



The C-CAP Process for Community Resource Mapping

In this methods snapshot, we introduce the C-CAP (Contextualise, Collect, Analyse, Present) process, a four-phase approach to preparing for, conducting, and reporting on community resource mapping. The C-CAP process is suitable for anyone who seeks to identify a community's strengths and resources, including practitioners, researchers, and policy-makers.

What is it?

Community resource mapping can help to develop an in-depth understanding of community resources, such as programs, services, and infrastructure. For example, a community might wish to identify the programs and services that address youth unemployment. A range of approaches have been used to conduct community resource mapping.^[1] However, many of these approaches are not described in detail and as a result, there is limited practical guidance

to assist those wishing to undertake their own community resource mapping project.

To develop the C-CAP process, we drew on existing literature, practitioner knowledge and our own experience. We tested and refined the process in two Victorian communities experiencing entrenched disadvantage.^[2,3] For a more in-depth look at the C-CAP process, you can find the full peer-reviewed publication [here](#).

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The C-CAP process

The C-CAP process is comprised of four phases: (1) Contextualise, (2) Collect, (3), Analyse, and (4) Present. These phases are interrelated, and decisions made in one phase will have an impact on the others.

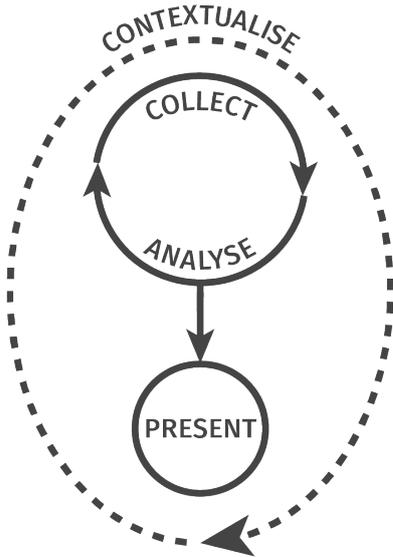


Figure 1: The C-CAP Process

Phase 1: Contextualise

This phase prepares the groundwork for community resource mapping through a process of scoping, outlining, and negotiating all aspects of the project before data collection begins. Key components of this phase include:

Detailing stakeholder engagement: Identify key stakeholders who are likely to bring a range of different perspectives and motivations to the table,^[4] and clearly detail their roles in the project.

Defining system boundaries: Determine the boundaries of the system you're planning to map. For example, a system can be bound by administrative boundaries, such as local government areas.

Outlining project resourcing and timelines: Identify resources required for the project, such as staffing, budget, and equipment, and factor in any approval processes that might be required (e.g. ethics).

Developing a project outline: Develop clear and achievable project objectives, along with any expected outputs, as well as detailing the data collection methods, analysis techniques and presentation preferences.

Phase 2: Collect

The Collect phase involves identifying, classifying, and documenting community resources into an inventory or database. Key components of this phase include:

Determining inclusion and exclusion criteria: Clearly define which community resources will be included and excluded for mapping, and periodically reassess these criteria throughout the data collection process.

Developing the coding framework: Outline the essential datapoints (e.g. location, cost, target population) that will be collected for each resource. [Click here for an example coding framework.](#)

Preparing the inventory or database: Design and utilise a central repository for all collected data using software such as Microsoft Excel. [Click here for an example database.](#)

Phase 3: Analyse

The Analyse phase involves interpreting the community resource dataset to derive relevant insights or observations. The possibilities for data analysis are dependent on the decisions made in the Collection phase, and the capabilities of the project team. Key components of this phase include:

Using appropriate analysis techniques: Analysis techniques might include the use of simple statistical methods, qualitative content analysis, or geospatial analysis using software like ArcGIS.

Contextualising the data: Often, the insights obtained will require further contextualisation to enhance the reliability of any conclusions drawn. Incorporating other relevant datasets, such as ABS data, into the analysis can help to better contextualise the findings.



Phase 4: Present

The Present phase focuses on the visualisation and communication of findings. This phase represents the culmination of the process and involves translating the data analysis into actionable insights. Key components of this phase include:

Identifying appropriate presentation methods:

There are several presentation methods that are well-suited to community resource mapping, including spatial or cartographic maps, searchable databases, or detailed reports.

Considering the intended audiences and developing key messaging: Targeting the right audience with the right message is a crucial for the effective communication of the findings of resource mapping.^[5] It is beneficial to consider how different audiences might apply the information in different ways.

What did we learn?

The C-CAP process provides robust guidance to support community resource mapping efforts, and can be adapted for use across different communities, problems, or target groups.

Application of the C-CAP process can enhance the comparability and comprehensiveness of the findings from a resource mapping project. However, it is important to note that while community resource mapping has the potential to generate useful insights about resource distribution, the ever-changing landscape of

service provision can lead to data becoming quickly outdated. Repeat applications of the C-CAP process in the same community offers a way to track these changes, surfacing trends and changing patterns in resource distribution over time.

Related Resources:

Peer-reviewed publication:

[The C-CAP Process: A Comprehensive Approach to Community Resource Mapping](#)

Supplementary material:

[Example coding framework](#)

[Example data collection processes and procedures document](#)

[Example Excel data collection spreadsheet](#)

Other resources:

[Mapping Community Assets in Brimbank: Brief Report](#)

[Community Asset Mapping in Brimbank: Findings Snapshot](#)

[Mapping the Hume Jobs and Skills Ecosystem: A Snapshot of Employment and Education Supports](#)





References

- [1] Luo Y, Ruggiano N, Bolt D, et al. Community Asset Mapping in Public Health: A Review of Applications and Approaches. *Social Work in Public Health*. 2023;38(3):1-11. [doi:10.1080/19371918.2022.2114568](https://doi.org/10.1080/19371918.2022.2114568)
- [2] Mowle A, Klepac Pogrmilovic B, Craike M, Riley T. *Community Asset Mapping in Brimbank: Findings Snapshot*. Pathways in Place; 2021. [doi:10.26196/2653-DT12](https://doi.org/10.26196/2653-DT12)
- [3] Mowle A. *Mapping the Hume Jobs and Skills Ecosystem: A Snapshot of Employment and Education Supports*. Hume City Council; 2022.
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- [5] Wilson MG, Lavis JN, Travers R, Rourke SB. Community-based knowledge transfer and exchange: Helping community-based organizations link research to action. *Implementation Sci*. 2010;5(1):33. [doi:10.1186/1748-5908-5-33](https://doi.org/10.1186/1748-5908-5-33)

About Pathways in Place

Pathways in Place: Co-Creating Community Capabilities is an innovative program of research and action that supports flourishing of children and young people. This Program is jointly delivered by Victoria University (Victoria, Australia) and Griffith University (Queensland, Australia) with funding generously provided by the Paul Ramsay Foundation.

The Program teams are each leading one of two complementary streams:

1. Early learning and development pathways (children and youth 0-15 y.o.), led by Griffith University in Logan (Queensland, Australia).
2. Pathways through education to employment (youth 15-24 y.o.), led by Victoria University in Brimbank (Victoria, Australia).



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