Step 2

Conducting Asset Mapping

Contents

Conducting Asset Mapping

This section includes a step-by-step exercise for conducting asset mapping. You may wish to adapt the process to the unique needs of your community.

What Is Asset Mapping?

Asset mapping is a collaborative exercise that helps you create a "map" of the resources available in your community. It focuses on creating a complete picture of a community's strengths and needs when it comes to serving youth with mental health needs. The asset map template on page 76 provides a model for collecting this information.

Asset mapping will help you create a number of valuable documents for CIT for Youth, including:

- a rough map of youth and family services in your community, including intersections with the juvenile justice system;
- a list of resources available in your community;
- a list of resource needs, challenges, barriers and gaps;
- a list of potential areas for collaboration and coordination among community partners and broader stakeholders; and
- raw data that may be used to create a database or directory of resources.++

Asset mapping is not just about these end products though. Equally important, it allows you to have a dialogue about your community's resources in a safe, structured environment with others invested in seeing youth succeed.

Why Is Asset Mapping Important?

Creating an asset map with your community partners and a broader stakeholder group will help you achieve several important goals, including:

- identifying community assets that can benefit CIT for Youth;
- identifying resource issues, including overlaps, gaps, bottlenecks, "hidden" resources and barriers that can impact the implementation of CIT for Youth;
- identifying potential areas where coordination and collaboration would benefit CIT for Youth;
- getting to know your community partners and organizations and setting the stage for lasting working relationships; and
- getting to know the local mental health services and supports that are available for youth and their families.

++Before deciding to create a resource directory, investigate to see whether such a directory already exists in your community and whether it is being used effectively. You may want to update an existing directory or brainstorm about how to better use it rather than create a new one.

All of these outcomes help set the stage for effectively planning and coordinating your CIT for Youth program.

Who Is Involved in Asset Mapping?

"Cast the widest net of stakeholders and let them have input on all the issues."
- Lt. Jeffry Murphy (ret.), former CIT coordinator, Chicago Police Department

Your CIT for Youth steering committee should lead and plan the asset mapping session. However, you should include a broader group of stakeholders who provide services and supports to youth in your community. Each will bring a unique perspective, skill set and an array of resources and connections to the table that can contribute to the success of the asset mapping and ultimately, CIT for Youth.

Take time to think about organizations in your community that play a key role in the lives of youth. To help you get started, see the worksheet, Identifying a Broad Stakeholder Group, starting on page 61. This list may look different for each community but it is a strong starting point as you brainstorm about your outreach.

To get a snapshot of the resources that exist in your community, visit Find Youth Info at www.findyouthinfo.org. This website allows you to locate some of the programs available in your community for youth. You may want to invite the leaders of these programs to the mapping session.

You should plan to involve 15-25 stakeholders from your community. If a larger group expresses interest, consider planning two sessions to make the group discussion manageable.

How Do We Conduct Asset Mapping?

To conduct an asset mapping session, your steering committee should host one five and a half-hour mapping session or multiple sessions that are two hours or three hours long with a broad stakeholder group. The table, Conducting Asset Mapping, starting on page 52, provides an overview on how to plan for an asset mapping session. The template, Facilitator Instructions for Asset Mapping, starting on page 68, includes in-depth instructions on key steps to hosting an asset mapping session. The Supporting Documents section of this step, starting on page 59, also includes a variety of templates and worksheets to help with this process.

During the mapping session, participants should complete three tasks:

- The broad stakeholder group should share information about the resources, services and supports they provide, the populations they serve or interact with, their service capacity and the areas they see as opportunities for collaboration and coordination.
- Once all of this information is gathered, a mapping facilitator should help the group identify resource challenges—gaps, bottlenecks, overlaps, hidden resources and barriers—that may

hinder the implementation of CIT for Youth and brainstorm ways to resolve these challenges.

- Finally, all the participants should make a commitment to action in which they agree on the steps they can take to address resource challenges.

Important Note
Many communities move forward with CIT for Youth with a less formal process for assessing their resources and needs. For example, some community partners have hosted focus groups with various stakeholders instead of an asset mapping session. The case study, Identifying Resource Needs in Louisiana, starting on page 55, describes one community's experience conducting a focus group with law enforcement officers to identify their resource needs. We suggest asset mapping because it is a structured way to engage your community partners and a broad stakeholder group in planning and coordinating for an effective CIT for Youth program. However you accomplish your goals, the key is to have a good sense of the resources in your community and to work with your community partners to resolve any resource challenges.

Conducting Asset Mapping

Actions	Helpful Tools	Timeframe	Person Responsible	✔ When Action is Taken
Select the elements of your asset map. In other words, what information do you want or need to know about your community? Develop an organizational profile for participating organizations to fill out that will provide this information.	Template: Organizational Profile on page 65 Template: Asset Map on page 76	3 months in advance	Steering committee	
Decide who should be invited to the mapping session. This should be a broad stakeholder group.	Worksheet: Identifying a Broad Stakeholder Group on page 61 Find Youth Info at www.findyouthinfo.org	2 months in advance	Steering committee	
Identify a facilitator to lead the mapping session. This person should be neutral but engaging. Share the Facilitator Instructions with him or her.	Template: Facilitator Instructions for Mapping Session on page 68 Resources at www.nami.org/citforyouth: • Let's Talk: A Dialogue for NAMI State Organizations and NAMI Affiliates	2 months in advance	Steering committee	
Set a date for the asset mapping session.		2 months in advance	Steering committee	
Find a venue with sufficient space for participants to form groups of 3-5 and wall space for charts.		2 months in advance	Steering committee	

Conducting Asset Mapping (continued)

Actions	Helpful Tools	Timeframe	Person Responsible	✔ When Action is Taken
Send invitations. Include the organizational profile with the invitation for participants to complete prior to the mapping session.	Template: Invitation to a Mapping Session on page 64 Template: Organizational Profile on page 65	6 weeks in advance	Steering committee	
Select an assistant to the facilitator to help take notes, answer questions and set up the space for the mapping session. Share the Facilitator Instructions with him or her.	Template: Facilitator Instructions for Mapping Session on page 68	4 weeks in advance	Facilitator	
Purchase or request in-kind donations of materials, including a flip chart, butcher paper, markers and 4"x6" Post-it notes.		4 weeks in advance	Facilitator	
Create an outline of the asset map using flip chart pages or butcher paper to fill in during the mapping session. You will also want to create an agenda and handouts for the session.	Template: Asset Mapping Agenda on page 67 Template: Strategies for Coordinating and Leveraging Resources on page 79 Template: Strengths and Needs Analysis Handout on page 78	4 weeks in advance	Facilitator	

Conducting Asset Mapping (continued)

Actions	Helpful Tools	Timeframe	Person Responsible	✔ When Action is Taken
Fill out and return organizational profiles.		2 weeks in advance	Broad stakeholder group	
Populate a sign-in sheet with participants' names, organizations and contact information.	Template: Mapping Session Sign-in Sheet on page 77	2 weeks in advance	Steering committee	
Photocopy the handouts, agenda and completed organizational profiles.		1 week in advance	Facilitator	
Order refreshments (optional). *Ask a local restaurant to donate refreshments and include a thank you on the mapping session agenda or alternatively, prepare your own refreshments.*		1 week in advance	Steering committee	
Send each participant a packet with a thank you note, a summary of the group's findings and planned action steps, the participant list with contact information, an updated packet of organizational profiles and information about any actions that the CIT for Youth steering committee will be taking (*e.g.*, creating a resource guide).		1-3 weeks after the mapping session	Steering committee	

Case Study: Identifying Resource Needs in Louisiana

by Lt. David Anders, CIT coordinator, Lake Charles Police Department, La.

In June 2008, I offered CIT training to school resource officers (SROs) in Lake Charles, La., that included a limited focus on children and adolescents. I partnered with McNeese State University in developing and delivering the CIT training. Other CIT community partners included the Lake Charles Memorial Hospital, the State of Louisiana Region V Office of Mental Health, NAMI Southwest Louisiana and the Calcasieu Parish Sheriff's Office.

Before developing a more focused CIT for Youth training for Lake Charles, I decided to allow NAMI to host a focus group with the school resource officers (SROs) who received the June CIT training. We wanted them to comment on the training they received and to share their thoughts on areas in which additional information would be helpful as they addressed the needs of students with mental health needs. NAMI asked them a wide range of questions about their experiences in schools and with students with mental health needs. NAMI also asked them what they would like to see in a CIT for Youth training.

The responses SROs provided to the questions alerted me and my community partners to several resource issues and needs in our community. The SROs were able to easily identify the gaps in our community-based services and supports that made it hard to get youth the help they needed. Here are just a few of the recommendations SROs made on what needed to be available in communities and schools to effectively address youth with mental health needs:

- suicide prevention programs;
- case management for families;
- training for school personnel on mental illness;
- increased and improved school-based mental health services and supports;
- public education and awareness of mental illness;
- cross training for school personnel and community mental health providers on how to effectively work together;
- involvement of the faith-based community;
- transportation services to help youth and their families access mental health care;
- crisis services for children and adolescents; and
- assistance from Child Protective Services and other community agencies.

The focus group was truly an eye-opening experience. It helped us identify important resource issues in our community that we had to address before implementing CIT for Youth. The SROs provided many creative solutions to the problems they identified, so I had a great roadmap to follow in moving forward with CIT for Youth. I know that with the inside information and insights we gleaned from the SROs, we will be able to better serve youth in our community.

The feedback we got from the SROs also informed the development of an expanded CIT for Youth training. We were able to develop a training that directly addressed their needs and provided them with the information, resources and support they needed to do their job more effectively.

To see our complete focus group report, visit *A Focus Group Report: A Conversation with CIT Trained School Resource Officers* at www.nami.org/citforyouth.

To learn more about Louisiana's CIT for Youth efforts, contact Lt. Anders at danders@cityoflc.us.

Step 2
Key Messages

- Asset mapping is a collaborative exercise that helps you create a "map" of the resources available in your community. It provides a structure to engage your core community partners and a broad stakeholder group in planning for an effective CIT for Youth program. The mapping session will allow you to get to know the resources that exist in your community, identify areas for collaboration and coordination and set the stage for CIT for Youth.

- Your steering committee should bring together a broad stakeholder group to conduct an asset mapping session. After the mapping session, your steering committee should focus on the resources, issues and concerns identified by this broad stakeholder group.

- Many communities have moved forward with CIT for Youth without completing a formal asset mapping. There are many ways to accomplish your goals, but you should strive to develop a good sense of the needs and resources in your community and engage a broad stakeholder group in doing this.

Supporting Documents

Worksheets

Identifying a Broad Stakeholder Group
Brainstorm a broad stakeholder group to include in your asset mapping session and keep track of their contact information.

Templates

Invitation to a Mapping Session
Invite key stakeholders to the asset mapping session.

Organizational Profile
Collect information from mapping session participants prior to the mapping session.

Asset Mapping Agenda
Create an agenda for the asset mapping session.

Facilitator Instructions for Asset Mapping
Use this table for detailed guidance on hosting an asset mapping session.

Asset Map
Use to create an asset map for participants to populate during the mapping session.

Asset Mapping Sign-in Sheet
Create a sign-in sheet to confirm the contact information of mapping session participants.

Strengths and Needs Analysis Handout
Identify strengths and needs during your mapping session.

Strategies for Coordinating and Leveraging Resources
Review examples of resource concerns and the approaches communities can take to improve or resolve resource needs during your mapping session.

Additional Resources

(Available online at www.nami.org/citforyouth)

- *Community Resource Mapping: Knowing Your Youth Services Landscape*
- FindYouthInfo.gov
- *Improving Secondary Education and Transition for Youth With Disabilities: Community Resources Mapping*
- *Let's Talk: A Dialogue for NAMI State Organizations and NAMI Affiliates*
- The Asset-Based Community Development Institute
- *A Focus Group Report: A Conversation with CIT Trained School Resource Officers*

Worksheet: Identifying a Broad Stakeholder Group

Directions: Brainstorm a broad stakeholder group to include in your asset mapping session. This group should include those outside of your core community partners. The list below will help you think about who to engage in the mapping process.

Provider Organizations

You can contact these national associations or visit their websites to get contact information for your state chapter or to find providers in your state who would be valuable participants in your broad stakeholder group.

- American Academy of Pediatrics
- American Academy of Child and Adolescent Psychiatry
- American Psychological Association
- American Mental Health Counselors Association
- American School Counselors Association
- National Association of School Psychologists
- National Association of Social Workers
- National Council for Community Behavioral Healthcare

State and Local Departments and Service Providers

- Child Welfare System
- Children's hospitals
- Department of Child and Family Services
- Department of Health and Human Services
- Department of Mental Health
- Public Housing Agency
- Residential treatment facilities
- Substance abuse and addiction treatment centers

Community-based Services and Supports

You may or may not have these programs available in your community but if you do, they can be great to have represented at your mapping session.

- Assertive Community Treatment (ACT)
- Community residential rehabilitation centers
- Independent living programs
- Mentoring programs
- Mobile crisis units or other crisis stabilization services
- Multisystemic Therapy
- Treatment foster care
- One-Stop Career Centers
- Wrap-around services and case management

Juvenile Justice System and Courts

- Juvenile court judges and court staff
- Juvenile probation and parole staff
- Juvenile detention facilities
- Guardian *ad litems*

Military Family Organizations

- Exceptional Family Member Program
- Military installations
- National Guard reserve centers

Community Organizations

- Big Brothers Big Sisters
- Clubhouses
- Faith-based organizations
- Family Voices
- Gay, Lesbian and Straight Education Network

- National Association for the Advancement of Colored People
- National Council of La Raza
- Neighborhood Watch groups
- Parent centers
- Parents, Families and Friends of Lesbians and Gays
- Protection and Advocacy and Client Assistance Programs
- Youth groups and community centers

Coalitions and State Agencies

- State Mental Health Authority
- State Law Enforcement Standards and Training Board
- Peace Officer Standards and Training Board
- Coalitions, task forces and other collaborative efforts

Worksheet: Identifying a Broad Stakeholder Group

Directions: Use this table to keep track of the contact information of your broad stakeholder group. You can also use it to keep notes on when you send them an invitation to the mapping session and receive a response and any additional information.

Organization	Contact Person	Phone	Email	Address	Notes

Template: Invitation to a Mapping Session

Directions: Use this letter to invite key stakeholders to the asset mapping session.*

Dear:

Our community has wonderful opportunities, programs, services and supports available to youth with mental health needs. We also have some important gaps and needs we should address. NAMI Central, in partnership with [partner organization names] is hosting an asset mapping session to better understand the landscape in our community, including how youth with mental health needs access services and supports and may become involved in the juvenile justice system.

This mapping session is the first step in an effort to implement Crisis Intervention Teams (CIT) for Youth, a program designed to improve interactions between youth with mental health needs and law enforcement and link these youth with services and supports they may need in school, at home or in the community. We hope to accomplish this by increasing collaboration and coordination of community-based services and supports.

During the mapping session, we will look at how organizations and agencies serve and interact with youth. Our agenda includes:

- creating an asset map;
- identifying resource issues such as gaps, overlaps, bottlenecks, hidden resources and barriers;
- identifying opportunities for collaboration and coordination; and
- developing a plan to address resource needs.

The mapping session will be held on [date, time] at [location]. Given your organization's key role in interacting with youth in the community, we would greatly appreciate your expertise at the mapping session to help us complete this important project.

Please RSVP by phone at [phone number] or email at [address] by [deadline].

Prior to the meeting, please take a few minutes to complete the enclosed Organizational Profile and return it to us by [date]. In order to promote information-sharing, we plan to make copies of all Organizational Profiles available to participants at the mapping session.

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

Sincerely,
[Name, Title]

Enclosure: Organizational Profile

*Adapted with permission from School and Main Institute: www.schoolandmain.org.

Template: Organizational Profile

Directions: Use this form to collect information from mapping session participants before the mapping session. These profiles should be photocopied and distributed to all participants during the mapping session so they are aware of the resources that exist in their community.

Organizational Profile

Organization name: ____________________

Contact person: ____________________

Contact information: ____________________

Mission or purpose: ____________________

Geographic area served: ____________________

Populations served (*e.g.*, age range, socioeconomic status, religion or cultural group, etc):

____

Programs, services and activities offered: ____________________

1. In what setting(s) do you serve youth and their families (*e.g.*, home, community, school, residential and inpatient treatment and/or juvenile placement and other detention)? What types of services and supports do you provide? (*e.g.*, mental health promotion and education, services and supports for youth with early mental health concerns, ongoing services and supports for youth with mental health needs, crisis intervention services, post-crisis services and supports or others)?

2. What outcomes would you like to see as a result of implementing a CIT for Youth program (*e.g.*, linking youth with services and supports, reducing officer injuries, increasing coordination of services or others)?

3. What opportunities for collaboration should the CIT for Youth steering committee focus on?

4. What do others need to know about your organization's culture, values and priorities?

5. What are the key responsibilities and obligations you have to children with early mental health concerns or ongoing mental health needs?

6. What unmet needs do you see in the families of children with mental health needs?

7. What do you think your organization does best? What are your greatest strengths?

8. What other organizations in the community do you admire for their effective work with youth with mental health needs and their families? Why?

Template: Asset Mapping Agenda*

Directions: Use this template to create an agenda for your asset mapping session.

AGENDA
Asset Mapping for CIT for Youth
[Date, Time]

Welcome, Introductions and Orientation

Activity One: Asset Mapping

Break

Activity Two: Strengths and Needs Analysis

Activity Three: Commitment to Action, Part 1

Lunch On Your Own

Activity Three: Commitment to Action, Part 2

Wrap-Up and Thank You

A special thank you to Good Eats Catering for providing complimentary refreshments for today's meeting. Their support of this initiative is greatly appreciated.

*Adapted with permission from School and Main Institute: www.schoolandmain.org.

Template: Facilitator Instructions for Asset Mapping*

Directions: Use the facilitator instructions to guide your asset mapping session. They include the activities, key points and preparations the facilitator should complete for the session. The Asset Map template, and other materials referenced in this chart, are also included in the Supporting Documents starting on page 59.

Facilitator Instructions for Asset Mapping

Total Time: 5 hours		**Goal:** Create a general overview of the types of services and supports available to children with mental health needs, brainstorm possible solutions to resource issues and create a plan of action.		
Time	**Objective**	**Activity**	**Key Points**	**Preparation and Notes**
35 minutes	Orient participants to the day Introductions	Welcome, Introduction and Orientation	• Open the day with one representative from the steering committee welcoming participants and speaking for three minutes about the objective of CIT for Youth and the benefits of participating in asset mapping. • Have the representative introduce you as the facilitator and turn the day over to you. The steering committee members are now participants and should let you take control. • Briefly introduce yourself. Review the agenda (it should also be placed on tables for participants). Share an overview of the three activities participants will be doing today: 1. creating a map of services in the community for youth with mental health needs and their families; 2. analyzing strengths and needs based on the map; and 3. coming up with an action plan.	• Recreate the Asset Map, on page 76, in the front of the room by attaching large flip chart pages or butcher paper to the wall for everyone to see. The map should be labeled with the column and row headers from the template. • Have flip charts, markers, masking tape, pens and a complete set of handouts at every table. • Lay out refreshments (optional).

*Adapted with permission from School and Main Institute: www.schoolandmain.org.

Facilitator Instructions for Asset Mapping (continued)

Time	Objective	Activity	Key Points	Preparation and Notes
			• Emphasize that the day is primarily about thinking together as a group, not creating a detailed resource guide. There will be several products from the session. The steering committee will follow up by sharing organizational profiles, notes from the mapping session (including a visual of the map), an action plan and a resource guide (only if applicable). • Emphasize that this is about more than your community responding to a mental health crisis; it is about how the community can intervene early and prevent a crisis. • Emphasize that participants should be candid about challenges and limitations. Every community has capacity issues, but by working together openly we can improve the system for everyone. • State that the meeting should last about five hours and remind participants to sign in if they have not already done so. Invite participant questions. • Ask participants to introduce themselves in 60 seconds or less. They should share their name, organization and one thing that makes them proud of their organization's response to children with mental health needs. • Model a very brief introduction, "Hi, my name is Jane Smith. I am the guidance counselor at Central High School. I'm proud of the students I mentor as part of our peer counseling program."	• Place a sign-in sheet at the doorway. Use the Mapping Session Sign-in Sheet on page 77 as an example. • Bring several blank copies of the Organizational Profile handout, adapted from the template on page 65, for any participants who may not have filled it out in advance. • Keep time during introductions. Politely cut people off when they go over time. Allot 20 minutes for introductions.

Facilitator Instructions for Asset Mapping (continued))

Time	Objective	Activity	Key Points	Preparation and Notes
60 minutes	Create a visual of the resources and needs in the community	Asset Mapping	• Orient participants to the wall mounted asset map. Use the template on page 76 as a reference. Explain that it's organized by two dimensions: 1. What services and supports do you provide for youth? (*e.g.*, mental health promotion and education, services and supports for youth with early mental health concerns, ongoing services and supports for youth with mental health needs, crisis intervention services and/or post-crisis services and supports). 2. Where or in what setting does your organization encounter youth? (*e.g.*, school, home, community, residential and inpatient treatment and/or juvenile placement and detention). • Have participants take a moment to figure out what services and supports they offer to youth with mental health needs and where. • Provide two examples of interventions and where they would be located on the asset map. Ask for one or two examples from the group. Confirm that everyone understands where they should place their services and supports on the map.	• Have on hand examples of where several services and supports would be placed on the asset map. For example, a school counselor might counsel a student who has a mental illness. This counseling would fit in the "ongoing services and supports for youth with mental health needs" column, in the "school" row.

Facilitator Instructions for Asset Mapping (continued)

Time	Objective	Activity	Key Points	Preparation and Notes
			• Instruct participants to take a few minutes to write the name of the key service(s) they offer in *one short word or phrase* on a Post-it note, with their organization's name in one corner. The Post-it notes should *not* be detailed and should reflect reality (rather than the best-case scenario). Next, let participants decide where their Post-it notes should be placed on the asset map. • Ask participants to line up, a table at a time, and quickly stick their Post-it notes to the asset map, reading their notes aloud as they do so. There should be no long explanations, just a short word or phrase. • Next, instruct participants to look at the chart and identify any key challenges their organization faces on the asset map. Offer one or two examples of a challenge, such as "when a child experiences a crisis in the home, outside of regular business hours, there are no interventions available." • Repeat the previous exercise by having participants put significant challenges on Post-it notes and sticking their notes to the asset map.	

Facilitator Instructions for Asset Mapping (continued)

Time	Objective	Activity	Key Points	Preparation and Notes
15 minutes		Break	• Invite participants to have refreshments (if available). • Ask participants to reconvene in 15 minutes.	• Break may be shortened or lengthened to accommodate the day's schedule.
60 minutes	Identify areas of concern	Strengths and Needs Analysis	• Instruct participants to work in small groups to analyze the asset map to identify resource issues, including bottlenecks, gaps, overlaps, hidden resources and barriers. • Encourage dialogue with participants of prominent cultural communities to understand their views, strengths and needs. They may be aware of barriers to accessing mental health services and supports that impact specific cultural groups. • Let groups know they should prepare to report back the following to the full group: 1. The biggest strength they see in the community; 2. The biggest opportunity for collaboration and coordination; and 3. A question or problem for the large group to consider. • Instruct each group to choose a recorder, a time keeper and a spokesperson. The recorder will take notes and will prompt the group to make sure that there is an answer for each question by the end of the hour. The time keeper will give regular updates to the group on time. The spokesperson will present the group's finding to the larger group.	

Facilitator Instructions for Asset Mapping (continued)

Time	Objective	Activity	Key Points	Preparation and Notes
			• Let participants know they have several resources to get them started: 1. The Strengths and Needs Analysis handout, which gives them space to write down their answers to the three questions. 2. The Strategies for Coordinating and Leveraging Resources handout, to help them think about the types of concerns that might be present in the community and some strategic approaches for responding to them. 3. They can use the asset map in the front of the room to get an overview of what's available in the community. 4. They can review organizational profiles for information about other community organizations and identify opportunities for collaboration.	• Make sure all participants have a copy of the handouts adapted from the following templates: • Template: Strength and Needs Analysis on page 78; • Template: Strategies for Coordinating and Leveraging Resources on page 79; and • All the organizational profiles collected using the Template: Organizational Profiles on page 65
25 minutes	To develop three lists: 1. Strengths; 2. Opportunities for collaboration; and 3. Questions or concerns for the group.	Commitment to Action, Part 1	• Each group has 2-3 minutes to report their findings to the larger group. • After each report, ask, "Did we accurately capture your key points on the flip chart?"	• Take notes on three large flip chart pages (one each for strengths, opportunities for collaboration and questions or concerns for the group). • Keep time. Alert the speaker when 3 minutes is up. Give 1-2 additional minutes to wrap up if necessary.

Facilitator Instructions for Asset Mapping (continued)

Time	Objective	Activity	Key Points	Preparation and Notes
60 minutes		Lunch on Your Own	• Invite participants to have refreshments (if available). • Ask participants to reconvene in 60 minutes.	• Lunch may be shortened or lengthened to accommodate the day's schedule. • If more room is needed at the front of the room, use the break to rearrange so that there is space for several more blank flip chart pages.

70 minutes	Develop plans of action for the top three priority issues.	Commitment to Action, Part 2	• Assist the group in prioritizing issues that have been identified. Ask them the following questions, "What most urgently needs to change for CIT for Youth to be effective?" "What change will have the biggest impact?" and "How can we build on our strengths to be more effective?"
			• Help the group identify the top three issues (15 minutes).
			• Brainstorm solutions to the priority issues (35 minutes).
			• Ask participants if they are willing and able to commit to making changes that will address the issues (20 minutes). Record commitments on a blank flip chart page.
			• Ask the group if there are any lingering issues or concerns that the steering committee should address.
				• Take notes on flip chart pages for:
				  • three priority issues;
				  • solutions; and
				  • commitments to action.
				• Keep a blank "parking lot" sheet to record issues that can't be addressed today, but that participants nevertheless feel are important.

Facilitator Instructions for Asset Mapping (continued)

Time	Objective	Activity	Key Points	Preparation and Notes
20 minutes		Thank You and Wrap Up	• Have the steering committee thank participants and give them a brief summary of follow-up steps that the steering committee will take (*e.g.*, following up with those who committed to action, sharing notes from the mapping session [including a visual of the map itself], compiling a resource guide or making decisions about whether policy changes or advocacy are needed) • Ask participants if there is anything else they want captured from this meeting that would be valuable for their organizations to have. • Be sure to collect completed copies of the Strengths and Needs Analysis handouts and remind participants to sign-in if they have not already done so.	• If time permits, consider taking a group photo to include in newsletters, program updates or promotional materials. • After the session is complete, take photographs of the asset map and other charts and transcribe the information into notes for participants.

Template: Asset Map

Directions: Use this template and large flip chart pages or butcher paper to create a large asset map for your mapping session. Post it at the front of the room for participants to see and populate during the session.

	Mental Health Promotion and Education		Services and Supports for Youth with Early Mental Health Concerns		Ongoing Services and Supports for Youth with Mental Health Needs		Crisis Interventions		Post-crisis Services and Supports	
	Services	Challenges	Services	Challenges	Services	Challenges	Services	Challenges	Services	Challenges
Home										
Community										
School										
Residential and Inpatient Treatment										
Juvenile Placement and Detention										

Template: Mapping Session Sign-in Sheet

Directions: Use this sign-in sheet to confirm the contact information of mapping session participants. Populate it before the mapping session to save time.

Name Organization	Address	Email/Phone	Present?	Is your information correct?	May we share your information with other participants?
Suzie Jackson NAMI Anytown	123 Main Street Anytown, VA 01234	suzie.jackson@yahoo.com (802) 555-1212	✔	Yes	Yes

Template: Strengths and Needs Analysis

Directions: Adapt and share this handout with participants when they divide up into groups during the Strengths and Needs Analysis exercise of the mapping session. This will help you identify the strengths and needs of your community.

Your Group's Report:

1. What is the biggest strength you see in the community's response to children and youth with mental health needs?
2. What is the biggest opportunity you see for collaboration and change to respond to children and youth with mental health needs?
3. What is one question or problem you would like the large group to consider?

Some questions to get you started:

What themes do you see in the asset map? (*e.g.*, there are plenty of crisis intervention services but no follow-up care).

What are the points of intersection between groups?

Where do you see gaps in services? Overlaps? Bottlenecks? Hidden resources? Barriers?

What is the best way to address these concerns? (See Strategies for Coordinating and Leveraging Resources on page 79 for some examples).

How can we use our strengths and resources to intervene earlier to prevent a crisis?

Template: Strategies for Coordinating and Leveraging Resources

Directions: This template provides examples of the types of resource concerns you may encounter during the Strengths and Needs Analysis exercise of your mapping session and the approaches your community can take to improve or resolve these concerns.

Type of Concern	Issue Description	Strategic Approaches	Action Steps
Gap	There are no youth crisis stabilization services available in your community. Youth needing these services must travel 50 miles.	• Advocate for funding to increase availability of this service. • Reduce the need for crisis services by focusing on earlier identification and intervention. • Use NAMI programs (such as Parents and Teachers as Allies and/or NAMI Basics) and trained volunteers to help support families and to help child-serving providers work more effectively with youth and families. • Use braided or blended funding (*e.g.*, funding that involves having multiple systems contribute to a common fund for resource development) to increase availability of these services locally. • Work with neighboring communities, sharing costs and services.	• The steering committee will advocate for funding for a crisis stabilization unit and mobile crisis units. • In the meantime, several service providers will commit to pooling their resources to increase treatment options in the community.
Overlap	There are five youth mentoring programs in the community. Some have a waitlist of interested youth, while others are underused.	• Create or improve upon a centralized referral system to better distribute the workload to existing mentoring programs. • Repurpose existing mentoring programs. • Specialize the mentoring programs so they serve different populations.	• The mentoring programs will work together to create a centralized referral system to better meet the needs of all youth needing mentors. • The mentoring programs will also each specialize their services to meet the needs of different groups of youth.

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Bottleneck	At Central High School, all students identified with mental health concerns are referred to the school counselor. There is a 2-3 week waiting period for a meeting and then students are often referred for outside services and face another long waiting period.	• Train additional professionals to do work that will help alleviate the bottleneck. • Reallocate responsibilities to other community partners. • Create a stronger link between schools and community resources. • Create a satellite mental health clinic in schools.	• Empower and train other school-based personnel (*e.g.*, SROs and school nurses) to refer students to outside services. • Improve the triage system by making a commitment that the school counselor will meet with students and their families within 48 hours of being referred. • Join with community partners to advocate for funding to increase the school-based mental health services and supports available to students and their families.
Hidden Resources	A local synagogue offers respite care for families who have a child living with a serious illness, but few families are aware of and take advantage of this service. Families coping with mental health concerns do not know that they are eligible.	• Create a resource directory to help schools, SROs and others provide more comprehensive referrals. • Designate one community partner to provide case management services to help families navigate resources like this one. • Increase outreach efforts to the families most likely to benefit from respite care.	• Include the synagogue's respite services in a comprehensive directory of resources to distribute to youth and families. • Educate case managers about services available from faith organizations, including the local synagogue. • Use NAMI Affiliate networks to publicize the respite service.

Type of Concern	Issue Description	Strategic Approaches	Action Steps
Barriers	There are not enough providers who are available to offer services and supports to youth who are Medicaid eligible.	• Hire family facilitators to help families navigate the mental health system to access services and overcome barriers. • Engage with local advocacy groups to influence implementation of health care reform and mental health parity. • Support legislation that addresses workforce shortages in communities. • Encourage the broad use of telemedicine and telepsychiatry, especially in rural and frontier communities. • Encourage colocation and collaborative care models involving primary care and specialty mental health services in your community to stretch the capacity of mental health services and to address the critical shortage of children's mental health providers.	• Use the NAMI State Organization to train and hire family facilitators. • Work with the NAMI State Organization to advocate for changes that will benefit families.