# Resource Mapping in Schools and School Districts: A Resource Guide

**Tier 3** – **Intensive supports**

_____

_____

_____

**Tier 2** – **Targeted supports**

_____

_____

_____

**Tier 1** – **Universal supports**

_____

_____

_____

~5%

~15%

~80% of students

**Developed for the Maryland Safe and Supportive Schools Grant
By the Center for School Mental Health
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# Resource Mapping for Schools and School Districts: A Resource Guide

## Introduction

In the wake of No Child Left Behind and subsequent high-stakes testing, schools are increasingly focused on instructional content and its' effective delivery as a way to promote achievement and success for all students. While a focus on academics is important to advance student success, addressing non-academic barriers to learning is also critical. There are likely to be several students in each classroom that have impairments that impede their own and other students' learning and if not addressed can worsen and can impact student success for the individual student and the larger classroom of students.

> *Consider: Nearly 20% of students experience mild mental health concerns that impair their functioning at home, school and/or in the community, while 10% have severe concerns that significantly impair their functioning.*

In addressing the full array of student needs, schools have access to a wide variety of national-, state-, district-, and school-run programs and resources that can begin to help address the wide array of individual and family needs that can interfere with optimal learning. Most schools and school districts have developed at least some partnerships with and regularly make referrals to an array of organizations and programs that can complement educational supports in the school setting to better meet the needs of the whole child. There are a wide range of resources and supports that can be helpful to students and their families. Some examples of specific categories of resources are listed below.

| Examples of the type of resource categories that can be available in schools and/or the larger community include: | | | | |
|---|---|---|---|---|
| *Crisis Hotlines* | *Support Groups* | *Housing Resources* | *Food Resources* | *Recreation Programming* |
| *Mentoring* | *Group Therapy* | *Individual & Family Therapy* | *Inpatient Programs* | *Day Treatment Programs* |
| *Outpatient Mental Health Services* | *After School Care Programming* | *School-Based Mental Health Services* | *Tutoring* | *Enrichment Activities* |
| *Mobile Crisis Teams* | *Hospitals* | *Urgent Care Facilities* | *Emergency Room Departments* | *Advocacy Programs* |

Ideally, the types of supports and resources that are available offer a compliment of educational and social/emotional/behavioral resources. Yet, with the many demands within a

school setting, it is common for schools and school districts to have not strategically mapped and have a clear listing of the comprehensive array of school-based and community supports available for their students and families.

This can happen for several reasons:
- **With everyone being so busy, school staff has not taken the time to share the resources that they are aware of with one another.**
- Many times the decision to use a given resource was made related to a particular funding stream, mandate, or as a reaction to a particular incident rather than as part of a systematic mapping process.
- Awareness of a given program may be limited to a school or a small subset of individuals within a school-- even when services may be available to the larger community.

Over time, it becomes easy to lose track of all the supports and resources that are available, who can access them, how they can be accessed, and the reasons that they are offered. Lack of awareness of and coordination of resources can **lead to significant gaps in care, as well as to unintended duplication of services.**

**Resource mapping offers a strategy that can help schools/districts to view the larger picture of supports and resources that are available to its students and families.** Mapping can offer a visual picture of services /programs and can provide detailed information on who can refer and how to access the supports and resources. The mapping or listing process can also help in the process of identifying gaps in care and to help inform new outreach and funding opportunities.

Many schools rely on a multi-tiered framework of support to address the interconnected academic and behavioral health needs of students. An essential component of this three-tiered framework is being proactive by providing students with necessary foundational knowledge and skills that can promote well-being and student success. This same framework can be used to address behavioral health and other basic human needs. **As part of the resource mapping process, resources can be categorized across a three-tiered system of support:**
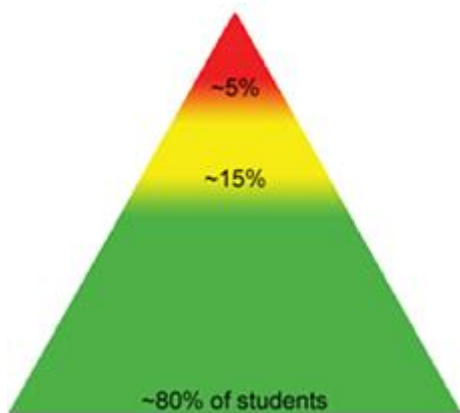


**Level 3** – **Intensive** supports that are individualized to meet the unique needs of each student who is already displaying a particular concern or problem

**Level 2** – **Targeted** supports that are provided for groups of students who have been identified as being at risk for a given concern or problem. When problems are identified early and supports put in place, positive youth development is promoted and problems can be eliminated or reduced.

**Level 1** – **Universal** supports that all students receive. A strong **foundation in promoting wellness and positive life skills can prevent or reduce** concerns or problems from developing.

## Resource Mapping Definition

It is essential to be in agreement as to what is meant by the term "resource mapping" and what specific components of resource mapping are important for a given school or school district. Resource mapping is often referred to as **"asset mapping"** or **"environmental scanning."**

> *A **Definition**: Resource mapping is a **system-building process** historically utilized by communities, organizations, schools, and service centers to align resources, strategies, and outcomes available (Crane & Mooney, 2005).*

Resource mapping offers a **method to link regional, community, and school resources** with an agreed upon vision, organizational goals, specific strategies for addressing problems, and expected outcomes so that youth and families have access to the full array of services that they need.

**Graphically mapping resources helps to better organize the heterogeneous resources and assets that are available within a larger system into a standardized, understandable, and centralized format**.

As a result of resource mapping, community partners, school staff, families, and youth have more flexibility, autonomy, choice, and a better understanding of the resources and services that are available within a school and the larger community.

## Why Resource Mapping for Schools?

A key goal of resource mapping is to ensure that all staff is aware of what resources are available within the school and community and for there to be clear systems of who can make referrals, how referrals will be made, and a plan to follow-up to determine the success of the referral. Resource mapping identifies school and community assets, providing more specific details about the resources/services that are available within the school, neighborhoods, larger community, and State. When resource mapping is done well, there is a systematic process that can match available resources with student and family needs. **Successful resource mapping offers a clearer understanding of how to link to services and programs that can address child, adolescent, and family needs that may be interfering with student achievement.**

> **Consider:** *When communication, coordination, and collaboration exists across education and nonacademic supports, available services and resources can be used to their fullest extent.*

**Resource mapping can also help to improve existing school-community partnerships.** Many schools have partnerships with outside agencies and community members – but may lack true coordination and collaboration to insure integrated care. For instance, when school-based mental health staff communicates and collaborates with classroom teachers there are better

outcomes for students than when school-based mental health staff simply sees youth for 30 minutes in the school setting in isolation from teachers and school staff in the treatment process.

In addition, **resource mapping increases youth, family, and staff awareness of the many resources available within their building or community.** Even when they may know of given resources, they may not know how to actually access the resource and which resource would be the best to address the needs of an individual student or family. Developing a comprehensive mapping process and corresponding resource directory that is regularly updated and informed by diverse and informed stakeholders can allow for improved access to care and match to services and resources for youth and families.

## Resource Mapping in Your School

Consider for a moment why it is important for your team to undertake a resource mapping process to document school and community-based resources. List three reasons below as to why this is an important endeavor for *your* team to devote time and energy towards.

1. _____

2. _____

3. _____

Take a moment to see how your responses are similar and/or different from the responses generated below. **Resource mapping assists school teams in the following areas:**

1. Helps to document the broad array of resources that are truly accessible within a given school or within the larger community
2. Aids in the identification of new or additional resources to sustain existing initiatives, as well as gaps in support.
3. Illustrates what resources are available across a multi-tiered system of support in an effort to document and build capacity for a more comprehensive system of care.
4. Broadens the number of individual staff in a school who is aware of the diverse array of resources in the school and community.

## Resource mapping and your staff

Often within a school building there may be an individual or a small group of individuals who are knowledgeable of the vast array of resources within the school and larger community. This may include school psychologists, social workers, counselors, nurses, parent volunteers, educators, learning support specialists, and administrators. The challenge is when a resource is needed in the moment and one of these individuals is not available because they are absent that day or busy attending to another student in need

**Working as a team increases the likelihood that a broader array of resources will be identified and included in the resource listing.** Awareness of available and appropriate resources by all school staff increases the likelihood that referrals will actually be provided to families when a student has a specific need. Brainstorming a list of resources across a larger group of individuals will likely result in an increased number of resources and programs that are identified and a lower likelihood of inadvertent oversight of helpful programs and resources that could address key student and family needs

## Resource mapping and your students

Many students who come to school each day may not be ready to learn. Expecting students to be able to leave their challenges at the school door each day is not a realistic expectation. School-based staff needs to be prepared to address the variety of issues that may interfere with a student's ability to effectively learn in the classroom. While school staff have tremendous talent and capability, it is essential for there to be collaboration with community resources and programs that cross over child-serving agencies (e.g., education, health, mental health, juvenile services, social services) so that there is necessary staff capacity and the fiscal means available so that the needs of the whole child are addressed.

**Consider:** Do your students have all of their needs addressed?

- ✓ **Basic Human Needs:** Food, shelter, clothing, safety
- ✓ **Physical Needs:** Asthma care, medical insurance, treatment for acute or chronic illness
- ✓ **Behavioral Health Needs:** Treatment for anxiety, depression, ADHD, social skills
- ✓ **Love and Relationships:** Friendship, Family
- ✓ **Esteem:** Self-esteem and esteem from others
- ✓ **Meaningful Activities and Involvement with others:** Recreation, sports, arts, religious
- ✓ **Intellectual:** academic, enrichment

When a particular need is identified, think about the corresponding resources and services that would help to address that particular need.  For example—for basic human needs, the resource list could contain a list of food banks and kitchens, housing resources including shelters and resources for homeless students, and clothing banks.

## Benefits of Resource Mapping

Schools are increasingly called upon to collaborate across multiple agencies (e.g., health, juvenile services, social services, behavioral health) and programs.  A clear understanding of what services are being provided by each agency/program helps to reduce duplication and poor utilization of services.  Having a systematic process that helps individuals to better understand more specific details about the type of service that is offered and how and when it can be accessed in and of itself can help to improve student follow-through with services and coordination of care.

School and district-wide resource mapping offers a systematic process to:

- Identify all available resources/programs in the school and surrounding community
- Recognize  gaps in services/resources that can inform strategic planning and outreach
- Better understand program requirements to access services (e.g., insurance, hours of operation, eligibility)
- Avoid duplication of services and valuable resources
- Better match service needs with available resources/programs
- Increase awareness of underutilized partnerships/resources
- Cultivate relationships with new programs/resources that can address gaps in care

## Resource Mapping Steps

To get started, three essential steps to resource mapping for schools will be presented and described.

| Steps to Resource Mapping | | |
|---|---|---|
| **Step** | **Stage** | **Description** |
| **1** | Pre-Mapping | Establishes a clear vision, defined goals, and productive collaboration for the mapping process.  Come to a consensus on what  will be mapped  and what will be the process and infrastructure for mapping |
| **2** | Mapping | Identification of and actual mapping of resources available to students and families both in and outside of the school; |
| **3** | Maintaining, sustaining, & evaluating mapping | Analysis of strengths, challenges, and gaps in resources, services, and programs. Develop system to monitor the follow-through with referrals and the success of referrals that are made to inform future referrals; |

## Step 1: Pre-Mapping

**The pre-mapping step allows stakeholders to lay the foundation for a productive collaboration and to establish a clear vision and defined goals for building a system of care.** Mapping can occur at the school level to identify school-based resources, but in terms of mapping community resources, it may be beneficial to conduct resource mapping at the district level so that a larger group is informing the identification of potential resources that youth and families can access.

### Who is the resource guide intended for?

Your decision of who the resource guide is intended for can influence the type of resources that you include, what information you provide, the extent to which definitions of terms within the manual are included, and how the resources are intended to be used.  Use this checklist below to identify who might use your resource guide.

- ❏ Administrative staff
- ❏ Teachers
- ❏ School nurse
- ❏ Behavioral health professionals
- ❏ Families
- ❏ Students and Youth
- ❏ Other: _____
- ❏ Other: _____

### Who should inform the mapping process?

In an effort to complete a comprehensive mapping process, it is essential for the process to not just involve a few individuals from the same stakeholder group.  Stakeholders who participate in this process should be comprised of a diverse group of individuals who are representative of the community and understand its needs and challenges and who have a grasp of some of the resources that are available within the school and community. If you decide to include a particular group as the intended recipient of the information, make sure to ask individuals from that group what information they would want to have included in a resource guide.  This will increase the likelihood that the information you include is comprehensive and that the resource will actually be used.

### Does a template of a mapping process (e.g., resource directory, resource map) already exist?

Schools often have pre-existing lists of programs that identify many of the resources available within your community.  Don't be afraid to build upon these efforts!  Take the time to ask individuals on your team if they are aware of resource maps and directories that exist for either your school and/or the larger community.  Having some of this information already available can help reduce the time it takes to complete a comprehensive resource mapping process.  If you are using a list that already exists, make sure to find out the date it was created and how if at all it has been updated since its inception,

> **Tip:**  *Don't reinvent the wheel! Build upon resource mapping efforts that may already be in existence within your community.*

If a mapping or resource directory exists, review it with your team and decide how it can best be used. Some good questions to ask if a current resource directory is available include:

- ✓ Does the resource directory offer a good foundation to add other resources to?
- ✓ Do you like the format of the resource directory or would another format be more helpful?
- ✓ Can the information in the directory be used to help populate a new mapping or directory process that is developed?
- ✓ If there are multiple resources, what are the best components from each?

*What do you actually want to map?*
When thinking about setting goals for the mapping process, it is important to ask questions. Use the reflection template below to set your goals.

> **Tip:** *Be realistic about whether your team has the capacity to identify and maintain a directory that extends beyond the school building.*

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## What do you want to map?

*While it can be helpful to have a resource directory that includes a broad array of resources and programs, it is also important to be realistic about whether your team has the capacity to find out about and maintain a directory that extends beyond the school building. Use these reflection questions to help guide the process.*

**What kind of resources do you want to map?**
*Do you just want to know what is available in the school building, or do you want to know what else is available within the community?*

**Reflect:** _____

**What is the scope of your mapping project?**
*If you are including community resources that are available outside of the school building, how broadly are you reaching out (e.g., neighborhood, community, district, State, national)?*

**Reflect:** _____

*Are you limiting the inclusion of programs/services to a given distance (e.g., within 5 miles, 10 miles)?*

**Reflect:** _____

*Are you interested in mapping resources across the full three-tiered framework or just the top tier?*

**Reflect:** _____

**What other guidelines do you want to place on your team's mapping process?**

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*How does actual data inform the resources that you are mapping?*

To better understand the resource needs of students within a given school or district, it can also be helpful to turn to school level and district data. Local data can highlight student challenges and strengths, and helps to more effectively match student needs with available services and resources.

**Think about all the data sources you have in the school and if you can use these to help determine the most pressing student needs and potential gaps in services.**

What kinds of data would be most useful for your school?

❑ Records of office referrals

❑ Expulsion and suspension rates

❑ Attendance and truancy records

❑ Nursing/Counselor logs

❑ Crisis referrals

❑ Emergency petitions

❑ Teacher Ratings of Student Behavior/Effort

❑ School Climate and Behavioral Surveys (YRBS)

❑ Minor incident reports

❑ Homework completion rates

❑ School test scores

❑ Demographic data for the school or district (e.g., income, free and reduced lunch, homelessness rates)

List other useful data here that could help inform student and family needs:

_____

_____

_____

*Identify your stakeholder team*

Convene a team of stakeholders in your school/community that can work together to identify other critical questions to help guide your resource mapping process. Asking key stakeholders about the most pressing needs of the students helps inform what resources would be the most helpful within the school. Seeking input can also begin the process of identifying which referrals can be made in the community.

Some examples of important collaborators that may be a part of your school resource mapping team include: youth, caregivers, educators, school administrators, school social workers, school psychologists, school counselors, and staff from outpatient programs, juvenile justice programs, recreational programs, social services and more.

Use the table below to make a list of who should be on your mapping team. Some potential roles of individuals you may want to include on your team are listed in the table. Be sure to add names and other categories to this list.

| Name | Role |
|------|------|
|  | Administrator |
|  | School-Based Community Provider |
|  | PBIS Coordinator |
|  | Family Member |
|  | Youth |
|  | School-Employed Behavioral Health Staff |
|  | Community Health Provider |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

An activity to identify the most pressing needs is highlighted below. Consider conducting this activity with your stakeholder team.

*Using the worksheet on the next page, please take a moment to identify the most pressing mental/behavioral health concerns in your school. Think about issues that are most relevant at each of the three tiers. What are the most pressing behavioral health issues that are impacting most students, some students, and just a few students?*

# The Most Pressing Mental Health/Behavioral Issues Impacting Students
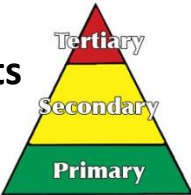
| TIER 3<br>A Few Students<br>(Intensive/Selective) | TIER 2<br>Some Students<br>(Targeted) | TIER 1<br>All Students<br>(Universal) |
|---|---|---|
| | | |

*What other information do you want to gather?*

Once you have decided on the different resource categories, it is important to consider what information you would be interested in obtaining for each of the resources.  Circle the information you'd like to include.

- ✓ name
- ✓ website
- ✓ address
- ✓ phone number/fax

- ✓ hours of services
- ✓ eligibility requirements
- ✓ accepted insurance/cost

- ✓ waitlists
- ✓ description of services
- ✓ key contact

Are there other information might be important for you to include?

**Reflect:** _____

*What will it look like?*

**How will you actually be mapping/collating the information that you obtain?**

**What will your map look like?  Will it be. . .**

*Electronic?  Handwritten?  Entered into a database? Written on a chart?  Kept in a binder?*

*Who will have access to entering/updating the data? Where will the database be housed?*

*Who will have access to the final product?*

These are all decisions that need to be made.  When successful, your pre-mapping preparations can set up a system that allows for regular updating, broad access to the school staff, and other relevant stakeholders.

## Step 2: Mapping

Your careful and deliberate pre-mapping process will set the foundation for successful mapping. Congratulations! It's now time to convene your team, to begin brainstorming about available staff, services and resources. This is where the fun begins. ☺

To get started, we have included a list of questions that school staff and other stakeholders have found useful as they begin the mapping process.

1. Review the categories identified in the pre-mapping process.
   - Are you in agreement about these categories?
   - Are there any modifications that you would like to make to the categories?
   - Are there additional categories that should be considered?
2. Reflect upon your potential resources
   - How will you know if a resource is a good one?
   - Is there additional information you would like to collect that will help to clarify the resource that is provided?
   - Are there categories that you would like to modify?
   - How do you know if students and families can access and use identified resources?
3. Plan for sustainability
   - What individual or team is going to take the lead in developing, updating, and maintaining a directory?
   - How will you update the list with new resources, or edit out old or ineffective ones?
   - How will you effectively follow-up on resources so that you know referrals were successful?

### *Brainstorm known staff and resources*

In order to make appropriate referrals within and outside the school, you need to know who does what. As a beginning activity, make a list of colleagues in and outside of the school who are supporting student mental health and wellbeing.

Use the worksheet and example on the following pages to guide your efforts. This is a basic activity that can be done to gage and promote awareness of resources within and outside of the building. These charts can also be used to help inform a larger repository or directory, shared with relevant team members, and can begin the process of identifying services available in and outside the school building.

*We have provided a template that is partially filled in to give you an example, but have also provided a blank template to be helpful. The template that would be best for your team to use will be dependent on where your team is in the process.*

**EXAMPLE**

|  | Person/ Position | What do they do? | What days/times are they available? | Best way to reach them | Who can they serve |
|---|---|---|---|---|---|
| **Inside the school** | Mr. Oriole School Psychologist | Educational Testing, Meeting with Students who have Counseling Services on IEP, Leads School Improvement Team | Wednesdays and Fridays 8:00-3:00 | Email moriole@gmail.com | All students, but required to meet all IEP requirements |
| | Ms. Raven School Social Worker | Lead Student Support Team, Manage Attendance Team, Meetings, Meets with Students with Counseling Servicers on IEP | M, T, W from 8:00-3:00 | Extension 458 | All students, but required to meet all IEP requirements |
| | Outpatient Success Services | School-based individual and group counseling | Monday and Thursdays from 8:00-5:00 | Cell phone of clinician 410-838-4535 | Students with clinical diagnosis and insurance with consent from parents |
| **Outside the school** | Boys and Girls Club | After school enrichment program | Monday-Friday 3:00-6:00 | Phone – 410-456-4545, director@bgc.org | Students in grades 1-5 who have consent from families to be a part of the program |

|  | Person/ Position | What do they do? | What days are they available? | Best way to reach them | Who can they serve? |
|---|---|---|---|---|---|
| **Inside the school** |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| **Outside the school** |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

### *Mapping existing resources at each tier*

After identifying a list of colleagues and resources that are available in your school and community, it can be helpful to map these different resources and interventions at each tier to better understand areas where you may need to identify or build additional resources so that your school can better develop a multi-tiered system of support. Using the worksheet below, think about what resources/services you have access to for each of the three tiers.

*Mapping: What services are already in place in the school and community? Use this next worksheet to help you to identify resources that are already being utilized in your school and community and organize them by tier.*

# What's in Place?

*List some examples of . . .*

**School-Based Services/Resources**     **Community-Based  Services/Resources**

**Tier 3- Interventions for a Few**        **1-5%**        **1-5%**          **Tier 3-Interventions for a Few**
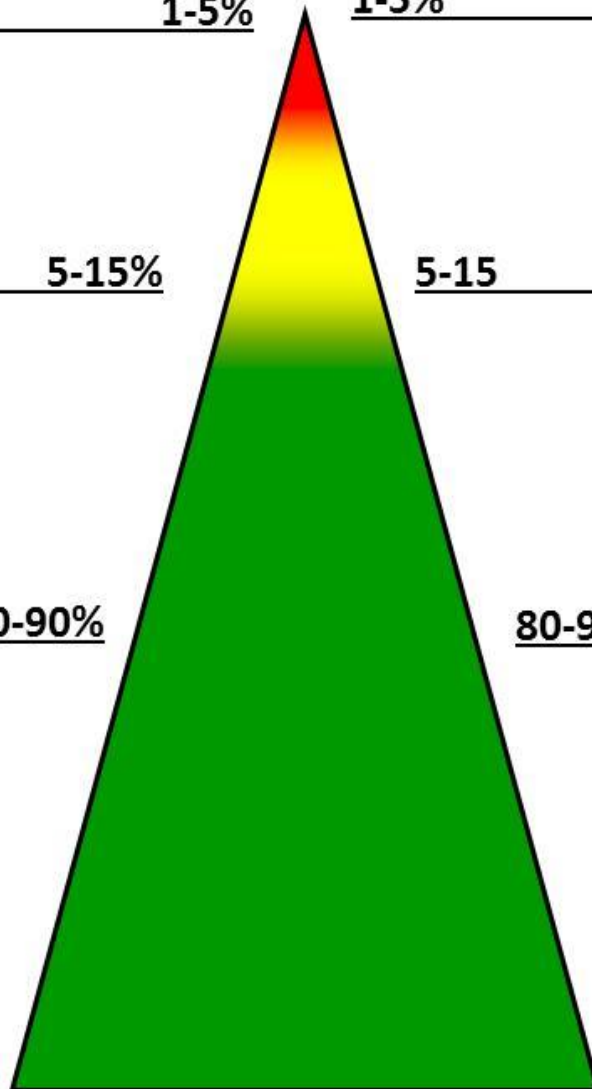
**Tier 2- Interventions for Some**        **5-15%**        **5-15**          **Tier 2- Interventions for Some**

**Tier 1-  Interventions for All     80-90%**        **80-90%  Tier 1 – Interventions for All**

*Searching the Community and Developing a Directory*

 Make a listing of community resources that you are familiar with and have personal experience utilizing. You may also want to ask colleagues about resources that they know about that may be useful to refer students and families.  Lastly, when you call a new referral source, also ask them about other resources that may be available in the community that they have found helpful when working with youth and families.

When trying to develop a list of available services and resources, assembling individuals with knowledge of the resources from within the school and the larger community can be a helpful process.  Conducting some of the activities within the manual with cross-stakeholder teams can result in the identification of a broader array of services and resources.

Another strategy to initially identify available resources is to use the internet.

A simple web-based search can also be tremendously helpful!  Below are some tips on some wyas to effectively conduct these searches.

1.  Use search engine such as www.google.com
2.  Click "Maps" at top of page and locate your neighborhood, city, or state
3.  Click "Search maps" button
4.  Click "Search nearby" and enter words related to the resource.  For example, we searched for "Career Centers" in Baltimore.
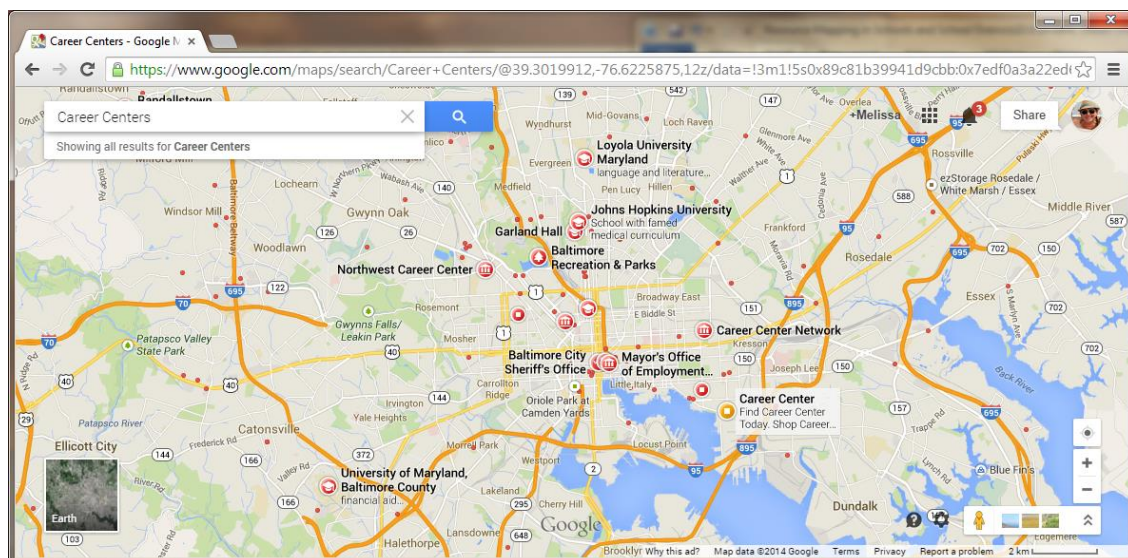
There are also a number of national databases that may aid in providing resources in your community.

**The Behavioral Health Treatment Services Locator**
http://findtreatment.samhsa.gov/

This online database was developed by SAMSHA's Center for Mental Health Services. It provides comprehensive information about mental health services and resources and is useful for professionals, consumers and their families, and the public. Information can be accessed by zip code and service setting.
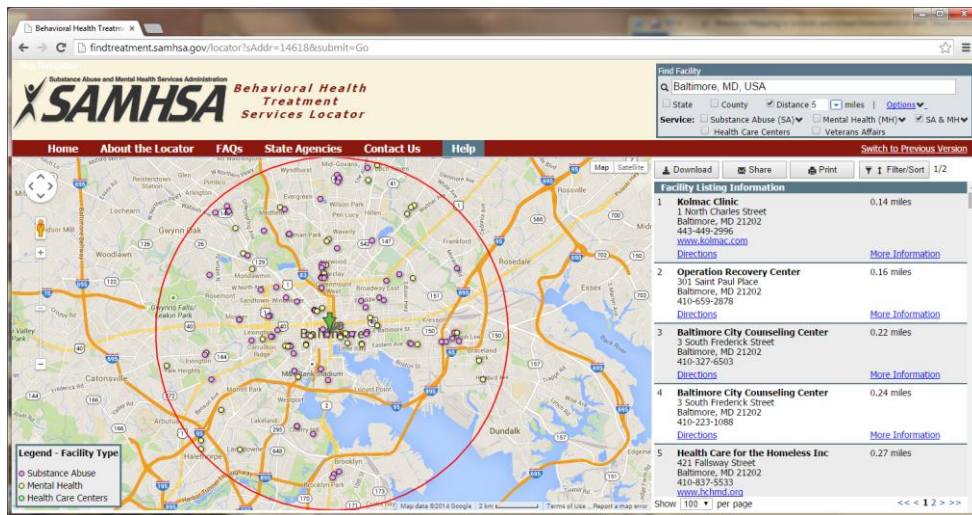


**211 United Way**
http://www.211.org/

2-1-1 is an easy-to-remember phone number that links people to the health and human services they need. It is a confidential informational and referral service that is available 24 hours a day, seven days a week in 150 languages. 211 United Way uses a comprehensive database of more than 4,600 federal, state and local services — both government and nonprofit.
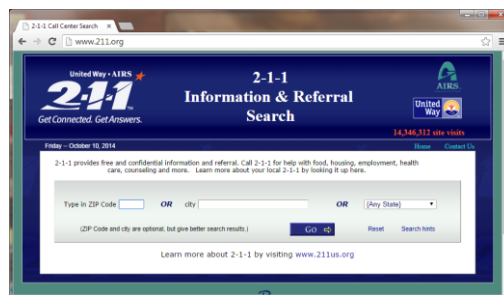


> **REMEMBER**: *It is important that you always verify the information you find through searches by calling the program directly to confirm what services are available and how they can be accessed*

## Community Resource Database in Practice

The next three forms can be used to help identify resources both in your school, and within your community.

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**Template for Searching the Community and Developing a Directory**

This template is helpful for identifying the resources both in- and outside of your school. This form can be used for a variety of purposes, including:

- Note taking before entering into a database
- As a resource list to share in a school

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**Mental Health Program Resource Mapping Form**

Many programs have barriers that make it difficult to access services, and it may be important to know additional information about hours, friendliness of staff, access to transportation, insurance/fees, bilingual services, etc. *Conducting site visits to find out more about organizations housing resources could help in this step of the process.*

This form can help you capture these details, and may be a useful appendix for your resource mapping project.

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**Resource Information Sheet**

Once you've identified the resources available within your community, it's time to track them! Many schools use information sheets similar to the one listed to serve as the foundation of their resource directory.

These can be aggregated into many forms, including:

- A binder
- A word document or .pdf
- A packet to be sent home with staff, families, and students

# Template for Searching the Community and Developing a Directory

| On-Site Resources | | |
|---|---|---|
| | School psychologists: | |
| | School counselors: | |
| | School mental health therapists: | |
| | School social workers: | |
| | IEP coordinators: | |
| | Department of Social Services liaisons: | |
| | University, community partner agencies: | |
| | Others: | |

| Community Resources | | |
|---|---|---|
| | Mental health clinics: | |
| | Psychiatrists: | |
| | Social workers: | |
| | Addiction specialists: | |
| | Psychologists | |
| | Food banks: | |
| | Shelters: | |
| | Others: | |

# Mental Health Program Resource Mapping Form

| Program Name | Program Location | Target Population | Program Focus | Eligibility Requirements | How to Enroll |
|---|---|---|---|---|---|
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

# Resource Information Sheet

| Name of Organization: | |
|---|---|
| Key Contact at the Organization: | |
| Phone Number: | Address: |
| Hours of Operation: | Website: |
| Insurances Accepted: | |
| Near Public Transportation: | |
| Bilingual Staff Available (if yes, languages) | |
| Associated Fees (if applicable): | |
| Description of Services Provided: | |

## Step 3:   Maintaining, Sustaining, and Evaluating Mapping Efforts

The final step in resource mapping is to ensure that you are maintaining, sustaining and evaluating your mapping efforts. One time mapping isn't enough! Resources change over time and it is important to know whether the available resources are working well for your school community. The following steps are important to ensure ongoing quality resources are available for students and families.

### 1.  *Identify your resource mapping evaluation needs*
**Coordinating Services between the School and Community**
- There is more to the resource mapping process than points on a resource map or pages in a directory! Mapping resources can inform the team as to where there are gaps in care and can help with prioritizing outreach to programs and services to help address these gaps.  In addition, this coordination and communication can improve partnerships between schools and community agencies.  Most importantly, it can help ensure that students in need are connected with the appropriate services and resources to help address particular needs in an effort to improve student outcomes.

- **Identify your resource mapping evaluation strategies**
  - Determine how you will evaluate whether you have identified resources to address the needs that have been identified

  - Once referrals are made, how will you monitor whether families are following through with and whether they are satisfied with the services.

  - How will you be able to integrate feedback from school-based staff and community partners on the comprehensiveness of a directory and feedback on individual resources that are accessed?

- **Identify who will evaluate the mapping**
  - What group of individuals within a school (best not to leave to just one person) will help to identify resource mapping successes, challenges, and areas for improvement?

  - What will be the process for effecting change based on the feedback that is provided

  - How often and in what way will the mapping process itself be evaluated?

- **Identifying how information will be collected to help evaluate the success of the mapping process**
  - Brief Questionnaires and focus groups can both help to clarify what is currently being done, whether it is being done well, and what else is desired related to

mapping of school and community resources. Yearly or every other year surveys and focus groups can help inform the advancement of a resource mapping process and product.

> **Key Questions to Ask Your Team**
>
> How is input about the quality of service going to be collected?
>
> How can identified resources be improved or strengthened? Are there any programs that are not effective and should not be included as a potential resource to refer to?
>
> How can students, parents, and teachers evaluate the strengths and ongoing needs of the community or school? Is there a self-study questionnaire that might be useful?
>
> What gaps were identified, and which needs are still not being met? What are the priorities for addressing these needs?
>
> Do you want a more sophisticated system that can keep track of success with referrals and actual follow through with accessing services?

*Measuring Outcomes*

The following factors are essential to understanding whether the resource mapping process worked well for your community.

- **Impact**
    - Evaluate whether the resource mapping goals were achieved
    - Evaluate whether unmet needs were reduced

- **Satisfaction**
    - Evaluate whether multiple stakeholders, including staff/providers and student/families are satisfied with the mapping efforts. Do they feel more confident that they have access to referral options, including services, programs, and informational resources

- **Function**
    - Consider the following questions when evaluating the functionality of your resource mapping.
        - How easy is it for school-based staff to access resource information?
        - What is the ease with which youth and families access resources?
        - Is communication enhanced among providers?

Use the worksheet on the next page to evaluate the results of your mapping process.

# Evaluating the Mapping Process

*While it can be helpful to have a resource directory that includes a broad array of resources and programs, it is also important to have a process for evaluating your efforts and to know if there are resources that you should prioritize related to their quality. Use the reflection questions below to guide this process.*

**How easy is it for school-based staff to access the resource information?**

**Reflect:**

**Is the information readily available, even when staff isn't directly at work? Is there a better place for housing the directory?**

**Reflect:**

**Did the resource mapping process help to facilitate coordination and communication across agencies and programs?**

**Reflect:**

**What new contacts or programs did you learn about as a result of the resource mapping?**

**Reflect:**

**Did your team's resource process help you gage the efficacy of the individual resources?**

**Reflect:**

**Did the resource directory make it easier to help youth and families connect to resources?**

**Reflect:**

**Were the overall goals of your school/district's resource mapping process achieved?**

**Reflect:**

**How would you improve the resource mapping process?**

**Reflect:**