

**Bridging the Gaps: Eliminating  
Disparities in Teen Pregnancy and  
Sexual Health  
June 4-6, 2014**

**Developing Partnerships &  
Meaningful Collaborations in Rural  
Communities to Reduce Teen  
Pregnancy Risk**

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# Presentation Objectives

At the end of the session, participants will be able to:

- Identify hindering and helping factors in rural communities to improve opportunities to reduce teen pregnancy and sexual risk.
- Identify available community and county connecting resources through a process of “Resource Mapping”.
- Complete an “Action Plan” that could be implemented in their respective communities.

## **Lessons Learned from the Field:**

Reach out to everyone.

Don't assume no one is interested.

Embrace other initiatives in your community.

Collaborate and partner as much as possible.

Go beyond your borders.

Be prepared to share your project briefly.

Other lessons learned?

**PREP-LEVY COUNTY, FLORIDA**

# Helping and Hindering Forces Group Exercise

**Hindering Forces  
(Barriers)**



**Helping Forces  
(Opportunities)**



**Guiding Question for Brainstorming Session on Helping  
and Hindering Forces Specific to Rural Communities**

**What do you feel are some of the main differences in  
program delivery in a rural community vs. a more  
urban setting?**

**Differences in Rural and Urban Settings**

## Hindering Forces (Barriers)



1. What might be some hindering forces or barriers in a rural community that may impede project success?  
(Barriers)

See handout of a few select hindering forces we have identified over the years.

# Hindering Forces (Barriers)

## Helping Forces (Opportunities)



1. What might be some helping forces or opportunities in a rural community that may facilitate project success? (Opportunities)

See handout of a few select helping forces we have identified over the years.

**Helping Forces (Opportunities)**

## **Resource Mapping:**

A process of identifying, brainstorming, or classifying all of the known resources available to help reach your goals or objectives.

## **Examples of Resources:**

Human or people resources assets, financial or economic resources, opportunities, people, agencies, and organizations.

**RESOURCE MAPPING EXERCISE**

## Community Resource Map Chart

Agency/Organization Name: \_\_\_\_\_ Date \_\_\_\_\_

Program Name: \_\_\_\_\_ Community Name/County/City/Neighborhood: \_\_\_\_\_

Codes: Types of Resources: H=Human; F=Financial; M=Material, I=Innovation/Ideas; A=Access/Entry, S=Service, K=In-Kind, B=Building/Space,

Availability of Resource: H=High, M=Moderate, L=Low, N=Not Available

Name of Resource	Type of Resource	Keeper of Resource	Availability of Resource	Contact

# Sample Resource Mapping Form

# Action Planning: The Bigger Picture

A collaborative process of identifying the what, when, where, and how much of a particular activity, goal, or objective.



## **ACTION PLANNING EXERCISE**

## Community Action Plan

Agency/Organization Name: \_\_\_\_\_ Date \_\_\_\_\_

Program Name: \_\_\_\_\_ Community Name/County/City/Neighborhood: \_\_\_\_\_

What Needs to Be Done	Who Will Do It	When Will They Do It	How Much Will It Cost	Special Notes

Total Costs:

# Sample Community Action Plan

# Feedback and Discussion Session about the Mapping and Action Planning Exercises.

How did the **Mapping Resource** process help you identify untapped resources in your community to enhance your program?

How did the **Action Planning** process help you get a fuller picture of how to integrate the new found resources you identified and place in a full collaborative action planning process?



## Processing Phase

Advocates for Youth (2004). Youth of color: At disproportionate risk of negative sexual health outcomes. *Transitions, 15, 3.*

National Center on Secondary Education and Transition (2003). Community resource mapping: A strategy for promoting successful transitions for youth with disabilities. *Information Brief, 2, 1.*

## References

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