



Transcript of NCSET Conference Call Presentation

Improving Adult Outcomes for Youth with Disabilities: Mapping and Aligning Resources

January 29, 2002

presented by:

Kelli Crane
TransCen, Inc.

Richard Luecking
TransCen, Inc.

MS. MACK: My name is Mary Mack and I want to welcome you to the January National Center on Secondary Education and Transition (NCSET) teleconference call. The topic for this month's call is improving adult outcomes for youth with disabilities, mapping and aligning resources and joining me on the call today are Richard Luecking, the President of TransCen, Inc. and Kelli Crane who works at TransCen, Inc. with NCSET. I'm going to take care of some housekeeping details to begin with. First of all, we will have approximately 45 minutes of presentation followed by an opportunity for you to ask questions. However, that doesn't preclude if you've got a question that you want to ask immediately, that's fine.

I would request, number one, that when you're not speaking to put the mute button on and to be very aware that the telephone does pick up backup noises and be attentive to that. The other thing is when you do ask a question please state your name and state, so that when we prepare the transcript we'll be able to identify different speakers. With that I think we're going to get started.

As you all know the new global economy is a growing interest to invest in and demand will require the availability of certain demand, it's going to require the service and support that young people with disabilities need to succeed.

The employment statistics for individuals with disabilities are hideously low and there are a number of reasons for that. The barrier to employment that 53% of employers identify is lack of experience. The second is 45 percent saying lack of skills

and proper training and the third barrier is attitudinal.

As I think we all know, the current system for providing the educational workforce development, vocational rehab, and community resources to come together to make sure that youth get the skills necessary to transition successfully into postsecondary employment is very fragmented and one of the vehicles that NCSET has been talking about is doing some trainings to help promote and start a discussion around how do you bring these disparate resources together and align them.

And we're talking about not only resources in terms of money, but also in terms of strategic planning of human resources, of people power. So, with that I'm going to turn the call over to Kelli Crane, and Kelli is going to go through a synopsis of what resource mapping is and what the process is and then Rich is going to talk about some examples as to what the states and localities are using to bring the services together. Kelli, do you want to start?

DR. CRANE: Yes, thanks Mary. As Mary mentioned, I am Kelli Crane and I work at TransCen, Inc. on NCSET and I, as Mary said, will briefly outline what we mean by resource mapping and layout the process and some of you may actually have heard this called asset mapping. Pretty much, we're talking about the same thing.

So, what resource mapping does is it focuses on what communities have to offer by identifying assets and resources that can be used for building a system. It is not a one shot drive to create a published list or directory, but rather it's a tool or a

vehicle, as Mary suggested, for joint planning and professional development to meet a given goal. It also allows for, again as Mary suggest, some resource sharing and cost sharing.

There is not a common definition for resource mapping or asset mapping, but it's a methodology by which the capabilities and the capacities of a community are identified and used to build a system. Resource mapping also reveals the resources and assets in a community and highlights the interconnections among those resources and assets.

Resource mapping builds relationships among various community agencies, organizations, businesses and people and as Mary suggested, we're looking at workforce development, Vocational Rehabilitation, education, postsecondary Ed and other community resources. Resource mapping focuses on the strength of a community and not its deficits and thus fills its capacity.

Essentially the goal of resource mapping at the state and the local level is to develop a better understanding of the current system of programs that support our young people and then to facilitate a discussion of interagency collaboration and cooperation to lead to a more comprehensive system that supports their development – the youth development and successful post-school outcome, such as employment, independent living, postsecondary enrollment.

There are several key principles to resource mapping. I talked a little bit about those when I was laying out what resource mapping is, but I want to highlight these again. There are three principles that I want to point out, the first being that resource mapping builds on the strengths within a community. It does not look at what's wrong, what's not working, it doesn't look at the deficits, but rather focuses on what's working well and the strengths and the resources already out there and builds on those.

Following that, the second key principle of resource mapping is that it's relationship driven. It does not focus on programs, rather resource mapping builds partnerships among various community stakeholders to meet, again, a given goal or vision.

And then finally the third key principle of resource mapping is that it is not controlling. What

we mean by that is resource mapping embraces the notion of lateral leadership. That is, it works across programs and across geographic boundaries, again, to meet a given goal or given decision. So, those are three key principles of resource mapping.

Organizations may engage in the resource mapping process for a variety of reasons. First of all, they might be looking for new resources to support an existing effort. Two, maybe they are looking at their existing resources to see if they're actually being used effectively and how they can more effectively use those resources. Third, a community may need to examine their priorities to determine where partnerships can be built or strengthened, again, that notion of partnerships building; relationship driven and resource mapping can also help you improve a situation for a specific population.

The benefits of resource mapping are many. As a result of taking part in this process communities can develop a more result driven system that supports improved secondary school experiences for young people. Again, it may lead to higher rates of postsecondary enrollment and completion, higher rates of employment, competitive employment in community living. So, as a result of pulling together resources – various resources, you can gain some of these outcomes or at least that's the hope.

I'm going to now, briefly, highlight the process of resource mapping. As you know, communities have a number of diverse resources and activities that directly or indirectly relate to the needs of youth, yet these resources are commonly duplicative when used in isolation of one another and that's why we're looking at how we can better align these resources.

Fortunately the mapping process is pretty straightforward and it can help you to better align your different resources to meet goals. There are a number of steps in the resource mapping process. First of all there's the pre-mapping, then we have mapping, data analysis, strategic planning and reporting and then finally implementation and again, as I mentioned, I will briefly go over the process of resource mapping.

The first step in the process is pre-mapping and this is probably the most critical part of the mapping process and probably will take you some

time to do. It involves a couple strategies, first of all building the vision, setting the goals and developing partnerships. There's absolutely no reason to engage in the resource mapping process if you don't start out with a clear vision of what you hope to gain.

For example, is your vision to integrate academic and work experiences or is your vision to create a comprehensive youth development system? Both of these are great visions, but they will involve different levels of resources and partnership commitment. So, again, upfront you need to have a pretty clear vision.

Also, in the pre-mapping stage you need to develop goals. What are your desired results? You need to make these, again, measurable, so, you know if you actually got there when you get there. It's not enough to say that you want to link schools and business. Again, how will you know if you succeeded at that goal? So, you need to be very clear. Do you want two businesses connected with one school or two business connected with every school in that district. So, you need to be clear on your goals. Finally, another key strategy in pre-mapping is to develop partnerships and you need to think about the partnerships at the get go.

What partners do you need to have involved to help you meet your vision, to help meet your goals? What other partners will you need to bring on board? So, when you think about partnership development building think about the self-interest of these other partners. What will it take to get them at the table and what will it take to keep them at the table. Partnership building is key and it will be something that will need to be thought about throughout the process of resource mapping. So, that's pre-mapping.

The next step is mapping. So, when we talk about resource mapping this is the only step in the process that is called mapping and it's probably the easiest step in the whole entire process. This is actually when you collect the data. Basically what you want to do is you want to go out and identify those resources in the community that help – that can help meet your vision or your goal and then define what those resources are, who they serve, what are their services, and who is their funding source.

But, I also want to add, as Mary mentioned

earlier, you need to keep in mind that resource mapping is not just about the money. We also need to look at human resources and in-kind resources, services, technical assistance resources out there, it's not just about the money. After you collect all the data you'll need to analyze it. Where is the overlap and gap in the services and resources and then, again, share these findings with your partners.

So, you've got pre-mapping, mapping and next is the strategic planning and action plan. This is, actually, a tough part in the resource mapping process. So, after you collect the data, analyze the data, you need to put together your action plan for implementing the map. Again, when you analyze the data you'll be identifying where the gaps and overlaps are.

So, when you get to the action planning stage, if there is a gap, you need to think about how you're going to fill that. What other additional resources do you need to go at after? So, that might be part of your action plan and then finally the last step is the implementation of the map. As I mentioned, partnership development was key and it continues to be key here along with communicating with your partners and potential partners.

You need to continually highlight the success that you're finding as you're going through the resource mapping process. You also need to be very honest and clear on where things aren't going so well or where you might need additional resources. You never know when someone will hear what's happening and jump on board. They might be able to offer additional resources that are missing or offer a good idea to solve a problem. So, communication is also a key part of the process.

So, that in a nutshell, is a real quick overview of the process of resource mapping. When you speak about resource mapping, essentially it's something that we've probably all done at some degree in our work lives and in our personal lives and it's all something we can benefit from. I want to give you another recap of some elements of resource mapping.

Again, you need to start out with a very clear vision. Where do you want to be? Where do you want to go with this? You need to look at partnership development and build partnerships with

people who can provide the resource to help meet your vision or your goal. Is that the goal to get more youth employed? We might need to look at WIA resources in addition to Vocational Rehabilitation resources.

Resource mapping benefits everyone who's involved. Again, the partners that you bring on should be seeing the benefits of the process within their own organization. Resource mapping looks, again, at the assets in the community and builds on those assets, but it also helps you identify where the gaps are and fills those gaps.

Everyone who's involved in the resources mapping process does work toward a common goal and ultimately resources mapping allows you to achieve more together as a group than what you can alone. So, that's pretty key in resource mapping. Rich now is going to provide you with some examples of what we've been doing at the state and local levels.

Again, we've been coming at resource mapping from a number of different angles. We've been working with the WIA assistance. We've been working with interagency transition teams. Regardless of how you're coming at resource mapping the process is always the same. So, Rich, I'll let you take it over from here.

DR. LUECKING: OK, thanks Kelli. Before I get into the example about how we've applied this and what it's done for a particular locality I want to recommend to everybody that you be on the lookout for an information brief that will soon be released by the NCSET that Kelli wrote and that summarizes a lot of the points that she just made.

So, it's available in writing and it'll be on the Web site for the National Center, which at the end of this call, Mary will give everybody information about . So, stay tuned and that'll be another way of reinforcing a lot of the points that Kelli made. What I want to do is I want to focus on a particular community that we've worked with and tell you how they used the process and what it has meant for youth with disabilities.

To start out a group of folks in Lexington, Kentucky gathered who had a lot of the same problems and issues that many of you probably face if you're in a community where you have the special education students using one set of services. Even

there it's sometimes fragmented as they make their transition into other kinds of postsecondary services and of course even in the disability world there are all kinds of separate, smaller silos of service for youth with different kinds of disabilities.

So, not only do you have segmented services outside the disability field, but even within it. Trying to coordinate those and make it work for everybody is tough and often people are fighting for the same resources and trying to get what they can for the particular youth they're worried about. So, in Lexington it was no different.

They were also concerned about the fact that not enough of their graduates were moving on into jobs and even if they had jobs before they moved on from their secondary school experience they didn't have the kinds of support they need to continue to be successful. So, what they were looking to do was to identify resources that might be available for youth with disabilities during the transition process that they never knew existed before and that might help those youth access expanded types of support.

They also wanted to discover ways to enhance the options, make more options available. What they found out they wanted to do and really didn't know about it until they got into this was that if they could use the broader and more generic youth resources available to all youth and help make those available to youths with disabilities, the resources special education transition folks would be expanded exponentially.

In fact, what the group really learned at the end of the process was that the resource mapping process helped them understand that it isn't about how the pie is divided up, but it's about how you can make the pie bigger so that everybody benefits.

So, what they did was they got a group of folks together to initiate this resource mapping planning process. The group of people who participated included representatives from the Special Education Transition Unit of the local school system, representative from the Mayor's office on youth in that community, representatives from the Work Force Investment Act one-stop system, a representative from a generic youth information and referral organization in that community, representatives from vocation and rehabilitation and individuals from

the University of Kentucky which is also located in that community.

They developed a very specific plan based on the process that Kelli described. I won't go into the specifics of their plan, but what they did was they mapped out the resources that they knew were available for all youth, and each of these representatives knew about different resources that the others didn't know about. Through the process of identifying what resources were available everybody learned about a broader range of resources available.

The mapping part is actually the easiest part and Kelli, kind of hinted about that it is actually fairly simple to go out and identify what is out there, although sometimes it doesn't happen without everybody from these initiatives talking to each and sharing that information. The hard part is deciding once you have that information what do you do with it and so what this group did was they developed an action plan, which indicated the things that they as a group wanted to have accomplished. They picked basically two outcomes that they would concentrate on.

They didn't want to make it too complicated, but they wanted to make sure that there would be specific ways of making sure that their work would be implemented. So, the two outcomes they decided to pursue were using a generic information referral system to act as a referral point for other kinds of services for any of the youths who might need the help. If you're from a special education system you know that most of the youth that are served in these transition processes are going to need some sort of postsecondary ancillary service.

It could be counseling. It could be living services. It could be transportation services. It could be help with any number of aspects in their lives. In fact, lots of youth need that before they graduate. So, they wanted to look at a way of referring youth to these kinds of ancillary services that, perhaps, might be available more broadly to all youth. The second thing they wanted to do is they wanted to enhance work experiences that students might experience both during and after their secondary school year.

So, they wanted to access the youth services, especially of the WIA youth investment system, so

that youth with disabilities would be able to access more job opportunities and more work experiences, as a I said, both during and after their secondary school years. So, these are the two areas of focus.

They developed a plan that would help them begin looking at a how they might accomplish this and actually if you followed Kelli's four step process they are actually on step three, implementing their map. They are still in a process of organizing how that might work, but I can tell you some things that have already happened that already they see the benefit.

From the folks in the Special Education Transition Program they have been able to refer the youth they represent to more job opportunities as a result of their affiliation with the local one-stop system. So, that's been great.

They have also been able to refer their youth to additional ancillary systems – excuse me, additional ancillary services that they would not have otherwise accessed, especially transportation because for the folks in most communities that's a big issue that confronts youth when they're trying to get to and from different kinds of work experiences and it's an issue in their adult life too as they try to the same thing.

So, right away they've already had additional resources. By aligning the way these services work together more services have been available for the youth with disabilities. From the other side of the coin what the other partners got was the expertise of the special Ed people about how to organize and setup a work experience with an employer so that they were able to share their expertise so that other youth who may – who don't have disabilities, but perhaps because of their youth and inexperience might need some additional accommodations in an employment situation, they were able to gain some of that information.

And the information referral service that is now working with the resource mapping groups has a whole listing of new services that are available for people with disabilities that they hadn't had on their list before. So, everybody's been able to, so to speak, expand their pie.

Now, this group is still in a process of implementing their plan. They're still in a fairly embry-

onic stage at that. They've only been at this for, perhaps, six months at this point, but hopefully by my outlining where they've gotten with this and what they've been trying to accomplish you get a perspective of what this process might accomplish in communities so that the label of the student or the categorical label that a student might have doesn't necessarily limit the options they have in terms of what resources or services and opportunities they might have.

So, when Kelli and Mary are talking about aligning services to create a system, in practical terms that means a way to help youth get what they need without having to figure out who's eligible for what. That's kind of the direction they're heading. That's a brief summary. I'll leave it at that and I'll let Mary do some wrap up comments and then perhaps we can have a discussion about anything that we have talked about. Mary.

MS. MACK: Thanks a lot Rich and Kelli. I really appreciate your comments. I'll add a little bit about some other places that there is work going on that I know about. One of them is Minnesota. The Minnesota Department of Children, Families and Learning has initiated an effort to do resource mapping through their interagency collaboratives.

During their systems change grant they set up, as did many states, regional interagency collaborative groups and those groups have participated in some state resource mapping events that have been around School to Work and the sunsetting of that piece of legislation and then they have gone off and looked internally at what is going on in their particular areas and then looking at how it can connect – they can connect with general education the workforce development system to align resources in a better way.

They started off their activities with a statewide meeting that included all of the Community Transition Interagency Committee's (CTIC's). A couple of the CTIC's then talked about where they were at in the process and now they are working – and this is also linked with some goals that are in legislation for transition services within the state of Minnesota and they found this very helpful.

I think one of the lessons learned for them is that there is no one size fits all. Really they have

to look at the individual circumstances in their communities and figure out what are the natural connections that we can make and how can we interface with the larger general ed system, and a workforce development system in a way that, you know, that works for us. Where are our opportunities for connections?

So, that seems to be going well. We're also doing some work in other states that are looking at these issues. So, with that I will give you the Web site. It is www.ncset.org and currently if you go to the topics section you will find – you just click on topics and then if you pull down from the pull down menu, aligning school and community resources there is a Web site topic on the that talks about what Kelli and Rich have been discussing.

So, I would suggest that you do that and then as Rich said, we have a publication that should be on the Web site, I would think, within the next four weeks on this topic. So, with that I think I'm just going to open it up to questions. You can share where you're from and what's going on in your communities. Anybody have any questions?

MS. ARES: This is Marna in Colorado.

MS. MACK: OK

MS. ARES: I do have a question. Because we're all so aware of our limited state budgets ...

MS. MACK: Yes.

MS. ARES: What has allowed all of these different partners to get together? Where does funding come from?

MS. MACK: I speak in the case of Minnesota. It's come from some Federal special Ed dollars that have been allocated for this and it's not a lot, but they're – the state feels that this is really a priority issue for transition. It's not state dollars. Rich, what's going on in Kentucky?

DR. LUECKING: Yes, in the case of Kentucky, the group convened at the behest of the Vocational Rehabilitation folks. The state VR liaison for transition is the one who originally convened the statewide group in which some of the folks from Lexington participated. Of their own volition and without any funds they gathered together with the National Center facilitating those discussions.

But, there really wasn't any money attached to the activity to allow them to do that. The people

squeezed out the time as they could, but the motivation for them getting together is exactly the problem you raise. That is, with everybody's budget problems how can we make everybody's resources go further?

MS. MACK: And I think that the important thing in the case of Kentucky and other places is that instead of going to – instead of convening around – with a deficit, I mean, it's really hard. I know that money is – situations are terrible in the states, but instead of coming to the table with – from a deficit perspective, people have come to the table with what do we have to offer and how can we work smarter? How can we align the resources that we have? So, it's a real collaborative mentality to begin with and I think that sometimes in a time of entrenchment a really difficult place for people to get, so.

DR. CRANE: And we're doing some work in the state of Texas as well and in the state of Texas it's coming through the workforce investment system, the youth system and there's a little bit of dollars there, but basically the same thing. They're coming together on their own time to do some planning and then looking at, again, how they can work smarter, work more collaboratively to get the work done and to meet the needs of youth within their community.

MS. MACK: I think another important aspect of this discussion is to kind of think about the general topic of systems change. Basically, the systems theory tells us that you can really start any place in the system. You can start small or you can start bigger, but when you're doing systems change there will be a ripple effect throughout the system as you change the way – as each of us changes the way we're thinking and operating and collaborating.

So, for me, as you approach this aligning of resources – if I approach it from a global perspective it just gets too overwhelming for me. So, I think it's good for people to think about the fact that it's OK to start small. Another question?

MS. HOSEY: Yes, this is Cathy from Pennsylvania with Parent Education Network. Looking at the system that you talked about, I know locally we have the school to work transition and that's only one system of account for getting together OVR,

MHMR, a number of school entities and possibly some postsecondary education.

The outcomes that have come out of this has there has been a kind of development in terms of outreach, like a resource directory for students or, you know, parents or individuals involved in this or in-service training for people in terms of how to access these systems...

MS. MACK: Yes, that certainly can be part of what you cover. I mean, the other thing is, is the Academy for Educational Development is actually doing some mapping efforts that involve youth themselves and they have a curricula for that where youth go out and do some of – and look at what are the resources that are available that they need in the community and then put that together so that it is available and the appropriate materials. Kelli, what did you ...

DR. CRANE: Yes, I was just going to say that certainly a resource directory is going to fall out of going through this process and that is definitely a good thing, but it should not be the end of the process because as you all know six months later that resource directory is usually outdated as people and change and organizations move.

But, we have seen where a lot of states are -- after they go through the resource mapping are keeping an electronic database that can be continually updated and maintained at the – in some cases, at the state level and that is happening, I know, Ohio is doing this right now and the McKenzie Group out of Washington DC is helping them do that. So, certainly a research directory will fall out.

In terms of in-service and additional training, I know the work that's happened in the state of Texas and one of the communities I'm working with going through the resource mapping process allowed them to see where they had some holes in providing youth services and where they didn't think they necessarily currently had the resources to fill those.

So, they're doing some training – technical assistance training around those areas of their existing resources. So, they can provide the services to fill those gaps. So, yes and yes to your question. Yes, the resource directory certainly happens as the result of resource mapping and yes, training, technical

assistance services can happen as a result of going through the resource mapping process.

DR. LUECKING: Yes, just to add to that answer, to a very good question. The folks in Lexington developed a very detailed resource directory as a result of their activity and the people at the state level were so intrigued by that that what they decided to do was take some of their state workforce investment dollars and commission the development of a statewide map of youth services – a comprehensive map of youth services, regionalize it so that it could be used by people in specific parts of the state and provide in-service training as to how it might be used.

So, that process is just underway, but people recognize that what you ask is definitely necessary. But, as Kelli said, the directory itself is not the end of the process, it's how do people use it and how do people work together to make sure that these various resources are available to various youths. So, that's part of the ongoing process.

MS. HOSEY: I'm sorry, I have one more question. In terms of, I think you mentioned, postsecondary education, how have people been able to involve them in this process in terms of what it would mean to them to be part of this system in getting services together for youth? I know that you've been doing – it sounds like you've been doing some hands on work within different states and so forth and you mentioned University of Kentucky being involved and it certainly is important to involve higher education. What seems to be their interest in this whole thing? Has it been the fact of getting them involved or ...

MS. MACK: Well, I can take a crack at this first. When you talk about the resource mapping process – again, when you bring on the partners you want to look at what it is their self interest and in a couple of communities and states that I've worked with their looking at improved outcomes for youth with this – or youth in general and then in some cases specifically youths with disabilities.

Postsecondary is an important key partner to have involved in the resource mapping process and one of – when I was working, again, in the state of Texas the self interest in bringing on the University there was to increase their enrollment and by get-

ting them involved in this resource mapping process to improve overall resources or services for youth naturally their individual interest of increasing their enrollment is going to happen and that is what's happening in this case.

MS. HOSEY: Were they able to identify specific resources and supports for students with disabilities attending the higher education?

MS. MACK: I know that Bob Stodden at the University of Hawaii and his group have also been looking at using resource mapping within an institution – a secondary education – postsecondary education institution to talk about better aligning resources and knowing what the resources are and getting them to the youth, actually, within postsecondary itself ..., that you could do this – do a resource mapping alignment within a postsecondary school environment. You could do it as a community linking to postsecondary. You know, you could do it within a secondary school environment looking at what are the resources, what's missing, how do we need to connect? So, there are all kinds of starting places. The process is the same, the starting places can differ.

MS. HOSEY: Thank you.

MS. MACK: Other questions?

MS. GOBEILLE: Hi this is Betty, also, from Pennsylvania and I work for a parent education network. I was wondering who you would contact with a postsecondary education institution to work with you as far as trying to find out services? I mean, is there a specific contact? This seems to be a real problem in our area, which is basically a rural area. So, we're too far away from most higher education institutions. So, I mean, is there a person to talk to that might – who helps transition these kids?

DR. CRANE: Well, you certainly could try the disability support center or services within the postsecondary institute and a couple of the communities I have worked with the person has – in one case – I don't know the exact title, but was out of admissions. And I think when I was doing some work in the state of Kentucky or not Kentucky – excuse me, South Carolina the postsecondary person, I think, was more part of a technical assistance center within the University. When you ...

DR. LUECKING: Yes, then – go ahead Kelli.

DR. CRANE: I was just going to say, you know when you start going through the process – a lot of times when you originally start this work and you have the partners around the table it’s important to have representation from you key stakeholders, but the person sitting around the table might have to go back to their organization or their institution and do additional mapping around the resources available.

DR. LUECKING: I was just going to answer the question about how do you contact a community college. One thing you might do is to find out if there is a community college representative on the local workforce investment board and that person either might be the person to talk to or could at least tell you who would be a good resource – who would be a good person to talk to.

MS. MACK: And I think another support Web site that you can use in looking at postsecondary questions and how to find what are the core features of a good system Is at the University of Hawaii, the Center on Disability Studies and its cds.hawaii.edu.

MS. GOBEILLE: OK, thank you very much.

MS. MACK: Yes, another question? Richard, Kelli do you have some comments that you want to, kind of, wrap up with and summarize what we’ve said?

UNIDENTIFIED PARTICIPANT: Excuse me.

MS. MACK: Hello. Do you have a question?

UNIDENTIFIED PARTICIPANT: Yes. I may have missed the question, I came in a little bit late on the teleconference, but you – what year is this mapping and alignment resourcing method being implemented so far? Have you all received any information back as whether it has been effective or what has been the effectiveness of this particular program?

DR. LUECKING: Well, speaking for my experience with the folks in Kentucky, they’re not at the point yet where they’re ready to evaluate and look at where they’ve done so far. They’re too new at that. So, they haven’t been able to – only the anecdotal information I provided earlier about how the folks in the special Ed unit are able to refer youth to new resources for both ancillary support

services and for work experiences.

UNIDENTIFIED PARTICIPANT: OK

MS. MACK: And what I’m hearing from in Minnesota in terms of special transition services within the state, you know – it’s too soon to tell in terms of hard evaluation information, but the state is committed to it, they are pleased with the activities so far and where they’re going and feel that it’s – in a time of few, that it’s a good investment. Kelli, do you know about information from school to work and other initiatives that might give us some ...

DR. CRANE: Well, resource mapping again being a vehicle or a process that communities and states engage in at different times. When the National School to Work office was looking at sustaining this effort, different communities around the country engaged in the resource mapping process and as a result of that resource mapping process many states were able to sustain and find fiscal resources to support various school to work activities such as work based experiences.

I know that the state of Michigan looked at sustaining funding to allow youths in high school to still support work base learning experiences. Others have used the resource mapping process to look at sustaining human resources to continue doing work based learning kinds of activities. So, there are examples of the impact of resource mapping, although not very quantitative.

I also know in the work in the state of Texas and this isn’t the particular community I am working with, but again the starting point in Texas has been through the workforce investment and system and what they’re seeing as a result of it and they’re also having the same experience that Rich spoke and Mary spoke of in both Kentucky and Minnesota is they’re really seeing the benefits of coming together and working together, but what they’re also seeing in Texas in some of the communities are more youth engaging in the WIA system and getting jobs as a result of getting involved.

MS. MACK: And I would think and I think that that’s certainly true with Minnesota that the other, kind of, unintended consequence in a good way of going through this effort is that it helps communities to better articulate where the gaps are

and to demonstrate that they are working together to try and do the best they can with the resources.

And, you know, even in difficult times just to argue a little bit more strongly for why we need to either sustain these resources or why do we need to divert resources in these areas where we've got gaps. So, it would not be – I would think that you'd get some information that would be useable with leaders either in your community or at the state level to help support critical issues related to transition.

UNIDENTIFIED PARTICIPANT: Thank you.

MS. MACK: OK, other questions? Rich and Kelli do you want to wrap it up?

DR. LUECKING: I just want to reiterate for folks who want more information on this, the Web site address that Mary gave you is a good place to start and be on the look out for the information brief on this topic that will soon be available. A final conceptual idea or a comment: the question that was asked about money as a problem for everybody suggests that this kind of activity would be useful for lots of communities that are wrestling with that situation as the pie is shrinking and people are fighting for little – smaller and smaller pieces of the pie. This is a process that really helps everybody expand their respective pies.

So, they can do more with what they have. People can share resources and they can do more than they could before their collaboration or partnership. We're in the times where this might be a very useful thing to get more serious about.

MS. MACK: Kelli.

DR. CRANE: I agree with Rich. Bottom line, it's just a way for all of us to work smarter engaging in this process or this vehicle.

MS. MACK: Yes and I think – and my two cents is, is that it's really – this is an opportunity for us to really have no choice, but to work together and figure out we can get by some very difficult times rather than trying to grab for as much as an individual organization can get. Figuring out what you need. I know here at the University of Minnesota that we're in a crisis like everybody else in terms of funding and we're looking at, you know, how – frankly, how little can we get by with. You know, what our real bottom line is and we may not

even get that.

So, with that I am going to close this call and there will be a call next month and it's going to be on "My Future, My Plan" engaging students as leaders and planning for their future and it will be towards the end of the month and you'll be able to find out more information on our Web site at www.ncset.org.

Also, if you sign up for E-news on our Web site or if you're already a member of E-news you'll get a direct e-mail about the next teleconference and what the content is going to be. We are no longer mailing flyers out. So, if that's the way you've been getting the information you need to check the Web site.

END OF TELECONFERENCE

This teleconference was coordinated by the National Center on Secondary Education and Transition. This transcript is copyright free. Please duplicate and share with others.

Contact us at:

National Center on Secondary
Education and Transition
Institute on Community Integration
6 Pattee Hall, 150 Pillsbury Drive SE
Minneapolis MN 55455
(612) 624-2097 (phone)
(612) 624-9344 (fax)
ncset@umn.edu (E-mail)
<http://www.ncset.org> (Web)

