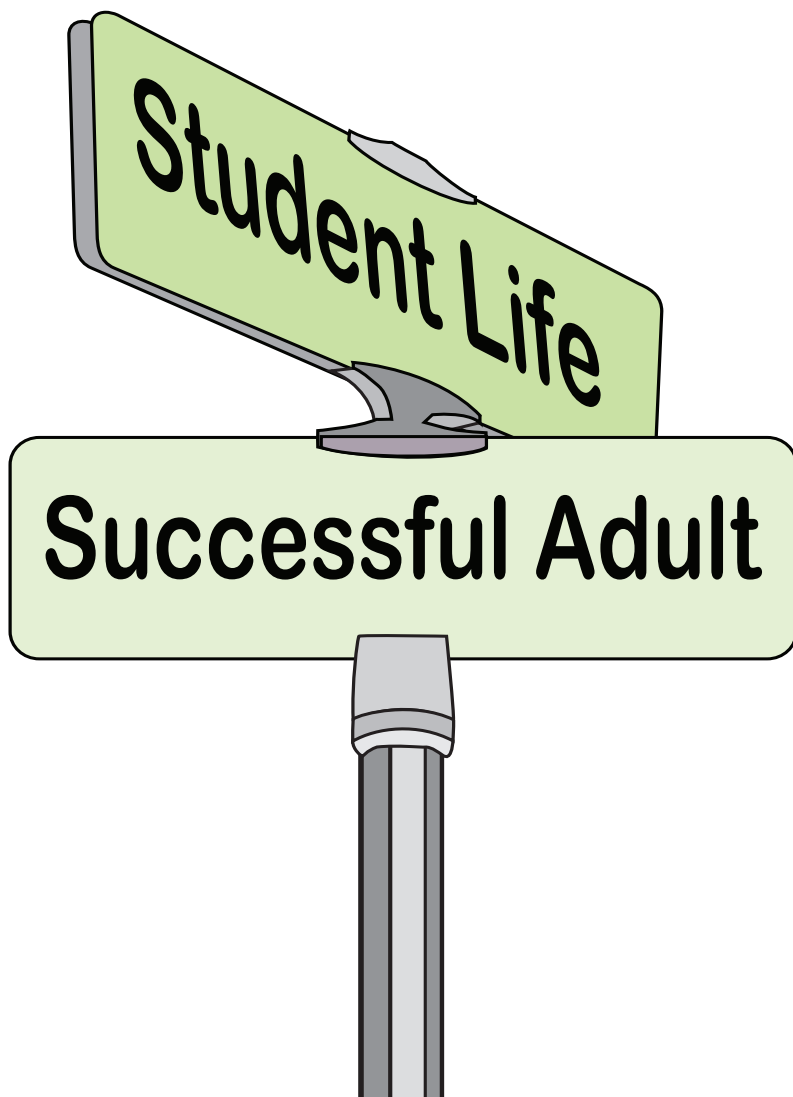


A Better Future Starts with Transition Planning Today

# Transition Planning: A Roadmap to Your Future



**Oakland**Schools

Learning today. Transforming tomorrow.

Special Education  
2111 Pontiac Lake Road  
Waterford, MI 48328-2736  
248.209.2504  
[www.oakland.k1.mi.us](http://www.oakland.k1.mi.us)

# About Oakland Schools

## *Learning today. Transforming tomorrow.*

Oakland Schools, one of 57 intermediate school districts (ISDs), was established in Michigan in 1962. ISDs are regional service agencies that offer support services to school personnel that are best delivered regionally, as measured by cost, size and quality advantages. Oakland Schools is an autonomous, tax-supported public school district governed by Michigan General School Laws.

The mission of Michigan's educational service agencies (ISDs, RESAs, RESDs) is to provide visionary leadership and quality services to strengthen teaching and learning for all citizens.

Oakland Schools serves 28 local school districts, a number of public school academies and nonpublic schools in Oakland County. Every district has a distinct character, arising from its unique community of learners and educators. Yet every one of the 28 districts shares a common goal: providing a quality education to every student. Oakland Schools works with these districts, nonpublic schools and public school academies to help each one preserve its own unique identity, respect its special needs, and deliver quality educational programs to every student in Oakland County.

### Oakland Schools Board of Education

President: Mr. George Ehlert  
Vice President: Mr. Connie Williams  
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Treasurer: Ms. Barbara DeMarco  
Trustee: Mr. Marc Katz

### Superintendent

Vickie L. Markavitch, Ph.D.

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## Additional information

For additional transition information contact 248.209.2504

This guide is available online at [www.oakland.k12.mi.us](http://www.oakland.k12.mi.us)

**Braille and large print versions of this guide are available upon request.  
Call 248.209.2504.**

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**Transi•tion** [tran-zish-un] -  
verb 1. to move from one place,  
stage, or relationship to another

# Transition Planning: My Roadmap & Notes



Individuals with Disabilities Education Act (IDEA) 2004 requires transition planning for all students who receive special education services to begin no later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP Team, and updated annually thereafter.

Transition services are a coordinated set of activities for a student with an Individualized Education Program (IEP) that are designed to support movement from school to post-high school activities, including vocational training, employment (including support employment), continuing and adult education, adult services, independent living, and community participation.

## Transition Services

- Begin with the post-secondary vision (goals) in the areas of employment, adult living, community participation, or education.
- Are based on an individual student's needs, taking into account his/her preferences and interests.
- Include instruction, related services, community experiences, the development of employment and other post-high school adult living objectives, daily living skills and a functional vocational evaluation as appropriate or as determined by the IEP team.
- Discuss the factors to consider for a Free and Appropriate Public Education (FAPE).
- Identify the student's Present Level of Academic Achievement and Functional Performance (PLAAFP).
- Aligns a statement of needed transition services for the student's PLAAFP and post-secondary vision in the areas of: adult living, daily living skills, vocational evaluation employment, community experiences, related services, or further education.
- Identify Courses of Study aligned with post-secondary vision (diploma, certificate of completion, vocational education).
- Are in alignment with your district policies, regarding the use of the Personal Curriculum (PC) to support progress in the general education and the Michigan Merit Curriculum (MMC).
- Identify community agencies likely to provide current or future services.
- Consider Least Restrictive Environment (LRE), Supplementary Aids/Services/ Personnel Supports.

## Transition Planning

Transition planning **increases** the likelihood of success in adult life. The process is important in bringing together schools, students, families, and community agencies in a joint effort to plan the most appropriate path to adult life.

Transition planning is the process of preparing a student for the completion of his/her school program and moving into adult life.

It may include the following four areas:

### **Adult Living**

Living Arrangements  
Personal/Family support  
Self-Care  
Money Management  
Daily Living Skills  
Consumer Academics

### **Community Participation**

Mobility  
Organizations  
Advocacy  
Recreation and Fitness  
Social Connections  
Volunteerism

### **Further Education**

Community Education  
College  
Technical Training  
Military  
Life Long Learning

### **Preparation for Employment**

Career Awareness  
Career Exploration  
Vocational Evaluation  
Vocational Experience  
Work Based Learning  
Employment Options:

- supported
- self-employed
- independent

## Self-Determination

Self-determination is believing you can control your own destiny. Self-determination is a combination of attitudes and abilities that leads people to set goals for themselves, and to take the initiative to reach these goals. It is about being in charge, but is not necessarily the same thing as self-sufficiency or independence. It means making your own choices, learning to effectively solve problems, and taking control and responsibility for one's life. Practicing self-determination also means one experiences the consequences of making choices.

- The development of self-determination skills is a process that begins in childhood and continues throughout one's life.
- Self-determination is important for all people, but it is especially important, and often more difficult to learn, for young people with disabilities. Well-meaning individuals sometimes “protect” children with disabilities by making all their decisions for them. Also, sometimes people assume that people with disabilities can't think for themselves.
- Self-determination involves many attitudes and abilities including: self-awareness, assertiveness, creativity, and pride, and problem-solving and self-advocacy skills.
- To take charge of your own life, you must be able to set goals, evaluate options, make choices and then work to achieve your goals.
- Parents can help prepare their young adults with disabilities by giving them a growing number of opportunities to make their own decisions.
- Families can also provide their teenager with opportunities to explore employment, housing options, and community recreation programs in their community by utilizing their own network of relatives and friends, as well as formal service systems.
- Most importantly, families can prepare themselves to accept their child in his or her new adult role and allow their adult children to take an active role in the decisions that will determine their future—even if it means allowing them to make mistakes.
- Schools can also provide opportunities for students to contribute ideas, make decisions, and set goals for themselves.

Since self-determination skills are most effectively learned and developed by practicing them, students with disabilities should be given ample opportunity in their home life and in school to use their self-advocacy, decision-making and socialization skills well before they leave high school to prepare themselves for working and living in their community.

# Student Focused Agenda: Questions to Ask

## **What is my vision for my life when I'm done with school?**

- Where and how am I going to live?
- What job or career am I going to have?
- How will I become a part of the community?
- Will I need additional school or training?
- What do I need to do to achieve my post-secondary goals?

## **Where am I now and, am I doing the right things to reach my future goals?**

- How are my current academic skills?
- How are my functional (daily living, self care, level of need or independence) skills?
- Do I have and use the accommodations I need?
- Have the accommodations from my previous IEP been helpful?
- How can I make my vision of post-secondary life more clear?

## **How will I achieve my vision for the future?**

- What do I need to learn to reach my vision?
- What course(s) of study should I take in school that will move me closer to my vision? Where can I learn this?
- What credits do I need?
- Will I need a diploma to achieve my vision?
- According to the assessments I've taken, what skills do I need to reach my vision?
- Is my course(s) of study (classes, diploma, or certificate of completion) aligned with my vision of my life after school?
- What other transition services will help me reach my vision?
- Am I connected with the people or agencies who can help me reach my vision?
- Do I know when I'll be leaving school for the next step in my life?

## **What will I learn this year that will move me toward my vision for my future?**

- Is my Educational Development Plan (EDP) and Transition Plan up-to-date and reflective of my career interests and future plans?
- Do my EDP and transition goals align?
- Is there research I can do through Career Cruising, such as exploring colleges or training options that aligns with my vision and helps me plan for my future?
- What are my annual goals/objectives, and will they help me reach my vision?
- Is there something I can do in school, at home, or through an experience that will help me with my vision?
- Am I on track to earn my high school diploma? If not, where do I go for help?



## Family Checklist

Here is a checklist to help you get started with some areas to consider. This list is just a beginning, so there's no doubt you will have many more questions and will need information specific to your son or daughter.

- Help your son or daughter learn about and understand his/her disability.
- Keep records of the transition-related services and activities that occur.
- Review your son or daughter's IEP goals.
- Review graduation requirements and help make decisions about course of study, paths, and options for a high school diploma.
- Advocate for the curriculum that will prepare the your son or daughter for their post-secondary goals and post school vision.
- Provide opportunities for your son or daughter to explore post-school options (e.g., employment, career centers, community colleges, state colleges, universities, living arrangements, recreation and leisure, and community service).
- Support your son or daughter in developing his or her measurable post-secondary goals.
- Support your son or daughter in inviting teachers and agency personnel to attend his or her IEP meetings.
- Conduct mock IEP meetings so your son or daughter can practice participating in the meeting.
- Help your son or daughter to develop a portfolio that includes an updated IEP, assessment scores, learning style information, grade point average, class rank, honors or awards, work evaluations, work experiences, and other related information.
- Gain knowledge of resources and agencies that may support your son or daughter's transition goals and activities.
- Discuss and develop strategies for transportation if they will be dependent on others to get to work, social activities, and other life events.
- Encourage your son or daughter to be as independent as possible at home and in the community.

## School Staff Checklist

Here is a checklist to help you get started with a mix of items that are required by IDEA and good transition practice tips. This list is just a beginning, so there's no doubt there may be additional transition activities you're doing with students based on their individual needs and goals.

- Support students in the general education Michigan Merit Curriculum (MMC).
- Listen and consider information provided by students and families.
- Use assessment and progress monitoring for data-driven decision-making.
- Provide opportunities for students to learn to advocate for their self, including participating in and leading their IEP and transition meetings.
- Align the course of study, IEP goals, and transition services to the student's post-secondary vision.
- Provide information identifying the student's areas of strength and areas for improvement.
- Link the student and family to activities, information, and supports available for all students such as tours of the Oakland Schools Technical Campuses or college nights.
- Assist families and students in understanding the course of study options and paths to diploma available in your district.
- Provide information about community agencies connected with transition
- Share information about transition related school and agency learning opportunities for students and families.
- Complete a Summary of Performance (SOP) for each student as they exit. Review the SOP with the student; obtain alternative contact information to support connecting with the student for the State Performance Plan (SPP) 14 Post School Outcomes survey.
- Advise students and families they will be contacted for the SPP 14 Post School Outcomes survey one year following school completion. The survey will inquire if they are working, going to school/training, or a combination of both.

## Did You Know?

### Transition Planning...

- Begins no later than the first IEP in effect when the student turns 16, and may be considered earlier if determined appropriate by the IEP team.
- Considers and supports the student's post school vision and post-secondary goals, focusing on preparation for life after the completion of public school eligibility.
- Is addressed annually as part of the Individualized Education Program (IEP).
- Supports access and progress in the general education curriculum and may include course of study options including career and technical education.
- Supports students whose courses of study lead to a high school diploma or a local certificate of completion.
- Includes consideration in the areas of preparation for employment, further education, and community participation, and as needed adult living skills.
- Is coordinated by the school team and may include community agency partners and resources as appropriate.
- Is a team effort starting with the student, including the family, school staffs and agency partners as appropriate.

### Oakland County Transition Association

The Oakland County Transition Association (OCTA) is comprised of transition coordinators and secondary school staffs representing each of the local school districts. The group also includes the Oakland Schools Technical Campus consultants and rehabilitation counselors for special populations. As the district liaisons for transition, the mission of OCTA is to:

- Promote the delivery of transition service in Oakland County.
- Support transition compliance.
- Provide a forum for sharing, networking, and professional development.
- Promote partnership with the community agencies and organizations.
- Provide transition information and support in their district.
- Link students and families with transition resources.

To connect with your local transition coordinator, contact the Special Education or Student Support Services office in your district or call Oakland Schools Special Education 248.209.2504.

## Connecting with Community Agencies

Some individuals with disabilities may be eligible for services from Oakland County adult service providers to assist them in their post-school life. The main partners in transition are Oakland County Mental Health Authority (OCCMHA) and two vocational rehabilitation agencies, Michigan Rehabilitation Services (MRS) and the Bureau of Services for Blind Persons (BSBP).

### **The community agencies may assist individuals and families by:**

- Providing information on services available through their agency.
- Participating in the Transition IEP meeting as available; assisting in developing the transition plan.
- Aligning the Person Centered Plan (PCP), Individualized Plan for Employment (IPE) and/or the IEP supporting the post-secondary vision.
- Assuming responsibility, when appropriate, for some of transition activities as the student leaves school.

### **Information and Helpful Hints:**

- There may be a detailed application process to access supports and services from adult service providers.
- Documentation of the individual's disability will be required to determine eligibility for Social Security, Medicaid, Community Mental Health services, and employment services from Michigan Rehabilitation. It is extremely important to keep good records.
- Ideally, the transition from school to agency services is seamless, however, services may not be provided immediately. There may be a waiting period.
- Get started before the end of public education (graduation or aging out of eligibility) to minimize gaps in supports and services.
- Keep good records noting each conversation that occurs. Note the time, date, person contacted and information obtained, and keep a copy of the letters you write or receive from an agency.
- Keep records on employment, letters of recommendation and a current resumé on file.
- Keep medical records and other treatment documentation related to the individual's disability and needs.

# Partners in Transition

## Documents for Transition Planning

### **Education**

- Individualized Education Program (IEP)

### **Oakland County Community Mental Health Authority (OCCMHA)**

- Person Centered Plan (PCP)

### **Michigan Rehabilitation Services (MRS)**

- Individualized Plan for Employment (IPE)

### **Bureau of Services for Blind Persons (BSBP)**

- Individualized Plan for Employment (IPE)



## Connecting with Agency Providers

Oakland County Community Mental Health Authority (OCCMHA) is a local government agency responsible for the public mental health system in Oakland County. It is considered a Prepaid Inpatient Health Plan (PIHP) and a Manager of Public Policy Organization (MPPO).

### **Mission: Inspire hope, empower people, and strengthen communities.**

Through its provider network, Oakland County Community Mental Health Authority provides the extra support people with disabilities sometimes need to become equal members in their community. This increases their opportunities to relate with others, to learn, to work, to play, to pray, and make valuable contributions to the community in which they live. Everyone wins when those with disabilities play an active role in the betterment of their communities.

Learn more about Oakland County Community Mental Health Authority at [www.occmha.org](http://www.occmha.org).

Or contact us at:

Customer Services: 800.341.2003

Administration Office: 248.858.1210

Fees for OCCMHA services are based on the individual's ability to pay as established by state regulations. People with low incomes typically pay no fee or very small fees for services. Families are not responsible for the cost of services for their adult children. Guardians of adult individuals are not responsible for costs of service.

All services and supports are provided through the *Person or Family Centered Planning Process* (PCP or FCP). Through this process, a person will be helped to identify the medically necessary services they need and the sufficient "amount, scope and duration" required to achieve the purpose of those services. They will also be able to choose who provides their supports and services. They will receive an individual plan of service that provides all of this information.

**Seeking services for the first time: call the Resources and Crisis Helpline at 800.231.1127 provided through Common Ground (see next page).**



**1-800-231-1127**

**PUBLIC MENTAL HEALTH SERVICES  
IN OAKLAND COUNTY  
RESOURCE AND CRISIS HELPLINE**

*One call away.*

Whether it is a friend, family member,  
client or yourself who needs:

- *Mental health screening and assessment*
  - *Community resources & referrals*
    - *\*Eligibility determination*
    - *Advocacy and support*
    - *Crisis intervention*

**CALL**

**1-800-231-1127**

*Available 24/7*

Courteous professionals will answer your questions,  
or provide an eligibility screening,  
or assist in a crisis situation.

*\* This includes persons with developmental disabilities, children with serious emotional disturbances and adults with mental illness for services through the public mental health system.*



*Common Ground Sanctuary is  
a contract agency of  
Oakland Co. CMH Authority.*



# Eligibility for Community Mental Health Services

**The Common Ground screener will ask a series of questions to assess eligibility.** The questions consider the needs and independence levels of the individual with a disability in the following areas:

1. Self-care (personal care needs including feeding and dressing)
2. Receptive and expressive language (understanding others, talking, communicating his/her needs)
3. Learning (new skills, concepts, generalizing learning, retaining learning)
4. Mobility (ability to move with ease, speed, and safety through an environment, getting around)
5. Self-direction (self-motivated or active in their daily routine)
6. Capacity for independent living (ability to be alone, behavior under control, safety, skill level)
7. Economic self-sufficiency (ability to be employed, manage money and bills)

If found eligible for Community Mental Health services, the individual/family has a choice of the following providers. It is recommended individuals/families explore the options prior to contacting Common Ground in order to make informed decisions.

## **Serving those with Developmental Disabilities:**

- Community Living Services (CLS)  
[www.comlivserv.com](http://www.comlivserv.com)
- Macomb-Oakland Regional Center (MORC)  
[www.morcinc.org](http://www.morcinc.org)

## **Serving Children with Serious Emotional Disturbance:**

- Easter Seals  
[www.easterseals.com](http://www.easterseals.com)
- Oakland Family Services  
[www.oaklandfamilyservices.org](http://www.oaklandfamilyservices.org)





## Middle School Transition

Even though IDEA laws don't require transition to be in place until the year the student turns 16, it's important to start thinking about transition during middle school in order to better prepare for high school and beyond. Middle School offers opportunities to build competence, teach social skills, and foster independence. Many kids start exploring possible career interests by volunteering, doing neighborhood chores such as pet-sitting or babysitting. For students with a disability it's time to start thinking about goals for the future in the areas of education, employment and adult living, in order to have the right plans, the necessary course of study (classes, career tech education, diploma, certificate, etc.), and transition activities in place leading to their vision for the future. One of the first steps in middle school transition is career exploration and the development of the Educational Development Plan (EDP) which is required to be completed by the end of eighth grade.

## The Education Development Plan (EDP)

An EDP documents the ongoing process in which a learner identifies both career goals and a plan of action to achieve them. The purpose of the EDP is to provide every student with an ongoing record of career planning that will help guide them in selecting careers that align with their aptitude, interests and strengths.

- Students in Oakland County access Career Cruising, an online system, to document individual plans for academic achievement and career goals.
- Students develop their EDP before leaving the eighth grade level with the support of parents and the educational system focusing on career exploration of the Michigan Career Pathways.
- Each year students have the opportunity to review and update their EDP to reflect changes in their career decisions and plan accordingly when selecting courses.

## Middle School Checklist

Here is a checklist to help you get started. This list is just a beginning, so there's no doubt you will have many more questions and need more information. Continue to look at this checklist regularly with your parents, counselor, and transition team.

- Learn about your disability and learning challenges and be able to talk about it.
- Attend, participate in and/or lead your Individualized Education Program (IEP) meeting.
- Explore different strategies to figure out the best way for you to learn (i.e., hearing, seeing, doing, moving around, sitting quietly, writing things down, using a computer or an app, etc.).
- Know the accommodations you need and use to support your learning in classes and on assignments (i.e., extended time for tests or assignments, tests in a quiet area, use of calculator, etc.).
- Participate in the Career Development and Educational Development Plan (EDP) process by the end of eighth grade.
- Visit the high school you will be attending.
- Learn about the requirements for a diploma and graduation in your school district.
- Work with your IEP team, including your parents to determine if working toward a high school diploma is the right path (course of study) for you.
- Have a system to organize your classes and school work that works for you.
- Learn to talk about your interests, preferences, strengths, and challenges/needs.
- Practice independent living skills – take care of your laundry, use an alarm to get yourself up in the morning, learn to cook, and help with home chores.
- Volunteer or join a club/organization. It will help you explore your career interests and get pre-work experiences.



## EDP's 101

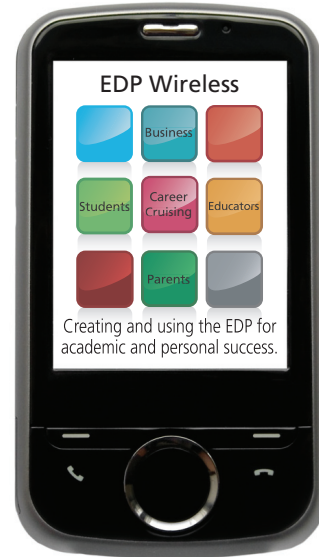
What is an Education Development Plan (EDP)?

- Documentation of future goals and plans written by the student
- Records personal and academic goals, high school course plan, post-secondary plans, assessment results and more
- Contains six (6) elements:
  - Personal Information
  - Career Pathway goals
  - Educational/Training goals
  - Career Assessment results
  - Plan of Action
  - Parent/family consultation and endorsement
- Oakland Schools provides a web-based storage system for students in Oakland County
- Students begin an EDP by the 8th grade and update it at least annually throughout high school
- Encourages early career and college exploration
- Required by Michigan law and supports Michigan Merit Curriculum

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Oakland Schools  
Career Focused Education  
2111 Pontiac Lake Road  
Waterford, MI 48328-2736  
www.oakland.k12.mi.us/cfe

# Education Development Plan



[www.oakland.k12.mi.us/cfe](http://www.oakland.k12.mi.us/cfe)

## Students

A student's EDP provides:

### Awareness

- Choose Career Pathway based on interests
- "Download" the skills needed to be successful (including core classes)
- "Recharge batteries" by plugging into passions and interests

### Relevance

- Take required classes for plans to run smoothly (hardware to run the software efficiently)
- Ask questions and follow directions in order "to run" your future plan efficiently and stay focused
- Have a "back-up system" for financial planning (paying for the dream)

### Value

- Get "plugged into" interests, passions and skills needed for the 21st Century
- Explore new interests often
- Understand and use available support systems (counselors, teachers, parents and friends)

## Parents

A student's EDP provides:

### Awareness

- Provides talking points between parent and child about the future
- Parent and child become partners in the planning process
- Aligns coursework with future goals

### Relevance

- Access to relevant exploration opportunities
- Keeps your child on track and focused to graduate on time
- Provides real-world experiences linked to learning

### Value

- Early planning saves money
- Helps your child narrow career choices
- Provides accurate career outlook and planning resources for the future

## Educators

A student's EDP provides:

### Awareness

- Career and interest assessments add value to the personal planning process
- Teacher insight into student interests
- EDP development required by 8th grade and updated or revised annually

### Relevance

- Supplies connection between academics and career options
- Course schedule based on student career plans and goals
- Consistent message linking academics and future plans

### Value

- Michigan Merit Curriculum (MMC) — Graduation requirement
- Career awareness provides current and detailed information for students
- Career exploration provides students with experiential learning opportunities

## Business

### Awareness

- Early student career planning = a focused student
- Experiential work-based learning (i.e., job shadow, internship)
- Win-Win: Students make connections with business and industry experts creating an informed future workforce

### Relevance

- Students trained in essential work place skills
- Students have knowledge of employer needs
- Adaptability to changing skill demands

### Value

- Focused students prepared for world of work
- Saves employers money (requires less basic skills training and less turnover)
- Investment in 21st century workforce

## High School

To ensure Michigan's students have the skills and knowledge needed for the jobs of the 21st Century global economy, rigorous statewide graduation requirements were signed into law in 2006. The requirements are based on the Michigan Merit Curriculum (MMC) and include the Michigan Merit Exams (MME). Continuing the goal to prepare students for the future, Michigan adopted the Common Core State Standards (CCSS) which will continue the focus on College and Career Readiness for all students. In addition to the state standards and requirements, many school districts have established additional academic and non-academic requirements such as service learning or a senior portfolio.

### **Paths to a Diploma**

There are many paths to a diploma for all students, including students receiving special education services through an IEP. These may include:

- Traditional High School
- Career and Technical Education
- Personal Curriculum
- On-line or virtual learning
- Early College programs
- A combination of options

### **Personal Curriculum**

The Personal Curriculum (PC) is an option any student or family can explore as a way to modify certain graduation requirements and earn a diploma. The purpose of secondary education is to prepare students for life after high school. Any modification to a student's graduation requirements needs to be consistent with this purpose. Local school districts have the ability to develop PC policies. The PC may be requested by the parent, legal guardian, emancipated student, or school personal. Students who are not pursuing a diploma or students who are unable to meet modified MMC requirements do not need a personal curriculum. Contact your high school to learn about the Personal Curriculum policies in your district.

**Determining which path is the right path for the student are family and IEP team decisions. To learn about the diploma and graduation requirements for your high school, contact your local school district.**

**Additional high school information and resources can be found at [www.michigan.gov/mde](http://www.michigan.gov/mde)**

# High School Checklist

Here is a checklist to help you get started. This list is just a beginning, so there's no doubt you will have many more questions and need more information. Continue to look at this checklist regularly with your parents, counselor, and transition team.

- Understand your disability including what it is and how it affects your learning.
- Update your EDP, your portfolio, and develop a resume or summary of experiences.
- Attend, participate, and/or lead your Individualized Education Program (IEP) meeting.
- Know the accommodations you need and use to support your learning in classes and on assignments (i.e., extended time for tests or assignments, tests in a quiet area, use of calculator, etc.).
- Use Career Cruising, your experiences, and your interests to help you think about your plans and goals for the future.
- Work with your IEP team to determine if you will be working toward a high school diploma and graduation.
- Work with your parents, IEP team, school counselor, and transition coordinator to identify the best plan for you to reach your goals.
- Consider how long it will take you to finish high school, outline a four year plan or a five year plan depending on your course of study, classes, and goals.
- Take high school courses that will prepare you for continuing your education after high school.
- Attend an Oakland Schools Technical Campus tour and check out [www.ostconline.com](http://www.ostconline.com)
- Attend the College Nights offered at your high school, and use Career Cruising to explore colleges, vocational training programs, and other educational resources.
- Talk with the counseling and disability supports offices at post-secondary schools about the process, required documentation, and supports available for students with a disability.
- Volunteer or work part time to gain experience and help you determine your career interests.
- Connect with your district transition coordinator to determine if a referral to Michigan Rehabilitation Services is the right next step for you toward training and employment.
- Take a transition assessment(s) - i.e., interest inventories, career exploration, or life skills.
- Understand the legal status and responsibilities before and after the age of majority, age 18.
- Practice independent living skills – take care of your laundry, use an alarm to get yourself up in the morning, learn to cook, and help with home chores.
- Work with your IEP team, including your parents to determine if you will need ongoing supports and services for learning and transition that will continue in a post-high school program. (See the Certificate of Completion section of this guide).

## Certificate of Completion

The state of Michigan has endorsed the requirements for a high school diploma, which is awarded at the local school district level when a student has met the academic and district requirements. While there are many paths a student with or without an IEP may travel to a diploma, there is only one diploma. For students with an IEP whose disability impacts their ability to meet the requirements for a diploma, there is what has become known as the Certificate of Completion. Certificate of Completion is not referenced in high school or special education rules or laws. The requirements for, and the awarding of a Certificate is a local school district decision. The Certificate of Completion may also be known as a local certificate, certificate of attendance, certificate of participation, or a transition certificate. There are generally two scenarios in which certificates are awarded

- A high school student with an IEP, who has not met the requirements for a high school diploma and chooses to exit the public school system, may be awarded a Certificate of Completion by the local school district.
- The IEP team determines a student with more significant disabilities will complete the programs and services at their local high school, and continue in a post-high program for students. Typically, the student would “walk” with their graduating class, be eligible to participate in senior activities, and receive a local district certificate at the graduation ceremony. A Certificate of Completion would be awarded in the future, when they have met their goals and choose to exit public school or when they have reached the maximum age of eligibility.



## Post-High Programs

Traditionally, post-high programs have been an option for students with intellectual and developmental disabilities who complete high school special education programs and services but due to their disability are unable to meet the requirements for a high school diploma. These students are eligible to continue receiving special education supports and services through a post-high program. Post-high focuses on preparation for adult life. Depending on the vision, goals, and needs of the student they may attend a post-high program for one year, two years, several years, or until aging out of eligibility for special education services.

### Post-High Transition Programs and Services

- Focuses transition supports and opportunities on the vision, dreams and, needs of the young adult.
- Opportunity for students with more significant intellectual and developmental disabilities.
- Supports students who, when they leave school will continue to need some level of life-long support.
- Supports students who are likely eligible for supports from community adult services agencies.
- Focuses on preparation for post school adult living.
- Promotes the shift from school-based experiences and supports to community, family, and agency-based experiences and supports.
- Advocates for young adults to become as independent as possible in as many areas of their life as possible.

### What's offered at a post-high program?

The instruction and experiences offered in a post-high program focus on transition activities, skills needed for adult living, and connections to resources or agencies likely to provide services in the future. The goal is for post-high students to have similar experiences as their same age peers. While the students will have many experiences through school, many activities, learning, and connections will occur outside of the school as with any young adults. The instruction and experiences generally revolve around three areas:

1. **Further Education** includes preparation toward the continuation of formal or informal learning of knowledge and skills.

#### Examples:

- Consumer academics such as: budgeting, banking, and bill paying
- Accessing community education classes
- Understanding accommodations or assistive technology used in learning
- Practicing shopping, dining, social skills
- Training in specific skill, such as a cooking class

**2. Development of Employment** includes experiences leading to the development of specific work skills, soft skills, and career or vocational goals.

**Examples:**

- Career exploration and career development
- Informal or formal vocational interest or aptitude assessments
- Soft skills training (work habits, punctuality, interaction with co-workers, etc.)
- Job Shadowing
- Volunteerism
- Work-based learning in school or in the community
- Referral to a vocational/employment services agency

**3. Community Participation** focuses on learning about and accessing the resources in the local community.

**Examples:**

- Join the local YMCA or athletic facility
- Volunteerism
- Explore opportunities related to interests such as theatre, gardening, sports
- Learn to use the local library





## Post-High Checklist

Here is a checklist to help you get started. This list is just a beginning, so there's no doubt you will have many more questions and need more information. Continue to look at this checklist regularly with your parents and transition team.

- Understand your disability including what it is and how it affects your learning and how it will affect your goals for your life.
- Attend, participate, and/or lead your Individualized Education Program (IEP) meeting.
- Work with your IEP team, including your parents to make a plan to support your vision/goals.
- Go to trainings, meetings, and opportunities where you and your family can learn more about community agencies (March into Transition, agency open houses, etc.).
- Consider application for Supplemental Social Security Income (SSI) and Medicaid.
- Consider contacting Common Ground to determine if you are eligible for services through community mental health.
- Learn about the community mental health agencies, Macomb Oakland Regional Services (MORC) and Community Living Services (CLS).
- Consider the need for a referral for vocational rehabilitation services with your team (Michigan Rehabilitation Services or the Bureau of Services for Blind Persons).
- Think about who is on your team - your allies, friends, mentors, family, agency staffs, or others.
- Learn about the Person Centered Plan - it will be the plan to support your needs and dreams.
- Get as many work, volunteer, and community experiences as you can while you're in school.
- Identify your health care providers. They may change once you turn age 18.
- Understand the legal status and responsibilities after the age of majority, age 18.
- Think about a balanced life with work, volunteering, friends, leisure, recreation, faith, hobbies, and life-long learning, daily living skills, and where you want to live.
- Set a timeline to have a your transition goals and plan in place while you can stay in school through the age of eligibility. You may have everything in place and be ready to exit school sooner.

## Accommodations and Modifications

As part of their K-12 educational program, students eligible for special education services may receive accommodations or modifications to the curriculum. It is important to make a clear distinction between these methods of assisting students as modifications may impact the ability to meet the requirements for a diploma.

An **accommodation** is the use of any technology or resource, which minimizes the disability and allows the student to fully participate in the curriculum objectives, assignments, projects, and assessments.

**Example:** A student has a documented learning disability (written expression).

Accommodations may include:

- Use of a computer and spelling/grammar check
- Editing/proofreading help
- Scribe for written work
- Notes from peers/teacher
- Taped lectures

A **modification** changes the standards, expectations and content. It allows the student to participate in reduced and different curriculum objectives, task requirements and assessments.

**Example:** A student has a documented learning disability (written expression).

Modifications may include:

- Different writing assignments, not at grade level
- Eliminating writing assignments from expectations
- Reducing difficult vocabulary
- Reduced content density

## Section 504



Section 504 of the Rehabilitation Act and the Americans for Disabilities Act (ADA) is a federal civil rights law that has been in effect since 1973. The Office for Civil Rights (OCR) is charged with the enforcement of Section 504, has become proactive in the field of education of individuals with disabilities.

- Section 504/ADA prohibits discrimination of individuals with disabilities by school districts and post-secondary education institutions receiving federal funding
- Individuals who are disabled under IDEA are also considered to be disabled and protected under Section 504/ADA
- Not all students who are disabled under Section 504/ADA meet the eligibility requirements for an IEP under IDEA
- A district has an obligation to evaluate if there is reason to believe a student has a disability as defined under Section 504/ADA and may require either accommodations or related services in the general education setting in order for the student to participate.
- Section 504/ADA is what public post-secondary institutions and workplaces operate under for individuals with disabilities to provide access.

An example of a student who may be protected under Section 504/ADA, but who may not be eligible under IDEA, is one who has juvenile arthritis (health impairment) but does not require special education services. This student may have limited strength, and not be able to carry several books. In order for the student to access the regular education program the district may provide an additional set of books for home or provide an electronic version of the textbooks.

**For additional information visit [www.ada.gov](http://www.ada.gov)**



## Turning 18

Turning 18, or reaching the “age of majority” in Michigan, is when a young person is considered an adult and granted legal autonomy. These rights will be the responsibility of the student upon reaching the age of majority unless the family has completed the legal process for power of attorney or guardianship.

One year before turning 18, a student must be informed during the IEP, of his or her rights under IDEA and will be given information entitled *Procedural Safeguards Notice* to help the student understand his/her rights.

## Actions to Consider at Age 18

- Legal services for wills, trusts, guardianship, or power of attorney
- Obtain a state identification card through the Secretary of State for non-drivers
- Application for Medicaid
- Application for Social Security Supplemental Security Income (SSI)
- Establish a bank account
- Connection to community mental health to determine eligibility for adult services (See page 15)

## Legal Representation

### Guardianship or Power of Attorney?

**Guardianship** is a legally recognized relationship between a competent adult (the guardian) and a minor child or an adult with a disability (the ward). The guardian is given the duty and right to act on behalf of the ward in making certain decisions affecting the life of the ward. There are varying levels of guardianship to consider and the process is accomplished in probate court.

**Power of Attorney** gives legal authority to a person to make decisions on behalf of another person. A lawyer is not required to execute a power of attorney but it is recommended because there are different types of powers of attorney.

### Resources

- District social workers, school psychologist, or transition coordinator
- Oakland County Probate Court
- Oakland County Community Mental Health Authority 248.341.2003 or [www.occmha.org](http://www.occmha.org)
- ARC of Oakland 248.816.1900 or <http://thearcoakland.org>
- Michigan Protection and Advocacy Services 1.800.288.5923 or <http://www.mpas.org>

## Selective Service

Federal law requires **all young men** register with the Selective Service System at age 18. Young women are not required to register. **Young men are not excluded from this requirement because of a disability.** Federal jobs and other kinds of job training programs which rely on federal monies may require proof of Selective Service registration as part of the application process. There are several ways to register for the Selective Service:

- Go online at **www.sss.gov**
- Complete a form at your local post office
- Go to an armed forces recruiting station
- The application form for Federal Student Financial Aid (FAFSA form).

## Supplemental Security Income (SSI)

Supplemental Security Income (SSI) is a program administered by the Social Security Administration (SSA). SSI is a program that pays monthly benefits to individuals with a disability who meet eligibility requirements. Many services available after a person with a disability leaves public education are eligibility based and funded through supplemental Social Security Income and Medicaid eligibility.

### To obtain information on SSI:

- Call 1-800.722.1213
- Online at [www.ssa.gov](http://www.ssa.gov)
- [www.mi.db101.org](http://www.mi.db101.org)

## Understanding Social Security's Work Incentives for People with Disabilities

United Cerebral Palsy (UCP) of Metropolitan Detroit offers a fee-based service for families and individuals with a disability to provide information regarding working, earning money and benefits.

- Call 800.827.4843
- Online at <http://www.ucpdetroit.org>

## Medical & Health Care

“Age of majority” rights include the protection and privacy afforded to all adults through the Health Insurance Portability and Accountability Act of 1996 (HIPAA) Privacy Rule.

### There are many health and medical issues for a parent, and student with a disability, to consider depending on the ability and need of the young adult:

- Consider Children's Special Health Care Services. At age 18, only the young adult's income is reviewed.
- Plan the transfer of medical care from pediatric providers to adult providers.
- Check eligibility for Supplemental Security Income (SSI) from the Social Security Administration.
- Explore options for health care coverage.
- Plan the steps needed for the young adult to be as independent in his/her health care as possible.
- Explore guardianship and alternatives to guardianship options if special needs interfere with the ability to make medical and other decisions.
- Complete and submit a release of information signed by the young adult if parent/caregiver will participate in his/her care.

## Going to College

Choosing the right college is the key for all students and can be even more important for students with a disability. Disclosing your disability at the college level is an individual decision. However if accommodations or academic adjustments will be essential for success, it's an important step a student must take. In addition to the common informational tour, it will be important to talk with a representative from Disability Support Services (DSS) to understand the following.

- The student must self-identify and contact the office of disability services.
- Schools may set reasonable standards for documentation. Some schools require more documentation than others. They may require you to provide documentation prepared by an appropriate professional, such as a medical doctor, psychologist, or other qualified diagnostician.
- The appropriate academic adjustment or accommodations must be determined based on your disability and individual needs.

### Additional College Information

- **Community College:** It's possible to attend a Community College without a high school diploma however, keep in mind the admission requirements are the same for all students including application and placement testing. In addition, the lack of a diploma may affect eligibility for financial aid. Contact your local community college admissions office for additional information.
- **College Experience for Individuals with Cognitive and Intellectual Disabilities:** Doors to colleges are opening for individuals with cognitive and intellectual disabilities in many different ways throughout the country. Think College is the clearinghouse for related information for students, families, and professionals. For more information visit [www.thinkcollege.net](http://www.thinkcollege.net).



## Differences Between High School and College

Making the transition to college is exciting and challenging for all students. New responsibilities and expectations will be placed on you, essentially from the first day you are on campus. As you prepare for this transition, it is important to know about some key differences between high school and college.

### Laws

High School	College
Guided by The Rehabilitation Act of 1973, Section 504, Subpart D and the Individuals with Disabilities Act (IDEA)	Guided by The Rehabilitation Act of 1973, Section 504, Subpart E and the Americans with Disabilities Act (ADA)
Entitlement - student has a right to a free and appropriate public education	Eligibility - student must be eligible to attend college and needs to meet program eligibility requirements as well
The goal of the accommodation process is to ensure that the student is SUCCESSFUL	The goal of the accommodation process is to ensure that the student has equal ACCESS
Standards may be modified to ensure success	Standards are not fundamentally altered

### Responsibilities

High School	College
Public schools are required to identify students with disabilities through free evaluations and the individualized education program (IEP)	The student is responsible for contacting the disability office about accommodations
Provide the resources and program placement necessary for student success	Coordinate reasonable accommodations only while deferring to university practices for resources (i.e., tutoring, counseling, etc.)
Parents, counselors, and teachers tend to do most of the advocating and accommodation coordination for students	Students are their own self-advocates and managers of the accommodation process
Parents and teachers tend to play active and lead roles in monitoring attendance, homework, and course progress	Students are expected to take the lead in monitoring attendance to classes, completing homework, and knowing course progress
Parents, teachers, and counselors often are the lead advocates for the student; these advocates keep the student in the loop when necessary	Students are expected to advocate for themselves and lead the communication of information with their parents.

# College Checklist

Here is a checklist to help you get started. This list is just a beginning, so there's no doubt you will have many more questions and need more information. Continue to look at this checklist regularly with your parents, counselor, and transition team.

- Collect information on your post-secondary education options and keep it all in a folder.
- Collect the information to document your disability including your IEP, medical or testing reports.
- Attend going to college information sessions offered by your school counselors and high school.
- Think about taking a study skills or an orientation to college class at your local community college.
- Be sure you know your learning strengths and weaknesses and compensating techniques or accommodations that work best for you.
- Make sure that your independent living skills are adequate (e.g., keeping a checking account, doing laundry, cleaning, cooking, and transportation).
- Learn about Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. These laws explain what kinds of accommodations post-secondary institutions must provide when a student requests them. It is your responsibility to ask for the necessary accommodations.
- Create a checklist of deadlines for admissions application, test registration, fees, test dates, financial aid applications, and other materials you will need to submit. Keep all of this in a folder.
- Visit colleges and universities and attend college fairs to help decide which post-secondary institution is best for you. Do these places have the support services you will need? Again, it's best to visit and be sure.
- To get financial aid, you have to apply for it. Ask your school counselor for the College Board's Financial Aid Form (FAFSA) packet, which consists of the Free Application for Federal Student Aid and the FAFSA.
- Men 18 years and older must prove draft registration in order to receive federal financial aid. Inquire at the local post office about registering.
- Find out who is responsible for assisting students with disabilities at the post-secondary institution of your choice. Get an appointment as soon as possible before starting school to discuss your disability, the documentation requirements needed, and the accommodations you will need.



**Access Center:** Refers to the entry point into the Oakland County Community Mental Health Authority system through the Resource and Crisis Helpline (1.800.231.1127).

**Accommodation:** An accommodation is any change in how a student accesses and demonstrates learning that does not change instructional content. These can include changes in presentation, format, response format, test setting or test timing. Accommodations are made to level the playing field, that is, to provide equal opportunity to demonstrate knowledge.

**Adult Living:** Includes activities, skills, and strategies typically used or needed occasionally or frequently in everyday life.

**Adult Service Provider:** These are the local and non-public agencies that may provide support and services for individuals with disabilities.

**Alternate Assessment:** Alternate assessment is used to measure the learning progress and performance of students with disabilities whose IEP teams have determined it is inappropriate for them to participate in general education assessment.

**Assessment:** Assessment is a planned process for gathering information about a student's skills or knowledge to support instruction. The outcome identifies the student's strengths and needs, and results in the design and implementation of selected educational strategies. Assessments include formal and informal measurements.

**Assistive Technology:** Equipment/materials used to maintain or improve the capabilities of a student with a disability.

**Career Cruising:** is an online career guidance and planning tool used in Oakland County for the development and storage of an Educational Development Plan (EDP).

**Certificate of Completion:** awarded to a student receiving special education services who has not met the district high school diploma requirements, but has met their goals or aged out of eligibility. May also be referred to as a Certificate of Attendance or Participation at the completion of high school programs and services.

**Common Core Standards:** Provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers.

**Community Experiences:** Activities occurring in the local community to provide authentic "real life" learning opportunities.

**Consent:** The parent has been fully informed of all information relevant to the activity for which consent is sought, in his or her native language, or other mode of communication. The parent understand and agrees in writing to the carrying out of the activity for which his or her consent is sought, and the consent describes that activity and lists the records (if any) that will be released and to whom.

**Continuum of Service:** Provides a full spectrum of services that are tailored to the individual needs of each student at any given time during the child's educational career.

**Daily Living Skills:** Activities that adults do in their lives (cooking, cleaning, personal hygiene).

**Developmental Disabilities:** Cognitive impairment, epilepsy, cerebral palsy, autism and other neurological impairments which onset prior to 18 and significantly impair a person's functioning and is expected to remain throughout a person's life.

**Development of Employment:** Activities/strategies focused on the development of work-related behaviors, job-seeking and retention of skills, career exploration, skill training, apprenticeship training, and actual employment.

**Diploma:** Awarding of a high school diploma is a school district decision based on the completion of the state and local district requirements for graduation.

**Educational Development Plan (EDP):** Documents an ongoing process in which a learner identifies both career goals and a plan of action to achieve them.

### **Employment Options:**

**Sheltered Employment:** Employment utilizing work environments where only persons with disabilities are employed and where payment is customary at less than minimum wage.

**Transitional Training/Employment:** Employment that provides time-limited support leading to competitive employment (may include training stations, on-the-job training, or enclaves) where payment can be less than the minimum wage.

**Supported Employment:** Employment that requires intensive on-going support, utilizing work environments where persons without disabilities are employed, where payment can be less than the minimum wage.

**Competitive Employment:** Unsubsidized employment where payment is at or above the minimum wage.

**Free Appropriate Public Education (FAPE):** Free appropriate public education; special education and related services identified and provided through an IEP; without charge to the parent.

**Functional Performance:** Describing non-academic area or skills needed for independent living such as organization, attendance/punctuality, getting along with others.

**Functional Vocational Evaluation:** An informal or formal assessment process that provides information about job or career interest, aptitudes, and skills. Information may be gathered through school experiences or through an agency referral process.

**Goals:** Measurable statement of expected performance and outcome of specialized instruction. Describes what the student can reasonably be expected to do or achieve in a year.

**IDEA:** The Individuals with Disabilities Education act of 2004 law provides for the free appropriate public education for students with disabilities. Federal reauthorization is in process.

**Inclusion:** Inclusion is the value system which holds that all students are entitled to equitable access and progress in learning, achievement and the pursuit of excellence in all aspects of their education.

**Individual Education Programs (IEPs):** Individual Education Programs (IEPs) are written records documenting the individualized planning and process for students with special education needs. Individualized planning is a continuous and integrated process of instruction, assessment, evaluation, decision-making and reporting.

**Intellectual Disabilities:** is characterized both by a significantly below-average score on a test of mental ability or intelligence and by limitations in the ability to function in areas of daily life, such as communication, self-care, and getting along in social situations and school activities. Intellectual disability is sometimes referred to as a cognitive disability or mental retardation.

**MI-Access:** Michigan's alternate assessment program for students with significant disabilities when IEP teams determine that MEAP, even with accommodations, is not appropriate.

**Michigan Educational Assessment Program (MEAP):** The statewide assessment program used in Michigan to test and report student achievement in the core academic subjects at certain grade levels.

**Michigan Merit Curriculum (MMC):** Beginning with the Class of 2011, reflects mandatory credits aligned with recommended college and work-ready curriculum, including English Language Arts, Mathematics, Science, Social Studies, Physical Education & Health, Visual, Performing and Applied Arts, Online Learning Experience, and Language other than English (Class 2016).

**Michigan Merit Exam (MME):** Occurring in the 11th grade, the MME includes the ACT, WorkKeys, and MI specific for content not covered in the ACT.

**Modifications:** Modifications are changes that result in learning outcomes being substantially different from those of the general curriculum.

**Multidisciplinary Evaluation Team (MET):** A group of persons whose responsibility it is to evaluate the abilities and needs of a child referred for evaluation and to recommend whether or not the child meets the eligibility criteria to the IEP team.

**Oakland County Transition Association (OCTA):** is a membership organization comprised of a least one representative from high school and/or post-high programs from each of the local school districts. The member may be a Transition Coordinator or be identified as the transition representative for their district.

**Present Level Statement:** The present level of academic achievement and functional performance (PLAAFP) describes the student's current performance levels as determined from recent informal and formal assessments; includes quantitative and qualitative data.

**Post-High:** Continued program and services option for students with an IEP who complete high school special education programs and services but due to their disability are unable to meet the requirements for a high school diploma. Instruction, programs, and services focus on skills needed for adult living in the areas for further education, development of employment, and community participation.

**Post Secondary:** Refers to higher education options such as community college, university, the military, or vocation training programs occurring after the completion of high school and/or the obtaining of a high school diploma.

**Procedural Safeguards:** A document required by federal regulations that identifies parental rights with regard to Special Education.

**Related Services (Ancillary Services, Auxiliary Services):** Services that are determined necessary by the IEP process to meet the student's educational needs.

**Short Term Objectives:** Specific statements that describe observable, measurable behaviors and provide indicators of student progress toward annual goals.

**Student with a disability:** Students who are determined by an IEP Team or hearing officer to have one or more of specified impairments and need specialized instruction and related services.

**Summary of Performance:** Per IDEA 2004, the school district must provide the student with a summary of their academic achievement, functional performance, and recommendations to assist the student in meeting their post-secondary goals upon completion of the eligibility (graduation or aging out).

**Transition Coordinator:** Person or persons at an intermediate school district or local district who have been identified as the transition coordinator to provide training, supports and resources for transition services and compliance.

**Transition Services:** An IEP requirement by age 16 to provide a coordinated set of activities for a child with a disability that is designed to be within a results-oriented process, focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities.

**Vision:** The future goals for a student with an IEP in the areas of adult living, career/employment, further education, or community participation. The student's vision/goals serve as the basis for transition planning. Also referred to as post-secondary vision.

## Resource Directory - Agency

Agency	Web Address	Phone number
ARC of Oakland County, Inc.	<a href="http://www.thearcoakland.org">www.thearcoakland.org</a>	248.816.1900
Autism ASK	<a href="http://www.autism-ask.com">www.autism-ask.com</a>	248.618.1ASK (275)
Autism Society of America - Oakland County Chapter	<a href="http://www.autismsocietyoaklandcounty.org">www.autismsocietyoaklandcounty.org</a>	248.393.3131
Catholic Social Services of Oakland County	<a href="http://www.cssoc.org">www.cssoc.org</a>	Royal Oak: 248.548.4044 Pontiac: 248.333.3700 Farmington: 248.539.3592 Pontiac: 248.334.3595 Waterford: 248.666.8870
Community Housing Network	<a href="http://www.communityhousingnetwork.org">www.communityhousingnetwork.org</a>	248.928.0111
Community Living Services	<a href="http://www.comlivserv.com">www.comlivserv.com</a>	248.758.2348
Community Network Services	<a href="http://www.cnsmi.org">www.cnsmi.org</a>	800.273.0258
Department of Human Services	<a href="http://www.michigan.gov/dhs">www.michigan.gov/dhs</a>	Bloomfield: 248.975.4800 Madison Hts: 248.583.8700 Pontiac: 248.975.5400
Disability Network	<a href="http://www.omcil.org">www.omcil.org</a>	586.268.4160
Easter Seals	<a href="http://www.easterseals.com">www.easterseals.com</a>	800.75.SEALS
Freedom Work Opportunities	<a href="http://www.freedomwork.org">www.freedomwork.org</a>	248.887.1597
JARC	<a href="http://www.jarc.org">www.jarc.org</a>	248.538.6610
Jewish Community Center	<a href="http://www.jccdet.org">www.jccdet.org</a>	248.661.1000
Jewish Vocational Services	<a href="http://www.jvsdet.org">www.jvsdet.org</a>	248.550.5000
Judson Center	<a href="http://www.judsoncenter.org">www.judsoncenter.org</a>	248.549.4339
Macomb Oakland Regional Center	<a href="http://www.morcinc.org">www.morcinc.org</a>	866.593.7412
Bureau of Services for Blind Persons	<a href="http://www.michigan.gov/lara">www.michigan.gov/lara</a>	1.800.292.4200 TTY 888.864.1212
Michigan Rehabilitation Services (North) - Waterford	<a href="http://www.michigan.gov/dhs">www.michigan.gov/dhs</a>	248.706.2600 877.620.7942
Michigan Rehabilitation Services (South) - Oak Park	<a href="http://www.michigan.gov/dhs">www.michigan.gov/dhs</a>	248.968.5003 877.620.7939
Michigan Works!	<a href="http://www.michiganworks.org">www.michiganworks.org</a>	248.276.1777 248.823.5101 248.969.2399
New Gateways	<a href="http://www.newgateways.net">www.newgateways.net</a>	248.538.7830
New Horizons Rehabilitation	<a href="http://www.newhorizonsrehab.org">www.newhorizonsrehab.org</a>	248.340.0559
Oakland County Community Mental Health Authority	<a href="http://www.occmha.org">www.occmha.org</a>	800.341.2003
Oakland County Youth Assistance	<a href="http://www.co.oakland.mi.us/circuit/division_committee/youth-assistance">www.co.oakland.mi.us/circuit/division_committee/youth-assistance</a>	248.558.5600
Oakland Schools	<a href="http://www.oakland.k12.mi.us">www.oakland.k12.mi.us</a>	248.209.2000
On My Own of Michigan	<a href="http://www.onmyownofmi.org">www.onmyownofmi.org</a>	248.649.3739
Salvation Army	<a href="http://centralusa.salvationarmy.org/emi">http://centralusa.salvationarmy.org/emi</a>	877.725.6524
Training & Treatment Innovations	<a href="http://www.ttiinc.org">www.ttiinc.org</a>	800.741.1682
United Cerebral Palsy of Metropolitan Detroit	<a href="http://www.ucpdetroit.org">www.ucpdetroit.org</a>	800.827.4843 248.557.5070

## Resource Directory - Recreation

Agency	Web Address	Phone Number
Equine-Assisted Counseling	<a href="http://www.equine-assisted-counseling.com">www.equine-assisted-counseling.com</a>	248.652.3286
Far Conservatory of Therapeutic and Performing Arts	<a href="http://www.comnet.org/far">www.comnet.org/far</a>	248.646.3347
Fowler Center	<a href="http://www.thefowlercenter.org">www.thefowlercenter.org</a>	989.673.3347
Jewish Community Center	<a href="http://www.jccdet.org">www.jccdet.org</a>	248.661.1000
Oakland County Library for the Visually and Physically Impaired	<a href="http://www.co.oakland.mi.us/lvpi">www.co.oakland.mi.us/lvpi</a>	248.858.5050 TDD/TTY 248.452.2247
Oakland County Parks and Recreation Therapeutic Program	<a href="http://www.co.oakland.mi.us">www.co.oakland.mi.us</a>	248.585.7596
Friendship Circle	<a href="http://www.friendshipcircle.org">www.friendshipcircle.org</a>	248.788.7878
Paint A Miracle	<a href="http://www.paintmiracle.org">www.paintmiracle.org</a>	248.652.2702
OATS	<a href="http://www.oatshrh.org">www.oatshrh.org</a>	248.620.0505
SCAMP	<a href="http://www.clarkstonscamp.com">www.clarkstonscamp.com</a> <a href="http://www.bloomfieldscamp.com">www.bloomfieldscamp.com</a>	248.620.1882 248.433.0885
The Art Experience	<a href="http://www.theartexperience.org">www.theartexperience.org</a>	248.706.3304

*The resources listed in this guide are not intended as an endorsement or otherwise, either by inclusion or exclusion.*

## Transition Resources

### Transition Resources Links

- Bureau of Services for Blind Persons (BSBP)  
[www.michigan.gov/lara](http://www.michigan.gov/lara)
- Center for Educational Networking (CEN) Focus on Results transition topics  
[www.cenmi.org/focus/transition.asp](http://www.cenmi.org/focus/transition.asp)
- Center for Self-Determination  
<http://www.centerforself-determination.com>
- Developmental Disabilities Institute at Wayne State University (DDI)  
[http://ddi.wayne.edu/about\\_ddi.php](http://ddi.wayne.edu/about_ddi.php)
- Michigan Association on Higher Education and Disabilities (MI AHEAD)  
[www.mi-ahead.org](http://www.mi-ahead.org)
- Michigan Rehabilitation Services (MRS)  
[www.michigan.gov/mrs](http://www.michigan.gov/mrs)
- Michigan Transition Resources (MI-TOP)  
[www.cen.org/mi-top/](http://www.cen.org/mi-top/)
- Michigan Transition Services Association (MTSA)  
[www.michigantsa.com](http://www.michigantsa.com)
- National Secondary Transition Technical Assistance Center (NSTTAC)  
[www.nsttac.org](http://www.nsttac.org)
- Oakland County Community Mental Health Authority (OCCMHA)  
[www.occmha.org](http://www.occmha.org)
- Oakland Schools – Special Education  
[www.oakland.k12.mi.us](http://www.oakland.k12.mi.us)

\_\_\_\_\_’s Transition Planning Profile

**Dreams**

- Work
- Living
- Fun

**Strengths**

**Jobs I Might Like**

**Learning Style**

**Things That Are Hard For Me**

**Jobs I Do Now**

**School**

**Community**

**Employment**



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[www.oakland.k1.mi.us](http://www.oakland.k1.mi.us)