, and 3) that within the collaborative, the decision-making process is ill-defined and/or inequitable.

- It is unclear exactly who is making decisions about the larger project/system development level in particular. There is not really a process for integrating input from across participants in the collaborative, and the existing group of participants is not that representative of the community as a whole or the families that are being served.
- From my perspective our learning curve continues as it concerns “family driven” in the larger scale of matters. While there was an initial appointment of two or three token family members to serve on all the committees, my concern that the needs of the families and the family voices of those being served are absent from major decision making meetings.

**2: Collaborative Activity** Stakeholders involved in the collaborative wraparound effort take concrete steps to translate the wraparound philosophy into concrete policies, practices and achievements

**2A:** There is an agreed-upon plan *at the community partnership level* to (start to) turn the systems-change vision into reality.

### **Successes** (8 responses)

Within this topic area, respondents pointed out that stakeholders were regularly meeting and, through this collaboration, had been successful in planning to start up the school-age project and set the stage for startup with the early childhood project.

- Wraparound Oregon is, at its most basic level, a commitment by community partners to change how we serve children, youth and families across systems. The project is driven totally by this shared commitment. The two specific projects (“School Aged” and “Early Childhood”) are attempts to demonstrate the ability to make this a reality.
- Agencies have donated FTE to the care coordination pool and have made adjustments to the personnel in those positions when necessary. Interagency plans of care are being generated and implemented. The

community came together to successfully apply for the early childhood grant to expand system of care opportunities to that age group.

**Priorities** (6 responses)

Within this topic area, respondents were clearly focused on the lack of a clear plan for collaborative activity. More specifically, they noted that, if true system-wide change is to occur, there is need to make a plan about how to spread the wraparound principles broadly into participating agencies, both at the service-provision level and at the “higher” levels.

- Though serving the 25 youth is important, I do believe in the systems change vision of this project. And I have heard no proposal for what systems change would look like in child welfare, in juvenile justice, in OYA, in education.
- We need to clearly prioritize the goals for work and communicate the prioritized goals to the entire project. There is a lot to do, so we need to pick the priorities that we collectively feel are the most important and really get them done.

**2B:** Some important steps to do so have been taken.

**Successes** (5 responses)

Respondents focused on success in bringing system partners together and gaining initial commitments.

- There has been significant agreement with the system partners about bringing the values and principles of system of care and the wraparound process to practice. Funding has been secured for much of the activity.

**Priorities** (3 responses)

Comments in this topic area once again focused on the need to clearly define how partners were going to work together and how to gain broad support for the wraparound process and wraparound principles across the system.

- Facilitators are continually having to orient new team members who join the team and may not be up on or supportive of wraparound. Trying to get them on board is very time consuming. Also they may not really be willing to do a bit extra to get a somewhat unusual service or support that might be available from their system because they are not really supportive of wraparound and they have their own mandates and priorities.

**3: Fiscal Tracking and Policies.** The community has developed and is implementing methods to track the use of funds for wraparound-eligible children and uses this information to develop strategies to better meet their needs.

**3A:** The community partnership has information about total costs for kids and families in—and eligible for—wraparound.

**Successes** (No responses)

**Priorities** (4 responses)

Respondents pointed to the need for cost information.

- It is important that each entity understand how much they are spending on this population. This will be an incentive for them to move in the direction of helping fund flexible services in order to provide a better service package for the same or less cost.

**3B:** The community partnership as a whole takes fiscal responsibility for kids and partners avoid cost shifting among themselves or to outside entities.

**Successes** (1 response)

The respondent cited initial successes in planning to share resources and use them more flexibly to meet needs.

**Priorities** (3 responses)

Respondents saw a need to move ahead on achieving blended funding.

- Good start, but long way to go. What are we doing in terms of being able to blend the money, instead of cost shifting to other agencies or outside places.

**3C:** There is sufficient funding and flexible enough funding so teams can implement creative, individualized plans.

**Successes** (5 responses)

Respondents saw initial successes in having systems partners work flexibly to make creative plans happen.

- The collaboration and bringing teams together is creating the environment of collaboration and each system is forcing the systems to jointly fund plans, which is very positive.

**Priorities** (9 responses)

Several respondents pointed to the need to have some pooled funding that could be easily accessed and available for the project to fulfill plans and individualize services and supports. Several respondents focused on the current situation and problems getting funds to “do” what is required to make plans happen. Current

access to funds for unusual items (lessons or a piece of equipment) was seen as “intermittent” and decisions about whether or not these funds would be made available for a requested purpose were seen as arbitrary and cumbersome.

- There is no funding committed to speak of for services to these children/youth. The systems need to move beyond the current agreement for shared staffing model, to one where substantial resources are pooled.
- Some times the processes to get flexible funds are too cumbersome and not worth the time it takes to get something like a zoo pass or OMSI pass for a single child. Money in flex funds is only intermittently available, and some things can be paid for out of MH or DHS funds, but sometimes it seems like the decision making process is not clear and what’s OK sometimes is not OK at other times. Often it can take a lot of time to get a decision. We need a more systematic way for knowing what is available in terms of resources and accessing it quickly.
- I think this really gets to the heart of this model of service delivery. While I, for one, believe that the assignment of WO facilitators, even part time, CAN improve the standard of service delivery (making it more family-driven, for example, and also by creating accountability and forcing the delivery of theoretical services that exist but don't get to clients for various reasons), I also understand that a truly flexible menu of services must be created beyond what our community already offers and that takes money.
- While the systems are working in collaboration, there are still significant resource barriers. There need to be more placement options developed for children who are not living with their bio, adoptive or long-term foster families (i.e., recruit a pool of more foster parents who are willing and able to care for Wraparound Oregon children). Also, funds for basic needs (e.g., transportation, housing, etc.) are in short supply, as are resources for informal supports (vs. professional services, such as Medicaid-funded mental health services.)
- Good start, but long way to go. We still don’t have enough money to go around. We need to ask ourselves where do we get it?

**4: Access to needed supports and services.** The community has developed mechanisms for ensuring access to the services and supports that wraparound teams need to fully implement their plans.

**4A:** Teams can get ready access to the services and supports that they need to implement their plans.

**Successes** (3 responses)

The respondents said that the current school-age facilitators were working well to access available services and supports.

- Because the facilitators know their systems, they know how to get services and some of that gets shared so that facilitators slowly are learning about other systems.

### **Priorities** (15 responses)

This was the topic area that received the highest number of nominations for work in the near future. Several respondents pointed to the need to provide access to services and/or supports that are not currently available in the community, or that are not available in sufficient supply. Others focused more on barriers to accessing services that, while currently available, are not necessarily accessible. In particular, services/supports that were seen as unavailable or inaccessible included mentoring, summer camp and other activities, high quality placements, and individualized therapeutic or strength-based activities. Increasing capacity to locate and develop family placements was also seen as a need. Other respondents pointed out that the project has not yet developed the capacity to draw out or draw on community-based and informal supports that are supposed to play an important role in wraparound plans.

- Ready access is often times limited to teams because of policy issues, budgets, and the need for improved communication and collaboration at the "on the ground" level, not just at the executive level.
- Because facilitators have no access to - or at least no direct control over - treatment or other support resources, they are limited in what they can bring to the table. The system needs to grapple with how to get access to services and supports when needed.
- The community needs to develop mechanisms for ensuring access to the services and supports that wraparound teams need to fully implement their plans. If the youth and team have identified a therapeutic or strength based activity the youth needs, we need to have access. This past summer most of our youth who we needed to have funds to enroll in camps and summer activities did not get what they needed. Some of our youth were on the run and when questioned they often stated they were bored. We need to fill their time with strength based activities.
- Sometimes the process for getting a needed service or set of services is also cumbersome or somewhat arbitrary—i.e. facilitators from MH can authorize MH services, but other facilitators cannot do this and have to go through a long process. Or there may even be a MH caseworker (non wrap OR) on the team, but they may not be eager to or don't know how to access a service or support—particularly this is true of more unusual services/supports like voice lessons. There should be a way to streamline this.
- Process for accessing services often seems to confusing and based on manipulation of the system or inside knowledge—it's just not clear what steps to take to get needed services.

- Having resources in the community is very important – you can do the best planning in the world, but if the services are not available or require 6 months waiting list – we have a problem.

**4B:** The community partnership commits resources to developing the kinds of services (e.g. in-home, respite, mentoring) and supports (connections to individual people and community organizations) that wraparound teams tend to want.

**Successes** (2 response)

The respondents provided unique examples of services/supports developed for plans in the school-age program.

**Priorities** (8 responses)

There was some overlap between the priorities within this topic area and those suggested for section 4A. Again, participants highlighted needs for mentoring, summer activities/camp, high quality foster placements, and individualized therapeutic and strengths-based services and activities.

- We need placements that are prepared to deal with high needs kids and will accept the support that wrap provides. Often homes don't want to deal with managing supports so then the kid blows out and the foster parents do not want him back.

**4C:** Crisis response/backup is always available, and it is supportive of the wraparound crisis/safety plan.

**Successes** (No responses)

**Priorities** (5 responses)

The main focus within this topic area was the need to have a single crisis plan for a child that is the plan and is supported by all of the people and agencies that are involved with a child.

- Service options sometimes come with their own subsystems of care or say that their services are all encompassing—e.g. they have their own crisis planning process and their own treatment plans and their own procedures, and their people may not attend wrap team meetings. This can be duplicative of or undermining of wraparound plans and crisis plans.
- Need foster homes that really buy into wraparound and see crisis plan as the plan and will really support it, even practice run through, etc.

**5: Human Resource Development and Support.** The policy and funding context supports wraparound staff and partner agency staff to work in a manner that allows full implementation of the wraparound model

**5A:** Case loads small enough so that facilitators, parent partners, and others with key roles can carry out the activities of a high-quality wraparound process.

**Successes** (3 responses)

Respondents appreciate that the target caseload for the school-age project is reasonable, but note that this is sometimes more an “idea” than a reality at this point because facilitators have other job responsibilities. Having a parent partner as part of the project was seen as important and valuable.

**Priorities** (6 responses)

Respondents saw a need for wraparound facilitators who were devoted full time to the school-age project. Additionally, several respondents pointed out that caseloads were still too large given the realities of 1) many uncooperative system peers and 2) the difficulty of arranging “from scratch” for each of the very challenging youth in the school-age project. Other respondents suggested that facilitators needed additional support, particularly in arranging logistics and completing documentation. Finally, respondents pointed out that other systems do not support their workers to participate in wraparound, and this can make staff from other systems reluctant to participate in wraparound meetings and plans.

- For the school-age project, I would like to see the systems devote full-time care coordinators to this project. We have made some progress with child welfare. Now, we need to convince, through practice, the other systems to allow their designated worker more time to devote to this initiative.
- People from other systems who are on teams don’t have time to come to lots of meetings—it’s not recognized as part of their job. This can cripple a team and lead to a lot of time wasted for the others or extra work for the facilitator.

**5B:** Adequate training, coaching, and supervision are available so that facilitators, parent partners, and others with key roles can develop needed expertise.

**Successes** (12 responses)

Respondents gave many examples of useful trainings that had been offered by both projects. Respondents were pleased that the two projects were working together on some training activities, and were even offering training

opportunities to people not directly involved in the wraparound projects in an effort to help “seed” the system for change.

- There has been a tremendous commitment to training facilitators and parent partners in the wraparound process. National experts have been involved in planning and implementing trainings. An added bonus has been the willingness to have facilitators and parent partners not directly involved in the two projects. This supports dissemination of the skills and philosophy beyond the handful of practitioners employed on the two projects.
- The care coordination team and leadership of the project have been taking a proactive stance toward training needs, both within the context of the team and at a broader community and systems level
- Wraparound Oregon staff, as well as key leadership within the project are also having discussions about cross systems training, and are in the process of mapping out a cross-systems training framework. Other discussion is beginning to happen around developing a framework for training to the Wraparound competencies to build the local expertise and knowledge base that will be required for sustainability.
- One of the most helpful things about the project is that grant funding and other resources are available to provide joint family/professional and cross-system training opportunities. This is more consistent with the Wraparound approach than having separate trainings done by individual systems and different forums for families and for professionals.

#### **Priorities** (2 responses)

Respondents noted that there was further need for training to ensure strong wraparound practice.

**6: 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.

**6A:** The community partnership has access to data about the right kinds of outcomes for children and families, and uses this data for strategic planning.

#### **Successes** (1 response)

The respondent did not provide a description of a specific success.

#### **Priorities** (4 responses)

Respondents noted that not much outcome data has been collected so far.

- Data tracking systems appear to be in place. The data needs to be collected, analyzed, and disseminated.

**6B:** The community partnership has data about the quality of wraparound being provided, and uses this data to improve service quality.

**Successes** (No responses)

**Priorities** (No responses)

**6C:** There is a systematic process for identifying, prioritizing, and addressing grievances and barriers that prevent wraparound plans and the wraparound philosophy from being fully implemented.

**Successes** (1 response)

The respondent pointed out that there is ongoing conversation within the project about how to apply the principles of wraparound in practice.

**Priorities** (6 responses)

Responses within this topic area focused on three main points. First that there is no process for recognizing and addressing youth and family grievances and complaints; second, that there is no systematic process for allowing stakeholders to voice concerns about the project; and third, that there is no systematic process for gathering information about barriers and challenges that arise as teams work to fulfill wraparound plans.

- Yes, this is needed. I would like to see something developed this year that will help us to systematically identify barriers and do something about them as a community collaborative. We also need to develop a process that will allow individuals to easily address what is getting in the way of making their plans work. Some of our "barriers" are very big and require tremendous effort to turn them around. We should take on what we can accomplish and work with others to incrementally improve major barriers.
- What is critical at this juncture is to create an environment where it is safe and acceptable to allow differences of opinion to be voiced and to be heard. That environment does not exist today.
- It seems like there is a bit of a disconnect between the service level and the talking-about-system-change level. As a project, I don't think we've really recognized or begun to work systematically on barriers that the teams find or grievances the families might have.

## ***Lessons learned***

Many of the lessons learned were remarkably similar in tenor. Respondents wanted to highlight the importance of what has happened so far in terms of getting the project off the ground, to recognize that making real change takes time and patience, and to remind that sustained and meaningful change and collaboration requires being open to input and critique from all stakeholders. Respondents reiterated that moving forward would require improved structures for collaboration as well a concrete steps to ensure that teams have the skills and resources they need to make effective wraparound plans.

- So far, I think we need to appreciate the tremendous amount of good work we have done over that past two years. This community was obviously ready to tackle this tough process. It is important to also remember that no one person owns what we are doing; rather to accept we all have a major stake in the outcomes and the process to achieving those outcomes. There are some obvious disparities between the two projects in terms of resources, accountability structures and legal mandates. These differences need to be discussed in an environment which is much more collaborative. So, my one major lesson learned is that transparent communication needs to take place to a much greater extent.
- That this is a process, a very long learning process and while we will continue to make mistakes, we need to learn from them, incorporate newness into our work and know that things will eventually get better.
- Much of the process for interagency collaboration and systems change requires time and consistency, and an awareness that since this is a public operated system, political and policy issues must be addressed in a "strength based direction" not an "attack someone else" adversarial approach. Advocacy and adversary are two very different approaches. We must use some of the values of Wraparound to effect future directions.
- Partnerships are difficult to keep together; they take constant care and feeding. When one partner decides to not cooperate with the others, a lot of time and energy is expended to bring that partner back to the group. Clearly determined expectations that are written and approved will help, but it is anticipated that there will be power and control issues surfacing throughout the life of the partnership.
- There needs to be clarity on what the expectations are with regard to working together. Each entity needs to communicate clearly to the group when it is thinking about changes that will impact other members of the collaborative.
- We need to have a coordinated, clear vision of what we are going to work on and all hold each other accountable for achieving that.
- The initial commitment to meet as a group, and to do the current shared staffing role has been a tremendous start. Now the partners need to consider whether they want

to commit resources further in order to be successful. Examples of this might include such things as: fully committing staff to this project (where they are not forever having to respond to other job demands), finding ways to increase access to services and supports, and/ or creating a pool of flex funds to access supports as needed.

- Our biggest challenge has been how to weave the School-aged Youth, and Early Childhood projects into one initiative. While there may be some fundamental differences of opinion on how to do that, we need to go back a step or two and look at how we came together for the purposes of this initiative, and look at how we can celebrate and honor the strengths that both projects bring to the community. As we move forward, our goal should be looking at the strengths and needs of both projects, and focus on utilizing those strengths in such a way that all community and systems partners feel valued and respected for their level of contribution.
- There will be a continued tension between the desire to collaborate and the need to hold each other accountable. The desire to "get along" is often stronger than the need to confront difficult issues.

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