Community Resource Mapping: Knowing Your Youth Services Landscape

Training Packet Produced By School & Main Institute

One of twelve training packets created for Texas Workforce Board regions as part of the Texas Workforce Commission Youth Program Initiative.

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Community Resource Mapping: Knowing Your Youth Services Landscape

Training Goals

- Understand when and how you can use resource-mapping strategies to strengthen your WIA initiative.
- Set a strong course for your mapping effort by identifying specific uses of information you collect.

In This Packet

Resource Mapping: Fad, Frenzy, or Function?

Resource mapping – a process that enables community members to identify or inventory existing services and organizations matched to a particular purpose – is all the rage! Youth workers, healthcare providers, housing activists and urban developers, librarians, social scientists, Peace Corps volunteers, technology planners, environmentalists, and college students are all doing it.

Is mapping just the latest community development fad?

The practice certainly isn't new. Settlement house workers created community resource maps in the 1890's and Harlem youth fanned out in the 1930's to identify resources in their neighborhoods[1]. In the early 1990's, two community development sparkplugs, John McKnight and John P. Kretzmann from Northwestern University, helped lead a resurgence of the practice. In the past ten years, hundreds of communities and community organizations have carried out resource mapping activities.

As with any big wave, a number of forces (moon, seasons, winds, and tides!) combine to help it gain energy and momentum. There are good reasons more and more people fold mapping strategies into their work. In recent years, we've experienced:

- A general shift from deficit (or needs-based) to asset-based (or capacity-building) approaches in community and "people" development.
- An acknowledgement that a quarter century of categorical program development and community innovation has scattered a rich, but largely unconnected, array of services across community landscapes.

- Increasing competition for resources, especially the recent economic downturn and funding cutbacks.
- A deep interest in one-stop or multi-service delivery approaches, which tend to be more comprehensive, accessible, and customer-friendly.
- Better technology tools – databases, the web, and geographic information system software – make it easier to collect and display mapping data.

So, no, mapping isn't a fad! We live in an era when it is critical and likely will be for a while. It should be a function of what you do, an engrained behavior at all levels of your workforce investment initiative, from the board to provider staff.

WIA asks communities to deliver multiple services via multiple providers for a broad range of youth – in-school, out-of-school, special needs, etc. It's a distinct change from the days when one provider delivered all programmatic elements. If ever there was a scene ripe for mapping, this is it.

This training packet covers the ins and outs of resource mapping. You'll look at why and when to do it, possible outcomes, key stages of the process and variations, and lessons learned. You will also find tools and instructions you can use to conduct your own resource mapping activities.

[1] Raise Your Voice: Community Mapping Resource Guide. Campus Compact, Brown University, Providence, RI

Ready to Map - Knowing What You Want and Why

Mantra: mapping is strategy, not just directories

The notion of mapping – taking stock of what already exists – makes so much sense. So much sense, in fact, that many people jump right in only to look up later from under a mass of data to realize that data collection is only a small part of the process. Many unfinished, underutilized, or out-of-date resource guides and databases result!

The main stages and steps of the mapping process are relatively straightforward. There are plenty of variations, however, depending on what you hope to achieve. And that is the trick! Mapping isn't just about directories, lists and resource databases, although they steal the limelight. Resource mapping is fundamentally a strategic activity.

Let this be your mapping mantra:

RESOURCE MAPPING IS STRATEGY, NOT JUST DATA AND DIRECTORIES. RESOURCE MAPPING IS STRATEGY....

Beyond the data itself, where do you want mapping to take you? And do you have a group of partners who can help you deal with the implications of what you discover?

Here are four areas you should explore first, so you know WHY and WHEN you might want to map before you get into HOW you'll map:

> PURPOSE
> PRODUCTS
> PARTNERS
> PROFILE ELEMENTS

PURPOSE: WHY DO WE NEED TO DO THIS?

People map for many reasons: to know what exists, for strategic or tactical reasons, or perhaps because they have a specific product or priority in mind. You would use different steps to create a directory of area youth service case managers than you might to increase collaboration among area organizations. Asking employers to look at current involvement or opportunities for youth would take you down a completely different path. All three are "mapping" exercises.

Talk with other staff at your organization or with potential partners about why and when you want to map – and get as specific as you can about the reasons. How does mapping fit into the way your group does business, both now and in future years?

For example, a new group of youth service partners often needs a baseline snapshot of who is doing what with youth in the community. A more established board, council, or community group might do targeted mapping each year, in support of a major goal. This year, partners will examine resources that support out-of-school youth; next year, employer resources as part of an employer participation campaign.

Just like regular maps. People keep looking at them until they reach their destination – and get new ones if they want to venture off in new directions.

take action!
mapping purpose

Review your group's mission and goals. Where and when would mapping – knowing more about community organizations and resources – help you achieve those goals? Specifically, what information would be helpful now and in future years as your effort matures?

Collect to connect. Collect to affect.

WHY PEOPLE MAP

- Learn more about a community or area of their community
- Identify service strengths and opportunities
- Pinpoint gaps or redundancies
- Identify potential contractors
- Examine the level and quality of services for a particular area or group
- Convene and connect youth organizations; review relationships and the level of collaboration among organizations; identify new ways of working together
- Engage critical community leaders in strategic planning
- Examine programmatic "nuts & bolts" to find intersections between tools, practices, training needs, and activities
- Identify expertise that can be shared across programs
- Create a resource directory or database of area services and organizations
- Create a referral list
- Improve personal connections
- Increase informal connections and networking between programs
- Identify cost-sharing or fund-pooling opportunities; find new funding opportunities or strategies
- Conduct a needs assessment before developing a new program or service
- Establish a common way to group or categorize services and/or profile organizations

You may read the list and think, "We want to achieve all of those things." That's fine! But don't let yourself off the hook. Push yourself to identify specific goals. What is most important or what do you need mapping to help you achieve?

PRODUCTS: WHAT WILL WE DO WITH THE DATA?

Many would-be mappers go on automatic pilot: "Must have directory, must have directory, must have directory...." Remember your mantra: Mapping is strategy, not just data.

There are many ways you might use the information you collect – and many tools you can produce that could support your youth development strategies. Which, if any, will be useful, and depending on your ultimate purpose, maintainable?!

Today's technology tools allow you to create and share information in glitzy, sophisticated ways for a relatively small cost. A Housing and Urban Development mapping initiative incorporated GIS (geographic information system) technology. On the other hand, most data has a short shelf life. You collect it and post it to your cool web site, and it changes within months.

Brainstorm a range of possible products, and discuss how exactly they would serve the cause! Dig into the details – you'll get a much better sense of specific information you need to collect. Don't, and you'll find yourself saying, "Oh, we should have asked that also." Note that the term "product" is used loosely here to mean any number of tools, materials, plans produced to help people take action.

take action!
products & uses

Assume you can collect organizational information and churn out a directory of it. Beyond that, what tools or materials would help organizations work better – and better together – as a result of the information?

WHAT PEOPLE GENERATE – EXAMPLES
- A mailing list
- An online map with the locations of services and organizations
- An online directory of resources, searchable by service type, age level, geographic region
- A directory of referral resources for WIA-eligible youth
- A list of potential partners for an upcoming venture
- A list of places you can market WIA services or recruit youth, employers, or others needed to strengthen services
- A "Top 10" set of service or resource gaps that partners need to address
- Partnership goals and action plan
- An inventory of employers who sponsor work-based learning opportunities for youth

PARTNERS: WHO ELSE NEEDS TO BE INVOLVED IN ORDER TO GET AND USE THE INFORMATION EFFECTIVELY?

Before you get too far along, involve partners. They bring access, energy, and knowledge you may not have. In fact, it takes the muscle and smarts of a core group of partners to deal with the implications of mapping information!

Who are the necessary or potential collaborators for your effort? Who else would value or benefit from the information you collect or results you hope to achieve? Who else might need to map in similar fashion? Or who has already participated in a mapping or services inventory effort? These days don't be surprised to find partners who have!

Most mapping efforts involve dozens, even hundreds, of organizations. Staff may participate in a mapping session or contribute organizational information. In theory, all of these organizations represent potential partners. In practice, however, look for a set of "spark plug partners" – a core group of organizations who can give your effort the momentum it needs.

POWERFUL MAPPING PARTNERS – EXAMPLES
- Youth or youth programs
- Chambers of Commerce, Rotaries, and other business or industry groups
- Libraries
- Social or human service agencies
- Community-based organizations or networks such as the United Way
- PTA or PTO's
- Counseling department of a local college
- City or county government; the mayor's office

PROFILE ELEMENTS: WHAT INFORMATION DO WE WANT TO MAP?

When you map, you want to know more than the fact that a resource exists. You need details! What information do people need in order to understand a potential resource and the specific assets it represents? Mapping is profiling – and the better a handle you have on what partners need to know, the more powerful mapping will be.

WHAT MAPPERS MAP:
- Basic organizational contact information
- Population served; number of youth that could be served (capacity)
- Geographic areas served
- Types of services or core activities
- Funding streams
- Programmatic and/or staff expertise
- Tools and systems used
- Partners, affiliations, and networks
- Volunteer recruitment/outreach strategies

take action!
partners
Make a list of the organizations, programs, and community leaders you want to include in your mapping effort. Put a star next to at least 4-5 critical organizations or people – partners who can co-sponsor or promote the effort and who have enough clout to implement changes or decisions based on what you discover.

What do you need to know...now?

Once you establish a good working list, review it and pick the most important elements. Always balance your "need to know" with a "what you need to know now" reality check. Mapping is usually a beginning, not an end, so keep the list for future, deeper mapping moments.

You may need to negotiate elements. The elements you pick give off a clear indication of the scope, scale, and aims of your mapping effort. Partners or stakeholders have different interests and everyone wants to make the most of the process. Your program may care only about career preparation services for 14 to 24-year olds. Some organizations won't feel comfortable sharing certain information until a certain level of trust is established.

The more partners involved, the more likely the scope of your mapping effort will broaden. You will probably hit a moment when you say: "Well, I'm collecting this information. I may as well collect that as well." Resist the "while we're at it" urge.

If the scope broadens, revisit the elements you want to profile and what you need to profile to accomplish current goals. Otherwise, you risk diluting the effectiveness of your effort and antagonizing partners with cumbersome information requests. You can always dig deeper later – as relationships deepen.

take action!
profile elements

Make a list of the main elements or characteristics – organizational, programmatic, etc. – of a 'resource' you want to profile. Jog your thinking by considering your own organization's main activities and characteristics. Identify areas you already know intersect, duplicate, or compete with the work of other organizations.
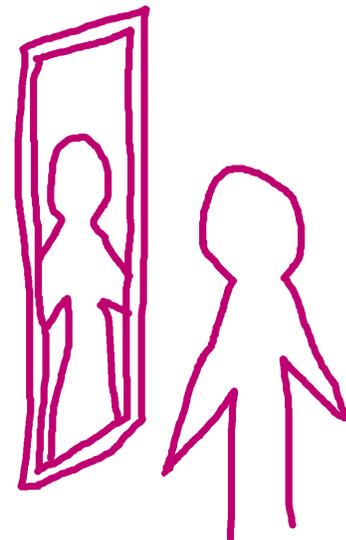
Stages of the Mapping Process

Finally, the mapping process itself! Here are the six basic stages of mapping. Sometimes the stages get condensed into the time frame of a single meeting or retreat-style event. Other times, they flow over the course of several months. Look in the Tools section of this packet for four variations on mapping – methods youth and workforce development initiatives around the country use. You'll also find instructions and tools so that you can do them in your community.

PREPARATION & PROMOTION

✓ If you skipped straight to this section, go back and review the first four "P's" of mapping! They not only push you to articulate clearly what you want to do and why, but they also help draw out important design considerations.
✓ Scout around to see if any youth organizations you know have done resource mapping.
✓ Identify a dynamic yet neutral convener. Is there a person, organization or organizations that could jump-start or promote your mapping effort?
✓ Create a small planning committee made up of partner and provider representatives.
✓ Outline the type of information you want to collect or compare across organizations.

DATA COLLECTION

✓ Identify the forum and formats you will use to collect data. Many mappers prepare an organizational profile or similar tool and distribute it to likely resource prospects. Others use interviews to gather data. Others invite people to a resource-mapping event to kick things off.
✓ Create the tools you need, i.e., an organizational or program profile form based on the elements you want to compare across organizations; a survey; interview protocol, or list of questions interviewers need.

✓ Orient anyone who will help collect information.
✓ Formally invite people and organizations to participate. Go straight to leadership!
✓ Collect your data.

ANALYSIS & DISCOVERY

✓ Determine where and how people will review the data. You might convene organizational representatives to do this or ask a team of people to prepare a presentation.
✓ Analyze the information and outline findings: major discoveries, resource strengths, connections, gaps and implications.
✓ Present findings. If you plan to ask an organization for information, plan to share what you learn. So many times mappers collect information and participants never see the results.
✓ Flag any areas that will require deeper mapping. Often, you learn enough about other organizations or services to see possible connections, but the information isn't granular enough to know how best to connect. Be prepared for a second wave of mapping, usually carried out by staff members who know the most about a particular area or topic.

ACTION PLANNING & PRODUCT CREATION

✓ Review findings, and with partners, outline action steps. Make sure you identify several actions you can accomplish within a short timeframe – 6 months to a year maximum – at no or very little cost. Resource mapping can run you into larger issues. If you can't get some immediate impact or "win," people will quickly lose faith in the process.

✓ Create any products – strategic plans, referral lists, directories, etc. – you want. Identify who will update the information, how, and how often.

✓ Present your action plan and final products to organizations that participated. As with your initial findings, communicate the upshot of all this mapping business to organizations involved!

RESULTS

✓ Provide partners and participating organizations with short updates on action item progress and other results of your mapping process. In fact, mark your calendar for 1-month, 6-month, and 1-year updates. Think of it this way: You need to prove that the information and findings didn't disappear into a black hole.

REVISIONS

✓ If appropriate, establish a regular schedule or method for keeping your mapping information and products fresh. Should people send you changes, or will you seek them, i.e., at natural points in the year?

✓ Get feedback on the process. Do people feel like the methods and tools help them articulate clearly what they do and how they might work with other like-minded organizations? Make any adjustments you need.

Mapping Model One: Surveying Your Youth Services Landscape
Overview

The Main Idea: An event or retreat convened by a local youth organization(s) that brings together people who actively participate in a community's youth services network.

How Long It Takes: Half or full day session/retreat; 1-2 months lead and preparation time

The Purpose: Awareness, needs assessment, visioning, and initial strategic planning
- Introduce key players to each other and build general awareness of existing assets
- Coalesce core leadership around a common vision for your youth services system
- Identify service gaps by age group or type of support
- Kick-start organizational collaboration

The Main Products
- An action plan with initial goals for improved coordination
- Relationships

What It Won't Necessarily Do for You
- Provide information on EVERY possible resource. This is a good example of mapping used as strategy – to form and build a critical mass of organizational relationships – not necessarily to capture detailed organizational data on all community youth assets (although that can be included as a second phase).
- Evaluate the QUALITY of resources and services

What It Looks Like

A lead organization or partnership invites 25-40 potential partners or stakeholders to a half or full day "mapping session." In advance of the session, staff members from each organization attending complete a self-assessment tool, survey, or profile of their programs and services. With profile in hand, a team/representative attends half or full day mapping and planning session.

At the session, teams compare and contrast profile information to identify "gaps, overlaps, and intersections" across organizations. For example, they look at clients served, types of services, funding streams, and so on. They make recommendations about potential areas of collaboration; new service needs; etc.; and commit to an action plan.

Surveying Your Youth Services Landscape
Facilitator Preparation

Facilitator's Materials
- Mapping Worksheets 1-4 (Templates)
- Sample Mapping Session Invitation Letter
- Sample Session Agenda

Instructions

1. Find the following mapping tools in this packet:
   - Organization Profile – Worksheet 1
   - Our Resource Map – Worksheet 2
   - Gaps, Overlaps, Implications, and Action Steps – Worksheet 3
   - Commitment to Action – Worksheet 4

   The first column of each worksheet lists suggested "mapping elements." You may want to customize the items so that they reflect the information you most want people to provide and analyze. The first column should be identical on the three worksheets – same categories, in the same order, so that rows align when you place the sheets side-by-side.

2. Invite people to your session. Your invitation should encourage organizations to send "multilevel" teams – leadership, front line staff, etc. – of 3-8 people. Include a copy of the Organization Profile tool in the invitation. Ask that staff from each organization either a) meet to complete one profile for their organization, or b) complete one individually. Either way is fine. Teams often don't have time to meet to do a single profile and it's interesting to see how different people within the same organization view their own resources.

   In either case, each participant should bring a copy of his or her organization's profile to the session for his or her own use (they will work with other organizations and will need the information). They should make and bring one extra copy for you. Note that you could also collect profiles in advance and prepare handouts for the session; however, experience shows that it is better to let teams report the information as part of the session itself.

3. In advance of the session, create giant 4' x 6' wall versions of the "Our Resource Map" and "Gaps, Overlaps, Implications, and Action Steps" worksheets. Session participants will use them to record and review profile information. You'll need one set of worksheets per table/team. Note that you may need to make 2-3 copies of Worksheet 2 so that each organization represented at a table can post information.

4. At the session, provide a complete set of all materials for each table:
   - Flip chart, colored markers, and masking tape
   - One set of wall-sized mapping Worksheets 2 and 3, "Our Resource Map" and "Gaps, Overlaps, Implications, and Action Steps" posted side-by-side
   - One complete set of worksheets, 1-4, per person
   - A copy of the Mapping Session agenda

5. Ask representatives from the same organization to sit at the same table at the start of the session. Use table markers to help direct people to the right location. Seat "solo" participants (they are the only representative from their organization) at the same table.

Surveying Your Youth Services Landscape
Participant Instructions

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Goal
- Learn about the expertise and resources community organizations can bring to the "youth investment table."
- Identify specific areas of potential or increased coordination and collaboration.

Mapping Tools & Materials
- Organization Profile - Worksheet 1
- Our Resource Map - Worksheet 2
- Gaps, Overlaps, Implications and Action Steps - Worksheet 3
- Commitment to Action - Worksheet 4
- Resource Base for Your Youth Investment System - Handout

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Activity One: YOUR ORGANIZATION PROFILE
time: 10 minutes

Review your Organization Profile worksheet with other members of your organization. Make sure that information is complete and captures all the knowledge your group has. If you didn't complete a profile, do so now.

Activity Two: OUR RESOURCE MAP
time: 60-90 minutes

1. For this activity, you'll compare and contrast your organization with others in the room. Dispatch members of your organization's team to other tables. Introduce (reintroduce) yourself to the members of your new table. Give a 1-minute overview of your organization.

2. Next, take turns transferring important information from your organizational profile to one column of the wall-sized "Our Resource Map" worksheet. Several table members should be able to work at once (without elbowing each other!). If more than one representative from your organization is at the table, take turns profiling different elements.

3. When you finish, have a representative from each organization give a 1-2 minute review of their organization's profile information to everyone else at the table.

4. Now, analyze your resource map. Use the Gaps, Overlaps, Implications and Actions Steps worksheet to guide you.

   - What patterns do you see?
   - What are the points of intersection between groups?
   - Are there any service gaps? Opportunities?
   - Where is there overlap or duplication?

   List the main implications you see and discuss how you might address them. Keep notes — especially on action steps your group recommends. Have one person record your major findings and recommendations on a flip chart. (30 minutes)

Surveying Your Youth Services Landscape
Participant Instructions, Continued

Activity Three: COMMITMENT TO ACTION
time: 30-45 minutes

1. Report your table's recommendations to the full group. (3-4 minutes per group)

2. As a large group, work for consensus on action items. Which recommendations can session participants, as a group, commit to? Which action items could be done immediately or within a short time frame? Who will be responsible for leading the charge on high priority items?

   Your facilitator or volunteer recorder will put a Í star next to items you commit to AND that have at least one person who volunteers to "make sure it happens."

3. Rejoin your organization's team (or table where you started the session). Discuss the experiences you had working with other organizations. Review the action items targeted by the group and the implications for your organization. What do you as individuals or as an organization need to do to support identified goals? What are you willing to do? Be accountable for?

   Have one member of your group record your commitments on the Commitment to Action worksheet.

4. Report your organization's commitments to the full group and give your Commitment to Action to the facilitator so that the information can be recorded and reported in session notes!

Organization Profile - Surveying Your Youth Services Landscape - Worksheet 1

Mapping Elements	My Organization:
Mission or Purpose	
Area and Clients/ Ages & Type of Youth Served	
Programs, Services, Activities	
WIA-Related Program Elements, Expertise, Tools, Best Practices	
Partners & Relationships	
Resource Streams/ Opportunities	
Other?	
Other?	

Our Resource Map - Surveying Your Youth Services Landscape - Worksheet 2

Mapping Elements	Partner or Program:	Partner or Program:	Partner or Program:
Mission or Purpose			
Area and Clients/ Ages & Type of Youth Served			
Programs, Services, Activities			
WIA-Related Program Elements, Expertise, Tools, Best Practices			
Partners & Relationships			
Resource Streams/ Opportunities			
Other?			
Other?			

Gaps, Overlap, Implications, and Action Steps - Worksheet 3

	Intersections & Overlap	Gaps	Implications	Action Steps
Mission or Purpose				
Area and Clients/ Ages & Type of Youth Served				
Programs, Services, Activities				
WIA-Related Program Elements, Expertise, Tools, Best Practices				
Partners & Relationships				
Resource Streams/ Opportunities				
Other?				
Other?				

Commitment to Action - Worksheet 4

Action Items	Our Individual and Organizational Commitments

Resource Base for Your Youth Investment System

PEOPLE

IDEAS
EFFECTIVE PRACTICES
EXPERTISE
AUTHORITY
ENDORSEMENT
ACCESS
TIME

MATERIALS

SUPPLIES
SPACE
MACHINERY
TRANSPORTATION
OTHER GOODS/SERVICES
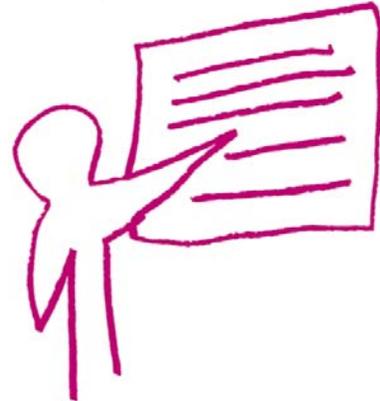
MONEY

DIRECT FUNDING
RESTRICTED FUNDING
MATCHING FUNDS
LEVERAGED FUNDS
NEW GRANT OPPORTUNITIES

Sample Mapping Session Invitation Letter

Dear:

Our community has wonderful opportunities, activities, and services available for youth. We probably also have a few important gaps or needs we should address. Help us get a snapshot of what we have and what we need!

[Your organization or partnership] is hosting a Community Resource Mapping Session on:

[date, time]
[location]

During the session, we'll look at what different organizations are doing with and for youth and our common goals. Our agenda will include:

- Creating a "Resource Map" that outlines area services
- Analyzing strengths and gaps in our community's youth support system
- Identifying opportunities and areas that need attention
- Developing a plan to address gaps and to improve coordination and referral among youth programs

We need your expertise to make the most of this opportunity!

Fax or mail the enclosed RSVP to [contact name] at [organization] at [fax/address] by [deadline]. Teams are welcome and strongly encouraged, so please invite members of your staff who know your programs and services best.

Finally, take a few minutes to complete the enclosed Organizational Profile. Bring two copies of it with you to the session – it will help other participants learn as much as they can about you!

Thank you for your continued support of youth in our community. If you need more information or have questions, give me a call at [phone number].

I look forward to seeing you soon,

[name, title of leader]

Enclosure: Organization Profile

Sample Mapping Session Agenda

9:00 am	Welcome
	• Introductions • The Purpose of Mapping • Overview of the Process
9:15 am	Inside My Organization • Reviewing Your Organization's Profile
9:30 am	Mapping Organizational Resources
10:00 am	Identifying Strengths, Overlaps, Gaps, and Implications
10:45 am	Break
11:00 am	Action Planning
12:00 noon	Adjourn - Lunch

Mapping Model Two: Mapping the Money
Overview

The Main Idea: Representatives from youth programs meet to learn about and compare funding streams. They explore how they might be used to support a more comprehensive and coordinated approach to youth services.

How Long It Takes: Half or full day meeting/retreat, with 2-4 weeks preparation

The Purpose: Increased resource efficiency or cost sharing, collaborative resource development
• Identify matching/pooled, leveraged, new, and overlooked resource possibilities.

The Main Products
• A funding crosswalk or matrix
• Funding coordination plan

What It Won't Necessarily Do for You
• Help diminish competition for resources. Organizations may and will likely continue to tap common sources.

What It Looks Like
This model is a variation of Mapping Model One, Surveying Your Youth Services Landscape. Like rivers through a valley, nothing affects your youth services landscape more than the streams of funding that supply it. So, in this variation of mapping, you host a mapping session or meeting and make funding the focal point.

Why would you choose this variation over Model One?
• A new policy or funding stream or a major shift in one presents a good opportunity to convene with funding as the focal point.
• A grant opportunity requires partnership/collaboration, matching funds, or pooled resources.
• A resource crisis – tight times, budget cuts – makes it wise strategically. All eyes are on funds and how efficiently they are used.
• Your youth organization leaders place a high priority on working with other organizations to pool resources, share costs, etc. They have been actively looking for more ways to do this.

This type of mapping usually involves a smaller group of people, often people who have worked together before (funds and money can be sensitive topics).

Mapping the Money
Facilitator Preparation

> ## Facilitator's Materials
> • Mapping Youth Services Funding Streams – Worksheet 1
> • Implications and Action Steps – Worksheet 2

Instructions

1. Review the Mapping Youth Services Funding Streams worksheet to make sure it captures the information you want.

2. Invite people to your session. Your invitation should encourage organizations to send "multilevel" teams – leadership, front line staff, etc. – of 3-8 people. Include a copy of the Mapping Youth Services Funding Streams worksheet with the invitation. Instruct members of each organization to profile any important funding streams it uses to support youth services and bring copies of the profile to the session.

3. In advance of the session, create giant 4' x 6' wall versions of worksheets 1 and 2 – one set per table of participants.

4. At the session, provide a complete set of all materials for each table:

   • Flip chart, colored markers, and masking tape
   • One set of wall-sized versions of worksheets, posted side by side.
   • One complete set of worksheets (handouts) per person.
   • Your session agenda

5. Have representatives from the same organization sit at the same table to start the session. Use table markers to help direct people to the right location. Seat "solo" participants (they are the only representative from their organization) at the same table.

Mapping the Money
Participant Instructions

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Goal
- Explore important funding streams, the services they support, and how organizations can coordinate to maximize available resources.

Mapping Tools & Materials
- Mapping Youth Services Funding Streams – Worksheet 1
- Implications and Action Steps – Worksheet 2

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Activity One: YOUR ORGANIZATION'S FUNDING PROFILE
time: 10 minutes

Review the Mapping Youth Services Funding Streams profile you completed before the session with other members of your organization. Do you need to add or update anything? If you didn't complete a profile, do so now.

Activity Two: OUR FUNDING STREAMS MAP
time: 60-90 minutes

1. For this activity, you'll compare funding streams you have access to with those other organizations can access. Dispatch members of your organization to other tables. Introduce (reintroduce) yourself to the members of your new table. Give a 1-minute overview of your organization and what you do.

2. Next, compare the funding streams available in organizations represented by people at your table. Record information about streams and sources on the wall-sized version of the Mapping Youth Services Funding Streams worksheet. Have different people at the table take turns recording the information.

3. Now, analyze your funding resources map:
   - What patterns do you see?
   - Are there areas of overlap? Do streams have programmatic elements or services in common?
   - Are you spending resources on similar activities or functions? Which ones?

   List the main implications you see and discuss how you might address them. Do they suggest ways organizations might coordinate or pool resources, share costs, etc.? Keep notes. Have one person record your major findings and final recommendations on a flip chart. (30 minutes)

4. Report your table's recommendations to the full group. (3-4 minutes per group)

5. As a large group, work for consensus on action items. Which items can session participants, as a group, commit to? Which could be done immediately or within a short timeframe? Prepare a final list of action items you agree to work on and who will be responsible for coordinating work on each. (30 minutes)

Mapping Youth Services Funding Streams - Worksheet 1

	Funding Stream:	Funding Stream:	Funding Stream:
Source			
Funding Cycle/ Timeline			
Youth Eligible - Ages, Geography, Type			
How Funds Are Used - Youth Services, Program Elements, Staff Development Themes, etc.			
How Funds Cannot Be Used			
Matching Funds Required			
Partners Required			
Other?			

Implications and Action Steps - Mapping Funding Streams - Worksheet 2

	Implications & Ideas	Recommended Actions
Improved Resource Coordination		
Matching or Pooling		
Cost Sharing		
Contracting/ Outsourcing		
Collaborative Resource Development		

Mapping Model Three: Youth as Mappers Overview

The Main Idea: Youth become mappers and canvas neighborhoods, often in summer, to identify great youth resources and activities.

How Long It Takes: 4-8 weeks

The Purpose: Data collection, youth engagement, and public relations
- Give youth a strong role in identifying resources available to them
- Gather information on programs and organizations, often in a targeted geographic area

The Main Products
- A directory or database of youth programs, services, and referral resources
- An excellent group of skilled youth interviewers and program advocates!

What It Won't Necessarily Do for You
- Assess the quality of services, although youth rate how 'youth friendly' or accessible they are
- Increase collaboration among organizations and organizational leadership. It can increase referrals
- Address service gaps and needs

What It Looks Like

Your organization or partnership hires and trains a team of young people to research programs and organizations, send surveys, call, visit, or do 'community walks' to collect detailed information and program materials on available youth services. Youth review the data, categorize it (types of services, youth served, etc.), and then produce a database, directory, web site, or illustrated maps that show what services exist and where. The Academy for Educational Development's National Community YouthMapping (http://www.communityyouthmapping.org/Youth/) effort is perhaps best known for this type of mapping.

Youth as Mappers
Facilitator/Staff Instructions

Goal
- Organize and prepare a team of young people to survey your community for youth resources and opportunities.

Mapping Tools & Materials
- Youth Mapping Initiative - Organizational Profile (Template)
- Youth Mapping Initiative - Sample Information Letter

Instructions

1. Identify and recruit your youth team. Treat recruitment the way you would an internship or job experience, whether or not you actually pay team members. Prepare a job description, interview potential youth, and get references.

2. Orient youth to their mission! Outline the general purpose and process of your mapping effort, then let youth help you outline the specifics:

   - What information do you need and why?
   - How will youth collect information? Survey, phone interviews, visits, or a combination of methods? For example, you may want youth to send out surveys and only do follow-up calls when information is incomplete, unclear, or a survey isn't returned. On the other hand, you may want to flag a manageable number of resources for face-to-face visits or phone interviews.
   - How will you handle incomplete or missing data?
   - How will you identify potential resources? Phone book, community or neighborhood "walks," by interviewing key people "in the know"?
   - How will you publicize your mapping effort?

3. Finalize the specific resource information you want to profile. Customize the Organizational Profile to match your needs:

   - Does the Profile capture the information you need? Is there other valuable information that would help your organization address major goals?
   - Do you want to make the Profile available online? Mail it? Both?

4. Train your team. Make sure you cover topics like community resource research and interview techniques, use of the profile tool, etc. Run through a few practice 'resources' to make sure the tools you plan to use do what you need them to – and that youth feel comfortable using them to interview, record and categorize information.

5. Prepare an initial list of organizational and community contacts. Who should complete the survey?

6. With youth, prepare a letter you can mail along with the survey. The letter could be from youth – you may also want to include an endorsement from your program or a community leader and/or a blurb about your youth team (who's on it, fun bio information, etc.)

Youth as Mappers
Facilitator/Staff Instructions, Continued

7. Send your survey and collect information. If you send youth out into the community to meet, interview, and comb for resources, provide them with T-Shirts or caps that identify them.

8. Create your products. If you plan to make information available for public consumption – a directory or web site, for example – prepare a draft that participating organizations can review before it "goes to press." It's an extra step but one that often yields better data (organizations see what other organizations did for their profiles!).

9. Make a splash with the results of your effort! For example:

   • Have youth "'unveil" a copy of the directory to the city council, mayor, student councils, or other important community and youth leaders.
   • Announce the results in the newspaper. Let people know where they can access the information.

10. Ask your youth team to evaluate the project. What worked? What would they change or recommend to other youth who undertake a mapping effort?

Youth Mapping Initiative – Organization Profile

Organization Name	
Address 1	
Address 2	
City	
State	
Zip	
Web Site	
Main Phone	
Contact Person	
Contact Phone	
Email Address	

Type of Organization

❏ Community-based organization/civic
❏ Government agency
❏ Education/training
❏ Business, employer, or employer group
❏ Workforce development/employment
❏ Church or faith-based group
❏ Other

Youth Served

❏ Early childhood - PK/K
❏ Grades PK-5
❏ Grades 6-8
❏ Grades 9-12
❏ Young adults, ages 18-24
❏ College
❏ Out-of-school youth/dropouts
❏ Adult services available also

❏ Youth with disabilities
❏ Homeless youth
❏ Foster youth; youth exiting foster care
❏ Migrant youth
❏ Non-native English speakers
❏ Juvenile offenders
❏ Income eligible youth only (low income)

Types of Services Offered

Educational
❏ Educational services
❏ General education/training
❏ Alternative education
❏ Dropout prevention
❏ Adult basic education/GED
❏ Tutoring/academic support
❏ Test preparation
❏ Study skills
❏ English/ESL support
❏ Basic literacy support
❏ Basic math support
❏ Diagnostics/learning disabilities

Career & College Readiness
❏ Career research and planning
❏ College research and planning
❏ Interest and skills assessments
❏ Career fairs/days
❏ Job shadowing; job rotation
❏ College exploration & readiness activities
❏ Financial aid/scholarships

Counseling & Health
❏ Counseling - general
❏ Counseling - substance abuse
❏ Counseling - education/career
❏ Health/medical
❏ Mental health
❏ Pregnant and parenting youth support

Organization Profile, Continued

Work-Based Learning & Employment
❏ Mentoring
❏ Paid internships
❏ Unpaid internships
❏ Cooperative learning (co-ops)
❏ Occupational training
❏ Apprenticeships
❏ Year-round employment
❏ Summer employment
❏ Work-study
❏ Other work experience

Other Youth Opportunities
❏ Leadership development
❏ Community service/youth activism
❏ Cultural activities
❏ Recreational/sports activities
❏ Civic/political activities

Other Support
❏ Housing and shelter
❏ Transportation

How Youth Access Services

❏ By referral from another agency or program
❏ Open access – free services
❏ Open access – cost for services
❏ Youth must apply/interview
❏ Varies by service or program

Programs & Services - Details

Name	Short Description

Other important notes & information about this organization:

Name of Person Who Completed Profile/Main Contact:

Name: Title:
Phone   Email:

Youth Mapping Initiative - Sample Information Letter

Dear [name of organization/program director]:

This summer a team of young people will lead a Community Resource Mapping effort to identify the array of programs, services, opportunities, and activities our community currently has available for young people. We know there are many great programs out there but felt that youth and their families – even organizations themselves – don't always know about them or how to access them.

We will use the information we gather to create [type of product(s) you will create, i.e., a searchable database of youth services on the city's web site].

We need your help! You know your organization and services better than we ever could. Please complete the enclosed Organizational Profile and fax/mail it back to us by [deadline] at:

[return address, fax, for surveys]

We are also happy to collect the information by phone or during a visit to your organization. Please call [name] at [phone] if you would prefer one of these options.

We look forward to hearing from you and learning about your organization! Please don't hesitate to contact us if you have any questions.

Sincerely,

Mapping Model Four: Employers as Resources Overview

The Main Idea: Employers take stock of their current youth-related activities and evaluate how and if their involvement matches their interests, available opportunities, and youth needs.

How Long It Takes: 2-4 weeks

The Purpose: Employer engagement, work-based learning placements and mentors, coordination of employer participation

The Main Products
- Employer profiles
- A list or database of companies, organizations, and industry associations and the types of opportunities they have available for youth

What It Can't Necessarily Do for You
- Get youth organizations to coordinate aspects of employer involvement – but it can create a strong rationale to do so.

What It Looks Like

Employers complete a self-assessment or survey that outlines youth involvement activities and opportunities – mentoring, internships, etc. – and are often surprised by what they find. Sometimes they uncover more involvement than they knew about. Other times, they aren't involved in things they would very much like to be (but didn't know were possible). The National Employer Leadership Council's Employer Participation Model (http://www.nelc.org/) served as a guide for a number of communities and states that did this type of mapping.

Employer Profile

Companies and businesses in our area have many opportunities available for youth. Help us learn about who is doing what and for whom! Use this profile to take a quick inventory of how you are currently involved with youth and youth programs. You can also use it to evaluate whether your involvement matches your interests, available opportunities, and area youth needs.

Types of Involvement	WE DO OFTEN	WE DO OCCASIONALLY	DON'T DO BUT WOULD LIKE TO	CAN'T DO/NOT INTERESTED	NOT SURE
Guest Speakers (schools, youth, programs)					
Assist with Youth Projects					
Tutoring					
Company Tours					
Mentoring					
Job Shadowing/Job Rotations					
Career Fairs/Days					
Interships - Paid					
Interships - Unpaid					
Apprenticeships					
Summer Employment					
Employment					
Staff/Teacher Internships					
Other (please list)					
Types of Youth Served					
Any Youth or Youth Program					
Younger Youth, Grade PK-5					
Middle School, Grades 6-8					
High School, Grades 9-12					
Older Youth, 18-24					
College					
Out-o f-School Youth/Dropout Programs					
Youth with Disabilities					
Juvenile Offenders					
Other (please list)					

Other information about how you work - or prefer to work - with youth:

Do You have a main contact for youth and youth programs?___ Yes___ No

Name: Title:

Phone   Email:

EXAMPLES FROM THE FIELD

In ERIE COUNTY, NEW YORK, youth participating in Cornell's Youth Voices program took disposable cameras along for their community asset mapping project. They were asked to photograph "things they viewed as assets in their community" and "things that needed fixing in their community." Among other things, the data they collected will be used to publicize a mini-grant program to youth-serving agencies and share information on community improvement and service learning projects.

When the CITY OF LONG BEACH, CALIFORNIA, did a Community Scan Survey to identify programs with possible linkages to WIA, they sent surveys out with a letter from the mayor – and specifically asked about organizations able to work with special populations.

TARRANT COUNTY WORKADVANTAGE BOARD, TEXAS, recently started to use their website to collect resource mapping information. They prompt community organizations serving youth to respond using email which includes a quick link to their online Adult & Youth Initiative Organizational Profile. They've used asset mapping information to focus service plans and develop appropriate requests for proposals.

The NEIGHBORHOOD KNOWLEDGE LOS ANGELES (NKLA) web site and NKCA, its statewide counterpart, show what happens when community mapping meets GIS (Geographic Information Systems) technology. The site blends public and private demographic, housing, lending, and other data – a statistical profile of neighborhoods – and is starting to incorporate asset mapping information – a more grassroots view of neighborhood capacity, resources, and needs.

The GLOUCESTER COUNTY YOUTH COUNCIL, NEW JERSEY hired youth to do mapping in 24 municipalities. The Council kicked off the effort with a Youth Town meeting, aired on local cable (additional town meetings have been held since). Youth, working with a professional marketing firm created the Council's Youth web site and resource directory.

THE GULF COAST WORKFORCE BOARD, TEXAS, decided to decentralize their resource mapping process and put youth in the lead. One-Stop based youth teams, accompanied by a staff member, interviewed and collected data from community employers and service providers. They're using the information to create community level and workforce area databases of youth services. However, the process yielded much more than data. As a result, employers got to know youth in their community and the mission and services of the One-Stop. For several One-Stops, mapping is now a year-round activity for youth.

The BALTIMORE NEIGHBORHOOD INDICATORS ALLIANCE online mapping system allows you to zoom in on a neighborhood to see both the "traditional assets" (schools, businesses, stores) and "non-traditional assets" (community organizations and initiatives, resources for youth and families). Site users can also download neighborhood asset information.

RESOURCES

Resource Mapping

• Community Builders- Teens Turning Places Around - Project for Public Spaces
  http://www.pps.org/tcb/cy_mapping.htm
• Everybody Wins: Involving Youth in Community Needs Assessment – Journal of Extension, U.S. Cooperative Extension
  System   http://www.joe.org/joe/1995april/a1.html
• Forging Community Links: A Resource Mapping Guide for CTCNet Affiliates http://www.ctcnet.org/mapping.html
• Mapping Community Capacity John McKnight and John Kretzmann, Institute for Policy Research at Northwestern
  University http://www.northwestern.edu/ipr/publications/community/mcc.html
• Mapping for Change: Using Geographic Information Systems for Community Development – Local Initiatives Support
  Coalition (LISC)
  http://www.liscnet.org/resources/2002/12/information_991.shtml?Planning+&+Land+Use
• National Community Youth Mapping and Community YouthMapping - Center for Youth Development and Policy
  Research, AED
  http://www.communityyouthmapping.org/   and   http://cyd.aed.org/cym/cym.html
• Raise Your Voice: Community Resource Mapping Guide - Campus Compact
  http://www.actionforchange.org/mapping/history.html
• The Several Forms of Community Mapping – Best Practice Brief (.pdf) – Outreach Partnerships @ Michigan State
  University   http://outreach.msu.edu/bpbriefs/issues/brief3.pdf

Practical Mapping Tools

• Community Information Corps Mapping Project /Public Achievement's Power Mapping Toolbox
  http://www.stpaulcommons.org/projects/mapping.htm
• Handbook for Supporting Community Youth Researchers John W Gardner Center for Youth and Their Families, Stanford
  University http://gardnercenter.stanford.edu/resources/handbook/
• Mapping Community Assets Workbook (.pdf) – Northwest Regional Educational Laboratory Rural Education Program
  http://www.nwrel.org/ruraled/publications/com_mapping.pdf
• Mapping the Who's, What's and Why's of Community Development and Community Building: A 10 Minute Self
  Assessment Tool – Forum for Youth Investment   http://www.forumforyouthinvestment.org./mappingwhos.htm
• Workbooks - Asset Based Community Development Institute http://www.northwestern.edu/ipr/abcd/abcdwork
  books.html

Learning From Others

• Berkshire Youth.org – Pittsfield, Massachusetts
  http://www.berkshireyouth.org/index.php3
• Boston ResourceNet.org
  http://www.bostonresourcenet.org/
• Community Information Network – St. Louis, Missouri
  http://stlouis.missouri.org/resources/index.html
• ConnectRichmond – Richmond, Virginia
  http://oncampus.richmond.edu/connect/
• Contra Costa County Online Resource Database (CORD) – California
• Franklin County, Ohio Community YouthMapping
  http://www.ohiolearningwork.org/cymyouth.asp
• Franklin Hampshire Youth Resource Mapping – Greenfield, Massachusetts
  http://www.fhyouth.org/index.htm
• Hartford Community Information Database – Hartford, Connecticut
  http://198.134.159.10:81/search/
• Healthy Children Healthy City Asset Mapping Project – Los Angeles, CA
  http://www.healthychildrenhealthycity.org/index.cfm
• Jefferson-Lewis Community Youth Mapping Project – Watertown, New York
  http://www.workforcenewyork.org/promisingpractices/jefflewisyouth.htm
• Minnesota Alliance with Youth Resource Directory http://www.mnyouth.org/directory/
• Neighborhood AssetMapping System - Baltimore Neighborhood Indicators Alliance
  http://www.bnia.org/data/index.html
• NYPIRG's Community Mapping Assistance Project   http://www.cmap.nypirg.org/
• Report on Asset Mapping of Social Services in West Side Park (.pdf) Newark, NJ
  http://policy.rutgers.edu/cupr/rcopc/pdf/assetmap.pdf
• Youth Services Directory – San Mateo County, California
  http://cip.plsinfo.org/ysd.htm

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