



# Mapping Process Livingston County

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# Where are we?



# Local district data

District	Brighton	Fowlerville	Hartland	Howell	Pinckney	BRIDGE	Total
9-12 Total Enrolled	2074	867	1919	2486	1296	85	8727
Students with IEPs 9-12	176	88	135	261	122	24	806

# Life before Mapping

- o MRS process for reaching transition aged students
- o Challenges
  - o Missing students due to inability to complete form (lack of understanding)
  - o Teacher turnover or change of caseload and not understanding MRS services
  - o Relatively new role as Transition Coordinator trying to “figure things out”

Thank you MTSA and  
Traverse Bay ISD

“Journey to MRS and Education  
Collaboration” presentation

2012



# Mapping Levels

## o Senior Mapping

- o Interviews with students directly
- o Notice sent ahead to alert parent/guardian to MRS involvement and allow for opt out
- o Work with district contact for establishing schedule in building

## o Junior Mapping

- o Conducted with caseload providers
- o Set up hours in their building and provide sub if needed
- o Held prior to scheduling for next school year

# How Does it Work?

- o Obtain spreadsheets from each district containing all students with IEP's in the building
- o Establish dates with MRS counselor in each district based on total numbers (allow about 10-15 minutes per student interview)
- o Send home letters to parent/guardian re: process
- o Obtain transcripts and use access to IEP system
- o Work with local districts based on their service delivery system to pull students
- o Students who will be heading to our 18-26 program are not included in this process (separate interviews with families)

# Mapping Days

- Seniors are given a form to complete asking about:
  - Disability area awareness
  - Post Secondary plan progress
  - Financial Aid awareness
  - Employment Status
  - Driving status
- MRS Counselor uses a self made system of questions that align with potential customers
- Transition Coordinator uses spreadsheet to add information as interview progresses.
- Use transcript and IEP as talking points as well



# Senior Mapping Form

## Senior Mapping Form

Complete prior to meeting with Transition Staff

Name: \_\_\_\_\_  
High School: \_\_\_\_\_  
Case Coordinator: \_\_\_\_\_  
Date of Birth: \_\_\_\_\_

I am receiving a:  
 Diploma  
 Certificate of Completion/Transition Certificate

My disability is: \_\_\_\_\_  
(reason you are receiving special education services – IEP and supports)

After high school, I plan to: (Choose ONE of the four options below)

1.  Go to a Community College/Training Program at a College or attend a University. If you know what college you are hoping to visit or to attend, check below:

Washtenaw Community College  
 Lansing Community College  
 Oakland Community College  
 Mott Community College (M Tech Campus)  
 Baker College \_\_\_\_\_ Campus  
 \_\_\_\_\_ Other

- I have visited the campus
- I would like to visit the campus
- I have an interest in the following program area \_\_\_\_\_
- I know what level of certification or degree I want \_\_\_\_\_
- I need help deciding what type of training to pursue

2.  Go to MCTI – Michigan Career and Technical Institute

I have visited MCTI this year  
 I would like to visit MCTI, with \_\_\_\_\_  
 Program area I am most interested: \_\_\_\_\_

3.  Start working without further education/training

- I already have a job
- I will need help finding a job after high school

4.  Enlist in the military

- I have spoken to and met with a recruiter from the following branch: \_\_\_\_\_
- I have taken the ASVAB

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# Database Set Up

- o Disability Area
- o Post Secondary Plan
- o College/trade school/other location
- o Inquire about visiting based on plan:
  - o Visits to Washtenaw Community College, Lansing Community College and Auto/Diesel Institute
- o MCTI visit (invite or follow-up)
- o Assess driving status
- o Inquire around work experience
- o Offer FAFSA information and Financial Aid nights at their schools
- o Comments section for student specific information
- o Follow up box regarding next steps –
  - o MRS
  - o Employment Training Specialist
  - o Transition Coordinator

# Follow Up - Seniors

## o MRS

- o Based on needs, set up follow up meetings to assess interest in services
- o Assign a Transition Support staff that has been available through grant monies
- o Cases open and plans are begun before Christmas Break

## o Non MRS

- o Transition Coordinator develops college visit dates and follow up
- o Employment Training Specialist are assigned students who need to work on plan
- o Google Sheet tracks progress
- o Students provided folder at end of senior year to place IEP, SOP, medical documentation, disability contact information, etc.

# Junior Mapping

- Use spreadsheets referenced earlier
- Set up meetings in buildings with special education providers who have juniors on their caseload; fund subs if requested from Transition Grant
- Same categories as senior mapping are used during discussions, with additions of:
  - Vocational Opportunities available
  - MCTI visit referral for fall of senior year
  - Students identified who will be referred for 18-26 program
  - Discussion of CTE or other courses to support student's PSG

# Mapping Outcomes 2015-16

Seniors Mapped	Juniors Mapped
166 total students	38 teachers representing 190 students
48 MRS cases opened*	Identify student to be screened for:
<p>*In addition to 55 ICTA funded program cases already open.</p> <ul style="list-style-type: none"><li>• 40 students visited WCC</li><li>• 30 students visited LCC</li><li>• 15 students visited Auto/Diesel Institute Owosso</li></ul>	<ul style="list-style-type: none"><li>• WRAP Class (45 slots)</li><li>• Summer Challenge (10-12 slots)</li><li>• DNR Summer Work (4-8)</li><li>• 65 MCTI invitations for October</li><li>• Potential need for PC's</li></ul>

# Mapping Benefits Realized

- More appropriate MRS cases identified and opened in timely manner for plan development
- Students have direct assistance with planning process and increased self-determination
- Guidance provided to teachers regarding establishing PSG's with students and supports:
  - Course of Study
  - Agency Representation
  - Services/Activities to support Transition Plan
  - Vocational opportunities for SWD
  - Guidance on Personal Curriculum based on student's graduation progress



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