



Community and School Resource Mapping

(Module 1)

Table of Contents

Overview of the Transition and Families Modules	3
Embedding Activities for Transition Skills in Standards-Based Instruction	5
Introduction to Community and School Resource Mapping: Module 1	6
CSESA Process	7
Transition Component Checklist	8
Community Resource Mapping Introduction	10
Possible Resource Mapping Team Members	11
Possible Community Resource Mapping Uses	11
Appendices List for Community Resource Mapping	12
School Resource Mapping Introduction	54
Possible School Resource Mapping Team Members	55
Possible Uses of School Resource Mapping	55
Appendices List for School Resource Mapping	56
Student Portfolio	71

Overview of the Transition and Families Modules

The Center on Secondary Education for Students with Autism Spectrum Disorders' (CSESA) Transition and Families (T & F) component is a critical component of the full CSESA model. Student-centered planning for a youth's future beyond high school that is built on input from the student, family, and various professionals familiar with the student is important to a young person with Autism Spectrum Disorder's (ASD) success in college (postsecondary learning), careers, and other adult living beyond high school. The T & F component includes five modules divided into the major topical areas (1)Community and School Mapping, (2) Transition Planning, (3) Student Involvement in the Individualized Education Program (IEP) planning and meeting, and (4) Work Based Learning Experiences (WBLE). The fifth module, Transitioning Together for families and leaders of family groups, is another critical segment of the CSESA program and is located in a separate document. Within each module there is an overview of the expectations and process, followed by appendices of lesson plans, forms, and other instructional resources. At the end of each module there is a section including guidance for recording students' progress through use of a Student Portfolio System. Additionally, there is a glossary of terms that may be used as a resource which is located in a separate document. The process for the CSESA Model on page 7 provides a context for how the various pieces of this T & F component fit within CSESA as a whole. The modules were developed as a blueprint for the teacher, case manager, or other school level professional implementing the curriculum. However, its forms and tips may be useful for any of the stakeholders engaged with youth with ASD.

Each of the modules includes: (a) an overview; (b) list of tasks to complete (page 8); (c) templates and forms for various activities, such as Community Mapping or Setting Up a School-Based Enterprise; and (d) guidance on permanent products to include in the Student Portfolio. The modules are provided electronically to allow teachers and other users to explore websites which may provide additional resources; however, the intent is not to send users of this curriculum searching for more information; but to provide the resources a teacher or team will

need to complete the curriculum. The additional links and resources are for teachers or schools who want to expand their transition program.

The Student Portfolio section in each module provides a list of products, by topical area, that may be selected to reflect a student's progress. There should be enough products included to get a sense of students' strengths, interests, and accomplishments; but not so many that it becomes cumbersome. While students may need assistance in selecting "the best" or "most representative" samples from their work in this curriculum, student input and preference in selection should be valued. There are four possible methods for compiling the portfolio (a) an online portfolio system, (b) a school or district based "shared" drive, (c) a USB drive, or (d) a paper binder version. A task analysis is provided for each of the choices, which would be selected based on school and student factors. Other permanent products from the academic and behavioral interventions in CSESA might also be documented in the Student Portfolio. The Portfolio may serve to not only track student progress in the CSESA Program, but as valuable transition planning information and contribute to the student's Summary of Performance documentation upon exit from high school.

As noted, the Transitioning Together module is overviewed in a separate document along with the glossary. The guidance, scripts, forms, and tips for the family are contained in the fifth module. It is important, however, for professionals who are working with students through the T & F component of CSESA to be aware of the overall content, schedule, and structure of the Transitioning Together series. Transitioning Together is a critical module of the T & F component, as family empowerment and engagement in transition planning are critical to successful outcomes for youth.

How does this all fit together? The T & F component overlaps in time throughout implementation and informs the completion of each of the other components. For example, the Transition Services or Annual Goals in the IEP may relate to the completion of specific WBLE components, which may then inform future transition planning, based on a student's likes, dislikes, and accomplishments in that experience. Similarly, information gathered during the Transitioning Together classes may inform aspects of the Transition Planning process, as well.

A checklist for completing the transition component of the CSESA curriculum is included on page 8 of this module. The Glossary may be useful as multiple stakeholders engage with this program.

Embedding Activities for Transition Skills in Standards–Based Instruction

Post-school outcomes are the most important aspect of successful transitioning from high school to college and career fields. Because of poor post-school outcomes for students with ASD, there is a necessary requirement to engage students in activities that will expose them to college and career activities, (i.e. Career Explorations, Job Shadowing, Work Sampling, Service Learning, Internships, Paid Employment, Apprenticeship, and/or Mentoring) and to provide opportunities for lessons in IEP participation and career research. Experiences should be selected that will support a student’s postsecondary goals regarding college and careers. For some students, they will participate in experiences that are more focused on employment, while others will participate in experiences directly related to college preparation. Participation in the activities should inform the transition assessment process and increase students’ skills, in preparation for their postsecondary goals.

For students who have a postsecondary goal of attending a two- or four-year college, identifying time in the school day to complete a transition-related curriculum and/or work-based learning experiences in high school (e.g. developing career awareness skills, participating in work experiences) and possibly completing a transition curriculum, such as “Self-Directed IEP,” may lead to greater success in postsecondary education (Test, Mazzotti, et al., 2009). IEP teams composed of family members, school counselors, career technical educators, and, of course, the student may need to be creative in identifying ways to develop these important skills.

Some high schools use “advisory” time or homeroom/home base as a period of time available each day, or at least one time each week, for all students to engage in some of the activities noted above. Participating in after-school clubs, establishing relationships with community

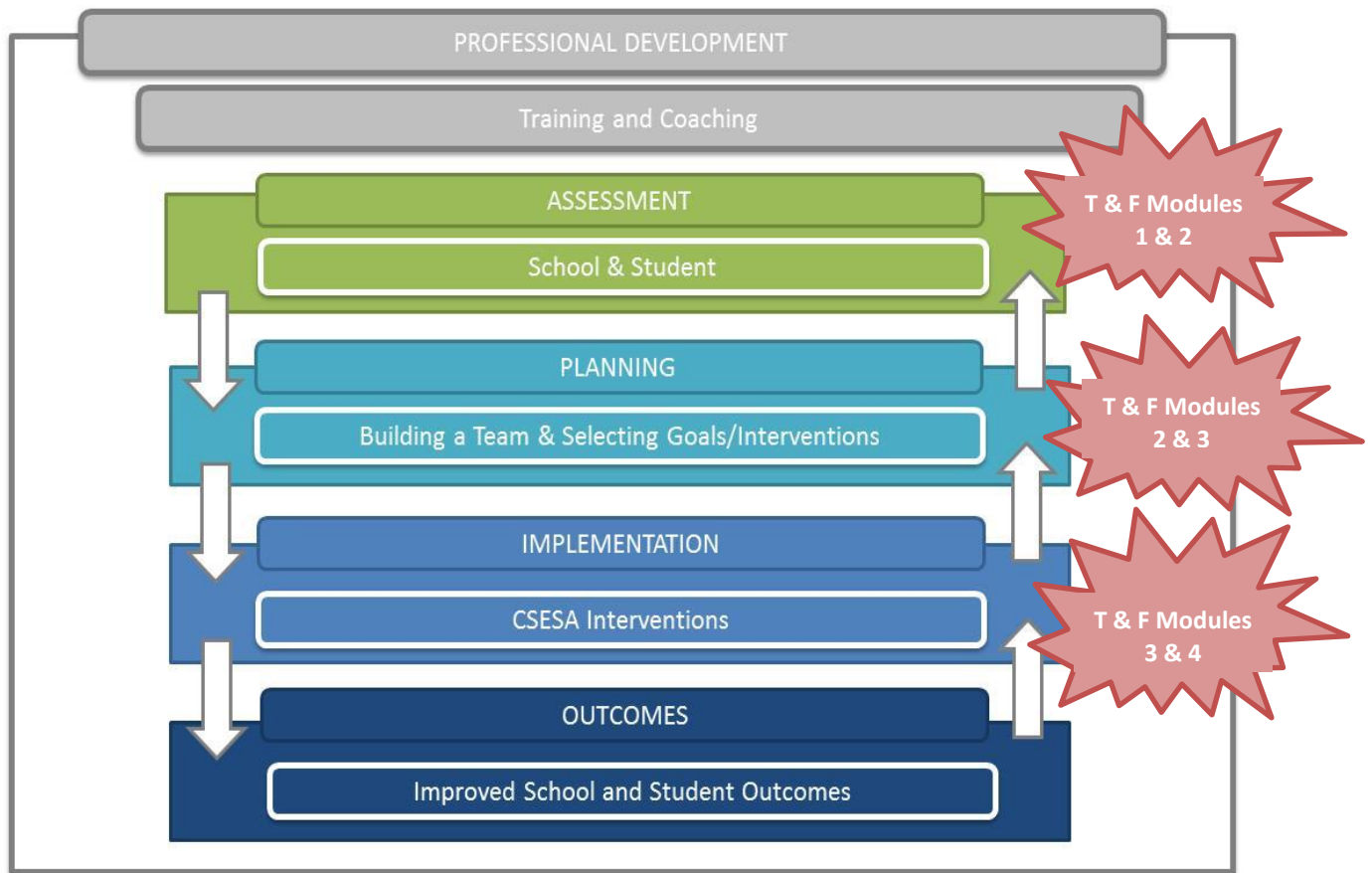
mentors in the school, helping families complete certain activities with their child outside of school hours (possibly through the support of other families, agencies, or the school counselor) are other methods to gain additional knowledge about a variety of careers. Some schools may have classes such learning labs or study halls where short lessons on IEP participation or self-advocacy could occur. “Working lunch” meetings with the school counselor may be another option in which time can be dedicated to transition lessons.

Several of the activities in career exploration might easily be incorporated to a student’s existing schedule. Students may engage in writing, research, and presentations within the English Language Arts standards or as a research project in a computer lab class. Finally, exploring and even experiencing careers associated with significant events in history (e.g. inventors, doctors, religious leaders, politicians, teachers) or within the S.T.E.M. fields might serve as project-based learning in social studies, science, or mathematics courses.

Introduction to Community and School Resource Mapping: Module 1

The Community and School Mapping sections, Module 1 of Transition and Families, include a task analysis (or checklist) for how to include multiple stakeholders in identifying the resources in a community and school that may be useful for high school students with ASD and their families. The section references forms included in the Appendix can be used to complete the process. Completed Community and School Maps then provide information that can be used in the Transitioning Together and Transition Planning modules.

CSESA Process



This module (Module 1—Community and School Resource Mapping) is part of the assessment process which allows school personnel and students to determine what resources are available upon graduation and within the school.

The interventions for the CSESA model for each student are determined through individualized transition planning. Implementation of the each component is supported through coaching of staff to implement interventions and transition planning and intervention are supported through a strong family education component. Student achievements and reflections on their progress can be documented through the Student Portfolio, which is intended to assist students as they transition into life beyond high school.

Transition Component Checklist

Component	Who Will Implement	Student(s)	Status	Date Completed
Community Mapping				
Completed Community Map				
School Mapping				
Completed School Map				
Transition Planning				
IEP (I-13 compliant using Checklist)				
Completed steps of Transition Planning task analysis				
Student Involvement in IEP				
<i>Self-Advocacy Strategy</i>				
<i>Self-Directed IEP</i>				
<i>Whose Future is it Anyway?</i>				
Task analyses for data collection on student performance				
Work-based Learning Experiences				
Career Exploration				
Career-Ready				
College-Ready				
Job-Shadowing				
Career-Ready				
College-Ready				
Service Learning				
Career-Ready				
College-Ready				

Work Sampling				
Career-Ready				
College-Ready				
Internships				
Career-Ready				
College-Ready				
Paid Employment				
Career-Ready				
College-Ready				
Apprenticeship				
Career-Ready				
College-Ready				
Mentoring				
Career-Ready				
College-Ready				
Task analyses on each experience for data collection				
Student Portfolio				
Uploaded/saved work product from IEP				
Uploaded/saved work product from WBLE 1				
Uploaded/saved work product from WBLE 2				

Community Resource Mapping

Introduction

Community resource mapping is a process used to identify resources that will help students become successful while transitioning through and from high school. Community resource mapping should be an ongoing process, and may be completed by a designated administrator, teacher, or parent with the help of a group of individuals committed to student success. Even students can help complete the community resource mapping activity. This fun-to-create, collaborative, and useful tool has the ability to support the entire community. Overall, community resource mapping supports transition planning and work-based learning experiences by locating nearby supports and opportunities to assist with student exposure to various employment and education opportunities, as well as agencies and services. The Figure below lists some of the areas that a community resource map might include.



Possible Community Resource Mapping Team Members

Participants on the team for completing the community resource map should have knowledge or access to information which indicates current resources specific to an area and which could be utilized by individuals with disabilities. The following are possible participants to consider:

- Members of community advocacy groups: The Arc, Autism Society, Autism Speaks, First In Families, Exceptional Children Advocacy Center, Autism Foundation of the Carolinas, Latin American Coalition, etc.
- Members of the school system central office: Program Specialists, Lead Teachers, Coordinators, school administrators, school counselors, career tech teachers, etc.
- Parents
- Students with community resource knowledge
- Chambers of Commerce or Business League Association members
- Individual with knowledge of health services
- University or community college personnel
- Parks and Recreation Staff
- Vocational Rehab Personnel
- Individuals with knowledge of case management and county services

Once you have established your initial team (you may want to add additional members as you complete the mapping process) take your time in thinking, as a small or large group, about completing your community resource map. See Appendix B-1 for a copy of the task-analysis for completing your community resource map, Appendix B-2 for a blank community resource mapping form, and Appendix B-3 for an example of a completed community resource map.

Possible Community Resource Mapping Uses

The uses for the Community Resource Mapping tool are endless. It provides a network of resources to assist schools, families, and community agencies to collaborate and work together. Some of the following are possible uses for Community Resource Mapping:

- Provides support and additional information for the transition process
- Provides support in locating new or additional work-based learning sites
- Provides opportunities for increased collaboration and networking with families and agencies
- Reduces the stress of families and schools in locating services
- Saves time for schools, families, and agencies

- Assists in determining community areas of need
- Provides a visual and structured tool to assist students and families in planning
- Supports a range of individuals and groups

Appendices for Community Resource Mapping

A-1. CSESA Community Resource Mapping Task Analysis (page 13)

A-2. CSESA Community Resource Mapping Task Analysis – **SAMPLE** (page 15)

A-3. CSESA Community Resource Mapping Form (page 17)

A-4. Community Resource Mapping Form – **SAMPLE** (page 28)

A-5. Community Resource Mapping Evaluation Form (page 52)

A-6. Community Resource Map – **SAMPLE** (page 53)

Appendix A-1

CSESA Community Resource Mapping Task Analysis

Task	Completed Date	By Whom
1. Pre-Mapping		
<ul style="list-style-type: none"> Identify members for the CSESA Community Mapping Team <ul style="list-style-type: none"> Members should have knowledge of resources specific to ASD within the defined community May include representatives of school, adult agency, advocacy organization, higher education, family, training, business,... 		
<ul style="list-style-type: none"> Identify goal of the team. 		
<ul style="list-style-type: none"> Answer reflection questions. <ul style="list-style-type: none"> What geographic area are we mapping? Do we have the correct team members? How will we know when we have completed the task? How often do we communicate, and how? How often does the map need to be reviewed and up-dated? 		
<ul style="list-style-type: none"> Review CSESA Community Mapping Template to determine if additional categories are needed 		
2. Mapping		
<ul style="list-style-type: none"> Establish sources of data (i.e., What summaries of resources already exist? Printed? Electronic?) 		
<ul style="list-style-type: none"> Acquire established resources. 		
<ul style="list-style-type: none"> Assess if established manuals are complete specific to ASD. 		
<ul style="list-style-type: none"> Complete CSESA Community Mapping Template with gathered data from resources. 		

<ul style="list-style-type: none"> Determine with team members if map is complete. If determined to be incomplete, revisit the process. 		
3. Post-Mapping		
<ul style="list-style-type: none"> Communicate your findings to appropriate individuals, such as students, parents, teacher, case manager, and other members of the IEP team for transition planning. 		
<ul style="list-style-type: none"> Establish when map will be reviewed or updated 		
<ul style="list-style-type: none"> Consider any next steps, as needed. 		

Appendix A-2

Completed CSESA Community Mapping Task Analysis

Task	Completed Date	By Whom
1. Pre-Mapping		
<ul style="list-style-type: none"> • Identify members for the CSESA Community Mapping Team <ul style="list-style-type: none"> ○ Members should have knowledge of resources specific to ASD within the defined community ○ May include representatives of school, adult agency, advocacy organization, higher education, family, training, business,... 	(Nancy Popkin, & Nancy Nestor (AS of NC), Lauren Kidder (Au Speaks), Constance M. (FIF), April Morrow, Wanda Sowell, Beth Brown	Kathy
<ul style="list-style-type: none"> • Identify goal of the team. 	Update current map	TEAM
<ul style="list-style-type: none"> • Answer reflection questions. <ul style="list-style-type: none"> ○ What geographic area are we mapping? ○ Do we have the correct team members? ○ How will we know when we have completed the task? ○ How often do we communicate, and how? ○ How often does the map need to be reviewed and up-dated? 	On-going through school year	TEAM
<ul style="list-style-type: none"> • Review CSESA Community Mapping Template to determine if additional categories are needed 	Modified to reflect for school, not individual student	Kathy

2. Mapping		
<ul style="list-style-type: none"> Establish sources of data (i.e., What summaries of resources already exist? Printed? Electronic?) 	ARC, Autism Society Newsletter, Autism Speaks website, Area Mental Health Web Page, Chamber of Commerce,	TEAM
<ul style="list-style-type: none"> Acquire established resources. 	On-going	Team
<ul style="list-style-type: none"> Assess if established manuals are complete specific to ASD. 	On-going as new resources are developed	Team
<ul style="list-style-type: none"> Complete CSESA Community Mapping Template with gathered data from resources. 	Up-dating 10-8-13	Team
<ul style="list-style-type: none"> Determine with team members if map is complete. If determined to be incomplete, revisit the process. 	***Currently in process	Team
3. Post-Mapping		
<ul style="list-style-type: none"> Communicate your findings to appropriate individuals, such as students, parents, teacher, case manager, and other members of the IEP team for transition planning. 	Shared with CSESA "A Team"	Team
<ul style="list-style-type: none"> Establish when map will be reviewed or updated 	Per semester	Team
<ul style="list-style-type: none"> Consider any next steps, as needed. 		

Appendix A-3

CSESA Community Resource Mapping Form

Dates of Assessment _____ Complied by _____

City/County/Community _____

The headings in ***Community Assessment*** are aligned with postsecondary outcomes specified in the definition of transition services from IDEA 2004. In addition, transportation is included to encourage optimal independence for students with disabilities

School Identification Information:

School Name: _____

School Telephone(s): _____

School Email: _____

School Address: _____

School Courier #: _____

Neubert, D.A., & Moon, M.S. (2006). *Community assessment*. College Park, MD: University of Maryland, Department of Special Education. © 2006. Permission is granted to reproduce.

1. Community Resources

(List organizations, services/activities, Website/telephone)

1A. Recreational Resources

Parks and Recreation Services:

YMCA, Gym Facilities:

Community Theatres/Arts and Library Facilities:

Museums, Local Attractions:

Movie Theatres:

Other:

1B. Religious Resources (List organizations and services and Website or Telephone):

1C. Consumer Resources (List organizations/businesses and services and Website or Telephone)

Medical Services:

Health Services:

Social Services:

Grocery Stores, Banks:

Other:

Neubert, D.A., & Moon, M.S. (2006). *Community assessment*. College Park, MD: University of Maryland, Department of Special Education. © 2006. Permission is granted to reproduce.

2. Services for Individuals with Disabilities

(State and/or Local name, services, Website/ telephone, address)

2A. Vocational Rehabilitation

2B. Developmental Disabilities Resources

2C. Mental Health Services

2D. Social Security Benefits Office

2E. Local Adult Service Providers (Not for Profit Agencies)

2F. Legal Services

2G. Other

Neubert, D.A., & Moon, M.S. (2006). *Community assessment*. College Park, MD: University of Maryland, Department of Special Education. © 2006. Permission is granted to reproduce.

3. Employment Resources

(List organization/business, type of services, contact information, Website/telephone)

3A. Sources for Job Openings

One-Stop Career Center:

Local Newspapers:

Websites for Community or State Listings:

Employment offices:

Vocational Rehabilitation:

Secondary work-study teachers:

3B. Examples of Businesses within a 5-mile radius of the school

3C. Community Adult Service Providers

Which of the adult service providers fund individual job coaching?

Which of the adult service providers fund supported employment?

Which of the adult service providers fund day habilitation programs?

Neubert, D.A., & Moon, M.S. (2006). *Community assessment*. College Park, MD: University of Maryland, Department of Special Education. © 2006. Permission is granted to reproduce.

4. Postsecondary Education, Vocational Education, Adult and Continuing Education

Type	Programs/Activities	Website or Telephone
4a. Programs or Services for Students Ages 18-21 Funded by Local School Systems		
4b. Community College		
4c. Colleges or Universities		
4d. Continuing Education (Local School System)		

4e. Continuing Education (Community College)		
4f. Public Career-Technical Schools		
4g. Private Career-Technical Schools		
4h. Apprenticeship Programs		
4i. Other		

Neubert, D.A., & Moon, M.S. (2006). *Community assessment*. College Park, MD: University of Maryland, Department of Special Education. © 2006. Permission is granted to reproduce.

5. Independent Living

(List name or organization that provides residential services in the and website/telephone)

5A. Agencies

Social Services:

Department of Housing:

Developmental Disabilities:

State Medicaid Waivers:

Other:

5B. Which of the adult service providers (Identified in 2E) provide residential options or services to support individuals with disabilities to live independently?

6. Transportation Information

What type of transportation is available to employment and community resources?

Start your search on the Internet. Using Google, type city, county, or state and special transportation (also try Para transit or specialized transportation for people with disabilities).

Useful Websites:

6A. Public Transportation (attach appropriate information)

(If public transportation is available, please attach appropriate schedule.)

Bus			Website or Telephone Number	Special Fare? Vouchers?
Subway				
Light Rail				
Special Public Bus				
Special Public Van				
Para transit Options (State/county government)				

How does the student access special services and or fares?

6B. Taxi Service

Company	Telephone number	Accommodations or Special Services Voucher Programs

How does the student access special services and or fares? _____

6C. Other Transportation Services (e.g., Carpools)

Appendix A-4

Community Resource Mapping Form – SAMPLE

Dates of Assessment: 2012-2013 school year

City/County/Community: Charlotte/Mecklenburg

The headings in ***Community Assessment*** are aligned with postsecondary outcomes specified in the definition of transition services from IDEA 2004. In addition, transportation is included to encourage optimal independence for students with disabilities

School Information:

Name: Zebulon Vance High School

Telephone(s): 980-343-5284

Website: <http://schoolscms.k12.nc.us/VanceHighSchool>

Address: 7600 IBM Drive
Charlotte, NC 28262

Neubert, D.A., & Moon, M.S. (2006). *Community assessment*. College Park, MD: University of Maryland, Department of Special Education. © 2006. Permission is granted to reproduce.

Community Resources

(List organizations, services/activities, Website/telephone)

1A. Recreational Resources

Parks and Recreation Services:

1. Mecklenburg County Parks & Recreation Therapeutic Recreation Division, 704-731-6500, 2219 Tyvola Rd., Charlotte, NC 28210, website: www.parkandrec.com, (They provide therapeutic recreation services for individuals with disabilities.)
2. Special Olympics, 704-358-1935, 4421 Stuart Andrew Blvd., Suite 605, Charlotte, NC 28217, Greg Morrill, coordinator, (Special Olympics offers a variety of sports, training and competition for individuals with disabilities.)
3. NC Lion Foundation (Provides a variety of recreational opportunities, but must be blind or visually impaired), 1-800-662-7401, website: www.nclionsinc.org,
4. Therapeutic Recreation Community-based Internships, 704-432-023
5. Inclusive Parks (parks around the county which are accessible and contain sensory items) (Parkandrec.com)
6. Adaptive Baseball for Teens (Parkandrec.com)
7. Challenger Flag Football (Parkandrec.com)
8. "Sky High Jump", 704-889-5867
9. Adaptive Water Skiing, (Cornelius, NC) 704-716-4400
10. S.O.A.R. Sports, www.soarsports.com/camps.html, 800 Fullwood Lane, Matthews, NC 28105, (350 campers from 10 years of age to 70 years participate in a variety of sports.)

Neubert, D.A., & Moon, M.S. (2006). *Community assessment*. College Park, MD: University of Maryland, Department of Special Education. © 2006. Permission is granted to reproduce.

YMCA, Gym Facilities:

1. Recreation Centers located around the city (Parksandrec.com)
2. Fit City Walkers, offers support and walking companion for Fit City Challenge. (Parksandrec.com)
3. Summer Camps (Parksandrec.com)
4. YMCA's located across the county, membership required. Youth basketball offered.

Community Theatres/Arts and Library Facilities:

1. ImaginOn, 300 E. 7th Street...704-973-2700
2. Theatre Charlotte, 704-376-3777
3. Blumenthal Performing Arts Center, 730 N. Tryon, 704-372-1000
4. Visulite Theatre, 1615 Elizabeth Avenue, 704-358-9200
5. Children's Theatre (3 to 18 yrs.) 300 E. 7th Street, 704-973-7828
6. Sensory Story Time (check library for ages); (Provided at a variety of libraries per month.)
7. Charlotte-Mecklenburg Public Library, 704-416-0100, 310 North Tryon Street, Charlotte, NC 28202, 704-416-0100. (Public Library offers literacy-based programs for individuals with disabilities.)
8. McDowell Art Center, 123 McDowell Street, Matthews, NC 28105, 704-321-7275, (Provide painting and drawing activities for all ages.)

Museums, Local Attractions:

1. Bechtler Museum of Modern Art, 704-354-9200
2. Levine Museum of New South, 704-333-1887
3. Mint Museum of Randolph or Uptown, 704-337-2000
4. Charlotte Museum of History, 704-568-1774
5. Discovery Place, 704-372-6261
6. Carolina Aviation, 704-359-8442

Neubert, D.A., & Moon, M.S. (2006). *Community assessment*. College Park, MD: University of Maryland, Department of Special Education. © 2006. Permission is granted to reproduce.

Movie Theatres:

Various locations around county

Tweens and Teens @ the Movies, Myers Park Presbyterian Church, TBA

Other:

1. Boy Scouts of America (co-ed program focusing on career paths for 13-21 yr. olds), 704-333-5471, 7007 Idlewild Rd., Charlotte, NC 28212, website: www.mccscouting.org,
2. Search Beyond Adventures, PO Box 68, Palmer, Ma. 01069, 1-800-800-9979, website: www.searchbeyond.com, (Provides 150 tours for adults of all abilities.)

Neubert, D.A., & Moon, M.S. (2006). *Community assessment*. College Park, MD: University of Maryland, Department of Special Education. © 2006. Permission is granted to reproduce.

3. Trips, Inc., PO Box 10885, Eugene, Or. 97440, 1-800686-1013, website: www.tripsinc.com,
(Provide all inclusive vacations for individuals 16 yrs. and up which emphasize fun, safety and making friends.)

1B. Religious Resources (List organizations and services and Website or Telephone):

1. Circle of Friends, Forest Hill Church, 704-716-8700, 7224 Park Road, Charlotte, NC 28210, email: Rebecca.woodman@foresthill.org, (Circle of Friends is a Christian Club for adults with disabilities which meets each Thursday evening.)
2. Catholic Social Services, 704-370-3262, 1123 South Church Street, Charlotte, NC 28203, website: www.cssnc.org, (CSS provides a variety of social services in the community.)
3. Dilworth United Methodist Church, 604-333-4173, 605 East Boulevard, Charlotte, NC 28203, website: www.dilworthchurch.org, (First Sunday of the month @ 3:00 a special ministry occurs for adults with disabilities.)

Neubert, D.A., & Moon, M.S. (2006). *Community assessment*. College Park, MD: University of Maryland, Department of Special Education. © 2006. Permission is granted to reproduce.

4. Jewish Family Services, 704-364-6594, 5007 providence Rd., Suite 105, Charlotte, NC 28226, 704-364-6594, website: www.jfscharlotte.org, (Services include: counseling, therapy, case management, vocational and career resources, and youth services.)
5. Joni and Friends, 704-841-1179, 616-A Matthews-Mint Hill Road, Matthews, NC 28105, website: www.joniandfriends.org/charlotte, (Joni and Friends offers a 5 day family retreat in a safe Christian environment.)
6. Love, Inc. 704-536-5338, PO Box 18517, Charlotte, NC 28218, website: www.loveinc-charlotte.org, (Services provided include: legal and medical forms, grocery delivery, help with household chores, home repairs, yard work, and ramp building.)
7. St. Gabriel Catholic Church, 704-364-5431, 3016 providence Road, Charlotte, NC 28211, website: www.stgabrielchurch.org, (St. Gabriel's provides social and spiritual opportunities.)
8. St. Matthew Catholic Church, 704-542-7244, 8015 Ballantine Commons Parkway, Charlotte, NC 28277, website: <http://www.stmatthewcatholic.org/>, (St. Matthew's provides religious educational classes for children through adults for individuals with disabilities through pairing with a one-to-one helper.)
9. All Saints Anglican Church, "Feed My Lambs"-704-708-4680

1C. **Consumer Resources** (List organizations/businesses and services and Website or Telephone):

Medical Services:

1. Charlotte Pediatric Dentistry, 704-377-3687, Billingsley Medical Dental Center, 411 Billingsley Rd., Suite 106, Charlotte, NC 28211, website: <http://www.cltpediatricdentistry.com/>, (Provides dental care for individuals with special needs.)

Neubert, D.A., & Moon, M.S. (2006). *Community assessment*. College Park, MD: University of Maryland, Department of Special Education. © 2006. Permission is granted to reproduce.

2. Charlotte Speech & Hearing, 704-523-8031, 210 E Woodlawn Road, Suite 150, Charlotte, NC 28217, website: www.charlottespeechhearing.com, (Provide speech and language evaluations, social language groups, and group and individual therapy sessions.)

3. Maxin Healthcare Services, Inc. 3541 Randolph Road, Suite 204, Charlotte, NC 28211, 704-366-1075, website: www.maxhealth.com, (Maxin provides CAP-MR/DD, nursing respite, home and community services, supported employment, and care giver training.)

4. Nurse Finders of Charlotte, Inc., 131 Providence Road, Suite 102, Charlotte, NC 28207, 704-335-7241, (This agency provides community-based supports including nurse respite, community inclusion, and personal care.)

Health Services:

(If new to area, contact MeckLINK Behavioral Healthcare @ 704-336-6404 or 1-877-700-3001. The center provides 24/7 access to the managed care organization for Mecklenburg County residents seeking help with mental health, developmental disability, or substance abuse disorders.)

Bayada Home Health Care...704-688-2500, 8801 JM Keyes Drive, Suite 140, Charlotte, NC 28262, website: www.bayada.com, (Bayada provides Home Health, Adult Nursing, and Assistive Care.)

1. Mecklenburg County Area Mental Health...704-336-2023

Neubert, D.A., & Moon, M.S. (2006). *Community assessment*. College Park, MD: University of Maryland, Department of Special Education. © 2006. Permission is granted to reproduce.

2. Teen Health Connection, 704-381-8822, 3541 Randolph Rd., Suite 206, Charlotte, NC 28211, website: www.levinechildrenshospital.org, (Provides affordable and accessible mental and physical health care for individuals 11 to 21 years of age.)
3. Maxim Healthcare Services, Inc. 704-366-7839 (see above)
4. Mecklenburg County Health Department...704-336-4700, website: www.charmeck.org/Departments/Health+Department/Home.htm, (Many clinical services are provided to prevent and treat communicable diseases.)
5. Emergency Medication Services, 704-375-0172
6. CMC Randolph Continuing Care Division, 704-444-2400
7. Care Ring, 704-375-0172; website: www.CareRingNC.org
8. NC Health Info, nchealthinfo.org
9. PSA Healthcare, 4530 Park Rd., Suite 105, Charlotte, NC 28209, 704-335-9797, website: www.psahealthcare.com, (Provides private duty home care nursing and day treatment centers.)

Social Services/ Therapies:

1. Achieve Therapy Services, 704-708-8314, 10800 Independence pointe Parkway, Suite D, Matthews, NC 28105, website: www.achievetherapyclinic.com, (Offers evaluations to

determine need and development of a plan of treatment, community resources, insurance appeals, and social skill groups.)

Neubert, D.A., & Moon, M.S. (2006). *Community assessment*. College Park, MD: University of Maryland, Department of Special Education. © 2006. Permission is granted to reproduce.

2. TEACCH, 704-563-4112, 5701 Executive Center Drive, Suite 108, Charlotte, NC 28212, website: www.teacch.com, (Provides diagnostic, educational and vocational assessments and treatments.)
3. Total Care and Concern...704-321-1635
4. Autism Services of Mecklenburg County, Inc., 704-392-9220, 2211-A Executive Drive, Charlotte, NC 28208, website: <http://www.asmcinc.com/>, (Providing specialized consultative services and residential services.0
5. Mecklenburg County DSS, 704-336-3000, 301 Billingsley Road, Charlotte, NC 28211, website: www.charmeck.org/mecklenburg/county/dss, (DSS provides essential human services.)
6. F.I.R.S.T. , 828-277-1315
7. Butterfly Effects, 704-859-4478 (They provide assessments, testing, therapy, tutoring, IEP support, respite, & companion services for all ages.)
8. Department of Social Services for Adults, 704-336-3150, 301 Billingsley Road, Charlotte, NC 28211, (Provides case management and in-home aid services.)
9. Department of Health and Human Services, 1-800-662-7030
10. Information & Referral Line, 1-800-897-7494 (A non-crisis resource line which provides mental health information.)

11. Help U Speak, Inc., 1711 Dartmouth Ct., Charlotte, NC 28269-6220, 704-756-9324, (This is a private practice, which provides speech therapy, screenings and evaluations.)

Neubert, D.A., & Moon, M.S. (2006). *Community assessment*. College Park, MD: University of Maryland, Department of Special Education. © 2006. Permission is granted to reproduce.

12. Integration Station, 2110 Ben Craig Drive, Suite 300, Charlotte, NC 28262, 704-248-1146, website: www.MyIntegrationStation.com, (Provides occupational therapy in a variety of settings.)

13. KidsAbilities Occupational Therapy, 7735 Beaker Ct., Charlotte, NC 28269, 704-503-1117, (Provides private occupational therapy with a sensory integrative approach.)

14. KinderMourn, Inc., 1320 Harding Place, Charlotte, NC 28204, 704-376-2580, website: www.kindermourn.org, (KinderMourn provides support and counseling services for those who have suffered a loss.)

15. Summit Psychological Services, 4425 Randolph Rd., suite 206, Charlotte, NC 28211, 704-612-9789, website: <http://www.summit-psychological.com/Services.htm> , (Provides opportunities for planned social interactions and feedback.)

Banks:

1. A Special Needs Plan, 1-800-769-8610, website: www.aspecialneedsplan.com, 1522 Napa Street NW, Concord, NC 28027, website: www.aspecialneedsplan.com, (Provide 5 different L.I.F.E. packages and planning strategies.)

2. Consumer Credit Counseling United Family Services, 704-332-9034, 601 East 5th Street, Suite 400, Charlotte, NC 28202, (This agency offers money management, credit repair, budgeting, pre-purchase counseling,, etc.)

3. GCG Wealth Management-Exceptional Plans for Exceptional People, 704-372-4491,

website: www.gcgwm.com, 9115 Harris Corners Parkways, Suite 250, Charlotte, NC 28269, (Provide personalized strategies to develop a plan to ensure care of individuals.)

Neubert, D.A., & Moon, M.S. (2006). *Community assessment*. College Park, MD: University of Maryland, Department of Special Education. © 2006. Permission is granted to reproduce.

Legal Services:

1. Council for Children's Rights, 601 East 5th Street, Suite 510, Charlotte, NC 28202, 704-372-7961, website: www.cfcrights.org , (Council for Children's Rights provides advocacy services per individual case.)
2. Disability Rights North Carolina, 2626 Glenwood Avenue, Suite 550, Raleigh, NC 27608, 919-856-2195, website: www.disabilityrightsncc.org, (Disability Rights North Carolina provides legal council and representation to eligible people with disabilities.)
3. Legal Services of Southern Piedmont, Inc., 1431 Elizabeth Avenue, Charlotte, NC 28204, 704-376-1600, www.lssp.org, (Assists indigent Mecklenburg residents with legal representation.)

Other:

1. Doors 2 Life - ARC of Mecklenburg County, www.doors2life.org, 4108 park Rd., Suite 200, Charlotte, NC 28209. (Website which provides individuals with developmental delays tips for transitioning into the work place.)
2. Do2Learn Job Tips (website: www.do2learn.org)
3. IGNITE, website: www.IGNITE-Davidson.org, (For students with HFA needing social skills and job skills in conjunction with Autism Society of NC.)
4. Friendship Community Development Corporation, 3301 Beatties Ford Rd., Charlotte, NC 28216, 704-391-6695, website: <http://www.friendshipcdc.org/>, (Provides training in the employment process, employment preparation skills, basic computer skills, and

interview techniques.)

Neubert, D.A., & Moon, M.S. (2006). *Community assessment*. College Park, MD: University of Maryland, Department of Special Education. © 2006. Permission is granted to reproduce.

2. Services for Individuals with Disabilities

(State and/or Local name, services, Website/ telephone, address)

2A. Vocational Rehabilitation, 919-855-3500; 2801 Mail Service Center, Raleigh, NC 27699-2801; 704-568-8804 (Charlotte #)

2B. Developmental Disabilities:

1. Developmental Disabilities Resources, Inc., 704-573-9777, 9822 Albermarle Rd., Charlotte, NC 28227, website: www.ddrinc.org, (Provides an array of short-term and long-term options for adults and children.)
2. Autism Services of Mecklenburg County, 704-392-9221, 2211-A Executive Street, Charlotte, NC 28208, website: <http://www.asmcinc.com/>, (Goal is to improve life skills through employment and residential services.)
3. Inreach, 704-536-6661, 4425 Randolph Rd., Suite 400, Charlotte, NC 28211, website: www.inreachnc.org, (Provides residential; and community supports.)
4. LifeSpan, Inc., 704-944-5102, Corporate Office, 200 Clanton Rd., Charlotte, NC 28217, website: www.lifespanservices.org, (Provide education, employment, and enrichment opportunities.)
5. ResCare North Carolina, 704-519-0077, 834 Tyvola Rd., Suite 112, Charlotte, NC 28217, 704-519-0077 or 704-559-8125, websites: www.rescare.com or www.rescarehomecare.com, (Provides residential services, respite, or personal care and home health care. Goal is for independence.)
6. Total Care and Concern, 704-321-1635, 1404 Orchard Lake Drive, Charlotte, NC

28270 or 2329 WT Harris Blvd., Charlotte, NC 28213, website:

www.totalcareandconcern.org, (Provides an array of services through specialized consultative services.)

Neubert, D.A., & Moon, M.S. (2006). *Community assessment*. College Park, MD: University of Maryland, Department of Special Education. © 2006. Permission is granted to reproduce.

7. UMAR-WMC, 704-875-1328, 9800 Kinsey Avenue, Suite 190, Huntersville, NC 28070, or 1025 E. 36th Street, Charlotte, NC 28205, website: www.umarinfo.com, (Goal is to provide inclusion, independence and growth through a variety of services.)
8. Community Alternatives Program (CAP)..(CAP-MR/DD) 704-336-7100; CAP-Disabled Adult (CAP/DA) 704-336-4674
9. First Choice Community Services, Inc. 5624 Executive Center Drive, Suite 106, Charlotte, NC 28212, 704-535-4342, (First Choice offers CAP waiver services.)
10. The Arc of North Carolina Charlotte Office, 6769 B Albemarle Road, Charlotte, NC 28212, 704-568-0112, (The Arc provides person centered planning.)
11. Exceptional Children Assistance Center (ECAC), 907 Barra Row, Suites 102, 103, Davidson, NC 28036, 704-892-1321, website: www.ecac-parentcenter.org, (ECAC provides individual assistance with educational issues, newsletter, lending library, workshops and parent to parent assistance.)
12. Family Support Network Charlotte (FSN), 3500 Ellington Street, Charlotte, NC 28211, 704-366-7173, (FSN provides one-to-one parent support and assistance in finding community resources.)
13. BAC's Place, 5501 Executive Center Drive, Suite 222, Charlotte, NC 28212, 980-939-1534, website: www.bacsplace.net, (BAC's Place offers person-centered support, CAP-MR/DD services, day support, home and community support, respite, community-based services.)
14. Family Preservation Services, 4601 Park Road, Suite 400, Charlotte, NC 28209, 704-344-0491, (Family Preservation Services provides community-based services for all ages.)
15. InnerVision, PO Box 31083, Charlotte, NC 28231, 704-377-5042, website:

www.innervisionnc.org, (InnerVisions works to create partnerships through support of choices, personal satisfaction, and success.)

Neubert, D.A., & Moon, M.S. (2006). *Community assessment*. College Park, MD: University of Maryland, Department of Special Education. © 2006. Permission is granted to reproduce.

2C. Mental Health Services:

1. Mecklenburg County, NC Area Mental Health, 704-336-6404
2. Alexander Youth Network, 704-362-8470; www.alexanderyouthnetwork.org
3. Access Family Services, Inc. 704-521-4970; www.accessfamilyservices.com
4. Another Level Counseling & Consultation, 704-548-5298; www.anotherlevelservices.com
5. Anuvia Prevention and Recovery Center, 704-376-7447
6. Behavior Health Centers...704-444-2400
7. BHC-CMC Randolph, 704-444-2400
8. Carolina's Creative Counseling, 704-844-0310; www.c3families.com
9. Catholic Social Services, 704-370-3262; www.cssnc.org/
10. Communities in Schools, 704-335-0601; www.cischarlotte.org
11. Developmental Disabilities Services through Area Mental Health. 704-336-8214
12. Easter Seals, 800-662-7119; <http://nc.eastersealsucp.com/>
13. Family Preservation Services of NC, Inc. 704-344-0491; <http://www.providencehumanservices.com/family-preservation-services-of-north-carolina.html>
14. Thompson Child and Family Focus, 704-536-0375; www.thompsoncff.org
15. United Family Services, 704-332-9034; www.unitedfamilyservices.org
16. Person Centered Partnerships, 5601 Executive Center Drive, Suite 201, Charlotte, NC 28212, 704-567-0790, www.pcpartnerships.org, (Person Centered Partnerships provides community guide, outpatient therapy, assessments, medication management, substance abuse and rehabilitative services.)
17. MeckLINK Behavioral Healthcare, 704-336-2023, www.charmeck.org/departments/Area+Mental+Health/home.htm, (Focus is on managing services for those in need and with limited financial resources.)
18. Monarch, 350 Pee Dee Avenue, Albermarle, NC 28001, 704-986-1500, or 5700 Executive Center Drive, Suite 110, Charlotte, NC 28212, 866-272-7826, (Provides out-patient and psychiatric services.)

2D. Social Security Benefits Office:

1. Mecklenburg County, 704-331-8014

2E. Local Adult Service Providers :

1. Autism Services of Mecklenburg County, Inc. 704-392-9220,
2. Supported Employment Training, Inc. (SET, Inc.), 704-333-8220

Neubert, D.A., & Moon, M.S. (2006). *Community assessment*. College Park, MD: University of Maryland, Department of Special Education. © 2006. Permission is granted to reproduce.

3. UMAR-WMC, 888-862-8627, 9800 Kinsey Avenue, Suite 190, Huntersville, NC 28078, (Provides group homes and apartment living for adults.)
4. INREACH, 4425 Randolph Road, Suite 400, Charlotte, NC 28211, 704-536-6661, website: www.inreachnc.org, (Provides supervised living, HUD Housing, and group homes for adults.)
5. ResCare Community Alternatives of North Carolina, 834 Tyvola Rd., Suite 112, Charlotte, NC 28217, 704-519-0077, (Provides Residential Services for individuals with I/DD, AFL, and respite.)
6. Supportive Housing Communities-McCreesh Place, 2120 North Davidson Street, Charlotte, NC 28205, website: <http://www.supportivehousingcommunities.org/>, (A 91 unit apartment community for men who are disabled. Case Management services available.)

Neubert, D.A., & Moon, M.S. (2006). *Community assessment*. College Park, MD: University of Maryland, Department of Special Education. © 2006. Permission is granted to reproduce.

3. Employment Resources

(List organization/business, type of services, contact information, Website/telephone)

3A. Sources for Job Openings

One-Stop Career Center:

1. Charlotte-Mecklenburg JobLink Career Center, Albermarle Road Executive Center Park
Website: Esc.jobs.charlottecentral@ncommerce.com; 704-566-2870
2. Easter Seals UCP North Carolina and Virginia, Inc. website: <http://nc.eastersealsucp.com/>;
704-333-8220, (Employment services include: job coaching, long term vocational support,
and vocational day support.)
3. Goodwill Industries of the Southern Piedmont, Inc., 704-372-3434, 2122 Freedom Dr.,
Charlotte, NC 28208, (Provides community rehabilitation program which prepares clients for
career advancement through work-related experiences.)
4. InReach, website: www.inreachnc.org; 704-536-6661(See DD)
5. LifeSpan, Inc., www.LifeSpanservices.org; 704-944-5100, (See DD)
6. Nevins, Inc. website: www.nevinsinc.org; 704-596-1372
7. North Carolina Services for the Blind, 704-563-4163
8. Supported Employment Training, Inc. (SET, Inc.), 704-333-8220
9. Total Care and Concern, www.totalcareandconcern.org; 704-321-1635 (See DD)
10. UMAR-WMC, www.umarinfo.com , 704-875-9276 (See DD)
11. Unique Caring Foundation, 704-535-0093 & 704-535-060, (See DD)
12. Friendship Community Development Corporation, 704-391-6695; website:
<http://www.friendshipcdc.org/>, 3301 Beatties Ford Rd., Charlotte, NC 28216, (Provides
training on employment preparation strategies.)
13. Charlotte Works, Employer Engagement Center at 1401 West Morehead Street, Suite 100,
Charlotte, NC 28208, 704-206-1350 or South Blvd. JobLink Center at 5125-A South Blvd.,
Charlotte, NC 28217, 704-527-3195, website: www.charlotteworks.com/, ((This is a one stop
career center for individuals seeking employment and training.)
14. Charlotte Area Fund, 901 N. Tryon Street, Charlotte, NC 28206, 704-372-3010, website:
www.charlotteareafund.org, (The agency provides training and employment assistance.)

Local Newspapers: Charlotte Observer; website: www.Charlotteobserver.com

Websites for Community or State Listings

Employment Offices:

1. Employment Security Commission, 704-566-2870
2. Aerotek Staffing Agency, 704-329-8180
3. Ethel Harris, Inc., 704-377-8600
4. Center for Employment Services, website: www.cha-nc.org/living/employment_services.asp

Vocational Rehabilitation, website: [www.http://dvr.dhhs.state.nc.us/](http://www.dvr.dhhs.state.nc.us/); 704-568-8804

3B. Examples of Businesses within a 5-mile radius of the student's home (Individual per student)

3C. Community Adult Service Providers:

Which of the adult service providers fund individual job coaching?

1. Supported Employment Training, Inc. (SET, Inc.)
2. Total Care and Concern- 1428 Orchard Lake Drive, Charlotte, NC 28270, 704-321-1635, (Payments for adaptations, supervision, and training for individuals with waiver services.)
3. Unique Caring Foundation-5600 Executive Center Drive, Suite 204, Charlotte, NC 28112, 704-535-0093, (Supported employment, therapeutic foster care, and community-based services)
4. Autism Services of Mecklenburg County, 2211-A Executive Street, Charlotte, NC 28208, 704-392-9220, website: <http://www.asmcinc.com/>, (Provides supported employment and long-term vocational support.)
5. Easter Seals UCP North Carolina and Virginia, Inc., 6135 Park South Drive, Suite 350, Charlotte, NC 28210 or 10150 Mallard Creek Rd., Suite 100, Charlotte, NC 28262, website: www.nc.easterseals.com, ((Provides supported employment, job development and placement, job coaching and training, vocational day support, long term vocational support and benefits counseling.)
6. INREACH, 4425 Randolph Rd/, Suite 400, Charlotte, NC 28211, 704-536-6661, website: www.inreachnc.org, (Provides work adjustment program, and supported employment.)
7. UMAR-WMC, 9800 Kinsey Avenue, Suite 190, Huntersville, NC 28070, website: www.umarinfo.com, (Provides skill development related to employment, work orientation classes, supported employment, trade training, internships, and classes at community college.)

Which of the adult service providers fund supported employment?

1. Nevins, Inc. 3523 Nevin Road, Charlotte, NC 28269, 704-596-1372, www.nevinsinc.org, (Nevins provides job training, and placement services. Also a private pay day program for adults with site-based and community activities.)
2. Primary Care Solutions, 5700 Executive Center Drive, Suite 101, Charlotte, NC 28212, 704-537-1022, website: primarycaresolutions.org, (PCS offers diagnostic assessments, supported

employment, intensive in-home or outpatient targeted community guide, community support services.)

3. Mentor, 4824 Parkway Plaza Boulevard, Suite 290, Charlotte, NC 28217, 704-423-0051, website: www.thementornetwork.com, (The Mentor provides specialized community-based services to include inclusion, respite, supported employment, prevocational, and supported living.)
4. Easter Seals UCP North Carolina and Virginia, Inc., 6135 Park South Drive, Suite 350, Charlotte, NC 28210 or 10150 Mallard Creek Rd., Suite 100, Charlotte, NC 28262, website: www.nc.easterseals.com, ((Provides supported employment, job development and placement, job coaching and training, vocational day support, long term vocational support and benefits counseling.)
5. INREACH, 4425 Randolph Rd/, Suite 400, Charlotte, NC 28211, 704-536-6661, website: www.inreachnc.org, (Provides work adjustment program, and supported employment.)
6. Unique Caring Foundation-5600 Executive Center Drive, Suite 204, Charlotte, NC 28112, 704-535-0093, (Supported employment, therapeutic foster care, and community-based services)
7. Autism Services of Mecklenburg County, 2211-A Executive Street, Charlotte, NC 28208, 704-392-9220, website: <http://www.asmcinc.com/>, (Provides supported employment and long-term vocational support.)
8. UMAR-WMC, 9800 Kinsey Avenue, Suite 190, Huntersville, NC 28070, website: www.umarinfo.com, (Provides skill development related to employment, work orientation classes, supported employment, trade training, internships, and classes at community college.)

Which of the adult service providers fund day habilitation programs?

1. Adult Care and Share Center, Inc., 6709 Idlewild Road, Charlotte, NC 28212, 704-567-2700, www.adultcareandshare.com, (Provides day care, health care, meals and socialization)
2. Piedmont Adult Living Services-1201 South Boulevard, Charlotte, NC 28203, 704-370-0093, (Provides a safe, compassionate, and productive daytime environment.)
3. Quest Provider Services, 2329 East WT Harris Blvd., Charlotte, NC 28213, 704-537-4731, website: www.questnc.com, (Provide day supports, home and community support, personal care, residential support, supported employment, and enhanced respite.)
4. ResCare North Carolina, 704-519-0077, 834 Tyvola Rd., Suite 112, Charlotte, NC 28217, 704-519-0077 or 704-559-8125, webstes: www.rescare.com or www.rescarehomecare.com, (Provides residential services, respite, or personal care and home health care. Goal is for independence.)
5. Bayada Home Health Care, 8801 J.M.Keyes Drive, Suite 140, Charlotte, NC 28262, 704-569-2500, website: www.bayada.com, (Provides habilitation programs in the home for adults.)
6. Piedmont Adult Living Services, 1201 South Blvd., Charlotte, NC 28203, 704-370-0093, (Provides a safe, compassionate and productive daytime environment.)

Neubert, D.A., & Moon, M.S. (2006). *Community assessment*. College Park, MD: University of Maryland, Department of Special Education. © 2006. Permission is granted to reproduce.

4. Postsecondary Education, Vocational Education, Adult and Continuing Education

Type	Programs/Activities	Website or Telephone
4a. Programs or Services for Students Ages 18-21 Funded by Local School Systems	Occupational Course of Study	CMS High Schools
4b. Community College	Central Piedmont Community College	Support Services-704-330-6621; Compensatory Education Programs-704-330-6219; www.cpcc.edu
4c. Colleges or Universities	1.Appalachian State University Scholars with Diverse Needs 2.Beyond Academics-UNCG 3. UNCC 4. WCU-University Participant Program	1. 828-262-8216; Sdap.appstate.edu 2. 336-288-8115; http://beyondacademics.uncg.edu/ 3. 704-687-4355; www.ds.uncc.edu 4. 828-227-3287 westling@email.wcu.edu
4d. Continuing Education (Local School System)	Charlotte-Mecklenburg Schools	
4e. Continuing Education	Central Piedmont	Support Services: 704-330-6621, Email: disability.counselingservices@cpcc.edu ,

(Community College)	Community College	DD Program: 704-330-6496, Compensatory Education Classes: 704-330-6219
4f. Public Career-Technical Schools	<ol style="list-style-type: none"> 1. ITT Technical Institutes 2. Medical Career Institute 3. DeVry University 4. The Art Institute 5. Hair Design School 6. Southeastern Institute 	<ol style="list-style-type: none"> 1. 4135 Southstream Blvd. Charlotte, NC 28217 2. 4800 Airport Parkway Charlotte, NC 28208 3. www.devry.edu; 2015 Ayrley Town Blvd. Charlotte, NC 28273 4. www.artinstitutes.edu; Three Lake Pointe Plaza Charlotte, NC 28217 5. 4901-B N Tryon, Charlotte, NC 28213 6. 5250 77 Center Drive, Charlotte, NC 28217
4g. Private Career-Technical Schools		
4h. Apprenticeship Programs		<ol style="list-style-type: none"> 1. www.cpcc.edu/apprenticeships 2. info@charlottejtc.org; 704-523-7001 3. Apprenticeship2000.com 4. 704-587-3737; 4700 Nations Crossing Rd., Charlotte, NC 28217
Other:		

Neubert, D.A., & Moon, M.S. (2006). *Community assessment*. College Park, MD: University of Maryland, Department of Special Education. © 2006. Permission is granted to reproduce.

5. Independent Living

(List name or organization that provides residential services and website/telephone)

5A. Agencies

Social Services/ Therapies:

1. Southeast Psychological- 6115 Park South Dr., Suite 130, Charlotte, NC 28210, 704-552-0116; www.southeastpsych.com. (They offer therapy groups, camps and assessment.)
2. Autism Society of NC- Leica Anzaldo- lanzaldo@autismsociety-nc.org, 919-743-0204x1603
3. GHA Autism Supports-PO Box 2487, Albemarle, NC 28002, 704-982-9600, janetbreeding@ghaiuc.org, (GHA Autism Supports offers a variety of support services based on individual needs.)
4. ResCare- 4822 Albemarle Rd., Suite 21, Charlotte, NC 28205, 704-563-5253, website: www.rescare.com, (ResCare offers home care, workforce or residential services.)

Department of Housing:

1. Charlotte Housing Authority, 704-336-5183; website: www.cha-nc.org, (A non-profit real estate holding company with the mission to help meet housing needs of families who cannot attain conventional housing.)
2. Community Link: 601 East 5th Street, Suite 220, Charlotte, NC 28202, 704-943-9490, www.communitylink-nc.org, (Mission is to enable families to obtain safe, decent and affordable housing through Travelers Aid.)
3. ResCare North Carolina, 834 Tyvola Road, Suite 112, Charlotte, NC 28217, CAP Program Phone: 704-519-0077, Homecare phone: 704-559-8125, website: www.rescare.com, (ResCare North Carolina provides alternative family living through Community Alternatives Program and sitter services through homecare program.)
4. Special K Enrichment, Inc., 2838 Queen City Drive, Suite A, Charlotte, NC 28208, 704-395-9387, website: www.skeinc.org, (Special K provides alternative family living, residential support services, and respite.)

Developmental Disabilities:

1. Developmental Disabilities Resources, Inc., 704-573-9777, 9822 Albermarle Rd., Charlotte, NC 28227, website: www.ddrinc.org, (Provides an array of short-term and long-term options for adults and children.)

2. Goodwill Industries of the Southern Piedmont, Inc., 704-372-3434; 2122 Freedom Drive, Charlotte, NC
3. Habitat for Humanity, 704-376-2054; website: www.habitatcharlotte.org, PO Box 220287, Charlotte, NC (Works within community to create and preserve affordable home ownership solutions.)
4. Homeownership Center of Charlotte, 704-377-4663; website: <http://www.cmhp.org/> Charlotte Park Drive, Suite 350, Charlotte, NC 28217, (Provides pre and post-homeownership classes and financial literacy workshops.)
5. INREACH, 704-536-6661; website: www.inreachnc.org, 4425 Randolph Rd., Suite 400, Charlotte, NC 28211, (Provides Alternate Family Living, Group Homes, HUD Housing, and Supervised Living.)
6. Love, Inc., 704-536-5588; www.loveinc-charlotte.org, PO Box 18517, Charlotte, NC 28218, (Provides range of services for small home repairs, assistance with cleaning and shopping, and yard work.)
7. LifeSpan, Inc., 704-944-5100; website: www.LifeSpanservices.org
8. Monarch, 704-986-1500; website: www.monarchnc.org, 5700 executive Center Drive, Suite 110, Charlotte, NC 28212, (Provides group homes, supervised apartments, and condominiums and rent assistance programs.)
9. St. Peter's Homes, Inc.-McCreesh Place, 704-335-9380; website: <http://www.supportivehousingcommunities.org/>
10. Therapeutic Alternatives, 336-495-2700; website: www.mytahome.com
11. Total Care and Concern, 704-321-1635; website: www.totalcareandconcern.org, 1404 Orchard Lake Drive, Charlotte, NC 28270 or 2329 WT Harris Blvd., Charlotte, NC 28213, (Provides AFL Residential Support, Home and Community Support, and respite.)

State Medicaid Waivers

Other: CAP Waiver: INREACH (see below)

5B. Which of the adult service providers (Identified in 2E) provide residential options or services to support individuals with disabilities to live independently?

1. UMAR-WMC, 888-862-8627, 9800 Kinsey Avenue, Suite 190, Huntersville, NC 28078, (Provides group homes and apartment living for adults.)
2. INREACH, 4425 Randolph Road, Suite 400, Charlotte, NC 28211, 704-536-6661, website: www.inreachnc.org, (Provides supervised living, HUD Housing, and group homes for adults.)
3. ResCare Community Alternatives of North Carolina, 834 Tyvola Rd., Suite 112, Charlotte, NC 28217, 704-519-0077, (Provides Residential Services for individuals with I/DD, AFL, and respite.)
4. Supportive Housing Communities-McCreesh Place, 2120 North Davidson Street, Charlotte, NC 28205, website: <http://www.supportivehousingcommunities.org/>, (A 91 unit apartment community for men who are disabled. Case Management services available.)

Neubert, D.A., & Moon, M.S. (2006). *Community assessment*. College Park, MD: University of Maryland, Department of Special Education. © 2006. Permission is granted to reproduce.

6. Transportation Information

What type of transportation is available to employment and community resources?

Start your search on the Internet. Using Google, type city, county, or state and special transportation (also try Para transit or specialized transportation for people with disabilities).

Useful Websites:

1. www.ridetransit.org
2. www.Charmeck.org
3. <http://www.disability-rights.org/Cats/Index.htm>

6A. Public Transportation (attach appropriate information; If public transportation is available, please attach appropriate schedule.)

Bus	Yes	No	Website or Telephone Number	Special Fare? Vouchers?
Subway		X		
Light Rail	X		LynxCharlotte.com	
Special Public Bus	X		CATS Serving People with Disabilities...704-336-2233	Reduced cost w/ Valid Transit Id or Medicare Care
Special Public Van	X		CHAD (Carolinas Handicap and Disability Transportation Service, Inc.), 704-821-2730	
Para transit Options (State/county government)	X		TSA Helpline for Travelers with Disabilities...1-855-787-2227, Carolinas Handicap and Disability Transportation Service, Inc., 704-821-2730, CATS Para-Transit, 704-336-2233,	

How does the student access special services and or fares? Students may access special fares for students or individuals through CATS. Agencies such as First in Families, etc. may assist with this as well. Weekly and monthly passes may be purchased.

6B. Taxi Service

Company	Telephone number	Accommodations or Special Services Voucher Programs
Yellow Cab of Charlotte	http://yellowcabofcharlotte.net/ 704-444-4444	
	www.yellowpages.com/charlotte-nc/taxi-service	

How does the student access special services and or fares? _____

6C. Other Transportation Services (e.g., Carpools)

1. Disability Rights and Resources, Inc., 5801 Executive Center Drive, Suite 101, Charlotte, NC 28212, 704-537-0550, website: www.disability-rights.org/, (Disability Rights and Resources provides training on use of the bus system and transitioning into the community.)
2. TSA Helpline for Travelers with Disabilities, 1-855-787-2227, Email: TSA-ContactCenter@dhs.gov, (Provides helpline to assist travelers with disabilities prior to getting to the airport.)

Appendix A-5

Community Resource Mapping Evaluation Form

Please evaluate the community mapping process, the form, and the task analysis used to complete the process with the following one to five rating scale with one being “strongly agree” and five being “strongly disagree.”

1. The task analysis was easy to follow.

Strongly agree agree neutral disagree strongly disagree

2. Community mapping is beneficial to families and students.

Strongly agree agree neutral disagree strongly disagree

3. The Community mapping form was easy to navigate and complete.

Strongly agree agree neutral disagree strongly disagree

4. The end product is beneficial to share with families, students and staff.

Strongly agree agree neutral disagree strongly disagree

5. Community mapping is important to the transition process.

Strongly agree agree neutral disagree strongly disagree

The strengths of the process are:

The weaknesses of the process are:

Appendix A-6

Community Resource Map - SAMPLE

Information and Assistance:
Waisman Resource Center is home to one of the five Regional Centers for Children and Youth with Special Health Care Needs (CYSHCN), part of a statewide network that provides free and confidential information and assistance to parents of CYSHCN and the professionals who work with them. We will help to answer your questions and connect your family to resources, services and supports.
1-800-532-3321/ 608-265-8610/ www.waisman.wisc.edu/cyshcn/
Help is available- Call with questions!

Planning for Adulthood:
Youth ages 14-21 with disabilities and their families can receive help with planning for the transition to adulthood. Activities include moving from pediatrician to adult health provider and exploring opportunities in education, work and community living. Resources include Aging Disability and Resource Center (ADRC), Division of Vocational Rehabilitation (DVR), Department of Public Instruction (DPI) and Independent Living Centers (ILC).

At-Home Support:
Supports and services designed to help families care for their child in the home and community setting are available for children who are at risk of out of home placement and qualify. These include home health care by nurses, personal care assistants, equipment, respite, family supports and services for individuals with disabilities.

Parent to Parent Support:
Peer support offers a unique kind of support that can only result from sharing similar experiences. Informal and formal support opportunities between families may be found by contacting CYSHCN for health care issues, WSPEI for special education issues, and Wisconsin Family Ties for mental health issues. See the page titled "Statewide Information, Referral and Advocacy Resources" for contact information.

When You Don't Know Who to Call, Call Us!
1-800-532-3321
Southern Regional Center for Children and Youth with Special Health Care Needs, at the Waisman Center

Special Education:
All public schools are required to provide special education and related services to children who are eligible. The Individuals with Disabilities Act (IDEA) is the federal special education law that covers children ages 3 through 21. If the team of parents and school staff agrees a child is eligible, the team will create a written plan of services called an Individual Education Program (IEP) to determine how to best support the child.

Recreation:
Children and adults with disabilities benefit from sports, social and recreational activities. A variety of organizations provide recreation activities and are listed on the other side.

Training and Advocacy:
State and local agencies provide information and assistance for families on how to best understand, protect and advance the legal, human and service rights of children and youth. Resources include legal assistance, help with an IEP and health benefits counseling. Parent training parents learn about resources and how to be a good advocate for their children.

Health Care Coverage:
Medicaid programs help eligible children and adults with disabilities pay for medical care. Each program has different eligibility criteria that need to be assessed at the time of application. Programs include BadgerCare Plus, SSI, Katie Beckett, and Children's Long Term Support Waivers. Children and young adults may also be covered by private insurance because of a job or coverage through a parent's insurance.

Infants and Young Children:
Early intervention services, through the Birth to 3 Program, are available in every Wisconsin county for children who meet eligibility criteria. Birth to 3 professionals work in partnership with parents to help children with developmental delays grow, learn and communicate.

Child care:
Childcare resource and referral agencies are located throughout Southern Wisconsin. Supporting Families Together Association will direct you to the closest program in your area.

Respite:
Respite care provides families with a qualified caregiver and a break from 24 hour care responsibilities and is a needed resource for most families with children and youth with special health care needs.

Department of Health and Human Services:
Counties provides access to long-term supports and services for eligible children and adults experiencing cognitive, physical and emotional disabilities. Programs that can help fund identified needs include: Family Support, Children's Waivers, Community Options Program (COP), Community Integrations Program (CIP). (Note: There are waiting lists for these programs so it is important to get your child's name on the waiting list as soon as possible. In addition, Columbia County Division of Public Health provides immunization clinics, HealthCheck, WIC and prenatal care coordination.

2013 Resource Roadmap
Front: description of variety of types of services and supports.
Back: listing of specific names and contact information.

Resource Roadmap supported by the Southern Regional Center for Children and Youth with Special Health Care Needs. Concept originally developed by the FOR U staff at the Chippewa County Health Department.

For additional copies contact the or download the PDF at www.waisman.wisc.edu/ccdd/products.php

School Resource Mapping

Introduction

School resource mapping is another great tool to use to identify resources right where you are. School resource mapping is intended to facilitate the activities within the Transitioning Together activities and P.R.I.S.M. components, too. Ideally, this tool should be used to organize information collected to have resources all in one easy-to-find place to answer questions and utilize resources within your specific school. The Figure below displays some of the school resources that could be mapped.



Possible School Resource Mapping Team Members

Participants on the team for completing the school resource map should have knowledge or access to information, which indicates current resources specific to the school being mapped. This will require participants with familiarity with multiple areas of the school. The following are possible participants to consider:

- School Administrators
- School Department Chair Persons; particularly the chair for the Special Education Department
- School Counselors
- Career Tech Personnel
- Students
- Therapists
- Technology Support Personnel
- “A Team” Coordinators
- Lead Teachers
- Parents with leadership roles or school knowledge, such as PTO officer, etc.
- School volunteers
- Paraprofessionals

Once you have established your initial team (you may want to add additional members as you complete the mapping process). Take your time in thinking, as a small or large group about completing your school resources map. See Appendix C-1 for a copy of the task analysis for completing your school map, Appendix B-2 for a blank school mapping form, and Appendix C-3 for a completed school map.

Possible uses of School Resource Mapping

School resource mapping is a visual tool which can benefit any student within a high school. Some of the possible uses for school mapping are:

- Assist a student new to the school and the area
- Assist a student who is transitioning into the school from another school or a middle school
- Assist a student who has difficulty transitioning or returning to school after breaks or vacations

- Assist a student who has difficulty with change, such as change in school personnel or location of school services
- Provides a simple and organized information tool for students/ families with limited internet access
- Provides a tool for a student who has difficulty retaining school information
- Provides additional visual structure to locate school resources, especially helpful for large schools
- Assists in making large high schools more manageable
- Assists in identifying school resources for high schools with limited website information

Appendices for School Resource Mapping

B-1. CSESA School Resource Mapping Task Analysis (page 57)

B-2. CSESA School Resource Mapping Task Analysis – **SAMPLE** (page 58)

B-3. CSESA School Resource Mapping Form (page 60)

B-4. School Resource Mapping Form (2012-2013) – **SAMPLE** (page 63)

B-5. School Resource Mapping Form – **SAMPLE** (page 66)

B-6. School Resource Mapping Evaluation Form (page 70)

Appendix B-1

CSESA School Mapping Task Analysis

Task	Completed Date	By Whom
1. Pre-Mapping		
<ul style="list-style-type: none"> Identify members for the CSESA School Mapping Team <ul style="list-style-type: none"> Members should have knowledge of resources specific to ASD within the school May include representatives from a variety of school departments, such as counseling, vocational, special education or general education 		
<ul style="list-style-type: none"> Identify goal of the team. 		
<ul style="list-style-type: none"> Answer reflection questions. <ul style="list-style-type: none"> Do we have the correct team members? How will we know when we have completed the task? How often do we communicate? How often does the map need to be reviewed and updated? 		
<ul style="list-style-type: none"> Review CSESA School Mapping Template to determine if additional categories are needed 		
2. Mapping		
<ul style="list-style-type: none"> Establish sources of data, such as school website, Student Handbooks, school maps, etc. 		
<ul style="list-style-type: none"> Acquire established resources. 		
<ul style="list-style-type: none"> Assess if established resources are specific to ASD or all students. 		
<ul style="list-style-type: none"> Complete CSESA School Mapping Template with gathered data from resources. 		
<ul style="list-style-type: none"> Determine with team members if map is complete. If determined to be incomplete, revisit the process. 		
3. Post Mapping		
<ul style="list-style-type: none"> Communicate your findings to appropriate individuals, such as individual students, parents, teacher, case manager, other members of the IEP team for transition planning, and <i>Transitioning Together</i> Team 		
<ul style="list-style-type: none"> Establish when map will be reviewed or updated 		
<ul style="list-style-type: none"> Consider any next steps, as needed. 		

Appendix B-2

School Mapping Task Analysis - SAMPLE

Task	Completed Date	By Whom
1. Pre-Mapping		
<ul style="list-style-type: none"> Identify members for the CSESA School Mapping Team <ul style="list-style-type: none"> Members should have knowledge of resources specific to ASD within the school May include representatives from a variety of school departments, such as counseling, vocational, special education or general education 	9-3-13	Administrative CSESA Team: Morrow, Alston, Fairley, McDonald, Sowell, Ely, Fallin
<ul style="list-style-type: none"> Identify goal of the team. 	9-10-13	Team Members (email)
<ul style="list-style-type: none"> Answer reflection questions. <ul style="list-style-type: none"> Do we have the correct team members? How will we know when we have completed the task? How often do we communicate? How often does the map need to be reviewed and up-dated? 	9-31-13	Fallin, Alston
<ul style="list-style-type: none"> Review CSESA School Mapping Template to determine if additional categories are needed 	9-31-13	CSESA Administrative Team
2. Mapping		
<ul style="list-style-type: none"> Establish sources of data, such as school website, Student Handbooks, school maps, etc. 	10-1-13	Morrow
<ul style="list-style-type: none"> Acquire established resources. 	10-1-13	Morrow
<ul style="list-style-type: none"> Assess if established resources are specific to ASD or all students. 	10-22-13 (email)	Team (all students)
<ul style="list-style-type: none"> Complete CSESA School Mapping Template with gathered data from resources. 	11-4-13	Team

<ul style="list-style-type: none"> Determine with team members if map is complete. If determined to be incomplete, revisit the process. 	11-4-13	Team
3. Post Mapping		
<ul style="list-style-type: none"> Communicate your findings to appropriate individuals, such as individual students, parents, teacher, case manager, other members of the IEP team for transition planning, and <i>Transitioning Together</i> Team 	On-going	TT Parent groups, Administrative Team
<ul style="list-style-type: none"> Establish when map will be reviewed or updated 	TBD	Admin. Team
<ul style="list-style-type: none"> Consider any next steps, as needed. 	TBD	Admin. Team

Appendix B-3

School Resource Mapping form

Directions: In and around each hexagon, write the corresponding information to help your school community identify important information about each topic. These forms should provide additional information to identify resources to be used to assist in the transition planning process.



Ask an administrator, teacher or student volunteer to write any additional information necessary to know about the school's main office, e.g. school hours, fax number, uniform policy procedures, teacher mailbox location, etc., in order to understand more about specific school regulations and policies.

What are supplemental aides provided?	What are supplemental services
<div>Case Manager</div>	
What are supplemental supports	Counselor Name/ Room #:

What clubs are available to join?	What sports are available to join?
<div>Extracurricular</div>	
What other honor societies are offered?	What other extracurricular are available?

Class Activities

Class advisors' names: _____

- The date of senior prom, junior prom, etc., is: _____
- Homecoming will be during this week: _____
- The date of graduation is: _____
- Information about class trips: _____

Community Service

- School's next clothing drive is going to be on _____
- School's next food drive is going to be on _____
- Additional community service projects: _____

Post-School

- What are options for diplomas offered at school: _____
- Date/ time of college fairs: _____

Health Suite

School Nurse's Name and Phone Number: _____

- Where are the school's alcohol and drug prevention services? _____
- What are the other health services offered in school? _____

Technology

What is the name of the school's technology aide? _____

- Where does one go for assistive technology? _____
- Where does one go to for access to the internet or computers to type my work? _____

Hallways

What is the name of the school's hall monitor? _____

- Where is the most helpful information about the school/ class? _____

Appendix B-4

School Resource Mapping Form (2012-2013) - SAMPLE

Directions: In and around each hexagon, write the corresponding information to help your school community identify important information about each topic. These forms should provide additional information to identify resources to be used to assist in the transition planning process.



School hours: 7:15 AM -2:15 PM M-F; in Central Secondary Zone; School Uniforms are NOT required, but there is a dress code policy. (No see-through clothing or visible underwear. Hats should not be worn in the building. A specific test for length of garments- "fingertips test" is conducted, as needed.)

<p>What are supplemental aides provided?</p> <p>Social Workers: Gretchen Anthony and Patrice Bush,</p>	<p>What are supplemental services?</p> <p>EC Services per IEP, 504 plans, speech, OT and PT as indicated on IEP, counseling and student services</p>
<p>Case Manager</p>	
<p>Tutoring, AVID, Job Coach (OCS)</p> <p>What are supplemental supports?</p>	<p>Counselors: Keith Smith (A-C), Anita Durr-Lowe (D-L & 504), Lorraine Stewart-Ayers (J-M), Byron Gettings (T-Z)</p> <p>School Counselor Name/ Room #:</p>

<p>What clubs are available to join?</p> <p>Clubs: Advance to College, Art, Avid, Chess, Courgar Kitty Hawk Air Society, Committed Young Christians, Debate, DECA, Drama, Drill Team, Executive Class Council, Fashion Club, Fast Track RC, Family, Career, Community Leaders of America, French Club, Future Business Leaders of America, GENTS, GEMS, German Club, HOSA, Latino Club, Model and Rocket Club, JETS, Octagon Club, PLTW, Survival Crew and Orienteering Team, Tech Ed Club, Spanish Club</p>	<p>What sports are available to join?</p> <p>Sports: baseball, basketball (JV, Varsity, Boys or Girls), cheerleading, cross country, diving, golf, football, soccer, softball, swimming, tennis, track, volleyball, wrestling</p>
<p>Extracurricular</p>	
<p>Spanish Honor Society, National Honor Society, Tri-M Music Honor Society, French National Honor Society, National Technical Honor Society,</p> <p>What other honor societies are offered?</p>	<p>Tutoring, JROTC, Empowering Youth-Changing Communities,</p> <p>What other extracurriculars are available?</p>

Class Activities

Class advisors' names: _____

- The date of senior prom, junior prom, etc., is:
- School-wide prom is **May 11, 2013 @ Nascar Museum** and cost is **\$70.00 per couple**. Prom for students with disabilities is **May 3, 2013**.
- Homecoming will be during this week: **(During football season-has passed)**
- The date of graduation is: **Sat. June 8, 2013 @ 7:30 PM**
- Information about class trips:

Community Service

- School's next clothing drive: **Jeans for Teens**
- School's next food drive is going to be on _____
- What are additional community service projects: **Friends Club**

Post-School

- What are options for diplomas offered at school: **Standard diploma for completion of OCS credits and community-based, or competitive employment are completed.**
- Date/ time of college fairs: **Transition Fair March 14, 2013.**

Health Suite

School Nurse's Name and Phone Number: **Robin Lawerance 980-343-5284**

- Where are the school's alcohol and drug prevention services?
- What are the other health services offered in school? Referral for Behavioral Health Services

Technology

What is the name of the school's technology aide? **Jeremy White**

- Where does one go for assistive technology? Through speech therapist evaluation or classroom teachers;
- **Additional technology or sites used by school?** "S Drive"; Discovery Education
- Where does one go to for access to the internet or computers to type my work? **Computer Labs (F Hall), Media Center**

Hallways

What is the name of the school's hall monitor?

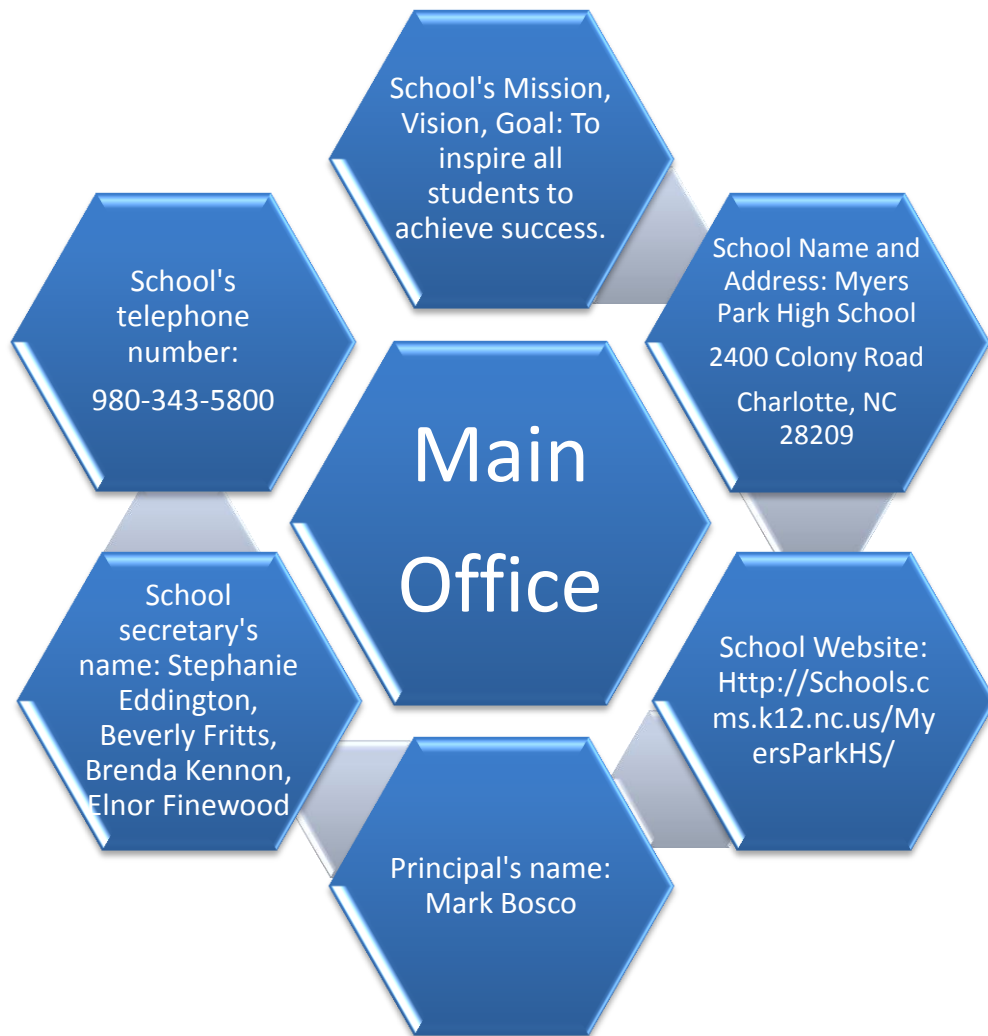
- Where is the most helpful information about the school/ class?
- VHS administrators & security monitor hallways with walkie-talkies.

Appendix B-5

School Resource Mapping Form - SAMPLE

School Mapping

Directions: In and around each hexagon, write the corresponding information to help your school community identify important information about each topic. These forms should provide additional information to identify resources to be used to assist in the transition planning process.



MPHS Fax # is: 980-343-5803. They are in the Central Learning Community. The school hours are 7:15 to 2:15. Dress code: shoes are required, skirts or dresses not more than 4" above the knee, no pants below the hips or exposing under garments, no bare midriffs, PJ's or headgear inside the building. MPHS Mustang Express (jsnover@carolina.rr.com).

<p>What are supplemental aides provided?</p>	<p>What are supplemental services</p> <p>As determined by the individual IEP team based on assessments: Speech and language, physical therapy, occupational therapy, O & M, sign language, interpreters,</p>
<p>Case Manager</p>	
<p>Use of Hawk Eye Report, tutoring, Learning Labs, accommodations and modifications based on individual student IEP's.</p> <p>What are supplemental supports</p>	<p>Vicki Brunnick (A-CARR), Kristen Hodges (CARS-E), Kim Folk (F-HIG), Ginny Jenkins (HIL-MAL) Sandra Kindell (MAM-PER), Sequoia Goodman (PES-SPA)</p> <p>School Counselor Name/ Room #:</p>

<p>What clubs are available to join?</p> <p>(see attached) MPHS has 80 clubs available.</p>	<p>What sports are available to join?</p> <p>football, basketball, swimming, track (indoor & out), golf, tennis, baseball, soccer, cross country, volleyball, wrestling, field hockey, softball, lacrosse, rugby, cheerleading,</p>
<p>Extracurricular</p>	
<p>National Art Honor Society, National Science Honor Society, National Honor Society,</p> <p>What other honor societies are offered?</p>	<p>What other extracurriculars are available?</p>

Class Activities

Class advisors' names:

- The date of senior prom, junior prom, etc., is: **May 10, 2014**
- Homecoming will be during this week: **October 25, 2013**
- The date of graduation is: **June 16, 2014**
- Other: **Orchestra Concert: Dec. 12, 2013; Band Concert: Dec. 17, 2013; Choral Concert: Dec. 18 Dec. 18Dec. 18, 2013**

Community Service

- School's next clothing drive is going to be on: **Coat drive Nov. 25-27, 2013. "Clothes for Change" 9:00 to 4:00 Dec. 7, Sharon United Methodist Church**
- What are additional community service projects: The following school clubs have community projects: **Cambodian Relief Project, Child Abuse Awareness, Autism Awareness, Colors for Cancer, Dare to Care for HIV/ AIDS, Domestic Violence Awareness, Samaritan's Feet, UNICEF Club, Red Cross, and Save the Ta-Ta's,**

Post-School

- What are options for diplomas offered at school: **Occupational Course of Study, Future Ready Core, Certificate of attendance**
- Date/ time of college fairs: **Curriculum Night is February 13, 2014**

S

School Nurse's Name and Phone Number: **check in the school office for specific times and dates a nurse is on campus or use of the school health room.**

Health Suite

- Where are the school's alcohol and drug prevention services? **Students may check with specific school counselor**
- What are the other health services offered in school? **Communities in Schools**

Technology

What is the name of the school's technology aide? **Margaret Bombien**

- Where does one go for assistive technology? **Parent requests at evaluation through IEP team**
- Where does one go to for access to the internet or computers to type my work? **Media Center, Computer labs, individual classrooms**

Hallways

What is the name of the school's hall monitor? **All teachers are to monitor the hallways between classes.**

- Where is the most helpful information about the school/ class? **Parent assist to view most current grades; Power School, individual teacher websites,**
- The Mustang Express sends out up-to-date email blasts for current information.

Myers Park High School Clubs for 2013-2014:

"A Better Me"	Aero-Model Club	
Autism Awareness	Academic Team	Anime Club
Any1 Can	Art Showcase Club	Bluegrass Club
Book Club	Breakfast Club	Cambodian Relief Project
Charity Water	Child Abuse Awareness	The Clicks
Carpe Noctem	Clothes for Change	Cooking Club
Community Connections	Colors for Cancer	Chess Club
Dance Company	Dare to Care for HIV/AIDS	Debate & Speech Club
DECA	Digital Photography	Domestic Violence Awareness
Dumbledore's Army	Disc Golf	Drama Club
Environmental Club	Exchange Students Club	Fellowship of Christian Athletes
Film Club	French Club	Friends Without Borders
Future Farmers of America	Future Business Leaders	The Foundation for Tomorrow
Friends Club	German Club	Habitat for Humanity
Hearts and Crafts	HOSA	IB Student Council
IBMYP Student Council	Interact Rotary Club	Key Club
KIVA Myers Park	Kids Helping Kids	La Juventud
Latin Club	Legacy Step Team	Make a Difference
Math Club	Men on the Run	Minecraft Club
MP Equality	Mu Alpha Theta	National Art Honor Society
National Science Honor Society	National Honor Society	Odyssey of the Mind
Operation Smile	Outdoor Social Adventure Club	Outward Bound Unity Club
Party for Autism	P.E.A.R.L.S.	Pennies for Patients
Physics Club	Project Unify	Random Acts of Kindness
Red Cross	Samaritan's Feet	Save the Ta-Ta's
Science Bowl	Science Olympiad	Scholastic Choir
Street Art Club	Skate Club	Technology Student Association
Teen Democrats	Ultimate Frisbee Team	UNICEF Club
Wake Up! Student Empowerment	Young Libertarians	Young Republicans
Young & Gifted	Young Moderates	

Appendix B-6

School Mapping Evaluation Form

Please evaluate the school mapping process, the form, and the task analysis used to complete the process with the following rating scale.

1. The task analysis was easy to follow.

Strongly agree agree neutral disagree strongly disagree

2. School mapping is beneficial to families and students.

Strongly agree agree neutral disagree strongly disagree

3. The school mapping form was easy to navigate and complete.

Strongly agree agree neutral disagree strongly disagree

4. The end product is beneficial to share with families, students and staff.

Strongly agree agree neutral disagree strongly disagree

5. School mapping is important to the transition process.

Strongly agree agree neutral disagree strongly disagree

The strengths of the process are:

The weaknesses of the process are:

The creation of these materials was supported by the Institute of Education Sciences, U.S. Department of Education through Grant R324C120006 awarded to UNC-Chapel Hill. The content expressed represents those views of the authors and do not represent views of the Institute or the U.S. Department of Education.