

Self Advocacy is Important

Self Advocacy means knowing yourself and being able to express what you need. It is more likely that meaningful transition will take place if the student possesses self advocacy skills.

Here are examples of personal information that students should be able to discuss:

- Strengths
- Difficulties
- How the student learn best
- What they want to learn
- Accommodations/Needs

At Home

- Give your Child Choices
- Encourage self expression
- Provide Opportunities for decision making.

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DPSCD Transition Programs

- Grow Detroit - Summer Connect
- Detroit/Wayne Project SEARCH Program

DPS Community Partners

- (MRS) Michigan Rehabilitation Services
- (JVS) Jewish Vocational Services
- Detroit Wayne Mental Health Authority (DWMHA)



Transitions

Freedom Begins with a Dream

Program Begins with a Dream

Detroit Public Schools Community District

“ Transition planning is a student centered activity that requires a collaborative effort by the student, parent, secondary/post-secondary personnel and community agencies. These are all members of the transition team”

National Joint Committee on Learning Disabilities

Transition Drives the IEP

About Transition

- Transition Services are intended to prepare students to make the transition from school to the adult world.
- Transition planning is a component of the IEP process.
- Transition services are a coordinated set of activities based on the needs, interests and preferences, taking into account the child's strengths.
- The 1st transition plan is completed at age 14 or the end of the 7th grade.
- Course of study must address on the IEP at the first transition plan & be aligned with post-secondary goals.
- Transition Planning is a formalized part of the student's IEP
- The Transition Plan is unique for each student.
- Transition planning requires the participation of the student, family as well as representatives from the community, agencies and employers.
- Transition planning encourages the development of self-advocacy
- Transition services include a functional vocational evaluation if appropriate.

GRADUATE WITH A PLAN

- Transition planning provides a bridge from school to the adult world.
- A good transition plan will motivate your child to stay in school.
- A good transition plan will identify key supports to help your child when exiting DPS

Transition Planning Timeline

Grade/Age	Activity
K-6th 6-12	Explore careers and occupational specific tools. Assist students to establish realistic life goals.
7-8th 13-14	Complete transition orientation. Complete Level 1 Student Profile & EDP. Complete 1st transition plan. Explore careers.
9th 14-16	Initiate H.S. EDP/do annual transition assessment. Apply for 3year CTC program Acquisition of personal Documentation (State ID, Birth Cert/Social Security Card) Complete Level 2 Assessment Begin to compile portfolio Annual Review: transition plans reviewed and updated.
10th 16-20	Orientation to Career Tech/ Center-based programs. Make application for 2 year programs Annual review and transition assessment.
11th 17-24	Career Technical placement Explore Post Secondary programs/options. Contact adult service provider. Register with Selective Services (Male age 18)
12th 18-26	Apply to post high school choices. Work Study , CO-OP, Practicum, Placements Contact Vocational Rehabilitation Counselor. Assist with application to Skill Building /day program Prepare financial aid Prepare Summary of Performance Document.

DPSCD

Community Partners Coalition

The Detroit Public Schools Community District Community Partners coalition is a local collaborative planning effort.

The goal is to provide a network for interagency cooperation to

Mission Statement

The coalition will identify opportunities for Detroit Public School Community District students with disabilities, to access resources for successful Transition into the community, through partnership and collaboration, for the purposes of enhancing the quality of their lives.

PUTTING THE PIECES TOGETHER

