



Mapping Process Livingston County

Kristen Capra, Transition Coordinator

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

- o Use spreadsheets referenced earlier
- o Set up meetings in buildings with special education providers who have juniors on their caseload; fund subs if requested from Transition Grant
- o Same categories as senior mapping are used during discussions, with additions of:
 - o Vocational Opportunities available
 - o MCTI visit referral for fall of senior year
 - o Students identified who will be referred for 18-26 program
 - o 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">• 40 students visited WCC• 30 students visited LCC• 15 students visited Auto/Diesel Institute Owosso	<ul style="list-style-type: none">• WRAP Class (45 slots)• Summer Challenge (10-12 slots)• DNR Summer Work (4-8)• 65 MCTI invitations for October• Potential need for PC's

Mapping Benefits Realized

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



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