

Age 14

Age 15

Age 16

## Independent Living

- Consider chores with allowance and increase life skills
- Increase job skills, consider volunteer opportunities
- Develop and increase community and personal safety skills
- Increase independence, discuss and explore transportation options
- Explore leisure activities, increase social opportunities (e.g., summer camp)
- Inquire about participation in school and community-based extra-curricular activities
- Acquire the Maryland State Identification Card from the Motor Vehicle Administration

## Education and Employment

- Attend and actively participate in IEP meetings
- Begin identifying abilities, strengths, and challenges
- Learn about disability and how it affects learning and other life activities
- Learn how to request available support, services and accommodations
- Explore and discuss diploma options
- Begin identifying career interests and post-secondary goals
- Complete transition assessments and be actively involved in developing transition goals
- Explore available CTE programs available in high school that align with post-secondary goals
- Meet with your school counselor to discuss courses that interest you
- Learn about the skills and training necessary for careers of interest
- Explore volunteer and summer employment opportunities in the community

## Agency Support

- Explore what plans/services you may be eligible to receive
- Begin attending community transition fairs and workshops
- Sign release of information for school to share educational information with DDA or DORS if you might be eligible for services
- Complete the application process for DDA
- Explore Pre-Employment Transition Services (Pre-ETS) through DORS
- If eligible for DDA, work with your coordinator of resource services to select a long-term adult service provider and service funding plan through DDA

Age 17

Age 18

Age 21

## Independent Living

- Increase appropriate levels of independence and independent living
- Create a support network, maintain list of support people and community organizations
- Explore and participate in leisure activities (local clubs, parks and rec)
- Explore guardianship before age 18, finalize as appropriate
- Confirm health care insurance for post-age 18
- Keep ID, Social Security Card and Birth Certificate safe
- Obtain driver's license or MD ID or receive travel training on public transportation
- Begin financial and future planning
- Explore living arrangement options (independent, roommate, group living, etc.)

## Education and Employment

- Consider actively participating in or leading IEP meetings
- Become familiar with needed classroom accommodations
- Review course of study and graduation requirements with school counselor
- Research all post-secondary options that align with your transition goals
- Consider alternative training options such as apprenticeships and vocational education
- Learn skills to obtain and maintain employment
- Participate in work experiences (internships, service learning, work-based learning)
- Complete entrance exams and applications for post-secondary education and training
- Learn about the differences between IDEA and ADA in post-secondary settings
- Learn about ADA accommodations available in post-secondary education and employment settings
- Learn how to disclose disability and request services under ADA

## Agency Support

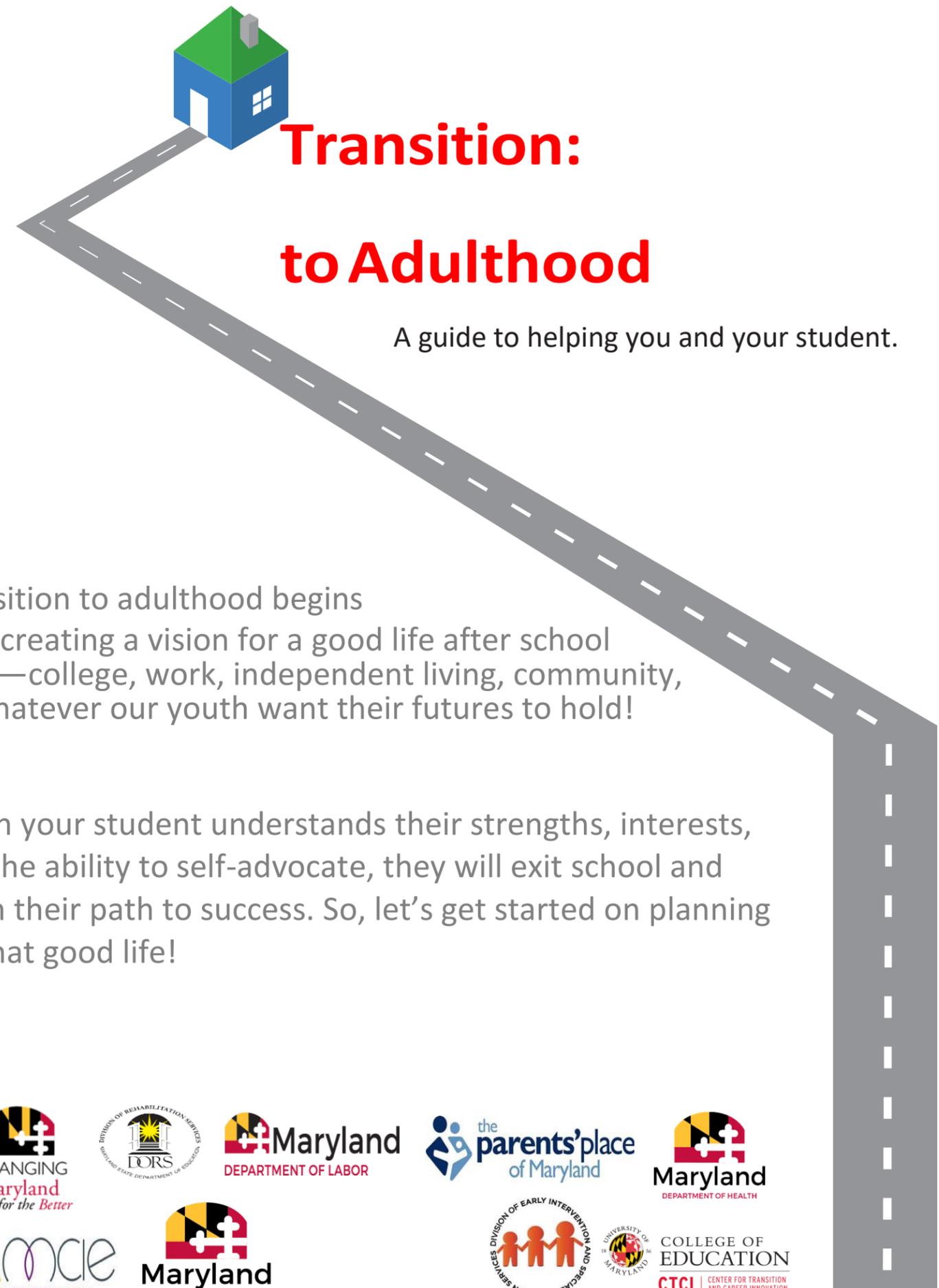
- Provide consent for the school team to invite and collaborate with adult agencies
- Meet with DORS counselor to discuss and apply for services through VR to support transition and develop an IPE
- At 17, inquire about SSI application. You need to apply for SSI assistance, submit SSDI application (if eligible)
- If attending college, learn about Disability Support Services

Competitive Integrated Employment



# Your Transition Partners

<p><b>Division of Rehabilitation Services</b>  <b>Local DORS Office</b>          Address          Phone Number</p> <p>Counselor Contacts:</p> <p><a href="http://dors.state.md.us/dors">dors.state.md.us/dors</a></p>	<p>DORS can help prepare youth (ages 14-21) for future employment or training. During the last two years of high school, DORS can work with eligible youth on developing an individualized employment goal and planning for the services needed to be successfully employed post high school.</p> <p>A DORS counselor is assigned to every public and non-public high school in Maryland.</p>	<p><b>Pre-ETS may include:</b></p> <ul style="list-style-type: none"> <li>• Job exploration counseling</li> <li>• Work-based learning experiences</li> <li>• Post-secondary counseling</li> <li>• Workplace readiness</li> <li>• Instruction in self-advocacy</li> </ul> <p><b>VR services may include:</b></p> <ul style="list-style-type: none"> <li>• Career counseling and assessment</li> <li>• Skills training</li> <li>• Job search and placement services</li> <li>• Job coaching and supported employment services</li> <li>• Assistive technology solutions for disability related needs</li> </ul>
<p><b>Developmental Disabilities Administration (DDA)</b></p> <p>Address          Phone Number</p> <p>Counselor Contacts:</p> <p><a href="http://dda.health.maryland.gov">dda.health.maryland.gov</a></p>	<p>To be eligible for assistance from DDA, a person must be diagnosed as developmentally disabled, and meet the following criteria:</p> <ul style="list-style-type: none"> <li>• Maryland resident</li> <li>• Waiver eligible</li> <li>• 21 years old and have a severe chronic disability that:             <ul style="list-style-type: none"> <li>○ Is attributable to a physical or mental impairment other than a sole diagnosis of mental illness</li> <li>○ Results in the need to have services which are individually planned and coordinated</li> <li>○ Results in a need for services that are likely to continue indefinitely</li> <li>○ Results occurred before the age of 22</li> <li>○ Results in the inability to live independently</li> </ul> </li> </ul> <p>Note: A sole diagnosis of a developmental disability does not mean a person is automatically eligible.</p>	<p>A person-centered plan will be developed that considers the youth's goals and preferences in order to identify desired services and support needs.</p> <p>Available services include:</p> <ul style="list-style-type: none"> <li>• Employment Services</li> <li>• Day Services</li> <li>• Family Supports</li> </ul> <p>For a full list of services, visit <a href="http://dda.health.maryland.gov">dda.health.maryland.gov</a>.</p>
<p><b>Behavioral Health Administration (BHA)</b></p> <p>Address          Phone Number</p> <p>Counselor Contacts:</p>	<p>Through local Core Service Agencies, BHA funds and administers programs for individuals with mental illnesses, based on the following criteria:</p> <ul style="list-style-type: none"> <li>• Aged 16-21</li> <li>• Have a diagnosed chronic/severe mental health condition (according to the DSM-IV-TR)</li> <li>• Are Medicaid eligible or qualify for subsidized services through state or local funds.</li> </ul>	<ul style="list-style-type: none"> <li>• Crisis services,</li> <li>• Rehabilitation services,</li> <li>• Family support,</li> <li>• Supported housing and supported employment.</li> <li>• Some programs specifically for transition-aged youth are available in some regions.</li> </ul>
<p><b>Maryland Department of Labor</b></p> <p><a href="http://labor.maryland.gov/County">labor.maryland.gov/County</a></p>	<p>To be eligible for assistance from the DLLR, a person must be between the ages of 14-21, classified as low-income and one or more of the following:</p> <ul style="list-style-type: none"> <li>• An offender</li> <li>• Classified as homeless</li> <li>• Pregnant or parenting youth</li> <li>• Youth with a disability</li> <li>• Youth that requires additional assistance to complete an educational/employment program</li> </ul>	<ul style="list-style-type: none"> <li>• Mentoring</li> <li>• Summer Employment</li> <li>• Occupational Skills Training</li> <li>• Supportive Services</li> <li>• Paid and Unpaid Work Experiences</li> <li>• Financial Literacy</li> <li>• Career Counseling and Planning</li> <li>• Follow-up Services</li> <li>• Educational Services</li> <li>• Employment Development and Placement Services</li> </ul>
<p><b>More Maryland State Resources:</b>    <a href="https://marylandlearninglinks.org/st/">https://marylandlearninglinks.org/st/</a>    <a href="https://ctci-umd.org">https://ctci-umd.org</a>    <a href="http://mdod.maryland.gov">mdod.maryland.gov</a></p> <p><a href="http://www.mdtransitions.org">www.mdtransitions.org</a>    <a href="http://marylandpublicschools.org/programs/Pages/Special-Education/index.aspx">http://marylandpublicschools.org/programs/Pages/Special-Education/index.aspx</a></p>		



## Transition: to Adulthood

A guide to helping you and your student.

Transition to adulthood begins with creating a vision for a good life after school ends—college, work, independent living, community, or whatever our youth want their futures to hold!

When your student understands their strengths, interests, and the ability to self-advocate, they will exit school and begin their path to success. So, let's get started on planning for that good life!







