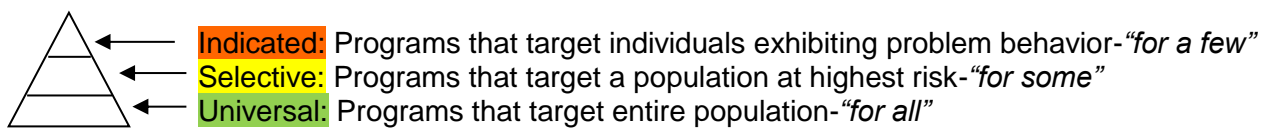


# What is Being Done to Address this Issue?

## Resource Mapping Tool: Worksheet Instructions

### Completing the Tool

1. Identify and fill in the **ISSUE**. If you are addressing multiple issues, complete one worksheet for each issue.
2. Identify the **TARGET AGE GROUP** (e.g. early childhood, elementary, middle, high school)
3. For the specified issue and target age group, list the **PROGRAMS** that are being implemented in schools and other community agencies or locations—at the universal, selective, and indicated levels (often depicted as a pyramid)—:



4. For each program, list **KEY PERSONNEL**, the **AGENCY** implementing the program, and the **FUNDING SOURCE**. (You may find it helpful to color-code the lead agency or funding provided to support each program).

### Using the Resource Mapping Tool

#### Use the tool to:

- **Identify gaps in programming:** look for levels in the pyramid with no programs.
- **Map duplication of services:** Are there multiple programs listed in a level that address the same issue?
- **Identify programs that may not be producing desired outcomes:**
  - Do you have *programs at all levels* to address this issue, with little results?
  - Are all of the programs listed *evidence-based*?
  - Is each program being *implemented with fidelity*?

You may need to either improve or adapt the existing program, or identify and implement a new program.

- **Think about optimal resource allocation:**
  - Are the staff members who are implementing programs neither under- nor over-qualified (consider training, expertise, credentials, licensure)?
  - Is the level of program appropriate to address level of need (e.g. for a need or problem that occurs in high numbers, is there a universal program to address those risk or protective factors?)
  - If a given problem behavior is evident at a particular age, does your program target that age group?)

- **Identify potential partners to ensure sustainability** of your efforts. Mapping key personnel and agencies may reveal new possibilities for working in partnership to address the issue.
- **Use the information as a communications tool** to inform staff, parents, the community, and partners about your community's system of intervention and prevention programs focused on children and youth for addressing the issue. This may be especially helpful for those who need referrals for the at-risk or high-risk youth they serve.

## Creating systems change

**Use this Checklist to identify areas that may need additional work:**

- Each program is evidence-based.
- There is a screening and referral process in place to identify appropriate children and youth for selective and indicated programs for each age group.
- There is a key partner or staff person in charge of each program.
- A process is in place for training new key personnel.
- Each program has fidelity checks and measurements.
- Implementation data are documented for each program (e.g. children and youth targeted (ages/grades, schools, subpopulations), number of sessions taught, number of hours taught).
- To increase ownership and commitment of resource allocation, key stakeholders consider the data to determine whether efforts (programs) are producing the desired effects (outcomes).
- Each program that is getting you to outcomes has been implemented to scale (e.g., expanded past pilot schools to all schools in the district)
- A sustainability plan is in place for each program that is getting you to outcomes.

Resource Mapping Tool

ISSUE: \_\_\_\_\_ TARGET AGE GROUP: \_\_\_\_\_

	PROGRAMS	KEY PERSONNEL/AGENCY/FUNDING SOURCE
INDICATED		
SELECTIVE		
UNIVERSAL		

KEY: **Indicated** programs target individuals exhibiting problem behavior; **Selective** programs target the population at highest risk; **Universal** programs serve the entire population

When new programs are implemented and/or new needs arise, update the Resource Mapping Tool accordingly.