

# Solution Tree | Press

## **The Wraparound Guide: How to Gather Student Voice, Build Community Partnerships, and Cultivate Hope**

*By Leigh Colburn and Linda Beggs*

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### **Study Guide**

This study guide is a companion to the book *The Wraparound Guide: How to Gather Student Voice, Build Community Partnerships, and Cultivate Hope* by Leigh Colburn and Linda Beggs. *The Wraparound Guide* is a detailed guide on combating out-of-school factors that negatively impact learning and implementing wraparound services, rooted in gathering student voice, in schools.

This guide is arranged by chapter, enabling readers to either work their way through the entire book or focus on the specific topics addressed in a particular chapter. It can be used by individuals, small groups, or an entire team to identify key points, raise questions for consideration, assess conditions in a particular school or district, and suggest steps that might be taken to promote a healthy school culture.

We thank you for your interest in this book, and we hope this guide is a useful tool in your efforts to create a healthy culture in your school or district.

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## **Chapter 1**

### **Understand Core Concepts**

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1. What are the authors' three essential concepts needed before diving into the Centergy Cycle?
2. What are some of the major issues children are facing outside of school? How does the Whole Child Holistic Framework seek to address suffering students?
3. What four ways do traumatized youth convey their mistrust of adults? How can mistrust negatively affect a student's education?
4. Into what six categories do the authors group wraparound services?
5. What are the four key pillars to a thriving student? On which of these pillars does wraparound service focus?

## Chapter 2

### Identify Needs

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1. What is the first step of the Centergy Cycle? How can engaging with students and identifying their needs positively affect their education and livelihoods?
2. Define *conversation circle*. What four purposes do conversations circles serve? How might they encourage school improvement that sticks?
3. Describe what a conversation circle should look like. What important factors help students feel safe and heard during them?
4. What is the purpose of an *off-track interview*? How should they be conducted so the interviewed students feel safe and heard?
5. How should graduation stories be collected? Why are these stories valuable to school improvement?

## **Chapter 3**

### **Establish Priorities**

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1. What is step two of the Centergy Cycle? What are the two key areas of focus within step two?
2. What is the *Student Voice Needs Survey*? Into what four categories is it divided?
3. What are the *big four*? How should they be addressed in the context of the Survey?
4. Once the Survey is complete, what is the next step? What is the purpose of focus groups and individual focused conversations?
5. Describe what a focus group should look like. How can facilitators get the most out of a focus group?

## **Chapter 4**

### **Identify Resources**

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1. What is step three in the Centergy Cycle? What three key resources must be acquired when starting a wraparound initiative?
2. What three groups of people serve as sources for labor, funding, and in-kind donations?
3. What four stages make up *full-spectrum programming*? Give some examples of types of services that may fit into each stage.
4. Define *community asset mapping*. What groups of people can help discover resources and services when creating a community asset map?
5. What are the two ways of choosing which partners to approach? What are the potential advantages and disadvantages of each?

## **Chapter 5**

### **Establish Partnerships**

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1. What are the three key topics for establishing partnerships?
2. What are some ways to find credible partners? How can a potential partner's credibility be discerned?
3. What is the purpose of a *community strategic-planning meeting*? What are the eight steps to structuring an effective meeting?
4. What are the three criteria for developing a wraparound mission statement? Based on the criteria and examples given, create an example mission statement.
5. What are the authors' three ideas to ensure thriving partnerships? Why is it important to introduce partners to the school and community?

## **Chapter 6**

### **Secure Funding**

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1. What sources of funding are available to wraparound initiatives?
2. What federal-funding title categories are relevant to wraparound initiatives?
3. What are the four critical topics to raising funds for a wraparound center?
4. What is the role of the wraparound director? How can the wraparound director optimize chances for funding?
5. Define *braided funding*. Why is it important to use funds in a braided manner?

## **Chapter 7**

### **Create Your Structure**

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1. What is step six of the Centergy Cycle? What are the *what, how, where, and who* of this step?
2. Why should gathering student voice be a consistent practice, rather than a one-time-only experiment? What is the purpose of a *student board of directors*?
3. What qualities does a wraparound director need to have to effectively manage the wraparound center?
4. Provide examples of how a wraparound space can reflect the services provided.
5. What helps struggling students recover from difficult situations? How can these ideas be reflected in wraparound services?

## Chapter 8

### Connect Students and Families With Services

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1. What three questions help measure the impact of wraparound efforts?
2. What is an example of a *wildly important goal* that a wraparound initiative could strive for?
3. What are some methods of ensuring students and community members know about and have access to the wraparound services? Brainstorm a few additional ideas for connecting the community to the center.
4. Describe how a referral system might work in the context of a wraparound center.
5. What is an *Individual Student Voice Needs Survey*? How can it help connect specific students with the help they need?

## **Chapter 9**

### **Sustain Wraparound Programming**

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1. What are the five major practices for maintaining wraparound programming?
2. What ways can wraparound movements attract others to join and help with the effort?
3. How should wraparound directors address failure?
4. Describe various ways of navigating leadership change. How can wraparound centers maintain progress under new leadership?
5. Why is it important to maintain diversity in funding?