State of Iowa

Improving Transition Outcomes

Resource Mapping Workshops 2003-2004

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Improving Transition Outcomes

Iowa Vocational Rehabilitation Services

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**Executive Summary**

 Iowa Vocational Rehabilitation Services, a Division of the State of Iowa Department of Education, in partnership with seven other state agencies, applied for and was awarded funding for “Improving Transition Outcomes for Youth with Disabilities Through the Use of Intermediaries.” This Innovative State Alignment Grant is funded by the Department of Labor, Office of Disability Employment Policy. For clarity and brevity, the Iowa team chose to use “*Improving Transition Outcomes*” as the project name, thus providing the acronym *ITO*. Grant funding began October 1, 2003 with the possibility of renewal for five years.

 A Governance Group of seven state agencies established in 1999 to expand employment opportunities for persons with disabilities provided the solid foundation of partnership and commitment to cross-agency collaboration necessary to address and improve transition for youth with disabilities ages 14-24. These seven partner agencies are: Department for the Blind; Department of Education; Department of Human Rights, Division of Persons with Disabilities; Department of Human Services; Iowa Vocational Rehabilitation Services; Governor’s Developmental Disabilities Council and Iowa Workforce Development.

 The project goal is to “Create a community-wide system of: inclusion, support and engagement for youth with disabilities as they transition into their adult roles in the community.” The four objectives are 1) Conduct Resource Mapping, 2) Develop, implement and evaluate a cross-agency, multi-year State Plan for Transition, 3) Conduct local demonstration projects and 4) Demonstrate concrete evidence of sustainability.

 To achieve the four objectives, the State of Iowa chose to continue the previously successful approach of supporting local communities in implementing promising strategies. The *ITO* state team immediately began work on developing a method of providing technical assistance on Resource Mapping. Various mapping methods were explored. The team consistently preferred The Asset-Based Community Development Institute (ABCD) approach for Iowa. This asset-based approach of building upon the existing local community foundation, identifying and linking community resources in the effort to minimize duplicative efforts, address gaps and needed services, was patterned on the work of the Institute for Policy Research of Northwestern University, specifically the work of John Kretzmann and John McKnight.

 Research yielded several Iowans trained in the ABCD Resource Mapping approach. Among them an experienced Resource Mapping trainer, Lois Smidt, Executive Director of Beyond Welfare in Ames, Iowa. *ITO* contracted with Ms. Smidt to facilitate five workshops on Resource Mapping in various locations across the state. From December 2003 to February 2004, *ITO* sponsored Resource Mapping workshops in southwest, southeast, western, eastern and central Iowa. Attendance ranged from 19 to 45 at each workshop with a mix of education, human services, state agency, non-profit and a few youth representatives in attendance.

 Participants were asked to evaluate the workshop by listing “the three most useful things you learned” and “how I will apply these to my work.” Responses to “the 3 most useful things I learned” included:

* “the idea of empower not just serve,”
* “suggestions to improve collaboration; the importance of relationship” and
* “concrete steps for proceeding with local team development.”

In response to “how I will apply these to my work,” many commented that they would:

* “share with co-workers,”
* “utilize resources within the community” and
* “look to students for gifts and ideas.”

 Participants were also asked to “describe anything that could have been more useful and why.” Responses consistently indicated frustration with the fluid nature of Resource Mapping and the lack of a definitive format for conducting and documenting Resource Mapping. The continual cycle of change that necessitates a “never-ending” approach to Resource Mapping, appeared to overwhelm some and energize others.

 The *State of Iowa Improving Transition Outcomes* goal is to create the opportunity for community connections that provide healthy sharing, learning, recreation, goal-setting and problem-solving, not only for youth with disabilities but for all youth. Effective Resource Mapping, continually updated and formatted to fit the needs of the community, is one important benchmark toward accomplishing that goal.

**State of Iowa**

**Improving Transition Outcomes**

**Resource Mapping Workshops 2003-2004**

**Introduction**

 A Governance Group of seven state agencies presides over the *State of Iowa Improving Transition Outcomes (ITO)* grant project funded by the Department of Labor, Office of Disability Employment Policy. Iowa Vocational Rehabilitation Services, a Division of the Department of Education, administers the *ITO* project.

 *ITO* sponsored five Resource Mapping Workshops across the State of Iowa from December 2003 to February 2004. Attendance ranged from 19 to 45 at each workshop with a mix of education, human services, state agency, non-profit and a few youth representatives in attendance. Resource Mapping Workshops were held in:

Southwest Iowa: December 12, 2003 in Creston with 19 participants

Southeast Iowa: December 18, 2003 in Bettendorf with 24 participants

Western Iowa: January 7, 2004 in Sioux City with 45 participants

Eastern Iowa: January 15, 2004 in Waterloo with 34 participants

Central Iowa: February 3, 2004 in Ankeny with 27 participants

Lois Smidt, Executive Director of Beyond Welfare in Ames, Iowa facilitated all five of the workshops. A mix of education, human services, state agency, non-profit and a few youth representatives attended. All workshops were scheduled from 9:00 – 3:00 with a lunch break.

 Participants were asked to evaluate the workshop by listing “the three most useful things you learned” and “how I will apply these to my work.” Participants were also asked to “describe anything that could have been more useful and why” and provided space for comments specifically for Ms. Smidt. The evaluation return rate ranged from 49% to 84%.

**Methodology**

 The Resource Mapping Workshop evaluations were designed to gather 1) the perceived usefulness of the workshop information, 2) applicability, 3) recommendations for increasing usefulness and the reasoning behind those recommendations and 4) comments specifically for Ms. Smidt.

 The evaluation was formatted with an approximately half-page three row, two column table labeled “I found useful…” on the left and “I will apply to my work by…” on the right. Below the table participants were asked to “Please describe anything that could have been more useful to you, and why” and for “Other comments for the trainer.” In order to provide ample room for responses, these last two requests noted “use back if necessary”. The date and site of the workshop were pre-printed at the bottom of the evaluation.

 At the beginning, during and at the conclusion of the workshop, participants were encouraged to complete the evaluation. Two large boxes were provided for participants anonymously to submit their evaluation.

**Results**

Southwest Iowa: 19 participants, 16 evaluations returned, 84% return rate

Southeast Iowa: 24 participants, 16 evaluations returned, 67% return rate Western Iowa: 45 participants, 22 evaluations returned, 49% return rate

Eastern Iowa: 34 participants, 18 evaluations returned, 53% return rate

Central Iowa: 27 participants, 20 evaluations returned, 74% return rate

 Of 149 participants, 92 submitted evaluations for an average return rate of 62%.

 In response to “I found useful…” comments included “the idea of empower not just serve,” “suggestions to improve collaboration; the importance of relationship,” and “concrete steps for proceeding with local team development.” Dividing the comments into categories, the most frequent comments were in regard to the tools used/made available during the workshop (23%), Resource Mapping information (13%) and presentation style (10%), community resources (9%) and team building (8%).

 In response to “How I will apply these to my work…” comments included “share with co-workers,” “utilize resources within the community” and “look to students for gifts and ideas.” Dividing the comments into categories, the most frequent comments were in regard to community connections (24%), implementation (14%), using the tools/resources (13%), applying what was learned to daily/project work (10%), sharing with co-workers (8%), networking (6%) and Resource Mapping (6%).

 Responses to “anything that could have been more useful to you and why” included “more mapping samples,” “better understanding the scope and potential impact (of the workshop) ahead of time; there are folks I now wish I would have invited to participate,” “more detail,” and “nuts and bolts on examples of community maps.” Comments for Ms. Smidt noted her positive energy, excellent presentation style and flexibility in adapting to format changes as needed.

 Evaluation responses guided format changes for subsequent workshops. Responses from the first workshop were incorporated into the second workshop, responses from the second workshop were incorporated into the third workshop, and so on. Workshop format changes included: developing handouts to guide note taking during Ms. Smidt’s presentation, room arrangement and allowing participants to choose an afternoon format of small group, community work or continue the morning presentation format.

**Summary and Recommendations**

 *State of Iowa Improving Transition Outcomes (ITO)* sponsored five Resource Mapping Workshops across the State of Iowa from December 2003 to February 2004. Attendance ranged from 19 to 45 at each workshop with a mix of education, human services, state agency, non-profit and a few youth representatives in attendance. Workshop format and presentation style varied from workshop to workshop in response to evaluation comments. Responses from the first workshop were incorporated into the second; responses from the second workshop were incorporated into the third, and so on. Thus, the workshop format improved from workshop to workshop in response to attendee feedback.

 Frustration with the fluid nature of Resource Mapping was consistently expressed in evaluation responses. The never-ending-job of Resource Mapping due to the continual cycle of change appeared to overwhelm some and yet energize others.

 If we were to sponsor Resource Mapping Workshops again, we would:

1. Reduce the time spent introducing the concept and philosophy of Resource Mapping and get down to the basic work of Resource Mapping as quickly as possible,
2. Conduct more research, ask more questions about existing community directories, individual transition planning, web sites, etc. because participants often had relevant experience and/or resources but the terminology was different and
3. Communicate with stronger emphasis that community members, parents and youth are not only invited but that it is appropriate for them to attend.

 Our conclusion is that youth with disabilities, as with all youth, need the expertise available through professionals, educators, service providers and others paid to provide specific services. At the same time, all youth, including youth with disabilities, need solid community connections.

 The *State of Iowa Improving Transition Outcomes (ITO)* project emphasizes the value of Resource Mapping in identifying and utilizing community resources. Among other advantages, community connections and activities are not dependent on requirements such as eligibility, age, disability and other parameters. Resource Mapping can provide the opportunity for youth to connect with and join community activities.

**Appendix A: Resource Mapping Evaluation**

Please list the three most useful things you learned in this training and how you will apply to your work:

|  |  |
| --- | --- |
| **I found useful ……** | I will apply to my work by …… |
|  |  |
|  |  |
|  |  |

Please describe anything that could have been more useful to you, and why:

(use back if necessary)

Other comments for the trainer:

(use back if necessary)

**Appendix B: Results from the Resource Mapping Evaluations**

**December 12, 2003 Creston Site Resource Mapping Evaluations**

Number of participants = 19; Number of evaluations returned = 16; 84% return rate

| **3 Most Useful Things I Learned …** | How I will apply these to my work… |
| --- | --- |
| Understanding of what Resource Mapping was | Share with co-workers |
| Step by Step on how to get champions together | Start getting connected |
| Ice breakers | Share with co-workers |
| Small statements (quotes) | Working with counselors and consumers |
| Reason for Resource Mapping instead of using county or city service organization brochure | Transition youth with disabilities need a better connection to the community and this understanding will help one be more enthusiastic |
| Concept of empowering or way of looking at helping others | Use when working with consumers to help them find their dream |
| Empowering |  |
| Hats can go both ways |  |
| Use the community to help yourself |  |
| Overview of Resource Mapping – documentation of what we have done in the past, parts that we need to do, etc | Consulting with my partner and involving more people to improve life for students and graduates of the TAP program |
| Charts to help track events | Use this in mapping sessions |
| Good resources and info | Use for project |
| The concise explanation of mapping | More work with students and their positive relationships |
| The resources | Adding more resources to our available resources |
| The training | Helping communities do resource mapping |
| Training was useful | Cooperating if possible with team |
| **3 Most Useful Things I Learned …** | How I will apply these to my work… |
| Listening on purpose | Use in my classroom |
| Forget about the other groups | As transition coordinator I always need improvement with communication |
| More useful tools of communication |  |
| Asset Mapping concept | Multiple areas – not just education arena |
| Encourages teamwork | Multi-agency |
| Contacts | Using them! |
| Resources | Apply them! |
| Tools | ABCD… good stuff to apply |
| Thoughts on empowerment; the idea of “empower” not just “serving” | As I work with students to think not just on “working with them” and helping them, but empowering them |
| Idea of connectedness and associations in the community. Got me thinking about the time I need to make for more associations in my life. | Working with students to involve themselves in associations/groups. |
| Knowledge that our TAP has support people who can assist us | Contacting our VR support people with concerns and questions that arise |
| Diagrams – I’m a visual learner | I’ll be referring |
| Informal learning | People we invite to our TAP meetings |
| All of it | It was presented in such a way that I think we can turn it all into action and good outcome |
| Listening exercise | Student ice breaker |
| Everyone has a gift | Tap resources |
| Contacts | We will find out in the future |

**Please describe anything that could have been more useful to you, and why:**

* Blank sheets of paper
* More samples of mapping
* Handouts that relate to posters?
* Know background of group better; avoid phrase “I (you) get paid to care”

**Other comments for the trainer:**

* Good job!! I like how you present off the cuff and don’t read from your notes – also how you engaged us in the process.
* This was rather ok, I was not sure why I was coming up here but I have enjoyed myself.
* Made it fun; better than school; humor
* Excellent trainer in non-threatening situation. Had good sense of humor.
* Keep up your good work. You are helping people become productive citizens.
* Very lively, easy to listen to
* Appropriate mix of humor and seriousness
* Enjoyed the stories and resource list. I am now especially interested in reading the book by Judith Snow.
* Kept my attention

**December 18, 2003 Bettendorf Site Resource Mapping Evaluations**

Number of participants = 24; Number of evaluations returned = 16; 67% return rate

| **3 Most Useful Things I Learned …** | How I will apply these to my work… |
| --- | --- |
| Foundation principles | Working with 3 Transition Advisory Boards and 2 TAPs on Community Resource Mapping! |
| Emphasis on associations – very intriguing |
| Reminder to make youth and families fully a part of the process |
| The other agencies in my community | Contacting them to be a part |
| A process for implementing the map training process |  |
| Idea of Resource Mapping | Utilizing resources given |
| Handouts | Utilizing resources given |
| Discussions | Help with community groups |
| Suggestions to improve collaboration; importance of “relationship” | I have already tried to work with others with my whole soul. I believe in the importance of building relationship. |
| Reminders of avoiding “enabling” | I have improved on this within the last year in my own professional life. I will continue to “preach” this message to others. |
| Survey tools. Discussion of funding philosophies at federal level. | Be more creative in connecting kids with vocational options. |
| The visuals written and placed on the walls | Reviewing my notes |
| Handouts | Review and use when interviewing, etc. |
| The appreciation exercise | Using it once a day |
| Get others involved beyond their job title | Get to know others besides their position |
| Get more youth involved | Talk to classes, explain benefits, use as volunteer work to put on resume/work experience |
| **3 Most Useful Things I Learned …** | How I will apply these to my work… |
|  | Attending mapping meeting |
|  | Getting our ECI engaged |
| Learning about Resource Mapping | Participating in mapping local area |
| The surveys to use on our interviews | Distributing handouts to our leadership team |
| Asset Based Community Development history and overview |  |
| Exercise techniques |  |
| The diagrams and written materials | Initial structure |
| Peer interaction | Potential help with issues that may evolve |
| The packet with all the information regarding mapping | Sharing all the information that I received here today |
| Lois gave us so much information and ideas ☺ |  |
| Setting guidelines | Preface the meeting with some basic guidelines |
| Determining gifts that team members have | Ask team members if they have a gift that will be beneficial to the individual |
| Engaging others | Getting team members excited and willing to assist the person |
| Sharing of info | Have already started (can’t read word) and will utilize 1:1 in gathering info |
| Overview of Resource Mapping |  |
| Having contacts if there are questions |  |
| Networking / connecting / resources | Using them marketing |

**Please describe anything that could have been more useful to you, and why:**

* Better understanding the scope and potential impact ahead of time. There are folks I now wish I would have invited to participate today.
* I still need a “MAP”
* More clear example of how it worked in a community – what were the outcomes.
* None, handouts were very thorough.

**Other comments for the trainer:**

* Great high energy – kept me interested all day! Thank you.
* Enthusiastic presentation. Great start in learning the process.
* Thank you for sharing your knowledge and expertise in an enthusiastic manner.
* Lois, Thanks for all the valuable information. I feel I have a better understanding of Resource Mapping. I can’t wait to share all this fantastic information.
* Good trainer, held my interest.
* Great job!

**January 7, 2004 Sioux City Site Resource Mapping Evaluations**

Number of participants = 45; Number of evaluations returned = 22; 49% return rate

| **3 Most Useful Things I Learned …** | How I will apply these to my work… |
| --- | --- |
| Ideas on who to involve in planning committee | Planning committee will meet 1/23 or 1/29 |
| Phone scripts, matching people to new contacts | Will adapt scripts and use – personal or phone contacts |
| Charts and diagrams | Useful to track process and planning next steps |
| Lists of ideas of who to include on your groups. | Getting a group together to support TAP & spread the word of TAP |
| The handouts | Utilizing the material with our program |
| Development of Resource Mapping | Developing more community resources that are not institutions |
| When we talked/discussed about dealing with different community groups | By talking one-one with potential controversial groups/people |
| When we talked about including the youth in our groups |  |
| Community Mapping explanation | Transition planning with my clients |
| How to work with, not for | Assisting my clients, standing by their sides |
| ? (3 times) |  |
| The 3 Foundation Principles | Letting the “young people” I work with “walk alone” – Letting them know I believe in them and will be standing close by |
| 2 Necessary Tools | Remembering that community and institutional relationships/networks are both necessary to provide long-term successes for clients and employers and communities and agencies, etc. etc. |
| Relationship Spheres | I was glad to see you use these spheres. I I have long used the ecomaps or genograms to help clients identify their strengths. |
| People need info! |  |
| **3 Most Useful Things I Learned …** | How I will apply these to my work… |
| Blame is not useful |  |
| People don’t want to be treated like they don’t have anything to give (want to give back) |  |
| Resourcing | Finding/exploring my community |
| Community capacities | Different mind set |
| Finding associations | Open my world up… a bit ☺ |
| Materials in packet |  |
| Set up guidelines for your meetings |  |
| A list of possible resources |  |
| Templates for engaging partners |  |
| I liked the empowering not rescuing exercise | I will share with staff, especially those who work with Promise Jobs |
| Local planning exercise | Organizing a follow-up meeting when we get back to Council Bluffs |
| Handouts | Starting with small group |
| Handouts | Reference in TAP contract development |
| What kinds of Resource to use | Figure out what resource – check different Resources |
|  | Give suggestion to my co I work with – suggestion of what resources (are) out there |
| Handouts | Get copies for all team members |
| Team Members | 1) Network with resource people 2) Plan meeting to bring (?ind.?) resources |
| New Resource people in and out of region | 1) Expand resource/folks 2) Connect with/ISD TAP program |
| **3 Most Useful Things I Learned …** | How I will apply these to my work… |
| Resource levels that Lois put on the map | The committee we are going to be on – I’m doing outreach for my agency and this reinforces what we came up with – gives me a better plan |
| Resource Mapping outline Lois posted | It makes sense – they say a community isn’t a community if it excludes one of its members |
|  | Everything from today fits with my work at CIL because we try to refer persons with disabilities for employment |
| Different organizations and businesses to work with | Working with organizations for social and interaction for participants |
| Common Sense |  |
| Info & Structure | Creative program plans |
| General concept | Steps in staffing |
| Inclusion | Communication with all |
| Team building techniques | Share and explore interest in community |
| How to engage people to the group |  |
| Interaction with other people in the field |  |
| The purpose of formulating a resource mapping is to get a whole lot of views | Asking necessary people to be a part of the project that is being considered |
| How the rescue concept works | Watching out for points to not be over extended (go around & around) |
| The templates for interviewing | Making the templates work for our agenda & project |
| Tips on resourcing | In building coalition for NDEAM & DMD |
| Purpose: Improving Transition Outcomes | All areas of work – with adults & youth |

**Please describe anything that could have been more useful to you, and why:**

* First part, in the morning, seemed to be pretty much a review… from previous projects/experience
* Lunch, please consider people who have special dietary needs, ask on registration.
* How to utilize the leadership members and how to start.
* Do more group activities to use your information.
* Examples of how this should look when it is written up in the grant for next year.
* Lead small groups, urban group is hard to get started after dividing into small groups
* None… with second thoughts, maybe more emphasis on flexibility, i.e. change is a constant… the cheese is always moving. In other words, the leaders and champions need to adopt to the generation they are dealing with
* A more clear vision at the beginning of the (?proposal?) and product expected. Also the responsibility of TAP grantees to produce a resource map.
* Not enough concrete emphasis on steps in resource mapping, where to start (vision, goals, etc), how to develop leadership, maybe a specific example of what it could look like for TAP
* Shorten training to ½ day may have
* Team/planning community time – all team must stay to participate needed to
* Political impact convene early
* How to utilize the leadership groups to work together
* Lois seemed to be very energetic. She didn’t seem to run out of gas at all
* What does the “group” do to improve transition outcomes. I was left with “now what?”
* 1st room was inaccessible. Wheelchair wouldn’t fit under table. Not room between wall & table for passage – even those walking. Thanks

**Other comments for the trainer:**

* More time to work in groups to begin the planning and mapping process. This was a lot of listening which could have been supplemented and complimented by allowing us to start working on our plans, identity of players, community people, etc. By day’s end our group had already planned on a meeting date 🡪 didn’t need the last ½ hour. Had it occurred earlier (this breakout) we’d have benefited.
* Lois did a nice job!
* I found it difficult to keep handouts straight (sometimes) – seemed like I’d be going through the packet trying to find things while also trying to listen and follow the instructor
* You were flexible – WOW!
* You were a good presenter – very easy to listen to… also very willing to let others share. Thanks…
* Appreciated your pleasantness ☺ Good job
* Ya did great!
* Provide an example of a finished product. Some person are expected to produce a map often are pesmisstic attendees – explain to expectations
* When we establish a resource map will other state agencies make use of them
* Lois has a solid background as a community organizer that was very helpful to hear about
* Too slow in the AM
* Upbeat, positive, fun.
* Good energy
* Presenter was excellent! Group involvement / engagement
* Great job. Adopted well to changes.

**January 15, 2004 Waterloo Site Resource Mapping Evaluations**

Number of participants = 34; Number of evaluations returned = 18; 53% return rate

| **3 Most Useful Things I Learned …** | How I will apply these to my work… |
| --- | --- |
| Everything |  |
| The idea that people who are participating – those being served and those on the teams – need to be heard to make this work | Taking time to listen to people and to make sure I am heard as well |
| Written packets of information to keep | Referring to it later when questions arise |
| Facilitation communication tools | Using tools to “cross lines” |
| Notes, forms, surveys, visuals | Increase multiple formats of exercises to meet different learning styles |
| Samples | Will customize information |
| The handouts | Using it in the future |
| Ideas on how to better help our youth | Trying your idea in the near future |
| Additional contacts to help invite youth | Contact them |
| How to start resource mapping | Contacting different institutions and community members |
| How to approach different people | Networking |
| That more help comes from family and friends | Start support group |
| Fresh look at using community resources vs. always relying on the institutional resources | Share concepts within my service agency and projects I’m involved with thru our Transition Task Force |
| Organization of session was great! |  |
| Giving students / participants a mentor /support person |  |
| **3 Most Useful Things I Learned …** | How I will apply these to my work… |
| Handouts, examples | Resource Mapping not only to youth with disabilities but to all youth who “age out” of foster care. These youth often don’t have core of family for support. |
| Practical examples |  |
| Started from “square one” and explained concepts thoroughly |  |
| Excellent facilitation techniques. Very engaging. |  |
| Engaging community | Working with youth to help engage community |
| Tools in identifying a good team - the process | Applying the same tools, process to assist an individual in accessing, understanding, or building their own social support network using formal help instead of just “paid help” |
|  | Have been involved with other projects so a lot was a repeat today |
|  | I’m very involved in our community already |
| Flip charts and easy to follow terms | The relationship circle |
| Group commonalities (can’t read 2 words) of resources | The pre-printed exercises for training programs |
| 2 Tools:  institutional and community | Working on a local project of Resource Mapping |
| The circle of support idea – on paper | Looking at how my position can “fit” into this or I can use my networking to aid |
| Tools like the needs map | Develop it as a thinking pattern and individual’s tool as well |
| List of new resources | More connections for youth transitioning from foster care |
| General into to resource mapping | More connections for youth transitioning from foster care (intentional repeat) |
| Use of tools, visuals, handouts | Keeping in mind for future youth conferences |
| Good ideas for engaging community members | I’ll use them developing resources for families |
| **3 Most Useful Things I Learned …** | How I will apply these to my work… |
| Recognizing the difference between community resources and institutional resources | Need to develop both resources for family supports |
| Helping identify the gaps in local resources and tapping people to find ways to fill in | Continue to work to find the resources |
| The tools that “equalize” | Using when facilitating groups with people with and without disabilities |
| Hearing about the Beyond Welfare program to hear how it works | Will have a “picture” of positive outcomes from the beginning |
| Written information provided | Reference |

**Please describe anything that could have been more useful to you, and why:**

* Possible additional “guidelines for today” – respect every person’s comfort zone – some people feel uncomfortable speaking out or doing group activities until later in the process
* Room set-up (square-circle)
* More detail on moving from Community Leadership Group 🡪 Circle of Support
* More detail about “what now?”
* I felt that this was presented with all the knowledge that I will need
* To use case study approach to illustrate the way to do resource mapping
* More hands on – probably would need to be done on a follow-up day or 2-day training, seems like more questions would be triggered during this

**Other comments for the trainer:**

* Great, warm, friendly style
* Loved the enthusiasm – definitely a great presenter. Thank you.
* Use more media (overhead, video, (can’t read word))
* Excellent job – Thank you!
* Great job and very personable. Has a lot of credibility for this crowd.
* To address the outcomes of resource mapping – experiences of communities that have successful outcomes. Lois does a good job. She is a role model for people who are on welfare and want to work.
* I wondered if any “community” persons were invited? If I had known the content better I would have brought one along
* Very cold! Kept things moving and very positive
* Great trainer
* Like the way you present!!

**February 3, 2004 Ankeny Site Resource Mapping Evaluations**

Number of participant = 27; Number of evaluations returned = 20; 74% return rate

| **3 Most Useful Things I Learned …** | How I will apply these to my work… |
| --- | --- |
| Identifying and defining Resource Mapping | Identifying resources in Dallas(?) County |
| Structured example of Resource Mapping |  |
| Overview of ABCD & Resource Mapping | Share with colleagues and talk about application in our organization |
| Organizing champions and leaders | Begin to think about who should be on these lists |
| Step-by-step | Vision of how it can happen |
| Information on how to get people involved | Some of the survey |
| Meeting some people who are colleagues but never met before | The contacts made in class |
| Some resources to use in the future |  |
| Methods of Resource Mapping | Build community & relationships |
| ABCD model | Will check website for more information. Thanks for reference list. |
| 1:1 overview | Will add to what we already do with 1:1s |
| Example of written surveys for different groups | Share these with our community partners |
| Transition outcomes | Will be talking to colleagues & studying this model |
| Relationship spheres |
| Team activities |
| The concept of resource mapping vs. linkages to adult service providers | Utilizing resources within the community that hadn’t occurred to me before |
| **3 Most Useful Things I Learned …** | How I will apply these to my work… |
| Thinking about needs of disabled youth outside the school environment | Enhancing my problem solving abilities to include community resources |
| Re-emphasis on value of networking | Think more broadly about who to include |
| Concrete steps for proceeding with local team development | Support and encourage next steps with local teams |
| Handouts. Discussion was good in relationship to need for connections and relationships. I was expecting more direct tie into TAP application and development of actual map. | “Helping people see how significant they are to others.”“Communities grow strong when all others give.” |
| The action steps | Gives me a jumping off point |
| To see the big picture of how this is applicable to many groups | Use with one-stop partners, transition team, etc. |
| I found the information displayed today will be helpful as background information for administration of programs in welfare reform. | Volunteering as an ally |
| Will VR accept responsibility if things go wrong?We are an employment program. This sounds like much more than employment. | This sounds like a mentoring/volunteer program.I’ve directed a volunteer matching program before. It’s a great deal of work – who maintains these relationships, keeps them going, handles conflicts, etc? |
| Activities to achieve certain tasks | Practicing activities & applying strategies to achieve goals moving towards community development |
| The specific tools/exercises | Using with staff, students and community |
| Handout models | Adapt to our school & community |
| ABCD approach – foundation principles | Look to students for gifts and ideas |
| The community assets map | Remembering each community has assets along with need |
| The script handout | It will be used to empower the leadership team to do the mapping |
| The stories, examples, etc | To help make the information “real” for our community |
| **3 Most Useful Things I Learned …** | How I will apply these to my work… |
| Tools 🡪 professional v. community | Work with colleagues to understand multiple definitions of “experts” |
| Ways to empower | In my work with communities & youth |
| Examples & “Beyond Welfare” living example | Just give myself hope in progress. ☺ |
| Engagement of community volunteers/youth into a group for a specific purpose | In working with communities, will share information & materials |
| Facilitation tools – exercises. | Use when working with community groups. |
| What Resource Mapping really is and how it can benefit individuals. | I hope that when I graduate I can become more involved in this process and use my passion and knowledge. |
| How to actually get started – moving from the idea to reality. | I can draw on new resources to benefit the YLF that is aimed at transitioning youth. |
| How other individuals from various backgrounds view the needs of transitioning students, especially those with disabilities. | Realizing that my passion is really a good starting point. |
| The insert on improving transition outcomes. |  |

**Please describe anything that could have been more useful to you, and why:**

* How this training fits into a continuum – where it comes from, where do we go from here – the big picture
* More descriptive title- Person-Centered Resource Mapping: A Tool for Building Circles of Support. The title was misleading with regard to the content. We neither learned how to map nor how to improve outcomes.
* Not sure if you are expecting all of us to make our own organization like you have? Was more looking at how to help my current organization. Just confused on the goal of the class.
* More specifics on ABCD. Take more time on Resource Mapping, not just after lunch. The time spent on this seemed rushed.
* Trainer was very good!
* We were required to attend as part of TAP grant application, but did not receive any concrete information as it relates to developing a Resource Map as it applies to this process. We were told to come as a community group with a youth(s) present. I saw no application of this process. Much to basic in terms of communication building and no nuts & bolts on examples of community maps and how it is applied. I was expecting service flow models in this workshop.
* The training reiterated information that has been building in Iowa for several years & it’s beginning to really click. With that said, “buy-in” from agency “heads” can be more challenging than the community. A formalized training would be great for the “bosses.”
* The term “community organizing” seems much different than resource mapping. More welfare oriented than I expected. I already work with two groups that do much of this. I may use these techniques in existing groups.
* Small group time to brainstorm our local needs.
* More discussion related to how to present this information to potential funders. Most RFPs are based on need & lack of resources
* It seems like this was an introduction with much more needed substance. I didn’t need to be convinced that it’s important to include community, but was hoping to learn how to make this work – but maybe in 3 days we could cover it. ☺
* Next Steps. Did a good job of how to get people involved. Then what? How to: Gathering information, analysis, identifying gaps, filling gaps.
* Community mapping for transition & what it is.

**Other comments for the trainer:**

* Very interesting, kept my interest
* Very, very good trainer. Good presentation skills, good visuals, good opportunities for participation.
* Could use better outlook goals – specific!!
* Great training Lois
* Excellent presentation style – Thank you! Wonderful to have you in Iowa!
* Side bar conversations by some group members was distracting. We should have added it to the guidelines for today.
* I appreciated the enthusiasm and concrete examples presented in this workshop.
* Good presenter. Effective in increasing participation.
* Excellent. Timing great. Interesting activities.
* Colors are good! The activities helped to break up the information.
* Lois is an energetic facilitator and really is a breath of fresh air. Great examples of the power of ABCD.

**Appendix C: Summary Statistics**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 3 Most useful things I learned | Creston | Bettendorf | Sioux City | Waterloo | Ankeny | Totals | % |
| RM info | 1 | 1 | 1 | 1 |   |   | 1 | 1 | 1 | 1 | 1 |   |   | 1 | 1 | 1 | 1 |   |   |   |   |   |   | 1 | 1 |   |   |   |   |   |   |   |   |   | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |   |   | 24 | 24 | 13% |
| Team building | 1 | 1 | 1 |   |   |   | 1 |   |   |   |   |   |   | 1 | 1 | 1 | 1 | 1 |   |   |   |   |   | 1 |   |   |   |   |   |   |   |   |   |   | 1 | 1 | 1 | 1 |   |   |   |   |   |   |   | 14 | 14 | 8% |
| Presentation style | 1 |   |   |   |   |   | 1 | 1 | 1 | 1 | 1 |   |   | 1 | 1 | 1 | 1 | 1 |   |   |   |   |   | 1 | 1 | 1 | 1 | 1 |   |   |   |   |   |   | 1 | 1 |   |   |   |   |   |   |   |   |   | 18 | 18 | 10% |
| Community resources | 1 | 1 | 1 |   |   |   | 1 | 1 |   |   |   |   |   | 1 | 1 | 1 | 1 | 1 | 1 | 1 |   |   |   | 1 | 1 | 1 | 1 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | 16 | 16 | 9% |
| Empowering rather than serving | 1 | 1 | 1 |   |   |   | 1 |   |   |   |   |   |   | 1 | 1 | 1 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | 1 | 1 | 1 |   |   |   |   |   |   |   |   | 10 | 10 | 5% |
| Changing hats | 1 |   |   |   |   |   | 1 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | 2 | 2 | 1% |
| Tools | 1 | 1 | 1 | 1 |   | 1 | 1 | 1 | 1 | 1 | 1 | 1 |   | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |   | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 42 | 42 | 23% |
| Entire workshop | 1 | 1 | 1 |   |   |   | 1 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | 1 | 1 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | 6 | 6 | 3% |
| Communication | 1 | 1 | 1 | 1 |   | 1 | 1 |   |   |   |   |   |   | 1 |   |   |   |   |   |   |   |   |   | 1 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | 8 | 8 | 4% |
| Technical assistance | 1 |   |   |   |   |   | 1 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | 2 | 2 | 1% |
| Individual gifts | 1 |   |   |   |   |   | 1 |   |   |   |   |   |   | 1 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | 3 | 3 | 2% |
| Workshop discussion/group time |   |   |   |   |   |   | 1 | 1 |   |   |   |   |   | 1 | 1 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | 4 | 4 | 2% |
| Youth / Family involvement/importance |   |   |   |   |   |   | 1 | 1 |   |   |   |   |   | 1 |   |   |   |   |   |   |   |   |   | 1 | 1 | 1 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | 6 | 6 | 3% |
| Networking / relationships | 1 | 1 | 1 |   |   |   | 1 | 1 |   |   |   |   |   | 1 |   |   |   |   |   |   |   |   |   | 1 |   |   |   |   |   |   |   |   |   |   | 1 | 1 | 1 |   |   |   |   |   |   |   |   | 10 | 10 | 5% |
| Practical ideas / info |   |   |   |   |   |   |   |   |   |   |   |   |   | 1 | 1 | 1 |   |   |   |   |   |   |   | 1 |   |   |   |   |   |   |   |   |   |   | 1 | 1 | 1 | 1 |   |   |   |   |   |   |   | 8 | 8 | 4% |
| ITO |   |   |   |   |   |   |   |   |   |   |   |   |   | 1 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | 1 | 1 |   |   |   |   |   |   |   |   |   | 3 | 3 | 2% |
| Beyond Welfare / Circle(s) of Support |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | 1 | 1 |   |   |   |   |   |   |   |   |   | 1 |   |   |   |   |   |   |   |   |   |   | 3 | 3 | 2% |
| I'm confused |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | 1 |   |   |   |   |   |   |   |   |   |   | 1 | 1 | 1% |
| Resource levels and locations |   |   |   |   |   |   |   |   |   |   |   |   |   | 1 | 1 | 1 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | 3 | 3 | 2% |
| Equality / Inclusion |   |   |   |   |   |   |   |   |   |   |   |   |   | 1 |   |   |   |   |   |   |   |   |   | 1 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | 2 | 2 | 1% |
|   |   | 185 |   |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| How I will apply these to my work… | Creston | Bettendorf | Sioux City | Waterloo | Ankeny | Totals | % |
| Share with co-workers | 1 | 1 |   |   |   |   | 1 |   |   |   |   |   |   | 1 | 1 | 1 | 1 |   |   |   |   |   |   | 1 |   |   |   |   |   |   |   |   |   |   | 1 | 1 | 1 | 1 |   |   |   |   |   |   |   | 12 | 12 | 8% |
| Community connections | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |   |   |   |   |   | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |   |   | 38 | 38 | 24% |
| Networking | 1 | 1 | 1 |   |   |   | 1 |   |   |   |   |   |   | 1 | 1 | 1 | 1 |   |   |   |   |   |   | 1 | 1 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | 10 | 10 | 6% |
| Renewed enthusiasm | 1 |   |   |   |   |   | 1 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | 1 | 1 | 1 | 1 |   |   |   |   |   |   |   | 6 | 6 | 4% |
| Resource Mapping | 1 | 1 |   |   |   |   | 1 | 1 | 1 |   |   |   |   |   |   |   |   |   |   |   |   |   |   | 1 | 1 |   |   |   |   |   |   |   |   |   | 1 | 1 |   |   |   |   |   |   |   |   |   | 9 | 9 | 6% |
| Project/daily work | 1 |   |   |   |   |   | 1 | 1 |   |   |   |   |   | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |   |   | 1 | 1 |   |   |   |   |   |   |   |   |   | 1 | 1 | 1 |   |   |   |   |   |   |   |   | 16 | 16 | 10% |
| Tools / Resources | 1 |   |   |   |   |   | 1 | 1 | 1 | 1 |   |   |   | 1 | 1 | 1 |   |   |   |   |   |   |   | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |   |   | 1 | 1 | 1 | 1 |   |   |   |   |   |   |   | 21 | 21 | 13% |
| Teamwork | 1 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | 1 | 1 | 1% |
| Classroom | 1 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | 1 | 1 | 1% |
| Communication | 1 |   |   |   |   |   |   |   |   |   |   |   |   | 1 |   |   |   |   |   |   |   |   |   | 1 | 1 | 1 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | 5 | 5 | 3% |
| Impact more than just work related | 1 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | 1 | 1 | 1% |
| Implementation | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |   | 1 | 1 | 1 |   |   |   |   |   |   |   | 1 | 1 | 1 |   |   |   |   |   |   |   |   | 1 | 1 | 1 | 1 |   |   |   |   |   |   |   | 22 | 22 | 14% |
| Seeking TA | 1 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | 1 | 1 | 1% |
| Tap individual gifts | 1 |   |   |   |   |   | 1 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | 1 | 1 |   |   |   |   |   |   |   |   |   | 4 | 4 | 3% |
| Unsure | 1 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | 1 | 1 |   |   |   |   |   |   |   |   |   | 1 |   |   |   |   |   |   |   |   |   |   | 4 | 4 | 3% |
| Empowering |   |   |   |   |   |   |   |   |   |   |   |   |   | 1 | 1 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | 1 |   |   |   |   |   |   |   |   |   |   | 3 | 3 | 2% |
| Creativity |   |   |   |   |   |   |   |   |   |   |   |   |   | 1 | 1 | 1 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | 1 |   |   |   |   |   |   |   |   |   |   | 4 | 4 | 3% |
| Support Group |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | 1 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | 1 | 1 | 1% |
|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | 159 |   |