Using Evaluation to Implement Wraparound and Sustain Fidelity

Janet S. Walker – Portland State University
Jim Rast – Vroon VanDenBerg, LLP
Eric J. Bruns and April Sather, University of Washington
Keith Pirtle – Oklahoma DMHSAS
Robin Orlando and Gwen White – Allegheny County, PA

Intensive Workshop on Methodology
20th Annual Systems of Care Research Conference
Tampa, FL
March 7, 2007

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Workshop overview: Part 1

- Implementation research: Lessons Learned about supporting high quality service delivery

- The Wraparound process

  - What is the model?

  - How has implementation been measured?

  - Is implementation fidelity important?

- Measuring wraparound implementation: The Wraparound Fidelity Assessment System

  - Wraparound Fidelity Index (interviews)

  - Team Observation Measure

  - Document Review Form

- Bringing the data together: Conducting an assessment

Workshop overview: Part 2

- Measuring the system context for wraparound implementation

  - The Community Supports for Wraparound Inventory

- Ensuring quality assurance at the ground level

  - Credentialing providers as a means of quality assurance in Oklahoma

  - Building contracts and quality assurance in a local system in Pittsburgh, PA

Research on Fidelity

☞ Higher levels of fidelity to organizational level assessment for ACT was associated with greater reductions in days spent in psychiatric hospitals (McGrew, Bond, Dietzen & Salyers, 1994)

☞ Improved youth delinquency outcomes for higher fidelity teaching family (Kirigin et. al. 1982)

☞ Improved youth delinquency outcomes for higher fidelity MST (Henggler, Melton, Browndino, Scherer and Hanley, 1997)

☞ Better overall outcomes for youth receiving high fidelity FFT (Alexander, Pugh, Parsons and Sexton, 2000)

☞ Better outcomes for school-wide behavioral management progress when implemented with fidelity (Felner et. al. 2001)

☞ Better outcomes from wrap when high fidelity (Rast, Peterson, Earnest and Mears, 2004; Rast, O'Day, and Rider, 2005; Bruns et. al., 2004)

Moving Research to the Field

- Our understanding of evidence-based programs is much better than our understanding of successful implementation.

- Implementation is how we take a science based practice and implement it in communities or statewide in "real world" settings that are provided with fidelity and produce good outcomes.

Implementation Research

- Identifying and quantifying the impact of the core components of the intervention

- Identifying and quantifying the organizational and influence factors and their impact

- Determining how these things work together

- Determining more effective ways to support successful implementation

Core Components
- Defined service process and job demands
- Locus of Control
- Staff selection, training, coaching and evaluation
- Staff support and ongoing supervision process
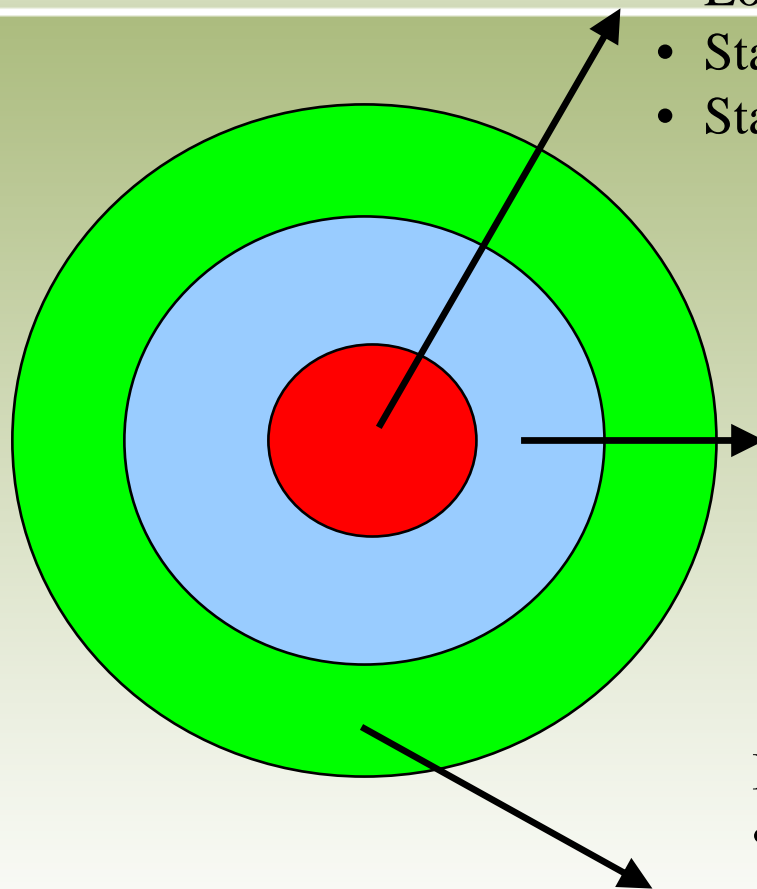
Organizational Components
- Top and Middle Mgt Support
- Supervisory Development
- Agency Procedures & Processes
- Agency support and resources for core components

Influence Components
- Lawsuits or public scrutiny
- State level monitoring or certification
- Legislation
- Legislative or State Agency Funding
- State rules and regulations

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Research on Components

- In typical child welfare environments there is a positive link between organizational culture and climate as measured by employee attitudes and organizational outcomes (Glisson and Hemmelgarn, 1998)

- Organizational and influence components were associated with outcomes when practitioner fidelity was low but was not associated with fidelity or outcomes when practitioner fidelity was high (Schoenwald et. al., 2003)

- When implementing programs that have strong core components, organizational and influence components are not predictive of fidelity or outcomes (Schoenwald et. al., 2003)

- Organizational and influence components are comparatively weak variables compared to core implementation components (Klinger, Ahwee, Pilonieta, & Mendez, 2003)

Core Components in the Implementation of High Fidelity Wraparound

Community Context and Readiness

Staff Selection

Staff Evaluation

Organizational Support

Training

Supervision

Coaching

Evaluation Supports Core Components

- Readiness Assessment
  - To identify necessary conditions and supports for wraparound
- Staff Selection
  - Skill sets as the basis for behavioral rehearsals to identify potential staff
- Staff Training
  - Use of skill sets and fidelity measures to evaluate and refine training and to communicate expectations
- Staff Coaching
  - Use of skill sets and fidelity measures to guide development and refinement of coaching plans
- Supervision and Staff Evaluation
  - Outcome, process and fidelity measures to continually assess staff performance and serve as a basis for professional development plans
- Organizational Support
  - Ongoing assessment of necessary conditions and supports to guide system level development
  - Outcomes guide planning and resource allocation for sustainability

The wraparound process

The benefits of intensive, community-based Wraparound

- Wraparound is intended to address the barriers to effective treatment for children and families with most complex needs

- Emerged in the mid-1980s as an way to better coordinate services and keep youth in the community

- The principles of wraparound have strong support from the research literature

- Wraparound is challenging to validate, but its research base is positive and growing

What is wraparound?

- Started as "doing whatever it takes" to bring children/youth home to live in their own communities
- As practice evolved, came to be defined in terms of a value-driven <u>philosophy</u>

This philosophy specified that wraparound is a <u>collaborative team planning process</u>

- Family-centered and youth guided
- Culturally competent
- Strengths- and community based
- Creative and Individualized
  - Mobilize natural and community supports to meet unique needs

Promising Outcomes for Communities using the Wraparound Process

Outcomes – Wraparound Milwaukee

- Average daily Residential Treatment population reduced from 375 placements to 70 placements

- Psychiatric Inpatient Utilization reduced from 5000 days per year to under 200 days (average LOS of 2.1 days)

- Reduction in Juvenile Correctional Commitments from 325 per year to 150 (over last 3 years)

Other Evidence

- There have been two randomized trials of wraparound-like interventions, results of both of which were largely positive
- There have also been four comparison studies and numerous positive "pre-post" studies of wraparound
  - A recent matched comparison study in Nevada of a well-defined wraparound process showed highly positive outcomes
- A cornerstone of family-driven practice in many communities

So, what is the challenge?

What is the challenge?

- Wraparound is an appealing model
- Some teams and programs have been very successful; however….
- There has not historically been an accepted description of what wraparound teamwork should look like…
- AND it is a challenging model to implement well
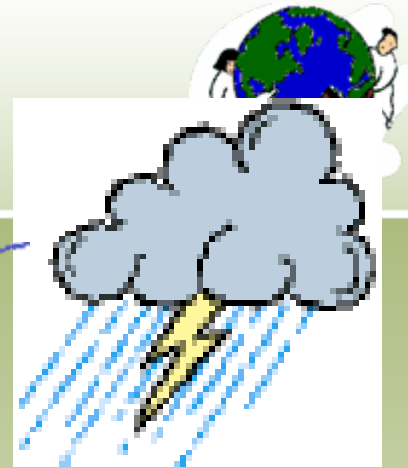
A National Review of Wraparound Teams Showed

- Less than 1/3 of teams maintained a plan with team goals

- Less than 20% of teams considered >1 way to meet a need

- Only 12% of interventions were individualized or created just for that family

- All plans (out of more than 100) had psychotherapy

- Natural supports were represented minimally

  - 0 natural supports 60%

  - 1 natural support 32%

  - 2 or more natural support 8%

- Effective team processes were rarely observed

Recent Steps Toward Ensuring Consistent and High-Quality Wraparound

NWI: Specifying the Wraparound child and family team model (See www.rtc.pdx.edu/nwi)

- Many people know a lot about how to do wraparound
- The NWI taps this knowledge to reach consensus about wraparound, and generate materials to support high quality practice
- Main products to date
  - Explication of Wraparound principles
  - Specification of 4 phases and activities to be undertaken in each phase
  - Description of necessary support conditions (at organizational and system levels)

Wraparound Process
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

Walker, Bruns, Adams, Miles, Osher et al., 2004

Wraparound phases and activities

Phase One: Engagement and Preparation

- ✓ Meets with family & stakeholders
- ✓ Gathers perspectives on strengths & needs
- ✓ Assess for safety & rest
- ✓ Provides or arranges stabilization response if safety is compromised
- ✓ Explains the wraparound process
- ✓ Identifies, invites & orients Child & Family Team members
- ✓ Completes strengths summaries & inventories
- ✓ Arranges initial Wraparound planning meeting

Wraparound phases and activities

Phase Two: Plan Development

- ✓ Holds an initial Plan of care Meeting
- ✓ Introduces process & team members
- ✓ Presents strengths & distributes strength summary
- ✓ Additional strength information from team members
- ✓ Leads team in creating a mission
- ✓ Introduces needs statements & solicits additional perspectives on needs from team
- ✓ Creates a way for team to prioritize needs
- ✓ Leads the team in generating brainstormed methods to meet needs
- ✓ Solicits or assigns volunteers
- ✓ Documents & distributes the plan to team members

Wraparound phases and activities

Phase Three: Plan Implementation & Refinement

- ✓ Sponsors & holds regular team meetings
- ✓ Solicits team feedback on accomplishments & documents
- ✓ Leads team members in assessing the plan
    - For Follow Through
    - For Impact
- ✓ Creates an opportunity for modification
    - Adjust services or interventions currently provided
    - Stop services or interventions currently provided
    - Maintain services or interventions currently provided
- ✓ Solicits volunteers to make changes in current plan array
- ✓ Documents & distributes team meetings

Wraparound phases and activities

Phase Four: Transition

- ✓ Holds meetings
  - ■ Solicits all team members sense of progress
  - ■ Charts sense of met need
  - ■ Has team discuss what life would like after Wraparound
- ✓ Reviews underlying context/conditions that brought family to the system in the first place to determine if situation has changed
- ✓ Identifies who else can be involved
- ✓ Facilitates approach of "post-system" Wraparound resource people
- ✓ Creates or assigns rehearsals or drills with a "what if" approach
- ✓ Formalizes structured follow-up if needed
- ✓ Creates a commencement ritual appropriate to family & team

The Wraparound Process User's Guide

A Handbook for Families

ENGAGEMENT

PLANNING

IMPLEMENTATION

TRANSITION

A PRODUCT
of the
National Wraparound
Initiative

Other steps toward better quality

- Supporting documents like *Family Member Guide to Wraparound*

- A description of the types of supports that are needed for a good wraparound program (Walker, Koroloff, & Schutte, 2003)

- More intensive and effective training and coaching programs for wraparound facilitators and supervisors

- Quality or "fidelity" measures have been designed and are more frequently used

Program and System Supports → **Adherence to Principles in service delivery** → **Improved Child and Family Outcomes**

Training, Coaching, and Quality Assurance →

Quality Monitoring →
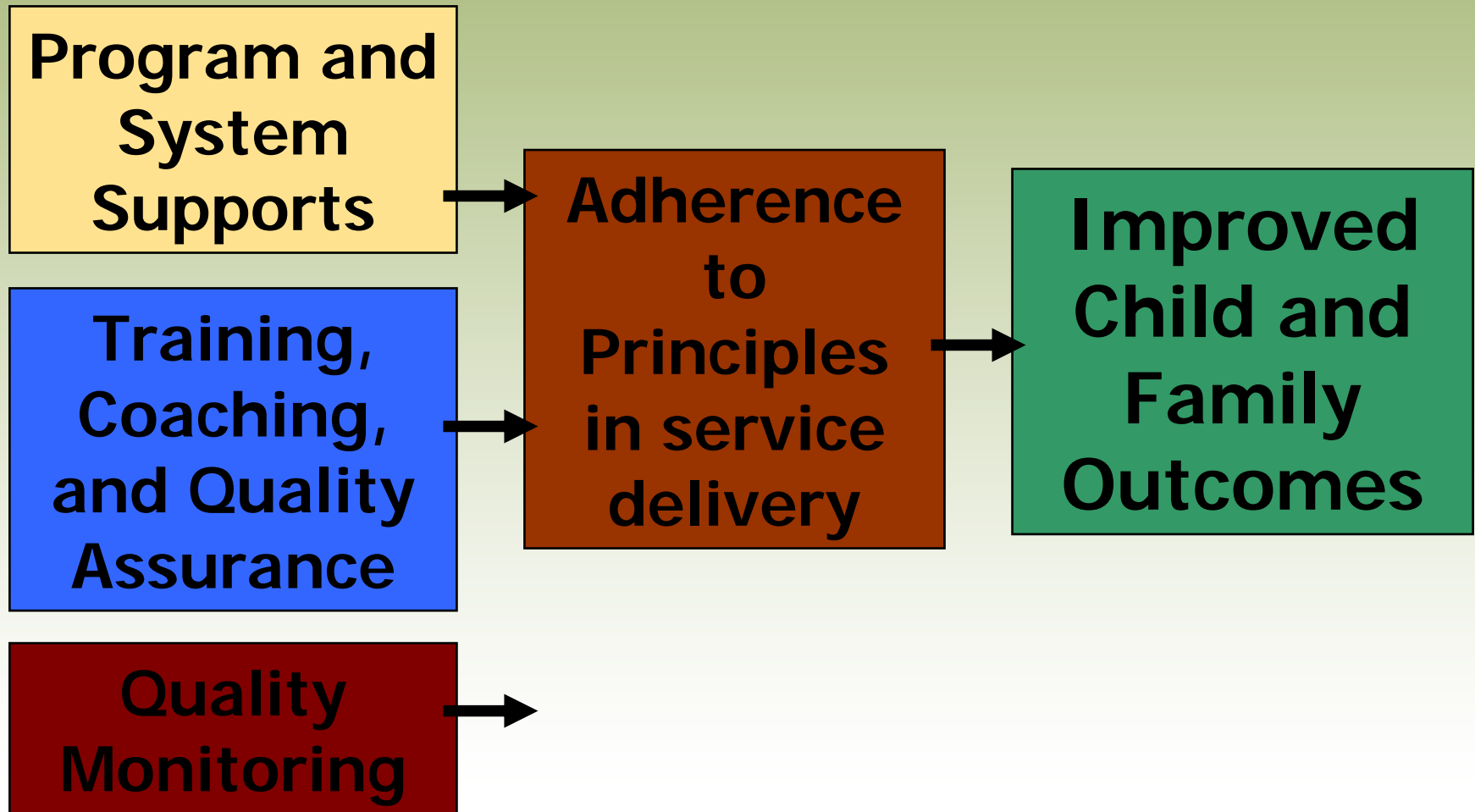
OK, so how does one monitor the quality and fidelity of wraparound implementation?

Monitoring quality of implementation of child and family teams

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

Data collection in support of wraparound implementation

Research and Evaluation tools	QA/certification tools
•Interviews with youth, caregivers, facilitators and other team members	•Supervisor follows up with family and provider staff •Staff complete checklists of activities
•External evaluator observes team meeting and completes ratings	•Supervisors/coaches complete 5 versions of observation tool, to correspond with 5 different types of team meetings
•Document review form completed by external evaluator based on all paperwork in records	•Supervisor or coach reviews 6 types of documentation required per wraparound practice model

The Wraparound Fidelity Assessment System

Wraparound Fidelity Assessment System

TOM – Team Observation Measure

WFI-4 – Wraparound Fidelity Index

WFAS
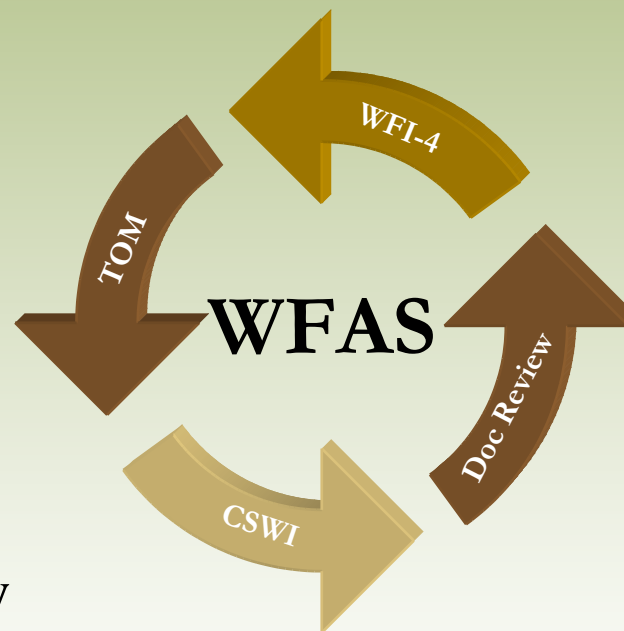
CSWI – Community Supports for Wraparound Index

DOC - Document Review Measure

The Wraparound Fidelity Index, version 4

- Assesses implementation of the wraparound process through brief interviews with multiple respondents
  - Caregivers
  - Youths
  - Wraparound Facilitators
- Previous versions of the WFI (v. 1, 2, 3)
  - Used in research on wraparound and
  - Even more widely as a quality assurance mechanism by wrap programs

The Wraparound Fidelity Index

- Found to possess good psychometric characteristics
  - Test-retest reliability
  - Inter-rater agreement
  - Internal consistency
- Validity has been established through studies showing
  - Agreement with external experts' assessment
  - Correlation with child and family outcomes
  - Correlation with measures of system support for wraparound
  - Discrimination between Wrap and non-wrap groups
  - Improvements in scores for providers over course of receiving quality improvement activities (e.g., training and coaching)

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Wraparound Fidelity Index, version 4

- Aligned with NWI model
- Organized by the 4 phases of wraparound
- Adds a Team Member form in addition to CG, Y, and WF forms
- Each of the 10 wraparound principles assessed via 4 WFI-4 items
  - 40 items total for CG, WF, and TM forms
  - 32 items for youth form
- Scores presented as a percent of total possible
  - Scores calculated for success in implementing 4 Phases as well as adherence to the 10 principles

Wraparound Fidelity Index, v.4

- Items on the principles <u>and</u> core activities, organized by the 4 phases of wraparound
  - **Engagement**: Did you select the people who would be on your youth and family team?
    - Principle = Team 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 = Persistence

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Results of pilot test of WFI-4: Internal Consistency

Scale	N Itms	WF	CG	N Items	Y
ALL ITEMS	40	.73	.89	32	.88
Engagmt	6	.25	.62	6	.49
Planning	11	.56	.68	8	.75
Implemtn	15	.59	.78	13	.76
Transition	8	.57	.73	6	.62

Scale	N Items	WF	CG
Voice/choice	4	.46	.44
Team Based	4	.15	.34
Nat Supports	4	.53	.58
Collaborative	4	.34	.36
Comm Based	4	.52	.34
Cultural Comp	4	.34	.62
Individualized	4	.40	.50
Strength Based	4	.10	.56
Persistent	4	.12	.57
Outcome Based	4	.69	.34

Results: WFI4-CG form: Sites with vs. without intensive QA
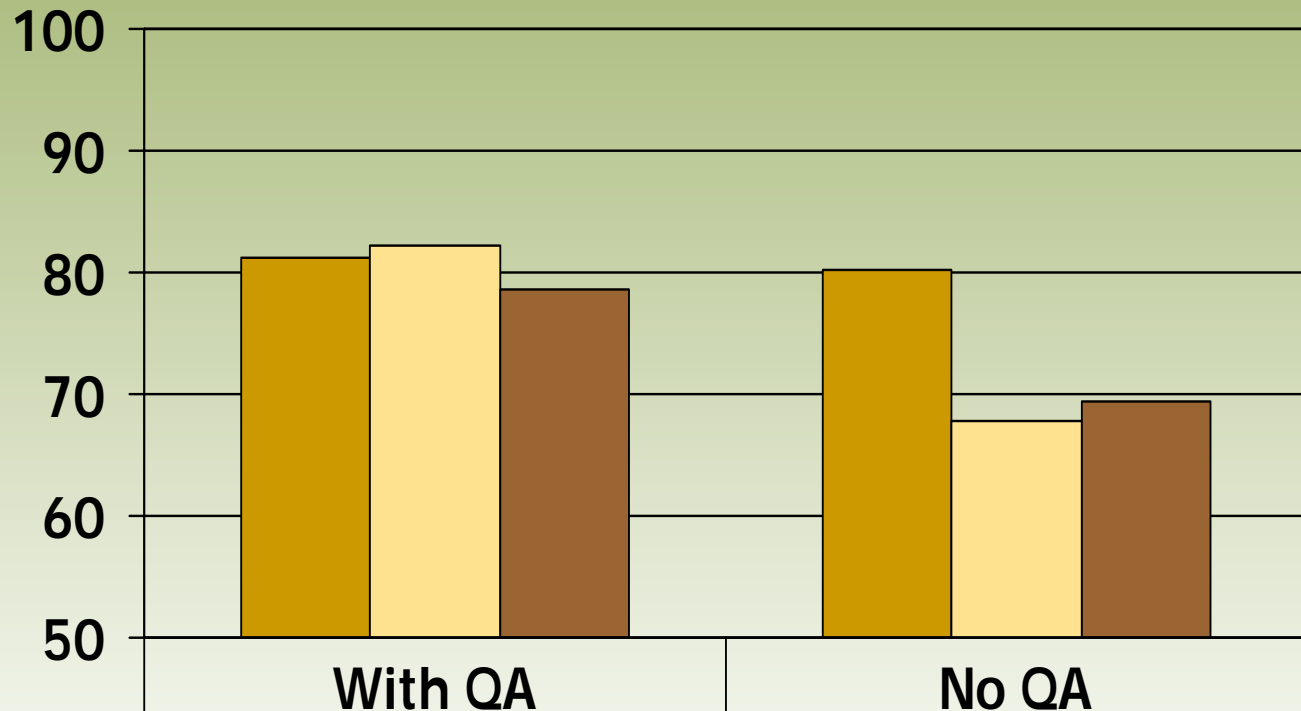
	With QA	No QA
■ Total WFI-WF	81.3	80.2 **
□ Total WFI-CG	82.3	67.8 *
■ Total WFI-Y	78.6	69.5

** $F(1,133) = 16.954$; $p<.001$
* $F(1,65) = 4.443$; $p<.05$

WFI Items: Engagement and Team Preparation Phase

Phase 1: Engagement		Yes	SometimesS omewhat	No

1.
CC
	When you first met your wraparound facilitator, were you given time to talk about your family's strengths, beliefs, and traditions?
	    Circle one: YES NO
	Did this process help you appreciate what is special about your family?
	    Circle one: YES NO
		YES to both questions
		
		(2)
			YES to only the first question
			
			1
				NO to the first question
				
				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

Scoring the WFI: Individual items (Planning phase)

Bar chart — Site A:
- Q1: 1.54
- Q2: 1.46
- Q3: 1.2
- Q4: 1.66
- Q5: 1.4
- Q6: 1.26
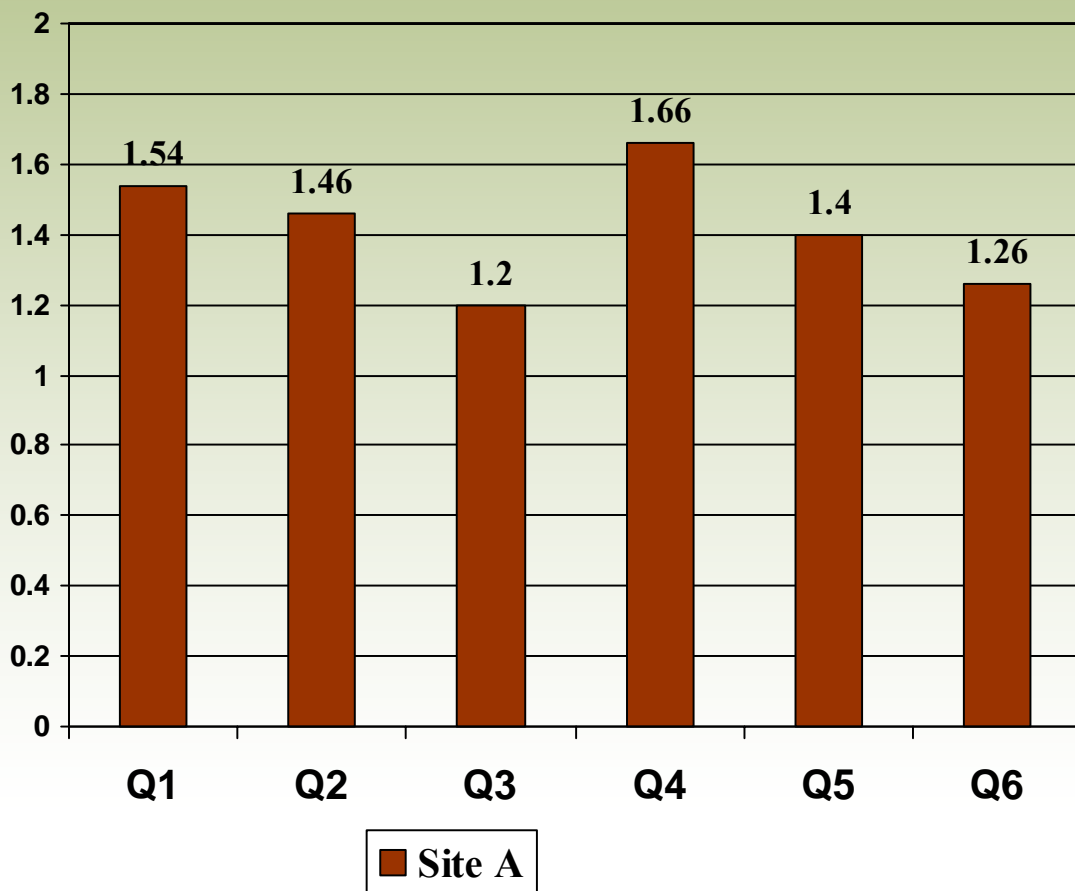
Q1. Were you given time to talk about your family's strengths, beliefs, and traditions?
True - 10   Partly True - 3   Not True - 2

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 - 11   Partly True - 3   Not True – 1

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

Results:
Total Scores by respondent

	TOTAL	Eng	Plan	Impl	Trans
WF	80.42	82.61	79.4	84.66	72.48
CG	71.93	71.32	70.69	78.67	65
Y	72.1	62.94	72.77	79.86	65.94
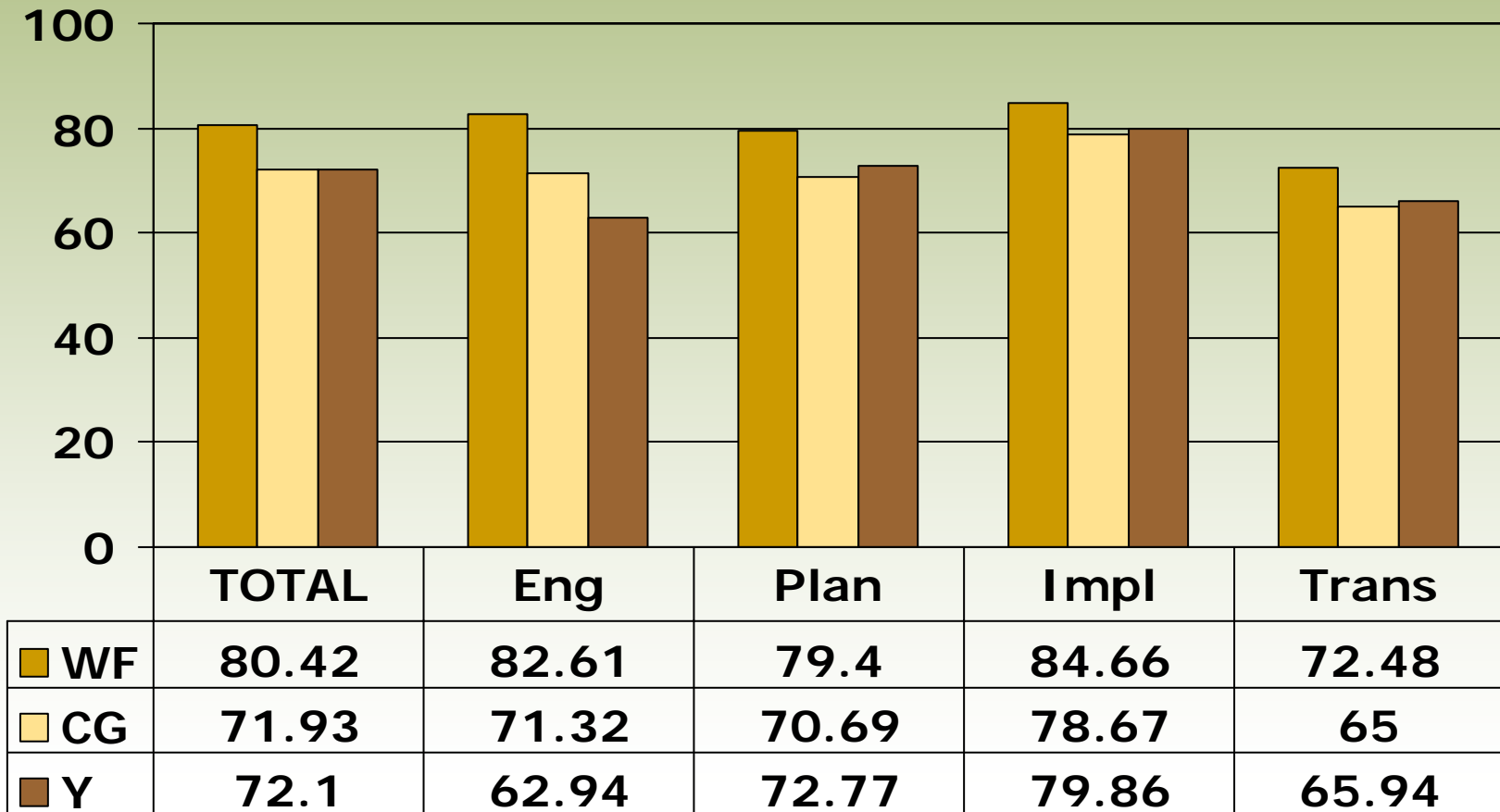
The Team Observation Measure

Version 1

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.

TOM Indicators

- Each of the 78 TOM indicators must be scored as either 'Yes,' or 'No.' For <u>some</u> indicators, 'N/A' is an appropriate response.

  - **Yes** should be scored if, per the scoring rules and notes, the described indicator <u>was observed</u> to have occurred during the meeting.

  - **No** should be scored if, per the scoring rules and notes, the described indicator <u>was not observed</u> to have occurred during the meeting.

  - **N/A** is an option for <u>some items only</u>, and is used if, for some reason, it is impossible to provide a score of Yes or No.

TOM Items

- After scoring all the relevant indicators within an item, the observer must assign a score to the item as a whole. Each item includes a response scale from 0 – 4, whereby:
  - **0** = None of the indicators for this item were evident during the team meeting (i.e., none were scored 'Yes')
  - **1** = Some, but fewer than half of the indicators for this item were scored 'Yes'
  - **2** = About half of the indicators for this item were scored 'Yes'
  - **3** = More than half, but not all, of the indicators for this item were scored 'Yes'
  - **4** = All of the indicators for this item were evident during observation (i.e., all were scored 'Yes')

Results of pilot test (n=27)
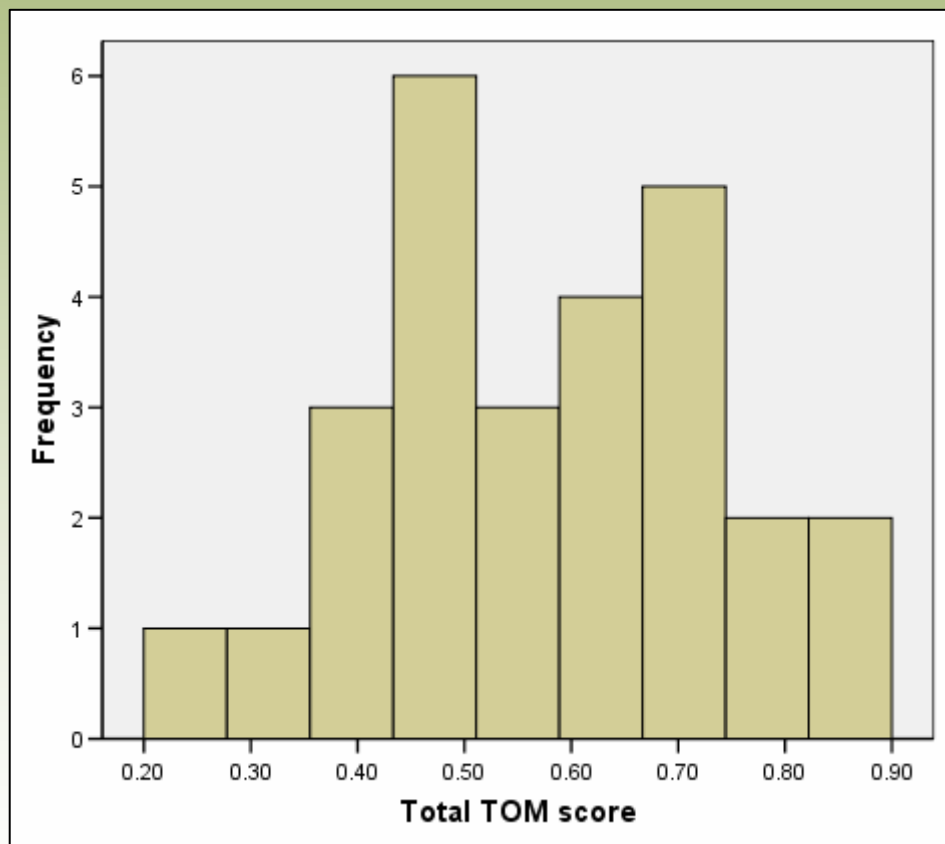
Distribution of Total TOM scores

- Mean total score=57.9%
  - SD = 17.3
  - Range = 22% - 86%
- Cronbach *alpha* = .862 (Item scores)
- Inter-rater agreement = 79% (Indicators)
- Correlation with WFI:
  - WFI-WF: $r(24)=.41*$
  - WFI-CG $r(17)=.21$
  - WFI-Y $r(12)=.11$
    - $*p<.05$

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Results:
TOM *Item Means (0-4 scale)*

#	Item	Mean	S.D.
1	Team Membership & Attendance	2.48	.935
2	Effective Team Process	2.96	1.091
3	Facilitator Preparation	2.78	.847
4	Effective Decision Making	2.16	1.179
5	Creative Brainstorming Options	1.81	1.388
6	Individualized Process	2.59	1.152
7	Natural and Community Supports	1.04	1.506
8	Brainstorming of Options	1.35	1.129
9	Team Mission and Plans	1.85	1.223
10	Shared Responsibility	2.93	.997

* N = 26

Results:
TOM *Item Means (0-4 scale)*

#	Item	Mean	S.D.
11	Facilitation Skills	2.37	1.214
12	Cultural & Linguistic Competence	2.96	1.224
13	Outcomes Based Process	1.70	1.382
14	Evaluating Progress and Success	1.12	1.451
15	Youth and Family Voice	3.27	1.343
16	Youth and Family Choice	2.73	1.485
17	Focus on Strengths	1.93	1.412
18	Positive Team Culture	3.07	1.141
19	Community Focus	1.69	1.543
20	Least Restrictive Environment	3.64	.757

* N = 26

Sample TOM observation

Conducting a fidelity evaluation in a community or site

Conducting a fidelity evaluation: Things to consider

- Practice model

  - Does yours align with the NWI model?

- Target population

  - Is the full wraparound model implemented for all youth or just a specific subpopulation?

- Sampling frame

  - At what levels do you want to assess quality and fidelity

    - Whole Community or program?

    - Individual sites or provider organizations?

    - Individual Staff or supervisors?

Conducting a fidelity evaluation: Things to consider

- Sampling
  - What percent or number of families do you have the resources to include in the sample?
    - Representativeness of sample (e.g., random sampling) and completion rate more important than assessing all families served
  - Will you collect all three types of evaluation data for each family included in the sample?
    - Relative effort of TOM greater than WFI and Document review
  - Will you systematically collect data on a fourth team member for the WFI-4?
    - E.g., if there are consistent team members (case worker, family support worker)

Conducting a fidelity evaluation: Things to consider

- Data collection considerations
  - Who will collect data?
  - Who will oversee data collection?
  - Who will train interviewers, reviewers, and observers to criteria?
- **How will you use the data?**
  - Is there a state or community oversight entity to review results?
  - Will data be used to hold individual organizations or supervisors accountable?
  - How will you use the data to construct a quality improvement plan?

Sample fidelity report:
Most frequently observed TOM indicators

| #	Item	Pct.	S.D.
20b	When residential placements are discussed, team chooses community placements for the child or youth rather than out-of-community placements	100%	0
10c	Providers and agency reps at the meeting demonstrate that they are working for the family and not there to rep a different agenda	96%	.192
20a	The team's mission and/or needs support the youth's integration into the least restrictive residential and educational environments possible	96%	.208
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 for the family.	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
20d	Serious behavioral challenges are discussed in terms of finding solutions, not placement in more restrictive residential or educational environments	89%	.332

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* N = 26

Sample fidelity report:
Least frequently observed TOM indicators

#	Item	Pct	S.D.
17c	In designing strategies, team members consider and build on strengths of the youth and family	29%	.464
8a	In designing strategies, team members consider and build on strengths of the youth and family	28%	.458
14c	Objective or verifiable data is used as evidence of success, progress, or lack thereof.	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
19a	The team is actively brainstorming and facilitating community activities for the youth and family	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

* N = 26

The community supports for wraparound inventory (CSWI)
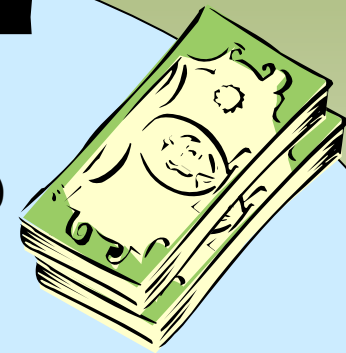
Hospitable System (Policy and Funding Context)

Supportive Organization

(lead and partner agencies)

Effective Team

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First stages of research…

Development of the framework of "necessary conditions"* to support wraparound at the organizational and system levels

- **Interviews with people highly experienced in implementation in sites around the country**

- **Expert review, development and pilot testing of organizational and system assessments**

*Walker, Koroloff, & Schutte (2003). Implementing High-quality Individualized Service/Support Planning: Necessary Conditions. Portland OR: RTC on Family Support and Children's Mental Health

Walker & Koroloff (in press). Grounded theory and backward mapping: Exploring the implementation context for wraparound. *Journal of Behavioral Health Services and Research.*

Program/system supports predict higher-quality wraparound

Chart — WFI Total Fidelity by site:
- Site 1 (N=43): 5.76
- Site 2 (N=24): 6.13
- Site 4 (N=46): 6.17
- Site 3 (N=320): 6.29
- Site 5 (N=20): 6.41
- Site 7 (N=40): 6.58
- Site 6 (N=20): 6.62
- Site 8 (N=24): 6.72
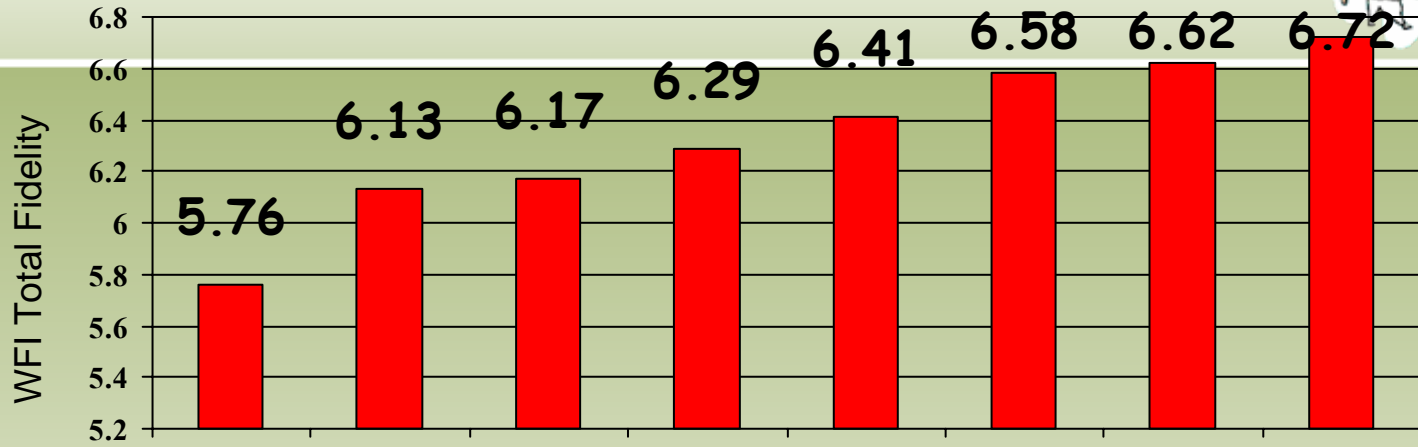
WFI-PA domains	Site 1 (N=43)	Site 2 (N=24)	Site 4 (N=46)	Site 3 (N=320)	Site 5 (N=20)	Site 7 (N=40)	Site 6 (N=20)	Site 8 (N=24)
Program Longevity	Y				Y	Y	Y	Y
Low Caseload Size		Y	Y	Y	Y			Y
Low Staff turnover			Y	Y		Y		
Interagency collab.	Y		Y	Y			Y	Y
Pooled funding					Y		Y	
Natural supports	Y			Y	Y	Y	Y	Y
Family centeredness		Y		Y		Y	Y	Y
Fund/Serv.Flexibility					Y	Y	Y	Y
Outcomes assessed					Y	Y	Y	Y
TOTAL WFI-PA	**3**	**2**	**3**	**5**	**6**	**6**	**7**	**7**

Building on this work…

Members of the National Wraparound Initiative* began efforts to further specify the community- or collaborative-level factors that need to be in place to support wraparound.

- **Small group work/ feedback**

- **Submitted to NWI advisors for rating and review**

*Walker, J. S., & Bruns, E. J. (2006). Building on practice-based evidence: Using expert perspectives to define the wraparound process. *Psychiatric Services.*

Respondents' Ratings of the Importance and Wording of Items on the Draft CSWI

Theme	Importance (%)			Wording (%)		
	Essential	Optional	Inadvisable	Fine	Minor Changes	Unacceptable
Leadership	86.3	13	0.7	68.4	27.9	3.7
Community Partnerships	75.8	21.2	3.2	81.8	16.2	1.9
Philosophy, Values & Strategic Plan	78.2	17.4	4.4	71.3	22.7	2.1
Fiscal Tracking & Policies	71.7	23.4	3	75.1	17.2	7.2
Coordinated & Accessible Resources	79	14.5	6.5	78.4	15.7	5.9
Human Resources	85.5	7.3	7.3	76.8	17	6.2
Accountability	75.8	14.5	9.7	79.5	13.4	7
State Support for Wraparound	68.1	23	9	78	10.3	11.7
Not all respondents rated every item.						64

Not all respondents rated every item.

Pilot test…

Six sites (four with data so far…)

Primarily web-based data collection
- "Paper" version for people who prefer that option
- People reminded until they decline participation or complete the measure
- Each item rated on 0-4 scale
- Participants encouraged to feel comfortable marking "don't know"

Pilot test of revised CSWI: Early findings

	Site 1	Site 2	Site 3
Number of respondents	34	14	19
Mean/longest wrap experience	2.5 4	2.9 8	1.8 5
Mean/longest years in current wrap program	2.2 4	1.7 2.5	1.6 5

Your primary role withing the wraparound project that you are referencing

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Facilitator/Care coordinator	3	8.8	9.7	9.7
	Parent partner in this project	1	2.9	3.2	12.9
	Other provider or supervisor of direct wraparound practice e	2	5.9	6.5	19.4
	Family Member	2	5.9	6.5	25.8
	Service provider not primarily employed in wraparound	5	14.7	16.1	41.9
	Administrator of wraparound program	1	2.9	3.2	45.2
	Administrator of some other service program	14	41.2	45.2	90.3
	Other	3	8.8	9.7	100.0
	Total	31	91.2	100.0	
Missing	System	3	8.8		
Total		34	100.0		

Percentage of variance accounted for by "agreement" factor…

	Site 1	Site 2	Site 3
Theme 1	45.2% α=.827	51.3 % α=.854	66.4% α= .905
Theme 2	56.0 % α=.908	42.0 % α=.768	57.4% α=.931
Theme 3	54.5 % α=.863	56.13 % α=.785	73.8 α=.950
Theme 4	64.6 % α=.902	70.53 % α=.890	55.4% α=.852
Theme 5	62.9 % α=.941	64.24 % α=.950	64.8% α=.935
Theme 6	48.1 % α=.768	59.05 % α=.833	56.1% α=.799

Five highest rated items... (item means)

Site 1	Site 2	Site 3
Sustained funding 3.95	Grievance procedure** 4.56	Community Stakeholders 3.69*
Collective fiscal responsibility 3.77	Crisis response 4.54	Compensation for wraparound staff 3.56
Fiscal monitoring 3.67	Collective fiscal responsibility* 4.50	Choice 3.50*
Removing fiscal barriers 3.56	Fiscal monitoring 4.45	Addressing barriers 3.47
Community stakeholders 3.34	Satisfaction monitoring 4.45	State Interface 3.33**

*identified by more than one person in comments

**item with lower agreement loading

Five lowest rated items... (item means)

Site 1	Site 2	Site 3
Grievance procedure 1.87**	Youth voice 3.15	Service/Support availability 2.40*
Family voice* 2.00	Community team 3.17	Community principles and values 2.47*
Range of outcomes 2.03	Agency support 3.23	Empowered community team 2.56
Wraparound quality 2.06	Empowered community team 3.23	Community team 2.61
Outcomes monitoring 2.07	Partner agency staff preparation 3.25	Crisis response 2.69

*identified by more than one person in comments

**item with lower agreement loading