Virginia HEALS

Caring Collaboration, Empowering Families

Community Resource Mapping Facilitation Guide

VirginiaHEALS.com

Contents

> ❝ **How can we continue these lines of communication and collaboration?** ❞

Appendices

Appendices

The Purpose of this Guide

Community Resource Mapping offers an alternative process to the more traditional focus on community "needs" or "deficits." Instead of emphasizing what is lacking, this approach identifies the existing strengths, assets, and resources within a community. These resources can then be used to build a supportive network of support for children, youth, and families.

The purpose of this facilitator's guide is to assist communities in carrying out the resource mapping process independently, without the need for outside help. It includes all necessary materials—such as planning documents, event handouts, and resource lists—to guide users through each step of the process.

support communities

Overview of Resource Mapping

The *Community Resource Mapping Facilitation Guide*, specifically designed for Virginia as part of the Virginia HEALS Project (Appendix A), can be utilized within local communities to

a. identify current resources,

b. learn about gaps between current resources and community needs, and

c. share information about agencies that work with children and youth in the community.

When communities work together toward a shared goal, they often need to cross program, system, and location boundaries. To create stronger and more connected networks for support, it's important for communities to identify what resources they already have at different levels of care. This helps everyone better understand what services are available and how to work better together.

multi-tiered intervention framework

Before the Resource Mapping Session Begins

Review the following checklist to ensure a successful in-person session:

☐ Invite a diverse group of local resource providers to Community Resource Mapping event.

- Use several forms of information sharing to cultivate interest and participation (flyers, mailers, social media, etc.).
- Consider using the Resource Mapping Invitation (Appendix C) as a template for invitations
- Use additional information provided in Appendix D: The Importance of Resource Mapping to provide detailed information and encourage further participation.

☐ Create a registration list of participants and categorize them loosely by system. (Systems may vary based on the community and participants present.) Examples are:

- Advocacy
- Courts/Justice (including Law Enforcement)
- Education
- Behavioral Health
- Juvenile Justice
- Child Welfare
- Public Health
- Other Community Resources

☐ Make copies of the following documents:

- Resource Mapping Agenda (Appendix E)
- Printed copies of Community Resource Levels of Intervention (Appendix B)

☐ Collect all necessary supplies. (Appendix F)

☐ Make nametags and place a colored dot on each that coincides with the system with which each participant represents.

☐ Prepare the room, including a maximum of six chairs per table, by grouping participants together according to system. Place labeled tent cards on tables to indicate the various systems present.

☐ Place flip chart paper near the front of the room to note additional comments that arise during discussions.

Welcome to Resource Mapping and Introductions *(30 minutes)*

Facilitators should begin the event by welcoming all participants and introducing the goals of the Resource Mapping process. These goals are to: (a) identify existing community resources, (b) explore gaps between available services and community needs, and (c) create opportunities to build new partnerships and strengthen relationships among agencies that serve children and youth.

Sample script: *"Today, our goal is to identify as many diverse agencies and organizations in our community as possible. Just as important as the process itself is the outcome—a comprehensive resource directory that will support service providers in connecting children, youth, and families affected by victimization or trauma to the help they need."*

In order to support populations and communities who are disproportionately impacted by victimization and trauma, facilitators should prompt participants to:

- think about support and resources very broadly;

- consider nonprofits, faith communities, informal or nontraditional sources of support, and/or government agencies; and

- include agency or program information in the conversation related to best practices and accessibility (cost, transportation, childcare, etc.).

Finally, specific attention must be given to making the mapping process inclusive of marginalized communities, i.e. Black/African American, Latinx youth, immigrant/refugee youth, LGBTQ+ youth, those experiencing poverty and/or homelessness, those living in foster care, and those with diverse abilities.

Facilitator's Notes:

- Leave time for participants to introduce themselves to everyone with their name, the pronoun that they use (she/her, he/him, they/them) and their organization/program affiliation.
- Displaying Resource Mapping goals on a PowerPoint slide or poster can be helpful for participants.

Step 1: Identify Most Common Referral Resources *(15 minutes)*

Step 1 Structure:

Time Needed: 15 minutes

Supplies Needed: Referral Resource Template (Appendix G) printed on white paper, markers

Room Structure: Tables labeled by systems

# of Participants: Maximum of six per table

Each individual system/table should discuss the following question within their small group:

What are the 4-5 most common referral resources that are used at your agency/system?

These should be your routine referral resources (i.e., Community Services Board, and local Department of Social Services, etc). Use templates printed on white paper to record each agency name, and a point of contact and contact information, if known.

Facilitator's Notes:

- It may be helpful to have the discussion question projected on a screen.
- Be sure participants only focus on go-to agencies.
- Referral resources should be identified as, but not limited to, agencies, organizations, community partners, services, etc.
- Limit lists to 4-5 resources per table.
- Facilitators should walk the room to encourage discussion and answer any clarifying questions.
- It is okay of there is some repetition among tables.

Step 2: Map Routine Referral Resources
(25 minutes)

Step 2 Structure:

Time Needed: 25 minutes

Supplies Needed: Tape

Room Structure: Tables labeled by systems

# of Participants: Maximum of six per table

After each table/system has discussed and recorded their routine or "go-to" referral resources (Step 1), each group will take turns sharing their list of 4-5 resources with the larger group. One facilitator will lead the discussion while the other facilitator posts the templates on a blank wall in the room. Templates should be posted in a circular pattern (see example). Ensure that this wall is visible to all participants.

If a group shares a "go-to" resource that has already been posted, do not post again. Simply move on to other resources that have not been listed yet. If there are referral resources that a participant in the room has not heard of, give time for participants to share about that resource.

At the end of Step 2, there should be several white template sheets of paper listed on the wall.

Example of Step 2 Resource Mapping on a wall

Step 3: Identify Additional Resources/Services
(20 minutes)

Step 3 Structure:

Time Needed: 20 minutes

Supplies Needed: Referral Resource Template (Appendix G) printed on yellow paper, markers

Room Structure: Tables labeled by systems

# of Participants: Maximum of six per table

In this step, participants will explore additional resources and partners from the community who could be involved in the network of service providers.

Before each individual system/table discusses the following question within their small group, read the scenario below to provide additional context.

Scenario: A youth has reported that he has witnessed violence in his neighborhood -- but indicates that he has a safe and supportive family where he feels loved. Unfortunately, his parents' work schedules do not allow them to be home with him after school. In this case, the youth does not require services such as intensive in-home or support group; however, he would greatly benefit from connection to an after school program. These programs may be hosted by a church, community center, or community college that collaborating partners may not identify as a "go to" or have much knowledge of, yet often provide much needed services that are beneficial to children, youth, and families.

Discussion Question: What other organizations exist within our community to address needs within our community? Use templates printed on yellow paper to record each agency name, and a point of contact and contact information, if known.

Facilitator's Notes:

• Facilitators should instruct the groups that they are not limited to generating resources specific to the scenario.

• It may be helpful to have the scenario, discussion question, or both, projected on a screen.

• It is okay of there is some repetition among tables.

• Facilitators should walk the room to encourage discussion and answer any clarifying questions.

Step 4: Map Additional Services/ Resources *(25 minutes)*

Step 4 Structure:

Time Needed: 25 minutes

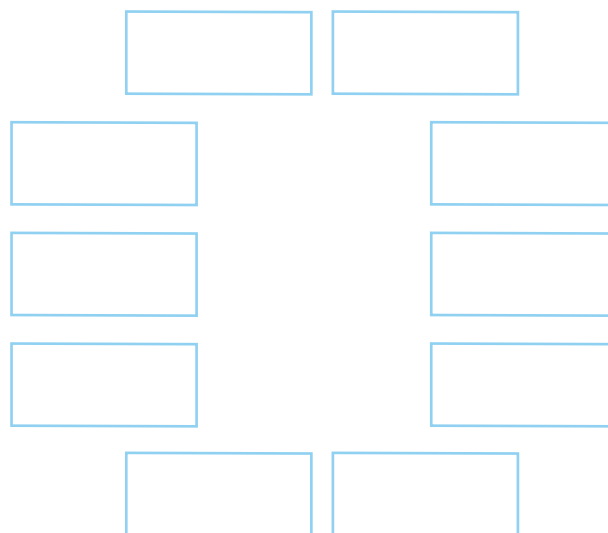Supplies Needed: Tape

Room Structure: Tables labeled by systems

# of Participants: Maximum of six per table

After each group has discussed other resources or services that exist in the community, each group will take turns sharing their list of 4-5 additional resources with the larger group. One facilitator will lead the discussion while the other facilitator posts the new resources (referral resources on yellow sheets of paper) in a circular pattern around the routine referral agencies (referral resources on white sheets of paper). (See example)

If a group shares a resource that has already been posted, they should not post again, but, instead move on to other resources and services that have not been listed yet. If there are referral resources or services that a participant in the room has not heard of, allow time for participants to have robust conversations about the benefits of these additional resources.
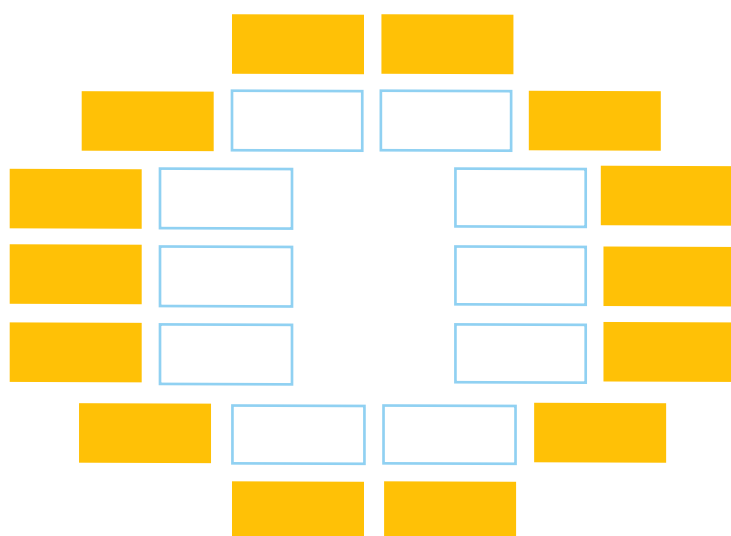
Example of Step 4 Resource Mapping on a wall

Step 5: Identify Gaps and Challenges in Current Resources
(20 minutes)

Step 5 Structure:

Time Needed: 20 minutes

Supplies Needed: Flip chart, markers

Room Structure: Tables labeled by systems

# of Participants: Full group

Once the routine referral resources (Step 2) and additional resources (Step 4) are listed, it is time to identify what gaps there are in community resources, as well as what community needs are not being met. In a full group discussion, participants should be encouraged to consider the needs of children, youth, and families that their agency/system serves, and also, and more importantly, the children, youth, and families that their agency/system does not routinely reach.

Using the discussion question below, one facilitator should lead the whole group discussion while the other facilitator captures the salient elements of the discussion on the flip chart. The heading of flip chart should read "Gaps and Challenges."

Discussion Questions:

- What community services are needed, but are not available (gaps)?

- What populations are not being adequately served by your system/agency?

- Are there other services that are needed in order to meet the needs of the most vulnerable and marginalized youth with the greatest barriers?

Facilitator's Notes:

- It may be helpful to project the discussion questions on a screen.

- The facilitator leading the discussion should make a concerted effort to keep the focus of the discussion on the gaps in current resources and needed services. Redirecting may be necessary.

Step 6: Identify Underutilized and/or Nontraditional Resources
(20 minutes)

Step 6 Structure:

Time Needed: 20 minutes

Supplies Needed: Referral Resource Template (Appendix G) printed on pink paper, black markers, ballpoint pens

Room Structure: Tables labeled by systems

Participants: Maximum of 6 per table

Keeping the gaps and challenges identified in Step 5 in mind, continue the discussion by identifying what nontraditional resources currently exist, even if they are not necessarily considered formal services or service providers. This discussion should drive participants to think beyond the most obvious resources and consider underutilized or nontraditional services, for example, youth leadership and mentorship programs, peer support groups, mindfulness-focused organizations, or art or equine therapy, etc. Each individual system/table should discuss the following question within their small group.

Discussion Questions:

- What services are underutilized? Underutilization may be due to agency location, transportation issues, fee for services, waiting lists, language barriers, lack of awareness, etc.

- Are there resources that could or do meet community needs, even if they are not necessarily considered services or service providers? Think beyond the most obvious resources and consider nontraditional services.

Use templates (Appendix G) printed on pink paper to record each idea or identified nontraditional service, a point of contact and contact information, if known.

Facilitator's Notes:

- It may be helpful to have the discussion question projected on a screen.

- It is okay of there is some repetition among tables.

- Facilitators should walk the room to encourage discussion and answer any clarifying questions.

Step 7: Map Underutilized and/ or Nontraditional Resources
(25 minutes)

Step 7 Structure:

Time Needed: 25 minutes

Supplies Needed: Tape

Room Structure: Tables labeled by systems

# of Participants: Maximum of 6 per table

Following the same mapping process used in previous steps, each table/system will take turns sharing their list of underutilized and/or nontraditional resources with the larger group. One facilitator will lead the discussion while the other facilitator posts the pink templates on the wall in a circular pattern around the referral resources on yellow sheets of paper. (See example)

If a group shares a resource that has already been posted, do not post again. If there are referral resources or services that a participant in the room has not heard of, give time for participants to have robust conversations about the benefits of these additional resources.
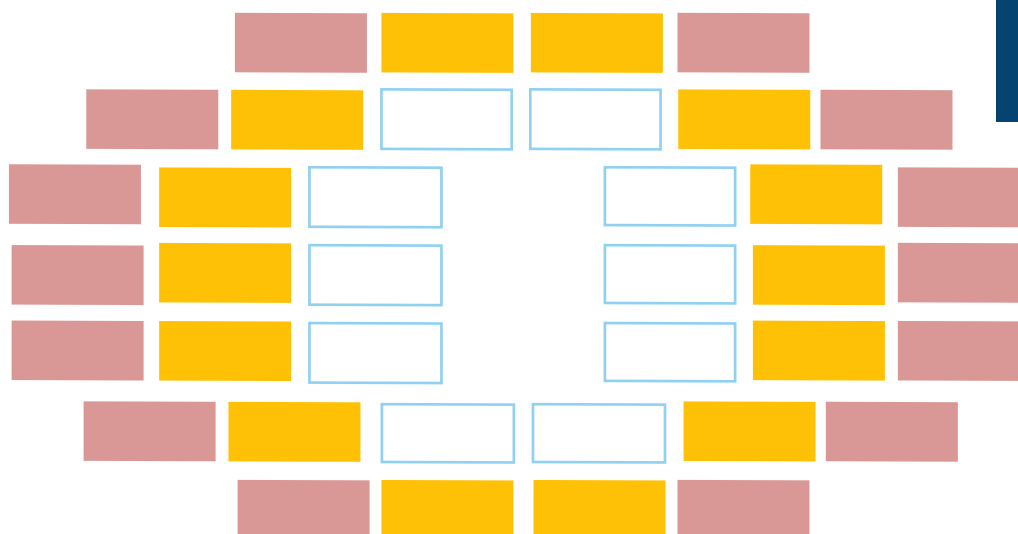
Example of Step 7 Resource Mapping on a wall

Step 8: Compile list of Resources and Identify Next Steps *(30 minutes)*

After the mapping event concludes, the next step is to compile a comprehensive list of the agencies and organizations identified as resources throughout the process.

Using the completed referral resource templates, an individual or small team from the community should take the lead in contacting each organization to invite them to join the community resource directory. The format of the directory should be decided on by the group and can range from a simple Google Sheet to the Unite Virginia e-referral platform. This individual or team should also provide any necessary follow-up support to ensure that each organization is successfully connected to and able to navigate the chosen platform

If Unite Virginia is utilized, staff will support agencies and organizations in keeping their information current through regular updates. As new resources are created or discovered within the community, they should be encouraged to join the Unite Virginia e-referral platform.

Additionally, it's important to talk about how to keep working together and begin to include additional partners that may not have been at the table for the mapping event. Make sure participants discuss how to use the resource mapping process in future community team meetings and create a resource directory that gets updated regularly.

Helpful questions to guide the discussion:
• How can we keep communication and teamwork going?
• How can we keep partnerships strong and effective?
• How can we involve services that aren't being used enough to better support our clients?

Facilitator's Notes:

- Before the mapping session ends, time should be allowed for participants to add any contact information that they have for the resources identified.

- See Appendix H for tips on how to promote community collaboration.

Appendix A: Background on Virginia HEALS Project

In 2015, Virginia was one of four states funded by the United States Department of Justice, Office of Justice Programs, Office for Victims of Crime as a Linking Systems of Care (LSC) for Children and Youth demonstration project, now known as Virginia HEALS. The goal of the project is to identify children and youth who have had crimes committed against them and to address the potential serious and long-lasting consequences of exposure to crime. The project gives Virginia an opportunity to collaboratively create, strengthen, and improve the coordination of services provided by the many child and youth-serving systems to ensure that:

1. children are screened for victimization;

2. children, youth, and families are provided comprehensive and coordinated services to fully address their needs; and

3. policies and practices are established to sustain this approach long-term.

Guiding Principles and Values for Virginia HEALS

The Guiding Principles and Values for the Virginia HEALS Project are designed to guide efforts to develop and better align all of the systems of care that respond to the needs of children, youth, and families who have experienced victimization or trauma.

Principle I: Healing Individuals, Families, and Communities

Principle II: Linked Systems of Care

Principle III: Informed Decision-Making

The following values inform the work of linked systems of care:

- Communicate effectively
- Share information
- Implement trauma-informed efforts (including recognizing various forms of trauma and avoiding re-traumatization)
- Adopt strength-based and resiliency-focused policies, practices, and interventions
- Embrace a client-centered perspective to service provision
- Empower children, youth, and families to have a voice in the decision-making process

Appendix B: Community Resource Levels of Intervention (Chart)

Primary Interventions

Programs targeted at entire population in order to provide support and education before problems occur.

- Hotlines
- Sustenance Resources (Housing, Supplemental Programs, Financial Assistance, Employment Services)
- Healthcare professionals
- After-School & Recreation programs
- Faith-based organizations

Secondary Interventions

Programs targeted at families in need to alleviate identified problems and prevent escalation.

- Support Groups
- Mentoring
- School Based Services (Counseling, tutoring, health clinics)
- Advocacy Programs
- Social Services
- Law Enforcement
- Court Services
- Department of Social Services

Tertiary Interventions

Provide interventions for children experiencing maltreatment.

- Inpatient Programs
- Outpatient Mental Health Services
- Substance Abuse Counseling
- School Based Therapeutic Day Treatment Program
- Court Services
- Advocacy Programs
- Community Services Board
- DSS: Foster Care
- DSS: Child Protective Services
- Law Enforcement

Appendix C: Resource Mapping Invitation

When and where will this meeting take place?	Date: _____ Time: _____ Location: _____ RSVP to: _____
Who should attend this meeting?	Agencies that want to work together to make sure individuals, youth, and families affected by victimization and trauma get the right help at the right time should choose: • One supervisor or manager who understands how the agency works and how to work with other agencies. • One or two staff members who work directly with community members (like social workers, probation officers, or advocates).
What is resource mapping?	Resource Mapping highlights the strengths and assets within communities by identifying the resources available to build a network of support and cares for children, youth, and families. This process offers an opportunity to: • Identify existing resources; • Understand gaps between current resources and community needs; and • Foster collaboration among community service providers to better serve the community.
What will occur at this meeting?	Agencies will collaborate through interactive group activities to identify diverse community resources. The referral services identified will help provide better support for children, youth, and families that have been impacted by victimization and trauma. The resource directory created during this session will be a living document that the community can regularly update and revise.
Why is resource mapping important?	Identifying trauma-informed and healing-centered services is key to building a strong, connected system of care. Resource mapping reveals the valuable resources already available in the community and encourages agencies to collaborate more effectively to support children, youth, and families.

Appendix D: The Importance of Resource Mapping (Information Sheet)

Community resource mapping recognizes that people, organizations, and systems all have the power to make real changes in their communities, but no single agency can do it alone. With tight budgets, limited resources, and services that don't always connect, it's important for communities to work together across agencies and systems.

Understanding existing partnerships, programs, resources, policies, and strengths helps communities see how well they are serving children, youth, and families.

In short, community resource mapping helps communities:

- Find new resources;
- Make sure all youth can access what they need;
- Avoid repeating services;
- Build new partnerships and connections;
- Share information across agencies that serve children and youth; and
- Encourage teamwork and collaboration.

Steps of Mapping

This resource mapping session has eight distinct steps and each step serves a unique purpose.

Step 1: Identify Most Common Referral Resources

Step 2: Map Routine Referral Resources

Step 3: Identify Additional Services/Resources

Step 4: Mapping Additional Services/Resources

Step 5: Identify Gaps and Challenges in Current Resources

Step 6: Identify Underutilized and/or Nontraditional Resources

Step 7: Map Underutilized and/or Nontraditional Resources

Step 8: Compile list of Resources and Identify Next Steps

Appendix E: Resource Mapping Agenda Template

Time	Task/Activity
15 minutes	Arrival & Sign In
15 minutes	Housekeeping & Introductions
15 minutes	Goals of Resource Mapping • Identify current resources • Learn about gaps between current resources and community needs and • Provide an opportunity to cultivate new partnerships and relationships across agencies that work with children and youth in the community.
15 minutes	Step 1: Identify Most Common Referral Resources
25 minutes	Step 2: Map Routine Referring Agencies
20 minutes	Step 3: Identify Additional Services/Resources
25 minutes	Step 4: Map Additional Services/Resources
	Break
20 minutes	Step 5: Identify Gaps in Current Resources
20 minutes	Step 6: Identify Underutilized and/or Nontraditional Resources
25 minutes	Step 7: Map Underutilized and/or Nontraditional Resources
30 minutes	Step 8: Compile list of Resources and Identify Next Steps
	Adjourn

Appendix F: Supplies Needed for Resource Mapping

- 50 Referral Resource Templates printed on sheets of white paper (8.5"x11")
- 30 Referral Resource Templates printed on sheets of yellow paper (8.5"x11")
- 20 Referral Resource Templates printed on sheets of pink paper (8.5"x11")
- Black markers
- Ballpoint pens (for all participants)
- Masking tape
- Scissors
- Flip chart paper to note any additional comments that arise during discussions
- Name tags
- Colored dots (green, blue, red, orange, yellow, black, brown)
- Basic sign-in sheet

TO PRINT:

Table signs or tent cards to categorize participants by systems. Systems may vary based on the community and participants present. Examples are:

- Advocacy
- Courts/Justice (including Law Enforcement)
- Education
- Behavioral Health
- Juvenile Justice
- Child Welfare
- Public Health
- Other Community Resources

Copies of:

- Resource Mapping Agenda
- Community Resource Levels of Intervention

Appendix G:
Referral Resource Template

✂ -

_____

(Name of Agency/Organization)

Name of Point of Contact: _____

Contact Information (phone #, email, website): _____

_____

✂ -

_____

(Name of Agency/Organization)

Name of Point of Contact: _____

Contact Information (phone #, email, website): _____

_____

Appendix H: Tips on Promoting Collaboration

As the resource map on the wall is finished, it's important to talk about how to keep working together and also begin to include additional partners that may not have been at the table for the mapping event. Make sure participants discuss how to use the resource map in future community team meetings and create a resource directory that gets updated regularly.

Helpful questions to guide the discussion:

- How can we keep communication and teamwork going?
- How can we keep partnerships strong and effective?
- How can we involve services that aren't being used enough to better support our clients?

Many groups already meet regularly to talk about services and support for children, youth, and families. The core partners, along with new members found through this process, will likely have a natural place to keep resource mapping conversations going. These existing community teams are a great place to continue meeting every few months to review and update the resource map.

Appendix I: Steps for Resource Mapping in a Virtual Setting

Before the Resource Mapping Session Begins

Review the following checklist to ensure a successful virtual session:

☐ Invite a diverse group of local resource providers to Community Resource Mapping events.

- Ensure that you have access to plan and host an event through Zoom or similar platform and are capable of using the breakout room feature.
- When creating the invite for the event, include the meeting link and password, if applicable, and make it mandatory that participants pre-register and that their agency/organization is a mandatory field in the registration process.
- Use several forms of information-sharing to cultivate interest and participation (flyers, social media, etc.).
- Consider using the Resource Mapping Invitation (Appendix C) as a template for invitations.
- Use additional information provided in Appendix D: The Importance of Resource Mapping to provide detailed information and encourage further participation.

☐ Create a registration list of invited participants and categorize them loosely by system. Systems may vary based on the community and participants present. Examples are:

- Advocacy
- Courts/Justice (including Law Enforcement)
- Education
- Behavioral Health
- Juvenile Justice
- Child Welfare
- Public Health
- Other Community Resources

☐ Email a copy of these documents to all who register within your zoom link:

- Resource Mapping Agenda (Appendix E)
- Community Resource Levels of Intervention (Appendix B)

Facilitator's Notes:

- Facilitators should become familiar with the on-line collaborative platform with a virtual bulletin board, e.g. **Padlet,** prior to the event, as they will be using the platform to map identified resources. Facilitators will be setting up two different on-line bulletin boards (one to map resources and one to list gaps and challenges) during the event.
- Breakout rooms should be organized in advance to reflect system representation. (The number of and participants in breakout rooms will remain the same for the entire event.)
- Send a reminder to registrants the day prior to the event so that they will have log-in information readily available.

Welcome to Resource Mapping and Introductions

Facilitators should begin the event by welcoming all participants and introducing the goals of the Resource Mapping process. These goals are to: (a) identify existing community resources, (b) explore gaps between available services and community needs, and (c) create opportunities to build new partnerships and strengthen relationships among agencies that serve children and youth.

Sample script: *"Today, our goal is to identify as many diverse agencies and organizations in our community as possible. Just as important as the process itself is the outcome—a comprehensive resource directory that will support service providers in connecting children, youth, and families affected by victimization or trauma to the help they need."*

In order to support populations and communities who are disproportionately impacted by victimization and trauma, facilitators should prompt participants to:

- think about support and resources very broadly;
- consider nonprofits, faith communities, informal or nontraditional sources of support, and/or government agencies; and
- include agency or program information in the conversation related to best practices and accessibility (cost, transportation, childcare, etc.).

Finally, specific attention must be given to making the mapping process inclusive of marginalized communities, i.e. Black/African American, Latinx youth, immigrant/refugee youth, LGBTQ+ youth, those experiencing poverty and/or homelessness, those living in foster care, and those with diverse abilities.

Facilitator's Notes:

- Ask everyone to introduce themselves in chat with their name, the pronoun that they use (she/her, he/him, they/them) and their organization/program affiliation.
- Displaying Resource Mapping goals on a Power Point slide (using the share screen feature) may be helpful.

Step 1. Identify Most Common Referral Resources *(15 minutes)*

Begin mapping your resources by identifying the strengths and needs that your community has in serving children, youth, and families. Participants will be placed into pre-determined breakout room groups to discuss the following question:

What are the 4-5 most commonly used referral resources that are used at your agency/system?

These should be your routine referral resources (i.e., Community Services Board - mental health assessment). If known, record each the agency name and a point of contact and contact information.

Breakout Room Instructions:

- When participants go into breakout rooms, someone will need to serve as a Reporter. Their role will be to facilitate and document discussion of question(s) and identified resources and report out to the full group.
- The same participants should serve as Reporters for all three breakout sessions.
- Reporters should use a Word or similar program to document identified resources.
- When participants go back into the main room, the Reporter for each breakout room will share out to the full group.
- Prior to the conclusion of the mapping event, each Reporter will send the document of identified resources from each breakout activity to a Facilitator to ensure that no agency/organization is missed.
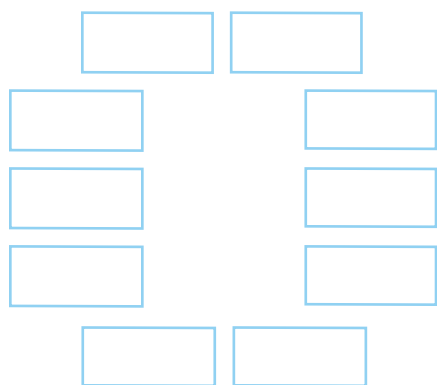
Facilitator's Notes:

- Facilitators should post discussion question(s) into chat prior to sending participants to breakout rooms.
- Remind participants to focus only on go-to agencies and to limit lists to 4-5 resources per breakout room.
- Referral resources should be identified as, but not limited to, agencies, organizations, community partners, services, etc.
- Facilitators may visit breakout rooms to encourage discussion and answer any clarifying questions.
- It is okay if there is some repetition among breakout rooms.
- The number of and participants in breakout rooms will remain the same for the entire event.

Step 2: Map Routine Referral Resources *(20 minutes)*

After each system-specific breakout room has discussed and recorded their routine or "go-to" referral resources (Step 1), each reporter will share out the list of resources participants in their group identified with the full group. One of the facilitators will engage reporters from each group in sharing the resources that their group identified. The other facilitator will share screen and, using the on-line collaborative platform with a virtual bulletin board, e.g. Padlet, begin "mapping" those resources. Resources on the on-line bulletin board should be posted in a circular pattern, if possible.

If a group shares a "go-to" resource that has already been posted, do not post again. Simply move on to other resources that have not been listed yet. If there are referral resources that a participant in the room has not heard of, give time for participants to share about that resource.

At the end of Step 2, there should be several resources listed within the on-line bulletin board.

Example of Step 2 Resource Mapping within the on-line bulletin board

Facilitator's Notes:

• Facilitators should use the sticky notes option within the on-line bulletin board.

Step 3. Identify Additional Resources/Services *(20 minutes)*

In this step, participants will explore additional resources and partners from the community who could be involved in the network of service providers. Before participants discuss the following question within their system-specific breakout rooms, read the scenario below to provide additional context.

Scenario: A youth has reported that he has witnessed violence in his neighborhood -- but indicates that he has a safe and supportive family where he feels loved. Unfortunately, his parents' work schedules do not allow them to be home with him after school. In this case, the youth does not require services such as intensive in-home or support groups; however, he would greatly benefit from connection to an after school program. These programs may be hosted by a church, community center, or community college that collaborating partners may not identify as a "go to" or have much knowledge of, yet often provide much needed services that are beneficial to children, youth, and families.

Discussion Question: What other organizations exist within our community to address needs within our community?

Breakout Room Instructions:
- When participants go into breakout rooms, someone will need to serve as a Reporter. Their role will be to facilitate and document discussion of question(s) and identified resources and report out to the full group.
- The same participants should serve as Reporters for all three breakout sessions.
- Reporters should use a Word or similar program to document identified resources.
- When participants go back into the main room, the Reporter for each breakout room will share out to the full group.
- Prior to the conclusion of the mapping event, each Reporter will send the document of identified resources from each breakout activity to a Facilitator to ensure that no agency/organization is missed.
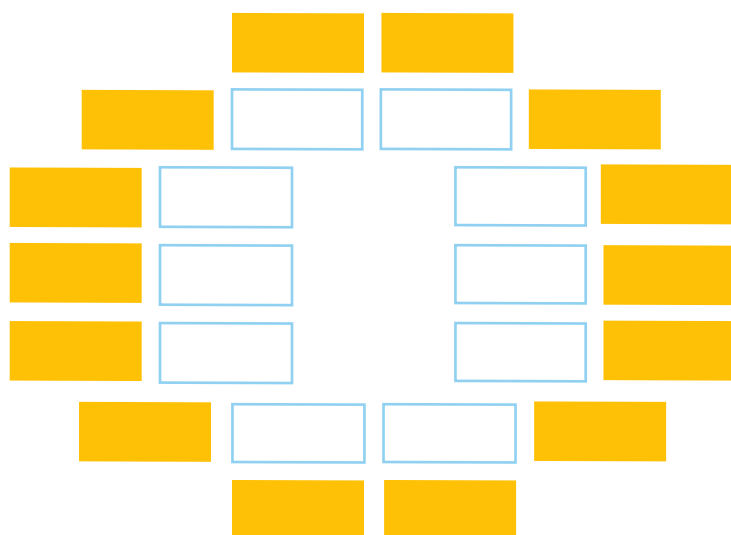
Facilitator's Notes:
- Facilitators should instruct the groups that they are not limited to generating resources specific to the scenario.

- Facilitators should post discussion question(s) into chat prior to sending participants to breakout rooms.

- If needed, remind the Reporter of the breakout room instructions.

- It is okay if there is some repetition among breakout rooms.

- Facilitators may visit breakout rooms to encourage discussion and answer any clarifying questions.

- The number of and participants in breakout rooms will remain the same for the entire event.

Step 4: Map Additional Resources/Services *(30 minutes)*

After each group has discussed other resources or services that exist in the community, reporters from each system-specific breakout room will take turns sharing their list of additional resources with the main group. One of the facilitators will engage reporters from each group in sharing the resources that their group identified. The other facilitator will share screen and, using the on-line bulletin board, begin "mapping" those resources in a circular pattern around the routine referral agencies.

If a group shares a resource that has already been posted, they should not post again, but, instead move on to other resources and services that have not been listed yet. If there are referral resources or services that a participant in the room has not heard of, allow time for participants to have robust conversations about the benefits of these additional resources.

Example of Step 4 Resource Mapping within the on-line bulletin board

Facilitator's Notes:

- Facilitators should use the sticky notes option within the on-line bulletin board.

Step 5. Identify Gaps and Challenges in Current Resources *(20 minutes)*

Once the routine referral resources (Step 2) and additional resources (Step 4) are listed, it is time to identify what gaps there are in community resources, as well as what community needs are not being met. In a full group discussion, participants should be encouraged to consider the needs of children, youth, and families that their agency/system serves, and also, and more importantly, the children, youth, and families that their agency/system does not routinely reach.

Using the discussion question below, one facilitator should lead the whole group discussion while the other facilitator captures the salient elements of the discussion on a second on-line bulletin board. The heading of the on-line bulletin board should read "Gaps and Challenges."

Discussion Questions:

- What community services are needed, but are not available (gaps)?
- What populations are not being adequately served by your system/agency?
- Are there other services that are needed in order to meet the needs of the most vulnerable and marginalized youth with the greatest barriers?

Facilitator's Notes:

- Facilitators should copy and paste the discussion questions into chat since they will be screen sharing the resource map. They may also add the discussion questions to the on-line bulletin board.
- The Facilitator leading the discussion should make a concerted effort to keep the focus of the discussion on the gaps in current resources and needed services. Redirecting may be necessary.

Step 6: Identify Underutilized and/or Nontraditional Resources *(20 Minutes)*

Keeping the gaps and challenges identified in Step 5 in mind, continue the discussion by identifying what additional resources currently exist, even if they are not necessarily considered formal services or service providers. Within system-specific breakout rooms, this discussion should drive participants to think beyond the most obvious resources and consider underutilized or nontraditional services, for example, youth leadership and mentorship programs, peer support groups, mindfulness-focused organizations, or art or equine therapy, etc. Each individual system should discuss the following question within their small group.

Discussion Questions:

- What services are underutilized? Underutilization may be due to agency location, transportation issues, fee for services, waiting lists, language barriers, lack of awareness, etc.
- Are there resources that could or do meet community needs, even if they are not necessarily considered services or service providers? Think beyond the most obvious resources and consider nontraditional services.

Breakout Room Instructions:

- When participants go into breakout rooms, someone will need to serve as a Reporter. Their role will be to facilitate and document discussion of question(s) and identified resources and report out to the full group.
- The same participants should serve as Reporters for all three breakout sessions.
- Reporters should use a Word or similar program to document identified resources.
- When participants go back into the main room, the Reporter for each breakout room will share out to the full group.
- Prior to the conclusion of the mapping event, each Reporter will send the document of identified resources from each breakout activity to a Facilitator to ensure that no agency/organization is missed.
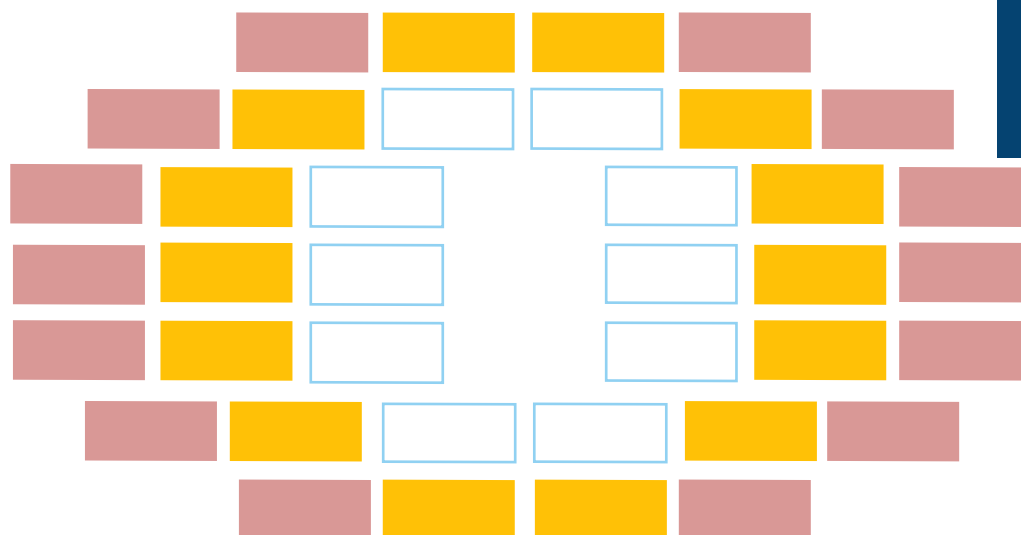
Facilitator's Notes:

- Facilitators should post discussion question(s) into chat prior to sending participants to breakout rooms.
- If needed, remind the Reporter of the breakout room instructions.
- It is okay if there is some repetition among breakout rooms.
- Facilitators may visit breakout rooms to encourage discussion and answer any clarifying questions.
- The number of and participants in breakout rooms will remain the same for the entire event.

Step 7: Map Underutilized and/or Nontraditional Resources *(30 minutes)*

Following the same mapping process used in previous steps, reporters from each system-specific breakout room will take turns sharing their list of underutilized and/or nontraditional resources with the larger group. One of the facilitators will engage reporters from each group in sharing the resources that their group identified. The other facilitator will share screen and, using the on-line bulletin board, begin "mapping" those resources in a circular pattern around the resources that were identified and mapped in Steps 3 and 4.

If a group shares a resource that has already been posted, do not post again. If there are referral resources or services that a participant in the room has not heard of, give time for participants to have robust conversations about the benefits of these additional resources.

Example of Step 7 Resource Mapping within the on-line bulletin board

Facilitator's Notes:

- Facilitators should use the sticky notes option within the on-line bulletin board.

Step 8: Compile list of Resources and Identify Next Steps

After the mapping event concludes, the next step is to compile a comprehensive list of the agencies and organizations identified as resources throughout the process.

Using the completed referral resource templates, an individual or small team from the community should take the lead in contacting each organization to invite them to join the community resource directory. The format of the directory should be decided on by the group and can range from a simple Google Sheet to the Unite Virginia e-referral platform. This individual or team should also provide any necessary follow-up support to ensure that each organization is successfully connected to and able to navigate the chosen platform.

If Unite Virginia is utilized, they will support agencies and organizations in keeping their information current through regular updates. As new resources are created or discovered within the community, they should be encouraged to join the Unite Virginia e-referral platform.

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