DHCS | Advance Behavioral Health Prevention California

SEPTEMBER 2026



COMMUNITY MAPPING & INTEGRATION TOOLKIT

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Introduction & Objectives

- **Goal:**
  - Map community stakeholders and supports across a tiered support system (1-3), grounded in Strategic Prevention Framework (SPF) planning, and logic model continuation.
  - Create sustainable partnerships through identifying local partners.
- **Community Mapping Introduction:**
  - **Section 1: Community Asset Mapping (Prevention Services & Partners)**
    - Helps identify existing programs, services, and partners in your community that support prevention efforts. Encourages teams to think about gaps, accessibility, and system alignment.
- **Section 2: Stakeholders vs. Rightsholders**
  - Clarifies the difference between stakeholders (those with decision-making power) and rightsholders (those directly impacted). This section supports more inclusive planning by ensuring both groups are meaningfully engaged.
  - **Section 3: Reflection Questions**
    - Encourages critical thinking about who is involved in prevention work, what barriers exist, and how current efforts align with SPF principles and county prevention goals.
  - **Section 4: Gap Analysis & SPF Alignment**
    - Guides teams in identifying unmet needs across communities and prevention systems. Prompts connections to SPF steps like assessment, capacity building, and implementation planning.
  - **Section 5: Action Planning Table**
    - Offers a structured space to assign roles, timelines, and accountability across priority actions. Helps organize short- and long-term goals aligned with community needs and available resources.
  - **Section 6: Logic Model Template**
    - Helps teams visually organize how inputs (resources) will lead to activities, outputs, and measurable outcomes. This section is critical for strategy development, reporting, and sustainability planning.

Section 1: Mapping Community Assets by Tiered Systems of Support

A tiered system of support helps communities organize resources and services across a continuum of prevention. While ***Multi-Tiered System of Support*** is commonly used in education, the concept can also help prevention partners understand how universal, selective/targeted, and indicated supports connect to one another. These tiers align with the ***Institute of Medicine's Continuum of Care*** and can help identify existing resources, gaps, and opportunities for stronger coordination.

This mapping process is intended to help communities understand who is providing support, who is being reached, where gaps exist, and how partners can work together across the continuum. The tiers can be considered alongside the ***Strategic Prevention Framework*** to inform assessment, capacity building, planning, implementation, and evaluation.

Learn More:

Multi-Tiered System of Support
Institute of Medicine's Continuum of Care

Tier	Scope	Partner Orgs/ Services	Access/ Engagement Notes	SPF Step Alignment
Tier 1 (Universal)	Prevention services for all youth and families (school-wide, community-wide, universal messaging)	e.g., schools public health campaigns, parks & recreation, faith organizations, coalitions	Are they culturally responsive? Do they reach disproportionately impacted groups?	**Assessment** (what exists data-wise) & **Capacity** (can we leverage these)
Tier 2 (Targeted)	Early interventions for youth and families at increased risk	e.g., mentoring, after-school, diversion, early screening	Are referral systems trusted and equitable?	**Planning** (targeted efforts based on need)
Tier 3 (Intensive)	Services for youth with significant and/or chronic needs	e.g., behavioral health, justice, wraparound	Are there barriers (eligibility, waitlists)? How is coordination?	**Implementation** – delivery capacity

County:

Tier	Scope	Partner Orgs/ Services	Access/ Engagement Notes	SPF Step Alignment
Tier 1 (Universal)	Prevention services for all youth and families (school-wide, community-wide, universal messaging)			
Tier 2 (Targeted)	Early interventions for youth and families at increased risk			
Tier 3 (Intensive)	Services for youth with significant and/or chronic needs			

Section 2: Stakeholders vs Rightsholders

Effective substance use prevention efforts require the inclusion of both stakeholders and rightsholders; two distinct but often overlapping groups whose roles in shaping community change must be clearly understood and respected.

Stakeholders

Stakeholders are individuals or organizations with the ***power to influence decisions, control resources, or impact program implementation.*** They may be funders, decision-makers, policy leaders, or institutional partners. Their involvement is essential for scaling, sustaining, and aligning prevention efforts with systems and policies.

Examples of Stakeholders:

- County public health directors
- School district administrators
- Funders or grant managers
- Law enforcement or juvenile justice leadership
- Elected officials
- Substance use prevention coordinators

Rightsholders

Rightsholders are individuals and communities who are ***directly impacted by the issues being addressed***, especially those with lived experience, those inappropriately served, marginalized, or those disproportionately affected by substance use and the social drivers of health. They hold the ***right to shape the solutions that affect their lives***, and their engagement must go beyond consultation and into authentic co-leadership.

Examples of Rightsholders:

- Youth impacted by substance use in their families or peer groups
- Families navigating prevention and recovery systems
- Grassroots and cultural community leaders
- Individuals with lived experience
- *For a complete list of priority populations, please reference the SAMHSA 2026.27 SUBG Application, pg. 17-18*

Why This Distinction Matters

Recognizing the difference helps ensure:

- **Representation** in planning and implementation
- **Authentic engagement** with those closest to the issues
- **Avoidance of tokenism,** where rightsholders are consulted but not empowered
- **Strategic alignment,** where both groups work in partnership based on roles, responsibility, and impact

Reflection Prompts

Use the table below to identify your key stakeholders and rightsholders.

- Who are we involving that has decision-making power?
- Who are we trying to serve, and are they at the table?
- How are we making space for rightsholders to lead, not just inform?

Group/ Individual	Stakeholder (Decision-maker, Funder, etc.)	Rightsholder (Impacted Community, Youth, Caregivers, etc.)	Current Role	Potential Deeper Engagement
e.g., Youth Advisory Board	☐	☒	Consulted for campaign messaging	Co-design prevention programs

County:

Group/ Individual	Stakeholder	Rightsholder	Current Role	Potential Deeper Engagement
	☒	☒		
	☐	☐		
	☐	☐		
	☐	☐		

Section 3: Reflection Questions

Use these to evaluate current status:

1. Representation

- Who is missing?
- Which rightsholders are not currently shaping county priorities?

2. Collaboration Readiness

- Which partnerships are strong?
- Which partnerships are new or underdeveloped?
- What is needed to support partnership sustainability?
- What cultural or systemic barriers exist (language, trust, transportation, stigma)?

3. Support Systems & SPF Alignment

- Which tiers are well-resourced and which need increased partnership?
- Which SPF steps are you strongest in (Assessment, Capacity, Planning, etc.?

4. Sustainability & Cultural Competence

- Which partnerships are grant-dependent?
- Which partnerships are embedded long-term?
- How culturally competent are current efforts?
- How can you leverage existing systems (schools, juvenile justice, community-based organizations, religious organizations) for sustainability?

Section 4: Gap Analysis & SPF Next Steps

A. Representation

- Tier 1 Gap(s):
- Tier 2 Gap(s):
- Tier 3 Gap(s):

B. SPF Step Gaps

- **Assessment:**
  - What data is missing?
- **Capacity:**
  - What resources or readiness need support?
- **Planning:**
  - What evidence or programs are needed?
- **Implementation:**
  - What systems need support?
- **Evaluation:**
  - How will you measure success?
- **Culture Competence/Sustainability:**
  - How will these be embedded?

C. New or Strengthened Partnerships

- **Organization/Rightholder:**
- **Proposed Role & Engagement Needed (e.g., Memorandum of Understanding (MOU), outreach, training):**

D. Logic Model Integration

- **Inputs/Activities:** What resources & partners feed into SPF Steps?
- **Outputs:** What tiered services will be delivered?
- **Short-term Outcomes:** e.g., increased universal messaging reach.
  - **Long-term Outcomes:** e.g., reduced youth substance use.

Section 5: Action Plan & Accountability

Action Step	Related SPF Step	Lead Person/ Team	Timeline	Resources Needed	Progress Notes/ Status
Example: Identify Missing Tier 2 Partners	Assessment / Capacity	Community Liaison	July 1-15	Partner contact list, outreach script	Initial outreach complete
Example: Conduct community listening session with rightsholders	Capacity / Planning	Prevention Team + Youth Council	July 20	Facilitator, venue, incentives	Scheduled for July 20
Example: Build MOU with behavioral health provider for Tier 3 referrals	Implementation	Coalition Lead	August 5-30	Draft agreement, legal review	In progress
Example: Launch public education campaign	Implementation	Media Subgroup	Sept-Oct	Messaging toolkit, media budget	Not started
Example: Evaluate youth engagement outcomes	Evaluation	Evaluation Coordinator	October	Survey tools, analysis software	Planned for Q4

County:

Action Step	Related SPF Step	Lead Person/ Team	Timeline	Resources Needed	Progress Notes/ Status

Section 6: Logic Model Template

Use this section to continue developing your logic model. The example below demonstrates how county prevention efforts also support all the various tiers of support. Coordinating and aligning goals is helpful in county prevention planning and implementation.

Components	Tier 1 (Universal)	Tier 2 (Targeted)	Tier 3 (Intensive)
Inputs What resources, staff, funding, and partnerships will you use?	e.g., school-based prevention funding, media campaign team	e.g., trained mentors, youth referral systems	e.g., behavioral health therapists, community navigators
Activities What prevention strategies will you implement?	e.g., community-wide messaging, family engagement nights	e.g., skill-building workshops, early intervention groups	e.g., trauma-informed therapy, care coordination
Outputs What direct deliverables or services will occur?	# youth reached in awareness events	# participants in mentoring	# receiving intensive case management
Short-Term Outcomes What changes in knowledge, attitudes, or access do you expect?	Increased awareness of fentanyl risks among youth	Greater trust in early intervention programs	Improved access to culturally responsive mental health services
Intermediate Outcomes What behavior or system-level shifts might occur?	Uptake of healthy coping strategies	Reduction in early signs of use	Improved family functioning; fewer justice referrals
Long-Term Outcomes What are your ultimate goals?	Lowered substance initiation rates	Reduced substance misuse	Decreased overdose and juvenile recidivism

SPF Alignment Reference

- **Assessment:** Your inputs and community map support accurate data-informed decisions.
- **Capacity:** Identify what is realistically achievable and available supports.
- **Planning:** Design your activities and align them to your partners.
- **Implementation:** Reflect in your outputs and execution strategies.
- **Evaluation:** Use outcomes columns to define what success looks like and how to measure it.
- **Cultural Competence & Sustainability:** Embed throughout; note culturally affirming practices and long-term sustainability.

Developing a Logic Model for Primary Prevention

A group of people living in the same place or having a particular characteristic in common. A particular area or place considered together with its inhabitants. A body of nations or states unified by common interests. The people of a district or country considered collectively, especially in the context of social values and responsibilities; society.

1. Priority Area:

A. Define the primary focus area based on data and community needs.

I. ***Example:*** *Preventing underage alcohol use among high schoolers.*

2. Priority Area:

A. Describe the issue addressed, avoid solutions in your problem statement.

i. ***Example:*** *"A significant number of high school students in Prevention County reported alcohol use contributed to other risky behaviors."*

3. Goal (Behavior Change):

A. Provide the desired outcome.

i. ***Example:*** *Reduce underage drinking in high schoolers within Prevention County.*

4. Objective (SMART): Defining what you want to accomplish.



i. ***Example:*** *By June 2026, there will be an increase in the perception of harm of alcohol use by 15% by 11th graders in Prevention County, with prevention strategies specifically designed to reach Latinx and Indigenous youth within the community.*

5. Strategies (Methods and Interventions):

A. Name the specific strategies that will be used to accomplish your objectives.

i. ***Example:*** *Education-Host Cafecitos to families that incorporate substance use prevention education. Community-Partner with Prevention County organizations that have peer-led prevention programs., etc.*

6. Indicators (How Success is Measured):

A. Data sources and/or tools used to monitor progress.

i. ***Example:*** *California Healthy Kids Survey, Community Norms Survey, etc.*

7. Outcomes:

A. Short-Term: Immediate impacts.

i. ***Example:*** *Increased awareness amongst families about the dangers of underage drinking.*

B. Intermediate: Stages of behavior and knowledge change.

i. ***Example:*** *Reduction in percentage of youth who report easy access to alcohol.*

C. Long-Term: Final objective.

i. ***Example:*** *By June 2026 the perception of harm of alcohol use has increased by 15% among 11th graders in Prevention County.*

8. Capacity Building:

A. Explore resources that will be needed to support the implementation of strategies.

i. ***Example:*** *Partnerships needed to provided culturally responsive prevention education (Cafecitos, etc.)*

County:

Priority Area:					
Problem Statement:					
Goal:					
Objective	**Strategies**	**Outcomes**			**Indicators**
		Short-Term	**Intermediate:**	**Long-Term**	