

Alberta Provincial Wraparound Research Project
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Wrapping Supports and Services around Alberta's Students: Research Summary

"The wraparound approach is a philosophy of care that includes a definable planning process involving the child/student and family that results in comprehensive, coordinated supports and services to achieve improved learning outcomes and improved quality of life. Coordinated services and supports, offered through multiple professionals and agencies that are school based and/or school linked, might include health and mental health-related services, mentoring, before/after school programs and other supports and services for parents and families."

Setting the Direction, Alberta Education, June 2009

Alberta Education
Edmonton Public Schools
Community-University Partnership for the Study of Children, Youth, and Families
Learning Solutions

The *Wrapping Supports and Services around Alberta's Students: Research Summary* resulted from a collaborative Alberta Provincial Wraparound Research Project involving the Edmonton Public School District, Alberta Education, Learning Solutions, and the Community-University Partnership for the Study of Children, Youth, and Families (CUP). Funding and other resources were provided by Alberta Education and the Edmonton Public School District.

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Thank you to the Edmonton Public School District for its leadership role.

Please contact the University of Alberta for more information about:

- *Administrators' Perspectives on Wrapping Supports and Services around Students: A Pan-Alberta Survey*
- *Integrated Support for Children, Youth and Families: A Literature Review of the Wraparound Process*
- *School-based Perspective on Wrapping Supports and Services around Alberta's Students: A Study of 13 Sites*
- *Wrapping Supports and Services around Alberta's Students: Research Summary.*

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Background

The Alberta Provincial Wraparound Research Project (funded by Alberta Education and administered through a partnership between Edmonton Public Schools, the University of Alberta's Community-University Partnership for the Study of Children, Youth, and Families and Alberta Education) includes four separate components.

1. A comprehensive review of the published literature related to wraparound. (*Integrated Supports for Children, Youth and Families: A Literature Review of the Wraparound Process*)
2. A report of a site study that included interviews and focus groups with administrators, teachers, parents, community partners and children/youth in nine school authorities and 13 school sites. (*School-based Perspective on Wrapping Supports and Services around Alberta's Students: A Study of 13 Sites*).
3. A survey of school administrators in Alberta. (*Administrators' Perspectives on Wrapping Supports and Services around Students: A Pan-Alberta Survey*).
4. Resource materials to support effective implementation of wraparound approaches in Alberta schools. (to be completed during the 2010/11 school year)

The three documents above can be obtained online at www.cup.ualberta.ca.

This document provides an overall summary of the results of the first three components described above.

In the current literature, the definition of wraparound is inconsistent. Based on dialogue with site study respondents, participating sites consistently applied the following:

- a holistic perspective in joint planning and problem solving
- inclusion of the broader community, including other community services and agencies as an important part of the process
- an attitude of "doing whatever it takes" to support vulnerable students
- authentic collaboration between partners (schools, community agencies and government sectors), which included a premise of interdependency that permeated the joint planning process
- cross-partner communication.

The needs of vulnerable children often are complex and multifaceted and can easily exceed the capacity of any one organization or group. However defined, wraparound is based upon the premise that the needs of children and youth with multiple and/or significant vulnerabilities can best be served when schools, agencies and service providers participate in both cross-sector and cross-agency collaboration. In general, **wraparound refers to a philosophy of care designed to assist vulnerable children, youth and families whose needs extend beyond what the school or another service partner alone can provide. It is a collaborative and definable team-driven planning process that results in creation and implementation of an individualized support plan built on child/youth/family strengths and designed to address identified needs to improve success at home, at school and in the community.**

Key Principles

The Wraparound Research Project was initiated, in part, to provide current data (as no data exist) on the use of wraparound approaches in Alberta schools. Alberta Education was interested in identifying the key principles of wraparound being implemented within provincial schools, and in utilizing these data to develop support resources for school authorities.

The following are the 10 identified key principles, often cited in the literature.¹

1. **Collaborative:** Team members work cooperatively and share responsibility for developing, implementing, monitoring and evaluating a single wraparound plan. The plan reflects a blending of team members' perspectives, mandates and resources. The plan guides and coordinates each team member's work toward meeting the team's goals.
2. **Community-based:** The wraparound team implements service and support strategies that take place in the most inclusive, most responsive, most accessible and least restrictive settings possible, and that safely promote child and family integration into home and community life.
3. **Culturally responsive:** The wraparound process demonstrates respect for and builds on the values, preferences, beliefs, cultures, and identity of the child/youth and family, and their community.
4. **Family engagement characterized by voice and choice:** Family and child/youth perspectives are intentionally elicited and prioritized during all phases of the wraparound process. Planning is grounded in family members' perspectives, and the team strives to provide options and choices such that the plan reflects family values and preferences.
5. **Individualized:** To achieve the goals laid out in the wraparound plan, the team develops and implements a customized set of strategies, supports and services.
6. **Natural Supports:** The team actively seeks out and encourages the full participation of team members drawn from family members' networks of interpersonal and community relationships. The wraparound plan reflects activities and interventions that draw on sources of natural support.
7. **Outcome based:** The team ties the goals and strategies of the wraparound plan to observable or measurable indicators of success, monitors progress in terms of these indicators, and revises the plan accordingly.
8. **Strengths based:** The wraparound process and the wraparound plan identify, build on, and enhance the capabilities, knowledge, skills and assets of the child and family, their community and other team members.
9. **Team driven:** The wraparound team consists of individuals agreed upon by the family and committed to the family through informal, formal, and community support and service relationships.
10. **Unconditional commitment:** A wraparound team does not give up on, blame or reject children, youth and their families. When faced with challenges or setbacks, the team continues working toward meeting the needs of the youth and family and toward achieving the goals in the wraparound plan until the team reaches agreement that a formal wraparound process is no longer necessary.

¹ Bruns, E. J., Suter, J., Force, M., & Burchard, J. (2005). Adherence to Wraparound Principles and Association with Outcomes. *Journal of Child and Family Studies*, 14(4), 521–534.

Bruns, E. J., Walker, J., & The National Wraparound Initiative Advisory Group. (2008). Ten Principles of the Wraparound Process. In E. Bruns & J. Walker (Eds.), *The Resource Guide to Wraparound*. Portland, OR: National Wraparound Initiative, Research and Training Center for Family Support and Children's Mental Health.

Burns, B., & Goldman, S. K. E. (Eds.) (1999). *Promising Practices in Wraparound for Children with Serious Emotional Disturbance and Their Families* (Vol. IV). (Systems of Care Promising Practices in Mental Health, 1998 Series). Washington, DC: Center for Effective Collaboration and Practice, American Institutes for Research.

Research Findings²

Although the term *wraparound* was used by Alberta site study participants and researchers, when referring to collaborative partnerships designed to create individualized, integrated and coordinated case plans for vulnerable children, youth and their families, it does not necessarily imply strict adherence to the previously listed 10 key principles. In fact, site study participants rarely provided evidence that all 10 principles of wraparound identified in the literature were incorporated into their practice or project. Analysis of the data indicates significant variability in adherence to the principles based on the maturity or level of collaboration noted. Wraparound approaches exist along a continuum with high fidelity wraparound as the most robust form of wraparound cited in the literature.

Based on the survey of administrators, when participants were asked to rate the importance of each of the 10 wraparound principles, respondents rated unconditional commitment and strength based as the top two principles, each with 94.6% indicating that the principle was important or very important. These two principles were followed closely by individualized, family engagement and community based, respectively with 92.8%, 92.7% and 92.6% indicating that each principle was important or very important. As is evident in Table 1 (column 2, page 6) all 10 principles of wraparound were rated as important or very important.

Administrators also were asked to rank the 10 wraparound principles. Family engagement and collaboration were ranked among the top three by over 60% of participants. No one ranked cultural responsiveness in their three most important principles and very few cited outcome based and the inclusion of natural supports as being most important.

In the interviews and focus groups, site study participants commonly identified collaboration, coordination and capacity as essential characteristics of wraparound processes. Each is further described below.

Collaboration

Site study respondents indicated that collaboration was the foundational underpinning to their wraparound approaches. Respondents consistently reported that effective collaboration includes (a) a view of the child/youth from a holistic perspective and across contexts of home, school and community; (b) life circumstances that often are complex; and (c) measures of success that include qualitative measures as part of outcome identification.

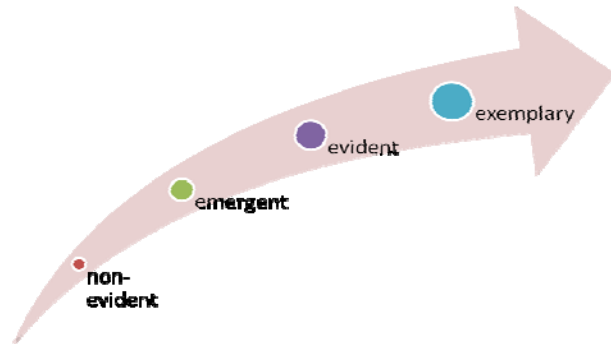
Collaboration was differentiated from partnering in that it included interdependence. Effective collaborative teams participating in the site study concluded that no one partner could be successful without the contribution of other partners at the table, and this shared dependency was fundamental to their team process and delineation of roles and responsibilities for individual students or families.

² The following research documents can be found at www.cup.ualberta.ca:
Administrators' Perspectives on Wrapping Supports and Services around Students: A Pan-Alberta Survey
Integrated Supports for Children, Youth and Families: A Literature Review of the Wraparound Process
School-based Perspective on Wrapping Supports and Services around Alberta's Students: A Study of 13 Sites.

The following four categories of collaboration were identified in the site study.

In schools where collaboration is non-evident, the school alone provides services and supports to meet the needs of its students. *Non-evident collaboration* does not meet the criteria (identified in the literature) to be considered wraparound as it does not involve partnerships or collaboration as part of cross-sectoral teams to build individualized support plans. *Emergent collaboration* often is initiated as a crisis arises and team processes are created, as required, throughout the crisis.

Evident collaboration is characterized by informally established norms for partnering and by the ability of vulnerable children, youth and families to access support during and sometimes prior to a crisis. *Exemplary collaboration* builds on evident collaboration by formalizing processes through the development of partnership agreements, protocols for sustained collaboration/problem solving, active championing, and provision of needed resources to support collaborative planning and evaluation of outcomes.



Excluding the first category (*non-evident*), these three categories are flexible and help facilitate a better understanding of the different levels of collaboration and the inputs required to achieve success within respective environments. In other words, these categories of collaboration should be understood as conceptual benchmarks against which collaborative needs and capacity can be compared. The three collaborative levels should be envisioned as a *laddering-up* of wraparound capacity within a school authority/school in response to the increasing needs of the student and family.

The rubric in Attachment 1 presents the four levels of collaboration within the following: source of services and supports; coordination; communication; partnerships; family engagement; cultural responsiveness; indicators of team functioning; focus of meetings; leadership; impact of wraparound; and organizational culture.

Coordination

Leaders and their attitudes, beliefs and values are seen as critical to the development of a collaborative culture that drives action in schools and with partners. Interviews with school authority administrators and school-based administrators revealed their belief that:

- educators alone cannot address all the needs of vulnerable children/youth
- leaders have an active role in bringing partners together to work collaboratively
- leaders need to focus attention on improving their own systems while looking for creative ways to utilize available resources
- leaders need to be learners and to demonstrate that they value the important learning received from partner agencies and staff.

Wraparound tasks for those coordinating teams vary dependent on the developmental level or stage of wraparound within a school authority/school or community. Participants noted the following task components as important to coordinator responsibilities within the site studied.

- Establishing and nurturing buy-in from new and established partners, e.g., helping to overcome inevitable challenges and growing pains that are part of the start-up of the wraparound process.
- Strengthening relationships within teams and between partner organizations, e.g., stopping isolation from happening, mobilizing the community, making collaboration happen.
- Acting as the communication hub for gathering and sharing information, referrals, planning and problem solving, e.g., taking referrals for potential cases, advocating for the needs of the student, family and project.
- Overseeing the integrated case planning and evaluation process, for example,
 - engaging parents in the process as valued members of the team
 - assessing student strengths and needs
 - obtaining parental consent
 - being a broker/liaison between agencies to get the services needed
 - facilitating and chairing case meetings, as needed
 - maintaining student files
 - gathering data, assessing and reporting progress
 - coalescing data, which enables the assurance that wraparound is outcome based and increases accountability
 - researching and accessing resources available to the wraparound team.
- Managing system or site issues/barriers and assisting partners in managing theirs, as related to active cases, e.g., nurturing and supporting innovative solutions to problems, helping manage cross-sectoral hurdles such as scheduling, information sharing and mandates.
- Facilitating creation of protocols and agreements, as needed, for successful wraparound implementation.
- Planning and organizing shared professional development for staff capacity building.
- Liaising with other coordinators across the province to create a broader community to share ideas.
- Advocating for wraparound, e.g., championing and marketing the collaborative process, supporting leader champions.

Wraparound is a planning process entirely dependent upon teams. For most wraparound processes to function properly several levels of team operations take place. In wraparound, there are interdependent and interconnected levels of teams each with specific roles and functions. Three types of teams were noted in the case study—the Wraparound Case Planning Team, Collaborating Partners Team, and Systems-Level Team.

- **Wraparound Case Planning Team** operates at the school/field level, which is where the work of wraparound takes place. At this team level, families and students come together with staff to address students' strengths and needs. The wraparound team may meet once to help plan an intervention or may meet multiple times to both plan and guide implementation of the intervention. Collaborating partners are part of these meetings, depending upon the services required and relationship with the parent(s) and student.

- **Collaborating Partners Team** may operate at the organizational level and include school authority, community partners and others who have the ability to make decisions and create protocols for referral, information sharing, partnerships, or conflict resolution (i.e., when issues arise that require a solution that may impact the success of case teams working collaboratively to meet the needs of individual children, youth and/or families). Collaborating partners teams navigate within or between organizations and provide support to local case teams engaged in collaborative planning or implementation. Collaborating partners teams can be “on call,” as is the case with *emergent collaboration*, or they can have regularly scheduled meetings with standing members, as is the case with *exemplary collaboration*.
- **Systems-Level Teams** are capable of policy and fiscal decisions. *System* refers to senior intersectoral administration and governors. These teams (generally called committees) may include the supervisory/governance level of the collaborating partners, provincial ministries and school authorities, and they are focused on strategic planning, shared resources and administrative structures to support the collaborative process.

Capacity

Participants in the site study noted a continuum of capacity to successfully implement wraparound approaches. Some variables that impacted their ability to function included (a) mutual appreciation and understanding of mandates, organizational structures and decision-making criteria/processes between partners; (b) presence or absence of resources to support collaboration; and (c) organizational cultures/beliefs/values as related to cross-sector collaboration.

In the provincial administrator survey, senior system administrators and school principals were asked their opinions related to the 10 principles of wraparound identified in the literature. Administrators were asked how likely it was that each wraparound principle would occur and how important each one was to wraparound. In another question, respondents were asked to rate their capacity to implement each identified wraparound principle. The results are in Table 1 (below). Additional analyses revealed that both ‘capacity’ and ‘importance’ were useful in explaining the likelihood of the occurrence of wraparound principles.

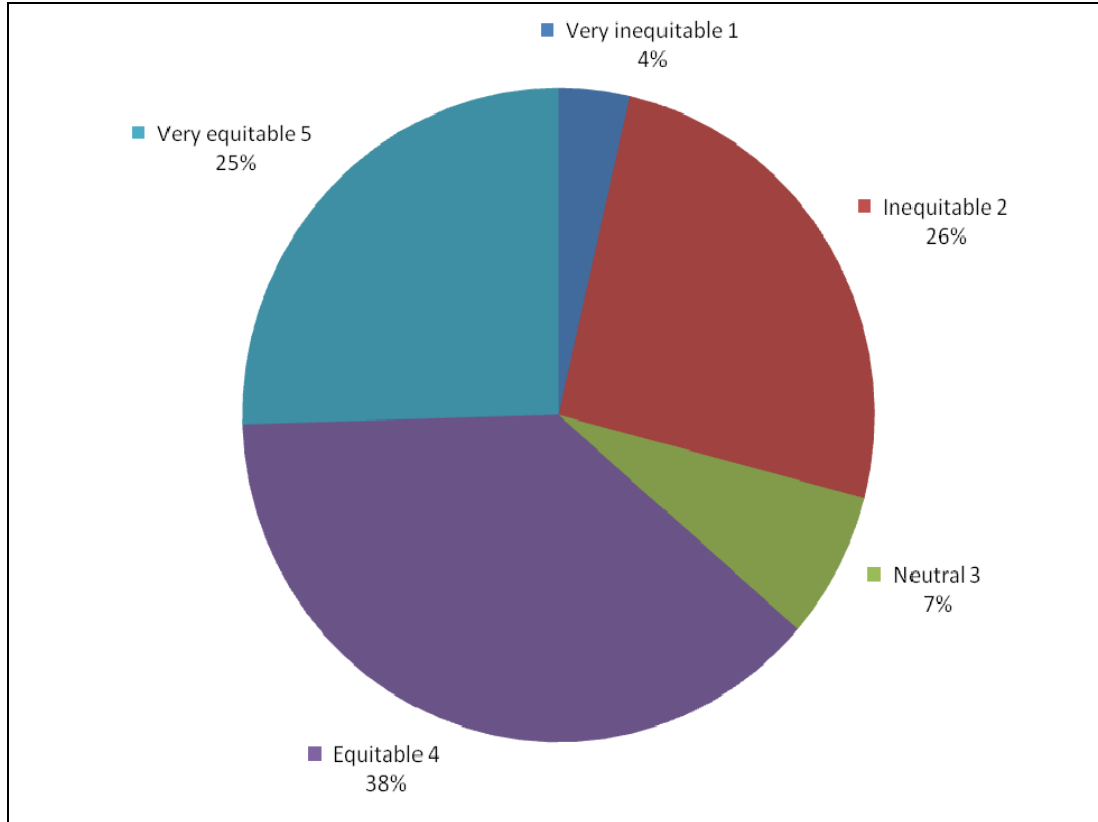
Table 1: Implementation of Principles of Wraparound

Principles	Likelihood of occurrence (likely or very likely) %	Importance of each principle (important or very important) %	Capacity to implement principle (high or very high) %
Collaborative	81.8	88.9	65.4
Community-based	50.9	92.6	38.2
Culturally Responsive	61.8	90.9	52.7
Family Engagement	77.7	92.7	71.0
Individualized	88.9	92.8	84.5
Natural Supports	58.1	88.9	60.0
Outcome based	85.5	87.3	74.6
Strength based	78.2	94.6	74.1
Team Driven	83.7	90.9	72.8
Unconditional Commitment	75.9	94.6	72.8

Note: Principles listed in the table are in alphabetical order.

Participants were asked to indicate whether they perceived that access to integrated supports and services was equitable across schools within their authority. The majority of participants indicated that access was either equitable or very equitable, but almost 30% (n=55) felt that access to supports and services was inequitable or very inequitable (Figure 1).

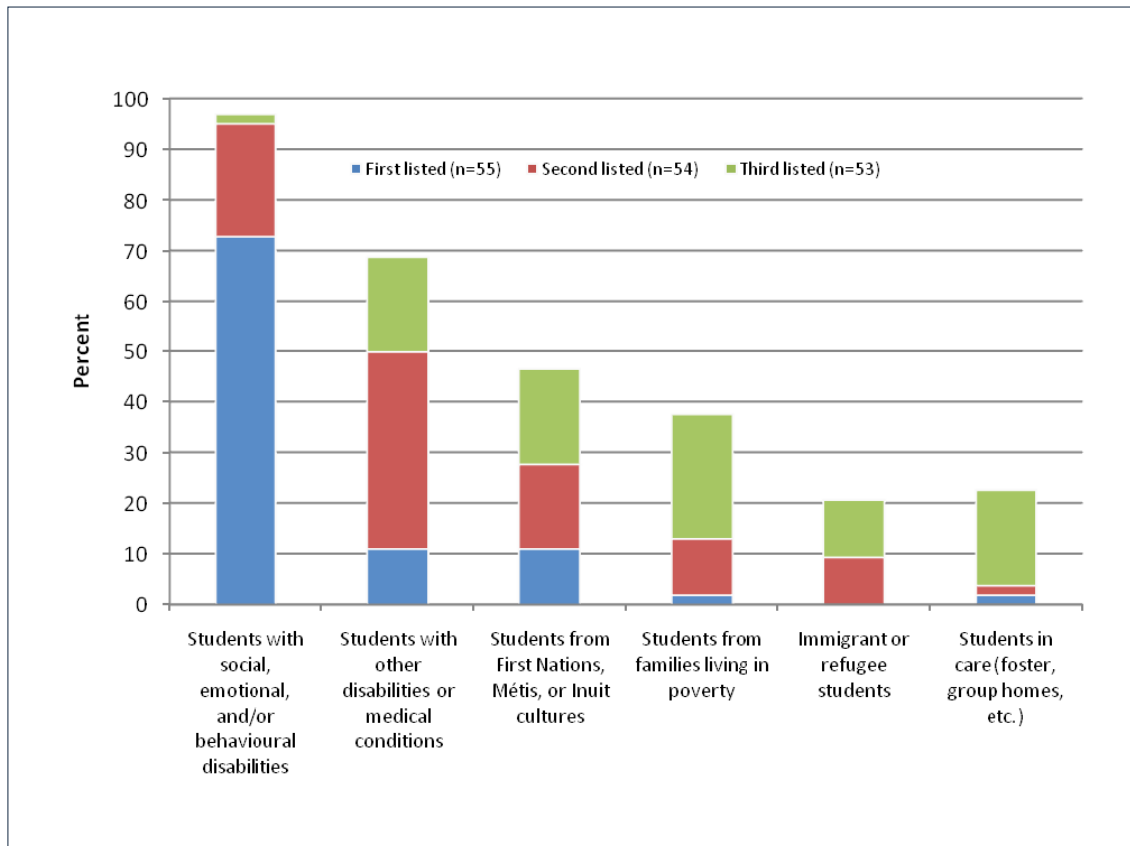
Figure 1: Equity of Access to Supports and Services Across School Authorities and Schools



Recipients of Wraparound

The wraparound process, as described in the literature, was originally developed to meet the needs of students with severe emotional/behavioural disabilities. Site study participants did not single out specific sub-populations of students as recipients for wraparound. They indicated any student, who presented with vulnerabilities and where the resources provided within the school alone were insufficient to accommodate the student, could be a candidate for the wraparound process.

School authority administrators and school-based administrators participating in the provincial survey indicated that students with social, emotional and/or behavioural disabilities are the sub-population that most frequently *received* supports and services, with 92.6% of respondents indicating that these students receive support frequently or very frequently. The sub-population of students least frequently receiving supports and services are immigrant or refugee students, with 42.6% indicating that these services are provided frequently or very frequently. These participants were also asked to rank the sub-populations of students most frequently *requiring* wraparound supports and services. (Figure 2)

Figure 2: Ranking of Sub-populations Most Frequently Requiring Supports and Services

Referral processes varied with the developmental stage of wraparound at participating sites. In some cases, referrals were informal, e.g., phone calls, conversations in schools or with partners. When wraparound processes were well established, the referral process was structured and systematized, often involving an approval process vetted by the school administration. The vetting process was viewed as an important step in ensuring effective use of resources and keeping school and system administrators informed and engaged in the process.

Challenges

Terminology

A body of literature about wraparound is developing that supports and guides practice. In this literature, fidelity to the 10 principles and practice guidelines often is presumed. In practice, however, the term appears to be used in Alberta for a wide variety of partnerships and approaches not necessarily connected to all 10 of the principles identified in the literature.

The definition of wraparound, as differentially practiced in Alberta, appears to be adapting and evolving through practitioners' actual experiences with integrated and collaborative approaches and partnerships. In the site study, it was noted that, although definitions of wraparound were varied, there were some shared characteristics of wraparound in Alberta. They typically were focused on a holistic perspective of the child or youth, involvement of community agencies in planning and interventions, and embodiment of the philosophy of "doing whatever it takes" as part of the collaborative team process.

Facility Space

Facility space was a challenge the site study participants described as significant. The availability of shared space was seen as important in:

- facilitating relationships among partners
- increasing the comfort levels of families
- reducing barriers to accessing services and supports
- encouraging timely, creative and multilayered solutions to problems that arise
- building the capacity of staff and partners to work collaboratively, including improved understanding of mandate and decision-making processes/criteria.

Despite the many advantages of shared space, many schools were unable to provide separate space for partners and so they needed to find creative solutions to support the wraparound process. Participants noted that the provincial space utilization formula, currently in effect, may create a disincentive for school authorities.

Data Collection

Data collection is a critical component of gauging progress toward anticipated outcomes and in determining whether resources or strategies employed are having the desired impact. In the case of wraparound, data also are important for ensuring that the collaborative process (including team functioning) is creating the trust and positive relationships necessary to achieve the outcomes identified in the case plan.

Data collection was considered both necessary and important by site study participants. However, data collection and development of measures to adequately gauge the impact of implementation of collaborative service plans for the vulnerable students and families receiving services was identified as a challenge. Specifically, site participants noted the complexity of making decisions such as determining what comprises "good" data, what kinds of data should be collected, how the collected data might be utilized, and questions about archiving sensitive and private data especially when this involved partners whose services were premised on different legislation, policies and administrative processes. When data collection was not tied directly to funding, little formal data collection was evident, and well-established strategies to evaluate outcomes were not evident.

Sustainable Funding

Many participants indicated concern over the lack of sustainable funding for wraparound. In a number of sites, the wraparound process was funded as a separate project. The concern over continued funding commitment (despite the effectiveness of practice and improved outcomes for students and families) was noted.

Implementation

Challenges

Challenges to implementation commonly noted in the literature and site study can be addressed by ensuring that the following conditions are in place:

- clarity and uniformity in the definition of wraparound
- family is included as fully participating members of the team
- articulation of clearly defined team goals is prevalent
- policies, organizational culture and funding structures create incentives for working collaboratively to create a single comprehensive case plan
- a strengths-based rather than deficit-based approach is used with the child/youth/family
- team innovation, creativity and flexibility are encouraged in finding solutions to issues that arise
- data/information is gathered, shared and accessed
- access and sustainability to trained and competent team facilitators and collaborators is ensured
- team members are provided with the flexible time needed to participate in wraparound processes
- collaborations have strong accountability mechanisms to report on the impact of wraparound.

In the literature, and in some instances within the site study, several issues related to silo-based intervention were noted, including:

- fragmented services and concerns about duplication of services
- failure to engage children, youth and families as active partners in the process, decreasing commitment and relevance to them
- approaches or mental models that view partnering as taking time away from the real work.

Benefits

Benefits to using wraparound approaches noted in the literature and site study included the following:

- reducing gaps and overlap of services
- enhancing relationships that sustain positive change over time
- focusing on strengths that facilitate optimism and motivation to expand competencies
- increasing capacity within the school and community to address service needs.

Potential benefits of collaboration, as identified by site study participants, include:

- increased knowledge and understanding of partner mandates (participants also noted this could be a potential barrier at early stages of collaboration)
- strengthened relationships and ability to navigate within and between systems to find innovative solutions to problems (noted as a by-product of collaboration and specifically related to the important role leaders play in fostering a collaborative culture)
- enhanced capacity to support the student and/or family
- improved functioning across environments of home, school and community
- improved access to services and supports
- increased commitment to the student/family supported at *evident* and *exemplary collaboration* levels.

Conclusions

Wraparound across the province of Alberta is, overall, in a state of development. At the sites visited, wraparound practitioners readily voiced their excitement at the increased capacity to address the vulnerabilities of students within a collaborative context in a school environment.

Wraparound is a process or an approach, not a program or a service. In many cases, wraparound originated out of a grassroots model, often without formal protocols, in response to crises and remained dependent on the relationships and organizational cultures of participating parties. Practitioners indicate that wraparound is difficult to evaluate because of the complexity inherent in forming cross-sectoral partnerships that include differing mandates, contexts, legislation, and policy and administrative decision-making criteria. As well, adoption of an individualized approach makes assessment of outcomes challenging.

Wraparound requires partners to step away from traditional silo-based procedures and responses and to share knowledge, information and skills across sectors for the benefit of children and youth. This shift is more than anything else an attitudinal shift—attitudes, beliefs and values related to collaboration are critical to successful establishment and implementation of wraparound approaches. Wraparound is likely to be most successful when there:

- are shared beliefs and values
- is commitment to the child/youth and family
- is support from leaders within partnering organizations
- is balance between tangible resources (such as time, space and personnel) and intangible resources (such as culture and commitment).

Wraparound needs to be supported through formation of teams at different levels of participating organizations (wraparound case planning teams, collaborating partners teams and systems-level teams). There is significant variability of practice related to wraparound in Alberta. Individualization and working in teams was rated as key to wraparound by school and system administrators. The quality of the collaborating team is dependent on the capacity of team members, their attitudes and the service capacity of organizations within the community.

The position of coordinator is critical to wraparound and dedicated time to perform this task is a necessary requirement of effective implementation. Development of information-sharing protocols and partnership agreements, and conflict resolution guidelines also are important foundational elements for collaboration between sectors and agencies.

A sizable number of respondents in the provincial survey indicated services were not equitably accessible within or between school authorities. Facility space for wraparound teams to meet, preferably space set aside for cross-sector partner usage, also was noted as important to effective implementation of wraparound.

Site study respondents agreed about the importance of developing shared accountability and responsibility between partners for wraparound. They also indicated developing joint accountability as an area needing further development. Few accountability mechanisms beyond satisfaction surveys and standard academic indicators were utilized by site study participants. Data collection is necessary for effective implementation of wraparound; however, many respondents in the site study indicated a need to develop sensitive and appropriate measuring strategies and tools.

The need for sustainable funding for wraparound was noted as important by site study respondents. Projects that had additional funding and set parameters for wraparound projects demonstrated more evolved wraparound processes than sites that participated in wraparound processes because of locally recognized needs.

Considerations for Next Steps

School-based wraparound approaches seem ideally suited for developing and using diverse resources efficiently and effectively in support of vulnerable children, youth and their families. No consensus yet exists as to the elements of wraparound that are essential and most effective in producing positive outcomes, which is understandable given the diversity of processes and partnerships called "wraparound." Noted inconsistency of practice, lack of clarity related to the definition of wraparound, and noted complexities related to collection of data and evaluation of outcomes achieved through the use of wraparound contribute to this diversity of practice. Evidence for the positive impact of wraparound approaches is, however, beginning to accumulate, and testimonials in support of wraparound-styled programs are considerable. Further research is needed to contribute to our knowledge of effective wraparound approaches. Based on the literature review, site study and provincial survey of administrator perspectives, a number of steps have been identified that would support the development of wraparound approaches in Alberta. These include:

- Clarifying the definition of wraparound, and providing direction that includes a philosophical statement about the fundamental nature of wraparound. This statement should include commitment to the belief that (a) collaboration between ministries, partners and stakeholders is foundational to providing effective coordination of services; and (b) that coordination of services is a core responsibility of all ministries when the needs of children, youth, or families extend beyond what a single ministry can provide.
- Examining current policies and practices and making revisions, as required, to reduce barriers to coordination/integration of services for children, youth, and families.
- Establishing memoranda of understanding that clearly articulate the actions ministries charged with providing services to children, youth and families will take to promote and strengthen collaboration within their ministries and in their interactions with government-funded agencies and authorities.
- Creating protocols and agreements between school authorities and partner organizations to reduce barriers to collaboration and enhance coordination of services.
- Developing sustainable solutions for ensuring resources necessary for effective coordination and capacity-building are in place at the provincial, regional, and local level.
- Developing tools and information to build capacity in understanding implementing a wraparound approach to support the needs of children, youth and their families.

- Supporting training activities specifically for school-based administrators and system/site coordinators to develop and strengthen competencies needed to create and nurture local partnerships developed to assist vulnerable students in succeeding at home, at school, and in the community.
- Supporting school authorities and partner organizations by providing cross-sector training that will build capacity for effectively coordinating services and supports.
- Engaging in discussions with universities and other post-secondary institutions to include facilitation of cross-sector teams as part of basic pre-service training for teachers, social workers, health professionals, and other professionals engaged in providing services to children, youth, and families.
- Promoting knowledge-mobilization activities related to wraparound approaches.
- Supporting further research to identify the outcomes of the use of wraparound approaches for the purpose of informing effective practice.
- Incorporating outcome measures that will be useful for school authorities and partner organizations into established planning and reporting processes.

Attachment 1: Levels of Collaboration Rubric

Source of Services and Supports			
Non-Evident	Emergent	Evident	Exemplary
School works alone to address student needs	School inconsistently involves partners in case planning and the provision of supports and services	School regularly involves partners in case planning and the provision of services and supports	School consistently develops shared case plans that integrate educational services and supports with community-based services and supports

Coordination			
Non-Evident	Emergent	Evident	Exemplary
No staff member appointed to this role	Coordinators selected for each case on an ad hoc basis	Coordinators identified for each case are brought forward to the team; roles and responsibilities are clearly defined and understood by all team members	Coordinators are identified and receive facilitation training to support their formal role, which is clearly articulated, defined, and implemented/understood by all team members
Problem solving is rarely effective	Problem solving is inconsistently effective	Problem solving processes are consistently effective and clearly understood by all	Problem-solving protocols and processes are written and clearly understood by all team members

Communication			
Non-Evident	Emergent	Evident	Exemplary
Information sharing is inconsistent and ineffectual in supporting planning and intervention	Partners inconsistently share information and work collaboratively to provide coordination of services	Partners consistently share information but parameters for sharing information occasionally interfere with team functioning	Protocols for information sharing are well established and consistently enhance the teams' ability to work collaboratively and effectively
No protocol for information sharing	Verbal agreements related to information sharing exist but are not formal or written	Protocols for information sharing exist, although they may not be formalized	Protocols for information sharing are well established, written and formalized to support team functioning

Partnerships			
Non-evident	Emergent	Evident	Exemplary
Limited or non-existent partnerships between school and community partners	Limited formation of partnerships between school and community partners	Several partnerships with key partnering agencies are established and strengthened	Numerous partnerships are formed, through linking services and through providing supports to targeted student groups/individualized support
Roles of partners when engaged are peripheral, unclear and poorly matched to the child/youth/family	Partner roles and responsibilities are inconsistently understood and sometimes matched to the child/youth/family	Partner roles are well understood, although some misperceptions still occur, and usually are well matched to meet individual circumstances and needs	Partner roles are clearly articulated and written to support effective team functioning, and are designed to support individual needs with preventative and intervention strategies
Collaborating partners meetings occur rarely and typically only in crisis situations	Collaborating partners meetings occur inconsistently and typically in crisis situations	Collaborating partners meetings occur regularly and include some preventative or early intervention areas of focus	Collaborating partners meetings are well established, regularly occurring, and include preventative, early intervention and strategic areas of focus to support continuous improvement
Relationships are ad hoc and superficial	Relationships are established, but some fragility and concern over protection of silos is noted	Relationships are well established and partners' trust and shared commitment helps to overcome most organizational barriers to functioning	Relationships are robust, and trust between team members promotes innovation in finding solutions and accessing resources across organizations

Family Engagement			
Non-Evident	Emergent	Evident	Exemplary
Families are rarely engaged in planning processes; their goals and strengths are rarely incorporated into case plans	Families are sometimes engaged in planning processes; most participation is passive and their goals and strengths are sometimes incorporated into case plans	Families are consistently engaged as team members in planning processes; their goals and strengths are incorporated into most case plans	Families are consistently engaged as team members in planning processes; their goals and strengths are integral components of the case plans
Parent support and capacity building is rarely considered within the wraparound process	Parent support and capacity building is sometimes included within the wraparound process	Parents are included in team training and support/capacity building is a recognized component of the wraparound process	Parents are fully engaged members of the team, participate in team training activities, and consistently receive the support required to build capacity to improve jointly agreed-upon outcomes as part of case planning

Cultural Responsiveness			
Non-Evident	Emergent	Evident	Exemplary
Team composition, knowledge and skills do not include recognition of cultural differences, e.g., values, belief and traditions of the student and family	Team composition, knowledge and skills sometimes include cultural components important to the student and family	Team composition, knowledge and skills consistently include cultural components important to the student and family	Team composition, knowledge and skills are designed to consistently include cultural components important to the student and family
Cultural accommodations to plans are rarely incorporated	Cultural accommodations to plans are sometimes incorporated	Cultural accommodations to plans are consistently incorporated	Cultural accommodations to plans are incorporated as integral to case planning

Indicators of Team Functioning			
Non-Evident	Emergent	Evident	Exemplary
Limited communication	Inconsistent communication	Consistent and effective communication	Two-way communication that is productive and frequent
Lack of trust between partners	Instances where trust is not sufficient to identify problems to be solved	Trust is evident within the team, and partners identify and effectively find solutions to emergent problems	Trust is evident as emergent between team members (including partners and parents); potential problems are identified and solutions are effected
Limited trust with parents/families	Instances where parents/families express or behave in ways that indicate a lack of trust	Parents/families fully participate and express their trust and confidence in team members, as well as in the planning/implementation process	Parents/families indicate high levels of trust with team members and processes; families volunteer information and actively participate in all phases of wraparound
Agreed-upon actions and supports are rarely implemented	Agreed-upon actions and supports are inconsistently implemented	Agreed-upon actions and supports are consistently and effectively implemented	Agreed-upon actions and supports are consistently implemented and evaluated related to their impact on achieving desired outcomes
Data are rarely used for decision making and planning	Data are inconsistently used for decision making and planning	Data are consistently used for decision making, planning and evaluation	Data are key to decision making, planning, problem solving and evaluation of team and student outcomes

Focus of Meetings			
Non-Evident	Emergent	Evident	Exemplary
Crisis intervention	Crisis intervention	Crisis intervention, some early intervention and prevention	Crisis intervention, early intervention, prevention and promotion

Leadership			
Non-Evident	Emergent	Evident	Exemplary
Leaders are disengaged or rarely participate in creating, supporting or championing partnerships to address the diverse needs of students	Leaders are inconsistently engaged in creating or supporting partnerships designed to work collaboratively with partners to address the diverse needs of students	Leaders are often engaged in creating or supporting partnerships designed to facilitate collaboration with partners in addressing diverse needs of students	Leaders are regularly and actively engaged in championing and creating collaborative protocols, and in creating and supporting structures and processes to anticipate and intervene early to effectively meet diverse needs of students
Resource allocations (e.g., time, space, personnel, funding, training) to support wraparound teams or coordination of services are not recognized or provided	Resource allocations (e.g., time, space, personnel, funding, training) to support wraparound teams or coordination of services are minimal to effective functioning	Resource allocations (e.g., time, space, personnel, funding, training) to support wraparound teams and coordination of services are provided at levels usually sufficient to result in effective functioning	Sufficient resources (e.g., time, space, personnel, funding, training) are provided to meet the needs within the school and community; partners share resources and expertise recognizing the value across organizations and sectors

Impact of Wraparound			
Non-Evident	Emergent	Evident	Exemplary
No or little discernable impact on outcomes for students and families is noted	Improved outcomes/functioning of students and families is sometimes noted as a result of utilization of wraparound approaches	Most students, families, service providers and partners agree that improved functioning/outcomes are noted for those participating in wraparound processes	Consistently, students, families, service providers and partners agree that improved outcomes/functioning are noted for those participating in wraparound processes
Partners rarely report enhanced trust and commitment to use of wraparound, following engagement	Partners sometimes report enhanced trust and commitment to use of wraparound, following engagement	Partners consistently report enhanced trust and commitment to use of wraparound, following engagement	Partners actively champion use of wraparound and validate the increased trust and commitment to the process, following engagement, and actively seek new opportunities to expand the use of wraparound

Organizational Culture			
Non-Evident	Emergent	Evident	Exemplary
Insular, slow to seek or respond to overtures of partners	Willing to move beyond the boundaries of the school to seek help from partners but overtures are inconsistently applied or followed through	Forming partnerships is seen as important to meeting diverse needs of student and sometimes families; consistent efforts to create or nurture partnerships are applied	Partnering is incorporated into the DNA of the organizations as core work and as being necessary to effectively meet the needs of students and families
Rigid in interpretation of mandate	Mandate is interpreted more broadly and accommodations are made to support partnering and team functioning	Mandates are not used as barriers, and flexibility is noted in navigating within and between systems to enable innovative solutions uniquely tailored to individual strengths and circumstances	Mandates are viewed as enabling mechanisms, and accommodations are consistently made to eliminate barriers to services and supports; innovative solutions are actively encouraged and supported within and between partners
Little knowledge, understanding or appreciation for the contributions of partners	Knowledge, understanding and appreciation of partner contributions is inconsistently evident	Knowledge, understanding and appreciation of partner contributions is consistently evident	Knowledge, understanding and appreciation of partner contributions is consistently evident and actively celebrated and championed