resource mapping

MAKING CARING COMMON PROJECT

HARVARD GRADUATE SCHOOL OF EDUCATION

Overview

There are many programs, interventions, services, and resources available that can support student well-being and the development of positive school culture and climate. Before adopting new programs or substantially changing current practices, it is helpful to review and consider school-based programs and resources that are already in place. Doing so helps ensure that services are not duplicative of each other and strategically align to support your school's vision.

Resource mapping is a strategy for identifying and analyzing the programs, people, services, and other resources that currently exist in your school. This information can help school leaders better assess the needs of the school and to make informed decisions about where to focus change efforts. This guide will lead you through the process of resource mapping in four easy steps. By the end of this activity, you will have a deeper understanding of the key programs and resources related to well-being and culture that your school is already utilizing, which will give you a solid foundation for planning.

Steps and Timing

- ❑ Step 1: Pre–Planning
- ❑ Step 2: Map Resources (30 minutes)
- ❑ Step 3: Analyze Resources (30 minutes–1 hour)
- ❑ Step 4: Maintain Map and Consider Changing Resources (ongoing)

Objectives

- ❑ To identify the resources (programs, people, materials, etc.) that are currently available to your school to support student well-being and positive school culture and climate
- ❑ To provide documentation and/or a visual aid of what your school is doing to achieve its goals related to well-being and culture and climate
- ❑ To assess how resources are being used and in what capacity
- ❑ To identify gaps, overlaps, and redundancies in resources
- ❑ To identify additional resources and/or programming that may be needed

Materials Required

- ❑ Pen and paper (a computer can be helpful in allowing you to update planning documents over time)
- ❑ Worksheets (included below)

STEP ONE: PRE–PLANNING

1. Identify a resource mapping team and schedule a meeting time. It is beneficial to include a variety of individuals who have different roles throughout the school and represent the range of diversity within the school community. This group can consist entirely of school staff, but ideally includes student members and parents.

2. Complete the 'PRE–PLANNING' worksheet.

If your school already has a regular staff or administrator meeting, resource mapping may be done during one of these meetings.

STEP TWO: MAP RESOURCES

Now it's time to start identifying resources at your school that support student well-being and positive culture and climate.

1. Revisit the 'PRE-PLANNING' worksheet, using the plan you created to guide the mapping process.

2. Identify and organize resources by making a list or visual aid. To get you started, we have included several sample templates. Pick one that works best for your school or make your own!

Tips for identifying programs and activities:

- Collect the full name of the program, a contact person, and the population served.

- Keep track of how many students or families use and have access to the program. Example: Bully Prevention Program, used in all 9th grade classrooms (200 students).

- Whenever possible, document how programs are accessed and who they are coordinated by. Example: Group counseling, referred by school psychologist, groups led by school counselors.

STEP THREE: ANALYZE RESOURCES

Now that you have collected and organized your school's resources, you can begin the process of analyzing what you have found.

1. Using your resource map or list of resources, start to observe and discuss any patterns or gaps that you see. Use the 'ANALYZING YOUR RESOURCE MAP' worksheet and your Resource Map to help you think about next steps you can take.

Data collected from student, staff, and parent surveys may reveal school challenges areas, which can inspire conversations about programming and resources.

In order to have complete information while making programming decisions, complete your resource map during or shortly after conducting school surveys.

STEP FOUR: MAINTAIN YOUR MAP

By now, you have produced a valuable map of the resources that support your school and considered them. But the process is ongoing—some resources will be changed or added and it is important to continue to update your map so that you can easily reference the most current version when needed.

1. Set up a plan to maintain and update your resource map. Decide who will be responsible and how frequently it will be updated (at least once per year). Use the 'MAINTAINING YOUR RESOURCE MAP' worksheet to help you establish a plan for keeping your map up to date.

2. Make this information easily accessible so that it can be used during action planning or when making decisions about adding or eliminating programs, services, etc.

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PRE–PLANNING Worksheet (Step 1):

1. What do you hope to accomplish or learn from resource mapping?

2. When and where will your team meet to do resource mapping and analysis?

3. Who will be responsible for completing each phase of resource mapping and analysis?

4. What is the timeframe for completing the resource map and analysis (e.g. within one meeting, over the course of a semester)?

5. What products do you plan to generate?
    - ❑ A list of resources
    - ❑ A visual map of resources
    - ❑ A list of questions to share with school leaders
    - ❑ A list of recommendations to share with school leaders
    - ❑ Other

Mapping Template A: Organize by program type

Mental Health or Behavioral Supports

Climate Building Activities or Initiatives

Social and Emotional Learning or Character Education

Mapping Template B: Organize as a list

Resource	Population Served	Lead/Contact	Frequency

ANALYZING YOUR RESOURCE MAP

Now that you have collected and organized your school's resources, you can begin the process of analyzing what you have found. Use your resource map to answer the following questions.

1. Do any of the programs or resources serve a similar purpose? If so, how are they the same or different?

2. Are any of these resources connected in some way (e.g. used in conjunction with one other, dependent on one on another)?

3. Are there any gaps in your resources or areas with few programs or resources?

4. Are there any programs that are not used well or frequently? Why not?

5. Are there any programs that should be evaluated? How will you evaluate them?

6. What additional programs or activities are needed? Why?

Identifying Goals:

Reflecting on the questions you just answered, what will you do next?

Identify your goals or next steps.

Goal 1_____

Goal 2_____

Goal 3_____

MAINTAINING YOUR RESOURCE MAP

Consider the following questions:

1. Where will your map and/or list of resources be stored?

2. How often will the resources be updated?

3. Who will be responsible for updating the resources?

4. Are there times of the year or specific tasks that you think the map could be most useful?

5. How can you make the map easily accessible during for the situations described in the previous question?

6. What are the challenges you anticipate in keeping your resource map up to date and accessible?

Make a Plan

✓ The resource map will be updated _____ times per year.

✓ Please indicate the specific time(s) of year the resource map will be updated:

✓ Please indicate who will be responsible for updating the resource map: