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Resource Mapping

Objectives

Provide overview of NTACT: C Resource Mapping Guide

Highlight the key steps to resource mapping

Share examples and tools

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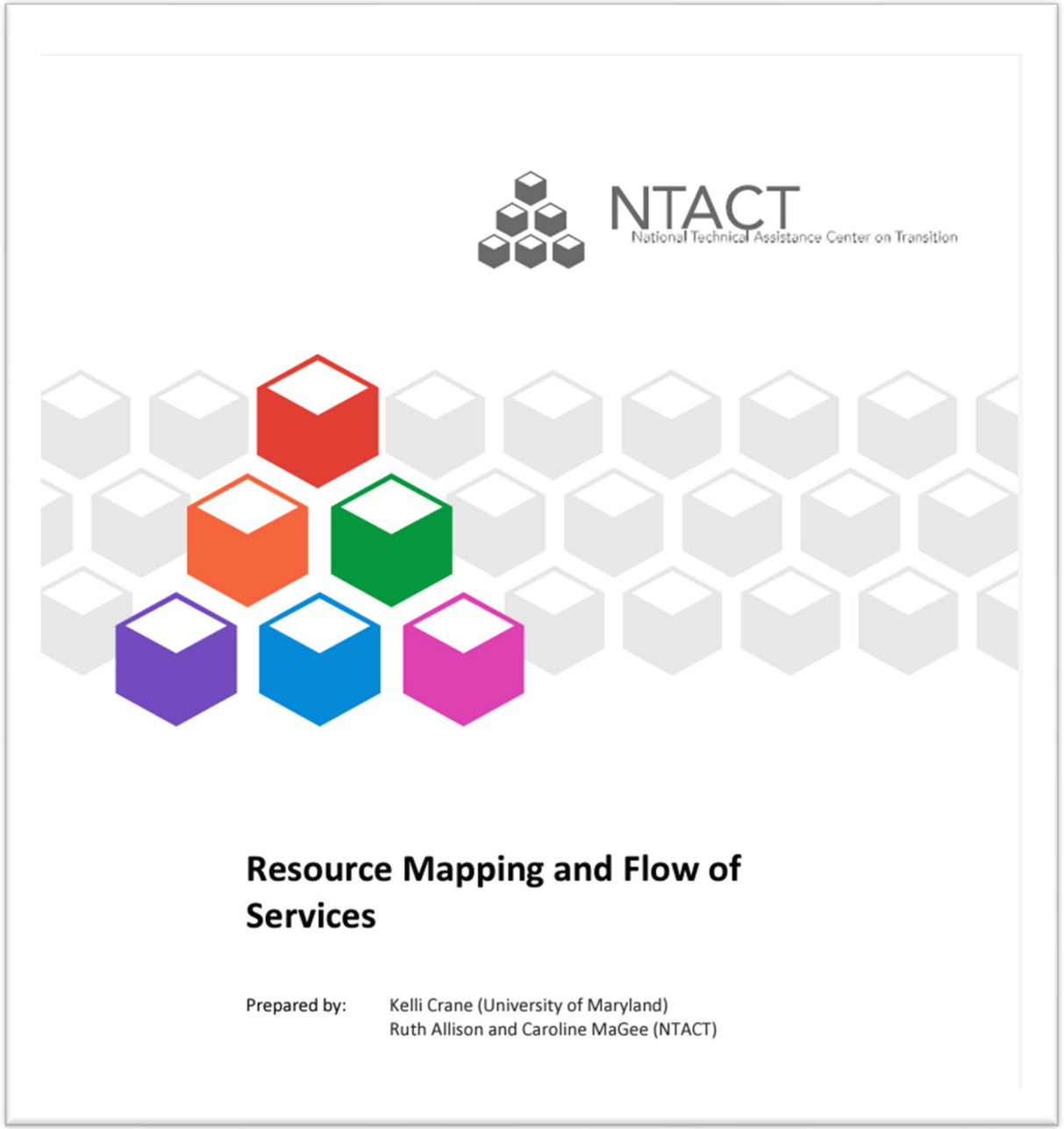
Resource Mapping and Flow of Services



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Resource Mapping Defined

System-building method that links community resources with an agreed-upon vision, organizational goals, strategies and/or expected outcomes

Collaborative process used by a system to identify gaps between the current and desired condition

Resources= services, progress policies, funding people, training, and space

Benefits of Resource Mapping

Creates opportunities for unified vision – maximizes impact the collaboration

Allows partners to understand how existing services and supports are achieving the overall vision

Identifies gaps, overlaps, and supplication of services, programs, and resources

Expands a systemic and coordinated approached to delivering transition services

Four Steps to the Mapping Process

STEP 1

Pre-Mapping

STEP 2

Mapping

STEP 3

Implementing the Map

Strategic Plan

STEP 4

Sustaining Efforts

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Step 1: Pre-Mapping

→ What do you hope to achieve through the mapping process?

→ Establish a Vision

- Provides continuity of purpose and **direction**
- Prioritizes issues and concerns
- Promotes interest and commitment to action
- Creates ownership

Step 1: Pre-Mapping (2)

→ Start with what you know

→ Then determine what additional information and partners you need

Vision Statements….

All children with disabilities and their families will envision a life that includes a career and home life of their choosing.

Each and every student, regardless of disability, has a right to transition to an adult life that includes education, employment, independent living, full community participation and the right to make decisions in and about their lives

Purpose Statement:

The Community Transition Team collaborates to provide impactful opportunities, access, and equitable services to empower young adults with disabilities and their families to facilitate and individualized path and inclusive transition with full participation in their community

→

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Step 2: Mapping

- Select a process for gathering your information
- Identify and collect data
- Synthesize and analyze data – note any gaps or overlaps in services
- Identify roles and responsibilities of partners

Step 2: Mapping (2)

→ **Strategies to collect information**

- Identify both qualitative and quantitative methods
- Use different modes to gather information, such as a survey followed by a focus group
- Designate a lead for the resource mapping collection process
- Consider an outside facilitator to help with the mapping process
- Identify data collection tools that are accessible and easy to use
- Create time and space to analyze

Agency Information Survey

Information from this survey will be used to develop a document describing the agencies involved with the OAST Team and the transition services and resources each provides.

Email *

Valid email

This form is collecting emails. Change settings

Agency Name *

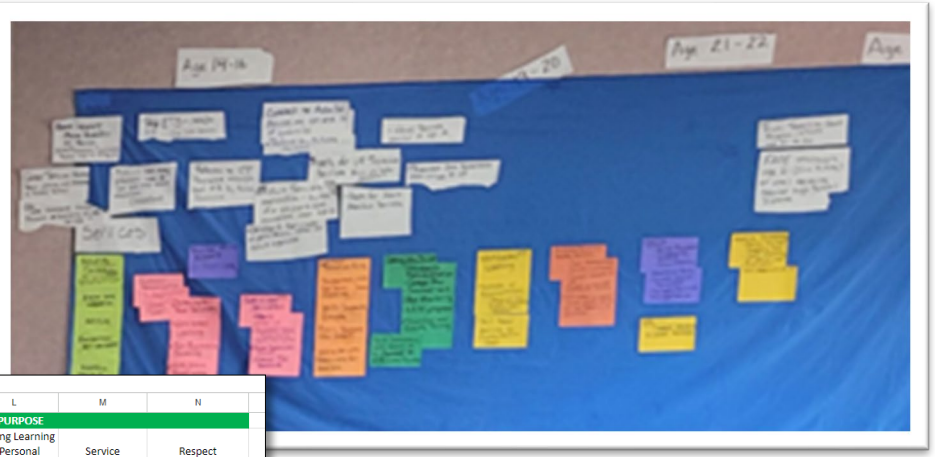
Short answer text

Agency Website *

Short answer text

Agency Main Office

Short answer text



	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1		MASTERY				AUTONOMY				PURPOSE				
2		Academic Mastery	Wellness	Civic, Financial, & Economic Literacy	Digital Literacy	Communication	Critical Thinking & Problem Solving	Creativity & Innovation	Collaboration & Teamwork	Honesty, Integrity, & Responsibility	Hard Work & Resilience	Lifelong Learning & Personal Growth	Service	Respect
3	9th Grade (14-15)	Setting annual IEP goals Summary of performance Graduation Requirements/Certification of Completion Progress Monitoring	Transition assessment (self-advocacy, interest inventories, adult living skills, adaptive assessments) Transition services Connect with other agencies & organizations	Transition assessment (adult living skills) Transition services Connect with other agencies & organizations	Transition assessment (assistive technology) Transition services Connect with other agencies & organizations	Setting postsecondary goals with the student Transition services	Transition assessment (executive functioning) Transition services	Connect with other agencies & organizations	Setting postsecondary goals with the student Connect with other agencies & organizations Summary of performance	Interest Base Surve		Transition assessment		
4	10th Grade (15-16)	Setting annual IEP goals Summary of performance Graduation Requirements/Certification of Completion Progress Monitoring	Transition assessment (self-advocacy, interest inventories, adult living skills and adaptive assessments) Transition services Connect with other agencies & organizations	Transition assessment (adult living skills) Transition services Connect with other agencies & organizations	Transition assessment (assistive technology) Transition services Connect with other agencies & organizations	Setting postsecondary goals with the student Transition services Summary of performance	Transition assessment (executive functioning) Transition services	Connect with other agencies & organizations	Setting postsecondary goals with the student Connect with other agencies & organizations Summary of performance	Interest Base Sur				
5	11th Grade (16-17)	Setting annual IEP goals Summary of performance Graduation Requirements/Certification of Completion Progress Monitoring	Transition assessment (self-advocacy, interest inventories, adult living skills and adaptive assessments) Transition services Connect with other agencies &	Transition assessment (adult living skills) Transition services Connect with other agencies & organizations	Transition assessment (assistive technology) Transition services Connect with other agencies & organizations, Age of Majority	Setting postsecondary goals with the student Transition services Summary of performance	Transition assessment (executive functioning) Transition services	Connect with other agencies & organizations	Setting postsecondary goals with the student Connect with other agencies & organizations Summary of performance	Work-based learni experiences				
6	12th Grade (17-18)	Setting annual IEP goals Summary of performance Graduation Requirements/Certification of Completion Progress Monitoring	Transition assessment (self-advocacy, interest inventories, adult living skills and Adaptive assessments) Transition services Connect with other agencies & organizations Summary of	Transition assessment (adult living skills) Transition services Connect with other agencies & organizations Finicial Literacy, Money Management	Transition assessment (assistive technology) Transition services Connect with other agencies & organizations	Setting postsecondary goals with the student Transition services Summary of performance	Transition assessment (executive functioning) Transition services	Connect with other agencies & organizations	Setting postsecondary goals with the student Connect with other agencies & organi perfor					
7	Post High (18-22)	Setting annual IEP goals/Progress Monitoring, Certification of Completion,Summary of performance	Transition assessment (self-advocacy, interest inventories, adult living skills and Adaptive assessments) Transition services Connect with other agencies & organizations Summary of Performance	Transition assessment (adult living skills) Transition services Connect with other agencies & organizations	Transition assessment (assistive technology) Transition services Connect with other agencies & organizations	Setting postsecondary goals with the student Transition services Summary of performance	Transition assessment (executive functioning) Transition services	Connect with other agencies & organizations	Setting goals v Conne agenci organi Summ perfor					

SPED | VR-Pre-ETS | VR-General | School Counseling | CTE | Utah Parent Center | CSHCN

WBL Continuum Quick Check

	WBL Experiences	Elem/ Middle	High School				18-21 Program	Post-Secondary	Partners
	Grades	K-8	9th	10th	11th	12th			
Awareness	Career Related Competitions								
Awareness	In-school work experience								
Awareness	Workplace Tours								
Awareness	Informational Interview								
Awareness	Volunteering								
Exploration	Job Clubs								
Exploration	Job Shadows								
Exploration	Service Learning								

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Step 3: Implementing the Map

Develop a Strategic Plan to Implement

Build on strengths

Identify ways to address gaps or overlaps in resources

Identify roles and responsibilities of key partners

Define a continuum of services

Strategic Action Plan

Goal 1: Develop a cross-agency team and structure to implement the Seamless Transition Project by the start of the 2019 school year

Activity	Lead	Action	Start Date	End Date	Performance Measure(s)
1. Identify all partners	School	Include rep in Transition Council and co	1/2019	2/2019	Attendance at TC meetings and
2. Invite other relevant community partners and education staff as identified above	ISD	Brenda will initi			
3. Classification of terms, acronyms, etc.	All	Brenda will sha documents for and additions			
4. Establish communication and meeting structure for Seamless Transition Team	ROOC / COOR	Brent / Brenda draft for team t			

	Age 13	Age 14-16	Age 17-18	Age 19-24
Student Outcomes	• Exploration of career preferences	• Completion of Career Readiness activities • Connected to appropriate agencies	• Paid work-based experience • Post-secondary preparation • Connected to appropriate agencies	• CIE or enrolled in Post-secondary education • Enrolled in high school program • Connected to appropriate agencies
Connection with Agencies (Referral/Eligibility)	• Provide brochure for Community Mental Health (CMH)	• Refer to VR for Pre-ETS • Refer to Blind Services for Pre-ETS • Provide brochure for CMH	• Refer to VR services • Refer to CMH	• Refer VR services
Roles & Responsibilities of:				
Vocational Rehabilitation	• Career Interest • Industry Tours, • Present/discuss services-begin relationship • Brochures provided by teachers to families to share information with during parent and/or IEP meetings	• Career Interest, • Career Aptitude, • Industry Tours, • WBL experiences • Soft Skills Development • Paid Employment (Summer work program) • Participate on IEP Team • Connect with teachers, parents, students • Provide group presentations about VR and employment	• Open VR Case as needed-Provide VR Services • Soft Skills Development • Job Shadowing • Job development and placement, paid employment • Gather information from teachers for intake, eligibility, IPE • Participate on IEP Team •	• Open VR Case as needed-Provide VR Services • Employment supports as needed • Participate on IEP Team • Job Shadowing • Participate on IEP Team • Job development and placement, paid employment • Fall and Spring Collaboration meetings to review student needs
Education	• Guest Speakers on careers • Explore CTE Pathways, shadow classes • Share information about VR agencies and services • Instruction in Self-advocacy •	• Transition Assessments • IEP Transition Planning • Career Counseling • Course of study to support graduation and career choices • Job Shadows • CTE supports • Summer work-based learning for high school credit	• Transition Assessments • IEP Transition Planning • Career Counseling • Course of study to support graduation and career choices • Job Shadows • CTE supports • Summer work-based learning for high school credit	• Transition Assessments • IEP Transition Planning • Financial literacy • Civil literacy • Fall and Spring collaboration meetings to review student needs • Complete Summary of Performance • Mobility skill development

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Step 4: Sustaining Efforts

- Monitor and measure progress early and often
- Update your continuum of services as needed
- Continue to communicate with key partners and adjust implementation strategies as necessary

Framework for Transition: Responses (10 responses)

Results Reported in Percentages

Building Your Interagency Transition Team	1	2	3	4	5
Team is in place with regular scheduled meetings		14.3%	71.4%	14.3%	
Team has diverse representation	14.3	14.3	57.1	14.3	
Roles and responsibilities defined and understood	14.3	57.1	14.3	14.3	14.3
Local MOU developed	14.3	42.9	42.9		
Outcomes identified in local action plan	14.3	28.6	28.6		28.6
Uses data-based decision making	14.3	14.3	14.3	14.3	42.9
Shared Understanding of Transition Services	**1**	**2**	**3**	**4**	**5**
Understand roles and responsibilities	14.3	14.3	28.6		42.9
Local Sequence of Service customized	14.3	14.3	28.6		42.9
Identify students needing agency services		71.4			28.6
Monitor to completion the application process	28.6	14.3			57.1
Share, align and coordinate the student plans	42.9				57.1
Roles/responsibilities understood to implement SoS	28.6	28.6			42.9
Review SoS annually	14.3	14.3	14.3		57.1
Collaboration with Families	**1**	**2**	**3**	**4**	**5**
Defines effective family engagement	14.3	42.9	14.3		28.6
Establish system for developing clear ongoing communication and interaction	14.3	42.9	14.3		28.6
Transition planning information is provided families		57.1		14.3	28.6
Families understand the services and benefits	42.9	28.6			28.6
Multiple options/alternate ways for family input in the transition planning process	14.3	28.6	14.3		42.9

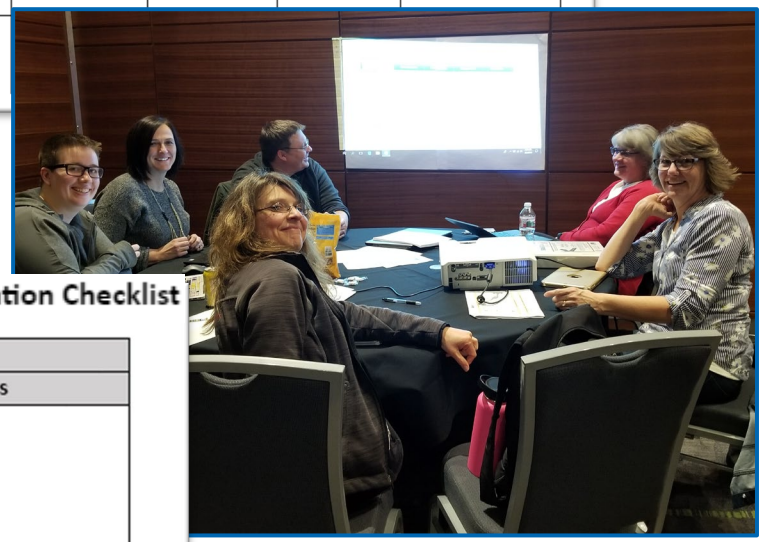
Competitive Integrated Employment is an essential goal	1
Paid work experience is guided by student plan	28.6
Continuum of WBL opportunities included in SoS	28.6
WBL opportunities in a variety of settings.	14.3
Legal requirements of work and impact to benefits are considered	28.6
Supported Employment and Customized Employment are defined with clear roles/responsibilities	14.3
Shared Communication Practices support the tracking of student growth	**1**
System to secure necessary releases of information	14.3
Regular check-in to coordinate and track student services	14.3
Utilizing the student driven process to support the student's vision	**1**
Transition Plans developed through student led IEPs	14.3

Student Data Form

Team:

Date:

Student Name	Anticipated Graduation Date	Workplace Tour	Job Shadow	Unpaid Work Experience	Paid Work Experience	Agency Contacts	Comments



Framework for Transition: Sequencing of Services (SoS) Implementation Checklist

Building Your Interagency Team		
Practice	**Implementation Level**	**Notes**
Team is in place with regular scheduled meetings for planning, developing, and implementing services for student participants	1-Not currently being implemented 2-Intermittent Implementation 3-Emerging Implementation 4-Currently Implemented	
Team has diverse representation of agencies, families, and general education (CTE, School Counselor, Building administration)	1-Not currently being implemented 2-Intermittent Implementation 3-Emerging Implementation 4-Currently Implemented	
Roles and responsibilities of each team member are defined and understood	1-Not currently being implemented 2-Intermittent Implementation 3-Emerging Implementation 4-Currently Implemented	

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