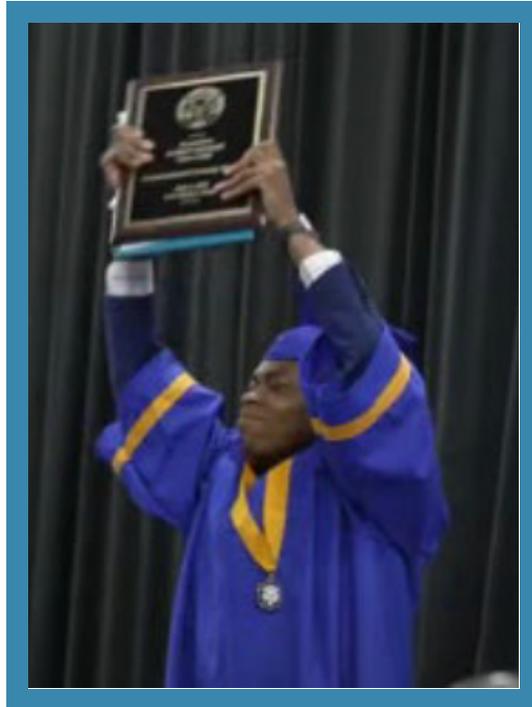


A Guide to Transition

from Special Education into Adulthood





Dear Self-Advocates and Families,

The Michigan Interagency Transition Team (MITT) is pleased to provide you with this *Guide to Transition from Special Education into Adulthood*.

Transition from school to adulthood can be complicated and confusing, but it does not have to be that way. By providing a single comprehensive document explaining the transition process, services, and supports, we hope to make this journey easier for you. The goals of this *Guide* are to answer your questions, connect you with services, and help you plan for a successful transition.

We would like to thank our member agencies for their contribution to the development of this *Guide*, as well as the families who shared their photos.

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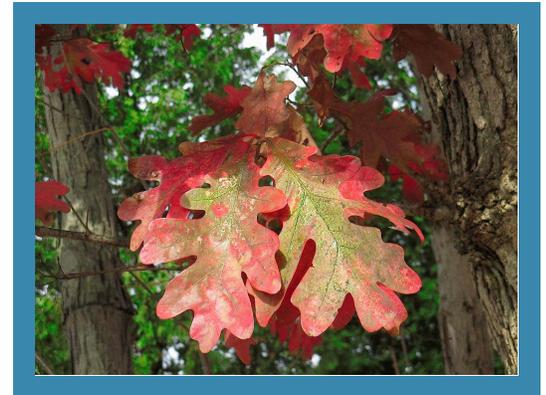


Introduction

What is Transition?

There are many types of transition throughout life, and the word “transition” can hold many different meanings. In this guidebook, “transition” refers to the period of time when a youth with disabilities or special health care needs moves from high school to adult life.

Youth with disabilities who receive special education supports and services are entitled under federal and state laws to receive appropriate transition services. These services will support their move from special education into adulthood, beginning no later than age 16 – or earlier, if appropriate.



This Guide to Transition is intended to help parents, youth, and the professionals who serve them to understand these requirements and improve their access to appropriate transition services.

What are Transition Services?

“Transition Services” is a special education term defined by the federal law, the Individuals with Disabilities Education Act (The IDEA). Transition services are defined as “a coordinated set of activities planned as part of a results-oriented process.” The purpose of the process is to facilitate the youth’s movement from school to post-school activities. This process is designed to help the youth and their family prepare for adult life.

The “results-oriented process” focuses on improving the academic and functional achievement of the youth. The intended results are increased accessibility, inclusion, and lifelong participation in the youth’s local community. Possible activities include postsecondary education, vocational education, employment (including supported employment), continuing and adult education, adult services (including health care), independent living, and community participation. A results-oriented process starts with the desired end result in mind, and then identifies the knowledge, skills, services, and supports needed to achieve that specific desired result.

Transition services must be based on the youth's needs, taking into account their strengths, preferences, and interests. The services include instruction, related services, community experiences, the development of employment and other post-school living objectives, and, if appropriate, building daily living skills and a functional vocational evaluation.

Transition services must be provided in the "least restrictive environment (LRE)." LRE is likely to be the "real world," the community in which the youth will live and work after high school graduation. A youth's transition goals may include learning to ride a bus, shop for groceries, access community-based recreational opportunities, handle money, partner with health care providers, and apply for a job.

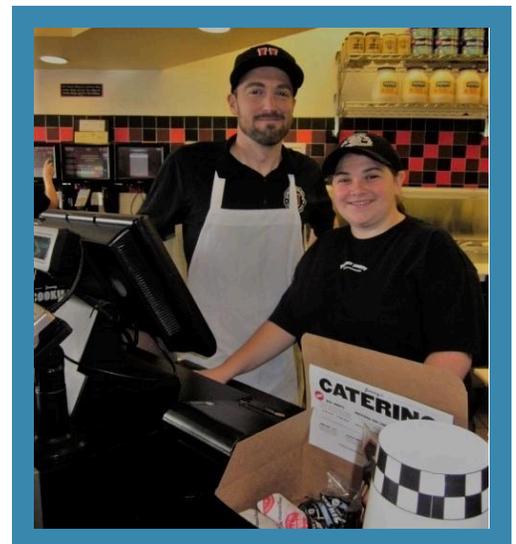
One important transition service to consider is the need for assistive technology (AT) in daily life. The Michigan Disability Rights Coalition (MDRC) has the Michigan Assistive Technology Program with a lending library of AT and training for youth and families. Youth and families may request a free consultation, demonstration, and loan of AT by calling MDRC at 800-578-0280.

Who is eligible for Transition Services?

Michigan youth between the ages of 16 and 26 who receive special education services and have an Individualized Education Program (IEP) are eligible for transition services. In Michigan, youth with disabilities may also be eligible for vocational rehabilitation services starting at age 14.

Transition planning begins no later than the year in which a youth with an IEP turns 16. At that time, the IEP must include:

- A statement of the youth's strengths, preferences, and interests
- A course of study and related strategies
- Activities designed to help the youth develop or attain postsecondary goals and/or employment

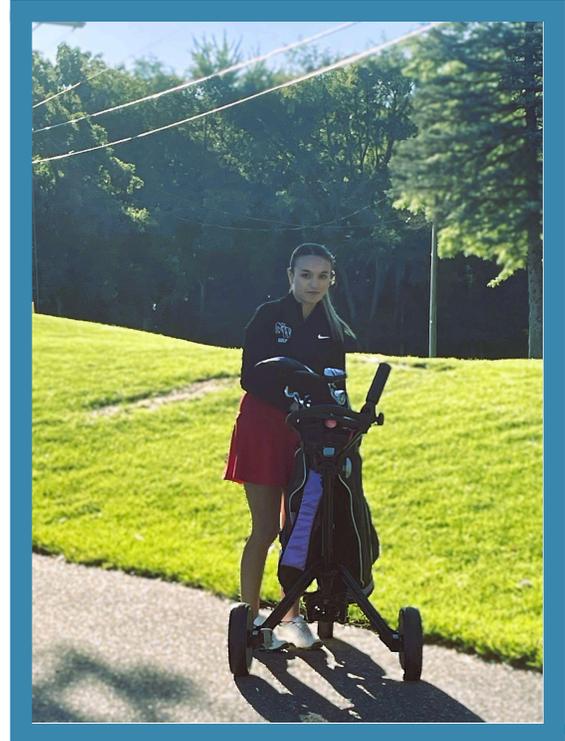


Transition Laws and Guiding Principles

What does The IDEA 2004 say about Transition?

The federal civil rights law that relates to special education, known as The Individuals with Disabilities Education Act of 2004 (The IDEA), defines transition services as “a coordinated set of activities for a youth, designed within a results-oriented process, which promotes movement from school to post-school activities, including:

- Postsecondary education
- Vocational training
- Integrated employment (including supported employment)
- Continuing and adult education
- Adult services
- Independent living
- Community participation



These activities are based on the youth’s needs, taking into account the youth’s strengths, preferences, interests, and vision for adult life.”

What are the Special Education rules in Michigan?

The Michigan Administrative Rules for Special Education (MARSE) explain how federal special education laws are put into practice statewide. The MARSE has specific requirements that must be followed for special education in Michigan.

Links for Michigan’s special education laws, rules and policies may be found at www.michigan.gov/mde/services/special-education/laws-regs.

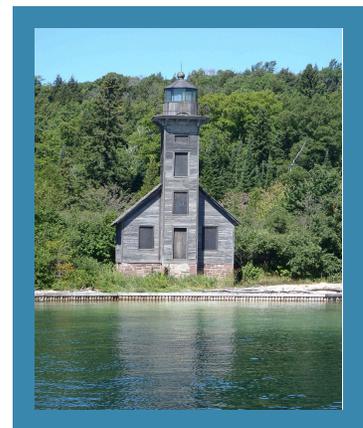
The IDEA provides youth with disabilities a free appropriate public education (FAPE) that meets their unique needs. For youth eligible for special education, an Individualized Education Program (IEP) is developed by a team that includes several parties.

Members of the IEP team are as follows:

- The youth (no later than age 16 and earlier if appropriate)
- Special education teacher
- General education teacher
- Public agency representative (typically from the home school district)
- Someone who can interpret evaluation results
- The parent(s)/guardian(s)
 - *Note: sometimes, one person may fill more than one of these roles (Example: teacher may also interpret data)*

The team may also include other agencies and organizations such as:

- Michigan Rehabilitation Services (MRS)
- Bureau of Services for Blind Persons (BSBP)
- Children's Special Health Care Services (CSHCS)
- Community Mental Health (CMH)
- Center for Independent Living (CIL), such as Disability Network



The team may also include any individuals invited by the parent, youth, or school district. For transition-age youth, this includes representatives of any involved adult agencies, provided the parent/guardian or youth has given consent for their attendance.

The youth **must** be invited to any meeting in which transition will be discussed. The youth may choose not to attend, but it is highly recommended that they do. Attending these meetings is an important step in building advocacy skills and making sure the youth's interests and goals are listed in the IEP. The IEP for a youth who is 16 must include a statement of graduation requirements that they are expected to meet.

One year prior to a youth reaching the age of majority (age 18), the IEP team must meet with the youth and their parents, and provide information to them about their rights. Youth become their own decision-makers upon reaching age 18. Parents who believe their youth will need assistance should consider supported decision-making and alternatives to guardianship **before** their youth turns 18.

What does the Rehabilitation Act of 1973 say about Transition?

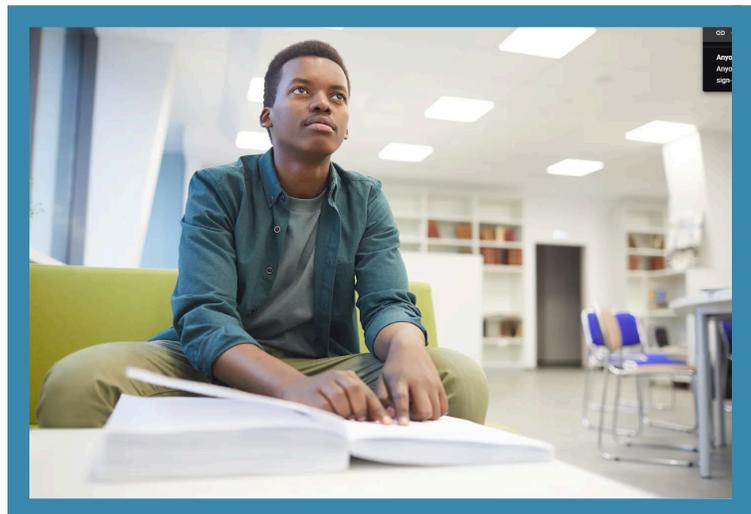
The Rehabilitation Act of 1973 is a federal law that helps people with disabilities achieve their employment goals. The Rehabilitation Act of 1973 focuses on the outcome of transition services:

- Career development
- Competitive employment in the integrated labor market
- Self-sufficiency of the individual

In every state in the U.S.A., the Rehabilitation Act of 1973 authorizes vocational rehabilitation (VR) agencies. In Michigan, the vocational rehabilitation agencies are Michigan Rehabilitations Services (MRS) and the Bureau of Services for Blind Persons (BSBP). Representatives of VR agencies may be invited to IEP meetings where transition planning is discussed, and they may be able to provide input for transition assessments (such as a functional vocational evaluation) and post-school training or employment objectives.

Workforce Innovation and Opportunity Act (WIOA)

The Workforce Innovation and Opportunity Act (WIOA) is a federal law that became effective in 2014, with regulations issued in 2016. WIOA provides for Pre-Employment Transition Services (Pre-ETS) to youth with disabilities who are eligible or potentially eligible for support from a vocational rehabilitation agency.



Youth with an IEP or 504 Plan may become eligible for Pre-Employment Transition Services at 14 years old. There are five activities available under Pre-ETS:

- Job exploration counseling
- Work-based learning experiences, which may include in-school or community-based opportunities

- Counseling on opportunities for enrollment in comprehensive transition or postsecondary educational programs
- Workplace readiness training
- Social skills and independent living skills
- Instruction in self-advocacy, including peer mentoring



The Pre-ETS are provided by MRS or BSBP to a youth who has an IEP or Section 504 Plan. The services need to be coordinated with other transition services provided by the school district and others. Pre-ETS are not meant to replace the transition services in a youth's IEP, but rather to enhance them. Each Local Education Agency (LEA) needs to collaborate with MRS or BSBP to ensure that the provision of Pre-ETS is complementary to the transition services being provided.

The IEP team must also consider the need for consultation from other agencies beginning when the youth turns 16, or younger if appropriate.

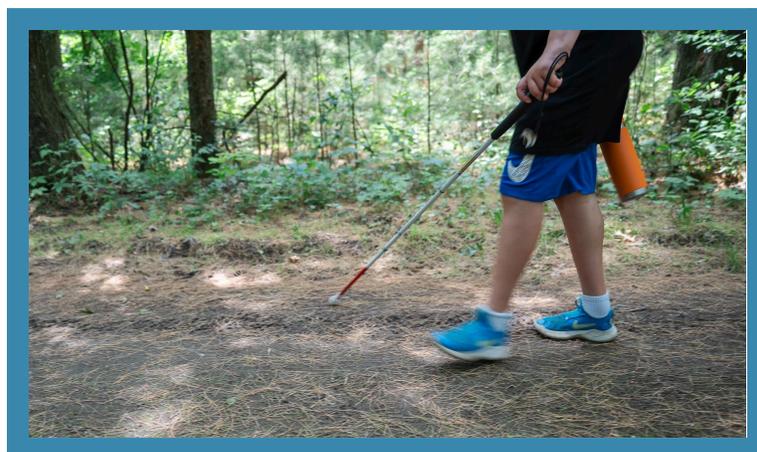
Mental Health Code

The Mental Health Code is a collection of Michigan's laws that cover mental health services, including services for individuals with developmental disabilities, mental illness, or substance use disorders. Michigan's Mental Health Code can be found at cmham.org/resources/mental-health-code/

Across Michigan, community mental health services are provided by each county, or a group of counties. The Mental Health Code requires that Community Mental Health (CMH) organizations provide person-centered services. "Person-centered" means that the services are customized to individual needs on a case-by-case basis. CMH may provide a variety of therapies, case management or supports coordination, help with employment, and housing assistance. Medicaid recipients are entitled to CMH services that are medically necessary if they have a serious mental illness, serious emotional disturbance, or intellectual/developmental disability. Individuals who may be eligible for CMH services can call their county's access phone number for more information.

County	Access Number	County	Access Number
Alcona, Alpena, Montmorency, Presque Isle	989-356-2161	Iosco, Ogemaw, Oscoda	989-362-8636
Alger, Delta, Luce, Marquette	906-225-7357	Kalamazoo	269-373-6000
Allegan	269-673-6617	Kent	616-336-3909
Antrim, Charlevoix, Cheboygan, Emmet, Kalkaska, Otsego	231-347-7890	Lake, Mason, Oceana	231-845-6294
Arenac, Bay	989-895-2300	Lapeer	810-667-0500
Baraga, Houghton, Keweenaw, Ontonagon	906-482-9400	Lenawee	517-263-8905
Barry	269-948-8041	Livingston	517-548-0081
Berrien	269-934-1602	Macomb	855-996-2264
Benzie, Manistee	877-398-2013	Monroe	734-243-7340
Branch	517-278-2129	Montcalm	989-831-7520
Calhoun	269-966-1460	Muskegon	231-724-1104
Cass	269-445-2451	Newaygo	231-689-7553
Chippewa, Mackinac, Schoolcraft	906-341-2144	Oakland	248-858-1210
Clare, Gladwin, Isabella, Mecosta, Midland, Osceola	989-772-5938	Ottawa	616-393-5681
Clinton, Eaton, Ingham	517-346-8200	St. Clair	810-985-8900

County	Access Number	County	Access Number
Crawford, Grand Traverse, Leelanau, Missaukee, Roscommon, Wexford	231-922-4850	St. Joseph	269-467-1000
Dickinson, Iron, Menominee	906-774-0522	Saginaw	989-797-3501
Genesee	810-257-3705	Sanilac	810-583-0386
Gogebic	906-229-6121	Shiawassee	989-723-6791
Gratiot	989-463-4971	Tuscola	989-673-6191
Hillsdale, Jackson	517-789-1208	Van Buren	269-657-5574
Huron	989-269-9293	Washtenaw	734-544-3071
Ionia	616-527-1790	Wayne	313-344-9099



Parent and Youth Participation

What is the parent's role in Transition Planning?

Parents play a key role in preparing their youth for the transition from school to adult life. Ideally, the process should be started when the youth is in elementary and middle school. By the time the youth enters high school, the youth has already begun to learn about different jobs, and to participate in community and school activities.



Parents can provide increasing opportunities for their youth to develop the skills needed to become as independent as possible. Youth can practice performing household chores, taking care of hygiene needs, making choices, and advocating for themselves and their own needs in school and the community. The best advice for parents beginning the transition process is to **START EARLY!**

Many sources provide help and information about the transition process and the youth's rights under special education laws, as well as about post-school options and adult agencies. It can all seem overwhelming, especially at the beginning, but help and support are available from a variety of places: schools, state agencies, community and family organizations like the Michigan Alliance for Families, and other families who have been through this process.

Parents have so much to share about their youth's strengths, needs, interests, and dreams. This is important information to discuss at annual IEP meetings and for designing appropriate transition services. Parents are essential partners with the school district throughout the entire special education process; this is especially true during transition planning.

A parent's most important role in the transition process is to ensure that the youth's voice is heard. All team members must listen to and support the youth in developing the skills they need to live an adult life as independently and meaningfully as possible.

What is the youth's role in Transition Planning?

Youth are at the center of the transition planning process. Youth need to be encouraged and supported to take an active role in this process. Youth may take an active role in activities such as:

- Participating in, or leading, their own IEP meetings
- Drafting their Educational Development Plan and postsecondary goals
- Identifying career options that match their interests and skills
- Choosing courses in school to prepare them for postsecondary life
- Participating in extracurricular activities relevant to their interests

Some tools to aid in transition planning are the One-Pager, Good Day Plan, and Goal Plan available at imdetermined.org.

Creating opportunities for choices and preferences at an early age encourages decision-making skills. Early participation in the IEP process prepares youth for their expected participation at age 16, when the IEP transition planning process officially begins.

Youth may start exploring post-school options while they are still in school. This may include developing a portfolio of interests and experiences, visiting college programs, volunteering, job shadowing at a worksite, or contacting a disability agency to apply for services.



One of the most helpful activities that youth can pursue while still in school is a paid or unpaid work experience, such as a summer job, an internship, or a volunteer position.

Research shows that youth who have some type of work experience during high school are more likely to get and keep a job after high school - and earn more money after they leave school. This is where networking with family, friends, neighbors, teachers, and local businesses can help with identifying work possibilities in the local community. The youth will have the opportunity to learn work habits and new skills, as well as develop self-confidence and friends in the workplace.

What is Self-Advocacy?

Self-Advocacy is communicating and getting the support needed to help in school, at work, or in the community. It is a skill set that can be learned at any age, so **START EARLY!**

Here are some tips to help youth with disabilities practice self-advocacy:

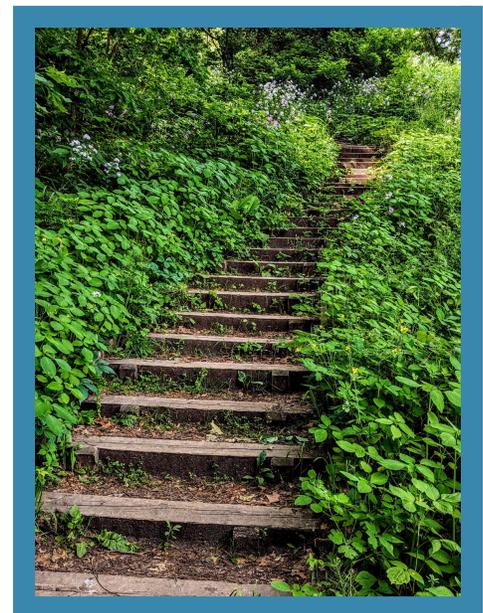
1. Understand your needs: Identify what you need and what kind of support might help you. For example, if you are a youth who struggles with writing, you may need pre-printed outlines to help you take notes in class.
2. Know your rights: Learn about your rights and responsibilities in different situations. For example, if you have an Individualized Education Program (IEP), you have the right to participate in the development of the IEP, and to request changes to it if necessary.
3. Communicate your needs: Be clear and specific when communicating your needs to others. For example, if you need extra time to complete a task, let your teacher or supervisor know how much extra time you need and why.
4. Be persistent: Don't give up if you don't get the supports you need right away. Keep advocating for yourself and seeking out resources that can help you.
5. Practice self-care: Taking care of yourself is an important part of self-advocacy. Make sure to take breaks when you need them, get enough sleep, and engage in activities that you enjoy.

Remember, self-advocacy is a skill that takes practice. The more you practice, the better you will become at communicating your needs and getting the support you need to succeed.

If you wish to learn more about self advocacy click the following link:

[What is self-advocacy?](#)

www.understood.org/en/articles/the-importance-of-self-advocacy





Advocacy can be done individually or in groups. The Michigan Disability Rights Coalition (MDRC) is a statewide organization for people with disabilities that provides leadership and self-advocacy training and Assistive Technology (AT) training.

Self-Advocates of Michigan (SAM) is a statewide organization of leaders with developmental disabilities that advocate for the values of diversity, inclusion, equal rights, and self-determination of individuals with disabilities. MDRC and SAM are both guided by the principle of “Nothing About Us Without Us”. This means that nothing in the lives of people with disabilities should happen without their direct participation in that decision-making process.

Self-Advocates of Michigan (SAM) Membership

You can join SAM as soon as you turn eighteen, you don’t have to wait till you leave school.

People eligible for SAM Membership:

- Identify as a person with an intellectual or a developmental disability,
- Live in Michigan; and
- Are eighteen years of age or older.

To find out more about SAM you can go to their website:

<https://selfadvocatesofmi.org/>

What is the youth’s vision for the future?

It is important for all people to communicate what they want and don’t want in their life. Because it can sometimes be difficult for youth to determine what they want to do “when they grow up,” a good starting point can be a discussion about their interests, preferences, and dreams. At this stage, age-appropriate transition assessments are helpful for developing measurable postsecondary goals.

For example, there may be a need to do career exploration through career-related activities at school or with other organizations. Youth may wish

to schedule a visit with their local Career and Technical Education (CTE) center to learn about trades. Then, the youth may be ready to identify potential jobs in which they may be interested. It may also be helpful to use a process called “Person-Centered Planning” to help develop the youth’s vision. With the help of a facilitator, this process gives the youth an opportunity to share their hopes and dreams for the future with the important people in their life. The whole team can work together to develop make an action plan to move the youth toward their vision.

In Michigan, Person-Centered Planning is used by Community Mental Health providers to support individuals, and to identify community resources and neighborhood solutions. Learn more at

www.michigan.gov/mdhhs/keep-mi-healthy/mentalhealth/mentalhealth/person-centered-planning



Graduation Requirements

In Michigan, all 7th and 8th grade youth are required to create an Educational Development Plan (EDP), with assistance from a school counselor. An EDP identifies the youth’s preferred career path and a plan of action to achieve that goal. This information is then used to establish the youth’s Course of Study in high school.

Here is the Michigan Department of Education’s Frequently Asked Questions page about EDPs and graduation requirements:

michigan.gov/mde/services/academic-standards/mmc/michigan_merit_curriculum_faq_guidance

Course of Study is a transition service provided to all youth, with and without disabilities. Course of Study means not only the type of classes, such as Career and Technical Education (CTE) or performing arts or STEM (Science, Technology, Engineering, Math), but it also means whether or not the youth exits school with a diploma.

Michigan Merit Curriculum (MMC)

The Michigan Merit Curriculum is a statewide set of standards, including the EDP, that a youth must complete in order to earn a diploma, in addition to standards set by the local school district. All public high schools and charter academies in Michigan must follow the Michigan Merit Curriculum.

Michigan Merit Curriculum

- English Language Arts: 4 credits
- Mathematics: 4 credits
- Online Learning Experience
- Personal Finance: 0.5 credits
- Physical Education and Health: 1 credit
- Science: 3 credits
- Social Studies: 3 credits
- Visual, Performing, and Applied Arts: 1 credit
- World Language: 2 credits

“Credits” in the Michigan Merit Curriculum may be fulfilled by traditional high school courses, Career and Technical Education, internships, and other learning experiences. Local school districts may require additional credits in specific areas.



michigan.gov/mde/services/octe/educators/michigan-merit-curriculum

Personal Curriculum (PC)

In Michigan, a Personal Curriculum (PC) makes credit modifications to the Michigan Merit Curriculum, possible and allows students to individualize the rigor and relevance of their educational experience —I. All youth in Michigan have the right to explore options in a personal curriculum, and youth with IEPs may discuss this possibility with their IEP team.

In Michigan, youth with IEPs may also be eligible to continue working toward a diploma until age 26. If a youth needs extra time to earn a high school diploma, this should be discussed with the IEP team. There are multiple paths that can lead to a diploma. The intent of the Michigan Department of Education is to make a diploma accessible for as many youth as possible.

michigan.gov/mde/services/academic-standards/mmc/personal-curriculum

Exiting School Without a Diploma

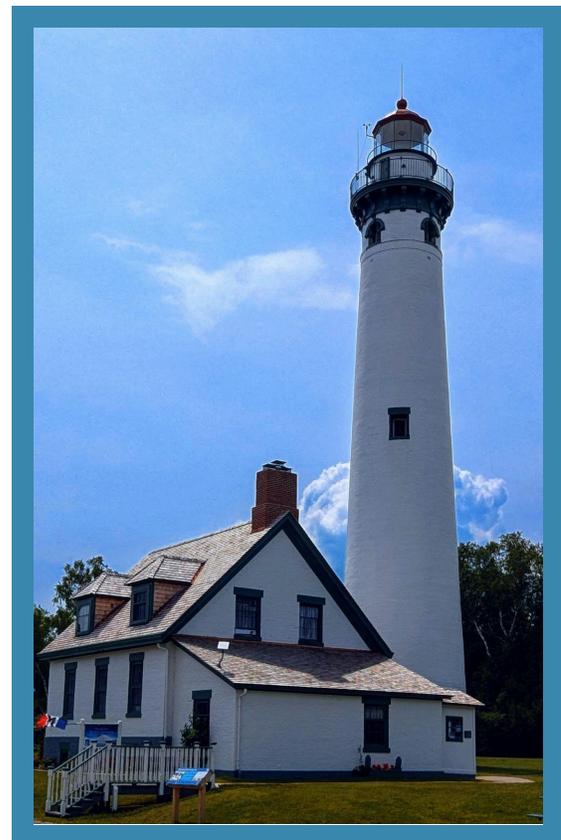
Another option for course of study is to exit high school without a diploma. This is widely referred to as obtaining a Certificate of Completion, or Certificate of Attendance, or Certificate of Achievement. There is no established curriculum for exiting school without a diploma. The youth's post-secondary goals, in their transition plan, drive course selections and all activities in school. For example, a youth might choose a cooking and nutrition class, photography, or financial literacy.

Youth with IEPs who do not earn a diploma may remain eligible for school services in Michigan up to age 26. Career and Technical Education (CTE) can also be a part of the youth's course of study even if they are not earning a diploma. These are all topics to discuss with the IEP team.

Summary of Performance

When young adults who have IEPs exit the school system, with or without a diploma, schools must provide a Summary of Performance (SOP). The purpose of the SOP is to assist and guide the process of planning post-school activities. The SOP explains the young adult's academic achievement and functional performance. The document also recommends ways to help the young adult achieve postsecondary goals.

Families and self-advocates may ask their local school district for a copy of the form used for the SOP, or for a copy of the young adult's completed SOP. Because the SOP is individualized, there is no statewide SOP form.



Transition Planning in High School

IEP Transition Planning

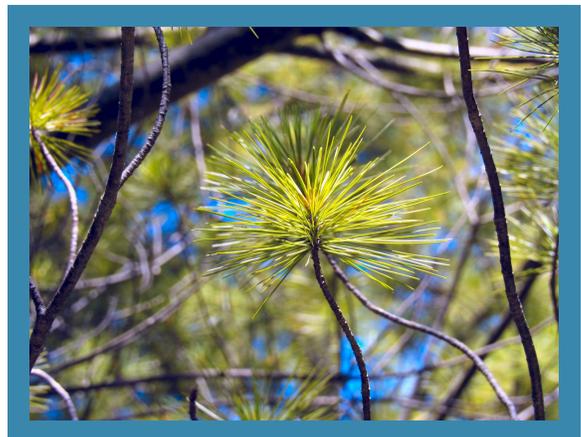
Transition Planning is an ongoing process from age 16 (or earlier, if the IEP team agrees it is appropriate) until the youth exits the school system. All IEP goals and objectives should be reviewed and updated at least on an annual basis. The IEP Transition Plan must include:

- Data from transition assessments (both formal and informal evaluations)
- Measurable postsecondary goals, to be completed after the youth exits school (annual goals will become the stepping stones leading the way toward the postsecondary goals)
- Services to reach those goals (such as skill-building, work-related experiences, and community activities)
- Information about the transfer of rights at the age of majority (information must be delivered at age 17, before age of majority at age 18 in Michigan)
- If appropriate, a statement of each participating agency's responsibilities for the transition activities

What are Transition Assessments?

Transition Assessments are ongoing evaluations that collect data on a person's strengths, preferences, interests, and needs as they relate to working, educational, living, and social environments. The data will serve as the foundation for the transition process, including IEP goals and services.

The results of age-appropriate transition assessments provide the youth, parents, and other members of the IEP team with information about how the youth is currently functioning. The results form the basis for measurable postsecondary goals and the transition services that will help the youth achieve those goals.



Transition assessments should be individualized, based on the youth's strengths, preferences, interests, needs, and desired post-school outcomes. Assessments may be formal, such as standardized tests, or informal, such as interviews, classroom observations, and work samples. It is often helpful to use multiple types of assessments rather than a single test, to ensure that the assessments support the youth's learning style.

What are Postsecondary Goals?

Postsecondary goals are measurable goals that focus on specific areas.

- Postsecondary Education and Training: Where and how is the youth going to continue to learn new skills after exiting the school system?
- Employment: Where is the youth going to work or engage in work-related activities after exiting the school system? What types of work accommodations will be needed?
- Independent Living: Where is the youth going to live, and how is the youth going to access adult services? How is the youth going to participate in community activities and civic engagement, including voting and health care?

These are long-term goals that the youth hopes to achieve after exiting the school system. The goals need to be appropriate to the youth's needs and based on age-appropriate transition assessments. The IEP team must be able to measure progress toward these goals, which are part of the youth's IEP beginning at age 16. Postsecondary goals must be reviewed annually until the youth exits the school system.



Transition Timeline

Youth 12-15 Years Old

- Youth and counselor create Educational Development Plan (EDP) in 7th grade, to explore interests and career goals, and to plan high school course of study.
- EDP is reviewed and revised every year after 7th grade.
- Youth learns basic chores and self-care at home.
- Youth learns basic self-advocacy skills to express preferences and needs.
- Youth has a Social Security card and a medical alert tag, if needed.
- Youth may receive Pre-Employment Transition Services (Pre-ETS) from vocational rehabilitation (VR) starting at age 14.
- VR contact information:
 - Michigan Rehabilitation Services (MRS), 1-800-605-6722
 - Bureau of Services for Blind Persons (BSBP), 1-800-292-4200

Youth 16-17 Years Old

- Transition planning is included in IEPs at age 16.
- Youth is invited to every IEP where transition planning is discussed.
- By 17th birthday, school team explains to youth how their legal rights will change at age 18.
- Youth has a state-issued photo ID or driver's license.
 - Michigan Secretary of State: <https://www.michigan.gov/sos>
- VR may assist with placement in part-time paid work experience.

Adults 18 Years Old

- Adult and family choose a path to help the adult make decisions, such as a supported decision-making agreement or power of attorney.
- Adults may apply for Supplemental Security Income (SSI) and Medicaid, if needed.
 - Social Security website: <https://www.ssa.gov/>
 - Medicaid website: <https://newmibridges.michigan.gov/>
- After Medicaid approval, adults may enroll in Community Mental Health (CMH) services.
 - CMH agencies in Michigan: <https://cmham.org/membership/cmhsp-directory/>
- Male adults must apply for Selective Service (military draft) at age 18.
 - Selective Service System: <https://www.sss.gov/register/>

Adults 18-25 Years Old

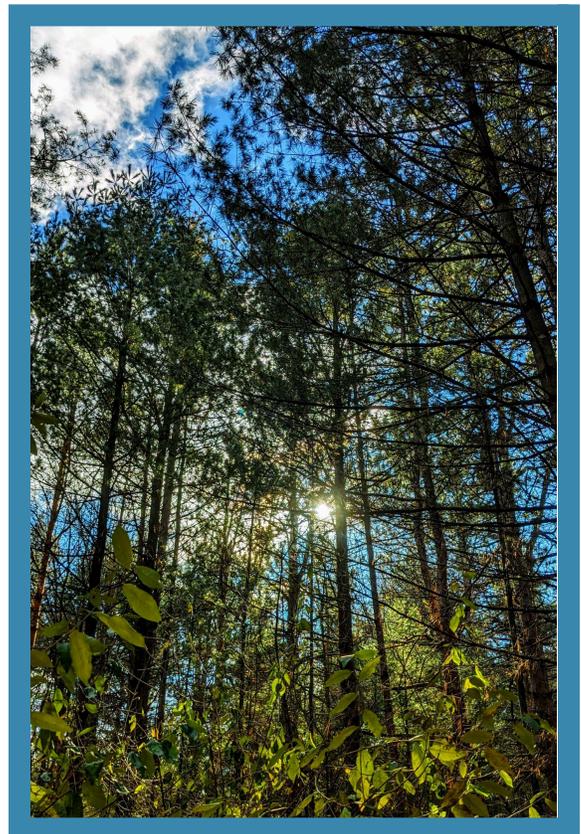
- Adult, family, and agency representatives (such as VR counselor and CMH supports coordinator) identify services to support skill-building, employment, and increased community participation.
- Adult may pursue post-secondary education, such as college, vocational training, adult education, or skill-building program.
- Adult participates in recreational activities and employment.

Adults 26+ Years Old

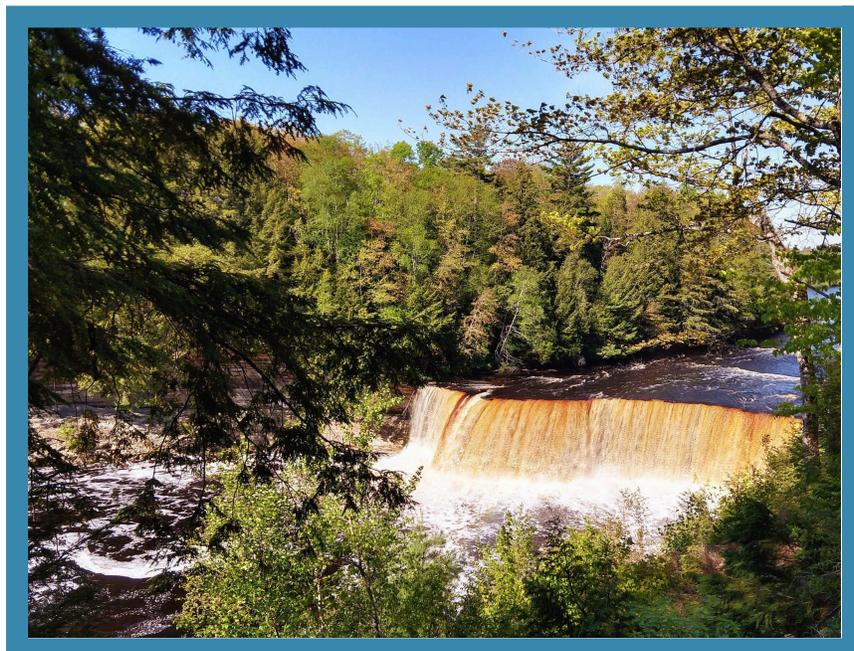
- Adult, family, and agency representatives (such as CMH supports coordinator (if eligible) and Center for Independent Living counselor) identify appropriate housing.
- Adult continues to work toward post-secondary goals with CMH, VR, and community connections.

Planning Tips for Families

- Ask your youth what they think about employment and volunteer opportunities while in school.
- Gather information about resources on postsecondary programs and employment opportunities. Learn about Michigan Rehabilitation Services (MRS), the Bureau of Services for Blind Persons (BSBP), and Michigan Works! one-stop service centers.
- Provide opportunities for your youth to practice leading their own IEP or Section 504 meetings.
- Visit a college disability office. Most colleges have a website with a page for the disability office, sometimes called the ADA (Americans with Disabilities Act) office or academic support services. In addition to traditional college degrees, some colleges offer non-degree certificate programs for individuals with developmental disabilities.



- Discuss the change in parental role with your youth and the requirement for their written consent in order for the parent to inquire about their academic program. Make a plan for supported decision making that works for your family.
- Make sure that your youth has a state-issued photo identification card before turning 18. Schedule an in-person appointment at a local Secretary of State office at michigan.gov/sos, and request any accommodations your youth may need for the appointment, such as a separate waiting area, a support person, or a sign language interpreter. You can also request an application for a disability parking placard at the same appointment.
- Identify assistive technology (AT) needs, and advocate for youth to develop proficiency prior to leaving school. Schools may contact the Alt + Shift Lending Library, www.altshift.education/lending-library. Families may contact the Michigan Disability Rights Coalition's AT Program at 800-578-0280.
- For youth who are blind, visually impaired, deaf or hard of hearing, connect with Michigan Department of Education - Resource for Blind/Low Vision and Resource for Deaf/Hard of Hearing for additional support with the transition process while the youth is still in school. mdelio.org
- If your youth has a developmental disability, mental illness, or substance use disorder, and has Medicaid, you may contact your county's Community Mental Health agency (see chart on pages 11-12). Start the intake process to learn if your youth may be eligible for services.



Skills Checklist for Adulthood

Many organizations have different types of checklists for life skills and activities of daily living. Here is an example of a checklist for adult life skills - this list is NOT comprehensive, but it can provide a starting point for life skills.

Skill	I can do this already	I need more practice	I need help
I can keep myself clean.			
I can go shopping and pay for my things.			
I can do my own errands at the bank and post office.			
I can feed myself.			
I can cook my own meals and clean up afterward.			
I can wash, dry, fold, and put away my laundry.			
I can take my medications on schedule and refill medicine when needed.			
I know how to use my phone to call or text people.			
I can send email or write a letter.			
I know how to clean my home.			
I can drive or arrange my transportation through a provider.			
I know the difference between healthy and unhealthy food.			
I budget my own money and pay my bills on time.			

I can cross the street safely.			
I know how to use a fire extinguisher.			
I know how to clean and bandage a small cut.			
I can ask for help when needed.			
I can call my doctor or supports coordinator to schedule an appointment.			
I understand when I should call 911.			
I know how to report abuse, neglect, or danger.			

Transition and Postsecondary Education Resources

Michigan offers many outstanding options for postsecondary education and training. Postsecondary education and training may include skill building, on the job training, trade schools, diplomas, degrees, and other credentials for future employment - or some combination of these.



Michigan is the only state in the United States in which young adults may be eligible to continue receiving special education supports and services up to age 26, if they do not earn a diploma before then. Some adults may choose to pursue a high school diploma or General Education Development credential (GED) through the Adult Education program in their local school district after age 18.

More than 60 community colleges and universities across the state of Michigan offer degrees and certificates. College-level certificate programs are credentials for specific careers, such as culinary arts or broadcasting, and some certificate programs may not require a diploma. Some colleges have non-degree life skills programs on campus for adults with intellectual disabilities. Representatives from local colleges or universities can be invited to a transition planning meeting to determine if a program is a good fit for a youth.

Vocational agencies, such as Michigan Rehabilitation Services (MRS), the Bureau of Services for Blind Persons (BSBP), and Michigan Works!, are equipped to assist youth and young adults with disabilities with finding the right match for vocational training, trade schools, apprenticeships, and employment. MRS operates its own trade school, Michigan Career and Technical Institute (MCTI) in Plainwell, Michigan, while BSBP has its Training Center in the city of Kalamazoo. Job Corps is a federally funded skilled trade training program for low-income adults ages 18-24, with three campuses in Michigan (Detroit, Flint, and Grand Rapids).



Some youth may have an interest in joining the military. Although the military screens for chronic health conditions as part of the recruitment process, youth with some types of disabilities may still be eligible for service. Local recruiting centers have more information about the eligibility process.

Here is a summary of the postsecondary pathways discussed above.

Postsecondary Pathway	Type of activity	Contact
Intermediate School District (ISD)	<ul style="list-style-type: none"> →Local 18-26 transition program →Adult Education - diploma →Adult Education - GED 	Local ISD special education office or Adult Education office
Community College	<ul style="list-style-type: none"> →Associate degree →Vocational Certificate 	Michigan Community College Association, mcca.org
University	<ul style="list-style-type: none"> →Bachelor's degree program →Non-degree life skills program for adults with intellectual disabilities 	<ul style="list-style-type: none"> →More than 30 universities offer degree programs statewide →Non-degree life skills programs at thinkcollege.net
Workforce	<ul style="list-style-type: none"> →Competitive Employment →Supported Employment →Job Development 	<ul style="list-style-type: none"> →Michigan Rehabilitation Services (MRS), 1-800-605-6722, apply online at michigan.gov/mrs →Bureau of Services for Blind Persons, 1-800-292-4200, apply online at michigan.gov/bsbp →Michigan Works, 1-800-285-9675
Apprenticeship	Paid vocational training with an on-site mentor	www.michigan.gov/leo/bureaus-agencies/wd/apprenticeships
Trade School	Job training with hands-on experience and certification	<ul style="list-style-type: none"> →Michigan Rehabilitation Services (MRS), 1-800-605-6722 →Bureau of Services for Blind Persons, 1-800-292-4200 →Michigan Works, 1-800-285-9675 →Job Corps, 1-800-733-5627
Military	Army, Navy, Marines, Air Force, National Guard	Local recruiting offices

For more information on transition and postsecondary education resources, please visit the Michigan Alliance for Families website for young adults:

michiganallianceforfamilies.org/transition-to-adulthood/





Age of Majority

What is the Age of Majority?

Age of Majority means the age at which a person is considered an adult under Michigan law. In Michigan, that age is 18 years old. All adults have the right to make medical, legal, and financial decisions for themselves.

At age 17, the IEP team must meet with the youth and their parents and provide information to them about their rights. Youth become their own decision-makers upon reaching age 18, unless decided otherwise under State law. Parents who

believe their youth will need assistance ~~and~~ may consider supported decision-making and alternatives to guardianship well before their youth turns 18. **START EARLY** with these conversations.

Not all rights and responsibilities are granted when a youth reaches the age of adulthood. Here are some important things to remember:

- The age of majority is different from the legal drinking age, which is 21.
- The age of majority is not when health insurance coverage under a parent ends, which is 26.
- The age of majority is different from the age of emancipation, which is when youth under age 18 petition the courts to grant them the same rights as the legal adult.
- The age of majority does not necessarily dictate the end of certain parental responsibilities, like child support payments.
- The age of majority does not mean the parents will no longer be part of the young adult's life.

Parents are parents for life and can continue to be part of their adult children's lives throughout the lifespan.

Transfer of Rights

The Michigan Department of Education’s (MDE) 2018 Procedural Safeguards Notice states that parental rights generally transfer to youth when they turn 18 years old. This remains true **unless** a legal guardian has been appointed by a court. A legal guardian takes care of a person’s personal needs as well as medical, educational, legal, and financial decisions, if that person is unable to do so. Parents have a right to notice before the transfer of rights happens. However, this notice does not mention alternatives to guardianship. These alternatives can support the youth and family.

Supported Decision-Making



Supported Decision-Making (SDM) is a process that empowers people with disabilities to:

- Keep and use their rights
- Communicate personal choices
- Make decisions on legal matters
- Get the supports they need

Families can and should begin at an early age to help their youth - regardless of disability or special health care needs - to engage in decision-making about their own care, and to prepare them to make independent decisions as they become adults.

Reference the SDM Toolkit here: www.michigan.gov/ddcouncil

All people with disabilities have the right to be involved in decisions about their own lives. Supported decision-making may be a preferred alternative to guardianship. This is true even when families have concerns about a person’s ability to make decisions about health care, education, finances, and living situation. Supported decision-making may be the choice that best fits families’ needs, while maximizing the dignity and independence of their loved ones.

For additional information on this topic, please visit www.supporteddecisionmaking.org.

Reasons families give for seeking guardianship

Concerns involving:

- Health and the ability to seek health care
- Education, including the ability to advocate for services and preferred placements
- Personal safety and self-care, including sexuality and relationships
- Medical decisions, and the ability to follow medical advice
- Finances and legal decisions, such as signing contracts
- Ability to communicate
- Misinformation about guardianship being “required”
- Fear of what will happen when parents are no longer around

Reasons why families might want to avoid guardianship

- To avoid making a public declaration of incompetence
- To limit court involvement in their lives
- To promote independence, dignity, and freedom of choice
- To preserve a person’s civil rights

Principles of Supported Decision-Making

- Adults age 18 and up have a right to make decisions about their own lives, regardless of disability.
- All adults are presumed to be capable of expressing choices, regardless of disability.
- All adults are entitled to decision-making supports.
- Decisions made with family, friends, and people chosen by the individual can be made legally valid.
- All individuals have hopes and dreams for their future.
- Individuals are entitled to the supports and services necessary for full participation and equality. These supports lessen the need for legal intervention.
- Third-party interests and liability concerns are not a valid reason for removing a person’s decision-making rights.

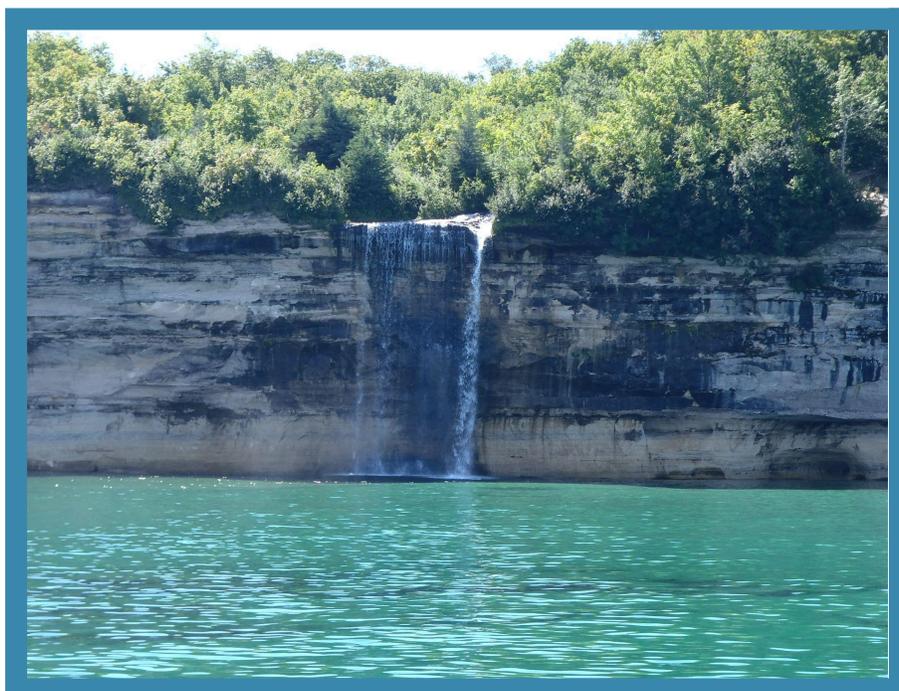
To protect the civil rights and dignity of people with disabilities and special health care needs, it is essential that parents consider supported decision-making as an alternative to guardianship.

Even if families decide that guardianship is the only choice that will work for their family, it is important to consider options such as limited guardianship. With a limited guardianship, adults with disabilities keep some of their decision-making rights.

Health Care Decision-Making

There are many options to help individuals with health care decision making.

- **Natural Supports:** receiving guidance and support from your family and friends. You still have control of all your personal information and choose how and when to involve others.
- **Supported Decision Making:** a process or plan that allows you to make choices about your life with support from a team of individuals that you choose, such as family, friends, and professionals.
- **Authorization for Release of Information Form:** a document that allows your providers to share information with a specific person. You determine the information that can be shared and with whom.
- **Designation of Patient Advocate Form:** a document that gives someone else the ability to make medical decisions for you if you become unable to make decisions on your own.
- **Power of Attorney (POA):** a legal document in which you give another person of your choosing the right to handle specific decisions. A POA does not take away your rights and has no court involvement.



Health

What does “Health Care” mean?

Health care means taking care of someone’s health. It is important for youth to take care of their physical and mental health. This could include:

- Eating healthy foods
- Staying hydrated (drinking water)
- Brushing their teeth
- Keeping their body clean (showering and/or bathing)
- Getting enough sleep and exercise
- Connecting with other people

Healthy habits are a part of life and as youth get older, they will be taking more control of their own health and habits. Even if youth need help with some of these activities, it’s important for them to learn healthy habits and

share their preferences with those that are helping them.



It is also important to have a primary health care provider that youth trust and are comfortable talking to. Youth should see their primary care provider once a year for a physical, and as needed when they are sick.

Health and Transition to Adulthood

The transition from childhood to adult life can be a busy and confusing time, but luckily there are many resources available to help along the way. Health care providers, families, and others will begin talking about health care transition (which means changing from a child to an adult model of care) and helping youth develop skills to become as independent as possible. Health care transition is a process where youth begin training to become the manager of their own health and health care, and this process should start by age 13. Starting this process early gives youth time to learn at their own pace,

make decisions, and to adjust to changes along the way. It also provides an opportunity for youth to learn self-advocacy skills, and to gain independence and confidence. Health Care Transition gives families peace of mind, - because they are equipping their youth with the tools - to live life – as independently as possible. A Health Care Transition timeline and other helpful resources can be found on the following websites:

www.michigan.gov/mdhhs/assistance-programs/cshcs/transition-to-adulthood

www.gottransition.org

Remember that ALL people, regardless of their abilities, need time to learn skills. Teach at a pace that is comfortable for them. If they are unable to be independent with some or all skills due to a disability, it is important to include support services in their transition plan. This can take additional time, which is another reason to **START EARLY** with the transition process.

Addressing Health Care Needs in the Transition IEP

Health Care Transition is another area that is discussed during the transition IEP process. It is important for youth to understand:

- Their medical conditions and needed treatments
- How to explain their condition and treatment
- How to manage and keep track of their health
- How to ask for guidance from trusted adults

The IEP addresses health care needs through measurable goals. Goals and objectives within the IEP may include as much self-care and independent management of health conditions as possible. This planning can help youth with employment, independent living, and community participation.



Note! Remember that no one is completely “independent”. The idea that adulthood means that people can do everything on their own is a myth. All people, regardless of disability, need help reaching their goals. When we ask people we know and trust, they tell us they didn’t achieve their successes without some help along the way.

Talking with a Health Care Provider

It is important to start having a conversation with providers about how the youth's health care will change as they become an adult. Some providers, such as pediatricians, will not be able to see patients after they reach a certain age. Youth need to prepare for this change. If the provider cannot see the youth as an adult, they may be able to help them find a new doctor.

It is best to have a plan for this transition between providers. Here are a few questions you can use to start the conversation:



- What age do I need to transfer to a new doctor?
- Do you have suggestions for providers that may be a good fit for me?
- Will you help me prepare a medical summary and emergency plan?
- Will you communicate with my new providers during this transition time?

It will also be important for youth to learn how to schedule their own appointments, check in when arriving for an appointment, ask the doctor questions during appointments, and have time alone with the doctor. Having youth complete health history and assessment forms with family assistance as needed, is also an important step in the transition process.

Conversations about Sexual Health

The rate of sexual abuse toward people with Intellectual and/or Developmental Disability (IDD) is seven times higher than those without IDD. All people have the right to be treated with dignity and respect, and all are sexual human beings from birth to death. People with disabilities have the right to be protected from sexual harassment, exploitation, physical, sexual, and emotional abuse.

Historically, a lack of sexuality education for people with disabilities has been a key factor in high rates of abuse. People with disabilities have the right to protect themselves by having inclusive, comprehensive, trauma informed, evidenced based, information in plain language about topics such as:

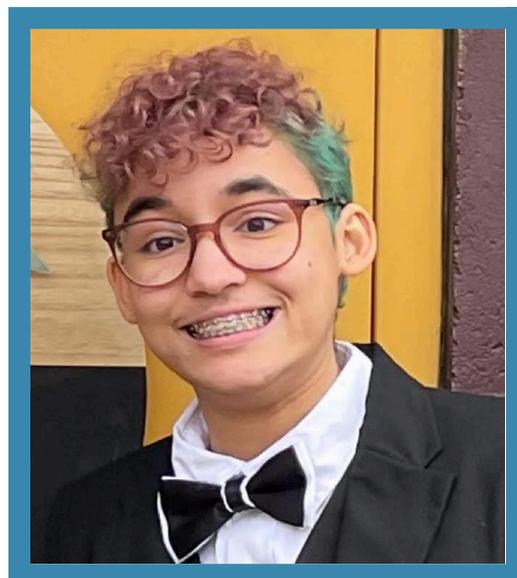
- Their bodies
- Types of relationships
- Appropriate touch
- Consent
- Identification of healthy and unhealthy relationships
- Sexual health
- Sexual identity and expression

All people have the right to seek information about topics that they want to understand better, develop friendships and relationships in which they can love and be loved. Families can **START EARLY** by providing basic information, such as correct names for body parts, what healthy relationships look like, and the fact that each person has the right to choose what happens to their own body.



The Michigan Developmental Disabilities Council (MiDDC) has a robust initiative addressing the sexuality education of people with IDD. For more information on sexual health for people with disabilities, contact Mary Shehan shehanm@michigan.gov or 517-243-0618. Please visit the MiDDC's website section on sexuality at the link below:

<https://www.michigan.gov/mdhhs/keep-mi-healthy/mentalhealth/developmentaldisability/publications/position-statements/sexuality>



Post-School Options

As youth begin to plan for the future, they need to explore post-school options in the areas of postsecondary education and training, employment, and independent living while they are still in school.

Postsecondary Education

Youth with disabilities who are interested in postsecondary education and training may want to apply to a 2 year or 4 year college program, or pursue specialized training at a vocational or technical school. Like all youth, they will need to:

- Consult with their guidance counselor
- Visit college programs
- Learn about financial aid options
- Register for SATs or other entrance exams (with needed accommodations)
- Fill out college applications during high school

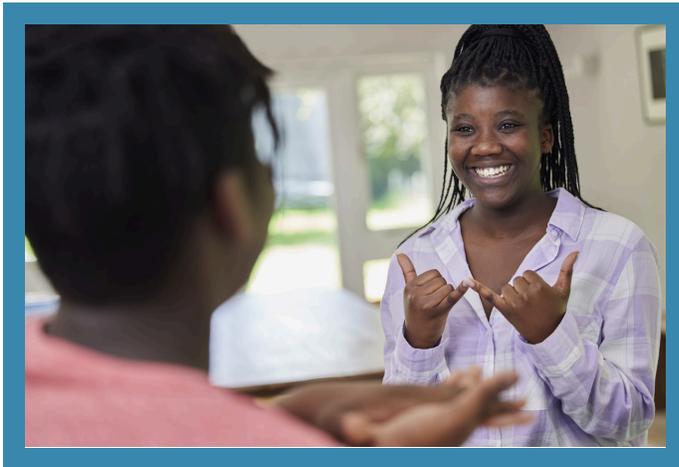
It will also be important for youth and their parents to understand the differences among high school, adult education, vocational school, and college.

There is No IEP or Special Education in College

While laws such as the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973 provide access to accommodations, college-level youth must meet admission criteria defined as “otherwise qualified.” These are civil rights protections, not entitlements to services. At any institution of higher education, the youth will be considered an adult who is expected to make their own decisions and to self-advocate when they move on to college. Learning these skills is essential in the transition planning process.



In college, services are based on eligibility. The college student must disclose their disability and provide documentation to demonstrate their need to receive accommodations and supports in college. Deciding whether to disclose a disability is a personal decision. It is important for youth to know what their disability is and understand how it affects them.



Youth must also learn how to communicate that information to their college Disability Services office or their employer's Human Resources office. A qualified youth cannot be denied admission on the basis of a disability as long as the youth is able to meet the academic and technical standards for participation in the program. The

college must make necessary academic adjustments to provide equal access and the opportunity to participate to youth with disabilities.

In elementary and secondary education, the supports that youth with disabilities receive are often called "related services" or "accommodations" and "modifications." In postsecondary education, these supports (such as a note-taker) are sometimes referred to as "academic adjustments" or "auxiliary aids," and they must be requested from the Disability Services office at the college. Auxiliary aids should support the youth to ensure that communication is as effective as it would be for youth without disabilities. The college must provide an appropriate, but not necessarily the most sophisticated, aid or service that will provide equal opportunity and access for the youth with a disability. Although the college should give primary consideration to the youth's preference, an effective alternative is permissible.

Colleges are not required to provide more general personal services, such as personal care attendants or assistive technology (AT) devices for personal home use, to youth with disabilities. Youth with intellectual and developmental disabilities who are interested in exploring non-degree life skills programs at college can find information at www.thinkcollege.net.

Employment

After leaving high school, some youth may choose to begin working right away. Research shows that career exploration activities during high school lead to successful employment outcomes as adults. **START EARLY** with career exploration!

A comprehensive vocational assessment may be necessary to assess the youth's current vocational skills and need for accommodations such as assistive technology (AT). If individuals have a physical, mental, emotional, or learning disability that interferes with their ability to work, they may be eligible for services from Michigan Rehabilitation Services (MRS) or the Bureau of Services for Blind Persons (BSBP). If eligible, the youth may receive vocational counseling, evaluation, job placement, and/or job coaching to help them become competitively employed. The youth and the vocational counselor together will create an Individualized Plan for Employment (IPE), with the goal of competitive, integrated employment in a field that fits the youth's strengths, interests, and needs.

The Client Assistance Program (CAP) is available at no cost to anyone who has difficulty getting access to vocational rehabilitation services. CAP is a program with the organization Disability Rights Michigan. Youth who have questions about services from a vocational rehabilitation or independent living program may call the CAP Advocates at 517-487-1755.



Another area to explore is how working will impact benefits from the Social Security Administration, such as Supplemental Security Income (SSI) or Social Security Disability Insurance (SSDI), and health insurance from Medicaid or Medicare. It may be helpful to contact a benefits planning counselor at the Social Security Administration, MRS, or BSBP to obtain individualized help with these questions.



Independent Living

Independent Living skills are addressed in the IEP Transition Plan. These are skills or tasks that contribute to successful independent functioning as an adult in activities related to leisure and recreation, home maintenance, personal care, and community participation.

Part of the transition planning process for youth is thinking about where they want to live after leaving school, and what residential supports, if any, they will need in order to live in their own apartment or in a supported-living environment.

The term “Home and Community-Based Services” (HCBS) means any long-term care service that helps a person live in their own home or community instead of in a facility. HCBS can be discussed as part of the IEP transition planning process, if appropriate for the youth.

The youth needs to learn the skills necessary to live as independently as possible. Independent living skills may include:

- Money management and paying bills
- Assistive technology for money management, bill paying, etc.
- Preparing meals
- Doing laundry
- Managing medications and health care
- Using public transportation
- Hiring direct care staff
- Knowing what to do in case of power outage, fire, or other emergency
- Requesting supports and accommodations as needed
- Following a daily schedule



Adult Services

What is Entitlement vs. Eligibility?

Entitlement is a guarantee of access to services for everyone who qualifies. Under state and federal law, special education services are an entitlement. This entitlement to special education services in Michigan terminate when a youth with an IEP graduates with a high school diploma or completes the school year during which they turn 26, whichever comes first. (Specifically, the youth with an IEP is not more than 25 years of age as of September 1 of the school year of enrollment, and has not graduated from high school with a diploma. A youth who reaches age 26 after September 1 continues to be entitled to special education services until the end of that school year.)

When youth receiving special education services in Michigan exit school, their entitlement to special education ends. Medicaid recipients may be eligible for adult services if they meet the criteria for adult agencies and programs. It is important to understand the difference between entitlement to special education services and eligibility for adult services.



Adult eligibility for services is not necessarily an entitlement, so youth and young adults who are eligible for services from an adult agency are not guaranteed access to services. Unlike special education, human services for adults with disabilities are contingent upon program availability and funding. That's why it's important to **START EARLY** with the application process for agency eligibility. For some services, youth may apply before age 18, but for other programs, youth become eligible to apply on their 18th birthday. Parents should keep copies of health, education, and social services records (i.e., medical records, IEP, employment plan, medical treatment plan, etc.) handy, since they may be asked to submit them when applying for adult services. In general, when applying for any programs or services, jot down the names and contact information of agency representatives and keep copies of any applications they submit. When mailing important documents, they

should use a return receipt method and follow up, as they should get a letter stating eligibility status or start date.

It is strongly recommended that the eligibility process begin two years prior to the projected date of high school graduation or turning 26 to allow for sufficient planning and budgeting by the adult agency. Contact the appropriate agencies if there are questions about the eligibility process.

What Other Community-Based Services are Available?

There are community-based services that can provide information, resources, and services for transition-age youth. Here are some examples:

One Stop Career Centers: These centers at statewide Michigan Works! offices can provide assistance to anyone seeking employment, including people with disabilities, and offer job-search workshops, local job postings, and career counseling. They also offer job fairs with local employers and are a good resource for job information. Find your local center at careeronestop.org

Michigan Statewide Independent Living Council (MiSILC): MiSILC offers a range of services to people with disabilities including peer mentoring, skills training, information and referral, and advocacy. Young adults with disabilities can get help with housing, employment, transportation, equipment, and other transition-related issues. Find your regional center at www.misilc.org

Michigan State Housing Development Authority: The statewide housing authority helps people buy or rent housing. The website has information about affordable housing and housing vouchers: michigan.gov/mshda



Transition Acronyms Guide

Acronym	Full Name	Acronym	Full Name
ADA	Americans with Disabilities Act	MCTI	Michigan Career and Technical Institute
ARC/MI	The Arc Michigan	MiDDC	Michigan Developmental Disabilities Council
AT	Assistive Technology	MiDDI	Developmental Disabilities Institute (Wayne State University)
BSBP	Bureau of Services for Blind Persons	MDE	Michigan Department of Education
CAP	Client Assistance Program	MDHHS	Michigan Department of Health and Human Services
CIL	Center for Independent Living	MDRC	Michigan Disability Rights Coalition
CMH	Community Mental Health	MMC	Michigan Merit Curriculum
CSHCS	Children's Special Health Care Services	MRS	Michigan Rehabilitation Services
CTE	Career and Technical Education	PC	Personal Curriculum
DRM	Disability Rights Michigan	PCP	Primary Care Physician
EDP	Educational Development Plan	PCP	Person Centered Planning
FAPE	Free Appropriate Public Education	POA	Power of Attorney
GED	General Educational Development	Pre-ETS	Pre-Employment Transition Services

Acronym	Full Name	Acronym	Full Name
HCBS	Home and Community Based Services	SAM	Self-Advocates of Michigan
IDD	Intellectual and/or Developmental Disability	SAT	Scholastic Assessment Test
The IDEA	Individuals with Disabilities Education Act	SDM	Supported Decision Making
IEP	Individualized Education Program	SILC	Statewide Independent Living Council
IPE	Individualized Plan for Employment	SOP	Summary of Performance
IPOS	Individual Plan of Service	SSA	Social Security Administration
ISD	Intermediate School District	SSI	Supplemental Security Income
LEA	Local Educational Agency	VR	Vocational Rehabilitation
LRE	Least Restrictive Environment	WIPA	Work Incentive Planning and Assistance
MARSE	Michigan Administrative Rules for Special Education	WIOA	Workforce Innovation and Opportunity Act
MITT	Michigan Interagency Transition Team	WSU	Wayne State University

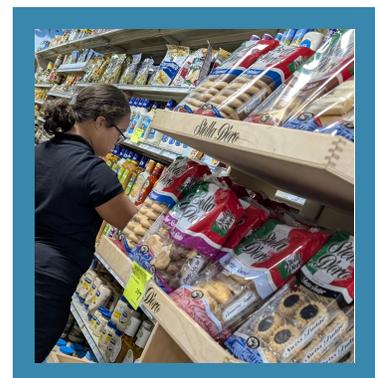
Note: If you need help with additional acronyms or abbreviations, please contact staff at Michigan Alliance for Families:

michiganallianceforfamilies.org

1-800-552-4821

en Español 313-217-1060

لغة العربية 248-963-0607

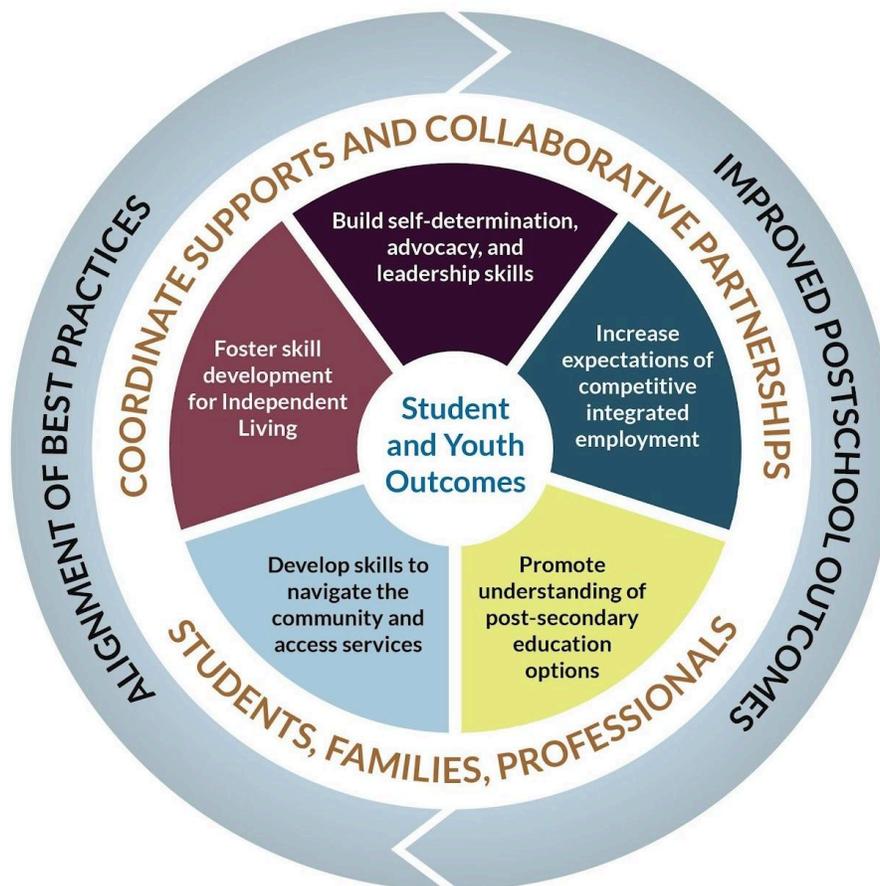


Michigan Agencies and Resources

Michigan has many statewide agencies to help families and self-advocates with the transition from special education into adult life. These agencies are members of the Michigan Interagency Transition Team (MITT). MITT works to do three things:

1. Connect transition services across statewide agencies
2. Help people understand the transition from special education to adult life
3. Help make the process of transition more successful for youth

Statewide agencies in Michigan will work together as MITT to match supports and services to each youth who moves from special education into adult life. By working together, MITT will create a system to help all youth with disabilities in K-12 schools up to age 26 make a smooth transition into adult life.



Here is a list of the agencies that work together as MITT:

	michigan.gov/mde/services/special-education 1-888-320-8384 mde-ose@michigan.gov
	www.mdelio.org 517-241-7083 outreach@mdelio.org
	michigan.gov/mde/services/octe 517-241-5342
	michigan.gov/mrs 1-800-605-6722 LEO-MRS-CustomerAssistance@michigan.gov
	michigan.gov/bsbp 800-292-4200
Bureau of Children's Coordinated Health Policy and Supports (Michigan Department of Health and Human Services)	michigan.gov/mdhhs/keep-mi-healthy/mentalhealth/mentalhealth/childrenandfamilies
	misilc.org 1-833-808-7452

 <p>Children's Special Health Care Services</p>	<p>michigan.gov/mdhhs/assistance-programs/cshcs 1-800-359-3722 cshcsfc@michigan.gov</p>
 <p>Michigan Alliance for Families information, support, and education</p>	<p>michiganallianceforfamilies.org 1-800-552-4821 en Español 313-217-1060 248-963-0607 للغة العربية info@michiganallianceforfamilies.org</p>
 <p>Disability Rights Michigan</p>	<p>drmich.org/ 517-487-1755</p>
 <p>MiDDC Michigan Developmental Disabilities Council</p>	<p>michigan.gov/ddcouncil 517-335-2751 mdhhs-dd-council@michigan.gov</p>
 <p>MI DDI Michigan Developmental Disabilities Institute</p>	<p>ddi.wayne.edu 888-978-4334 middi@wayne.edu</p>
 <p>Michigan Disability Rights Coalition</p>	<p>mymdrc.org 800-578-1269 info@mymdrc.org</p>
 <p>Project SEARCH®</p>	<p>projectsearch.us 517-402-2608 swinslow@inghamisd.org</p>
 <p>Transition Michigan Transition Services Association</p>	<p>michigantsa.org info@michigantsa.org</p>

	gvsu.edu/autismcenter 616-331-6480 autismed@gvsu.edu
	stride.msu.edu 517-355-1855 STRIDE@msu.edu
	ahead.org/about-ahead/about-overview/affiliates/michigan-ahead miaheadboard@gmail.com
	maase.org 517-618-1826
	incompassmichigan.org info@incompassmi.org

My Local Organizations

Please add contact information for any local organizations near you that provide support during the transition from special education into adulthood.

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