

**WASHTENAW COUNTY**

# **Transition Guide**

*The Journey to Adulthood*

**2006-2007**



Ann Arbor, Chelsea, Dexter, Lincoln, Manchester, Milan,  
Saline, Whitmore Lake, Willow Run, Ypsilanti, and the  
Washtenaw Intermediate School Districts

Second Edition

March 2007 - B

## **Mission Statement**

The mission of the Washtenaw County Transition Outcomes Project is to ensure that, through local collaborative efforts, every person with disabilities will leave the school system with the necessary skills for transition and opportunity to achieve successful post school outcomes.

## **Resources**

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

## **Document Updates**

Please note that this guide will be available online at [www.wash.k12.mi.us](http://www.wash.k12.mi.us). Ongoing updates will be made to this directory online.

## **Acknowledgements**

Washtenaw County Transition Outcome Project Core Team:

Bil Arons, Chelsea School District

Yolanda Bell, Ann Arbor School District

Chris Brown, Milan School District

Myra Fox, Washtenaw Intermediate School District

John Iler, Ann Arbor School District

Walter Kwik, Washtenaw Intermediate School District

Gary Stelzer, Washtenaw Intermediate School District

### **With special thanks to:**

Easton Intermediate School District

Livingston County Community Transition Council

Oakland County Transition Council

Wayne Regional Educational Service Agency

# Table of Contents

Transition Planning – an introduction .....	4
Participants in Transition Planning – The Student .....	5
Participants in Transition Planning – The Family .....	6
Participants in Transition Planning – The School .....	7
Participants in Transition Planning – The Community/Service Provider .....	8
Transition Timelines .....	9–12
Transition IEP Checklist .....	13
Age of Majority / Guardianship Issues .....	14
Supplementary Security Income .....	15
Glossary of Special Education Terms .....	16-17
College Information .....	18-23
Accommodations .....	24-25
College / University Contacts .....	26-28
Important Websites .....	29-30
Washtenaw County Resource Directory .....	31-38
Adult Service Agencies .....	39-47



# Transition Planning

## WHAT?

Transition Planning is a process for a student to choose and put into place a series of programs and services leading from school to adult life and employment.

It addresses the following four general areas:

### **Employment**

- Prevocational Education
- Career Awareness
- Vocational Evaluation
- Career Exploration
- Placement/Employment

### **Independent Living**

- Living Arrangements
- Personal/Family Relationships
- Self-Care
- Money Management
- Social Skills

### **Community Participation**

- Transportation/Mobility
- Recreation and Fitness
- Independence
- Service Organizations
- Advocacy

### **Post-Secondary Education**

- College
- Community Education
- Technical Training
- Military

## WHY?

Individuals with a disability may face particular barriers to the typical plans all students make. A transition plan is done to increase the likelihood of success for a student to make the move from school into adult life. The process is important because it brings together schools, families and community agencies in a joint effort to plan the most appropriate path to adult life.

## WHERE?

Although transition planning is ongoing, the formal process of planning occurs at the Individualized Educational Program Team (IEPT) meeting. This process will be coordinated by the school system.

# Participants in Transition Planning



## The Student

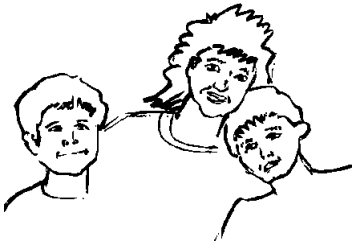
As the most important member of the planning team, the student needs to guide the process as much as possible. Everything revolves around the student. The school will invite the student to his or her Transition/IEPT meeting.

**The student's active participation as a member of the Transition/IEP is NECESSARY!**

The student will have time to express their opinions and to consider the decisions that are being made.

By the time the student is in high school, it is expected that the student is responsible for . . .

- Attending and participating at the Transition/IEPT meeting.
- Expressing opinions and choices.
- Gaining information about schools and service providers.
- Identifying interests, abilities and desires for future goals.
- Identifying accommodations that may be needed.



## The Family

Family members have important roles to play in the transition process.

The family members know the student well and will have information about abilities, personalities and possible goals. The family is also aware of how the specific disability may affect the student's life outside the school.

Most importantly, the family is a wealth of support and resources.

The family is responsible for:

- Advocating for a curriculum that will prepare students for life.
- Helping the student research educational options (post-high school).
- Attending transition meetings as a support.
- Assisting in the preparation for independence.
- Becoming aware of rights and responsibilities.
- Assisting with making long-term plans and goals.
- Gaining knowledge of resources and agencies that may assist the student in the future.



## **The School**

The school is responsible for coordinating activities that will help each student move into Adult life. The school staff is an excellent resource in the development of a realistic plan. All members participating in transition planning need to work together as partners, and this requires a great deal of communication back and forth.

The school will be responsible for:

- Assisting families and students to understand available options in school and those that may be available during adult life.
- Providing a curriculum that prepares students for post-high school education and adult life.
- Identifying transition issues and developing a plan for the student to reach these goals.
- Listening carefully to information provided by the student and family.
- Providing assessments of the student's abilities, including vocational evaluation and current information from teachers (both special education and regular education).
- Providing information about human service agencies available in the community.
- Providing referral information to agencies.



## **The Community / Service Provider(s)**

Early involvement with agencies helps the family to decide what services the student will need for support in adult life. By involving community agencies that will be working with the student in the future, all parties have a better understanding of the student's needs and the options available. Community service providers offer a variety of services such as vocational assistance, housing, medical follow-up, counseling, case management and recreational activities.

The community service providers are responsible for:

- Providing information on services available through their agency.
- Implementing programs/services for those students who are eligible.
- Providing information to schools regarding services that the agency provides, who to contact and criteria for eligibility.

When working with community agencies be aware that:

- There may be a detailed application process to access community service providers' programs.
- Eligibility criteria for Adult Service Agencies may vary from Special Education.
- Records from school, doctors and other agencies may be requested. It is extremely important to keep good records of services that have been provided. Before leaving the school system, the student should obtain high school transcripts, evaluations (school psychological report), last IEP/MET, Summary of Performance and therapist reports. It is important that you always keep copies of these records.
- Services may not be provided immediately. There may be a waiting period.
- In making new contacts, keep records noting each conversation that occurs. Note the time, date, person contacted and information obtained, and keep a copy of the letters you wrote or receive from an agency.
- Keep records on employment, letters of recommendation, payroll records and current resume in a file.

# Transition Checklists and Timelines

The following are checklists of transition activities that you may wish to consider when preparing for transition plans. Use these checklists to ask yourself whether these issues should be addressed at Transition/IEP meetings. The checklist can also help identify who should be a part of the Transition/IEP team and whose responsibility it is for carrying out specific activities.



## 8<sup>th</sup> & 9<sup>th</sup> Grades (4 –5 years before leaving the school district)

- Identify learning styles and accommodations needed.
- Identify career interests and needed skills, education or training.
- Learn and practice decision-making skills.
- Use local transportation options outside of family.
- Begin to manage your money.
- Have an identification card and know personal information.
- Learn and practice personal health care.
- Attend IEP meetings.
- Develop job shadowing experiences.
- Learn and practice communication skills and social skills for different settings (employment, school and recreation).
- Practice independent living skills (budgeting, cooking and laundry).
- Begin building your job performance skills.





## 10<sup>th</sup> & 11<sup>th</sup> Grade (2 –3 years before leaving the school district)

- Consider the use of Transition Assessment to improve planning
- Identify community service providers that offer supports and programs.
- Explore options for college or other forms of postsecondary education.
- Identify options for future living arrangements.
- Be able to explain your disability and the accommodations you need.
- Match career interests and skills with vocational course, academic classes and community work experiences.
- Gather information on post-secondary programs and the support services offered.
- Explore guardianship and alternative options if needed.
- Begin a resume and update as needed.
- Broaden your experiences with community activities and expand your friendships
- Participate in work experience activities
- Take responsibility for arriving on time to work, appointments and social activities.





## Senior Year (one year before leaving the school district)

- Identify post-secondary program you plan to attend and arrange for accommodations if needed.
- Practice effective communication by developing interview skills, asking for help, and identifying accommodations at college and work.
- Specify desired job and obtain paid employment with supports as needed.
- Assume responsibility for health care needs (making appointments, filling and taking prescriptions, etc.).
- Register to vote and for selective service (if a male) at age 18.
- Bring documentation of your disability with you to apply for community services.
- Invite community service providers, peers, and others to Transition/IEP meeting.
- Have the following documents before leaving the school district: driver license or state identification card, Social Security card, copy of your birth certificate, medical insurance card, latest IEP, MET and Summary of Performance.
- A small percentage of students may not receive their diploma after their fourth year of high school. These students may need intense focus in areas of community mobility, daily living skills, community participation, and possible employment. Contact your Special Education Director for further information about programming.

**GOAL: To have a plan that will provide direction for a successful transition to adult life.**





## **Final IEP**

The final IEP will be about the beginning of adult life in the community. When the final meeting is held, there should be some firm plans in place for the future. For example, the young adult will know where to go for further education, work, or social activities. Referrals to specific community agencies, which will provide service to the young adult, will have been completed.

A Summary of Performance (SOP) will be completed prior to Graduation. Your case manager will summarize your academic achievements, and functional performance, employment status, post secondary plans and will list any agencies you may be connected with prior to graduation. The SOP will include your progress toward goals and will list your accommodations from your most recent IEP and will include recommendations for meeting your post-secondary goals. The student and / or guardian must sign the SOP. The SOP is required documentation by most post secondary agencies and services.

At the Final Transition/IEP meeting, the Transition Plan will be reviewed one last time. The name of agencies or community contacts will be provided to the students. This transition plan is not a contract for service, but a guide to help you receive services. This plan will list any accommodations that might be needed at work or post-secondary education.

This plan can be a tool to help you reach your future . . .

# Transition IEP Checklist

## Step 1 – IEP Planning, Invitation and Documentation

- Plan the IEP in advance to make sure the meeting is held within the annual timeline.
- Include student's name on invitation letter next to parents' names.
- Check the Transition IEP box on invitation letter for students age 14 or older.
- Invite representatives from agencies that may be involved in transition plans.
- Special education teacher to send reminder e-mail/note or phone call to parent and student. (document)
- Parent and/or student age 16 or older to receive copies of "Parental Procedural Safeguards with invite (document)
- Send Transition Assessment Questionnaires with invite letter when appropriate.
- Attach copy of invite letter to IEP or include in central special education file.

## Step 2 – Suggested Order of IEP

- Attendance signatures
- Utilizing the "Transition Page", establish the student's post school goals and a vision.
- Present Level of Academic Achievement and Functional Performance (PLAAFP) Page. The PLAAFP should include the student's strengths, preferences, interests, academic achievement, functional performance, transition assessment data and transition needs of the student.
- Course of Study should be planned out around the student's post school vision.
- Statement of Needed Transition Services
- Annual Goals - (must be measurable)
- Services Page
- Signature Page

## Step 3 – Monitoring and Implementing the IEP

- Work with teachers and other building level professionals to implement student's individual accommodations and needs in the academic setting.
- Assist student with self advocacy skills.
- Meet with student frequently to monitor academic progress and implement transition services.
- Inform parents of progress at school and collect data on progress at home.
- Keep documentation of progress, meetings and phone calls.

# Age of Majority

Beginning at least one year before a student reaches the age majority (age 18 in Michigan), the student must be informed during the IEP of his or her rights under IDEA. The student will be given a booklet entitled “Procedural Safeguard for parents of Children with Disabilities” to help the students understand their rights. These rights will be the responsibility of the student upon reaching the age of majority unless the student has been assigned a guardian.

# Guardianship

Guardianship exists only when a person is determined by a court to be incapable of managing some, if not all, of his or her affairs.

**Not everyone needs a guardian. There are numerous alternatives to Guardianship!!!**

**Where do you find out more about guardianship?**

Association for Community Advocacy, 734-662-1256

Michigan Protection and Advocacy Services, 1-800-288-5923 and the

ARC (Association for Retarded Citizens) Michigan, 1-517-487-5426

Center for Educational Networking: [www.cenmi.org/tspmi/](http://www.cenmi.org/tspmi/) Click on Products, “Questions Families Ask About Guardianship”.



# Supplemental Security Income

Supplemental Security Income (SSI) is a program administered by the Social Security Administration (SSA). SSI is a program that pays monthly benefits to people with low incomes and with limited assets who are 65 or older, or to people who have a disability, including some children who meet certain other requirements.

## **How do I find more information on SSI?**

1. Call your local Social Security office and make an appointment to apply for benefits.
2. Call Social Security's toll-free number 1-800-772-1213.
3. Visit the Social Security Website at: [www.ssa.gov](http://www.ssa.gov) click on *Disability and SSI*, follow the link to *Do You Qualify*.

Remember when you call or visit the Social Security Administration (SSA), to note the name of the staff member you speak with and the date of contact. Also remember to put your name and Social Security Number on all written correspondence with SSA and keep a copy for your records.

# Glossary of Special Education Terms

## Common Abbreviations

**ACA** Association of Community Advocacy  
**ADA** The Americans with Disabilities Act  
**ADD** Attention Deficit Disorder  
**ADHD** Attention Deficit Hyperactivity Disorder  
**ADL** Adult Daily Living  
**AFC** Adult Foster Care  
**AI** Autistic Impairment  
**AT** Assistive Technology  
**CBI** Community Based Instruction  
**CI** Cognitively Impaired  
**CIL** Center for Independent Living  
**CSTS** Community Supports & Treatment Services (formally Community Mental Health)  
**CP** Cerebral Palsy  
**CSDD** Community Services for the Developmentally Disabled  
**CTC** Community Transition Council  
**DD** Developmental Disability  
**DHS** Department of Human Services (Formally Family Independence Agency)  
**DOE** Department of Education  
**EDP** Educational Development Plan  
**EI** Emotionally Impaired  
**ESY** Extended School Year  
**FAPE** Free & Appropriate Public Education  
**FTE** Full Time Equivalent  
**HI** Hearing Impaired  
**IDEA** Individuals with Disabilities Education Act (P.L. 101-476)  
**IEP** Individualized Educational Plan  
**IEPT** Individualized Education Program Team  
**IPE** Individualized Plan of Employment  
**LD** Learning Disability  
**LEA** Local Education Agency  
**LRE** Least Restrictive Environment  
**MCB** Michigan Commission for the Blind  
**MDE** Michigan Department of Education  
**MET** Multidisciplinary Evaluation Team  
**MRS** Michigan Department of Labor & Economic Growth - Rehabilitation Services  
**P&A** Protection and Advocacy  
**OSE-EIS** Office of Special Education & Early Intervention Services  
**OT** Occupational Therapy  
**PAC** Parent Advisory Committee  
**PI** Physically Impaired  
**OHI** Otherwise Health Impaired  
**PPI** Preprimary Impaired  
**PT** Physical Therapy  
**SLI** Speech and Language Impaired  
**SSA** Social Security Administration

**SSI** Supplemental Security Income  
**SXI** Severely Multiply Impaired  
**TBI** Traumatic Brain Injury  
**VI** Visually Impaired  
**VR** Vocational Rehabilitation  
**Washtenaw ISD** Intermediate School District  
**WCHO** Washtenaw Community Health Organization

## **Individuals with Disabilities Act (IDEA)**

IDEA is legislation that guarantees a free and appropriate public education for students with documented disabilities during elementary and secondary school. School districts are responsible for identifying students with disabilities, providing necessary assessments, and monitoring the provisions for special education services.

***IDEA does not apply to higher education!***



## **Laws Pertaining to the Provision of Accommodations or Services at the Post-Secondary Level**

### **Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1973 (ADA)**

Both of these Acts assist in supporting students at the post-secondary level. It is important to note that in both cases, it is your responsibility to self-identify and provide documentation of the disability. Also, modifications or accommodations need not be made by the institution, if they demonstrate that the change would alter essential elements of the course or the college program. Under these acts students may not be discriminated against because of a disability or handicapped condition.

# Major Differences Between College and High School

## 1. Student – Teacher contact

- Class size increases
- Class meetings 1-3 times per week
- Students seek out own support
- Research skills a priority

## 2. Academic Feedback and Pace

- Long-range assignments instead of daily assignments
- Progress not monitored as frequently
- Pace set by instructor; not students

## 3. Support

- Students must seek out own support
- Close friends, family, and other support not readily available

## 4. Environment

- Time becomes unstructured and becomes student responsibility
- Life management skills required living away from home

## 5. Student Roles

- Self-advocacy a must
- Effective strategies for learning must be in place

## 6. Physical Environment

- Buildings usually spread apart
- Eating and sleeping patterns different
- Peer pressure is more evident

## 7. Academic Competition

- Fellow students will be high achieving high school graduates
- Grades based on achievement, not improvement, effort, or homework assignments
- Grades based on 2-3 exams and/or written assignments

# Considering the Options

Prepare for your future goal.

## Vocational Training Schools

These schools offer hands-on training in a specific skill. You would acquire your knowledge through manipulation and oral training.

High School Programs: combination of general education and special education; vocational training.

## Community College

These options require more reading and writing. You will have more **classroom-type** experiences here. Cost is moderate. You might work towards:

- Certificates (1 year program/vocational/ trade training)

High School Program: must be successful in vocational program

- Associates Degree (2 year programs)

- Transfer your Freshman/Sophomore requirements to a four-year university high school Program: college prep classes with support from special education

## Four-Year Public and Private Colleges and Universities

These schools require a great deal of reading and writing. Expectations include extended classroom work, research, study on your own, and independent organizational skills. Cost can be expensive. High School Program: should consist of college prep courses in general education, with support from Teacher Consultant.

## Private Colleges for Students with Disabilities

These colleges require that you have a documented disability. They offer intense remediation and sometimes therapy, along with courses in your desired area(s). Cost can be quite expensive but varies from school to school.

*Eastern Michigan University*

*Washtenaw Community College*

*University of Michigan*

*Adrian College*

## Preparing for College

1. Practice good self-advocacy skills. Use them daily!
2. Practice adequate study skills and strategies. You may want to consider taking a course like this your first year of college as well.
3. Consider a vocational assessment. Your Special Education Case Coordinator can help you decide and assist in supporting this decision.
4. Take the ACT or SAT college entrance exam if you are planning on attending a **four-year college**/university. This test can be given in a special setting with extended time. Your Special Education Case Coordinator will assist you with this. This test is usually taken in spring of the junior year.

*Please note:* Community Colleges do their own placement tests (Ability to Benefit)

5. Be sure you are taking a solid **college prep** curriculum if you plan to attend a **four-year college** or university.
6. Work on your independent living skills. Do you know how to manage your money and budget? How about getting around? Do you have a car or will you use the bus?
7. Gain part-time work experience or volunteer. Often your school will have people who can help in these areas as well.
8. Understand your disability! How does it impact your classroom performance? How is it connected to you social expectations with peers, family, and employers?
9. Learn about Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.

**Northern Michigan University**

*Jackson Community College*

*Central Michigan University*

**Grand Valley State University**



## Financial Aid and Scholarships for College

There are many ways to pay for education after high school. Many students apply for financial aid and scholarships. There are 3 basic types of college financial aid:

1. **Gift** aid (grants and scholarships) that does not have to be repaid.
2. **Loans** (various types, to students and parents) that must be repaid.
3. **Work Study**, which is a subsidized job on campus, based on financial need.

Look at the following website for general information:

[www.michigan.gov/mistudentaid](http://www.michigan.gov/mistudentaid)

To start the financial aid process, visit your high school guidance counselor in December of your senior year for a copy of the **FAFSA on the Web Worksheet** (Free Application for Federal Student Aid). You can also download a copy at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). Attend any Financial Aid Information meetings your high school offers.

It will be helpful if you and your parents complete your federal income tax returns in February of your senior year. You will need to refer to those tax returns when you complete the FAFSA.

You and your parents will each need a PIN (Personal Identification Number), which you can apply for at [www.pin.ed.gov](http://www.pin.ed.gov). Plan to have an active email account where you can receive information about your FAFSA application. You will use the PIN to sign your FAFSA when you complete the application at [www.fafsa.ed.gov](http://www.fafsa.ed.gov).

The **Student Aid Report** will tell you your “Expected Family Contribution.” This report will also be sent to the colleges you listed on your FAFSA. Each college will tell you how much aid you are eligible for at that particular college. Sometimes this is called a Financial Aid Award letter.

Contact your local high school guidance office for information about scholarships.

If you are a customer of MRS (Michigan Department of Labor and Economic Growth – Rehabilitation Services), discuss with your counselor how college training may be a part of your plan for employment and how MRS may help you with costs.



# Questions to Ask Colleges

A student may want to ask colleges of interest the following questions:

- Q:** What is the school's attitude toward students who have a disability? Are the faculty and administrators aware of the problems and needs of the students as well as their potential for success?
- Q:** How many credits must be taken for a student to be considered full time?
- Q:** Is there a special needs student services office on campus? If so, is there someone in that office who has an understanding of the disability which you have?
- Q:** Do students have to apply for special services?
- Q:** What services are available? How do you obtain them?
- Q:** Do any of the services have additional fees?
- Q:** Is there a contact person in each academic department if there are any problems?
- Q:** Are there waivers or course substitutions allowed if a disability would prohibit a student from passing a required course?
- Q:** Are there any special study skills courses? Can they be taken for credit? Are they counted as hours toward full-time student status?
- Q:** Are there support groups?

## Student Guidelines for Contacting Instructors

- First, decide if you will let the instructor know that you have a disability.
- If you do, be sure to make an appointment with the instructor early on in the term or at the first sign of trouble.
- Be on time for class and all appointments.
- Show interest in the class.
- Be prepared. Bring in the materials that you want to discuss.
- Be prepared to problem solve or look for alternative answers.
- Make your best effort.

# Using Appropriate Accommodations

You are entitled to certain accommodations in college that you utilized in high school. It is essential that you take advantage of these supports in college. You will need documentation of your disability for certain accommodations.



# Accommodations

When advocating for accommodations, it helps to know different techniques that may be available. The following list contains a few accommodations which may be useful:

<b>Learning Difficulty</b>	<b>Suggested Accommodation</b>
<i>Difficulty reading textbooks:</i> <ul style="list-style-type: none"> <li>• Decoding or reading speed</li> </ul>	<ul style="list-style-type: none"> <li>• Flash cards</li> <li>• Vocabulary notebooks</li> <li>• Taped texts/books on tape</li> <li>• Reading services</li> <li>• Tutoring</li> </ul>
<i>Difficulty with reading comprehension:</i> <ul style="list-style-type: none"> <li>• Word meaning</li> <li>• Organizing material</li> <li>• Analyzing</li> </ul>	<ul style="list-style-type: none"> <li>• Highlight key points in texts and notes</li> <li>• Flash cards</li> <li>• Reading/study skills class</li> <li>• Study groups</li> <li>• Tutoring</li> </ul>
<i>Difficulty with lectures:</i> <ul style="list-style-type: none"> <li>• Hearing correctly</li> <li>• Writing legibly</li> <li>• Remembering materials</li> <li>• Keeping up with speaker's pace of presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Share or copy notes</li> <li>• Sit in front of classroom</li> <li>• Tape lectures</li> <li>• Study groups</li> <li>• Tutoring</li> <li>• Note taker</li> </ul>
<i>Difficulty taking exams:</i> <ul style="list-style-type: none"> <li>• Reading/understanding questions</li> <li>• Writing under pressure</li> <li>• Organizing thought</li> <li>• Grammar, punctuation, spelling</li> <li>• Distractible</li> </ul>	<ul style="list-style-type: none"> <li>• Taped/oral exams</li> <li>• Extended time</li> <li>• Exam reader</li> <li>• Word processing/computer</li> <li>• Proofreading</li> <li>• Alternate testing room</li> </ul>
<i>Difficulty with writing:</i> <ul style="list-style-type: none"> <li>• Spelling</li> <li>• Sentence structure</li> <li>• Paragraph writing</li> <li>• Word Processing</li> </ul>	<ul style="list-style-type: none"> <li>• Spell checker</li> <li>• Editing/proofing help</li> <li>• Dictate written work</li> <li>• Alternative assignments</li> <li>• Note taker</li> <li>• Taped lectures</li> </ul>
<i>Difficulty with mathematics:</i> <ul style="list-style-type: none"> <li>• Basic facts</li> <li>• Formulas</li> <li>• Work problems</li> <li>• Applications</li> <li>• Reversals</li> </ul>	<ul style="list-style-type: none"> <li>• Sit in front of classroom</li> <li>• Ask for definition of symbols</li> <li>• List steps in process</li> <li>• Schedule help with teacher</li> <li>• Tutoring</li> <li>• Use calculator</li> </ul>



# Colleges and Universities Contacts



## **Adrian College**

ACCESS Services  
Jones Hall, Bonner Center  
110 South Madison Street  
Adrian, MI 49221  
Phone: (517) 265-5161

## **Central Michigan University**

Disability Services  
120 Park Library  
Mount Pleasant, MI 48859  
Phone: (989) 774-3018

## **Eastern Michigan University**

ACCESS Services  
Ypsilanti, MI 48197  
Phone: (734) 487-2470

## **Ferris State University**

Disability Services  
901 South State Street  
Big Rapids, MI 49307  
Phone: (800) 592-6499

## **Grand Valley State University**

Support Services  
200 Student Services Building  
Allendale, Michigan 49401  
Phone: (616) 895-2490

**Jackson Community College**

The Center for Student Success  
2111 Emmons Road  
Jackson, MI 49201-8399  
Phone: (517) 796-8415

**Henry Ford Community College**

5101 Evergreen Road  
Dearborn, MI 48128-1495  
(313) 845-9600

**Kalamazoo College**

Support Services  
1200 Academy Street  
Kalamazoo, MI 49006  
Phone: (616) 337-7209

**Michigan State University**

Resource Center  
204 Bessey Hall  
East Lansing, MI 48824  
Phone: (517) 363-9642

**Michigan Technological University**

Support Services  
1400 Townsend Drive  
Houghton, MI 49931-1295  
Phone: (517) 353-9642

**Northern Michigan University**

Student Support Services  
405 Cohodas Administrative Center  
Marquette, MI 49855-5318  
Phone: 906-227-1550

**Oakland Community College**

27055 Orchard Lake Road  
Farmington Hills, MI 48334-4579 Phone: (248) 522-3459

**Saginaw Valley College**

173 Wickes Hall/ 7400 Bay Road  
University Center  
Saginaw, MI 49003-4070  
Phone: (989) 790-4000

**Schoolcraft Community College**

18600 Haggerty Road  
Livonia, MI 48152-2696  
Phone: (734) 462-4436

**Washtenaw Community College**

4800 East Huron River Drive  
PO Box D-1  
Ann Arbor, MI 48106-0978  
Phone: (734) 973-3342

**Western Michigan University**

Academic Skills Center  
10042 Moore Hall  
Kalamazoo, MI 49003-4070  
Phone: (616) 387-4442

**University of Michigan**

G-664 Haven Hall  
505 South State Street  
Ann Arbor, MI 48109-1045  
Phone: (734) 763-3000

# Important Websites For Transition Issues

Financial Aid:

[www.fafsa.ed.gov](http://www.fafsa.ed.gov)

[www.michigan.gov/mistudentaid](http://www.michigan.gov/mistudentaid)

Social Security & SSI:

[www.ssa.gov](http://www.ssa.gov)

includes a link to an SSI eligibility tool

Employment:

<http://www.michigan.gov/mdcd/>

Michigan Works! and Michigan Rehabilitation Services

Links to information:

<http://wash.k12.mi.us/perform/>

Washtenaw Community Transition Council:

<http://wash.k12.mi.us/ssupport/wctc/>

Washtenaw Agency Resource Guide:

<http://wash.k12.mi.us/files/speced/WCTCResourceGuide.pdf>

(or wash.k12.mi.us, then Services, Student Services, Forms & Resources, Agency Resource Guide)

Services for the Blind & Visually Impaired:

[www.michigan.gov](http://www.michigan.gov)

then search for Michigan Commission for the Blind (MCB)

Helping Students Transition

<http://www.ncset.org/publications/viewdesc.asp?id=1168>

Helping students with disabilities transition to colleges and careers.

Interagency Transition Teams

<http://www.ncset.org/publications/essentialtools/teams/intro.asp>

Four tools for Interagency Transition Teams

U.S. Directory of Independent Living Centers

<http://www.ilru.org/html/publications/directory/index.html>

High School Graduation

<http://www.ncset.org/publications/viewdesc.asp?id=1994>

High School Graduation requirements and students with disabilities

Guides for Educators and Parents

The Organization for Autism Research (OAR) has three excellent guides that can be downloaded from their

Recommended Reading page:

- 1) An Educator's Guide to Autism
- 2) An Educator's Guide to Asperger Syndrome
- 3) A Parent's Guide to research

<http://www.researchautism.org/resources/reading/index.asp>

### Residential Placement Options

<http://www.child-autism-parent-café.com/residential-placement.html>

### Colleges & Universities

<http://www.larsperner.com/autism/colleges.htm>

A listing of post-secondary schools that have experience working with students on the autism spectrum.

### Parenting College Students with ASD

<http://www.ncset.org/publications/viewdesc.asp?id=208>

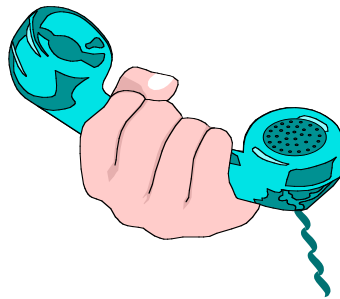
Parenting Post-Secondary Students with disabilities: Becoming a mentor, advocate, and guide your young adult needs.

# *WASHTENAW COUNTY RESOURCES DIRECTORY*

**From  
“SCHOOL and BEYOND”**

Washtenaw Community Transition  
*Council*

*A Collaborative Effort for Improving the Transition from School to Post-School Opportunities  
for Students with Disabilities in the Washtenaw Community.*



*13th Edition  
December 2006*

**INFORMATION & REFERRAL/  
SUPPORT GROUPS and COUNSELING**

- Ann Arbor Center for Independent Living (CIL)**..... (734) 971-0277  
<http://www.aacil.org>
- Association for Community Advocacy (ACA)**..... (734) 662-1256
- Center for Self-Determination**..... (734) 213-5220  
<http://www.self-determination.com>
- Citizens Alliance to Uphold Special Education (CAUSE)**.....1-800-221-9105  
<http://www.causeonline.org>
- Faith In Action, Inc** (Dexter/Chelsea Area Emergency Needs).....(734) 475-3305  
<http://www.FIA.org>
- Learning Disabilities Association of MI (LDA)** ... (888) 597-7809 Washtenaw Chapter... (734) 913-9553  
<http://www.laofmichigan.org>
- Legal Services of Southeastern Michigan**.....(734) 665-6181  
<http://www.mlive.com//cc/groups>
- Michigan Alliance for Families**.....(734) 994-8100 x 159  
<http://www.wash.k12.mi.us/perform>
- Michigan Protection and Advocacy Service (MP&A)**.....1-800-288-5923  
<http://www.mpas.org>
- Michigan Commission for the Blind**.....1-800 292-4200  
<http://www.MCB1.org>
- NAMI of Washtenaw County** (Alliance for Mentally Ill).....(734) 994-6611.....or (734) 663-1150
- Student Advocacy Center (SAC)**.....(734) 222-5443  
<http://www.studentadvocacycenter.org>
- University of Michigan** - Center for Child & Family..... (734) 764-9466  
<http://www.umich.edu/~uccf>

**HUMAN SERVICES  
MENTAL HEALTH SERVICES**

**Catholic Social Services of Washtenaw Co.** ..... (734) 971-9781  
<http://www.csswashtenaw.org>.

**Community Supports & Treatment Services (CSTS)** (formerly Community Mental Health)  
Access (Front Door to Services).....(734) 544-3050  
Assessment & Services for:  
Persons with Developmental Disabilities  
Persons with Mental Illness  
Persons with Substance Abuse issues who are indigent and/or Medicaid eligible

**Help Source** (Substance Abuse, Counseling, Referral, Teen Parent Center)..... (734) 973-1900  
<http://www.helpsourceagency.co>

**Human Services** (formerly Family Independence Agency)  
Adult Protective Serv. (24 hrs.)..... (734) 481-9110  
Washtenaw County..... (734) 481-2000  
<http://www.michigan.gov/fia>

**Partners in Personal Assistance**.....(734) 214-3890  
<http://www.comnet.org/ppa/>

**Psychiatric Emergency Service**.....(734) 936-5900

**Spectrum Prevention & Treatment Services**..... (734) 971-7900

**Washtenaw 211** (Basic Human Needs Resources).....(734) 477-6211  
<http://www.washtenaw211.org>

**SOCIAL SECURITY ADMINISTRATION**

**Social Security Administration** (SSI & SSDI).....1-800-772-1213  
General Inquiry..... (734) 741-2475 /TTY.....(734) 741-2406  
<http://www.SSA.gov>

## HOUSING-RESIDENTIAL NEEDS

<b>Ann Arbor Center for Independent Living (CIL)</b> .....	(734) 971-0277
<a href="http://www.aacil.org">http://www.aacil.org</a>	
<b>Ann Arbor Housing Commission</b> .....	(734) 994-2828
<b>Ann Arbor Tenants Union</b> .....	(734) 763-6876
<b>Avalon Housing, Inc</b> .....	(734) 663-5858
<b>Community Housing Alternatives</b> .....	(734) 482-6585
<b>Community Supports &amp; Treatment Services</b> .....	(734) 222-3500 or . (734) 222-3400
<b>Help Source</b> .....	(734) 482-0100
<a href="http://www.helpsourceagency.org">http://www.helpsourceagency.org</a>	
<b>Washtenaw Affordable Housing</b> .....	(734) 747-6824
<b>Washtenaw Intergenerational Supported Housing</b> .....	(734) 975-6880
<b>Ypsilanti Housing Commission</b> .....	(734) 482-4300

## EMPLOYMENT PROGRAMS

- Community Supports & Treatment Services** Employment Service.....(734) 222-3500  
Services for DD.....(734) 929-9992  
<http://www.ewashtenaw.org>
- Michigan Ability Partners** (MAP)..... (734) 975-6880  
<http://www.mapagency.org/>
- Michigan Commission for the Blind**.....1-800 292-4200  
<http://www.mcb1.org>
- Michigan Department of Labor & Economic Growth - Michigan Rehabilitation Services**...(734) 677-1125  
<http://www.michigan.gov/mdcd>
- Michigan Indian Employment & Training Services, Inc**.....(734) 930-6860  
<http://www.michigan.gov/fia>
- Michigan Works Service Center** WIA Youth Programs.....(734) 481-2517  
<http://www.michworks.org>
- Peace Neighborhood Center**.....(734) 662-3564
- Services to Enhance Potential** (STEP).....(734) 794-7026  
<http://www.stepcentral.org>
- Work Skills Corporation**.....(734) 484-6578  
<http://www.wskills.com>

**ADULT EDUCATION,  
COLLEGES, UNIVERSITIES**

**Adult & Community Education**

*Ann Arbor* -

Stone School/Adult Ed.....(734) 971-2665  
<http://www.stone..AAPS.k12.mi.us>

*Chelsea*..... (734) 433-2206  
<http://www.chelsea.k12.mi.us>

*Dexter*..... (734) 424-4180  
<http://www.dexter.k12.mi.us>

*Lincoln*..... (734) 484-7007  
<http://www.lincoln.k12.mi.us>

*Manchester*..... (734) 428-8321 x 1344  
<http://www.mcs.k12.mi.us>

*Milan*..... (734) 439-5042  
<http://www.milanareaschools.org>

*Saline*..... (734) 429-8020  
<http://www.salineschools.com>

*Whitmore Lake*..... (734) 449-5814  
<http://www.wlps.net>

*Willow Run*..... (734) 481-8347  
<http://www.wrcs.k12.mi.us>

*Ypsilanti* - Adult.....(734) 714-1240  
Community Ed. ....(734) 714-1245  
<http://www.ypsd.org>

**Cleary University**..... (734) 332-4477  
<http://www.cleary.edu>

**Concordia University**..... (734) 995-7300  
<http://www.CUAA.edu>

**Eastern Michigan University** -Access Services Students with Disabilities ..... (734) 487-2470  
<http://www.emich.edu/public/students/disab.html>

**Michigan Career & Technical Institute - Plainwell**.....(269) 664-4461  
<http://www.MCTI.org>

- Ross Medical Education Center**.....(734) 434-7320  
<http://www.rossmedicaleducation.com>
- Schoolcraft College**.....(734) 462-4400  
<http://www.schoolcraft.cc.mi.us>
- University of Michigan - Services for Students with Disabilities**..... (734) 763-3000  
<http://www.umich.edu/~sswd/ssd>
- Washtenaw Community College - Learning Support Services**..... (734) 973-3342  
<http://www.wccnet.org>
- Washtenaw County Extension/MSU 4-H Youth Programs**.....(734) 997-1678  
<http://www.ewashtenaw.org/government/departments/dp-index.html/extension-ex-index.html>
- Washtenaw Employment Training Community Services**..... (734) 484-6650
- Washtenaw Literacy**.....(734) 879-1320  
<http://www.washtenawliteracy.org>

**TRANSPORTATION**

- Ann Arbor Transportation Authority**.....(734) 973-1611  
 (AATA) A-Ride Reservation-----(734) 973-6500  
<http://www.theride.org>
- Milan Public Transit**..... (734) 439-2457
- People’s Express Bus Service**.....(734) 528-5411
- WAVE – Western Washtenaw Area Value Express (formerly CATS)**.....(734) 475-9494



**RECREATION & LEISURE  
PROGRAMS**

- Ann Arbor Center for Independent Living (CIL)**..... (734) 971-0277  
<http://www.aacil.org>
- Ann Arbor Public Schools Community Recreation and Education**.....(734) 994-2300
- Bowling League** Contact: Bob Pierce..... (734) 475-4614
- Common Chords -Hand Chimes**.....(734) 971-6677 **or** (734) 483-0559
- Fresh Start Clubhouse**.....(734) 929-9992
- Friendship Fellowship** Ann Arbor Christian Reformed Church..... (734) 995-4749
- Saline Parks & Recreation Complex**.....(734) 429-3502  
<http://www.ci.saline.mi.us>
- Venture Crew - Great Sauk Trail Council (14 - 21 years)**..... (734) 971-7100
- Washtenaw County Extension/MSU 4-H, Youth Development**.....(734) 997-1678
- Washtenaw County Recreation Center**.....(734) 971-6337  
<http://www.ewashtenaw.org>
- Ya<sup>2</sup>acht Club (St. Francis of Assisi) -young adult service, social, community & faith**.....(734) 821-2126
- YMCA of Ann Arbor**.....663-0536  
<http://www.annarborymca.org>
- Young Adult Friendship Group** Sponsored by Learning Disabilities Association.....(734) 663-3865
- Ypsilanti Recreation Department**.....(734) 483-7272

**This information provided by The Washtenaw Community Transition Council (WCTC)  
Partially funded by the Michigan Department of Education-Offices of Special Education-Transition Grant**

**For More Information about The WCTC Contact:**  
**Washtenaw Intermediate School District**  
(734) 994-8100, ext. 1543



**304 Harriet St.**

**Ypsilanti, Michigan 48197**

**Phone: (734) 484-2517**

**Email: [www.michworks.org](http://www.michworks.org)**

**Fax: (734) 481-2520**

**Services provided for students with disabilities:**

The primary focus of this program is to work with older youth who are preparing for transition from school to employment. Michigan Works' primary goal is to provide job placement activities. Michigan Works agency oversees comprehensive services designed to assist employers access a skilled workforce and help to prepare youth and unskilled adults for entry into the labor force and help individuals who are disadvantaged or face serious barriers in the development of employment skills through training that leads to employment and ultimately economic self-sufficiency.

**Appropriate age level for service:**

Students and school aged adults between the ages of 14—21 with a documented disability attending a Washtenaw County School. Students participating in the program should be able to access the community independently.

**What types of services are available from this agency?**

Resume, Application and Interview Skills development  
Job Placement Skill Development

**Process for Enrollment:**

Visit the service center, call to make an appointment or invite a representative to the IEP.

Provide documentation:

- Current IEP
- Social Security Card
- Birth Certificate
- Picture ID

Once an application has been processed an agency representative will be in contact with you to develop an employment plan.



**Washtenaw County Community Supports and Treatment Services**

**Address 555 Towner St.**

**Ypsilanti, MI 48198**

**Phone: 734-544-3000**

**Email: [ewashtenaw.org](mailto:ewashtenaw.org)**

**Services provided for students with disabilities:**

- 1. Housing options**
- 2. Supports Coordination**
- 3. Clinical Services such as Psychiatry, OT, counseling.**

**Appropriate age level for services?**

**There are different levels-**

**Children with DD – 0 to 18 years**

**Adults with DD- 18years and over.**

**What types of services are available from this agency?**

**Supports Coordination,**

**Clinical Services, vocational services, Housing**

**Process for Enrollment:**

**Call ACCESS at 1-800-440-7598**



**MICHIGAN REHABILITATION SERVICES  
3810 PACKARD, SUITE 170  
ANN ARBOR, MICHIGAN 48108  
734-677-1125**

**Services provided for students with disabilities:**

**MRS assists students with disabilities to achieve employment. MRS works in conjunction with school personnel to help students develop their plans related to transition from school to work. This is achieved through collaborative programs and shared staffing arrangements**

**Appropriate age level for services?**

**Typically, students are referred no earlier than age 16. MRS involvement is individualized so some students may meet with a counselor earlier and some might meet later than age 16.**

**What types of services are available from this agency?**

**MRS assist with vocational assessment, career planning, training, job development, job coaching and follow up.**

**Process for Enrollment:**

**Referral to MRS is initiated through school personnel, usually special education staff.**



Ann Arbor Public School  
Community Education & Recreation  
1530 Eisenhower Place  
Ann Arbor, Michigan 48108  
Phone: (734) 994-2300  
Email: aareced.com

**Services provided for students with disabilities:**

Adapted recreational classes are co-sponsored with the city of city of Ann Arbor Department of Parks and Recreation. Activities include Adapted Swim Lessons, Bowling, Dinner and a Movie, Crafts, Hip Hop Beat and Cooking Cooperatively. Class offerings change each semester.

**Appropriate age level for services?**

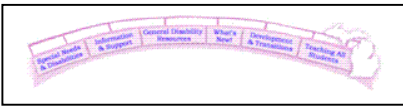
These classes are for adults and teens (grade 11 — adult) with mental or physical challenges.

**What types of services are available from this agency?**

AAPS Community Education and Recreation provides social and learning activities for people with mental or physical challenges.

**Process for Enrollment:**

On-line enrollment is available at [aareced.recware.com](http://aareced.recware.com), walk-in registration at Recreation and Ed., 1530 Eisenhower Place. Scholarships are also available.



**Michigan Alliance For Families  
Formerly: Project PERFORM**

**Address: Washtenaw Intermediate School District**

**1819 South Wagner Road**

**Ann Arbor, Michigan 48106**

**Phone: 734 994-8100 ext. 1590**

**Fax: 734 994-2203**

**Toll Free: 800 552-4821**

**Web Site: [www.wash.k12.mi.us/perform](http://www.wash.k12.mi.us/perform)**

**Email: [kmoler@wash.k12.mi.us](mailto:kmoler@wash.k12.mi.us)**

**Services provided for students with disabilities:**

An information and support resource for Michigan families who have children from birth to age 26 with special needs and professionals who work with them. Providing resources, referrals, 21 free information folders on disabilities and educationally related topics, a web site, a lending library and one-on-one parent-to-parent support. Project PERFORM is an Individuals with Disabilities Education Act (IDEA) Mandated Activities Project (MAP) parent support and education grant awarded to Washtenaw ISD by the Michigan Department of Education (MDE) Office of Special Education and Early Intervention Services (OSE-EIS)

**Appropriate age level for services?**

Up to age 26

**What types of services are available from this agency?**

Providing resources, referrals, 21 free information folders on disabilities and educationally related topics, a web site, a lending library and one-on-one parent-to-parent support

**Process for Enrollment:** Call or email for information, resources and referrals



**Ann Arbor Center for Independent Living**  
**2568 Packard Road**  
**Ann Arbor, MI 48104**  
**734-971-0277, ext. 30**  
**demerson@aacil.org**

### **Services provided for students with disabilities:**

- Youth Council:** We provide opportunities for youth to develop leadership skills by participating on selection and planning committees.
- Social & Recreational Events:** We arrange social and recreational activities planned and hosted by youth. Transportation scholarships to cover costs to/from events are often available.
- Youth Mentorship Program:** We match youth with disabilities with adults “who’ve been there done that” who help guide youth along the path toward independence.
- Girl Talk Social Support Group:** Offered in a six-week series, these sessions provide a forum for young women to discuss issues important to their lives.
- Attendance at IEPs & PCPs:** We attend Individualized Education Program and Person-Centered Planning meetings to advocate for student rights and desires.
- eNews for Youth:** We publicize community news and upcoming events through an email newsletter targeted to youth between the ages of 14-26.
- John Weir Scholarship:** We award annual competitive academic scholarships to students with disabilities graduating from high school in Washtenaw, Livingston, or Monroe County who plan to attend a 2- or 4-year college or university.
- Community Meeting Space:** We make our conference rooms and kitchen available as free meeting space for the disability community.

### **Appropriate age level for services?**

Generally ages 14-21, though sometimes up to age 26.

### **What types of services are available from this agency?**

We **ACT** with and on behalf of people with disabilities by **amplifying** the voices of people with disabilities; **connecting** people with opportunities and community resources; and **transforming** lives. Services for all ages include:

- Rehabilitation Engineering and Assistive Technology Services
- Computer and Internet Skill Enhancement Services
- Disability Awareness Seminars
- Individual and Systems Advocacy
- Independent Living Skill Development
- Job Seeking Skill Development and Employment Assistance
- Vocational Rehabilitation Counseling and Support
- MicroEnterprise Development Assistance

### **Process for Enrollment:**

Call or email Dana Emerson. (Contact info listed above.)



2625 Tyler Road  
Ypsilanti, MI 48198  
734.484.6578  
www.wskills.com

### Services provided for students with disabilities:

- Provides wide variety of employment and training services including: career exploration, vocational, situational and clerical assessments, specialized assessments (e.g. Forklift Operation, Custodial, A+ Certification, PC Skills Assessment), job tryouts, work experiences, transitional employment, job development, job shadows, on-site employer tours, on-the-job supports and follow up and Resume Building.

### Appropriate age level for services?

- **Work Skills Corporation provides services to youth and adults beginning at age 14.**

### What types of services are available from this agency?

- **Work Skills Corporation (WSC) is a community-based organization that provides employment and training services to people with barriers to employment. WSC's goal is to maximize an individual's potential for employment. Every participant's program is uniquely based upon an individual program plan. Programs are designed to encourage and support community-based employment.**
- **Work Skills Corporation shall present a welcoming environment that is approachable and non-judgmental. This policy will be implemented by extending dignity and respect to all participants and will embrace the opportunity to provide services and/or support to those who may present with multiple issues including but not limited to mental health, substance abuse, developmental disabilities or physical health problems singularly or simultaneously. Encounters will be facilitated in a sensitive and meaningful manner, so that services and/or support are appropriate to levels of need. WSC will collaborate with existing agencies and support teams in providing services that promote the expressed goal(s) of the participant.**

### Process for Enrollment:

- **Work Skills Corporation (WSC) is committed to providing Equal Employment Opportunities (EEO) to all qualified persons regardless of race, color, religion, sex, national origin, age, disability or status as a Vietnam era disabled veteran. WSC as part of its commitment to EEO and affirmative action, has established an Affirmative Action Plan (AAP) in compliance with the regulations provided by the Secretary of Labor in 41 C.F.R. Part 60 - 1 et seq.**
- **Applicants must be either unemployed or under employed, and have a referral and required employment identification.**



**Michigan Ability Partners**  
**3810 Packard Rd. Suite 200**  
**Ann Arbor, MI 48108**  
**Phone: (734) 975-6880**  
**Email: [www.mapagency.org](http://www.mapagency.org)**

**Services provided for students with disabilities: Michigan Ability Partners works closely with local schools districts, students, and their families to provide a variety of services to facilitate transition from school to work. The Student Employment Initiative Series (SEIS) allows students with disabilities to gain actual work experience and investigate various career opportunities.**

**Appropriate age level for services : 17-26**

**What types of services are available from this agency? In addition the SEIS Program, Michigan Ability Partners also provides Employment Services such as Job Development, Job Coaching, and the Transitional Workforce Program. Homeless Services and Housing Supports assist with housing stability, and Housing Development provides opportunities for affordable housing for low income individuals with disabilities. Financial Services offer Payee Services and Financial Management assistance.**

**Process for Enrollment: Referrals to the Student Employment Initiative Series come from Michigan Rehabilitation Services (MRS) or Michigan Commission for the Blind (MCB) counselors.**



Services to Enhance Potential  
3800 Packard Rd. Suite 250  
Ann Arbor, Michigan 48108  
(734) 794-7026  
Web Address: [www.stepcentral.org](http://www.stepcentral.org)

**Services provided for students with disabilities:**

Transition, job development, job coaching, follows along services, self-employment (micro-enterprise) and Community Skill Building.

**Appropriate age level for services?**

When IEPC denotes the need for involvement. Services to Enhance Potential are available for consultation to school staff, families and students.

**What types of services are available from this agency?**

Employment/Self-Employment  
Community Skill Building

**Process for Enrollment:**

Referral to Mary Agusti at (734) 261- 7530 Ext. 203  
[masusti@stepcentral.org](mailto:masusti@stepcentral.org) Cell: (734) 718-1653