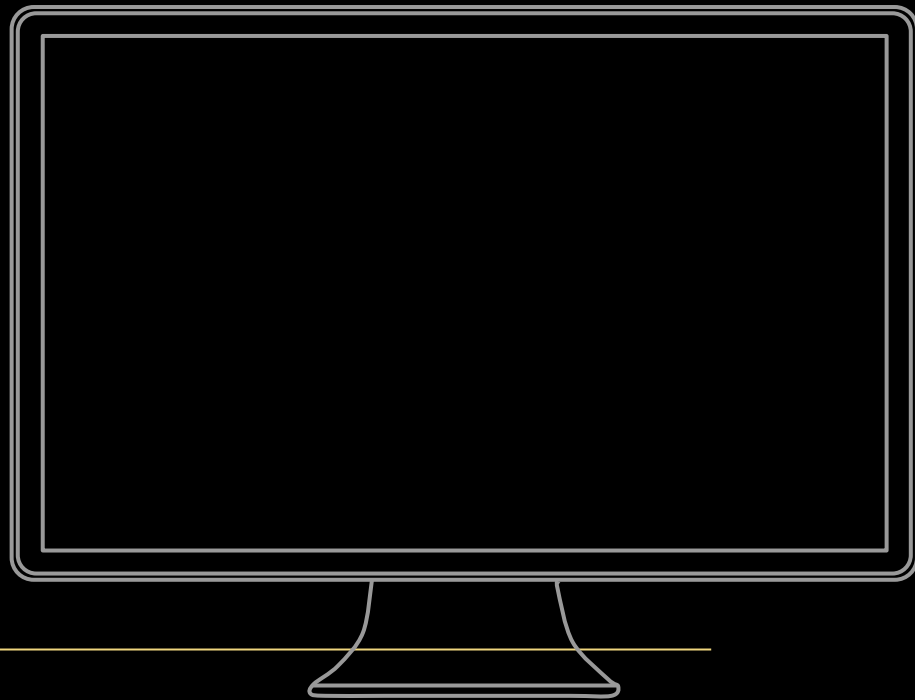


Using Resource Mapping to Restructure Transition Services in High School

ICTW CONFERENCE -April 13, 2023

PRESENTERS: DEDE GILL, CLAIRE GETZOFF, and KATRINA ENGEL

This is our why



TODAY'S OBJECTIVES

1. Identify structures we have in place for delivering transition services at ETHS
2. Share ways we utilize community resource mapping to restructure how we design and deliver transition services



AGENDA

1. Give background on ETHS and our TEAMS program
2. Discuss how we are restructuring our program
3. Highlight our partnership with ICTW
4. Talk about how we are using community resource mapping at ETHS
5. Summarize our next steps

Evanston Township High School

About ETHS

Evanston Township High School (ETHS) District 202 is a four-year comprehensive high school occupying a 65-acre campus in Evanston, Illinois, a suburb of Chicago along the Lake Michigan shore.

Ranked among the top 2-3% of high schools

43 Languages spoken at ETHS



Evanston Township High School

About ETHS

Enrollment: 3,636

32% Low Income

13% IEP

94% Graduation Rate



Evanston Township High School

About ETHS

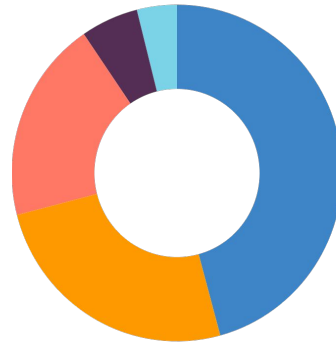
White - 45.1%

Black - 24.7%

Hispanic - 19.9%

Asian - 5.4%

2 or More- 4.2%



Evanston Township High School

ETHS Strategic Priorities 2022-23

Equity

Literacy

Social Emotional Learning

Post-Secondary Planning





TEAMS

Transition Education And Mindfulness for Success

Designed to provide a robust continuum of services for students who have significant needs in one or more area of life skill development

Enrollment has more than doubled over the past 5 years



TEAMS

Transition Education And Mindfulness for Success

We currently have 35 students enrolled in the TEAMS program this year and project 42 students for the 2023-24 school year

Projected enrollment from our feeder districts shows a continued increase in student enrollment over the next 4 years



TEAMS

Percentage of students with primary eligibility:

- ❑ Autism 48.4%
- ❑ Intellectual Disability 22.6%
- ❑ Multiple Disabilities 16.1%
- ❑ Specific Learning Disability 9.7%
- ❑ Other Health Impairment 3.2%



TEAMS

One program, one team:

SHARED BELIEFS, VALUES AND PRACTICES

- ❑ Support all students in grades 9th through age-out/exit
- ❑ 4 teachers, 1 case manager, 1 transition specialist
- ❑ Full time ST, SW
- ❑ Part-time OT, PT, VI and vocational coordinator
- ❑ 12 paraprofessionals (classroom, 1:1, job coaches)



TEAMS

What it means to be one program?

- ❑ Shared beliefs, values and practices
- ❑ Shared resources
 - ❑ Staff
 - ❑ Curriculum/assessments/materials
 - ❑ Classrooms (main building, transition house and community)
 - ❑ Program schedule (same start/end)
 - ❑ Aligned courses of study
 - ❑ Ex: Job Skills, Job Experience, Career Jobs, Vocational Training
 - ❑ Professional development

It means we are ALL part of the same team!



TEAMS

What it means to be one program?

- ❑ Students in high school take courses that lead to graduation and are aligned with their outcomes
 - ❑ They are *not* scheduled in courses with students who have graduated
 - ❑ Courses are selected to support outcomes
 - ❑ They are included in all of the typical high school experiences
- ❑ Students who graduate high school take “courses” that support their transition goals/outcomes
- ❑ All students receive community-based instruction



HOW WE STARTED TO RESTRUCTURE

3-5 YEAR PROCESS (OR MORE)

BEGAN DURING THE 2021-22 SCHOOL YEAR

USE OF TARGETED TECHNICAL ASSISTANCE (ICTW)

ANCHORED IN RESOURCE MAPPING



3 TO 5 YEAR PROCESS (OR MORE)

STEP 1: EVALUATE STRUCTURES

WHAT DO WE HAVE?
WHAT DO WE NEED?
WHAT SHOULD WE DO?

**DRIVEN BY BELIEFS,
VALUES AND PRACTICES*

STEP 2: ACTION PLAN

IMMEDIATE
SHORT-TERM
LONG-TERM

STEP 3: PARTNER

TO ADD VALUE AND ANCHOR
GOALS

STEP 4: MONITOR PROGRESS

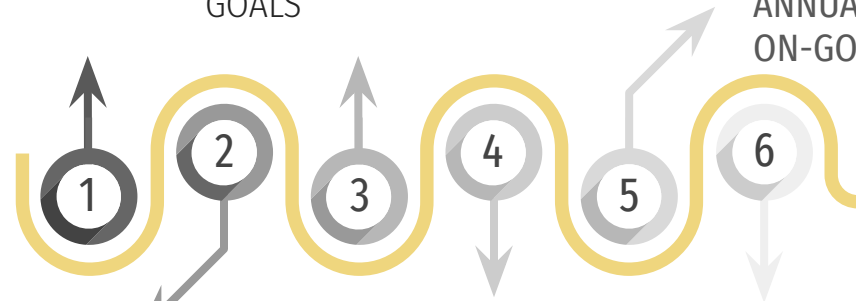
BE INTENTIONAL
USE DATA
CELEBRATE SUCCESSES

STEP 5: UPDATE PLAN

QUARTERLY
ANNUALLY
ON-GOING

STEP 6: REPEAT

-MAINTAIN
-ELIMINATE
-IMPLEMENT



**“The arrangement of and
relation between the points or
elements of something
complex”**

—STRUCTURES

KEY STRUCTURES IN THE DELIVERY OF TRANSITION SERVICES

PROGRAM MODEL

PEOPLE

PLAN

**THE DESIGN AND WHAT
IT IS MEANT TO
ACCOMPLISH**

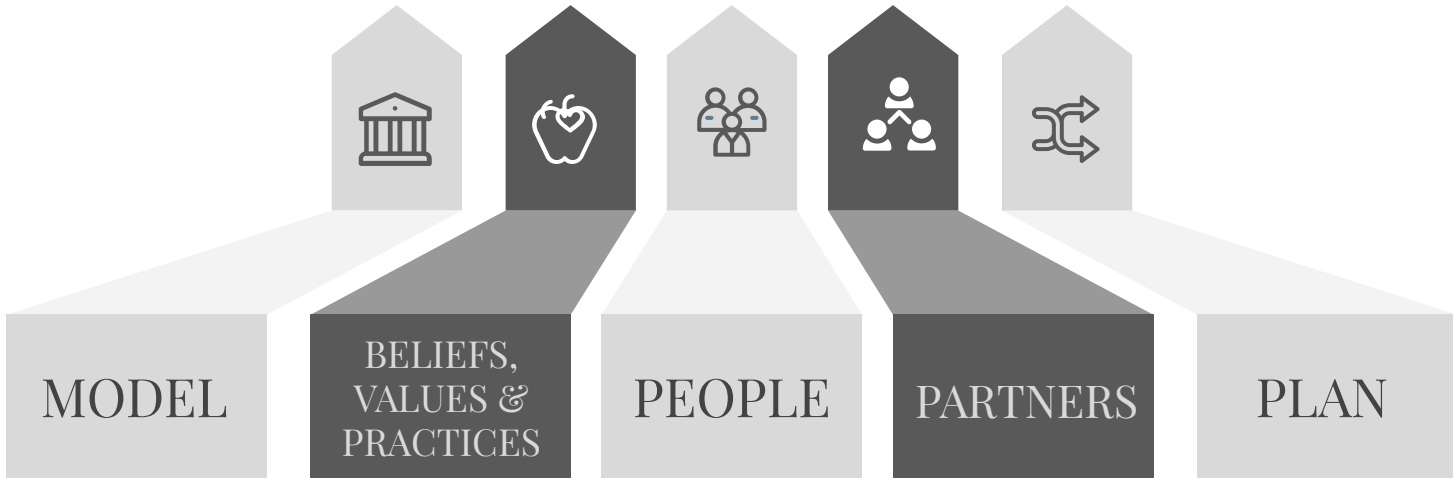
**WHO IS DELIVERING,
RECEIVING AND/OR
SUPPORTING THE
PROGRAM**

**WHAT STEPS ARE
YOU TAKING**

DRIVEN BY BELIEFS, VALUES AND PRACTICES

SUPPORTED THROUGH PARTNERSHIPS

KEY STRUCTURES IN THE DELIVERY OF TRANSITION SERVICES



2021-22 SCHOOL YEAR

- ❑ *Returned from Covid and began Team Building*
- ❑ *Collaborated, brainstormed set goals and began implementing*
- ❑ *Began to change the Program Model from first-then to “all-in”*
- ❑ *Weekly team meetings (transition house and main building)*
- ❑ *Quarterly whole team meetings*
- ❑ *Proposed expansion and alignment our Course of Study*
- ❑ *Professional development focused on transition services*
- ❑ *Partnered with ICTW*
- ❑ *Began Resource Mapping in summer of 2022*

2022-23 SCHOOL YEAR

- ❑ *Returned to school and welcomed new students and new staff*
- ❑ *All TEAMS students and staff on the same schedule*
- ❑ *Continued Team Building*
- ❑ *Weekly whole team meetings*
- ❑ *Continued collaboration, brainstorming and implementing*
- ❑ *Embraced All-in Program Model*
- ❑ *Approval for expanded Course of Study and alignment of courses*
- ❑ *Professional development focused on transition services*
- ❑ *Continued Partnership with ICTW*
- ❑ *Expanded our understanding and implementation of Resource Mapping*

2023-24 SCHOOL YEAR

- ❑ *Return to school and welcome new students and new staff*
- ❑ *All-in model, continued collaboration and team building*
- ❑ *Release time for certified staff for program development*
- ❑ *Weekly whole team meetings with goal to include paraprofessionals as often as possible*
- ❑ *Implementation of expanded Course of Study*
- ❑ *Professional development focused on transition services with a focus on assessments and resource mapping*
- ❑ *Expand implementation of Resource Mapping to other areas of transition planning*
- ❑ *Continue Partnership with ICTW*

PARTNERSHIP WITH ICTW

2021-22 School Year

NOVEMBER 2021: Application for Technical Assistance

JANUARY 2022: Initial meeting with Stacy and Nicole

FEBRUARY 2022: Reconnect and reviewed goals

MARCH 2022: ICTW PD: Resource Mapping

APRIL and JUNE 2022: Check in with Nicole

PARTNERSHIP WITH ICTW

2022-23

AUGUST 2022: Review goals (Nicole)

OCTOBER 2022: Revise goals (Stacy and Nicole)

JANUARY 2023: Check in with Nicole

FEBRUARY/MARCH 2023: Check in with Nicole

APRIL 2023: Update Nicole-Planning for 2023-24 SY

PARTNERSHIP WITH ICTW-Initial Goals

Goal 1: To restructure our existing transition program by combining our high school program (9th-12th grade) and transition house program resources (staff, curriculum, courses, materials, environments, etc..) to provide a more robust continuum of services and earlier, more meaningful work-based learning experiences to prepare all of our students for competitive integrated employment and post-secondary success

Goal 2: To create a model that ensures best practice in conducting and analyzing age appropriate transition assessments, data collection, and transition services for all students enrolled or projected to be enrolled in our program, with an emphasis on the area of employment.

Goal 3: Increase the number of community partnerships and improve our coordination of adult services (specifically with VR) for each student enrolled in our program as well as increase the opportunity for families to be involved in the transition planning process

RESOURCE MAPPING

NTAC National Technical Assistance Center on Transition

- ❑ NTAC endorses the use of resource mapping as a first step in supporting individuals through transition programming
- ❑ “Although the research base for resource mapping is still growing, it is a proven methodology used to link available resources with an agreed upon vision, organizational goals, strategies, or expected outcomes.”

RESOURCE MAPPING

NCSET

The National Center on Secondary Education and Transition

The benefits related to resource mapping, include

- ❑ The development of “a more results-driven system that supports an improved secondary school experience, higher rates of post-secondary school enrollment completion, and successful adult outcomes including competitive employment and community living

RESOURCE MAPPING

ICTW Illinois Center for Transition and Work

- ❑ The Illinois Center for Transition and Work (ICTW) explains that resource mapping (also known as asset planning) “is a process for identifying resources in a community that can support students as they transition from school to adulthood.”

RESOURCE MAPPING

Flanagan, M. F., & Bumble, J. L. (2022)

- ❑ Community resource mapping helps IEP teams identify resources that align to student post-secondary goals and can help prepare students for the transition from high school to adult life

COMMUNITY RESOURCE MAPPING

THE PROCESS:

- (1) prepare to map
- (2) identify community resources
- (3) connect with resources, and
- (4) match resources to students

source: ictw.illinois.edu



COMMUNITY RESOURCE MAPPING at ETHS

Our goal is to use person-centered resource mapping to write more effective outcomes, gain additional partnerships, and promote independence in all areas of transition programming that will provide earlier and more meaningful outcomes for our students.



COMMUNITY RESOURCE MAPPING at ETHS

Examples of the PROCESS IN ACTION:

Assessments will only take you so far

Students need to observe the work environment

Example: James



COMMUNITY RESOURCE MAPPING at ETHS

Examples of the PROCESS IN ACTION:

Student interests, preferences and supports needed may not align with the options available

How can you navigate the environment to get them exposure

Example: Title Boxing



COMMUNITY RESOURCE MAPPING at ETHS

Examples of the PROCESS IN ACTION:

Observation and shadowing tells us much more than what we might expect

Has to be a match with the student and the site

Example: Bennison's



COMMUNITY RESOURCE MAPPING at ETHS

Examples of the PROCESS IN ACTION:

Community resource maps are fluid

They will change

Example: [Julian](#)



COMMUNITY RESOURCE MAPPING at ETHS

What are we gaining?

- Earlier connections with students and families
- More person-centered planning
- Outcomes reflect strengths, interests and preferences
- More specialized professional development for staff
- Strength based teaching and learning
- Increased # of opportunities for paid employment
- Increased # of job sites aligned with student outcomes
- Better communication among students, families and team members
- Capacity for all staff
- More clear vision and program development

COMMUNITY RESOURCE MAPPING at ETHS

OBSTACLES TO TARGET

TIME

SENSE OF URGENCY

JOB SITES FOR STUDENTS WITH SIGNIFICANT NEEDS

STAFFING SHORTAGES

LEARNING CURVE

PACING OF GOALS



What's Next:

- Expand opportunities for inclusion
 - Resource map for all students in all domains (Employment, Education/Training and Independent Living)
 - Secure paid employment for exiting students
 - Work toward final year as maintenance year
 - Improve assessment tools and practices
 - Focus on data collection
 - Develop curriculum and assistive technology tools
 - Improve communication plan
 - Expand partnerships
 - Development of professional skills for all staff
 - Strength based teaching
 - Teachers led program development
-

QUESTIONS

GILLD@ETHS202.ORG

DEDE GILL, ASSISTANT DIRECTOR OF SPECIAL EDUCATION
EVANSTON TOWNSHIP HIGH SCHOOL
EVANSTON, IL

ICTW Symposium April 13-14 : [Website](#)



Thank you!

◀ Presentation template by [Slidesgo](#)



Local Resources:

Center for Independent Futures (CIF): <https://independentfutures.com/>

City of Evanston: <https://www.cityofevanston.org/residents/disability-services>

Community Alternatives Unlimited (CAU): <http://www.cau.org/>

Illinois Center for Transition and Work: <https://ictw.illinois.edu/>

IL State Resources:

Illinois State Board of Education: <https://www.isbe.net/>

Department of Human Services: <https://www.dhs.state.il.us/>

PACT: <https://www.dayonepact.org/>

Suburban Access: <https://www.subacc.org/>

The Arc of Illinois: <https://www.thearcofil.org/>

Federal/National Resources:

Division on Career Development and Transition (DCDT): <https://dcdt.org/>

Medicaid: <https://www.medicaid.gov/>

Medicare: <https://www.medicare.gov/>

National Technical Assistance Center on Transition: <https://transitionta.org/>

US Department of Education: <https://www.ed.gov/>

References:

Community RESOURCE Mapping - Illinois Center on Transition and Work.

https://ictw.illinois.edu/docs/librariesprovider25/briefs/other/community-resource-mapping.pdf?sfvrsn=e0c428d0_3

Crane, K., & Skinner, B. (2003). *Community Resource Mapping: A Strategy for Promoting Successful Transition for Youth with Disabilities*. Publication of the National Center on Secondary Education and Transition. Retrieved December 30, 2022, from <http://www.ncset.org/publications/viewdesc.asp?id=939>

Flanagan, M. F., & Bumble, J. L. (2022). Mapping Assets for Post School Success (MAPS): Using digital resource mapping to enhance the transition process. *TEACHING Exceptional Children*, advanced online publication.

<https://doi.org/10.1177/00400599211068143>

NTACT:C. "Resource Mapping Toolkit." NTACT:C, 23 Dec. 2022, <https://transitionta.org/resource-mapping-toolkit/>.