Virginia HEALS

Caring Collaboration, Empowering Families

Community Resource Mapping Facilitation Guide

VirginiaHEALS.com

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The Purpose of this Guide

Community Resource Mapping provides an alternative approach to the more common "needs" and "deficits" models of community resource assessment. Mapping focuses on what communities have to offer by identifying assets and resources that can be used for building a system to support and care for children, youth, and families. The purpose of this facilitator's guide is to support communities through the process of resource mapping without outside assistance. All pre-mapping documents, event handouts, and lists needed to facilitate this process are included in this guide.

support communities

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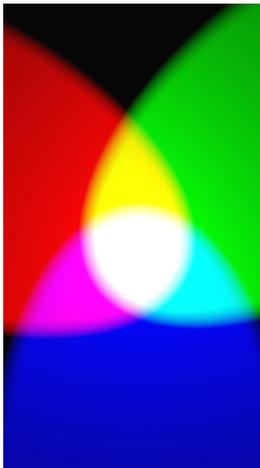
The *Community Resource Mapping Facilitation Guide*, specifically designed for Virginia as part of the Virginia HEALS Project (Appendix A), can be utilized within local communities to

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.

In coming together to meet a common goal, local communities often have to work across programmatic, systemic, and geographic boundaries. In an effort to engage in and build capacity for a more coordinated and comprehensive system of care and support, it is vital that communities illustrate what resources are available across different levels of intervention.

The *Community Resource Mapping Facilitation Guide* (Appendix A) utilizes a multi-tiered intervention framework (Appendix B) to focus on the importance of identifying comprehensive and flexible intervention services to support children, youth, and families that have been impacted by victimization and/or trauma. It is important for communities to consider the most critical needs and wants of youth and their families, as not everyone requires the same level of intervention intensity.

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 open the event by welcoming all participants and introducing the goals of Resource Mapping. These goals are to (a) identify current resources, (b) learn about gaps between current resources and community needs, and (c) provide an opportunity to cultivate new partnerships and relationships across agencies that work with children and youth in the community.

Sample script: *"Today our work will result in as many diverse agencies and organizations being identified as possible. Equally important to the process is the product – a comprehensive directory of resources which will be helpful to service providers as they refer children, youth, and/or families who have experienced victimization or trauma to services in our community."*

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 Multidisciplinary Collaboration *(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
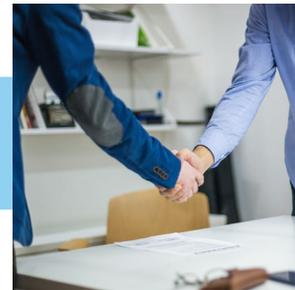
Begin mapping your resources by identifying the strengths and needs that your community has in serving children, youth, and families. Each individual system/table should discuss the following question within their small group:

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 - mental health assessment). 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: 20 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 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
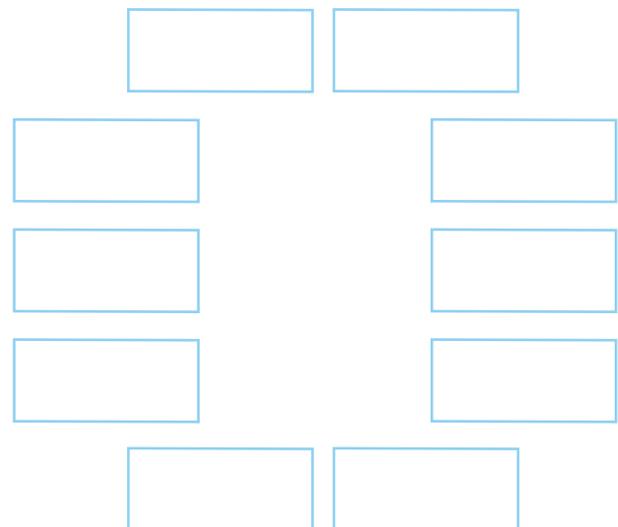
Step 3: Identify Additional Resources/Services
(20 minutes)

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. Participants will consider the services and programs that support children, youth, and families that might be slightly less structured or formal.

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 community-based organizations exist within our community to address unique 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:
- 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: 30 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 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.
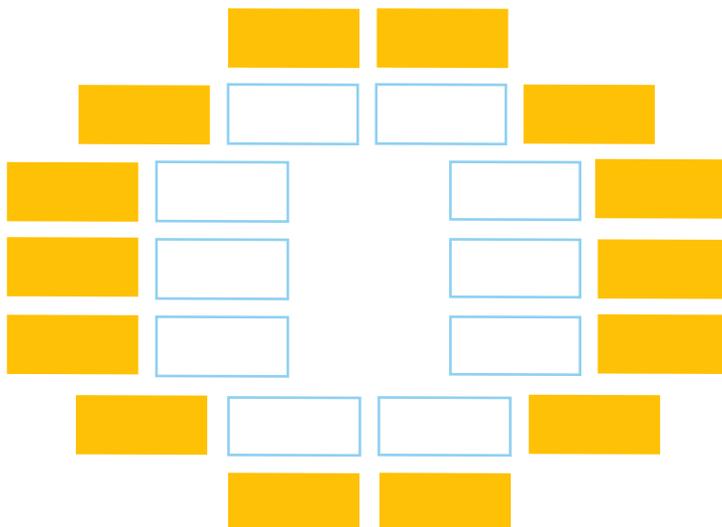
Example of Step 4 Resource Mapping on a wall

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 resources currently exist that could or do meet those needs, 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: 30 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.
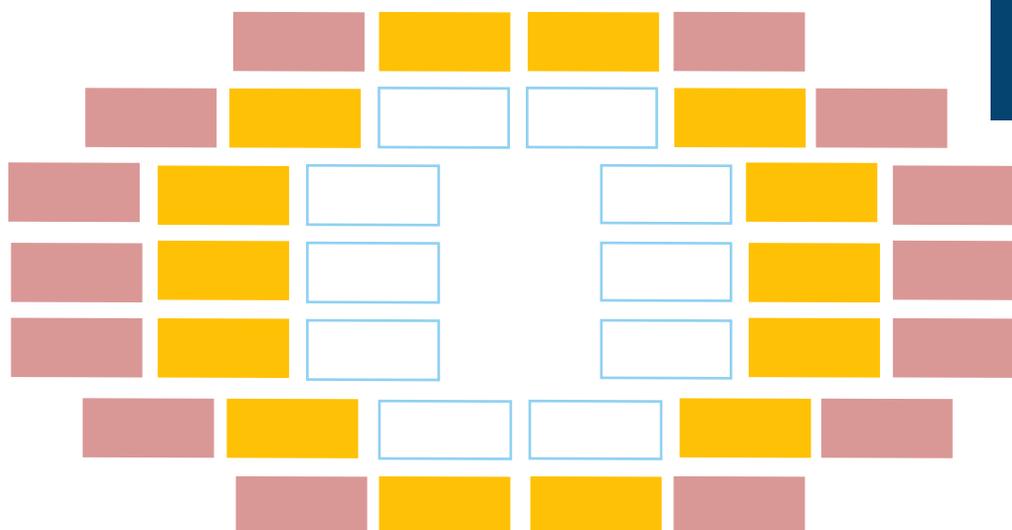
Example of Step 7 Resource Mapping on a wall

Step 8: Create a List of Resources *(30 minutes)*

After the mapping event concludes, the next step will be to make a list of agencies and organizations identified as resources that will be contacted and invited to be a part of a statewide resource directory.

Using the completed referral resource templates, an individual or small group of individuals within the community should take responsibility for contacting each resource identified in the Resource Mapping event to request that they join the Unite Virginia e-referral platform. This individual or group should also follow up with resources to provide support as needed to ensure that they are connected to the technology platform.

Unite Virginia will assist agencies and organizations in maintaining and routinely updating their information. As new resources are developed and/or identified within the community, they should be encouraged to join the Unite Virginia e-referral platform.

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 who strive to work collaboratively across multiple systems to ensure children and youth that have been impacted by victimization and trauma receive appropriate and timely interventions and support services. It is recommended that each collaborating agency identify: • One Supervisor/Manager with a broad understanding of agency practices and collaboration • One or two additional agency representatives who provide direct services (e.g., social workers, probation officers, advocates, etc.) to the target population (child/youth victims of crime up to 21 years old)
What is resource mapping?	Resource Mapping focuses on what communities have to offer by identifying assets and resources that can be used for building a system to support and care for children, youth, and families. This process provides an opportunity to: • Identify current resources; • Learn about gaps between current resources and community needs; and • Provide an opportunity for community service providers to collaborate in order to better serve the community.
What will occur at this meeting?	Together, agencies will help identify community resources through activity-driven group processes. Identified referral resources and services can be used to further support child and youth victims of crime and their families. *The resource directory created from this session will be considered a working document that can be modified and updated by the community periodically.*
Why is resource mapping important?	Identifying comprehensive and flexible intervention services for children and youth is vital to developing a linked system of care. Resource mapping is the first step in understanding what resources are already available in the community. This activity will assist in increasing communication between and within agencies about how to best serve children, youth, and families.

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

The community resource mapping process acknowledges that individuals, organizations, and systems all have the capacity to create real change in their communities, but that no agency can do it alone. With increased accountability, tight budgets, resource shortages, and fragmented services, it is a sound decision for communities to encourage cross-agency and cross-systems coordination. Insight into a community's existing partnerships and programs, resource allocations and policies, and priorities and assets can contribute to its ability to evaluate its overall effectiveness in serving children, youth, and families.

In short, community resource mapping can help communities accomplish a number of goals, including:

- Identifying new resources;
- Ensuring that all youth have access to the resources they need;
- Avoiding duplication of services and resources;
- Cultivating new partnerships and relationships;
- Providing information across agencies that work with children and youth; and
- Encouraging collaboration.

Steps of Mapping

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

Step 1: Identify Multidisciplinary Collaboration

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: Create a List of Resources

Appendix E: Resource Mapping Agenda Template

Time	Task/Activity
10:30 AM	Arrival & Sign In
10:45 AM	Housekeeping & Introductions
11:05 AM	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.
11:20 AM	Step 1: Identify Multidisciplinary Collaboration
11:35 PM	Step 2: Map Routine Referring Agencies
12:00 PM	**Lunch**
1:00 PM	Step 3: Identify Additional Services/Resources
1:20 PM	Step 4: Map Additional Services/Resources
1:45 PM	Step 5: Identify Gaps in Current Resources
2:05 PM	Break
2:15 PM	Step 6: Identify Underutilized and/or Nontraditional Resources
2:35 PM	Step 7: Map Underutilized and/or Nontraditional Resources
3:00 PM	Step 8: Create a List of Resources
3:30 PM	**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 finalized, it is vital to discuss how **to continue collaborative partnerships and maintain inclusivity to address any needs in the community**. Be sure that participants identify how to use the resource map in ongoing community team meetings and develop a resource directory that will be routinely updated.

Helpful Probing Discussion Questions:
- How can we continue these lines of communication and collaboration?
- How can we maintain effective partnerships?
- How can we engage underutilized services to support our clients?

Many multidisciplinary or collaborative workgroups already routinely meet to discuss the commonality of their services and supports for an identified group of children, youth, and families. Therefore, core partners, and the additional members who were identified through this process, will likely naturally have a space to institutionalize the resource mapping conversation. These already existing community teams may be an appropriate place to continue these conversations on a quarterly or semi-annual basis.

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 **Padlet** prior to the event, as they will be using the platform to map identified resources. Facilitators will be setting up two different Padlet 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 open the event by welcoming all participants and introducing the goals of Resource Mapping. These goals are to (a) identify current resources, (b) learn about gaps between current resources and community needs, and (c) provide an opportunity to cultivate new partnerships and relationships across agencies that work with children and youth in the community.

Sample script: *"Today our work will result in as many diverse agencies and organizations being identified as possible. Equally important to the process is the product – a comprehensive directory of resources which will be helpful to service providers as they refer children, youth, and/or families who have experienced victimization or trauma to services in our community."*

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 Multidisciplinary Collaboration *(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 a Padlet board, begin "mapping" those resources. Resources on the Padlet 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 Padlet board.
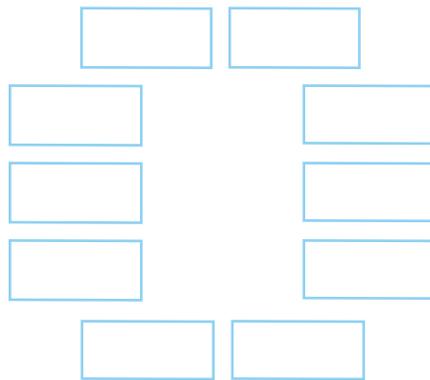
Example of Step 2 Resource Mapping within Padlet

Facilitator's Notes:

- Facilitators should use the sticky notes option within Padlet.

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. Participants will consider the services and programs that support children, youth, and families that might be slightly less structured or formal. 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 community-based organizations exist within our community to address unique 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 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 a Padlet 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.
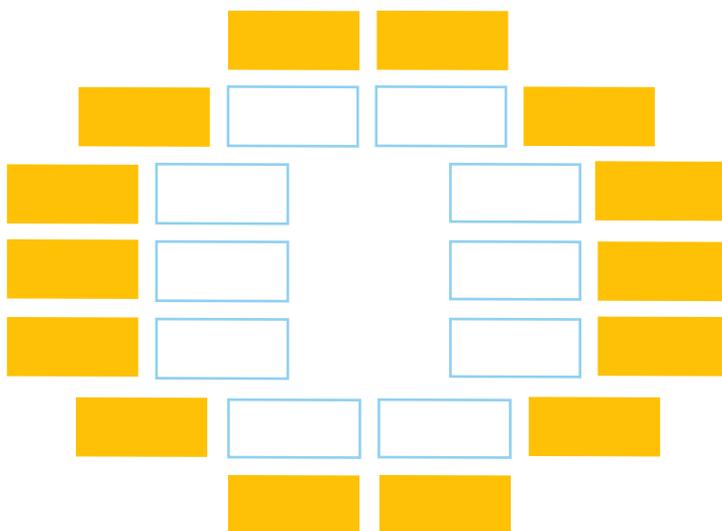
Example of Step 4 Resource Mapping within Padlet

Facilitator's Notes:

• Facilitators should use the sticky notes option within Padlet.

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 Padlet board. The heading of the Padlet 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 Padlet 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 resources currently exist that could or do meet those needs, 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 a Padlet 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.
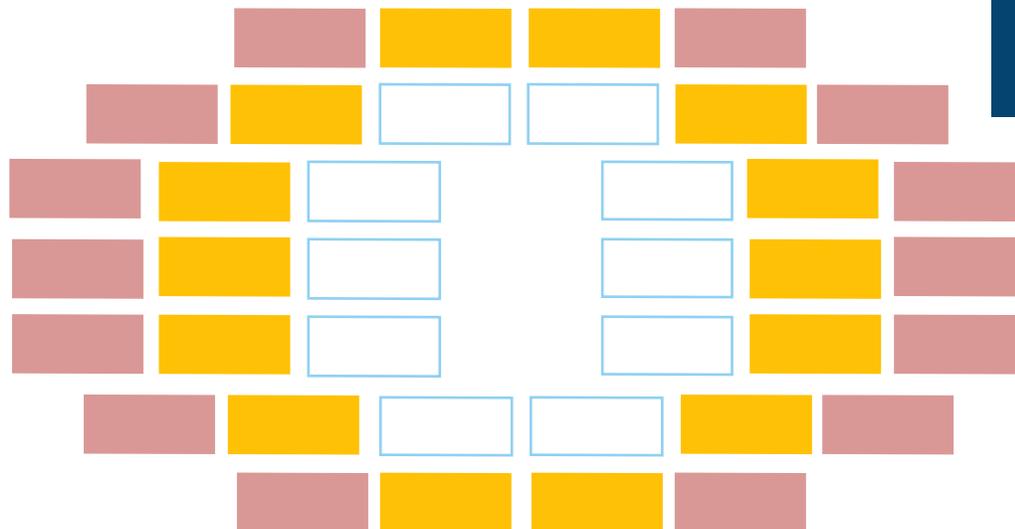
Example of Step 7 Resource Mapping within Padlet

Facilitator's Notes:
- Facilitators should use the sticky notes option within Padlet.

Step 8: Create a List of Resources

After the mapping event concludes, the next step will be to make a list of agencies and organizations identified as resources that will be contacted and invited to be a part of a statewide resource directory.

Using the completed referral resource templates, an individual or small group of individuals within the community should take responsibility for contacting each resource identified in the Resource Mapping event to request that they join the Unite Virginia e-referral platform. This individual or group should also follow up with resources to provide support as needed to
ensure that they are connected to the technology platform.

Unite Virginia will assist agencies and organizations in maintaining and routinely updating their information. As new resources are developed and/or identified within the community, they should be encouraged to join the Unite Virginia e-referral platform.

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