Discussion
General recognition that various people have developed detailed and successful ways of describing skills and training people to do them. These are not all the same, and people may not be willing to share publically to one and all materials that they have developed with an investment of many years’ time and money.

But, also agreement that the NWI could move ahead to do something feasible and useful by outlining the necessary elements that training, coaching and supervision approaches should have, and perhaps also for training, elements or topics that should definitely be covered for personnel at different steps in their development with wraparound (e.g. needing basic orientation, initial training, “boosters” or more advanced topics, etc.)

A concern related to workforce is that there seems to have been a trend toward greater scrutiny and monitoring of individuals at the service level, but more often than not, when people can’t perform good skills, it’s because they are not supported—by supervisors, or other team members, or the organizations that employ those other team members, and, importantly, the community. In Michigan, for example, a community level team reviews the plans and holds everyone responsible for the plan, including the supervisors and the other systems. So it’s not all just on the facilitator.

When people are not performing well at the practice level, it’s often due to a breakdown in supervision. If supervisors don’t support facilitators, you don’t get good outcomes. Also the community level team can serve as a buffer between the team and the various systems that all have their own particular concerns and outcomes they are focused on. Also, if there is not that level of support, without the community, when you are working with the highest risk children and families, if there’s disagreement between the people on the wrap team, then if they can’t go to the community team to resolve than the kids will end up in out of home. So the community team acts as a buffer to all of this.

General concern that in many communities, facilitators are expected to take on work with families before they have time to get any training. This is the reality. Discussion on how useful it would be to provide people with information about how to help brand new facilitators get a sort of “emergency” training, but at the same time, it wouldn’t be good for the NWI to be seen as advocating putting people to work with families without sufficient training.

The discussion then began to focus on the period of initial orientation and training for new staff—what do facilitators absolutely need to know/be able to do before they see any families. In context, that could be seen as a phase of a
person’s involvement in wraparound starting with hiring, then initial training/orientation; “apprenticeship” or early practice; and ongoing development.

At this point, we had a review of some specific products/ideas that had been mentioned earlier in the discussion.

- One was the theory of change that Vroon Vandenberg has developed, which is not the same as the ToC from the NWI. Based on four different pieces: based on needs, self-efficacy, more natural supports, need collaboration and if people are working together you’ll get better results.

- Another was the skill set developed by Innovations Institute at U of Maryland. These skills are organized in four “elements”—strengths, needs, family driven, effective team focused on outcomes and accountability. Some skills are defined as more basic than others and are the focus of initial training and coaching. Others seen as intermediate, and still others as advanced, needed to be a supervisor or coach.

- Also there was some discussion of post-meeting surveys and general agreement that these can be very useful though perhaps they should be done only at specific times since people seem to burn out if they are given at too many consecutive meetings.

Discussion then zeroed in on what we can accomplish. People liked the idea of creating a description of non-negotiables in each of the phases of employment: hiring, initial training, etc. Idea was to create a template for communicating the non-negotiables in each phase, starting with the initial training/orientation phase.

We should put out something that we can stand behind as far as recommendations—that is the one thing the NWI has really done that makes a different.

**Plan:**
Before end of July:
Janet will create a survey for feedback from workgroup (including those not present) regarding this phase. After describing what we mean by initial orientation/training phase then
- What are the essential things that have to be learned or mastered?
- How do you know that these things have been sufficiently mastered or accomplished?
- What resources do you use and would you be willing to share these with the workgroup or generally with the public?
- What resources are there that you don’t currently use but that would be useful for you to have for this phase?
• What are the most common pitfalls or cautions for this phase?
• Any other comments on what the NWI might be able to do to support getting staff successfully through this phase.

This survey will be due two weeks from when it is posted. We’ll make a list of responders!

Janet will send out a Meeting Wizard for a call/webinar for mid September.